

Programs and Practices to Support Students' Social and Emotional Development: Results from Nationally Representative Surveys

Association of Education Finance and Policy
March 21, 2019



Elizabeth D. Steiner, Laura S. Hamilton,
Christopher J. Doss, and William R. Johnston
RAND Corporation

Today's Talk

1 Context: What is *social and emotional learning (SEL)*?

2 Background and Methods

3 Survey Results

4 Implications

Today's Talk

1 Context: What is social and emotional *learning* (SEL)?

2 Background and Methods

3 Survey Results

4 Implications

Social and emotional learning (SEL) captures a broad range of skills beyond academic achievement



Cognitive Skills

Include executive functions such as planning and flexibility



Emotional Competencies

Include emotion recognition and self-management



Social and Interpersonal Skills

Include teamwork and social awareness

Social and emotional skills can be grouped into three interconnected domains

SEL is a popular school improvement strategy and is consistent with recent research

- **Nearly all principals and teachers who participated in recent national surveys endorsed the idea of promoting SEL in schools**
- **Emphasizing SEL is consistent with recent research, and associated with improvements in**
 - **Academic and behavioral outcomes while children are still in school**
 - **Postsecondary attainment, earnings, and reduced criminal activity**

Today's Talk

1 Context: What is social and emotional learning (SEL)?

2 Background and Methods

3 Survey Results

4 Implications

We addressed three research questions in relation to three topics

Research Questions

- 1. What are educators' opinions of SEL and what SEL-related programs, practices, and assessments are they implementing?**
- 2. In what ways do teachers' and principals' responses differ?**
- 3. To what extent are responses related to school characteristics?**

Topics

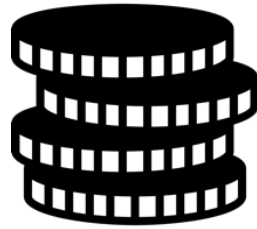
- 1. Teachers' and principals' opinions about SEL**
- 2. Their approaches to promoting students' social and emotional development**
- 3. Their perceptions regarding supports that would help them do this more effectively**

Methods: American Educator Panels (AEP)

The AEP consists of teachers and principals across the United States who have agreed to respond to periodic surveys on education issues.



2-4 online surveys per year



Honorarium for each survey based on length



Results by survey or over time



Weighted to provide national estimates



American Educator Panels



We analyzed data from the spring 2018 AEP administration



American School Leader Panel (ASLP)

- 12,954 sampled
- 3,530 completed at least 10% of the survey
- 27% response rate



American Teacher Panel (ATP)

- 28,954 sample
- 15,719 completed at least 10% of the survey
- 54% response rate

Sampling and Analytic Methods

- **We compared teachers' responses to principals' responses in the full sample as well as across subgroups (i.e., elementary/secondary, urban/non-urban schools, and high/low-poverty)**
- **We used weighted averages of the relevant survey responses in a linear probability model**
- **Robustness checks controlled for a range of characteristics to ensure that subgroup differences are not driven by school or educator characteristics, or differences in state context**

Today's Talk

1 Context: What is *social and emotional learning* (SEL)?

2 Background and Methods

3 Survey Results

4 Implications

Support for SEL is widespread, and most educators believe SEL can promote other outcomes

- **7 in 10 principals nationally indicated that promotion of students' social and emotional skills was a top priority**
- **Teachers were more likely than principals to rate development of SEL skills as important**
- **Most teachers and principals believe SEL will improve academic achievement, behavior, engagement, and climate**

Elementary Efforts Focused on Schoolwide Programs and Curricula, Secondary Efforts Emphasized More-Informal Practices

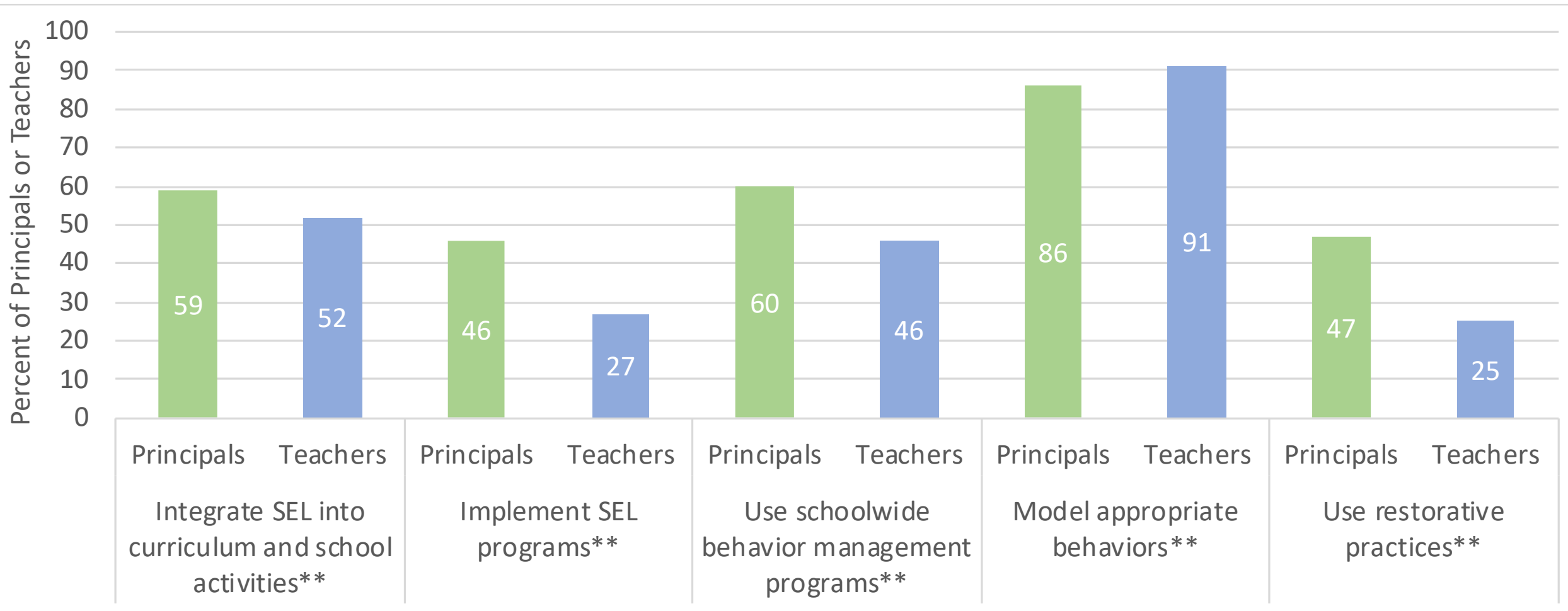
Percentages of Principals and Teachers Who Reported Using Various Methods to Promote SEL in their Schools

	All principals	All teachers	Elementary teachers	Secondary teachers	Elementary principals	Secondary principals
Schoolwide programs and curricula	63	47**	57	36**	71	52**
Informal classroom practices	59	60	57	63**	54	66**

In addition, SEL measurement was common: 70% of teachers and 86% of principals reported that their school measured SEL

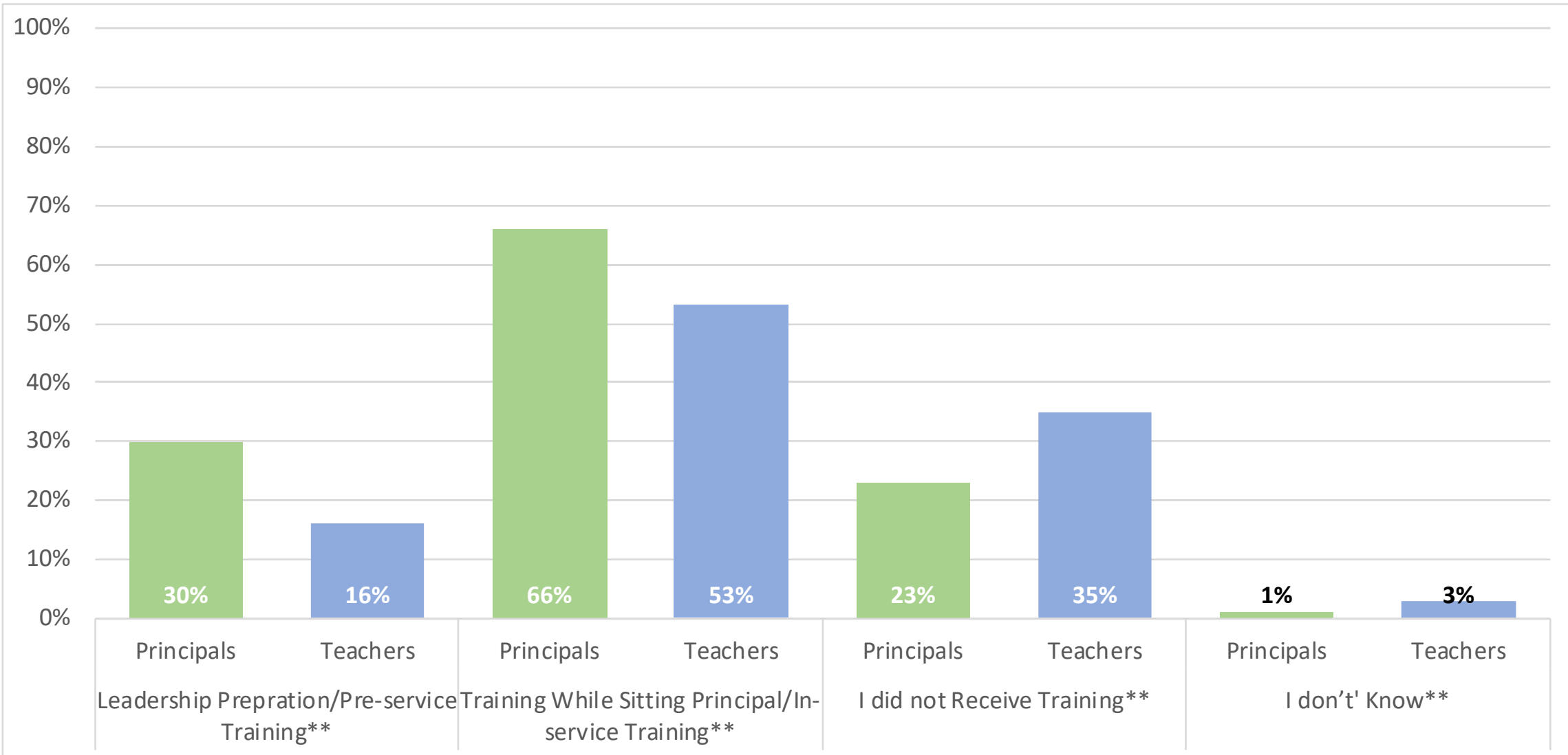
Educators Used a Variety of SEL Strategies, from Classroom Activities to Community Outreach

Principal and Teacher Reports of SEL Practices, Programs, and Strategies



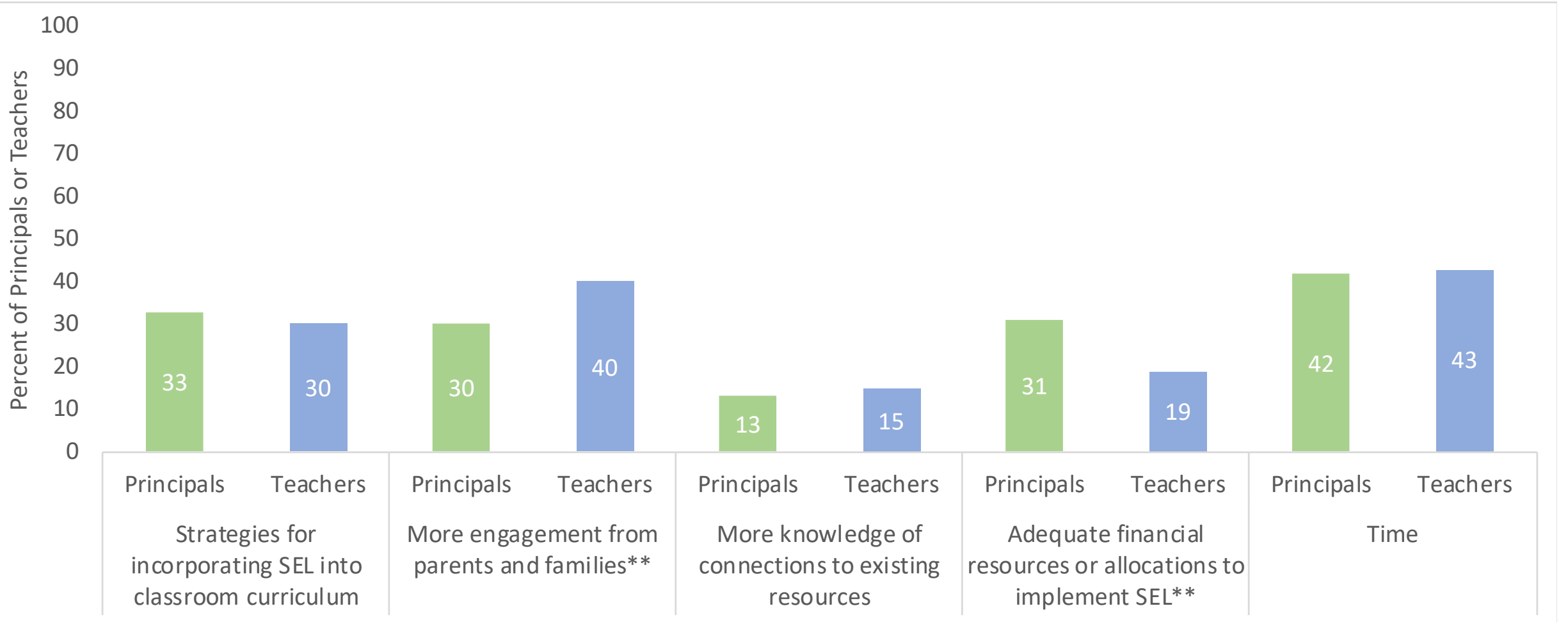
Majorities of Principals and Teachers Received Training, Inservice Training was More Common than Preservice Training

Educator Reports of SEL Training



Many Educators Reported that Having More Time Would Improve Ability to Address SEL

Principal and Teacher Reports of Top Three Activities, Strategies and Resources to Improve School's Ability to Develop SEL



Today's Talk

1 Context: What is *social and emotional learning (SEL)*?

2 Background and Methods

3 Survey Results

4 Implications

Summary and Implications

- **Build on the widespread support for SEL to support educators to implement SEL-focused programs and policies**
- **Lack of SEL training in preservice prep programs could be addressed through residencies, given the widespread adoption of SEL approaches in schools**
- **Supports for SEL should be context-specific and draw on evidence-based approaches**
- **Many SEL efforts focus on student behavior; implementing these practices equitably is crucial**
- **Support providers should help educators integrate SEL into academic instruction and existing programs**

Thank you

Elizabeth D. Steiner
RAND Corporation
esteiner@rand.org



American Educator Panels

