

Executive Summary

This report describes the results from a survey administered to a random selection of half of all WCSD teachers. The other half of WCSD teachers received a survey about Special Education Services. The purpose of the Social Emotional Learning (SEL) survey was to assess teachers' general attitudes towards SEL, its implementation, and attitudes towards the two district-adopted curriculum, MindUP (grades k-8) and School-Connect (grades 9-12). Of the 1,856 teachers invited to complete the survey, 686 teachers of them responded, which equated to a response rate of 36.9%.

Fidelity of SEL Implementation

- 68.4% of teachers report that teaching student social and emotional skills is happening either to a great extent across all classrooms (31.2%) or to some extent across most classrooms (37.2%)

MindUP Implementation ($n = 482$)

- **71.1%** of elementary and middle school teachers report having received MindUP training
 - Of those trained, 29.1% received their training from the WCSD SEL Department
 - 62.2% report having received training from other staff at their school
- **63.5%** of elementary and middle school teachers report having used MindUP curriculum in their classroom this year:
 - 66.1% of teachers use it at least one day per week
 - 47.2% use it for less than 20 minutes at a time, while 48.3% use it for 20-45 minutes
 - 38.2% use it both as a stand-alone lesson or integrated into another subject, while 36.5% only used it as a stand-alone lesson

School-Connect Implementation ($n = 197$)

- **44.2%** ($n = 87$) report used School-Connect curriculum in their classroom this year
 - 51.3% implement it at least 2-3 days per week
 - 81.3% use it for 20-45 minutes per day
 - 70.4% use School-Connect as a stand-alone lesson only

Attitudes towards MindUP ($n = 289$)

- Attitudes towards MindUP among those who used it this year were generally favorable. Staff were most likely to report they thought MindUP improved the climate of their classroom (53% agree or strongly agree), improved relationships with their students (49.5% agree or strongly agree), and improved relationships among their students (49.0% agree or strongly agree).

Attitudes towards School-Connect (n = 80)

- Though the sample size of School-Connect users was small, attitudes towards School-Connect were even more favorable than MindUP.
 - The majority of staff reported they thought School-Connect improved relationships with their students (77% agree or strongly agree), improved the climate of their classroom (66% agree or strongly agree), and improved relationships among their students (60% agree or strongly agree).

Overall Attitudes towards SEL

In general, attitudes towards SEL were very positive among both elementary and secondary staff. Teachers were asked whether a series of statements about SEL were “definitely true”, “probably true”, “not true”, or “not sure.” The following presents the percentage of “definitely true” and “probably true” responses received:

- 90.7% believe SEL will have a positive impact on climate (54.7% “definitely true”);
- 80.4% believe SEL will result in reduced behavioral problems (33.4% “definitely true”);
- 76.7% believe SEL will result in improved academic performance (30.6% “definitely true”);
- 75.6% believe SEL should be a priority in our district (39.1% “definitely true”);
- 33.2% believe SEL is a distraction from teachers’ other duties (11.4% believe this is “definitely true”).

In open-ended comments about SEL, positive comments by teachers noted that SEL implementation had resulted in improved compassion, student behaviors, and student social and emotional skills. Less favorable comments about SEL described five primary barriers to SEL implementation:

- Lack of time to implement;
- Lack of accountability for implementation;
- Need for more support to implement effectively;
- Concerns about MindUP or School-Connect specifically;
- Belief that teaching SEL is a job for parents/counselors, not teachers.

Request for Additional Support

All teachers were asked what additional supports they needed to further implement SEL. Responses to this open-ended question discussed five primary needed supports:

- Need for different modes of professional development;
- Need for greater accountability for SEL across district;
- Request for an improved train-the-trainer model;
- Requests for specific follow-up trainings;
- More training for non-teacher populations.

Background:

In SY 2016-2017, WCSD’s Office of Accountability collaborated with the SEL Department to develop an evaluation plan to help provide information about the strengths and challenges of the initiative and its impact on student and staff outcomes. The SY 2016-2017 evaluation is designed to provide insight to help guide SEL planning during future years of the initiative. The primary goals of the SY 2016-2017 evaluation are to:

1. Gather information about the extent to which SEL practices have been implemented district-wide.
2. Facilitate the use of information gathered from the evaluation to inform the decision-making process regarding future implementation and expansion of SEL within the WCSD.
3. Document short-term and long-term effectiveness of SEL implementation and its impact on teacher and student outcomes.

In line with these goals, and particularly Goal 1 and 2, a survey was administered to a random selection of half the teacher population in WCSD in November and December 2016 to gauge teacher attitudes towards the two district-adopted curriculum, MindUP and School-Connect, as well as their general attitudes towards SEL and the support provided by the district more generally. This report summarizes the results of this survey.

Methodology:

To reduce survey burden, the total sample of all district teachers was divided in half. The other half of district teachers received a survey about special education services. In total, 1,856 teachers were sent a link to the SEL survey on November 29th, 2016 (see Table 1). Two additional reminder emails were sent between that date and the date the survey closed (December 16th, 2016). **A total of 686 staff completed the survey for a response rate of 36.9%.** Of those who received the email invitation to complete the survey, 1,113 opened the invitation (60.0%) and the remaining 735 did not ever open the email invitation (39.6%).

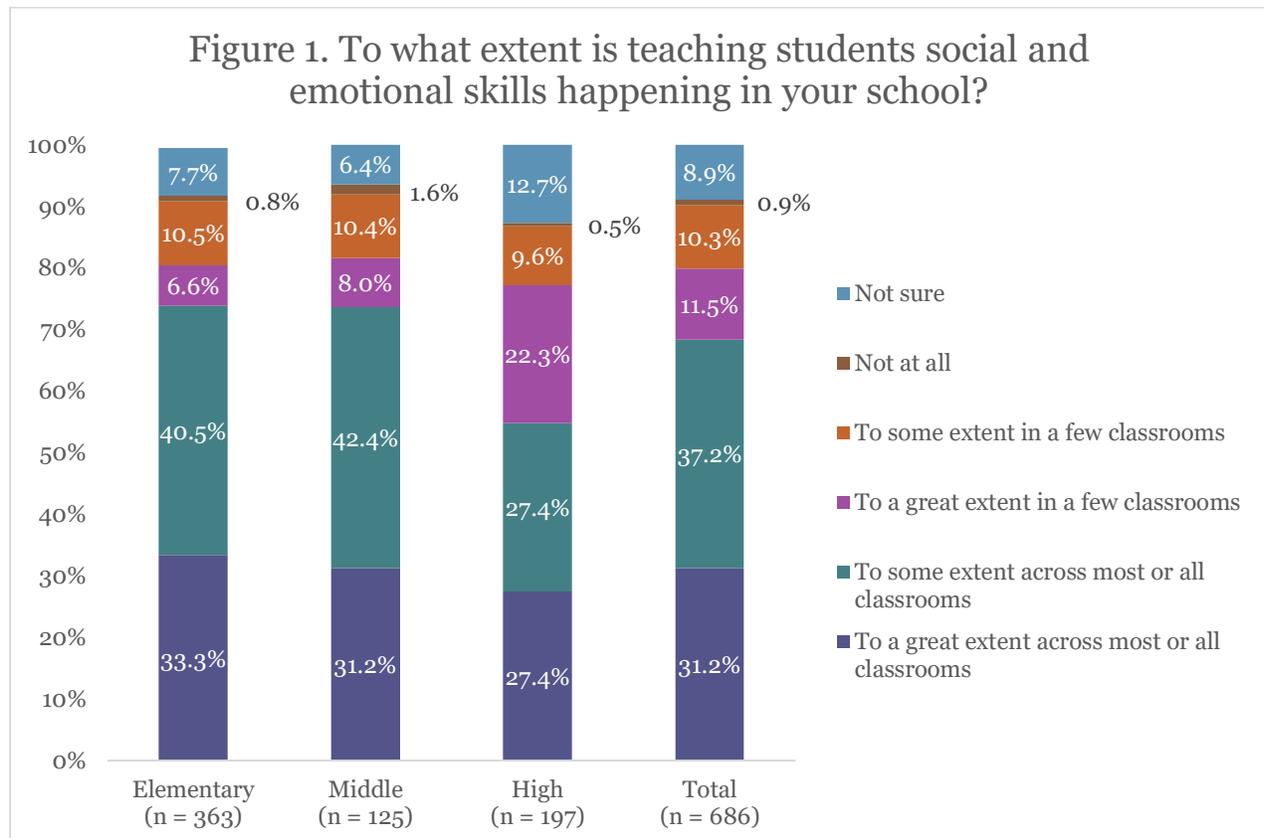
Table 1.
Number of Respondents and Response Rate by School Level

| School Level | Number of Respondents | % of Respondents | Total Survey Invitations Sent | Response Rate |
|--------------|-----------------------|------------------|-------------------------------|---------------|
| Elementary | 363 | 53.0% | 957 | 37.9% |
| Middle | 125 | 18.3% | 285 | 43.9% |
| High | 197 | 28.8% | 516 | 38.2% |
| TOTAL | 686* | 100.0% | 1,856** | 36.9% |

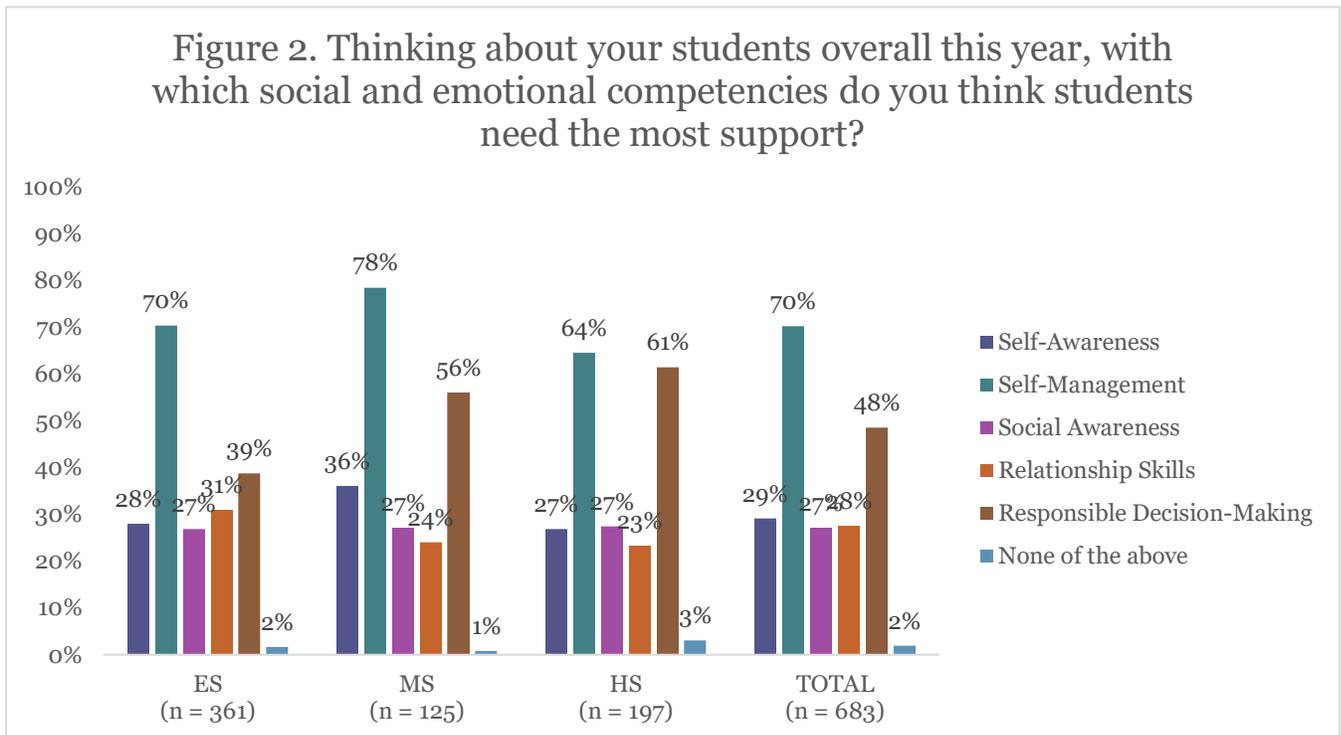
**1 teacher did not indicate their level. **98 itinerant staff whose primary school locations were not known selected which school level they worked with most frequently within the survey.*

Results:

Figure 1 below reports the extent to which teachers ($n = 686$) believe that teaching students social and emotional skills is happening in their school. Overall, elementary and middle school staff were equally likely to report they were implementing to a great extent across most or all classrooms and to some extent across most or all classrooms (73.5% in elementary vs. 73.6% in middle). High school teachers were most likely to not be sure that SEL was occurring (12.7%).



When asked which two of the CASEL five social and emotional competencies (i.e. self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) students most need support developing, staff were most likely to select self-management and responsible-decision making (see Figure 2 below).



Implementation of MindUP (Elementary and Middle School Teachers Only)

Elementary and middle school teachers (n=482) were given a series of questions about their experiences using the MindUP curriculum. Teachers were first provided a description of MindUP, and then asked a “Yes” or “No” question about whether they had received any training on the curriculum. They were then asked if they had used MindUP in their classroom this year.

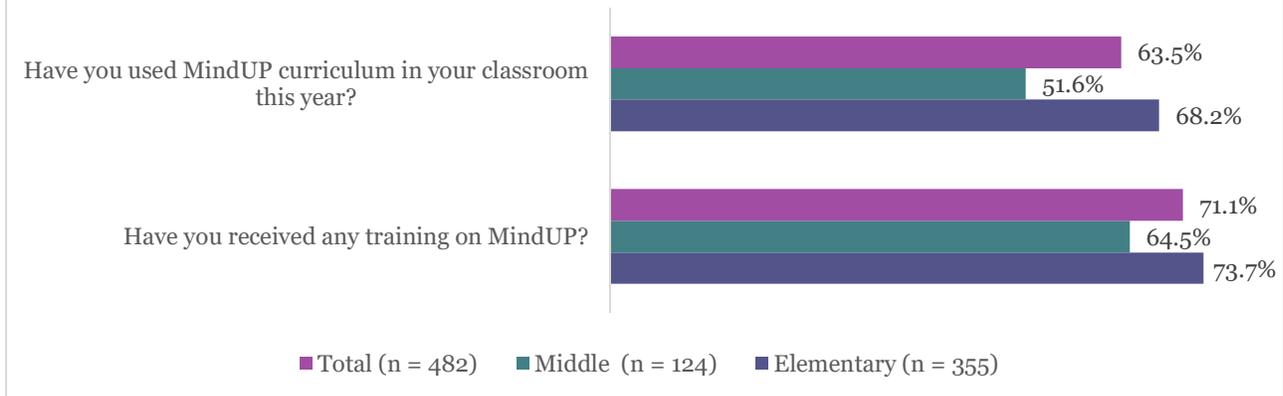
MindUP Implementation (n = 482)

71.1% Yes, I have been trained on MindUP

63.5% Yes, I have used MindUP in my classroom this year

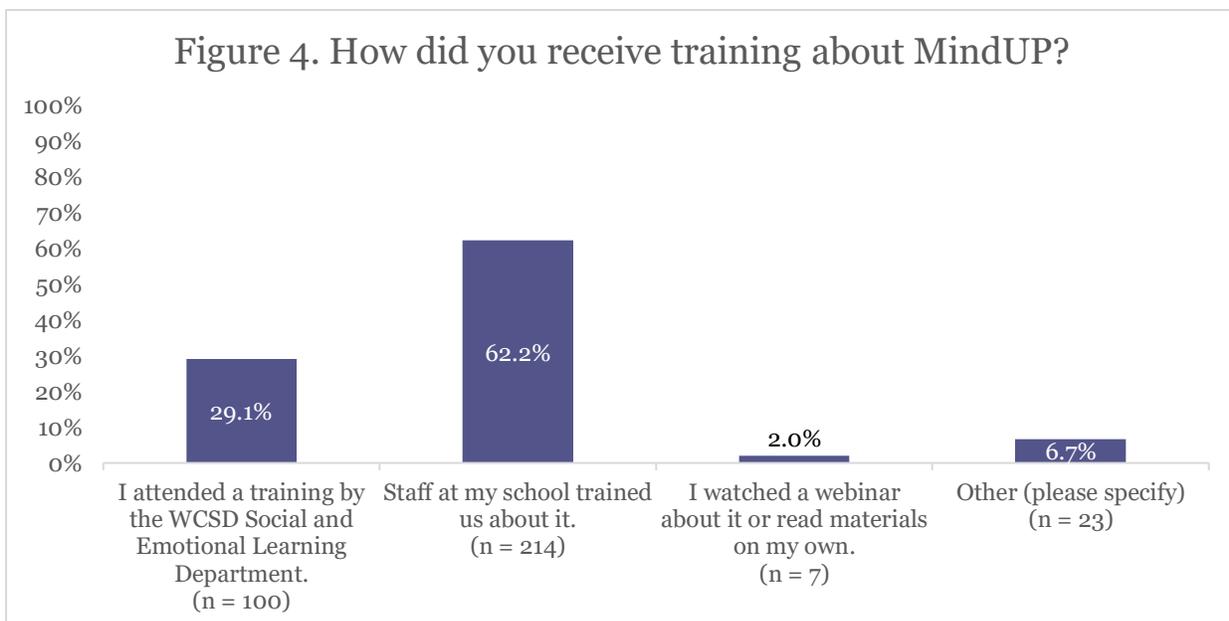
Figure 3 displays the results of these questions by school level. When compared to middle school teachers, elementary school teachers were more likely to report having been trained on MindUP (73.7% in Elementary vs. 64.5% in Middle School) and more likely to have used MindUP in their classroom this year (68.2% in Elementary vs. 51.6% in Middle School).

Figure 3. Percentage of teachers who responded "Yes" to whether they had received MindUP training and were currently using it in their classroom by school level

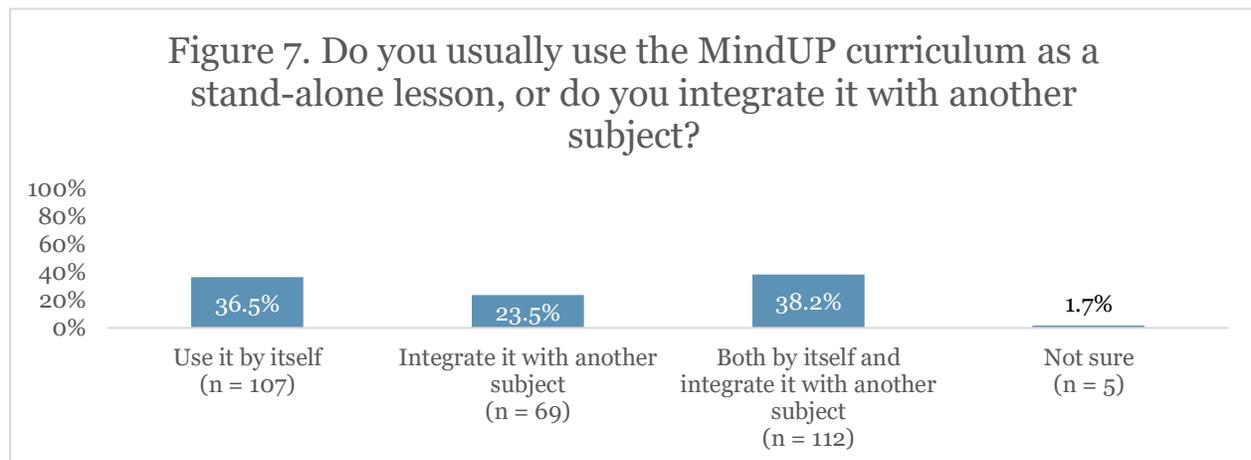
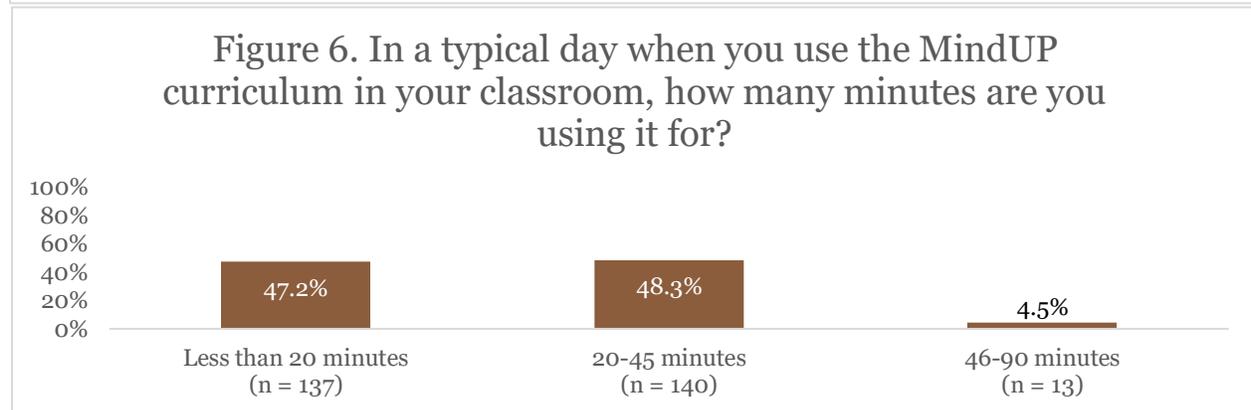
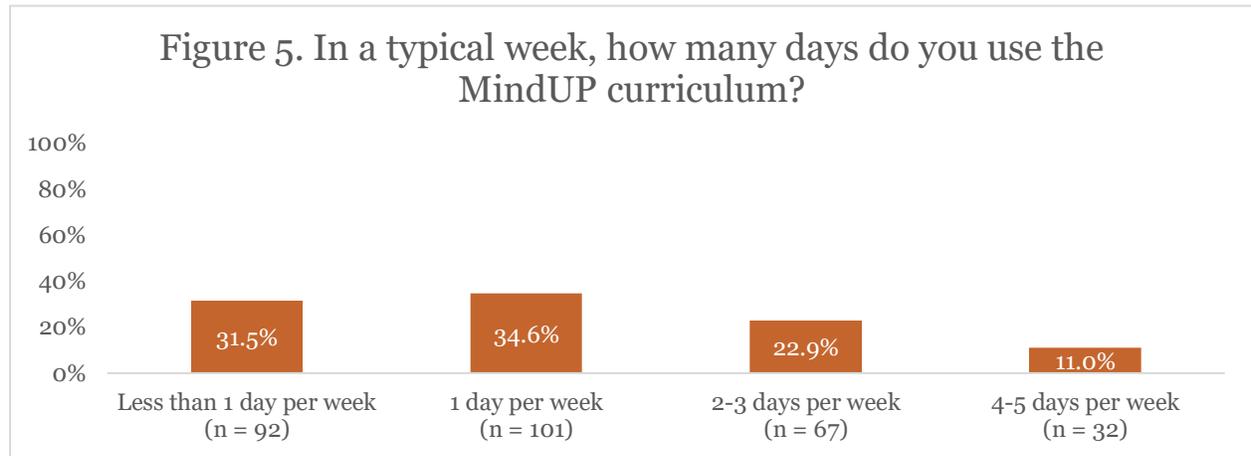


The majority (62.2%) of elementary and middle school teachers reported having been trained by staff at their school (Figure 4). Twenty-three (23) teachers responded they had been trained in an "Other" way besides the options provided. Most staff used this space to indicate they had been trained by "all of the above", while a handful of other staff said they received training at their school site by an SEL trainer, or had previously received training at another school site. Others noted that they received the book and a brief introduction to it, but had not had any training.

Figure 4. How did you receive training about MindUP?



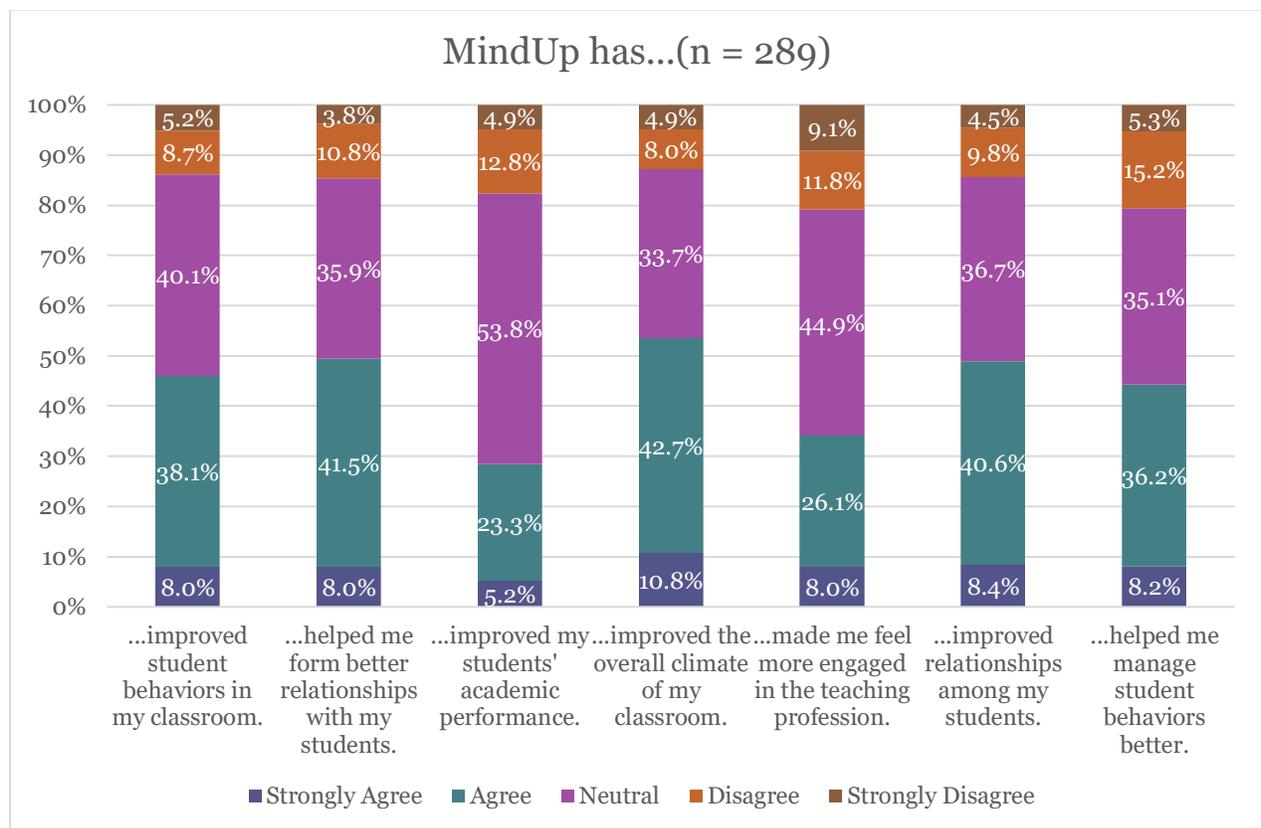
Staff who responded they had used the MindUP curriculum in their classroom were provided a series of questions about how frequently they used it. The majority of teachers responded they used MindUP one day a week or less (66.1%; Figure 5 below). Roughly half of all teachers used MindUP for less than 20 minutes a day (47.2%) or for 20-45 minutes per day (48.3%; Figure 6 below). A total of 38.2% of teachers used MindUP as both a stand-alone lesson and integrated with another subject, while 36.5% used it only as a stand-alone lesson (Figure 7).



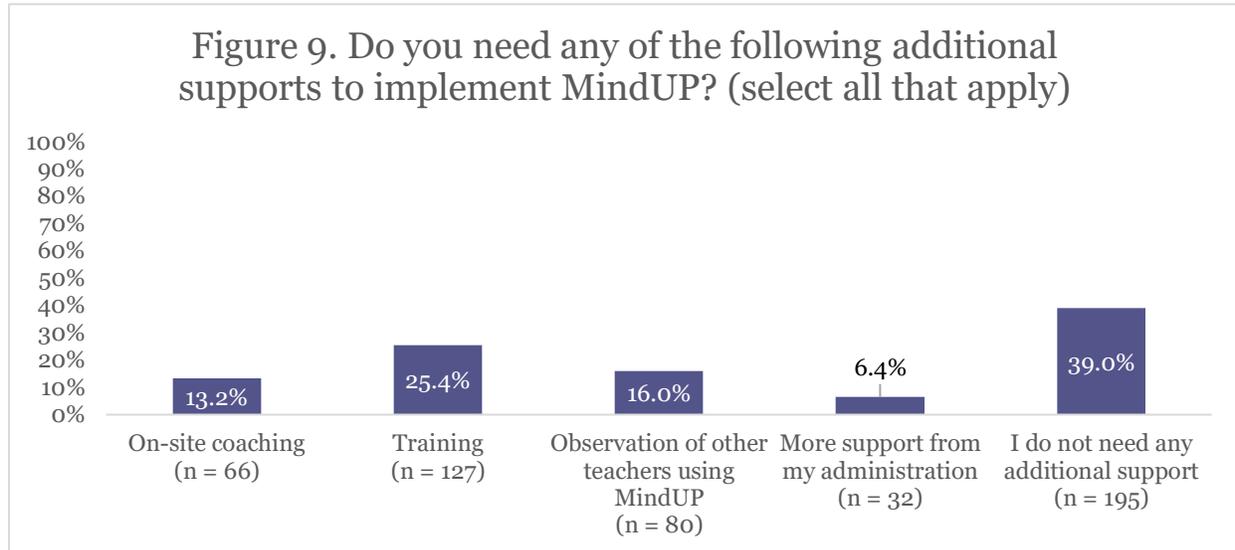
Teachers were asked a series of questions about how MindUP had impacted their classroom and their students. Figure 8 displays the results of these Likert-style questions.

Percentage of teachers who agree or strongly agree MindUP has... (n = 289)

- **53.5%** improved the overall climate of my classroom.
- **49.5%** helped me form better relationships with my students.
- **49.0%** improved relationships among my students.
- **46.1%** improved student behaviors in my classroom.
- **44.4%** helped me manage student behaviors in my classroom.
- **34.1%** made me feel more engaged in the teaching profession.
- **28.5%** improved my students' academic performance.



Teachers were asked if they needed any additional supports to help implement MindUP (Figure 9 below) and to describe any “other” supports needed that were not included in the response options. Teachers were the most likely to indicate that they did not need any additional support to implement MindUP (39.0%), though some indicated they needed more training (25.4%).



Fifty-one (51) teachers provided suggestions for “other” additional supports needed to implement MindUP that were not already listed as response options. Some staff wanted refresher trainings, additional materials (e.g., Powerpoint of every lesson, set of literacy connection books, etc.) Other needs listed focused on two areas:

- ***Not having had exposure to MindUP (n = 15)***
 - Example: “I’ve never heard of this curriculum. So a full explanation and training...” or “This school doesn’t do any social emotional teaching or learning.”
- ***Wanting more time to implement MindUP (n = 17)***
 - Examples: “Time to read the book”, or “Time to fit it in... something has to give, not just add more to the list! I do SEL things, just not from the book.”

At the end of the series of questions about MindUP implementation, teachers were asked two open-ended comments about what they liked and disliked about the MindUP curriculum so far.

“What do you like about the MindUP curriculum so far?” (N = 188)

Flexible and Easy to Use

- The lesson plans are organized and easy to use and implement.
- There is versatility in the lesson plans.
- There are a variety of activities to choose from in the curriculum.
- It is easy to integrate the curriculum with other subject areas.
- Plans provide a useful and effective transition from recess to schoolwork.
- Curriculum is appropriate and very fitting for middle school students.

Quality, Engaging Content

- There is a strong connection to SEL as well as time to incorporate it throughout the day.
- There are interesting and helpful lessons about the brain and how it works.
- The content provided increases awareness of self and others including empathy, behavior, and self-control.
- It focuses on cognitive processes and decision-making.
- Lessons are enjoyable, interesting, and engaging.
- It teaches responsibility for one’s own behavior.
- Students learn how to incorporate lessons in their daily life.
- Content emphasizes the connection between emotional, cognitive, and behavioral processes.
- I like that students get to see the relationship between our physical and mental process and the emotional responses we make. If we can manage one we can influence the other.
- The curriculum teaches very important skills involving how to control emotions and how to react to others. I also like how it teaches about the brain.
- Builds positivity personally and culturally throughout school and community.”

“What do you like/dislike about MindUP?”

Like:

- Easy to implement, flexible
- Well-organized
- Developmentally appropriate
- Focuses on important skills, including ones impacting academics
- Student-centered

Dislike

- Too much material to fit in allotted time
- Needs more variety
- Requires too much time to prep and implement
- Content not developmentally appropriate (too young)
- Does not provide support for students in crisis or with problem behaviors

Student-Centered

- There is a positive and personalized focus on students' needs.
- Lessons and content address each student as whole (personalized to each student).
- Students learn how to be aware of their own emotions.
- Effective use of mindfulness practices.
- I like the ideas for integrating the MindUp curriculum throughout the content areas. I like that it allows students to be independent learners by teaching them how to manage their emotions. I also find it very valuable to teach students about the brain.
- It creates a place in the classroom where we can talk about stress and anxiety and ways to manage them.
- I like that the MindUP curriculum's goal is to teach students to become functionally aware adults – giving students skills that they will use in 'real-life'.

The second was, “What do you dislike about the MindUp curriculum so far?”(N = 160)

Difficult to Implement

- The material is hard to incorporate with the subject already being taught.
- Lessons need more variety from year to year.
- The curriculum should be implemented school wide.
- Some of the provided lessons are difficult to present in the allotted time.
- Plans are not very organized and are sometimes hard to follow.
- “There is so much in each lesson that I feel like I have to spend a ton of time reviewing the materials before teaching, and then I feel like the time we have allotted for these lessons is not long enough. It is overwhelming, so many teachers aren't using it as often as they should.”

Preparation Too Extensive

- Lessons take too much time to prepare and implement.
- There is not enough training for the curriculum.
- It should be the counselors and parents teaching the lessons, not the teachers.
- “The activities often require lots of additional prep or materials.”
- “I would like to have had more 'expert' training on this and a curriculum that extends from classroom to home. Many of our at-risk populations are in social-emotional crisis. I would also like to see the district/administration embrace this philosophy as it relates to workplace interactions. It is hard to buy-in if it's not top-down.”

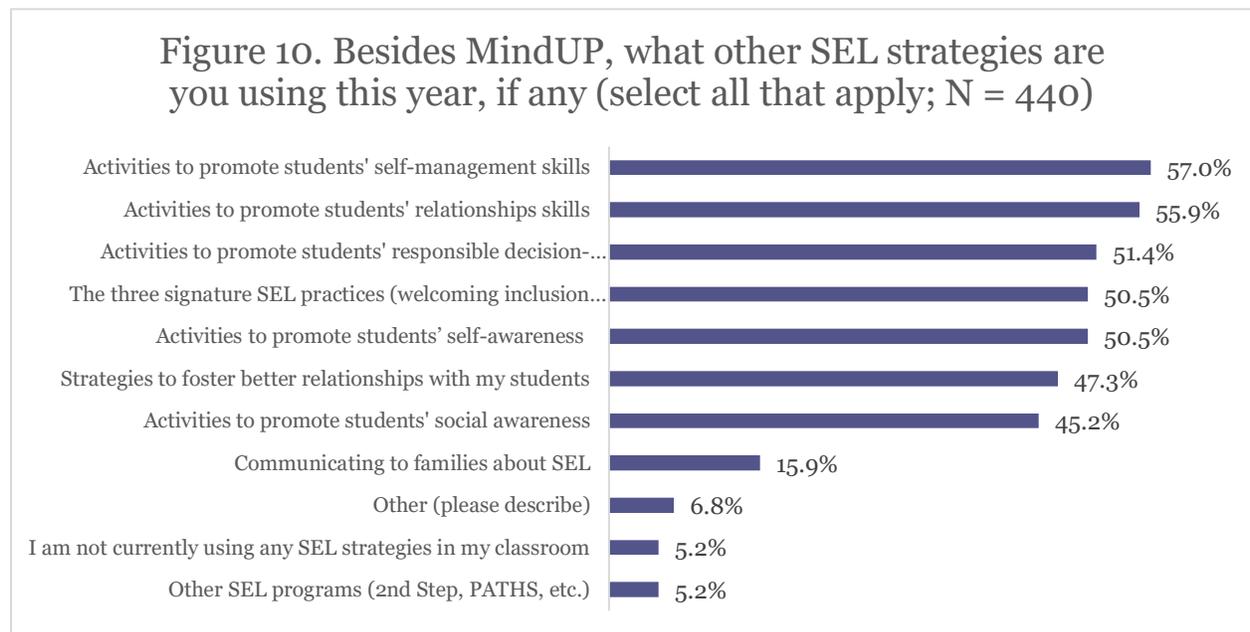
Content Not Age-Appropriate

- Some students see it as a game or do not take it seriously.
- Some of the material used is not age appropriate.
- Some of the lessons, such as mindfulness and activities surrounding senses, are not helpful with SEL.

- “The meant or content of the lesson is hard for students to always follow.”
- “I don’t feel it is applicable to my students. My students need a much stronger intervention with SEL. They present with so many challenges that this curriculum does not meet them where they are.”

Non-MindUP Strategies Used

Staff were asked about other strategies they use this year, besides MindUP. Figure 10 below displays the results of this question. Staff were most likely to report that they had used activities to promote student self-management (57%), relationship skills (55.9%), and responsible decision-making (51.4%). Only 5.2% reported not teaching any SEL skills in their classroom.



A total of 30 teachers responded “Other” to the question about whether they were using any non-MindUP strategies. Responses varied from Social Learning Express, Tribes, Class Dojo, and cooperative learning activities.

Descriptions of SEL Strategies Used (All Teachers)

Elementary and middle school teachers were also asked an open-ended question about non-MindUP strategies they used, ***“If you have used any SEL strategies this year, please tell us briefly about just one SEL strategy you are using.”***

A total of 209 open-ended responses were received on this question for elementary and middle school teachers. The following summarizes the most frequently mentioned SEL strategies utilized:

- **Brain breaks (n = 106)**
 - Examples: Jump on one foot while patting head, breathing techniques, “chime time”, mindfulness exercises (e.g. recognizing emotions, concentrating on the five senses)
- **Relationship Building (n = 25)**
 - Examples: Greeting students at the door, pairing students, get-to-know-you activities
- **Other (n = 78)**
 - Examples:
 - Class discussions
 - Empathy building
 - Self-awareness training
 - Emotion regulation training
 - Class meetings or community circles
 - Sharing positive comments with other students
 - Writing prompts around social and emotional skills

High school teachers were asked the same question, ***“If you have used any SEL strategies this year, please tell us briefly about just one SEL strategy you are using this year.”*** A total of 35 teachers responded to this question. The types of SEL activities completed varied more extensively than responses to this question in elementary and middle school.

- Several teachers discussed activities designed to improve students’ real-world knowledge, like how to prepare for an interview and write a resume. Other teachers described group collaboration activities. A few teachers mentioned greeting students at the door each morning. Many other comments reflected high school teachers’ lack of exposure to SEL curriculum, however, as exemplified in this comment:

I am only minimally aware of specific SEL strategies, however, from what I've heard, I think that teaching in a productive, engaging, inclusive manner that validates and respects each kid to the extent that I am able, but at the same time expects them to be responsible for their own learning is my daily example of what SEL is. In that respect, I model SEL all day, every day.

School-Connect Implementation (High School Only)

A total of 197 high school teachers responded to a *Yes* or *No* question about whether they had used the School-Connect curriculum in their classroom this year. Out of the 197, 44.2% ($n = 87$) teachers responded *Yes* and 55.8% ($n = 110$) responded *No*.

Teachers who responded that they had used School-Connect were then asked in which grade levels it had been used at their school. A total of 37.3% reported using it in 9th grade, 26.7% in 10th grade, 18.7% in 11th grade, and 17.3% in 12th grade.

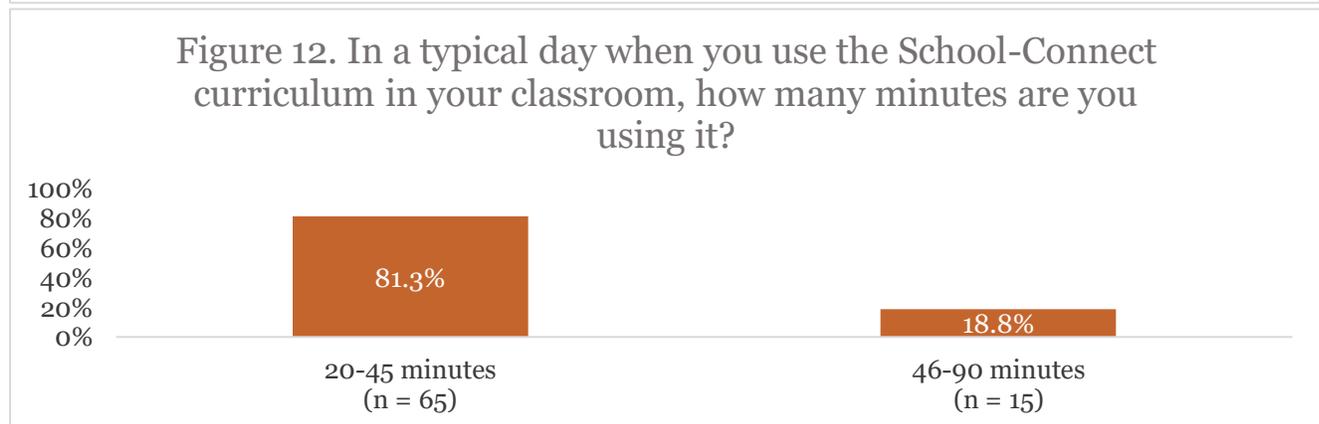
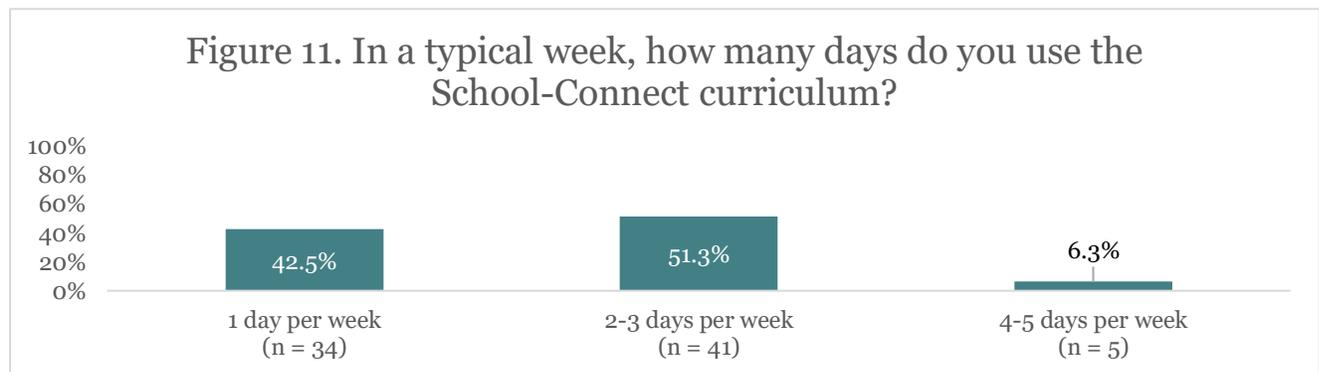
Out of 80 teachers who used School-Connect and responded to the questions, 51.3% used School-Connect 2-3 days a week (Figure 11). A total of 81.3% ($n = 65$) reported using it 20-45 minutes and 18.8% ($n = 15$) reported 46-90 minutes when they used it (Figure 12). When asked whether they used School-Connect by itself, or integrated into another lesson, most staff (70.4%) used it by itself (see Figure 13 below).

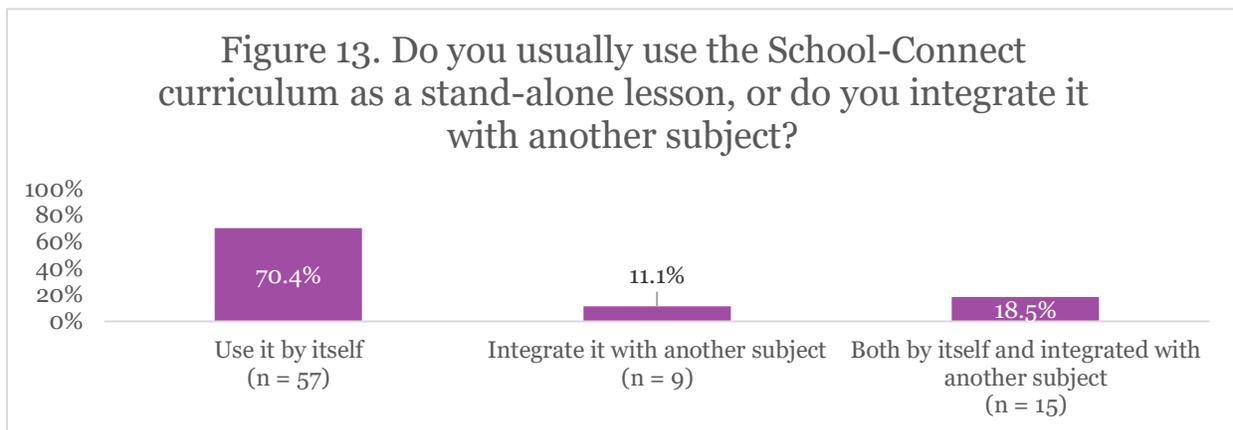
Have you used School-Connect in your classroom this year?

($n = 197$)

44.2% Yes, I have used it

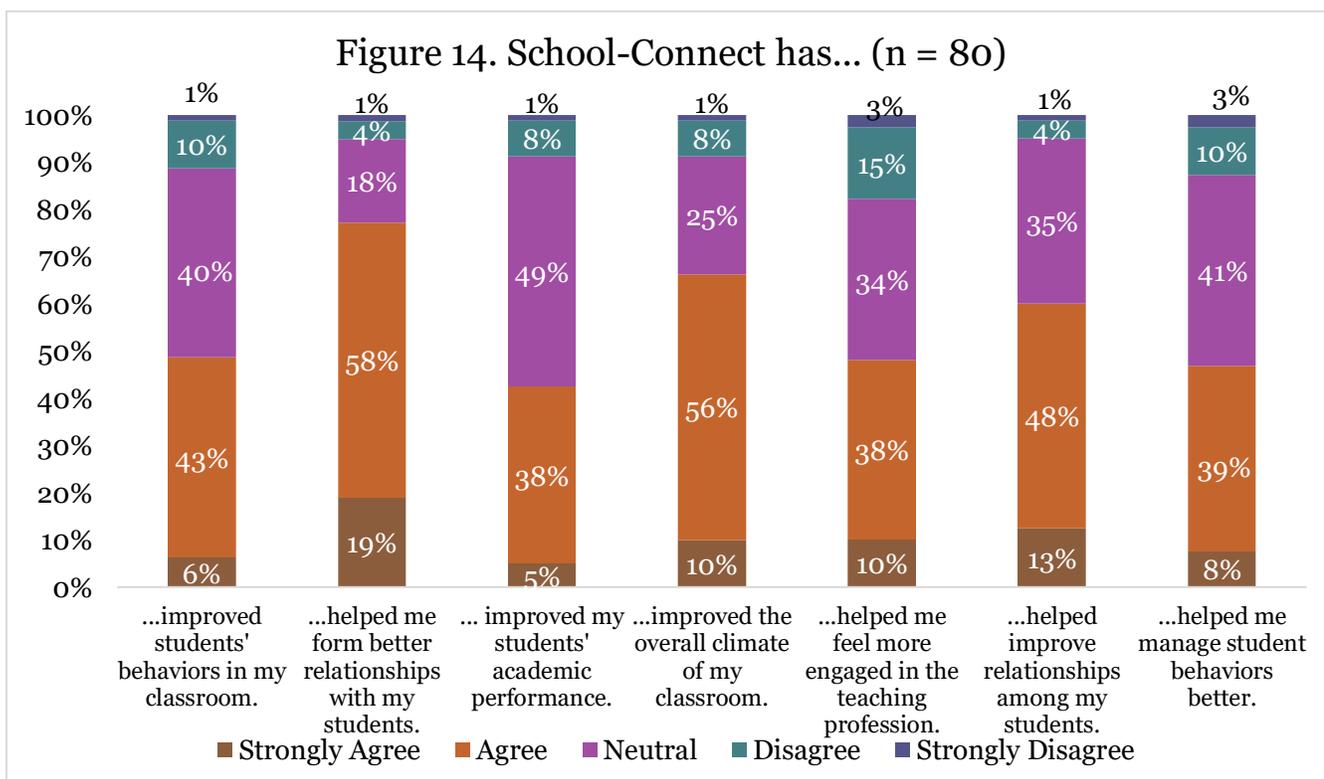
55.8% No, I have not used it





Finally, a series of questions were asked about School-Connect’s impact. Figure 14 below reports the results of this series of questions. The following points summarize the percentage of teachers who agreed or strongly agreed with these statements that School-Connect had:

- **77%** helped me form better relationships with my students.
- **66%** improved the overall climate of my classroom.
- **60%** improved relationships among my students.
- **49%** improved student behaviors in my classroom.
- **47%** helped me manage student behaviors in my classroom.
- **48%** made me feel more engaged in the teaching profession.
- **43%** improved my students’ academic performance.



Two open-ended questions were asked about the School-Connect curriculum.

The first was, “What is your favorite part about the School-Connect curriculum?” (N = 64)

Responses primarily reflected that the curriculum was well-organized, easy to implement, engaging, and focused on important skills. For example:

- The curriculum is well-organized and is easy to follow and use.
- It places emphasis on life skills.
- They take a short amount of time to prepare.
- The content focuses on relationship building and self-awareness.
- Students are engaged and interested in lessons.
- There are a variety of lessons and activities offered.
- Lessons are easy to integrate with other content areas.
- The Powerpoints and videos are helpful and engaging.
- Valuable, positive relationship and responsibility skills being imparted to students. I love that our whole school is implementing the curriculum.
- “It addresses goal-setting and self-management from a practical standpoint. Students do not always immediately understand the value of each lesson but during a ‘debrief’ or revisit of the topic the ideas become clear.”

The second was, “What is your least favorite part about the School-Connect curriculum?” (N = 56)

Responses generally discussed School-Connect being “too young” for many high schoolers, not having enough time to implement it well, or feeling like the content was not engaging or interactive. Examples of these statements included:

- Some of the lessons are too simplistic, so students have a difficult time connecting.
- Curriculum needs a larger variety of activities.
- Some of the skills are too basic for high school students – not age appropriate.
- Not enough time for some of the activities.
- Some of the curriculum is hard to integrate with other content areas.
- Lessons need to be more interactive and engaging.
- I feel it can be repetitive and lack realistic application for the students. I feel I would have more buy-in from the students with more varied activities with a more local context.
- It is received by some students as tone-deaf to a rapidly evolving internet youth culture (e.g. lesson about ‘triggers’ elicits laughter because ‘triggering’ has become an ironic

“What is your favorite/least favorite part about School-Connect?”

Favorite Parts:

- Well-organized
- Students engaged in lessons
- Easy to implement
- Focus on important skills

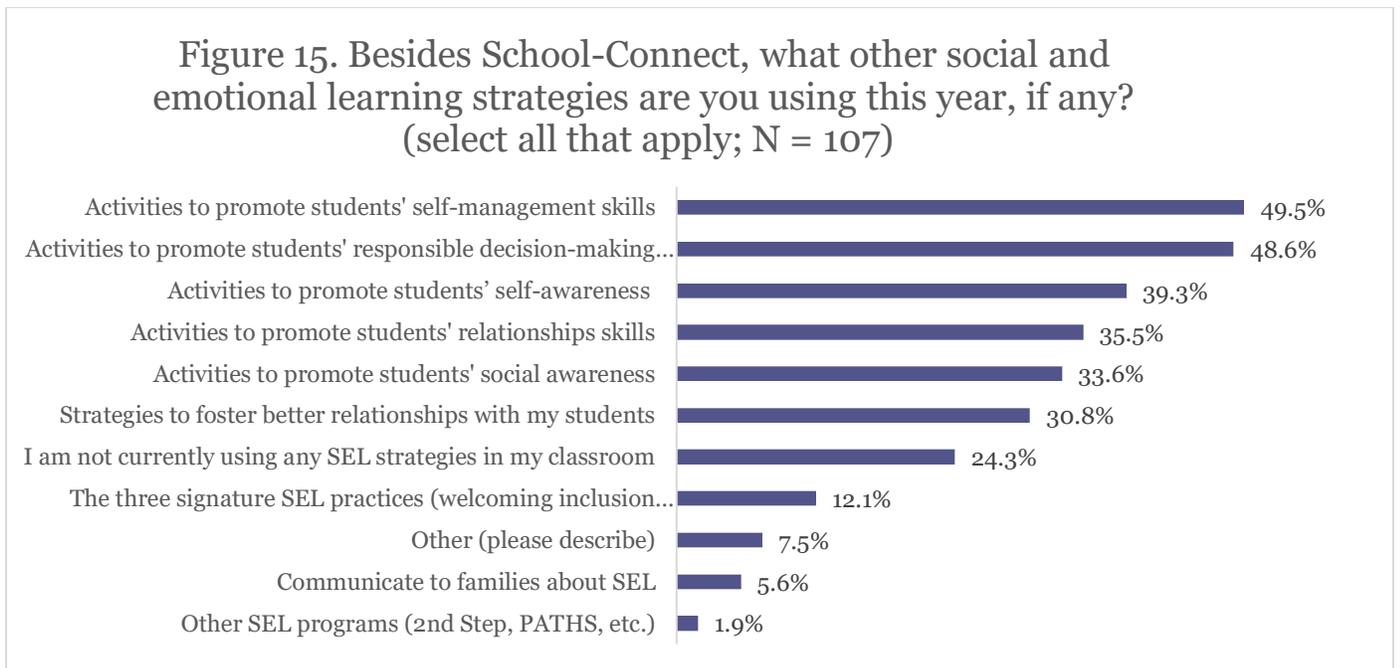
Least Favorite Parts

- Not age-appropriate (often too young)
- No time to implement
- Not always engaging or interactive

internet meme). It also has difficult piercing machismo culture in students who are predisposed not to talk about feelings. Neither of these things are faults inherent to the curriculum so much as the individual teaching styles employed.

Other Non-School-Connect Strategies Used

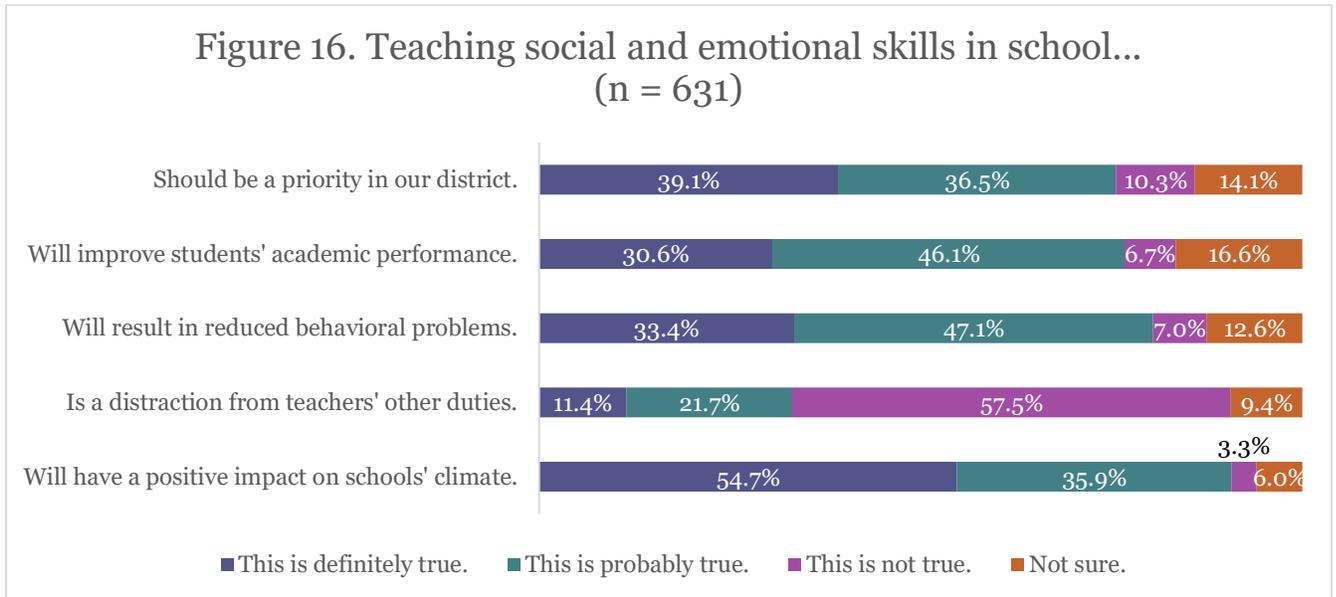
Staff were then asked about other Non-School-Connect SEL strategies they used this year (Figure 15). Staff were most likely to have used activities to promote self-management (49.5%) and responsible decision-making (48.6%).



A total of 8 teachers responded “Other” to the question about whether they used other social and emotional learning strategies. These responses were all broad, and noted that they used strategies they had learned outside of the WCSO standard SEL curriculum training.

Overall Attitudes towards SEL Implementation in WCSD (All Teachers)

A series of questions were asked of all teachers about their overall attitudes towards teaching social and emotional skills in school. As Figure 16 indicates, the vast majority of teachers, regardless of school level, believe that SEL should be a priority in the district, and will have a positive impact on students and school climate.



Two final open-ended comments were asked at the end of the survey about overall attitudes towards Social and Emotional Learning and if teachers had any final requests for support. The first open-ended question read as follows:

“Is there anything else you would like to say about social and emotional learning at your school or in WCSD?”

A total of 148 comments were received in response to this question. The responses were then coded into four categories:

- Comment mainly positive about SEL
- Comment mainly negative about SEL
- Comment neutral about SEL (e.g. request for support or question)
- Comment was both negative and positive about SEL

Table 2 below describes the results of this theme analysis. In general, elementary and middle school teachers were slightly more negative than high school teachers, though the low number of respondents from high school teachers prohibits our ability to generalize from this analysis.

Table 2.

Comment analysis of responses to question, “Is there anything else you would like to say about social and emotional learning at your school or in WCSD?”

| | Positive about SEL | Negative about SEL | Neutral | Both Positive and Negative |
|-------------------------------|--------------------|--------------------|-------------|----------------------------|
| ES/MS (n = 104) | 33.7% | 43.3% | 8.7% | 14.4% |
| HS (n = 44) | 45.5% | 25.0% | 6.8% | 22.7% |
| All Teachers (N = 148) | 37.2% | 37.8% | 8.1% | 16.9% |

Positive Themes

1. *Positive impact on students and school community*

- I have observed an increase in compassion and regard between students. This is very encouraging.
- I think schools that focus on teaching students to be aware of their own behaviors and choices, have a better culture for learning. This will result in improved learning and reduced behavior problems. Ultimately allowing students to feel safe at school and learn more.
- The mindful moments are a wonderful way to teach students to slow down and self-reflect. Breathing exercises are helpful for them to practice!
- I think every student deserves the opportunity to be exposed to SEL strategies just in case they are not getting them from home so that all students are on the same playing field. I believe SEL in schools will improve the schools culture and the classroom environment.
- It is obvious that it is important to the district and I think that is awesome!

Negative Themes

1. *Lack of time to implement*

- With so much our plates, it's very difficult to make time for the actual lessons. Our time is crunched already with the core instruction. Although it's definitely a great idea and I research supported, in reality, when teachers teach a MindUp lesson, another core academic content area is not being taught. So, as a NVACS state and, now the Read By 3 mandate, we are under a lot of pressure to show growth and therefore, I have been very hesitant to give up my core instructional time for SEL. I feel that many teachers feel this way. It's a shame that our evaluations are so connected to our students' MAP/SBAC scores instead of growth in their SEL, but that is our reality. :(
- It is received with a "grain of salt" as it is another distraction from academic teaching and is unlikely to be directly related to future success of most students.
- I would be happy to try SEL activities in my classroom. What are you taking off my plate so that I might do this? Which other instruction will I have to discard?

2. Lack of accountability for implementation

- My own children attended [Name Redacted] Middle and even though they have an advisory class everyday they report they never had any MindUp lessons or social skills lessons.
- MindUp was given to us with no training or expectations. It's hard to fit something else into our day with a new math curriculum, new science standards, and expectations to teach a huge amount of Core Knowledge which doesn't actually put print in front of our 2nd graders eyes.
- At this point, SEL seems to be the current "buzz word" in our district, and while it is being rolled out district wide, I don't feel as though it is being done so effectively or equitably. While I am aware that the MindUP curriculum is what the district wants us to use, I've never seen it, which makes it extremely difficult to implement. I don't feel that the expectation of use is being clearly communicated, or, if it has been, it is not being monitored because it is not being used.
- It is a noble idea, but implemented sporadically.
- There may be a program in force, but as a regular teacher, I am unaware of its existence.

“Is there anything else you would like to say about SEL at your school or in WCSD?”

Positive Comment Themes:

- SEL increases compassion, self-reflection, mindfulness, and school climate
- Clear that SEL is a district priority

Negative Comment Themes

- No time to implement
- Lack of accountability to implement
- Need more support/training to implement effectively
- Concerns with MindUP/School-Connect specifically
- SEL is the job of parents/counselors, not teachers

3. Need more support to implement effectively

- The way the district implements SEL into schools is not very effective. There needs to be more focus on it in from the district and the schools to be properly and successfully implemented. Just training a few people and hoping they will share what the learned or giving them a power point is NOT effective training if a school is expected to properly and effectively implement and type of
- I appreciate SEL and believe I used strategies in my classroom before it was a labeled thing. I have worked in many schools and I have seen the impact it can have when used correctly. I realize the SEL department can't make it to every school, however, I have experienced a "breakdown in communication" when the information is taught to school representatives and then brought to the school.

4. Have concerns with MindUP/School-Connect curriculum specifically

- I would give the school connect brand a B- in content and usability. Consider looking at additional resources to help us fill in some gaps in the existing content.
- I think that SEL in high school is ridiculous. Students should have these skills by this age from home and from previous grade levels. I think it is a complete waste of time. I dread it every week and so do my students. The lessons are rarely worthwhile. Why don't we teach these kids more useful skills like filling out applications, preparing for an interview, writing a resume, using a bank account or credit card, making a budget, how to pay your bills, etc., etc. I think SEL should be done away with.

5. *SEL is a job for parents or school counselors, not teachers*

- It would be better implemented if a designated staff member, like the counselor, came into classrooms and offered lessons on the topic. Teachers have plates that are full enough and with the pressure of testing and showing growth, teachers don't have the luxury of focusing on nonacademic supports.
- At what point are the parents doing ANYTHING to raise responsible members of our society?? With all the other requirements teachers are expected to do (without any monetary compensation for all the extra time they are spending on SLO's, curriculum changes etc), why are we spending time on something that should take place in the home???

Requests for Support to Implement More Effectively

The second open-ended question asked about what additional support teachers need to further their SEL practices. The question read:

“Do you have any requests for professional development, district-, or school-level support to further SEL practices in your classroom or at your school?” (N = 204)

The following five themes about supports needed emerged from these 204 comments.

1. *Need different modes of professional development professional development*

- How about professional development in the summer with a stipend? Or a weekend course with a stipend? After school classes are too difficult to attend.
- Videos of some of the strategies would be helpful.
- Would love on-site Training for our staff at a meeting just for new SEL ideas, approaches, and strategies.

- Self-paced Webinars
- I am not always able to attend the SEL mini-courses, so it would be great to have the resources sent out by email.

2. *Need greater accountability for SEL across district*

- Enforce SEL; it's the only way students are going to survive in this world unless they're getting S&E support at home.
- Same vocabulary/activities across classroom -- if students have the same (not similar, the same) set of vocab & expectations, it will better reinforce the lessons

3. *Improve train-the-trainer model*

- More support for school-wide teams, I loved the trainings for a "team" from each school. It would be nice if the trainers could do a few "whole school" trainings so that the "team" had some support.
- There can't just be any teacher who volunteers. The trainings I have been to have been extremely boring and the presenter only reads off of the powerpoint. Not engaging at all. Or they think they know what it is and are completely off base. Unprofessional all around.
- Training was several years ago. A refresher may be beneficial. Trainers need to be prepared and use concrete examples of their implementation.
- This district does a poor job when it comes to training. You pile more and more on our plates, throw new programs at us and say, "Here you are! Do it!" Shame on you! If you want us to implement new programs, adequate training is needed and I'm not talking about a teacher or two from each site taking a training and going back to share with the staff. Bring back district-wide trainings for all so that we ALL have the same information.

4. *Requests for specific trainings*

- I would like more information about and assistance with how to be successful using SEL with students who exhibit problem behavior. The students who need mindful practice the most are the ones who screw around during mindful practice exercises.
- I would like examples of lessons that specifically target each of the 5 competencies and help students understand what they are.
- Self-awareness and self-management tips please.
- More quick, simple, relevant activities

“Do you have any requests for professional development, district-, or school-level support to further SEL practices in your classroom or at your school?”

Most frequent response themes:

- Need different modes of training
- Need greater accountability for SEL implementation
- Change or improve train-the-trainer model
- Requests for specific trainings to expand practice
- Provide training to non-teacher populations

- Group activity ideas or classroom team building ideas
- We need school wide training so all teachers feel comfortable. We need training on integrating the language into all areas of the school and curriculum
- Whatever is done should be connected to learning across content areas.
- Since we are using the MindUP curriculum in our student Trackers this year, I wonder if there will be supplemental activities to expand on for next year.
- I would like to know about supplementary programs or resources if MindUP does not satisfy the needs of our students.
- Other resources besides MindUP, like bucket fillers, TRIBES, etc. provide the read aloud books that go with MindUP to each school or each grade band.

5. Provide training to non-teacher populations

- Get a teacher who only teaches SEL and make it a required course for all freshmen. Too hard on other teachers to add to their plates. We don't have the time to do a GREAT job on the lessons. I have too much prep for other classes. Making copies and previewing material is tough even if it only take 10-15 minutes.
- Can we please take the money and time to train the computer & librarian in these? It really shows. How they handle the students and that they don't have this in their tool box. (also any aides would benefit)
- I believe that students should go through partner building and trust building activities in physical education and also regular classrooms at recess so that it does not detract from classroom instruction time.