

SOCIAL EMOTIONAL LEARNING SURVEY SUMMARY

Prepared for Wilson School District

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In this presentation, Hanover Research summarizes findings from the 2018-19 social-emotional learning (SEL) surveys of students, parents, and teachers in Wilson School District.

Overview

This presentation briefly summarizes key findings from the 2018-19 Wilson Social-Emotional Learning (SEL) Survey. Hanover Research conducted an online survey of students, parents, and staff in January 2019. In total, 3,440 respondents completed the survey and provided quality survey responses, including 2,060 students, 788 parents, and 592 staff members.

This presentation reviews key findings related to the following topics:

- **Student Self-Ratings of Their SEL Competencies**
- **Parent and Staff Familiarity with SEL**
- **Staff Members' Confidence in Teaching SEL**
- **Student Access to Supportive Adults and Guidance Counselors**

Student Self-Ratings of SEL Competencies

Students provide relatively high ratings of their skills in many SEL competency areas. Social awareness is the highest rated SEL area, while emotional well-being is the lowest rated.



Social Awareness

When scoring responses on a scale of 1 to 5, **social awareness (4.45) was the highest rated competency by a wide margin.** Over 90 percent of students are happy for their friends when they do well in school, accept others for who they are, and believe it is important to treat people with respect.

Nearly 90% of students agree that they try to help people who are sad and that they can tell when someone is upset.



Other Competencies

Students' ratings in other SEL competency areas average around 4 out of 5 points. Social support (4.09), self-management (4.07), relationship skills (4.01), self-awareness (4.00), growth mindset (3.99) and civic mindset (3.92) all received fairly similar scores.

In the social support area, 84% of students say that there is at least one adult at school they can trust.



Emotional Well-Being

A notable proportion of students indicate feeling frequently worried or anxious. Nearly a third worried about school work, 28 percent had trouble falling asleep, and 24 percent felt anxious on a regular basis (i.e., seven or more times within the past two weeks).

Just 56% of students agree that they know how to handle stress. Around two-thirds believe they can make the best out of a bad situation.



Parent and Staff Familiarity with SEL

In general, neither parents nor staff are overwhelmingly familiar with social-emotional learning competencies.



Overall Findings

Fewer than 50 percent of respondents indicate that they are familiar with each of the eight SEL competency areas.

Respondents are most familiar with responsible decision-making, with 40 percent indicating they are “very familiar” or “extremely familiar.”

37% of respondents are very or extremely familiar with self-awareness, growth mindset, relationships skills, emotional well-being, and social awareness.



Staff vs. Parent Findings

Unsurprisingly, significantly more staff members report feeling “very familiar” or “extremely familiar” than parents with SEL competency areas. Staff indicate higher levels of familiarity than parents with all SEL areas except civic mindset.

Staff indicate the highest level of familiarity with responsible decision-making (47% very/extremely familiar) and growth mindset (46%).



Civic Mindset

Respondents are least familiar with the competency of civic mindset. Just 21 percent of staff and 20 percent of parents are very or extremely familiar with this area. Civic mindset includes caring about one’s community and being knowledgeable about what is happening in the world.

Civic mindset also received the second-lowest rating among students (3.92 out of 5 points), ahead of only emotional well-being.

Staff Members' Confidence in Teaching SEL

Overall, staff indicate a fairly low level of confidence in their ability to incorporate instructional activities to help students develop various SEL competencies.



Overall Findings

Less than half of staff respondents report feeling “very confident” or “extremely confident” in their ability to use activities to help students develop SEL competencies. A total of 33 percent to 45 percent of staff are confident in teaching all SEL competencies except civic mindset.

The overall lack of confidence that staff feel may be related to their relatively low levels of familiar with SEL competencies.



Most Confidence

Staff are most confident in teaching responsible decision-making. Almost half of respondents (45%) are very or extremely confident in responsible decision-making, and around 40 percent have the same level of confidence in growth mindset and self-management.

Slightly over a third of staff (36%-38%) are very or extremely confident in teaching relationship skills, social awareness, and self-awareness



Least Confidence

Staff are least confident in teaching civic mindset. Just 22 percent of staff are very or extremely confident in their ability to help students develop this skill. This lack of confidence may be related to staff's overall low familiarity with civic mindset.

Staff also report low levels of confidence in teaching emotional well-being, with just 33% very or extremely confident.



Access to Supportive Adults & Guidance Counselors

While many students feel that they can easily access their guidance counselor and/or know their guidance counselor, nearly half report “almost never” going when they need to.



Guidance Access

More than half of students feel that they know and can usually access their guidance counselor. Over a third (37%) indicate that they can “almost always” easily access their guidance counselor, and 31 percent can access their counselor “most of the time.”

Just 6% of students indicate that they can “almost never” easily access their guidance counselor.



Guidance Use

Nearly half of students (45%) “almost never” go to their guidance counselor when they have a need, and 26 percent go “some of the time” or “half the time.” This may indicate that students do not know exactly when it is appropriate to meet with their counselor.

28% of students indicate going to their guidance counselor “almost always” or “most of the time” when they have a need.



Other Supportive Adults

Students believe that teachers and other adults at their school are supportive. A vast majority of students indicate that their teachers believe that they will be successful (87% “agree” or “strongly agree”) and that adults at their school care about them (83%).

Only 8% of students indicate that no one supports them when they need help.

