

# Yale Social and Emotional Learning Survey

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Report prepared for SCHOOL NAME  
TOWN, STATE

*Survey administered DATE*

*Report prepared DATE*

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# Introduction

Thank you again for participating in the Emotion-Focused Educator Social-Emotional Learning (SEL) Surveys and Yale Teacher Well-Being. We hope this report will provide helpful information.

## Background

Researchers from The Yale Center for Emotional Intelligence and The Consultation Center at Yale began developing the Emotion-Focused Educator Social-Emotional Learning (SEL) Survey in 2018 based on prior research on educator well-being and social and emotional learning in K-12 schools. The survey has evolved in the years since, both before and during the COVID-19 pandemic.

## Contents of this Report

This report shares your **schools** aggregated results. Although our study results are preliminary, this report provides information on the implementation of SEL practices at your **school**. When interpreting the results, note that this is only a sample of the teachers in your school.

## Interpreting and Using this Report

Please keep in mind that these survey results capture a snapshot of educator-reported feelings, beliefs, and behaviors at one time point during this challenging year. Also remember that this report only reflects the perspectives of educators in **your school** who chose to complete the survey.

This report should *not* be used to make high-stakes decisions about staff performance or programming for students. Rather, our intention is that this snapshot of your **school's** current strengths and opportunities for growth will support ongoing conversations about how your community can work together to build healthy and productive educational environments for all, now and in the future.

## Questions?

Please send any questions or feedback about this report to our team at [yceiresearch@yale.edu](mailto:yceiresearch@yale.edu).

Yours in partnership,



**Jessica Hoffmann, Ph.D.**

*Research Scientist*

*Director of Emotion and Implementation Science*



**Jennifer Seibyl, M.Ed.**

*Assessment Manager*

# Survey Participants

*Additional demographic information*

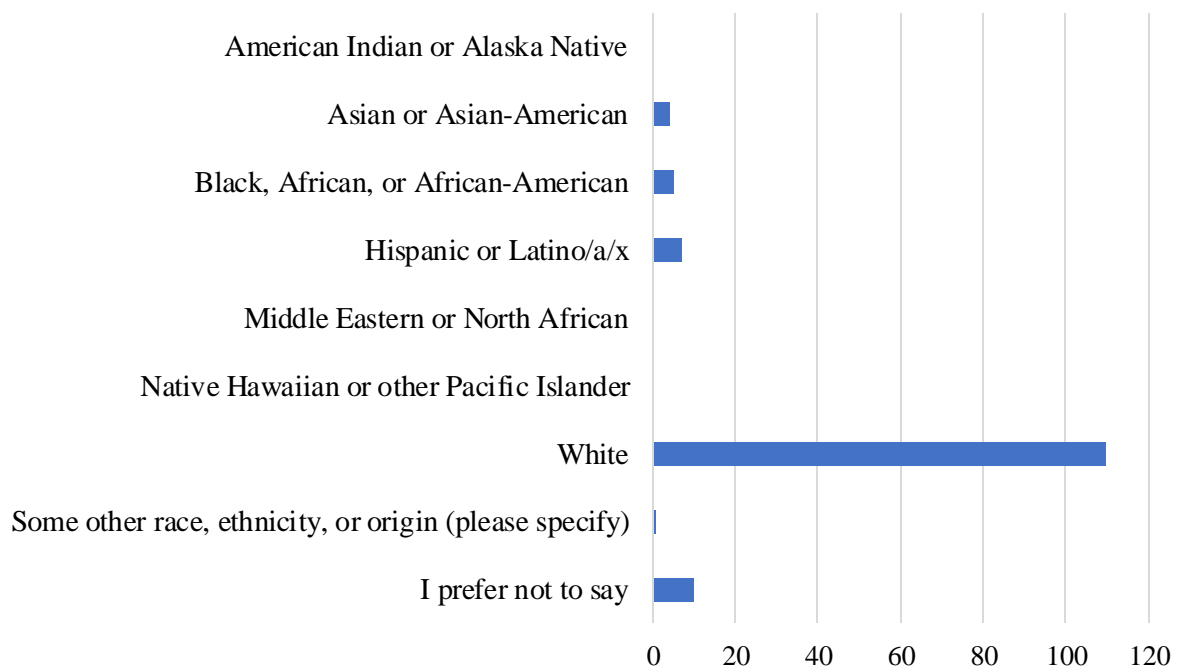
# Survey Participants

161

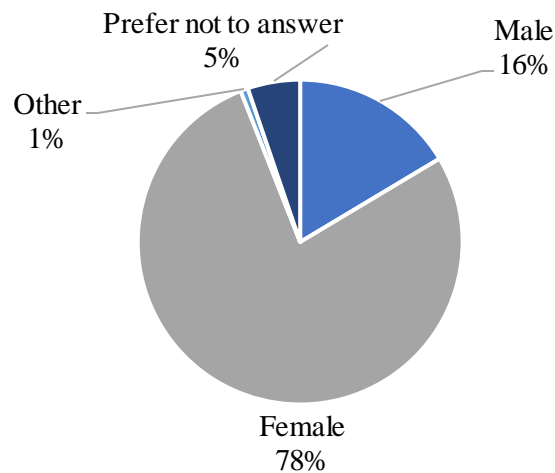
people participated in the survey.  
141 people completed the entire survey.

*Note. Some demographic questions allow for multiple responses; thus, totals may exceed the total number of participants (e.g., dual roles). Additionally, the EFESS was administered to classroom teachers only.*

## Race



## Gender



# Survey Participants

Average of

**17.35 yrs**

working in education.

*Range of 17 - 45yrs*

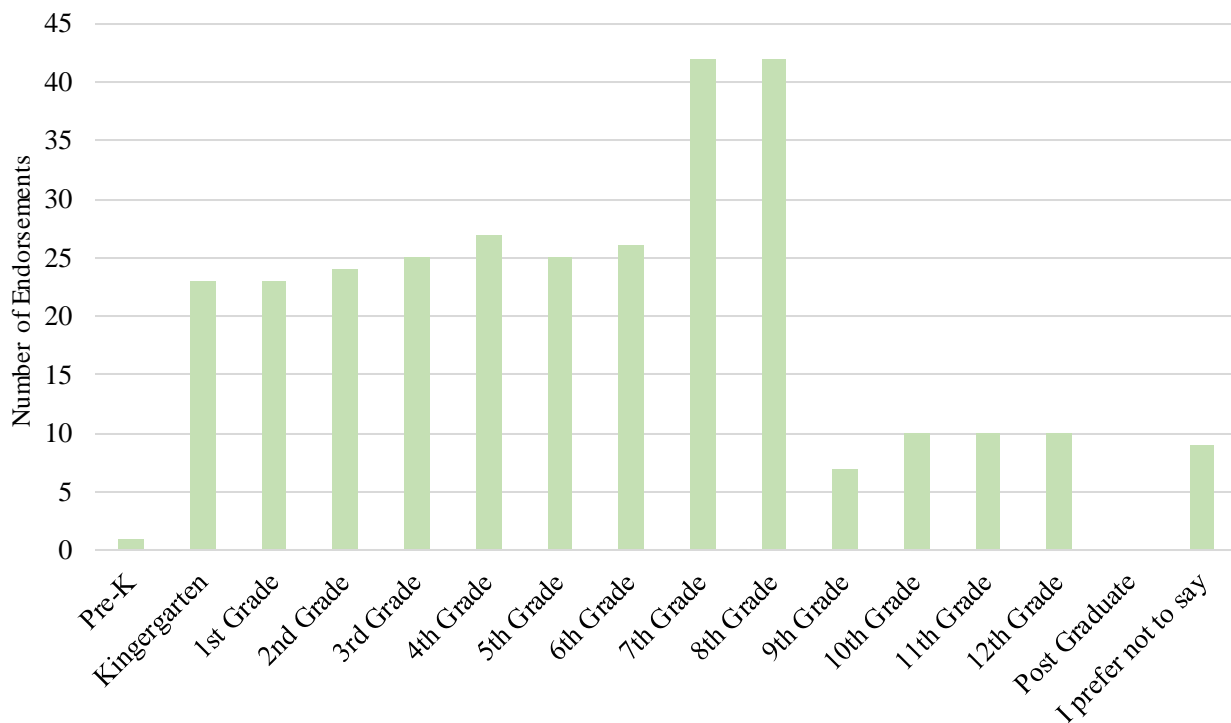
Average of

**8.74 yrs**

at your school.

*Range of 0 - 35yrs*

## Grades Taught



# Emotion-Focused Educator SEL Survey (EFESS)

## What is social-emotional learning (SEL)?

- Social and emotional learning (SEL) can be defined as the process through which children and adults develop the knowledge, attitudes and skills necessary to understand and manage emotions, reach goals, show empathy for others, build positive relationships, and make responsible decisions (Collaborative for Academic, Social and Emotional Learning, 2022).

## Why study SEL practices?

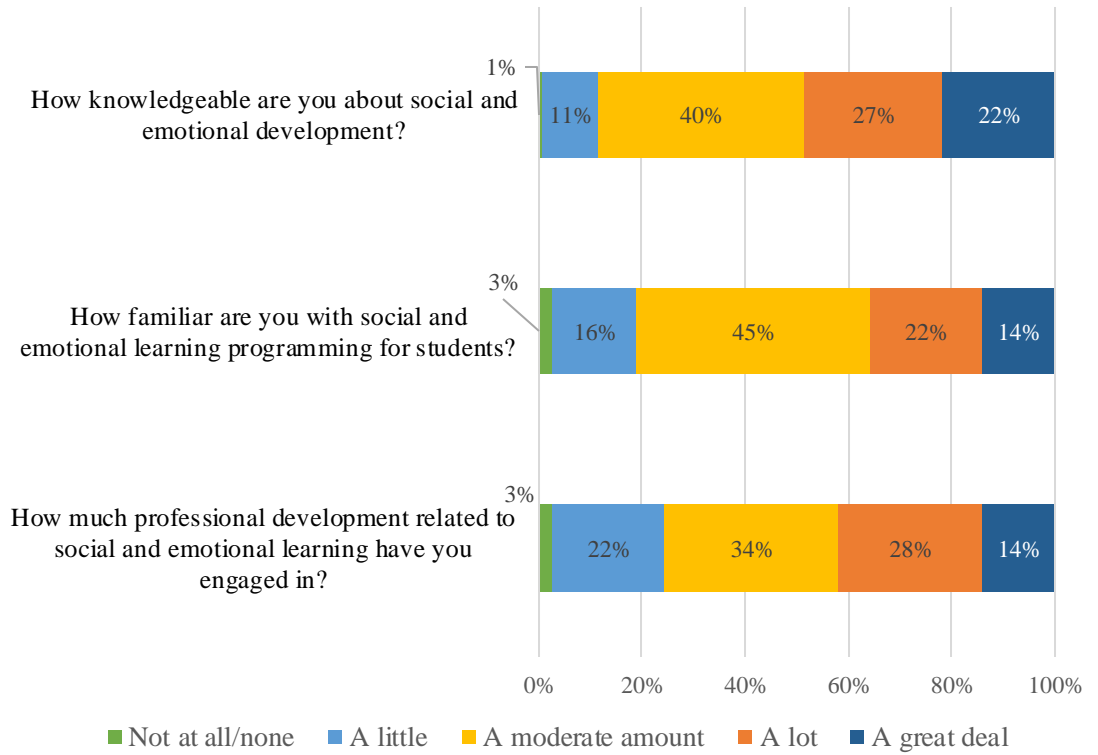
- Research has shown that participation in SEL programming is associated with positive school climate and better student outcomes, including social and emotional skills, behavior, and academic outcomes (Durlak et al., 2016).
- SEL programming and school climate also may be associated with positive outcomes for adults, including improvements in teacher stress, job satisfaction, and self-efficacy (Collie et al., 2012).
- The degree to which a given SEL program or approach is implemented as intended within a school often varies considerably.
- To understand whether SEL programming has the intended benefits in a specific setting, it is necessary to examine the quality and dosage of SEL implementation.

## What is the EFESS Report?

- This report focuses on teacher responses *from your school*. It summarizes the responses to multiple choice questions in seven SEL practices domains: four domains related to classroom practices that teacher's use to support students' social-emotional development and three domains related to individual practices that teachers use to support their own social and emotional well-being.
- The items in this survey are based on prior research on SEL and educator well-being. All questions were designed to be applicable to in-person learning, distance learning, or hybrid learning. We are in the process of examining the reliability and validity of the current items, so results are preliminary.
- We hope these results will help schools to identify their strengths and opportunities for growth in the area of SEL. Focusing on SEL in these ways may be an effective approach to improving school climate and reducing student and educator stress, especially during challenging times.
- When interpreting your district's results, remember that the survey results represent the perspectives of participating teachers at one point in time and should not be used to make high-stakes decisions about staff performance or student instruction.

## General Social and Emotional Learning

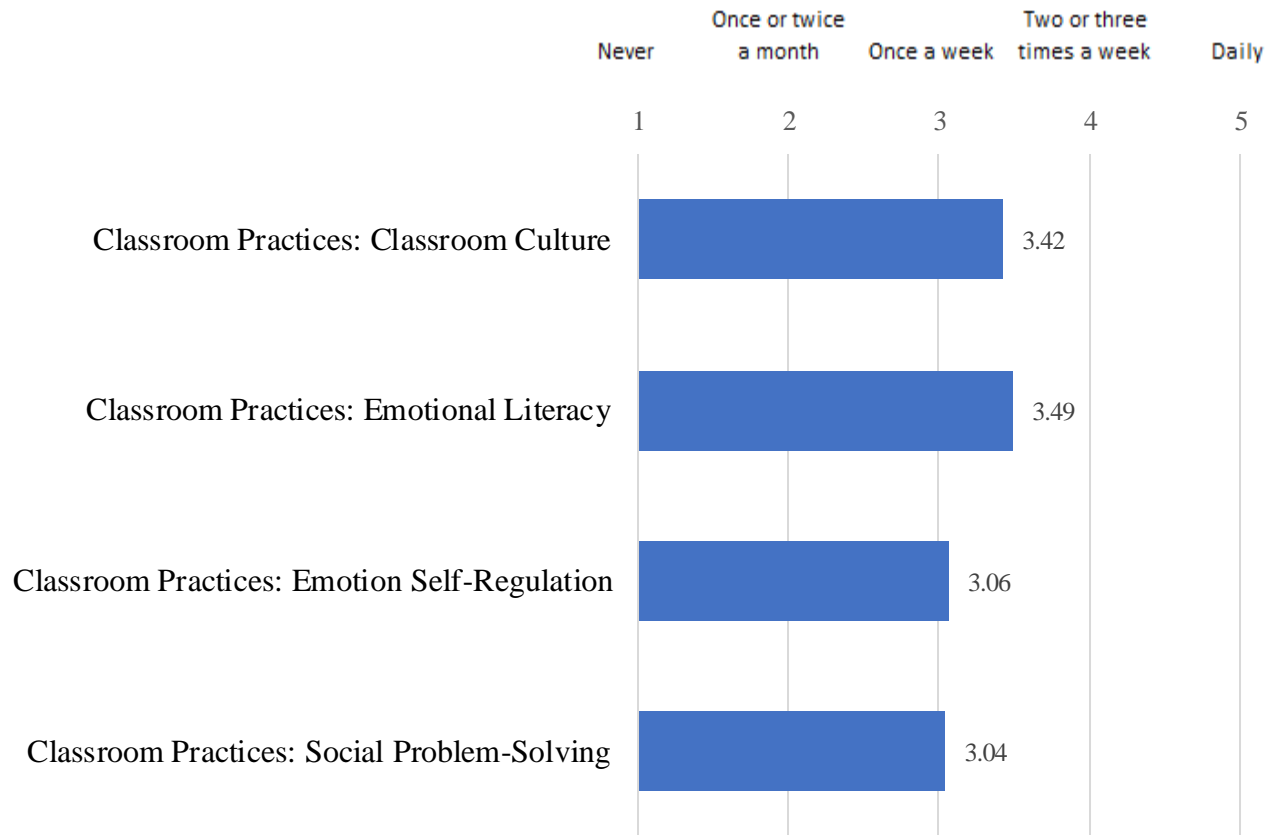
*These questions focus on how much knowledge and familiarity educators have in social and emotional learning.*





## Classroom Practices: Average Domain Scores

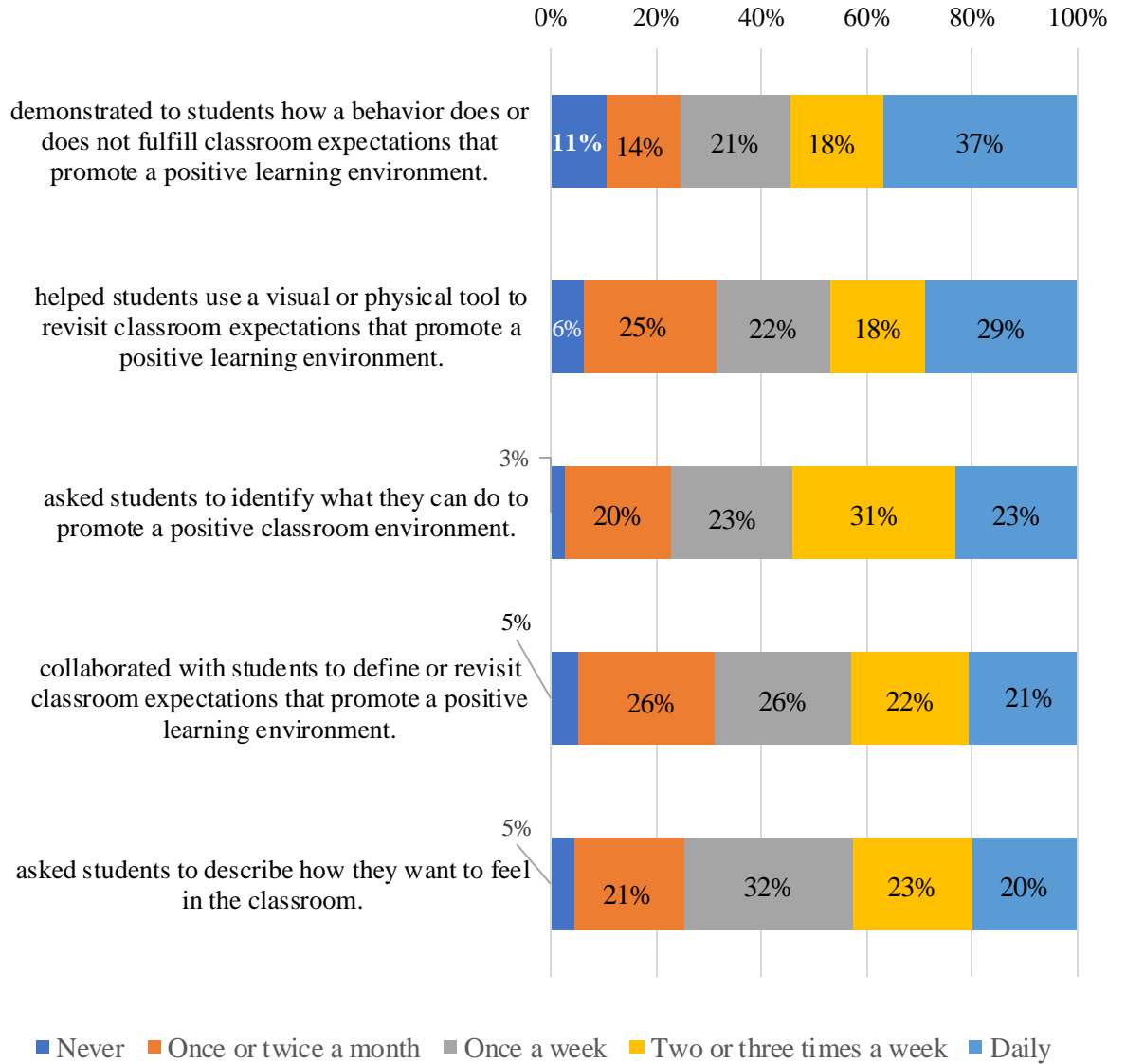
*These four domains focus on classroom practices that teachers use to support students' social and emotional learning.*



## Classroom Practices: Classroom Culture

*These questions focus on classroom practices that teachers use to cultivate a positive classroom environment.*

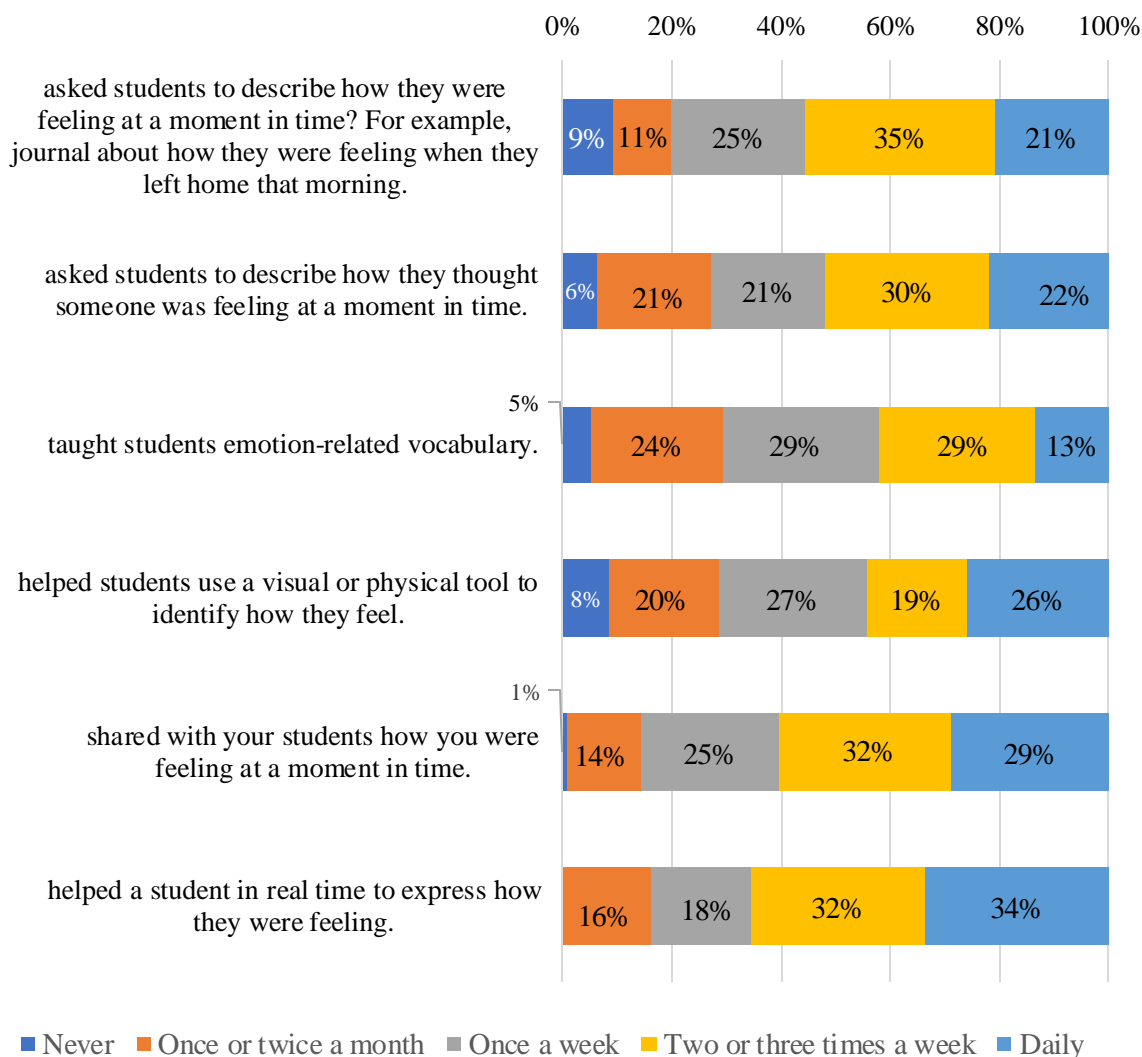
In the past month, how often have you...



## Classroom Practices: Emotional Literacy

*These questions focus on classroom practices that teachers use to help students develop emotional literacy.*

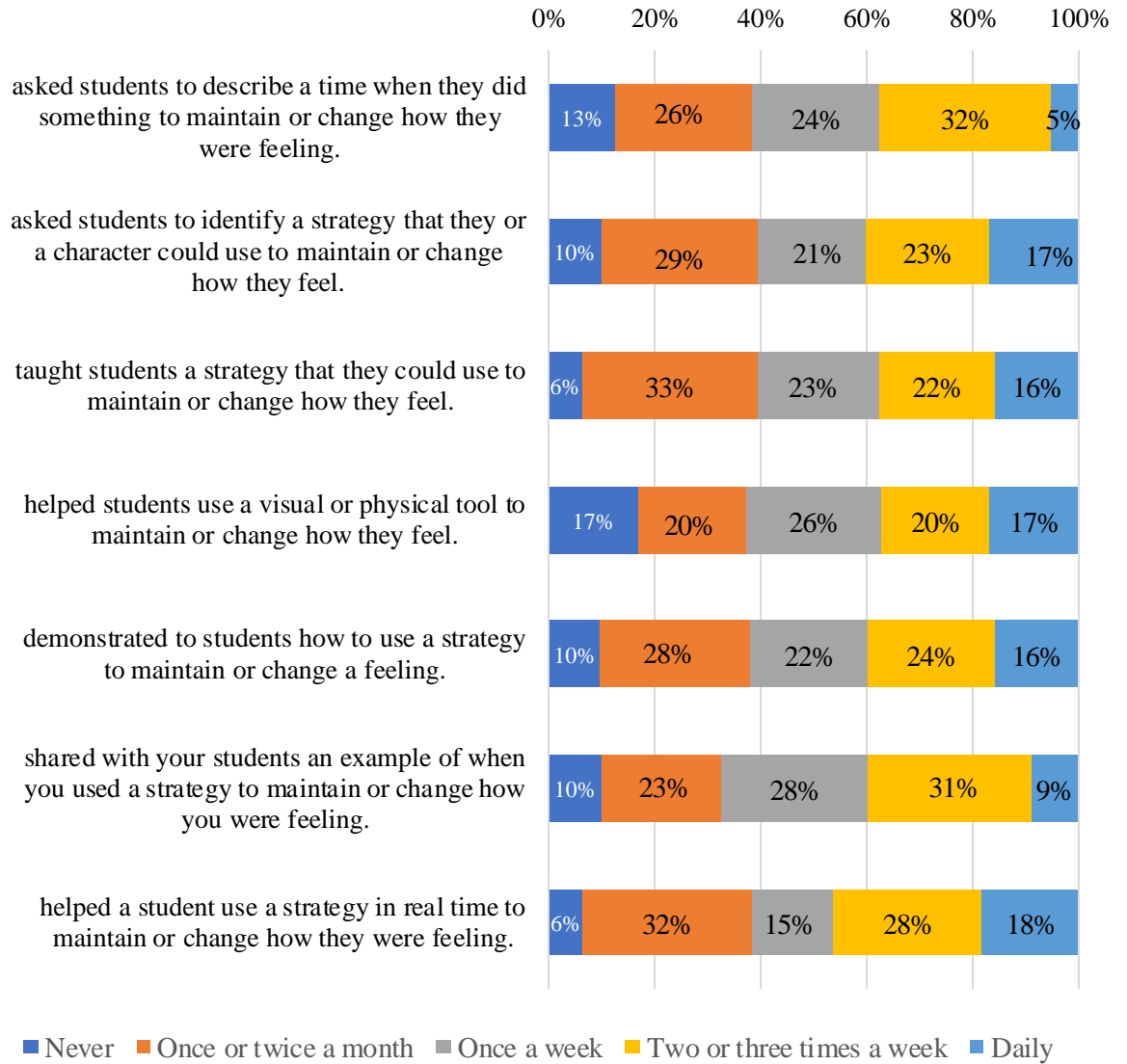
In the past month, how often have you...



## Classroom Practices: Emotion Self-Regulation

*These questions focus on classroom practices that teachers use to help students develop emotion self-regulation skills.*

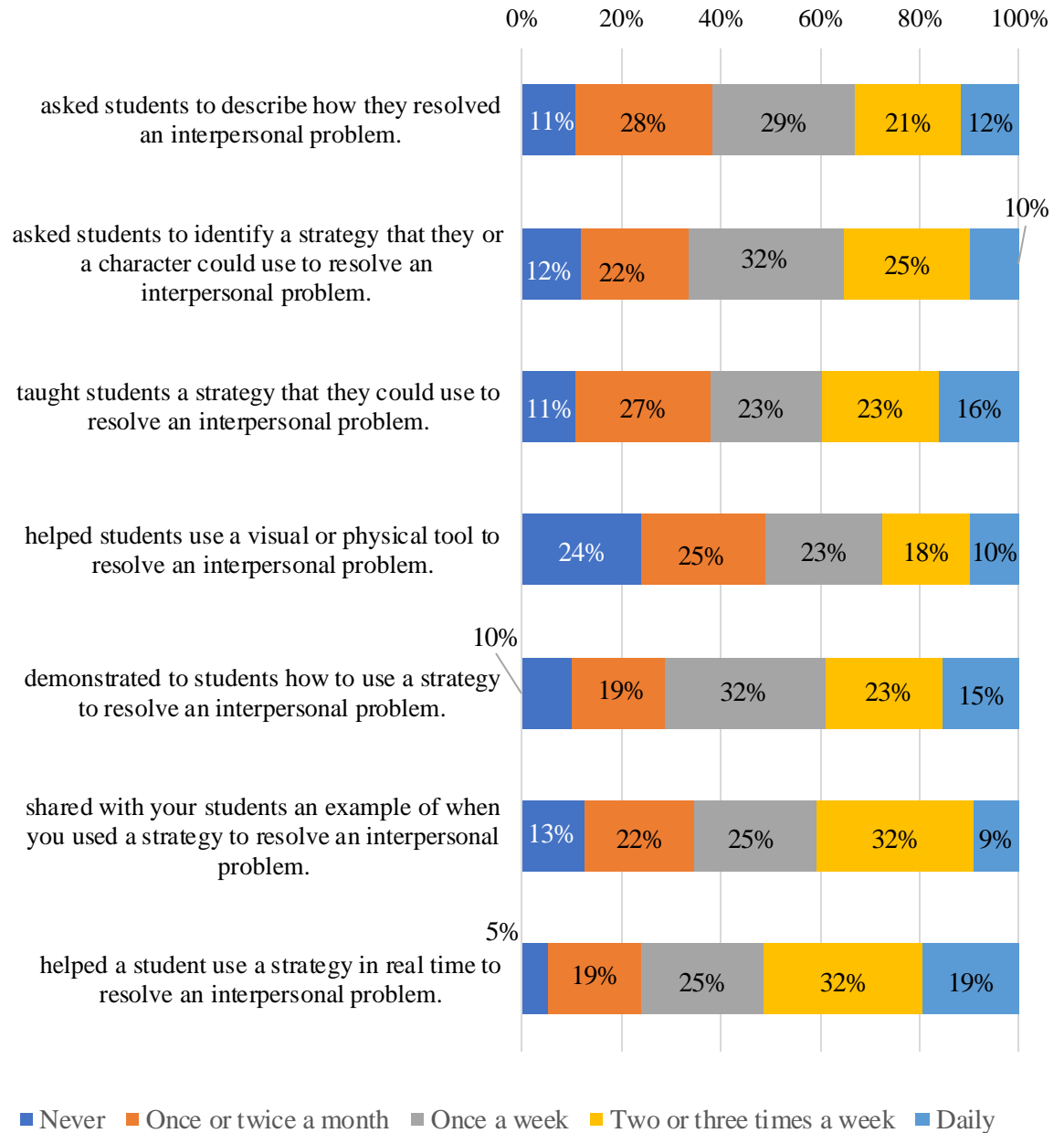
In the past month, how often have you...



## Classroom Practices: Social Problem-Solving

*These questions focus on classroom practices that teachers use to help students develop social problem-solving skills.*

In the past month, how often have you...



## Individual Practices: Average Domain Scores

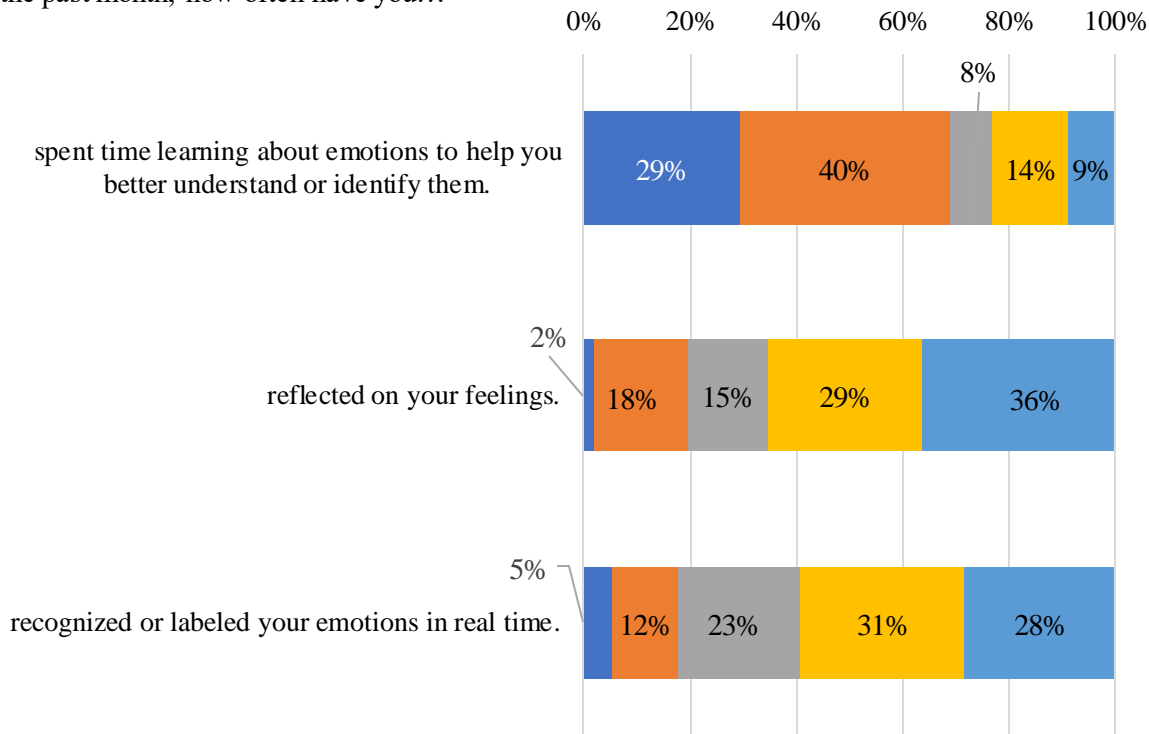
*These three domains focus on individual practices that teachers use to support their own social and emotional well-being.*



## Individual Practices: Emotional Literacy

*These questions focus on practices that teachers use to support their own growth in emotional literacy.*

In the past month, how often have you...

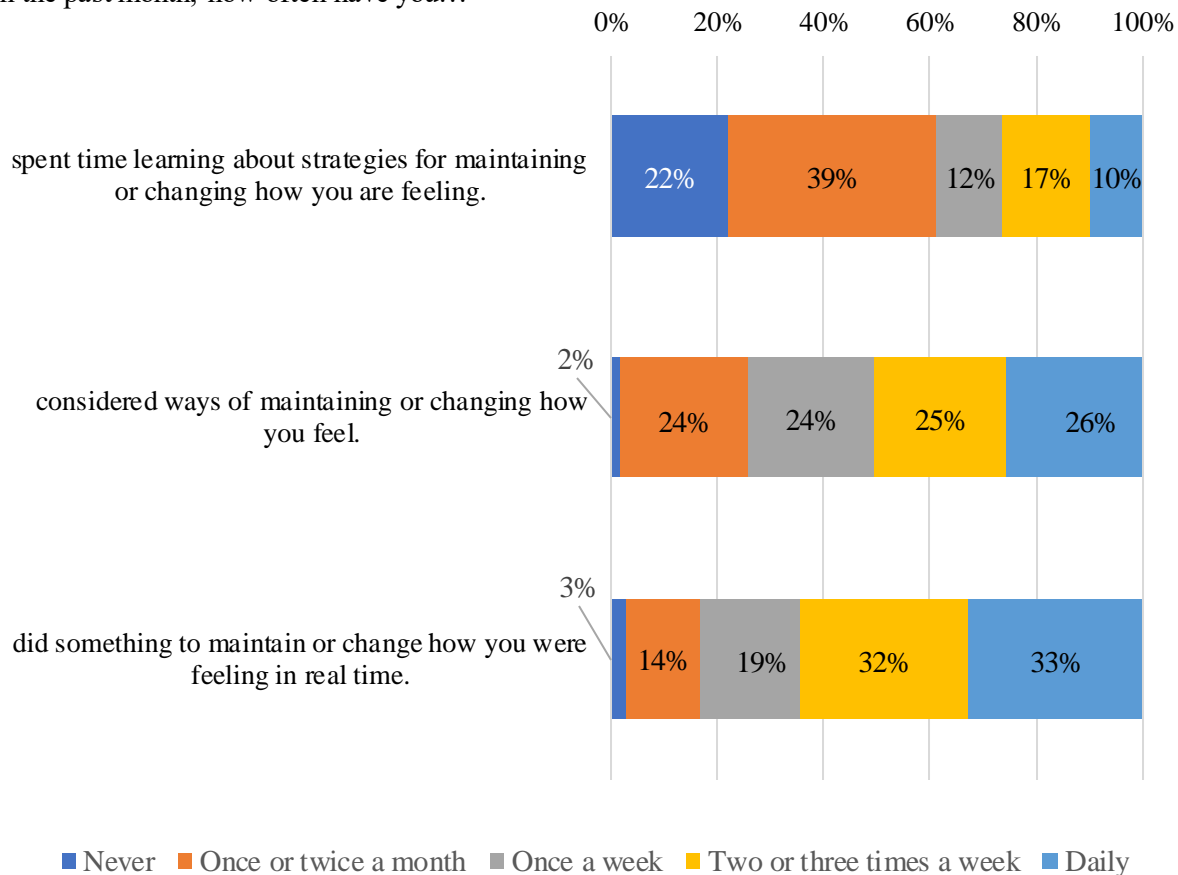


■ Never ■ Once or twice a month ■ Once a week ■ Two or three times a week ■ Daily

## Individual Practices: Emotion Self-Regulation

*These questions focus on practices that teachers use to support their own growth in emotion self-regulation.*

In the past month, how often have you...

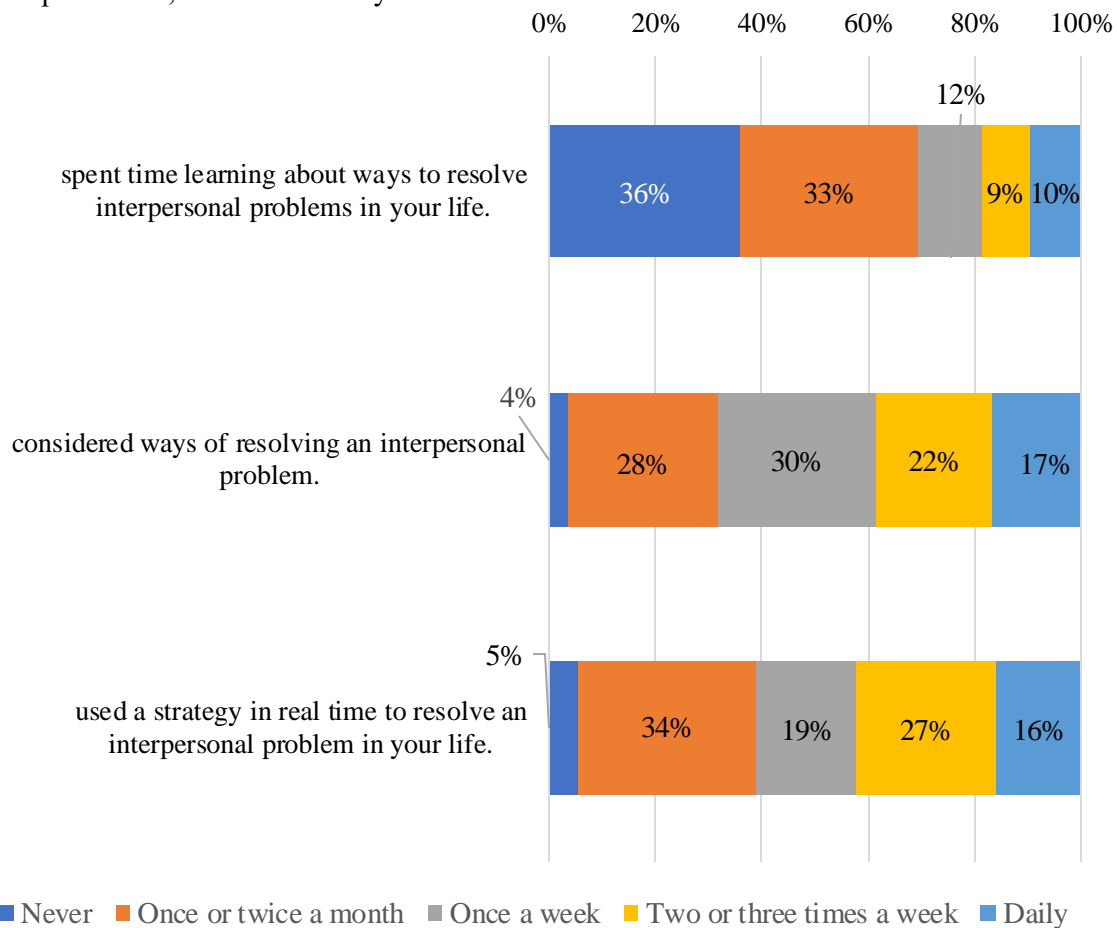




## Individual Practices: Social Problem-Solving

*These questions focus on practices that teachers use to support their own growth in social problem-solving.*

In the past month, how often have you...



# Teacher Well-Being and Social and Emotional Learning Resource Bank

Emotional intelligence, well-being, connection, and kindness are skills that can be taught and developed over time—with practice. Below are a series of research-based resources to support daily efforts to develop these vital human capacities and demonstrate resilience inside and outside of the classroom.

## Resources for Adults and Teachers

### Well-Being, SEL, and Mindfulness Courses and Practices

- Free 10-hour course designed by the Yale Center for Emotional Intelligence to help school staff better manage their emotions and create supportive learning environments for students <https://www.coursera.org/learn/managing-emotions-uncertainty-stress>
- Greater Good in Action (GGIA) collects the best research-based practices for a happier, more meaningful life—and puts them at your fingertips in an online format that's easy to use: <https://ggia.berkeley.edu/>.
- Center for Investigating Healthy Minds UW-Madison has created a Well-Being Toolkit with practices they have found in their research to support both physical and mental health: <https://centerhealthyminds.org/your-well-being-toolkit>
- Free 8-Week online Mindfulness-Based Stress Reduction (MBSR) Course (with Certification): <http://palousemindfulness.com/index.html>. MBSR is the most studied and empirically supported secular mindfulness program in the West. Find schedules for in-person MBSR classes near you here: <https://www.umassmed.edu/cfm/mindfulness-based-programs/mbsr-courses/find-an-mbsr-program/>
- Paid 8-Week evidence-based Compassion Cultivation Training (CCT) Course: <http://ccare.stanford.edu/education/directory-of-certified-teachers/>. CCT is an 8-week in-person evidence-based training program designed to develop the qualities of compassion, empathy, and kindness for oneself and for others.
- Free Yale University course on the Science of Human Emotion: <https://www.youtube.com/watch?v=8KFFkNhID4Y&list=PLh9mgdi4rNewieO9Dsj-OhNBC9bF4FoRp>.
- Free Online Course on the Science of Meditation: <https://www.coursera.org/learn/science-of-meditation>
- The Mindful Awareness Research Center (MARC) at UCLA provides a variety of meditation types and lengths for an introduction to meditation that you can practice on your own: <http://marc.ucla.edu/mindful-meditations>

## Well-Being, SEL, and Mindfulness Research and Information

- The Collaborative for Academic and Social-Emotional Learning (CASEL) is *the* clearinghouse for SEL research, policy and practice information: <http://www.casel.org/>
- The Science of Happiness: Learn science-based principles and practices for a happy, meaningful life: <https://www.edx.org/course/science-happiness-uc-berkeleyx-gg101x-4>
- America Mindfulness Research Association (AMRA) created this site for accessing latest research; sign up for their monthly research roundup email: <https://goamra.org/>.
- Gallup created this tool to help understand and address teacher well-being. <https://www.gallup.com/education/316709/how-to-improve-wellbeing-in-education.aspx>
- Kaiser-Permanente published the School employee well-being collaboration guide: How school employees, their unions, and school administrators at all levels can create a better place to learn, work and thrive. [https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2021/06/Wellbeing-Guides-Part-1-and-2\\_School\\_Employee\\_June-2021.pdf](https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2021/06/Wellbeing-Guides-Part-1-and-2_School_Employee_June-2021.pdf)
- The National Association for Family, School, and Community Engagement (NAFSE) created a set of activities to support teacher identity development: [https://cdn.ymaws.com/nafsce.org/resource/resmgr/media/Sample\\_Activities\\_to\\_Support.pdf](https://cdn.ymaws.com/nafsce.org/resource/resmgr/media/Sample_Activities_to_Support.pdf)
- Organizing Engagement created this framework of six types of involvement, often referred to as the School-Family-Community Partnership model. <https://organizingengagement.org/models/framework-of-six-types-of-involvement/>

## Resources for Working Across Differences:

- Annie E. Casey Foundation created the Race, Equity, and Inclusion Action Guide, a step-by-step guide to help schools advance and embed equity and inclusion. [https://assets.aecf.org/m/resourcedoc/AECF\\_EmbracingEquity7Steps-2014.pdf](https://assets.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf)
- Greater Good Science Center created the Bridging Differences Playbook, a tool for helping individuals and teams to work across differences. [https://greatergood.berkeley.edu/images/uploads/Bridging\\_Differences\\_Playbook-Final.pdf](https://greatergood.berkeley.edu/images/uploads/Bridging_Differences_Playbook-Final.pdf)
- Understood created a guide to help those who think and learn differently: <https://www.understood.org/>
- MIT Teaching Systems Lab created Becoming a More Equitable Teacher: Resources and Articles, a free online course to help teachers understand, honor, and work across differences to help students thrive. <https://openlearninglibrary.mit.edu/courses/course-v1:MITx+0.503x+T2020/about>

## Resources for Youth and the Classroom

### Well-Being, SEL, and Mindfulness Practices and Programs

- The Educating All Learners resource library brings together resources and practical approaches from best-in-class providers across education: <https://educatingalllearners.org/resource-library/>
- ClassDojo is a free online-based SEL program that gamifies building a positive classroom climate and is used by many teachers and schools: <https://www.classdojo.com/>
- The Random Acts of Kindness Foundation (RAK) provides free, downloadable evidence-based SEL lesson plans: <https://www.randomactsofkindness.org/for-educators>. This curriculum features complete developmentally appropriate, standards-aligned lessons for grades K-12 with handouts that teach kids important social and emotional skills.
- The Mood Meter is a research-based SEL application to build greater emotional awareness and regulation in teachers and students: <http://ei.yale.edu/mood-meter-app/>
- MindYeti is a free online mindfulness platform and mobile application for kids made by the creators of Second Step (The Committee for Children): <https://www.mindyeti.com/sessions>
- Mindful Teachers offers free tips and activities for implementing developmentally appropriate mindfulness practices in the classroom: <http://www.mindfulteachers.org/>
- Mindfulness for Teens has free audio and video recordings of practices appropriate for introducing mindfulness-based exercises to teens: <http://mindfulnessforteens.com>
- Paid theory-based and research-supported mindfulness and emotion skills training program for teens: <http://learning2breathe.org/>

### Well-Being, SEL, and Mindfulness Information and Assessment

- The WestEd compendium provides resources for district leaders to consider as they seek to implement evidence-based supports to ensure social and emotional learning (SEL) is fully integrated into the educational experience of their students, families, staff, and community. While targeted to the district level, many of these resources may be useful to school leaders as well. [https://selcenter.wested.org/wp-content/uploads/sites/3/2020/09/SELCenter\\_CompndiumofResources.pdf](https://selcenter.wested.org/wp-content/uploads/sites/3/2020/09/SELCenter_CompndiumofResources.pdf)
- Social-Emotional Learning (SEL) Resource Finder: <http://www.selresources.com/sel-resources/sel-apply-resources/>. The Resource Finder provides a variety of resources to help you learn about SEL, to apply teaching methods, and to assess your efforts.
- Heart-Mind Online is an online-based resource portal to social-emotional learning lessons, practices, and information: <http://heartmindonline.org/>.
- The Early Development Instrument (EDI) is a free questionnaire that measures five core areas of early child development that are known to be good long-term predictors of adult health, education and social outcomes: <http://earlylearning.ubc.ca/edi/>
- The Middle Years Development Instrument (MDI) is a free questionnaire that asks children in Grade 4 and Grade 7 how they think and feel about their experiences both inside and outside of school, which is strongly linked to well-being, health and academic achievement: <http://earlylearning.ubc.ca/mdi/>

- The Classroom Assessment Scoring System (CLASS) was developed to help teachers improve what matters most in the classroom—the interactions that drive learning and development: <http://teachstone.com/classroom-assessment-scoring-system-class/>

### Resources for Adult and Youth Mental Health Support

Please see below a set of resources to support your mental health as well as the mental health of the youth you work with. The Yale Center for Emotional Intelligence does not officially endorse any particular resource or organization. In the case of an emergency, always call 911 immediately.

#### Mental Health Support for Adults

- Get Immediate Help: If you are in crisis, and need immediate support or intervention, call 1-800-273-8255, or chat live online at <http://www.crisischat.org/>. Trained crisis workers are available to talk 24 hours a day, 7 days a week. Calls are toll-free and confidential.
- Find a Health Care Provider or Treatment: For general information on mental health and to locate treatment services in your area, call the Mental Health Services Treatment Referral Helpline at 1-800-662-4357. SAMHSA also has a Behavioral Health Treatment Locator on its website that can be searched by location: <https://findtreatment.samhsa.gov/>
- Accessible Mental Health Information: The HelpLine is a mental health information and referral service run by the National Alliance on Mental Illness (NAOMI). It can be reached by calling 1-800-950-6264 Monday to Friday 10 am - 6 pm EST or by emailing [info@nami.org](mailto:info@nami.org). Also, their website provides helpful information on navigating mental health concerns: <https://www.nami.org/Find-Support/>.

#### Mental Health Support for Youth

- Get Immediate Help: If you are in crisis, and need immediate support or intervention, call 1-800-273-8255, or chat live online at <http://www.crisischat.org/>. Trained crisis workers are available to talk 24 hours a day, 7 days a week. Calls are toll-free and confidential.
- Teenage Health Resource Line: Confidential psychological and physical health information for teens by calling 1-888-711-8336 (7 a.m. - 11 pm. All Week).
- Accessible Mental Health Information: The HelpLine is a mental health information and referral service run by the National Alliance on Mental Illness (NAOMI). It can be reached by calling 1-800-950-6264 Monday to Friday 10 am - 6 pm EST or by emailing [info@nami.org](mailto:info@nami.org). Also, their website provides helpful information on navigating mental health concerns: <https://www.nami.org/Find-Support/Teens-and-Young-Adults>.
- Young Women's Health Information: [www.youngwomenshealthsite.org](http://www.youngwomenshealthsite.org). Young Women's Health is a website for teen girls and young women featuring up-to-date mental and physical health information.
- Young Men's Health Information: [www.youngmenshealthsite.org](http://www.youngmenshealthsite.org). Young Men's Health is a website for teen guys and young men featuring up-to-date mental and physical health information.

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