

TEACHER SEL SKILLS AND PRACTICES

Thank you for taking the Wisconsin Teacher Social and Emotional Learning Skills and Practices Survey

At the end of the survey, your confidential results will be generated on a mapped spectrum and sent to your email address. Non-identifying information will be shared anonymously with the school administration for professional development and planning purposes.

DEMOGRAPHICS

This information will remain confidential for individual feedback.

Your name: _____

Your email address (results will be emailed immediately): _____

Current school year?

- 2019-2020
 2020-2021

What is the current quarter?

- Fall (September-November)
 Winter (December-February)
 Spring (March-May)
 Summer (June-August)

Please identify your district and school (if you teach at multiple schools, please choose one and respond to the subsequent questions with that particular school setting in mind):

District:

School:

With what grade students do you work? Select all that apply:

- PreK
 Kindergarten
 1
 2
 3

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

SOCIAL AND EMOTIONAL SKILLS

The following three survey sections ask you to think about your thoughts and behaviors, and the sections are divided into three domains: Emotional Development, Self-Concept, and Social Competence (descriptions are provided for each).

5-Scale Likert categories:

- 1) No, never
- 2) Yes, but not often
- 3) Yes, sometimes
- 4) Yes, usually
- 5) Yes, consistently

*Note that on the Likert scale, the option "No, never" should be interpreted as: You have never, to the best of your knowledge, shown the behavior.

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about your emotional development most of the time over the past few months, as well as how you:

- Express a wide range of emotions
- Understand and respond to others' emotions

1. Are you able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships?

2. Are you able to understand and explain how your expression of emotions can influence how others respond to you?

3. Are you able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions?

4. Are you able to employ focusing skills independently and understand their importance in achieving important goals in times of adversity?

5. Are you able to demonstrate connectedness, through empathy and engagement, to your communities?

6. Are you able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about your self-concept most of the time over the past few months, as well as how you:

- Develop positive self-esteem
- Demonstrate self-awareness

7. Are you able to maintain a "growth mindset" about your abilities to succeed and grow, and to persist through challenges?

8. Are you able to use self-reflection to assess your behavior for authenticity, honesty, and respect, and articulate how this impacts your greater community?

9. Are you able to explain how your beliefs can impact your growth and success, and advocate for your beliefs?

10A. Are you able to set short and long-term goals, and able to create a plan to execute those goals?

10B. Are you able to set short and long-term goals, and able to analyze progress and collaborate to adjust goals when needed?

11. Are you able to demonstrate perseverance when dealing with challenges and adversity?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large
The following questions ask about your social competence most of the time over the past few months, including how you:

- Demonstrate attachment, trust, and autonomy
- Engage in social interaction
- Demonstrate understanding of rules and social expectations
- Engage in social problem solving behavior and learn to resolve conflict

12. Are you able to demonstrate conversational skills to determine the perspective of others?

13. Are you able to support the rights of all individuals to reflect their family, culture, and community in society?

14. Are you able to develop ethical arguments from a variety of ethical positions to evaluate societal norms?

15A. Are you able to maintain positive relationships?

15B. Are you able to use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships?

16. Are you able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get your needs met, without negatively impacting others?

17. Are you able to evaluate constructive feedback and provide constructive feedback when needed?

18. Are you able to recognize how each group member's skills contribute toward group goals?

19. Are you able to consistently resolve inter-personal conflicts across settings (e.g., work, community and personal relationships)?

20. Are you able to consider a variety of factors, (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations?

21. Are you able to evaluate the ways in which public opinion can be used to influence and shape public policy?

22. Are you able to evaluate factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships, etc.)?

23. Are you able to generate positive choices and pro-actively advocate for yourself and others across settings (e.g., community, work, and personal relationships)?

24. Are you able to analyze opportunities to improve your community and engage in civic activities to influence issues impacting various communities?

SOCIAL AND EMOTIONAL TEACHING PRACTICES

The last survey section focuses on your professional social and emotional practices. Think about your within-classroom behaviors over the past few months when responding to each question.

25. *Thinking about your language in the classroom...* Are you able to acknowledge specific positive student behaviors (both social skills and work habits), and provide affirmation to let students know their efforts led to positive results?

26. *Thinking about your relationships with students...* Are you able to use strategies to build a trusting relationship with each student?

27. *Thinking about your relationships with students...* Are you able to conduct regular check-ins with students about academic and nonacademic concerns?

28. *Thinking about classroom community building...* Are you able to create safe and inclusive opportunities for students to connect personally (team talk, circles, morning meetings, etc.) and also to work together towards a collective goal?

29. *Thinking about student agency and engagement...* Are you able to ask for students' input, provide them meaningful choices, and create opportunities for students to be responsible in the classroom?

30. *Thinking about student-centered discipline...* Are you able to provide strategies and tools for students to problem-solve and self-regulate, as well as provide specific, discrete, and restorative feedback on student behavior?

31. *Thinking about student self-reflection...* Are you able to provide time and structures for students to engage in self-assessment and self-reflection practices, for both social and academic goals?

32. *Thinking about academic mindsets...* Are you able to communicate high expectations for students, frame mistakes and struggles as part of learning, and have students regularly contribute to the learning, including connecting their perspectives and experiences to instruction?