

Statewide Social and Emotional Learning Survey

Ohio is working with the national Collaborative for Academic Social and Emotional Learning to promote the social emotional skills that help students be successful in school and life. A state cross-agency team, led by the Ohio Department of Education, created a survey to ask Ohio educators, administrators and student service providers what they know about social and emotional learning and what they need to help promote it in their schools.

EXECUTIVE SUMMARY

Responses to the online survey suggest that Ohioans who work with our students clearly understand the importance of social and emotional learning and skills. Roughly 98 percent of survey respondents believe social emotional skills are linked to student success. Ninety-five percent said they want to learn more about social and emotional skills, but many felt Ohio must reduce the obstacles they experience to getting needed training. Responses suggest that when Ohio does create these professional development programs, those programs also must increase educators' understanding of closely related issues, such as educational equity, school climates and involving families and communities in our work.



SURVEY LOGISTICS

- The Ohio Department of Education emailed the online survey notice and link on Oct. 17, 2017, to 170,471 public and community school superintendents, curriculum coordinators, pupil service administrators, service providers, social workers and prekindergarten through grade 12 teachers.
- The survey was open from Oct. 17-Nov.10, 2017.
- On Nov. 7, 2017, the Department again sent the survey link to the 162,660 recipients who had not responded to the Oct. 17 invitation.
- By the end of the survey window, 8,314 respondents completed the survey. This represented 4.8 percent of those invited to participate.

SURVEY RESPONDENTS

- The survey asked participants the ages of the students they serve. Responses showed that 5 percent work with prekindergarten students, 41 percent work with elementary students, 21 percent work with middle school students and 33 percent work with high school students.
- Survey respondents represent every Ohio county.
- More than 2,200 survey respondents said they are interested in participating in a follow-up focus group.

TEACHERS

Most of the survey respondents are classroom teachers – 62 percent, or 3,733 teachers. These educators represent every grade:

Teacher Grade Levels	Percentage of Survey Takers	Total
Prekindergarten	5%	314
Elementary (K-5)	40%	2,145
Middle school (6-8)	21%	1,215
High school (9-12)	34%	1,841

NON-TEACHERS

Non-teacher respondents include district administrators (4.7 percent); school administrators (6.3 percent); district or school counselors, social workers or psychologists (7.2 percent); district or school service providers (7.7 percent); and other (11.5 percent). “Other” included gifted education coordinators, tutors, coaches, aides, reading instructors and substitute teachers.

SURVEY RESULTS: AWARENESS

- The survey asked if participants are aware of existing Ohio resources.
 - Forty-one percent said they know Ohio has birth through grade 3 standards for social emotional learning.
 - Forty-nine percent said they know Ohio has school climate guidelines.
- We asked the extent to which survey participants know what social emotional skills and behaviors look like in students and the effects of social emotional learning on student and school success.
 - Twenty-three percent responded they are “very confident” they recognize strong social emotional skills in students; 55 percent said they are “somewhat confident”; 17 percent are “lacking in confidence”; and 4 percent said they are “not at all confident.”
 - Ninety-eight percent said student success is “absolutely” or “most likely” related to social and emotional competency.
 - Eighty-five percent said they see “many” or “some” opportunities to integrate social and emotional skills into their own students’ learning and instruction.

SURVEY RESULTS: SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS AND COMMUNITIES

- When asked if the schools they serve have assigned staff members to focus on the social and emotional needs of students, 76 percent of survey participants said yes.
- Of those responding, 87.4 percent identified the assigned person as the school counselor/social worker/psychologist; 37 percent identified that person as a teacher; 34 percent identified that person as an administrator.
- Very few respondents know details about their schools’ climate surveys.
- Of the 4,319 people who answered this question, 59 percent said their schools work with the community to provide a range of support for social and emotional development and learning.
- The Department received 6,262 written answers to a survey question about how schools are addressing students’ social emotional learning. Respondents cited programs such as Positive Behavioral Interventions and Supports (PBIS), the PAX Good Behavior Game and others.

SURVEY RESULTS: PROFESSIONAL DEVELOPMENT AND NEEDS

- We asked if respondents would take advantage of professional development opportunities to increase their knowledge of social and emotional competencies. Fifty-six percent of respondents answered they are “very likely” to use professional development opportunities. Thirty-two percent said they are “somewhat likely.”
- Participants said that to participate in professional development, they need help overcoming obstacles, such as awareness (64 percent), time constraints (40 percent), limited access (12 percent), costs and reimbursement, release from class time, and lack of credit toward license or certificate renewal.
- When asked the type of professional development respondents are most likely to participate in, 54 percent said in-person trainings; 27 percent said online self-tutorials; and 13 percent said live webinars. More than 2,200 individuals wrote in an “other” response. These included suggestions, such as a list of age-related competencies (skills, behaviors and knowledge), literature review; and direct, in-class instruction.

The Ohio Department of Education and the Collaborative for Academic Social and Emotional Learning staff now are collecting information from focus group participants to identify the kinds of resources the Department should create to support schools integrating social and emotional learning in their instructional practices.

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