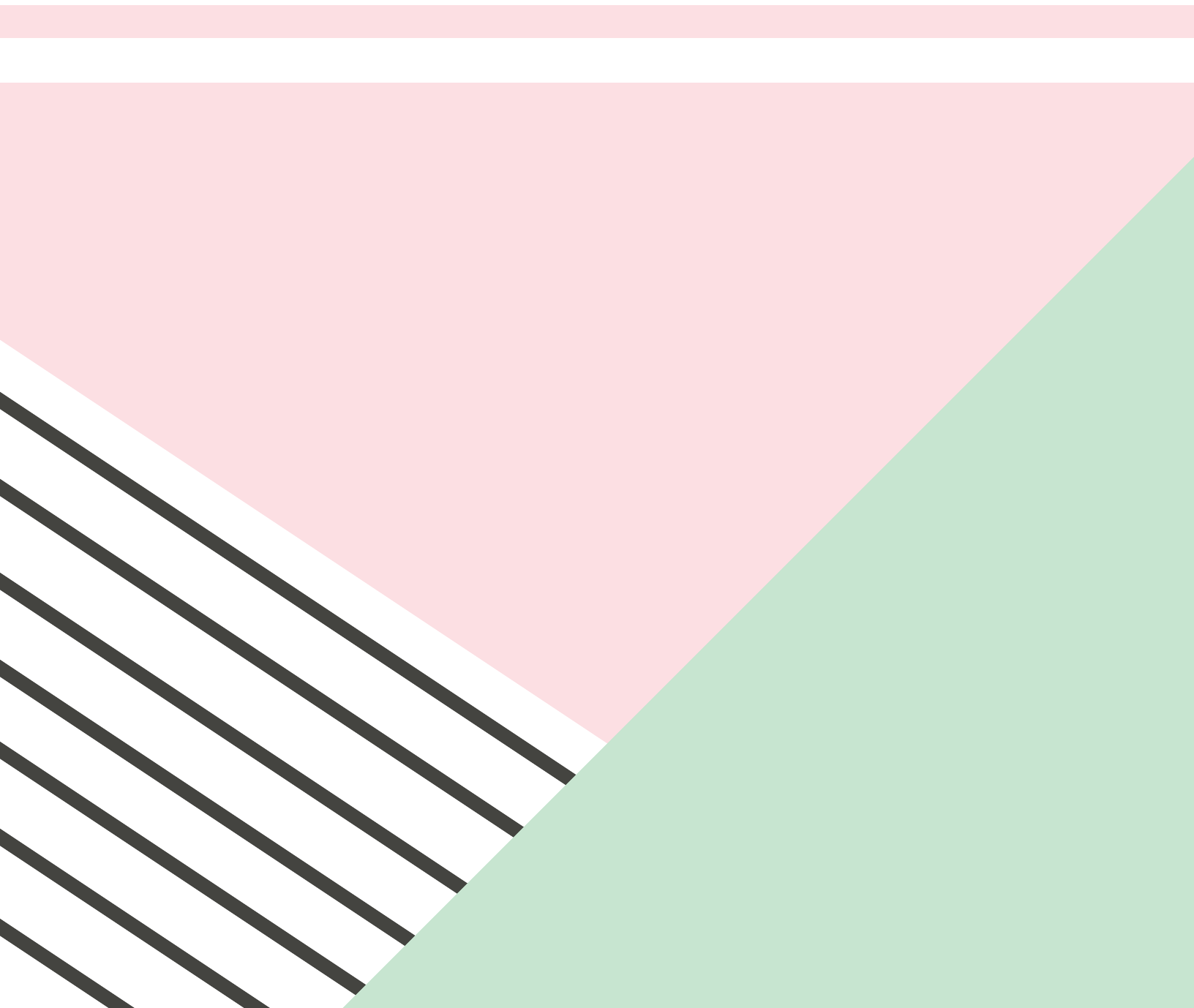


APPENDICES



Focus Group/Interview Questions

Interview/Focus Group Questions

Which part of the Academy program have you found to be most useful and why (in classroom, School, other contexts)?

How have you put what you learned into practice?

What skills would you have liked to spend more time on? What skills would you like to have spent less time on?

What areas would you like to see be given greater emphasis in the certificate program, based on what you are experiencing in your current job situation?

Looking back, what drawbacks of the program do you see?

What materials, activities, or lessons, stood out to you as most or least useful? Did you have a favorite method of implementation in the course? (live chat, threads, journal entries, pre course activities, no favorite)

Did you feel the final assessment was fair? (The synthesis paper with venn diagram; elevator pitch)

How has your perception of SEL changed as you implemented its teachings in your professional role?

If applicable, how valuable was it to have to create an action plan at the end of course 2?

How do you feel that your participation in the certificate program has helped improve your impact in your workplace, or outside it?

Would you enjoy additional follow up courses?

Do you have any additional comments or questions you would like to share with us?

Interview/Focus Group Questions Cont'd

Practicum (if not a practicum participant, skip to last question)

Did you participate in the practicum course (3rd course)?

How did you feel about the length of the course in terms of number of weeks?

How did you feel about the length of the class meetings?

In what ways did you feel supported by instructor? By your cohort?

Did anything get in the way of your learning, if so please explain.

What parts of the practicum experience did you find to be more relevant in your current job role? What resources did you find most useful?

Looking back , was there anything you found not useful from the practicum?

What can we do to provide ongoing support for your SEL work?

Newsletter Questions (Added in late 2020)

Over the last year, the Academy has been making an effort to stay in regular communication with alumni and participants. Have you received the newsletters and updates?

Have you found the newsletters and/or updates useful?

What can we do to improve the newsletters and/or updates?

Coding Domains

Qualitative Coding Domains

Coders were asked to assess each domain on a binary scale (1-evidence, 0- no evidence) based on whether the interviewee reported evidence of the domain. For each domain given a code of 1, coders recorded quotes from the interview that were evidence of the domain.

- Relevancy: Does the SEL Academy student identify new insights, knowledge, or skills that they deem useful, appropriate, or effective in their role in education?
- Connectedness During Academy (Cohort): Does the SEL Academy student indicate cohesive and available communication between themselves and their cohort while taking courses?
- Connectedness During Academy (Instructor): Does the SEL Academy student indicate cohesive and available communication between themselves and their cohort/instructor while taking courses?
- Connectedness Beyond Academy (Cohort): Does the SEL Academy student indicate cohesive and available communication between themselves and their cohort after taking their courses?
- Connectedness Beyond Academy (Instructor): Does the SEL Academy student indicate cohesive and available communication between themselves and their instructor after taking their courses?
- Resources: Does the SEL Academy student mention useful resources, electronic or physical, provided through the Academy during or beyond taking their courses?
- Meeting Goals or Expectations: Does the SEL Academy student relate their sense of fulfillment in gaining greater clarity into social-emotional learning and new ways to implement it?
- VPLC Interaction: Does the SEL academy student indicate using the VPLC and its usefulness?
- Practicum Plausibility: Does the SEL academy student mention the ease and support they receive from their site in enacting the practicum?
- Satisfaction: Does the SEL Academy student comment on their satisfaction with the courses and material within the courses?
- Suggestions: Does the SEL Academy student offer any suggestions as to how the curriculum can better serve them as professionals?

Survey Questions



Academy for SEL in Schools Feedback Survey

****Blue boxes throughout this document indicate skip or display logic within the survey****

Name

Email

Which school or organization do you work at and what is your current position?

What city and state do you currently reside in?

Please choose the choice that best describes your completion of the SEL certification:

- Did not complete first course
 - Completed only first course
 - Completed up to second course, did not choose to participate in practicum
 - Completed accelerated course which includes both the first and second course
 - Completed up to second course, practicum in progress
 - Completed first, second, and practicum courses
 - I'm not entirely sure
-

Which SEL certificate program did you receive or take classes for?

- Leadership
 - Instruction
-

Display This Question:

If Which SEL certificate program did you receive or take classes for? = Instruction

Did you attend a two-day live workshop to receive your SEL course training?

- Yes
 - No
-

Display This Question:

If Please choose the choice that best describes your completion of the SEL certification: = Did not complete first course

Or Please choose the choice that best describes your completion of the SEL certification: = Completed only first course

Or Please choose the choice that best describes your completion of the SEL certification: = Completed up to second course, did not choose to participate in practicum

Or Please choose the choice that best describes your completion of the SEL certification: = I'm not entirely sure

If applicable, what were the circumstances that prevented you from completing the certification?

- Time constraints
 - Professional commitment
 - Financial constraints
 - Other: _____
-

How useful has the training been for your current job?

- Extremely useful
 - Very useful
 - Moderately useful
 - Slightly useful
 - Not at all useful
-

If applicable, how valuable was creating an action plan at the end of the second course?

- Extremely valuable
- Very valuable
- Moderately valuable
- Slightly valuable
- Not valuable

Display This Question:

If Please choose the choice that best describes your completion of the SEL certification: = Completed first, second, and practicum courses

If applicable, has there been a change to your position or responsibilities since completing the certification? How has SEL training impacted these new roles?

How did you hear about the Academy for SEL in Schools Certification? Please select all that apply:

- Internet
- School district/ Supervisor
- Colleagues
- Conference Presentation
- Newsletter or other publication
- Print or web-based advertisement
- Other, please specify:

What were your goals in taking the Academy courses?

How much time has elapsed between certification completion of your last class and receiving this feedback questionnaire?

- Less than one month
- One to three months
- Three months to a year
- Over one year
- Over two years

What have you done to maintain your SECD knowledge outside of your training? Please select all that apply:

- Implement SECD strategies in my practice
- Implement SECD language in my practice
- Host SECD professional development meetings or talks
- Read SECD articles
- Attend additional SEL trainings
- Talk to other professionals about SECD
- Reach out to my Academy for SEL cohort
- Reach out to my Academy for SEL instructors

Which part of the Academy program have you found to be most useful and why?

How useful were the following activities?

	Very Useful	Useful	Not very useful
Live chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Threads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal Entry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-course activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How fair was the final assessment? (Synthesis paper with Venn diagram and elevator pitch submitted and presented to class)

- Very Fair
- Fair
- Neutral
- Not Fair
- Not Fair at all

Have you used the Resource Center on the Academy's website?

- Yes
- No

Display This Question:

If Have you used the Resource Center on the Academy's website? = Yes

To what extent has the Resource Center been helpful to you?

- Very helpful
 - Helpful
 - Slightly helpful
 - Not helpful
-

Have you participated in the Virtual Professional Learning Community?

Yes, please indicate how:

No, please indicate why:

Not sure

Display This Question:

If Have you participated in the Virtual Professional Learning Community? = Yes, please indicate how:

To what extent has the Virtual Professional Learning Community been helpful to you?

- Extremely Helpful
 - Helpful
 - Slightly helpful
 - Not helpful
-

Display This Question:

If Have you participated in the Virtual Professional Learning Community? = Yes, please indicate how:

What would make the Virtual Professional Learning Community more helpful for you?

What skills would you have liked to spend more time on?

What skills would you have liked to spend less time on?

How did you feel about the length of the course in terms of number of weeks?

- Too long
- Too short
- Just right

How did you feel about the length of the class meetings?

- Too long
- Too short
- Just right

How supported did you feel by your:

	Very supported	Supported	Slightly supported	Not supported
Instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



How stressful or demanding was taking a course relative to your other responsibilities?

- Very stressful
 - Stressful
 - Slightly stressful
 - Not stressful
-

In your opinion, what are some drawbacks of the program?

Overall, how was your experience of each course?

	Very positive	Positive	Neutral	Negative	Very negative	Didn't do
First course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What can we do to provide support for your ongoing SEL work?

Would you enjoy additional follow-up courses?

Yes, please specify: _____

Maybe, please specify: _____

No

Do you have any additional comments or questions you would like to share with us?

Thank you so much for taking the time to complete this survey!

We will follow-up in the coming weeks with some specially curated resources on behalf of the Academy.

Thanks again!

Sample Newsletters



Greetings Academy members,

We hope you and your loved ones are safely enjoying the great outdoors as we approach mid-July, whether you are hiking along the trails or relaxing at the beach! We have compiled for you a collection of SEL-related recordings that you can listen to and/or watch as you are laying in the sun and basking in the midsummer weather.

Check out these recordings on a variety of SEL-related topics:

1) [**SEL and the Arts**](#)

In a webinar hosted by the Maine Department of Education, Dr. Maurice Elias of the Social Emotional and Character Development Lab at Rutgers University and Co-Director of the Academy for SEL in Schools presented on “SEL and the Arts: Exploring the Interconnection.” Elias describes the synergistic relationship in which art and SEL competencies can be fostered by the teaching of both topics.

2) [**SEL as a Lever for Equity and Social Justice**](#)

Check out Part One of this five-Part Webinar Series which discusses equity and racial injustice through the lens of social and emotional learning. Part one is on cultivating and communicating a commitment to this work, featuring Eric Moore from Minneapolis Public Schools and Heather Hirsch from Minnesota Department of Education.

3) [**SEL and Life Skills**](#)

Bringing together international policy makers, practitioners, and researchers, the 2nd Global Online Karanga occurred on June 30th. This conference covers some incredibly timely topics, including sessions on education during emergencies, hybrid learning, and social justice.

Help wanted!

Although summer is typically a time for educators to re-group and re-charge, this summer is a little different for everyone. As we think about Fall 2020 and the start of the school year, we want to remind you that we have your back! That being said, we want to do our very best to meet your needs. Our Virtual Professional Learning Community (VPLC) is still active, but we are looking to build up our bank of VPLC experts and tools. We are asking for your help. If you could send us an issue, topic, or question for which you would most like consultation/support we would greatly appreciate it! All emails can be sent to:

SELvplc@gmail.com

Not sure what to send? Use the following prompts/questions as a guide.

- Send us:
 - The name of your favorite SEL/SECD-related web site we should make sure our VPLC knows about.
 - The name of your favorite SEL/SECD book or article we should be sure our VPLC reads.
 - The biggest challenge you have found in building SEL/SECD/School culture while working in a remote environment?

Upcoming Events

[**Educator Self-Care & Social Emotional Learning**](#)

Join this five-day series that will focus on your self-care through the lens of CASEL’s five SEL competencies.

July 13th - 17th @ 11am



Dear Academy Members,

First, we would like to wish all of our educators a belated happy Teacher Appreciation Week. We are impressed and humbled by the tireless work you do to educate your students day in and day out. Although it's belated, we hope that you can carve a little time this weekend for self-appreciation and self-care.

Second, May is Asian American and Pacific Islander Heritage Month. This month is a wonderful opportunity to engage your students in conversations around heritage, anti-racism and equity using SEL and character skills. In

honor of AAPI month, we wanted to share a [list of elementary-school level books](#) that center AAPI communities. For middle and high school students, *Teen Vogue* has a number of wonderful articles focused on the experiences of AAPI teenagers and young people, including [an interview with 13-year-old activist Ashlyn So](#) and [an op-ed by Devi Jag](#) on the importance of her name to her identity.

As always, if you have a strategy that you are using in your classroom to celebrate your students' identities or to promote equity and anti-racism, we would love to share your strategy in the newsletter. Reach out to us at secdlab@gmail.com.



THE 2021-2022 SCHOOL YEAR SURVEY

To help us prepare for the 2021-2022 school year, we are conducting a [survey](#) of our **Academy Certificate Holders!**

We want to understand how, if at all, your Academy training has prepared you to face the unique challenges of next year. We also want to learn how The Academy can best support you in the 2021-2022 year. If you want resources on specific topics, more contact with the VLPC or an alumni reunion, let us know!

You can access the survey [HERE!](#)



Mental Health Awareness Month

May is Mental Health Awareness Month! We want to shout out all of our Academy members for the work you do year round to promote the emotional well-being of students, family and staff. To support you in this work, this month our resources are focused on supporting the mental health of students and educators.

1. Burnout is a common mental health stressor for educators that can zap mental resources, dampen mood and negatively impact physical health. In this [article](#), Kevin Leichtman shares tools to help educators recognize and actively work against burnout.
2. EdWeek Market Brief provides [4 strategies](#) schools can use to support the mental health of students and educators as schools return to in-person learning.
3. In this deeply personal [article](#) from Learning for Justice (formerly Teaching Tolerance), Christina Torres shares how she talks with her students about her panic attacks and anxiety disorder to normalize psychological disorders.



Connect with The Academy

Looking to get resources and connect with The Academy beyond the newsletter? Check us out on social media on [Facebook](#) and [Twitter](#), @SELinSchools.

Also, don't miss our newly revamped [Academy for Social-Emotional Learning in Schools website](#) where you can access 76 pages of SECD resources!

Upcoming Events

This week we have an on-demand webinar. YouthTruth and CASEL team up to share student perspectives on school learning environments gathered from student surveys.

Topic: Learning from Student Perspectives with YouthTruth

On-Demand Webinar Link:

<https://www.youtube.com/watch?v=ve2m3j9UMEO>

Virtual Professional Learning Community

Our Virtual Professional Learning Community (VPLC) is always looking for new topics or areas of interest. If you could send us an issue, topic, or question for which you would most like consultation/support we would greatly appreciate it!

Emails can be sent to: SELvplc@gmail.com

OR

Complete this [Google Form](#)



Our email address is:
secdlab@gmail.com

Want to change how you receive these emails?
You can [update your preferences](#) or [unsubscribe from this list](#).

#SELday



Celebrating International SEL Day

Happy International SEL Day! International SEL Day was created by SEL4US and The Urban Assembly to celebrate the importance of SEL. We hope you promote and advocate SEL throughout your communities today, and everyday, to spread awareness of the importance of social and emotional learning. Together, we have worked towards bringing SEL into our classrooms and communities. We plan to continue to share strategies and skills as a community in the future. The Academy hopes you enjoy this wonderful day and aspires to see all of your support for SEL today!

Interested in seeing what educators and students are doing to celebrate SEL?!

Check out <https://selday.org> and [#SELDay](#) on social media.



This week we have some great resources:

1. [Igniting Hope in our Students: Three Sparks](#)

In honor of International SEL Day, Dr. Maurice Elias provides three strategies to foster hope in your students.

In the words of Dr. Elias,

"The hope is there. It resides within the hearts of the vast majority of our students. Adults must provide the spark that enables hope to flourish."

2. [5 SEL Check-In Activities for Your Classroom](#)

Emotional check-ins help students better explore, understand, and manage their emotions. Without them, students might be more prone to burnout and not do as well both academically and socially. This article, by Dr. Liza Johnson, briefly explains why check-ins are important, offers 5 check-in activities that can be implemented in classrooms, and offers 5 check-in questions that can be asked if there isn't enough time for activities.

3. [A Better Breakout Room Experience for Students](#)

If you are teaching remotely, these tips from Edutopia can help to increase student engagement in your breakout rooms!

4. [Bridging Differences Playbook](#)

This incredible resource from UC Berkley's Greater Good Science Center draws on research, interviews and best practices to create a playbook for Bridging Differences. The playbook includes 14 strategies to create dialogue, combat polarization and reach across divides.

Upcoming Events



Elementary school educators have a wonderful opportunity to introduce SEL into the curriculum. In this effort, Second Step® Elementary delivers this webinar to show educators how to use Second Step® Elementary's classroom kits and digital program.

Topic: A Foundation for Life with Second Step® Elementary

Date and Time: Tuesday, March 30th at 2:00 - 3:00 PM EST/ 11:00 AM - 12:00 PM PST

Register: http://go.cfchildren.org/WBN-2021-03-30SSK-5_LP-Registration-Page.html

Virtual Professional Learning Community

Our Virtual Professional Learning Community (VPLC) is always looking for new topics or areas of interest. If you could send us an issue, topic, or question for which you would most like consultation/support we would greatly appreciate it!

Emails can be sent to: SELvplc@gmail.com

OR

Complete this [Google Form](#)



Our email address is:

secdlab@gmail.com

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Academy for Social-Emotional Learning in Schools · 2 Convent Road · Morristown, NJ 07960-6989 · USA

