



Hanover K-12 Social Emotional Learning Survey Template

Prepared for K-12 Partners

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INTRODUCTION

In this document, Hanover Research presents and describes our K12 Social Emotional Survey template. In addition to the core survey topics outlined in Figure 1.1, the survey includes background questions such as respondents’ role within the district or school, their school/building affiliation, grade-level affiliation, and special population affiliation (e.g., EL/ELL, special education). In later sections of this document, we provide responses to frequently asked questions and present the actual survey questions, construct-by-construct.

Figure 1.1: Survey Constructs, Scales, and Relevant Populations

AREA	DESCRIPTION	TARGET POPULATION
CORE SEL COMPETENCIES IDENTIFIED BY CASEL¹		
Self-Awareness	Measures the ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.	Students
Self-Management	Measures the ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations.	Students
Social Awareness	Measures the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.	Students
Relationship Skills	Measures the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	Students
Responsible Decision-Making	Measures the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.	Students
OPTIONAL EMOTIONAL AND RELATIONAL COMPETENCIES IDENTIFIED BY HANOVER RESEARCH		
Growth Mindset	Measures the extent to which students believe that most basic abilities can be developed through dedication and hard work.	Students
Civic Mindset	Measure the extent to which students are willing to engage in community life and believe that their action will make a difference in the community.	Students
Emotional Well-Being	Measure the extent to which students may be prone to negative emotions such as stress, anxiety, and depression.	Students
Social Support	Measure the extent to which students believe their school, family, and peers support their social emotional development.	Students

¹ CASEL stands for “The Collaborative for Academic, Social, and Emotional Learning.” <https://casel.org/>

STAFF AND PARENT CONSTRUCTS: SEL FAMILIARITY, PRIORITIES, CONFIDENCE, AND OUTCOMES		
Familiarity with SEL Competencies	Measures the extent to which parents and staff are familiar with the SEL competencies outlined in this survey instrument.	Parents, Staff
SEL Priorities	Measures the extent to which parents and school staff prioritize SEL competencies.	Parents, School Staff
SEL Instructional Confidence	Measures the extent to which instructional staff are confident in their ability to incorporate instructional activities that help student develop various SEL competencies.	Instructional Staff
SEL Outcomes	Measures the extent to which parents and staff believe that schools (or the district) have positively or negatively impacted various aspects of school culture and instruction.	Parents, Staff
Remote Learning SEL Impact		
Remote Learning Impact	Measures the extent to which students, parents, and staff believe remote learning positively or negatively impacts students' social emotional growth.	Students, Parents, Staff

FREQUENTLY ASKED QUESTIONS

HOW DID HANOVER CREATE THE SEL INSTRUMENT?

To develop the survey instrument, content experts and survey methodologists at Hanover examined school SEL literature, resources developed by organizations dedicated to SEL implementation, and trends in the SEL survey instruments Hanover has designed for our K-12 education clients. Based on this comprehensive review, we identified key and recurrent SEL competencies and outcomes to measure. In Hanover's SEL survey instrument, these indicators are measured through nine student constructs and four parent and staff constructs.

IS THIS INSTRUMENT VALID?

Hanover's team of survey methodologists and content experts have tested the survey for face validity and construct validity in order to reduce measurement error. Reducing measurement error refers to our ability to accurately measure core constructs within the survey and to ensure that the constructs and individual survey items measure what they intend to measure.

COULD MY DISTRICT/SCHOOL ADD ANY QUESTIONS TO THE SURVEY INSTRUMENT?

Yes, Hanover clients may add up to 10 unique survey items across *all* populations. These questions will appear at the end of the survey and are not tied to other constructs.

IS IT POSSIBLE TO TRANSLATE THE SURVEY INTO ANOTHER LANGUAGE?

Hanover may hire a professional translation company at an additional cost to the client. Alternatively, the client may use the school or district internal translation services.

COULD I ADMINISTER THE SURVEY TO ELEMENTARY STUDENTS? WHAT ABOUT PARENTS AND STAFF?

The survey may be administered to students in Grade 4 through Grade 12, parents, and staff members. Each question is programmed for specific groups. The questions are not developmentally appropriate for students below Grade 4.

HOW WILL MY SCHOOL/DISTRICT SEND THE SURVEY TO RELEVANT STAKEHOLDERS?

By default, Hanover will provide a universal survey link. The first survey question asks respondents to specify their primary affiliation/relationship with the district/school. Thereafter, population-specific question logic is triggered by this first question. Your district/school may place this universal link on the district/school home page or share the link with respondents through other communication forums.

In addition to providing a universal link, if the district/school is able to provide Hanover with individual email addresses (e.g., for staff, parents, or students), Hanover can share the survey with stakeholders through individualized and customized emails. Please work with your Content Director to discuss the best administration approaches for your context.

COULD MY DISTRICT/SCHOOL MAKE ANY CHANGES TO THE SURVEY QUESTIONS?

In order to benefit from the expedited timelines associated with the use of the standard survey instrument (i.e., reduced survey design editing time, reduced analysis time), edits must adhere to the following guidelines:

- An entire main construct (e.g., self-awareness) may be deleted; however, we cannot edit or remove individual survey items except to modify minor context-specific aspects such as the district/school name.²
- The client may add a maximum of 10 unique survey items across all populations; for example, a matrix Likert table with 10 rows that is asked to a single population would meet this threshold.

WHAT IF SOMEONE TRIES TO TAKE THE SURVEY MORE THAN ONCE?

We have a variety of quality control mechanisms in place to ensure that our final results include only valid responses. For example, we assess the quality of respondents' open-ended comments, flagging gibberish. We assess whether respondents answer uniformly (e.g., all "Agree" selection) for an entire question set. If respondents exhibit odd behaviors with multiple response questions (selecting all items), we flag those individuals as well. We then sum all flags and remove the worst offenders up to a certain threshold.

² For example, "English Learners" rather than "English Language Learners."

WHAT DOES THE FINAL DELIVERABLE INCLUDE?

The standard SEL survey analysis includes a data supplement and a PowerPoint presentation with the following components:

- The data supplement includes results by stakeholder group for each survey question.
- The PowerPoint includes an Executive Summary that illuminates key trends organized by the constructs. Hanover will explain the research findings and emphasize meaningful and significant findings.
- The report will include mean values for each construct.
- The report figures will include top 2 results (e.g., “Agree” + “Strongly Agree”) for each question and population.
- At the client’s request, Hanover will include one to two additional group comparisons, such as school-level or by-school results.

After the initial analysis is delivered, we recommend working with your Content Director to identify additional sub-group comparisons or follow-up research.

SURVEY INSTRUMENT

CORE COMPETENCIES OF SOCIAL EMOTIONAL LEARNING

The following topic areas reflect CASEL SEL competencies and the associated introductory prompts, response options, and questions.

Relevant Survey Scales

INTRODUCTORY PROMPT	RESPONSE OPTIONS
<p>Agreement Please indicate how much you disagree or agree with the following statements:</p>	<ul style="list-style-type: none"> ▪ 1 = Strongly Disagree ▪ 2 = Disagree ▪ 3 = Neither Agree nor Disagree ▪ 4 = Agree ▪ 5 = Strongly Agree
<p>Frequency Within the past two weeks, how often have you...</p>	<ul style="list-style-type: none"> ▪ 1 = Almost Never ▪ 2 = Some of the Time ▪ 3 = Half of the Time ▪ 4 = Most of the Time ▪ 5 = Almost Always

SELF-AWARENESS

SURVEY ITEM	SCALE	TARGET POPULATION
I feel positive about my future.	Agreement	Students
I have a lot of strengths.		
I can do most things if I try.		
I am happy with who I am.		
I can explain my feelings to others.		
I know when I am feeling overwhelmed.		

SELF-MANAGEMENT

SURVEY ITEM	SCALE	TARGET POPULATION
I keep my promises.	Agreement	Students
I know right from wrong.		
I follow the rules.		
I finish whatever I begin.		
I have goals and plans for my future.		
I know how to handle stress.		

SOCIAL AWARENESS

SURVEY ITEM	SCALE	TARGET POPULATION
I accept others for who they are, even if they are different than me.	Agreement	Students
It is important to treat people with respect.		
If someone is sad, I try to help him or her.		
I can tell when someone is upset.		
I am happy for my friends when they do well in school.		

RELATIONSHIP SKILLS

SURVEY ITEM	SCALE	TARGET POPULATION
I can talk easily with other kids in my grade.	Agreement	Students
I feel comfortable working in a team with other students.		
I have friends at school.		
I feel like my peers leave me out of things.		

RESPONSIBLE DECISION-MAKING

Within the past two weeks, how often have you...

SURVEY ITEM	SCALE	TARGET POPULATION
...waited patiently in line?	Frequency	Students
...waited for your turn to talk in class?		
...thought about what may happen before making a decision?		
...paid attention in class?		
...told the truth even though it is hard?		
...calmed yourself down when upset?		

ADDITIONAL CONSTRUCTS RELATED TO SOCIAL EMOTIONAL LEARNING

Although these constructs and competencies are not core CASEL social emotional learning competencies, the following topic areas are commonly requested by Hanover’s K-12 education clients for inclusion in surveys to assess students’ social emotional development and well-being. The following topic areas reflect these additional competencies and the associated introductory prompts, response options, and questions.

Relevant Survey Scales

INTRODUCTORY PROMPT	RESPONSE OPTIONS
<p>Agreement Please indicate how much you disagree or agree with the following statements:</p>	<ul style="list-style-type: none"> ▪ 1 = Strongly Disagree ▪ 2 = Disagree ▪ 3 = Neither Agree nor Disagree ▪ 4 = Agree ▪ 5 = Strongly Agree
<p>Frequency Within the past two weeks, how many times have you...</p>	<ul style="list-style-type: none"> ▪ 1 = Never ▪ 2 = 1 - 3 Times ▪ 3 = 4 - 6 Times ▪ 4 = 7 - 10 Times ▪ 5 = More Than 10 Times

GROWTH MINDSET

SURVEY ITEM	SCALE	TARGET POPULATION
I can usually solve my problems.	Agreement	Students
I keep trying, even when things are hard.		
I can make the best out of a bad situation.		
I am a hard worker.		
Challenging myself makes me smarter.		
I can learn from my mistakes.		
I feel confident in my ability to learn new things.		
If I'm not good at something, I'd rather quit.		

CIVIC MINDSET

SURVEY ITEM	SCALE	TARGET POPULATION
I read or talk about current events.	Agreement	Students
I am knowledgeable about what is happening in the world.		
I care about my community.		
I believe that I can make a difference in my community.		

EMOTIONAL WELL-BEING

Within the past two weeks, how many times have you...

SURVEY ITEM	SCALE	TARGET POPULATION
...felt sad?	Frequency	Students
...felt lonely?		
...felt like not talking to anyone?		
...had trouble falling asleep?		
...worried about school work?		
...felt anxious?		
...felt like you could not focus in school?		

SOCIAL SUPPORT

SURVEY ITEM	SCALE	TARGET POPULATION
Adults at school listen when I have something to say.	Agreement	Students
Adults at school care about me.		
I feel like I belong at school.		
I have at least one adult at school that I trust.		
My teachers believe that I will be successful.		
No one supports me when I need help.		

STAFF AND PARENT CONSTRUCTS

Beyond assessing students' SEL competency through self-assessments, Hanover's K-12 education clients often express an interest in staff and parent perceptions of SEL outcomes, familiarity with SEL competencies, and priorities for SEL programming. The following topic areas reflect these additional topics and the associated introductory prompts, response options, and questions.

Relevant Survey Scales

INTRODUCTORY PROMPT	RESPONSE OPTIONS
Confidence	<ul style="list-style-type: none"> ▪ Not at All Confident ▪ Slightly Confident ▪ Moderately Confident ▪ Very Confident ▪ Extremely Confident
Priority	<ul style="list-style-type: none"> ▪ Low Priority ▪ Medium Priority ▪ Large Priority ▪ No Opinion or Not Sure
Impact	<ul style="list-style-type: none"> ▪ Extremely Negative Impact ▪ Very Negative Impact ▪ Somewhat Negative Impact ▪ Neither Positive nor Negative Impact ▪ Somewhat Positive Impact ▪ Very Positive Impact ▪ Extremely Positive Impact ▪ Don't Know or Not Applicable
Effectiveness	<ul style="list-style-type: none"> ▪ Extremely Ineffective ▪ Very Ineffective ▪ Somewhat Ineffective ▪ Neither Effective nor Ineffective ▪ Somewhat Effective ▪ Very Effective ▪ Extremely Effective ▪ Don't Know or Not Applicable

How familiar are you with the following social-emotional learning competencies?

SURVEY ITEM	SCALE	TARGET POPULATION
Self-awareness	Familiarity	Parents, Staff
Self-management		
Social awareness		
Relationship skills		
Responsible decision-making		
Growth mindset		
Emotional well-being		
Civic mindset		

Based on your (students'/child's) SEL skill development, to what extent should your (child's) school prioritize skill development for each of the following SEL competencies?

SURVEY ITEM	SCALE	TARGET POPULATION
Individually display competencies for which staff and parents are at least "slightly" familiar	Priority	Parents, School Staff

How confident are you in your ability to incorporate instructional activities that help students develop the following SEL competencies?

SURVEY ITEM	SCALE	TARGET POPULATION
Individually display all eight SEL competencies	Confidence	Instructional Staff

To what extent has your school's implementation of SEL activities or lessons positively or negatively impacted the following aspects of school culture and instruction?

SURVEY ITEM	SCALE	TARGET POPULATION
Teachers effective use of SEL instructional techniques	Impact	All Staff
Student-to-student relationships		
Student-to-staff relationships		
Student-to-teacher relationships		
Teacher-to-teacher relationships		
Teacher-to-staff relationships		

Overall, to what extent has your child's school effectively implemented SEL programming?

- Extremely Ineffective
- Very Ineffective
- Somewhat Ineffective
- Neither Effective nor Ineffective
- Somewhat Effective
- Very Effective
- Extremely Effective
- Don't Know or Not Applicable

REMOTE LEARNING IMPACT

Hanover’s K-12 education clients have expressed an interest in the effect of remote learning on students social and emotional wellbeing. The following topic areas address these additional topics and the associated introductory prompts, response options, and questions.

Relevant Survey Scales

INTRODUCTORY PROMPT	RESPONSE OPTIONS
<p>Negative/Positive Please indicate how much you disagree or agree with the following statements:</p>	<ul style="list-style-type: none"> ▪ 1 = Very Negative ▪ 2 = Somewhat Negative ▪ 3 = Neither Positive nor Negative ▪ 4 = Somewhat Positive ▪ 5 = Very Positive
<p>Agreement Please indicate how much you disagree or agree with the following statements:</p>	<ul style="list-style-type: none"> ▪ 1 = Strongly Disagree ▪ 2 = Disagree ▪ 3 = Neither Agree nor Disagree ▪ 4 = Agree ▪ 5 = Strongly Agree ▪ 6 = Unsure/NA
<p>Quality</p>	<ul style="list-style-type: none"> ▪ 1 = Very Poor ▪ 2 = Poor ▪ 3 = Fair ▪ 4 = Good ▪ 5 = Excellent

HEALTH AND WELL-BEING

SURVEY ITEM	SCALE	TARGET POPULATION
Overall, what effect has remote learning had on [your/your child’s] emotional health and well-being?	Negative/Positive	Students, Parents
Overall, what effect has remote learning/working remotely had on your emotional health and well-being?	Negative/Positive	All Staff

What are your overall perceptions of the following?

SURVEY ITEM	SCALE	TARGET POPULATION
[My/My child’s] physical health.	Quality	Students, Parents
[My/My child’s] emotional health and well-being (e.g., stress).		
My physical health.	Quality	All Staff
My emotional health and well-being (e.g., stress).		

ACCESS TO SUPPORT

SURVEY ITEM	SCALE	TARGET POPULATION
[My school/My child's school] provides emotional support for <u>students</u> in difficult situations (e.g., death in the family, loss of housing or employment).	Agreement	Students, Parents, School Staff
[My school/My child's school] informs me on where/how to access emotional support services.		
[My school/My child's school] ensures students can meet with school specialists (e.g., counselor, social worker, school psychologist, nurse).		
[My school/My child's school] provides emotional support for <u>parents</u> in difficult situations (e.g., death in the family, loss of housing or employment).		Parents, School Staff
My school or the district provides emotional support for <u>staff</u> in difficult situations (e.g., death in the family, loss of housing or employment).		All Staff
I can identify students who need additional emotional support.		School Staff
I can refer <u>parents</u> in need of additional support to community partners.		
I can refer <u>students</u> in need of additional support to community partners.		

STUDENT INTERACTIONS

SURVEY ITEM	SCALE	TARGET POPULATION
[I/my child/students] have at least one adult who regularly checks in.	Agreement	Students, Parents, Instructional Staff
[I/my child/students] engage in class discussions.		
[I/my child/students] have regular face-to-face interactions with other students either in-person or through video chats.		

STAKEHOLDER CONNECTIONS

SURVEY ITEM	SCALE	TARGET POPULATION
[District] has identified the strengths and weaknesses of remote learning.	Agreement	Parents, Staff
[My/My child's] school asks for my feedback.		
[District] asks for my feedback.		
[District] responds to my questions and concerns.		

STAFF

SURVEY ITEM	SCALE	TARGET POPULATION
I am comfortable with SEL distance learning strategies.	Agreement	Instructional Staff
Integrating SEL strategies into remote instruction.		
My school provides adequate training on implementing SEL remotely.		
I use information on student engagement and accessing resources to measure equity.		School Staff
Staff have time to reconnect and collaborate on ways to support students' SEL.		
School leaders have communicated the importance of SEL for school success.		

Which of the following professional learning communities would you find most helpful?

SURVEY ITEM	SCALE	TARGET POPULATION
Promoting SEL	Multiple Select	Staff
Building relationships with parents		
Building relationships with students		
Creating an equitable learning environment		
Identifying trauma and mental health concerns		
Supporting students in crisis		
Creating a supportive learning environment		
Other (please specify):		

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



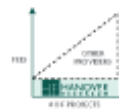
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



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