



POTTSTOWN SCHOOL DISTRICT

Social Emotional Learning Grades PreK - 5 Survey Results Year 1 Implementation

February 2018



69 teachers completed surveys on
1,195 students in Grades PreK-5 in Fall 2017

How ready are the teachers to implement Second Step?

FULL IMPLEMENTATION

80% or more teachers report the following:



I am committed to helping my students achieve the goals of the program.

I teach the lessons in order.

I believe it is important to implement the program fully.

I understand my role in the implementation process.

I understand the goals and objectives of the program.

I have a specific time scheduled for delivering the lessons.

I am aware of the overall implementation plan for our school.

I know which implementation tasks I'm responsible for and how to carry them out.

I have access to all the equipment I need to implement the program.

PARTIAL IMPLEMENTATION

60% or more teachers report the following:



I have or know how to get the materials I need to teach and/or reinforce skills and concepts.

I have adequate implementation support.

I feel confident in my ability to reinforce lesson concepts and skills.

I reinforce the lesson skills and concepts.

I know where and how to get resources to help improve my practice.

I feel adequately trained to deliver the lessons.

I understand how I can help monitor the implementation process.

I send Home Links to my students' families.

I believe my students are benefitting from the Second Step program.

INCOMPLETE IMPLEMENTATION

Less than 60% of teachers report the following:



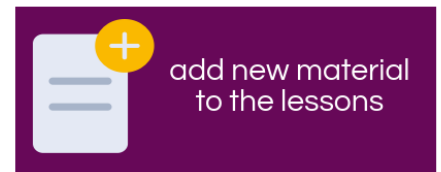
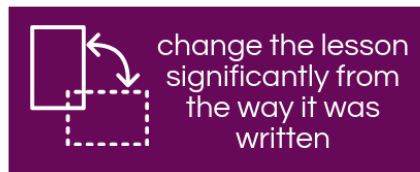
I have adequate time to prepare for lesson delivery.

I do the Daily Practice activities with my students.

I use the program's formative and summative assessments to monitor student progress.

I use implementation process monitoring tools to assess my implementation of the program.

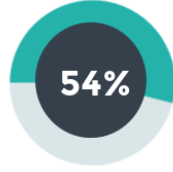
Teachers report that they...



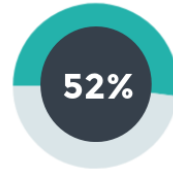
Student SEL skills: Teachers report that students...



accept responsibility for what he/she did



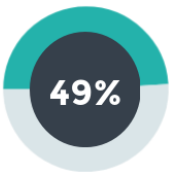
do something nice for somebody



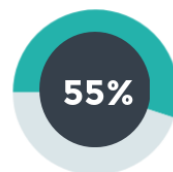
speak about positive things



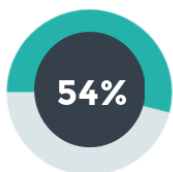
pay attention



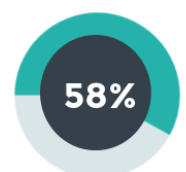
contribute to group efforts



perform the steps of a task in order



show care when doing a project or school work



follow the advice of a trusted adult



The Pottstown Trauma Informed Community Connection is an initiative of the Pottstown School District which brings together a diverse group of partners to build a trauma informed, resilient community in Pottstown.

Funded by:





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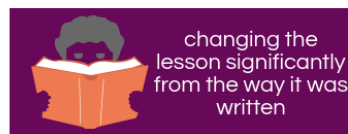
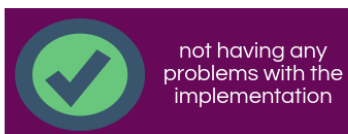
Social Emotional Learning Grades 6-9 Survey Results Year 1 Implementation

February 2018



41 teachers completed surveys on
690 students in Grades 6-8 in Fall 2017

Teachers report...



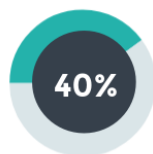
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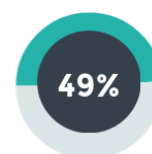
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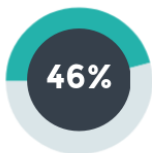
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somebody



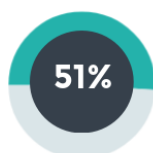
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things



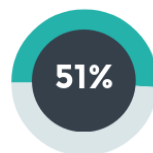
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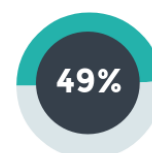
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Teachers report that Second Step has...

Strengths

Relevant issues
Helpful to students
Developmentally appropriate
Liked by students

Challenges

Some material not applicable
Some technology issues
Need more planning time
Need more stimulating material
Some material too advanced
Need incentive for homework
Needs daily practice/reinforcement
outside of school

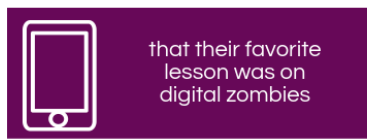
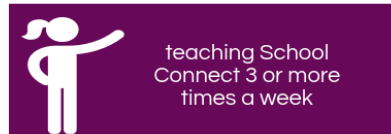


To promote parent involvement, teachers suggest to: hold in-person events, communicate with parents online, develop student service learning projects, and offer parent training.

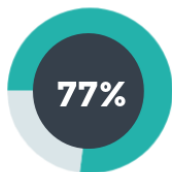


6 teachers completed surveys on 74 students in Grade 9 in Fall 2017

Teachers report...



Student SEL Skills: Teachers report that students...



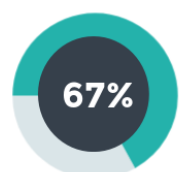
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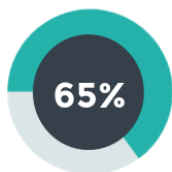
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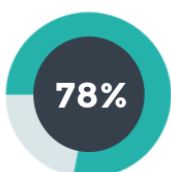
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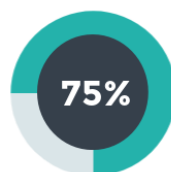
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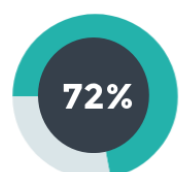
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W.K. KELLOGG FOUNDATION

