

How Teacher Buy-In to SEL Impacts Student Outcomes?

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INTRODUCTION

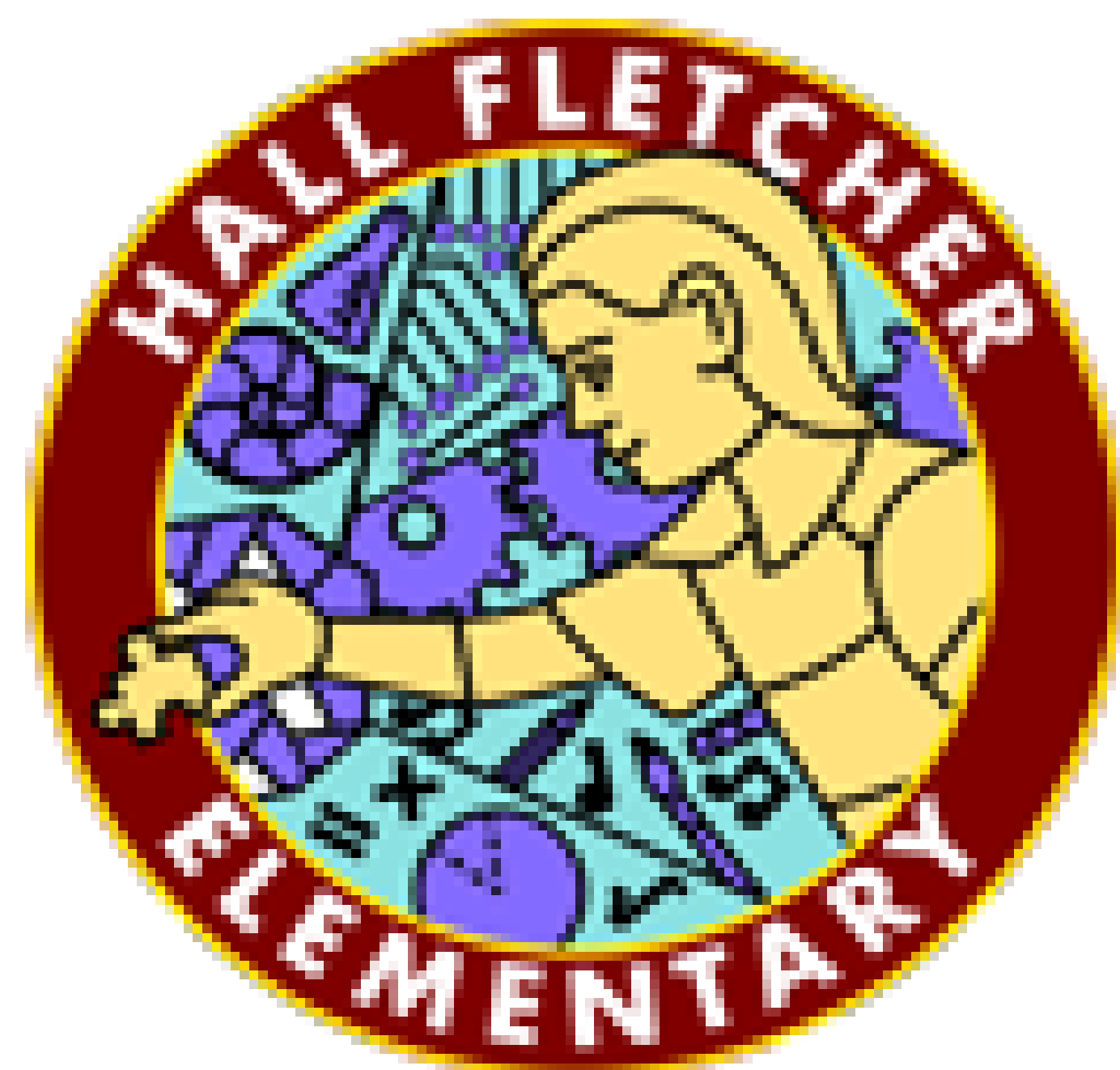
Previous research has demonstrated that “there is a growing body of scientifically based research supporting the strong impact that enhanced social and emotional behaviors can have on success in school and ultimately in life” (Zins et al., 2004, p. 19).

However, we must understand teachers’ social and emotional well-being and understand the influence teachers have on SEL in order to promote it (Schonert-Reichl, 2017, p. 137).

There is minimal research on teacher buy-in to SEL and what their opinions on providing this type of curriculum are.

Previous research has focused on student outcomes or teacher outcomes alone primarily focusing on grades, attendance, behavior, and teacher burnout.

There is a lack of research connecting teacher buy-in with student outcomes regarding social-emotional learning.



WHAT IS SOCIAL-EMOTIONAL LEARNING?

SOCIAL - EMOTIONAL LEARNING DEFINITION

“The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2023).

BUY-IN DEFINITION

Acceptance of and willingness to actively support and participate in something (Merriam-Webster's Dictionary, 2024)

ASPECTS OF SEL

- *Self-awareness*
- *Self-management*
- *Social Awareness*
- *Relationship Skills*
- *Responsible decision making*

RESEARCH GOALS

- 1) Evaluate the level of teacher buy-in to social-emotional learning.
- 2) Gather student outcome data related to grades, attendance, and counselor referrals.
- 3) Identify the impact of teacher buy-in on student outcome data.

RESEARCH QUESTIONS

- 1) To what degree are teachers buying into SEL?
- 2) Why do certain teachers support SEL when others do not?
- 3) How is the teacher's relationship with SEL impacting students regarding behaviors, academics, and their relationships?

PARTICIPANTS & PROCEDURES

Participants will be collected in partnership with Hall Fletcher Elementary School located in Asheville, North Carolina.

Data will be collected from two data sources, teachers and students. **Teacher** data will be collected through the following:

- Teacher Social and Emotional Learning Beliefs Scale
- Open-ended questions to explain beliefs about SEL.

Data from the **students** will be collected from a school psychologist in place at the school which will be de-identified before being processed. The data will be from the 2023-2024 school year and will include:

- Student grades
- Attendance
- Counselor referral history

IMPLICATIONS FOR RESEARCH & PRACTICE

- Understanding how teacher buy-in to SEL may influence student academic performance, relationships, and behaviors.
- Identifying strategies on how to effectively encourage teacher buy-in to SEL before promoting implementation.
- Identifying themes regarding why teachers do or do not support SEL in the schools.