

Culturally Responsive, Embedded, Social and Emotional Learning in Alaska (CRESEL) Staff Survey Report for Sheldon Point School (Nunam Iqua)

2018–19 School Year

The Association of Alaska School Boards (AASB) is part of an Investing in Innovation (i3) project to examine school support for culturally responsive social and emotional learning. This is the first project in the nation to integrate work on cultural connectedness and ethnic identity with efforts to support the development of students’ and staff’s social and emotional learning. The evaluation of this project is conducted by the American Institutes for Research (AIR), a private, nonprofit research organization.

Between April 8, 2019, and May 17, 2019, all faculty and staff in Sheldon Point School (Nunam Iqua) were invited to complete an online survey. Staff responded to a set of questions about culturally responsive and social and emotional learning approaches in their schools. We share the information for your school in this document. The results are organized by the principles of the CRESEL approach.

Not all respondents answered every question. For those schools or for those questions that had fewer than 5 respondents, we do not report school-specific item results to protect staff confidentiality. The responses from smaller schools are included in district and overall reports.

SHELDON POINT SCHOOL (NUNAM IQUA)



9
STAFF MEMBERS
completed the survey

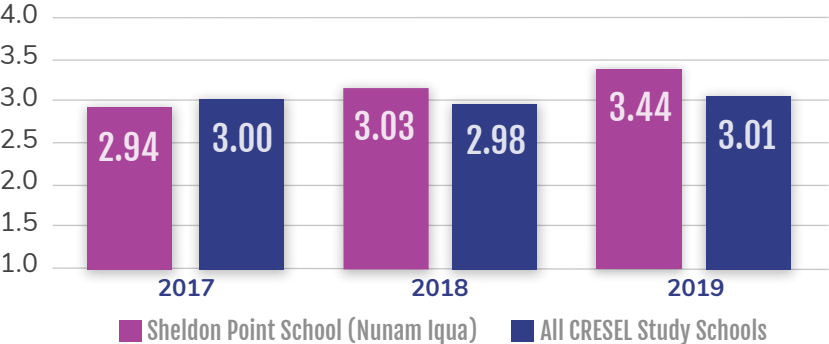


100%
RESPONSE RATE

RESPECT

The Respect scale measures the degree to which a school creates a safe and respectful climate. Scores reported are the average of all items on the scale. Scale items may be found [here](#).

School Respect Scores Over Time



ALL CRESEL Study Schools



527
STAFF MEMBERS
completed the survey



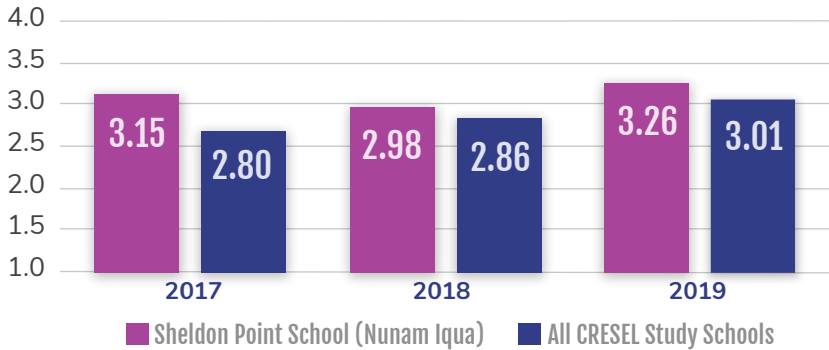
57%
RESPONSE RATE



TEACH

The Teach scale measures how schools use social and emotional learning standards and direct instruction to develop a common language and understanding of social and emotional learning skills. Scores reported are the average of all items on the scale. Scale items may be found [here](#).

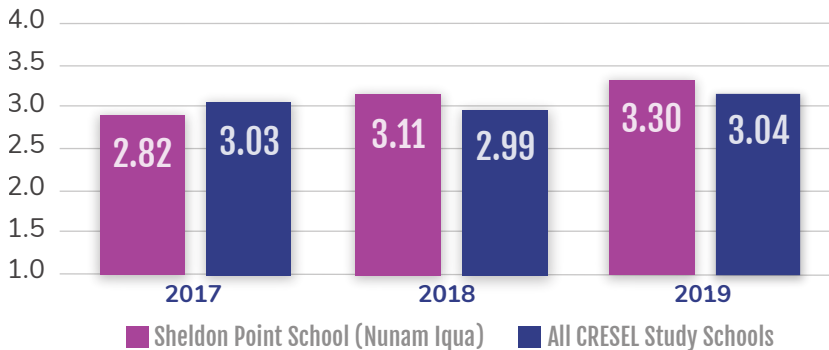
School Teach Scores Over Time



PRACTICE

The Practice scale measures how well a school adopts teaching strategies, routines, and practices that give students the opportunity to use SEL skills throughout the day in all content areas and in out of school time. Scores reported are the average of all items on the scale. Scale items may be found [here](#).

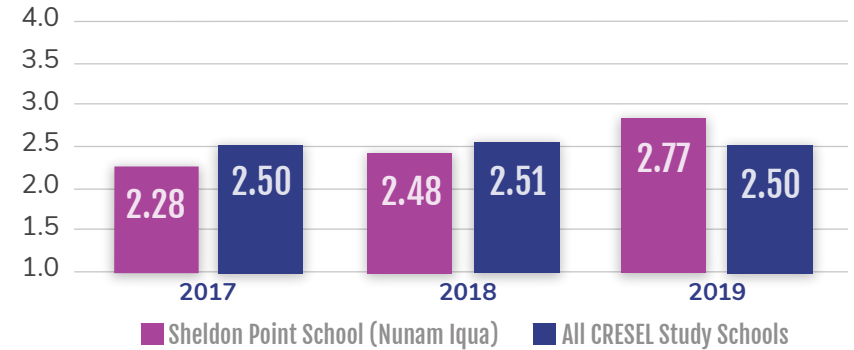
School Practice Scores Over Time



MODEL

The Model scale measures how well a school supports adults in developing and using their own social and emotional learning skills. Scores reported are the average of all items on the scale. Scale items may be found [here](#).

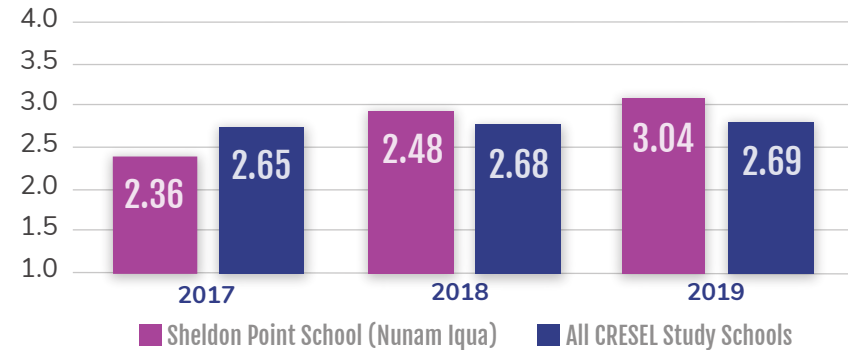
School Model Scores Over Time



SUPPORT

The Support scale measures how well schools integrate and align social and emotional learning into district and school infrastructure. Scores reported are the average of all items on the scale. Scale items may be found [here](#).

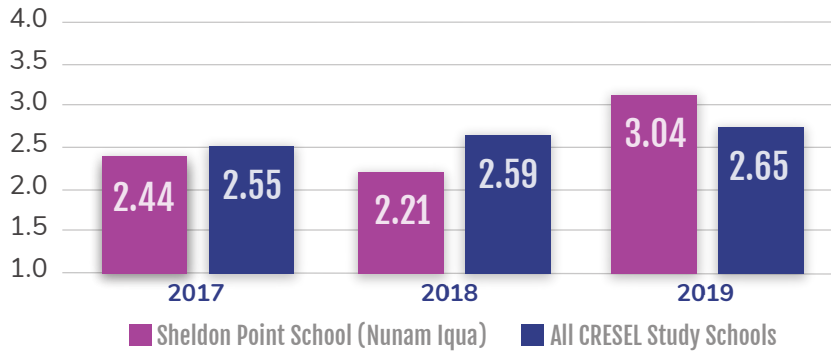
School Support Scores Over Time



CULTURE

The Culture scale measures how well schools co-create culturally responsive and embedded social and emotional learning with the community. Scores reported are the average of all items on the scale. Scale items may be found [here](#).

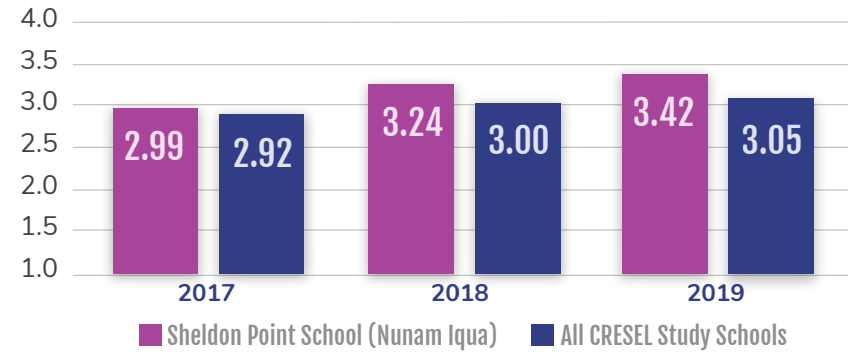
School Culture Scores Over Time





















AFTERSCHOOL

The Afterschool scale measures how well the principles of CRESEL are realized in out-of-school-time settings. Scores reported are the average of all items on the scale. Scale items may be found [here](#).

Afterschool Scores Over Time

















Selected Item–Level Results for Sheldon Point School (Nunam Iqua), 2019

SELECTED ITEMS FROM THE TEACH SCALE	% Favorable Responses	
To what extent are your teaching plans informed by your district’s standards for culturally responsive social and emotional learning?	 100%	 72%
How confident do you feel in applying knowledge in each of these areas in your daily work?		
a. SEL learning standards and research base	 50%	 55%
b. Schoolwide SEL practices	 75%	 54%
c. Developing and sustaining a positive school climate	 75%	 83%
d. Adult SEL skills	 75%	 54%
e. Culturally responsive teaching practices	 75%	 75%
f. Implementing an approach that supports SEL skill development	 50%	 59%
g. Integrating SEL skills into academic standards and content	 86%	 59%
h. Local cultural traditions, values, practices, ways of knowing and learning	 86%	 70%

Note: Percent favorable responses reflect the percentage of responses scoring a 3 or 4 on a scale of 1 to 4.

 Sheldon Point School (Nunam Iqua)
  All CRESEL Study Schools

Selected Item–Level Results for Sheldon Point School (Nunam Iqua), 2019

SELECTED ITEMS FROM THE PRACTICE SCALE	% Favorable Responses	
a. The social and emotional learning approaches that are currently used in my school are effective at promoting students’ social and emotional development.	 86%	 70%
b. The social and emotional learning approaches that are currently used in my school have a positive effect on teacher-student interactions.	 100%	 74%
c. I feel confident in my ability to provide instruction on social and emotional learning.	 71%	 80%
d. I want to improve my ability to teach social and emotional skills to students.	 71%	 95%
e. The climate in my school supports the development of children’s social and emotional skills.	 71%	 77%
How would you rate your level of commitment to . . .		
a. implementing social and emotional learning approaches in your classroom?	 100%	 86%
b. using culturally responsive teaching approaches?	 100%	 91%

Note: Percent favorable responses reflect the percentage of responses scoring a 3 or 4 on a scale of 1 to 4.

■ Sheldon Point School (Nunam Iqua)

■ All CRESEL Study Schools

Selected Item-Level Results for Sheldon Point School (Nunam Iqua), 2019













SELECTED ITEMS FROM THE MODEL SCALE	% Favorable Responses	
My school . . .		
a. Supports me in developing my own social and emotional strengths.	 71%	 72%
b. Promotes collaboration among staff to build best practices in social and emotional learning.	 57%	 69%
c. Promotes collaboration among staff to build best practices in culturally responsive pedagogy.	 57%	 68%
To what extent:		
a. Do the adults in this school interact with one another in a way that models social and emotional competence?	 71%	 60%
b. Do the adults in this school interact with students in a way that supports students' social and emotional skills?	 43%	 69%

Note: Percent favorable responses reflect the percentage of responses scoring a 3 or 4 on a scale of 1 to 4.

■ Sheldon Point School (Nunam Iqua)

■ All CRESEL Study Schools

Item-Level Results for Sheldon Point School (Nunam Iqua), 2019

BUILD UNDERSTANDING In 2019, CRESEL added items to the staff survey to learn how schools were building shared understanding of the biology of trauma and the impact on learning. The results of these items are shared here.	% Favorable Responses	
How confident do you feel in applying knowledge in each of these areas in your daily work?		
a. Adverse childhood experiences (ACEs) and historical trauma	 100%	 71%
b. Trauma-informed teaching practices	 75%	 86%
Have you participated in professional development on the following topics?		
a. Trauma-informed practices	 86%	 87%
b. Shared understanding of trauma and the biology of toxic stress	 67%	 61%
c. Strategies for building learning brains	 67%	 56%
d. Schoolwide resilience-centered practices	 71%	 45%

Note: Percent favorable responses reflect the percentage of responses scoring a 3 or 4 on a scale of 1 to 4.



Scale Items

RESPECT

My school . . .

- a. Reflects the local culture or cultures.
- b. Is welcoming for students.
- c. Is welcoming for families.
- d. Is welcoming for community members.
- e. Offers services based on an understanding of student's culture.
- f. Has a climate of respect and a sense of community.
- g. Fosters positive, supportive, personalized relationships between adults and students.
- h. Uses schoolwide strategies that reinforce students' social and emotional skills outside the classroom.
- i. Has discipline practices that promote culturally responsive social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).
- j. Has student support services that promote culturally responsive social and emotional learning.
- k. Has a person who is responsible for coordinating and supporting approaches that promote culturally responsive social and emotional learning.

TEACH

In my instruction, I . . .

- a. Use examples, metaphors, and analogies from students' everyday experiences to reinforce and illustrate what they are learning.
- b. Help students make connections between what they are learning and their personal experiences.
- c. Infuse local cultural themes (for example, Family, Cultural Expression, Tribe/Community, Health/Wellness, Living in Place, Outdoor Survival, Subsistence).
- d. Use teaching approaches that reflect students' cultural behavioral norms.
- e. Understand how cultural identity affects social, emotional, intellectual, and spiritual development.
- f. Learn about my students' cultures, languages, and learning styles.

To what extent are your teaching plans informed by your district's standards for culturally responsive social and emotional learning?

How confident do you feel in applying knowledge in each of these areas in your daily work?

- a. SEL learning standards and research base
- b. Schoolwide SEL practices
- c. Adverse childhood experiences (ACEs) and historical trauma
- d. Trauma-informed teaching practices
- e. Developing and sustaining a positive school climate
- f. Adult SEL skills
- g. Family engagement strategies
- h. Culturally responsive teaching practices
- i. Implementing an approach that supports SEL skill development
- j. Integrating SEL skills into academic standards and content
- k. Instructional practices and strategies that increase student engagement in learning
- l. Positive behavior supports (PBS)
- m. Multi-tiered systems of support (RTI)
- n. Local cultural traditions, values, practices, ways of knowing and learning

PRACTICE

How much do you disagree or agree with each of the following statements?

- a. The social and emotional learning approaches that are currently used in my school are effective at promoting students' social and emotional development.
- b. The social and emotional learning approaches that are currently used in my school have a positive effect on teacher-student interactions.
- c. I feel confident in my ability to provide instruction on social and emotional learning.
- d. I want to improve my ability to teach social and emotional skills to students.
- e. The climate in my school supports the development of children's social and emotional skills.

Scale Items

- f. Taking care of my students social and emotional needs comes naturally to me.
- g. I am comfortable providing instruction on social and emotional skills to my students.
- h. I know how to use data regarding students' social and emotional skills to inform my practice.

How would you rate your level of commitment to . . .

- a. promoting social and emotional skills in your students?
- b. implementing social and emotional learning approaches in your classroom?
- c. using culturally responsive teaching approaches?

MODEL

My school . . .

- a. Supports me in developing my own social and emotional strengths.
- b. Promotes collaboration among staff to build best practices in social and emotional learning.
- c. Promotes collaboration among staff to build best practices in culturally responsive pedagogy.
- d. Identifies cultural dimensions of learning.

Have you participated in professional development on the following topics?

- a. Trauma-informed practices
- b. Cultural self-awareness
- c. Culturally responsive teaching and learning practices
- d. Regional cultural resources
- e. Shared understanding of trauma and the biology of toxic stress
- f. Strategies for building learning brains
- g. Schoolwide resilience-centered practices

To what extent:

- a. Have you received feedback or guidance on your use of practices learned in a professional development session?

- b. Have you participated in a professional learning community for implementing culturally responsive social and emotional learning in your school?
- c. Have you made changes to your practices as a result of participation in PD activities?
- d. Have student learning and engagement improved as a result of changes you made based on participation in PD?
- e. Do you see yourself differently as a result of your participation in PD?
- f. Do the adults in this school interact with one another in a way that models social and emotional competence?
- g. Do the adults in this school interact with students in a way that supports students' social and emotional skills?

SUPPORT

My school . . .

- a. Promotes a culture of inclusiveness, acceptance, and respect.
- b. Reflects cultural knowledge in decision-making processes and communications.
- c. Supports social skill development and competencies in adults.
- d. Supports teachers in developing teaching approaches that reflect students' traditional ways of knowing and learning.
- e. Integrates local cultural/traditional activities or values into the school day (for example, engaging Elders).
- f. Has made changes to practice based on school climate data (School Climate and Connectedness Survey).
- g. Has made changes to practice based on data about students' social and emotional skills.
- h. Has integrated social and emotional learning into behavior management/discipline.
- i. Has integrated social and emotional learning into academic instruction across subject areas.

Scale Items

Please rate the support for culturally responsive social and emotional learning in your school.

- a. The principal models social and emotional competence in the way that he or she deals with students and faculty on an everyday basis.
- b. Other staff model social and emotional competence in the way that he or she deals with students and faculty on an everyday basis.
- c. My school leaders expect me to regularly implement a social and emotional learning approach.
- d. My social and emotional learning instruction is monitored regularly.
- e. Teachers' use of social and emotional learning instruction is discussed at faculty meetings.
- f. A school leader has watched me teaching a social and emotional learning lesson.
- g. How much do your school leaders value social and emotional learning?
- h. How much do your school leaders value culturally responsive teaching?
- i. The principal has communicated a clear vision for how culturally responsive social and emotional learning will improve our school.

CULTURE

My school . . .

- a. Engages families as respected partners in the teaching and learning process.
- b. Helps families understand social and emotional skills that are taught at school.
- c. Helps families reinforce social and emotional skills that are taught at school.
- d. Helps families develop the skills necessary to successfully navigate the school system.

AFTER SCHOOL

My out-of-school-time program or activity . . .

- a. Is welcoming for students.

- b. Has a climate of respect and a sense of community.
- c. Fosters positive, supportive, personalized relationships between adults and students.

In my out-of-school-time work, I . . .

- a. Infuse local cultural themes (for example, Family, Cultural Expression, Tribe/Community, Health/Wellness, Living in Place, Outdoor Survival, Subsistence).
- b. Have developed personal relationships with two or more students.
- c. Provide direct instruction in social and emotional skills.

How much do you disagree or agree with each of the following statements?

- a. I feel confident in my ability to provide instruction on social and emotional learning.
- b. The climate in my program or activity supports the development of children's social and emotional skills.
- c. My out-of-school-time program or activity promotes collaboration among staff to build best practices in ...
- d. Adult modeling of social and emotional skills.
- e. Cultural responsiveness.

My out-of-school-time program or activity . . .

- a. Reflects cultural knowledge in decision-making processes and communications.
- b. My district has prioritized social and emotional learning in out-of-school-time.
- c. My district has prioritized cultural responsiveness in out-of-school-time.
- d. My district has prioritized social and emotional learning in out-of-school-time.
- e. My district has prioritized cultural responsiveness in out-of-school-time.
- f. Engages families as respected partners in the teaching and learning process.
- g. Reflects the local culture or cultures.