

TEACHER PERSPECTIVES OF SOCIAL EMOTIONAL LEARNING CURRICULUM

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THE PROBLEM

THE ROLES OF EDUCATORS HAVE EVOLVED AND EXPANDED OVER THE YEARS, PUTTING MORE PRESSURE AND ACCOUNTABILITY ON TEACHERS' DAILY INSTRUCTION (RANSFORD ET AL., 2009). IT IS EASY TO RECOGNIZE STUDENTS NEED MORE THAN COMPETENCY IN LANGUAGE ARTS AND MATH TO BE SUCCESSFUL IN LIFE. HOWEVER, WITH HIGH DEMANDS FROM STANDARDIZED TESTING, RIGOROUS CURRICULAR STANDARDS, AND REQUIRED ONLINE LEARNING DUE TO THE COVID-19 PANDEMIC, TEACHERS ARE PRESSURED TO COMPLETE MORE TASKS, LEADING TO FEELINGS OF OVERLOAD AND BURNOUT.

RESULTS

INITIAL DATA SUGGESTS THAT TEACHERS BELIEVE SEL IS A VITAL COMPONENT OF STUDENT LEARNING. HOWEVER, IT CAN BE CHALLENGING TO IMPLEMENT INTO THE EVERYDAY CURRICULUM WHEN EDUCATORS DO NOT HAVE THE PROPER SUPPORT OR TRAINING.

PURPOSE OF THE STUDY

THIS STUDY AIMS TO EXPLORE TEACHERS' PERSPECTIVES OF SEL CURRICULUM. SPECIFICALLY WITH HOW AND IF THEY IMPLEMENT IT, HOW IMPORTANT THEY BELIEVE IT IS, AND THEIR EXPERIENCE WITH DISTANCE LEARNING, STANDARDS-BASED CURRICULUM, AND IMPLEMENTATION AND TRAINING GEARED TOWARD SEL.

METHODOLOGY

ONLINE SURVEYS AND INTERVIEWS WERE DESIGNED TO ASSESS MULTIPLE ASPECTS OF SOCIAL AND EMOTIONAL LEARNING, INCLUDING EDUCATORS' PERSPECTIVES OF SEL, STANDARDS-BASED CURRICULUM, SEL AND DISTANCE LEARNING, PROFESSIONAL PREPARATION AND TRAINING, AND PERSONAL EXPERIENCE WITH SEL. THE DATA OF THE SURVEYS IN THIS STUDY WERE ANALYZED THROUGH AN ONLINE PLATFORM CALLED QUALTRICS, AND THE INTERVIEWS WERE CONDUCTED TO SUPPORT AND BUILD ON THE DATA FOUND WITHIN THE SURVEYS. TOGETHER, BOTH SURVEYS AND INTERVIEWS WERE COLLECTED, CATEGORIZED, AND CODED TO IDENTIFY THEMES WITHIN THE DATA, LOOKING FOR RELATIONSHIPS AMONG VARIABLES.

IMPLICATIONS

THE STUDY HAS SHOWN THAT SEL IS VIEWED AS BENEFICIAL TO STUDENTS; HOWEVER, IT IS NECESSARY THAT EDUCATORS LEARN HOW TO EFFECTIVELY TEACH SEL CURRICULUM IN ORDER TO FULLY SUPPORT STUDENTS IN THE CLASSROOM. ALTHOUGH EDUCATORS APPEAR TO RECOGNIZE THE VALUE OF SOCIAL-EMOTIONAL LEARNING, THEIR CAPABILITY OF PROVIDING VALUABLE SEL INSTRUCTION IS LIMITED BY FACTORS SUCH AS TRAINING, TEACHING EXPERIENCE, SUPPORT, THE PRESSURE OF TEACHING COMMON CORE STANDARDS, AND DISTANCE LEARNING.

