



Social Development Lab

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Teacher Attitudes about Social and Emotional Learning (TASEL)

Purpose. The TASEL questionnaire examines teacher attitudes towards social and emotional learning programs. It serves two purposes: 1) a needs assessment tool to identify issues to address prior to program implementation, and 2) a tool to assess factors related to implementation quality.

Concepts assessed. The TASEL contains six scales. Administrative support items assess teacher impressions of the support for program implementation they receive from administrative leaders in the school/center. Training items assess teacher beliefs about the quality of training they received. Teacher competence at program delivery assesses how confident teachers feel delivering program lessons. Program effectiveness items assess teacher perceptions of the effectiveness of the program implemented in their school/center. Time-related constraints items assess attitudes regarding time that teachers have for preparation and delivery of program lessons. Curriculum priority items assess how strongly teachers and administrative leaders value social and emotional learning compared to more traditional academic learning.

Administration. The TASEL is a self-administered questionnaire that takes teachers about 10-12 minutes to complete.

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➡ Instructions. Please rate how strongly you agree or disagree with each of the following statements by circling the appropriate response.

*** *The acronym SDP (i.e., Social Development Program) refers to the program implemented in your school/center. ****

	Strongly Disagree	Somewhat Disagree	Disagree a little	Agree a little	Somewhat Agree	Strongly Agree
1. Programs such as SDP are effective in helping children learn social and emotional skills.	1	2	3	4	5	6
2. SDP can help all kids regardless of their temperament.	1	2	3	4	5	6
3. It is worth my effort to implement SDP lessons.	1	2	3	4	5	6
4. SDP has helped my children to improve their social and emotional skills.	1	2	3	4	5	6
5. I deliver SDP lessons effectively.	1	2	3	4	5	6
6. I understand the goals of SDP.	1	2	3	4	5	6
7. I feel competent teaching SDP lessons.	1	2	3	4	5	6
8. I have thorough knowledge of SDP lessons.	1	2	3	4	5	6
9. I don't have time in the day or week to deliver SDP lessons.	1	2	3	4	5	6
10. I have enough time to prepare for SDP lessons.	1	2	3	4	5	6
11. Spending time on SDP lessons takes time away from academics.	1	2	3	4	5	6
12. The administrative staff has arranged for training in SDP.	1	2	3	4	5	6
13. I received sufficient training in SDP.	1	2	3	4	5	6
14. The training I received provided me with sufficient knowledge about the content of the program.	1	2	3	4	5	6
15. The training I received was a hands-on training where I could practice what I had learned.	1	2	3	4	5	6
16. The Principal/Director is an active supporter of SDP.	1	2	3	4	5	6
17. The Principal/Director has watched me deliver SDP lessons.	1	2	3	4	5	6
18. The Principal/Director acknowledges teachers who do a good job delivering SDP.	1	2	3	4	5	6
19. Other than at orientation, the Principal/Director has discussed SDP at staff meetings.	1	2	3	4	5	6
20. The Principal/Director has scheduled specific times for delivery of SDP lessons.	1	2	3	4	5	6

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	Strongly Disagree	Somewhat Disagree	Disagree a little	Agree a little	Somewhat Agree	Strongly Agree
21. The Principal/Director gives more importance to learning academics than learning social and emotional skills.	1	2	3	4	5	6
22. Other teachers in my school/center implement SDP consistently.	1	2	3	4	5	6

If there is another administrative leader at your school/center who oversees implementation and training of the social development program chosen by your school/center, please also make use of the following items.

a. The education coordinators are active supporters of SDP.	1	2	3	4	5	6
b. The education coordinators acknowledge teachers who do a good job delivering SDP.	1	2	3	4	5	6
c. The education coordinators have scheduled specific times for delivery of SDP lessons.	1	2	3	4	5	6
d. The education coordinators have watched me deliver SDP lessons.	1	2	3	4	5	6
e. Other than at orientation, the education coordinators have discussed SDP at staff meetings.	1	2	3	4	5	6
f. The education coordinators give more importance to learning academics than learning social and emotional skills.	1	2	3	4	5	6

Please answer the following questions as best as you can.

23. Number of years of experience as a teacher: _____ years

24. Number of years of experience as a teacher at this particular school/center: _____ years

25. Number of years of experience in delivering SDP lessons: _____ years