



Second Step

Year 2 Evaluation Report 2016-2017

Key Findings

The Second Step curriculum is a Social-Emotional Learning (SEL) program implemented in K-8th grades in seven SDP schools. Teachers receive Second Step kits with detailed weekly lessons and reinforcement activities. To deliver the program with fidelity, teachers in all grades should deliver all of the required lessons and the reinforcement activities. Similarly, students should be in class to receive the instruction. In this report, ORE found:

- 57% of teachers delivered at least one Second Step lesson in 2016-17.
- 59% of students across all schools received at least one Second Step lesson.
- Few teachers completed reinforcement activities on a consistent basis.
- Barriers to implementation included limited class time, lack of staff buy-in, and a misunderstanding of how the program should be delivered.

Melissa Karakus,
Senior Research Associate
Soula Panagodimos,
Research Assistant

Office of Research and
Evaluation

July 2017

Contents

Why this study?	2
Social-emotional learning is part of the District’s approach to supporting positive behaviors	2
The Second Step Program in SDP in 2016-17	3
Curriculum.....	3
Program Support.....	4
What the Study Examined.....	4
What the Study Found.....	6
Seven schools continued to deliver the Second Step program in 2016-17	6
Implementation Across Schools	8
Descriptive Information Regarding Implementation	8
Limitations in Interpreting Descriptive Data	8
Successes and Challenges of Implementing Second Step.....	12
School-Specific Findings	14
Clara Barton	14
Cook-Wissahickon	17
Farrell	19
Feltonville Arts & Sciences.....	22
Houston.....	23
Peirce	24
Pennypacker	27
Conclusion and Recommendations	27
Appendix A: Sample Lesson Completion Checklist.....	29
Appendix B: Middle School Lesson Tracking Form.....	30

Why this study?

Social-emotional learning is part of the District's approach to supporting positive behaviors

Social-Emotional Learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.¹

SEL can take place at all ages – from preschool through high school. The short-term goals of SEL programs are (1) to promote students' self-awareness, social awareness, relationship, and responsible decision-making skills and (2) to improve student attitudes and beliefs about self, others, and school. These in turn provide a foundation for better adjustment and academic performance, as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores.²

Although Pennsylvania has SEL standards, the School District of Philadelphia (SDP) does not implement a SEL curriculum district-wide. Instead, SEL programs are part of a tiered approach to supporting positive behaviors in SDP called Positive Behavior Intervention Supports (PBIS), which is led by the Office of School Climate and Safety (OSCS). PBIS approaches and strategies set behavioral norms and expectations, teach and model these expectations, incentivize positive behavior, and use data to inform decisions around behavior. The PBIS framework has three tiers: universal, targeted and intensive. The first tier, universal, requires that schools develop and teach norms and expectations around behavior. SEL programs are considered Tier 1 strategies in SDP.

Second Step is a specific SEL program that has been implemented in selected schools with the support of grant funding from the William Penn Foundation. In November 2015, SDP was awarded a grant to pilot the implementation of the Second Step curriculum at 15 elementary schools, beginning with seven Cohort 1 schools in the 2015-2016 school year and continuing through the 2016-17 school year. Eight additional Cohort 2 schools will be selected to begin in the 2017-18 school year through a competitive application process.

¹ Definition used by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as described in "What is Social and Emotional Learning?" Retrieved from: <http://www.casel.org/social-and-emotional-learning>

² Ibid.

The Second Step Program in SDP in 2016-17

Curriculum

The Second Step curriculum is a SEL program researched and developed by the Committee for Children, a non-profit organization based in Seattle. The program is designed for students in grades K-8 with a focus on promoting students' self-regulation skills, which has been linked to improved academic and behavioral outcomes.³ The middle school program (i.e., grades 6-8) also emphasizes the development of skills for decreasing aggression and preventing both bullying and substance abuse. These skills are taught by school staff with the use of Second Step kits, which provide the resources needed to deliver the lessons. For grades K-5, the kits include lesson cards, posters, a CD and DVD; for middle school, the kits include a DVD that contains all parts of the lesson. Once a school district purchases the kits, they have ongoing access to Second Step's extensive online resources, including training for teachers and other school staff, parent home links, reading materials, recommendations for books that reinforce the Second Step lessons, and an online community forum.

As part of the Second Step curriculum implementation in SDP, teachers also have access to assorted activities meant to engage students and offer additional reinforcement of the lessons. In SDP, one popular resource was Mind Yeti, an online tool that includes guided mindfulness sessions to help students calm down, focus their attention, and get ready for the next activity. Teachers also used puppets from the kits to reinforce skills for grades K-5. For example, Puppy and Snail were used to teach students how to slow down and focus. Students also learned several strategies early in the year that carried throughout all lessons. For example, one early Second Step lesson taught students how to use their "attent-o-scopes", which involved students pretending to form binoculars with their hands to focus on an item or activity and continuing that focus after they place their hands back in their laps. Students also learned the Listening Rules: "Eyes Watching. Ears Listening. Voice Quiet. Body Still," which are used in the beginning of each lesson to direct focus.

Second Step developers suggest that schools schedule a "Second Step" day every week for each grade level to teach a Second Step Lesson. Lessons for students in K-5th grade are 20 to 40 minutes long and follow a script that is printed on the back of the lesson cards provided in the kit. Lessons in 6th-8th grade are 50 minutes long and are divided into two 25-minute sessions. On the remaining days of the week, teachers are expected to reinforce the lessons by using scripted five-minute "mini-lessons." Table 1 provides further details of the Second Step curriculum breakdown by grade level.

³ Self-Regulation Skills and the New Elementary Second Step Program. Retrieved from: <http://www.cfchildren.org/second-step/social-emotional-learning/k-5-self-regulation-skills>

Table 1. Second Step curriculum detail by grade

Grade	# of Units	# of Lessons	Lesson Length	Skills Taught
Kindergarten	4	25	20-25 minutes	Skills for Learning, Empathy, Emotion Management, Problem Solving
First	4	22	20-25 minutes	
Second	4	22	20-25 minutes	
Third	4	22	20-25 minutes	
Fourth	3	22	20-25 minutes	
Fifth	3	22	35-40 minutes	
Sixth	5	15	Two 25-minute lessons or one 50-minute lesson	Empathy and Communication, Bullying Prevention, Emotion Management, Substance Abuse Prevention, Problem Solving
Seventh	4			Empathy and Communication, Bullying Prevention, Emotion Management, Substance Abuse Prevention
Eighth	5			Empathy and Communication, Bullying Prevention, Emotion Management, Substance Abuse Prevention, Goal Setting

Note: Lessons delivered weekly.

Program Support

As part of the implementation of Second Step in SDP schools, a Multi-Tiered System of Supports Specialist (MTSS Specialist; hereafter referred to as the SEL Coach) was hired in March 2016 to focus solely on this initiative. The SEL Coach provides critical support to successful program implementation by working with schools on all aspects of Second Step, including developing a school-wide implementation schedule, ensuring that lessons are delivered, providing feedback on the delivery of lessons, teaching lessons if necessary, and reinforcing the lessons.

What the Study Examined

This report reflects on the progress Cohort 1 schools have made in the implementation of Second Step during the 2016-17 school year. Specifically, the report will first review the demographics of the schools delivering Second Step. Next, overall findings are shared including implementation data and general themes regarding implementation across schools. School-specific findings are then

outlined, and lastly, conclusions and recommendations are presented. Where appropriate, comparisons of results are made between the 2015-16 and 2016-17 school years.

Guiding this evaluation and report are the following research questions:

1. How many teachers implemented Second Step at each school, across how many grades?
2. How many students received Second Step lessons, across how many classes?
3. How many Second Step lessons were taught?

In addition to these three primary questions, ORE assessed the extent to which the Second Step program was implemented with fidelity in each school and noted any challenges or successes regarding Second Step implementation.

To answer the above research questions, ORE utilized the following fidelity instruments: the *Second Step K-5 Lesson Completion Checklists*, the *Second Step Middle School Lesson Tracking Form*, *Lesson Reflection Logs*, and *Success Stories Logs*. These forms are provided as part of the Second Step curriculum and are recommended by the Second Step developer to assess the degree to which schools have implemented the program.^{4,5} Each instrument is to be completed by school staff delivering the program. Below is a brief description of each instrument:

- *K-5 Lesson Completion Checklist* – teachers and staff answer a series of questions about the implementation of the program after each unit is completed. The form captures dosage, fidelity, and reinforcement.
- *Middle School Lesson Tracking Form* – teachers and staff input the dates each lesson was given and are able to include optional notes about lesson progress.
- *Lesson Reflection Logs* – teachers and staff use the reflection logs to reflect on how their Second Step lessons are going by tracking successes, challenges, and improvement plans for each lesson.
- *Success Stories Logs* – teachers and staff use the Success Stories Logs to collect stories about Second Step successes to share with others.

The *K-5 Lesson Completion Checklists* and the *Middle School Lesson Tracking Forms* were used to determine the total number of teachers delivering Second Step, the total number of classrooms, and the total number of lessons taught by each teacher. In addition, schools provided rosters for each teacher that implemented Second Step. ORE then matched the *Lesson Completion Checklists* with the rosters to estimate the total number of students who had received Second Step programming.

⁴ K-5 Second Step Evaluation guide. Retrieved from:

http://www.cfchildren.org/Portals/1/ss_assessment/Second-Step_Evaluation_Guide_K-5.pdf

⁵ Middle School Evaluation guide. Retrieved from:

http://www.cfchildren.org/Portals/1/ss_assessment/Second-Step_Evaluation_Guide_MS.pdf

As part of the evaluation plan, ORE attempted to conduct interviews with one lead staff member at each participating school. The staff member was identified with assistance from the SEL Coach as someone who was knowledgeable about the school's implementation of the program. ORE was able to complete interviews with staff from four of the seven Cohort 1 schools.

What the Study Found

Seven schools continued to deliver the Second Step program in 2016-17

Cohort 1 includes seven schools, all of which began delivering the program in the 2015-16 school year and continued through the 2016-17 school year. Demographic details of each of these seven schools is listed in Table 2.

Table 2: Demographics of Second Step Cohort 1 schools, 2016-17

School	Grade	Enrollment	White	Black/African-American	Hispanic/Latino	Asian	Multi racial/Other	IEP	LEP
Barton	K-2	754	1.9%	23.9%	60.2%	3.3%	10.7%	5.9%	18.0%
Cook-Wissahickon	K-8	459	42.9%	40.1%	3.9%	.9%	2.2%	11.5%	0.9%
Farrell	K-8	1,105	36.5%	14.8%	16.8%	14.8%	17.1%	12.6%	20.5%
Feltonville A & S	6-8	551	2.7%	22.3%	63.2%	5.3%	6.5%	17.8%	20.9%
Houston	K-8	390	8.2%	86.7%	1.8%	.5%	2.8%	26.0%	0.0%
Peirce	K-6	475	0.6%	95.5%	1.3%	0.0%	2.5%	9.5%	0.0%
Pennypacker	K-5	389	1.0%	95.5%	1.5%	.5%	3.4%	18.0%	0.8%

Note: Data from School District of Philadelphia BDW as of 6/5/17.

Note: The Multi-racial/Other category combines the following race/ethnicities: Multi-racial/Other, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander

Implementation Across Schools

Descriptive Information Regarding Implementation

Results show that six of the seven schools in Cohort 1 submitted implementation materials including *Lesson Completion Checklists* and/or *Middle School Lesson Tracking Forms* (Table 3). ORE used submitted implementation materials to verify that teachers delivered Second Step lessons; if a teacher did not submit documentation for a particular unit or lesson, ORE assumed the teacher did not deliver the lesson. A total of **77 teachers (57%) across all schools were verified as having delivered Second Step** at some time during the school year. Five of the six schools chose to have teachers deliver the lessons, while at Cook-Wissahickon the Dean of Students delivered lessons to select grades.

Because Second Step was primarily taught during homeroom or a teacher's prep period, it is assumed that the number of classes in which lessons were delivered is equivalent to the number of teachers who delivered the program. For those schools where student count data was available, an **estimated total of 2,402 students (59%) were verified as having received Second Step** programming.

ORE also reviewed Second Step delivery by grade based on submitted *Checklists* and *Tracking Forms* (Table 4). Across grades, **Kindergarten through 2nd grade had the highest number of teachers delivering second step**. These results are influenced by school; because the largest proportion of *Checklists* received were from Barton (a K-2 school), results in Table 4 are more reflective of the characteristics of their school. Additionally, some schools delivered Second Step across all grade levels (e.g., Barton and Peirce), while some taught the program to limited grades (e.g., Cook-Wissahickon, which delivered the program to students in 1st, 4th, and 6th-8th grade).

Limitations in Interpreting Descriptive Data

The total number of teachers and students presented is based upon the receipt of implementation materials. The absences of these materials does not necessarily mean Second Step programming was not delivered at any specific schools. Based on interviews with the SEL Coach and school staff, a larger proportion of teachers delivered Second Step lessons, suggesting that the figures presented are an underestimate of the total number of teachers and students who were exposed to Second Step during the school year.

While the majority of schools provided implementation fidelity documentation, the process of submitting documents was inconsistent and made results difficult to interpret. Several schools submitted *Lesson Completion Checklists* in May and June 2017 for lessons they completed in fall 2016, which makes it less likely that teachers recall with accuracy how they delivered lessons. On a *Lesson Reflection Log* for Unit 1 submitted in January 2017, the teacher notes "I truthfully do not remember clearly enough to comment." ORE made the decision to discard the results from ten *Lesson Completion Checklists* because teachers filled out two separate forms for the same unit with

different responses, once upon completion of the unit and once again months later. This posed a limitation in assessing true fidelity across schools as teachers attempted to complete forms and self-report fidelity long after lessons were delivered.

Table 3. Total number of teachers who delivered Second Step and total number of students who received Second Step by school, 2016-17

School	Grade	Total Student Enrollment	Number of teachers who delivered Second Step ¹	Percent of teachers who delivered Second Step	Number of students who received Second Step ²	Percent of students who received Second Step	Total number of lessons taught	Average number of lessons taught per teacher
Barton	K-2	751	26	96%	744	99%	473	18
Cook-Wissahickon	K-8	459	1*	N/A*	245	53%	51	51
Farrell	K-8	1,095	20	58%	566	52%	185	9
Feltonville A & S	6-8	545	14	70%	412	76%	38	3
Houston	K-8	388	6	33%	156	40%	54	9
Peirce	K-6	474	10	55%	279	59%	138	14
Pennypacker	K-6	387	-	-	-	-	-	-
Total		4,099	77	57%	2,402	59%	939	12

*Cook-Wissahickon decided that all lessons would be delivered by the Dean of Students instead of individual teachers

¹Total based on the number of unique Lesson Completion Checklists and/or Middle School Lesson Tracking Forms received from each school

²Total based on the number of Lesson Completion Checklists and/or Middle School Lesson Tracking Forms received. Each checklist was associated with a homeroom with a corresponding attendance roster; the number of students who appeared on the attendance roster of each homeroom with a Second Step fidelity checklist was summed to determine the total number of students who received Second Step.

Source: BDW 6/23/17, Rosters June 2017

Table 4. Total number of teachers who delivered Second Step and total number of students who received Second Step by grade, 2016-17

Grade	Total Student Enrollment	Number of teachers who delivered Second Step ¹	Percent of teachers who delivered Second Step	Number of students who received Second Step ²	Percent of students who received Second Step	Total number of lessons taught	Average number of lessons taught per teacher	Range of lessons taught
K	572	14	70%	367	64%	255	18	5-25
1	572	15	68%	439	77%	192	13	5-22
2	572	15	79%	435	76%	199	13	4-22
3	340	6	55%	176	52%	46	8	2-10
4	364	7	58%	184	51%	82	12	2-22
5	346	3	30%	84	24%	45	15	4-22
6	535	6	32%	167	31%	40.5	7	1-12
7	400	8	62%	270	68%	38	5	2-9
8	397	9	70%	280	71%	41.5	5	1-9
Total	4,099	83	57%	2,402	59%	939	11	

Note: Cook-Wissahickon has one staff member delivering lessons to multiple classrooms in 1st, 4th, and 6th-8th grades, and was counted as one teacher per grade.

¹Total based on the number of unique Lesson Completion Checklists and/or Middle School Lesson Tracking Forms received from each school

²Total based on the number of Lesson Completion Checklists and/or Middle School Lesson Tracking Forms received. Each checklist was associated with a homeroom with a corresponding attendance roster; the number of students who appeared on the attendance roster of each homeroom with a Second Step fidelity checklist was summed to determine the total number of students who received Second Step.

Source: BDW 6/23/17, Rosters June 2017

Successes and Challenges of Implementing Second Step

During interviews with school staff members and the SEL Coach, ORE was able to ascertain general themes experienced by all schools implementing Second Step. This section highlights some overall findings of the successes and challenges in implementing the curriculum.

Grade group meetings and activities in the beginning of the year helped teachers and staff understand the program and their roles.

The SEL Coach reported that holding trainings and informational sessions during grade group meetings in the beginning of the year (before teachers delivered lessons) was helpful in answering teacher questions about the program, reviewing all curriculum materials, and discussing potential impacts of the program. The SEL Coach offered to perform demo lessons in individual classrooms to support and train teachers to deliver the lessons successfully. Demo lessons could be requested by individual teachers or by the principal, and several schools did request this support. In addition, the SEL coach supported schools at the beginning of the year by completing the Implementation Plan Template, which helps schools clarify roles and identifies tasks throughout the year to support implementation. For almost all schools, the SEL Coach completed the template and then worked with the principal and/or lead staff member to review the steps and check off each step completed throughout the year.

Staff buy-in and expectations were related to fidelity of implementation and completion of evaluation tools.

The SEL Coach reported that schools in which the principal believed in the program and pushed staff to complete the lessons were more likely to deliver lessons with fidelity, and that without consistent direction from the principal or someone higher in the administration there tended to be less buy-in among staff. Several schools mentioned that teachers became more interested in delivering the program once they saw it working successfully in other classrooms, and the SEL Coach said it was motivating for teachers to hear how delivering an SEL curriculum could support their own professional development.

Staff expectations about their role in the program's implementation and evaluation also seemed to be related to the level to which the program was implemented with fidelity. This presented a challenge in Cohort 1 because the SEL Coach was hired during the middle of the 2015-16 SY, and prior to this school staff had varied expectations about how the program should be administered and what was expected of them. For example, some schools were under the impression that they needed to teach one lesson per day as opposed to one lesson per week, which led to teachers skipping lessons more frequently and not completing reinforcement activities. In addition, teachers were unaware of the need for completing *Lesson Completion Checklists* and other evaluation forms at the beginning of the 2015-16 SY, which created some resistance to completing and submitting additional documentation. The District rolled out new math and literacy curricula in 2016-17 which requires teachers to complete and submit documentation throughout the year. According to lead staff members interviewed by ORE, these additional requirements caused teachers to feel

overwhelmed with the amount of paperwork they must complete on a regular basis, so the resistance in submitting paperwork for Second Step continued into this school year.

Schools found it easier to deliver lessons with fidelity if they followed a school-wide schedule as opposed to letting teachers set schedules individually.

The SEL Coach told us that she encouraged lessons to be delivered by all teachers at the same time on the same day of the week, ideally Monday mornings to give teachers the rest of the week to complete reinforcement activities. According to the SEL Coach, delivering lessons in the afternoon was more difficult because of the lack of focus and attention of students, and delivering lessons later in the week made it less likely that teachers would be able to reinforce lessons as recommended by the program. Allowing teachers to deliver lessons on their own schedule was challenging because it was more difficult for the lead staff member to track and teachers were less likely to prioritize the program over other things in the curriculum.

Teachers altered lesson delivery schedules and materials based on what was happening in the classroom.

Across schools, some teachers skipped lessons or delivered lessons out of order. According to conversations with school staff and the SEL Coach, teachers reported that they made those decisions based on the content of the lessons—they believed their class does not need a particular lesson, or that another lesson might be better during that time frame based on what’s going on in that classroom that week. According to interviews with lead staff and comments by teachers on implementation forms, another reason for skipping lessons could be overlap of lesson materials across grades. For example, the Dean of Students at Peirce reported that 3rd grade students received a similar lesson on empathy as they did in 2nd grade, so teachers might have felt that the lesson did not need to be delivered again. A comment written on a *Middle School Tracking Form* by a 7th grade teacher said that students reported they had already received a particular lesson in a previous year, which points to some repetition in material.

Teachers face multiple barriers to completing lessons and reinforcement activities with fidelity.

One challenge was the limited time teachers have to deliver a full lesson, and several teachers indicated they did not have enough time to go through all pieces of the lesson and reinforcement throughout the week. The SEL Coach encouraged teachers to deliver the lesson and choose reinforcement activities based on how much time was available and what would work for the students. The Coach also wanted teachers to keep students engaged by going off script or focusing on parts of the lesson that interest students. However, some schools attempted to complete every available part of the lesson, which made it difficult to complete the activities within the timeframe set aside for Second Step lessons.

School-Specific Findings

To gain a better understanding of the site-level characteristics that may be contributing to the overall findings, the following section describes each school individually to provide in-depth information about their implementation efforts and the barriers they faced in implementing the program with fidelity. To obtain this information, ORE conducted interviews with the SEL Coach as well as with school staff in four of the seven schools. In addition, ORE collected data from *Lesson Completion Checklists*, *Middle School Lesson Tracking Forms*, *Success Stories*, and *Lesson Reflection Logs* through June 9, 2017.

Each school section includes a table where we interpreted responses from the *Lesson Completion Checklists* for K-5th grade. Within the checklist, teachers responded to questions about the extent to which they taught lessons and implemented components of the program. Possible answers to questions were Never, Occasionally, Often, and Always. ORE coded these responses with scores from 0 to 3 and calculated the mean response for each question. Mean scores were reverse coded where appropriate; for example, when asked how often they leave out or skip parts of the lesson, a “Never” response indicates higher fidelity than an “Often” response. When assessing the level of fidelity, a score of 2.6 to 3.0 indicates high fidelity, a score of 2.0 to 2.4 indicates moderate fidelity, and a score below 2.0 indicates low fidelity.

Clara Barton

School Type: K-2

Background: Second Step was administered by all K-2 teachers at Clara Barton and was coordinated by a lead teacher. Before beginning the curriculum, the lead teacher and SEL Coach held grade group meetings to train teachers, provide a demo lesson, and complete the Implementation Plan Template. The lead teacher mapped out the unit completion schedule in grade groups in the beginning of the year, and reviewed this schedule with teachers during monthly meetings. The SEL Coach also attended a Back to School day in October with a translator to present the program to parents and discuss the curriculum, which would also be delivered in Spanish. Teachers delivered the lessons in accordance with their lesson plan. They were encouraged to complete each lesson on Mondays but were responsible for teaching the lessons at their own discretion if that time did not work for their schedules.

Number of teachers who implemented Second Step, number of students who received Second Step, and number of lessons taught: Results from the *Lesson Completion Checklist* show that 26 teachers from Clara Barton delivered Second Step to 99% (n=751) of students across K-2nd grade. According to the checklist data, kindergarten teachers delivered between 20-25 lessons, 1st grade teachers delivered between 9-22 lessons, and 2nd grade teachers delivered between 4-22 lessons.

Fidelity of Implementation: In most grade levels, the lessons were taught in order and most lesson sections were completed. Across K-2nd grades, a higher percentage of kindergarten teachers completed all the lesson sections, and kindergarten teachers reported that they taught the lessons in order 96% of the time. In terms of delivering lessons as they were intended (i.e., items 1-3 on the *Lesson Completion Checklist*, see Table 5), kindergarten teachers scored moderate in the extent to which they left out or skipped part of the lessons and were more likely to add new material to the lesson, while 1st and 2nd grade teachers scored low in skipping parts of the lesson. When the mini-lessons and reinforcement activities are examined (i.e., items 4-7 on the *Lesson Completion Checklist*, see Table 5), teachers tended to score in the low range, suggesting that while the main lessons were taught, the reinforcement activities were not. Results are comparable to fidelity scores from the 2015-16 school year.

Successes and Challenges: Teachers have reported that students are using the Second Step language, and that they enjoy many components of the program including Mind Yeti, games, and puppets. In the *Success Stories* submissions, a 1st grade teacher reported that “one of the students got frustrated and said he used belly breathing to calm down.” Several teachers mention students using their attent-o-scopes to maintain focus, and that the cue for “Eyes watching, ears listening, voice quiet, body still” is effective.

One of the biggest challenges mentioned during the interview was the difficulty in finding the time to deliver lessons and complete paperwork. Teachers are expected to complete the *Lesson Completion Checklists* two or three weeks after the end of each unit. However, school staff cited an overwhelming amount of paperwork due to new District requirements and other student assessments. In addition to completing lessons and documents, time was also an issue in completing reinforcement activities. While the reported score for Daily Practice Activities is low (Table 5), teachers have found that picking a set time every day has been successful, for example when students are eating breakfast in the morning.

Table 5. *Lesson Completion Checklist* results, Barton, 2016-17

	K	First	Second
<i>Second Step Lessons delivered</i>			
# of teachers who submitted Lesson Completion Checklists	9	8	9
# of students that received Second Step at this grade level	244 (99%)	232 (99%)	268 (99%)
Range of lessons completed	20-25	9-22	4-22
Were the lessons taught in order? (% “Yes” responses)	96%	88%	76%
Percentage of lesson sections completed	82%	68%	64%
<i>Responses to Lesson Completion Checklist</i>		<i>Mean Scores¹</i>	
1. To what extent did you leave out or skip parts of the lesson?	2.3	1.9	1.8
2. To what extent did you change the lesson significantly from the way it was written?	2.5	2.4	2.3
3. To what extent did you add new material to the lessons? ²	2.2	2.6	1.9
4. To what extent did you complete the Daily Practice activities with the class?	1.4	1.7	1.4
5. To what extent did you reinforce lesson skills and concepts as explained in the Using Skills Every Day sections?	1.6	1.6	1.5
6. To what extent did you send out the Home Link activities?	0.8	0.9	0.7
7. To what extent did you use the Academic Integration Activities?	0.9	1.0	1.1

¹Scores range from 0 (lowest) to 3 (highest) where 2.6 to 3.0 = High; 2.0 to 2.4 = Moderate; below 2.0 = Low

²While adding new material might not be detrimental to the lesson, ORE reverse-scored this item to assess fidelity of implementation

Cook-Wissahickon

School Type: K-8

Background: Second Step was administered to 1st, 4th, and 6th-8th grade by the Dean of Students during Character Development prep periods. The Dean met with the principal and the Second Step Coach at the beginning of the year to determine the schedule but did not receive any training or complete the online sessions prior to delivering the lessons. The Dean was offered the option of receiving demo lessons but declined because he felt the materials online were sufficient to teach the lessons. Lessons were delivered at 10:15 every day to either 6th, 7th, or 8th grade. In addition, 4th grade received lessons during prep periods on Wednesdays, and 1st grade received lessons during prep periods on Thursdays.

Number of teachers implementing Second Step, number of students receiving Second Step, and number of lessons taught: The Dean of Students delivered the lessons to a total of 265 students in 1st, 4th, and 6th-8th grade during prep periods. Fifty-one total lessons were taught ranging from eight to 14 lessons in each class.

Fidelity of Implementation: Because the *Middle School Lesson Tracking Form* does not ask questions regarding fidelity, results on fidelity are only available for 1st and 4th grades (Table 6). In those grades, the Dean reported that all lessons were taught in order, that all sections were completed, and that he never changed the lesson significantly from the way it was written. While lesson skills were often reinforced in the Using Skills Every Day sections, other reinforcement activities like Daily Practice and Academic Integration received low to moderate scores, and Home Link activities were reportedly never used. Based on the dates recorded for each lesson in 6th-8th grades, lessons were delivered regularly and in order. Cook-Wissahickon did not submit implementation materials in the 2015-16 school year, so a comparison could not be made.

Successes and Challenges: According to the Dean, students were learning how to communicate through knowledge of aggressive, passive, and assertive communication. During an interview, the Dean expressed that the decision to have one person deliver the lessons as opposed to individual teachers meant that he was able to reinforce the Second Step lessons in dealing with student conflicts consistently. One challenge was the inability to deliver the lessons to all other grades because of timing and schedules, so when students in unserved grades needed assistance with conflicts they don't have the background of lessons to be reinforced. In addition, the Dean reported having some difficulties with the technology offered and expressed that the new system for middle school which in the future will be entirely online will alleviate some of those issues. In comments submitted through *Success Stories* and *Lesson Reflection Logs*, the Dean reported that middle school students took the lessons seriously and that it opened up a dialogue about issues like bullying and communication.

Table 6: *Lesson Completion Checklist and Middle School Tracking Form Results, Cook-Wissahickon, 2016-17*

	First	Fourth	Sixth	Seventh	Eighth
<i>Second Step Lessons delivered</i>					
# of teachers who submitted Lesson Completion Checklists	1	1	1	1	1
# of students that received Second Step at this grade level	44 (94%)	52 (98%)	45 (100%)	55 (100%)	49 (100%)
Range of lessons completed	9	14	11-12	9-10	8
Were the lessons taught in order? (% “Yes” responses)	100%	100%	N/A	N/A	N/A
Percentage of lesson sections completed.	100%	100%	N/A	N/A	N/A
<i>Responses to Lesson Completion Checklist</i>			<i>Mean Scores¹</i>		
1. To what extent did you leave out or skip parts of the lesson?	2.0	2.0	N/A	N/A	N/A
2. To what extent did you change the lesson significantly from the way it was written?	3.0	3.0	N/A	N/A	N/A
3. To what extent did you add new material to the lessons? ²	2.0	2.5	N/A	N/A	N/A
4. To what extent did you complete the Daily Practice activities with the class?	1.0	2.0	N/A	N/A	N/A
5. To what extent did you reinforce lesson skills and concepts as explained in the Using Skills Every Day sections?	3.0	2.5	N/A	N/A	N/A
6. To what extent did you send out the Home Link activities?	0.0	0.0	N/A	N/A	N/A
7. To what extent did you use the Academic Integration Activities?	2.0	1.5	N/A	N/A	N/A

¹Scores range from 0 (lowest) to 3 (highest) where 2.6 to 3.0 = High; 2.0 to 2.4 = Moderate; below 2.0 = Low

²While adding new material might not be detrimental to the lesson, ORE reverse-scored this item to assess fidelity of implementation

Farrell

School Type: K-8

Background: Farrell began implementing Second Step in the 2015-16 school year. At that time, all K-5 teachers completed the online training, and the focus was on K-3rd grades completing the lessons. This year, all teachers in K-5th grades were expected to deliver the lessons on a weekly basis, however, this has been challenging due to departmentalized schedules in 3rd-5th grades. Teachers in those grades either teach literacy and writing or math, science, and social studies, so it is more difficult to schedule students to receive the lessons. Farrell completed the Implementation Plan Template led by the Principal and SEL Coach in fall 2016, and the Coach provided trainings to grade groups on SEL and program materials.

Number of teachers implementing Second Step, number of students receiving Second Step, and number of lessons taught: 21 teachers in K-5th grades delivered lessons to 566 students (52%). Teachers delivered between four and 16 lessons to students across classrooms.

Fidelity of Implementation: Based on responses to the *Lesson Completion Checklists*, K-3rd grade teachers taught the lessons in order 100% of the time, 4th grade teachers reported teaching the lessons in order 75% of the time (Table 7). Fewer teachers, however, completed all the lesson sections. In terms of delivering the program as intended, scores to items 1 through 3 tended to be in the moderate to high range in Kindergarten through 2nd grades, however in 3rd-5th grades scores were in the low to moderate range. As far as the reinforcement activities were concerned, teachers across all grade levels scored in the low range with the exception of Kindergarten teachers scoring moderate for reinforcing lesson skills and concepts in the Using Skills Every Day sections. Few teachers reported using Academic Integration Activities, and even less reported sending out Home Link activities. Second grade teachers had the lowest levels of implementation related to reinforcement activities.

Compared to the 2015-16 school year, more teachers submitted fidelity materials, and a higher percentage of students across grades are receiving Second Step lessons. Kindergarten and 1st grade teachers reported higher fidelity this year across items. 3rd grade teachers reported that they skipped or left out parts of the lesson and changed the lesson from the way it was written more often this year than in 2015-16.

Successes and Challenges: The principal cited improvement in what he called an “empathy factor” in students where they were more likely than before to step in during incidents of bullying and play peacemaker in student conflicts. The principal noticed students using the language taught in Second Step. In the submitted *Success Stories* and *Lesson Reflection Logs*, teachers mentioned that students enjoyed the lessons, songs, and games. One Kindergarten teacher reported, “Self-talk is a hard concept to teach young children, but this lesson works. I hear kids reminding each other to use self-talk.” A 5th grade teacher said that, “students become more aware of what bullying is and encourage ways of how to combat bullying if they encounter it.” Despite students understanding the impacts of

bullying, several teachers mention it is difficult to convince students to step in since they didn't want to be labeled as "snitches" or felt that they might not be "emotionally or physically capable of becoming effective bystanders".

One of the reported challenges is a lack of time for teachers to deliver the Second Step lessons and complete paperwork because it cuts into instruction time. The principal mentioned that the 2016-17 school year was particularly challenging because the District rolled out new math and reading programs that teachers had to learn and submit documentation for, so additional programming like Second Step seemed more overwhelming. The principal is considering offering time to complete paperwork when teachers are participating in monthly Professional Learning Community (PLC) meetings.

Another challenge specific to Farrell was the fact that teachers in K-3r grades are departmentalized: two teachers focus on literacy and writing, while the other two teachers focus on math, science, and social studies. This split took place several years ago, and the principal admitted that while it served the school well to have "experts" in certain subjects, it made it more difficult to schedule times to deliver lessons in a program like Second Step since students are not with one teacher throughout the day.

Table 7: *Lesson Completion Checklist* Results, Farrell, 2016-17

	K	First	Second	Third	Fourth	Fifth
<i>Second Step Lessons delivered</i>						
# of teachers who submitted Lesson Completion Checklists	4	4	4	4	4	1
# of students that received Second Step at this grade level	98 (84%)	105 (88%)	117 (93%)	129 (98%)	85 (73%)	32 (24%)
Ranges of lessons completed	5-11	5-16	4-15	7-10	6-15	4
Were the lessons taught in order? (% “Yes” responses)	100%	100%	100%	100%	75%	*
Percentage of lesson sections completed.	96%	92%	75%	53%	75%	*
<i>Responses to Lesson Completion Checklist</i>						
	<i>Mean Scores¹</i>					
1. To what extent did you leave out or skip parts of the lesson?	3.0	2.2	1.8	1.0	1.6	*
2. To what extent did you change the lesson significantly from the way it was written?	3.0	3.0	2.6	1.5	2.2	*
3. To what extent did you add new material to the lessons? ¹	2.6	2.5	2.8	2.5	2.0	*
4. To what extent did you complete the Daily Practice activities with the class?	1.9	1.2	0.6	1.3	1.8	*
5. To what extent did you reinforce lesson skills and concepts as explained in the Using Skills Every Day sections?	2.1	1.7	1.0	1.3	1.8	*
6. To what extent did you send out the Home Link activities?	0.0	0.2	0.0	0.4	0.2	*
7. To what extent did you use the Academic Integration Activities?	1.0	0.5	0.1	0.9	0.2	*

*Data not shown due to low number of responses

¹Scores range from 0 (lowest) to 3 (highest) where 2.6 to 3.0 = High; 2.0 to 2.4 = Moderate; below 2.0 = Low

²While adding new material might not be detrimental to the lesson, ORE reverse-scored this item to assess fidelity of implementation

Feltonville Arts & Sciences

School Type: 6-8

Background: The SEL Coach held grade group meetings in October 2016 to review the program and deliver trainings to the teachers. The Coach, principal and Second Step liaison completed the Implementation Plan Template in early fall. Teachers were able to deliver lessons at their own schedule and pace—no school-wide schedule was set up, and based on the SEL Coach there was no one monitoring program delivery. The SEL Coach reports that the Assistant Superintendent put pressure on the principal to implement the program, and that this helps the school deliver lessons regularly.

Number of teachers implementing Second Step, number of students receiving Second Step, and number of lessons taught: Fourteen teachers submitted *Middle School Tracking Forms* across 6th-8th grades, delivering lessons to 433 students. A total of 38 lessons were taught, averaging less than three lessons per teacher. Table 8 provides further details.

Fidelity of Implementation: According to dates recorded in the *Middle School Tracking Forms*, all teachers delivered lessons in order. The last *Tracking Form* lesson is dated January 31, 2017, so it is possible teachers continued to deliver lessons between February and June but did not submit forms to assess further fidelity. Almost all teachers recorded that they were able to complete each lesson in two parts, usually on two separate days. However, one teacher reported that it took between three and five days to deliver a lesson.

Successes and Challenges: ORE was unable to schedule an interview with school staff at Feltonville Arts & Sciences. In the comment sections of the *Middle School Tracking Forms*, teachers reported that students were engaged in the material and enjoyed specific parts of the lessons. An 8th grade teacher said, “The students informed me that they are raised to mind their business and not get involved in something that does not pertain to them...they still say that they would say something to younger students who they witnessed bullying other students.” One 7th grade teacher commented that students said they already received a particular lesson in a previous year, indicating some duplicative components of the program across grades.

Table 8: *Middle School Tracking Form* Results, Feltonville A & S, 2016-17

	Sixth	Seventh	Eighth
<i>Second Step Lessons delivered</i>			
# of teachers who submitted Lesson Completion Checklists	3	5	6
# of students that received Second Step at this grade level	72 (46%)	156 (95%)	184 (97%)
Range of lessons completed	1-7	2-4	1-4

Houston

School Type: K-8

Background: Houston was the first school in Philadelphia to deliver the Second Step program. The SEL Coach completed the Implementation Plan Template with the principal, climate manager, and school counselor. The Coach had delivered the full training to all teachers in March 2016, so the school did not feel it was necessary to hold another training session in the fall, and instead held a refresher/training in March 2017 with middle school teachers. The school delivered lessons to K-8th grades in the 2015-16 school year, but the decision was made to only teach Second Step to 6th-8th grades in 2016-17 because of overlap with other programs in the earlier grades. According to the SEL Coach, lessons were delivered by homeroom teachers on Monday mornings.

Number of teachers implementing Second Step, number of students receiving Second Step, and number of lessons taught: Six teachers submitted *Middle School Tracking Forms* and delivered lessons to 156 students. All teachers throughout 6th-8th grades completed nine lessons each.

Fidelity of Implementation: While Houston is a K-8 school, the principal made the decision to offer Second Step only to students in 6th-8th grades. According to the dates listed on the *Middle School Tracking Forms*, all teachers delivered the lessons in order. Lessons were taught weekly, with each lesson taking two separate days to complete. Dates on the tracking forms ranged from October 31, 2016 through June 5, 2017.

Successes and Challenges: ORE was unable to schedule an interview with staff from Houston. The SEL Coach reported that the decision was made to only deliver Second Step to students in 6th-8th grade because the principal did not feel it worked as well with younger students and because students in K-5th grade received a police-funded program called GREAT which affected scheduling. In the comments section of the *Tracking Forms*, teachers reported that students enjoyed the videos and discussions and were engaged in the lessons. Challenges cited on the *Tracking Forms* included technology issues and schedule changes, as well as one 7th grade teacher who reports that “Students have a lot of ‘why do we have to do this’ questions”.

Table 9: *Middle School Lesson Tracking Form Results, Houston, 2016-17*

	Sixth	Seventh	Eighth
<i>Second Step Lessons delivered</i>			
# of teachers who submitted Lesson Completion Checklists	2	2	2
# of students that received Second Step at this grade level	50 (76%)	59 (83%)	47 (90%)
Range of lessons completed	9	9	9

Peirce

School Type: K-6

Background: Second Step was administered by all teachers across K-5th grade and was led by the school's Dean. At the start of the school year, the Dean and Second Step Coach led the process to complete the Implementation Plan Template and held PD sessions to revisit the curriculum and train new teachers in the summer. Delivery of lessons was supposed to take place on Monday or Tuesday at 9am.

Number of teachers implementing Second Step, number of students receiving Second Step, and number of lessons taught: According to *Lesson Completion Checklists*, eleven teachers delivered the lessons across K-5th grade. A total of 279 students received at least two lessons, with teachers delivering a range of between 2 and 22 lessons overall.

Fidelity of Implementation: Based on responses to the *Lesson Completion Checklists*, 100% of 2nd, 3rd, and 5th grade teachers taught the lessons in order, while 75% of 1st grade teachers reported teaching the lessons in order (Table 7). 4th grade teachers reported delivering the lessons in order only 25% of the time. Teachers completed all the lesson sections at least 75% of the time. In terms of delivering the program as intended, scores to items 1 through 3 tended to be in the moderate to high range across grades. When asked about reinforcement activities in items 4 through 7, scores tended to be in the low to moderate range. 3rd grade teachers reported completing the Daily Practice activities more often than other grades.

Results in the 2015-16 school year were reported for 2nd, 3rd, and 5th grades. Teachers reported doing reinforcement activities less often this year, especially Home Link activities which scored in the moderate to high range last year. 5th grade teachers reported skipping or leaving out parts of the lesson more often this year, and fidelity scores decreased overall for 3rd grade teachers.

Successes and Challenges: Peirce acknowledged that providing a school-wide schedule for teachers to deliver lessons on the same day at 9am made it easier to track the program and ensured lessons were delivered as recommended by the program. Some teachers who had prep during that time had to find a different date and time to deliver lessons, but overall maintaining that consistency has been successful. One teacher set up Second Step centers that worked well for his classroom.

The Dean reported noticing that pink slips and suspensions due to simple assault and fighting have decreased, particularly in 2nd grade. In the classes doing Second Step consistently every week, the Dean noticed a clear pattern of teachers handling issues and students being able to talk things out more readily.

According to school staff and the SEL Coach, Peirce used the Coach as a support more often than other schools delivering the program. The Dean met with the SEL Coach on a weekly basis to discuss what was going well and what challenges they were facing.

One challenge cited was staff buy-in. Some teachers assumed the program would not be effective in their particular environment, so they were less likely to follow the program. The SEL Coach reported that teachers felt some parts of the lessons may not be relatable to the children. For example, if a scene in a lesson talked about camping, but none of the students have ever been camping, teachers felt that students were not able to relate to the lesson and therefore do not get as much out of it. According to the Dean, teachers were more motivated in the beginning of the year, but maintaining consistency and keeping the schedule going was a challenge. The Dean reported that seeing the program work in other classrooms is motivating and that overall buy-in has increased throughout the year after teachers saw it successfully implemented by their colleagues. The school would like to see success stories from schools with similar demographics to motivate teachers and give tips on implementation.

Table 10: *Lesson Completion Checklist* Results, Peirce, 2016-17

	K	First	Second	Third	Fourth	Fifth
<i>Second Step Lessons delivered</i>						
# of teachers who submitted Lesson Completion Checklists	1	2	2	2	2	2
# of students that received Second Step	25 (34%)	58 (71%)	50 (81%)	47 (64%)	47 (61%)	52 (88%)
Range of Lessons Completed	9	5-11	10	2-7	2-22	22
Were the lessons taught in order? (% “Yes” responses)	*	75%	100%	100%	25%	100%
Percentage of lesson sections completed.	*	81%	100%	88%	85%	75%
<i>Responses to Lesson Completion Checklist</i>			<i>Mean Scores¹</i>			
1. To what extent did you leave out or skip parts of the lesson?	*	2.0	3.0	2.5	2.2	2.0
2. To what extent did you change the lesson significantly from the way it was written?	*	3.0	2.8	2.5	2.0	2.7
3. To what extent did you add new material to the lessons? ¹	*	2.0	2.8	2.0	1.6	2.0
4. To what extent did you complete the Daily Practice activities with the class?	*	2.0	1.8	2.5	1.6	2.0
5. To what extent did you reinforce lesson skills and concepts as explained in the Using Skills Every Day sections?	*	2.0	1.8	2.0	1.4	2.0
6. To what extent did you send out the Home Link activities?	*	1.0	2.0	1.5	1.6	2.0
7. To what extent did you use the Academic Integration Activities?	*	1.0	1.3	1.5	1.0	2.0

*Data not shown due to low number of responses

¹Scores range from 0 (lowest) to 3 (highest) where 2.6 to 3.0 = High; 2.0 to 2.4 = Moderate; below 2.0 = Low

²While adding new material might not be detrimental to the lesson, ORE reverse-scored this item to assess fidelity of implementation

Pennypacker

School Type: K-6

Background: The SEL Coach trained all teachers in the 2015-16 school year, and completed a training with the new climate manager in fall 2016. Lessons were expected to be delivered on Tuesday mornings, but the process was not monitored within the school which made it difficult for the SEL Coach to ensure lessons were being delivered.

Number of teachers implementing Second Step, number of students receiving Second Step, and number of lessons taught: Pennypacker did not provide any implementation materials that could be used to determine total teacher and student counts or implementation fidelity.

Fidelity of Implementation: Fidelity materials were not received from Pennypacker to validate their implementation efforts. During a meeting in June, the SEL Coach reported that the school had not been delivering lessons with any consistency throughout the year.

Successes and Challenges: ORE was unable to schedule an interview with staff from Pennypacker. The SEL Coach reports minimal buy-in among school leadership, including the principal and climate manager, which makes it difficult to implement the program with fidelity.

Conclusion and Recommendations

Overall, the majority of Cohort 1 schools provided implementation fidelity documentation, which was an improvement from the 2015-16 school year. However, the inconsistent processes for submitting documents makes it difficult to successfully interpret results across the individual school sites. ORE developed several recommendations based on the results of this year 2 implementation study:

1. **Develop a consistent process for teachers to complete and submit fidelity documentation on a timely basis.** While the receipt of documentation improved from last year, ORE recommends that the SEL Coach and program staff create clear guidelines and processes for submission of *Lesson Completion Checklists* and *Middle School Tracking Forms* to ensure teachers can complete the forms with accuracy and submit them with enough time for ORE to process and analyze data. This process should be made clear in the contracts documents for the new Cohort 2 schools so that school administration and staff can prepare for document submission. Training should also be provided when needed so staff are aware of the importance of evaluation and understand their roles. To support this recommendation, ORE plans to develop a short survey tool through Google Forms that will ask the same questions as the *Completion Checklists*. This tool can be sent to teachers on a regular basis directly from ORE and will allow our office to track submissions and follow up when necessary.

2. **Incorporate additional evaluation tools provided by the Second Step program.** Second Step offers a range of ready-to-use evaluation tools to assess readiness and fidelity throughout the implementation process. ORE was unable to utilize these tools in Cohort 1 due to reluctance by some schools to add additional reporting requirements that were not part of their original understanding of the program. However, as the new Cohort 2 schools begin implementation, ORE recommends program staff include further evaluation tools in the contracts, including the Implementation Preparedness Survey to assess readiness and the Implementation Survey to collect information from teachers on their perspective of the program's implementation. In addition, Second Step provides Observation Forms that the SEL Coach can use to monitor how lessons are delivered and assist ORE in evaluating fidelity of implementation.
3. **Identify a designated staff member in each school who will monitor and lead the Second Step implementation with the assistance of the SEL Coach, and who will act as the point person for program staff and ORE.** One of the barriers to fidelity reported by the SEL Coach was that some schools lacked a school staff member who took ownership of the program to ensure lessons were delivered consistently and with fidelity. While the SEL Coach is available for support and makes visits to each school on a regular basis, the program needs an individual who is on-site daily and who can work with staff to create implementation schedules, monitor progress, and motivate teachers to stay on track with lesson delivery. If schools have not already done so, ORE recommends identifying a staff member to lead the implementation of the program.
4. **Develop Implementation Plans in collaboration with school administrators and lead staff prior to the start of the school year.** While the majority of schools had an established Implementation Plan Template at the start of the 2016-17 school year, these were completed by the SEL Coach with minimal input from school staff or leadership. The Templates provide action steps for each of the six main task categories (Motivate, Prepare, Train, Support, Validate, and Sustain), and define the roles and resources for each action step. Participating in this process could help increase buy-in, particularly for the first three task categories which create an understanding of the program and prepare teachers and staff to deliver the program with fidelity. The SEL Coach could serve as a support through this process and allow school staff to take ownership of planning and delivery.

The program office is currently choosing Cohort 2 schools through a competitive application process. Because schools are actively pursuing the program, the SEL Coach is confident that staff buy-in will be higher than in Cohort 1 schools, and that it will be easier to establish rules and process for implementation and evaluation. Ongoing support, training, and monitoring for both cohorts will be essential in refining the implementation process to attain the greatest benefits to student outcomes.

Appendix A: Sample Lesson Completion Checklist



www.secondstep.org
Kindergarten–Grade 5

Lesson Completion Checklist—Teacher Delivery

Kindergarten, Unit 1: Skills for Learning

Teacher Name: _____ Date: _____

Please check the box for each Unit 1 lesson you have taught in your classroom.

- | | |
|---|--|
| <input type="checkbox"/> Lesson 1: Learning to Listen | <input type="checkbox"/> Lesson 4: Self-Talk for Staying on Task |
| <input type="checkbox"/> Lesson 2: Focusing Attention | <input type="checkbox"/> Lesson 5: Being Assertive |
| <input type="checkbox"/> Lesson 3: Following Directions | |

Were the lessons taught in order?

- Yes No

Each lesson contains a Warm-Up, Brain Builder, Story and Discussion, Skill Practice, and Wrap-Up. Averaging across all of the lessons, approximately what percentage of the lesson sections did you complete?

- 25% 50% 75% 100%

People sometimes change lessons by leaving out or changing parts of the lesson. To what extent did you...

...leave out or skip parts of the lesson?

- Never Occasionally Often Always

...change the lesson significantly from the way it was written?

- Never Occasionally Often Always

...add new material to the lessons?

- Never Occasionally Often Always

To what extent did you...

...complete the Daily Practice activities (found on the Following Through card) with the class?

- Never Occasionally Often Always

...reinforce lesson skills and concepts as explained in the Using Skills Every Day sections?

- Never Occasionally Often Always

...send out the Home Link activities?

- Never Occasionally Often Always

...use the Academic Integration Activities?

- Never Occasionally Often Always

Appendix B: Middle School Lesson Tracking Form



Second Step Middle School Lesson-Tracking Form Class _____

Instructions
 Record the lesson number, lesson parts taught, and date(s) on which you taught them. Use the Notes column to record comments about how well students grasped the skills and concepts and what modifications might improve student learning.

Lesson Number	Part 1/Date	Part 2/Date	Notes
	✓		