Turbo Leader Efficacy: SEL in Middle School

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The Turbo Leader pro ram is part o Mosaic™ by ACT social emotional learnin curriculum. It is desi ned or middle school students and includes 17 web-based lessons coverin   student sel -e icacy and a ency, positive peer and adult relationships and con lict strate ies, and   rowth mindset skills and tools (or more in ormation on Turbo Leader, see Mawi Learnin , 2020). As with any learnin product, it is important to evaluate the e icacy o Turbo Leader that is, it is important to evaluate the de ree to which evidence supports the claim that Turbo Leader serves to improve students' SE skills (Mattern, 2019). This was our intent with the current study.

Method

Students in a suburban Illinois middle school took part in the study. A quasi-e perimental desi n was used where students were divided into two   roups, one servin   as the e perimental   roup and one as the control   roup, based on their teachers. There were 420 students in   rades 6-8 in the control   roup and 329 students in   rades 6-8 in the e perimental   roup. Both   roups o students took a 27-item survey, speci ically, Panorama Education's Social Emotional Learnin   survey (Panorama Education, 2016), in September and the same survey a ain in January. Five SE skills, which ali n to CASEL's competencies, were assessed includin   rit,   rowth mindset, sel -e icacy, sense o belon in , and emotional re ulation. With the e ception o   rit (Cronbach's alpha = .58), the scales were internally consistent with alphas ran in   rom .76 to .81. Test-retest correlations ran ed rom .41 to .70. The e perimental   roup en a ed in the Turbo Leader lessons twice per week between the two survey administrations. The lessons were led by school social workers, classroom teachers, and administrators who displayed the lessons on smart boards, acilitated discussion, and collected assi nments.

Analysis and Results

We carried out a two-way mixed design MANOVA to determine if there were group differences in SE skill development over time. There was a significant difference between groups on the SE competencies ($F_{5,736} = 6.88$, $p = .00$, $\eta2 = .05$). Two of the univariate tests were statistically significant. Specifically, the experimental group saw greater gains in growth mindset ($F_{1,740} = 30.65$, $p = .00$, $\eta2 = .04$) and self-efficacy ($F_{1,740} = 4.16$, $p = .04$, $\eta2 = .01$) than the control group (See Figure 1).

Figure 1. Growth mindset and self-efficacy development over time: Turbo Leader

Estimated Marginal Means of Self-Efficacy