



# TO REACH THE STUDENTS, TEACH THE TEACHERS

## A NATIONAL SCAN OF TEACHER PREPARATION AND SOCIAL & EMOTIONAL LEARNING

A REPORT  
PREPARED FOR CASEL

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**a place of mind**

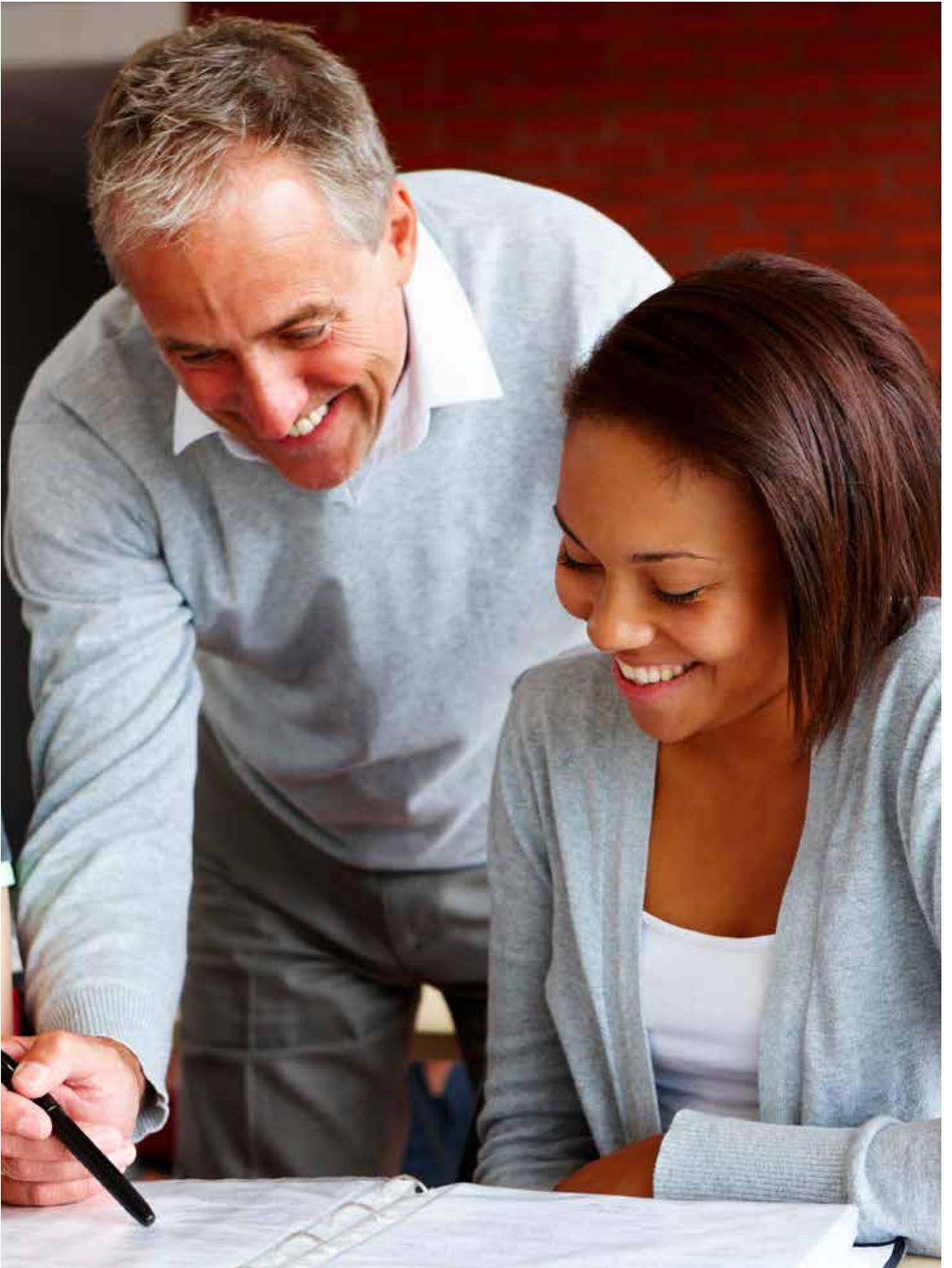


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# BUILDING A FOUNDATION FOR GREAT TEACHING

## BY KAREN NIEMI AND ROGER P. WEISSBERG

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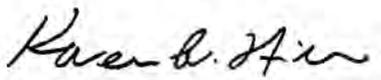
As researchers and advocates for social and emotional learning (SEL), we sometimes hear that educators don't "have time" for SEL because it's something "new" or it's an "add-on." Increasingly, however, after CASEL's 22 years of defining, exploring, and implementing SEL in a variety of settings, it's clear to us that, far from being an add-on, SEL is essential for good teaching.

Good teachers care deeply about their students. They know how to communicate that caring. They recognize that a caring, responsive classroom community is essential to their students' success and well-being. They understand that children and youth are much more than empty vessels to be filled with information, that learning is a process of growth, development, and inspiration. They also know learning is a social process. It involves interaction not just with the content of the curriculum but with others in the learning community. Good teachers understand and nurture the skills, talents, and potential of all their students.

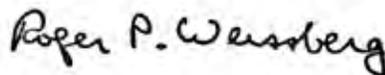
But where do they learn this? Sometimes they learn it from other good teachers. That may be their current colleagues. It may be those they remember from their own past, the kinds of teachers who make a difference, the teachers students never forget.

Unfortunately, as this report demonstrates so well, few institutions of higher education teach them how to enhance the social, emotional, and academic learning of all students through their daily classroom practice. The report underscores a profound disconnect between what states require teachers to know about SEL and what colleges and universities offer them. The implications for good teaching, and for the implementation of SEL in particular, make it clear there's serious work to be done. If teachers are not aware of their own social and emotional development and are not taught effective instructional practices for SEL, they are less likely to educate students who thrive in school, careers, and life.

We are greatly indebted to Kim Schonert-Reichl and her team of researchers at the University of British Columbia for this groundbreaking study. The report is based on highly disciplined research into what states require teachers to know about SEL for certification and what institutions of higher education actually teach. It creates a foundation on which to build better teacher preparation programs focused on social and emotional learning, which can be a critical link in producing a new generation of good teachers who have the potential to become great teachers. This report is an important step toward a powerful movement not just to strengthen the infrastructure for SEL but to improve the quality of teaching from preschool through high school nationwide.



**Karen Niemi, President & CEO**



**Roger P. Weissberg, Chief Knowledge Officer**



# EXECUTIVE SUMMARY

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Social and emotional learning, or SEL, involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions. SEL emphasizes active learning approaches in which skills can be generalized across curriculum areas and contexts when opportunities are provided to practice the skills that foster positive attitudes, behaviors, and thinking processes. In the face of current societal economic, environmental, and social challenges, the promotion of these nonacademic skills in education is seen as more critical than ever before with business and political leaders urging schools to pay more attention to equipping students with skills such as problem solving, critical thinking, communication, collaboration, and self-management – often referred to as “21st Century Skills.”

In short, SEL competencies comprise the foundational skills for positive health practices, engaged citizenship, and school success. SEL is sometimes called “the missing piece,” because it represents a part of education that is inextricably linked to school success, but has not been explicitly stated or given much attention until recently. The good news is that SEL skills can be taught through nurturing and caring learning environments and experiences. Moreover, because social and emotional skills are much more malleable than IQ, they can be improved through interventions in childhood and adolescence and even adulthood.

Yet little is known about the degree to which state-level teacher certification requirements include knowledge or skills about SEL or whether pre-service teacher education programs in colleges of education in the United States incorporate SEL into coursework and teacher training. The central message of this report is that such information is essential if we wish to embed SEL into the very foundation of education. In other words, for SEL to take hold in our nation’s schools, we must include SEL into state-level teacher certification requirements and pre-service teacher preparation programs so that our future educators are adequately prepared to integrate SEL into classrooms and schools throughout the country.

This report summarizes a scan that we conducted examining the degree to which SEL is incorporated into state-level teacher certification requirements and teacher preparation programs in colleges of education in the U.S. To our knowledge, this is the first ever scan of SEL content in state-level teacher certification requirements and pre-service teacher education programs. Our scan comprised two phases. Phase I: A scan of state-level teacher certification requirements that incorporate SEL. Phase II: A scan of SEL coursework and other content in teacher education programs in U.S. colleges of education. In our scan, we also assembled a corpus of courses in which SEL is already being integrated, and we talked with deans of colleges of education in the U.S. to obtain their advice on the ways to bring SEL into teacher preparation programs.

# WHAT IS Social and Emotional Learning?

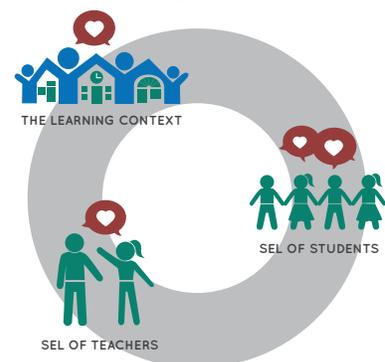
According to the Collaborative for Academic, Social, and Emotional Learning, social and emotional learning (SEL) involves the processes through which adults and children develop social and emotional competencies in five areas:

1. **Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations, and possessing a well-grounded sense of confidence and optimism.
2. **Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
3. **Social Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. **Responsible Decision-Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, and social norms, the realistic evaluation of various actions, and the well-being of self and others.

## Social and Emotional Learning in Education: The Framework that Guided our Scan

The framework that we used to guide our work draws from CASEL's definitions of SEL competencies and includes three categories: Teachers' SEL, Students' SEL, and the Learning Context. For each phase of our scan, a coding guide was comprised of three sections that addressed: (a) Teachers' SEL (e.g., pre-service teachers learn to foster their own SEL competencies, such as self-awareness and social awareness), (b) Students' SEL (e.g., pre-service teachers learn to foster

### Three categories of SEL



their students' SEL skills), and (c) the Learning Context (e.g., a focus on classroom, school, and community environments that promote students' SEL skills). The first two categories - Teachers' SEL and Students' SEL - were further divided into the five SEL dimensions outlined by CASEL: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The latter category, the Learning Context, was further subdivided into four

dimensions that included: classroom context, supporting schoolwide coordination, developing school-family partnerships, and building school-community partnerships. These dimensions were designed to assess the extent to which teachers learn to create an optimal environment in which SEL can be fostered and collaborate with others beyond the classroom who can also enhance students' SEL skills.

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## PHASE I: SEL Content in State-level Teacher Certification Requirements in the U.S.

To begin Phase I of our scan, we gathered information for all 50 U.S. states and the District of Columbia on the prescribed standards and coursework requirements with which state-approved teacher education programs must comply. In the data collection process, we examined the website of each state's department or board responsible for establishing the standards and coursework, and we then located the documents that outlined them. We developed a coding guide to analyze the teacher education program standards identified for the U.S. states with definitions drawn from SEL theory and research by experts in the field.

Trained research assistants reviewed the content of the gathered documents on the state standards for teacher education programs. SEL-related phrases in the standards were coded according to the coding

guide using a qualitative approach to coding data. Only standards that were "required," as opposed to "recommended," by the state were coded. Also, we distinguished between states that applied their standards to all pre-service teachers or to grade-level and subject-area specific pre-service teachers (e.g., pre-service teachers specializing in elementary education, secondary language arts, etc.). We were most interested in finding and coding standards that applied to all pre-service teachers in each state. Therefore, standards that applied to grade-level or subject-area specific pre-service teachers were considered only if (1) there were no general standards that applied to all pre-service teachers or (2) if the standards that applied to all pre-service teachers did not meet the requirements of at least one of the three SEL categories.

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## KEY FINDINGS

**Key Finding 1: All 50 U.S. states and the District of Columbia address some area of "Teachers' SEL" in their certification requirements.** We found that ten states addressed four of the five core Teachers' SEL dimensions (competency areas) and that 36 states had requirements that addressed one, two, or three of the five core Teachers' SEL dimensions. Of the five core Teachers' SEL dimensions,

the most commonly addressed in the teacher certification requirements included: responsible decision-making (46 states), social awareness (44 states), and relationship skills (39 states). In contrast, the most commonly absent Teachers' SEL dimensions were self-awareness (nine states) and self-management (two states). In other words, very few states required pre-service teachers to

### Teachers' Social-Emotional Learning



learn such skills as how to identify their feelings, strengths, and weaknesses, or how to control and appropriately express their feelings, manage stress, and monitor their progress toward achieving goals.

#### Coding Criteria and Legend:

Color denotes number of Teachers' SEL dimensions addressed in pre-service teacher certification requirements

- Most or all dimensions (4 & 5 of 5), which apply to all teachers
- Some dimensions (2 & 3 of 5), which apply to all teachers
- One dimension (1 of 5), which apply to all teachers
- Some dimensions which apply to grade-level / specific subject area teachers
- No dimensions for any teachers

### Key Finding 2: More than half of all states have state-level teacher certification requirements that have a comprehensive focus on the promotion of Students' SEL.

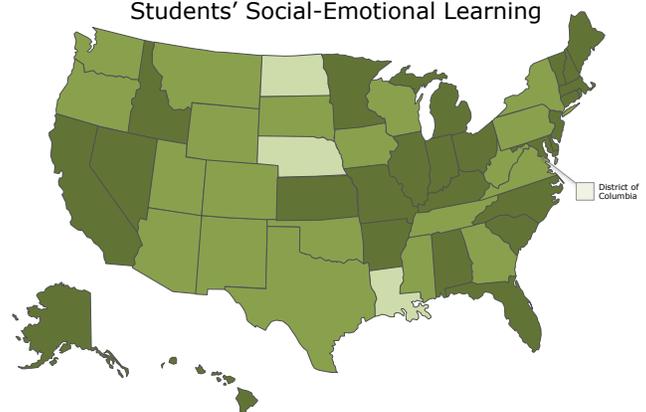
Our scan revealed that 27 states addressed four or five of the five dimensions of Students' SEL. Only 15 addressed one, two, or three of the five dimensions, and six states had certification requirements addressing Students' SEL dimensions that were only applicable to teachers in specific grade-levels or subject areas (rather than all pre-service teachers).

given in preparing teachers with the knowledge and skills necessary to enhance their students' abilities to identify their feelings, strengths, and weaknesses, or take the perspective of and empathize with people from diverse backgrounds.

Students' SEL was the only category that was not addressed in all states' requirements, with three states having requirements that did not address any of these dimensions. For the Students' SEL dimensions, the majority of states included: responsible decision-making (42 states), relationship skills (40 states), and self-management (37 states) in their teacher certification requirements. In other words, most states were concerned with equipping teachers with the skills to enhance their students' abilities to make constructive and respectful choices, establish and maintain healthy relationships, and regulate their thoughts, emotions, and behaviors.

Less attention was given, however, to the Students' SEL dimensions of self-awareness (22 states) and social awareness (26 states) in the certification requirements, suggesting that less emphasis was

### Students' Social-Emotional Learning



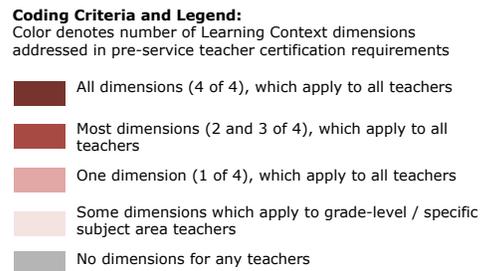
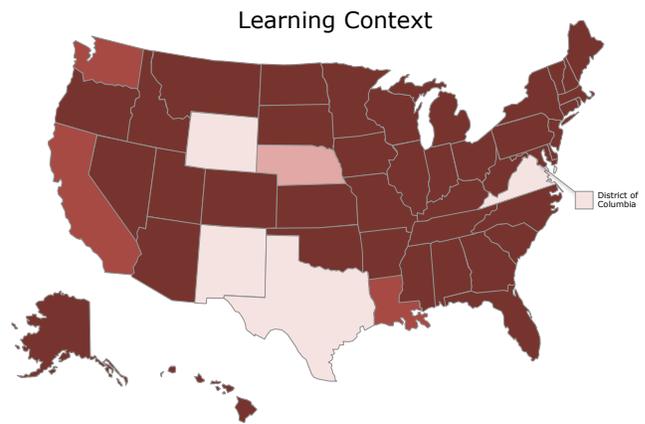
#### Coding Criteria and Legend:

Color denotes number of Students' SEL dimensions addressed in pre-service teacher certification requirements

- Most or all dimensions (4 & 5 of 5), which apply to all teachers
- Some dimensions (2 & 3 of 5), which apply to all teachers
- One dimension (1 of 5), which apply to all teachers
- Some dimensions which apply to grade-level / specific subject area teachers
- No dimensions for any teachers

**Key Finding 3: Almost every state requires that pre-service teachers obtain knowledge regarding dimensions of the Learning Context for teacher certification.** The Learning Context was the most highly addressed category in the teacher certification requirements across the states. Specifically, 42 states had comprehensive requirements addressing all four of the Learning Context dimensions (classroom context, supporting schoolwide coordination, developing school-family partnerships, and building school-community partnerships). Only three states addressed three of the four dimensions, and only one state addressed one or two of the four dimensions.

The majority of states included the four dimensions of the Learning Context in their certification requirements: schoolwide coordination (46 states), school-community partnerships (45 states), school-family partnerships (44 states), and classroom context (44 states).



## PHASE II: SEL Content in Required Coursework in Colleges of Education in the U.S.

Phase I of our scan focused on delimiting the ways in which SEL is incorporated into state-level teacher certification requirements. However, the question remains: How do these requirements at the state level cascade down to the required coursework that teacher candidates must take in their teacher preparation programs in colleges of education in the U.S.? In other words, to what extent do courses in teacher preparation programs in colleges of education include content related to SEL? Do teacher candidates obtain information about their own SEL skills? The SEL of their students? SEL in the learning context? Which specific SEL competencies are most often included in required coursework for prospective teachers for each of the three categories? These were the questions that we addressed in Phase II of our scan.

For Phase II of our scan, we began by compiling a list of all colleges of education in the U.S. in Institutions of Higher Education (IHE) from the 2011 Title II Act website in 2014. From a list of 1,455 colleges of education, we identified the

type of institution (private, public, alternative) and the number of teacher candidates enrolled. We then eliminated colleges of education with small enrollments (fewer than 100 teacher candidates enrolled). From our final list of 991 colleges of education, we randomly selected 30% of all public or private institutions in each state, stratified by the proportion of public to private institutions. Additional schools were added to ensure there were at least one private and one public institution per state, although some states only had one teacher preparation program (e.g., District of Columbia).

Our final sample included a total of 304 colleges of education (149 public, 155 private). Within these colleges, 730 teacher education programs were selected: 280 elementary school programs, 126 middle school programs, 277 secondary school programs, and 47 PreK to elementary school programs. We next went to the website for each college and obtained course descriptions. In total, course descriptions for 3,916 courses were coded for SEL content, with an average of 13

courses coded per college of education. Each course received an average of 1.34 codes, with a minimum of one code (e.g., no SEL content, or one SEL code) and a maximum of eight codes for one course.

Only courses that were “required,” as opposed to “elective,” by the program were coded. This included prerequisites and required electives (e.g., teacher candidates were required to take two out of five possible courses). In our coding process, we included the following information for each course: program (e.g., elementary, middle, or secondary), department (e.g., education, psychology, or other), and course type (e.g., special education, classroom management, assessment).

Our coding guide from our Phase I scan of teacher certification requirements was used for

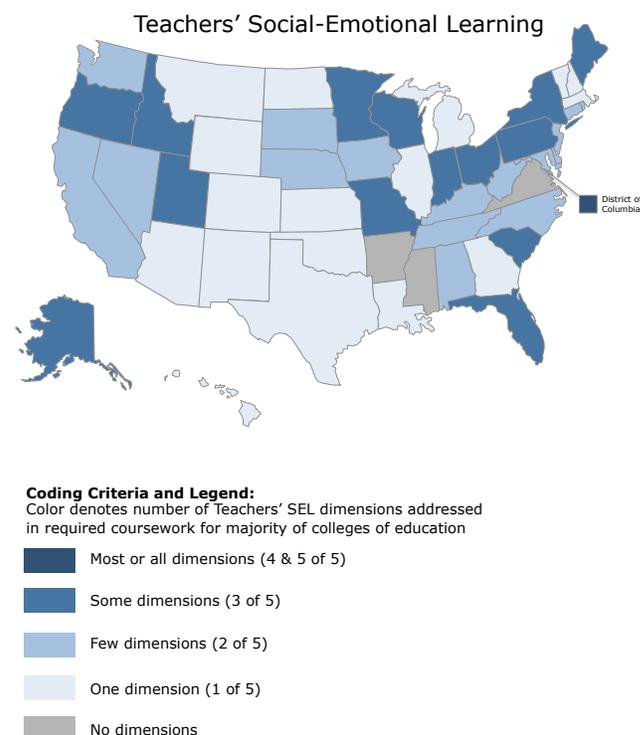
Phase II and hence comprised three sections that addressed: (a) Teachers’ Social and Emotional Learning (SEL), (b) Students’ Social and Emotional Learning (SEL), and (c) the Learning Context (e.g., a focus on classroom, school, and community environments that promote students’ SEL skills). As with Phase I, the first two categories – Teachers’ SEL and Students’ SEL – were further divided into the five SEL dimensions outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The latter category, the Learning Context, was further subdivided into four dimensions that included: classroom context, supporting schoolwide coordination, developing school-family partnerships, and building school-community partnerships.

## KEY FINDINGS

**Key Finding 1: The promotion of pre-service Teachers’ SEL is addressed in many colleges of education in the U.S.** Our scan of colleges of education revealed that colleges of education in 47 states addressed between one and three of the five core Teachers’ SEL dimensions: 17 states addressed one dimension, 16 states addressed two dimensions, and 14 states addressed three dimensions. The only program that addressed four of the five core Teachers’ SEL dimensions was found in the District of Columbia. In three states the majority of teacher education programs did not address any of the Teachers’ SEL dimensions.

Of the five core Teachers’ SEL dimensions, the most commonly addressed by the majority of teacher preparation programs in each state included social awareness (44 states), responsible decision-making (34 states), and relationship skills (13 states). In contrast, the most commonly absent Teachers’ SEL dimensions in the required coursework for the majority of pre-service teacher education programs in each state were self-awareness (three states) and self-management (one state). In other words, very few states

required pre-service teachers to learn to identify their feelings, strengths, and weaknesses, or how to control and appropriately express their feelings,



manage stress, and monitor their progress toward achieving goals. These findings are similar to those in the scan of state-level certification requirements.

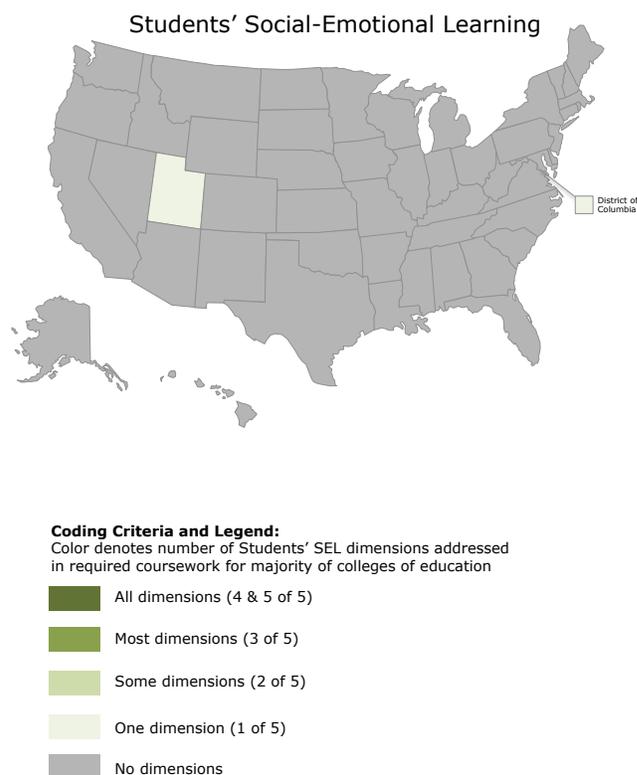
When analyzing our findings at the course level, of the five core dimensions of Teachers' SEL, social awareness (16.78%) and responsible decision-making (10.9%) were the most highly addressed dimensions in the courses coded. Relationship

skills (4.88%), self-awareness (2.27%) and self-management (0.43%) were the least addressed.

We also examined SEL content at the college of education level and found that course content for the Teachers' SEL category was addressed to a greater degree for the dimensions of social awareness (78%), responsible decision-making (65%), and relationship skills (41%), in contrast to self-awareness (23%) and self-management (6%).

**Key Finding 2: The promotion of Students' SEL is given little attention in required courses in teacher preparation programs in colleges of education in the U.S.** The overwhelming majority (51-100%) of teacher education programs in 49 states did not address any of the five core Students' SEL dimensions. Only Utah and the District of Columbia addressed just one of the five core student SEL dimensions. One state (Pennsylvania), where a majority of teacher education programs did not have required coursework that promoted Students' SEL, did have one unique teacher education program at Widener University. This was the only program in our entire scan that required a course addressing all five core student SEL dimensions.

With regard to the specific dimensions of Students' SEL, most were largely absent in the majority of teacher education programs in nearly all the states: self-awareness (zero states), social awareness (zero states), responsible decision-making (zero states), and self-management (zero of states). A couple of states had courses in their teacher education programs that addressed relationship skills (two states). Therefore, a majority of teacher education programs in just a few states were concerned with equipping teachers with the skills to enhance their students' abilities to establish and maintain healthy relationships.



Our analyses at the course level indicated that very few of the 3,916 courses coded addressed any of the five core dimensions of Students' SEL. Relationship skills (1.30%) were addressed the most, followed by responsible decision-making (0.66%) and self-management (0.61%). Self-awareness (0.15%) and social awareness (0.18%) were addressed very minimally.



**Key Finding 6: Correspondence exists between state-level certification requirements and required coursework for Teachers' SEL, but not for Students' SEL and the Learning Context.** Regarding Teachers' SEL, we found a high correspondence, or "match," between the knowledge and skills required for state-level teacher certification requirements and required coursework. In contrast, there was relatively little correspondence between state-level certification

requirements and coursework for Students' SEL and Learning Context categories. More specifically, although many states required knowledge and skills about Students' SEL and the Learning Context, few colleges of education in the U.S. required knowledge in these categories. In other words, there was a large mismatch between state-level certification requirements and required coursework for Students' SEL and Learning Context.

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## Where is SEL Happening in Required Courses in Colleges of Education? Lessons from the Field

### SEL Content in Coursework

In our scan for SEL content in 3,916 required courses in teacher preparation programs in colleges of education, we found a number of exemplary courses that can serve as prototypes for bringing SEL content into pre-service teacher education. Below are a few examples of these (see the full report for more examples).

### SEL Content in Pre-service Teacher Education Programs – Exemplary Programs

Despite the paucity of research on the effectiveness of SEL integration into pre-service teacher education, there are a few places where research is currently underway.

#### *San José State University*

Nancy Markowitz and her colleagues at the San José State University Collaborative for Reaching and Teaching the Whole Child (CRTWC) have elaborated on the powerful SEL framework provided by CASEL by addressing the need to focus on SEL skill development of both teachers and students. Thus, they refer to the Social-Emotional Dimensions of Teaching and Learning (SEDTL). This program infuses SEL into the fifth year of K-8 teacher certification.

#### *University of Pittsburgh – Attentional Teaching Practices*

Although not an entire program, at the University of Pittsburgh a year-long course has been implemented which is taken by teacher candidates during the Master's in Teaching

program to improve pre-service teachers' psychological competence, mainly through mindfulness and self-regulation practices. The course is aimed at helping teachers handle future stress experienced as a teacher.

#### *Academy for Social-Emotional Learning in Schools, a partnership of College of Saint Elizabeth and Rutgers University*

Maurice Elias, along with colleagues at the College of St. Elizabeth, developed an online credentialing program for direct instruction of Social-Emotional and Character Development programs in classroom, small group, and after-school settings, and for school-focused coordination of social-emotional and character development and school culture and climate.

### Voices of Deans

To learn more about SEL, we interviewed four prominent deans of colleges of education in the U.S.:

Diana L. Cheshire, Dean, School of Education, Marian University

Hardin Coleman, Dean, School of Education, Boston University

Gary Sasso, Dean, College of Education, LeHigh University

Robert Pianta, Dean, Curry School of Education, University of Virginia

What we learned is that there are four areas that influence deans of colleges of education: (1) State certification requirements will influence deans to include SEL in teacher training; (2) Some research showing it's effective (we have data for students but not teachers); (3) If a couple of faculty members start it, they'll support the initiative; and (4) The dean's own worldview and receptivity. Below are a few of their quotes:

*"We need more faculty trained in SEL. How are we training future faculty in SEL?"*

Diana Cheshire

*"Public schools were designed to be the great engine of democracy. It was the model that told us that any kid could grow up to be president. It was a way to create citizens of this country. In order to do that you need to be able to interact with other people and systems. A large part of what we are talking about there is SEL - being able to get along with people and being able to work effectively with others "*

Gary Sasso

*"I was just at a meeting of the Coalition for Psychology in Schools and Education and there are many deans involved with that. Five years ago I started a conversation about doing a best practices in SEL and people had no idea what I was talking about. I just left a meeting right now and people are using it all the time. The work that is happening at CASEL is having a very positive impact at organizing the language."*

Hardin Coleman

*"How do we influence deans to focus on SEL? Marketing is not enough. We need research that is relevant to higher education faculty and curriculum – not just elementary and secondary school educators. There is a big gap in this research".*

Robert Pianta

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## Next Steps Forward: Some Recommendations

### Recommendation 1:

Advancing SEL in Pre-Service Teacher Education through Policy. State policymakers should redesign policies to assure that teacher certification requires that all educators demonstrate their ability to apply contemporary knowledge of child and adolescent SEL and development to PreK-12 classroom practice. This is already happening in some states such as Massachusetts and many other states should follow suit.

### Recommendation 2:

Advancing the Science and Practice of SEL in Teacher Education through Research. Research is needed that examines how promoting teachers' SEL in pre-service or in-service teacher education leads to improvements in not only teacher well-being (e.g., stress, happiness) but also in other health-related dimensions, such as stress leaves,

healthcare use, medication, etc. It is this type of research that can play a role in leveraging policymakers and school leaders to make positive changes to incorporate SEL as a necessary and central dimension of teacher preparation and teacher professional development. Research is needed to examine if and how SEL programs for students lead to improvements/advances in teachers' own SEL. Finally, research is needed to examine if and how integrating SEL in teacher preparation programs leads to subsequent improvements in their students' SEL and academic achievement once teacher candidates are employed as teachers. That is, we need to explore the ways in which integrating SEL into teacher preparation programs trickles down to improve outcomes for students.

**Recommendation 3:**

Convene Thought Leaders. To inform the advancement of the science and practice of SEL in teacher preparation, there should be a convening of thought leaders from across the country (similar to a Wisdom 2.0). The convening should include an array of experts in the field of SEL (including researchers, deans of colleges of education, educators, educational leaders), policymakers, and other experts knowledgeable about systems-level thinking and educational reform movements. The convening should be facilitated focusing on tangible outcomes. An association should be created that brings together individuals from across the country interested in SEL in pre-service teacher education to work collectively to bring a rationale and research findings to legislatures, governors, state boards of education, etc. This would include researchers, educators, and others with a focus on advancing the science and practice of SEL in teacher preparation. There are already some places where this is happening. For example, the Social

and Emotional Learning (SEL) Special Interest Group (SIG) of the American Educational Research Association (AERA) has a group of members with specific interest on SEL in teacher education.

**Recommendation 4:**

Identify Successes and Learn from Them. As described in this report, there are a few existing “exemplars” – places, programs, and courses that already exist that are embedding SEL into pre-service education. We recommend that we begin with this “low-hanging fruit” and devote resources to examining their efficacy and scalability. We need to try to answer questions such as: What programs and/or training approaches are most effective for teachers at different points in their career? Which mode of delivery (e.g., online, face-to-face) is most effective in relation to the content being covered? What are the short- and long-term effects with regard to different approaches? What are the critical elements of successful approaches?



# INTRODUCTION

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## SOCIAL AND EMOTIONAL LEARNING: EQUIPPING STUDENTS WITH SKILLS FOR SCHOOL AND LIFE SUCCESS

A fundamental mission of schools is to educate students to master essential content areas such as reading, writing, math, social studies, and science. In addition to these basic academic skills, there is a growing consensus among educators and educational scholars that a more comprehensive vision of education is needed – a vision that includes an explicit focus on educating “the whole child,” and one that fosters a wider range of life skills, including social and emotional competence.<sup>1,2</sup> Parents, students and the public at large are also beginning to call for such a focus in increasing numbers. Most notably, the 2013 PDK/Gallup Poll of the Public’s Attitudes Toward the Public Schools found that most Americans agree that public schools should teach students a full range of social, emotional, and cognitive competencies including how to set meaningful goals (89%), communication skills (94%), how to collaborate on projects (84%), and character (76%).<sup>3</sup> In the face of current societal economic, environmental, and social challenges, the promotion of these “noncognitive” skills in education are seen as more critical than ever before, with educational, business, and political leaders urging schools to pay more attention to equipping students with what are often referred to as “21st-Century Skills”<sup>4-7</sup> such as problem solving, critical thinking, communication, collaboration, and self-management. Indeed, in order for children to achieve their full potential as productive, adult citizens in a pluralistic society and as employees, parents, and volunteers, there must be explicit and intentional attention given

to promoting children’s social and emotional competence in schools.<sup>8-10</sup>

Importantly, teachers are also strong advocates for an expanded vision of education that includes a focus on the promotion of the social and emotional competencies of students. A report of a nationally representative survey of more than 600 teachers by Civic Enterprises and Peter D. Hart Research Associates<sup>11</sup> showed that most preschool to high school teachers believe that social and emotional skills are teachable (95%) and that promoting SEL will benefit students from both rich and poor backgrounds (97%) and will have positive effects on their school attendance and graduation (80%), standardized test scores and overall academic performance (77%), college preparation (78%), workforce readiness (87%), and citizenship (87%). Additionally, these same teachers reported that in order to effectively implement and promote social and emotional skills in their classrooms and schools, they need strong support from district and school leaders. These findings are important because they demonstrate that although there is a readiness among teachers to promote social and emotional competencies, there is a need for a systemic approach that supports implementation at the district level.

The past two decades have witnessed an explosion of interest in the area now commonly referred to as “social and emotional learning,” or SEL.<sup>12</sup> Historically, SEL has been characterized in a variety of ways, often being used as an organizing

framework for an array of promotion and prevention efforts in education and developmental science, including conflict resolution, cooperative learning, bullying prevention, and positive youth development.<sup>13</sup> SEL is the process of acquiring the competencies to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. That is, SEL teaches the personal and interpersonal skills we all need to handle ourselves, our relationships, and our work effectively and ethically. Accordingly, SEL is aimed at helping children and adults develop fundamental skills for success in school and life.

SEL builds from work in child development, classroom management, prevention, and emerging knowledge about the role of the brain in self-awareness, empathy, and social-cognitive growth.<sup>12,14</sup> It focuses on the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make

ethical and safe choices. Moreover, SEL offers educators, families, and communities relevant strategies and practices to better prepare students for “the tests of life, not a life of tests.”<sup>15</sup>

Extensive research evidence now exists that verifies that SEL skills can be taught and measured, that they promote positive development and reduce problem behaviors, and that they improve students’ academic performance, citizenship, and health-related behaviors.<sup>16,17</sup> Moreover, such skills predict important life outcomes, including completing high school on time, obtaining a college degree, and securing stable employment.<sup>18</sup> Cognizant of the evidence that SEL promotes students’ academic, life, and career success, federal, state, and local policies have been established to foster the development of social, emotional, and academic growth in our nation’s young people.<sup>19</sup> One question that remains, however, is the degree to which teachers are adequately prepared during their teacher preparation programs to promote SEL.



# THE CASE FOR SOCIAL AND EMOTIONAL LEARNING IN TEACHER PREPARATION

Understanding how best to prepare teachers to be effective in teaching students from diverse backgrounds and to create the conditions for optimal teaching and learning has been an important objective for policymakers, educational leaders, and researchers interested in ensuring that students are fully prepared for engaged citizenship and productive and meaningful careers. This objective has spurred research on the determinants of high-quality teacher preparation and teacher professional development.

Teacher preparation programs in the U.S. recruit, select, and prepare approximately 200,000 future teachers every year,<sup>20</sup> and these programs can play a critical role in equipping teachers with the knowledge, skills, and dispositions to promote the social and emotional competencies of students in elementary and secondary schools. As evidenced by recent reports,<sup>21</sup> we are now at a critical juncture in the field of teacher preparation. Indeed, never before in our nation's history has teacher preparation and teacher quality been under such intense scrutiny. The past two decades have witnessed intense work and innovation to develop successful program models and improve the quality of teacher preparation and teacher professional development.<sup>22</sup> For example, new policies have emerged directed at delineating professional standards, improving teacher preparation and certification requirements, and increasing investments in programs that provide mentoring to new teachers and support teachers' professional development.<sup>23</sup>

Critical questions that have been posed include: How can we best prepare teachers for the challenges of teaching? What are the courses and experiences that teachers need to receive to equip them with the skills, dispositions, and knowledge necessary for promoting the social and emotional competencies of students in diverse classrooms in the 21st century? And, a question that has emerged more recently is: What are the social and emotional skills and competencies that teachers need to possess for themselves to best promote student social and emotional competence and school success?

Recent research on teacher stress and attrition provides a compelling argument for including a focus on SEL in teacher preparation. For instance, decades of research have demonstrated that teaching is one of the most stressful professions in the human service industry.<sup>24</sup> Indeed, the number of teachers reporting significant levels of on-the-job stress is on the rise. Whereas in 1956, 43% of teachers reported high levels of stress, in 1976 the number of teachers reporting stress increased to 78%. This number continues to increase steadily, with most recent reports indicating that approximately 93% of teachers report some feelings associated with stress and burnout.<sup>25-27</sup>

Research on teacher attrition also adds to our understanding of the current state of teacher preparation. Reasons that rank at the top as to why teachers become dissatisfied with the profession and leave their positions include stress and poor emotion management.<sup>28</sup> Student behavior has also been identified as a reason that teachers leave the profession.<sup>29</sup> One study, for instance, indicated that of the 50% of teachers who leave the field permanently, almost 35% report the reason is related to problems with student discipline.<sup>30</sup> Problems with student discipline, classroom management, and student mental health emerge at the beginning of teachers' careers, and first-year teachers feel unprepared to manage their classroom effectively and are unable to recognize common mental health challenges such as anxiety.<sup>31,32</sup> On a positive note, data also suggest that when teachers receive training in the behavioral and emotional factors that impact classroom management, they feel better equipped to promote a positive school climate.<sup>33</sup>

Similarly, central to effective, high-quality teaching and learning is teachers' knowledge and understanding of their students' social, emotional, and cognitive development.<sup>34,35</sup> More than a decade of research tells us that teachers who have knowledge about child and adolescent development are better able to design and carry out learning experiences in ways that

support student social, emotional, and academic competence and enhance student outcomes.<sup>36</sup> Although little is known about the degree to which SEL is integrated within teacher preparation programs specifically, there is some modest evidence that teacher candidates do receive some information about children's and adolescents' social and emotional development in teacher preparation programs in colleges of education in the U.S.

In 2005, the National Council for Accreditation of Teacher Education (NCATE)<sup>37</sup> conducted a survey to ascertain the status of child and adolescent development courses in teacher preparation programs. A 33-item online survey was sent to unit heads at 595 NCATE-accredited institutions, both public and private. Of the 283 responses received (48% response rate: 64% from public, 36% from private institutions), 80% indicated that they required teacher candidates to take at least one course in child and/or adolescent development, although several programs reported foregoing courses altogether because of state limitations on credit hours for preparation programs. Indeed, in the NCATE survey, the 20% of programs that did not themselves offer courses in development reported relying on psychology departments for such courses, where connections to the classroom are less likely. Further, the NCATE survey results indicated that for many of the texts used in courses, there was virtually no application of child/adolescent development to actual classroom practice, leaving instructors to create their own examples.

Following this, NCATE convened a national expert panel to develop recommendations for strategies to bolster the application of the developmental sciences in educator preparation. The discussions included input from a select group of internationally renowned experts in teacher training and child and adolescent development research. The convening led to two papers commissioned by NCATE, which resulted in a series of recommendations delineated in a 2010 report by NCATE titled, *The Road Less Traveled: How the Developmental Sciences Can Prepare Educators to Improve Student Achievement: Policy Recommendations*. The authors of the report concluded that "in many

programs there is a gap between theory and the classroom where candidates can practice child and adolescent development principles" (p. 10).<sup>38</sup> In other words, despite the widespread prevalence of courses on child and adolescent development in teacher preparation programs, there remains a gap between the information provided to teacher candidates on child and adolescent development and the practical application of that knowledge to classroom practice. Moreover, the authors of the report highlighted the relative lack of cohesion among coursework, student teaching experiences, and supervision and emphasized the need for teacher candidates to receive organized experiences in their teacher preparation programs to apply child and adolescent development principles in classrooms, schools, and communities. With an ever-expanding knowledge base for the field of teacher education, it is the responsibility of both educators and preparation institutions to enrich and revise practices, programs, policies, and partnerships and to determine critical foci that will include an emphasis on many issues related to SEL, including children's social and emotional development, teachers' own social and emotional competence and well-being, and the learning environment.

Although the NCATE reports provided some initial answers to questions about teacher preparation programs, questions remain regarding the degree to which (1) state-level teacher certification requirements include a focus on SEL, and (2) whether there are any courses or programs in pre-service teacher education in colleges of education in the U.S. that include SEL content.

In the following sections, we report on one of the first national scans of SEL content in pre-service teacher education – the Social and Emotional Learning in Teacher Education (SEL-Ted) Research Project. We begin by providing a project overview, summarizing the research methods, and then delineating some of the key findings. We conclude by providing descriptions of some of the exemplary courses in teacher preparation programs in colleges of education in which SEL content is embedded.

# THE SOCIAL AND EMOTIONAL LEARNING IN TEACHER EDUCATION (SEL-TED) RESEARCH PROJECT: A SCAN OF SEL CONTENT IN TEACHER PREPARATION PROGRAMS IN THE U.S.

Although, as documented above, there is a plethora of recent research to support action to address the social and emotional competencies of teachers<sup>39</sup> and their students.<sup>16</sup> There is little or no research addressing the degree to which teacher preparation programs equip teacher candidates with the necessary knowledge base and skills for the promotion of SEL. To address this, in the fall of 2013, we conducted a scan of SEL in teacher preparation certification requirements and teacher preparation programs in the U.S. To our knowledge, this is the first-ever scan of SEL content in pre-service teacher education programs. Our scan comprised two phases. Phase I: A scan of state-level teacher certification requirements that incorporate SEL. Phase II: A scan of SEL coursework and other content in teacher education programs in U.S. colleges of education. In the following section, we describe the framework for SEL that guided our scan.

## SOCIAL AND EMOTIONAL LEARNING IN EDUCATION: A FRAMEWORK

Since 1994, the Collaborative for Academic, Social, and Emotional Learning (CASEL) ([www.casel.org](http://www.casel.org)), a nonprofit organization in the U.S., has been at the forefront of North American and international efforts to promote SEL in schools. Since its inception, CASEL has worked to define SEL and the various dimensions of school-based programming.<sup>40</sup> CASEL's mission is to advance the science of SEL and expand evidence-based, integrated SEL practices as an essential part of preschool through high school education. Based on extensive research, CASEL<sup>41</sup> has identified five interrelated competencies that are central to SEL (see Figure 1).<sup>12</sup>

1. Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.



**Figure 1. CASEL's Five Dimensions of Social & Emotional Learning (SEL)**

2. Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

3. Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

4. Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

5. Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, and social norms. The realistic evaluation of various actions, and the well-being of self and others.

SEL also takes place in a variety of interrelated settings (Figure 1):

In classrooms, teachers model respect and empower students in every interaction and teach SEL directly and as part of reading, math, and other subjects.

In schools, leaders establish a welcoming climate of teamwork and collaboration, integrating SEL into all aspects of the school day.

In homes, family members model and support the kinds of positive behaviors that help children develop into competent and caring adults.

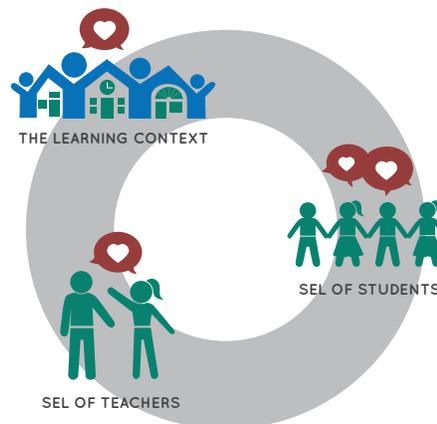
In communities, out-of-school programs and others integrate their work with what is happening in schools.

The framework that we used to guide our work draws from CASEL's definitions of SEL competencies and includes three categories: Teachers' SEL, Students' SEL, the Learning Context (see Figure 2).

**Teachers' SEL:** Teachers own SEL competence and well-being plays a critical role in influencing the infusion of SEL into classrooms and schools.<sup>42</sup> Jennings and Greenberg<sup>37</sup> reviewed literature linking teachers' SEL competence and student outcomes and convincingly argued that teacher social-emotional competence is an important contributor to the nature of a teacher's relationships with students and "that the quality of teacher-student relationships, student and classroom management, and effective social and emotional learning (SEL) program implementation all mediate classroom and student outcomes" (p. 492). Indeed, classrooms with warm teacher-child relationships facilitate deeper learning among students,<sup>43</sup> and when children feel comfortable with their teachers and peers, they are more willing to grapple with challenging material and persist at difficult learning tasks. Conversely, when teachers poorly manage the social and emotional demands of teaching, students demonstrate lower levels of performance and on-task behavior.<sup>44</sup> Hence, it is essential that efforts be made to support the development of teachers' SEL competencies in order to optimize their classroom performance and their ability to promote SEL in their students.<sup>45</sup>

**Students' SEL:** SEL is grounded in research findings that social and emotional skills can be taught to students through explicit instruction,<sup>36</sup> promote developmental assets and reduce problem behaviors, and improve children's academic performance,

**Figure 2. Three Categories of SEL**



“In the knowledge-based economy we now inhabit, the future of our country rests on our ability, as individuals and as a nation, to learn much more powerfully on a wide scale. This outcome rests in turn on our ability to teach much more effectively, especially those students who have been least well supported in our society and our schools.”

—Linda Darling-Hammond,  
Charles E. Ducommun Professor of Education, Stanford University

citizenship, and health-related behaviors. Perhaps the most compelling evidence for the importance of SEL programs in promoting students’ social-emotional competence and academic achievement comes from a meta-analysis conducted by Durlak et al.<sup>16</sup> of 213 school-based, universal SEL programs involving 270,034 students from kindergarten through high school. Students in SEL programs, relative to students who did not receive an SEL program, were found to demonstrate significantly improved social-emotional competencies, attitudes, and behavioral adjustment (increased prosocial behavior and decreased conduct problems and internalizing problems). SEL students also outperformed non-SEL students on indices of academic achievement by 11 percentile points. The study also found that

SEL programs can be easily incorporated into routine school practices and do not require staff from outside the school for successful delivery. The Learning Context: Effective SEL interventions and skill development should occur in an environment that is safe, caring, supportive, and well-managed, an environment that supports a students’ development and provides opportunities for practicing SEL skills. Issues including communication styles, high performance expectations, classroom structures and rules, school organizational climate, commitment to the academic success of all students, district policies, teacher social and emotional competence, and openness to parental and community involvement are all important components of an SEL approach in the Learning Context.

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## PHASE I: SEL AND STATE-LEVEL TEACHER CERTIFICATION REQUIREMENTS

### OVERVIEW

Phase I of our scan focused on determining the degree to which components of SEL are incorporated into state-level teacher certification requirements. In the U.S., there are requirements that teacher education programs must meet to be considered approved programs. The goal of these requirements is to ensure that high-quality training is provided to teacher candidates by providing benchmarks for the teacher education programs. These requirements usually include prescribed standards (statements that outline necessary teacher competencies) and coursework (a set of specific courses) that pre-service teachers must

complete successfully to receive a state-issued teaching certificate.

### METHODOLOGY

To investigate teacher certification requirements, we began by reviewing articles, reports, and government websites to understand the teacher certification process and identify the institutions responsible for prescribing teacher education program requirements in the U.S. In each U.S. state, a state department (e.g., Department of Education) or board (e.g., Board of Regents, State Board of Education) has the authority to develop the state’s teacher education program

requirements. Some states mandate that teacher education programs be accredited by NCATE or the Teacher Education Accreditation Council (TEAC). The accreditation process for each of these nonprofit accrediting bodies involves reviewing teacher education programs to determine whether they meet the principles and standards established by these bodies. Some states do not mandate NCATE or TEAC accreditation, but do use the NCATE professional standard as the foundation for their state standards.

We gathered information for all 50 U.S. states and the District of Columbia on the prescribed standards and coursework requirements with which state-approved teacher education programs must comply. In the data collection process, we examined the website of each state's department or board responsible for establishing the standards and coursework requirements. We also located the documents that outlined these requirements. We developed a coding guide to analyze the teacher education program standards identified for the U.S. states with definitions drawn from SEL theory and research by experts in the field.<sup>42, 46-48</sup>

The coding guide was comprised of three sections that addressed: (a) Teachers' Social and Emotional Learning (SEL) (e.g., pre-service teachers learn to foster their own SEL competencies, such as self-awareness, social awareness, etc.), (b) Students' Social and Emotional Learning (SEL) (e.g., pre-service teachers learn to foster their students' SEL skills), and (c) the Learning Context (e.g., a focus on classroom, school, and community environments that promote students' SEL skills). The first two categories - Teachers' SEL and Students' SEL - were further divided into the five SEL dimensions outlined by CASEL: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The latter category, the Learning Context, was further subdivided into four dimensions that included: classroom context, supporting schoolwide coordination, developing school-family partnerships, and building school-community partnerships. These dimensions were designed to assess the extent to which pre-service teachers learn to create an optimal environment

in which SEL can be fostered and collaborate with others beyond the classroom who can also enhance students' SEL skills.

When analyzing each standard, we identified distinct meaningful elements of the standard as opposed to the whole standard. However, the context of each standard was accounted for when performing the analysis. Take, for example, the following standard: "The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom."<sup>49</sup> When coding this standard, rather than applying one code to the whole standard, it was split into four meaningful units: (a) "The pre-service teacher models effective verbal, nonverbal, and media communication techniques," (b) "to foster active inquiry," (c) "collaboration," and (d) "supportive interaction in the classroom." When coding each meaningful element in this example, the research assistant considered whose SEL competencies were being exercised or fostered (e.g., the teacher's or students') and via what means (e.g., the use of communication skills).

Trained research assistants reviewed the content of the collected documents on the state standards for teacher education programs. SEL-related phrases in the standards were coded according to the coding guide using a qualitative approach to coding data.<sup>50</sup> Only standards that were "required," as opposed to "recommended," by the state were coded. Also, we distinguished between states that applied their standards to *all* pre-service teachers or to grade-level and subject-area specific pre-service teachers (e.g., pre-service teachers specializing in elementary education, secondary language arts, etc.). We were most interested in finding and coding standards that applied to all pre-service teachers in each state. We were most interested in finding and coding standards that applied to all pre-service teachers in each state. Therefore, standards that applied to grade-level or subject-area specific pre-service teachers were considered only if (1) there were no general standards that applied to all pre-service teachers or (2) if the standards that applied to all pre-service teachers did not meet the requirements of at least one of the three SEL categories.

In our review of the state standards, 90% of states had standards that applied to all pre-service teachers, whereas only 10% had standards that applied to grade-level and subject-area specific pre-service teachers.

Inter-rater agreement and kappa statistics were used to assess the reliability of the coding system employed for the terms used to code the standards. Eight U.S. states were randomly selected, and two research assistants each coded those states' standards. Percent of inter-rater agreement and kappa statistics were as follows:

87.5% (kappa = .697) for Teachers' SEL, 95% (kappa = .722) for Students' SEL, and 100% (kappa = 1.000) for Learning Context.

Based on these codes, each state received a score for each of the three categories (i.e., Teachers' SEL, Students' SEL, and the Learning Context) based on the extent to which their teacher education standards/requirements addressed the dimensions (e.g., self-awareness) within each category.<sup>51</sup> (The coding guide is available upon request).

## PHASE I: KEY FINDINGS

Our scan revealed that six of the 50 U.S. states and the District of Columbia scored high on all three categories – meeting all dimensions of both the Students' SEL and Learning Context categories, and most of the dimensions of the Teachers' SEL category. In alphabetical order, these states were: Connecticut, Hawaii, New Jersey, North Carolina, Rhode Island, and South Carolina. The following are the key findings for each of the three categories.

**Key Finding 1: All 50 U.S. states and the District of Columbia address some area of "Teachers' SEL" in their certification requirements (See Map 1).**

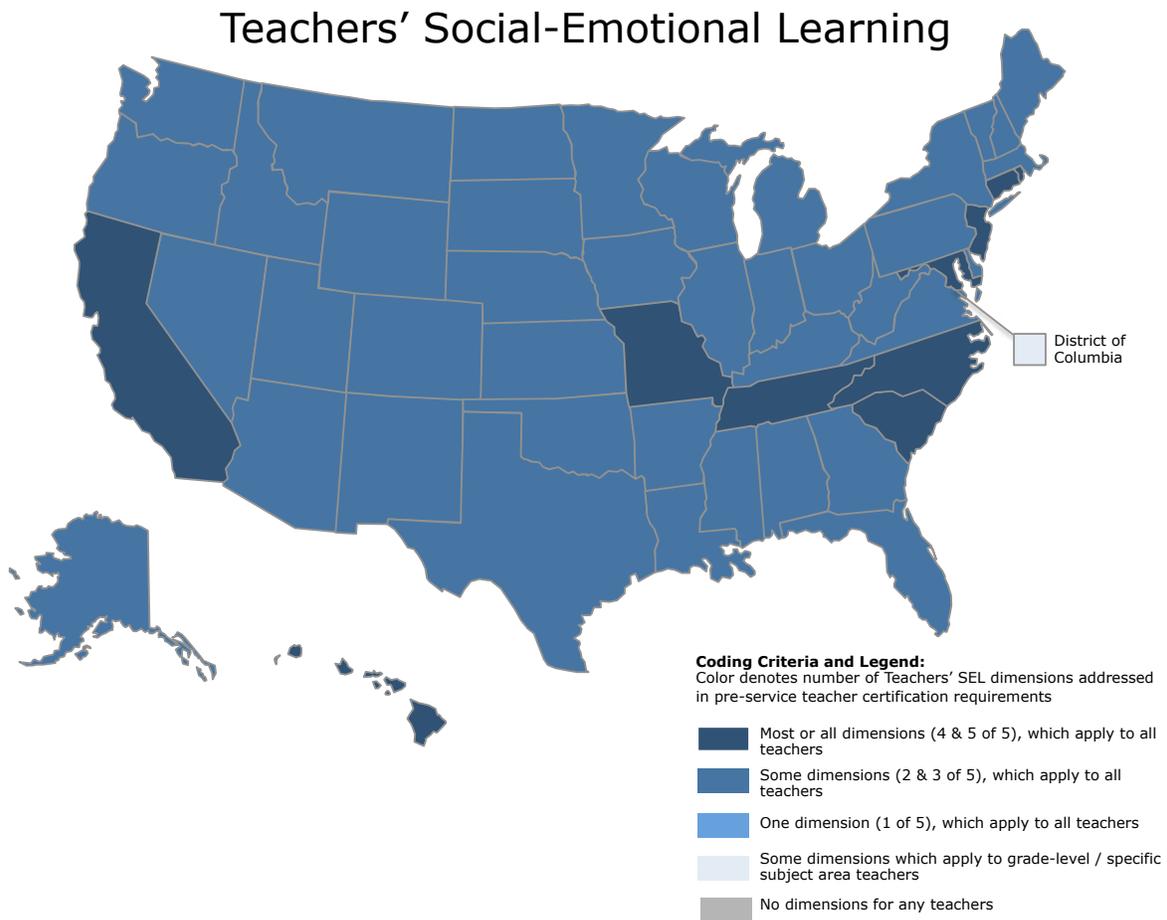
We found that ten states addressed four of the five core Teachers' SEL dimensions and that 36 states had requirements that addressed one, two, or three of the five core Teachers' SEL dimensions.

Furthermore, five states had standards addressing Teachers' SEL dimensions that were only applicable to pre-service teachers in specific grade levels or subject areas (rather than all pre-service teachers).

As can be seen in Figure 3, of the five core Teachers' SEL dimensions, the most commonly addressed in the teacher certification requirements were responsible decision-making (46 states), social awareness (44 states), and relationship skills (41 states). In contrast, the most commonly absent Teachers' SEL dimensions were self-awareness (nine states) and self-management (two states). In other words, very few states required pre-service teachers to learn such skills as how to identify their feelings, strengths, and weaknesses, or how to control and appropriately express their feelings, manage stress, and monitor their progress toward achieving goals.



# Map 1. Scan of State Level Teacher Certification Requirements: Teachers' SEL by State



## Key Finding 2: Over 50% of states have state-level teacher certification requirements that have a comprehensive focus on the promotion of Students' SEL (See Map 2).

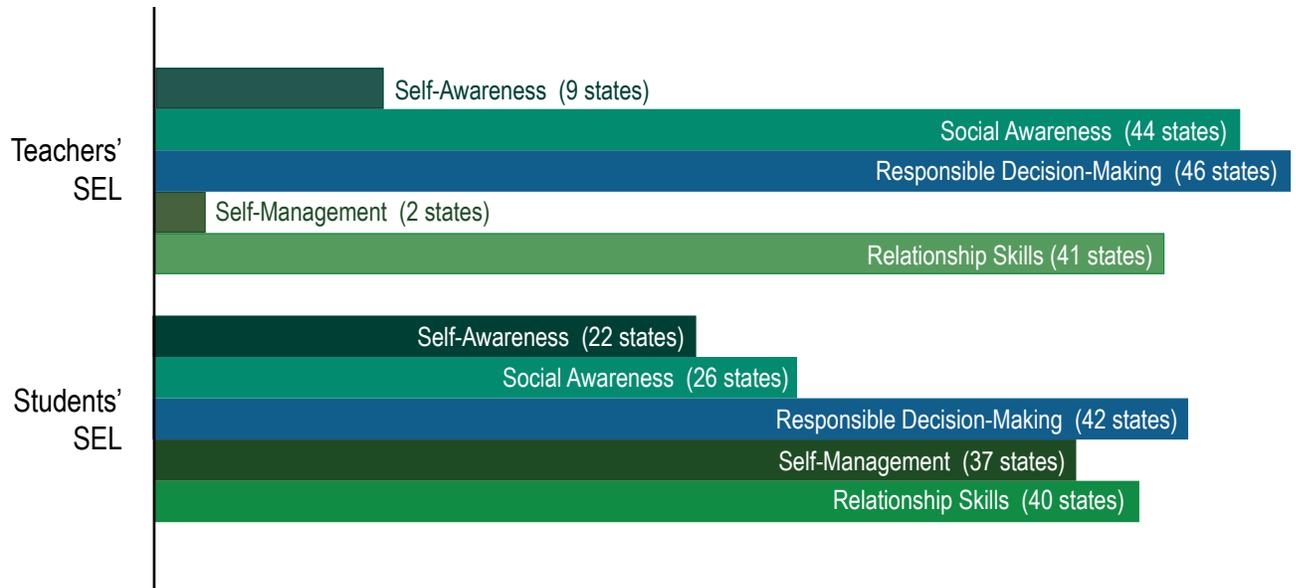
Our scan revealed that 27 states addressed four or five of the five dimensions of Students' SEL. Only 15 states addressed one, two, or three of the five dimensions (see Map 2), and six states had certification requirements addressing Students' SEL dimensions that were only applicable to teachers in specific grade levels or subject areas (rather than all pre-service teachers). Students' SEL was the only category that was not addressed at all by some of the states' requirements, with three states having requirements that did not address any of the Students' SEL dimensions.

As can be seen in Figure 3, for the Students' SEL dimensions, the majority of states

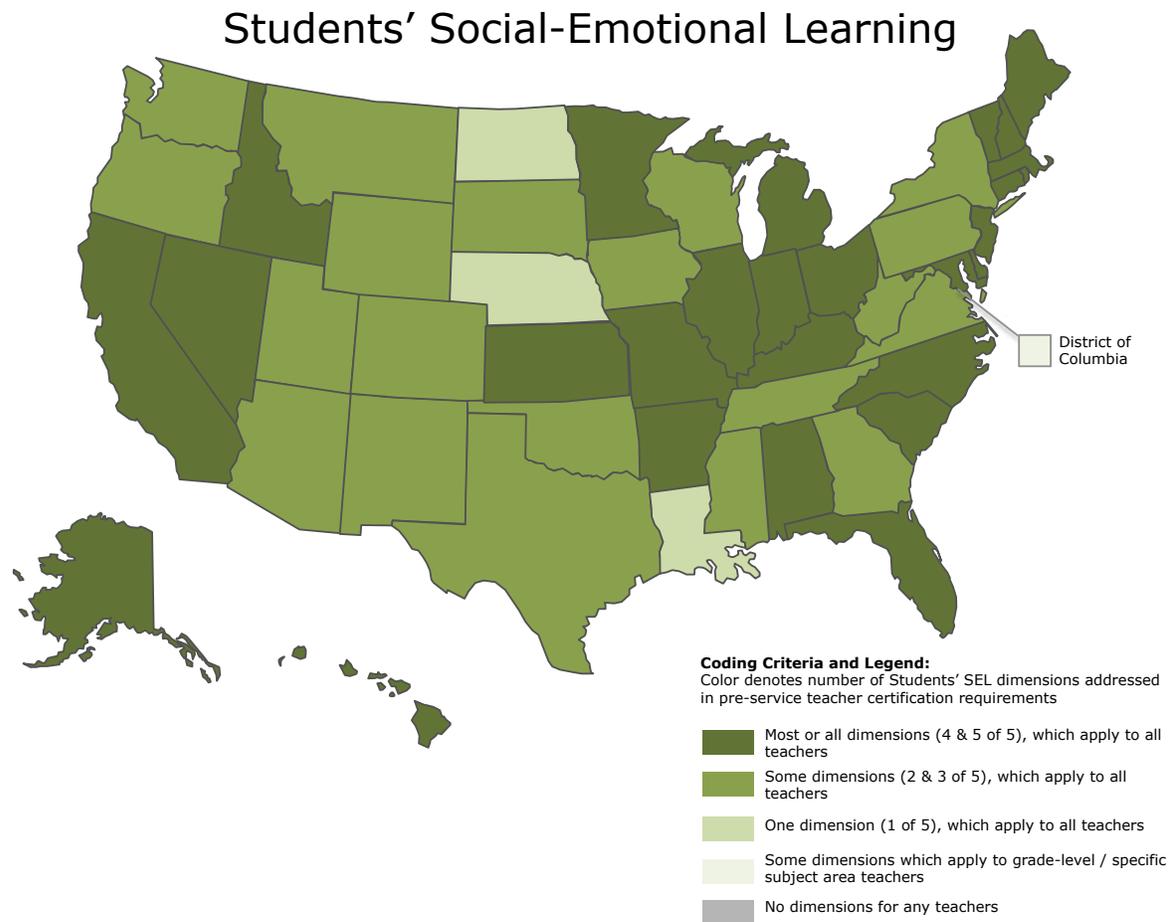
identified responsible decision-making (42 states), relationship skills (40 states), and self-management (37 states) in their teacher certification requirements. In other words, most states were concerned with equipping teachers with the skills to enhance their students' abilities to make constructive and respectful choices, establish and maintain healthy relationships, and regulate their thoughts, emotions, and behaviors.

Less attention was given, however, to the Students' SEL dimensions of self-awareness (22 states) and social awareness (26 states) in the certification requirements, suggesting that less emphasis was given in preparing teachers with the knowledge and skills necessary to enhance their students' abilities to identify their feelings, strengths, and weaknesses, or take the perspective of and empathize with people from diverse backgrounds.

**Figure 3. Number of States that include SEL Competencies in Teacher Certification Requirements**



**Map 2. Scan of State Level Teacher Certification Requirements: Students' SEL by State**



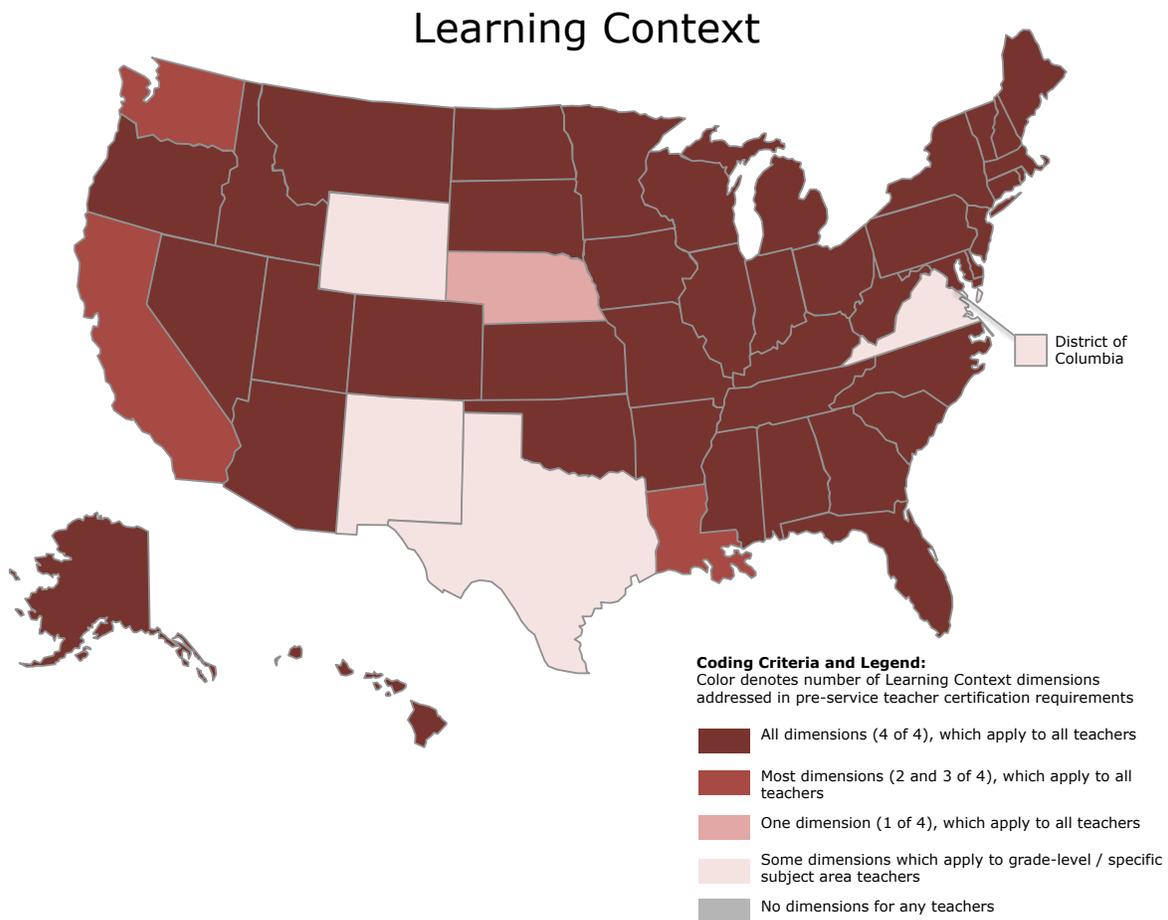
**Key Finding 3: Almost every state requires that teachers obtain knowledge regarding dimensions of the Learning Context for teacher certification (see Map 3).**

The Learning Context was the most highly addressed category in the teacher certification requirements across the states. Specifically, 42 states had comprehensive requirements addressing all four of the Learning Context dimensions (classroom context, supporting schoolwide coordination, developing school-family

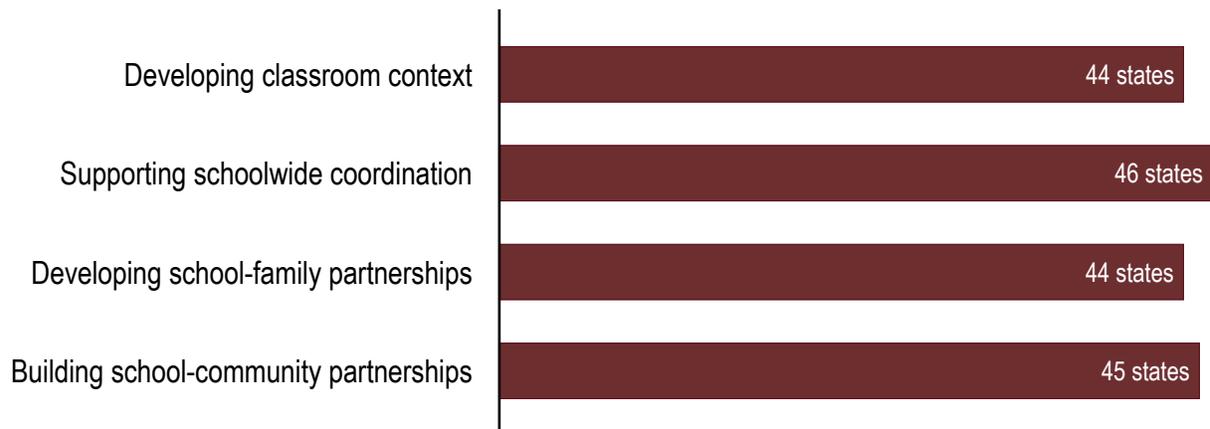
partnerships, and building school-community partnerships). Only three states addressed three of the four dimensions, and only one state addressed one or two of the four dimensions.

As can be seen in Figure 4, the majority of states included the four dimensions of the Learning Context in their certification requirements: schoolwide coordination (46 states), school-community partnerships (45 states), school-family partnerships (44 states), and classroom context (44 states).

**Map 3. Scan of State Level Teacher Certification Requirements: The Learning Context by State**



**Figure 4. Number of States that include Dimensions of Learning Context in Teacher Certification Requirements**



## SUMMARY

Through a comprehensive scan of teacher certification requirements in all 50 U.S. states and the District of Columbia, our findings indicate that all three categories of SEL – Teachers’ SEL, Students’ SEL, and the Learning Context – could be found in most states’ certification requirements, particularly with regard to the dimensions related to Teachers’ SEL and the Learning Context. For the Teachers’ SEL category, social awareness, responsible decision-making, and relationship skills emerged as the most prevalent SEL competencies included in teacher certification requirements by the largest number of states. Relatively little attention, however, was given to the dimensions related to self-management and self-awareness. For the Students’ SEL category, a similar picture emerged, with a large percentage of states requiring teachers to have knowledge about students’ responsible decision-making and relationship skills in their certification standards. Many states also required that teachers have some knowledge of the dimension of students’ self-management skills. In contrast, our scan revealed

that relatively less attention was given to the dimensions of students’ self-awareness and social awareness. Finally, with regard to the Learning Context category, our findings revealed that all four dimensions – developing classroom context, supporting schoolwide coordination, developing school-family partnerships, and building school-community partnerships – were integrated into teacher certification requirements in the majority of states.

On the whole, our scan for dimensions of SEL in teacher certification standards in the U.S. revealed a somewhat positive picture regarding the incorporation of SEL in the required knowledge and skills that teachers need to have in order to receive teacher certification for each U.S. state. Nonetheless, the question that remains is whether these state-level requirements are subsequently incorporated into the coursework in teacher preparation programs in colleges of education in the U.S. We turned to this question in the next phase of our scan.

# PHASE II: SCAN OF COURSES IN TEACHER EDUCATION PROGRAMS IN U.S. COLLEGES OF EDUCATION

## OVERVIEW

In Phase I of our scan of SEL in teacher preparation, findings revealed that, for the majority of states, state-level certification requires that teachers have knowledge associated with Teachers' SEL and the Learning Context, and to a lesser degree, Students' SEL. How do these requirements at the state-level cascade down to the required coursework that teacher candidates take in their teacher preparation programs in colleges of education in the U.S.? In other words, to what extent do courses in teacher preparation programs in colleges of education in the U.S. include content related to SEL? Do teacher candidates obtain information about their own SEL skills? The SEL of their students? SEL in the learning context? Which specific SEL competencies are most often included in required coursework for prospective teachers for each of the three categories? These were the questions that we addressed in Phase II of our scan.

## METHODOLOGY

For Phase II of our scan, we began by compiling a list of all colleges of education in the U.S. in Institutions of Higher Education (IHE) from the 2011 Title II Act website in 2014. From a list of 1,455 colleges of education, we identified the type of institution (private, public, alternative) and the number of teacher candidates enrolled. We then eliminated colleges of education with small enrollments (fewer than 100 teacher candidates enrolled).

From our final list of 991 colleges of education, we randomly selected 30% of all public or private institutions in each state, stratified by the proportion of public to private institutions. Additional schools were added to ensure there were at least one private and one public institution per state, although some states had only one teacher preparation program (e.g., District of Columbia).

**Table 1. Number of Colleges per Degree Type (Most basic degree offered)**

Degree Type	Total (out of 304)
Bachelor's Degree (4 Year)	227
Bachelor's Degree (5 Year)	7
Post-Baccalaureate	7
Bachelor's Degree with Master's Degree	3
Master's Degree	24
Certificate or Credential	9
Bachelor's Degree / Master's Degree / Certification	27

Given that most of the colleges of education offered multiple teacher education programs leading to teacher certification (each with a different set of requirements), we decided that only the most basic program or degree offered that led to K-12 certification would be included in our scan (e.g., if a college offered both a bachelor's and master's degree program for elementary education, only the bachelor's degree would be included).

Our final sample included a total of 304 colleges of education (149 public, 155 private). Within these colleges, 730 teacher education programs were selected: 280 elementary school programs, 126 middle school programs, 277 secondary school programs, and 47 PreK to elementary school programs. We next went to the website for each college and obtained course descriptions. (See Table 1 for the total number of colleges in our scan by degree type and Table 2 for the number of programs reviewed by grade level focus).

Our coding guide from our Phase I scan of teacher certification requirements was used for Phase II and comprised three sections that addressed: (a) Teachers' Social and Emotional Learning (SEL), (b) Students' Social and Emotional Learning (SEL), and (c) the Learning Context (e.g., a focus on classroom, school, and community environments that promote students' SEL skills). As with Phase I, the first two categories – Teachers' SEL and Students' SEL – were further divided into the five SEL dimensions outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, social awareness, self-

management, relationship skills, and responsible decision-making. The latter category, the Learning Context, was further subdivided into four dimensions that included: classroom context, supporting schoolwide coordination, developing school-family partnerships, and building school-community partnerships. These dimensions were designed to assess the extent to which pre-service teachers learn to create an optimal environment in which SEL can be fostered and collaborate with others beyond the classroom who can also enhance students' SEL skills.

Informed by a previous scan of teacher education programs on student social, emotional, and behavioral problems,<sup>52</sup> we excluded the following courses from our scan: subject matter courses, except for health (usually lacked relevant content on social and emotional learning) and student teaching (course descriptions insufficiently described the course). For secondary education, most schools offered multiple majors. Only courses that overlapped across different majors were included.

Only courses that were "required," as opposed to "elective," by the program were coded. This included prerequisites and required electives (e.g., teacher candidates were required to take two out of five possible courses). In our coding process, we included the following information for each course: program (e.g., elementary, middle, or secondary), department (e.g., education, psychology, or other), and course type (e.g., special education, classroom management, assessment, etc.).

**Table 2. Number of Programs Reviewed (\*PreK only was not included)**

Program	Total (out of 730)
PreK to Elementary School	47
Elementary School	280
Middle School	126
High School	277



Prior to commencing the official coding, the research team practiced the coding process on a subsample of teacher education programs. This practice occurred in two parts: first, the courses were reviewed to identify SEL-related phrases based on the materials used to generate the coding guide; second, the phrases agreed upon as being SEL-related were coded using the coding guide. For the second part, research assistants coded all SEL-related phrases according to the coding guide, discussed discrepancies, and arrived at a consensus in a meeting. The quality of the coding guide was evaluated using the results of the exercise, and revisions were made before its official use.

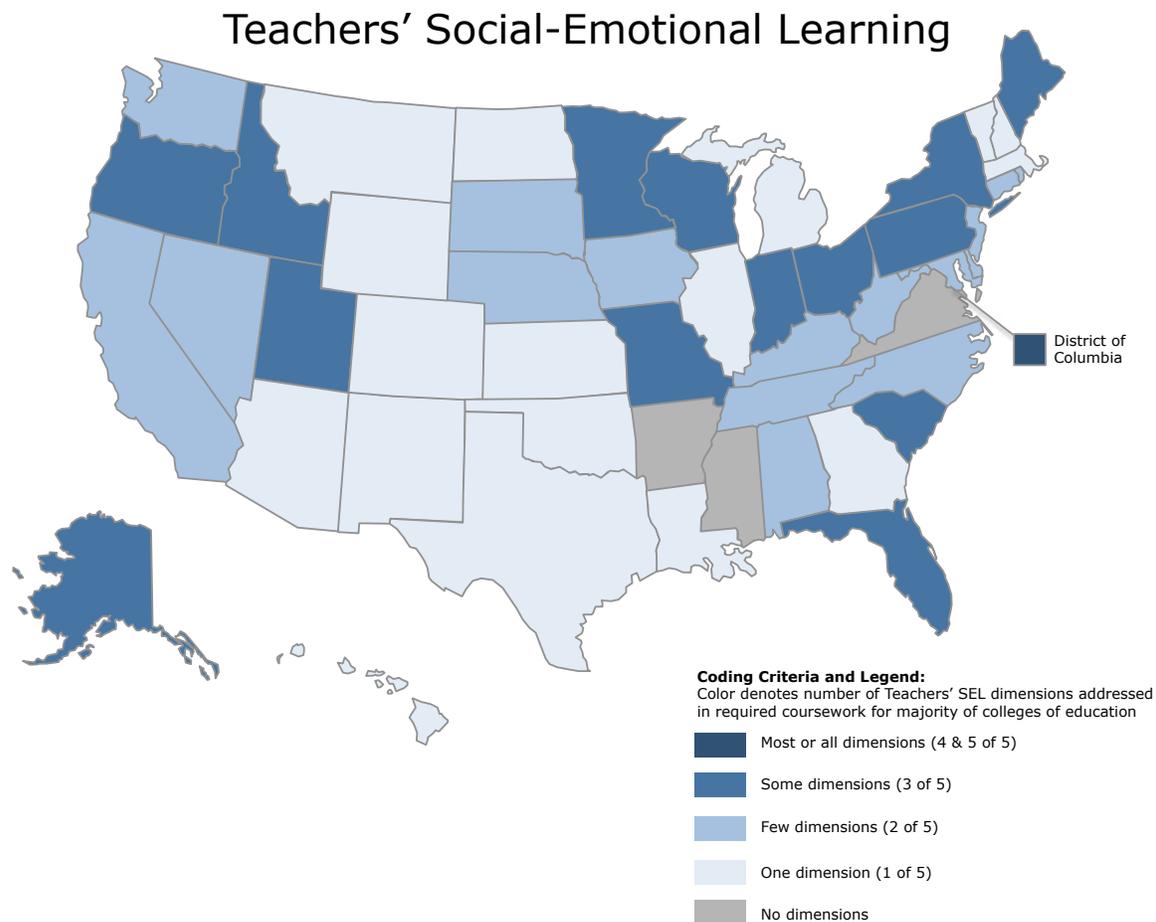
Inter-rater agreement and kappa statistics were used to assess the reliability of the coding system employed for the terms used to code the course descriptions. Fifteen percent of colleges were randomly selected and coded for inter-rater reliability. The percent of inter-rater agreement and kappa statistics for 608 courses taken from 48 colleges was 73.3% (kappa = 0.60).

In total, course descriptions for 3,916 courses were coded for SEL content, with an average of 13 courses coded per school. Each course received an average of 1.34 codes, with a minimum of one code (e.g., no SEL content or one SEL code) and a maximum of eight codes for one course.

Percentages for the total number of colleges that had at least one course with SEL-related content were calculated for each state. To create the maps, if a college of education had a minimum of one course meeting at least one SEL dimension, we gave them credit for having that SEL dimension in their teacher education program. We next determined the proportion of colleges of education in each state that had each dimension. To have met the criteria for a dimension, more than half of the colleges scanned statewide needed to have at least one course addressing the dimension. Using a color gradient for each map, darker shades of a color represent greater numbers of dimensions addressed in the state for each of the three SEL categories.

In this phase of our scan, we were also interested in determining the percentage of required courses in which SEL content could be found as well as the type of course in which SEL content was included. Moreover, given that the importance of knowledge about child and adolescent development is foundational for promoting SEL in students, we also examined the percentage of colleges of education in each state that required courses on human development. Finally, we examined the correspondence for each state between SEL in state-level certification requirements and SEL content in required coursework.

## Map 4. Scan of U.S. Teacher Preparation Programs: Teachers' SEL by State



## PHASE II: KEY FINDINGS

### Key Finding 1: The promotion of the pre-service Teachers' SEL is addressed in many colleges of education in the U.S. (see Map 4)

As can be seen in Map 4, the majority of teacher education programs in 47 states addressed between one and three of the five core Teachers' SEL dimensions: 17 states addressed one dimension, 16 states addressed two dimensions, and 14 states addressed three dimensions. The only program that addressed four of the five core Teachers' SEL dimensions was found in the District of Columbia. There were a total of three states where the majority of the teacher education programs did not address any of the Teachers' SEL dimensions.

Of the five core Teachers' SEL dimensions, the most commonly addressed by the majority of teacher education programs in each state were social awareness (44 states), responsible decision-making (34 states), and relationship skills (13 states), as seen in Figure 5. In contrast, the most commonly absent Teachers' SEL dimensions in the required coursework for the majority of teacher education programs in each state were self-awareness (three states) and self-management (one state). In other words, very few states required pre-service teachers to learn such skills as how to identify their feelings, strengths, and weaknesses or how to control and appropriately express their feelings, manage stress, and monitor their progress toward achieving goals. These findings are similar to those in the scan of state-level certification requirements.



When analyzing our findings at the course level, of the five core dimensions of Teachers' SEL, social awareness (16.78%) and responsible decision-making (10.9%) were the most highly addressed dimensions in the courses coded. Relationship skills (4.88%), self-awareness (2.81%), and self-

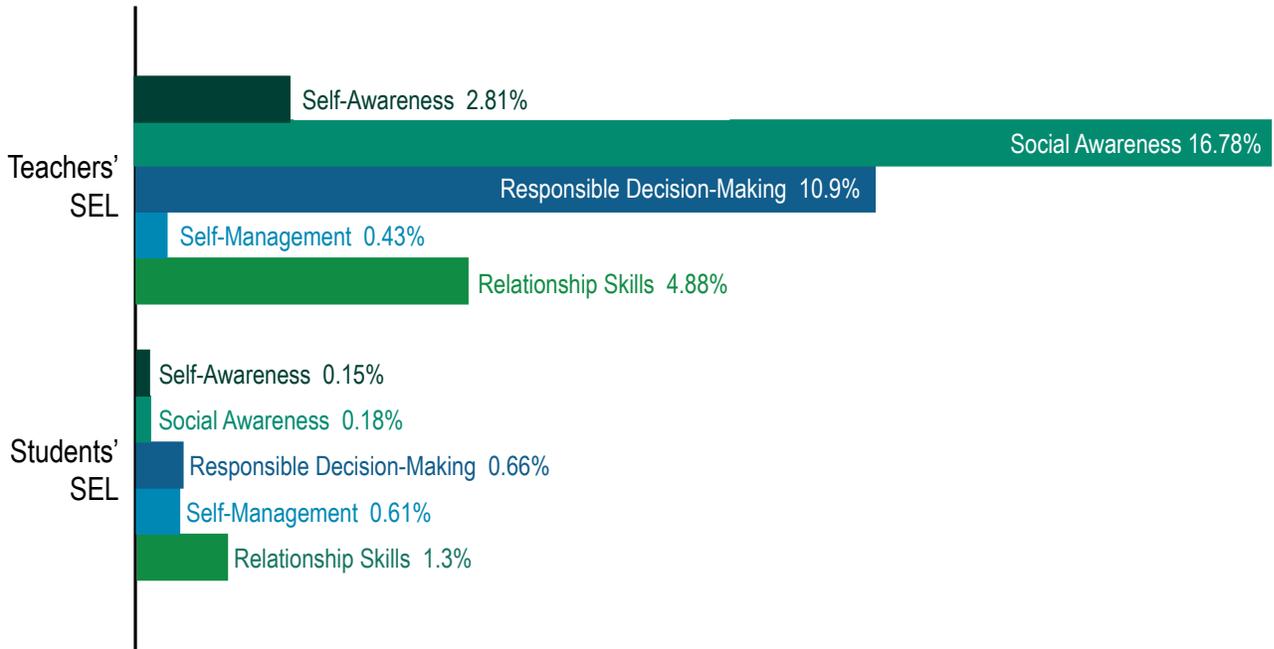
management (0.43%) were the least addressed (see Figure 6).

We also examined SEL content at the college of education level. As can be seen in Figure 7, we found that SEL content for the Teachers'

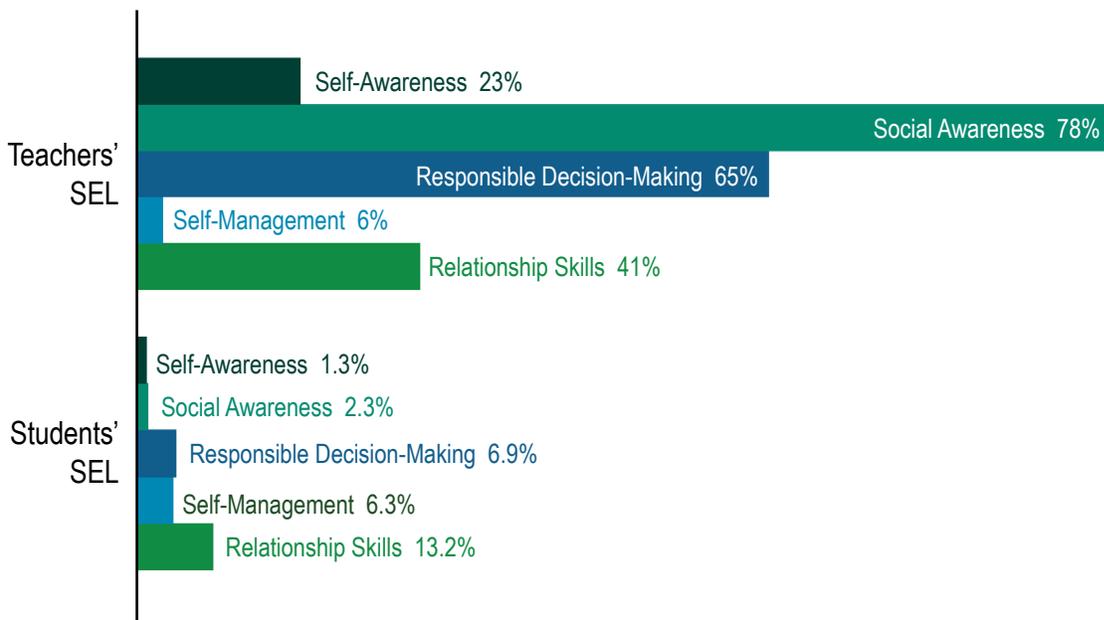
**Figure 5. Number of States where the Majority of its Teacher Education Programs include SEL Competencies in its Required Coursework**



**Figure 6. Percentage of SEL Competencies in Required Coursework for Teachers' and Students' Social and Emotional Learning (Based on 3,916 courses)**



**Figure 7. Percentage of SEL Competencies in Required Coursework for Teachers' and Students' Social and Emotional Learning (Based on 304 schools)**



SEL category was addressed to a greater degree for the dimensions of social awareness (78%), responsible decision-making (65%), and relationship skills (41%), in contrast to self-awareness (23%) and self-management (6%).

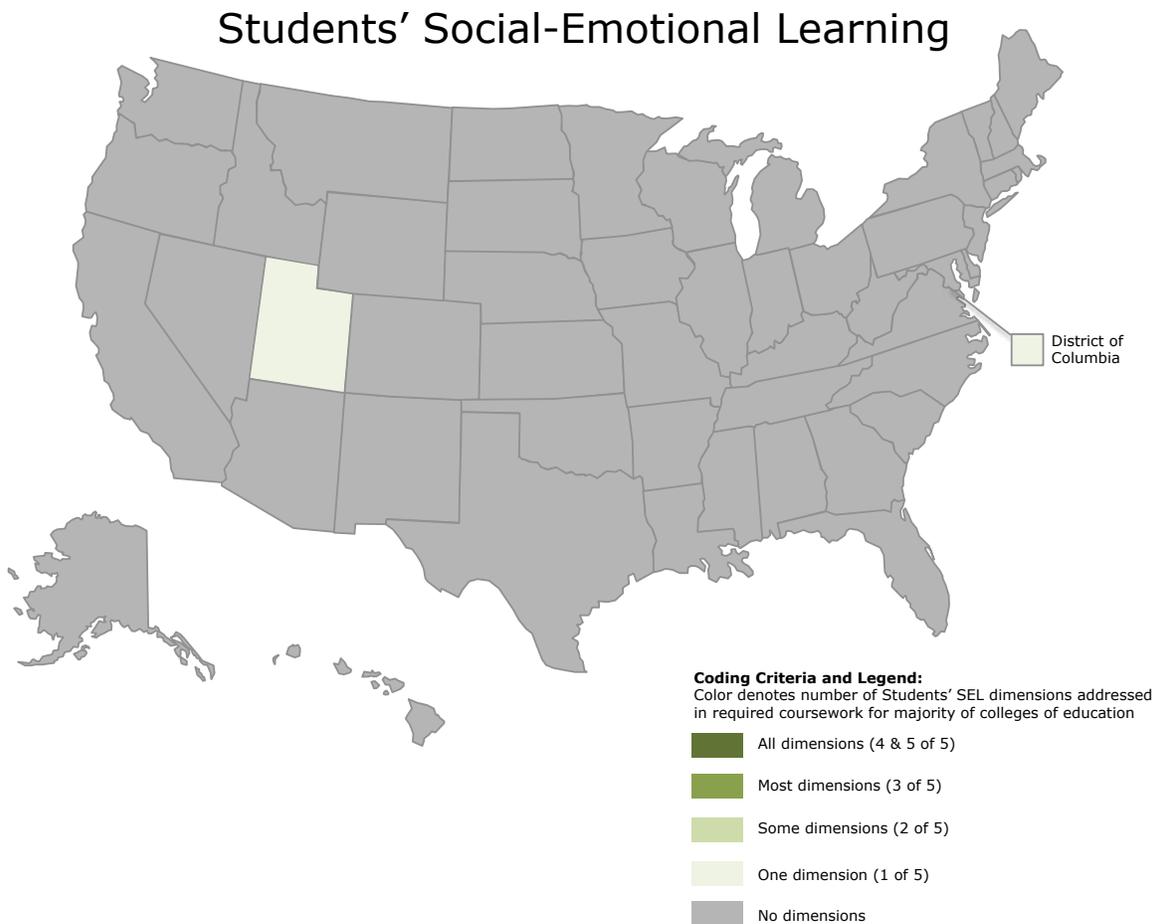
**Key Finding 2: The promotion of Students’ SEL is given little attention in required courses in teacher preparation programs (see Map 5)**

As can be seen in Map 5, little emphasis is given to the promotion of Students’ SEL in required coursework for pre-service teacher education programs at the state level. The overwhelming majority (51-100%) of teacher education programs in 49 states did not address any of the five core Students’ SEL dimensions. Only Utah and the District of Columbia addressed just one of the five core Student’ SEL dimensions. One state (Pennsylvania), where a majority of teacher education programs did not have required

coursework that promoted Students’ SEL, did have one unique teacher education program at Widener University. This was the only program in our entire scan that required a course addressing all five core Students’ SEL dimensions (course descriptions are available on request).

As seen in Figure 5, Students’ SEL dimensions were largely absent in the majority of teacher education programs in nearly all the states: self-awareness (zero states), social awareness (zero states), responsible decision-making (zero states), and self-management (zero states). A couple of states had courses in their teacher education programs that addressed relationship skills (two states). Therefore, a majority of teacher education programs in just two states were concerned with equipping teachers with the skills to enhance their students’ abilities to establish and maintain healthy relationships.

**Map 5. Scan of U.S. Teacher Preparation Programs: Students’ SEL by State**



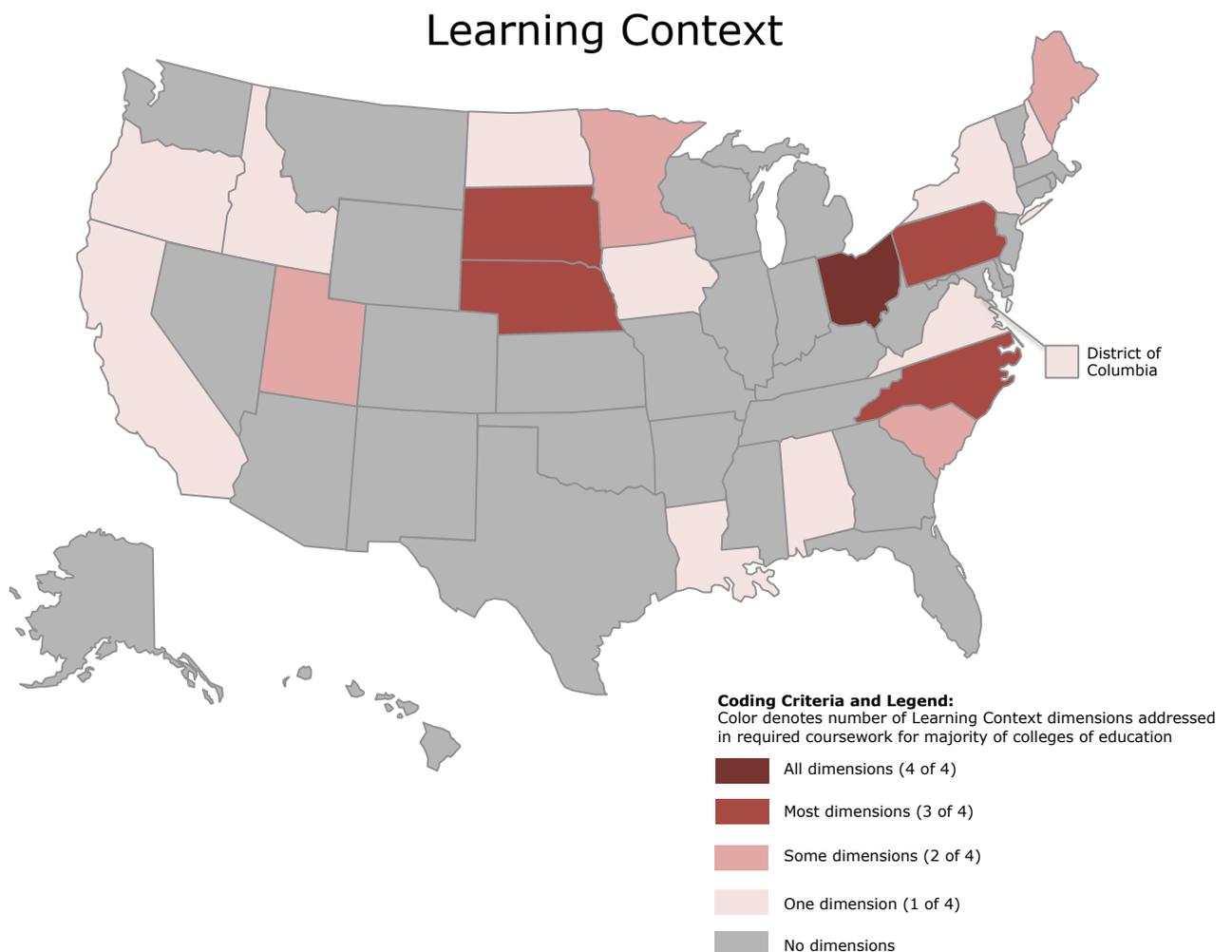
Our analyses at the course level indicated that very few of the 3,916 courses coded addressed any of the five core dimensions of Students' SEL. Relationship skills (1.30%) were addressed the most, followed by responsible decision-making (0.66%) and self-management (0.61%). Self-awareness (0.15%) and social awareness (0.18%) were addressed very minimally.

Our analyses at the level of the college of education for Students' SEL can be found in Figure 7. Similar to our results at the state and course level, we found that course content for the Students' SEL category was infrequently addressed: relationship skills (13.2%), responsible decision-making (6.9%), self-management (6.3%), social awareness (2.3%), and self-awareness (1.3%).

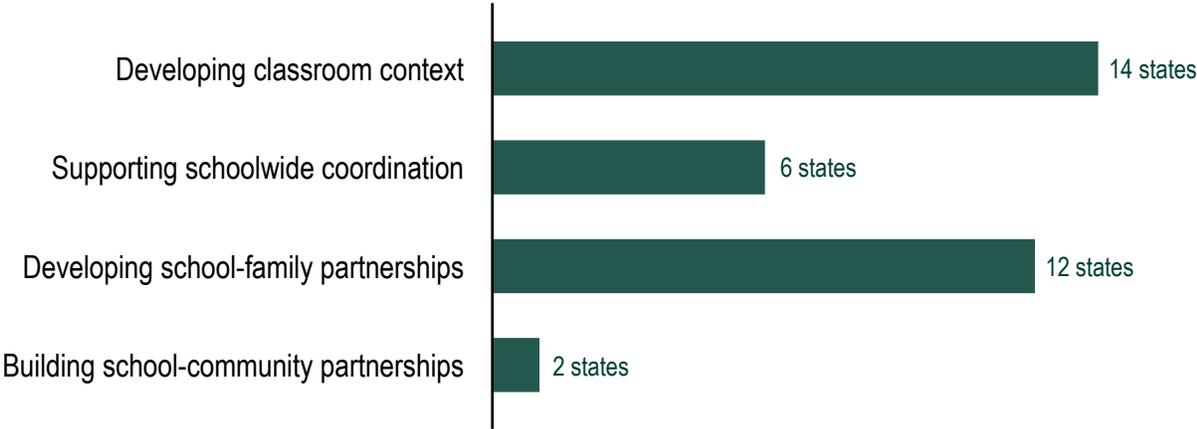
**Key Finding 3: Many teacher education programs emphasize that teachers should obtain knowledge with regard to dimensions of the Learning Context (see Map 6)**

As can be seen in Map 6, some emphasis is given to the promotion of pre-service teachers' knowledge with regard to the Learning Context. The majority of teacher education programs in 18 states addressed one, two, or three of the four Learning Context dimensions. Ten states addressed one dimension, four states addressed two dimensions, and four states addressed three dimensions. There was a total of 32 states where most of the teacher education programs did not address any of the Learning Context dimensions. One state (Ohio) met all four dimensions.

**Map 6. Scan of U.S. Teacher Preparation Programs: Learning Context by State**



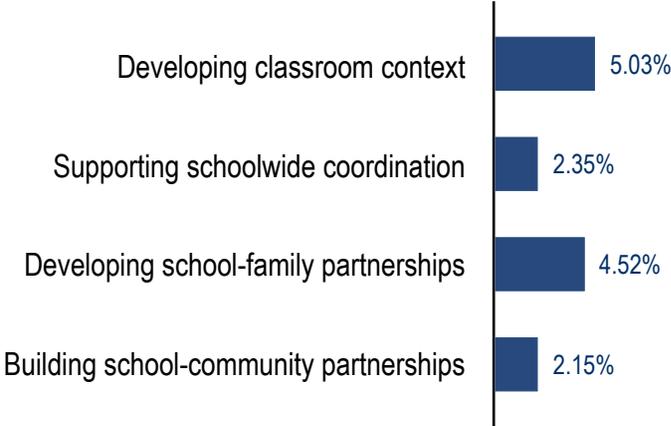
**Figure 8. Number of States where the Majority of its Teacher Education Programs include Dimensions of Learning Context in its Required Coursework**



As seen in Figure 8, of the four Learning Context dimensions, the most commonly addressed by the majority of teacher education programs in each state included developing classroom context (14 states) and developing school-family partnerships

(12 states). In contrast, the most commonly absent Learning Context dimensions in the coursework requirements were supporting schoolwide coordination (six states) and building school-community partnerships (two states).

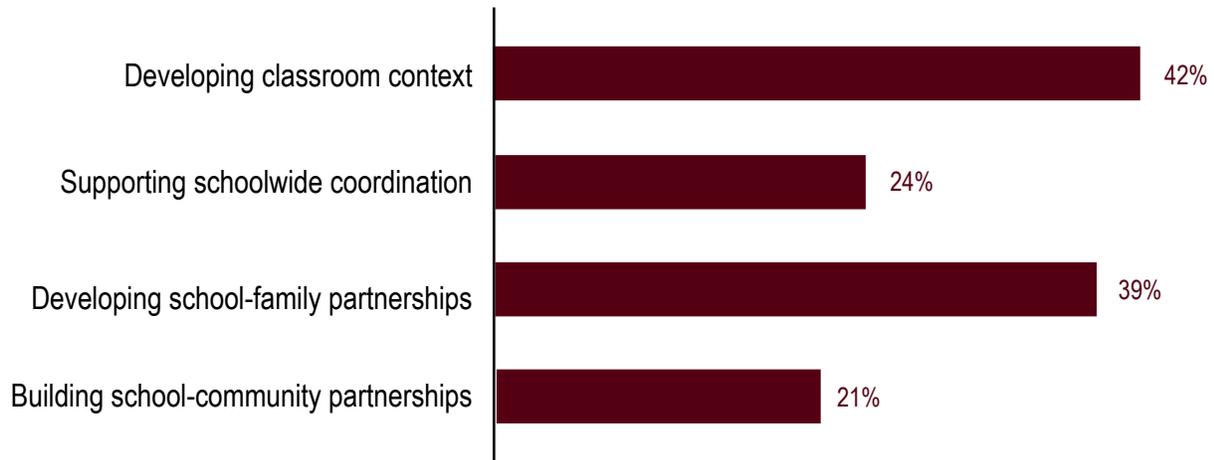
**Figure 9. Percentage of Dimensions Addressed for Learning Context in Required Coursework (Based on 3,916 course)**



Analysis at the level of course content, as seen in Figure 9, showed that developing classroom context (5.03%) and developing school-family partnerships (4.52%) were the most highly

addressed dimensions in the 3,916 courses coded, and supporting schoolwide coordination (2.35%) and building school-community partnerships (2.15%) were the least addressed.

**Figure 10. Dimensions Addressed for Learning Context in Required Coursework for Pre-Service Teacher Education Programs (Based on 304 schools)**

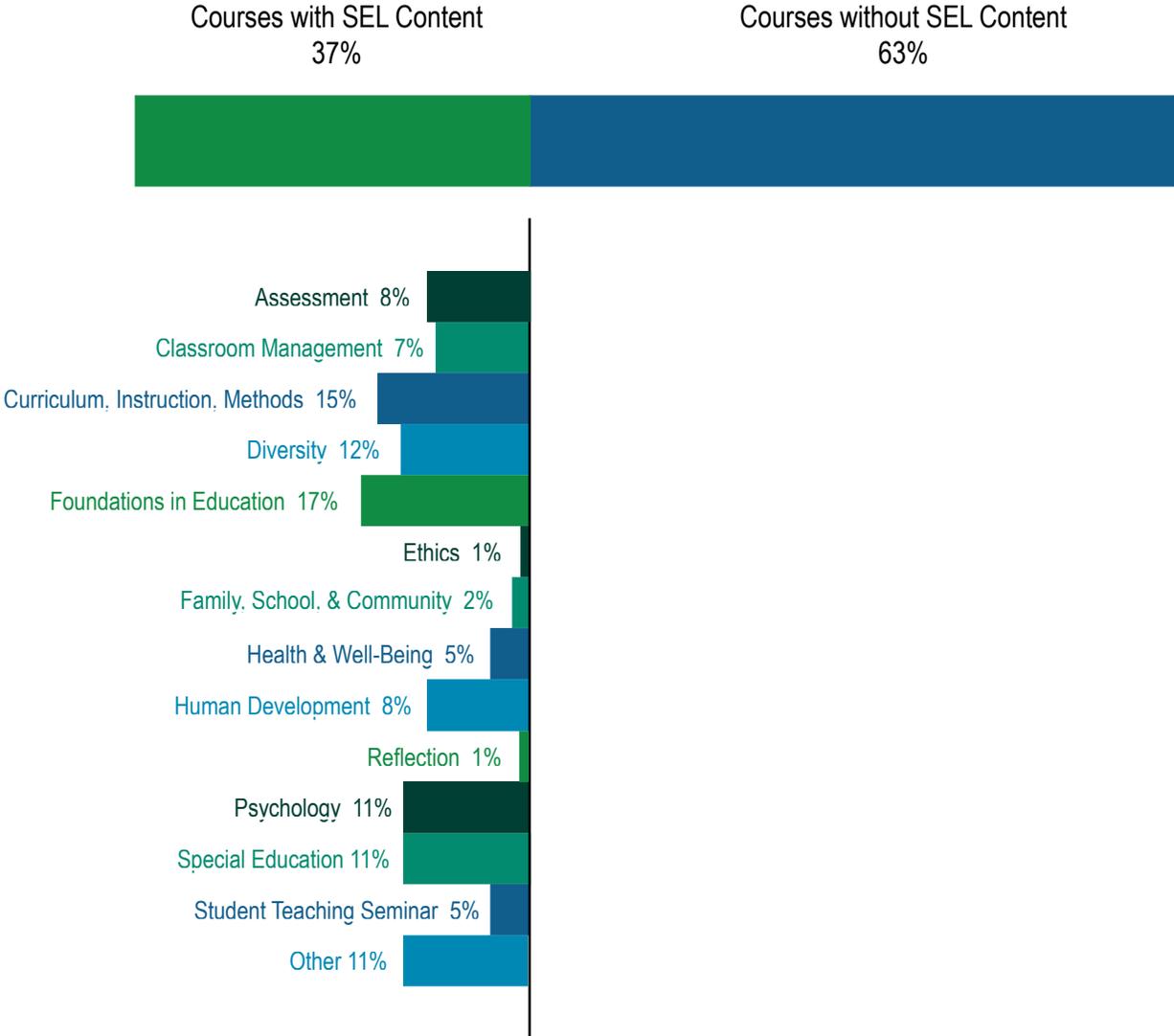


Finally, our analyses at the level of the college of education for the Learning Context can be found in Figure 10. We found that course content for the Learning Context category was frequently addressed: developing classroom context (42%),

and developing school-family partnerships (39%), and to a lesser extent for supporting schoolwide coordination (24%), and building school-community partnerships (21%).



**Figure 11. Percentage of Courses that have SEL vs. non-SEL Content & Courses most likely to have SEL Content (listed alphabetically)**

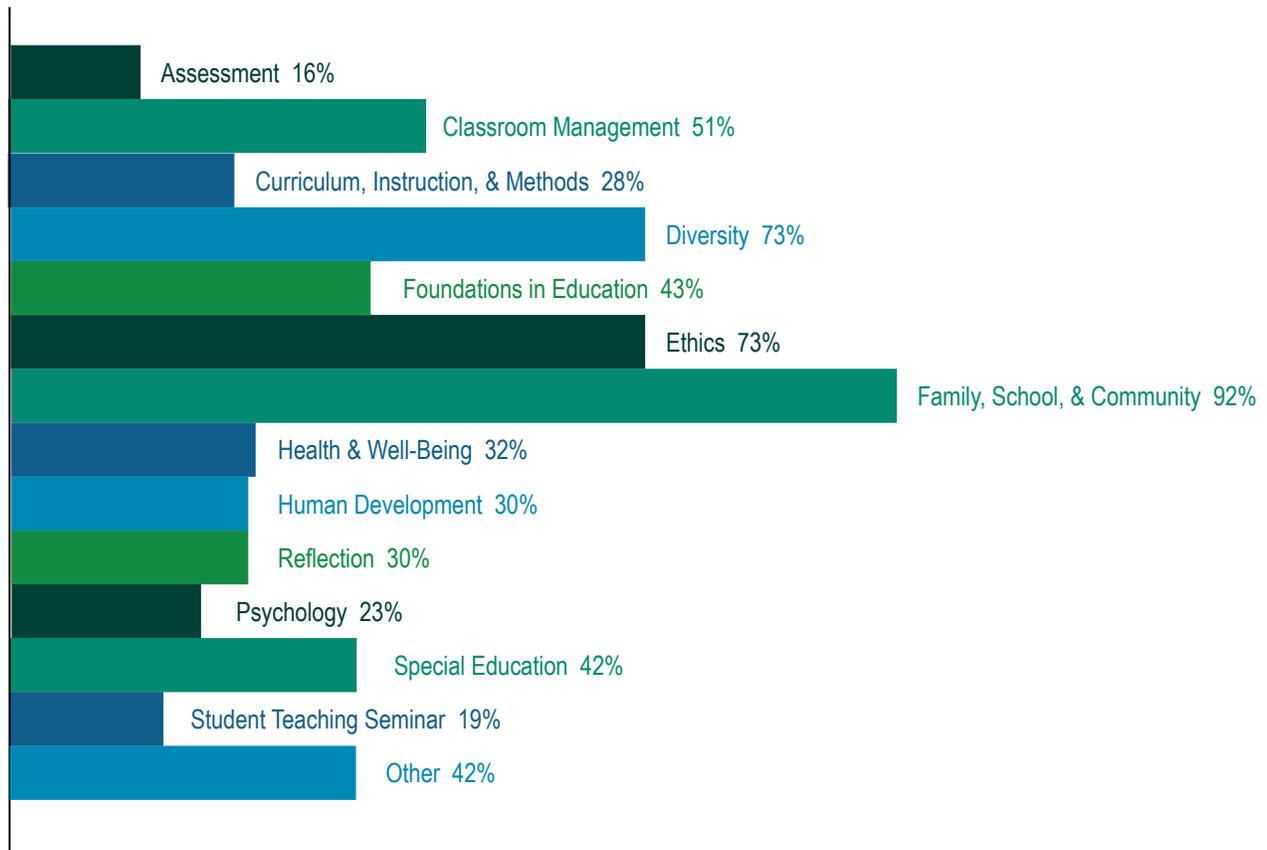


**Key Finding 4: SEL content can be found in a variety of required courses in pre-service teacher education programs in the U.S.**

We next examined the types of courses included in our scan to determine which of those were most likely to have SEL content of some kind. As can be seen in Figure 11, 37% of all of the 3,916 courses scanned had SEL content. The courses

most likely to include SEL content were courses in areas such as Curriculum, Instruction, and Methods; Foundations of Education; Human Development; Psychology; and Special Education. Interestingly, SEL content was found to a much lesser extent in course such as Ethics; Family, School, and Community; and Health and Well-being.

**Figure 12. Percentage of SEL Courses within Each Course Type**



We also conducted analyses to determine the course type in which SEL content could be found. As can be seen in Figure 12 (Percentage of SEL courses within each Course Type). SEL content can be found mostly in courses in Classroom Management; Curriculum, Instruction, Methods; Ethics; Foundations in Education Health and Well-Being; Psychology; Special Education; as well as the "Other" category (e.g., "First Year Experience:

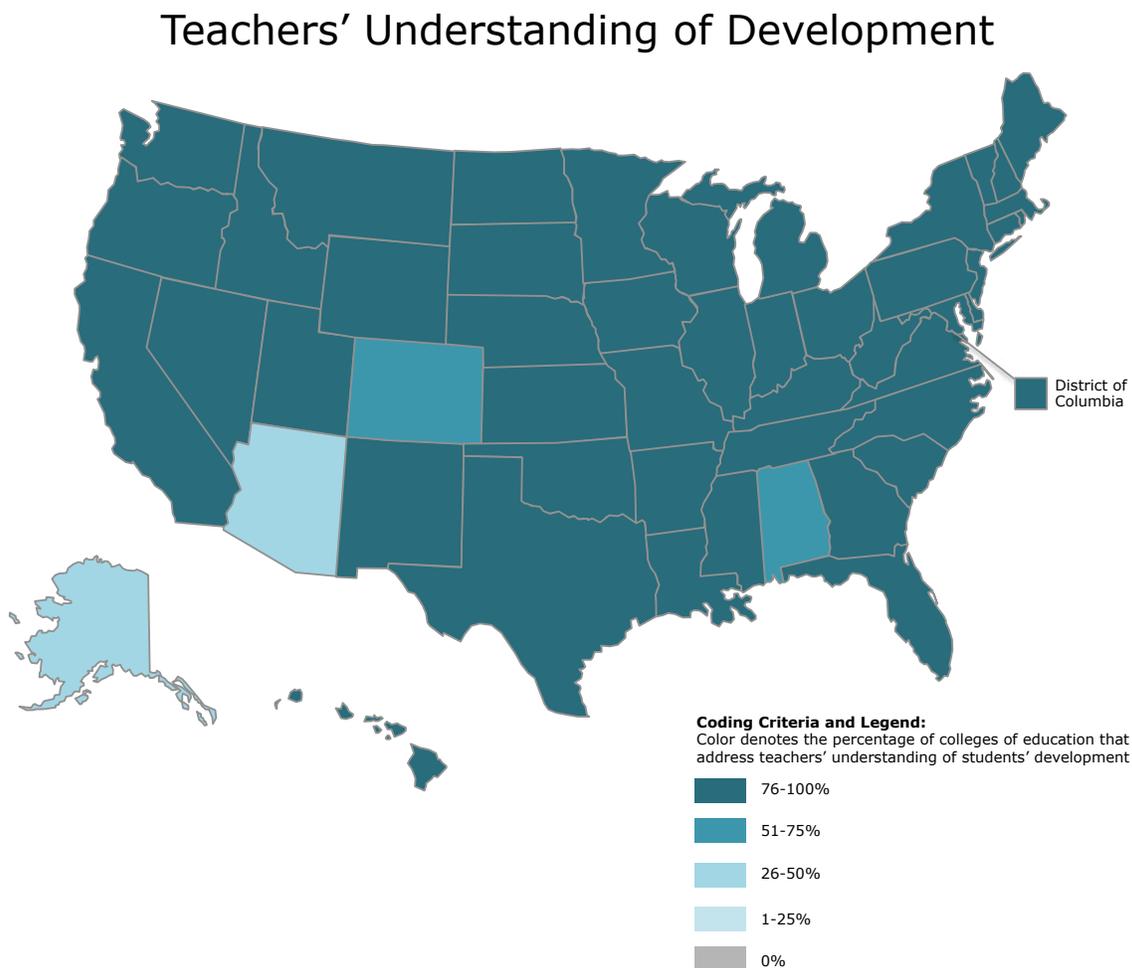
Self-Discovery," "Teacher as Lifelong Learner and Professional Educator," "Positive Behavior Guidance," "Data Driven Instruction Decisions," "Urban Teaching and Learning," etc.). To a somewhat lesser extent, SEL content could also be found in courses on Assessment; Diversity; Human Development; Family, School, and Community; and Student Teaching Seminar.

**Key Finding 5: Courses on child and adolescent development can be found in the majority of colleges of education in almost all U.S. states**

We were also interested in determining the extent to which courses on Child and Adolescent Development could be found in required courses in teacher preparation programs in colleges of education. As can be seen in Map 6, in almost

every state there were required courses on child and/or adolescent development. This aligns with the finding from the NCATE survey in which 80% of colleges of education included a course on child and adolescent development.<sup>38</sup> See Table 3 for some sample descriptions of the required courses on child and adolescent development that we found in our scan.

**Map 6. Scan of Teacher Preparation Programs: Teachers' Understanding of Students' Development by State**



**Table 3. Course Descriptions for Courses with “Understanding Development” Content  
(Listed alphabetically by state)**

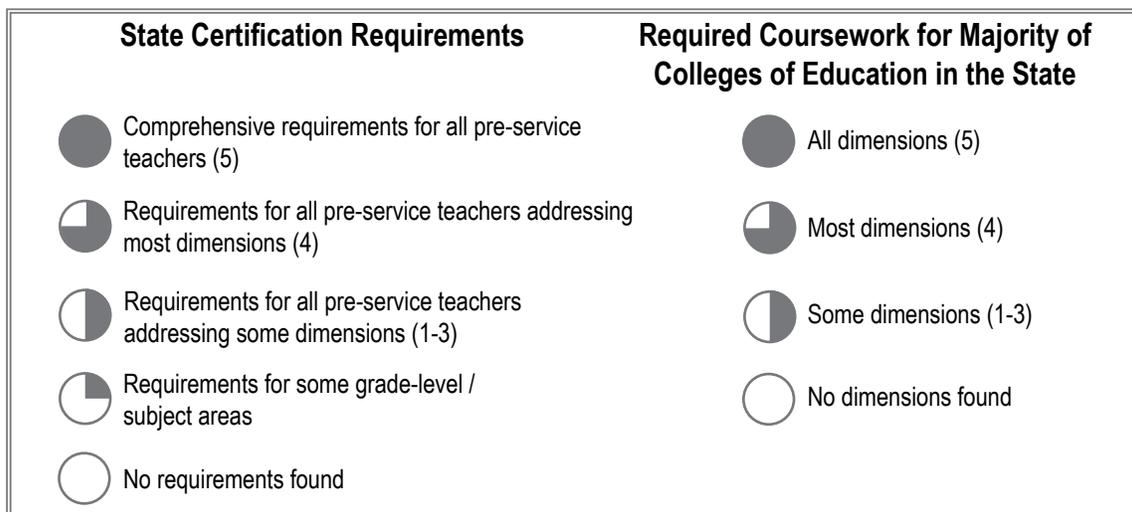
<p><b>California State University, Sacramento (California)</b></p> <p><b>EDTE 364A Theoretical Foundations of Teaching in a Multicultural Democratic Society</b> An introduction to critical analysis of the purpose and process of public schooling. Examination of the sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture, community and educational practice. Engagement with sociocultural, historical and philosophical foundations of education, learning theories, theories of adolescent cognitive and social development. Modalities include lecture and discussions.</p>
<p><b>Oakland City University (Indiana)</b></p> <p><b>EDUC 213 Developmental Psychology</b> Stages of growth (physical, emotional, cognitive, social) and development of children from early childhood through early adolescence and young adulthood will be examined in detail. Candidates are required to study the relationship of human growth and development as related to peer relationships and pressure, learning and learning styles, drugs, gender, culture, and work.</p>
<p><b>Southeastern Louisiana University (Louisiana)</b></p> <p><b>EPSY 602 Adolescent Psychology</b> The effects of physical, social, emotional, and personality development on the behavior and adjustment of the adolescent.</p>
<p><b>Northern Michigan University (Michigan)</b></p> <p><b>ED 231 Teaching for Learning in the Secondary Classroom</b> Course introduces secondary education majors to developmental, behavioral, and cognitive learning theories and processes. Students develop insights into the adolescent learner, secondary classroom practices, and learning. The course includes field experience outside of class.</p>
<p><b>Montana State University – Bozeman (Montana)</b></p> <p><b>EDU 222 IS Educational Psychology and Child Development</b> Human growth and psychological development of school age students, to include physical, cognitive, and psychosocial development within an educational, familial, and societal context.</p>
<p><b>Bank Street College of Education (New York)</b></p> <p><b>EDUC 800 Social Worlds of Childhood</b> This course is designed as a forum for thinking about what it means to care for children at the beginning of the 21st century. Consideration will be given to how issues such as poverty, changing family structures, substance abuse, community violence, and HIV/AIDS affect children, teachers and the curriculum. Students will critically examine the traditional knowledge base of childhood education and child development - and explore alternative lenses for viewing children. History, literature, philosophy and feminist theory will be used to reflect upon taken-for-granted assumptions about childhood. Students will learn how reading, writing and interpreting narrative can become an invaluable source for understanding themselves and the children in their care.</p>

**Key Finding 6: Correspondence exists between state-level certification requirements and required coursework for Teachers' SEL but NOT for Students' SEL and Learning Context. (see Tables 1-3).**

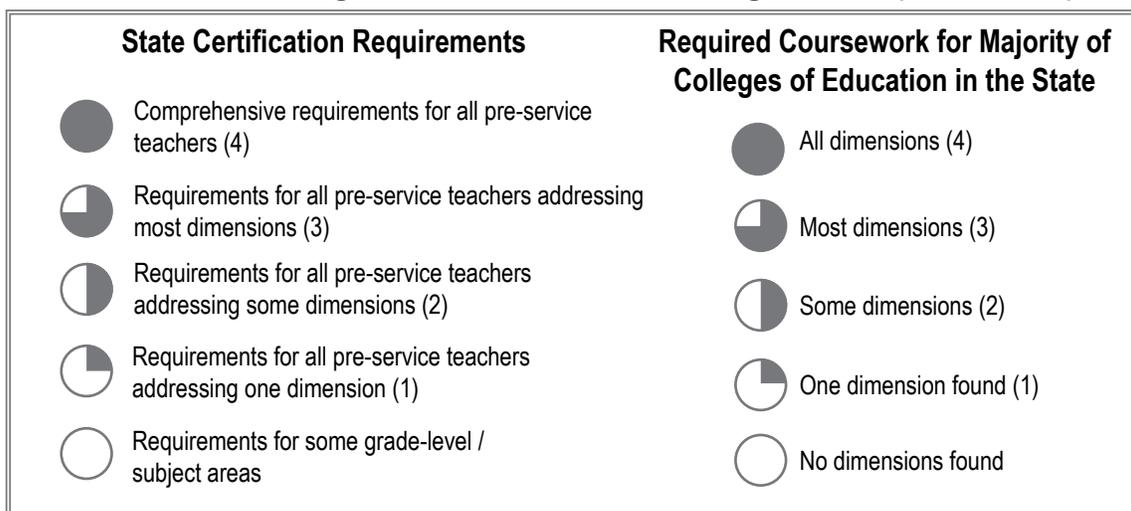
To examine the association between state certification requirements and required coursework in colleges of education, we created tables comparing SEL content found in state-level certification requirements to required coursework in colleges of education (see Tables 4-6). As can be seen, regarding Teachers' SEL, there is high correspondence between the knowledge and skills required for state-level teacher certification

requirements and required coursework. In contrast, there was relatively little correspondence between state-level certification requirements and coursework for the Students' SEL and Learning Context categories. More specifically, although many states required knowledge and skills about Students' SEL and the Learning Context, few colleges of education in the U.S. required knowledge in these categories. In other words, there was a large mismatch between state-level certification requirements and required coursework for Students' SEL and the Learning Context. See Table 7 for a summary of the percent agreements for each of the dimensions.

**Figure 12. Legend for Comparing SEL Content found in State Certification Requirements to Required Coursework in Colleges of Education for Teachers' SEL and Students' SEL (see Tables 4-5)**



**Figure 13. Legend for Comparing SEL Content found in State Certification Requirements to Required Coursework in Colleges of Education for Learning Context (see Table 6)**



**Table 4. SEL Content found for Teachers' SEL in State Certification Requirements as Compared to SEL Content found in Required Coursework for Colleges of Education**

State	Certification Requirement	Required Coursework	State	Certification Requirement	Required Coursework
Alabama			Montana		
Alaska			Nebraska		
Arizona			Nevada		
Arkansas			New Hampshire		
California			New Jersey		
Colorado			New Mexico		
Connecticut			New York		
Delaware			North Carolina		
District of Columbia			North Dakota		
Florida			Ohio		
Georgia			Oklahoma		
Hawaii			Oregon		
Idaho			Pennsylvania		
Illinois			Rhode Island		
Indiana			South Carolina		
Iowa			South Dakota		
Kansas			Tennessee		
Kentucky			Texas		
Louisiana			Utah		
Maine			Vermont		
Maryland			Virginia		
Massachusetts			Washington		
Michigan			West Virginia		
Minnesota			Wisconsin		
Mississippi			Wyoming		
Missouri					

**Table 5. SEL Content found for **Students' SEL** in State Certification Requirements as Compared to SEL Content found in Required Coursework for Colleges of Education**

State	Certification Requirement	Required Coursework	State	Certification Requirement	Required Coursework
Alabama			Montana		
Alaska			Nebraska		
Arizona			Nevada		
Arkansas			New Hampshire		
California			New Jersey		
Colorado			New Mexico		
Connecticut			New York		
Delaware			North Carolina		
District of Columbia			North Dakota		
Florida			Ohio		
Georgia			Oklahoma		
Hawaii			Oregon		
Idaho			Pennsylvania		
Illinois			Rhode Island		
Indiana			South Carolina		
Iowa			South Dakota		
Kansas			Tennessee		
Kentucky			Texas		
Louisiana			Utah		
Maine			Vermont		
Maryland			Virginia		
Massachusetts			Washington		
Michigan			West Virginia		
Minnesota			Wisconsin		
Mississippi			Wyoming		
Missouri					

**Table 6. SEL Content found for Learning Context in State Certification Requirements as Compared to SEL Content found in Required Coursework for Colleges of Education**

State	Certification Requirement	Required Coursework	State	Certification Requirement	Required Coursework
Alabama	●	◐	Montana	●	○
Alaska	●	○	Nebraska	◐	◑
Arizona	●	○	Nevada	●	○
Arkansas	●	○	New Hampshire	●	◐
California	◐	◐	New Jersey	●	○
Colorado	●	○	New Mexico	○	○
Connecticut	●	○	New York	●	◐
Delaware	●	○	North Carolina	●	◑
District of Columbia	○	◐	North Dakota	●	◐
Florida	●	○	Ohio	●	●
Georgia	●	○	Oklahoma	●	○
Hawaii	●	○	Oregon	●	◐
Idaho	●	○	Pennsylvania	●	◑
Illinois	●	○	Rhode Island	●	○
Indiana	●	◐	South Carolina	●	◐
Iowa	●	◐	South Dakota	●	◐
Kansas	●	○	Tennessee	●	○
Kentucky	●	○	Texas	○	○
Louisiana	◐	◐	Utah	●	◐
Maine	●	◐	Vermont	●	○
Maryland	●	○	Virginia	○	◐
Massachusetts	●	○	Washington	◐	○
Michigan	●	○	West Virginia	●	○
Minnesota	●	◐	Wisconsin	●	○
Mississippi	●	○	Wyoming	○	○
Missouri	●	○			

**Table 7. Comparison of Phase I State Certification Requirements for SEL content as Compared to Phase II SEL Content found in Required Coursework for Colleges of Education**

Phase I vs Phase II	Teachers' SEL	Students' SEL	Learning Context
Complete Match Cert = Coursework	34 (67%)	4 (8%) Of the 4, only 1 is a positive match	4 (8%) Of the 4, only 1 is a positive match
1 mismatch Cert > Coursework	11 (22%)	5 (10%)	3 (6%)
2 mismatches Cert > Coursework	2 (4%)	14 (27%)	6 (12%)
3 mismatches Cert > Coursework	--	10 (20%)	8 (16%)
4 mismatches Cert > Coursework	--	17 (33%)	27 (53%)
1 mismatch Coursework > Cert	3 (6%)	1 (2%)	3
2 mismatches Coursework > Cert	1 (2%)	--	--

In Table 7 we report the percent alignment comparing Phase I findings to Phase II findings, organized by the number of “matches” and “mismatches” for each of these dimensions. As can be seen, with regard to Teachers’ SEL, 67% of states had a complete match between state-level certification requirements and required coursework in colleges of education included in our scan. Mismatches between state-level certification requirements and required coursework were found for 34% of states, and the majority of these (26%) were ones in which Teachers’ SEL content was found more frequently in state-level certification requirements than in required coursework.

With regard to Students’ SEL, a very different picture emerged, with matches between state-level certification requirements and required coursework found for only 8% of states.

Mismatches were found for all of the remaining states, with 33% of states having four mismatches in which state-level teacher certification requirements including SEL content regarding Students’ SEL were found more frequently in comparison to content related to Students’ SEL in required coursework in colleges of education.

Finally, regarding the Learning Context, complete “matches” were found for only 8% of states between state-level certification requirements and required coursework - meaning SEL content found in the state’s required coursework is reflective of the state’s certification requirements for the Learning Context category. In correspondence with the Students’ SEL category, a large proportion of the mismatches for the Learning Context occurred where the state-level certification requirements included SEL content and the coursework did not.

## SUMMARY

Taken together, the SEL-TEd project provides an initial first effort to assemble a comprehensive portrait of the extent to which SEL is being integrated into teacher preparation across the U.S.

In contrast to Phase I findings, Phase II findings revealed a somewhat less positive depiction of SEL in pre-service teacher education in the U.S. After conducting a detailed content analysis of 3,916 required courses in teacher preparation programs in 304 colleges of education in the U.S. (representing 30% of all U.S. colleges), key findings revealed that while courses included information on Teachers' SEL competencies, only two dimensions – social awareness and responsible decision-making – were included in more than 10% of required courses. For Students' SEL, less than 1% of courses analyzed included the SEL competencies of self-awareness, social awareness, responsible decision-making, and self-management. For the relationship skills SEL dimension, only slightly more than 1% of courses scanned included this dimension. Similarly, a very low proportion of the four dimensions of the Learning Context were found in required courses, with developing classroom context and developing school-community partnerships being found most frequently, and supporting schoolwide coordination and building school-community partnerships being found less frequently.

A somewhat more positive picture was revealed when examining the data at the level of the college of education, at least for the categories of Teachers' SEL and the Learning Context. More specifically, for Teachers' SEL, the majority of colleges of education had at least one course that addressed the SEL competencies of social awareness and relationship skills, and approximately 40% of colleges of education had at least one course that included information relevant to developing classroom context and developing school-family partnerships for the Learning Context. In contrast, echoing the findings for the scan of coursework, the Students' SEL category was virtually unaddressed in almost all colleges of education in the U.S. Of the

304 schools, 13% had at least one course that included information on relationship skills, 7% for relationship skills, 6% for self-management, 2.3% for social awareness, and approximately 1% for self-awareness.

Additionally, in our review of required courses on child and/or adolescent development, we found that for the majority of states, a large proportion of the colleges of education required a course on human development. As noted by NCATE,<sup>38</sup> one question that remains, however, is whether any of the courses also discuss the application of knowledge about students' social and emotional development to classroom practice.

Finally, one notable finding is the relative mismatch between state-level teacher certification requirements and the extent to which colleges of education include SEL content in their required courses for pre-service teacher education students. This mismatch is most evident with regard to the Students' SEL category in which it was found that while many states include the promotion of Students' SEL in their teacher certification requirements, almost no colleges of education addressed this dimension in their required courses.

One strength of the SEL-TEd project is that a wide corpus of data was obtained – data representing each of the U.S. states and the District of Columbia – allowing for informed decision-making for advancing the science and practice of SEL in pre-service teacher education. Nonetheless, one limitation of our scan is that although the methods employed were quite broad, the information we obtained with regard to the actual ways in which SEL content is incorporated lacked depth. For example, although the scan revealed the presence of SEL content in the course descriptions listed on the websites of colleges of education, the actual content covered in the courses reviewed or the quality of that content was not included, as it was beyond the scope of this scan. Hence, future research efforts should seek to design studies utilizing mixed methodologies that include both quantitative and qualitative data in order to obtain a more complete picture of the precise nature of SEL efforts in teacher preparation.

# EXAMPLES OF SEL IN TEACHER PREPARATION: COURSEWORK AND PROGRAMS

To assist with moving the field forward, in the following sections we provide some examples of the exemplary courses that we found in our scan for each of the SEL dimensions (see Tables 8-12). Also included in this section are examples of some of the teacher preparation programs in which SEL is the focus.

**Table 8. Exemplary Courses from the Phase II Scan of the U.S. Teacher Preparation Programs: Examples Meeting at Least 2 of the 5 Dimensions for Teachers' SEL (Listed alphabetically by state)**

**California State University, Chico (California)**

**EDTE 302 Access and Equity in Education**

Prospective teachers examine socio-political issues of education relative to current demographics of California schools, integration of multicultural education, and promotion of social justice. Candidates identify, analyze, and minimize personal and institutional bias and explore the complexities of living and teaching in a pluralistic, multicultural society. Candidates identify barriers English Learners experience in becoming full participants in the school program and strategies for assisting students in overcoming these barriers.

**Fort Lewis College (Colorado)**

**ED 447 Instructional Quality**

Future teachers will actively engage in the systematic exploration of participatory and multicultural education. Students in this course will develop their perspectives along a continuum of increased cultural and social awareness. Emphasis in this course is on developing each future teacher's cultural competency so they can foster a classroom environment that is egalitarian and collaborative in nature.

**Northeastern University (Massachusetts)**

**EDU 6051 Culture, Equity, Power, and Influence**

Designed to provide an examination of the broad construct of culture and explore how these characteristics impact personal identity, access to education, social mobility, power, and influence. Explores educational institutions as cultural systems and questions concepts at the heart of personal and professional interactions in teaching, learning, curriculum, and administration. Expects students to participate in reflective discussion and begin the personal exploration of their own feelings and experience with culture; to develop competencies spanning cultural and international boundaries to prepare to be more effective in diverse settings; and to influence and advocate for systemic change.

**SUC Cortland (New York)**

**EDU 378 The Social and Academic Curriculum I**

Introduction to the social curriculum, methods and strategies of classroom management, integrated with social studies theory and methods in grades one through six. Focused on self-efficacy and respectful participation in communities through cooperative relationships and skills of negotiation and problem-solving with consideration of familial, ethnic and cultural backgrounds, and effects on child development.

**Table 8 (cont.). Exemplary Courses from the Phase II Scan of the U.S. Teacher Preparation Programs: Examples Meeting at Least 2 of the 5 Dimensions for Teachers' SEL (Listed alphabetically by state)**

**SUC Plattsburgh (New York)**

**EDU 130 Ethics, Relationships, and Multicultural Competencies in Education**

Investigating, thinking critically, and reflecting on ethics, relationships, and multicultural competencies in education. Exploration of the ethical and practical dimensions of teaching within the diverse contexts which teachers and their students bring to the classroom community. Students will be expected to develop an understanding of multicultural teaching competencies and engage in self-reflection to identify and monitor their strengths and areas in need of improvement. Field-based component includes series of conversations with allied professionals (e.g., reading specialists/literacy coaches, speech-language pathologists, school counselors, school psychologists) as well as a series of immersion experiences.

**Wagner College (New York)**

**ED 618 Holistic Approaches to Learning: Aesthetic Education & the Curriculum**

In this course students will deepen their understanding of educational goals that move beyond mere academic learning. The theoretical connections between aesthetic education and emotional intelligence will be examined in the first section of the course. In the second section of the course students will design and experience lessons geared towards the development of emotional intelligence through the use of 'the arts.' Throughout the course students will consider what assessment means in an aesthetically and emotionally oriented curriculum. They will also explore the connections between aesthetic and emotional intelligence and the more academic intelligences. The notion of multiple intelligences will be examined in terms of the young child, and the practical applications used throughout the course will focus upon early childhood education. Children with special needs will be considered, and the ways in which activities might need to be tailored to include all students are also to be examined.

**Salve Regina University (Rhode Island)**

**SCD 320 Curriculum, Methods, and Assessment in the Middle and Secondary School**

Knowing what to teach, how to teach it, and how to assess the learning involved are important skills. In light of the national and state standards for academic content areas, the students in this course will study curriculum planning, instructional methodology, and assessment. Teacher candidates will learn how to develop clear expectations for students, help students reach those expectations using a variety of methodologies, and assess student learning throughout the instructional process using a variety of assessment measures and providing continuous feedback. Teacher candidates will understand that all students can learn at significantly higher levels if teacher instructional practices accommodate the diverse learning styles of students. Students need to be more active participants in their learning since society involves an active engagement with ideas or people. Different instructional models draw upon the learning dispositions of diverse students and utilize the natural power and skills that such students possess. This helps motivate students to learn and makes the process more enjoyable. Teachers who utilize a variety of instructional models will be successful in maximizing the achievements of all students. Teacher candidates will develop skills in the use of a wide array of teaching models that encourage active student participation, enhance student self-worth, and energize student excitement in learning. Prerequisite: Acceptance into the Secondary Education program.

**Table 9. Exemplary Courses from the Phase II Scan of the U.S. Teacher Preparation Programs: Examples Meeting at Least 1 of the 5 Dimensions for Students' SEL**  
(Listed alphabetically by state)

**Northeastern University (Massachusetts)**

**EDU 6472 Advanced Special Education Strategies**

Offers students a set of broad perspectives on building inclusive classroom communities. Moves beyond the rudimentary management of behaviors and examines teaching rooted in clearly defined expectations and logical consequences: teaching that helps foster communal responsibility, self-discipline, and self-determination for students with disabilities and their typical peers. Includes a sustained examination of specific programs and observational and problem-solving tools. Offers an opportunity to develop skills for identifying, assessing, and responding to the range of challenging situations students can expect to encounter across the K-12 continuum.

**Youngstown State University (Ohio)**

**TEMC 4801 Middle School Learning Comm**

History, philosophy, and concepts of middle level education, including interdisciplinary instruction, collaborative teams, cooperative learning, classroom management, teacher-based advisory programs, flexible scheduling, cross-age grouping, departmentalized/core curriculum, adapting curriculum to the needs of culturally diverse populations, and working with families, resource persons, and community groups.

**Widener University / Main (Pennsylvania)**

**ED 1204 Engaging Young Children in the Learning Process**

This course focuses on the development of the social child and the implications on learning. Candidates must know and understand pre-requisite skills for learning that promote academic achievement and school success. Candidates learn that academic achievement is founded on emotional and social skills and that learning is a process that requires self-regulation, self-awareness, confidence, motivation, and problem-solving skills. Candidates examine Pennsylvania's learning standards PreK–4 for personal and social development. Candidates learn to integrate the development of social and personal skills throughout instruction, including getting along with others, following directions, identifying and regulating one's emotions and behavior, thinking of appropriate solutions to conflict, persisting on task, engaging in social conversation and cooperative play, correctly interpreting others' behavior and emotions, and feeling good about self and others. Candidates consider students' potential in the broader sense of their self-concept and peer relationships when making decisions about what and how to teach. Candidates learn to use their knowledge of self-concept, motivation, peer relationships, development of character, aspiration, and civic virtues to develop instruction that nurtures students' intellect. This course also describes the information that PreK–4 candidates need to know in order to develop professional attitudes and behaviors. Candidates demonstrate knowledge of and competence in fostering professionalism in school and community settings.

**Table 10. Exemplary Courses from the Phase II Scan of the U.S. Teacher Preparation Programs: Examples Meeting at Least 2 of the 4 Dimensions for Learning Context**

**Youngstown State University (Ohio)**

**TEMC 4801 Middle School Learning Comm**

History, philosophy, and concepts of middle level education, including interdisciplinary instruction, collaborative teams, cooperative learning, classroom management, teacher-based advisory programs, flexible scheduling, cross-age grouping, departmentalized/core curriculum, adapting curriculum to the needs of culturally diverse populations, and working with families, resource persons, and community groups.

**Table 11. Exemplary Courses from the Phase II Scan of the U.S. Teacher Preparation Programs: Examples Meeting at Least 1 Dimension in each of the 3 Categories of SEL (Listed alphabetically by state)**

**SUC Plattsburgh (New York)**

**EDS507 Prosocial Skills, Positive Behavior Support, and Functional Assessment**

Study of techniques to change challenging classroom behaviors both in the academic and social areas. Assessment and analysis of a functional behavior assessment (FBA) and the development of a behavior improvement plan (BIP). The identification of antecedent and consequent events. Understand why challenging behavior may occur and long-term strategies to reduce and teach positive alternatives. Provide contextual supports necessary for successful outcomes. Proactive and reactive strategies appropriate for all grade levels. Strengthening the foundation of Developmentally Appropriate Practice. Examine behavior modification plans in schools and other settings to best serve students birth-grade 12 range.

**EDU 582 Maintaining an Effective Learning Environment**

This course introduces pre-service teachers to motivation and classroom management strategies that address all students in an inclusive classroom. Participants will investigate best practices of classroom management, how to establish a positive and motivating classroom climate, and management techniques that help students become responsible for their behavior and choices. The participants will also explore positive teacher-student relationships, analyze effective partnerships between families and schools, establish strategies for minimizing and preventing classroom and behavior management problems, and develop comprehensive and efficient time management plans.

**Brigham Young University (Utah)**

**SC ED 379 Classroom Management**

Current theory, research, and application in classroom management; creating positive teacher-student and peer relationships; developing optimal learning environments.

**Table 12. Courses with Social and Emotional Learning Content, which may address specific SEL dimensions (Listed alphabetically by state)**

**Chapman University (California)**

**EDUC 546 Human Development and Wellness in Diverse Classrooms**

This course provides teachers with a basic understanding of their role in promoting emotional, physical, and mental health and wellness within their classroom communities. Topics that will be examined include child and adolescent development, typical versus atypical behaviors, learning theory, promoting students' self-esteem and positive outlook, identifying and preventing risk behaviors/conditions (including bullying, suicide, eating disorders, chronic and communicable disease, dating violence, parental abuse/neglect, and illegal/improper drug use), and building a healthy and sustainable classroom culture and community. The course also examines the California education codes regarding parents' rights in the areas of sexuality education, laws regarding child abuse reporting, and legal responsibilities regarding student safety.

**University of Hawaii, Manoa (Hawaii)**

**ITE 312 Introduction to Teaching, Elementary**

Standards-based planning, assessment, instruction, reflection; inclusive classroom management; unique multicultural environment; issues in education and curriculum. Developing knowledgeable, effective, caring professionals to support students' academic, social, emotional, physical needs.

**Lewis University (Illinois)**

**55-321 Curriculum and Instruction in the Middle School**

This course is designed to prepare educators with an understanding of the characteristics and developmental issues of the middle school students. The course will emphasize methods and strategies middle school teachers can use to meet emotional, social, and academic needs of young adolescent learners. Curricular design, instructional models, reading in the content area, and assessment strategies will be discussed and applied, enabling the candidate to be successful with the knowledge and skills needed for the multifaceted role of the middle school teacher.

**Morgan State University (Maryland)**

**SCED 307 Adolescent Psychology**

This course is designed to provide the pre-service teacher with an opportunity to familiarize himself/ herself with the problems and phenomena of adolescence. The course emphasizes research- and experience-based principles of effective practice that the teacher can employ to encourage the intellectual, social, and personal development of students. Additionally, it emphasizes research- and experience-based principles of individual and group motivation that the pre-service teacher can employ to ensure that his/her students engage in positive social interactions and active learning activities, and exhibit self-motivational behavioral tendencies. Procedures for ensuring that pre-service teachers acquire strategies for developing MSA competencies in their students will be emphasized. Observation in the secondary school is required.

**Table 12 (cont.)**

**Morgan State University (Maryland) (cont.)**

**EDUC 301 Human Learning**

This course is designed to provide the pre-service teacher with knowledge concerning the different teaching strategies that have been developed to create learning opportunities for students characterized by diversity in cultural backgrounds and exceptionalities. Specifically, this course emphasizes the research- and experience-based principles of classical theories of learning as well as those of contemporary theories of verbal learning, aptitude-treatment interactions, and computer-assisted learning in order to encourage (by providing appropriate instructional and learning activities) the intellectual, social, and personal development of students. The course presents a variety of instructional strategies that the pre-service teacher can utilize to develop the critical thinking, problem-solving, and performance of his/her students. Additionally, cognitive, affective (including motivation), social-interaction, and psycho-motor factors that influence learning as well as the topics of the atypical learner, cultural diversity, and classroom management are addressed. Required observation in the elementary and/or secondary school informs this research- and inquiry-based course and supplements discussion. Problem-oriented research projects associated with required observations provide the pre-service teacher with practice in critical and reflective thinking. Procedures for ensuring that pre-service teachers acquire strategies for developing Maryland State Assessment (MSA) competencies in their students are emphasized.

**EDUC 415 Cultural Influences & Managing Diverse Learning Env.**

This course is designed to provide the teacher candidates with sensitivity to the influences that impact upon the positive adjustment of K-12 students in the school environment, as well as those in the work force. Research and experience-based principles of effective practice for understanding and encouraging the intellectual, social, and personal development of the culturally diverse K-12 learner and the home and school environments are emphasized. The content of this course encourages the teacher candidates and other interested personnel to acquire a global perspective, and the skills/understanding necessary for interacting with members of diverse cultures. Legal, political, ethical, moral, and social policy principles relevant to understanding and interacting with students exhibiting diversity in all of its various manifestations are explored. An opportunity is provided to apply acquired skills and understandings through the observation and study of elementary and/or secondary students in their school and community environments. Teacher candidates will develop, examine, and explore strategies for managing an orderly and effective environment for students. Procedures that will enable teacher candidates to acquire strategies for developing MSA competencies in their students will be emphasized.

**Fitchburg State College (Massachusetts)**

**EDUC 2970 Assessment for Instruction**

This course provides elementary and middle school education majors with knowledge to understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of students in today's schools. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of tests and measurements including observation.

**Table 12 (cont.)**

**Oakland University (Michigan)**

**EED 410 Teaching Fitness and Well-Being in Elementary and Middle Level Classrooms**

Students admitted to the K-8 Education Program examine and practice teaching in a supervised peer laboratory setting, gaining experience with a classroom repertoire of PE foundations, unit planning, lesson design, assessment, and overall program evaluation leading to the physiological, biomechanical, social, and emotional health of children.

**Walden University (Minnesota)**

**EDUC 6608 Classroom Management**

Education professionals are helped to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students in this course. Education professionals learn how to foster a sense of community in the classroom and develop positive relationships with and among students. They explore age-appropriate skills and strategies for managing dynamic and flexible grouping structures and teaching conflict resolution. They also examine strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem solving with parents and families. Education professionals apply course concepts through the development of a hands-on, age-appropriate learning activity to implement within a classroom field experience.

**EDUC 6209 Collaboration to Support All Learners**

In this course, candidates explore strategies for effective communication and collaboration with colleagues, specialists, families, and community agencies to provide support for all children. Candidates examine collaboration strategies that promote the growth and learning of all children in the elementary classroom, including those with exceptionalities: students with disabilities, developmental differences, or emotional and behavior disorders; gifted and talented students; and English Language Learners. Candidates learn about the roles of all participants in collaborative teams (Individualized Education Plan (IEP), Response to Intervention (RTI), Alternative Learning Plan (ALP), Child Study). Candidates examine the role of the school in supporting all learners within the larger community context. They identify factors in the students' environments that may impact their growth and learning, and explore strategies for effective collaboration with families.

**Maryville University (Missouri)**

**EDUC 363 The Middle School Teacher**

This course expands teacher candidates' understanding of their essential role in meeting the developing intellectual, social-emotional, and physical needs of culturally diverse early adolescents. It offers many opportunities for pre-service middle level teacher candidates to examine their personal belief system and educational philosophy as they relate to the education of early adolescents.

**Centenary College (New Jersey)**

**EDP 2001 Psychology of School Age Child: Ages 3-16**

EDP 2001 is designed to focus on the developmental processes of children from PreK through high school, approximately ages 3 to 18 years of age. Pre-service teachers will know and understand how children and adolescents develop and learn in a variety of school, family, and community contexts and be able to provide opportunities that support intellectual, emotional, physical, and social development.

**Table 12 (cont.)**

**Canisius College (New York)**

**EMC 391 Cognition, Learning, Assessment, and Diagnostic Teaching: Middle Childhood**

Concepts, standards, and research related to middle level curriculum development stressing the importance of a curriculum that is relevant, challenging, integrative, and exploratory. Interdisciplinary middle level curriculum standards and models will be introduced in addition to assessment strategies that promote the continuous intellectual, social, and physical development of all young adolescents.

**University of Mary (North Dakota)**

**EDU 530 Philosophy and Foundations of Middle School**

The heart of the middle school philosophy is interdisciplinary team organization. Interdisciplinary teams are faced with the problems of how to use the resources of time and space effectively. This course will describe the philosophy and foundations of middle school education. Emphasis will be on the use of teams to meet the physical, intellectual, social, and emotional needs of the young adolescent.

**EDU 573 Curriculum and Methods of Middle School Education**

Curriculum and methods of a middle school are designed to meet the intellectual, physical, emotional, and social needs of the young adolescent. The course will explore components necessary for effective middle school curriculum. A number of interactive strategies including cooperative learning and integrated curriculum will be presented. The application of integrated curriculum and service-learning will be modeled.

**Mount Vernon Nazarene University (Ohio)**

**EDU 2092 Fundamentals of Planning and Instruction**

An introductory study of the process of curriculum development and instructional design to encourage the intellectual, social, and personal development of learners. Special emphasis is given to curriculum and instruction appropriate for candidates' licensure areas. Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interaction are emphasized.

**EDU4032 General Teaching Methods**

A study of research- and experience-based principles of effective practice for encouraging intellectual, social, and personal development. Special emphasis is given to strategies that reflect specific actions of teaching: organizing, instructing, and assessing, and that promote critical thinking, problem solving, and performance skills. Attention is also given to developing ways to interact with school colleagues, community agencies, and parents to support students' learning and well-being.

**Table 12 (cont.)**

**Lock Haven University of Pennsylvania - Main Campus (Pennsylvania)**

**SPEC204 Cognitive Development of Diverse Learners**

Designed to address the definitions, characteristics, and educational, social, and emotional needs of diverse learners. Emphasis will be given to the legal rights and responsibilities inherent in the field of special education. Assessment procedures for eligibility, program design, and performance monitoring will also be addressed.

**Temple University - Main Campus (Pennsylvania)**

**EDUC 4111 Classroom and Conflict Management in Grades 4 through 12**

One of the National Education Goals is the creation of safe and constructive learning environments. Educators are increasingly aware of the need to build community in classrooms and schools in order to help students have such environments. A key component of that is conflict resolution education. This course introduces students to the broad field of conflict resolution education (including classroom management, social and emotional learning, anti-bullying programs, peer mediation, negotiation processes, expressive arts, restorative justice programs, and bias/diversity/cultural awareness programs). AOD 2115 provides students with examples of programs, gives them an opportunity to interact with experts in the field, and encourages them to consider how they can support and utilize these programs as teachers and administrators. Particular emphasis will be placed on understanding how to design and implement conflict resolution and social-emotional learning programs that address the developmental needs of adolescents and the middle school environment.

**Black Hills State University (South Dakota)**

**MLED 478 - Guiding the Adolescent Learner**

This course is designed to investigate techniques that foster academic, social, and emotional growth of the transcendent learner. The focus of the course will be on identifying, observing, and recording the behaviors of early adolescents to assess their learning styles and developmental patterns in order to plan an appropriate learning environment.

**University of North Texas (Texas)**

**EDEC 4633 Nurturing Children's Social Competence**

Facilitating the social and emotional skills of young children. Incorporates an ecological approach to significant influences on self-esteem and self-concept including diversity, family, creativity, and individual differences. Includes analysis of play theory and research. Field experience required.

**George Mason University (Virginia)**

**EDUC 543 Children, Family, Culture, and Schools, 4-12 Year Olds**

Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.



## TEACHER EDUCATION PROGRAMS - EXEMPLARY PROGRAMS

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Despite the paucity of research on the effectiveness of SEL integration into pre-service teacher education, there are only a few places where research is currently underway. In the following section, we include some examples of these programs.

### **San José State University**

Nancy Markowitz and her colleagues at the San José State University Collaborative for Reaching and Teaching the Whole Child (CRTWC) have elaborated on the powerful SEL framework provided by CASEL by addressing the need to focus on SEL skill development of both teachers and students. Thus, they refer to the Social-Emotional Dimensions of Teaching and Learning (SEDTL). This program infuses SEL into the fifth year of K-8 teacher certification. The theories, practices, and research around SEL are incorporated into the existing content areas, courses, and field experience. The program aims to teach faculty, candidates, university supervisors, and cooperating teachers to integrate SEL into their practices. Materials such as videos and teaching cases are used in university coursework

as well as in professional development sessions conducted with cooperating teachers to develop a common language and to identify specific SEL strategies. The goal is to develop an SEL lens that guides a candidate's practice. CRTWC began working with a lab district, Sunnyvale, in 2013, and has now expanded the pilot to Oak Grove School District, working with approximately 30 pairs of teacher candidates and cooperating teachers.

CRTWC is currently in the second year of a three-year contract with WestEd to assess their work. That evaluation includes development of instruments/data gathering processes that capture what candidates/graduates are actually doing. Over a five-year period CRTWC is gathering data on what faculty, university supervisors, teacher candidates, and cooperating teachers think. The project is also looking at what their graduates know and are able to do related to SEL and then following them into the field for at least the first year of teaching to see if this SEL integration continues and what factors support and hinder this practice.

### **University of Pittsburgh – Attentional Teaching Practices**

Although not an entire program, at the University of Pittsburgh a year-long course has been implemented which is taken by teacher candidates during the Masters in Teaching program to improve pre-service teachers' psychological competence, mainly through mindfulness and self-regulation practices. The course is aimed at helping teachers handle future stress experienced as a teacher. Shannon Wanless and Tanner Wallace conducted research on the program and described their study in a paper presented at the American Educational Research Association (AERA) conference in April, 2014, in Philadelphia. Specifically, the aims of their study were to (a) examine the naturally occurring psychological competencies of pre-service teachers, including regulation and self-compassion, and (b) explore how mindfulness may relate to these competencies and in turn relate to pre-service teachers' perceptions of their readiness to teach at the end of their secondary school program. Their findings indicated that pre-service teachers report mid-level psychological competence. Additionally, mindfulness skills significantly related to higher perceptions of readiness to teach, via regulation

but not via self-compassion. Wanless and Wallace are continuing this important work to understand how incorporating mindfulness into teacher pre-service course work leads to effective teaching and learning.

### **Academy for Social-Emotional Learning in Schools, a partnership of the College of Saint Elizabeth and Rutgers University**

Maurice Elias, with colleagues at the College of St. Elizabeth, developed an online credentialing program for direct instruction of Social-Emotional and Character Development (SECD) programs in classroom, small-group, and after-school settings, and for school-focused coordination of social-emotional and character development and school culture and climate. This four-level series of courses can be taken as part of Rutgers' five-year credentialing program or independently. Level 1 courses are: SECD Theory and Research, SECD Pedagogy and Practice, and a Practice and Intervention Practicum. Additional levels to attaining certification focus on: Master Teacher/Trainer of SECD and Related Programs, School-Level Coordination of SECD and Related Programs, and District-Level Coordination of SECD and Related Programs.



# VOICES FROM THE FIELD: WHAT DO DEANS OF COLLEGES OF EDUCATION SAY?

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As part of the SEL-TEd project, we also interviewed deans of colleges of education to obtain their advice about the ways in which SEL content can be integrated into teacher preparation programs in colleges of education in the U.S. In the following section, we provide quotations from the interviews that provide their advice on how to integrate SEL into the very fabric of teacher preparation. What we learned is that there are four areas that influence deans of colleges of education: (1) State certification requirements which influence deans to include SEL in teacher training; (2) Some research showing it's effective (we have data for students but not teachers); (3) Initial support from a couple of faculty members, which can attract support from others; and (4) The dean's own worldview and receptivity.

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## Who we spoke to

### **Diana L. Cheshire**

Dean,  
Orlean Bullard Beeson  
School of Education,  
Samford University



### **Robert C. Pianta**

Dean, Curry School of  
Education, University of Virginia



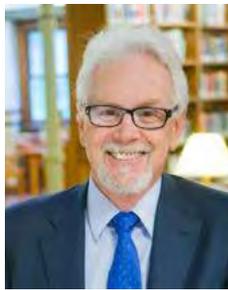
### **Hardin Coleman**

Dean, School of Education,  
Boston University



### **Gary Sasso**

Dean, College of Education,  
Lehigh University



*"We need more faculty trained in SEL. How are we training future faculty in SEL?"*

Diana Cheshire

*"If we don't have faculty that can teach this new wonderful information, how would this information get to deans?"*

Diana Cheshire

*"I was just at a meeting of the Coalition for Psychology in Schools and Education and there are many deans involved with that. Five years ago I started a conversation about doing a best practices in SEL, and people had no idea what I was talking about. I just left a meeting right now and people are using it all the time. The work that is happening at CASEL is having a very positive impact at organizing the language."*

Hardin Coleman

*"The barriers are primarily who is advocating for it and are they credible within the teacher education groups? What I mean by credible is: are the people who are coming in advocating for integrating social and emotional learning understanding enough about what is happening in teacher education for the math educator, special education educator, etc. who thinks they are doing this work anyhow, to accept the conversation? Sometimes the add-on advocates either don't demonstrate a specific knowledge about what they are doing and come across as critical of what we are doing because the outcomes they want aren't apparent. "*

Hardin Coleman

*"Public schools were designed to be the great engine of democracy. It was the model that told us that any kid could grow up to be president. It was a way to create citizens of this country. In order to do that you need to be able to interact with other people and systems. A large part of what we are talking about there is SEL - being able to get along with people and being able to work effectively with others "*

Gary Sasso

*"We should pay attention to national policy, but we should also pay attention to the politics behind these policies. Sometimes these policies do not have broad empirical support. Universities need to be the ones who say there is one place that needs to follow the evidence without fear or favor and make recommendations based on what the best research tells us. That needs to be the university. A number of deans of education are saying that we need to let empirical evidence lead the way when it comes to deciding the kinds of things that we teach in our programs"*

Gary Sasso

*"Most of the time we look through the lens of classroom management. We need to retool and look for ways to prepare teachers to foster SEL competencies by providing a theoretical and conceptual framework, and provide experiential opportunities where student teachers understand there are pedagogical approaches and curricula that help them foster these competencies."*

Robert Pianta

*"How do we influence deans to focus on SEL? Marketing is not enough. We need research that is relevant to higher education faculty and curriculum – not just elementary and secondary school educators. There is a big gap in this research."*

Robert Pianta

*"In pre-service teacher training I believe we have to broaden our ideas of the child in the context of the constellation of variables in their lives (this include the practicum experience). We need to think beyond IQ and cognitive ability. We need to look at influences of poverty and income. We need to ask ourselves where do kids find themselves when they come to learning environments? How do these cultural, social, and emotional variables impact them?"*

Robert Pianta

# RECOMMENDATIONS

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Given the issues that have been discussed in this report, there is an urgent need for work that will further our understanding of SEL in pre-service teacher education in order to advance the science and practice of SEL in teacher preparation programs throughout the U.S. We believe there are three core elements that should be a part of any effort. These include: (1) a focus on science and evidence-based practices, and the link between theory and practice, (2) a systemic approach – one that takes into account the multiple levels of influence (e.g., policy, colleges of education, school districts, classrooms) and, (3) collaborative partnership – interdisciplinary teams of scientists, practitioners, teacher educators, and educational leaders (school leaders, deans of education).



“Policy decisions at the state or national level have a huge influence on what deans include in teacher training. But the people who can have a lot of influence on decision makers are theorists and academics because they can provide high quality research that gives the rationale for including SEL in teacher training.”

—Lindan Hill, Assistant VP and Director, Marian University

## RECOMMENDATION 1: ADVANCING SEL IN PRE-SERVICE TEACHER EDUCATION THROUGH POLICY

**A.** State policymakers should redesign policies to ensure that teacher certification requires that all educators demonstrate their ability to apply contemporary knowledge of child and adolescent SEL and development to PreK-12 classroom practice. One example of this is currently unfolding in Massachusetts, where a group of educators and policymakers are working collaboratively to embed SEL into pre-service teacher education (see <http://www.sel4ma.org/>).

**B.** In accord with the recommendations of the NCATE (2010) report, more attention needs to be given to providing opportunities for teacher candidates to learn principles of child and adolescent social and emotional development by integrating developmental science principles throughout the teacher preparation curriculum (see <http://www.ncate.org/Public/ResearchReports/NCATEInitiatives/IncreasingtheApplicationofDevelopmentalScienc/tabid/706/Default.aspx>).

**C.** Moreover, teacher candidates need to learn about the latest innovations and science in SEL and its practical application, with intentional and specific attention to all domains of SEL. As noted in this report, this is already being done in places

such as San José State University, the University of Pittsburgh, and Rutgers University.

**D.** Pre-service teacher education programs need to redesign their curricula so as to combine course content on SEL with practical application of SEL concepts into classroom teaching. This can be done through supervised student teaching experiences as well as through classroom-based video examples, role-plays, and out-of-classroom mentorship.

**E.** A necessary prerequisite for incorporating domains of SEL into pre-service education is having a cadre of teacher educators and classroom supervisors with the necessary SEL knowledge and skills. Thus, colleges and faculties of education need to hire new personnel with the required expertise and provide professional development for their current faculty in this area.

**F.** Relatedly, during their student teaching experience, teacher candidates need to be placed in classrooms with teachers with expertise in the knowledge and implementation of SEL so that teacher candidates can have first-hand experience in observing and then implementing SEL.

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## RECOMMENDATION 2: ADVANCING THE SCIENCE AND PRACTICE OF SEL IN TEACHER EDUCATION THROUGH RESEARCH

**A.** Research is needed that examines how promoting teachers' SEL in pre-service or in-service teacher education leads to improvements in not only teacher well-being (e.g., stress, happiness) but also in other health-related dimensions, such as stress leaves, health care use, medication, etc. It is this type of research that can play a role in leveraging policymakers and school leaders to make positive changes to incorporate SEL as a necessary and central dimension of teacher preparation and teacher professional development.

**B.** Research is needed to examine if and how SEL programs for students lead to improvements/advances in teachers' own SEL. Although there is a plethora of studies examining the effectiveness of SEL programs on student outcomes, there are virtually no studies that have examined whether implementing an SEL program leads to increases in teachers' SEL. For example, with regard to the implementation of the MindUP program for students (a mindfulness-based educational intervention), there is anecdotal evidence from

teachers that indicates that implementing the program for their students helps to promote their own well-being. But there is no empirical data to support this claim. Given the large number of existing SEL programs and their implementation across the U.S., one way to advance SEL in teacher education may be to find ways in which to incorporate the promotion of teacher SEL into the training models and implementation supports among these existing programs.

**C.** Research is needed to examine if and how integrating SEL in teacher preparation programs leads to subsequent improvements in their students' SEL and academic achievement once teacher candidates are employed as teachers. That is, we need to explore the ways in which integrating SEL into teacher preparation programs trickles down to improve outcomes for students. We must be cautious not to be shortsighted and rely only on good faith that preparing teachers with knowledge and experiences with SEL will lead to positive student outcomes. Indeed, we do not know how well the inclusion of SEL knowledge and practice in pre-service teacher education translates to the promotion of either teachers' own SEL or the promotion of SEL competencies

of their students. Although we now have evidence that demonstrates that quality teacher-led implementation of evidence-based SEL leads to positive student outcomes,<sup>16</sup> we do not yet know how well quality instruction in SEL during pre-service teacher education leads to more positive outcomes for students.

**D.** There should be the creation of a "Compendium" of measures for assessing SEL in pre-service teacher education. This compendium needs to include a wide body of solid measures that are psychometrically strong (e.g., valid, reliable) and easy-to-use to enable both researchers and practitioners to examine SEL in pre-service teacher education. Utilization of the same measures across studies will also advance understanding of what works, for whom, and under what conditions.

**E.** Research on SEL in pre-service teacher education should utilize mixed methodologies (e.g., quantitative, qualitative), be multidisciplinary, include collaborations between scientists and practitioners, attend to mediators and moderators, and pay explicit attention to the end use of the research.

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## RECOMMENDATION 3: CONVENE THOUGHT LEADERS

**A.** To inform the advancement of the science and practice of SEL in teacher preparation, there should be a convening of thought leaders from across the country (similar to a Wisdom 2.0). The convening should include an array of experts in the field of SEL (including researchers, deans of colleges of education, educators, educational leaders), policymakers, and other experts knowledgeable about systems-level thinking and educational reform movements. The convening should be facilitated focusing on tangible outcomes.

**B.** An association should be created that brings together individuals from across the country interested in SEL in pre-service teacher education to work collectively to bring a rationale and research findings to legislatures, governors, state boards of education, etc. This would include researchers, educators, and others with a focus on advancing the science and practice of SEL in teacher preparation. There are already some places where this is happening. For example, the Social and Emotional Learning (SEL) Special Interest Group (SIG) of the American Educational Research Association (AERA) has a group of members with specific interest in SEL in teacher education.



## RECOMMENDATION 4: IDENTIFY SUCCESSES AND LEARN FROM THEM

**A.** As described in this report, there are a few existing “exemplars” – places, programs, and courses that already exist that are embedding SEL into pre-service education. We recommend that we begin with this “low-hanging fruit” and devote resources to examining their efficacy and scalability. We need to try to answer questions such as: What programs and/or training approaches are most effective for teachers at different points in their career? Which modes of delivery (e.g., online, face-to-face) are most effective in relation to the content being covered? What are the short- and long-term effects with regard to different approaches? What are the critical elements of successful approaches?

**B.** Identify exemplar teacher education programs and courses and provide their content to a wide

audience. For example, as deans and teacher educators in colleges of education move to embedding SEL into teacher education, they will want to see examples of course descriptions and syllabi. There needs to be a place where they can easily access best practices and examples.

**C.** Tap the wisdom of practice through the involvement of strong educational practitioners at all levels – teacher educators, school leaders (e.g. superintendents, principals, and curriculum specialists), and scientists – as well as prospective teachers and beginning teachers.

**D.** Go beyond our borders to explore how SEL is being advanced in other countries that are leaders in education – Canada, Finland, the Netherlands, Singapore, Korea, New Zealand, and Australia.



# CONCLUDING COMMENTS

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Imagine schools where children feel safe, valued, confident, and challenged, where they have the social, emotional, and academic skills to succeed, where the environment is safe and supportive, and where parents are fully engaged.

Imagine this not as the exception in an elite or small school but in every school and for all children. Imagine the integration of social and emotional skills as a part of education at every level, from preschool to high school. Imagine it as part of district, state, and federal policies.

This is our dream for 21st-century education – and it is happening now. Through rigorous experimental and action research and partnerships with schools throughout the country, we have seen the impact of social and emotional learning not only on children’s learning and development but also on school functioning. More and more schools are adopting social and emotional learning as an overarching philosophy and framework for school improvement and children’s optimal development (O’Brien, Weissberg, & Munroe, 2005-2006).

Integrating SEL into the very fabric of education is moving from a dream to a reality. Indeed, states are incorporating SEL into legislation, and school districts and schools across the country are making explicit efforts to integrate SEL into the very fabric of education. An obvious next step is to

now expand SEL content into state-level teacher certification requirements and to integrate all categories of SEL – Teachers’ SEL, Students’ SEL, and the Learning Context – into required courses in pre-service teacher education programs across the U.S. Moreover, future teachers must not only be exposed to this new science of SEL in their coursework, but must be taught and allowed the time to apply this knowledge in schools and classrooms during their pre-service teaching experiences.

To move forward, we need to work collaboratively in advancing the science and practice of SEL in pre-service teacher education. Indeed, to create a world characterized by the values and practices that illustrate caring and kindness among all people, it is essential that educators, parents, community members, and policymakers work in concert to achieve long-term change. In today’s complex society, we need to take special care to encourage and help our young people to reach their greatest potential and to flourish and thrive. It is therefore critical that we make intentional efforts to ensure that SEL is embedded into both state-level teacher certification requirements and pre-service teacher education. Such efforts must be based on strong conceptual models and sound research. Only then will we be in a position to advance the development of our nation’s children and youth.

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