



SOCIAL & EMOTIONAL LEARNING AND TEACHER EDUCATION: A NATIONAL SCAN OF TEACHER PREPARATION PROGRAMS

A REPORT
PREPARED FOR CASEL

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a place of mind



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TABLE OF CONTENTS

Executive Summary	5
Introduction	14
Social and Emotional Learning: Equipping Students with Skills for School and Life Success	14
The Case for Social and Emotional Learning in Teacher Preparation	16
The Social and Emotional Learning in Teacher Education (SEL-TEd) Research Project: A Scan of SEL	
Content in Teacher Preparation Programs in the US	18
Social and Emotional Learning in Education: A Framework	18
Phase I: SEL and State-Level Teacher Certification Requirements	20
Overview	20
Methodology	20
Phase I: Key findings	22
Summary	26
Phase II: Scan of Courses in Teacher Education Programs in US Colleges of Education	27
Overview	27
Methodology	27
Phase II: Key findings	30
Summary	46
Examples of SEL in Teacher Preparation: Coursework and Programs	47
Teacher Education Programs - Exemplary Programs	56
Voices from the Field: What do Deans of Colleges of Education Say?	58
Recommendations	60
Recommendation 1: Advancing SEL in Pre-Service Teacher Education through Policy	60
Recommendation 2: Advancing the Science and Practice of SEL in Teacher Education through Research	62
Recommendation 3: Convene Thought Leaders	63
Recommendation 4: Identify Successes and Learn from Them	63
Concluding Comments	65
Endnotes	66
Appendices: Supplementary document	
Appendix I: Colleges Included in Scan	2
Appendix II: Bios of Deans	8



EXECUTIVE SUMMARY

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 non-academic skills in education are 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 US 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.

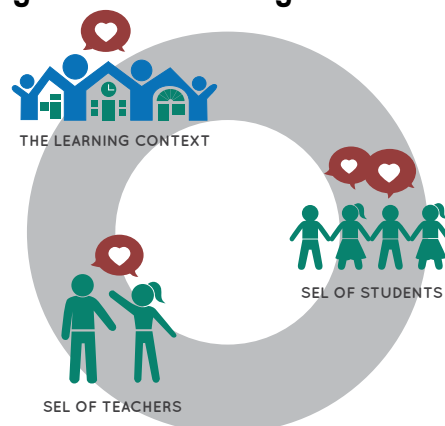
This report summarizes a scan that we conducted examining the degree to which SEL is incorporated into state-level teacher certification requirements and teacher preparation programs in colleges of education in the US. To our knowledge, this is the first ever scan of SEL content in state-level teacher 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 US colleges of education. In our scan, we also assembled a corpus of courses in which SEL is already being integrated and talked with Deans of colleges of education in the US to obtain their advice on the ways in which 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 how thoughts, feelings, and actions are interconnected, including the capacity to accurately assessing one's strengths and limitations, have positive mindsets, a realistic sense of self-efficacy, a well-grounded sense of confidence and optimism, and an understanding one's emotions, personal goals, and values.
2. **Self-Management** - the skills and attitudes that facilitate the regulation of emotions and behaviors, including such the ability to delay gratification, manage stress, control impulses, motivate oneself, and work towards 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, including skills in communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed.
5. **Responsible Decision Making** - the knowledge, skills, and attitudes needed to make realistic evaluation of consequences and constructive choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, and social norms, across diverse settings for risky behaviors and to take into consideration the health and well-being of both self and others.

Figure 2. Three categories of SEL



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 dimensions: SEL of Teachers, SEL of Students, and the Learning Context (see figure). For each Phase of our scan, a coding guide was comprised of three sections that addressed: (a) SEL of Teachers (e.g., pre-service teachers learn to foster their own SEL competencies, such as self-awareness, social awareness), (b) SEL of Students (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 - SEL of Teachers and SEL of Students - 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 subcategories that included: Classroom Context, Supporting School-Wide 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.

PHASE I: SEL Content in State-level Teacher Certification Requirements in the US

To begin Phase 1 of our scan, information was gathered 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, the website of each state’s department or board responsible for establishing the standards and coursework requirements was examined, and the documents that outlined these were located. We developed a coding guide to analyze the teacher education program standards identified for the US 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). We were most interested in finding and coding standards that applied to all pre-service teachers in each state. Therefore, standards that applied to particular pre-service teacher groups were considered only if there were no general standards that applied to all pre-service teachers, or if the standards that applied to all pre-service teachers did not meet at least one domain in the three SEL categories.

KEY FINDINGS

Key Finding 1: All 50 US states and the District of Columbia address some dimension of “SEL of Teachers” in their certification requirements.

We found that 20% of states addressed four of the five core Teacher SEL dimensions and that the vast majority of the states (71%) had requirements that addressed one, two, or three of the five core Teacher SEL dimensions.

Of the five core SEL of Teacher domains, the most commonly addressed in the teacher certification requirements included: responsible decision-making (90% of states), social-awareness (86% of states), and relationship skills (80% of states). In contrast, the most commonly absent SEL of Teacher domains were self-awareness (18% of states) and self-management (4% of 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.

Key Finding 2: Over 50% of states have state-level teacher certification requirements that have a comprehensive focus on the promotion of SEL of Students. Our scan revealed that 53% of states addressed either five or four of the five dimensions of SEL of Students. Only 29% addressed one, two or three of the five dimensions, and 12% of states had certification requirements addressing SEL of Student dimensions that were only applicable to teachers in specific grade-levels or subject-areas, rather than all pre-service teachers.

SEL of Students was the only category that was not addressed at all by some of the states' requirements, with 6% of states having requirements that did not address any of these dimensions. For the SEL of Students dimensions, the majority of states included: responsible decision-making (82%), relationship skills (78%), and self-management (73%) 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 SEL of Student dimensions of self-awareness (43%) and social-awareness (51%) in the certification requirements, suggesting that these were given less emphasis 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.

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, 82% of states had comprehensive requirements addressing all four of the Learning Context dimensions (Classroom Context, Supporting School-Wide Coordination, Developing School-Family Partnerships, Building School-Community Partnerships). Only 6% addressed three of the four domains, and only 2%

addressed one or two of the four dimensions.

The majority of states included the four dimensions of the Learning Context in their certification requirements: school-wide coordination (90%), school-community partnerships (88%), school-family partnerships (86%), and classroom context (86%).

PHASE II: SEL Content in Required Coursework in Colleges of Education in the US

Phase 1 of our scan focused on delimiting the ways in which SEL is incorporated into state-level teacher certification requirements. However the question remains as to how 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 US? 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 dimensions? 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. 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, and 47 Pre-K 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 2 out of 5 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) Teacher Social Emotional Learning (SEL), (b) Student 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 1, the first two categories – Teacher SEL and Student 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 subcategories that included: Classroom Context, Supporting School-Wide Coordination, Developing School-Family Partnerships, and Building School-Community Partnerships.

KEY FINDINGS

Key Finding 1: The promotion of the SEL of Pre-service Teachers is addressed in many Colleges of Education in the US. Our scan of colleges of education revealed that nearly all (92%) of the colleges of education in almost all states addressed between one and three of the five core SEL of Teacher dimensions: one-third (33%) addressed one dimension; one-third (31%) addressed two dimensions, and about a fourth (27%) addressed three dimensions. The only program that addressed four of the five core SEL of Teacher dimensions was found in the District of Columbia. There was a total of 6% of states where the majority of its teacher education programs did not address any of the SEL of Teacher dimensions.

Of the five core SEL of Teacher dimensions, the most commonly addressed by the majority of teacher preparation programs in each state included: social-awareness (86% of states), responsible decision-making (67% of states), and relationship skills (25% of states). In contrast, the most commonly absent SEL of Teacher dimensions in the required coursework for the majority of pre-service teacher education programs in each state were self-awareness (6% of states) and self-management (2% of states). In other words, the majority of teacher education programs in 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 SEL of Teachers, social awareness (16.78%) and responsible decision-making (10.9%) were the most highly addressed dimensions in the courses coded. Self-management (0.43%), self-awareness (2.27%), and relationship skills (4.88%) were the least addressed.

We also examined SEL content at the college of education level and found that course content for the SEL of Teachers dimension 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 SEL of Students is given little attention in required courses in teacher preparation programs in colleges of education in the US. The overwhelming majority (51-100%) of teacher education programs in nearly all (96%) of the states did not address any of the five core SEL of Students dimensions. Only Utah and the District of Columbia addressed just one of the five core student SEL dimensions. There was one state—Pennsylvania—where a majority of teacher education programs did not have required coursework that promoted Students’ SEL, however, it did have one teacher education program—Widener University—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 SEL of Students, most were largely absent in the majority of teacher education programs in nearly all the states: self-awareness (0% of states), social awareness (0% of states), responsible decision-making (0% of states), and self-management (0% of states). A couple of states had courses in their teacher education programs that addressed relationship skills (4%). 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 3: Many pre-service teacher education programs emphasize that teacher candidates should obtain knowledge with regard to dimensions of the learning context. The majority of teacher education programs in some (36%) of the states addressed one, two, or three of

the four Learning Context dimensions: less than a quarter (20%) addressed one dimension; few (8%) states addressed two dimensions, and few (8%) states addressed three dimensions. There was a total of 63% of states where most of its teacher education programs did not address any of the Learning Context dimensions. One state (Ohio) met all 4 dimensions.

Of the four Learning Context dimensions, the most commonly addressed by the majority of pre-service teacher education programs in each state included: developing classroom context (27% of states) and developing school-family partnerships (24% of states). In contrast, the most commonly absent Learning Context dimensions in the coursework requirements were supporting school-wide coordination (only 12% of states) and building school-community partnerships (only 4% of states).

With regard to our analyses at the level of the college of education for the Learning Context dimension, we found that course content for this dimension was frequently addressed: Developing Classroom Context (42%), and Developing School-Family Partnerships (39%), and to a lesser extent for Supporting School-Wide Coordination (24%), and Building School-Community Partnerships (21%).

Finally, analysis at the level of course content, of the four dimensions for the Learning Context category, 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 school-wide coordination (2.35%) and building school-community partnerships (2.15%) were the least addressed.

Key Finding 4: SEL Content can be found in a variety of required courses in pre-service teacher education programs in the US. SEL content can be found mostly in courses in Ethics, Classroom Management, Foundations in Education, Special Education, Psychology, Health and Well-Being, and Curriculum, Instruction, Methods, and 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.”). To a somewhat lesser extent, SEL content could also be found in courses on Human Development, Diversity, Family, School, and Community, Assessment, 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 US states. 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 (see NCATE, 2010).

Key Finding 6: Correspondence exists between state-level certification requirements and required coursework for SEL of Teachers, but not for SEL of Students 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 the SEL of students and learning context dimensions. More specifically, although many states required knowledge and skills about students’ SEL and the learning context, few colleges of education in the US required knowledge in these domains. In other words, there was a large mismatch between state-level certification requirements and required coursework for SEL of students and the learning context.

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 only a few places where research is currently underway.

San Jose State University

Dr. Nancy Markowitz and her colleagues at the San Jose 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 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.

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

Dr. 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.

University of British Columbia

In the Faculty of Education at the University of British Columbia in BC, Canada, SEL has been explicitly integrated into a post-baccalaureate (B.Ed) 12-month teacher preparation program. Specifically, one of the nine options available to the pre-service teacher education students is the “Social–Emotional Learning (SEL)” cohort.

Within this program, teacher candidates take the regular UBC teacher preparation program with a special emphasis on SEL. Throughout all of their coursework, teacher candidates not only learn about current research and theory on SEL, but are also provided with explicit training and opportunities for implementing SEL evidence-based programs and practices into classrooms during their student teaching practicum.

Voices of Deans

To learn more about SEL, we interviewed four prominent Deans of Colleges of Education in the US:

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

Dr. Hardin Coleman, Dean, School of Education, Boston University

Dr. Gary Sasso, Dean, College of Education, LeHigh University

Dr. 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, which include: (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; (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 and 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 not 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

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 Pre K-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 policy makers 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 both the field of SEL (including researchers, Deans of Colleges of Education, educators, educational leaders), policy makers, and other experts knowledgeable about systems level thinking and educational reform movements. The convening should be facilitated with the outcome focusing on tangible outcomes. Create an association 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 and 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) 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?



INTRODUCTION

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. 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.^{1,2} 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%).³ In the face of current societal economic, environmental, and social challenges, the promotion of these “non-cognitive” 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”,⁴⁻⁷ 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.⁸⁻¹⁰

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 Associates¹¹ 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.¹² 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.¹³ 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, social-cognitive growth,^{12,14} and 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”.¹⁵

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.^{16,17} Moreover, such skills predict important life outcomes, including completing high school on time, obtaining a college degree, and securing stable employment.¹⁸ 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.¹⁹ 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 for creating the conditions for optimal teaching and learning has been an important objective for policy makers, educational leaders, and researchers interested in insuring that students are fully prepared for engaged citizenship and productive and meaningful careers, and this objective has spurred research on the determinants of high quality teacher preparation and teacher professional development.

Teacher preparation programs in the US recruit, select, and prepare approximately 200,000 future teachers every year,²⁰ 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,²¹ 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 renovation to develop successful program models and improve the quality of teacher preparation and teacher professional development.²² 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.²³

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 has demonstrated that teaching is one of the most stressful professions in the human service industry.²⁴ Indeed, the number of teachers reporting significant levels of on the job stress is on the rise. Whereas in 1956, 43% of teacher 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 some feelings associated with stress and burnout.²⁵⁻²⁷

Research on teacher attrition also adds to the picture of 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.²⁸ Student behavior has also been identified as a reason that teachers leave the profession.²⁹ 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.³⁰ 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.^{31,32} 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.³³

Similarly, central to effective, high quality teaching and learning is teachers' knowledge and understanding of their students' social, emotional, and cognitive development.^{34,35} 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.³⁶ 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 US.

In 2005, the National Council for Accreditation of Teacher Education (NCATE)³⁷ conducted a survey to ascertain the status of child and adolescent development 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 selected 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).³⁸ 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 US 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 SEL-TEd Project. We begin by providing an overview of the project components, summarize the research methods and then delineate some of the key findings. We conclude the section 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 US

Although, as documented above, there is a plethora of recent research to support action to address the social emotional competencies of teachers³⁹ and their students,¹⁶ research that addresses the degree to which teacher preparation program equip teacher candidates with the necessary knowledge base and skills for the promotion of SEL is absent. To address this, we conducted a scan of SEL in teacher preparation certification requirements and teacher preparation programs in the US. To our knowledge, this is the first ever scan of SEL content in preservice 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 US 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), a nonprofit organization in the U.S., has been at the forefront in North American and international efforts to promote SEL in schools. Since its inception, CASEL has defined SEL more specifically and has served as a guide to school-based SEL programming.⁴⁰ 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, CASEL⁴¹ has identified five interrelated competencies that are central to SEL (see Figure 1).¹²

1. Self-Awareness - the ability to accurately recognize how thoughts, feelings, and actions are interconnected, including the capacity to accurately assessing one's strengths and limitations, have positive mindsets, a realistic sense of self-efficacy, a well-grounded sense of confidence and optimism, and an understanding one's emotions, personal goals, and



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

values.

2. Self-Management - the skills and attitudes that facilitate the regulation of emotions and behaviors, including such the ability to delay gratification, manage stress, control impulses, motivate oneself, and work towards 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, including skills in communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed.

5. Responsible Decision Making - the knowledge, skills, and attitudes needed to make realistic evaluation of consequences and constructive choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, and social norms, across diverse settings for risky behaviors and to take into consideration the health and well-being of both self and others.

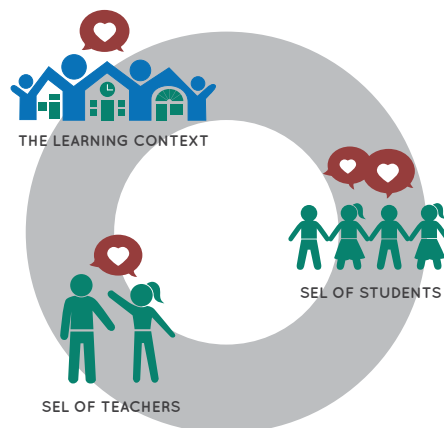
The framework that we used to guide our work draws from CASEL's definitions of SEL

competencies and includes three categories: SEL of Teachers, the Learning Context, and SEL of Students (see).

SEL of Teachers: Teachers own SEL competence and well-being plays a critical role in influencing the infusion of SEL into classrooms and schools.⁴² Jennings and Greenberg³⁷ 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 deep learning among students,⁴³ 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.⁴⁴ Hence, it is essential that efforts are 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.⁴⁵

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

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

students’ development and provides opportunities for practicing the 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.

SEL of Students: SEL is grounded in research findings that social and emotional skills can be taught to students through explicit instruction³⁶ and that they promote developmental assets and reduce problem behaviors, and that they improve children’s academic performance, 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.¹⁶ 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. Thus, SEL programs can be easily incorporated into routine school practices and do not require staff from outside the school for successful delivery.

PHASE I: SEL AND STATE-LEVEL TEACHER CERTIFICATION REQUIREMENTS

OVERVIEW

Phase 1 of our scan focused on determining the degree to which components of SEL are incorporated into state-level teacher certification requirements. In the US, 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 the U.S.,

each state, namely through a state department (e.g., Department of Education) or board (e.g., Board of Regents, State Board of Education), has the authority to develop their own 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 non-profit 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.

Information was gathered 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, the website of each state's department or board responsible for establishing the standards and coursework requirements was examined, and the documents that outlined these were located. We developed a coding guide to analyze the teacher education program standards identified for the US states with definitions drawn from SEL theory and research by experts in the field.^{42, 46-48}

The coding guide was comprised of three sections that addressed: (a) Social Emotional Learning (SEL) of Teachers (e.g., pre-service teachers learn to foster their own SEL competencies, such as self-awareness, social awareness), (b) Social and Emotional Learning (SEL) of Students (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 - SEL of Teachers and SEL of Students - 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 subcategories that included: Classroom Context, Supporting School-Wide 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, the unit of analysis was a meaningful unit, 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."⁴⁹ 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 unit in this example, the research assistant considered whose SEL competencies were being exercised or fostered (e.g., the teacher or students) and via what means (e.g., the use of communication skills).

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.⁵⁰ 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). We were most interested in finding and coding standards that applied to all pre-service teachers in each state. Therefore, standards that applied to particular pre-service teacher groups were considered only if there were no general standards that applied to all pre-service teachers, or if the standards that applied to all pre-service teachers did not meet at least one domain in the three SEL categories. In our review of the state standards, 90% of states had standards that

applied to all pre-service teachers, whereas 10% only 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 SEL of Teacher, 95%

(kappa = .722) for SEL of Student, 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., SEL of Teacher, SEL of Students, and the Learning Context) based on the extent to which their teacher education standards/requirements addressed the sub-categories (e.g., Self-Awareness) of each category.⁵¹ (Coding guide is available upon request).

PHASE I: KEY FINDINGS

Our scan revealed that six of the 50 US states and the District of Columbia reviewed scored high on all three categories – meeting all dimensions of both the SEL of Students and Learning Context categories, and most of the dimensions of SEL of Teachers 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 US states and the District of Columbia address some dimension of “SEL of Teachers” in their certification requirements (See Map 1).

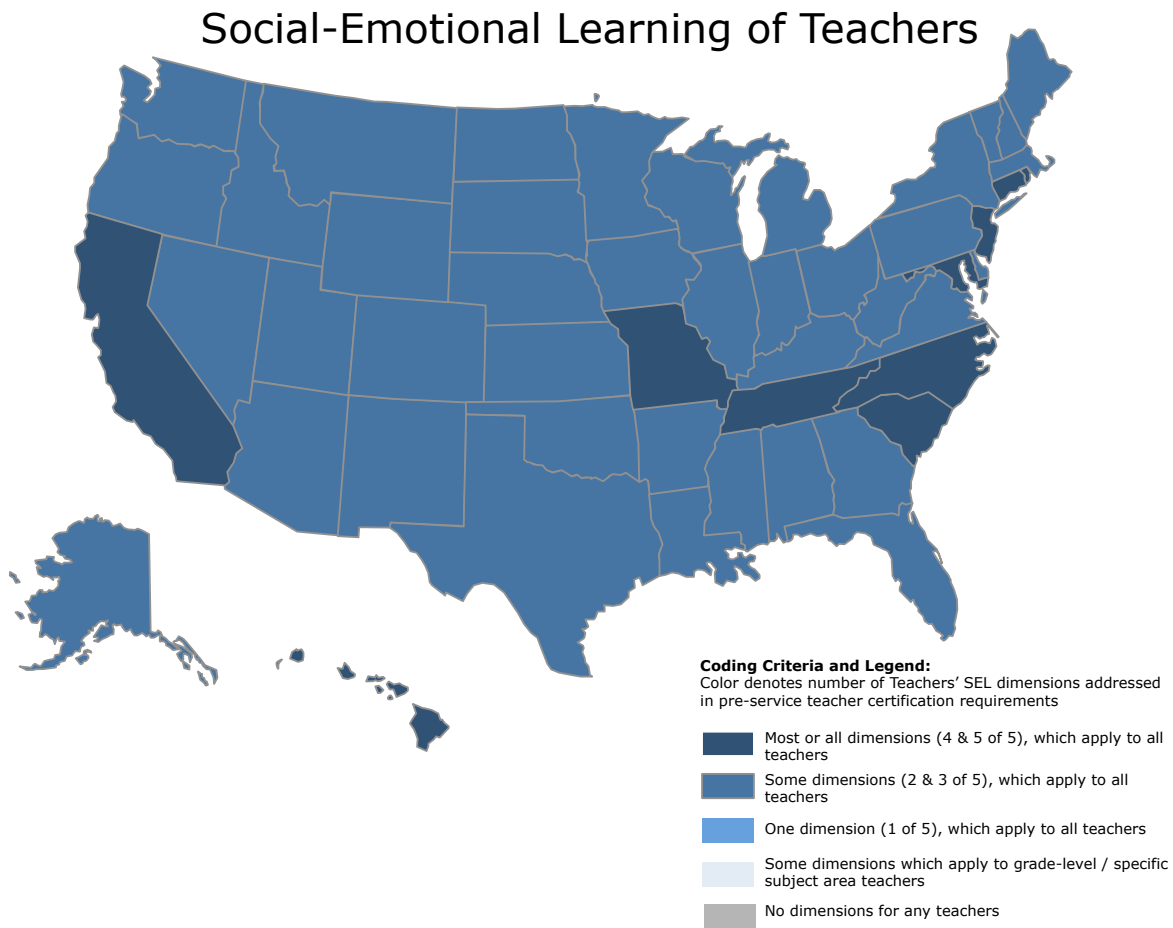
We found that 20% of states addressed four of the five core Teacher SEL dimensions and that the vast majority of the states (71%) had requirements that addressed one, two, or three of the five core Teacher SEL dimensions.

Furthermore, 10% of states had standards addressing SEL Competency of Teacher domains 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 SEL of Teacher domains, the most commonly addressed in the teacher certification requirements were: responsible decision-making (90% of states), social-awareness (86% of states), and relationship skills (80% of states). In contrast, the most commonly absent SEL of Teacher domains were self-awareness (18% of states) and self-management (4% of 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: Teacher 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 SEL of Students (See Map 2).

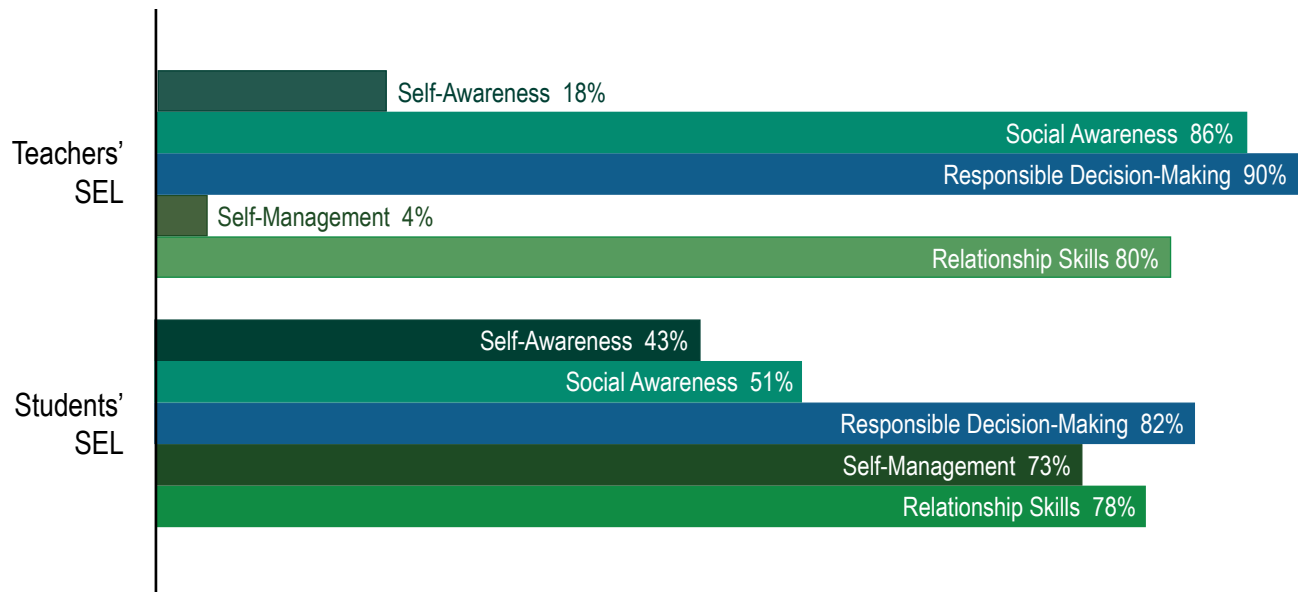
Our scan revealed that 53% of states addressed either five or four of the five dimensions of SEL of Students. Only 29% addressed one, two or three of the five dimensions (see Map 2), and 12% of states had certification requirements addressing SEL of Student dimensions that were only applicable to teachers in specific grade-levels or subject-areas, rather than all pre-service teachers. SEL of Students was the only category that was not addressed at all by some of the states' requirements, with 6% of states having requirements that did not address any of the SEL of Student dimensions.

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

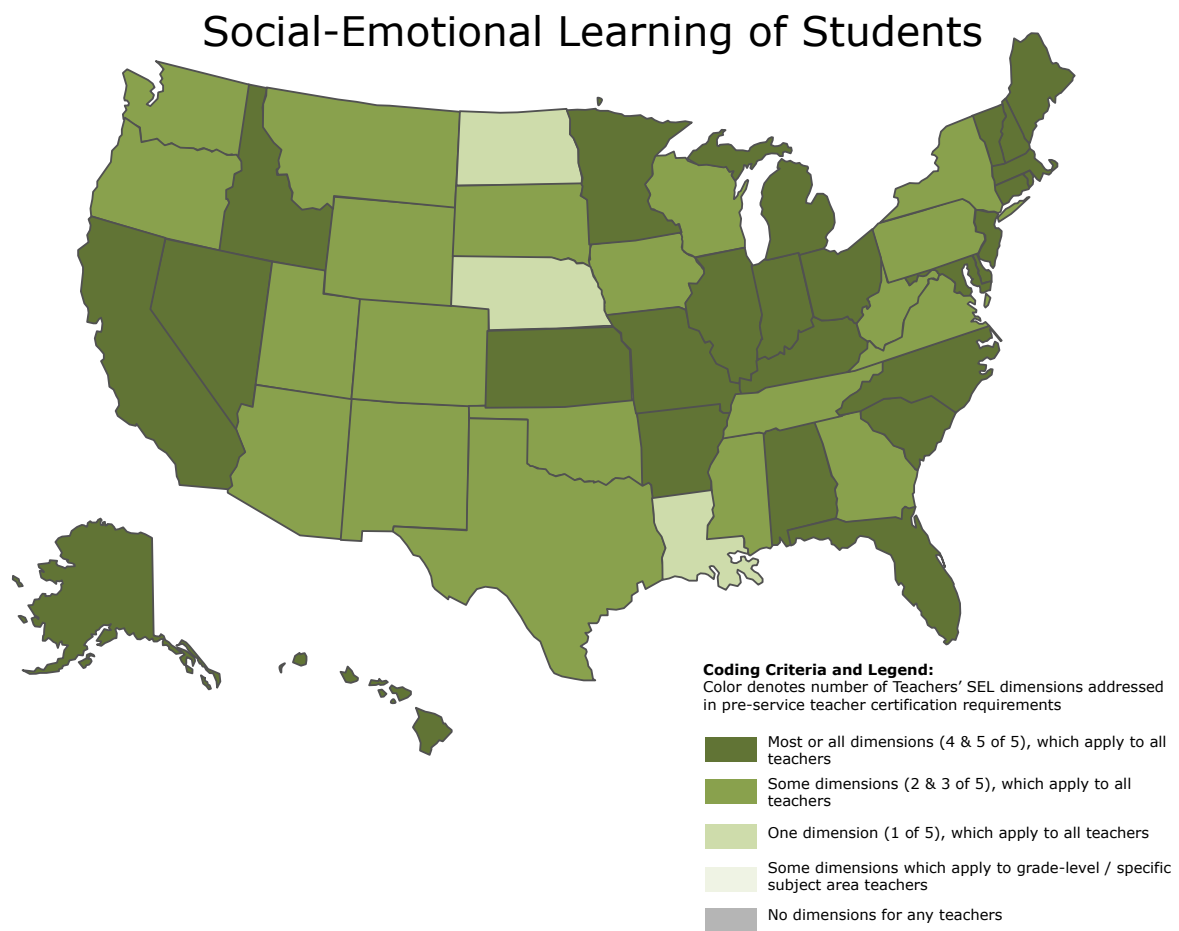
identified responsible decision-making (82%), relationship skills (78%), and self-management (73%) in their teacher certification requirements. In other words, most states were concerned with equipping teachers with the skills to enhance their students' abilities to make constructive and respectful choices, establish and maintain healthy relationships, and regulate their thoughts, emotions, and behaviors.

Less attention was given, however, to the SEL of Student dimensions of self-awareness (43%) and social-awareness (51%) in the certification requirements, suggesting that these were given less emphasis 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. Percentage of States that include SEL Competencies in Teacher Certification Requirements



Map 2. Scan of State Level Teacher Certification Requirements: Student 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, 82% of states had comprehensive requirements addressing all four of the Learning Context dimensions (classroom context, supporting school-wide coordination, developing school-

family partnerships, building school-community partnerships). Only 6% addressed three of the four domains, and only 2% 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: school-wide coordination (90%), school-community partnerships (88%), school-family partnerships (86%), and classroom context (86%).

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

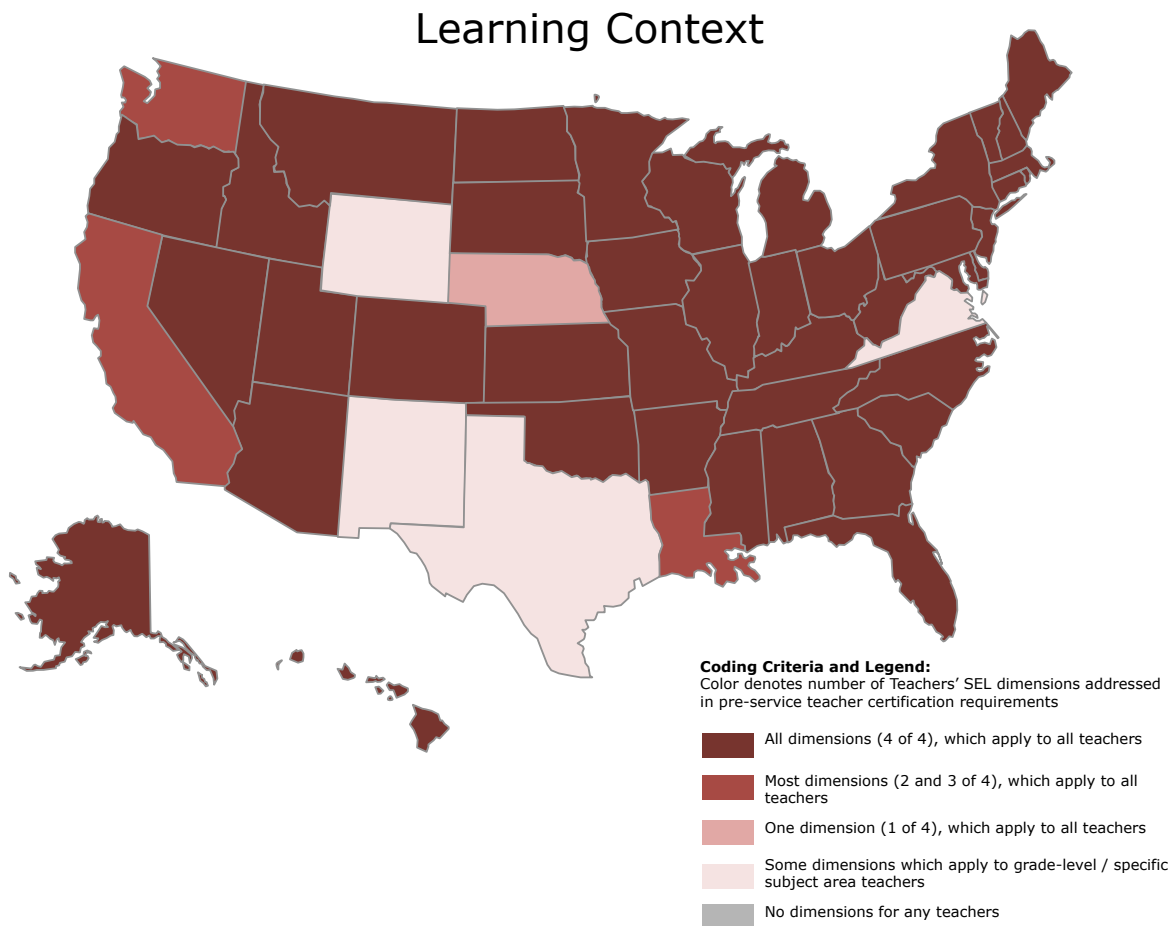
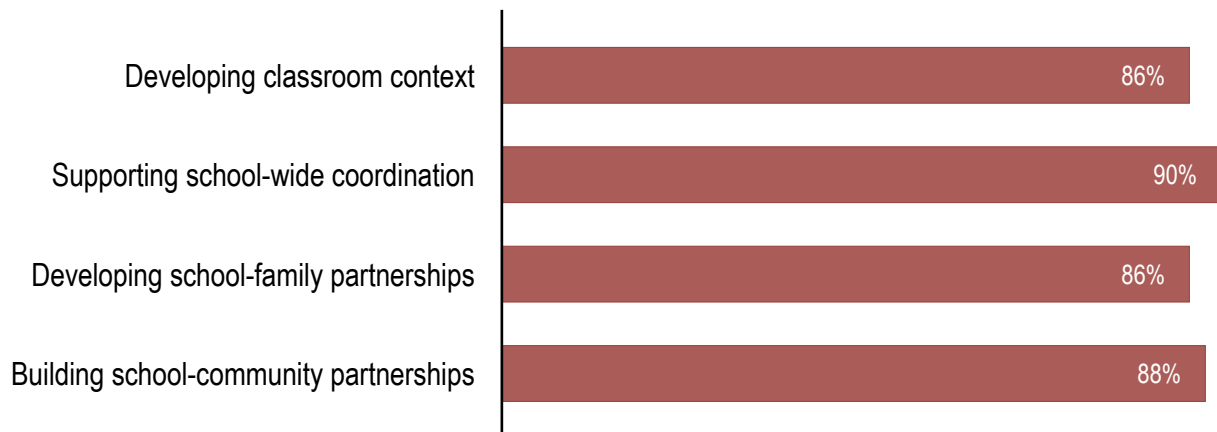


Figure 4. Percentage of States that include Dimensions of Learning Context in Teacher Certification Requirements



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 dimensions of SEL – SEL of Teachers, SEL of Students, and the Learning Context - could be found in most states, particularly with regard to the dimensions related to the SEL of Teachers and the Learning Context. For the SEL of Teacher domain, social awareness, responsible decision-making, and relationship skills emerged as the most prevalent SEL competencies included in teacher certification requirements by the largest proportion of states. Relatively little attention, however, was given to the dimensions related to self-management and self-awareness. For the SEL of Students 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. And, finally, with regard to the Learning Context dimension, our findings revealed that all four dimensions – developing classroom context, supporting school-wide coordination, developing school-family partnerships, and building school-community partnerships – were integrated into teacher certification requirements in the majority of state level teacher certification requirements.

Taken together, our scan for dimensions of SEL in teacher certification standards in the US 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 US 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 US. We now turn to this question in the next phase of our scan.

PHASE II: SCAN OF COURSES IN TEACHER EDUCATION PROGRAMS IN US 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 SEL of teachers and the learning context, and to a lesser degree, SEL of students. Nonetheless, 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 US? In other words, to what extent do courses in teacher preparation programs in colleges of education in the US 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 dimensions? 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. 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).

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, and 47 Pre-K to elementary school programs. We next went to the website for each college and obtained course descriptions. (See Table 1 for total number of colleges in scan by degree type and Table 2 for number of program 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) Teacher Social Emotional Learning (SEL), (b) Student 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 1, the first two categories – Teacher SEL and Student 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 subcategories that included: Classroom Context, Supporting School-Wide 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 from a previous scan of teacher education programs on student social, emotional, and behavioral problems,⁵² 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 2 out of 5 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.,

Table 2. Number of Programs Reviewed

***Pre-K only was not included**

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



special education, classroom management, assessment).

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.

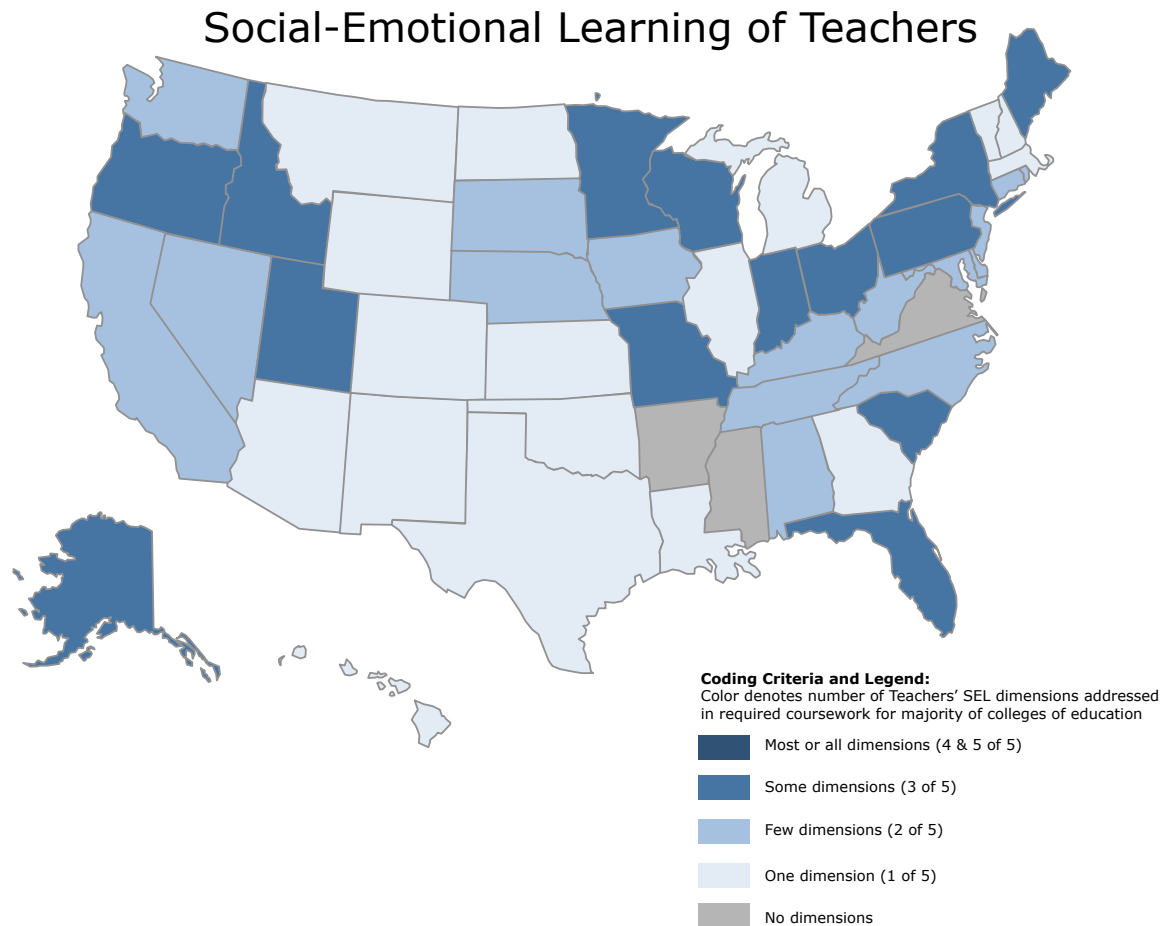
Inter-rater agreement and kappa statistics were used to assess the reliability of the coding system employed for the terms used to code the course descriptions. Fifteen percent of colleges were randomly selected and coded for inter-rater reliability. The percent of inter-rater agreement and kappa statistics for 608 courses taken from 48 colleges were 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 with at least one course that had content related to one of the SEL dimensions were calculated for each state. To create the maps, if a College of Education had a minimum of one course that met at least one SEL dimension, we then gave them credit for having SEL in their teacher education program for that dimension. We next determined a proportion of Colleges of Education in that state that had that dimension. To be considered for having met the criteria for that dimension, at least 51% of the Colleges scanned in that state 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 by a 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 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 US Teacher Preparation Programs: Teacher SEL by State



PHASE II: KEY FINDINGS

Key Finding 1: The promotion of the SEL of Pre-service Teachers is addressed in many Colleges of Education in the US (see Map 4)

As can be seen in Map 4, the majority of teacher education programs in nearly all (92%) of the states addressed between one and three of the five core Teacher SEL dimensions: one-third (33%) addressed one dimension; one-third (31%) addressed two dimensions, and a quarter (27%) addressed three dimensions. The only program that addressed four of the five core Teacher SEL dimensions was found in the District of Columbia. There was a total of 6% of states where the majority of its teacher education programs did not address any of the Teacher SEL dimensions.

Of the five core Teacher SEL dimensions, the most

commonly addressed by the majority of teacher education programs in each state were social-awareness (86% of states), responsible decision-making (67% of states), and relationship skills (25% of states), as seen in Figure 5. In contrast, the most commonly absent Teacher SEL dimensions in the required coursework for the majority of teacher education programs in each state were self-awareness (6% of states) and self-management (2% of states). In other words, the majority of teacher education programs in 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.



More specifically, 1 state had courses that covered 4 of the 5 SEL dimensions, 14 states had 3 of 5 SEL dimensions, 16 states had 2 of 5 SEL dimensions, and 17 states had one SEL dimension. Only a small portion of states (3) had Colleges of Education with no courses that included

dimensions for the SEL of Teachers.

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

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

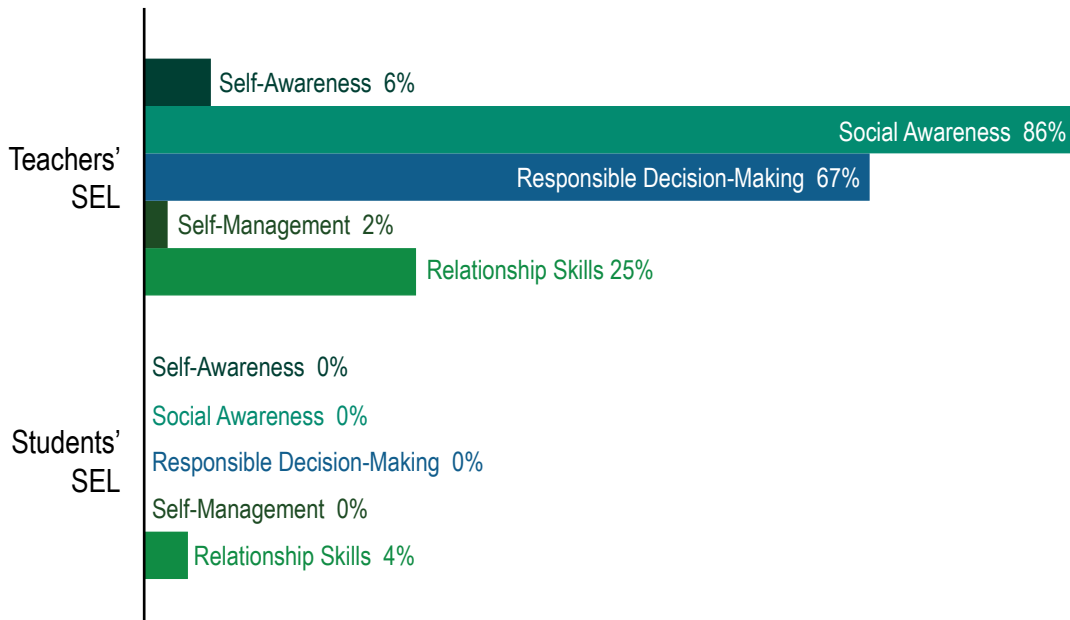


Figure 6. Percentage of SEL Competencies in Required Coursework for Teachers' and Students' Social and Emotional Learning (Based on 3,916 courses)

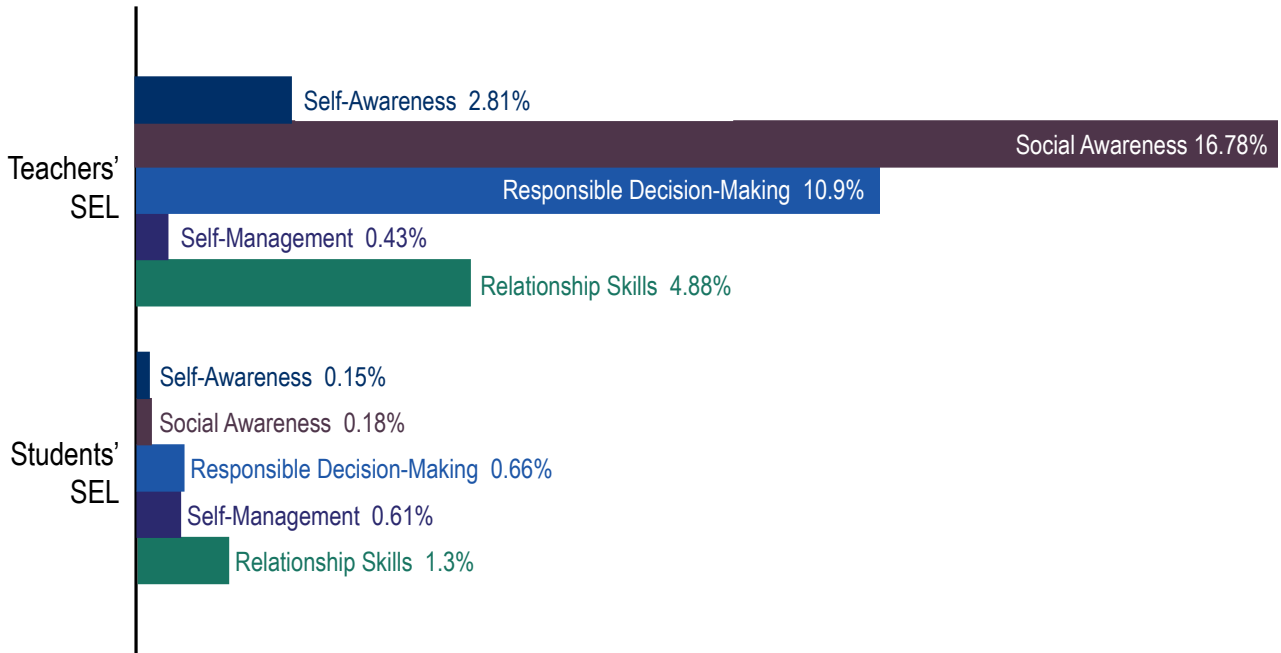
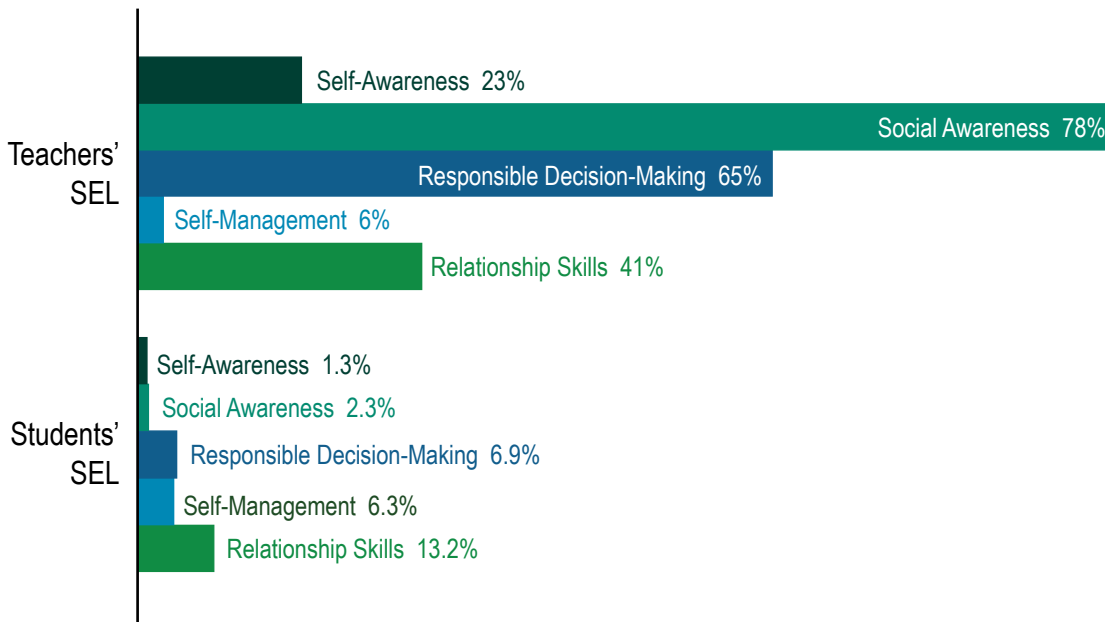


Figure 7. Percentage of SEL Competencies in Required Coursework for Teachers' and Students' Social and Emotional Learning (Based on 304 schools)



addressed dimensions in the courses coded. Self-management (0.43%), self-awareness (2.81%), and relationship skills (4.88%) 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 SEL of Teachers dimension 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%).

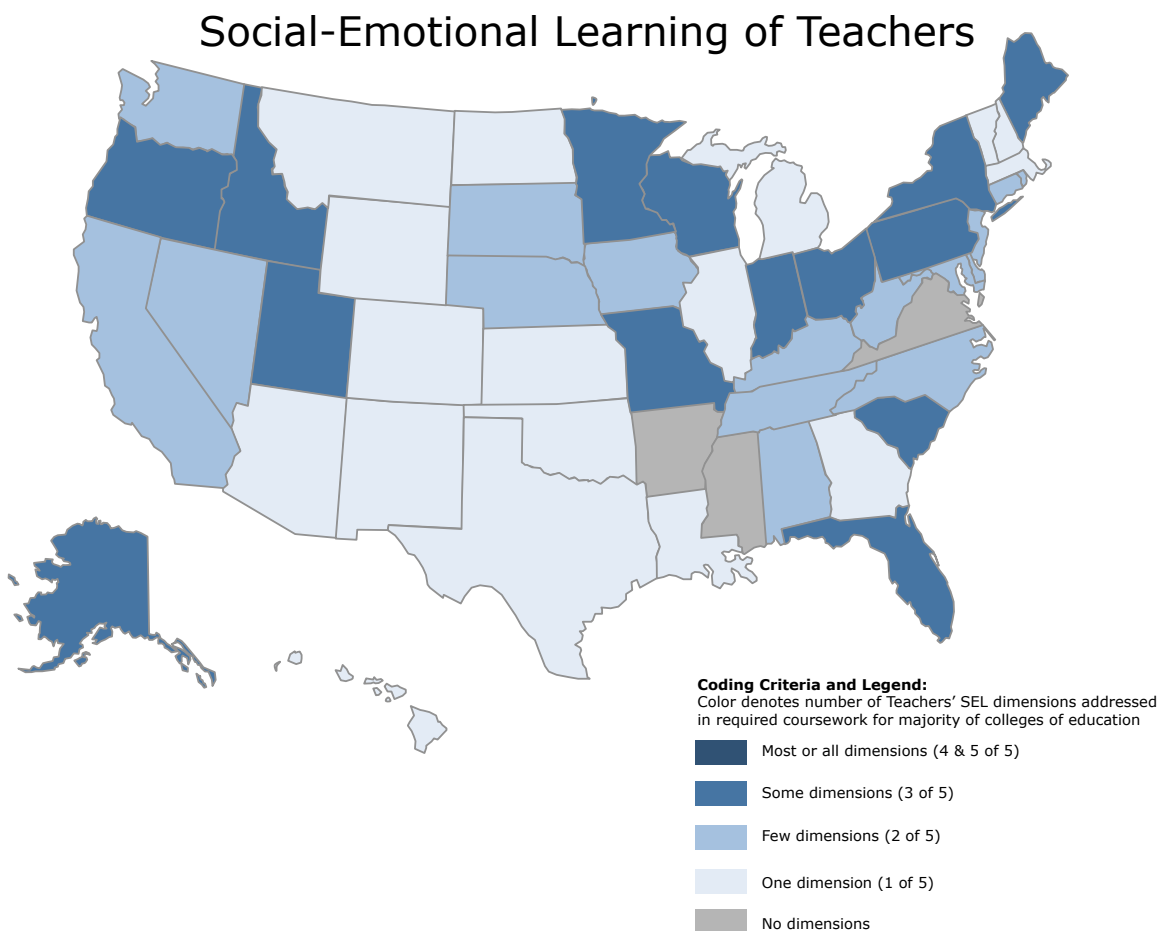
Key Finding 2: The promotion of SEL of Students is given little attention in required courses in teacher preparation programs

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 nearly all (96%) of the states did not address any of the five core Student SEL dimensions. Only Utah and the District of Columbia addressed just one of the five core student SEL dimensions. There was one state—Pennsylvania—where a majority of teacher education programs did not have required coursework that promoted Students' SEL, however, it did have one teacher education program—Widener University—the only program in our entire scan that required a course addressing all five core student SEL dimensions (course descriptions available on request).

As seen in Figure 5, student SEL dimensions were largely absent in the majority of teacher education programs in nearly all the states: self-awareness (0% of states), social awareness (0% of states), responsible decision-making (0% of states), and self-management (0% of states). A couple

Map 5. Scan of US Teacher Preparation Programs: Student SEL by State



of states had courses in their teacher education programs that addressed relationship skills (4%). 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 (see Figure 6). 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 SEL for students can be found in Figure 7. Similar to our results at the state and course level, we found that course content for the SEL of student dimension was infrequently addressed: relationship skills (13.2%), responsible decision-making (6.90%), 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.

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 some (36%) of the states addressed one, two, or three of the four Learning Context dimensions: less than a quarter

Map 6. Scan of US Teacher Preparation Programs: Learning Context by State

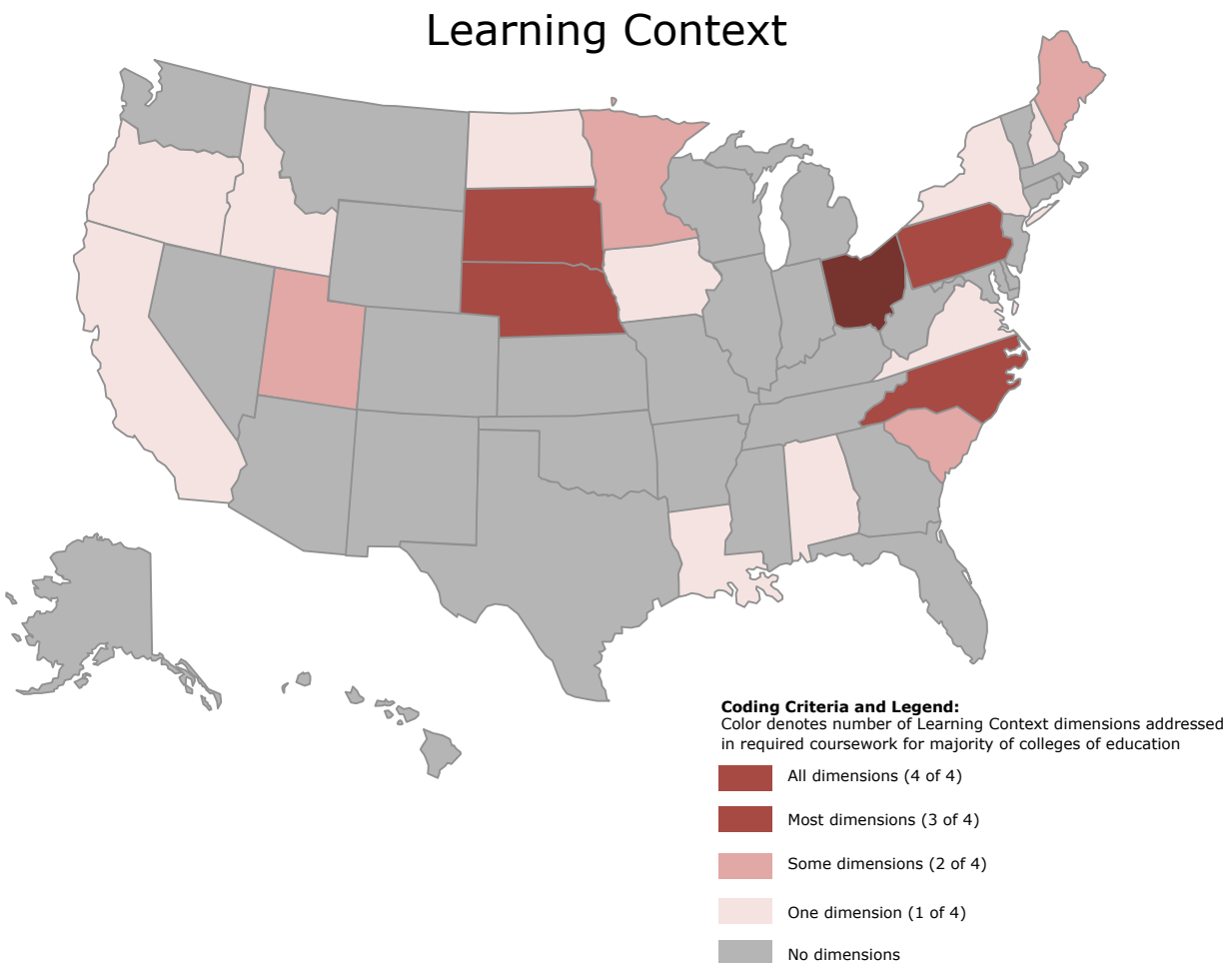
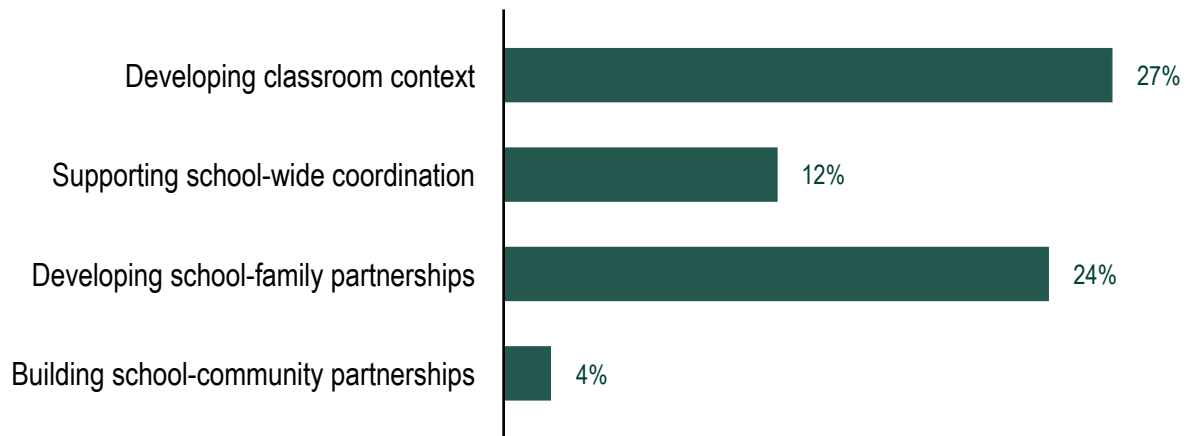


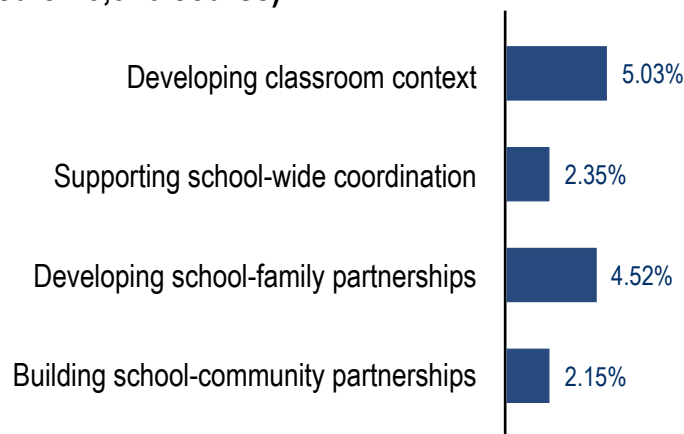
Figure 8. Percentage of States where the Majority of its Teacher Education Programs include Dimensions of Learning Context in its Required Coursework



(20%) addressed one dimension; few (8%) states addressed two dimensions, and few (8%) states addressed three dimensions. There was a total of 63% of states where most of its teacher education programs did not address any of the Learning Context dimensions. One state (Ohio) met all 4 dimensions.

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 (27% of states) and developing school-family partnerships (24% of states). In contrast, the most

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

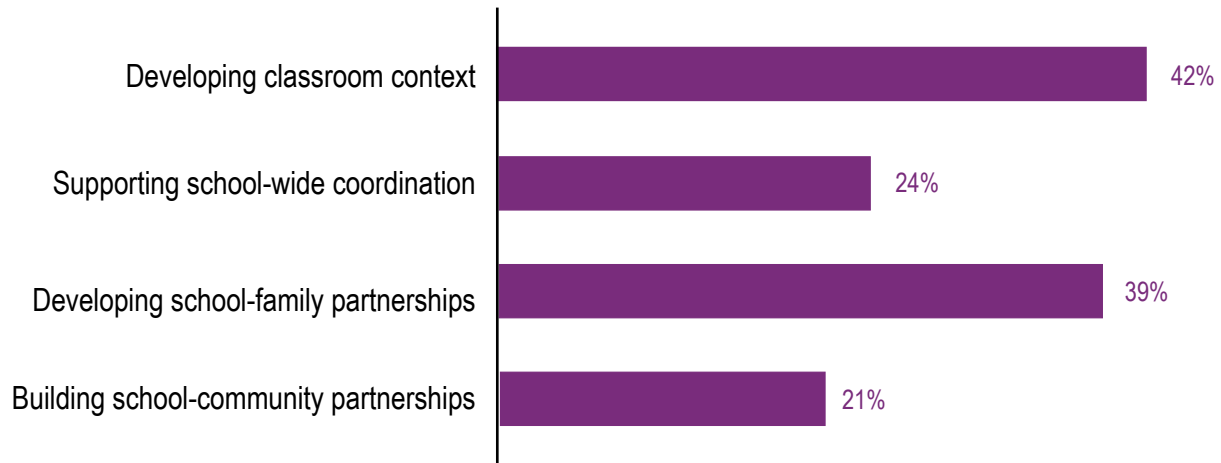


commonly absent Learning Context dimensions in the coursework requirements were supporting school-wide coordination (only 12% of states) and building school-community partnerships (only 4% of states).

Analysis at the level of course content, as seen in Figure 9, of the four dimensions for Learning

Context, 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 school-wide 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)

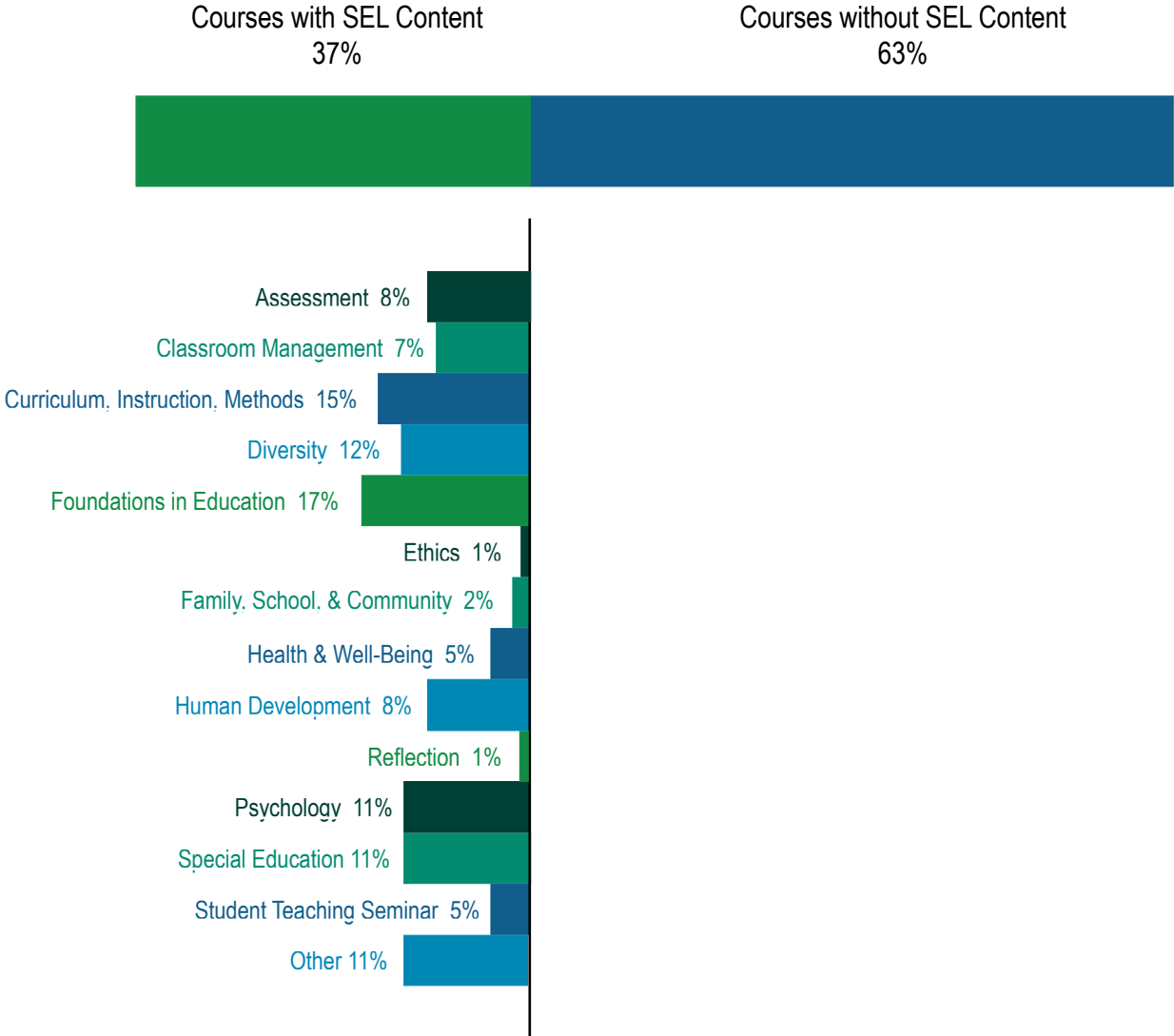


Finally, our analyses at the level of the College of Education for the Learning Context can be found in Figure 10. We found that course content for the Learning Context dimension was frequently addressed: Developing Classroom Context (42%),

and Developing School-Family Partnerships (39%), and to a lesser extent for Supporting School-Wide Coordination (24%), and Building School-Community Partnerships (21%).



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

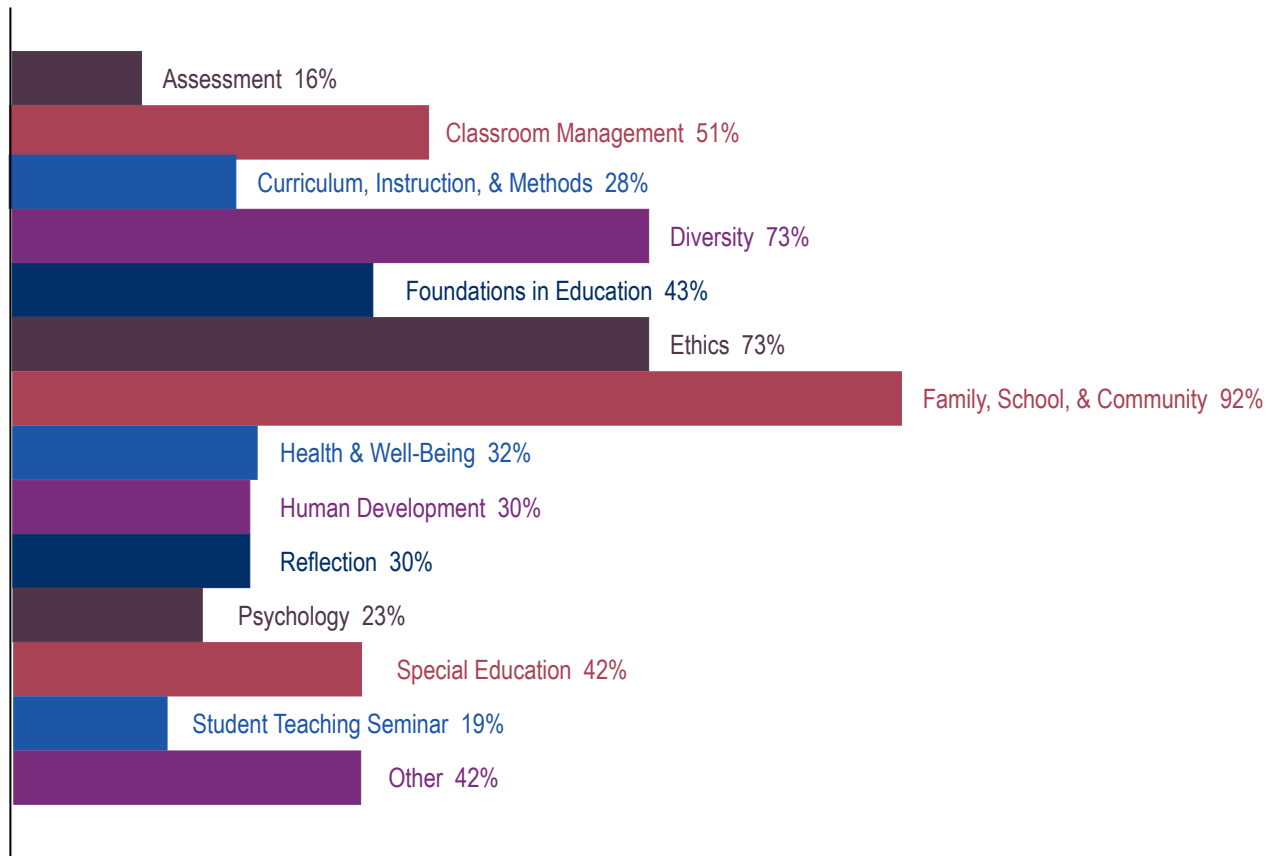


Key Finding 4: SEL Content can be found in a variety of required courses in pre-service teacher education programs in the US.

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 “Foundations of Education,” “Curriculum, Instruction, and Methods,” “Psychology,” “Special Education,” and “Human Development.” Interestingly, SEL content was found to a much lesser extent in course such as “Family, School, and Community,” “Ethics,” and “Health & Well-being.”

Figure 12. Percentage of SEL Courses within Each Course Type



To explore the types of courses in which SEL content could be found, we 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 Ethics, Classroom Management, Foundations in Education, and Special Education, Psychology, Health and Well-Being, and Curriculum, Instruction, Methods, and 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,”). To a somewhat lesser extent, SEL content could also be found in courses on Human Development, Diversity, Family, School, and Community, Assessment, 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 US 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 the map (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.³⁸ 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 US Teacher Preparation Programs: Teacher’s Understanding of Students’ Development by State

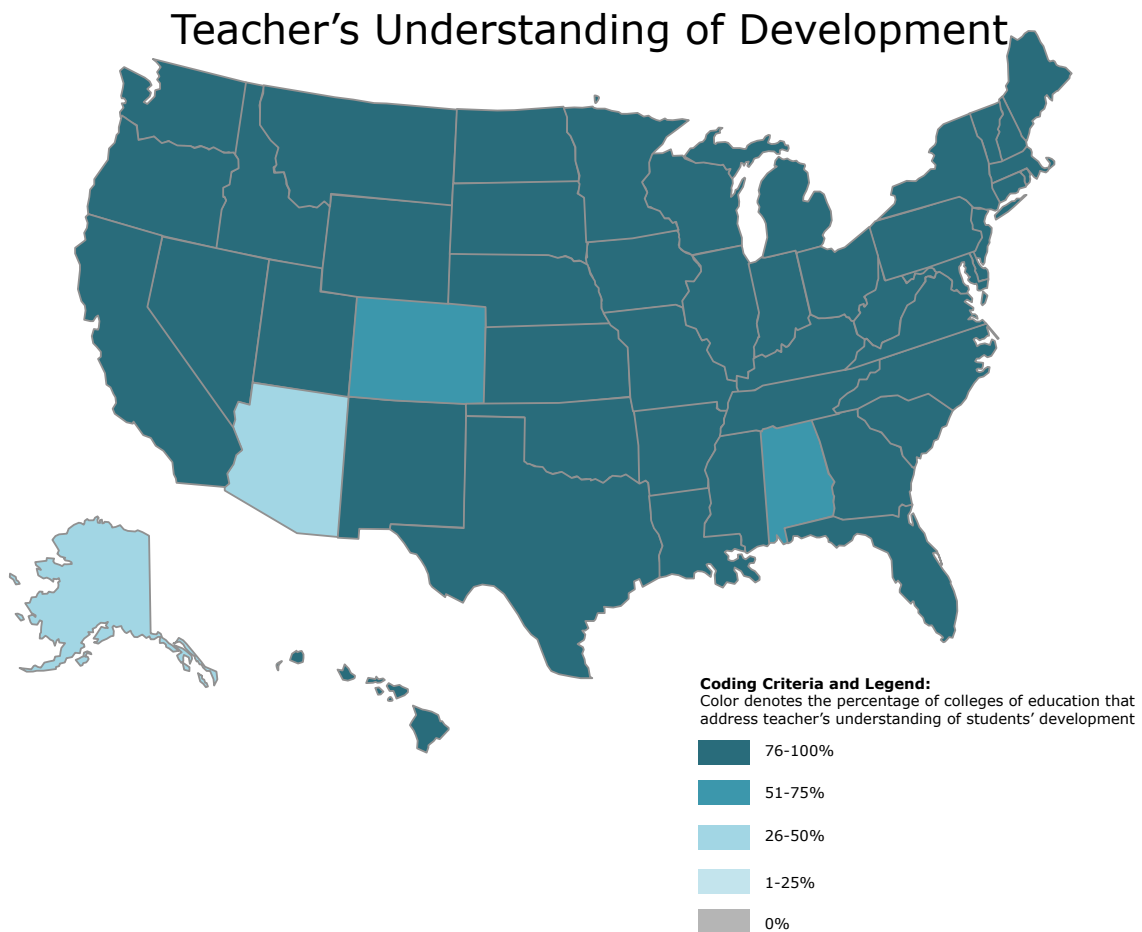


Table 3. Course descriptions for Courses with “Understanding Development” Content (in alphabetical order by state)

California State University, Sacramento (California)

EDTE 364A. Theoretical Foundations of Teaching in a Multicultural Democratic Society

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.

Oakland City University (Indiana)

EDUC 213 Developmental Psychology

Stages of growth (physical, emotional, cognitive, social) and development of children from early childhood through early adolescent 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.

Southeastern Louisiana University (Louisiana)

EPSY 602 Adolescent Psychology

The effects of physical, social, emotional, and personality development on the behavior and adjustment of the adolescent.

Northern Michigan University (Michigan)

ED 231 Teaching for Learning in the Secondary Classroom

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.

Montana State University – Bozeman (Montana)

EDU 222 IS Educational Psychology and Child Development

Human growth and psychological development of school age students, to include physical, cognitive, and psychosocial development within an educational, familial, and societal context.

Bank Street College of Education (New York)

EDUC 800 Social Worlds of Childhood

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.

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 Table 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 SEL of students and learning context dimensions. More specifically, although many states required knowledge and skills about students' SEL and the learning context, few colleges of education in the US required knowledge in these domains. In other words, there was a large mismatch between state-level certification requirements and required coursework for SEL of students and the learning context. See Table 7 for a summary of the percent agreements for each of the dimensions.

Legend for Comparing SEL Content found in State Certification Requirements to Required Coursework in Colleges of Education for Learning Context (see Tables 4-6)

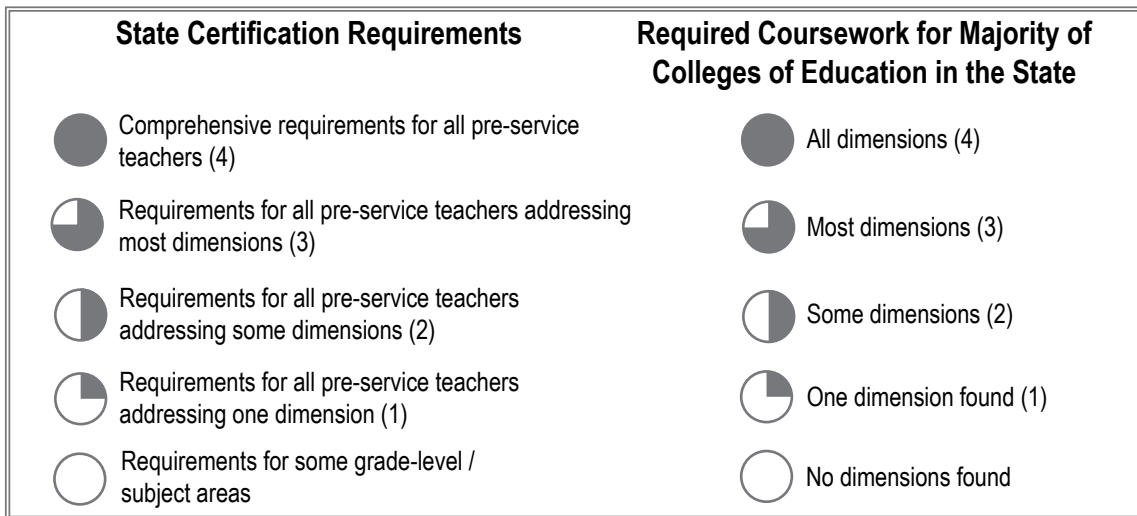


Table 4. Content found for Teachers' SEL in State Certification Requirements for SEL Content as Compared to SEL Content found in Required Coursework for Colleges of Education

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. Content found for **Students' SEL in State Certification Requirements for SEL content 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. Content found for Learning Context in State Certification Requirements for SEL content 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	SEL of Teachers	SEL of Students	Learning Context
Complete Match Cert = Coursework Replace with symbols	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 Cert > Coursework	3 (6%)	1 (2%)	3
2 mismatches Cert > Coursework	1 (2%)	--	--

In Table 7 we report the percent alignment comparing Phase 1 findings to Phase 2 findings, organized by the number of “matches” and “mismatches” for each of these dimensions. As can be seen, with regard to SEL of teachers, 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 SEL of teacher content was found more frequently in state-level certification requirements than in required coursework.

With regard to SEL of students, 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 SEL of students were found more frequently in comparison to content related to SEL of students in required coursework in colleges of education.

Finally, regarding the Learning Context, only 8% complete “matches” were found between state-level certification requirements and required coursework. In correspondence with the SEL of students dimension, a large proportion of the mismatches for the Learning Context occurred in which 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 US.

In contrast to Phase 1 findings, Phase 2 findings revealed a somewhat less positive depiction of SEL in pre-service teacher education in the US. After conducting a detailed content analysis of 3,916 required courses in teacher preparation program in 304 colleges of education in the US (representing 30% of all colleges in the US), key findings revealed that, while courses included information on SEL of teachers for the SEL competencies, only two dimensions – social awareness and responsible decision-making – were included in more than 10% of required courses. For SEL of students, 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 school-wide 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 dimensions of SEL of Teachers and the Learning Context. More specifically, for SEL of Teachers, 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 the developing classroom context and developing school-family partnerships for the Learning Context. In contrast, echoing the findings for the scan of coursework, the SEL of students dimension was virtually unaddressed in almost all colleges of education in the US; 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 included a required course on human development. As noted by NCATE,³⁸ 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 SEL of Students dimension in which it was found that while many states include the promotion of SEL of Students in their teacher certification requirements, almost no colleges of education included addressed this dimension in their required courses.

One strength of the SEL-TEd project is that a wide corpus of data were obtained – data representing each of the US 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 while the methods employed were high in breadth, there was a relative absence of depth of information obtained with regard to the actual ways in which SEL content is incorporated. For example, although the scan revealed the presence of SEL content in the descriptions of courses on the websites of colleges of education, there is no way of actually knowing the specific content covered in the courses reviewed or the quality of that content. 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 8-11). 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 US Teacher Preparation Programs: Examples Meeting at Least 2 of the 5 Dimensions for SEL of Teachers

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.

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.

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 experience.

Table 8 (cont.). Exemplary Courses from the Phase II Scan of the US Teacher Preparation Programs: Examples Meeting at Least 2 of the 5 Dimensions for SEL of Teachers

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 orientated 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 need will be considered and the ways in which activities might need to be tailored to include all students is also to be examined.

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."

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 US Teacher Preparation Programs: Examples Meeting at Least 1 of the 5 Dimensions for SEL of Students

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.

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.

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 Pre-K-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 other's 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 pre-K-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 US 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 7. Exemplary Courses from the Phase II Scan of the US Teacher Preparation Programs: Examples Meeting at Least 1 Dimension in each of the 3 Categories of SEL

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 11. 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 [260]. Topics that will be examined include child and adolescent development [160], typical versus atypical behaviors [170], learning theory, promoting students' self-esteem and positive outlook [240], identifying and preventing risk behaviors/conditions [130](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 [310]. 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 student's academic, social, emotional, physical needs. (260)

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 (160). The course will emphasize methods and strategies middle school teachers can use to meet the emotional, social and academic needs of young adolescent learners (260). 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 [260]. Additionally, it emphasizes research-and-experience-based principles of individual and group motivation [180] that the pre-service teacher can employ to ensure that his/her students engage in positive social interactions [250] and active learning activities, and exhibit self-motivational behavioral tendencies [280]. 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 11 (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 [170]. 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 [260]. 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 [180]), 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 preservice 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 [120], 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 [160, 260] 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 [120], and the skills/ understandings necessary for interacting with members of diverse cultures [120]. 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 [130] formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional [260], 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. A pre-practicum of 15 hours is required if course not taken in conjunction with EDUC 3740. This course is also taken in conjunction with EDUC 3300 or EDUC 3480 and SPED 3720. Required for all Early Childhood, Elementary, and Middle School Education Majors.

Table 11 (cont.)

Oakland University (Michigan)

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

Students admitted to 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 [260].

Walden University (Minnesota)

EDUC 6608 Classroom Management

Education professionals are helped to create safe, supportive, and respectful learning environments [310] that promote social-emotional development [260], self-responsibility [130], and character to optimize learning for all students in this course. Education professionals learn how to foster a sense of community in the classroom [310] and develop positive relationships with and among students [150, 250]. They explore age-appropriate skills and strategies for managing dynamic and flexible grouping structures and teaching conflict resolution [150]. They also examine strategies for building positive relationships [150], fostering motivation [280], and engaging in effective communication and problem solving with parents and families [330]. 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 [320], specialists, families [330], and community agencies [340] to provide support for all children. Candidates examine collaboration strategies that promote the growth and learning of all children in the elementary classroom [260], including those with exceptionalities: students with disabilities, developmental differences, or emotional and behavior disorders; gifted and talented students [260]; 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 [120] and explore strategies for effective collaboration with families [330].

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 [260]. It offers many opportunities for pre-service middle level teacher candidates to examine their personal belief system [110] 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 Pre-K through high school, (160) 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 (120) and be able to provide opportunities that support intellectual, emotional, physical and social development (260)

Table 11 (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 (260).

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 [260] of the young adolescent.

EDU 573 Curriculum and Methods of Middle School Education

Curriculum and methods of in a middle school are designed to meet the intellectual,; physical,; emotional,; and social needs [260] 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 (260). 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 (260). Special emphasis is given to strategies that reflect specific actions of teaching: organizing, instructing, and assessing, and that promote critical thinking, problem solving (230), and performance skills. Attention is also given to developing ways to interact with school colleagues (320), community agencies (340), and parents (330) to support students' learning and well-being.

Table 11 (cont.)

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 [310]. 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 [250] education. This course introduces students to the broad field of conflict resolution education (including classroom management, social and emotional learning [260], anti-bullying programs [250], peer mediation [250], negotiation processes [250], expressive arts, restorative justice programs, and bias/diversity/cultural awareness programs [220]). 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 [130] and the middle school environment.

Lock Haven University of Pennsylvania - Main Campus (Pennsylvania)

SPEC204 Cognitive Development of Diverse Learners

[Minimum Semester Hours: 3 sh; Maximum Semester Hours: 3 sh] Designed to address the definitions, characteristics [170], and educational, social, and emotional needs of diverse learners [260]. 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.

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 [260]. 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. [130]

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.[260] 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 [160] and ways children, families [330], schools [320], and communities [340] interrelate. Links children's developing physical, social, emotional, and cognitive abilities [260] to planning curriculum and developing instructional strategies.

TEACHER EDUCATION PROGRAMS - EXEMPLARY PROGRAMS

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 Jose State University

Dr. Nancy Markowitz and her colleagues at the San Jose 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. Dr. Shannon Wanless and Tanner Wallace are conducting 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. Dr. 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 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 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 4 Level series of courses can be taken as part of Rutgers's 5 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.

University of British Columbia

In the Faculty of Education at the University of British Columbia in BC, Canada, SEL has been explicitly integrated into a post-baccalaureate 12-month teacher preparation program. Specifically, one of the nine options available to the approximately 400 elementary pre-service teacher education students is the "Social-Emotional Learning (SEL)" cohort (comprising approximately 36 students each year). Within this program, teacher candidates take the regular Teacher Education program with a special emphasis on SEL. Throughout all of their coursework, teacher candidates not only learn about current research and theory on SEL, but are also provided with explicit training and opportunities for implementing SEL evidence-

based programs and practices into classrooms during their student teaching practicum. There is even an "SEL Program" library in the Faculty of Education that includes a wide variety of SEL programs that teacher candidates can review and integrate into their coursework and student teaching. Practicum placements provide opportunities for teacher candidates to integrate SEL programs and practices into the classroom and curriculum. Moreover, in addition to explicit attention to SEL within this unique "SEL cohort," all teacher candidates, both elementary and secondary, are provided with specific coursework and active learning approaches for creating safe, caring, and participatory classroom and school environments (see <http://teach.educ.ubc.ca/bachelor-of-education-program/elementary/>). Although promotion of SEL in pre-service teacher education is, in our opinion, an important step, it is not without its challenges. Indeed, the addition of a course on creating safe, caring and supportive learning contexts within an already demanding and intensive one-year program has to be balanced by reductions in required coursework in other areas (e.g., child and adolescent development, specific curriculum areas). Thus, SEL must be recognized and promoted at the university and college level as a necessary part of teacher training efforts.



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

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 US. In the following section, we provide quotes 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, which include: (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; (4) The dean's own worldview and receptivity.

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



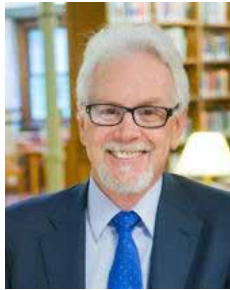
Hardin Coleman

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 ? "

Diane Cheshire

"I was just at a meeting of the Coalition for Psychology and 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 not 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 those 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 teacher to foster SEL competencies by providing a theoretical and conceptual framework, and provide experiential opportunities where student teaches 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, 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

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 US. We believe that 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 terms of scientists, practitioners, teacher educators, and educational leaders (school leaders, deans of education).

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

A. 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 Pre K-12 classroom practice. One example of this is currently unfolding in Massachusetts where a group



“There are a number of social and emotional learning programs, but having a framework for them and connecting them with research and existing grant programs—that’s what this legislation is all about.”

—Susan Davis, U.S. Representative, CA-District 53

of educators and policymakers are working collaboratively to embed SEL into pre-service teacher education (see <http://www.sel4mass.org/>).

CASEL along with other leaders in the field of SEL is working actively to advance federal policy that will embed SEL into higher education. More specifically, HR 4509, known as the Supporting Emotional Learning Act, amends the Higher Education Act (HEA) to ensure students preparing to be teachers learn about SEL in their coursework. HR 4509 was introduced on April 29, 2014 by Rep. Susan Davis (D-Calif.) with Rep. Tim Ryan as a co-sponsor. The bill can be found at: <https://beta.congress.gov/bill/113th-congress/house-bill/4509>

The Legislation reads as follows (see <http://www.casel.org/federal-policy-and-legislation/>)

"We recommend that Title II of the Higher Education Act, which provides investments in teacher preparation programs, include language to promote social and emotional learning as a core competency of teachers. We recommend that legislators ask that Title II of the bill make social and emotional learning an explicit goal of teacher and principal training for partnership grant applicants. We also recommend that legislators call for language around social and emotional learning to be a part of the definitions of a highly competent teacher, mentoring and residency programs for teachers, and the Augustus Hawkins Centers of Excellence and Teach to Reach Grants programs."

If this legislation passes, there needs to be a number of programs and resources available to put this into action.

B. Another example of this is a new bill S897, known as the Jesse Lewis Empowering Educators Act, introduced by Connecticut lawmakers, Senator Richard Blumenthal and Senator Chris Murphy, on April 13, 2015, to support evidence-based social and emotional learning

programming.

C. 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/>).

D. 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 Jose State University, the University of Pittsburgh, Rutgers University, and the University of British Columbia in Canada.

E 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, and role-plays, and out-of-classroom mentorship.

F. 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.

G. 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.

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, healthcare use, medication, etc. It is this type of research that can play a role in leveraging policy makers 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 are 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. Nonetheless, there is no empirical data that can support this claim. Given the large number of existing SEL programs and their implementation across the US, 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 student in classrooms. Although we now have evidence that demonstrates that quality teacher-led implementation of evidence-based SEL leads to positive student outcomes,¹⁶ 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 corpus 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 our 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.

F. Research on SEL in 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.



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 both the field of SEL (including researchers, Deans of Colleges of Education, educators, educational leaders), policy makers, and other experts knowledgeable about systems level thinking and educational reform movements. The convening should be facilitated with the outcome focusing on tangible outcomes.

B. Create an association 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

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 and 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) 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

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).

As noted in the above quote, 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 dimensions of SEL – SEL of teachers, SEL of students, and the learning context – into required courses in pre-service teacher education programs across the US. 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 policy makers work in concert to achieve long-term change. In today’s complex society, we need to take special care to encourage and facilitate our young people to reach their greatest potential and to flourish and thrive. It is therefore critical that we make intentional efforts to insure 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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