



# TO REACH THE STUDENTS, TEACH THE TEACHERS

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

EXECUTIVE SUMMARY  
PREPARED FOR CASEL

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**a place of mind**



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# BUILDING A FOUNDATION FOR GREAT TEACHING

BY KAREN NIEMI AND ROGER P. WEISSBERG

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

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

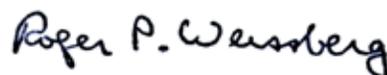
But where do they learn this? Sometimes they learn it from other good teachers. That may be their current colleagues. It may be those they remember from their own past, the kinds of teachers who make a difference, the teachers students never forget.

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

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



**Karen Niemi, President & CEO**



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



# EXECUTIVE SUMMARY

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

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

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

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

# WHAT IS Social and Emotional Learning?

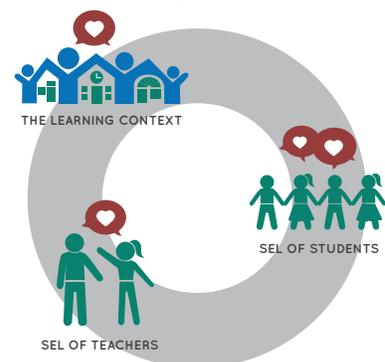
According to the Collaborative for Academic, Social, and Emotional Learning, social and emotional learning (SEL) involves the processes through which adults and children develop social and emotional competencies in five areas:

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

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

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

### Three categories of SEL



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

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

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

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

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

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

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## KEY FINDINGS

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

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

### Teachers' Social-Emotional Learning



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

#### Coding Criteria and Legend:

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

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

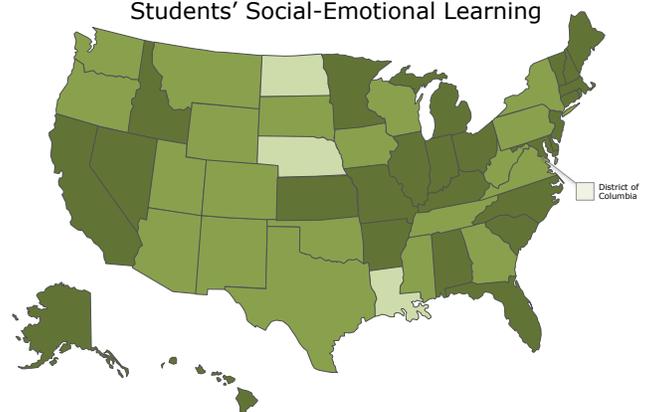
**Key Finding 2: More than half of all states have state-level teacher certification requirements that have a comprehensive focus on the promotion of Students' SEL.** Our scan revealed that 27 states addressed four or five of the five dimensions of Students' SEL. Only 15 addressed one, two, or three of the five dimensions, and six states had certification requirements addressing Students' SEL dimensions that were only applicable to teachers in specific grade-levels or subject areas (rather than all pre-service teachers).

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

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

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

### Students' Social-Emotional Learning



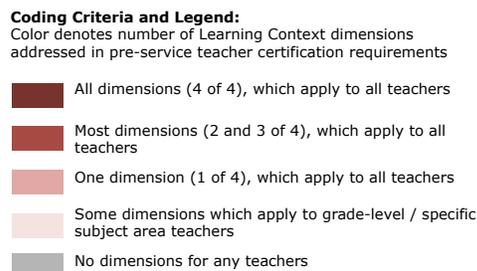
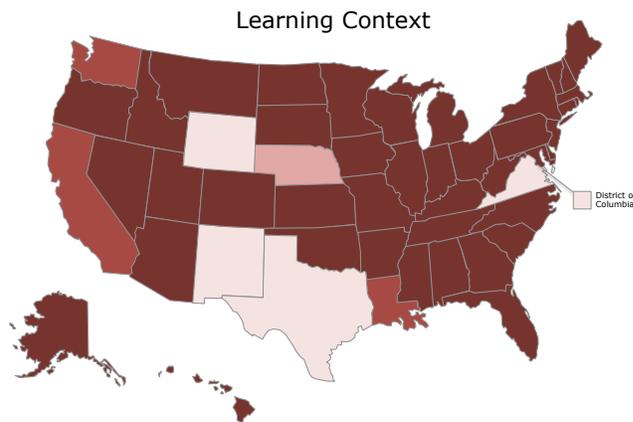
#### Coding Criteria and Legend:

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

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

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

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



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

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

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

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

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

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

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

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

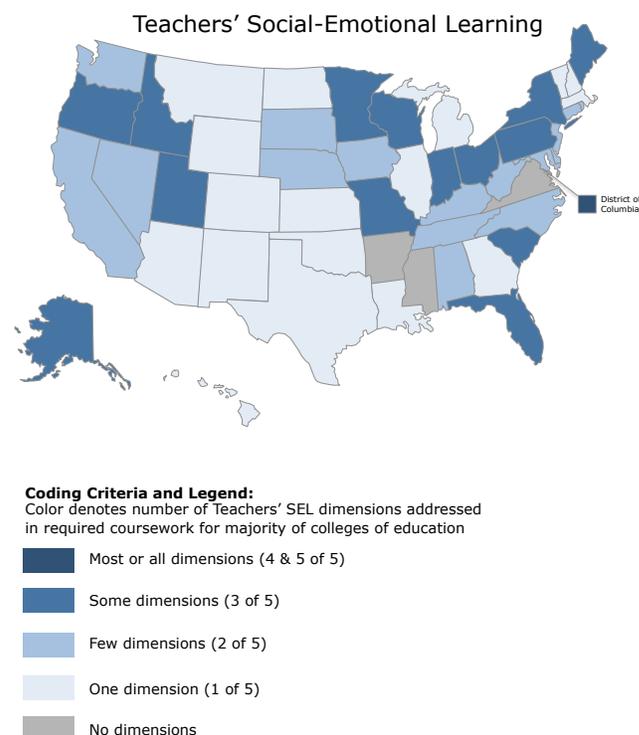
Phase II and hence comprised three sections that addressed: (a) Teachers’ Social and Emotional Learning (SEL), (b) Students’ Social and Emotional Learning (SEL), and (c) the Learning Context (e.g., a focus on classroom, school, and community environments that promote students’ SEL skills). As with Phase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

## KEY FINDINGS

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

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

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



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

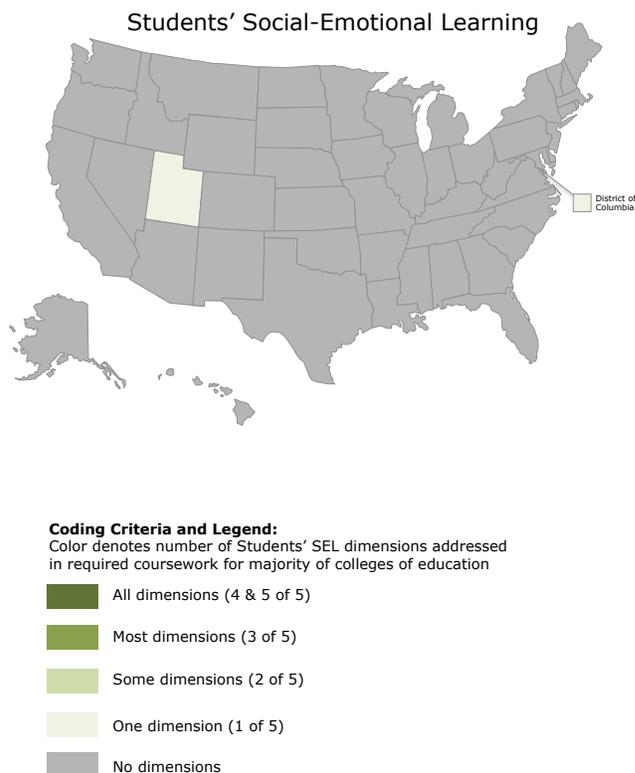
When analyzing our findings at the course level, of the five core dimensions of Teachers' SEL, social awareness (16.78%) and responsible decision-making (10.9%) were the most highly addressed dimensions in the courses coded. Relationship

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

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

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

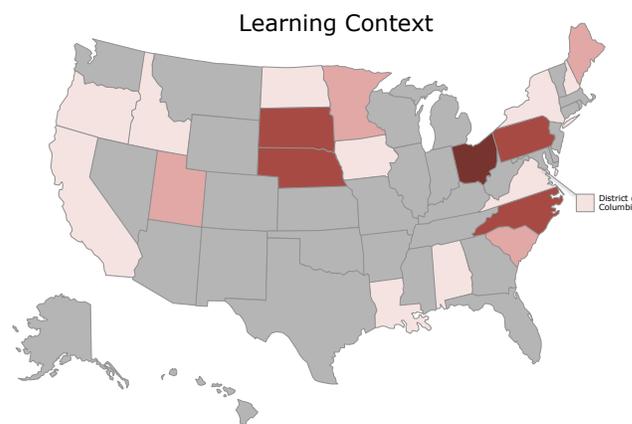
With regard to the specific dimensions of Students' SEL, most were largely absent in the majority of teacher education programs in nearly all the states: self-awareness (zero states), social awareness (zero states), responsible decision-making (zero states), and self-management (zero of states). A couple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



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

**Key Finding 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 18 states addressed one, two, or three of the four Learning Context dimensions: ten states addressed one dimension, four states addressed two dimensions, and four states addressed three dimensions. There were a total of 32 states where most of the teacher education programs did not address any of the Learning Context dimensions. One state (Ohio) met all four dimensions. Calculations include the District of Columbia.



**Coding Criteria and Legend:**

Color denotes number of Learning Context dimensions addressed in required coursework for majority of colleges of education

- All dimensions (4 of 4)
- Most dimensions (3 of 4)
- Some dimensions (2 of 4)
- One dimension (1 of 4)
- No 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 (14 states) and developing school-family partnerships (12 states). In contrast, the most commonly absent Learning Context dimensions in the coursework requirements were supporting schoolwide coordination (six states) and building school-community partnerships (two states).

With regard to our analyses at the level of the college of education for the Learning Context category, we found that course content for this category was frequently addressed: developing classroom context (42%), and developing school-family partnerships (39%), and to a lesser extent for supporting schoolwide coordination (24%), and building school-community partnerships (21%).

Finally, analysis at the level of course content showed developing classroom context (5.03%) and developing school-family partnerships (4.52%) were the most highly addressed dimensions in the 3,916 courses coded, and supporting schoolwide coordination (2.35%) and building school-community partnerships (2.15%) were the least addressed.

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

SEL content can be found mostly in courses in Classroom Management; Curriculum, Instruction, Methods; Ethics; Foundations in Education; Health and Well-Being; Psychology; Special Education, as well as the "Other" category (e.g., "First Year Experience: Self-Discovery," "Teacher as Lifelong Learner and Professional Educator," "Positive Behavior Guidance," "Data Driven Instruction Decisions," "Urban Teaching and Learning," etc.). To a somewhat lesser extent, SEL content could also be

found in courses on Assessment; Diversity; Human Development; Family, School, and Community; and Student Teaching Seminar.

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

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

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

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

### SEL Content in Coursework

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

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

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

#### *San José State University*

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

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

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

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

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

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

### Voices of Deans

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

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

Hardin Coleman, Dean, School of Education, Boston University

Gary Sasso, Dean, College of Education, LeHigh University

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

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

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

Diana Cheshire

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

Gary Sasso

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

Hardin Coleman

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

Robert Pianta

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## Next Steps Forward: Some Recommendations

### Recommendation 1:

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

### Recommendation 2:

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

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

**Recommendation 3:**

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

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

**Recommendation 4:**

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



