

**Social-Emotional Learning (SEL) and Educator Preparation:
Making the Case for Explicit Integration of SEL in
Massachusetts' Professional Standards for Teachers
(as well as the Pre-service Performance Assessment
for Practicum or Practicum Equivalent, and
Standards for Induction Programs for Teachers)**

Submitted To,

**Office of Educator Policy, Preparation and Leadership
Massachusetts Department of Elementary and Secondary Education**

Written by Deborah Donahue-Keegan, Ed.D.,

**Submitted on behalf of,
The Social-Emotional Learning
and Teacher Education (SEL-TEd)
Consortium of Massachusetts**

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Executive Summary

A growing body of research...emphasizes the need for a shift in the focus of education and, especially, teacher training. For over a decade, during a crucial period of social and emotional development, schools and classrooms are the child's environment for supporting and enriching these developmental needs. [Yet] the term "emotion" is not even mentioned in most writing advocating educational reform or in national legislation aimed at improving education. Nevertheless, it is apparent to both researchers and educators alike that emotions are paramount to learning and to student outcomes.

- Brackett, Reyes, Rivers, Elbertson & Salovey, 2011, p. 27

In submitting this paper to the Massachusetts Department of Elementary and Secondary Education (DESE) Office of Educator Policy, Preparation and Leadership, the Social-Emotional Learning and Teacher Education (SEL-TEd) Consortium of Massachusetts hopes to contribute to the process and outcome of efforts to revise/amend the state's Regulations for Educator Licensure and Preparation Program Approval. More specifically, our aim is to advocate for the explicit integration of social-emotional learning (SEL) in the soon-to-be-revised Professional Standards for Teachers, including the Pre-service Performance Assessment (PPA) for Practicum or Practicum Equivalent, and Standards for Induction Programs for Teachers.

Over the past two years, our meetings have consistently included discussions about the state's regulations for Educator Licensure, particularly the PPA, with overwhelming agreement that until SEL is explicitly integrated into educator licensure standards teacher preparation programs will be more likely to continue to give minimal transparent attention to the social-emotional dimensions of learning and teaching, in terms of both coursework and practicum requirements. Our consortium holds that the Professional Development section of the state's SEL Guidelines, specifically regarding classroom teachers, should be extended and applied to the state's regulations for Educator Licensure, and Preparation Program Approval.

A growing number of U.S. education researchers and practitioners contend that explicit, systematic integration of social-emotional learning in educator preparation programs is at the fulcrum of efforts to revitalize teacher education. Though robust scientific research evidences the inextricable link between social-emotional development and academic achievement (Durlak et al., 2011; Brackett et al., 2011), SEL tends to be marginalized in most teacher education programs (Bridgeland, Bruce & Hariharan, 2013; Cohen, 2006; Fleming & Bay, 2004). The social-emotional dimensions of teaching and learning are usually only addressed in terms of classroom behavior management.

Though a number of states have adopted SEL standards or guidelines for the implementation of SEL in school districts, in most cases, there is a gap between these

SEL standards or guidelines, and what is happening in respective, residing pre-service teacher education, and in-service professional development programs (Jones & Bouffard, 2012; Cohen, 2006). This has been confirmed via a current, ongoing research project—*Social and Emotional Learning (SEL) and Pre-Service Teacher Education: A Scan of SEL Content in Certification Requirements and Teacher Education Programs Across the U.S. and Canada*. The study's initial findings show that only a small handful of U.S. schools of education prioritize and integrate SEL in their residing educator preparation programs (Schonert-Reichl et al., 2013)

Recent research in the developmental sciences (specifically in the areas of neuroscience, cognitive science, and the science of child, adolescent and adult development) confirms, and provides evidence for, the long-standing, tacit understanding that positive student-teacher relationships and interactions promote optimal academic and developmental outcomes for children/adolescents in schools (Immordino-Yang & Damasio, 2007; Durlak et al., 2011; Brackett et al., 2011). Emotionally attuned and culturally competent teaching and learning in PreK-12 schools is essential to the successful development of crucial life skills for students of all backgrounds and abilities (Cohen et al., 2009; Willingham, 2009; Ladson-Billings, 2001).

Developmental sciences research also point to why and how it is important for pre-service and in-service teachers to have an understanding of the ways in which cognition and emotion are inextricably linked. As highlighted in our position paper, the National Council for Accreditation of Teacher Education (NCATE) has issued compelling recommendations vis-à-vis the “integration of developmental sciences knowledge into educator preparation.” These recommendations encompass “principles for integrating child and adolescent development in educator preparation” (NCATE, 2010). Researchers in the neuroscience and cognitive science fields have issued parallel recommendations. In the same way that there have been teacher education program adaptations in terms of the increase in English language learners, neuro-educators like Dr. Judy Willis (2012) argue that because “neuroscience research implications for teaching are an invaluable classroom asset, it is time for instruction in the neuroscience of learning to be included as well in professional teacher education.” Willis further asserts, “Teachers who are prepared with knowledge of the workings of the brain will have the optimism, incentive and motivation to follow the ongoing research, and to apply their findings to the classroom” (<http://www.edutopia.org/blog/neuroscience-higher-ed-judy-willis>).

Concomitant to this call, a growing number of educators firmly believe that fostering and supporting the development of solid social-emotional competency (SEC) among educators is critically important, beginning with pre-service training, and continuing through the induction period and beyond. There is mounting research evidence to support the longtime common sense understanding that the affective, interpersonal skills a teacher possesses, and the strategies s/he uses to manage the daily range of students' academic and developmental needs, as well as behaviors—from negative to positive—directly impact students' academic performance (Roorda et al., 2011). The SEC

and well-being of a classroom teacher is linked to the social-emotional, and academic learning of his or her students (Jennings, 2011; Jones et al., 2013).

In recent years, there has been progress, and related possibilities on both federal and state levels with regard to the integration of SEL in educator preparation programs. In this paper, we cite and briefly describe some notable developments nationwide, and in four of the states identified as exemplars in this area, by the abovementioned research project, *Social and Emotional Learning (SEL) and Pre-Service Teacher Education: A Scan of SEL Content in Certification Requirements and Teacher Education Programs Across the U.S. and Canada.*

At present, Massachusetts' Professional Standards for Teachers document is very thin in comparison with counterpart standards in other states, most particularly those we highlight in this position paper. Massachusetts teacher educators involved in the SEL-TEd Consortium believe that the planned revisions of the state's Professional Standards for Teachers (also including, hopefully, the Pre-service Performance Assessment for Practicum or Practicum Equivalent, and Standards for Induction Programs for Teachers) presents an opportunity for Massachusetts to join states that have already prioritized work to explicitly and systematically integrate social-emotional learning in residing educator preparation programs. This overhaul process also presents an opportunity for Massachusetts to emerge as a leader in addressing a key adaptive challenge in PreK-12 education: the need for "deep changes in the recruitment, support, and retention of career educators" (Ravitch, 2012) in terms of both pre-service training and ongoing development.

Introduction

Teacher knowledge of the social, emotional, and cognitive domains, coupled with the ability to effectively apply strategies based on developmental principles, translates to increased student engagement and improved learning outcomes. These improvements are observed in students of all socio-economic and ethnic backgrounds.

- Leibbrand, J. & Watson, B.H. (2010). *Road Less Traveled—How the Developmental Sciences Can Prepare Educators to Improve Student Achievement: Policy Recommendations*. Washington, DC: National Council for Accreditation of Teacher Education (NCATE)

A growing number of education researchers and practitioners firmly hold that explicit, systematic integration of social-emotional learning in educator preparation programs is at the fulcrum of efforts to revitalize teacher education in the U.S. Though robust scientific research evidences the inextricable link between social-emotional development and academic achievement (Durlak et al., 2011; Brackett et al., 2011), SEL tends to be marginalized in most teacher education programs (Bridgeland, Bruce & Hariharan, 2013; Cohen, 2006; Fleming & Bay, 2004). The social-emotional dimensions of teaching and learning are usually only explicitly addressed, albeit minimally, in terms of classroom behavior management. Though a number of states have adopted SEL standards or guidelines for the implementation of SEL in school districts, there is more often than not a gap between these SEL standards or guidelines, and what is happening in respective residing pre-service teacher education, and in-service professional development programs (Jones & Bouffard, 2012; Cohen, 2006). This has been confirmed via a current, ongoing research project—*Social and Emotional Learning (SEL) and Pre-Service Teacher Education: A Scan of SEL Content in Certification Requirements and Teacher Education Programs Across the U.S. and Canada*. The study's initial findings show that only a small handful of U.S. schools of education prioritize and integrate SEL in their residing educator preparation programs (Schonert-Reichl et al., 2013).

Social- Emotional Learning (SEL) and Social-Emotional Competence (SEC)

SEL is the process of acquiring the following five core interrelated competencies: self-awareness; self-management; social awareness; relationship skills; and, responsible decision-making. These are identified as “five interrelated sets of cognitive, affective, and behavioral competencies” by the Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization with the goal of “establishing social and emotional learning as an essential part of education” (www.casel.org) -- nationally and internationally. While SEL is an umbrella term, encompassing a range of interventions, the anchoring aim of this approach is to promote development of these five core competencies, all demonstrated as necessary for success in terms of engagement and achievement in school, relationships, the workplace, and in terms of civic engagement.

Educators who possess solid social-emotional competence (SEC) in the following areas (corresponding with the five core social-emotional competencies) are best positioned to foster social, emotional, civic, and academic learning among PreK-12 students: the

ability to “develop student awareness of self and others; promote positive student attitudes and values; support responsible decision making; foster student social interaction skills; support school-wide coordination of instruction; develop school-family partnerships; and, build school-community partnerships” (Fleming & Bay, 2001). Fundamentally, strong SEC in these areas involves emotional intelligence, “a set of abilities” that teachers can and should continually develop, and cultivate among PreK-12 students, across levels and contexts (Lopes and Salovey, 2001):

Emotional intelligence is the set of abilities that underlie competency in dealing with and acting upon emotion-relevant information. It includes the ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to use feelings to facilitate cognitive activities and adaptive action; and the ability to regulate emotions in oneself and others (p. 12).

SEL and Teacher Preparation in Massachusetts: Progress and Possibilities

Massachusetts is among a number of states with “some SEL goals or benchmarks integrated in academic standards” vis-à-vis PreK-12 education (<http://casel.org/policy-advocacy/sel-in-your-state/>).¹ Since the publication of the *Guidelines for the Implementation of SEL Curricula in PreK-12 Schools* by the Massachusetts Department of Elementary and Secondary Education (DESE) in August 2011, numerous school districts and related constituencies in the state have mobilized to further the impact of DESE’s “guidelines for schools and districts on how to effectively implement social and emotional learning curricula for students in grades PreK-12” (DESE, introduction).

The Massachusetts Social-Emotional Learning & Teacher Education (SEL-TEd) Consortium was created in the spring of 2011, when DESE’s SEL Guidelines were in the process of being created. The consortium includes teacher educators from a range of university-based pre-service educator programs in Massachusetts (primarily, at this point, in the metro-Boston area). Several consortium steering committee members contributed to the development of the Massachusetts SEL Guidelines, during DESE hosted public comment sessions. Now, two years later, the MA. SEL-TEd Consortium is burgeoning and very active. The overarching goal of this group, as a branch of the Social-Emotional Learning Alliance of Massachusetts (SAM), is to advocate for substantive, systematic integration of SEL research and practices into teacher education programs, particularly those that are university-based, in Massachusetts.

Purpose

Teaching cannot be reduced to technical competence or clinical standards. It involves significant emotional understanding and emotional labor...It is an emotional practice.
- A. Hargreaves (1998, p. 850)

¹ Currently, Illinois is the only state that has established comprehensive, free-standing PreK-12 SEL standards (<http://casel.org/policy-advocacy/sel-in-your-state/>).

In submitting this paper to DESE’s Office of Educator Policy, Preparation & Leadership, the SEL-TEd Consortium of Massachusetts hopes to contribute to the process and outcome of efforts to revise/amend the state’s Regulations for Educator Licensure and Preparation Program Approval. More specifically, our aim is to advocate for the explicit integration of social and emotional learning/development in the soon-to-be-revised Professional Standards for Teachers, including the Pre-service Performance Assessment (PPA) for Practicum or Practicum Equivalent, and Standards for Induction Programs for Teachers. Over the past two years, our consortium meetings have consistently included discussions about the state’s regulations for Educator Licensure, particularly the PPA, with overwhelming agreement that until SEL is explicitly integrated into educator licensure standards teacher preparation programs will be more likely to continue to give minimal transparent attention to the social-emotional dimensions of learning and teaching, in terms of both coursework and practicum requirements. Our consortium’s hope is that the Professional Development section of the state’s SEL Guidelines, specifically regarding classroom teachers, will be extended and applied to the state’s regulations for Educator Licensure and Preparation Program Approval:

III. Professional Development—Classroom Teachers

To be most effective, teacher training needs to include guidance in how to integrate academic content and SEL. Teaching methods and classroom climate may need adjustments to enhance social and emotional learning. Data indicate that programs are most effective when incorporated into routine educational practice; therefore, it is imperative that teachers model and reinforce SEL competencies with all students in their daily interpersonal and group interactions. Data also suggest that ongoing technical assistance and performance feedback are vital. For teachers in all settings to succeed, the extent and quality of teacher training are critically important.

(DESE Guidelines on Implementing Social and Emotional Learning (SEL) Curricula)

Social-Emotional Neuroscience and Teacher Education

Educators need at least some knowledge of brain structure and function in order to incorporate findings [from the brain sciences] into their teaching practice. As emerging research in neuro- and cognitive sciences continues to detail how children learn, fundamental knowledge of how the brain works should be an important component of teacher preparation programs (Mariale Hardiman, 2012, p 17).

Attention to the social and emotional dimensions of learning and teaching in schools is critical to academic achievement, and foundational to the development of crucial life skills, such as problem solving, critical thinking, adaptability, and collaboration. This claim is anchored in current, cutting-edge neuroscience research. Recent advances in this field show why and how emotions and cognition are interrelated dimensions of human social functioning. As Immordino-Yang and Damasio (2007) assert,

The aspects of cognition that are recruited most heavily in education, including learning, attention, memory, decision making, motivation, and social functioning, are both profoundly affected by emotion and in fact subsumed within the processes of emotion. Emotions entail the perception of an emotionally competent trigger, a situation either real or imagined that has the power to induce an emotion, as well as a chain of physiological events that will enable changes in both the body and mind (citing Damasio, 1994). These changes in the mind, involving focusing of attention, calling up of relevant memories, and learning the associations between events and their outcomes, among other things, are the processes with which education is most concerned (p. 7).

Recent research in the developmental sciences (specifically in the areas of neuroscience, cognitive science, and the science of child, adolescent and adult development) confirms, and provides evidence for, the long-standing, tacit understanding that positive student-teacher relationships and interactions promote optimal academic and developmental outcomes for children/adolescents in schools. Emotionally attuned teaching and learning in PreK-12 schools is essential to successful fostering and development of crucial life skills for students of all backgrounds and abilities.

A growing number of researchers in the neuroscience and cognitive science fields concur with the view of neuro-educators like Dr. Mariale Hardiman, Mary Helen Immordino-Yang, and Antonio Damasio (all quoted above). Another well-known neuro-educator, Dr. Judy Willis, argues that “neuroscience research implications for teaching are an invaluable classroom asset” because, “teachers who are prepared with knowledge of the workings of the brain will have the optimism, incentive and motivation to...help all children build their brain potential” (Willis, 2012).

As asserted by Dan Siegel (Introduction, Cozolino, 2013), pioneer of the field of interpersonal neurobiology, “the brain learns within relationships—through emotional communication that supports a sense of safety and security” (xi). Indeed, teaching with integrity is an intensely relational, interpersonal process, specifically through the interaction between/among teachers and students in the classroom. As James Comer (2004) holds, “no significant learning occurs without a significant relationship.” Nel Noddings identifies what is essential in terms of the integrity of such a “significant relationship”: care and trust. In the words of Noddings (2005), “The caring teacher strives first to establish and maintain caring relations, and these relations exhibit an integrity that provides a foundation for everything teachers and students do together” (<http://infed.org/mobi/caring-in-education/>). Louis Cozolino (2013) has substantiated this claim through extensive research. In his recently published book, *The Social Neuroscience of Education*, he writes:

In just a few decades, we have come from the first articulations of the brain as a social organ, to a broad understanding of neural networks, regulatory systems, and biochemical processes that serve human relationships...The old notions of

the brain as machines or computers are inadequate in the face of the social-emotional processes woven into the ways we process information. In the face of all of these findings, educational theorists must address the essential inextricability of intellectual, emotional, social processing that places secure attachment at the heart of learning (p. 70).

Despite such substantive research, the value of relationships—in terms of attachment and learning—is usually either downplayed, or ignored completely, in U.S. education policies (federal and state) vis-à-vis teacher quality, an “issue” that unites many education reformers. As Tough (2012) writes “the consensus of most reform advocates is that...the only way to improve outcomes for students [in high-poverty] schools is to change the way teachers are hired, trained, compensated, and fired” (p. 189) via ‘value-added,’ the statistical method that fixates on the type/duration of a teacher’s training in relation to his or her students’ academic achievement in the quantitative sense (p. 190). Rimm-Kaufman and Hamre (2010) point to a gaping omission with regard to the current “value-added” conceptual/policy approach to teacher quality in the U.S.: “the role of psychological and developmental science” (p. 2988). They write:

Much of the work on teacher quality (in the value-added sense) examines teaching as a production function and ignores the mechanisms or processes which teachers actually contribute to students’ achievement...[Yet], theory, methods, and knowledge gained from years of study in psychological science and human development apply to the understanding and improvement of teacher quality and, ultimately, student achievement and social and emotional outcomes. With these applications, educational research has stronger potential to make more effective and systematic contributions to the improvement of teaching in American schools. This potential can be realized by linking the scientific study of psychology and teachers’ development (social, relational, psychological, and cognitive) to teachers’ classroom behaviors (the mechanisms and processes underlying quality) and student achievement of educational and social and emotional objectives (the outputs of quality) (p. 2988).

Teacher Social and Emotional Competence (SEC)

I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized. – H.G. Ginott (1972)

Indeed, as implied in the above excerpt, a teacher “possesses tremendous power” in terms of “creating” the emotional climate of the classroom. As recent research confirms, “the emotional climate fostered by the teacher is the main predictor of student achievement” (Brackett et al., 2011). Given the “emotional labor” and stress

demands for educators in U.S. public schools, vast numbers of teachers are experiencing elevated stress levels, and a sense of “burnout” marked by emotional exhaustion (Jennings & Greenberg, 2009, p. 492). Too often, emotional reactivity to daily classroom frustrations (like challenging student behaviors, etc.) becomes the norm.

MacDonald and Shirley (2009) assert that this phenomenon, what they term “alienated teaching,” is “endemic in [U.S.] schools” in the 21st century. With the rise in high-stakes accountability measures, simultaneous demographic changes—including increased complexities vis-à-vis linguistic,² cultural, and learning differences in classrooms—and persistent socio-political complexities within schools and school districts, vast numbers of public school teachers report experiencing high levels of stress, with minimal to no emotional support (Ross et al., 2012).³ As widely known, the 2011 MetLife Survey of the American Teacher revealed that teachers in the U.S. are reporting the “lowest level of job satisfaction in more than two decades.”⁴ Also well known is the recent report by the National Commission on Teaching and America’s Future (NCTAF), that “beginning teacher attrition has increased by more than 40%” since the mid-1990s (2010).

Given the current “alienated teaching” crisis within the landscape of U.S. public schools, there is broad agreement that teachers need to be qualitatively better supported, and that deep-seated, systematic changes are needed in both pre-service and in-service teacher education (Cohan & Honigsfield, 2011). Though ideas regarding specific overhaul approaches vary widely, most stakeholders agree with Diane Ravitch’s assertion that in terms of pre-service training and ongoing development, “deep changes [are] needed in the recruitment, support, and retention of career educators” (2012).

A growing number of educators firmly contend that fostering the development of solid social-emotional competency among educators is of critical importance. Again, there is mounting research evidence that the affective, interpersonal skills a teacher possesses, and the strategies s/he uses to manage the daily range of students’ academic and developmental needs, as well as behaviors—from negative to positive—directly impact students’ academic performance (Roorda et al., 2011). The social-emotional competency and well-being of a classroom teacher is linked to the social, emotional, and academic learning/development among his/her students (Jennings et al., 2011). As Jennings and Greenberg (2009) report, when teachers poorly manage the social and emotional demands of teaching, students demonstrate lower levels of performance and on-task behavior (citing Marzano, Marzano & Pickering, 2003). As the classroom climate deteriorates, a “burnout cascade” (intra-personal and inter-personal) is often triggered, negatively impacting the students’ behavioral health, sense of well-being, and academic achievement (p. 492).

² There has been a 51% increase in the numbers of English language learners (ELLs) enrolled in public schools across the country: from 3.5 million in 1997-98 to 5.3 million in 2008-09)

³ Includes documented rise in poverty, bullying/cyberbullying, mental health challenges, and the fact that more teachers are entering the field with inadequate preparation, over the past decade (APA, 2012).

⁴ <http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife-Teacher-Survey-2011.pdf>

Conversely, when teachers are capable of intentionally and consistently fostering prosocial classroom environments, their students are much more likely to demonstrate positive social-emotional and academic outcomes. Longitudinal research has documented this phenomenon, confirming what has always been tacitly understood as common sense. In their 1999 article, Charney et al. reported on the following main finding from a longitudinal research study by Wentzel (1997): a teacher’s ability to demonstrate caring interactions is predictive of students’ motivational outcomes regarding both their academic achievement and prosocial capacities; “relationships with caring adults in the school setting are requisite experiences of positive academics” (p. 415). A recent meta-analytic research study by Roorda et al. (2011) found that “overall, associations of teacher-student relationships with engagement and achievement were substantial” (p. 520). The authors note that, “in contrast with strong assumptions in the literature, affective teacher-student relationships remained important, or were even *more* influential, for older students, even into late adolescence” (p. 520). The results of an even more recent research study, by Curby et al. (2013), “indicate that teachers’ consistency of emotional support is a salient aspect of children’s classroom environment” (p. 292). The authors’ findings “suggest that consistency should be considered when evaluating teachers’ emotionally supportive interactions” (p. 292). Indeed, teachers who possess solid SEC are best equipped to manage the social-emotional pressures that come with teaching in public schools, particularly in schools serving large numbers of children/adolescents from families living at or below the poverty line—a continuing problem in urban and rural school districts, and an increasing problem in suburban school districts (Kneebone & Berube, 2013).

As the Prosocial Classroom Model (see figure 1), developed by Jennings and Greenberg (2009), illustrates, teachers’ social-emotional competence, and their sense of well-being, are central to “their ability to cultivate a prosocial classroom climate linked to desired student social, emotional and academic outcomes” (Jennings, 2011, p. 135).

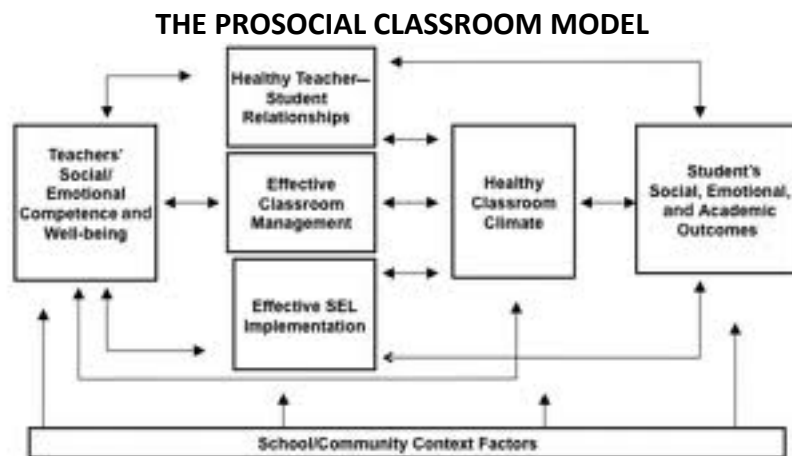


Figure 1: The Prosocial Classroom Model (Jennings & Greenberg, 2009)

The cultivation of a prosocial classroom climate is critically important when it comes to students’ social-emotional development, sense of resiliency, and academic achievement; fundamentally, this involves a teacher’s capacity to support *all* students in emotionally and culturally responsive ways via specific competencies, such as: cultivating a prosocial classroom environment; modeling emotion regulation and empathy; teaching subject matter in culturally/developmentally appropriate ways; facilitating SEL in sequenced, active, focused, explicit (SAFE) ways; providing opportunities for students to exercise personal and social responsibility in the classroom, school, and larger community (Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B., 2011).

In their recent article, “Social and Emotional Learning in Schools: From Programs to Strategies,” Jones and Bouffard (2012) present a framework (see Figure 2), developed in collaboration with Domitrovich et al. and CASEL; this framework draws on “developmental-contextual models,” which view development as taking place in a nested and interactive set of contexts ranging from immediate (e.g. family, peer system, classroom, school) to more distal (e.g., cultural and political) contexts (citing Bronfenbrenner & Morris, 1998)” (p. 4). This framework shows that “SEL skills develop in a complex system of contexts, interactions, and relationships” (p. 5). Social-emotional skills and behaviors are at the center, organized into three conceptual categories: social/interpersonal skills; emotional processes; and, cognitive regulation. Illustrated by this framework is the central impact of teachers’ social-emotional competence and pedagogical knowledge/skills on students’ development of social-emotional skills (similar to the above framework, illustrated by Figure 1

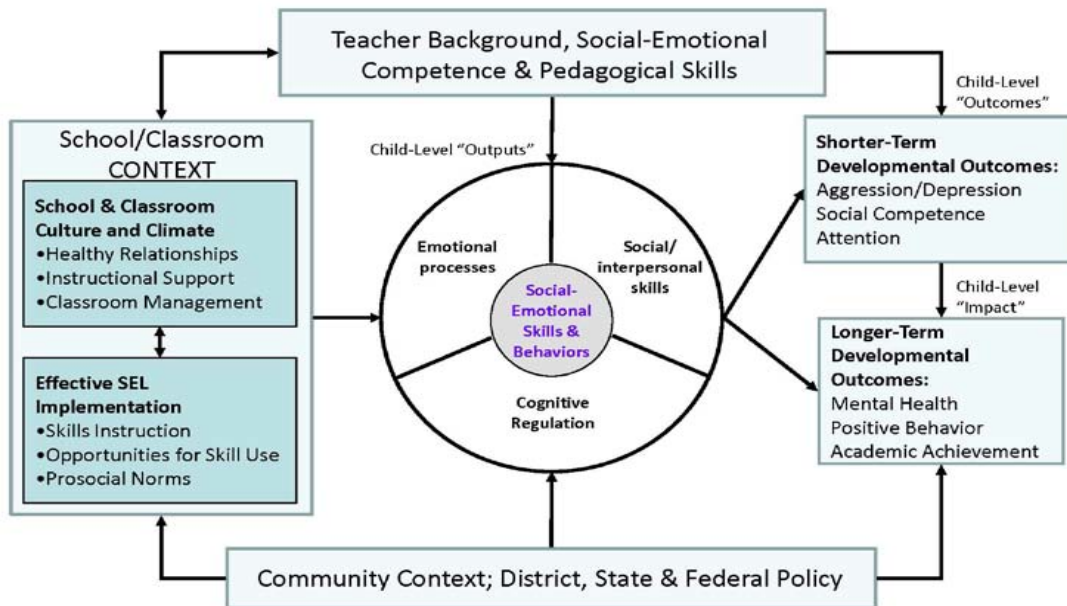


Figure 2: Organizing Framework for SEL (Jones & Bouffard, 2012).

SEL in Teacher Preparation/Professional Standards: U.S. Context

In recent years, and months, remarkable progress has been made, and concomitant possibilities have emerged, on both federal and state levels, with regard to the integration of SEL in educator preparation programs. In this section, we cite and briefly describe some of the most notable, promising efforts nationwide, and in a handful of states.

Federal Level

October 2010: *The National Council for Accreditation of Teacher Education (NCATE)* commissioned a National Expert Panel (co-chaired by James Comer, Yale University and Robert Pianta, University of Virginia) to issue recommendations focused on (and subsequently named): *Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation Programs*. The panel's policy recommendations are listed in its October 2010 report (which summarizes key points from two of the panel's prior written commission papers): *The Road Less Traveled: How the Developmental Sciences Can Prepare Educators to Improved Student Achievement*. This report begins with the following summary of the central points put forth in the panel's commissioned papers:

- ***Educator preparation programs*** should ensure that candidates possess contemporary knowledge of child and adolescent development and understand its effective application in the PreK-12 classroom.
- ***Accrediting bodies*** should adopt standards for educator preparation programs that incorporate specific evidence of candidates' mastery of the core competencies associated with knowledge of child and adolescent development.
- ***States*** should ensure that the knowledge base of child/adolescent development is integrated into all routes to teaching.
- ***When relevant, explicit use of "knowledge and application of the contemporary developmental sciences knowledge" should be added to review criteria for U.S. Department of Education grant programs, particularly those that pertain to educator preparation and evaluation and to school turn-around (Leibbrand and Watson, 2010, p. i).***

The NCATE National Expert Panel's report is robust and compelling in terms of the rationale for the listed recommendations for integrating "the developmental sciences," including SEL, into educator preparation programs. Because this is such an important document, it is attached to this position paper, so that the entire report can be referenced. To follow is one more highlighted excerpt from the report; it includes the core rationale and principles with regard to this document's central message—that "effective application of developmental principles [in educator preparation programs] makes a difference in student learning and engagement" (p. 5):

Teachers are not expected to know everything that specialists know in all fields related to teaching. However, this recent science forms the underpinning of

interrelated developmental principles that teachers must understand and practice if they are to be effective in their classrooms, schools, and communities. Several of these principles in the social/emotional domains are outlined below, along with examples of how effective teachers are using them to improve their practice and affect the lives of children.

- *Knowing the children — individually, culturally, and developmentally — is as important as knowing the content being taught.*
- *Children are influenced by their environments, and they come to school with various supports and barriers to learning.*
- *Emotion and learning are strongly connected; emotion affects cognition.*
(National Institute of Child Health and Human Development report, 2007)

April 2011: The ***Interstate Teacher Assessment and Support Consortium (InTASC)*** released updated standards “no longer intended only for ‘beginning’ teachers but as professional practice standards, setting one standard for performance that will look different at different developmental stages of the teacher’s career” (InTASC, 2011). We are heartened by these developmentally spiraled standards, particularly those within “The Learner and Learning” category. The following statement, from the section that delineates this category, includes social-emotional dimensions of learning, in what should be a teacher’s “base of professional knowledge:”

Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests.

- (InTASC, April 2011)

March 2013: ***The Commission on Standards and Performance Reporting*** released a draft of accreditation standards for educator preparation programs, for the ***Board of Directors of the Council for the Accreditation of Educator Preparation (CAEP)***—the new educator preparation accrediting body in the U.S.—and for public comment.

Through thorough examination of numerous research studies in recent decades, the Commission established three core standards: Content and Pedagogical Knowledge; Clinical Partnerships and Practice; and, Candidate Quality, Recruitment and Selectivity — all areas “‘likely to have the strongest effects’ on outcomes for students” (CAEP Commission Report, p. 5, citing the National Research Council 2010 report, p. 180). Social-emotional dimensions of learning and teaching are embedded throughout these three core areas of teacher preparation; to follow is an excerpted example (with our underlining for emphasis), from the rationale statements, for each standard:

- Content and Pedagogical Knowledge:
Teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Teachers' professional knowledge includes how cognitive, linguistic, social, emotional, and physical development occurs. Neuroscience is influencing education, and future educators should be well versed in findings from brain research, including how to facilitate learning for students with varying capacities, strengths, and approaches to learning (p. 18).
- Clinical Partnerships and Practice:
Educator preparation providers (EPPs) seeking accreditation should have strong collaborative partnerships with school district and individual school partners as well as other community stakeholders...Characteristics of effective partnerships include: mutual trust and respect; sufficient time to develop and strengthen relationships at all levels; shared responsibility and accountability among partners and periodic formative evaluation of activities among partners (citing Houck et al., 2004)...Clinical educators are individuals from diverse settings who assess, support, and develop a candidate's knowledge, skills and dispositions during clinical experience (p. 20).
- Candidate Quality, Recruitment and Selectivity:
In measuring teachers' cognitive and non-cognitive skills, researchers have found that both cognitive and non-cognitive factors "have a moderately large and statistically significant relationship with student and teacher outcomes, particularly with student test scores" (citing Rockoff et al., 2011) There is strong support from the professional community that qualities outside of academic ability are associated with teacher effectiveness. These include grit, the ability to work with parents, the ability to motivate, communication skills, focus, purpose, and leadership, among others. Duckworth et al. (2007) found "that the achievement of difficult goals entails not only talent but also the sustained and focused application of talent over time" (p. 1087).

April 2013: InTASC released a *Model Core Teaching Standards follow-up document: Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development* (2013). These developmental progressions regarding teachers' learning and practice are aligned with the InTASC standards, and "make concrete suggestions on how a teacher can 'shift' from one [developmental] level to the next" –for teacher candidates and in-service teachers—given the following assumptions:

- *Learning and teaching are complex;*
- *Teaching expertise can be learned, develops over time, and is not linear;*
- *Growth can occur through reflections upon experience, feedback, or individual or group professional learning experiences;*
- *Development depends on context, particularly levels of support.*
- *(InTASC, 2013)*

May 8, 2013: Bipartisan legislation was introduced by U.S. Rep. Tim Ryan (D-Ohio). The Academic, Social and Emotional Learning Act of 2013 (HR 1875) would amend the Elementary and Secondary Education Act “to allow funding for teacher and principal training and professional development to be used for social and emotional learning programming.” (<http://timryan.house.gov/press-release/congressman-tim-ryan-introduces-academic-social-and-emotional-learning-act>)

May 15, 2013: The Collaborative for Academic, Social, and Emotional Learning (CASEL) released a National Teacher Survey report (by Civic Enterprises). The survey results demonstrate the substantial broad need for more SEL training/development support for/among teachers. In this report, *The Missing Piece*, findings from a nationally-representative sample of over 600 PreK-12 teachers reveal that the large majority view explicit teaching and modeling of social-emotional competencies as important, and believe that more training support is needed, in both pre-service and in-service programs.

Across States

As aforementioned, a current large-scale research project—***Social and Emotional Learning (SEL) and Pre-Service Teacher Education: A Scan of SEL Content in Certification Requirements and Teacher Education Programs Across the U.S. and Canada***—confirms that only a small handful of teacher training programs across the U.S. intentionally and transparently prioritize and integrate SEL. This first ever scan of pre-service teacher education programs, with specific focus on SEL content, reveals the following key findings to date regarding the degree to which each state’s teacher education standards attend to SEL across three dimensions—students’ SEL, teachers’ SEC and, learning context (classroom context/management, school climate, school-family-community partnerships), via excerpts from recent executive summary:

1. ***Few states have content in their teacher certification requirements that have a comprehensive focus on promoting the SEL of children and youth. Only 25% of states require that teachers have knowledge and/or skills to promote all 5 dimensions of SEL. Several states were exemplars in this area, including Illinois, California, Idaho, Kansas, Minnesota, Missouri, Arkansas, Indiana, South Carolina, North Carolina, Vermont, Delaware, Rhode Island, New Jersey, Connecticut, and Hawaii.***
2. ***The promotion of the social and emotional competencies of teachers is given little emphasis in teacher certification requirements. [The scan] found that there was not one state that required the promotion of all 5 SEL competencies of teachers for certification. There were, however, 9 states that had a focus on promoting some SEL dimensions of teachers, including California, Minnesota, Missouri, Tennessee, South Carolina, North Carolina, Delaware, New Jersey, and Connecticut.***
3. ***Almost every state and territory requires that teachers have some knowledge or course on the learning context for teacher certification.***

4. ***The following states were found to have “most” or “all” SEL content across all three SEL dimensions: Connecticut; Hawaii; New Jersey; North Carolina; Rhode Island; and, South Carolina.***
- SEL in Teacher Education Research Project, Executive Summary (May 2013)

The SEL T-Ed Research Project also reported on themes from interviews with Deans of Colleges of Education, across the country, in the recent executive summary of progress to date (as of May 2013). The following main messages, regarding SEL and teacher preparation, were gleaned from these interviews:

1. ***National and state level policies influence the content of teacher preparation programs.***
2. ***Empirical research that provides support for the inclusion of SEL in teacher preparation is needed.***
3. ***Deans are influenced by recommendations from their faculty members who advocate for the inclusion of SEL content in teacher preparation courses and field placements.***
- SEL in Teacher Education Research Project, Executive Summary (May 2013)

State and Program SEL-Ted Initiatives

Social-emotional learning and character development are indivisible components of academic and life success. When they are absent from classrooms and schools, educators run the paradoxical risk of turning out students who might be academically successful with poor character, as well as students with average academic performance who lack the skills that business and corporate leaders clearly state are needed for stable employability and advancement. – Maurice Elias and Patricia Heindel (2013)

In this section, we list and briefly describe some innovative state and program initiatives regarding social-emotional learning and pre-service/in-service teacher development, beginning with a brief focus on professional standards for teachers in Illinois, Connecticut, Kansas and New Jersey, all states that include a focus on SEL in their respective teacher certification requirements.

Illinois

Home to the Collaborative for Academic, Social and Emotional Learning (CASEL), the state of Illinois is “a leader in integrating social and emotional learning (SEL) into education systems as the first state to adopt a comprehensive set of preschool to high school SEL principles as part of the state’s learning standards” (Gordon et al., 2011). CASEL’s President/CEO, Roger Weissberg, has been a leading advocate of SEL nationally; in Illinois, his work, in collaboration with other action researchers, has had a significant impact in terms of state policies and initiatives vis-à-vis SEL, for the benefit of children/adolescents, and adults in schools.

Integral to Illinois’ commitment to SEL is investment in professional development, to

forward implementation of these learning standards. Between 2007-2010, “79 schools across 39 districts were trained and coached to embed social and emotional learning into schoolwide culture and instructional practice, teaching students—with intention—the social-emotional skills necessary to enhance academic performance and well-being” (<http://icmhp.org/initiatives/selimplementation.html>). The state’s newly developed Professional Teaching Standards (beginning July 1, 2013) reflect Illinois’ commitment to the promotion of SEL and cultural competence through explicit, substantive attention to the promotion of social-emotional well-being in classrooms and schools. Take for example the wording for Standard Four—Learning Environment:

The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

http://education.illinois.edu/ci/oce/Documentsnew/Professional_Teaching_Standards.pdf

In recent years, the state of Illinois has worked steadily—in collaboration with CASEL, faculty at the University of Illinois at Chicago, the Illinois Children’s Mental Health Partnership, and other organizations—with educator preparation programs “to provide quality pre-service SEL implementation and assessment training for administrators, teachers, and student support personnel” (Gordon et al., 2011). At the outset of the newly issued Illinois Professional Teaching Standards, it states that by July 1, 2013, “all approved teacher preparation programs shall submit the course of study for that program with evidence that the program’s or course’s content is congruent” with these standards.

Connecticut

In Connecticut, teacher preparation and licensing is guided by the state’s focus on Scientific Research-Based Interventions (SRBI), in addition to Common Core State Standards. SRBI is a term that was “adopted by the Connecticut State Department of Education (CSDE) in August 2008, and is synonymous with the term RTI” – Response to Intervention – as explained on the CSDE website (www.sde.ct.gov). Through SRBI, Connecticut’s State Department of Education aims “to address the needs of the **whole child** to remove non-academic barriers to academic achievement and ensure that students achieve their full potential” (http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/topical_brief_3.pdf). This entails a comprehensive, systematic continuum of positive behavioral interventions and supports (PBIS), as well as assessment, based on the following rationale:

The SRBI framework encompasses the social, emotional and behavioral perspective. The literature supports the use of a tiered approach in the implementation of behavior intervention strategies (Tilly, 2008; Tobin, Schneider, Reck & Landau, 2008; Grisham-Brown, 2008). All students, including those who

experience social, emotional and or behavioral difficulties can benefit from access to universal practices, differentiated instruction and interventions at Tier I, targeted interventions at Tier II and intensive interventions at Tier III...

Positive behavioral support (PBS) strategies involve the use of a continuum of evidence and/or research-based practices for promoting the academic and social behavior success of all students.

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334412#aNoteonPositiveBehavioralSupportStrategies>

Reflecting this state's commitment to address the social-emotional dimensions of learning in schools, social-emotional and cultural competence is embedded in the state's Common Core of Teaching: Foundational Skills, most specifically in the following domain: Classroom Environment, Student Engagement and Commitment to Learning.

http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/board_approved_cct_2-3-2010.pdf

What is most heartening and promising, as far as SEL and teacher preparation, is that the state of Connecticut recently enacted (on June 4, 2013) legislation that requires social-emotional development training in all of the state's teacher preparation programs:

Connecticut H.B. 6292

Social/Emotional Development Training in Teacher Preparation

Requires any candidate entering a program of teacher preparation to complete training in social and emotional development and learning of children. The training must include instruction concerning a comprehensive, coordinated social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems, the availability of treatment services for such children and referring such children for assessment, intervention or treatment services.

<http://www.cga.ct.gov/2013/ACT/PA/2013PA-00133-R00HB-06292-PA.htm>

Source: [cga.ct.gov](http://www.cga.ct.gov)

The advancement of SEL within Connecticut's education system has been furthered by research through Yale University's Health, Emotion, and Behavior Laboratory, led by Marc Brackett and Susan Rivers (and guided by the groundbreaking research of Peter Salovey, who they collaborate with at Yale). The following excerpt by Brackett, Rivers, and Salovey (2011) provides a succinct overview of their research, and The Ruler Approach, the school-based prevention program(s) they developed:

The research we have conducted shows that the emotion knowledge and skills that comprise emotional intelligence can be taught and developed (Brackett, Rivers, Reyes, & Salovey, 2010b). Our school-based prevention programs, called The RULER Approach, are designed to provide skill-building opportunities for

students, teachers, school leaders, and family members to develop the skills of recognizing, understanding, labeling, expressing, and regulating emotions (the RULER skills) in order to make better decisions, form and maintain mutually supportive relationships, behave in prosocial ways, and regulate their feelings in order to experience greater well being.

[http://therulerapproach.org/images/uploads/documents/Brackett Rivers Salovey 2011 Compass.pdf](http://therulerapproach.org/images/uploads/documents/Brackett_Rivers_Salovey_2011_Compass.pdf)

New Jersey

The Social and Emotional Learning Laboratory at The State University of NJ at Rutgers, directed by Maurice Elias, has furthered the integration of social-emotional and civic development (SECD) in many of New Jersey's school districts, and in terms of the state's education policies (via collaboration with the NJ Department of Education). The following main SEL Lab projects have been implemented in numerous New Jersey school districts for a number of years: Developing Safe and Civil Schools Initiative (DSACS), Social Decision Making/Social Program Solving Program, Talking with TJ Social-Emotional Learning Curriculum for Urban Youth. (The following organizations collaborate with the SEL Lab, and also influence education policies in New Jersey: The NJ Center for Character Education, the Violence Institute of New Jersey.) The influence of this substantive SEL/SECD action research work is reflected in the state's Professional Standards for Teachers (based on InTASC standards):

<http://www.state.nj.us/education/profdev/profstand/standards.pdf>

The below excerpt from the SEL Lab's DSACS project report demonstrates the substantive work, and the solid social-emotional competence required, of educators who are committed to integrating SEL/SECD in systematic, sustainable ways:

Staff members (beginning with SECD Committee members) also must become familiar with theory and research that shows the relationship between SECD and academic achievement (see, e.g., Dunkelblau, 2009; Zins et al., 2004; Collaborative for Academic, Social, and Emotional Learning, 2003). Staff members must understand that SECD-related efforts are comprehensive, requiring a great deal of coordination to have a genuine and lasting impact on school climate and culture. Such coordination is needed to provide a cohesive, coherent, and sustained message to students about the importance of learning the skills essential for positive character and academic learning, the benefits of providing service to others, and, more generally, the satisfaction and self-respect that come with contributing to one's school in a positive way.

[\(<http://www.rci.rutgers.edu/~melias/safeandcivil.html>\)](http://www.rci.rutgers.edu/~melias/safeandcivil.html)

Maurice Elias and Jeffrey Kress outline specific social-emotional competencies (referred to as SEL/Emotional Intelligence Skills in elaborating on the five core competencies established by CASEL) required of educators engaged in the work of "implementing school-based social and emotional learning programs:"

<http://www.schoolclimate.org/guidelines/documents/social-emotional-comp1.pdf>

Also through the SEL Lab, Maurice Elias and Patricia Heindel (College of St. Elizabeth in NJ) are currently developing an online *SEL and Character Development Credentialing Program for Educators: A National and International Credential for Social Emotional-Learning (SEL) and Character Development (CD) for Instructional Experts, School Leaders, and District Leaders*.

Kansas

Drawing on Illinois' SEL standards, and informed by the action research through the SEL Lab at Rutgers, the state of Kansas "became the first state to create and adopt a set of social, emotional, and character development (SECD) standards" (Elias, 2012, <http://www.edutopia.org/blog/secd-standards-kansas-maurice-elias>). These standards, covering three domains (social development, character development, and personal development), are aligned with state and federal mandates, such as the Common Core Curriculum Standards, and College and Career Readiness. [http://www.ksde.org/Portals/0/Standards%20Documents/Counseling/SECD Revised 12%203%2012.pdf](http://www.ksde.org/Portals/0/Standards%20Documents/Counseling/SECD%20Revised%2012%203%2012.pdf)

The Regulations and Standards for Kansas Educators reflect the state's solid commitment to the promotion of SECD in all school districts: <http://www.ksde.org/Portals/0/Licensure%20Documents/CertHandbook8-2011%20FINAL.pdf> Interestingly, "emotion" and "emotional" come up 62 times, combined, in this document. (Note: Neither word is mentioned once in the current Professional Standards for Teachers in Massachusetts.)

Promising University-Based SEL/Educator Preparation Programs

To follow are university-based or university affiliated exemplar initiatives that aim to promote the development of social-emotional competencies through pre-service and/or in-service programs in the U.S. All of these programs are informed and inspired by the University of British Columbia's ground-breaking pre-service teacher preparation program, which focuses on social-emotional learning, and incorporates mindfulness education strategies. This program is the first of its kind in North America. Dr. Kim Schonert-Reichl, principal investigator for the SEL T-Ed Research Project, is a developmental psychologist who worked to create and launch UBC's SEL-based teacher preparation program.

The Collaborative for Reaching and Teaching the Whole Child (CRTWC) at San Jose State University's Connie L. Lurie College of Education

The following excerpts from the CRTWC website describe the Collaborative's mission, vision and values:

- **Mission Statement**

To enhance our schools' capacity to meet the needs of children and those educators who work with them by: 1) designing and researching methods to

embed the social-emotional dimension of teaching and learning into the preparation and ongoing professional development of educators; and 2) championing the social-emotional dimension of teaching and learning as the fourth pillar of education, equal to, and important as pedagogy, assessment, and curriculum.

- **Organizational Vision**

To be: recognized as leaders and experts in social-emotional dimension of Teaching and learning statewide and nationally; known for embedding the social-emotional dimension of teaching and learning in pre-service educator preparation; sought after to provide in-service learning opportunities for educators in the field who return to the University to increase their knowledge and practice in this critical area; and a model academic research center, attracting philanthropic support, which will be balanced with earned revenue from classes and contracts.

- **Values**

We are child-centered. Our work is a support function to teaching and learning. We recognize each educational “system” (e.g., district) has a unique context and we account for distinct circumstances to achieve the best outcomes. We create an environment of inquiry and take an evidence-based approach. We take a collaborative participatory approach; We seek equity for all and promote respect for diverse voices. We recognize that cultural and racial variables are intertwined with social-emotional well-being.

<http://reachandteachthewholechild.org>

In recent months, according to Nancy Markowitz, the founding director of CRTWC:

- *CRTWC has created a Dispositions Assessment for pre-service and beginning teachers. The collaborative is working with the New Teacher Center and the Cleo Eulau Center to develop a conversation tool that will accompany the dispositions assessment and be used by university supervisors, cooperating teachers and new teacher mentors to address the items on our Dispositions Assessment.*
- *One faculty member has developed a four-course math certificate program that includes three strands: SEL, academic language development for ELL students, and deep math content. The first course in the sequence will start this summer.*
- *CRTWC will work with San Jose State U. secondary faculty to redesign four core courses in secondary teacher prep, beginning Fall 2013 (email correspondence).*

CRTWC is highlighted in the SEL T-Ed scan of pre-service programs:

http://reachandteachthewholechild.files.wordpress.com/2012/10/seltd-project-summary_june20124.pdf

Marian University School of Education, Indiana

The MU School of Education transparently and substantively pays attention to, and integrates into the teacher education program, educational neuroscience research, with focus on whole child education. In addition to being integrated throughout the program,

Marian University's School of Education faculty have developed a course, as well as an extensive SEL/neuro-education assessment tool. Marian faculty are also working with the Peace Learning Center, the Indianapolis public schools and The Excel Center to bring SEL and neuroscience into Indiana's school districts.

<http://www.marian.edu/academics/school-of-education>

<http://www.marian.edu/academics/school-of-education/educational-neuroscience-conference>

University of Pittsburgh's Teacher Education Program

Led by the Director of the Teacher Education Program, and core faculty, UPitt's School of Education is currently overhauling its teaching preparation program. This revitalization process is influenced by the Cultivating Awareness and Resiliency in Education (CARE) professional development program for educators, specifically in terms of efforts to integrate neuroscience research-based contemplative dimensions. To follow is a recent update from the school committee overseeing this initiative:

We are designing a "Caring Curriculum" that will integrate social emotional learning (SEL) and contemplative practice into the Masters in Arts in Teaching (MAT) secondary education teacher preparation program. To launch in Fall 2013, the initiative is the result of a cross-departmental collaboration, including faculty, students, and staff. The committee's shared vision is that teacher effectiveness and resilience will be improved when pre-service teachers build personal SEL capacities and a community that will help them meet and overcome social and emotional challenges of teaching, particularly in the urban educational context.

Cultivating Awareness and Resiliency in Education (CARE)

The UPitt teacher education program draws on the CARE program with the following goal/intention: To introduce and support the development of emotional intelligence skills, in order "to promote understanding, recognition and regulation of emotion. To reduce stress, and to promote awareness and presence applied to teaching" (CARE4teachers.org). The CARE program provides educators with evidence-based stress-reduction strategies and resources. The aim of this contemplative approach is to help educators prevent intrapersonal/interpersonal burnout, while revitalizing their practice, towards better fostering their students' social, emotional and academic learning in classrooms/schools.

University of Virginia's Curry School of Education

Since the launching of the Contemplative Sciences Center at the University of Virginia, in April 2012, a series of collaborations across schools and departments has brought social and emotional learning and contemplative education more to the forefront of the Curry School's teacher education program. CARE has also influenced such changes in programming and practices at UVA's Curry School of Education. Rebecca Kneidler, the current Senior Associate Dean of Academic Partnerships, has actively elicited CARE staff involvement in this process.

Central to the Curry School’s program, particularly through The Center for Advanced Study of Teaching and Learning, is attention to the social-emotional dimensions of learning and teaching, in connection with the developmental sciences. Several key faculty, such as Sara Rimm-Kaufman and Bridget Hamre, (cited above) engage in this area of research in robust ways.

Note: Teacher educators from both UPitt and UVA’s Curry School, along with other teacher educators from around the US, participated in the August 2012 CARE intensive training institute. These teacher educators continue to share information about innovative efforts to integrate SEL and mindfulness practices into respective programs.

Implications

The bottom line is that we need highly effective, adequately resourced models of preparation for all teachers, without exception...Powerful teacher education programs have a clinical curriculum as well as a didactic curriculum. They teach candidates to turn analysis into action by applying what they are learning in curriculum plans, teaching applications, and other performance assessments that are organized around professional teaching standards. – Darling-Hammond, 2010, pp. 39, 40

It is the fervent hope of the Massachusetts SEL-TEd Consortium that DESE’s Office of Educator Policy, Preparation and Leadership will explicitly integrate social and emotional learning/development in the soon-to-be-revised Professional Standards for Teachers, including the Pre-service Performance Assessment (PPA) for Practicum or Practicum Equivalent, and Standards for Induction Programs for Teachers.

At present, Massachusetts’ Professional Standards for Teachers document is very thin in comparison to counterpart standards in other states, specifically those aforementioned. Massachusetts teacher educators involved in the SEL-TEd Consortium believe that the planned revisions of the state’s Professional Standards for Teachers (including the Pre-service Performance Assessment for Practicum or Practicum Equivalent, and Standards for Induction Programs for Teachers) presents a concomitant opportunity for Massachusetts to join states that have already prioritized work to explicitly and systematically integrate social-emotional learning in residing educator preparation programs. This overhaul process also presents an opportunity for Massachusetts to emerge as a leader in addressing a key adaptive challenge in PreK-12 education: the need for “deep changes in the recruitment, support, and retention of career educators” (Ravitch, 2012) in terms of both pre-service training and ongoing development.

In revising Massachusetts’ Professional Standards for Teachers the DESE Office of Educator Policy, Preparation and Leadership can potentially promote solid, sustainable development of Social-Emotional Competence (SEC)—including emotional literacy—among pre-service and in-service teachers. In our view, to realize this potential, the following dimensions are important to include and integrate in these professional standards, as well as related competency assessments (such as the PPA):

Developmental sciences knowledge: Again, developmental sciences point to why and how it is important for pre-service and in-service teachers to have a solid understanding of fundamental concepts regarding the science grounding SEL. As highlighted earlier, the National Council for Accreditation of Teacher Education (NCATE) has issued compelling recommendations regarding the “integration of developmental sciences knowledge into educator preparation,” including “principles for integrating child and adolescent development in educator preparation” (NCATE, 2010).

Systematic reflection in relation to teaching and learning across teacher preparation programs (coursework and clinical training)— with opportunities to gain theoretically grounded skills and tools through quality feedback and continued practice with these skills/tools, with a mentoring balance of support and challenge. As Fleming and Bay (2004) also write,

Raising teacher awareness through systematic teaching of SEL will deepen teacher candidates’ understanding of the impact of SEL on student success, and increase the likelihood that teachers will incorporate learning opportunities that foster social and emotional development in their classrooms (p. 105).

Positive mindsets: As Brooks and Goldstein (2008) assert, “Differing mindsets or assumptions that educators possess about themselves and their students play a significant role in determining their expectations, teaching practices, and relationships with students” (p. 114). Teachers’ beliefs and assumptions influence pedagogical practice in classrooms/schools. Indeed, as Brackett et al. (2012) report, “If teachers do not believe that students are able to improve their SEL skills...it is unlikely they will buy into SEL efforts at their schools” (231). Conversely, “teachers who believe that social and emotional skills are malleable are more likely to devote time to SEL instruction”(p. 231) and consistently model social-emotional competence (citing Dweck, Chiu & Hong, 1995). Systematic reflection should allow for cognitive dissonance and concomitant coaching support—to encourage new teachers to examine intra-personal beliefs and assumptions, in order to promote the development of positive mindsets, specifically the following “mindsets of effective educators,” as identified by Brook and Goldstein (2008):

- *The concept of mindsets and the ways in which mindsets affect our behaviors must be understood.*
- *A focus on a student’s social-emotional development and well-being is not an extra curriculum that takes time away from teaching academic skills and content.*
- *Educators have a lifelong effect on students and their resilience.*
- *All students wish to learn and succeed, and if they seem unmotivated or unengaged, they may believe they lack the ability to achieve in school.*
- *If our strategies are not effective, we must ask, “What is it that I can do differently?” rather than continuing to wait for the student to change first.*
- *Empathy is an essential skill for effective teaching and relationships with students as well as parents and colleagues.*

- *Ongoing feedback and input from students enhances empathy and promotes self-discipline and a sense of responsibility and ownership in students.*
- *Each student has different “islands of competence” and learning styles that must be identified, respected, and reinforced.*
-- Brooks and Goldstein (2008)

Cultural Competency and Resiliency: To best serve all children/adolescents, and to effectively collaborate within schools, it is crucial for educators to see and understand how strength-based approaches (rather than deficit views and approaches) to race, ethnicity and class, are intertwined with social and emotional well-being. As Yosso (2005) argues, educators should focus on and learn from “the array of cultural knowledge, skills, abilities and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged. Various forms of capital nurtured through cultural wealth include aspirational, navigational, social, linguistic, familial and resistant capital” (p. 69).

Mindfulness-based Interventions (MBIs): As an antidote to “alienated teaching” MacDonald and Shirley (2009) have identified the following seven synergies of mindful teaching, an approach that is anchored in contemplative practices and reflective inquiry: open-mindedness; loving and caring; stopping; professional expertise; authentic alignment; integrative; and collective responsibility. These are essential principles that teachers can draw on, to integrate more reflection and attunement into their teaching lives, in order to continually improve their teaching, and positive impact on their students and respective learning communities. The following excerpt, from a recent article by Jennings et al. (2011) captures the foundational benefits of incorporating Mindfulness-based interventions (MBIs) in teacher preparation and professional development programs:

Mindfulness-based interventions are effective in reducing both stress and illness (Gross, 2009) as well as improving psychological functioning (Weinstein, Brown, & Ryan, 2009). Mindful awareness practices focus on a “nonelaborative, nonjudgmental, present-centered awareness in which each thought, feeling, or sensation that arises in the attentional field is acknowledged and accepted as it is” (Bishop et al., 2004, p.232). Mindfulness involves two primary components: self-regulation of attention and non-judgmental awareness. Self-regulation of attention allows for metacognitive awareness of one’s emotional and cognitive experience as it occurs. This meta-awareness combined with a non-judgmental awareness characterized by curiosity, openness, and acceptance supports emotional and cognitive self-awareness and self-regulation. Indeed, mindfulness enhances regulatory processes that buffer against psychological distress (Jimenez, Niles, & Park, 2010). As MBIs promote flexibility (Kashdan & Rottenberg, 2010) and self-reflection, they may be well suited for helping teachers overcome the tendency to make automatic, reactive appraisals of student behavior that contribute to emotional exhaustion (Chang, 2009). Thus,

developing greater mindful awareness may support both effective classroom management and caring (p. 38-39).

Systematic common language vis-à-vis SEL within and across teacher preparation

programs: As Fleming and Bay (2004) write, “developing a common vocabulary may be essential for teacher educators and SEL proponents to more readily recognize their shared understandings and more effectively work to advance their common goals regarding the promotion of SEL and academic success among all students (p. 104). They add that doing so systematically helps to “reinforce and further ensure teacher candidates’ abilities to meet professional teaching standards, while providing them with the instructional tools to create SEL-rich classroom environments” (p. 104).

Develop authentic school (district) and university partnerships: Of course, all of the above dimensions also apply to professional development approaches and support for in-service teachers (particularly mentoring teachers), school leaders, school psychologists/counselors/social workers, and all support staff in schools. School leaders and school psychologists are particularly well positioned to influence the positive, sustainable development of resilient schools and classrooms that honor the developmental-contextual dimensions of learning environments. Again, as Jones & Bouffard’s (2012) presented framework illustrates “SEL skills develop in a complex system of contexts, interactions, and relationships” (p. 5).

Conclusion

Given the movement among “education reformer” constituencies to de-regulate, and ultimately replace, University-based educator preparation programs with “Achievement Training Academies for Teachers and Principals” Massachusetts is positioned to join other states in firmly anchoring educator preparation and ongoing professional development in foundational evidenced-based training (informed by developmental sciences) to promote academic achievement and prosocial learning in schools—towards active, responsible civic participation, and a healthier democratic society.

In advocating for the explicit integration of SEL in Massachusetts’ Professional Standards for Teachers, we are informed by a key overarching question posed in the 2011 book, *Breaking the Mold of Pre-service and In-service Teacher Education: Innovative and Successful Practices for the 21st Century*, edited by Audrey Cohan and Andrea Honigsfeld: *What is the best way to prepare teachers for classrooms of ever increasing diversity, challenging curricula, and a growing number of standardized assessments?* (p. xiii). This question reflects the complex range of issues with regard to teaching, and teacher education, particularly in terms of instruction (including Sheltered English Immersion), diversity (e.g. race, culture, language, learning differences, socioeconomic status), and value-added accountability pressures, to name just a few key areas. To be clear, given this complexity, we do not regard the integration of SEL in teacher preparation programs as a blanket remedy. Instead, we view this as one fundamental

component in the work to reinvent university-based teacher education. Once again, we believe that explicit, systematic integration of social-emotional learning (SEL) in teacher preparation programs is at the fulcrum of innovative, effective revitalization efforts regarding educator preparation (particularly university-based programs)—towards the promotion of highly effective teaching and learning in all K-12 schools, for the benefit of all students.

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