



**Social-Emotional Learning in Teacher Education:
A Needs Assessment Survey of Teacher Educators**

Massachusetts Consortium for Social-Emotional Learning
in Teacher Education (SEL-TED)

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Introduction

This report provides a summary of the results of a survey conducted by the Massachusetts Consortium for Social-Emotional Learning in Teacher Education (SEL-TEd). Members of the steering committee developed a survey in order to gather information about the current status and potential for enhancement of SEL implementation within teacher education programs in Massachusetts.

Results indicate that teacher educators in the sample have a high level of interest and motivation for SEL integration into teacher education. The current level of implementation is lower than the interest level. While about three-quarters (76.3%) of teacher educators are very or extremely interested in this endeavor, less than half (46.7%) feel that their current practices are very or extremely aligned with SEL in teacher education.

When teacher educators were asked to define SEL, and to discuss its connections to culturally responsive teaching, several themes emerged. In the report below, themes will be reported with selected quotes from survey responses. Repeated themes included racial, cultural, and linguistic diversity, academic instruction and curriculum, mental health and disability, behavior and classroom management, feelings/emotions, named programs or theorists, and language consistent with the work of CASEL (Collaborative for Academic, Social, and Emotional Learning). Critiques were also articulated, including examples of SEL implementation in ways that are not culturally responsive, or designed to promote student compliance rather than student empowerment.

Recurring themes related to the barriers to SEL implementation were primarily focused on constraints of the curriculum, state-mandated licensure requirements, standardized testing and assessment, curriculum frameworks, and other time-related pressures that make it hard to find time for SEL. Other themes included the lack of expertise in SEL among teacher educators as well as K-12 educators. The lack of buy-in or motivation, and the challenges of field placement experiences were cited several times as well.

Suggestions for professional development in this area included a focus on interdisciplinary collaboration among educators with related fields (counseling, social work, and psychology). Respondents requested curated resources for teacher educators to use in their courses, such as videos, articles, websites, and lesson planning templates. Several topics for workshops and conferences were also shared.

Finally, in drawing connections between SEL and the CAP (Candidate Assessment of Performance), respondents were able to share examples of connections to all 6 elements. The majority of respondents provided connections to all elements, with particular focus on Safe Learning Environment and Meeting Diverse Needs.

In the following report, the methods and results will be described in more detail, with quantitative results as well as qualitative themes and quotes from survey respondents.

Methods

Survey development was facilitated using methods based on a questioning formulation technique with the committee. Quantitative and open-ended qualitative questions were developed in order to capture a rich array of information about SEL in teacher education. Members refined the purpose of the survey as well as the questions during fall 2016 and developed an administration plan.

The survey was administered using a secure, anonymous, online tool (SurveyMonkey) during December 2016 and January 2017. Respondents were obtained through email sampling, sent to teacher education institutions as well as to the email list of the sponsoring organization.

The survey respondents consisted of 76 professionals in teacher education. Of these, 56 were faculty members (73.7%), 11 were deans or administrators (14.5%), and 9 were in other roles such as mentor teachers or supervisors of student teachers (11.8%). Respondents from private institutions of higher education make up 61.8% of the sample, while those from public institutions of higher education account for 34.2%. Others (3.9%) come from K-12 institutions.

The present summary includes quantitative results, as well as a preliminary thematic analysis of the qualitative survey responses. Quantitative results were generated using SurveyMonkey. Thematic analytic methods were used in order to generate preliminary themes and findings within the open-ended, qualitative results. For items with mixed-methods (quantitative and qualitative), responses were examined using a stratified approach, looking at themes and selecting examples within subgroups (e.g., those who replied “extremely” and “very” compared with those who replied “slightly” or “not at all.” Selected quotes from individual responses were selected to highlight salient themes.

To continue this thematic analysis, further examination of the responses within each item may be conducted in the future. This would allow for inter-rater reliability checks and the potential for finding additional themes. In the sections that follow, the results of each item will be shared along with themes that emerged from them, followed by a discussion of themes across the survey.

Results

Question 3: To what extent are you interested in integrating the social-emotional dimensions of learning and teaching in your teacher education work with preservice teachers?

	Response Percent	Response Count (n = 76)
Extremely	50.0%	38
Very	26.3%	20
Moderately	21.1%	16
Slightly	2.6%	2
Not at all	0.0%	0

Half of respondents (50%) were “extremely interested” in pursuing this work, with another 26% being “very interested” and another 21% being “moderately interested”, totaling 97% of respondents. Less than 3% were “slightly interested” and no respondents were “not at all interested.” Qualitative comments accompanying this question included themes related to the importance of SEL in teacher education for many reasons, including the benefits for all students, connections to child development, classroom management, mental health, ESL, and specific programs. Examples:

- It's a critical and underrepresented part of teacher education
- I'm a novice - open to learning about integrating SEL into teachers instructional practices.
- I teach a variety of courses - for some the integration makes sense (and i would hope is already being done). For some course (Foundations), not so much . . .
- I teach a course on classroom management-- SEL is super relevant! I'm also a practicing secondary teacher, so the topic is near and dear to me.
- Although many of our partner schools use social-emotional learning programs like Responsive Classroom and Open Circle, we feel a number of things are critical to understand when becoming a teacher. First, the social-emotional landscape of a classroom is the foundation upon which all teaching can happen. Therefore our students need constant study and reminders to reference and leverage the systems that exist in their mentors' classrooms to support and sustain student learning and development. Finally, we work hard to help our students understand who they are, what they believe in, and how they can nurture the "fire in their bellies" to do right by children while taking good care of themselves as young teachers. We've integrated mindfulness practices and pedagogy into our professional seminar and hold many 1-1 meetings with students to help monitor and coach their own well-being.

Other comments articulated critiques of SEL, or concerns about its implementation. Examples:

- Teachers are expected by many to solve all the ills of the society, with little compensation. Although teaching teachers about SEL is important it should not take time away from planning, assessment, and academic content.

- I believe there is great value in identifying core domains that fall within what has been termed "social-emotional"; however, to date I believe this has been poorly defined and studied and implemented. Schools are throwing unsubstantiated work into their curriculum and claiming that it falls within this domain, which is simply not validated and takes away from critical learning time.
- Teachers lack psychological self-awareness (projection, bias, empathy, transference, etc.) yet they spend more time engaging with kids than any other profession. They need therapy and SEL desperately.

Question 4: How do you define social-emotional learning?

Responses to this question were coded with specific themes that emerged from a close reading of the data set within this item. In the table below, these themes are briefly defined and the number of respondents who mentioned each theme is reported.

Thematic Category	# of respondents referencing theme (n = 66)
CASEL language: used terminology reflecting the five areas of SEL as defined by CASEL	24
Feelings: referenced emotions or feelings	23
Academics / Learning: mentioned academics or broader learning in school	18
Student Needs / Mental Health: mentioned student needs or mental health themes	11
Behavior: mention of behaviors, classroom management, or PBIS	7
Culture, Race, Diversity: mentioned race, culture, or diversity	6
Theorists / Theories: named specific theorists or theories	5
Critiques of SEL: articulated a critique of SEL	2

Examples within each theme are also shared below. To view all of the responses to this item and how each was coded, please see Appendix C.

CASEL language: used terminology reflecting the five areas of SEL defined by CASEL

- Social emotional learning is the process through which individuals learn the intra- and interpersonal skills necessary to identify and understand their own and other's emotions in order to establish positive and constructive relationships with others. It includes regulatory, self-reflective, and communication skills. This learning is contextually dependent in that individuals cannot develop these skills in isolation from others.
- Awareness of others, understanding of self and others, building to understanding of others emotions and social needs.
- Process through which children and adults learn to recognize and manage emotions, make and meet goals, show empathy, and maintain positive relationships

Feelings: referenced emotions or feelings

- Awareness of how ones emotions are affected in general and specifically toward learning, and how teachers can incorporate individual needs to be able to assist students/children to learn.
- Working with students to develop skills to work with others while recognizing feelings and emotions
- Similar to how I define "emotional literacy" I define social-emotional learning as learning that allows people to better understand their own emotions and social interaction and the social and emotional interactions of others in a way that enhances positive and productive interactions between people.

Academics / Learning: mentioned academics or broader learning in school

- teaching students to build relationships, show empathy, connect academic learning to their lives
- Connecting social and emotional experiences to the learning process.
- Social and emotional learning helps students to educate the whole person and helps to integrate skills and behaviors in teaching and learning.

Student Needs / Mental Health: mentioned student needs or mental health themes

- Learning geared towards to awareness of students with social and emotional needs.
- Social skills development; Responding to student needs who have behavioral and social challenges
- Simply, I consider it to be a student's comfort with social relationships and her/his emotional environment. Students who are anxious or who live in unstable emotional situations are often less able to learn.
- Honestly, I've never heard of the term before. In mathematics, it's especially important to recognize students' anxiety, any tool or model that can help alleviate the very real emotional stress some students feel would be welcomed.

Behavior: mention of behaviors, classroom management, or PBIS

- At all parts of an organization--bus monitor, superintendent, parents, children monitor their own behavior and there are explicit conversations about this essential element of learning now named social emotional learning.
- Ability to understand and regulate feelings, ability to work with others in class, ability to develop and follow classroom norms, ability to help peers with their own SEL, among other things.
- Social emotional development, positive behavioral interventions and supports, multi-tiered system of supports, classroom management, functional behavioral assessment, behavior intervention plans.

Culture, Race, Diversity: mentioned race, culture, or diversity

- Social Emotional is a psychological aspect of how people live together in the world - this include physical, emotional, mental health. Sociocultural adds a social dimension to this that includes cultural and linguistic ways of living in the world and learning to live together in a world with diverse perspectives.
- It is a mix of components that are not isolated, but interwoven with the child and school culture. In social-emotional learning respectful relationships are built between teacher and child and within the classroom. It includes high expectations, motivating lesson, cultural responsiveness and building positive relationships.

Theorists / Theories: named specific theorists or theories

- Defining is too limiting. It includes: Humanizing pedagogy, whole child education, putting the child first, meeting each child's emotional, physical, academic, interest, passion - needs. Working with children with respect and care.
- I look at this as an extension of Maslow's hierarchy of needs. We must have some insight into where the learner is emotionally before we can attempt to supply and transfer knowledge.

Critiques of SEL: articulated a critique of SEL

- I believe it is an overarching term used to capture processes that educators do not know how to study or define. Within the fields that these concepts are properly studied, more specific terminology is used.
- I fear sometimes it masks efforts to make children of color more compliant. Not sure how I came by that concern.

Question 5: To what extent do you believe that SEL is connected / aligned with culturally responsive teaching approaches?

	Response Percent	Response Count (n = 59)
Extremely	44.1%	26
Very	27.1%	16
Moderately	23.7%	14
Slightly	3.4%	2
Not at all	1.7%	1

The quantitative results for this item are shown in the table above. The majority of respondents (71.2 %) agreed that SEL is either “extremely” or “very” connected / aligned with culturally responsive teaching strategies. These respondents shared comments such as the following:

- SEL happens and exists in a social and cultural context. Unless teaching/learning is culturally responsive, no learning (SEL and all other kind) cannot happen effectively
- SEL is at the heart of CRT - I don't believe you can have one without the other.
- Both see students as more than "blank slates" who enter classrooms ready to be filled up with academic knowledge and skills. Both acknowledge that where students are coming from has a huge impact on the work they can do (or believe they can do). Both know that there is huge value in teachers' ability to develop authentic, trusting, respectful relationships with students.
- We need to relate SEL under an umbrella of CRT.

Those who responded “moderately” shared comments such as the following:

- There is still much we can do about this.
- I think connected more than aligned. To some extent, SEL goals may reflect a white, middle class perspective simply because they may have been developed by white, middle class researchers. To the extent that SEL is about respect and understanding, then it is more aligned with culturally responsive approaches.

Those responding “slightly” or “not at all” shared the following comments:

- Poor evidence on both domains
- The individuals who need to be in the room when decisions around teaching practices are discussed are never there.

Question 6: To what extent are you implementing SEL in your teacher education program?

	Response Percent	Response Count (n = 60)
Extremely	11.7%	7
Very	35.0%	21
Moderately	31.7%	19
Slightly	16.7%	10
Not at all	5.0%	3

For the purposes of needs assessment, the results of question 6 are important to compare with question 3 (To what extent are you interested in integrating the social-emotional dimensions of learning and teaching in your teacher education work with preservice teachers?) While 50% of respondents were “Extremely” interested in this integration, only 11.7% report that they are already implanting at this level.

If we examine a combined percentage of those responding “Extremely” and “Very” to question 3, that number reaches 76.3% of respondents who are interested in this effort. Meanwhile, only 46.7% of respondents to question 6 feel that their current practices reach this level of implementation.

Question 7: What aspects of social-emotional learning are you currently / already implementing in your teacher education program?

Question 8: Think of a specific course in your teacher education program.

- Is SEL mentioned explicitly in the syllabus? (Yes/No)
- Are students asked to incorporate SEL competencies into lesson plans or other products? (Yes/No)

The responses to questions 7 and 8 were analyzed in conjunction with each other to find themes about the current status of implementation. In response to question 8, we found that approximately half of respondents are implementing SEL in their syllabi and/or course assignments (see table below).

8. Think of a specific course in your teacher education program.	Yes	No
Is SEL mentioned explicitly in the syllabus?	52%	48%
Are students asked to incorporate SEL competencies into lesson plans or other products?	49%	51%

Several themes emerged in response to questions 7 and 8, as shown below with examples of selected quotes below each theme:

Culture, Race, Diversity: mentioned race, culture, or diversity

- Recognition of cultural differences and "red flags" in students and self-awareness for pre-service teachers.
- We have a course on language and power, we discuss linguistic issues, and we teach our students to use the WIDA standards when educating the whole child. introduction to the impact of school poverty on student achievement - intro to policy and practice
Group activities that promote cultural and emotional sensitivity and case studies on emotional security.
- They implement lessons that are culturally responsive, motivating, engaging and challenging.
- Students learn about belonging, stereotype threat, growth mindset, grit, racial identity development, gender identity development, sexual orientation and identity development, college-going identities, etc.
- Courses on Behavior, Culture and Language, touched upon across the program
- My teacher candidates are specializing in ESL and thus are focused and sensitized in the needs of refugee, immigrant, and trans-national students.
- We discuss and consider English learners social and emotional situations in considering how to tailor instruction to their needs.
- implicit bias
- We are trying to continue to relate the culturally responsive teaching and learning.
- As an educator preparation program not all aspects of the program connect this to mental health or physical health. There remains a divide between a medical model

in the counseling and school psych prep programs and the teacher education programs which are more focused on culturally responsive and social theories of learning. We don't talk well yet between our faculty and candidates.

- While we teach culturally responsive pedagogy I do not believe SEL is discussed.
- See above...culturally responsive is in many syllabi. Family and community responsiveness is also in many syllabi. If the latter is considered SEL than I would change the above to yes.

Academics / Learning: mentioned academics, executive functioning, or content learning in school

Students' prior experiences and perspectives about science

- Using questioning and strategies for explicitly modeling language and frames for supporting students in learning to pay attention to and use their social-emotional skills/responses as a key component of their learning process
- I like to frame SEL using UDL - connecting it to engagement and executive functioning.
- Executive functioning related skills
- The Boston district is working on developing SEL practices that address students needs, which in turn, increases students achievement.
- Within each class I teach, it is imbedded into content and into discussion to empower pre-service and new teachers to build social-emotional learning and awareness into their teaching.
- then students are required to address SEL as part of lesson / unit / thematic planning
as content for analytical response papers (from pre-practicum)
- UDL lesson planning uses engagement as an essential 3 tiered component.

Behavior: mention of behaviors, classroom management, or PBIS

- Child development, classroom management, as a methodology in the elementary classroom
- A lot. It is essential to classroom & behavior management, which I teach.
- The way I taught students about classroom management was certainly informed by SEL principles, but I never explicitly used the term!
- We also position child behavior, particularly in the early years, as the key way in which children communicate their needs and feelings so that pre-service teachers view "challenging" behaviors as an important source of information rather than a problem with the child.
- Primarily behavior, though several of us teach classes on social/emotional development and mental health that are optional courses.
- MTSS, PBIS, elective courses on Behavior, Culture and Language, touched upon across the program
- Some on behavior management.

CASEL language: used terminology reflecting the five areas of SEL defined by CASEL

- Using information from CASEL, focusing on all dimensions of human beings, both students and teachers.
- Curriculum addresses self management, self awareness, responsible decision making, self awareness - all these are part of EL education core practices... our underlying philosophy
- In our module classes, one objective is to "employ a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making."

Named SEL Programs or Theorists: mentioned packaged SEL programs or curricula

- As stated before, I rely heavily on Responsive Classroom textbooks, training, and materials in my course and in the reflections and observations I make during practicum placement. The aspects are on feeling safe in the classroom, using teacher language to reinforce, remind, and redirect student behavior and academic learning, building routines, Morning Meeting, sharing with peers, working as a team, etc.
- Mindfulness, at the start of each class. we also read Patricia Jennings book in our senior curriculum course.
- Trainings on Open Circle, Responsive Classroom, mindfulness, and self-care for new teachers.
- integrating SEL across the curriculum and throughout each day (teach strategies to calm down, Think Space, etc.)

Student Needs / Mental Health: mentioned student needs or mental health themes

- unit on the needs of diverse learners specifically students with disabilities and G/T students
- Social skills training for students with challenges such as Autism
- I teach several courses that address emotional and behavioral concerns and we definitely talk about the importance of understanding the mental health needs of students with regard to attaining and keeping new information.
- implement trauma-sensitive practices (interactive writing, shared reading, predictable schedule, & structures, etc.)
- Mental health issues with students

SEL for Teachers: importance of social-emotional wellness for adults (preservice or inservice teachers)

- These courses have a component which asks pre-service teachers to examine their own social emotional skills.
- Important to make this part of dispositional assessments.

Question 9: What are the barriers you see standing in the way of SEL in teacher education (e.g., institutional, systemic, colleagues, and/or curriculum)?

Several themes emerged in responses to this question. It is worth noting that some respondents may have drifted into a discussion of barriers to SEL implementation in K-12 settings, rather than barriers specific to teacher education. Responses with both kinds of barriers are included in the themes below:

Time Constraints and Curriculum / Licensure Mandates:

- In content areas SEL is deemphasized because of the stringent requirements of the standards and testing
- TIME - SEL is a component of, and should be integrated throughout curriculum and assessment but it is not in the frameworks explicitly so gets less attention
- As students progress from PreK to grade 12, teachers and systems put more emphasis on curriculum at the expense of SEL. The focus on testing, showing academic growth, passing benchmarks makes it so that, even if a teacher is trained in SEL approaches, they are slowly pressured into dropping that time in favor of more academic instruction.
- Mostly time to include as much as possible in the general curriculum as there is so much to address to meet the accreditation standards and requirements!
- Beyond the large amount of content which pre-service teachers must master, the degree to which SEL is integrated in other areas of learning and development within schools and classrooms varies greatly. Therefore, there is sometimes a incongruity between what the pre-service teachers learn in their university classes and what they see enacted in early ed classrooms. As faculty we are always trying to call out the opportunities for integrating (or recognizing) SEL in other areas of learning (such as language and literature) but we also must be responsive to the realities which our pre-service teachers will face in the field.
- We place so much pressure on teachers to attain certain academic goals, that SEL is often treated like a "special separate subject."
- It is systemically difficult to implement holistically when funds and testing have primary focus on reading writing arithmetic.
- It's not a specific requirement for licensure or accreditation.
- There are many simultaneous changes--CAP, PSTs, Streamlining License changes, and so on.

Field Experiences: Barriers linked to field placement experiences

- Current practice in schools with teachers who are tired of teaching or not CRT's... who work with our teacher candidates on a daily basis... some very negative messages sent.
- Pre-service teachers need to see it in the field, beyond packaged programs that are not integrated throughout the curriculum or not implemented with fidelity.
- Public schools do not promote this so student teachers are often confronted with institutions that negate any of these ideas into their practice.

Lack of Knowledge of SEL / Inconsistent Definitions

- New understandings of SEL and how to incorporate into curriculum
- Poorly trained individuals at most levels
- It's just not part of our vocabulary as faculty members yet
- I think that different ideas and definitions of SEL create challenges for integration. For example, I don't know that mine understanding is accurate! I refrained from googling the phrase so I could give you my understanding as of right now. I would not be surprised if your data reveals many different kinds of definitions about this concept.

Lack of Buy-In / SEL Not a Priority

- Buy in from leadership and other colleagues
- Teachers embracing SEL & integrating SEL practices in their lesson plans (as oppose to seeing them as and add on).
- Having consensus that it is important when there are so many other priorities that also have names."
- Social-emotional learning is not something new; although historically is on the back burner in regards to funding and how testing is reported.
- We don't have any faculty who would be qualified to teach that and I don't see the institution hiring someone new for this purpose - unless it was mandated like the ELL training was.

Other Barriers

- Colleges of Education need to be razed and rebuilt. We are just producing mediocre technical purveyors or knowledge. Teachers have no clue how to deal with the whole child. Need to bring in psychologists and social workers into colleges of education.
- SEL is a current hot buzz word that people are using to describe a lot of faddish crap that is not based on research. That gives it a bad rap, and makes it harder to incorporate. There is an excellent, robust line SEL research going back 25 years. We should be drawing on that literature to define what SEL instruction should be.
- So, I think that one barrier is that there is some debate around some of the practices of SEL in schools (e.g. mindfulness practices) which some see as practices that might run the risk of glossing over, for the students enacting this practice, real systemic inequities and problems. In other words, the students and their coping mechanisms are problematized when it is the systems which should be problematized. I am aware of colleagues who have shared these very concerns about SEL.

Question 10: What supports / professional development (if any) do you need in order to improve your implementation of social-emotional learning in teacher education?

Five respondents left this question blank, and seven replied that they needed no professional development supports in this area. Of those who made recommendations, the following themes emerged (followed by representative quotes):

Interdisciplinary Collaboration

- We need other disciplines to assist - social work, psychology, etc.
- We need a interpersonal neurobiological approach to teaching.
- I also think visits from adjustment counselors and school psychologists who deal with SEL regularly would be beneficial.

Curated Resources

- A video with the explanation would be nice. We could then put that on Bb and "flip" the discussion so we would have more time in class to pinpoint ideas and concerns.
- A good reading, articles that can be used in the classroom for teacher training, a list of tools/techniques that are practical and applicable to PreK - grade 2 (early childhood)
- It would be fantastic to have access to videos and curricular materials,
- More resources, or curation of resources like Edutopia, would help busy professors plan classes and activities.
- Web resources that can be used to incorporate in course syllabi.
- Sample videos developed for teacher prep programs which demonstrate various SEL strategies
- I think suggestions for readings/articles/case studies would be helpful so that students were reading cutting edge material.

Workshops / Conferences / Training

- More trauma sensitive training for colleagues
- network/sharing of ideas (recently did this at a CETE conference in the fall with Wellesley College sharing their work with Open Circle...very inspiring!); clarity from DESE about their SEL standards and what this means in terms of teacher preparation
- I would love PD on social emotional learning as a concept including the theoretical evolution and underpinnings in addition to a practical PD on integrating this into our classes in effective and meaningful ways.
- We need a way to motivate folks to participate in SEL professional development and convenience of delivery (opportunity to bring folks to our campus) OR host PD workshops in Western MA.
- The MACTE presentation last year by Karen Mapp was fabulous. Would like more professional learning like that for our faculty and candidates.

11. In what ways can teacher educators intentionally bring a SEL lens to the six CAP essential elements?

Respondents made connections to each of the 6 CAP elements, as indicated in the table below, followed by selected quotes. The most frequently mentioned elements were Safe Learning Environment (8 respondent) and Meeting Diverse Needs (6 respondents), or a statement that all of the indicators were relevant to SEL (8 respondents).

CAP Element	# of respondents mentioned
1.A.4: Well-Structured Lessons	2
1.B.2: Adjustment to Practice	2
2.A.3: Meeting Diverse Needs	6
2.B.1: Safe Learning Environment	8
2.D.2: High Expectations	1
4.A.1: Reflective Practice	3
All 6 elements	8

Respondents shared specific connections between SEL and each CAP indicator, as shown in the selected quotes below:

1.A.4: Well-Structured Lessons

- How does the lesson address SEL competencies (explicitly or implicitly)?
- Perhaps adding a section on lesson plan templates or requiring students to think about how SEL fits into UDL.

1.B.2: Adjustment to Practice

- How is the lesson differentiated to meet the needs of students struggling to build SEL skills due to trauma or other factors?
- Making adjustments to practice based on students' social-emotional well-being is really important.

2.A.3: Meeting Diverse Needs

- How is the lesson differentiated/what structures are in place to support students at different readiness levels? For example, if the lesson requires groupwork, how has the teacher incorporated SEL into the structures?
- Through appropriate practices to accommodate differences
- While it's important to highlight ELLs, I think we need to do a better job of preparing students to meet the SEL needs of our students. Perhaps having teacher candidates consider how classroom management strategies, interventions, and groupings might affect or enhance SEL.

2.B.1: Safe Learning Environment

- Does the teacher use SEL principles to help students create and maintain a positive and safe learning environment? When things go wrong, does the teacher use it as a teachable moment rather than always defaulting to traditional

- discipline? Does the teacher follow up with the student(s) after a disciplinary referral/action?
- Evidence of a behavior intervention plan, functional behavioral assessment, understanding and application of PBIS in a school that is implementing it.
 - Through preparing and sustaining environments that are physically, socially, and emotionally safe
 - This element naturally lends itself to SEL as a lot of the rituals and routines help foster SEL. If students know what to expect and consistency is the norm, then they should feel comfortable in that particular learning environment.

2.D.2: High Expectations

- Thinking about resilience: how does the teacher help students develop this growth mindset and the ability to bounce back after critical feedback or even failure?
- Perhaps working with teacher candidates to set SEL student learning goals or professional practice goals?

4.A.1: Reflective Practice

- Help teacher candidates do this by asking them to reflect on some of their own SEL experience. As teachers, we are often triggered, emotionally, by things that happen in the classroom, and we need to try out some of the same tools and techniques we want our students to use.
- Some of these competencies require the teachers to have mastery of their own SE skills. It would be fantastic to push pre-service teachers to really develop their own SEL using these elements as a frame.
- It can also be addressed in self-reflection of teaching practice that looks at responses to CLD students versus Anglo students or that evaluate evidence of Culturally responsive practices
- More focus on feedback during the CAP process that uses this lens and language
- Also through reflective practice teacher candidates may be able to pick up on the socio-emotional needs of their students.
- Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.
- I think this could be tied to Reflective Practice as well, as teacher candidates must reflect on how certain lessons, tasks, and assignments required or demanded a certain level of SEL.

Other Comments:

- Add a component to each, such as: "in a way that supports all learners," or "in a way that promotes SEL," or "based on individual needs..."
- Use the WIDA Standards
- The Family and Community Standard has no representation among the six essential elements so including that would be a start

- All of these indicators could be in conversation with SEL practices and some of the language points directly at that: appropriateness, differentiation, accommodation of different learning styles, safety, effective effort, and reflection.
- I actually think SEL can be integrated into each. I think we need to understand what our goals are for integration. A clear mission will help guide our process.
- A UDL lesson plan template is a good start when teachers are considering these elements. Creating a digital lesson plan model that can be easily adjusted and allow for ease of access to the MA Framework Standards could be a tool that allow for dynamic unit and lesson planning.

Conclusion

This needs assessment survey has established a high level of interest and investment among teacher educators in Massachusetts for the work of integrating SEL in teacher education. The teacher educators who responded to the survey shared many connections that are already in place, as well as unrealized opportunities for strengthening their work.

Approaching SEL within a framework of culturally responsive teaching was an important, recurring theme. While many respondents drew connections between SEL and CRT when prompted in question 5, it is notable that only six responses included themes related to culture, race, or diversity when asked to define SEL in the previous question. Some of the comments and critiques in this area of the survey results highlight the importance of approaching SEL with an intersectional lens.

While respondents provided many examples of how SEL is addressed within an individual course or syllabus, the integration of SEL across the scope and sequence of teacher education programs is still unclear. Many respondents commented on how SEL is essential in all aspects of teacher education. Only a few respondents, however, mentioned SEL as a way of thinking about the social-emotional competence of teacher candidates or inservice teachers. Most respondents focused only on SEL practices targeting K-12 students. We also wonder to what extent teacher educators are viewing SEL as relevant for all students, or primarily for students with emotional, behavioral, and other identified special needs. The respondents who expressed a broader, more comprehensive definition of SEL were also some of the same who mentioned race, culture, or diversity.

Balancing and integrating SEL with academic curriculum and content areas also emerged as a key feature of this work. Many respondents felt that SEL themes were present in the six essential elements of the CAP (Candidate Assessment of Performance). However, it was noted that none of the respondents mentioned the SEL indicator within the MA Professional Standards for Teachers (*2e: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.*) Similar language from that indicator, which is also consistent with language from CASEL (the Collaborative for Academic, Social, and Emotional Learning), was frequently used by respondents.

Recommended next steps include developing curated resources for teacher education courses, promoting SEL practices for teacher candidates in their field placements, and specific topics for future workshops and conferences. We also hope to develop focus groups to help explore our questions further.