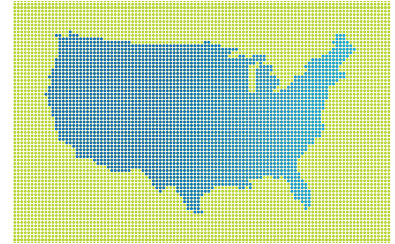


AT A GLANCE

THE STATE OF PROFESSIONAL LEARNING IN SOCIAL AND EMOTIONAL LEARNING



50 All 50 U.S. states and the District of Columbia include aspects of teachers' social and emotional skills or relationship building in certification requirements.

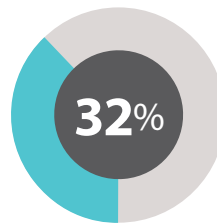


MORE THAN HALF include a comprehensive focus on developing students' SEL.⁽¹⁾

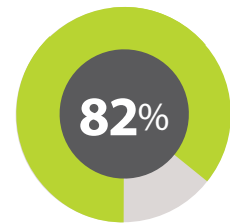
YET In every state in the U.S., at least half of preservice teacher education programs neglect to address any of the SEL competencies recommended by a national SEL organization. In some states, no programs address those competencies.⁽¹⁾

LESS THAN HALF

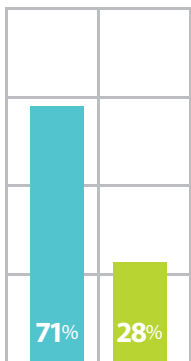
Less than half of principals believe their teachers are prepared to successfully teach SEL, and **60%** say lack of teacher development in SEL is a big challenge.⁽³⁾



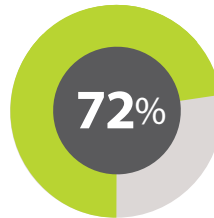
Only **32%** of teachers have participated in some form of SEL professional learning since they began teaching.⁽²⁾



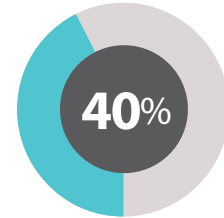
82% of practicing teachers would like further professional learning on SEL.⁽²⁾



One in three parents fear for their child's physical safety at school, and **71%** would rather see school staff prepared to prioritize student mental health compared to **28%** who would rather see schools arm teachers.⁽⁴⁾



72% of principals believe their district emphasizes developing students' SEL skills...



...but only **40%** say district leadership requires schools to have a clear plan for teaching SEL.⁽³⁾

SOURCES

1. www.casel.org/wp-content/uploads/2017/02/SEL-TEd-Executive-Summary-for-CASEL-2017-02-14.pdf
2. www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf
3. www.casel.org/wp-content/uploads/2017/11/ReadyToLead_FINAL.pdf
4. <http://pdkpoll.org/results/arming-teachers-trails-other-school-security-measures-preferred-by-parents>



THE PROFESSIONAL LEARNING ASSOCIATION