

Social-Emotional Learning: Making It Work

Complete Coverage ▶

April 7, 2020

EXCLUSIVE SURVEY

Data: How District Leaders, Principals, and Teachers View Social-Emotional Learning

Most district leaders, principals, and teachers agree that social-emotional learning is an important part of K-12 education, according to a national survey by the EdWeek Research Center. Here's a snapshot of their attitudes toward social-emotional learning and the challenges and opportunities they see for widespread adoption and practice of SEL in schools.



Special Report: [Social-Emotional Learning: Making It Work](#)

74%
of teachers, principals, and district leaders say their schools teach social-emotional learning

26%
of teachers, principals, and district leaders say they don't.

Views on social-emotional learning

43%
Transformational way to improve public education

18%
Promising idea

Looking for a teaching or administration job?

Sign up today on EdWeek's job board to start receiving email alerts when jobs that match your criteria become available.

Get Job Alerts

3%

Not on my radar screen

5%

Passing fad

3%

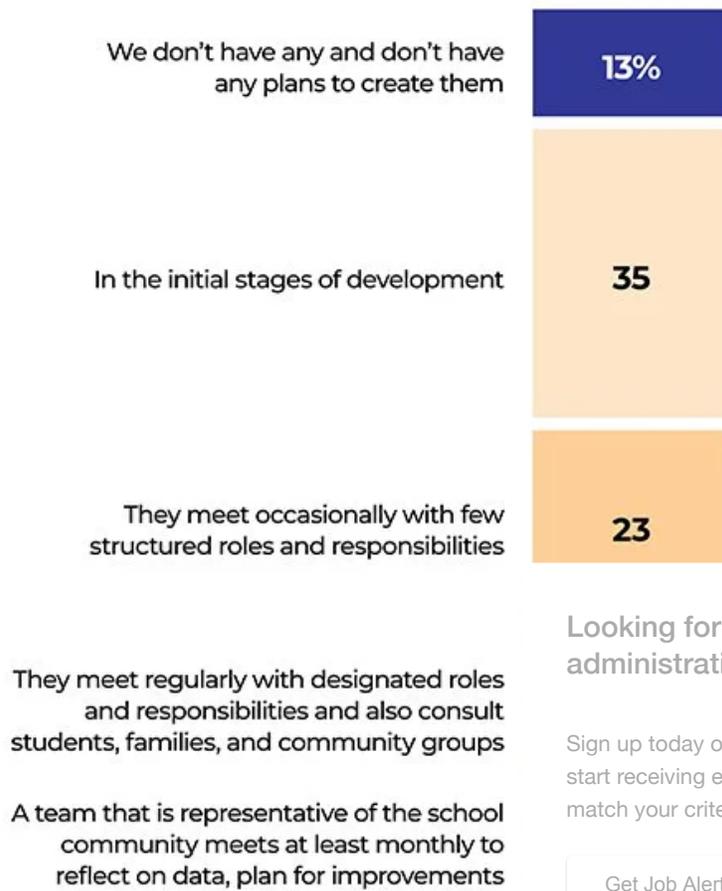
Threat to public education



“I don’t want SEL data to be a compliance piece. ... I want it to be data that [teachers] can use to improve themselves as an adult, in their building, to help kids be more successful.”

—**Rose Prejean-Harris**, director of social-emotional learning, Atlanta Public Schools

Which of the following best describes the social-emotional learning teams at the schools in your district?



Looking for a teaching or administration job?

Sign up today on EdWeek’s job board to start receiving email alerts when jobs that match your criteria become available.

Get Job Alerts

Which of the following actions have administrators taken in your district or school?

Select all that apply.

- 55% Ensuring all staff have professional learning opportunities around students' social and emotional needs and teaching strategies to promote social and competency development
- 52% Ensuring staff have access to curriculum and materials that support social-emotional learning programming
- 50% Helping to establish norms and disciplinary policies that support social-emotional learning
- 46% Supporting teachers in learning and developing student-centered discipline strategies
- 42% Providing all staff with professional learning opportunities on promoting equity and cultural competence
- 37% Conducting regular classroom visits to provide feedback on the classroom environment, instructional practices, and social-emotional learning lessons
- 32% Ensuring teachers regularly have time to collaborate with colleagues to plan and debrief lessons and teaching practices that promote social-emotional learning
- 32% Providing all staff with professional learning opportunities on elevating student voice by giving students meaningful opportunities to provide input into rules, norms, discipline, and social-emotional learning at the school
- 30% Reviewing and adopting an evidence-based social-emotional program that engages all staff in promoting social-emotional learning throughout the school day
- 30% Developing partnerships with families and community/out-of-school-time providers that engage them in a collaborative effort around promoting student social-emotional learning
- 3% Administrators in my district/school have not taken any of these actions

x

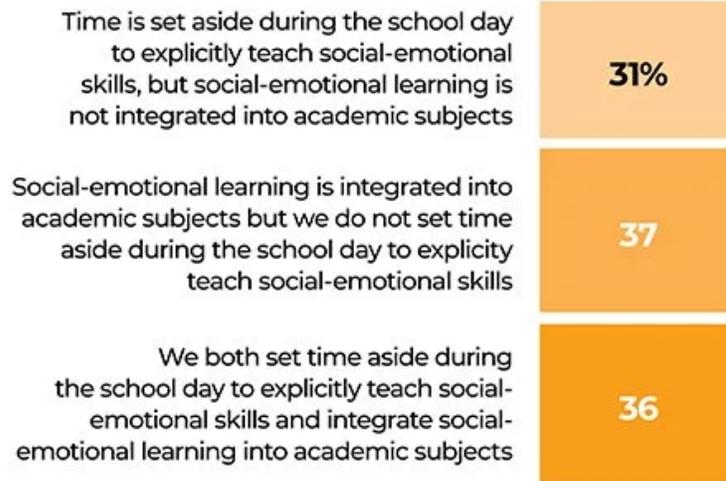
Which of the following statements b your district or school's approach to learning?

Select all that apply.

Looking for a teaching or administration job?

Sign up today on EdWeek's job board to start receiving email alerts when jobs that match your criteria become available.

Get Job Alerts



"Social-awareness, self-management, how we share our own thoughts and opinions and respect those of others—those are critical, and those are not the skills that an employer wants to spend time teaching their adult employees."

—**Juany Valdespino-Gaytán**, executive director of engagement services,
Dallas Independent School District

In which areas is social-emotional learning integrated into instruction?

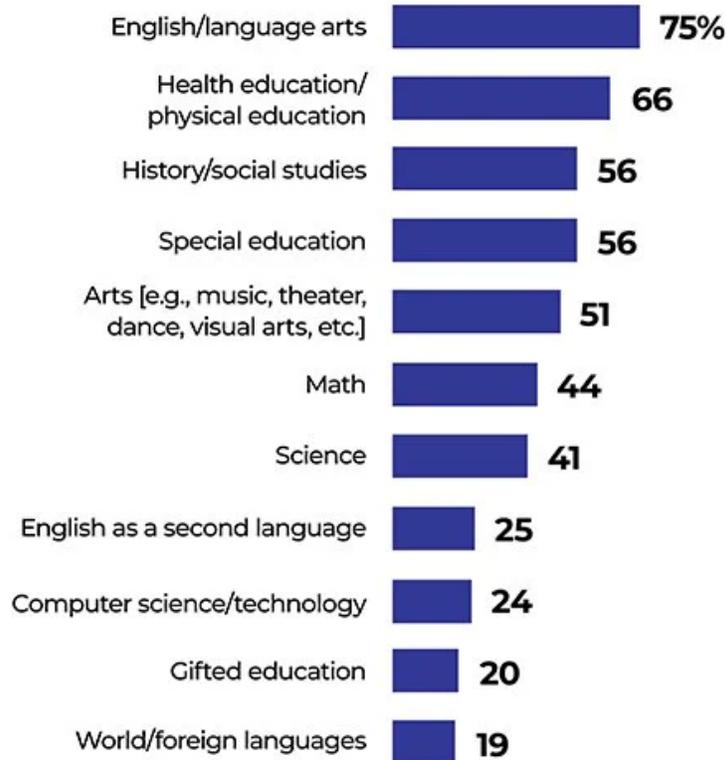
Select all that apply.



Looking for a teaching or administration job?

Sign up today on EdWeek's job board to start receiving email alerts when jobs that match your criteria become available.

Get Job Alerts



Note: Results are from a nationally representative survey of teachers, school leaders, and district leaders.

Source: EdWeek Research Center survey

Related Reading

- [How to Teach Social-Emotional Learning When Students Aren't in School](#)
- [Teachers Support Social-Emotional Learning, But Say Students in Distress Strain Their Skills](#)
- [Can Bite-Sized Lessons Make Social-Emotional Learning Easier to Teach?](#)

Vol. 39, Issue 29, Pages 6-7

Published in Print: April 8, 2020, as **Social-Emotional Learning: What's Happening in Schools**



Reprint or License This Article

Notice: We recently upgraded our comments. (Learn more [here](#).) If you are logged in as a subscriber on edweek.org, you can post comments. If you do not already have a Display Name, please create one [here](#).

Looking for a teaching or administration job?

Sign up today on EdWeek's job board to start receiving email alerts when jobs that match your criteria become available.

Get Job Alerts

Join the discussion...

LOG IN WITH



OR SIGN UP WITH DISQUS

Name
Email
Password

Please access our [Privacy Policy](#) to learn what personal data Disqus collects and your choices about how it is used. All users of our service are also subject to our [Terms of Service](#).



George-Michael Hale · 2 months ago

Many of my colleagues in Higher Education see efforts such as SEL as the emasculation of young men. Often we feel a need to rehabilitate young men entering Higher Education as a primary growth initiative.

| · Reply · Share ›



Julie · 6 days ago

I am currently working on SEL research for my dissertation. Is there someone I can contact about this questionnaire?

| · Reply · Share ›

[Subscribe](#) [Do Not Sell My Data](#)

Ground Rules for Posting

We encourage lively debate, but please be respectful of others. Profanity and personal attacks are prohibited. By commenting, you are agreeing to abide by our [user agreement](#). All comments are public.

<p>ACCOUNT MANAGEMENT</p> <ul style="list-style-type: none"> • Register or Subscribe • Online Account • Print Subscription • Manage E-Newsletters/ Preferences • Group Subscription 	<p>CONTACT US</p> <ul style="list-style-type: none"> • Help/FAQ • Customer Service • Editor Feedback • Letters to the Editor 	<p>POLICIES</p> <ul style="list-style-type: none"> • User Agreement • Privacy • Reprints 	<p>ADVERTISE WITH US</p> <ul style="list-style-type: none"> • Display Advertising • Recruitment Advertising 	<p>EPE INFO</p> <ul style="list-style-type: none"> • About Us • Staff • Work@EPE • Mission and History 	<p>EDUCATION WEEK PUBLICATIONS</p> <ul style="list-style-type: none"> • Education Week • Teacher • Digital Directions • Market Brief • TopSchoolJobs
---	---	--	--	---	--



Looking for a teaching or administration job?

Sign up today on EdWeek's job board to start receiving email alerts when jobs that match your criteria become available.

Get Job Alerts