

Related issues:
7,9

The VOICE

How well do staff provide social and emotional learning (SEL) instruction supports in their schools and districts?

School and district staff are relatively more proficient in providing core and supplemental SEL supports than they are intensive ones.

% agree somewhat or agree strongly	Superintendent	Principal
Teachers consult/work with other personnel (psychologists, counselors) in my school/district and/or community to provide SEL supports for all students.	94	89
Staff in my school (or district) are proficient in providing core SEL instruction to all students.	68	68
Staff in my school (or district) are proficient in providing supplemental SEL supports (in addition to core SEL instruction) to students who need them.	74	67
Staff in my school (or district) are proficient in providing and/or connecting intensive SEL supports (in addition to core SEL instruction) to students who need them.	59	53

VISTA data source: Principal and superintendent survey questions D1 a-c, and D1f with "N/A" responses

About 90% of principals and superintendents agree that teachers consult or work with other personnel in the school, district, or community to provide SEL supports for all students. Students need different levels of support to develop SEL competencies, which has resulted in tiered SEL supports. Two-thirds or more of superintendents and principals agree that their staff are proficient in providing core or supplemental SEL supports. Fewer superintendents (59%) and principals (53%) agree that their staff are proficient in providing students with intensive

ESE Policy Highlight

ESE recommends a tiered approach to SEL, where all students get high quality instruction in core competencies of SEL, some students will need supplemental supports for these core competencies, and a few students will need intensive supports for these core competencies. The distinction between supplemental and intensive supports will vary based on need and student population.

ESE Resources

- A [webpage](#) about social and emotional learning
- Guiding principles for embedding social-emotional learning into the [English Language Arts and Literacy \(ELA\)](#) and [Mathematics \(Math\)](#) Curriculum Frameworks
- [Guidelines for implementing SEL curricula](#)
- A link to the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
- [Information on CASEL's Collaborating States Initiative](#)

ESE's work on social and emotional learning is integral to the Department's strategic priority to support social and emotional learning, health, and safety; it is a collaborative effort that pulls resources from many program offices, including but not limited to the Center of Educational Options, Instructional Supports and District Supports.