What comes to mind when you hear:

Explicit SEL instruction?
What comes to mind when you hear: Adult SEL?
Focus on Adult SEL
Adult SEL Competencies and Capacity

**LEARN**
Strengthen staff professional skills and social, emotional and cultural competence

**COLLABORATE**
Create structures that foster trust and collaboration

**and MODEL**
All staff model SEL competencies and mindsets
Percentage of K-12 teachers who say they are ‘very satisfied’ with their jobs

SOURCE: 2022 results are from Merrimack College and EdWeek Research Center. 1984-2012 results are from the MetLife Survey of the American Teacher.
The Prosocial Classroom: A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes

Teachers' Social & Emotional Skills & Well Being

Healthy Teacher/Student Relationships

Effective classroom management skills

Effective SEL implementation

Healthy Classroom Climate

Student Social, emotional & academic outcomes

School/Community Context Factors

Jennings & Greenberg, 2009
Rationales to Support Adult SEL

What do schools gain from having educators who are resilient, involved and flourishing in their jobs?

Proven
- Teachers with greater well-being
- Teachers who show better instructional practices
- Students who show less disruptive behavior and better attention
- Students who feel included and valued at school

Hypothesized – not sufficient data
- District savings re teacher turnover costs*
- District saving re teacher physical and mental health costs*
- Lower rates of teacher absenteeism and lower rate of presenteeism*
- Greater teacher stability which means greater community stability*
Research demonstrates that teachers with strong social and emotional skills have better instructional practices and relationships with students. There is more to learn on effective approaches to developing adult SEL and the impact on the broader school/district community.
SEL is about lifelong learning into adulthood, and adult SEL goes beyond teachers to the whole community of adults and young people.
When developing policy solutions to support the learning and development of students, it is important to create structures and opportunities that attend to adults’ own learning and environments.