

## State K-3 Policies

### What are the pre-service preparation and certification, and in-service professional development requirements, for social and emotional learning?

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At least 35 states have statutes or regulations requiring pre-service and in-services training and professional development on social and emotional learning. This may be included in teacher preparation program requirements, endorsement qualifications or teaching standards, as well as annual training requirements to maintain a teaching license or certification. Several states have adopted the Council of Chief State School Officers [Model Core Teaching Standards](#) which include social and emotional concepts.

The following information was gathered from state statutes and regulations only.

To view other data points, click [here](#).

STATE ▲	WHAT ARE THE PRE-SERVICE PREPARATION AND CERTIFICATION, AND IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS, FOR SOCIAL-EMOTIONAL LEARNING?	CITATION
Alabama	<p><b>Teaching Standards:</b> understanding social and emotional development is part of the Alabama Core Teaching Standards.</p> <p><b>Pre-Service:</b> teacher preparation in elementary education (grades K-6) requires that candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction to promote social and emotional development.</p>	<p>Ala. Admin. Code 290-3-3-.03</p> <p>Ala. Admin. Code 290-3-3-.06</p>
Alaska	Not specified in statute or regulation.	

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Arizona	<b>Teaching Standards:</b> the professional teaching standards require teachers to understand how learners grow and develop, and regularly assess individual and group performance to design instruction that meets the social and emotional needs of the students.	Ariz. Admin. Code R7-2-602
Arkansas	<b>In-Service:</b> teachers and paraprofessionals are required to receive training in social-emotional learning.	Code Ark. R. 005.24.1-11(10)
California	<b>In-Service:</b> includes concepts and principles of physical, intellectual, social and emotional development of children and youth in the domains of professional growth for credential renewal.	Cal. Code Regs. tit. 5 § 80558
Colorado	<p><b>Teacher Standards:</b> includes knowledge about the ways learning takes place, including levels of social and emotional development in teacher quality standards.</p> <p><b>Endorsement:</b> includes having an understanding of the importance of positive relationship and their foundation in social-emotional development and learning as requirement to receive an Early Childhood Education (Ages Birth-8) endorsement.</p>	<p>1 Colo. Code Regs. § 301-37:5.00</p> <p>1 Colo. Code Regs. § 301-101:4.01</p>
Connecticut	<p><b>Pre-Service:</b> any candidate entering a program of teacher preparation leading to professional certification is required to complete training in social-emotional development. The training in social and emotional development and learning of children shall include instruction concerning a comprehensive, coordinated social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems, the availability of treatment services for such children and referring such children for assessment, intervention or treatment services.</p> <p><b>Pre-Service:</b> requires candidates for initial educator certificates to complete a course of study in special education relating to instruction on classroom techniques in social-emotional learning among other requirements.</p>	<p>Conn. Gen. Stat. Ann. § 10-145a</p> <p>Conn. Gen. Stat. Ann. § 10-145b</p>
Delaware	<b>Teacher Standards:</b> An understanding of social-emotional development is included in the Delaware Professional Teaching Standards.	Code Del. Regs. 14 1597
District of Columbia	Not specified in statute or regulation.	

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Florida	<p><b>Pre-Service &amp; In-Service:</b> requires the Office of Early Learning to establish pre-service and in-service training requirements that address, at a minimum, school readiness child development standards, health and safety requirements, and social-emotional behavior intervention models, which may include positive behavior intervention and support models, including the integration of early learning professional development pathways.</p>	Fla. Stat. Ann. § 1002.82
Georgia	<p><b>Teacher Standards:</b> the pedagogical standards required for approval of initial educator preparation programs requires the teacher understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Pre-Service:</b> requires an approved educator preparation provider to offer planning forms, catalogs, and syllabi addressing specific standards, including knowledge of students. Program completers must demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.</p>	Ga Comp. R. & Regs. 505-3-06 Ga Comp. R. & Regs. 505-3-63
Hawaii	<p><b>Teacher Standards:</b> the Teacher Licensing Standards require teachers to understand how learners grow and develop across cognitive, linguistic, social, emotional and physical areas and that they regularly assess individual and group performance in order to design and modify instruction to meet learners' social and emotional needs.</p>	Haw. Code R 8-54 Appendix A
Idaho	<p><b>Endorsement:</b> candidates for the Early Childhood Special Education (Pre-K-3) endorsement must complete coursework in child development and behavior with an emphasis in social and emotional areas.</p>	Idaho Admin. Code r. 08.02.02.023
Illinois	<p><b>In-Service:</b> requires a licensee's professional development activities to include one of several criteria, including activities are of a type that engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.</p> <p><b>Pre-Service:</b> The Illinois Professional Teaching Standards require teachers to understand how teaching and student learning are influenced by social and emotional development.</p> <p><b>Endorsement:</b> The standards for endorsements in early childhood education require teachers to understand ways in which the physical, social, and emotional well-being of children enhances enjoyment, challenge, self-expression, and social interaction.</p>	105 Ill. Comp. Stat. Ann. 5/21B-45 Ill. Admin. Code tit. 23, § 24.130 Ill. Admin. Code tit. 23, § 26.160
Indiana	Not specified in statute or regulation.	

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Iowa	<b>Teacher Standards:</b> the teacher candidate knowledge, skills and dispositions standards require teachers to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Iowa Admin. Code r. 281-79.15(256)
Kansas	Not specified in statute or regulation.	
Kentucky	<b>Teacher Standards:</b> the standards for certified teachers includes and understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	16 Ky. Admin. Regs. 1:010
Louisiana	Not specified in statute or regulation.	
Maine	<b>Teacher Standards:</b> the standards for educator preparation programs require teachers to understand how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Md. Code Regs. 114-05-071
Maryland	Not specified in statute or regulation.	
Massachusetts	Not specified in statute or regulation.	
Michigan	Not specified in statute or regulation.	

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Minnesota	<p><b>Teacher Standards:</b> the standards of effective practice for teachers require a teacher to understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.</p> <p><b>Teacher Standards:</b> the standards for teachers of early childhood education require candidates for licensure as a teacher of early childhood (birth through grade 3) to complete a preparation program and demonstrate an understanding of child development and learning, including the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight.</p> <p><b>Teacher Standards:</b> the standards for teachers of elementary education (K-6) must understand and apply educational principles relevant to physical, social, emotional, moral and cognitive development of young children.</p>	<p>Minn. R. 8710.2000  Minn. R. 8710.3000  Minn. R. 8710.3200</p>
Mississippi	Not specified in statute or regulation.	
Missouri	Not specified in statute or regulation.	
Montana	<p><b>Teacher Standards:</b> The Professional Educator Preparation Program Standards for early childhood (birth-8) require successful candidates to demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn</p> <p><b>Teacher Standards:</b> The Professional Educator Preparation Program Standards for elementary educators require successful candidates to demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.</p>	<p>Mont. Admin. R. 10.58.531  Mont. Admin. R. 10.58.532</p>
Nebraska	<b>Teacher Standards:</b> approved teacher education programs must include training in student development. Teacher candidates must demonstrate an understanding of how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	92 Neb. Admin. Code Ch. 20,005
Nevada	<b>In-Service:</b> requires ongoing professional development training to include the cultural competency required to meet the social, emotional and academic needs of pupils.	Nev. Rev. Stat. Ann § 391A.370

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New Hampshire	<b>Pre-Service:</b> teacher preparation programs in early childhood education for birth through grade three are required to provide the teaching candidates with skills, competencies and knowledge in social and emotional wellness. Early childhood education teachers should have content knowledge in social-emotional wellness.	N.H. Code admin. R. Ed 612.03 N.H. Code Admin. R. Ed 507.18
New Jersey	<b>Teacher Standards:</b> the teacher professional development standards require the teacher to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	N.J. Admin. Code 6A:9-3.3
New Mexico	<p><b>Pre-Service:</b> entry level elementary teachers are required to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Pre-Service:</b> license requirements for early childhood professionals (birth-grade 8 and birth-grade 3) must understand this process of biological-physical, social, cultural, emotional, cognitive, and language development and the adult's role in supporting each child's growth, development, and learning.</p>	N.M. Admin. Code 6.61.8 N.M. Admin. Code 6.61.2 (K-8 Specific) N.M. Admin. Code 6.61.12 (K-3 Specific)
New York	Not specified in statute or regulation.	
North Carolina	<b>Teacher Standards:</b> the professional teaching standards require teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.	16 N.C. Admin. Code 6C.0332
North Dakota	Not specified in statute or regulation.	
Ohio	<b>Teacher Preparation Programs:</b> requires teacher preparation programs to provide a course, for students pursuing a license to teach in pre-K through grade five, that includes instruction in positive behavior intervention and supports and social-emotional development.	Ohio Rev. Code Ann. § 3319.237
Oklahoma	<b>Pre-Service:</b> An understanding of social and emotional learning is a required competency for early childhood education licensure.	Okla. Admin. Code 210:20-9-172

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Oregon	<p><b>Teacher Standards:</b> The preliminary teaching license program standards include an understanding of how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Endorsement:</b> candidates for the Early Childhood Education specialization must demonstrate knowledge and skills related to human development with special emphasis on cognitive, physical, language, social, emotional, and aesthetic development from birth through age eight.</p>	<p>Or. Admin. R. 584-420-0020 Or. Admin. R. 584-420-0620</p>
Pennsylvania	Not specified in statute or regulation.	
Rhode Island	Not specified in statute or regulation.	
South Carolina	Not specified in statute or regulation.	
South Dakota	<p><b>Pre-Service:</b> includes teacher understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences in the teacher preparation program approval, teacher candidate knowledge and skills requirements.</p>	<p>S.D. Admin. R. 24:53:04:06</p>
Tennessee	Not specified in statute or regulation.	
Texas	<p><b>Teacher Standards:</b> An understanding of social-emotional development is included in the state teacher standards. Specific requirements related to the incorporation of social-emotional learning are outlined.</p> <p><b>Pre-Service:</b> candidates seeking initial certification in the classroom teacher certification class must complete 150 clock-hours of coursework and/or training that allows candidates to demonstrate proficiency in ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices and differentiated instruction.</p> <p><b>Teacher Standards:</b> the Pedagogy and Professional Responsibilities Standards for early childhood (Pre-K-3) requires that Prekindergarten-Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.</p>	<p>19 Tex. Admin. Code § 149.1001 19 Tex. Admin. Code § 228.35 19 Tex. Admin. Code § 235.11</p>

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Utah	<b>Teacher Standards:</b> the effective teaching standards require educators to demonstrate an understanding of cognitive, linguistic, social, emotional, and physical areas of student development.	Utah Admin. Code r. R277-530-5
Vermont	<p><b>Teacher Standards:</b> the general requirements for professional licensure require educators to demonstrate competency in learner development, including an understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Endorsement:</b> requirements for an endorsement to teach pre-K through grade three include knowledge and ability to support social-emotional and behavioral development leading to successful peer and adult relationships, self-regulation, self-awareness.</p>	7-1 Vt. Code R. § 13:5440 7-1 Vt. Code R. § 13:5230
Virginia	<p><b>Endorsement:</b> the professional studies requirements for early/primary education, elementary education, and middle education endorsements require three semester hours on human development and learning, including an the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.</p> <p><b>Pre-Service:</b> the professional studies requirements for early/primary education, elementary education, and middle education requires development of skills in human development and learning that contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.</p>	8 Va. Admin. Code 20-23-130 8 Va. Admin. Code 20-543-90
Washington	Not specified in statute or regulation.	
West Virginia	Not specified in statute or regulation.	
Wisconsin	<b>Pre-Service:</b> to receive a teaching license, an applicant is required to complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions of pupil development. The teacher must understand how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.	Wis. Adm. Code § PI 34.002
Wyoming	Not specified in statute or regulation.	