



Center for
Reaching & Teaching
the Whole Child

Yearlong Teacher Educator Institute 2018-2019

Institute Goals

1. Promote attention to integration of both teacher and student social-emotional skills development within ongoing courses/program.
2. Provide understanding of, and ability to use Center for Reaching & Teaching the Whole Child (CRTWC) **7 Anchor Competencies Framework and Resource Guide** to respond to new TPE's, integrating SEL/CRT into course and fieldwork.
3. Develop participants' ability to use an "SEL/CRT lens" to guide their instructional practice.
4. Provide resources created by CRTWC to integrate SEL/CRT into participants' K-8 teacher preparation programs.
5. Provide strategies and support to institutionalize SEL/CRT into participants' teacher preparation programs.
6. Provide a professional learning community for faculty engaged in programmatic change and research.

Participants will be able to:

1. articulate the connection between social-emotional learning, culturally responsive teaching, and academic achievement;
2. explain how using an SEL/CRT lens is an academic intervention in support of common core/academic standards;
3. create course/program modifications that integrate SEL/CRT, using resources (videos, case studies, teaching activities) created and provided by CRTWC;
4. create a plan of action to encourage other faculty and supervisors to integrate SEL/CRT into their teacher preparation programs;
5. provide professional development to Cooperating Teachers in SEL/CRT practices to link course and fieldwork;
6. identify programmatic "pressure points" that can support institutionalization of SEL/CRT practices into their teacher preparation program;
7. assess the impact of their efforts to integrate SEL/CRT into their programs using assessment tools and an Observation Protocol developed by CRTWC; and
8. use their work to develop research conference proposals and publications.

At the end of the year, each participating institution will be asked to provide the following as a contribution to the body of knowledge about integration of SEL/CRT in teacher preparation:

1. revised course syllabi and/or program description of activities, assignments, assessments, and resources that support development of their teacher candidates' SEL/CRT lens as part of their teaching practice; and
2. a description of successes participants have in bringing SEL/CRT to their teacher preparation programs, as well as the challenges they encounter.



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www.crtwc.org

About the *Center for Reaching & Teaching the Whole Child* (CRTWC)

Nancy Markowitz, Professor Emeritus at San José State University, started CRTWC at SJSU, using the K-8 Multiple Subject program as a case study to integrate social-emotional learning into teacher preparation. After seven years within SJSU, CRTWC has moved to our new fiscal sponsor, Community Initiatives. Our mission is to enhance our schools' capacity to meet the needs of children and those educators who work with them by focusing on what we term the *Social-Emotional Dimensions of Teaching and Learning* (SEDTL) in K-8 preservice teacher preparation. We believe that attention to SEDTL is a critical academic intervention. CRTWC is unique in focusing on those preparing to enter the profession, rather than re-training them once they are in the field - developing both students' and teachers' SEL skills; nesting SEDTL within the curriculum; and providing professional development to those who work with teacher candidates (university faculty, university supervisors, and cooperating teachers who host teacher candidates in their classrooms). CRTWC has created systemic change by transforming teacher preparation to integrate SEDTL into course content and field experiences, developing new teachers equipped with the lens, skills, and tools to build supportive relationships with their students, and fostering a healthy learning environment so that students achieve academic success and thrive.

CRTWC takes a systemic approach rather than providing an add-on program. We address the SEL skill areas identified by the Collaborative for Academic, Social, and Emotional Learning (self-awareness, relationship skills, social awareness, responsible decision-making, and self-management) with both teachers and students. In the past two years, we have focused on bringing SEDTL together with Culturally Responsive Teaching to move beyond what is sometimes considered as a "white perspective". We have built a schema of high leverage SEDTL/CRT practices and anchors that can inform any teacher preparation program. This combined approach equips new teachers with a SEDTL/CRT lens: a knowledge base and concrete strategies that support teachers in integrating SEDTL/CRT into the content areas and helps teachers provide a productive, empathetic, and respectful school environment where all students can take risks, make mistakes, and support one another.

CRTWC uses three strategies to facilitate attention to SEDTL/CRT within our education system. First and foremost, CRTWC works to transform teacher preparation programs to integrate SEDTL/CRT into the curriculum and field experiences. Second, CRTWC has developed concrete tools and methods, such as teaching cases, videos, syllabi and assignments, observation protocols, and assessment tools, to support the integration of SEDTL/CRT into teacher preparation programs. Third, CRTWC works with schools and districts to create receptive environments in which new teacher candidates can use high-leverage practices in SEDTL/CRT to better meet the needs of all student populations.