Social–Emotional Learning & Culturally Responsive Teaching:
Responding to the Revised Teacher Performance Expectations

Webinar for Teacher Educators

Presented by:
California Commission on Teacher Credentialing
Center for Reaching & Teaching the Whole Child
Children Now
San Jose State University
Welcome & Introductions

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Welcome & Introductions

New SEL/CRT Teacher Performance Expectations

California Teacher Educator Survey Highlights

SEL and CRT: Essential to academic achievement

SEL and CRT in teacher preparation

SJSU’s Story of integrating SEL/CRT in K-8 teacher preparation

Support for teacher preparation programs
Jake Shuler
Consultant, Professional Services Division
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Teaching Performance Expectations (TPEs) and CA Administrator Performance Expectations (CAPEs)

- Knowledge, skills, and abilities that beginning general education teachers (TPEs) and beginning administrators (CAPEs) have the opportunity to learn in approved educator preparation programs
- Learned through coursework, clinical practice, and passing a Performance Assessment (TPA/CalAPA) based on the TPEs/CAPEs
- Beginning teachers/administrators must meet these requirements prior to being recommended for a preliminary teaching/admin credential
TPEs and CAPEs - 2016

- **Program Accountability**
  - Ensure candidates are given multiple opportunities with each TPE/CAPE
  - CTC accreditation system - Program Review course matrix showing where each TPE is Introduced, Practiced and Assessed
  - Program must assess all TPEs/CAPEs that are not in TPA/CalAPA

- **Program Discretion on how to meet each TPE/CAPE**
Teaching Performance Expectations (TPEs) - 2016

**TPE 1:** Engaging and Supporting All Students in Learning

**TPE 2:** Creating and Maintaining Effective Environments for Student Learning

**TPE 3:** Understanding and Organizing Subject Matter for Student Learning

**TPE 4:** Planning Instruction and Designing Learning Experiences for All Students

**TPE 5:** Assessing Student Learning

**TPE 6:** Developing as a Professional Educator
History behind TPE changes

- **2001** – Initial set based on CA Standards for the Teaching Profession (CSTPs) – Induction standards
- **2013** – Updated to incorporate Common Core State Standards
- **2014-16** – Updated to align with new CTC Accreditation system and important new focus areas.
Key Focus Areas in 2016 Changes

- Increased Focus on:
  - Inclusion of Restorative Justice Practices
  - Supporting Students with Disabilities
  - Social-emotional learning (SEL) and Culturally Responsive Teaching (CRT)
  - Integrating Technology, Visual & Performing Arts Across all Content Areas
  - New Approaches to Classroom Management
  - Developing Students’ Critical, Creative and Analytic Thinking
SEL/CRT Examples in new TPEs

TPE 1.1 (Engaging and Supporting All Students in Learning) - Apply knowledge of students, including their prior experiences, interest, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
TPE 2.1 (Creating and Maintaining Effective Environments for Student Learning) - Promote students’ social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
SEL/CRT Examples in new TPEs

TPE 4.4 (Planning Instruction and Designing Learning Experiences for All Students) - Plan, design, implement and monitor instruction ... to provide access to the curriculum for all students by removing barriers... with developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
The C.L.E.A.R. Website a Quick Overview
Nancy Lourié Markowitz, Ph.D.
Executive Director

Center for Reaching & Teaching the Whole Child
CRTWC / CTC / Children Now Survey Major Themes
Big Ideas

• Develop SEL/CRT Lens
• Integrate!
• Connect SEL and CRT
• Common language/framework
Social & Emotional Learning Core Competencies

✓ Self Awareness
✓ Self Management
✓ Social Awareness
✓ Relationship skills
✓ Responsible Decision-Making
Adding a lens to the practice of educators.
Social and Emotional Dimensions of Teaching & Learning: (SEDTL)

Teacher’s own SEL competencies

Teacher’s ability to manage the class social and emotional environment

Teacher’s ability to foster student SEL skills/competencies
Social-Emotional Learning Skills are Foundational to Achieve Common Core State Standards
<table>
<thead>
<tr>
<th>Literacy Common Core Standard</th>
<th>SEL Skills Needed to Achieve Standards</th>
</tr>
</thead>
</table>
| Participate in collaborative conversations with diverse partners | Social Awareness  
  • awareness of strengths in self & others  
  • empathy  
  Relationship Skills  
  • working cooperatively  
  • conflict resolution |
| Ask and answer questions to seek help, get information, ask for clarification | Self-Awareness  
  • Able to identify feelings/needs  
  • Has a level of optimism (growth mindset) |
| Express thoughts, feelings, and ideas clearly | Self-Management skills  
  • Resilience  
  • Able to regulate emotions  
  • Perseverance |
<table>
<thead>
<tr>
<th>Mathematical Practices Examples</th>
<th>SEL Skills Needed to Achieve Standards</th>
</tr>
</thead>
</table>
| Make sense of problems and persevere in solving them | **Self-Awareness**  
- Use self talk  
- Can identify strengths in self  
- Can identify relationship between feelings, thoughts, and behaviors  

**Self-Management**  
- Resilience in the face of obstacles  
- Persevere  
- Pause between stimulus and response  

Construct viable arguments and critique the reasoning of others | **Social Awareness**  
- Identify judgments and biases  
- Awareness of strengths in self and others  
- Perspective taking  
- Reflective listening |
## Sample Teacher SEL Skills Needed

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Self-Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify judgments/ biases</td>
<td>• Demonstrate resilience</td>
</tr>
<tr>
<td>• Maintain optimism</td>
<td>• Show compassion for self / others</td>
</tr>
<tr>
<td>• Demonstrate growth mindset</td>
<td>• Set and monitor personal/professional goals</td>
</tr>
<tr>
<td></td>
<td>• Seek help when needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Awareness</th>
<th>Relationship Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate empathy</td>
<td>• Build relationships with diverse individuals/groups</td>
</tr>
<tr>
<td>• Promote cultural competence</td>
<td>• Listen reflectively</td>
</tr>
<tr>
<td>• Take different perspectives</td>
<td>• Work cooperatively</td>
</tr>
</tbody>
</table>


Connecting SEDTL & Culturally Responsive Teaching:
Jolynn Asato, Ph.D.
Adjunct Professor, Department of Teacher Education
San Jose State University
What is culturally responsive teaching?

“using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.” (Gay, 2010)

- Academic Achievement
- Sociopolitical Consciousness
- Cultural Competence
Anchor Competencies to Implement SEDTL / CRT

Coming from 30,000 feet high down to the ground
CASEL* SEL Competencies (30,000 feet view)

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

7 SEL/CRT Anchor Competencies (on the ground)

- Build trusting relationships
- Foster self reflection
- Foster growth mindset
- Cultivate perseverance
- Create classroom community
- Practice cooperative learning skills
- Respond constructively to conflict across differences

* Collaborative for Academic, Social, and Emotional Learning
A Roadmap: CRTWC’s Anchor Competencies Schema & Resource Guide
CRTWC Anchor Competencies Schema
Anchor Competencies & Schema
Goals & Context

The Whole Person

Goals

1. Provide a safe physical, social-emotional, & intellectual learning environment
2. Build resilience & sense of optimism
3. Build intellectual capacity
4. Develop empathy for self & others

Social-Political Context  Cultural Context  Community Context  Individual Context
CRTWC Anchor Competencies Schema
Steps Toward Developing the SEDTL / CRT Lens

Goals
1. Provide a safe physical, social-emotional, & intellectual learning environment
   - Build resilience & sense of optimism
   - Build intellectual capacity
   - Develop empathy for self & others

Explore assumptions
Model
Provide practice
Reflect
CRTWC Anchor Competencies

Developing a SEDTL/CRT Lens

The Whole Person

Goals

1. Provide a safe physical, social-emotional, & intellectual learning environment
2. Build resilience & sense of optimism
3. Build intellectual capacity
4. Develop empathy for self & others

Anchor Competencies

- Reflect
- Practice cooperative learning skills
- Respond constructively to conflict across differences
- Create classroom community
- Cultivate perseverance
- Model
- Foster growth mindset
- Explore assumptions
- Build trusting relationships
- Foster self reflection
CRTWC Anchor Competencies Teacher Moves
<table>
<thead>
<tr>
<th>Sample Anchor Competencies</th>
<th>Sample Teacher Moves SEDTL / CRT Practices</th>
<th>Sample SEDTL/CRT Strategies</th>
</tr>
</thead>
</table>
| **Build Trusting Relationships** | 1. Develop positive, productive rapport  
2. Connect learning to the neuroscience of the brain  
3. Practice reciprocal vulnerability  
4. Employ trauma informed practices | 2 x 10 Activity  
Student Case Study |
| **Foster Growth Mindset** | 1. Articulate affirming counter-narratives  
2. Shift self-talk  
3. Send affirming messages | Identifying narratives & counter-narratives through stories and poetry |
| **Foster Self-reflection** | 1. Recognize & manage emotional reactions  
2. Generate reflective questions  
3. Practice mindfulness | Calming corner: create a “Chillax” space  
*Teach, Breathe, Learn* mindful moments |
California Teacher Performance Expectations 2017

**TPE 1:** Engaging and Supporting All Students in Learning

- Build trusting relationships
- Create classroom community
- Foster self reflection
- Cultivate perseverance

**TPE 2:** Creating and Maintaining Effective Environments for Student Learning

- Build trusting relationships
- Foster self reflection
- Foster growth mindset
- Practice cooperative learning skills
- Respond constructively to conflict across differences

**TPE 6:** Developing as a Professional Educator

- Build trusting relationships
- Foster self reflection
- Respond constructively to conflict across differences

Corresponding SEDTL/CRT Anchor Competencies
Patty Swanson, Ph.D.
Chair, Department of Teacher Education
San Jose State University
San Jose State University: Integrating SEL/CRT into Teacher Preparation
Institutionalization: Teacher Education at SJSU

Institutional

- mission/vision statements
- common language/framework
- hiring qualifications
- partnerships

Instructional

- syllabi
- assessments
- instructional tools (lesson plans, observation protocols)
- connections between courses
Anchor Competencies: Learning Environment / Community

Social/Multicultural Foundations
Explore care ethic, counter narratives, and engage in developing class norms

Classroom Environments
Morning meetings model community building, consensus building, and conflict resolution

Mathematics Methods
Developing group norms for interaction, asking for help, explaining reasoning

Anchor Competencies: Resilience

**Psychological Foundations**
Exploring Goal/Attribution Theory and its application in developing growth mindset

**Mathematics Methods**
Number Talks developing basic facts strategies; goal setting and monitoring; formative feedback; growth mindset;

**Developing the Lens:**
Exploring assumptions regarding motivation

**Model, Practice, Reflect**

**Student Teaching: Using the Lens**

The time is right! In fact...

• California participating in CASEL’s Collaborating States Initiative.

• New state Teacher Performance Expectations.

• Common Core State Standards that focus on SEL/CRT
CRTWC Yearlong Teacher Educator Institute 2018-2019

www.crtwc.org

- Provides framework and resources to integrate SEL/CRT into your teacher preparation program
- Yearlong experience/support
- $2000 per person (limited number of partial scholarships available)
- Starts August 2018
Q & A