Sanford Inspire is hosting this webinar with the goal of sharing best practices for our university partners.

Today our presenters will share about strong partnerships that support social emotional learning integration in teacher education.

You will receive a recorded version and a link to the slide deck after the live webinar. We encourage you to share with your colleagues.
Presentation #1

Dr. Judy Mantle
Dean of Sanford College of Education,
National University

Presentation #2

Dr. Joan Nicoll-Senft
Professor & Program Coordinator,
Special Education & Interventions
Department, Central Connecticut
State University

Dr. Sally Drew
Associate Professor, Special
Education & Interventions, School
of Education & Professional
Studies (SEPS), Central Connecticut
State University

Presentation #3

Dr. Nancy Markowitz
Founder & Executive Director
of CRTWC & Professor Emerita
SJSU Department of Teacher
Education

Dr. Michael Gallagher
Deputy Superintendent,
Sunnyvale School District
Background

- National University School of Education names the Sanford College of Education (SCOE) in December 2015.
- Sanford $100 million gift in 2017.
- **SCOE Charge:** Develop a world-class teacher preparation program focused on producing inspiring teachers and featuring Social-Emotional Learning (SEL).
Sanford College of Education as THE Leader in Social Emotional Learning

Curriculum Development

**Phase One** (Prior to Major Gift)

Enhanced current teacher preparation programs to integrate Sanford Inspire and Social Emotional Learning (SEL) content, including Sanford Harmony, into initial teacher preparations programs.
Sanford College of Education as THE Leader in Social Emotional Learning

**Phase Two** (following the gift)
- In February 2019 the Master of Education degree with an emphasis in Social Emotional Learning was launched. The course sequence that supports the Sanford Harmony Scholars Program is as follows:

  - ITL 670 Introduction to Social Emotional Learning
  - ITL 672 Social Emotional Learning in Action
  - ITL 674 Research in Social Emotional Learning

**Phase Three**
- In January 2019, course development for a Master of Arts in Social Emotional Learning began. It will be reviewed by several external Thought Leaders at three intervals. After deliberating on the feedback, the program move through usual program approval processes.
Sanford Harmony Scholars Program

The Sanford Harmony Scholars Program rewards outstanding students who have demonstrated the potential for academic excellence with a full-tuition scholarship. Scholars will promote teacher leadership in the area of Social Emotional Learning in their schools and districts. All Sanford Teacher Scholars are considered ambassadors for the Sanford College of Education and the Sanford Harmony Program.

**30** Sanford Harmony Scholars per year will be named over 5 years.  
**Total = 150 Sanford Harmony Scholars.** Four have been named so far.
Background and Overview

- Project evolved from "World Class" Report
- Integration of Sanford Harmony and Inspire Programs in single classrooms.
  - Harmony—SEL development in children
  - Inspire—SEL development in teachers
- School criteria determined/selection process/MOU's developed
- Sanford Programs Coordinator appointed
- Johns Hopkins University selected for evaluation component.
- School personnel training was conducted.
Showcase Purposes & Anticipated Outcomes

The Sanford Harmony and Inspire Showcase Schools serve three essential purposes:

- The sites are important to the present national scale-up plan over the next four years and are the first and only sites to pioneer the combined usage and evaluation of the Sanford programs.
- The Showcase Schools are critical to the expansion of Sanford Education Programs.
- The Showcase Schools are being employed by the college as professional-practice sites for faculty and students to learn about SEL and Sanford Harmony and Inspire in particular.
JHU team members have conducted research for the Showcase schools over the past two years.

The PI’s are Dr. Jennifer Morrison and Dr. Steven Ross.

Research features mixed-methods design using replicated case studies of 10 participating elementary schools.

Both quantitative and qualitative measures have been employed:

- Mid-year principal interviews
- Teacher questionnaires
- End of year interviews
- Teacher focus groups
- Student focus groups
- Student questionnaires
- Class observations
Findings:

- Implementation varied slightly between schools and by program components.
- All participant groups reacted very favorably to the Harmony program and would recommend the program to others.
- Implementation quality appeared to be slightly higher in the Cohort One schools.
- Improvement in student relationship-building and school climate were evident. The second year of implementation took less time for students to trust and engage with the process of sharing with their peers.
- The majority of teachers (80%) reported accessing the modules, and over 90% of these indicated that they accessed three or more (the amount specified to schools in the MOU).
- Implementation strengths were consistent with research on diffusion of innovations:
  - Program is strong in “compatibility, complexity, trialability, and observability.”
  - Collective decision-making is superior to top-down decisions.
  - Teacher experience with SEL facilitates implementation.
JHU Research Recommendations

Recommendations for scale-up:

- Updating and limiting of modules to major SEL focuses.
- Ample and effective professional development, continued support and collective decision-making.
- Intentional integration of the SEL program throughout a school.
- Increased online supports (accessible, cost-effective, adaptable).
- Embedded Professional Development via teacher leaders (School SEL team).
- Assisting teachers in adapting daily schedules to implement all Harmony-Inspire components.
JHU/SCOE Showcase Schools Research Agenda
2019-20

- Implementation in year 3 (2019-2020)
  - **Cohort 1**: 5 Showcase schools that began implementation in 2017-2018.
  - **Cohort 2**: 5 Showcase schools that began implementation in 2018-2019.

- Research conducted by the JHU team will include:
  - Continued implementation research in **Cohort 3** schools across all three cohorts.
  - More in-depth research within select Cohort 1 exemplary schools. This research will increasingly focus on outcomes and changes experienced by participants.
SANFORD COLLABORATIVE PARTNERS

Sanford Collaborative
Contact Information

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Sanford College of Education

Email: jmantle@nu.edu
PRESENTATION #2

OUR SEL JOURNEY
FURTHER VS FASTER

Joan Nicoll-Senft, Ph.D.
Sally Drew, Ph.D
Advance Organizer

- Timeline
- Successes & Challenges
- Lessons learned
- Future outcomes
- Discussion
“(i) On and after July 1, 2012, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and behavior management, [and] assessment and professional behaviors and responsibilities, and social and emotional development and learning of children. 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.”
Timeline

- 2012 Connecticut State Mandate on SEL (effective July 2015)
- 2012 SEPS Dean Commissions SEL Task Force
- 2014 SEL module implementation
- 2016 UDL lesson plan implementation
- 2017 Central Teaching Practices adopted
- 2017 Center for Excellence in SEL approved by CT’s Board of Regents
- 2017 Promoting SEL in the Classroom published
- 2018 SEL K-3 Standards in CT approved and disseminated
- 2019 Inaugural SEL Conference
# UDL Lesson Plan Template

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Date</th>
<th>Host Teacher</th>
<th>Lesson Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Period (i.e. Algebra 1, gr. 9, 2nd period)</td>
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## Central Focus

### Standards Addressed

### Learning Objective(s)

### Academic Language/Language Function Objective(s)—de to CT Core Standards: Literacy

<table>
<thead>
<tr>
<th>Assessments (provide multiple means of expression)</th>
<th>Evaluative Criteria (note any relevant differentiation)</th>
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### Key Vocabulary

### Lesson Procedures/ Learning Tasks and Timeline (see UDL Checkpoints and cite within the lesson plan)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Language and Actions (Note any co-teaching models as applicable)</th>
<th>Student Language and Actions</th>
<th>Formative Assessments</th>
<th>UDL Strategies (site checkposts) and/or accommodations/modifications</th>
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<tr>
<td>Initiation:</td>
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<td>Lesson Development:</td>
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<td>Closure:</td>
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</tbody>
</table>

### Lesson Specific Materials

<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th>Student Materials</th>
<th>Targeted Materials (assistive technology, etc.)</th>
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[Central Connecticut State University Logo]
Successes

- Synergy across programs (all teacher preparation programs, counseling, ed leadership, literacy, nursing, physical education, social work)
- Adoption of the Central Teaching Practices by all teacher preparation programs (23 high-leverage practices grounded in SEL and UDL principles)
- K-12 Partnership work (shared interest and investment)
Central Teaching Practices

Central to Planning for Learning

1. Set, for and with students, standards-based long and short term learning objectives that address student learning needs.

2. Employ data on students’ prior knowledge and learning profiles to design learning sequences that support all learners.

3. Plan instruction that reflects an understanding of common patterns of student thinking and development in a subject-matter.

4. Plan instruction that promotes active student engagement in discipline-based literacy, accountable talk, argumentation, and inquiry.

5. Plan learning opportunities that proactively integrate multiple means of engagement, expression, and representation to scaffold and support learning (Universal Design for Learning (UDL).

6. Employ multiple explanations, examples, representations, and modeling to make content clear to diverse learners.

7. Plan for and implement evidence-based strategies, including technologies, that are responsive to students’ needs and backgrounds.

Central to Instruction

8. Elicit and interpret individual students’ thinking.

9. Facilitate varied classroom discourse including whole group discussions and small group work.


11. Check student understanding and continuously adjust instruction.

Central to Assessing Learning

12. Select and develop equitable methods to assess student learning.

13. Analyze student work, including daily assignments, quizzes, tests, projects, performances, and standardized assessments to establish next steps in instruction.

14. Provide students with prompt, actionable, and individually appropriate feedback on learning processes and products.

15. Analyze assessment data and report results appropriately to varied audiences (e.g. parents, colleagues, students, data teams, administrators).

Central to Creating a Positive Learning Environment

16. Build on students’ cultural, personal, and community assets to foster a positive climate and support learning for all students.

17. Establish safe, organized, consistent, and positive learning environment. (Build respectful relationships with students; Implement organizational routines; Specify and reinforce productive student behavior; Implement norms and routines for classroom discourse and work).

18. Support each student’s social and emotional development.

19. Employ strategies that promote the development of student self-regulation, self-monitoring, reflection, and goal setting.

Central to the Professional Responsibilities of Teaching

20. Interact collaboratively in professional roles beyond the classroom (e.g. data teams, professional learning communities, curriculum teams, school governance teams, PRT or SRBI teams, parent organizations, community partnerships, etc.).

21. Collaborate with parents or guardian to support students.

22. Analyze instruction and use feedback for the purpose of improving one’s own practice.

23. Develop long- and short-term goals for professional growth and a plan to pursue them.
Challenges

- New leadership
- edTPA
- All learning is social and emotional vs stand along programming
- Limited resources to support professional development and development/alignment work
- Focus on developing in-house supports first before partner outreach
Strategies to overcoming challenges

- Patience (fast vs far)
- Continue collaboration across programs
- Look to existing structures/processes
Lessons Learned

■ Lasting change must withstand leadership transitions

■ There are numerous angles on SEL- interdisciplinary faculty need coordination

■ Teachers’ social and emotional competencies are often overlooked as critical elements of SEL programming/integration

■ Teachers are implementing SEL programs without the necessary support and professional development
Lessons Learned, cont.

- Many SEL programs are implemented in piecemeal and without a systemic approach.
- SEL isn’t just for early childhood and elementary.
- All learning is SEL.
- There is much work to be done!
Next Steps

- Secure grants to support preservice and cooperating teachers implementing SEL programs
- Revamp the module all teacher candidates take for certification
- Develop a course-based module on teacher resilience
Next Steps, cont.

- Develop an elective course on teacher resilience
- Coordinate all stakeholders to refine the scope and expand the reach of the SEL Center and annual SEL conference (unique visioning still to be done)
- Investigate the phenomenon of teacher resilience through three-stage line of inquiry (focus groups, survey, intervention)
Framework for Teacher Resilience

Self-Inquiry/Awareness: Reflection

Visioning and Intentionality
Built from Strengths; goal setting

PASSION/PURPOSE

SELF-LICENSE/LEADERSHIP

Flexibility/Adaptability

Emotional Intelligence (e.g., RULER)

Lightheartedness/Humor

Growth Mindset; reframing negative thought patterns

Self Compassion

Self Care (Physical, Stress Reduction)

Self Regulation/Persistence

Coping Strategies

Efficacy which leads to AGENCY

SOCIAL COMPETENCE @SCHOOL
Relational Resilience: Positive school culture
- Common purpose
- Belonging: social justice/inclusion
- Community engagement
- Collaboration and teamwork
- Nurturing relationships
- Effective communication
- Empowering leadership and mentorship
- Family Engagement
- Fun

SOCIAL COMPETENCE @HOME
Relational Resilience
Supportive Family/Friendships
- Belonging
- Sociopolitical & community engagement
- Nurturing relationships
- Effective communication
- Common humanity
- Passion
- Play
QUESTIONS/DISCUSSION?

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drewsav@ccsu.edu
Successful Partnerships for Supporting SEL Integration in Teacher Education Programs

Presenters:

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Center for Reaching & Teaching the Whole Child
Professor Emerita, San Jose State University
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Michael Gallagher
Deputy Superintendent of Human Resources
Sunnyvale School District
michael.gallagher@sesd.org
❖ Who we are

❖ Connecting SEL and Culturally Responsive Teaching practices

❖ Introduction to CRTWC Social, Emotional, and Cultural Anchor Competencies Framework
Established in 2008 at San Jose State University

Now independent project under fiscal sponsorship of Community Initiatives

**Mission:** integrate social, emotional, and cultural competencies in teacher preparation programs
For student achievement and ability to thrive, we need a professional development pipeline with no leaks...
**Center for Reaching & Teaching the Whole Child (CRTWC)**

**Our Goals**

- **Integrate** a social, emotional, and cultural teaching lens into teacher preparation and classroom teaching
- **Connect** social, emotional, and cultural anchor competencies to academic standards
- **Impact two generations of educators**: Teacher Candidates & Cooperating Teachers
- **Impact teacher preparation programs** around the country
- **Provide a pipeline** of well-trained new teachers
• Change begins in teacher preparation

• Need for common language

• Use a social, emotional and cultural lens

• Adults need to work on their own social, emotional, and cultural competencies, too

• Social-emotional learning must be addressed within social, political, & cultural contexts of students & teachers

• It takes time!
**A Definition of Social-Emotional Learning?**

“SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

*Collaborative for Academic, Social, and Emotional Learning (www.casel.org)*
SEL produces significant positive effects in students

- improved attitude toward self and others
- improved academic performance
- encourages prosocial behaviors
- reductions in conduct problems
- reductions in emotional distress
Principles of Culturally Responsive Teaching
(from Gloria Ladson-Billings, 1995)

1. **Academic Success**: high expectations; nurturing cooperative environments; uses students’ strengths as starting point

2. **Cultural Competence**: assist students in the formation of a positive cultural identity

3. **Critical Consciousness**: help students recognize, understand, critique current & historical social inequities
Bringing it all together under one umbrella...

Cooperative learning
Mindfulness practice
Culturally responsive teaching
Growth mindset
Non-cognitive factors
Culturally sustaining pedagogy
Teacher well-being
Resiliency
Grit
Student well-being
Perseverance
Social-Emotional Learning + Culturally Responsive Teaching = Social, Emotional, and Cultural Lens
Using this lens in the classroom, teachers...

- ask different questions about their students;
  
  - gather different kinds of data; and therefore;
    
    - respond to students differently.
Weave Social, Emotional, and Cultural Lens into Academic Content & Learning Environment

A fabric of support for teachers & students to thrive and succeed!
Anchor Competencies Framework & Guide

A roadmap to teach with a social, emotional, and cultural Lens
5 CASEL* SEL Competencies
(30,000 feet high)

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

*Collaborative for Academic, Social, and Emotional Learning

CRTWC 7 Anchor Competencies
(classroom or ground level)

- Build trusting relationships
- Foster self reflection
- Foster growth mindset
- Cultivate perseverance
- Create community
- Promote collaborative learning
- Respond constructively across differences
Goals

- A safe and supportive learning environment
- Equity in teaching and learning
- Resilience and sense of optimism
- Academic success
- Responsibility for the greater good
Context (teacher and student)

> Family/Individual
> Community
> Cultural
> Socio-political

**Goals**

- A safe and supportive learning environment
- Equity in teaching and learning
- Resilience and sense of optimism
- Academic success
- Responsibility for the greater good
To develop the lens...

- Explore assumptions/beliefs
- Provide modeling
- Provide practice
- Provided time to reflect
Anchor Competencies

- Build trusting relationships
- Foster self-reflection
- Foster growth mindset
- Cultivate perseverance
- Create community
- Promote collaborative learning
- Respond constructively across differences
Social, Emotional, & Cultural Anchor Competencies Framework
(accompanying Resource Guide available)
<table>
<thead>
<tr>
<th>Mathematical Practices</th>
<th>Corresponding Anchor Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td>• Foster growth mindset</td>
</tr>
<tr>
<td></td>
<td>• Cultivate perseverance</td>
</tr>
<tr>
<td>Construct viable arguments &amp; critique the reasoning of others</td>
<td>• Foster self-reflection</td>
</tr>
<tr>
<td></td>
<td>• Promote collaborative learning</td>
</tr>
<tr>
<td>Literacy Common Core</td>
<td>Corresponding Anchor Competencies</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| sk & answer questions to seek help, get information, ask for clarification | • Foster self reflection  
• Promote collaborative learning |
| Express thoughts, feelings, & ideas early | • Foster self reflection  
• Foster growth mindset |
| Engage effectively in collaborative conversations with diverse partners | • Respond constructively across differences  
• Practice collaborative learning  
• Create community |
<table>
<thead>
<tr>
<th>Anchor Competency</th>
<th>Example of Teacher Moves</th>
<th>Example of Strategy</th>
</tr>
</thead>
</table>
| *Build trusting relationships* | Develop rapport | **2/10 activity**  
(Talk with student 2 minutes each day for 10 days) |
| **Foster Growth Mindset** | Send affirming counter-narratives | Use children’s literature as example of counter-narratives. |
Anchor Competencies in Action
Spreading the word....

Stay connected by signing up on our website (www.crtwc.org) to learn about upcoming Teacher Educator Institutes and our upcoming book published by Harvard Education Press (in Spring 2020).
Sunnyvale School District Mission Statement

Sunnyvale School District provides every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world.

adopted by the Board of Education

May 31, 2018
Supporting Social-Emotional and Academic Growth

- Counselors
- Social Workers
- PBIS
- Project Cornerstone
- Family Engagement Institute
- Parent Support Programs
- Challenge Team
- Playworks
- Second Step, Kimochis, etc.

- Care for Students
- Care for Educators

- Social Emotional Learning in Instruction

- Kaiser/Anthem
- Acknowledge Alliance Teacher Groups
- Employee Wellness
- PLCs

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

- CRTWC
- DESSA/Panorama
- New Teacher Center
- Culturally Responsive Teaching
SEL Focus Areas for Sunnyvale School District:

Big Picture: Begin to **organize** supports for educators, students, and instructional practice while considering the various tiers of support.

**Explore** the relationship between SEL, behavior, and academic achievement interventions.

Begin **identifying** outcomes and assessments for SEL.

**Identify supports** for different classifications of educators.
Examples of Teacher Moves

Anchor Competencies

Developing the Lens

Context

Goals

- A safe and supportive learning environment
- Equity in teaching and learning
- Resilience and sense of optimism
- Academic success
- Responsibility for the greater good

Contextual Assumptions & Beliefs

- Understand and support students’ needs
- Build trusting relationships
- Foster self-reflection
- Formative feedback

Cultural Competencies

- Create a culture of engagement
- Affirm others’ assets
- Provide asset-based formative feedback

Community Competencies

- Foster growth mindset
- Connect learning to the brain
- Set & monitor goals

Model Competencies

- Cultivate perseverance
- Embrace productive struggles
- Shift to positive self-talk

Provide reflective practice

- Examine biases
- Articulate affirming counter-narratives

EXPLORE ASSUMPTIONS & BELIEFS

- Explore identity
- Examine reactions
- Recognize & manage emotional reactions

REFLECT

- Foster self-reflection
- Build trusting relationships
- Engage families

Engage with and make choices

- Practice reciprocal vulnerability
- Develop rapport

Provide practice

- Practice restorative justice
- Build capacity to make amends
- Identify & interrupt micro-aggressions

Practice building consensus

- Promote collaborative learning
- Respond constructively across differences

Engage in structured academic & social conversations

- Attend to status issues
- Foster individual voice
- Create a community

Affirm each others assets

- Provide asset-based formative feedback
- Set & monitor goals
- Embrace productive struggles

Provide practice
TIER 3 • INTENSIVE:
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:
Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:
As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

DATA-BASED COORDINATION OF SERVICES
Seneca’s team structures and facilitates a high functioning process to support integrated service planning and develops schoolwide procedures to ensure the identification of students requiring additional intervention.
Teacher Resilience

“To teach, and to teach to one’s best over time, requires resilience. Resilience is not an option ... This is not to valorize the teaching profession, but rather to acknowledge the special relationship between the abilities and capacities of its members to manage its intellectual and emotional demands in order to sustain their contributions to the quality of their students’ learning and achievements.”

*The New Lives of Teachers* (Day and Gu, 2010)
A Few of Our Challenges

- After School Programs
- Classified Employees
- Assessment (academic, behavior and SEL goals)
- Other Instructional Focus Areas
- Differentiated Training of Staff and Leaders
Questions?
Contact Information

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For Our Panel

Additional Questions

Closing Thoughts
Thank you for participating today.

A *brief follow up survey will be sent to you.*

We appreciate your feedback!