

# 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

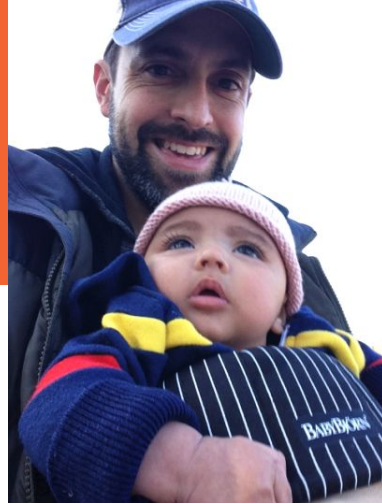
Children Now

San Jose State University

# Welcome & Introductions



**Brad Strong**  
Senior Director,  
Education Policy  
Children Now



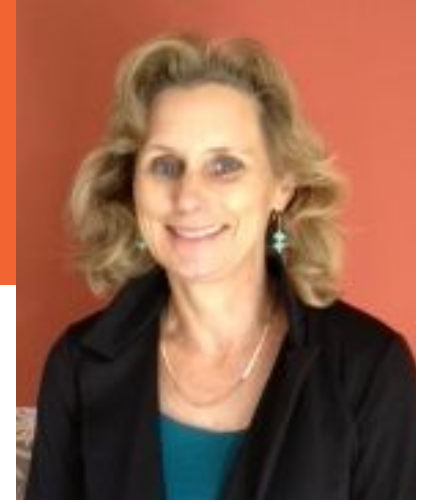
**Jake Shuler**  
Consultant, Professional  
Services Division  
California Commission on  
Teacher Credentialing



**Nancy Lourié  
Markowitz, Ph.D.**  
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**Jolynn Asato, Ph.D.**  
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# Webinar Agenda

- **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**

**California Commission on  
Teacher Credentialing**

# 1

## 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.

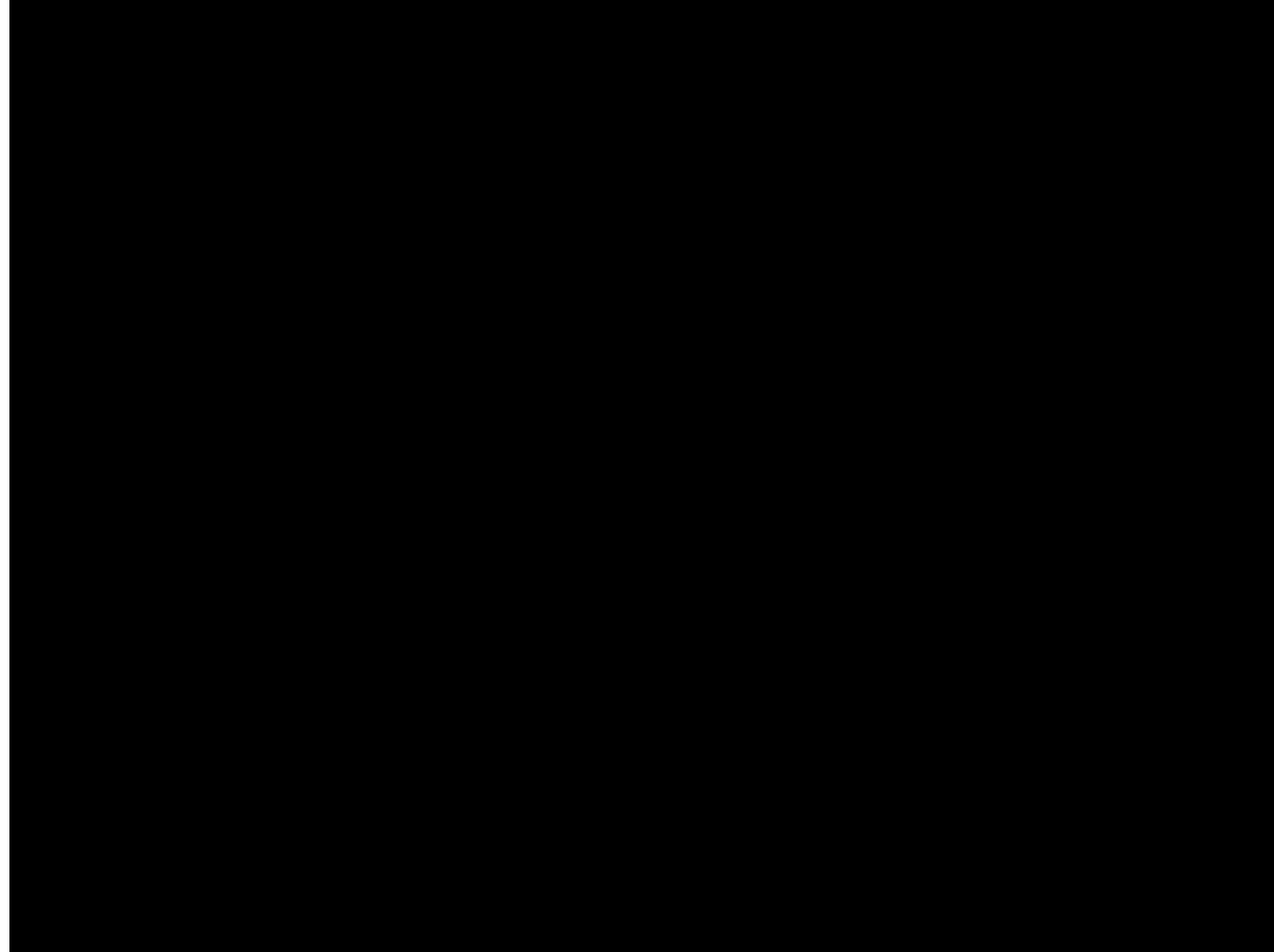
# SEL/CRT Examples in new TPEs

**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



Center for  
Reaching & Teaching  
the Whole Child

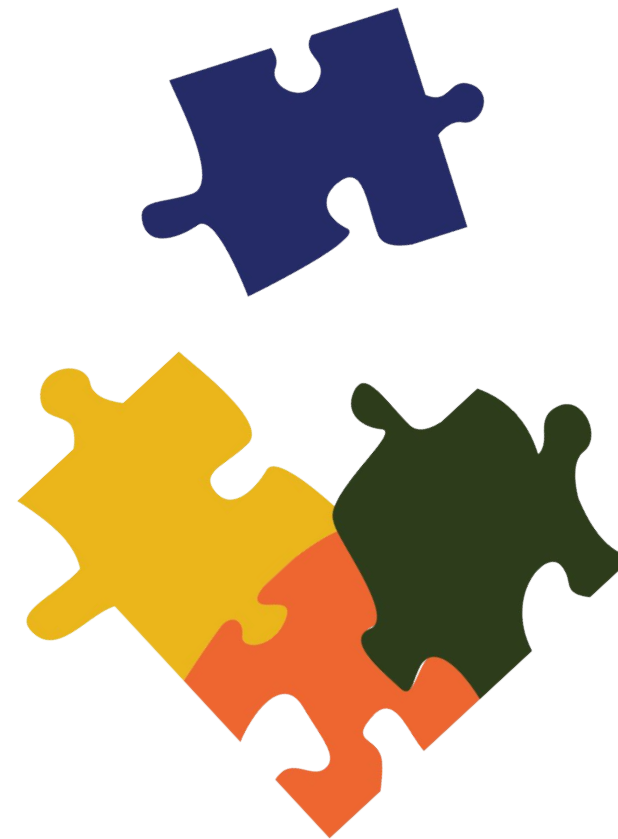
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## CRTWC / CTC / Children Now Survey Major Themes



## Big Ideas

- **Develop SEL/CRT Lens**
- **Integrate!**
- **Connect SEL and CRT**
- **Common language/framework**

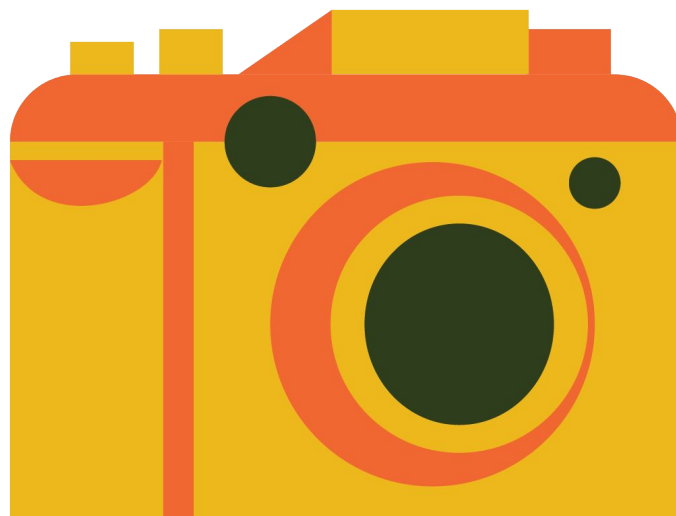




# Social & Emotional Learning Core Competencies

- ✓ 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

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# Social-Emotional Learning Skills are Foundational to Achieve Common Core State Standards



## Literacy Common Core Standard

## SEL Skills Needed to Achieve Standards

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

## Mathematical Practices Examples

## SEL Skills Needed to Achieve Standards

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

## Self-Awareness

- Identify judgments/ biases
- Maintain optimism
- Demonstrate growth mindset

## Self-Management

- Demonstrate resilience
- Show compassion for self / others
- Set and monitor personal/professional goals
- Seek help when needed

## Social Awareness

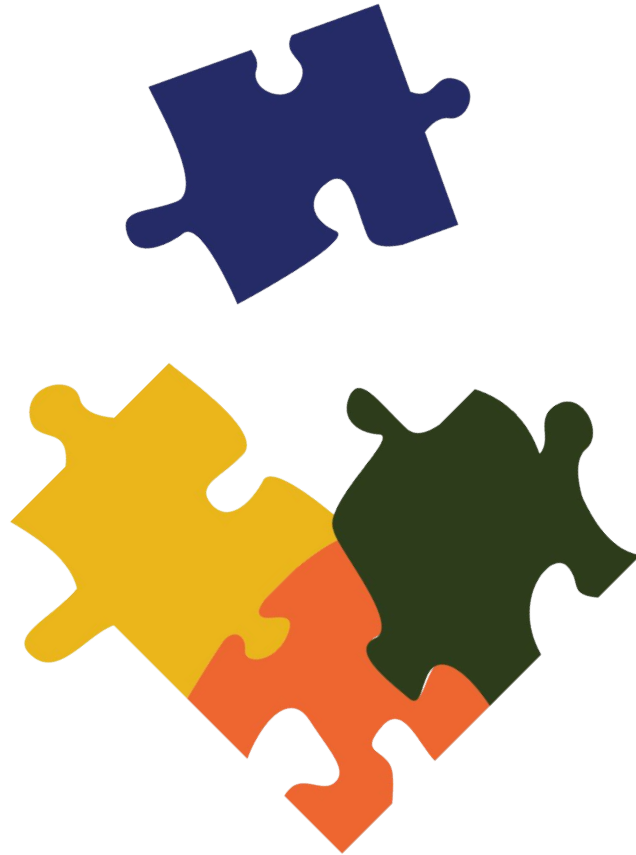
- Demonstrate empathy
- Promote cultural competence
- Take different perspectives

## Relationship Skills

- Build relationships with diverse individuals/groups
- Listen reflectively
- Work cooperatively

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## 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)

# Ladson-Billings Framework (1995)





## Anchor Competencies to Implement SEDTL / CRT

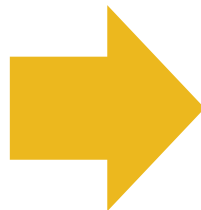


**Coming from 30,000 feet high down to the ground**



## CASEL\* SEL Competencies (30,000 feet view)

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

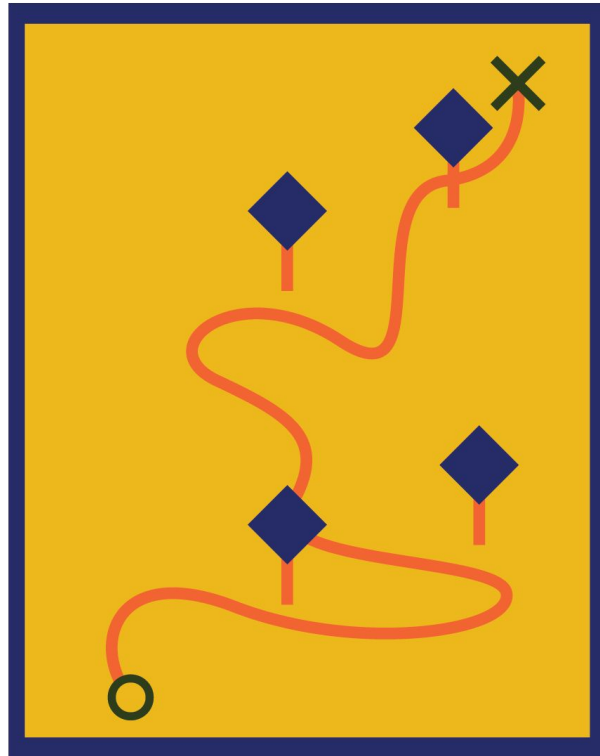


## 7 SEL/CRT Anchor Competencies (on the ground)

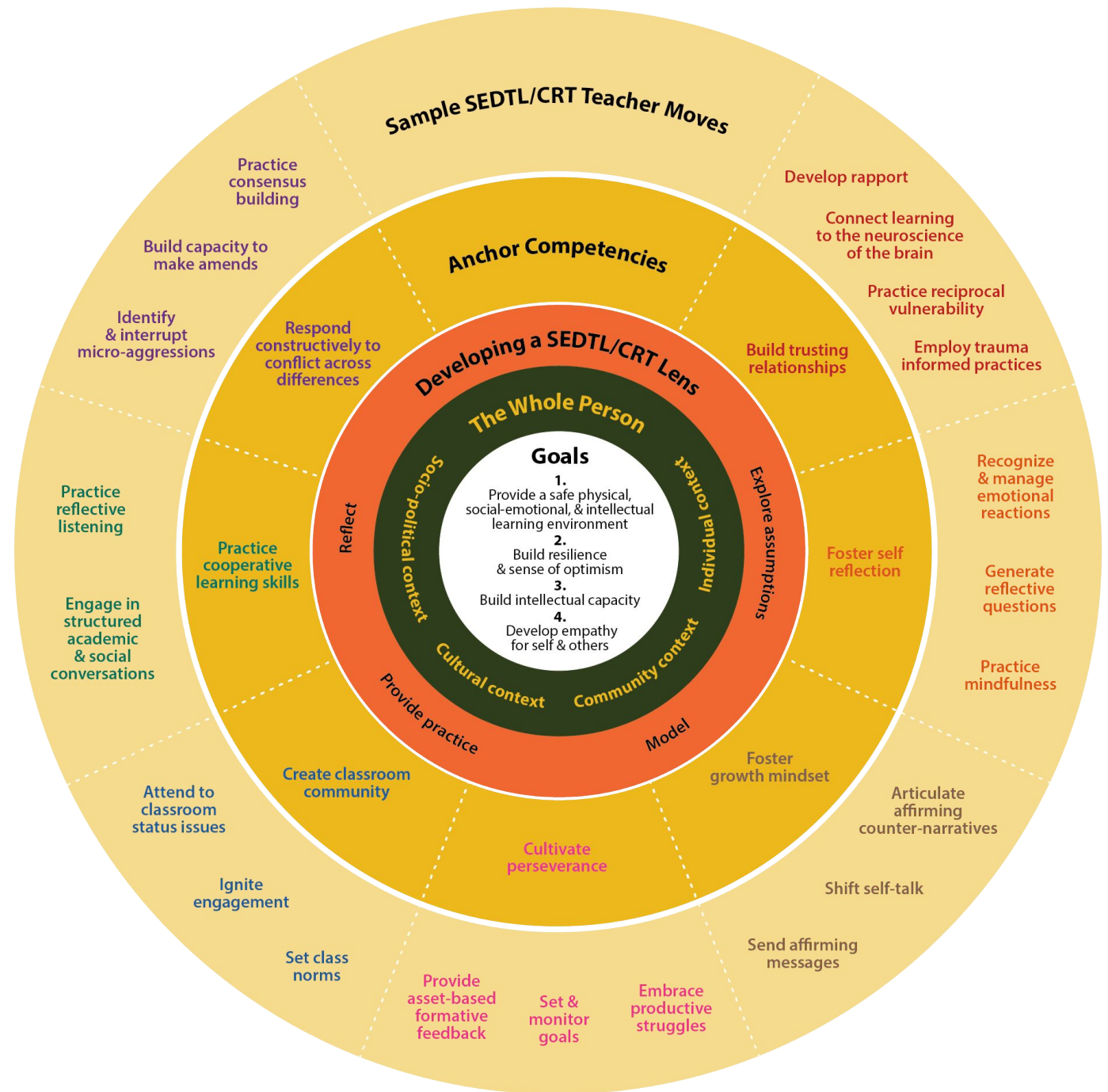
- Build trusting relationships
- Foster self reflection
- Foster growth mindset
- Cultivate perseverance
- Create classroom community
- Practice cooperative learning skills
- Respond constructively to conflict across differences

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## A Roadmap: CRTWC's Anchor Competencies Schema & Resource Guide



# CRTWC Anchor Competencies Schema



# Anchor Competencies & Schema Goals & Context



Social-Political Context

Cultural Context

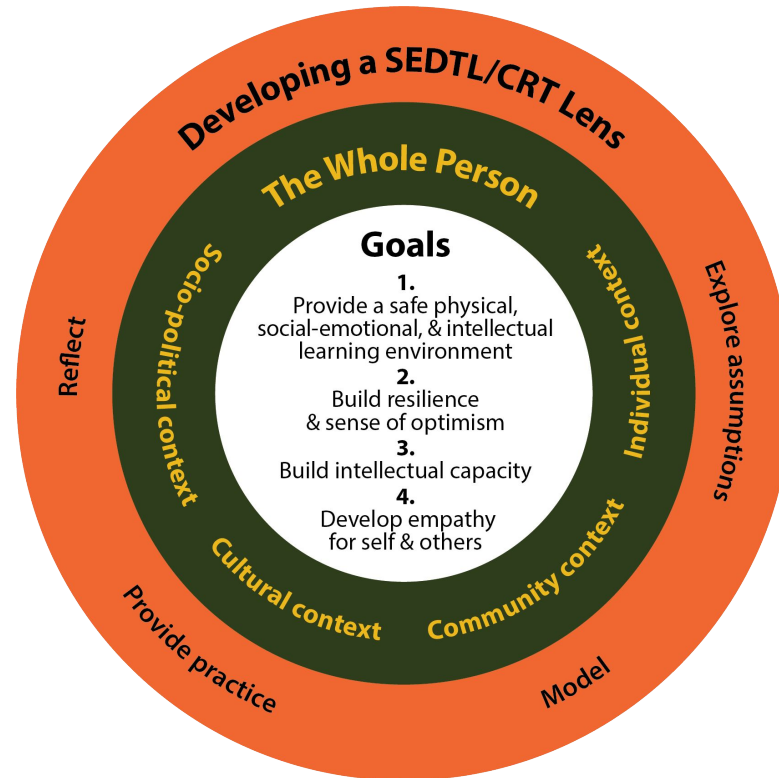
Community Context

Individual Context



# CRTWC Anchor Competencies Schema

## Steps Toward Developing the SEDTL / CRT Lens



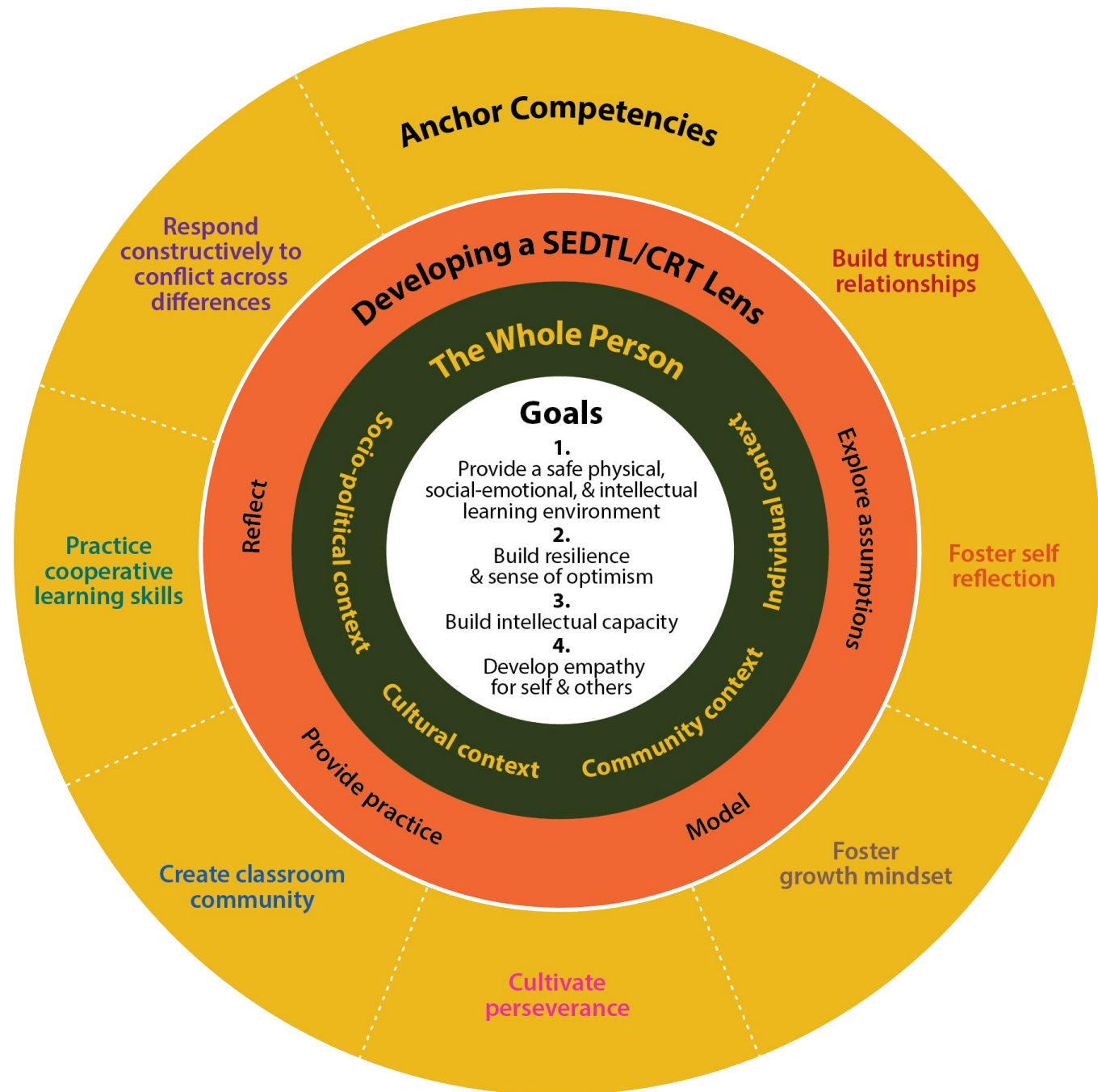
Explore assumptions

Model

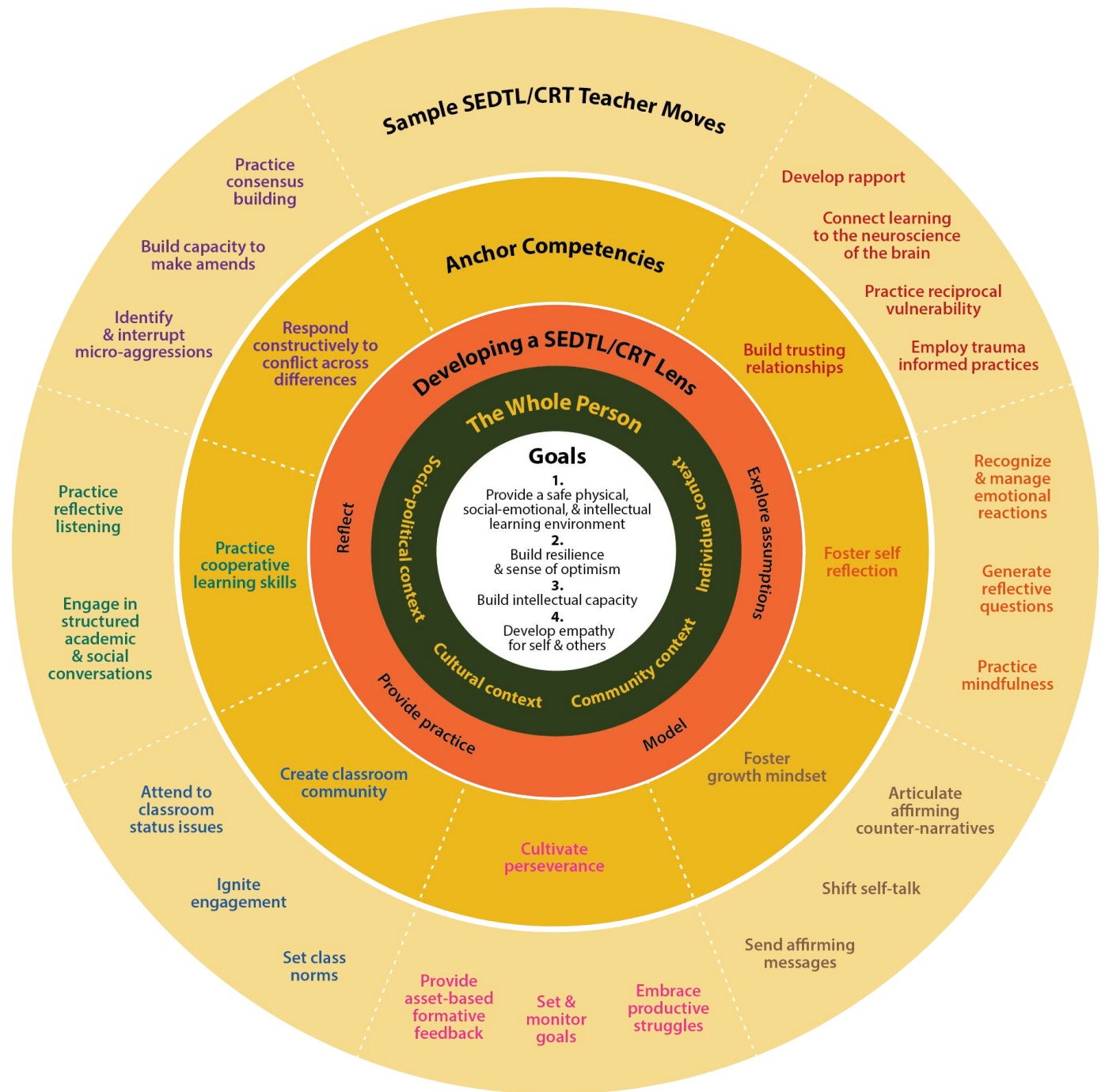
Provide practice

Reflect

# CRTWC Anchor Competencies



# CRTWC Anchor Competencies Teacher Moves



# CRTWC Anchor Competencies Guide

Sample Anchor Competencies	Sample Teacher Moves SEDTL / CRT Practices	Sample SEDTL/CRT Strategies
<b>Build Trusting Relationships</b>	<ol style="list-style-type: none"> <li>1. Develop positive, productive rapport</li> <li>2. Connect learning to the neuroscience of the brain</li> <li>3. Practice reciprocal vulnerability</li> <li>4. Employ trauma informed practices</li> </ol>	<p>2 x 10 Activity Student Case Study</p>
<b>Foster Growth Mindset</b>	<ol style="list-style-type: none"> <li>1. Articulate affirming counter-narratives</li> <li>2. Shift self-talk</li> <li>3. Send affirming messages</li> </ol>	<p>Identifying narratives &amp; counter-narratives through stories and poetry</p>
<b>Foster Self-reflection</b>	<ol style="list-style-type: none"> <li>1. Recognize &amp; manage emotional reactions</li> <li>2. Generate reflective questions</li> <li>3. Practice mindfulness</li> </ol>	<p>Calming corner: create a “Chillax” space <i>Teach, Breathe, Learn</i> mindful moments</p>

## California Teacher Performance Expectations 2017

## Corresponding SEDTL/CRT Anchor Competencies

**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



**Patty Swanson, Ph.D.**  
**Chair, Department of Teacher  
Education**

**San Jose State University**



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# San Jose State University: Integrating SEL/CRT into Teacher Preparation



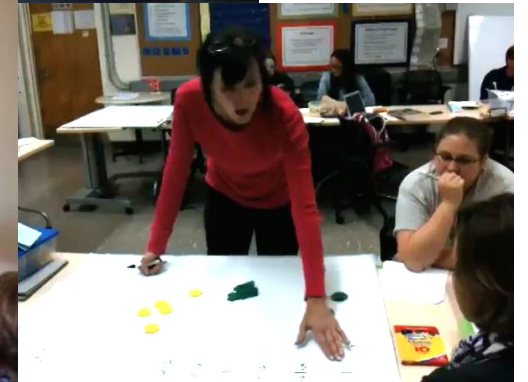
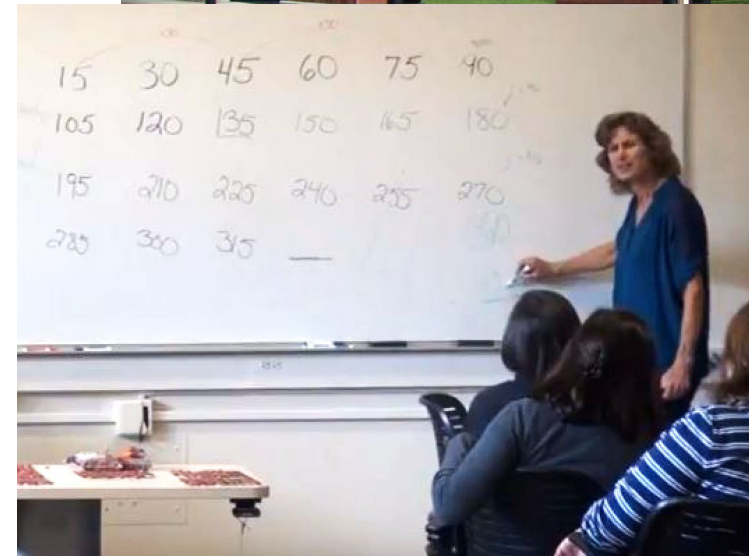
# Institutionalization: Teacher Education at SJSU

## 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

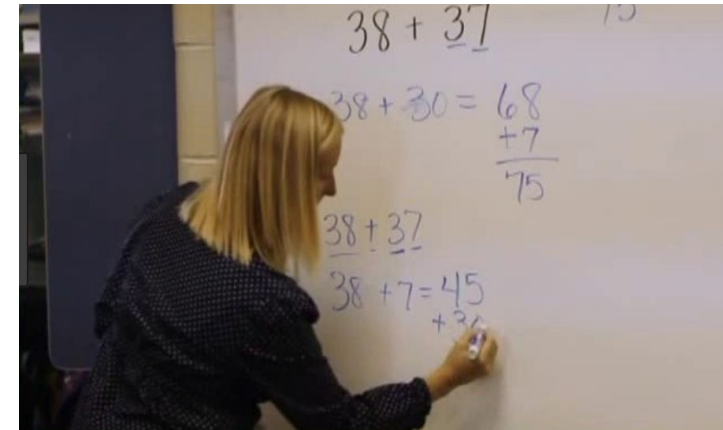
***Developing the Lens:***  
Exploring assumptions  
 regarding motivation

Model,  
Practice,  
Reflect



## ***Mathematics Methods***

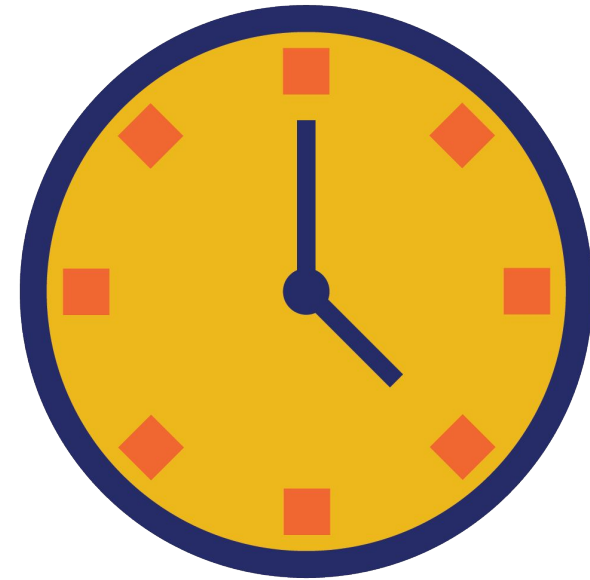
Number Talks developing basic facts strategies; goal setting and monitoring; formative feedback; growth mindset;



## ***Student Teaching: Using the Lens***

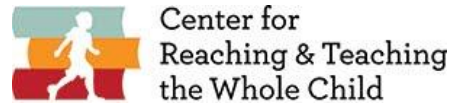
## The time is right! In fact...

- 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](http://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**