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Integrating Social-Emotional Learning in K-8 Pre-Service Teacher Education:
Processes, Products, and Outcomes
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Abstract

This paper provides an overview of work undertaken by a funded* project known as the SJSU Collaborative for Reaching & Teaching the Whole Child at San José State University. The work was done in a 5th year K-8 teacher preparation program, with the purpose of integrating social-emotional learning (SEL) skills into its program. Included is the rationale for our approach; the processes used to engage in programmatic change, a description of the materials developed to support this effort; the outcomes to date; and further questions that remain to be answered.

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> *"For a student like Paul who is struggling in all areas of school, I feel it is equally important to remember to focus on Social-Emotional Learning (SEL) as well as academic learning. Paul needs to learn how to be a productive, cooperative member of the classroom even if he still struggles academically. I have tried to modify my classroom management style to use more preventative and supportive strategies, rather than corrective."… "One of the biggest effects of doing this case study with Paul is that I am much more aware of each of my students and **not only how they are acting but why they are acting the way they do**. I have made a point to learn more about my students who seem to be having some problems in class, and to see if perhaps their misbehavior is related to what is going on at home, or maybe on the playground. **It doesn't necessarily change the behavior, but it does change the way I react to it**… These are things that I want to continue doing as I begin working in my own classroom…" (Student Teacher, 2012)*

Purpose

The SJSU Collaborative for Reaching & Teaching the Whole Child began in 2009 with the goal of responding to the compelling research on social-emotional learning (SEL). We believe that SEL skills must be embedded into the very thinking of teachers from the time they enter a professional preparation program. The CRTWC, therefore, set as its goal the integration of SEL into the content of K-8 pre-service courses. The Director of CRTWC was provided with three years of start-up funding from our college and then a grant from a local foundation. This paper will describe 1) the three year process undertaken by a large state university's 5th year K-8 teacher preparation program to integrate social-emotional learning (SEL) skills across the program; 2) the materials and products developed to support integration and implementation of social-emotional learning skills in K-8 pre-service teacher education curriculum; and 3) data documenting the impact thus far on participating teacher educators; and 4) issues we still face in continuing this work. The reader should be aware that while the description of our work makes it

appear to be a clear, straightforward process, it has been anything but that. Rather than walking on a well-defined trail, we have been bushwhacking our way through the forest. Our hope is that we have begun to create a more defined path for others who might want to follow.

The development of a pipeline of incoming teachers through powerful pre-service programs, who can embed SEL in their classrooms, has been left largely unattended. Indeed, most programs do not know where or how to begin the task. With the additional knowledge now provided by current neuroscience and psychology research, we know that learning is impacted by our emotions. Research conducted by the Collaborative for Academic, Social, and Emotional Learning (CASEL) shows a strong correlation between social-emotional learning and academic success. The current educational landscape also includes recent implementation of Common Core State Standards, high rates of suspensions, increased incidents of bullying, and higher school dropout rates. SEL skills are not only foundational to achievement of Common Core Standards but are necessary to address these other issues.

Taken together, the case for attending to SEL skills in pre-service teacher education would seem obvious. Yet, supporting educators to embed SEL skills in the school setting is generally absent from professional preparation of educators. Fleming and Bay (2004) stated the need ten years ago: "Proponents of social and emotional learning should work with teacher educators to integrate SEL into university teacher education curricula in ways that reinforce and further ensure teacher candidates' ability to meet professional teaching standards". We emphasize that our work is about <u>integrating </u>SEL into the context of teacher preparation, focusing on what SEL skills/dispositions are needed for academic achievement in the various curricular areas as well as in the daily lives of teachers at all levels, rather than providing stand alone SEL curriculum for either teachers or students.

Theoretical Framework

Social-emotional learning is defined as a process through which "children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks." Zins et al (2005) states "The need to prepare students to be responsible, knowledgeable, caring, ethical, non-violent, healthy, and productive members of society is well established" (Elias et al, 1997). "Simply raising academic standards without also giving substantial attention to students' social-emotional and instructional needs is likely to be unsuccessful and harmful, especially for groups at risk" (Becker & Luthar, 2002).

Current research confirms that students with strong social-emotional learning skills are resilient, self aware, and socially competent. They are able to manage their emotions, establish healthy relationships, set goals, organize and prioritize tasks, and make responsible ethical decisions (Elias et al,1997; Medoff, 2010; Zins et al. 2004). Teachers foster social-emotional learning by explicitly teaching these skills, as well as by creating classrooms in which students feel safe and are willing to risk challenging tasks and participate in class discussions and activities. They create an environment that fosters social-emotional learning when they recognize student strengths, hold high learning expectations for all students, and when they model not just strong communication skills, but the ability to listen and empathize (Elias et al, 1997; Medoff, 2010).

Numerous studies have linked social-emotional development to academic achievement (Haynes & Ben-Avie, 2003; Scales, Benson, Roehlkepartain, Sesma & van Dulmen, 2006; Snyder, Flay, Vuchinich, Acock, Washburn, Beets & Li, 2010). "The need to prepare students to be responsible, knowledgeable, caring, ethical, non-violent, healthy, and productive members of society is well- established" (Elias et al, 1997). Durlak et al. (2011) state that "SEL skills improve students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; reduce conduct problems and emotional distress; and improve students' achievement". While research confirms the importance of social-emotional learning (SEL) to student achievement and student and teacher well-

being, most pre-service teacher preparation programs have not yet responded to the research. The need is to explicitly embed the SEL knowledge base, dispositions, and skills within course content and field experiences.

The work of Carol Dweck (2007) notes the distinction between someone with a growth mindset versus one with a fixed mindset. This work has enormous implications for both teachers and students. The teacher who does not believe s/he is "good" at math will likely be the teacher who spends less time on the subject and/or relies heavily on the teacher curriculum guide. That such a teacher will convey a sense of joy, discovery, and provide the message that, with work, the students will succeed, is unlikely. Duckworth et al's research identifies "grit", perseverance and passion for long-term goals (2007), as another important characteristic of success. Both the growth mindset and grit are developed through an explicit focus on social-emotional learning skills.

Further, the research on resilience is rich with references about the need for children and adults to develop their social-emotional skills to foster the ability to overcome adversity and to achieve academic and life success (Medoff, 2010). It has been shown that schools can be "natural environments for helping children cultivate the resilience that resides within them." (Henderson, 2013). What better place to find caring adults who are "potential agents" of the protective factors that build a child's resilience than in schools where social and academic challenges are faced every day" (O'Dougherty et al. 2013). We see resilience as a skill that is part of the CASEL dimensions of Self-Awareness and Self-Management that can be taught and practiced as a necessary step on the path to academic and life success.

As yet, however, noted in the Harvard Social Policy Report (2012), "teachers typically receive little training in how to promote SEL skills, deal with peer conflict, or address other SEL-related issues. Pre-service teacher training includes little attention to these issues beyond basic behavior management strategies." (Lopes, Mestre, Guil, Kreminitzer and Salovey, 2012; Kreminitzer, 2005).

Modes of Inquiry

The key questions that have focused our work include: 1) which social-emotional learning (SEL) framework would best meet our needs; 2) what would embedding/integrating SEL within courses look like; 3) what kinds of professional development do we need to support our efforts; 4) assuming we were successful in our individual course redesigns, how will we institutionalize the work within the entire K-8 program; and 5) how will we know we have succeeded in our efforts?

Understanding the power of working together and the need to provide faculty professional development, the Director chose to have faculty work both individually and as a group. However, prior to starting the Professional Learning Community (PLC) composed of participating faculty and University Supervisors (6 of a total 13 professors teaching courses, initially participated and two University Supervisors) we gathered baseline data related to the presence of SEL-related content in the Multiple Subject program. The framework used to gather this data differs markedly from what has evolved over the course of our efforts. A faculty member who was very familiar with our Elementary Education program, but who worked in Secondary Education, was tasked with reviewing course syllabi and assignments, and interviewing faculty to identify what was currently being done that integrated SEL into the K-8 pre-service curriculum. Once completed, the baseline data confirmed that while some faculty provided readings or assignments that implicitly addressed SEL skills, almost no one was explicitly targeting them in their classes (see Appendix A).

With baseline information gathered, we asked interested faculty teaching math methods, science methods, educational psychology, and classroom management to participate. Two major components provided structure for our work. We began by engaging in professional development, using the structure of a Professional Learning Community to support one other. With funding*, .2 course release time was provided initially for five faculty members and the Director to participate in this work. This included two-hour monthly meetings and three full day retreats each

year for three years, and the engagement of a consultant from a local non-profit organization (Acknowledge Alliance or ACKA) whose mental health professionals work with schools on teacher and student resiliency. The outside consultant attended each of our meetings and met 1-2 times with faculty individually to increase our knowledge about SEL and how it might integrate into our courses. The work was not about a complete redesign of each course, but rather seeing where SEL fit in within the on-going course content appropriately. Monthly meetings and bi-annual retreats were used to allow faculty and University Supervisors to present ideas for specific assignments, course readings, activities, and assessments that integrated SEL.

The PLC, with the participation of our consultant, remained constant for three years (2010-2013), while the faculty participating in the Collaborative changed slightly. One faculty member left and three other members came on board, including three University Supervisors, a literacy methods professor, a bilingual literacy professor, and a social studies methods professor.
Additionally, we provided monthly Lunch 'n Learn sessions open to the entire College of Education as a way to start building interest in, and support for our work beyond the participating group.

We spent the first year doing a literature search and engaging in discussions about various models/frameworks researchers were using to talk about SEL skills. We spent significant time essentially experimenting at meetings, mapping on various categorizations to our courses. After almost an entire academic year of back and forth discussions, we decided that the CASEL five dimensions of social-emotional learning (self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making) were most helpful to map on to our courses.

Concurrently, one of our professors, Dr. Patricia Swanson, spent one semester beginning an examination of her math methods course to identify SEL skills needed by teachers and learners in order to promote a positive disposition toward math and higher math achievement. We had in mind that she would serve as an "advance

scout" able to provide leadership and ideas to other faculty who began the concrete work of identifying appropriate areas for SEL in their course content the following semester. This turned out to be a very helpful strategy.

As we moved along in our PLC meetings, we realized that faculty did most of the talking and our consultant did most of the listening. So we created a more structured approach where each participant was given a certain amount of time to present their work in progress, and then received specific, targeted feedback from our outside consultant before the rest of the faculty gave their feedback. This became an efficient process that faculty members and supervisors felt was most helpful as they endeavored to embed the five CASEL dimensions into their current course curricula.

Data Sources/Evidence

Qualitative data were gathered during the project from 2010-2013 from a total of eight faculty members and three first year teachers who had graduated from our program. In Fall of Year Two, two faculty participants and one lecturer from secondary education used observation and follow-up interview protocols we created to gather information about the performance and thinking of three of our recent graduates. These graduates were selected because they had appeared to understand SEDTL in the program and have strong positive dispositions toward attending to SEDTL in their classrooms. This initial sample data provided insights into how candidates came to understand SEDTL in our courses and how they applied it in their field experience.

Documentation of changes in courses to integrate SEDTL was obtained. At the end of the third year, participating faculty were asked to submit all of their course documents, highlighting those goals, assignments, readings, etc. that focused explicitly on SEDTL skills. They also provided written responses to a questionnaire focused on identifying strengths of the professional development process used for the redesign work, changes in their thinking, and what they perceived as needs in order to continue the work. In four cases, participants submitted sample teacher

candidate work demonstrating changes in thinking based on the SEL activities, readings, and projects that had been introduced into various classes. Faculty also described the challenges and successes they were experiencing in both a written questionnaire at the end of the third year and in a focus group meeting. Finally, at our last retreat, faculty created a chart that identified what they were doing in each class to address each SEL dimension and to identify if the skills focused on the teacher candidate's own SEL skill development, the SEL skills of the teacher candidate to work with their student, or both. (see Appendix B).

Results

Data confirmed that monthly meetings, opportunities for both structured individual and group feedback, and learning about what others were doing, were critical to moving the work forward. Results include: 1) a change to acknowledging the importance of both teacher and learner SEL skill development; 2) changes in professors' and supervisors' activities, assessments, readings, as well as explicit use of common language to integrate SEL across the program; these changes were documented in their new course syllabi; 3) departmental approval of integration of SEL as one of key programmatic strands; and 4) creation of a Dispositions Inventory identifying specific teacher candidate SEL competencies and competencies candidates need to build in their students.

Specifically, results are described below related to course content modifications, creation of professional development materials and a Dispositions Inventory, and connecting program components.

Social-emotional dimension of teaching and learning (SEDTL). After spending time on trying out a variety of social-emotional skills frameworks to provide coherence to our work, we realized that the emphasis (four years ago) was almost exclusively on the K-8 learner. As we considered the needs of our candidates to become effective teachers, we recognized the importance of addressing both teacher and their students' SEL skill development. This led us to modify our terminology when talking about social-emotional learning in our curriculum to refer

to the Social-Emotional Dimension of Teaching and Learning or SEDTL. As described below, this shift toward explicit recognition of both teacher and student needs, led to course content that addressed both.

Course Content Modifications. The data gathered from observations of three graduates helped faculty concentrate on the need for explicitly addressing SEL in the course and field experiences. In particular, information obtained from one of the graduates who all faculty agreed would personify social-emotional learning in the classroom, revealed that she did not believe she was using SEL skills with her students.. When questioned about what she did related to SEL with her middle school students, she said she unfortunately had no time to do any SEL work because she had to concentrate on teaching the math curriculum. Yet, when questioned further on what experiences had stood out for her the first semester of teaching, she gave three examples of high points in connecting with her students; all three of which were strong examples of SEL in the classroom.

While the baseline data chart showed almost no explicit attention to SEL in the K-8 program curricular materials other than in Educational Psychology, the chart completed at the end of the third year reveals specific strategies, activities, and assessments that professors were now putting into their curriculum (see Appendix 2). Participants were able to identify not only particular ways in which they were integrating SEL within their courses, but they were able to identify which of these was primarily focused on the learner, which on the candidate, and which addressed both.

Further, as illustrated below, different course content led faculty to attend to different SEL dimensions.

For example, in math methods the professor included the following among her SEL goals and objectives in her redesigned syllabus:

"Students will demonstrate the ability to use pedagogical strategies that foster the development of social and emotional learning skills within the context of teaching and learning mathematics. Specifically, students will learn to 1)

foster self- awareness and resiliency when faced with challenging mathematics tasks; 2) teach norms for group interaction and mathematical discourse; 3) model a growth mindset, develop multidimensional mathematics tasks, and recognize a variety of intellectual aptitudes relevant to doing mathematics and 4) include study skills that promote goal setting, planning, and self regulation in the mathematics classroom."

In social studies methods the professor delineates the following SEL goal and objectives in her syllabus:

"Students will demonstrate the ability to use pedagogical strategies that foster the development of social and emotional learning skills pertinent to teaching and learning social studies. Specifically, students will learn to 1) foster historical empathy and examine ideas in the context of time, place, and culture; 2) teach norms for group interaction; 3) address classroom status problems; and 4) teach study skills that promote goal setting, planning, and self-regulation."

In the literacy methods course the professor began

" systematically integrat(ing) SEDTL into two units of study: literature circles and writing workshop. One of the goals of these particular units is to get the teacher candidates to be reflective about their own literacy practices as learners as well as teachers. This year, I purposely set aside time to discuss and acknowledge the emotional work of reading, writing, and communicating with others…. At the end of these activities, I …designed written and discussion prompts that explicitly asked students to reflect on their emotional engagement in the activities… I wonder if the honest acknowledgement of difficulties and unpleasant emotions honored student experiences and allowed them to take a more growth orientation to their writing…There is struggle in growth and part of one's social and emotional competency is developing self-awareness and strategies for perseverance."

In the educational psychology class the professor reported that while she already

had placed a strong emphasis on SEL in her course, she was now

" more explicitly using the terms "Social and emotional" Learning in the instruction, assignments and assessments of the course". She further states that, *"the syllabus, pre- and post files of the Signature Assignments and Final Exam offer examples of the increased attention to the* <u>assessment </u>*of the Social and Emotional domain of teaching and learning".* She provides for example the addition of the question, *" How would you describe the social-emotional context of the learning event that you observed?"*

One professor who teaches a field experience seminar describes how he started by engaging his students in mindfulness activities.

He states that while

> "they appreciated that we engaged in a mindfulness activity at the start of each seminar and feeling relaxed afterward, they said that they did not use the mindfulness activities in their own practice, mentioning feeling overwhelmed with the stress of addressing the required curriculum".

As a result of this feedback the professor decided that

> "My next steps at the conclusion of the (field experience seminar) were to try to do more to address candidates' feeling overwhelmed and to address SEL, not just mindfulness. This led the professor to begin a ritual of having candidates "take out the **What is SEL?** handout at the beginning of each weekly seminar... and...as candidates shared placement class experiences, we made connections to the various components of SEL, with the handout in front of us as an ongoing prompt." He used the same handout as he debriefed with teacher candidates after individual lesson observations.

Connecting to Common Core State Standards

As we entered the second year of our work, the Common Core State Standards were beginning to be implemented. During the course of that year we examined the connection between SEDTL and CCSS. By the end of the third year, we had identified the SEDTL skills needed in order for teachers and learners to work with and attain the CCSS and created charts showing the connection between the CASEL dimensions and the CCSS standards. Work done by Zakrzewski (2014) later supported the case we made for a strong linkage between CCSS and SEDTL. We have taken attention to SEDTL one step further in creating a chart identifying the SEL skills needed by teachers in order to implement CCSS. This connection will be important for school and district administrators to bear in mind in order to support teachers moving forward with CCSS implementation. (see Appendix C)

Creation of Professional Development Materials. Identifying those SEL skills most appropriately integrated into literacy, math, social studies, science, and classroom management was more difficult than one might imagine. Faculty themselves needed to become comfortable with using an SEL lens to look at their work before they could contemplate how to integrate it into their courses. What faculty requested was practice in using an SEL lens to analyze and respond to teaching and learning

events in the classroom. This led us to use videos of classroom interactions that we found online as part of our work during our professional development meetings.

These experiences analyzing video cases led to the next step in our process – creating videos of faculty instruction of candidates and student teacher efforts to implement SEL strategies as part of their classroom practice. Thus far, we have created a video sequence showing the university faculty in a PLC session discussing a video, analyzing it with an eye to what they might later do in their classes. The next video segment takes us into the classroom of a math education professor integrating SEDTL skills into her instruction. Finally, we show one of her teacher candidates trying out one of the SEL strategies used in the methods class. We   hope to do other video sequences in literacy, science, classroom management, and supervision. These materials are intended for SJSU faculty to use with their teacher candidates, for other teacher educators who are interested in integrating SEDTL in their work, and for schools who wish to engage in SEDTL professional development.

One of our participating faculty has developed three written teaching cases that each provide a short scenario along with questions focused on each of the five SEL dimensions. We expect to add to this the materials available to those who want to expand their understanding and use of the SEL lens.

Dispositions Inventory. Starting in year 2 we completed a literature review of dispositions inventories (DI) currently designed for pre-service teacher education. Nothing we uncovered could be easily mapped onto the CASEL dimensions, so we decided to undertake the development of our own tool. The original intent was to create a tool that would provide focus for faculty, candidates, University Supervisors and Cooperating Teachers on the SEL skills we wanted the candidates to address in their development as educators.

Thus, we created the Dispositions Inventory with professors piloting it with candidates in three different classes. We found that the candidates tended to rate themselves extremely high across all five dimensions. Tensions arose as we realized

we were trying to meet the expectations of two masters, ourselves and National Council on the Accreditation of Teachers (NCATE). We wanted a tool that could be used in coaching discussions with teacher candidates but believed that NCATE expected a Dispositions Assessment. From our pilot it became clear that our Dispositions Inventory clearly could not be used to assess students.

We decided to employ a psychometrician to help develop a Dispositions Inventory (Social-Emotional Learning Dispositions Inventory or SELDI) with validity and reliability. Additionally, we wanted to map the qualities of Culturally Responsive Teaching (CRT) within this inventory to show a connection rather than fragmentation between SEL and CRT. What ultimately emerged was an instrument that contained 86 items and provided a profile printout that was challenging for faculty and students to interpret, particularly given the time constraints of their schedules and limited support. Almost all of our faculty and University Supervisors took the inventory and received their profiles. Approximately 50 teacher candidates piloted it. Ultimately, we found this DI to be most useful in terms of mapping CRT qualities to the CASEL dimensions we used to guide our work. We are still exploring the way in which we may use the SELDI. While it may be too cumbersome for our purposes at present, its focus on CRT, together with the SEL, has the potential to help students, faculty, and Cooperating Teachers make a necessary connection between CRT and SEL.

In the meantime, we shared the original Dispositions Inventory first piloted with some of our teacher candidates, with the New Teacher Center and jointly developed both a New Teacher Center version of the Inventory and a Conversation Guide that could accompany it for use with both New Teacher Mentors and Pre-service University Supervisors and Cooperating Teachers. This tool will be piloted by both NTC and CRTWC in Fall 2014.

PLC Participation Strategies

Connecting Program Components. The need to engage University Supervisors and Cooperating Teachers became clear after the first year. We were fortunate to have two University Supervisors participate in the PLC, one who received release time and one who was so interested in the work that she voluntarily joined. A welcomed, unanticipated outcome of the "volunteer" participant has been that she has served as a second "advance scout" for the University Supervisors. When we began this year to meet with the University Supervisors, our "scout" took a lead role in the first session, paving the way for acceptance of the work. In Fall 2013, we provided introductory sessions to the supervisors about the work of CRTWC and in Spring 2014 we began to: 1) provide monthly two hour professional development sessions that we have developed for the University Supervisors; and 2) form a partnership with one district in which we have placed seven student teachers in Spring 2014 as a pilot group (and where we hope to provide proof of concept). The Cooperating Teachers who are working with us in this school district have begun attending a series of four professional development sessions focused on SEL. With both the University Supervisors and the Cooperating Teachers we are focusing on developing a common language related to SEL, sharing the strategies and content being provided in the pre-service courses, and developing the Cooperating Teachers' skills in coaching for SEL with their teacher candidates and students.

Institutionalization of SEDTL within Multiple Subject Program. In the spring of our second year, the entire elementary education faculty was engaging in program redesign work. The first step was to identify those dispositions, habits of mind, skills and competencies we wanted our graduates to possess. The entire faculty decided that one of the main threads that needed to run through our program was SEDTL.

Issues raised by faculty as a result of the redesign work. The issue of "appropriate redundancy" versus "unhelpful redundancy" in courses surfaced at the end of the three years as we looked forward to institutionalizing our work throughout the   program. For example, mindfulness practice was a strategy that several professors started using in their courses, only to find that the teacher

candidates would say that it was being done in all their classes and declared "too much". A second concern, well- stated by one of our members is, "It is challenging to determine how, if at all, candidates' SEDTL-related understandings and practices changed". A further issue is identifying holes in our work across the program. The question of whether we are paying attention appropriately to all the SEL dimensions continues to be studied. Third, we are now acutely aware of the need to make explicit connections between the coursework and field experiences. A common language related to SEL, careful modeling, and opportunities for practice and feedback in using SEL strategies all need to be addressed. This has led to the current creation and piloting of professional development sessions for University Supervisors and Cooperating Teachers.

Evaluating our work: Recognizing a need for a roadmap to guide both our efforts to change curriculum and practice and to assess the impact of our work, we engaged outside consultants to help us develop two Logic Models (see Appendix 4). Logic Model 1 focuses on the faculty/University Supervisors, providing potential data points to determine if we are doing what we say we are doing in our SJSU courses and field experience. Logic Model 2 is focused on the impact of our efforts on our candidates, both as they complete the program and in their first year of teaching. Our goal is to begin data gathering on Logic Model 1 in Fall 2014.

Scholarly significance
Our goal, in alignment with Elias, continues to be a focus on changing classroom teacher practice and student skill sets by redesigning the content and experiential aspects of teacher preparation and support to attend to SEDTL. *"It [Social- emotional learning] is a way of teaching and organizing classrooms and schools that help children learn a set of skills needed to manage life tasks successfully, such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others," (Elias 2013).* Further, in all the materials we are developing for use by teacher educators, teachers and administrators we are explicitly focusing on the development of a common language

using the CASEL dimensions and ways of developing an SEL lens toward teaching practice. One of the issues we see in the field is the number of different terms used to describe SEL. We have found that using a common language facilitates discussion and analysis of classroom practice.

Modifying teacher preparation programs to integrate the Social-Emotional Dimension of Teaching and Learning is essential in order to reflect connection to the most current work in the neurosciences, respond effectively to the Common Core standards, and most importantly, to ensure that both students and teachers achieve and thrive in the school setting. For preparation programs to ignore attention to the research connecting SEL with academic achievement would be like the medical profession continuing to teach their students to treat pneumonia with leaches. At San Jose State University, the Collaborative for Reaching and Teaching the Whole Child is responding to this need. We believe that by sharing our evolving work and the related issues in modifying K-8 teacher preparation across both coursework and the field experience, we can provide guidance for other teacher education institutions. The hope is that, for the good of our children and our teachers, CRTWC will serve as a regional model for other teacher education institutions and that, together with other teacher educators, we may continue to explore and identify what preparation in the social-emotional dimension of teaching and learning can look like at the pre-service level.

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The degree to which signature assignments assess the *social-emotional dimensions of teaching and learning* (SEDTL)

Teacher practices	Indirect Assessment Assesses candidate effectiveness in attending to factors associated with SEDTL, but doesn't directly address SEDTL	Explicit prompt Prompts candidates to address SEDTL	Explicit assessment Prompts candidates to address SEDTL, and assesses effectiveness framed in terms of SEDTL	Clearly articulated assessment Prompts candidates to address SEDTL, assesses effectiveness, and provides clear and explicit feedback to candidates framed in terms of SEDTL
Understanding students and their context	103, 108A, 108B, 108C, 108D, 162, 246, PACT	103, 108A, PACT	103, 108A, PACT	103
Identifying or assessing students' needs	108A, 108B, 108C, 108D, 162	108A, 108B, PACT	108B, PACT	
Planning to support students	103, 108A,108C, 108D, 162, PACT, 246	103, PACT	103, PACT	103,
Planning to foster growth	103, 108A, 108C, 108D, 162, PACT, 246	103, PACT	103	103
Enacting plans and monitoring progress	108A, 108B, PACT	108B, PACT		
Collecting,	108A, 108B, PACT	108B, PACT	PACT	

communicating and reflecting on outcomes			
Setting goals and planning next steps	108A, 108B, PACT	108B, PACT	

Signature assignments included in this analysis:

EDEL 102, Video analysis

EDEL 103, Community Investigation

EDEL 108A, Case Study Assignment

EDEL 108B, Video Analysis of Classroom Teaching

EDEL 108C, Mini-unit in Social Science

EDEL 108D, Integrated Unit Outline

EDEL 162, Lesson Plan Analysis

PACT Teaching Event

Social and emotional dimensions of teaching and Learning (SEDTL) addressed in program assessments

SEL Skills and Assets	Candidates' *own* ability to attend to their own SEDTL skills	Candidates ability to attend to *their students'* SEDTL skills
Self-awareness		
Identifying and recognizing emotions		
Recognizing strengths, needs and values	X	X
Accurate self-perception	X	X
Self-efficacy		X
Self-management		
Impulse control and stress management		

Self-motivation, confidence and perseverance		
Goal setting, organization and follow-through	X	
Social Awareness		
Perspective-taking		
Empathy		
Appreciating diversity	X	
Respect for others	X	
Understanding group dynamics		
Relationship management		
Communication, social engagement, and building relationships		
Working cooperatively		
Negotiation, refusal, and conflict management		
Help seeking and providing		
Decision Making		
Social or emotional problem identification and analysis		
Social or emotional problem solving		
Evaluation and reflection		
Personal, moral and ethical responsibility		

Appendix B

CRTWC REDESIGNED COURSES   2012-13

Key for CASEL dimensions: Self-Awareness (SA); Self-Regulation (SR); Social Awareness (SocA); Relationship Management (RM); Responsible Decision-Making (RDM)

COURSE	TAUGHT to CANDIDATE by FACULTY (for Candidates' Self-Development)	FOR CANDIDATES to TEACH THEIR STUDENTS	BOTH FOR CANDIDATES & THEIR STUDENTS
Ed Psych EDEL 102	• Assessment (RDM) • Planning to connect with prior knowledge(RDM) • Application of encoding strategies in planning (RDM) • Information processing • (Bloom) (RDM)	• IPT strategies/ Role of attention (RDM)	• Mindfulness (SA) • Stress reduction (SA) • Brain research (SA) • Growth Mindset (SA) • Applications: *Dear Photograph (SA)* & *This is Water* video(SA) • Role of Emotions in learning (SA,SR) • Anxiety effects on the Brain (SA,SR) • Stress on learning & behavior (SA,SR) • Breathing strategies through IHM (SR) • Case Study recommendation (SR) • Maslow's Hierarchy of Needs (SR) • Bullying Prevention (SR,SocA) • *Room to Breathe* trailer (SR,SocA) • Achievement Goal Theory (SocA) • Bronfenbrenner's Ecological Systems Theory: Role of context/culture in learning (SocA) • Video Analysis related to SEL competencies (SocA) • Creating a Productive Classroom Environment (SocA, RM)

			• Creating a community of relationships (RM) • Vygotsky/social learning groups (RM,RDM)
Math EDEL 108D	•	• "Use what you know to figure things out…" Deducing Area Formula (SA,SR) • Goal setting & Monitoring with Basic facts (SR) • Resiliency using text strategically as a resource (SR) • Giving students choices & teaching to monitor "Menu" (SR) • Multiple class abilities; Multi-dimensional tasks (SocA) • Respect for others (SocA)	• Productive disposition (SA) • Growth Mindset & Beliefs about intelligence(SA) • Ratios (Iceberg) (SA) • Student work samples around Emotional awareness & Problem-solving (SA) • Teaching group work norms; look out for others' needs, explain (RM) • What is the Math problem solving? (RDM) • Coping with uncertainty (RDM)
Literacy EDEL 108A	• Lifetime literacy experiences (SA) • Self-management: Assessing emotions during writing (SA, SR)	• Creating a community of writers (SR, SocA) • Sentence frames for Collaborative conversation; "grand conv." (RM) • Giving feedback to one another (RDM) • Writing Workshop: "trouble-shooting" (RDM) • Miscues are not errors! –assert-based (SM, RDM) • Case Study; assert-based (RDM)	• Literature Circles (SR, SocA)
Social Studies EDEL 108C	•	• Using literature to explore cultural identity; Green; FFF/beliefs, family, roles/ eco. ??? (SA)	• Creating class community: "Constitution" & getting to know you (RM)

		• Arts: visual, regions, illumination (SA) • Jigsaw-Caldecott (SA) • Addressing classroom status(?) problems (SocA) • Arts: using Readers' Theater as a lead-in to multiple perspectives • Multiple perspectives: Response groups; American Revolution (SocA)	• Safe discussions on controversy (using 1st amendment as a guide) (RM) • C1: Teaching about the Crusades (RDM)
Critical Perspectives (Classroom Man.) EDTE 260			• Mindfulness practices (SA, SR) • 2/10 activity (SA, SR) • Growth mindset activity (SA, SR) • Blueprint for caring & a democratic classroom community (RM, RDM) • Challenging Student Case Study on behavior (RM, RDM)
Field Experience EDEL 143A/B	• Identifying 5 SEL dimensions • 143A: Mindfulness activities (SA) • Post-observation debrief: revisiting past "next steps" & considering development in that area (SA) • Self-awareness & Self-management during stressful times (SA, SR) • 143B: Narrative about the learning process (Skater?); "learning to fall" (SA, SR) • Mindfulness activity at the beginning of seminars (SA, SR) • 143A: Transitions-emotion management around change (SA, SR) • How do you treat yourself? (SR)	• 143A: Differentiation • 143A: Feedback to students during learning (FAT City Videos) (SocA, RM)	• Resilience for self & students (SR) • Self-talk (SR) • Fixed/Growth mindset (SR) • 143A: Appreciating diversity; "I come from…." (SocA) • Classroom phenomenon problematizing dialogues: Making connection to …"What is SEL?" (SocA, RM)

	- 143B:Supporting each other positively (SR, SocA) - Learning environment: Is classroom SEL friendly? (SocA) - Build relationship with focal students (SocA, RM) - Daniel Pink's book: *To Sell is Human* (Attunement, Buoyancy, Clarity (RM, RDM) - PERMA: Martin Seligman's work on Flourishing (RM, RDM) - Losada Ratio: Positive Emotion, Engagement, Relationships, Meaningfulness/Service, Achievement/Accomplishment (RM, RDM) - 143A: Time Management (RDM) - 143B: Preparing for the 1st year of teaching; acceptance of discomfort (RDM) - 143B: Resilience & short-term goals (RDM)		

Some Teacher SEL Skills Needed to Implement CCSS

Self-Awareness

- Be able to identify Judgements and biases
- Level of optimism
- Possess a growth mindset
- Identify feelings and needs

Self-Management

- Demonstrate resilience in the face of obstacles
- Regulate one's emotions
- Compassion for self and others
- Be able to set and monitor personal and professional goals

Social Awareness

- Demonstrate empathy
- Awareness of strengths in self and others
- Cultural competence
- Recognize school, family, community resources
- Able to take different perspectives
- Listen reflectively

Relationship Skills

- Build relationships with diverse individuals & groups
- Practice listening and communication skills
- Work cooperatively with colleagues, parents
- Seek help when needed