

Integrating SEL in Teacher Preparation:

Looking at Teacher Graduates

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Abstract

This paper provides findings from the final year of a three-year implementation and evaluation study (known for the purposes of this proposal as Project SEDTL) within a large state university's post-baccalaureate Multiple Subject Teacher Credential program. The project is distinguished by its focus on developing strategies that integrate the Social-Emotional Dimensions of Teaching and Learning (SEDTL) into the course/field experiences rather than using a separate SEL program. Project SEDTL develops candidates' ability to use an "SEL lens" as part of their teaching practice. The guiding research question for the third year of the study was: To what extent have teacher graduates integrated SEDTL practices in their teaching? Six teachers who graduated from this program were observed two times each, as well as interviewed before and after the observations. Additionally, there was one focus group meeting with all six participants at the end of the year

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Integrating SEL in Teacher Preparation: Looking at Teacher Graduates

I. Introduction

This paper provides findings from the third year of a three-year case study conducted by WestEd for the Center for Reaching & Teaching the Whole Child (CRTWC), to describe and assess the impact of its work on teacher graduates to integrate social- emotional learning into their teaching practices. Over the course of the past nine years, CRTWC has worked with university faculty, university supervisors, and cooperating/mentor teachers at San José State University (SJSU) Department of Teacher Education K-8 credential program to integrate and institutionalize social-emotional learning into their program's work with teacher candidates.

CRTWC began in 2009 with the goal of responding to research on social-emotional learning (SEL). CRTWC, which has been under the fiscal sponsorship of Community Initiatives since 2016, is focused on the integration of SEL into the K-8 pre-service teacher preparation program. Over the course of several years, course redesign work conducted by professors at SJSU in collaboration with CRTWC, led to the identification of two aspects of their work that were distinctive. The first was explicit attention to both the teachers' and the students' social-emotional skills in order to explain what must be addressed in pre-service teacher education. They referred to this as attending to the Social-Emotional Dimensions of Teaching and Learning (SEDTL). Second, they focused on integrating SEL skills into the on-going teacher preparation curriculum rather than provide a separate SEL course (crtwc.org).

WestEd conducted a longitudinal external evaluation of CRTWC work over a three year period (2014-2017). The goal of the external evaluation was to determine the effectiveness of the CRTWC project. In the third and final year of the evaluation (2016-2017), WestEd examined the experiences and practices of teacher graduates from the Multiple Subject Credential Program at San Jose State University (SJSU). The primary **evaluation question** guiding the Year 3 evaluation was: **To what extent have teacher graduates integrated SEDTL practices in their teaching?** More specifically, CRTWC leaders sought to understand how teacher graduates attended to SEL skill development in their classrooms, as well as how they built relationships to create a learning community where students could achieve academically and thrive. We also wanted to get a glimpse of participants' perspectives on the impact of their preservice preparation in bringing an SEL lens into their work.

Overview

CRTWC was founded by Nancy Markowitz as a sabbatical project while she was a professor within the SJSU Teacher Education Department. SJSU provides a 5th year post-baccalaureate Multiple Subject Teacher Credential program. CRTWC initially supported department faculty and supervisors to focus on what integration of SEL would look like in the K-8 pre-service teacher preparation program. To do this work, participating elementary education program professors and supervisors worked as part of a professional learning community with CRTWC. This group's work resulted in the identification of 1) the need to focus on the social-emotional dimensions of both teaching and learning (SEDTL); and 2) the need to foster what the Center termed an "SEDTL lens" for the professionals who support teacher candidates, including university faculty, university supervisors, and cooperating/mentor teachers in the field.

The three year evaluation project focused on gathering data relevant to the two Logic Models created by CRTWC (see Appendix A). In the first year of the study, we concentrated on the extent to which SEDTL was starting to permeate the program. Evidence through examination of course syllabi, course activities, readings, and assessments indicated that SEDTL was indeed being integrated into coursework by faculty and perceived by teacher candidates as present in their preparation (Markowitz, Diaz, Thowdis 2015). In the second year of the evaluation (2015-2016), WestEd gathered the perspectives of key stakeholders to understand their involvement in the Center's work and how it impacted their knowledge and practice related to the integration of SEDTL in their thinking and teaching practice. The key stakeholders included teacher candidates, cooperating teachers, and university supervisors. In year three of this evaluation the focus was on examining the mid to long term outcomes outlined in Logic Model 2, exploring the impact of integration of SEDTL within the credential program on graduates currently in the field. These outcomes include:

- Intentionally embedding SEDTL strategies in their K-8 course content teaching
- Intentionally embedding SEDTL strategies to create a safe and positive classroom environment
- Promoting social-emotional skill development in their students
- Building and maintaining effective relationships with students, teachers, colleagues, and parents/guardians of their students
- Demonstrating culturally responsive teaching practices
- Intentionally continuing building their own social-emotional skills
- Experiencing higher levels of job satisfaction than peers
- Staying in teaching longer than the current norm

II. Literature Review

There is an urgent need to prepare teacher candidates for jobs with ever-increasing demands for academic achievement while attending to student wellness issues. Social-emotional learning, which supports student and teacher wellness, is defined as a process through which *people* “enhance/their ability to integrate thinking, feeling, and behaving to achieve important life tasks.” (Zins et al., 2004). “...Effective teachers do more than promote academic learning – they teach the whole child. Teachers help promote the social and emotional learning skills students need to be college and career ready...” (National Governors Association Center for Best Practices and Council of Chief State School Officers (CCSSO), 2010a; NGA Center & CCSSO, 2010b). Durlak et al (2011) state that SEL improves students’ social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; and reduces conduct problems and emotional distress and improves students’ achievement. 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, 1997; Medoff, 2010; Zins et al. 2004). There are increasing calls for teacher educators to integrate social-emotional learning into university teacher education programs in ways that reinforce and further ensure teacher candidates’ ability to meet professional teaching standards (Fleming and Bay, 2004; Yoder, 2014; Schonert-Reichl et al, 2014; Durlak, Domitrovich et al, 2015). According to the Education Week Research survey administered in April 2015 to gain a better understanding of how teachers and school-based administrators view social and emotional learning, most respondents (57 percent) indicated that their educator preparation programs had not adequately prepared them to address students’ social and emotional learning. (Education Week Research Center, 2015). As noted by 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 (Lopes, Mestre, Guil, Kreminitzer and Salovey, 2012; Kreminitzer, 2005). In sum, while many teachers recognize the importance of targeting these skills in schools (Civic Enterprises et al, 2013), teacher preparation programs have not yet caught up. Further, while states such as Illinois, Connecticut, California, and Massachusetts are adopting SEL standards for the teaching profession (Yoder, 2014), few teacher preparation programs are engaged in identifying how they will address the range of both teacher and student SEL skills on which they need to focus.

Finally, those attempting to bring systemic SEL skill development of both teachers and students into our schools are currently focusing on the schools and school districts as the pressure point for change without also bringing in university teacher preparation programs as a critical partner, as documented by

the wariness of funders and national initiatives to include them in this work.

The WestEd evaluation for CRTWC is intended not only to bring teacher preparation into the equation, but to study the challenges and possibilities in doing so. While the methodology below describes a straightforward effort to gather pertinent data to evaluate the degree to which we met our initial Logic Model goals, the reader will see in the results what a messy and difficult process it was. As this paper will describe, the data gathered in the past three years has been most helpful in focusing new and exciting work for CRTWC.

III. Methodology

Data gathering

WestEd employed a qualitative data collection approach to assess the impact of CRTWC's work. Our focus was on the teacher graduates and their integration of SEDTL in their classrooms. The guiding evaluation question was: **To what extent have graduates integrated SEDTL practices in their teaching?** The data collection activities consisted of an initial pre-observation interview with each graduate (all of whom were female), two observations in each graduates' classroom, two post-observation interviews with each graduate (after each observation), and a focus group with the six teacher graduates together, all within the school district where they taught, which has served as the CRTWC Lab District. Additionally, archival documents including CRTWC Logic Models 1 and 2; the CASEL wheel; conference presentations on Center work; and data collected during cooperating teacher professional development sessions, were reviewed for contextual information.

Teacher Graduate Pre-Observation Interviews. WestEd conducted individual face-to-face interviews with the six teacher graduates prior to the first observations in fall 2016. The purpose of the interviews was to gather information that would provide context about each teacher graduate and the university graduates as a whole. The topics addressed included: A) their exposure and experiences with SEL during their credential program, B) the demographics of students in their class (i.e. English learners, students with IEPs), C) the extent to which they believe they have implemented SEL in their class, and D) the support mechanisms in place at their schools and district (i.e. beginning teacher support through the New Teacher Project). The face-to-face meetings were also intended to build rapport and trust between the teacher graduates and the evaluator. Each teacher graduate interview lasted approximately 45

minutes to one hour in length. These interviews took place at each teacher graduate's school during their preparation period or after school. (*See Appendix A: CRTWC Interview Protocols*)

Classroom Observations. WestEd conducted observations of teacher graduates at two points during the 2016-2017 academic year. The first round of observations started in late fall 2016 and continued into early 2017. The second round of observations took place in spring 2017 toward the end of the academic year. The purpose of the observations was to provide CRTWC staff with an outside perspective on the potential impact of the preservice preparation program on integrating SEL into both the curriculum and the learning environment. The observations also provided information on how teacher graduates thought about their practice and actually taught.

WestEd used the *CRTWC Classroom Observation Protocol* that was developed in collaboration with CRTWC leaders during Year 2 of the evaluation (*See Appendix B: CRTWC Classroom Observation Protocol*). The observation protocol drew upon other classroom observation protocols we researched in the literature, including Horizon Research Inc., Curry School Center for Advanced Study of Teaching and Learning Classroom Assessment Scoring System, Maine Center for Research in STEM Education, Annenberg Institute for School Reform, and Charlotte Danielson Observation Protocol. Input on several drafts of the protocol were provided by the CRTWC consultant group composed of four elementary classroom teachers, two university supervisors, and one SJSU faculty member. Additionally, two site principals and the CRTWC Executive Director and Assistant Director used various drafts of this protocol in classroom observations to refine it. The Observation Protocol consisted of two major sections—the first titled “Lesson Plan Design” and the second titled “Teacher Behavior.” The Lesson Plan Design section consisted of 5 items, with a five-point scale (1 to 5), intended to assess the extent to which the lesson plan submitted by the teacher graduates reflected thought and attention to SEL. The Teacher Behavior section consisted of 22 items, using the same five-point scale, intended to assess the extent to which SEL was evident in each teacher's practice. Altogether, the instrument consisted of 27 items. The instrument also included a section at the beginning which asked for logistical and demographic information and a Notes section at the end where the observer could take freestyle notes while conducting the observation.

Half of the observations, during both time points, were conducted jointly by WestEd and an external consultant contracted by CRTWC leaders. The external consultant participated as an observer, as she had a Ph.D. in Adolescent Development and worked as a psycho-educational specialist with typical and special needs children, and has a strong background in SEL. We conducted the observations with two

raters in an effort to follow best practice and increase the reliability of our observations. Our approach was to attend the observations together, score independently and then compare and discuss our scores. Additionally, the CRTWC Director attended one observation, along with the evaluator, during the second round of observations in spring 2017. Each observation lasted a full class period or up to an hour in length.

Teacher Graduate Post-Observation Interviews. The WestEd researcher interviewed teacher graduates after each observation. The post-observation interviews took place via phone, typically after school hours or on the weekend and lasted approximately 45 minutes to one hour. The first round of post-observation interviews took place in fall 2016 and the second took place in spring 2017. The purpose of the post-observations interviews was to gain a deeper understanding of the teacher graduates' intentions and decision-making during the lesson. The interview also gave each teacher graduate the opportunity to share her reflections on the lesson and how the CRTWC project strategies were utilized. The interview protocol included questions such as: How do you feel about the way things went in the lesson I observed? Which SEL strategies would you say went particularly well? Which SEL strategies were challenging to implement? How effective would you say SEL strategies are when it comes to struggling students? (See Appendix A: *CRTWC Interview Protocols*).

Teacher Graduate Focus Group. WestEd conducted a focus group with the teacher graduates who participated in the CRTWC evaluation. The teacher graduate focus group took place after school in late May 2017 at the CRTWC office in Sunnyvale School District and lasted approximately an hour and a half. The CRTWC project provided dinner as a token of appreciation to the teacher graduates participating in the focus group. The CRTWC Executive Director and the Assistant Director were present at the focus group interview. The purpose of the focus group was to gather information regarding teacher graduates' perceptions and use of SEL in their practice over the course of the year 2016-2017 academic year and to give them the opportunity to interact with, and hear from each other. CRTWC leaders were particularly interested in the extent to which their preservice preparation had influenced their attention to SEL in their classrooms and what they perceived as their needs in successfully implementing SEL in their classrooms. (See Appendix A: *CRTWC Interview Protocols*)

Participant information

Participant Recruitment. This section describes the process of selection, criteria for inclusion, and description of the teacher graduates who participated in the CRTWC Year 3 evaluation. All of the teacher

graduates were recruited from the CRTWC's Lab District, as the CRTWC project has a long-standing partnership with this school district. The district, which is located in the greater San Francisco Bay Area, consists of 10 schools—8 elementary and 2 middle schools. Students in the district represent diverse backgrounds, including 30 percent Latino, 27 percent Asian and 22 percent White ([Source: CDE website: Data Quest](#)). Approximately 32 percent of the students are designated English Learners (ELs) and about the same percentage, 31 percent, qualify for Free and Reduced-Price Meals (FRPM) ([Source: Ed Data](#)).

CRTWC leaders worked with this Lab District to identify teachers to participate in the evaluation. The criteria for recruitment of graduates were: a) completion of their Multiple Subject Credential at SJSU; b) completion of the credential within the last four years (when the SJSU program had started integrating SEL into credential work); and being a full time teacher within the district.¹ The district produced a list of all teachers who had graduated from SJSU, and 10 were eligible based on the described criteria. CRTWC leaders contacted the 10 eligible teachers, inviting them to participate in the evaluation. Of these 10 eligible teachers, 6 signed consent forms, agreeing to participate.² All six were female and represented four of the eight elementary schools in the district.

Teacher Graduate Profiles. Exhibit 1 presents demographic information regarding the teacher graduates who are part of this evaluation.

Exhibit 1: Participant Background Characteristics and Classroom Demographics

Teacher Graduate	Year Graduated	Year Teaching	Grade Teaching	School	Title I School	# Students Enrolled	# EL	# Special Needs
Teacher 1	2016	1 st	3 rd	A		20	1	3
Teacher 2	2016	1 st	3 rd	A		19	4	1
Teacher 3	2012	4 th	3 rd	B	X	22	9	4
Teacher 4	2016	1 st	3 rd	C	X	20	11	2
Teacher 5	2016	1 st	K	D		23	13	3
Teacher 6	2015	2 nd	5 th	D		29	3	2

¹ The CRTWC project developed a participation agreement, which outlined the data collection activities as well as the stipend, and was signed by each teacher graduate

² CRTWC completed the IRB through the Office of Research at San Jose State University.

As shown in Exhibit 1 above, most of the participants graduated from the Multiple Subject Credential program at SJSU in 2015 and 2016. One participant graduated in 2012. Thus, with one exception, it was the first or second year of teaching for most participants. Four of the participants taught 3rd grade, one taught Kindergarten, and one taught 5th grade. The participants represented four K-5 elementary schools in the district; two participants taught at School A, one taught at School B, one taught at School C, and the remaining two taught at School D. Two of the schools were designated Title I schools (School B and School C). The number of students enrolled in their classes ranged from 19 to 29, with 22 as the average. The number of English learners (ELs) enrolled varied greatly, from 1 to 13. Teacher 5, for example, who reported the highest number of ELs, taught to a student population that was approximately 57 percent EL. The number of students with special needs ranged from 1 to 4 students. It is important to note that the number of students with special needs (see column 7) consists of students that the teacher graduate identified as having special needs regardless of whether the student had an IEP. Also, this number is not mutually exclusive with students identified as EL. For example, one teacher graduate reported that an EL student in her class also received speech services.

Teacher Graduate Backgrounds

This section presents a description of each of the six teacher graduates based on data collected from the district and during the pre-observation interviews. As discussed previously in the methodology section, WestEd conducted each pre-observation interview in person in the classroom of the participating teacher graduate.

Teacher Graduate 1. Teacher Graduate 1 received her teaching credential from SJSU in May 2016 and was in the strand known as the Critical Research Academy. She noted that SEL was integrated into most of the courses she took in the credential program and that she had the opportunity to practice SEL strategies during her field placement, even though she and her cooperating teacher “had different styles.” She also shared that she was first exposed to SEL during her last year as an undergraduate in the human and child development department. She currently was teaching third grade and had 20 students enrolled in her class, including 1 EL and 3 with special needs. She described feeling a great sense of support from all staff at her school, including the principal. She also felt supported by her new teacher mentor and stated that she “felt lucky” to have that much support. What stood out most about this teacher graduate was her calm disposition and that she made you feel that you had her undivided attention.

“I let my students lead a lot. They go up to document camera, and I act like a student and ask

questions. The kids all clap for whoever goes up there, and they clap when they sit down. Now they are totally all for it. They cheer a lot for each other. We celebrate each other's mistakes even if we get 3 or 4 problems wrong. At first, they were kind of intimidated to go up and play teacher. It's really cool that they have really embraced the whole caring for each other."
(Teacher 1)

Teacher Graduate 2

Teacher Graduate 2 attained her teaching credential from SJSU in May 2016 and was in the Critical Research Academy strand. She recalled that SEL was addressed in at least two of her courses in the credential program. She shared that she was familiar with Professor Markowitz, who presented in her courses at the university several times. The teacher graduate also stated that her main takeaway was the CASEL wheel and that she printed it several times to make sure she had a visual reference. She also showed me resources she had obtained from courses with Professor Swanson, including one titled, "Skill builders for Teaching Cooperative Norms." This teacher graduate now teaches third grade and has 19 students in her class, including 3 ELs and 1 with special needs. When I asked her about the support she received in her district, she talked about her induction mentor, whom she meets with weekly as well as her grade level team, which consists of four teachers. At the same time, she added, "I don't know what I don't know. And because I don't know what I don't know, it's hard to ask for what I need." What stood out most about this teacher graduate was that she had a guinea pig in her class. She introduced the researcher to the guinea pig on her first visit to the classroom, and talked about how the guinea pig area provided a "kind of a calm down spot." She said that the students took turns caring for it. On the day of the focus group interview, which took place in May 2017, this teacher graduate communicated to the researcher after the meeting that she was not asked to return to her school for the following school year.

Teacher Graduate 3

Teacher Graduate 3 received her teaching credential in spring 2012 and was also part of the Critical Research Academy strand within the program. She recalled one professor, Colette Rabin, who integrated SEL in a course, including how to create strong peer-to-peer relationships. She stated that she had the opportunity to practice SEL strategies during her field placement and actually recalled a lesson on building empathy that she implemented. She also shared that she, "was really lucky I had very good cooperating teachers. I still stay in touch with them." She now teaches third grade at a Title I school and has 22 students enrolled in her class, including 9 ELs and 4 with special needs. What stood out most

about this teacher graduate was her passion for teaching with equity as her intention. She chose to teach at a Title I school and her interest was to teach ELs. She talked about how much she loved her credential program and her school community.

“This school year, setting goals is something that I wanted to do with all of my kids. Students keep goals on their desk and I prompt them to read them at least once a week. I ask them to check in with each other. It’s exciting to see the conversations that kids are having. Kids are excited to set a new goal. We are keeping a growth mindset in mind. It’s become a common language for everyone in the classroom. Whatever they want in life, the kids can get there. There is nothing you can’t do as long as you are trying hard and persevering.” (Teacher 3)

Teacher Graduate 4

Teacher Graduate 4 received her teaching credential in May 2016 and was part of the Critical Research Academy as well. She described that SEL was integrated into most of the courses she took in the credential program. She stated that she had the opportunity to practice SEL strategies during her field placement and that she “felt pretty supported in using SEL during field placement.” In fact, she had a good relationship with a cooperating teacher and continues to go to her for support. She now teaches third grade at a Title I school and has 20 students enrolled in her class, including 11 ELs and 2 with special needs. When asked about the support that she receives as a new teacher she immediately referred to her mentor, whom she meets with weekly and who she described as “awesome,” as well her former cooperating teacher. At the same time, she expressed frustration that sometimes she is observed without prior notice or explicit intent and then does not receive feedback. She stated, “It would be helpful to know people’s intent when they come in the room. Lots of people come in with no warning. If you’re coming in for a reason and taking a picture, I would want to know.” She also added that she recently had furniture removed from her classroom to open up the space although the classroom still felt crowded. What stood out most about this teacher graduate was that she completed a Master’s thesis on the topic of SEL and mindfulness.

Teacher Graduate 5

Teacher Graduate 5 received her teaching credential in May 2016 from the Multiple Subject credential program at SJSU. She noted that SEL was integrated into most of her courses. She stated, “Most professors did a really good job discussing it [SEL] and intertwining it with specific class needs.” She stated that she had the opportunity to practice SEL strategies during her first placement, and using the SEL lesson plan template in creating a lesson. She described herself as being very fortunate to have

“mentors that were willing to let me experiment with whatever lessons I wanted to do,” and added that she was able to do more SEL experimentation during her field placement than some of her other colleagues. She now teaches Kindergarten and has 23 students enrolled in her class, including 13 ELs and 3 with special needs. When I asked her about the types of support that she received as a new teacher, she talked about her new induction mentor being “really helpful” as well as other teachers at her school, particularly the special education teacher. What stood out most about this teacher graduate was her ability to use humor and make her students laugh. She also was noted as playing educational videos for her students to dance to, as she danced along with them.

Teacher Graduate 6

Teacher Graduate 6 received her teaching credential in spring 2015. She indicated that SEL was infused into all of the courses in the credential program. In particular, she recalled that the multicultural education course and the psychology of education course focused on SEL more explicitly. She stated that she did not have the opportunity to practice SEL strategies during her field placement. She did not have a positive experience with her mentor teacher. She summarized her field experience by saying that because her mentor teacher did not attend to the social emotional need of her students, it reaffirmed the importance of SEL for her. She now teaches fifth grade and has 29 students enrolled in her class, including 3 ELs and 2 with special needs. She described feeling a great sense of support from her mentor, the administration at her school, and her colleagues. What stood out the most about this teacher candidate was her account of how she provided a space for students to talk about the 2016 presidential election through a sharing circle. Given that most of the students in her class are from immigrant families, she wanted to create a safe space for students to talk about the election if it was on their mind. Some students were not thinking about the election while others were. Nonetheless, she summarized the activity as one of her successes at the beginning of the year.

IV. Findings

This section describes the extent to which the six credential graduates integrated SEDTL practices into their teaching. The findings that address this question are presented according to the data collection activities described above, which included a) classroom observations, b) pre and post-observation interviews, and c) a focus group meeting.

Classroom Observations

As mentioned earlier, the six participating teacher graduates were observed at two time points during the 2016-2017 academic year (*See Appendix C: Classroom Observations: Round 1 & Round 2*). Findings from the first set of observations, which were referred to as Round 1 observations, are discussed first. Then, findings from Round 2 observations are discussed. Third, we highlight differences and similarities between the Round 1 and Round 2 observations. Finally, this section discusses findings from the observations that were conducted by two researchers.

Round 1 Classroom Observations

Exhibit 2 illustrates the ratings on the lesson plan design, which were completed by reviewing the lesson plans submitted by the teacher graduates during late fall 2016 and early 2017 (*See Appendix D: Lesson Plans: Round 1 & Round 2*).³ Exhibit 2 consists of nine columns. The first column indicates the item number, as listed in the CRTWC Classroom Observation Protocol. The second column includes the items the researcher used to rate each participating teacher. The next six columns represent the rating that the researcher assigned to each of the six teachers⁴, ranging from a score of 1 (not evident) to 5 (very evident). For example, the score assigned to item 1 for Teacher 5 (T5) in Round 1 was a “5”. The last column in Exhibit 2, which reads “Avg” represents the average score across all participating teachers for the given item. For example, the average score for item 1, which reads, “The instructional strategies & activities reflect attention to students’ experiences, prior knowledge, &/or learning styles” was 4.25 out of 5 points possible.

Exhibit 2. Classroom Observations: Summary of Lesson Plan Design (Round 1)

Lesson Plan Design								
		T1	T2	T3	T4	T5	T6	Avg
1	The instructional strategies & activities reflect attention to students’ experiences, prior knowledge, &/or learning styles	3	NA	4	NA	5	5	4.25
2	The lesson plan includes opportunities for student reflection & closure	4	NA	5	NA	5	5	4.75
3	The lesson plan addresses the social-emotional skills needed to be taught	3	NA	5	NA	5	1	3.50

³ Four teacher graduates submitted lesson plans during the first round of observations; two did not. In this exhibit, NA represents “not applicable” as T2 and T4 did not submit written lesson plans to the researcher.

⁴ Teacher 1 = T1, Teacher 2 = T2, Teacher 3 = T3, Teacher 4 = T4, Teacher 5 = T5, Teacher 6 = T6

	for student success (e.g. fostering a growth mindset, building cooperative skills, encouraging perseverance)							
4	This lesson plans for the assessment of SEL objectives as appropriate	2	NA	3	NA	4	1	2.50
5	This lesson encourages students to seek & value alternative modes of investigation or problem solving	3	NA	3	NA	4	5	3.75

Exhibit 2 shows that teacher graduates did particularly well with “the lesson plan includes opportunities for student reflection and closure,” as well as “the instructional strategies and activities reflect attention to students’ experiences, prior knowledge, and/or learning styles.” At the same time, these findings show that teacher graduates may need more guidance regarding developing lesson plans that appropriately assess SEL objectives and that explicitly address social-emotional skills needed to be taught for student success.

Exhibit 3 summarizes the ratings on teacher behavior which were observed during the first round of classroom observations. These observations took place during the earlier part of the 2016-2017 academic year. WestEd observed all six teacher graduates. Exhibit 3 consists of nine columns and is organized similarly to Exhibit 2. The first column indicates the item number, as listed in the CRTWC Classroom Observation Protocol. The second column articulates the items the researcher used to rate each participating teacher. The next six columns represent the rating that the researcher assigned to each of the six teachers, ranging from a score of 1 (not evident) to 5 (very evident). For example, the score assigned to item 6 for Teacher 1 (T1) in Round 1 was “5”. The last column in Exhibit 3, which reads “Avg” represents the average score across all participating teachers for the given item. For example, the average score for item 6, which reads, “Implements lessons that encourage student-student talk” was 3.83 out of 5 points possible.

Exhibit 3. Classroom Observations: Summary of Teacher Behavior (Round 1)

Teacher Behavior								
		T1	T2	T3	T4	T5	T6	Avg
6	Implements lessons that encourage student-student talk	5	2	5	2	5	4	3.83
7	Creates a physical space that facilitates cooperative interactions	5	4	5	2	5	4	4.16

8	Promotes productive student discourse by having students build upon each other's ideas	4	2	5	2	3	5	3.50
9	Teaches &/or practices cooperative learning skills	5	2	5	2	5	4	3.83
10	Demonstrates patience with students	5	2	5	3	5	5	4.16
11	Fosters & acknowledges different points of view	5	2	4	3	4	4	3.66
12	Actively listens to students	5	2	5	3	5	5	4.16
13	Demonstrates flexibility & responsiveness	5	2	5	3	4	4	3.83
14	Models self-reflection	3	1	3	2	3	3	2.50
15	Provides students with opportunities for self-reflection	3	1	5	2	3	3	3.00
16	Models how to approach task with growth mindset	5	1	4	2	4	4	3.33
17	Provides feedback that encourages students to persevere and work actively on assigned tasks	5	2	4	2	4	4	3.50
18	Refers to how the brain functions	1	1	4	1	1	1	1.50
19	Encourages risk-taking behavior	5	1	3	1	4	4	3.00
20	Encourages students to engage in productive self-talk	3	1	4	1	3	3	2.66
21	Uses mindfulness practices	3	3	4	3	4	1	3.00
22	Students encouraged to make reparations	NA	2	NA	NA	NA	NA	2.00
23	Responds productively to a challenging student	4	1	NA	NA	5	NA	3.33
24	De-escalates difficult situations to get students back on track	NA	2	NA	2	4	NA	2.66
25	The teacher appears confident in his/her ability to teach the subject matter	5	1	5	2	5	4	3.33
26	The teacher was able to "read" the students' level of understanding & adjusted instruction accordingly	5	1	4	2	4	4	3.33
27	The teacher's questioning strategies were likely to enhance the development of student conceptual understanding & SEL skill development	5	1	5	2	4	5	3.66

Exhibit 3 shows that teacher graduates did particularly well with "creates a physical space that facilitates cooperative interactions," "demonstrates patience with students," and "actively listens to students."

Teacher graduates generally arranged their classrooms with tables, where groups of students were part of a table. The teacher graduates used the term tablemate to refer to students who sat at the same

table. Teacher graduates also made use of open spaces in their classrooms to allow students to interact as a larger group such as having students sit on the rug next to teacher as they transitioned into an activity or lesson. Additionally, for the most part, teacher graduates demonstrated patience with students and they were observed actively listening to students.

At the same time, these findings show that teacher graduates may need more guidance regarding “referring to how the brain functions”; “encouraging students to make reparations”; and “modeling self-reflection.” Overall, teacher graduates did not refer to how the brain functions. The same suggestion goes for modeling self-reflection, a concept which seems somewhat abstract and one that we could further define. As far as encouraging students to make reparations, the good news is that for the most part there were no significant behavioral issues which called for making reparations. The rating for this concept is based on one minor incident that occurred in the classroom of one teacher graduate (Teacher 2).

“If a child is taking a little longer to answer, I tell them that we are going to help them. Even if it takes five minutes for the child to answer, the students say to each other ‘good job for not giving up.’ I praise them when they do this. I tell them you support each other so much. I had kids who did not want to participate at the beginning of the year, and now they are showing greater confidence. The kids will say things that I’ve said before. They tell each other, ‘you tried, thank you for trying.’ They will say it to each other even when I forget.” (Teacher 1)

Round 2 Classroom Observations

Exhibit 4 illustrates the ratings on the lesson plan design, which were completed using lesson plans submitted by the teacher graduates during the second round of observations in spring 2017. Exhibit 4 consists of nine columns. The first column indicates the item number, as listed in the CRTWC Classroom Observation Protocol. The second column articulates the items the researcher used to rate each participating teacher. The next six columns represent the rating that the researcher assigned to each of the six teachers⁵, ranging from a score of 1 (not evident) to 5 (very evident). The last column in Exhibit 2, which reads “Avg” represents the average score across all participating teachers for the given item.

Exhibit 4. Classroom Observations: Summary of Lesson Plan Design (Round 2)

Lesson Plan Design							
	T1	T2	T3	T4	T5	T6	Avg

⁵ Teacher 1 = T1, Teacher 2 = T2, Teacher 3 = T3, Teacher 4 = T4, Teacher 5 = T5, Teacher 6 = T6

1	The instructional strategies & activities reflect attention to students' experiences, prior knowledge, &/or learning styles	4	3	3	1	5	4	3.33
2	The lesson plan includes opportunities for student reflection & closure	4	4	3	1	5	5	3.66
3	The lesson plan addresses the social-emotional skills needed to be taught for student success (e.g. fostering a growth mindset, building cooperative skills, encouraging perseverance)	3	1	1	1	5	2	2.16
4	This lesson plans for the assessment of SEL objectives as appropriate	2	1	1	1	1	1	1.16
5	This lesson encourages students to seek & value alternative modes of investigation or problem solving	3	5	3	1	2	4	3.00

Exhibit 4 shows that, similar to the Round 1 findings, teacher graduates did particularly well with “the lesson plan includes opportunities for student reflection and closure,” as well as “the instructional strategies and activities reflect attention to students’ experiences, prior knowledge, and/or learning styles.” At the same time, these findings show that teacher graduates may need more guidance with regard to developing lesson plans that appropriately assess SEL objectives and that explicitly address social-emotional skills needed to be taught for student success.

Exhibit 5 summarizes the ratings on teacher behavior which was observed during the second round of classroom observations. These observations took place during the latter part of the 2016-2017 academic year. WestEd observed all six teacher graduates.

Exhibit 5. Classroom Observations: Summary of Teacher Behavior (Round 2)

Teacher Behavior		T1	T2	T3	T4	T5	T6	Avg
6	Implements lessons that encourage student-student talk	5	5	4	4	3	5	4.33
7	Creates a physical space that facilitates cooperative interactions	5	5	5	3	5	5	4.66
8	Promotes productive student discourse by having students build upon each other's ideas	5	3	4	3	2	5	3.66
9	Teaches &/or practices cooperative learning skills	5	4	5	3	4	5	4.33

10	Demonstrates patience with students	5	2	5	3	5	5	4.16
11	Fosters & acknowledges different points of view	5	3	5	3	4	4	4.00
12	Actively listens to students	5	2	5	3	5	4	4.00
13	Demonstrates flexibility & responsiveness	5	2	5	3	4	4	3.83
14	Models self-reflection	3	1	3	2	3	4	2.66
15	Provides students with opportunities for self-reflection	3	1	3	3	3	4	2.83
16	Models how to approach task with growth mindset	5	2	5	2	3	5	4.16
17	Provides feedback that encourages students to persevere and work actively on assigned tasks	5	2	5	3	5	3	3.83
18	Refers to how the brain functions	1	1	1	1	1	1	1.00
19	Encourages risk-taking behavior	5	4	4	2	2	5	3.66
20	Encourages students to engage in productive self-talk	3	1	3	2	2	3	2.33
21	Uses mindfulness practices	3	2	3	3	3	3	2.83
22	Students encouraged to make reparations	NA	NA	NA	3	NA	NA	3.00
23	Responds productively to a challenging student	5	NA	NA	3	NA	NA	4.00
24	De-escalates difficult situations to get students back on track	NA	NA	NA	3	NA	NA	3.00
25	The teacher appears confident in his/her ability to teach the subject matter	5	2	5	3	5	4	4.00
26	The teacher was able to “read” the students’ level of understanding & adjusted instruction accordingly	4	2	4	2	5	4	3.50
27	The teacher’s questioning strategies were likely to enhance the development of student conceptual understanding & SEL skill development	4	3	5	3	5	3	3.83

Exhibit 5 shows that teacher graduates did particularly well with “creates a physical space that facilitates cooperative interactions,” “implements lessons that encourage student-student talk,” and “teaches and/or practices cooperative learning skills.” Teacher graduates generally arranged their classrooms with tables, where groups of students were part of a table. The teacher graduates used the term tablemate to refer to students who sat at the same table. Teacher graduates also made use of open spaces in their classrooms to allow students to interact as a larger group such as having students sit on

the rug next to the teacher as they transitioned into an activity or lesson. Additionally, we saw more cooperative learning and student-student talk taking place in the second round of observations.

“I do my best to at least once a week do classroom compliments to build community. The first couple of times, when we were new, I let the students pick the next person. But now I have them pick a popsicle stick with a student’s name. We also practice saying thank you and making eye contact. I like to give them choice. We do a lot of group work so that they are learning to interact with each other.” (Teacher 6)

At the same time, these findings show that teacher graduates may need more guidance with regard to “referring to how the brain functions,” “encouraging students to engage in productive self-talk,” and “modeling self-reflection.” Overall, teacher graduates did not make reference to how the brain functions.

Comparison of Round 1 and Round 2 Observations

When comparing results from the first and second rounds of observations, we found that scores on the Teacher Behavior component of the CRTWC Classroom Observation Protocol generally increased from the beginning to the end of the school year. For example, during the first round, 3 items had an average score of 4 points or higher; whereas in the second round this was the case for 9 items. Some items were consistently high scoring, which we define as 4 points or higher, across both rounds of observations. For example, refer to item 7, “Creates a physical space that facilitates cooperative interactions”; item 10 “Demonstrates patience with students”; and item 12 “Actively listens to students.” We also found that scores on some items remained low, which we define as less than 3 points, across both rounds. For example, refer to item 14 “Models self-reflection” and item 18 “Refers to how the brain functions.”

Comparison of Ratings by Two Observers

WestEd also compared ratings between the two researchers for three teacher graduates (T4, T5 & T6) and found commonality in ratings for the majority of the items in the CRTWC Classroom Observation Protocol. More specifically, the two researchers jointly observed the classrooms of three teacher graduates, completed the observation protocols independently, and then debriefed their results. When we compared the ratings of the two researchers for the Lesson Plan Design component of the protocol,

we found 80 percent agreement (meaning a discrepancy of 1 point)⁶ on 4 of the 5 items during the second round of observations.⁷ The exception, where there was a larger discrepancy, was item 4, which read, “This lesson plans for the assessment of SEL objectives as appropriate.” The reasons for this discrepancy need to be explored further. When we compared the ratings for the Teacher Behavior component of the protocol, we found 80 percent agreement on 19 of the 22 items in the first round and 16 of the 22 items in the second round.

“This year I started the year off teaching growth mindset. Mistakes are something to be proud of. We introduce an emotion every couple of weeks and how to cope with those emotions. How to be in a place where you are ready to be around other people. If they do have a strong emotion that they are feeling, I have a calming corner that they can go to. There’s a stuffed animal and strategy cards for how to calm themselves down.” (Teacher 3)

Findings from Interviews

Teacher graduates’ responses to the question, “How do you feel about the way things went in the lesson I observed?” were generally positive across both the first and second round of observations, but more so in the second round. During the first round of observations, three teacher graduates described their lessons as having gone well, while two stated that they had not gone so well.⁸ During the second round of observations, all teacher graduates interviewed described feeling positive about their lessons. Teacher graduates generally referred to students’ level of participation and overall engagement when reflecting on the lesson. For example, Teacher 3 stated, “I actually think it went really well. Kids did a really good job of activating their prior knowledge. I’m glad they were really engaged in the read aloud.” Another teacher (Teacher 1), who described the first lesson as going well, praised her students for helping a student who struggled with the lesson. She also praised her students for being very respectful when they did not agree with their peers.

Teacher graduates reported using SEL in their classrooms daily and each of them named at least one SEL strategy that went well during the lessons observed. Also, every teacher graduate indicated that they consciously thought about integrating SEL competencies to support student learning. For example,

⁶ When comparing ratings between two researchers—based on the scale that we used—the scores translate as such: matching scores = 100% agreement, score discrepancies of 1 point = 80% agreement, score discrepancies of 2 points = 60% agreement, score discrepancies of 3 points = 40% agreement, and score discrepancies of 4 points = 20% agreement.

⁷ We found less agreement in scores on the Lesson Plan Design component of the CRTWC Classroom Observation Protocol during the first round of observations.

⁸ Five teacher graduates participated in both the first and second rounds of post-observation interviews. One teacher graduate did not participate in the post-observation interviews. This teacher graduate also left the district at the end of the academic year.

Teacher 1 discussed that her attention to addressing students' social emotional needs was through her communication style, mindfulness, as well as really knowing her students. For example, if students like Pokeman cards, she will intentionally use examples that reference Pokeman to make the material more accessible to them. She also described reiterating what students say as a way of showing them that she is "really listening to them," and being mindful of her tone and pace. She added, "I also try to make sure that they [students] have a voice in my classroom, which is why I incorporate letting them be the teacher." On the first day I met her, Teacher 1 discussed her practice of allowing students to volunteer to lead the class or be teacher. When this happens, which is typically in math, the student goes up to the front of the class and uses the document camera to lead his/her peers through math problems. Teacher 1 acts like a student during these sessions and asks questions as if she was a student. The students are in the practice of clapping for the student who plays teacher.

"Every student made a calming jar. I did it as a small group activity. We have 4 common calming jars that we share. They can use the calming jars throughout the day whenever they are inside the classroom." (Teacher 4)

Teacher 6 described her approach of meeting students' SEL needs by having them in mixed ability groups so that "they can find support when they need it from each other." She has 5 table groups in her class and approximately six students in each group. Every group has the following roles that students take on: 1) one student speaker; 2) two on-task managers who are looking for positive behavior - these students get to reward their peers who are doing good work; 3) one time-keeper who synchronizes her watch with the teacher's watch and sets alarms to stay on task through the various activities; 4) one materials manager, who is responsible for gathering materials such as iPads for the group. Teacher 6 qualified that the student speakers are not necessarily her highest learners. She asked for volunteers who felt comfortable explaining things to their peers. This approach gives students the opportunity to explain the teacher's instructions to their peers.

Other strategies described by teacher graduates included: a) show of thumbs; b) the 4 L's (Look at the speaker; Lower voice, Lean in, and Listen actively); c) calming corner; and d) mindful breathing. At least 3 of the teacher graduates regularly used a show of thumbs to assess student understanding and/or how students were generally feeling about the lesson. Thumbs up meant "I understand it," thumbs sideways meant "not yet, I need more practice," and thumbs down meant "teacher is speaking a different language."

Teacher graduates who were successful in their use of SEL described having spent a significant amount of time developing their classroom culture at the beginning of the academic year. For example, Teacher 5 discussed teaching SEL explicitly to her Kindergarten students through mantras such as “It’s not I don’t know, it is I will give it a go!” She explained, “I have a student who has a lot of physical and verbal outbursts toward other students. Teaching that phrase explicitly in the beginning of year has benefited him a lot and other students in general. They know now that they can go to the calming corner. It’s made the year a lot smoother...less stressful in that they can regulate themselves.”

Findings from Focus Group

The focus group revealed that teacher graduates valued SEL and found it beneficial in their teaching. Teacher graduates discussed the value of spending time addressing student SEL needs daily. For example, one teacher graduate described having a set routine for SEL every morning. The routine, which she refers to as “morning meeting,” involves gathering the class on the rug and allowing students to share how they are feeling. She believed that this practice allowed her to check in with students about how they were feeling, and that it helped the whole day go more smoothly. She added that it was particularly helpful during testing season. Some teacher graduates indicated that they invested time setting a foundation for SEL skill development at the beginning of the academic year. For example, one teacher graduate shared that she defined and provided feedback to her students about growth mindset from the beginning of the school year. This teacher graduate stated that from the first day of school, parents of her fifth-grade students are inquiring about math placement for the following school year. She has noticed that students in her class, and in the school community at large, experience a great deal of pressure to excel in math. This motivated the teacher graduate to implement what she referred to as a week of inspirational math (*youcubed* at Stanford University), where she showed her students a video about a mathematician who was slow, yet was rewarded for doing math slowly. As a result, students in her class became more confident about asking questions and letting her know when they needed help.

Teacher graduates provided examples of how their attention to SEL significantly improved the social and educational experiences of struggling students. One teacher graduate shared that she had a student who was emotionally disturbed and that one of her primary goals was to make sure he felt included in the community. She invested time in learning about SEL resources that she could use to help him succeed. He made a lot of growth over the course of the school year. Today he is able to communicate with his peers and has friends. Another teacher graduate shared that she had two boys in her class who struggled—one who did not communicate or make eye contact with anyone and the other who talked

too much. She started by incorporating literature and a lot of modeling about how to communicate with each other. One of her practices is encouraging students to cheer for each other, celebrating their successes. By late spring of the academic year, this teacher graduate succeeded in getting the boy who did not want to communicate or make eye contact with anyone to respond to her questions. She further added that his classmates cheer him on when he responds to the teacher's questions. She summarized that it was great not only to see their growth as individuals, but also to see how the other students in her class started to respond to these two boys. They no longer treated them as "the different ones." When asked why or what her motivation was, this teacher graduate responded:

I have high expectations for my students, socially and academically. I wanted him to be part of the classroom. I was not okay with anyone feeling left out or excluded. I told him I love you enough to not let you be in the corner the entire year.

Teacher graduates reported that they developed their SEL teaching strategies from various sources, including supervisors, teacher mentors and university professors. For example, one teacher graduate stated that the professors at San Jose State University modeled SEL in the way they treated credential students. The professors created a space where she and other credential students felt safe expressing when they did not understand something. For this teacher graduate, it showed that professors were supportive of SEL not just for children, but also for adults.

The data revealed that the teacher graduates valued SEL and used these strategies daily in their practice as new teachers. Teacher graduates reported that professors in their credential program not only helped them understand SEL but that they also modeled it, further shaping teacher graduates' commitment to, and value of this approach. While teacher graduates varied in their ability to successfully implement SEL, they nonetheless believed that addressing SEL benefited students. Teacher graduates discussed their use of SEL strategies with struggling students in their classrooms, and at the same time, indicated that they were still seeking ways to better reach the most vulnerable students. Teacher graduates who were successful in their use of SEL described having spent a significant amount of time developing their classroom culture at the beginning of the academic year. Teacher graduates also discussed practices such as consistency in their communication with students, providing space for open communication, and creating a learning environment where making mistakes is accepted. All teacher graduates identified ways in which their use of SEL improved the social and academic experiences of students.

The following is a summary of our findings:

- **SJSU teacher graduates valued SEL and used these strategies daily in their practice as new teachers.** Each teacher graduate identified at least one SEL strategy that went well during the

lessons observed. Also, every teacher graduate indicated that they consciously thought about integrating SEL competencies to support student learning.

- **Teacher graduates reported that professors in their credential program shaped their commitment to using an SEL approach in their teaching.** SJSU professors not only helped them understand SEL but that they also modeled it, further shaping teacher graduates' commitment to and value of this approach.
- **While teacher graduates varied in their ability to successfully implement SEL, they nonetheless believed that addressing SEL benefited students.** Teacher graduates discussed their use of SEL strategies with struggling students in their classrooms, and at the same time, indicated that they were still seeking ways to better reach the most vulnerable students.
- **Teacher graduates who were successful in their use of SEL described having spent a significant amount of time developing their classroom culture at the beginning of the academic year.**
- **Teacher graduates reported high levels of support in their beginning years in teaching.** Overall, teacher graduates expressed feelings of support. Each reported a positive relationship with their induction mentor. Additionally, some reported receiving support from fellow teachers, administrators, as well as from former cooperating teachers.
- **Teacher graduates demonstrated increased scores on the classroom observations over the course of the school year.** Overall, we found that scores on the Teacher Behavior component of the observation protocol generally increased from the beginning to the end of the school year. A higher number of components got a score of 4 points or higher during the observations at the end of the academic year compared to the beginning of the academic year.
- **Teacher graduate scores on the lesson plans were inconsistent over the course of the year.** In fact, scores on the Lesson Plan component of the observation protocol were higher at the beginning of the school year compared to the end of the school year. Yet, during the first round, two of the six participants did not submit lesson plans and therefore the average was calculated based on only four scores. The two participants who did not submit lesson plans in the fall appeared to be experiencing more challenges in their first year of teaching, and the lesson plans they submitted in the spring were not very strong.
- **Comparison of classroom observation scores between two raters showed commonality in ratings.** We compared the ratings between two researchers for three of the teacher graduates and found commonality in ratings for the majority of the items in the classroom observation protocol.

V. Study Limitations

We identified several limitations in conducting the evaluation. First, we acknowledge that we cannot conclude that the SEDTL practices of the teacher graduates can be directly correlated to their pre-service experience. While we may find possible relationships between their teaching and what they learned during the credential program, we understand that some of their skills and knowledge may have

been developed by educators with whom they work in other environments, such as the schools where they currently teach. Further, the setting for this study had an added advantage not typical of most school districts because of its focus on SEL development in its school communities. Additionally, our sample of participants (6 teacher graduates) was smaller than we anticipated and not randomly selected. While our partner district employs several teachers who graduated from SJSU, the criteria we used to recruit reduced the eligible number to 10. We invited all 10 yet only 6 agreed to participate. Another limitation is that a classroom observation is simply a “snapshot” of the classroom. The observer generally comes away with a superficial understanding of both the context of the classroom and the teacher’s instructional approach. Ideally, we would have visited each classroom multiple times throughout the school year. Due to limited resources, we visited each classroom twice over the course of the school year. Also, due to limited resources, we were not able to employ the best practice of having two researchers observe each classroom. We did so for half of the teacher graduates in the evaluation but compromised on the remaining three, since our second evaluator was unavailable. Finally, while the evaluator and the CRTWC leaders piloted the classroom observation protocol collaboratively, and with the input of other key stakeholders, there is still room for continued piloting and further refinement in the definition of the items.

VI. Implications

In spite of the above study limitations, we did learn a great deal that helped move forward the work of the Center for Reaching & Teaching the Whole Child. Following graduates into the field reinforced the need for teacher preparation faculty and university supervisors to not only value and model a commitment to address SEL for teacher candidates, but to dig deeper into how to make more explicit connections between coursework and fieldwork. Results from this Year 3 evaluation led to the realization that educators working in teacher preparation programs, both at the university and in the field, need to share a common SEDTL/CRT framework and language that explicitly defines what the competencies look like in a classroom and offers teacher moves and strategies that help candidates develop specific ways to use an SEDTL/CRT lens as an academic intervention.

There are multiple gears that must work together in concert in teacher preparation. Both universities and districts need to recognize that they have equal stake in teacher preparation and that active collaboration and communication is needed between these institutions to prepare candidates to be effective first year teachers. It is clear from our study that new teachers do want to know how to bring SEDTL into their teaching; but they need institutional support to do so.

One of the indicators mentioned by the participants was the support and modeling or lack thereof, from their cooperating teachers during their student teaching experience. Universities have the potential to be a powerful “anchor partner” in the process of preparing and retaining teachers with a strong SEDTL lens that informs their teaching practice, provides SEL skill development for their students, and encourages both teachers and students to thrive as individuals and as a community. Although working with a limited population, we have found that when SEDTL professional development is provided to cooperating teachers, it impacts not only their own teaching practice, but their ability to pass on knowledge to their teacher candidates. This encouraging result suggests the need for universities to offer intentional support for cooperating teachers.

The importance of being concrete with teacher candidates and cooperating teachers

What do we want graduates to be thinking about and able to do in their first year of teaching related to the use of an SEDTL lens in their practice? While attention to SEDTL in the teacher preparation program studied, clearly impacted the thinking of the teacher candidates, what is still needed is greater specificity in terms of what integrating SEDTL looks like in practice. Teacher educators need to provide modeling of specific strategies and many opportunities for teacher candidates to use an SEDTL lens to analyze teaching in action through, for example, the use of videos and teaching cases. Further, teacher candidates need to practice using these strategies in their field experiences, analyze what happened, and make adjustments to their teaching practice. For this to occur, those who prepare teachers need to decide where SEDTL is appropriately integrated across all courses and fieldwork.

Need for a common framework

For teacher educators and candidates to develop their SEDTL lens it is clear that a common framework and language is needed. Since this evaluation was completed, we realized the importance of adding Culturally Responsive Teaching practices to the development of this lens. Thus, we now refer to developing a SEDTL/CRT lens to add attention to the diverse ethnic, racial, and gender groups involved in the education process. Our framework identifies 7 SEDTL/CRT competencies and offers guidance as to what they look like when taught, modeled, and reflected upon in the classroom. The framework, titled the *Anchor Competencies Schema*, defines 7 SEDTL/CRT competencies, together with suggested teacher moves and specific strategies, and provides a reminder that to teach the whole person (both child and adult), the teacher needs to attend to the socio-political, cultural, community, and individual context within which the person lives. The Framework also identifies goals that address the need for educators

to build a sense of optimism and resilience for their students and themselves, while creating a safe physical, social-emotional, and intellectual learning environment in their classrooms. This Framework emphasizes that addressing the SEDTL/CRT competencies is an academic intervention that can enhance academic achievement and help children and the adults who teach them to thrive.

Need for tools to support discussion and analysis, not assessment

The experience of data gathering in this study adds to our understanding that it is difficult to measure baseline competencies or growth in teacher candidates' ability to use an SEDTL lens. Rather than assessment, we suggest that what is needed are tools, such as an Observation Protocol, that provide conversation starters for discussion of how the teacher is using the SEL lens to inform his/her practice. As a follow-up to this study, we have developed an alternative, shorter observation protocol that aligns directly with the Anchor Competencies. We encourage the development of additional inventories that promote and guide discussion rather than evaluation.

VII. Recommendations for Further Research

The results of Year 3 point to the need for the following:

1. A revised observation tool for SEDTL/CRT, as mentioned above.
2. A successive set of observations over a year's time conducted by two researchers. This practice would allow for more than one perspective of the SEL practices observed in every classroom and contribute to further refinement of the protocol .
3. Observations of new teachers in another school district – the observation protocol was used in a school district that has a long-standing relationship with the CRTWC program and has SEL as a district leadership goal. Implementing observations of new teachers in another one or more school districts might add to our understanding of the degree to which district focus on SEL impacts new teachers.
4. A comparative study of new teachers who participated in a credential program that focuses on SEL compared with graduates of programs that do not have this focus.
5. The need to add a classroom environment component to a protocol – sometimes observers have the opportunity to take notice of the way the classroom is set up, including desk and chair arrangements as well as student work and/or messaging on the walls and ceiling. We could explore the possibility of adding a checklist to the observation protocol that more explicitly addresses these visual elements and how the teacher uses them.
6. Assessment of student SEL competencies – we found that one element often missing or

undeveloped in teacher graduates' lesson plans was the assessment of the students' SEL competencies. We suggest that this is an area for future research to determine the importance or the link between the use of SEL objectives in a lesson plan and the success of implementing SEL skills into a lesson plan.

VIII. Postscript

In the past year, CRTWC has developed a SEDTL/CRT Anchor Competencies Framework which moves from the 5 CASEL dimensions to specific teachable competencies and strategies that can be embraced by teacher preparation programs and the school districts which provide cooperating teachers. To support this framework, CRTWC has created a series of videos with university faculty and cooperating teachers demonstrating lessons that integrate SEDTL/CRT. These videos also include interviews after the lesson where the educator describes the Anchor Competencies that were modeled and provides important background information about student behaviors and needs for viewers to understand why and how the SEDTL/CRT moves and strategies were implemented. Teaching Cases were also created by university faculty to present common ethical dilemmas teacher candidates may experience, and questions that guide readers to explore the SEDTL/CRT Anchor Competencies that would need to have been taught during the beginning of a school year for these dilemmas to be resolved more effectively. CRTWC, with the help of Consultant Group composed of 2 university faculty, 2 university supervisors, the Director of Field Placement, and 4 cooperating teachers, has revised the Observation Protocol used during the Year 3 evaluation to more explicitly reflect attention to the SEDTL/CRT Anchors developed by CRTWC. This revised observation tool was piloted by members of the Consultant Group with their respective students and received positive feedback as a tool for assessment rather than evaluation. A Lesson Plan Template is also being revised to more explicitly reflect attention to the SEDTL/CRT Anchors.

CRTWC has continued to follow the work of San Jose State University to institutionalize SEDTL/CRT in their teacher preparation program as a model for this integration. In Fall 2017, The Director and Assistant Director did individual interviews with a total of 8 faculty and university supervisors to gather data on how far the integration has progressed in their individual courses and field seminars since CRTWC relocated off campus. We were pleasantly surprised to see that the faculty had continued to move forward in their work to bring SEDTL into the program and had expanded the activities and assignments they were using to include more emphasis on integration of SEDTL.

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Appendix A

Logic Models

Logic Model Overview:

The Collaborative for Reaching and Teaching the Whole Child

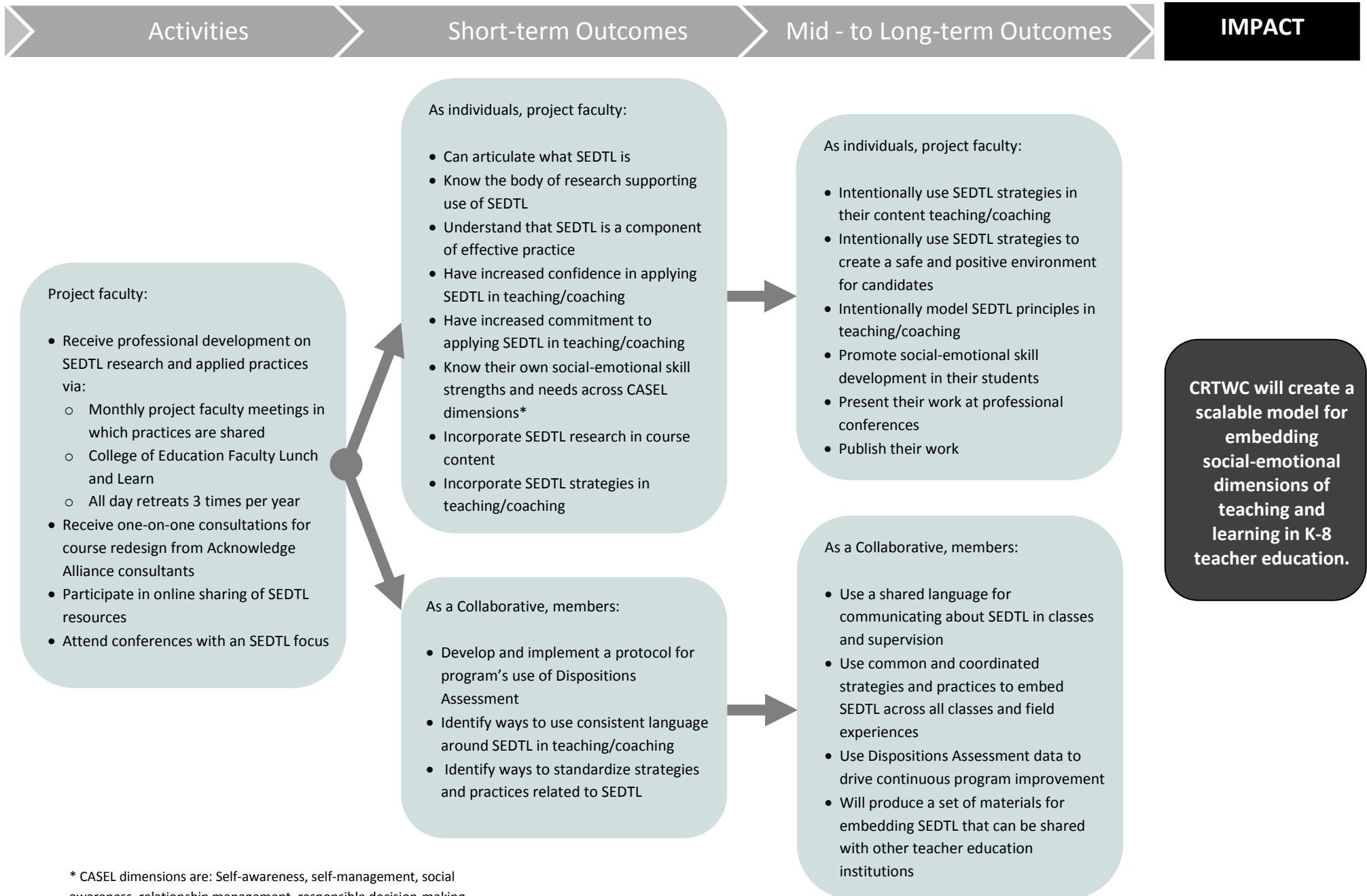
In this growth phase of the Collaborative for Reaching and Teaching the Whole Child (CRTWC), there are two distinct components of CRTWC's work:

- PART 1 involves **generating and developing the inputs** for a successful SEDTL teacher education program (i.e., specially trained staff and Collaborative protocols).
- PART 2 documents the **processes and outcomes that describe the SEDTL model when it is standard practice for your program** for (at present) pre-service K-8 teachers.

To represent these components as the distinct efforts that they are, we have chosen to break these parts into **two separate logic models**. This will enhance the clarity of the documentation and tracking of each component of your work. The separation also serves as a reminder that the ability to successfully implement an SEDTL-infused teacher education program and achieve intended outcomes for your pre-service teachers (as represented in Logic Model 2) depends on having achieved desired outcomes for training and development of program faculty and development of common practices for the Collaborative as a whole (as represented in Logic Model 1).

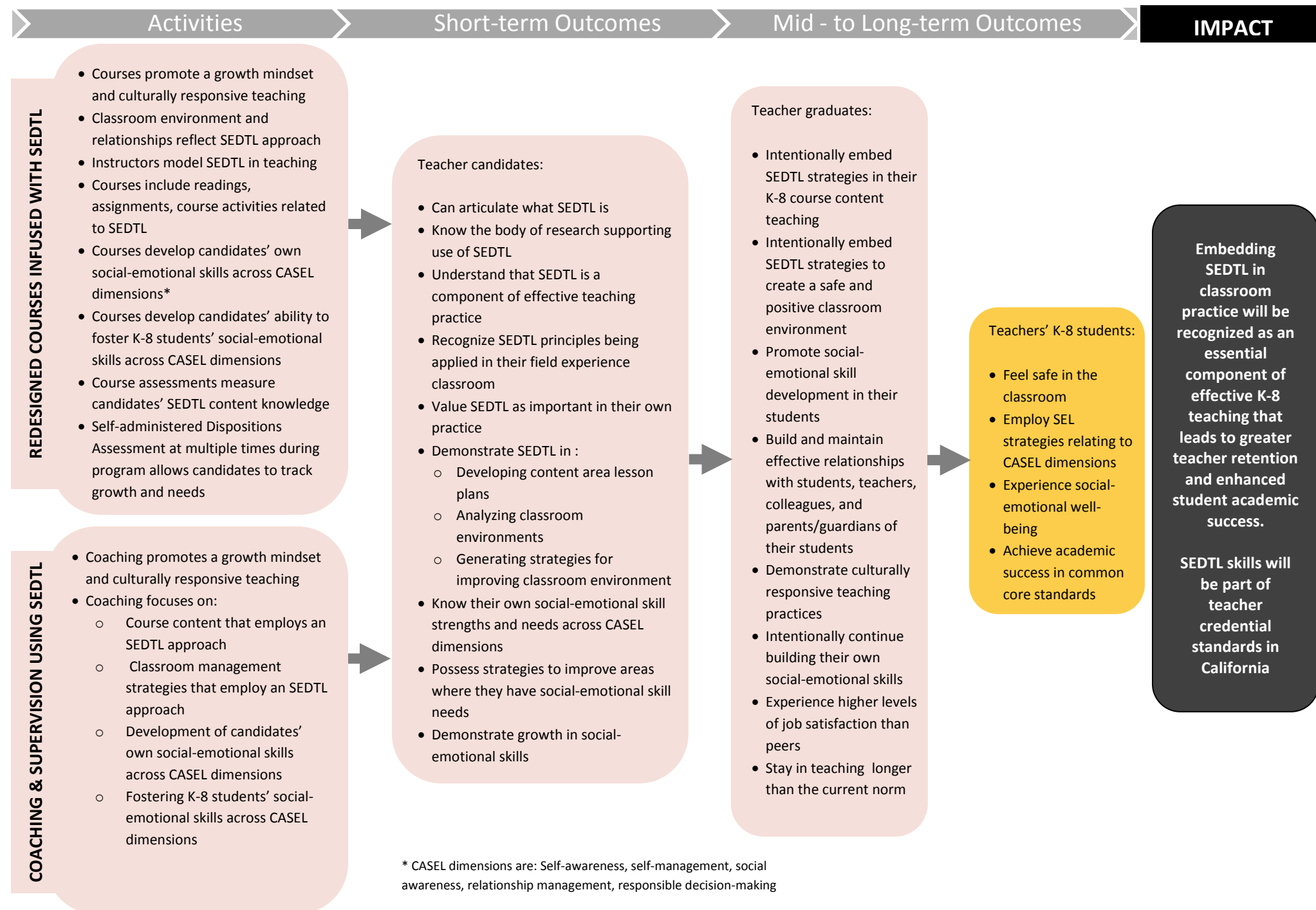
The Collaborative for Reaching and Teaching the Whole Child

LOGIC MODEL #1: GENERATING THE INPUTS FOR THE SEDTL MODEL



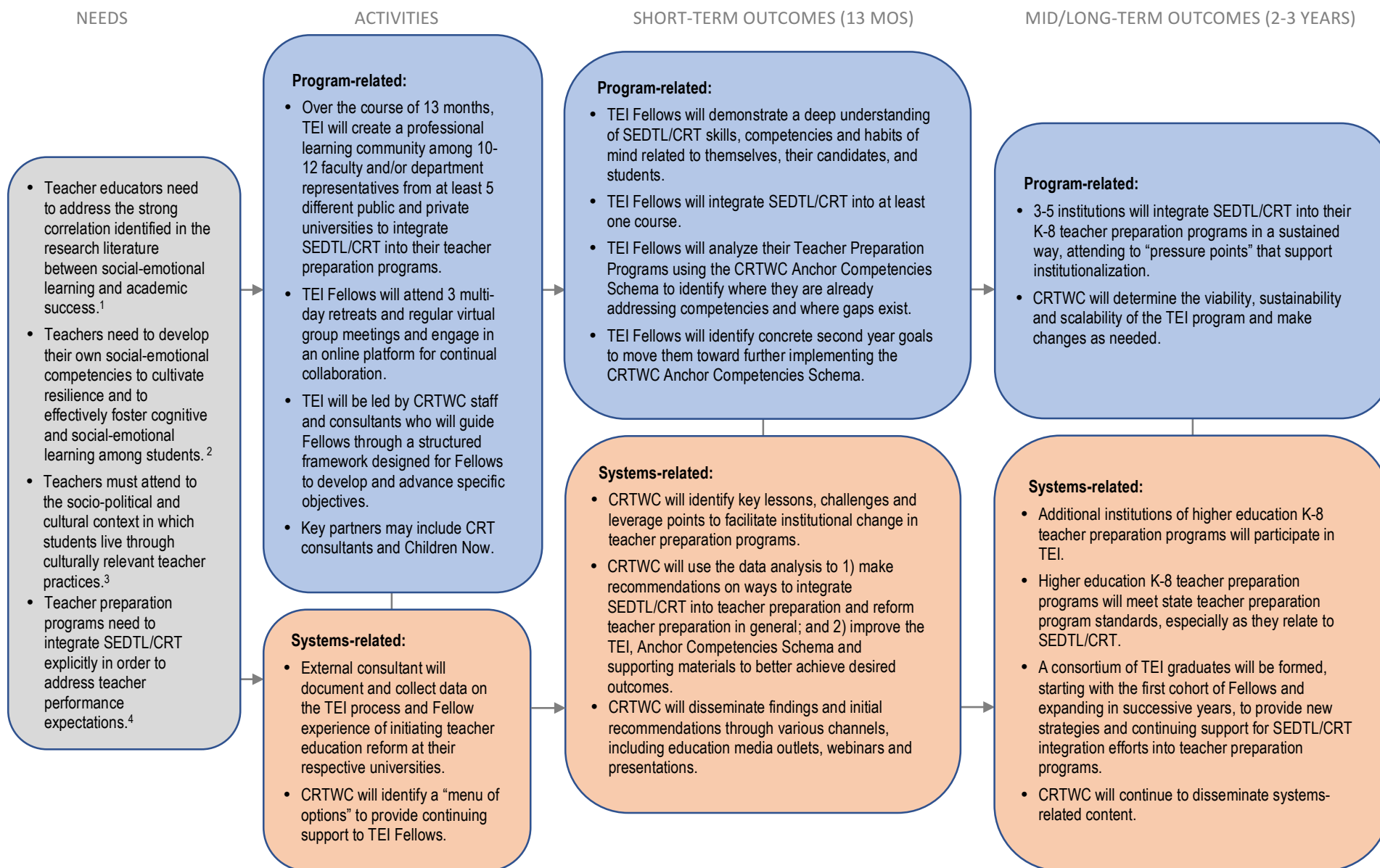
The Collaborative for Reaching and Teaching the Whole Child

LOGIC MODEL #2: ACTIVITIES AND OUTCOMES FOR PRE-SERVICE TEACHERS





Overall Goal: To advance reform in teacher education to fully embed the social-emotional dimensions of teaching and learning (SEDTL) and culturally responsive teaching (CRT), viewing them as essential for the effective development of educators and students.



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Appendix B

Observation Protocol

CRTWC Classroom Observation Protocol			
Date: XX/XX/XX	Start Time: XX:XX AM/PM	End Time: XX:XX AM/PM	School:
Teacher:	Subject Observed:	Grade Level(s):	Total # of Students:
# Female:	# Male:	# EL Students:	# Students with learning disabilities:

Lesson Plan Design							
		Not evident			Very Evident		Notes
1	The instructional strategies & activities reflect attention to students' experiences, prior knowledge, &/or learning styles	1	2	3	4	5	
2	The lesson plan includes opportunities for student reflection & closure	1	2	3	4	5	
3	The lesson plan addresses the social-emotional skills needed to be taught for student success (e.g. fostering a growth mindset, building cooperative skills, encouraging perseverance)	1	2	3	4	5	
4	This lesson plans for the assessment of SEL objectives as appropriate	1	2	3	4	5	
5	This lesson encourages students to seek & value alternative modes of investigation or problem solving	1	2	3	4	5	

	Teacher Behavior							Notes
		Not Evident		Very Evident				
6	Implements lessons that encourage student-student talk	1	2	3	4	5	N/A	
7	Creates a physical space that facilitates cooperative interactions	1	2	3	4	5	N/A	
8	Promotes productive student discourse by having students build upon each other's ideas	1	2	3	4	5	N/A	
9	Teaches &/or practices cooperative learning skills	1	2	3	4	5	N/A	
10	Demonstrates patience with students	1	2	3	4	5	N/A	
11	Fosters & acknowledges different points of view	1	2	3	4	5	N/A	
12	Actively listens to students	1	2	3	4	5	N/A	
13	Demonstrates flexibility & responsiveness	1	2	3	4	5	N/A	
14	Models self-reflection	1	2	3	4	5	N/A	
15	Provides students with opportunities for self-reflection	1	2	3	4	5	N/A	
16	Models how to approach task with growth mindset	1	2	3	4	5	N/A	
17	Provides feedback that encourages students to persevere and work actively on assigned tasks	1	2	3	4	5	N/A	
18	Refers to how the brain functions	1	2	3	4	5	N/A	

	Teacher Behavior							Notes
19	Encourages risk-taking behavior	1	2	3	4	5	N/A	
20	Encourages students to engage in productive self-talk	1	2	3	4	5	N/A	
21	Uses mindfulness practices	1	2	3	4	5	N/A	
22	Students encouraged to make reparations	1	2	3	4	5	N/A	
23	Responds productively to a challenging student	1	2	3	4	5	N/A	
24	De-escalates difficult situations to get students back on track	1	2	3	4	5	N/A	
25	The teacher appears confident in his/her ability to teach the subject matter	1	2	3	4	5	N/A	
26	The teacher was able to “read” the students’ level of understanding & adjusted instruction accordingly	1	2	3	4	5	N/A	
27	The teacher’s questioning strategies were likely to enhance the development of student conceptual understanding & SEL skill development	1	2	3	4	5	N/A	

Continue on next page

Please give a brief description of the lesson observed:

Additional Notes:

Appendix C

Pre-Observation Interview Protocols

Fall 2016

**CRTWC Evaluation
Graduate Pre-Observation Interview Protocol**

Thank you for taking the time and agreeing to participate in this interview. My name is Rebeca Diaz and I am a Senior Research Associate at WestEd. The Center for Reaching and Teaching the Whole Child hired WestEd to do an evaluation of the impact of your credential program on preparing graduates to use Social Emotional Learning (SEL) strategies in their practice.

The purpose of this interview is to gather your perspectives on SEL and how the program helped you to develop an SEL lens in your teaching. Your responses will remain confidential and anonymous. I will not use any names in the report that I write.

1. When did you graduate from SJSU's Multiple Subject Credential Program? Could you describe the coursework, if any, that you took that addressed SEL content?
2. During the time that you were in the credential program, what kind of opportunities did you have to use SEL strategies during your field placement?
3. When did you start working at this school?
4. What has been your experience using SEL strategies in your classroom?
5. Could you share examples of successes you've had using SEL in your classroom?
6. What are some of the challenges of using SEL in your classroom?
7. Please describe the students in your classroom? (For example, how many EL students? How many students with IEPs?)
8. What kind of supports are in place in your district to help you feel successful as a new teacher? Supports in your school?
9. What else could your school or district do to help you feel successful?
10. What about supports to implement SEL strategies?
11. Is there anything else you would like to share regarding SEL in your classroom?

Appendix D

Post-Observation Interview Protocols

Fall 2016

**CRTWC Evaluation
Graduate Post-Observation Interview Protocol**

Thank you for welcoming me into your classroom to observe and for agreeing to participate in this interview. As you know (from the pre-observation interview), The Center for Reaching and Teaching the Whole Child hired WestEd to do an evaluation of the impact of your credential program on preparing graduates to use Social Emotional Learning (SEL) strategies in their practice.

The purpose of this interview is debrief the lesson I observed in your classroom. We are particularly interested in the use of SEL strategies. Your responses will remain confidential and anonymous. I will not use any names in the report that I write.

1. How do you feel about the way things went in the lesson I observed?
2. Given the content and strategies that you wanted to cover (based on your lesson plan), how much of this were you able to teach? Were you able to get across most of what you wanted?
3. Which SEL strategies would you say went particularly well? Why?
4. Which SEL strategies were challenging to implement?
5. How often do you use SEL strategies in your classroom?
6. In general, how do you decide which SEL strategies to use?
(Probe: Are these strategies you learned as a credential student? Or more recently as a new teacher?)
7. How effective would you say that SEL strategies are when it comes to struggling students? (Probe: students with IEPs?)
8. Is there anything else you would like to share regarding SEL in your classroom?

**CRTWC Evaluation
Graduate Post-Observation Interview Protocol**

Thank you for welcoming me into your classroom to observe and for agreeing to participate in this interview. The purpose of this interview is debrief the lesson I observed in your classroom. We are particularly interested in the use of SEL strategies. Your responses will remain confidential and anonymous. I will not use any names in the report that I write.

1. How do you feel about the way things went in the lesson I observed?
2. Given the content and strategies that you wanted to cover (based on your lesson plan), how much of this were you able to teach? Were you able to get across most of what you wanted?
3. Were you consciously thinking about integrating SEL competencies/skills to support student learning? If so, which competencies/skills and how?
4. If you were using SEL strategies, which would you say went particularly well? Why?
5. If you were using SEL strategies, which would you say were challenging to implement? Why?
6. How often do you use SEL strategies in your classroom?
7. In general, how do you decide which SEL strategies to use?
(Probe: Are these strategies you learned as a credential student? Or more recently as a new teacher?)
8. How effective would you say that SEL strategies are when it comes to struggling students?
(Probe: students with IEPs?)
9. Was there anything (or any students) you were worried about, concerned about, or focused on that would help us understand why you did _____?
10. Where did you learn the SEL strategies that you use in your classroom?
(Probe: Are these strategies you learned as a credential student? Or more recently as a new teacher? What kinds of activities did you engage in during your credential program to grow your SEL lens? - videos, teaching cases, activities, etc.)
11. Can you identify what you did during the first 6 weeks of school to introduce, teach, and model the SEL Competencies?
12. Is there anything else you would like to share regarding SEL in your classroom?

Appendix E

Seven Anchors Competencies Schema



SEDTL/CRT Anchor Competencies Schema

