



**California Teacher Induction Programs Cluster 2**  
**Putting a Social, Emotional, and Cultural Lens into Practice**

**Monday, March 22nd**

**11:25-12:10 pm**

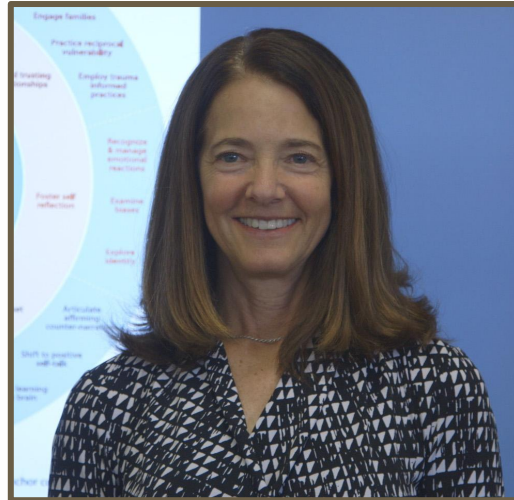
**12:15-1:00 pm**

**In chat box, please take one minute to write 1-2 words that describe how you are feeling today.**

# Presenters



**Nancy Markowitz, Ph.D.**  
CRTWC Executive Director



**Wendy Thowdis, MA**  
CRTWC Project Manager



## from “Invitation to Brave Space”

By Micky ScottBey Jones

Together we will create brave space  
Because there is no such thing as a “safe space”

We exist in the real world

We all carry scars and we have all caused  
wounds.

In this space

We seek to turn down the volume of the  
outside world,

We amplify voices that fight to be heard  
elsewhere,

We call each other to more truth and love

We have the right to start somewhere and  
continue to grow...

# *Centering Ourselves*

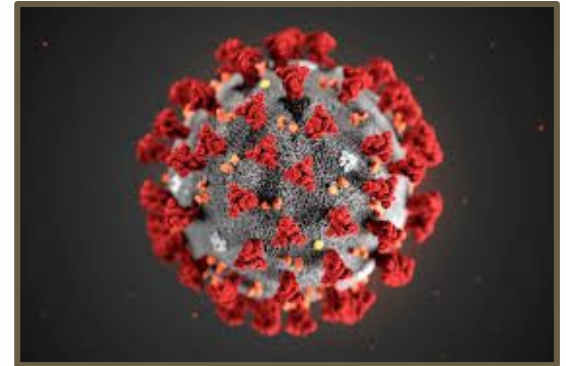




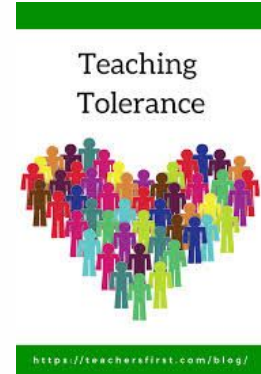
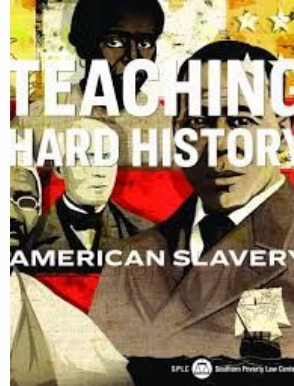
## How can the Social, Emotional, and Cultural (SEC) Anchor Framework be used to support induction coaches?

- I. Overview of SEC Framework
- II. Applying the Framework to coaching
- III. Coaching in action - Observation Protocol
- IV. Closure & reflection

**We are in a world where students, parents, and educators are filled with confusion, trauma, and emotional fatigue.**



# Coming face-to-face with our past



# What we need as educators...

## Common language



**Inextricable connection  
between SEL & CRT**



# Self Compassion



## Going beyond another program...



## The Social, Emotional, and Cultural (SEC) Framework as a Roadmap for Coaching

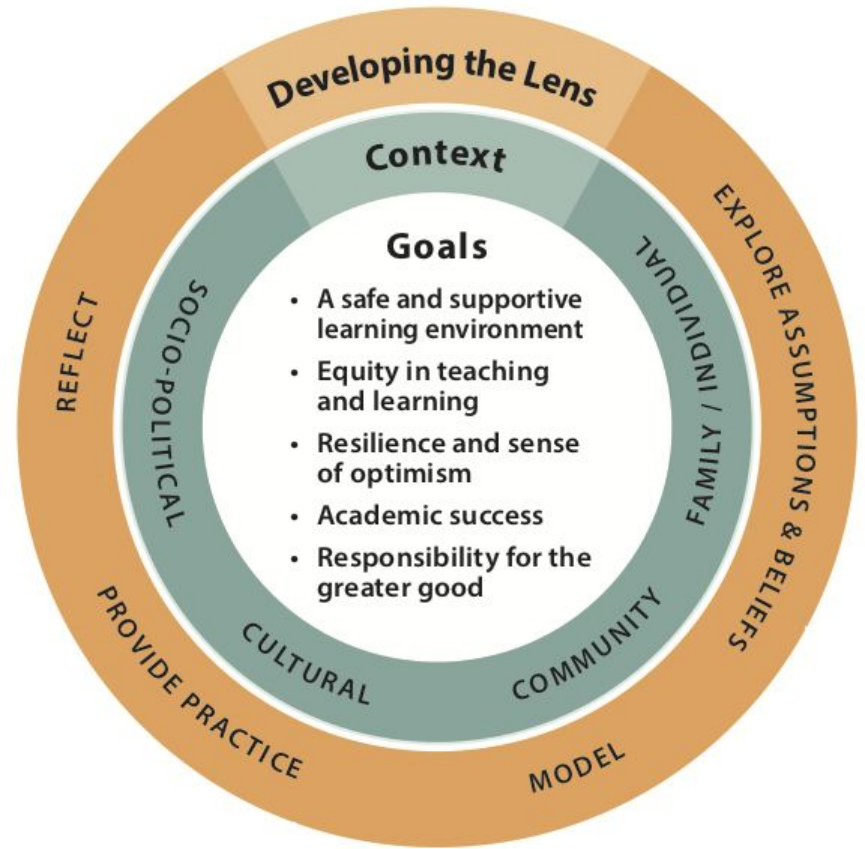
## **Context** (teacher and student)

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



# To develop a Social, Emotional, and Cultural (SEC) lens...

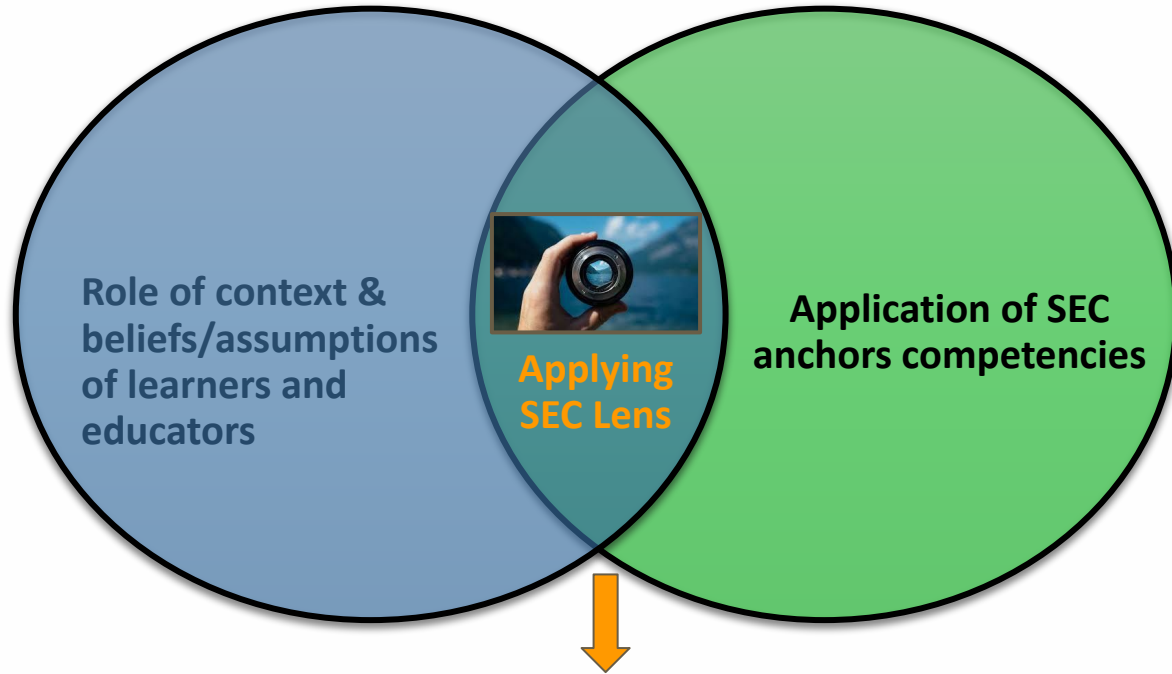
- > Explore assumptions/beliefs
- > Provide modeling
- > Practice
- > Reflect



# Anchor Competencies

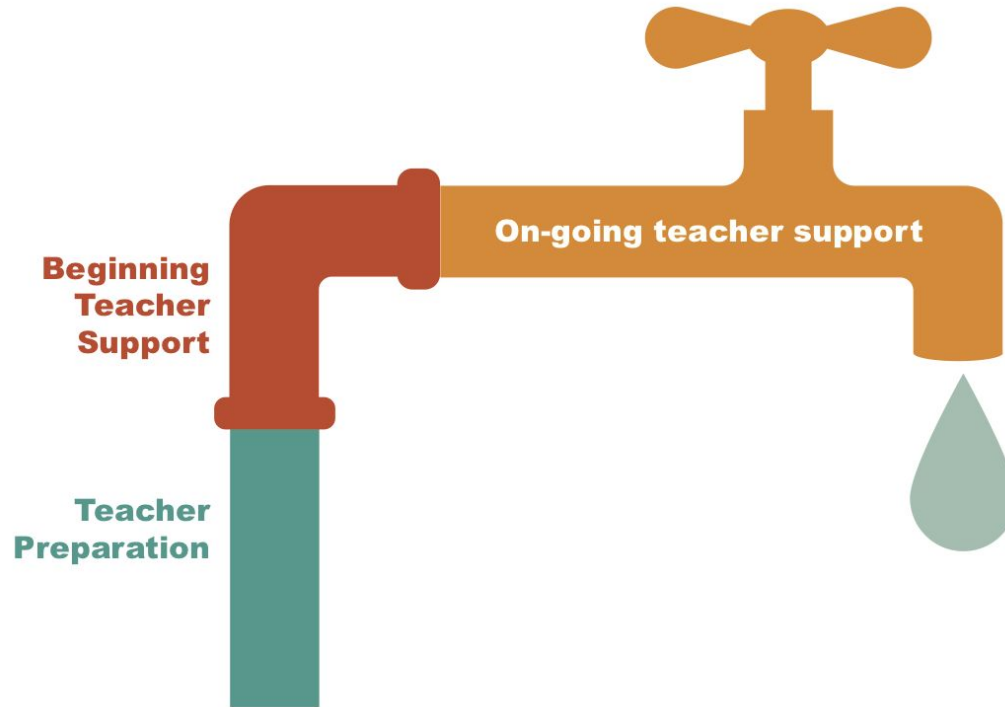
- Build trusting relationships
- Foster self reflection
- Foster growth mindset
- Cultivate perseverance
- Create community
- Promote collaborative learning
- Respond constructively across differences



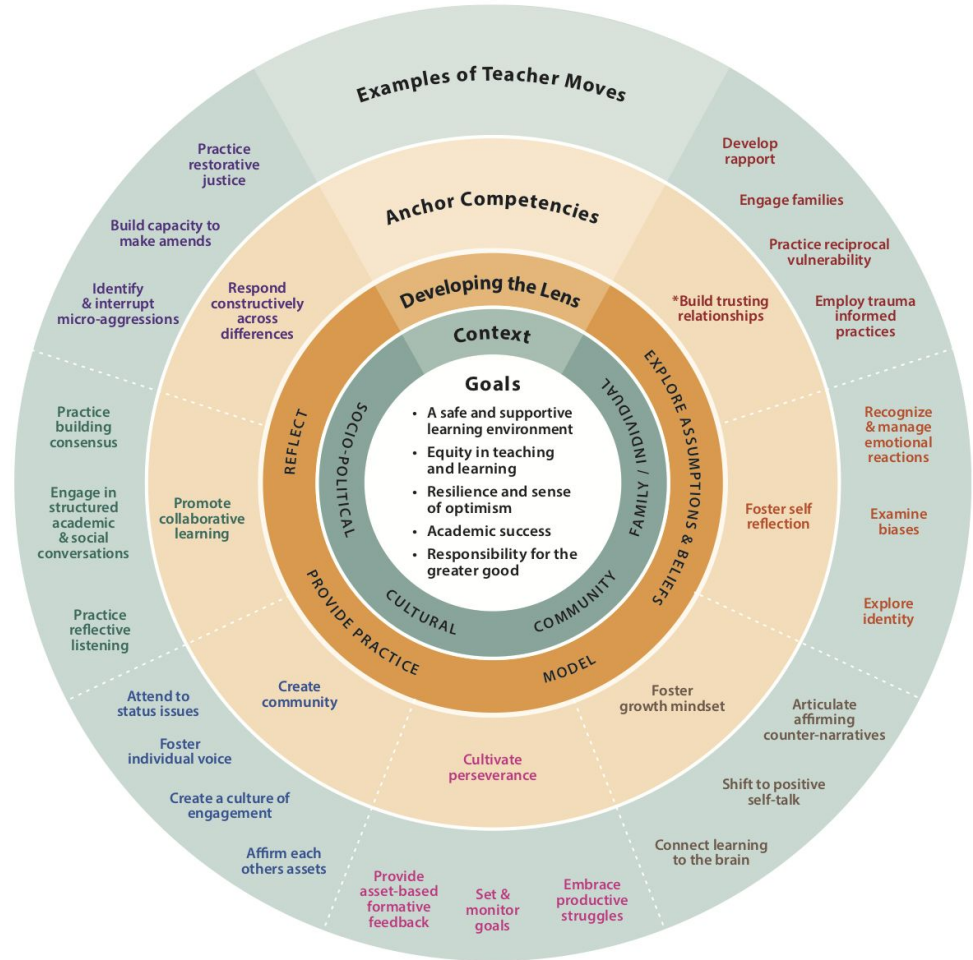


- **Foundational to academic achievement and well-being**
- **Supports a proactive anti-racist and anti-marginalization stance**

# Pipeline of Teacher Professional Development



# A roadmap... Social, Emotional, & Cultural Anchor Competencies Framework





# **The Anchor Competencies Framework supports and connects coaches and teachers**



# Rachel Bacosa

Social-Emotional Learning Instructional Coach  
Sunnyvale School District



# Academic rigor is dependent on applying social, emotional, and cultural lens



# Anchor Competencies Observation Protocol

**Directions:** After scripting teacher behavior on the left, draw arrows to anchor competencies and teacher moves on the right. Color code to indicate the PRIMARY teacher move you think the teacher explicitly intended to demonstrate, according to their requested “focus issue”.



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Script Evidence of Anchor Competencies	Anchor Competencies and Teacher Moves
	<ol style="list-style-type: none"> <li><b>1. Build trusting relationships</b> <ol style="list-style-type: none"> <li>a. Develop rapport</li> <li>b. Engage families</li> <li>c. Practice reciprocal vulnerability Employ trauma informed practices</li> </ol> </li> <li><b>2. Foster self reflection</b> <ol style="list-style-type: none"> <li>a. Recognize and manage emotional reactions</li> <li>b. Examine biases</li> <li>c. Explore identity</li> </ol> </li> <li><b>3. Foster growth mindset</b> <ol style="list-style-type: none"> <li>a. Articulates affirming counter-narratives</li> <li>b. Shift to positive self-talk</li> <li>c. Connect learning to the brain</li> </ol> </li> <li><b>4. Cultivate perseverance</b> <ol style="list-style-type: none"> <li>a. Provide asset-based formative feedback</li> <li>b. Set and monitor goals</li> <li>c. Embrace productive struggles</li> </ol> </li> <li><b>5. Create community</b> <ol style="list-style-type: none"> <li>a. Attend to status issues</li> <li>b. Foster individual voice</li> <li>c. Create a culture of engagement</li> <li>d. Affirm each other’s assets</li> </ol> </li> <li><b>6. Promote collaborative learning</b> <ol style="list-style-type: none"> <li>a. Practice building consensus</li> <li>b. Engage in structured academic and social conversations</li> <li>c. Practice reflective listening</li> </ol> </li> <li><b>7. Respond constructively across differences</b> <ol style="list-style-type: none"> <li>a. Practice restorative justice</li> <li>b. Builds capacity to make amends</li> <li>c. Identify and interrupt micro-aggressions</li> </ol> </li> </ol>
Additional Observer Notes:	

Notice the Anchors & Teacher Moves that were discussed in the post-observation conference.

What are your reactions/questions to applying the SEC lens to coaching?

# Coaching with an SEC Lens



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Copyright ©	<b>Additional Observer Notes:</b>

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# CRTWC Professional Development Online Programs

Aug 2021

Dec 2021

May 2022

Teachers

Teacher Coaches

Teacher Educators

**Don't miss Early Bird Registration!**

Go to [www.crtwc.org](http://www.crtwc.org) and sign-up by April 15, 2021

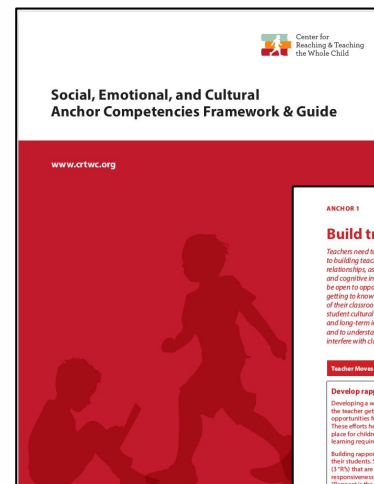
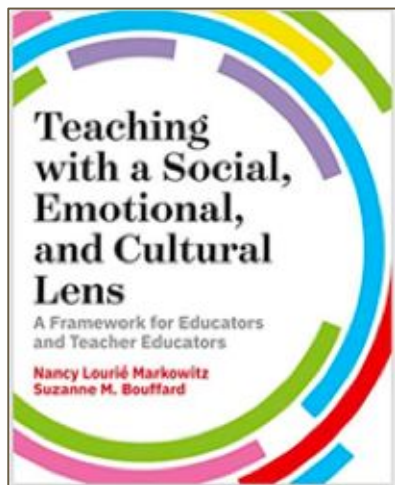


# Structure

- ❑ 3-hour **synchronous** sessions in both August and January
- ❑ 90 minute **synchronous** sessions monthly with opportunities to:
  - ❑ learn new techniques
  - ❑ engage in role playing
  - ❑ share strategies
- ❑ **Asynchronous** materials shared prior to each session



# Resources



**ANCHOR 1**

### Build trusting relationships

*Teachers need to give explicit and ongoing attention to building teacher-student and student-student relationships, as this is foundational to all other social and cognitive interactions. They need to look for, and be open to opportunities to engage with students, getting to know them as people both in and outside of their classrooms. It is imperative to learn about student cultural backgrounds for both short-term and long-term instructional planning purposes, and to understand the origin of behaviors that may interfere with classroom expectations and learning.*

*Understanding the context that both students and teachers bring to school is essential to developing trusting relationships between the teacher and students, and among the students.*

*From a social, emotional, and cultural perspective, sample teacher moves for this anchor include: develop rapport, engage families, practice reciprocal vulnerability and employ trauma-informed practices. Instead of using trauma-informed practices as yet another set of strategies a teacher must attend to, we include them within the larger goal of building trusting relationships.*

Teacher Moves	Sample Strategies & Resources
<p><b>Develop rapport</b></p> <p>Developing a welcoming, comfortable classroom involves the teacher getting to know the students and providing opportunities for students to get to know each other. These efforts help make the classroom an accepting, safe place for children of all ages to do their work that learning requires (Wolcott, 2016).</p> <p>Building rapport is key for teachers to gain the trust of their students. Shantley Healy talks about three elements (1%) that are critical to cultural and linguistic responsiveness: rapport, relationships, and respect. "Rapport is the special connect between teacher and student that leads to an understanding based on concern and care for one another. The first criterion for rapport is based on the teacher's ability to convey knowledge with understanding and sensitivity to the audience" (Healy, 2018, p. 8).</p> <p>It is important for the teacher to take a "warm demander stance" to oversee the development of a positive learning environment. The warm demander is able to help students regulate their emotions through a balance of care and push. This stance helps students engage in prosocial behaviors because they care about and empathize with the teacher and their fellow students (Blanchard, 1975; Hammond, 2015).</p>	<p><b>K-12</b></p> <p><b>Getting to Know Students Deeply</b>  <a href="https://www.mindgarden.org/blog/getting-know-students-deeply-shantley/">https://www.mindgarden.org/blog/getting-know-students-deeply-shantley/</a></p> <p><b>Warm Demander Chart</b>  <a href="https://culturalresponsivity.com/wp-content/uploads/2018/02/Warm-Demander-Chart.pdf">https://culturalresponsivity.com/wp-content/uploads/2018/02/Warm-Demander-Chart.pdf</a></p> <p><b>2-10 Activity</b>  <a href="https://crtwc.org/center/teaching-the-whole-child/strategies-for-building-trusting-relationships/">https://crtwc.org/center/teaching-the-whole-child/strategies-for-building-trusting-relationships/</a></p> <p><b>What Your Students Do to Kinder? Try This Assignment</b>  <a href="https://www.obedn.com/blog/try-this-assignment-what-your-students-do-to-kinder/">https://www.obedn.com/blog/try-this-assignment-what-your-students-do-to-kinder/</a></p> <p><b>Working Students With a Smile</b>            Creating each student at the start with a positive message with a positive tone that can increase engagement and reduce disruptive behavior.  <a href="https://www.edutopia.org/article/working-students-positive/">https://www.edutopia.org/article/working-students-positive/</a></p> <p><b>ELEMENTARY</b></p> <p><b>Case Study Assignment</b>  <a href="https://www.eric.ed.gov/fulltext/ED584606.pdf">https://www.eric.ed.gov/fulltext/ED584606.pdf</a>  <a href="https://www.eric.ed.gov/fulltext/ED584606.pdf">https://www.eric.ed.gov/fulltext/ED584606.pdf</a>  <a href="https://www.eric.ed.gov/fulltext/ED584606.pdf">https://www.eric.ed.gov/fulltext/ED584606.pdf</a></p> <p><b>Greeting Students at the Door</b>            An Anchor Practice in the Elementary Classroom. Memoirs of a 4th Grade Teacher. <a href="https://www.missmrsandmrsmemoirs.com/5_anchor_practices/">https://www.missmrsandmrsmemoirs.com/5_anchor_practices/</a></p>

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## Contact Information

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