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Bringing a Social, Emotional, and Cultural Lens to Preservice Teacher Education: Responding to New Teacher Performance Expectations





Center for
Reaching & Teaching
the Whole Child

Who we are...

Since 2015, we are an independent Center under fiscal sponsorship of Community Initiatives.

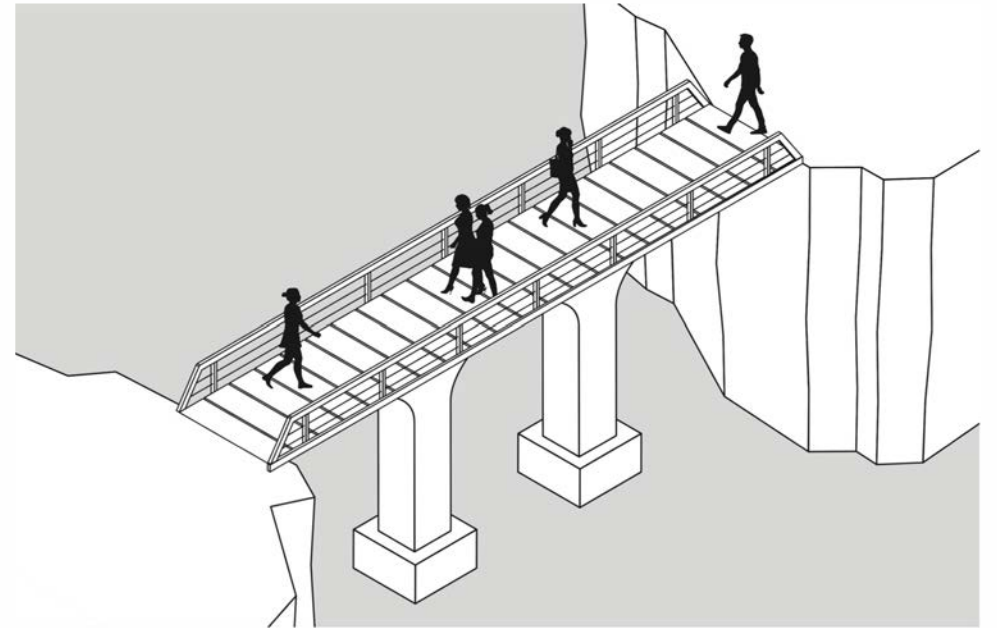
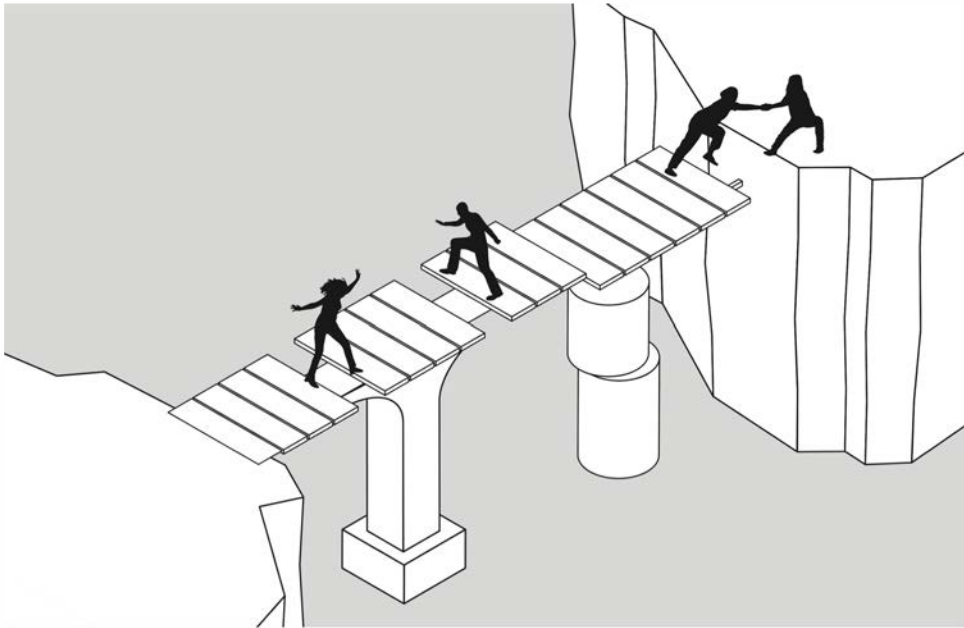
Our Mission: to support integration of social, emotional, and cultural anchor competencies in teacher preparation programs, and in schools through training of teacher coaches and new teacher support providers.



Big Ideas...

- Teacher preparation is key lever for change
- Social-emotional learning must be addressed within social, political, & cultural contexts
- Need for common language
- Use a social, emotional and cultural lens
- Adults, as well as students, need to work on social, emotional, and cultural competencies
- It takes time!

Need for a common vision...



*Social-Emotional Learning + Culturally Responsive Teaching =
Social, Emotional, and Cultural Lens*



Using this lens in the classroom, teachers...

- ask different questions about their students;
- gather different kinds of data; and therefore;
- respond to students differently.

5 CASEL* SEL Competencies (30,000 feet high)

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



CRTWC 7 Anchor Competencies (classroom or ground level)

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

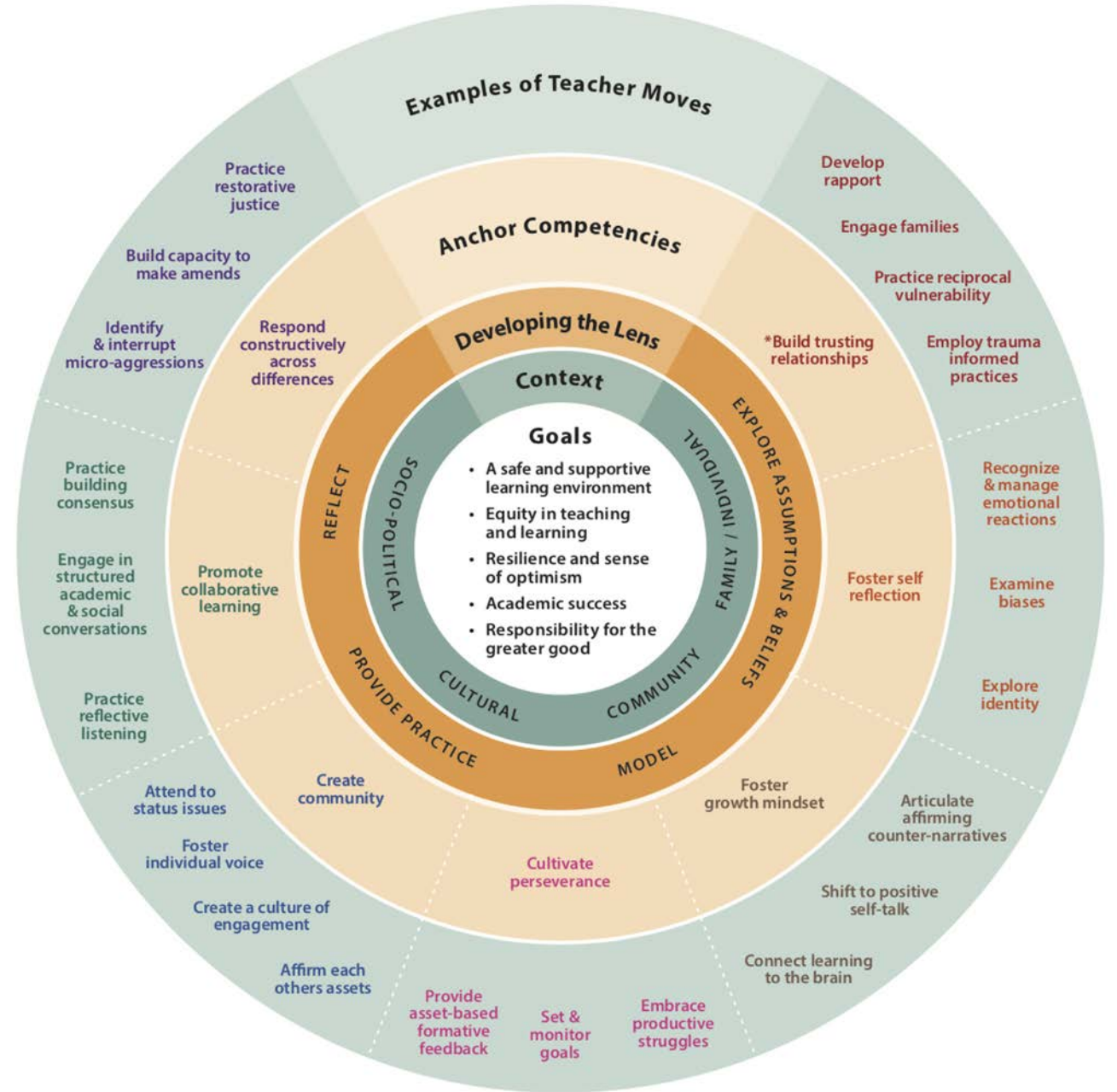
*Collaborative for Academic, Social, and Emotional Learning



Anchor Competencies Framework & Guide

A roadmap to teach with a social,
emotional, and cultural Lens

Social, Emotional, & Cultural Anchor Competencies Framework

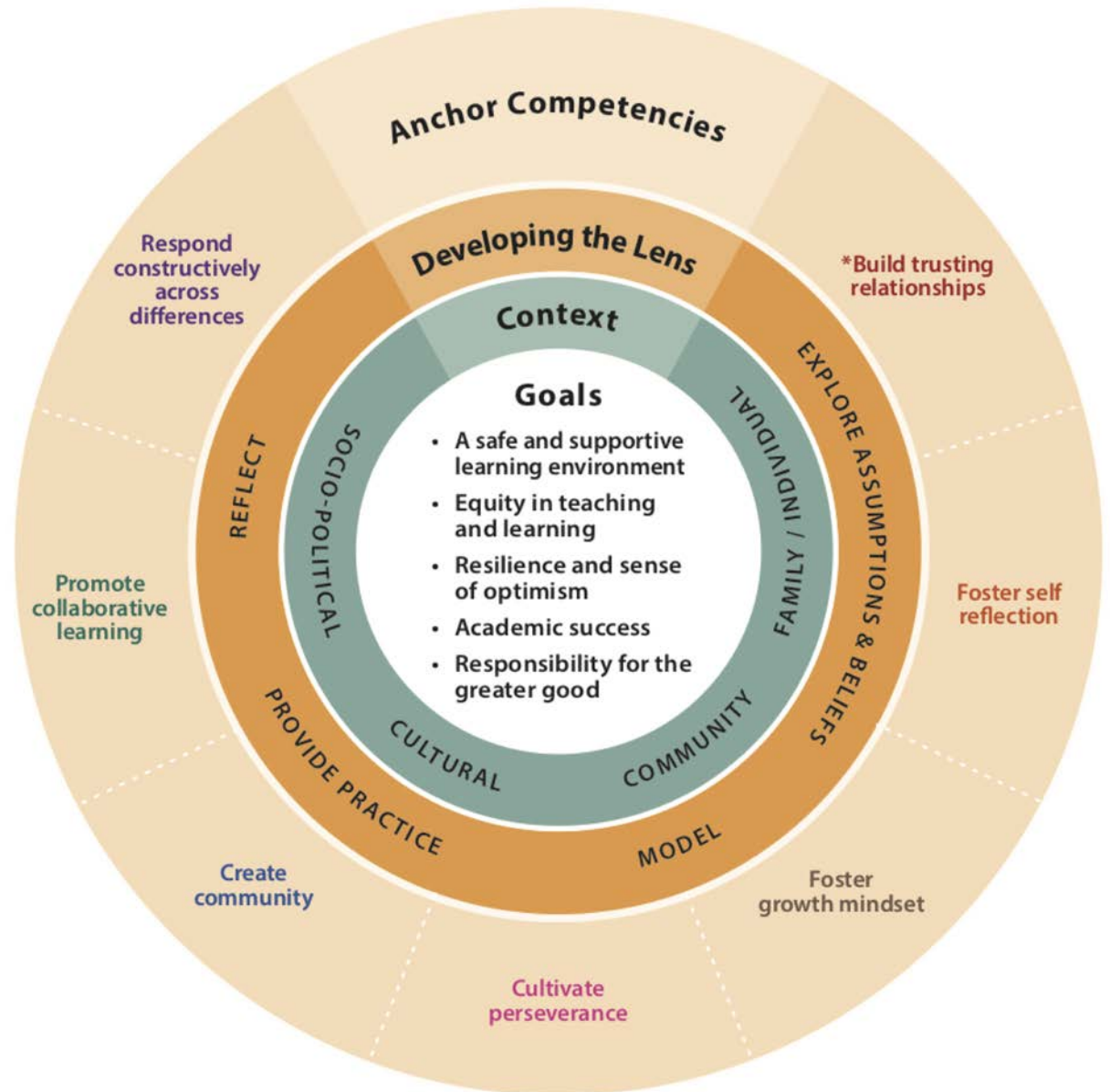


Goals

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

Anchor Competencies

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



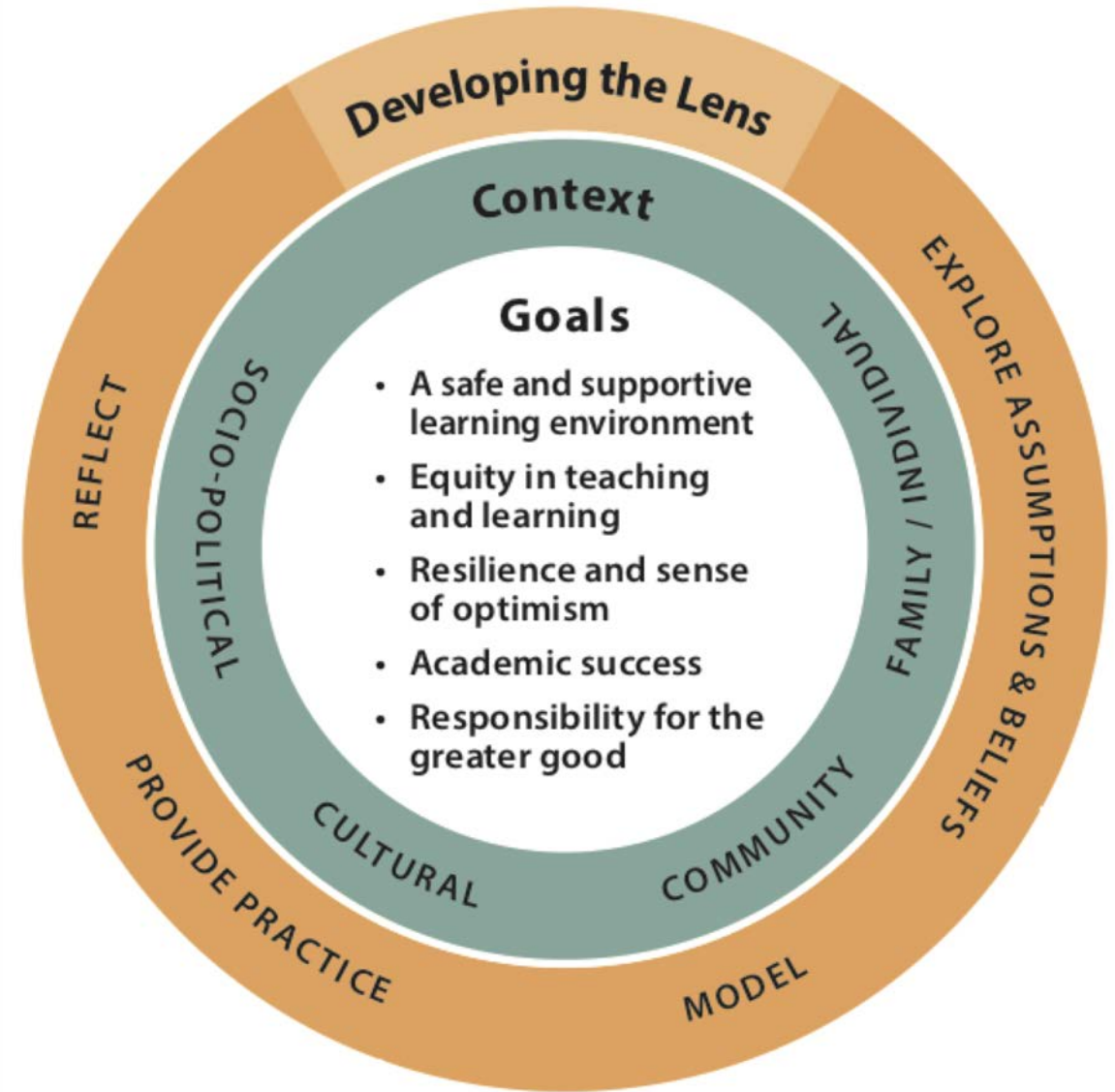
Context (teacher and student)

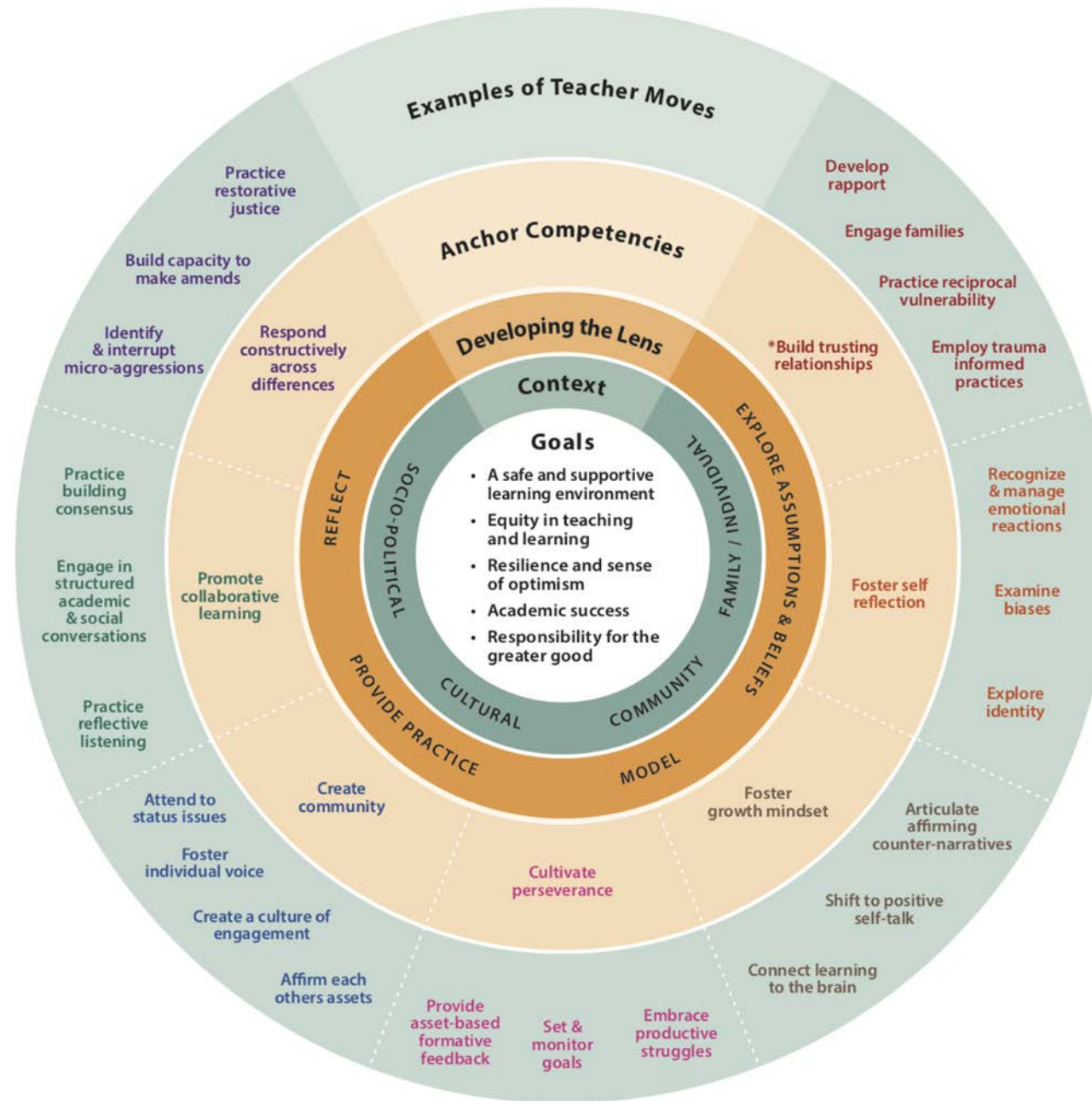
- > Family/Individual
- > Community
- > Cultural
- > Socio-political



To develop the lens...

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



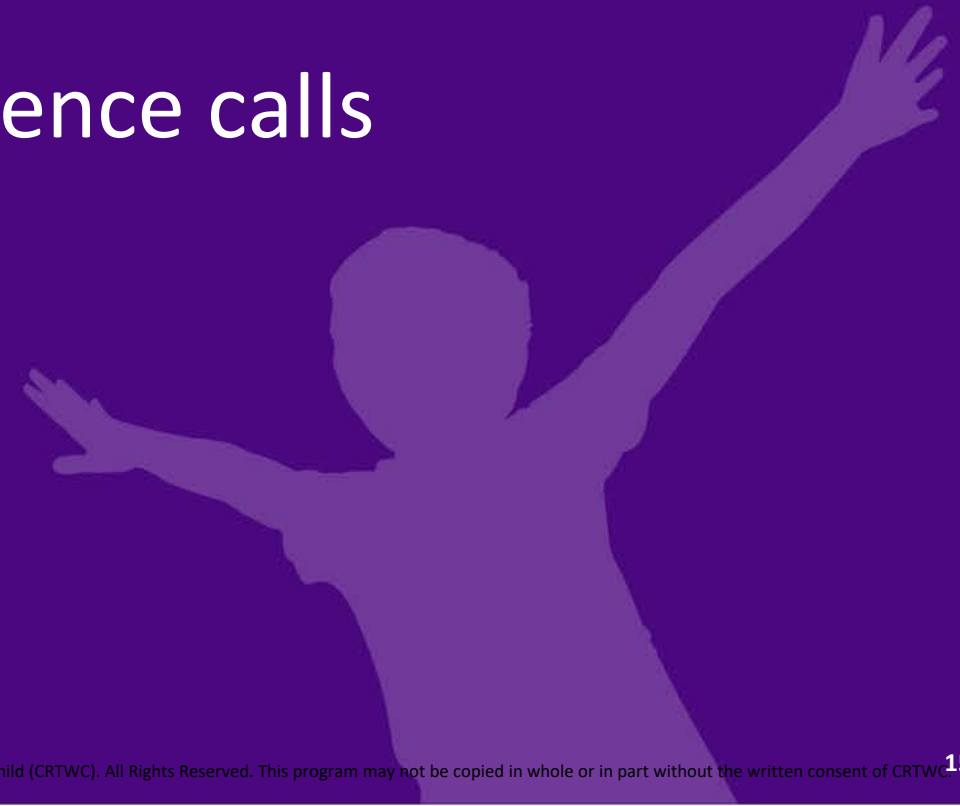


Scaling this work...

CRTWC Teacher Educator Institute

- ✓ Year-long program
- ✓ In-person retreats + video conference calls
- ✓ Professional learning community

It takes time, practice, and support!



2018-2019 Teacher Educator Institute (TEI) Evaluation Findings

Linda Min
Evaluation Consultant
Lotus Consulting Group



TEI Evaluation Design

- Mixed Methods Approach
- Pre/Post Surveys (TEI Fellows and Institutional)
- Focus Group
- Key informant interviews
- Review of artifacts and program documentation
- Impact Framework
- Separate studies for Cohort Two and Cohort One

TEI - Cohort Two vs. Cohort One

Cohort Two:

- 30 Fellows representing seven accredited teacher education programs across the US who participated in the 2018-2019 TEI

Cohort One:

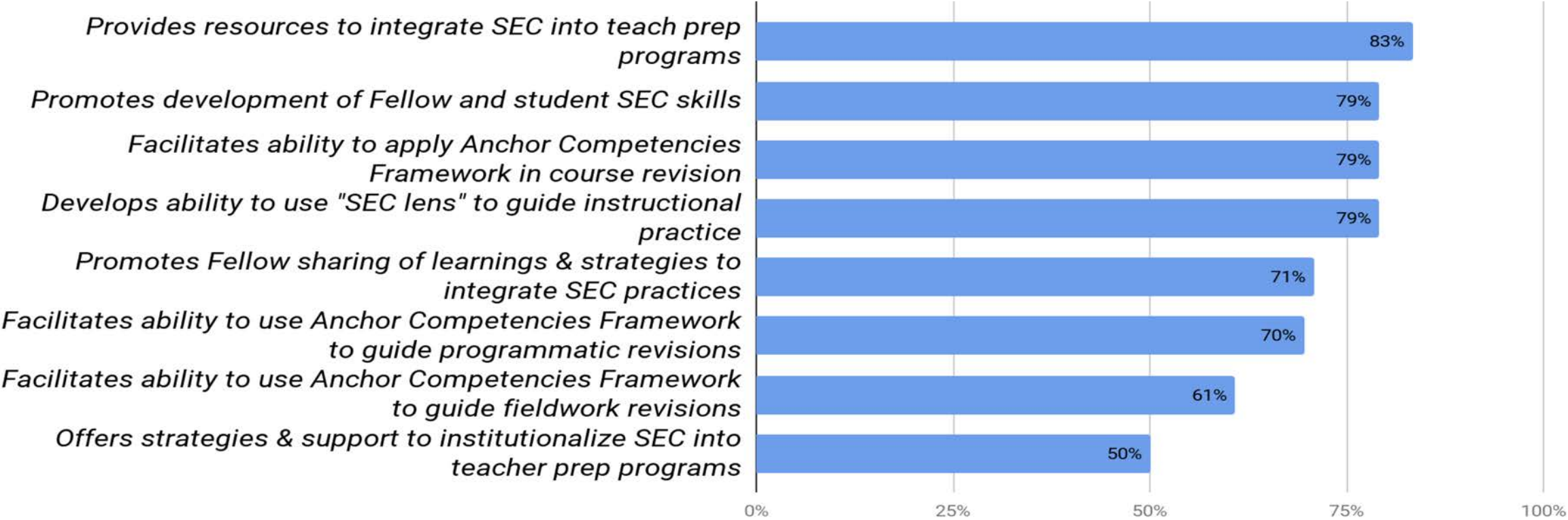
- 12 Fellows representing five accredited university teacher preparation programs
- Follow-up study one year after Fellows participated in 2017-2018 pilot of TEI

2018-2019 Teacher Educator Institute (TEI) Cohort Two Study Findings



Majority of Cohort Two respondents reported that TEI effectively met all program goals

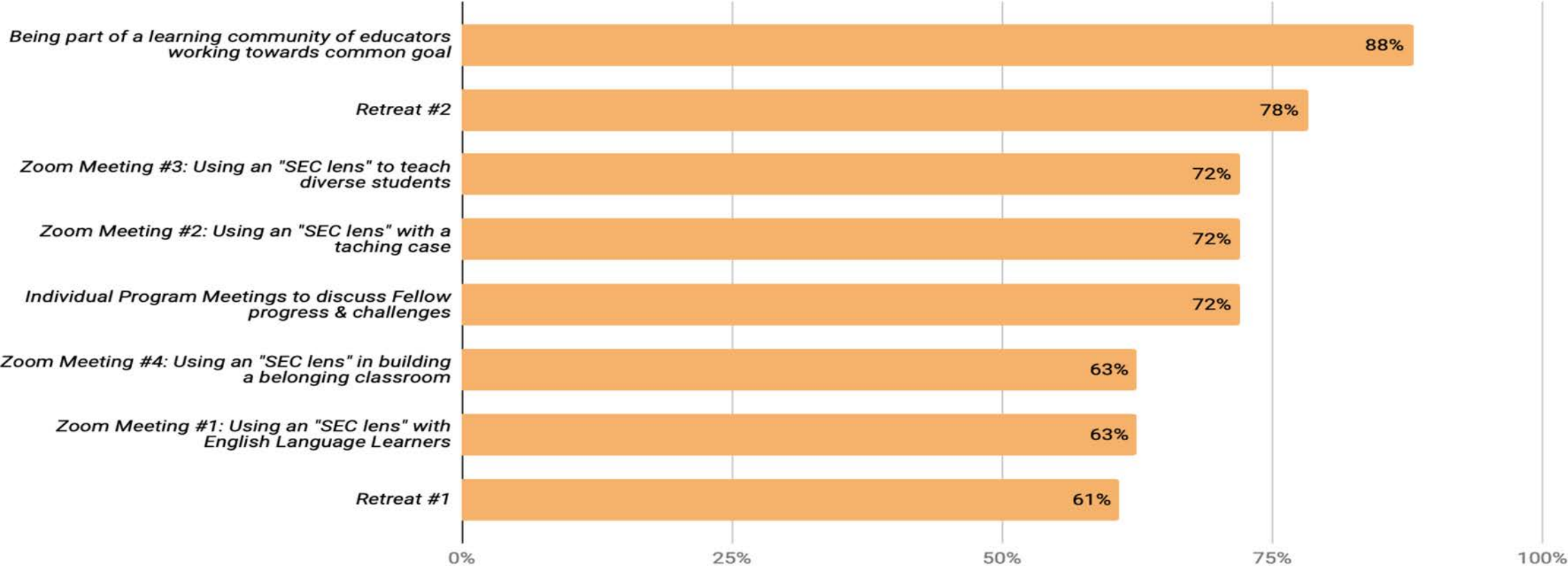
Effectiveness of TEI in Meeting its Original Goals
Respondents who answered "very effective" or "extremely effective"



Source: 2018-19 Teacher Educator Institute Follow-Up Survey for Fellows (N=23-24)

Learning community was highly valued feature of TEI among Cohort Two

Usefulness of TEI Program Components in Deepening Understanding of SEC
Respondents who answered "very useful" or "extremely useful"



Source: 2018-19 Teacher Educator Institute Follow-Up Survey for Fellows (N=23-25)

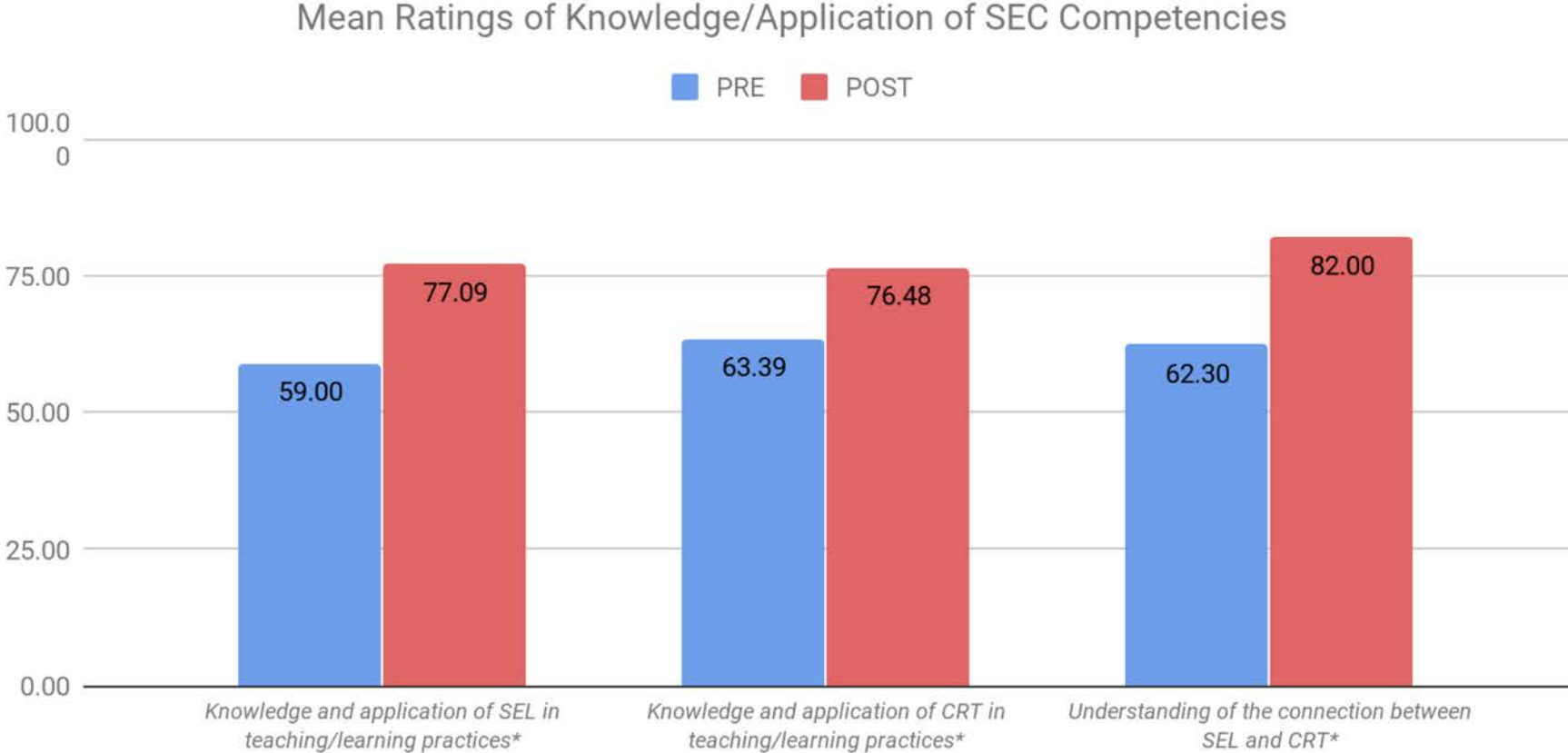
Learning community was highly valued feature of TEI among Cohort Two

“The opportunity to have discourse with other teacher educators, share ideas, implementation challenges and successes was very useful to me and our team.”

“The most useful aspect of TEI was the deep, collaborative learning from ellows that will lead to collaboration beyond the Institute.”

“Opening up topics of conversations that need to be addressed and modeling how to have those conversations. Making connections with like minded teacher educators.”

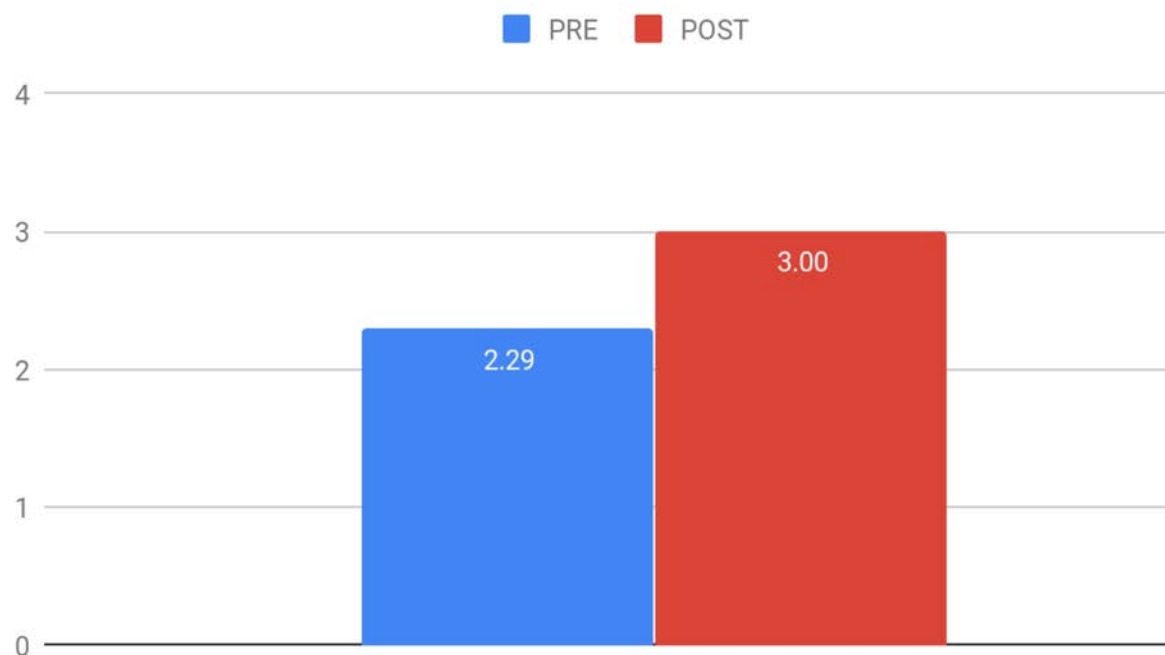
Cohort Two: Increase in knowledge and application of social emotional and cultural competencies



Source: 2018-19 Teacher Educator Institute Baseline and Follow-up Survey for Fellows (N=23). Items with * were found to be statistically significant.

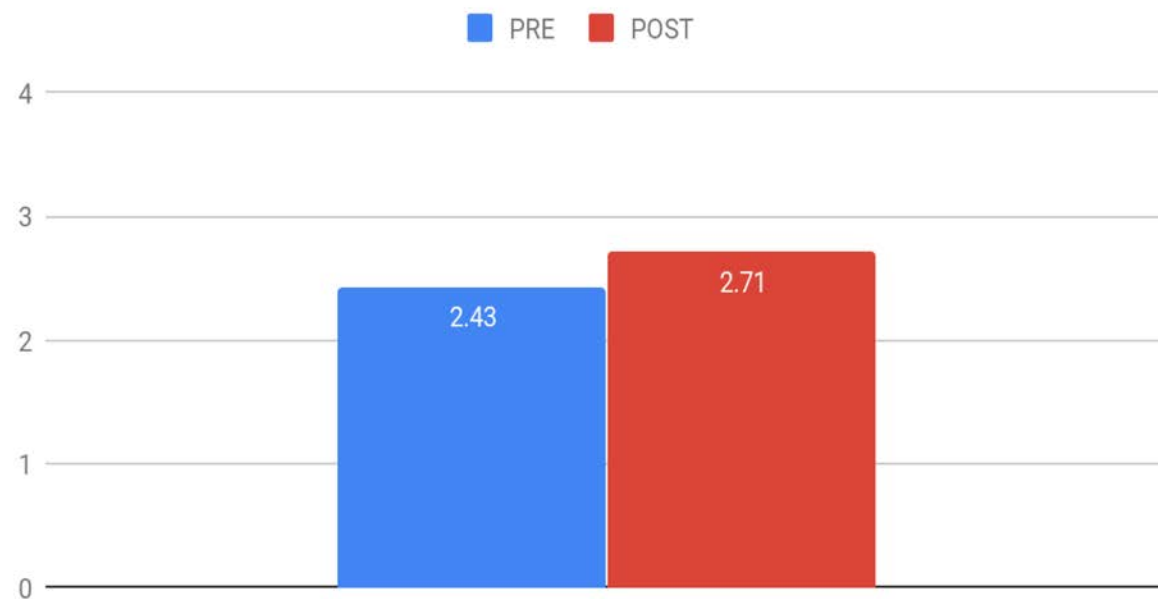
Cohort Two: Positive trends in perceptions of department's work on SEC and faculty embracing SEC

Mean Ratings of Department's Work on SEC



Source: 2018-19 Teacher Educator Institute Baseline and Follow-up Surveys for Universities/Teaching Programs (N=7)

Mean Ratings of Proportion of Faculty Embracing SEC as Core Part of Teaching/Learning



Source: 2018-19 Teacher Educator Institute Baseline and Follow-up Surveys for Universities/Teaching Programs (N=7)

Examples of Progress in Cohort Two

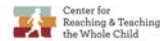
- Development of common language
- Increased buy-in from multiple faculty across multiple colleges
- Redesign of course syllabi integrating SEC
- SEC framework adopted
- SEC integrated into lesson plan template
- Faculty began regularly using mindfulness
- Required course in SEC added to program
- Programmatic SEC needs assessment completed

Cohort Two Fellows recommend TEI

96% of 2018-2019 Fellows reported that they would recommend participation in the TEI to other teacher educators (n=24).



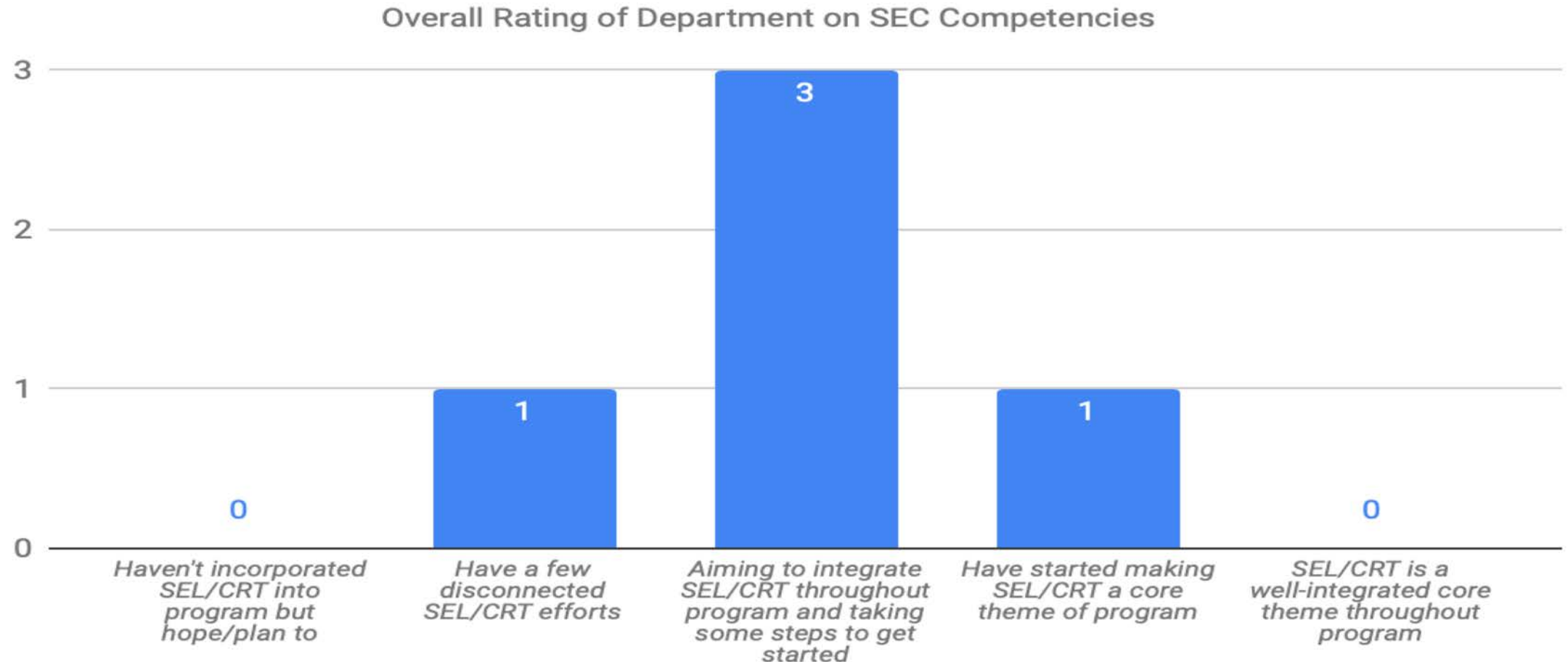
2018-2019 Teacher Educator Institute (TEI) Cohort One Follow-up Study Findings



2017-2018 Teacher Educator Institute
Cohort One Follow-Up Evaluation Report
July 2019



TEI universities in Cohort One vary in terms of integrating SEC competencies



Source: 2018-2019 TEI Cohort One Institutional Follow-Up Survey (N=5)

Examples of Progress in Cohort One

- Professional development sessions on social, emotional and cultural competencies
- Professional development sessions on social, emotional and cultural competencies among a pilot group of 5-8 supervisors
- Curriculum aligned to the California Teaching Commission (CTC) standards
- SEC-related workshops for Fellow's department, senior administrators and faculty from multiple disciplines across the university
- Greatest progress made through TEI in leadership's understanding of the value of SEC competencies and commitment to integration of competencies into teacher preparation program

Four key leverage points

- 1) Buy-in and support of high-level leadership
- 2) Cultural buy-in of the majority of the broader program faculty
- 3) Institutional and state-level policies and mandates
- 4) Commitment of resources including time and funding

Other lessons learned through TEI

- Competing priorities can impede progress.
- There is a need for a common language and framework.
- Faculty and staff are at various starting points.
- Efforts must be sustained over time.
- Professional learning communities are an effective way to develop SEC competencies.
- There is a need to align SEC work across all educators and practices within teacher preparation.
- There is a need for evidence showing impact of building the SEC competencies of teacher candidates.

Final quotes from TEI Fellows

“Participating in TEI brought to light the changes that we need to bring to our program.”

“TEI has been the driving force for us to follow through with what we knew was important. TEI helped us formally address SEC integration into our program.”

“TEI was powerful, transformative and educational. It achieved its goals and inspired me.”



CalStateTEACH

TEACHER PREPARATION PROGRAM

Kirk Kirkwood, Ed.D.

Southern California Regional Director

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California State University, Los Angeles



CalStateTEACH

TEACHER PREPARATION PROGRAM

CRTWC Teacher Education Institute 2018 - 2019 The Unfolding Narrative

- **Beginnings (April 2018)**
- **TEI Four-Day Retreat (August 2018)**
- **Fall Faculty Meeting Presentation (November 2018)**
- **Amplifying SEL/CRT into the CalStateTEACH Curriculum (April 2019)**
- **The Next Step (Spring 2020)**



CalStateTEACH

TEACHER PREPARATION PROGRAM

CRTWC Teacher Education Institute 2018 - 2019 Faculty Voices

“At CalStateTEACH, TEI Fellows conducted a series of professional development sessions for faculty at system-wide and regional meetings. ***[We will] add an SEC expert to the curriculum committee to embed SEC competencies throughout program modules***” (Espinoza, 2019)

“Changing the 'lens view' of the integration of SEL and CRT practices is a 'process'. The process is multi-layered and begins with the foundation of examining historical and institutional structures, practices and policies that prevent, adhere and or sabotage how we 'serve' all students in our classrooms. Although appearing as a possibly 'insurmountable' task, with intentional focus and commitment, we can facilitate and advocate for effective SEL and CRT teaching and learning practices as we work with teacher educator colleagues, pre-service teacher candidates, and cooperating/mentor teachers.” (Hutchinson, 2019)



CalStateTEACH

TEACHER PREPARATION PROGRAM

CRTWC Teacher Education Institute 2018 - 2019 Faculty Voices

“As a result of attending the TEI and working with the Center for Reaching and Teaching the Whole Child, I have become more intentional about recognizing the Social/Emotional needs of my adult students and integrating that acknowledgment into my teaching and advising practices. Additionally, I consistently reference the cyclic way our work is set up - we, faculty, model socially, emotionally, and culturally relevant practices with our adult students that we hope they, in turn, use with their child students.” (Steiman, 2019)

“The TEI year-long professional development was excellent and impactful on both my professional and personal life! This experience ***helps me adapt to how I do observations; therefore there is always a question, comment, or recommendation that is specific to SEL/CRT during my pre and post-observation conferences with every teacher candidate.***” (Brush, 2019)



CalStateTEACH

TEACHER PREPARATION PROGRAM

CRTWC Teacher Education Institute 2018 - 2019

Faculty Voices

“TEI has *allowed me to consistently talk about how social-emotional competencies lie in every strategy a teacher candidate uses or does not use.* TEI has also allowed me to better scaffold SEC based on the level of experience.” (Stewart, 2019)



San José State
UNIVERSITY

Dena Sexton, PhD

Field Experience Director for Elementary
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San José State University



Integrating social, emotional, and
cultural anchor competencies in
fieldwork

at

San José State University
Elementary Education Program



Challenges to integration

1. Disconnect between what is taught in courses and what candidates experience in the field.
2. Supervision is often a temporary position (mostly adjuncts)
3. Supervisors often perceived as gatekeepers to the profession.
4. How to align supervision practice without scripting it?



What we did...

1. Prioritize relational aspects of mentoring. 'Building trusting relationships' as foundational.
2. Assets-based debrief process
3. Integrated assignments: student teaching and the classroom environment course
4. Supervisors as part of a professional learning community (both interdependent + autonomous)
5. Opt-in supervisor group that addressed the revised anchor competencies



What's left to do

1. Continue to center culturally sustaining approaches to supervision.
2. Use videos to practice the debrief process.
3. Focus groups with candidates
4. Supervisor inquiry groups
5. Collaboration with other teacher education programs who are trying to address the same issue

Announcements

- Next Teacher Educator Institute Cohort starts in June 2020 - more information will be release on our website. Sign-up for updates.
- Our new book, *Teaching with a Social, Emotional, and Cultural Lens: A Framework for Educators and Teacher-Educators* from Harvard Education Press will be available in Spring 2020.
- Full reports on the Teacher Educator Institutes', documenting Linda Min's work, is available on our website.

Center for Reaching & Teaching the Whole Child's website:

crtwc.org



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