



Developing the Whole Teacher to Educate the Whole Child:

Fostering a Social, Emotional, and Cultural Lens through the CRTWC Teacher Educator Institute

(revised August 2018)

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The Center for Reaching & Teaching the Whole Child (CRTWC) documented the impact of a yearlong intervention to facilitate change within five teacher preparation programs. This initiative intended to build new knowledge about what factors support and inhibit change within pre-service teacher programs, both generally, and specific to integration of the social, emotional, and cultural dimensions of teaching and learning. The following report summarizes the data gathered and analyzed by Dr. Suzanne Bouffard for CRTWC about what happened in this initiative and lessons learned about the factors that support change at the university level. Her research found that, contrary to common perceptions of the university as an immovable object, it is indeed possible for teacher preparation programs to change and improve, and even to relish the opportunity to do so.

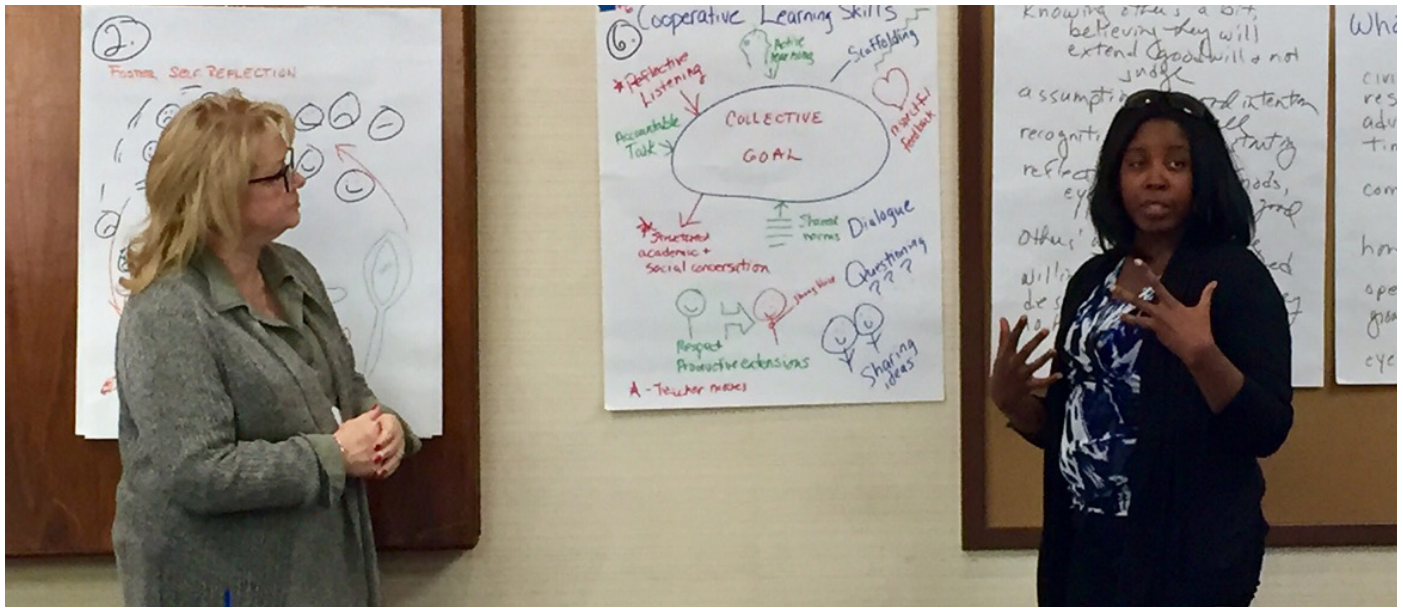
PART ONE: SUMMARY

The Center for Reaching & Teaching the Whole Child (CRTWC) has focused on bringing social and emotional learning (SEL) skills, together with culturally responsive teaching practices (CRT), into teacher preparation. With so many aspects of teacher preparation that need changing, why has CRTWC chosen to concentrate on SEL/CRT skill development? A cultural shift is underway in schools. After decades of talk about “whole child” approaches, recent rigorous research in the neurosciences and education has convinced many policymakers and educators that social and emotional learning (SEL) is more than a fad and is, in fact, core to academic learning. Studies show that students’ ability to focus, calm down, and maintain solid relationships affect their ability to learn. Further, more than 90% of teachers in a recent survey believed SEL has an important role to play in the classroom. States across the nation are adding Social-Emotional Learning (SEL) skills and competencies to teacher performance expectations (e.g., California, Massachusetts, Ohio, and Illinois). Likewise, states such as California, are adding standards for Attending to Diverse Learners, or other versions of cultural competency.

Yet, most educators receive little training in social and emotional development and how to promote it, and most teacher education programs don’t know how to provide that training or incorporate the new standards. Almost no teacher education programs attend to all of the SEL competencies described by the Collaborative for Academic, Social, and Emotional Learning (CASEL), according to a scan of programs across all 50 states (see Schonert-Reichl et al, 2015). Promoting a social and emotional lens on teaching from the very

beginning of a teacher’s career is essential, because teachers’ core beliefs stay with them throughout their careers despite turnover in school and district leadership and the changing winds of popular programs and assessments. For that to happen for candidates, teacher education programs need support to integrate the social and emotional dimensions of teaching and learning in a meaningful and systemic way.

CRTWC designed the Teacher Educator Institute (TEI) as an initiative to scale the work CRTWC has done at San Jose State University to integrate SEL/CRT into teacher preparation. For a period of twelve months from June 2017-June 2018, CRTWC worked with a cohort of twelve Fellows from five university teacher education programs to help university faculty integrate SEL/CRT into coursework and student teaching placements for future K-8 teachers. This work was built on two important beliefs that have not been widely considered in teacher education or schools. First, teachers’ own social and emotional skills and competencies matter as well as those of students; for this reason, CRTWC uses the term social and emotional dimensions of teaching and learning (SEDTL). Second, SEL has sometimes been criticized as representing a primarily white, middle-class perspective on development and learning, in part because of the specific kinds of emotional strategies it aims to teach. There has long been a need to support teachers to place their own and their students’ SEL dispositions and competencies within cultural, social, political, and individual contexts. CRTWC has worked to incorporate culturally responsive teaching (CRT) with SEL, creating the CRTWC Anchor Competencies Framework and Guide. This framework places individuals at the center of teaching and learning, and prompts teachers to ask different



questions, gather different data, and therefore, take different courses of action based on their understanding of who their students are and what they bring to the classroom. For this reason, CRTWC and TEI materials typically use the term SEDTL/CRT. (It should be noted, however, that in this report the term SEL is used when TEI Fellows themselves used it and when referring to the larger field of SEL.)

The TEI 2017-2018 structure consisted of three in-person retreats (June 2017, January 2018, and June 2018) and four video conference calls (referred to in this report as Zoom calls, for the platform on which they were conducted), two in Fall semester and two in Spring semester. During the calls and the retreats, Fellows engaged in interactive activities such as case study analyses and video observations to explore and apply the content from CRTWC. They participated in rich discussions with CRTWC staff and guest speakers, and shared their goals, progress, challenges, and strategies. This report summarizes the work over that period, including participants' progress, challenges, lessons learned, and next steps. It captures examples and quotations from the TEI Fellows (participating faculty members), some of whom were the sole representative for their universities and some of whom were members of a team of two to six people working together in the initiative.

At the end of the TEI year, all Fellows had made progress in incorporating SEDTL/CRT into their programs from their baselines. Because each program started out at fundamentally different stages of readiness for this work, the kind of progress and the accomplishments varied. Looking across universities, two have made fundamental changes over the course of the year and one has made moderate changes. One team of Fellows faces formidable barriers at their home university but is making some stealthy inroads. The Fellow from the final university made minor changes to a foundational course in the department, but saw the TEI as dovetailing with other work and sharpening the focus on SEDTL/CRT in that work.

...to make these competencies actionable, the framework provides concrete examples in the form of sample teacher moves and accompanying strategies that teachers can use to make each competency live and breathe in the classroom. These strategies are essential, because they connect the “why” of SEL with the “how.”

Over the course of this first year, most of the changes made were at the faculty or programmatic level. However, Fellows from one university began to document changes among the teacher candidates with whom they worked. They shared with the TEI group a video of teacher candidates explaining which SEDTL/CRT competencies most resonated with them and how attention to these competencies has changed their approach to teaching. The Fellows also reported that when they asked students to share a word or phrase of reflection at the end of each class, dimensions of SEDTL/CRT often came up with no prompting, and for an end-of-course presentation, a student chose the topic of infusing SEL into classrooms – a topic no student has chosen in previous years. “It’s clear to us that they are longing for attention to SEL and CRT and that this work validates why they want to be teachers,” one of the Fellows said, capturing the spirit and promise of the TEI.

PART TWO: RESEARCH GOALS AND DESIGN

Outcome goals

At the outset of the TEI, CRTWC identified four outcome goals for participating Fellows and two for the organization and its ability to effect systemic change.

For Fellows, the goals were:

1. TEI Fellows will demonstrate a deep understanding of SEDTL/CRT skills, competencies and habits of mind related to themselves, their candidates, and students.
2. TEI Fellows will integrate SEDTL/CRT into at least one course.
3. Fellows will analyze their Teacher Preparation Program using the CRTWC Anchor Competencies Schema to identify where they are already addressing competencies and where gaps currently exist.
4. TEI Fellows will identify concrete second year goals to move them toward further implementing the CRTWC Anchor Competencies Schema.

Organizational/ systemic goals

1. CRTWC will identify key lessons, challenges and leverage points to facilitate institutional change in teacher preparation programs.
2. CRTWC will use the data analysis to a) make recommendations on ways to integrate SEDTL/CRT into teacher preparation and reform teacher preparation in general; and b) improve the Teacher Educator Institute, Anchor Competencies Schema and supporting materials to better achieve desired outcomes.

Methods

This was a qualitative documentation study that used a combination of observation, survey, and interview methods. In the spirit of learning and continuous improvement, the methods evolved slightly from those originally planned to meet the needs of the project and effectively assess the outcome goals. These changes are described below.

Surveys: One Fellow from each university completed a baseline survey about their own and their departments' understanding of and commitment to SEDTL/CRT. To assess the former, the survey asked the Fellow to provide a definition of SEL and one of CRT. To assess the latter, it included Likert-scale questions about the percentage of faculty who were committed to SEDTL/CRT and the extent of departmental efforts on the topic, including whether it was factored into courses, supervision, and selection of cooperating teachers who oversee student teachers. CRTWC intended to administer the same survey at the end of the year to examine pre-post change. However, over the course of the year, we

realized that the kinds of activities we expected to serve as indicators of SEDTL/CRT integration were at a different level than where the Fellows were working. Although each of the five universities was at a different level of readiness, all of them were at an early, fundamental stage with respect to integrating SEDTL/CRT. Easily measurable indicators like screening cooperating teachers for SEDTL/CRT skills and knowledge were well beyond the reach of the Fellows' departments, even by the end of the TEI year. As a result, the survey was not administered and measurement focused instead on individually-tailored interviews (see below). It is important to note that this does not mean Fellows did not make real changes in their work and their departments. To the contrary, this report documents many valuable changes and lessons. The changes were often of a different nature than anticipated. Simply introducing the concepts of SEDTL/CRT and getting buy-in proved to be very challenging goals – yet ones many Fellows were able to accomplish.

Interviews: The heart of documentation effort were interviews with each Fellow. The initial interview utilized common questions across universities. Subsequent interviews followed common themes but utilized questions tailored to each university, based on previous interviews and the interviewer's knowledge of the Fellows' goals and challenges. At the beginning of the project, we planned to conduct 4 interviews with each university during the year. This became 3 interviews: mid-fall (late September – mid October), spring (May), and summer (June, during the final institute.) The change was made for several reasons: 1) The second interviews, intended for mid-winter, proved exceedingly difficult to schedule because of Fellows' other commitments, and were ultimately scheduled close to the date planned for the third interviews. 2) Given this change in schedule, the most logical and feasible arrangement for the final interviews was during the final in-person retreat. (This also allowed for more in-depth conversations because of the in-person, and team-based nature of these interviews.) 3) The pace of Fellows' ability to make change in their departments, coupled with all of the other contacts (Zoom calls, in-person retreats, and other interviews), did not necessitate interviews as frequently as anticipated.

Observation and document review: The researcher took detailed notes during the in-person retreats held mid-year (January) and end of year (June) and during three bi-monthly Zoom conference calls with representatives from each university (total of 5-10 participants on each call). These were reviewed and analyzed at the end of the year, along with documents generated by Fellows (e.g., course syllabi, program course matrices).



Participants: Five universities with different starting points and different goals

Fellows represented a diverse group of universities and teacher education programs. This presented an opportunity for the TEI, because the group represented a good cross-section of the current field of teacher education programs in general, and with regard to SEDTL/CRT specifically. Of the five universities, two were public institutions in California, and three were private institutions with one each in California, Ohio, and Massachusetts. They served a mix of undergraduate and graduate teacher training programs. But this diversity also created challenges, because Fellows represented university programs at very different stages of readiness to incorporate SEDTL/CRT.

At the beginning of the year-long institute, Fellows had a clear commitment to SEDTL/CRT but had a hard time articulating it when asked to do so on the baseline survey. Several cut-and-pasted the definition of SEL from the CASEL website, suggesting a lack of facility with or true integration of the concepts of SEDTL and CRT. Further, the Fellows represented universities with limited efforts in these areas. None of the universities described SEDTL/CRT in their program descriptions or included it in their selection process and training for cooperating teachers who oversee student teachers. Four out of five of the universities noted that their programs placed some emphasis on student-teacher relationships, but not on SEDTL/CRT specifically or explicitly. This suggested they were primed to incorporate SEDTL/CRT but not yet doing so. Indeed, four out of five universities reported that their departments had made a few disconnected efforts in this area (e.g. a single course, a faculty member who participated in SEL or CRT related professional development), but no systematic approach.

Yet, they each had different levels of readiness for change and departmental support:

“Prior to us doing this work, I used the term SEL for a long time, but I think we’ve come to a clear understanding of what it is. It is so important that we are using consistent language and realizing we need to embed this throughout the four years [of teacher candidates’ programs].”

- University A participated at the urging of its program’s dean and sent 6 Fellows. The dean made this work a strong priority and included time at each monthly faculty meeting for the Fellows to present about what they were learning to their colleagues. The program also brought CRTWC’s Dr. Nancy Markowitz to campus in November to work with faculty and do two presentations: one to faculty in the college of education and one to a large group of local teachers and community members.
- University B was represented by two Fellows who worked with a dean skeptical of SEDTL and a faculty wary of “the next new thing.” To be approved for the funding to participate, they had to submit to the dean written documentation not typically required for professional learning.
- University C was represented by one Fellow who, as department chair, did not need approval to participate but who was unable to convince other colleagues of the importance or value of participating. He noted that when Dr. Markowitz presented to his faculty several years ago, “it did not go well” and they were not swayed to work on SEDTL.
- University D was struggling with budget cuts, an understaffed faculty roster, and an upcoming effort to completely restructure the teaching credential program. The participating Fellow was a semi-retired professor

planning for full retirement next year. He reported that there was no skepticism among his faculty but that SEDTL/CRT “is just not a priority right now.”

- University E began in the most challenging starting place, in the midst of an uncertain transition. One of the Fellows was a part-time faculty member deeply committed to SEDTL/CRT who had long struggled to convince her colleagues of its importance. The other was the interim department chair, who had been brought in for a limited time of two years to help the department cope with

weaknesses that led to it failing to be fully accredited by the state; notably, the failure centered around a lack of attention to classroom management, an area related to SEDTL. Adding to the challenges, most of the faculty members were resistant – or as one Fellow described it “allergic” – to SEDTL, and are steeped in an old-school belief that classroom management and student adjustment are directly and solely the product of engaging academic curricula. The overriding philosophy of the department is that “teaching is an intellectual endeavor” and that practical strategies are not a priority.

PART THREE: OUTCOMES FOR FELLOWS

Outcomes for participating Fellows are described below, organized according to the four outcomes identified as goals for the TEI.

1. TEI Fellows will demonstrate a deep understanding of SEDTL/CRT skills, competencies and habits of mind related to themselves, their candidates, and students.

One of the primary goals was to deepen Fellows’ understanding of SEDTL/CRT and their ability to share this understanding with their colleagues. CRTWC staff and Fellows often referred to this process as developing an SEDTL/CRT lens, to convey the importance of looking at all of their work with candidates (and candidates’ work with students) with SEL and CRT in mind. All participating universities made progress toward this goal, with universities A, B, and C demonstrating very clear understanding and application. All Fellows started out understanding that SEDTL/ CRT is important, but they learned more about how to articulate its role and actualize it in their programs, including how to get other faculty and administrators on board, how to weave it into coursework, and how to talk about it with teacher candidates.

As stated earlier, one of the primary tools for helping Fellows develop their SEDTL/CRT understanding and competencies was the CRTWC Anchor Competencies Framework and Guide. This framework spells out the competencies effective educators need, building on the student-focused framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and on decades of research about effective teaching and learning. The “anchors”, as they are called, include the following:

- building trusting relationships
- fostering self-reflection
- fostering growth mindset
- cultivating perseverance
- creating classroom community
- practicing cooperative learning skills
- responding constructively to conflict across differences

The framework also names the four ongoing practices essential to developing these competencies (exploring assumptions, modeling the skills, practicing, and reflecting). Further,

...to make these competencies actionable, the framework provides concrete examples in the form of sample teacher moves and accompanying strategies that teachers can use to make each competency live and breathe in the classroom. These strategies are essential, because they connect the “why” of SEL with the “how.”

This framework proved to be highly valuable, providing a foundation and touchstone for both CRTWC staff who were structuring the TEI and for Fellows who were working to develop their SEDTL/CRT lens and turn that lens into actionable changes. The framework helped Fellows develop common language around SEDTL/CRT, which helped them get clarity themselves and with their colleagues. One reported,

“Prior to us doing this work, I used the term SEL for a long time, but I think we’ve come to a clear understanding of what it is. It is so important that we are using consistent language and realizing we need to embed this throughout the four years [of teacher candidates’ programs].”

As one of the CRTWC leaders put it, “You need something that everyone can refer back to and be on the same page,” whether this is all faculty members in a department, or student teachers and their cooperating teachers in districts. Fellows indicated that the concreteness of the framework was helpful because it gave them a base to return to, a heuristic for maintaining a vision and taking specific steps to reach it.

More specifically:

- One Fellow explained that it has helped her go beyond just presenting the CASEL competencies to something richer and deeper.
- Two Fellows said that it helped them make connections between SEDTL and the work they are already doing.
- Universities A and B began using the schema directly with their teacher candidates. One of them shared a

video of students from her course describing which competency resonated most with them, why, and how it has changed their teaching.

- Fellows from two universities (A and C) presented on SEDTL/CRT at professional conferences, demonstrating their deep commitment to and understanding of the concepts.

Fellows found the section of the framework focused on “developing the lens” particularly helpful. In this “ring” of the diagram are four practices that are central to making SEDTL/CRT a part of teaching and learning, regardless of competency or teaching move. They are examining assumptions, modeling, practice, and reflection. One Fellow said “a light bulb went on for me” when the group delved into these. Indeed, this “ring” led to lengthy and rich discussions, an opportunity Fellows appreciated because there is rarely the time for teacher educators to do this kind of reflection and intensive thinking in order to inform their concrete actions and work with candidates.

Fellows also appreciated delving into the section of the framework on specific competencies. These were most often discussed when CRTWC shared a case study or video and facilitated a group discussion about which competencies were and were not addressed. These discussions tended to focus on the following competencies: building trusting relationships, creating classroom community, responding constructively to conflict across differences, and fostering self-reflection. It is interesting to note that these were the more abstract competencies, compared with cooperative learning and growth mindset; perhaps the Fellows focused here because they really needed to make them concrete, or perhaps because these competencies are important but rarely discussed in other settings.

The Teacher Moves section of the framework was the least commonly discussed part by Fellows; yet, its presence seemed to help them understand and concretize the rest of the framework. CRTWC’s goal is for these moves to be examples that can be added to, and adapted. Indeed, one Fellow reflected at the end of the TEI that he would like time for his students to add their own examples. However, most Fellows (or their departments) were not at the point to be able to go into this level of detail.

The integration of SEDTL and CRT was an important but challenging component of the framework and the TEI overall. Too often, these lenses have been seen as separate or even competing. CRTWC leaders wanted to build understanding of how cultural competence and responsiveness can be woven into SEDTL (and vice versa) through specific competencies and habits, including examining assumptions and resolving conflict across differences. The TEI leaders and Fellows engaged in many rich discussions and case study examples that surfaced issues of cultural and class differences between teachers and students. One topic that helped open these discussions was the role of developing counter-narratives, that is,

By the final retreat, it was clear that all Fellows are invested in SEDTL/CRT and committed to making it a part of their work to whatever degree possible, given their university contexts and their own career stages.

considering alternate possibilities that could underlie or explain a situation rather than the stereotypical and often deficit-focused ideas that can come quickly to mind when there are cultural differences between two parties.

All Fellows engaged deeply and thoughtfully in these discussions. Those from Universities A and B demonstrated success in taking these concepts into their work and to their colleagues. University B Fellows were demonstrative about the positive role of the SEDTL/CRT integration in their work. “The integration of SEL and CRT has been life-changing,” one of the two Fellows said. The other added that “The naming and structure for it has been very helpful. And the practical piece has, too, like the tools we’ve gotten and the videos that modeled the competencies. I would say fifty percent of these practices I did already but I didn’t have a name for it. I have learned a lot more through TEI.” Her colleague reported that “it has been really good timing for me even though I have taught for many years” – a comment that demonstrates the time it takes to develop the SEDTL/CRT lens and the opportunity the TEI represents for faculty members at multiple career stages. For these University B Fellows, the integration of SEDTL and CRT came at a good time in another way as well, because the department is getting ready to embark on an effort to build cultural proficiency among faculty and students. “It is a beautiful segue,” one of the Fellows said, and she and her colleague are making a strategic choice to wait to introduce SEDTL/CRT and the Anchor Competencies Schema to colleagues until after the cultural proficiency work has begun so they can show how the schema and TEI resources complement and support the work the department is engaging in rather than competing with, or adding to it.

University A Fellows had a more mixed response to the integration effort. These Fellows began participating in the TEI specifically because of their personal and their department’s interest in CRT. One of the Fellows said, “My original goal was to learn more about CRT and about working with linguistically diverse students. I feel like I achieved that, and I feel more comfortable talking about CRT with students. I had no goals on SEL but that piece has broadened and changed my understanding of learning.” She went on to say that now she believes “you can’t do one without the other.” Another one of the Fellows expected more focus on CRT and didn’t anticipate the shared focus on SEL, but reported that “I have warmed to this. I would have liked to learn more about CRT specifically, but I see the usefulness of this. I used to talk about SEL as only the CASEL competencies and this is much more applicable. It has helped me think a lot about emotions and identity as

I help students do transformative learning on diversity.” Nonetheless, all of the Fellows from University A reported wanting more depth on CRT, and one said the compound term SEDTL/CRT “doesn’t do it for me, because it sounds like they are trying to squish two concepts together. They seem more interrelated to me.” Another said, “For myself, I still need to articulate more how the two parts are related. It’s almost like a Venn diagram... [but] there are pieces that I will have to figure out on my own how to connect them.”

Overall, the success of the framework in driving the TEI suggest promising avenues for other efforts to improve teacher education in general. Too often, faculty meetings and strategy sessions become the site of conversations that go around and around but lead to little concrete action. The highly focused and productive nature of the TEI experience suggests that grounding faculty work in a framework and case studies, video analysis, or other activities tied to it can help reduce the likelihood of this problem, especially if it is a framework specifically tailored to teacher education (e.g., not just using the broader CASEL framework but adapting it to the meet the needs of teacher educators).

2. TEI Fellows will integrate SEDTL/CRT into at least one course.

One of the primary goals was for all Fellows to incorporate SEDTL/CRT into at least one course,

All universities accomplished the primary goal – a noteworthy achievement, since all of the universities were starting out with limited commitment from their faculty colleagues and a relatively low baseline of SEDTL/CRT implementation.

- University A: All six Fellows incorporated SEDTL/CRT, sometimes including the anchor competencies schema, into the courses they taught (for a minimum of 5 courses, and with more planned for next year).
- University B: The Fellows incorporated both the understanding of SEDTL/CRT and specific activities from TEI meetings into their own courses (one on early literacy and the other on foundations of special education). As one example of this integration, one of the Fellows described how she modified an activity at the beginning of the semester, in which teacher candidates do a presentation about why they want to teach. She modified it to talk specifically about SEDTL, including reflection questions such as, “What kind of teacher will you be?” and “What self-care strategies will be important to you?” As noted earlier in the report, she and her colleagues began to hear candidates spontaneously using SEDTL/CRT language when asked to share a final word of reflection at the end of each course, and the students made a compelling video at the end of the year about the SEDTL/CRT competencies that most resonated with them and changed their approach to teaching.
- University C: The Fellow compensated for a lack of opportunity to incorporate SEDTL/CRT into an existing

course by offering a ten-hour weekend workshop on SEL, which approximately 65 teacher candidates voluntarily attended. Perhaps related to the success of that workshop, when masters students had an opportunity to choose the topic for a module in their final semester, they chose SEL.

- University D: The Fellow wove SEDTL/CRT into a course he co-teaches on fundamentals of educational psychology. He incorporated it in his section and successfully encouraged another full-time faculty member to incorporate it into her section, but was not successful in helping the part-time faculty member teaching the third section to incorporate it because she felt overwhelmed by other responsibilities.
- University E: One of the Fellows has a long-standing commitment to SEL and CRT and to teaching them in her classes, but she found the Anchor Competencies Schema brought new dimensions to this work. She also incorporated some of the CRT work in a weekend event she hosted about how current and future educators can support students who had enrolled in the DACA program. The other Fellow was limited in her ability to integrate it into courses, because she was not personally teaching any courses in the department at the time as she had been asked to serve as an interim administrative chair.

3. Fellows will analyze their Teacher Preparation Program using the CRTWC Anchor Competencies Schema to identify where they are already addressing competencies and where gaps currently exist.

All Fellows clearly understood the need for program-wide, systemic integration of the concepts from the anchor competencies. During the mid-year retreat, a CRTWC staff member asked Fellows what success would look like related to the framework. Fellows suggested success would include not only using it in class assignments, but hearing other faculty members and students use the terminology and examples in classes, seeing returning cooperating teachers use the language over time, and using it in observation protocols for student teaching and in summative assessments of teacher candidates.

However, Fellows varied in the extent to which they were able to use the Anchor Competencies schema in a systemic way across their departments’ courses and policies. Those with the most departmental support for SEDTL/CRT, and for their participation in the TEI, made the most progress in analyzing current strengths and gaps department-wide.

- University A: Fellows from this university made the most progress toward this goal. As one said mid-year, “at our last faculty meeting, people were clearly willing to add [SEDTL] objectives to their syllabus even when time is so tight.” By the end of the year, they had convened with colleagues and constructed a matrix showing how SEDTL/CRT is, or could be incorporated in a thoughtfully-built way across the four years of the program. This represented a major step forward in their



work, as they reported at the beginning of the year that only a quarter to a half of their faculty were on board with the concept of SEL at all. It is likely that this progress was possible because the dean initiated the effort and they had a large number of faculty members participating. They also began incorporating SEDTL/CRT and the Anchor Competencies framework into consulting work that some faculty members do with local school districts and into a local Urban Teacher Academy (specifically, adding SEDTL to existing work on CRT). Additionally, they held a 200+ person convening in the fall of 2018 with members of the university and broader community (including local teachers) to discuss SEDTL/CRT in schools.

- University B: The two University B Fellows have a long-range plan for working with colleagues to make their SEDTL/CRT incorporation broader, but they are waiting until a strategic moment next fall to introduce the idea so that it will be clear how it dovetails with another departmental effort. Otherwise, they believe, their efforts will be brushed off and they will miss an important opportunity for change. It seemed that their time in the TEI helped them to think in this strategic and staged way, which will hopefully benefit them and promote SEDTL/CRT in the long run. In the meantime, they have begun working with the two supervisors of the field placements to incorporate SEDTL/CRT into student teaching placements, supervision, and assessment.
- University C: Fellow C began a series of voluntary study groups about SEDTL with faculty colleagues. Beyond that, he did not have enough support from colleagues at this stage in the process to make the integration systemic beyond his own courses. He is hopeful that, with the clear interest and advocacy from students, he will be able to grow the integration of SEDTL over time.
- University D: At this university, broader implementation beyond the Fellow is unlikely. Sustainability of the work done this year is going to be a challenge, especially as the Fellow is retiring.
- University E: The two Fellows were able to “sneak in” some of the content from the Anchor Competencies

Schema into their department’s efforts to prepare teachers to lead “safe and supportive learning environments” and efforts to revise the department’s approach to teaching classroom management. This represents a highly strategic approach and impressive progress, given the faculty’s strong resistance to social and emotional learning constructs. While it is unlikely that this faculty will adopt the Anchor Competencies Schema any time soon, the Fellows were able to introduce some of the essential concepts to the faculty as a whole, and into discussions about the department’s approach and curriculum.

4. TEI Fellows will identify concrete second year goals to move them toward further implementing the CRTWC Anchor Competencies Schema.

By the final retreat, it was clear that all Fellows are invested in SEDTL/CRT and committed to making it a part of their work to whatever degree possible, given their university contexts and their own career stages.

The following are some of the next steps Fellows reported they will be taking to sustain and deepen the work they did this year as part of, or because of their work in the TEI:

- At least two university teams (A and B) are interested in staying connected and continuing to share ideas and resources to deepen their programs’ work in SEDTL/CRT. Fellows from three universities, along with the “flagship” district of the TEI that has worked with CRTWC for many years, submitted a proposal to present a symposium about SEDTL/CRT and their learning from the TEI at the 2019 American Educational Research Association Conference to be held in Toronto, Canada.
- University A is planning to continue monthly faculty meetings on SEDTL/CRT, but they will encourage other faculty members (who were not Fellows) to facilitate, in the interest of growing the scope and sustainability of their Year 1 work. The Fellows from University A are also trying to figure out how to onboard new faculty members coming to the university who were not part of the SEDTL/CRT discussions this year, so that the consistency and continuity can be maintained even in the face of faculty changes.
- In addition, University A has secured grant funding to work with local cooperating teachers on SEDTL/CRT over the next year. This will include: a summer institute that can be taken for graduate credit; monthly coaching for five teachers from six schools throughout the next school year; and a professional development day in November at which cooperating teachers will be asked to lead break-out sessions. Throughout this process, faculty will integrate SEDTL/CRT with character education, which has already been a focus of the university’s work with cooperating teachers.
- University B is thinking deeply about how to ensure sustainability for this work.

- “I see it as a fundamental paradigm shift [for teaching and learning],” one Fellow said, adding that she and her colleague “both feel a big responsibility to making this an ongoing and sustainable change.”
- One of their goals is to follow up with students from their courses this year to see how the Fellows’ coverage of SEDTL/CRT has impacted them in their first year teaching in their own classrooms. One of the Fellows is planning a sabbatical in the spring of 2019 and decided to change her initial topic to focus on SEDTL/CRT in teacher education, as a result of her experience with the TEI.
- University C’s Fellow is focused on navigating major changes in his department, but he plans to continue offering the Saturday workshop on SEL and grow the number of students it reaches.
- University D has no stated concrete goals for next year, because the participating Fellow is retiring, and was not able to make much headway in his department.
- At University E, the Fellows plan to continue gently and stealthily pushing for more incorporation of SEDTL/CRT concepts, without using those terms.

PART FOUR: ORGANIZATIONAL OUTCOMES AND SYSTEMS CHANGE

The TEI project also had two primary goals for organizational change and learning.

1. CRTWC will identify key lessons, challenges and leverage points to facilitate institutional change in teacher preparation programs.

Looking across universities, there were some key themes about elements that support the process of building SEDTL/CRT into teacher education. These themes are likely not unique to the content of the TEI and therefore offer important lessons for improving teacher education at large.

The importance of clear articulation of the link between change efforts and children’s achievement. Fellows reported a theme SEL experts have noted frequently: faculty colleagues are weary of rapidly shifting trends and wary that SEDTL and CRT are simply the “next new things.” As a result, some of the Fellows’ colleagues did not initially see value in developing an SEDTL/ CRT lens or incorporating new strategies with teacher candidates, believing the “trend” would pass by sooner or later. After bringing this resistance to the TEI group, Fellows gained confidence and skill in explaining how SEDTL/CRT is an academic intervention, not a supplementary or “nice to have” program. For most or all of the Fellows, the link between SEDTL/CRT and student academic achievement was already intuitive, but they benefited from the support of the professional learning community provided by the TEI to articulate that in a way that could reach their colleagues.

These conversations with the group proved to be particularly helpful for University B, whose Fellows struggled for several months to convince a skeptical dean to invest time and resources in SEL/CRT. In the spring of 2018, however, when the dean asked one of the Fellows, “Let me play devil’s advocate: how does this relate to academic achievement?” she was ready. She told the TEI group, “I was so happy for all we’ve learned in our institute so I could say we do this SO THAT we can help students meet the Common Core Standards. It is not a side issue. It IS the issue of teaching students. When I framed it as an academic intervention, that was very effective and he said, ‘Oh, wow! What can I do to help?’”

The central role of leadership. The hypothesis that department leadership is essential for building a meaningful university commitment to SEDTL/CRT was confirmed. This is not surprising, as leadership is a key component of the change process inside and outside of higher education. A wide range of leadership styles (or lack thereof) for SEDTL/CRT across the universities revealed both the positive and negative examples of this theme:

- At University A, which had the largest team of Fellows and made the most progress, the original impetus for participating in the TEI came from the department’s dean and she remained committed throughout the year, allotting time at every faculty meeting for the Fellows to share their learning and lead exercises like case studies with their colleagues. The Fellows therefore had both a mandate and support.
- University B Fellows began with a skeptical dean and had to make a strong case in order to receive the funding to participate. They eventually brought their dean on board, as described above, and now have a window to introduce what they have learned to their faculty – an opportunity that would not be possible without the support of the dean.
- The University C Fellow was his department’s chair, giving him latitude to participate and make some changes.
- University D showed the strongest example of how a lack of department leadership hampered progress and limited how much the Fellow could accomplish. In fact, the Fellow lamented that he wished he had been part of something like TEI earlier in his career when he was faculty chair, therefore wielding more influence.
- At University E, one of the two Fellows was the acting chair who had been brought in to the department from another related program (school psychology) to facilitate management of a crisis (failure of the program to receive full accreditation by the state accreditation body). Her role had specific parameters and guidelines, limiting her ability to make fundamental changes. Yet, her unique position

allowed her to slowly introduce ideas related to SEDTL/CRT (albeit with different terminology) as a means of dealing with some of the department's shortcomings.

The value of teams. Not surprisingly, the most effort and change occurred at University A, which had a large team of Fellows participating, and monthly opportunities to spread their learning to colleagues. As one Fellow noted, she and the other Fellows represented all four programs in the university's teacher education department, including two Fellows who teach across three or four of the programs and one who teaches a course required for all students. This gave the group an important avenue for weaving SEDTL/CRT throughout the department. University B also made notable progress, and they had a two-

Fellow team of highly collaborative colleagues. Universities C and D, which showed more limited progress, had only one faculty Fellow each; in both cases, the Fellow had tried to recruit colleagues to join, as well, with no success. (Although the Fellow from D did initially convince a junior faculty colleague to join, she was unable to continue when administrators failed to provide funding and made it clear she was to focus on other activities.)

Modeling and parallel process. CRTWC used activities and engaged with TEI Fellows in the way they hope to see Fellows interact with colleagues at their home institutions and teacher candidates, and that they ultimately hope to see new teachers using with children. This approach, which clinicians refer to as parallel process, relies on both modeling of best practices and concrete resources that can be immediately applied in a "turn-key" fashion. This approach was highly successful and appreciated by Fellows, nearly all of whom used the case studies and other tools with their students. CRTWC staff pointed out that this kind of approach has to be explicitly discussed with participants; "I can't assume that [the faculty with whom I'm working] are going to take away the message I intend unless I explain it and discuss it with them," said one.

State standards as a pressure point. Shortly before the TEI began, the state of California (in which three of the universities and CRTWC are based) revised its Teacher Performance Expectations (TPEs), the standards that need to be met for programs to be accredited by the state to offer teacher certification. The new TPEs include specific language about needed skills and competencies in SEDTL and CRT. Moving forward, programs going through the accreditation process will need to demonstrate that they are building these skills and competencies in teacher candidates. Because the TPEs are a major pressure point for programs – perhaps even the most important drivers of what programs do and how – the inclusion of SEDTL and CRT creates positive pressure for programs to do the work encouraged by the TEI. The Fellow from University D reported that the TPE revision was "essential" for getting his program to incorporate SEDTL, commenting that he didn't believe he would have been able to make headway with the work without this change. University B went through the accreditation process in the fall of 2018, while participating in the TEI. Fellows were prepared to talk about SEDTL/CRT, but accreditors did not ask about it, as programs were not yet being held to the new standards. One of the Fellows initiated a conversation about it and about her work with CRTWC, however, and reported that the accreditors were very interested. And like Fellow D, she found that the new standards are helping to convince her dean and faculty colleagues about the importance of this work. In another case, University E was able to make a link between SEL and programmatic changes required by the state accreditation board. One of the two Fellows from that university, who described her colleagues as "allergic" to SEL, found she was finally able to reach them by cross-walking the SEDTL/CRT competencies with her state's accreditation standards and talking about those competencies in the language of the standards, which her colleagues knew they had a mandate to address.

The experiences of the Fellows from Universities B and D



suggest that it is valuable and important for CRTWC to continue its work at the state policy level (e.g., conducting presentations and webinars for accreditors and their supervisors) while they are supporting the work of faculty at the university level. Efforts to change teacher education will require pressure, incentives, and support at multiple levels to disrupt ingrained and sometimes out-of-date ways of doing things.

2. CRTWC will identify ways to improve the Teacher Educator Institute, Anchor Competencies Schema, and supporting materials to better achieve desired outcomes.

There were important lessons learned about how to structure the TEI and other efforts like it, to facilitate change in teacher education.

The following aspects of the TEI were seen as beneficial and will be continued.

The cohort approach: The community created by the TEI cohort was a clear element of success. Fellows reported learning from one another's ideas and appreciating the time and space to reflect with other faculty grappling with the same issues, questions, and interests.

The year-long structure: There was general consensus that the year-long structure is helpful and important.

One Fellow said the continuity of the retreats and Zoom calls helped her "get the competencies down" and know them well enough to share with her faculty. Another said he appreciated the chance to practice the competencies and activities in his classes while participating in the Zoom calls and retreats. "You need follow-up and support in order to make it stick," he pointed out. Others pointed out that the year-long structure embodies what we know about effective professional development, which is that it needs to be

sustained and job-embedded. Everyone reported liking the flow of the content and the progression of the concepts and activities over the year. Perhaps the clearest indication of the appreciation for the sustained approach to the TEI was the high level of participation in all calls and retreats; at each meeting or convening, every university was represented, often by all of the Fellows. This kind of commitment and continuity is rare among busy, stretched university faculty.

Face-to-face communication: The in-person retreats were essential for building relationships and trust, but the Zoom video conference calls were also surprisingly effective in building connections. One Fellow admitted, "I was not looking forward to [the Zoom calls], but they were so well-organized and efficient and helpful that I really valued them."

Practical tools: Most of the Fellows reported that the concrete, actionable tools like videos, case studies, and lessons tied to children's books were among the most valuable aspects of the TEI. These tools greatly deepened Fellows' knowledge and skills, taking what could seem like abstract or theoretical information and making it applicable to practice. They also provided actionable ways for the Fellows to spread their knowledge to other faculty and to students. University A reported that they used all of the PowerPoint presentations, case vignettes, and other tools from CRTWC in their monthly faculty meetings. Fellows from University B used them in their courses with teacher candidates. The Fellow from University C directly used the PowerPoint presentations in the weekend seminar he offered on SEL (with permission from CRTWC leaders, who had designed these and other tools for this express purpose). This was an important mechanism for spreading change throughout the Universities' departments and beyond the small number of Fellows who had the chance to participate in the TEI. This is a lesson with direct applicability to other efforts to improve teacher education.

CHALLENGES AND ROOM FOR GROWTH

The fact that the five universities started in very different places and with very different institutional contexts posed some challenges. Some of the group discussions and case studies were highly relevant to some Fellows, while minimally useful to others. The opportunity seemed most helpful for early and mid-career faculty. The two faculty members nearing retirement were a bit less engaged and one reported feeling "a little bit guilty" to be doing it at this stage rather than an earlier stage in his professional life that came with more responsibility and power. Fellows might have benefited from being matched with others who shared their career stages (for example, junior faculty Fellows needed to think about how participation could support their tenure processes while senior faculty members grappled with making changes that would outlast their own time in their departments). In future cohorts, this kind of matching might be possible when there are larger numbers of Fellows and participating universities.

Related to this challenge, this first TEI cohort was primarily composed of Fellows who work in elementary (also known as Multiple Subject Credential) teacher education programs, and the few Fellows who work with future middle and high school teachers were sometimes frustrated that the content and discussions provided by the TEI facilitators and other TEI Fellows were of limited applicability to their work. In one case, this was an unforeseen challenge, because when University E Fellows signed on to participate, they had not yet been notified that their department would temporarily (and perhaps even permanently) cease its elementary teacher education program. The Fellow from University C also worked in a secondary (or single subject credential) teacher education program and had specific suggestions at the end of the year about how the TEI could be further developed for secondary-level teachers. This is an area of clear interest and need to both the TEI Fellows and the TEI team from CRTWC. A future TEI designed specifically for

secondary programs could allow CRTWC to develop case studies, examples, and other activities relevant to middle and high school students and their teachers, and also to consider whether the Anchor Competencies Schema and Resource Guide could be expanded or adapted with secondary school teachers and students in mind.

A challenge that applied to most of the Fellows was, of course, making time for this work and navigating competing responsibilities at their home institutions. Fellow C explained, “While I think SEL is important, just like I think there are a lot of other things that are important, there is a real challenge in balance. It’s not the only [state teacher performance expectation] standard I have to pay attention to [and help my faculty incorporate]. The biggest challenge will probably be helping my instructors in the next couple of years integrate into their coursework SEL, restorative justice, arts integration, and other pressing issues.”

While the issue of competing responsibilities applies to everyone (and to all initiatives, not just the TEI), it was particularly acute for several of the TEI Fellows who were junior faculty members working toward tenure. The tenure review process tends to be heavily weighted toward publications and, to a lesser extent, departmental service obligations, which unfortunately makes it difficult for junior faculty to devote time and energy to efforts like the TEI that are designed to improve their teaching and teacher candidates’ learning. The fact that Fellows in this situation made time to attend most or all of the Zoom calls and retreats is noteworthy and speaks to their deep interest in SEDTL/CRT and appreciation for the resources provided by CRTWC and other Fellows. Midway through the year, some junior faculty Fellows began to express this challenge to the group (partly in response to questions from CRTWC about why it has been difficult to get other faculty members and

“I see it as a fundamental paradigm shift [for teaching and learning],” one Fellow said, adding that she and her colleague “both feel a big responsibility to making this an ongoing and sustainable change.”

universities to participate). CRTWC staff took this challenge seriously and immediately began brainstorming with Fellows about how to address it.

Together, CRTWC and Fellows gradually developed a plan to weave opportunities for publication or presentation into the TEI so that participation could become a source of data on which to build a CV. By the end of the year, there was a solid plan in place for Fellows and CRTWC staff and consultants to work together to submit a proposal for a paper symposium at the next American Educational Research Association conference. At the June retreat, Fellows who were interested were given time to work on their proposals and CRTWC coordinated planning and submission for the conference.

Responding to the challenges that surfaced with TEI Cohort 1, we anticipate making the following changes for the next cohort. First, the Anchor Competencies Guide will be revised to include strategies and resources for middle and secondary levels as well as the elementary level. Second, collaboration with a consultant who specializes in culturally responsive teaching, Sandy Holman, will be initiated to help us increase attention to CRT and social justice within the Anchor Competencies Framework. Third, rather than a mid-year retreat, the CRTWC staff will hold two-hour zoom sessions with each of the eight participating programs, with the intention of providing more in-depth and individualized support to each institution.

CONCLUSION: MAKING LASTING CHANGE

Some of the changes that occurred during the TEI year 1 cohort are difficult to capture in a written report, like the passion and renewed commitment of the Fellows, their camaraderie with one another, and the reflective and empathetic mindsets they have about their work with teacher candidates and the potential for children. These are easy to see in the Fellows’ willingness to grapple with difficult questions, for example about race, culture, and class, and their humility about their own potential for growth and improvement.

Several Fellows tied this work to the very heart of why they and their students became teachers and to the dire need to improve children’s lives and futures.

It would be impossible to witness their discussions and projects and believe that SEDTL and CRT are optional add-ons or extra burdens – indeed, to see them as anything other than the core foundation of good teaching and learning.

One of the Fellows encapsulated the growth and change that can occur in an effort like the TEI with an anecdote about one of her students:

“This semester, I made sure to have an individual conversation with a student at the end of each class, and the teacher candidates would share what they found important or shocking,” she explained. “One told me, ‘Before this class, I thought I was becoming a teacher to fill their heads with knowledge. But now I see they are not just brains, but full humans.’ I cried, ‘Yes, and so are you!’ Thank goodness we are doing this. If they didn’t have this experience, and they went into teaching like that, the children would have been forgotten in all the focus on standarwds. Getting this from the very beginning is so essential for them to be caring teachers and caring human beings.”