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UNIVERSITY



Strong Partnerships  
for SEL Integration in  
Teacher Education  
Programs

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*August 27, 2019*



Sanford Inspire is hosting this webinar with the goal of sharing best practices for our university partners.



Today our presenters will share about strong partnerships that support social emotional learning integration in teacher education.



You will receive a recorded version and a link to the slide deck after the live webinar. We encourage you to share with your colleagues.

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## Presentation #1



**Dr. Judy Mantle**

Dean of Sanford College of Education,  
National University

## Presentation #2



**Dr. Joan Nicoll-Senft**

Professor & Program Coordinator,  
Special Education & Interventions  
Department, Central Connecticut  
State University



**Dr. Sally Drew**

Associate Professor, Special  
Education & Interventions, School  
of Education & Professional  
Studies (SEPS), Central Connecticut  
State University

## Presentation #3



**Dr. Nancy Markowitz**

Founder & Executive Director  
of CRTWC & Professor Emerita  
SJSU Department of Teacher  
Education



**Dr. Michael Gallagher**

Deputy Superintendent,  
Sunnyvale School District



NATIONAL UNIVERSITY  
SANFORD COLLEGE OF EDUCATION  
PRESENTATION #1

August 27, 2019

## Background

- National University School of Education names the Sanford College of Education (SCOE) in December 2015.
- Sanford \$100 million gift in 2017.
- SCOE Charge: Develop a world-class teacher preparation program focused on producing inspiring teachers and featuring Social-Emotional Learning (SEL).



# Sanford College of Education as THE Leader in Social Emotional Learning

## Curriculum Development

### **Phase One** (Prior to Major Gift)

Enhanced current teacher preparation programs to integrate Sanford Inspire and Social Emotional Learning (SEL) content, including Sanford Harmony, into initial teacher preparations programs.



# Sanford College of Education as THE Leader in Social Emotional Learning

## **Phase Two** (following the gift)

- In February 2019 the Master of Education degree with an emphasis in Social Emotional Learning was launched. The course sequence that supports the Sanford Harmony Scholars Program is as follows:

ITL 670 Introduction to Social Emotional Learning

ITL 672 Social Emotional Learning in Action

ITL 674 Research in Social Emotional Learning

## **Phase Three**

- In January 2019, course development for a Master of Arts in Social Emotional Learning began. It will be reviewed by several external Thought Leaders at three intervals. After deliberating on the feedback, the program move through usual program approval processes.

## Sanford Harmony Scholars Program

The **Sanford Harmony Scholars Program** rewards outstanding students who have demonstrated the potential for academic excellence with a full-tuition scholarship. Scholars will promote teacher leadership in the area of Social Emotional Learning in their schools and districts. All Sanford Teacher Scholars are considered ambassadors for the Sanford College of Education and the Sanford Harmony Program.

\*\*30 Sanford Harmony Scholars per year will be named over 5 years.

**Total = 150 Sanford Harmony Scholars.** Four have been named so far.





# SCOE Sanford Showcase Schools Research Project

## Background and Overview

- Project evolved from "World Class" Report
- Integration of Sanford Harmony and Inspire Programs in single classrooms.
  - Harmony—SEL development in children
  - Inspire—SEL development in teachers
- School criteria determined/selection process/MOU's developed
- Sanford Programs Coordinator appointed
- Johns Hopkins University selected for evaluation component.
- School personnel training was conducted.

## Showcase Purposes & Anticipated Outcomes

The Sanford Harmony and Inspire Showcase Schools serve three essential purposes:

- The sites are important to the present national scale-up plan over the next four years and are the first and only sites to pioneer the combined usage and evaluation of the Sanford programs.
- The Showcase Schools are critical to the expansion of Sanford Education Programs.
- The Showcase Schools are being employed by the college as professional-practice sites for faculty and students to learn about SEL and Sanford Harmony and Inspire in particular.



## Johns Hopkins University Research

- JHU team members have conducted research for the Showcase schools over the past two years.
- The PI's are Dr. Jennifer Morrison and Dr. Steven Ross.
- Research features mixed-methods design using replicated case studies of 10 participating elementary schools.
- Both quantitative and qualitative measures have been employed:
  - Mid-year principal interviews
  - Teacher questionnaires
  - End of year interviews
  - Teacher focus groups
  - Student focus groups
  - Student questionnaires
  - Class observations



# JHU Research Findings

## Findings:

- Implementation varied slightly between schools and by program components.
- All participant groups reacted very favorably to the Harmony program and would recommend the program to others.
- Implementation quality appeared to be slightly higher in the Cohort One schools.
- Improvement in student relationship-building and school climate were evident. The second year of implementation took less time for students to trust and engage with the process of sharing with their peers.
- The majority of teachers (80%) reported accessing the modules, and over 90% of these indicated that they accessed three or more (the amount specified to schools in the MOU).
- Implementation strengths were consistent with research on diffusion of innovations:
  - Program is strong in “compatibility, complexity, trialability, and observability.”
  - Collective decision-making is superior to top-down decisions.
  - Teacher experience with SEL facilitates implementation.



# JHU Research Recommendations

## Recommendations for scale-up:

- Updating and limiting of modules to major SEL focuses.
- Ample and effective professional development, continued support and collective decision-making.
- Intentional integration of the SEL program throughout a school.
- Increased online supports (accessible, cost-effective, adaptable).
- Embedded Professional Development via teacher leaders (School SEL team).
- Assisting teachers in adapting daily schedules to implement all Harmony-Inspire components.



## JHU/SCOE Showcase Schools Research Agenda 2019-20

- ❖ Implementation in year 3 (2019-2020)
  - Cohort 1: 5 Showcase schools that began implementation in 2017-2018.
  - Cohort 2: 5 Showcase schools that began implementation in 2018-2019.
  
- ❖ Research conducted by the JHU team will include:
  - Continued implementation research in Cohort 3 schools across all three cohorts.
  - More in-depth research within select Cohort 1 exemplary schools. This research will increasingly focus on outcomes and changes experienced by participants.



## SANFORD COLLABORATIVE PARTNERS



# Sanford Collaborative



# Contact Information

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**HARMONY™**

## PRESENTATION #2

# OUR SEL JOURNEY FURTHER VS FASTER



Joan Nicoll-Senft, Ph.D.  
Sally Drew, Ph.D

# Advance Organizer

- Timeline
- Successes & Challenges
- Lessons learned
- Future outcomes
- Discussion

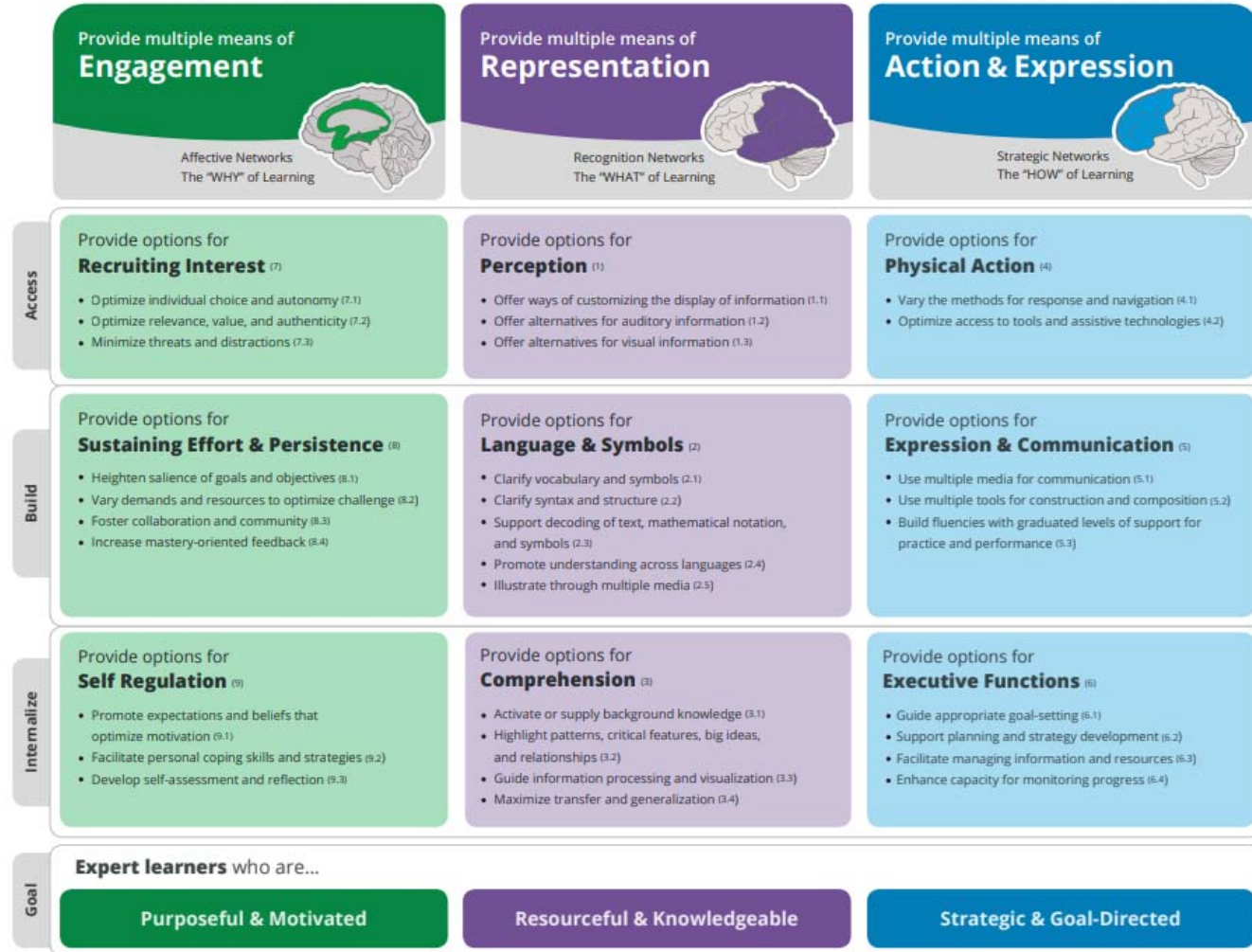
# Public Act No. 13-133 House Bill No. 6292

- “(i) On and after July 1, 2012, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and behavior management, [and] assessment and professional behaviors and responsibilities, and social and emotional development and learning of children. The training in social and emotional development and learning of children shall include instruction concerning a comprehensive, coordinated social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems, the availability of treatment services for such children and referring such children for assessment, intervention or treatment services.”



# Timeline

- 2012 Connecticut State Mandate on SEL (effective July 2015)
- 2012 SEPS Dean Commissions SEL Task Force
- 2014 SEL module implementation
- 2016 UDL lesson plan implementation
- 2017 [Central Teaching Practices](#) adopted
- 2017 [Center for Excellence in SEL](#) approved by CT's Board of Regents
- 2017 [Promoting SEL in the Classroom](#) published
- 2018 [SEL K-3 Standards in CT](#) approved and disseminated
- 2019 [Inaugural SEL Conference](#)



# UDL Lesson Plan Template

Teacher Candidate		Date		Host Teacher	
+ Class and Period (i.e. Algebra I, gr. 8, 2nd period)				Lesson Title	
Central Focus					
Standards Addressed					
Learning Objective(s)					
Academic Language/Language Function Objective(s)—tie to CT Core Standards Literacy					
Assessments (provide multiple means of expression)			Evaluative Criteria (note any relevant differentiation)		
Key Vocabulary					
Lesson Procedures/ Learning Tasks and Timeline (use UDL Checkpoints and cite within the lesson plan)					
Times	Teacher Language and Actions (Note any co-teaching models as applicable)	Student Language and Actions	Formative Assessments	UDL Strategies (cite checkpoint) and/or accommodations/modifications	
	Initiation:				
	Lesson Development:				
	Closure:				
Lesson-Specific Materials					
Teacher Materials		Student Materials		Targeted Materials (assistive technology, etc.)	

# Successes

- Synergy across programs (all teacher preparation programs, counseling, ed leadership, literacy, nursing, physical education, social work)
- Adoption of the [Central Teaching Practices](#) by all teacher preparation programs (23 high-leverage practices grounded in SEL and UDL principles)
- K-12 Partnership work (shared interest and investment)

# Central Teaching Practices

## Central to Planning for Learning

1. Set, for and with students, standards-based long and short term learning objectives that address student learning needs.
2. Employ data on students' prior knowledge and learning profiles to design learning sequences that support all learners.
3. Plan instruction that reflects an understanding of common patterns of student thinking and development in a subject-matter.
4. Plan instruction that promotes active student engagement in discipline-based literacy, accountable talk, argumentation, and inquiry.
5. Plan learning opportunities that proactively integrate multiple means of engagement, expression, and representation to scaffold and support learning (Universal Design for Learning (UDL)).
6. Employ multiple explanations, examples, representations, and modeling to make content clear to diverse learners.
7. Plan for and implement evidence-based strategies, including technologies, that are responsive to students' needs and backgrounds.

## Central to Instruction

8. Elicit and interpret individual students' thinking.
9. Facilitate varied classroom discourse including whole group discussions and small group work.
10. Foster student engagement in inquiry and self-directed learning.
11. Check student understanding and continuously adjust instruction.

## Central to Assessing Learning

12. Select and develop equitable methods to assess student learning.
13. Analyze student work, including daily assignments, quizzes, tests, projects, performances, and standardized assessments to establish next steps in instruction.

14. Provide students with prompt, actionable, and individually appropriate feedback on learning processes and products.

15. Analyze assessment data and report results appropriately to varied audiences (e.g. parents, colleagues, students, data teams, administrators).

## Central to Creating a Positive Learning Environment

16. Build on students' cultural, personal, and community assets to foster a positive climate and support learning for all students

17. Establish safe, organized, consistent, and positive learning environment. (Build respectful relationships with students; Implement organizational routines; Specify and reinforce productive student behavior; Implement norms and routines for classroom discourse and work).

18. Support each student's social and emotional development.

19. Employ strategies that promote the development of student self-regulation, self-monitoring, reflection, and goal setting.

## Central to the Professional Responsibilities of Teaching

20. Interact collaboratively in professional roles beyond the classroom (e.g. data teams, professional learning communities, curriculum teams, school governance teams, PPT or SRBI teams, parent organizations, community partnerships, etc.).

21. Collaborate with parents or guardian to support students.

22. Analyze instruction and use feedback for the purpose of improving one's own practice.

23. Develop long- and short-term goals for professional growth and a plan to pursue them.



# Challenges

- New leadership
- edTPA
- All learning is social and emotional vs stand along programming
- Limited resources to support professional development and development/alignment work
- Focus on developing in-house supports first before partner outreach



# Strategies to overcoming challenges

- Patience (fast vs far)
- Continue collaboration across programs
- Look to existing structures/processes

# Lessons Learned

- Lasting change must withstand leadership transitions
- There are numerous angles on SEL- interdisciplinary faculty need coordination
- Teachers' social and emotional competencies are often overlooked as critical elements of SEL programming/integration
- Teachers are implementing SEL programs without the necessary support and professional development

## Lessons Learned, cont.

- Many SEL programs are implemented in piecemeal and without a systemic approach
- SEL isn't just for early childhood and elementary
- All learning is SEL
- There is much work to be done!

## Next Steps

- Secure grants to support preservice and cooperating teachers implementing SEL programs
- Revamp the module all teacher candidates take for certification
- Develop a course-based module on teacher resilience

## Next Steps, cont.

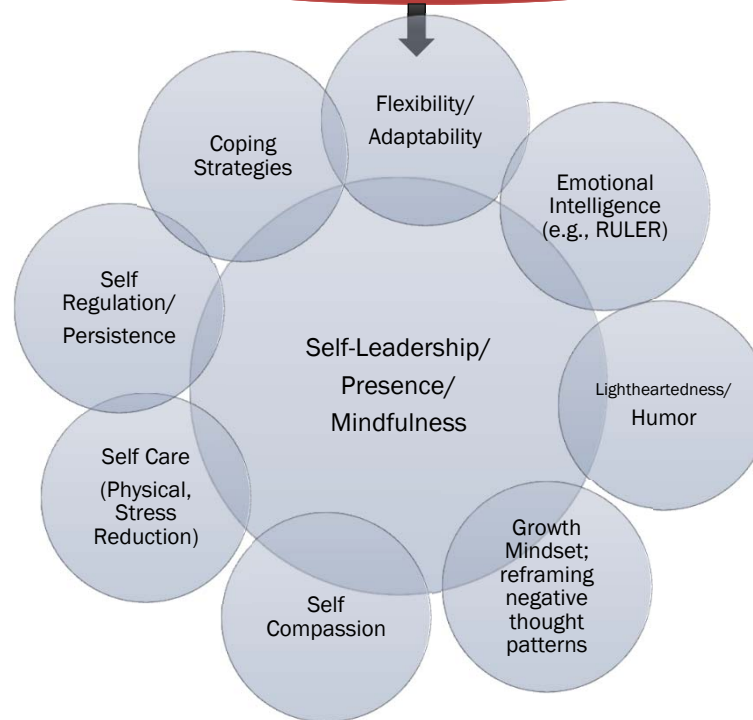
- Develop an elective course on teacher resilience
- Coordinate all stakeholders to refine the scope and expand the reach of the SEL Center and annual SEL conference (unique visioning still to be done)
- Investigate the phenomenon of teacher resilience through three-stage line of inquiry (focus groups, survey, intervention)

# Framework for Teacher Resilience

Self-Inquiry/Awareness: Reflection

Visioning and Intentionality  
Built from Strengths; goal setting

PASSION/PURPOSE



Efficacy which leads to AGENCY

## SOCIAL COMPETENCE @SCHOOL

Relational Resilience: Positive school culture

- Common purpose
- Belonging: social justice/inclusion
- Community engagement
- Collaboration and teamwork
- Nurturing relationships
- Effective communication
- Empowering leadership and mentorship
- Family Engagement
- Fun

## SOCIAL COMPETENCE @HOME

Relational Resilience  
Supportive Family/Friendships

- Belonging
- Sociopolitical & community engagement
- Nurturing relationships
- Effective communication
- Common humanity
- Passion
- Play

# QUESTIONS/DISCUSSION?



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## Presenters:



Center for  
Reaching & Teaching  
the Whole Child

### **Nancy Lourié Markowitz, Ph.D.**

Founder and Executive Director  
Center for Reaching & Teaching the  
Whole Child

Professor Emerita,  
San Jose State University  
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## *Presentation # 3*

# Successful Partnerships for Supporting SEL Integration in Teacher Education Programs



### **Michael Gallagher**

Deputy Superintendent of Human  
Resources

Sunnyvale School District  
michael.gallagher@sesd.org



Center for  
Reaching & Teaching  
the Whole Child



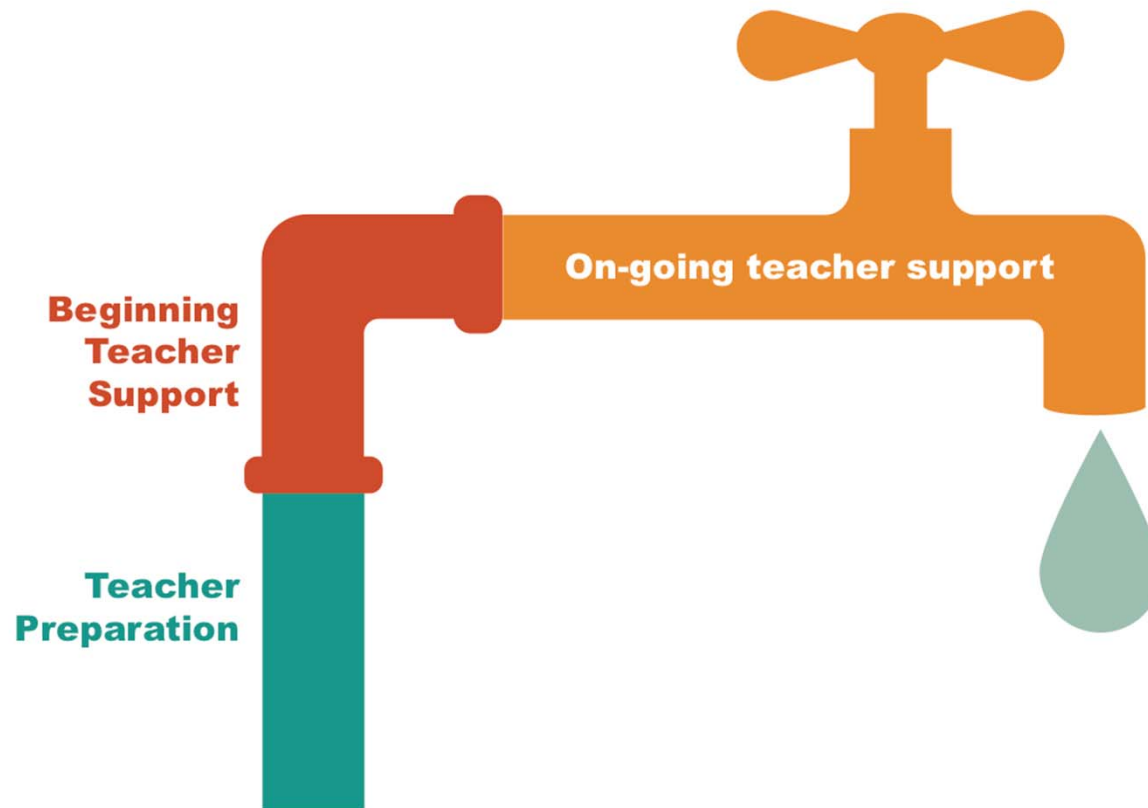
- ❖ Who we are
- ❖ Connecting SEL and Culturally Responsive Teaching practices
- ❖ Introduction to CRTWC Social, Emotional, and Cultural Anchor Competencies Framework



Center for  
Reaching & Teaching  
the Whole Child

- Established in 2008 at San Jose State University
- Now independent project under fiscal sponsorship of Community Initiatives
- **Mission:** integrate social, emotional, and cultural competencies in teacher preparation programs

**For student achievement and ability to thrive,  
we need a professional development pipeline with no  
leaks...**



## *Center for Reaching & Teaching the Whole Child (CRTWC)*

### **Our Goals**

- **Integrate** a social, emotional, and cultural teaching lens into teacher preparation and classroom teaching
- **Connect** social, emotional, and cultural anchor competencies to academic standards
- **Impact two generations of educators:** Teacher Candidates & Cooperating Teachers
- **Impact teacher preparation programs** around the country
- **Provide a pipeline** of well-trained new teachers





ASSUMPTIONS

- Change begins in teacher preparation
- Need for common language
- Use a social, emotional and cultural lens
- Adults need to work on their own social, emotional, and cultural competencies, too
- Social-emotional learning must be addressed within social, political, & cultural contexts of students & teachers
- It takes time!

## *A Definition of Social-Emotional Learning?*



“SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

*Collaborative for Academic, Social, and Emotional Learning (www.casel.org)*



## *SEL produces significant positive effects in students*

- improved attitude toward self and others
- improved academic performance
- encourages prosocial behaviors
- reductions in conduct problems
- reductions in emotional distress



# Principles of Culturally Responsive Teaching

(from Gloria Ladson-Billings, 1995)

- 1. Academic Success:** high expectations; nurturing cooperative environments; uses students' strengths as starting point
- 2. Cultural Competence:** assist students in the formation of a positive cultural identity
- 3. Critical Consciousness:** help students recognize, understand, critique current & historical social inequities





***Bringing it all together under one umbrella...***

**Cooperative learning**

**Teacher well-being**

**Mindfulness practice**

**Resiliency**

**Non-cognitive factors**

**Culturally sustaining pedagogy**

**Culturally responsive teaching**

**Grit**

**Growth mindset**

**Student well-being**

**Perseverance**

*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.



## **Weave Social, Emotional, and Cultural Lens into Academic Content & Learning Environment**

**A fabric of support for teachers  
& students to thrive and succeed!**



## *Anchor Competencies Framework & Guide*

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

## 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

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## **Goals**

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



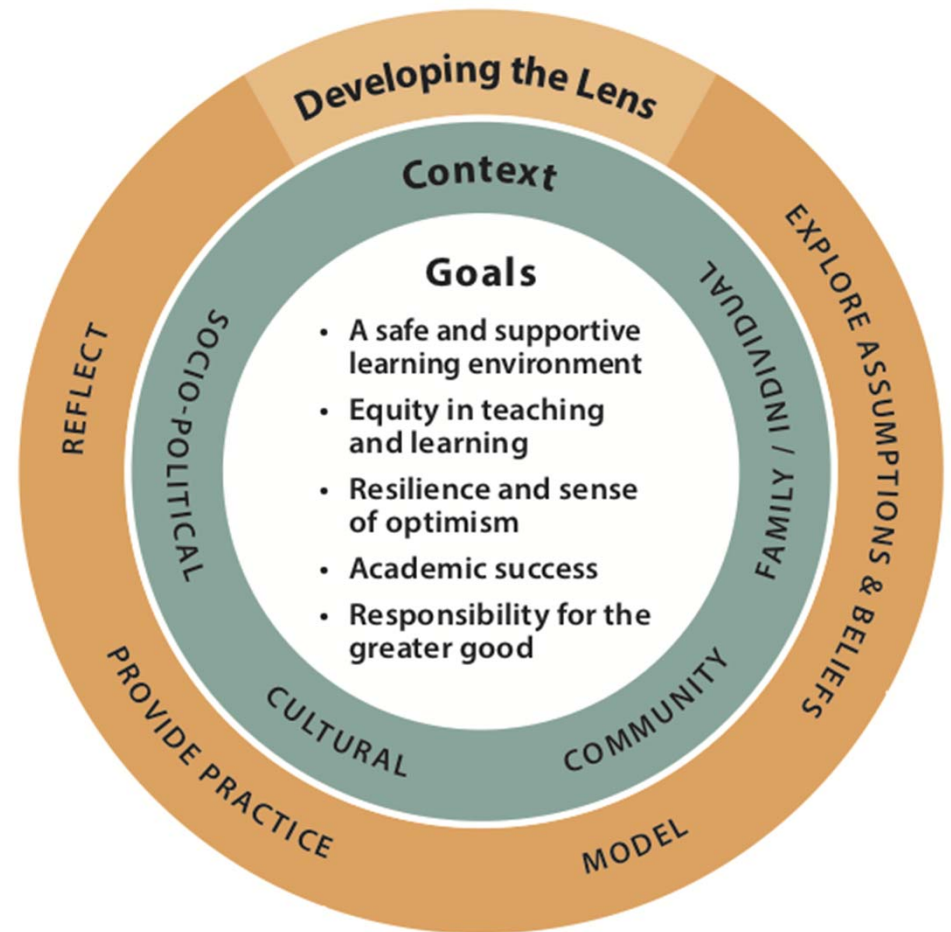
## Context (teacher and student)

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



## To develop the lens...

- Explore assumptions/beliefs
- Provide modeling
- Provide practice
- Provided time to reflect

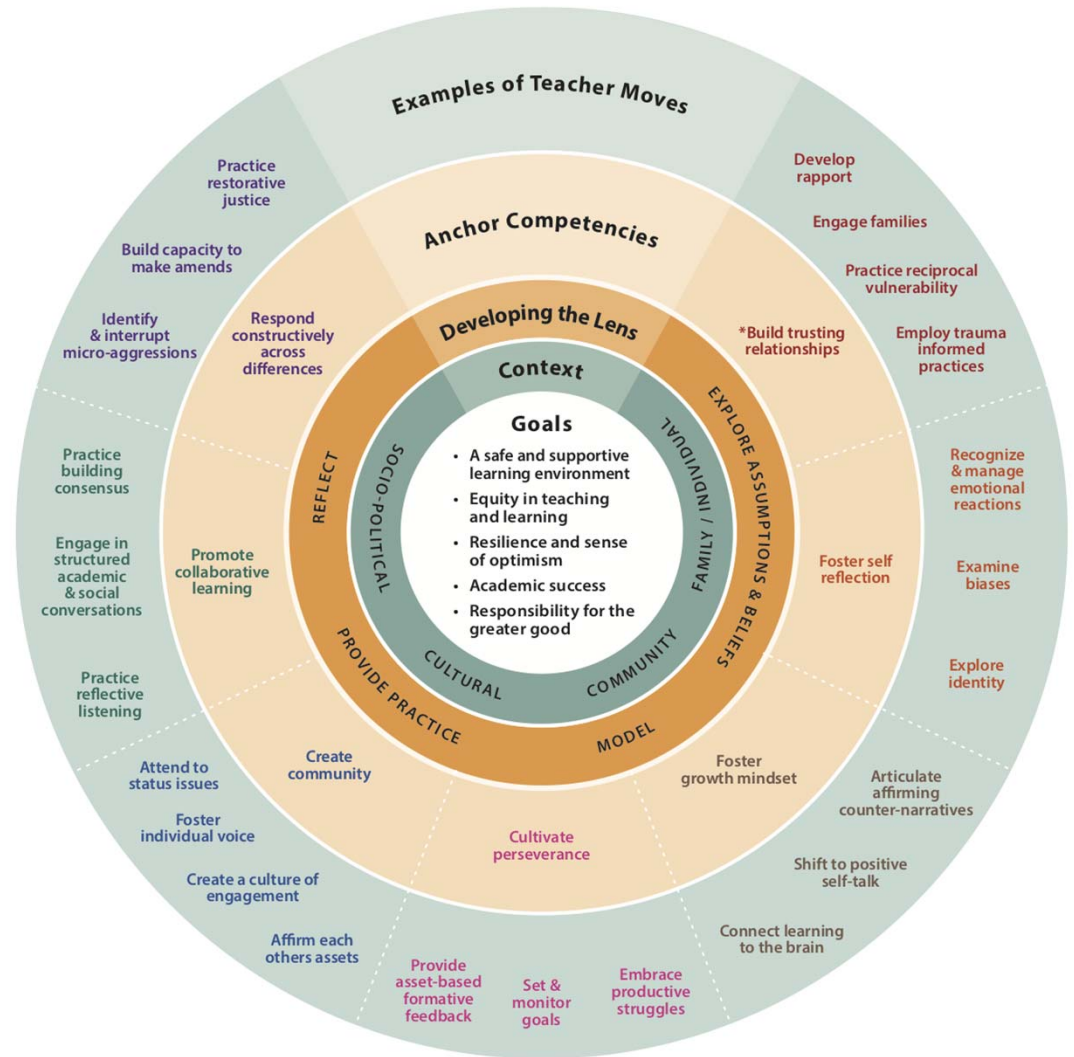


# Anchor Competencies

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



# Social, Emotional, & Cultural Anchor Competencies Framework (accompanying Resource Guide available)



## Mathematical Practices

## Corresponding Anchor Competencies

Make sense of problems and persevere in solving them

- Foster growth mindset
- Cultivate perseverance

Construct viable arguments & critique the reasoning of others

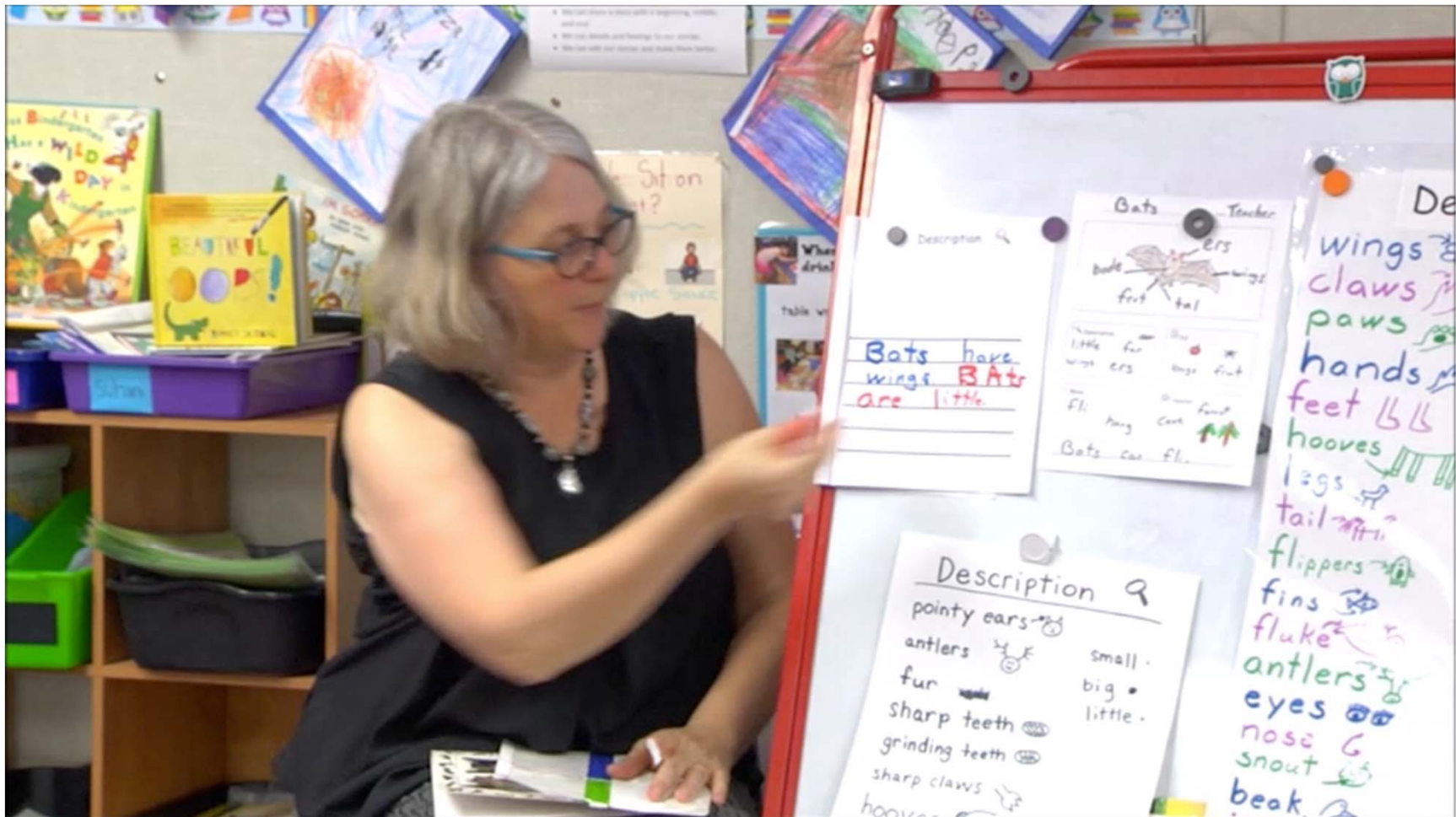
- Foster self-reflection
- Promote collaborative learning

Literacy Common Core	Corresponding Anchor Competencies
ask & answer questions to seek help, get information, ask for clarification	<ul style="list-style-type: none"> <li>• Foster self reflection</li> <li>• Promote collaborative learning</li> </ul>
Express thoughts, feelings, & ideas clearly	<ul style="list-style-type: none"> <li>• Foster self reflection</li> <li>• Foster growth mindset</li> </ul>
Engage effectively in collaborative conversations with diverse partners	<ul style="list-style-type: none"> <li>• Respond constructively across differences</li> <li>• Practice collaborative learning</li> <li>• Create community</li> </ul>

Anchor Competency	Example of Teacher Moves	Example of Strategy
<p><b>*Build trusting relationships</b></p>	<p>Develop rapport</p>	<p><b>2/10 activity</b> (Talk with student 2 minutes each day for 10 days)</p>
<p><b>Foster Growth Mindset</b></p>	<p>Send affirming counter-narratives</p>	<p>Use children's literature as example of counter-narratives.</p>



# Anchor Competencies in Action





# Spreading the word....

Stay connected by signing up on our website ([www.crtwc.org](http://www.crtwc.org)) to learn about upcoming Teacher Educator Institutes and our upcoming book published by Harvard Education Press (in Spring 2020).



# Sunnyvale School District Mission Statement

*Sunnyvale School District provides every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world.*

*adopted by the Board of Education*

*May 31, 2018*



# Supporting Social-Emotional and Academic Growth



- ✓ Counselors
- ✓ Social Workers
- ✓ PBIS
- ✓ Project Cornerstone
- ✓ Family Engagement Institute
- ✓ Parent Support Programs
- ✓ Challenge Team
- ✓ Playworks
- ✓ Second Step, Kimochis, etc.

- ✓ CRTWC
- ✓ DESSA/Panorama
- ✓ New Teacher Center
- ✓ Culturally Responsive Teaching

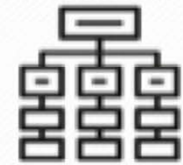
- ✓ Kaiser/Anthem
- ✓ Acknowledge Alliance Teacher Groups
- ✓ Employee Wellness
- ✓ PLCs

## CASEL

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

# SEL Focus Areas for Sunnyvale School District:

Big Picture: Begin to **organize** supports for educators, students and instructional practice while considering the various tiers of support

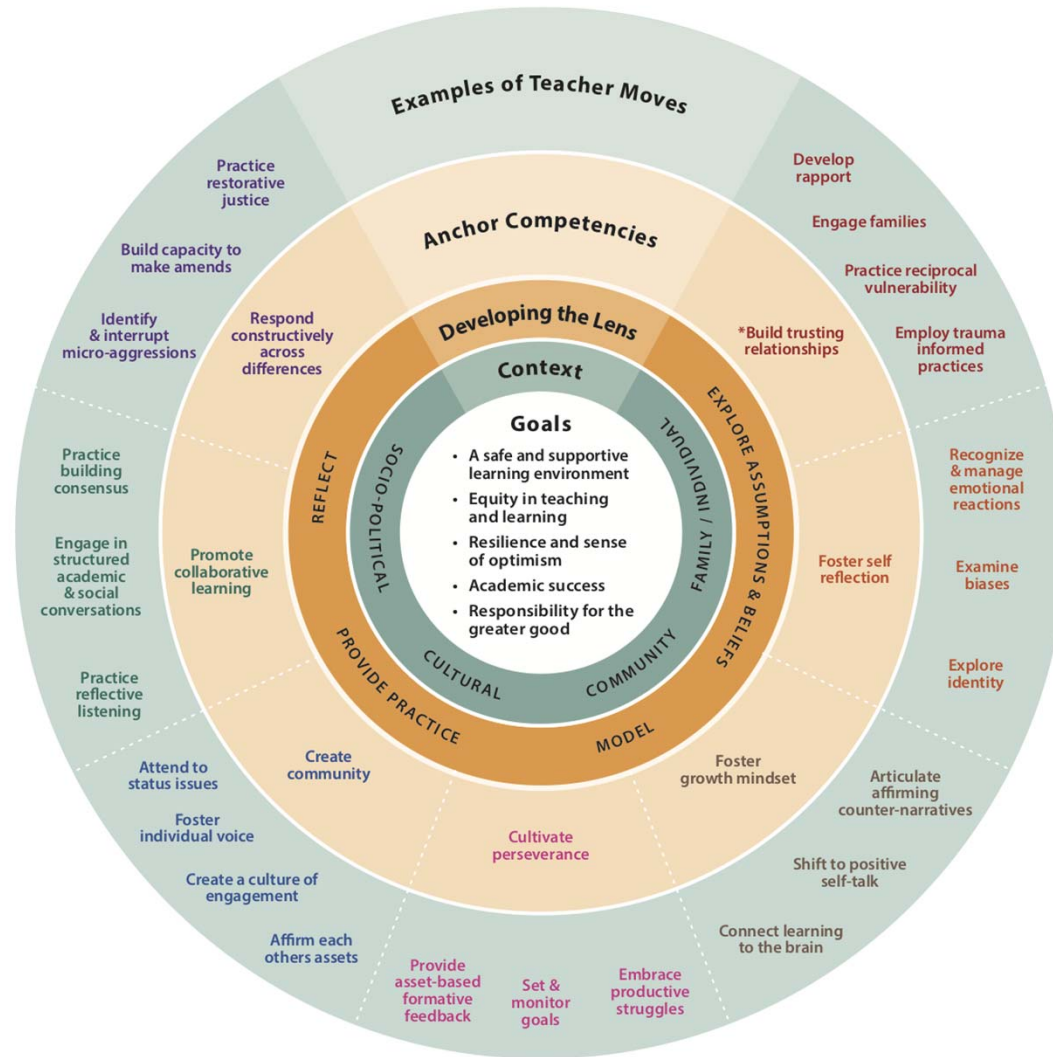


**Explore** the relationship between SEL, behavior, and academic achievement interventions

Begin **identifying** outcomes and assessments for SEL



Identify **supports** for different classifications of educators





**TIER 3 • INTENSIVE:**

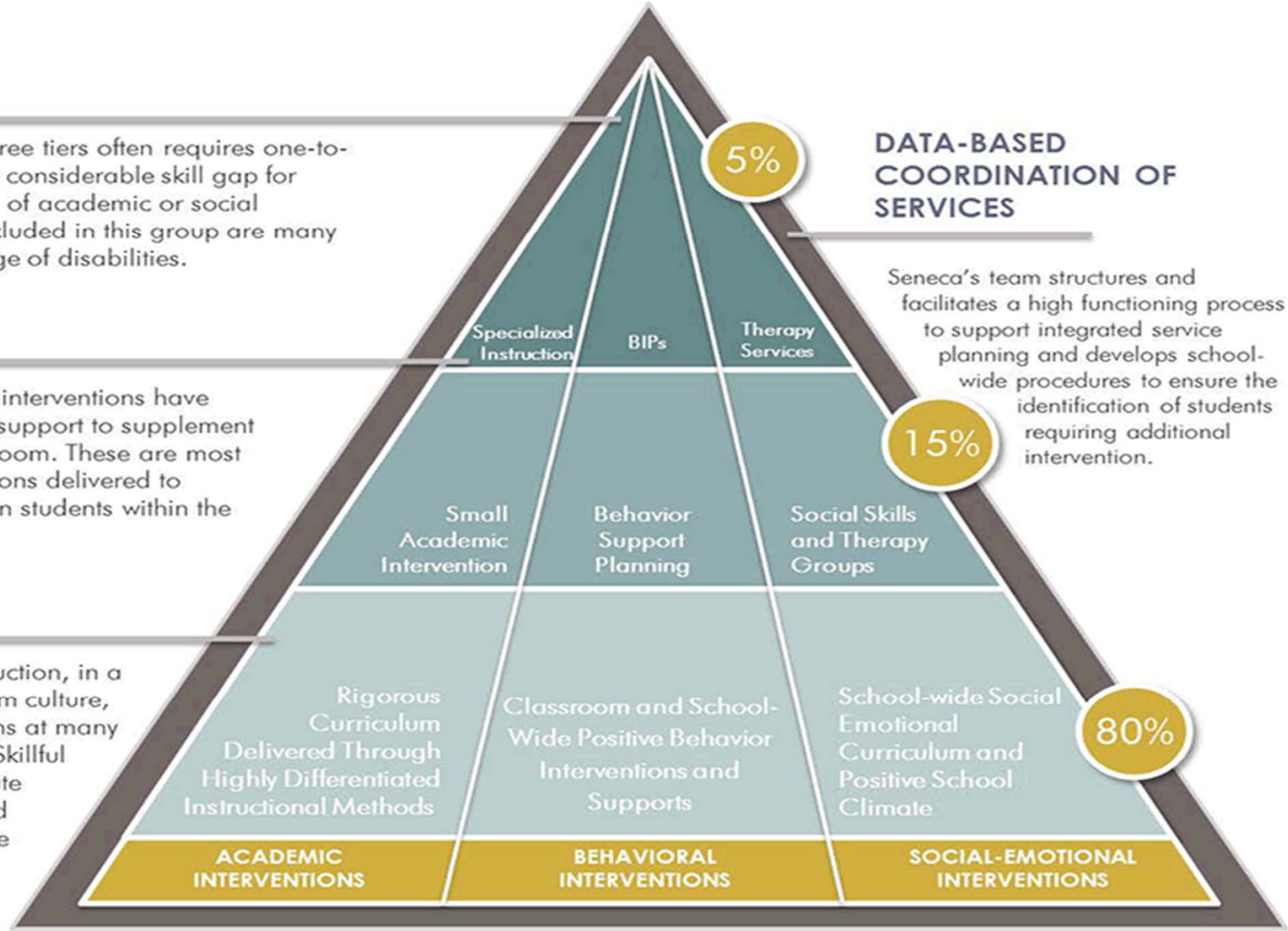
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

**TIER 2 • TARGETED:**

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

**TIER 1 • UNIVERSAL:**

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



## Teacher Resilience

“To teach, and to teach to one’s best over time, requires resilience. Resilience is not an option . . . . This is not to valorize the teaching profession, but rather to acknowledge the special relationship between the abilities and capacities of its members to manage its intellectual and emotional demands in order to sustain their contributions to the quality of their students’ learning and achievements.”

*The New Lives of Teachers* (Day and Gu, 2010)

# A Few of Our Challenges



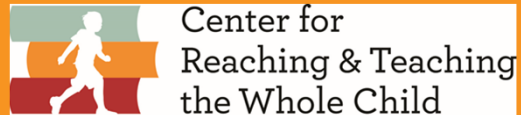
- **After School Programs**
- **Classified Employees**
- **Assessment (academic, behavior and SEL goals)**
- **Other Instructional Focus Areas**
- **Differentiated Training of Staff and Leaders**



Questions?



## Contact Information



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*For Our Panel*

Additional Questions  
Closing Thoughts

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**Thank you for participating today.**

***A brief follow up survey will be sent to you.***

**We appreciate your feedback!**