



Center for  
Reaching & Teaching  
the Whole Child

## **The Social-Emotional Dimensions of Teaching & Learning in Preservice Teacher Education: What Do Teacher Educators Think?**

**White Paper  
submitted to HopeLab  
based on  
Teacher Educator Convening  
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**by**

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We also want to thank Nance Kwan, the CRTWC Administrator and Karen Parks, the Event Manager, for doing all the behind-the-scenes work that enabled this convening to be so well-organized and successful.

Of course, we want to thank those individuals who, because of their commitment to social-emotional learning in preservice teacher education, traveled from all over the country to participate. This work would not be progressing without their passion.

Finally, we owe a debt of gratitude to our amazing facilitator, Dr. David Osher, who created a safe space where participants could share, discuss, and question. Thank you, David!



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*“To the extent that the effort at change identifies and meaningfully involves all those who directly or indirectly will be affected by the change, to that extent the effort stands a chance to be successful.”*

*Seymour Sarason, 1996*

## I. Origin of the CRTWC Teacher Educator Convening

Consistent with Sarason’s cautionary statement above, it is time to begin digging into the question, what do teacher educators themselves think should happen in preservice preparation related to social-emotional competencies? What do they see as the issues, successes, and challenges, and what are *their* recommendations for how to move social-emotional learning forward in teacher preparation?

In 2009, Nancy Markowitz created the San José State University (SJSU) Collaborative for Reaching & Teaching the Whole Child (CRTWC). CRTWC began as an embedded project within the SJSU Department of Elementary Education. Its goal was to respond to the compelling research on social-emotional learning (SEL). From 2009-2016, CRTWC focused on working with faculty, university supervisors, and cooperating teachers in the SJSU Multiple Subject Credential program. Our intention was to build their knowledge base and ability to integrate SEL into the program content and field experiences, and study the impact of these efforts on graduates.

After seven years, the SJSU Multiple Subject Credential program serves as proof of concept that significant change integrating SEL into a university teacher preparation program can occur. In the process, we realized that we needed to expand the work to include what we now term the Social-Emotional Dimensions of Teaching and Learning (SEDTL), in order to emphasize the need to address the teachers’ own SEL skill development as well as the development of those skills in their students. As highlighted in our second year evaluation conducted by WestEd, we have succeeded in bringing awareness of, and attention to SEDTL by faculty, university supervisors, and candidates. We are now focused on developing practices that can be embedded in specific courses, and researched for their effectiveness in producing graduates competent in using an



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SEL lens to inform their practice. Importantly, SJSU elementary education faculty have come to agree that 1) SEL skill development needs to include both the teachers and their students; 2) SEL integration requires the development of an “SEL lens”; and 3) SEDTL needs to be integrated across the courses and fieldwork that teacher candidates take for their credential, not housed in a single course.

CRTWC posits that SEL skills must be integrated into the very thinking of teachers from the time they enter a professional preparation program. We believe that preservice teacher preparation can uniquely provide prospective teachers with the necessary time and opportunity to work on their own SEL skills, competencies, and habits of mind. This is perhaps one of the most fruitful times in a teacher’s career when this work can occur as it is a time of sustained practice, feedback, and reflection.

Given the work we had done, the hunger for connection we heard in informal conversations with other teacher educators around the country, and the questions and issues raised in the Schonert-Reichl et al White Paper (2016), we decided it was time to hear from teacher educators themselves. With the generous support of HopeLab, we convened a group of teacher educators from different parts of the country who are also engaged in thinking about, and working on bringing SEL into their practice. Our goal was to add to the body of knowledge regarding SEL in teacher preparation and generate discussion about what could happen next.

We invited a group that included California university teacher educators, researchers with a demonstrated understanding of, and commitment to SEL, and teacher educators who are responding to new SEL standards in states throughout the nation. We wanted them to engage in a facilitated discussion about essential next steps needed to bring SEL into preservice teacher education systematically and systemically. Dr. David Osher, Vice President, American Institutes for Research (AIR) Fellow, and Senior Advisor to the Health and Social Development Program, facilitated this meeting. A complete list of the participants may be found in Appendix A.

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## II. Before We Begin: An Explanation of Terminology

Using a common language is the first step toward effective communication within the discipline. With that in mind, we offer the following definitions of terms that will be used throughout this white paper.

**Academic Mindset** - A student's attitudes, beliefs, and dispositions about school, learning, and capacity as a learner that are associated with effort, perseverance, and positive academic achievement. (Hammond, 2015)

**Cooperating Teacher**- An experienced teacher who has a teaching credential and a minimum of 3 years teaching experience who hosts a teacher candidate within their classroom, providing field experience for typically either a quarter/semester or full year.

*"... as I supported teachers, I notice that I didn't have the terminology to name things. I (thought) I learned about this and I know what I am doing, but what do I call it?"*

*Jennifer Concepcion*

**Cultural Competence** - The ability to understand our cultural differences and similarities; to understand the social and cultural realities in which we work; to cultivate appropriate attitudes towards cultural differences; and to generate and interpret a wide variety of verbal and nonverbal responses. (Hammond, 2015)

**Culturally Responsive Teaching** - An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. (Hammond, 2015)

**Multicultural Education** - When a teacher focuses on managing diversity, creating harmony across different sociocultural groups, providing opportunities for students to see themselves in literature, history, etc., and exposing all students to different cultural perspectives. (Hammond, 2015))

**Preservice/Teacher Education/Teacher Preparation Programs** – Terms used synonymously to refer to credential programs at the university level where teacher candidates receive the coursework, student teaching fieldwork, and mentorship needed to prepare them for teaching.

**SEDTL** - A term coined by the Center for Reaching & Teaching the Whole Child to indicate the need to address the Social-Emotional Dimensions of Teaching (the teachers) and Learning (the students).

**Social-Emotional Learning** –Social and 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. (see [CASEL.org](http://CASEL.org))

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**Social Justice** - Raising awareness of social and political inequities, trying to interrupt systems of privilege, and using critical pedagogy in subjects such as history and language arts to address these injustices.

**Teacher Candidate**- A person who is currently pursuing a teaching credential within a teacher preparation program.

**University Faculty** – Professors who teach the coursework within the teacher preparation program. Faculty may or may not also be University Supervisors.

**University Supervisor** – An educator who is situated in a university teacher preparation program and provides supervision in the form of individual observations, feedback sessions, and group seminars. Their goal is typically to link what the teacher candidate is learning in the field with what they have learned in coursework at the university. They also typically take responsibility for evaluating teacher candidates' performance in the classroom.

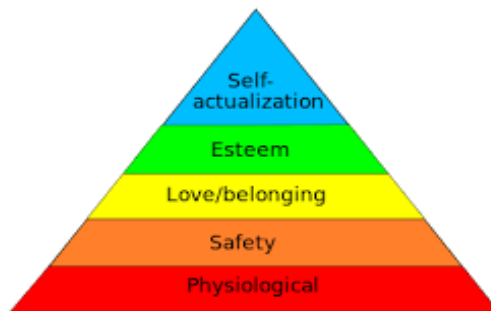


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### III. SEL in Teacher Preparation: A Brief Review of the Literature

For ten years, the No Child Left Behind Act, a federal initiative, focused American education almost exclusively on reading, writing, and math skills, leaving the needs of the “whole child” unattended. The intention was to decrease the achievement gap. This initiative not only omitted the need for teachers to attend to students as human beings, it left teachers drained of passion for their profession. And, it did not close the achievement gap. The demise of this initiative is indicative of many blind spots, one of them being that focusing on academic skills without also addressing the social-emotional needs and competencies of both teachers and their students will not succeed in lessening the achievement gap. As NCLB has faded and Common Core State Standards have been adopted in most states, the need to address social-emotional learning skills has become increasingly evident, as seen in both the news and professional journals.

The importance of attending to different levels of need when teaching children is not a new concept. Maslow’s Hierarchy of Needs (1943) points to the importance of paying attention to more than just the 3R’s.



Yet, in the continual swing of the “educational pendulum”, we often forget about the importance of these needs. We are now returning, as a society, to understanding that developing a successful, thriving adult requires attention to both academic and social-emotional skills, dispositions, and habits of mind, and that this attention needs to begin in early childhood.

As SEL is beginning to gain traction in the field of education, specific methods for strengthening the preservice teacher candidates’ SEL lens, as well as the SEL lens of the teacher educators who prepare



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them, are critically needed. Currently, in the vast majority of teacher preparation programs, social-emotional learning (SEL) is marginalized into a separate course, if addressed at all (Bridgeland, Bruce & Hariharan, 2013; Cohen, 2006; Fleming & Bay, 2004).

As attention to SEL is becoming more accepted in educational and political circles, the strategy has been to target schools and/or school districts as the lever of change. Absent from the discussion has been the need to ensure that the pipeline of new teachers must also be addressed if the change is to be systemic rather than disjointed. We suggest that without attention to the development of a candidate's SEL competencies, the pipeline of teachers coming into the field will continually need basic professional development in SEL competencies that could have been taught more efficiently and effectively in the preservice program.

As the following literature reveals, much has been offered to support the need to integrate SEL and as a critique of teacher education programs that have not yet embraced this need.

Social-emotional learning is defined as a process through which “children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks.” (Zins et al., 2004). Durlak et al (2011) state that “SEL improves students’ social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; reduce(s) conduct problems and emotional distress; and improve(s) students’ achievement. Students with strong SEL skills are resilient, self-aware, and socially competent. They are able to manage their emotions, establish healthy relationships, set goals, organize and prioritize tasks, and make responsible, ethical decisions” (Elias,1997; Medoff, 2010; Zins et al. 2004). Teachers foster social-emotional learning by explicitly teaching these skills, as well as by creating classrooms in which students feel safe and are willing to risk challenging tasks and participate in class discussions and activities. They create an environment that fosters social-emotional learning when they recognize student strengths, hold high learning expectations for all students, and when they model not just strong communication skills, but the ability to listen and empathize (Elias et al, 1997; Medoff, 2010). “Simply raising academic standards without also giving substantial attention to students’ social-emotional and instructional needs is likely to be unsuccessful and harmful, especially for groups at risk” (Becker & Luthar, 2002). Teachers must recognize the importance of targeting these skills in schools (Bridgeland, Bruce & Hariharan, 2013). A twenty year study released in 2015 (Pennsylvania State University, 2015), determined that kindergarteners’ social skills, like cooperation, listening to others,

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and helping classmates, provided strong predictors of how those children would fare two decades later<sup>1</sup>.

With the new knowledge provided by current neuroscience and psychology research, we know that learning is impacted by our emotions. Numerous studies have linked social-emotional development to academic achievement (Haynes & Ben-Avie, 2003; Scales, Benson, Roehlkepartain, Sesma & van Dulmen, 2006; Snyder, Flay, Vuchinich, Acock, Washburn, Beets & Li, 2010). Research conducted by Durlak et al (2011) shows a strong correlation between social-emotional learning and academic success. Further, mounting research also points to the need for teachers, themselves, to develop strong social-emotional competencies in order to cultivate their own resilience and effectively foster cognitive and social-emotional learning among students from a wide range of cultural and socio-economic backgrounds (Brackett & Kremenitzer, 2011; Jones & Bouffard, 2012; Roorda, Helma, Spilt & Oort, 2011; Yoder, 2014).

Additionally, the work of Carol Dweck (2007) makes the distinction between someone with a growth mindset versus one with a fixed mindset. This work has significant implications for both teachers and students. The teacher who does not believe s/he is “good” at math will likely be the teacher who spends less time on the subject and/or relies heavily on the teacher curriculum guide. That such a teacher will convey a sense of joy, discovery, and provide the message that, with work, the students will succeed, is unlikely. Also, Duckworth et al’s research identifies “grit”, perseverance and passion for long-term goals (Duckworth, 2007), as another important characteristic of success. It can be argued that both a growth mindset and perseverance are developed through an explicit focus on social-emotional competencies.

Finally, with attention now focused on implementation of Common Core State Standards and issues of high rates of suspensions, increased incidents of bullying, and higher school dropout rates, it would appear evident that teacher preparation programs need to develop candidates’ SEL competencies not only as foundational to achievement of Common Core Standards, but as essential to helping them address these other issues in their future classrooms.

Taken together, the case for attending to SEL skills in preservice teacher education would seem obvious. Indeed, a call for attending to SEL practices in teacher preparation is often mentioned in the context of

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<sup>1</sup> Pubic Broadcasting Station interview with Damon Brown, Pennsylvania State University, July 16, 2015

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publications focused on the field of SEL. Fleming and Bay (2004) stated the need ten years ago: “Proponents of social and emotional learning should work with teacher educators to integrate SEL into university teacher education curricula in ways that reinforce and further ensure teacher candidates’ ability to meet professional teaching standards”. As stated in a 2010 report from the National Governors’ Association, “... effective teachers do more than promote academic learning – they teach the whole child. Teachers help promote the social and emotional learning skills students need to be college and career ready...” (National Governors’ Association, 2010). What is missing is the “how to do it”.

Unfortunately, little attention has been paid to looking deeply at what needs to happen in teacher preparation programs that provide the pipeline of new teachers who will be employed by school districts. Reports such as those authored by the National Council on Teacher Quality (2013, 2014) demonstrate that teacher preparation programs may need to reevaluate the training they provide teacher candidates to insure they are truly prepared to teach the diverse learners they will encounter in the field. The Harvard Social Policy Report (2012) states that “teachers typically receive little training in how to promote SEL skills, deal with peer conflict, or address other SEL-related issues.” (Lopes, Mestre, Guil, Kremnitzer and Salovey, 2012; Kremnitzer, 2005)

Preparation programs, with a very few notable exceptions, have not yet devoted the time, energy, and financial resources needed to integrate the social-emotional dimensions of teaching and learning into the preparation of those about to enter the profession. Nor do they know where to go for guidance. When Schonert-Reichl et al (2015) did a national scan of teacher preparation programs in the U.S., they found that attention to SEL is limited and when it is present, only some dimensions of this complex area, are addressed. In sum, attention to SEL in the preparation of teachers has been very uneven.

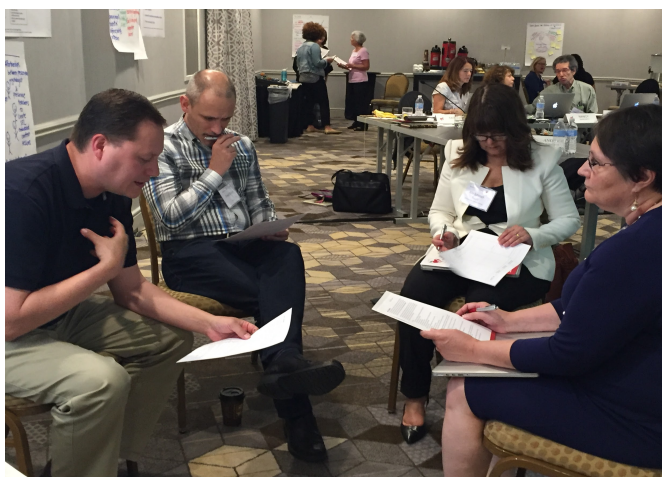
Teachers, themselves, concur with the need for SEL skills and confirm the fact that attention to SEL was totally lacking in their preparation programs. In April, 2015, the Education Week Research Center conducted a study where they surveyed 500 teachers and school-based administrators around the nation to measure how they view the importance of SEL. (Education Week Research Center, 2015) Among other topics, the survey included questions about the connections between SEL and (1) academic learning; (2) student behavior; and (3) school climate. Respondents were also asked whether their teacher preparation programs adequately prepared them to integrate SEL competencies into their practice. Most respondents (67%) felt that SEL was an important factor for student achievement, and

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believed that SEL competencies such as responsible decision-making, self-management, relationship skills, ability to empathize with others, and self-awareness were important skills for teachers to possess (80-90%) (Education Week Research Center, 2015). When asked for the greatest challenge they faced with respect to addressing students' SEL, respondents were in accord with researchers, noting that "educators lack training and knowledge about SEL." (Education Week Research Center, 2015). When questioned further, respondents offered that their teacher preparation programs did not adequately prepare them to address students' SEL.

While much has been published providing powerful reasons for bringing SEL into the classroom, most recently from a twenty-year longitudinal study conducted by Jones, Greenberg, Crowley (2015), schools and school districts are still seen as the primary unit of change toward inclusion of SEL skills for students (CASEL Collaborating Districts Initiative, see [CASEL.org](http://www.casel.org)). A recent example began in July 2016, when a new multi-state project known as the Collaborating States Initiative (<http://www.casel.org/collaborative-state-initiative/>) was launched by the Collaborative for Academic, Social and Emotional Learning. "The two-year initiative is intended to help state educators understand what social and emotional learning — which includes teaching students to listen respectfully, manage stress, and set personal goals — looks like in the classroom and how states might map out a grade-level guide to developmentally appropriate skills" (EdSource, 2016). California was identified as one of the participating states. It is interesting to note that at neither the state nor national level of this initiative are university teacher educators with graduate degrees in education, part of the advisory groups.

There have been many programs created to support the development of SEL skills (see [CASEL.org](http://www.casel.org)). However, as helpful as SEL programs can be, they may also unintentionally perpetuate the idea that SEL is something you do on Tuesdays and Thursdays and that the student, rather than the teacher and the student,



needs to be the focus. Further, while of use, it is unlikely that they can be taken to scale as schools and/or districts have so many competing priorities for instructional time and limited financial resources

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to provide such programs. Finally, if SEL is thought of as a program it is more likely to go the way of all programs - as soon as a new administration comes into an educational setting, priorities and programs often change. For these reasons, CRTWC has focused on SEL as a “lens” that should inform teacher practice. This shift toward development of a teacher’s SEL lens has led to the creation of materials and processes that focus on strengthening teachers’ ability to ask questions and acquire data that more effectively responds to the needs of diverse learners.

In order to dramatically shift attention toward SEL in teacher preparation, we need to listen more closely to what teacher educators perceive as the needs, expectations, challenges, and strategies for integrating SEL skills into preservice teacher preparation. We believe the Teacher Educator Convening is the first attempt to hear from teacher educators themselves. The purpose of this paper is to summarize the discussion that ensued during this very interesting and informative day.



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## IV. Overview of the CRTWC Teacher Educator Convening

### Participants

Fifteen participants were invited to the Convening based on our desire to engage teacher education leaders from California and other parts of the country who have been involved, and are committed to efforts to bring SEL practice into teacher preparation. Six of the participants were teacher educators or other professionals who work in teacher education in states that currently have state standards for SEL in teacher preparation or, in the case of Texas, were working with the Collaborative for Academic, Social, and Emotional Learning (CASEL) as part of their national 8 district initiative. Eight of the participants, including Nancy Markowitz and Wendy Thowdis, were from California. One of the eight was a teacher at an elementary school in Sunnyvale School District who had worked with the SJSU program for three years and was a graduate of the SJSU Multiple Subject Credential program.



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## Agenda

The intention of the Convening was to serve as a “kick-start” to ongoing work rather than a one time coming together to discuss ideas. The stated goals of the TE Convening included the following:

1. Bring together thought leaders who teach, supervise, and support teacher preparation programs in California and other states to listen to what they see as the needs, challenges, and opportunities of integrating social-emotional learning skills at the preservice level.
2. Share what is currently happening in the professional homes of the participants.
3. Develop explicit actionable next steps participants will take to connect the social-emotional dimensions of teaching and learning and culturally responsive teaching in preservice teacher education.

The day was structured to include individual reflection as well as small and large group discussions. To insure that all voices were heard and that we would stay on track and go deep in our conversations, Dr David Osher provided facilitation. Guiding questions for the day included:

1. What is currently happening in teacher preparation related to development of SEL skills, dispositions, and habits of mind in participants’ home states/districts/schools?
2. What are the challenges in making changes in teacher preparation?
3. What is the connection between SEL and Culturally Responsive Teaching (CRT)?
4. What are the next steps that this group can take to move SEL/CRT into teacher preparation across the nation?
5. What are key considerations in moving SEL/CRT into teacher preparation programs?

We asked participants to come prepared to share what was happening in their geographic area related to bringing SEL into preservice teacher preparation, and to provide one example (e.g. a strategy, lesson, reading/discussion prompt, activity, sample professional development materials, assessment, etc.) that they were currently using or would use, to explicitly address the social-emotional dimensions of teaching and learning in teacher preparation. The following sections of this paper are structured around the discussion that ensued related to each of the guiding questions. For a complete agenda and list of guiding questions see Appendix B.

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## V. What is Currently Happening with SEL in Teacher Preparation

To inform our thinking about current work across the nation to integrate SEL into preservice teacher education, we asked the TE Convening participants to share what was happening in their home state, district, and/or school related to the development of SEL skills, dispositions, and habits of mind. We also asked them to examine these strategies and to answer the question:

*“If you were to include these strategies in a preservice program that would integrate social-emotional learning, where would that strategy be introduced for the first time: in faculty courses; as part of an assessment; in a university supervisor seminar; in the field as a student teacher; as part of in-service training?”*

Responses to these prompts provided a picture of SEL integration across a wide range of preservice and in-service experiences.

**Massachusetts:** The Massachusetts Department of Education has established guidelines with SEL indicators and/or standards for teacher preparation and teaching credential programs are moving to meet these SEL standards in a variety of ways ([www.doe.mass.edu/candi/SEL/](http://www.doe.mass.edu/candi/SEL/)). Faculty in teacher preparation programs are also working on ways to integrate culturally responsive teaching with SEL practices. Positioning themselves for policy changes, the state is exploring the following ideas to move this work forward:

- Giving attention to citizenship
- Building workforce readiness
- Building teachers’ SEL skills to help them build students’ SEL skills
- Making language accessible for decision-makers, teachers and teacher educators
- Using developmental and brain development language

SEL integration in Massachusetts is working both from the top down and from the bottom up. Part of the work from the bottom up has begun in Boston, where there is now an assistant superintendent for social-emotional learning and wellness.

**Texas:** The University of Texas at Austin (UT) and the Austin Independent School District (AISD) have created a university-to-school partnership that began in 2014. In Texas, there are no state standards for SEL, but the teacher preparation program at UT created a 3-year plan to move this partnership forward. In year one, a working group was established, including both UT faculty and Austin School District personnel. Their charge was to examine UT’s College of Education Teacher Preparation Program to consider the ways they were already integrating SEL principles as well as ways they could bolster these



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efforts; to explore collaborative opportunities with AISD; and to share out this information with the Dean of the College of Education and the Superintendent of AISD. This group compiled a comprehensive matrix of all courses in the professional development sequence and pre-requisite/foundational courses to identify if, and how, SEL was addressed. The group found that SEL was widely addressed across these courses, but there was a need to make this focus more explicit and visible to students by using a common language. In year two, UT revised their program to include two “anchor” courses that would specifically teach SEL content. A third “anchor” course is a workshop provided by AISD that occurs during their student teaching semester. They also revised their Exit Survey and Summative Evaluations to include questions and competencies focused on SEL. In year three, AISD is planning an SEL Fellowship, offered to a select group of leaders from the district and a faculty member at UT, to build knowledge and gain perspective on the field of social and emotional development. The work of this group will inform a comprehensive plan for integrating SEL into the Austin District design, from central office to classroom. This aspect of the partnership will further the connection between preservice and in-service, and provide the opportunity for shared professional growth.

**California:** Although there are currently no state standards or guidelines for the integration of SEL into teacher preparation programs, a prominent change at the state level is the 2016 adoption of the Revised California Teaching Performance Expectations (TPE), which teacher preparation programs must address by September 1, 2017 ([www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf)). The TPEs describe what teachers new to the profession should know and be able to demonstrate at the point of initial licensure. A key feature of the revised TPE’s is the use of updated approaches to classroom management that support social and emotional learning and culturally responsive teaching practices. Sample language from the TPEs include:

- ***TPE 1: Engaging and Supporting All Students in Learning***  
Apply knowledge of students, including their prior experiences, interest, and **social-emotional learning needs**, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
  
- ***TPE 2: Creating and Maintaining Effective Environments for Student Learning***
  1. Promote students’ **social-emotional growth**, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

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2. Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are **culturally responsive**.

As noted in other sections of this paper, San Jose State University (SJSU) has taken a leadership role in integrating SEL into its Multiple Subject Teacher Preparation Program. One of the TE Convening participants is a graduate of San Jose State and her current teaching reflects knowledge of the importance of understanding the importance of SEL integration as an academic intervention and a way to build a positive learning environment in her classroom. She highlighted the benefits of the SEL professional development training offered to the cooperating teachers who work with the SJSU teacher candidates in the field, which she viewed as helping cooperating teachers to support their teacher candidates who are in the process of developing an SEL lens through practice and feedback.

**Illinois:** Since 2009, there has been work at the state level in Illinois to move SEL integration into K-12 teaching ([www.isbe.net/PEAC/pdf/IL\\_prof\\_teaching\\_stds.pdf](http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf)) teacher performance standards. Since then, CASEL and other organizations with an SEL focus have worked with Illinois State education leaders to create the new Learning Standards for SEL with the following student goals:

- To develop self-awareness and self-management skills to achieve school and life success
- To use social awareness and interpersonal skills to establish and maintain positive relationships
- To demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Performance descriptors were created for the above SEL standards that include specific benchmarks and behaviors desired at each grade level. These descriptors include:

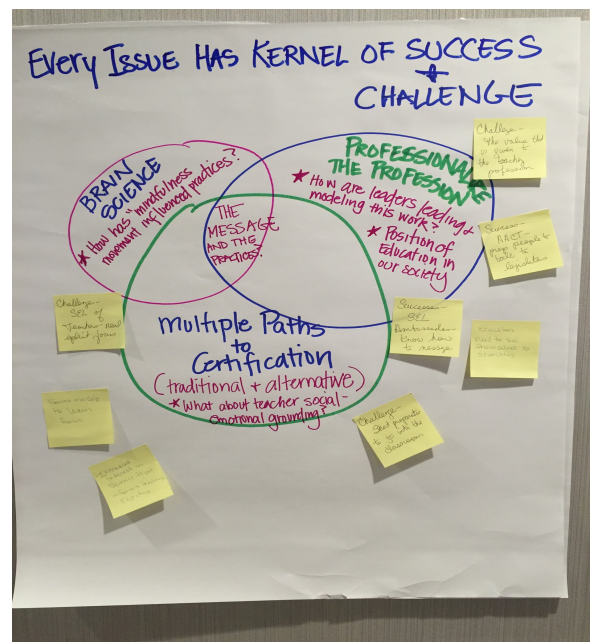
- Identify and manage one's emotions and behavior
- Recognize personal qualities and external supports
- Demonstrate skills related to achieving personal and academic goals
- Recognize the feelings and perspectives of others
- Recognize individual and group similarities and differences
- Use communication and social skills to interact effectively with others
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
- Consider ethical, safety, and societal factors in making decisions
- Apply decision-making skills to deal responsibly with daily academic and social situations
- Contribute to the well-being of one's school and community

As recently as 2016, teacher educators at a few Illinois universities began seeing the connection between the academic and social success of students and the need for teacher education programs to graduate candidates with the knowledge to integrate SEL into classroom practices.

At Illinois College, faculty in the teacher preparation program, drawing from the work of CASEL, San Jose State University and the Center for Reaching & Teaching the Whole Child, Beyond the Bell at the American Institute for Research, and the Surge Institute, created a formative assessment titled, the *Social and Emotional Competencies Inventory (SECI)*, which is designed to focus on a teacher candidate's own core social-emotional competencies. Teacher candidates complete this inventory and answer reflection questions, including a prompt where they are asked to think about a stressful previous life experience and to use what they learn from their own self-assessment in the inventory, to identify their internal assets and external resources that could support them in a time of high stress like one might encounter in the classroom. A follow-up activity created to use with the *SECI* asks teacher candidates to interview teachers in the field about what makes the life of teaching stressful; how they reflect on their ability to be self-aware and self-manage; how they solve problems; and the internal assets and external resources they draw upon to sustain them professionally.

**Nationally/Canada:** Educators who work and consult in the United States and Canada have recognized the importance of integrating SEL into teacher preparation. During small group discussions, those involved in working across states and in Canada identified four key ideas being addressed in teacher preparation programs and in the field, along with questions that are percolating. They include the following:

1. Importance of research in brain science as a justification/explanation for SEL practices; e.g. How have mindfulness practices been incorporated into teaching?
2. Professionalization of teaching: What is the position of education in our society today?
3. Teacher social-emotional grounding: What training will help teachers develop their own social-emotional competencies?



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4. Culturally Responsive Instruction: How is this defined and taught, as different from multiculturalism and social justice?

The Teacher Education Department at the University of British Columbia (UBC) has integrated SEL in a variety of ways. The approximately 700 students who go through a 12-month post-baccalaureate program take a concentration in elementary, middle, or secondary levels. There are two required courses that contain SEL content: “Human Development, Learning, and Diversity” and “Cultivating Supportive School and Classroom Environments”. These courses require readings that discuss the importance of SEL and attend to the teachers’ social-emotional competencies and well-being. All teacher candidates also have access to an SEL Library with an extensive array of SEL resources, including children’s books, that students can borrow as they plan their lessons, complete course assignments, and prepare for assessments.

In the elementary level program, UBC offers students the option of selecting from 9 cohorts to focus their learning, with SEL as one of these options. (UBC). In the SEL cohort, there are two coordinators with expertise in SEL who teach courses and oversee the student teaching experiences. Following their coursework, teacher candidates are placed in classrooms and schools in which SEL is the focus, with the requirement that they must incorporate SEL into their lesson plans and lessons. External funding from a foundation for this cohort each year allows UBC to enrich the SEL curriculum. For example, during the first two or three weeks of the school year, the SEL cohort students participate in a “1/2 Ropes” course for team building. They also learn and participate in several collaborative games that they can then implement during their student teaching practicum. They have several guest speakers in which students receive training in restorative practices and SEL programs, such as MindUP.

The Director of Teacher Performance Assessment at the Stanford Center for Assessment, Learning and Equity (SCALE), offered that, for the past few years, this organization has been convening design studios for embedded formative assessments in teacher preparation programs, including one on SEL. These assessments will be available as part of a resource bank nationally for teacher educators.

The question was raised about the importance of vetting SEL teaching tools that are on the market to make sure teacher preparation programs and teachers in the field are using the best available tools. The point was made that it is important to clearly define the critical SEL components so teachers at all levels can make good judgments about what materials and resources to use.

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## VI. Sample SEL Strategies Implemented in Participants' Home Institutions

Prior to the Convening, participants were asked to bring one specific example (strategy, lesson, reading/discussion prompt, activity, professional development material, or assessment) they are currently using or would use, that explicitly addresses the social emotional dimensions of teaching and learning. After discussing the broad picture of what is happening nationally and internationally to



integrate SEL into teacher preparation programs, participants then shared their specific strategies as concrete examples of SEL in practice. After the strategies were shared (see Appendix C for samples), the participants then placed them on a matrix that describes where in the continuum of teacher preparation these items would be introduced for the first time; in faculty courses, in assessments at the university or state level, in university supervisor

seminars, or in classrooms in the field. It should be noted that each strategy addresses one or more of the five CASEL dimensions and/or culturally responsive teaching principles. Many participants suggested that these strategies shared the core principle of a need to build relationships with students at all levels in the continuum. Also noted was that many of the strategies that were placed in the “Faculty Course” column could also be later implemented by student teachers with their students in the field, once they were modeled by faculty and practiced in their courses.

An important point was made by participants regarding the use of such tools or strategies, however. The tendency in education is to grab onto tools, strategies, and activities without adequately addressing how to help teachers think differently about their teaching and their students. Put another way, teachers need to be able to use a variety of lenses, including an SEL lens, to inform their practice. Participants agreed that you can have an assortment of strategies and tools, but if teachers do not understand how and when to use them effectively, they will not advance student SEL competencies. With that caveat in mind, the following examples were shared.

### Sample SEL strategies implemented in participants' home institutions

A star (\*) indicates that this strategy appears in Appendix D.

Where initially taught in teacher education program	Strategy, Lesson, Activity
Faculty Course	Active Listening Exercise; Ropes Course; Counter Narrative Exercise*; Drama-Based Pedagogy*; Lesson Plan Template with SEL*; Cultivating a Safe Learning Environment Where Everyone Belongs: Reflection & Journaling*
Assessment	SEL Inventory as SELF-Assessment; Mitra App for Ethical Leadership; SEL Goals Exercise, JSU Social-Emotional Learning Dispositions Inventory
University Supervisor Seminar	Asking Reflective Questions; Authentic Listening Behavior*; Peace Areas in Classroom; Learning to "See" Our Students* SEL Integration Strategies Chart*
Fieldwork	<i>Inside Out</i> curriculum e.g. "Chill-Lax Corner" (see Appendix E)
K-12 Professional Development	All of the above strategies could be taught, re-introduced and/or reinforced

Especially powerful was the conversation about the need for teacher preparation programs to help candidates use counter narratives to cultivate diverse students' academic mindset. Used as part of culturally responsive teaching, these counter narratives will help preservice candidates explore their own deficit thinking about the process of becoming a teacher and about the students they are going to be teaching. Eventually, the hope is that once in the field, candidates will be able to use this same counter narrative process to help students explore their deficit thinking about themselves and others.

### The Connection Between SEL and Culturally Responsive Teaching

As participants discussed the issues they perceived as key challenges, the need to be able to clearly articulate the integration of Culturally Responsive Teaching with SEL kept emerging as a crucial component needed in teacher preparation. Participants strongly supported the importance of reframing the current SEL dialogue so that CRT and SEL are seen as two sides of the same coin, rather than as "siloes" competencies in a preservice program (sometimes literally in separate courses).

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During the discussion, the need to identify a common terminology around culture issues became evident. Zaretta Hammond provided guidance in differentiating Culturally Responsive Teaching (CRT) from teaching about multiculturalism and social justice. Participants agreed to define multicultural education as one where a teacher focuses on managing diversity, creating harmony across different sociocultural groups, providing opportunities for students to see themselves in literature, history, etc., and exposing white students to different cultural perspectives. Social justice was defined as raising awareness of social and political inequities, trying to interrupt systems of privilege, and using critical pedagogy in subjects such as history and language arts to address these injustices. Culturally Responsive Teaching was defined as an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. For example, CRT requires acknowledging that in collectivist cultures, relationships are used as the on-ramp to learning & cognition. The goal of CRT is to use the knowledge of brain science and culture to move students from dependent to confident, independent learners.

*“And it has been a huge awakening to me to look at SEL programs as they have been formed and how CASEL has defined SEL, and it really has been created by the dominant culture when you look at one collective as cultures, things like emotion expression, how you handle conflict, how you set up relationships. It is very different based on culture and background and that sort of thing, and I think that's part of the conversation.”*

*Vicki Zakrzewski*

Participants noted that a challenge of acquiring a SEL/CRT lens includes agreeing on a common language between CRT and SEL, and agreeing on how to frame teacher preparation courses to help teacher candidates develop this combined lens. Gloria Ladson-Billings found that “it was necessary to go beyond the surface features of teaching strategies” and look at the non-cognitive elements employed by effective teachers who address the needs of all children to understand how to teach with a culturally responsive lens (Ladson-Billings, 1995) The “non-cognitives” Billings cites as the underpinnings of a teacher’s practice include “how teachers thought about themselves as teachers, how they thought about others (their students, the students’ parents, and other community members), how they structured social relations within and outside of the

classroom, and how they conceived of knowledge.” (Ladson-Billings, 1995). She further suggests that CRT is “committed to collective, not individual, empowerment, and rests on three criteria or propositions: (a) Students must experience academic success; (b) Students must develop and/or

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maintain cultural competence; and (c) Students must develop a critical consciousness through which they challenge the status quo of the current social order.” (Ladson-Billings, 1995).

Zaretta Hammond guided the group through a discussion of the CRT/SEL relationship, using Ladson-Billings’ principles as the foundation. Zaretta has moved the work further by using brain science as the underpinning for Culturally Responsive Teaching, making a direct connection to SEL. She emphasized the need for teacher preparation programs to develop a common SEL/CRT language and a series of SEL/CRT integrated strategies as they train new teachers for a vastly more diverse population of students in today’s schools. This combined SEL/CRT lens, she argues, will move new teachers to develop cultural competence in themselves, and communicate this competence to their students.

Hammond talked with the group about how CRT emphasizes the importance of culture because of how strongly culture dictates our emotional and cognitive readiness to learn. There is a need for developing teacher candidates’ ability to understand that you must build a classroom with high trust and low stress by addressing and teaching SEL competencies. The intersection with CRT

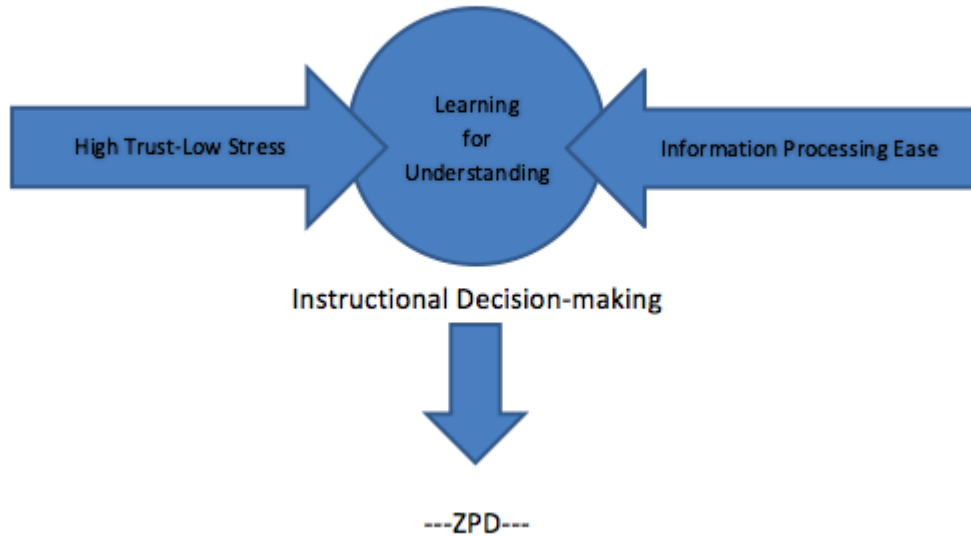


occurs when teachers don’t believe (and classrooms are not set-up with the belief) that children of all cultural and racial backgrounds can learn at high levels. When this happens, instructional decision-making occurs that ultimately triggers high stress and less learning in some children. Hammond described how when the brain “cycles down”, and becomes brain bored, it gets anxious and stressed. Students will start to act out and to act up, talking to each other and not paying attention to the teacher. Preservice teachers need the opportunity to understand brain science to practice strategies that lead to high trust and low stress within their classrooms. They must understand that the brain seeks to build positive relationships to keep their safety-threat detection system in check, and that the brain actually grows to do more complex thinking and learning through challenges. (Hammond, 2015)



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### Culture Dictates Readiness for Learning



Hammond emphasized the need to address *how* teachers make instructional decisions. If a teacher engages in “deficit-thinking”, believing that rigorous work is beyond the reach of students, children will internalize this belief and act on it by agreeing that, “I can’t do that”. Teachers need to help their children get ready for rigor. Their task is to pay attention to their students’ zone of proximal development (ZPD) (Hammond, 2015) and move children to the place of productive struggle. Rather than focusing most of their efforts on discussions of racial inequity and trying to interrupt implicit bias of candidates, preservice program faculty would best serve candidates by focusing on instructional decision-making, helping candidates examine the extent to which their choices provide ways to build the intellectual capacity of every child. In order to do so, candidates need to understand SEDTL and its connection with CRT, and have the time to practice using this combined lens to inform their instructional decision-making. Practice doing this can occur throughout the program course and fieldwork.

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## VII. Challenges of Bringing the SEL/CRT Lens into Teacher Preparation

*"... How do we help with the cognitive load that we're asking teachers and others to take on with what appears to be extra stuff when it's actually not and then looking at the many different requests we have right now or demands on teachers and seeing how...they are really all combined together?"*

Tim Dohrer

As mentioned earlier in this paper, various states, including Massachusetts, Illinois, Ohio, and most recently California are including explicit language related to the need to attend to SEL in teacher preparation. However, what the noted educator, John Goodlad, said in the 1990s still holds today: *... it doesn't matter how many bills you pass and how many policies you lay down from on high — when it comes right down to it, the individual school has an incredible capacity for rejecting it passively or taking it on and doing something about it."*

When asked about challenges facing those trying to bring SEL/ CRT into preservice teacher preparation, a lively discussion ensued. Reviewing the comments, we decided to organize the challenges around the following questions:

- A. What is it?
- B. Why should we pay attention to it?
- C. How do we operationalize it in teacher preparation?
- D. Issues to watch out for, and respond to, as we move this work forward

### **A. What is it?**

*"So, in terms of the biggest challenges that we've been seeing on this front, one (is) just the definition issue of what is SEL, what do we want to call this? In some parts of the country, the whole language is an issue, a problem. Emotions in general are something that some places don't want to talk about and/or feel like things that are part of SEL are really more the responsibility of the church or the family, not necessarily the school system. And we also hear from some teachers: This isn't my job. I'm not a psychologist. So why am I being asked to do this?"* Fred Dillon, HopeLab

Participants agreed that a significant challenge is helping teacher educators understand what SEL/CRT is, and what it is not, so that they can then clearly articulate that distinction to teacher candidates. People agreed that in many places, SEL is still seen as "fluff", something to add on if there is time (which there never is), but not a priority. Because it is sometimes equated with mindfulness practice, some educators view it as having religious overtones and therefore, are hesitant to bring SEL into courses or the elementary classroom. Additionally, because it draws from the research in psychology and the

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neurosciences, educators sometimes believe it is not appropriately within their professional domain. There is a fine line between acting as a teacher and as a psychologist and attending to SEL competencies, if not done skillfully, can become a slippery slope. It becomes incumbent on those teacher leaders who understand the power of building a teacher’s SEDTL/CRT lens, to articulate its importance in as many ways and across as many curricular areas as possible.

**B. Why should we pay attention to it in teacher preparation?** We need to provide compelling reasons why SEL needs to be integrated into teacher preparation. Jennifer Concepcion offered perhaps the most compelling reason “... *I feel like teachers don't know what else to do but to just do the content because that's what's expected of them, and they don't see social-emotional learning as...a way to access content as an intervention.*” By using Jennifer’s perspective on SEL, we catapult attention to SEL as an essential part of instructional decision-making and as an academic intervention. University faculty need support in understanding that attention to SEL is not “fluff” but an essential part of strong teacher preparation.

**C. How do we operationalize it in teacher preparation?**

1. ***Be explicit.***

While drawing attention to SEL in teacher performance standards is an important step, it is not sufficient. Teacher educators need specific tools and strategies to bring SEL into their programs. Without the specificity of how to do it, new standards in any area often lead to a “checklist” system for responding to the standards. For example, if attention to student SEL skills is brought up within content areas, as it is in California, without an understanding of what this might look like in practice, teacher educators may just assign an activity, such as writing one lesson plan, that attends to SEL. One need look no further than what happened in some teacher preparation programs when knowledge of how to use technology in the classroom became a standard. A common response, besides giving teacher candidates a technology competency test, was to require one lesson plan that used technology in the classroom.

*“And I think one of the other challenges that I'm seeing is helping teachers and preservice teachers understand how important it is to be intentional with building this into their lesson plans and the work that they do and then to be explicit so that our students actually know that they are learning a skill.”*

Tim Dohrer

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2. ***Provide multiple opportunities for modeling, practice, feedback, and reflection across the program.*** Susan Meyers, a former College of Education Dean noted that *“what I see is the professors are ... not ready to model social and emotional learning in their classes”*.

Teacher educators have to, themselves, learn about the importance of SEDTL in teacher preparation, and then how to appropriately integrate it into their pedagogy and content. Second, time has to be provided for faculty, university supervisors, and cooperating teachers to acquire this new lens. Recognizing the importance of providing many opportunities for modeling, practice, feedback and further practice is essential. It requires giving educators the opportunity to examine personal beliefs and assumptions about teaching and learning, and how these influence instructional decision-making. Additionally, educators need to be willing to examine their own social-emotional skills. It takes time to develop an SEL lens - it won't happen in a single class or workshop.

3. ***Pay attention to program structure as well as individual course content.*** The participants discussed the need to examine the structure of teacher preparation programs for their ability to support the development of teacher candidate SEL skills. State standards in

*“(It’s a problem) when policies come in play, and there hasn’t been a grassroots or foundational support and engagement of people to recognize what they already know about something and to build from where they are.”*

Andrea Whittaker

California, for example, require teacher candidates to have a different grade level classroom in each of the two semesters of student teaching. While the idea of providing experience of different grade levels during student teaching has merit, this structure does not lend itself to the development of SEL skills. The Teacher Candidate does not have the opportunity to develop a yearlong relationship with their students, deeply learning about their academic and related SEL needs. Even if SEDTL/CRT is addressed in various courses, the on-the-ground

experience required of them is not consistent in emphasizing the attention to an SEDTL/CRT lens in their instructional practice.

The convening participants questioned whether a yearlong residency as discussed nationally, would provide a much more powerful experience. In California, teacher

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preparation programs have a significant number of requirements to which they must respond. These requirements, including the above mentioned two placement structure, do not consider the programmatic structure that would support SEDTL development. One of the participants who received her credential from SJSU, noted that her program involved two years' worth of work and experiences, leading to a credential and MA degree. She felt that the two-year experience allowed her to deeply reflect on her practice and develop powerful teacher/student relationships within a given year.

We also need to advocate that the structure of teacher preparation programs matters and cannot only respond to state or federal requirements. In many programs, teacher candidates pursue coursework and fieldwork that are not strongly connected. Development of a professional learning community among candidates is not necessarily seen as an essential goal that will foster development of SEL skills among the candidates.

Participants agreed that structuring programs into cohorts provides a way in which a program can demonstrate that they value the importance of SEDTL. Cohorts learn to collaborate, share information, and feel safe enough to open-up about emotional and academic issues with which they struggle



because they develop a yearlong relationship with other candidates. Participants also discussed the tendency of teacher preparation programs to “silo” different topic areas. Thus, providing background and practice using Culturally Responsive Teaching practices, cooperatively structured learning, specific content area content and pedagogy, are often addressed separately in different courses. There was concern expressed that SEDTL, when seen as an academic intervention, needs to be integrated across both course and fieldwork experiences. This would mean that just having one or two faculty members who offer an SEL-focused course would not address what needs to be done in teacher preparation.

Participants identified the need to provide examples of what the integration of SEDTL across the curriculum could look like. The Center for Reaching & Teaching the Whole

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Child's work with San Jose State University was shared as an example of one way to accomplish this integration and will be described later in this paper.

4. ***Provide adequate resources.*** Convening participants discussed the need for attention to the professional development of cooperating teachers. That experience provides cooperating teachers with the opportunity 1) to see SEDTL modeled in real time with children; 2) to practice using an SEDTL lens themselves in preparing and implementing lessons; and 3) to reflect with another professional on their own SEL skills and those of their students. The time to continuously reflect and receive feedback from the cooperating teacher can be invaluable. Candidates are provided the time that allows them to learn without endangering the learning of their students by having full responsibility for the class. The challenge is to convince teacher preparation faculty and college leadership to acknowledge that attention to SEDTL in the program requires the resources to support professional development for all those who work with teacher candidates, which includes university faculty, university supervisors, and cooperating teachers who host the teacher candidates in their classrooms.

Resources must also be provided to create and maintain strong partnerships between universities and their service area schools. Often, the school/school district does not support growth in SEDTL among their teachers, making it hard for the cooperating teacher to understand the importance of teacher candidates' classroom lessons that include attention to SEDTL and to model strategies for the teacher candidate that attend to SEDTL practices in the classroom. Convening participants referred to this issue between what universities might require and what the districts they work with might be doing as a "disconnect" with the university's program, requiring a need to "connect the dots" more explicitly with schools.

5. ***SEDTL/CRT connection.*** As described earlier in this paper, there is the need to become very clear about the connection between SEDTL and CRT such that we can succinctly represent it both to teacher educators and teacher candidates. While work done to date by Hammond (2015) takes us a long way in this direction, participants were very clear that

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more work needs to be done and that they needed to educate themselves more about this critical connection, taking SEDTL out of the primarily “white world”.

**D. What are further issues to watch out for, and respond to, as we move this work forward.**

There is rarely a wall so high or a boulder so big that we can't find a way around, under, or through it. Knowledge in advance enables one to be prepared and to respond productively. The following issues need to be considered when trying to bring change to university teacher preparation programs because they are the reality of that world. First, because of a culture of academic freedom, content is sometimes dependent on the individual faculty member who is supposed to teach it. This can mean that the same course will be taught entirely different, depending on the professor or that the field experience seminar content will be entirely different depending on the supervisor in charge of it. In some instances, this challenge of course content is addressed by offering a separate course on SEL. While this response insures teacher candidates will receive some information in this area, a significant drawback is that they may not see the connection to all parts of the curriculum or that SEL is as much a lens through which a teacher makes decisions as it is a set of competencies.



Second, there is the issue of the university culture which is grounded in an individualistic approach to education. Faculty are not generally expected to consult with one another to insure that there is consistency across different courses related to content. So, the need to have coherence regarding program goals, content, activities, and assessments can be challenged by the expectation of academic freedom to teach as one chooses.

Connected to the issue of an individualistic university academic culture in which most teacher preparation programs live, is what faculty get rewarded for doing. To be promoted, tenure/tenure track faculty need to publish. While curriculum development is expected, it is not rewarded. This works against any institution's ability to encourage faculty to modify their curriculum. Further, there is often a status and consequent communication issue between

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tenure/tenure track faculty and university supervisors. In many institutions, there is little connection between the theoretical/content aspects of the program and the practicum. The result is that supervisors don't necessarily know what faculty are teaching and what they should, therefore, expect to see candidates doing in the classroom and professors don't see candidates in the classroom so that they can judge whether they are providing the kinds of experiences in their courses that lead to application in the classroom.



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## VIII. What Teacher Educators Might Do to Respond to These Challenges

John Goodlad stated back in the 1990's that *"Currently, universities have dismissed, discounted, or simply ignored the fact that they are integrally connected to their service area and capable of serving as catalysts for change. In the 1980's and 1990's university teacher preparation programs saw themselves as needing to be connected with schools in their service area, supporting those that worked with their teacher candidates."* Bringing SEDTL into teacher education requires doing just that. We need to once again reframe the role of the university to become partners with school districts in closing the achievement gap. Teacher preparation faculty and university supervisors, along with the cooperating teachers with whom they work, have the potential to be key actors in the change process leading to student academic excellence and their ability to thrive as productive citizens.

1. **Develop core elements:** Schonert-Reich (2016) suggests the possibility of "three core elements that could be included as part of any effort to bring SEDTL into teacher education across the nation. These might include:
  - a. a focus on science and evidence-based practices and the link between theory and practice;
  - b. a systemic approach – one that takes into account the multiple levels of influence (e.g. policy, colleges of education school districts, classrooms); and
  - c. collaborative partnerships – interdisciplinary teams of scientists, practitioners, teacher educators educational leaders (e.g. school leaders and deans of education).
  
2. **Develop a common language.** First, all those who work with teacher candidates in a given institution must share a common language and a combined SEDTL/CRT lens. This understanding must be evident across courses and fieldwork. Many frameworks for addressing SEL have been created including the five dimensions of social-emotional competency developed at the Collaborative for Academic, Social, and Emotional Learning (CASEL), and the University of Chicago's framework for non-cognitive factors (University of Chicago, 2012). A potential issue that needs to receive attention is the use of programs that address one part of the total social-emotional learning landscape. For example, attention to mindfulness practices for both children and their teachers has been very powerful (see Jennings et al and Lantieri, for example).

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However, we suggest there needs to be caution to not convey the idea that the whole landscape of SEL is addressed when using these programs.

3. **Address the fact that SEL is seen as “white”.** Participants talked about their concern that SEL is perceived as “too white”. As a result of learning more about the connection between culturally responsive teaching and social-emotional learning at the meeting, participants appeared to become convinced and excited about building a framework that offers a combined SEDTL/CRT lens.
4. **Establish the means for internal communication.** In addition to agreeing on a common language, teacher preparation programs need internal communication that promotes consistency across courses and fieldwork. This cannot be left to chance. There need to be explicit strategies that encourage communication among all the stakeholders and these strategies need to be embedded into program work
5. **Involve all the players.** Typically, teacher education programs are internally disconnected. There is a lack of communication between faculty who teach the courses, university supervisors who



observe teacher candidates in the field, and cooperating teachers who mentor the teacher candidates. It is important for all voices to be heard and in agreement when decisions are made about where SEL competencies should be integrated in teacher preparation programs. The vision is that faculty will embed SEDTL in their course readings, assignments, activities, and assessments; that supervisors will reinforce the SEL skills in their seminars and use common tools, such as a lesson plan template, to observe for these skills in the classroom; and that cooperating teachers model and then reinforce these same skills while they mentor their candidates.

6. **Connect to content area instruction.** We suggest that teacher preparation professionals need to insure that the SEDTL lens informs the teaching of content areas. To do so, faculty and university

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supervisors need many concrete examples of what assignments, assessments, and activities look like in practice within different content areas. University teacher preparation programs could come together into a consortium supporting SEDTL practices, and provide a platform to share ideas, videos, sample lesson plans, etc. for how to accomplish this integration.

7. **Determine the specific content we need to address in teacher preparation related to SEDTL/CRT.** Participants agreed that identifying the content related to SEDTL/CRT practices needs to be identified and that we want candidates to understand and demonstrate it in their teaching practice and reflections. The Convening group agreed that attention needs to be given to the following:
  - a. Understand and teach how the new research in the neurosciences must inform how teachers work with students and the strategies they need to learn, both to support their own SEL competencies and those of their students.
  - b. View SEDTL/CRT as not only strategies but as a lens with practices that support it. Participants agreed that the development of this “lens” requires many opportunities to study and respond to videos of practice and written teaching cases.
  - c. Related to the concept of SEDTL as a lens, treat it as an integral part of instructional practice rather than as an “add-on”.
  - d. Teach candidates specific, intentional strategies for developing productive teacher/student relationships that foster academic growth and students’ ability to thrive.
  - e. Address and provide strategies for teacher candidates to develop their own and students’ SEL skills with consideration of social, political and cultural contexts.
  - f. Provide methods to assess how students and the teacher candidates are progressing in their SEL skill development.
  
8. **Provide adequate resources.** Colleges of Education must first provide adequate resources so that university personnel can establish and maintain strong working relationships with the districts in their service area. This might take the form of course release time, particularly at state universities that have a higher course load. Second, teacher preparation programs would ensure their candidates receive powerful modeling and would support school change by providing professional development for cooperating teachers focused on SEDTL/CRT.

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## IX. Next Steps for Teacher Educator Convening Participants

After a full day of discussing what was currently happening in various parts of the country, (the challenges of making changes in teacher preparation; the need to connect SEDTL and CRT; and the excitement about bringing SEDTL into teacher preparation), participants were asked to suggest any next steps we as a group, and they as individuals working in the field of teacher preparation, could take to move this work forward. In other words, how could we hold ourselves accountable for making the changes we believe are needed to bring a combined SEDTL/CRT focus into teacher preparation.

Participants were very excited and motivated to develop a combined SEDTL/ CRT lens into their programs. They wanted to take on this challenge and share the results of their work in this area with each other, trying to operationalize the ideas into their practice. Specifically, they agreed to get the word out to their constituencies who can help move this work forward. Selected participants said they plan to revise the assessments they use in their teacher educator programs to explicitly observe for the combined SEDTL/CRT lens.

Collectively, the group shared a variety of ways to work together throughout the coming year. These include the following possibilities:

- Sharing and/or creating a clearinghouse for SEDTL/CRT resources, using materials and resources from the organizations and individuals in each of our networks
- Visiting each other's sites to witness the work already being done at the university level
- Planning webinars and/or courses where people can learn about using a combined SEDTL/CRT lens
- Completing applications for conference presentations
- Brainstorming research agendas that integrate SEDTL and CRT
- Engaging in future dialogues after reading Zaretta Hammond's book, *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students (2015)*

One notable next step was the group's desire to continue to engage in this dialogue by keeping channels of communication open throughout the year. CRTWC offered to provide an online platform for the group to meet. The platform would provide the opportunity to talk together in real time online as well

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as allow for the sharing of documents and news in the SEL/CRT world. It was evident that there is a hunger for a professional learning community among colleagues passionate about, and committed to figuring out how to prepare teacher candidates to use an SEDTL/CRT lens in their practice, providing a pipeline of new educators with a solid base in this area. It is worth noting that while university faculty usually have several avenues through higher education professional research groups to share their research and receive feedback, there is very little available in the professional community that is focused on discussing and improving curriculum and instruction in teacher preparation.

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## X. Postscript to Convening

In October, 2016 we organized the first online “Zoom” meeting. Five of the Convening participants, in addition to Wendy and Nancy, “attended”. It was amazing to hear the impact that the one-day of dialogue at the Convening had on their respective work. The following list summarizes the ideas shared by the online meeting participants, demonstrating that giving time for professionals to meet, listen and learn from one another, can be a powerful impetus to action. Participants shared that they:

- discussed with 20 teacher educators at Northwestern University how essential it is to be explicit when addressing SEDTL; for example, by including SEL skills as part of a lesson plan template
- shared Zaretta Hammond’s book on CRT with a teacher preparation colleague who adopted the book for her Spring 2017 course titled, “Teaching Diverse Learners” at Illinois College
- plan to further integrate SEDTL/CRT into a classroom management course at U.C. Davis; and met with interested faculty member who has a social justice background about how to embed SEDTL/CRT at the programmatic level
- plan to administer a survey to all teacher educators in Massachusetts, a state that has adopted SEL indicators, to see what resources, supports, etc. they need to integrate SEDTL/CRT into their programs
- invited Zaretta Hammond to Massachusetts to be the keynote speaker at the Consortium for Social-Emotional Learning conference, where she spoke to over 120 Boston educators about sample strategies to integrate SEL and CRT
- are working on an Embedded Signature Assignment (ESA) that addresses SEL/CRT competencies with Illinois College faculty. This ESA will be one in a series of formative assessment tools that teacher candidates will do prior to taking the edTPA which is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states to emphasize, measure and support the skills and knowledge that all teachers need in the classroom.

Besides setting up the “Zoom” meeting, the CRTWC has also set-up a private group site on Facebook to allow Convening participants to continue to share ideas and resources.

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## At CRTWC...

The CRTWC staff has been working for seven years to create a model for integrating SEDTL into teacher preparation at SJSU, working not only with program faculty but with university supervisors and cooperating teachers in our lab district. We have developed videos of teacher educators in their work with teacher candidates, case studies used to provide teacher educators and teachers in the field with practice using an SEL lens, and professional development sessions that use these materials to work with educators both in the field and at the university. The second year of a WestEd evaluation of CRTWC's work indicates that we have succeeded in our proof of concept that change can happen in university preparation when faculty, university supervisors and cooperating teachers are giving the opportunity to both develop their own SEDTL lens and create ways of bringing that lens into their work with teacher candidates. Course syllabi have changed to integrate attention to SEDTL as it relates to math, reading and social studies instruction, and creating an effective learning environment. Educational psychology provides foundational knowledge on brain and SEL research and a course in how to support second language learners also provides attention to SEL components. In the methods courses, SEDTL is treated as an academic intervention rather than a standalone set of skills.

Currently, CRTWC is piloting an SEDTL- focused Classroom Observation Protocol that will be used in 2016-2017 to observe the practice of graduates from the SJSU program. Further, a new lesson plan template including attention to SEL in teacher instructional planning has been included in the SJSU Multiple Subjects Credential Program: Student Teacher Field Experience Guide and is intended to be used across the program. Finally, specific wording about the importance of SEL in the Multiple Subjects program has been included on the program's website (program mission/vision statement, characteristics of graduate, and professional dispositions in the program), and as a desired qualification in the new tenure track position announcements. (see SJSU Multiple Subjects Credential Program: Student Teaching Field Experience Guide: Mission/Vision pp. 10-11; *Characteristics of Graduates* pp. 11-12; *Professional Dispositions* pg. 13; *Lesson Plan Template* pp. 26-31; *SEL Competencies and Instructional Strategies* pp. 53-54).

<http://www.sjsu.edu/elementaryed/students/forms/EDEL%20143B%20Field%20Guide%20Final%20Fall%202016.pdf>

This work has led CRTWC to decide that the next step is to share our experience, knowledge, and materials development more broadly. We believe that we will best scale up the work we have already

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done, extend the impact of ideas generated by the Convening participants, and create a community of practice among teacher educators that will continue to grow, by creating a Teacher Educator Institute. This idea was received enthusiastically at the Teacher Educator Convening, providing us with greater impetus to make it happen. We plan to pilot the Institute as a summer program in June 2017. Given the feedback from that program, we expect to extend the next year's Institute to a yearlong model.

In the proposed yearlong model, teacher educators from universities across California and the nation will be invited to participate in groups of a minimum of two from any one institution. They will become Institute Fellows and would work together for one year. While summer institutes are often seen as the maximum amount of time one can ask of educators, we believe, from our experience at SJSU, that it takes about a year for teacher educators to deeply understand the use of an SEDTL lens to inform their practice. They need many opportunities to practice using the lens through analyzing videos and case studies and they need multiple opportunities to share with one another.

*"...it's like (teachers and school leaders) are out in the world and they're just wallowing because no one around is into these ideas (on SEL practices). And so they come to the Greater Good and they're looking for that community. And we, the Greater Good, don't have the capacity to nurture that kind of community".*

*Vicki Zakrzewski quote in Schonert-Reichl White Paper (2016)*

The work of the Fellows will include:

1. redesign of their courses and field work to integrate SEL;
2. development of a strategy for working with their program colleagues to bring SEDTL into their teacher preparation program. The Fellows would document these efforts, thus adding to the body of knowledge about the variety of ways in which programs may be impacted; and
3. share strategies they design with members of their Institute cohort.

Fellows would attend a retreat for 3-4 days, then participate in monthly online zoom meetings, attend a January two-day retreat, continue Zoom meetings, and then have a final retreat in June to share their results. This yearlong structure will attend to the issue Vicki Zakrzewski raises in her quote above. Professionals are hungry for contact, discussion, sharing of information and resources, and gaining strength from others to continue their efforts. There really is no substitute, other than creating professional communities, that can meet this need. For a more complete description of the Teacher Educator Institute see Appendix D.



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## XI. Some Final Thoughts

*“Our work changes how they teach everything, how they see their students, how they understand the daily dynamics of their classrooms, how they understand their jobs as teachers. It is the essential difference between how children learn with a teacher and how they learn with good computer aided instruction.”*

Hudi Podolsky  
CRTWC Advisory Board Member

At the end of a very intense day of discussion, there appeared to be clear agreement on the following:

1. SEDTL cannot stand alone as a content or skill area in the teacher preparation curriculum.
2. We need a more articulate way of talking about the connection between SEDTL and CRT and this needs to be one of the key lenses through which a teacher learns to make instructional decisions.
3. Much research is needed.

There is an urgent need to prepare teacher candidates who know how to develop culturally and linguistically diverse children’s capacity to understand and use SEL skills and competencies as they face ever-increasing stress and expectations in a rapidly changing world. However, we have only just begun to seriously explore the need to connect the social-emotional dimensions of teaching and learning to the development of culturally competent teachers. The discussion at the Convening surfaced a passionate response from teacher educators about the need to explicitly connect social-emotional learning and culturally responsive teaching practices.

To date, attention has been focused and funding provided, almost exclusively, to educators at school and district sites, using SEL programs (e.g. CASEL Collaborating Districts Initiative, CORE districts, San Francisco Unified School District). While attention to the field is necessary and critical, it is not sufficient to ensure systemic change. It is essential for the continuum of teacher professional development to also be addressed, starting with the professional preparation of teachers. Most teacher preparation programs have not been provided with the resources in both time and money, to create a clear roadmap for doing this very complex work. Systematic integration of SEDTL practices in teacher preparation, providing an on-going pipeline of new teachers with the dispositions and skill set to integrate SEDTL into their practice, must inform the discussion.

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Many questions still need to be addressed through future research. Does development of a teacher’s SEDTL lens in a preservice program make a difference in their first years of teaching? Are they more successful in promoting a safe learning environment and helping children succeed and thrive? What are the most important strategies that they need to learn in their preservice program? What are the most effective ways that teacher educators can help candidates develop an SEDTL lens? Does attention to SEDTL in preservice teacher education increase teacher resilience and job retention? How do we train new administrators to better support teachers to integrate SEDTL/CRT in their classrooms? We hope that those who fund research and innovative practices and those doing research in SEL will gain useful insights from this paper that will encourage new initiatives at the preservice teacher preparation level.

Teacher educators and teacher preparation programs have the potential to truly “move the needle” on what teachers do in their classrooms and children’s ability to learn and thrive. To do this, we must include in any change efforts significant, thoughtful attention to the professional development continuum, starting with teacher preparation for entering the profession (preservice teacher education) to new teacher support during the first two to three years of teaching, to ongoing professional development support for experienced teachers. If we ignore focusing on the beginning of the pipeline of the teacher professional development, schools and districts will continue to require significant resources for foundational teacher professional development in SEDTL rather than using their limited resources to move teachers to higher levels of teaching sophistication earlier in their careers. The “simultaneous renewal agenda”, outlined in John Goodlad's *Teachers for Our Nation's Schools* (1990) and again in *The Teaching Career* (2004), deserves renewed interest. It is based on the assumption that we will not have better schools without better teachers, but we will not have better teachers without better schools in which teachers can learn, practice, and develop. Critical to this endeavor is the need to cultivate preservice candidates’ SEDTL competencies within the cultural, social, and political contexts of our society.



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## Appendix A

### Teacher Educator Convening Participants' Biographies

#### **Facilitator**

##### **David Osher**

David Osher is Vice President and Institute Fellow at the American Institutes for Research. Dr. Osher is an expert on violence prevention, school safety, supportive school discipline, conditions for learning and school climate, social and emotional learning, youth development, cultural competence, family engagement, collaboration, mental health services, and implementation science. He has led impact and qualitative evaluations of initiatives and programs, systematic reviews, and expert panels, as well as projects that have developed surveys, and supported schools, districts, and states to promote conditions for learning, including school safety, and to address disciplinary disparities.

#### **Participants**

##### **Jennifer Concepcion**

Jennifer Concepcion is a 5th grade teacher at Lakewood Elementary in Sunnyvale School District since August 2012. She holds a B.A. in Integrative Biology from UC Berkeley and a Credential and Masters of Arts in Teaching from San Jose State University with a focus on Equity in Education. She has been working with the CRTWC for 2 years as a Cooperating Teacher, consultant, and focus group member, where she has studied, discussed, and practiced SEL with like-minded, passionate professionals. She provides professional development and supports on SEL school wide and hopes to influence her district's transition towards implementing SEL.

##### **Fred Dillon**

Fred Dillon oversees HopeLab's product development portfolio, leading interdisciplinary teams of HopeLab staff and external collaborators to develop and refine innovations in an iterative, customer-focused process. In that capacity, Fred has overseen ongoing development of HopeLab's Re-Mission game for teens and young adults with cancer and guided the development of Zamzee, a product to motivate kids to be more physically active. He now plays a key role in shaping HopeLab's initiative to promote human health, wellness and resilience through social tech innovation.

##### **Timothy A. Dohrer**

Dr. Timothy Dohrer has worked in a variety of roles in education for 25 years. For many of those years, he was at New Trier High School, where he served as a teacher, teacher leader, and district administrator. In 2008, Dr. Dohrer was named Principal of New Trier's Winnetka Campus, which serves over 3,000 sophomores, juniors, and seniors. In 2013, Dr. Dohrer was named Assistant Professor and Director of the Master of Science in Education Program in the School of Education and Social Policy at Northwestern University. His major areas of research include literacy, school climate, curriculum theory, teacher education, and leadership. He is a member of the Midwest Comprehensive Center Advisory Board, the Charmm'd Foundation Board, and the Family Action Network Advisory Board. Dr. Dohrer has a B.A. in English and Journalism from Indiana University, an M.A. in English from Northwestern University, and a Ph.D. in Curriculum and Instruction from Penn State University. He and his wife Stephanie have three girls and live in Northfield, Illinois.

##### **Deborah Donahue-Keegan**

Deborah Donahue-Keegan is a Lecturer at Tufts University, Department of Education & Co-Director of the Massachusetts Consortium for SEL in Teacher Education (MA SEL-TEd). Before joining Tufts

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Department of Education faculty seven years ago, she was an Assistant Visiting Professor in Wellesley College's Education Department. Prior to that she was a high school teacher for eight years, then a doctoral student and university supervisor in a teacher educator program at the Harvard Graduate School of Education for nine years. Her research and teaching focus on social-emotional learning, cultural competence/resilience, and mindfulness-based interventions in P-12 schools and higher education, with a focus on educator preparation. She is also a co-founding member of the Social-Emotional Learning Alliance for Massachusetts (SEL4MA) Steering Committee.

### **Zaretta Hammond**

Zaretta Hammond is a national education consultant and author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor for Culturally and Linguistically Diverse Students*. She is a former English teacher and has been consulting and providing professional development around issues of equity, literacy, and culturally responsive teaching for the past 21 years. She provides instructional support for a variety of school districts and education agencies, including Santa Barbara County Education Office, Sonoma County Office of Education, and Teach for America. In addition, she is a teacher educator, serving as lecturer at St. Mary's College in Moraga in the past and guest lecturer at University of San Francisco. Find her on Twitter at @ready4rigor

### **Beth Maloch**

Beth Maloch is the Associate Dean for Teacher Education, Student Affairs, & Administration for the College of Education at The University of Texas at Austin. As Associate Dean, she oversees advising, field experiences, and educator certification. Dr. Maloch is a professor in the Department of Curriculum and Instruction, in the Language and Literacy Studies Program. Her main areas of research interest are teacher education, literature discussion and the uses of informational texts in primary classrooms. She is currently engaged in a long term research project focused on the development of reflective coaching practices ("Coaching with CARE") within teacher education programs.

### **Nancy Lourié Markowitz**

Nancy Lourié Markowitz is Professor of Education in the Department of Elementary Education at San José State University. She has worked as an elementary school teacher, school administrator, and teacher educator. She founded and directed the Triple "L" Collaborative, a university-school partnership, one of seven funded Bay Area School Reform Collaborative programs. She also developed and served as Director of the Multiple Subject Credential Program Option known as the TE Collaborative Residency Program. She has taught courses on creating effective learning environments in diverse, multicultural, urban K-8 classrooms, social studies methods, and literacy methods. Dr. Markowitz' scholarly interests include the study of university/district collaboration, preservice teacher education, and inquiry into practices that promote effective learning environments. Dr. Markowitz was a Carnegie Scholar for the Advancement of Teaching where her research focused on the development and study of a university teacher educator inquiry program. She is Founder and Executive Director of the Collaborative for Reaching & Teaching the Whole Child, focused on integrating the social-emotional dimensions of teaching and learning within the professional development continuum.

### **Joan McQuillan**

Joan McQuillan is the Director of Clinical Experiences, Education Clinical Supervisor, and edTPA Coordinator for the Teacher Preparation Department at Illinois College. Joan earned a B.S. in Elementary Education from Illinois State University pursuing a comprehensive major in elementary and special education; M.S. in Educational Leadership and Administration from University of Illinois at Springfield. Before joining the Illinois College Education Department Faculty Joan taught for thirty-four years. As a



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certified learning and behavior specialist Joan taught students with learning and behavior, and social/emotional problems in resource and self-contained settings. After a decade in special education, Joan transitioned to the elementary classroom where she taught third and fourth grades in a high needs, Blue Ribbon school. She has been actively involved with edTPA since the late fall of 2008, when the Illinois College Teacher Preparation Program began its journey with the Performance Assessment for California Teachers (PACT). Currently, Joan serves as an edTPA National Academy Consultant and is working as the leader of the Illinois team engaged with SCALE's ESA 2015 Design Forum to develop a Social and Emotional Learning Embedded Signature Assessment for use in teacher preparation.

### **Susan Meyers**

Dr. Meyers is an Emeritus Dean for the College of Education at San Jose State University. Dr. Meyers earned her Bachelors Degree and Doctorate from the University of California at Berkeley and her Masters Degree and Teaching Credentials at San Francisco State University. She taught children with special needs in Cupertino and San Jose Unified School District before joining the faculty at SJSU where she served as Professor and Dean of the College of Education. Dr. Meyers was elected President of the California State University Dean's of Education, President of the National Teacher Education Council of State Colleges and Universities and the Governance Board of American Association of Teacher Educators. She was the founder of ComUniverCity San Jose and the founding Director of the Franklin McKinley Children's Initiative.

### **Sherrie Raven**

Sherrie Raven is the founding director of the Department of Social and Emotional Learning in Austin ISD. Since the department's formation in 2011, the work of social and emotional learning has expanded to all 129 schools in the district. Sherrie and her department work with educators to ensure that every student receives explicit instruction in SEL skills in an environment that is supportive and that reinforces these skills all day. The team of sixteen works with campuses training, observing, and reinforcing the work of SEL, creative learning, movement, and culturally responsive teaching. Prior to starting the SEL department, Sherrie was the principal of Doss Elementary for nine years. Other service in Austin includes work as a special education coordinator, a special education behavior specialist, principal of Gullett Elementary, Associate Superintendent intern, assistant principal at Hill Elementary, and teacher at Maplewood and Highland Park Elementaries. She also taught math in Chappaqua, New York, and English as a Foreign Language in Hirosaki, Japan. Sherrie holds a BS in Bilingual Education from Texas Christian University, and completed her MEd in Curriculum and Instruction as well as administrative certification at the University of Texas at Austin.

### **Kimberly Schonert-Reichl**

Dr. Kimberly Schonert-Reichl is an Applied Developmental Psychologist and a Professor in the Human Development, Learning, and Culture area in the Faculty of Education at the University of British Columbia (UBC). She is also the Director of the Human Early Learning Partnership (HELP), an interdisciplinary research unit in the School of Population and Public Health in the Faculty of Medicine. Prior to her graduate work, Dr. Schonert-Reichl worked as middle school teacher and then as a teacher at an alternative high school for "at risk" adolescents. Known as an expert in the area of social and emotional learning (SEL), Dr. Schonert-Reichl's research focuses on identification of the processes and mechanisms that foster positive human qualities such as empathy, compassion, altruism, and resiliency in children and adolescents. Dr. Schonert-Reichl serves as an advisor to the British Columbia Ministry Education on the development and implementation of the redesign of the Curriculum and Assessment Framework that will include a focus on the promotion of students' personal and social competencies; an Expert Advisor to the Organization for Economic Co-Operation and Development's (OECD) longitudinal

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study of social and emotional skills, an Advisory Member of the Collaborative for Academic, Social, and Emotional Learning (CASEL) Research Group, and an advisor to the Dalai Lama Center for Peace and Education. Dr. Schonert-Reichl is the author of a recent co-edited book (with Dr. Robert W. Roeser) and published by Springer Press titled “Handbook of Mindfulness in Education: Integrating Theory and Research Into Practice.”

### **Mariah Tate**

Mariah Tate is a Senior Programs Associate at HopeLab. She supports HopeLab’s user-centered design research and product development work for their health and education products. She has a B.A. in Psychology from University of California, Berkeley.

### **Wendy Thowdis**

Wendy Thowdis is currently working as the Assistant Director for the Collaborative. She has been a University Supervisor for the Secondary Education Department and teaches United States History to K-12 undergraduate teacher preparation majors at San José State University. She comes to us from New York State as a retired high school Social Studies teacher who has been working as an Education Consultant since 2006. She created and coordinated a highly innovative “School Within a School,” bringing an interdisciplinary team approach to high school education with a career/workforce skills model to address the needs of students who were “falling through the cracks.” She became a diversity trainer and coordinated Race Dialogue Circles with students from inner city and suburban schools. She has also worked as a Master Teacher/Education Coordinator for the Gilder Lehrman Institute of American History.

### **Nancy Tseng**

Nancy Tseng’s research interests center on identifying classroom practices that promote mathematics learning for all students. Her research projects have investigated the nature of student-teacher relationships, student experiences with different forms of mathematics instruction, and the development of productive mathematical dispositions. Nancy began her career in education as a public elementary school teacher where she also served as a cooperating teacher and Beginning Teacher Support & Assessment (BTSA) Support Provider. She received her B.A., Teaching Credential, and M.A. from the University of California, Davis. She earned her Ph.D. in Curriculum and Instruction at the University of Maryland. Nancy is currently working as a consultant for teacher preparation programs at the California Commission on Teacher Credentialing. Prior to joining the Commission, Nancy was an assistant professor in the Department of Elementary Education at San Francisco State University where she taught courses in elementary mathematics methods and theories of learning and development.

### **Andrea Whittaker**

Dr. Andrea Whittaker is Director of Teacher Performance Assessment at the Stanford Center for Assessment, Learning and Equity (SCALE), where she manages technical assistance and policy support to universities and state departments engaged in edTPA development and implementation. For 15 years prior to her position at Stanford, Andrea was Professor of Education at San José State University where she served as faculty, middle level program coordinator and department chair for Elementary Education. As a teacher educator, Andrea has taught courses in literacy, assessment and multicultural foundations, and supervised teacher candidates in clinical practice. Throughout her career, she has participated in many local, state, national and international initiatives related to policy, school based partnerships, assessment and best practices in teaching and learning.

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### **Vicki Zakrzewski**

Vicki Zakrzewski, Ph.D. is the education director of the Greater Good Science Center. Her articles (GGSC Magazine, Huffington Post, Edutopia, and ASCD's Educational Leadership), talks, workshops, and GGSC Summer Institute for Educators around the world provide science-based ideas for promoting the social and emotional well-being of students, teachers, and administrators, as well as methods for creating positive school cultures. Examples of her recent consulting work for incorporating the life-enhancing science of compassion, empathy, gratitude, awe, and other social-emotional skills include: Futures Without Violence, the Mind and Life Institute (of which she is a fellow), the Jim Henson Company on a new television show for preschoolers, the International School of Brussels on the new Common Ground Collaborative character curriculum being developed for international schools, and Pixar/Disney on The Emotions Survival Guide—a follow-up book for children based on the movie Inside Out. A former teacher and school administrator, Vicki earned her Ph.D. in Education and Positive Psychology from Claremont Graduate University.



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## Appendix B

### **Collaborative for Reaching & Teaching the Whole Child Teacher Educator Convening AGENDA Marriott San Francisco Airport Hotel June 3, 2016**

#### **Goals**

- Bring together thought leaders who teach, supervise, and support teacher preparation programs in California and other states to listen to what they see as the needs, challenges, and opportunities of integrating the Social-Emotional Dimensions of Teaching & Learning skills in preservice teacher preparation.
- Develop actionable steps participants can take to connect the Social-Emotional Dimensions of Teaching and Learning and Culturally Responsive Teaching, and integrate these explicitly into preservice teacher education.

#### **Guiding Questions for the Morning**

1. What are the challenges to integrating the Social-Emotional Dimensions of Teaching & Learning into teacher preparation programs?
2. What can participants share from their experiences to move this work forward?
3. What is already being done in states that have, or are considering adopting SEL standards/guidelines?
4. What needs to be explicitly/intentionally done differently in teacher preparation programs to develop teacher candidates' ability to use a social-emotional learning lens?

#### **I. Introductions**

*Talking Circle:* Addressing the Challenges

1. What is the biggest challenge about this issue?
2. What can you contribute today to address the challenge?

#### **II. Brief overview of Collaborative for Reaching & Teaching the Whole Child**

#### **III. What is happening in different states?**

1. What are the standards, guidelines, actions that are relevant to integrating SEL into teacher preparation in your state, region, other setting?
2. How are these standards, guidelines, and actions being addressed in teacher preparation and other educational institutions currently?
3. What are the consequent successes and challenges you have experienced?

#### **IV. What needs to be explicitly/intentionally done differently in teacher preparation programs in courses and field experience to increase teacher candidates' ability to use a social-emotional learning lens?**

- 
- V. Share and discuss specific examples** (brought by participants) that are reflective of integrating the Social-Emotional Dimensions of Teaching & Learning in your work?

## **LUNCH**

### **Guiding Questions for the Afternoon**

1. How can we connect the Social-Emotional Dimensions of Teaching & Learning with Culturally Responsive Teaching?
2. What are the components of a teacher preparation program that need to be impacted to integrate SEL/CRT into teacher preparation?
3. What are our next steps?

**VI. Connecting Social-Emotional Dimensions of Teaching and Learning with Culturally Responsive Teaching**

How do we reframe the current dialogue about social emotional learning and culturally responsive teaching so that they are seen as two sides of the same coin?

**VII. Next steps** needed to make SEL integration actionable in teacher preparation programs

1. What are the “pressure points” that we can use to make changes in teacher preparation programs?
2. What can you do in your own work?
3. How can we collaborate in this effort?
4. Who else needs to be in the conversation?
5. How do we/can we measure/document changes?

**VIII. Closing Remarks**

## **DINNER TOGETHER**

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## Appendix C

### Sample SEL Strategies Brought to Convening by Participants

#### Beth Maloch: Abridged Drama-Based Pedagogy

*From Dr. Mary Claire Gerwels, clinical professor in Educational Psychology at UT Austin.*

*The activity below is taken from some Drama Based Pedagogy (DBP) ideas that I use in my classes. This is one we do as a way to show the interns something they could do with their own students.*

##### **SEL activity from DBP**

The teacher asks for one volunteer to stand in the center of the playing area. The teacher then calls out an emotion, state of being, or concept (such as rage, exuberance, tyranny, etc.). The volunteer is to physicalize the emotion or concept in a frozen pose. One by one the rest of the players find a place themselves in the picture. After the entire group is involved, the teacher can replace various players one at a time so each can get a better sense of what they created. Discuss the image – How do the people in the poses represent the feeling? If you didn't know the word, could you tell what it was just by looking at their poses?

Extension: Have students choose a word and create a pose. The rest of the class has to guess what the emotion is. Discuss how much of our emotions are expressed physically as opposed to in words. How is that important for teaching or learning?

*In the activity below I want the students to apply the 5 competency areas to their students so these definitions become real to them. I also want them to see that social competence doesn't necessarily mean the student also has academic competence. They also see that every student has something to work on as well as at least one area of strength. I encourage them to look at different students for each area to get a broad range of behaviors that they feel show strengths or weaknesses. Finally, we talk about one or two competency areas that seem to be the most important areas of growth for different grades pre-K through first since those are the grades they are in at the moment.*

Review the 5 competency areas: **self-awareness, self-management, social awareness, relationship skills, responsible decision-making.**

In small groups have students describe one positive and one negative example in each area for their students.

Which seems to be the most problematic for their students? Why?

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***The following is a couple of examples I share with my classes that are from papers written by former interns. I ask them to read the excerpts and to talk about ways they have seen SEL in their classrooms.***

Example of way kindergarten students can learn to use words to solve an argument. Notice the teacher's prompts.

Another strategy my CT takes on is giving students the vocabulary they need to express their emotions. When there is a conflict in the classroom, my CT reminds students of the smiley face poster in their room that talks about conflict resolution. She prompts them to use "I statements". When something happens, the students know they are to talk it out with their words, explaining how they feel. In one incident where two students, Leslie and Maxine\*, ran into each other on the playground and were angry with each other, Ms. Halston addressed them calmly and asked what they should do to fix the problem. She prompted Leslie first, saying, "I feel..." Leslie then followed by stating, "I feel sad because I think you ran into me on purpose." Maxine then jumped in. "No! I ran into you on accident because I was trying to run away from Hope." Ms. Halston prompted again, "I feel..." which caused Maxine to add, "I feel sad because I think you blame me when it isn't my fault. That makes me mad too." (Observation Journal)

Notice the following in which positive emotions are gained and used in a lesson. This points to the connection between motivation and emotion.

My CT encourages students to raise their hands and share a story about something similar that they have experienced, and how it made them feel. For example when we read a book about insects, Lonny raised his hand and shared that he and his brother had found ants in an ant "gallery" in his backyard the day before and used the vocabulary word gallery that had been introduced in the book. He explained that he felt excited, making a big smile with his face, when he saw the ants because he watched them come out and walk in a line, like they had read in a book the week before. The other students then grew excited as well, all raising their hands and smiling, whispering about how cool it was to see ants do it in "real life" too, not just in a book. Through the strategy of engaging students' emotions through their past experiences to relate to the material my CT is not only encouraging students to share their emotions in a positive way but also activating meaningful learning for the information being taught. Many students want to share their experiences and feelings. By allowing students the space to do this they are automatically going to become more interested, therefore remembering the material more as an added bonus.

\*All names have been changed.

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***The script below is one that we do when we cover the topic of mindfulness and stress reduction. The students learn what mindfulness is and how it can help students learn to focus. They also learn relaxation techniques that can help kids calm down when they get angry, upset, or frustrated over other students or schoolwork. There is an entire lesson on mindfulness, but students always draw parallels between this topic and SEL because the mindfulness topic offers so many ways to manage emotions. We have them try various techniques they can use with their students, such as the one below.***

*Before relaxation I recommend you ask the students to stretch, move, and “get their wiggles out.” This way they can release some nervous energy and it will (hopefully) be easier for them to find stillness and be calm.*

**General Script (long version):**

“Okay, now that you have gotten your wiggles out, let’s all sit quietly, with our eyes closed. All together, take a long, deep inhale through your nose, and slowly exhale out your mouth, like you’re fogging up a mirror or window. [\*Do this a few times\*]

Now, notice your feet on the ground. Feel your connection to the earth... Start to curl your toes up and activate your feet as hard as you can. Really scrunch your toes up! And now release. Let your feet relax.

Now, notice your legs-- your shins, knees, and thighs-- connecting your feet all the way to your seat... Start to engage your legs, press your knees together, kick your heels up toward your chair, and squeeze as hard as you can! ... And now release. Let it go.

Now, bring your attention to your belly. Feel your belly rise and fall as you breathe... Now tighten your stomach as much as you can, crouch down into a ball and squeeze hard!... Now let go, and relax.

Now, feel your arms and shoulders on your lap. Bring your hands into fists and raise your shoulders up into your ears and squeeze with all your might! Tighten your fists as hard as you can and feel the tension in your shoulders... And now open your hands, place them face up on your lap, and let your shoulders melt softly down your back.



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And now, focus on your face. Scrunch your whole face up as tightly as you can. Squint your eyes, furrow your brows, clench your jaw, purse your lips and feel your whole face be tense. And now slowly relax your face... let the space between your eyebrows soften, relax your eyelids, release your tongue from the roof of your mouth, and feel your whole body be soft, calm, and peaceful.

Let's take another deep, long breath in, and a slow, full breath out. [\*You can do this a few times, if you'd like.\*]

Before you re-open your eyes, rest here another moment and just breathe. Inhale slowly, exhale fully. Be here right now with peace and relaxation. Everything is okay. ☺”

**General Script (short version):**

“Okay, now that you have gotten your wiggles out, let's all sit quietly, with our eyes closed. All together, take a long, deep inhale through your nose, and slowly exhale out your mouth, like you're fogging up a mirror or window. [\*Do this a few times\*]

Bring your attention to your feet, your legs, and your bottom on the chair. Notice your belly rising and falling with each breath. Feel your hands placed gently on your lap. Just notice how your body feels.

Now, bring your hands into fists. Raise your shoulders up to your ears. Scrunch your face up like you ate something sour or like you're really mad. Curl all your toes and squeeze your legs together. Squeeze your fists tightly, clench your jaw, and engage all the muscles you can!... Now slowly release each muscle... let your feet relax, open your hands, and allow your shoulders to melt down your back. Release the muscles in your face and feel your eyebrows soften. Let your tongue fall from the roof of your mouth. Feel your whole body be soft and relaxed.

Before you re-open your eyes, rest here another moment and just breathe nice and slow. Inhale deeply, exhale fully. Be here right now with peace and relaxation. Everything is okay. ☺”

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## Nancy Tseng: Learning to “See” Our Students

Learning to “See” Our Students  
(adapted from the work of Self, 2014)

### Goals

The goal of this activity is to develop the social-emotional competencies of the teacher, particularly in fostering a teacher candidate’s capacity for social awareness and responsible decision-making. A related goal is to provide teacher candidates with learning opportunities to understand that developing caring relationships with students requires: 1) getting to know (or “see”) students well enough to engage them in learning, 2) relating to students across cultural, racial, and socioeconomic lines, and 3) a willingness for teachers to reflect on her or his attitudes toward diverse students.

### Overview of Activity

This activity centers on Nieto and Bode’s (2011) notion of cultural hybridity which refers to:

The fusion of various cultures to form new, distinct, and ever-changing identities...refers to *how* people identify, regardless of which ethnic, cultural, or racial group they belong to; these may include gender, sexual orientation, geographic location, and professional affiliation. (p. 160, emphasis in original)

Using the graphic (see p 2), teacher candidates engage in a quick-write and reflect on the dimensions of their own identities and the identities of the students in their classroom.

Specific prompts include:

- Who are you?
- Who are your students?
- Whose needs to feel most prepared to meet?
- Whose needs do you feel most unprepared to meet?

Teacher candidates then identify one student in their classroom they will work to develop a stronger relationship with and use the three-column chart and guiding prompts.

List everything you know about this student.	What don’t you know about this student but want to know and could find out?	List your thoughts and feelings about this student.
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- For 1 week, focus on this student – when you plan, assess, give feedback, call on or respond to students’ comments and questions, when they enter or leave the room, etc.
- Answer the questions in the 2<sup>nd</sup> column – how does it change the 3<sup>rd</sup> column?
- Are there ways you can make the curriculum more relevant for this student? How can you build from this student’s strengths to create stronger learning opportunities? Are your interactions and responses to this student validating and encouraging?

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### Outcomes

This activity aims to support teacher candidates to move beyond “colorblind” lenses and begin to recognize that students’ learning opportunities may be hindered if teachers fail to consider their own and their students’ cultural and racial backgrounds and instead adopt color- and culture-blind beliefs and practices (Milner, 2007).

### References

Milner, H. R. (2007). Race, culture and researcher positionality: Working through dangers seen, unseen and unforseen. *Educational Researcher*, 36, 388–400.

Nieto, S. & Bode, P. (2011). Chapter 5: Culture, Identity, and Learning. (pp 156 –176). In *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Pearson.



**Figure 7.4** Success Analysis Protocol

1. Have student reflect on and write a short description of the “best learning move” or completed project they are most proud of within the last grading period. Note what it is about the learning experience that made it so successful. Be sure to have them answer the following question as well: “What made this work different from other experiences?” (10 minutes)
2. Have students get into mixed groups of 3. The first person shares their “learning move” or completed project and why it was so successful. (10 minutes)
3. The rest of the group asks clarifying questions about the details of the work. (5 minutes)
4. The group does an analysis of what they heard about the presenter’s success and offers additional insights about how this practice is different than other practices. Probing questions are appropriate and the presenter’s participation in the conversation is encouraged. (10–15 minutes)
5. The presenter responds to the group’s analysis of what made this experience so successful. (3 minutes)
6. Take a moment to celebrate the success of the presenter.
7. Each of the other members of the group takes turns sharing their work in the same manner.

**Figure 7.5** Back Talk Strategy

<b>Back Talk Strategy</b>		
<b>Negative Statement</b> (Usually “always” statements)	<b>Evidence It’s Not True</b> (At least not true all the time)	<b>Positive Restatement</b> (Challenge the “always” statement)
“I am not good at math. I never get any math problems right.”	“On my last quiz I got 5 problems right out of 9. Before that I got 3 out of 9 correct.”	“I am getting better at math. I do get some math problems right.”

## **IMPLICATIONS FOR SUPPORTING DEPENDENT LEARNERS AND BUILDING INTELLECTIVE CAPACITY**

One of the realities that we have to embrace as culturally responsive teachers is that the structural inequities in our school systems negatively influence the academic mindset of many of our culturally and linguistically diverse students. Many dependent learners have internalized the messages of not being smart enough. They have begun to believe they are

**Figure 8.1** What Are Cognitive Routines?

To do effective information processing, students have to have a way to turn inert information into useable knowledge. Cognitive routines are the basic mental maneuvers the learner uses for information processing, especially when doing higher order thinking and creative problem solving.

Cognitive routines involve the following:

- A sequence of internal learning moves during the elaboration phase of information processing
- The specific structures and protocols a student uses in his sequence of learning moves
- A set of steps students use collectively in the classroom during discussion, brainstorming, group problem solving, Socratic seminar, or other academic conversations

These routines become the cognitive tools the learner uses every time he takes on a learning task.

metacognitive or self-regulation strategies with structured cognitive routines, they are able to monitor and evaluate their comprehension. The ability to identify and utilize cognitive routines is a necessary skill for an independent learner.

As part of the cognitive routine, have students ask these four questions:

- How is this new material connected to what I already know?
- What are the natural relationships and patterns in the material?
- How does it fit together? What larger system is it part of?
- Whose point of view does it represent?

These questions represent the fundamental ways that we process information as the brain goes through the elaboration stage. Cognitive routines as part of a chew strategy give dependent learners a set of explicit learning moves when confronted with new content. There are four key cognitive routines the brain gravitates to when we place new information on working memory's tabletop. Some also call them "thinking dispositions" or "thinking routines" (Cabrera, 2012; Ricthhart, 2002). They are:

- *Similarities and Differences.* The brain looks for distinctions between this new information and other similar types of objects, concepts, or events. The brain tries to understand what features make them the same or different.
- *Whole-to-Part.* The brain tries to understand how things are organizing into a system. Is the object, concept, or event part of a larger

system or pattern? Is it a smaller part of the whole or is the whole made up of smaller parts?

- *Relationships*. The brain tries to see the relationship of the object, concept, or event to other things. It wants to understand how it is connected and the role it plays as it interacts with other events, objects, or concepts.
- *Perspectives*. The brain tries to figure out the point of view or perspective being presented. It tries to determine who is telling the story or controlling the narrative.

In the process of carrying out these routines, the brain responds by growing dendrites, creating new neural pathways, and expanding intellectual capacity. Remember that cognitive routines aren't really strategies but more like habits of mind. We want to make the routine part of a cognitive habit loop that, over time and with repeated use, becomes automatic for the student. This automaticity is the advantage independent learners have over dependent learners.

Two things are necessary for thinking routines to take hold as cognitive habits:

1. There has to be a strong cue that prompts the thinker into starting the routine.
2. The routine has to be internalized, meaning the learner has to remember the steps in the routine on his own eventually.

That means first you have to scaffold dependent learners into the habit of using them with explicit scaffolding then removing the scaffolds piece by piece, creating some opportunity for productive struggle as the student learns to prompt himself. We call this process *internalization*. It is at this point that culturally responsive teachers need to remember the social-emotional aspects of learning. Struggling of any kind can trigger an amygdala hijack. Students might react with resistance or withdrawal. In your role as their ally, you can help them stay calm and focused as they develop these new habits.

In addition to cognitive routines, here are other techniques to help students “chew on” content for active processing.

**Talk to Learn.** Learning theorist, Leo Vygotsky (1978) said language is the medium by which children acquire their information. Through informal and formal conversations with other community members, students also acquire the “mental tools” for processing information. Bandura (2001) points out that learning is a sociocultural act governed

by language. We learn best when we are able to talk through our cognitive routine. Talking to learn, also called *dialogic talk*, is deeply rooted in oral cultural tradition. This kind of talk gives us the opportunity to organize our thinking into coherent utterances, hear how our thinking sounds out loud, listen to how others respond, and, often, hear others add to or expand on our thinking. Tharp and Gallimore (1991) call this **instructional conversation**, the kind of talk that acts like a mental blender, mixing together new material with existing knowledge in a student's schema.

Using discussion protocols like World Café, Four on a Pencil, and Give One Get One help create variety in the ways students talk to each other in the classroom, offering a chance to both work collaboratively and have their individual voices heard.

***Rhythmic Mnemonics in Song or Spoken Word Poetry.*** Have students write their own songs, raps, or spoken word pieces in the style of the alphabet song or the Schoolhouse Rock! episodes. Music is an important element in oral traditions. When we process new content with music and rhyme, the brain creates multiple neural pathways in different parts of the brain that become permanently connected. This connection across modalities helps strengthen memory. The neurons wire and fire together. Once this wiring happens, the music becomes a cue for remembering key concepts or rules. It's the reason we remember the alphabet song after all these years.

*Spoken word* is a broad term often applied to performance-style poetry that mixes social awareness, music, and language. Storytelling, spoken word and poetry slams all fit under this category. Spoken word topics can cover large sociopolitical themes that lend themselves to the cognitive routines such as perspective taking: Love, Racism, Hometown Pride, Politics, and Self-Realization in the context of the curriculum. The world of spoken word is vibrant, compelling, and highly academic in approach. Poetry Slam is essentially a form of competitive performance poetry. Individuals or teams prepare work on a given theme that they perform before judges and an audience. The process of writing, drafting, editing, and rehearsal is vital to the end product, and Slams tend to be very powerful expressions of ideas and feelings through the medium of very skilled writing and performance.

***“Story-ify” the Content.*** Verbal expressiveness is a central cultural theme in oral cultural traditions (Cazden, 2001; Ladson-Billings, 1994). Stories are a mainstay in African American and Latino cultures. Middle Eastern and Southeast Asian communities also have long oral traditions

with rich stories. It turns out the brain is wired for stories. Why? When we are being told a story or are telling it, the brain's neurons light up not only in the language processing parts of the brain but in other regions just as if we were performing the action ourselves. For example, if someone in the story is running or jumping, the motor regions of our brain lights up. The narrative format lets the brain take big ideas, abstract concepts, and dry facts and transforms them into something we can more easily remember.

As a way to process new content in any subject area, let students weave it together in story form. The Heath Brothers in *Made to Stick* (2007) remind us that the story format makes ideas and concepts "sticky," meaning our brains remember it long after we have heard the story. You can scaffold students into the process by providing the key ideas, words, or concepts from a unit and asking them to weave them together in a coherent, cogent narrative. "Story-ifying" will help students work through the four cognitive routines: *identifying similarities and differences*, *finding relationships*, *noticing how things fit together whole-to-part in a system*, and *recognizing point of view*.

***Recursive Graphic Organizers, Infographics, and Other Nonlinguistic Representations.*** Marzano (2004) says that creating pictures, visuals, or other nonlinguistic representations is one of the most powerful ways to process information. According to research, knowledge is stored in two forms: linguistic and visual. Recently, neuroscience has confirmed that the use of nonlinguistic representations increases brain activity and aids information processing. Drawing pictures, flowcharts, or any type of visual is consistent with culturally responsive ways to process information. Incorporate words and images using symbols to represent relationships. Use physical models to represent information.


A common tool that can be used in a culturally responsive way is the graphic organizer. Most teachers use them mainly to activate prior knowledge but students rarely go back to revise them. Use the graphic organizer throughout the lesson. Have students fill it in before the lesson, conduct the lesson, and then ask them to go back and update their graphic organizer with new information they just learned using a different colored pencil or marker. The interaction with the visual representation of information helps speed processing. Have students swap papers with a neighbor or get together in helping trios and compare what is different or the same on their organizers.

Infographics have become a very popular way to graphically display information. Have students create an infographic as a way to process conceptual information or represent their understanding of similarities and differences, relationships between events, concepts, or objects.



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## Deborah Donahue-Keegan: Cultivating a Safe Learning Environment

 REFLECTION: *Cultivating a Safe Learning Environment Where Everyone Belongs*

### What are you or your school already doing...

- ...to build strong teacher-student relationships?
- ...to build strong relationships between students?
- ...to help students who may be rejected by their peers?
- ...to create a psychologically safe learning environment for students and staff?
- ...to enhance trust amongst all the stakeholders?

### Cultivating a Safe Learning Environment...(adapted from Peter Senge's *Schools That Learn*)

**Step 1:** "If I had a safe learning environment..." Ask yourself the following questions considering the components of psychological safety and trust (write or draw the present-tense answer):

- a. How do students feel in the classroom/school?
- b. What structures, practices, and behaviors (on my part and the school's part) help students feel that they belong?
- c. How do students interact with each other?
- d. How do teachers and students interact with each other?
- e. How do the adults interact with each other?
- f. How are mistakes handled? Is there room for questions and risk-taking?

**Step 2:** What would a safe learning environment bring me? Consider each of the statements you have written and think about these questions:

- a. What sort of benefits would happen as a result?
- b. What would it bring to the students?
- c. What would it bring to me personally?
- d. How would it be different from the classroom/school where I teach now?

A generous heart is always open, always ready to receive our going and coming. In the midst of such love we need never fear abandonment. This is the most precious gift true love offers—the experience of knowing we always belong.

~ bell hooks

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**Step 3:** Choose five characteristics of a safe learning environment that are most compelling to you. Don't worry about which ones seem plausible, easy to achieve, or most likely to win plaudits from the rest of the school.

**Step 4:** How would you get there? What would you have to do to achieve each component of your vision? What practices would you follow? What capabilities/strengths do you already have and which would you need to build – in yourself and your students? What policies would be put in place: at classroom, school, community, or even state levels?

**Step 5:** What stands in the way? What kinds of barriers and obstacles (inner and outer) might exist for each idea raised in step 4? Consider the opposing forces you might face from the students themselves, parents, teachers, administrators, school, community, state. Then consider the innate challenges, e.g., not enough time, that would arise as natural consequences of your making the change. How might you accomplish your goals without provoking that opposition?

**Step 6:** "I'll know I'm making progress if..." For each item in step 3, name one or more piece of evidence that would signal you've made some progress.

A generous heart is always open, always ready to receive our going and coming. In the midst of such love we need never fear abandonment. This is the most precious gift true love offers—the experience of knowing we always belong.

~ bell hooks

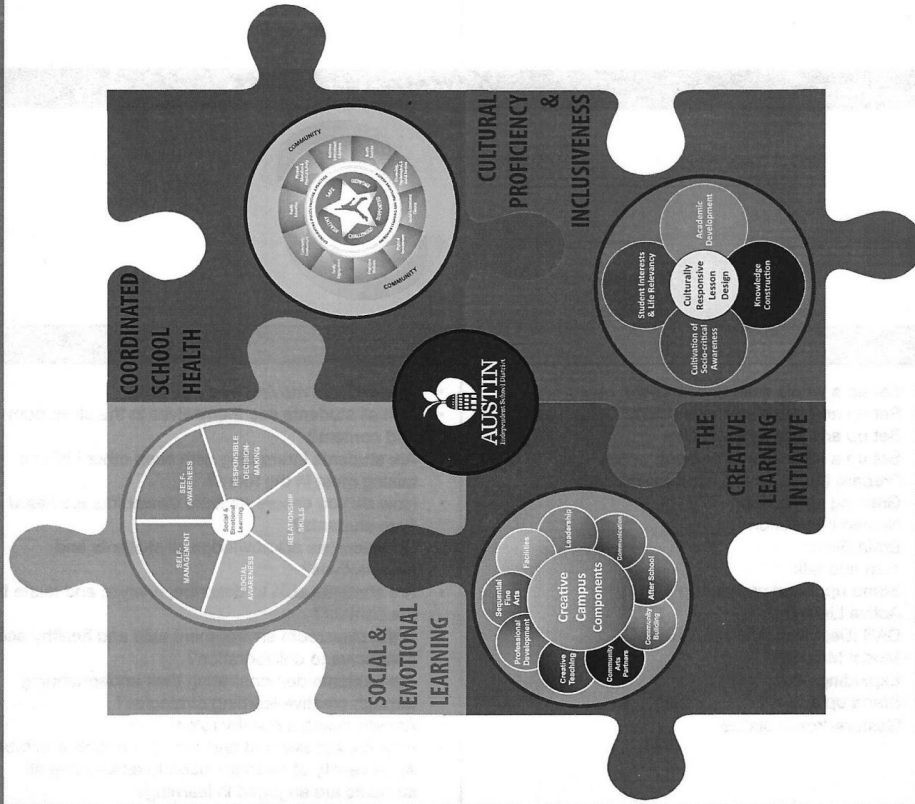
# WHOLE CHILD EVERY CHILD

"Educating the whole child is critical to preparing students for college, career and life. A holistic approach results in more than improved academics. It provides students with a rich education with benefits that last a lifetime."

- Paul Cruz, Ph.D.  
Austin ISD Superintendent

- Coordinated School Health
- Cultural Proficiency & Inclusiveness
- Social & Emotional Learning
- The Creative Learning Initiative

REINVENTING THE URBAN SCHOOL  
EXPERIENCE TOGETHER



Social & Emotional Learning  
Austin Independent School District

Coordinated School Health  
Austin Independent School District

Cultural  
Proficiency  
&  
Inclusiveness

Learn more at [www.austinisd.org/wholechildsxswed16](http://www.austinisd.org/wholechildsxswed16)

This form is intended as a guide to help you consider whole child integration in academic lessons.  
Use the strategies and questions below for support in your planning.



## LESSON PLANNING WITH A WHOLE CHILD PERSPECTIVE

<b>Lesson Objective:</b>	
<b>Activities:</b>	<b>Whole Child Infused Activities:</b>
<b>Assessment:</b>	<b>Whole Child Infused Assessment:</b>
<b>Strategies Modeled:</b>	<b>Whole Child Guiding Questions:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up a whole child environment</li> <li><input type="checkbox"/> Set up and use a wellness center</li> <li><input type="checkbox"/> Set up and use a peace area</li> <li><input type="checkbox"/> Set up a healthy environment</li> <li><input type="checkbox"/> Prepare the body and mind for learning</li> <li><input type="checkbox"/> Greeting at the door</li> <li><input type="checkbox"/> Nested interaction</li> <li><input type="checkbox"/> Brain Boost</li> <li><input type="checkbox"/> Turn and talk</li> <li><input type="checkbox"/> Stand up, hand up, pair up</li> <li><input type="checkbox"/> Active Listening</li> <li><input type="checkbox"/> DAR (Describe, Analyze, Relate)</li> <li><input type="checkbox"/> Model Making</li> <li><input type="checkbox"/> Exploding Atom</li> <li><input type="checkbox"/> Stand up if....</li> <li><input type="checkbox"/> Gesture/frozen statue</li> </ul>	<ul style="list-style-type: none"> <li>• Are students moving every 30 min?</li> <li>• Can all students see themselves in the classroom and content?</li> <li>• Are students interacting with each other? Who is talking most in the room?</li> <li>• How do you ensure multiple viewpoints are heard from students?</li> <li>• Do resources acknowledge all students and perspectives?</li> <li>• Are students able to describe, analyze and relate to the content?</li> <li>• Is the classroom environment safe and healthy and conducive to collaboration?</li> <li>• Are students demonstrating their understanding through creative learning strategies?</li> <li>• Are you being a healthy role model?</li> <li>• How are assessment and evaluation tools equitable?</li> <li>• Are a variety of methods used to ensure that all students are engaged in learning?</li> </ul>

# Social and Emotional Learning Integration Strategies

<p><b>Engagement</b></p>	<p><b>Project – Based Learning</b> – student apply skills to real world issues, working with others and developing solutions</p> <p><b>Academic choice</b> – students have choice of what to do first in a classroom or have choice of topic or product</p> <p><b>Morning meeting</b> – group time each day to build community – typically includes greeting, sharing, activity, and message</p> <p><b>Collaborative groups</b> – students working with peers – self-selected or teacher selected and talking about work</p> <p><b>Nested discussion</b> – building safety – students do something alone first, then with partner, small group, large group</p>
<p><b>Skill reinforcement</b></p>	<p><b>ARR – Anticipate, Reinforce, Reflect</b> – teacher or student names SEL skills to be used in activity; teacher reinforces student use of skill during activity; students reflect on use of skill following activity</p> <p><b>Perspective taking</b> – students state events from the point of view of a peer or character in literature or history</p> <p><b>Identifying feelings in self and others</b> – during conflict, with characters, during morning meeting, etc.</p> <p><b>Naming core competencies in lessons</b> – teacher or student makes connection to competency area and skill during lesson or activity</p>
<p><b>Feedback</b></p>	<p><b>Check in</b> – Teacher uses formative assessment techniques like Four Corners, Vote with your Feet, Total Physical Response</p> <p><b>Process-Centered Feedback</b> – Teacher uses statements based on behavior rather than general praise; for example, “You used dialogue to show me what was happening” instead of “Good job”</p> <p><b>SEL skills on rubrics</b> – Include working with peers, giving feedback to peers, managing emotions and conflict appropriately, etc on grading rubrics</p> <p><b>Questioning techniques</b> – Teacher asks students open-ended questions and coaches students on asking each other questions that are open-ended</p> <p><b>Growth-mindset language</b> – Teacher uses statements that encourage students to focus on effort rather than product and coaches students to do the same, for example, “You didn’t do well this time; what strategies can we work on to help you do better?”</p>



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## Appendix D

### CRTWC Teacher Educator Institute Description

#### Goals

1. Scale up the work completed to date by the *Center for Reaching & Teaching the Whole Child* beyond San Jose State University Multiple Subject Credential Program
2. Share resources developed by CRTWC with other institutions to support their integration of SEL into K-8 teacher preparation
3. Provide a framework that connects SEL and Culturally Responsive Teaching under one umbrella
4. Develop participants' ability to use an "SEL" lens to guide their own teacher practice and to add this lens to their programs

#### Anticipated Outcomes

1. 3-4 institutions of higher education K-8 teacher preparation programs will actively be involved in explicitly integrating SEL skills, competencies, and habits of mind into their curriculum and field experience.
2. Each participant will document concrete steps they take at their institution to integrate SEL into their program.
3. A consortium of 3-4 higher education K-8 teacher preparation programs will be formed to scale up the work already completed by CRTWC at SJSU.
4. Additional strategies to promote teacher preparation programs to integrate SEL will be generated through the efforts of the Fellows involved in the Institute. These approaches will add to the body of knowledge on how to impact teacher preparation to include explicit attention to SEL.

#### Description of Content

1. What is SEDTL (social-emotional dimensions of teacher and learning)?
2. How does SEDTL connect with many other initiatives, strategies? (Culturally Responsive Teaching, mindfulness, prosocial classrooms, particular programs such as PBIS)
3. Examples of integration of SEDTL into math, literacy, and classroom management courses in teacher preparation programs (videos, structured activities, case studies)
4. Ways in which teacher education programs may evaluate their efforts to integrate SEDTL
5. Example of SEDTL teacher observation protocol, lesson plan template that integrates SEL
6. Identification of "pressure points" that can be used to institutionalize SEDTL in teacher education programs
7. Cooperating teacher professional development workshop content

#### Structure

1. Initial 3-4 day retreat
2. Monthly online check-in meetings to discuss participants' progress, share strategies and resources
3. Online platform where participants can upload resources and communicate
4. Two day/one night on site meetings in January and in June

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**Deliverables by Institute Participants**

1. Each Fellow will provide a revised course syllabus and description of activities, assessments, resources used in their courses to attend to SEDTL. We will provide template for doing this.
2. Each Fellow will provide a description of how they are influencing their teacher preparation programs to integrate SEDTL, identifying specific strategies they have used to institutionalize SEDTL in their programs, as well as the roadblocks they encounter.

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## Appendix E

### Jennifer Concepcion's Curriculum

#### Inside Out Program Rationale – Lakewood Elementary

##### *Overarching Goals*

- *To provide a common language across children, teachers, and administrators in regards to developmentally appropriate socioemotional skills*
- *To teach and reinforce positive strategies for children to recognize and regulate their emotions. This supports “grit,” sharing, and empathy, big predictors of future success (above IQ or intelligence).*

##### Program Components

- Introductions of concepts during designated class time
- Reinforcement of learning through a specified area where students can practice skills
- Referral of students to additional resources based on need

##### Classroom Introductions of Concepts: Tier 1

- Background lessons will be conducted on mindfulness/mindset in weeks 1 and 2
- In weeks 3 through 7, one emotion per week will be introduced through teacher instruction and/or video clip from the film
- Discussion of what that emotion might look like facilitated by classroom teacher
  - Note: Important to normalize the emotion, even anger, as all emotions have functions. The key here is to help children understand when the emotion might come up and that it has a purpose. Feeling an emotion is not wrong, but we can choose how to act on that emotion.
- Introduction of ways to recognize and regulate the particular emotion. Recognition is, in itself, a developmental milestone and may be the focus for many children before moving to regulation of the emotion.

##### Reinforcement Based on Classroom Participation: Tier 1, possible gateway to Tier 2 targeted supports

- The different Inside Out characters who represent emotions will be displayed in the classroom and a designated “chillax” area will be created where students can practice skills to recognize and regulate emotions

##### Referral to group support - CHAC or Lunch time social groups or Check-in Check-out (CICO)

- CICO for students who continue to struggle with recognition and regulation of emotions learned
- CHAC 1:1 counseling with dialogue between counselor and the teacher regarding where they are having difficulty (recognizing and/or regulating the emotion)

Key Goals of PBIS/ Social-Emotional Learning for the school



1. driven by SEL Core Competencies
2. Use core competencies to plan and target interventions
3. Foundation of Growth Mindset to foster student resilience and grit.

## Social & Emotional Learning Core Competencies



Organizing the curriculum: Pre/post test aligned to goals to see how it works and find students who are having trouble with the skills--some way of seeing if it works, whether we want to broaden what we're trying out

### Learning Goals

1. Self Awareness--noticing emotions as they come up
2. Understand Emotions--connecting emotions with cause/ situation. "I feel \_\_\_\_ because \_\_\_\_"

- 
3. Self Management--learning and selecting different strategies for coping with emotions as they come up. (E.g. Chillax areas and tools)

Organizing the supports

1. Classroom lessons
2. Whole school supports (TBD)
3. Existing groups (Just For Kids, Tween Talk)
4. Targeted groups (with specific CHAC, Behaviorist)
5. CICO (possibly: admin, paras) Teachers would need training about how to use CICO card.
6. CHAC 1on1 or strategic partner counseling *and* parent support

**General Framework Week-by-Week for Emotions Introduction**

1. Discuss growth mindset and brain being like a muscle as well as mindfulness
2. Introduce emotion either through clips (<http://www.thehelpfulcounselor.com/20-inside-out-clips-to-help-teach-children-about-feelings/>) and/or teacher instruction
  - a. Joy
  - b. Anger
  - c. Sadness
  - d. Fear
  - e. Disgust
3. Brainstorm times when students have felt this emotion
4. Add the emotion to students journals (drawings for K-2 and written journal 3-5)
5. Introduce strategies to deal with the emotion
6. Add the emotion to the 'chillax' corner

*[Remainder of this page intentionally left blank. See next page for Inside Out Program Framework]*

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# Inside Out Program Framework

## Testing Phase: Implementation in JC 5th Grade Classroom

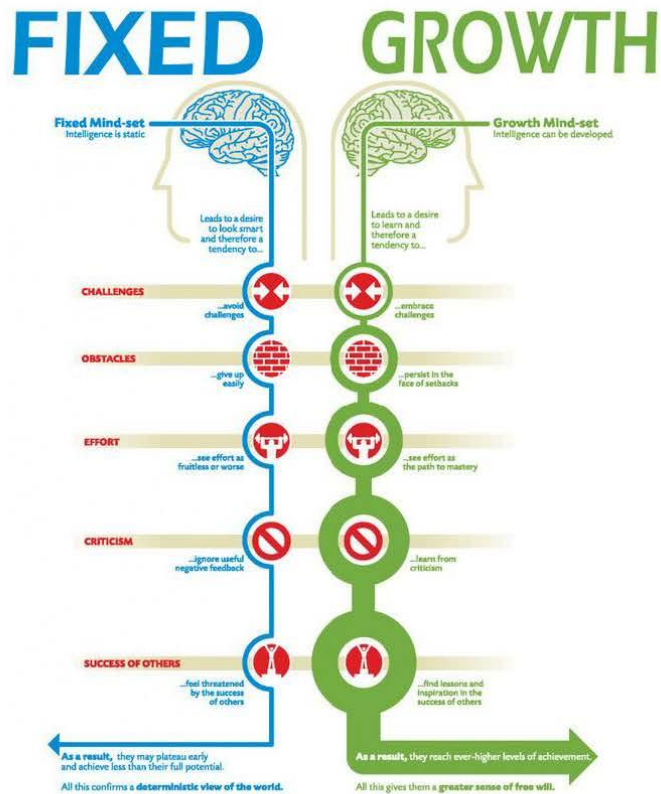
### Week 1 (The Four L's Introduction and Practice)

- Look at your partner
- Lean forward
- Lower your voice
- Listen actively


### Week 2 (Mindfulness, Fixed/Growth Mindset Introduction and Practice)

#### Mindset Video Series for Kids


[https://www.youtube.com/playlist?list=PLIChyVOpASG3UTHeoU-z6GuwyAFIFfpFj&feature=em-share\\_playlist\\_user](https://www.youtube.com/playlist?list=PLIChyVOpASG3UTHeoU-z6GuwyAFIFfpFj&feature=em-share_playlist_user)




**Wrong:** People are born "smart" or "dumb".




**Right:** The brain is like a **MUSCLE**.



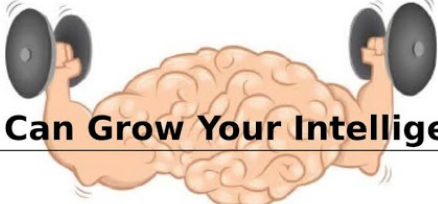
Muscles grow bigger when you **exercise** them.



Your brain grows bigger when it **practices** and **learns** new things!




**You Can Grow Your Intelligence**




**HOW DO SCIENTISTS KNOW THIS??**

Animals **challenged** by toys and other animals had **BIGGER BRAINS** and were **SMARTER** than animals who **spent** all day!




As babies tried to **understand** words and **practiced** talking, their brains **GREW** and got



**SO.....**


Learning is like **video games!** If you keep playing, you get **better and better!**

**HIGH SCORE**  
126560



**THE KEY:**

Exercise your brain!  
Practice is what makes you smarter!



### Week 3

1. Reminder about The Four L's
2. Reminder about mindfulness/mindset
3. Reminder about what we know about our brains
4. What emotion are we meeting today?
  - a. Happy/Joy
5. On the Whiteboard for Brainstorming (give the children a few minutes to talk about each of these with a partner, perhaps all class discussion for lower grade levels)
  - a. Other words for happy/joy...
  - b. Things that make us happy...
  - c. What to do when I am happy... (for this lesson, talk about what to do when happy at school)
6. Introduce Feeling Journal and demonstrate how kids can fill this out, then give them some time to do the activities for the emotion of the week

### Week 4

1. Reminder about The Four L's
2. Reminder about mindfulness/mindset
3. Reminder about what we know about our brains
4. What emotion are we meeting today?

- 
- a. Mad/Anger
  5. On the Whiteboard for Brainstorming (give the children a few minutes to talk about each of these with a partner, perhaps all class discussion for lower grade levels)
    - a. Other words for mad...
    - b. Things that make us mad...
    - c. What to do when I am mad... (for this lesson, talk about what to do when happy at school)
  6. Reminder about Feeling Journal and demonstrate how kids can fill this out, then give them some time to do the activities for the emotion of the week

#### **Week 5**

1. Reminder about The Four L's
2. Reminder about mindfulness/mindset
3. Reminder about what we know about our brains
4. What emotion are we meeting today?
  - a. Sad
5. On the Whiteboard for Brainstorming (give the children a few minutes to talk about each of these with a partner, perhaps all class discussion for lower grade levels)
  - a. Other words for sad...
  - b. Things that make us sad...
  - c. What to do when I am sad... (for this lesson, talk about what to do when happy at school)
6. Reminder about Feeling Journal and demonstrate how kids can fill this out, then give them some time to do the activities for the emotion of the week

#### **Week 6**

1. Reminder about The Four L's
2. Reminder about mindfulness/mindset
3. Reminder about what we know about our brains
4. What emotion are we meeting today?
  - a. Fear
5. On the Whiteboard for Brainstorming (give the children a few minutes to talk about each of these with a partner, perhaps all class discussion for lower grade levels)
  - a. Other words for fear...
  - b. Things that make us fearful...
  - c. What to do when I am fearful... (for this lesson, talk about what to do when happy at school)
6. Reminder about Feeling Journal and demonstrate how kids can fill this out, then give them some time to do the activities for the emotion of the week

#### **Week 7**

1. Reminder about The Four L's

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2. Reminder about mindfulness/mindset
  3. Reminder about what we know about our brains
  4. What emotion are we meeting today?
    - a. Disgust
  5. On the Whiteboard for Brainstorming (give the children a few minutes to talk about each of these with a partner, perhaps all class discussion for lower grade levels)
    - a. Other words for disgust...
    - b. Things that make us feel disgust...
    - c. What to do when I am disgusted... (for this lesson, talk about what to do when happy at school)
  6. Reminder about Feeling Journal and demonstrate how kids can fill this out, then give them some time to do the activities for the emotion of the week

