Center for Reaching & Teaching the Whole Child

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

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Report prepared by:

Lotus CONSULTING GROUP

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I. Executive Summary

From August 2017 to June 2018, CRTWC piloted TEI in 2017-2018 with twelve participating Fellows representing five teacher preparation programs and universities. In 2017-2018, Dr. Suzanne Bouffard conducted a qualitative documentation study that used a combination of observation, survey and interview methods to analyze the outcomes of TEI on Fellows who represented a diverse group of universities and teacher preparation programs. The current report presents the findings of the Cohort One follow-up evaluation study and presents a summary of each university's progress using the second year goals presented in the year one report as a starting point. The Cohort One follow-up study used qualitative data collection methods including a Cohort One Follow-up Survey, a Supervisor Survey[1] and key informant interviews with representatives from each of the participating universities.

At the start of the Institute, CRTWC staff referred to social, emotional, and cultural competencies as two distinct concepts - social emotional learning (SEL), also referred to as social emotional dimensions of teaching and learning (SEDTL), and culturally responsive teaching (CRT), which were seen as closely related but distinct. The Center has since furthered its understanding of these concepts to be integrally connected to one another, and therefore now refers to them as "social, emotional, and cultural (SEC) competencies." However, the survey items and most of the quotes from TEI Fellows in both cohorts may still refer to these SEC competencies using the older terminology of SEL/CRT or SEDTL/CRT.

Findings from the **Follow-up Survey** found that:

- TEI Fellows fall on various points of a spectrum in terms of where their department's work is on the continuum of integrating SEC competencies in part because they all started at different places in what they had already done. Three of the five respondents reported that their university was a 3="aiming to integrate SEC competencies through their program and taking some steps to get started."
- When asked what proportion of faculty in their department embraced social, emotional, and cultural competencies as a core part of their teacher and learning, one respondent reported "between a quarter and half of faculty," another respondent reported "about half," another respondent reported "most," and two respondents said "nearly all of the faculty in their department."
- Two of the five universities reported having a SEC framework that their faculty use.
- None of the responding participants reported that they had adopted or developed any additional tools, but they hoped to in the future.
- Respondents perceived the greatest progress to be made in leadership understanding the value of SEC competencies and committing to its integration and the alignment of

[1] The initial plan had been to collect data on what was happening in the classrooms of teacher candidates at University B by having supervisors observe teacher candidates' classrooms using CRTWC's Classroom Observation Tool. However, due to unforeseen circumstances at University B including a mass shooting and wildfires, TEI Fellows were not able to administer this tool and instead, decided to collect data on a pilot group of supervisors who received professional development on SEC using a brief Supervisor Survey.

courses and field work to state teacher performance expectations related to SEC competencies.

Highlights from each of the universities are listed below:

- **University A:** Despite losing two of its original core members, TEI Fellows were successful at presenting professional development sessions on social, emotional, and cultural competencies and the application of these competencies using the anchor competencies at nearly every faculty meeting. Faculty have continued in the process of syllabus revisions and identifying materials to supplement inclusion of social, emotional, and cultural competencies into their program's coursework.

- **University B:** University B's community was faced with two major crises but still pushed forward in efforts to start a series of professional development sessions on social, emotional, and cultural competencies among a pilot group of 5-8 supervisors who are working with diverse student populations. Furthermore, findings from a survey among these supervisors found that the professional development sessions were well-received and provided some insights into the needs of university supervisors.

- **University C:** The teacher preparation program at University C has aligned their curriculum to the California Teaching Commission (CTC) standards. Social, emotional, and cultural competencies have since been embedded in many of the program's courses including education foundations, single subjects methods and in special education and English learner courses. However, this change is attributable to a broader effort by This program to adopt all of the state's TPEs, not just those focused on SEC competencies. University C's Fellow has embedded SEC competencies in all of the courses that he teaches and also developed and taught a master's level course on social emotional learning at students' request.

- **University D:** Because of broader structural changes that have taken place including leadership transitions at the state and local levels, integrating social, emotional, and cultural competencies has not been a priority at University D. Due to his retirement status, University D's Fellow did not teach any courses in Year Two. However, he will be teaching a beginning course in Educational Psychology in fall of 2019-2020 and has integrated some of the social emotional competencies in that coursework, and to a lesser extent the cultural competencies piece.

- **University E:** Both Fellows at University E continue to face resistance from faculty and administrators who have not bought into the value of social, emotional, and cultural competencies. For the Fellow who was brought in as an interim department chair after the elementary teacher preparation program closed last year, conversations about SEC competencies have been limited due to the department's current focus on structural changes in the program. The other Fellow has continued her work with faculty both in and outside of her department including conducting SEC-related workshops for her department, senior administrators and faculty, by bringing together faculty from multiple disciplines across the university to gain a basic understanding of the social emotional equity dimensions in higher education, writing journal pieces on SEC-related work and presenting her work at several conferences.

Findings among a pilot group of supervisors who received professional development sessions on SEC competencies, the anchor competencies framework and the CRTWC classroom observation tool found these sessions and tools to be extremely useful overall and enhanced their supervisory practice and gave them specific examples and strategies that they could provide to their teacher candidates.

Cohort One Fellows have all faced the common challenge of continuing the momentum of focus and progress on building social, emotional, and cultural competencies into their respective teacher preparation programs in year two. Specifically, each faced one or more of the following **challenges**: 1) structural changes and competing priorities; 2) lack of time and resources; 3) lack of buy-in by leadership or majority of the faculty; 4) natural or man-made disasters; 5) staff changes and unanticipated circumstances; and 6) siloed departments.

TEI Cohort One Fellows have, however, continued to build their own knowledge base of SEC competencies and contribute to the broader one by reading and writing articles, attending and presenting at related conferences, and identifying additional SEC-related resources for their own needs.

TEI Fellows identified **four ways that CRTWC could continue to support their work**: 1) building a consortium of TEI Fellows/alums that grows over time; 2) organizing a conference or meeting with past and/or current TEI Fellows; 3) facilitating ongoing sharing of scholarship, conferences, research and other SEC-related resources; and 4) providing additional support from CRTWC specific to unique efforts at a given university.

The challenges and outcomes identified d in this study validate the importance of the **four leverage points** that were identified in the Cohort Two Study and that are needed to create institutional change related to building social, emotional, and cultural competencies. These leverage points are: 1) buy-in and support of high-level leadership; 2) cultural buy-in by the majority of faculty; 3) institutional and state-level policies and mandates; and 4) commitment of resources including dedicated time and funding to do the work. At Universities A, B and C, buy-in and support of high-level leadership, cultural buy-in, institutional and state-level policies and mandates and to some extent, commitment of resources have contributed to keeping the SEC-related work moving forward despite staff turnover, natural disasters, structural changes and competing priorities that have presented themselves to these universities in year two. At University D, without any of these leverage points and with the TEI Fellow retiring, no real progress was made in terms of institutional change. At University E where these key leverage points are also missing, the TEI Fellow who has demonstrated her commitment to SEC-related issues continues actively connect with like-minded faculty and educators outside of her department and university setting but is limited in her ability to create institutional change within her department. Combined with the findings from cohort two, these findings seem to provide further evidence that without these four leverage points, lasting institutional change is difficult to achieve.

Finally, findings from this study point to the fact that CRTWC plays an important role in the emerging field of social, emotional, and cultural competencies in teacher education. In addition to providing a common language and framework through the SEC anchor competencies, the strategies to apply these competencies in the classroom, and a meaningful learning community through the Teacher Educator Institute, CRTWC and its work is seen as useful

to participants by virtue of their request for further cross-institutional connections through a consortium of TEI Fellows/Alums that grows over time, CRTWC facilitation of ongoing sharing of research, practical tools, and other SEC-related resources that can provide a deeper level of engagement to those programs that desire additional support in institutionalizing SEC competencies into their teacher preparation programs.

II. Background and Methodology

A. The Center for Reaching & Teaching the Whole Child

The Center for Reaching & Teaching the Whole Child (CRTWC) was founded in 2008 by Nancy Lourie Markowitz, Professor of Education at San Jose State University at the time. CRTWC's mission is to enhance schools' capacity to meet the needs of children and those educators who work with them, by bringing together social emotional cultural skills and practices in teacher preparation. The Center's work focuses on K-12 preservice teacher preparation and believing that teacher education is an essential lever for change in our schools and that attention to social, emotional, and cultural competencies are a critical academic intervention and is accomplished through the development of an SEC competency "lens."

B. 2017-2018 Teacher Educator Institute

CRTWC's signature program is its Teacher Educator Institute (TEI), which was designed by using the K-8 Multiple Subject program at San Jose State University as the focus of a pilot project to integrate SEL/CRT skills and practices into teacher preparation. Central to this work has been CRTWC's *Anchor Competencies Framework and Guide,* which was developed to help teacher candidates, teacher educators, supervisors and cooperating teachers focus on key social, emotional, and cultural competencies, learn how to use this lens in their own work, and offers examples of strategies to bring this work to life in the classroom. From August 2017 to June 2018, CRTWC piloted TEI in 2017-2018 with twelve participating Fellows representing five teacher preparation programs and universities.

The 2017-2018 final report written by Dr. Suzanne Bouffard, summarizing and analyzing the outcomes of the 2017-2018 TEI explained the structure of the Institute: "The 2017-2018 TEI structure consisted of three in-person retreats (June 2017, January 2018, and June 2018) and four Zoom video conference calls (two in Fall semester and two in Spring semester). During the calls and the retreats, Fellows engaged in interactive activities such as case study analyses and video observations to explore and apply the content from CRTWC. The participated in rich discussions with CRTWC staff and guest speakers, and shared their goals, progress, challenges, and strategies." In her study, Dr. Bouffard conducted a qualitative documentation study that used a combination of observation, survey and interview methods to analyze the outcomes of TEI on Fellows who represented a diverse group of universities and teacher preparation programs. Of the five universities, two were public institutions in California, and three were private institutions with one each in California, Ohio, and Massachusetts. Fellows also represented university programs at varying stages of readiness to incorporate social, emotional, and cultural competencies.

Dr. Bouffard's report described the outcomes of participating Fellows according to the four outcomes identified as goals for the TEI: 1) demonstrating a deep understanding of the social, emotional, and cultural competencies related to themselves, their candidates, and their students; 2) integrating social, emotional, and cultural competencies into one course; 3) analyzing their teacher preparation program using the CRTWC anchor competencies framework to identify where they were already addressing competencies and where gaps currently exist; and 4) identifying concrete second year goals to move them toward further implementing the CRTWC anchor competencies framework.

In August of 2018, CRTWC received a generous grant from the Silver Giving Foundation to continue its research on the TEI and hired a consultant, Lotus Consulting Group, to design and

conduct a follow-up to the Cohort One study completed last year as well as an initial study of the second TEI cohort . The current report presents the findings of the Cohort One Follow-up study and presents a summary of each university's progress using the second year goals presented in the year one report as a starting point.

C. Methodology

The Cohort One follow-up study uses a combination of qualitative data collection methods described in detail below:

- **Cohort One Follow-up Survey:** In November 2018 (nearly six months after completion of the Institute), TEI Cohort One Fellows were asked to complete the Cohort One Follow-up Survey (See Appendix A) gauging where they perceived their institution to be in terms of progress in integrating social, emotional, and cultural competencies, any tools that had been adopted or implemented since their completion of TEI, challenges they had come across in their continued work and whether they had continued to engage and/or collaborate with the TEI learning community. There was one respondent representing each university/teacher preparation program, and all five universities that made up TEI Cohort One were represented in the survey's findings.

- **Supervisor Survey:** As part of the Cohort One Follow-up Study, the initial plan had been to collect data on what was happening in the classrooms of teacher candidates at University B by having supervisors observe their candidates' classrooms using CRTWC's Classroom Observation Tool. CRTWC's Classroom Observation Protocol is a tool that was developed by CRTWC whose purpose is to document how an educator utilizes CRTWC's anchor competencies and related teacher moves in his/her classroom during an observation session. However, due to unforeseen circumstances at University B including a mass shooting and wildfires, TEI Fellows were not able to administer this tool and instead, decided to collect data on a pilot group of supervisors who received professional development on SEC using a brief Supervisor Survey. (See Appendix B) The Supervisor Survey was designed to determine the usefulness of the professional development sessions on the SEC competencies and related tools. All seven of the supervisors who attended these sessions completed this survey.

- **Key Informant Interviews:** In February and March of 2018, the consultant conducted 5 one hour-long interviews (using Zoom) with individuals representing each of the five Cohort One universities/teacher preparation programs (See Appendix C for Interview Protocol). Interviews were sometimes one-on-one or with a couple of cohort members, depending on availability. They focused on work that had been done at their respective universities related to social, emotional, and cultural competencies including changes in courses or fieldwork, and any organizational changes or roadblocks that had been encountered since their final TEI retreat in June 2018. The interviews also explored how these TEI Fellows had continued to build their own knowledge base related to social, emotional, and cultural competencies, if they had used any of the resources provided by CRTWC, and what additional kinds of support they needed, if any, from CRTWC to continue their work.

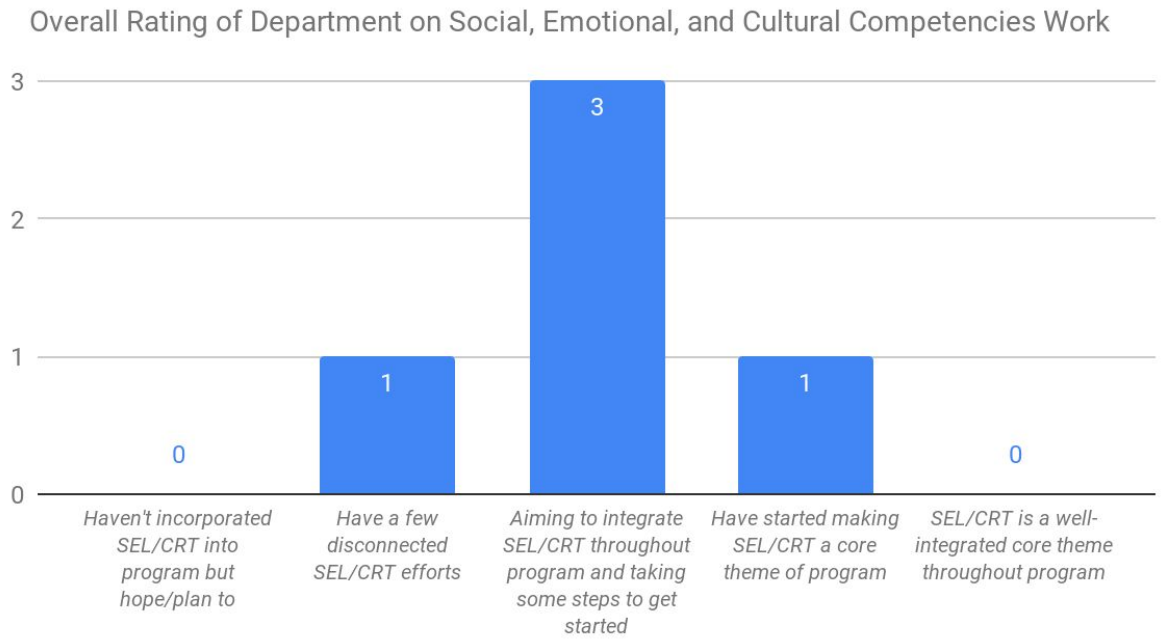
D. Terminology Related to Social, Emotional, and Cultural Competencies

At the start of the Institute, CRTWC staff referred to social, emotional, and cultural competencies as two distinct concepts - social emotional learning (SEL), also referred to as social emotional dimensions of teaching and learning (SEDTL), and culturally responsive teaching (CRT), which were seen as closely related but distinct. The Center has since furthered its understanding of these concepts to be integrally connected to one another, and therefore now refers to them as "social, emotional, and cultural (SEC) competencies." However, the survey items and most of the quotes from TEI Fellows in both cohorts may still refer to these SEC competencies using the older terminology of SEL/CRT or SEDTL/CRT.

III. Overview of Cohort One's Work on SEC Competencies

A. Overall Rating of Department on Integrating SEC Competencies

Cohort One TEI Fellows fall on various points of a spectrum in terms of where their department's work is on the continuum of integrating SEC competencies in part because they all started at different places in what they had already done. When asked how they would rate their department's current work related to SEC competencies on a scale of 1 to 5, three of the five respondents reported that their university was a 3 ("aiming to integrate SEC competencies through their program and taking some steps to get started)." One respondent rated their department a 2 ("their department and/or faculty have a few disconnected efforts,") and another respondent rated their department a 4 ("starting to make SEC a core theme of their program.")



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

Comments explaining these answers highlight some of the efforts made.

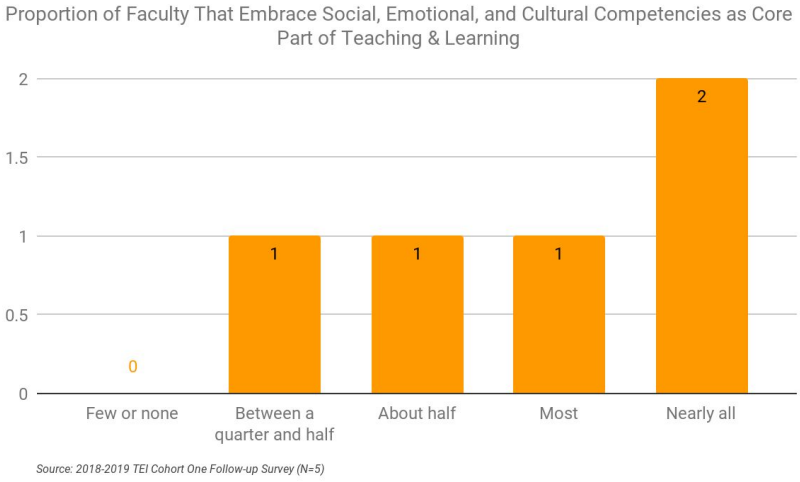
"We've added SEL as a component to a required class in the first phase (out of 3 phases) in our teacher credential program." (University C)

"The faculty have committed to embedding SEDTL/CRT into all programs and across all 4 years. Currently we are in the process of syllabus revisions and identifying materials to supplement inclusion of SEL into coursework." (University A)

"I have worked with faculty Fellow cohorts (15 faculty from across the university--in second year of the program) to learn about and integrate SEL/CRT into their teaching/courses and work with students and colleagues. We have used the CASEL wheel with emphasis on equity interlinkages." (University E)

B. Proportion of Faculty that Embrace Social, Emotional, and Cultural Competencies as Core Part of Teaching and Learning

When asked what proportion of faculty in their department embraced social, emotional, and cultural competencies as a core part of their teacher and learning, one respondent reported "between a quarter and half of faculty," another respondent reported "about half," another respondent reported "most," and two respondents said "nearly all of the faculty in their department."



C. Social, Emotional, and Cultural Framework and Tools

Two of the five universities reported having an SEC framework that their faculty use. One is using the CRTWC framework, and the other is using SEDTL and CASELOAD as their framework but is "aiming for uniformity and formal adoption." Both of these frameworks specify a role for development of adult SEC skills.

Cohort One TEI Fellows were asked if they had since adopted or developed any additional tools used in their courses or across their teacher credential program that focus on social, emotional, and cultural competencies. None of the responding participants reported that they had adopted or developed any additional tools, but they hoped to in the future.

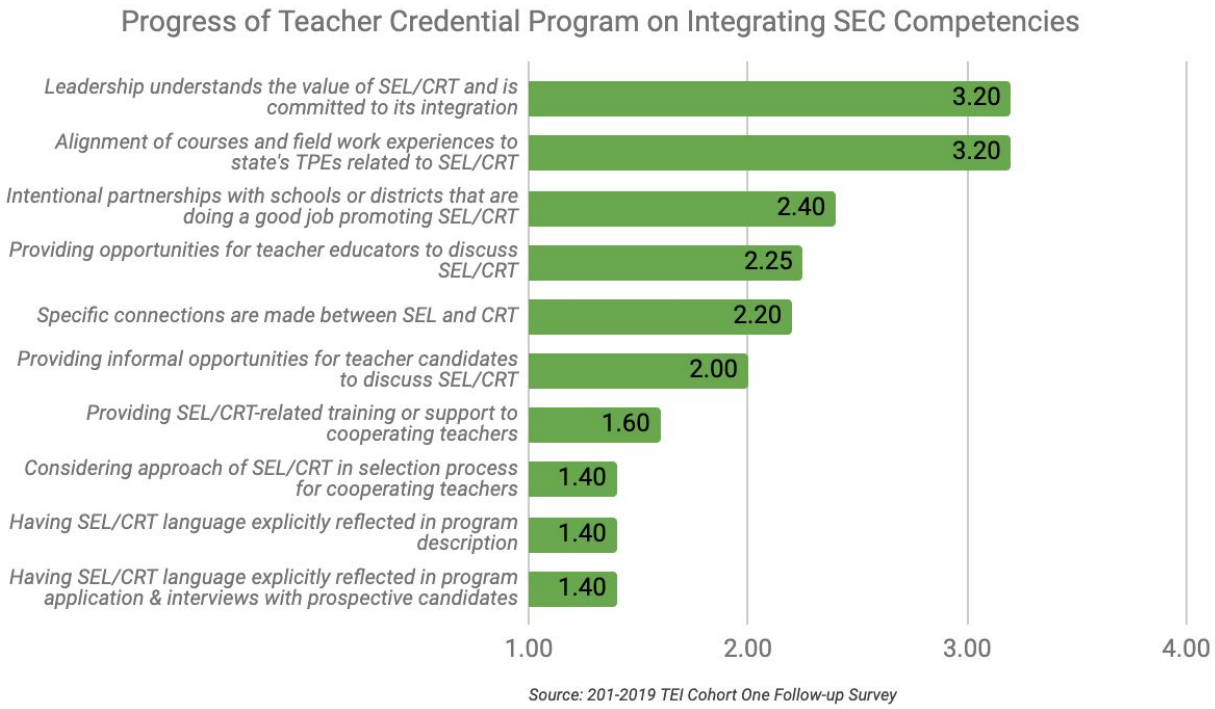
"We hope to include in lesson planning forward. We use a dispositional rating tool that is not entirely aligned and was self developed by a few faculty." (University B)

"The Early Childhood Program utilizes a program on SEL from NAEYC. We are currently looking at SEL surveys that local school districts are looking to implement." (University A)

"Because our elementary program is still closed, we have not developed new tools, but will be doing so over the next year. In the middle and high school programs, we have continued to infuse attention to reconstructing traditional 'classroom management' strategies into supporting SEL/CRT." (University E)

D. Progress in Utilizing Strategies to Integrate Social, Emotional, and Cultural Competencies into Teacher Preparation Programs

The TEI Follow-up Survey asked respondents to rate the progress that their teacher preparation programs had made since starting TEI through a number of strategies that social, emotional, and cultural competencies could be integrated. Items were asked using a 5-point scale where 1=no progress at all; 2=a little progress; 3=a moderate amount of progress; 4=a lot of progress; and 5=a great deal of progress. The weighted averages of responses for each question are illustrated in the chart below. Respondents perceived the greatest progress was made in leadership understanding the value of SEC competencies and committing to its integration and the alignment of courses and field work to state TPEs related to SEC competencies. The least progress was made in providing training to and using an SEC competencies lens in the selection cooperating teachers and having SEC language explicitly reflected in institutional materials such as program descriptions, program applications and interviews with prospective teacher candidates.



Open-ended comments about these ratings provide concrete examples of how this work has come to life in TEI Fellows' university settings.

> *"The understanding and recognition of the value SEL/CRT brings to both our work with our candidates and in turn our candidate's work with in the field and in their development as educators is important and meaningful. Our faculty have expressed repeatedly that they have utilized the anchor competencies with students and referenced them in class."* (University A)

> *"I teach a beginning course in Educational Psychology and have incorporated SEL/CRT into that class."* (University D)

> *"Our leadership has spoken about SEL and we've started making a little progress. But there's not been a central focus, rather there's been more talk (little action) about social justice and equity."* (University C)

> *"We have completed a process where programs have identified where SEL and the CRTWC anchor competencies can be added throughout programs and throughout candidates 4 year program." (University A)*

> *"We currently work with a Cultural Proficiency model."* (University B)

> *"We are holding professional development sessions for local partner schools and cooperating teachers to introduce and support SEL/CRT practices."* (University A)

> *"We are more attuned to the quality of teacher-student relationships vis-a-vis cooperating teachers with their students. We have been more proactive about*

addressing these issues; this has included removing teacher candidates from classrooms with cooperating teachers not demonstrating good practices in their classrooms." (University E)

IV. Progress on Second Year Goals by University

In order to fully understand the progress that Fellows made in Year Two, it is important to have some context of the progress that TEI Fellows achieved in Year One while participating in the Institute, as well as the goals they set for themselves in the second year. The following high-level summaries include a compilation of excerpts from last year's evaluation report and include 1-2 paragraphs on what they accomplished in year two. Information is based on what TEI Fellows mentioned during the interviews and on the Follow-up Survey. Failure to mention activities that Fellows said they were going to do in Year Two does not necessarily indicate that these activities were not done. Just as they were referred to in last year's report, universities are referred to as University A, B,C, etc.

A. University A

Year One: University A participated in TEI at the urging of its program's dean and sent 6 Fellows. The dean made this work a strong priority and included time at each monthly faculty meeting for the Fellows to present about what they were learning to their colleagues. All six Fellows incorporated social, emotional, and cultural competencies, into at least one course that they taught, sometimes including the anchor competencies framework, and Fellows from this university made the most progress toward the goal of using this framework to analyze their teacher preparation program. By the end of the year, they had convened with colleagues and constructed a matrix showing how SEDTL/CRT is, or could be incorporated in a thoughtfully-built way across the four years of the program. This represented a major step forward in their work, as they reported at the beginning of the year that only a quarter to a half of their faculty were on board with the concept of social, emotional, and cultural competencies at all. It is likely that this progress was possible because the dean initiated the effort and they had a large number of faculty members participating in the TEI. They also began incorporating social, emotional, and cultural competencies and the anchor competencies framework into consulting work that some faculty members do with local school districts and into a local Urban Teacher Academy. Additionally, they held a 200+ person convening in the fall of 2018 with members of the university and broader community (including local teachers) to discuss social, emotional, and cultural competencies in schools. In their second year, University A had planned to continue monthly faculty meetings on SEDTL/CRT and engage other faculty members (who were not Fellows) to engage in these discussions in the interest of growing the scope and sustainability of their Year 1 work. In addition, University A had secured grant funding to work with local cooperating teachers on social, emotional, and cultural competencies over the next year. This will include a summer institute that can be taken for graduate credit; monthly coaching for five teachers from six schools throughout the next school year; and a professional development day in November 2019 at which cooperating teachers will be asked to lead break-out sessions. Throughout this process, faculty planned to integrate social, emotional, and cultural competencies with character education, which has already been a focus of the university's work with cooperating teachers.

Year Two: Nine months after completing TEI, the number of TEI Fellows from University A, had decreased from six to four due to staff turnover. Despite this setback, the core group had been successful at presenting professional development sessions on social, emotional, and cultural competencies and the application of these competencies using the anchor competencies at nearly every faculty meeting. While the first year focused on embedding these anchor competencies into their program across all four years, work in the second year focused on encouraging the consistency and use of these competencies including putting up large print outs of the anchor competencies framework in every classroom. Faculty had continued the process of syllabus revisions and identifying materials to supplement inclusion of social, emotional, and cultural competencies into their program's coursework. As a result of their continuous effort, TEI Fellows reported that faculty have expressed repeatedly that they had utilized the anchor competencies with students and referenced them in their classes.

In Spring 2019), the team of TEI Fellows at the University of Dayton wrote an article about their work on integrating social, emotional and cultural competencies in their teacher preparation program that will be published in a special issue of Teacher Education Quarterly.[2] In addition, University A Fellows have continued their work with existing partner schools to implement social, emotional, and cultural competencies as part of their state's strategic plan including examining SEL assessments that local school districts were seeking to implement. They continue to respond to numerous requests from educational organizations within their state to conduct presentations and trainings on how to integrate social, emotional, and cultural competencies into teaching and learning.

A. University B

Year One: University B was represented by two Fellows who worked with a dean skeptical of social, emotional, and cultural competencies and a faculty wary of "the next new thing." To be approved for the funding to participate, they had to submit to the dean written documentation not typically required for professional learning. University B Fellows incorporated both the understanding of social, emotional, and cultural competencies and specific activities from TEI meetings into their own courses (one on early literacy and the other on foundations of special education). One of the Fellows was planning a sabbatical in spring of 2019 and decided to change her initial topic to focus on social, emotional, cultural competencies in teacher education as a result of her experience with the TEI. In the second year and beyond, the two TEI Fellows from University B had also been thinking of a long-range plan for working with colleagues to make their integration of social, emotional, and cultural competencies broader. However, they were waiting until a strategic moment in the fall of 2018 to introduce the idea so that it would be clear how it dovetailed with another departmental effort. In the meantime, they had begun working with the two supervisors of the field placements to incorporate social, emotional, and cultural competencies into student teaching placements, supervision, and assessment.

Year Two: Both TEI Fellows from University B started the year eager to incorporate their learnings into their own courses as well as share this work with their department's faculty and university supervisors. They started by infusing and expanding their work on social, emotional, and cultural

[2] Teacher Education Quarterly is a peer-reviewed national journal dedicated to advancing knowledge and research on the work of teacher education researchers and practitioners.

competencies into courses they were teaching, including one on diverse learners, another on special education literacy and an advanced methods course. They also introduced this work with their university supervisors and started a series of professional development sessions on social, emotional, and cultural competencies among a pilot group of 5-8 supervisors who are working with diverse student populations. In early November of 2018, their university and the broader surrounding community underwent two crises including a mass shooting at a local bar that killed 13 individuals including some students, and only days after, devastating wildfires that eventually destroyed nearly 100,000 acres and prompted the evacuation of nearly 300,000 people.[3] In addition, due to personal reasons, one of University B's Fellows and a placement coordinator were forced to take leaves of absence. Despite these major challenges, with the support of CRTWC staff, the remaining TEI Fellow managed to push her work forward in her own course work and with the pilot group of supervisors. In the spring of 2019, she administered a survey among this group about the training and resources that were presented to them. Findings from this survey can be found in section V of this report.

C. University C

Year One: University C was represented by one Fellow who, was a department chair. He had tried but was unable to convince other colleagues of the importance or value of participating. He noted that when CRTWC staff had presented to his faculty several years earlier, "it did not go well" and they were not swayed to work on social, emotional, and cultural competencies. The Fellow compensated for a lack of opportunity to incorporate social, emotional, and cultural competencies into an existing course by offering a ten-hour weekend workshop on SEL, which approximately 65 teacher candidates voluntarily attended. Perhaps related to the success of that workshop, when masters students had an opportunity to choose the topic for a module in their final semester, they chose SEL. Fellow C began a series of voluntary study groups about SEC competencies with faculty colleagues. Beyond that, he did not have enough support from colleagues at this stage in the process to make the integration systemic beyond his own courses. He is hopeful that, with the clear interest and advocacy from students, he will be able to grow the integration of SEC competencies over time. University C's Fellow was focused on navigating major changes in his department, but he had planned to continue offering the Saturday workshop on SEL and grow the number of students it reached.

Year Two: University C's Fellow reported out on the final TEI June retreat to his faculty and noted that most of his faculty are already familiar with standards around social, emotional, and cultural competencies and feel that they have been using these competencies before the terminology around these competencies were introduced. The Fellow was able to continue offering the Saturday workshop on SEL that drew 31 participants, which was a bit lower than what he had expected, but this may have been due to the fact the workshop required the commitment of two Saturdays instead of just one Saturday that the prior workshop required. In terms of program changes, University C's Fellow noted that there were not as many changes made in year one due to the fact that this was an accreditation year, and his program was making a shift from the quarter system to the semester system, so most of the changes would have been made more intentionally in year two. In terms of changes in course work, because his program has aligned their curriculum to the California Teaching Commission (CTC) standards, social, emotional, and cultural competencies have since been embedded in many of the program's courses including

[3] Retrieved from: https://en.wikipedia.org/wiki/Woolsey_Fire

education foundations, single subject methods and in special education and English learner courses. University C's Fellow has embedded these competencies in all of the courses that he teaches and taught a master's level course on social emotional learning at students' request. He also noted that some of these changes have been attributable to a broader effort by his program to adopt all 50+ California Teacher Performance Expectations (TPEs), not just those focused on social, emotional, and cultural competencies. Earlier in the year, University C's program faculty also did a faculty read using Zaretta Hammond's book *Culturally Responsive Teaching & the Brain*, which came directly out of his work with TEI. He noted that Hammond's book "really resonated with them" and that faculty are seriously considering how to incorporate it into their coursework.

D. University D

Year One: University D was struggling with budget cuts, an understaffed faculty roster, and an upcoming effort to completely restructure the teaching credential program. The participating Fellow was a semi-retired professor planning for full retirement next year. He reported that there was no skepticism among his faculty but that social, emotional, and cultural competencies were "just not a priority right now." The Fellow wove SEDTL/CRT into a course he co-teaches on fundamentals of educational psychology. He incorporated it in his section and successfully encouraged another full-time faculty member to incorporate it into her section, but was not successful in helping the part-time faculty member in teaching the third section to incorporate it because she felt overwhelmed by other responsibilities. At this university, broader implementation beyond the Fellow is unlikely. Sustainability of the work done this year is going to be a challenge, especially as the Fellow is retiring. University D's Fellow has no stated concrete goals for next year, because the participating Fellow is retiring, and was not able to make much headway in his department.

Year Two: As noted above, due to his retirement status, University D's Fellow did not teach any courses in Year Two. However, he will be teaching a beginning course in Educational Psychology in fall of 2019-2020 and has integrated some of the social emotional competencies in that coursework, and to a lesser extent the cultural competencies piece. He noted that University D has been working to completely restructure its teacher preparation program, but he was not part of those discussions due to his semi-retirement status. Because of broader structural changes that have taken place including leadership transitions at the state and local levels, integrating social, emotional, and cultural competencies has not been a priority at University D. However, he has continued work on integrating these competencies with several universities throughout the state that have shown more interest in this work.

E. University E

Year One: University E began in the most challenging starting place, in the midst of an uncertain transition. One of the Fellows was a part-time faculty member deeply committed to social, emotional, and cultural competencies who had long struggled to convince her colleagues of its importance. The other was the interim department chair, who had been brought in for a limited time of two years to help the department cope with weaknesses that led to it failing to be fully accredited by the state; notably, the failure centered around a lack of attention to classroom management, an area related to SEC competencies. Adding to the challenges, most of the faculty members were resistant to SEC competencies, and were steeped in an old-school belief

that classroom management and student adjustment are directly and solely the product of engaging academic curricula. The overriding philosophy of the department is that "teaching is an intellectual endeavor" and that practical strategies are not a priority. One of the Fellows has a long-standing commitment to social, emotional, and cultural competencies and to teaching them in her classes, and she found the anchor competencies framework brought new dimensions to this work. She also incorporated some of the CRT work in a weekend event she hosted about how current and future educators can support students who had enrolled in the DACA program. The other Fellow was limited in her ability to integrate it into courses, because she was not personally teaching any courses in the department at the time as she had been asked to serve as an interim administrative chair. The two Fellows were able to "sneak in" some of the content from the anchor competencies framework into their department's efforts to prepare teachers to lead "safe and supportive learning environments" and efforts to revise the department's approach to teaching classroom management. This represents a highly strategic approach and impressive progress, given the faculty's strong resistance to social and emotional learning constructs. While it is unlikely that this faculty will adopt the anchor competencies framework any time soon, the Fellows were able to introduce some of the essential concepts to the faculty as a whole, and into discussions about the department's approach and curriculum. At University E, the Fellows plan to continue gently and stealthily pushing for more incorporation of SEDTL/ CRT concepts, without using those terms.

Year Two: In year two, both Fellows continue to face resistance from faculty and administrators who are not bought in to the value of social, emotional, and cultural competencies. However, each Fellow has had very distinct experiences. For the Fellow who was brought in as an interim department chair after the elementary teacher preparation program closed last year, her department has been in the process of developing an on-line program, and at the time of the interview, it was still not clear to the Fellow how social, emotional, and cultural competencies were going to be integrated. She noted that conversations about SEC competencies have been limited due to the current focus on addressing structural changes in the program.

The other Fellow in Year Two has continued her work with faculty both in and outside of her department on building social, emotional, and cultural competencies. In January of 2019, she led efforts to conduct a faculty workshop for the entire department, which explicitly looked at the social and emotional dimensions of acknowledging racial stress from many different social identities. In a course she teaches to undergraduates, she has been explicitly bringing in a cultural lens and using a lot of the resources that were presented to her at TEI. Additionally, in her role as Associate Director of the university-wide *Initiative on Social Emotional Learning and Civic Engagement* (SEL-CE), she has brought together faculty from multiple disciplines (dental, mental, MFA, occupational therapy) to create a faculty Fellows cohort whose purpose is to gain a basic understanding of the social emotional equity dimensions in higher education, develop prosocial classrooms and create an inclusive learning environment through shared readings, dialogue, reflection and various workshops led by outside facilitators. She also had facilitators from the National Seed Project conduct an equity workshop for this group. This Fellow is also leading a three-series workshop for senior administrators at her university about emotional intelligence, emotional agility and examining the social, emotional, and cultural dimensions of campus life.

V. Supervisor Feedback about the Social, Emotional, and Cultural Anchor Competencies

As noted earlier, one of the TEI Fellows from University B conducted a series of professional development sessions with a pilot group of seven supervisors. The sessions involved introducing them to the SEC competencies and training in the use of the CRTWC Classroom Observation Protocol with their teacher candidates. As part of the Cohort One Follow-up Study, the initial plan had been to collect data on what was happening in the classrooms of teacher candidates at University B by having supervisors observe their candidates' classrooms using CRTWC's Classroom Observation Tool. However, due to unforeseen circumstances at University B including a mass shooting and wildfires, TEI Fellows were not able to administer this tool and instead, decided to collect data on a pilot group of supervisors who received professional development on SEC using a brief Supervisor Survey. The Supervisor Survey was designed to determine the usefulness of the professional development sessions on the SEC competencies and related tools. All seven supervisors who attended these sessions completed the Supervisor Survey.

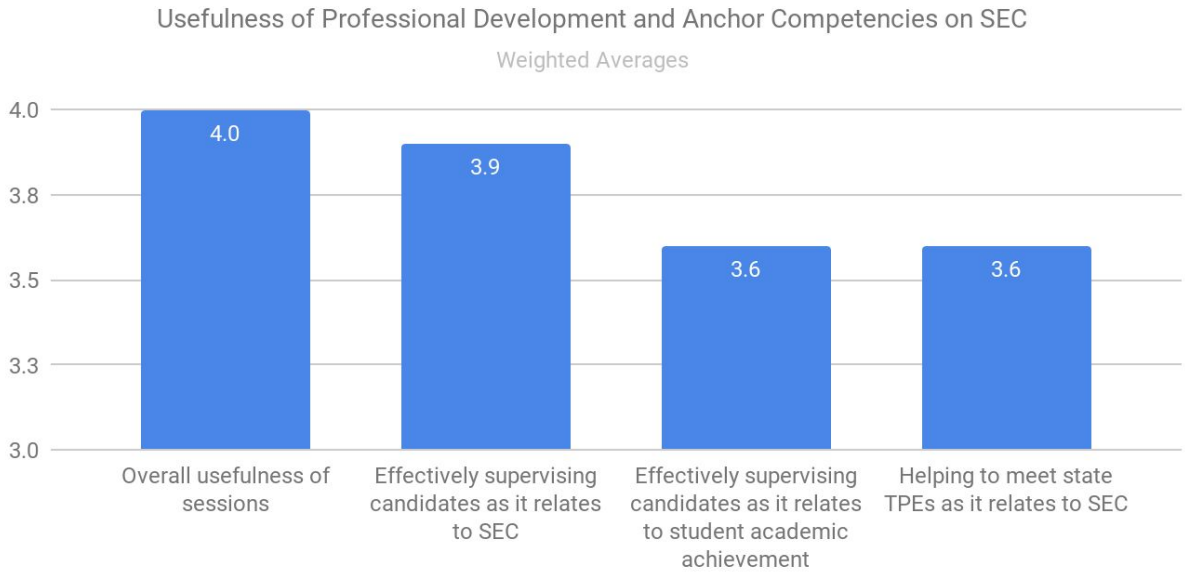
A. About the University Supervisors

As shown in the table below, supervisors had an average of five years of prior supervisory experience, an average caseload of five teacher candidates they were currently supervising, and spent about 16 hours per month supervising their teacher candidates for an average duration of 15 weeks.

Characteristics of Responding Supervisors	
Teacher Candidates Supervised	Secondary (4) Elementary (3) Special education (3) General education (1)
Average number of teacher candidates currently supervising	4.6 (Range: 2-7)
Average number of hours per month spent supervising	16.3 (Range: 6-35)
Average duration of months supervising teacher candidates	4.5 (Range: 3-8)
Average number of years supervising teacher candidates	4.9 (Range: 3-10)

B. Usefulness of Professional Development Sessions and SEC Anchor Competencies

The bar graph below illustrates the weighted averages of various aspects of the professional development sessions and the SEC anchor competencies on a scale of one to four (1=not at all useful, 2=a little useful, 3=moderately useful, 4=extremely useful). Respondents rated the sessions highest on their overall usefulness and on helping them effectively supervise candidates as it related to SEC and slightly lower on supervising candidates related to student academic achievement and helping to meet state TPEs related to SEC.



Source: 2019 CLU SEC Supervisor Survey (N=7)

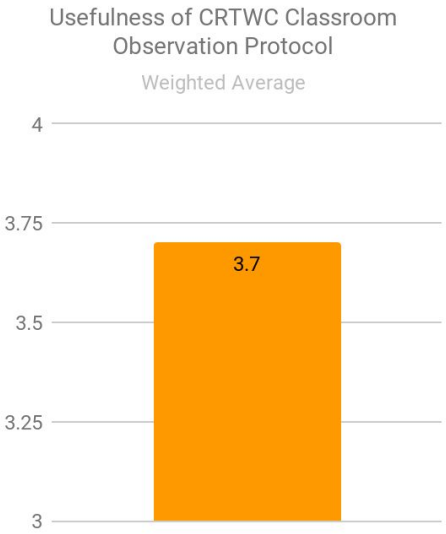
In open-ended questions, respondents noted what they found to be most useful about the sessions, namely, the concrete examples of SEC competencies that the framework provided that enhanced their supervisory work, but also some modeling of the competencies within the group of supervisors themselves. One respondent noted that the area of SEC was "all too new" and he/she needed more time to "figure it out."

> *"The competencies specifically outlined what to look for when observing teachers and their students."*
>
> *"The competencies explicitly explained the various competencies and what this could look like in the classroom and how to support candidates in this area."*
>
> *"Helping pass on guidelines to candidates to become more successful in their classrooms."*
>
> *"Collaboration and listening to peer perspectives and input."*
>
> *"Building trusting relationships."*

> *"I was able to provide my teacher candidates with some SEL focus areas for their lessons and in turn, saw positive effects in the areas of student engagement, classroom management, and teacher-influenced motivation."*
>
> *-University Supervisor*

C. CRTWC Classroom Observation Protocol

When asked about the usefulness of the CRTWC Classroom Observation Protocol using the same four-point scale as above, ratings averaged at 3.7. Five respondents felt that the protocol was extremely helpful, and two felt that it was moderately helpful.



Source: 2019 CLU SEC Supervisor Survey (N=7)

Responding supervisors noted the specific aspects of the protocol that they thought were helpful:

> *"Provided specific things to look for during observations."*
>
> *"By using the protocol, it gave me one area of focus for my student candidate that we could improve on or add."*
>
> *"The charts to easily record social emotional teaching when observing."*
>
> *"'Teacher moves' section because they were very specific, concrete and measurable behaviors/actions."*
>
> *"Ease of use to explain information to candidates."*
>
> *"I love that it is direct and to the point and not 'wordy.'"*

Suggestions for improving the Classroom Observation Protocol included less emphasis on scripting, including some specific guiding questions on student reflections, more space for notes, reversing the columns (putting competencies and teacher moves on left side and space for observations on right side) and including examples and protocols for secondary education classes.

One question asked how candidates' use of SEC competencies were observed prior to the introduction of the CRTWC Classroom Observation Tool. Answers included: using the TPEs (2), observing these competencies in general terms (2) and not observed at all. One supervisor noted, *"Related areas that I was observing before were developing rapport, classroom community and cooperative skills. Having the observation tool helped guide me to focus on competencies that were more student-based."*

D. Impact of SEC Anchor Competencies on Supervisory Practice

Supervisors were asked to describe how the introduction to the SEC anchor competencies affected their supervisory practice. These responses indicate that the SEC anchor competencies enhanced their supervisory practice and gave them specific examples and strategies that they could provide to their teacher candidates.

"Observations also became a listening event."

"Excellent identification of competencies to look for in candidate performance. Also easy explanations and information for candidates to use."

"It let me choose areas where there was a weakness in my student candidate and help them become more aware and improve."

"It provided another aspect of teaching to consider."

"I am more aware of what actions are in which competencies and so can address these with the teacher candidate and/or think about adding."

"By understanding the anchor competencies, I can support my candidates with examples of SEL strategies to use in the classroom."

> *"It is encouraging me to focus on the 'whole child' rather than just a lesson's academic content. I now look for student response/engagement as another factor of a successful lesson."*
>
> *-University Supervisor*

E. Additional Support for University Supervisors

When asked what would be helpful in supporting integration of SEC competencies into teacher practices, supervisors offered several suggestions including:

- *A seminar introduction provided to the teacher candidates on the SEC anchor competencies*
- *Modeling by instructors*
- *Videos with concrete examples*
- *List of suggestions on how teacher candidates could implement each competency into the classroom*
- *Providing a copy of the Classroom Observation Protocol to the teacher candidate*
- *Presenting the TPE crosswalk to both supervisors and teacher candidates*
- *Including how SEC competencies will be explicitly taught into the lesson plan design template*

VI. Challenges Faced

In the months following their completion of TEI, Cohort One Fellows have all faced the challenge of continuing the momentum of focus and progress on building social, emotional, and cultural competencies into their respective teacher preparation programs. In both interviews and the TEI Follow-up Survey, TEI Fellows were asked to identify what those challenges were. Many, if not most, of these same challenges were also identified in the Cohort Two evaluation study.

- **Structural changes and competing priorities:** All five of the TEI Cohort One universities faced structural changes in one form or another either within their program or within the context of the broader university, and these changes took precedence over the work on social, emotional, and cultural competencies. One university was transitioning from a quarter to a semester system, and this dominated the work that was done over the course of the year. Another university program's field office was in flux, causing the normal programming among cooperating teachers to be put on hold and impacting TEI Fellows' plans to provide SEC-related professional development sessions for cooperating teachers. At University E, conversations about SEC competencies were stymied due to focus on creating the online program.

- **Lack of time and resources:** Participants from both Cohort One and Cohort Two have determined that the work involved in integrating social, emotional, and cultural competencies takes dedicated time and resources to meet with colleagues, to build SEC anchor competencies and teacher moves into course work and curriculum, to revise tools and templates and to provide professional development opportunities to faculty, teacher candidates, cooperating teachers and supervisors. In the midst of structural changes that are occurring in universities and teacher preparation programs more often than not, and competing priorities that result from these structural changes as well as other program initiatives, it is challenging to find the time and resources needed to dedicate to this endeavor.

- **Lack of buy-in by leadership or majority of faculty:** TEI Fellows in Cohort One vary in the degree to which their leadership and/or faculty support the integration of SEC competencies into their respective programs. Some are supportive but skeptical whereas others are openly opposed to these efforts, dismissing them as "soft and fuzzy" and that "paying attention to SEC will derail learning and intellectual rigor." There is also the sentiment by some that more recent work on SEC competencies are "new approaches to old problems" and that acknowledging the work of long-standing related paradigms such as character education, relationship building and civic engagement is important as is explicitly making the connections between these frameworks and SEC.

- **Natural or man-made disasters:** As noted in the prior section, university B had a mass shooting and wildfires that affected its community. Naturally these events will impact all aspects of life in these communities including progress made on building SEC competencies. The TEI graduate from University B explained it this way, "*(These events)*

just freeze everything. Everything is thrown into chaos, meetings are cancelled, and you're just in survival mode."

- **Staff changes and unanticipated circumstances:** There were several staff changes and personal circumstances that challenged the continuing work of TEI Fellows. However, the extent to which these changes stymied the continuing work on SEC varied depending on what other forces were or were not present. At University A, two TEI Fellows left the university, but the work was able to continue with institutional backing for this work and four other TEI Fellows keeping up the momentum. At University B, two faculty who had initially planned to carry out efforts related to SEC were out unexpectedly due to personal or family health reasons. However, despite this setback and even the multiple crises that occurred in the broader university community, one TEI Fellow was able to carry the work forward due to her own tenacity and commitment, support from her department's chair, state mandates related to SEC competencies in teacher performance expectations and a desire and "openness" from the group of university supervisors and teacher candidates for the content.

- **Siloed departments:** At University D's teacher preparation program, coursework is scattered across several departments, which are siloed, and this poses a challenge because "there is not a whole lot of discussion within cohorts or even across courses about the infusion of SEC across the program." This contributes to variances in consistency and sustainability related to SEC competencies within a program.

VII. Continuing To Build an SEC Knowledge Base

In the months following TEI, all Cohort One Fellows reported continuing to access and utilize the resources that CRTWC provided during the Institute in their work on SEC competencies. These include the SEC Anchor Competencies Framework and Guide, the websites, Zaretta Hammond's book and list of other recommended books and children's literature that were referenced, videos and case studies. CRTWC has also provided additional resources to TEI Fellows including a list of SEC-related resources for high school students and new videos, articles and other resources related to SEC competencies.

TEI Fellows have also continued to build their own knowledge base of SEC competencies and contribute to the broader knowledge base by reading and writing articles, attending and presenting at related conferences, and identifying additional SEC-related resources for their own needs. Strategies used by TEI Fellows to build their own knowledge base and their contributions to the field are highlighted below:

> *"When I attended the teacher preparation conference, I attended sessions on SEC. We are all continuing to read about best practices, how [the competencies] are being utilized, and specifically what it looks like in action."* (University A)

> *"I had my students do some work in my class where different students would take different competencies and look for resources they could use for the grade level they would be teaching. This made them think about how they would implement these resources in class*

and where they might find resources, but it's also given me more resources to draw from." (University A)

"It's important that we have up-to-date resources. I had to do my own work on [finding resources related to] building community and needed to have a junior high/high school example. I searched Edutopia and the Teacher Channel and found some good resources there." (University B)

"I'm really interested in teacher moves in single subject in the arts, so I started a conversation with my professional community of art educators. In the fall after TEI, I presented at the California Art Education Association State Conference on SEL in the art room...I also did some professional development for a couple of districts and several arts educators, presented at the National Art Education Association conference and got a really positive response. I have since gone back to the statewide conference with a second presentation and also presented for the National Art Education Directors Conference...I am currently preparing a manuscript to submit to a journal and also working on a book about SEL and Theater." (University C)

"At the end of TEI, I was in the middle of writing a chapter in a book focused on teacher educators and how contemplative practices can help them develop SEC stamina to guide pre-service teachers in developing cultural identity and self-reflection. I presented with Nancy Markowitz at AERA with two others on a symposium, the focus was on SEC and teacher prep, co-founded the Massachusetts Consortium for SEL in teacher education. I have found the report from the Aspen Institute's National Commission on Social, Emotional, & Academic Development very helpful...I also manage a facebook page for SEL teacher education and usually get 2-3 articles and learnings about new research[4]. I was invited to speak at a conference last June sponsored by ACT Center for Equity in Learning." (University E)

VIII. Additional Support from CRTWC

When asked if TEI Fellows had been in communication with anyone else from the cohort since the June retreat, two of them had for reasons not mentioned, and two of them had not due to lack of time and the demands and responsibilities of their own work. One respondent noted the impact that TEI had made on building an internal community focused on SEC.

> *"Among our local cohort, we have collaborated with each other more than we have in previous years. The building of community within our group has been significant and beneficial to our department."*

TEI Fellows identified the following ways that CRTWC could continue to support their work on integrating SEC competencies into their teacher preparation programs.

[4] As of the time of this interview, this Facebook page had 354 active participants.

- **Develop a consortium of TEI Fellows and Alums that grows over time.** Consider continuing to use Zoom or other virtual meeting platforms that allow Fellows to discuss their work, the different roadblocks they are facing and how they are mitigating them as well as new research or developments in the field related to SEC competencies. As part of this consortium, consider periodic face-to-face meeting opportunities at educational conferences or other events to continue dialoguing and networking.

- **Facilitate ongoing sharing of scholarship, conferences, journals and SEC-related resources:** Plans for CRTWC to disseminate its revised SEC anchor competencies and the findings from the 2018-2019 evaluation have already been discussed in the section above. In addition, TEI Fellows from both Cohort One and Cohort Two have suggested the need for a shared electronic repository of resources, curricula, syllabi, tools and other materials and artifacts that they and other interested stakeholders could continue to access related to content on SEC competencies. CRTWC should facilitate the sharing of resources on SEC competencies through building such a repository.

- **Offer additional support and assistance to TEI Fellows as they continue to work towards institutionalizing SEC competencies at their respective universities.** For example, one TEI Fellow from University E requested additional support around adapting the SEC anchor competencies for higher education teaching/learning beyond the teacher credential programs and the TEI Fellow from University B expressed her university's need for support on their plan of action.

IX. Conclusions

Findings from the Cohort One follow-up study provides evidence that Cohort One Fellows in year two have continued to make inroads on integrating social, emotional, and cultural competencies into their teacher preparation programs and universities. Efforts at each university have been fraught with challenges that have stymied progress, at some universities more than others. In spite of these challenges and the myriad of competing priorities that are constantly pressing on faculty, all but one of Cohort One Fellows still managed to press forward with their work on developing social, emotional, and cultural competencies within their university settings.

Furthermore, the challenges identified and outcomes that resulted in this study validate the lessons learned and underscore the importance of the four leverage points that were identified in the Cohort Two Study and that are needed to create institutional change in teacher preparation - in this case, related to building social, emotional, and cultural competencies. These leverage points are: 1) buy-in and support of high-level leadership; 2) cultural buy-in by the majority of faculty; 3) institutional and state-level policies and mandates; and 4) commitment of resources including dedicated time and funding to do the work. University A had the most ideal context for institutional change with all four leverage points in place, and managed to significantly move their work forward despite losing two of their Fellows in year two. At University B, which also had high-level leadership support (for the most part), cultural buy-in, state-level mandates and commitment of resources, the work managed to move forward despite losing key players and a series of crises that were faced by the university community. Despite having the support of high-level leadership, cultural buy-in and institutional/state-level mandates,

University C lacked the resources, namely time and bandwidth, due to competing priorities and structural changes that were seen as more critical, and this limited the progress they were able to make in year two beyond what was mandated. At University D, without any of these leverage points and with the TEI Fellow retiring, no real progress was made in terms of institutional change. At University E where these key leverage points were also missing, the TEI Fellow who has demonstrated her commitment to SEC-related issues continues to actively connect with like-minded faculty and educators outside of her department and university setting but is limited in her ability to create institutional change within her department. Combined with the findings from Cohort Two, these findings seem to provide further evidence that without these four leverage points, lasting institutional change is difficult to achieve.

Finally, findings from this study point to the fact that CRTWC plays an important role as an external change agent in moving this work forward in teacher preparation. In addition to providing a common language and framework through the SEC anchor competencies, the strategies to apply these competencies in the classroom, and a meaningful learning community through the Teacher Educator Institute, CRTWC and its work is needed to connect a consortium of TEI Fellows/Alums that grows over time, facilitate ongoing sharing of research, practical tools and other SEC-related resources and to provide additional support to TEI Fellows in moving their work forward at their respective universities. The following two quotes from TEI Fellows describe the impact that this work has made on them personally and as educators:

> *"As a leader/administrator, I think I have always been a humane administrator, but my work with TEI is an interesting lens to look at leadership through and has caused me to think, am I reflecting this is my own work. It has expanded my thinking that was nascent or perhaps not as strong. It has become a very concrete, discreet part of my curriculum, which is self-evident. It has changed my interaction with my students as chair. I am often called upon to play the 'administrative heavy,' and I like what SEL has done for me in thinking about my relationships with students."*

> *"After presenting the SEC framework, one student said to me, 'Before you talked about SEC, I just thought we were teaching brains and now I see it's more complicated because we are teaching the whole child.' I think students are crying out for this. And with the current political situation, all of this is a crisis, and that's why I think this work is so important. It's almost like getting our students sensitized to these things before they go out into the schools. There is so much going on, students are suffering out there, and they need an advocate, and that's what we are preparing them to be in the future."*

List of Appendixes

Appendix A

Teacher Educator Institute Cohort 1
Follow-up Survey

1. Please tell us which university and program department you represent.

2. Where would you rate your department on its SEL/CRT work so far? (select one)

- 1=You haven't incorporated SEL/CRT into your program yet but hope/plan to.
- 2=Your department and/or faculty have a few disconnected SEL/CRT efforts (e.g. a course, a faculty member who participates in SEL professional development).
- 3=You are aiming to integrate SEL/CRT throughout your program and are taking some steps to get started.
- 4=You have started making SEL/CRT a core theme of your program.
- 5=SEL/CRT is well-integrated as a core theme throughout your program.

Comments (please explain your answer):

3. What proportion of your faculty would you say embrace SEL/CRT as a core part of teaching and learning? (select one)

Few or none of the faculty	Between a quarter and half of the faculty	About half of the faculty	Most of the faculty	Nearly all of the faculty
○	○	○	○	○

4. Does your department have an SEL/CRT framework that you and your faculty use?

- Yes
- No

If so, from where did you adopt it? (e.g. CASEL, CRTWC, self-developed)

5. If your department has an SEL/CRT framework, does this framework specify a role for development of adult SEL/CRT skills?

- Yes
- No
- N/A - we don't have an SEL/CRT framework

6. Not including the ones that you have already shared with CRTWC, please describe any additional tools used in courses or across your teacher credential program that focus on SEL/CRT? (observation protocols, lesson plan templates, etc.)

7. This next questions asks you to think*retrospectively* about your TEI experience. Thinking back to when you first started TEI, how would you rate the progress your teacher credential program has made since then in regards to the following aspects of SEL/CRT:

	No progress at all	A little progress	A moderate amount of progress	A lot of progress	A great deal of progress	N/A
Our program leadership's understanding the importance and value of SEL/CRT and their commitment to integrating SEL/CRT into our teacher credential program	○	○	○	○	○	○
Aligning our program's courses and field work experiences to our state's TPEs related to SEL/CRT	○	○	○	○	○	○
Making specific connections between SEL and CRT	○	○	○	○	○	○

Comments (please explain your answer):

Comments (please explain your answer):

	No progress at all	A little progress	A moderate amount of progress	A lot of progress	A great deal of progress	N/A
Comments (please explain your answer):						
Intentionally partnering with schools or districts that are doing a good job promoting SEL/CRT in their students and/or staff	○	○	○	○	○	○
Comments (please explain your answer):						
Providing SEL/CRT-related training or support to our cooperating teachers	○	○	○	○	○	○
Comments (please explain your answer):						
In our selection process for cooperating teachers, considering their approach to SEL/CRT and/or student relationships	○	○	○	○	○	○
Comments (please explain your answer):						
Providing informal opportunities for teacher *candidates* to talk about SEL/CRT issues (e.g. conversation hour, brown bag lunches, etc.)	○	○	○	○	○	○
Comments (please explain your answer):						
Providing opportunities for teacher *educators* to talk about SEl/CRT issues (e.g., professional development, working groups, etc.)	○	○	○	○	○	○

	No progress at all	A little progress	A moderate amount of progress	A lot of progress	A great deal of progress	N/A

Comments (please explain your answer):

Having SEL/CRT language explicitly reflected in our program description	○	○	○	○	○	○

Comments (please explain your answer):

Having SEL/CRT language explicitly reflected in our program application and/or interviews with prospective teacher candidates	○	○	○	○	○	○

Comments (please explain your answer):

8. What challenges have you come across in more fully integrating SEL/CRT in your department or teaching program?

9. How have these challenges changed or been met since completing TEI?

10. One of the goals of TEI was to create a learning community extending beyond the life of the Institute. Related to that goal, have you been in communication with anyone else from your TEI cohort? If so, for what purpose? If not, why not, and would you have liked to?

11. On your wish list, what additional supports or opportunities would you like to see CRTWC provide that would help you move your work forward (check all that apply)?

- [ ] Another group retreat
- [ ] Contract to provide support for our university or teaching program
- [ ] Conference or meeting with new TEI fellows
- [ ] Being a part of a larger consortium of TEI fellows/alum that grows over time
- [ ] Other (please specify)

12. Cohort 1

- ◯ Yes
- ◯ No

Center for Reaching & Teaching the Whole Child

Appendix B

California Lutheran University

Supervisor Survey

Please tell us a little about your supervisory role and experience.

1. Who do you currently supervise? (Check all that apply.)
   - ☐ Elementary teacher candidates
   - ☐ Secondary teacher candidates
   - ☐ General education teacher candidates
   - ☐ Special education teacher candidates
   - ☐ Other (please specify: _____)

2. How many teacher candidates are you currently supervising?_____

3. How many *hours per month* do you spend observing Teacher Candidates in the field?_____

4. What is the *duration (in months)* of your typical teacher candidate observations? _____

5. For how many years have you been supervising teacher candidates? _____

SEL and SEL Anchor Competencies

6. Earlier this year, you attended some Professional Development sessions about SEL and the SEL Anchor Competencies. How would you rate the usefulness of these sessions?
   - ☐ Extremely useful
   - ☐ Moderately useful
   - ☐ A little useful
   - ☐ Not at all useful

7. What about these sessions did you find useful, and why? _____

   _____

   _____

8. To what extent has the SEL Anchor Competencies been useful with the following aspects of your supervision (please check the appropriate box):

	Extremely helpful	*Moderately helpful*	*A little helpful*	*Not at all helpful*
Effectively supervising candidates as it relates to SEL	☐	☐	☐	☐
Effectively supervising candidates as it relates to student academic achievement	☐	☐	☐	☐
Helping to meet State Teacher Performance Expectations as it relates to SEL	☐	☐	☐	☐

Please explain your answers to question #8 above: _____

_____

_____

9. How has introduction to the SEL Anchor Competencies affected your supervisory practice?_____

_____

_____

SEL Classroom Observation Protocol

10. How useful was the SEL Classroom Observation Protocol?
    - □ Extremely useful
    - □ Moderately useful
    - □ A little useful
    - □ Not at all useful

11. What aspect of the Classroom Observation Protocol did you find most helpful, and why?

_____

_____

_____

12. What, if anything, would you change about the Classroom Observation Protocol?

_____

_____

_____

13. Before being introduced to the Classroom Observation Protocol, how were you observing candidates' use of SEL competencies, if at all?_____

_____

_____

14. What else would you find helpful in supporting the integration of SEL into teacher practices? _____

_____

_____

Appendix C

Center for Reaching & Teaching the Whole Child

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Teacher Educator Institute
Cohort 1, Year 2 Interview #1 Protocol

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1. What have you done related to continuing work on SEL/CRT since the June 2018 retreat, including:

    a. Course changes
        - Any training for faculty

    b. Fieldwork changes
        - Any training for faculty
        - Any training work with cooperating teachers

    c. Organizational challenges
        - Hiring qualifications
        - Mission/vision statement changes
        - Getting administrators, faculty on board

2. What have you been doing to continue building your own knowledge base related to SEL/CRT (e.g., reading journal articles, webinars, conference participation, etc.)?

3. Have you used any of the SEL/CRT resources provided by CRTWC? (e.g, SEL/CRT anchor competencies framework and guide, videos, case studies, suggested activities, articles, etc.) If so, how?

4. What are the roadblocks (e.g., personal, programmatic, systemic, etc.) that have challenged your efforts? What have you been able to do, if anything, to get past these roadblocks?

5. Who has supported you in this work? (e.g., administrators, district personnel, colleagues, etc.).

6. What additional kinds of support do you need to continue moving this work forward (from CRTWC and beyond)? (e.g., funding, administrative support, collegial support, professional development, etc.)

7. How do you feel overall at this point about the SEL/CRT work that you are doing, considering all of the aspects of your experience (e.g., the progress that has been made, other people's responses, challenges faced, being part of the TEI cohort)? Has this work made an impact on you personally and/or as an educator, and if so, how? What about as a faculty member?