

2018-2019
Teacher Educator Institute
Cohort Two
Evaluation Report
July 2019

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Report prepared by:



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I. Executive Summary

The mission of the Center for Reaching & Teaching the Whole Child's (CRTWC) is to enhance schools' capacity to meet the needs of children and those educators who work with them, by bringing together social, emotional, and cultural (SEC) skills and practices in teacher preparation. CRTWC's signature program, the Teacher Educator Institute, works with teacher educators in K-12 preservice teacher preparation programs over the course of 10 months including two in-person retreats and 4-5 online professional development sessions. These in person and online sessions are intended to scale the integration of the SEC anchor competencies framework by supporting program development and the development of a cross institutional learning community in order to further deepen Fellows' understanding and application of social, emotional, and cultural competencies and to build awareness and development of these competencies in the institutional contexts in which they work. The Institute's goal is to "advance reform in teacher education to fully embed social, emotional, and cultural competencies, viewing them as essential to the advancement of an equitable education for all students." Central to this work has been the Social, Emotional, and Cultural (SEC) Anchor Competencies Framework, which was developed to help teacher candidates, teacher educators, supervisors and cooperating teachers focus on key social, emotional, and cultural competencies and offers sample strategies to bring this work to life in the classroom. In 2018-2019, the Institute launched its second cohort of Fellows with thirty individuals representing eight accredited teacher education programs across the country.¹

TEI documented and evaluated its work in 2018-2019 through a series of evaluation activities using a mixed methods approach in collecting both quantitative and qualitative data. These methods included a Pre/Post Survey among TEI Fellows, a Pre/Post Survey among TEI Institutions that was completed collectively, one focus group, key informant interviews, review of artifacts and program documentation from participating teacher preparation programs. The data that was generated through these methods were framed using an Impact Framework to measure outcomes based on target groups.

Highlights of findings from the 2018-2019 TEI evaluation include the following:

- Across all of TEI's original program goals, half or more of respondents rated TEI as being "very effective" or "extremely effective." Goals that were rated highest were for integrating teacher and student social emotional skills development within ongoing courses/program; providing resources to integrate SEL/CRT into K-12 teacher preparation programs and providing understanding and ability to use CRTWC Anchor Competencies Framework to guide course revision.
- 96% of TEI Fellows reported that they would recommend other teacher educators to participate in TEI.

¹ Participating universities include California State University (CSU) Long Beach, CSU San Jose State University, CalState TEACH North and South, Northeastern Illinois University, University of California, San Diego, University of La Verne and University of the Pacific. When the second cohort of TEI was launched in fall of 2018, CalState TEACH recognized themselves as two distinct organizations/programs - CalState TEACH North and South. By June 2019, due to change in organizational leadership, they shifted to perceive themselves as a consolidated state-wide program.



- TEI's learning community and the collaboration and discussions that happened within this community were highlighted as a distinct feature of the Institute. 88% of TEI Fellows reported that being part of a learning community of like-minded educators working towards a common goal was very or extremely useful.
- The TEI Fellows Survey found increases in ratings related to the knowledge and application of SEL, CRT and the connection between the two in teaching/learning practices. These differences were found to be statistically significant.
- Qualitative data from the Fellows Survey confirmed the findings above about the value of TEI's learning community. Fellows appreciated the chance to collaborate with like-minded colleagues, learn from and connect with others who were doing this work and have meaningful conversations about social, emotional, and cultural issues.
- 88% of responding TEI Fellows expressed interest in continuing to be part of this learning community with CRTWC providing some form of support.
- Nearly all TEI Fellows integrated SEC competencies into their current teaching practices and all but one revised their course curriculum to embed SEC competencies. Only 2-3 universities added SEC language into their program's institutional documents and processes and/or hired SEC experts to embed these competencies into their teacher preparation program. More than half of TEI Fellows utilized strategies that went beyond their own classrooms and attempted to institutionalize SEC such as providing SEC training or support to faculty or supporting staff, creating or convening committees or assessing program-wide needs around SEC-related content.
- Quantitative data from the Institutional Survey found positive trends in groups' perceptions of their own department's work on SEC, of the proportion of faculty embracing SEC as a core part of their teaching and learning, and across a range of ways that SEC integration could be demonstrated.

Findings across all data sources identified key leverage points and lessons learned in creating institutional change as it pertains to integrating SEC competencies within their teacher preparation programs.

- Key leverage points are critical components that provide the context for which institutional change is possible within teacher preparation programs. Without these, change is challenging. Key leverage points identified through findings from both the Cohort One and Cohort Two study include: 1) buy-in and support of high-level leadership, 2) cultural buy-in of the majority of the faculty, 3) institutional and state-level policies and mandates and 4) commitment of resources including time and funding.
- Competing priorities that exist in university or other program settings can impede progress.
- There is a need for a common language and framework related to SEC competencies.



- Faculty and staff are at various starting points in developing their SEC competencies.
- Efforts to create institutional change must be sustained over time.
- Developing SEC competencies is most effectively done through the creation of a professional learning community.
- There is a need to align this work across all practices and educators in the TPP.
- There is a need for data/evidence that shows the impact of building SEC competencies among teacher candidates.

The report concludes by underscoring the findings' ultimate take-away, that institutional change in teacher preparation programs is possible and is currently happening with the right levers of change. It also offers the following recommendations for funders, administrators, teacher educators and other stakeholders to continue to advance this work:

- ❖ Facilitate ongoing sharing of scholarship, conferences, journals and SEC-related resources.
- ❖ Develop a larger consortium of TEI Fellows and Alums that grows over time.
- ❖ Conduct a broad assessment of needs and resources available related to SEC competencies across the continuum of teacher support.
- ❖ Identify guidelines for integrating SEC competencies into teacher preparation programs including examples of classroom-based and institutional strategies.
- ❖ Conduct research on the downstream impact of building social, emotional, and cultural competencies among teachers and students.



II. Introduction and Background

A. Social, Emotional, and Cultural Competencies and Why They Matter

Social, emotional, and cultural (SEC) Anchor Competencies are the seven teachable competencies that integrate social-emotional learning skills and culturally responsive pedagogy. These competencies include building trusting relationships, fostering self reflection, fostering growth mindset, cultivating perseverance, creating community, promoting collaborative learning and responding constructively across differences. These competencies are intended to be integrated throughout the curriculum content and as part of the learning environment. They need to be explicitly taught in both university teacher preparation and K-12 classrooms. In the last decade, there has been growing interest in the social, emotional, and cultural skills and competencies of students in light of the strong correlation identified in the research literature between social emotional learning and academic success. (Durlak, Weissberg, Taylor & Schellinger, 2011) Teachers need to develop their own social, emotional, and cultural competencies to cultivate resilience and to effectively foster cognitive and social emotional learning among students. (Brackett & Kremenitzer, 2011) Teachers must also attend to the socio-political and cultural context in which students live through culturally relevant practices. (Ladson-Billings, 1995) As teacher preparation programs work to prepare future teachers to be effective in the classroom, they need to integrate these competencies explicitly in order to address teacher performance expectations. (Cressey, Bettencourt, Donahue-Keegan, Villegas-Reimers & Wong, 2017)

B. About the Center for Reaching and Teaching the Whole Child

To respond to this need, the Center for Reaching and Teaching the Whole Child (CRTWC) was founded in 2008 by Nancy 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 both teachers and learners in K-12 preservice teacher preparation and believes that attention to social, emotional, and cultural (SEC) competencies are a critical academic intervention and is accomplished through the development of an SEC competency "lens."

C. About the Teacher Educator Institute

CRTWC's signature program is its Teacher Educator Institute (TEI), which was designed by using the K-12 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. This work was later expanded to include secondary/single subject. Central to this work has been the social, emotional, and cultural competencies anchor competencies framework (see Appendix A), 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 sample strategies to bring this work to life in the classroom. CRTWC piloted TEI in 2017-2018 with twelve participating Fellows representing five teacher preparation programs and universities.



The Institute launched its second cohort of Fellows with thirty Fellows representing seven accredited teacher education programs across the country² from August 2018 through June 2019.

The 2018-2019 TEI structure included two in-person retreats (August 2018, June 2019), four video conference calls ("Zoom meetings") (September 2018, November 2018, February 2019, April 2019) and one mid-year individual program Zoom meeting with each program team. Held at the Jesuit Retreat Center in Los Altos Hills, CA, retreat #1 was a four-day, in-person retreat that laid the foundation for the Institute by providing a common language around social, emotional, and cultural (SEC) competencies, introducing the SEC anchor competencies framework, starting the process of building a professional learning community and giving Fellows the opportunity to begin developing an SEL/CRT lens and a subsequent Plan of Action for the year. The Zoom meetings provided opportunities for Fellows to engage in the content and practice of using a SEC lens through interactive activities such as video analyses, case studies and discussions and to share strategies in examples of how Fellows were increasing their own and their colleagues' understanding and application of this SEC lens within the context of their respective programs. Due to the size of the group, the Zoom meetings were held twice over two days with half the group participating in either meeting. The mid-year Individual Program Meetings were held separately with participating Fellows from each university teacher education program and provided each team with an opportunity to report back progress on their Plan of Action and to receive feedback and guidance on their program-specific strategies and challenges. The group came back together in June 2019 for the cohort's second and final retreat, in which Fellows had an opportunity to share progress of the SEC work within their respective institutions, further deepen their understanding and application of the anchor competencies framework through interactive activities and examples of teacher moves by guest speakers and presenters and to continue dialoguing around SEC-related issues.

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.

E. About this Report

In August of 2018, CRTWC received a generous grant from the Silver Giving Foundation to continue its second year of TEI including its 2018-2019 evaluation and hired Lotus Consulting Group to design and conduct this evaluation as well as a Follow-up to the Cohort 1 Evaluation Report completed last year. The current report presents the findings of TEI's 2018-2019 evaluation activities.

² Participating universities include California State University (CSU) Long Beach, CSU San Jose State University, CalState TEACH, Northeastern Illinois University, University of California, San Diego, University of La Verne and University of the Pacific.



III. TEI Outcomes and Impact Framework

A. TEI's Program and Systems-Related Outcomes

TEI's overall goal is "to advance reform in teacher education to fully embed social, emotional, and cultural competencies, viewing them as essential to the advancement of an equitable education for all students." From the very outset, TEI has thought of its scope of work at both the program-level, impacting those Fellows who participate in the Institute and equally importantly, at the systems-level, extending beyond participating Fellows. TEI has articulated its program-related and systems-related outcomes through its Program Logic Model. (See Appendix B) TEI's programmatic outcomes and short-term outcomes are expected to be achieved after 12-13 months, and although its mid to long-term outcomes are expected to be achieved after 2-3 years, findings from this year's evaluation has implications for these outcomes to varying degrees. These outcomes are stated below:

TEI Program-related Short-Term Outcomes:

- TEI Fellows will demonstrate a deep understanding of social, emotional, and cultural competencies of students and teachers.
- TEI Fellows will implement strategies for integrating social, emotional, and cultural competencies into courses and fieldwork throughout the teacher preparation program.

TEI System-related Short-Term Outcomes:

- CRTWC will identify leverage points, challenges and lessons learned through the teacher preparation programs' process for creating institutional change.
- CRTWC will use the data from analysis of the change process to make recommendations on ways to integrate social, emotional, and cultural competencies and reform teacher preparation in general, and to improve the TEI curriculum.
- CRTWC will disseminate findings and initial recommendations through various channels, including education media outlets, webinars and presentations.

TEI Program-related Mid/Long-Term Outcomes:

- 3-5 institutions will integrate social, emotional and cultural competencies into their K-12 teacher preparation programs in a sustained way, identifying the "pressure points" that can be used to institutionalize this integration.
- CRTWC will determine the viability, sustainability and scalability of the TEI program as well as the effectiveness of TEI as a model to achieve the overall goal of having universities fully embed social, emotional, and cultural competencies into their teacher preparation programs.

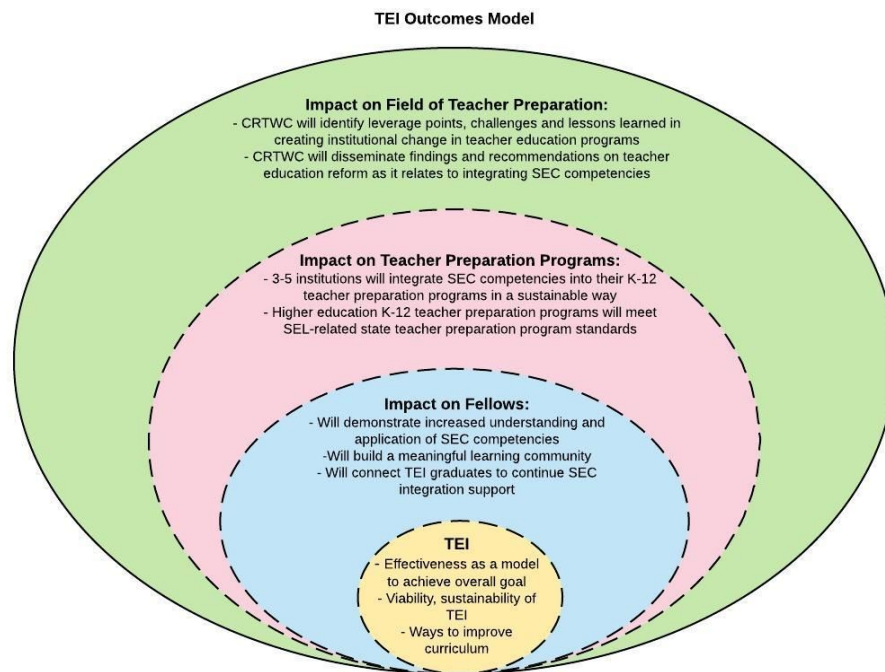


Systems-related Mid/Long-Term Outcomes:

- Additional institutions of higher education K-12 teacher preparation program will participate in TEI.
- Higher education K-12 teacher preparation programs will meet state teacher preparation program standards, especially as they relate to social, emotional, and cultural competencies.
- Connect TEI graduates, starting with the first cohort of Fellows and expanding in successive years, to share new strategies and continuing support for integration of social, emotional and cultural competencies into teacher preparation programs.
- CRTWC will continue to disseminate findings and recommendations on teacher education reform.

B. TEI's Impact Framework

TEI's desired outcomes can also be thought of in terms of various target groups, which provides a useful model in describing its impact. The diagram below illustrates these outcomes as it relates to the success of TEI as a program model (shown in yellow) and the potential impacts it has had on various target groups (shown in blue, pink and green). It should be noted that there is overlap in the impact of TEI as it relates to these target groups (illustrated by dotted lines). TEI's effectiveness as a model includes its impact on both Fellows and on the participating teacher preparation programs, and its impact on Fellows flows over into the program's impact on teacher



preparation programs. Further, if the program has had significant impact on the teacher preparation programs, this could also have effects on the broader field of teacher preparation.

C. Research Questions

Using this outcomes model, TEI's 2018-2019 evaluation design and activities were driven by the following research questions.

TEI as a Program Model:

- Was TEI effective in achieving its program goals and objectives?
- How useful were the specific program components, and which program components were most/least useful to Fellows?
- How viable and scalable is TEI as a program model?
- How could TEI improve its curriculum?

Impact of TEI on Fellows:

- What impact did TEI have on participating Fellows?
- Did Fellows increase their understanding and application of social, emotional, and cultural competencies?
- Did Fellows implement strategies for integrating SEC competencies into their respective teacher preparation program's courses and fieldwork, and if so, which ones?
- Do TEI Fellows want to continue staying connected post-Institute participation, and if so, in what ways?
- Do Fellows want to continue receiving support from CRTWC in integrating social, emotional, and cultural competencies, and if so, what would this potentially look like?

Impact on Teacher Preparation Programs:

- What impact did TEI have on the K-12 teacher preparation programs that participated on integrating social, emotional, and cultural competencies into their courses and fieldwork?
- To what extent did TEI help participating programs meet SEC-related state teacher preparation program standards, if at all?

Impact on Broader Field of Teacher Education:

- Is institutional change in teacher preparation programs possible, and if so, what are the key leverage points, challenges and lessons learned in the process of institutionalizing these SEC competencies into teacher preparation programs?
- How can CRTWC share their lessons learned through TEI with the broader field of teacher educators to have systems-level impact?
- How can CRTWC continue to support and contribute to the field of teacher education as it relates to integrating social, emotional, and cultural competencies?
- How can additional teacher preparation programs be encouraged to participate in future TEIs?



IV. Methodology

In order to answer these research questions, the 2018-2019 TEI evaluation used a mixed methods approach to collect both quantitative and qualitative data. Data collection methods utilized for this study included:

- ❑ **TEI Fellow Baseline and Follow-up Surveys:** TEI Fellows were asked to complete online Baseline and Follow-up Surveys (See Appendix D). The Baseline Survey, which was administered in the days leading up to the August retreat, gauged Fellows' level of understanding of the SEC concepts and identified individuals' personal goals for participating in the program. The TEI Fellow Follow-up Survey was completed by individuals at the June retreat, gauged their personal level of understanding and application of the CRTWC Anchor Competencies and Framework and asked them to assess the usefulness of the Institute. Both surveys were administered and completed on-line through SurveyMonkey. The Fellow Baseline Survey yielded a response rate of 97%, and the Fellow Follow-up Survey yielded a response rate of 83% (N=31).
- ❑ **TEI Institutional Baseline and Follow-up Surveys:** The TEI Institutional Baseline and Follow-up Surveys (See Appendix E) were completed collectively in groups representing each university/teacher preparation program at the August and June retreats, respectively. Institutional Surveys asked about where their institution was in regards to the value placed on and application of an "SEC lens" before and after participation in the Institute, areas of greatest progress made, challenges faced, and lessons learned during the Institute. Fellows were provided time during both the August and June retreats to complete the Institutional Surveys in a group and were asked to collectively submit one set of responses again through SurveyMonkey. All seven universities completed both the Institutional Baseline and Follow-up Surveys.
- ❑ **Focus Groups:** During the final June 2019 retreat, TEI's research consultant conducted a focus group made up of one representative from each participating university/teacher preparation program. The topic of this focus group was lessons learned about making institutional change using the social, emotional, and cultural anchor competencies framework and TEI as a case study including key components needed to make last institutional change and key challenges faced in making these changes.
- ❑ **Key Informant Interview with Program Directors:** In mid-June 2019, the consultant also conducted two key informant interviews, one with CRTWC's Director and another with the Assistant Director, to discuss their thoughts and observations on the impact that TEI has made on participating teacher preparation programs including key components needed to make institutional change, challenges faced in creating this change and TEI as a model in achieving the overall goal of having universities full embed social, emotional and cultural competencies into their teacher preparation programs.
- ❑ **Review of Artifacts and Program Documentation:** After attending Retreat #1, TEI Fellows were asked to submit a program/institutional Plan of Action outlining steps they were committed to taking throughout the year in applying their knowledge and understanding of a SEL/CRT lens in each of their university's teacher preparation



programs. At the end of the year, they were also asked to submit revised course syllabi and/or program description of activities, assignments and resources supporting development of their teacher candidates' SEL/CRT lens as part of their teaching practice. Review of these documents were part of the data collection process. TEI's research consultant attended all TEI-related program events including the August 2018 and June 2019 retreats, the four Zoom meetings as well as the Individual Program Meetings in order to document and observe the TEI Fellow experience.

Due to the small sample sizes, interpretation of the quantitative methods used in the study were quite limited. However, the quantitative data were useful in identifying general trends in TEI Fellows' and Institutional experiences including the extent to which their knowledge and application of SEC competencies increased, which program components were found to be most effective and their perceptions of the overall progress that their universities/teacher preparation programs had made related to building SEC competencies.



V. Effectiveness of TEI as a Program Model

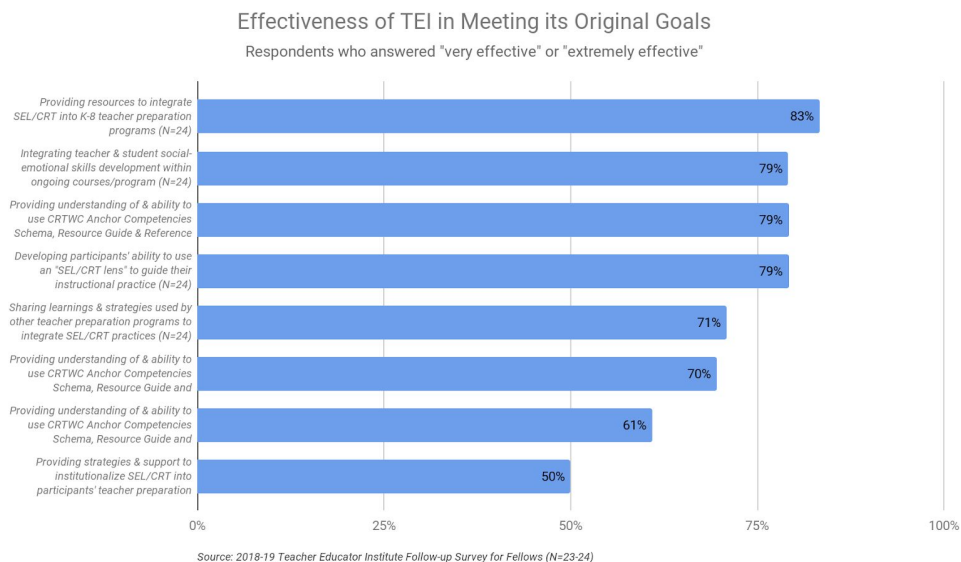
The 2018-2019 TEI goals were to:

1. Promote attention to integration of both teacher and student social, emotional, and cultural competencies development within ongoing courses/program.
2. Provide understanding of, and ability to use the SEC anchor competencies framework to respond to new TPE's, integrating SEC competencies into course and fieldwork.
3. Develop participants' ability to use an SEC "lens" to guide their instructional practice.
4. Provide resources created by CRTWC to integrate SEC competencies into participants' K-12 teacher preparation programs.
5. Provide strategies and support to institutionalize SEC competencies into participants' teacher preparation programs.
6. Provide a professional learning community for faculty engaged in programmatic change and research.

A. Effectiveness of TEI in Meeting its Goals

On the TEI Fellow Survey, TEI Fellows were asked to rate the effectiveness of TEI on meeting these original goals on a scale of 1 to 5 with 1=not at all effective; 2=a little effective; 3=somewhat effective; 4=very effective and 5=extremely effective. The percentage of respondents who rated TEI as "very effective" or "extremely effective" in meeting these goals is illustrated by the bar chart below. Across all of TEI's goals, half or more of respondents perceived TEI to be very or extremely effective.

The bar chart below shows the percentage of respondents who reported TEI to be "very effective" or "extremely effective" on each of TEI's original goals. Highest percentages were in providing resources to integrate into K-12 teacher preparation programs; integrating teacher and student social emotional skills development within ongoing courses/program; providing



understanding and ability to use the SEC anchor competencies to guide course revision; and developing participants' ability to use an SEC lens to guide their instructional practice.

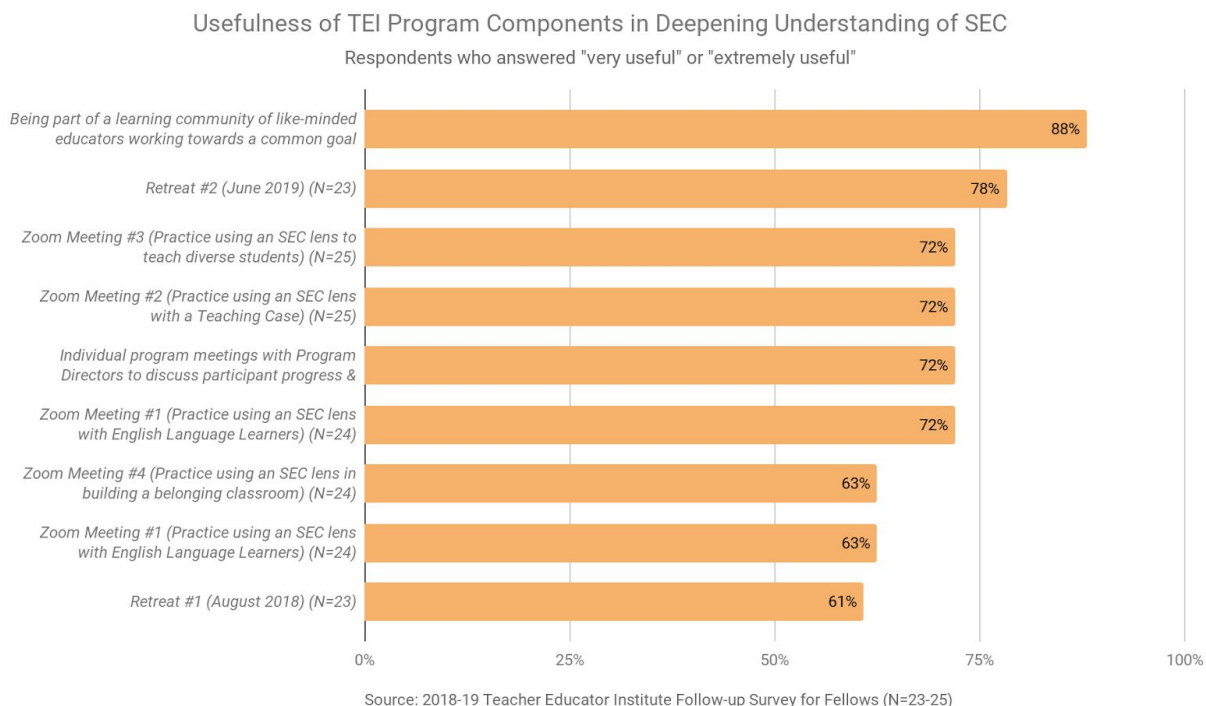
Furthermore, when asked if Fellows would recommend participation in the TEI to other teacher educators, 23 of the 24 respondents (or 96%) said yes.

"TEI was powerful, transformative and educational. It achieved its goals and inspired me."
 -2018-2019 TEI Fellow

"The information provided was well-organized and thoughtful and is directly applicable to our experience in teacher education. The videos and discussion by faculty, supervisors and cooperating teachers assisted with understanding the application of SEC content. The continuous support and modeling provided by the CRTWC make this integration and application possible."
 -2018-2019 TEI Fellow

B. Usefulness of TEI Program Components

Using the same 5-point scale as above, TEI Fellows were also asked to rate the usefulness of the unique program components of the Institute in deepening their understanding of their SEC competencies lens. The most useful program components were found to be the learning community and retreat #2.

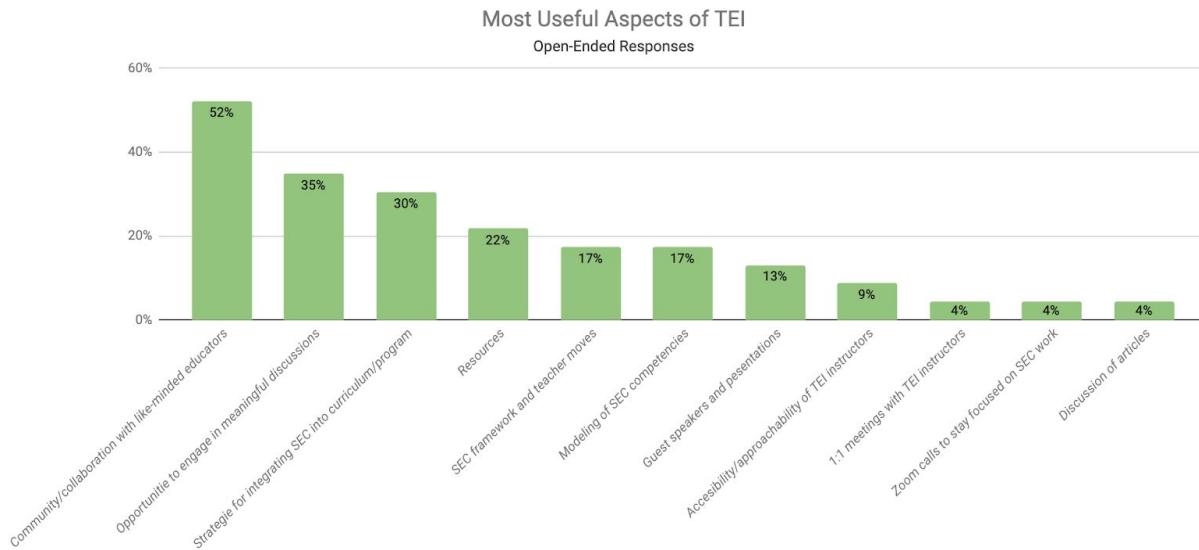


Other aspects of the Institute that were not included in the answer options but that Fellows found useful included networking and building trust and a safe community among the Fellows in order to have honest discussions of tough topics, the timeliness of response from TEI instructors, resources provided on the shared drive, responsiveness to feedback and presentations by guest speakers during the retreats.



C. Most Useful Aspects of TEI

When asked an open-ended question about the most useful 1-2 aspects of the Institute, responses were similar with *community/collaboration with like-minded educators* and *opportunities to engage in meaningful discussions* at the top of the list.



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

"I think TEI is the best way to educate people about this work and to provide motivation and support."

-2018-2019 TEI Fellow

"TEI was an intense and powerful learning experience because of the foundation that was created from day one of last year's retreat and the connections to the work throughout the year. I believe the commitment to SEL/CRT was 'unleashed.' You cannot undervalue the zealous passion of the believers...the early adopters. My greatest hope for TEI is that we continue to keep the SEL/CRT efforts on the 'front burner'...We have to stay connected, refueled and committed to the work."

-2018-2019 TEI Fellow

D. Ways to Improve the TEI Curriculum

TEI Fellows had several recommendations for improving the TEI curriculum. These included:

- More in-depth exploration of culturally responsive teaching/pedagogy (suggested by 4 individuals) and connection between social emotional learning and culturally responsive teaching
- More time spent learning from and with other professionals that are doing this work
- Opportunity to meet 1:1 with program directors to review curriculum and determine ways to integrate social, emotional, and cultural competencies throughout the program and coursework (suggested by 2 individuals)



- More interactive/hands-on activities to replace lectures
- Give participants options to choose paper or digital materials
- Feedback about retreat:
 - Retreats were one day too long
 - No panel discussion for first retreat
 - 1st retreat seemed a bit less substantive
 - Make sharing of yearly projects more formal
 - Improve literacy presentation
 - Coaching or facilitation of discussion to ensure that everyone has a chance to contribute
- Feedback about Zoom calls:
 - Have fewer Zoom calls
 - Share recordings with all participants

"I think that it would have been helpful just to call this an SEC (or culturally informed) SEC institute and not try to do both SEL/CRT if the CRT isn't going to be done at a critical level. This was much better at retreat 2, but CRT is so deep (as is SEL), and I think there's just too much to engage with and that both components require a lot of unpacking and change over time..." Culturally informed SEL" would acknowledge that there is a cultural component but emphasize the SEL so people know what they're getting into."

-2018-2019 TEI Fellow

In their key informant interviews, the Program Director and Associate Director also suggested eliminating the last half day of the retreat. It was also noted that the final retreat agenda was "overly ambitious," but that following the dynamic of the group and remaining "fluid" was an important part of the program's success. Other thoughts for improving the Institute included providing more time to process and reflect on the content both during the retreat and throughout the Institute through prompts and questions, and addressing the challenge of some people who were not fully engaged in the retreat program due to distractions such as checking smartphones, laptops, etc.

E. Viability and Sustainability of TEI

In its pilot year (2017-2018), TEI had twelve individuals representing five universities. In 2018-2019, there were a combined 30 individuals representing eight universities/teacher preparation programs. Although CRTWC does not currently have plans to hold a 2019-2020 Teacher Educator Institute, the Center's Director is in talks with education administrators including California State University Chancellor's Office about partnering at the state-level to bring this work to additional teacher educators across the state of California beginning in 2020-2021. In addition, several TEI fellows have indicated interest in attending a future TEI.

Additionally, CRTWC is working to grow its organizational capacity and identify a viable and sustainable funding model in order to support TEI's growth and the Center's work for the long-term. Ideas that are currently being considered include:

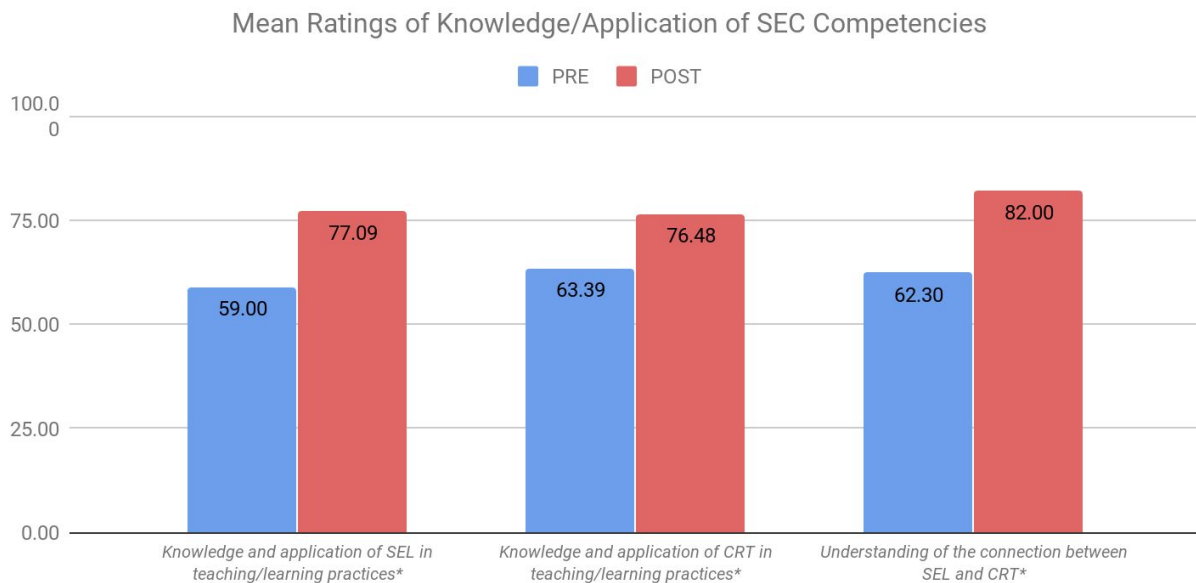
- Identifying other universities to host future Institutes
- Creating state and regional training centers
- Modifying the Institute to be a "train-the-trainer" model
- Utilizing a fee-for-service model in providing training and technical assistance to teacher preparation programs and other institutions



VI. Impact of TEI on Participating Fellows

A. Increasing Knowledge and Application of Social, Emotional, and Cultural Anchor Competencies

The TEI Fellow Survey asked respondents on a scale of 1 to 100 to rate their own level of knowledge and application of social emotional learning/teaching, culturally responsive learning/teaching and the understanding of the connection between the two. The chart below illustrates the mean ratings of the related question items at pre and post. Mean differences between pre and post ratings were found to be statistically significant for all three (SEL, CRT, and SEL/CRT at the $p < 0.05$ level).³ Mean ratings from pre to post increased by 31% for the survey item related to knowledge and application of SEL, by 21% for the survey item related to the knowledge and application of CRT and by 32% for the survey item related to the understanding of the connection between SEL and CRT.



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

"My understanding of social emotional learning and culturally responsive teaching has both deepened and expanded as an outcome of my participation in TEI. The SEL/CRT Anchor Competencies Framework is invaluable. The integration of instructional focus and strategies (teacher moves) serves as an excellent guide to support 'SEC' in the classroom. In addition, the opportunity to have discourse with other teacher educators, share ideas, implementation challenges and successes was very useful to me and our team. The resources provided will serve as a foundation for our continual SEL/CRT efforts."

-2018-2019 TEI Fellow

³ Due to small sample size, results should be interpreted with caution.



B. TEI's Learning Community

A recent study identified seven widely shared features of effective teacher professional development: 1) is content-focused; 2) incorporates active learning; 3) supports collaboration; 4) uses models of effective practice; 5) provides coaching and expert support; 6) offers feedback and reflection; and 7) is of sustained duration. (Darling-Hammond, Hyler, Gardner, and Espinoza, 2017) TEI has all of these features and was intentionally designed with these features in mind. The Associate Director explained this in her own words:

"With the first retreat and follow-up Zoom meetings, we had set the stage so that we can in 1.5 hours have very rich professional development sessions and also share successes and challenges. Without the retreat, we may not have had the same level of trust...We are practicing what we preach, building our own competencies, building a sense of community, responding constructively to differences. Unless you build this trust over time, we can't expect teacher educators to develop this work and then take this to their own universities."

Findings from the quantitative data presented above suggests that TEI's learning community emerges as a distinctive feature of the Institute. This is also reflected in the open-ended comments from the surveys and from observations.

"[The most useful aspect of TEI] was the community and the open and inclusive space."

"Collaboration with like-minded colleagues, and the opportunity to talk about sensitive topics to learn more."

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

"[The most useful aspect of TEI] was the sharing of other professionals that are doing this work - their learning and process."

"I feel so grateful that I have been able to participate in this program and revise my courses. This, in turn, has inspired my colleagues as well. I have been in awe of how much our teacher candidates have embraced the things I have shared from this Institute."

-2018-2019 TEI Fellow

"The culture of community built during our retreats. Also the specific stories of other participant groups that outlined specifics that they have begun during this first year."

"Deep, collaborative learning from TEI Fellows that will lead to collaboration beyond the Institute."

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

"Connecting with others doing similar work. The progression towards deeper and more racially salient conversations."



"Creating collegial connections with people from other institutions and strengthening those connections within our own organizations."

"The discussions with like-minded, passionate teacher educators."

"The engagement with the community of people committed to learning about SEL/CRT."

"Connecting with others and the valuable resources."

"Deep dialogue."

"TEI was simply...a powerful learning experience!"

-2018-2019 TEI Fellow

C. Connecting TEI Graduates to Continue Supporting Their Work

When asked if TEI Fellows would be interested in being part of a learning community extending beyond the life of the Institute, 88% of respondents (or 22 of 25) said that they would. Two were not sure, and one did not wish to continue involvement.

Those that were interested in continuing to be part of this learning community indicated that they would like to see CRTWC provide the following supports, in order of frequency, to help move their work forward:

- Another group retreat (73%)
- Conference or in-person meeting with other TEI Fellows (73%)
- Being part of a larger consortium of TEI Fellows/Alum that grows over time (73%)
- Being part of a public or closed Facebook group made up of TEI Fellows/Alum and other like-minded educators (55%)
- Contract to provide support for Fellows' university or teaching program (45%) (N=22)

Other responses included future Zoom meetings (quarterly, periodic) with the Program Executive Director sharing updates or new materials/ideas with TEI Alums, another group retreat available for new participants, TEI Alums participating as table guides at subsequent retreats with new participants, a continued community, site visits to participating universities to see best practices in action with time for debrief and having faculty from the group write or present together at a conference.

D. Impact of Participating Fellows on TEI

Compared to their counterparts in Cohort One, Cohort Two Fellows were more racially and ethnically diverse and had a higher level of awareness, experience and expertise in issues related to culturally responsive teaching. This was especially true of Fellows from Cal State TEACH, and CSU Long Beach, where Fellows had done work related to a separate year-long grant specifically examining this element of their teacher preparation program. This heightened level of awareness and the fact that the learning community created a safe and brave environment for mutual sharing and understanding led to meaningful and challenging discourse, even when there were conflicting views among Fellows. These sorts of discussions among the Fellows made an impact on the very Institute itself by deepening the level and



understanding of culturally responsive teaching and learning. As TEI's Executive Director described,

“As we have explored issues related to culturally responsive teaching and learning, the meaningful discourse that has occurred among TEI Fellows both at the retreats and during the Zoom calls have deepened the understanding of the nuances and complexities of structural racism, culture and identity and how these forces play themselves out in the classroom. This has not only had a lasting impact on the Fellows but has influenced the Institute itself.”

VII. Impact of TEI on K-12 Teacher Preparation Programs


A. Implementing Strategies for Integrating SEC Competencies into K-12 Teacher Preparation Programs

In thinking about the context in which TEI Fellows were doing their work, it is useful to understand the range of structure, scope and mode of program delivery represented by participating teacher preparation programs. Appendix C provides brief descriptions of how each teacher preparation program is structured. The often disparate nature of these programs working across multiple departments and entities provide some context into the environments in which Fellows are working and the challenges involved in developing SEC competencies and practices into these existing structures.

One of the main goals of TEI was for participating universities/departments to integrate social, emotional, and cultural competencies into their teacher preparation programs. While TEI provided the resources, tools, support and accountability to facilitate this, it was up to the individuals to decide which strategies they would utilize given where their respective institutions were with respect to SEC. At the start of the Institute, the Institutional Survey asked groups to rate where they perceived their program to be in terms of their SEC work. Three institutions reported “aiming to integrate SEL/CRT throughout their program but just getting started,” another three reported “having a few disconnected SEL/CRT efforts,” and one had “not incorporated SEL/CRT into their program yet but hoped to.” Another question on the Institutional survey asked to describe their department in terms of “ripe” or ready for SEL/CRT integration. As part of this process, institutions were asked to create and submit a series of deliverables including a plan of action articulating how they planned to integrate social, emotional, and cultural competencies into their teacher preparation programs, a matrix explaining how SEC competencies had been integrated into their program's course work and their program's successes and challenges. As of July 26, 2019, three programs had still not turned in their assigned deliverables. Based on the surveys, notes from Institute meetings and the deliverables that had been submitted as of the date of this report, these efforts have been cataloged in the table on the following page.



Strategies Used to Build Social Emotional Cultural Competencies into Teacher Preparation Programs

	Strategy	CalState TEACH	CSU Long Beach	Northeastern Illinois University	San Jose State University	UC San Diego	University of La Verne	University of the Pacific
Classroom- based strategies 	Integrated SEC competencies into current teaching practices	X	X	X	X	X	X	X
	Created new courses or revised existing course syllabi/curriculum to integrate SEC competencies	X	X		X	X	X	X
	Created new or revising tools and templates that promote integration of SEC competencies into teaching and learning				X	X	X	X
	Provided SEC training or support to faculty, supervisors or cooperating teachers	X		X	X	X	X	
	Created or convened formal or informal committees to discuss and work on SEC competencies	X	X	X	X	X	X	
	Assessed needs and practices related to SEC competencies across the program	X	X	X			X	X
	Adopted an SEC framework ¹					X	X	X
	Added SEL language in program description, selection process with teacher candidates, supervisors, cooperating teachers and/or partner organizations or other institutional processes such as accreditation	X				X		X
Institutional strategies	Hired experts focused on integrating SEC competencies into curriculum and/or program	X				X		

¹ San Jose State and University of the Pacific already had SEC frameworks at the start of the Institute.



Concrete examples of each of these strategies from participating universities provide insight into efforts that were involved around each strategy.

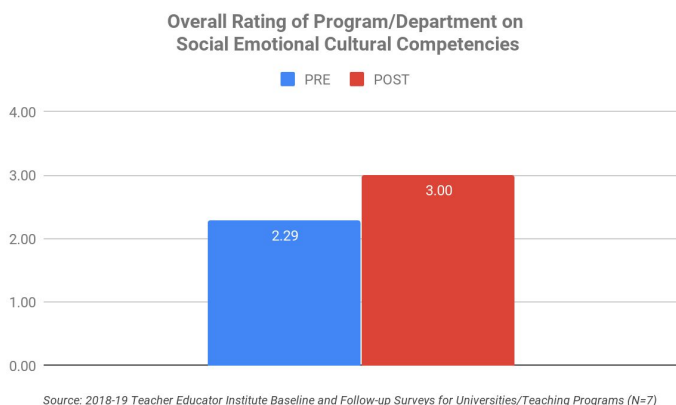
- ❖ **Integrated SEC competencies into current teaching practices** - The teaching faculty at UC San Diego regularly uses mindfulness to begin nearly every class session, and the TEI Fellow reported that “this has been something that our candidates then take with them into their own classrooms.” At San Jose State's secondary teacher education program, the TEI Fellow has students in her Science Methods course create design principles that include SEC competencies supported by examples and concrete strategies and encourages her teacher candidates to think about how they create an inclusive lesson.
- ❖ **Created new courses or revised course syllabi/ curriculum to integrate SEC competencies** - TEI Fellows from the University of LaVerne designed and added a required major course to their undergraduate Child Development program that focuses specifically on SEL/CRT and on guiding children's behaviors. This work was informed by their work through the Institute.
- ❖ **Created new or revising tools and templates that promote integration of SEC competencies into teaching and learning** - At CSU Long Beach, TEI Fellows created an observational tool to help colleagues provide feedback on one another's teaching practices using an SEC competencies lens, and at UC San Diego, they have revised their lesson plan template to provide candidates a place to document the specific anchor competency(ies) they have chosen to incorporate into their lesson and the corresponding teacher moves they plan to utilize.
- ❖ **Provided SEC training or support to faculty, supervisors or cooperating teachers** - At Cal State TEACH, TEI Fellows conducted a series of professional development sessions for faculty at system-wide and regional meetings. TEI Fellows from San Jose State University developed an opt-in study group among university supervisors that met monthly via Zoom and explored issues of race, gender, sexuality and institutional oppression.
- ❖ **Created or convened formal or informal committees to discuss and work on SEC competencies** - TEI Fellows at NEIU convened a committee to conduct a needs assessment across the 10 different subprograms of their teacher preparation program to understand the baseline knowledge and understanding of faculty around SEC competencies.
- ❖ **Assessed needs and practices related to SEC competencies across the program** - As noted above, NEIU conducted a program needs assessment as part of their work in the Institute. Fellows discovered through this assessment that while a lot of the work around SEC competencies was being done across the programs, there was no common language or framework. As a result, they plan on conducting a series of professional development sessions to support these needs starting fall of 2019.
- ❖ **Adopted an SEC framework** - UC San Diego's teacher preparation program adopted CRTWC's Anchor Competencies Framework as their SEC competencies framework.



- ❖ **Added SEL language in program description, selection process with teacher candidates, supervisors, cooperating teachers and/or partner organizations or other institutional processes** - At Cal State TEACH, four of the members of the accreditation committee are also members of TEI, and SEC competencies are being intentionally written into the program's documentation for accreditation.
- ❖ **Hired experts focused on integrating SEC competencies into their teacher preparation program** - UC San Diego hired someone for their Partners in Learning (PAL) course that focuses solely on SEC competencies, and at Cal State TEACH, they have added an SEC expert to their curriculum change committee to embed SEC competencies throughout their program's modules.

The strategies as they are presented in this matrix generally represent a vertical continuum from classroom-based strategies at the top of the list to increasingly more institutional strategies as one moves down the list. Although the order of these strategies is not necessarily chronological, classroom-based strategies could be considered lower risk as they are more feasible within the spheres of influence of TEI Fellows and do not require the buy-in of people in positions of power. As one moves further down the list, strategies become potentially more challenging to implement, requiring more buy-in from leadership, additional faculty and resources (time, funding, etc). As expected, nearly all TEI Fellows integrated SEC competencies into their current teaching practices and all but one revised their course curriculum to embed SEC competencies. At the bottom of the list, only 2-3 universities added SEC language into their program's institutional documents and processes and/or hired SEC experts to embed these competencies into their teacher preparation program. It is worth noting that more than half of the universities utilized strategies that went beyond their own classrooms and attempted to institutionalize SEC such as providing SEC training or support to faculty or supporting staff, creating or convening committees or assessing program-wide needs around SEC-related content. TEI provided the common language and framework, practical tools and content and the support needed by TEI Fellows to move this work forward.

B. Overall Rating of Department on Social, Emotional, and Cultural Anchor Competencies



Findings from the Institutional Survey also addressed the extent to which groups believed their work through the Institute impacted their teacher preparation program. Institutions were asked to rate themselves overall on their work on social, emotional, and cultural competencies on a scale of 1 to 5. The scale was defined as 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



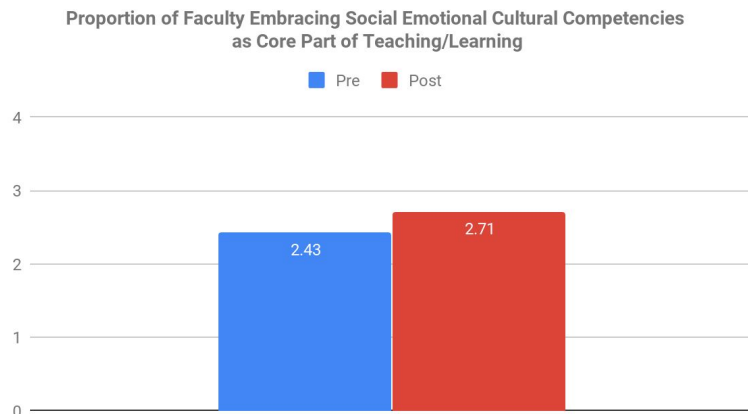
development); 3=you are aiming to integrate SEL/CRT throughout your program but are just getting started; 4=you have started making SEL/CRT a core theme of your program; and 5=SEL/CRT is well-integrated as a core theme of your program. Ratings at pre and post show a positive trend. However, due to the small sample size, statistical tests were not conducted.

"Participating in the TEI brought to light the changes that we need to bring to our program."
-2018-2019 TEI Fellow

"We have heightened awareness and the curriculum committee has begun incorporating SEL/CRT throughout the curriculum. It is also a goal of the Continuous Improvement and Assessment Committee. We also have the support of administration to integrate SEL/CRT."
-2018-2019 TEI Fellow

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

One proxy for the integration of social, emotional, and cultural competencies into teacher preparation programs is the extent to which faculty view these competencies as a core part of teaching and learning. The Institutional Survey asked "what proportion of your faculty would you say embrace SEL/CRT as a core part of teacher and learning?" The 5-point scale was defined as: 1=few or none of the faculty; 2=between a quarter or half of the faculty; 3=about half of the faculty; 4=most of the faculty; and 5=nearly all of the faculty. Again, the results here are positive but inconclusive on their own due to the small sample size.



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

"TEI raised awareness of the importance of SEL and raised awareness of the connections between SEL and CRT. It was stated in our CTC/accreditation docs that we would use what we learned through TEI and the CRTWC anchor competencies."
-2018-2019 TEI Fellow

"TEI has been the driving force for us to follow through with what we knew was important. TEI has helped us formally address integration of social emotional cultural competencies into the program."
-2018-2019 TEI Fellow

"TEI benefits instructional delivery as it pertains to TPEs, CCSs and SEL/CRT."
-2018-2019 TEI Fellow

D. Adoption of Social, Emotional, and Cultural Anchor Competencies Framework

Two of the seven participating institutions had adopted a social, emotional, and cultural competency framework (both had adopted the SEC anchor competencies framework) at pre, and this number had not changed by post. Additional tools that had been adopted and were



being used in courses or across teacher preparation programs at post since the program's participation in TEI included:

- An Elementary Education observation tool
- Innovation Configurations tool to evaluate syllabus for SEL and CRP
- Observation protocol to evaluate syllabus for SEL and CRT
- Assignments for seminar that ask candidates to videotape a lesson and write a reflective piece identifying the anchor competencies and teacher moves from the SEL/CRT framework

E. Change in Integration of Social, Emotional, and Cultural Competencies Across Various Dimensions of Teacher Preparation Programs

The Institutional Survey asked a series of questions asking groups to rate their teacher preparation programs on the various ways that social emotional competencies could be integrated. Again a 5-point scale was used, and this time the scale was defined as 1=not at all; 2=a little; 3=a moderate amount; 4=a lot; and 5=a great deal. The weighted averages across all SEC dimensions showed positive trends across all question items, increasing from a range of 0.28 to 0.86. The greatest increases were found in providing SEC training/support to faculty and supervisors and making specific connections between SEL and CRT.

	Average at PRE	Average at POST	Change PRE to POST
Provides SEC training/support to faculty and supervisors	1.57	2.43	0.86
Program makes specific connections between SEL and CRT	1.71	2.57	0.86
SEC is mentioned in program application and/or interviews with prospective teacher candidates	2.00	2.83	0.83
Provides SEC training/support to cooperating teachers	1.14	1.86	0.72
Courses and fieldwork are aligned to state's TPEs related to SEC	2.57	3.29	0.72
Leadership understands value of SEC and is committed to integrating into program	3.71	4.43	0.72
SEC is mentioned in program description	2.00	2.57	0.57
Intentional partnerships with schools/districts that promote SEC	1.71	2.00	0.29
SEC approach is considered in selection process for cooperating teachers	1.71	2.00	0.29
Provides informal opportunities for teacher candidates to discuss SEC issues	1.43	1.71	0.28



F. Meeting K-12 Teacher Preparation Program Standards

Supporting teacher preparation programs to meet state standards as they relate to SEC competencies is one of the long-term desired outcomes of the work of the Institute. Responses to a survey question on the Institutional Survey asked, "Has your team's participating in TEI helped your program meet your state's teacher preparation program standards as they related to SEL/CRT? If so, how?" Six of the seven institutions reported that work was being done on building the foundations towards meeting this broader goal. Specific resources from TEI that were noted included the use of a "common language" through the Anchor Competencies Framework and examples of teacher moves and videos.

VIII. Impact on the Field of Teacher Education

During the final retreat, representatives from each participating university came together for a focus group that was focused on their experience with TEI as it related to leverage points needed to create institutional change and the challenges and lessons that had been learned through the process. Themes that emerged from this focus group are presented below. These themes also mirrored the responses from the Institutional Survey, which asked a series of similar questions and reflected the thoughts and ideas across all TEI Fellows.

A. Leverage Points in Creating Institutional Change

Focus group and survey findings from Cohort Two point to four key leverage points that are critical in creating institutional change as it relates to teacher preparation programs' development of social, emotional, and cultural competencies. These leverage points fall into four main areas:

- **Buy-in and support of high-level leadership:** TEI Fellows identified the importance of having the buy-in of high-level leadership at the director/dean level or above as well as other influential leaders who not only understood the depth of SEC issues but were also willing to take the time and expend resources needed to do the work. The word "courageous" was used to describe the type of leaders needed to build social, emotional, and cultural competencies within institutions so that "when the work gets hard and interpersonal issues arise, they are willing to push people beyond their comfort zone and stay committed to the work."
- **Cultural buy-in from the majority of the faculty:** TEI Fellows described a "fundamental cultural shift" that needs to happen in order for meaningful institutional change to occur. This cultural buy-in goes beyond "talking the talk" and includes a shared understanding and common goals related to social, emotional, and cultural competencies, overcoming any internal resistance to this work and a sustained focus on these efforts over time. It also fosters the creation of a "safe environment" where people trust one another, their opinions are valued and they are able to take risks to discuss the challenging issues often related to social, emotional, and cultural competencies.



- **Institutional and state-level policies and mandates:** Participants discussed the importance of social, emotional, and cultural competencies being reflected in institutional policies and practices such as the organization's mission statement, as part of its philosophical approach and/or consideration in merit reviews. Mandating SEC competencies as a requirement of state teacher preparation expectations has been a driving force for many teacher preparation programs to institutionalize these changes.
- **Commitment of resources:** As is the case with any impactful initiative, institutions must commit resources such as time and funding to build the knowledge and tools to work on building social, emotional, and cultural competencies into their teacher preparation programs. Further, this needs to be done not only among faculty and teacher candidates but with all collaborative partners including school districts, supervisors and teacher candidate mentors.

B. Lessons Learned

In addition to these four leverage points, Cohort Two Fellows offer several lessons learned through their work in implementing strategies to build SEC competencies into their teacher preparation program.

- **Competing priorities that exist in university or other program settings can impede progress.** There are a number of competing priorities that exist at any point in time in university or other settings of teacher preparation programs including accreditation, funding and other institutional or program-wide initiatives, and these often trump efforts related to developing SEC competencies. This proves to be one of the challenges in moving this work forward.
- **There is a need for a common language and framework related to SEC competencies.** In order for institutional change to occur, there must be a common language that defines what social, emotional, and cultural competencies are and how to apply them in the classroom. Although many educators already use social emotional competencies in their classroom, they must be explicitly called out in order for these competencies to be effectively developed. CRTWC provides a useful framework through their SEC Anchor Competencies Framework and guide.
- **Faculty and staff are at various starting points in developing their SEC competencies:** Teacher educators and staff who support teacher education programs are at various starting points when it comes to developing their own social, emotional, and cultural competencies, and this can create a challenge for collectively moving this work forward. Some question the very validity of social, emotional, and cultural competencies as being non-academic and therefore, trivial. Others may value these competencies but may lack the understanding, have not had the opportunity to build their own competencies, and are not equipped to model them with their teacher candidates. Still others have various misconceptions and understanding of what these competencies are and how to practice them in the classroom.
- **Efforts to create institutional change must be sustained over time.** Unlike some of the content-related add-ons and standards that have been integrated into teacher



preparation program curriculum and programs in the past, institutionalizing SEC competencies is a long-term endeavor that requires committed work on these issues over time. Said one focus group participant, "it's not a one and done." There must be continual assessment and revisiting of this work and how it is reflected in the classroom.

- **Developing SEC competencies is most effectively done through the creation of a professional learning community.** TEI Fellows agreed that having a professional learning community either inside or outside one's own university setting is critical in building one's own SEC competencies in order to then model these competencies, and in turn, create a professional learning community for teacher candidates. This is particularly important when the program does not have cultural or leadership buy-in. Further, Darling-Hammond's research on effective teacher professional development supports this conjecture.
- **There is a need to align this work across all practices and educators in teacher preparation programs.** Creating genuine institutional change means that all practices and educators within the continuum of support of the teacher preparation program are aligned including the work that happens with partner school districts, mentor teachers and university supervisors. Some of the barriers to this include historical relationships, disparate and siloed systems and challenges in recruiting mentors and supervisors.
- **There is a need for data/evidence that shows the impact of building SEC competencies among teacher candidates.** Findings from the survey, focus group and interviews reflect the need for data and research that contributes to a deeper understanding of how building social, emotional, and cultural competencies impacts the teachers who utilize these strategies and the students who receive instruction from these teachers.

C. Disseminating Findings and Contributing to the Field of Teacher Education

As interest in social, emotional, and cultural competencies grows, one of the long-term outcomes of TEI has been to share its findings and learnings from this work with the broader ecosystem of universities and other teacher educators. This outcome is coming to fruition as CRTWC has been invited to share its work at statewide, national, and international forums, reflecting a hunger from the field for this knowledge. Findings from this report and the Cohort One Follow-up study will contribute to dissemination of this collective body of knowledge through various channels including education media outlets, webinars and presentations. Following is a list of recent past and future presentations:

- *International Conference on Learning (July 24, 2019, Belfast, Ireland)*
- *Sanford Aspire Webinar (August 2019)*
- *Teacher Education Quarterly Special Edition on Social Emotional Learning, Nancy Markowitz as Guest Editor (Fall 2019)*
- *California Council on Teacher Education (Oct 17-18, 2019, San Diego, CA)*
- *CASEL Social Emotional Learning Exchange (Oct 2-4, 2019, Chicago, IL)*
- *California State University Webinar (November 2019)*
- *American Association of Colleges for Teacher Education (Feb 28-March 1, 2020, Atlanta, GA)*
- *American Educational Resource Association (April 17-21, 2020, San Francisco, CA)*



- A book for Harvard Education Press that is currently being completed and expected to be available in Spring 2020.

IX. Conclusions and Recommendations

Both quantitative and qualitative data from the Institute's 2018-2019 evaluation study provides evidence that TEI was an effective program model with significant impact on participating Fellows, on the larger university setting in which they work, and potentially on the broader field of teacher education. More specifically, the Institute was effective in meeting its original program goals and objectives and increased Fellows' knowledge and application of their SEC competencies. TEI Fellows used several strategies to build SEC competencies in their respective teacher preparation program including both classroom-based strategies and institutional strategies that required them to take risks and influence others beyond their own classroom settings. Quantitative data from the Institutional Survey found positive trends in groups' perceptions of their own department's work on SEC, of the proportion of faculty embracing SEC as a core part of their teaching and learning, and across a range of ways that SEC integration could be demonstrated. Further, despite the competing demands and numerous challenges that TEI Fellows faced in their respective university settings, they felt that their engagement in the Institute was worthwhile, significant and meaningful, particularly the dialogue and collaboration that occurred as a result of the Institute's learning community, which emerged as a key feature of the TEI experience. Moreover, most Fellows wish to continue their engagement in the TEI community in some form.

In addition to providing understanding about the impacts of TEI, this study offers a number of insights about key leverage points, challenges and lessons learned from this unique group of teacher educators who spent a year working to develop their own SEC competencies in addition to embedding these competencies within their programs and institutions. Given these insights, this report offers the following recommendations for funders, administrators, teacher educators and other stakeholders to continue to advance this work:

- ❖ **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. They would like CRTWC to facilitate the sharing of resources on SEC competencies through building such a repository.
- ❖ **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.

- ❖ **Conduct a broad assessment of needs and resources available related to SEC competencies across the continuum of teacher professional development.** As interest in developing social, emotional, and cultural competencies among educators and students grows, a broader assessment of the needs and resources available at the state level and nationally for administrators and teacher educators is needed. This should be done across the continuum of support for educators including preservice, new teachers and inservice/veteran teachers in order to ensure that they are receiving consistent messaging and to coordinate services.
- ❖ **Identify guidelines for integrating SEC competencies into teacher preparation programs including examples of classroom-based and institutional strategies.** Include the four key leverage points to institutional change that were discussed in this report, the challenges that might be encountered and how teacher educators might overcome these challenges, and lessons learned from teacher educators who have done this work.
- ❖ **Conduct research on the downstream impact of building social, emotional, and cultural competencies among teachers and students.** What are the impacts on classroom teachers who have developed their social, emotional, and cultural competencies as part of their preparation and how do they apply these competencies in their classrooms? Do those teachers have greater retention, resilience and/or job satisfaction? What are the academic and non-academic impacts of such teachers on their students, and how do these teachers and students compare to those classrooms and teachers that do not apply SEC competencies? These questions and others should be studied to measure the long-term impact of integrating SEC competencies as part of teaching and learning.

The original intent of the Silver Giving Foundation's generous grant to support the Teacher Educator Institute was to investigate whether or not institutional change was possible in teacher education programs using the integration of social, emotional, and cultural competencies as a case study. Contrary to the commonly held belief that teacher preparation programs are immutable, findings from the current Cohort Two study suggest that change is possible with these institutions with the right levers in place, and that change is happening in teacher preparation programs across the country. A closer examination within and across these settings reveals that what is consistent across programs is that there is a small group of committed individuals who are passionate about the critical importance of modeling and developing social, emotional, and cultural competencies in teaching and learning and who are working within contexts that have buy-in of high-level leadership, cultural buy-in by the majority of faculty, institutional or state-level mandates or policies that support the change they are seeking, and commitment of resources to work towards this change. Additionally, findings from the Cohort One Follow-up Study provides further evidence of the necessity of these components and examples of what happens when these components are, or are not, in place. One TEI Fellow's take-away from her experience of the Institute reflects this sentiment poignantly:



"You can change the mindset of those that are resistant. Faculty need to be on board and model [SEC competencies] for our teacher candidates. Because of the baby steps we are taking with social, emotional, and cultural competencies, the work of our candidates is more purposeful and meaningful."



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List of Appendixes

Appendix A: Center for Reaching and Teaching the Whole Child Anchor Competencies, Framework and Guide

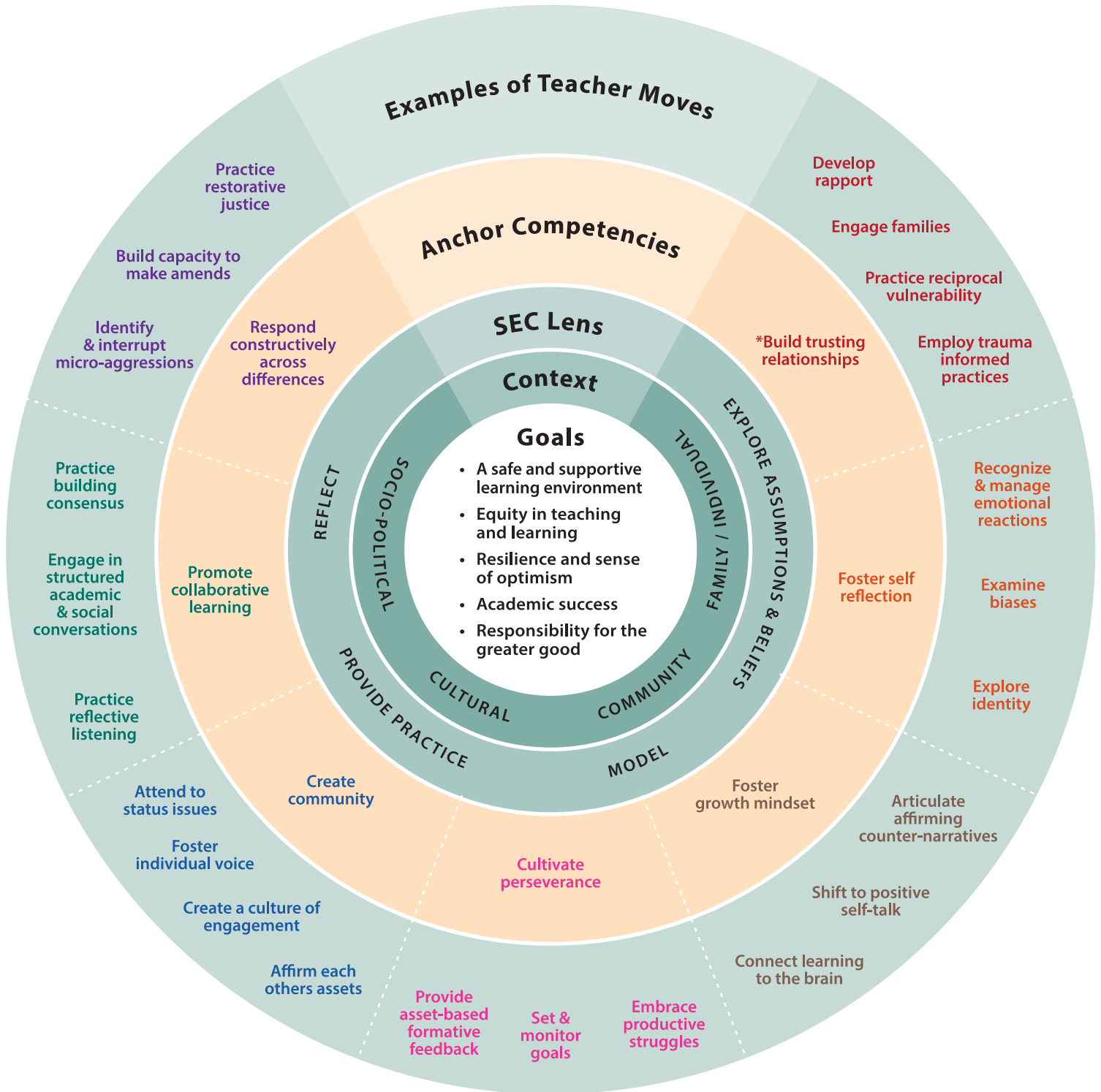
Appendix B: Teacher Educator Institute Program Logic Model

Appendix C: Descriptions of Teacher Preparation Programs

Appendix D: TEI Fellow Baseline and Follow-up Surveys

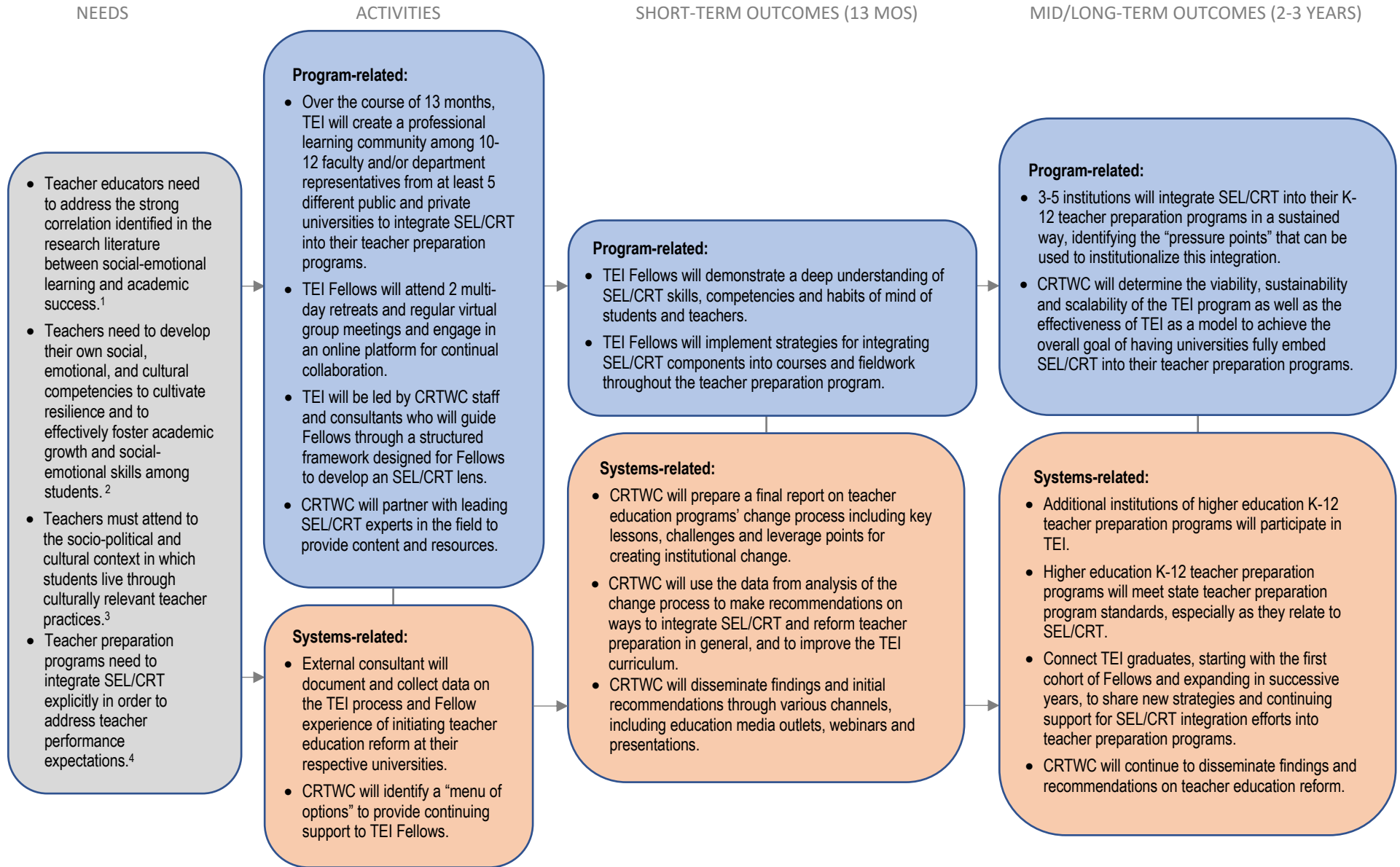
Appendix E: TEI Institutional Baseline and Follow-up Surveys

Social, Emotional, Cultural (SEC) Anchor Competencies Schema



*Building trusting relationships is essential to the development of all anchor competencies.

Overall Goal: To advance reform in teacher education to fully embed social-emotional learning (SEL) and culturally responsive teaching (CRT), viewing them as essential to the advancement of an equitable education for all students.



¹ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.
² Brackett, M.A., & Kremenitzer, J.P. (Eds). (2011). *Creating Emotionally Literate Classrooms*. Port Chester, New York: National Professional Resources. Jones, S. and Bouffard, S. (2012). Social and emotional learning in schools: From programs to strategies. *Harvard Social Policy Report*. v. 26 n4. Roorda D. L., Koomen H. M., Spilt J. L., Oort F. J. (2011). The influence of affective teacher–student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81, 493-529. Yoder, N. (January 2014). *Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks*. Center on Great Teachers & Leaders. American Institutes for Research.
³ Ladson-Billings, G. (1995). *Toward a Theory of Culturally Relevant Pedagogy*. *American Educational Research Journal*, 32(3), 465-491. Ladson-Billings, G. (1995). *But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy*. *Theory Into Practice*, 34(3), 159-165. Gay, G. (2010). *Culturally Responsive Teaching: Theory, research, and practice*. New York: Teachers College Press.
⁴ Cressey, J., Bettencourt, J., Donahue-Keegan, D., Villegas-Reimers, E., Wong, C. (2017). *Social-Emotional Learning in Teacher Education: A Needs Assessment Survey of Teacher Educators*. Massachusetts Consortium for SEL in Teacher Ed.

Appendix C

2018-2019 TEI Teacher Preparation Programs and Descriptions

University/ Program Name	Description of Teacher Preparation Program
Northeastern Illinois University (NEIU)	NEIU's College of Education has six departments including Counselor Education, Educational Inquiry and Curriculum Studies, Health Science and Physical Education, Literacy Leadership and Development, Special Education and Teacher Education. Each of these departments has been involved in developing social, emotional, and cultural competencies with the exception of the program's Counselor Education department.
CalState TEACH	Cal State TEACH's teacher preparation program uses an online, site-based program delivery. The program has two affiliated universities CSU Fresno and CSU Los Angeles and satellite areas of delivery spanning the state including San Diego, Fresno, the San Francisco Bay Area, Sacramento and Napa. The program is on a 15-week semester system. Faculty have many responsibilities including recruitment, selection, interviewing, orientations, providing guidance and teaching, determining site placements for each student and conducting three site visits per semester for each student. Focus areas of the CalState TEACH program are module work, group collaboration and on-site clinical experience.
California State University Long Beach	CSU Long Beach represents one of the largest teacher credential programs in the State of California. The university has three major programs and a couple of smaller residency programs. Its main program is its single subject program (three courses embedded in the College of Ed, and other subject area courses are spread across departments throughout university), and it also has a Special Education Program, a Multiple Subject Credential Program and two Residency Programs including Urban Dual and UTEACH Programs. Students progress at different rates within each program, and many of our students are not cohorted in the different programs.
San Jose State (Primary Education)	<p>San Jose State's Primary Education Program is centralized in the College of Education in the Teacher Education Department. Students in the teacher preparation program are part of the Multiple Subject Credential Program and have two tracks for Masters or Teacher Credential Programs. The program is three semesters including two semesters in the classroom.</p> <p>San Jose State's Secondary Education Program is also housed within the College of Education's Teacher Education Department. Most courses are housed within the College of Education. However, methods courses are</p>

	<p>housed with each discipline's department. The Science Education Program offers a Masters Program in Primary Education, but Secondary Program does not in Secondary Education. The teacher preparation program is three semesters for a credential, and four semesters for a Masters.</p>
<p>University of California San Diego</p>	<p>UC San Diego's teacher preparation program is a centralized program within the university's Department of Education Studies. The university offers other doctoral programs in that department but in terms of credential, they offer a Single Subject Preliminary with M.Ed, Multiple Subject Preliminary with M.Ed and MA.ESL program. Students in multiple subject program are only student teachers, and secondary level can be paid interns, student teachers, or residency program. The teacher preparation program is a two- year program. Students can complete their first year as an undergraduate senior and their second as graduate student, or they can come complete both years of graduate study through the teacher preparation program.</p>
<p>University of La Verne</p>	<p>TEI Fellows from the University of La Verne were both affiliated with the Undergraduate Child Development Program. Roughly a third of this program's students go on to the Teacher Education Program at the university. The other relevant undergraduate major is Education Studies, and 95% of these students go on to La Verne's Teacher Education Program.</p>
<p>University of the Pacific</p>	<p>University of the Pacific's School of Education offers BA and Doctoral degrees. The School is divided into three departments including School Psychology, Administration and Curriculum and Instruction (they are currently restructuring this to include Education Administration) For the BA degree, students can receive a traditional 4-year BA plus credential. The school also has a 12 month post-BA credential program that is both for single and multiple subjects, an intern program and is in the process of creating a new residency program for some districts that have special education. All multiple subject students get a BA in Liberal Studies. The program also has external partners that offer credential programs such as the Bay Area Teacher Institute.</p>

Appendix D

2018-2019 Teacher Educator Institute Baseline Survey for Fellows

1. Please tell us your name, title and home university/teacher preparation program.

First and Last Name:

Title:

University/Teacher
Preparation Program

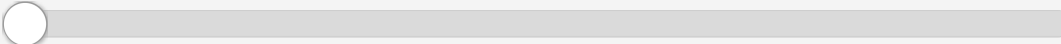
2. In your own words, how do you define the following?

Social Emotional Learning:

Culturally Responsive
Teaching:

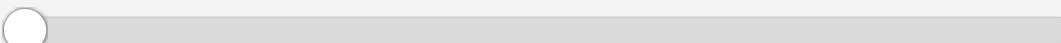
3. On a scale of 1 to 100, how would you rate your own level of knowledge and understanding of SEL and how to apply SEL in your teaching and learning practices?

0=No knowledge of SEL or SEL-related concepts	50=Basic understanding of SEL concepts but not sure how to apply them to my own teaching and learning	100=Deep understanding of SEL and intentional about integrating SEL consistently into teaching and learning practices	<input type="text"/>
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4. On a scale of 1 to 100, how would you rate your own knowledge and understanding of CRT and how to apply CRT in your teaching and learning practices?

0=No knowledge of CRT or CRT-related concepts	50=Basic knowledge of CRT but not sure how to apply it to my teaching and learning	100=Deep understanding of CRT and intentional about integrating CRT into my teaching and learning	<input type="text"/>
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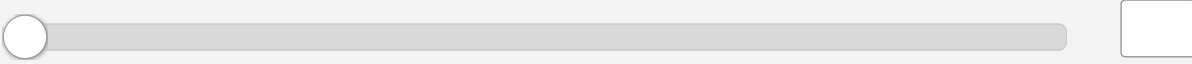


5. On a scale of 1 to 100, how would you rate your own understanding of the connection between SEL and CRT?

0=SEL and CRT are not connected

50=SEL and CRT are connected but not sure how

100=Deep understanding of how SEL and CRT are connected and the importance of tying the two together



6. How did you and your colleagues come to be part of this group of TEI fellows? What interested you about it?

7. What are *your* (as opposed to your department's) goals for participating in TEI this year? What are *your* desired outcomes at the end of this year?

2018-2019 Teacher Educator Institute - Cohort 2
Follow-up Survey for Fellows

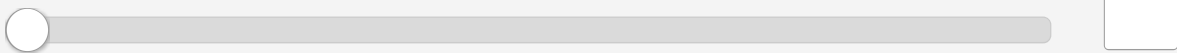
1. In your own words, how do you define the following?

Social Emotional Learning:

Culturally Responsive
Teaching:

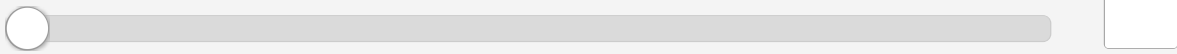
2. On a scale of 1 to 100, how would you rate your own level of knowledge and understanding of SEL and how to apply SEL in your teaching and learning practices?

0=No knowledge of SEL or SEL-related concepts	50=Basic understanding of SEL concepts but not sure how to apply them to my own teaching and learning	100=Deep understanding of SEL and intentional about integrating SEL consistently into teaching and learning practices	<input type="text"/>
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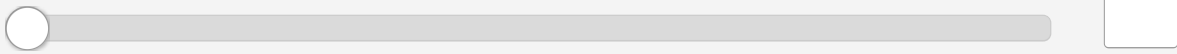
3. On a scale of 1 to 100, how would you rate your own knowledge and understanding of CRT and how to apply CRT in your teaching and learning practices?

0=No knowledge of CRT or CRT-related concepts	50=Basic knowledge of CRT but not sure how to apply it to my teaching and learning	100=Deep understanding of CRT and intentional about integrating CRT into my teaching and learning	<input type="text"/>
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4. On a scale of 1 to 100, how would you rate your own understanding of the relationship between SEL and CRT?

0=SEL and CRT are not related	50=SEL and CRT are related but not sure how	100=Deep understanding of how SEL and CRT are related and the importance of integrating the two	<input type="text"/>
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5. The next set of questions have to do with what you thought of various aspects of the retreat that you just completed.

	Not at all useful	A little useful	Somewhat useful	Very useful	Extremely useful	N/A
To what extent did this retreat help you respond to the challenges of integrating SEL/CRT into your courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent did this retreat help you respond to the challenges of integrating SEL/CRT into your teacher preparation program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were the videos presented at the retreat useful in moving your thinking forward about integrating SEL/CRT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was the lesson presented at the retreat on culturally responsive literature amends useful in moving your thinking forward about integrating SEL/CRT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent was there a helpful balance between providing guided practice and new information, with time to reflect and process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The remaining questions in this survey have to do with your thoughts and opinions about the Institute as a whole.

Based on your own experience as a participant of the Teacher Educator Institute (TEI), on a scale of 1 to 5 with 1=not at all effective and 5=extremely effective, to what extent do you feel that the Institute was effective in meeting its original goals?

	Not at all effective	A little effective	Somewhat effective	Very effective	Extremely effective
Promote attention to integration of both teacher and student social-emotional skills development within ongoing courses/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide understanding of, and ability to use CRTWC <i>Anchor Competencies Schema, Resource Guide and Reference list</i> to guide <u>course revisions</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide understanding of, and ability to use CRTWC <i>Anchor Competencies Schema, Resource Guide and Reference list</i> to guide <u>fieldwork revisions</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide understanding of, and ability to use CRTWC <i>Anchor Competencies Schema, Resource Guide and Reference list</i> to guide <u>programmatic revisions (e.g. common tool)</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop participants' ability to use an "SEL/CRT lens" to guide their instructional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide resources created by CRTWC to integrate SEL/CRT into participants' K-8 teacher preparation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide strategies and support to institutionalize SEL/CRT into participants' teacher preparation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share learnings and strategies used by other teacher preparation programs to integrate SEL/CRT practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Based on your own experience as a participant of TEI, on a scale of 1 to 5 with 1=not at all useful and 5=extremely useful, to what extent did you find the following aspects of the Institute useful in deepening your understanding and application of the SEL/CRT lens?

	Not at all useful	A little useful	Somewhat useful	Very useful	Extremely useful	N/A
Retreat #1 (August 2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom Meeting #1 (Practice using an SEL/CRT lens with English Language Learners: Video Analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom Meeting #2 (Practice using an SEL/CRT lens with a Teaching Case: A Story about Equity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom Meeting #3 (Sandy Holman's presentation on using a SEL/CRT lens to teach diverse students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom Meeting #4 (Practice using an SEL/CRT lens: Building a Belonging Classroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual program meetings with Wendy and Nancy to discuss your teacher preparation program's progress and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retreat #2 (June 2019)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being part of a learning community of like-minded educators working towards a common goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other aspects of the Institute not mentioned above that you found useful? If so, please comment.

8. What did you find to be the 1-2 most useful aspects of TEI?

9. What improvements would you make to the Institute? What would you suggest we add, subtract and/or adapt for our next TEI cohort? (Please consider retreats, zoom calls, materials, etc.)

10. One of the potential goals of TEI was to create a learning community extending beyond the life of the Institute to share SEL/CRT-related best practices and resources. Would you be interested in being part of such a learning community?

- Yes
- No
- Not sure

Comments:

11. If you answered yes to the question above, 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 in-person meeting with other TEI fellows
- Being part of a larger consortium of TEI fellows/alum that grows over time
- Being part of a Public or Closed Facebook Group made up of TEI fellows/alum and other like-minded educators
- Other (please specify)

12. Would you recommend participation in the the Teacher Educator Institute to other teacher educators?

- Yes
- No

Why or why not?

13. Is there anything else that hasn't been asked that you would like to share about your personal experience in TEI? If so, please do so in the space provided below.

Appendix E

2018-2019 Teacher Educator Institute Baseline Survey for Universities/Teaching Programs

1. Please tell us which university/teaching program 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. 4=You have started making SEL/CRT a core theme of your program.
- 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). 5=SEL/CRT is well-integrated as a core theme throughout your program.
- 3=You are aiming to integrate SEL/CRT throughout your program but are just getting started.

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. To what extent does each of the following accurately describe your teacher education program?

	Not at all	A little	A moderate amount	A lot	A great deal	N/A
Our program's leadership understands the importance and value of SEL/CRT and are committed to integrating SEL/CRT into our teacher education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program has aligned its courses and field work experiences to our state's TPEs related to SEL/CRT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program makes specific connections between SEL and CRT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program intentionally partners with schools or districts that are doing a good job promoting SEL/CRT in their students and/or staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program provides SEL/CRT-related training or support to faculty, including supervisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program provides SEL/CRT-related training or support to our cooperating teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our selection process for cooperating teachers, we consider their approach to SEL/CRT and/or student relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program provides informal opportunities for teacher candidates to talk about SEL/CRT issues. (e.g. conversation hour, brown bag lunches, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEL/CRT is mentioned in our program description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEL/CRT is mentioned in our program application and/or interviews with prospective teacher candidates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please describe any specific tools used in courses or across your teacher education program that focus on SEL/CRT? (observation protocols, lesson plan templates, etc.)

8. For each of the following SEL/CRT-related topics, please indicate if your program does not or does have a dedicated course and if the course is required. (Select one option for each row)

	We do not have a dedicated course on this topic	We have a dedicated course on this topic, but the course is not required	We have a dedicated course on this topic, and the course is required
Children's social and emotional development/SEL/"non-cognitive" skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General child development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children's mental health and/or trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff-student relationship building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult stress, wellness or resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How would you describe your department in terms of being ready or "ripe" for SEL/CRT integration?

10. What challenges do you anticipate in your department or university in integrating SEL/CRT?

11. What are *your department's* goals for participating in TEI this year? What are *your department's* desired outcomes at the end of this year?

2018-2019 Teacher Educator Institute - Cohort 2
Follow-up Survey for Universities/Teaching Programs

* 1. Please tell us which university/teacher preparation program you represent.

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

- 1=You haven't incorporated SEL/CRT into your program yet but hope/plan to. 4=You have started making SEL/CRT a core theme of your program.
- 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). 5=SEL/CRT is well-integrated as a core theme throughout your program.
- 3=You are aiming to integrate SEL/CRT throughout your program but are just getting started.

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Since participating in TEI, has your teacher preparation program adopted an SEL/CRT framework?

- Yes We had already adopted an SEL/CRT framework coming into TEI.
- No

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

5. If you answered yes to the above, 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. Since your teacher preparation program's participation in TEI, please list any *additional* tools that are being used in courses or across your teacher education program that focus on SEL/CRT (observation protocols, lesson plan templates, etc.)?

7. To what extent does each of the following statements accurately describe your teacher education program?

	Not at all	A little	A moderate amount	A lot	A great deal	N/A
Our program's leadership understands the importance and value of SEL/CRT and is committed to integrating SEL/CRT into our teacher education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program has aligned its courses and field work experiences to our state's TPEs related to SEL/CRT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program makes specific connections between SEL and CRT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program intentionally partners with schools or districts that are doing a good job promoting SEL/CRT in their students and/or staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program provides SEL/CRT-related training or support to faculty, including supervisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program provides SEL/CRT-related training or support to our cooperating teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our selection process for cooperating teachers, we consider their approach to SEL/CRT and/or student relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our program provides informal opportunities for teacher candidates to talk about SEL/CRT issues. (e.g. conversation hour, brown bag lunches, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEL/CRT is mentioned in our program description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEL/CRT is mentioned in our program application and/or interviews with prospective teacher candidates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In the last ten months, in what one area has your teacher preparation program made the most significant progress on its SEL/CRT work? Please provide 1-2 concrete examples.

9. What were the top 1-3 challenges that your team faced in developing a deeper understanding and application of an SEL/CRT lens? How were these challenges addressed, if at all?

10. Has your team's participation in TEI helped your program meet your state's teacher preparation program standards as they relate to SEL/CRT? If so, how?

11. What are 1-3 take-aways that your team has learned about integrating an SEL/CRT lens into your teacher preparation program?

12. What, if anything, have your team members done to bring SEL and CRT together in your teacher preparation program, as opposed to keeping them separate?

13. Describe the impact, if any, that your team's participation in TEI has made on your teacher preparation program's integration of an SEL/CRT lens.

14. Please include any additional comments you would like to make about your teacher preparation program's participation in TEI.