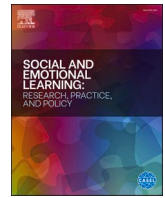


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# Social and Emotional Learning: Research, Practice, and Policy

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## Beyond good intentions: How a social, emotional, and cultural competency framework leads to improvements in teacher preparation

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### ABSTRACT

Preservice teacher preparation programs are a critical, but as yet unmined, pressure point for systemic educational change, particularly related to new teachers' development of social, emotional, and cultural competences. This article describes how three innovative teacher preparation programs are now leading the way to the integration of social and emotional learning (SEL) and culturally responsive practices in their programs. The programs described include the CalStateTEACH hybrid teacher credential initiative, the Minneapolis School District Special Education Teacher Licensure program, and the statewide effort in Oregon to leverage new teacher credentialing. These three programs have helped to identify three key levers for programmatic change: (1) individuals in a variety of organizational positions who serve as champions; (2) a coalition of the willing who together support change, and (3) a "carrot and stick" approach to effect desired policy and programmatic shifts.

As all children know, every classroom feels different from the ones next door, even if the curriculum and the posters on the walls are the same. The main reason is that teachers have different ways of being with students, based on their mindsets, beliefs about students and learning, and relationship skills. Yet too often, the crucial relational aspects of classrooms, which are essential to academic achievement (Jones & Kahn, 2017; Wang & Yuan, 2024; Zins et al., 2007), are ignored or assumed to be immutable. As we have written, children may find themselves in a kind of unacknowledged lottery that places them either "in the classroom of a teacher who fosters growth mindset and encourages self-regulation skills, or in one where they will disengage after being shamed for not mastering content quickly or left behind because the teacher believes that students should sink or swim" (Markowitz & Bouffard, 2020, p. x).

This doesn't have to be the case. Just as teachers and teachers-to-be can learn about best practices in instruction for literacy, math, and other academic skills, they can learn about research-based strategies for social and emotional learning (SEL) and culturally responsive teaching practices. Those strategies include promoting students' self-regulation, growth mindset, and other aspects of social and emotional development that have a meaningful impact on learning (Durlak et al., 2011; Taylor et al., 2017). Teachers also need to understand the importance of student and teacher context and how it influences assumptions, beliefs,

emotional schemas, and teacher and student behavior and interactions (Hecht & Young, 2015; Steele, 1997; Jennings et al., 2024; Wacker & Olson, 2019). Further, as teachers and students grapple with the stresses of modern life, including societal efforts to marginalize groups by such factors as race, ethnicity, language, gender, and family structure, both groups have a profound need for enhanced social, emotional, and cultural competencies. There are both mental health and academic achievement benefits when teachers can effectively address these critical needs (Brown et al., 2023; Jennings & Greenberg, 2009).

But the question remains: Where do we start? Heath (2020) speaks to the need to go upstream to help solve problems before they happen. This doesn't preclude interventions at different stages of the professional development pipeline, but it highlights the fact that preservice teacher preparation programs are the furthest upstream in that pipeline. These programs are, therefore, a critical, but as yet unmined, pressure point for systemic educational change (Schonert-Reichl, 2015, 2017). They are the one time in teachers' professional lives when there is the opportunity to receive intentional training in examining assumptions and beliefs that inform practice, observe effective modeling in both field experiences and coursework, and engage in practice and self-reflection to improve (Markowitz & Bouffard, 2020) Fig. 1.

Scholars have written about the need to bring social and emotional competencies into teacher preparation, but these comments are usually

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in the form of future recommendations rather than concrete steps toward action (Schonert-Reichl et al, 2017; Schonert-Reichl, Hanson-Peterson, & Hymel, 2015). Further, many field leaders and those who fund SEL efforts see teacher preparation as a monolithic system that is simply too difficult to change. Thus, almost all efforts that we are aware of to bring social, emotional, and cultural competencies into schools do so with a focus on teachers and students already in the classroom.

In this article, we challenge that perspective by describing promising efforts underway at state, district, and university levels to bring social, emotional, and cultural competencies into preservice teacher preparation. First, we describe two initiatives that focused specifically on the issues of practice, policy, and research on SEL in teacher preparation. Second, we present a framework that can be used to infuse these competencies within teacher preparation programs. Finally, we share three examples of how this framework is being integrated into teacher preparation. These diverse efforts highlight important levers for change, including individuals who serve as champions for change, the importance of starting with a coalition of the willing who together support change, and a combination of “carrot and stick” approaches to policies and programmatic shifts.

**Background: SEL in teacher preparation**

Two initiatives have made a compelling case for leveraging teacher preparation to promote SEL and culturally responsive teaching practices. These initiatives have helped lay the groundwork for recent efforts. First, in 2016, the Center for Reaching & Teaching the Whole Child, with support from HopeLab, hosted a daylong convening of 15 participants representing university teacher educators, classroom teachers, college of education deans, experts in culturally responsive education, and department chairs from across the U.S., to lay out a vision and next steps for making SEL-infused teacher preparation a reality. The resulting white paper (Markowitz & Thowdis, 2016) summarized three major considerations needing attention:

1. SEL usually cannot stand alone as a content or skill area in the teacher preparation curriculum, as state standards make it hard to add additional coursework beyond that which is required. It needs to

serve as a throughline across program courses and supervision, showing in practical ways how teachers maintain an effective learning environment and how they approach the teaching of content area curriculum.

2. We need a more effective way of talking about the connection between SEL and culturally responsive practices with educators, and in supporting them so that it becomes a key lens through which they make instructional decisions (Hammond, 2014). This point was emphasized, in part, as a response to criticisms of SEL not representing culturally diverse perspectives (Schonert-Reichl & Weissberg, 2014; Weissberg et al., 2015).
3. Research is needed to examine the impact of SEL integration on teacher educators, teacher candidates, and the students with whom they work (Schonert-Reichl, Hanson-Peterson, & Hymel, 2015).

The second key initiative came almost a decade later when Schonert-Reichl and her team issued a report based on data gathered through interviews with teacher educators from the U.S. and Canada and an in-person convening of key leaders in the field. It identified factors that hinder the successful embedding of SEL into educator preparation and potential research questions and methodologies for developing policies and practices (Schonert-Reichl, 2023).

Both initiatives emphasized that the integration of SEL and cultural responsiveness requires a new way of thinking and working in teacher preparation, not simply tacking on an additional course or adding a few questions to a licensure exam. They also reveal an appetite and willingness for change in teacher preparation, built on the decades of recommendations from researchers, and a readiness to design and test mechanisms for meaningful integration of SEL and culturally responsive practice into preservice programs and initiatives.

**A social, emotional, and cultural lens**

At least three considerations point toward the value of integrating SEL and culturally responsive competencies into existing courses. First, putting SEL content into a separate course is not generally feasible because, as stated earlier, state teacher preparation standards limit the number of courses that can be offered in a program. Second, state

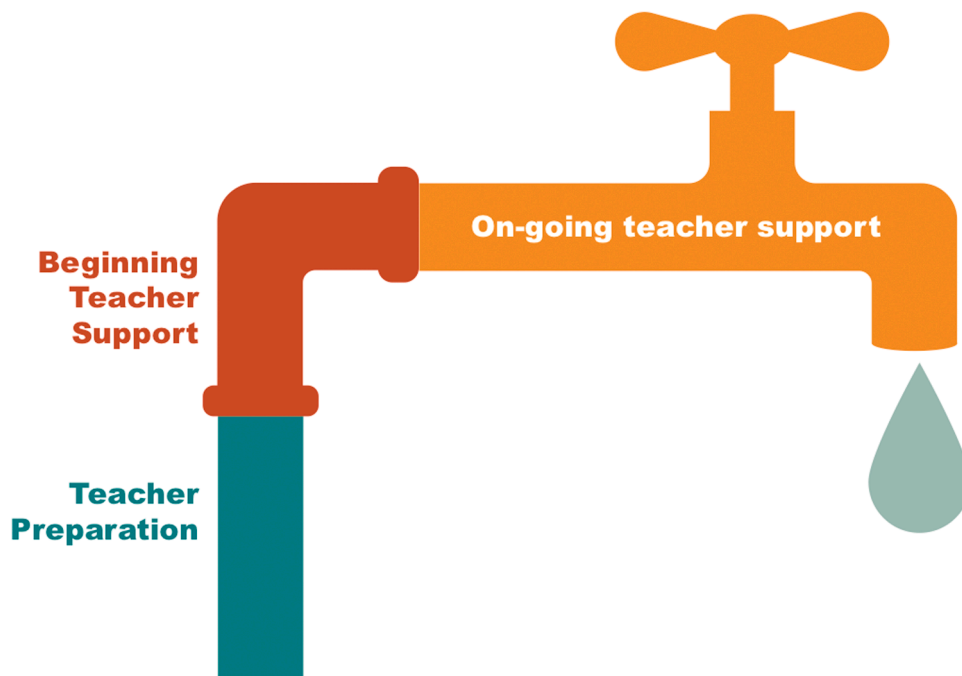


Fig. 1. Pipeline for Professional Development.

teacher preparation and teacher performance standards put SEL and culturally responsive competencies into two separate categories, discouraging efforts to integrate them. Third, when something is taught in only one course, without making connections to other areas of practice, it becomes siloed and not seen as a core part of everyday teaching interactions, which should be the goal.

The Center for Reaching & Teaching the Whole Child developed a framework in response to these considerations. Rather than a curriculum or a program, it provides a roadmap for teachers to develop a social, emotional, and cultural lens. This lens can inform the way teachers approach their work. Like a camera lens that can be focused on either near or distant objects, the social, emotional, and cultural lens moves teachers to notice things, ask questions, and gather data in ways that lead to a more equitable and productive classroom environment.

The Center for Reaching & Teaching the Whole Child’s “Anchor Competencies Framework” (Markowitz & Bouffard, 2020; see Fig. 2) is a tool for helping teachers and future teachers work differently, viewing students from a perspective that encourages and develops their social and emotional growth and recognizes their cultural funds of knowledge (Esteban-Guitart & Moll, 2014; González et al., 2006; Muhammad, 2020) in support of academic success. It is not a one-size-fits-all program, but a way of understanding and building social, emotional, and cultural competencies, similar to the way that Bronfenbrenner’s framework shapes thinking about the multiple, nested contexts in which children live and develop (Bronfenbrenner, 2000). The framework is applicable at all stages of a teacher’s career, but is particularly well-suited to teacher preparation.

Decades of research (Darling-Hammond et al. 2019; National

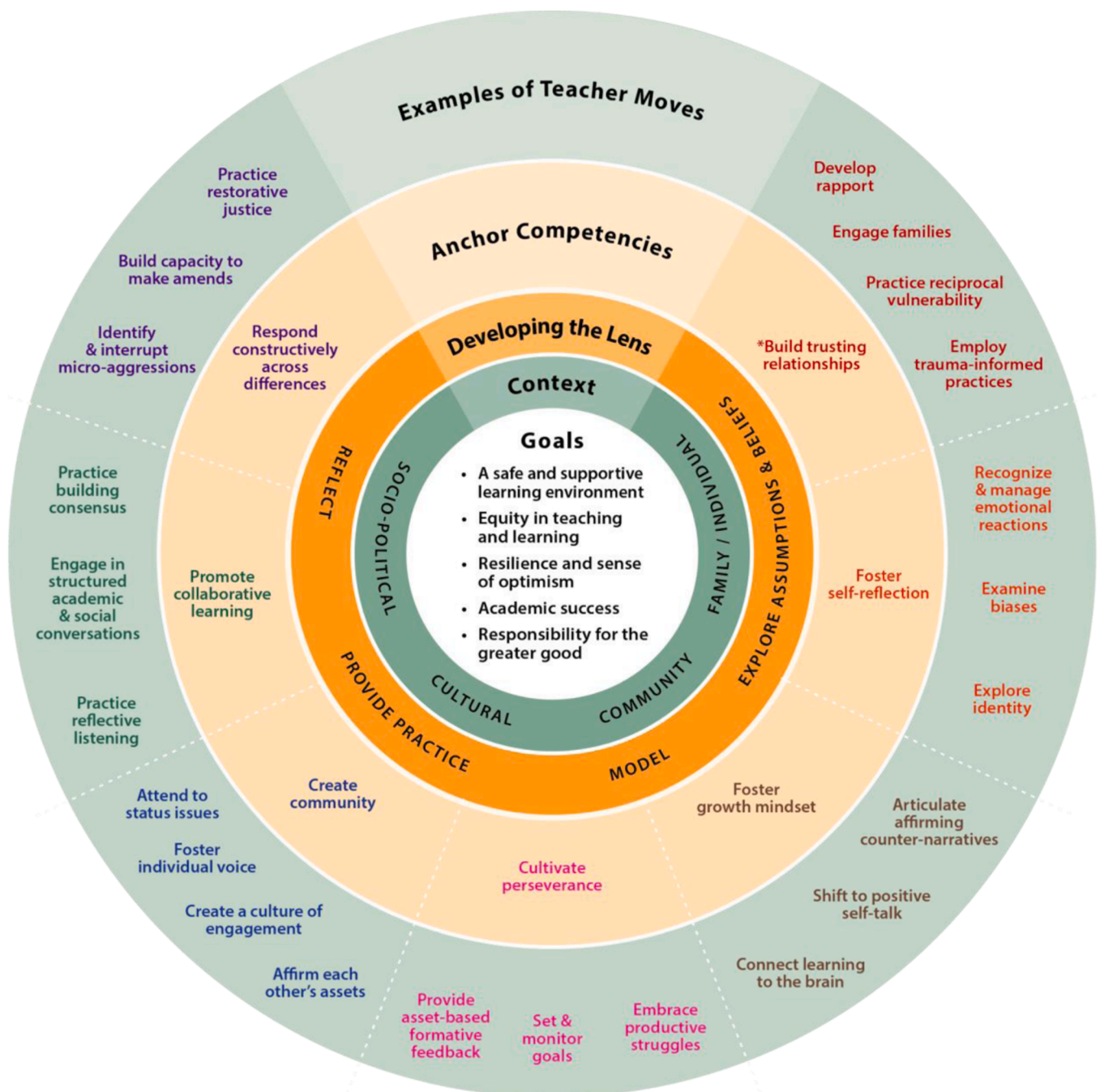


Fig. 2. CRTWC Social, Emotional, and Cultural Anchor Competencies Framework.

Research Council, 2013, 2014) support the five goals of this framework: safe and supportive learning environments; equity in teaching and learning; resilience and sense of optimism; academic success; and responsibility for the common good. Before explaining the components of the framework, it is also important to note the research-based principles that underlie it (Hecht & JuShin, 2015; Zins et al., 2007).

1. Social, emotional, and cultural competencies are foundational to achieving academic standards, equitable classrooms, and teacher and student resilience and ability to thrive (Durlak & Weissberg, 2011).
2. These competencies reflect the inextricable connection between social and emotional competencies and culturally responsive practices (Simmons, 2021).
3. Developing teachers' own social, emotional, and cultural competencies is essential to teacher and student success and well-being (Jones et al., 2017).
4. Teacher and student context inform assumptions and beliefs that influence the ability to develop trusting relationships among students and between teachers and students.

At the core of the framework is context – including individual/family, community, cultural, and socio-political contexts – because, as noted earlier, context affects everything else in the framework and, indeed, in schools.

Next, there is attention to how to develop what we call the social, emotional, and cultural lens, including the exploration of teacher and student assumptions and beliefs, modeling, practice, and reflection. Finally, there is the “stuff” of implementation – seven anchor competencies and related sample teacher moves that put the anchors into practice, all of which are based on previous research. (A full discussion of each competency is beyond the scope of this paper, but can be found, along with corresponding research citations, in Markowitz & Bouffard, 2020.) These anchor competencies can be integrated throughout teaching practice:

- Building trusting relationships
- Fostering self-reflection
- Fostering a growth mindset
- Cultivating perseverance
- Creating community
- Promoting collaborative learning
- Responding constructively across differences

Teacher educators use the framework to introduce attention to teacher and student context in their courses, provide modeling and practice for applying the anchor competencies in academic lessons, and discuss how to build an effective learning environment. The framework also provides intentional guidance for school district mentors and coaches on how to help candidates and new teachers develop their lens, based on research and best practices in teacher education and professional development. For example, it can be useful for coaching, which is one of the most effective forms of educator professional learning (Kraft et al., 2018). When observing and debriefing a lesson with a new teacher, a coach can guide discussion about aspects of the framework the teacher is doing well plus the next steps.

The framework can also be used by cooperating teachers who supervise practicum placements, providing greater consistency between the classroom and what is being taught at the university (Ambrosetti et al., 2014; Lafferty, 2018). Cooperating teachers can use the framework to hone their own skills, model the competencies, and reflect on them with candidates. Additionally, as more states adopt both social and emotional competencies and culturally responsive practices in their state teaching standards, the framework supports a bridge between new state teacher performance standards and the enactment of those standards in teacher preparation programs (Dusenbury et al., 2019). Across

all of these settings, the framework provides a common language that can help all educators move forward in a coherent way to meet students' needs.

The Center for Reaching & Teaching the Whole Child has introduced the Anchor Competencies Framework to university teacher educators in year-long Teacher Educator Institutes (TEIs) held for the past eight years with over 138 faculty across 32 institutions. Participating teacher educators have, in turn, passed it along to thousands of teacher candidates working across the K-12 spectrum. TEIs provide teacher educators with the opportunity to develop a deep understanding of the framework, work on the development of their own social, emotional, and cultural lens, and develop a professional learning community that can benefit them and their students in many ways. Participating teacher educators are also provided the valuable, but often neglected, opportunity to work in teams from their institutions to develop a plan of action to take back to their home programs.

Over the 2018–2019 school year, an external study conducted by WestEd on the outcomes of the Teacher Educator Institute found that participation led to positive changes in all seven participating university programs, despite different contexts at each university (Diaz, 2017). All seven began integrating the framework into current teaching practices. Six created new or revised tools and templates that promoted integration of the competencies into teaching and learning. All seven provided training and support to faculty, supervisors, and cooperating teachers. Five initiated programmatic needs assessments using the framework.

### Three innovative teacher preparation programs

The WestEd study showed that the Anchor Competencies Framework can be learned and applied in a broad variety of teacher preparation settings. Three recent initiatives have further demonstrated the flexibility and applicability of the framework. This is especially important in the current educational landscape, given that new and aspiring teachers now enter the field through a variety of pathways, including alternative certification.

The three initiatives described below, which include both traditional and alternative certification programs, use the Anchor Competencies Framework to integrate SEL and culturally responsive teaching practices. Each provides an example that other teacher preparation programs, institutions, and efforts can learn from and replicate at various stages of the teacher pipeline and in various settings.

#### CalStateTEACH

CalStateTEACH offers an alternative, hybrid preservice teacher preparation program within the California State University System. Started in 1999 in response to a severe teacher shortage, the program has credentialed 6143 multiple subject teachers from across the state since 2001. Many participants do not live near any university campus, so the program is expanding participants' access and the state's teaching pool.

Candidates take 14 online course modules focused on curriculum methods, teaching second language learners, social and psychological foundations of education, and lesson planning while also working either in a student teaching field assignment or as an intern in charge of their own class. They are supervised by a faculty advisor in both coursework and field placement. The program's vision is “to prepare educators to cultivate learning and ensure equity for all students, regardless of race, ethnicity, language, immigration status, socio-economics, ability status, sexual identity, gender, gender identity or expression” (CalState TEACH, n.d.). This vision clearly supports the need for developing candidates' social, emotional, and cultural lens.

In 2018, a cohort of six faculty advisors from the program attended a TEI and brought the framework and other learning back to their work and colleagues. Subsequently, CalStateTEACH has sent 29 more faculty to attend TEIs, and the program now infuses the framework throughout



its multiple subject credential program. Faculty integrate the framework into each teaching module, beginning with a first module that explains the framework's components and shows how the social, emotional, and cultural lens supports the development of state teacher expectation standards. The following are examples of the kinds of reflection questions candidates discuss in their modules to deepen understanding and application of the framework:

1. How does the context you and your students bring to the classroom (individual, community, socio-political, historical) impact how you think about and respond to information presented?
2. What assumptions and beliefs do you bring to the material presented in this module?
3. Which anchor competencies do you see being used in this module, and which teacher moves support these anchor competencies?

Informal data from candidates' work products and interactions with faculty advisors indicate that the candidates are using the framework routinely to guide their instructional planning, including providing a learning objective for particular anchors in their lesson plans. The CalStateTEACH Systemwide Director, Dr. Ernest Black, summarized his reasons for championing the framework and its impact this way:

“CalStateTEACH needed development on how to introduce SEL to our teacher candidates. We also wanted to develop these skills around culturally responsive pedagogies. CRTWC's (Framework) gave CalStateTEACH a firm understanding of SEL and how to embed these practices into our curriculum with the culturally responsive lens. This is now the cornerstone of our curriculum. All of our teacher candidates leave our program with a full understanding of SEL and how it relates to culturally responsive teaching practices.” (Center for Reaching & Teaching the Whole Child, 2024, p. 5).

Rigorous research to examine whether the effectiveness and resiliency of new teachers who have engaged in this learning is an intended next step in this work.

#### *Minneapolis school district special education teacher credential program (MPS Academy)*

The Minneapolis Public Schools (MPS) was the first district in the state of Minnesota to be granted permission to license its own teachers by offering an alternative teacher credential program for special educators, which is called the MPS Academy. The program aims to integrate newly revised, progressive Minnesota Standards of Effective Practice (2023) and is designed to develop candidates' knowledge, skills, and dispositions to meet the needs of the whole child and increase teachers' and students' resilience and thriving. MPS is a mid-sized urban district where 59 % of students qualify for free and reduced lunch. While 62 % are students of color, predominantly African American (33 %) and Hispanic (17 %), 82 % of the teachers are white (Minnesota Professional Educator Licensing and Standards Board, 2023). The district aims to change this discrepancy. One of their strategies is encouraging members of the more diverse paraprofessional workforce to participate in the MPS Academy.

MPS Academy's K-12 SEL Content Lead, Dr. Dawn White, sought an applied framework that brought together social and emotional competencies with culturally responsive teaching practices. White described her decision to pursue use of the Anchors Competencies Framework this way (D. White, personal communication, April 16, 2024):

“CRTWC helped me see how to integrate (social, emotional, and cultural competencies) across an entire licensure program. And not just by adding lessons into a course but by keeping the framework in mind while creating each learning experience. It's also helped me see how to keep culturally responsive practices in continual focus instead of adding on a reminder at the end to 'do equity work.'”

Prior to launching the Academy with a first cohort of eight candidates, all seven of the participating faculty (all are MPS employees, in various district roles, and all have university teaching experience) attended the first one-and-a-half day TEI retreat at the beginning of their yearlong work with CRTWC. Mentor teachers and principals at each school hosting teacher candidate interns were also asked to attend, so they could reinforce the framework and also consistently apply it with their students. CRTWC staff collaborated with White to create learning experiences that offer candidates direct practice with the anchor competencies and teacher moves as well as opportunities for reflection on the importance of teacher and student context.

Each of the 12 modules includes the framework goals as part of MPS program goals and highlights anchor competencies and teacher moves within that particular content. For example, the module entitled Content Specific Instructional Strategies focuses on evidence-based strategies for reading, writing, math, and social and emotional learning for students with disabilities. It highlights attention to fostering self-reflection, cultivating perseverance, fostering a growth mindset, and creating community.

The following are two examples of learning experiences in one of the modules. The foundational anchor competencies and sample teacher moves are noted in parentheses.

- Candidates establish norms for brave spaces, explore personal identity, and examine the impact of a teacher's identity in the classroom. Candidates explore intersecting identities with students receiving special education services. (*Promote collaborative learning by practicing building consensus; foster self-reflection by exploring identity.*)
- Candidates engage in healthy conflict with the aid of accountable talk in a Socratic Seminar. Candidates apply skills to annual IEP meetings with multiple stakeholders. (*Respond constructively across differences by building capacity to make amends; create community by fostering individual voice.*)

The program faculty will spend the 2024–2025 year attending five one-and-a-half hour Zoom meetings with CRTWC staff, where they will have the opportunity to further develop their social, emotional, and cultural teaching lens, effectively integrate it into the coursework, and support the development of this same lens in their candidates. A collaborative research project initiated by the school district along with CRTWC and the Collaborative for Academic, Social, and Emotional Learning (CASEL) has also begun to document the outcomes for the program and the candidates.

#### *Oregon teacher preparation initiative*

The Oregon Teacher Preparation Initiative was prompted by newly formed statewide teacher preparation standards that is using the Anchor Competencies Framework to incorporate social, emotional, and cultural competencies. The Oregon state legislature passed House Bill 2166 to prevent the suspension and expulsion of young children from early childhood programs and to promote K-12 public school students' SEL competencies. (It should be noted that, although the bill uses the acronym SEL, there is an explicit intent to include culturally responsive teaching practices.) As a result of this bill, in Spring 2021, Oregon began to simultaneously create K-12 SEL standards and SEL standards for educator preparation programs (Hon et al., 2024).

The Oregon Department of Education (ODE) conducted a two-phase process that resulted in state K-12 SEL standards for teacher preparation being accepted in July 2023 (Martinez et al., 2024). The Oregon Teacher Standards and Practices Commission (TSPC) then hired an SEL specialist to support implementation of the standards within educator preparation programs. Educator preparation programs across Oregon are mandated, as part of their accreditation process, to respond to these new SEL standards and show evidence of their implementation by Spring 2025. The advisory group decided that the Anchor Competencies Framework

would best support implementation of the new standards (D. Hon, personal communication, July 2, 2024).

The state is providing opportunities for professional learning as they respond to these standards. Initially, the TSPC asked CRTWC to offer an introductory book club, focused on the Anchor Competencies Framework, to start building momentum for the change. Teacher educators from all over the state were encouraged, but not required, to attend two one-and-a-half hour sessions. Approximately 20 teacher educators chose to participate. Enthusiasm generated by the book club led one professor, Dr. Diedre Hon, who was a member of the state commission, to initiate a monthly SEL professional learning community with attendees from 12 of the 16 different universities, the Oregon Collaborative for SEL in Educator Preparation. The enthusiasm of this group, in turn, precipitated a request for a statewide CRTWC Teacher Educator Institute (Hon et. al., 2024).

In June 2024, 34 teacher educators from each of the 16 different preparation programs across Oregon, including both rural and urban and politically liberal and conservative areas, gathered for the Teacher Educator Institute kick-off two-day retreat. They are now attending monthly Zoom meetings and using what they learn to begin aligning their programs with the new state standards in anticipation of preparing more confident, effective beginning teachers.

Initial findings from research led collaboratively by CRTWC and the state of Oregon Department of Education indicate that participants are finding it helpful to use the framework to align their work to the new state standards. Participant comments from the initial two-day introductory retreat show appreciation for, among other things, the opportunity to talk to and learn from one another and to affirm what they believe but often don't get support for doing. For example, one participant said, "The retreat offered many opportunities to connect with peers in small groups and to see how they can build on what they are already doing in order to meet the new state standards." Another said, "Being in a circle of practice with such positive colleagues has set a stage for a year of transformative work!!!"

One of the next steps to increase the connection between policy and practice in Oregon is for a faculty-led workgroup to study, plan, and implement an initiative to work with the state-level teacher preparation program accreditation teams. The state, in collaboration with CRTWC, recently received a grant that will fund this additional professional learning. The intended outcome will be for accreditation team members to have a clear and consistent idea of what evidence to look for related to the new SEL standards.

### Lessons learned and recommendations

The ability of teacher preparation programs to operate is based not only on having enough students for fiscal viability, but also on the program's ability to pass state accreditation standards. Often, changes in teacher preparation programs are precipitated by new state standards. But we have found that the impetus for change may start with a small group of teacher educators, a program chair, or some other champion in a district or university. Each of the three programs described in this paper offers proof of concept that change can happen in credential programs and that the Anchor Competencies Framework can serve as a meaningful part of this change. They demonstrate that there is an opportunity for the framework to promote systemic changes at the beginning of the teacher pipeline so that social, emotional, and cultural competencies are woven into teachers' foundational understanding of the teaching and learning process.

We have identified three key levers for change from our work, thus far, to share with other institutions and initiatives aiming to make similar systemic changes. It has been a combination of these levers that has led to significant movement toward change. Below we describe how each initiative relied on one or more of them. All three levers – individuals who serve as champions, a coalition of the willing who support each other, and the carrot and stick approach – can be applied in a

variety of settings, whether at the district, university, program, or state level.

CalStateTEACH started with its System-wide Director as the point of entry. Dr. Ernest Black wanted to embed SEL and culturally responsive practices into the program and saw the framework as a vehicle for making that happen. So, he used a "carrot": free professional learning through the Teacher Educator Institute for a coalition of seven willing faculty members. The TEI experience inspired these individuals to lobby Dr. Black to bring the framework into their program. They presented what they learned to their colleagues at a faculty meeting, which built enthusiasm among the faculty. Building on this enthusiasm, Dr. Black paid for 22 more faculty members to attend TEIs over the next two years. He continued using the same "carrot" – fully paid professional learning. He also employed a "stick" – faculty who did not subscribe to the integration of the framework across the coursework would not continue teaching in the program.

The Minneapolis School District Academy, by contrast, started with a "stick" in the form of new state teaching standards that strongly emphasized both SEL and culturally responsive and sustaining competencies. White, tasked with starting a new district-based special education teacher preparation program, served as champion for the framework. She sought out CRTWC to integrate the framework into this new program. The coalition of the willing was built by encouraging interested school and local university faculty to apply to teach in this program. Those individuals are currently a part of the TEI yearlong program.

The Oregon state initiative has had a strong champion in Kristin Rush, a member of the Oregon Teacher Standards and Practices Commission. She is both passionate for change and strategic about seeking out resources to promote that change. With the "stick" of new state teacher performance standards for SEL going into place in 2024 and the "carrot" of the initial, low-lift book club, she has spread the Anchor Competencies Framework to teacher educators across all programs in the state.

These examples show that there is no one lever that must be the starting point. Education systems that want to incorporate the framework or emulate its approach to integrating social, emotional, and cultural competencies in their work should assess the current state needs and opportunities present in their systems. Some university programs and school districts may be able to leverage existing teacher preparation standards or upcoming revisions to standards, but this is obviously not possible in every situation. It may be more realistic to start with an incentive, such as the free professional learning CalStateTEACH offered, or with elevating the voice of a prominent champion, such as a district leader, a state teacher of the year, or other influential person or group. All efforts to integrate social, emotional, and cultural competencies into schools will need to build or leverage a coalition of the willing, but the timing and structure of that cooperative work will vary depending on the local context. For example, many U.S. states have local affiliates of the Social Emotional Learning Alliance of the United States (SEL4US), which can be a starting place for advocacy. But in some schools, districts, states, and universities, awareness of SEL may be more limited, so it can help to start with a passionate and influential champion who boosts awareness and support.

The three examples profiled here also demonstrate multiple methods and platforms for disseminating information and pulling the levers. Universities and school faculties may wish to start with light-lift strategies like the book club that generated enthusiasm and understanding in Oregon. The Teacher Educator Institutes are a more structured and intensive effort for those who are further along in their efforts to make a systemic commitment to the Anchor Competencies Framework. Common to all the successful examples shared here is an ongoing commitment to the work (rather than a one-time workshop), but the momentum for that ongoing work can begin in different ways.

## Extending and building on current efforts

Systematic research is needed to further describe and confirm what kind of changes occur when multiple levers for change are pulled. Just as important is studying whether these changes develop the desired competencies in teacher candidates and in their students and what factors and conditions influence sustainability. Such research, now being collaboratively planned and implemented by state and/or district level leadership in collaboration with CRTWC, has been built into both the Minneapolis and Oregon initiatives. This research will provide valuable information about the impact of the Anchor Competencies Framework on teacher practice, including how the thinking and teaching practices of the candidates incorporate the social, emotional, and cultural lens and competencies.

In sum, our experiences in California, Oregon, and Minneapolis provide evidence that major change is, indeed, possible in teacher preparation. Leaders, whether at the programmatic, district, or state level, can serve in the critical role of champion. These leaders can customize their approach to leverage support from likely champions of change in the programs. As we look ahead to the future of education, students will benefit from new teachers entering the field with the knowledge and skills necessary to engage in their practice with a social, emotional, and cultural lens, fostering a caring, supportive, effective, and equitable classroom environment. And when educators have the opportunity to develop their own resilience and perseverance, both they and their students will find joy in the classroom, and the field of education will move forward.

## CRedit authorship contribution statement

**Suzanne Bouffard:** Writing – review & editing, Conceptualization.  
**Nancy Lourie Markowitz:** Writing – review & editing, Writing – original draft, Conceptualization.

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