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REACHING & TEACHING
THE WHOLE CHILD
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Research Brief for Sunnyvale School District

Book Club Findings: Teaching with a Social, Emotional, and Cultural Lens





Book Club Aims & Format

Offer a learning coaching space for Programmatic Teachers on Special Assignment (ToSAs) to read and discuss the core book: *Teaching with a Social, Emotional, and Cultural Lens* (Markowitz & Bouffard, 2020). ToSAs participated in 5 sessions of the Book Club (1 session per month for 1 hour) to grow their understanding of the Anchor Competencies Framework (**see Figure 1**) and the roadmap it provides to support the enactment of culturally responsive social and emotional learning practices. Sessions were also designed to develop ToSAs own social, emotional, and cultural lens through a trusting community and support them as they consider approaches for applying this lens and the Framework within their sphere of influence.

In each session, ToSAs engaged in...

- **Small group discussions** about the core text
- **Beginning guided practice** to engage with the Framework and understand how using the Framework can support the development of the “whole” educator so that they can in turn teach the whole child.

Guiding Research Questions

1. Does participation in a 5-session Book Club enhance participants' knowledge of social and emotional learning and culturally responsive teaching practices, integration of culturally responsive and social and emotional learning practices into coaching, ability to attend to the context of those whom they coach, and efficacy for enacting a culturally responsive approach in coaching?
2. What were participants' experiences of the Book Club?
3. To what extent did ToSAs find the Book Club to be relevant, useful, and supportive of their roles as Programmatic ToSAs?

Participants

A total of eight Programmatic ToSAs participated in the 5-session Book Club, with eight participants completing the pre-Book Club survey and six completing the post-Book Club survey.

- 6 identified as female and 2 identified as male
- All ToSA's (area of coaching influence: ELA, ELD, SpEd)

Analysis

To explore the impacts of the Book Club, we assessed the extent to which participants' knowledge of social and emotional learning, culturally responsive teaching, and the Anchor Competencies Framework changed as a result of participating. We also analyzed data to explore changes in their integration of social and emotional learning, culturally responsive approaches, and attending to teachers' contexts in their coaching.

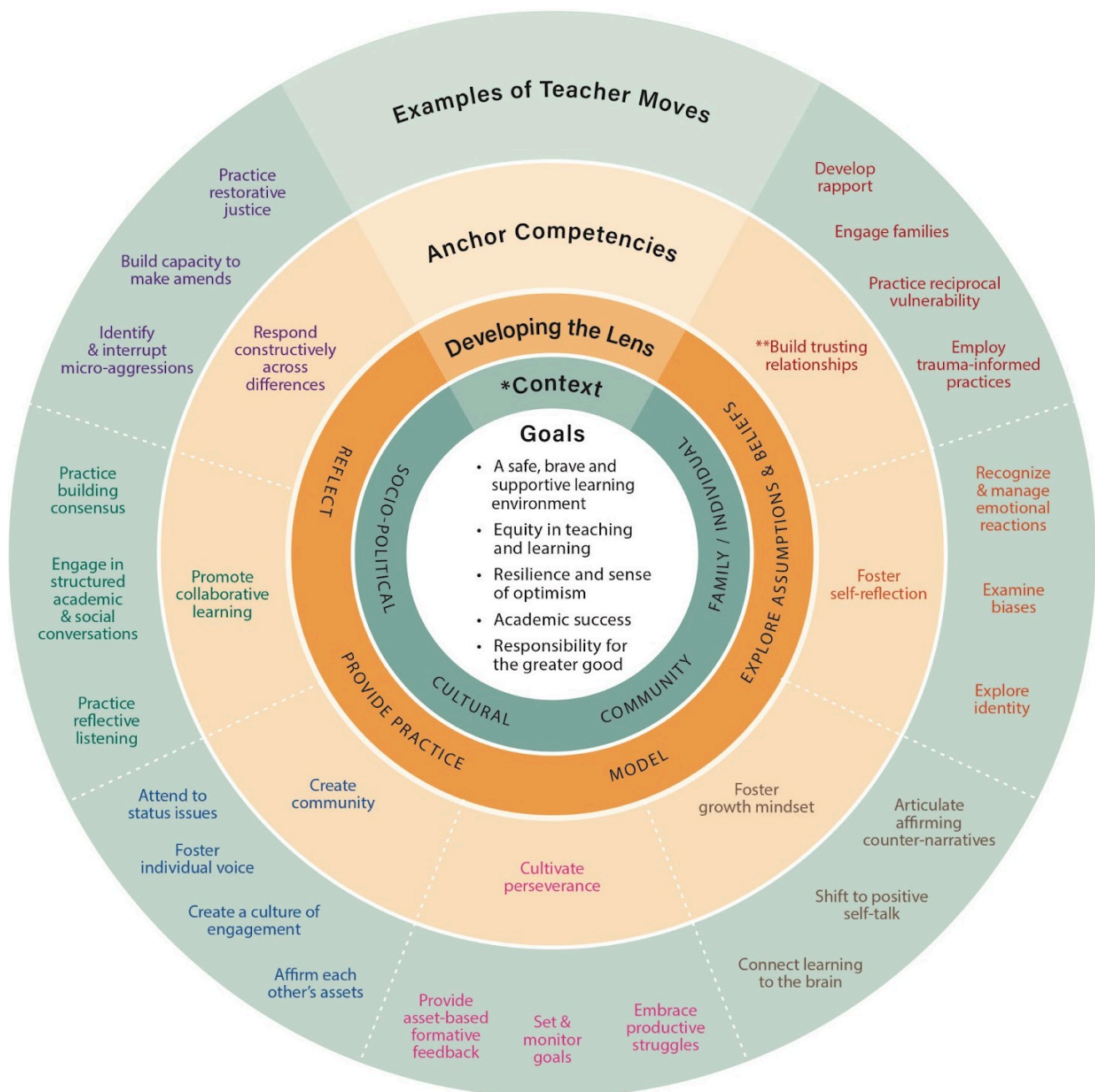


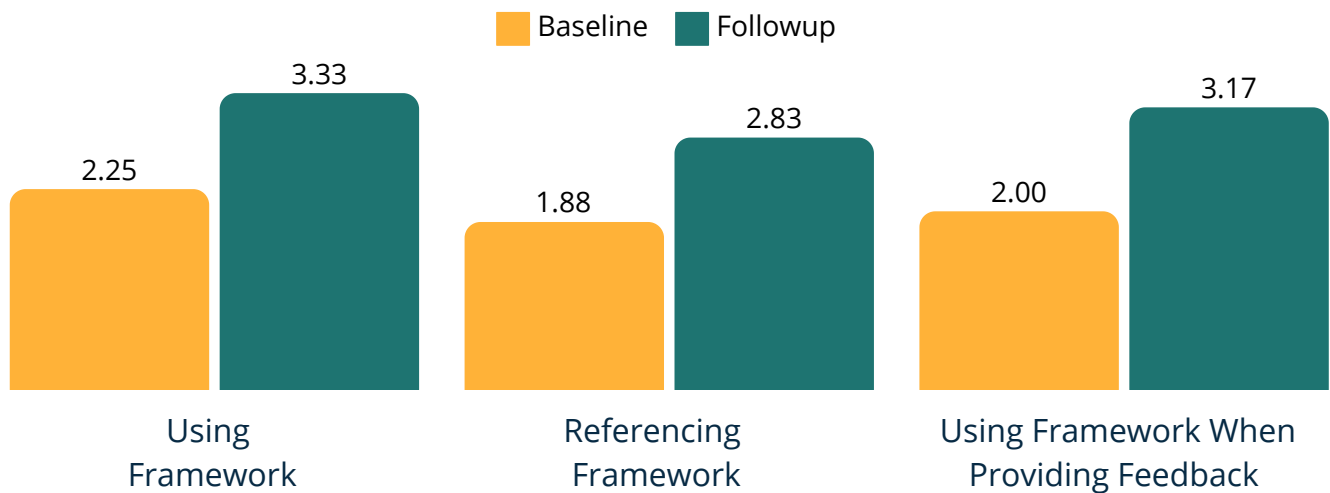
Figure 1. Anchor Competencies Framework

Findings

Overall, participants reported **increased use of** and **reference to** the CRTWC Framework after completing the book club.

Use of the Anchor Competencies Framework

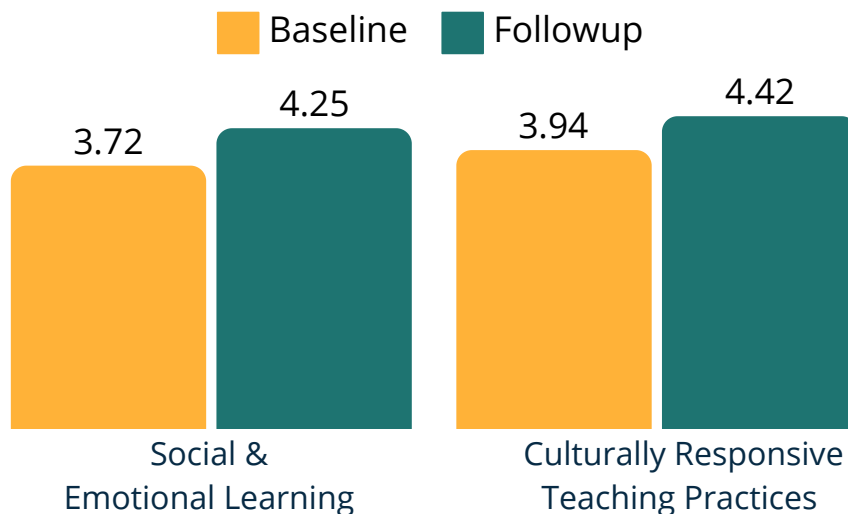
Participants were asked about their use of the Anchor Competencies Framework in their coaching and support of teachers both prior to and following the Book Club.



"I think diving deeper into the Framework has allowed [me] to better understand how to embed it during coaching conversations and in meetings with staff members."

Defining Social and Emotional Learning & Culturally Responsive Teaching Practices

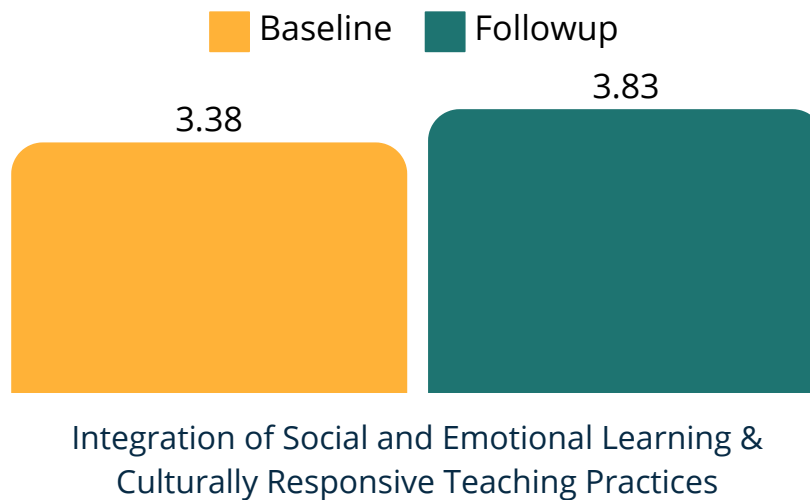
Participants were asked about their knowledge in defining social and emotional learning and culturally responsive teaching practices.



Findings Cont.

Integration of Social and Emotional Learning and Culturally Responsive Teaching Practices

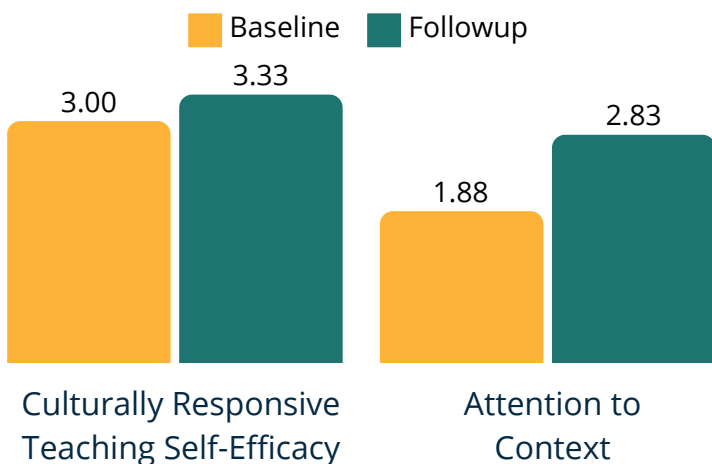
Participants were asked about their ability to integrate social and emotional learning and culturally responsive teaching practices into their coaching of educators.



Overall, participants were **more confident** in defining, aligning, and integrating **social and emotional learning** and **culturally responsive practices** into their coaching and support of educators after the book club.

Culturally Responsive Teaching Self-Efficacy & Attention to Context

Participants were asked about their efficacy for engaging in culturally responsive teaching practices and the extent to which they take into account the context of those they coach.



“ I have been **more mindful** of coaching teachers to be **identity-affirming** and **culturally responsive**. It is more my thinking that has been shifted. ”

Overall, participants reported **higher levels** of **culturally responsive teaching self-efficacy** and **attention to context** after participating in the book club.

Feedback

Percentage who “agreed” or “strongly agreed” with each statement.

100%

The strategies, activities, and explanations used during the Book Club provided me with a **helpful initial overview of the Framework** and its **application to instructional practice**.

100%

This Book Club clearly demonstrated how the Anchor Competencies are **foundational to the achievement of academic standards**.

100%

The Book Club helped me to learn about the Anchor Competencies Framework and its **application** for coaching and supporting teachers.

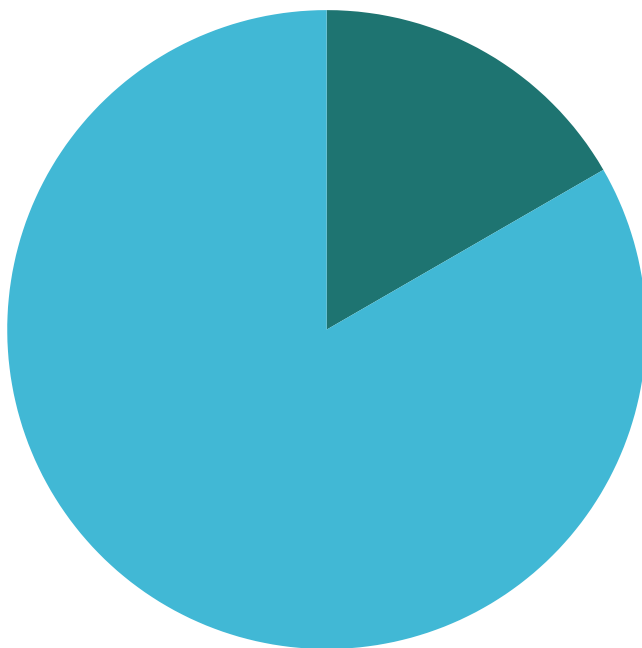
100%

The Book Club helped me to understand the **connection** between **social and emotional learning** and **culturally responsive teaching practices**.

When asked how much they **benefitted professionally** from participating in the Book Club, 100% said that they **benefitted quite a bit** or a **great amount**.

When asked how likely they would be to **recommend the Book Club to a colleague**, 100% said they would **most likely or very likely** recommend it.

Most Likely Recommend
16.7%



Very Likely Recommend
83.3%

“

The Book Club allowed [me] to **better understand how to leverage my role as a coach** to better support staff members in how to **reflect** and grow in their SEL practice.

”

“

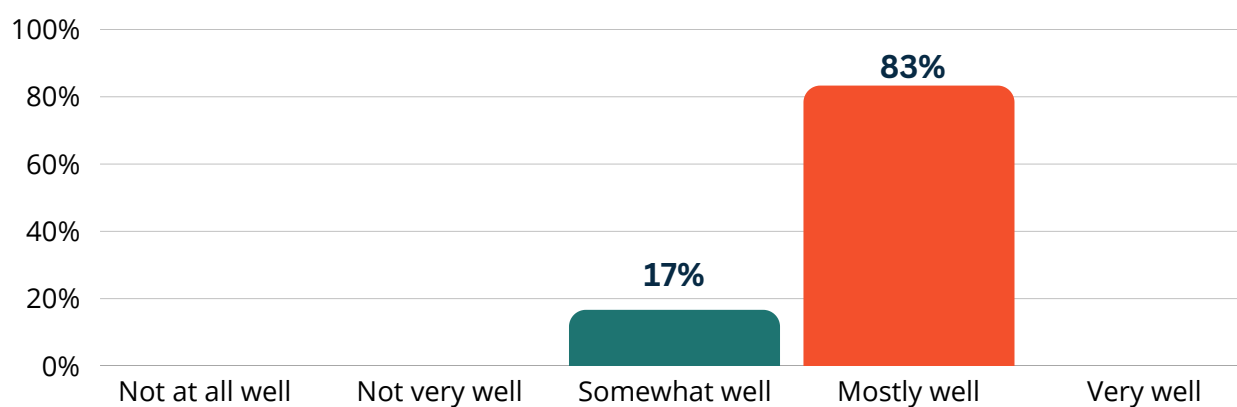
As a result of this book club, I have reflected more on the importance [of] **serving the whole child** and seeing the **connection between academic and emotion(al) needs**.

”

“ I enjoyed seeing the **connection between social and emotional learning & culturally responsive teaching**. These are two things I have learned a lot about and taken classes on, however, they are **frequently taught in isolation**. ”

“ Meeting together as a team **brought a sense of community and unity**. The book was a good way to **anchor our collective approach** and beliefs that inform our approach and actions. ”

When asked, “**How well do you think you will be able to implement the Framework in your coaching and support of teachers?**” most participants responded **somewhat well to mostly well**.



Overall, participants reported that the book club was **highly useful** and helped them **understand** and **apply the Framework** to their coaching of educators.

Key Recommendations

1 Participants reported **increased knowledge** and **use of the Framework**, heightened culturally responsive teaching self-efficacy, and attention to context after participating in this brief and non-resource-intensive experience. The Book Club could be offered to a **larger audience of educators and staff** to bolster awareness and use of the Framework, fostering a **common language** and **supporting whole child development** efforts.

2 Although participants developed initial knowledge of the Framework, **more training and supports are needed** to bolster their confidence in using the Framework. Participants called for **district-wide adoption** and **integration** of the Framework. As such, an intentional district-wide **implementation plan** could be developed and enacted to provide these supports and align coaching, professional development, and classroom practices.

3 Further research is needed to study the use of the Framework and the **long-term efficacy and sustainability** of this Book Club format for equipping educators with the tools to support whole child development efforts in the district.

CRTWC'S MISSION

EMPOWERMENT



Equipping educators with tools to create **safe, brave, and supportive learning environments** where teachers and students can learn and thrive.

EQUITY



Promoting equity in teaching and learning by helping educators to acknowledge their **context** and that of their students - so that they can address students' unique needs and uplift their **diverse strengths**.

TRANSFORMATION



Transforming classrooms by preparing **whole educators** with the social, emotional, and cultural competencies needed to teach the **whole child**.

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