



**CENTER FOR  
REACHING & TEACHING  
THE WHOLE CHILD**

FISCALLY SPONSORED BY COMMUNITY INITIATIVES



# Annual Report 2025

EQUIPPING AND PREPARING THE WHOLE EDUCATOR TO  
REACH AND TEACH THE WHOLE CHILD

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*with joy and deep appreciation for this work and this community*





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# Our Mission

At the Center for Reaching & Teaching the Whole Child, we support the holistic preparation and development of educators through a whole-educator framework and transformative professional learning, equipping educators with the self-knowledge and capacities needed to create thriving, human-centered learning environments.

# Our Approach

For over sixteen years, we've dedicated ourselves to transforming educator preparation and development through enriching professional learning, intentional coaching, and evidence-based resources for teacher educators, education leaders, and teachers - helping them to build environments that foster growth, learning, and well-being.

# Our Vision

We envision a world of self-aware, responsive, and thriving educators who create learning environments where all students can thrive and reach their fullest potential.

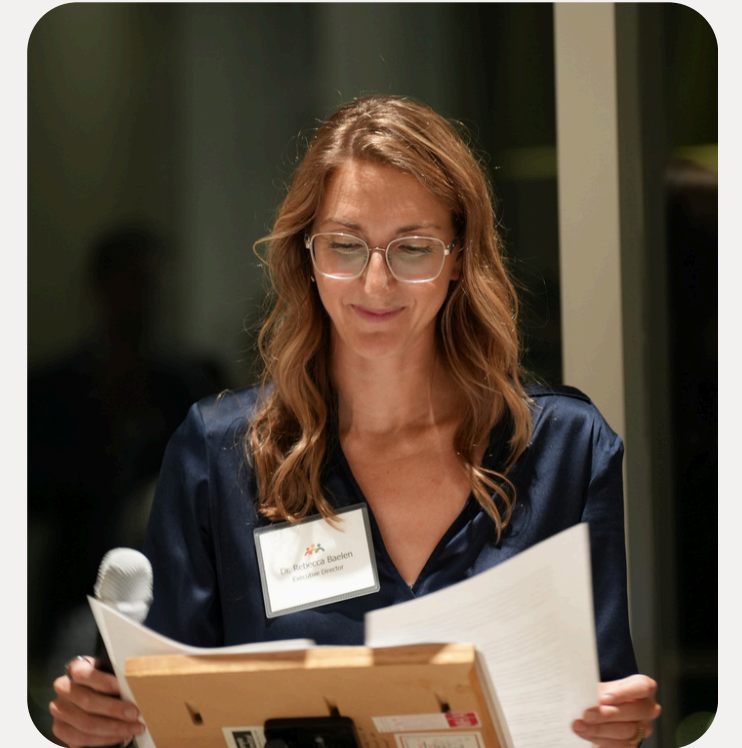


Oregon Educator Preparation Program Faculty  
Oregon Teacher Educator Institute - Portland, Oregon



# Letter from the Executive Director

This year has been one of tremendous growth and momentum for the Center for Reaching & Teaching the Whole Child. We completed two year-long Teacher Educator Institutes with teacher educators across Oregon and Minneapolis Public Schools, and we launched two new expert workgroups focused on bringing whole child teaching approaches into state-level accreditation efforts and early childhood education. We are also leading five research studies to measure and deepen our impact with teacher educators, teachers, and education leaders.



At a time when efforts to humanize education are more important than ever, our Center is committed to preparing teachers with the self-knowledge and capacities to build learning environments where all children can thrive and reach their fullest potential.

Our team and reach are expanding, with new projects in the Bay Area (Notre Dame de Namur University; San José State University's Early Childhood Institute), new research collaborations (Kennesaw State University), and a new Director of Learning Innovation and Research. We are also growing our support from foundations with new grants from the Morgan Charitable Foundation, the Nanda Family Foundation, the Sauer Family Foundation, and the Oregon Community Foundation.

We are excited for the year ahead and feel grateful for the support from our growing donor community. Together, we're changing the current in education, so that every classroom becomes a place where children feel seen, are supported, and are given the tools to succeed academically and in life.



# Our Focus Areas

## Professional Development



Our Teacher Educator Institutes (TEIs) offer a year-long cohort-based professional learning experience for teacher educators and education leaders to deepen their understanding of our Anchor Competencies Framework, develop their own social, emotional, and cultural competencies, and begin to integrate the Framework into their educational contexts and support of teachers and students.

## Systemic Integration



We facilitate and lead collaborative workgroups that draw on the expertise of educators, researchers, and education leaders to explore the ways in which our Framework can support the systemic integration of a whole educator and whole child approach across varying contexts and areas of need in education. The workgroups are carried out in partnership with state-level agencies, districts, and universities.

## Research



The Center is carrying out a number of research studies to explore the impact of our professional learning opportunities (i.e., TEIs) and the process and outcomes of our workgroups. We are also exploring the integration of culturally responsive SEL in teacher preparation programming at a private university, as well as the role of prosociality in facilitating outcomes for teacher educators and their teacher candidates.



# Our Work in Action

● Professional Development

**Oregon TEI**

CRTWC facilitated a year-long professional learning experience for Educator Preparation Program (EPP) faculty across the state of Oregon to support their implementation of the new state SEL standards by leveraging CRTWC’s Anchor Competencies Framework - a guiding Framework of the new state standards.

**Minneapolis Public Schools (MPS)  
Academy TEI**

CRTWC facilitated a year-long professional learning experience for faculty teaching in a novel Grow-Your-Own Teacher Preparation Pathway for Special Education Teachers in the district.

● Systemic Integration

**Reaching & Teaching the Whole Child,  
From the Start**

A workgroup facilitated in partnership with San José State University’s Early Childhood Institute to explore the application of CRTWC’s Framework for supporting our youngest learners and building out resources to support the Framework’s integration within PK-3 Teacher Preparation in California.

**SEL Self-Assessment & Reporting Workgroup**

A workgroup facilitated in partnership with the Oregon Teacher Standards and Practices Commission (TSPC) focused on developing a set of reporting tools and templates to support EPP implementation of the new SEL state standards, as well as EPP review processes.

**AI in Educator Preparation,  
Community of Practice**

CRTWC is partnering with the Residency Lab to co-develop an Equitable Use, Whole Human AI Framework for Educator Preparation.

● Research

**TEI Research Studies**

Examining the impact and implementation of our year-long TEI in Oregon and Minneapolis Public Schools.

**Towards Kindness Study**

Exploring the role of prosocial behavior in teacher preparation (with faculty and candidates).

**Notre Dame De Namur University**

Landscape analysis study to explore the integration of culturally responsive SEL in teacher preparation and the use of innovative technologies to support candidates’ social, emotional, and cultural competencies.

**Early Childhood Workgroup Research**

Understanding the workgroup process and approaches for integrating a whole child approach to early childhood teacher preparation - harnessing CRTWC’s Framework.



# Funding: Contracts & Grants

- **Margaret & Kapil Nanda Family Foundation (\$15,000):** Supporting the development of our Resource Guide to support the use and implementation of the Anchor Competencies Framework in practice.
- **Morgan Charitable Foundation (\$200,000):** Assembling an expert workgroup of early childhood educators in partnership with San José State University to explore our Framework's application for preparing early childhood educators in the state of California and beyond.
- **Notre Dame de Namur University (NDNU) Contract (\$40,000):** Supporting a landscape analysis of NDNU's focus on social, emotional, and cultural competency development in teacher preparation.
- **Oregon Community Foundation (\$120,000):** Supporting an initiative to integrate a focus on teacher candidates' social, emotional, and cultural competency development in clinical practice.
- **Sauer Family Foundation (\$95,000):** Awarded to Minneapolis Public Schools to support a contract with CRTWC to develop resources and supports for faculty in a novel teacher preparation pathway.
- **The Ford Family Foundation (\$35,000):** Studying the impact of the Oregon Teacher Educator Institute and integrating a focus on social and emotional learning standards in state-level accreditation.
- **Towards Kindness Research Grant - CASEL (\$25,000):** Studying prosocial behaviors of teacher educators and teacher candidates in a novel Grow-Your-Own Teacher Preparation Pathway.



**A heartfelt thank you to our philanthropic partners and supporters**





# Our Reach: Who We're Impacting & Working With

## Oregon

**Teacher Educator Institute (TEI) & Research Study - 32 Educator Preparation Program (EPP) Faculty** from 15 EPPs in the state of Oregon participated in a TEI facilitated by CRTWC and are participating in a research study conducted in collaboration with the University of Portland to study the impact and implementation of the TEI.

**SEL Self-Assessment & Reporting Workgroup** - A collaborative workgroup comprised of **6 EPP Faculty and Administrators**, and **2 staff members** from Oregon's Teacher Standards and Practices Commission.

## Bay Area, California

**Notre Dame de Namur University (NDNU)** - Landscape Analysis study with over **60 faculty and teacher candidates** across NDNU's teacher preparation programs.

**Reaching and Teaching the Whole Child, From the Start** - A collaborative workgroup comprised of **9 early childhood teacher educators and educators**, and **3 faculty members** from the Early Childhood Institute at San José State University.

## California

**AI in Educator Preparation Community of Practice** - A community of practice comprised of **40 educators** led by the Residency Lab (an initiative of the Californians Dedicated to Education Foundation) with support from CRTWC.

## Minneapolis, Minnesota

**Minneapolis Public Schools (MPS) Academy, TEI** - **15 teacher educators and administrators** participated in a year-long TEI facilitated by CRTWC.

**MPS Academy Research** - Research study carried out with **15 teacher educators** and **9 teacher candidates** from the MPS Academy to explore the implementation and impacts of the TEI.

## Kennesaw, GA

**Kennesaw State University** - Research partnership with faculty and graduate research assistants to explore prosociality in teacher preparation.



# Conferences & Publications

Our work is contributing to national conversations on educator preparation and development, social and emotional learning, and culturally responsive teaching practices.



## Conferences

- Paper Accepted to the SEL Exchange Conference in February 2025, "Impacts of Year-Long Professional Learning Experience on Education Faculty." - Deirdre Hon, Joshua Lovett, and Rebecca Baelen.
- Poster Accepted to the SEL Exchange Conference in February 2025, "Developing New Teachers' SEL in a Grow-Your-Own Licensure Pathway." - Dawn White, Jeremy Jagers, Eric Moore, Rebecca Baelen, and Joshua Lovett.
- Paper Presented at the AACTE Conference in February 2025, "Promoting a Social, Emotional, and Cultural Lens Among Education Faculty." - Rebecca Baelen, Deirdre Hon, and Nancy Markowitz.
- Rebecca Baelen presented at the NASDTEC Conference in June 2025, "A state level model for systemic SEL integration in teacher preparation." - Kristin Rush and Rebecca Baelen.
- Nancy Markowitz co-led a workshop at the Learning Forward Conference in December 2025, "Leadership for Change: Building Supportive School Communities." - Nancy Markowitz, Dawn White, and Eric Moore.

## Publications

- Markowitz, N. L., & Bouffard, S. M. (2025). Beyond good intentions: How a social, emotional, and cultural competency framework leads to improvements in teacher preparation. *Social and Emotional Learning: Research, Practice, and Policy*, 5, 100079.
- Ha, C., Hwang, S. H., Baelen, R., Santos, A. C., Murano, D., Harris, J., ... & Schonert-Reichl, K. A. (2025). Suggestions for culturally inclusive learning: Integrating diversity in educational research and promoting inclusive social and emotional learning support for all. *Learning and Individual Differences*, 124, 102787.



# Minneapolis Teacher Educator Institute (TEI)

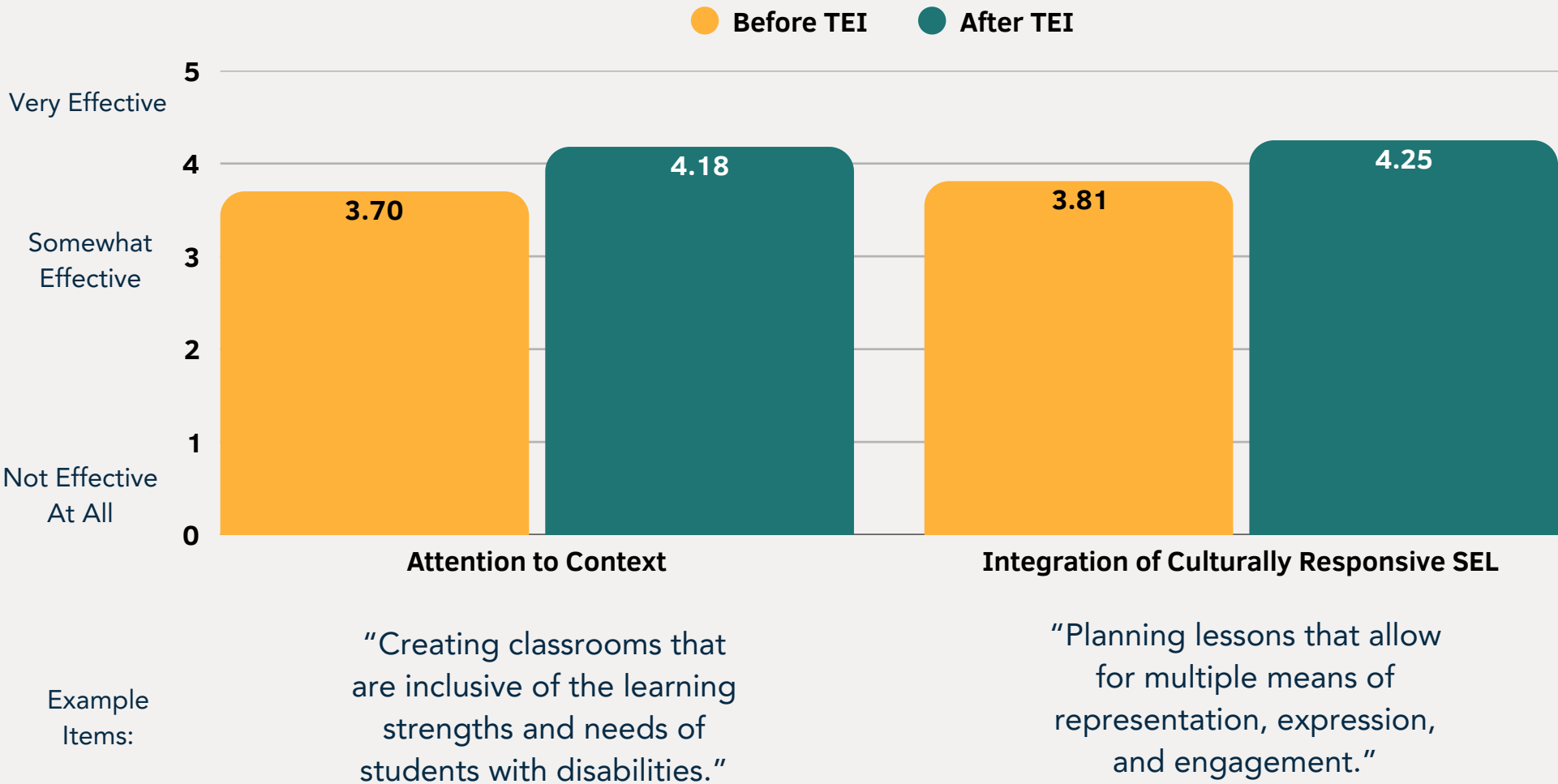
## Impacts

Participating MPS Academy Faculty reported feeling more equipped to build their candidates' social, emotional, and cultural (SEC) competencies

- Build Trusting Relationships
- Foster Self-Reflection
- Cultivate Perseverance
- Foster Growth Mindset
- Create Community
- Promote Collaborative Learning
- Respond Constructively Across Differences

Survey results from our Teacher Education Institute (TEI) with MPS Academy Faculty revealed that participants felt deeply engaged throughout their yearlong experience. They reported meaningful growth in their social, emotional, and cultural (SEC) competencies, along with greater confidence in supporting their teacher candidates.

### Teacher Educators' Ability to Foster Inclusive Learning Environments for their Teacher Candidates (TCs)

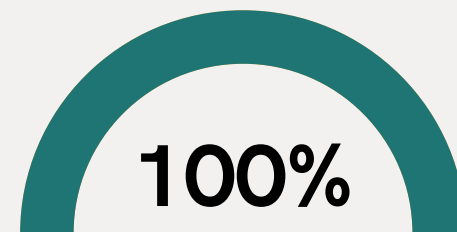


*\*MPS Academy Faculty showed growth in supporting all SEC competencies outlined in the Anchor Competencies Framework.*

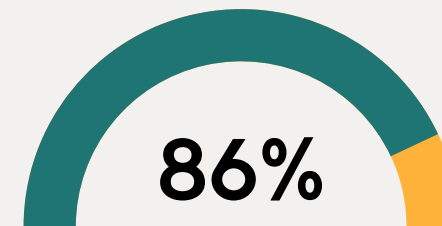


# MPS Academy Faculty Perspectives on the TEI

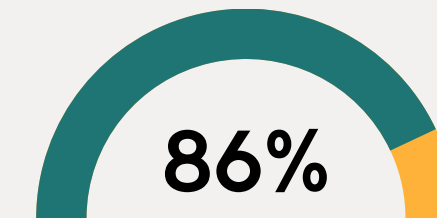
Percentage of participants who answered "somewhat" or "strongly" agree to the following statements.



How many of the things that you learned during the TEI can you **use** in your work with teachers?



How likely would you be to **recommend** the TEI to a colleague?



How well do you think you are **able to implement** the Framework?

“ I am realizing that as I teach my candidates about social emotional and culturally responsive practices, **I have room to continue to develop my own.** This has been exciting for me, and makes me **want to continue to refine my practices in the service of students and their families.** ”

“ It helped develop me as a leader and **understand how to approach my supervision** and my ... stewarding of of ... programs and developing teachers for the highest good of our kiddos ... **it was a very positive thing in a hard time.** ”

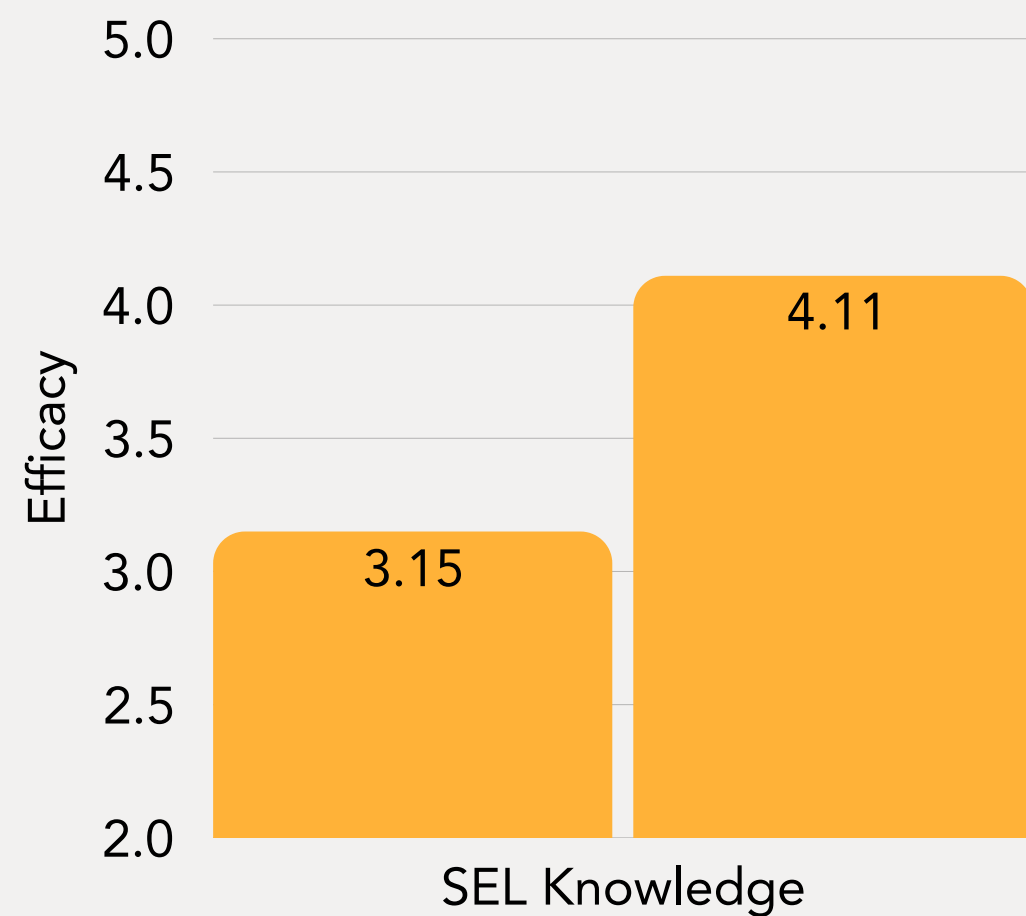
“ Honestly, it was a **highlight of my year** and it was also kind of a **highlight of my career** so far and it feels like a launching point.” ”



# Oregon Teacher Educator Institute (TEI) Impacts

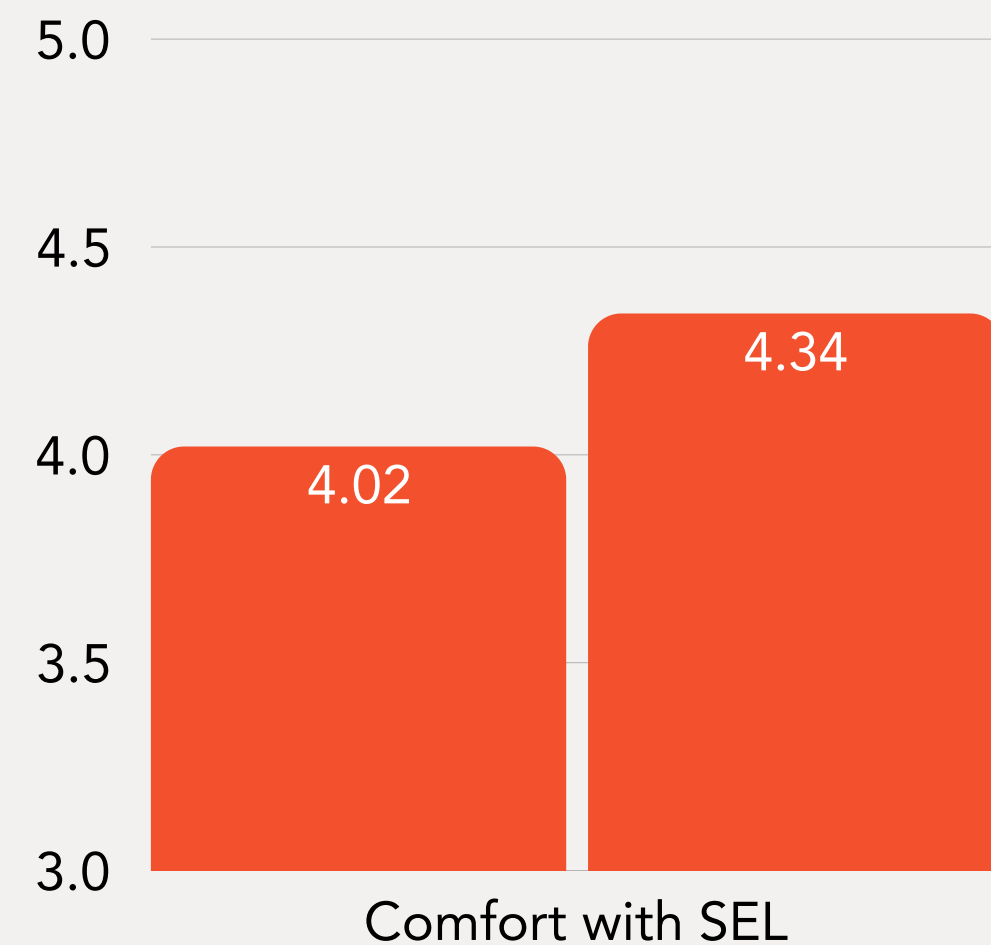
Survey results from our Oregon TEI revealed that participants felt deeply engaged throughout their yearlong experience. They reported meaningful growth in their social, emotional, and cultural (SEC) competencies, along with greater confidence in teaching and modeling our framework. Many have already begun weaving these ideas into their work with teacher candidates, creating lasting impact across their educator preparation programs.

**Participants' Knowledge of Social and Emotional Learning Increased over the Course of the TEI**



1 = Not at all effective, 5 = Very effective

**Participants' Comfort in Teaching Social and Emotional Learning Increased over the Course of the TEI**



1 = Strongly disagree, 5 = Strongly agree

# Oregon TEI Impacts Cont.

## Participating EPP Faculty Felt More Efficacious and Willing to Integrate Culturally Responsive SEL Practices into their Teaching and Support of Teacher Candidates

↑ Participants showed increased efficacy for **using culturally responsive SEL practices** in their teaching and support of teacher candidates.

↑ Participants were **more likely to integrate culturally responsive SEL practices into their teaching** and support of candidates by the end of the TEI.

Participating EPP Faculty reported feeling more equipped to build their candidates' social, emotional, and cultural competencies

- ↑ Build Trusting Relationships
- ↑ Foster Self-Reflection
- ↑ Foster Growth Mindset
- ↑ Cultivate Perseverance
- ↑ Create Community
- ↑ Respond Constructively Across Differences



# Oregon Faculty Perspectives on the TEI

After completing their yearlong Teacher Educator Institute, Oregon Educator Preparation Program (EPP) Faculty shared their deep appreciation for the TEI experience. Their survey responses revealed that they benefitted substantially from the TEI and would recommend it highly to other faculty.

100%

benefited “a lot” or “a great deal” from the TEI

100%

are “mostly” or “very” likely to recommend the TEI to other faculty

100%

reported plans to use learnings from the TEI in their work with teachers

“

Participating in the TEI was both **timely and transformational for me...** [and] gave me a **practical roadmap for implementing social-emotional learning.**”

”

“

It was one of the best PDs that I had gone to ... They practiced what they were preaching essentially ... **they were modeling what they want us to do with our own teacher candidates** and what we want our teacher candidates to do with K-12 students. And so I just really appreciated that. **I left that training feeling very invigorated** and very excited about implementing things.

”

“

The CRTWC facilitators were fantastic. **I felt seen and heard throughout the experience.** I also appreciated the support they provided to participants in person, via email, and on Zoom.

”

# Voices from Our Community



"I found... the **Center's framework**... and we started talking about how robust the framework was, and that it would allow me to have a **cohesive view of social, emotional, and cultural competencies** and be **able to weave them throughout all of the coursework that we had in the program.**"

- Dr. Dawn White: K-12 SEL Content Lead, Minneapolis Public Schools



For the Center "to facilitate **an entire year-long institute** where the end goal is not the same for the 15 or 20 groups of participants...and that they all felt that **it was meaningful and accessible...it's just really impressive.**" - Kristin Rush: Holistic Education and Academic Alignment Specialist, Oregon Teacher Standards and Practices Commission



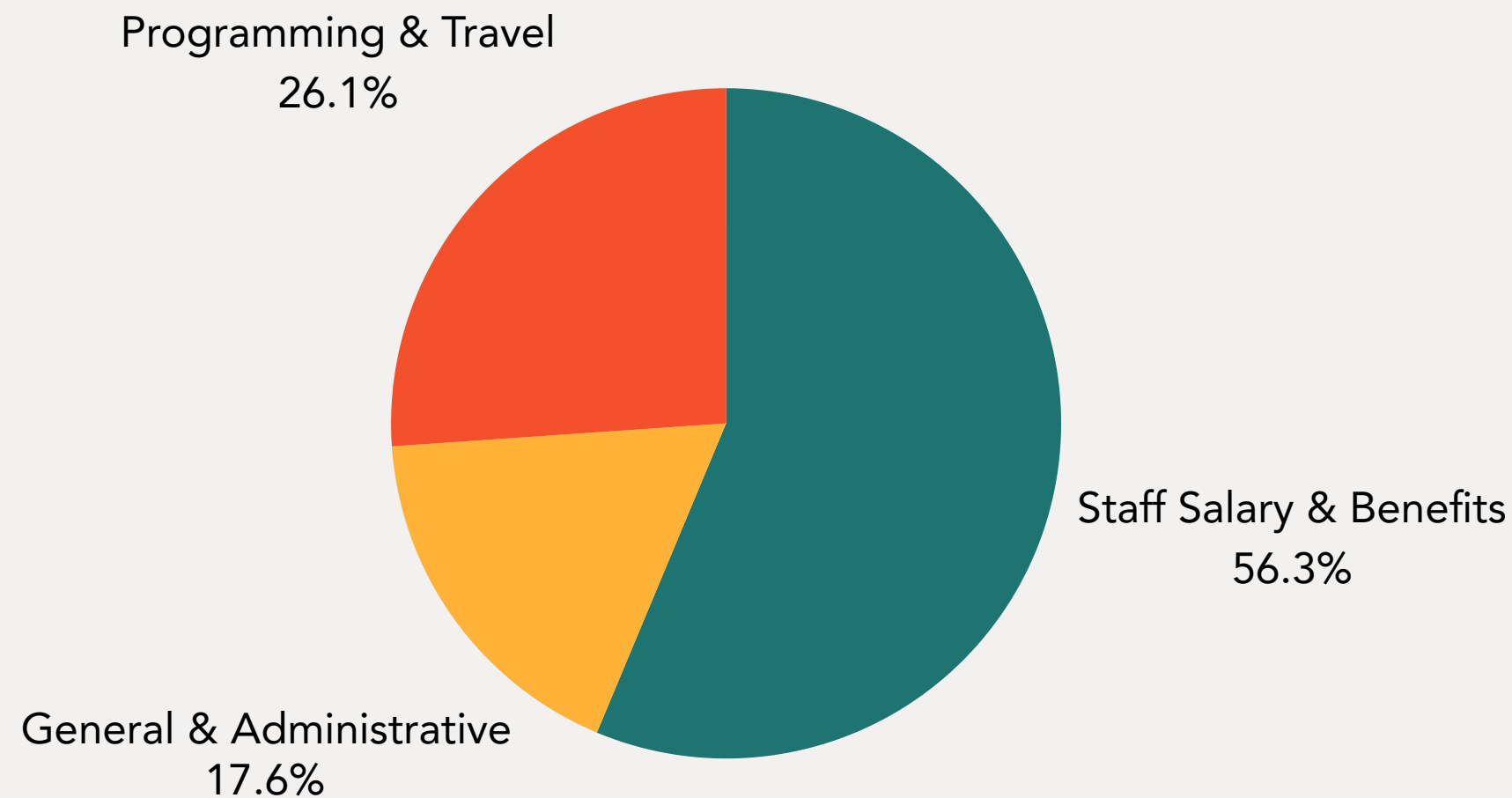
"Education is more than just teaching a subject. **It's about really teaching to the whole child...**and now **with the Center, [I have] a framework that I can use to help others see that.**" - Dr. Tsehsien Kelly Vaughn: Interim Dean, School of Education at Notre Dame de Namur University



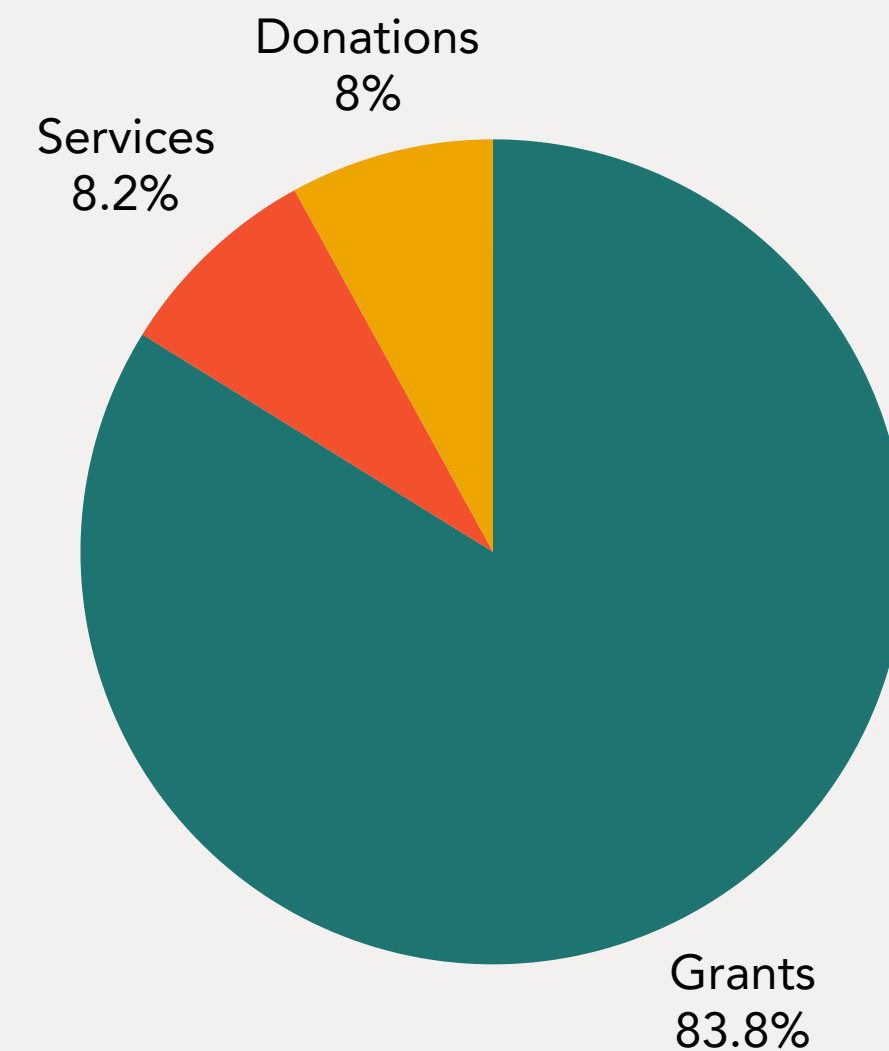
# 2025 Financial Overview

The Center for Reaching & Teaching the Whole Child has steadfastly pursued its mission of preparing and supporting educators for the work of reaching and teaching the whole child. Thanks to the unwavering support of our donors and funders, CRTWC has successfully broadened its program offerings, extending our reach to teacher educators, education leaders, and teachers across the United States. The transformative impact of our work is evident, as we've not only empowered educators with essential skills but also enriched teacher preparation and development efforts with cutting edge resources. We are deeply grateful for the collective dedication of our community, which ensures that our innovative programming continues to flourish.

## ● Expenses - \$392,690



## ● Revenue - \$483,521



# Thank you to our donors

## ● **Headwaters Circle - \$5,000 and Above**

Anonymous  
Eric & Sue Baelen  
Julie & Will Harsh  
Marie-Jose Helene Bahnam & Jason Kreuziger  
Nicola Fleischer & Andrew Wynn

## ● **Upstream Champions - \$1,000 - \$4,999**

Donna Dubinsky & Len Shustek  
Jeanne Newman  
Jo Ann Allen Nyquist  
Kirsten VerHaar & Matt Dewalt  
Lance von Stade  
Meri Maben  
Miesha Brodsky Aziz and Ethan Gur-esh  
Nadim Taha & Nathalie Saade  
Stephanie Longfellow & Sam Blattner

## ● **Impact Contributors - \$500 - \$999**

Alisha & Paul Frausto  
Chadd Schaefer  
Elizabeth Watson & Kristof Neukermans  
Gurston & Shoshana Nyquist

## ● **Impact Contributors - \$500 - \$999**

Jonathan McKeever & Rebecca Letz  
Mary Ringel  
Michael Kerner & Wendy Thowdis  
Sue Baelen & Phil King  
Scott Mason

## ● **Ripple Makers - \$250 - \$499**

Alicia Alexander & Dan Klistner  
Azziza Bensaid & Mike Zima  
Ben & Katie Horne  
Bryan Kitch & Zoe Zeitlin  
Chris Nordsiek & Sara Schloat  
David Masterson & Silvie Jensen  
Emily Green & Jean Francois Gauthier  
Grant Garber  
Judith Schwartz & Bill Conlon  
Matthew Buchwald  
Michele Baelen  
Noelle Fogg Elibol & Melih Elibol  
Stephanie Khaziran  
Suzanne Riley & Pete Frings



# Thank you to our donors

## ● Friends of the Center - Gifts up to \$249

Alexandra Mallick  
Alexis & Archie Abrams  
Alexis & Ryan Schubert  
Alicia Rivas  
Anna Santos  
Brittany Janis & Samuel Clay  
Claire McCann & Eric Bellomo  
Dani Belisle  
Darian Heyman  
David Whitenack  
Elizabeth Moore  
Erin & Jay Taylor  
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Jesse Lobreglio  
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Josh Silber & Meg Martin  
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Kris & Kurt Schulte

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Meryl Brod  
Michael Gallagher  
Natalie Meyers  
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Nicole McAndrew & Jesse Dacumos  
Nikki & Tom Frantzen  
Nuray & Cihan Ozbay  
Orianne Dutka & Blake Rawdin  
Pam Grossman  
Paul Goren  
Paulo Heyman & Lauren Skowronski  
Pauline Eveillard & Doug Gould  
Sabrina King & Abel Smith  
Samira Pingali & Dr. Aaron Hall  
Stephen Goldmann  
Steve Schneider  
Wendy Baron



Early Childhood Workgroup Zoom Meeting  
Reaching & Teaching the Whole Child, From the Start

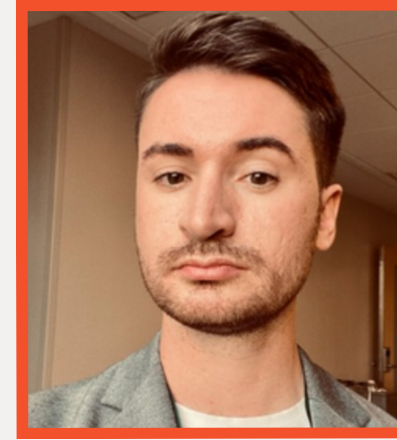
# Our Team



Rachel Bacosa  
Director of  
Transformative Practice  
Integration



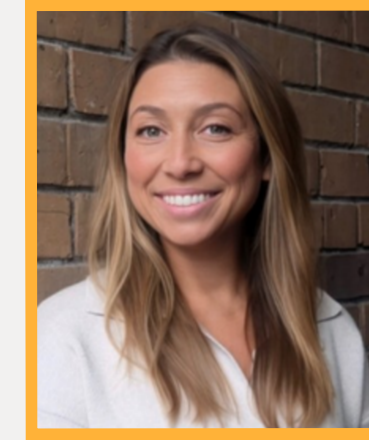
Dr. Rebecca Baelen  
Executive Director



Josh Lovett  
Research Associate



Dr. Lawrence Louis  
Strategic Growth &  
Communications Manager



Dr. Halley Maza  
Director of Learning  
Innovation & Research



Hannah Nip  
Research Assistant



Dr. Lindsay Romano  
Research Fellow



Chelsea Rubin  
Project Manager



Dr. Julie Sauve  
Research Fellow

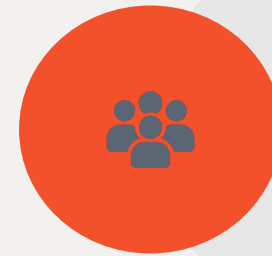


Wendy Thowdis  
Professional  
Development Specialist



# Looking to 2026

We are looking forward to the year ahead - continuing our work in Oregon, Minneapolis, and across the Bay Area. We are also launching a new workgroup focused on the clinical practice or field experience component of teacher preparation in the state of Oregon, as well as deepening our exploration of AI and the role of innovative technologies for supporting teacher preparation and development.



We will launch a new expert workgroup in Oregon focused on enhancing teachers' social, emotional, and cultural (SEC) competencies in the field experience component of teacher preparation.



We will be continuing our work with early childhood teacher educators - centering a focus on the whole child in PK-3 educator preparation in California and beyond.



We are excited to be co-constructing resources and tools for teacher educators and special education teachers in Minneapolis, seeking to reach and teach the whole child.



We will be finishing up our landscape analysis of Notre Dame de Namur University's teacher preparation programming and beginning to offer professional learning experiences to faculty - leveraging technology to support teachers' SEC competency development.





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THE WHOLE CHILD**

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Faculty from Minneapolis Public Schools Academy: Teacher Educator Institute, Kick-Off Retreat

# Thank You

## for supporting us in 2025

Because of your support and belief in this work, the Center continues to move forward—supporting educators to create learning environments where they can thrive with and alongside their students.

In Joy and Love for the Work and the Community,  
CRTWC

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