

Social and Emotional Learning, Cultural Competence, and Equity in Teacher Preparation

November 14, 2019



EdPrepLab



Moderator



Maria Hyler

Director, EdPrepLab

*Deputy Director, Washington, DC,
office, Learning Policy Institute*

@teachermeh

mhyler@learningpolicyinstitute.org

Agenda

Welcome & Introduction

- **Maria Hyler**, *Director*, Educator Preparation Laboratory

Presentations

- **Nancy Markowitz**, *Executive Director*, Center for Reaching and Teaching the Whole Child, *Professor Emeritus*, San Jose State University
- **Patricia Swanson**, *Professor and Chair*, Department of Teacher Education, San Jose State University
- **Pat Norman**, *Professor*, Department of Education, Trinity University
- **Mari Jones**, *Faculty and Co-Director*, Deeper Learning Hub, High Tech High Graduate School of Education

Panel Discussion

Audience Q&A

Agenda



EdPrepLab



Preparing Teachers to Support Social and Emotional Learning

*A Case Study of San Jose State University
and Lakewood Elementary School*

Hanna Melnick and Lorea Martinez



MAY 2019

Panelist



Nancy Markowitz

*Executive Director, Center for
Reaching and Teaching the Whole
Child*

*Professor Emeritus, San Jose State
University*

nancy.crtwc@gmail.com

Big Ideas...

- ❑ Teacher preparation is key lever for change
- ❑ Social-emotional learning must be addressed within social, political, & cultural contexts
- ❑ Need for common language
- ❑ Use a social, emotional and cultural lens
- ❑ Adults, as well as students, need to work on social, emotional, and cultural competencies
- ❑ It takes time!



Spreading the word...

- ✓ Teacher Educator Institute (TEI): year-long program with two in-person retreats + video conference calls
- ✓ Next TEI starts June 17-19, 2020 in Mountain View, CA
- ✓ Check out evaluation reports of TEI's impact on our website:
www.crtwc.org
- ✓ Release of our book, *Teaching with a Social, Emotional, and Cultural Lens: A Framework for Teachers and Teacher Educators*, in Spring 2020 from Harvard Education Press



Panelist



Patricia Swanson

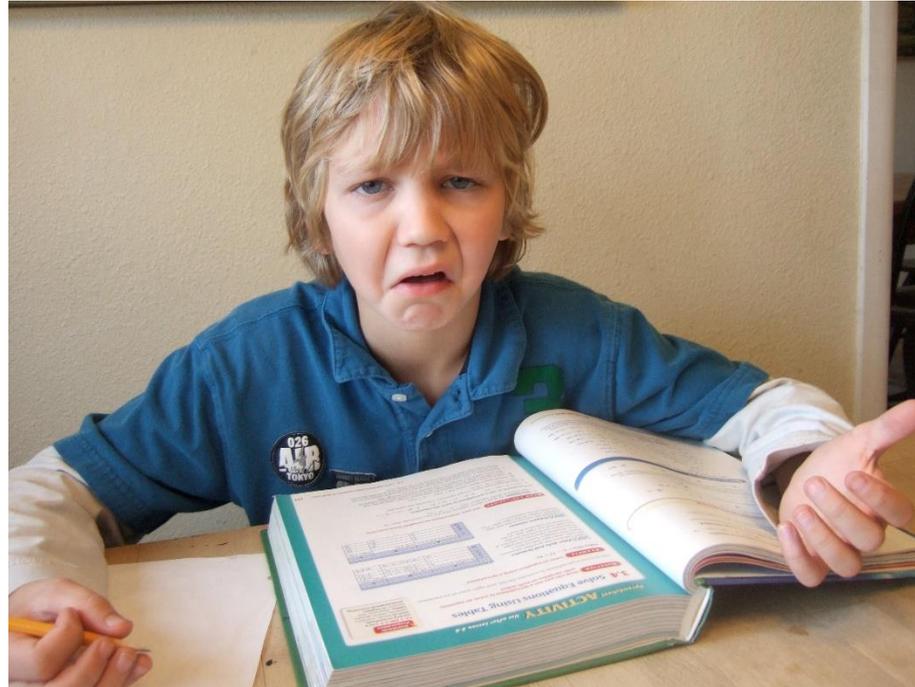
Professor and Chair, Department of
Teacher Education, San Jose State
University

patricia.swanson@sjsu.edu

Instructional Samples from Mathematics Methods

Self Awareness and Reflection

“This problem brought out the run response in me”



Standards for Mathematical Practice:

#1 Make sense of problems and persevere in solving them ...

Swanson, P. E. (2013). Overcoming the run response. *Mathematics Teaching in the Middle School*. 19 (2), 94-99.

Culturally Responsive Teaching in Rural California

Rather than underground parking garages.... wells and water tanks

LESSON 6 Problem Solving Strategy **Draw a Diagram**

Quick Review
1. $2 + 5$
2. $8 - 3$ 3. $10 +$
4. $4 - 5$ 5. $6 +$

PROBLEM Carson parked in the deepest underground parking garage in London, the Aldersgate Car Park. It has 14 floors for 670 cars. After a long day of sightseeing, he returned to the parking garage to find his car. He forgot where he had parked. So, he entered the elevator on the ground floor and took the elevator down 8 floors and looked. Then he went up 2 floors, down 5 floors, and up another 4 floors before he found his car. His car was parked on which floor?

Understand
• What are you asked to find?
• What information will you use?
• Is there any information you will not use?

Plan
• What strategy can you use to solve the problem?
You can draw a diagram of the underground floors.

Solve
• How can you use this strategy to solve the problem?
Draw a vertical number line to represent the parking garage's levels. Start at the ground floor and model Carson's movements.

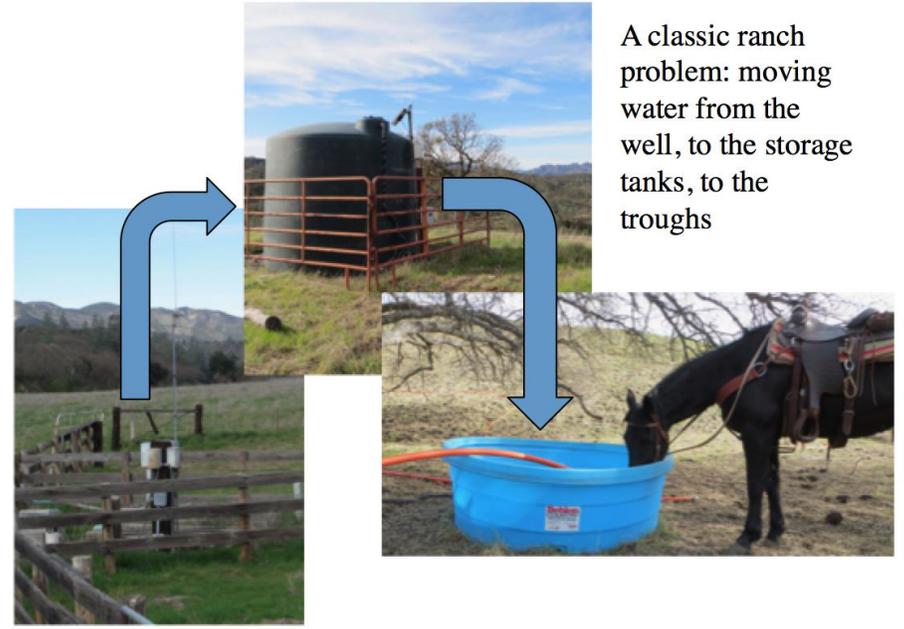
So, Carson found his car parked 7 floors underground, or on the -7 floor.

Check
• How can you decide if your answer is correct?

GROUND FLOOR		
-1 FLOOR		
-2 FLOOR		
-3 FLOOR		
-4 FLOOR		
-5 FLOOR		
-6 FLOOR	8 floors	
-7 FLOOR	2 floors	
-8 FLOOR	5 floors	
-9 FLOOR		
-10 FLOOR		
-11 FLOOR		
-12 FLOOR	4 floors	
-13 FLOOR		
-14 FLOOR		

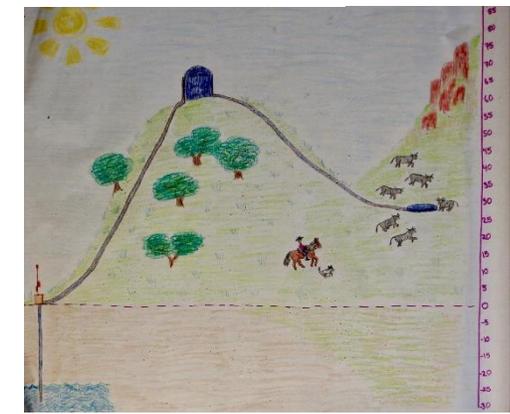
First Second Third Fourth
Look Look Look Look

432 CALIFORNIA STANDARDS: MR 1.8: Students make decisions about how to approach problems. MR 2.8: Students use strategies, skills, and concepts in finding solutions. MR 2.3: Use a variety of methods, such as words, numbers, symbols, charts, graphic organizers, diagrams and models, to explain mathematical reasoning. Also MS 1.6, OMHS 1.1, OMHS 2.1, MR 3.6, MR 3.2, MR 3.3



A classic ranch problem: moving water from the well, to the storage tanks, to the troughs

Using students' funds of knowledge to create posters and integer story problems



Swanson, P. E. (2010). The intersection of language and mathematics. *Mathematics Teaching in the Middle School*, 15 (9), 516-523.

Anchor Competencies: Foster Growth Mindset & Persistence

A developmental trajectory...

Psychological Foundations

Exploring Goal/Attribution Theory and its application in developing growth mindset



Developing the Lens:
Exploring assumptions
regarding motivation

Mathematics Methods

Number Talks and developing basic facts strategies: practicing goal setting, self-assessment, formative feedback and fostering growth mindset

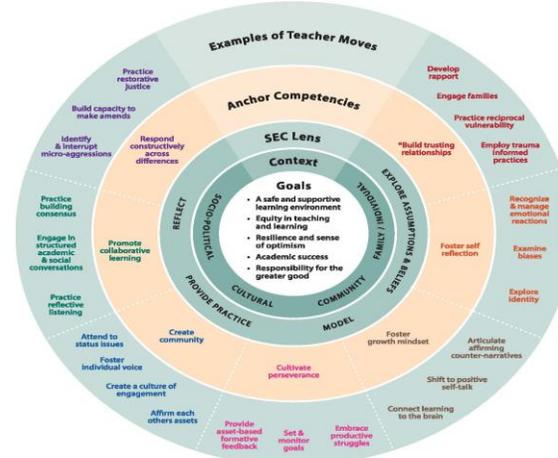


Parish, S. (2014). *Number Talks: Helping Children Build Mental Math and Computation Strategies*. Math Solutions: Sausalito, CA.

Developing the Lens:
Model, Practice,
Reflect



Social, Emotional, Cultural (SEC) Anchor Competencies Schema



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

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Student Teaching: Using the Lens:

Practice and video reflection in student teaching



Panelist



Pat Norman

Professor, Department of Education,
Trinity University

@pnorman2014
pnorman@trinity.edu

Trinity's M.A.T. Program

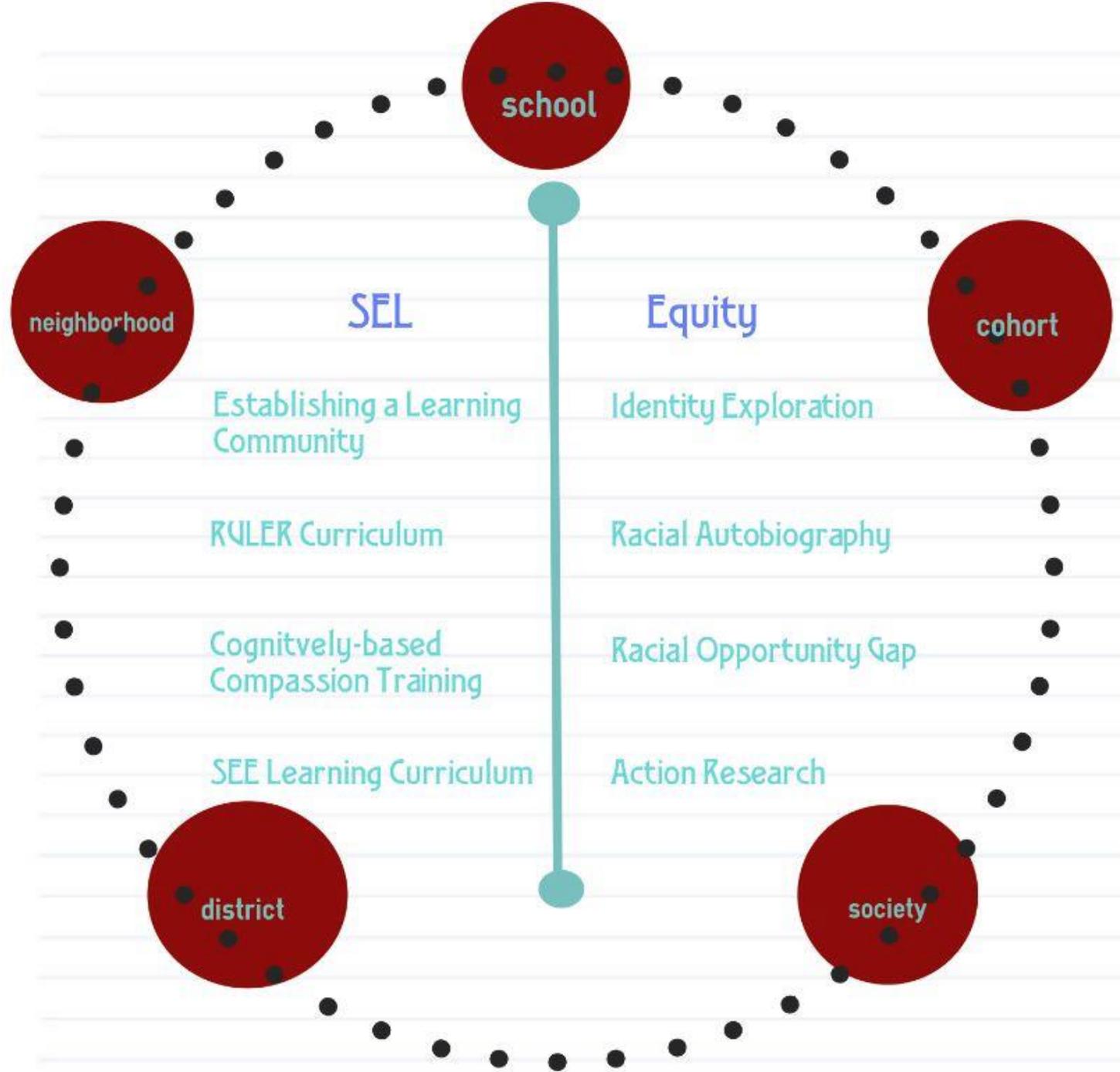
Who am I as a learner, teacher and human being?

Who are my students as learners and human beings?

What do I need to know, do and be in order to create and sustain culturally responsive teaching practices?

Professional Development School Partnerships

- ❑ partner with local urban schools 25+ years
- ❑ collaborate to make school strong place for all to learn →
- ❑ school SEL initiatives → teacher prep
revisions
- ❑ teacher prep equity initiatives → school



Panelist



Mari Jones

Faculty and Co-Director, Deeper Learning Hub, High Tech High Graduate School of Education

@mariljones

mjones@hightechhigh.org



Center for Research on Equity and Innovation (CREI)

- Supporting K-12 teachers across 16 High Tech High Schools in culturally responsive literacy and SEL/restorative practices.

Deeper Learning Hub

- Serving as a Practitioner Hub to promote, develop and scale the practices that result in deeper learning for all students.

Teaching Apprentice Program

- Preparing pre-service teachers to earn their preliminary teaching credential by teaching Foundations of Classroom Culture and Foundations of Student Centered Teaching courses.

What I've Learned

As an elementary educator:

- Teacher beliefs about students → approach to classroom management and discipline
- Belief in students' capacity and desire to do the right thing for themselves and their community
- PBL and SEL are complementary
- *Intentionality* in teacher practice & language to shift students' dependence on extrinsic motivators toward intrinsic motivation

As a designer of educator preparation programs and professional learning:

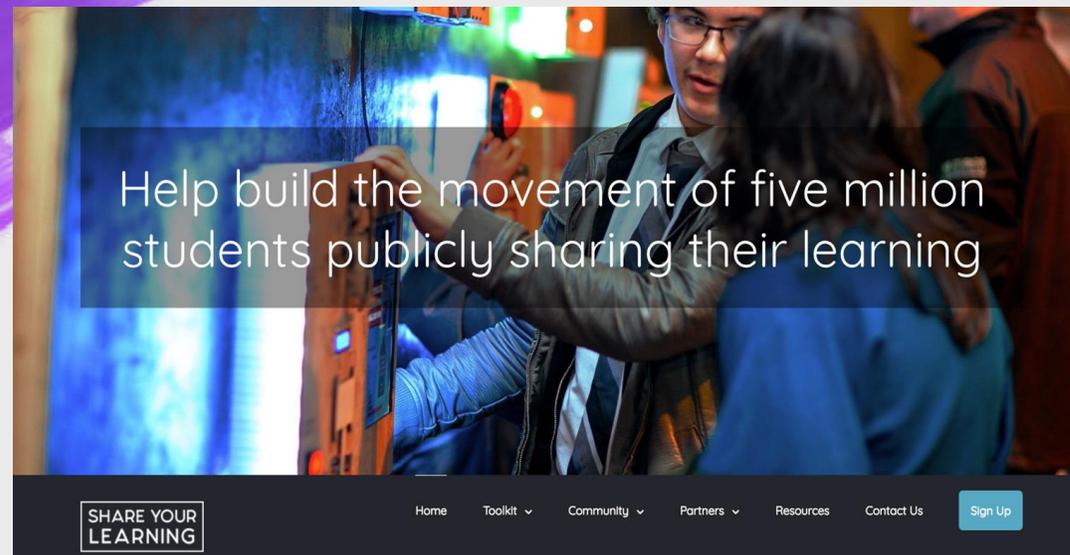
- Time and a safe space to reflect on beliefs and biases about students, including actively unpacking the systems at play
- Co-creation of knowledge and schema through experiences and reflection
- Models and practice, with cycles of feedback and iteration

What I've Learned

DEEPER
LEARNING HUB

As co-director of a large-scale change initiative focused on changing teacher practice:

- Connect with the WHY of the work
- Competing initiatives make it harder for teachers to focus on one set of changes in their practice
- Need for just in time resources to implement new practices
- Face to face PD, and working with teams is KEY



→ Culturally Responsive Social Emotional Learning in order to create the conditions that foster deeper learning

Discussion and Q&A



Maria Hyler
Director

Educator Preparation
Laboratory
mhyler@learningpolicy
institute.org



**Nancy
Markowitz**
Executive Director

Center for Reaching and
Teaching the Whole
Child
nancy.crtwc@gmail.com



**Patricia
Swanson**
Professor and Chair

Department of Teacher
Education, San Jose State
University
patricia.swanson@sjsu.edu



Pat Norman
Professor

Department of Education,
Trinity University
pnorman@trinity.edu



Mari Jones
Faculty and Co-Director

Deeper Learning Hub, High
Tech High Graduate
School of Education
mjones@hightechhigh.org>

Resources

AACTE: aacte.org/news-room/aacte-thought-leadership
aacte.org/professional-development-and-events/annual-meeting

Learning Policy Institute: learningpolicyinstitute.org

Educator Preparation Laboratory (EdPrepLab): edpreplab.org

Center for Reaching and Teaching the Whole Child: crtwc.org

San Jose State University Department of Teacher Education:
sjsu.edu/teachered/

Trinity University Department of Education:
new.trinity.edu/academics/departments/education

High Tech High Graduate School of Education: hthgse.edu



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learningpolicyinstitute.org/reports

Upcoming Webinars

UPCOMING WEBINARS IN THE ED PREP LAB – AACTE SERIES

Preparing Educators for Diverse, Inclusive, and Equitable Classrooms – January 2020

Look for additional webinars in this series in March and May of 2020

PREVIOUS WEBINARS

learningpolicyinstitute.org/webinar-series-equity-deeper-learning

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AACTE DEI Video Series Watch the full video



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Thank you for joining us!