

# 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



## **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

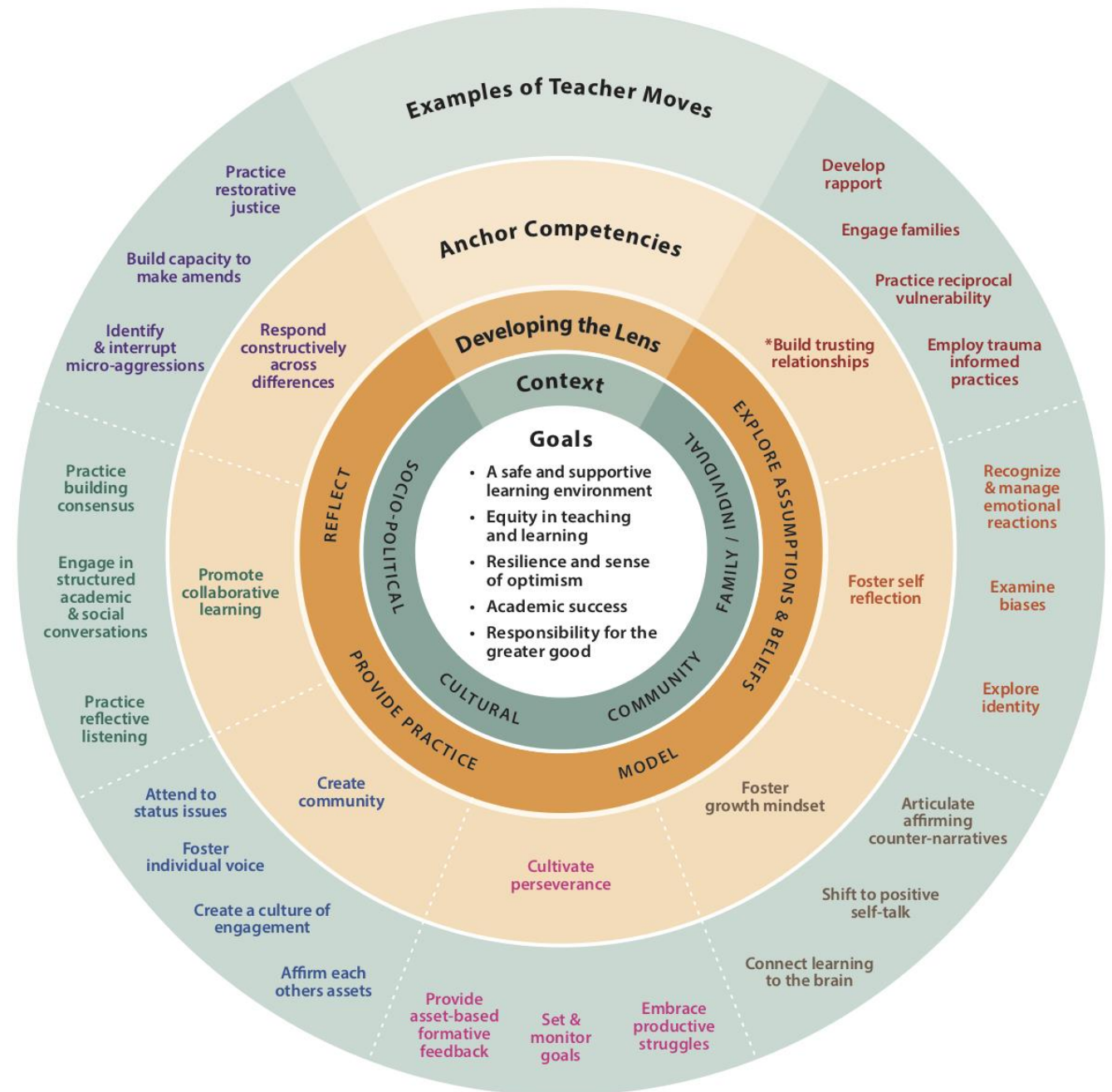
# Big Ideas...

- ❑ 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!





# ***Social, Emotional, & Cultural Anchor Competencies Framework (includes accompanying Resource Guide)***



# 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](http://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

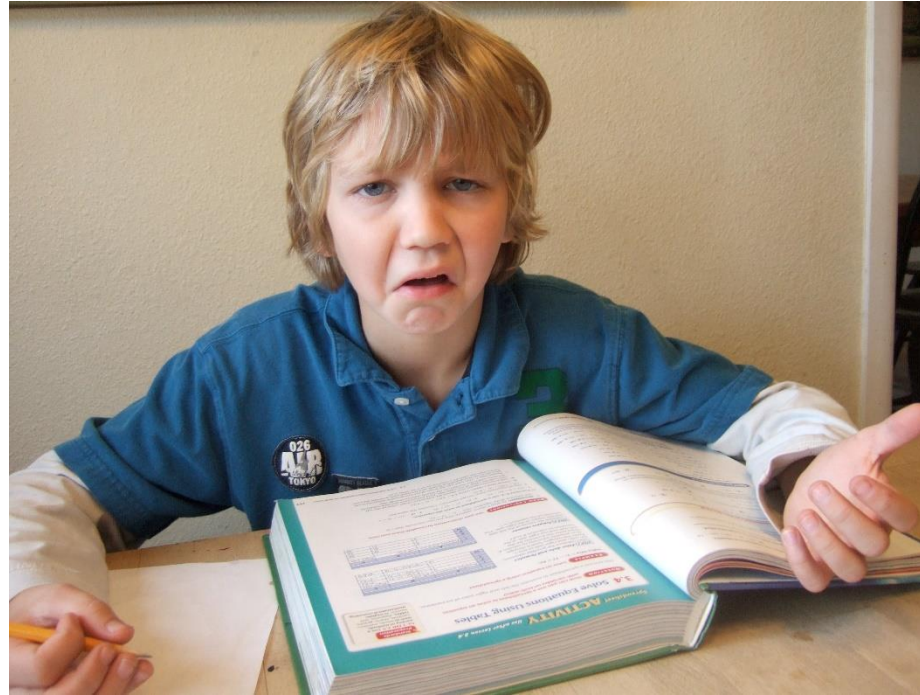
*Professor and Chair*, Department of  
Teacher Education, San Jose State  
University

[patricia.swanson@sjsu.edu](mailto:patricia.swanson@sjsu.edu)

# Instructional Samples from Mathematics Methods

## Self Awareness and Reflection

*“This problem brought out the run response in me”*



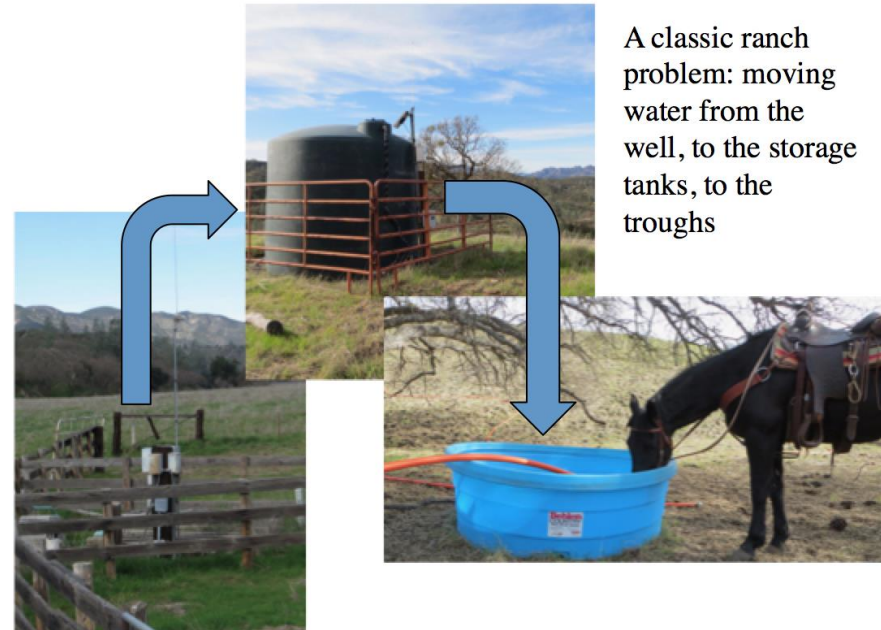
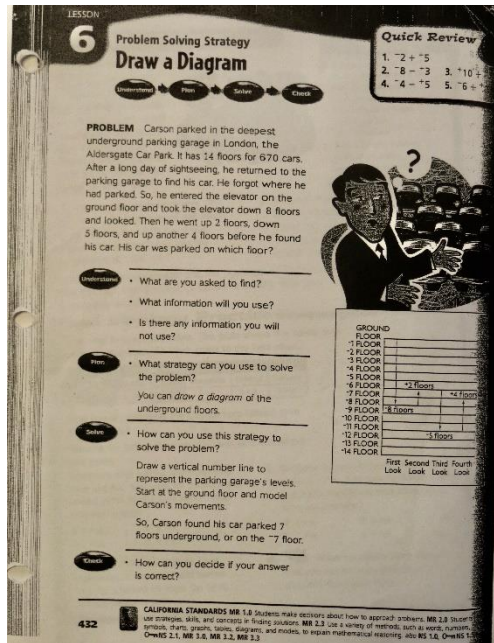
Standards for Mathematical Practice:

#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



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

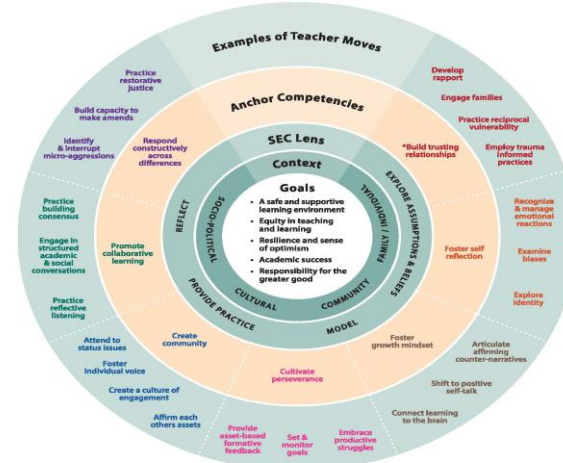


Parish, S. (2014). *Number Talks: Helping Children Build Mental Math and Computation Strategies*. Math Solutions: Sausalito, CA.

***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.

Copyright © 2019 Center for Teaching & Teaching the Whole Child. All Rights Reserved.

## ***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:

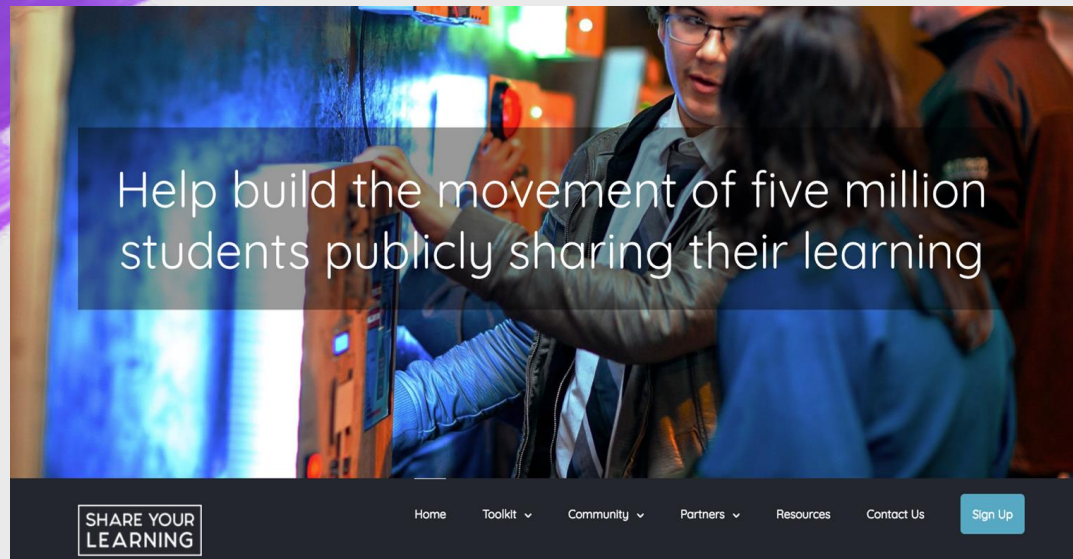
- Time and a safe space to reflect on beliefs and biases about students, including actively unpacking the systems at play
- Co-creation of knowledge and schema through experiences and reflection
- Models and practice, with cycles of feedback and iteration

## 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](https://aacte.org/news-room/aacte-thought-leadership)  
[aacte.org/professional-development-and-events/annual-meeting](https://aacte.org/professional-development-and-events/annual-meeting)

**Learning Policy Institute:** [learningpolicyinstitute.org](https://learningpolicyinstitute.org)

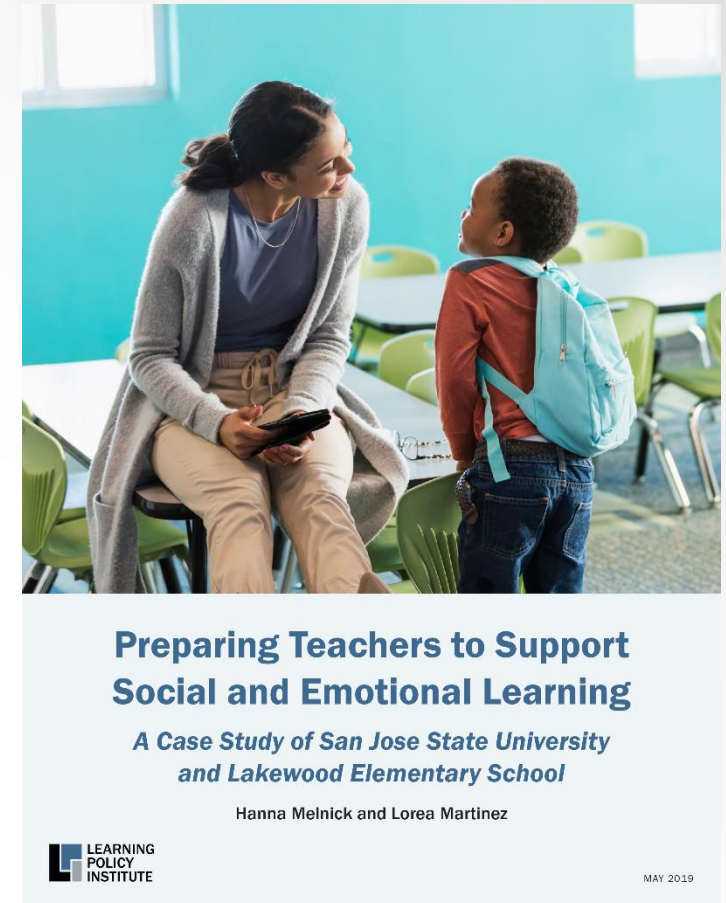
**Educator Preparation Laboratory (EdPrepLab):** [edpreplab.org](https://edpreplab.org)

**Center for Reaching and Teaching the Whole Child:** [crtwc.org](https://crtwc.org)

**San Jose State University Department of Teacher Education:**  
[sjsu.edu/teachered/](https://sjsu.edu/teachered/)

**Trinity University Department of Education:**  
[new.trinity.edu/academics/departments/education](https://new.trinity.edu/academics/departments/education)

**High Tech High Graduate School of Education:** [hthgse.edu](https://hthgse.edu)



[learningpolicyinstitute.org/reports](https://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](https://learningpolicyinstitute.org/webinar-series-equity-deeper-learning)

## **STAY TUNED!**

[learningpolicyinstitute.org/events](https://learningpolicyinstitute.org/events) | Sign up for updates: [bit.ly/LPIupdates](https://bit.ly/LPIupdates)

[Edprepmatters.net](https://edprepmatters.net) | Sign up for our newsletter and events: [bit.ly/2ObcB2I](https://bit.ly/2ObcB2I)

AACTE DEI Video Series Watch the full video





**EdPrepLab**



**Thank you for joining us!**