



**Social,
Emotional
Learning
and Culturally
Responsive
and Sustaining
Teaching Practices**

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Teacher Education Quarterly

To Our Panel of Readers

Dear *Teacher Education Quarterly* Readers,

Scholarly inquiry relies on thoughtful researchers conducting sound empirical investigation. Journals such as *Teacher Education Quarterly* offer a public space where the strongest of these works can be shared. In my role as editor, I am honored with the task of managing the process. But this entire enterprise comes to an abrupt and irreversible halt without volunteer reviewers who dedicate their time to review manuscripts. To my mind, volunteer reviewers are the lifeblood of scholarly journals, and *TEQ* is no different.

So I want to thank you, our reviewers, for your time and expertise by listing your names on our website (see http://teqjournal.org/TEQreviewer_list.html). This recognition, I admit, is entirely inadequate, but I want each and every one of you to know how much Associate Editor Heidi Stevenson and the *TEQ* Editorial Board appreciate your work. Of course, authors submitting papers often disagree with your assessment, especially when your recommendation is that the paper is not worthy of publication, but this is how double-blind reviewing works, and it's the only way to ensure that only the best manuscripts are published.

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Kind regards.

Mary Christianakis, Editor, *Teacher Education Quarterly*
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Introduction: Social Emotional Learning and Culturally Responsive and Sustaining Teaching Practices

Heidi Stevenson & Nancy Lourié Markowitz

Welcome to this special issue of *Teacher Education Quarterly* in which we focus on two critical and frequently siloed areas of study and practice in teacher education—social-emotional learning (SEL)¹ and culturally responsive and sustaining teaching practices (CRT).² Given that the California Commission on Teacher Credentialing's *2016 Teaching Performance Expectations* require teacher educators to explicitly address SEL and CRT in their teacher education programs, and that there appears to be confusion in the field about how to enact these requirements, the California Council on Teacher Education (CCTE) decided on SEL and CRT as its Fall 2019 Conference theme.³

Since the intention of this special issue is to complement the Fall 2019 CCTE Conference and move the field forward, back in the fall of 2018 we developed

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Introduction

and distributed a survey to CCTE members to determine from whom they would like to hear and what they would like to learn about these two areas of study and practice in teacher preparation. We received over 200 survey responses, indicating significant interest in SEL and CRT. The responses informed which authors we invited to contribute to this special issue.

Results from the CCTE survey indicated a common concern about the lack of a guiding vision for how to integrate SEL and CRT into teacher preparation and a common language for talking about these two areas. This absence of shared meaning and language makes it difficult for programs to enact a common vision of what SEL and CRT should look like in teacher preparation. Interestingly, these findings are consistent with those from a previous state educator survey conducted by the Center for Reaching and Teaching the Whole Child (Bouffard, 2017) that indicated a need to see examples of what the integration of SEL and CRT looks like in teacher preparation programs. We hope that readers find that both this special issue of *Teacher Education Quarterly* and the Fall 2019 California Council on Teacher Education Conference theme of integrating SEL and CRT into teacher education promote rich dialogue and encourage action.

This issue has three distinct sections. It begins with three theoretical pieces regarding SEL and CRT, followed by articles from three different teacher education programs that chronicle the journey of integrating SEL and CRT into their respective programs. The final article provides insights into moving the field of teacher education forward by developing SEL and CRT competence through advocacy and professional training.

Theoretical Lenses for SEL and CRT

The first three articles by Watson et al., Hollie, and Ginsberg and Wlodkowski present powerful theoretical lenses through which to view SEL and CRT.

Watson, Daly, Rabin, and Smith describe the formation of, and rationale for the Child Development Project and the program known as Developmental Discipline. They then describe experiences applying Developmental Discipline in a K-12 classroom as well as in two different teacher education programs. Throughout the article they are continuing the conversation about the role attachment theory and building trust play in creating effective and caring classroom environments.

Guiding Questions

In what ways are beginning teachers able to integrate Developmental Discipline into their classrooms?

How can classroom management be reconceived as an avenue for connection and building trusting relationships?

In what ways are teacher educators modeling Developmental Discipline

techniques in their work with teaching candidates at the university and in the field?

Hollie presents an informative overview of the historical and theoretical development of culturally responsive teaching and then goes on to ask important questions about how the field of teacher education perceives and operationalizes culturally responsive teaching, as originally proposed by Gladson-Billings, looking through the lens of “remixing” in music. Hollie shares his own valuable remix through a detailed literature review that recounts various “brands” of culturally responsive teaching, provides an analysis of the ways in which CRT is reflected in teacher education program web-based descriptions, and in the end describes a “remix” of various brands of CRT by providing details about culturally and linguistically responsive practices. Sharroky Hollie challenges us to think about how we conceive of CRT and what it means in various contexts.

Guiding Questions⁴

In what brands of CRT have institutions invested?

What makes cultural relevancy in one program different from cultural relevancy in another program?

What are the unique features that allow candidates to compare and contrast different approaches?

How are the distinguishing characteristics of CRT tied to specific outcomes?

Ginsberg and *Wlodkowski* describe their *motivational framework for culturally responsive teaching* which is grounded in intrinsic motivation theory, highlighting lessons learned over 25 years of working with United States educators from PK-20, under the premise that learning is never culturally neutral.

Guiding Questions

How are we training teacher candidates to address motivation as it relates to culturally responsive teaching?

What role, if any, can intrinsic motivation and the *motivational framework for culturally responsive teaching* play in the integration of SEL and CRT into teacher education?

How do we collect data and quantify intrinsic motivation?

**Integrating SEL & CRT
into Teacher Education Programs**

In the next three articles Swanson et al., Neonene et al., and D’Emidio-Caston

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share their journeys, successes, and lessons learned regarding integrating SEL and CRT into their respective teacher education programs.

Swanson, Rabin, Smith, Briceño, Ervin-Kassab, Sexton, Mitchell, Whitenack and *Asato*, from San José State University, provide us with a detailed discussion of their multi-year effort to increase integration of SEL and CRT through work with various elementary schools and the CRTWC. The authors adeptly use one voice to provide many points of view and insights into their journey to deeply embed social, emotional, and cultural learning across their social justice focused three-semester combined multiple subject credential and MA program. They outline the numerous stages through which they have progressed, as well as provide valuable resources and lessons learned throughout this process.

Guiding Questions

In what ways can teacher education programs initiate integrating social, emotional, and cultural learning?

What types of supports, resources and contexts need to be present to facilitate this integration?

How do teacher education programs establish a common language and vision when there are so many competing and conflicting educational philosophies?

In what ways, if any, can faculty engage in productive conversations about guiding philosophies for their programs?

How do teacher education programs integrate social, emotional, and cultural learning across all areas of their program including teaching university courses, working with university supervisors and placing teacher candidates with cooperating teachers?

Neonene, Gallagher, Kelly and *Collopy* chronicle the process of integrating SEL and CRT into their University of Dayton teacher education program. They provide valuable information regarding the context in which they work, including their observation about a noticeable increase in teaching candidate levels of anxiety, which confirmed the need to address SEL and CRT across their program. They present a detailed timeline of the process they used to provide professional development in SEL and CRT, and discuss the importance of supportive leadership, faculty buy-in and a shared vision of integrating SEL and CRT. Neonene et al. also describe how shared governance and a professional learning community (PLC) provided a powerful platform for collaboration and faculty buy-in. Finally, they note how training through the CRTWC's Teacher Educator Institute supported their work as they adopted a shared language and vision from which to operate.

Guiding Questions

What conditions are needed to support PLCs in teacher education?

How can teacher education programs overcome any historical conflicts within their departments to work together in a democratic way?

In what ways can departments develop a shared vision and language to support SEL and CRT integration?

What role can baseline data collection and analysis play in planning professional development for teacher education faculty?

D’Emidio-Caston speaks to the significant ways in which she has incorporated CRT and SEL in particular, throughout the teacher education program she directs at Antioch University in Santa Barbara, California. D’Emidio-Caston draws on the theoretical work of Resilience and Confluent Education and uses the components of the Acute Childhood Experiences (ACE) model to address the essential nature of the individual, relationships, community and societal contexts as applied in a teacher education program. She highlights the importance of teacher dispositions to care. D’Emidio-Caston moves from the theoretical to specific practices incorporated into the teacher education program she directs including a description of courses and details regarding specific assignments that illustrate her long term commitment to actualizing social-emotional learning in teacher education.

Guiding Questions

How can we support preservice and inservice teachers in applying their knowledge of resilience to their own work with students?

In what ways can we ensure that university teacher preparation, cooperating teachers, university supervisors, and administrators are philosophically aligned regarding SEL and CRT?

How can we ensure that teacher candidates understand that trusting relationships develop for teachers “who take care of themselves, take care of each other, and take care of the community...” ?

Advocacy and Professional Development

Donahue-Keegan, Villegas-Reimers, and Cressey describe their journey advocating for the creation of SEL-related policies in the state of Massachusetts and provide lessons learned for integrating SEL and CRT into teacher education. In the process, they provide an overview of the framework that has guided their work advocating for the integration of SEL and CRT practices and principles into teacher education programs. In addition, they share insights gained throughout this process. They also

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describe the MA SEL-Ted Consortium from its inception in 2011 to its present day advocacy work in bringing culturally responsive SEL into teacher preparation programs and P–12 schools. They provide findings from a Massachusetts state survey of teacher educators and a case study which illustrates the process of a few teacher educators attempting to integrate SEL and CRT across their program.

Guiding Questions

How are teacher educators in your state organized as advocates for SEL and CRT integration?

Are there current state-mandated SEL and CRT performance indicators for teaching candidates in your state?

What do you and your colleagues need to do to operationalize your state’s standards for SEL and CRT integration?

Does your program, institution or state have a common mission or framework from which to actualize your shared vision of developing SEL and CRT competencies in teacher educators and teaching candidates?

Conclusion

The Aspen Institute (2018) calls for identifying “...ways in which equity and social, emotional, and academic development can be mutually reinforcing” (p. 1). This special issue features possible routes to achieve this objective including trying on different theoretical lenses, reviewing the journeys of teacher education programs as they integrate SEL and CRT, and learning about professional development and advocacy efforts. The overarching question is: How do teacher educators gain the expertise to more fully integrate SEL and CRT within preservice teacher education?

There are numerous books, theorists and practitioners referenced throughout these pages that can serve as valuable resources for SEL and CRT integration, and resulting dialogue. Conversations in programs may begin through answering the guiding questions presented after each manuscript summary in this introduction, by reading foundational books such as Zaretta Hammond’s (2015) *Culturally Responsive Teaching and the Brain* or Marilyn Watson’s (2018) *Learning to Trust: Attachment Theory and Classroom Management*, and through discussions about adopting a framework and/or common language that unites SEL and CRT. To further these conversations, stay tuned for the 2020 publication of books by two of our CCTE conference keynote presenters, Nancy Lourié Markowitz and Zaretta Hammond, and for announcements for a new CRTWC Teacher Educator Institute.

It is our hope that this special issue of *Teacher Education Quarterly* and the associated CCTE Fall 2019 Conference will contribute to the discussion of SEL and CRT integration in preservice teacher education in order to improve practice, meet

state teacher performance expectation standards, and most importantly, contribute to greater well-being and academic success of PK-20 students and their teachers. We look forward to seeing you in San Diego!

Notes

¹ Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2019).

² Culturally Responsive Teaching is a pedagogy that recognizes the importance of including student cultural references in all aspects of learning (Ladson-Billings, 1994).

³ Heidi Stevenson is the 2019 California Council on Teacher Education Fall Conference chair and Nancy Lourié Markowitz will be a keynote speaker at the Conference.

⁴ These questions come directly from Hollie's article in this special issue.

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Building a Classroom Community That Supports Students' Social/Moral Development

Marilyn Watson, Lana Daly,
Grinell Smith, & Colette Rabin

Abstract

This article contains four parts. It begins with a description of the Child Development Project, a research project aimed at discovering ways to integrate a focus on students' social and moral development in elementary schools. Then we describe the project's mixed results in helping teachers successfully apply its approach to classroom management, called *Developmental Discipline*. Next, the successful use of Developmental Discipline by one teacher, Laura Ecken, is described, along with the gradual moral and academic growth of her students. Lastly, faculty from two teacher preparation programs describe their use of Laura's example to support their students' ability to manage their classrooms in ways that foster social/moral and academic growth.

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The Child Development Project

Beginning in 1979, a small group comprising educational researchers, psychologists, teacher educators, and former teachers set out to devise an elementary school program to support the development of students' social-moral growth (Battistich, 2008), called the Child Development Project (CDP). The project began in three suburban schools in San Ramon, California, and eventually culminated in a study of 24 schools serving diverse populations, 12 in California and 4 each in Florida, Kentucky, and New York (Solomon, Battistich, Watson, Schaps, & Lewis, 2000). The CDP staff decided against a stand-alone ethics curriculum, instead devising a program that could be incorporated within the mandated elementary curriculum and procedures for classroom management (Watson, Solomon, Battistich, Schaps, & Solomon, 1989). The CDP program drew from several unique but mutually consistent theories related to children's development and learning—it focused on helping classrooms become more democratic (Dewey, 1909/1975), caring (Noddings, 1992), just (Power, Higgins, & Kohlberg, 1989), and constructivist (Piaget, 1932/1965; Rogoff, Turkanis, & Bartlett, 2001; Vygotsky, 1978).

Community

Evidence of the undermining effects of extrinsic rewards and punishment on intrinsic motivation (Lepper & Green, 1978) led the project to develop pedagogical and classroom management strategies that minimized or eliminated the use of rewards and punishments. Teachers were also encouraged to foster the development of students' empathy (Hoffman, 2000) and to recognize and consciously strive to meet their students' needs for autonomy, belonging, and competence (Deci & Ryan, 1985; Ryan & Deci, 2017). Teachers were also asked to realize that some students will not trust them. Some will display their mistrust by being clingy and dependent, others by being demanding and aggressive. To support the learning of these students, teachers would need to provide special help and guidance to enable the students to trust, learn, and become contributing members of the classroom community (Ainsworth, Blehar, Waters, & Wall, 1978; Bowlby, 1969). CDP was not a stand-alone social/moral curriculum; rather, it was designed to fit seamlessly into the regular activities of the school day. While the CDP program changed and developed over the years, in its mature form, three approaches were at the heart of the classroom program:

- ◆ a literature-based language arts curriculum focused on stimulating children's enjoyment of reading while helping them build empathy for others and a commitment to democratic, prosocial values
- ◆ a cooperative approach to classroom learning activities that emphasized learning to work with others in fair, caring, and responsible ways

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- ◆ Developmental Discipline, an approach to classroom management that focused on building caring and trusting relationships with and among students and guiding them toward caring and responsible behavior

In its mature form, when all three components were well implemented, CDP had significant positive effects on students' academic and social/moral growth. When teachers succeeded in creating a caring classroom community, their students reported a strong sense of community and were more likely to report that they enjoyed school, trusted their teachers, and cared about academic learning. Students' sense of community was also positively associated with increases in students' social/moral values—concern for others, conflict resolution skills, and commitment to democratic and altruistic values (Battistich, 2008; Solomon et al., 2000). However, many teachers failed to adequately implement important aspects of the CDP program.

The program, in its final form, was implemented across 3 years in 2 schools in each of 6 public school districts across the country. The districts were intentionally diverse, ranging from large city to small country districts with diverse student populations, some predominantly middle class and some with a high percentage of students receiving free or reduced-price lunch. All students and teachers in each school were part of the project, and each program school had a comparison school with a demographically similar student population. The teaching practices and student behaviors were documented by program-blind observers six times each year in both program and comparison schools. As measured by these program-blind observers, the program was well implemented in only 5 of the 12 experimental schools. In those five schools, serving both high-poverty and middle-income populations, students showed significant positive social, moral, and academic growth (Battistich, 2008). It became clear that while the CDP program positively affected students' social/moral growth, the practices that were related to building a caring community were too different from standard practice to be implemented by many teachers.

While most teachers successfully implemented CDP's cooperative learning and literature-based reading activities, many clung to traditional reward/punishment-based approaches to classroom discipline. This approach is what most teachers experienced as students and what most had been taught in their teacher education programs. Such approaches to classroom management, based in behaviorist learning theory, focused on efficient control of student behavior to enable maximum time for academic instruction. But the practices were inconsistent with Developmental Discipline, and they failed to build students' sense of community, especially for the deeply mistrusting students (Battistich, 2008).

Developmental Discipline had different goals and, based in attachment theory, a different understanding of why children misbehave. It asked teachers to assume that most students in a supportive, caring environment would willingly comply with reasonable classroom rules and expectations. They might require a reminder or a little extra guidance, but the threat of punishment or promise of reward were

unnecessary and often counterproductive. Developmental Discipline asked teachers to focus on building caring relationships with even their most difficult students, helping students understand the causes of their misbehaviors and teaching or scaffolding ways to behave better. Specifically, it asked teachers to (a) build supportive relationships with and among their students, (b) help students understand the reasons behind classroom rules and expectations, (c) teach students the skills they need to behave kindly and responsibly, (d) engage students in problem solving when they misbehave, and (e) use non-punitive ways to control student behavior when necessary. This approach to discipline took time and thus time away from academic instruction. Building a well-functioning classroom without the use of rewards and punishments was a slow process that relied on many individual and whole-class discussions about how to behave in caring and responsible ways. In an atmosphere of high demand for increased academic performance, many teachers abandoned developmental discipline as they struggled to meet the demands for improved academic performance (Solomon et al., 2000).

This was particularly true in schools serving students living in high-poverty communities where classroom misbehavior was frequent and students were struggling academically. It became clear that for teachers to successfully implement the CDP program, they would need more help trusting in and understanding how to implement Developmental Discipline. It was not enough to ask teachers to build caring relationships and abandon rewards and punishments. In many classrooms, teachers felt overwhelmed. Teachers needed help understanding how to build mutually trusting relationships with and among their students, especially their misbehaving students. They needed help with specific strategies for classroom management and more trust that their supportive, guiding approach would eventually work. It was not only students who needed to develop trust and build interpersonal skills; it was also teachers.

Trust

For Developmental Discipline to be effective in building a caring classroom community, two kinds of trust are needed—student trust and teacher trust. While many students enter school ready to trust their teachers, approximately 60% in middle-class samples, in high-poverty schools, just as many students begin school mistrusting their teachers and their classmates (Bergin & Bergin, 2009). Lack of trust can take different forms, but it always interferes with learning and positive behavior. Lack of trust can lead some students to be quiet and withdrawn, limiting their participation in classroom learning activities, some to be clingy and attention seeking and others to seek self-assurance by being controlling and aggressive (Sroufe, 1983). These students may also mistrust themselves and their ability to learn, leading them to shy away from the work required to succeed at school learning.

As teachers struggled to support the learning of all their students, it was difficult for many to take the extra time needed to control the misbehaviors of their

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challenging students with the slow processes of relationship building and supportive guidance that Developmental Discipline requires. It was difficult for teachers to trust that their misbehaving students really wanted a caring relationship with them and that they would begin to behave better once they learned to trust their teachers.

By elementary school, misbehaving students had many years to build their untrusting view of the world. They did not give it up easily. Teachers, too, had many years of viewing classroom discipline through the ineffective lens of behaviorist learning theory. They did not give it up easily. Many CDP teachers tried to use Developmental Discipline, but student progress was slow and maintaining trust in their students was difficult. Quite simply, it was difficult for many teachers to trust in the ultimate goodwill of their misbehaving students when those behaviors persisted and teachers were under pressure to support academic growth.

CDP decided to document one teacher's use of Developmental Discipline across an entire year in order not only to make the actions of Developmental Discipline clearer for teachers but also to build their trust that with time and effort, Developmental Discipline could work with even their challenging students. Because it was more difficult for teachers to successfully implement Developmental Discipline in schools serving poor children, we looked for a successful teacher in a school in a high-poverty neighborhood. Our plan was to document one teacher's use of Developmental Discipline strategies across a school year and to use the experiences of that teacher to help other teachers trust and better understand how to use Developmental Discipline in their classrooms.

Laura Ecken's Classroom: Year I

Laura Ecken had succeeded in prior years using Developmental Discipline in her ungraded primary class of approximately 20 6-, 7-, and 8-year-olds in a high-poverty district. She agreed to open her class and her teaching to the CDP staff. In many ways, Laura's class was ideal for our purpose. It was multiethnic and about equally divided between White and Black students, with most students remaining in the class for two grades, thus allowing the possibility of seeing longer term effects.

We periodically videotaped Laura's class, beginning with the first week of school. I (M.W.) also talked with Laura by phone every week. In these conversations, Laura described her teaching experiences of the past week, her emerging understanding of her students, any particular problems she was struggling with, and how the class was progressing. Sometimes, when persistent problems arose, Laura and I worked together to devise ways to address them.

Laura's Students

Weekly conversations with Laura clarified the difficulty of managing a class in which many students have a history of insecure attachment. This class turned out to

be the most difficult class Laura had ever had. Of the 19 students who started the first year, 12 had serious anger and/or learning issues; 3 were overly quiet, quickly withdrawing from challenging social situations; and 4 students were friendly and cooperative. For example, Jennifer was quiet and easily upset, putting her head down and refusing to talk or work whenever she felt challenged. Tralin, on the other hand, was defiant and openly expressed her hatred for school: "You know, I hate school. I hate it because you're not allowed to beat the people up here that bother you. I can't take care of the things I want to."

Laura struggled during the first year, but she made real progress at building a caring community in her classroom. She consciously worked to show kindness and respect to all her students. She provided a daily snack to all the students, not just to those who were behaving well, and she ate lunch with a different small group of students each day. Striving to meet their need to feel autonomous, she consciously strove to offer her students choices while strongly encouraging them to strive academically. She walked a delicate balance between requiring her students to do what they needed to do to succeed and allowing them the autonomy they needed to feel personally in control. By December, Laura began to see real progress. She reported,

The class, working in partners, was writing role-plays about the book I've been reading to them, *Keep the Lights Burning Abbey*. Tralin was partnered with Nicole. I noticed them arguing and I heard Tralin say, "It's what I put and I'm not changing it!" And Nicole said, "It doesn't sound right."

Tralin had misunderstood the instructions, and she was writing a summary of the story instead of a role-play. Apparently she had done quite a bit of writing before Nicole told her it didn't sound right. Tralin just kept repeating, "I'm not changing it. I've already done this and I'm not changing it."

I went to them and I said, "Tralin, I know you've done a lot of work on this. But, if it doesn't sound right, you might want to think about changing it. You might also want to think about how we work with partners. It doesn't always have to be your way. Just because you put it, doesn't mean that you have to stick with it." She said, "We've already done it!" I said, "I know, but you know what? Serious learners, sometimes if things aren't going well, they'll just start over and get on the right track. You've got time and you could just turn the paper over." Then I just walked away.

After about 10 minutes, the class came together and everybody sat and listened to the role-plays. Afterwards, we talked about the successes and rough spots. Tralin said, "I had a rough spot. I'd written this and it didn't sound right but I'd already done it. And then I turned the page over and just started again."

Laura's guidance did not always succeed, but she kept on trying, and her students began to notice. She taught her students social and moral skills and understanding through partner learning activities, in class meetings, and, perhaps most importantly, in conversations in response to their frequent misbehaviors. She engaged her students in activities to help them get to know and like one another and involved them in setting their class norms and procedures. Perhaps, most importantly, in

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response to her students' many misbehaviors, Laura engaged them in conversation and provided support for them to right wrongs and make amends:

On Thursday, this little girl Molly, who is mainstreamed into our class for about 90 minutes each afternoon, brought in a little Pilgrim doll. And it disappeared. We kept looking for it but it didn't seem to be anyplace in the room. I asked the kids a number of times, "Has anybody seen it?" And no one had. So, finally, I asked my instructional assistant to go out and see if it was in anybody's locker. And he found it in Tyrone's locker. Somehow Tyrone had managed to get that little doll out of the classroom and into his locker.

A little later when the class was busy with other things, I asked Tyrone to come outside. I said, "Tyrone, I know that little doll is in your locker. Can you tell me about it?" And he said, "I like it and I want it." And I said, "It's not yours." And, you know, he looked me straight in the face, and was upset that I knew he had it, but he looked me straight in the face and he goes, "I want it. It's so nice." And so, I said, "Tyrone, you can't keep it. It's not yours."

Now, the day before he had brought this tool in, it's like a ratchet. The other kids loved it. So, I said, "You know, you brought that in yesterday and it's been here for two days. And what if somebody in our classroom decided they really liked it and they just took it home?" He just stared at me. He didn't say anything. And I said, "What would you think about that?" He wouldn't answer. I said, "It's not theirs, is it?" He said, "No, it's mine." And I said, "Well, that's like the Pilgrim doll. It's not yours. It belongs to Molly. She brought it in to share, and you can't take it." So, finally he got it out of his locker and handed it to me.

And then, it was like a miracle, Molly walked out of the classroom to get a drink of water. Tyrone took the little doll from me and walked over and handed it to her. He told her, "I really wanted it. I really like it. I'm sorry I took it." She said, "That's all right, you can hold it the rest of the day if you want."

At this point I didn't want to take any chances. It was almost dismissal time, so I just said, "That's really nice of you, Molly, but it's time for you to go back to your other classroom, so you better take your doll with you now." And she did.

This incident took place in early November of the first year and illustrates Laura's "working with" approach to classroom management and misbehavior. It also shows how much time such an approach can take. As the year wore on, misbehaviors diminished, and Laura's disciplinary responses were less frequent and less elaborate. By the end of the year, Laura's students would surprise her with their spontaneous efforts to control themselves and to be kind and helpful. For example, one day, when Tralin was unhappy, she pulled herself out of her bad mood by asking for Laura's help:

Tralin was in a really bad mood all morning, arguing with her partner and just looking unhappy. As the class was leaving the room for lunch, she came up to me and said, "I'm in a real bad mood. Give me a hug." So, I gave her a hug and she said, "I'll be better in the afternoon."

Sometimes the students spontaneously did one of the classroom jobs without being asked. Jennifer came into the room Monday morning and rearranged the name cards indicating who had what jobs for the week, proudly telling me, “All the jobs are set for the week and all you have to do is call out the names.”

Laura’s students grew socially, morally, and academically during the first year. By the second half of the year, the students themselves were consciously working to make their classroom a caring community. Equally important, the students were showing real academic growth. When Laura tested their reading levels, she was delighted to see that they had all grown considerably, some, she reported, by “leaps and bounds.” Her students still had much to learn, but they were making progress. As she reflected on the year, Laura was pleased.

Laura’s Classroom: Year 2

Twelve students from the first year started the second year, and they were joined by nine new students. Of the new students, four were friendly and cooperative, while five had learning and/or behavioral issues. At the start of the second year, Laura was able to rely on her returning students to more quickly create a caring classroom community. Early in the year, she paired returning students with new students for partner work and encouraged her returning students to help the new students. Laura’s returning students seemed to understand that they had a special responsibility to make the class run smoothly. And perhaps most importantly, her returning students were seeing Laura as an ally. They wanted to behave well, and they trusted that Laura was in their corner ready to help them. Still, some returning students had a difficult time in the beginning of the year. For example, Tralin began the second year with fewer reading skills than she had at the end of the first year. Apparently worried about the hard work of third grade, Tralin caused problems at the beginning of the year. For example, when Laura tried to set up the classroom routines, Tralin complained and refused to follow directions. When the class went outside to play a game, Tralin refused to play, calling the game stupid. Laura asked Tralin to step aside so she could get the rest of the class organized, and then she talked with Tralin:

I went over to Tralin and I said, “What’s the problem? I just wanted people to line up so the game would be fair, and that’s not stupid. So what’s the problem?” And she just stood there. Then I thought about what might be the problem, and I said, “Are you nervous about school this year?”

She said, “My cousin said third grade’s hard.”

I said, “It is. It’s really hard, Tralin, but you know what? That’s what I’m here for. And, I’ll be here, and I’ll help you with anything that you need, but you’ve got to let me know that you don’t know how to do something or you’re not feeling good about it. I’ll understand where you’re coming from and I can help you.”

So then she said, “OK,” and she seemed to relax a bit. The students returned to the classroom and began individually reading the book *The Shoe-Shine Girl*.

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Tralin was reading near my desk, and she got up and came over to me. She said, “You know what I’m doing?” I said, “No, what are you doing?” She said, “I’m saying in my mind, if you make up your mind, you can do anything.” She was telling me that she wasn’t going to show that attitude. That she was going to cooperate and try hard.

When she entered second grade, Tralin could barely read, but by the end of that year, she was reading at the second grade level. However, over the summer, with no reading, like a number of other students, her skills dropped significantly. Third-grade work was hard, and she was scared. But her trust in Laura, while somewhat diminished by the summer separation, still glimmered and she quickly made progress. For example, her reading skills moved from Grade 1.5 in the beginning of the year to Grade 3.7 by the end of third grade. Although the beginning of third grade was difficult for Tralin, she retained her trust in Laura and, through that trust, built trust in herself as she continued to work to build her skills.

Trust grew in the classroom and the new and returning students found themselves in a caring community and contributing to that community. They liked and worked well with each other, at least most of the time. And they trusted Laura. The following incident with Tyrone in April illustrates this newfound trust:

We were in line getting ready to go to lunch. I saw Tyrone hit Mary’s hand really hard and she jerked her hand back. I said, “Tyrone, that’s not acceptable here. You’re not to touch the other students.” He ran out of the line and back into the classroom. He sat down in his chair and started yelling, “You’re unfair. She hit me.” I walked over and said, “Tyrone, I can’t hear what you’re saying because of how you’re carrying on. If you have something to say, you can just say it.”

He said, “Ms. Ecken, I didn’t hit her. We were both giving each other five. We were high fiving each other and that’s why it made that loud sound.” I said, “Well then, Tyrone, why didn’t you just say that to me?” He said, “Because you said I hit her.” I said, “That’s what I saw. But you knew it was something different, so why didn’t you just say, ‘Ms. Ecken, we were both doing it?’ You know, I could’ve heard that if you weren’t yelling and saying I was unfair. It’s really hard to listen to someone when they’re not calm and telling me something in a respectful way.” Then he said, “Well say it again.” I said, “What? Say what again?” He goes, “Well tell me I hit Mary again so I can practice it.” So I said, “Tyrone, stop hitting Mary. That’s not acceptable here.” And then he just said, “Ms. Ecken, we were doing high-fives and we were hitting each other together.” I said, “Oh, well you two need to cut that out because somebody might get hurt.” And he went off to lunch.

Of course, Laura sometimes needed to use strong control measures that her students did not like. She reprimanded students, asked them to move to other places in the classroom, or directed them to write about their misbehaviors, and on rare occasions, she asked students to go to another classroom with a work folder. But for the most part, Laura managed her classroom by talking with and guiding her students to better understanding and better behavior. When misbehaviors arose, she

tried to control and guide her students in the kind, fair, and caring ways she was requiring of them.

Because a number of her students were reading well below grade level, Laura began the second year with a strong focus on her students' reading skills. She decided to have her students read every day for homework and to have their morning class meetings be about their reading. At first, a number of her students refused, simply declaring that they would not comply with Laura's request. But Laura persisted, and within a week, her students were not only doing the reading but happily sharing their reading in their morning meetings.

Laura sometimes made mistakes and sometimes lost her temper, but for the most part she remained calm and tried to guide and support her students toward better behavior. Her students came to love their class, their classmates, their teacher, and learning. On the last day of school, Laura asked her students to say "one thing they really liked about being in the class." The students' comments make clear that social and moral learning was as important as academic learning in Laura's classroom. Actually, the two learnings supported one another, as the following shows:

TYRONE: Having you as a good teacher and everybody as a good friend.

TRALIN: When we do something wrong you correct us in a nice way and we got to meet new people.

TANGELLA: Doing the research because we got to learn about a whole lot of people.

MARTIN: Partner reading. Your partner's right there to help you.

JENNIFER: I really liked our phonics lessons and I liked writing in our journals, because I like writing in it and then fixing it up.

GABRIELLE: I'm reading better. . . . Can I say one more thing? Everybody needs to read all summer because last summer I never read one thing, and when I got here I was below level. [*looks up*] Waaaay below level. . . . Now I read just fine.

Learning to Trust in Teacher Education

Using Laura's Classroom Experiences to Help Other Teachers

With the help of Professor Paul Ammon from the University of California, Berkeley, I (M.W.) conducted a series of summer workshops for small groups of teacher educators from across the country. In these workshops, I shared the community building materials developed by CDP and vignettes that illustrated Laura's use of developmental discipline. Guided in part by the responses of the teacher educators, I wrote the first edition of *Learning to Trust*, chronicling the many ways that Laura built her students' trust in themselves and in her.

The book provides detailed descriptions of the concrete actions Laura took across the 2 years to manage her classroom: how she built trust with her students,

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taught them to like and work with one another, and established a community spirit. It describes the many ways that Laura supported the growth of her students' ethical and academic competence while allowing them the autonomy they needed to feel in control of their lives. It describes the many supportive ways that Laura helped her students avoid common misbehaviors or guided them through situations where the temptation for misbehavior was high.

Despite Laura's guidance and efforts to lessen her students' desire to misbehave, there were many instances of serious misbehavior. The book describes how Laura responded to them focusing on empathy, restitution, and moral reflection, lessening the likelihood of their occurring again. My hope was that this book would help both teachers and student teachers better understand and have faith in the many ways to help students learn and behave well without the use of rewards and punishments.

Learning to Trust at California State University, Sacramento ***Strengthening a Focus on Education for Democracy***

Several faculty from California State University at Sacramento (CSUS) attended the workshops at UC Berkeley and found the overall goals of the CDP and the classroom support materials developed by the project consistent with, and supportive of their current effort to revise, their teacher preparation program. Three of these faculty (Karen Benson, Lana Daly, and Joy Pelton) believed their current program needed a stronger focus on education for democracy. They shared Dewey's (1909/1975) view of the classroom as a cauldron for building students' understanding of and commitment to the principles of democracy but realized this view wasn't receiving enough emphasis in their current program. To make Dewey's position more central would involve intentionally educating teacher candidates on how to build a democratic classroom community and how to develop in their students the skills, values, and understandings that support a democratic way of life.

At the time, at CSUS, there were five different teacher preparation programs, a 2-year internship program, and four campus-based programs that involved university coursework with two or three semesters of student teaching. Students were grouped into cohorts of approximately 25 students, and each center had a coordinator and its own faculty.

The students at all centers took the same set of core courses, for example, philosophy of education, reading and language arts, and mathematics instruction, on the university campus. However, the two-semester pedagogy course that addressed classroom management, student teaching, and assessment, among other subjects, was taught at each school-based center, and the faculty could use different texts and assignments. This semi-autonomous "center" structure allowed the faculty responsible for one center who attended the CDP workshops to incorporate the principles of CDP in unique ways.

The Teacher Preparation Program in the Folsom/Cordova District

The teacher preparation program at the Folsom/Cordova Center was a two-semester program involving student teaching and coursework. Our students were intentionally placed in diverse classrooms, and their experiences were akin to Laura's. We wanted them to see teaching not only as a way to build academic skills but, like Dewey, as a way to build students' commitment to the values that undergird our democracy. We applied several approaches to help create a learning environment for our student teachers that they could incorporate in their future classrooms.

In the two-semester pedagogy class, we modeled developmental discipline (Watson, Benson, Daly, & Pelton, 2013). Typically, student teachers were exposed to a variety of historical classroom management systems. We believed that Developmental Discipline was consistent with the Deweyan, constructivist educational theories we hoped would shape our students' eventual teaching practices. It focused on helping children control their own behavior through scaffolding, environmental support, and instruction. Its goal—to build in students the competencies and values that support a democratic way of life—was the goal we hoped our students would acquire. Many of our students expected that they would achieve classroom control through rewards and consequences—not surprising, since most went through school experiencing that kind of classroom control. We needed to begin by changing this mind-set. We immersed our teacher candidates in the same kind of social/moral learning community we hoped they would create in their future classrooms.

We engaged them in community and relationship building and in determining how our classes would be run, and we problem solved with them when things went awry. By undergoing their own concrete experience of community, we hoped they would strive to create similar learning experiences with their future students. We frequently reflected with our students on how these activities create a sense of belonging and build a community that supports learning. As the following comment indicates, the value of being part of a caring, democratic community was not lost on them: “Pedagogy class gives our cohort the chance to BE the community we’re always talking about. I LOVE the way we actually experience (moral education) rather than just hear a lecture.”

Providing autonomy experiences. While, like all teacher preparation programs, we had a long list of required competencies for students to master, we strove to incorporate autonomy experiences for them. For example, we developed Paravision, a process in which individual students voluntarily reflect with their cohort around a classroom incident or issue with which they are struggling. Students describe incidents or issues and invite comments, questions, and suggestions from fellow students. Each student privately decides how to use whatever ideas surface during the Paravision session. We strove to convey the message that the experience of our classes was a big part of the content of the classes. We believe this consistent

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modeling and reflection built our students' understanding of these pedagogical techniques and their commitment to using them in their classrooms:

I love that you use some of the techniques you suggest we use with our kids—on us! Seriously, it speaks to the sincerity of your message and the earnestness of your belief in these methods—and that is very important to me.

“Real-life” concrete examples. Even with careful selection, it was difficult to find classroom examples of the management and disciplinary approaches we were instructing our students to use in their future classrooms. This is where the book *Learning to Trust* was invaluable (Watson & Ecken, 2018). Our student teachers read the book over the summer and reread sections across the two semesters of formal coursework, reflecting on Laura's goals, practices, successes, and failures as well as her students' behaviors, motivations, and responses. They compared their students to Laura's and their classroom situations to those that Laura faced, reporting that they frequently asked themselves “What would Laura do?” when faced with classroom challenges. The narrative text was useful in helping them understand their students, especially challenging students, and believe in the possibility of eventually establishing in their own classrooms a caring, democratic, learning community:

Learning to Trust is so relevant and important to what I am doing in my teaching right now. I feel very connected to the situation in Laura's class and have reactions to her class's actions and attitudes as if they were students in my classroom.

As our preservice teachers read about Laura's experiences, they developed a personal connection to Laura that helped them translate the theory into their own classroom experiences. They appreciated that Laura made mistakes, and her reflections on her mistakes provided a comforting model for them as they made their own inevitable mistakes. One student's reflection captures the feelings of our students: “I feel a very strong connection to Laura because she is not perfect and she makes mistakes, but she still genuinely loves her students and cares about their well-being.”

Assessing our success. Based on our students' reflections, projects, and student teaching, we were confident that most students from our center graduated with the knowledge and commitment they needed to integrate social and ethical learning into their teaching. In 2009, after using *Learning to Trust* in our program for 7 years, we sent a survey to the 163 students who had been in our classes to assess how sustainable the principles and practices were. While 46 survey requests bounced, we received 40 completed surveys. We were pleased to find that the majority of these former students remained committed to social, emotional, and moral teaching goals. For example, 97% (39 students) reported that relationship building, community building, and the teaching of values and social and emotional competencies were important to their teaching.

Job satisfaction. We were heartened to learn that all 40 of the respondents found teaching satisfying, with 80% (32) reporting that teaching was very satisfying. One respondent's comment captured our goal for all our students:

[Teaching.] Nothing like it. There are no two days that are exactly the same. To have the opportunity to learn and grow with these students is an invaluable gift. Each day I am provided with numerous opportunities to make a difference and let children know that they impact the world, make unique contribution, and have a choice in the matter of who they get to be . . . it is absolutely extraordinary.

Current Use of *Learning to Trust*

Soon after we reported the preceding results, Karen Benson and Joy Pelton retired, and the teacher preparation program was revamped into one central two-semester program in which all students attend the same lectures supplemented by small, individually led follow-up sessions. The current program is organized around teaching tolerance and a culturally sensitive, anti-bias curriculum. The main texts are *Teaching to Change the World* (Oakes, Lipton, Anderson, & Stillman, 2012) and *The New Teacher Book* from Rethinking Schools (Burant, Christensen, Dawson Salas, & Walters, 2010). Instructors of individual sections recommend supplemental reading based on the perceived needs of their students.

Presently, all 78 students are assigned *Learning to Trust* over the summer before classes begin. We view the book as providing a common observation of teaching students living in difficult circumstances. Laura's school and her students are very similar to many of the schools and classrooms in which our candidates are placed. Reading *Learning to Trust* before starting our intense program provides our students a powerful frame through which to view their students and classrooms. Each chapter is so very real in every way. We revisit the book throughout the two semesters as students reflect on their student teaching experiences.

Learning to Trust at San José State University

The most common pathway to a K–8 teaching credential at San José State University is via a post baccalaureate three-semester combined-credential/MA program. Our program is designed to support approximately 75 candidates per semester, and in the main, our candidates mirror the demographic makeup of the state's teaching force, which is approximately 63% White and 18% Latino, and overwhelmingly female (U.S. Department of Education, 2017). The program begins in the first semester with a focus on the ideas undergirding education in a caring, pluralistic, democratic society. Candidates begin their teaching practica during the second semester while taking content-area methods classes along with a course called Critical Perspectives on Schooling for a Pluralistic Democracy, which candidates call "classroom management" (referred to henceforth as CM). One of the central

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ideas underpinning the CM course is that the goal of classroom management is not to apply a collection of techniques to control students but rather to teach students to control themselves, and to value their classmates and their learning. This view requires candidates to take a teaching stance not just in curriculum matters but also in classroom management. Some candidates are quick to arrive at this realization:

Trying to “control” a bunch of littles is like trying to keep a bunch of frogs in a bowl. It ain’t gonna happen! . . . but if you connect with them and explain the “whys” and welcome input . . . they learn to control themselves rather than white knuckle it every time they think you’re watching.

Most, however, expect to learn a system of punishments and rewards to manage children—understandable, given that most have been immersed in such a system in their previous schooling.

To help candidates reconceptualize their thinking about the roots of children’s behavior, they are introduced to attachment theory (Ainsworth et al., 1978; Bowlby, 1969), which explains how children’s attitudes toward others have been shaped by their past nurturing experience, and self-determination theory (Ryan & Deci, 2000, 2017), which outlines the importance of satisfying three psychological needs—autonomy, competence, and relatedness—for children’s well-being. Along with attachment theory, self-determination theory is at the heart of the Developmental Discipline approach illustrated in *Learning to Trust* (Watson & Ecken, 2018). Thus we chose *Learning to Trust* as the primary textbook for our CM course. The structure of the book is particularly useful in that it provides concrete yet nuanced and complex examples of what a caring, teaching approach to classroom discipline looks like: “I already knew about attachment theory when I came into teaching, but to have it put in the context of a classroom so soundly & literally, with real world examples was so helpful to me.” We believe our students’ initial conceptions of classroom management are typical. They report that they plan to implement methods they experienced as elementary students or see in their cooperating teachers’ classrooms. Notably, most seem more concerned about limiting disruptive behavior that would rob them of “precious instructional time” than about their students’ social, moral, and emotional learning and well-being. Although the students have taken courses in which they learned about care ethics, multiculturalism, and the like, very few of these ideas emerge in their initial thoughts about classroom management. At the start of the CM course, most of our candidates view classroom management in technocratic terms, with thoughts about the moral work of teaching rarely in evidence.

The CM course is designed specifically to counter this. Our primary goal is to reorient candidates’ views of classroom management, to help them see that the goal is not simply to maintain control of students to maximize academic learning; rather, it is to engage, support, and manage students as they work together to build a caring learning community. The course is designed to help candidates understand

that the moral work of teaching should lie at the heart of their management practices (Sanger & Osguthorpe, 2013).

The structure of the CM course is straightforward. Roughly, each week, candidates read a selection—usually a chapter—from *Learning to Trust*, and we discuss it in a seminar setting, making particular effort to connect the reading to what candidates are experiencing in their placements. These discussions inform weekly cycles of inquiry in which candidates attempt to implement Developmental Discipline approaches, returning to class the following week ready to share their insights, triumphs, frustrations, and struggles. Because of the limits of their field placements—3 days a week in someone else’s classroom—most candidates are limited in what they can do to establish practices and procedures aligned with Developmental Discipline. Indeed, given that most of the mentor teachers do not practice Developmental Discipline, our candidates often face practices they come to see as anathema to the approach. In these instances, while candidates may not be in a position to change established procedures, we push them to consider ways they might tweak those procedures to be more in alignment with Developmental Discipline and more supportive of student autonomy.

For example, one candidate, Sarah, recognized that the use of a “clip chart,” a commonly used CM practice, was undermining everything she was learning about Developmental Discipline. It was pitting students against one another, rewarding those who already knew how to self-discipline and shaming those who needed to learn, thereby perpetuating inequalities in the classroom. Her position as novice did not allow her to disregard the practice, so she did the next best thing: She co-opted the practice and did what she could to help students interpret it in ways that better aligned with Developmental Discipline.

In Sarah’s fourth-grade classroom, the clip chart took the form of a large poster of a thermometer, with little magnets displaying all the students’ names. The magnets of those who were behaving well were clustered near the bottom. The magnets of those who had run into challenges—talking out of turn, not following instructions, and the like—were scattered up the thermometer, threatening to reach the top, which was labeled “OVERHEATED.” When a magnet reached the top, a “consequence” followed, such as asking the child to leave the room or calling a parent. As candidate Sarah taught her lessons, her mentor teacher insisted on monitoring the students’ behavior, occasionally moving magnets up or down as she saw fit. Unwilling to let the perfect be the enemy of the good, Sarah made time to discuss the why behind the magnet moving and did her best also to carve out time for students to practice the things they thought they needed to work on. She asked questions like “How can we make this activity go well for each of us today? What are you personally working on to keep yourself cool while we’re doing it?” When her students began to struggle, she often interrupted content delivery with phrases like “Let’s make some plans! Here’s what I’m going to do as the teacher . . .” Not surprisingly, her students wound up having their magnets move up the scale less frequently.

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The Blueprint Assignment

The CM course culminates with a “blueprint assignment,” designed to help students go beyond co-opting someone else’s classroom management practices and structures to think about how they might use Developmental Discipline in their first year of teaching. (For details of this assignment, see Rabin & Smith, 2016.) This assignment pushed candidates to work from a Developmental Discipline perspective. These descriptions take the form of “subfolders,” ostensibly written to help a substitute teacher understand not just the nuts and bolts of how his or her learning community operates but the deeper purposes behind the teacher’s practices and procedures.

In their blueprint assignment, candidates often critique the use of prefabricated rules with preset consequences that many see in their practica. They plan to co-create rules with their students. Thinking carefully about how to approach school rules opens candidates’ eyes to the necessity and complexity of working with students to co-construct the rules and teaching students the skills needed to follow them. Helping candidates learn to think through the details of how they plan to put Developmental Discipline in place—and to justify those plans by drawing on relevant theory—often brings them face-to-face with the limits of traditional management and, in so doing, allows them to transcend “mere” utilitarian goals:

I saw classroom management as somehow separate from theory in my university classes, and so I would have just adopted the processes I saw in my student teaching, table points, and other rewards and punishments. But when I had to think through the larger aims, I could see limitations and had to consider new ways.

As many candidates observed, using Developmental Discipline to redesign classroom management practices provided a way to think deeply about the purposes of pedagogical choices.

Challenges and Successes

Of course, even at the completion of our program, candidates have much to learn, and plenty of challenges remain. Perhaps the most serious challenge stems from the twofold problem of limited opportunities for novice teachers to observe Developmental Discipline in practice. Approximately 70%–75% of the cooperating teachers for both our program and the one at Sacramento State use discipline systems based on extrinsic control—clip charts, table points, marbles in a jar—whether or not they also incorporate a focus on SEL.

Developmental Discipline, like teaching, is hard work. Most novice teachers will have difficulty applying it smoothly and successfully. We encourage them to begin with small steps. Even if their school mandates a reward/punishment management strategy, they can still involve their students in setting class guidelines, implement relationship and community building activities, and soften a reward/punishment-based management approach, as Sarah did with her modified use of the clip chart.

We remain hopeful that most of our students will succeed in at least softening any mandated management approach and will gradually grow to implementing more aspects of Developmental Discipline in their classrooms. Recent comments by two former students help sustain our hope:

(Jason): You have to keep the Watson book handy. That book changed my teaching. Actually, that book changed my life! I can't imagine having to teach without those ideas.

(Heidi): My dog-eared, highlighted, notated, tabbed copy is sitting on my desk right this moment. And I recommended it to a teacher just last week. She's got a handful of a class this year and is finding the whack-a-mole approach less than effective.

Here's an analogy we think is apt: None of us, if we are novice musicians, expect to be able to stroll up to a cello and make beautiful music right away. And yet none of us would blame the cello, particularly those of us who have had the pleasure of hearing Yo-Yo Ma play. Instead, we recognize that drawing beautiful music from such a complex and challenging instrument takes time, dedication, and lots of practice. Using Developmental Discipline in one's teaching is like learning the cello; we should expect it to take time to master.

Lasting Impressions

How much difference can a teacher make in a student's long-term social, emotional, and moral growth? For many students, those who arrive in our classrooms with the benefits of past secure, supportive relationships, the long-term positive effects of our efforts may be minimal. These students will have enjoyed being in our care and learning from us, and perhaps they will have learned to be a little more caring and fair as they move through life—and that is not a small thing.

However, for those students who have lived difficult lives that have undermined their ability to trust, we can make an important, even a life-changing, difference. When we expend the extra effort to build caring, trusting relationships with these students, we may change their view of themselves and their long-term ability to trust, learn, love, and work well with others. Based on high school interviews, Laura made a lasting difference in the lives of several of her challenging students (Watson & Ecken, 2018). For example, Tralin lost her anger, was succeeding in high school, and remembered Laura with fondness and gratitude:

I loved Ms. Ecken's class 'cause we was open and honest. . . . You had that honesty there. She was like a mother . . . some kids was like struggling in homes and stuff . . . she was like our mother when we came to school. . . . And that's what's so special about her.

Anyone observing Laura's class would have noticed that she spent much more time guiding and reassuring her troubled students, such as Tralin, than with well-

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behaved students like Paul. We teachers sometimes worry that we are being unfair when we spend extra time with troubled, misbehaving students, perhaps irritating or short-changing others. The high school reflections from Paul make it clear that this does not have to be the case:

Some teachers just pass their image over you. Ms. Ecken wouldn't do it. She'd get to know you. She didn't judge. She didn't judge you by who you hang with or how you looked. She'll always be my favorite teacher.

Additional, and perhaps stronger, evidence for long-term positive effects of caring teachers can be found in the longitudinal study of children born into difficult circumstances conducted by Alan Sroufe and his colleagues (Sroufe, Egeland, Carlson, & Collins, 2005):

At age nineteen, we asked all of the young people if they had ever had a teacher who was "special" for them, who took a particular interest in them, and whom they felt was "in their corner." A dramatically significant result was obtained. The vast majority of those who completed high school said "yes," and often were able to name more than one teacher. Most of those who dropped out said "no," and many of them looked at the interviewer as if an unfathomable question had been asked. (p. 211)

In 2016–2017, more than 233,000 students were suspended from school at least once, some more than once. Many of these students had difficult lives, and schools failed to compensate for their difficult life situations (Noguera & Bishop, 2018). Suspension and other forms of punishment represent one approach to coping with these students, but at the expense of their happiness and their moral, social, and academic development. In the past 10 or so years, others have addressed this problem by stressing the importance of integrating into school programs and teacher training a focus on students' social-emotional learning (e.g., Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This is a necessary and positive start. Incorporating the teaching of social and emotional skills can help students as they struggle to master the more complex social world of school. However, for students who have not developed a trusting worldview, who instead have come to see others as hostile and needing to be manipulated or conquered, it is too little. Teachers must couple this teaching with the difficult task of building caring, trusting relationships with their truly angry, depressed, or frightened children—those who mistrust us, those with a history of insecure attachment (Ainsworth et al., 1978; Bowlby, 1969; Sroufe et al., 2005).

As Laura and her students demonstrate, building supportive and trusting relationships is often a slow and difficult process with these students, but with time, we can help them change their negative worldviews. The approach to classroom discipline outlined in *Learning to Trust* and advocated in our teacher preparation programs aims to do just that. It is not easy and not always successful; however, it may be the only way to set many of our struggling students on a positive life course.

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Branding Culturally Relevant Teaching: A Call for Remixes

Sharroky Hollie

Abstract

What is in a name? This question is a quandary for culturally relevant teaching (CRT). As a way of grappling with the dilemma, this article raises three essential questions to address if CRT is being applied in name only, or has it evolved in ways that are beyond just terminology with distinguishable types of CRT? First, a historical accounting or literature review of various well-known brands of CRT is presented. Next, a survey of names used for CRT in some of California's teacher education programs and the meanings associated with those names are examined. Last, a current, successful brand of CRT is offered as an example of a specific name for CRT being aligned with a precise way of being culturally and linguistically responsive. The conclusion is a call for a collective reflection on the state of CRT in teacher education. Is it not time for more remixes?

Cultural Relevancy as a Brand

Some time ago, I received an article to review for an online periodical. Without giving the full title of the article, it was dubbed "Culturally Relevant Leadership:

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What Does It Take?” I read the article twice looking for the “culturally relevant” aspects and then realized that they had been shrouded in a myriad of buzzwords like *equity*, *cultural sensitivity*, and *inclusivity*. I then realized that the article could have been entitled with any words, as long as culture and relevant appeared somewhere in the title. In other words, the name itself did not add significance because it was not tied to any specific type of cultural relevancy. It was not enough simply to state *culturally relevant* because the cultural relevance in the article was too generic. The “cultural relevance” did not stand out in any way. I was supposed to just see the words *culturally* and *relevant* and be content.

But to authentically and critically review the article for its cultural relevance, I needed the name to trigger a specific framing around the theoretical concept of relevancy. I wanted specific delineations that made this purported culturally relevant leadership unique from all the other culturally relevant leadership literature that I have read. I craved a brand or a type of culturally relevant teaching (CRT) that would be distinctive. That craving for a distinctive CRT in this article, which I did not end up reviewing after all, turned into a larger curiosity that then morphed into critical questions about CRT in teacher education, generally speaking. What brand of CRT have institutions invested in? What makes cultural relevancy in one program different from cultural relevancy in another program? What are the unique features that allow candidates to compare and contrast different approaches? How are the distinguishing characteristics of CRT tied to specific outcomes?

The aim of this article is to raise these questions and others, not so much for the goal of answering them as for the purpose of a collective, institutional reflection about them. Within that reflection is a call for a branding of cultural relevancy with the intent of creating or modifying variations of CRT, making each noteworthy. I will explore three essential questions:

1. What is the theoretical basis of a particular branding of CRT?
2. To what extent does the name used for CRT indicate a specific alignment to a brand?
3. How has the intentional use of a brand been tied to specific outcomes?

This reflection is presented in three parts. First is a discussion about what it means to vary CRT, based on the metaphor of a “remix” put forth by Gloria Ladson-Billings. She and other researchers have provided a historical context for “remixing,” and these variations have changed the dynamic around CRT from outdated to different, from theory to action, and from generalities to the particular. Thus they provide the theoretical grounding necessary for any remix. Second, a survey of the current landscape of culturally relevant branding in teacher education programs in California is explored. The survey of programs is not meant to be evaluative or a study of any kind. Simply put, I wanted to see what was currently out there in terms of names being used for CRT and, more importantly, the branding or remixing of

those names with varying philosophies. Third, using the three essential questions as a guide, a current remix known as *cultural and linguistic responsiveness* (CLR) is shown. In very concrete terms, CLR puts a focus on anthropology, not race; on pedagogy, not content; and on grassroots empowerment, not top-down mandates (Hollie, 2015). A theoretical framework, definition, and description of CLR as a brand are provided. This brand has resonated in professional development offerings for thousands of K–12 educators and hundreds of school districts across the United States and Canada.

Historical Context

Remixing Cultural Relevancy

In the essay “Culturally Relevant Pedagogy 2.0: a.k.a. the Remix,” Ladson-Billings (2014) said that scholarship, like culture, is fluid, and the notion of a remix means that there was an original version and that there may be more versions to come, taking previously developed ideas and synthesizing them to create new and exciting forms. Ladson-Billings’s essay is a call for a remix of CRT, which was made popular 25 years ago with the publication of Ladson-Billings’s (1994) *The Dreamkeepers: Successful Teaching of African American Students*. This book is in effect the original version of CRT that, over the years, has been developed and synthesized to create new forms. Or has it created a new form, which is the point of the collective reflection?

Before delving into that point, though, what is a remix? According to the *Cambridge English Dictionary*, a *remix* is the use of a machine or a computer to change or improve the different parts of an existing music recording to make a new recording. *Urbandictionary.com* defines *remix* as a song that is a modified or new version of an original song. A way to look at branding or remixing in education is to ask to what extent teacher education programs have “remixed” their cultural relevancy over time. Are future teachers being taught the 2.0 version or even a 3.0 version of cultural relevancy, or are they receiving an original or even outdated version? Is it enough even to say “culturally relevant” anymore, or do the teachers of 21st-century learners deserve more than relevancy? Ladson-Billings’s (2014) piece clearly mandated for remixes of CRT in ways that build on what has been previously done. For that reason, it is worthwhile to look at CRT from a historical perspective.

For CRT, any type of remix has to include a sampling of the historical context of CRT. In music, sampling is the act of taking a portion, or sample, of one sound recording and reusing it as an instrument or element of a new recording. This is typically done with a sampler, which can be a piece of hardware or a computer program on a digital computer. Sampling is an art form, heavily utilized in hip-hop but dating back to the 1960s with groups like the Beatles, who sampled from the French national anthem for their all-time hit “All You Need Is Love.” Most samples

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that are taken from older songs are in effect borrowed from history. For creating a CRT remix, there are several oldies but goodies to pull from, starting with some classics and then moving to more contemporary versions.

The Classics

While Ladson-Billings may have put CRT on the national map, one would have to go back 20 years before her work to understand its roots. Ramírez and Castañeda (1974) are often cited as providing the earliest introduction to the concept of CRT. In their book *Cultural Democracy, Bi-cognitive Development, and Education*, they argued that schools force conformity onto children of minority groups through their “assimilationist philosophies.” The result was that the schools were not being culturally responsive to the Mexican American student, the context of the authors’ work at the time. Cultural democracy, as they dubbed it, was the beginning of challenging the school institutionally to be more responsive to its constituency and the community it serves, regardless of the culture or language of the students. One could say that Ramírez and Castañeda were ahead of the times. Nevertheless, if you were to ask educators today with whom they associate the origin of cultural relevancy, undoubtedly most would name Ladson-Billings’s (1994) groundbreaking book. Her book is the standard by which all other versions of cultural relevance are measured.

Her collective body of work has defined what many have come to know and to believe about the theory. In *The Dreamkeepers*, the salient and poignant descriptions of six culturally relevant teachers are a must-read for anyone interested in CRT. She provided what is now considered a classic definition of CRT: “A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes” (Ladson-Billings, 1994, p. 13). If an educator has been credentialed in the past 25 years or so, this definition is the reference point for practicing CRT and knowing how to support student learning by consciously creating social interactions that help them meet the criteria of academic success, cultural competence, and critical consciousness.

In almost the same breath as saying Gloria Ladson-Billings, one could easily say Lisa Delpit. In 1995, 1 year after Ladson-Billings’s (1994) *The Dreamkeepers*, came Delpit’s *Other People’s Children: Culture Conflict in the Classroom*. A MacArthur Genius Award recipient, Delpit made plain the importance of teaching students the “rules of the game,” so they are empowered to negotiate those rules and then make choices around those negotiations. Her way of looking at CRT resonated with many educators. This quote says it best:

We all interpret behaviors, information, and situations through our own cultural lenses; these lenses operate involuntarily, below the level of conscious awareness, making it seem that our own view is simply “the way it is.” Learning to interpret across cultures demands reflecting on our own experiences, analyzing our own

culture, examining and comparing varying perspectives. We must consciously and voluntarily make our cultural lenses apparent. Engaging in the hard work of seeing the world as others see it must be a fundamental goal for any move to reform the education of teachers and their assessment. (p. 151)

Delpit was unrelenting in her call for cultural relevancy for students but was also adept at putting that relevancy in the context of academic culture. She brilliantly said, “Education, at its best, hones and develops the knowledge and skills each student already possesses while at the same time adding new knowledge and skills to that base” (pp. 67–68).

Next in line, chronologically speaking, would be Geneva Gay’s (2000) *Culturally Responsive Teaching: Theory, Research, and Practice*, which by the numbers can be considered one of the most influential works on culturally responsive teaching. Gay’s contribution, her remix, if you will, is that she provided a degree of concreteness to CRT with the notion of pedagogy, building upon Ladson-Billings’s work. Gay defined culturally responsive pedagogy as

the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for them. This pedagogy teaches *to and through* the strengths of these students. It is culturally validating and affirming. (p. 31)

In addition to the focus on pedagogy, Gay provided actual positive student achievement data supporting CRT from districts and schools across the nation. The addition of result-based data was important, establishing credibility for CRT, which had been an easy target for critics of the approach because of the lack of data showing effectiveness.

Villegas and Lucas’s (2007) remix revolves around six “salient” qualities of a culturally responsive educator. These qualities provide one of the most utilized frameworks in teacher education, especially in the context of teacher preservice and in-service programs. The six qualities are (a) understanding how learners construct knowledge, (b) learning about students’ lives, (c) being socioculturally conscious, (d) holding affirming views about diversity, (e) using appropriate instructional strategies, and (f) advocating for all students. Said Villegas and Lucas,

Successfully teaching students from culturally and linguistically diverse backgrounds—especially students from historically marginalized groups—involves more than just applying specialized teaching techniques. It demands a new way of looking at teaching that is grounded in an understanding of the role of culture and language in learning. (p. 28)

What stands out with their remix is the singular focus on what the teacher must do to be culturally responsive in a criterion-based way. The idea of the teacher knowing who he or she is culturally as a means to develop empathy for the cultures of students is powerful. Collectively, these six researchers and others (Hollins, 2008; Irvine, 1991) represent the past that in many ways foretold what we now see not

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only in the literature but in action with practicing teachers today. To what extent, though, do they simply represent a storied past for research in CRT, signifying what we have held on to for too long? Part of the answer lies in what is here now: What is the present and, consequently, the future for CRT research?

The Contemporaries

Zaretta Hammond’s special remix was the marrying of culturally responsive teaching with brain-based teaching. Her book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Hammond, 2015) masterfully mixed two seemingly unrelated areas by showing how they are aligned. Hammond said,

Just like our computers, all brains come with a default setting that acts as its prime directive regardless of race, class, language, or culture. Neuroscientists have long known that our brains are wired to keep us alive at all costs. Our deep cultural values program our brain on how to interpret the world around us—what a real threat looks like and what will bring a sense of security. (p. 37)

Hammond has examined in user-friendly language the connection between common culturally responsive activities, like call and response, and the stimulation of parts of the brain. This type of analysis builds on the foundations of CRT in a unique way. Oftentimes, there is an attempt to disassociate CRT from other aspects of learning that involve being sensitive to the needs of students, such as social-emotional learning or brain-based teaching. Hammond’s work eliminates the disassociation and shows that CRT should be seen as a part of the holistic educational experience for all students. While Hammond focuses on the brain and CRT, Christopher Emdin looks at CRT through a specific cultural lens of youth culture.

For White Folks Who Teach in the Hood . . . and the Rest of Y’all Too: Reality Pedagogy and Urban Education (Emdin, 2016) does not add a new name to the mix but addresses CRT directly to a specific audience—the urban educator. He also focuses on students through the lens of youth culture, particularly hip-hop culture, which is narrower in scope than what has been historically seen in CRT literature. Emdin said,

A fundamental step in this challenging of structures is to think about new ways for all education stakeholders—particularly those who are not from the communities in which they teach—to engage with urban youth of color. What new lenses or frameworks can we use to bring white folks who teach in the hood to consider that urban education is more complex than saving students and being a hero? I suggest a way forward is by making deep connections between the indigenous and urban youth of color. (p. 35)

By putting an emphasis on youth culture, Emdin brought fresh insight through the lens of youth culture, which is probably the most dominant “culture” in the classroom and yet is the least addressed or understood (Hollie, 2018).

Youth culture is defined as behaviors that students display related to their age, development, and maturity levels (Hollie, 2018). Sometimes students perform certain actions simply based on their age or developmental level and not based on their other cultural identities, such as economic status or even ethnic identity. Emdin's (2016) push to see youth culture as an integral part of any type of cultural responsiveness makes a specialized contribution to any mix. Likewise, the notion of culturally sustaining pedagogy pushes the thought process around CRT in a new direction.

Most recently, Paris and Alim (2018) offered an altogether new term, a true remix, with the theory of culturally sustaining pedagogy (CSP) in the text *Culturally Sustaining Pedagogy: Teaching and Learning for Justice in a Changing World*. CSP not only offers a name change but also goes beyond just acceptance or tolerance of students' cultures to move instead toward explicitly supporting aspects of their languages, literacies, and cultural traditions. CSP also encourages us to consider the term culture in a broader sense, including concepts such as popular, youth, and local culture alongside those associated with ethnicity (Machado, 2018). Similar to Villegas and Lucas, Paris and Alim offered a list of to-dos for educators to sustain the cultures of students in the context of school: (a) critical centering on dynamic community languages, valued practices, and knowledges; (b) student and community agency and community; (c) historicized content and instruction; (d) a capacity to contend with internalized oppression; and (e) an ability to curricularize these four features in learning settings. The pointed focus on key concepts like agency, internalized oppression, and community gives CSP a broad appeal that has not been traditionally addressed within the context of CRT, historically speaking.

In sum, when looking at what to sample from for creating a remix, there is no shortage of research. There is more than 40 years of research on CRT, and in no way are the selections presented here exhaustive. The ones highlighted offer a good sample of the past and the present. Overall, the literature on CRT is rich, thoughtful, and deep. Given this well-documented background, the second reflection or question is about the names currently being used for CRT by an institution or program. Does the use of CRT as a name or use of another name represent something unique or distinguishable? Or is it just in name only?

Importance of Naming

CRT has to be more than just a name, and there are plenty of names to choose from when it comes to CRT. They include, among others, culturally responsive pedagogy, culturally compatible teaching, CRT, culturally connected teaching, culturally competent, culturally responsive learning, culturally matched teaching, cultural proficiency, culturally sensitive teaching, culturally proficient, cultural competency, culturally appropriate teaching, and now CSP. The heart of the collective reflection here questions the assumption that all the names are synonymous,

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or are they like Coke and Pepsi, different brands but both colas, or like a Big Mac and a Whopper, which are both hamburgers but taste very differently?

Simply to have a name for CRT is necessary but not sufficient to know the type of CRT it is philosophically speaking because all brands are not the same. On an individual level, to be a culturally relevant educator, one must know not only the name but also the CRT brand being subscribed to in order to be effective, and on an institutional level, to prepare future culturally relevant educators means being precise and concrete in what is taught about CRT in teacher preparation programs. To use an idiom from African American Language (AAL), “everybody and they momma” is “culturally relevant” today. What that really means is they are carrying the name of cultural relevancy with little to no accountability for what it means in principle. Frankly, the name CRT has become too cliché and therefore has lost its meaning. By remixing CRT, the meaningfulness can be rebirthed, whereby the focus on CRT is less about the name and more about the disposition. The assumption then becomes that with a name comes a specialized meaning. The page then can be turned to look at the intended result of being culturally responsive for classroom teachers in the micro and for teacher education programs in the macro. The danger of just having CRT in “name only” is the lack of accountability to outcomes, whether they are high-stakes testing student achievement data, program enrollment numbers, or end-of-program surveys. Whether CRT is having a positive, significant impact, as intended, is the third collective reflection. Do we have an agreed upon, prescribed way of even knowing?

CRT and Results?

In my work with school districts across the country, I find that many of them are stagnated in their work around equity and/or cultural responsiveness. I define *stagnation* for them as when progress does not match the pace and efforts being given to achieve a said goal. Plainly put, they keep doing professional learning, conducting meetings, and holding critical discussions, but “ain’t nothing changing.” For preK–12 schools, the overarching and persistent goal has been to close the racial achievement gap and to decrease disproportionality around discipline, particularly with African American male students. Why have we not progressed further given all that has been studied and written about CRT? Why do we not have more culturally responsive classrooms from school to school, from district to district? Goodwin (2018) explained that

after decades of test-driven reforms, a few students at the bottom perform a little bit better, but we have done very little to raise average student performance. The bottom line is that the educators in the United States appear to be working harder without much to show for it. (p. 6)

Whether one agrees with Goodwin or not, the question is worth exploring (I happen

to agree with the assertion based on my experience in almost 100 school districts in the past 10 years). Are we as teacher educators having a profound effect on what CRT looks like in schools today?

The point is that a key component of any type of CRT remix should be a serious reconsideration of the overarching goals of CRT and its relationship to student success in preK–12 schools. A long-standing criticism of CRT is that it has been too theoretical at a time when it needed to be more practical for classroom teachers. Therefore with this call for remixes comes a focus on tangible results that clearly affect outcomes for marginalized students at the college and preK–12 levels. There is a need for several remixes or variations of CRT that demonstrate clear and significant changes that lead to evidence-based results. Now is the time for a third generation of CRT reiterations that will move the success needle as it applies to closing achievement gaps and lessening disproportionality around discipline for students of color. Before transitioning to looking at what is out there currently in teacher education in terms of names and uniqueness, I want to reiterate that the intent here is not to give the answers per se but to raise questions to be explored and studied collectively.

Survey of the Current Landscape

In thinking about names and remixes, I wondered how teacher education programs are naming CRT today and whether there are unique aspects to these names aligned with varying approaches. To gain insight into names and remixes, I looked at 25 Web sites of teacher education programs in California. This was not an official study. My methods were simple: I randomly chose 25 programs. The sample was representative of northern and southern California as well as private and public institutions. My mind-set was as a prospective teacher education student in search of a program that touted itself as culturally responsive. Very simply, I looked to see what versions of cultural relevance the programs were promoting and teaching to future educators. For each program, Web sites or Web pages, course catalogs, and/or syllabi, when available, were analyzed for three elements:

1. Was there a mention of cultural relevance, responsiveness, or any word that indicated addressing the CRT approach?
2. If so, then what was the actual name used?
3. What was the approach in terms of the philosophical description or objectives?

Note that all names of the colleges and universities remain anonymous.

My most interesting finding was that of the 25 Web sites randomly reviewed, only 13 explicitly listed some naming of CRT in any form in the program catalog or on the program Web site. Surprisingly, this means that there are still some programs that are not even culturally relevant in name. In fairness, I want to acknowledge

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that what I was looking for may not have been where I was searching. That said, by only looking at programs with at least a name for CRT, the sample size went from 25 programs to 13 programs. With those 13 programs, I did find a name of some sort. Again, if there was any inkling of CRT in the program description, I counted it. Following are the names provided by each of the 13 programs, but in no particular order: Programs in California; Urban Learning/Urban Education; Cultural Sensitive Pedagogy; Urban Teacher Program; Linguistically and Culturally Responsive Teaching; Culturally Responsive Teaching; Cultural Sustainability and Educational Equity; Latinx/Chicanx Academic Excellence; Culturally Inclusive Instruction; Culturally Responsive Pedagogy; Equity Educator; Cultural and Curricular Studies; Critical Pedagogy; Social Constructivist Theory.

The range of names speaks for itself; however, the suggestion here is not that all programs must use similar names. Even given the small sample size here, there is some variation in that 8 of the 13 names use the word *culture*, *culturally*, or *cultural*. The other five names vary from the historic label of culture, showing the beginnings of a remix, which is what I hoped for. The unanswered question, though, is, How do these names signify differences in the programs? What are the fundamental philosophical differences, given the various names? In other words, are these truly remixes, or are these the same songs with different titles and, most importantly, with what result? A look beyond the names should reveal variations that would in effect equate with the desired result of differentiation.

Thus the next step was to look at each program's definition, description, or objective for CRT, in the context of the name. In this step, I was simply looking for an alignment with the name that demonstrated uniqueness that would cause me as a potential student to lean one way or the other. Only 6 of the 13 programs that had names associated with CRT also had descriptions and/or definitions linked directly to that name, which, again, was surprising. A possible take-away is that from the programs without descriptions, just a name is enough. Figure 1 shows the definitions, descriptions, and/or objectives associated with six programs that had conceptual connections to their names. These statements are not categorized or coded to maintain anonymity. Similar to the names given earlier, they are provided to show the potential range of differences in the branding from which a student who wants to be a culturally responsive educator would have to choose. A natural outcome of such a range is another critical question: What authenticates a type of cultural relevancy from school to school? Put another way, what are the essential ingredients of a true remix of CRT? I am not in a position to say or even to suggest it, but I do think the process of answering that question is more important than whatever the actual answer might be.

Looking at these descriptions and objectives, the tension is that the type of variation and, by extension, the quality of the variation is in the eye of the beholder. To be clear, I am not judging the quality of these descriptions or definitions and, by extension, the different programs. On the surface, they do appear different, some more

Figure 1.

Definitions, descriptions, and objectives of the six teacher education programs.

Program 1

There are four components which will encompass most issues of relevance:

1. Community Engagement,
2. Professional Development,
3. Parental Involvement, and
4. Youth Leadership.

These include, but are not limited to, the following strands:

- ◆ Schooling Conditions and Outcomes/Educational Pipeline
- ◆ Culture, Identity, and Diversity
- ◆ Immigration, Globalization, and Transnationalism
- ◆ Language Policies and Politics
- ◆ Early Childhood Latino Perspectives on School Reform
- ◆ Culturally Responsive Pedagogies and Effective Practices
- ◆ High-Stakes Testing and Accountability
- ◆ Community Activism and Advocacy
- ◆ Higher Education Eligibility, Enrollment, and Attainment

Program 2

Provide administrators, teachers, and staff an experience in broadening your understanding of the educational issues that impact Latinos, particularly students and families. The educational success of an individual is linked to many factors. Understanding those factors can create unprecedented success in the teaching and learning community,

Program 3

A transformational program that creates a sustainable teacher preparation residency pathway. An emphasis on preparing candidates who are trained to integrate STEM education into K–6 curriculum using the CCSS-Math and NGSS.

Program 4

Support educators in transforming their schools into more effective spaces for educating culturally diverse students by developing their knowledge base around teaching and learning that is equity focused and culturally relevant, responsive, and sustaining. To work collaboratively with educators in examining the important connections between culture and teaching and learning. We work with schools and districts to engage them in identifying processes and strategies that push educators to reimagine relationships, policies, teaching, and learning through a cultural and equity lens. This co-constructed professional learning engages educators in challenging assumptions and to design actions that better serve their students and school community:

- ◆ unpacking identity and bias to recognize deficit thinking and actions
- ◆ redefining success and rethinking school practices that value students' cultural backgrounds
- ◆ centering the cultural agency of students in schools as the primary lens for instruction
- ◆ examining the historical context of schools and communities
- ◆ focusing on equity by questioning, analyzing and shifting current dominant norms and policies

(continued on next page)

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descriptive and detailed than others. Below the surface, though, what is the extent of the assumed qualitative differences in relation to the name of the program? In other words, if the program is called Culturally Sustaining, then what makes it different in its level of cultural relevancy to the program called Urban Educator? Or should it be different? Furthermore, hypothetically speaking, if a name was changed, would that mean a program's philosophy would change, such as adding more courses in CRT or exploring a different focus? For example, in one of the programs listed, a title of a specific student population is named. Does that mean that program only focuses on that student population, and what are the implications of that type of exclusionary focus? If years from now the program decides to focus on a different student population, how does that then change the philosophy of the program? Another program is using the term culturally sustaining, which is a fairly new theoretical concept. How has that program distinguished culturally sustaining from responsive from relevance? Based on the survey of all 13 programs, it was difficult to draw a conclusion that the name made a difference in what the programs were offering in terms of cultural relevancy, or put another way, a certain name could not be definitively associated with a certain brand of CRT. So, what might a brand connected to a specific name look like?

Figure 1.
Definitions, descriptions, and objectives of the six teacher education programs.

(continued)

- ◆ implementing culturally relevant content for authentic student learning
- ◆ enacting culturally sustaining teaching practices for increased student engagement

Program 5

Examine culture and cultural diversity and their relationship to academic achievement, development, implementation and evaluation of culturally inclusive instruction. Study topics such as cultural concepts and perspectives, cultural contact, cultural diversity in California and the United States, cross-cultural interaction: the roles of culture in the classroom and the school, culturally inclusive learning environments, family and community involvement, and culturally inclusive curriculum and instruction.

To promote and support effective learning for all students.

1. Maximize the possibility for courses to be positive and equitable learning experiences for students.
2. Increase the number of knowledgeable, inquisitive instructors that are reflective in their teaching practice.
3. Question, inform and influence internal and external programs and organizational structures to increase the value placed on teaching and learning.
4. Identify and promote opportunities for senior administrators to adjust resources, policies and expectations to maximize equitable outcomes in student learning.

Program 6

Improve instructional practice and educational outcomes for English Learners within Dual Language Immersion Programs. Analyze curriculum, pedagogy, and policy in diverse local and global communities. Build relationships with K–12 teachers, students, and communities.

The Brand of Cultural and Linguistic Responsiveness: A 3.0 Remix

In 2013, I abandoned my tenured assistant professorship in teacher education. I had become disillusioned and jaded with teacher education for several reasons. The primary and most relevant reason for this article was I did not think I was having the positive impact on classroom teaching in general that I intended to have when I entered the profession 10 years prior. I wanted to proverbially feel like I was changing the world, and in my four teacher education courses semester after semester, it did not feel like I was changing the world. My students always rated my classes high and appreciated what I taught them, but I wanted what I was doing successfully for those students to happen on a larger scale. I felt that I was being called to do more. Consequently, I left academia and transferred what I developed through my own study, research, and experimentation in teacher education to the arena of professional development. I started writing books, which then led to becoming what I call a “professional” professional developer, something that I was doing informally even before I left the university entirely. I began to share my success with cultural responsiveness at the university with the world, so to speak. And 15 years later, I have taught hundreds of thousands of educators throughout the United States and in Canada in cultural responsiveness, exponentially more than I would have if I had remained at the university.

I created a remix named *cultural and linguistic responsiveness*, or CLR. It is offered as an example of a brand that has had success from a professional development perspective with substantial teacher buy-in and acceptance as a prescribed variety. Using the three essential reflective questions from the introduction, I am going to describe my brand and how I think it fits the mold that I am suggesting to teacher education in general. I am not suggesting my brand as the exemplar, however. It is simply one example. I am sharing what happens when a name or remix of CRT triggers a specific thought around a particular way of being culturally relevant, in the same way that a name of a religion immediately tells a participant the philosophy of the religion or the type of worship service for a religion. The overarching goal is to have well-established brands under the umbrella of CRT, originated by the researchers generations before, such as Ladson-Billings, Gay, and Delpit, that are associated with specific ways of doing CRT and that are clearly different in their conceptualizations of culturally relevancy. Future teachers trying to become culturally responsive can then choose the brand of CRT that fits with their specific audience, purpose, and outcomes.

Sampling in CLR: An Overview

Whether in a very diverse school setting or in a homogenous student population, CLR is necessary for every classroom (Hollie, 2018). Traditional institutional

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knowledge would have educators believe that the need for cultural relevancy only applies to students of color. Despite this common thought, CLR is intended for every classroom and to benefit all students, with the focus beginning with the students who have been historically underserved. The main purpose of being culturally and linguistically responsive is to positively impact instructional practices and, by extension, student achievement.

The theoretical fiber or the sample of CLR is the work of Geneva Gay. The remix of CLR was sampled from Gay's definition of culturally responsive pedagogy given earlier. I particularly keyed on two aspects of the definition. One was the focus on pedagogy. The attention to instruction impacted my perspective because I was able to align CLR with the research that showed that instruction is the strongest variable linked to student achievement (Hattie, 2012). What matters the most is the how of the cultural responsiveness or pedagogy, not the what, meaning a focus on content. The second aspect of Gay's view that I sampled was the last line of her definition. She stated that culturally relevant pedagogy is culturally validating and affirming. From the very first time I read Geneva Gay, those two words, *validating* and *affirming*, resonated with me. My fundamental belief is that above all, pedagogy, the how of the classroom teaching, should first and foremost authenticate and support students' cultural and linguistic backgrounds and behaviors. The philosophical underpinning of CLR is therefore rooted in a construct called validate, affirm, build, and bridge (VABB), based originally on the work of Geneva Gay with a sprinkling of Lisa Delpit.

VABB Defined

CLR is the validating and affirming of cultural and linguistic behaviors of all students and the building and bridging of those behaviors to success in the context of academia and mainstream culture (Hollie, 2015). To validate and affirm means making legitimate and positive that which the deficit research on student's behaviors, institutional knowledge, historically speaking, and mainstream media, corporately speaking, and social media have made illegitimate and negative about the cultures and languages of marginalized student populations. "These students'" cultural and linguistic behaviors are stereotyped or falsely labeled as bad, incorrect, insubordinate, disrespectful, and disruptive in the context of school culture. More poignantly, their cultural assets are turned into liabilities once they are in school. A culturally and linguistically responsive educator refutes this narrative by talking to the students differently, relating to the students differently, and teaching the students differently. These students are treated in a way that ensures them that they are not walking deficits but that they have been culturally and linguistically misunderstood by the institution.

In CLR, when students are being who they are culturally and linguistically, the teacher is not going to speak negatively, punitively, or consequentially to them. Words that demonstrate understanding, sensitivity, and empathy are going to be

used. Their cultural behaviors are validated. Teachers can use these opportunities to build rapport and relationships with the students. Most significantly, students will be taught in a way that responds to their cultural and linguistic behaviors (Hollie, 2018). The distinguishing aspect of the CLR remix is to teach to these cultural and linguistic behaviors to increase the teacher's understanding, awareness, and acceptance, meaning that teachers are asked to use instructional activities that specifically validate and affirm cultural and linguistic behaviors that school as an institution has historically invalidated and not affirmed.

For example, take the linguistic behavior of verbal overlapping, where it is socially acceptable to jump in the conversation while someone is talking. In many languages and cultures, verbal overlap is a required norm because it shows engagement in the conversation. In fact, the ability to "jump in" at the key time in the conversation is a skill that shows verbal agility. But at school, this linguistic asset becomes a liability, as students who verbally overlap at home or in their communities are deemed rude and interrupters at school. In CLR, however, verbal overlap is seen as a plus, so teachers learn how to validate and affirm the students by using activities that not only allow for verbal overlap but celebrate it.

An equal part of validating and affirming is building and bridging. This is where the focus on academic culture or traditional school behaviors occurs. These school cultural behaviors are reinforced with activities that require expected behaviors in traditional academic settings and in mainstream environments, such as turn taking, individualism (independent work), and written (vs. verbal) responding. In CLR, the goal is to have a balance of validating and affirming activities and building and bridging activities. Ultimately, the goal is for all students to learn situational appropriateness, which is defined as determining what is the most appropriate cultural and linguistic behavior for the situation, and to do so without losing one's cultural and linguistic self in the process (Hollie, 2018). Andy Molinsky (2013) called situational appropriateness *global dexterity*, which is about learning to adapt one's behavior across cultures. Situational appropriateness as a concept sounds like the axiomatic *codeswitching*, but it is not the same. Differently from codeswitching, situational appropriateness always requires the validation and affirmation of the student's culture and language first. The build and bridge component of the VABB construct only works when students are validated and affirmed first and are taught the importance of contextualization, meaning different cultural and linguistic behaviors are required depending on the context.

The main reason why CLR is needed in everyday teaching is because in every classroom, it can be anticipated without hesitation that there will be students who will need to be taught differently, depending on the context. CLR advocates for this differentiation for students. Simply put, the need for cultural responsiveness is to be diverse in the use of the methodology to increase the probability of reaching all students, no matter their race, gender, age, economic level, religion, orientation, or ethnic identity (Delpit, 1995; Hammond 2015). Culture and language, here, are

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used in the broadest terms and seen through an anthropological and linguistic lens with the criterion that race is not culture. Recognizing the multitude of behaviors as cultural and/or linguistic and then being responsive to those behaviors is the end goal of CLR for the educator. In effect, CLR activities tap into who the students are based on their youth culture (Emdin, 2016), their gender culture, their religion culture, and so on. In this way, students will be empowered to access and to explore the curricular content differently.

The How-To of Cultural and Linguistic Responsiveness

The how-to of CLR instruction is demonstrated through a specific formula, comprising three steps: quantity, quality, and strategy ($Q + Q + S = \text{CLR Success}$). *Quantity*, the first step in the formula, speaks to the teacher developing what I call a CLR toolbox. The CLR activities in the toolbox that are used on a frequent basis to create the quantity, which includes the names of the activities and the procedures or directions on how to use them. There are a multitude of CLR activities for teachers to use to create their toolboxes (Hollie, 2018). These activities are commonly used in the milieu of the CLR classroom, and many teachers already have an awareness of them from sources like Spencer Kagan (Kagan & Kagan, 2009). Many of the Kagan techniques are well known and vetted, so I have found in my professional developments that there tends to be a familiarity with activities such as “turn and talk,” “give one and get one,” “campfire discussion,” and “solo, pair, team,” to name a few (see Kagan’s work for a detailed description). With the regular use of the CLR activities, they eventually become staples in a teacher’s CLR toolbox. These activities are paired with four CLR instructional areas: classroom management, academic vocabulary, academic literacy, and academic language. Each instructional area represents what I deem “gatekeepers of success” for students as they matriculate through school. Meaning, if they are unable to manage themselves, increase their academic vocabulary as they progress, read on grade level or above, or write and speak academically (use of academic language), then they are unlikely to have academic success in school.

Under each instructional area are prescribed CLR categories, and for each category, there is a set of prescribed activities. For example, looking at the instructional area of classroom management, which focuses on what it means to be culturally responsive with classroom management and discipline, there are four CLR categories: use of attention signals, use of movement activities, protocols for responding and discussing, and extended collaboration opportunities. These four categories together are called engagement activities because they are meant to support teachers in increasing student engagement in their lessons, building upon the old adage that the best discipline plan is an engaging lesson plan.

For the category use of attention signals, teachers are asked to use call-and-response activities as a way of validating and affirming students through use of

rhythm, providing a sense of community, and giving an opportunity for connectedness to the teaching. Call and response as an activity is a vocal interplay between the audience and speaker or the teacher and students in the classroom. The speaker or the teacher says or does something, and the audience or the students respond. To get the students' attention while they are working in collaborative groups, for instance, the teacher may say, "When I say listen, you say up," and the call is done in a rhythmic way, so the students respond accordingly, demonstrating not only the same rhythm but a connectedness to the teaching. Therefore the call and response "Listen, Up" as an activity becomes part of the teacher's CLR toolbox. The objective is for teacher to have as many CLR activities in his or her toolbox as possible that are both validating and affirming and building and bridging for the students.

The next step in the CLR formula is quality. *Quality* is the use of the CLR activity with fidelity and accuracy. The accurate use of the activities is the key to successful implementation of CLR. Adopting the CLR activities and using them regularly can be new learning for some teachers, regardless of their experience levels in teaching. Sometimes teachers are unwilling to give the CLR aspect of the lesson the benefit of the doubt when lessons do not go exactly as planned, so knowing how to do the activities accurately and in ways that authentically validate and affirm or build and bridge is critical. Otherwise, the CLR is blamed for not working. Sticking with the example of the call-and-response activities, oftentimes, upon first using call and response, teachers will mistakenly use them in a way that is more for the purpose of conduct or behavior than for validating and affirming. What occurs in this instance is that the teacher will say a call and response but then respond to the students as if he or she wanted them to simply be quiet immediately. This use is more traditional. In fact, the use of call and response should signal a coming to quiet for the students, technically in 3–5 seconds, as a way of being sensitive to the social and cultural dynamics of closing a conversation. This nuanced shift makes a significant difference in the qualitative use of call and response in a validating and affirming way versus using call and response while maintaining a traditional mind-set. Each CLR activity must be used with fidelity and accuracy to be considered quality.

The last step in the CLR formula of success is strategy. Note that the word *strategy* is used as a verb here to beg the question, What is the strategy in the use of the CLR activity? In other words, what is the intentional and purposeful use of an activity? Essentially, there are four decisions to make instructionally when teaching in a CLR way. Is the use of the activity validating and affirming to the cultural and linguistic behaviors of the students? If so, which cultural and linguistic behaviors in particular are being validated and affirmed? Is the use of the activity building and bridging the students' cultural behaviors to school cultural behaviors, and if so, which ones? Is there a balance of activities throughout the lesson that both validate and affirm and build and bridge? By creating as much balance as

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possible, situational appropriateness will be taught automatically because students will have to determine the most appropriate cultural and linguistic behavior for the learning situation. Some teachers mistakenly think that CLR is just “a bucket” of activities. It is not. The strategy step makes CLR much more than about simply using activities. Without strategy, there can be no CLR.

Learning the Students’ Cultural and Linguistic Behaviors

Focusing on cultural and linguistic behaviors builds on the proactive approach of utilizing validating and affirming engagement activities to culturally and linguistically appeal to students. When these engagement activities are used regularly, students are then validated and affirmed based on certain behaviors, such as sociocentrism, kinesthetic learning, communalism, and verbal expression (Hollie, 2018). The *iceberg of culture* (Sussman, 2014) has been invaluable in looking at culture in a broad way by giving teachers a means to talk about culture without being stereotypical, fictitious, or random. There is a superficial perspective of culture, which is not the essence of CLR. For example, having an annual International Food Day where foods from various ethnic groups are served may not authentically validate and affirm students’ culture or make the teaching culturally responsive. While the students may enjoy tasting various ethnic foods, this type of activity normally does not actually help students achieve academic success by building and bridging to the culture of academia and mainstream culture. Thus the focus of CLR is on the deep cultural behaviors, or what are called *below-the-line behaviors*. It is these behaviors that will be ultimately linked to the relationship building with students and the instructional practices for the teacher. This link between the deeper cultural behaviors and the CLR activities is the heart of the brand of CLR. The most common cultural and linguistic behaviors to be expected in the classroom are listed and explained in the next pages (Boykin, 1983). The validation and affirmation of these behaviors will better engage students, and if they are better engaged, they will achieve more.

Common Cultural Behaviors

The following behaviors build off the iceberg concept of culture, which is the anthropological basis for the focus on culture as opposed to race. The take-away lesson is that all of us exhibit these cultural behaviors depending on our heritage, upbringing, and where we were raised. These behaviors are *not* race based. Following the research of Wade Boykin (1983) and others, these behaviors are the most common and likely to occur in the milieu of classroom and school dynamics. Please note, however, that this is *not* an exhaustive list. Other culture behaviors can and do occur. *The CLR educator should know these behaviors*. It is important to conceptualize these behaviors without thinking about them in the context or comparison

of school or mainstream (Whiteness) culture. They are meant to stand alone, have value on their own, and be representative of who the students are culturally and linguistically for validating and affirming purposes. To fully understand them is to know them in their originality. To only see these behaviors in relation to school culture misses the point and treads on deficit thinking.

Common Cultural Behaviors List

There are a total of 16 behaviors, and they are listed from the less nuanced (easier to grasp conceptually) to the more nuanced (harder to grasp conceptually). Noted in parentheses is the behavior in teacher-friendly language:

1. eye contact
2. proximity
3. kinesthetic (high movement context/orientation)
4. collaborative/cooperative (work and dependence on group)
5. spontaneous (impulsive, impromptu)
6. pragmatic language use (nonverbal expressiveness)
7. realness (authentic, direct)
8. conversational patterns (verbal overlap and nonlinear discourse pattern)
9. orality and verbal expressiveness (combination of 6 and 8 or verve)
10. sociocentrism (socializing to learn)
11. communalism (*we* is more important than *I*)
12. subjective (relativity)
13. concept of time (situation dictates use of time, relative)
14. dynamic attention span (varied ways to show attention)
15. field dependent (relevance of externally defined goals and reinforcements)
16. immediacy (sense of connectedness)

For a full explanation and description of the cultural behaviors, see Hollie (2018).

The strategy of CLR is to align these cultural behaviors to specific CLR activities. The basic hypothesis is that the strategic use of a certain activity will equate with the validation and affirmation of a certain behavior. To reiterate, these activities come from a variety of sources and have been used in other contexts (Kagan & Kagan, 2009). Most of the Kagan activities are not introducing sliced bread by any means, but how the activities are strategically used is the difference. Using the example of the linguistic verbal overlap mentioned earlier, the first step requires an acceptance of the behavior as legitimate based on anthropological and linguistic research. In other words, the teacher must believe that verbal overlap is a legitimate linguistic behavior in order to then validate and affirm the behavior instructionally.

Next, the teacher matches certain activities to verbal overlap, which will allow the students to “jump in” on each other’s conversations without punishment or admonishment. In this case, there are two activities in particular that validate and affirm verbal overlap. One is called “Shout Out” (Hollie, 2018). Shout-outs allow students to spontaneously provide answers and responses to prompts. The

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rules are no screaming-out responses are permitted, only one-word responses can be given, and students may be asked to repeat their answers. Shout-outs have historically been viewed as “blurt outs,” and students are typically treated negatively for doing them. However, through CLR, this linguistic asset can remain an asset in the classroom. Another activity that validates and affirms verbal overlap is a read-aloud activity called “Jump-In Reading” (Hollie, 2018). With this activity, students are not prompted to read. They can simply “jump in” while others read, but there are parameters. Jump-ins can only occur at period stops, not other punctuation marks. If someone jumps in, he or she must read at least three sentences. Lastly, if two people jump in at the same time, one person must practice deference. By my observations and through teachers’ anecdotes, both of these CLR activities are very engaging for students as well as validating and affirming. In the same vein, there would be activities in place to build and bridge school cultural behaviors that might be juxtaposed to verbal overlap, such as taking turns. To build and bridge a student to taking turns, an activity such as “My Turn, Your Turn” would be used. This activity is just as it sounds. Students acknowledge explicitly whose turn it is to talk and when the turn is to occur. In sum, the strategy in CLR is the intentional and purposeful use of an activity when the teachers want to validate and affirm a specific cultural behavior. Strategy is the final and most important step in the CLR formula of success.

The practice of matching the CLR activities with specific cultural behaviors gives this brand of CLR its distinction from others. This is the remix. This is not to say that CLR is better or worse qualitatively speaking than any other version of CRT. It is to say that by using CLR, teachers have knowledge that is concretely connected to instructional methodology. Teachers have the opportunity for practical, research-based instructional practices that not only increase student engagement but also are culturally and linguistically responsive in intention and purpose (Hollie, 2018).

Success with Cultural and Linguistic Responsiveness

Tying the brand of CRT to evidenced academic success is an imperative final step. As mentioned before, through the work of Goodwin (2018) and others, tons of professional development and teacher education have been done around CRT, numerous texts have been written, initiative after initiative has been attempted by district after district, but not enough has changed in regard to CRT’s implementation in schools. There have been some gains, yet still there is a long way to go if the goal is that every classroom would be culturally responsive. With the CLR remix, a measure of success occurred in a laboratory school, which will be called the CLR school, that showed potential for larger success.

Centered on a positive mind-set about the students’ cultures and languages, CLR school became one of the few models in the nation to demonstrate what CLR looks like in practice and in which instruction has been transformed with the activities prescribed by this approach (Hollie, 2018). The positive impact of CLR

pedagogy was revealed in the school's standardized test results. According to the California Standards Test (CST) and the Academic Performance Index (2007), the CLR school maintained high achievement results specifically in English/language arts when compared to the local district and the state overall. The California State Report Card on schools showed that the CLR school scored 822 out of a possible 1000 in its elementary school and 728 for the middle school during 1 year on the API. Nearly 60% of the CLR school's students were advanced or proficient in reading/English language arts based on the CST, which was remarkable when compared to the other local district schools. These impressive results serve to inform those who had questioned the educational value and the effectiveness of the CLR pedagogy. When CLR is done appropriately, the evidence shows that teachers approach instruction differently and see the results for themselves, like what was seen at the CLR school and has been seen with thousands of teachers across the country currently (Hollie, 2018).

Final Thoughts

In conclusion, as an answer to Gloria Ladson-Billings's call for a remix, there is another call to collectively reflect on what is in a name and a name's connection with a certain brand. I recommended three essential reflection questions to start the process of remixing:

1. What is the theoretical basis of a particular type of CRT?
2. To what extent does a name indicate a link to the brand?
3. How has the intentional use of the brand been tied to specific outcomes?

Given our current sociopolitical climate and what potentially looms for our current divide racially and politically, the time for culturally responsive teaching has never been more urgent. Now is the time to look at various remixes to ensure that, as an institution, we are having a positive and significant impact on teaching. Now is the time to look in the mirror. Steps for remixing involve a reassessment of names and the extent to which they are aligned with a particular philosophy; how the brand is different from other brands or what is distinctive about the brand; and, lastly, how the brand is making a difference or showing results.

CLR is an example of a remix with distinctive aspects and qualities that concretely separate it from other brands by focusing on specific activities aligned with cultural and linguistic behaviors that have been summarily dismissed by the tradition of school historically. CLR as a brand has had some success moving the needle for educators becoming culturally responsive. Teachers have been able to relate CLR to their students' academic success. This article is not a proposition for CLR but a response to Ladson-Billings's call for a remix. There are many more remixes to be heard because we know that the clichéd CRT as a one-size-fits-all or, in this case, one name and brand for all, will not work.

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Intrinsic Motivation as the Foundation for Culturally Responsive Social-Emotional and Academic Learning in Teacher Education

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Abstract

The article conceptualizes coursework in teacher education through the lens of intrinsic motivation. Authors theorize a pragmatic heuristic known as the motivational framework for culturally responsive teaching to achieve that goal. Then, using two illustrative examples, one of which is shadowing high school students, authors show how the framework's four motivational conditions can enhance teacher motivation to regularly gather data to know their students as unique and valuable members of the classroom community rather than as problems that need to be solved.

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Introduction

It is common knowledge that no amount of standards, benchmarks, and high-stakes testing can bring about school improvement without attention to teachers' knowledge and practices, grounded within the context of the communities they serve (Cochran-Smith, 2004; Gay, 2010; Ladson-Billings, 2011; Nieto & Bode, 2011). In fact, numeric data alone risk reinforcing deficit thinking about the potential capabilities and subsequent achievement of students who are considered low performing. Research and experience have suggested that to effectively facilitate learning in the areas of social-emotional and academic learning—to manage emotions, care for others, make responsible decisions, deeply engage and persist when confronted with challenge—it is necessary for aspiring, novice, and experienced educators to combine local investigations into teaching and learning with theories and practices grounded in intrinsic motivation, the latter of which is this article's focus. Reflective practice has the potential to influence teachers' belief structures (Bandura, 1986; Dewey, 1933; Nisbett & Ross, 1980; Pajares, 1992). Theories and practices of intrinsic motivation associate with respectful interactions and deep learning, in part because people direct their energy toward an endeavor that is inherently satisfying (Ryan & Deci, 2017).

Because the emphasis of this issue of *Teacher Education Quarterly* is social-emotional learning, we want to acknowledge up front our agreement with theorists who see social-emotional learning as a part of all learning endeavors. We draw from this essential unity in response to the question, How can teachers more consistently enhance student intrinsic motivation to learn within and across cultural groups and experience these same conditions in their own learning?

A Motivational Lens for Instructional Design

As university faculty in the areas of teacher preparation, leadership preparation, and adult education, and as professional development consultants in schools and school systems in the United States and abroad, we have collaborated with colleagues for more than 25 years to strengthen educators' knowledge of culturally responsive teaching through a motivational lens. The experiences of participants— aspiring teachers, teachers, teacher leaders, and educational administrators—offer a useful perspective on developing intrinsically motivating and culturally responsive educators. We conceptualize motivation as the energy that human beings direct toward achieving a goal. When learners are intrinsically motivated, they initiate, mediate, and experience motivation as a desired outcome that is inseparable from learning. We apply this understanding to the development of teachers who regularly gather data to know their students as unique and valuable members of the classroom community rather than as problems that need to be solved.

Postsecondary faculty and P-12 educators have long known that when learners

are motivated during the learning process, things go more smoothly, communication flows, anxiety decreases, and creativity and learning are more apparent. Learners who complete a learning experience feeling positively motivated about what they have learned are more likely to have a continuing interest in and to use what they have learned.

Guided by the question, How can educators at all levels of education and academic disciplines more consistently support intrinsic motivation to learn among all students? we have translated empirical studies into a pragmatic framework organized according to four motivational principles. This work grounds the development of postsecondary instruction, professional development experiences, and teaching and learning in schools. Known as the *motivational framework for culturally responsive teaching*, it has been cited as one of the most comprehensive models for the inclusion of research based on principles to enhance motivation, learning, and achievement (Brophy, 2004; Merriam & Bierema, 2014; Theall & Franklin, 1999). A particular concern has been to reach postsecondary preparation programs, professional associations, and school districts whose professional communities influence our most underserved P–20 students.

Intrinsic Motivation and Learning

It is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. Although vulnerable to distraction, these primary sources of motivation reside in all of us, across all ethnic, linguistic, and cultural groups. When learners can see that what they are learning makes sense and is important, their intrinsic motivation emerges (Brophy, 2004; Deci & Ryan, 1991). Like a cork rising through water, intrinsic motivation surfaces in environments where students learn because the learning experience itself is valued and rewarding. We have only to recall our own experiences cramming for a test to recognize the cursory and tentative nature of new knowledge when the primary goal for learning is the reward of a good grade or to avoid a negative consequence.

Nonetheless, ideas about intrinsic motivation exist within the popular media, which maintains a behavioristic orientation toward human motivation. If one were to do a content analysis of national news broadcasts and news magazines for the last 40 years to identify the most widely used metaphor for motivation, “the carrot and the stick” or “reward and punish” would prevail. Generally, our national consciousness assumes that people need to be motivated by other people. The prevailing question, How do I motivate them? inadvertently places learners in a one-down situation. It implies that “they” are somehow dependent, less capable of self-motivation, and in need of help from a more powerful “other.”

Motivation Among Youth

Some of the strongest analyses of the relationship of motivation to learning are found in youth education. In this body of research, there is substantial evidence that motivation is consistently and positively related to engagement, learning, and educational achievement (Hulleman & Barron, 2016). Several studies have included precise investigations that range from targeted interventions to comprehensive interventions that also consider curriculum and teaching methods (Lazowski & Hulleman, 2016).

Although intrinsically motivating learning environments heighten students' sense of agency and belief in their ability to make wise and influential decisions, it is difficult to achieve when students are implicitly viewed as motivationally dysfunctional or labeled at risk, struggling, or vulnerable. These labels, also seen as euphemisms for "culturally deprived" (Banks, 1993), suggest a deficit perspective of students and student motivation. When students, families, and communities are viewed as motivationally dysfunctional, it increases a "fix the child" orientation to teaching and learning. Certainly this devaluation of students' potential undermines efficacy and constrains imaginative applications of research (Dweck, 2018).

Morality, Politics, and Motivation

Although an exhaustive account of the moral and political issues that influence motivation exceeds the scope of this article, it is important to acknowledge that the study of motivation reaches well beyond psychology and pedagogy. Motivation to learn is also influenced by politics and policies that play themselves out in the lives of children, families, and schools. These include the pernicious effects of institutional racism in the United States (Du Bois, 1949/1970; Lipsitz, 2006); White power, privilege, and supremacy (Anzaldúa & Keating, 2002; Tatum, 2003); homophobia (Kosciw & Diaz, 2006; Russell & Joyner, 2001); ethnocentrism and xenophobia (Banks, 1993; Tienda & Haskins, 2011; Yakushko, 2009); and a host of other societal influences, including immigration policy, housing, and family income, on students' desire and capacity to learn.

Whether or not educators acknowledge the pervasive impact of political decisions in their work, politics is inherent in teacher–student relationships (authoritarian or democratic), curricular readings (those left in and those left out), and course content (a shared decision or the teacher's sole prerogative; Giroux, 1992). Values and politics also reside in the discourse of learning (which questions get asked and which get answered and how deeply they are probed); the imposition of standardized tests, grading, and tracking policies; and the physical conditions of classrooms and buildings, which send messages to learners and teachers about their worth and place in society (Anyon, 1980; Kozol, 1991).

The idea of "fixing" students who are perceived to be "nonconforming" is associated with popular ideology in the United States about individualism, and

it is kept in place with clichés and metaphors such as pulling oneself up by their bootstraps. Although individuals are also responsible, they are not *solely* responsible for their academic success: The failure of education to support historically marginalized students in this effort is exacerbated by an accountability movement that encourages teachers to spend inordinate amounts of time on test-taking skills and tests, often at the expense of one of the most fundamental influences on motivation: student–teacher relationships that make it possible for teachers and students to know one another as human beings.

Culture and Motivation

From politics and values to anthropology and neuropsychology, motivation and learning are inherently cultural (O’Brien & Rogers, 2016). Culture is the deeply learned mix of language, beliefs, values, and behaviors that pervade every aspect of our lives (Geertz, 1973). The cultural group(s) within which we are socialized influence neurological systems and the language we use to think, the way we travel through our thoughts, how we communicate, and how we make sense of and mediate moral decisions. Although how we interact and make sense of the world may change as we age, the influence of early socialization is significant. Emotions as basic as joy and fear are initially felt and understood within the cultural contexts of our communities, families, and peers (Barrett, 2005). In any situation, and certainly when we feel threatened, emotions mediate what and how we prioritize. Every moment is a competition among our senses to perceive what matters most (Ahissar et al., 1992). Emotions add relevance and human beings are compelled to pay attention to what matters.

In this regard, engagement with any learning task is always in a state of flux: diminishing, strengthening, or changing emotionally. Whether reading a page of text or participating in the first few minutes of a course, learners can experience a range of emotions, for example, from inspiration, curiosity, and futility to inspiration once again. This dynamic makes sustaining learning a nuanced endeavor that warrants careful instructional planning. When instructional plans are also motivational plans, educators increase the likelihood that students will direct their energy, attention, and interest to educational tasks throughout an entire learning experience.

A Motivational Framework for Culturally Responsive Teaching

In her study of motivation and its impact on personal development, Dweck (2018) highlighted a broader understanding of this question. She asked, “Within this field, many new motivational interventions have been designed and tested, but how do they all fit together and how can we evaluate and increase their efficacy?” (p. 42). The motivational framework for culturally responsive teaching (Wlodkowski

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& Ginsberg, 2017) responds to this query. It is an integrative application of research findings on intrinsic motivation, teaching, and learning with a cross-curricular reach. Adult educators continue to apply and research the framework in fields such as teacher education, teacher professional development, ethnic studies, engineering, computer programming, and game design (Barnes, 2012; Rhodes, 2017; Zigarelli, 2017).

As a meta-framework for instructional design, it respects an essential tenet: No learning situation is culturally neutral. Teachers and learners are individuals with complex identities, personal histories, and unique living contexts. For example, a person is not just older or African American or female; she is older, African American, and female. This example is still too simple because it does not include influences such as her religious or spiritual beliefs, sexual orientation, and income or professional status. Each of us has a variety of identities through which we make sense of things. The framework's four-question protocol prompts college and P-12 educators to reflect on learner diversity as a central consideration while planning instruction (Ginsberg, 2015; Ginsberg & Wlodkowski, 2009).

Within the motivational framework, *pedagogical alignment*—the coordination of approaches to teaching that ensure maximum consistent effect—is key (Wlodkowski & Ginsberg, 2017). The more mutually supportive the elements of teaching are, the more likely they are to evoke, encourage, and sustain intrinsic motivation.

The framework names four motivational conditions that the teacher and students continuously create or enhance (they are briefly described in the following pages in more detail): (a) *establishing inclusion*, creating a learning environment in which students and teachers feel respected by and connected to one another; (b) *developing a positive attitude*, or creating a favorable disposition toward the learning experience through personal relevance and choice; (c) *enhancing meaning*, or creating engaging and challenging learning experiences that include student perspectives and values; and (d) *engendering competence*, or creating an understanding that students are effective in learning something they value and perceive as authentic to life. These conditions work in concert, and they occur in a moment as well as over a period of time (Wlodkowski & Ginsberg, 2017).

A Motivational Perspective on Culturally Responsive Teaching in a Classroom

Let us look at an example of culturally responsive teaching based on this motivational framework. It occurs in an urban high school social science class with a diverse group of students and an experienced teacher. At the start of a new term, the teacher wants to familiarize students with basic research methods. She will use such methods throughout the semester, and she knows from previous experience that many students view research as abstract or inaccessible. We use headings based on the four conditions of the motivational framework to describe the teacher's approach. The headings represent the *primary* motivational condition

being addressed. In parentheses, we also note other motivational conditions that are present because the motivational framework is not a sequential planning tool. Strategies from two or more motivational conditions often work together during different parts of a lesson.

1. Establish Inclusion

After reflecting on the framework, her teaching goal, and her repertoire of methods, she assigns students to small groups where each student has a specific role. For example, one student is a facilitator, another is an equity observer, and one student is a reporter who will later share the group's experiences, expectations, and concerns. She asks students to discuss previous experiences they have had conducting or participating in research as well as their expectations and concerns for the course. In this manner, she is able to understand her students' perspectives and to increase their connection to one another and herself. She is also able to set the stage for later exploration of group process among students.

2. Develop a Positive Attitude

The teacher wants to ensure that students find the topic as well as teaching methods to be relevant and to involve students in making important decisions. She explains that most people are researchers more than they know, and she asks what students would like to research about themselves as a class. An energetic discussion reveals students' desire to investigate the amount of sleep class members had the previous night. This topic seems relevant because the course meets at 8:00 a.m. and many students have part-time jobs and family commitments to younger relatives. Active decision-making, which includes students' perspectives and interest, heightens the relevance of new learning and promotes a sense of agency. However, because everyone's voice is not always present, especially in initial discussions, and because dominant ethnic or social groups have historically used looking sleepy euphemistically as a substitute for "laziness," Ms. Clark mentions the need for safeguards. She circles back to this when the group clarifies its rationale, purposes, and methods (*establish inclusion*). Note that this is an example of how a single teaching strategy, for example, group work, takes into account more than one motivational condition.

3. Enhance Meaning

Ultimately, five students volunteer to serve as "subjects," and the other students form research teams. Each team develops a set of questions to ask the volunteers, without directly asking how many hours of sleep they had the night before. For example, a question might be "How many hours of sleep do you need to feel rested?" or "Do you drink coffee?" After they pose questions, each team ranks the

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five volunteers *from having had the most to the least amount of sleep*. However, when the volunteers reveal the amount of time they slept, the students discover that none of the research teams was correct in ranking more than three students. Students discuss why this outcome may have occurred, and consider hypotheses and questions that might have improved their accuracy. Collaborative learning, hypothesis testing, critical questioning, and predicting heighten the engagement, challenge, and complexity of this part of the lesson.

4. Engender Competence

After the discussion, the teacher prompts the class to write a series of statements about what this activity has taught them about research. For example, research can be about testing predictions, practical things like sleep, and using your imagination. When they exit the class, they hand their responses to the teacher, who thanks each student personally (*establish inclusion*). The reflections on learning help students make explicit some of the accomplishments they value.

This snapshot of teaching illustrates how the four motivational conditions continually influence and interact with one another. Without establishing inclusion (small groups with clear roles), developing a positive attitude (student choice for a relevant research project), the enhancement of meaning through engagement and challenge (developing questions and predictions), and the quick-write to engender competence (what students learned from their perspective) may have revealed little more than impersonal musings. According to this instructional model, all of the motivational conditions contribute to learning and are planned and addressed within a learning experience or unit from beginning to end. In this way, instructional plans are also (intrinsic) motivational plans.

Architecture for Adult and Professional Learning

Although there are a number of informative learning theories that offer general principles (e.g., Bandura, 1997; Knowles, 1980; Kolb, 1984), there are relatively few comprehensive models to guide instructional design and research on *adult* motivation, teaching, and learning (Dweck, 2018; Merriam & Bierema, 2014). In studies of youth education, there is substantial evidence that motivation is consistently and positively related to engagement, learning, and educational achievement (Hulleman & Barron, 2016). In Uguroglu and Walberg's (1979) benchmark analysis of 232 correlations of motivation and academic learning in 1st- through 12th-grade students, 98% of correlations between motivation and academic achievement were positive. Given the robust evidence for students as old as 18 years, and recent breakthroughs in neuroscience, it is reasonable to associate this finding with adult learners as well.

In the area of adult learning and, in particular, teacher education and instructional improvement, the motivational framework has served as a pragmatic architecture

to maximize intrinsic motivation and learning among graduate students, school leaders, district professional development coaches, and school-based professional learning communities. We illustrate this point through the example of shadowing high school students. We also provide references and page numbers for resources that combine knowing learners and examining the school experiences of learners with basic qualitative data methods.

A Motivational Approach to Shadowing Students

A number of years ago, one of the authors (Margery) taught a graduate education course titled Professional Learning That Motivates the Improvement of Instruction in Urban High Schools. The course was situated at a local high school, and students in the course were primarily White, European-American graduate students who were teachers, aspiring teachers, and aspiring educational leaders. An assignment required teachers to shadow a student who is considered low performing as a way to examine influences on student motivation and learning throughout a school day. Guided by the prompt “When is the student you have invited to participate in shadowing most likely to be motivated and engaged in learning?” the assignment offered practice with qualitative research methods and applications of research on intrinsic motivation, adult and professional learning, and culturally responsive teaching. Although a thorough exploration of the assignment exceeds the scope of this article, shadowing students was complemented by visiting the student’s family in his or her home. Visits followed a *funds of knowledge* approach (Gonzales, Moll, & Amanti, 2005) where teachers were learners and listeners rather than givers of information. The visits enabled teachers to discover student strengths that could be “mined” to enhance intrinsic motivation throughout the year (Ginsberg, 2011, pp. 26–29, 55–80).

Margery hoped graduate students would see how shadowing could become a way to interrupt blame and deficit thinking directed toward low-performing students and their families. They shaped their investigations so they could share results and structures with teachers in their own contexts (Ginsberg, 2014).

To enhance knowledge about motivation and learning, the experience was designed with the same four conditions of the motivational framework that graduate students were asked to consider in their observations. All frameworks are works in progress and present an inherent dilemma: They are by nature reductive and simplistic because they seek to demystify the complexity of a task or set of tasks. However, the improvement of instruction requires more than a checklist or matrix of “best practice” or “high leverage” strategies. While the motivational framework is by no means a prescriptive tool, students were able to see that the four conditions can guide the development of coherent teaching routines that can be continuously improved along a continuum of quality. Collecting qualitative data through the shadowing experience also helped students understand that the motivational framework can aid in the need for rich, vivid, and powerful descriptions of teaching and adult professional development practice.

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Quantitative data can illuminate “what” the strengths and needs of learners appear to be in relation to district or state standards. However, in the absence of qualitative data that attend to the nuances of “why,” this information can stimulate a guessing game that is vulnerable to default methods and trends. A few illustrative connections between the motivational framework and the shadowing experience follow.

Establishing Inclusion

An initial set of questions prompted graduate students to prioritize respect as a precondition for interactions with high school students and teachers. For example, graduate students discussed working with their high school students to make the process comfortable with initial questions such as “May I ask you questions as we walk from one class to another or is it best to walk behind you, as a shadow actually might?” or “In classrooms, would you like me to sit at the back of the room or at a location that is closer to where you are working?” Graduate students also provided clear assurances regarding taking notes, the confidentiality of notes, and their commitment to concluding the process at any point the student suggests.

Developing a Positive Attitude

Graduate students received a set of tools to customize to their context. These time-saving documents avoided the need and potential anxiety of trying to address circumstances that, realistically, require experience. For example, graduate students received a draft invitation to adapt to their own voices and circumstances:

My goal in shadowing you is to understand more about the experience of students in our school by witnessing, firsthand, some of your learning experiences. I hope that this will help me be more motivating and effective as a teacher. With your permission and with the permission of your family and teachers I would like to sit in on (at least three) classes with you and also walk behind you like a shadow in the hallways. In classes, in the hallway, and at lunch, I will pay attention to interactions without being too obvious, and I welcome advice about how to be your shadow without making you self-conscious. I will also check in with teachers in advance to make sure they are comfortable with having me in their classrooms. In addition to being your shadow, I would like to take notes on things that I observe. Anything I write will be confidential, and I will not use your name on my notes or in anything I share with other educators. Again, the purpose of this experience is to get a better understanding of what it means to be a student in our school. I will use the experience to work with other teachers to help make school a place where each and every student finds learning to be respectful, relevant, and worthwhile.

Enhancing Meaning

This motivational condition was addressed throughout the preparation, shad-

owing experience, and final paper. For example, teachers and high school students who previously participated in shadowing formed a panel to discuss their experiences and respond to graduate students' questions. Graduate students developed and shared a protocol of open-ended questions to ask high school students and practiced taking notes during an in-class simulation of an ethnographic interview.

Engendering Competence

Students received a project planning form and an assessment rubric to guide the development of their work. One of several testimonies to the effectiveness and value of the process follows. The graduate student was a special education resource teacher:

Essentially, it occurred to me that the members of the team simply did not have enough knowledge of the students they were charged with supporting, especially any strengths those students had. After shadowing and sharing some findings and insights with the team, I proposed that we include shadowing as part of our process to get to know the student in terms of his/her assets. Each member of the team is now required to spend a significant amount of time shadowing the student before making recommendations for interventions. Further, interventions should be based on assets noted while shadowing the student. I have received feedback from the team that the process has been enlightening. The referring teachers have noted that because we spend time with students of concern in supportive ways, teachers feel as though the team is more productive and relevant than it has been in the past. (Ginsberg, Knapp, & Farrington, 2014, p. 185)

(For additional information on shadowing students, see Ginsberg, 2011, pp. 33–54; Wlodkowski & Ginsberg, 2017, pp. 343–349.)

In this article, we have considered social and emotional learning through the lens of intrinsic motivation. We introduced and applied a motivational framework in response to the following two-part question: How can teachers more consistently enhance student intrinsic motivation to learn within and across cultural groups and experience these same conditions in their own learning?

As researchers have found and teachers know, ongoing improvement occurs within a constellation of challenges, and often teachers and teacher-educators are asked to bear the consequences of outcomes for which all of society is responsible. Nonetheless, a significant force behind schools and classrooms where students are eager and able to learn are inclusive, relevant, meaningful, and potentially transformative approaches to professional learning. By transformative, we mean deep shifts in assumptions and actions regarding student motivation and learning, for example, moving from the historical emphasis on “fixing” children and youth to strengths-focused understandings of human potential. We say this with historical humility, recognizing that for more than 5,000 years, inclusive and deep learning has been part of an ongoing struggle for human rights (Du Bois, 1949/1970).

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We maintain a number of unwieldy questions in advocating for this work. For example, how can we pursue more precise forms of teacher inquiry and discourse regarding student motivation and learning given the demands teachers already face? How can inquiry with multiple variables, such as those associated with the four conditions of the motivational framework, coexist in systems where the language of quantitative “data-driven” instruction promotes the seductive fantasy of formulaic school improvement (Farrell & Marsh, 2016; Schildkamp, Poortman, Luyten, & Ebbeler, 2017). While evidence supports the value of the motivational framework for culturally responsive teaching as a heuristic, this work is not an intervention. Under the best of circumstances, its influence is cumulative because of a number of other factors that interact to positively influence teacher and student learning. We face a classic dilemma: how to “measure” the influence of a motivational framework without compromising its nuances through reductive means or undermining local initiative. By local initiative, we mean that teacher initiative and imagination, whether in the area of social-emotional learning or a specific discipline, make this framework relevant and meaningful to the different contexts in which it is applied. Any framework that becomes prescriptive in highly reductionistic ways risks undermining the motivational conditions for teachers that they apply for students. When teachers feel respected and included in decisions that influence their students, are encouraged and supported in new challenges that they find relevant and engaging, and have authentic evidence of improvement they trust, teachers will want to continuously enhance the motivation of their students.

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**Trust Your Team:
Our Journey to Embed
Social and Emotional Learning
in a Teacher Education Program
Focused on Social Justice**

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Abstract

This case describes one university's journey to embed social, emotional, and cultural learning (SEC) deeply into a three-semester combined multiple-subject credential and MA program centered on social justice. The authors describe stages of program development and point to key anchor competencies they believe essential for be-

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gining teachers and critical to enabling them to teach social-emotional learning skills in culturally sustaining classrooms. The authors describe course activities, readings and assessments and the development of “throughlines” connecting key concepts and essential practices across courses, concluding with the challenges of integrating the many theories that inform this work.

Introduction

Every year my family gathers for a exuberant game of charades. No quote is out of bounds and newcomers to the game quickly learn to recite the mantra “Trust your team;” within the group someone will be able to take the idea and run with it. As we wrote this article, I recalled my daughter, saddled with acting out an obscure concept from biology: “ontogeny recapitulates phylogeny” (the development of the fetus traces the development of the species). She was saved by the combined insights of Grandma (who continues to believe all children should learn Latin), her ability to reenact a hatching fish, and the historical insight of the emerging biologist on her team. This vignette captures two ideas that ground our story— first, the importance of trusting the diverse talents of your team, and second, the biogenetic premise of a slow and wondrous development from the simple to the magnificently complex.

P. Swanson

Chair, Department of Teacher Education

This case study is a story of our attempts to organically yet systematically embed social-emotional and cultural learning in all its complexity within a fifth year combined Masters and multiple subject teacher preparation program. Our story offers insights to other universities contemplating similar systemic curricular change.

The history of school reform documents a trail of failed reform movements that neglected to include teachers in their conceptualization (Cuban, 1993). As programs designed to embed social-emotional learning (SEL) in schools proliferate (Dusenbury, et al., 2011) research suggests that SEL integration should focus on developing teachers’ ability to embed SEL in academic content instruction (Jones & Bouffard, 2012). The field, however, is in the nascent stages of understanding the role of teacher preparation in this regard. A recent national scan of teacher preparation courses reveals that while most programs explicitly reference building teachers’ SEL skills, few attend to preparing teachers to build students’ SEL skills, and emphasis appears to focus more strongly on relational and decision-making skills than self-awareness or management skills (Schonert-Reichl, Kitil & Hanson-Peterson, 2017). There is scant literature about how teacher educators develop SEL competencies in specific courses and no literature about how teacher preparation programs connect and develop SEL concepts across courses. This narrative seeks to address that gap.

We took a narrative approach to this inquiry into our work to integrate SEL throughout our program (Glesne, 2017; Ellis, 2007; Bruner, 1996; Polkinghorne,

1995; Clandinin & Connelly, 2000; Noddings & Witherel, 1991). We offer a window into the story of each author's course, and focus on narrative as the unit of analysis rather than phrases or keywords, with a goal to unearth more of the "fullness of human experience" (Polkinghorne, 1995, p. 8). This approach to uncovering the the less-than-tangible understandings of teaching is based on the view that when researchers conduct research with pre-defined reductive lenses in an attempt to reduce the unwieldy to something more readily described in a traditional research-report format, they often gloss over the subtleties of personalities and contexts that are key to a robust and situated understanding of a given phenomenon. Our hope is that affording each member of our team a chance to include their story might offer a way to avoid the kind of problems that often travel with a more inductive approach that at times can undermine one's capacity to appreciate the parts that make up the whole. This approach afforded us the opportunity to unearth and share our various and sometimes conflicting perspectives and to better encompass the complex nature of our disparate processes to uncover more holistic understandings of how a quite different group of trusted teammates came to revise their courses.

The goal of social-emotional learning (SEL) is to help children (and adults) "enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks" (Zins et al., 2004, p. 6). This case describes our work to embed SEL deeply into the three-semester combined multiple-subject credential and MA program centered on social justice at San José State University. Our program graduates approximately 150 multiple subject candidates each year, and in the main, our candidates mirror the demographic makeup of the state's teaching force, which is about 63% white and about 20% Latinx, and overwhelmingly female (Teachers in California, n.d.). We describe key stages of our program's development chronologically, and point to key anchor competencies to illuminate how we help beginning teachers teach with both a social-emotional and cultural lens by connecting SEL and culturally sustaining teaching practices. In this narrative, each of us tells a story of our individual courses. Taken together, these individual stories illustrate the relationship between the parts and the whole and explicates the complex nature of our disparate processes better than other more reductive methods might (Glesne, 2017). Our purpose is to support a holistic understanding of how a diverse team of instructors revised our courses and, guided by a commitment both to SEL principles and each other, changed the nature of our program organically.

Historical Overview

In 2011, a dean and a professor at San José State University planted the seed for an organizational research unit dedicated to embedding social-emotional learning (SEL) into teacher education. Within two years, under Dr. Nancy Markowitz's leadership, this idea evolved into the Center for Reaching and Teaching the Whole Child (CRTWC). We trace the development of the Center's work with faculty, from

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initial conceptualizations of SEL that leveraged the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL), to the development of a conceptual framework of seven anchor competencies (Center for Reaching and Teaching the Whole Child, 2019) embedded throughout our teacher education program.

Course Redesign

Supported by CRTWC, seven of thirteen Multiple Subject Credential Program faculty and two of our most experienced student teaching supervisors committed to embed the teaching of SEL skills in their courses. We met monthly to discuss course innovations using the five CASEL dimensions: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2013). CRTWC also partnered with the Acknowledge Alliance (formerly Cleo Eulau Center), an organization dedicated to improving mental health and resiliency in schools, to provide faculty with additional outside expertise. While we initially focused on helping our candidates teach SEL skills to their students, we quickly realized that we also were attempting to foster these skills in our candidates, and indeed ourselves.

We did not envision SEL as a stand-alone concept; rather, we saw it as embedded within our different courses highlighting various dimensions. For example, we situated teaching self awareness and cultural awareness in foundations classes, social awareness and relationship skills in classroom management, responsible decision-making in field placement, and self management and growth mindset as components of persistence in problem solving in mathematics. At each semester's conclusion, CRTWC sponsored a retreat where faculty reported on their work, received feedback, and planned next steps. Early work focused in mathematics and science methods, educational psychology, sociology, and language acquisition, ultimately extending to student-teaching seminars and other methods courses. Within two years seven courses had been revised, and CRTWC had revised the SEL acronym to call specific attention to our focus on teaching, adopting the acronym SEDTL to mean the Social-Emotional Dimensions of Teaching and Learning.

Mapping Across the Curriculum

By 2014, with the state's adoption of the Common Core Standards, our work shifted from examining individual courses to mapping the integration of SEL across our entire elementary teacher education curriculum as an essential foundation in preparing students to grapple with, among other skills, the rigors of open-ended problem-solving. Working retreats focused on identifying key "throughlines" that we might collectively adopt. One such throughline, for example, centered on creating classroom environments in which students feel safe asking for help and in which mistakes are recognized as part of the learning process. Watson's (2003) book *Learning to Trust* serves as a throughline to center developmental discipline and trusting relationships as core values in establishing caring classroom environments.

Other throughlines include instructional strategies practiced in many classes, and program-wide tools such as SEL-inclusive lesson plan templates and observation protocols.

Program Evaluation: Grounding SEDTL in Practice

In 2014 CRTWC partnered with WestEd, an outside evaluator, to assess the impact of our work. Through interviews, focus groups, and a survey of over one hundred current multiple subject candidates, WestEd confirmed what we suspected: candidates recognized the value in cultivating SEL skills and embedding them in their teaching but struggled to enact these values. We addressed this challenge by developing tools designed specifically to help our candidates (and ourselves) bridge theory to practice utilizing what CRTWC had started calling an “SEL lens.” CRTWC produced videos of faculty, mentor teachers, and candidates modeling how to teach SEL skills, including emotional awareness and regulation in mathematical problem solving, skillbuilders to develop group work norms, discussions of case dilemmas, and analysis of multicultural children’s literature. We also developed a classroom observation tool focused on key SEDTL strategies, and crafted a department-wide lesson plan template with specific prompts for teaching and assessing SEL skills. These tools pushed our conversation toward what we deemed high leverage SEDTL practices. By 2017, a qualitative evaluation (Diaz, 2017) of six program graduates teaching in a partnering district with a strong commitment to SEL, reported that not only did our recent graduates value SEL and talk about it, most were using specific SEL strategies in their own classrooms.

Adding a Cultural Lens

As we sought to link theory to practice, a troubling concern emerged: the CASEL dimensions, rooted firmly in psychology, did not explicitly address the broader lens of sociology to our satisfaction, paying scant attention to socio-political context and culture (Simmons, 2017). Although the literature acknowledged a tacit understanding—at best—of the role culture plays in creating and sustaining respectful interpersonal relationships, the CASEL heuristic did not acknowledge the cultural nature of identifying and working with emotions and reflected a color-blind approach privileging white middle-class American values of what constitutes SEL competencies (Hoffman, 2009).

The absence of the larger socio-political context became particularly jarring during the rise of the Black Lives Matter Movement (Watson, Hagopian & Au, 2018), which brought the persistent violence against Black youth to the national consciousness and heightened awareness of the importance of examining how societal and institutional entities define and act upon children. We were aware of critiques of SEL, including the individualistic, monocultural, and thus deficit-perpetuation of the approach (Gilles, 2010; Hoffman, 2009; Rabin, 2014). Authentic, caring

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relationships can not be established if issues of social justice that directly impact children’s lives are not engaged (Ladson Billings, 2014). Thus, we worked with CRTWC to explicitly connect SEDTL to core aspects of our teacher education program that define it as social-justice focused. Again, CRTWC grappled with the acronym to capture the nature of this work, ultimately landing on “SEC” to refer to the social, emotional, and cultural competencies that framed our work.

Developing a Conceptual Framework Grounded in Anchor Competencies

To help ground our efforts to focus on high leverage practices and SEC competencies essential for novice teachers, CRTWC developed the Social, Emotional, Cultural (SEC) Anchor Competencies Schema (2019) which integrates social-emotional learning and culturally responsive teaching. The schema identifies five broad goals for teachers: provide a safe and supportive learning environment; strive for equity in teaching and learning; build resilience and a sense of optimism; promote academic success; and develop responsibility for the greater good. These goals are embedded in a culturally complex socio-political context and give rise to seven anchor competencies (see Figure 1). Our vision is that candidates will develop these competencies via inquiry cycles that include exploring assumptions, modeling, practice, and reflection.

Table 1 Illustrates the sequence of courses in our program. In the following sections faculty in selected courses describe readings, activities, assignments and assessments designed to foster these core anchor competencies in our graduates.

Table 1
Course Sequence: Multiple Subject Credential Courses
with MA in Curriculum and Instruction

<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
Sociology of Education*	Qualitative Methods*	Special Topics in Ed. MA Inquiry Project*
Psychological Foundations	Classroom Learning Environments	
Literacy Development of Second Language Learners	Reading Methods	
Mathematics Methods	Science Methods	Social Studies Methods
Health and Special Education	Phase I Student Teaching	Phase II Student Teaching

*Indicates MA sequence leading to Inquiry Project

Course Descriptions

Semester I

Sociology of Education begins with exercises designed to stitch a group of strangers into a trusting cohort. First, we create a set of classroom norms—concrete and explicit but always open to revision if needed—to support candidates’ exploration of the assumptions and biases they bring to teaching. This norm-creating process allows students to contribute meaningfully to what happens in their classrooms, and exemplifies a stance at the heart of the course and the program: an openness to collaborative reflection. This work spans several class sessions, and is critical to the development of a learning community that fosters personal and professional growth. We begin the process by reflecting on John Dewey’s (1938) criteria for an educative experience: continuity, end-in-view, and interaction. With those themes in mind, candidates identify times in their own schooling that they would consider Deweyan educative experiences. Candidates also read Burbules’ *Dialogue in Teaching*, a piece that highlights emotional factors—concern, care, trust, respect, appreciation, affection, and hope—that shape dialogue in profound and unexpected ways. Focusing on dialogue, candidates then make some notes about the sort of “moves” they made to foster successful dialogues: Did I listen? Did I ask questions? What sort of questions? What about my body language? How many people were involved? They also think about unsuccessful dialogues: What caused me to disengage or dig in my heels? Did my emotions play a role? What assumptions did I make that might not have been warranted? Did I make judgments about others? We then use a shared Google doc to create a first draft of class norms.

Early in the course, candidates also share personal narratives about how various aspects of their identity that they see as important—e.g. their ethnicity, sexual orientation, gender, family history, linguistic, social and cultural affiliations, and personal experiences—intersect with their decisions to become teachers. Many of the narratives are incredibly revealing—stories of arduous immigration journeys, abuse, homelessness, poor health, poverty—and their gravity always seems to compel a certain authenticity when we discuss them. As such, they present opportunities for us to test drive our norms. We ask ourselves, “In what ways did our norms support our discussions and dialogue? In what ways did they fail? What could we change to improve them?” And then we revise our norms. Candidates then read Nelson and Harper’s (2006) *A Pedagogy of Difficulty* that points to the value of accommodating liminality—a transitional state between not knowing and knowing—in the learning process. We discuss our norms in this light, revising again until everyone is satisfied. Common threads include a commitment to challenge ideas but not the people who express them, to disagree respectfully, to assume that good intentions always underlie the words and actions of our colleagues, and to make amends when our words or actions cause harm.

A core assignment in the Sociology of Education course centers on the CRTWC

anchor competencies of creating community and fostering self-reflection. Candidates write ethical dilemmas, descriptions of complex school scenarios in which sets of competing values are at play—problems to be solved rather than situations to be managed. These dilemmas help candidates think about how they might handle in-the-moment classroom situations while also asking them to examine the relationship between instructional decision-making and their moral and ethical goals and about the values, beliefs, and biases from which they operate. We remind candidates to be patient with each other as they share their dilemmas, to see them not as stories that showcase successes and failures but rather as a way to put real life, messy, and complicated classroom interactions on hold so we have time to think together about how we might best respond to support our students.

From this perspective, the dilemmas candidates share can surprise even the experienced veteran teachers among us and open avenues for deep reflection. Candidate Joanna's dilemma, for example, involved a student with autism who routinely got left behind by her peers in group work. Joanna, a white woman in her mid-twenties, tried to intervene by asking the student's group partners to include her by having her be the group recorder, but the girls decided that her handwriting wasn't neat enough. Even when Joanna pointed out that handwriting was not critical, her peers were unmoved. Even as she attempted to structure her class to leverage the many benefits of group work described in the scholarly literature, she recognized a significant downside. Joanna noted differences in what she called 'hard' and 'soft' skills, writing, "Evelyn's exclusion could be causing damage to her sense of self-worth, intelligence, and self-advocacy. In turn, her peers are learning that it is okay to exclude people who you perceive to have lower academic or social status." She became increasingly aware that deep socialization forces were at work, and that the concept of intelligence seemed to lead her students to view themselves and each other in a hierarchy: "[t]he students understand intelligence with the fixed mindset model and judge each other's intelligence. They have been socialized to view each other using categories, labels, and other means of dismissing a person's value." Here, the child with autism was treated by her peers as less-than, perhaps because she did not engage in the group work in 'typical' ways and displayed few of the specific academic skills her peers had learned to value, and thus could not contribute with parity. By the end of the course, after much discussion with colleagues, Joanna planned to continue to explore this area of interest in the context of the action inquiry project all students must complete as part of the MA. Specifically, she planned to teach and model a growth mindset and strategically poise her students for success in academic *and* social roles. She also aimed to help boost the academic status of the child with autism as one step toward her ultimate goal of teaching her students to value each other not merely for what they might add to the group, but for their humanity.

Psychological Foundations of Education introduces many of the core

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concepts rooted in SEC, as they intersect with areas of psychology concerning cognition, social context, emotional and relational experiences within learning environments, and student motivation. From the first day, candidates engage in activities that foster critical analysis of learning environments, and learn to pay close attention to whether educational experiences “humanize” or “dehumanize” learning (Freire, 1993). The course includes an overview of research that informs how SEC is commonly conceptualized with content that includes learning about affective social neuroscience and the impacts of emotions on learning, memory, and motivation (Immordino-Yang & Damasio, 2007). We also explore current controversies in education via debate team presentations, each of which requires candidates to explore SEC-related aspects of learning.

Early in the course, we note the broad conceptual overlap between the language of the SEC competencies and the psychological terms rooted in the literature on human motivation. For example, process-oriented theories embedded within Maslow’s Hierarchy of Needs (1943) and Bronfenbrenner’s Ecological Systems (1979) models find direct expression in SEC concepts. Acknowledging the difficulty in capturing a unified definition of “resilience”—a term often used synonymously with SEL in education—we explore conceptual underpinnings offered by Liu et al. (2017), who outline a number of related concepts including autonomy (Masten & Garmenzy, 1985), self-efficacy (Bandura, 1986), achievement goal orientations (Ames, 1992), mindset (Dweck, 2006), and “grit” (Duckworth & Quinn, 2009). We also read counter-narratives relative to controversial uses and misuses of SEL-related concepts, such as mindset (Sisk et al., 2018) and “grit,” especially as they relate to the learning experiences of Black and Latinx youth (Tefera et al., 2019).

To help candidates bridge theory and practice and deepen their understanding of the psychological roots of SEC, candidates analyze the theories presented in the course within a “theory-to-practice” chart to determine appropriate practical applications that align with one or more of the six Teacher Performance Expectations (TPEs) outlined by the California Commission on Teacher Credentialing (2016). Students work in groups to articulate rationales for why they would design lessons and learning environments with SEC in mind, based on what they learned about key tenets and research roots of each theory.

Classroom Issues in the Language and Literacy Development of Second-Language Learners prepares candidates to meet the content learning and language development needs of their students. While the course focuses on the emergent multilingual (English learner) student group, candidates develop a repertoire of practices useful for students with learning disabilities and others who are often marginalized in schools, guided by the anchor competencies of creating classroom community, fostering growth mindset, and practicing collaborative learning.

In the first course assignment, candidates create a learner profile—they share personal information with a classmate, and that classmate introduces the partner

to another pair, until we all know a little more about each other. During the assignment, we highlight the experiences of community building, cooperative learning in pairs, and using oral language through both speaking and listening, all of which are important in creating a learning environment in which candidates feel safe to express themselves in whatever language(s) they choose. We then translate the assignment for use in the K-8 context, which allows each candidate to plan how to implement the practice, perhaps with assistance from family members, at a target grade level.

We also practice another key collaborative learning skill: pairing each emergent multilingual student with a language buddy to provide native language support to emergent multilingual students to facilitate the latter's content learning. During various demonstration lessons throughout the course, candidates role-play, and because many of our candidates are native speakers of languages other than English, they have opportunities to experience situations quite similar to those that arise in actual classroom practice.

These SEC moves—and many others, such as exploring ways to contextualize lessons in students' background experiences, fostering growth mindset, scaffolding content, and experiencing content-specific discourse and literacy practices—connect to a Tier 1 framework (see Whitenack, Golloher & Burciaga, in press) of strategies designed to facilitate the content learning and academic language development of all students in general education classrooms. Candidates use these Tier 1 strategies in all subsequent methods and practicum courses.

Mathematics Methods is particularly well situated to link to key theories and SEC practices introduced in psychological and sociological foundations. While developing candidates' pedagogical content knowledge (Shulman, 1987) we explore several anchor competencies: self-reflection through emotional awareness and regulation in problem solving (Swanson, 2013); teaching collaborative learning skills through group work norms and helping candidates to address classroom status problems (Cohen & Lotan, 2014); and fostering a mathematical mindset (Boaler, 2006, Dweck, 2006).

To explore the issue of emotional-awareness and problem solving in class we examine a particularly challenging "multi-step" story problem involving the density of an iceberg and ask candidates, "How did this problem make you feel?" While some react with enthusiasm and confidence, many express fear and trepidation. We discuss the importance of recognizing one's emotional reaction as well as the strategies that they, as successful graduate students, use to re-engage. Candidates describe how they slow down and search for parts of the problem they understand or take deep calming breaths and proceed with the problem step by step. We then explore how to translate these strategies into practice with children.

We examine a case study (Swanson, 2013) in which children were asked how they felt when faced with a particularly challenging multi-step story problem. The children's answers mirrored those of our teacher candidates. It was clear from the

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case that asking children to recognize and air their emotional reactions to daunting math problems created a sense of safety as students recognized that many of their classmates felt the same way. However, children, unlike our graduate candidates, did not have strategies for talking themselves through the problem—they needed to be taught to recognize emotions and their impact, and to practice self-talk and coping strategies. We discuss the teacher’s key role in this process. Candidates learn to avoid merely telling students how to do difficult problems, learning instead to provide the space for students to recognize their emotional reactions and practice coping strategies. Candidates practice cognitive scaffolding on both content and process. Asking candidates to consider opening a mathematical problem solving discussion not by jumping into the math, but rather by asking students to examine their emotional reaction to the problem is a novel idea for candidates and opens the door for them to consider how social and emotional factors affect mathematics learning.

In mathematics methods we teach group work specific norms—shared understandings between students as to their rights and responsibilities when engaging in group work. These norms, are outlined by Cohen and Lotan (2014) in *Designing Groupwork: Strategies for the Heterogeneous Classroom*. Using a series of cooperative skillbuilder activities we model and practice norms such as “you have the right to ask for help and the duty to give help,” “look out for what other group members need,” “explain by telling how,” and “ask questions.”

We use the skillbuilder Master Designer to focus on one norm particularly important to students’ social-emotional well being in mathematics—asking questions—a powerful tool for clarification and an essential tool for strategically taking initiative to secure help when needed in school. Master Designer is played with a set of seven geometric shapes called tangrams. Students make a shape with their tangrams (hidden behind a folder) that they then must describe for group members to replicate. Group members are encouraged to ask questions and to help the master designer explain. However, students cannot touch one another’s designs, and must “explain by telling how.” During wrap-up we discuss the many powerful ways a skilled master designer can explain, however, it is often the students who ask questions who most help the group. We note that specific questions like, “Show me which way the triangle points” as opposed to general exclamations like “I don’t get it!” lead to answers that help not just the individual, but the group. Specific questions, posed thoughtfully, also have the potential to guide the teacher to respond specifically and modify instruction as needed. In our debriefing we talk about using this skillbuilder to teach our students to be strategic and specific in their questioning, and that by doing so they enable both the teacher or their peers to better help them. For both our teacher candidates and their students, asking good questions and insuring they get the help they need is one of the smartest things you can do in school, and often one of the most helpful things you can do for your group.

Even when group norms are well established in a classroom, candidates recognize that group participation is seldom equal. Some students dominate while others

are ignored. These status problems usually stem from students' expectations for one another's competence at the task. While race or language background certainly operate as status characteristics, often academic status is most influential. Select children—frequently strong readers or those who are quick with computations—accrue status as classmates assume these children are “smarter” than others. These students, in turn, often dominate, while others are excluded. In mathematics methods we use group work videos of status problems to help candidates recognize and interrupt these status inequities by publicly and specifically pointing out the intellectual contributions of low status students and discussing the many different kinds of abilities and skills mathematics requires (e.g. reasoning, explaining, visualizing, modeling).

To explore this idea further we use Boaler's (2006) conceptualization of *mathematical mindset*—the belief that mathematics is multidimensional, creative, and conceptually interconnected and that with experience and a willingness to grapple with challenge we get “smarter” in mathematics (Dweck, 2006). We examine number sense (using numbers flexibly, strategically and conceptually rather than procedurally) and mastery of basic math facts. Students engage in Number Talks (Humphreys & Parker, 2015; Parish, 2014), structured discussions in which the teacher poses a computational problem and students explain and justify solutions and strategies. Candidates prepare a number talk leading to basic fact strategies, and then lead number talks with colleagues. We want our candidates to have their students generate basic facts strategies, practice these strategies through engaging tasks and games, and use self-assessment to focus their practice on the specific facts they find difficult. Students chart their own progress toward fluency, which fosters a growth mindset. Candidates conclude this segment of the course by generating assessment, grading, and homework policies to foster students' mathematical mindset.

Semester 2

Classroom Learning Environments operates from the premise that students and teachers are socially, emotionally, culturally, and academically complex. Core to the course are the practices of reflecting on funds of identity (Esteban-Guitart & Moll, 2014) and critically examining personal and institutionalized folk psychologies and pedagogies (Olson, & Bruner, 1996). The course explores tensions between the apprenticeship of observation (Lortie, 1975) and the pedagogies developed in the first semester. We use a transformational learning (Mezirow, 1990) approach to develop our SEC lens, reflecting on our experiences as learners, discussing how theories and experiences from first semester courses reframe our perceptions, then exploring how to put the SEC lens into practice. Through collaborative discussion and critical reflection, we explore our assumptions about children and what motivates their behavior with the goal to make visible the practices that we might leverage to create learning communities that exemplify developmental discipline, SEC competencies, and care ethics (Watson, 2003).

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As we explore the tensions between our experiences and research-based pedagogies, we recognize that there is often a disconnect between what our candidates see in their placements and what we teach in our classes. To explore these tensions and to model the SEC practice of building community, we begin each session with a “morning meeting.” We start with a brief mindfulness activity to develop self-monitoring and reflection skills, followed by a community-building activity to foster collaboration. As a debrief, candidates identify how the activities support SEC development. We then dedicate a part of each session to candidate “success-sharing and peer problem-solving.” Leveraging the concept of the teaching dilemmas from the sociological foundations course, candidates share daily dilemmas that arise from their student teaching placements (which also start in semester 2). Candidates practice reciprocal vulnerability, celebrate successes, pose problems, and collaboratively share suggestions and solutions. In these sessions, candidates sit in a circle so everyone can see one another, and we operate under three agreements: (1) the instructor speaks only when addressed directly, (2) candidates self-monitor to ensure equity of voice, and (3) confidentiality. These conversations build candidate community, independence, and always include connections to multiple SEC competencies and practices.

Course and program throughlines are the core of this course and present significant challenges for implementation. The course is designed to take the complex theories, social justice and SEC challenges, and impetus for institutional change developed in first semester courses, and ground them in practice. To this end, there are philosophical and temporal challenges facing the instructors. How do we align our practice, while maintaining academic freedom? How do we find the time and space to engage with our colleagues to ensure the throughlines stay supportive? Through dialogue with colleagues, we determined there should be a “skeleton syllabus” we all follow to ensure all students receive the preparation necessary for success on the CalTPA and the TPEs. The skeleton contains 5 assignments and supporting materials we all agree to teach, several of which overlap with supervision or literacy methods. Those of us who teach the course at the elementary and secondary levels meet regularly to co-plan common lessons, and share independently constructed lessons with one another. We also share our work with colleagues from other courses to re-align schedules and overlapping assignments.

The assignments in the skeleton syllabus include candidates conducting critical, empathetic, low-inference observations and inquiries in their placements, videoing themselves teaching, and using a video annotation platform to share their thinking and highlight key ideas from both coursework and supervision experiences. They practice strategies introduced in their courses as frames for reflecting on their own developmental trajectory, identify moments and moves that make visible how they build trusting relationships with and between students, connect practice to complex theories, and explore how to create safe, culturally sustaining environments. These integrated video assignments are also discussed in field-supervision groups and in

the literacy methods course. In this way, candidates learn to deconstruct the complex work of teaching and view it through different lenses. The video lessons and reflections also serve as concrete practice opportunities leading into the CalTPA, our program's teacher performance assessment.

The course culminates with candidates creating a substitute teacher folder, outlining their plans for creating their own safe and supportive classroom environment fostering SEC practices. Supporting discussions delve into the importance of having a detailed and well-articulated plan for SEC practices in order to maintain consistency. Throughout the course, candidates revise and refine their plan of action to include descriptions of routines, norms, and restorative practices they plan to use. Many of our graduates report that they continue to develop and use their sub-folders to help them articulate their SEC practices and communicate them to children, parents, and colleagues within their school communities.

Language and Literacy for Diverse Classrooms (Reading Methods) deepens candidates' self-awareness, social awareness, and evolving understanding of cultural complexity. The course begins with a "literacy capital bingo" activity in which candidates explore whose literacy capital (Yosso, 2005) is valued in schools. Bingo cards contain family literacy activities traditionally valued by schools, such as "my parent/caretaker reads to me most nights" and "I was taken to the library often as a child." Reflecting on semester 1 readings on cultural capital (e.g. Yosso, 2005), we quickly see that white, middle-class family values are typically championed in school while other values are marginalized. Candidates reflect on their own literacy capital, backgrounds, learning experiences around reading, and then try their hand at writing more inclusive bingo cards.

Candidates read about literacy capital and watch *The Danger of a Single Story*, Adiche's (2009) glowing account of the power and importance of counter story. They then extend the personal narratives they wrote in semester one's Sociology of Education to include a Language and Literacy Autobiography, exploring the connection between language and literacy, identifying preconceived notions that might entrench classroom status issues in unhelpful ways, and reflecting on how their journeys likely differ from their students' journeys. As candidates write and reflect, their values and beliefs begin to reveal themselves, opening opportunities to further develop proficiency with anchor competencies such as identifying and interrupting micro-aggressions, attending to classroom status issues, practicing reflective listening, and articulating affirming counter-narratives (see Figure 1).

Another assignment asks candidates to evaluate the classroom libraries and language arts curricula in their field placements, looking specifically for representation of diversity in any form (culture, gender, disability, etc.). Some candidates return to class with wonderful examples of diversity. Most, however, return with grim concern. We discuss problematic aspects of texts using "Ten quick ways to analyze children's books for sexism and racism" (Council on Interracial Books for

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Children, 1985) as a scaffold and add other underrepresented topics, such as gender fluidity and ability/disability. In *Chato's Kitchen* (Soto, 1995), for example—the story of the cholo gangsta cat, Chato, preying on a Latinx mouse family new to the neighborhood—candidates quickly see a variety of problematic portrayals of a minoritized group. Avoiding these problems, however, is never straight-forward. Some candidates wonder if *not* using diverse literature is preferable to *misusing* it. Other candidates familiar with *Chato's Kitchen*, for example, often point to the fact that many of their students personally connect to the book's characters—the cat and his gang or the mouse family. We probe how one might use *Chato's Kitchen* within a liberatory curriculum, and candidates begin to see that understanding books means understanding people and the world around them. As our discussions progress, we arrive at the insight that literature can support important discussions about decolonialization, democratization, and cultural representation in developmentally appropriate ways, even among kindergarteners. We also deepen our awareness that decisions about what gets included in or excluded from curricula often pit competing values against one another, and thus constitute teaching dilemmas identical in structure to the dilemmas candidates wrote in semester one. This awareness, in turn, helps candidates navigate the range of curricula and assessments they often encounter in their field placements—varied instructional approaches and often confusing reading comprehension strategies—with an overarching purpose: to help develop understanding and empathy.

Candidates also work in groups to co-author children's books of their own (Rodriguez-Mojica, n.d.) that seek to fill a representation gap. Each group contains at least one member who is 'inside' the group's chosen topic; the group also interviews at least one other person who is a member of that group. Candidates leverage significant SEC competencies as they share personal details and grapple with complex, often painful ideas in ways that are appropriate for young children, with the anchor competency teacher moves affirming counter-narratives and practicing reciprocal vulnerability notable among them. Candidates have produced books on an astonishing range of topics including the experiences of first-generation students, mental illness, ADHD, border-crossing and immigration, Ramadan, gender fluidity, mixed-race and non-traditional families, and child abuse. Candidates often self-publish these works for use in their own and others' classroom libraries, and the program keeps a copy for use by its student teachers. The range, quality and power of these candidate-created books reveals the depth and degree to which candidates have internalized SEC-related ideas over two semesters and across multiple courses, from sociology, psychology, and language acquisition courses, to content methods and classroom management. This is as it should be; the work of building a strong SEC classroom environment and supporting candidates to do the same in a TK-12 environment is complex, difficult, and requires consistency and collaboration across the program.

Student Teaching (semesters 2 and 3)

Integrating social emotional competencies in classroom practice is at the core of supervision and student teaching at SJSU. University supervisors have engaged with CRTWC in ongoing collaboration and professional development and their work has led to significant revisions in our two-semester student teaching courses, with the goal of integrating SEC anchor competencies to increase conceptual and practical coherence in supervision as well as field-based assignments and practices. Consistent with our adoption of the co-teaching model (see Bacharach et al., 2010) and the CRTWC Framework, we prioritized relational aspects of mentoring and positioned the first anchor, building trusting relationships, as foundational.

Supervisors observe candidates a minimum of six times each semester and hold bi-weekly student teaching seminars with their candidates. In seminars, supervisors focus on what candidates are experiencing in their classroom placements and often refer to the “teacher moves” that foster reflection, cultivate perseverance, and promote collaborative learning. Candidates are typically concerned with management, which is critically intertwined with SEC. By modeling and giving examples of these strategies, supervisors support candidates to implement them and to create their own ideas as to when and how they should be applied. It is the collaborative nature of the seminars, based in part on student needs at a given time, and the trusting relationships built through assets-based debriefs of observations that allow for SEC to be integrated into this aspect of the program.

In this way, over the two semesters of student teaching, supervisors support candidates to shift from being a student of teaching to a teacher of students as they take on increasingly challenging tasks. Coaching sessions are designed to foster anchors such as self-reflection and a growth mindset. For example, rather than supervisors merely telling candidates about their teaching, they first ask candidates to self-reflect—an intentional choice that conveys trust and supports the development of important analytical skills. Mentors and supervisors then build on these candidate reflections to offer targeted feedback and to reinforce a growth mindset that affirms that with effort, formative feedback, and practice, candidates can successfully embrace the challenges, dilemmas, and complexity of teaching.

Recent program innovations include an observation protocol that highlights key SEC anchor competencies, and a series of integrated course and student teaching seminar assignments requiring candidates to observe and practice specific SEC strategies in their placements. Supervisors support candidates specifically to plan and teach lessons that demonstrate how they build empathy and use multicultural literature to both reflect their students’ experiences and deepen cross-cultural understanding.

California’s Teacher Performance Expectations (2016) also guide supervision, of course, and the SEC anchor competencies allow our field supervisors to help candidates consider them through an SEC lens. For example, TPE 1.1 asks the question, “how does the teacher use knowledge of their students to engage them?”

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A focus on SEC competencies fosters candidates to design meaningful instruction by viewing this question broadly as an invitation to build trusting relationships, consider cultural connections, seek out engaging curricular materials, and leverage funds of identity (Esteban-Guitart & Moll, 2014). Notably, this approach also positions candidates to succeed in Cycle I of the CalTPA Teacher Performance Assessment, which candidates complete during Phase I student teaching.

Recently, we developed a set of online modules, *Co-Teaching for Mentor Teachers*, to support mentor teachers with candidate supervision and prepare co-teachers to model SEC competencies explicitly. Mentors teachers who elect to participate receive CEUs in lieu of the mentor stipend. Course topics include fostering “an equity-minded teacher,” “a resilient teacher,” “a mindful teacher,” and “reflecting on your just and caring classroom environment.” Other module topics pair with methods courses, addressing important pedagogical strategies, for example, math talks and math norms. We anticipate these modules will support candidates and mentors to develop a strong and supportive co-teaching relationship (Murawski & Dieker, 2013). Some candidates and mentors explore these modules together, and meet to consider possible responses to teaching dilemmas similar to those candidates explored in *Sociology of Education*, and as prompt-guided dialogue unearths their values and beliefs about teaching, co-teachers come to understand each other better.

One of the challenges we face in integrating SEC competencies with supervision is the somewhat transitory nature of the position. Most of our twenty-two supervisors are adjunct lecturers, many of whom are post-retirement. This poses opportunities and challenges in the development and maintenance of shared practices and knowledge related to SEC competencies. We include awareness of SEC competencies in the hiring process but still there is a range in how these practices are named and put into the work. In part, it means that we must regularly re-introduce the core ideas while we develop and refine practices. We strive within the two semester teaching sequence to provide coherence for teacher candidates while allowing sufficient flexibility for supervisors to individualize their section and respond to the needs of their candidates. To address the need for coherence, we recently transitioned all student teaching syllabi, resources, and assignments to an integrated online course shell within our Learning Management System.

This year ten supervisors are meeting monthly to study the revised social, emotional, and cultural competencies and related teacher moves and reflect on supervision practice. Their current work focuses on (1) cataloguing existing supportive practices, (2) updating the debrief protocol with prompts that focus more specifically on culturally sustaining pedagogies, and (3) sharing videos of debriefs for feedback and development. They envision a ring in the current wheel (see figure 1) between competencies and teacher moves that articulates field-specific practices, tentatively referred to as “supervision moves.” Our intention in the work we do with district partners and induction providers is to ease candidates’ career transition from student to teacher.

The Masters Course Sequence (semesters 1-3)

Our three semester MA program is anchored by three courses: Sociology of Education (semester 1), Qualitative Research in Education (semester 2), and Special Topics in Education (semester 3). In the first two semesters, candidates define an area of interest, pose an inquiry question and review relevant literature in preparation to conduct action research centered on that question in their third semester field placements. While candidates begin to think about an area of interest that might define their MA projects in their first semester, work toward their MA begins in earnest in the second semester Qualitative Research in Education course. Course assignments include framing an action research question, developing a theoretical framework, and with that framework in mind, writing a literature review to support the action research projects they conduct in the third semester Special Projects course. The path candidate Joanna traveled, from developing her question, to articulating a theoretical frame, to reviewing literature, to doing an action research project—illustrates how we help candidates explicitly attend to SEC competencies throughout the MA project.

Joanna, wrote her teaching dilemma in semester one's Sociology of Education course about the challenges of helping an elementary student with autism and her peers navigate group work. In the Qualitative Research course, she was joined by Maria, who was interested in a topic both candidates saw as similar—how positioning a learning task can sometimes dramatically shape students' perceptions of that task, and thus their capacity to engage with it. Together, they developed an inquiry question specific to the teaching of math that focused explicitly on SEC: "what can we notice about students' self-efficacy and math anxiety when we create a caring community for math group work?" Notably, this is not where they started. Initially, they asked, "what can we notice about our students' performance in math when we work to reduce math anxiety?" As they worked to articulate a theoretical framework, however, they found themselves returning to prior course readings about the importance of social and emotional safety for members of a learning community. They (re)read writings by Noddings, which explicate how to foster care ethics in the classroom via modeling, practice, dialogue, and confirmation. They drew on Dweck's mindset and Watson and Ecken's (2003) *Learning to Trust*, a text that details a developmental discipline approach to classroom management and then re-examined Cohen and Lotan's (2014) work on addressing classroom status problems. Joanna and Maria grappled with melding their understanding of status with their deep commitment to an ethic of care. They once again reoriented their thinking to align with their reasons for wanting to be teachers in the first place—moral and ethical reasons—and sought to manage math group work in ways that were consistent with their ultimate goal of helping students learn to think of each other not merely as academic performers but as individuals with inherent value regardless of their academic contributions. Reflecting on Noddings' (1995)

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observation that “we should want more from our educational efforts than adequate academic achievement, and we will not achieve even this meager success unless our children believe that they themselves are cared for and learn to care for others” (p. 676) they leveraged this idea in the third semester’s action research project. They wrote,

We need to make clear the goals for academics as well as the goals for how to care for one another. The students should understand that when they set out to learn a math lesson, they work towards a specific math goal and a specific goal about how to care. But we also need to facilitate dialogue during group work to help students develop SEL... perseverance, managing math anxiety, and SEL need to be scaffolded, just as math learning is scaffolded.

As they refocused their efforts toward SEC while attempting to level the playing field for participation, Joanna and Maria noticed complexity they had not expected. As Joanna wrote, “[we] anticipated that students with low academic status would struggle with group work the most. In fact, my students with the highest academic status struggled because they seemed to have difficulty releasing control.” This insight led them to realize that although it is important to interrupt status issues by recognizing the varied intellectual contributions of everyone, they were inspired by a more fundamental ethical and moral imperative: to teach students to value each other *for* their differences rather than despite them, and in so doing to teach how to operate as a caring learning community. The challenge of trying simultaneously to address an academic status issue that excluded a group member while cultivating a care ethic as a fundamental moral imperative speaks to the challenge of integrating the many theories that inform an SEC lens into classroom practice. Candidates’ MA projects rarely lead to definitive answers. Indeed, that is not their purpose. Rather, their projects represent first steps on a contextualized and complex journey to creating both equitable and caring classrooms.

Challenges

The preceding sections describe many of the course assignments and innovations we have developed to build social-emotional learning and culturally sustaining pedagogy into our teacher education program. As with any work involving this level of complexity, we have had to address many challenges in the turbulent contexts that accompany educational reform—changes in faculty, university priorities, available funding, competing goals and initiatives, and the ever-changing contexts of the schools and communities we serve. While our work has often mirrored the ebb and flow of opportunity, we wish to highlight two challenges that continue to shape our work and push us deeper.

First, we recognize that our work with CRTWC to integrate culturally sustaining pedagogy and SEL is in its nascent stages, and some of us have pointed

out that this work seems to require us to integrate seemingly incommensurable theoretical frameworks. In our search for a pathway through this complex terrain, we have chosen to frame various aspects of social-emotional learning as features of caring classroom communities in which trust and courage are paramount and relationships play central roles, rather than as a collection of discrete competencies to be measured, or decontextualized tools designed to manage classroom behavior. This view emphasizing the relational aspects of classrooms rejects pre-defined and decontextualized notions of what it means to care for others. This view also asks us to keep in mind that if our candidates are to learn to build caring classroom communities, they must grapple with a wide range of complex personal, cultural and socio-political perspectives that shape learning opportunities. In many ways, this choice of framing defines our challenge. The need to scaffold practice for beginners through the use of anchor competencies gives rise to a fear that we have voiced: that sacrificing depth of understanding may lead to misunderstandings about what it means to work toward social justice. This is, in fact, our own messy ethical dilemma, and it has led to many hours of discussion and reflection.

A second related issue has characterized our work since its inception, and continues to push our work deeper: often, we do not agree with one another. The Master's inquiry project described in the preceding section illustrates this point and provides an excellent example of some of our faculty discussions.

Our mathematics instructor found this case deeply troubling:

I honor their commitment to an ethic of care, but they seem to believe that this moral stance is incompatible with addressing a status problem. When we address status problems we publicly affirm the important intellectual abilities *all* students bring to the group. I'm not talking about narrow academic skills, but rather instances of creativity, problem solving, persistence, innovative explanation or modeling—all possible with a rich multiple ability task. An ethic of care includes recognizing the rich diversity of gifts all students bring to the task. They could have used this truth to foster both equity and an ethic of care, and ultimately to see that the two are inextricably related.

Our sociology of education instructor and the students' MA project advisor framed things differently:

We worry that without first building a solid foundation of care, by seeking to raise the academic status of a student by amplifying her contributions or trying to reshape her peers' awareness and perceptions of those contributions, candidate Joanna could have telegraphed a dangerous message: that one's value accrues from one's ability to contribute—academically, creatively, or otherwise—rather than from one's essential humanity. Yes, status issues must be addressed if one is to enact care ethics, but one must also address the more fundamental misunderstanding that a child's ability to contribute to a group determines the child's inherent worth. Imperatives of care include open-ended process-oriented approaches such as modeling caring and providing opportunities for children to practice it. Indeed, this is exactly what

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our students tried to do with their attempts to help their students recognize that speedy correct responses are not the only currency in a classroom. In this case, our students were not entirely successful in this regard, but that is understandable; they were novices attempting a complex thing. But we are heartened by their attempts.

In writing this article, this case has been the focus of hours of discussion. We have argued, discussed, reached agreement and then diverged again at the intersection of these two theories—care ethics and expectation states theory—and their implications for classroom practice. From one another we have forged a stronger understanding of the theories that guide our work. Indeed, this is the difficult complex work of integrating the many theories that inform teaching; if we ask it of our students, we must also engage in it ourselves.

Conclusion: Learning and Next Steps

We began with a theme: *trust your team*, referencing something essential about our organic and ongoing efforts to infuse SEC into our teacher education program. Each of us trusted that our colleagues would address SEC competencies appropriate to their course, compatible with our mission, and that reflected their deepest beliefs on the purposes of education. We collaborated to create throughlines around key anchor competencies to allow candidates the developmental space required to move from theory to practice, and created integrated video assignments linking coursework to supervision and illuminating our candidates' developing competence in teaching with a SEC lens. And of course, we are far from done. We continue to debate how to prioritize SEC competencies in our coursework, we strive for continuity in an ever changing educational context, and we struggle to place our candidates in classrooms where SEC practices are well-modeled. Nonetheless, our work in this area has situated us to align better with newly adopted teacher performance expectations (California Commission on Teacher Credentialing, 2016) and the state's teacher performance assessment, the CalTPA. Our candidates consistently demonstrate their sensitivity to classroom context, their ability to enter into caring relationships with their students, and build on students' funds of identity as novice teachers. Of note, since its implementation, no student in our program has failed the CalTPA.

Although our work is certainly just beginning, we believe that we are on a path that will help us prepare teachers who practice empathy and introspection, who understand the complexity inherent in teaching, and who seek to teach in ways that reflect a commitment to social, emotional, and cultural learning, underpinned by social justice.

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Challenges and Opportunities of Infusing Social, Emotional, and Cultural Competencies into Teacher Preparation: One Program's Story

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Abstract

This article details one teacher education department's process of addressing the social-emotional learning of preservice teachers and, ultimately, their P-12 learners. We used an innovative social-emotional learning framework utilizing the professional learning communities model for faculty development and program implementation. It uses multiple project artifacts to retell the narrative of faculty development and analyze key factors in implementation. The insights shared in this article have implications for others infusing social-emotional learning into

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their teacher education programs or utilizing professional learning communities for faculty development.

Introduction

Educators and policy makers have long recognized the need to address children's social-emotional health early in a student's schooling. The state of Ohio, where our program is located, has had preschool standards for social-emotional learning in place since 2012. More recently, however, there has been a recognition that attention to social-emotional health must continue throughout the preK–12 educational spectrum. In Ohio, standards for social-emotional learning for Grades K–12 recently were established (Ohio Department of Education [ODE], 2019b). In addition, Ohio has included social-emotional learning as one of its four domains of learning in its current strategic plan for education in the state (ODE, 2019a). As schools and local and state education agencies recognize the importance of social-emotional learning and implement such programs schoolwide, it becomes important that teacher candidates leave their teacher education programs ready to contribute to these efforts.

The need for social-emotional competencies, however, does not stop at high school graduation. Indeed, college students' success is only partially predicted by academic ability. Noncognitive factors have a strong relationship with adjustment to college, student retention, and academic achievement (Han, Farruggia, & Moss, 2017; Parker et al., 2005; Petrides, Fredrickson, & Furnham, 2004; Yansaputria & Wijaya, 2017). The transition to college necessitates forging new relationships, cooperating, and responding constructively to conflict across differences. Competence in forming connections and face-to-face relationships with peers, staff, and faculty is central to college success (Chambliss & Takacs, 2014). Perseverance and a growth mind-set are also strong predictors of college students' academic achievement (Duckworth, Peterson, Matthews, & Kelly, 2007; Kool, Mainhard, Jaarsma, van Beukelen, & Brekelmans, 2019). College students who hold a growth mind-set assume that their intellectual ability is malleable and expandable rather than innate and fixed (Yeager & Dweck, 2012). Such students are more likely to overcome barriers and obstacles in academic and social settings (Elias & MacDonald, 2007; Honicke & Broadbent, 2016) and to seek out and gain academic and social support from peer networks (Zander, Brouwer, Jansen, Crayen, & Hannover, 2018). The ability to self-reflect also has been shown to impact undergraduate students' academic achievement (Ghanizadeh, 2017). Practicing mindfulness, for example, promotes emotional self-regulation (MacDonald & Baxter, 2017), stress reduction (Canby, Cameron, Calhoun, & Buchanan, 2015), and everyday resiliency among college students (Ramasubramanian, 2017).

The social-emotional competencies that help them succeed may also lower incidences of anxiety and depression among college students. In recent years, the prevalence of anxiety and depression has increased steeply on college campuses

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(Center for Collegiate Mental Health, 2018). For example, students with lower quality social support are more likely to experience mental health problems, especially depressive symptoms (Hefner & Eisenberg, 2009). Mindfulness has been found to decrease college students' depressive symptoms, anxiety, stress, and coping-related alcohol consumption (Bamber & Schneider, 2016; Bravo, Pearson, Stevens, & Henson, 2016; Falsafi, 2016). In the context of teacher education, social-emotional learning embedded in teacher preparation programs promises benefits after graduation for the now in-service teacher and his or her P-12 students. A study found that teachers who develop SEL skills experience better mental health and more effective teaching (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013). Therefore it is also important that schools of education begin to follow the lead of K-12 programs and implement social-emotional learning to support their teacher candidates.

As a department of teacher education, we recognize the vital role our future teachers will play in addressing the state's standards for social-emotional learning and want to make sure our students are well equipped to do so. Moreover, we recognize that our campus is not immune to the growing trends related to increasing anxiety and other social-emotional challenges impacting college students. In this article, we share our department's story of the infusion of a particular model of social-emotional learning and culturally responsive teaching developed by the Center for Reaching and Teaching the Whole Child (CRTWC; 2017), known as social-emotional dimensions of teaching and learning/culturally responsive teaching (SEDTL/CRT).¹ Based on the model developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), the SEDTL/CRT model adds an innovative focus on teacher practice and culturally responsive teaching. It comprises the following seven anchor competencies: (a) build trusting relationships, (b) foster self-reflection, (c) foster growth mind-set, (d) cultivate perseverance, (e) create classroom community, (f) practice cooperative learning skills, and (g) respond constructively to conflict across differences (CRTWC, 2017). Furthermore, it recognizes four key areas of focus in developing a SEDTL/CRT lens: (a) exploring assumptions, (b) modeling, (c) providing practice, and (d) reflecting. This article describes and reflects on our insights about the curricular change, professional learning, and shifts in professional self-concepts required for transformation.

Our Lens for This Story: Professional Learning Communities

Professional learning communities (PLCs) are widely viewed as a method that faculty can utilize as a means of cultivating teacher practice, promoting faculty cohesion, and fostering curricular improvement. Hilliard (2012) noted that "for universities to graduate students who are successful in the marketplace globally, it is essential that the quality of teaching and learning is current and relevant" (p.72). At our institution, 69% of graduates accept teaching positions in medium- to high-

poverty/high-needs areas (Ohio Department of Higher Education, 2018). Therefore it is imperative that graduates leave our program with a strong knowledge base and skill set on how to work with diverse student populations and be able to respond to the social-emotional needs of the students they will serve. This challenge of ensuring that graduates are competitive, coupled with maintaining a program that is responsive to the needs of today's students and the sociopolitical context of schooling, requires that faculty move beyond dialogue about students to producing materials that improve instruction, curriculum, and assessment of students (Kruse, Seashore Louis, & Bryck, 1994).

As we began our journey to embed social-emotional learning and culturally responsive teaching into all licensure areas and all 4 years of our teacher preparation curriculum, it became clear that we needed to establish a dual-level PLC to facilitate the process. Hilliard (2012) stated that "a professional learning community (PLC) is made up of a leadership team and faculty members as a collaborative group who seek to improve the learning experiences for students through a shared vision" (p. 71). Our PLC comprises a lead team, many of whom are authors of this article, as well as the other members of the Department of Teacher Education faculty. In this article, we use the core dimensions of PLCs as established by Hord (1997, 2004) and Hord and Sommers (2008) as a lens through which to view our professional learning actions. First we explain this lens using the framework of the dimensions developed and expanded by Hord (1997, 2004) and Hord and Sommers (2008), and then we apply those dimensions of PLCs as we describe and analyze our project.

The Framework: Professional Learning Communities

The development of our PLC was integral to the development of faculty understanding and shared commitment to incorporating SEDTL/CRT into the teacher preparation curriculum. The five core dimensions of PLCs developed by Hord (1997, 2004) and expanded by Hord and Sommers (2008) served as a framework for understanding our process. These five dimensions include (a) supportive and shared leadership, (b) shared values and vision, (c) collective learning and application, (d) supportive conditions and (e) shared practice (Hord, 1997, 2004; Hord & Sommers, 2008), each of which is explored below.

Supportive shared leadership. School program improvement and change require the commitment and active participation of both administrators and faculty. Administrators hold important leadership positions, but "in a professional learning community the view of leadership is extended to include teachers" (Eaker, DuFour, & DuFour, 2002, p. 23). Kleine-Kracht (1993) stated that for real ownership and implementation of work to occur during professional development, administrators and faculty must be equally involved in "questioning, investigating and seeking solutions" (p. 393). She continued with the premise that "no longer [is there] a hierarchy of who knows more than someone else, but rather the need for everyone

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to contribute” (p. 393). Effective PLCs are designed around the idea of shared power and operate with the understanding that all decisions and actions will be “accepted, appreciated and nurtured” (Hord & Sommers, 2008, p. 10) by the administrator. Shared decision-making and conceptualizing what is needed for the learning community require that leaders support and group members invest in the process as well as the outcome. Shared and supportive leadership benefits from frequent conversation, mutual respect, and a willingness to embrace a collectivist approach (Guess, 2004) to decision-making.

Shared values and vision. A properly written and executed vision with attainable goals that are consistently met can energize the group members of the PLC because it gives them direction. The group members can see where they want to go and what they need to do to get there (Dufour, Dufour, & Eaker, 2008). Collaboration and cohesion in the PLC rely on a foundation of shared values and vision among all participants. According to Hord (1997), “shared values and visions lead to binding norms of behavior that the staff shares” (p. 19). The development or adoption of a clearly defined vision, which all members have contributed to and are committed to utilizing as the basis for their decisions and actions, enables the PLC to maintain a consistent focus on student learning and development. Dufour et al. (2008) recognized the importance of shared values and vision, offering that shared vision is essential to a successful change process and an absolute requisite for any learning organization. They offered five benefits of shared vision, stating that it “motivates and energizes people; creates a proactive orientation; gives direction to people within the organization; establishes specific standards of excellence; and creates a clear agenda for action” (pp. 143–144).

Collective learning and application. In his seminal book on management, Senge (1990) forecasted that “the most successful corporation of the future will be a learning organization” (p. 4). The primary function of PLCs for faculty is to promote collective learning and application, which in turn ultimately impacts students. Collaboration is key to the collective learning and application that need to take place. Kruse et al. (1994) posited that collective learning and application depend on the ability of the faculty to commit to the following five critical elements:

1. Reflective dialogue based on a shared set of norms, beliefs, and values that allow them to critique their individual and collective performance;
2. De-privatization of practice that requires teachers to share, observe and discuss each other’s methods and philosophies;
3. Collective focus on student learning fueled by the belief that all students can learn and that staff members have a mutual obligation to see to it that students learn;
4. Collaboration that moves beyond dialogue about students to producing materials that improve instruction, curriculum and assessments of students; and

5. Shared norms and values that affirm common ground on critical educational issues and a collective focus on student learning. (p. 4)

Newmann and Wehlage (1995), whose influential work on authentic instruction led to a rethinking of collaboration among educators, spoke to the importance of collective learning and application:

An interdependent work structure strengthens professional community. When teachers work in groups that require coordination, this, by definition, requires collaboration. When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it. (pp. 37–38)

The decision-making and application of ideas that take place as a result of collective learning can lead to significant transformations of the culture of the learning communities. The work in the PLC takes the work of professional development beyond conversation and thought experiments and moves it to a place where faculty are “expressing their aspirations, building their awareness and developing their capabilities together” (Senge, 2000, p.5).

Supportive conditions. Conducive environments provide the context to enable the development of effective and sustainable PLCs. Administrators who value PLCs work to develop a structural process to support the ongoing work of the faculty, including access to resources and time for faculty to meet, talk, plan, and engage in the work. Dufour (2001) added that supportive conditions also include the administrators’ ability to provide relevant data and information and insist that teams develop work products aligned to specific student achievement goals they have identified based on data.

The conditions needed for a PLC to operate at maximum capacity go beyond administrative support. It also includes what faculty can contribute to the process. Faculty support comes in the form of a commitment to continuous improvement, high levels of trust and respect for colleagues and their opinions, sharing of effective teaching practices, and a focus on mission and vision (Dufour et al., 2008). By cultivating supportive conditions, the faculty who are engaged will be able to work in an environment that is in a continuous learning cycle that utilizes innovation and experimentation to improve their professional practice.

Shared practice. Colleagues discussing, critiquing, recommending strategies, questioning reasoning, and providing feedback within the framework of PLC is what shared practice looks like when operationalized. Seashore Louis and Marks (1998) indicated that shared practice permits teachers to “coalesce around a shared vision of what counts for high-quality teaching and learning and begin to take collective responsibility” (p. 535). The process of shared practice undergirds the basis of improvement for both the individual and the community, and as such, it

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relies on mutual respect and trust among faculty (Hord, 1997). In 2002, Supovitz found “evidence to suggest that those communities that did engage in structured, sustained and supported instructional discussions and that investigated the relationships between instructional practices and student work produced significant gains in student learning” (p. 5). Shared practice leads to a collaborative and productive learning environment. The act of shared practice, as Elmore (2002) stated,

is designed to develop the capacity of teachers to work collectively on problems of practice, within their own schools and with practitioners in other settings, as much as to support the knowledge and skill development of individual educators. This view derives from the assumption that learning is essentially a collaborative, rather than an individual activity . . . that educators learn more powerfully in concert with others struggling with the same problems. (p. 8)

Barth (2006) has reminded us that

a precondition for doing anything to strengthen our practice and improve a school is the existence of collegial culture in which professionals talk about practice, share their craft knowledge, and observe and root for the success of one another. Without these in place, no meaningful improvement . . . is possible. (p. 13)

PLCs, then, offer an approach in which the fostering of faculty empowerment aligned with goals that improve the quality of professional practice and student achievement can markedly improve the learning environment and culture of the school. PLCs offer one of the strongest methods for impacting practice.

Project Background

As a department, we embarked on a 2-year PLC process to address the need for social-emotional learning in teacher education programs. This section provides background about our institutional context and our approach to narrating this process.

Our Context

The university that served as the setting for this PLC project is a mid-sized, private, comprehensive university in the U.S. Midwest with an undergraduate enrollment of approximately 8,000. Stemming from its founding by a religious order, the university asserts a commitment to fostering community; educating for service, justice, and peace; educating the whole person, emphasizing both competence and compassion; and promoting the common good. Recently, the university has renewed and strengthened its commitment to diversity and inclusion with the inaugural position of vice president of diversity and inclusion. Subsequently, the campus has engaged in an external diversity audit as well as the establishment of ongoing faculty, staff, and student professional development committed to promoting equity and inclusive excellence. Within the School of Education and Health

Sciences, these themes serve as a foundation for the development and maintenance of departments, programs, centers, and community partnerships.

The Department of Teacher Education strives to embody these themes in its programs. The department provides programs leading to teacher licensure in Early Childhood Education (prekindergarten to Grade 3), Middle Childhood Intervention Specialist Education (Grades 4–9 with concentrations in two of the primary content fields of English/language arts, mathematics, science, and/or social studies as well as an Intervention Specialist License), Adolescent to Young Adult Education (Grades 7–12 with concentrations in one high school content field, including English, integrated mathematics, integrated social science, or 1 of 11 licenses in the field of science), and Multi-Age Education (Grades K–12 with concentrations in intervention specialist education, world languages, art, and music). In each program, faculty, students, and graduates are expected to embody the commitments of the university and demonstrate these dispositions by embracing diversity for the promotion of social justice, establishing themselves as scholarly practitioners, building community wherever they are, and engaging in critical reflection.

In our teacher education program, we have noticed anecdotally an increase in anxiety in our students. Between 2010 and 2018, our university's counseling center experienced a substantial increase in student assistance (University of Dayton, 2018). During that period, the center experienced a 60% increase in initial intake appointments, a 65% increase in the number of individual sessions attended, a 65% increase in psychiatric appointments, and a 100% increase in on-call or crisis appointments. These changes prompted the hiring of additional personnel to serve the needs of the student population (University of Dayton, 2018). This mirrors national trends of increasing prevalence of anxiety among college students. A recent report showed that anxiety and depression are the two leading concerns among college students seeking mental health treatment (Center for Collegiate Mental Health, 2018). In another survey, the National College Health Assessment (American College Health Association, 2018) found that 17% of students reported depression having adversely affected their academic performance in the previous 12 months, while 25% reported anxiety and 32% reported stress had done so. In the same survey, in the previous 12 months, 22% of students reported having been treated for anxiety, 15% for depression, and 11% for panic attacks. Given the trends in college student needs, particularly at our own university, when the opportunity to participate in professional development related to the social-emotional dimensions of teaching and learning with a focus on culturally responsive teaching presented itself, there were many faculty members who were interested in participating.

Methods for Description, Analysis, and Reflection

This article uses project-generated artifacts as tools for storytelling, reflection, and analysis of the project thus far. The evolving nature of our PLC project resulted

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in a collection of varied artifacts from multiple sources. Over time, as our focus broadened to include not only faculty development but also reflection and scholarship in SEDTL/CRT, we realized that these multitextured artifacts could serve as a rich resource for sharing our story and reflecting on our learning. These materials allow others to gain a deeper understanding of our process and may also inform their own implementation of, and reflection on, a PLC in SEDTL/CRT. Materials that help us relate and analyze our story are summarized in Table 1.

A total of two questionnaires were distributed to faculty between November 2017 and February 2019. The November 2017 questionnaire was an online survey created by the lead PLC team to assess the faculty's perceptions of the extent to which they were implementing SEDTL/CRT in their courses and to which we, as a department, were implementing it in our relationships with one another. Five Likert-type questions with a 5-point scale of responses were each followed by an open-ended prompt for examples of the anchor competences applied in their courses. Additionally, a final open-ended question asked participants which anchor competencies needed the most attention. Sixteen faculty members out of a total of 16 invited responded to this questionnaire in November 2017 in or shortly after a regular department meeting. The February 2019 questionnaire posed an open-

Table 1
Data Sources

<i>Data type</i>	<i>Examples</i>
PLC artifacts	CRTWC Teacher Educator Institute professional development materials Agendas and handouts for faculty PLC meetings created by lead team Program crosswalks created by faculty-wide PLC
Field notes	Notes from key lead PLC meetings Notes from faculty-wide PLC meetings in April 2018 and May 2018
Questionnaire responses	November 2017 faculty PLC questionnaire results February 2019 faculty PLC questionnaire results
Scholarly artifacts	Poster presentation for June 2018 international literacy conference PowerPoint presentations from October 2018 unit board meeting November 2018 state teacher education organization conference November 2018 college teaching conference

Note. CRTWC = Center for Reaching and Teaching the Whole Child. PLC = professional learning community.

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ended question about faculty members' perceptions of the PLC up to the midpoint of the second year of implementation. Twelve faculty members provided written responses during a regularly scheduled faculty meeting.

Collectively, we used all of these data to reconstruct and describe our PLC experience for this report. Additionally, we analyzed quantitative questionnaire responses with percentages and also coded open-ended responses and field notes for emergent themes and used them to help describe and reflect on the implementation of SEDTL/CRT in our narrative that follows.

Our Story of Professional Learning

In the following sections, we interweave narration of our project with analysis of its implementation through a lens focused on the core dimensions of PLCs.

Where the Story Begins

Our journey toward embedding SEL into our program began as a result of our department's ongoing commitment to prepare teacher candidates who are culturally responsive educators. As we were already utilizing the work presented in Hammond's (2015) *Culturally Responsive Teaching and the Brain*, the department invited Hammond to campus to conduct professional development for faculty, students, and local in-service teachers. During the visit, conversations included the expressed concern about how to prepare candidates to respond appropriately to the growing needs of students and families as it relates to trauma, anxiety, and stress management and challenges associated with low academic performance. As a result of this conversation, Hammond suggested we contact the CRTWC in California, as they were engaged in work related to social-emotional learning and culturally responsive teaching and how it applies to teachers. Once connected to the CRTWC and with the support of our department chair, a lead faculty team was created and agreed to commit to 2 years of professional development centering on social-emotional learning. By agreeing to participate on the SEL team, the lead faculty accepted the responsibility of facilitating professional development for the department in turn.

Description of Faculty Learning Activities

Over the course of one calendar year, the lead group of six faculty members, each representing different programs within the department, attended a series of three off-site multiday professional development workshops along with fellow teacher educators from all over the country. In June 2017, all six members of the faculty group participated in the CRTWC's off-site 3-day Teacher Educator Institute (TEI) in California. In January 2018, all six members of the group participated in the CRTWC's 2-day TEI Mid-Year Retreat. The June 2018 2-day TEI end-of-year

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follow-up retreat was attended by four of the original six lead members of the group. Between retreats, during the academic year, participants from our team conducted professional development with the teacher education faculty at monthly department meetings and participated in six monthly conference calls with the CRTWC staff and other faculty members of the TEI cohort.

Learning took place on two levels throughout the project: for the teacher education faculty as a whole and simultaneously within the lead group as we processed our own learning during CRTWC events, turn-keyed it to colleagues, and experimented with applying it in our own classes. The lead team used faculty meetings to introduce and address key components of the SEDTL/CRT model with the whole faculty. With the exception of the August and May PLC sessions, which lasted 90 min during daylong faculty retreats, the sessions took place during regularly scheduled monthly faculty meetings and lasted 20–30 min. Table 2 displays a timeline and topics for whole-group PLC sessions.

Looking at Our Story Through a PLC Lens

While the story of our professional learning journey and SEDTL/CRT implementation may be particular to our context, the details provide one example for other institutions embarking on similar projects. They also provide our thinking about key levers in a PLC and observations about faculty perceptions of aspects of SEDTL/CRT. The following paragraphs interweave a description of our professional learning activities with analysis of critical elements of our PLC process.

Where our story starts. Our story starts with supportive and shared leadership and supportive conditions. As described earlier, the lead author of this article and director of our department's Urban Teacher Academy, a program focused on preparing preservice teachers for effective teaching in high-needs and high-poverty schools, invited an expert on culturally responsive teaching and social-emotional learning to speak on campus during the 2016–2017 school year. This expert spoke at several well-attended events for teacher education students, faculty, and the broader educational community. During the visit, the speaker connected us with the CRTWC in San Jose, California, for further professional learning. The visit laid the groundwork for our PLC by creating supportive conditions in which faculty and students became familiar with tenets of SEDTL/CRT. It also illustrates the value of supportive and shared leadership from the start of this PLC project; our department leadership collaborated to offer the initial professional development with the speaker and then continued to support the PLC materially and operationally by sending six of us to the TEI and making time for the faculty-wide PLC during department meetings.

During our initial professional development session with the CRTWC and colleagues from across the United States during 3 days in June 2017, our lead team began to develop a shared language and vision for SEDTL/CRT. Through various

Table 2
Faculty PLC Activities Facilitated by Lead Team During the 2017–2018 School Year

<i>Month</i>	<i>Topic</i>	<i>Key activities</i>
August	Introduction	Experiential learning: mindfulness, student teaching vignette, jigsaw on SEDTL/CRT framework; discussion of value; information on history of and research on SEDTL/CRT
September	Anchor competencies and teacher moves	Mindfulness experience; video viewing and discussion—Patty Swanson’s Run Response
October	CRT	Definitions from theory and research Discussion of anchor competencies and teacher moves that support CRT; viewing and discussion of a video about a young Latinx emergent bilingual student in an unwelcoming classroom environment—Moises video
November	SEDTL/CRT framework; questionnaire	Presentation and discussion with a visiting expert on SEDTL/CRT—Dr. Nancy Markowitz; administration of faculty questionnaire on perceptions of SEDTL/CRT
December	No PLC activities	No formal faculty meeting
January	SEDTL/CRT resources, project updates and faculty research	Sharing of materials for teaching candidates about SEDTL/CRT with a focus on picture books countering microaggressions and stereotypes available in our education library
February	No PLC activities	No time available at faculty meeting, due to other business
March	Dominative narratives and counternarratives	Video viewing and discussion—bear video
April	Faculty commitment to SEDTL/CRT	Faculty discussed the value of SEDTL/CRT model to candidates and their future students; agreed we had consensus to integrate the anchor competencies throughout our teacher education curriculum; lead team members shared their own experiences infusing the anchor competencies into their classes
May	Program matrix	Fishbowl discussion mapping anchor competencies into courses by teams teaching common or similar courses (e.g., first-year course, child/adolescent development course, diversity and inclusion course); program team drafting of program matrix mapping competencies to courses; discussion of importance of common language for SEDTL/CRT; drafting of crosswalk between SEDTL/CRT anchor competencies and state’s student teaching evaluation protocol

Note. CRT = culturally responsive teaching. PLC = professional learning community. SEDTL = social-emotional dimensions of teaching and learning

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discussions, speakers, readings, media viewing, and small- and whole-group activities at the institute, we came to regard SEDTL and CRT as essential and complementary components of effective practice in classrooms across the grade span.

Introducing SEDTL/CRT to our colleagues. When we returned home, our first task as a lead PLC team was to craft a plan to teach the material to our colleagues. We adopted the following objectives from the CRTWC TEI goals to guide our own efforts:

1. Develop a common language related to SEDTL/CRT.
2. Understand the connection between SEDTL and CRT and begin to develop a SEDTL/CRT lens to guide teaching practices.
3. Understand the anchor competencies, outcomes, and teacher actions/behaviors needed to explicitly integrate SEDTL/CRT.
4. Understand and implement SEDTL/CRT for academic intervention to support teacher candidates and enable teacher candidates to utilize strategies within their own professional development.
5. Integrate SEDTL/CRT into teacher education courses and programs.

At our initial fall department meeting, we introduced the framework and research, shared our project goals, and led colleagues in experiential activities focused on exploring the framework and its value. As Table 2 shows, we continued what we had started during regular faculty meetings throughout the 2017–2018 school year.

In November 2017, we administered the questionnaire on faculty perceptions of their SEDTL/CRT practices. Table 3 summarizes results of this questionnaire; a value of 0 indicates a respondent reported treating a particular anchor competency not at all, a 2 indicates somewhat focusing on it, and a 4 indicates treating it extensively in class.

Table 3
Self-Reported Implementation of SEDTL/CRT
Anchor Competencies at Each Developmental Level

<i>Anchor competencies</i>	<i>Explore assumptions, M (SD)</i>	<i>Model, M (SD)</i>	<i>Provide practice, M (SD)</i>	<i>Reflect, M (SD)</i>
Build trusting relationships	3.25 (1.00)	3.50 (0.73)	3.06 (1.12)	2.94 (1.39)
Foster self-reflection	3.63 (0.62)	3.50 (0.73)	3.44 (0.81)	3.07 (1.24)
Foster growth mind-set	2.94 (1.12)	3.25 (0.93)	2.88 (1.09)	2.69 (1.35)
Cultivate perseverance	3.06 (1.18)	3.31 (1.01)	3.19 (1.05)	2.88 (1.31)
Create classroom community	3.50 (0.73)	3.63 (0.62)	3.20 (1.08)	3.19 (0.98)
Practice cooperative learning skills	3.25 (0.77)	3.56 (0.63)	3.44 (0.81)	3.19 (0.91)
Respond constructively to conflict across differences	2.63 (1.26)	2.94 (1.12)	2.38 (1.26)	2.38 (1.59)

Note. n = 16.

Several trends stand out. The questionnaire results suggested that early in the PLC process, faculty saw themselves as already addressing many of the anchor competencies, particularly creating classroom community, fostering reflection, and practicing cooperative learning skills. Faculty perceived that they addressed responding constructively to conflict across differences and fostering growth mind-set to a lesser extent. In response to the open-ended question about areas for further professional learning, these two areas were commonly mentioned. Thus the quantitative and qualitative survey results pointed to the same areas for further attention. One additional notable result is that for all anchor competencies, faculty reported a tendency to explore assumptions and provide modeling to a greater extent than providing opportunities for practice and reflection. This trend, too, was consistent with data from other parts of the project, namely, a PLC conversation to be discussed later.

Looking at the initial months of the project through a PLC lens, it is apparent all five of the core dimensions of a PLC (Hord, 1997, 2004) were active. Crucially, we began the project with the shared values and vision of our university community. A commitment to academic excellence, teaching the whole person, and working for social justice and the common good animates the work of faculty, staff, and students in the institution in which this project took place. These values correspond well with the central goals of SEDTL/CRT and as such were supportive conditions in this project. The PLC also developed shared values particular to SEDTL/CRT. For example, in the process of engaging in PLC activities, our project objectives 1–3, stated earlier, address a shared language that enhanced the learning of both the lead and faculty-wide PLCs. In the process of engaging in the PLC, not only did we recognize our shared values and vision but we also deepened our understanding and commitment to these as a lead team.

The early phases of the project also benefited from a supportive and shared leadership. Not only did our department support the time needed for this endeavor during busy department meetings but our lead team also shared leadership and provided support for one another, picking up where colleagues left off when teaching or other commitments pulled them away from the PLC work. We also had material support for the project in the form of funds for participation in the TEI and support for ordering culturally responsive books and materials for the education library.

The project enjoyed substantial support not only from our leadership but also from values shared throughout the university, as noted earlier, and current practices already in place within the department. As reported earlier of questionnaire results, PLC participants reported already addressing many of the SEDTL/CRT anchor competencies in their classes. This supportive condition served as a generous basis on which to build as we introduced the framework.

The supportive conditions that led our faculty to select and maintain a focus on SEDTL/CRT also assisted with our collective learning and development of shared practice. Having experts in SEDTL/CRT visit and talk with students and faculty deepened our commitment to collective learning and development of shared

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practice with respect to SEDTL/CRT. Comments on the faculty written questionnaire administered at the midpoint of the second year of implementation looking back at the first year affirm that administrative support, collective learning, and shared practice are meaningful elements of PLCs. Some appreciated the accountability, enjoyed the time to work with colleagues, and found value in the modeling and examples of what others were doing in their courses. One commented, “This yearlong process allowed us to align syllabi with framework, examine beliefs and put new learning into practice.” Overall, faculty offered positive feedback about the supportive conditions in implementing this framework.

Infusing SEDTL/CRT into our programs. Close to the end of the first academic year of this project, after 9 months of faculty-wide PLC activities, we checked for consensus on implementing SEDTL/CRT by holding a PLC-wide discussion to address the advantages of integrating SEDTL/CRT into our programs and the department needs to be able to do so. The conversation indicated strong commitment for the project, citing pressing social problems like bullying and trauma, emotional issues like anxiety and depression, and wider educational trends. These include recognition of the interconnectedness of emotion and cognition (Swain, 2013), policy decisions such as Ohio’s social-emotional learning standards (ODE, 2019a, 2019b), and program initiatives such as the many social-emotional learning programs in schools. During this conversation, some also pointed explicitly to shared values of community and the common good as supportive conditions, while others cited long-standing practices that overlapped with SEDTL/CRT.

In short, our conversation affirmed that our teacher education faculty saw the importance of SEDTL/CRT for our students and for the young people with whom our students would work in the future. This buy-in indicated that our shared values and vision had led to agreement to move forward. In terms of the core dimensions of PLCs (Hord, 1997, 2004), this conversation illustrates a crucial point in the project when the whole faculty PLC recognized its collective learning that had led to shared values and vision, namely, the value of fully incorporating a new framework into our programs. This created the necessary supportive conditions to go forward and paved the way for application of what we had learned.

Our next steps to create shared SEDTL/CRT practices department-wide came during our May 2018 daylong meeting. That day, we used a two-phase process to have program teams talk about how the standards fit into their courses. Using a fishbowl activity in which a small team of faculty members who teach required core courses discussed while others listened in, we asked faculty to discuss what anchor competencies they already addressed in their classes, to what degree, and whether they were assessing it. We also reviewed the developmental process for becoming proficient in the anchor competencies: explore assumptions, model, provide practice, and provide opportunity for reflection.

Teams of faculty who taught core 100-level introductory courses discussed first,

followed by 200-level human development course instructors and then 300-level diversity and foundations instructors. Key themes emerging from this conversation included agreement on the nature of SEDTL/CRT activity in class, connections to established practices and future innovations, and improvements in embedding SEDTL/CRT into courses.

Nature of SEDTL/CRT activities in class. First, faculty teaching each level mentioned that current course activity involves exploring assumptions, experiencing models of the anchor competencies in application, and reflecting on aspects of SEDTL/CRT to some extent. The 100-level faculty agreed that their main focus was exploring assumptions; the 200-level faculty perceived their focus to be mainly on experiencing and reflecting on models of SEDTL/CRT in action; and the 300-level instructors reported focusing on exploring assumptions, experiencing models, and reflecting. Practice and application of SEDTL/CRT anchor competencies by teacher candidates were largely not the focus of these courses.

Connections to established practices. A robust second key theme was the connection to established practices in many faculty members' courses and programs, a theme that recalled November 2017 survey results. Throughout the discussion, faculty often connected their existing course topics, assignments, and materials with SEDTL/CRT anchor competencies and sample teacher moves. For example, a 100-level instructor pointed out that the course textbook has a section on social-emotional learning, while a 200-level instructor pointed out that the course's case study assignment focuses on how teachers build rapport and develop relationships. A related subtheme was how SEDTL/CRT connects to existing standards and assessments in use in the department. Collectively, faculty suggested that this framework was addressed in part through the National Association for the Education of Young Children standards; major program assignments, such as case studies and self-reflective papers; and standardized assessments of teaching performance administered during the student teaching year. A third subtheme relating to existing practices involved coherence with the university's guiding value for community. The 100-level team, in particular, talked about textbook readings and university documents that the class uses to explore assumptions about building classroom community. Finally, throughout the small-team discussions, a fourth subtheme was the value of an integrative approach; faculty repeatedly oriented to the value of embedding and integrating the SEDTL/CRT model with existing practice.

Future innovations and improvements. Crucially, in the course of the discussion, faculty also recognized areas for further improvement both in addressing particular anchor competencies and in addressing them at all developmental levels. For example, the 300-level team discussed helping students develop the ability to respond constructively across differences in the diversity course and implementing videos, role-plays, and scripts to help students learn how to do so. Others suggested

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improvements in data collection or areas for further integration of SEDTL/CRT concepts with existing course topics.

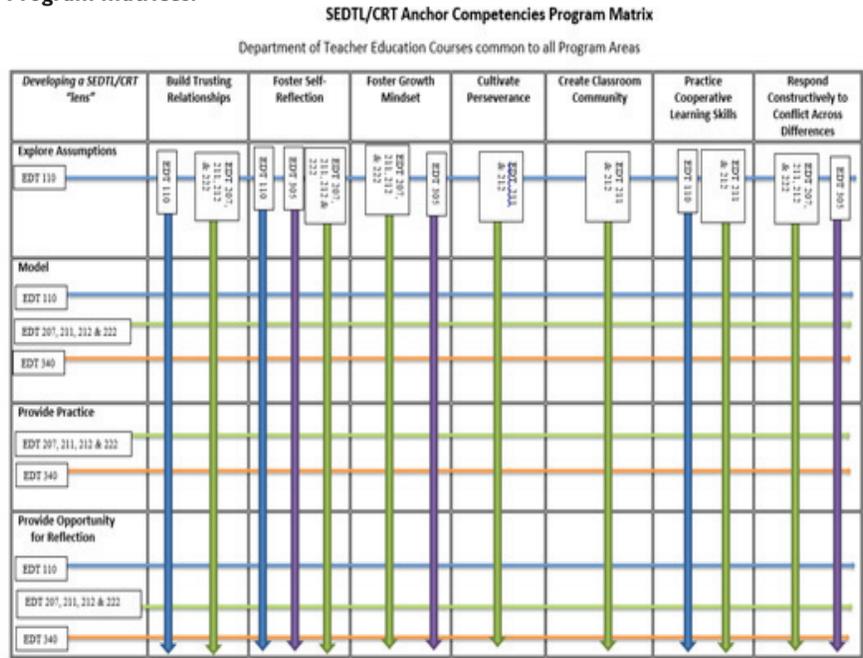
These major themes of recognizing what we already do and connecting it with existing practices as well as future possible improvements illustrate several core dimensions of PLCs (Hord, 1997, 2004) in action. The shared values expressed by the university community and taken up by individual instructors, along with the ample base of existing practices that overlap with this new framework, together serve as supportive conditions for SEDTL/CRT. They allow us to overlay this new framework onto existing work, perhaps renaming or coming to understand it a bit differently, and they lay the groundwork for extending current work to include new topics and practices through collective learning that will eventually lead to new shared practices.

Mapping SEDTL/CRT anchor competencies. Later in this same meeting, program area teams came together to use the information from the earlier course team discussions, determine what improvements and additions were needed, and map SEDTL/CRT anchor competencies onto the licensure area programs of studies at each developmental level. To display this work, we used a program matrix provided by the CRTWC in our lead team PLC meetings. The licensure area team work resulted in the matrices displayed in Figure 1.

During the 2018–2019 academic year, licensure area groups are focusing on intentionally embedding SEDTL/CRT practices into their courses, using the common language to reflect with students on these topics, and strengthening the focus on elements of the framework where needed.

Beginning in summer 2018 and continuing into the 2018–2019 school year, the lead PLC group has continued its collective learning through increased leadership in faculty development and initial steps into shared scholarship. During the summer 2018 TEI, the lead PLC developed and presented materials for addressing conflict across differences, an area identified as one for further growth during program discussions. In fall 2018, two lead team members led a faculty development session at a national college teaching conference in which university instructors from across the disciplines come together to learn about new concepts and practices in college teaching. The group also gained recognition for its work by presenting at a unit board meeting, which generated interest from other departments within the unit for collaborating on SEDTL/CRT projects and on raising awareness of the importance of development in this area for faculty and students across the university. Finally, this professional learning has resulted in three additional local, national, and international conference presentations on our efforts to implement it into our programs. Going forward, we are discussing the possibility of hosting a SEDTL/CRT institute for the wider education community. This is further evidence of our collective learning, shared practice, and commitment to our shared vision.

Figure 1
Program matrices.



SEDTL/CRT Anchor Competencies Program Matrix - Department of Teacher Education Courses by Program Areas

Early Childhood (ECE) - Middle Childhood/Middle Childhood & Intervention Specialist (EMIS/EMIS) - Adolescence to Young Adult (EYA) - Intervention Specialists (EIS)

Developing a SEDTL/CRT "lens"	Build Trusting Relationships	Foster Self-Reflection	Foster Growth Mindset	Cultivate Perseverance	Create Classroom Community	Practice Cooperative Learning Skills	Respond Constructively to Conflict Across Differences
Explore Assumptions	ECE: EDT 211 & 212 EMIS: EDV 222 EYA: EDT 338 EIS: EDT 207 & 342	ECE: EDT 211 & 212 EMIS: EDV 222 EYA: METHODS EIS: EDT 207	ECE: EDT 211 & 212 EMIS: EDV 222 EYA: EDT 338 & 481 EIS: EDT 207 & 342	ECE: EDT 211 & 212 EMIS: EYA: EDT 481, METHODS & #ETPA EIS: EDT 443	ECE: EDT 211 & 212 EMIS: EYA: METHODS EIS: EDT 342	ECE: EDT 211 & 212 EMIS: EYA: METHODS EIS:	ECE: EDT 211 & 212 EMIS: EDV 222 & 308 EYA: METHODS, CAPSTONE & ST EIS: EDT 207, 342 & 350
Model	ECE: EDT 211, 212 & 313 EMIS: EDV 222 & 308 EYA: EDT 338 EIS: EDT 207, 342 & 350	ECE: EDT 211, 212 & 313 EMIS: EDV 424-429 EYA: EDT 481 & ST EIS: EDT 207	ECE: EDT 211, 212 & 313 EMIS: EDV 222, 424-429 EYA: EDT 338 & 481 EIS: EDT 207, 442, 443 & 444	ECE: EDT 211, 212 & 313 EMIS: EYA: EDT 481, METHODS & #ETPA EIS:	ECE: EDT 211, 212 & 313 EMIS: EDV 308 EYA: METHODS EIS: EDT 340	ECE: EDT 211, 212 & 313 EMIS: EYA: EDT 489 & METHODS EIS: EDT 442 & 444	ECE: EDT 211, 212 & 313 EMIS: EDV 222 & 308 EYA: METHODS, CAPSTONE & ST EIS: EDT 207, 342, 350 & 444
Provide Practice	ECE: EDT 211, 212 & 313 EMIS: EDV 222, 321, 441 & 442 EYA: EDT 338 EIS: EDT 207, 341 & 441	ECE: EDT 211, 212 & 313 EMIS: EDV 222, 424-429, 441 & 442 EYA: EDT 481 & ST EIS: EDT 207	ECE: EDT 211, 212 & 313 EMIS: EDV 222, 424-429 & 444 EYA: EDT 338 & 481 EIS: EDT 207, 442, 443 & 444	ECE: EDT 211, 212 & 313 EMIS: EDT 441 & 444 EYA: EDT 481, METHODS & #ETPA EIS: EDT 441 & 442	ECE: EDT 211, 212 & 313 EMIS: EDV 321 & 442 EYA: METHODS EIS:	ECE: EDT 211, 212 & 313 EMIS: EYA: EDT 489 & METHODS EIS: EDT 442 & 444	ECE: EDT 211, 212 & 313 EMIS: EDV 222, 424 & 444 EYA: METHODS, CAPSTONE & ST EIS: EDT 207 & 444
Provide Opportunity for Reflection	ECE: EDT 211, 212 & 313 EMIS: EDV 222 & 441 EYA: EDT 338 EIS: EDT 207 & 341	ECE: EDT 211, 212 & 313 EMIS: EDV 222, 424-429 & 442 EYA: EDT 481 & ST EIS: EDT 207 & 441	ECE: EDT 211, 212 & 313 EMIS: EDV 222, 424-429 EYA: EDT 338 & 481 EIS: EDT 207, 343, 442 & 444	ECE: EDT 211, 212 & 313 EMIS: EYA: EDT 481, METHODS & #ETPA EIS: EDT 441	ECE: EDT 211, 212 & 313 EMIS: EDV 442 EYA: METHODS EIS: EDT 342	ECE: EDT 211, 212 & 313 EMIS: EYA: METHODS EIS: EDT 442 & 444	ECE: EDT 211, 212 & 313 EMIS: EDV 222 EYA: METHODS, CAPSTONE & ST EIS: EDT 207, 342 & 444

Reflections and Recommendations on Embedding SEDTL/CRT Within Teacher Education Programs

In this article, we use a narrative format to share our key insights with others who may be considering embedding SEDTL/CRT throughout their programs utilizing the PLC approach. We anticipate that the process we describe in this article may be of use to others in and of itself. Connelly and Clandinin (1990) spoke to the value of narratives when they stated that “the educational importance of this line of work is that it brings theoretical ideas about the nature of human life to bear on educational experience as lived” (p. 3). Our work utilizing the PLC framework is a lived experience that has forged stronger working relationships, facilitated an examination of our teacher preparation curriculum, and prompted faculty to consider how they utilize the SEDTL/CRT framework with our teacher candidates. The process of learning, sharing, and adapting the curriculum to include social and emotional learning through the lens of culturally responsive teaching practices for our teacher candidates has been both insightful and meaningful. Here we offer two key insights from our project. First, we discuss existing strengths and potential challenges to implementing a SEDTL/CRT model, and second, we examine the role of the professoriate in supporting our own students’ social-emotional growth and building potential support for a shift to a more learner-centered paradigm.

Key Strengths and Potential Challenges in Implementing SEDTL/CRT

Several established systems facilitated the PLC process in our department, where we use a shared governance process for decision-making regarding programs, curriculum, and all other faculty concerns. This open process aligned well with several of Hord’s (1997, 2004) and Hord and Sommers’s (2008) PLC Core Dimensions, in particular, supportive and shared leadership, shared values and vision, and supportive conditions. The department chair provided our lead team the resources to travel to multiple TEI sessions and purchase materials as needed to support faculty learning. The lead team was also able to determine the manner, scope, and sequence in which SEDTL/CRT would be presented to faculty. This freedom to design and lead the PLC process enabled the lead team to structure the PD sessions in a way that we believe met the best interests of the faculty group and best utilized the expertise of the lead team members. The factors associated with shared values and visions are closely linked to the university’s and department’s commitments to social justice, providing an integral, quality education, and educating for adaptation and change. These well-established principles are embedded into the framework of our curriculum and guide the manner in which we teach and work in community together. Operating within this context made identifying department objectives and goals for the implementation of SEDTL/CRT a relatively smooth process of framing the need, discussing the importance, and creating a shared vision among faculty. We believe that these preexisting

factors facilitated the use of the PLC model and laid the foundation for collective learning, application, and shared practice.

Through collective learning, application, and shared practice, the lead team came to understand some of the challenges of implementing SEDTL/CRT. Through surveys, discussions, and program document evaluation, it became evident that faculty perceived room for improvement in the degree to which they addressed particular anchor competencies. We also realized that some programs had substantial long-standing practices of addressing social and emotional learning with their candidates, while others had less. Acknowledgment of already established SEL-style practices was necessary so that existing objectives, procedures, and activities could be studied and aligned with SEDTL/CRT. One challenge for alignment came in ensuring that we utilized a common language and framework when introducing and presenting SEDTL/CRT to candidates across licensure areas while including and respecting the existing SEL practices. Understanding these challenges enabled the lead team to work toward addressing the gaps in knowledge and ultimately led to SEDTL/CRT curriculum mapping by program and year to ensure that the framework would be thoroughly scaffolded and embedded throughout a candidate's time in our program.

Role of the Professoriate

At the start of our work on integrating SEDTL/CRT into the curriculum, our focus was mainly on eventual benefits to P–12 students rather than our role as instructors in higher education settings and the manner in which we engage students. Yet, over the course of time, we began to discuss how implementing and modeling SEDTL/CRT with our candidates was influencing our own professional practice, leading us to acknowledge that SEDTL/CRT is impactful not only for young learners but also for college students. Several of us on the lead team began to intentionally add content and activities related to SEDTL/CRT to our courses even before the faculty designed the program matrices. For many, these changes also represented a shift in our thinking regarding the work of the professoriate, as there now seems to be a need to go beyond the academic and include work previously under the domain of student development. In sum, it is leading to a reframing in faculty understanding of social and emotional learning, which recognizes that as teacher preparation faculty, our role is to utilize and model SEDTL/CRT in our own courses to support candidate academic learning and personal growth.

Our shifts in thinking about our own role as teachers of college students are related to a broader ongoing movement in which universities are experiencing paradigm shifts in teaching philosophies that may lead to greater focus on and support for the student inside the classroom. More than 2 decades ago, Barr and Tagg (1995) called for a move from what they called an *instruction paradigm*, or a teacher-centered focus on delivery of material, to a *learning paradigm*, or a student-centered focus on learning. They advocated a student-involved approach that made students equal

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partners in the teaching and learning process. Today, Weimer's (2013) discussions of learner-centered teaching are reminiscent of the call for a shift to a learning paradigm. Learner-centered teaching aims for "the development of students as autonomous, self-directed, and self-regulating learners" (Weimer, 2013, p. 10) through engaging instructional approaches, including active (Prince, 2004), collaborative (Barkley, Major, & Cross, 2014), and reflective (Cook-Sather, 2011) learning tasks. The potential of such an instructional approach to address the social and emotional side of learning highlights its potential in addressing many concerns facing college students today.

Next Steps

With initial faculty development and infusion of SEDTL/CRT anchor competencies into our courses and programs, the next step is to begin to examine how the model is being implemented. We would like to broaden our focus to include not only faculty understanding but also faculty teaching behaviors and candidate uptake of the information. Productive areas of investigation include teaching strategies that provide opportunities to practice with and reflect on anchor competencies and teacher moves identified as areas of need in the baseline survey. Other important areas of focus include candidate beliefs about SEDTL/CRT and implementation of the information in their own course and fieldwork. A way of collecting evidence of candidate practice may be aligning our field evaluation observation instruments with the SEDTL/CRT framework. Such investigation activities should also have positive impact in terms of maintaining faculty learning gains and momentum from the PLC.

Conclusions

As previously mentioned, utilizing the PLC approach was seen as a valuable process for implementing SEDTL/CRT into our teacher preparation curriculum. Each core dimension—supportive and shared leadership, shared values and vision, collective learning and application, supported conditions, and shared practice (Hord, 1997, 2004; Hord & Sommers, 2008)—was utilized to promote faculty understanding, cohesion, and ownership. They helped strengthen faculty collaboration and provided new insights into pedagogy through shared practice. We encourage other institutions considering the PLC approach to consider what supportive conditions, shared vision, and shared leadership already exist in their departments and how these might be leveraged to inspire collective learning and shared practice. It is our intention and hope that all these strengthened relationships and practices will result in tangible benefits for all teacher candidates and the students whom they will serve in the future.

Note

¹ This work is based on the SEDTL/CRT schema shared at the 2017–2018 CRTWC TEI. The reader should note that a revised schema was published in 2019.

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Addressing Social, Emotional Development, and Resilience at the Heart of Teacher Education

Marianne D’Emidio-Caston

Abstract

Teacher education has found new direction in the demonstrated need for social-emotional development as a focus in our public schools. This article chronicles historic approaches to social-emotional development with references to various fields of study, leading to the recent consensus on what knowledge and skills define an appropriate education for the 21st century. A case study of one teacher education program that successfully integrates a focus on social-emotional learning is presented, using telling cases taken from teacher candidates’ fieldwork and thesis projects. Additional evidence of successful preparation of teachers who attend to the social-emotional development of their students in their own classrooms is also presented. Teacher education programs interested in deepening and expanding a focus on social-emotional development will find both supporting theory and effective practices to obtain that outcome.

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Establishing the Present Focus on Social-Emotional Learning/Resilience

Teacher education has found new direction in the demonstrated need for social-emotional development as a focus in our public schools. The imperative to prepare teachers who not only deliver academic curriculum effectively but also focus on their students' well-being is now widely understood (California Department of Education [CDE], 2016, 2019). This new direction is due, at least in part, to the expansion of assessment criteria beyond achievement test scores permitted in the Every Student Succeeds Act of 2015 (ESSA), the reauthorization of the Elementary and Secondary Education Act of 1965. Most significantly, the recent report *From a Nation at Risk to a Nation at Hope* (Aspen Institute, 2019) presented a well-articulated vision of what an appropriate education should be by integrating social, emotional, and academic development in constructing essential life skills. Twenty-three notable scholars, policy makers, and national, business, and military leaders authored the report, including Linda Darling Hammond, George Benitez, and Timothy Shriver as co-chairs of the National Commission on Social, Emotional, and Academic Development. We have come a long, long way.

Tracking the synthesis of various fields of study leading to the present focus on social-emotional learning (SEL) helps to define the role teachers and teacher educators have to integrate this important dimension of human development into academic learning. Essentially, early childhood educators traditionally assert the value for social-emotional development integration. We can learn a great deal from Reggio, Montessori, nature-based early childhood programs, and the Child Development Project. A description of the Montessori Prepared Environment, as an example, is included later in the article. We can also learn from confluent education, adverse childhood experiences (ACEs), and evaluation studies of drug, alcohol, and tobacco prevention programs. With many pathways leading to the present, looking deeply at one teacher education program offers some options for effective preparation of SEL and resilience education. In the last section of the article, the voices of Antioch University, Santa Barbara's preservice teacher candidates and returning graduate students offer telling cases of positive outcomes when teacher education holds SEL at the heart of teacher preparation.

National educational organizations such as the Association of Supervision and Curriculum Development (ASCD), with 114,000 members, and the Collaborative for Academic, Social, and Emotional Learning (CASEL) promote professional growth opportunities that target social-emotional development essential to educating the "whole child." Edutopia, a growing network of progressive educators, promotes "what works," and the Responsive Classroom, whose influence has grown since the publication of *Teaching Children to Care* (Charney, 1991/2002), offers curriculum to focus on the now accepted relationship of academic success and SEL.

Beyond the professional organizations that promote SEL, the popular press,

including *Forbes* (Childress, 2018), confirm that the last few years have seen an increased understanding of the value of SEL: “The new federal education law (ESSA) allows States to use an expanded set of indicators for school performance, including social-emotional learning (SEL).” Popular acknowledgment of the value of a social-emotional focus, though long overdue, is much welcomed.

How do we distinguish between an educational fad and an important purpose that should guide our practice? Is the focus on SEL one of those fads or an effort that has long been part of professional practice but not sanctioned as central to educational efforts? The *Forbes* article raises three important questions that hint at why it has taken generations to recognize the power and interrelated dynamics of social-emotional development and academic achievement. The first, “Is there consensus on which SEL skills are most important?” will be discussed in the following section of this article. The second, “What knowledge, skills and dispositions do teachers need to create learning environments that foster SEL?” will be addressed in the next section, along with a presentation of specific actions teacher educators at Antioch University have taken to provide that support. And finally, using exemplars collected from course assignments and data presented in research by graduate students earning master’s degrees, some answers to the third question, “What evidence is there that Antioch’s program has made an impact on teacher candidates’ successful implementation of caring learning environments?” will be discussed. A vivid description of best practices emerges from telling cases of program implementation.

SEL/Resilience in Historical Context: Reaching Consensus on What “Counts” as Social-Emotional Development

Peter Salovey and John D. Mayer coined the term *emotional intelligence* (EI) in 1990, describing it as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (as cited in Practical Emotional Intelligence, n.d.). With the publication of Daniel Goleman’s (1995) *Emotional Intelligence*, the term was soon popularized as Emotional Quotient (EQ), corresponding to IQ, or Intelligence Quotient, the acronym most commonly associated with the Stanford–Binet measurement of intelligence.

Mayer, Roberts, and Barasade (2008) defined the dimensions of overall EI as being able to accurately perceive emotion; to use emotions to facilitate thought; and to understand and manage emotions. Meyer’s definition connects emotional and intellectual processes (Tolegenova, Jakupov, Man, Saduova, & Jakupov, 2012). The linking of emotional and “intellectual” processes in this definition is significant and has been validated with recent research on brain function (Caine & Caine, 1990, 2016; Felitti et al., 1998). Cognitive function as a process related to SEL will be further discussed in a later section of this article.

CASEL (n.d.), a longtime leader in the field, defined SEL nearly 2 decades ago: “SEL is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions.” The resources found on the CASEL Web site evidence the organization’s long-standing focus on SEL and its steady advocacy for schooling that includes social-emotional development. Edutopia (n.d.), George Lucas’s brainchild organization, in promoting resources for teachers and school leaders, encourages visitors to its Web site to “find and share resources for creating a healthy school culture by helping students develop skills to manage their emotions, resolve conflicts, and make responsible decisions.” Capitalizing on technological access, Edutopia provides a link to the entire *Nation at Risk to a Nation at Hope* report.

The California Department of Education (2019) describes the social-emotional development domain in terms of defined skills, corresponding to the *Nation at Hope* report’s definition:

Social-Emotional skills include the ability to:

- ◆ Set and achieve positive goals
- ◆ Feel and show empathy for others
- ◆ Establish and maintain positive relationships
- ◆ Make responsible decisions
- ◆ Understand and manage emotions

While there is some variance in what “counts” as SEL, the consensus language includes “empathy,” “self-regulation of emotions,” “positive relationships,” and “the ability to make responsible decisions.” These social-emotional capacities are sufficient to define the field for teacher educators to strengthen preparation programs and provide support for preservice teachers. Should there be any further doubt about the imperative to prepare teachers to address whole-person development, the research into adverse childhood experiences’ lifelong effects should be convincing.

Adverse Childhood Experiences

Public health scholars contribute another powerful rationale for attention to the well-being and social-emotional development of our youth. The Centers for Disease Control (CDC)–Kaiser Permanente Adverse Childhood Experiences (ACE) Study claims to be one of the largest investigations of childhood abuse and neglect and later-life health and well-being. Findings from the ACE Study provide an important perspective on just how critical teachers’ focus on social-emotional development is for children whose lives are troubled by neglect and abuse. According to the Centers for Disease Control and Prevention (2019),

the original ACE Study was conducted at Kaiser Permanente from 1995 to 1997 with two waves of data collection. Over 17,000 Health Maintenance Organization members from Southern California receiving physical exams completed confidential surveys regarding their childhood experiences and current health status and behaviors.

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The ACE Study reveals how violence, abuse, and neglect in childhood affect health and well-being far into the life of the adult without positive, consistent, and responsive caregiving. Furthermore, we know, from a health perspective, how unrecognized toxic trauma leads to disruptive, disengaged student behavior and, ultimately, removal from school settings and incarceration.

According to Bornstein (2018),

over the past decade, Dr. Nadine Burke Harris, the founder of the Center for Youth Wellness, in Bay View Hunters Point, San Francisco, has emerged as one of the country's strongest voices calling for a national public health campaign to raise awareness and a sense of urgency about the devastating and potentially lifelong health effects of childhood trauma. (p. 1)

Countless numbers of children on a pathway to incarceration have been excluded from schooling because their cognitive state of toxic stress was dismissed simply as unmanageable, intractable, and disruptive.

Dr. Burke Harris's (2018) book *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* outlined the important approaches to repairing the damage of toxic stress on childhood development. Importantly, the research on toxic stress has confirmed that there are indeed approaches and practices, mirroring the strategies promoted by the responsive classroom and others long ago, that work to remediate ACEs' effects.

ACEs present a social-ecological model of concentric circles moving from the center focus on the "individual" to "relationships," "community," and "societal" to consider the complex interrelationship of these factors affecting either negative or positive human development (Figure 1). The ACE model is useful to make inferences about how teacher educators might target learning experiences in the preparation of teachers.

Figure 1.
Centers for Disease Control social-ecological model.



Resilience Education

Contrasting with the ACE Study, which identified the detrimental effects of toxic stress, other scholars identified strengthening resilience as another justification for a social-emotional focus in schooling (Benard, 2004; Brown, D'Emidio Caston, & Benard, 2001). Benard's work is seminal to the field. Her book *Resiliency: What We Have Learned* (Benard, 2004) updated the development of the field of scholarship on resilience from her earlier work *Fostering Resiliency in Kids* (Benard, 2001). She pointed out how the field had grown from 24 citations in the Social Sciences Citation Index of Resilience in the 1980s to 735 in the 1990s. Now we hear the word *resilience* on a daily basis. Some teachers and teacher educators justified their practice of including protective factors and a social-emotional focus throughout the 1980s and 1990s despite pressure to target rigorous academic standards to raise test scores. The prevailing "risk-orientation" (Brown et al., 2001, p. 3) during those decades also saw the rise of "zero-tolerance" policies rather than widespread adoption of practices that lent support to struggling students.

One of the more interesting outcomes of a comprehensive evaluation of the California Drug, Alcohol, Tobacco Education (DATE) programs (Romero et al., 1994; Romero et al., 1993), including Red Ribbon Week, DARE, and other well-intended programs, was the emergence of *Another Side of the Story*, the voices of students receiving the programs (D'Emidio Caston & Brown, 1998). Interviews with small focus groups of students identified by school personnel as "at risk" or "thriving" in 50 participating K–12 California districts provided powerful qualitative evidence of how resilience played a role in countering otherwise adverse effects of prohibited substance use. "Protective factors" (Benard, 2004, p. 44) helped explain why most students who experimented with restricted substances did not become abusers or imperil their school achievement. One of the important findings of the DATE study was the harm caused by "zero-tolerance policies" that promote detention, suspension, and expulsion to "punish" students into compliance. Perversely, such exclusionary policies had the opposite of the intended effect on the very students identified as at risk. The telling comment, "I mean they always do it like we're all bad people here. I don't think the schools are for like helping. It's just for getting the bad kids out . . . instead of suspending them and getting them out of school, why don't they help them?" (D'Emidio Caston & Brown, 1998, p. 110) typified the unfortunate ownership of a defiant identity construction and a reduction in an already poor level of school engagement as well as a plea for support. Students' perceptions of not belonging based on their negative relationships with school personnel were identified as a risk factor for poor school performance and dropping out of school altogether. Labeling students "at risk" coupled with policies that exclude rather than support them results in greater, if unintended, harm. This large-scale evaluation study of the California DATE program identified the harm caused by schooling that ignores the social-emotional development of learn-

ers, particularly those most likely to require intense attention to this area of their development.

Not unexpected, the DATE evaluation also revealed that the presence of a trusted, caring adult or elder; consistent, high-performance expectations; opportunities to participate in healthy activities of interest; and positive self-messages supported the resilience of students who also experimented with drugs, alcohol, or tobacco but were identified as “thriving.” *Resilience Education*, an early text identifying strategies to build and support protective factors, was a precursor to popular current strategies of using restorative practices (Davis, 2013) and mindfulness techniques (Hannay, n.d.; Langer, 1989) and encouraging growth mind-sets (Dweck, 2007). These recommendations are consistent with the approaches recommended by Burke Harris to remedy ACEs.

Confluent Education

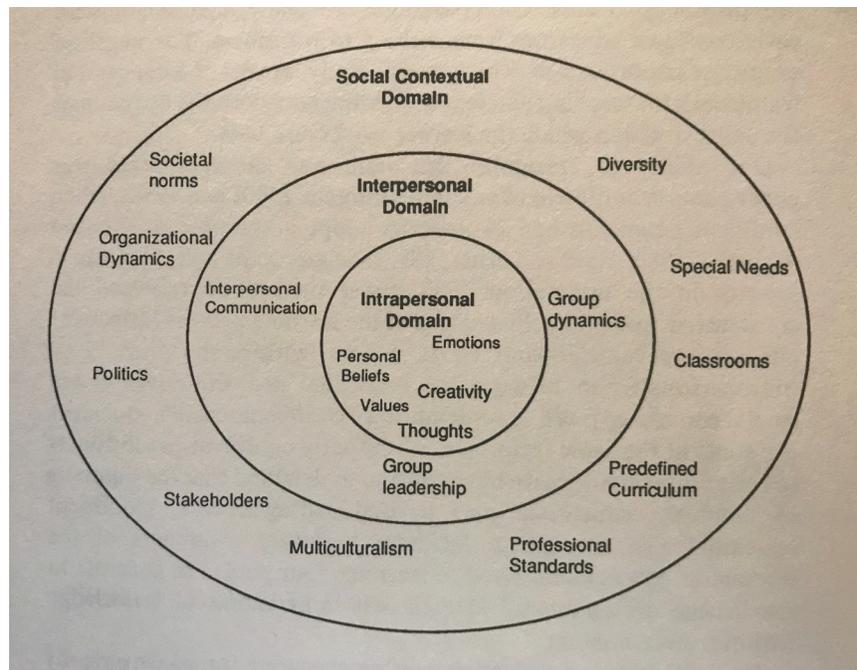
Confluent education, a pedagogy that integrates cognition with affective development warrants renewed attention. George Brown, the originator of Confluent education at University of California, Santa Barbara (UCSB), made a cogent argument for attention to the “affective” domain in *Human Teaching for Human Learning* (Brown, 1990). He described the confluence of cognition and affect metaphorically as two rivers flowing together, an image reflective of SEL and academic integration (Frey, Fisher, & Smith, 2019). The important premise in Brown’s work is that academic achievement is best accomplished when teachers pay attention to the learner’s value and affective response to what is being taught.

Scholars whose focus was primarily cognitive science and academic achievement often disregarded Brown’s leadership in the field. Critics asked the same tired questions: Why should we care about how learners feel about what they are required to learn? Does a confluent approach help learners pass standardized tests? Why are feelings a necessary focus of schooling? How do you measure affective growth and development? In a university setting, the affective domain of feelings and values seemed far too “soft” for legitimate study. Ultimately, the graduate confluent program unique to UCSB met its demise (Shapiro, 1998), but not before a confluent teacher education model had been transferred to a new generation of scholars and practitioners. The present focus on SEL and academics has revived the value of a review of this earlier model.

George Brown’s contribution to teacher education is acknowledged in the two volumes of *Advances in Confluent Education* (Brown, 1996; Brown, Cline, & Necochea, 1999; DeMeulle & D’Emidio Caston, 1996). Referring back to the ACE model of concentric circles, the focus on the individual, relationships, community and societal dimensions map almost completely on the earlier model of confluent education (DeMeulle & D’Emidio Caston, 1996, p. 46; Figure 2).

The first ring of the confluent model is the intrapersonal domain, where focus on personal beliefs, emotions, values, and thoughts, all aspects of the “self,” resides. An additional attribute, creativity, is also part of this domain. The second ring is the interpersonal domain, where communication, group dynamics, and group leadership reside. This second ring is also congruent with the ACE model, where the second ring focus is on relationships. The outer third ring of the confluent model is social-contextual, acknowledging the political, multicultural, societal norms impacting the inter- and intrapersonal domains. DeMeulle and D’Emidio Caston (1996) called for attention to the development of individuals who are socially responsible and the creation of policies and practices that are nonoppressive and democratic in nature. Brown’s advocacy of education to empower the individual to make choices based on personal and socially just values was ascendant in the 1970s. The era is widely acknowledged as a time of significant social change. A confluent approach offered a reconciliation of academic outcomes with personal awareness through self-study. The approach is no less relevant in the present social-political context. The imperative for social-emotional integration with academics is now widely acknowledged.

Figure 2.
Three dimensions of confluent teacher education.



What We Learned About Teacher Education From Confluent Education

Confluent education posits “the self” as a legitimate focus of study in teacher education. It is self-awareness that is the essential quality required to develop as an autonomous, self-determined, empathetic being. Self-study is also recognized in the reflective practice literature as essential to a learning organization (Cambron-McCabe, Lucas, & Senge, 2012). Reflective practice occurs at the individual, interpersonal, and organizational levels to be effective. Confluent educators learn to *meta-process* as one of the practices most useful to developing an awareness of personal bias by making the implicit explicit. Meta-processing helps practitioners become aware of habitual self-talk. Meta-processing makes explicit the somatic experience of feelings causing an immediate shift in consciousness. Practicing meta-processing leads to personal development over time. Emotions, located in physical experience, can be consciously managed. Taking a “meta” perspective, even for a moment, to be aware of an escalating heartbeat, tight diaphragm, or shallow breathing, allows a conscious decision to repeat a pattern of behavior, or not. This particular strategy has enormous potential for supporting a teacher’s capacity to work with children who have high ACE scores, special needs, insecure attachment, or disruptive behavior for any reason. Not only is the skill of “checking in with self” valuable in the moment of high emotional intensity but it is a valuable harm-reduction strategy inherent in resilience. Teacher educators can use the contemporary practice of mindfulness to achieve similar results. *Human Teaching for Human Learning* (Brown, 1990) presents techniques to promote “affective” integration in classroom applications.

Additional confirmation that a well-implemented caring community reduces the harmful effects of students’ life circumstances is found in the many publications generated by the Child Development Project (see Battistich, Solomon, Kim, Watson, & Schaps, 1995; Solomon, Battistich, Watson, Schaps, & Lewis, 2000). Findings suggest that community as the mediating variable led to positive learning outcomes, greater attendance, and participation in outside school activities (Battistich, Solomon, Watson, & Schaps, 1997).

From the ACE and DATE study findings and heightened professional and public awareness of the essential focus on SEL, the crucial role of schooling to provide opportunities for young people to have a sense of belonging and purpose, develop empathy, and manage their emotions is incontrovertible. Schooling in the 21st century must support learners’ construction of positive productive identities that are resilient to the difficult challenges they face. By reaching a consensus that SEL is an imperative, the foundation for professional development is firmly established. The next hurdle is to create widespread professional understanding of the teachers’ knowledge and skills that most likely support their students’ achievement of self-knowledge, empathy, positive relationships, and the autonomous growth mind-set to accomplish life goals.

Teachers' Knowledge and Skills

If teaching requires more than deep content knowledge and pedagogical content skills to support learners' social-emotional development, what do we now expect teachers to know and be able to do? Derived from the preceding discussions, the following section offers some answers to this question.

Teachers' Disposition to Care

A teacher's caring disposition is the foundation of social-emotional best practice. Caring, however, is a complex and relational dynamic. Many elementary teachers enter the field to make a difference in children's lives, precisely *because* they care. A caring teacher must have the capacity to listen and be responsive to learners' needs; to hold realistically high expectations; to encourage growth mind-sets; and to offer relevant opportunities to participate in meaningful activities involving choice, decision-making, and problem solving. However, none of these intentions "count" unless the children perceive these intentions as caring. The work of Nell Noddings (2005) is instructive. Noddings asserted that caring resides in the perception of the "one cared for" as well as the intentions of the "caregiver." Students must perceive and value the care intended by the teacher, including persistent and unqualified value for the children who present the most difficult challenges (Watson, 2003). Additionally, the moments that demonstrate to the students that the teacher cares are almost invisible—a glance, a smile, a welcoming gesture, a tone of voice—yet they are also cumulative. They are the opposite of *micro-aggressions*, a term used to signify the moments that hurt rather than support. Caring requires *micro-bonds*, moments of positive connection intended by the caregiver and perceived as caring by the "cared for."

How do teachers who attend to the social-emotional development of their students know if their students perceive their intentions as caring? Teachers can get a sense of students' perspectives by establishing routines where the students can give feedback anonymously. By setting such routines, students get a sense that the teacher wants to know how they feel, and teachers gain important insight into how students perceive their teacher's intentions. While being aware of students' perceptions may not ensure action, knowing how learners feel provides opportunities otherwise concealed.

Teachers' Self-Study

Teachers must have the habit of mind of a reflective practitioner to regularly examine their own values, beliefs, and unacknowledged bias. A teacher must be able to observe, recognize, and respond appropriately to toxic stress symptoms, patterns of disengagement, or disruption. In this regard, the promise of teachers' "mindfulness" taps current popular psychology. When a teacher practices mind-

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fulness, he or she responds to difficult situations with greater presence. Teachers who are self-aware and capable of establishing micro-bonds with even the most challenging students can learn to help their students become self-aware, empathetic learners who see themselves as capable of establishing positive relationships. We need teachers who can model appropriate emotional expression and who are able to decenter their own emotions when young people share traumatic stories. Ongoing, reflective self-study, often supported by a mentor or colleague, targets awareness of self-talk and patterns of behavior central to the teachers' intrapersonal growth. Armed with a caring disposition perceived by the learners, a reflective habit of mind for self-study, the teacher's intrapersonal growth operationalizes the center of the concentric circles in both the ACE and confluent models.

Interpersonal Relationships

The second ring in both models is the interpersonal dimension where attention to and development of positive relationships and empathy occur. The interpersonal relationship ring makes visible another principle: care for others, which is in essence the capacity to have empathy. An "effective" environment that promotes SEL is responsive to the realities of the learners. A caring classroom environment attends to the learners' relationships with each other, the relationship of learners to their teacher, in addition to the relationship of learners to the required content. The individual child's well-being and sense of belonging as a member of the learning community is paramount. Several ways to establish positive inclusive relationships in the classroom follow.

Build trust. Primarily, teachers need to establish trust (Watson, 2003). Watson's *Learning to Trust* showcases one teacher's experience using methods from the Child Development Project. The book highlights a yearlong conversation between Watson and Laura Eckens, a second to third grade teacher in a multiage classroom in Kentucky. The children presented with varying levels of "risk factors" that we now know as ACEs. Laura's students had little reason to trust adults given insecure attachment issues. The book recounts many teaching strategies used during the year to provide a relevant, consistent, inclusive learning community that the children could depend on, contrary to their previous life experience. Laura's story in *Learning to Trust* documents the complexity of the challenge to sustain a positive disposition to care in situations where children face extreme adversity. Her story is instructive as well by documenting the power of a mentor to support self-study and perseverance.

Teach active listening. Explicit instruction in how to listen actively, to paraphrase what is said before responding, and to enter conflict situations as a problem solver supports the establishment of a caring community. Role-playing helps students practice active listening in a low-risk situation in preparation for real-life contexts.

While we are focused here on the teachers' knowledge and skills to strengthen SEL, active listening is also necessary to improve engagement in academics. It is a universal life skill.

Routinize class meetings. Generations of teachers have used class meetings to develop classroom norms and to provide opportunities for learners to express feelings and deal with emotions. From A. S. Neill's *Summerhill* in the early 1960s to restorative justice circles now being implemented, class meetings have potent effects on the social relationships in classrooms. Class meetings are the interactive structure where students co-construct behavior norms that establish and sustain the caring learning community. There are three important ground rules to begin. First, each person uses the first person *I* when speaking: "I feel," "I need." Speaking from *I* positions whatever is being said from the individual's voice. Second, each person has the right to "pass." In a class meeting, learners can use their voices to express their thoughts and feelings in an authentic manner. Forced communication or a sense of obligation to speak reduces the sense of autonomy of the speaker. In some support groups, the speaker is given a specified time to speak or remain silent with no interruptions. In such a case where silence is accepted, everyone has time to think before taking a turn. Third, what is said in circle is "confidential" to those present at the time. While other norms can be established, such as the use of a talking stick to designate the rightful speaker, the three norms described above are essential.

The teacher plays an essential role in sustaining the norms, using his or her skills to manage the powerful emotions that may be expressed. Teachers need to build class meetings into their regular classroom routines, not only when trouble occurs. Once the students learn to express their feelings in a safe, protected space, they can use class meetings to plan projects, solve problems, and develop social-emotional capacity.

Attend to the strengths and interests of learners. Another component of the teacher's knowledge and skills required to develop students' decision-making and problem solving and a healthy engagement in learning is attention to the strengths and interests of the learners. Getting to know each student as an individual starts with observation, keen attention to students' conversations, and giving time and space to celebrate successes of all kinds. To foster social-emotional development that includes the ability to set and achieve meaningful goals, teachers must give opportunities for students to expand their interests and pursue meaningful experiences in the school and local community.

Offer appropriate choices. The importance of "choice" maps easily onto the notion of "autonomy" described in Constance Kamii's (1989) article "Autonomy: The Goal of Education for Piaget." Once teachers internalize the value for learner's choice and decision-making, it becomes pervasive in their practice. Learners have

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opportunities for choice and decision-making daily, weekly, and with the introduction of units of study.

Prepare the environment. Another early-20th-century influential scholar/practitioner, Maria Montessori, offered an important skill set for teachers who integrate SEL with academics. Montessori's work in the early to mid-1900s promoted "prepared" learning environments that allow children to make choices in their learning. She described children in her model as being able to focus for long periods of time on "work" of their own choosing from among the accessible learning apparatus. Montessori's method privileges students' decision-making and choice with a high regard for students' academic engagement. The role of the teacher in Montessori's method is to observe carefully, present materials and learning tasks that correspond to sensitive learning periods, and document the capacity of the child to focus and complete tasks at a self-determined pace. Montessori teachers value the child's self-initiated repetition of activity, deep concentration, and self-regulated movement. All of these attributes speak to the expectations and outcomes of teacher preparation that meet social-emotional and academic integration.

Social Context/Community

The third circle of the ACE model, similar to the social context ring shown in the confluent model, is a connection to community. In thinking about the teacher's knowledge and skills to support SEL, the construct of "community" has several layers of meaning. The classroom as a "caring learning community" is one layer most relevant to this discussion. Another is the notion of the school as a community. Social connectedness of shared values among faculty and administration within the school establishes the school as a caring culture. Yet another layer is the community of school personnel and families. When the school culture includes the families, the basis for healthy interpersonal relationships supports social-emotional development of all members. Teachers are the essential connecting force in developing these relationships. Cultural sensitivity, anti-bias training, critical pedagogy, and multicultural education are all pathways in teacher preparation to promote school cultures that include families.

The teacher provides a powerful protective factor and potent antidote to trauma by connecting learners to these various layers of the community. Students thrive when teachers provide opportunities to identify and perform needed services, solve problems, or take care of their environment. David Sobel (2005) called this *place-based education*. The opportunities that learners have to see themselves as contributing members to their school and local communities in elementary school can be the foundation for service learning in secondary schools.

Highly regarded professional organizations, such as the National Association of Education for Young Children, CASEL, and the ASCD, identify social-emotional

development as essential to successful educational achievement and lifetime fulfillment. Research has coalesced around a common set of social-emotional skills. The congruence of two theoretical models, confluent education and ACEs, serves to organize a range of teachers' important knowledge and skills. What can teacher educators do to support new teachers to create learning environments that foster SEL? What do *teacher educators* need to know and be able to do given the current widely regarded value for schooling that includes social-emotional development? Attention must be paid to best practices teacher educators use in preparing and supporting teachers to be proactive in creating the environments that promote thriving, emotionally healthy learners.

What supports do teachers need to integrate SEL into their academic programs, and what is the role of teacher education in supporting SEL in new teachers' professional practice? These questions are addressed in the following section of the article.

SEL and Resilience in Teacher Education: The Teacher Educator's Role

Widespread implementation of teaching and learning strategies that promote social-emotional development secures the promise to educate all learners and therefore must be a focus of teacher education. We can learn from programs that have long understood the value of social-emotional development as the foundation of academic learning. In the following case study, promising practices of one teacher education program are presented.

Case Study: Antioch University Santa Barbara

The following case study describes program design, instructional methods, and interactive structures that Antioch teacher educators use to promote and integrate the focus on SEL. From 2000 to the present, Antioch Santa Barbara has had an intentionally integrated focus on the caring learning community as the foundation of classroom practice.

Program design. Antioch offers the Multiple Subject credential with a master's of education degree and a Dual credential with a master of arts degree for candidates interested in both Multiple Subject and Education Specialist for Mild Moderate Disabilities. The Multiple Subject credential with MEd can be earned in five quarters. The Dual credential with an MA in education is earned in 2 years. Multiple Subject and Dual credential candidates take the majority of courses together in the first four quarters, separating for the more particular content required for an education specialist. The program requires two carefully chosen school placements, increasing time in the placement from 4 mornings to 4 full days over the school year. Classes are held in the evenings 4 days a week. The majority of candidates are adults who have had different careers, have children, and work at least part time. Given the

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geography of the California central coast, Antioch students may come from Ojai to Oxnard, Santa Ynez and Santa Maria to Lompoc, as well as from the local Santa Barbara and Goleta areas. Including both credential pathways, the average number of beginning candidates each year is 15–20. The number of candidates is limited to meet Antioch’s educational value for personal attention and small class size. In the last 3 years, 44 candidates have completed their preparation year. It is important to note that while Antioch’s program is very small compared to California state universities and University of California programs, the important emphasis on social-emotional development in a small, nonprofit, independent university should be scalable to larger institutions.

Methods. This case study is presented as a collection of best practices, with evidence collected from 2014 to the present. The voices of the teacher candidates are found in the telling cases used to provide descriptive examples. The power of narrative as an inquiry process is well defined by Clandinin and Connelly (2000); the stories told in the voices of teacher candidates carry authenticity, “offering readers a place to imagine their own uses and applications” (p. 42). Research methods that are exploratory do not assert generalizable results. Rather, narrative inquiry is heuristic in that it seeks to understand the nature of a phenomenon, the contours, edges, salient themes, and patterns, from multiple perspectives. Narrative carries a sense of continual formation and reformation in the telling of participants’ stories.

An important aspect of a program is the coherent value orientation of the faculty that is woven through all the coursework and communicated with the cooperating teachers (CTs) who share the preparation of candidates. The social-emotional development of children is highly regarded at Antioch, with organizational structures designed to prepare teachers in both elementary and special education tracks to address social-emotional needs as well as academics.

Intentional placements. Intentional placement of candidates in classrooms where teachers promote the integration of SEL with academics is a powerful strategy to strengthen the widespread integration of SEL. University field supervisors identify teachers who create caring communities and use interactive structures, such as class meetings, check-ins, and inclusive micro-bonds, regularly. CTs who regularly implement class meetings and conflict resolution strategies serve as models for Antioch’s teacher candidates.

Communication with CTs. Given the geographic range of placements, the challenge to create a community of CTs who share Antioch’s value for SEL has been addressed over time. In any given year, the majority of candidate placements are with returning CTs. Regular participation of CTs supports the shared values informing the culture of the program. New members of the CT community are brought in to the culture during the regularly scheduled CT meetings.

Opportunities for CTs to learn from each other include regularly scheduled

support circles for CTs held at the university or at the school sites where clusters of candidates are placed. All university supervisors are present at the CT meetings. During these meetings, CTs share ways they have included the candidate in the classroom community, different ways to communicate with their candidates, progress and challenges their candidates face, and strategies to promote growth. CTs experience support from each other, learn important mentoring and coaching strategies, and share new methods for including focus on SEL. The meetings are held in a circle similar to a class meeting format.

Supervisor, cooperating teacher dyads, and triad conferences with the candidate, university supervisor, and CT are other interactive structures that foster communication. These grouping structures do not supplant written communication, field manuals, coaching workshops, routine feedback questionnaires, and periodic program celebrations of candidates' accomplishments. Through these various formats, a program culture is established and sustained.

University field supervisor meetings. If SEL is at the heart of Antioch teacher education, university field supervisors are the pulse of the program. Each supervisor is assigned a small group of 5–7 candidates to visit and meet with each week. The supervisors meet every 2 weeks to ensure consistency among small groups, review coursework expectations, generate program directions, track student progress, and problem solve.

University field supervisors' meetings include meta-processing at the end of most meetings. Meta-processing allows members of the group to share how well they felt heard and their personal satisfaction with the process and outcome of the meeting. Meta-processing at the end of a meeting allows the "first person" expression of feelings without the burden of other members' responses. Opportunities for free expression of feelings give every member a chance to hear others, reflect on their own participation, and change behaviors as appropriate. Meta-processing also allows the group to work more cohesively as the implicit is made explicit. Meta-processing allows members to repair relationships they may not have realized were damaged.

Small-group seminars. Trust is more likely to be established in small-group seminars where candidates meet with their university field supervisors every week. The ground rules for participation, similar to the norms of class meetings, include confidentiality, use of the first person in sharing thoughts and feelings, and the right to pass. These norms model the type of class meeting that candidates could try in their own placement classrooms.

Modeling community building through a class meeting format is one of the most important skills teacher educators can use to build empathy. Ample resources are available for teachers to learn how to hold and manage them (Kriete, 2002).

Create cohort community. Faculty developed program structures to create a caring community of practice among the candidates beginning with applicant group

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interviews. Through a group project, applicants get a quick sense of the people with whom they may be working. When they meet each other at orientation, they already have familiarity with a few others in the group.

Orientation is set up with many opportunities for candidates to get to know each other. They meet in a circle. They share “talking artifacts” or a “Me Bag” and come to consensus on a cohort name. Orientation is layered with self-study and moderate-risk personal disclosure. It also models consensus decision-making. By the end of the orientation week, candidates are ready to begin their classes as members of a nascent community.

Lesson plan frame with affective and social objectives. Krathwohl, Bloom, and Masia (1964) proposed the *taxonomy of affective objectives* in book 2 of a series that began with Bloom’s (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) seminal work *Taxonomy of Cognitive Objectives*. The revised Bloom’s taxonomy is, to this day, widely taught in teacher education programs. Sadly, the second book of affective objectives has had less influence. Abbreviated, Krathwohl et al.’s (1964) affective taxonomy considers the student’s value for the proposed learning. Candidates are expected to think about how learners might respond to what is being taught, from initial awareness to internalization of the valued information and integration with the learner’s worldview. The affective domain is a broader construct but includes the emotional response to a given experience.

Supervisors and instructors generated the prompt for an affective objective, included it on Antioch’s Formal Lesson Plan template, and implemented it program-wide. The prompt requires candidates to think about and come to understand the interdependence of cognitive and affective development. A third objective on the template requires candidates to describe the social expectations for the lesson.

Several strategies are introduced to support candidates’ focus on the affective domain. Assignments that require candidates to apply what they have learned about whole-child development from readings and coursework are woven carefully through the year. One of the first assignments, for example, based on the work of Pat Carini (2000), is the Descriptive Review, a holistic case study using ethnographic methods of observation of one student. The initial program assignments are detailed in Carolyn Frank’s (1999) *Ethnographic Eyes*.

Introduction of important resources as required texts. Ruth Sidney Charney’s (1991/2002) book *Teaching Children to Care* promotes the program’s orientation to class management. In addition, the text *Morning Meeting Book* (Kriete, 2002) and other resources published by the Northeast Foundation for Children and the Developmental Studies Center support the important function of a caring community with practical strategies. These resources continue to inspire teacher candidates who now see their CTs using these strategies in their placement classrooms.

The materials generated from the Child Development Project add engaging and

explicit focus on the importance of classroom community. These materials include several books, video segments of classroom events, and multiple peer-reviewed articles. A review of the project and findings can be explored in Developmental Studies Center (1988).

Learning from CTs. Antioch holds quarterly CT meetings where CTs share and grow in their roles. The book *Company in Your Classroom* (Watson & Schoenblum, 2000) continues to be a valued resource for CTs. The chapters include how to build a relationship with the teacher candidate, ways to communicate when both have many obligations and little time, how to support and critique the candidate's progress as a coach, and generally how to mentor the candidate as a caring educator. Communication between the university and school-based CTs is multidirectional.

An example of communication that was generated in a CT's classroom that directly influenced the program culture follows. Through observations and interactions with a kindergarten teacher who regularly hosted teacher candidates, one of the most relevant practices that promoted a caring learning community was articulated as "Take care of yourself, take care of each other, and take care of this place" (C. Million, personal communication, September 22, 2005). This *ethical trinity*, as it has come to be known, has become a program maxim.

Antioch program courses. Following are some courses offered in the program.

Conflict Resolution and Mediation. This three-unit course is taught in the first quarter of credential preparation. It is highly self-reflective and generally orients candidates to the entire program philosophy and pedagogical approach. We have the benefit of a systematic study of the effects of this course on candidates' practice. After taking this class as an experienced educator in the masters of arts program, Katrina Soltero (2009) focused her thesis on how the course influenced her own and her classmates' practice. Through the exploration of her own personal narrative and the stories of the colleagues with whom she took the Conflict Resolution and Mediation course, she examined the following questions:

What content and experiences from the course on mediation and conflict resolution stand out for its participants approximately eight months after the conclusion of the class?

How do these educators feel that the course content has impacted their work with students?

How do these educators feel that the course content has impacted their relationships and interactions with other key stakeholders: parents, colleagues, and administrators?

Through the use of narrative methodology and interviews, she captured the voices of 10 of the 20 participants from that summer class to uncover ways the course impacted them as professionals. Her selection of study participants included three teacher candidates, three beginning teachers, and two experienced educators returning for

their master's degrees; herself; and the course instructor. By interviewing teacher candidates, beginning teachers, and experienced teachers who all participated in the course, Soltero gave a picture of the range of effects of this course across different periods in the life of teachers. She then analyzed their stories using constant comparative methods and "restorying" (Cresswell, 2005, p. 480) to determine common themes. Soltero clearly outlined the significant aspects of the course most salient to her participants. Her narrative inquiry (Clandinin & Connelly, 2000) identified four important constructs: *lower self*, *I messages*, *council*, and *conflict resolution*.

Beginning with an introduction to emotions and a sharing of personal backgrounds through quick writes, Soltero (2009) confirmed a level of safety, "which allowed us to express our ideas in a fluid, safe way, knowing that we would not have to share . . . with anyone unless we wanted to" (p. 66). Candidates explored "big" emotions—sad, mad, glad—and brainstormed as many variations for each to develop emotional vocabulary. After discussing emotions more generally, course participants explored, "What happens when we lose it?" (*lower self*). Individually, participants identified their own patterns of behavior when emotion overwhelms and they slip into their "lower selves."

Soltero (2009) asserted that the purpose of the activity "is to sharpen awareness so that you're better able to recognize when you are going off track" (p. 68). This goal relates directly to the previous discussion of self as the object of study in teacher preparation. The prevalence of data in Soltero's study identifying "lower self" as a construct confirms the value of exercises that prompt self-awareness.

The second construct Soltero (2009) identified is "I messages" (p. 71). Participants were taught "steps" to compose an I message. First, state what I observe, see, hear, remember, imagine, free from evaluation: "When I." The second step is to state "I feel" in relation to what I observe. The third step is a statement of need: "What I need or value." Finally, make a clear request of a concrete action: "Would you be willing to?"

One participant stated (Soltero, 2009),

The I messages stood out because I had a lot of trouble doing them [*laughs*], and I think maybe other people did too because I remember them saying "it's weird to talk like this." It really stood out how we role-modeled and practiced the messages. (p. 82)

Using I messages is an important life skill, but for teachers, it is an imperative. Even more essential is to teach the children how to speak using I messages. Soltero's thesis gives multiple examples of the candidates' attempts to implement what they learned, adapting the process to fit the circumstances:

I didn't have any problem using the I Messages with the boys in the class but with the girls it was hard to get them to express their feelings in a positive way without making the other person feel badly, like "I felt badly when you decided to be mean to me." So sometimes with the girls . . . I definitely did a cool-down period . . . and then checked back. At that point sometimes the girls would say, "No, we're fine now," because they had cooled off. (Soltero, 2009, p. 82)

Council is another form of class meeting and the third construct emerging from Soltero's (2009) interview data. Council requires a talking piece and a dedication, which sets a serious tone. "In class the instructor discussed 'empathetic' listening, also known as 'active' listening. Key components of council are open heartfelt expression, attentive, empathic listening, a process for building inclusion, influence and community" (Soltero, 2009, p. 72). In several cases, when candidates did create opportunities for their learners to share their thoughts and feelings in class meetings, remarkable changes (see "Steve's Story" in Appendix A) in their class climates occurred.

By the end of this course, the candidates had become a caring learning community that supports them throughout the following quarters and far into their placements and careers (D'Emidio Caston & Soltero, 2009).

Resilience Education and the school community. A three-unit course on resilience is required for teacher candidates earning a master's degree. This course requires Watson's (2003) book *Learning to Trust* to reinforce the practices of inclusion that inspire a sense of belonging and empathy for the most challenging students. The book has become a central resource for several master's action research projects. It continues to inspire the teacher candidates as they enter the profession. The second text for the course is *Resilience Education* (Brown et al., 2001), which introduces the notion of meta-reflection through the model of self-reflective practice of participation, observation, and reflection, leading to transformation (PORT). The second section of Brown's book presents this model with participatory exercises to give the readers opportunities to engage in the process as they read the text.

There are three significant assignments. The first is a self-reflection on the use of PORT in day-to-day experience. The intention of this assignment is to practice the meta-processing that is essential to managing emotions. The second assignment is a case study that requires a caring connection as a significant support for a student chosen by the teacher candidate as warranting a special focus. These projects always result in advocacy for a child who might otherwise "fall through the cracks." In one case, it resulted in a child receiving attention to a visual disability and a pair of glasses. In other cases, it results in families having access to support systems in the community that they had not previously known about. The range of projects is impressive, allowing all members of the class to recognize the power of advocacy for the social and emotional development of the children.

The third assignment is a Year Long Plan to integrate SEL practices in their classrooms. Tailored to their own grade-level situations, this plan is a head start on actually implementing social-emotional and resilience practices in the following year. As the course is taught in the summer preceding the fall opening of school, the plan is a framework to structure content curriculum on the foundation of the caring learning community.

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Teacher education best practices: Target SEL assignments. The following are program best practices.

Sociogram. One of the requirements for the field-based practicum is an assignment to uncover the social dynamics of the classroom. The Sociogram is taught in the Seminar course, using *Group Processes in the Classroom* (Schmuck & Schmuck, 1992), a text applying group dynamics research to classroom practice. The assignment begins with the candidate's assumptions about the class dynamics, which are then checked by data collection from the students to confirm or deny the original assumptions. The process makes explicit what is often painfully clear to the learners: Who is friends with whom? Who is an isolate? Which students are in cliques or dyads, or does the class have healthy inclusive dynamics to support membership of every child in the social group? This assignment is given prior to the take-over of all classroom responsibilities so that the candidate can group students to advantage and strengthen the inclusive culture necessary for a caring community. Candidates' bias and incorrect assumptions are often revealed in reflections on this assignment. Again, a telling case is found in the voice of a teacher candidate's reflection in her second placement in a K-1 classroom:

I thought this assignment was going to be easy. Why? Well, I thought I had figured out the dynamics of my classroom. I had been closely observing these students for the last three months. I would have to say that some of predictions were correct but some were very wrong.

After describing the Sociogram data and presenting her analysis, the candidate includes her meta-reflection on the value of the Sociogram assignment:

I think this was a great way for teachers to find out what is going on within their classroom. Doing this in the classroom will also help teachers take steps to creating a better classroom community. There are students who were not chosen at all and this should not be the case at all. I feel like every classroom should function in a way where it cannot function unless all students are needed and/or wanted. I plan to do more ice breakers and/or activities moving forward to help change this. I incorporated a game during a Morning Meeting that showed the students how we are all attached through our similarities and how similar interests bind us all. I had the students look to their left and their right. I wanted them to notice that perhaps there was someone to their left or their right who they would never think they would be linked to. I believed that the activity was very effective. (preservice candidate's Sociogram reflection)

In the tool kit of the new teacher, the Sociogram becomes a support for the construction of the caring community so necessary for SEL and the academic success of all learners.

Caring Learning Community Plan. Prior to the initial four-morning take-over of classroom responsibilities, the candidates are required to write a Caring

Learning Community Plan (Appendix B). Although this is generally understood in teacher education as a “management plan,” framing the assignment as a Caring Plan shifts the focus to the strategies the candidate will use to create a positive climate. Primarily, the plan supports how the candidate will group students for instruction, how and when class meetings will be held, and how the norms for behavior will be established and maintained. Candidates use the various theories they have learned in the Conflict Resolution and Mediation course to justify their decisions. The *Morning Meeting Book* (Kriete, 2002) and resources from the Child Development Project also support the candidates to provide the activities that build community.

Who Lives With Me. Over the course of almost 20 years, this assignment has changed considerably. It was suggested by one of the field placement school principals as *Who Lives in My House*, with the intention of becoming familiar with the home lives of the children. The goal was to have a deeper understanding of the family and extended family living with the children. It began with a simple question that could be implemented as suitable to various classrooms and grade levels. Young children could draw who lived in their houses; older children could write their answers. This assignment was soon recognized as biased toward the stereotype that all the children lived in houses. The assignment was changed to *Who Lives in My Home?* (Appendix C) and, finally, *Who Lives With Me?* to avoid any assertion that the child lived in a home and not a car or a homeless shelter.

One of the important notions generated from the ACE model is the community context and social dynamics affecting the lives of the children. The evolution of this assignment in terms of teacher educators’ knowledge makes this evident. *Who Lives With Me* has become one of the first formal lessons and at times full units that the candidate designs and teaches. It is open ended enough to allow great creativity in lesson design while supporting language arts and social studies learning standards.

Measuring the effectiveness of integrated SEL teacher education. The previous discussion of a coherently articulated theoretical frame and pedagogical approach that supports the integration of SEL and academics helps answer the question of what teacher educators need to know and be able to do to support the preparation of teachers. But there is an increasing need to know the outcome effects of teacher education, not only on those who graduate a program, but also on the students they teach. Thus, for a teacher education program to be effective, the measure of analysis must first obtain the fidelity to which the graduates conform to that program’s intended learning goals (implementation). Second, an analysis of the effects of those professional practices with their actual students in real classrooms must be reported (effectiveness). Naturalistic modes of inquiry coupled with narrative descriptions may provide the best insight into the effectiveness of any particular teacher education program (LaBoskey, 2004).

Soltero’s (2009) study, described earlier, examined the broader question, In what ways does the study of SEL impact educators professionally, whether as ex-

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perienced teachers continuing their careers or as first-time teachers? Her findings support the fidelity of program implementation of the intrapersonal, interpersonal, and contextual dimensions of learning, beginning in the first course in Conflict Resolution and Mediation. By engaging in analysis of individual stories, including her own personal experience, she illuminated the way that teachers are influenced by knowledge of SEL at various points in their careers. Such an approach was found explicitly in her participants' responses assuring fidelity to the program's goals.

This study was particularly useful in the quest to understand the impact of a teacher education program on credential students. As one of Soltero's (2009) participant groups included the new cohort of credential candidates, the findings from her study supplied data for the exploration of effects of purposeful focus on caring and community in preservice teacher education.

In addition to Soltero's (2009) study, a second action research study by a novice teacher completing her master's degree (Morosin, 2008) explored the effects of strategies the candidate learned during her preservice year enacted in her own classroom with her first-grade students the following year (see Appendix D). In fact, the MA theses of both graduate students complement each other to present a powerful narrative of both theory and practice promoted by Antioch. By presenting these two projects, a more detailed picture of how novice teachers actually use the education they receive is generated. We get a window into their classroom practice.

The second study was done during the year following the teacher's credential preparation, while she was teaching her first-grade students (Morosin, 2008). Her action research project explored the use of many specific strategies she learned during her preparation year. This teacher, however, in contrast to Soltero, who began the year with a value for the social-emotional dimension as a learning focus, began with a more traditional orientation to teaching and learning. She described the need to employ the strategies as a result of observations of her own students. In her words,

teaching tolerance, compassion and building a strong caring community within the classroom is sometimes a struggle with the demands of administration and district policies to teach to the test but this year, teaching compassion, tolerance and building a strong caring community for the students in my classroom is necessary. Only two students in the first-grade classroom have an IEP [Individualized Education Program] plan, yet five others of the 20 students have behavior plans due to excessive behavior troubles within the classroom. The behaviors range from not sitting still during any period in the classroom to excessive tantrums that disrupt not only the entire classroom, but also the neighboring classrooms. I have found through observation that the class does not have a great sense of "community." Although there are groups within the classroom that are strong, there are some students who do not like to interact with one another. There are times when others may be different, but I want my students to still be tolerant and compassionate towards each other within a caring community.

As a researcher and as an educator, I took the role this year to create a cur-

riculum in which I am able to teach my students to be compassionate and tolerant with one another within a caring community. I want to provide ways for them to show concern, kindness and consideration. I want the children to learn to have an open-mind, be accepting and have patience for others. To do this, I planned a set of lessons that were implemented throughout the school year. One lesson was taught per month, followed by council sessions in which students discussed their progress with the lessons. (p. 5)

These data confirm the coherence between Antioch's program philosophy and pedagogical approaches used by our graduates. While we cannot generalize to any larger population of teacher education programs from this study, we can gain insight into how a program that promotes SEL is implemented. We have dense descriptive data of the strategies most useful to achieving the caring learning community as an effective social-emotional intervention.

Conclusion and Implications

Teachers in public schools are buffeted by new curriculum adoptions on a regular basis. Historically, changes occur with such rapidity that teachers have little time to become familiar and comfortable with new curriculum. Add the pressures of high-stakes testing and teachers are likely to experience stress just in managing their administrator's expectations. Resilience strategies, such as support groups and meta-processing, contribute to the continuous growth and professional well-being of teachers working in challenging situations.

This article provides a historical context to the current widespread agreement that 21st-century education requires SEL integrated with academic expectations. One of the implications gleaned from looking deeply at processes and practices over time is that SEL needs to be valued throughout any educational institution to be effective. Common understandings of the pedagogical practices that are most effective—meta-processing, I messages, mindfulness, conflict resolution, class meetings, micro-bonds—must be introduced in preparation programs and supported by school leadership in the field.

Further study may entail a focus on the effects of a caring community on learners' reading and/or math achievement, or, for an even more targeted SEL learning outcome, a study could focus on learners' construction of positive productive, resilient identities.

Curriculum that supports SEL needs to be generated and integrated by communities of practice, in teachers' face-to-face or online learning communities. A teacher's self-study within a learning community informs and builds the caring learning culture. This article argues that school relationships are well within the purview of teachers who take care of themselves, take care of each other, and take care of the community, including families. Finally, it is an imperative to build communities of practice that promote an outcome of schooling where students become

self-aware, empathetic learners who see themselves as capable of establishing positive relationships. We need teachers to model caring, expressing and managing emotions, and overcoming complex challenges. Our teacher preparation programs must build teachers' capacity to listen and be responsive to their learners' needs, to hold realistically high expectations, to encourage growth mind-sets, and to offer relevant opportunities to participate in meaningful activities involving choice, decision-making, and problem solving that lead to productive and fulfilled lives. Twenty-first-century teacher education needs to put the well-being of every student at the heart of the profession.

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Appendix A:

Steve's Story—Repairing a Damaged Community by Using an Appreciation Circle During His Take-Over

To start off my take-over, I received an email from the school principal. The classroom had been having a series of conflicts and the situation had gotten bad enough that the sheriff was getting involved because there had been threats of violence and parents were now standing up for their kids against the other students in the classroom.

The principal was doing whatever she could to contain the anger and frustration that was building. In the middle of all of this chaos, I was meant to do my two week take-over. I was meant to carry on plans like any other normal day. In any place, this place was a perfect environment to inject empathy into the community and observe the impact. I really could not have imagined a more well-suited environment for my working theory. What would happen if we stopped “playing school” for the day and interacted like humans? What would happen if we dared to talk about the pain and anger rather than bottle it up.

On Day 2 of my take-over, I changed up my plans and started to integrate empathy. I dressed up a language arts lesson to be nonthreatening, but meaningful. The lesson was on “Giving a Compliment.” We talked about all of the ingredients of a good compliment. I asked the class what they thought made up a good compliment. I asked what they thought the difference was between compliments that last for years as compared to a compliment that just fades away as quickly as it was delivered. We studied all of the attributes of a compliment that had lasting power. As the students came up with ideas, I wrote them on the board for review.

Steve invited the class to take a risk to give a compliment. After one young woman raised her hand to share and quickly put it down again when the teacher challenged her to say if the compliment met the “ingredients,” the teacher held the role of facilitator to establish and maintain the emotional tone, that this was a serious activity. In a short time, another member of the class volunteered to share.

“Melanie,” she said, “I want to compliment you because you have always been a friend to me. On my first day of school I was afraid and alone. You asked me to sit with you and have lunch together. That was five years ago and I have never forgotten how nice you were to me.”

Now that the room was filling with trust, we took one more step and added vulnerability. I stopped the circle and announced that we were going a step further. “Compliments have allowed us to look for the best in each other. Now, we need to clean out the closet and rebuild the past. Has any one of you said anything to anyone else that you wish you could take back? Have you ever said something that you wish would have never been said? If you have, now is the time to say you are sorry and ask to start over.”

The responses demonstrated “real” authenticity. They also indicate that slights, put-downs, teasing, and insults have great staying power in memory, for the aggressor as well as the victim. Our contemporary Restorative Circles have great potential in healing these long-held wounds.

“Stella, I have always been mean to you. You never deserved it. I’m sorry.”

“Ryan, for the last four years I have tried to hurt you because you hurt me. I’m sorry.”

The apologies kept coming. As the apologies flowed, so did the tears. I don’t recall many dry eyes in the room. . . . Finally, an amazing and unexpected event unfolded. There was one boy in the class that was at the center of all of the bullying. The parents were trying to get him removed from the school. He had very few friends, and people feared sitting next to him. He had one flower in his hand. He slowly stood up and silently gathered everyone’s

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attention. If anyone was going to make fun of this process, it would be him. He took his flower and walked to the middle of the circle.

“I only have one flower,” he said. “I want to put this flower in the middle of the circle because I want to apologize to everyone. I have wronged you all and I am sorry.” With that, a wave of emotion hit the class. Even I was crying. It was the most impactful day that I have ever had in a classroom. I will never forget the depth that poured out. As the flower lay on the floor of the room, no one dared to move. Finally, a small voice from the corner said, “We love you.” (excerpt from Steve Schapansky, Inquiry Project, 2018)

When we used ethnographic methods and narrative storytelling, having an event “tri-angulated” with other data sources confirms the reliability and validity of the data. In this case, we also have the cooperating teacher’s notes.

Cooperating Teacher Notes

After apologizing for not witnessing the entire lesson, he wrote the following:

When I did get into the room, students were seated on the floor in a circle, and it was apparent I was in at the tail end of the appreciation circle. Steve had a bunch of flowers and was passing them out, one at a time, to those students who wanted to appreciate another student. The student would take the flower, walk to another student, present the flower, and give a verbal appreciation. This went really well, but it was what happened next that left me, frankly, stunned.

A few of the students in the class had, to varying degrees, been the victims of verbal, and some physical, harassment. Steve and I had done our best to have the kids talk through these incidents in conflict resolution meetings, the principal had been involved frequently, and parents had been called in. So when Steve said that what they had done so far was great, but that he wanted them to push themselves further by apologizing for things they’d done or said, I was dubious.

The format was to be the same: If a child wanted to publicly apologize to another student, she or he would stand, approach the student, and hand over the flower before saying what he or she was sorry for. Steve let the kids know he wanted the kids to take this seriously, and they should only volunteer if they were to take this with the right spirit. What followed made me wish I’d instituted something similar at the beginning of the school year.

The first student was indeed serious and sincere in his apology, and this set the tone for the rest of the session. One after another, students apologized for some of the hurt they’d caused. One child in particular stands out, because he had not taken responsibility for his actions all year. He walked over to another boy and said, “I’m really sorry, _____, for always making fun of the teams that you like. I feel bad that I hurt your feelings.”

Unfortunately it was time for recess with more kids wanting to participate. Over the next days the children asked several times if they could continue with the process. I’m really glad that Steve was able to give them this gift and head off to summer on the right foot.

We also have the student reflections to add validity to the experience (see Figure A1). It is apparent that healing on going and old hurts was begun with this Compliment Circle.

Figure A1.
Student reflections.

Jonne #24
Giving a Compliment

When you give a Compliment you should put meaning into it. If you go around saying similar things to people they won't feel as special. When you give someone a compliment make sure you say something they are involved in, something they made happen. If you say like oh I like your shirt then well ya its nice and all but its not special because thats not something they made happen unless they made their shirt because if they made it then they feel special for their talent in that shirt.

A compliment is DEEP, PERSONAL, THOUGHTFUL, UNIQUE, PURPOSEFUL, WARM, GENUINE, and SINCERE.
Now Thats a COMPLIMENT.

Shan
William #14

What we talked about made me very sensitive. It was good for reflection and it definitely solved a lot of problems on the playground. I hope we could do it again. A lot of the things we talked about were personal and friendly. Some of them were unique and everyone definitely benefited from it.

Appendix B: **Caring Learning Community Plan**

You should build on knowledge you gained from assignments in TEP 5370 and TEP 5360. Include (a) the rules for the class; (b) instructional groups and how they are used and formed; (c) how students get materials and drinks of water when needed; (d) transitions into and out of the classroom and between activities; (e) how to get students' attention; (f) how students are expected to respond and to get help; (g) expectations regarding seatwork; (h) how to deal with interruption, both in the class and from others entering the class; and (i) any specific behavior supports you will use with particular individuals. These will also appear on your lessons in the appropriate section of the plan.

This is your time to create *your own* modifications to the existing plan, including strategies for proactive management, conflict mediation, and modifications for specific students as needed, and how you will determine whether your classroom is a caring democratic learning environment.

Appendix C: **Who Lives With Me—Antioch Lesson Design Frame**

KH, f16

Grade Level(s): Early Kindergarten

Title of Lesson: Who Lives in My Home?

Materials: Material World: A Global Family Portrait, art from scrap materials, scissors, tape, glue, duct tape, Smartboard; Little Human Planet video *Homes Around the World* (<https://www.youtube.com/watch?v=wi-li6hprCs>)

Instructional Structure: Small Group

Context for Learning: There are 6 students in my class ages 4 and 5. English is the first language of all 6 of my students. One little girl is also spoken to in Chinese at home.

Adaptations/Supports: I will modify my lesson and evaluate my plan as the students are engaged. Some of my students will need extra help cutting, taping and gluing objects and designing their home. The abilities of my students are wide ranged. Some students are very capable of following directions, using scissors, and finishing in a timely manner. However, others need extra assistance and re-directing frequently. My cooperating teacher will be able to assist through this process while I instruct the rest of the class.

Lesson Rationale: I plan to teach this lesson to my Early Kindergarten students so they can get a better sense of the world outside their own homes and communities. Most of my students come from higher socioeconomic backgrounds and are often unaware of those less fortunate in the world. This lesson fits with our Early Kindergarten curriculum because it focuses on the community at large throughout the world. We will be studying communities and the various community helpers throughout the year. I hope for the students to reach a better understanding of the different types of living environments around the world. I also hope this lesson helps students to appreciate their own living situations, while seeking more knowledge of other cultures.

All Standards, Objectives, Instructional Procedures, and Assessments should align.

Content Standards: *Which Common Core State Standards*

Content: I will be teaching the students about the various different homes families may live in around the world. We will focus on using our creativity and fine motor skills to develop a model of a fantasy home each child would like to live in.

Cognitive Objective(s): I would like for the students to carefully design and construct their own creative versions of where they would like to live. I will have various options of recycled building materials for students to choose from. They will demonstrate their learning by asking questions, participating in a discussion on homes, and finally building a model of a home. Students will practice their fine motor skills by cutting, taping, and gluing objects together to form their final pieces.

Affective Objectives: I would like for the students to feel confident in their designs. I would also like for the students to be able to look at the homes in the presentation and reach a better understanding as to how other people live. I will encourage students to think out of the box and attempt to build structures unlike normal homes.

Social Objectives: I want my students to behave in a respectful manner by sharing materials, asking for help when necessary, and sharing their final projects. Students will be expected to use their manners when watching the BBC video clip and looking at pictures in the book.

Academic Language: Students will be asked to take part in a discussion after watching the video and showing pictures of homes. Students will take turns sharing their thoughts and feelings about the various homes. There will be no written work for the students since it is not age appropriate, but students will be asked to communicate clearly what their final project is and why they chose to build it.

Assessment of Student Learning: Students will engage in performance tasks such as listening, sitting quietly on the carpet during instruction, following directions, and producing a miniature home of their own. I will monitor students' learning by listening to their conversation and answering their questions. I will recognize if the students are not understanding the task or lesson by carefully watching and helping them build. I will provide positive feedback and extra eyes and attention toward each of my students. I understand that these young students are working on building fine motor skills and will need extra help at times. I will bring extra prepared materials to accommodate those students in need so they do not reach a level of frustration.

Materials: I will need the Smartboard to present the video clip, a book to read to the children introducing homes around the world, scissors, glue, tape, construction paper, toilet paper rolls, boxes, and other objects.

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Management Plan and Safety Issues: I will place all materials in an organized area for students to reach. I will give a short lesson on the proper use of scissors and glue before moving forward.

Instructional Procedures

<i>Time</i>	<i>Sequence of instruction</i>	<i>Purpose and research</i>
7–10 min	<p>Hook and Hold: I will hook the students with a fascinating BBC Little Human Homes Around the World video clip. This book will begin to initiate curiosity as where other people live.</p> <p>Introduce Lesson: I will follow the video clip by sharing a few pictures of homes around the world and their families.</p> <p>I will share the importance of safety and purpose of these homes. Are these homes strong enough and weather appropriate? I will then ask a series of questions about the student’s living situation to further engage and make the content relatable.</p> <p>-Do you have your own room? -Do you know where you live? -Can you walk to school? -Does it take a long time to get to school? -Do you have stairs in your house?</p>	<p>The purpose showing the video clip first is to grab the attention of the students and get them interested in the topic.</p> <p>After leading a discussion about the video clip, I will follow with more intriguing pictures of homes around the world to give students more ideas to build their own.</p>
15–20 min	<p>I will introduce the lesson by explaining clearly how to use materials and equipment to build their own homes.</p> <p>Students will be asked two at a time to choose materials for their structures. I will direct them to their seats to build. I will play nice, relaxing classical music in the background of their busy work.</p>	<p>Through my clear directions, I hope that students will not feel confused or frustrated with their work.</p> <p>I hope that the calming music will help students to feel relaxed, allowing their creativity to flow.</p>
10 min	<p>As a closing, I will have students present their homes to the class and explain what each object represents.</p>	<p>I strongly believe in the importance of building confidence at a young age. By standing in front of the class, this will help to build students’ confidence and public speaking skills. I will ask students to give positive comments on each home as well.</p>

Appendix D:
Caring School Culture

This year it became really clear to me that the emotional stability of each student affects the entire class. . . . The solution is not just bumping kids from school to school, because that won't resolve their issues. At some point, someone needs to work through it with them. The school that has the most prepared teachers with the complete tool bag of strategies to help will be the one that can really help that child. There will be bullies in every school, so let's be aware of who those bullies are. Then we need to help both the students being bullied and the ones who are bullying, because they might be lashing out from build-up of emotional strain. . . . I believe [working on feelings is] the most helpful foundation if you're going to really get your kids far in their academic learning. (Morosin, 2008, p. 95)



Integrating Social-Emotional Learning and Culturally Responsive Teaching in Teacher Education Preparation Programs: The Massachusetts Experience So Far

**Deborah Donahue-Keegan, Eleonora Villegas-Reimers,
& James M. Cressey**

Abstract

In this article, we present an integrated approach to social-emotional learning and culturally responsive teaching (SEL/CRT), a framework that has guided the advocacy and practical work of teacher educators (including the authors of this article) in Massachusetts. Hailing from a range of higher education programs across the state, this group has organized to advocate for systematic integration of culturally responsive SEL in all teacher preparation programs in Massachusetts.

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In addition to describing our guiding framework and advocacy work, we will also share the challenges and opportunities that have been faced in the process. We also share “lessons learned” as guidance for all who believe in the vital importance of integrating SEL/CRT principles and practices into teacher education—to support preservice candidates to become highly capable, equity-minded teachers who can capably support all students to engage successfully in academic rigor as well as develop strong social-emotional and civic skills.

Introduction

Mounting research evidence points to why it is vitally important for teachers, in all types of schools and at all levels, to develop culturally responsive social-emotional learning (SEL) skills, beginning with preservice training (Cruz, Ellerbrock, Vásquez, & Howes, 2014; Gay, 2001; Hammond, 2015; Hecht & Shin, 2015; Immordino-Yang, Darling-Hammond, & Krone, 2018; Jones, Bouffard, & Weissbourd, 2013; Schonert-Reichl, Kitil, & Hanson-Peterson, 2017; Villegas & Lucas, 2002). Fostering culturally responsive SEL skill development in teacher preparation programs supports new teachers to develop foundational competencies for (a) maintaining their own health, well-being, and emotional resilience—to avoid burnout (Jennings, 2018); (b) fostering students’ SEL skills through strength-based, rigorous academic learning; and (c) engaging in authentic CRT, to equitably reach and teach students with a range of backgrounds (e.g., cultural, racial, socioeconomic) and social identities (Gay, 2001; Hammond, 2015).

Though a number of states have adopted SEL standards or guidelines for the implementation of SEL in school districts, there is typically a gap between these and what happens in residing preservice teacher education and in-service professional development programs (Jones & Bouffard, 2012). A recent research project found that only a small handful of U.S. higher education institutions house teacher preparation programs that prioritize and integrate SEL (Schonert-Reichl et al., 2017). Even fewer preservice teaching programs, in states across the United States, prioritize an integrated SEL and culturally responsive teaching (CRT) approach.

In this article, we present an integrated approach to SEL and CRT (SEL/CRT), a framework that has guided the advocacy and practical work of teacher educators (including the authors of this article) in Massachusetts. Hailing from a range of higher education programs across the state, this group has organized to advocate for systematic integration of culturally responsive SEL in all teacher preparation programs in Massachusetts. In addition to describing our guiding framework and advocacy work, we will also share the challenges and opportunities we have faced in the process. We also share “lessons learned” as guidance for all who believe in the vital importance of integrating SEL/CRT principles and practices into teacher education—to support preservice candidates to become highly capable, equity-minded teachers who can capably support all students to

engage successfully in academically rigorous learning as well as develop strong social-emotional and civic skills.

Making the Case for Integrating SEL and CRT in Teacher Preparation: Three Key Assertions

To begin, we present our guiding assertions for why systematic integration of the social-emotional dimensions of learning and teaching is vitally important in teacher preparation programs and why CRT needs to be integrated with SEL practices to support preservice and new teachers, as well as in-service teachers, to equitably reach and teach all students.

Assertion One

Preservice teachers and new teachers need time and support to develop psychological and emotional resilience, as well as specific strategies to maintain health and efficacy in the face of an increasingly demanding profession. As new teachers enter classrooms, they are often overwhelmed by school environment factors that mirror systemic realities (e.g., complex diversity of students' backgrounds and needs, high-stakes testing/accountability pressures, lack of quality mentoring and/or professional development opportunities). Classroom management challenges and problems typically emerge during the first year of teaching. New teachers commonly feel unprepared to manage their classrooms effectively (Intrator, 2006; Koller & Bertel, 2006). Too often, emotional reactivity to daily school/classroom frustrations and collegial tensions becomes the norm for novice teachers as well as for more experienced teachers. Beginning teachers are particularly prone to acutely feeling emotional exhaustion and epistemological challenges that often provoke anxiety, frustration, insecurity, fear, and/or other challenging emotions. Attending to the instructional, management, and emotional demands of a classroom requires a tremendous amount of emotional resilience for new teachers. When demands outpace skills, stress rises, and teachers may react to students in hostile and/or punitive ways (Jennings, Snowberg, Coccia, & Greenberg, 2011); when this is the case, and such teachers have not engaged in reflectively examining their own deficit view biases, this can be especially harming for historically marginalized students (Dray & Wisneski, 2011).

Supporting teachers to develop emotional awareness and agility during pre-service education can help to increase their capacities for handling the normative yet complex challenges of classroom teaching. Moreover, the development of emotional agility skills can also enable novice teachers to successfully enact more cognitively challenging and creative instructional practices to optimize meaningful student learning. Most teacher education programs focus almost exclusively on instructional skills without much emphasis on teaching preservice teachers how to be aware of their emotions, how to interpret their emotions without judgment,

and how to manage their emotions so they enhance rather than interfere with their teaching (Hosotani & Imai-Matsumura, 2011; Intrator, 2006).

The current teacher attrition crisis beckons preservice teaching programs to explicitly cultivate preservice teachers' psychological and emotional resilience, to help them to continually develop their abilities to recognize, manage, and respond to difficult emotions without harsh judgment, rather than reacting to stressful situations. This involves transformational learning, whereby preservice candidates transform their "frames of reference through critical reflection on the assumptions upon which [their] interpretations, beliefs, and habits of mind or points of view are based" (Mezirow, 1997, p. 7). Developing a capacity for transformational self-awareness is foundational to teachers' development of solid social-emotional competencies, involving the five core SEL competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship management (Jennings & Greenberg, 2009). Yet, as the abovementioned SEL-TEd research scan has revealed, there is currently a dearth of attention cultivating social-emotional competence in teacher preparation programs in the United States (Schonert-Reichl et al., 2017).

Assertion Two

Development of teacher social-emotional learning skills is vital to fostering students' SEL skills through strength-based, rigorous academic learning. An emotionally supportive learning environment is a key predictor of student achievement in schools (Brackett, Rivers, & Salovey, 2011). As Jennings and Greenberg (2009) illustrated in their prosocial classroom model, teachers' social-emotional competence and their sense of well-being are central to "their ability to cultivate a prosocial classroom climate linked to desired student social, emotional and academic outcomes" (Jennings, 2011, p. 135). According to Roorda, Koomen, Spilt, and Oort (2011), caring teacher-student relationships remain important at all levels of P-12 schooling.

SEL is a developmental-contextual process that impacts children, adolescents, and adults in interconnected and developmentally spiraled ways (Jones & Bouffard, 2012). Teachers foster SEL by explicitly teaching and modeling these skills as well as by creating classrooms in which students feel safe and are willing to risk challenging tasks while participating in class discussions and learning activities. Teachers can create environments that foster SEL when they recognize student strengths, hold high learning expectations for all students, and model not just strong communication skills but also the ability to listen and empathize (Elias et al., 1997; Medoff, 2010)—all of which are elements of a classroom guided by a CRT approach. Classrooms with strong social-emotional climates (e.g., warm teacher-child relationships and responsive interactions) can better facilitate deep learning among students (Merritt, Wanless, Rimm-Kaufman, Cameron, & Peugh, 2012). Conversely, when teachers poorly manage the social-emotional demands of teaching, or when they ignore the many strengths of the different cultures at play

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in every classroom, students demonstrate lower levels of performance and on-task behavior. As the classroom climate deteriorates, a “burnout cascade” (intrapersonal and interpersonal) is often triggered, negatively impacting the students’ behavioral health, sense of well-being, and academic achievement (Jennings & Greenberg, 2009).

Assertion Three

Socially, emotionally, and culturally competent teachers are better equipped to reach and equitably teach students with a broad range of backgrounds (e.g., socio-economic) and social identities (in terms of culture, race, etc.). Social-emotional competencies are critical to authentic, culturally relevant and responsive teaching and learning in schools. Although SEL and CRT are interconnected, this connection has not been made explicit in the field frequently enough. Teachers and teacher educators are often left with the idea that CRT and SEL are two different and distinct domains. When SEL is viewed and approached in this way, it can, as Hoffman (2009) asserted, too easily become co-opted into “the larger patterns of individual and group deficiency, risk, and differential access” (p. 547) and mirror inequitable systemic education practices (e.g., inequitable district funding and resources, disparities created by tracking in schools). To best serve all children and adolescents, and to effectively collaborate within schools, it is crucial for new teachers to develop an understanding of how strength-based approaches (rather than deficit views and approaches) to race, ethnicity, and class are linked to the cultivation of social-emotional well-being. As Yosso (2005) asserted, to serve all children in high-quality ways, teachers need to be aware of and value cultural capital, “the array of cultural knowledge, skills, abilities and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged” (p. 69).

Although SEL emerges from a different research background than CRT, it is important to understand that it is essential to integrate or cross-pollinate the two. Much of the research often cited to promote SEL comes from neuropsychology, school psychology, special education, social work, and related fields. While SEL is truly interdisciplinary and maintains an openness to change and evolve, its roots are, unfortunately, closer to the medical model of disability and mental health, which has historically emphasized pathologies, disorders, and diagnoses as “within-child.” Some initial SEL research and practice was oriented around the idea of teaching or fixing children rather than examining the cultural contexts surrounding them. Integrating the focus of SEL with CRT helps widen this lens as the sociopolitical awareness of CRT helps in cross-pollinating SEL with a more equity-based mind-set. We need teachers who will understand the metaphor that when a plant is wilting, we focus on improving the soil, nutrients, water, and sun—not fixing the plant in isolation. This speaks to the CRT goal of sociopolitical awareness and the SEL competency of social awareness as defined by CASEL.

To develop strength-based, rather than deficit-focused, mind-sets in relation-

ship to and with the students they will teach (Brooks & Goldstein, 2008; Cruz et al., 2014; Villegas & Lucas, 2002), it is essential for preservice candidates to reflect on their own internalized prejudices and assumptions. Cruz et al. (2014) identified five stages preservice teachers tend to go through when engaged in inner work to develop authentic CRT practices: naïveté/pre-awareness, bombardment, dissonance and resistance, adjustment and redefinition, and acceptance and internalization. Moving through these stages involves intra- and interpersonal work that is inherently emotional and social, and often difficult. This demands complex conceptual capacities and strong social-emotional competencies for teacher candidates and teacher educators alike.

SEL/CRT Awareness and Skill Development: The Key Role of Teacher Educators

Helping student teachers negotiate the zig and zag of their emotions, contend with the emotional lives of their students, and understand how what is happening inside of them shapes how they teach and how their own students perceive them is a critical element of supporting our new teachers. (Intrator, 2006, p. 234)

Teacher educators are a key element in the development of new teachers' culturally responsive SEL. Yet, teacher educators who are committed to culturally responsive SEL and aim to prepare preservice candidates to competently address the complex equity issues and challenges that come with teaching in U.S. public schools are also called to negotiate the “zig and zag” of their own emotional lives. The majority of teachers work with students from racial, cultural, linguistic, and/or socioeconomic backgrounds very different from their own; this documented “diversity gap” is projected to continue, and widen, in the coming decades (Hansen & Quintero, 2019). Villegas and Lucas (2002) have long argued that for teacher preparation programs to move beyond

the fragmented and superficial treatment of diversity that [continues to] prevail, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the pre-service curriculum. (p. 20)

Guiding preservice teachers to develop racial literacy and cultural competence for their work with students in a racialized society and education system is complex and emotionally intensive; it is a process that must go beyond merely promoting cultural sensitivity (Stevenson, 2013). For teacher educators committed to culturally responsive practices, this process inevitably calls them to face and reflect upon their own held biases, assumptions, and cultural misattributions; it also involves navigating emotionally laden tensions in their efforts to facilitate dialogue and address issues regarding identity and social location.

In her book *Culturally Responsive Teaching and the Brain*, Zaretta Hammond (2015) argued that authentic CRT is fundamentally about “being in relationship and

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having a social-emotional connection” (p. 15). She also emphasized how and why it is vital for educators to continually develop and strengthen skills to constructively address “the social-emotional impact of living in a racialized society” (Hammond, Equity Project interview)—that doing so is the cornerstone of authentic CRT:

It’s about recognizing the social-emotional impact of living in a racialized society where some people have unearned privilege and others have unearned disadvantage. Sometimes this is hard for teachers to address in a meaningful way that doesn’t make them, or students, feel awkward. But it must be acknowledged. Unacknowledged implicit bias and racial stress have a negative impact on culturally and linguistically diverse students. It erodes their trust in us. . . . We have to first give teachers the tools to engage in conversations about racialization, which is different from racism. . . . They [often] don’t have the social-emotional stamina to manage their fight-or-flight response when looking at social inequities. (Hammond, Equity Project interview)

Social-emotional stamina, necessary for authentic CRT, hinges on one’s development of the SEL skills needed to recognize and manage emotions, handle conflict constructively, establish positive relationships guided by empathy, engage in perspective taking, make responsible decisions, and handle challenging situations effectively (Durlak, Domitrovich, Weissberg, & Gullotta, 2015). As a result, helping teacher candidates and in-service teachers develop their social-emotional stamina must be a focus of teacher educators, who must simultaneously develop their own social-emotional stamina. Social-emotional stamina is cultivated when an individual is able to consistently access and activate, as *modus operandi*, SEL skills across a broad range of situations, from no- to low-stress to highly stressful, complex, and contentious situations; it is actualized when an individual develops a balanced, calm autonomic nervous system as a baseline state, to manage fight-or-flight responses (Seppälä, 2016; Yuan & Silberstein, 2016). As confirmed by cutting-edge affective neuroscience research, such mind–body psychophysiological balance can be better attained through strengthening one’s vagus nerve, a neural network that extends from brain to gut; it is considered “a key nexus of mind and body and a biological building block of human compassion” (Keltner, 2012). When a person develops social-emotional stamina, he or she is better able to access and activate social-emotional skills, as well as compassion and empathy, during highly stressful personal and/or professional situations (Hammond, 2015).

Teacher educators may promote social-emotional stamina in different ways. One effective “on-ramp” way is to encourage teacher candidates to consider practicing mindfulness, the practice of maintaining present-moment awareness and “non-judgmental acceptance of one’s feelings, thoughts and bodily sensations within the surround of one’s environment” (Greater Good Science Center, n.d.). Research has demonstrated how and why sustained mindfulness practices can lead to a simultaneous decrease in bodily stress hormones (e.g., cortisol) and increase

levels of dopamine and serotonin—neurotransmitters that promote emotion regulation and proactive relationship behaviors—and oxytocin, the hormone in service of positive relational connecting (Greater Good Science Center, n.d.). Consistent, intentional breathing practices promote the development of social-emotional stamina and well-being through mindfulness.

Bringing SEL/CRT Principles Into Practice: The MA SEL-TEd Consortium

With a shared commitment to bringing culturally responsive SEL knowledge and skills into teacher preparation programs and P–12 schools, a group of teacher educators in Massachusetts founded the Massachusetts Consortium for Social-Emotional Learning in Teacher Education (MA SEL-TEd) in spring 2011, in response to the publication of the state’s *Guidelines for the Implementation of SEL Curricula in P–12 Schools* by the Massachusetts Department of Elementary and Secondary Education (DESE). Since the publication of these guidelines, numerous school districts and related constituencies in the state have mobilized to further the impact of DESE’s “guidelines for schools and districts on how to effectively implement social and emotional learning curricula for students in grades P–12” (Massachusetts Department of Elementary and Secondary Education [DESE], 2011, “Introduction”). Those involved in the creation of the MA SEL-TEd consortium were brought together by a shared belief that a SEL and CRT lens should be a vital part of teacher preparation programs—that in order to bring SEL and CRT into all P–12 classrooms and do so effectively, teacher candidates needed to learn the content and develop the skills necessary for successful implementation. The MA SEL-TEd consortium, now a branch of the Social-Emotional Learning Alliance for Massachusetts (SEL4MA), includes teacher educators from college/university-based preservice educator programs across the state. The overarching goal of the consortium is to raise awareness and foster skill development among teacher educators and to advocate for operationalized integration of SEL and CRT research and practice into teacher preparation in Massachusetts, with a focus on college/university-based programs.

The accomplishments of the consortium to date can be organized into two interconnected areas of focus: advocacy and professional development, guided by evidence-based research. Both have been key in strengthening SEL and CRT in teacher education programs with the goal of supporting the inclusion of SEL/CRT in K–12 schools in Massachusetts.

Advocacy

The advocacy work of the MA SEL-TEd consortium has focused on different levels of its system of potential influence: from advocating for revisions of teacher

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education programs and courses in the home institutions that are members of the consortium, to advocating with colleagues in other institutions so that they, too, revise their coursework and programs, to working with practitioners in the field who request allies in their own advocacy efforts in the schools where they work, to the larger dimension of advocating for policy changes at the state level. In one of the two case examples presented later in this article, advocacy at the classroom and institutional level is discussed.

In 2014, the state of Massachusetts approved new Professional Standards for Teachers not only to guide the evaluation of in-service K–12 teachers but also to assess the performance of teacher candidates as they completed their student-teaching experiences, a requirement for educator license. Soon after, the DESE began the work of developing indicators that programs of teacher education would be required to use to assess the teacher candidates' readiness to start teaching "on day one."

A working group of teacher educators from institutions of higher education and schools, as well as other educators, was created by the DESE to develop these indicators; two members of the Steering Committee of the consortium applied and were invited to be members of this Professional Standards for Teachers Working Group. From the very beginning, we advocated for the inclusion of SEL and CRT indicators on the list. In that way, teacher educators, college supervisors, and supervising practitioners (mentor teachers) would need to support teacher candidates as they collected evidence that they knew how to use a SEL lens to plan and implement instruction, manage their classroom, and support all of their students in culturally responsive and proficient ways.

During the months of work, it became evident that most every member of the workgroup was supportive of including CRT practices and skills at the highest level of performance ("demonstrate"), but it required a lot of advocacy work to finally come to an agreement to include one specific SEL indicator. However, the working group as a whole voted to place the SEL indicator only at the second highest level of performance ("Practice"). This indicator, one of eight intended to determine that a teacher candidate has met the "teaching all students" standard, requires that every student teacher employ "a variety of strategies to assist students to develop social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making" (DESE, 2015, p. 5). The consortium continues to advocate to move this standard to the "demonstrate" level, as that would send a message to all teachers and teacher candidates that SEL practices are at the core of excellent teaching by requiring teacher candidates to "demonstrate" (rather than just "practice") the ability to foster SEL skill development as a requirement of licensure.

In the view of the MA SEL-Ted consortium, all CRT indicators are interlinked with SEL, even when not identified as such. We believe that no teacher can practice CRT unless the social-emotional dimensions of the students, the teacher, and the classroom community are taken into consideration. Identifying it as SEL is, of course,

our target goal, as labeling the practices highlights the work that student teachers, teachers, and administrators must do.

Having the SEL indicator as a state requirement for teacher preparation sent a strong message to all schools and programs of teacher education that SEL was an important aspect of effective teaching practices; the inclusion of this indicator also solidified the advocacy work of the MA SEL-TEd consortium. As a result of the success of including an SEL indicator in the state's Professional Standards for Teachers, many teacher educators have started to revise their courses and programs; additionally many supervising practitioners (K–12 teachers) who work with teacher candidates have also begun the revision process of their own day-to-day work and practices to ensure that student teachers indeed have the opportunity to practice SEL strategies and to use the SEL lens to plan curriculum, manage their classroom, and develop routines and systems that respond to SEL/CRT principles. The consortium continues to advocate for strengthening the presence of SEL in teacher education at the policy level and is actively engaged with legislators and other policy makers in the Commonwealth in these efforts.

Members of the SEL-TEd consortium recognize that advocacy alone is not enough. We have also conducted survey research to learn about the current practices in teacher education programs in the commonwealth and to learn of identified needs of teachers and teacher educators in the areas of SEL and CRT as reported by teachers, faculty members, and higher education administrators, in order to then devote time and work to offering professional development opportunities for educators at different levels of the system: faculty in teacher education programs, superintendents of K–12 school districts, teachers, and student teachers.

Research

To bolster the MA SEL-TEd consortium's advocacy and professional development work vis-à-vis the integration of SEL/CRT in teacher preparation, we have gathered information from teacher education programs across the state to make research-based decisions about our strategies. For example, in January 2017, the MA SEL-TEd administered a survey for MA teacher educators using a secure, anonymous online tool. Respondents were obtained through emailed letters sent to teacher education institutions as well as to the email list of the sponsoring organization. The survey respondents consisted of 76 professionals in teacher education. Of these, 56 were faculty members (73.7%), 11 were deans or administrators (14.5%), and 9 were in other roles, such as mentor teachers or supervisors of student teachers (11.8%). Respondents from private institutions of higher education made up 61.8% of the sample, while those from public institutions of higher education accounted for 34.2%. Others (3.9%) came from K–12 institutions.

Teacher educators in the sample indicated a high level of interest and motivation for SEL integration into teacher education; yet the level of implementation revealed

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a discrepancy between levels of interest and reported practice. While about three-quarters (76.3%) of teacher educators reported being very or extremely interested in this endeavor, fewer than half (46.7%) felt that their practices at the time were “very or extremely aligned” with SEL in teacher education.

Recurring themes related to the barriers to SEL implementation were primarily focused on constraints of the curriculum, state-mandated licensure requirements, standardized testing and assessment, the state curriculum frameworks, and other time-related pressures that “make it hard to find time for SEL,” in the words of one respondent. Other themes included the lack of expertise in SEL among teacher educators as well as K–12 educators. The lack of buy-in or motivation and the challenges of field placement experiences were cited several times as well.

Suggestions for professional development in this area included a focus on interdisciplinary collaboration among educators within related fields (counseling, social work, and psychology). Respondents requested curated resources for teacher educators to use in their courses, such as videos, articles, Web sites, and lesson planning templates. Several topics for workshops and conferences were also shared.

In their open-ended written responses to a question about the connection between SEL and CRT, survey respondents shared a range of understandings and perspectives—from a focus on racial, cultural, and linguistic diversity, to a focus on mental health and disability, to a focus on behavior and classroom management. Critiques were also articulated, including examples of SEL implementation in ways that are not culturally responsive or designed to promote student compliance rather than student empowerment. One survey respondent’s written response encapsulates well these critiques:

I think that one barrier is that there is some debate around some of the practices of SEL in schools (e.g. mindfulness practices) which some see as practices that might run the risk of glossing over, for the students enacting this practice, real systemic inequities and problems. In other words, the students and their coping mechanisms are problematized when it is the systems which should be problematized. I am aware of colleagues who have shared these very concerns about SEL.

The members of the MA SEL-Ted Design Team (executive committee) and the Steering Committee of the consortium have since met numerous times to analyze these data and develop plans of professional development offerings that the consortium could provide across the state.

Professional Development

Members of the SEL-Ted consortium, in particular, members of its Design Team and Steering Committee, have presented at statewide teacher education conferences, such as the Massachusetts Association for Colleges of Teacher Education semiannual conference and the Massachusetts Association of School Superintendents annual Executive Institute, and have organized a series of conferences and work-

shops with invited guest speakers, scholars specializing in SEL and CRT, such as Nancy Markowitz, Mariale Hardiman, Zaretta Hammond, and Vanessa Rodriguez. Each speaker/facilitator helped both teachers and teacher educators reflect on their practices, revise their curricula, and promote change. Most of these conferences and workshops have targeted teams of educators as their intended audience with the intention of having the most impact at the practical level. Although most of the participants have come as individuals and not teams, on some occasions, teams of faculty from one institution or teams of faculty and student teachers have attended together. Here two case examples are presented to illustrate that impact.

Impact of SEL-Ted work on a college of teacher education: A case example. A small college in the Boston area dedicated primarily to the preparation of teachers has had a representative in the SEL-Ted consortium since its founding. Recognizing the importance of SEL and CRT in teacher preparation, and due to its commitment to preparing effective teachers who know how to work with urban populations and those who may come from underresourced communities, this small college has been host to some of the professional development opportunities offered by the consortium and has had representatives attend most every workshop and conference offered.

This college has had a commitment to urban education, culturally responsive practice, and diversity for more than 3 decades, as demonstrated in their curriculum, practicum sites, course content, requirements, and the composition of its faculty and student body. In the past few years, a few members of the college began to introduce SEL content into their own teacher education coursework, but there had not been an intentional effort to do it at the institutional level, partly because of many other demands of time and requirements, and partly because there was no sense of urgency about this matter. However, that changed recently. In what follows, we describe the changes in one particular program in that college, the Elementary Education program.

The timing of several factors helped propel change in the college's Elementary Education program to bring a CRT/SEL lens as a guiding strategy in the preparation of teachers. One of the factors was the approval of the new Professional Standards for Teachers with the new SEL and CRT indicators at the time that the program had started a regular process of evaluation and revision, in which the department engaged regularly as part of the process of national accreditation. Another factor was the changing national and local environment, in particular, the increase of school violence reported in the news, discussed regularly by students in practicum seminars seeking support and guidance about how to do best for the students in their practicum sites. The third was an increase in the cases of aggressive behaviors and "out-of-control" behaviors in Grade 1–6 students in the sites where the college's students were completing their student teaching (as reported by those students and their supervisors). The fourth was the advocacy and professional development that the

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SEL-Ted consortium was doing at that time, which motivated a significant number of the faculty in that program to attend one of the conferences as a team based on the idea that it was important to address the emerging need to include SEL in the teacher preparation program as a program, and not just in individual courses.

A team of five faculty members attended a half-day conference organized by the SEL-Ted consortium; this event took place in the main building of an urban public school district. Zaretta Hammond was the keynote speaker. Her presentation was followed by small-group discussions and then time for teams to work together to connect the presentation with their own program practices. The faculty of this small institution decided that the approach presented by Hammond at the conference and in her recently published book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Hammond, 2015) would be used to guide the program revisions. After that workshop, faculty members read and discussed Hammond's book, and several courses made this book a required reading, especially three courses that prepared and supported students during their practicum experiences. Faculty also began to share other resources focusing on SEL, signed up to receive information from the consortium, and began to attend other conferences and professional development opportunities.

After some work, the faculty revised specific courses, in particular, courses that focused on introducing students to the education field, those that facilitated their learning about curriculum development and instructional methods, practicum seminar courses where students discussed and processed their experiences in the field, and capstone courses where students reflected on the development of their own careers as educators. All were revised to have a more focused and intentional perspective on SEL and the intersection of SEL and CRT; new discussion activities and readings were assigned that strengthened SEL and CRT contents, strategies, and practices, and all these elements of the program build on one another, creating a sequence of experiences that followed a logical progression. Department and program meetings included conversations about content and resources available both for faculty and students, and the student teachers reflected on their own work and experiences using a SEL/CRT lens. Although no formal evaluation was completed of the impact of these revisions, informally, student teachers reported not only an increased interest in learning more about SEL strategies and CRT practices but also feeling more confident in managing classrooms and individual challenging behaviors. They also identified SEL/CRT practices that their supervising practitioners (mentor teachers) used regularly and helped bring new ideas and strategies into their student-teaching classrooms.

Lessons learned about integrating SEL/CRT and implementing program revisions. While reflecting on the process followed to bring more emphasis on a SEL/CRT lens into this program of teacher education at this small institution,

there are clearly a few lessons worth highlighting for colleagues and institutions interested in revising their own programs and teaching experiences:

- ◆ Involving a significant number of faculty teaching in the teacher preparation program in the process of program revision is essential. Although there is no magic number, it is clear that one or two faculty alone will be able to modify and impact their own courses, but not the entire program. In this case, once the faculty agreed on their commitment to revising the programs and their own teaching practices, the process was not difficult to implement. Faculty were able to learn and reflect together, to support each other in the process, and the most important part is that they were able to truly connect the experiences throughout the program so that there was a clear coherence in the resulting program.
- ◆ Another lesson learned is the importance of including the supervising practitioners (teachers) working with the student teachers in the process of revision from the beginning. This is something that we wish we had done differently. Many student teachers would be frustrated when “best SEL/CRT practices” as studied in the college classroom were not implemented in the student-teaching classroom. Partnering with the supervising practitioners from the beginning, listening to their voices and concerns as the program revisions were being conducted and later implemented, would have been a much more respectful and productive process. This was an important lesson for all members of the department.
- ◆ Implementing program revisions to bring in more SEL/CRT content, strategies, and perspectives requires a revision of multiple aspects of the program, not just the content of some courses. At the same time, significant improvements can be made as long as core courses and practicum experiences are included. In the case of this small college’s experience, a few faculty considered their courses to be “fine” and not in need of revision. Fortunately, the courses were already using a CRT lens in most cases, and although not explicitly, they were addressing key elements of SEL. Bringing the “SEL approach” more openly and directly into their courses would have been the new dimension, and having core courses focus on that was enough to have an impact on most—if not all—student teachers. In other words, not every faculty member needs to be on board with these revisions. Change can be equally impactful with a significant number of faculty committed to the SEL/CRT approach.
- ◆ Having a state-mandated SEL indicator as part of teacher candidates’ evaluation was, probably, one of the strongest and most convincing motivators to promote the beginning of the process, as it gave a strong reason to move to for all involved in the process of preparing new teachers. This lesson speaks to the importance of advocating for SEL and CRT beyond one’s own institution and program. The SEL-Ted consortium continues to do so.

Individual faculty member efforts to promote SEL/CRT in teacher education: A case example. This second case example illustrates the integration of SEL and CRT through one faculty member’s individual efforts, in the absence of a programmatic initiative. While evidence from the first case illustrates the impor-

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tance of a shared mission among colleagues, individual teacher educators who are seeking to promote and advocate for SEL/CRT can begin at the level of their own coursework and hope to expand from these efforts.

This example takes place in the context of a small, public institution of higher education with a licensure program in early childhood education. Candidates in this program take a required course in inclusive early childhood special education practices. Before this faculty member joined the teacher education program, the course included some content about social-emotional development; however, SEL as an evidence-based approach was missing. The cultural dimensions of teaching and learning were emphasized in some readings about the broader themes of special education and inclusion, but not with an integrated view of SEL and CRT. Over the span of several semesters, this new instructor developed a set of new readings and assignments in an effort to improve this aspect of the courses. He also brought a new emphasis on critical consciousness, a central element of CRT, to the course.

The new version of the course is anchored around an introductory unit on SEL and CRT, culminating in the candidates' first lesson plan assignment. The course begins with a collaborative process of developing culture, norms, and climate for the semester. Theories and practices from SEL and CRT are woven into this work, such as the use of circle discussions, greetings, and cooperative games. The candidates read a chapter from *Culturally Responsive Teaching and the Brain* (Hammond, 2015) and reflect on their own identities and backgrounds. The candidates take the Implicit Association Test (Greenwald, McGhee, & Schwartz, 1998) and reflect on their own potential biases. They engage in a wide-ranging discussion about the role of power, privilege, and marginalization in schools and society. Through this introspective work, the teacher candidates begin to examine their own social-emotional histories and experiences. Class time is devoted to personal sharing, reflection, and peer support as the conversations emerge and sometimes provoke challenging or uncomfortable responses.

Next, as the candidates read and analyze SEL resources, such as the CASEL frameworks and the SEL standards from their state department of education, the instructor endeavors to build a critical consciousness into the discussion. Candidates analyze, critique, and "play" with the SEL frameworks as they begin to envision lesson activities they will plan and lead. After a few weeks of this work, the candidates are usually struggling to integrate theories of SEL, CRT, early childhood development, inclusive special education, and the basics of lesson design. They have also grown to know the early elementary students in their field placements and are ready to begin integrating that knowledge into a lesson design process.

The instructor then challenges the candidates to plan an interactive, inclusive, culturally responsive SEL activity to implement with early elementary children. For many of the candidates, this is the first lesson plan they have written and taught. Thus a collaborative process is used to allow feedback and revision before the lessons are implemented. In class, the candidates enact their lessons with one another

in a role-play context. The instructor and visiting mentor teachers from the early elementary classrooms join in to observe and offer feedback as well. Candidates then have time to revise their lesson plans before leading them.

After the candidates lead their activities, the instructor and a mentor teacher each provide written and verbal feedback to the candidates. They are asked to watch video clips of their lessons as well, looking for SEL and CRT practices and at how the children engaged with their activities. Candidates write a reflection about the process, in which they are encouraged to share their own emotional experiences. The candidates often report having had uncomfortable and/or validating feelings as they went through the unit and usually can synthesize their experiences into a meaningful learning encounter with a complex set of ideas. As a result, the candidates are able to consider their own social-emotional experiences within the context of lesson design and implementation.

The faculty member found that some colleagues have been open to strengthening SEL and CRT within other courses in the department. The Elementary Education program now includes a similar assignment in which candidates develop a lesson plan using an integration of SEL and social studies curriculum frameworks, often with a focus on citizenship, cultural diversity, and equitable classroom communities. The mathematics methods courses include some embedded SEL practices as well as opportunities for teacher candidates to reflect on their own math autobiographies and anxieties. The faculty member in this case example seeks to continue building an integrated view of SEL and CRT at this institution through a proposed new course to be developed in the future. In the absence of a programmatic initiative, incremental change is one way to build stronger implementation.

Conclusion

1. We have shared a vision for teacher education that seeks to address some of the greatest areas of need in the field through an integrated model of CRT and SEL.

2. On their own, the momentum behind these two movements (SEL and CRT) has been powerful in teacher education and classroom practice. When the two are integrated at the nexus of preservice teacher education, we believe that future teachers benefit more than they do learning about these theories in isolation.

3. Our work highlights the ways that SEL/CRT can help preservice teachers feel better prepared for the social and emotional dimensions of teaching.

4. We have illustrated a model for collaboration among teacher educators focused on SEL/CRT that can yield observable results at the state level and within teacher education programs. The work of the consortium has been able to influence policy, research, preservice teacher education, and professional development in a short time period, and without significant sources of outside funding.

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For additional information, prospective authors may contact the editor:

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Semiannual Call for Proposals for Presentations at CCTE Conferences

The California Council on Teacher Education (CCTE) invites submission of proposals for each of its semi-annual conferences which address: (1) Research related to teacher education, including policy issues, classroom-based issues, teacher effectiveness, or other related topics; (2) Projects or programs reflecting best practice; and (3) Other innovative sessions related to teacher education. While proposals specifically related to the theme of each conference are desired, other topics within teacher education are always considered and often accepted. Proposals are invited for several diverse formats: presentations, roundtables, demonstrations, interactive sessions, and poster sessions.

General Procedures: CCTE is interested in receiving proposals from faculty directly involved in teacher education programs, school district personnel engaged in teacher development efforts, and graduate students conducting research related to teacher education.

How To Submit Proposals: Go to the CCTE website (www.ccte.org) to complete the online proposal submission with the following information: proposal title; lead author name; affiliation; address; work and home telephone numbers; and email addresses; along with an indication of whether the proposal focuses on research, practice, or policy analysis; and the preferred session format (traditional, roundtable, or poster presentation). Then email your blinded proposal as a Word file attachment to Cynthia Geary at ckgeary@cpp.edu

Content of the Proposal: Include the following: A brief overview of the study/project/program session including purpose/objectives, theoretical framework, methods, data source, results/conclusions/points of view, and significance to the field of teacher education.

Criteria for Selection: The criteria are: the proposal contributes to the knowledge base of preservice and inservice teacher education; the proposal is methodologically or theoretically sound; the proposal format is well organized and clearly described; and the proposal clearly states its significance for teacher educators.

Upcoming Deadlines: The deadline for proposals for spring conferences is January 15 of the year of the conference. The deadline for proposals for fall conferences is August 15 of the year of the conference.

Questions: Questions may be addressed to the chair of the CCTE Research, Policy, and Practice Committee, Cynthia Geary. e-mail: ckgeary@cpp.edu

Information on the California Council on Teacher Education

Founded in 1945, the California Council on the Education of Teachers (now the California Council on Teacher Education since July 2001) is a non-profit organization devoted to stimulating the improvement of the preservice and inservice education of teachers and administrators. The Council attends to this general goal with the support of a community of teacher educators, drawn from diverse constituencies, who seek to be informed, reflective, and active regarding significant research, sound practice, and current public educational issues.

Membership in the California Council on Teacher Education can be either institutional or individual. Colleges and universities with credential programs, professional organizations with interests in the preparation of teachers, school districts and public agencies in the field of education, and individuals involved in or concerned about the field are encouraged to join. Membership entitles one to participation in semi-annual spring and fall conferences, subscription to *Teacher Education Quarterly* and *Issues in Teacher Education*, newsletters on timely issues, an informal network for sharing sound practices in teacher education, and involvement in annual awards and recognitions in the field.

The semi-annual conferences of the California Council on Teacher Education, rotated each year between sites in northern and southern California, feature significant themes in the field of education, highlight prominent speakers, afford opportunities for presentation of research and discussion of promising practices, and consider current and future policy issues in the field.

For information about or membership in the California Council on Teacher Education, please contact: Alan H. Jones, Executive Secretary, California Council on Teacher Education, Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, California 94118; telephone 415/666-3012; email alan.jones@ccte.org; website www.ccte.org.

The next semi-annual conference of the California Council on Teacher Education will be:

October 17-19, 2019, Kona Kai Resort, San Diego, California

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