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

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Moderator

Maria Hyler

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Agenda

Welcome & Introduction
- Maria Hyler, Director, Educator Preparation Laboratory

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

Panel Discussion

Audience Q&A
Agenda
Panelist

Nancy Markowitz

Executive Director, Center for Reaching and Teaching the Whole Child

Professor Emeritus, San Jose State University

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Big Ideas...

- Teacher preparation is key lever for change
- Social-emotional learning must be addressed within social, political, & cultural contexts
- Need for common language
- Use a social, emotional and cultural lens
- Adults, as well as students, need to work on social, emotional, and cultural competencies
- It takes time!
Social, Emotional, & Cultural Anchor Competencies Framework (includes accompanying Resource Guide)
Spreading the word...

✓ Teacher Educator Institute (TEI): year-long program with two in-person retreats + video conference calls

✓ Next TEI starts June 17-19, 2020 in Mountain View, CA

✓ Check out evaluation reports of TEI’s impact on our website: www.crtwc.org

Panelist

Patricia Swanson

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

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Instructional Samples from Mathematics Methods

Self Awareness and Reflection

“This problem brought out the run response in me”

 Standards for Mathematical Practice:
#1 Make sense of problems and persevere in solving them …

Culturally Responsive Teaching in Rural California

Rather than underground parking garages…. wells and water tanks

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

Anchor Competencies: Foster Growth Mindset & Persistence
A developmental trajectory...

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

**Developing the Lens:**
Exploring assumptions regarding motivation

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

**Developing the Lens:**
Model, Practice, Reflect

**Student Teaching: Using the Lens:**
Practice and video reflection in student teaching

Panelist

Pat Norman

Professor, Department of Education, Trinity University

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Trinity’s M.A.T. Program

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

Who are my students as learners and human beings?

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

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

Mari Jones

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

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Center for Research on Equity and Innovation (CREI)

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

Deeper Learning Hub

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

Teaching Apprentice Program

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

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

As a designer of educator preparation programs and professional learning:
- Time and a safe space to reflect on beliefs and biases about students, including actively unpacking the systems at play
- Co-creation of knowledge and schema through experiences and reflection
- Models and practice, with cycles of feedback and iteration
What I’ve Learned

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

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

Help build the movement of five million students publicly sharing their learning

Culturally Responsive Social Emotional Learning in order to create the conditions that foster deeper learning
Discussion and Q&A

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Resources

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

Learning Policy Institute: learningpolicyinstitute.org

Educator Preparation Laboratory (EdPrepLab): edpreplab.org

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

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

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

High Tech High Graduate School of Education: hthgse.edu

learningpolicyinstitute.org/reports
Upcoming Webinars

UPCOMING WEBINARS IN THE ED PREP LAB – AACTE SERIES
Preparing Educators for Diverse, Inclusive, and Equitable Classrooms – January 2020

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

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

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Edprepmatters.net  | Sign up for our newsletter and events: bit.ly/2ObcB2I
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Thank you for joining us!