

Center for Reaching
& Teaching the
Whole Child
(CRTWC):
Background,
Approach & Impact

Fall 2023

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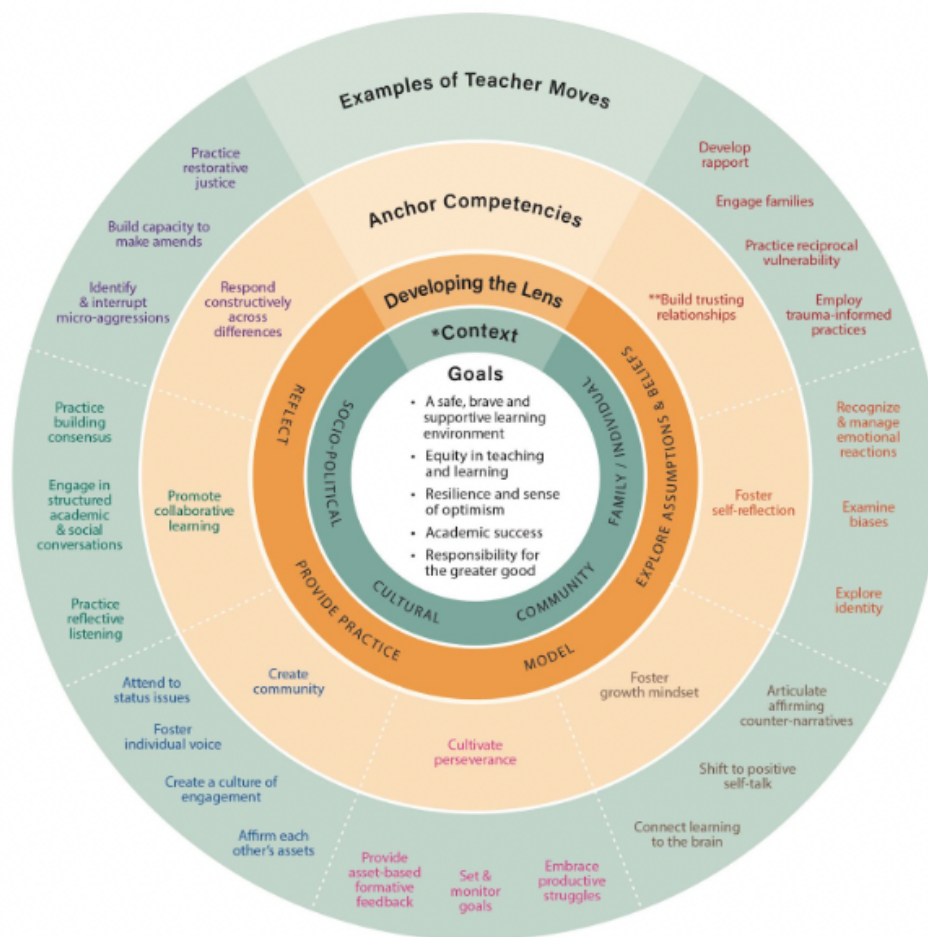
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OUR STORY

- In 2009, the Center for Reaching & Teaching the Whole Child (CRTWC) was founded by Dr. Nancy Markowitz in her role as Professor of Teacher Education at San José State University (SJSU). At the time of CRTWC's founding, relatively little attention was being paid to the role of adult or educator SEL, or the need to bring SEL into teacher preparation. Additionally, the connection between SEL and issues of equity in our schools was not being made. Indeed, it was not until recently that a focus on equity and adult SEL have even been emphasized and prioritized (Jagers et al., 2019; Schonert-Reichl, 2017).
- Dr. Markowitz and her colleagues recognized that teachers would need to develop their own SEL skills and competencies to better support students' social and emotional development and to teach the whole child. To most effectively develop these skills and competencies and set teachers up to thrive in teaching, it was determined that this work needed to start during the teacher preparation period. Intervening during teacher preparation, when teachers' skills, mindsets, and beliefs are most malleable, is an important window of opportunity.
- In 2010, CRTWC, with the support from the Dean of the College of Education and faculty from the Department of Education at SJSU, was granted status as an Organizational Research Unit in the College of Education.
- Inspired by Dr. Markowitz's vision, a small group of interested faculty at SJSU and a group of cooperating teachers and administrators in Sunnyvale School District coalesced to develop a framework and approach for bringing this work into teacher preparation. The group homed in on the fundamental practices that teachers need to build students' social and emotional skills and identified a set of core social and emotional competencies that teachers would need for their own development and practice. The group then created a framework to guide the integration of SEL into teacher preparation – the Social-Emotional Dimensions of Teaching and Learning framework.
- In 2016, CRTWC moved from SJSU to become an independent project of Community Initiatives- a non-profit fiscal sponsor - a move that allowed for greater independence, innovation, flexibility, and growth as the organization continued to develop. Also at this time, WestEd began conducting a three-year external evaluation study of CRTWC's efforts.

OUR STORY CONT.

- Shortly after the move to Community Initiatives, Dr. Markowitz and the CRTWC team worked with leaders in the field of culturally responsive and sustaining teaching, the CRTWC Advisory Board, and Sunnyvale District partners, to include cultural competencies into the development of a new and improved framework. This work led to the current framework - the Social, Emotional, and Cultural Anchor Competencies Framework (see below).
- Since the development of the Anchor Competencies Framework, CRTWC has collaborated with universities, state commissions, and school districts to support the development of both educators' and students' social, emotional, and cultural competencies (SECs).



*Within the context of historic, structural racism, this Framework supports a proactive anti-racist and anti-marginalization stance.

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

When your child or grandchild walks through the doors of school on the first day, she is entering an unacknowledged lottery. That lottery may place her in a classroom with a teacher who fosters growth mindset and encourages her self-regulation skills, or in one where she will disengage after being shamed for not mastering content quickly or left behind because the teacher believes students should sink or swim. That child's odds are further complicated by race, class, and culture, by the implicit and often unacknowledged biases all of us hold about one another, and the impact that differences in cultural background can play in how students and teachers interpret behavior and social cues. Students who look or sound "different" and become alienated by derisive classmates or an unwelcoming school culture may be denied equal educational opportunities.

The work of CRTWC is to change the odds. The Center's Social, Emotional and Cultural Anchor Competencies Framework and our professional development initiatives lay out a comprehensive approach and provide a set of resources for making the social, emotional, and cultural dimensions of teaching and learning a fundamental priority that can be woven into all schools and teaching preparation programs in meaningful ways, regardless of a school's resources, curricular programs, or population. We currently focus on perhaps the most powerful, but unmined leverage point for change that exists in the field of education: the pre-service teacher credential program. Our work focused on the implementation and integration of our Anchor Competencies Framework into teacher preparation programming.

By training teacher educators and mentor and cooperating teachers on how to use the Anchor Competencies Framework, CRTWC supports the development of early career teachers' social, emotional, and cultural competencies and provides them with strategies and tools to support their students' social, emotional, and academic development.

This work is needed now more than ever. A growing body of research reveals that teachers' own social-emotional skills and mindsets influence the implementation and impact of SEL programming and practices in schools (Osher et al., 2016). Additionally, teachers' social and emotional competencies and well-being are linked to students' well-being and learning (Jennings & Greenberg, 2009, Madigan & Kim, 2021, Maricutoiu et al., 2023).

Research also indicates that teachers want to integrate a focus on SEL in their teaching; however, they often do not know how to do it and they feel that their preparation programs are not equipping them with the skills and tools necessary to do so (EdWeek, 2015). More recent research continues to show that educators feel inadequately prepared to incorporate SEL into their teaching practice (Hamilton & Doss, 2020).

It has become abundantly clear that these important competencies are rarely made explicit or considered part of a coherent professional development pipeline. Most educators receive little training in social and emotional development, nor are they taught how to integrate this focus into their practice across the entire school day. For instance, a national scan of the teacher preparation programs in the US found a lack of consistency in attention to the CASEL competencies in teacher preparation programming (Schonert-Reichl et al., 2017). Many programs had no established curricula or best practices for guiding teachers to implement SEL in their classrooms nor for developing their own skills to support their professional growth and well-being.

Given this, it comes as no surprise that only about half of teachers believe they are effective in helping students develop strong social and emotional skills and even fewer teachers believe they have strategies to implement when students are lacking in these skills (Schwartz, 2019).

DIGGING INTO THE ANCHOR COMPETENCIES FRAMEWORK

The Anchor Competencies Framework provides the first ever framework to combine a focus on adult SEL and culturally responsive and sustaining competencies and teaching practices. The Framework provides a systemic approach grounded in a focus on the contexts in which we live, the assumptions and beliefs both students and educators bring to the classroom, and how these multiple contexts impact teaching and learning.

The framework empowers teachers to actively promote equity in the classroom by developing their capacities to use a social, emotional, and cultural “lens.” Much like putting on a pair of glasses helps someone see the writing on this page or the bird flying in the distance, using this lens moves teachers to see things, ask questions, and gather data that would be blurry or even invisible without the lens, but which are essential in helping children succeed.

The Framework is a viable and sustainable response for addressing the issues related to the work of SEL in schools, as it is not asking teachers or teacher educators to do more. Rather, it is helping teachers to work differently, to view students from a perspective that encourages and develops their social and emotional growth in support of academic success.

The goals of the Framework are to:

- bring together social and emotional competencies with culturally responsive teaching practices.
- provide a safe and brave environment for educators to examine their own assumptions, beliefs, and biases and how those can influence the student information they choose to look at, and how they interpret and respond to student behavior.
- impact the way TK-12 children are educated by changing the way teachers learn to teach.
- develop teachers who are agents of change.
- establish a common language and roadmap for significant educational change.

THE FRAMEWORK CONT.

The Anchor Competencies Framework provides the first ever framework to combine a focus on adult social-emotional competencies and culturally responsive and sustaining competencies and teaching practices. The Framework provides a systemic approach to adult and student SEL, addressing the contexts in which we live, the assumptions and beliefs both students and educators bring to the classroom, and how these multiple contexts impact teaching and learning. Rather than providing another add-on program, the Framework highlights competencies that are foundational to holding a social, emotional, and cultural lens - shaping how educators see and understand what unfolds in their classrooms. The anchor competencies are as follows:

- 01 build trusting relationships
- 02 foster self-reflection
- 03 foster growth mindset
- 04 cultivate perseverance
- 05 create community
- 06 promote collaborative learning
- 07 respond constructively across differences

These competencies are “driven by a set of goals, are influenced by contextual considerations, and are enacted through implementation processes, teacher moves, and specific teacher strategies” (Markowitz and Bouffard, 2020, p. 6). Together, these pieces of the framework can guide the development of a new ‘lens’ for teaching the whole child.

ASSUMPTIONS

The Framework and Our Efforts are Grounded in the Following Assumptions:

01

Academics are not separate

Academics are not separate from social, emotional and cultural skill development - rather, social, emotional, and cultural competencies are foundational to students' academic success and their ability to thrive and work toward the greater good.

02

Importance of culturally responsive practice

Social-emotional skill development is inextricably linked to culturally responsive and sustaining teaching practices. Teachers must cultivate a lens in teaching that blends the two.

03

Thinking and doing

Developing teachers' social, emotional, and cultural lens involves both how one thinks about their practice, as well as what they do.

OUR CONTRIBUTION

The Framework goes beyond many previous SEL approaches in some significant ways:

01

Needs and Role of Adults

The Framework addresses the needs and role of the adults in the educational system - an often-neglected dimension of the work of SEL in schools until very recently.

02

Consideration of Context

The Framework urges consideration of the context of the system. Educational institutions have typically treated existing approaches to building social and emotional learning and examining issues of race, culture, and gender as separate endeavors - our framework seeks to rectify that.

03

An Academic Intervention

The Framework is a core academic intervention, as social, emotional, and cultural competencies are foundational to student learning, well-being, and academic success. The Framework makes direct links between social-emotional skills, culturally responsive teaching practices, and academic skills in the full range of academic subjects.

The Framework...	The Framework is not...
<p>IS A LENS. It supports the development of a lens that informs one’s teaching practice. It offers a common language and approach to support integration throughout the curriculum and across educational settings.</p>	<p>A PROGRAM. It is not a step-by-step prescriptive curricular program or a one-size fits all approach. It is not designed to be confined to a block of time or an advisory period.</p>
<p>EMPHASIZES THE ROLE OF ADULT SECs. It highlights a comprehensive set of competencies that are foundational throughout students’ developmental trajectory and adults’ developmental trajectory. It guides teacher practice and development of teachers’ own SECs.</p>	<p>FOCUSED SOLELY ON STUDENT DEVELOPMENT. It does not just focus solely on the five CASEL competencies (developed with the students’ developmental trajectory in mind).</p>
<p>PLACES CONTEXT AT THE CENTER. It combines SEL with culturally responsive/sustaining teaching practice, placing an emphasis on cultural competencies and context.</p>	<p>FOCUSED SOLELY ON SEL. It does not neglect the cultural and contextual elements that are integral to the implementation and efficacy of SEL initiatives.</p>

OUR IMPACT

Policy: State-Level

Oregon

- The Anchor Competencies Framework was used to guide the creation of the state standards for Educator Preparation Programs (EPPs). These new SEL standards are now mandated as a part of the accreditation process for EPPs.
- A group of professors of education from multiple Universities in Oregon created the Oregon Collaborative of SEL in Educator Preparation (OCSEP) to infuse SEL into their courses and field work with pre-service teachers. OCSEP leaders have participated in a two-session Book Club focused on Dr. Markowitz's recent book.
- OCSEP is working with CRTWC to create an Oregon Teacher Educator Institute (TEI), designed to bring together a cohort of up to 30 teacher educators from each of the 16 different teacher training programs across Oregon and engage in an interactive, collaborative, year-long institute.

Washington

- Supported by the legislatively mandated SEL Advisory Committee in Washington State, teacher educators from several universities and colleges participated in a two-session Book Club focused on Dr. Markowitz' recent book (Markowitz & Bouffard, 2020).
- As a result of participation in the Book Club, 17 teacher educators representing 7 universities and colleges decided to attend the online year-long Teacher Educator Institute in 2022.
- Moving forward, Washington State is looking to develop state standards for educator SEL and seeks to integrate the Anchor Competencies Framework in that effort.

California

- CRTWC was selected for representation on both California Department of Education Task Forces regarding SEL in California.
- CRTWC was invited to participate in the California Collaborative States Initiative (a 2-year project that aimed to create a set of SEL guidelines for the state of California). A set of [SEL guiding principles](#) were developed in 2019, which include specific attention to the importance of preservice teacher education and ongoing professional development in developing teachers' social, emotional, and cultural competencies.

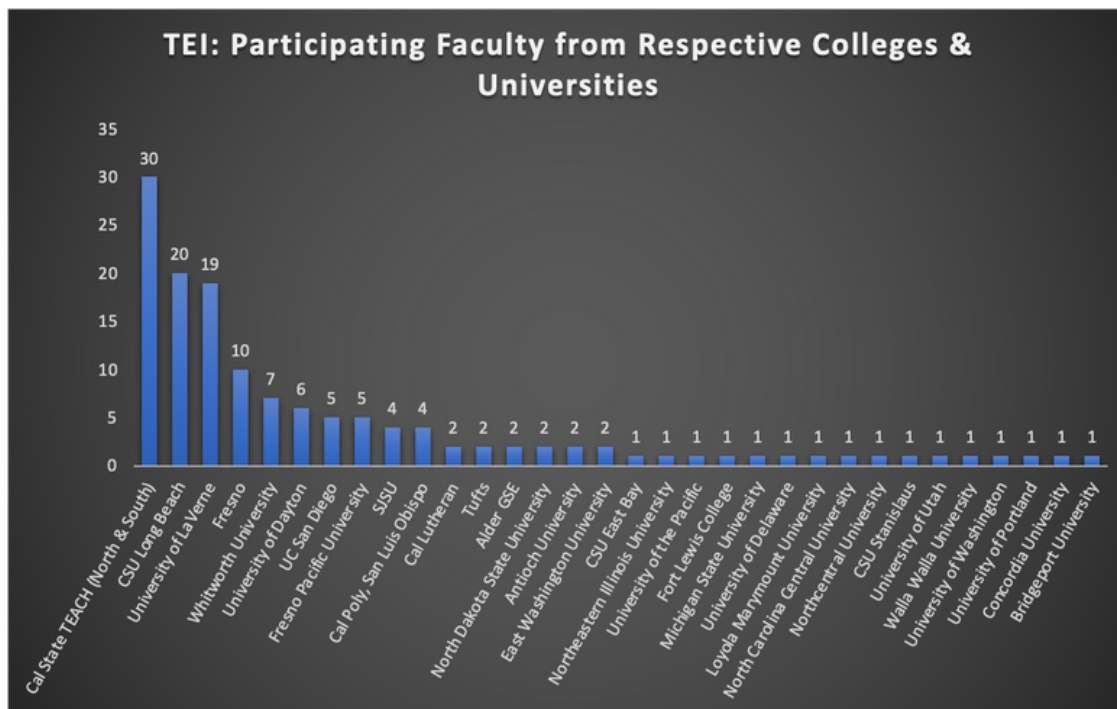
Overarching Policy Goal: CRTWC Framework is identified at state levels as a resource for teacher preparation programs and informs state level standards for both teacher preparation and teachers professional standards. Eventually, the Framework is used to support accreditation training efforts for teacher preparation.

OUR IMPACT

Practice: Professional Development & Trainings

Teacher Educator Institutes (TEI):

- CRTWC developed the yearlong Teacher Educator Institute (TEI) to engage university faculty and provide a framework and tools for teacher credential programs to embed SEL and culturally responsive/sustaining practices throughout their standard curriculum.
- Participation in the Teacher Educator Institute (TEI) involves learning about, engaging in, and practicing the implementation of the CRTWC's Anchor Competencies Framework. The TEI provides a professional learning community (PLC) and space for teacher educators, mentor and cooperating teachers, and teachers to reflect on their own knowledge, skills, SECs, and culturally responsive and sustaining practices.
- Since August 2017, CRTWC has worked with 5 cohorts of the yearlong TEI - a total of 138 university faculty from 32 Institutions. Prompted by the COVID pandemic, the third cohort, started in June 2020, was offered entirely online (See Figure 2 below).



Overarching Practice Goals: CRTWC Framework is included within teacher preparation programs in such institutional elements as: mission statements, curriculum and instruction, professional development of educators. CRTWC is a leader in promoting a social, emotional, and cultural lens in teacher practice (e.g., educators and their institutions turn to CRTWC for resources on embedding a focus on SECs into their work, high participation in CRTWC-hosted programming).

OUR IMPACT

Practice: Examples of Integrating the Framework Throughout Teacher Preparation

CalState TEACH

CRTWC contracted with CalState TEACH to integrate the Anchor Competencies Framework across their online modules. Since the beginning of this partnership, the Framework has been fully integrated into all CalStateTEACH online curriculum modules and instructional lesson designs, supporting the development of pre-service teachers' social, emotional, and cultural lenses as they enter the profession. Thirty teacher educators from CalStateTEACH have attended TEIs and have developed action plans for further integrating the Framework into their teaching practice.

San Jose State University

Beginning in 2011 and supported by CRTWC, seven Multiple Subject Credential Program faculty and two student teaching supervisors committed to embedding the teaching of SEL skills in their courses. In 2014, the work shifted from a focus on individual courses to mapping the integration of SEL across the entire curriculum. This work continued to this day.

University of Dayton

At the request of the College of Education Dean, the University of Dayton sent a team of 6 teacher education faculty members to the 2017-18 year-long TEI. Using the professional learning communities (PLC) model, faculty members took our Framework back to their department and dean and received "buy-in" to integrate social, emotional, and cultural competencies across their teacher education program. They gathered baseline data from faculty on what they were doing related to these competencies. This data then informed what they needed to do within courses to integrate a focus on social, emotional, and cultural competencies across the curriculum. Faculty also involved cooperating teachers in workshops to learn about the Framework. Data were collected to track progress of this integration.

Minneapolis School District: Teacher Preparation Program

CRTWC recently responded to a request from the Office of Accountability, Research and Equity in Minneapolis Public Schools to provide a TEI for educators working within the new District Special Education Teacher Preparation Program. The TEI will provide the foundational understanding for incorporating the Framework within the new Special Education Teacher Preparation program.

OUR IMPACT

Practice: Other Initiatives

District-Level: Sunnyvale School District & Coaches Institute

- Sunnyvale School District (SSD)
 - CRTWC has worked for over 7 years with cooperating and mentor teachers from Sunnyvale School District (SSD). CRTWC has worked with 10 schools in SSD and provided resources and training to nearly 25 teachers in each school for a total of 300 teachers.
 - CRTWC provided promotional material to and offered a new foundational course in employing the CRTWC social, emotional, and cultural lens for all district educators in September and October of 2020.
 - SSD has adopted the Anchor Competencies Framework to guide their district's initiatives and have integrated it into their approaches to teaching and learning. SSD's goal as of 2023 is to consciously integrate the Framework into their approach to professional development and their work with programmatic coaches to support coaches' and teachers' development of a social, emotional, and cultural "lens."
- Coaches Institute: One of the key pressure points for systemic change within school districts is to provide professional development for coaches who work directly with teachers. We have conducted a year-long Coaches Institute for several school districts including Morgan Hill, Oak Grove, Santa Clara Unified, and Palo Alto School Districts, as well as the Santa Clara County Office of Education

Book Clubs

CRTWC has held Book Clubs that involve 2 online sessions with Dr. Markowitz about her recent book, "Teaching with a Social, Emotional and Cultural Lens: A Framework for Educators and Teacher Educators" (Markowitz & Bouffard, 2022). Book Clubs have been conducted with some of the following:

- Washington State teacher educators and state-level officials
- Oregon teacher educators and state-level officials (OCSEP)
- CalState TEACH teacher educators

Workshops and Interviews

In the past several years, Dr. Markowitz and other representatives from CRTWC have been invited for interviews, workshops, and screencasts. Below are just a sample of some of the work that has taken place.

- Pre-Conference Workshop titled "Social, Emotional, and Cultural Competencies and One District's Preservice Licensure Program" at the CASEL Exchange
- Interview on Sheldon Eakins' Leading Equity podcast
- Interview with Peter Brunn, Collaborative Classrooms
- Interview with CEEDAR (Collaboration for Effective Educator Development, Accountability, and Reform)
- 3, 2-hour screencast presentations for Michigan Association of Non-Public Schools Conference
- 4-hour Pre-Conference workshop for Learning Forward National Conference
- 2-day workshop with University of Dayton Teacher Education Program

RECOGNITION & ASSOCIATIONS

CRTWC has earned recognition of national leaders in the fields of Social-Emotional Learning and teacher education.

01

State and National Recognition

- Ashoka-Packard Foundation's Changemakers Award
- Aspen Institute Commission on Social, Emotional, and Academic Learning
- CASEL Collaborating States Initiative
- Learning Policy Institute

02

Invited Conference & Think-Tank Presenter(s)

- American Association of Colleges of Teacher Education
- American Education Research Association (AERA)
- Association of California School Administrators
- BRANCH Alliance for Educator Diversity
- California Character Education Conference
- California Council on Teacher Education
- California Induction Conference
- California School Board Association
- CASEL Learning Exchange Conference
- International Conference on Learning - Belfast, Ireland
- National Governor's Association Conference on SEL in School Climate
- Spencer-funded Think Tank on "Addressing Racial Equity Through Infusing Transformative Social and Emotional Learning into Educator Preparation."
- Statpedkonferansen - Norwegian Conference for Special Educators

03

Partnerships & Associations

- California Council on Teacher Education
- California Commission on Teacher Credentialing (CTC)
- California Lutheran University
- California State University Chancellor's Office
- Children Now
- Greater Good Science Center
- Kids in Common
- Sunnyvale School District

OUR STRATEGIC PRIORITIES FOR 2023-2026

01

Integration of the Framework

Enhance and expand collaborative efforts to integrate the Framework into teacher preparation (e.g., work with university supervisors, cooperating teachers, teacher educators, state-level commissions, accrediting bodies).

02

Organizational Growth & Presence

Scale our presence through our website, newsletters, and social media communications.

03

Expand Our Impact

Expand our impact by offering professional development, consultation, and resources to support the integration of our Framework across educational settings.

04

Research

Engage in collaborative research to evaluate the impact and implementation of our efforts, identifying strengths and areas for improvement.

05

Sustainability

Ensure financial and organizational sustainability and growth by seeking funding through grants, sponsorships, donations, and revenue.

KEY ACTIONS FOR 2023-2024



Integration of the Framework

- Teacher Educator Institute (TEI) for Oregon teacher educators and training for state accreditors
- Minneapolis Teacher Educator Institute (TEI) for Special Educators
- University of Virginia - Integration of Framework into teacher preparation programming and coursework

Organizational Growth & Presence

- Launching a bi-monthly newsletter
- Updating our website
- Expand our website offerings



Expand Our Impact

- Produce a series of webinars on the Framework in Action
- Interviews with leaders in the field of SEL and teacher education
- Updated Resource and Coaching Guide

Research

- Understanding process and impact of integrating Framework into CalState TEACH's online modules
- Studying implementation and impact of Oregon TEI
- Studying implementation and impact of TEI in Minneapolis
- Studying integration of Framework in UVA Teacher Preparation Programs



Our Mission Statement: The Center for Reaching & Teaching the Whole Child believes that educational change starts with educators. Our goals are to build educators' capacity to provide a safe, brave and supportive learning environment; promote equity in teaching and learning; build resilience and sense of optimism; enable academic success; and inspire responsibility for the greater good.

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