Preparation of Teacher Candidates for Addressing Diversity

December 7, 2018

Find webinar resources at www.calstate.edu/teachered (Resources)
Welcome and Introduction

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CSU Perspective on Webinar

- At the CSU, we focus on recruiting, preparing, and supporting diverse and high quality educators to meet the needs of diverse PK-12 students in our schools and communities,
- We do this work collectively across the system to prepare graduates capable of disrupting patterns of inequity in our schools.
- Through the framework of CSU’s signature pedagogy, we prepare graduates who:
  - Collaborate with other educators and families to deliver a high quality education for all students
  - Demonstrate culturally responsive practices to ensure that all students learn and grow
  - Teach and support all students successfully on day one as beginning teachers.
Guest Presenters and Context

• I want to thank our expert guest presenters:
  – Mayra Lara and Rachel Ruffalo, The Education Trust – West
  – Nancy Lourié Markowitz, Center for Reaching & Teaching the Whole Child (CRTWC)
  – Jana Noel and Stephanie Biagetti, CSU Sacramento
  – Carlos Ayala and Kelly Estrada, Sonoma State
  – Shireen Pavri, Tim Keirn and Jose Moreno, CSU Long Beach

• They will present some examples of outstanding approaches for addressing equity and diversity goals.

• We envision this as part of an ongoing sharing among CSU and others as we together explore many promising strategies addressing diversity.
Preparing Teachers to Lead for Equity

Mayra Lara, Ed.D
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Rachel Ruffalo
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The Education Trust—West is a nonprofit educational equity organization focused on closing opportunity and achievement gaps through research, data, policy analysis, and advocacy.
Equity means recognizing the historical and systemic disparities in opportunities and outcomes and providing the resources necessary to address those disparities and ultimately dismantling the systemic barriers.
What do we know about students in California?

- 6.2 million+ Students in CA public schools
- 65+ total languages spoken
- 61% of CA K-12 students are underrepresented students of color
- 1 out of 5 students in CA K-12 classrooms are English learners
New CA Parent Poll

By ETW and UnidosUS

CA PARENTS OF COLOR SAY IMPROVING EDUCATION IS TOP PRIORITY FOR NEXT GOVERNOR

Based on data from a new poll surveying California parents of color. For more info visit: www.edtrustwest.org/california-parent-poll

8 OF 10 BLACK, LATINO, AND ASIAN PACIFIC ISLANDER PARENTS AGREE EVERY TEACHER SHOULD BE TRAINED TO MEET THE NEEDS OF ENGLISH LEARNERS

Based on data from a new poll surveying California parents of color. For more info visit: www.edtrustwest.org/california-parent-poll
Instructional Shift: All teachers are language teachers.

Unlocking Learning Series: We can and must simultaneously develop students’ English proficiency while also building academic knowledge and skills.
Ideological Shift:
English learners bring experiences and cultures that strengthen our classrooms and school communities.

Understand ELs’ experiences and needs
Create a welcoming and inclusive school culture
Policy Shift: Multilingual instruction and resources provide access to the curriculum.

- Leverage and celebrate multilingualism
- Develop and expand bilingual programs
- Strengthen bilingual teacher pipeline
“Teachers saved my life... I know first hand that teachers play a vital role in supporting students to reach their full potential.”

John B. King Jr., president and CEO
The Education Trust
For more information, contact:

The Education Trust-West
www.edtrustwest.org

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Advancing Success for All Students: Social-Emotional Learning

Nancy Lourié Markowitz, Ph.D.
Founder and Executive Director
Center for Reaching & Teaching the Whole Child (CRTWC)
Professor Emerita, San Jose State University
nancy.crtwc@gmail.com
❖ Who we are

❖ The need for SEL/CRT lens in teacher preparation

❖ Connecting culturally responsive teaching practices and SEL

❖ Introduction to CRTWC Social, Emotional, and Cultural Anchor Competencies Framework
Center for Reaching & Teaching the Whole Child

- Started at San José State University

- Now an independent project under fiscal sponsorship of Community Initiatives

- Partner with SJSU, Sunnyvale School District, Children Now, CA Commission on Teacher Credentialing, CSU Chancellor’s Office
Center for Reaching & Teaching the Whole Child (CRTWC)

Our Goals

- **Integrate** a Social-Emotional Learning/Culturally Responsive Teaching (SEL/CRT) Lens into teacher preparation and classroom teaching
- **Connect** SEL/CRT to academic standards
- **Work with two generations of educators:** Teacher Candidates & Cooperating Teachers
- **Impact teacher preparation programs** around the country
- **Provide a pipeline** of well-trained new teachers
• Change starts in teacher preparation
• Need for common language
• Adults need to work on their own SEL/CRT skills
• SEL must be addressed within social, political, & cultural contexts
• SEL/CRT lens fosters academic achievement & an equitable classroom
• It takes time!
What is Social-Emotional Learning?

“SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Collaborative for Academic, Social, and Emotional Learning (www.casel.org)
Explaining the Variance in Academic Achievement Scores: Reading

- Income: 24.8%
- Social Emotional Competence: 16.5%
- Reading PSSA Scores: 75.2%

Social emotional competence explains an additional 16.5% of the variance in reading scores.
Explaining the Variance in Academic Achievement Scores: Reading

Social emotional competence explains an additional 15.3% of the variance in math scores.

Math PSSA Scores
- Income: 22.1%
- Social Emotional Competence: 15.3%
- 6.8%
- 77.9%
Providing educators with a lens rather than a program
Social, Emotional & Cultural Dimensions of Teaching and Learning

❖ **Teacher’s own SEL** competencies (skills, knowledge, habits of mind)

❖ **Teacher’s ability to manage** the social and emotional environment of the classroom

❖ **Teacher’s ability to foster** social and emotional skills and habits of mind in students

❖ **Teacher’s awareness of, and attention to** cultural, political, social, individual contexts of students and themselves
CRTWC Anchor Competencies Framework

5 CASEL SEL Competencies (30,000 foot level)
- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

7 Anchor Competencies (on the ground)
- Build trusting relationships
- Foster self reflection
- Foster growth mindset
- Cultivate perseverance
- Create classroom community
- Practice cooperative learning skills
- Respond constructively to conflict across differences
Connecting SEL & Culturally Responsive Practices: Adding a piece to the puzzle
What is culturally responsive teaching?

“using the 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.”

Geneva Gay, 2010
SEL/CRT Anchor Competencies Framework
Goals

1. Provide a safe physical, social-emotional, & intellectual learning environment
2. Build resilience & sense of optimism
3. Build intellectual capacity
4. Develop empathy for self & others
**Contexts**
The Whole Person (teacher and student)

- Individual
- Community
- Cultural
- Socio-political

**Goals**
1. Provide a safe physical, social-emotional, & intellectual learning environment
2. Build resilience & sense of optimism
3. Build intellectual capacity
4. Develop empathy for self & others
Developing a SEL/CRT lens is an iterative process:

❖ Explore assumptions
❖ Model
❖ Provide practice
❖ Reflect

**Goals**

1. Provide a safe physical, social-emotional, & intellectual learning environment
2. Build resilience & sense of optimism
3. Build intellectual capacity
4. Develop empathy for self & others

**The Whole Person**

- Socio-political context
- Cultural context
- Community context
- Individual context

**Developing a SEL/CRT Lens**

- Reflect
- Provide practice
- Model
- Explore assumptions
**Anchor Competencies**

❖ Build trusting relationships
❖ Foster self reflection
❖ Foster growth mindset
❖ Cultivate perseverance
❖ Create classroom community
❖ Practice cooperative learning skills
❖ Respond constructively to differences
<table>
<thead>
<tr>
<th>Anchor Competency</th>
<th>Sample Teacher Moves</th>
<th>Sample Strategies</th>
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<tbody>
<tr>
<td>Build trusting relationships</td>
<td>● Develop rapport</td>
<td>● 2/10 activity</td>
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<td></td>
<td>● Practice reciprocal vulnerability</td>
<td>● Greet students at door, assess emotional state, and respond.</td>
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<tr>
<td>Cultivate perseverance</td>
<td>● Provide asset-based formative feedback</td>
<td>● ZPD Circles of Challenge</td>
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<td></td>
<td>● Embrace productive struggles</td>
<td>● Use sentence frames for giving feedback.</td>
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<tr>
<td>Foster Growth Mindset</td>
<td>● Send affirming counter-narratives</td>
<td>● Use literature to address and create counter-narratives.</td>
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<td></td>
<td>● Shift to positive self talk</td>
<td>● Routinely refer to the “power of yet”.</td>
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**CRTWC Teacher Educator Institute**

Yearlong program supporting teacher preparation programs to respond to new SEL/CRT Teacher Performance Expectations. Current participants include:

- CSU Long Beach
- CalState TEACH for Northern and Southern California
- University of the Pacific
- San José State University
- LaVerne University
- University of California, San Diego
- Northeastern Illinois University
Contact Information

CRTWC Website: www.crtwc.org

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Preparation for Diversity: Teacher Education and Community Outreach

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California State University, Sacramento
Sacramento State Teacher Preparation for Cultural and Linguistic Diversity

• **Mission:** [We prepare] socially just teachers and teacher leaders to be agents of change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

• Five program options – all with Bilingual Authorization

• Approximately 500 candidates across programs

• Additional Focus on ELD and Multicultural Education

• Ongoing faculty PD
Sacramento Comprometid@s
(Committed to Promoting Latin@s in Teaching Careers)

- Grant received from U.S. Department of Education (Hispanic Serving Institutions)
- $2,677,032 over 5 years
- Goal: to increase the number of culturally and linguistically competent teachers by creating a clear and coordinated path to recruit, support, advance and prepare future Hispanic and bilingual teachers from high school, through Sacramento State’s undergraduate program, to completion of the post-baccalaureate teaching credential program

- Jana Noel, Project Director and co-Principal Investigator
- Dale Allender, co-Principal Investigator
- Georgina Rossel, Project Coordinator
Addressing the Needs of California’s Population

• Legislation
  – AB-2016, Pupil Instruction in Ethnic Studies
  – Prop 58, California Multilingual Education Act

• Underlying Principles
  – NLERAP (National Latino Education Research Agenda Project)
    • (a) affirm and build upon the linguistic and cultural heritage of Latin@ and bilingual students
    • (b) nurture Latin@ students from high school, into a teacher education program, and back into the community as teachers to empower the next generation
HSI Teacher Education Pipeline / Ecosystem

1. Ethnic Studies Professional Development
2. Future Teacher Clubs and Pathways
3. Undergraduate Student Support and Celebration
4. Teaching Credential Program and Bilingual Authorization
Ethnic Studies Professional Development

To inspire Hispanic, bilingual, and students of color to persist in school, graduate, and move into higher education when finding a curriculum and teachers that value their own histories and cultures

– Summer Professional Development
– Media Interactive Website

– 1st year of offering:
  • 50 current and future teachers and curriculum developers from 3 K-12 districts and 2 universities
Future Teacher Clubs and Pathways

To encourage and prepare high school and community college students to consider a teaching career

- Events at Sac State and in schools, providing books for libraries, preparation for college and futures in teaching
- Sacramento State Peer Mentors provide leadership roles

- 1st year of offering:
  - Clubs and partnerships
Undergraduate Student Support and Celebration

To support Sacramento State undergraduates to graduate and move into a post-baccalaureate teaching credential program

– College of Education Equity Office
  • Over 2,000 students have received mentoring toward preparation for entering and completing a teaching credential
  • Director and Peer Mentors

– EduCorps event – Celebration of Teaching
  • Largest event of all CSU’s
  • Over 200+ undergraduates participating
  • Teachers, administrators, and student teachers at 13 K-12 schools in 5 school districts served as facilitators
Teaching Credential Program and Bilingual Authorization

To support students as they earn their teaching credential and Bilingual Authorization

– New courses and student experiences in bilingual education
– Continued mentoring and attending conferences for networking
– PAR (Participatory Action Research) - building collectives of groups conducting research social action addressing educational disparities

– NLERAP (National Latino Education Research Agenda Project)
  • (a) affirm and build upon the linguistic and cultural heritage of Latin@ and bilingual students
  • (b) nurture Latin@ students from high school, into a teacher education program, and back into the community as teachers to empower the next generation
Sacramento State Teacher Preparation for Cultural and Linguistic Diversity: Fieldwork

- Field placement coordinators for each program
- Fieldwork placements in diverse schools
- Title I or high EL populations
- Year-long placements when possible
- Co-teaching training for all CTs
- Home visit training
Sacramento State Teacher Preparation for Cultural and Linguistic Diversity: Coursework

- CTA definition for social justice in all syllabi; operationalized in all courses
- Restructured curriculum to include 3 unit ELD course
- For lesson planning, candidates use anti-bias framework
- Focus on culturally relevant pedagogy
- Delve into cultural humility
- Recurring discussions about double image
- Candidates grapple publicly with core concepts; develop language around “isms”
Thank you from Sacramento State

For further information, contact

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www.csus.edu/coe/comprometid-a-o-s
Preparing Underrepresented Educators to Realize their Teaching Ambitions (PUERTA) Project

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Sonoma State University
The School of Education at Sonoma State University

The School of Education provides transformative educational experiences through teaching, research and key initiatives. We prepare undergraduates, graduate students, and credential candidates to advocate for social justice in their learning and throughout their careers so that students, schools, and communities flourish.

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<tr>
<th>Core Values</th>
<th>Program Highlights</th>
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<td><strong>Educational inclusivity.</strong></td>
<td>Dual Language Educator preparation</td>
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<td><strong>Collaboration</strong> and community partnerships</td>
<td>Integrated Multiple Subjects program with bilingual authorization</td>
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<td><strong>Critical and reflective stances</strong> in light of educational and social inequities</td>
<td>SMTRI and La Promesa STEM Educator preparation</td>
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<td><strong>Equity and access</strong> in education for all</td>
<td>Assessment Support System for Latinx credential applicants</td>
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<td><strong>Meaningful learning</strong> through theoretically sound and research-based pedagogies</td>
<td>Maker Educator Certificate program</td>
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The PUERTA (Preparing Underrepresented Educators to Realize their Teaching Ambitions) Project at Sonoma State

Primary Focus: Increase the number of Hispanic and Latino students qualified to teach in public elementary schools and secondary schools.

Funder: US Department of Education HSI Grant $2.75 million over 5 Years

Rationale: Increase the cultural and linguistic diversity of California TK-12 teachers
Project goals and objectives are designed to support Latinx students aspiring to careers in Education.

What we provide:
Culturally sustaining academic and student support services and professional mentoring support for Latinx student with aspirations to become teachers.

Target:
Institutional barriers that affect Latinx student achievement.
Programmatic structure: Inter-Institutional partnerships

- Division of Student Affairs: Center for Academic Achievement & Student Enrichment
- School of Education: Early Childhood Studies and Teacher Credential Programs
- Academic Programs: Planning and development of academic curriculum
Conceptual framework: Core elements of the project

- Social Infrastructure: PUERTA Centro for Diversity in Teaching
- Academic and Student Support Services
- Curriculum Development: Teacher Pathway Majors
- Multi-Tiered Assessment Support System (MTAS)
• Goal: Provide EOP-like academic and student support services to increase the recruitment, retention and graduation of Latinx students in Teacher Pathway Majors (TPM’s)

• Organizational design: Deliver services through the newly developed *Center for Academic Achievement and Student Enrichment* (CAASE) within the Division for Student Affairs

• Service mode: Two full time professional CAASE advisors who will provide academic and student support services to approximately 800 PUERTA Program undergraduate (freshman and transfer) Latinx students in TPM’s
Curriculum Development: Focus on Teacher Pathway Majors

- Goal: Promote Education as a discipline in support of Latinx students in TPM’s
- Organizational design: Undergraduate courses that reflect an emphasis on Social Justice in Education
- Delivery mode: Development of Social Justice in Education Freshman Year Experience (FYE) and Freshman Learning Community (FLC) courses, as well as an Education minor open to all UG students
Social Infrastructure: PUERTA Centro for Diversity in Teaching

- Goal: Support prospective future teachers by promoting networks of learners and communities of practices
- Organizational design: Develop a social infrastructural space within the Division for Student Affairs that provides for professional development opportunities for Latinx students aspiring to careers in education
- Delivery mode: The PUERTA Centro for Diversity in Teaching at SSU which is designed to capitalize upon the social, cultural, and linguistic capital of Latinx students
Multi-Tiered Support System (MTSS) of Test Prep

- **Goal:** Support applicants successful completion of examinations required for admission to credential programs

- **Organizational design:** Develop comprehensive test preparation supports within the School of Education that match level(s) of support to specific needs of the applicant

- **Delivery mode:** Data driven decision making for determining the type of test prep support
  - Tier 1: Test prep workshops focused on subtest area needs of applicants
  - Tier 2: Online tutorial support targeted to individual’s test prep needs
  - Tier 3: 1 on 1 tutorial support for test preparation through intensive and sustained tutoring
Project Evaluation: Reporting and applied research

Mixed Methods Approach
University-wide data collection:
Quantitative (recruitment, retention, graduation and achievement data)
Qualitative (Survey, focus group data as well as anecdotal records)
PUERTA Project Team

- Kelly Estrada, Co-PI/Project Director
- Rhianna Casesa, Co-PI/Project Director
- Jennifer Mahdavi, Co-Evaluator
- Patty O’Driscoll, Public Works Inc., Co-Evaluator
- Suzanne O’Keefe, Lead: Multi-Tiered Assessment Support System
- Aja LaDuke, PUERTA Project Team member
- Cinzia Forsiepi, PUERTA Project Team member
- Michael Suarez, PUERTA Project Team member
Preparing Candidates for Cultural, Linguistic, and Socio-Economic Diversity

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Diverse Teachers and Teaching for Diversity: CSULB Contexts

- Strategic Priority related to Inclusive Excellence
- Targeted Outreach Efforts for Under-Represented Students
- Bilingual authorization programs
- Enhancing Faculty Diversity
Preparation for Cultural, Linguistic and Socio-Economic Diversity

- Credential programs grounded in diversity
- Pre-requisite coursework focusing on multicultural education, foundations of social justice and educational equity, historical and policy implications, anti-bias/anti-racist curriculum
- Addressing linguistic diversity – EDEL 431; EDSP 454; EDSE 435; EDSE 457
- SIOP and CRP
- Core courses - quality instruction and assessment for diverse students
- Early fieldwork in diverse, urban schools
Bilingual Authorizations

- Spanish BILA – undergraduate/ITEP and postbac programs
- Asian BILA – Korean, Mandarin, Vietnamese (regional CSU consortium)
The Caminos Project

- Five year HSI Teacher Prep Grant
- Wide scope – middle school to certification
- The Caminos Project aims to:
  - Engage Latinx youth to consider teaching as a career and profession
  - Promote early decidedness for Latinx students to enter, persist and complete pipeline majors that meet accredited state subject matter preparation standards
  - Expand the number of Latinx candidates who obtain initial certification and who do so in a timely manner from the undergraduate degree to postgraduate credential
  - Build capacity of CSULB teacher education program via faculty development in culturally relevant pedagogies in teacher preparation programs
  - Ensure that all CSULB candidates teach in culturally relevant and responsible ways
Caminos Activities – Community Engagement

- Community engagement with local Latinx youth groups
  - Surveying parent and student dispositions about teaching as a career
  - Survey results point to disapproval and opposition to teaching as a career
  - Survey of Caminos students to measure tipping points that affirm teaching as a career
  - Module development to shift dispositions about teaching through the lens of heritage and community
Caminos Activities – Subject Matter Preparation

- The significance of subject matter preparation
  - Creating more expedited pathways that align general education, degree and state subject matter preparation requirements within pipeline majors
  - Depth, complexity and culturally responsive content in pipeline majors
  - Promote cultural, political and historical understandings through minors or double majors in Chicano-Latino Studies that align to pipeline majors and pathways
  - Promote and facilitate ‘early decidedness’ to enter pipeline majors
Caminos Activities – Student Support

- Academic and student support through the Caminos Learning Community
  - Academic coach and peer mentors organized by majors and initial certification
  - Workshops and individual mentorship for financial literacy, and academic and socio-cultural support
  - Development of Latinx Education seminars and workshops to support retention & success of Caminos students
  - Development of Latinx Education seminars to expand Caminos students’ knowledge of Latinx teaching contexts
  - Professional speaker series with effective education leaders in Latinx contexts
Caminos Activities – Clinical Practice and Student Teaching

- Caminos teacher mentors and partnerships
  - Developing peer and mentor professional relationships in clinical practice and student teaching
  - Clinical practice and a ‘rounds model’
  - Student teaching and the potential for ‘paired’ teaching
Culturally Responsive Pedagogy for All

- Faculty reading and inquiry groups to create common understandings and promising practices in integration of CRP
- Co-constructed professional development in CRP for teacher preparation, clinical practice, and subject matter faculty
- Implementing CRP into teacher preparation and clinical practice
- Measuring CRP in clinical practice and student teaching
Closing Remarks

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Fred Uy
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Director, Educator Preparation and Public School Programs
California State University, Office of the Chancellor
Closing Remarks

• We thank our speakers for the broadly-based perspectives and significant approaches presented.
• They have described highly promising approaches for preparing teachers for the diversity of our classrooms.
• These approaches both embrace diversity and reflect, affirm, and strengthen students’ cultural identities.
• They prepare our candidates for culturally responsive and culturally sustaining pedagogies and classrooms.
• They engage families and communities as partners in education.
• There are many more approaches for us to share, and this is a starting point for our ongoing dialogue.
Finally, let me leave everyone with some reminders on how we can equip beginning teachers to create an environment where each student feels valued, accepted, and respected.

- Take the time to learn about each student’s background, interests, and learning style as this creates a conducive learning environment.
- Allow students needed opportunities to learn about each other and appreciate each other’s cultures and backgrounds.
- Bring into the classroom representatives from various backgrounds as resources that students might be able to connect with and learn from.
- Finally and most important: implement a "zero tolerance" policy for anything that is disrespectful, hurtful, or intolerant of diversity. Diversity is our greatest asset and needs to be valued and celebrated.
Find webinar resources at www.calstate.edu/teacheded (Resources)

Thank You!