

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

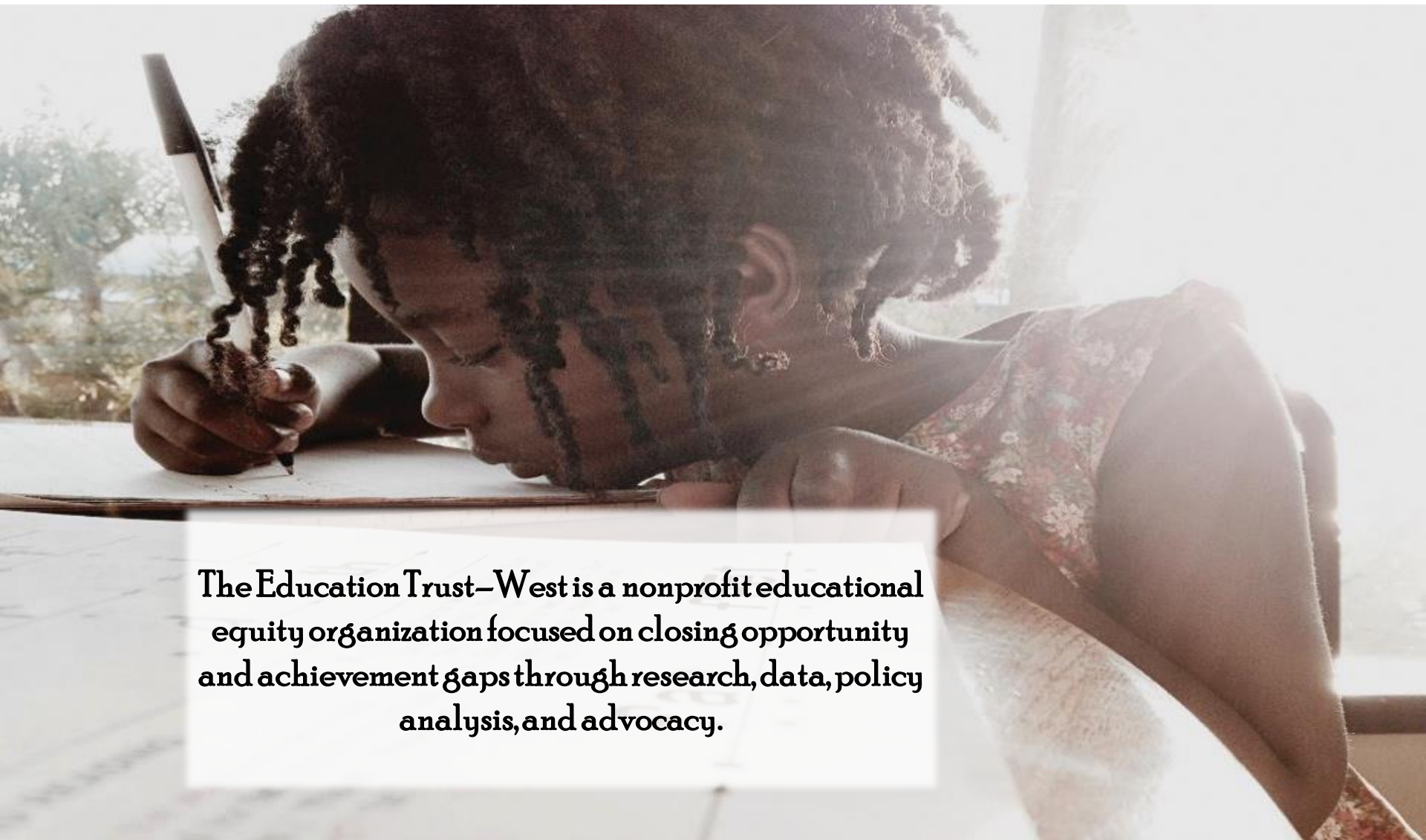
- I want to thank our expert guest presenters:
 - *Mayra Lara and Rachel Ruffalo, The Education Trust – West*
 - *Nancy Lourié Markowitz, Center for Reaching & Teaching the Whole Child (CRTWC)*
 - *Jana Noel and Stephanie Biagetti, CSU Sacramento*
 - *Carlos Ayala and Kelly Estrada, Sonoma State*
 - *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
rruffalo@edtrustwest.org



The Education Trust–West



The Education Trust–West is a nonprofit educational equity organization focused on closing opportunity and achievement gaps through research, data, policy analysis, and advocacy.

A grayscale photograph of a classroom with rows of desks and chairs, serving as the background for the text.

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



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The Education Trust-West

New CA Parent Poll

By ETW and UnidosUS

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



The Education Trust-West

UNIDOSUS

STRONGER COMMUNITIES. STRONGER AMERICA.

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



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The Education Trust-West



**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.



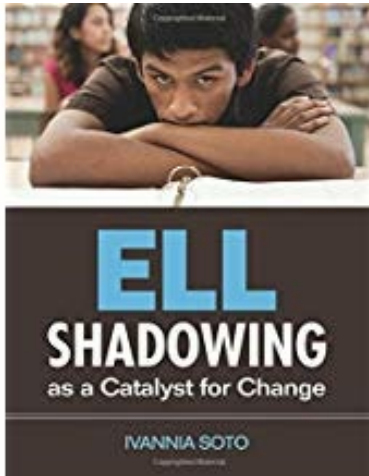
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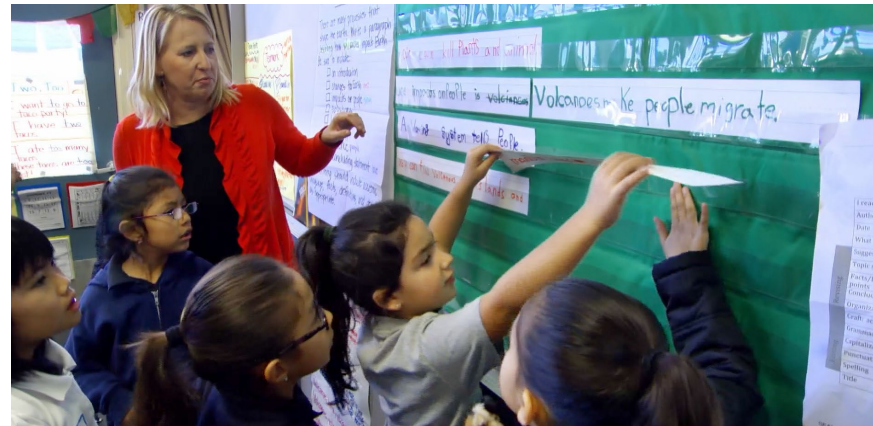


The Education Trust–West

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



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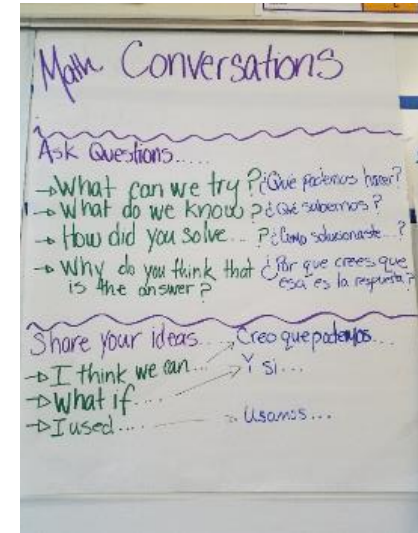
Policy Shift: Multilingual instruction and resources provide access to the curriculum.



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

Rachel Ruffalo, Senior Practice Associate
Rruffalo@edtrustwest.org

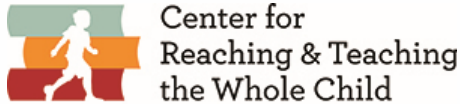
Mayra A. Lara, Senior Practice Associate
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Advancing Success for All Students: Social-Emotional Learning

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!

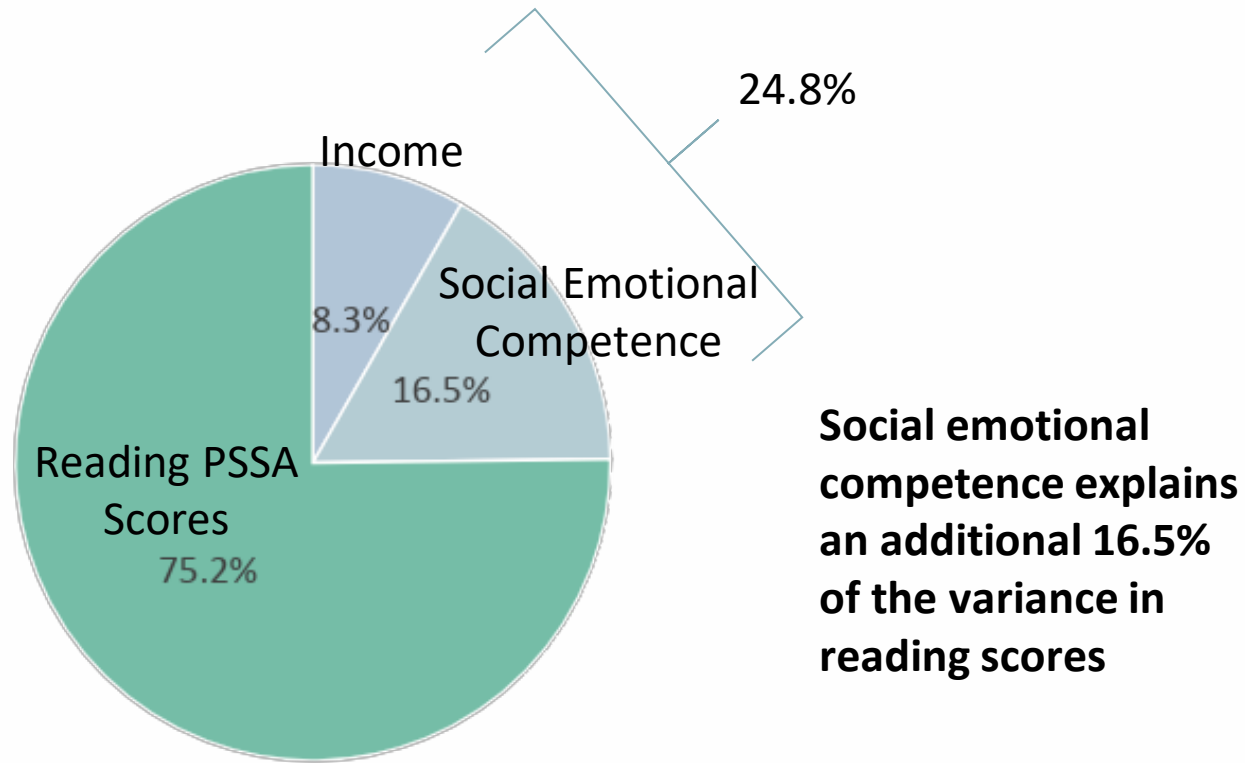
What is Social-Emotional Learning?



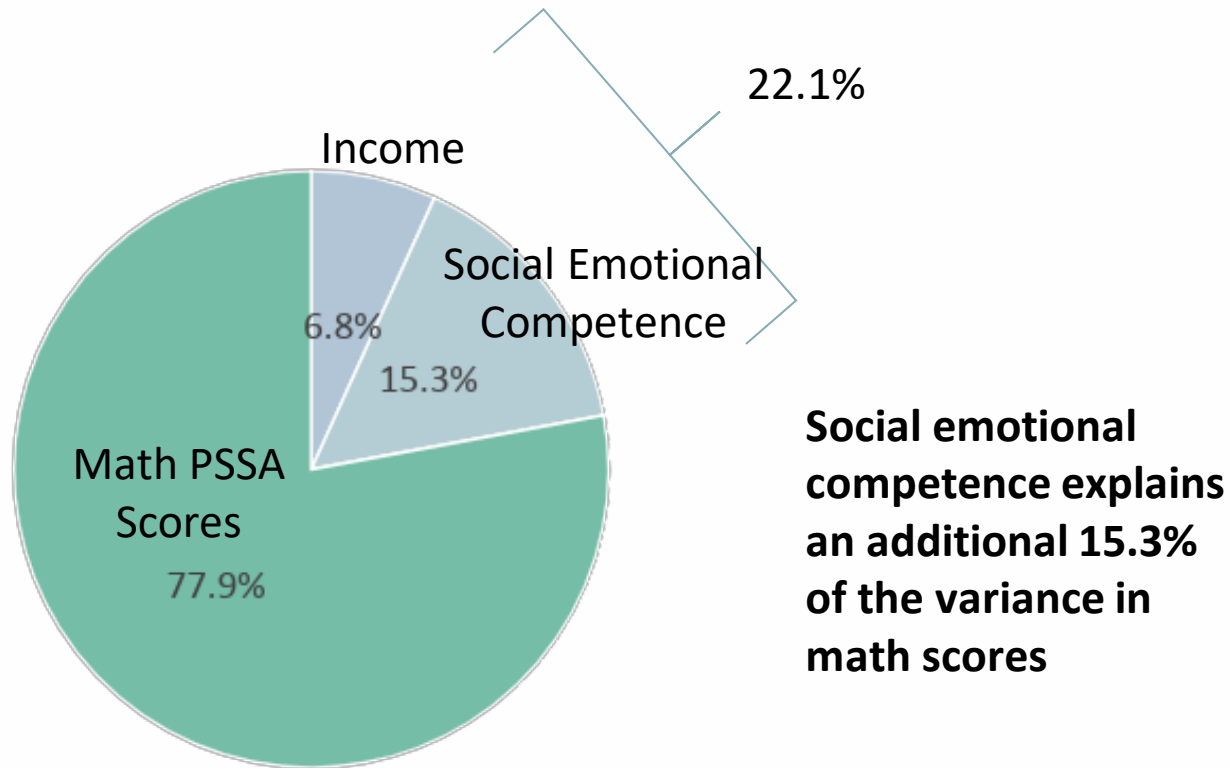
“SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Collaborative for Academic, Social, and Emotional Learning (www.casel.org)

Explaining the Variance in Academic Achievement Scores: Reading



Explaining the Variance in Academic Achievement Scores: Reading



Providing educators with a lens rather than a program



Social, Emotional & Cultural Dimensions of Teaching and Learning



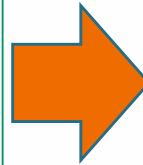
- ❖ ***Teacher's own SEL*** competencies (skills, knowledge, habits of mind)
- ❖ ***Teacher's ability to manage*** the social and emotional environment of the classroom
- ❖ ***Teacher's ability to foster*** social and emotional skills and habits of mind in students
- ❖ ***Teacher's awareness of, and 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



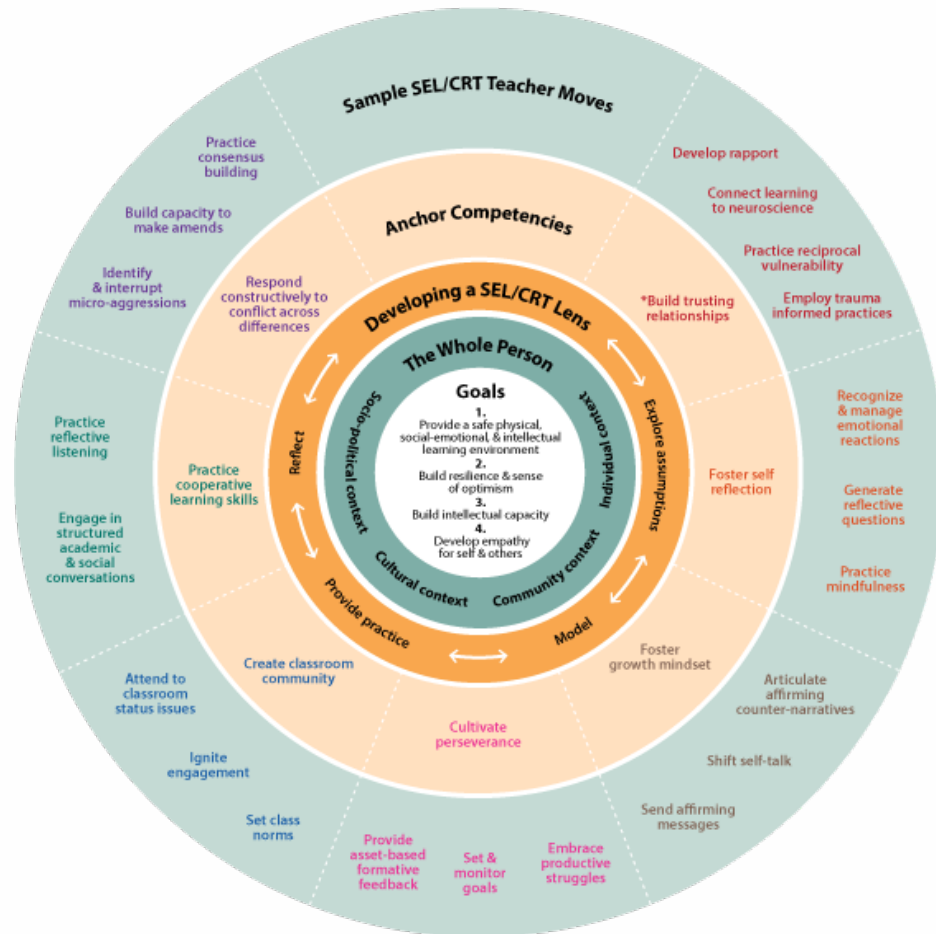
What is culturally responsive teaching?



“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

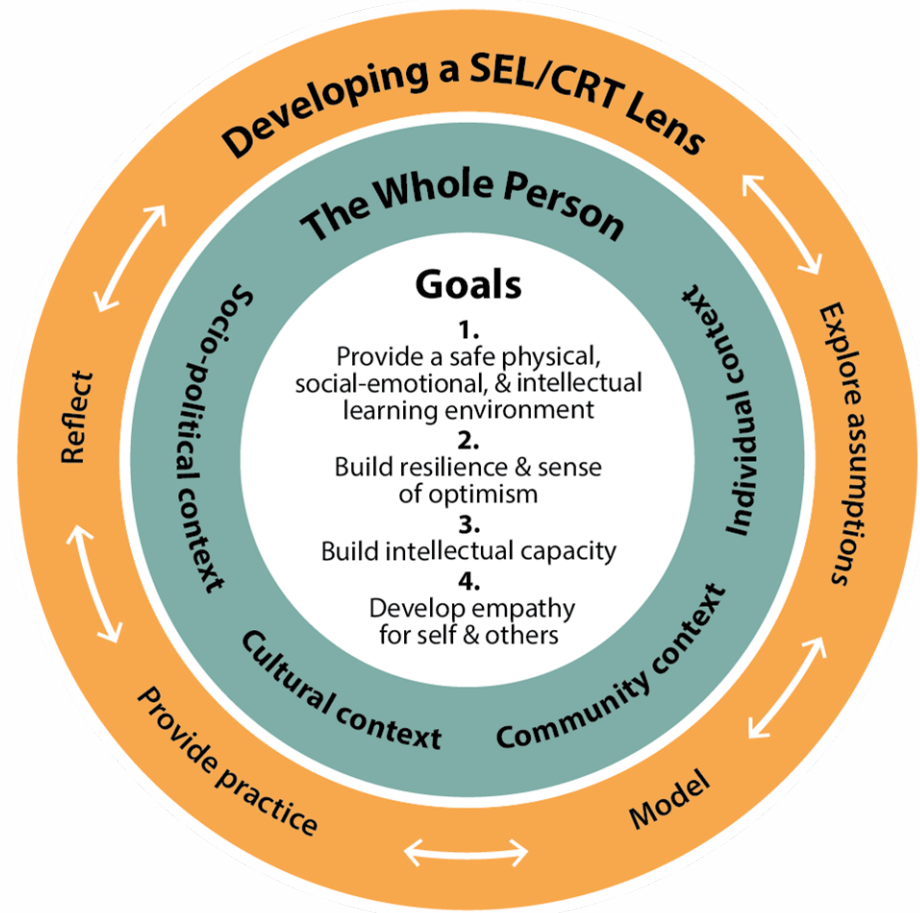
The Whole Person (teacher and student)

- ❖ Individual
- ❖ Community
- ❖ Cultural
- ❖ Socio-political



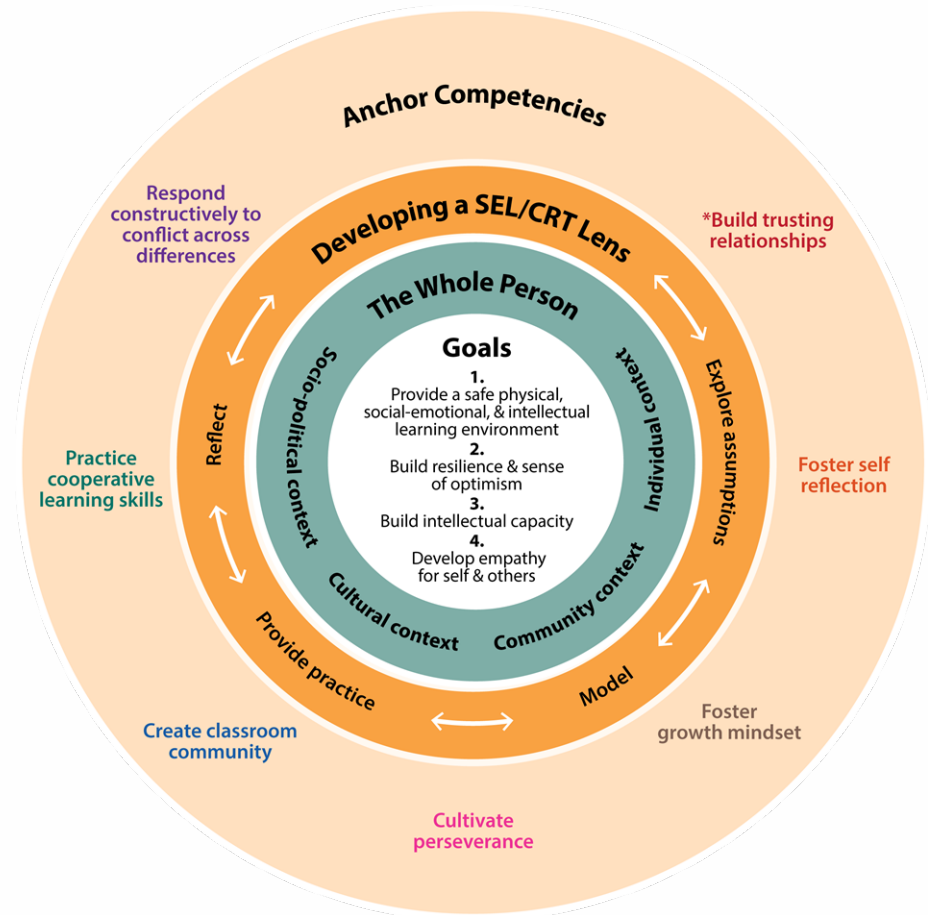
Developing a SEL/CRT lens is an iterative process:

- ❖ Explore assumptions
- ❖ Model
- ❖ Provide practice
- ❖ Reflect

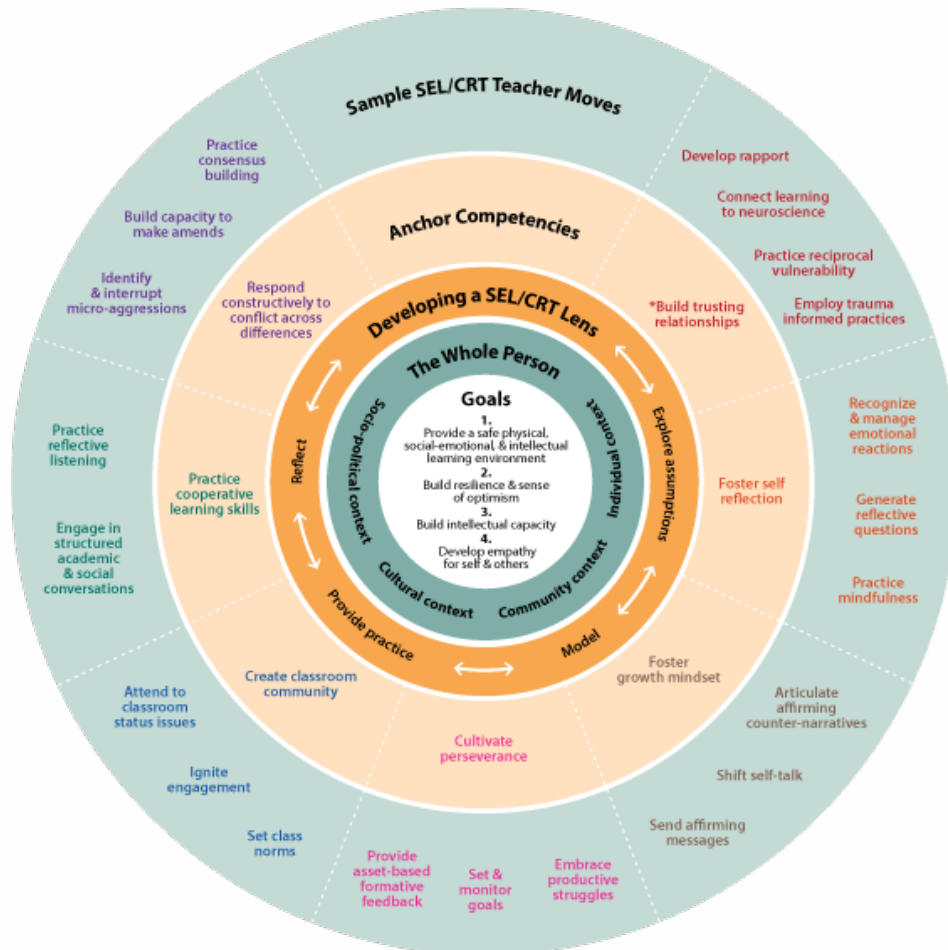


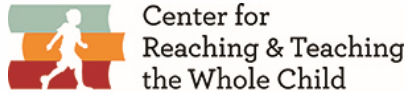
Anchor Competencies

- ❖ Build trusting relationships
- ❖ Foster self reflection
- ❖ Foster growth mindset
- ❖ Cultivate perseverance
- ❖ Create classroom community
- ❖ Practice cooperative learning skills
- ❖ Respond constructively to differences



<u>Anchor Competency</u>	<u>Sample Teacher Moves</u>	<u>Sample Strategies</u>
Build trusting relationships	<ul style="list-style-type: none"> ● Develop rapport ● Practice reciprocal vulnerability 	<ul style="list-style-type: none"> ● 2/10 activity ● Greet students at door, assess emotional state, and respond.
Cultivate perseverance	<ul style="list-style-type: none"> ● Provide asset-based formative feedback ● Embrace productive struggles 	<ul style="list-style-type: none"> ● ZPD Circles of Challenge ● Use sentence frames for giving feedback.
Foster Growth Mindset	<ul style="list-style-type: none"> ● Send affirming counter-narratives ● Shift to positive self talk 	<ul style="list-style-type: none"> ● Use literature to address and create counter-narratives. ● Routinely refer to the “power of yet”.





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



Center for
Reaching & Teaching
the Whole Child

Contact Information

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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



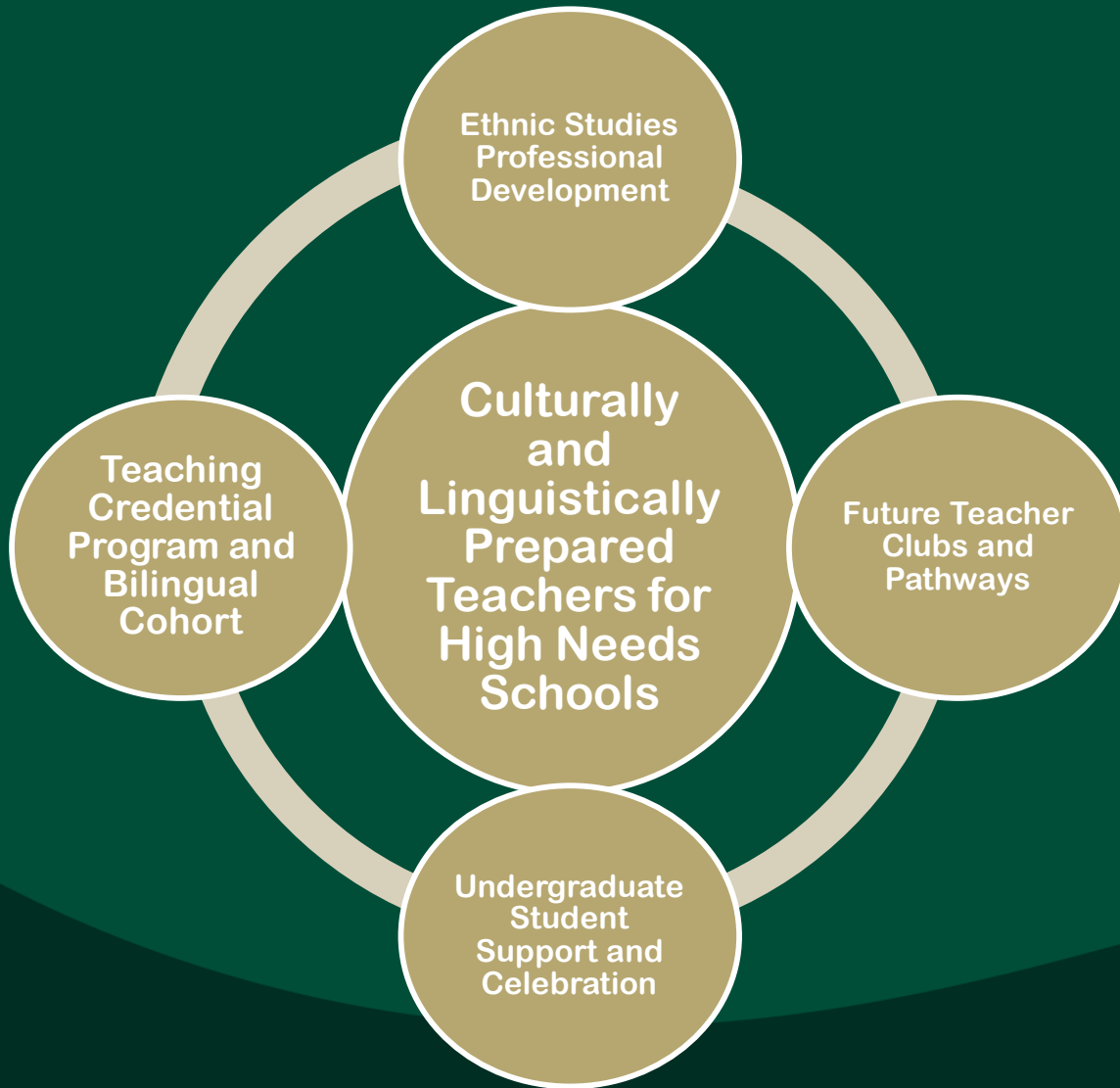
Sacramento Comprometid@s (Committed to Promoting Latin@s in Teaching Careers)

- 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

Carlos Ayala

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Kelly Estrada

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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.

Core Values	Program Highlights
Educational inclusivity.	Dual Language Educator preparation
Collaboration and community partnerships	Integrated Multiple Subjects program with bilingual authorization
Critical and reflective stances in light of educational and social inequities	SMTRI and La Promesa STEM Educator preparation
Equity and access in education for all	Assessment Support System for Latinx credential applicants
Meaningful learning through theoretically sound and research-based pedagogies	Maker Educator Certificate program

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

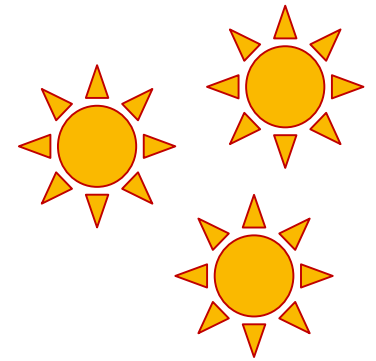
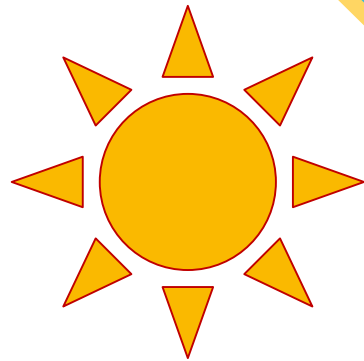


Project goals and objectives are designed to support Latinx students aspiring to careers in Education

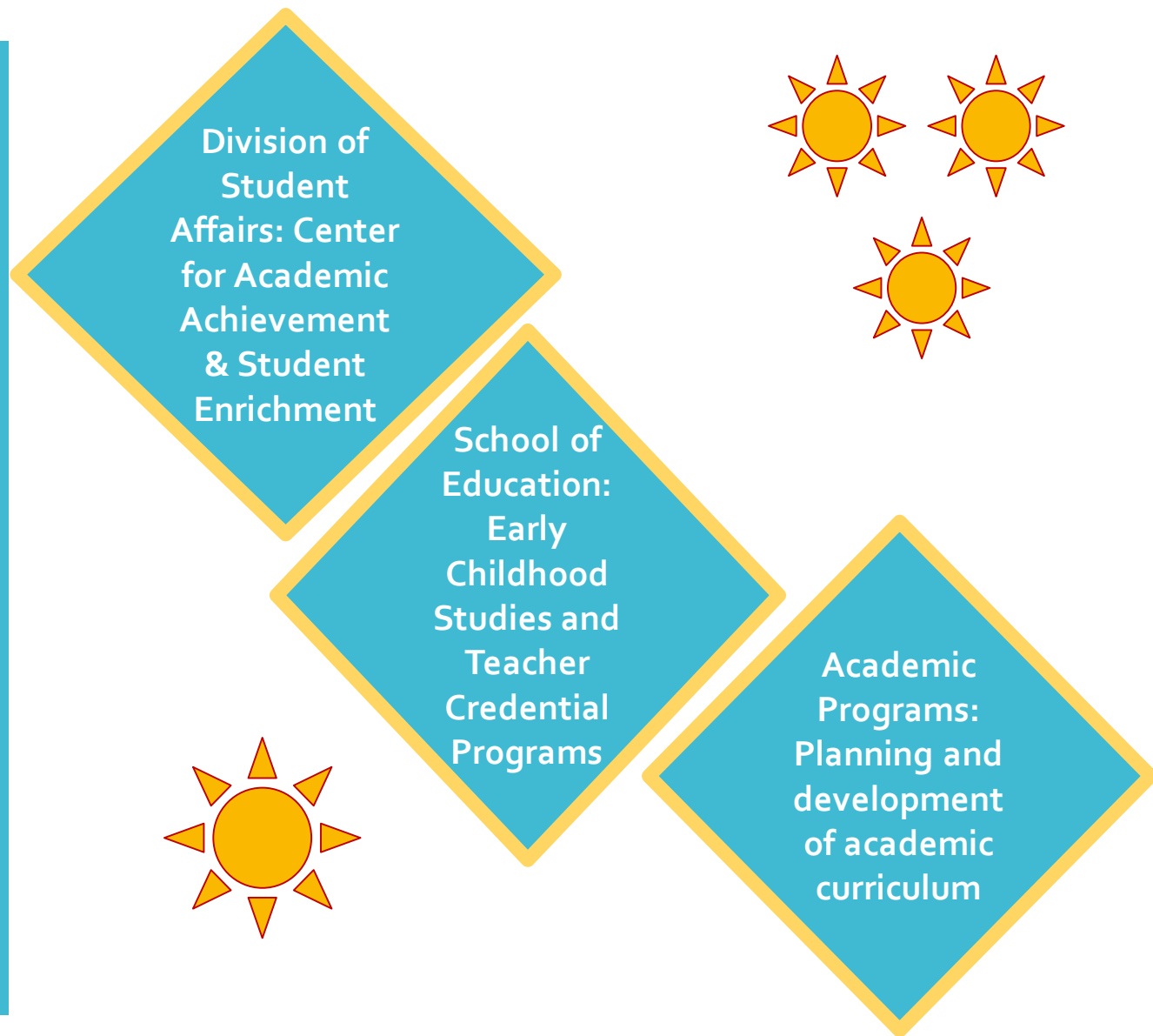
Project Design: High impact practices focused on student support

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

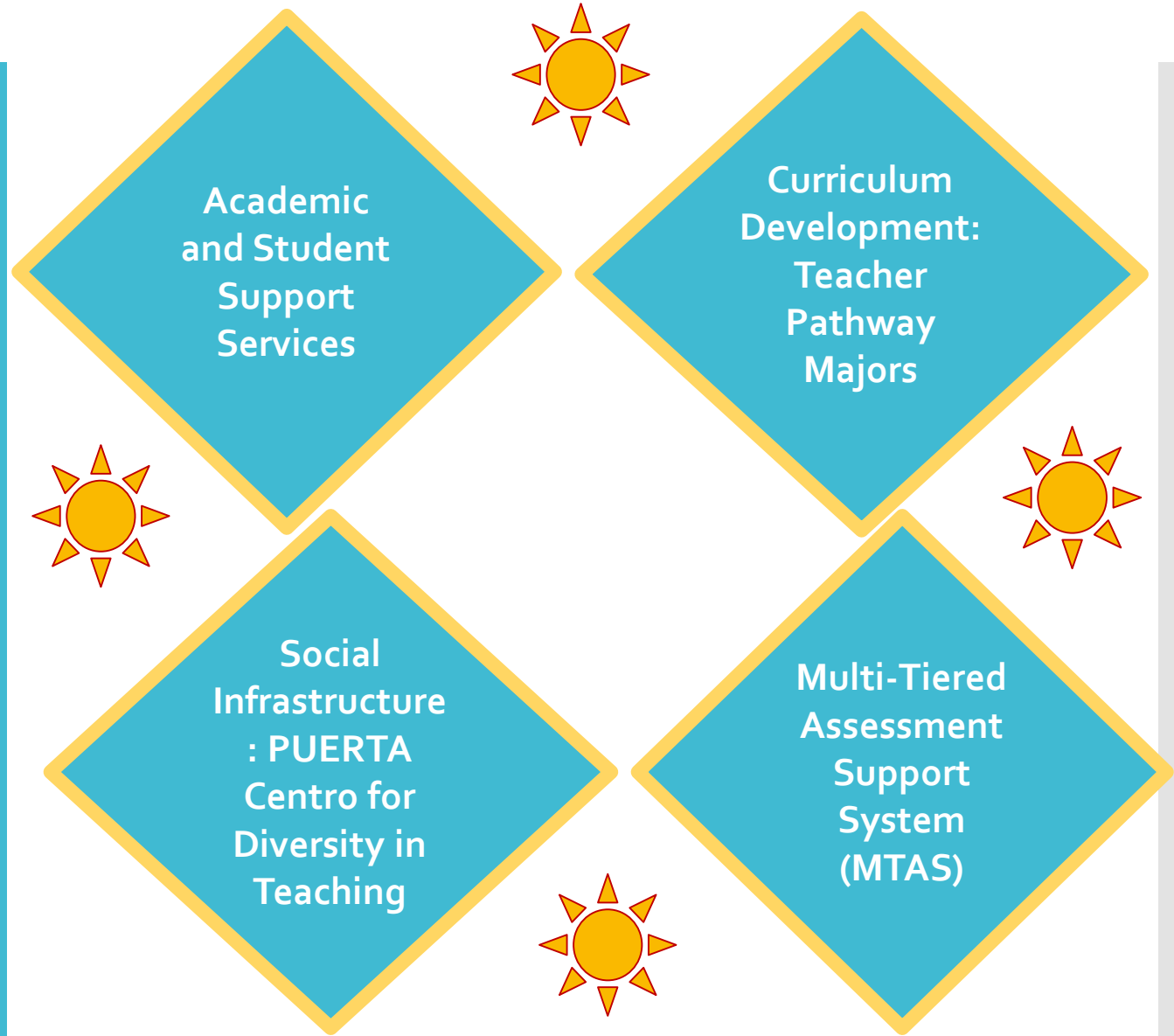
Target: Institutional barriers that affect Latinx student achievement



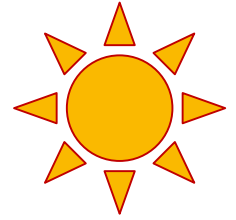
Programmatic structure: Inter-Institutional partnerships



Conceptual
framework:
Core elements
of the project



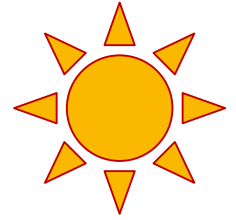
Academic and Student Support Services



- 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



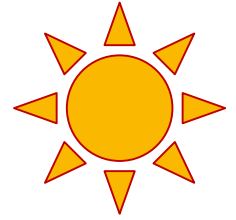
Curriculum Development: Focus on Teacher Pathway Majors



- 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

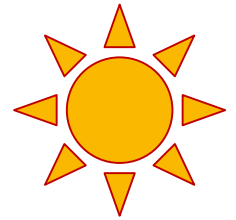


- Goal: Support prospective future teachers by promoting networks of learners and communities of practices
- Organizational design: Develop a social infrastructural space within the Division for Student Affairs that provides for professional development opportunities for Latinx students aspiring to careers 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

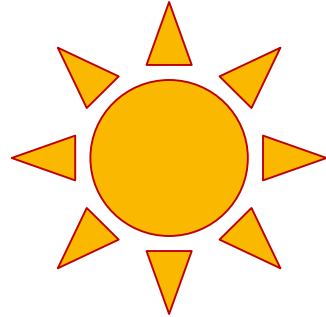


Multi-Tiered Support System (MTSS) of Test Prep

- 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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California State University, Long Beach

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

Camino 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 Camino 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

Camino 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

Camino Activities – Student Support

- ▶ Academic and student support through the Camino 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 Camino students
 - ▶ Development of Latinx Education seminars to expand Camino students' knowledge of Latinx teaching contexts
 - ▶ Professional speaker series with effective education leaders in Latinx contexts

Camino Activities – Clinical Practice and Student Teaching

- ▶ Camino 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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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.

Closing Remarks

- 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 students' 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/teachered (Resources)

Thank You!