Introduction: Social Emotional Learning and Culturally Responsive and Sustaining Teaching Practices.

Full Text:
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 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 Questions (4)

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

Swanson, Rabin, Smith, Briceno, Ervin-Kassab, Sexton, Mitchell, Whitenack and Asato, from San Jose 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. Nenonene 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-Castonmoves 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 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 commonmission 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 Lourie 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 leaning (Ladson-Billings, 1994).

(3) Heidi Stevenson is the 2019 California Council on Teacher Education Fall Conference chair and Nancy Lourie 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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