Challenges and Opportunities of Infusing Social, Emotional, amd Cultural Competencies into Teacher Preparation: One Program's Story

Rochonda L. Nenonene, Colleen E. Gallagher, Mary Kay Kelly, & Rachel M. B. Collopy

Abstract

This article details one teacher education department's process of addressing the social-emotional learning of preservice teachers and, ultimately, their P–12 learners. We used an innovative social-emotional learning framework utilizing the professional learning communities model for faculty development and program implementation. It uses multiple project artifacts to retell the narrative of faculty development and analyze key factors in implementation. The insights shared in this article have implications for others infusing social-emotional learning into

Rochonda L. Nenonene and Colleen E. Gallagher are assistant professors and Mary Kay Kelly and Rachel M. B. Collopy are associate professors, all in the Department of Teacher Education of the School of Education and Health Sciences at the University of Dayton, Dayton, Ohio. Email addresses: rnenonene1@udayton.edu, cgallagher1@udayton.edu. mkelly2@udayton.edu, & rcollopy1@udayton.edu

their teacher education programs or utilizing professional learning communities for faculty development.

Introduction

Educators and policy makers have long recognized the need to address children's social-emotional health early in a student's schooling. The state of Ohio, where our program is located, has had preschool standards for social-emotional learning in place since 2012. More recently, however, there has been a recognition that attention to social-emotional health must continue throughout the preK–12 educational spectrum. In Ohio, standards for social-emotional learning for Grades K–12 recently were established (Ohio Department of Education [ODE], 2019b). In addition, Ohio has included social-emotional learning as one of its four domains of learning in its current strategic plan for education in the state (ODE, 2019a). As schools and local and state education agencies recognize the importance of social-emotional learning and implement such programs schoolwide, it becomes important that teacher candidates leave their teacher education programs ready to contribute to these efforts.

The need for social-emotional competencies, however, does not stop at high school graduation. Indeed, college students' success is only partially predicted by academic ability. Noncognitive factors have a strong relationship with adjustment to college, student retention, and academic achievement (Han, Farruggia, & Moss, 2017; Parker et al., 2005; Petrides, Fredrickson, & Furnham, 2004; Yansaputria & Wijaya, 2017). The transition to college necessitates forging new relationships, cooperating, and responding constructively to conflict across differences. Competence in forming connections and face-to-face relationships with peers, staff, and faculty is central to college success (Chambliss & Takacs, 2014). Perseverance and a growth mind-set are also strong predictors of college students' academic achievement (Duckworth, Peterson, Matthews, & Kelly, 2007; Kool, Mainhard, Jaarsma, van Beukelen, & Brekelmans, 2019). College students who hold a growth mind-set assume that their intellectual ability is malleable and expandable rather than innate and fixed (Yeager & Dweck, 2012). Such students are more likely to overcome barriers and obstacles in academic and social settings (Elias & MacDonald, 2007; Honicke & Broadbent, 2016) and to seek out and gain academic and social support from peer networks (Zander, Brouwer, Jansen, Crayen, & Hannover, 2018). The ability to self-reflect also has been shown to impact undergraduate students' academic achievement (Ghanizadeh, 2017). Practicing mindfulness, for example, promotes emotional self-regulation (MacDonald & Baxter, 2017), stress reduction (Canby, Cameron, Calhoun, & Buchanan, 2015), and everyday resiliency among college students (Ramasubramanian, 2017).

The social-emotional competencies that help them succeed may also lower incidences of anxiety and depression among college students. In recent years, the prevalence of anxiety and depression has increased steeply on college campuses

(Center for Collegiate Mental Health, 2018). For example, students with lower quality social support are more likely to experience mental health problems, especially depressive symptoms (Hefner & Eisenberg, 2009). Mindfulness has been found to decrease college students' depressive symptoms, anxiety, stress, and coping-related alcohol consumption (Bamber & Schneider, 2016; Bravo, Pearson, Stevens, & Henson, 2016; Falsafi, 2016). In the context of teacher education, social-emotional learning embedded in teacher preparation programs promises benefits after graduation for the now in-service teacher and his or her P–12 students. A study found that teachers who develop SEL skills experience better mental health and more effective teaching (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013). Therefore it is also important that schools of education begin to follow the lead of K–12 programs and implement social-emotional learning to support their teacher candidates.

As a department of teacher education, we recognize the vital role our future teachers will play in addressing the state's standards for social-emotional learning and want to make sure our students are well equipped to do so. Moreover, we recognize that our campus is not immune to the growing trends related to increasing anxiety and other social-emotional challenges impacting college students. In this article, we share our department's story of the infusion of a particular model of social-emotional learning and culturally responsive teaching developed by the Center for Reaching and Teaching the Whole Child (CRTWC; 2017), known as social-emotional dimensions of teaching and learning/culturally responsive teaching (SEDTL/CRT).[1] Based on the model developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), the SEDTL/CRT model adds an innovative focus on teacher practice and culturally responsive teaching. It comprises the following seven anchor competencies: (a) build trusting relationships, (b) foster self-reflection, (c) foster growth mind-set, (d) cultivate perseverance, (e) create classroom community, (f) practice cooperative learning skills, and (g) respond constructively to conflict across differences (CRTWC, 2017). Furthermore, it recognizes four key areas of focus in developing a SEDTL/CRT lens: (a) exploring assumptions, (b) modeling, (c) providing practice, and (d) reflecting. This article describes and reflects on our insights about the curricular change, professional learning, and shifts in professional self-concepts required for transformation.

Our Lens for This Story: Professional Learning Communities

Professional learning communities (PLCs) are widely viewed as a method that faculty can utilize as a means of cultivating teacher practice, promoting faculty cohesion, and fostering curricular improvement. Hilliard (2012) noted that "for universities to graduate students who are successful in the marketplace globally, it is essential that the quality of teaching and learning is current and relevant" (p.72). At our institution, 69% of graduates accept teaching positions in medium- to high-

poverty/high-needs areas (Ohio Department of Higher Education, 2018). Therefore it is imperative that graduates leave our program with a strong knowledge base and skill set on how to work with diverse student populations and be able to respond to the social-emotional needs of the students they will serve. This challenge of ensuring that graduates are competitive, coupled with maintaining a program that is responsive to the needs of today's students and the sociopolitical context of schooling, requires that faculty move beyond dialogue about students to producing materials that improve instruction, curriculum, and assessment of students (Kruse, Seashore Louis, & Bryck, 1994).

As we began our journey to embed social-emotional learning and culturally responsive teaching into all licensure areas and all 4 years of our teacher preparation curriculum, it became clear that we needed to establish a dual-level PLC to facilitate the process. Hilliard (2012) stated that "a professional learning community (PLC) is made up of a leadership team and faculty members as a collaborative group who seek to improve the learning experiences for students through a shared vision" (p. 71). Our PLC comprises a lead team, many of whom are authors of this article, as well as the other members of the Department of Teacher Education faculty. In this article, we use the core dimensions of PLCs as established by Hord (1997, 2004) and Hord and Sommers (2008) as a lens through which to view our professional learning actions. First we explain this lens using the framework of the dimensions developed and expanded by Hord (1997, 2004) and Hord and Sommers (2008), and then we apply those dimensions of PLCs as we describe and analyze our project.

The Framework: Professional Learning Communities

The development of our PLC was integral to the development of faculty understanding and shared commitment to incorporating SEDTL/CRT into the teacher preparation curriculum. The five core dimensions of PLCs developed by Hord (1997, 2004) and expanded by Hord and Sommers (2008) served as a framework for understanding our process. These five dimensions include (a) supportive and shared leadership, (b) shared values and vision, (c) collective learning and application, (d) supportive conditions and (e) shared practice (Hord, 1997, 2004; Hord & Sommers, 2008), each of which is explored below.

Supportive shared leadership. School program improvement and change require the commitment and active participation of both administrators and faculty. Administrators hold important leadership positions, but "in a professional learning community the view of leadership is extended to include teachers" (Eaker, DuFour, & DuFour, 2002, p. 23). Kleine-Kracht (1993) stated that for real ownership and implementation of work to occur during professional development, administrators and faculty must be equally involved in "questioning, investigating and seeking solutions" (p. 393). She continued with the premise that "no longer [is there] a hierarchy of who knows more than someone else, but rather the need for everyone

to contribute" (p. 393). Effective PLCs are designed around the idea of shared power and operate with the understanding that all decisions and actions will be "accepted, appreciated and nurtured" (Hord & Sommers, 2008, p. 10) by the administrator. Shared decision-making and conceptualizing what is needed for the learning community require that leaders support and group members invest in the process as well as the outcome. Shared and supportive leadership benefits from frequent conversation, mutual respect, and a willingness to embrace a collectivist approach (Guess, 2004) to decision-making.

Shared values and vision. A properly written and executed vision with attainable goals that are consistently met can energize the group members of the PLC because it gives them direction. The group members can see where they want to go and what they need to do to get there (Dufour, Dufour, & Eaker, 2008). Collaboration and cohesion in the PLC rely on a foundation of shared values and vision among all participants. According to Hord (1997), "shared values and visions lead to binding norms of behavior that the staff shares" (p. 19). The development or adoption of a clearly defined vision, which all members have contributed to and are committed to utilizing as the basis for their decisions and actions, enables the PLC to maintain a consistent focus on student learning and development. Dufour et al. (2008) recognized the importance of shared values and vision, offering that shared vision is essential to a successful change process and an absolute requisite for any learning organization. They offered five benefits of shared vision, stating that it "motivates and energizes people; creates a proactive orientation; gives direction to people within the organization; establishes specific standards of excellence; and creates a clear agenda for action" (pp. 143–144).

Collective learning and application. In his seminal book on management, Senge (1990) forecasted that "the most successful corporation of the future will be a learning organization" (p. 4). The primary function of PLCs for faculty is to promote collective learning and application, which in turn ultimately impacts students. Collaboration is key to the collective learning and application that need to take place. Kruse et al. (1994) posited that collective learning and application depend on the ability of the faculty to commit to the following five critical elements:

1. Reflective dialogue based on a shared set of norms, beliefs, and values that allow them to critique their individual and collective performance;

2. De-privatization of practice that requires teachers to share, observe and discuss each other's methods and philosophies;

3. Collective focus on student learning fueled by the belief that all students can learn and that staff members have a mutual obligation to see to it that students learn;

4. Collaboration that moves beyond dialogue about students to producing materials that improve instruction, curriculum and assessments of students; and

> 5. Shared norms and values that affirm common ground on critical educational issues and a collective focus on student learning. (p. 4)

Newmann and Wehlage (1995), whose influential work on authentic instruction led to a rethinking of collaboration among educators, spoke to the importance of collective learning and application:

> An interdependent work structure strengthens professional community. When teachers work in groups that require coordination, this, by definition, requires collaboration. When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it. (pp. 37–38)

The decision-making and application of ideas that take place as a result of collective learning can lead to significant transformations of the culture of the learning communities. The work in the PLC takes the work of professional development beyond conversation and thought experiments and moves it to a place where faculty are "expressing their aspirations, building their awareness and developing their capabilities together" (Senge, 2000, p.5).

Supportive conditions. Conducive environments provide the context to enable the development of effective and sustainable PLCs. Administrators who value PLCs work to develop a structural process to support the ongoing work of the faculty, including access to resources and time for faculty to meet, talk, plan, and engage in the work. Dufour (2001) added that supportive conditions also include the administrators' ability to provide relevant data and information and insist that teams develop work products aligned to specific student achievement goals they have identified based on data.

The conditions needed for a PLC to operate at maximum capacity go beyond administrative support. It also includes what faculty can contribute to the process. Faculty support comes in the form of a commitment to continuous improvement, high levels of trust and respect for colleagues and their opinions, sharing of effective teaching practices, and a focus on mission and vision (Dufour et al., 2008). By cultivating supportive conditions, the faculty who are engaged will be able to work in an environment that is in a continuous learning cycle that utilizes innovation and experimentation to improve their professional practice.

Shared practice. Colleagues discussing, critiquing, recommending strategies, questioning reasoning, and providing feedback within the framework of PLC is what shared practice looks like when operationalized. Seashore Louis and Marks (1998) indicated that shared practice permits teachers to "coalesce around a shared vision of what counts for high-quality teaching and learning and begin to take collective responsibility" (p. 535). The process of shared practice undergirds the basis of improvement for both the individual and the community, and as such, it

relies on mutual respect and trust among faculty (Hord, 1997). In 2002, Supovitz found "evidence to suggest that those communities that did engage in structured, sustained and supported instructional discussions and that investigated the relationships between instructional practices and student work produced significant gains in student learning" (p. 5). Shared practice leads to a collaborative and productive learning environment. The act of shared practice, as Elmore (2002) stated,

> is designed to develop the capacity of teachers to work collectively on problems of practice, within their own schools and with practitioners in other settings, as much as to support the knowledge and skill development of individual educators. This view derives from the assumption that learning is essentially a collaborative, rather than an individual activity . . . that educators learn more powerfully in concert with others struggling with the same problems. (p. 8)

Barth (2006) has reminded us that

> a precondition for doing anything to strengthen our practice and improve a school is the existence of collegial culture in which professionals talk about practice, share their craft knowledge, and observe and root for the success of one another. Without these in place, no meaningful improvement . . . is possible. (p. 13)

PLCs, then, offer an approach in which the fostering of faculty empowerment aligned with goals that improve the quality of professional practice and student achievement can markedly improve the learning environment and culture of the school. PLCs offer one of the strongest methods for impacting practice.

Project Background

As a department, we embarked on a 2-year PLC process to address the need for social-emotional learning in teacher education programs. This section provides background about our institutional context and our approach to narrating this process.

Our Context

The university that served as the setting for this PLC project is a mid-sized, private, comprehensive university in the U.S. Midwest with an undergraduate enrollment of approximately 8,000. Stemming from its founding by a religious order, the university asserts a commitment to fostering community; educating for service, justice, and peace; educating the whole person, emphasizing both competence and compassion; and promoting the common good. Recently, the university has renewed and strengthened its commitment to diversity and inclusion with the inaugural position of vice president of diversity and inclusion. Subsequently, the campus has engaged in an external diversity audit as well as the establishment of ongoing faculty, staff, and student professional development committed to promoting equity and inclusive excellence. Within the School of Education and Health

Sciences, these themes serve as a foundation for the development and maintenance of departments, programs, centers, and community partnerships.

The Department of Teacher Education strives to embody these themes in its programs. The department provides programs leading to teacher licensure in Early Childhood Education (prekindergarten to Grade 3), Middle Childhood Intervention Specialist Education (Grades 4–9 with concentrations in two of the primary content fields of English/language arts, mathematics, science, and/or social studies as well as an Intervention Specialist License), Adolescent to Young Adult Education (Grades 7–12 with concentrations in one high school content field, including English, integrated mathematics, integrated social science, or 1 of 11 licenses in the field of science), and Multi-Age Education (Grades K–12 with concentrations in intervention specialist education, world languages, art, and music). In each program, faculty, students, and graduates are expected to embody the commitments of the university and demonstrate these dispositions by embracing diversity for the promotion of social justice, establishing themselves as scholarly practitioners, building community wherever they are, and engaging in critical reflection.

In our teacher education program, we have noticed anecdotally an increase in anxiety in our students. Between 2010 and 2018, our university's counseling center experienced a substantial increase in student assistance (University of Dayton, 2018). During that period, the center experienced a 60% increase in initial intake appointments, a 65% increase in the number of individual sessions attended, a 65% increase in psychiatric appointments, and a 100% increase in on-call or crisis appointments. These changes prompted the hiring of additional personnel to serve the needs of the student population (University of Dayton, 2018). This mirrors national trends of increasing prevalence of anxiety among college students. A recent report showed that anxiety and depression are the two leading concerns among college students seeking mental health treatment (Center for Collegiate Mental Health, 2018). In another survey, the National College Health Assessment (American College Health Association, 2018) found that 17% of students reported depression having adversely affected their academic performance in the previous 12 months, while 25% reported anxiety and 32% reported stress had done so. In the same survey, in the previous 12 months, 22% of students reported having been treated for anxiety, 15% for depression, and 11% for panic attacks. Given the trends in college student needs, particularly at our own university, when the opportunity to participate in professional development related to the social-emotional dimensions of teaching and learning with a focus on culturally responsive teaching presented itself, there were many faculty members who were interested in participating.

Methods for Description, Analysis, and Reflection

This article uses project-generated artifacts as tools for storytelling, reflection, and analysis of the project thus far. The evolving nature of our PLC project resulted

in a collection of varied artifacts from multiple sources. Over time, as our focus broadened to include not only faculty development but also reflection and scholarship in SEDTL/CRT, we realized that these multitextured artifacts could serve as a rich resource for sharing our story and reflecting on our learning. These materials allow others to gain a deeper understanding of our process and may also inform their own implementation of, and reflection on, a PLC in SEDTL/CRT. Materials that help us relate and analyze our story are summarized in Table 1.

A total of two questionnaires were distributed to faculty between November 2017 and February 2019. The November 2017 questionnaire was an online survey created by the lead PLC team to assess the faculty's perceptions of the extent to which they were implementing SEDTL/CRT in their courses and to which we, as a department, were implementing it in our relationships with one another. Five Likert-type questions with a 5-point scale of responses were each followed by an open-ended prompt for examples of the anchor competences applied in their courses. Additionally, a final open-ended question asked participants which anchor competencies needed the most attention. Sixteen faculty members out of a total of 16 invited responded to this questionnaire in November 2017 in or shortly after a regular department meeting. The February 2019 questionnaire posed an open-

Table 1
Data Sources

Data type	*Examples*
PLC artifacts	CRTWC Teacher Educator Institute professional development materials Agendas and handouts for faculty PLC meetings created by lead team Program crosswalks created by faculty-wide PLC
Field notes	Notes from key lead PLC meetings Notes from faculty-wide PLC meetings in April 2018 and May 2018
Questionnaire responses	November 2017 faculty PLC questionnaire results February 2019 faculty PLC questionnaire results
Scholarly artifacts	Poster presentation for June 2018 international literacy conference PowerPoint presentations from October 2018 unit board meeting November 2018 state teacher education organization conference November 2018 college teaching conference

Note. CRTWC = Center for Reaching and Teaching the Whole Child. PLC = professional learning community.

ended question about faculty members' perceptions of the PLC up to the midpoint of the second year of implementation. Twelve faculty members provided written responses during a regularly scheduled faculty meeting.

Collectively, we used all of these data to reconstruct and describe our PLC experience for this report. Additionally, we analyzed quantitative questionnaire responses with percentages and also coded open-ended responses and field notes for emergent themes and used them to help describe and reflect on the implementation of SEDTL/CRT in our narrative that follows.

Our Story of Professional Learning

In the following sections, we interweave narration of our project with analysis of its implementation through a lens focused on the core dimensions of PLCs.

Where the Story Begins

Our journey toward embedding SEL into our program began as a result of our department's ongoing commitment to prepare teacher candidates who are culturally responsive educators. As we were already utilizing the work presented in Hammond's (2015) *Culturally Responsive Teaching and the Brain*, the department invited Hammond to campus to conduct professional development for faculty, students, and local in-service teachers. During the visit, conversations included the expressed concern about how to prepare candidates to respond appropriately to the growing needs of students and families as it relates to trauma, anxiety, and stress management and challenges associated with low academic performance. As a result of this conversation, Hammond suggested we contact the CRTWC in California, as they were engaged in work related to social-emotional learning and culturally responsive teaching and how it applies to teachers. Once connected to the CRTWC and with the support of our department chair, a lead faculty team was created and agreed to commit to 2 years of professional development centering on social-emotional learning. By agreeing to participate on the SEL team, the lead faculty accepted the responsibility of facilitating professional development for the department in turn.

Description of Faculty Learning Activities

Over the course of one calendar year, the lead group of six faculty members, each representing different programs within the department, attended a series of three off-site multiday professional development workshops along with fellow teacher educators from all over the country. In June 2017, all six members of the faculty group participated in the CRTWC's off-site 3-day Teacher Educator Institute (TEI) in California. In January 2018, all six members of the group participated in the CRTWC's 2-day TEI Mid-Year Retreat. The June 2018 2-day TEI end-of-year

follow-up retreat was attended by four of the original six lead members of the group. Between retreats, during the academic year, participants from our team conducted professional development with the teacher education faculty at monthly department meetings and participated in six monthly conference calls with the CRTWC staff and other faculty members of the TEI cohort.

Learning took place on two levels throughout the project: for the teacher education faculty as a whole and simultaneously within the lead group as we processed our own learning during CRTWC events, turn-keyed it to colleagues, and experimented with applying it in our own classes. The lead team used faculty meetings to introduce and address key components of the SEDTL/CRT model with the whole faculty. With the exception of the August and May PLC sessions, which lasted 90 min during daylong faculty retreats, the sessions took place during regularly scheduled monthly faculty meetings and lasted 20–30 min. Table 2 displays a timeline and topics for whole-group PLC sessions.

Looking at Our Story Through a PLC Lens

While the story of our professional learning journey and SEDTL/CRT implementation may be particular to our context, the details provide one example for other institutions embarking on similar projects. They also provide our thinking about key levers in a PLC and observations about faculty perceptions of aspects of SEDTL/CRT. The following paragraphs interweave a description of our professional learning activities with analysis of critical elements of our PLC process.

Where our story starts. Our story starts with supportive and shared leadership and supportive conditions. As described earlier, the lead author of this article and director of our department's Urban Teacher Academy, a program focused on preparing preservice teachers for effective teaching in high-needs and high-poverty schools, invited an expert on culturally responsive teaching and social-emotional learning to speak on campus during the 2016–2017 school year. This expert spoke at several well-attended events for teacher education students, faculty, and the broader educational community. During the visit, the speaker connected us with the CRTWC in San Jose, California, for further professional learning. The visit laid the groundwork for our PLC by creating supportive conditions in which faculty and students became familiar with tenets of SEDTL/CRT. It also illustrates the value of supportive and shared leadership from the start of this PLC project; our department leadership collaborated to offer the initial professional development with the speaker and then continued to support the PLC materially and operationally by sending six of us to the TEI and making time for the faculty-wide PLC during department meetings.

During our initial professional development session with the CRTWC and colleagues from across the United States during 3 days in June 2017, our lead team began to develop a shared language and vision for SEDTL/CRT. Through various

Table 2
Faculty PLC Activities Facilitated by Lead Team During the 2017–2018 School Year

Month	*Topic*	*Key activities*
August	Introduction	Experiential learning: mindfulness, student teaching vignette, jigsaw on SEDTL/CRT framework; discussion of value; information on history of and research on SEDTL/CRT
September	Anchor competencies and teacher moves	Mindfulness experience; video viewing and discussion—Patty Swanson's Run Response
October	CRT	Definitions from theory and research Discussion of anchor competencies and teacher moves that support CRT; viewing and discussion of a video about a young Latinx emergent bilingual student in an unwelcoming classroom environment—Moises video
November	SEDTL/CRT framework; questionnaire	Presentation and discussion with a visiting expert on SEDTL/CRT—Dr. Nancy Markowitz; administration of faculty questionnaire on perceptions of SEDTL/CRT
December	No PLC activities	No formal faculty meeting
January	SEDTL/CRT resources, project updates and faculty research	Sharing of materials for teaching candidates about SEDTL/CRT with a focus on picture books countering microaggressions and stereotypes available in our education library
February	No PLC activities	No time available at faculty meeting, due to other business
March	Dominative narratives and counternarratives	Video viewing and discussion—bear video
April	Faculty commitment to SEDTL/CRT	Faculty discussed the value of SEDTL/CRT model to candidates and their future students; agreed we had consensus to integrate the anchor competencies throughout our teacher education curriculum; lead team members shared their own experiences infusing the anchor competencies into their classes
May	Program matrix	Fishbowl discussion mapping anchor competencies into courses by teams teaching common or similar courses (e.g., first-year course, child/adolescent development course, diversity and inclusion course); program team drafting of program matrix mapping competencies to courses; discussion of importance of common language for SEDTL/CRT; drafting of crosswalk between SEDTL/CRT anchor competencies and state's student teaching evaluation protocol

Note. CRT = culturally responsive teaching. PLC = professional learning community. SEDTL = social-emotional dimensions of teaching and learning

discussions, speakers, readings, media viewing, and small- and whole-group activities at the institute, we came to regard SEDTL and CRT as essential and complementary components of effective practice in classrooms across the grade span.

Introducing SEDTL/CRT to our colleagues. When we returned home, our first task as a lead PLC team was to craft a plan to teach the material to our colleagues. We adopted the following objectives from the CRTWC TEI goals to guide our own efforts:

1. Develop a common language related to SEDTL/CRT.

2. Understand the connection between SEDTL and CRT and begin to develop a SEDTL/CRT lens to guide teaching practices.

3. Understand the anchor competencies, outcomes, and teacher actions/behaviors needed to explicitly integrate SEDTL/CRT.

4. Understand and implement SEDTL/CRT for academic intervention to support teacher candidates and enable teacher candidates to utilize strategies within their own professional development.

5. Integrate SEDTL/CRT into teacher education courses and programs.

At our initial fall department meeting, we introduced the framework and research, shared our project goals, and led colleagues in experiential activities focused on exploring the framework and its value. As Table 2 shows, we continued what we had started during regular faculty meetings throughout the 2017–2018 school year.

In November 2017, we administered the questionnaire on faculty perceptions of their SEDTL/CRT practices. Table 3 summarizes results of this questionnaire; a value of 0 indicates a respondent reported treating a particular anchor competency not at all, a 2 indicates somewhat focusing on it, and a 4 indicates treating it extensively in class.

Table 3
Self-Reported Implementation of SEDTL/CRT Anchor Competencies at Each Developmental Level

Anchor competencies	*Explore assumptions, M (SD)*	*Model, M (SD)*	*Provide practice, M (SD)*	*Reflect, M (SD)*
Build trusting relationships	3.25 (1.00)	3.50 (0.73)	3.06 (1.12)	2.94 (1.39)
Foster self-reflection	3.63 (0.62)	3.50 (0.73)	3.44 (0.81)	3.07 (1.24)
Foster growth mind-set	2.94 (1.12)	3.25 (0.93)	2.88 (1.09)	2.69 (1.35)
Cultivate perseverance	3.06 (1.18)	3.31 (1.01)	3.19 (1.05)	2.88 (1.31)
Create classroom community	3.50 (0.73)	3.63 (0.62)	3.20 (1.08)	3.19 (0.98)
Practice cooperative learning skills	3.25 (0.77)	3.56 (0.63)	3.44 (0.81)	3.19 (0.91)
Respond constructively to conflict across differences	2.63 (1.26)	2.94 (1.12)	2.38 (1.26)	2.38 (1.59)

Note. n = 16.

Several trends stand out. The questionnaire results suggested that early in the PLC process, faculty saw themselves as already addressing many of the anchor competencies, particularly creating classroom community, fostering reflection, and practicing cooperative learning skills. Faculty perceived that they addressed responding constructively to conflict across differences and fostering growth mind-set to a lesser extent. In response to the open-ended question about areas for further professional learning, these two areas were commonly mentioned. Thus the quantitative and qualitative survey results pointed to the same areas for further attention. One additional notable result is that for all anchor competencies, faculty reported a tendency to explore assumptions and provide modeling to a greater extent than providing opportunities for practice and reflection. This trend, too, was consistent with data from other parts of the project, namely, a PLC conversation to be discussed later.

Looking at the initial months of the project through a PLC lens, it is apparent all five of the core dimensions of a PLC (Hord, 1997, 2004) were active. Crucially, we began the project with the shared values and vision of our university community. A commitment to academic excellence, teaching the whole person, and working for social justice and the common good animates the work of faculty, staff, and students in the institution in which this project took place. These values correspond well with the central goals of SEDTL/CRT and as such were supportive conditions in this project. The PLC also developed shared values particular to SEDTL/CRT. For example, in the process of engaging in PLC activities, our project objectives 1–3, stated earlier, address a shared language that enhanced the learning of both the lead and faculty-wide PLCs. In the process of engaging in the PLC, not only did we recognize our shared values and vision but we also deepened our understanding and commitment to these as a lead team.

The early phases of the project also benefited from a supportive and shared leadership. Not only did our department support the time needed for this endeavor during busy department meetings but our lead team also shared leadership and provided support for one another, picking up where colleagues left off when teaching or other commitments pulled them away from the PLC work. We also had material support for the project in the form of funds for participation in the TEI and support for ordering culturally responsive books and materials for the education library.

The project enjoyed substantial support not only from our leadership but also from values shared throughout the university, as noted earlier, and current practices already in place within the department. As reported earlier of questionnaire results, PLC participants reported already addressing many of the SEDTL/CRT anchor competencies in their classes. This supportive condition served as a generous basis on which to build as we introduced the framework.

The supportive conditions that led our faculty to select and maintain a focus on SEDTL/CRT also assisted with our collective learning and development of shared practice. Having experts in SEDTL/CRT visit and talk with students and faculty deepened our commitment to collective learning and development of shared

practice with respect to SEDLT/CRT. Comments on the faculty written questionnaire administered at the midpoint of the second year of implementation looking back at the first year affirm that administrative support, collective learning, and shared practice are meaningful elements of PLCs. Some appreciated the accountability, enjoyed the time to work with colleagues, and found value in the modeling and examples of what others were doing in their courses. One commented, "This yearlong process allowed us to align syllabi with framework, examine beliefs and put new learning into practice." Overall, faculty offered positive feedback about the supportive conditions in implementing this framework.

Infusing SEDTL/CRT into our programs. Close to the end of the first academic year of this project, after 9 months of faculty-wide PLC activities, we checked for consensus on implementing SEDTL/CRT by holding a PLC-wide discussion to address the advantages of integrating SEDTL/CRT into our programs and the department needs to be able to do so. The conversation indicated strong commitment for the project, citing pressing social problems like bullying and trauma, emotional issues like anxiety and depression, and wider educational trends. These include recognition of the interconnectedness of emotion and cognition (Swain, 2013), policy decisions such as Ohio's social-emotional learning standards (ODE, 2019a, 2019b), and program initiatives such as the many social-emotional learning programs in schools. During this conversation, some also pointed explicitly to shared values of community and the common good as supportive conditions, while others cited long-standing practices that overlapped with SEDTL/CRT.

In short, our conversation affirmed that our teacher education faculty saw the importance of SEDTL/CRT for our students and for the young people with whom our students would work in the future. This buy-in indicated that our shared values and vision had led to agreement to move forward. In terms of the core dimensions of PLCs (Hord, 1997, 2004), this conversation illustrates a crucial point in the project when the whole faculty PLC recognized its collective learning that had led to shared values and vision, namely, the value of fully incorporating a new framework into our programs. This created the necessary supportive conditions to go forward and paved the way for application of what we had learned.

Our next steps to create shared SEDTL/CRT practices department-wide came during our May 2018 daylong meeting. That day, we used a two-phase process to have program teams talk about how the standards fit into their courses. Using a fishbowl activity in which a small team of faculty members who teach required core courses discussed while others listened in, we asked faculty to discuss what anchor competencies they already addressed in their classes, to what degree, and whether they were assessing it. We also reviewed the developmental process for becoming proficient in the anchor competencies: explore assumptions, model, provide practice, and provide opportunity for reflection.

Teams of faculty who taught core 100-level introductory courses discussed first,

followed by 200-level human development course instructors and then 300-level diversity and foundations instructors. Key themes emerging from this conversation included agreement on the nature of SEDTL/CRT activity in class, connections to established practices and future innovations, and improvements in embedding SEDTL/CRT into courses.

Nature of SEDTL/CRT activities in class. First, faculty teaching each level mentioned that current course activity involves exploring assumptions, experiencing models of the anchor competencies in application, and reflecting on aspects of SEDTL/CRT to some extent. The 100-level faculty agreed that their main focus was exploring assumptions; the 200-level faculty perceived their focus to be mainly on experiencing and reflecting on models of SEDTL/CRT in action; and the 300-level instructors reported focusing on exploring assumptions, experiencing models, and reflecting. Practice and application of SEDTL/CRT anchor competencies by teacher candidates were largely not the focus of these courses.

Connections to established practices. A robust second key theme was the connection to established practices in many faculty members' courses and programs, a theme that recalled November 2017 survey results. Throughout the discussion, faculty often connected their existing course topics, assignments, and materials with SEDTL/CRT anchor competencies and sample teacher moves. For example, a 100-level instructor pointed out that the course textbook has a section on social-emotional learning, while a 200-level instructor pointed out that the course's case study assignment focuses on how teachers build rapport and develop relationships. A related subtheme was how SEDTL/CRT connects to existing standards and assessments in use in the department. Collectively, faculty suggested that this framework was addressed in part through the National Association for the Education of Young Children standards; major program assignments, such as case studies and self-reflective papers; and standardized assessments of teaching performance administered during the student teaching year. A third subtheme relating to existing practices involved coherence with the university's guiding value for community. The 100-level team, in particular, talked about textbook readings and university documents that the class uses to explore assumptions about building classroom community. Finally, throughout the small-team discussions, a fourth subtheme was the value of an integrative approach; faculty repeatedly oriented to the value of embedding and integrating the SEDTL/CRT model with existing practice.

Future innovations and improvements. Crucially, in the course of the discussion, faculty also recognized areas for further improvement both in addressing particular anchor competencies and in addressing them at all developmental levels. For example, the 300-level team discussed helping students develop the ability to respond constructively across differences in the diversity course and implementing videos, role-plays, and scripts to help students learn how to do so. Others suggested

improvements in data collection or areas for further integration of SEDTL/CRT concepts with existing course topics.

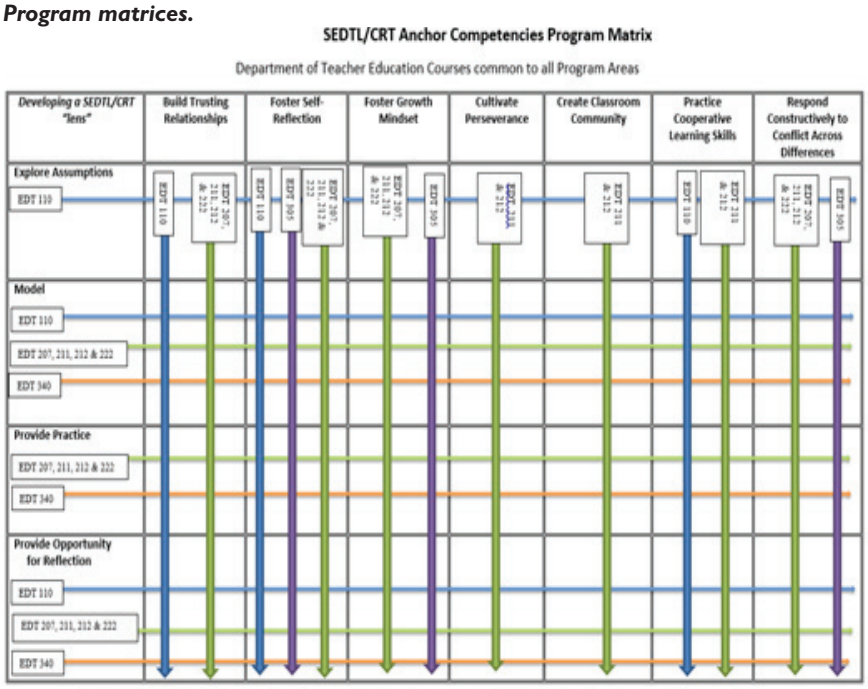
These major themes of recognizing what we already do and connecting it with existing practices as well as future possible improvements illustrate several core dimensions of PLCs (Hord, 1997, 2004) in action. The shared values expressed by the university community and taken up by individual instructors, along with the ample base of existing practices that overlap with this new framework, together serve as supportive conditions for SEDTL/CRT. They allow us to overlay this new framework onto existing work, perhaps renaming or coming to understand it a bit differently, and they lay the groundwork for extending current work to include new topics and practices through collective learning that will eventually lead to new shared practices.

Mapping SEDTL/CRT anchor competencies. Later in this same meeting, program area teams came together to use the information from the earlier course team discussions, determine what improvements and additions were needed, and map SEDTL/CRT anchor competencies onto the licensure area programs of studies at each developmental level. To display this work, we used a program matrix provided by the CRTWC in our lead team PLC meetings. The licensure area team work resulted in the matrices displayed in Figure 1.

During the 2018–2019 academic year, licensure area groups are focusing on intentionally embedding SEDTL/CRT practices into their courses, using the common language to reflect with students on these topics, and strengthening the focus on elements of the framework where needed.

Beginning in summer 2018 and continuing into the 2018–2019 school year, the lead PLC group has continued its collective learning through increased leadership in faculty development and initial steps into shared scholarship. During the summer 2018 TEI, the lead PLC developed and presented materials for addressing conflict across differences, an area identified as one for further growth during program discussions. In fall 2018, two lead team members led a faculty development session at a national college teaching conference in which university instructors from across the disciplines come together to learn about new concepts and practices in college teaching. The group also gained recognition for its work by presenting at a unit board meeting, which generated interest from other departments within the unit for collaborating on SEDTL/CRT projects and on raising awareness of the importance of development in this area for faculty and students across the university. Finally, this professional learning has resulted in three additional local, national, and international conference presentations on our efforts to implement it into our programs. Going forward, we are discussing the possibility of hosting a SEDTL/CRT institute for the wider education community. This is further evidence of our collective learning, shared practice, and commitment to our shared vision.

Figure 1
Program matrices.



SEDTL/CRT Anchor Competencies Program Matrix - Department of Teacher Education Courses by Program Areas

Early Childhood (ECE) – Middle Childhood/Middle Childhood & Intervention Specialist (EMS/EMIS) - Adolescence to Young Adult (EYA) – Intervention Specialists (EIS)

Developing a SEDTL/CRT "lens"	*Build Trusting Relationships*	*Foster Self-Reflection*	*Foster Growth Mindset*	*Cultivate Perseverance*	*Create Classroom Community*	*Practice Cooperative Learning Skills*	*Respond Constructively to Conflict Across Differences*
Explore Assumptions	ECE: EDT 211 & 212	ECE: EDT 211 & 212	ECE: EDT 211 & 212	ECE: EDT 211 & 212	ECE: EDT 211 & 212	ECE: EDT 211 & 212	ECE: EDT 211 & 212
	EMIS: EDT 222	EMIS: EDT 222	EMIS: EDT 222	EMIS:	EMIS:	EMIS:	EMIS: EDT 222 & 360
	EYA: EDT 338	EYA: METHODS	EYA: EDT 338 & 481	EYA: EDT 481 , METHODS & eFIEA	EYA: METHODS	EYA: METHODS	EYA: METHODS, CAPSTONE & ST
	EIS: EDT 207 & 342	EIS: EDT 207	EIS: EDT 207 & 343	EIS: EDT 443	EIS: EDT 342	EIS:	EIS: EDT 207, 342 & 360
Model	ECE: EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313
	EMIS: EDT 222 & 360	EMIS: EDT 426-429	EMIS: EDT 222, 426-429	EMIS:	EMIS: EDT 360	EMIS:	EMIS: EDT 222 & 360
	EYA: EDT 338	EYA: EDT 481 & ST	EYA: EDT 338 & 481	EYA: EDT 481 , METHODS & eFIEA	EYA: METHODS	EYA: EDT 489 & METHODS	EYA: : METHODS, CAPSTONE & ST
	EIS: EDT 207, 342 & 360	EIS: EDT 207	EIS: EDT 207, 442, 443 & 444	EIS:	EIS: EDT 360	EIS: EDT 442 & 444	EIS: EDT 207, 342, 360 & 444
Provide Practice	ECE: EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313
	EMIS: EDT 222, 321, 441 & 442	EMIS: EDT 222, 426-429, 441 & 466	EMIS: EDT 222, 426-429 & 444	EMIS: EDT 441 & 444	EMIS: EDT 321 & 466	EMIS:	EMIS: EDT 222, 426 & 444
	EYA: EDT 338	EYA: EDT 481 & ST	EYA: EDT 338 & 481	EYA: EDT 481 , METHODS & eFIEA	EYA: METHODS	EYA: EDT 489 & METHODS	EYA: : METHODS, CAPSTONE & ST
	EIS: EDT 207, 341 & 441	EIS: EDT 207	EIS: EDT 207, 442, 443 & 444	EIS: EDT 441 & 442	EIS:	EIS: EDT 442 & 444	EIS: EDT 207 & 444
Provide Opportunity for Reflection	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313	ECE: : EDT 211, 212 & 313
	EMIS: EDT 222 & 441	EMIS: EDT 222, 426-429 & 466	EMIS: EDT 222, 426-429	EMIS:	EMIS: EDT 466	EMIS:	EMIS: EDT 222
	EYA: EDT 338	EYA: EDT 481 & ST	EYA: EDT 338 & 481	EYA: EDT 481 , METHODS & eFIEA	EYA: METHODS	EYA: METHODS	EYA: : METHODS, CAPSTONE & ST
	EIS: EDT 207 & 341	EIS: EDT 207 & 441	EIS: EDT 207, 343, EE6, 442 & 444	EIS: EDT 441	EIS: EDT 342	EIS: EDT 442 & 444	EIS: EDT 207, 342 & 444

Reflections and Recommendations on Embedding SEDTL/CRT Within Teacher Education Programs

In this article, we use a narrative format to share our key insights with others who may be considering embedding SEDTL/CRT throughout their programs utilizing the PLC approach. We anticipate that the process we describe in this article may be of use to others in and of itself. Connelly and Clandinin (1990) spoke to the value of narratives when they stated that "the educational importance of this line of work is that it brings theoretical ideas about the nature of human life to bear on educational experience as lived" (p. 3). Our work utilizing the PLC framework is a lived experience that has forged stronger working relationships, facilitated an examination of our teacher preparation curriculum, and prompted faculty to consider how they utilize the SEDTL/CRT framework with our teacher candidates. The process of learning, sharing, and adapting the curriculum to include social and emotional learning through the lens of culturally responsive teaching practices for our teacher candidates has been both insightful and meaningful. Here we offer two key insights from our project. First, we discuss existing strengths and potential challenges to implementing a SEDTL/CRT model, and second, we examine the role of the professoriate in supporting our own students' social-emotional growth and building potential support for a shift to a more learner-centered paradigm.

Key Strengths and Potential Challenges in Implementing SEDTL/CRT

Several established systems facilitated the PLC process in our department, where we use a shared governance process for decision-making regarding programs, curriculum, and all other faculty concerns. This open process aligned well with several of Hord's (1997, 2004) and Hord and Sommers's (2008) PLC Core Dimensions, in particular, supportive and shared leadership, shared values and vision, and supportive conditions. The department chair provided our lead team the resources to travel to multiple TEI sessions and purchase materials as needed to support faculty learning. The lead team was also able to determine the manner, scope, and sequence in which SEDTL/CRT would be presented to faculty. This freedom to design and lead the PLC process enabled the lead team to structure the PD sessions in a way that we believe met the best interests of the faculty group and best utilized the expertise of the lead team members. The factors associated with shared values and visions are closely linked to the university's and department's commitments to social justice, providing an integral, quality education, and educating for adaptation and change. These well-established principles are embedded into the framework of our curriculum and guide the manner in which we teach and work in community together. Operating within this context made identifying department objectives and goals for the implementation of SEDTL/CRT a relatively smooth process of framing the need, discussing the importance, and creating a shared vision among faculty. We believe that these preexisting

factors facilitated the use of the PLC model and laid the foundation for collective learning, application, and shared practice.

Through collective learning, application, and shared practice, the lead team came to understand some of the challenges of implementing SEDTL/CRT. Through surveys, discussions, and program document evaluation, it became evident that faculty perceived room for improvement in the degree to which they addressed particular anchor competencies. We also realized that some programs had substantial long-standing practices of addressing social and emotional learning with their candidates, while others had less. Acknowledgment of already established SEL-style practices was necessary so that existing objectives, procedures, and activities could be studied and aligned with SEDTL/CRT. One challenge for alignment came in ensuring that we utilized a common language and framework when introducing and presenting SEDTL/CRT to candidates across licensure areas while including and respecting the existing SEL practices. Understanding these challenges enabled the lead team to work toward addressing the gaps in knowledge and ultimately led to SEDTL/CRT curriculum mapping by program and year to ensure that the framework would be thoroughly scaffolded and embedded throughout a candidate's time in our program.

Role of the Professoriate

At the start of our work on integrating SEDTL/CRT into the curriculum, our focus was mainly on eventual benefits to P–12 students rather than our role as instructors in higher education settings and the manner in which we engage students. Yet, over the course of time, we began to discuss how implementing and modeling SEDTL/CRT with our candidates was influencing our own professional practice, leading us to acknowledge that SEDTL/CRT is impactful not only for young learners but also for college students. Several of us on the lead team began to intentionally add content and activities related to SEDTL/CRT to our courses even before the faculty designed the program matrices. For many, these changes also represented a shift in our thinking regarding the work of the professoriate, as there now seems to be a need to go beyond the academic and include work previously under the domain of student development. In sum, it is leading to a reframing in faculty understanding of social and emotional learning, which recognizes that as teacher preparation faculty, our role is to utilize and model SEDTL/CRT in our own courses to support candidate academic learning and personal growth.

Our shifts in thinking about our own role as teachers of college students are related to a broader ongoing movement in which universities are experiencing paradigm shifts in teaching philosophies that may lead to greater focus on and support for the student inside the classroom. More than 2 decades ago, Barr and Tagg (1995) called for a move from what they called an *instruction paradigm*, or a teacher-centered focus on delivery of material, to a *learning paradigm*, or a student-centered focus on learning. They advocated a student-involved approach that made students equal

partners in the teaching and learning process. Today, Weimer's (2013) discussions of learner-centered teaching are reminiscent of the call for a shift to a learning paradigm. Learner-centered teaching aims for "the development of students as autonomous, self-directed, and self-regulating learners" (Weimer, 2013, p. 10) through engaging instructional approaches, including active (Prince, 2004), collaborative (Barkley, Major, & Cross, 2014), and reflective (Cook-Sather, 2011) learning tasks. The potential of such an instructional approach to address the social and emotional side of learning highlights its potential in addressing many concerns facing college students today.

Next Steps

With initial faculty development and infusion of SEDTL/CRT anchor competencies into our courses and programs, the next step is to begin to examine how the model is being implemented. We would like to broaden our focus to include not only faculty understanding but also faculty teaching behaviors and candidate uptake of the information. Productive areas of investigation include teaching strategies that provide opportunities to practice with and reflect on anchor competencies and teacher moves identified as areas of need in the baseline survey. Other important areas of focus include candidate beliefs about SEDTL/CRT and implementation of the information in their own course and fieldwork. A way of collecting evidence of candidate practice may be aligning our field evaluation observation instruments with the SEDTL/CRT framework. Such investigation activities should also have positive impact in terms of maintaining faculty learning gains and momentum from the PLC.

Conclusions

As previously mentioned, utilizing the PLC approach was seen as a valuable process for implementing SEDTL/CRT into our teacher preparation curriculum. Each core dimension—supportive and shared leadership, shared values and vision, collective learning and application, supported conditions, and shared practice (Hord, 1997, 2004; Hord & Sommers, 2008)—was utilized to promote faculty understanding, cohesion, and ownership. They helped strengthen faculty collaboration and provided new insights into pedagogy through shared practice. We encourage other institutions considering the PLC approach to consider what supportive conditions, shared vision, and shared leadership already exist in their departments and how these might be leveraged to inspire collective learning and shared practice. It is our intention and hope that all these strengthened relationships and practices will result in tangible benefits for all teacher candidates and the students whom they will serve in the future.

Note

[1] This work is based on the SEDTL/CRT schema shared at the 2017–2018 CRTWC TEI. The reader should note that a revised schema was published in 2019.

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