

Social and Emotional Learning in the Daily Life of Classrooms

■ **Workbook**

APRIL 2014



PROFESSIONAL LEARNING MODULE

About This Booklet

This *Social and Emotional Learning in the Daily Life of Classrooms Workbook* is intended for use with the following additional resources:

- *Social and Emotional Learning in the Daily Life of Classrooms Facilitator's Guide*
- *Social and Emotional Learning in the Daily Life of Classrooms Handouts*
- *Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers*
- Sample agenda
- Slide presentation (Parts 1 and 2)

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/>.

Adapting this Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

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Social and Emotional Learning in the Daily Life of Classrooms: Workbook

Connecting Teacher and Student Social and Emotional Learning to Professional Teaching Frameworks

April 2014

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■

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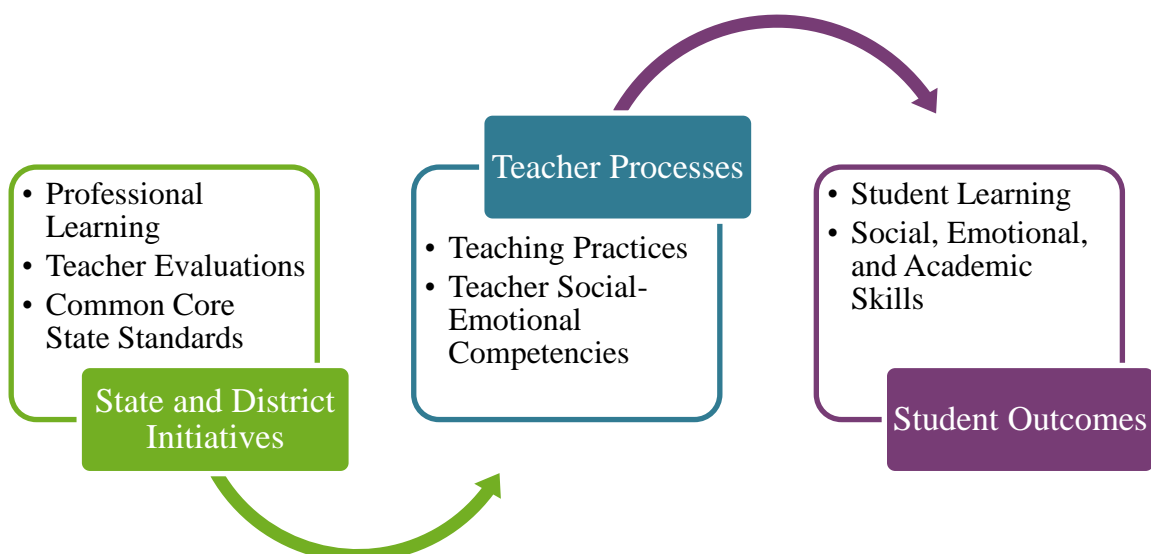
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Introduction

The purpose of this workbook from the Center on Great Teachers and Leaders (GTL Center) is to help state education agencies support districts as they manage the complexities of integrating multiple educator reforms concurrently. This workbook is part of a series of workbooks designed to support district leaders and school leadership teams to ensure that their instructional frameworks and teacher observation rubrics are aligned with other state and district initiatives.¹

This workbook is designed specifically to support the alignment of instructional frameworks with teaching practices that promote student social and emotional learning (SEL), as well as academic learning. Figure 1 provides a graphic illustrating how these efforts at instructional improvement might work together to drive instruction toward deeper levels of student learning, as well as develop students' social, emotional, and cognitive skills. Teaching the whole child is the final destination, with the teachers' practices and teacher's own social and emotional competencies² as the primary drivers in developing students' social, emotional, and academic skills. State and district initiatives, including teacher evaluation, professional learning supports, and the Common Core State Standards provide direction for teachers to promote student academic, social, and emotional learning. High-quality performance feedback during the evaluation process helps teachers know whether they are on the right track—and, if they are not, how to get back on track. Meanwhile, professional learning supports can help teachers enhance their instruction so that they become faster and smarter about how to get their students where they need to go. Alternatively, providing teacher's professional learning opportunities on their own and on student's SEL skills can further promote the integration of SEL and academic learning.

Figure 1. Integrating SEL Throughout the Schooling Process

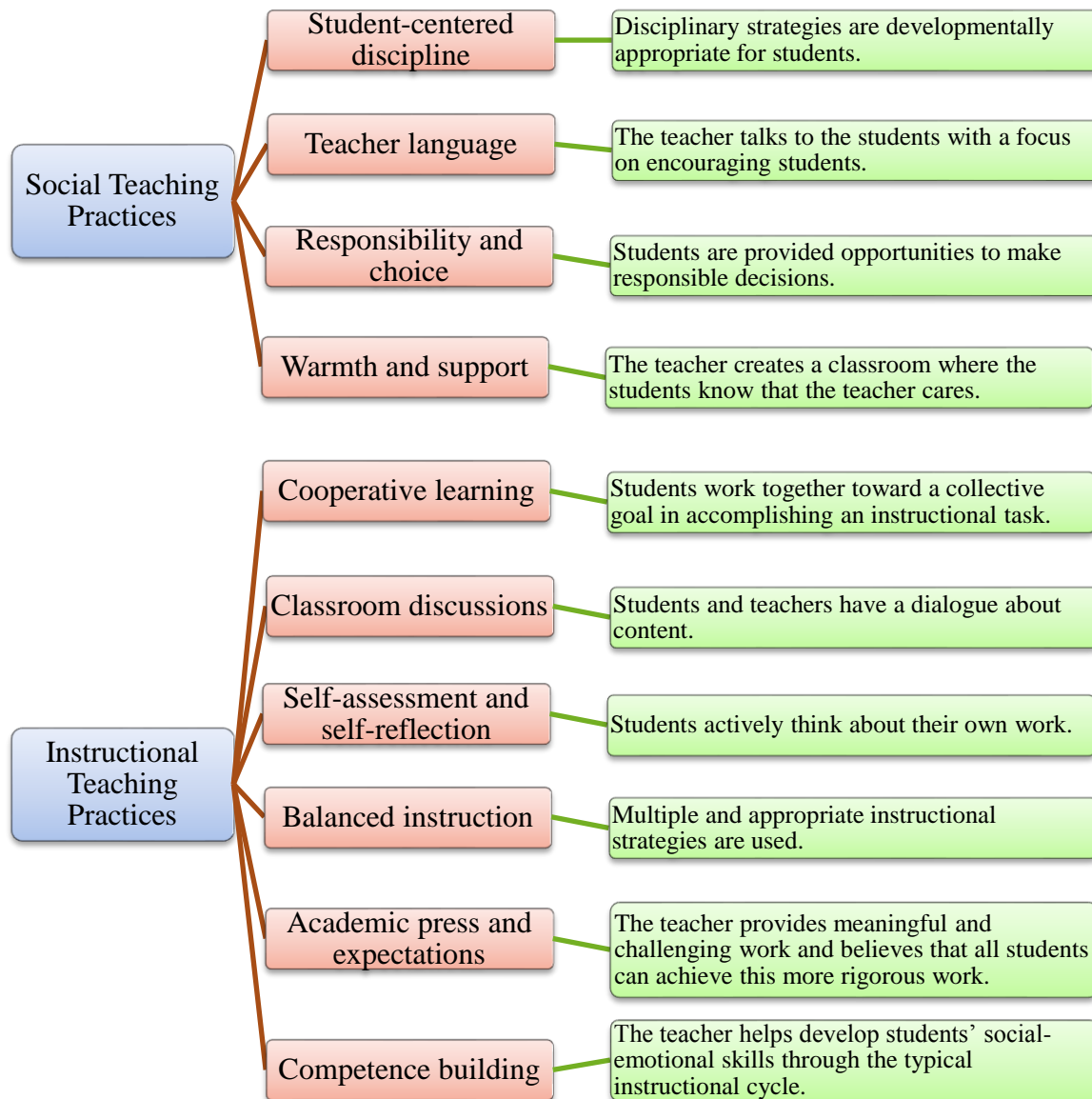


¹ For other workbooks (i.e., *Creating Coherence: Connecting Teacher Evaluations and Support Systems to the Common Core*), go to <http://www.gtlcenter.org/technical-assistance/professional-learning-modules>.

² We are not suggesting that teacher social and emotional competencies be included in teacher evaluation systems.

To achieve the development of the whole child, students will need teachers who teach in distinctly different ways than how many teachers have been teaching. Through a systematic process described in the research-to-practice brief *Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks* (<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>), GTL Center staff identified a working set of 10 teaching practices that promote SEL, as well as high standards for academic learning. These 10 practices can further be divided into two types of teaching approaches: those that focus on *social* teaching practices and those that focus on *instructional* teaching practices (see Figure 2). The GTL Center brief describes how these practices facilitate the development of student social, emotional, and academic skills. Definitions and examples of the 10 teaching practices are detailed in the self-assessment tool for teachers, *Self-Assessing Social and Emotional Instruction and Competencies*.

Figure 2. 10 Teaching Practices that Support SEL



Using This Workbook

This workbook guides district teams as they conduct a close examination of two important components—the professional practice framework used in their teacher evaluation system and their planned professional learning activities—to better understand the connections to the teaching practices that promote SEL. After these connections are identified, teams discuss how to strengthen those connections and address any gaps that have been identified.

Materials Needed for District Teams

Ensure that you have a copy of the following documents on hand (or accessible by computer):

- Your district’s teacher professional practice framework or evaluation instruments (e.g., teaching standards or instructional framework, rubrics, self-assessment forms)
- Any standards or statements regarding professional development (such as the district strategic plan, professional development menu, calendar, or other resources)

Getting Started

In this workbook, turn to the District Systems Review on page 5. The text of each SEL Teaching Practice appears in the left column. Workings individually or in groups, fill in the remaining cells of the chart. Work step-by-step, as follows:

Step 1

- Before you begin, in the box below, provide a description of your current professional practice framework for teacher evaluation

What is your professional practice framework?

Provide a general overview of your professional practice framework:

- Carefully read the SEL Teaching Practice text. Refer to *Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks* (<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>) as necessary.
- Review your district professional practice framework, looking for the domain, standard, component, or indicator(s) in which you see **explicit or implicit connections** to the teaching practice listed in the first cell. (Explicit connections do not require reviewers to infer beyond the description. Implicit connections may touch on the teaching practice but require the reviewer to infer beyond the description provided in the evaluation rubric to make a clear link.) Write the connections in the cell labeled “*Alignment to District Professional Practice Framework.*”

Step 2

- In the cell labeled “*District Professional Learning Initiatives, Offerings, Programs, or Supports,*” describe the kinds of professional learning opportunities, designs, and structures that are available for individuals or groups of teachers who struggle with the SEL teaching practice or with the aspects of the professional practice framework that you identified as explicit or implicit connections.
- If nothing is currently available, jot down some ideas for what could or should be made available.
- Also, indicate the funding stream (e.g., Title I, Title II, state allocation) that is being used or could be used if known.

Step 3

- Read the two “*Needed SEL Skills.*”
- Brainstorm some SEL skills that students and teachers need to successfully participate in the SEL teaching practice.

Step 4

- Read the three “*Questions for Consideration.*”
- Circle the best answer for each question (even if no option seems perfect).
- Fill in the “*Additional Notes*” cell, indicating any insights, concerns, questions, or potential policy implications. This is a space for you to write down any additional information you find relevant to implement this practice in your school or district.
- Repeat Steps 1, 2, 3, and 4 for each of the 10 SEL Teaching Practices.

Step 6

- In your team, answer the questions in the Putting It All Together section (page 15), and discuss the guiding questions in the Action Planning section (page 16).
- On page 17, indicate next steps and long-term goals in the first chart. Add any additional thoughts you may have in the second chart.

District Systems Review

Social Teaching Practices

1. Student-Centered Discipline

<p>Description: Student-centered discipline refers to when teachers use disciplinary strategies that are developmentally appropriate for their students and that motivate students to want to behave in the classroom.</p> <p>Example: Such discipline occurs when students have opportunities to be self-directive and have some say in what happens in the classroom. Students and teachers should develop shared norms and values in the classroom. This strategy allows students to connect the rules to the overarching vision of how the classroom is run and increases student buy-in. Similarly, teachers should enact consistent, proactive classroom management strategies that align with consequences.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
<p>Questions for Consideration</p>		
<p>3. To what extent is this SEL teaching practice explicitly included in the district professional practice framework? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>4. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>5. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to enact this practice successfully? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
<p> </p>		

2. Teacher Language

<p>Description: Teacher language refers to how the teachers talk to students. Teachers should encourage student effort and work, restating what the student did and what that student needs to do in order to improve.</p> <p>Example: For example, teacher language should not be simply praise (e.g., “You did a great job!”) but should encourage students (e.g., “I see you worked hard on your mathematics paper. When you really think about your work, and when you explain your thinking, you get more correct answers.”). In addition, teacher language should encourage students to monitor and regulate their own behavior, not just tell students how to behave (e.g., “What strategies have we learned when we come across a problem that we are not sure how to do?”).</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
<p>Questions for Consideration</p>		
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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3. Responsibility and Choice

<p>Description: Responsibility and choice refer to the degree to which teachers allow students to make responsible decisions about their work in the classroom.</p> <p>Example: The teacher creates a classroom environment where democratic norms are put into place and where students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned. Teachers give students controlled and meaningful choices. Other ways to get students to feel responsible in the classroom are peer tutoring, cross-age tutoring, or participating in a service-learning or community service program.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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4. Warmth and Support

<p>Description: Warmth and support refers to the academic and social support that students receive from their teacher and peers. Teachers create classrooms where the students know that teachers care about them.</p> <p>Example: Teachers demonstrate that they care about their students by asking students questions (academic and nonacademic), following up with students when they have a concern, providing anecdotes or stories, and acting in ways in which students know that taking risks and asking questions are safe in the classroom. In addition, teachers need to create structures in the classroom where students feel included and appreciated by peers and teachers (e.g., morning meetings or projects in which students get a chance to share what they learn).</p>	Alignment to District Professional Practice Framework	District Professional Learning Initiatives, Offerings, Programs, or Supports
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
Questions for Consideration		
<p>3. To what extent is this SEL teaching practice explicitly included in the district professional practice framework? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>4. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>5. To what extent do the district's current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers' ability to enact this practice successfully? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications		

Instructional Teaching Practices

5. Cooperative Learning

<p>Description: Cooperative learning is a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students are actively working with their peers using content in a meaningful way.</p> <p>Example: To implement cooperative learning effectively, teachers include five basic elements: (1) positive interdependence, (2) individual accountability, (3) promoting one another’s successes, (4) applying interpersonal and social skills, and (5) group processing (the group discusses progress toward achieving a goal). When implementing cooperative learning, teachers should have an element that requires collective and individual accountability to ensure that everyone participates in the learning task.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
<p>Questions for Consideration</p>		
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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6. Classroom Discussions

<p>Description: Classroom discussions refer to conversations students and teachers have regarding content. During classroom discussions, teachers ask more open-ended questions and prompt students to elaborate on their own thinking and that of their peers.</p> <p>Example: When classroom discussions are done well, students and teachers constantly build on each other’s thoughts, and most of the dialogue is student driven. To promote effective discussions, teachers must develop students’ communication skills. More specifically, teachers ensure that students learn how to extend their own thinking and expand on the thinking of their classmates. Students need to be able to listen attentively and pick out the main ideas of what classmates are saying.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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7. Self-Reflection and Self-Assessment

<p>Description: Self-reflection and self-assessment are instructional tasks whereby teachers ask students to think actively about their own work.</p> <p>Example: In order for students to self-reflect on their work, teachers should ask students to assess their own work. Students need to learn how to assess more rigorous work against performance standards that have either been provided by the teacher or cocreated in the classroom. Using the standards, students need to learn how to monitor the progress toward meeting the standards, as well as learn when and how to ask for help to meet that standard.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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8. Balanced Instruction

<p>Description: Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students opportunities to directly learn about the material as well as engage with the material.</p> <p>Example: An example of an active form of instruction is project-based learning. In project-based learning, students are actively involved in solving a problem, which could be completed collaboratively or independently. Even during independent projects, students typically have to rely on others to find information. During the project, students should plan, monitor, and reflect on their progress toward completion.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		

9. Academic Press and Expectations

<p>Description: Academic press refers to a teacher’s implementation of meaningful and challenging work; academic expectations focus on the teacher’s belief that all students can and will succeed. Students should sense that academics are extremely important, that the teacher wants students to succeed, and that they have to exert effort in challenging work in order to succeed.</p> <p>Example: Teachers should ensure that students feel pressure to succeed, as well as feel responsible for accomplishing or failing to accomplish their academic work. In order to be successful with this practice, teachers must know what their students are capable of doing academically and how students will respond emotionally to challenging work.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
<p> </p>		

10. Competence Building—Modeling, Practicing, Feedback, and Coaching

<p>Description: Competence building occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals and objectives of the lesson, introduction to new material or modeling, group and individual practice, and conclusion and reflection. Each part of the cycle helps reinforce particular social-emotional competencies when the teacher integrates them into the lesson.</p> <p>Example: Throughout the lesson, the teacher should model prosocial behaviors to the students, as well as provide feedback to students on how they interact with their peers and learn content. If problems arise between students in guided practice or with content, the teacher guides the students through problem-solving and conflict-resolution strategies.</p>	<p>Alignment to District Professional Practice Framework</p>	<p>District Professional Learning Initiatives, Offerings, Programs, or Supports</p>
	<p>Needed SEL Skills</p>	
	<p>1. What social, emotional, and cognitive skills do students need to exhibit in order to effectively participate in this teaching practice?</p>	<p>2. What social, emotional, and cognitive skills do teachers need in order to enact these practices effectively?</p>
<p>Questions for Consideration</p>		
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<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
<p> </p>		

Putting It All Together

1. **Discuss With Your Team:** Overall, based on your results, what are the top three skills and competencies that student *and* teachers need to develop in order for these practices to be implemented successfully across classrooms and schools? (If you are having trouble thinking about which skills and competencies to place here, fill in this box after you complete *Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers.*)

Students' Skills and Competencies	Teacher's Skills and Competencies

2. In the following box, indicate the number of times you (or your group) circled *to a great extent*, *to some extent*, or *not at all* in response to whether your district framework explicitly includes the SEL teaching practice (question 3 in the Questions for Consideration):

To a great extent	To some extent	Not at all

3. In the following box, indicate the number of times you (or your group) circled *all or nearly all*, *most*, or *only some* in response to how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this practice (question 4 in the Questions for Consideration):

All or nearly all	Most	Only some

4. In the following box, indicate the number of times you (or your group) circled *to a great extent*, *to some extent*, or *not at all* in response to whether your current and planned professional learning offerings provide adequate support to teachers to successfully enact the SEL teaching practice (question 5 in the Questions for Consideration):

To a great extent	To some extent	Not at all

5. **Discuss With Your Team:** Thinking about your results throughout, how well are the district's educator evaluation and development initiatives currently integrated with social and emotional learning implementation? Write two to three sentences to support your conclusion.

Action Planning

Based on your “Putting It All Together” discussions and analyses (page 15), how would you (or your team) answer the following policy questions? Use these questions to think of your next steps and long-term plans.

Professional Teaching Practice Framework Used in Teacher Evaluations Guiding Questions

1. How can we strengthen the connections between our professional teaching practice framework and student academic, social, and emotional learning?
 - a. What additional supports (e.g., tools, trainings, and materials) would be helpful for supervisors and teachers? What might these look like?
 - b. What revisions, if any, should we make to our instruments to ensure that supervisors capture evidence of instruction for SEL? If so, what guidance could we provide to observers to capture the evidence?
 - c. Should our district focus teacher evaluations on particular domains that are strongly linked to the SEL teaching practices? What are these domains or components?
2. What additional assistance do supervisors need to help understand these connections?
3. If changes to the professional practice framework are deemed necessary, what needs to be done to make these changes? Use the next page, “Next Steps,” to think about who will be responsible for making these changes and how these changes will be rolled out to staff.

Professional Learning Guiding Questions

4. How can our professional learning experiences be used to understand how SEL promotes student mastery of the Common Core State Standards?
5. How can we develop professional learning experiences that provide opportunities for teachers to understand the connections between various initiatives?
6. Do our professional learning opportunities support teachers’ continual improvement in implementing the SEL teaching practices and student SEL skills in a coherent way?
7. Do our professional learning opportunities address the disconnects identified between the practices needed for teaching the academic, social, and emotional skills of students and the practices promoted in the professional practice frameworks?
8. What opportunities exist for teachers to receive feedback from peers, mentors, or coaches as they attempt to improve on their ability to implement the SEL teaching practices? Are instructional leaders able to effectively model the SEL teaching practices and lead professional conversations about them? Are activities undertaken by professional learning communities supporting instruction that supports teaching the whole child?

Next Steps and Long-Term Goals

9. Based on our findings from this systems review, what are our immediate next steps and long-term goals for creating coherence among SEL, teacher evaluation, and professional learning? In the following chart, describe the five immediate next steps, who is responsible for each step, and the timeline for completing each. In addition, make sure to determine when the next group meeting will be to discuss this again. Finally, write down your long-term district goals for creating SEL connections or additional notes that you have to implement SEL in your school and district.

Next Steps

Immediate Next Steps
Action Step 1
Action Step 2
Action Step 3
Action Step 4
Action Step 5

Long-Term District Goals for Creating SEL Connections OR Additional Comments

Appendix. Glossary of Key Terms

Proactive classroom management strategies—strategies that promote positive classroom interactions with students. Teachers know the students well enough to prevent them from acting up. Thus, these strategies occur without any misbehavior actually occurring.

Reactive classroom management strategies—strategies teachers use after the students have misbehaved. These strategies are a reaction to student misbehavior.

Active instruction—instruction that occurs when the teacher provides activities that actively engage the students. This includes such teaching practices as projects and group work.

Direct instruction—instruction that occurs when the teacher provides information directly to the students. This includes such teaching practices as lectures, workbooks, and worksheets.

About the Center on Great Teachers and Leaders

The Center on Great Teachers and Leaders (GTL Center) was created to help states leverage their strengths to improve the educational attainment of all students by ensuring an effective teacher in every classroom and an effective leader in every school. Funded by the U.S. Department of Education, the GTL Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes seven content centers that focus on specific areas of expertise and 15 regional centers that provide services primarily to state education agencies to enable them to assist districts and schools.

In its role as a content center, the GTL Center is responsible for providing in-depth knowledge, expertise, and analyses to regional centers and the states they serve. The GTL Center disseminates information about scientifically based research on effective practice, creates research-based products, and provides expertise that regional centers can use in delivering technical assistance to states.

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