



**PROFESSIONAL DEVELOPMENT
CURRICULUM AIMED AT
REDUCING TEACHER BURNOUT**
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Abstract

The research involved in this Capstone is focused on the topic of teacher burnout and attrition. The prevalence and impact of teacher burnout are explored in addition to the causes and researched strategies for improvement. Teacher burnout can have a negative impact on both students and teachers. The causes of burnout are connected to lack of support, personal emotions and stress, lack of teacher training and high teaching demands with low pay. Research suggests that increased administrative support, training in regulating emotions, improved building relationships and training on how to address student issues can all help to reduce teacher burnout. This curriculum is based around a 21st Century Skills framework to not only help teachers grow their digital literacy skills but because of the multiple categories of burnout that the framework addresses. The researched strategies can fit into the framework well and can support teachers in learning the 21st Century Skills that they are meant to be teaching to students. The curriculum is built to be inclusive and provides opportunities to build relationships, develop a positive mindset, build and share coping strategies and learn how to better help students in their varying needs.

Keywords: Teacher Burnout, Social Emotional Learning, 21st Century Skills

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Chapter 1: Introduction

Teacher burnout is a prevalent issue in education, impacting educators all over the globe (Garcia-Arroyo et al., 2019). There are several articles on the causes of burnout and different strategies that have been successful to meet specific causes of burnout, but no comprehensive curriculum that addresses multiple burnout categories (Ansley et al., 2021; Altan & Lane, 2017; Carver-Thomas & Darling-Hammond, 2017; Huk et al., 2019; Iancu et al., 2018; Oliveira et al., 2021; Saloviita & Pakarinen, 2021; Shelemy et al., 2021). Research suggests that there are several key factors to burnout including student behavior, access to a support system and views on self efficacy (Huk et al., 2019). By developing a curriculum that provides strategies for addressing student behavior and needs, creating a support system through relationship building and increasing a positive mindset in staff, several burnout categories are being met (Dreer, 2021; Huk et al., 2019).

This Capstone Project will focus on aiming to reduce teacher burnout through the use of a professional development curriculum. A curriculum has been created because this method provides the opportunity to address multiple causes of burnout through the unit activities. Each unit is designed to build communication skills and foster positive relationships between teachers, students, the community and administrators. The activities are designed to be engaging and inclusive, allowing opportunities to move between sessions and learn in different settings. There are activities that allow educators to collaborate, work in small groups, work independently and also time to sit passively and take in new information. Time to problem solve and apply new learning is built into each unit to allow teachers time to implement what they are learning. The curriculum is designed to help teachers practice and improve upon their 21st Century Skills. Social Emotional Learning is a part of each unit activity as well to help educators build a

resource of coping skills and strategies that they can apply to their own lives. Activities are designed to build a positive mindset and celebrate successes to help educators build positive self-efficacy views.

The goal of the curriculum is to help show educators that they are already making great connections in their classrooms, that they have many skills they can share with each other and that they have a community of people to support them in their teaching. The framework utilized is built around 21st Century Skills because it allows customization of the topics to also address multiple categories of burnout in educators. The framework also allows educators to build their own 21st Century Skills that they are meant to be helping students learn. Educators will practice learning in the form of professional engagement, digital resources, teaching and learning, assessment, empowering learners and facilitating learners digital competence (Caena & Redecker, 2019). This curriculum provides learning within those 21st Century categories in addition to learning about inclusion, trauma informed practices and Social Emotional Learning. This project provides an outline for activities that can be utilized to improve professional development practices that aim to reduce burnout and the researched reasoning as to why it is needed. This Capstone Curriculum will be shared with local professional development planners to help improve current professional development practices within the school district. The goal is to help create positive local change in the district. This curriculum will be published so that other educators can utilize the format, research, or curriculum itself to inform their own professional development practices.

Definition of terms

- Social Emotional Learning: "...the process through which children and adults develop the skills, attitudes, and values required to acquire social and emotional competence" (Elias et al., 1997, p. 2)
- Trauma Informed Teaching: Teaching that is cognizant of the impact trauma can have on students and how it impacts classroom learning.
- Self-Efficacy: Used to describe a person's view of their own effectiveness.
- Burnout: "Burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy" (World Health Organization, 2019).
- 21st Century Skills: "The 21st-century skillset is generally understood to encompass a range of competencies, including critical thinking, problem solving, creativity, meta-cognition, communication, digital and technological literacy, civic responsibility, and global awareness..." (Kim et al., 2019, as cited in Dede, 2010).

Chapter 2: Literature Review

Designing Professional Development Curriculum Aimed at Reducing Teacher Burnout

Teacher burnout is a widespread issue in education today and has been discussed as an issue since it became an established term in 1974 (Freudenberger, 1974; Garcia-Arroyo, 2019). There are professional development curricula that address emotional needs, classroom management or engagement, but not one that combines multiple approaches into one. The focus of this capstone project is designing a curriculum for professional development that works to improve teacher burnout levels in educators. In conducting the research, first the multiple causes of burnout was researched, followed by recommended solutions for addressing burnout.

Data was collected through searching terms that connected to teacher burnout, teacher burnout and high school in the U.S., teacher retention, causes of burnout and American, burnout syndrome in secondary schools and United States, personal life events and teacher burnout, effective mentorship, training in relationship building between staff, training and support for teachers emotional needs, training in inclusive practices, professional development curriculum for burnout in teachers, mental health resources for teachers, teacher burnout data in united states, teacher burnout rates, professional development curriculum for teachers and teacher professional development to reduce burnout. Data was collected from Google Scholar and the EBSCO host library system. Related articles were researched and compared to find similarities and differences in the topics and approaches. Research on varying causes from multiple sources informed which solutions could be combined to find topics for a professional development curriculum. Any gaps in the literature were then researched to see if information existed on the topic. Research topics that were mentioned by several authors were included to show trends in

the research. A framework for professional development curriculum that supports reducing teacher burnout is also explored.

Issue of Teacher Burnout and Attrition

Burnout is described as an onset of exhaustion, fatigue, frustration, irritability, anger, self-isolation, decreased work performance and can even cause physical health issues in those that experience it (Freudenberger, 1974). It is known to commonly impact people that are high achievers working in jobs that require them to meet the needs of other people (Freudenberger, 1974). Since the work of Freudenberger in 1974, teacher burnout has been researched as a global issue. A meta-analysis of teacher burnout interventions explored 156 teacher burnout studies from 36 different countries showing a high prevalence of this issue in the field of education throughout the world (Garcia-Arroyo et al., 2019). Although teacher burnout is a global issue, two different studies have found that cultural differences have an impact on what burnout looks like for people in different countries and that each country may need customized interventions based on their individual needs (Dreer, 2021; Rinke & Mawhinney, 2017). Research for this Capstone will focus primarily on the United States. Some of the research involved shares insights into what has worked for others in other countries or what struggles also occur in other countries (Dreer, 2021; Rinke & Mawhinney, 2017; Shelemy, 2019).

Teacher burnout is studied as one of the main causes of teacher attrition which is when people leave the field of education (Rumschlag, 2017). Teacher attrition is considered the main reason for teacher shortages in the United States and the number of shortages has been increasing each year (Sutcher et al., 2019). In order to fill all the open teaching positions, measures are taken that can impact students and the quality of their experience. Schools may hire less experienced teachers, make class sizes larger or cut programs altogether (Carver-Thomas &

Darling-Hammond, 2017). Burnout increases teacher attrition which impacts students, the programs students are offered and their overall learning experience (Carver-Thomas & Darling-Hammond, 2017). The negative effects of teacher burnout does not just effect the quality of teachers, programs and experience but it can also effect the success and wellbeing of both students and fellow teachers (Dreer, 2021;Fitchett et al., 2021).

Impact of Burnout on Students and Co-Workers

Teacher burnout and subsequent turnover can negatively impact student learning, faculty relationships and the quality of educators over time (Fitchett et al., 2021; Jennings et al., 2019). Burnout in teachers can impact the teachers ability to build relationships with students, manage the classroom and discipline students appropriately (Huk et al., 2019). A study of 406 fourth to seventh grade students and their teachers in Canada found that the stress level of teachers directly impacted the level of stress in their students (Oberle & Schonert-Reichl, 2016). The study evaluated burnout levels in teachers and then did saliva cortisol swabs of their students at different times of the day (Oberle & Schonert-Reichl, 2016). The results showed that students that have teachers experiencing burnout are shown to have an increase in stress and behaviors (Oberle & Schonert-Reichl, 2016). Higher levels of stress, less support from burnt out teachers, and exposure to negative emotions can all impact student achievement (Dreer, 2021; Huk et al., 2019; Fitchett et al., 2021; Oberle & Schonert-Reichl, 2016). Colleagues can also be impacted negatively by teacher burnout through the leaving of experienced teachers and thus loss of relationships (Fitchett et al., 2021). Mentorship programs that rely on experienced teachers suffer from teacher attrition of said teachers (Rumschlag, 2017). Relationships between both students and co-workers can be negatively impacted by teacher burnout and attrition. Knowing burnout

can negatively impact a large number of people, it is important that contributing factors to burnout and suggestions for how to address them are researched.

Contributing Factors to Teacher Burnout and Attrition

There are several contributing factors to the ongoing issue of teacher burnout and attrition. The factors that are prevalent in several research studies include lack of support, personal emotions and stress, lack of teacher training and teaching demands with low pay. Understanding the contributing factors to burnout and attrition will be important in the understanding of what can be done to reduce burnout.

Lack of Support

Lack of support is researched as one of the contributing factors to teacher burnout (Huk et al., 2019; Iancu et al., 2017; Saloviita & Pakarinen, 2021). A study of 79 high school teachers from New York and New Jersey suggests that increased support from administrators can reduce burnout and that support from colleagues is unrelated to burnout levels (Huk et al., 2019).

Alternatively, a study of 4567 Finnish primary school teachers suggests that support from both colleagues and administrators can reduce burnout (Saloviita & Pakarinen, 2021). In both cases administrative support had an impact in increasing or decreasing burnout levels depending on the level of support. In a qualitative study of U.S. teachers that left the profession, 16 of 24 mentioned lack of support from administration as a contributing factor to them leaving the field (Rinke & Mawhinney, 2017). Lack of support specifically relating to social and emotional resources can contribute to burnout (Kratt, 2018; Oliveira et al., 2021).

Personal Emotions and Stress

Personal emotions and stress in teachers can be a cause of teacher burnout. Stress can be caused by reasons such as student behavior, workload or issues within the organization (Fitchett

et al., 2021; Jennings et al., 2019). Research suggests that teacher perception of student behavior and their personal mindset can be part of the issue (Huk et al., 2019). When teachers have irrational beliefs about their situation they are shown to experience higher levels of stress and lower self-efficacy views (Huk et al., 2019). A meta-analysis of 13 studies reviewing the impact of Social Emotional Learning on teachers also mentions the perception of personal circumstances as a contributing factor to burnout (Oliveira et al., 2021). Lack of training in social emotional competencies can impact teacher stress, performance, interactions, student learning and both teacher and student well-being (Altan & Lane, 2018; Jennings et al., 2019). Without social emotional training, teachers may have increased negative views on personal circumstance, student behavior and overall self-efficacy views. Teachers have been asked to implement mental health interventions and identify and support students' mental health without being introduced to training themselves (Shelemy, 2019). Lack of training in personal emotions and stress can impact a teachers' ability to support their students.

Lack of Teacher Training

Mental health is becoming a more widespread topic in education, a study of 49 teachers in the UK found that many teachers are not trained in how to identify needs, teach coping strategies or handle behaviors (Shelemy, 2019). Teachers could benefit from more training in communication skills and handling various mental health circumstances (Fitchett et al., 2021; Shelemy, 2019). If teachers do not understand the social emotional skills they are teaching, they are unable to teach them effectively (Jennings et al., 2019). Training in addressing student behaviors and increasing engagement are needed to address the issue of teacher self efficacy (Huk et al., 2019). Knowing how to handle behaviors can impact teacher self-efficacy views. High numbers of students with high levels of need were reported to increase teacher burnout

levels (Saloviita & Pakarinen, 2021). On-going training in inclusion is suggested to meet the needs of students in varying situations (Huk et al., 2019; Messiou, 2018; Shelemy, 2019).

Research highlights a lack of training in key areas such as mental health, student behaviors, engagement, communication and inclusion (Huk et al., 2019; Fitchett et al., 2021; Messiou, 2018; Shelemy, 2019).

Teaching Demands & Low Pay

Some of the researched causes of teacher burnout include the demands of the job and low pay levels (Rinke & Mawhinney, 2017). Issues with work-life balance and the overwhelming amount of work compared to pay is one of the reasons teachers leave the field of education (Rinke & Mawhinney, 2017). Challenges with workload include not only the physical demands of teaching but emotional demands also (Oliveira et al., 2021; Rinke & Mawhinney, 2017; Shelemy, 2019). Demands of learning how to help students with differing needs, developing effective teaching strategies and coping strategies can all contribute to teacher burnout levels (Oliveira et al., 2021; Saloviita & Pakarinen, 2021). Teachers are required to deal with the impact of serious life events and how to help students with how to deal with them with little training on the topic (Shelemy, 2019; Tiech Fire et al., 2022). Serious life events could include the loss of a parent, friend or family member. Learning what strategies have been successful in decreasing teacher burnout could be helpful in addressing teacher burnout and in turn teacher attrition.

Curriculum Framework

The European Digital Competence Framework for Educators is a framework for teachers to improve 21st Century Skills (Caena & Redecker, 2019). The framework that develops 21st Century Skills also addresses several of the issues contributing to burnout in educators. The

framework includes six digital competencies such as (a) professional engagement, (b) digital resources, (c) teaching and learning, (d) assessment, (e) empowering learners, and (f) facilitating learners digital competence (Caena & Redecker, 2019). Each of the six categories have subcategories that will be considered as topics for professional development. An example of some of the subcategories include professional collaboration, inclusion and accessibility, guidance and creating and modifying lessons (Caena & Redecker, 2019). Many of these topics can be shaped to address the issues that increase burnout levels in teachers. The European Digital Competence Framework for Educators is built to be flexible enough to be utilized by a variety of cultures in varying contexts (Caena & Redecker, 2019). For example, with the framework topic of professional engagement and empowering learners, educators can receive training in digital engagement strategies and trauma informed teaching to help increase 21st Century Skills and also reduce burnout by addressing multiple causes. This capstone will utilize aspects of this framework to design professional development activities that work to reduce burnout in educators.

A study of three teacher leaders explored factors that fostered strong professional development (Spratt, 2019). This differentiated framework utilized the learner-oriented model of leadership (Spratt, 2019, as cited by Drago-Severson, 2009). The model uses teaming, leadership opportunities, collegial inquiry and mentoring to build differentiated learning for teachers (Spratt, 2019, as cited by Drago-Severson, 2009). Developing a curriculum that incorporates time for reflective collaboration is shown to be beneficial to teachers personal growth (Spratt, 2019). In addition, the research recommends building relationships with students, learning in different contexts, visits from assumption-challenging speakers, lasting relationships with fellow educators and practicing problem solving skills (Spratt, 2019). These two frameworks will be

utilized as tools for designing a professional development curriculum that works to reduce burnout in educators. Understanding the causes of teacher burnout and attrition is essential to understanding the ways their prevalence can be reduced.

Studied Support Interventions to Reduce Teacher Burnout and Attrition

Interventions aimed at reducing educator burnout have been widely explored in the education field. Supportive interventions are researched in the categories of increased administrative support, regulating emotions, relationship building, and student behavior training and support. Addressing each of these researched support interventions and including them in the professional development training could help to lower burnout in educators.

Increased Administrative Support

Support from administration is recognized as a way to reduce burnout in teachers (Huk et al., 2019; Reitman & Karge, 2019). A study of 60 teachers in California found that the teachers they interviewed attributed their success and retention in teaching in part to support from administrators and colleagues (Reitman & Karge, 2019). Additional research supports the idea that strong relationships with administrators and teachers can reduce burnout and increase job satisfaction and teacher retention (Dreer, 2021; Fitchett et al., 2021; Geeraerts et al., 2018; Hairon et al., 2020). Positive relationships with colleagues can create opportunities to discuss challenges, strategies and build a community of support (Geeraerts et al., 2018; Hairon et al., 2019; Messiou, 2018; Reitman & Karge, 2019). Administrative support in the area of social emotional learning for teachers has been studied and shown to be effective in reducing emotional exhaustion (Oliveira et al., 2021). Administrative support in building positive relationships in addition to teacher agency over their work can work to reduce burnout in teachers also (Rumschlag, 2017). Teacher agency in practice and policy making is suggested to reduce

burnout and attrition (Dreer, 2021; Rinke & Mawhinney, 2017). Administrators can provide support to teachers by being present, offering feedback, training and opportunities to build relationships with their school community (Geeraerts et al., 2018; Hairon et al., 2019; Messiou, 2018; Oliveira et al., 2021; Reitman & Karge, 2019). Teachers need support through any job position changes that may occur between subjects or grade levels (Reitman & Karge, 2019). Teaching is a job where learning is on-going and having a community of support can encourage teachers to get the help they need (Reitman & Karge, 2019).

Regulating Emotions: Resilience, Positive Emotions, Self-Efficacy

Support in the area of regulating emotions through building resilience, positive emotions and self-efficacy have been shown to decrease burnout levels in teachers (Ansley et al., 2021; Altan & Lane, 2018; Dreer, 2021; Huk et al., 2019; Reitman & Karge, 2019; Rinke & Mawhinney, 2017). Training that addresses the social-emotional needs of teachers is shown to reduce burnout levels in teachers (Iancu et al., 2019; Jennings et al., 2019; Oliveira et al., 2021). A study of 224 elementary school teachers from New York found that the CARE program which stands for “Cultivating Awareness and Resilience in Education” reduced distress and had lasting effects throughout the course of the school year (Jennings et al., 2019, p. 1). The study of 60 teachers from California also mentions resilience building as a way to support teachers (Reitman & Karge, 2019). Alternatively, frustration tolerance training is mentioned as an avenue for support which could be interpreted as resilience also (Huk et al, 2019).

Of the different categories of teacher burnout, positive emotions seem to have the biggest impact according to a study of 511 German teachers (Dreer, 2021). Support in the area of positive emotions and coping skills can support teachers in dealing with stress that comes with the job (Altan & Lane, 2017; Ansley et al., 2021; Dreer, 2021; Kratt, 2018; Reitman & Karge,

2019). Research suggests that training in coping strategies and loss is connected with lower levels of grief and PTSD in teachers experiencing the loss of a student (Tiech Fire et al., 2022). Teacher perception of their life and events has a strong impact on how they operate within the classroom (Altan & Lane, 2017). Curriculum that addresses mental health needs of teachers could be developed to reduce burnout (Kratt, 2018). Specifically, teacher views on self-efficacy are repeated throughout the research as a factor in teacher burnout (Dreer, 2021; Huk et al., 2019; Jennings et al., 2019; Reitman & Karge, 2019). Research from several studies support the idea that training in the social emotional competencies is more lasting and effective when given over an extended period of time (Jennings et al., 2019; Oliveira et al., 2021; Reitman & Karge, 2019). Several trainings throughout the year that focus on the topic may help to emphasize the importance of social emotional learning. A study of 51 teachers found that teachers favored online training in mindfulness and coping strategies, but there was no shown increase in social support through this method (Ansley et al., 2021). Social support and community relationships are shown to reduce burnout and stress in teachers (Dreer, 2021; Geeraerts et al., 2018; Hairon et al., 2020; Messiou, 2019; Oliveira et al., 2021; Reitman & Karge, 2019; Rinke & Mawhinney, 2017). Online training in mindfulness and coping strategies could be helpful in reducing burnout as long as social support and community relationships are also being fostered in other ways.

Relationship Building

Having strong relationships within a school community has shown to decrease burnout levels in educators and help to retain teachers in the field (Hairon et al., 2020; Iancu et al., 2017; Reitman & Karge, 2019; Rinke & Mawhinney, 2017). Relationships between teachers and students, teachers and colleagues and teachers and parents can all have a level of impact on the teacher (Iancu et al., 2017; Oliveira et al., 2021; Reitman & Karge, 2019). Mentorship programs

that pair new teachers with experienced teachers can improve relationships in the building, build on institutional knowledge and increase feelings of efficacy in teachers (Carver-Thomas & Darling-Hammond, 2017; Geeraerts et al., 2018; Hairon et al., 2020; Reitman & Karge, 2019; Rinke & Mawhinney, 2017). A study of 27 Belgian and Finnish teachers found that the mentoring experience revitalized senior teachers and helped to support new teachers (Geeraerts et al., 2018). Both formal and informal activities helped to build relationships and share knowledge between teachers (Geeraerts et al., 2018; Hairon et al., 2020; Reitman & Karge, 2019). Training in communication skills and empathy is suggested to improve relationships in the school community (Fitchett et al., 2021; Reitman & Karge, 2019). Collaboration between teachers can increase inclusion practices which can improve teacher feelings of self-efficacy (Kratt, 2018; Messiou, 2019; Saloviita & Pakarinen, 2021; Shelemy, 2019). When collaborating, teachers share ideas, techniques and practices that help better support the individual needs of students.

Student Behavior Training and Support: Intervention plans, engagement, inclusion

Training for teachers in how to implement intervention plans, increase student engagement and increase inclusion are all shown to reduce teacher burnout (Dreer, 2021; Huk et al., 2019; Kratt, 2018; Messiou, 2019; Reitman & Karge, 2019; Saloviita & Pakarinen, 2021). Training for teachers on how to implement intervention programs is shown to improve their efficacy (Huk et al., 2019; Shelemy, 2019). Teachers need ongoing support in how to meet the varying needs of their students. Inclusion training that allows for collaboration between teachers has shown to increase inclusion levels which can reduce burnout in teachers (Kratt, 2018; Messiou, 2019). Training in effective engagement strategies is also shown to improve student

learning and behavior which can reduce burnout in teachers (Huk et al., 2019; Reitman & Karge, 2019).

Gaps in the Literature

Currently there is not much research on a comprehensive professional development curriculum that meets the need of multiple burnout categories. Much of the literature is based on a specific aspect of teacher burnout such as emotional needs, student behavior or engagement. Curriculum that addresses multiple facets of teacher burnout is not widely researched or available. Teacher benefits and access to health resources is not widely talked about in the research discussing burnout in teachers but could have an impact on burnout levels. The willingness of burnt out teachers to participate in activities is also not highly researched.

Conclusion

Teacher burnout is a widely researched topic across the globe. It is an issue that has been impacting the field of education for years. In recent years, some studies have identified successful interventions that have worked for teachers in certain areas of the world. There are approaches to meet emotional needs of teachers or how to improve student engagement or relationships, but there is no research out there that combines these techniques into a comprehensive curriculum for teachers. The causes of teacher burnout vary across the research, but there are a few topics that are repeated throughout. The goal of this capstone is to design a professional development curriculum that aims to reduce burnout through the use of recommended strategies that address multiple causes of teacher burnout. The framework for the curriculum will be based around the European Digital Competence Framework for Educators and the learner oriented model of leadership (Caena & Redecker, 2019; Spratt, 2019). The professional development curriculum that fosters support from administration, support in

regulating emotions, support in relationship building and support in addressing student needs could work to reduce the causes of burnout in teachers.

Chapter 3: Curriculum Overview

This curriculum is designed to reduce burnout in educators working in secondary schools in the United States of America. The short term goals of the curriculum are to provide strategies to teachers that help them on a personal and professional level. The long term goals are to reduce burnout in educators over time and increase retention of teachers in the field of education. This curriculum is organized to build relationships, provide strategies, and offer support to educators in various high need categories. Each unit begins with a relationship building activity because of the impact of community connection on reducing burnout. To remain engaging and provide balance to educators, the activities are broken down into one hour sessions that focus on varying topics. The day is built to have time for communication, connection, collaboration, new learning, time to reflect and create and time to focus on personal or professional needs. Through this organization of time, teachers can apply what they have learned and can receive support for varying needs. Every unit has a relationship building aspect and a social emotional learning aspect to continue to revisit and emphasize the importance of those two specific needs. The inclusion of these topics are meant to highlight the fact that educators are there to work together and they have a community of support all around them. The curriculum is meant to be delivered by school administrators to help build administrative support within the professional development process. Administrators are facilitating learning and are part of the process themselves.

Framework

This curriculum utilizes The European Digital Competence Framework for Educators which aims to improve 21st century skills (Caena & Redecker, 2019). This particular framework provides training for educators in 21st century skills that they are required to teach but never learned in school themselves. Several of the categories fit the needs of reducing burnout in educators. Training in communication, collaboration, inclusive practices, digital citizenship, assessment and reflection can all be applied to professional development that reduces burnout in educators. In addition to the framework on 21st century skills, learning activities will follow the learner-oriented model of leadership (Sprott, 2019, as cited by Drago-Severson, 2009). This model uses leadership opportunities, teaming, mentoring and collegial inquiry. In addition it encourages positive relationships between staff and between students, challenging perspectives with dynamic speakers, engaging staff through learning in different contexts and practicing problem solving. Through the combination of these strategies in professional development design, activities can be built that foster community, support and growth.

Curriculum Evaluation

The curriculum will be evaluated through the use of digital staff surveys toward the end of each professional development day. The survey will evaluate the level of engagement on each topic, aspects of professional development that were appreciated and recommendations for improvement. The results will provide insight into the most effective training and if anything should be adjusted or improved for future years. Sharing feedback on professional learning could empower teachers to think critically about areas they would like to see further professional development in.

Potential Challenges

Potential challenges may include getting teachers to utilize the time as intended. Making sure they are actually collaborating and participating in activities in a way that is helpful. Creating a positive and supportive environment will need to be the main focus in order to encourage participation and help people feel comfortable enough to share. Support and participation from administration is what could be helpful in encouraging participation. Building a positive growth mindset will require everyone to be on board and that could be a challenge if there is not already an established community of support.

Curriculum Map

	Unit 1	Unit 2	Unit 3	Unit 4
Topic 1	Connections & Relationship building: Staff: new vs. experienced groups & cross curricular groups	Impact of the Teacher & Engagement Strategies	Connections & Relationship building: Cross-curricular groups	Connections & Relationship building: Community activities & strategies
Topic 2	SEL for teachers: Hobbies (20 min.), Mindfulness & Self Care (20 min.), Health (20 min.)	Connections & Relationship Building: Students	Speaker: Teacher Impact	Gauging growth & celebrating successes, positive assessment strategies.
Topic 3	Inclusive Practices for Differently Abled Individuals: Differentiation based on subject matter. Special education teachers spread throughout the groups. Ex.(English teachers together, encore teachers together etc.) Discuss challenges (30 min.) & Strategies. (30 min.)	Teacher Collaboration Share: Most engaging activity you've tried & why you think it worked well	Trauma Informed Teaching Strategies	Assessment Practices: Small groups based on subject matter -Formative vs Summative -Sharing methods or rubrics or examples of assessment -Discussing differing needs & differentiation
Topic 4	Reflect & Problem Solve to find solutions to meet the needs of high risk students Create: build or adjust lessons either individually or in groups	Digital Tools, Strategies for use & Safe Practice	Problem Solving Workshop: Group Problem Solving to Address Trauma in the Classroom	Analyzing student progress & reflecting on assessment use. Time to problem solve and create content.
Topic 5	Discuss progress & get feedback from inclusive practices group (30 min.), Personal Planning Time to adjust needed resources (30 min.)	Reflection & Content Creation: Games, Formative Activities, Designing Group Work	Reflection & Content Creation Time: Goals to support students mental & emotional health	Department collaboration time: time to discuss lessons, current events, communicate as a group
Topic 6	Share in small groups some good things happening in class or in personal life with colleagues. Feedback on PD activities.	Feedback on PD activities SEL for teachers: Mindfulness, Music, Art, Stretching, Walk & talk options	Teacher conversation & support. Teacher SEL & time to decompress. Feedback on PD activities	Community connections: send 5 positive emails home to different families about student progress. Feedback on PD activities. Teacher SEL time.

Chapter 4: The Curriculum

Unit 1 Introduction

Unit 1 is designed to build relationships between staff so that they can utilize their support system throughout the year. Staff Social Emotional Learning is introduced on the first professional development day and is reinforced throughout the other units to emphasize the benefits of teachers taking care of their physical and emotional health (Altan & Lane, 2017; Ansley et al., 2021; Dreer, 2021; Kratt, 2018; Reitman & Karge, 2019). The time to discuss inclusion strategies and how to help students with differing needs is meant to help teachers practice using their community for support (Kratt, 2018; Messiou, 2019). In addition to practicing communication skills and building relationships with coworkers, educators are able to walk away with actual strategies they can apply in their classrooms. Each activity is broken up into one hour segments that allow teachers to move between different settings to help each topic remain engaging. Literature states that videos with dynamic speakers help engage educators in professional development learning (Sprott, 2019). By showing videos, the speakers are more accessible and affordable for the school system and can be implemented more regularly.

Unit 1: Lesson 1 - Staff Relationships**Stage 1 – Desired Results****Established Goal(s):** What relevant goals will this design address?

Staff Relationships: new and experienced teachers & cross curricular groups

Understanding(s)

Educators will understand that:

- Personal connections can improve communication.
- Everyone has strengths in different areas.
- Success looks different for everyone.

Essential Question(s):

- How do positive relationships impact our lives?
- How can we work to our strengths and support each other as educators?
- Which of our strengths help create success?

Educator objectives (outcomes):

Educators will be able to:

- What key knowledge and skills will educators acquire as a result of this unit?
Educators will be able to build relationships with colleagues. They will get to know each other's names, backgrounds, interests and strengths.
- What should they eventually be able to do as a result of such knowledge and skill?
Educators will be able to utilize their community of support for assistance with varying student and personal needs.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will be able to demonstrate the achievement of their results by writing a note to one of the people they talked to during the activity. The note will mention the name of the individual and something they enjoyed learning about them during the activity.

By what criteria will “performances of understanding” be judged?

- Part of the professional development feedback survey will include an

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Formative: Stand up activity where you express what percentage of staff you feel you know a name and a fact about to highlight how many people may not know each other well.
- Summative: Arms Up: How many people feel they had an opportunity to get to know another staff member today? How many people feel there are more people they need to get to know further after today?

aspect on building relationships and if they feel there is someone they can go to for support.	
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Stage 3 – Learning Plan

Learning Activities: (1 Hour) Large Group Instruction

- This is a group lesson on relationship building between experience and newer teachers in different content areas. This activity is meant to be delivered in a large room where people can come together as a group and also spread out into smaller break out groups.
- (3 min.) This lesson will begin with a formative stand up activity where you express what percentage of staff you feel you know a name and a fact about to highlight how many people may not know each other well. The activity will start at how many people know 100% of everyone's names and one fact about them aside from what they teach. Next, 80%, 60%, 40%, 20% and finally, 0%.
- (5 min.) Get into small mixed groups of educators that have been there for 8+ years and under 8 years. (recommended groups of 4-6 people max.) (adjust amount of years depending on work force)
 - (5 min.) Discussion Topic #1: Let your people know your name, what you teach and how long you have taught in general and then here at this school.
 - (15 min.) Discussion Topic #2: Name a positive relationship you have had in your life that has impacted you.
 - (10 min.) Discussion Topic #3: List some of your strengths as an educator and how that has helped you be successful in the past.
 - (10 min.) Discussion Topic #4: List a fact about yourself that your colleagues might not know. Ex: interests, skills, hobbies, experiences.
 - Discussion Topic #5: Repeat your name for the group one more time before you return to your seats.
- (10 min.) Educators will write a note to one of the people they talked to during the activity. The note will mention the name of the individual and something they enjoyed learning about them during the activity. They will hold on to this for later.
- (2 min.) Summative: Arms Up: How many people feel they had an opportunity to get to know another staff member today? How many people feel there are more people they need to get to know further after today?

Unit 1: Lesson 2 - Staff Social Emotional Learning**Stage 1 – Desired Results****Established Goal(s):** What relevant goals will this design address?

Staff SEL: hobbies, mindfulness, health

Understanding(s):

Educators will understand that:

- Having hobbies and interests outside of school can increase mindfulness and self-confidence.
- Mindfulness is a tool to regulate emotions.
- Personal health has an impact on how we function daily.

Essential Question(s):

- Why do educators need hobbies or interests outside of school?
- How do emotions impact personal interactions?
- How does personal health impact the way we navigate the world?

Educator objectives (outcomes):

Educators will be able to:

- What key knowledge and skills will educators acquire as a result of this unit?

Educators will be able to identify a hobby or interest that they participate in outside of school. They will practice communication skills through participation in group activities. Educators will know what mindfulness is and the steps people take to practice it. Educators will be able to identify self care practices that improve their health.

- What should they eventually be able to do as a result of such knowledge and skill?

Educators should feel empowered to participate in activities that improve mental health such as hobbies, mindfulness and self care strategies. Practice in communication will improve relationships and increase self-advocacy skills.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will share information about their hobby with their colleagues and teach them about how their interests enhance their life.
- Educators will experiment with guided mindfulness activities.
- Educators will evaluate the benefits of different health related activities.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Pre-assessment quiz for educators about which hobbies they enjoy and which hobbies they'd like to learn more about. This will gauge which activities people are participating and will help inform which activities people could learn more about.

<p><u>By what criteria will “performances of understanding” be judged?</u></p> <ul style="list-style-type: none"> • PD feedback survey will ask if the hobbies activity helped them learn more about different hobbies they could participate in outside of school. • PD feedback survey question about their likelihood to apply mindfulness techniques moving forward. • PD feedback survey question about being able to identify strategies that they could use to improve health outside of school. 	
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Stage 3 – Learning Plan

Learning Activities: (55 min.) Large Group Instruction

- This unit activity sets educators up to have a collection of mental health strategies to pull from throughout the year as they navigate challenges.
- 5 min. Break after last activity.
- Pre-assessment quiz for educators about which hobbies they enjoy. Pre-assessment results will be shared to open the meeting highlighting how many different hobbies people participate in and how many people share interests.
- (20 min.) Educators will share information about their hobby with their colleagues and teach them about how their interests enhance their life. They will get into pairs and share their name, interest and how it enhances their life with one partner and will rotate until they talk to four different colleagues about their interests. Each pair has 5 minutes to discuss.
- (15 min.) Educators will experiment with guided mindfulness activities.
 - Gratitude List: Create a list or drawing of a few things you’re grateful for.
 - 4-7-8 Breathing Activity: [4 7 8 Breathing: How To, Benefits, and Real Life Uses \(chillchief.com\)](#)
 - Using Transition Moments Mindfully: [9 Fun Mindfulness Exercises and Activities for Adults - Chill Chief](#)
- (20 min.) Human Resources: Educators will evaluate the benefits of different health related activities & local resources. Information could include local businesses and available activities, mental and physical health resources and classes that are available. Any information on discounts for educators available.
- PD feedback survey will ask if the hobbies activity helped them learn more about different hobbies they could participate in outside of school.

- PD feedback survey question about their likelihood to apply mindfulness techniques moving forward.
- PD feedback survey question about being able to identify strategies that they could use to improve health outside of school.

Unit 1: Lesson 3 - Inclusive Practices**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?
Inclusive Practices for Differently Abled Individuals, Collaboration

Understanding(s):

Educators will understand that:

- Everyone learns in different ways.
- Educators can empower differently abled individuals to succeed.
- Learning communities are stronger when they work together.

Essential Question(s):

- What strategies help people learn in different ways?
- What does success look like for everyone in the room?
- How does working together strengthen a learning community?

Educator objectives (outcomes):

Educators will be able to:

- What key knowledge and skills will educators acquire as a result of this unit?

Educators will acquire strategies to help improve learning in differently abled individuals.

They will know how to communicate needs and ask for feedback when they need support.

- What should they eventually be able to do as a result of such knowledge and skill?

Educators should be able to provide more personalized learning to differently abled students based on the strategies they learned and implemented.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Everyone will walk away with one goal for how they can help at least one student better succeed in class.

By what criteria will “performances of understanding” be judged?

- Follow Up activity includes time to reflect, build resources and apply strategies

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Formative Group discussion on challenges and strategies

Stage 3 – Learning Plan**Learning Activities:** (55 min.) Break out rooms

- This unit activity will be focused on differentiation based on subject matter. Teachers will be put into subject area groups such as: english, history, science, math, encore
- (5 min.) Special Education Teachers will facilitate the group discussion and provide an expert perspective. They will introduce the topic, understandings and essential questions.
- Teachers will take turns discussing challenges with meeting different needs in their subject area classes.
- Each group can decide if they want to discuss challenges first (25 min.) and then strategies(25 min.) or discuss strategies as each challenge is presented. What has been tried and what has been successful? Everyone gets a chance to speak.
- The next activity will provide a chance to apply strategies and request feedback.
- Special education teachers will share the understandings and essential questions for the next activity before everyone shifts rooms.

Unit 1: Lesson 4 - Reflect, Problem Solve, Build**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?
Reflection, Problem Solving, Lesson Building

Understanding(s):

Educators will understand that:

- There are many solutions to any problem.
- Reflection is an essential part of problem solving.
- Customizing learning for students will help them grow.

Essential Question(s):

- How does exploring solutions impact the way problems are solved?
- How does reflection encourage problem solving?
- In what ways can learning be customized to help students grow?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will develop resources and adjust lesson materials to help better differentiate learning in their classroom.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to look reflectively at their teaching and apply strategies they have learned as a result.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will apply their new learning in the development of differentiated lesson plans or materials.

By what criteria will “performances of understanding” be judged?

- Educators will get feedback from peers on their updated strategy.
- Educators will answer a question on the PD feedback survey that asks them about if they felt they were

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Educators will demonstrate achievement through the implementation of differentiation strategies in their classroom.

able to apply new and differentiated strategies to their lessons as a result of the PD.	
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Stage 3 – Learning Plan

Learning Activities: (1 hour) Individual rooms or collaborating

- 5 min. break or travel time from last session
- Educators will have individual planning time or time to collaborate with a peer for 55 minutes.
- During this time educators are reflecting on their learning, problem solving, and building or adjusting lesson plan materials.

Unit 1: Lesson 5 - Feedback & Planning Time**Stage 1 – Desired Results****Established Goal(s):**

- What relevant goals will this design address?

Feedback & Planning Time

Understanding(s):

Educators will understand that:

- Collaboration builds community.
- Asking for feedback helps foster growth.
- Refining lessons makes them more effective.

Essential Question(s):

- How does collaboration build community?
- How does feedback foster growth?
- How can refining lessons make them more effective?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will be able to ask for feedback and refine lessons.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should feel comfortable to ask for support from their community when facing a challenge. Educators will learn to practice reflective teaching with a growth mindset.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will practice collaboration and providing feedback to their peers. They will help identify issues and suggest solutions.
- Educators will then apply the results of the feedback to their lesson materials.

By what criteria will “performances of understanding” be judged?

- Through participation in feedback & revision activities.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Summative strategy materials prepared and ready to be implemented.
- On going differentiation practices in the classroom.

Stage 3 – Learning Plan**Learning Activities: (1 hour) breakout classrooms**

- 5 minute break/travel time from last activity.
- In this unit activity, educators will discuss what resources they spent time building or adjusting. They will get back into their subject area groups & will discuss their progress. Special education teachers share understandings and essential questions.
- Educators will practice providing feedback to their peers. They will help identify issues and suggest solutions.
- Educators will then apply the results of the feedback to their lesson materials. (last 30 minutes).
- Educators will have individualized materials prepared and ready to be implemented.

Unit 1: Lesson 6 - Celebrating Successes & SEL**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?
Celebrating successes of staff & SEL

Understanding(s):

Educators will understand that:

- Taking time to celebrate success can help build a positive mindset.
- Acknowledging the good in others encourages a positive learning environment.
- Expressing emotions can build relationships.

Essential Question(s):

- How can we celebrate successes to build a positive mindset?
- In what ways can we acknowledge the good in others to build a positive environment?
- How can expressing emotions build relationships?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will practice positive feedback through reflection on successes in their own teaching and in the teaching of their colleagues.
- Communicate using social skills, build self-awareness and express emotions.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to provide positive feedback for themselves, colleagues and students. They should be able to express emotions and build a positive learning environment.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Group discussion on celebration of successes in subject area groups. Identifying positive experiences and socially expressing emotion.

By what criteria will “performances of understanding” be judged?

- PD feedback survey question about building a positive mindset.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Hands up vote about how many people feel good about their successes so far this year.
- Express to a partner how you feel about connecting with your community of learners today.

Stage 3 – Learning Plan**Learning Activities: (1 Hour) Large group setting**

- 5 minute travel time to the auditorium.
- Group discussion on celebration of successes. Identifying positive experiences and socially expressing emotion. Educators will give their note from earlier to another staff member.
- Review of positive mindset and expressing gratitude. Educators share details from their gratitude list from earlier.
- Find a partner questions: (Share your name each time)
 - What was a moment where a student touched your heart or surprised you?
 - In what ways do students bring you joy?
 - Share one special moment that happened in class recently.
 - Hands up vote about how many people feel they can identify at least one successful moment so far this year.
- Positive Affirmations: Reminder from administration about the difference teachers make in the lives of students every day. That their presence and positive outlook has a strong impact on their students. Showing up, being themselves and appreciating the good in every day is one of the best things teachers can do to help their students. Keep up the good work!
- PD feedback survey question about building a positive mindset.
- Time to fill out PD survey (15 minutes)

Feedback Survey Questions

- Did the hobbies activity help you learn more about different hobbies you could participate in outside of school?
- What is the likelihood of you applying mindfulness techniques moving forward?
- Did today's training help you to identify strategies that you could use to improve health outside of school?
- Do you feel today's activities helped build a positive learning environment?
- Do you feel supported by your learning community?
- Do you feel you connected with someone that you could collaborate with in the future today?
- Which activities did you enjoy the most today?
- Which activity could be more engaging?

Unit 2 Introduction

Unit 2 is designed to provide strategies for teachers to improve communication skills and relationships with students (Cook et al., 2018). Teachers collaborate to share ideas and discuss what engagement strategies have worked well for them in their own classrooms. This activity is meant to build a positive mindset, improve relationships between staff and help teachers learn to utilize each other as resources (Dreer, 2021; Geeraerts et al., 2018; Hairon et al., 2020).

Educators are introduced to new digital tools and work collaboratively to identify areas in which they can be applied. Professional development activities throughout the units utilize the digital tools that are being introduced in this activity to help educators practice the 21st century skills they need to help students (Caena & Redecker, 2019). Educators have time to collaborate or independently apply their learning and create content for their lessons (Caena & Redecker, 2019). Social Emotional Learning is reinforced at the end of this unit to help provide different strategies to regulate emotions, improve health or both (Altan & Lane, 2017; Ansley et al., 2021; Dreer, 2021; Kratt, 2018; Reitman & Karge, 2019).

Unit 2: Lesson 1 - Teacher Impact and Engagement Strategies**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Impact of the Teacher & Engagement Strategies

Understanding(s)

Educators will understand that:

- Positively engaging students builds relationships.
- Building relationships with students improves student behavior.
- Students are more engaged when they feel supported.

Essential Question(s):

- How does positive support impact relationships?
- How do teacher student relationships impact learning?
- In what ways does the classroom environment offer opportunities for support?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will be able to build relationships with students through the implementation of Relationship building activities.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators will be able to increase student engagement and support through utilization of relationship building skills and strategies.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Development of a big talk question to ask a colleague.

By what criteria will “performances of understanding” be judged?

- Participation in greetings activity with colleagues.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Formative Show of Hands Questioning prior to video and activity.

Stage 3 – Learning Plan

Learning Activities: (1 Hour) Large Group Instruction

- (5-10 min.) Administrators model positive greetings at the door as faculty arrive. Positively greet educators verbally or non verbally, say go on in and take a seat and we will start in a few. to establish expectations, check in with any teachers struggling with different experiences, and give positive praise to faculty that have demonstrated positive teaching practices.
- (15 min.) Once seated, Administrators will explain the Positive Greetings at the Door method and express the impact their presence and contact can have on their students.
 - Positive greeting verbal or non-verbal
 - Establish expectations as students enter the room
 - Check in with students that struggle or had behaviors
 - Give positive praise to certain students to reinforce expectations
- Positive Greetings at the Door can reduce student behavior and increase learning through building positive relationships. Administration will re-emphasize the idea that teachers' presence and positive attitude improves their students' lives daily.
- (5 min.) Greet another staff member from across the room and then return to your seat
 - Show of Hands: How many of you started your conversation with the question “How are you?”
 - Show of Hands: How many of you actually honestly answer that question when asked?
- (20 min.) How to skip the small talk and connect with anyone Ted talk: [How To Skip the Small Talk and Connect With Anyone | Kalina Silverman | TEDxWestminsterCollege - YouTube](#)
 - Using big talk as a tool to build relationships within the classroom.
 - Creating big talk questions:
 - Universal-anyone can answer
 - Meaningful-thought provoking
 - Open ended-elicits a story (not just yes or no)
 - Develop a big talk question that you’re interested in using (5 min.)
- Greetings Activity (5 min.):
 - Stand up and greet a staff member from a different area of the room with your big talk question. Exchange names if you do not already know each other. Return to your seat when complete.
- Head to individual classrooms to complete Nearpod on Communication Skills.

Unit 2: Lesson 2 - Building Relationships with Students**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Connections & Relationship Building: Students

Understanding(s):

Educators will understand that:

- Active listening improves communication.
- Increased communication improves relationships.
- Positive classroom relationships increase learning.

Essential Question(s):

- How does active listening impact communication?
- How does communication impact relationships?
- How do positive relationships impact classroom learning?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will be able to identify strategies to improve their conversational skills.
- Identify an engaging strategy they had success with or could use in their classroom to improve communication or engagement.

What should they eventually be able to do as a result of such knowledge and skill?

- Improve classroom relationships between students and staff. Practice active listening and mindfulness in conversation.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Participation in nearpod activity and answering reflective questions.

By what criteria will “performances of understanding” be judged?

- Development of shared resources or group activity.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Sharing resources in small groups in the next activity and practicing active listening.

Stage 3 – Learning Plan**Learning Activities: (55 min.) Classroom independent work**

- (5 min. Travel time/break from last session)
- (30 min.) Nearpod on Conversational Skills to Use with students
 - Link to nearpod: <https://app.nearpod.com/?pin=KAVR4>
 - [How to Have a Good Conversation | Celeste Headlee | TEDxCreativeCoast - YouTube](#)
 - Nearpod Question: What is one way you can respond to someone sharing a life experience other than sharing a personal story?
 - Nearpod Question: How does staying present impact communication with students?
 - Nearpod Question: Describe an experience with a student where you discovered something about them that surprised you.
- (25 min.) Reflect on an engaging activity or experience you had with a student or class.
 - Find a resource to share with fellow educators that you had success with.
 - Or Develop a group activity to build relationships to share.
- Head to small group classrooms to share your resources.

Unit 2: Lesson 3 - Collaborative Engagement Strategies**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Teacher Collaboration Share: Most engaging activity you've tried & why you think it worked well

Understanding(s):

Educators will understand that:

- Collaborating improves staff relationships.
- Communication helps people understand and empathize.
- Active listening helps people feel heard.

Essential Question(s):

- How does collaboration impact staff relationships?
- How does communication impact empathy?
- How does active listening impact the way people feel?

Educator objectives (outcomes):

Educators will be able to:

- What key knowledge and skills will educators acquire as a result of this unit?

Educators will analyze which engagement or communication strategies they have used are most effective and could be helpful to others. They will evaluate which strategies from their peers they would like to implement in their classrooms. They will apply the communication skills they learned in the last activity.

- What should they eventually be able to do as a result of such knowledge and skill?

Educators should be able to communicate and collaborate with peers to discuss ideas. They should be able to actively listen to others and communicate with questioning techniques that keep the focus on the speaker and their experience.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Sharing resources on engaging strategies or group activities that increase communication with students.

By what criteria will “performances of understanding” be judged?

- Practice active listening and asking questions instead of sharing personal connections.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Time to apply and build lesson materials.

Stage 3 – Learning Plan**Learning Activities:** (55 min.) Small Group- Break out rooms (10 people)

- (5 min. Travel time to group classroom)
- This unit activity focuses on communication skills, active listening, sharing resources and lesson reflection or development.
- (25 minutes) In breakout groups of around 10 people, educators take turns sharing resources on an engaging strategy or group activity that fosters communication.
 - During sharing other educators are actively listening and can ask questions when the person is done.
 - Everyone shares an example of something they heard that they'd like to utilize.
- (30 minutes) Educators will have time to collaborate or apply strategies that they have learned in the learning space of their choosing.

Unit 2: Lesson 4 - Digital Tools & Safe Practice**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Digital Tools, Strategies for use & Safe Practice

Understanding(s):

Educators will understand that:

- Digital tools help prepare students for a modern world.
- There are digital strategies for every subject.
- The use of digital tools requires knowledge of safe practice.

Essential Question(s):

- How do digital tools prepare students for the modern world?
- How can digital tools be utilized in any setting?
- Why is safe practice important when learning about digital tools?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will know different strategies for using digital tools in their classroom.
- Educators will understand safe practices when using digital tools.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to teach using digital tools and know how to use safe practices. They should be able to teach students how to navigate technology with safe practices also.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Exploration of different digital tools and activities.
- Create a collaborative map of digital resources that apply to their subject area.

By what criteria will “performances of understanding” be judged?

- Educators will develop lesson content in the next activity.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Google survey: How many people have students use technology:
 - Daily
 - Weekly
 - Monthly
 - 1x per marking period
 - Never
- Exit Ticket: Which tool has you excited to start exploring? Mentimeter: <https://www.menti.com/alnqpmwsz7p>

Stage 3 – Learning Plan

Learning Activities: (1 hour) Large Group Activity-Open space with tables

- 5 min. Break or travel time from last session
- This unit activity is designed to introduce staff to digital tools that could be helpful in their subject areas. Tables will be organized by department to allow collaboration and discussion of digital tools.
- Digital Strategies Experience:
 - (5 min.) Technology Google Survey:
How many people have students use technology:
 - Daily
 - Weekly
 - Monthly
 - 1x per marking period
 - Never
 - (5 min.) Utilize PollEverywhere to ask what everyone's most commonly used digital tool is and review the results.
 - First discuss school policy for online safety & what students know. Review sources about Safe Use: Checkology, Copyright & Creativity: [Best Digital Tools for Teaching & Learning | American Association of School Librarians \(AASL\) \(ala.org\)](#)
 - Staff will sign up as educators for Miro, a collaborative brainstorming tool using their laptops.
 - In their department groups they will explore the tools listed in the documents linked below to brainstorm which tools they could use in their classroom. They will work together to create a Miro collaborative brainstorm map of resources that are applicable to their subject area. [Whiteboard for online education | Miro](#)
 - Staff will share their collaborative map on Kaizena: [Kaizena - Fast, Personal Feedback on Student Work](#)
 - Strategies to explore:
 - [20 Digital Classroom Tools to Make your Life MUCH Easier \(in 2022\) - AhaSlides](#)
 - [75 digital tools and apps teachers can use to support formative assessment in the classroom \(nwea.org\)](#)
 - Safe Use Resource: [Best Digital Tools for Teaching & Learning | American Association of School Librarians \(AASL\) \(ala.org\)](#)
 - Staff will share their collaborative map on Kaizena: [Kaizena - Fast, Personal Feedback on Student Work](#)
 - Exit Ticket: Which tool has you excited to start exploring? Mentimeter: <https://www.menti.com/alnqmpwsz7p>

- Educators may stay in the room with their department for their Reflection & Content Creation time or they can shift to an alternative learning space.

Unit 2: Lesson 5 - Content Creation**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Reflection & Content Creation:

Games, Formative Activities, Designing Group Work

Understanding(s):

Educators will understand that:

- Digital tools prepare students for the future.
- Digital tools can make lessons more engaging.
- Digital tools reinforce learning.

Essential Question(s):

- How can digital tools be utilized to prepare students for the future?
- How can digital tools be used to make lessons more engaging?
- How can digital tools reinforce learning?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will know how to utilize digital tools using safe practice. They will apply their learning through lesson design.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to design engaging learning activities that utilize digital tools that are applicable to their subject area. They will know how to teach using 21st Century Skills.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will design lesson resources that utilize digital tools

By what criteria will “performances of understanding” be judged?

- Utilize Spark to make a graphic that represents which digital tool they are going to focus on integrating into their classroom and how they plan to use it. [Free Online Photo & Design Tool | Adobe Express](#)

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Share their spark image to the Staff Shared Drive in the Digital Resources folder. In the Digital Resources folder, find their department and add their image. Check out what their peers posted also.

Stage 3 – Learning Plan**Learning Activities: (1 hour) In large room with tables or back to breakout classrooms**

- This unit activity is meant to allow time for educators to reflect on their learning and to build or adjust lesson plan materials to include digital tools.
- Educators will have individual planning time or time to collaborate with a peer for 50 minutes. They are welcome to stay in the large room or shift settings to do some designing.
- Educators will use the last 10 minutes to create and share an Adobe Spark graphic that represents which digital tool they are going to focus on integrating into their classroom and how they plan to use it. [Free Online Photo & Design Tool | Adobe Express](#)
- They will share their spark image to the Staff Shared Drive in the Digital Resources folder. In the Digital Resources folder, find their department and add their image. Check out what their peers posted also.
- 5 min. travel/break time-end up back in the large room with tables for the group activity.

Unit 2: Lesson 6 - Feedback & SEL Activities**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Feedback on PD activities & SEL for teachers: Mindfulness, Music, Art, Stretching, Walk & talk options

Understanding(s):

Educators will understand that:

- Sharing ideas can create positive change.
- Self-Care creates work-life balance.
- There are self-care strategies for everyone.

Essential Question(s):

- How can sharing ideas create positive change?
- What kinds of self-care strategies can create work-life balance?
- How can self-care be customized to meet personal interests?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will be able to identify self-care strategies that they can utilize in their classroom and personal lives.
- They will be able to provide reflective feedback on professional development activities.

What should they eventually be able to do as a result of such knowledge and skill?

- They should be able to apply self-care strategies in their personal lives, leading to improved well-being.
- They should be able to reflect and communicate personal opinions and needs.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Participation in SEL activities

By what criteria will “performances of understanding” be judged?

- Professional Development feedback survey

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Question about which SEL activity educators are most likely to explore during their afternoon activity.

Stage 3 – Learning Plan

Learning Activities: (1 Hour.) Start in large room together & travel to SEL activity rooms

- 5 minute travel time to the auditorium.
- This unit activity is meant to provide teachers time to give feedback on their professional development experience. Teachers will also learn about and practice different SEL activities they could utilize in their daily lives.
- Teachers can begin filling out the PD survey as they arrive. Time to fill out PD survey (15 minutes)
- Explanation of Social Emotional Learning activity rooms and location guide.
<https://docs.google.com/presentation/d/1O2VB0tuAtucPSWFiJbnwLgtvseUFUuStfjCo1mJ9PaU/edit?usp=sharing>
 - Room Topics:
 - Mindfulness
 - Music
 - Art
 - Stretching
 - Walk & Talk meet up location
- Educators can spend the last 40 min. of the day exploring self-care activities.

Feedback Survey Questions

- Which activities did you enjoy the most today?
- Which activity could be more engaging?
- Big Talk: Do you feel the big talk activity encouraged you to think about different ways to ask questions?
- Communication Nearpod: Did participation in this activity cause you to reflect on different ways you could be an active listener?
- Engagement strategies collaboration: Do you think you were able to learn more about colleagues and potential strategies to use in the classroom?
- Digital Tools: What is one digital tool you may utilize after exploring options today?
- Content Creation: Did the time to apply learning increase the chances of you utilizing digital tools more in the future?
- Feedback & SEL: Which SEL activity do you see yourself most likely using in the future?
 - Mindfulness
 - Music
 - Art
 - Stretching
 - Walk & Talk
- Do you think that exploring SEL activities will increase the likelihood of you utilizing them in your personal life?

Unit 3 Introduction

Unit 3 is designed to build connections between staff in cross-curricular content areas, provide trauma-informed teaching strategies, allow time for teachers to practice problem solving skills, apply their learning and utilize social emotional resources. Educators have time to learn more about cross-curricular connections and have time to build connections with teachers in different subject areas. Teachers build a collective resource highlighting their personal and professional specialties that they bring to the table. This is meant to build a positive mindset, share coping strategies, and increase opportunities for collaboration and connections between staff (Altan & Lane, 2017; Dreer, 2021; Reitman & Karge, 2019). Educators are then shown dynamic speakers that talk about the impact of a teacher. Educators have a chance to reflect on their own experience and the positive impact a teacher can have on their students. This activity is meant to show educators that they can and currently are making a difference in the lives of their students. It is meant to build positive self efficacy views in addition to a positive mindset ((Dreer, 2021; Huk et al., 2019).

Educators are then introduced to trauma-informed teaching where they have time to collaborate and problem solve with fellow educators on how to address tough topics in the classroom (Messiou, 2019). Educators have time to reflect on their learning, build lesson resources or receive support (Caena & Redecker, 2019). The final activity allows teachers to access what they need in an individualized way. Teachers draw on their Social-Emotional Learning skills they have practiced and either participate in a task, communicate a need or request support from a colleague or local resource (Altan & Lane, 2017; Ansley et al., 2021; Dreer, 2021; Kratt, 2018; Reitman & Karge, 2019).

Unit 3: Lesson 1 - Relationship building-Staff**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Connections & Relationship building: Cross-curricular groups

Understanding(s)

Educators will understand that:

- Collaboration increases learning for students and teachers.
- Cross-curricular connections increase engagement in learners.
- Teachers are unique resources of knowledge in a learning community.

Essential Question(s):

- How can collaboration be utilized to increase learning for students and teachers?
- How can cross-curricular connections be utilized to increase engagement in learners?
- How can teachers utilize their unique knowledge to improve their learning community?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will be able to identify their strengths and communicate with colleagues.
- Educators will be able to identify an area of potential for cross-curricular connection.
- Educators will be able to develop an activity that utilizes cross curricular connections.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to design deeper and more engaging lessons that create cross-curricular connections.
- Educators should be able to develop connections with colleagues and increase communication within the building.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Teacher as specialist activity

By what criteria will “performances of understanding” be judged?

- Participation in group collaboration discussion.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Feedback Survey question about cross-curricular collaboration

Stage 3 – Learning Plan

Learning Activities: (1 Hour) Large Group Instruction

- This unit activity is meant to show teachers the impact of cross-curricular connections and highlight individual strengths. A goal is to build a resource for teachers to reference to find potential collaborators. Teachers will have time to collaborate and discuss potential connections.
- (5 min.) Curriculum and creativity Video: [Cross-curricular Practices in K12 | Preparing Students for the Future with Essential Creative Skills - YouTube](#)
- (15 min.) Teachers as specialists activity: building a resource list of teacher specialties in different categories

A copy of this document could be made to allow personalized editing

<https://docs.google.com/spreadsheets/d/1FwOtLThsqOv5wQ1hpxHwLCspFhQRnyNz3X2TJ9i3Bw/edit?usp=sharing>

- There will be a shared spreadsheet with tabs for different subject areas that everyone has access to.
- Each teacher has a space to fill in the classes they teach and their educational specialties.
- There will also be a space to fill in personal specialties or skills people practice in their personal lives.
- (10 min.) [Teachers Create what they Experience | Katie Martin | TEDxEI CajonSalon - YouTube](#)
- (30 min.) Teacher cross-curricular collaboration time in small group break out rooms.
 - Discussing lessons with opportunities for cross-curricular connections & strategies for implementing them.

Unit 3: Lesson 2 - Impact of a Teacher**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Speaker: Teacher Impact

Understanding(s):

Educators will understand that:

- Teachers have a lasting impact on their students.
- Students thrive with positive support from teachers.
- Expressing gratitude builds a positive mindset.

Essential Question(s):

- In what ways do teachers have a lasting impact on their students?
- How can teachers help students thrive using positive support?
- In what ways can gratitude be utilized to build a positive mindset?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will be able to reflect on ways they impact their students and the way their teachers have impacted them.
- Educators will be able to build communication skills through collaborative discussion.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to practice reflective teaching and build positive self-efficacy views.
- They should be able to recognize positive learning experiences.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Letter writing activity on teacher impact.

By what criteria will “performances of understanding” be judged?

- Think-pair-share activity sharing teacher impact and letter writing focus.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Mentimeter Question: What are examples of ways to positively encourage students?
- Sharing a letter or message with a teacher or person that has made an impact.

Stage 3 – Learning Plan

Learning Activities: (55 min.) Large Group

- (5 min. Travel time/break from last session)
- This unit activity is meant to show educators the impact they can have on a student and their life. Educators will reflect on what kinds of moments create a positive impact on students in the classroom.
- (8 min.) [How My Teachers Saved My Life - YouTube](#)
- (3-5 min.) Mentimeter: What are examples of ways to positively encourage students?
 - Join by code by going to mentimeter.com and entering code: 5132 4145
 - Join by link: <https://www.menti.com/alp5opwyj7us>
 - *Code expires in 7 days and will need to be reset* exp. 3/5/23
- (17 min.) [The Teachers we Remember | Julie Hasson | TEDxEustis - YouTube](#)
- (20 min.) Letter writing activity to or about someone who had an impact on your life. When complete, pair and share.

Unit 3: Lesson 3 - Trauma Informed Strategies**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Providing trauma informed strategies for addressing difficult topics in the classroom.

Understanding(s):

Educators will understand that:

- Trauma is present in the classroom setting.
- Educators have the power to help students feel supported.
- Educators have a community of support to help address trauma in the classroom.

Essential Question(s):

- How can we identify the ways in which trauma is present in the classroom?
- In what ways can educators feel empowered to help students feel supported?
- In what ways can a community of support help teachers address trauma in the classroom?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will know what trauma is and will practice creative problem solving.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to identify trauma in the classroom and lean on their community of support when needed for creative problem solving.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Participation in activities that go along with the slides.

By what criteria will “performances of understanding” be judged?

- Group scenario problem solving.
- Activity handouts.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Formative question in the slides about what people think trauma is.
- Provide examples of recognizing trauma in their own classroom or the school setting

Stage 3 – Learning Plan

Learning Activities: (65 min.) Large Group

- (5 min. Travel time to group classroom)
- This unit activity is meant to introduce educators to recognizing trauma in the classroom. It will help teachers focus on what trauma looks like in their school setting.
- Teachers will practice scenario problem solving as a group warm up before their next activity which helps teachers work as a group to address trauma scenarios.
- (60 min.) [When Trauma Enters the Classroom \(state.nj.us\)](https://www.state.nj.us/education/trauma/when-trauma-enters-the-classroom)
 - Follow the steps in the slides above to introduce the idea of trauma, identifying it in the classroom and follow activities included.

Unit 3: Lesson 4 - Trauma and Drama in the Classroom**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Problem Solving Workshop: Group Problem Solving to Address Trauma in the Classroom

Understanding(s):

Educators will understand that:

- There are different strategies to try to regulate emotions in the classroom.
- Support from educators helps students get out of survival mode.
- Collaborative problem solving contributes to more developed solutions.

Essential Question(s):

- What different strategies can be explored to regulate emotions in the classroom?
- How can educators show support to help students get out of survival mode?
- How does collaborative problem solving impact the development of solutions?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will be able to identify trauma in the classroom and develop strategies for addressing issues and providing support.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to offer support to students experiencing trauma. They should be able to recognize their community of support and how they can be utilized in strategic problem solving.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Group scenario problem solving activity.

By what criteria will “performances of understanding” be judged?

- Sharing problem solving scenario results of recommended strategy.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Poll Everywhere Word Cloud: What is one tool students can use to regulate emotions in the classroom?

Stage 3 – Learning Plan

Learning Activities: (1 hour) Large Group Activity-Open space with tables

- (5 min. Travel time/break from last session)
- The goal of this unit activity is to help teachers further understand trauma and how to approach it in the classroom. Teachers will collaborate to better understand how different people address trauma in their different classroom settings.
- (3 min.) [3 Trauma-Informed Practices Backed by Science | Edutopia](#)
- (5 min.) [Understanding Trauma: Learning Brain vs Survival Brain - YouTube](#)
- (2 min.) Poll Everywhere Word Cloud: What is one tool students can use to regulate emotions in the classroom?
https://PollEv.com/free_text_polls/1PgslLQN1s1BeWTLIFE5h/respond
- (15-20 min. Problem solving, 20 min. Share time) Teachers will work in groups to problem solve scenarios. Teachers have the option to act out their scenario or share with the group how they would work to problem solve in their situation.
 - [9. Scenarios for Practice and Discussion – Starting A Conversation About Mental Health: Foundational Training for Students \(opentextbc.ca\)](#)

Unit 3: Lesson 5 - Reflection, Goal Setting, Content Creation**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Reflection & Content Creation Time: Goals to support students mental & emotional health

Understanding(s):

Educators will understand that:

- Reflection can lead to improved teaching practices.
- Every student has individual needs that could be addressed to increase learning.
- Customized learning plans can help students with trauma feel supported.

Essential Question(s):

- How can reflection be used to improve teaching practices?
- How can teachers address individual needs to increase learning?
- How can educators customize learning for students with trauma to help them feel supported?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will know how to reflect on trauma in their own classroom and will work to develop strategies that address specific student needs.
- They will know how to utilize a new digital tool for student feedback and develop their own 21st Century Skills.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to apply trauma informed practices in their classroom to better support their students.
- Educators should be able to design engaging learning activities that utilize digital tools and build 21st Century Skills.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will demonstrate understanding through use of reflective practices.

By what criteria will “performances of

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Educators may work together or develop lesson materials or strategies independently.

<p><u>understanding” be judged?</u></p> <ul style="list-style-type: none"> • Educators will answer a reflective survey about their trauma informed learning for the day. 	
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Stage 3 – Learning Plan

Learning Activities: (1 hour) In large room with tables or back to breakout classrooms

- This unit activity is meant to allow time for educators to reflect on their learning and to build or adjust lesson plan materials to address the needs of students experiencing trauma. They will practice reflection and 21st century skills through use of a new digital tool.
- Educators will have individual planning time or time to collaborate with a peer for 50 minutes. They are welcome to stay in the large room or shift settings to do some individual lesson work.
- (last 5-10 min.)Verso Check In: Teachers answer reflective questions about their time developing strategies for addressing trauma in their own classroom. This allows perspective on how they focused their time and how they felt about the professional development on the topic.
 - Direct your students to <https://versoapp.com/> to join your class using the code:gjy2cf
 - There should be a reminder over the building announcements about completing the Verso Reflection.
- 5 min. travel/break time-end up back in the large room with tables for the group activity.

Unit 3: Lesson 6 - Support, Feedback & SEL Activities**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Teacher conversation & support. Teacher SEL & time to decompress.
Feedback on PD activities

Understanding(s):

Educators will understand that:

- Communication builds community relationships.
- Identifying a support system can help people feel more comfortable asking for help.
- Educators need to take care of themselves in order to help others.

Essential Question(s):

- How can communication bring together a community?
- How can identifying a support system increase the chances of people asking for support?
- In what ways can educators take care of themselves so they can better help others?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will know how to communicate emotional needs and how to access support within the school system.
- Educators will know that their personal health and well-being needs to be a priority.
- Educators will be able to identify self-care strategies that they can utilize in their classroom and personal lives.
- They will be able to provide reflective feedback on professional development activities.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to utilize school support systems when needed in problem solving or addressing student trauma.
- They should be able to apply self-care strategies in their personal lives, leading to improved well-being.
- They should be able to reflect and communicate personal opinions and needs.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Coping Skills Checklist activity identifying coping skills teachers

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Demonstration of coping skills through practice or utilization of community resources.

<p>already use and ones they could see themselves exploring in the future.</p> <p><u>By what criteria will “performances of understanding” be judged?</u></p> <ul style="list-style-type: none"> Professional Development feedback survey 	
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Stage 3 – Learning Plan

Learning Activities: (1 Hour.) Large room with tables then individual break out time

- 5 minute travel time to the auditorium.
- This unit activity is meant to provide a space for teachers to explore resources available to them within the school and community. This will allow teachers a space to process their trauma training and seek help if needed. SEL activities will follow to reinforce the importance of self-care in education.
- (5 min.) Reminders of available support systems within the school and people that can be contacted in different circumstances. :
- (5 min.) Complete the PD Feedback Survey
- (15 min.) Educators will complete the Coping skills checklist to identify coping strategies they have tried and explore ones they may be interested in.
 - Coping Skills Checklist: [Free Coping Skills Checklist 4 pages \(schoolwires.net\)](http://schoolwires.net)
 - Found on: [Guidance / Social Emotional Learning Activities \(wpschools.org\)](http://wpschools.org)
- SEL Activities: Choose one or more coping skills to focus on exploring from the activity earlier.
- (30 min.) Educators can spend the rest of the time exploring self-care activities, requesting help for personal issues or assistance with a student situation.

Feedback Survey Questions

- Did today's professional development on identifying other teachers as resources help you to recognize ways you can make cross curricular connections?
- Describe in 1-5 words what was provided from your teacher of impact that made such a big difference. Ex. support, encouragement, resources, etc.
- Did learning about trauma in the classroom remind you of any students in particular?
- Did people agree on one set strategy for approaching trauma or did different individuals have alternative ideas for how to provide support?
- Do you feel you were provided time to access resources and develop plans to support students today?
- Are you able to identify your support system available to you at school after today's professional development?
- Which activities did you enjoy the most today?
- Which activity could be more engaging?

Unit 4 Introduction

Unit 4 is designed to build community connections between staff and families. Educators are introduced to digital tools that can help make communication with families more seamless, effective, timely and inclusive. Educators will continue to practice 21st Century Skills as they participate in professional development activities (Caena & Redecker, 2019). The following activity is designed to introduce positive formative assessment strategies to use with students. The activity highlights how offering options for how learning is demonstrated can be helpful for individual learners (Granberg et al., 2021). Educators have time to collaborate and share assessment strategies before being given time to apply learning either individually or in small groups (Geeraerts et al., 2018; Hairon et al., 2020; Messiou, 2019; Reitman & Karge, 2019). The next activity allows educators to meet with their departments to discuss current events, planning and future opportunities (Reitman & Karge, 2019). The final activity of the day allows teachers to utilize one of the digital tools introduced to send positive messages home to families (Caena & Redecker, 2019).

Unit 4: Lesson 1 - Relationship building-Community**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Connections & Relationship building: Community activities & strategies

Understanding(s)

Educators will understand that:

- Strong community connections improve student support systems.
- Positive reinforcement encourages positive behavior.
- Using digital tools can save teachers time.

Essential Question(s):

- How can strong community connections be built to improve student support systems?
- How can positive reinforcement be utilized to increase positive behavior?
- How can digital tools be utilized to save teachers time?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators should know a variety of strategies to improve communication with families.
- They should know how to utilize digital tools to improve communication and make communication faster.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to communicate professionally with families and improve communication between student support systems at home and school.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will get and practice Chat GPT and will try developing a message using the app.

By what criteria will “performances of understanding” be judged?

- Educators ability to navigate technology and successfully create and share a message utilizing a new digital tool.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- At the end of the day educators will utilize chat GPT to send positive messages home to families about student success.
- Practicing new digital tools and learning how to log in and how to start utilizing them.

Stage 3 – Learning Plan

Learning Activities: (1 Hour) Large Group Instruction with tables

- The purpose of this unit activity is to expose educators to different digital tools they can utilize to improve communication with families and students. The activity provides educators with time to explore each tool and how to get started with them.
- (5 min.) Effective Family Engagement Can Look Like This Video: [Effective Family Engagement Could Look Like This - YouTube](#)
- (20 min.) Introduce Chat GPT writing app for communication home to families.
 - (10 min.) Introduced to the app, how it works and its benefits. Everyone obtains the tool to practice utilizing it as a communication tool.
 - (10 min.) Educators type into the app requesting it to write an email to a colleague about something positive they contribute to their lives, the school or to students. Send the flushed out response to the colleague. Send 2 more emails to different colleagues when complete. Check emails for responses.
- (3 min.) Power Up Parent Communication: [Power Up Your Parent Communication - YouTube](#)
- (15 min.) TEACHERS Talking Points app for communication with families: [TalkingPoints Review for Teachers | Common Sense Education](#)
 - (5 min.) Introduced to the app as a tool for communication with families and sending positive messages and community updates. Translation ability for seamless communication with families that speak different languages.
 - (10 min.) Teachers have time to login and explore how to connect with families utilizing the app.
- (15 min.) Discuss Canva website as a tool to make community announcements more colorful.
 - [Free custom printable meet the student/teacher templates | Canva](#)
 - Recommend as a tool to introduce yourself to families and make announcements
 - Try logging in and playing around with the teacher get to know you template.

Unit 4: Lesson 2 - Celebrating Success**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Gauging growth & celebrating successes, positive assessment strategies.

Understanding(s):

Educators will understand that:

- Formative assessment gives students ownership over their learning.
- Students thrive with positive support from teachers.
- Student choice allows students to work to their strengths.

Essential Question(s):

- How can formative assessment be utilized to give students ownership over their learning?
- How can teachers help students thrive using positive support?
- How can student choice be utilized to help students work to their strengths?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will know how to access new formative tools and will evaluate which ones would be most effective in their own classrooms.
- Educators will learn how providing assessment options and using formative assessment can help students feel empowered over their learning.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to introduce new formative assessment strategies and provide assessment options that help students work to their strengths.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Teachers research 3 formative strategies they could potentially apply to their classroom.

By what criteria will “performances of understanding” be judged?

- Educators will share their findings with colleagues and discuss how

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- Poll Everywhere bar graph:
How often do you provide options for student assessment?
 - Never
 - 1x a project
 - 1x a marking period
 - 2x a year
 - 1x a year
- Educators will answer a summative

they could be utilized in their own classroom.	question on Mentimeter: Name a favorite formative tool you could use to gauge student understanding.
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Stage 3 – Learning Plan

Learning Activities: (65 min.) Large Group with tables

- (10 min. break from last session)
- Poll Everywhere bar graph:
How often do you provide options for student assessment?
 - Never
 - 1x a project
 - 1x a marking period
 - 2x a year
 - 1x a year
- (10 min.) [TED TALK - Providing Students with Multiple Assessment Formats - YouTube](#)
- (35 min.) Think-Pair-Share Activity:
 - (20 min.) Teachers research 3 formative strategies they could potentially apply to their classroom.
 - (15 min.) Teachers share at their tables the tools they may apply and how it could work in their specific classroom.
- Formative Assessment Strategy Resources:
 - [27 Easy Formative Assessment Strategies for Gathering Evidence of Student Learning \(nwea.org\)](#)
 - [Formative Assessment Strategies for Everyday Teaching \(teachthought.com\)](#)
 - [6 Formative Assessment Examples & Ideas - Mentimeter](#)
- (5 min.) Mentimeter: Name a favorite formative tool you could use to gauge student learning.
- (5 min.) Description of breakout rooms and the overview of the next activity.
 - This unit activity is meant to provide teachers of the same subject area time to collaborate and discuss assessment strategies. The activity is meant to allow time for teachers to share ideas and positively support each other in reflective practice. Consider differentiation strategies and potential for student choice.
 - Educators discuss assessment strategies they use in their own classrooms and what has been successful.

Unit 4: Lesson 3 - Collaborative Discussion on Assessment Practices**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Collaborative Discussion on Assessment Practices:

- Formative vs Summative
- Sharing methods or rubrics or examples of assessment
- Discussing differing needs & differentiation

Understanding(s):

Educators will understand that:

- Collaborative brainstorming can help educators produce new ideas.
- Sharing with a support system improves communication skills.
- Team problem solving allows people to see a problem from a new perspective.

Essential Question(s):

- How can educators utilize collaboration to produce new ideas?
- How can sharing with a support system improve communication skills?
- How does team problem solving allow people to see a problem from a new perspective?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators should be able to collaborate with colleagues and communicate current strategies.
- They should be able to reflect on teaching practices and develop ideas for how they can shape and improve lesson assessments.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to communicate with their colleagues effectively and recognize them as a community of learners to lean on when needed.
- They should be able to recognize areas of needed growth and problem solve to develop new strategies.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Discussion about current practices.
- Providing feedback and encouragement to peers

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- PD feedback survey question about time to collaborate with colleagues.
 - Do you feel the time to collaborate with peers was

<u>By what criteria will “performances of understanding” be judged?</u> <ul style="list-style-type: none"> • Reflective participation in group discussion. 	helpful to your growth in assessment strategies? Why or why not?
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Stage 3 – Learning Plan

Learning Activities: (55 min.) Small Group- Break out rooms (10 people)

- (5 min. Travel time to group classroom)
- This unit activity is meant to provide teachers of the same subject area time to collaborate and discuss assessment strategies. The activity is meant to allow time for teachers to share ideas and positively support each other in reflective practice.
- (50 min.) Educators discuss assessment strategies they use in their own classrooms and what has been successful.
 - They take turns making sure everyone gets to share about an assessment strategy they use. Share resources digitally when applicable.
 - Discuss alternative options for the different lesson assessments that come up.
 - Acknowledge ways we are already providing differentiation or options.
- Teachers shift into individual or collaborative planning time for the next activity. They may work in their own spaces or continue to collaborate on building assessment tools.

Unit 4: Lesson 4 - Assessment Reflection & Development**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Analyzing student progress & reflecting on assessment use. Time to problem solve and create content.

Understanding(s):

Educators will understand that:

- Time to apply learning builds transfer of knowledge.
- Updating assessment practices can help teach students new skills.
- Reflecting on student progress can help teachers shape their practices.

Essential Question(s):

- How can time to apply learning build transfer of knowledge?
- How can updating assessment practices teach students new skills?
- How does reflecting on student progress help teachers shape their teaching practices?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will demonstrate their understanding by producing lesson materials based on their new learning. They will practice looking reflectively at their lessons and adjusting them when needed.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators will know how to practice reflective teaching and how to adjust lesson plans based on student needs.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Participation in reflective practice and assessment development.

By what criteria will “performances of understanding” be judged?

- Transfer of strategies into teaching practices.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- PD feedback survey:
 - Was the time to apply learning helpful for you to develop new assessment strategies?
 - Was anything you developed inspired by your colleagues' practices or feedback?

Stage 3 – Learning Plan**Learning Activities: (1 hour) Individual Rooms or Collaborative Rooms**

- (5 min. Travel time/break from last session)
- This unit activity is meant to provide time for educators to apply strategies and develop lesson materials based on their learning from today.
- Educators will reflect on student success and what has led to it in their classrooms.
- They have time to explore and apply formative strategies that they researched earlier or adjust lessons that they reflected on with their peers.
- Educators can explore using TalkingPoints from Lesson 1 as a tool for community connection.

Unit 4: Lesson 5 - Department Goals & Current Events**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Department collaboration time: time to discuss lessons, current events, communicate as a group

Understanding(s):

Educators will understand that:

- Communication is essential to the function of a team.
- Time to collaborate builds relationships.
- Strong department relationships help improve team communication.

Essential Question(s):

- Why is communication essential for the function of a team?
- How can collaboration build relationships?
- How can building strong department relationships improve team communication?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will develop communication and collaboration skills through group discussion.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to work as a team and know how to communicate effectively.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will work with their department to discuss relevant current events, future opportunities or student needs.

By what criteria will “performances of understanding” be judged?

- Through participation in group discussion and department collaboration.

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- PD feedback survey:
 - Does time to collaborate with your department help improve communication within the department?
 - Would you like to have time to collaborate with your department in the future?

Stage 3 – Learning Plan**Learning Activities: (1 hour) Breakout classrooms with departments**

- (5 min. Travel time/break from last session)
- This unit activity is meant to build relationships within departments and allow educators time to connect over current events, future plans, student needs, lessons, budget or learning opportunities.
- (55 min.) Educators have time to customize their learning during this session to meet their department needs.

Unit 4: Lesson 6 - Community Outreach**Stage 1 – Desired Results**

Established Goal(s): What relevant goals will this design address?

Community connections: send 5 positive emails home to different families about student progress. Feedback on PD activities. Teacher SEL time.

Understanding(s):

Educators will understand that:

- Communication builds community relationships.
- Positive feedback encourages positive behavior.
- There are different activities to help people regulate emotions and decompress.

Essential Question(s):

- How can communication bring together a community?
- How can positive feedback be utilized to encourage positive behavior?
- How can different activities help people regulate emotions and decompress?

Educator objectives (outcomes):

Educators will be able to:

What key knowledge and skills will educators acquire as a result of this unit?

- Educators will know how to use chat GPT to send customized and professional messages home. Educators will practice building a positive mindset and encouraging positive behavior.
- Educators will know how to use SEL activities to regulate their emotional state.

What should they eventually be able to do as a result of such knowledge and skill?

- Educators should be able to use digital tools to communicate more effectively with families. Educators should be able to build a positive mindset in themselves and students by acknowledging hard work.
- Educators should be able to utilize SEL activities when needed to regulate their emotional state.

Stage 2 – Assessment Evidence**Performance Task(s):**

Through what authentic performance task(s) will educators demonstrate the desired understandings?

- Educators will send 5 positive messages home to families utilizing Chat GPT.

By what criteria will “performances of

Other Evidence:

Through what other evidence will educators demonstrate achievement of the desired results?

- SEL Activities: Demonstration of ability to utilize SEL practices learned in past professional development, communicate needs or socially connect with another.

<u>understanding” be judged?</u> <ul style="list-style-type: none"> • PD Feedback survey on professional development activities. 	
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Stage 3 – Learning Plan

<p>Learning Activities: (1 Hour.) Large room then individual break out time</p> <ul style="list-style-type: none"> • (5 min.) Travel time to the large room. • (30 min.) GPT positive student messages overview: <ul style="list-style-type: none"> ○ Educators use chat GPT to send at least five different professional emails home to parents about students that are doing well, going above and beyond or spreading a positive influence. • (5 min.) Educators will answer the PD Feedback Survey • (20 min.) Once complete, educators have time to practice an SEL activity of their choice, connect with a colleague or ask for support.
--

Feedback Survey Questions

- Did you feel you had enough time to practice and apply new learning in today's workshop?
- Was the time to apply learning helpful for you to develop new assessment strategies?
- Was anything you developed inspired by your colleagues' practices or feedback?
- Does time to collaborate with your department help improve communication within the department?
- Would you like to have time to collaborate with your department in the future?
- Which activities did you enjoy the most today?
- Which activity could be more engaging?
- Do you have any recommendations for future professional development?

Appendix A

Unit 1, Lesson 2: Collevecchio (2019)

How to Perform the 4-7-8 Breath

The 4-7-8 breath originated from a pranayama, or yoga, breath. Dr. Weil further evolved this breathing technique to relax the mind and body.

This breathing technique is effortless to practice, involves nothing but your body, and is finished faster than it began.

Before beginning:

- Sit or lay down.
- Place the tip of your tongue on the roof of your mouth right behind your teeth.
- Push all the existing air out of your lungs.

The 4-7-8 breathing method:

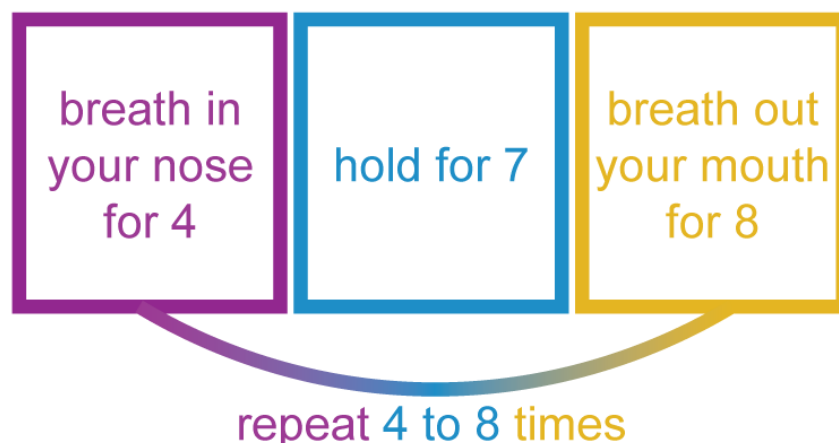
- Inhale through your nose for a count of 4
- Hold for a count of 7
- Exhale forcefully out of your mouth (with the tip of your tongue on the roof of your mouth) for a count of 8 while making a “whooshing” sound
- Repeat for 4 to 8 cycles

Tips:

- Dr. Weil suggests practicing at least **2 times a day**.
- It is important to keep a steady tempo throughout the practice – any cycle length is fine as long as each second time is consistent.
- After practicing for a month or more, you can increase to 8 breath cycles, but no more.
- Practice this technique for 4-6 weeks before attempting to use it for relief in a specific situation.

For me, practicing once when I wake up and once before bed is a simple way to keep track of the practice. The more you practice this technique, the slower you will be able to go.

Box breathing is another method used to calm anxiety – you can learn more about it [in this article](#).



Appendix B

Unit 2, Lesson 4

List of digital resources from: [20 Digital Classroom Tools to Make your Life MUCH Easier \(in 2022\) - AhaSlides](#)

1. [Google Classroom](#)
2. [AhaSlides](#)
3. [Baamboozle](#)
4. [Trello](#)
5. [ClassDojo](#)
6. [Kahoot](#)
7. [Quizalize](#)
8. [Sky Guide](#)
9. [Google Lens](#)
10. [Kids A-Z](#)
11. [Quizlet](#)
12. [Socrative](#)
13. [Trivia Crack](#)
14. [Quizizz](#)
15. [Gimkit](#)
16. [Poll Everywhere](#)
17. [Explain Everything](#)
18. [Slido](#)
19. [SeeSaw](#)
20. [Canvas](#)

Appendix C

Unit 2, Lesson 4: Digital Resources from: [75 digital tools and apps teachers can use to support formative assessment in the classroom \(nwea.org\)](https://www.nwea.org/resources/75-digital-tools-and-apps-teachers-can-use-to-support-formative-assessment-in-the-classroom)

Record audio and video

1. [Animoto](#) Gives students the ability to make a 30-second video of what they learned in a lesson.
2. [AudioNote](#) A combination of a voice recorder and notepad, it captures both audio and notes for student collaboration.
3. [Edpuzzle](#) Helps you use video (your own, or one from Khan Academy, YouTube, and more) to track student understanding.
4. [Flip](#) Lets students use 15-second to 5-minute videos to respond to prompts. Teachers and peers can provide feedback.
5. [QuickVoice Recorder](#) Allows you to record classes, discussions, or audio for projects. Sync your recordings to your computer easily for use in presentations.
6. [Vocaroo](#) Creates audio recordings without the need for software. Embed the recording into slideshows, presentations, or websites.
7. [WeVideo](#) Lets you use video creatively to engage students in learning. Teachers and students alike can make videos.

Create quizzes, polls, and surveys

8. [Crowdsignal](#) Lets you create online polls, quizzes, and questions. Students can use smartphones, tablets, and computers to provide their answers, and information can be culled for reports.
9. [Edulastic](#) Allows you to make standards-aligned assessments and get instant feedback.
10. [FreeOnlineSurveys](#) Helps you create surveys, quizzes, forms, and polls.
11. [Gimkit](#) Lets you write real-time quizzes. And it was designed by a high school student!
12. [Google Forms](#) Part of the Google suite, Google Forms lets you create quizzes, polls, and surveys and see answers in real time.
13. [Kahoot!](#) A game-based classroom response system that lets you create quizzes using internet content.

14. [MicroPoll](#) Helps you create polls, embed them into websites, and analyze responses.
15. [Naiku](#) Lets you write quizzes students can answer using their mobile devices.
16. [Poll Everywhere](#) Lets you create a feedback poll or ask questions and see results in real time. Allows students to respond in various ways. With open-ended questions, you can capture data and spin up tag clouds to aggregate responses.
17. [Poll Maker](#) Offers unique features, like allowing multiple answers to one question.
18. [ProProfs](#) Helps you make quizzes, polls, and surveys.
19. [Quia](#) Lets you create games, quizzes, surveys, and more. Access a database of existing quizzes from other educators.
20. [Quizalize](#) Helps you create quizzes and homework.
21. [Quizizz](#) Guides you through designing quizzes and lets you include students in the quiz-writing process.
22. [Quizlet](#) Lets you make flashcards, tests, quizzes, and study games that are mobile friendly.
23. [Quizmaker](#) Helps you write quizzes quickly and easily.
24. [Survey Hero](#) Designed to build questionnaires and surveys.
25. [SurveyMonkey](#) Helpful for online polls and surveys.
26. [SurveyPlanet](#) Also helpful for online polls and surveys.
27. [Zoho Survey](#) Allows you to make mobile-friendly surveys and see results in real time.

Brainstorm, mind map, and collaborate

28. [AnswerGarden](#) A tool for online brainstorming and collaboration.
29. [Coggle](#) A mind-mapping tool designed to help you understand student thinking.
30. [Conceptboard](#) Software that facilitates team collaboration in a visual format, similar to mind mapping but using visual and text inputs.
31. [Dotstorming](#) A whiteboard app that allows digital sticky notes to be posted and voted on. This tool is best for generating class discussion and brainstorming on different topics and questions.
32. [Educreations Whiteboard](#) A whiteboard app that lets students share what they know.

- 33. [iBrainstorm](#) Lets students collaborate on projects using a stylus or their finger.
- 34. [Miro](#) Allows whole-class collaboration in real time.
- 35. [Padlet](#) Provides a blank canvas for students to create and design collaborative projects.
- 36. [ShowMe Interactive Whiteboard](#) Another whiteboard tool to check understanding.
- 37. [XMind](#) Mind-mapping software for use on desktop computers and laptops.
- 38. [Equity Maps](#) These discussion maps can help you ensure every student has a chance to share their ideas.

Present, engage, and inspire

- 39. [BrainPOP](#) Lets you use prerecorded videos on countless topics to shape your lesson plan, then use quizzes to see what stuck.
- 40. [Bunce](#) Helps students and teachers visualize, communicate, and engage with classroom concepts.
- 41. [Five Card Flickr](#) Uses the tag feature from photos in Flickr to foster visual thinking.
- 42. [PlayPosit](#) Allows you to add formative assessment features to a video from a library or popular sites, such as YouTube and Vimeo, to survey what students know about a topic.
- 43. [RabbleBrowser](#) Allows a leader to facilitate a collaborative browsing experience.
- 44. [Random Name/Word Picker](#) Facilitates random name picking. You can also add a list of keywords and use the tool to prompt students to guess words by providing definitions.
- 45. [Socrative](#) Uses exercises and games to engage students with a topic.
- 46. [Adobe Express](#) Lets you add graphics and visuals to exit tickets.
- 47. [Typeform](#) Helps you add graphical elements to polls.

Generate word or tag clouds

- 48. [EdWordle](#) Generates word clouds from any entered text to help aggregate responses and facilitate discussion. Word clouds are pictures composed of a cloud of smaller words that form a clue to the topic.
- 49. [Tagxedo](#) Allows you to examine student consensus and facilitate dialogues.

- 50. [Wordables](#) Helps you elicit evidence of learning or determine background knowledge about a topic.
- 51. [WordArt](#) Includes a feature that allows the user to make each word an active link to connect to websites, including YouTube.

Get real-time feedback

- 52. [Formative](#) Lets you assign activities, receive results in real time, and provide immediate feedback.
- 53. [GoSoapBox](#) Works with the bring-your-own-device model and includes an especially intriguing feature: a confusion meter.
- 54. [IXL](#) Breaks down options by grade level and content area.
- 55. [Kaizena](#) Gives students real-time feedback on work they upload. You can use a highlighter or give verbal feedback. You can also attach resources.
- 56. [Mentimeter](#) Allows you to use mobile phones or tablets to vote on any question a teacher asks, increasing student engagement.
- 57. [Pear Deck](#) Lets you plan and build interactive presentations that students can participate in via their smart device. It also offers unique question types.
- 58. [Plickers](#) Allows you to collect real-time formative assessment data without the need for student devices.
- 59. [Quick Key](#) Helps you with accurate marking, instant grading, and immediate feedback.

Foster family communication

- 60. [Remind](#) Lets you text students and stay in touch with families.
- 61. [Seesaw](#) Helps you improve family communication and makes formative assessment easy, while students can use the platform to document their learning.
- 62. [Voxer](#) Lets you send recordings so families can hear how their students are doing, students can chat about their work, and you can provide feedback.

Strengthen teacher-to-student or student-to-student communication

- 63. [AnswerGarden](#) Gives you access to formative assessment feedback.

- 64. [Biblionasium](#) Lets you view books students have read, create reading challenges, and track progress. Students can also review and recommend books to their peers.
- 65. [Classkick](#) Helps you post assignments for students, and both you and your students' peers can provide feedback. Students can also monitor their progress and work.
- 66. [TeacherEase Rubrics](#). This paid tool can help you ensure your rubrics are clear and accurate.
- 67. [Lino](#) A virtual cork board of sticky notes, it lets students ask questions or make comments on their learning.
- 68. [Online Stopwatch](#) Provides dozens of themed digital classroom timers to use during small- and whole-group discussions.
- 69. [Peergrade](#) Helps you create assignments and upload rubrics. You can also anonymously assign peer review work. Students can upload and review work using the corresponding rubric.
- 70. [Verso](#) Lets you set up learning using a URL. Space is provided for directions. Students can add their assignment, post comments, and respond to comments. You can group responses and check engagement levels.
- 71. [VoiceThread](#) Allows you to create and share conversations on documents, diagrams, videos, pictures, and more.

Keep the conversation going with live chats

- 72. [Yo Teach](#) A backchannel site great for keeping the conversation going with students.
- 73. [Chatzy](#) Supports live, online chats in a private setting.

Create and store documents or assignments

- 74. [Google Drive](#) Google Drive allows you to create documents students can collaborate on in real time using smartphones, tablets, and laptops.
- 75. [Piazza](#) Lets you upload lectures, assignments, and homework; pose and respond to student questions; and poll students about class content. This tool is better suited for older students as it mimics post-secondary class instructional formats.

Appendix D

Unit 2, Lesson 6

MINDFULNESS ACTIVITY OPTIONS

Mindfulness, Music, Art, Stretching, Walk & Talk

MINDFULNESS LOCATIONS

Room 110 - Mindfulness

Room 184 - Music

Room 134 - Art

Small Gym - Stretching

Meet in Big Gym - Walk & Talk (track available for use)

MINDFULNESS ACTIVITY- ROOM 110

Mindfulness activities to try:

1. Intentional Focused Breathing
2. Self Check-in
3. Journaling (Self Reflection)
4. Quiet Meditation
5. Affirmations
6. Use a Weekly Planner
7. Visualization - Visualize you are calm or in a calming space

Resources:

[Mindfulness for Teachers: 8 Easy Activities to Bring Calm to a Stressful Job - TEACH SMART with me](#)

[8 Activities for Students \(and Teachers\) to Create a Mindful Classroom | Edutopia](#)



MUSIC ACTIVITY- ROOM 184

Mindful Music activities to try:

(Practice rooms available for vocal toning and singing)

- Mindful movement to music
- Vocal toning
- Mantras-writing & repeating
- Songwriting & Singing



[Music-Based Mindfulness Exercises: 4 Ways To Be, Hear, Now – SoundWell Music Therapy, PLLC](#)

ART ACTIVITIES- ROOM 134

Mindful Art activities to try:

- Zentangle pattern drawing
- Coloring pages
- Doodle page
- Draw an emotion or feeling
- Draw a song

[The Benefits of Mindfulness-Based Art Therapy \(verywellmind.com\)](http://www.verywellmind.com/The-Benefits-of-Mindfulness-Based-Art-Therapy-verywellmind.com/)

Examples of Mindfulness-Based Art Therapy



verywell

STRETCHING ACTIVITY- SMALL GYM

Stretching activities to try:

- Butterfly Pose
- Downward Facing Dog Pose
- Easy Pose
- Seated-Forward Bend Pose
- Tree Pose
- Seated Twist Pose
- Warrior Pose
- Upward Facing Dog Pose

[100 Minute A Practice A Practice Mat A Practice Poster Downloadable Content Mindful Stretching Poster \(verywellmind.com\)](http://www.verywellmind.com/100-Minute-A-Practice-A-Practice-Mat-A-Practice-Poster-Downloadable-Content-Mindful-Stretching-Poster-verywellmind.com/)

Mindful Stretching



WALK & TALK ACTIVITY- MEET IN BIG GYM (TRACK AVAILABLE)

Walk & Talk: Walk with colleagues and discuss relevant life topics or do a mindful independent walk focusing on scenery, sounds and breathing.

Recommended topics:

- Get to know each other
- Classroom happenings
- Personal Life Events
- Activities & Interests




Appendix E

Unit 3, Lesson 3: (Ramsey, 2019)

When Trauma Enters the Classroom

Addressing trauma in our schools

Thelma Ramsey, Principal
Langston Hughes Elementary School



Overview of presentation 2

Agenda

- Common Responses to trauma- 5 minutes
- Triggers- 3 minutes
- What is the impact of Exposure to Trauma- 5
- What does this mean for schools- 5-7
- Activity #3- putting trauma lenses on- 5-7 minutes
- Activity #4- Creating trauma-sensitive solutions- 5-10 minutes
- Activity #5- Where do we begin- 5 minutes
- School-Based Initiatives- 3-5 minutes
- Professional Development- 5 minutes

source: Trauma Sensitive School Training

Overview of presentation

Agenda

- Introduction- 5 minutes
- What do you know about trauma and the characteristics of trauma? 5-7 minutes
- Can you Ace the ACE (Adverse Childhood Experiences)? 5 minutes
- What is Trauma? Types of Trauma/Definitions of Trauma- 5 minutes
- Prevalence of Childhood Trauma- 5 minutes
- Activity #2- Trauma examples- 5 minutes

source: Trauma Sensitive School Training

Activity #1

What do you know about trauma and ACE (adverse childhood experiences)?

Please take 3 minutes to write everything you know about Trauma?

Complete the ACE questionnaire (Handout)



Identifying Trauma in your environment

1 in 5 adults report 3 or more adverse childhood experiences.

Now think about the ACE as it relates to students at your school

Also think about how your ACE score causes you to relate to students at your school

Source: "Recognizing Trauma: Change a Child's Future. Retrieved from <http://www.recognizetrauma.org/statistics.php>, April 26, 2019

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Definition of Trauma

The three "E's" of trauma

Trauma refers to an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects**.

Types of Trauma

- **Natural disasters:** Hurricanes, fires, floods
- **Human-Caused disasters:** Accidents, wars environmental disasters, acts of terrorism
- **Community violence:** Robberies, shootings, assault, gang-related violence, hate crimes, group trauma affecting a particular community
- **School Violence:** Threats, fights, school shootings, bullying, loss of a student or staff member

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Types of Trauma 2

- **Family trauma:** Abuse, neglect, experiencing or witnessing domestic violence, incarceration of family members, family substance abuse, sudden or expected loss of a loved one
- **Refugee and Immigrant trauma:** Exposure to war, political violence, torture, forced displacement, migration and acculturation stressors, fears of deportation
- **Medical Trauma:** Pain, injury and serious illness, invasive medical procedures or treatments
- **Poverty:** Lack of resources, support networks, or mobility, financial stressors, homelessness

Types of Trauma 3

The term **complex trauma** refers to exposure to multiple traumatic events from an early age, and the immediate and long-term effects of these experiences over development.

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Types of Trauma 4

- Historical Trauma:** "The cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma"-Maria Yellow
- Examples of Historical trauma:
- American Indian and Alaska Native Communities
 - Communities of Color
 - Holocaust Survivors
 - Japanese-American survivors of internment camps
 - LGBTQ communities

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Types of Trauma 5

Racial Trauma: Potentially traumatic experiences resulting from direct experiences of racial harassment, witnessing racial violence toward others, and experiencing discrimination and institutional racism.

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Prevalence of Childhood Trauma

Statistics

- Young children exposed to five or more significant adverse experiences in the first three years of childhood face a 76% likelihood of having one or more delays in language, emotional or brain development
- 60% of adults report experiencing abuse or other difficult family circumstances during childhood
- 26% of children in the United States will witness or experience a traumatic event before the age of four
- 2% of all children experienced sexual assault or sexual abuse during the past year, with the rate at nearly 11% for girls between the ages of 14-17

Source: Gaurno, K & Chagnon, E. (2018). *Trauma Sensitive schools training package*. Washington, DC: National Center on Safe Supportive Learning Environments

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Prevalence of Childhood Trauma 2

Statistics (cont.)

Nearly 14% of children repeatedly experienced maltreatment by a caregiver, including nearly 4% who experienced physical abuse

In one year, 39% of children between the ages of 12 to 17 reported witnessing violence, 17% reported being a victim of physical assault and 8% reported being the victim of sexual assault

More than 60% of youth age 17 and younger have been exposed to crime, violence and abuse either directly or indirectly.

Source: Gaurino, K & Chagnon, E. (2018). *Trauma Sensitive schools training package*. Washington, DC: National Center on Safe Supportive Learning Environments

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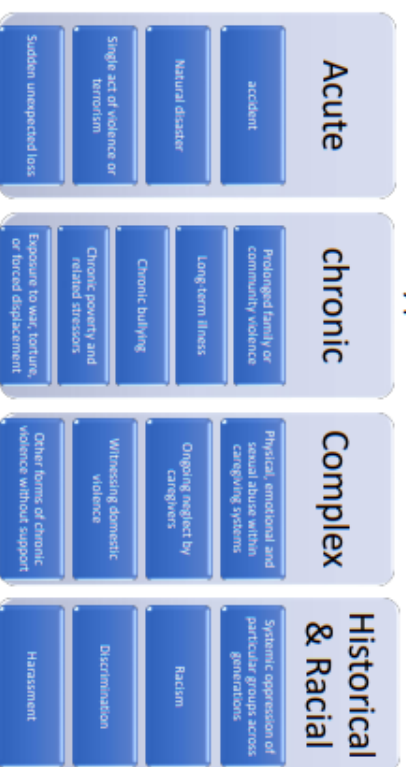
Prevalence of Childhood Trauma 3

Groups at increased risk of exposure to trauma:

Youth of color ages 12 to 19
 African American youth living in urban, low-income communities
 American Indian/Alaska Native children and youth
 Children and youth with disabilities
 Refugees
 Children and youth who are homeless and living in poverty
 LGBTQ children and youth

Source: Gaurino, K & Chagnon, E. (2018). *Trauma Sensitive schools training package*. Washington, DC: National Center on Safe Supportive Learning Environments

Types of Trauma



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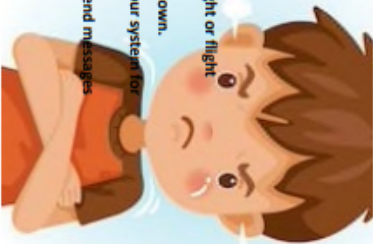
Activity #2: Types of Trauma

On your handout labeled Activity #2, it lists the various types of trauma by category: acute, chronic, complex, historical and racial. Fill in the fourth column with examples of different types of trauma experienced by the students at your school.

Common Responses to trauma

Young Children

- Fear, anxiety, worry
- Changes in sleeping and eating
- Thinking brain goes off-line. Emotional brain activates fight or flight response
- Thinking brain shuts off the alarm and helps us to calm down.
- An experience becomes traumatic when it overwhelms our system for responding to stress
- The emotional brain continues to sound the alarm and send messages to fight or flee, even after the threat has passed.
- Regressing behaviors (loss of speech, wetting the bed)
- Reenacting aspects of the traumatic event in play



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Common responses to trauma 2

School-Age Children

- Fear, anxiety, worry
- Feelings of guilt, shame, and self blame
- Headaches and stomach aches
- Nightmares, disrupted sleep
- Difficulty concentrating
- Angry outbursts, aggression and withdrawal
- Over or under reactions to situations in the environment (e.g. sudden-movements, loud noises, physical contact)



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Triggers

- Reminders of past traumatic experiences that automatically cause the body to react as if the traumatic event is happening again in that moment
- Responses can appear confusing and out of place and be misunderstood by others

Common Responses to trauma 2

Adolescents

- Fear, anxiety, worry
- Concerns about how others will view them after the event
- Shame, guilt, responsibility, embarrassment
- Withdrawal from family, peers, activities
- Avoid reminders of the event
- More intense mood swings
- Decline in school performance
- Increase in risk-taking behaviors(e.g. alcohol/drug use, sexual behaviors, fights, self-harm)



Triggers 2

Youth

- Loud noises
- Physical touch
- Threatening gestures
- Authority figures and limit setting
- Chaos or uncertainty
- Particular spaces (e.g. bathrooms or secluded areas)
- Changes in routine
- Witnessing violence between others, such as peer fighting
- Emergency vehicles
- Certain smells
- Particular times of year (e.g. anniversary of a loved ones death)



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Triggers 3

Parents

- School environment
- Shame and embarrassment
- Confusion in meetings
- Fear of other system involvement
- Interactions with staff who they know or who remind them of someone connected to a past traumatic experience
- Situations that trigger feelings of helplessness and loss of control



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Common responses to triggers

- **Fight responses:** yelling, swearing, posturing, aggressive behavior
- **Flight responses:** running away, refusing to talk, avoidance, substance use
- **Freeze responses:** spacing out, appearing numb, disconnected, confused, or unresponsive

Activity #3: Putting your trauma glasses on (Handout)



What trauma looks like at school

As we have learned reactions to trauma looks like many different things. In some children it may appear like an attention issue, in others it may appear that a student is lazy, or resistant. Some students may exhibit lethargy or other psycho-somatic symptoms (e.g. complain of stomach ache, headache, etc.)

Activity #4: Creating Trauma Sensitive solutions 1

Scenario #2: Jamie is a sophomore in high school and is constantly in trouble at school. He has a very short fuse and will quickly become aggressive when adults call him out on his behaviors and set limits. Jamie is particularly confrontational toward male staff. His pattern is often to begin by challenging a teacher during class—either questioning what they are doing or refusing to participate. From there, things often escalate, as Jamie becomes loud, paces around his desk, and is eventually ordered to leave the classroom. Once in the hallway, he becomes disruptive to other classrooms and has a lot of difficulty calming down.

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Activity #4: Creating Trauma Sensitive solutions (Handout)

Scenario #1: Maria is a 13-year-old eighth grader. She most often appears disconnected and disinterested. She fidgets, avoids eye-contact, mumbles when adults ask her questions, and mostly doesn't appear to care about anything. She seems to understand the material and sometimes does well on assignments but refuses to engage with others during the school day. Teachers complain that she often puts her head down and attempts to sleep during class. This gets increasingly frustrating for adults who keep prompting Maria to sit up and engage. These power struggles frequently end with Maria either leaving the classroom or putting her head down for the remainder of the period.

Activity #4: Creating Trauma Sensitive solutions 2

Scenario #3: Joshua is a kindergarten student. He acts out in the classroom throwing chairs and books. He also crawls around on the floor during circle time. He yells out at the teacher while she is trying to do circle time. As the teacher tries to redirect him, he begins to cry loudly and hits the teacher. When the teacher tries to restrain him, he becomes more violent and licks the teacher. He then runs out of the classroom.

Activity #5: Where do we begin?(Handout)

How do we begin to address Trauma at the mikro level

- Classroom Level
- School Level
- District level
- Community Level

Professional development

- Introduce at the beginning of the year
- Develop a team (could be in conjunction with school leadership team/PLC/ and IR & S committee)
- Plan for staff and parents simultaneously
- Plan the calendar for the entire school year
- Base topics around community happenings (e.g. health fairs, National Mental Health Month, Holiday blues, stress relief initiatives)
- Encourage parent attendance by offering give-aways and incentives
- Schedule a minimum of 4 staff/teacher and 4 parent workshops

School-Based strategies

- Professional development with the staff on identifying trauma
- Best practices from teachers who have developed good relationships with students who are experiencing trauma
- Develop relationships with community mental health agencies
- Introduce the topic of Trauma to your parents through various parent workshops
- Introduce mindfulness to parents
- Introduce Mindfulness to students and staff
- Implement other staff wellness activities
- Develop a Trauma-informed strategic plan

Resources

PROGRAMS/CURRICULA

- The Second Step Program: Skills for Social and Academic Success (PK-8th grade)
- BounceBack program – www.bouncebackprogram.org
- Acestoohigh.com
- Positive Discipline

BOOKS

- Allison Morgan, MA OTR, RYT, Educate 2B: Tools for Engaged Learning and Living (Mindfulness)
- Bessel Van Der Kolk, MD, The Body Keeps The Score: Brain, Mind, and Body in the Healing of Trauma

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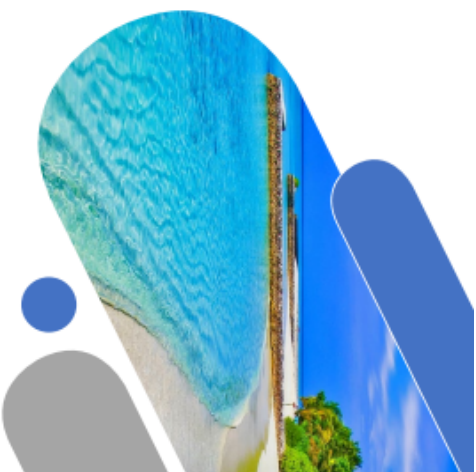
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Thank You!

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Appendix F

Unit 3, Lesson 4: Practice Scenarios: Gillies et al., (2019)

1. Student who's struggling to balance studies with caring for their child

Alex is a single parent who is going to school full-time and is unable to find reliable daycare. The daycare on campus is full and Alex is on a waitlist; all the other community daycares are also full. Alex's daughter, Gemma, is a toddler, and Alex is wary of leaving her with a stranger. Alex has no family in the area, and friends are unable to help as they either work or go to school themselves. With final exams coming up, Alex is having trouble finding time to study and feels options are extremely limited or non-existent. Alex tells you they have been trying to study while Gemma sleeps but cannot keep it up for much longer because they are feeling so sleep deprived. Alex looks unkempt and has dark circles under their eyes; they look like they are about to cry and seem very stressed.

Key points

- Empathize and acknowledge their need to ensure the safety and well-being of their child.
- Provide possible resources the student has not thought of, both within and outside of the school setting.
- Suggest they talk to their instructors to let them know about their situation and possibly request extensions on assignments, if needed.
- If your friendship is close and you have time in your schedule, you can offer short-term babysitting.

Possible response

I can see you really care about your daughter and how important it is to ensure she is safe and well-cared for. I also see how hard you are working to do well by studying while she is sleeping. I admire and respect you for putting yourself through school while raising a child. Is there anything I can do for you right now that would ease your stress? (You could suggest a beverage or food or a walk or even a shower if they seem a little lost or unsure. Sometimes parents are so focused on their children, they forget their own basic needs, and taking care of some of them can help them focus and feel more grounded.)

I know it may feel like you are out of options, but perhaps we can figure this out together.

We can contact student services on campus. They may have a list of caregivers for this specific reason or resources/referrals for parents. We can also try Facebook and ask the community if they know of any reputable caregivers that have space for your daughter.

Perhaps it would be a good idea to speak to your instructors so they're aware of everything that you're juggling. They may be able to give you more time for assignments or may have resources or ideas you haven't thought of yet.

Responses to avoid

- Don't worry, I'm sure you'll think of something. (Chances are, they have thought of everything they possibly could think of. They would not be talking with you if they had any possible solutions in mind.)
- Can't you just put her in front of the TV while you study? (Most parents do not use TV with toddlers as a long-term solution to a chronic problem.)
- Thank goodness I don't have kids; school is hard enough without them. I don't know how you do it. (Although this may feel like you are complimenting their strengths as a parent and a person, it's unhelpful and the focus is no longer on their situation and has shifted to how much easier it would be without children.)

2. Student who's genderqueer and just gone through a bad breakup

You have been paired up with Leslie on a semester-long project in one of your classes. Leslie is upfront about being genderqueer and asks you to use the pronouns they/them. Leslie is enthusiastic, shows up to all the meetings, and completes their portion of the work on time. However, as the semester progresses, Leslie begins missing meetings, is harder to get hold of, and is either late with their contributions or the work is subpar compared with their earlier submissions. When you ask if everything is okay, Leslie admits they are going through a bad breakup and is having a hard time handling it. They are having difficulty concentrating on their work, they aren't sleeping well, and they are drinking a little more than usual. Leslie tells you they are thinking about dropping out and don't know what to do.

Key points

- Be empathetic and supportive while taking a strengths-based approach, highlighting their capabilities as a student and their resilience in the face of stress and hardship.
- Be mindful when referring to them or their partner with the proper pronouns and stay conscious of it.
- Connect the student with LGBTQ2S+-friendly resources, such as counselling services, at the school or in the community.
- Provide support by discussing how your joint project's deadlines, delivery, and work can be altered to allow for flexibility without loss of quality or imbalance in the division of work.

Possible response

I'm sorry to hear about your breakup with your partner. In my time working with you on this project, you have been diligent, hardworking, and enthusiastic. I can see your situation is causing you a lot of stress and sadness and distracting you from your studies. Have you spoken to anyone about this? Do you have support at home or with friends or family? The school has some excellent LGBTQ+-friendly counselling services you can access as well. Maybe it would help to talk to someone about what you are going through?

I know you're having a really hard time and I commend you on continuing to show up and trying the best you can; it's a testament to your resilience. Although we do need to complete our project, I'm flexible in how we continue with it. Is there anything we can change to ease some of your stress, such as working on it together instead of separating the work and then meeting?

Responses to avoid

- **Cheer up, there are plenty of fish in the sea! I'm sure you'll have no problem meeting someone new. (Although this may be true, it minimizes the pain and grief the person is going through. They need time to process their experience before they can move on.)**
- **Did you break up with your boyfriend or girlfriend? (At no point is it necessary to know the sex/gender of their partner. If they do not disclose this information, it is because they have chosen not to and the physical sex or gender identification of their partner will not impact the way in which you support your peer. Using gender-neutral terms like *partner* or *significant other* is more appropriate and respectful, and mirroring the language they use to describe their significant other is the best option.)**
- **Can't you just get over it and move on? We have deadlines, and I don't want to get a bad grade. (Although the concern for a bad mark is real, adding stress and pressure to a situation does not help or support the student in crisis; it only adds to their stress.)**
- **I know exactly what you are going through. When I went through that, I [insert personal story]. (This may seem helpful, but it takes away from their experience, and when we offer personal anecdotes, we stop listening to their story and concerns. Maintaining the focus on their situation allows them to talk through their experience with someone and sometimes that is all they need to move forward or find clarity in a situation and seek the help they need.)**

3. Indigenous student triggered by lesson content

You are in class when the instructor begins talking about Canada's residential school system and the abuse and forced assimilation of Indigenous children. As the lesson closes and students begin to pack up, you notice that a usually gregarious Indigenous student is sitting quietly and appears to be wiping tears from their eyes. When you approach the student, they tell you that their grandmother was in a residential school and they found the lesson very triggering.

Key points

- **Recognize and validate the student's distress without appropriating it.**
- **Actively and non-judgmentally listen to the student's story, if they wish to share it with you.**
- **Connect the student with Indigenous services (such as an Elder in Residence or an Indigenous or liaison counsellor).**
- **Offer support in contacting the instructor about trigger warnings in future.**

Possible response

Thank you for sharing that with me. I noticed you were tearful, and I'm very sorry that you're upset. I won't pretend to know exactly how you're feeling, but I understand there is intergenerational trauma related to the residential school system. If you feel comfortable, please tell me more about how you're feeling and how you've been affected.

Can I assist you in accessing Indigenous services? There are staff on campus who can connect you with Indigenous Elders and counsellors. If you'd like, I can also talk to the instructor about providing trigger warnings on content like this in the future, or I can support you in contacting the instructor.

Unhelpful responses

- **Well, that was a long time ago, and it didn't happen to you.**
- **You need to develop a thicker skin; don't be so sensitive!**
- **A lot of groups have been oppressed.**

- **Oh my gosh, that instructor is totally racist! Don't worry, I'm going to take up your cause and make sure everybody knows how totally unacceptable this is! (This response disrespects the Indigenous student's voice and agency. It appropriates their trauma and misunderstands the situation.)**

4. Homeless student misses study group

You are part of a study group that has been meeting regularly through the semester. Recently, one member's attendance has become sporadic. When they do show up, their appearance is dishevelled, and they seem to have a hard time concentrating. When you ask them about this, they confide that they have been evicted from their apartment and must live in their car for a few weeks until they can afford a deposit on a new place. They explain that it's hard to find a quiet and comfortable place to study or sleep, and their coursework has suffered as a result. They also tell you that they feel a lot of stress and shame about the situation.

Key points

- **Validate in an empathetic and non-judgmental way.**
- **Respect privacy.**
- **Offer to connect the student with relevant resources, such as shelters, counselling, financial aid, bank programs, and library study spaces.**
- **Set personal boundaries.**

Possible response

You have nothing to be ashamed of; many of us have gone through financial hardships through no fault of our own. I understand it must be a stressful situation, and I will respect your privacy. Can I connect you with some services that might help you at this time? Financial aid has scholarships, bursaries, and assistance programs that could help you financially. There are food bank programs and shelters in the community. A counsellor could help you deal with the stress. And if you need a quiet place to study, there is always the library and campus study spaces. I can show you these spaces and support you in accessing these resources.

Unhelpful responses

- **Oh my gosh, I can't believe you're homeless!**
- **You really need to learn to manage your money better.**
- **Don't worry, you can move in with me today and stay as long as you need to! (This response is not conducive to maintaining healthy personal boundaries.)**

5. Transgender student who needs support with a culturally unsafe instructor

Alexa, a transgender student, approaches you after a LGBTQ2S+ meetup on campus. She tells you that one of her instructors refuses to call her by her name, stating that “preferred names” are optional as per school policy. Occasionally, the instructor will use Alexa’s name, but will self-edit it; for example, calling her “Alex” instead of “Alexa.” The student feels disrespected and humiliated by her instructor during class, so if she does attend class she sits in the back and doesn’t participate very much. She explains to you that she needs to do well in the course so she can get into the program she wants. She expresses feelings of sadness, hopelessness, and frustration during this interaction.

Key points

- Listen empathetically and support the student while recognizing her capacity.
- Validate her experience and recognize that you do not personally know this experience (if appropriate).
- Acknowledge the student’s strength and resilience and remind her that she is valued.
- Offer to help connect her with campus and community resources, such as counselling services and advocacy groups that can support her (e.g., the student union or other advocacy services on campus or in the community).

Possible response

Thank you for sharing your story with me. I’m sorry this happened to you. It must be so frustrating for your instructor to not understand trans reality. I can appreciate how your instructor’s behaviour is impacting your well-being. You are valued, and there are many people and services that can support you through this.

How can I help? I hear that you’re feeling sad and hopeless, and I’m concerned. Would you like to talk to a counsellor on campus? Counselling is confidential and free for students. I can walk with you to counselling services if you like, or I can give you their location and contact information. Another option is I could help you connect with the pride centre. They have free short-term counselling as well

as sliding-scale or low-cost long-term counselling services. I can also give you the online crisis resources so you can access them if and when you're ready. Is that okay with you?

If you like, we can also speak to the student union on campus to discuss mediation if you want to talk to the instructor or the director of the department about this. I can walk with you to the student union, or I can give you their location and contact information. I can also be present to support you throughout this process as well.

Unhelpful responses

- **I understand what you are going through. You can wear dresses if you want.**
- **I'm sure the instructor was not intentionally trying to misgender you. Maybe they didn't know. Did you tell your instructor you are transgender?**
- **Have you considered looking more feminine? Perhaps wear makeup, long hair, or dresses so you look less ambiguous.**
- **Are you sure you are transgender? Maybe you are gay instead.**

Resources for Supporting LGBTQ2S+ Students

When speaking to a transgender student, use the name of the student:

- **Say "What is your name?"**
- **Do not say "What is your preferred name?"**
- **If it is necessary to determine the student's name in the registry, say "What is your legal name?"**

Use a transgender or non-binary student's appropriate pronoun:

- **Say "What are your pronouns?"**
- **Do not say "What are your preferred pronouns?"**

Online Resources

Here are some helpful online LGBTQ2S+ resources on language:

- ***The Genderbread Person*. "[Genderbread Person v4.0](#)."**
- **University of California, San Francisco. LGBT Resource Centre. "[General Definitions](#)."**
- **University of California, Davis. "[LGBTQIA Resource Center Glossary](#)."**

- **Alberta Health Services.** “[Terms to Avoid.](#)”
- **Trans Care B.C.** “[Two-Spirit.](#)”
- **Re:searching for LGBTQ2S+ Health.** “[Two-Spirit Community.](#)”
- **2 Crees in a Pod.** “[Embracing My Two-Spirit Journey with Prestin Thotin-Awasis.](#)”

6. Engineering student who appears anxious and rushes out of class

Your classmate usually sits at the very back of your engineering class and keeps to themselves. Today they arrive late, and you notice them taking one of the remaining seats at the busy centre of the lecture hall. Other classmates are engaged in loud conversations with one another. Your classmate appears to become anxious. You notice them frantically shuffling their body. As additional classmates fill up the remaining seats, your classmate hastily grabs their belongings and runs out of the class, sweating profusely. You decide to follow them out of class to see how they're doing. When you talk to them, they tell you that they were just anxious and needed to get out of the room to relax.

Key points

- **Express support and empathy and let them know you support them.**
- **Technical fields like engineering may appear to be emotionless environments to many students, but all students need support sometimes. Bring attention to mental health care by reaching out and sharing available resources.**

Possible response

I noticed that you had an uncomfortable reaction in class and left class earlier. Are you doing okay? I just wanted to check because I know I sometimes feel overwhelmed during class. I know there can be all sorts of pressure, and I'm here if you want to talk about anything. How about we try and sit together next class? I can save you a seat.

Note: If the student says they're fine and they don't share anything else with you, that's okay. They now know that someone else cares about their well-being and you're available if they want to talk. If the student indicates that they're feeling like they can't cope with all the pressure or says anything that concerns you, you could suggest they connect with student services to find out about the resources that are available on campus to support students and help them learn coping strategies for dealing with all the stresses of being a student. You could also offer to walk over to student services with them, but you should take your cue from them.

Unhelpful responses

- **Hi there. I noticed that you ran out of class. I feel like that was weird. Next time, you should stay at the back of the class. If the seats are full, just find a spot on the floor up there or stand.**
- **Hey, it looks like you need to see a counsellor. I know a person who suffered from social anxiety, and they eventually decided to drop out of school. This is a huge problem, and you need to get it fixed right away. I don't want to see you suffer the same fate.**

7. International student who is not able to pay fees

An international student you know from classes is not able to pay all their fees for the semester. The student tells you that they didn't get any kind of financial aid. They discussed their situation with their parents, but they are not able to send money because their business was shut down during the pandemic. The student is really upset and appears to be on the verge of tears when they talk to you. They are worried they'll have to drop out and say they feel helpless and very stressed.

Key points

- Highlight support and empathy.
- Tell them about resources on campus, such as financial aid, international student services, and health and wellness services, which has resources on ways to reduce stress.
- Suggest they visit a local food bank.

Possible response

I'm sorry to hear that you are having such a difficult time. I can understand that this is very stressful and heartbreaking for you. Did you know there are a lot of really helpful services right here on campus? You could also talk to someone in international student services to see if they have any suggestions. And there's also the financial aid office on campus, and they may be able to suggest bursaries or loans. The health and wellness centre has staff and counsellors who can help you if you are feeling stressed and low. There's also the food bank, which provides free food to students in need. I can help you connect with all of these services if you'd like.

Unhelpful responses

- Why don't you just get a job? That's what most students do when they're short of cash.
- So how much money does your family make and how much are they sending you?

8. International student feeling overwhelmed by academic and work commitments

Salem arrived in Canada three months ago and is struggling with absorbing school material in English. Salem has to work after classes to support their family, so there is no time for extra tutoring or study club. Because of late-night shifts, they are having trouble keeping a consistent sleep schedule and preparing meals for the week. Salem explains to you that they have a midterm exam coming up. Salem discloses to you that in their culture, grades play a large role in defining one's self-worth and social status—and this exam is no exception. They are visibly distressed, their eyes swollen with dark circles underneath, and they mention their lack of appetite and lack of communication with their loved ones.

Key points

- Acknowledge and validate student's feelings and concerns.
- Ask if they need advice or a compassionate listener; if the latter, listen attentively.
- If the student needs advice and support, offer to connect them with relevant services, such as financial aid, international student services, mental health resources, or academic advising for additional support.
- Offer to support the student in their advocacy with instructors about their school-life balance.
- Offer to help research food banks, bursaries, and student loan resources.

Possible response

I'm so sorry to hear about what you are going through. Your feelings and concerns are valid and deserve to be heard. I can't imagine how challenging it must be to navigate school, work, and personal life in a foreign environment, far from home and family. I admire your resilience and perseverance in this difficult situation and appreciate you opening up to me about your experiences. You are not alone, and we are here to support you.

How can I help? Do you need a listening ear or support with brainstorming options? I'd be happy to help you navigate the many student services on campus. Have you spoken to anyone at international student services or financial aid?

They may be able to help. Have you contacted your instructor? There are ways to make a request for an extension on assignments. Would you like assistance with that or help with putting together a study plan? We can also look into local food banks and bursaries together, to free up your time to allow for more rest and studying.

When was the last time you connected with family and friends? They care about you and your health; we can call them together if that would help. Your academic performance does not define your worth; there is so much more to you as an individual.

Unhelpful responses

- **This is just an exam, you'll be fine. This is just what student life is like.**
- **Don't blow this issue up. I had exams too and was just fine.**
- **I don't see other international students complaining. You should be grateful you even get to be here.**
- **Actually, I had the same problem when... [continue talking about yourself].**
- **It's because your English isn't that great. Things will get a lot easier when your English improves.**
- **Just talk to your instructor, it's not that big of a deal.**
- **Wow, the way your culture is this focused on grades is so regressive.**
- **This is school, what did you expect?**

9. Student worried about failing a course and disappointing their family

Cobie is the first member of their family to attend a post-secondary program, and their parents and grandparents have invested most of their money in their education. Cobie has come up to you, as a teacher's assistant, in a panicked way after class. They explain that they just got their mark back for an assignment, and they failed it and are unable to improve their mark. They will likely fail the class because of how much the paper was worth. The student is clearly panicking, and is displaying frantic behaviours like pacing, speaking rapidly, and fidgeting with their hands, and is on the verge of crying. They say that they feel guilty for wasting their parents' and grandparents' money and are embarrassed to tell them that they failed on the paper. They say they feel helpless and stuck, with no way out of the situation.

Key points

- Validate the student's feelings and emotions, and show your understanding of their situation.
- Provide options for the student, such as discussing a rewrite with the instructor.
- Encourage the student to visit counselling services.

Possible response

This sounds really challenging, and I'm so sorry that you are going through this tough time right now. It must be really hard and upsetting to have worked so hard on a project and not got the mark you wanted. Your parents and grandparents care about you; that's why they have helped you with school. You are a hardworking student and this one grade does not define you.

I suggest you first talk to your instructor and see if they're open to you rewriting your assignment. If that's an option, you could get extra support from the learning centre. If redoing your assignment isn't possible, there is the option of taking the class again or taking a different class that you might be more interested in. I'm here for you, and you can come to me to talk. If you're feeling really overwhelmed by this, there are also counselling services on campus, and I can recommend a counsellor who can help you through this tough time. Would you like me to help you connect with counselling services?

Unhelpful responses

- **Don't worry about it. This assignment probably doesn't matter as much as you think it does.**
- **Your parents and grandparents won't be mad at you for failing one assignment.**
- **You probably should have worked a bit harder and then this wouldn't have happened.**

10. Student triggered by an instructor's comments about weight and body image

Your friend Blue, who is recovering from an eating disorder, just ran out of class because of triggering course content. Blue is non-binary, queer, bi-racial, and neurodivergent. In class, the instructor was discussing nutrition, body image, and healthy eating when they made an implicitly offensive comment about weight and body mass index. This triggered Blue, causing them to run out of the classroom. You also leave class to check on them, and you find them pacing up and down the hallway, scratching their arms, and tugging at their shirt to pull it away from their body.

Key points

- Listen and respond in an empathetic way.
- Ask them if they have anyone to talk to.
- Offer to go with them to a quiet place on campus, such as a student hub, so they can ground themselves.
- Ask if they'd like to talk to a counsellor and offer to help connect them with counselling services.

Possible response

I noticed that you ran out of the class after the instructor made that insensitive comment. Do you want to talk about how you're feeling, or do you need time for yourself? I know you're recovering from an eating disorder and hearing your instructor make a comment like that must be extremely upsetting. I can see that you're distressed by the way you're scratching yourself. I know the student hub has a quiet space that we can go to if you think that would help; I can walk you there now. After you feel more grounded, do you want to talk to someone? There's counselling at the school and peer support, but if you don't feel comfortable discussing the matter here, there's [Here2Help.ca](https://www.here2help.ca), which is an online chat or text resource.

Unhelpful responses

- I thought you recovered from your eating disorder. Why does this bother you?

- **I'm sure the instructor had good intentions; you're just taking it the wrong way.**
- **I know you were triggered by that comment, but I'm sure the whole class was too.**
- **Come on back to class, you don't want to miss everything and fall behind.**

11. Student struggling to balance academic pressures with their social life

A student shows up to class after not coming for a couple of weeks. As everyone is packing up their bags at the end of class, you approach the student, who looks tired, is not wearing appropriate clothing for the cold weather outside, and looks like they may not have showered in a while. After talking privately with you in the empty classroom for a few minutes, the student discloses that they are hungover from a weekend of drinking. The student is clammy, sweaty, and breathing quickly. The student continues to tell you that they don't want to be in school, but they're under a lot of pressure from their family to be there. The student tells you that the only part of school they enjoy is the social aspect.

Key points

- Listen and respond in an empathetic way.
- Suggest they talk to someone counselling services about the pressures they're feeling and get some advice on how to balance their academic and social life.
- Suggest they talk to someone at the learning centre about how to manage their courses.

Possible response

Hey, I haven't seen you in a while and I just want to check in on you. Is everything going okay? I see you don't have a jacket, and it's pretty cold outside. Do you want to see if the lost and found has anything that hasn't been claimed in a while? I understand not wanting to come to class; it is a lot of pressure. The social life is exciting and new, and it's a chance to feel free and be your own person. Do you have any ways to balance the social and work aspect of school? Do you have anyone to talk to about school and life? It could be really helpful to talk to someone, and here are some good resources here on campus. There are counsellors who are there if you need to talk about the pressure you're feeling from your family; they can also give you some advice on balancing the work and social aspects of school. Would you like me to help you connect with them? I understand that you're hungover now, but you could go whenever you're ready. Is it okay if I reach out if I don't see you in class next week?

Unhelpful responses

- **Don't worry so much; you'll grow out of this phase of your life.**
- **Why are you even in class if you don't want to be here?**
- **It sounds like you drink a lot. Are you an alcoholic?**
- **It might help to keep things in perspective. I have to work two jobs every summer to put myself through school, but your parents are paying your way—and you don't even appreciate it.**

Appendix G

Unit 3, Lesson 6: (Halloran, 2023)

Coping Skills Checklist

- Check off the ones that you do now
- Circle the ones you want to try
- Cross off the ones that don't work

Calming Skills

- ☐ Deep breathing using a pinwheel
- ☐ Deep breathing with bubbles
- ☐ Deep breathing with a stuffed animal
- ☐ Deep breathing using a feather
- ☐ Take a mindful walk
- ☐ Yoga
- ☐ Imagine your favorite place
- ☐ Think of your favorite things
- ☐ Picture the people you care about
- ☐ Say the alphabet slowly
- ☐ Remember the words to a song you love
- ☐ Run water over your hands
- ☐ Carry a small object
- ☐ Touch things around you
- ☐ Move
- ☐ Make a fist then release It
- ☐ Positive Self-Talk
- ☐ Take a shower or bath
- ☐ Take a drink of water
- ☐ Counting
- ☐ Block out noises
- ☐ Take a break
- ☐ Calming Jar
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Distraction Skills

- ☐ Write a story
- ☐ Crossword/Sudoku Puzzles
- ☐ Bake or Cook
- ☐ Volunteer/Community Service
- ☐ Random Acts of Kindness
- ☐ Read
- ☐ Clean
- ☐ Play with a pet
- ☐ Play a board game
- ☐ Play video games
- ☐ Screen time
- ☐ Play with a friend
- ☐ Start a garden
- ☐ Creative Thinking
- ☐ Make up your own game
- ☐ Plan a fun event
- ☐ Start a new hobby
- ☐ Do a crafting project
- ☐ Your favorite things
- ☐ Be silly and laugh
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Coping Skills Checklist

Check off the ones that you do now, circle the ones you want to try,
cross off the ones that don't work

Physical Skills

- ☐ Squeeze something
- ☐ Use a stress balls
- ☐ Shred paper
- ☐ Bubble wrap
- ☐ Use a sand tray
- ☐ Jacob's Ladder
- ☐ Hold a small stone
- ☐ Shuffle cards
- ☐ Make something
- ☐ Use a fidget
- ☐ Walk
- ☐ Exercise
- ☐ Dance
- ☐ Punch a safe surface
- ☐ Play at the Park
- ☐ Make an obstacle course
- ☐ Swing on a swing
- ☐ Jump on a trampoline
- ☐ Jump rope
- ☐ Scooter
- ☐ Go swimming
- ☐ Stretches
- ☐ Tumbling/Gymnastics
- ☐ Yoga
- ☐
- ☐
- ☐
- ☐
- ☐

Processing Skills

- ☐ Write in a journal
- ☐ Write songs
- ☐ Write poetry
- ☐ Write music
- ☐ Draw
- ☐ Talk to someone you trust
- ☐ Create a playlist
- ☐ Write what's bothering you and throw it away
- ☐ Write a letter to someone
- ☐ Use "I statements"
- ☐ Make a worry box
- ☐ Color
- ☐ Doodle
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Skills to Try

My Coping Skills

Appendix H

Unit 4, Lesson 2: (TeachThought, 2021)

What Are Simple Formative Assessment Strategies For Learning?

As frequently as a chef needs to check a dish for taste, teachers should **check for understanding** by using intentional formative assessment strategies.

These can be formal–formative or summative assessment, multiple-choice, short answer, essay, matching, and related iconic ‘test’ forms. But they can also be informal–conversations, gallery walks, sketches, and more.

We recently shared the **Inconvenient Truths of Assessment**, and one of the takeaways from that post by Terry Heick could be that rather than focusing on the design of assessment, we could instead focus on a climate of assessment—a classroom where snapshots of understanding are taken frequently and naturally, without the stress of performance for the student, or the burden of huge, unmanageable data results for the teachers.

So what about assessment as a matter of tone and purpose? If an assessment is non-traditional and non-threatening (or even less traditional and less threatening), how might that impact what it reveals? Does the tone of an assessment matter?

Is informal assessment a ‘lesser’ form altogether?

The Primary Benefit Of Informal Assessment

More than anything else, non-threatening, informal assessment can disarm the process of checking for understanding. The less formal the form, the less guarded or anxious the student might become. Stress and worry can quickly shut down the student's ability to think, which yields misleading results—a poor 'grade' which implies that a student understands a lot less than they actually do.

Here are 50 formative assessment strategies — categorized by learning style — that can be useful to you as you collect data from all students, from the polished little academics to students for whom the classroom might be a less-than-comfortable place.

Kinesthetic Strategies

Response cards/whiteboards

Response cards allow students to demonstrate their understanding in nonverbal ways.

Teachers can design or print out pre-made response cards, laminate them, and hook them to a key ring that remains at each student's desk, or in a designated location. Include True/False, A-B-C-D, Yes/No, or color-coded cards that can represent responses displayed on a SMARTBoard. Alternatively, a class set of miniature dry-erase boards is a less time-consuming way for teachers to give students the opportunity to show what they know.

Hand signals

Hand signals can be used to give a quick holistic picture of what your students know.

Students can rate their level understanding from 1 to 5 fingers, or use open or closed fists to

signal 'Yes' or 'No.' This is another great way for students to participate in a nonverbal manner.

Give 1, get 1

Not only is this an effective way to get students to show their understanding, but it gets students moving, includes an element of competition, and has instructional value. How? Within a given time period, students move around the room to link up with as many partners as they can. With each pair, one student shares a piece of their understanding, and the other student writes that element down to their own collection. Then, they swap. As more partners meet up, each student's list should grow with additional information.

4 corners

Students of all ages love this kinesthetic demonstration of understanding, in which each corner of the room corresponds to a different item on a Likert scale (i.e. 'Strongly Agree,' 'Agree,' 'Disagree,' and 'Strongly Disagree') or multiple choice option (A, B, C, or D). The educator can issue a prompt or question, and then the students move to the corner that corresponds with their chosen answer. The teacher can then have one or more students explain their reasoning for gravitating to their area of the room.

Trashketball

This game will have your students pleading with you to show their understanding! Turn your classroom into a basketball court by moving desks aside and lining students up to throw crumpled-up paper balls into a trash can. Place strips of tape at close, medium, and far

distances from the basket to make it more challenging to get points. About those points...students only get the opportunity to shoot the paper ball if they answer questions correctly, and teachers can give students the options to answer different 'levels' of questions. Students then get to decide where to shoot from — the further away from the trash bin, the more points they get if they sink the paper in it!

Beach ball questions

Only into Quarter 1 and you and your students are missing summer? If you can't bring the students to the beach, bring the beach to the students! Inflate a large beach ball and use a dry-erase marker to write questions all over it (or, if the beach ball has different colors, have each color correspond to a different question that is displayed on a SMARTBoard). Have students pass the ball to each other and answer one of the two questions that their hands touch upon catching the ball.

Simulation

For an extra-theatrical bunch, a simulation may be a great idea for giving them an opportunity to check what they know. Simulations challenge students to recreate an event, concept, phenomenon, or process. For example, students can simulate a chemical reaction by acting as molecules, demonstrate how a bill is passed by taking a mock vote in the Senate and House of Representatives, or act out different probability equations.

Gallery walk

In a gallery walk, students (typically) display their understanding of a concept on a poster or via a created artifact. Think of your classroom as a museum — each artifact can have a blank piece of paper underneath it where others can view the work, ask questions, make comments, and discover connections. It is almost like students are being positioned as critics — this activity is also a great way to model how to give effective and specific peer feedback.

Bloom's dice

Let's play a game! All you need are dice. And how convenient — each number (1-6) can correspond to a different level of Bloom's taxonomy (remembering, understanding, applying, analyzing, evaluating, creating). Each student gets the opportunity to roll the die and answer a predetermined question OR create their own question using one of **Bloom's taxonomy power verbs**.

Pinwheel discussion

In a pinwheel discussion, the teacher divides the class into 4 groups and moves 4 desks into a circle facing each other. Behind each of the desks in the center are two desks (or more, depending on the number of students). Thus, each group is made up of a representative in the middle and two or more members on the outside of the wheel. Each student takes on the role of provocateur, moderator, and facilitator, as the teacher poses discussion-worthy questions. Students can create their own higher-order questions, devise simulations, or provide explanations.

I have the question, who has the answer?

It's like a matching game, but class-wide! The teacher can write questions and answers on separate index cards, mix them up, and distribute them among a class. Then, within a given time period, students must find the corresponding answer to their question. To make this task extra challenging, teachers can add extra conditions, such as not being able to use certain keywords, only being able to speak using questions, or having a limited amount of words to communicate with potential matches.

Hot seat

Okay, we realize that most desks aren't equipped with temperature control, but you can create a sense of excitement and urgency with this fun formative assessment strategy! Write questions on index cards and adhere them to the underside of each desk. Have students play musical chairs to discover their question, or use different-colored index cards to correspond to a different style of question. For example, in the first round of Hot Seat, the teacher may ask someone with a blue index card to respond, while in the second round, while in the second round, they may call upon a person with a start on their card to respond.

Tic-tac-toe

Students can feel more empowered to show what they know when given options of how to do so — for each of the nine squares on the board, the teacher can include a different way to demonstrate their understanding. The student can choose three different ways to demonstrate their understanding (horizontal, vertical, or diagonal). In this way, the teacher

can be purposeful in designating certain options as all visual, all oral, all kinesthetic, or representative of each style.

Discussion-Based Strategies

Concentric circles

This formative assessment strategy also includes a kinesthetic element. The teacher arranges all the student desks in two circles with the same number of desks: an inner and outer circle. The teacher prompts one group to move to the left or right, and then sit down in front of a new partner. In that pair, each partner takes turns sharing their response for a full minute, and then actively listening to their partner's response for one full minute. With each rotation, students can build upon their shared contributions by synthesizing previously received responses.

Philosophical chairs

In this formative assessment strategy, students listen to a teacher-provided statement and move to a different side of the room, indicating whether they are for or against the prompt. The teacher then gives students the opportunity to collaborate in their groups in order to create a joint statement expressing their position. One (or more) students can share, and each side can have another opportunity to collaborate in order to respond to statements from different groups. The goal of the activity is to clarify understanding, with students having the ability to switch sides if their opinion changes during the discussion.

Socratic seminar

Socratic seminar is a favorite among students who prefer to share their understanding through conversation, as opposed to a multiple-choice assessment or timed essay.

Teachers (or students) create questions related to a concept, then engage in student-led discussion to ask questions, agree or disagree thoughtfully, use textual evidence to support their assertions, engage individuals or the whole group in discussion, or seek clarification.

Like concentric circles, there are two even groups seated in an inner and outer circle. The students on the inside speak while the students on the outside serve as support coaches or observers. At 'halftime,' the circles switch so that everyone gets an opportunity to speak and coach/listen. At the end, students can write a brief summary of the discussion, sharing how their learning has become more clear or expanded.

Fishbowl

Fishbowl has many elements in common with Socratic seminar and concentric circles, except in this case, there are only 5-7 desks in the inner circle, and most desks are situated on the outside. A teacher provides a discussion prompt or question, and students take turns moving into the inner circle to engage in a conversation. Ideally, the discussion continues seamlessly while students tap each other in and out of the inner circle. Students on the outside record insights or observations that they can then bring into the inner circle to enhance the discussion.

Ongoing conversations

Ongoing conversations are a great strategy for exposing students to multiple perspectives, and can be carried out over the course of a single unit of study, or an entire semester!

Students receive a single piece of paper with a 2-column chart. In the left column are enough spaces for each student in the class (the teacher can include the names or not). On the right side — which is significantly wider than the left column — is an empty box large enough for a person to write 1-3 sentences.

Each day, the teacher can ask a question or issue a prompt, and the students then have a given amount of time to discuss the question or prompt with a new partner. They summarize their partners' responses in the right column next to that partner's name. The challenge is for each student to talk to a brand new person in class before talking to one person twice. This is a great activity for classes where students tend to gravitate toward the same partners.

Conver-stations

In this iteration of chat stations, the teacher creates questions or discussion prompts at set locations around the classroom. In small groups, students travel to each station and discuss each prompt. They can continue traveling together OR move separately to new stations, where they have an opportunity to discuss a new prompt with new partners. Like the 'give 1, get 1' strategy and 'ongoing conversations,' this is a great strategy for exposing students to diverse perspectives.

Save the last word for me

Here's another formative assessment strategy where students benefit from listening and speaking. Students share their reactions to a prompt or question in triads as student A, student B, and student C. While student A reads a question, quote, or prompt, students B and C engage in discussion about the significance. After a given time period, student A explains their rationale for choosing the quote or asking the question (thus, they get the 'last word'). The process repeats with the B students and C students getting to have the 'last word' in a new round.

TQE method

TQE stands for thoughts, questions, and epiphanies. Similar to Socratic discussions (see here for an **example of a Socratic discussion**), this formative assessment strategy is also student-driven by the thoughts, questions, and epiphanies that students provide in response to a text, problem, or scenario. The class can choose the best TQEs and use them to drive their own discussion.

Catch phrase

Ever played this electronic game that gives you a word and you have to explain it to a small group without using commonly associated words? In a classroom context, the teacher might use this game to have students demonstrate their understanding of new vocabulary terms. For example, a student might choose a card with the vocabulary word 'loquacious,' and view a list underneath the term that includes words they are not allowed to use in describing the term to their group members (i.e. talkative, chatty, a lot, social, outgoing).

Analogy prompts

Analogies are a quick and effective way of getting students to use higher-order thinking skills to demonstrate what they know. Simply put, the teacher can challenge students to make an analogy for a concept with which they are currently grasping. This strategy can work across all grade levels and content areas.

See also **How To Teach With Analogies**

Visual Strategies & Techniques**Pictionary**

Student artists will clamor for more opportunities like Pictionary! In this formative assessment strategy, students create a drawing or other visual representation of a process, concept, or phenomenon. To take it further, they can pass their drawing to the right in a circle, where the recipient then writes what they think the previous student drew. They fold the paper so that only the written part can be seen by the next person who gets the paper. The third person then creates a new drawing for the second person's written interpretation (without peeking at the original drawing!) The paper continues to move in one direction, with alternating drawings and written explanations, until it returns to its originator (who can laugh at how far the interpretation moved or feel confident that future interpretations matched their original drawing).

One-pagers

This formative assessment strategy challenges students to produce a single page of paper that illustrates their understanding of a certain concept. There are guidelines for what the one-pager must include, such as key vocabulary words, higher-order questions, images, quotations, main ideas or central themes, and symbols. Students can also use these one-pagers as artifacts in a subsequent gallery walk.

Concept mapping

You've seen concepts before — graphic organizers, flow charts, and Venn diagrams are all examples in which students use diagrams to represent relationships between different concepts (i.e. cause and effect, compare and contrast, sequence, problem and solution).

Abstract to concrete

Similar to the analogy strategy, students are challenged to represent an abstract concept (like photosynthesis, eminent domain, or irony) using something concrete. Alternatively, the teacher can also flip the concept and challenge students to turn a concrete fact or event or process into an abstract concept.

Affinity mapping

Similar to concept mapping, affinity mapping is a way to organize different ideas (but this time, in a collaborative fashion). Students typically write more concrete concepts on individual Post-It notes and work together to categorize them in groups that are more abstract. Students can travel to other groups' clusters and critique their reasoning or make changes.

Concept attainment

We've previously written about the concept attainment formative assessment strategy, in which "new ideas are introduced and defined by students inductively through categorization...students see attributes, examples and non-examples, form theories, and test those theories against given data until they are able to name the concept." Check out our [**post on concept attainment**](#) to view an example of this strategy in action.

Hexagonal thinking

In hexagonal thinking, teachers write specific concepts on hexagon-shaped cards, then move them adjacent to one another in order to reveal relationships and connections between concepts. Once the hexagons are arranged, the students then use connection arrows to show intersections between and among central ideas. The teacher can prompt them to explain their thinking in written or oral form.

Written Strategies

Think-write-pair-share

This formative assessment strategy is fairly self-explanatory. A teacher presents a prompt or question, the student thinks about it, writes about it, pairs up with a partner, and shares their response. A simple strategy with potentially illuminating outcomes for students of all grade levels.

GIST summary

Do your students get the gist of what they're learning? A GIST summary is not just any old summary — it stands for “generating interactions between schemata and texts”

(Cunningham, 1982; Herrell, 2000). Students are challenged to write a summary using a certain number of words (typically 15 or 20) using key vocabulary related to a complex text or concept.

Chain of understanding

Don't let your exit tickets go to waste — have students write their responses to daily exit tickets on a strip of construction paper, then glue and link the paper strips into a chain that can serve as a tangible representation of student learning at the conclusion of a unit. You can even have students read through the chain links and reflect on how their thinking has evolved. It doesn't hurt that a colorful formative assessment chain can brighten up a dull classroom environment, either!

Costa's questions

Similar to Bloom, Costa arranged different types of questions into a hierarchy of levels (from least to most complex). Level 1 questions prompt students to respond with literal information (such as an answer they could point to on a page). Level 2 questions prompt students to process information by combining literal and inferential knowledge. Level 3 questions challenge students to apply information in new ways. As a formative assessment strategy, teachers can challenge students to answer one of each level, or better yet, devise their own questions that they can respond to themselves and/or share with student partners.

Bloom's sentence stems/power verbs

At TeachThought, we are big supporters of using sentence stems and question stems as a starting point for students to demonstrate their learning. The teacher can issue a specific power verb or sentence stem, to which students provide their unique responses.

Power minute

In this timed formative assessment strategy, students have 60 seconds to write down everything they know about a certain concept. No need to worry about writing in complete sentences here — students can write down phrases, vocabulary words, themes, main ideas, supporting details, textual connections, examples, and related concepts.

Word cloud

In this collaborative formative assessment strategy, a teacher gives a prompt or a question and students write down (or type) a single word response. There are plenty of great websites that simplify this process and create visual word clouds based on student responses. More frequently shared responses display in a larger size than less common responses, which can give the teacher a good idea of how well students understand a concept.

3-2-1 strategy

Why is it that the simplest formative assessment strategies often yield the most insightful responses? In the 3-2-1 strategy, the teacher challenges the students with preparing 3 ____, 2

___, and 1 ___. What goes in the blanks? Read up on some examples in our post on **Using the 3-2-1 Learning Strategy for Critical Thinking.**

Haiku

A haiku is simply a more poetic way of summarizing a concept in a student's own words.

Haikus are Japanese poems consisting of three lines. The first line contains five syllables, the second line contains seven syllables, and the third line contains five syllables.

Top 10

Comparing, contrasting, and arranging are all higher-order thinking skills. Task students with demonstrating their understanding by listing the top ten most important details related to a main idea, the top ten vocabulary words associated with a phenomenon, or the top ten events in a historical or scientific process. Challenge your students even further by having them explain the rationale behind their rankings.

A-B-C summaries

A-B-C, as easy as 1-2-3! Working in collaborative groups, students take turns generating an alphabetical list of vocabulary words, phrases, or sentences that all relate to a main concept or process.

Circle – square – triangle

Each shape corresponds to a different formative assessment challenge. Students draw a circle and write down anything that is still confusing, unclear, or 'circling' in their minds.

Next, students draw a square and write down anything they agree with (or what 'squares' with their thinking). Finally, students draw a triangle and write three important details from what they have learned.

Digital Strategies & Techniques

Padlet

How long would it take to collect individual responses to a question, sort them into categories, and create a representation of that curation which could then be shared with students? Padlet can accomplish such a task in less than a minute! Students can type their responses (anonymously or associated with their names) to a question or prompt, which then show up on a Padlet (virtual bulletin board). The teacher can update the display in real-time and seek student input to categorize the responses or show relationships.

EdPuzzle

EdPuzzle allows educators to insert questions at any point during an imported video. Students can work at their own pace and teachers can add comments or voiceover to the video or feedback responses.

Kahoot!

There's a reason Kahoot! includes an exclamation point in their name — students LOVE playing this digital formative assessment game! Teachers can choose from a library of thousands of formative assessments or create their own. Students join through a laptop or mobile device and select a response for a given question. Students receive more points for answering quickly (and correctly), and a leaderboard displays the top three performers after each question.

Quizlet

Quizlet is like Kahoot! but more tailored to small groups. As a formative assessment strategy, teachers can divide students into small groups and engage them in a competition where they have to work together to answer responses. With each collective correct response, the team's animal icon moves forward in a race against the other teams. Be careful, though! One wrong answer by one group member can set the group all the way back to the start of the race!

There is definitely an opportunity for social-emotional learning here — competitive students can learn how to better support group members who are struggling with a question with encouragement, as opposed to complaining or pushing them.

Google Forms

Create quick formative assessments and export student responses to a spreadsheet — this is a great tool for conducting item analyses in order to discover which concepts students

are struggling with and which concepts they are mastering. Check out our post on **How to Create Self-Grading Assessments Using Google Forms**.

TikTok

Appropriate for high school students (who likely have the popular app downloaded already on their mobile devices), teachers can task students with creating a 60 second or less TikTok video to demonstrate their understanding. Students can create simulations, skits, analogies, or illustrations on this versatile and user-friendly app.

Flipgrid

FlipGrid (see also **Ideas For Using Flipgrid**) is a great formative strategy inside and outside of the classroom. Teachers create discussion forums where students respond in video form. They can watch fellow students' responses and add video comments, clarifications, or questions to their peers' responses.

Poll Everywhere

Seek student understanding by creating a digital poll – Poll Everywhere aggregates students' responses quickly and helps teachers see what concepts students understand (as a class) and which concepts require further elaboration or grappling.

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EDUCATION Kutztown University of Pennsylvania, B.S.Education, 2014

Major: Art Education Concentration: Ceramics GPA: 3.53

University of the Arts, Masters in Curriculum Design

Anticipated May 2023 GPA: 4.00

TEACHING EXPERIENCE

Downingtown Area School District:

Downingtown High School West December 2017–Present

Visual Art Teacher

- Teach grades 9–12 in Ceramics & Sculpture I–III, Drawing & Painting I–II and Art Major I–III.
- Participation in the running of the school National Art Honors Society.
- Facilitation of community art opportunities for students.

Downingtown High School West September 2017–Dec. 2017

Extended Daily Substitute Visual Arts

- Taught grades 9–12 in Ceramics & Sculpture I, II and III, Art Major I, Drawing & Painting I and II.
- Volunteered assistance with National Art Honors Society and Mural club.

S.T.E.M. Academy: Visual Arts Nov. 2016–February 2017

Extended Daily Substitute Visual Arts

- Taught grades 9–12 in Art in the 21st Century and International Baccalaureate Diploma Program courses for the visual arts.

S.T.E.M. Academy: Engineering April–June 2017

Extended Daily Substitute Engineering

- Taught 9th grade engineering utilizing collaborative techniques.

Springton Manor Elementary School December 2014– June 2015

Extended Daily Substitute Art Teacher

- Taught K–5 elementary students in the art room utilizing teacher lesson plans.

Perkiomen Valley School District:

Skippack Elementary school December 2014– June 2015

Long-Term Substitute Art Teacher

- Designed lessons and taught K–5 elementary students.
- Organized and hung a schoolwide art show utilizing community volunteers.
- Collaborated with fellow educators on cross curricular connections and brain breaks.