

## Summer 2024 Semester

*June 17, 2024 – August 30, 2024*

<b>Title of Course:</b> Creating Compassionate Classrooms: Overcoming Adverse Childhood Experiences (ACES)	
<b>Number of Sessions:</b> 6	<b>Grade Levels:</b> K-12
<b>Total Hours:</b> 45	<b>Total Number of Credits:</b> 3
<b>Course Start Date:</b> June 17, 2024	<b>Course End Date:</b> August 30, 2024
<b>Course Location:</b> Online at CE Credits Online <a href="http://www.cecreditsonline.org">www.cecreditsonline.org</a>	
<b>Maximum Course Enrollment:</b> 1000	
<b>Instructor's Name:</b> Jeffrey G. Christo	<b>Instructor's Telephone:</b> 425-788-7275
<b>Instructor's Email:</b> <a href="mailto:support@cecreditsonline.org">support@cecreditsonline.org</a>	
<b>Education Partner Fee:</b> \$159	
<b>Materials Fee</b> if applicable: N/A	
<b>Registration Deadline:</b> July 22, 2024	

## Course Information

### Course Description

Every day, students enter New York City classrooms bearing concerns that go far beyond academics. Creating compassionate classrooms provides teachers with an understanding of how students can overcome adverse childhood experiences (ACEs) by adopting compassionate methodologies in the classroom and learning community. Research and scientific rationale support the need for compassionate schooling to support children with ACEs, including students who are in a continual state of physical and emotional stress or have experienced a singular traumatic event.

This course includes tools, strategies, and resources to create a compassionate classroom and to collaborate with colleagues to create a school-wide culture of care. These principles and practices create learning conditions that alleviate the interference of traumatic experiences that are beyond the teacher's and student's control.

Throughout this course, learners will look carefully at social emotional learning standards in the K-12 setting, which define competencies students need for success in all aspects of life. The competencies must be taught with a compassionate approach to reach victims of stress and trauma. Traditional methods of discipline have failed to support the social and emotional needs of students overcoming ACEs. This course provides teachers with the methods that ensure these students' needs are met through a unique, compassionate effort that does not rely upon punitive measures.

Integrating a plan to create a compassionate school community requires input from multiples parties. Teachers, administrators, counselors, and other school personnel will all benefit from incorporating these practices into their daily routine. This course will allow educators to implement compassionate school methods into a district by replacing traditional, punitive methods of discipline with positive behavior intervention supports, incorporating SEL in the curriculum, partnering with community

members to mitigate the effects of poverty, and addressing all barriers for students with complex needs.

Throughout the 2016-2017 school year, 104, 088 students were reported homeless in New York City. While this is just one example of a traumatic event students may face throughout their school year, this is a substantial number of students for whom traditional discipline and management routines will fail. These students, along with others, require a school culture that is built upon compassion, while identifying and supporting their needs in order to build them a bridge to success.

### **Target Grade Levels**

K-12

### **Integration of *Danielson Framework for Teaching* Components**

#### **Primary Standards:**

#### **1a Demonstrating Knowledge of Students**

- This course equips teachers with the tools necessary to identify behaviors and demeanors in students that may indicate abuse or neglect. Knowing students and identifying their needs requires an understanding of the emotional and social challenges that may prevent or hinder learning. Once teachers identify these needs in their students, they can suggest further support from other caring professionals. Typical responses to behavior issues in the classroom involve punitive measures. However, when demonstrating a genuine knowledge of students, teachers will respond with compassionate methods that identify student needs and incorporate strategies that foster social-emotional growth and development. As a result of this course, teachers will know and be able to identify students' social and emotional needs, while being able to support them in conjunction with their academic needs.

#### **2a Creating an Environment of Respect and Rapport**

- A compassionate classroom and school building is one where all students are respected and valued. This course identifies the social and emotional factors that may get in the way of student learning, and then equips teachers and administrators with the tools necessary to support those needs and promote positive growth. Constantly responding to student behaviors with corrective measures promotes an environment of anxiety and fear and may even lead to more behavior outbursts. By incorporating the strategies presented in this course, teachers will create a classroom environment that identifies and considers student experiences prior to punishing behavior. By addressing needs as opposed to behaviors, teachers will create an environment of respect and rapport.

#### **Additional Standards:**

Domain 2: Classroom Environment

- 2b Establishing a Culture for Learning
- 2d Managing Student Behavior

Domain 3: Professional Learning

- 3a Communicating With Students

Domain 4: Planning and Preparation

- 4a: Reflecting on Teaching

## **Integration of Standards**

This course aligns with The Children’s Plan, which seeks to improve the social and emotional well-being of New York’s children and their families. According to the “Making Caring Common Project”, Social and Emotional learning (SEL) skills help schools meet the [NYS Next Generation Learning Standards](#). While SEL is not explicitly presented in the Next Generation or ISTE, they are implicitly embedded in the standards. In order for students to successfully meet these standards, students must possess social-emotional skills such as management of emotions, positive relationships, and expressing feelings.

### **NYS PD standards**

3a. Professional development is based on current research in teaching, learning, and leadership.

4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

5a. Professional development focuses on developing educators’ knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

### **NYCDOE Priorities: Academic and Personal Behaviors**

Persistence

Engagement

Self-Regulation

### **Pedagogical Approach**

This course consists of six Modules, each of which features andragogic strategies to meet the needs of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, reflection/analysis questions, discussion boards, [2 Authentic Tasks](#) (in lieu of a midterm), [downloadable resources \(Appendix D\)](#), a Classroom Practice Analysis, and a [comprehensive Final Project](#).

Barriers to learning range far beyond cognitive delays and academic struggles. This course supports teachers in identifying the social and emotional needs our students bring to the classroom. Through

taking this course, NYC teachers will not only be able to identify these needs in students while seeking proper professional help, but they will also be trained to develop a classroom culture that promotes the social and emotional well-being of their students.

This course provides a variety of rigorous learning activities to build teacher capacity in supporting students who have experienced ACEs. A range of media and andragogical techniques are employed in the modules including Interactive presentations, reflection and analysis questions, [discussion boards](#), graphic organizers, and classroom video, all of which engage learners in thoughtful reflection and evaluation of creating compassionate classrooms. Collaboration is embedded in discussion boards and authentic tasks, so that participants share with and grow from peer experiences.

The course culminates in a [final project](#) which synthesizes learning and products into a comprehensive plan for personal growth and a PLC plan that can be implemented by the district to promote compassionate teaching. This provides an authentic output that promises to impact students.

### **Application to Instruction and Student Learning**

In this course, learners will:

- Describe the impact and signs of adverse childhood experiences on learning.
- Identify alternatives to traditional methods of discipline.
- Summarize the scientific rationale for integrating compassion in school culture.
- Apply compassionate pedagogy to adjust instruction and all aspects of the school experience.
- Describe a vision for compassionate schooling that validates and affirms all student's experiences.
- Evaluate the success of traditional punitive and rules centered approaches.
- question what is "learned" from detention or suspension.  
Monitor the effectiveness of the compassionate approach to adjust as needed.
- Choose external resources to help overcome barriers to implementing compassion to meet the needs of complex students.
- Differentiate between acute trauma, chronic trauma, and adverse childhood experiences
- Identify the signs of adverse childhood experiences to be able to make recommendations and/or accommodations in and out of the classroom
- Describe and compare overt behaviors and symptoms of withdrawal.
- Identify alternatives to traditional methods of discipline.
- Understand the impact of trauma and other consequential life events.
- Explain and craft a classroom environment that supports positive behavior intervention and support.
- Describe how effective teaching standards, like the Danielson Framework, incorporate compassion.
- Describe how trauma makes a physical impact on the brain and distinguish among three types of stress and their impact on the brain.
- Explain how to apply and monitor positive levels of stress for learning.
- Implement strategies to support the development of resilience to build healthy emotional experiences for children.
- Recognize opportunities to incorporate social emotional learning into academic programs.
- Explain compassionate approaches to education to colleagues to build a schoolwide culture of care.
- explain the value in change to a compassionate view.
- understand how ACES lead to unmet physical and emotional needs.
- compare their childhood experiences to those of students with ACES.
- analyze how discipline or consequences fail to address the root cause/unmet need.
- analyze ways trauma affects learning and social development.

- explain ways to build trust with students who have been traumatized.
- describe how students have complex needs based on their own individual experiences.
- utilize SEL instruction to help at risk students improve social, emotional, and academic outcomes.
- reflect on their own identity - and reflect on which students that identify with or under identify with.
- become aware of their own identity and experiences.
- identify challenges to compassionate systems in schools.
- question traditional underlying assumptions and structures that contribute to inequality for students that have experienced trauma.
- understand the neurological impact of stressors that result in observable behaviors.
- develop compassionate responses to students undergoing stress.
- utilize structures of support for students undergoing stressful situations.
- compare traditional assumptions about stress and teacher responses to best practices
- understand the importance of implementing a compassionate support system for all students.
- explain how serving students from marginalized groups and those who have adverse experiences serves the whole community.
- discuss barriers to supportive networks in schools.
- complete a personal and community plan to incorporate compassion, SEL, and support networks for historically marginalized students.

Course Outcomes (not written/focused on what they make/produce)

By the end of the course, learners will:

- Craft an I-CARE journal which reflects upon and plans for students' social-emotional needs.
- Develop a plan to incorporate Mindfulness and Stress Management strategies into their regular classroom routine to identify and alleviate students stress and anxiety.
- Outline a list of expert resources to support their professional development and growth in creating a classroom culture of compassion.
- Create a personal and PLC plan to identify and modify current discipline routines and procedures that do not show compassion to students within the school building.
- Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues.

### Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participants receive feedback in 1-2 days of submission (review the Feedback section for more details).

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

### Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

This course helps participants create new school, classroom, and community structures that support students who have traditionally been marginalized due to the effects of trauma and Adverse Childhood Experiences (ACES). The teachers will learn how to set a vision for compassionate education instead

of relying on detention, suspension, and discipline referrals with no attention to the root neurological causes of trauma related behaviors.

The participants consider their own identity and experiences related to ACES, stress, and identity- and determine which students are more or less likely to form connections. Then they learn about the domains of social emotional learning and how to implement effective SEL and trauma informed management and relationship building.

Finally, participants build a compassionate school plan that focuses on support for marginalized and traumatized students.

<b>Major Assignment</b>	<b>Due Date</b>
<a href="#">Authentic Task #1: Making Connections: Academic, Social and Emotional Learning</a>	Self-paced. Due by August 30, 2024
<a href="#">Authentic Task #2: Module 4 Compassion and Professionalism: SEL PLC Brainstorming Guide</a>	Self-paced. Due by August 30, 2024
<a href="#">Classroom Practice Analysis</a>	Self-paced. Due by August 30, 2024
<a href="#">Final Project: Collaborating for Compassion</a>	Self-paced. Due by August 30, 2024

### **Feedback**

Participants receive formative feedback throughout presentations and in discussion boards.

Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will now respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

#### **Formative Feedback:**

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

#### **Summative Feedback:**

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-2 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

**Grades**

<b>Assignment(s)</b>	<b>Percentage of final grade</b>
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

# Course Calendar

<b>Module #1 What is Compassionate Schooling?</b>	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
<b>Standards and Components Alignment:</b>	
<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p><b>Domain 1: Planning and Preparation</b> 1a Demonstrating Knowledge of Students</p> <p><b>Domain 2: Classroom Environment</b> 2b Establishing a Culture for Learning</p>	<p><b>NYS PD Standards</b></p> <p>3a. Professional development is based on current research in teaching, learning, and leadership.</p> <p>6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.</p> <p><b>NYCDOE Priorities: Academic and Personal Behaviors</b></p> <p>Engagement</p>
<b>Objectives:</b>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> <li>● Describe the impact of adverse childhood experiences on learning.</li> <li>● Identify alternatives to traditional methods of discipline.</li> <li>● Apply compassionate pedagogy to adjust instruction and foster student engagement.</li> <li>● Review case studies of school districts implementing compassionate schooling techniques and strategies.</li> <li>● Describe a vision for compassionate schooling that validates and affirms all student's experiences</li> <li>● Evaluate the success of traditional punitive and rules centered approaches.</li> <li>● Question what is “learned” from detention or suspension.</li> </ul>	
<b>Topics and Agenda:</b>	
<ul style="list-style-type: none"> <li>● Creating a Brave Learning Space</li> <li>● Course Introduction             <ul style="list-style-type: none"> <li>○ Participants are provided with a link to the <a href="#">NYS's Next Generation Learning Standards</a> and asked to align their work to these standards for their grade level where applicable.</li> </ul> </li> <li>● Interactive Presentation: Course Overview</li> <li>● Interactive Presentation: What is Compassionate Schooling?</li> <li>● Discussion Board: <a href="#">Behavior and Academic Achievement</a></li> <li>● Interactive Presentation: A Departure from Tradition</li> <li>● Discussion Board: <a href="#">Increasing Effectiveness</a></li> </ul>	
<b>Connection to Critical Consciousness/CRSE:</b>	
<p><b>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</b></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Presentation: Creating a Brave Learning Space             <ul style="list-style-type: none"> <li>○ Understand the norms of a brave learning space compared to traditional spaces and safe spaces. Specific norms</li> </ul> </li> </ul>



been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

are described and then detailed in readings and videos as well.

- Why traditional spaces and safe spaces are not optimal
- Address controversy with civility
- Owning intentions and impacts
- Challenge by Choice
- Respect/no attack

○ Using the **Compass Protocol** to bravely engage with topics:

- 1. E = Excited What excites you about this idea or propositions? What's the upside?
- 2. W = Worrisome What do you find worrisome about this idea or proposition? What's the downside?
- 3. N = Need to Know What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
- 4. S = Stance or Suggestion for Moving Forward What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

- Consider your own complex social identities and consider those of your students.
- Reading: [Understanding Race and Privilege](#)
- Video: [Critical Social Justice Chat](#) - Get Hip to Brave Learning Spaces

● Presentation: What is Compassionate Schooling?

- Resource: Health Happens Here. "[Creating a Culture of Compassion in Schools.](#)"

● Discussion Question: [Behavior and Academic Achievement](#)

● Presentation: A Departure from Tradition

● Reading: [Instead of Detention, These Students Get Meditation](#)

- What do the students learn through this approach that they cannot learn through traditional detention or suspension?
- How would a similar approach benefit your school as a whole, as well as the student?

	<ul style="list-style-type: none"> <li>• Discussion Question: <a href="#">Increasing Effectiveness</a></li> </ul>
<b>Application to Instruction and Student Learning:</b>	
<p>In this introductory module, learners will discover the foundational underpinnings of compassionate schooling. The most successful approach to addressing student disengagement and other behavior problems is using compassion. In this module, learners will study the research and models that have informed educators who want to improve student outcomes. Often the research has led teachers to abandon traditional methods of discipline for more effective and more compassionate ones. The principles introduced in this module are based on expert medical, social, and psychological studies. These competencies are presented in a framework that allows educators to integrate them with academic competencies in the classroom.</p> <p>By the end of this module, learners will be able to describe the impact of adverse childhood experiences on learning. Adverse Childhood Experiences, or ACEs, can be supported with positive behavior intervention and support. Traditional methods, such as punitive punishments, are shown to have a negative impact on student learning, especially students who have experienced trauma. Upon identifying alternatives to traditional methods of discipline, learners will be able to apply compassionate pedagogy to adjust instruction and foster student engagement.</p>	
<b>Assessment and Feedback:</b>	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

<b>Module #2 ACES and their Effect on Learning</b>	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
<b>Standards and Components Alignment:</b>	
<b>Alignment to the Charlotte Danielson Framework for Teaching</b>  <b>Domain 1: Planning and Preparation</b> 1a Demonstrating Knowledge of Students <b>Domain 2: Classroom Environment</b> 2d Managing Student Behavior <b>Domain 3: Professional Learning</b> 3a Communicating With Students	<b>NYS PD Standards</b> 3a. Professional development is based on current research in teaching, learning, and leadership. 5a. Professional development focuses on developing educators’ knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. 6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.  <b>NYCDOE Priorities: Academic and Personal Behaviors</b> Persistence

**Objectives:**

In this Module, learners will:

- Describe the impact of adverse childhood experiences on learning.
- Identify alternatives to traditional methods of discipline.
- Apply compassionate pedagogy to adjust instruction and foster student engagement.
- Review case studies of school districts implementing compassionate schooling techniques and strategies.
- Explain the value in change to a compassionate view
- Understand how ACES lead to unmet physical and emotional needs
- Compare their childhood experiences to those of students with ACES
- Analyze how discipline or consequences fail to address the root cause/unmet need

**Topics and Agenda:**

- Interactive Presentation: Course Overview
- Interactive Presentation: What is Compassionate Schooling?
- Discussion Board: [Behavior and Academic Achievement](#)
- Interactive Presentation: A Departure from Tradition
- Interactive Presentation: The CR-SE Framework
- Discussion Board: [Increasing Effectiveness](#)

**Connection to Critical Consciousness/CRSE:**

**Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):**

- \* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
- \* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
- \* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
- Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
- Course incorporates clear structures and expectations for participation in a brave learning community
- Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
- Course helps participants design and implement a learning environment that cultivates critical inquiry

**Activity:**

- Presentation: Why Choose Change?
  - Consider the exact opposite of a compassionate approach.
- Reading: Read this article on the use of corporal punishment in American public schools: [Where Corporal Punishment Is Still Used in Schools, Its Roots Run Deep](#)
- As you read, consider the list of unmet needs which can lead to behavior problems in school.
  - Which of these ACEs are addressed by corporal punishment?
  - Is this the method you would choose?
- Video: As you watch this video, consider how traditional methods of discipline would have dictated Desiree be treated. [Giving Traumatized Kids a Head Start in Healing](#)
  - What message would traditional, punitive discipline have reinforced for her?
  - What results were achieved through compassion?

**The CR-SE Framework**

- Utilize the CR-SE framework to consider ways to create a welcoming and affirming classroom climate
- Discussion Question: [The ACES Pyramid](#)
- Presentation: Why Choose Change?

**Brave Learning Space: Showing Empathy, Understanding, and Through a Thoughtful Analysis of a Student's Behaviors.**

- Participants engage in a brave learning space by taking multiple perspectives in order to form counter-narratives to promote interpersonal empathy

**The I-CARE Protocol, a Template for Reflection and Analysis.**

- Participants engage in a reflection, analysis, and discussion in a brave learning space to discuss an (anonymized) student's behaviors.
- Participants are challenged to confront previous thought patterns that may have inappropriately attribute behaviors to character flaws, perceived motives - and to rethink behavior with compassionate toward understanding and compassion for the individual. - All in a way that uses a process that will help analyze and resolve barriers to help the student and the classroom community.

**The I-CARE Five-Step Process:**

**I** notice there are barriers to constructive engagement (socially or academically).

**C**urious about the causes of these barriers, I direct my attention to understand them.

**A**lternate routes in the best interest(s) of the individual are considered by wondering what could be done differently.

**R**outes are designed at the individual, group, and school levels to create conditions for continuous social and academic engagement.

**E**vidence of meaningful progress for all learners (students and staff) is gathered, reflected on, and used to affirm the design or support a re-design.

	<ul style="list-style-type: none"> <li>Without using any student identification details, describe how the A and R of the ICARE acronym worked for the student or did not work for the student.</li> <li>What resources or actions helped the outcome be positive?</li> <li>If the outcome was negative, what would have improved the outcome?</li> <li>Finally, respond to one of your colleagues by sharing ideas for improving outcomes. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange.)</li> </ul>
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**Application to Instruction and Student Learning:**

In this introductory module, learners will discover the foundational underpinnings of compassionate schooling. The most successful approach to addressing student disengagement and other behavior problems is using compassion. In this module, learners will study the research and models that have informed educators who want to improve student outcomes. Often the research has led teachers to abandon traditional methods of discipline for more effective and more compassionate ones.

The principles introduced in this module are based on expert medical, social, and psychological studies. These competencies are presented in a framework that allows educators to integrate them with academic competencies in the classroom.

By the end of this module, learners will be able to describe the impact of adverse childhood experiences on learning. Adverse Childhood Experiences, or ACEs, can be supported with positive behavior intervention and support. Traditional methods, such as punitive punishments, are shown to have a negative impact on student learning, especially students who have experienced trauma. Upon identifying alternatives to traditional methods of discipline, learners will be able to apply compassionate pedagogy to adjust instruction and foster student engagement.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

**Module #3 Complexity and Complex Needs**

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

**Standards and Components Alignment:**

<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Students</li> </ul> <p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li>2a Creating an Environment of Respect and Rapport</li> </ul>	<p><b>NYS PD Standards</b></p> <p>3a. Professional development is based on current research in teaching, learning, and leadership.</p> <p>4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.</p>
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<ul style="list-style-type: none"> <li>● 2b Establishing a Culture for Learning</li> </ul>	<p>6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.</p> <p>6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.</p> <p>6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.</p>
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**Objectives:**

In this module, learners will:

- Describe complexity or complex needs of students.
- Understand the impact of trauma and other consequential life events.
- Explain positive behavior intervention and support.
- Create an explicit plan to purposefully include social-emotional learning into every lesson they teach.
- Analyze ways trauma affects learning and social development.
- Explain ways to build trust with students who have been traumatized.
- Describe how students have complex needs based on their own individual experiences.
- Utilize SEL instruction to help at risk students improve social, emotional, and academic outcomes.

**Topics and Agenda:**

- Interactive Presentation: Complex Needs of Students
- Discussion Board: [Complexity and Consequential Life Events](#)
- Interactive Presentation: ACE Scores and Truth in Labeling
- Interactive Presentation: Social-Emotional Learning
- Discussion Board: [SEL Academic Connections](#)
- Authentic Task: [Making Connections: Academic, Social and Emotional Learning](#)
- SEL Curriculum Self-Assessment Inventory
- Interactive Presentation: Brave Learning Space Mid-Course Check

**Connection to Critical Consciousness/CRSE:**

**Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):**

\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

**Activity:**  
**Brave Learning Space - Mid-Course Check**

- Participants engage in the [Iceberg Activity](#). This will help you continue to analyze and confront the role that identities play in everyone’s perspectives. The more we self-reflect and learn to productively share experiences and perspectives the more progress we will make.
- Participants review and take deeper steps into a brave learning space. Norms are

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

reviewed and additional is provided: [The 6 Pillars of a Brave Space](#). This provides national framework for discussion, assignments, and reflections.

○ Reiteration of how to use the **Compass Protocol** to bravely engage with topics:

- 1. E = Excited What excites you about this idea or propositions? What's the upside?
- 2. W = Worrisome What do you find worrisome about this idea or proposition? What's the downside?
- 3. N = Need to Know What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
- 4. S = Stance or Suggestion for Moving Forward What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

Reflection:

- Reflection on participant's identities and that of the students.
- Reflection on how the life experience of students impacted by ACES can cause barriers.
- Reflection on questioning traditional assumptions about how to deal with violations of the discipline code.
- Reflection on norms for a brave learning space
- Presentation: Complex Needs of Students
  - Video: Watch this report on [How One Woman Reinvented School to Combat Poverty](#) and reflect on the following questions:
    - In your opinion, what resources at Jennings address the complex needs created by consequential life events for Gabby?
    - How do you think those resources can be replicated in districts across the country?
  - Reflection Question: Watch this report on [How One Woman Reinvented](#)



	<p>School to Combat Poverty and reflect on the following questions:</p> <ul style="list-style-type: none"> <li>▪ In your opinion, what resources at Jennings address the complex needs created by consequential life events for Gabby?</li> <li>▪ How do you think those resources can be replicated in districts across the country?</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Discussion Question: Complexity and Consequential Life Events</a></li> <li>• Presentation: ACE Scores and Truth in Labeling <ul style="list-style-type: none"> <li>○ Reflection Question: Nontraumatic but major, life-altering events such as moves, unintended pregnancy, or financial pressures may add a level of complexity to a student’s life which can create barriers to academic achievement. <ul style="list-style-type: none"> <li>▪ What are other life events which may not rise to the level of traumatic but can create barriers to academic achievement?</li> <li>▪ How would a compassionate approach mitigate the effects of these barriers?</li> </ul> </li> </ul> </li> <li>• <a href="#">Discussion Question: SEL Academic Connections</a></li> <li>• Presentation: Social Emotional Learning</li> <li>• <a href="#">Authentic Task: Making Connections: Academic, Social, and Emotional Learning</a></li> </ul>
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**Application to Instruction and Student Learning:**

The compassionate schools movement is important, in part, because it has helped educators name and explain barriers to learning. Naming problems is a critical first step in the ability to identify them and to discuss the best ways to seek solutions.

In this module, learners will see how compassionate methods can mitigate and even prevent challenging life events from becoming ACEs. Participants will learn different uses of the term “complex”, while discussing solutions and prevention strategies for barriers that can create significant challenges. These do not necessarily qualify as traumatic nor do they qualify students for certain kinds of assistance. Mislabeling students can cause significant problems, which are presented throughout this module. Learners will also discover which student populations are disproportionately mislabeled as learning disabled.

Finally, learners will also investigate important components of Social-Emotional Learning (SEL). Throughout this module, participants will learn how to integrate SEL into their daily lesson planning, while ensuring that students’ social-emotional needs are met throughout the school day.

**Assessment and Feedback:**



For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #4 Compassion and Professionalism	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Students</li> </ul> <p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li>2b Establishing a Culture for Learning</li> </ul> <p><b>Domain 3: Professional Learning</b></p> <ul style="list-style-type: none"> <li>3a Communicating With Students</li> </ul> <p><b>Domain 4: Planning and Preparation</b></p> <p>4a: Reflecting on Teaching</p>	<p><b>NYS PD Standards</b></p> <p>3a. Professional development is based on current research in teaching, learning, and leadership.</p> <p>4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.</p> <p>6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.</p> <p>6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.</p>
Objectives:	
<p>In this module, learners will:</p> <ul style="list-style-type: none"> <li>Describe how effective teaching standards incorporate compassion.</li> <li>Understand how best practices support students with ACEs.</li> <li>Reflect on their own practices as they align with the best practices outlined throughout the module.</li> <li>Plan for potential challenges in compassionate schooling and brainstorm proactive methods to combat them.</li> <li>Reflect on their own identity - and reflect on which students that identify with or under identify with.</li> <li>Become aware of their own identity and experiences.</li> <li>Identify challenges to compassionate systems in schools.</li> <li>Question traditional underlying assumptions and structures that contribute to inequality for students that have experienced trauma.</li> </ul>	
Topics and Agenda:	
<ul style="list-style-type: none"> <li>Interactive Presentation: Compassion and Professionalism</li> <li>Interactive Presentation: A Framework for Integrating SEL</li> <li>Discussion Board: <a href="#">Supporting Fellow Teachers</a></li> <li>Interactive Presentation: Self-Awareness in Teaching</li> <li>Discussion Board: <a href="#">RULER – Measuring School Climate</a></li> <li>Interactive Presentation: Challenges to Compassionate Schooling</li> </ul>	

- Authentic Task: [Compassion and Professionalism](#)

**Connection to Critical Consciousness/CRSE:**

**Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):**

\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

**Activity:**

- Presentation: Compassion and Professionalism
- Presentation: A Framework for Integrating SEL
- Facing History: A Brave Learning Paradigm
  - Participants engage in a brave learning space with an active and continuous process that calls on each of us to connect the choices of the past to those we face today. To build a more just and equitable future, we must face our history in all its complexity
  - Reading: [Facing History and Ourselves](#)
- Presentation: Challenges to Compassionate Schooling Discussion Question: [RULER: Measuring School Climate](#)

**Application to Instruction and Student Learning:**

In this module, learners will discover that the core propositions of the best practices in teaching are also the best practices for supporting students with ACEs. Participants will review frameworks for teaching that support academic success and see and examine how they align with social emotional competencies. By evaluating their own social emotional health and practices, learners will better understand how well-being impacts one's ability to help their students.

There are five core propositions outlined by the National Board of Professional Teaching Standards. As these are reviewed, learners will discover themes consistent with compassionate schooling. Learners will also evaluate Danielson's framework to find ways in which they can incorporate SEL and strategies rooted in compassion throughout their practice. Finally, learners will evaluate the challenges they may face in compassionate schooling, while planning proactive methods for combatting those potential challenges.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

<b>Module #5 The Science Behind Compassion</b>	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
<b>Standards and Components Alignment:</b>	
<b>Alignment to the Charlotte Danielson Framework for Teaching</b>  <b>Domain 1: Planning and Preparation</b> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Students</li> </ul> <b>Domain 2: Classroom Environment</b> 2d Managing Student Behavior	<b>NYS PD Standards</b> 3a. Professional development is based on current research in teaching, learning, and leadership. 4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success. 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. 6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.  <b>NYCDOE Priorities: Academic and Personal Behaviors</b> Self-regulation
<b>Objectives:</b>	
In this module, learners will: <ul style="list-style-type: none"> <li>Describe how trauma makes a physical impact on the brain.</li> <li>Distinguish among three types of stress and their impact on the brain.</li> <li>Explain how to apply and monitor positive levels of stress for learning.</li> <li>Design interventions that support self-regulation in times of high stress.</li> <li>Understand the neurological impact of stressors that result in observable behaviors.</li> <li>Develop compassionate responses to students undergoing stress</li> <li>Utilize structures of support for students undergoing stressful situations.</li> <li>Compare traditional assumptions about stress and teacher responses to best practices.</li> </ul>	
<b>Topics and Agenda:</b>	
<ul style="list-style-type: none"> <li>Interactive Presentation: Science Supports Compassion</li> <li>Interactive Presentation: Stress: The Good, the Bad, and the Tolerable</li> <li>Discussion Board: <a href="#">Nature or Nurture?</a></li> <li>Interactive Presentation: Monitoring Stress</li> <li>Discussion Board: <a href="#">Strategies to De-Stress</a></li> </ul>	
<b>Connection to Critical Consciousness/CRSE:</b>	

<p><b>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</b></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Presentation: Science Supports Compassion <ul style="list-style-type: none"> <li>○ Reflection Question: Think back to a student you have had who has had a “1,000-pound door.” <ul style="list-style-type: none"> <li>▪ How did you handle the situation at the time?</li> <li>▪ How would you do things differently now?</li> </ul> </li> </ul> </li> <li>● Discussion Question: <a href="#">Nature or Nurture?</a></li> <li>● Interactive Presentation: <a href="#">Monitoring Stress</a></li> <li>● Discussion Board: <a href="#">Strategies to De-Stress</a></li> </ul>
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**Application to Instruction and Student Learning:**

In this module, learners will review the effects of ACEs on a child’s brain and how those can create challenges to learning rooted in physical changes. Learners will also discover what stress really is and what the three different types of stress are. There are healthy and unhealthy levels of stress, and the importance of monitoring each student to ensure that you do not subject them to a dangerous level of stress is critical.

An in-depth look at the brain will provide learners with insight and understanding regarding the causes, reactions to, and effects of trauma. It is critical that teachers and school counselors understand these brain functions so that they can effectively identify behaviors that may indicate neglect or abuse.

Trauma typically triggers stress, but this may manifest itself in different ways depending upon the time frame. This module highlights what forms stress may appear to take throughout a given trauma and allows teachers to implement a plan for monitoring and supporting these students by developing their self-regulatory skills.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

**Module #6 Moving Forward**

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 10 (including Final)
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Time: Self-paced	Assignments due today: August 30, 2024
<b>Standards and Components Alignment:</b>	
<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>1a Demonstrating Knowledge of Students</li> </ul> <p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li>2a Creating an Environment of Respect and Rapport</li> <li>2b Establishing a Culture for Learning</li> <li>2d Managing Student Behavior</li> </ul> <p><b>Domain 3: Professional Learning</b></p> <p>3a Communicating With Students</p>	<p><b>NYS PD Standards</b></p> <p>3a. Professional development is based on current research in teaching, learning, and leadership.</p> <p>4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.</p> <p>6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.</p> <p>6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.</p> <p><b>NYCDOE Priorities: Academic and Personal Behaviors</b></p> <p>Persistence Engagement Self-Regulation</p>
<b>Objectives:</b>	
<p>In this module, learners will:</p> <ul style="list-style-type: none"> <li>Describe characteristics of resilience to build healthy emotional experiences for children.</li> <li>Recognize and identify opportunities to incorporate social emotional learning into academic programs.</li> <li>Explain compassionate approaches to education to colleagues to build a schoolwide culture of care.</li> <li>Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues.</li> <li>Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues.</li> <li>Understand the importance of implementing a compassionate support system for all students.</li> <li>Explain how serving students from marginalized groups and those who have adverse experiences serves the whole community.</li> <li>Discuss barriers to supportive networks in schools.</li> <li>Complete a personal and community plan to incorporate compassion, SEL, and support networks for historically marginalized students.</li> <li>Apply key learnings from this course, to complete the Final Project.</li> </ul>	
<b>Topics and Agenda:</b>	
<ul style="list-style-type: none"> <li>Interactive Presentation: Implementation</li> <li>Discussion Board: <a href="#">Healthy, Supportive Relationships</a></li> </ul>	

- Interactive Presentation: Service to All Students and Your Community
- Interactive Presentation: Moving Forward
- Discussion Board: [Preventing Youth Violence](#)
- [Classroom Practice Analysis](#)
- [Final Project](#)

**Connection to Critical Consciousness/CRSE:**

**Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):**

- \* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
- \* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
- \* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
- Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
- Course incorporates clear structures and expectations for participation in a brave learning community
- Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
- Course helps participants design and implement a learning environment that cultivates critical inquiry

**Activity:**

- Presentation: Implementation
  - Reflection Question: The Harvard study found that a strong sense of culture or religion contributes to a higher level of child resilience.
    - What might some of the reasons be for the fact that children raised with a strong sense of faith or culture are more resilient in the face of adversity?
    - Is there a way we offer similar supports in school or community, in an appropriate way?
- Discussion Board: [Healthy, Supportive Relationships](#)
- Interactive Presentation: Service to All Students and Your Community
- Discussion Board: [Preventing Youth Violence](#)
- [Classroom Practice Analysis](#)
- Final Project: [Personal and Community Plan to Support Compassionate Classrooms.](#)

**Brave Learning Space - Final Reflection**

- Participants take a final reflection on how well that understood and participated in a brave learning space - and are encouraged to carry the mindset into their practice.
- Reflection on professional growth in a brave learning space.
- Final reflection about the participant's social identities.
- Final Reflection about the complex social identities of students in NYC schools.
- Final Reflection on questioning traditional assumptions about student behavior.
- How to enact ideas from the course in practice.

**Application to Instruction and Student Learning:**

In this module, participants will learn about the elements of resiliency in individuals lives, particularly children and how adults can help them build the ability to recover. Learners will review the Three Cs of resiliency, including confidence, consistency, and community, while also evaluating other factors that statistically produce more resilient youth.



In this module, students will learn how compassionate methods serve all students, not just those with ACEs. While not all students have encountered ACEs, a student, at any point in their lives, may experience trauma or abuse. It is crucial that these strategies are employed in every classroom to ensure that all students receive the support and guidance that they need to be successful.

Moving forward, learners will develop strategies to implement with colleagues and the full school community to incorporate compassionate methods as part of a national trend to incorporate social emotional learning with academic standards. This may involve changing current routines, building a community, developing a plan, and ensuring consistency.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

**Appendix A  
Discussion Boards and Rubric**

**Discussion Board Assignments**

Module	Title	Text
1	Behavior and Academic Achievement	<p>Introduce yourself to your colleagues. Include your name, title, location, number of years in education, and what you hope to learn or take away from this course.</p> <p>Then answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What connections have you noticed between your school's discipline policies and academic achievement?</li> <li>2. Do you think your school discipline policy addresses students in a punitive or restorative manner?</li> <li>3. In what ways could traditional punitive discipline policies fail to serve many students? How can students from special populations such as special needs students, students who have experienced trauma, and students who have had their civil rights violated be harmed by traditional discipline based on punishment?</li> <li>4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts on the connections between discipline policies and academic achievement. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
1	Increasing Effectiveness	<p>In this discussion board, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Share an example of an opportunity for improvement at your school. What disruptive behavior is typically given ineffective discipline? Why is the discipline ineffective? Is the existing discipline policy based on older assumptions about students and behavior which may create inequitable outcomes?</li> </ol>

		<ol style="list-style-type: none"> <li>2. Share an example from the reading in the module that might address this problem. How and why would this be an improvement?</li> <li>3. Finally, respond to one of your colleagues by sharing a connection to a resource in the module you believe would help them. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
2	The ACEs Pyramid	<p>Examine the ACEs pyramid. What are concrete examples in your community? What societal forces are instrumental in moving students and/or their families up the pyramid?</p> <ol style="list-style-type: none"> <li>1. What interventions are available to you?</li> <li>2. What interventions do you need?</li> <li>3. In what ways do you think proper support has been unavailable to historically marginalized groups?</li> <li>4. Finally, respond to a colleague in the course with observations about societal forces you see at work. What interventions could you offer them? (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
2	I-CARE, a Template for Reflection	<p>Consider a recent student behavior problem. Use the I-CARE worksheet to gather your thoughts.</p> <ol style="list-style-type: none"> <li>1. Without using any student identification details, describe how the A and R of the ICARE acronym worked for the student or did not work for the student.</li> <li>2. What resources or actions helped the outcome be positive?</li> <li>3. If the outcome was negative, what would have improved the outcome?</li> <li>4. Finally, respond to one of your colleagues by sharing ideas for improving outcomes. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
3	Complexity and Consequential Life Events	<ol style="list-style-type: none"> <li>1. What consequential, rather than traumatic, life events do the students in your school tend to experience? How do these interact with one another to amplify the needs?</li> <li>2. How do they impede academic achievement? What resources or actions have helped to improve outcomes for students?</li> <li>3. Reflect on how your personal identity and experiences may have impacted your thoughts about teachers and the schools in relation to meeting needs of students. Do you think your students have a similar lens on the school systems?</li> <li>4. Review the needs your colleagues in the class have noticed. Share an example with them of a strategy or tool that could address these needs. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>



3	SEL Academic Connections	<ol style="list-style-type: none"> <li>1. After completing the activity sheet on the SEL Self-Assessment Inventory Activity Sheet, share an idea for a classroom activity that connects positive SEL with academic learning.</li> <li>2. Review the ideas of your colleagues. Where do ideas overlap? Were any the same? How might some of the ideas shared be combined or adjusted to give one another even more ideas? (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
4	Supporting Fellow Teachers	<ol style="list-style-type: none"> <li>1. You have now read and possibly taken the ProQOL survey. What strategies do you use to help yourself or colleagues when you feel emotional exhaustion? What help do you think would be effective in your setting? Why?</li> <li>2. Review the strategies colleagues in this course have shared. Which ones might you adopt?</li> <li>3. Respond to at least one of your colleagues with a question, connection, or suggestion. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
4	RULER: Measuring School Climate	<p>Review the RULER for SEL Initiatives by the Yale Center for Emotional Intelligence.</p> <ol style="list-style-type: none"> <li>1. Does your school have a charter to establish a school climate? Do you have an alternative document? How is commitment to climate made in your school? Would a charter work if you do not have one?</li> <li>2. Can you identify any practices in your school's climate initiatives that help break down barriers and increase equitable outcomes for all students?</li> <li>3. Consider the options for establishing a school climate that your colleagues have shared. What could you apply in your school?</li> <li>4. Respond to at least one of your colleagues with a question, connection, or suggestion. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
5	Nature or Nurture?	<p>Consider the discovery of science that nurture may have the ability to affect nature through experiences that impact brain architecture.</p> <ol style="list-style-type: none"> <li>1. Now that you are aware of this phenomenon, share an experience you had with a child (do not name the child) in which you suspect his or her brain architecture has been affected.</li> <li>2. How do these impact learning?</li> <li>3. What aspects of executive functioning need to be strengthened for these children?</li> <li>4. How can a better understanding of the neurological effects of trauma help remove attitudes and practices that have contributed to inequity?</li> </ol>

		<ol style="list-style-type: none"> <li>5. Review the strategies colleagues in this discussion board have shared. Do you have any additional strategies for working with the different children described?</li> <li>6. Respond to at least one of your colleagues with a question, connection, or suggestion. Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
5	Strategies to De-Stress	<ol style="list-style-type: none"> <li>1. Share a particularly effective classroom strategy for dealing with student stress.</li> <li>2. Explain an example situation and how stress might have been a negative factor without the strategy.</li> <li>3. Were there aspects of the strategy you differentiated for diverse learners?</li> <li>4. Review the strategies colleagues in this discussion board have shared. Which ones might you adopt? Do you have any additional strategies for your colleagues to try out?</li> <li>5. Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
6	Healthy, Supportive Relationships	<ol style="list-style-type: none"> <li>1. What opportunities do students in your educational context have for developing strong, healthy connections with one adult?</li> <li>2. Describe how the relationships that are present help students build confidence and a sense of belonging to a community. How does your own unique identity and culture and those of your students affect the ability to create strong supportive relationships? If this causes a difficulty, what strategies can you use to overcome the disconnection?</li> <li>3. If the chance to connect with adults in a healthy way is lacking, what changes would you propose for creating those bonds?</li> <li>4. Read and respond to at least one of your colleagues with strategies to support students' sense of belonging and comfort within the class and school community. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
6	Preventing Youth Violence	<p>The CDC's <a href="#">Companion Guide</a> to its "Preventing Youth Violence: Opportunities for Action" provides action steps for all adults who work with youth so they can make a real difference.</p> <ol style="list-style-type: none"> <li>1. Which evidence-based approaches does your community use? What is its experience in terms of success? How might the strategy be adjusted to be more effective?</li> <li>2. How might students themselves be enlisted to prevent youth violence? Ask young people in your community for suggestions and share them here.</li> <li>3. As you consider perceptions of youth violence, consider the role of implicit bias. How can implicit bias lead to incorrect</li> </ol>

		<p>assumptions about the causes of, identity of offenders, or solutions to youth violence?</p> <p>4. Read and comment on at least one of your colleague's posts with additional strategies or suggestions to prevent youth violence. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</p>
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### Discussion Board Rubric

<b>1: Does Not Meet Expectations</b>	<b>2: Partially Meets Expectations</b>	<b>3: Meets Expectations</b>	<b>4: Exceeds Expectations</b>
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>

Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.

Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.

Facilitators will offer comments and guidance on every discussion board submission.

Facilitators will inform participants where and in what way their response was insufficient.

**Appendix B  
Assignments and Rubrics**

**Authentic Task #1: SEL Curriculum Self-Assessment Inventory**

For each of the five [Social and Emotional Learning \(SEL\) Competencies](#) identified by CASEL, write a reflection on how you are or could make connections in your academic curriculum for your students. Based on student needs, consider activities that would be most valuable to your students. If you are not currently teaching, choose an academic focus area to complete this Authentic Task.

Ability	Connected Academic Activity
Self-Awareness: identifying emotions, accurate self-perception	
Social Awareness: taking perspective of and empathizing with others, understanding norms	
Responsible Decision-Making: making constructive choices about personal behavior	
Self-Management: regulating one's emotions, thoughts, and behaviors	
Relationship Skills: establishing and maintaining healthy, rewarding relationships	

**RUBRIC: AUTHENTIC TASK #1 CREATING COMPASSIONATE SCHOOLS**

**Making Connections**

<b>Criteria</b>	<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>	<b>2-Approaching Expectations</b>	<b>1-Does Not Meet Expectations</b>
Academic Area Identified	A clear, specific identification of at least one academic area in which SEL competencies apply.	A description of at least academic area in which SEL competencies apply.	A vague or unclear description of an academic area in which SEL competencies apply.	No description of academic area in which SEL competencies apply.
Corresponding Student Need	Academic area matches appropriately with SEL ability in way that growth in both SEL and academic area maximized.	Academic area matches appropriately with SEL ability.	Academic area connects vaguely with SEL ability in a way learning will not be maximized.	No connection between academic area and identified SEL ability.
Relevant Connected Activities	Concise description of at least three directly relevant activities that connect SEL with identified academic area.	Description of at least 2 relevant activities that connect SEL with identified academic area.	Vague description one relevant activity that connect SEL with identified academic area.	Missing description of activity that connect SEL with identified academic area.

### **Authentic Task #2: SEL PLC Brainstorming Guide**

Review the resources on social emotional learning, the SEL competencies, the domains of teaching, and the core propositions for professional standards. The materials demonstrate the connections among the principles of social emotional learning, student achievement and teachers' professional practice.

We can always improve our practice through professional development and collaboration. In the chart below, identify two specific SEL needs you observe in your students or school community. Then, identify the teaching domain or core proposition for professional standards to address this need. Finally, select a relevant book or video(s) that could be read/watched together to elicit appropriate strategies to address this need. Plan a date you could meet to discuss the content and how it relates to the relevant social emotional competencies (Note: If you are not currently in the classroom, instead choose a time of year for when you would like to host this meeting).

Making Professional Learning Relevant

Book/Video Discussion Planner

Identify an SEL need you have observed in your classroom or in your school community.	Identify the relevant teaching domain that could address it.  Identify the relevant core proposition for professional standards.	Identify a book or study you could read with colleagues and discuss to determine appropriate strategies or tools to address the need.

Book or Study Selection: \_\_\_\_\_

Proposed Meeting Date: \_\_\_\_\_

**RUBRIC: AUTHENTIC TASK #2 CREATING COMPASSIONATE SCHOOLS**

**Making Connections**

<b>Criteria</b>	<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>	<b>2-Approaching Expectations</b>	<b>1-Does Not Meet Expectations</b>
Conflict Area Identified in Description of Situation	An authentic situation is clearly and specifically described.	An authentic situation is basically explained.	An authentic situation is vaguely explained.	A situation is not explained or is not authentic for students.
Corresponding Student Emotions and Wishes	Appropriate, relatable student emotions and wishes are clearly expressed and asserted.	Appropriate, relatable student emotions and wishes are clearly expressed and asserted	Appropriate, relatable student emotions and wishes are clearly expressed and asserted	Appropriate, relatable student emotions and wishes are clearly expressed and asserted
DEAR MAN Techniques Modeled	Appropriate and highly effective application of	Appropriate application of DEAR MAN techniques.	Vague or partially ineffective application of	DEAR MAN techniques are not applied.

	DEAR MAN techniques.		DEAR MAN techniques.	
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## Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
  - If so, how? And why?
  - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?



## Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
<b>Resource Choice</b>	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
<b>Planning</b>	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.

<p><b>Analysis</b></p>	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
<p><b>Writing</b></p>	<p>Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.</p>	<p>Learner's writing is clear with concise language, good expression, and a few mechanical errors.</p>	<p>Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.</p>	<p>Learner's writing is vague, lacks details, and contains multiple mechanical errors.</p>

**Appendix C  
Final Project and Rubric**

**Final Project: Personal and Community Plans to Support Compassionate Classrooms**

Now that you can recognize the signs of adverse childhood experiences and their impact on learning and have considered methods of discipline that support social emotional learning, it is time to adapt and adopt your learning to your teaching practices and your educational context.

In this final project, you will develop two plans: a personal plan for professional growth and a plan for a professional learning community series that addresses a specific need. The community plan will be for a professional learning community (PLC) of any size. Working in teams allows educators to support one another as they seek to implement change. In your project, you act as a school leader who invites collaborators to cooperatively build a compassionate school.

**Part I:**

Below is the first section of your final project, the Personal Plan. For this section you will:

- Identify a classroom or student need that is a direct result of an ACE (examples: lack of engagement, behavior outbursts, poor attendance)
- Describe current adult responses to that behavior that are more traditional in nature (examples: removing the student from class, taking away a privilege, demerits)
- Select 2-3 resources (videos, articles, books, etc.) that will support your professional growth and expertise in the area of compassion education
- Identify three ideas that you gained in the left-hand column and highlight how you will use that idea to support or change your instruction or response to behaviors in your classroom in the right-hand column.

**Personal Plan**

<p>In the box to the right, identify at least one ACE and how it interferes with all aspects of learning. Please identify specific behaviors that are a result of this ACE.</p>	
<p>In the box to the right, identify your current reactions to the student behavior and how it can be improved.</p>	
<p>Relevant resources for personal study (video, articles and/or books). You may include titles and/or links to the resources.</p>	

Ideas Gained from Resources	How will I apply ideas in my practice?

**Part II:**

The following graphic organizer will support you in developing your PLC plan. You will:

- Identify the specific community needs that elicit ACEs within your school district (examples: neglect and abuse).
  - If you are not currently teaching, please focus on the NYC school district.
- Provide a description of how they impact student learning, self-regulation, persistence, and engagement.
- Outline a clear description of current (and or common) practices (discipline strategies, communication techniques, etc.) and how those practices both positively and negatively impact student learning.
- Identify two resources on compassionate education that will guide your PLC meetings (videos, articles, etc.) in discussions related to your community needs.
- Complete the last organizer, which asks for the frequency of PLC meetings, a list of relevant topics for the meetings, and an outline of five roles and responsibilities within the PLC. Examples of these roles include a content organizer or discussion facilitator.

Note: If you are not currently in the classroom, please answer the questions to the best of your ability based on your prior experience, knowledge of the community in which you do or will most likely work next in, and any necessary research. This plan is meant to support your implementation of a compassionate approach to schooling as a model/exemplar to follow if/when you are back in the classroom.

**Professional Learning Community**

<b>Community Needs Description</b>	
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<b>Current Practices Outline</b>	
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<b>Two Resources</b>	1)  2)
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<b>PLC Meeting Plan</b>	
How often will the PLC meet? Please provide a reasoning for the selected frequency.	
Relevant Topics for Meetings	
<b>Roles within the PLC</b>	
<b>Role</b>	<b>Responsibility</b>


**Part I Rubric  
Personal Goals**

<b>Criteria</b>	<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>	<b>2-Approaching Expectations</b>	<b>1-Does Not Meet Expectations</b>
Needs Identified	A clear, insightful description of at least one ACE, using specific details and an explanation of how it interferes with learning.	A description of at least one ACE, using details and an explanation of how it interferes with learning.	A vague or unclear description of one ACE, using minimal details and an explanation of how it interferes with learning.	No description of an ACE or an explanation of how it interferes with learning.
Current Practices and Improvement Plan	A rich description of how you currently respond to behaviors in the classroom, and a clearly articulated vision of how it can be improved.	A description of how you currently respond to behaviors in the classroom, and a vision of how it can be improved.	A vague or incomplete description of how you currently respond to behaviors in the classroom, and a limited vision of	No description of how you currently respond to behaviors in the classroom, and no suggestions for improvement.

			how it can be improved.	
Resources for Study	Identified and documented three or more in-depth, directly relevant resources by authoritative, expert sources that support the understanding of compassion education.	Listed 2-3 relevant resources by topic experts that support the understanding of compassion education.	Listed 1 resource that vaguely support the understanding of compassion education.	Failed to list any resources that support the understanding of compassion education.
Applicable Ideas and Plans for Implementation	A clear, thoughtful record of ideas and information gleaned from the resources with specific plans and a timetable for implementation, feedback and adjustment.	A record of ideas and information gleaned from the resources with plans and a timetable for implementation, feedback and adjustment.	A vague record of ideas and information gleaned from the resources with incomplete plans for implementation, feedback and adjustment.	No record of ideas and information gleaned from the resources without plans and a timetable for implementation, feedback and adjustment.

### Part II Rubric

#### Planning Compassionate Practices in a Professional Learning Community (PLC)

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Community Needs	A clear, insightful description of a school or district-wide trend in common adverse childhood experiences, including specific details and an explanation of how they interfere with all aspects of learning.	A description of a school or district-wide trend in common adverse childhood experiences, including details and an explanation of how they interfere with all aspects of learning.	A vague or unclear description of a school or district-wide trend in common adverse childhood experiences, lacking details and an explanation of how they interfere with all aspects of learning.	No identified description of a school or district-wide trend in common adverse childhood experiences.

Outline of Current Practices	A clear and robust description of the range of current practices and how those practices impact student learning, self-regulation, persistence, and engagement.	A description of the range of current practices and how those practices impact student learning, self-regulation, persistence, and engagement.	A clear and robust description of the range of current practices and how those practices impact student learning, self-regulation, persistence, and engagement.	Brief or no description of the range of current practices and how those practices impact student learning, self-regulation, persistence, and engagement.
Resources for Study for Series of Meetings	Identified and documented at least two directly relevant resources by authoritative, expert sources that address the identified student needs and detail successful professional practices to improve student learning.	Identified two directly relevant resources by authoritative, expert sources that address the identified student needs and detail successful professional practices to improve student learning.	Identified only one resource to be used within the PLC.	Did not identify resources to be used within the PLC.
PLC Planning and Roles	A clear, thoughtful record and justification of PLC meeting frequency, a comprehensive list of relevant topics for meetings, and a thorough outline of PLC roles and responsibilities.	A record and justification of PLC meeting frequency, a list of relevant topics for meetings, and an outline of PLC roles and responsibilities.	A vague record with little justification of PLC meeting frequency, a limited list of topics for meetings, and an underdeveloped outline of PLC roles and responsibilities.	A brief or no record with no justification of PLC meeting frequency, an incomplete list of topics for meetings, and few to no PLC roles outlined with responsibilities.

### **Appendix D Downloadable Resources**

#### I-CARE Reflection Template (Module 2)

*This resource is an opportunity for learners to reflect on each question related to the I-CARE sequence. Through highlighting observations, brainstorming new strategies, and enlisting the help of others, teachers will be able to best support their students and increase student outcomes.*



#### SEL PLC Brainstorming Guide (Module 4)

*This tool helps educators improve their practice through professional development and collaboration. Learners identify two specific SEL needs in their classrooms or school community, and then identify the teaching domain or core proposition for professional standards to address this need. Finally, learners will identify a book or resource that will expand their understanding of that SEC component.*

#### Mindfulness and Stress Management (Module 5)

*This tool allows learners to develop a list of ten ways they will practice mindfulness with their students, based on multiple resources presented*