



Getting Started

The Thriving Socio-Emotionally learning pathway offers strategies for checking on and promoting the social and emotional wellbeing of adults and students. Taking time to address the [wellbeing of educators](#) improves school culture and promotes staff retention. [Research](#) also shows that time and attention paid to SEL (socio-emotional learning) for students leads to improved academic and behavioral outcomes. This pathway is also directly linked to the Formative Assessment and Advancing Equity pathways. Any successful improvement effort in the realm of SEL must be ongoing and incremental, while also addressing the challenges of systemic racism and personal biases.

Making time for socio-emotional learning (SEL) as part of our professional routines and classroom instruction can be challenging. With so many competing priorities, SEL for educators and students is often set aside. However, SEL is essential to all other learning and must be addressed before meeting other goals. Exploring the research around this supposition and the many resources available may be helpful when claiming time for SEL. Please use [this list](#) of resources to begin to research and continue to apply support for these conclusions.

Pathways

Outlined below are two distinct pathways for facilitators because the way we think about and use SEL changes for those with direct contact with students from those who support those educators. Also, it is strongly recommended that facilitators create teams to work through this pathway together. Teams appropriate for pathway #1 might consist of grade-level, content area, or other natural school-based teams of colleagues including teachers, para-educators, support staff, or others who work together and directly support students. These teams may be led by a peer facilitator, a shared facilitator, coach, administrator, or any agreed-upon knowledgeable leader. Teams appropriate for pathway #2 might consist of school-based coaches and administrators, district staff, or others who work together to support adults. Dipping into the socio-emotional lives of our students and colleagues can become quite personal. Quality work that transforms participants depends upon creating conditions that allow for vulnerability and open exchanges of feelings or concerns. All facilitators should take a learning rather than an evaluative stance and pay attention to the power differential between facilitator(s) and participant(s). Finally, if you are interested in learning a bit more about how to integrate SEL into your own practice, follow the pathway that fits your job description and needs. Modify the directions to fit your goals.

Pathway 1: Facilitating collegial, school-based teams

1. *Secure Your Mask First: Keys to Educator Support:* This pathway's first module begins by asking educators to consider their own wellbeing and encourages them to take steps to ensure their mental health and wellness by creating check-ins, uncovering workstyles, and creating a vision for the future.
2. *Keys to Recreating Classroom Culture:* The second module offers tools and a vision to support educators in implementing a student-centered SEL program in their classrooms by creating an authentic teaching persona.
3. *Building Relationships as a Key to Equity, Learning Outcomes, and Effective Instruction:* The final module concludes with a classroom audit analyzing students' perspectives and suggests next steps toward improvement.

Pathway 2: Facilitating groups of educators who support school-based staff

Consider the benefits of this work for the team you are facilitating, but also as a model for how this team may, in turn, facilitate these same sessions for school-based teams using pathway #1.

1. Module 1 is relevant and appropriate for all adults.
2. Modules 2 and 3 are only relevant if participants will then support school-based staff as a result of this training. If that is

the case, follow the pathway 2 facilitation guide which operates from this assumption. If this condition does not apply, consider watching the last two videos and thinking about how the concepts presented apply to your work and context rather than a classroom and what steps you might take to act on what you find.

Facilitating collegial, school-based teams

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." - Maya Angelou

In this learning pathway, we explore strategies that support students and the educators that care for them with readiness to learn, develop, and excel. Each module offers strategies for explicitly supporting SEL for students, building readiness to learn and equitable opportunities through non academic supports, and sustaining practitioners' wellbeing so they can be more present for students. We begin with "Secure Your Mask First: Keys to Educator Support," which focuses on understanding and promoting educator wellbeing. We know that educators who do not feel respected, supported, and able to care for their own basic needs cannot, in turn, support the needs of their students. Then, we explore the "Keys to Recreating Classroom Culture," where educators examine their teaching persona and ensure that all students feel seen and heard in their classrooms. Finally, we look at "Building Relationships as a Key to Equity, Learning Outcomes, and Effective Instruction," which offers case studies that demonstrate the effectiveness of using relationships to encourage academic and personal growth. Each module also includes tools to assist in tracking progress and analyzing results.

Pre-work for facilitators	<p><i>It is important to understand how adult learners differ from students. Please reference Malcolm Knowles' principles of Andragogy, and keep them in mind as you facilitate. Before each session, review these principles and ask yourself how you might best take them into account.</i></p>		
Module	Facilitator Moves	Suggested Questions and Supports for Further Learning	Suggested Time
<p>CTQ Thriving Socio-emotionally: Secure Your Mask First: Keys to Educator Support</p>	<ul style="list-style-type: none"> Begin by setting norms that will set the tone and navigate the group through difficult conversations. Consider including language about maintaining confidentiality, embracing vulnerability, varying participation styles, and respecting one another's privacy. Participants will need a journal that they will use throughout this learning pathway. It might be electronic, a standard composition notebook, or a traditional journal. An electronic journal with the questions for reflection has been created for this purpose and can be found 	<p>Questions for reflection and discussion:</p> <p>The Power of Vulnerability</p> <ul style="list-style-type: none"> Why is vulnerability so difficult in the context of our work? Do I allow myself more vulnerability at home? In other contexts? How might what we've watched encourage us to become more vulnerable during this work? <p>Questions for reflection from ASCD's To Address Educator Well-being, We Need a Historical and Holistic Approach</p> <ul style="list-style-type: none"> Do I police myself while interacting with colleagues or leaders in ways that make me feel lonely or isolated? Do I have boundaries between work and home? Do I feel pressure from my work environment to relinquish these boundaries, implicitly or explicitly? Can I rely on people I work with to check in on me or care for me as a person? Do I check-in or care for others at work? Do I feel a strong sense of purpose in my work? 	<p>Three weeks</p> <p>Note: Though an educator could begin and conclude each of these modules in a single six-hour session, It is preferable to complete one module at a time and then allow no more than a week for reflection before continuing. Educators will notice more about</p>

	<p>here. Throughout this pathway, allow time for participants to reflect alone, to share with a colleague, and then with the whole group as Tria Grant explains in the first part of the first video. You may wish to modify this if working with a group of five or fewer.</p> <ul style="list-style-type: none"> • If time allows, watch Brene Brown's The Power of Vulnerability TED Talk together and reflect on what she posits about vulnerability and how it might set the tone for this work. If time is tight, this makes for an excellent "pre-work" assignment for participants to review on their own before the first session. • Together or as pre-work, reflect on the idea that educator socio-emotional wellbeing is essential to student learning and bolsters career success. Read ASCD To Address 	<ul style="list-style-type: none"> • Are my strengths valued and validated at work? • Are there ways in which I sacrifice my well-being for the sake of workplace systems or policies? • When I am stressed or feeling burned out, do I have resources at work to guide me back to a state of well-being? • Do I have access to and encouragement for supporting my well-being at work and at home? • What do I do at school and at home to take care of both my well-being? • Am I honest with myself and others about how I feel and what I need to be well? • Am I respectful and thoughtful in my use of language related to well-being? • Do I feel like I belong to the workplace culture, even when I am not my most effective? <p>Activities based on Tria Grant's "check-in" suggestion:</p> <ul style="list-style-type: none"> • Use the check-in strategy with your students to get a deeper understanding of their socio-emotional state. • Use the check-in strategy during a meeting with your colleagues or those with whom you are completing this module. Note what you learn about yourself and others in your journal. • Advocate that your school leaders use this activity at appropriate times. • Consider how you might characterize your current emotional state. Find an image or a quotation that accurately describes how you are feeling right now. 	<p>themselves and their work, adding to their reflections before moving on to the next module.</p> <p>Though subsequent modules are appropriate for one-hour workshops, this first module may take two to three hours to complete, based on facilitator choices about pre-work vs shared work.</p>
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	<p>Educator Well-being. We Need a Historical and Holistic Approach to get started.</p> <ul style="list-style-type: none"> Respond to a few of the "guiding questions for educators" noting responses in your journal. Review your responses and identify any themes you notice. Capture them in 2-4 statements that sum up how you feel about your wellbeing in relation to your work. Post these summary statements either in the chatbox if on Zoom or the wall or whiteboard in person. Review module introduction and learning objectives. Read the video introduction and note that the tools and strategies shared can be used by groups of educators and school and district administrators in a variety of 	<p>Note it and any explanation for your current thinking in your journal.</p> <ul style="list-style-type: none"> Reflect on a group's completion of this activity using the "Pulse Check Reflection Tool" (described toward the end of the video). <p>Activities based on Doyle Nicholson's suggestion to use Compass Points and vision boarding to understand yourself and your colleagues better:</p> <ul style="list-style-type: none"> Together with your team, go through the Compass Points protocol from SRI or this one which includes a self-assessment. Sum up your thinking by using the Compass Points Tool Doyle describes. Note in your journal what this activity helped you understand about yourself and your colleagues. Create a list of 2-4 goals that reflect your new awareness. Goals might include a "north" asking for help from a "south" in understanding how others feel about a task or goal. It may suggest that an "east" more easily ask a "west" to help map out the next steps, etc. On your own or with your colleagues, create a vision board that ideates around where you are now and where you wish to be in terms of your personal or communal improvement noticings and goals noted at the start of this module. <p>Debrief:</p> <ul style="list-style-type: none"> How does my sense of wellbeing affect my health and 	
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	<p>settings.</p> <ul style="list-style-type: none"> • Watch the first seven minutes and fifty seconds of the included video. Pause the video and consider making plans to do one or more activities posted to the right. Note your plans in your journal. • Watch the rest of the video. Review this Compass Points resource and complete the appropriate activities to the right. • Read the module summary and next steps. Complete the post-viewing debrief to the right and, if working with a team, share your thinking with your colleagues. • Engage in a debriefing session to “seal in” what you have learned. 	<p>happiness at work? How does it affect my students?</p> <ul style="list-style-type: none"> • What tools do I have to increase my sense of wellbeing? • How might I use what I have learned with my students, other colleagues, or administrators? <p>Supports for Further Learning</p> <ul style="list-style-type: none"> • Visit the Resilient Educator website to learn more about educator wellbeing strategies, including mindfulness and an evaluation of work habits, among others. • Read this resource from Learning Forward discussing stress, burnout, and mental health among teachers of color. Here are suggestions from Harvard about how best to support teachers of color. • If you are an educator who leads a grade level or content team or other ongoing collegial work, consider exploring Elena Aguilar’s The Art of Coaching Teams and related resources on the Bright Morning website. 	
<p>Success Criteria to Move On to Module: An educator will know they are ready for the next module when they have:</p> <ul style="list-style-type: none"> • Understood their own current state of mental health and wellness as reflected in their work • Created goals for self-improvement 			

<p><i>CTQ Thriving Socio-emotionally: Keys to Recreating Classroom Culture</i></p>	<ul style="list-style-type: none"> ● Remind participants of established norms and ask them to ensure they have access to their journal set up for this learning pathway. ● As pre-work or together, set aside time to consider what you already know and do to support students' socio-emotional wellbeing and continued learning. Use the questions to the right to guide your thinking as you reflect in your journal and aloud with your team. ● Review module introduction and learning objectives. ● Read the video introduction. ● Before viewing the video, consider your teaching persona by noting your responses to the questions in the next column in your journal. Share a summary of your thinking with your colleagues. ● Watch the first half of the 	<p>Pre-work Reflection Questions</p> <ul style="list-style-type: none"> ● What do I do to get to know my students personally? Their families? Their out-of-school life? Their feelings about school and learning? Make a list. ● Which classroom procedures, both those that maintain discipline and those that support academics, work to support students' self-respect and growth mindset? Which of my classroom procedures work against these elements? ● When I interact with students, do I say students' names, make eye contact, and/or ask questions about non-academic matters? <p>Pre-viewing Questions:</p> <ul style="list-style-type: none"> ● To what extent do you feel true to yourself while teaching? ● Are there tremendous differences between who you are in school vs. at home? ● Which elements of your personality, ethnicity, or history are a part of your classroom? Which elements stay hidden? <p>After viewing Will Anderson's part of the video, consider:</p> <ul style="list-style-type: none"> ● How might I be more vulnerable and authentic with my students? ● What aspects of my history and which of my beliefs might I bring into instruction? ● Review your classroom procedures. How do they align 	<p>This module might be completed in one, one hour session no more than a week following the first module.</p>
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	<p>video with Will Anderson. Pause the video and return to your responses to the pre-work and pre-viewing questions and address the questions in the next column.</p> <ul style="list-style-type: none"> ● Note: Educators do not have to share everything about themselves or their beliefs with students to be vulnerable and authentic. Choose appropriate elements for your grade level and content area that may best represent your “truths” and allow you to feel seen and appreciated by your students and colleagues. ● After viewing and processing both parts of the video, use the lesson plan tool on a lesson you will use right away. ● Finally, use the reflection tool to “dive deeper” in getting to know your students. ● Read the module summary 	<p>with Will's classroom norms of “love first, respect, listening, and modeling”?</p> <p>After viewing Jaraux Washington's part of the video, consider:</p> <ul style="list-style-type: none"> ● How do my classroom procedures and lessons “make room for curiosity”? ● When do I “recognize learning is a journey” and provide actionable feedback on what students do, offer opportunities to improve, and celebrate my students' work? <p>Debrief:</p> <ul style="list-style-type: none"> ● How might I improve my lessons based on the principles outlined in this video and tool? ● Which activities suggested on the reflection tool will I incorporate in my classroom? <p>Supports for Further Learning</p> <ul style="list-style-type: none"> ● Read the National Board for Professional Teaching Standards What Teachers Should Know and Be Able to Do, specifically pages 13-18, which discuss how effective teachers get to know their students. ● To get started with actionable feedback, read this ASCD article. Go to Mindset Works for more support in providing feedback that cultivates a growth mindset. ● Consider looking deeper into the challenges of equity in classrooms by completing the educator pathway and CTQ Advancing Equity modules, especially Anti-bias practices: Classroom Culture with Renee 	
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	<p>and next steps. Complete the post-viewing debrief to the right and share your thinking with your colleagues.</p>	<p>Moore.</p> <ul style="list-style-type: none"> To learn more about creating and sustaining classroom norms, explore the CTQ Responsive Teaching and Learning learning pathway, specifically, Norming in the "new normal." 	
<p>Success Criteria to Move On to Next Module: An educator will know they are ready for the next module when they can:</p> <ul style="list-style-type: none"> Explain how their classroom supports authenticity, curiosity, and inclusion Produce a plan for learning more about their students 			
<p><i>CTQ Thriving Socio-emotionally: Building Relationships as a Key to Equity, Learning Outcomes, and Effective Instruction</i></p>	<ul style="list-style-type: none"> Remind participants of established norms and ask them to ensure they have access to their journal set up for this learning pathway. Review module introduction and learning objectives. Look back in your journal to the questions that began the last module. Add your thoughts about the pre-work questions. Read the description and watch the video. Make time to apply the Strengths Map tool, keeping in mind Jessica Cuthbertson's suggestions 	<p>Pre-work Questions:</p> <ul style="list-style-type: none"> What do I do to promote trusting relationships between my students and me? Consider an especially successful relationship with a student or class that fostered learning and brought you joy. Explain how you built and nurtured that relationship. When have you failed to build a relationship with a student or a class? What caused this? What were the ramifications? <p>Post viewing Questions:</p> <ul style="list-style-type: none"> Look back at your pre-work questions. As you consider Haydee Rodriguez's stories, what other stories of your own come to mind that highlight how you've built relationships with your students? <p>Debrief Questions:</p>	<p>One week</p>

	<p>from the video.</p> <ul style="list-style-type: none"> Respond to the debrief questions in your journal. If working with a team, share your ideas with your team. Take note of ideas you appreciate and may want to bring into your practice. Read the module summary and next steps. Complete the post-viewing debrief to the right and share your thinking with your colleagues. 	<ul style="list-style-type: none"> How might I create a habit or regularly scheduled activity that will assist me in building relationships with my students? How might I create a habit or regularly scheduled activity that will assist my students in building relationships with each other? <p>Supports for Further Learning</p> <ul style="list-style-type: none"> To explore tech tools to support the ongoing checking in with students, see CTQ Formative Assessment learning pathway and the Application/Reflection Tool in this module to see which "tool" is the right fit for your needs. Learn about the brain science supporting the benefits of building relationships. 	
<p>Success Criteria to Indicate Completion of this Module: An educator will know they are successful after they:</p> <ul style="list-style-type: none"> Understand the importance of and have an ongoing plan for growing relationships in their classrooms Implement that plan and establish a future checkpoint at which time, they will meet again to share progress and learning 			

Facilitating groups of educators who may support school-based staff

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." - Maya Angelou

Adults, like students, need to feel connected to the work and to each other to make the learning matter and stick beyond the workshop. In the first of three modules in this learning pathway, you will explore strategies that support adult learning in any context and are helpful for facilitators in a variety of roles who plan and implement professional learning for adults. The second two modules pertain directly to educators who support students. The guide that follows is intended for school, district, and state leaders who want to better understand their adult learners and then wish to help them understand their students.

We begin with "Secure Your Mask First: Keys to Educator Support," which focuses on understanding and promoting educator wellbeing. We know that educators who do not feel respected, supported, and able to care for their own basic needs cannot, in turn, support the needs of their students. Then, we explore the "Keys to Recreating Classroom Culture," where educators examine their teaching persona and ensure that all students feel seen and heard in their classrooms. Finally, we look at "Building Relationships as a Key to Equity, Learning Outcomes, and Effective Instruction," which offers case studies that demonstrate the effectiveness of using relationships to encourage academic and personal growth. Each module also includes tools to assist in tracking progress and analyzing results.

Pre-work for facilitators	<i>It is important to understand how adult learners differ from students. Please reference Malcolm Knowles' principles of Andragogy, and keep them in mind as you facilitate. Before each session, review these principles and ask yourself how you might best take them into account. In this pathway, it is also beneficial to share these principles with the team and ask at the conclusion of each session how we might make our work with teachers and staff adhere to adult learning theory.</i>		
Module	Facilitator Moves	Suggested Questions and Supports for Further Learning	Suggested Time
<p><i>CTQ Thriving Socio-emotionally: Secure Your Mask First: Keys to Educator Support</i></p>	<ul style="list-style-type: none"> • Begin by setting norms that will set the tone and navigate the group through difficult conversations. Consider including language about maintaining confidentiality, embracing vulnerability, varying participation styles, and respecting one another's privacy. • Participants will need a journal that they will use throughout this learning pathway. It might be electronic, a standard composition notebook, or a traditional journal. An electronic journal with the questions for reflection has 	<p>Questions for reflection and discussion</p> <p>The Power of Vulnerability</p> <ul style="list-style-type: none"> • Why is vulnerability so difficult in the context of our work? • Do I allow myself more vulnerability at home? In other contexts? Why might that be? • How might what we've watched encourage us to become more vulnerable during this work? <p>Questions for reflection from ASCD's To Address Educator Well-being, We Need a Historical and Holistic Approach</p> <p>For Individuals:</p> <ul style="list-style-type: none"> • Do I police myself while interacting with colleagues or leaders in ways that make me feel lonely or isolated? • Do I have boundaries between work and home? Do I feel pressure from my work environment to relinquish these boundaries, implicitly or explicitly? 	<p>Three weeks</p> <p>Note: Though a participant could begin and conclude each of these modules in a single six-hour session, It is preferable to complete one module at a time and then allow no more than a week for reflection before continuing.</p>

	<p>been created for this purpose and can be found here. Throughout this pathway, allow time for participants to reflect alone, to share with a colleague, and then with the whole group as Tria Grant explains in the first part of the first video. You may wish to modify this if working with a group of five or fewer.</p> <ul style="list-style-type: none"> • If time allows, watch Brene Brown's The Power of Vulnerability TED Talk together and reflect on what she posits about vulnerability and how it might set the tone for this work. If time is tight, this makes for an excellent "pre-work" assignment for participants to review on their own before the first session. • Together or as pre-work, reflect on the idea that educator socio-emotional wellbeing is essential to 	<ul style="list-style-type: none"> • Can I rely on people I work with to check in on me or care for me as a person? Do I check-in or care for others at work? • Do I feel a strong sense of purpose in my work? • Are my strengths valued and validated at work? • Are there ways in which I sacrifice my well-being for the sake of workplace systems or policies? • When I am stressed or feeling burned out, do I have resources at work to guide me back to a state of well-being? • Do I have access to and encouragement for supporting my well-being at work and at home? • What do I do at school and at home to take care of both my well-being? • Am I honest with myself and others about how I feel and what I need to be well? • Am I respectful and thoughtful in my use of language related to well-being? • Do I feel like I belong to the workplace culture, even when I am not my most effective? <p>For Coaches, Administrators, District Staff and others:</p> <ul style="list-style-type: none"> • Do we take the stress experienced by educators seriously, and do we respond intentionally and effectively to their stress? • Do we have systems or policies in place that directly or indirectly prevent educators from thriving? • Do we approach well-being collectively and holistically? • Do we have a culture or systems built around educator 	<p>Participants will notice more about themselves and their work, adding to their reflections before moving on to the next module.</p> <p>Though subsequent modules are appropriate for one-hour workshops, this first module may take two to three hours to complete, based on facilitator choices about pre-work vs shared work.</p>
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	<p>student learning and bolsters career success. Read ASCD To Address Educator Well-being, We Need a Historical and Holistic Approach to get started.</p> <ul style="list-style-type: none"> • Respond to a few of the guiding questions that feel most relevant, noting responses in your journal. • Review your responses and identify any themes you notice. Capture them in 2-4 statements that sum up how you feel about your wellbeing in relation to your work. • Post these summary statements either in the chat box if on Zoom or on the wall or whiteboard in person. • Review module introduction and learning objectives. • Read the video introduction and note that the tools and strategies shared can be used by groups of educators 	<p>strengths?</p> <ul style="list-style-type: none"> • Do our leaders thrive? • Do we see evidence of the ways in which the well-being of our leaders positively affects the well-being of our educators? • Do health and wellness policies support both the physical and mental health of educators? • Are educators encouraged to use sick days for mental health visits? • Are we honest and open about our own mental health? • Do we utilize person-centered language when referring to mental wellness? <p>Activities based on Tria Grant's "check-in" suggestion:</p> <ul style="list-style-type: none"> • Use the check-in strategy with your students to get a deeper understanding of their socio-emotional state. • Use the check-in strategy during a meeting with your colleagues or those with whom you are completing this module. Note what you learn about yourself and others in your journal. • Advocate that your school leaders use this activity at appropriate times. • Consider how you might characterize your current emotional state. Find an image or a quotation that accurately describes how you are feeling right now. Note it and any explanation for your current thinking in your journal. • Reflect on a group's completion of this activity using the "Pulse Check Reflection Tool" (described toward 	
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	<p>and school and district administrators in a variety of settings.</p> <ul style="list-style-type: none"> • Watch the first seven minutes and fifty seconds of the included video. Pause the video and consider making plans to do one or more activities posted to the right. Note your plans in your journal. • Watch the rest of the video. Review this Compass Points resource and complete the appropriate activities to the right. • Read the module summary and next steps. Complete the post-viewing debrief to the right and, if working with a team, share your thinking with your colleagues. • Engage in a debriefing session to “seal in” what you have learned. 	<p>the end of the video)</p> <p>Activities based on Doyle Nicholson's suggestion to use Compass Points and vision boarding to understand yourself and your colleagues better:</p> <ul style="list-style-type: none"> • Together with your team, go through the Compass Points protocol from SRI or this one which includes a self-assessment. Sum up your thinking by using the Compass Points Tool Doyle describes. • Note in your journal what this activity helped you understand about yourself and your colleagues. • Create a list of 2-4 goals that reflect your new awareness. Goals might include a “north” asking for help from a “south” in understanding how others feel about a task or goal. It may suggest that an “east” more easily ask a “west” to help map out the next steps, etc. • On your own or with your colleagues, create a vision board that ideates around where you are now and where you wish to be in terms of your personal or communal improvement noticings and goals noted at the start of this module. <p>Debrief:</p> <ul style="list-style-type: none"> • How does my sense of wellbeing affect my health and happiness at work? How does it affect my students? • What tools do I have to increase my sense of wellbeing? • How might I use what I have learned with my students, 	
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		<p>other colleagues, or administrators?</p> <p>Supports for Further Learning</p> <ul style="list-style-type: none"> • Visit the Resilient Educator website to learn more about educator wellbeing strategies, including mindfulness and an evaluation of work habits, among others. • Read this resource from Learning Forward discussing stress, burnout, and mental health among teachers of color. Here are suggestions from Harvard about how best to support teachers of color. • If you are an educator who leads a grade level or content team or other ongoing collegial work, consider exploring Elena Aguilar's The Art of Coaching Teams and related resources on the Bright Morning website. 	
<p>Success Criteria to Move On to Module: A participant will know they are ready for the next module when they have:</p> <ul style="list-style-type: none"> • Understood their own current state of mental health and wellness as reflected in their work • Created goals for self-improvement 			
<p><i>CTQ Thriving Socio-emotionally: Keys to Recreating Classroom Culture</i></p>	<ul style="list-style-type: none"> • Remind participants of established norms and ask them to ensure they have access to their journal set up for this learning pathway. • As pre-work or together, set aside time to consider what initiatives or systems to support students' socio-emotional wellbeing 	<p>Pre-work Reflection Questions:</p> <ul style="list-style-type: none"> • How do the systems and protocols set up in schools help teachers get to know their students? Their families? Their out-of-school life? Their feelings about school and learning? Make a list. • Which school wide or district procedures, both those that maintain discipline and those that support academics, work to support students' self-respect and growth mindset? Which of these procedures work against these elements? 	<p>This module might be completed in one, one hour session no more than a week following module 1.</p>

	<p>are already in place. Use the questions to the right to guide your thinking as you reflect in your journal and aloud with your team.</p> <ul style="list-style-type: none"> Review module introduction and learning objectives. Note that these are intended for classroom personnel. Take time to get oriented by using the pre-viewing questions and noting responses in your journal. Read the video introduction. Watch the first half of the video with Will Anderson. Pause the video and return to your responses to the pre-viewing questions and address the after viewing questions. Note: We do not have to share everything about ourselves or our beliefs to be vulnerable and authentic. Choose appropriate elements for your context that may best represent your 	<ul style="list-style-type: none"> How well do I know the workstyles and interests of the staff? When I interact with staff, do I say teachers' names correctly, make eye contact, and/or ask questions about concerns that matter to them? <p>Pre-viewing Questions:</p> <ul style="list-style-type: none"> To what extent do you feel true to yourself while at work? Are there tremendous differences between who you are at work vs. at home? Which elements of your personality, ethnicity, or history are a part of your work life? Which elements stay hidden? <p>After viewing Will Anderson's part of the video, consider:</p> <ul style="list-style-type: none"> How might I be more vulnerable and authentic at work? How might changes to systems at work make this possible? What aspects of my history and which of my beliefs might I bring into my work? Review your work day procedures. How do they align with Will's classroom norms of "love first, respect, listening and modeling"? <p>After viewing Jaraux Washington's part of the video, consider:</p> <ul style="list-style-type: none"> How do my habits at work "make room for curiosity"? 	
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	<p>“truths” and allow you to feel seen and appreciated by your colleagues and supervisors.</p> <p>The tools linked to the next two steps are intended for teachers in their classrooms. Examine them and discuss how you might help teachers use them most effectively.</p> <ul style="list-style-type: none"> • After viewing and processing both parts of the video, use the lesson plan tool on a lesson you will use right away. • Finally, use the reflection tool to “dive deeper” in getting to know your students. • Read the module summary and next steps. Complete the post-viewing debrief to the right and share your thinking with your colleagues. 	<ul style="list-style-type: none"> • When do I “recognize learning is a journey” and provide actionable feedback on what I do, offer opportunities to improve and celebrate my work? <p>Debrief:</p> <ul style="list-style-type: none"> • How might I improve my work environment based on the principles outlined in this video? <p>Supports for Further Learning</p> <ul style="list-style-type: none"> • Read the National Board for Professional Teaching Standards What Teachers Should Know and Be Able to Do, specifically pages 13-18, which discuss how effective teachers get to know their students. • To get started with actionable feedback, read this ASCD article. Go to Mindset Works for more support in providing feedback that cultivates a growth mindset. • Consider looking deeper into the challenges of equity in classrooms by completing the educator pathway and CTQ Advancing Equity module, especially Anti-bias practices: Classroom Culture with Renee Moore. • To learn more about creating and sustaining classroom norms, explore CTQ Responsive Teaching and Learning learning pathway, specifically, Norming in the “new normal.” • To think more deeply about systems leadership, see CTQ Systems Leadership learning pathway. 	
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Success Criteria to Move On to Next Module: A participant will know they are ready for the next module when they can:

- Explain how their work environment supports authenticity, curiosity, and inclusion
- Produce a plan for improvement

<p>CTQ Thriving Socio-emotionally: Building Relationships as a Key to Equity, Learning Outcomes, and Effective Instruction</p>	<ul style="list-style-type: none"> • This module's video is not directly relevant to non-classroom staff, but is useful to establish the importance of educator/student relationships and should be guided by the essential question: <i>How might we best support educators in their mission to nurture positive relationships with students?</i> • Remind participants of established norms and ask them to ensure they have access to their journal set up for this learning pathway. • Review module introduction and learning objectives. Look back in your journal to the questions that began the last module. Add your thoughts about the pre-work questions. 	<p>Pre-work Reflection Questions:</p> <ul style="list-style-type: none"> • Look back at your responses to the pre-work questions for module 2. What else might you add to your thinking? What have you learned about conditions in schools since last visiting this topic? <p>Pre-viewing Questions:</p> <ul style="list-style-type: none"> • What do our educators do to promote trusting relationships between their students and themselves? • What positive stories do we know about that might serve as examples for others? • What barriers do we see to building relationships? What causes this? How might we remove these barriers? <p>Post viewing Questions:</p> <ul style="list-style-type: none"> • Look back at your pre-work questions. As you consider Haydee Rodriguez's stories, what other stories come to mind that highlight student-teacher relationships? • How might the systems in place change to allow for more time to pursue similar activities that Rodriguez shares? 	<p>This module might be completed in one, one hour session no more than a week following module 2.</p>
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	<ul style="list-style-type: none"> ● Read the description and watch the video. ● Consider how a teacher might make time to apply the Strengths Map tool, keeping in mind Jessica Cuthbertson's suggestions from the video. ● Respond to the post viewing questions in your journal. Share your ideas with your team. Take note of ideas you appreciate and may want to bring into your practice. ● Read the module summary and next steps. Share your thinking with your colleagues. 	<p>Supports for Further Learning</p> <ul style="list-style-type: none"> ● To explore tech tools to support the ongoing checking in with adults or students, see the CTQ Formative Assessment learning pathway and the Application/Reflection Tool included in this module to see which "tool" is the right fit for your needs. ● Learn about the brain science supporting the benefits of building relationships. 	
<p>Success Criteria to Indicate Completion of this Module: A participant will know they are successful after they:</p> <ul style="list-style-type: none"> ● Understand the importance of and have an ongoing plan for supporting positive teacher/student relationships ● Implement that plan and establish a future checkpoint at which time, they will meet again to share progress and learning 			