

Sustaining your wellness for the long haul



Webinar
January 14, 2021

If you can see the
slide and hear the
music, you are all set.

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and the Q&A feature for questions during the webinar.


THE PROFESSIONAL LEARNING ASSOCIATION



Suzanne Bouffard
Moderator

Vice President
Publications

Learning Forward



Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

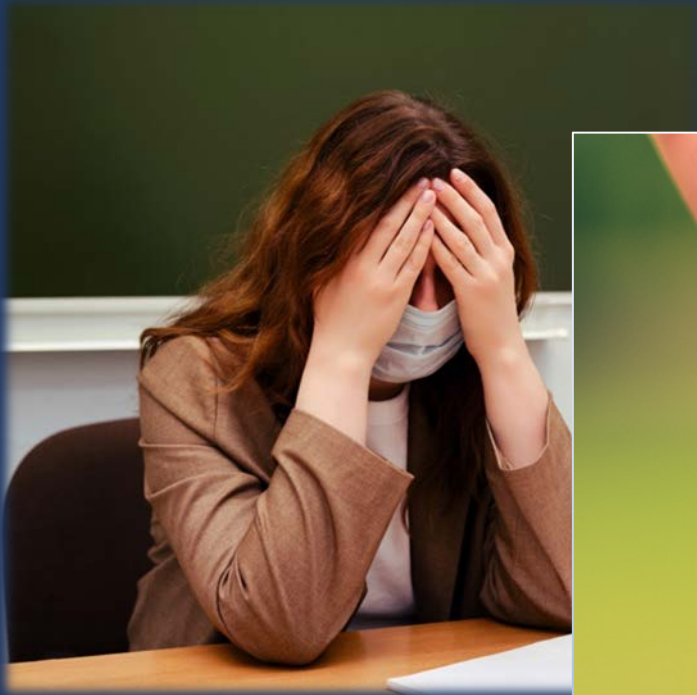
Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

Stress and resilience



Participants will ...

- Understand why adults' well-being is foundational to students' well-being and learning
- Discover eight dimensions of wellness and how to nurture them
- Learn how to embody and apply a social, emotional, and cultural framework for teaching and learning
- Consider the unique challenges facing teachers of color and how to address them

Check-in poll

- Compared to the fall, is your stress level...
 - A) Higher
 - B) About the same
 - C) Lower
 - D) Not sure
- What concerns you most about staff/colleagues' emotional well-being?
 - A) Uncertainty/fear about how to teach in this environment
 - B) Emotional exhaustion
 - C) Work/family balance
 - D) Depression/anxiety/other mental health issues
 - E) Other (tell us in the chat)

Panel discussion



Angel Montoya

Dean of students

Northeast Early College



Nancy L. Markowitz

Founder/Executive director

Center for Reaching and
Teaching the Whole Child



Christopher J. Cormier

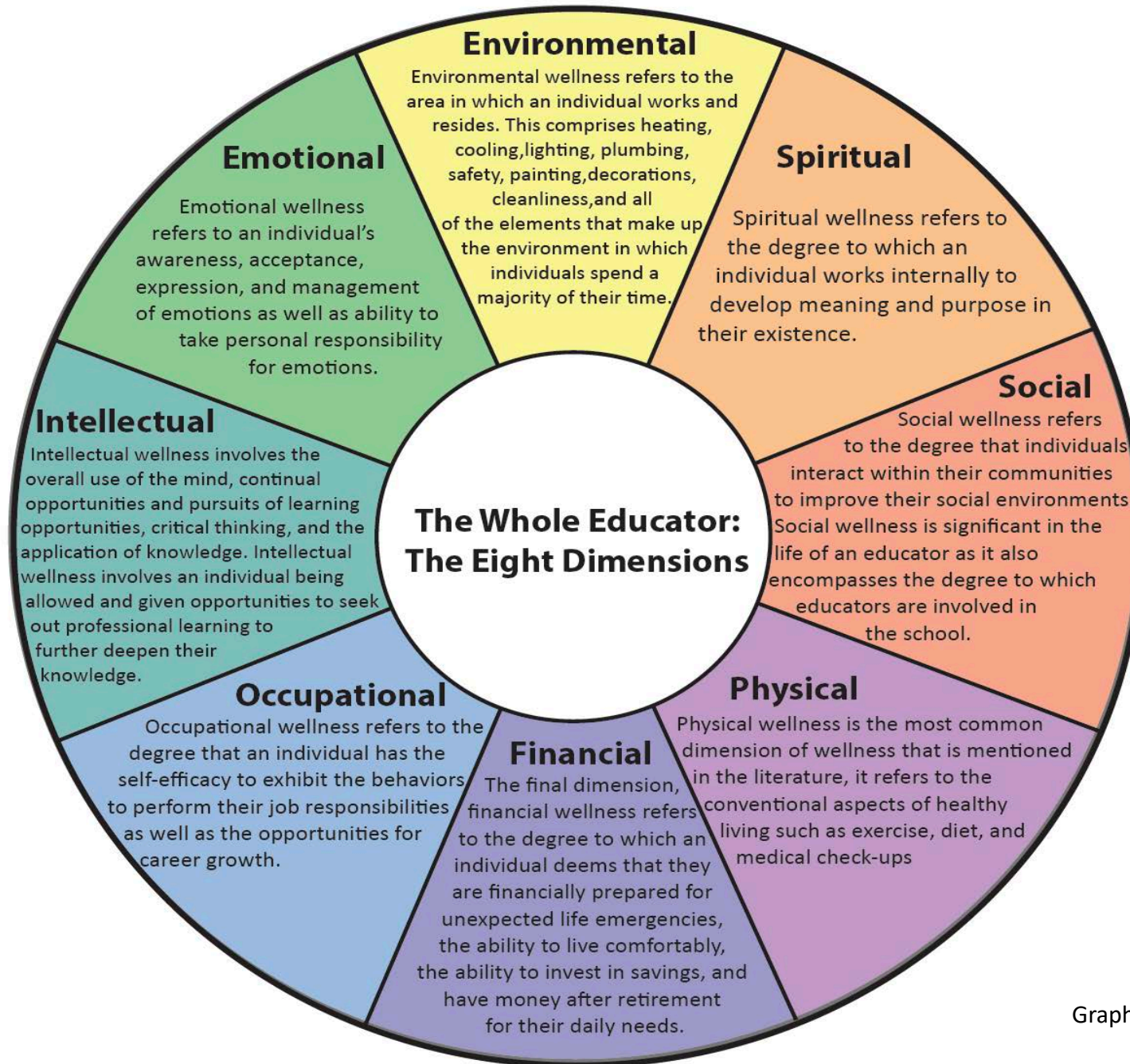
Postdoctoral scholar

Graduate School of Education
Stanford University

The Whole Educator: The Eight Dimensions of Wellness

Dr. Angel Montoya

dramontoya81@gmail.com



Graphic by Melanie Salazar-Martinez

Wellness Techniques

Establish Clear & Firm Boundaries

Identify Which Dimension Needs Sustainment

Identify Passion Areas

Prioritize Self

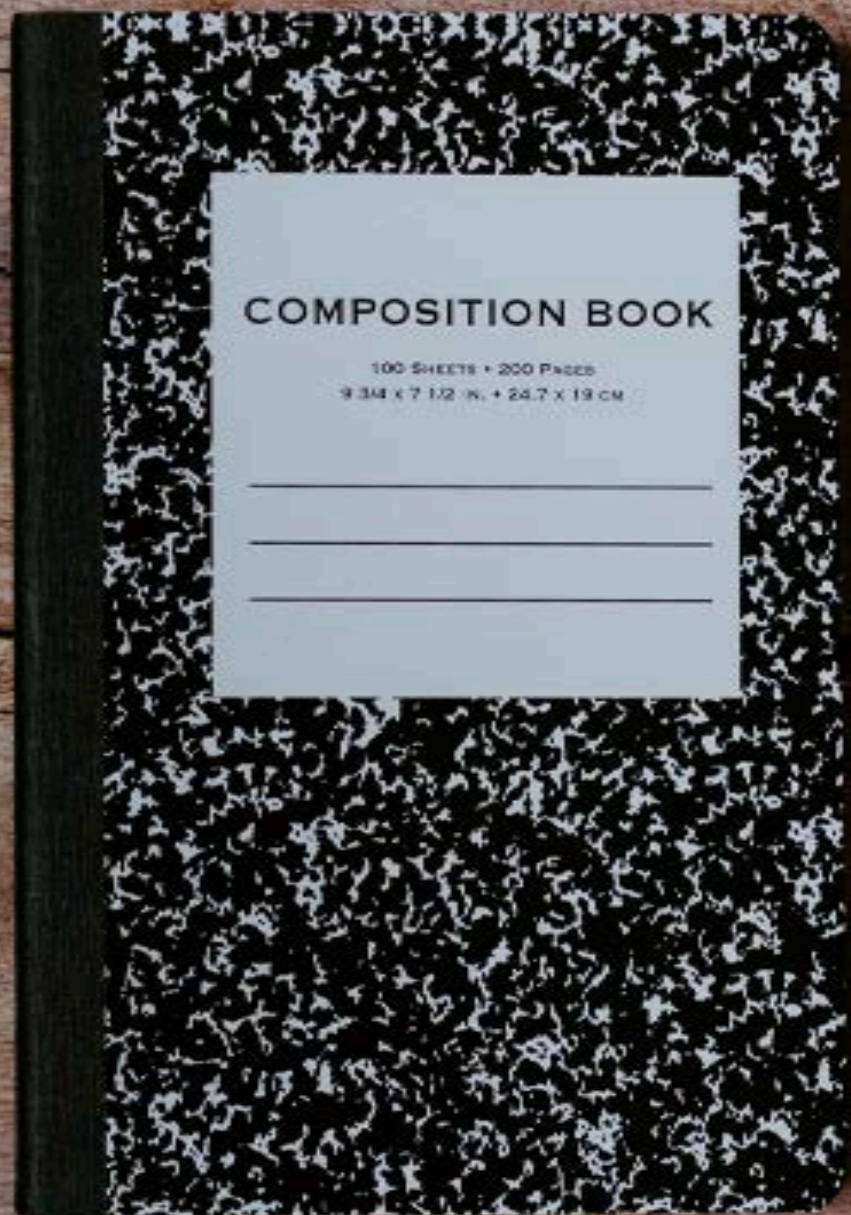
Identify Triggers & Stressors

Develop Strategies to Address Triggers & Stressors

Identify Support Systems



Photo by Brett Jordan on [Unsplash](#)



For schools to be well, educators need to be well. Educators need free therapy, love, compassion, and healing, and to embrace theories that explain why getting well is so hard. Teacher wellness is critical to creating schools that protect students' potential and function as their homeplace.

Educators, students, and parents need to be on a path to wellness together for schools to be sites of healing.

Schools cannot be doing just alright; they have to be well by putting everyone's mental health as the first priority and understanding how systems of oppression spirit-murder children. (Love, 2019).



Center for
Reaching & Teaching
the Whole Child

www.crtwc.org

Nancy Markowitz, Ph.D.

Executive Director
nancy.crtwc@gmail.com

Heidi Stevenson, Ph.D.

Associate Director
heidi.crtwc@gmail.com

Nance Kwan

Operations Manager
kwan.crtwc@gmail.com

Teacher Well-Being: The CRTWC Social, Emotional, & Cultural Anchor Competencies Framework as a Roadmap

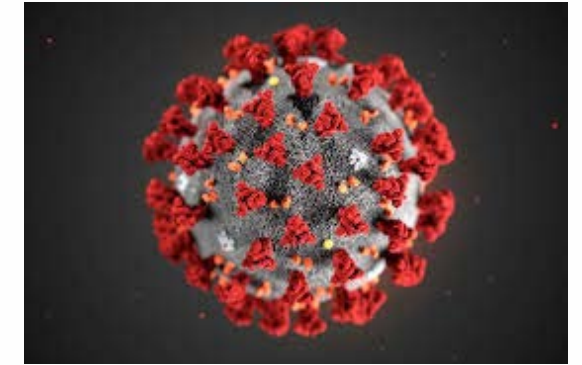
“...teachers make more decisions in any given hour in a classroom than any air traffic controller....” *Dr. Tina Boogren*



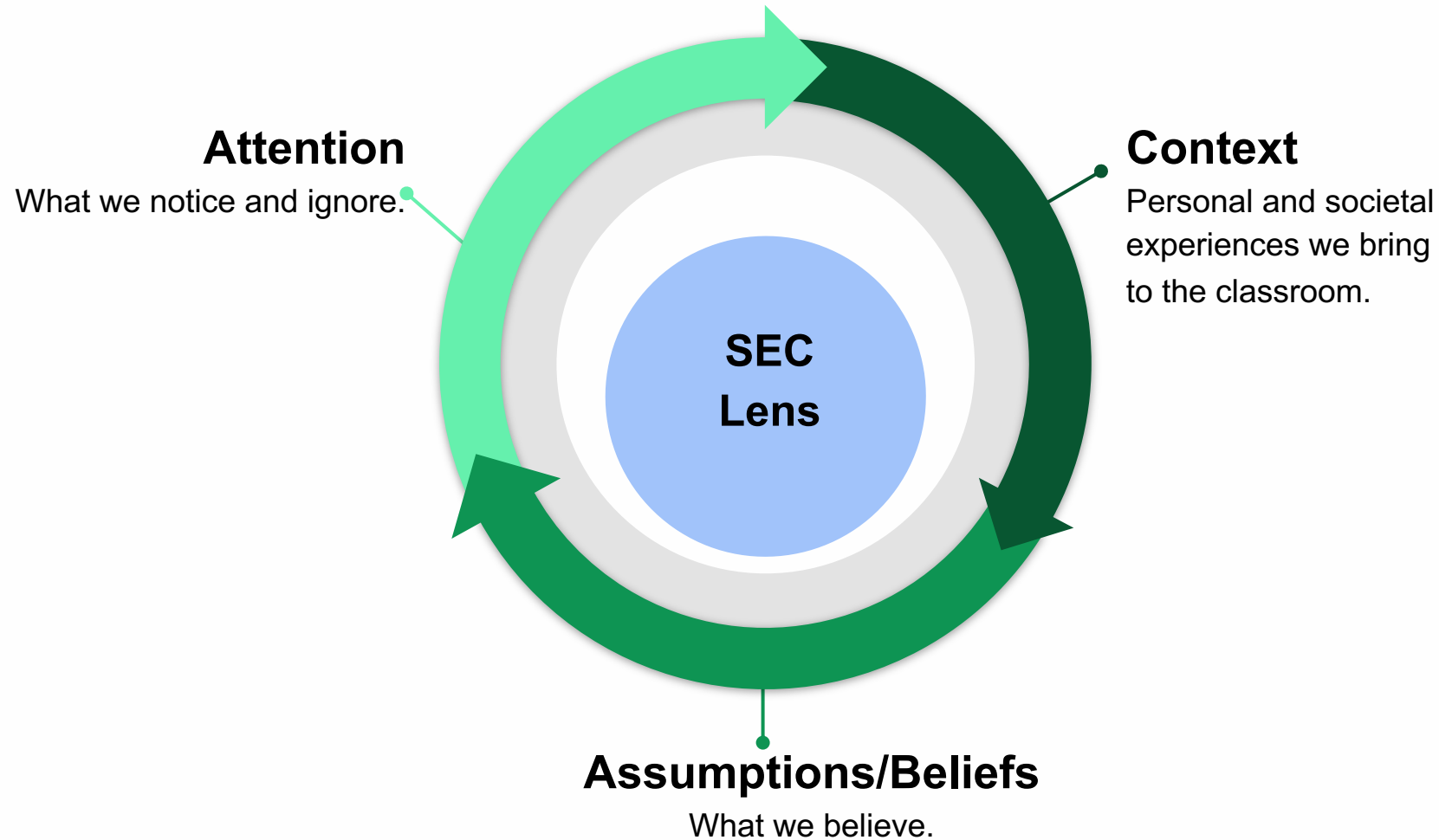
“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous.” *Haim Ginott*



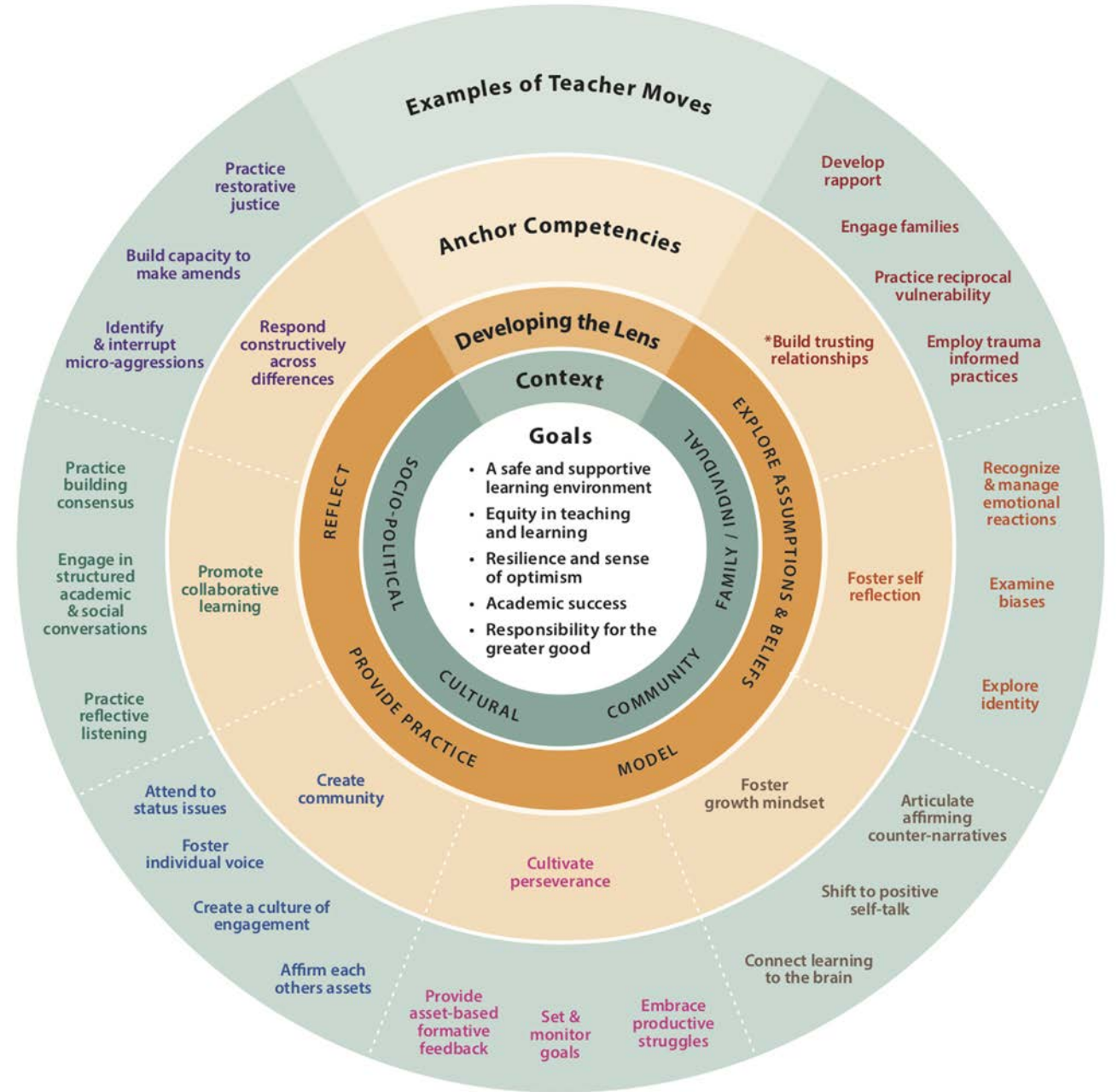
We are in a world in which students, their parents, and educators are filled with confusion, trauma, and emotional fatigue.



What we need to feel in control as we enter the classroom...

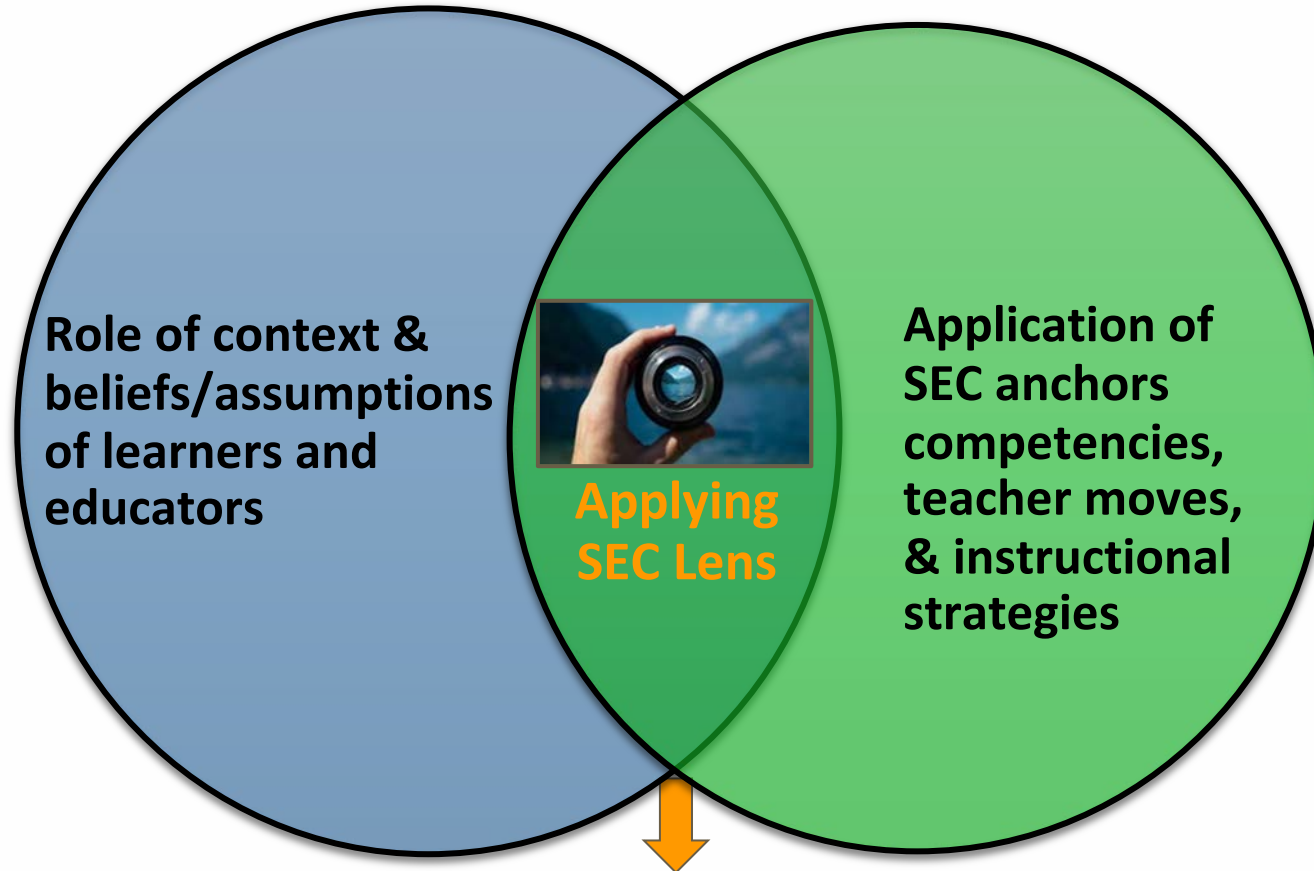


A roadmap... Social, Emotional, & Cultural Anchor Competencies Framework





Center for
Reaching & Teaching
the Whole Child



**Foundational to academic achievement and well-being
Supports a proactive anti-racist and anti-marginalization stance**

Social, Emotional, and Cultural Anchor Competencies

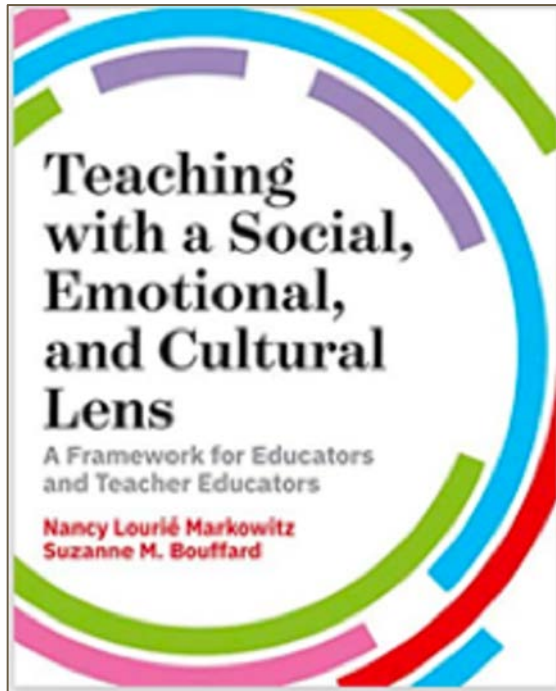


- Build trusting relationships
- Foster self reflection
- Foster growth mindset
- Cultivate perseverance
- Create community
- Promote collaborative learning
- Respond constructively across differences

Applying the SEC Anchor competencies to classroom practice



Resources



Professional development programs available for:

- Teachers
- Teacher Coaches
- Teacher Educators

Center for Reaching & Teaching the Whole Child

Social, Emotional, and Cultural Anchor Competencies Framework & Guide

www.crtwc.org

ANCHOR 1

Build trusting relationships

Teachers need to give explicit and ongoing attention to building teacher-student and student-student relationships, as this is foundational to all other social and cognitive interactions. They need to look for, and be open to opportunities to engage with students, getting to know them as people, both in and out of their classrooms. It is imperative to learn about student cultural backgrounds for both short-term and long-term instructional planning purposes, and to understand the origin of behaviors that may interfere with classroom expectations and learning.

Understanding the context that both students and teachers bring to school is essential to developing trusting relationships between the teacher and students, and among the students.

From a social, emotional, and cultural perspective, sample teacher moves for this anchor include: develop rapport, engage families, practice reciprocal vulnerability and empathy, trauma-informed practices, instead of seeing trauma-informed practices as yet another set of strategies a teacher must attend to, we include them within the larger goal of building trusting relationships.

Teacher Moves	Sample Strategies & Resources
Develop rapport Developing a welcoming, comfortable classroom involves the teacher getting to know the students and providing opportunities for students to get to know each other. These efforts help make the classroom an accepting, safe place for children of all ages to do the hard work that learning requires (Watson, 2018). Building rapport is key for teachers to gain the trust of their students. Shamsky Holte talks about three elements (SHE) that are inclusive of cultural and linguistic responsiveness: rapport, relationship, and respect. "Rapport is the special connection between teacher and student that leads to an understanding based on concern and care for one another. The first criterion for respect is based on the teacher's ability to convey knowledge with understanding and sensitivity to the audience" (Holte, 2018, p. 63). It is important for the teacher to take a "warm demander stance" to oversee the development of a positive learning environment. The warm demander is able to help students regulate their emotions through a balance of care and push. This stance helps students engage in prosocial behaviors because they care about and empathize with the teacher and their fellow students (Kleinfield, 1995; Hammond, 2015).	K-12 Getting to Know Students Deeply https://www.eduplace.org/blog/getting-to-know-students-deeply-shane-sell/ Warm Demander Chart https://www.couragematters.com/wp-content/uploads/2018/02/Warm-Demander-Chart.pdf 2/10 Activity https://thecoverbenefiteachers.com/the-2x10-strategy-a-ritual-to-build-solutions-for-behavior-challenges/ Warm Your Students to Be Kinder? Try This Assignment https://www.edweek.org/technology/2018/02/27/warm-your-students-to-be-kinder-try.html Welcoming Students With a Smile Greeting each student at the door with a positive message sets a positive tone that can increase engagement and reduce disruptive behavior. http://www.edutopia.org/article/welcoming-students-2018/ ELEMENTARY Case Study Assignment SOCI 346: Student Case Study Project Guidelines http://crtwc.org/wp-content/uploads/2018/12/2018-CaseStudy_Final_Descriptn2018.pdf Greeting Students at the Door <i>Be a Good Teacher in the Elementary Classroom</i> , Memoir of a 4th Grade Teacher http://www.lrs.edu/pdf/ma05/ma05_tach191.pdf

Copyright © 2020 Center for Reaching & Teaching the Whole Child. All Rights Reserved. 7

Stanford

GRADUATE SCHOOL OF
EDUCATION



Christopher Cormier, PhD
Post Doctoral Scholar

cormierc@stanford.edu

Minoritized teachers' experiences leading to burnout/stress



Racialized/Stereotypical Expectations

- Disciplinarian, translator, cultural broker
- Not seen as a competent educator

Strategies for support

Seeking an ally/Be an ally

Extra pay/reduced responsibilities for extra duties performed

Reduce/Reframe the Stress (e.g. talk about expectations with administrators, additional pay/reduced duties)



Recent related publications

About educator stress/ burnout/ mental health

Cormier, C. J., & Scott, L. A. (2021). Castaways on Gilligan's Island: Minoritized special education teachers of color advocating for equity. *TEACHING Exceptional Children*, 53(3), 234-242.

Cormier, C. J., Wong, V., McGrew, J. H., Ruble, L. A., & Worrell, F. C. (in press). Needing to exhale: Stress, burnout, and mental health in minoritized teachers of color. *The Learning Professional*.

About supporting student mental health

Cormier, C. J., Boveda, M., Aladejebi, F., & Gathoni, A. (2021). A transnational examination of Black teachers' affirmations of learners' socioemotional and mental health needs. *Kappa Delta Pi Record*, 57(1), 30-36.

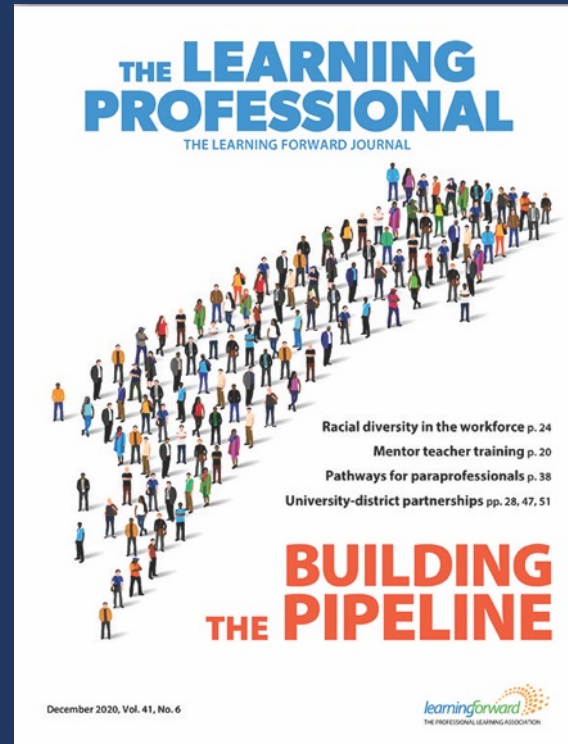
Discussion and Questions



Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



How to support educators through the crisis at the U.S. Capitol

A screenshot of the 'Professional Learning State and District Planner' website. It features a search bar at the top, a large green arrow graphic, and a table of stages. The table is titled 'Professional Learning System Framework' and has five columns representing different stages. Each stage has a description and a list of levels (SEA and LEA) where it can be implemented.

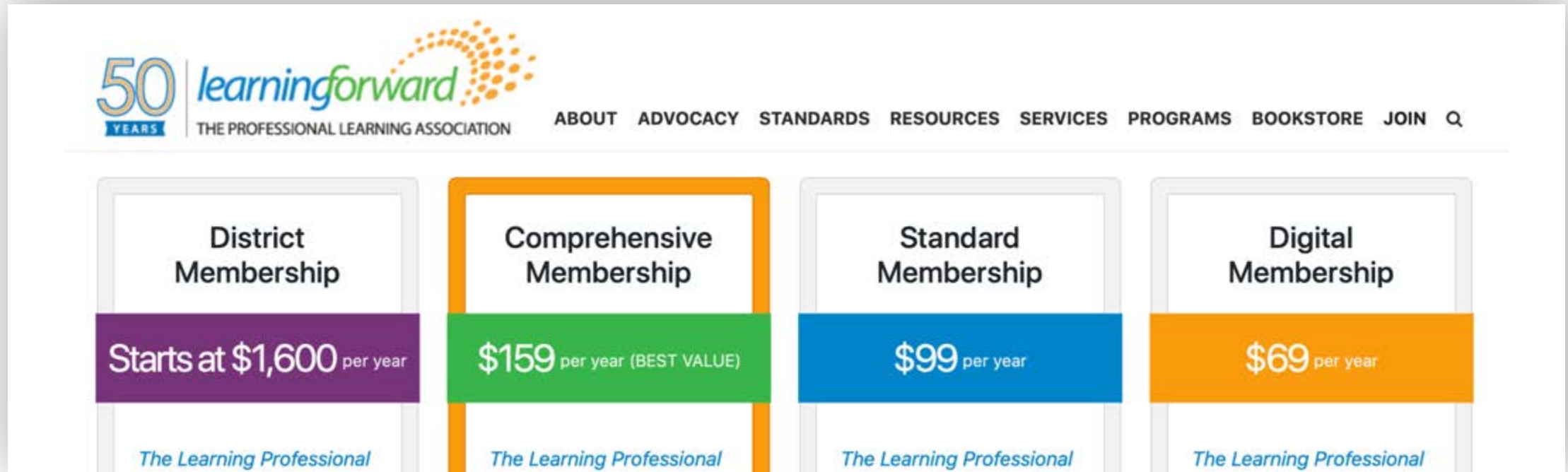
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Define the Vision	Examine Evidence to Drive Improvement	Design and Implement the Learning Plan	Support and Monitor	Scale and Institutionalize
State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)	State Level (SEA) Local Level (LEA)

Mark your calendars – Registration now available

Thursday January 28 3 pm ET	Thursday, February 4 3 pm ET	Thursday February 11 3 pm ET	Thursday February 25 3pm ET
Coaching and mentoring in a virtual world	Transforming teaching through curriculum- based professional learning	Culturally responsive instruction in an online world	Assessing student work online

Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars***
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS | learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Value
District Membership	Starts at \$1,600 per year	
Comprehensive Membership	\$159 per year	(BEST VALUE)
Standard Membership	\$99 per year	
Digital Membership	\$69 per year	

Each membership card also includes the text "The Learning Professional" at the bottom.

Webinar sponsorship opportunities

Align your brand with Learning Forward's highly popular webinar series. Thousands of professional development leaders come to Learning Forward to learn from top thought leaders through our webinar series.

Each webinar will have just one sponsor who will receive:

- Company name on the opening slide
- Logo on the closing slide
- Company name on the confirmation email
- Company name on the webinar's follow-up email
- Banner on the webinar page

Remote but accessible:
Reaching students of all abilities during distance learning

Webinar
May 14, 2020

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

Welcome! We will begin shortly.

Sponsored by [SPONSOR NAME]

Sponsored by
225 X 100

www.learningforward.org

Thank you!

