

October Staff Dev. Newsletter

— A NEWSLETTER FOR THE SEWARD STAFF BY DR. DOMINY —

SOCIAL AND EMOTIONAL LEARNING

Our PLC time has been focused on Identity and Agency (Elementary we will get there soon!). The authors of our book *All Learning is Social and Emotional*, state the following "A person's identity and sense of agency is the foundation of his or her emotional life. As human beings, how we see ourselves and our belief in our capacity to act upon our immediate world affect every moment of our lives." This quote from the book indicates why it is so important to start with not only the identity of our students but the identity of ourselves. It is crucial that we see ourselves as effective teachers, difference makers, positive teammates, loving family members, and good friends before we can help students see their true identity. There is information out there that who we are as an identity is impacted by the 5 people we associate most with. Think about this and think about who you associate with, how can you help these people solidify their true identity?

There are so many things that impact our "False Identity" as professionals. Social media and Pinterest paint the perfect picture of all the things that teachers need to do to create fancy, beautiful classrooms and elaborate worksheets. These things are fun and in moderation, great. Taken to the extreme it can throw your work-life balance off track and this time spent does not impact academic achievement. In our district, we have great resources ready to go that are research-based. We need to continue to stay focused on what we teach, how we teach and literacy instruction in order to have the greatest impact on student achievement.

I am excited that we will be hosting a national speaker and author, Dr. Dominique Smith during our October professional development day. I know that he will inspire us, make us think, and reflect on our own identity and how we are helping students create an identity of grit, resilience, and strength.

IDENTIFY AND AGENCY AND THE CONNECTION TO THE INSTRUCTIONAL MODEL AND EVALUATION MODEL

The Seward Staff Identified a number of instructional elements that support identity and agency during our Fall Workshop training. The elements most selected for identity and agency are:

38-Using Verbal and Non-Verbal behaviors that indicate affection for students.

39- Understanding student's backgrounds and interests

40- Displaying Objectivity and Control.

1- Providing Scales and rubrics

3- Celebrating Success

12- Engaging Students in complex tasks

We know that we can impact identity and agency by using these instructional elements that are part of our repertoire. Please take a look at your *The New Art and Science of Teaching* book for strategies on teaching these elements.

Identity and Agency shine through Domain #3, The Classroom Environment, in our evaluation model. Communication, engagement, high expectations, and relationships all contribute to identity and agency and are areas that you will receive feedback regarding your evaluation.

THE BURNED-IN TEACHER

I recently attended a conference and one of the speakers was Amber Harper, a former elementary school teacher who spoke about being a burned-in teacher. Being a burned-in teacher is opposite of being a burned-out teacher. If you are interested in learning more about Amber's work, please watch this video and visit the following site:

<https://www.burnedinteacher.com/>

One of the reasons that Amber shares for teacher burn-out is lack of empowerment. We have many opportunities for teachers in our district to be part of the decision making process through committees, strategic planning, and the curriculum revision cycle. Please let me know if you are interested in being more involved in a standing committee.

What does BURNED-IN Mean?

