



TEACHERS

TASK CARD

NOVEMBER 2020

Trauma-Informed Practices with Children and Adolescents

by William Steele and
Cathy A. Malchiodi

- » Read page 10 (Table 1.1)
- » Read Chapter 4
- » Pages 174-179: “Resilience Characteristics”
 - » How does identifying the need behind a student’s reaction (Table 4.1) change your emotional response to the behavior?
 - » What changes will you commit to using in your classroom to increase safe interventions for all students but particularly those who have experienced trauma?
 - » What actions will you commit to in order to build resilience in students?
- » **Please share your thoughts during your next coaching session and on Facebook the week of 12/7/20.**

Poor Students, Rich Teaching

by Eric Jensen

- » Read pages 37-62: “Why the Achievement Mindset?”
 - » Do you communicate that students can achieve high goals and accomplish difficult things in your comments and actions?
 - » Does the content, the assignments, and the feedback in your classroom/school tell students you know they can do grade-level work?
 - » What scaffolds are in use to support students in accomplishing high goals and difficult things?
- » **Share your thoughts during your next coaching session and on Facebook the week of 12/14/20.**

CONTINUED ON OTHER SIDE

Culturally Responsive Teaching and the Brain

by Zaretta Hammond

- » Read Chapter 1: “Climbing Out of the Gap”
- » Read Chapter 2: “What’s Culture Got to Do with It?” (I highly encouraged you to read all 41 pages of “Part I—Building Awareness and Knowledge.”)
- » How do you accelerate learning and scaffold supports to help struggling students become independent learners?
- » What cultural archetypes are operating in your classroom, particularly individualism and collectivism, and what should this mean for your instruction?
- » **Please share your thoughts during your next coaching session and on Facebook the week of 1/7/21.**



TASK CARD
NOVEMBER 2020

TEACHERS

thankful and grateful