Graphic adults around a table title Professional Learning
Quote Professional learning is where we can uplift each other and support one another to create opportunities for stronger, more resilient students, and for future generations.

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| As Alaskan schools have recognized the impact of trauma on their students, staff, and the wider community, school staff have requested a guide to systemically gauge their trauma-engaged work. The **Transforming Schools Milestone Guides** can serve as a reference for superintendents, school administrators and teams, school staff, and school board members. Some guides also have steps for the community, students, and families. Milestone Guides offer four levels of action to complete, broken out by leadership and staff roles, for each of the 11 components within the Framework and Toolkit.   * **Preparing** – In schools we prepare students all the time, for projects, concerts, and tests. We consider why certain skills and actions are important and what we need to prepare students for success. For our trauma-engaged work, we gather information and resources to deepen understanding of why trauma-engaged work is essential to our mission and how we can begin. * **Starting** – After preparing we make a start. In schools, we start our reading skills, begin to play the music, or meet to begin the project. We see what skills students have and build on those skills. As a trauma-engaged team, we assess where we are with this work—we see our strengths and weaknesses and we develop priorities for what we want to address. * **Applying** – After we get to know our students and their strengths we begin to build new skills and strengthen existing ones. In trauma-engaged schools, we prioritize actions that can have the most impact, and we have the capacity to implement. Applying means that we are working together and planning for the concrete trauma-engaged supports we want to be accessible to our students and families. We know that, like students, we need repetition and practice to feel confident and competent * **Refining** – As students achieve their learning goals, we work with them to hone in on more subtle skills. For example, a student's writing style is enhanced, nuanced music skills are developed, or group activity skills are more deeply explored. Trauma-engaged schools and staff take time to reflect on their structures, practices, and tools to make quality improvements by deepening and expanding their practice.   The Transforming Schools Milestone Guides offer steps and a starting point to deepen personal growth, establish a common vision with colleagues and community, and remind each of us that this is a process of preparing, starting, applying, and refining our trauma-engaged work. Individuals and teams move through the steps many times to continue to improve upon and deepen our approach. Using the Milestone tool, schools, districts, and individuals can reflect on their work on an ongoing basis. While primarily a planning tool, the guides can also be used to celebrate progress. |

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| **Trauma-Engaged Professional Learning**  The Professional Learning Milestone Guide provides action steps and resources to plan for professional development that creates an adult culture which can transform schools through a community-responsive approach. Intentional and cohesive trauma-engaged professional learning:   * Happens on an ongoing and long-term basis, rather than as a one-time training * Cultivates a shared faith that together the school community can make a difference in mitigating trauma’s impact on learning * Recognizes that adults need guided opportunities to develop their own social and emotional competencies * Involves all school community members: school administration, school board, teaching staff, paraprofessionals, support staff, afterschool providers, families, and community members * Is developed in partnership with families and the community to reflect community values and place-based strengths * Supports adults in transforming their practice to better meet the needs of all students   Comprehensive professional learning happens across multiple contexts and formats; examples include professional learning communities, inservice training, staff meetings, peer support and collaboration, coaching and observation, book studies, credit classes, community dialogues, self-paced learning, and Alaska statewide professional development opportunities.  The Transforming Schools [suite of resources](https://drive.google.com/file/d/1Juf1939LshvuOpUHw2-wtF6sWpnc4HFv/view?usp=sharing) can provide various starting points for designing trauma-engaged professional learning based on the school community’s understanding and readiness. The [Framework](https://education.alaska.gov/tls/safeschools/pdf/transforming-schools.pdf) and [Toolkit](https://education.alaska.gov/apps/traumawebtoolkit/landing.html) for Trauma-Engaged Practice in Alaska offer content and resources which can shape professional learning experiences.   * [Deconstructing Trauma](https://education.alaska.gov/apps/traumawebtoolkit/deconstructing-trauma.html) increases adult understating of trauma and Adverse Childhood Experiences’ (ACEs) impact on learning and brain development and cultivates a shared belief that together the school community can make a difference. * [Self-Care](https://education.alaska.gov/apps/traumawebtoolkit/self-care.html)and [Relationship Building](https://education.alaska.gov/apps/traumawebtoolkit/relationship-building.html) support adults in developing their own foundational skills to engage in this work. * [Skill instruction](https://education.alaska.gov/apps/traumawebtoolkit/skill-instruction.html) and [Schoolwide Practices & Climate](https://education.alaska.gov/apps/traumawebtoolkit/schoolwide-practices.html) introduce effective trauma engaged classroom practices and schoolwide strategies. * [Family Partnerships](https://education.alaska.gov/apps/traumawebtoolkit/family-partnership.html) and [Cultural Integration & Co-Creation](https://education.alaska.gov/apps/traumawebtoolkit/cultural-integration.html) strengthen the relationships that are at the core of a community responsive approach.   Effective professional learning catalyzes collective efficacy, or the belief that through collective actions, the school community can influence student outcomes and increase achievement. This results in changes in staff practice and improvements in student learning outcomes. |

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| **LEADERSHIP: Professional Learning Milestone Guide** |

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| **Leadership 1. Assess administrator and staff understanding of trauma and readiness for trauma-engaged approaches. Meet everyone where they are.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Reflect on your own understanding of trauma and experience with compassion fatigue and compassion resilience. See sample tool: [Professional Quality of Life (ProQOL](https://proqol.org/))  b. Examine your own implicit bias. See sample tools: [Learning for Justice](https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias); [NEA Implicit Bias](https://www.nea.org/resource-library/implicit-bias-microaggressions-and-stereotypes-resources?gclid=Cj0KCQiAnaeNBhCUARIsABEee8VOyAxcLEcgX88f0MJC3eKG7toR-NYLMkGtRU2t7bHQZ4DE6MOtNG0aAqOaEALw_wcB); and [Harvard Project Implicit](https://implicit.harvard.edu/implicit/selectatest.html)  c. Inventory your readiness to lead trauma-engaged work See sample tools: [Trauma-Sensitive Schools Fidelity Tool](https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/tsfidelitytool.pdf) - section 3: “Leadership Practices; [Self-Assessment for Trauma-Informed Care](http://www.traumainformedcareproject.org/resources/Trauam%20Informed%20Organizational%20Survey_9_13.pdf); and [Trauma Informed System Change Instrument](https://traumainformedoregon.org/wp-content/uploads/2014/10/Trauma-Informed-System-Change-Instrument-Organizational-Change-Self-Evaluation.pdf) | d. Assess staff and school readiness to begin trauma-engaged work. See sample tools: [Trauma Responsive Schools Implementation Assessment](https://www.theshapesystem.com/trauma/) and [Developmental Framework for Trauma Informed Approach](https://www.traumainformedcare.chcs.org/wp-content/uploads/MO-Model-Working-Document-february-2015.pdf)  e. Dedicate staff time to assess the positive and negative effects of helping students who are experiencing or have experienced trauma. See sample tools: [Four Ways to Support Teacher Wellbeing](https://www.ascd.org/blogs/four-ways-to-support-teacher-well-being)) and [I Thought about Quitting Today](https://www.learningforjustice.org/magazine/fall-2015/toolkit-for-i-thought-about-quitting-today), using the ProQOL in a staff meeting. | f. Tend to your own professional learning supports as the leader in this work. Collaborate with a peer group to regularly reflect on trauma-engaged work.  g. Dedicate time and resources to building staff relationships that support a culture of self-reflection, honesty, self-care, and boundaries. See sample tools: [Helping Teachers Manage the Weight of Trauma](https://www.gse.harvard.edu/news/uk/18/09/helping-teachers-manage-weight-trauma); [Getting Started with Reflective Practice](https://www.cambridge-community.org.uk/professional-development/gswrp/index.html); and [Self-Care Going Home Checklist](https://drive.google.com/file/d/13TjCyGMhw_7pshl0UyUXvvIt-yydBbSb/view?usp=sharing) | h. Create and strengthen a culture of viewing adult behavior through the lens of stress and trauma, so that adults are better able to serve students. See sample tools: [Strategies for Collaboration](https://safesupportivelearning.ed.gov/sites/default/files/Building%20TSS%20Handout%20Packet_ALL.pdf) and  [Trauma-Informed Care: Parallel Skill Developmen](https://www.acesconnection.com/fileSendAction/fcType/0/fcOid/476162897103902931/filePointer/476162897133942692/fodoid/476162897133942686/TIC%20Skill%20Development.pdf)t  - |  |

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| **Leadership 2. Inventory professional learning structures, resources, time allocation, and supports already in place. Develop an ongoing professional learning plan that utilizes best practices. Ensure job-embedded learning is focused on integrating-trauma engaged practices throughout the school year.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Inventory professional learning structures, resources, time allocation, and supports already in place. See sample tool: [Professional Learning Strategies Self Assessment Tool](https://tech.ed.gov/wp-content/uploads/2014/11/Section-3-Strategies-Self-Assessment-FINAL.pdf) | b. Determine starting points based on staff readiness, topics already covered, and where gaps exist. See sample tools: Milestone Guides located in each section of the [Transforming Schools Toolkit](https://education.alaska.gov/apps/traumawebtoolkit/landing.html) and [Implementing Districtwide Trauma Informed Practice](https://attachment.eab.com/wp-content/uploads/2019/05/1E459F776A13410E8EEEB633B375E570.pdf#page=13)) | c. Develop a professional learning plan that includes time and a variety of opportunities (e.g., during staff meetings, PLCs, team meetings, etc.) for all staff to regularly reflect on the implementation of trauma-engaged practice. See sample tools: [Staff Development Planning Guide](https://safesupportivelearning.ed.gov/sites/default/files/Building%20TSS%20Handout%20Packet_ALL.pdf) [Handout 2] and [Trauma Professional Development Plan](https://docs.google.com/document/d/1P32kRH7wZ4aUbPk2_AaF6TRHPdllhGcULnY2H7CrSL4/edit) | d. Ensure that formal and informal professional learning is based on relationship building as the foundation of responding to student, staff, family, and community needs.  e. Ensure that trauma-engaged professional learning is systemic and becomes part of how the school “does business.” Provide opportunities for school staff across roles and throughout the school year. |  |

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| **Leadership 3. Collaborate with staff and community (school board, families, Elders, tribes, support services) to enhance the professional learning plan by embedding community-based and culturally responsive approaches. Include opportunities for school staff, families, and community members to engage in learning together.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Invite parents, community members, and business partners into school to learn about trauma and resilience in a collaborative manner. See sample tool: [Anchorage School District Trauma & Culturally Responsive Practices In-Service Modules](https://asdk12.instructure.com/courses/33166)  b. Include the school board and site-based board  members in training so they can take an active  role in engaging the community in a holistic approach. | c. Partner with community, regional, and/or statewide resources in health, behavioral health, and cultural healing to provide professional learning for the whole school community. Access sample resources by emailing: [DEED-transformingschools@alaska.gov](mailto:DEED-transformingschools@alaska.gov) or [transformingschools@aasb.org](mailto:transformingschools@aasb.org)  d. Co-create training and other professional learning opportunities with Elders and culture bearers. Provide compensation for their time and expertise. | e. Plan and co-host community dialogues in partnership with community leaders. Promote an understanding of trauma’s impact on learning and a community strength-based approach. See sample tools: [First Alaskans Institute Resources for Alaska Native Dialogues on Racial Equity (ANDORE)](https://firstalaskans.org/alaska-native-policy-center/racial-equity/) and  [Bridging Differences Playbook](https://greatergood.berkeley.edu/images/uploads/Bridging_Differences_Playbook-Final.pdf?utm_source=Greater+Good+Science+Center&utm_campaign=ac3812ac1b-EMAIL_CAMPAIGN_GG_Newsletter_July_9&utm_medium=email&utm_term=0_5ae73e326e-ac3812ac1b-74751708) | f. Establish regular check-ins for staff and community to share issues, ideas, and training on trauma-engaged topics impacting the school community. See sample tool: [Critical Practices for Family and Community Engagement](https://www.learningforjustice.org/magazine/publications/critical-practices-for-antibias-education/family-and-community-engagement)  g. Explore the resources available in the [Cultural Integration & Co-Creation](https://education.alaska.gov/apps/traumawebtoolkit/cultural-integration.html) component of the Transforming Schools Toolkit to foster a two-way feedback loop for ongoing co-creation. |  |

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| **Leadership 4. Deliver trauma-engaged professional learning content for all staff. Communicate that school-wide trauma-engaged practices provide a path to success for all students. Model and practice the same strategies staff are asked to use with students.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Incorporate trauma-informed principles in professional learning environments. See sample tool: [Creating a Trauma Informed Training Environment](http://www.nationalcenterdvtraumamh.org/wp-content/uploads/2014/09/Creating-TI-Training-Environments-updated9-1.22.14-FINAL.pdf)  b. Begin professional development by modeling self-regulation practices (breathing, movement, gratitude, etc.) that adults can use personally and with students. See sample tool: [DEED Self-Regulation eLearning Module](https://education.alaska.gov/elearning/self-regulation) | c. Begin with professional development around resilience and self-care for staff. Branch out to caring for students, families, and communities. See sample tool: [Alaska Staff Development Network Trauma Engaged Webinar Playlist](https://vimeo.com/showcase/7385746), including adult self-regulation, healing centered practices, building resilience.  d. Address adult stress levels so that staff are prepared to co-regulate with students. See sample tools:  DEED modules  [Overcoming ACEs in Alaskan Schools](https://education.alaska.gov/elearning/overcoming_aces);  [Trauma Sensitive Schools](https://education.alaska.gov/elearning/trauma-sensitive);  [Trauma-Engaged and Practicing Schools](https://education.alaska.gov/elearning/trauma-engaged-practicing-schools); and  [Self-Care](https://education.alaska.gov/elearning/self-care) | e. Embed and model trauma-engaged teaching strategies in the delivery of professional learning. See sample tool: [Walking the Walk](https://www.multiplyingconnections.org/sites/default/files/field_attachments/Walking%20the%20Walking%20PDF.pdf)  f. Create group discussion opportunities to reflect on implications for practice. See sample tool: discussion questions in [Transforming Schools](https://education.alaska.gov/tls/safeschools/pdf/transforming-schools.pdf) | g. Provide ongoing and responsive professional learning that deepens the culture of looking at student behavior through the lens of what students need and are trying to communicate rather than what they are doing. See sample tool: [Behavior as Communication](https://vimeo.com/showcase/7385746) |  |

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| **Leadership 5. Evaluate the efficacy of professional learning in transforming school-wide practice. Seek feedback from staff and the community to adjust the professional learning goals and plan as needed to deepen trauma-engaged practice and outcomes.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Select data points to monitor, establish a schedule for collecting those data points, and implement a process for when and how data will be collected and monitored to evaluate trauma-engaged professional learning. See sample tool: [A Guide for Evaluating the Impact of Professional Learning](https://education.ky.gov/teachers/PD/Documents/Guide%20for%20Evaluating%20the%20Impact%20of%20PL.pdf) | b. Collect feedback from individual professional development opportunities. See sample tool: [Evaluating Professional Learning: Measuring Educator and Student Outcomes](https://learningforward.org/newsletters/transform/march-2014/evaluating-professional-learning-outcomes/#:~:text=%20Evaluating%20professional%20learning%3A%20Measuring%20educator%20and%20student,Establish%20benchmark%20indicators.%20What%20changes%20in...%20More%20) | c. Review identified outcome data (e.g., school climate and connectedness, school health profiles, attendance, feedback from families and community members, etc.) to monitor the impact of trauma and resilience professional development on the learning environment. See sample tools: Trauma Evaluation Plan [Sample](https://docs.google.com/document/d/1jssFhDuSGnyKuXCOJZuBkEz0kj1Cb5ngW6wmTO-JbLg/edit) and [Blank Template](https://docs.google.com/document/d/12lBeArsPFTXXfNRwmHULSx8YD1euMD_j5-J4-zfzUJA/edit) | d. Refine the plan based on the data and broad-based input from the school community. Adjust professional learning goals and plan as needed to deepen trauma-engaged practice. |  |

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| **STAFF: Professional Learning Milestone Guide** |

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| **Staff 1. Examine your own beliefs and be aware of your experiences with trauma. Consider ways in which being engaged in this work might highlight opportunities for healing and personal growth.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Use the [Professional Quality of Life Self-Assessment Tool](https://proqol.org/) to explore fatigue, burnout, and compassion resilience when helping students.  b. Learn more about self-regulation and self-care, particularly bite-sized micro practices that can be embedded in the workday. See sample tool: [Educator Resilience and Trauma-Informed Self-Care](https://gtlcenter.org/products-resources/educator-resilience-and-trauma-informed-self-care-self-assessment-and-planning): Self-Assessment and Planning Tool  c. Reach out to colleagues and/or professionals for support to build your resilience. Access employee wellness programs if available. See sample tool: [Helping Teachers Manage the Weight of Trauma](https://www.gse.harvard.edu/news/uk/18/09/helping-teachers-manage-weight-trauma) | d. Create a personal self-care plan. See sample tool: [Support for Teachers Affected by Trauma](https://course.statprogram.org/training)  e. Create a transition and set boundaries between home and school. See sample tool: [Self-Care Going Home Checklist](https://drive.google.com/file/d/13TjCyGMhw_7pshl0UyUXvvIt-yydBbSb/view?usp=sharing) | f. Use daily self-care strategies, both outside of work and during the workday, to stay regulated. See sample tool: [Teacher Wellbeing](https://schools.au.reachout.com/teacher-wellbeing)  g. Extend compassion and empathy to yourself, especially on days that you feel challenged or face barriers to putting your self-care plan into action. | h. Build time for reflection into your daily or weekly practice. Use this time to consider what is working in your self-care plan and what could be modified to strengthen your resilience. |  |

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| **Staff 2. Contribute to a safe professional learning environment by addressing your own unconscious biases. Collaborate authentically with colleagues.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Learn more about unconscious bias and how it impacts your relationship with students, colleagues, and families, and how it impacts student learning. See sample tools: [Learning for Justice](https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias); [NEA Implicit Bias](https://www.nea.org/resource-library/implicit-bias-microaggressions-and-stereotypes-resources?gclid=Cj0KCQiAnaeNBhCUARIsABEee8VOyAxcLEcgX88f0MJC3eKG7toR-NYLMkGtRU2t7bHQZ4DE6MOtNG0aAqOaEALw_wcB)  b. Examine your own implicit bias See sample tool: [Harvard Project Implicit](https://implicit.harvard.edu/implicit/selectatest.html) | c. Gather information and strategies to challenge and disrupt your implicit bias. See sample tool: [Know How Your Own Background Influences Your Teaching](https://sites.tufts.edu/inclusiveteaching/know-how-your-own-background-influences-your-teaching/)  d. Identify the specific strategies you will use to combat your implicit bias.  e. Build your skills to partner with others, including colleagues, families, and students. See sample tool: [Trauma-Informed Care: Parallel Skill Developmen](https://www.acesconnection.com/fileSendAction/fcType/0/fcOid/476162897103902931/filePointer/476162897133942692/fodoid/476162897133942686/TIC%20Skill%20Development.pdf)t | f. Use journaling or another strategy to track your interactions as you put strategies into practice. See sample tool: [Strategies for Collaboration](https://safesupportivelearning.ed.gov/sites/default/files/Building%20TSS%20Handout%20Packet_ALL.pdf) (handout 9) | g. Reflect regularly on your interactions with others to make quality improvements. See sample tool:[Getting Started with Reflective Practice](https://www.cambridge-community.org.uk/professional-development/gswrp/index.html)  h. Debrief with others. Recognize that implicit bias is unconscious and that accepting feedback from others can surface aspects that are not visible to you. |  |

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| **Staff 3. Engage in ongoing reflective practice to assess the impact that your trauma-engaged approach has had on student learning. Revise and modify practices as needed.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Learn more about reflective practice to identify the strategies that will work best for you, See sample tool: [Getting Started with Reflective Practice](https://www.cambridge-community.org.uk/professional-development/gswrp/index.html)  b. Learn about what trauma-informed practices look like in the classroom. See sample tools: [Moving from Cloudy to Increasingly Clear: Aligning Explicit Teaching Behaviors with the Core Principles of Trauma Informed Practice](https://www.newarkcsd.org/cms/lib/NY01000239/Centricity/Domain/673/McDowell%20Newsletter%20Feb%202019%20-%20Pg%201-2.pdf) and [Trauma Informed SEL Toolkit](https://transformingeducation.org/resources/trauma-informed-sel-toolkit/) | c. Map the practices you are using to create the conditions needed for student learning. See sample tool: Classroom Practices Resource Map [Sample](https://docs.google.com/document/d/1H0r_xyZDDlXL0h4kgRc0y8AemAcMKq7y/edit) and [Blank Template](https://docs.google.com/document/d/1T1XPZUUk2h-CSwGk9mw2K5wAxQSUDqn7/edit) | d. Identify strengths and gaps in your approach to creating the conditions for student learning. See sample tools: [Trauma Sensitive Schools Checklist](https://www.learningforjustice.org/sites/default/files/general/trauma%20sensitive%20school%20checklist%20(1).pdf) and Assessing Trauma Informed Practices [Sample](https://docs.google.com/document/d/1o9ojVH2ztoZfFXiye3ErFLgNuwIzbuZWuJKc2Q2IXPY/edit) and [Blank Template](https://docs.google.com/document/d/12uHy6YZA0xpKPCggUmXc6pqt9RdVp4Ksj3hrRZJcRoE/edit)  e. Create learning spaces where academic and social and emotional goals are accomplished in tandem. See ample tool: [Critical Practices for Anti-bias Education](https://www.learningforjustice.org/sites/default/files/2017-06/PDA%20Critical%20Practices_0.pdf) | f. Use the reflective practice strategies that work best for you to revise and modify your approaches to working with students based on your strength and gap analysis.  g. Collaborate regularly with colleagues to share best practices. |  |

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| **Staff 4. Seek out additional professional learning opportunities. Participate in community events, celebrations, and dialogues to deepen your understanding of community strength and resilience.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Approach your trauma-engaged practice with a growth mindset, being open to change and feedback.  b. Understand the impact of intergenerational trauma and resilience on learning. See sample tool: [I tóo yéi yatee](https://vimeo.com/648823554) I tóo yéi yatee ~ It Is Within You: Generational Trauma and Generational Resilience. | c. Identify formal opportunities for professional learning, particularly opportunities that speak to trauma-engaged practice in Alaska. See sample tools: [Alaska Staff Development Network Trauma Engaged Webinar Playlist](https://vimeo.com/showcase/7385746) and [Alaska Education Network - Project ECHO](https://asdk12.instructure.com/courses/81581)  d. Identify opportunities in your community to deepen your understanding of community strength and resilience. See sample tools: [Community, Home and Schools—Relationships We Can’t Ignore](https://www.learningforjustice.org/magazine/community-home-and-schoolsrelationships-we-cant-ignore) and [Teaching and Learning Across Cultures: Strategies for Success](https://www.uaf.edu/ankn/publications/collective-works-of-ray-b/Teaching-Learning-Across-Cultures.pdf) | e. Plan for when professional learning will best fit into your schedule. Avoid overscheduling yourself.  f. Allow time to reflect on your learning, put your learning into practice by trying out something new, and reflect on what happened when you tried that new thing.  g. Engage in conversations about your learning with colleagues. | h. Invite feedback from colleagues, students, families, and the community. Be responsive to the feedback and develop a two-way communication loop.  i. Take action on the feedback you receive to better meet student needs. |  |

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| **Staff 5. Adapt trauma engaged practices to reflect community and cultural values. Share practices with colleagues, especially with those new to the community.** |

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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
| a. Become familiar with your community’s cultural values by engaging in formal and informal opportunities, such as local cultural events.  b. Explore Alaska’s standards for culturally responsive schools. Bring cultural humility See sample tool: [Cultivating Cultural Humility in Education](https://acei.org/innovation/cultivating-cultural-humility-in-education/) | c. Use an inventory tool to assess your culturally responsive practice. See sample tool: [Culturally Responsive Teaching and Leading](https://www.doe.mass.edu/instruction/culturally-responsive/)  d. Identify school staff from the community who can serve as mentors to you.  e. Identify Elders and culture bearers who can help indigenize practices so they reflect the community values and worldview. See sample tool: [Teaching/Learning Across Cultures: Strategies for Success](https://www.uaf.edu/ankn/publications/collective-works-of-ray-b/Teaching-Learning-Across-Cultures.pdf) | f. Ensure that Elders and culture bearers are a regular presence in the classroom.  g. Engage in the process of co-creating with students, families, community members. take an active role in shaping your work together. See sample tool: [Meaningful Student Involvement Toolbox](https://soundout.org/meaningful-student-involvement-toolbox/) | h. Invite feedback from colleagues, students, families, and community. Respond to the feedback to develop a two-way communication loop.  i. Take action on the feedback you receive to better meet student needs.  j. Serve as an informal and/or formal mentor for those new to the community, connecting them with Elders and culture bearers. |  |