



School District of Cudahy

**Incorporating Social & Emotional
Learning Strategies to Support
Teacher Induction**

Phases of First Year Teaching (Ellen Moir, 1990)



WI Teaching Standards for Teacher Development



Pupil Development

Learning Differences

Learning Environments

Content Knowledge

Application of Content

Assessment

Planning for Instruction

Instructional Strategies

Professional Learning and Ethical Practice

Leadership and Collaboration

Focus on Trauma Informed Care and SEL Strategies



PMRG Goal

2021-2022

The consortium will support new teachers to move from survival/disillusionment to rejuvenation and reflection, as measured by a survey based on the Phases of a New Teacher by Ellen Moir, by taking care of the social emotional needs by having 100% of Initial Educators participate in relevant, research based PD related to mindfulness from December 2021 to May of 2022.



Growing Minds:

<https://online.growingmindstoday.com/mindfulness-in-schools>

Our Consortium brought in *Growing Minds* to provide three, one hour trainings during the 2021-2022 school year.

We believed that if we support our new teachers to take care of their own social emotional needs, that they will be better equipped to take care of their students. The regulation tools that teachers learned were easily adapted to SEL breaks in the classroom.

PMRG 2022-2023: Trauma Informed Care





In continuation of the 2021-2022 goals, the consortium will continue to move towards a comprehensive program by taking care of the social emotional needs of our new teachers by having 100% of Initial Educators participate in relevant, research based PD related to trauma informed care, mental health and mindfulness. Data collected from mentors indicated that a vast majority of our mentors continue to provide emotional support to their new teachers (91.7% Cudahy, 77.8% St. Francis).

Trauma Stewardship with Laura van Dernoot Lipsky

Tiny THE TRAUMA STEWARDSHIP INSTITUTE'S
SURVIVAL GUIDE


PROTECT YOUR MORNINGS
[or whenever you wake up]
less cortisol, more intentionality.


 **GO OUTSIDE**
[or look outside]
perspective, context +
something larger than this. 


BE ACTIVE
[avoid stagnation]
in body, mind, spirit.


CULTIVATE RELATIONSHIPS
those that are edifying + healthy.

NURTURE GRATITUDE
what is one thing, right now,
that is going well?


 **DETOX**
if navigating addictions
be wise + safe
limit news + social media.

SPEND TIME WITH ANIMALS
↓ stress hormones, ↑ comfort. 


 **METABOLIZE ALL YOU ARE EXPERIENCING**
re-regulate your nervous
system.

SIMPLIFY 
[less is more]
be aware of decision
fatigue + cognitive overload.


ADMIRE ART
the gift of feeling transported.

 **LAUGH**
pure humor = a sustaining force.

**FOSTER HUMILITY
& EXTEND GRACE**
self-righteousness
+ hubris = unhelpful.

SLEEP 
to cleanse + repair brain + body.

CLARIFY INTENTIONS
how can i refrain from causing harm,
how can i contribute meaningfully?

BE REALISTIC + COMPASSIONATE
[with yourself]
be mindful of the quality of your
presence. it means so much
to others. 

© The Trauma Stewardship Institute 2020

Additional Professional Learning



Book Study/ Problem Posed- Problem Solved: Trauma Stewardship:
An Everyday Guide to Caring for Self While Caring for Others

Growing Minds titled, Identifying your Stress: Managing your Stress
Skillfully

Walk in the Park: Reflection walk in small groups to reflect on the
year, learn from one another and set goals for next year.



2023-2024 Request to Continue Self-Care Opportunities

Yoga/ Weight Lifting

Paint and Collaborate

What we have learned...



1. Our retention of teachers has remained fairly consistent from Pre to Post Pandemic.

Years	Year 1	Year 2	Year 3
21-22 to 23-24	96%	82%	59%
17-18 to 19-20	95%	71%	62%

2. Teachers want opportunities to connect with all teachers: choice of social opportunities.
3. Teachers desire job-embedded, timely support. Leaders desire support with learning environments, building relationships and collaboration.



Planning for 2024-2025

- Tracks for initial educators to select from and engage in throughout the year as a cohort
- 'All staff' opportunities to participate in self-care activities
- Job embedded learning within teams to work on data analysis and lesson planning with support from instructional leaders