

Crosswalk of TEAM Modules, [High Leverage Practices \(HLPs\)](#) and [Harmony Modules](#)

High Leverage Practices (HLPs)

High Leverage Practices (HLPs) are identified as specific teacher practices that are likely to result in improved student outcomes. They are teacher practices that are essential to promoting improved outcomes and are appropriate for all learners. HLPs are useful across all content areas and grade levels and are grounded in research and have sufficient evidence to make a positive impact. Use this searchable [HLP Resource Library](#) to locate professional development materials for specific HLPs.

Harmony Professional Learning Modules*

Provides mentors and beginning teachers with access to free research-based on-demand modules that provide targeted support and professional development. Central Connecticut State University (CCSU), in partnership with Connecticut’s Department of Education, and Harmony, has mapped these modules to the TEAM modules as a resource for mentors and beginning teachers to use in developing new learning during the TEAM Program.

The following is a list of the TEAM modules by domain and indicator and the corresponding Harmony professional learning modules that address the indicator. These flexible, on-demand modules can be completed in one hour or less and in any sequence. Use this at-a-glance overview to plan your new learning to develop your knowledge, skills, and a mindset to support social-emotional learning and instruction in your classroom.

** Harmony Professional Learning Modules were developed with the generous support of renowned entrepreneur and philanthropist, T. Denny Sanford educators at the Mary Lou Fulton Teachers College at Arizona State University.*

TEAM Modules		Aligned HLPs and Professional Learning Resources	Aligned Harmony Professional Learning Modules
Module #1: Classroom Environment, Student Engagement, and Commitment to Learning			
<i>Teachers promote student engagement, independence, and interdependence in learning by facilitating a positive learning community by:</i>			
TEAM Indicators			
1.1	Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	HLP 7 Establish a consistent, organized, and respectful learning environment.	Building Relationships with Students Examine the importance of strong teacher-student relationships and take steps to strengthen your own bonds with students.

			<p>The Physical Environment of Your Classroom Recognize how classroom environment affects student behavior, motivation, and achievement, then apply best practices to create a safe, welcoming space.</p> <p>Teaching Students Empathy Consider the impact of empathy on learning and discover ways to model, establish, and nurture empathy in your classroom throughout the year.</p> <p>Recognizing Bullying Behavior Investigate the causes and effects of bullying and determine best practices for identifying bullying in the classroom.</p> <p>Addressing Bullying Behavior Equip yourself with best practices for intervening and resolving bullying scenarios to create a positive classroom environment.</p> <p>Valuing Bilingualism Consider the consequences of restrictive English-only education policies and develop strategies to support emerging bilingual students' academic success.</p> <p>Linking Identity and Achievement through Cultural Competence Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream.</p> <p>Working Against Racial Bias Develop a sociocultural consciousness—recognizing that worldviews are shaped by experiences and identity—to help you combat racial bias in the classroom.</p> <p>Affirming Difference and Valuing Background Knowledge Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction.</p> <p>Be the Spark: Nurturing Student Inspiration Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation.</p>
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<p>1.2</p>	<p>Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries</p>	<p><u>HLP 18</u> Use strategies to promote active student engagement.</p>	<p>Helping Students "Want" to Achieve Examine behaviors, questions, and strategies that help increase the value students place on school and thus increase their motivation to succeed.</p> <p>Helping Students Believe They "Can" Achieve Investigate the elements of expectancy and identify strategies for increasing it—and thus increasing motivation—in students.</p> <p>Using Warm Demand to Build Student Achievement Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations.</p> <p>Restorative Justice: Rethinking Discipline Consider the benefits of using a restorative approach to student discipline and explore restorative-justice strategies to use with students.</p>
<p>1.3</p>	<p>Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs</p>	<p><u>HLP 16</u> Use explicit instruction.</p> <p><u>HLP 15</u> Provide scaffolded supports.</p> <p><u>HLP 9</u> Teach social behaviors.</p>	<p>Teaching Students Empathy Consider the impact of empathy on learning and discover ways to model, establish, and nurture empathy in your classroom throughout the year.</p> <p>Understanding Consequences Investigate the difference between consequences and punishments, and learn how consequences can help maintain safe, equitable classrooms.</p> <p>Causes of Misbehavior Identify the root causes of classroom misbehavior and respond with interventions that address those causes.</p> <p>Addressing Bullying Behavior Equip yourself with best practices for intervening and resolving bullying scenarios to create a positive classroom environment.</p> <p>Working Against Racial Bias Develop a sociocultural consciousness—recognizing that worldviews are shaped by experiences and identity—to help you combat racial bias in the classroom.</p> <p>Using Critical Consciousness to Challenge Inequity Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity.</p>

<p>1.4</p>	<p>Fostering appropriate standards of behavior that support a productive learning environment for all students</p>	<p><u>HLP 8/22</u> Provide positive and constructive feedback to guide students' learning and behavior.</p>	<p>Basic Proactive Classroom Management Strategies Review three basic proactive strategies that can help prevent misbehavior in the classroom while increasing students' constructive behavior.</p> <p>Teaching Students Empathy Consider the impact of empathy on learning and discover ways to model, establish, and nurture empathy in your classroom throughout the year.</p> <p>Creating Classroom Rules Collaborate with students to identify desired classroom behaviors and craft effective rules linked to those behaviors.</p> <p>Creating Logical Consequences Follow a step-by-step process for creating consequences that relate logically to the rules and behavioral expectations in your classroom.</p> <p>Understanding Consequences Investigate the difference between</p>
			<p>consequences and punishments, and learn how consequences can help maintain safe, equitable classrooms.</p> <p>Delivering Consequences Examine best practices and some simple steps to follow when delivering a consequence for classroom misbehavior.</p> <p>Restorative Justice: Rethinking Discipline Consider the benefits of using a restorative approach to student discipline and explore restorative-justice strategies to use with students.</p> <p>Supporting Trauma-Exposed Students Discover strategies for providing behavioral and academic support to traumatized students, and consider their real-world application.</p>
<p>1.5</p>	<p>Maximizing the amount of time spent on learning by effectively managing routines and transitions</p>	<p><u>HLP 7</u> Establish a consistent, organized, and respectful learning environment.</p>	<p>Creating Classroom Rules Collaborate with students to identify desired classroom behaviors and craft effective rules linked to those behaviors.</p> <p>Identifying Necessary Procedures Determine the trouble spots in your classroom routine that could be improved by a thoughtfully conceived procedure.</p> <p>Designing Effective Procedures Identify the characteristics of meaningful classroom procedures and learn the three steps necessary to create them.</p>

		<p>HLP 19 Use assistive and instructional technologies.</p>	<p>Teaching Procedures Effectively teach, practice, and reinforce procedures so they become routines that help the classroom run more smoothly.</p> <p>Developing Behaviors for Cooperative Learning Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life.</p> <p>Giving Clear Directions for a Task Set students up for success by ensuring they understand exactly what is expected of them during every classroom activity.</p> <p>Preparing for Student Discussions Create an environment conducive to rich conversation by creating norms, considering logistics, and modeling desired skills for your students.</p>
<p>TEAM Module # 2: <i>Planning for Active Learning</i></p> <p><i>Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p>		<p>Aligned HLPs and Professional Learning Resources</p>	<p>Aligned Harmony Professional Learning Modules</p>
<p>TEAM Indicators</p>			
<p>2.1</p>	<p>Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.</p>	<p>HLP 4 Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</p> <p>HLP 13 Adapt curriculum tasks and materials for specific learning goals.</p>	<p>Using Bloom's Taxonomy to Plan Questions Identify different levels of thinking, and plan questions that push students toward higher levels of thinking.</p> <p>Preparing to Differentiate: Learner Profile Learn how to observe and what behaviors to look for in order to determine how a student may learn best.</p> <p>Preparing to Differentiate: Student Interest Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction.</p> <p>Preparing to Differentiate: Student Readiness Evaluate pre-assessments designed to measure student background knowledge in relation to learning goals.</p>

			<p>Organizing Information to Improve Memory Discover how to improve students' memory retention by organizing information and lessons in meaningful ways.</p> <p>Supporting Trauma-Exposed Students Discover strategies for providing behavioral and academic support to traumatized students, and consider their real-world application.</p>
2.2	<p>Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.</p>	<p>HLP 11 Identify and prioritize long and short-term learning goals.</p> <p>HLP 12 Systemically design instruction toward a specific learning goal.</p> <p>HLP 13 Adapt curriculum tasks and materials for specific learning goals.</p> <p>HLP 18 Use strategies to promote active student engagement.</p>	<p>Backwards Planning a Unit Ensure student mastery by designing a unit plan that begins with a clear vision of desired outcomes.</p> <p>Understanding SMART Goals Learn to set effective goals for student improvement using strong goal statements and SMART criteria.</p> <p>Elements of a Lesson Opening Identify three elements of an effective lesson opening and explore a variety of strategies to incorporate them into your instruction.</p> <p>Elements of a Lesson Closure Explore strategies for wrapping up a learning experience that help students make connections and remember key information.</p> <p>Affirming Difference and Valuing Background Knowledge Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction.</p> <p>Linking Identity and Achievement through Cultural Competence Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream.</p> <p>Design a Problem-Based Learning Experience Investigate the benefits of Problem-Based Learning for students and teachers, review a sample plan, and design your own PBL lesson.</p> <p>Structuring Cooperative Learning Identify and implement essential components of cooperative learning to increase academic achievement and help students become more collaborative.</p>

			<p>Creating Multi-Sensory Experiences to Improve Memory Retention Learn how the brain transfers information to long-term memory, then explore instructional strategies for creating experiences that improve memory retention.</p> <p>Organizing Information to Improve Memory Discover how to improve students' memory retention by organizing information and lessons in meaningful ways</p> <p>Differentiation Strategy: Performance Tasks Explore learning objectives appropriate for performance tasks and discover how they can be differentiated to accommodate student needs.</p> <p>Differentiation Strategy: Student Choice Follow four simple steps to infuse purposeful student choice into lessons based on students' interests.</p> <p>Structuring Academic Conversations Review sociocultural language theory and learn four concrete strategies to facilitate academic conversations with emerging bilingual students.</p>
2.3	Selecting appropriate assessment strategies to monitor ongoing student progress.	<p>HLP 6 Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</p> <p>HLP 10 Conduct functional behavioral assessments to develop individual student behavior support plans</p>	<p>Using Bloom's Taxonomy to Plan Questions Identify different levels of thinking, and plan questions that push students toward higher levels of thinking.</p> <p>Formative Assessment Learn to gauge student progress toward learning goals and then modify instruction as needed to help students master necessary skills.</p>

<p>2.4</p>	<p>Designing or selecting academic/ behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.</p>	<p>HLP 9 Teach social behaviors.</p> <p>HLP 14 Teach cognitive and metacognitive strategies to support learning and independence.</p> <p>HLP 15 Provide scaffolded supports.</p> <p>HLP 16 Use explicit instruction</p> <p>HLP 17 Use flexible grouping</p> <p>HLP 18 Use strategies to promote active student engagement</p> <p>HLP 19 Use assistive and instructional technologies.</p> <p>HLP 20 Provide intensive instruction.</p>	<p>Supporting Students with ADHD Become familiar with symptoms of ADHD and their effect on executive functions, and acquire strategies for supporting students with ADHD.</p> <p>Combating Cognitive Overload Get to know the primary causes of cognitive overload and learn to help students overcome it while improving memory retention.</p> <p>Using Critical Consciousness to Challenge Inequity Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity.</p> <p>How to Model Effectively Help students move toward independence and increase academic gains by modeling important skills in the classroom.</p> <p>Structuring Academic Conversations Review sociocultural language theory and learn four concrete strategies to facilitate academic conversations with emerging bilingual students.</p> <p>Supporting Language Development Through Social Interaction Increase emerging bilingual students' reading, writing, speaking, and problem-solving skills by using sociocultural language theory strategies in the classroom.</p> <p>Using Morphology to Support English Language Learners Teach English language learners how to recognize and analyze patterns in words to improve their vocabulary and comprehension skills.</p> <p>Teaching Close Reading Explore the process of planning and evaluating a close-reading lesson with tools that can be used across multiple content areas.</p> <p>Engaging Emotions to Improve Memory Retention Examine how the brain processes information and learn strategies that improve students' knowledge retention by sparking emotional responses.</p>
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2.5	Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills (across the curriculum).	<p>HLP 14 Teach cognitive and metacognitive strategies to support learning and independence.</p> <p>HLP 21 Teach students to maintain and generalize new learning across time and settings.</p>	<p>Annotation as an Interactive Reading Strategy Deepen your students' comprehension of any text by teaching them to actively engage with the material.</p> <p>Preparing for Student Discussions Create an environment conducive to rich conversation by creating norms, considering logistics, and modeling desired skills for your students.</p> <p>Teaching Close Reading Explore the process of planning and evaluating a close-reading lesson with tools that can be used across multiple content areas.</p> <p>Strategies to Address Specific Learning Disabilities in Reading Learn common areas of struggle and research-based strategies to support students with a specific learning disability in reading.</p> <p>Strategies to Address Specific Learning Disabilities in Writing Examine components of high-quality writing instruction that provide support to students with a learning disability in writing.</p> <p>Supporting Language Development Through Social Interaction Increase emerging bilingual students' reading, writing, speaking, and problem-solving skills by using sociocultural language theory strategies in the classroom.</p>
<p align="center">TEAM</p> <p>Module # 3: Instruction for Active Learning</p> <p><i>Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p>		<p align="center">Aligned HLPs and Professional Learning Resources</p>	<p align="center">Aligned Harmony Professional Learning Modules</p>
<p>TEAM Indicators</p>			
3.1	Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.	<p>HLP 14 Teach cognitive and metacognitive strategies to support learning and independence.</p> <p>HLP 16 Use explicit instruction.</p>	<p>Structuring Academic Conversations Review sociocultural language theory and learn four concrete strategies to facilitate academic conversations with emerging bilingual students.</p> <p>Engaging Emotions to Improve Memory Retention Examine how the brain processes information and learn strategies that improve students' knowledge retention by sparking emotional responses.</p>

		<p><u>HLP 18</u> Use strategies to promote active student engagement.</p> <p><u>HLP 21</u> Teach students to maintain and generalize new learning across time and settings.</p>	<p>Using Critical Consciousness to Challenge Inequity Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity.</p> <p>Organizing Information to Improve Memory Discover how to improve students' memory retention by organizing information and lessons in meaningful ways.</p> <p>Supporting Language Development Through Social Interaction Increase emerging bilingual students' reading, writing, speaking, and problem-solving skills by using sociocultural language theory strategies in the classroom.</p>
<p>3.2</p>	<p>Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.</p>	<p><u>HLP 13</u> Adapt curriculum tasks and materials for specific learning goals.</p> <p><u>HLP 4</u> Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</p> <p><u>HLP 15</u> Provide scaffolded supports.</p> <p><u>HLP 16</u> Use explicit instruction.</p> <p><u>HLP 17</u> Use flexible grouping.</p>	<p>Teaching Close Reading Explore the process of planning and evaluating a close-reading lesson with tools that can be used across multiple content areas.</p> <p>Supporting Students with ADHD Become familiar with symptoms of ADHD and their effect on executive functions, and acquire strategies for supporting students with ADHD.</p> <p>Preparing to Differentiate: Learner Profile Learn how to observe and what behaviors to look for in order to determine how a student may learn best.</p> <p>Preparing to Differentiate: Student Interest Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction.</p> <p>Preparing to Differentiate: Student Readiness Evaluate pre-assessments designed to measure student background knowledge in relation to learning goals.</p> <p>Differentiation Strategy: Performance Tasks Explore learning objectives appropriate for performance tasks and discover how they can be differentiated to accommodate student needs.</p>

		<p><u>HLP 18</u> Use strategies to promote active student engagement.</p> <p><u>HLP 20</u> Provide intensive instruction.</p> <p><u>HLP 21</u> Teach students to maintain and generalize new learning across time and settings.</p>	<p>Differentiation Strategy: Student Choice Follow four simple steps to infuse purposeful student choice into lessons based on students' interests.</p> <p>Using Morphology to Support English Language Learners Teach English language learners how to recognize and analyze patterns in words to improve their vocabulary and comprehension skills.</p>
3.3	Using technological and digital resources strategically to support learning.	<p><u>HLP 19</u> Use assistive and instructional technologies.</p>	
3.4	Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.	<p><u>HLP 14</u> Teach cognitive and metacognitive strategies to support learning and independence.</p> <p><u>HLP 15</u> Provide scaffolded supports.</p> <p><u>HLP 21</u> Teach students to maintain and generalize new learning across time and settings.</p>	<p>Structuring Academic Conversations Review sociocultural language theory and learn four concrete strategies to facilitate academic conversations with emerging bilingual students.</p> <p>Using Morphology to Support English Language Learners Teach English language learners how to recognize and analyze patterns in words to improve their vocabulary and comprehension skills.</p>
3.5	Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.	<p><u>HLP 14</u> Teach cognitive and metacognitive strategies to support learning and independence.</p>	<p>How to Model Effectively Help students move toward independence and increase academic gains by modeling important skills in the classroom.</p>

		<p><u>HLP 21</u> Teach students to maintain and generalize new learning across time and settings.</p>	
<p>3.6</p>	<p>Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.</p>	<p><u>HLP 4</u> Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</p> <p><u>HLP 6</u> After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students’ instructional programs.</p> <p><u>HLP 15</u> Provide scaffolded supports.</p>	<p>Authentic Assessment Measure students’ understanding with a task that reflects their ability to apply knowledge and skills inside and outside the classroom.</p> <p>Formative Assessment Learn to gauge student progress toward learning goals and then modify instruction as needed to help students master necessary skills.</p>
<p>3.7</p>	<p>Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.</p>	<p><u>HLP 8/22</u> Provide positive and constructive feedback to guide students’ learning and behavior.</p>	<p>Giving Effective Praise Understand characteristics of effective and ineffective praise—observing examples of each—and learn best practices for delivering praise that reinforces desired behavior.</p> <p>Delivering Effective Feedback Discover the characteristics of high-quality academic feedback and learn to apply that knowledge in the classroom.</p>

TEAM Module # 4: Assessment for Learning		Aligned HLPs and Professional Learning Resources	Aligned Harmony Professional Learning Modules
<i>Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:</i>			
TEAM Indicators			
4.1	Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn	<u>HLP 4</u> Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Need.	Authentic Assessment Measure students' understanding with a task that reflects their ability to apply knowledge and skills inside and outside the classroom. Formative Assessment Learn to gauge student progress toward learning goals and then modify instruction as needed to help students master necessary skills. Understanding SMART Goals Learn to set effective goals for student improvement using strong goal statements and SMART criteria
4.2	Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.	<u>HLP 4</u> Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Need.	How to Grade Effectively Identify important dos and don'ts of grading and learn to assign grades that accurately represent what students learn. Formative Assessment Learn to gauge student progress toward learning goals and then modify instruction as needed to help students master necessary skills. Understanding SMART Goals Learn to set effective goals for student improvement using strong goal statements and SMART criteria.
4.3	Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.	<u>HLP 5</u> Interpret and communicate assessment information with stakeholders to collaboratively design and implement	Formative Assessment Learn to gauge student progress toward learning goals and then modify instruction as needed to help students master necessary skills.

		<p>educational programs.</p> <p>HLP 6 Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</p>	
4.4	Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	<p>HLP 8 /22 Provide positive and constructive feedback to guide students’ learning and behavior.</p>	<p>Understanding SMART Goals Learn to set effective goals for student improvement using strong goal statements and SMART criteria.</p>
4.5	Supporting students’ progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.	<p>HLP 1 Collaborate with professionals to increase student success.</p> <p>HLP 2 Organize and facilitate effective meetings with professionals and families.</p> <p>HLP 3 Collaborate with families to support student learning and secure needed services.</p>	<p>Delivering Effective Feedback Discover the characteristics of high-quality academic feedback and learn to apply that knowledge in the classroom.</p> <p>Strategies for Engaging with Parents Consider strategies that help teachers reach out and build positive relationships with parents.</p> <p>Strategies for Communicating with Parents Discover some helpful “dos and don’ts” for effective teacher-parent communication—in all types of conversations, not just difficult ones.</p> <p>The Importance of Working with Parents Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children’s education.</p> <p>Addressing Barriers to Parent Involvement Explore strategies to overcome bias and communicate effectively with a wide range of parents, making them feel valued and welcomed.</p>

4.6	Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities.	<p>HLP 4 Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student’s Strengths and Need.</p> <p>HLP 6 Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</p>	<p>Understanding the Impact of Trauma on Students Examine how trauma affects children biologically, emotionally, and academically; identify common behavioral and cognitive symptoms of trauma.</p> <p>Supporting Trauma-Exposed Students Discover strategies for providing behavioral and academic support to traumatized students, and consider their real-world application.</p> <p>Supporting Students with ADHD Become familiar with symptoms of ADHD and their effect on executive functions, and acquire strategies for supporting students with ADHD.</p> <p>Youth Substance Abuse Acknowledge risk factors for youth substance abuse and related behaviors, then explore strategies to increase students' protective factors and safety.</p> <p>Drug Use in Schools Discover ways in which schools have traditionally approached disciplining student drug and alcohol use, and consider alternative solutions.</p>
<p style="text-align: center;">TEAM</p> <p>Module # 5: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:</i></p> <p>TEAM Indicators</p>		<p>Aligned HLPs and Professional Learning Resources</p>	<p>Aligned Harmony Professional Learning Modules</p>
5.1	Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning		<p>Teachers as Agents of Change Go beyond the "technician" role in the service of equity, using culturally responsive practices in your methods, content, and relationships.</p>
5.2	Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students		<p>Maintaining Professional Relationships with Colleagues Learn four principles that can help teachers develop and maintain professional relationships with their colleagues. children’s education.</p>

<p>5.3</p>	<p>Collaborating with colleagues, administrators, students, and their families to develop and sustain a positive school climate</p>	<p><u>HLP 1</u> Collaborate with professionals to increase student success.</p> <p><u>HLP 7</u> Establish a consistent, organized, and respectful learning environment.</p>	<p>Maintaining Professional Relationships with Colleagues Learn four principles that can help teachers develop and maintain professional relationships with their colleagues.</p> <p>Strategies for Engaging with Parents Consider strategies that help teachers reach out and build positive relationships with parents.</p> <p>Strategies for Communicating with Parents Discover some helpful “dos and don’ts” for effective teacher-parent communication—in all types of conversations, not just difficult ones.</p> <p>The Importance of Working with Parents Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children’s education.</p> <p>Addressing Barriers to Parent Involvement Explore strategies to overcome bias and communicate effectively with a wide range of parents, making them feel valued and welcomed.</p> <p>Teachers as Agents of Change Go beyond the "technician" role in the service of equity, using culturally responsive practices in your methods, content, and relationships.</p>
<p>5.4</p>	<p>Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement</p>	<p><u>HLP 1</u> Collaborate with professionals to increase student success.</p> <p><u>HLP 6</u> Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</p>	<p>Maintaining Professional Relationships with Colleagues Learn four principles that can help teachers develop and maintain professional relationships with their colleagues.</p> <p>Valuing Bilingualism Consider the consequences of restrictive English-only education policies, and develop strategies to support emerging bilingual students' academic success.</p>

<p>5.5</p>	<p>Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions</p>	<p>HLP 1 Collaborate with professionals to increase student success.</p>	<p>Maintaining Professional Relationships with Colleagues Learn four principles that can help teachers develop and maintain professional relationships with their colleagues. Identifying Signs of Child Abuse and Neglect Identify risk factors and symptoms of child abuse and neglect, as well as common myths and misconceptions. Reporting Child Abuse and Neglect Review teachers' responsibilities as mandated reporters and learn how to handle student disclosures of abuse.</p>
<p>5.6</p>	<p>Proactively communicating in culturally respectful and sensitive ways with families to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning</p>	<p>HLP 3 Collaborate with families to support student learning and secure needed services.</p>	<p>Addressing Barriers to Parent Involvement Explore strategies to overcome bias and communicate effectively with a wide range of parents, making them feel valued and welcomed. Affirming Difference and Valuing Background Knowledge Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction. Linking Identity and Achievement through Cultural Competence Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream. Strategies for Engaging with Parents Consider strategies that help teachers reach out and build positive relationships with parents.</p>
<p>5.7</p>	<p>Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process</p>		<p>Supporting Students with ADHD Become familiar with symptoms of ADHD and their effect on executive functions, and acquire strategies for supporting students with ADHD. Identifying Signs of Child Abuse and Neglect Identify risk factors and symptoms of child abuse and neglect, as well as common myths and misconceptions. Understanding the Impact of Trauma on Students Examine how trauma affects children biologically, emotionally, and academically; identify common behavioral and cognitive symptoms of trauma.</p>

<p>5.8</p>	<p>Understanding how one’s race, gender, and culture affect professional interactions with students, families, and colleagues</p>		<p>Addressing Barriers to Parent Involvement Explore strategies to overcome bias and communicate effectively with a wide range of parents, making them feel valued and welcomed.</p> <p>Strategies for Communicating with Parents Discover some helpful “dos and don’ts” for effective teacher-parent communication—in all types of conversations, not just difficult ones.</p> <p>Using Critical Consciousness to Challenge Inequity Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity.</p> <p>Working Against Racial Bias Develop a sociocultural consciousness—recognizing that worldviews are shaped by experiences and identity—to help you combat racial bias in the classroom.</p>
<p>5.9</p>	<p>Using communication technology in a professional and ethical manner</p>	<p><u>HLP 19</u> Use assistive and instructional technologies.</p>	<p>Teacher Professionalism in the Age of Social Media Understand how your digital footprint represents you as a professional, and learn strategies to manage it effectively.</p>
<p>5.10</p>	<p>Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects</p>	<p><u>HLP 1</u> Collaborate with professionals to increase student success.</p> <p><u>HLP 2</u> Organize and facilitate effective meetings with professionals and families.</p> <p><u>HLP 3</u> Collaborate with families to support student learning and secure needed services.</p>	<p>Maintaining Professional Relationships with Colleagues Learn four principles that can help teachers develop and maintain professional relationships with their colleagues.</p> <p>Strategies for Engaging with Parents Consider strategies that help teachers reach out and build positive relationships with parents.</p>

<p>5.11</p>	<p>Conducting themselves as professionals in accordance with Connecticut’s Code of Professional Responsibility for Educators</p>		<p>Coping with Teacher Stress Examine the causes and symptoms of teacher stress and explore a variety of strategies to help cope with it.</p> <p>Maintaining Professional Relationships with Colleagues Learn four principles that can help teachers develop and maintain professional relationships with their colleagues.</p> <p>Drug Use in Schools Discover ways in which schools have traditionally approached disciplining student drug and alcohol use, and consider alternative solutions.</p> <p>Youth Substance Abuse Acknowledge risk factors for youth substance abuse and related behaviors, then explore strategies to increase students' protective factors and safety.</p> <p>Maintaining Professional Relationships with Students Identify the dos and don'ts associated with the five guiding principles for professional relationships with students.</p> <p>Teachers as Agents of Change Go beyond the "technician" role in the service of equity, using culturally responsive practices in your methods, content, and relationships.</p> <p>Identifying Signs of Child Abuse and Neglect Identify risk factors and symptoms of child abuse and neglect, as well as common myths and misconceptions.</p> <p>Reporting Child Abuse and Neglect Review teachers' responsibilities as mandated reporters and learn how to handle student disclosures of abuse.</p>
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