School Practitioner Community of Practice
(A network for sharing & exchange)
(6/17/20)

Contents

>*Youth speak out on social injustice*

>*Teachers' reactions to changes in interacting with students online*

>*How the current crisis can lead to burnout*

>*Letter of appreciation from a superintendent*

>*Links to a few other relevant shared resources*

(Scroll down to read about the above and for hotlinks to resources)

Note: Go to http://smhp.psych.ucla.edu/ for links to other Center resources.

This resource is from the
> **Center for MH in Schools & Student/Learning Supports, UCLA**

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

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For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu
For previous postings of community of practice discussions, see
http://smhp.psych.ucla.edu/practitioner.htm
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For discussion and interchange:

>Youth speak out on social injustice

In 2018, Allegra Collins, an undergraduate working in our Center, wrote about police on school campuses http://smhp.psych.ucla.edu/pdfdoc/schoolpolice.pdf

When I was younger, I had positive views of police officers. I knew them as people I could count on whenever I felt unsafe. However, as I grew up my view began to change. I got a better understanding of the injustices that black and brown people experience in the judicial system.

Too many minorities, especially black men, find themselves affected by a judicial system that is not built to protect them. Black men find themselves lost in the prison system, and when they return to society they are treated worse than they were in prison. It does not even take going to jail to feel the effects of this system.

For me, I become nervous every time I see a police officer. As a black woman, what is usually a simple traffic stop for a white person fills me with terror. Seeing police officers or security in stores puts me on edge because I have a lingering feeling that I am being watched a little bit more than other customers. I am even more afraid for my younger brother. At 6'4" he can look physically intimidating. My biggest fear is for him to encounter a police officer and, because of his size, be perceived immediately as a threat....

Unfortunately, this is a reality for many black and brown people in America. We are taught to expect to be perceived as a threat because of the color of our skin. We learn,

either through personal experience or through others, that the "system" does not always protect us. There can be very little reprieve from a life of constant fear. For me, I felt safe at school. I felt that school was the one place I could go and not feel the weight of being a black woman in America anymore. I personally do not know what I would have done if I did not have that one space to feel free. Every student should be able to experience the freedom that I did in school.

Excerpt from: *Teens make their mark on protests - in the streets and the classrooms*
https://www.nydailynews.com/new-york/education/ny-teen-protest-activism-20200603-qsb7zxvzqjb6bbq5liv6pwpame-story.html

"...Teens who banded together to help organize a segment of marchers, said the experience affirmed the importance of young people participating in the protests over police brutality exploding across the country...
"The youth have the special advantage of calling for a new future...and actually trying to be that generation that's not just going to talk about the change but actually make it happen."...
Even as they contend with the coronavirus lockdown, school responsibilities and wary parents, students — from experienced activists to first-time protesters — are finding ways to make their voices heard in streets and classrooms ...
Charged conversations also spilled over into virtual classrooms, with many teachers scrapping lesson plans to host free-flowing conversations about the protests. A student leader who had a close encounter with police in the protest, is heartened by vocal role teens are playing in the movement. She hopes the protests can build momentum for causes teen activists have been pushing for years — including reducing the role of NYPD school safety officers and removing metal detectors from school buildings...."

See *About Police on School Campuses* http://smhp.psych.ucla.edu/pdfdocs/police.pdf

For discussion and interchange:

>Teachers' reactions to changes in interacting with students online

From: *Most Americans expect schools to reopen in the fall, but a stunning number of teachers and students may not be there.*
https://www.usatoday.com/story/news/education/2020/05/26/coronavirus-schools-teachers-poll-ipsos-parents-fall-online/5254729002/

"In an exclusive USA TODAY/Ipsos poll, 1 in 5 teachers say they are unlikely to go back to school if their classrooms reopen in the fall, a potential massive wave of resignations. Though most teachers report working more than usual, nearly two-thirds say they haven't been able to properly do their jobs in an educational system upended by the coronavirus. ..."

From: *Teachers Say They're More Likely to Leave the Classroom Because of Coronavirus*
https://blogs.edweek.org/teachers/teaching_now/2020/06/teachers_say_theyre_more_likely_leave_classroom_because_coronavirus.html

"A new, nationally representative EdWeek Research Center survey polled 1,907 educators—mostly teachers, with 447 principals and 446 district leaders—on their thoughts about returning to school buildings in the fall and whether they want to continue to teach at all. The survey was conducted May 20-28, as educators consider what safety precautions schools will need to take when reopening and how that will change how schools operate.
Teachers now say they—and their colleagues—are more likely to leave the classroom at the end of this school year than they were before the coronavirus pandemic began. A fifth of respondents said they are now "somewhat more" or "much more" likely to leave classroom teaching at the end of the school year. Just 9 percent said they were likely to leave teaching before the coronavirus outbreak. And 44 percent of teachers said their

colleagues were "somewhat more" or "much more" likely to leave classroom teaching since the coronavirus began...

Teachers have described the abrupt pivot to remote learning as exhausting, and EdWeek survey data has shown that teacher morale has continued to decline over the past couple months. When school buildings do reopen, social distancing measures and safety precautions will dramatically alter the way teachers typically teach...."

How the current crisis can lead to burnout

"...while having too much to do can cause stress, it doesn't necessarily cause burnout ... ...More often, burnout happens when people feel out of control. If employees are working in a chaotic environment where it's not clear who is in control, they can burn out... ...Other critical factors that contribute to burnout are a lack of recognition and reward, a lack of community and support in the workplace,..." Christina Maslach

http://paracepts.com/resources/burnout.htm

Sound like a perfect description of the past couple of months??
For more on how to use the coming months to increase support for school staff, see
>*Promoting Staff Well-being and Preventing Burnout as Schools Re-open*
http://smhp.psych.ucla.edu/pdfdocs/staffwellbeing.pdf
Here's an excerpt:

Needed: a caring environment, effective mentoring, teaming, and other collegial supports

Stress is a common place phenomenon for almost everyone who works in school settings. Some of the stress comes from working with troubled and troubling youngsters. Some stems from difficult working conditions and staggering workloads. Some is the result of the frustration that arises when everyone works so hard and the results are not good enough. The many frustrations, large and small, affect staff (and student) morale and mental health. In the short run, this contributes to the high rate of teacher dropout in their first years on the job. Over time, such stressors can lead to widespread staff demoralization, exhaustion, and burnout....

As schools re-open, promoting staff well-being and preventing burnout call for ensuring a school climate that is experienced by staff and students as a caring environment in which there is a strong collegial and social support structure, personalized opportunities for growth, and meaningful ways to participate in decision making....

With schools re-opening, an increasing number of students will bring problems with them that affect their learning and perhaps frustrate the teacher's efforts to teach. In some geographic areas, many youngsters always have brought a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities....

As with so many problems, it is easiest to view burnout as a personal condition. And, as in many other instances, this would be the least effective way to understand what must be done over the long-run to address the matter. The problem is multifaceted and complex.

Wellness and health promotion programs and stress-reduction activities often are advocated and sometimes pursued in meaningful ways. However, these approaches are unlikely to be a sufficient remedy for the widespread draining of motivation. Reducing environmental stressors and enhancing job supports are more to the point, but again, alone these are insufficient strategies. The solution requires reculturing schools in ways that minimize undermining and maximize enhancement of intrinsic motivation. This requires policies and practices that ensure a regular, often a daily, focus on school supports that (1) promote staff and student well-being and (2) enhance how barriers to teaching and learning are addressed. ..."

Let's hear what you have to say about these and other matters?
Send to **Ltaylor@ucla.edu**

Letter of appreciation from a superintendent

"As the last day of the school year comes to an end--and this is a year that will be written about for years to come--I want to say thank you to everyone. Thanks to each and every one of you for all you did throughout the year for our students, staff and community and especially for all the new challenges you faced and conquered in these past few months. I continue to be amazed at the energy and creativity you all brought to closing out our school year and making it as meaningful as possible for our students given these unusual circumstances.

   To our retirees, I want to wish you all the best and thank you for everything! You have given your energy and dedication to an organization and career in the service of students, and I can think of no better work to be done. I hope you enjoy some new found flexibility and freedom that allows you to find or further your passions and interests in this next phase of your life.

   And I hope ALL of you will watch the virtual celebration tonight as we honor and recognize our retirees, our staff members who have received recognition from their peers, and those who are being celebrated for their years of service. You can still get dressed up, if you want to, or not; but please join us for a night of festivities--it's sure to put a smile on your face.

   Again, my best to everyone as we wind up the year. I hope you have some time over the summer to rest and rejuvenate. We have many challenges and new experiences awaiting us in the 2020-2021 school year and we will need your best thinking and hard work as we move forward.

   Happy summer everyone!"

>Links to a few other relevant shared resource

Stronger Together: A Guidebook for the Safe Reopening Ofcalifornia's Public Schools
https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

IL Green-Lights In-Person Summer School
https://chicago.chalkbeat.org/2020/6/5/21281976/illinois-green-lights-in-person-summer-school

Teaching tolerance Program https://www.tolerance.org/

About Police on School Campuses http://smhp.psych.ucla.edu/pdfdocs/police.pdf

Teaching Tolerance Classroom Resources & Professional Development
https://www.tolerance.org/

Raising Youth of Color in a Complex World
https://parentandteen.com/raising-youth-of-color/

Addressing Race and Trauma in the Classroom:A Resource for Educators
https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf

10 ways teachers can fight racism and teach tolerance
https://www.weareteachers.com/teachers-fight-racism/

On equity: How the pandemic may impact schools in the future
https://exclusive.multibriefs.com/content/on-equity-how-the-pandemic-may-impact-schools-in-the-future/education

Promoting Staff Well-being and Preventing Burnout as Schools Re-open
http://smhp.psych.ucla.edu/pdfdocs/staffwellbeing.pdf

The Center for Youth   https://www.centerforyouth.net/

Embedding Mental Health into School Improvement Policy and Practice
   http://www.jscimedcentral.com/Psychiatry/psychiatry-8-1147.pdf

Webinars

>A series from the National Youth League Council https://www.nylc.org/events/event_list.asp

>*The Well-Being Series: Connections During COVID-19: Mental Wellness Webinars For Families & Educators* https://mhttcnetwork.org/centers/northwest-mhttc/well-being-series

>*6/17 – Addressing Education Equity through Service-Learning*

>*6/18 – Supporting the Education of Unaccompanied Students Experiencing Homelessness*

>*6/19- Rebuilding Community: Navigating the New Normal*

>*6/24 - How to Support Successful STEM Learning Online*

>*6/29 – Determining Eligibility for Mckinney-vento Rights and Services*

>*7/15 – Building Peace through Service-Learning*

>*8/19 – Addressing Environmental Challenges through Service-Learning*

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
http://smhp.psych.ucla.edu/webcast.htm

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For information about the

National Initiative for Transforming Student and Learning Supports
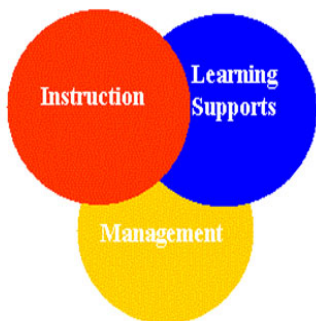   **go to** *http://smhp.psych.ucla.edu/newinitiative.html*
     Also online are two related free books

Improving School Improvement
http://smhp.psych.ucla.edu/improving_school_improvement.html

Addressing Barriers to Learning: In the Classroom and Schoolwide
     http://smhp.psych.ucla.edu/improving_school_improvement.html

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DEAR READER:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise as schools reopen.

*Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity, promoting whole child development,
and enhancing school climate.*