

UChicago SSA and UEI  
Summer Professional  
Development Series:

## **Helping Teachers Create Learning Experiences that Support Students and Families**

*During and After the  
COVID-19 Pandemic*

### OVERVIEW

This past school year has been unlike any other, and the COVID-19 pandemic has left school communities grappling with economic uncertainty, widening achievement gaps, and, in turn, magnified racial inequity. Educators have been forced to rethink how they teach children and meet the needs of their school communities. To support educators during this unprecedented time, **the University of Chicago School of Social Service Administration and Urban Education Institute are hosting a virtual professional development series designed to help teachers navigate the unique challenges that have emerged from the COVID-19 pandemic.** This seven-part series will help teachers leverage this time as an opportunity to implement innovative teaching practices, facilitate meaningful conversations about race and social justice, and promote resilience and self-care in their students' lives as well as their own.

The series will feature experts in the fields of social work, trauma-informed teaching, school organization, and STEM education. Recommended practices will be compatible with both virtual and in-person learning settings and teachers in Illinois who participate in one or more sessions will earn Continuing Professional Development Units (CPDU) credits through the University of Chicago Urban Teacher Education Program (UChicago UTEP).

*RSVP for individual sessions  
on the following pages.*

## **Fostering Learning Environments that Promote Self-Care and Resilience**

*Wednesday, July 29 from 3:30 p.m. to 5:00 p.m. | [RSVP](#)*

Mr. Joel Jackson, Assistant Director of Inclusion and Training at UChicago Medicine's [Urban Health Initiative](#), will lead a session on the importance of self-care. The session will explore practices teachers can use for promoting resilience. The goal of this session is to decrease burnout and compassion fatigue, as well as increase satisfaction among teachers. The objectives are to define trauma, traumatic stress, burnout, and compassion fatigue and identify strategies to enhance personal and professional resilience.

## **Creating Inclusive Learning Experiences and Implementing Anti-Racist Teaching Practices**

*Wednesday, August 5 from 3:30 p.m. to 4:30 p.m. | [RSVP](#)*

[UChicago Urban Teacher Education Program](#) (UTEP) Foundations Year instructor Kay Fujiyoshi, PhD, will lead a session on preparing teachers for anti-racist and social justice teaching practices in the classroom rooted in a practice of love. The session will outline a framework of love in self-reflection, actionable steps, and reflections on practice from UTEP alumni.

## **Supporting Student Learning and Healing Through Trauma-Responsive Teaching Practices**

*Wednesday, August 12 from 3:30 p.m. to 5:00 p.m. | [RSVP](#)*

[Dr. Sonya Mathies Dinizulu](#), Assistant Professor of Psychiatry and Behavioral Neuroscience, and [Micere Keels](#), PhD, Associate Professor in Comparative Human Development, will co-lead a session on creating classroom experiences that are trauma-responsive, educative, and therapeutic. Trauma-responsive teaching is about recognizing the signs and symptoms of trauma in children's emotional and behavioral reactions, holding a perspective that facilitates responding to the symptoms with developmentally supportive strategies, and having a toolbox of strategies that enable you to manage your classroom and provide instruction in ways that resist re-traumatizing distressed students.

## **Freshman Success Research, Data, and Practice: Lessons from Chicago**

*Wednesday, August 19 from 3:30 p.m. to 4:30 p.m. | [RSVP](#)*

The University of Chicago [Network for College Success](#) (NCS) will lead a session on fundamental lessons from research, data, and practice in the Chicago Public Schools that has fueled a 30 percentage point increase in freshman on-track rates over the course of a decade. The session will cover:

- Research that establishes the relationships between freshman course performance, high school graduation, and college readiness
- How the on-track indicator is an example of a high-quality early warning indicator for high school practice
- A framework for establishing freshman success teams in high schools as a means of driving collective accountability towards improved freshman course performance

## Exploring Emerging Trends in STEM Education Amidst Distance Learning

Wednesday, August 26 from 3:30 p.m. to 4:30 p.m. | [RSVP](#)

Educators at [UChicago STEM Education](#), [Argonne National Laboratory](#), and the [UChicago Pritzker School of Molecular Engineering](#) will share challenges, successes, and lessons learned as they worked with early childhood and elementary teachers, students, and families to support rich STEM learning experiences during the pandemic, including repurposing an early childhood STEM website for teacher and family use, providing opportunities for teachers to collaborate during remote instruction, and running a virtual STEM summer camp!

## Using Student Voice as Data to Improve the High School Experience and Postsecondary Success

Wednesday, September 2 from 3:30 p.m. to 4:30 p.m. | [RSVP](#)

The University of Chicago [Network for College Success](#) (NCS) will lead a session about the Counselor and Coach Collaborative (CCC), a networked improvement community of high school counselors in the Chicago Public Schools developed and facilitated by NCS to collaboratively address the challenges of supporting high school students in the college planning process. Presenters will share how they used innovative data practices like Motivational Interviewing with students to improve graduation rates and broaden access to college and career opportunities.

## Instructional Resources to Guide Student Practice in School and at Home

Thursday, September 3 from 3:30 p.m. to 4:30 p.m. | [RSVP](#)

Educators need accessible, hands-on resources that can be used to guide instructional practices in the virtual classroom and at home. This session will focus on resources designed by literacy experts from the [STEP](#) Literacy Team at [UChicago Impact](#) with the Kindergarten to 3<sup>rd</sup> grade classroom teacher in mind. Teachers will learn how and where to access these no-cost resources and materials and observe a few examples of how they might be used to support learning online and/or in the classroom. As part of this session, STEP will invite 2-3 stakeholders from the CPS community to participate and share their insights regarding the alignment of these resources to district literacy goals, ways these resources may alleviate some planning burden, and how they will help support K-3 student learning.