



**ALBUQUERQUE  
TEACHERS  
FEDERATION**



*A Union of Professionals*

Professional learning is a centerpiece of efforts to enhance the profession and improve members' practice. Even the most accomplished educator understands that there is always new content to learn, a new skill to develop, a new pedagogy to master. We are devoted to improving members' practice recognizes that it has a vested interest in helping its members increase their expertise and the academic success of their students.

In fact, AFT professional learning is:

- One of the union's major efforts that is making a difference in practitioners' performance and professional growth.
- Rooted in evidence-based educational, cognitive and social science research.
- Guided by cutting-edge experts in the field and designed by frontline educators who know firsthand what goes on in classrooms and schools every day.
- Designed to help locals build trainer capacity to lead professional development.

The AFT Professional Learning Program consists of 20+ courses, including customized offerings to meet diverse teaching and learning needs.

Topics include:

- Childhood Trauma
- Classroom Management/Behavior
- Community/Family Involvement
- Curriculum, Instruction and Assessment
- Math
- Reading
- Special Needs

Over the last two decades, the AFT professional learning program has reached over 5000 educators and trained at least 1000 teachers to be trainers to lead this work in their district. The value the AFT brings to our work and our communities allows AFT members to expand and grow their skills and knowledge; expands opportunities to create new leaders and activists, expanding activism and capacity.

## The AFT Teacher Leaders Program (Discuss the program in NM)

The Teacher Leaders Program identifies and brings together locally selected teachers and empowers them to assume active leadership roles in their schools, unions and communities.

Our newest courses are designed to meet the social emotional needs of students as well as the use of Universal design for Learning. Below are course descriptions and recent teacher testimonies from their virtual participation from the new Universal for Design & Social Emotional Learning offerings. Following that will be the face-to-face and virtual descriptions for the Trauma course. These offerings are designed to integrate strategies for academics and social emotional learning needs of students.



### **NEW:**

#### **Universal Design for Learning: Everyone Learns Differently**

Do you want to maximize your students' learning experiences? With the Universal Design for Learning (UDL) framework, you can learn to set clear goals, anticipate barriers, and design lessons to reduce those barriers for all. This interactive mini-course will lead you to use cognitive neuroscience as a foundation for designing instruction to best meet the needs of your diverse learners. Upon completion, you will feel confident, prepared, and excited to begin your school year equipped to construct meaningful learning experiences for all!

#### **Participants will be able to:**

- Use learner variability as a way to understand and address individual students' learning needs;
- Apply principles of Universal Design to reduce barriers for students in the school environment, assessments, methods and materials; and,
- Create student-centered lesson plans and learning experiences using the Universal Design Framework and Guidelines.

#### **Audience & Contact Hours**

- PreK-12 Educators, Instructional Paraprofessionals
- 15 hours (9 synchronous, 6 asynchronous pre-reading and homework)

## Teacher Testimonies

- Gave good examples of what to use and also explained UDL in a very clear/concise way.
- UDL strategies are beneficial in providing engaging and meaningful lessons for all students. It allows all students to access the curriculum grounded on goals utilizing the strengths of each individual.
- The use of various tools were great. The resources are helpful and will be used.
- The concept and the frameworks behind Universal Design makes perfect sense. The switch between the students and the design of the lesson is critical.
- Learning that all students have different needs and that one style of teaching or assessing is not going to meet all of their needs. If we provide multiple ways of teaching or assessing, all students needs can be met.
- We need to know our students to provide appropriate opportunities to learn and avoid barriers in their learning. We need to utilize the strengths of each student to benefit the whole. Kids need choices. We all loved the resource list given for the last activity. The UDL breakdown into 3 areas, engagement, representation, action/expression, became more natural as the course progressed. This is a very helpful resource for reflection and action! We need to use it in ALL school districts!

### **NEW:**

#### **Creating a Supportive Learning Environment through Social Emotional Learning**

Are you looking for ways to assist your students in managing their emotions, building positive relationships with others, and making responsible decisions? In this mini-course, participants will identify and share developmentally appropriate, research-based strategies that foster students' social and emotional growth. In addition, we will examine best practices for creating and cultivating a positive beginning of the school year. This course is based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.

#### **Participants will be able to:**

- Articulate the latest research findings and policy recommendations on how learning happens in supportive learning environments where social, emotional, and academic development is integrated;

- Identify and share developmentally appropriate, research-based strategies that foster student growth in the 5 competencies outlined in CASEL's framework for social emotional learning; and,
- Apply new knowledge through self-reflection, goal setting and action planning.

### **Audience and Contact Hours**

- PreK-12 Educators, Paraprofessionals and Specialized Instructional Support Personnel (SISP)
- Contact Hours - 15 hours (9 synchronous, 6 asynchronous pre-reading and homework)

### **Teacher Testimonies**

- Being able to interact with other educators was invaluable. Learning from other professionals and hearing what they do that works, and collaborating about ideas to try in the future is one of my favorite aspects of AFT PD.
- Whole group and small group discussions. We could talk and get feed backs both from participants and presenters was very valuable. Listening to personal experiences in classroom made me feel I am not alone going through such experiences. I really learned a lot and enjoyed the whole session.
- The aspects surrounding the Social and Emotional Learning approach needing to be incorporated in our schools through various methods for the overall well-being of students, teachers, and staff!
- I am able to take what I know about SEL and learn it in more depth. I am also able to apply it in practical ways to my class and my professional relationships. I especially like that I can apply it to my teacher evaluations. I have an administrator that is very strict on evaluations and does "fail" teachers, myself included. And having information to inform my decisions in the classroom and to back up what I write in my eval is very reassuring.

### **What practices will you incorporate into your instruction to better meet the needs of the students in your class?**

- This reassured me that my interest in SEL and already beginning to implement morning meeting circles in my room was the right thing to do to help meet the heart and mind needs of my students so that they can learn. Now, I've got the research to back it up. I am planning on using each of the 5 components to align

with one of the 5 days of the week so that I can be sure that I'm providing my students explicit practice and opportunities in each area. I also plan on implementing daily practice into my virtual classroom. We can still build community without being in the same room.

- I am excited to bring more mindfulness, check ins, and circle time into my class this year- whether it be in person or online! I am also excited to share so many resources with my school staff- and as a union rep in my building I SO loved the idea of the "need to know, nice to know, where to go" strategy for putting out information!
- I will using the circle of friends with my new group of students. I learned so many valuable reasons for implementing circle of friends (or morning meetings), whether we're face to face or meeting virtually. I will also be using more brain breaks and check ins with my new students.

**Course Title: 10 Trauma-Informed Strategies to Help Students Heal**

20 Credit Hours (15 hours in live sessions; 5 hours independent work)

**Course Description:** Participants will learn and practice ten research-based trauma-informed practices to boost student resilience. Participants will gain a deeper understanding of how adversity can impact children's developing brains, bodies and behaviors. They will also explore primary prevention strategies that promote healing after various traumatic events. The remote delivery format does not cover all AFT "Student Trauma" course content. Rather, this *special edition* offering curates immediately applicable concepts with attention to the global coronavirus pandemic. The remote course is not modular; trainers and participants are expected to complete all 5 sessions in order.

**Target Audience:** Mainstream educators with some to no experience with trauma-informed practices, as well as seasoned practitioners looking for a refresher on the specific science of healing after crisis events. This is not designed to deepen the skillsets of specialized instructional support providers whose work includes secondary and tertiary prevention. This is not a train-the-trainer.

**Course Title: Student Trauma**

up to 40 Credit Hours; Affiliates may request a full training of trainers or modules within the course to develop a tailored workshop.

**Course Description:** Children face many adverse childhood experiences—violence, abuse, neglect, loss and more. The result can be psychological trauma, which interrupts healthy development. The American Federation of Teachers offers school-based union members an opportunity to become trainers in trauma-informed practices with “Student Trauma.”

Facilitators use case studies, discussion, guided practice, diverse media, embedded practice, reflection activities and more to deeply engage participants.

**Participants are called to:**

- Develop content expertise in psychological trauma; understand how exposure to violence impacts children’s brains, bodies and behaviors;
- Practice several primary prevention strategies to protect children from the impact of violence exposure and to promote healthy childhood development; and
- Learn steps towards building a trauma-informed school, including lessons from other AFT affiliates.

Course participants become trainers by practicing delivery and demonstrating content expertise. Trainers are also expected to deliver workshops, such as through their school, district and/or union.

**Target Audience:** Mainstream educators with some to no experience with trauma-informed practices, as well as seasoned practitioners looking for a refresher on the specific science of healing after crisis events.

The American Federation of Teacher’s Share My Lesson



Share My Lesson is the AFT’s free online resource sharing site created by educators and for educators. Share My Lesson serves AFT and non-AFT members with over 1.7 million members and climbing. Resources are available for PreK-12<sup>th</sup> grade, adult learners, parents, higher education, and paraprofessional and support staff in every subject area. Share My Lesson also offers online professional development throughout the year, providing hours of webinars covering a variety of topics.

### Top lines:

- 1.7 million members
- Resource Downloads: over 14 million
- 400,000 free resources
- Our COVID-19, distance learning, AFT capstones, SEL and trauma resources have been accessed over 400,000 times

### Online Professional Development

- 154,636 webinar registrations since we went to remote learning in March for our online professional development webinars. Putting that into perspective, we had 30,000+ registrations for all of 2019.
- 80 webinars since COVID-19 closures
- Top 4 most popular webinars
  - How Parents Can Help Stem a "COVID-19 Learning Slide. Done in partnership with ACT - over 7,000 registrations
  - The Big 7: Healthy Emotion Regulation During Uncertain Times, with Marc Brackett - over 7,000 registrations
  - Motivating Struggling Learners: Helping All Students Succeed with Barbara Blackburn - over 5,000 registrations
  - Distance Learning & ELLs: What Have We Learned So Far? with Colorin Colorado - over 5,000 registrations

### Webinars to Support Distance Learning

<https://sharemylesson.com/collections/summer-professional-learning>

This is our comprehensive list of webinars that we've done since schools closed covering topics related to distance learning, mental health, social emotional learning, preventing the summer slide, and supporting students with disabilities and ELL students during COVID-19.

- [Distance Learning / Hybrid Models Webinars](#)
- [Mental Health & Social Emotional Learning Webinars](#)
- [Supporting Special Populations Webinars](#)
- [Preventing the Summer Slide Webinars](#)

### **Back to School 2020 Community**

<https://sharemylesson.com/bts2020>

This new community provides free lessons, webinars, and resources on a safe reopening of schools. There is also a discussion forum for educators to share ideas and get support from other educators.

- Back to School Webinars
- School Reopening
- Capstone Projects
- Distance Learning
- School Support Staff
- Social Emotional Learning Resources

### **Distance Learning Community**

<https://sharemylesson.com/coronavirus/distance-learning>

The Share My Lesson Distance Learning Community was created shortly after schools closed and is our comprehensive resource list of lessons, resources, tips, and webinars to support educators and parents. Topics include:

- Coronavirus Resources
- Capstone Projects
- Learning at Home
- Mental Health

### **Coronavirus and Distance Learning Resources for Parents**

<https://sharemylesson.com/coronavirus/parents>

This collection is geared specifically for parents with helpful resources, tips, and access to free digital material to help with learning at home.

Colorin Colorado

[www.colorincolorado.org](http://www.colorincolorado.org)



Colorín Colorado is a national multimedia project that offers a wealth of bilingual, research-based information, activities, and advice for educators and families of English language learners (ELLs) in Grades PreK-12. Colorín Colorado has been providing free research-based information, activities, and advice to parents, schools, and communities around the country for more than a decade.

Colorín Colorado is an educational service of WETA, the flagship public broadcasting station in the nation's capital, and receives major funding from the American Federation of Teachers and National Education Association.

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