**All of the objectives for each class relate to 2030 Promise Plan: Hawaii State Department of Education Strategic Plan**

**The statements below each class title is a direct quote from the 2030 Promise Plan**

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| **How to Build Partnerships With Parents, Community Resources and District Program**We will improve communication with families and communitiesand provide them with the information needed to understandhow their children are doing in school. We will also provideintegrated cross-agency supports to our families andcommunities to allow them to successfully engage in theirchildren’s education, which will promote student success. |
| **How to Create a Positive Learning Environment in your Classroom**Through innovation, teachers will beempowered to expand their teaching repertoire and providestudents with an array of meaningful learning opportunities thatwill, in turn, empower students to create their own future. |
| **Strategies for Building a Culture of Excellence in your Classroom**We will promote Nā Hopena Aʻo, or HĀ (“BREATH”), as aframework of system outcomes that reflect the expectedbehaviors, dispositions and functioning competencies of oursystem of learning and leading. Policy E-3. |
| **Differentiation Strategies: How to Meet the Instructional Needs of Each Student in** **Your Classroom**Build capacity for differentiated rigorousinstruction to meet the unique needs of alllearners in inclusion and the use of universaldesign in core content area classes. |
| **Building a Sense of Belonging in Your Students**We will promote Nā Hopena Aʻo, or HĀ (“BREATH”), as aframework of system outcomes that reflect the expectedbehaviors, dispositions and functioning competencies of oursystem of learning and leading. Policy E-3. |
| **Reaching the Reluctant Learner** |
| **Bringing Excitement to the Classroom: Understanding What Motivates & Engages** **Today's Students**Teachers will be trained not only in the content and instructional practices, butalso in differentiated instruction, innovation and engagement,trauma-informed care, and social-emotional learning to ensureall students receive a high-quality education. |
| **Characteristics of Highly Effective Educators**Teachers will be trained not only in the content and instructional practices, but also in differentiated instruction, innovation and engagement,trauma-informed care, and social-emotional learning to ensuresall students receive a high-quality education. |
| **Fostering a Growth Mindset in Your Students**Through innovation, teachers will beempowered to expand their teaching repertoire and providestudents with an array of meaningful learning opportunities thatwill, in turn, empower students to create their own future. |
| **Visual Representations: An Effective Tool to Promote Learning and Critical Thinking** **in Your Students**Teachers will be trained not only in the content and instructional practices, butalso in differentiated instruction, innovation and engagement,trauma-informed care, and social-emotional learning to ensureall students receive a high-quality education. |
| **Instructional Strategies that Address Multiple Intelligences**Teachers will be trained not only in the content and instructional practices, butalso in differentiated instruction, innovation and engagement,trauma-informed care, and social-emotional learning to ensureall students receive a high-quality education. |
| **Building Resilience in Your Students: Preparing Them for Success in Your Classroom** **and Life**Based on student and teacher data, schools will implement a multi-tiered studentsupport system to address student and teacher needs to improve student andteacher outcomes. School administrators will monitor the progress of students todetermine the supports needed. |
| **Empowering Your Students for Success in Your Classroom and in Life**Based on student and teacher data, schools will implement a multi-tiered studentsupport system to address student and teacher needs to improve student andteacher outcomes. School administrators will monitor the progress of students todetermine the supports needed. |
| **How to Help the Challenging Student in Your Classroom**Based on student and teacher data, schools will implement a multi-tiered studentsupport system to address student and teacher needs to improve student andteacher outcomes. School administrators will monitor the progress of students todetermine the supports needed. |
| **Effective Classroom Management: The Foundation for Learning**Teachers will be trained not only in the content and instructional practices, butalso in differentiated instruction, innovation and engagement,trauma-informed care, and social-emotional learning to ensureall students receive a high-quality education. |
| **Deconstructing Standards/Objectives: How to Create Specific Learning Targets**Teachers will be trained not only in the content and instructional practices, butalso in differentiated instruction, innovation and engagement,trauma-informed care, and social-emotional learning to ensureall students receive a high-quality education. |
| **Developing a Strengthened Sense of Responsibility in Your Students**We will promote Nā Hopena Aʻo, or HĀ (“BREATH”), as aframework of system outcomes that reflect the expectedbehaviors, dispositions and functioning competencies of oursystem of learning and leading. Policy E-3. |
| **Inspiring Excellence in Your Students**We will promote Nā Hopena Aʻo, or HĀ (“BREATH”), as aframework of system outcomes that reflect the expectedbehaviors, dispositions and functioning competencies of oursystem of learning and leading. Policy E-3. |
| **Building a Sense of Total Well-being in Your Students**We will promote Nā Hopena Aʻo, or HĀ (“BREATH”), as aframework of system outcomes that reflect the expectedbehaviors, dispositions and functioning competencies of oursystem of learning and leading. Policy E-3. |