**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 communities  and provide them with the information needed to understand  how their children are doing in school. We will also provide  integrated cross-agency supports to our families and  communities to allow them to successfully engage in their  children’s education, which will promote student success. |
| **How to Create a Positive Learning Environment in your Classroom**  Through innovation, teachers will be  empowered to expand their teaching repertoire and provide  students with an array of meaningful learning opportunities that  will, 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 a  framework of system outcomes that reflect the expected  behaviors, dispositions and functioning competencies of our  system 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 rigorous  instruction to meet the unique needs of all  learners in inclusion and the use of universal  design in core content area classes. |
| **Building a Sense of Belonging in Your Students**  We will promote Nā Hopena Aʻo, or HĀ (“BREATH”), as a  framework of system outcomes that reflect the expected  behaviors, dispositions and functioning competencies of our  system 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, but  also in differentiated instruction, innovation and engagement,  trauma-informed care, and social-emotional learning to ensure  all 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 ensures  all students receive a high-quality education. |
| **Fostering a Growth Mindset in Your Students**  Through innovation, teachers will be  empowered to expand their teaching repertoire and provide  students with an array of meaningful learning opportunities that  will, 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, but  also in differentiated instruction, innovation and engagement,  trauma-informed care, and social-emotional learning to ensure  all students receive a high-quality education. |
| **Instructional Strategies that Address Multiple Intelligences**  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 ensure  all 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 student  support system to address student and teacher needs to improve student and  teacher outcomes. School administrators will monitor the progress of students to  determine 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 student  support system to address student and teacher needs to improve student and  teacher outcomes. School administrators will monitor the progress of students to  determine the supports needed. |
| **How to Help the Challenging Student in Your Classroom**  Based on student and teacher data, schools will implement a multi-tiered student  support system to address student and teacher needs to improve student and  teacher outcomes. School administrators will monitor the progress of students to  determine the supports needed. |
| **Effective Classroom Management: The Foundation for Learning**  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 ensure  all 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, but  also in differentiated instruction, innovation and engagement,  trauma-informed care, and social-emotional learning to ensure  all 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 a  framework of system outcomes that reflect the expected  behaviors, dispositions and functioning competencies of our  system of learning and leading. Policy E-3. |
| **Inspiring Excellence in Your Students**  We will promote Nā Hopena Aʻo, or HĀ (“BREATH”), as a  framework of system outcomes that reflect the expected  behaviors, dispositions and functioning competencies of our  system 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 a  framework of system outcomes that reflect the expected  behaviors, dispositions and functioning competencies of our  system of learning and leading. Policy E-3. |