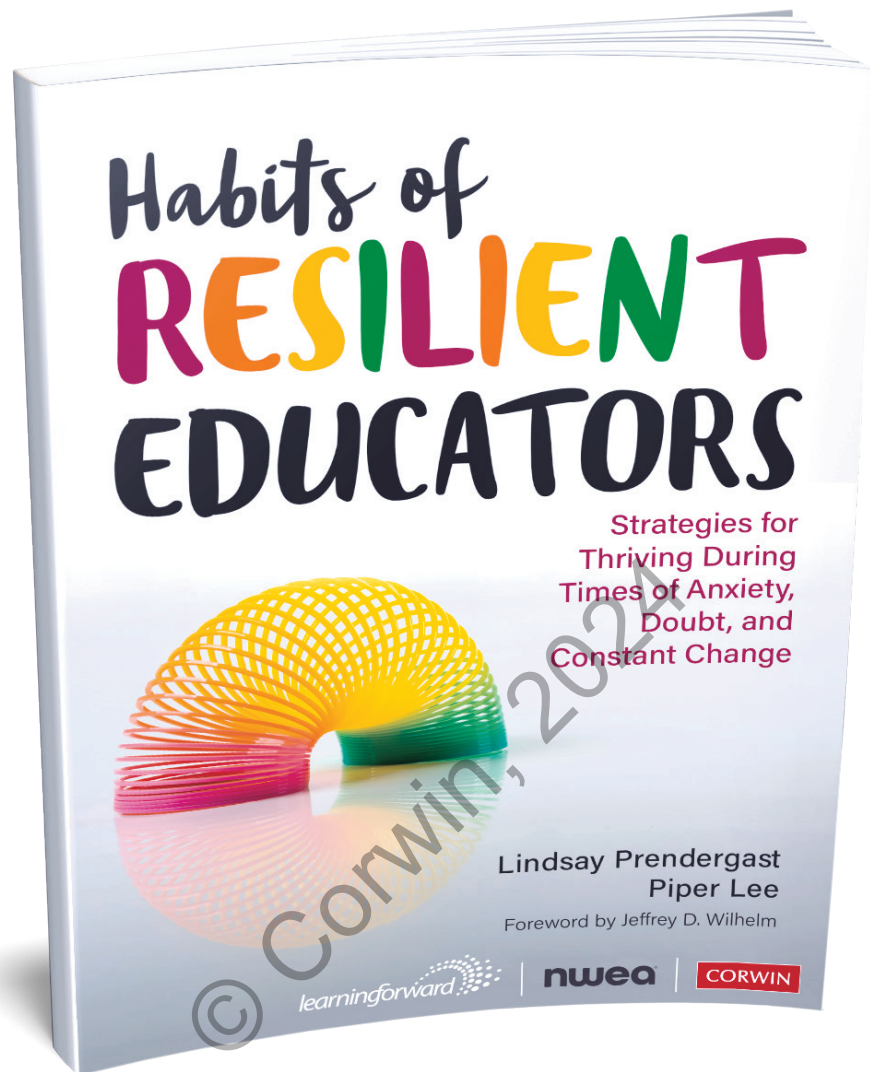


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Study Guide

Please enjoy this complimentary study guide from ***Habits of Resilient Educators***.

Note to Facilitators

Welcome to the book study guide for *Habits of Resilient Educators: Strategies for Thriving During Times of Anxiety, Doubt, and Constant Change*. Every book study group or professional learning community is different and unique. If you are formally facilitating a book study group, this is meant to serve you as a guide, but you should feel free to make it your own and tailor it to the group you are facilitating. Here are some helpful tips and reminders:

Goals: Book studies are opportunities for educators to explore a professional book with peers, discuss and reflect on key takeaways, and apply that learning to their professional practice. Any book study can be successful as long as you and your other participants set out clear goals and success criteria, and as long as all participants are dedicated to achieving these goals.

Length and timing: This depends on the length of the book, how in-depth you want to go into each topic, and the availability of your participants. The following guide is not meant to be prescriptive, and you may not cover all of it, but you can adapt it to the needs of your group.

This guide offers suggestions for breaking the reading up across multiple days. If participants don't have the time to read independently before coming to the meetings, you can break up the reading into groups instead and engage in a jigsaw activity. A jigsaw is a cooperative learning strategy that enables each participant of a "home" group to specialize in one aspect of a topic or one section of reading, which they engage in with an "expert group." They then return to their home group and share what they've learned. Here are instructions for facilitating a [jigsaw](#). If your group engages in this format, be sure to determine whether participants have a shared understanding of the content before moving to the "into the classroom" sections.

Format: Many groups prefer to meet face-to-face, but it's important to consider all participants' availability and accessibility. Book studies can be equally successful online via video conference, in an online forum, or on social media.

This book study guide offers three types of interaction:

- During Reading questions and reflections
- As a Group discussion questions
- Into the Classroom activities

You can do or assign those that make sense to you and that fit within your time budget. If you are engaging in a jigsaw format, you may choose to have participants focus on the "During Reading" questions together. The "Into the Classroom" sections ask participants to try something in the classroom. Be sure to spend time agreeing on what criteria will determine whether use of particular intervention or strategy had the impact that was expected. Also leave some time at the beginning of the next meeting, or set a separate interim time, to debrief and analyze the results of the inquiry, that is, prompting participants to describe what happened, forming hypotheses, and determining next steps.

Setting norms: In order to establish a safe, trusting, respectful, and committed environment for discussing a book in a professional setting, it's critical to work with your group to co-create and agree to certain norms. Norms help provide a clear pathway and help to ensure all voices are heard and respected and that no voice dominates the discussion. They ensure all members of the group can engage in a productive and meaningful experience from which they

can learn and grow. Here are some guidelines and processes for setting: <https://learningforward.org/wp-content/uploads/2010/06/tool313.pdf>, <https://www.edutopia.org/article/using-book-club-navigate-challenging-topics>. Be sure to leave ample time during the first session, or have a separate launch session, to focus on co-creating norms.

Facilitate like a pro: Some participants will share their thoughts and opinions readily, while others may feel more hesitant and let their more outgoing colleagues guide the discussion. It's important to engage your quieter participants—without putting them on the spot—and keep the conversation moving smoothly without letting any one person dominate the discussion. Try allowing your participants to discuss with a partner or a small group or let everyone have a moment to share.

Support: Lack of support—or even any appearance of it—can quickly derail any forward progress. Make it clear from the start that your participants will be supported by their administration as they try out their new learning in the classroom. Plus make it a point to follow up regularly to see how they've applied their learning and share what participants are doing successfully.

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Book Study

Welcome to the book study for *Habits of Resilient Educators: Strategies for Thriving During Times of Anxiety, Doubt, and Constant Change*. Congratulations on taking this important step to deepen your learning around the habits by collaborating with your peers—you are already practicing the habit of Collaborate, Don't Isolate! In support of your ability to feel confident, capable, and successful as an educator, this book study is designed to help you organize your learning in an efficient manner. You will gain new ideas from not only reflecting independently but also by sharing your experiences with peers and creating opportunities to test specific activities (not all of them!) in the classroom. Enjoy the journey!

By the end of this book study, as a group you will have:

- Learned about each of the nine Habits of a Resilient Educator, as well as how Resilience brings them all together.
- Determined why each of the habits is meaningful to the work of educators.
- Developed skills in implementing each of the habits in unique ways.
- Considered opportunities for continuously refining your practice of each of the habits based on initial experiences.
- Learned how your colleagues are processing their learning around the habits and gained new ideas for making meaning from the book's concepts.
- Rumbled with reflective questions and activities that will help you to establish and maintain resilient habits.
- Developed thinking partnerships and explored one another's super powers as you hone in on and support one another with various habits.
- Develop mental models for thinking and developing each of the resilient habits.
- Consider opportunities to deepen your understanding of the habits while sharing the strategies with others in your profession.

CHAPTER 1: Clarify Your Why: Purpose As a Habit

Synopsis

- Why purpose matters
- Employing your *why* in the classroom
- Getting your groove back: what to do when your *why* becomes fuzzy

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 9–15

Day 2: pp. 16–21

Day 3: pp. 22–28

During Reading

1. Think about any previous learning experiences you have had (if any) around determining your purpose as an educator. What ideas in Chapter 1 have sparked new learning for you about the importance of zeroing in on your purpose? What most excites you about the purpose you are now most resonating with at this time in your career?
2. Considering the activities in the chapter that invite you to align your planning and teaching practices to daily classroom instruction, develop a calendar for when and how you will implement at least two of the suggestions. Document any obstacles you may anticipate to completing these, and how you will seek to overcome them.
3. Learning about opportunities to rejuvenate your purpose offers several unique experiences. Select one to complete before meeting with your group and prepare to share your experiences.

As a Group

1. Share the activity you chose to implement around rejuvenating your purpose. What impact did the activity have on you? How would you intentionally plan to apply this activity (or others) on a routine basis?
2. Describe a key learning activity that you gained from this chapter as it pertains to classroom instruction and leverage input from your peers to develop a detailed plan for implementing the activity before your next meeting. Consider clarifying points such as: what materials will I need? When will it take place? What questions do I still need to answer to be effective?

To the Classroom

1. Introduce one of the activities described in “Employing Your Why in the Classroom” with your students. Record your plans using one of the specific activity guides in this section. Later, record what worked, and what you might change.

CHAPTER 2: Collaborate: Don't Isolate

Synopsis

- Share your super power with one another
- Using peer-to-peer observations for collaborating
- Creating collaboration in classrooms

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 29–33

Day 2: pp. 34–37

Day 3: pp. 37–42

During Reading

1. Reflect on what collaboration is and is not. As you read chapter 2 and if you were the author, what else would you add about the power of collaboration? Think about teams or people who have impacted you because they either were or were not great collaborators.
2. Consider what Marvel superhero you might relate to and why. Think about the unique strengths you bring to your school, team, and classroom. Reflect on how you can use the Marvel superhero you relate with to communicate your strengths.
3. Think about your strength when providing instruction with students. What would you want your peers to come watch you teach? Whole group, small group, one on one? What specific powerful move do you know you are making that you would want to share with others? What powerful move would you want to look for with someone else so that you could learn from one another?
4. Think about how you develop your classroom rules or norms as you read pp. 34–36. Are you making the rules for the kids or with the kids? What norms would you be able to let the kids collaborate with you on and which ones do you need to just inform them over? Make your unique list referring to the T-charts found on pp. 34–36.

As a Group

1. Share what superhero you think that you relate to and why. What are the superheroes' strengths and how do you connect with that character? Next, carefully listen as others share so you can consider using one another's strengths as you collaborate in the future. This should be a fun conversation that allows us to identify that we all have unique strengths and are seen, valued, and heard.
2. Reflect collectively on the power of peer-to-peer observations. Using the powerful moves note catcher on page 33, what focus would you set as a team? Consider setting a timeline to watch one another. Then use the note catcher as a guide for the collaborative conversation. The goal of this experience is to share the powerful moves you want to use from the peer-to-peer experience.
3. Share with your team your thoughts on how creating a collaborative classroom would help students to be more attentive, ultimately promoting all student academic growth and achievement. What ideas or activities from pp. 34–37 do you want to bring forward and why? How would you adjust what the authors suggested?

To the Classroom

1. Introduce the term *collaborative classroom* to your students. Ask them what they think that might mean for them and for their peers. Next, follow the activity on page 35. Record each norm that you and your students work through as you commit to developing a classroom environment that focuses on collaboration, which supports growth for all students in self governing, inspiring, and honoring one another's viewpoint.

CHAPTER 3: Set High Expectations for All

Synopsis

- How verbal language affects high expectations
- How nonverbal language affects high expectations
- Identifying your academic identity
- How high expectations affect lesson planning and analyzing data

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 43–45

Day 2: pp. 46–47

Day 3: pp. 48–49

During Reading

1. Think about how someone's verbal or nonverbal communication has impacted you both positively and negatively both as a student and as an educator.
2. Reflect on the quote in the sidebar on p. 45. Has there ever been a time that you have been vulnerable and apologized to a student or group of students? How did that impact your relationship with the students?
3. Review the Academic Identity Matrix on p. 46. Think about your academic identity and how different people (your personal influencers) may have impacted how you think about your academic strengths or areas for growth throughout your life. How has this impacted you as an educator?
4. As you think about analyzing data and planning for instruction, review the flow chart on p. 51. What are you currently doing that would confirm the use of this flow chart? What are you rumbling with and want more clarity or support in when thinking about evidence that you currently use to plan for instruction.

As a Group

1. Describe how someone's words positively or negatively impacted you verbally. Next, describe a time someone's nonverbal communication impacted you positively or negatively. Discuss which one is more difficult to navigate.
2. Using the matrix on p. 46, share how an influencer has impacted your own academic identity. Discuss how this concept will help you be more self-aware moving forward as a learner and as an educator.
3. Use the chart on p. 51 to identify areas that you think your team is already practicing high expectations for all learners and areas you may need to grow in. Discuss what support you may need to continue in your journey of setting high expectations for all learners.

To the Classroom

1. Create a chart with your students of ways we might use nonverbal/verbal communication to express ourselves. Use this as an anchor or reminder on the power of our nonverbal/verbal communication at school and at home.
2. Create an anchor chart that resembles the matrix on p. 51 and talk with your students about your own academic identity and how it was formed and what you currently do to remind yourself of the growth mindset. Next, have students share one of their own experiences. This can be done in pairs, through journaling and one-on-one. Make sure students feel safe to be vulnerable with this discussion.

CHAPTER 4: Using Data to Drive Decisions

Synopsis

- Why data should guide our decisions
- How to choose what data to collect and when
- High-impact habits for using data

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 55–59

Day 2: pp. 60–65

Day 3: pp. 66–72

During Reading

1. Complete the Reflection activity (Personal Data Inventory) on pp. 58–59 to identify types of data you currently gather as a teacher.
2. While planning for instruction, complete the Reflection activity around success criteria, learning evidence, and data selection on p. 51.
3. Complete the activity on p. 63 to identify whether statements are either “evidence” or “assumption.” Convert the “evidence” statements to “assumptions” and convert “assumption” statements back to “evidence.”

As a Group

1. Take turns sharing your Personal Data Inventories. What themes do you notice? What action steps from this activity and your chapter reading are you considering?
2. Practice the Reflection activity on p. 61 together, with each of you having an opportunity to share your examples and collaborating to determine data sources to best address the problem statements.
3. Compare your answers to the activity on p. 63. What does this experience cause you to think about how you might discuss student learning in the future?

To the Classroom

1. Using a real problem statement shared in your group, gather several of the sources of evidence your group helped you identify to address it. Record your notes about your analysis of these data: What information were you able to glean from it? How does it inform the instruction you are planning? What will you do differently in the future as a result of this data-gathering process?
2. Using the “Data Source and Purpose” chart on p. 60, select one of the sources listed that you had not used before to inform a decision about planning for instruction and determine a plan for applying this data in the next two weeks.
3. Develop a long-range plan for personal check-ins on your data use: When will you examine your data inventory again? How will you make adjustments based on your practices? Who might be an accountability partner for you in this plan?

CHAPTER 5: Establish Procedures and Routines

Synopsis

- Routines instead of rules for effective, equitable classroom management
- Balancing shared ownership and directiveness for procedures and routines
- Proactive planning for environmental and behavioral procedures and routines

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 73–79

Day 2: pp. 80–86

Day 3: pp. 87–89

During Reading

1. Think about the quote on the bottom of p. 75. What does this mean to you and do you disagree or agree with it and why? While you read this section, create a specific list of routines/procedures that will meet the needs of your scholars.
2. Reflect on how you currently set up your classroom culture. Do the procedures in place allow for students to have voice and choice or are they rules that you have shared with them at the start of the year? Think about where and when you might need both collaborative and directive daily routines and why.
3. Review the physical routines and social emotional routines listed on pp. 80–82. Reflect on the similarities and differences of behavioral routines versus physical environment routines. Think about how this confirms what you are already doing and may provide a potential growth area for you as you continue to refine classroom procedures and routines.

As a Group

1. Using the furniture arrangement matrix on p. 82, discuss the pros and cons of the various furniture arrangements and impact specific setups may have on the learning environment. Collaboratively discuss variations and ways that you have arranged furniture in classrooms to meet the needs of a specific group of learners.
2. Share out how each of you will use bulletin boards and classroom walls to support routines and procedures.
3. Use the reflective questions on p. 88 to share strategies of how you will build routines to connect with your students' families.

CHAPTER 6: Set Efficient Goals

Synopsis

- The impact of classroom goals
- Goal setting and personalized learning plans for individual students
- Providing feedback while assessing and analyzing goals

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: 91–96

Day 2: 97–101

Day 3: 101–103

During Reading

1. Consider what and why goals are important personally and professionally. Review the “goals are and are not” t-chart on p. 92. Reflect on confirmation(s) or misconception(s) you have around goals.
2. Complete the reflective questions on p. 94 to help create a collaborative classroom culture. Use the reflective questions as a mental model as you begin to reflect on classroom goal setting. Remember goal setting is a journey, not a destination. Reflect on the quote in the middle of p. 97. What are your current practices with goal setting and how can you help students to set and monitor their own goals?
3. Think about your current challenges when setting and tracking personalized learning goals for all students. Identify areas that you might need a thinking partner to support you when it comes to personalized learning goals. Reflect on evidence you currently use to support personalized learning goals. Complete the reflective questions on p. 101 and be ready to reflect and share with others.

As a Group

1. Share with your team a goal you have set in the past personally or professionally. Next describe your journey with goal setting. Identify if you had an accountability partner, a thinking partner, or a program that helped you attain the specific goal.
2. Discuss your responses from the reflective questions on pp. 94–96. Share how the questions might support a mental model or framework you use in the future when setting classroom goals.
3. Debrief your responses to the reflective questions on p. 101 and p. 103. Reflect on ways that you can support one another in the habit of creating and maintaining personalized learning goals for all students.

To the Classroom

1. First, share with your students a successful time that you set a goal and achieved it. Make sure to share the journey and struggles you may have had along the way. Goals can and should be challenging and it is essential that students understand it takes effort and practice to attain goals. Next, develop classroom culture and achievement goals with your students. Make sure you monitor this with the students as you will be modeling the mental model of goal setting, monitoring, and achieving through your classroom goals.
2. Create a procedure and routine that allows you and your students to work on personalized learning goals. If you are needing support with the organization of goal-setting folders or notebooks, connect with your instructional coach or a teammate who has experience with personalized learning goals. Many special education teachers are masterful at this and love partnering with classroom teachers when it comes to goal setting.

CHAPTER 7: Get and Use Feedback Effectively

Synopsis

- The importance of feedback
- Developing the habit of asking for feedback
- Resources for putting feedback to work

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 105–107

Day 2: pp. 108–115

Day 3: pp. 116–120

During Reading

1. Consider the different types of people in your work that we suggest you might consider as sources of feedback. Journal a response to your reading: Among the different individuals/groups, who would you be most likely to engage in a feedback experience with? Who would you be uncomfortable engaging in a feedback experience with? How might you take a first step to overcoming that discomfort?
2. Complete the reflection chart on p. 115 around identifying a growth area, how a specific individual's expertise connects to that growth area, and determine at least one open-ended question you would ask them.
3. Revisit a goal you set when reading the previous chapter. Document three actions you can take to gather feedback during your journey towards achieving your goal.

As a Group

1. Discuss with your peers: What has been the most valuable experience you have ever had in regards to receiving feedback? Record common themes from your experiences and identify future opportunities for revisiting this question after applying the practices within this chapter.
2. Establish a plan for role-playing feedback experiences with a partner from the group. If everyone agrees, consider engaging in the role-play as a whole group with feedback opportunities from those observing as well as giving/receiving feedback. Determine another opportunity for repeating this process once the book study has concluded.

To the Classroom

1. Develop a plan for gathering feedback in some way from your students and implement it in the classroom. Share your experience with your book group and reflect upon what went well as what you might do differently in the future.
2. Synthesize the learning that you gained from the feedback experience with your students and determine a plan to share your learning with students. Document how their responses to this experience may inform your future efforts to gather their feedback.

CHAPTER 8: Prioritize Amidst a Sea of Initiatives

Synopsis

- Why prioritization matters
- How to effectively prioritize tasks
- Getting started with new prioritization skills

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 121–125

Day 2: pp. 126–136

Day 3: pp. 137–141

During Reading

1. Select at least two Responsive Prioritization Strategies within the chapter and journal responses around them to the following reflection questions: How would this strategy help you feel more effective, capable, or successful as a teacher? In what environment does it make the most sense for you to practice implementing it, and how will you develop a plan to do so?
2. Complete the Reflection chart on p. 133 about your decision-making process and outcome(s).
3. Complete the Prioritization Reflection Guide on p. 138 in preparation for your book study discussion.

As a Group

1. Share your experiences from implementing the Prioritization Reflection Guide on p. 138. Discuss common themes you noticed about the outcomes each of you experienced.
2. Form “accountability partners” (a colleague who will encourage you to uphold your commitment) for supporting one another to implement the adjustments you documented in the Reflection, then circling back together to reflect on the new experience based on the changes.

To the Classroom

1. Complete the four-step planning process described on p. 134. Upon completing one full cycle of the steps, journal your experience and address the reflection question, “What impact did this experience have on my ability to meet my students’ needs during this time frame?”
2. Select a resource you have been asked to utilize in the classroom (a tech tool, a grading platform, or a new reading selection, for example). Connect with a colleague and collaboratively design an implementation calendar such as that described on p. 137, ensuring you celebrate successful accomplishment of each phase!

CHAPTER 9: Avoid the Negativity

Synopsis

- Navigating negativity within your team
- Navigating negativity in the teacher's lounge or common shared spaces.
- Navigating one-on-one conversations with negative Nellies and Neds
- Navigating negative Nellie/Ned parents and caregivers
- Navigating negative Nellie/Ned self-talk

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 141–145

Day 2: pp. 145–150

Day 3: pp. 150–155

During Reading

1. While reading pp. 141–145 reflect on the difference between toxic negativity and an occasional bad attitude. Think about when you have either been exposed to toxic negativity or contributed to it.
2. Complete the reflective questions on pp. 143 and 150. Also give yourself permission to pause while reading this section to complete all activities. This chapter is powerful and may need to be digested in small bites.

As a Group

1. Reflect and share the difference between toxic negativity and an occasional bad attitude. How does this distinction impact the way we might respond?
2. This chapter has several activities and reflection questions that should be digested slowly. Each activity from setting team norms to creating fun activities in the teacher lounge should be done collaboratively. However, some of the questions or activities are challenging and may need to be done in one-on-one settings as well. Make sure everyone feels they are seen, valued, and heard as you unpack these reflective questions.

To the Classroom

1. Create classroom norms with your students.
2. Find positive quotes and put them in strategic places in your classroom to help ground you in difficult moments.
3. Create a cool-down space in the classroom that allows students to regain control over their emotions. Teach students how and when to use this space without making students feel shame. This should be seen as a positive space, not a consequence in the classroom.

CHAPTER 10: Putting It All Together: Resiliency Is Key

Synopsis

- Navigating the new era of teaching: change as a constant
- Applying resilience in the classroom
- Building your psychological capital

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: pp. 157–161

Day 2: pp. 162–164

Day 3: pp. 165–174

During Reading

1. Complete the Reflection around the characteristics of resiliency on p. 163.
2. Complete the chart on pp. 164–165 to connect each of the habits to their ability to support your resilience.
3. Complete the Job Crafting Reflection on p. 171.

As a Group

1. Reviewing your reflection on how each habit supports resiliency, discuss with the group what stood out to you as a new insight, and how might you utilize that insight to develop your resiliency?
2. Identify a personal experience that you found challenging related to your work as an educator. Take turns sharing with one another how each of the aspects of H.E.R.O might be helpful in navigating the situation.

To the Classroom

1. Using the experience you shared with colleagues earlier, or a new experience, select one or two of their suggested ideas for cultivating H.E.R.O to implement in the classroom.
2. Select one of the following habits: Using Data, High Expectations, or Setting Goals. Using one of the Book Study Classroom activities from this habit, apply the activity with students and journal how the experience fostered your development of any of the aspects of H.E.R.O.