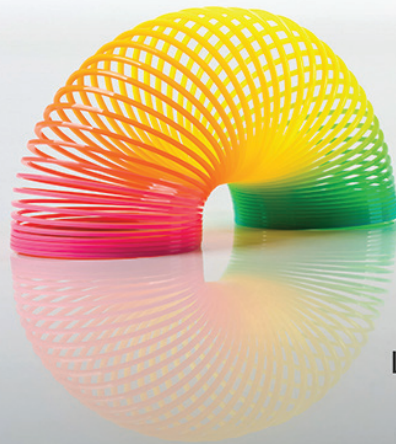


# Habits of **RESILIENT** EDUCATORS

Strategies for  
Thriving During  
Times of Anxiety,  
Doubt, and  
Constant Change



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Piper Lee

Foreword by Jeffrey D. Wilhelm

learningforward

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CORWIN

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## CHAPTER 1

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# Clarify Your Why Purpose as a Habit



*Abby, a middle school social studies teacher, has been managing her teaching career, single motherhood, a new school, and multiple community traumas ever since the COVID-19 global pandemic shifted everything in March of 2020. The challenges have often felt insurmountable, so much so she felt her passion for teaching waning at times, and she had never imagined this to be a possibility. As the school year progressed, revisiting her purpose as an educator helped mitigate frustrations. Feeling particularly overwhelmed on a Sunday evening and thinking of ALL the expectations for the new week, Abby developed a simple meditation: Remembering how easily my emotions and attitude can impact or transfer to my students, I choose a mindset centered in compassion and empathy. I will meet people where they are, honoring who they are and what they need. That is my purpose.*

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## WHY PURPOSE MATTERS

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In a workplace environment, professionals are considered fortunate if they spend their career engaged in work that aligns with their personal values. In education, however, there exists an underlying assumption that teachers are inherently devoted to a higher calling—to a purpose that serves a noble, greater good. True, education is a field that is rich with the opportunity to make an impact on the lives of individuals or even society, and thus teachers experience the rewards of serving others. In fact, teaching is regularly listed in the top tiers of most rewarding jobs in the world (Intuit, 2022). Yet teachers may find themselves conflicted upon encountering unforeseen challenges or impediments to their ability to achieve the goal of

making a difference for every child. This can be disheartening or perplexing. Thus, it's important to understand the distinction between a purpose placed on your shoulders by outside entities and one you derive for yourself and that is aligned to who *you* are.

This chapter explores purpose as a journey, not a fixed focal point. Purpose, as it relates to the profession of teaching, does not always lead to feeling excited about the daily work at hand in the classroom, nor is it a cure for burnout. There are benefits to examining and embracing purpose that will contribute to such outcomes, yes. In fact, research highlights the powerful value of identifying your purpose as having a positive impact on your wellbeing, your motivation, and even your sense of agency (Schaefer et al., 2013; Vos & Vitali, 2018). However, finding fulfillment as an educator connects more directly to recognizing your capacity to have a direct and positive impact on others and then aligning your daily actions and decisions to your unique, personal purpose. By prioritizing the explicit purpose you aspire to achieve—embedding social-emotional learning into all academic curriculum, for example, or elevating society's respect for teachers on a broad level—you serve yourself as well as the greater good. This becomes a habit, a form of routine, through which we consistently approach our work. Whether planning instruction, evaluating student learning, or collaborating with colleagues, we move toward this goal by grounding our efforts in the response to this singular question: Why?

PURPOSE IS . . .	PURPOSE IS NOT . . .
<ul style="list-style-type: none"><li>• Grounded in your personal beliefs, values, and needs</li><li>• A source of motivation when challenges arise or obstacles occur</li><li>• Something that may evolve over time based on new experiences</li></ul>	<ul style="list-style-type: none"><li>• Determined by others around you</li><li>• Always easy to identify or strongly evident</li><li>• An objective to be accomplished</li></ul>

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*Finding fulfillment as an educator connects more directly to recognizing your capacity to have a direct and positive impact on others and then aligning your daily actions and decisions to your unique, personal purpose.*

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A theme you will hear resonate throughout this book is this: Teaching is complex, demanding, and challenging. It is not for the faint of heart. Further, the distance between what teaching is perceived to encompass by those outside the profession (yes, also those aspiring to become teachers) and the reality of a teacher's

daily experience is vast. Those arriving in the profession without an existing conviction that it is exactly what they always dreamt of doing may find themselves apprehensive about the future. Perhaps you once felt a strong grasp of your goal to contribute to the betterment of others through becoming a teacher and are overwhelmed by the volatile environment surrounding education today. Or you may be reading this, blissfully existing in teacher-Nirvana and wondering, “What’s the big deal about *why?*” No matter the reason, there will be something here for you.

Purpose connects deeply to our ability to embrace our value as an educator; to persist in the face of challenging circumstances, of which there are many; and to give our utmost best to the students in our care. Answering the question *why?* is more acutely personal than it may appear. Educators are susceptible to external perspectives around why you teach. Society tells the world that you are noble servants, yet sometimes the job is frustrating, boring, anxiety-inducing, or even sad. So what do you do when society doesn’t accept that you don’t love your job as a teacher or when you are asked to project something different than you feel or believe? The answer is to lean into purpose. *Your* purpose.

## UNPACKING YOUR PURPOSE

At some point in the process of finding a job as a teacher, you were probably asked, “What excites you about teaching?” to dig into your intrinsic motivation for teaching. There is a high likelihood that teaching will be rewarding both for you, the teacher, and for the hundreds of students you will encounter over the years. However, there will come a time—or many times—when faced with the complexities and demands of the daily work, not to mention the myriad societal problems that teachers encounter within a classroom and are ill-equipped to resolve, that you’ll have a different question: Is it worth it? When teachers find their original purpose at odds with their ability to withstand the systemic challenges of the work, they may feel powerless, defeated, or hopeless.

*For the first eight years of her teaching career, Erin primarily taught secondary English language arts classes—Grades 7, 8, and 9. She felt the tensions between her love of learning and the arts (including language arts) clash with the pressure of No Child Left Behind (NCLB) legislation plus other accountability expectations.*

*(Continued)*



(Continued)

*Too often, external pressures felt like they ate up what she found to be her higher purpose: supporting students to grow a lifelong love of learning and creating. To navigate out of that paralyzing tension, she learned how she and her students could still meet the expectations while also attaining a higher purpose. For example, she learned how to closely read the content standards and the standardized test blueprints to look for project-based ways to attain those expectations while also cultivating joy, curiosity, and whole-human growth (not just academic achievement). Erin and her students were much happier and successful when she learned how to look at the expectations in this way.*

The antidotes to futility, defeat, or hopelessness are power (the kind where you control your own destiny, not the lives of others!), accomplishment, and inspiration. To zero in on something that gives you purpose, begin by identifying ways that you can spend your time that you believe are important. Begin by asking yourself the following question: What makes me feel that my talents are benefiting the world? Use the boxes that follow to brainstorm the ways you have (or ways you can in the future) dedicated your efforts that may provide value to you or to others.

<b>EXAMPLE: MENTORING NEW TEACHERS</b>	<b>EXAMPLE: IMPROVING THE CAMPUS GARDEN</b>			

Now, examine the underlying purpose behind some of those activities. Take note: Some of those activities are perfunctory in purpose and that's OK. Not every single work-related task carries the connection to purpose; some things are mandated or simply operational in nature. Let's look a bit closer, though, at those that strike you as personally meaningful or related to an area where you know you are using your particular talents. For example, consider that an activity you listed in the matrix was "designing the common assessments used by your department/grade level." Now use these questions to unpack the underlying impact such an action could have.



## REFLECTION

WHY do you believe this is important?

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WHO is impacted, or benefits, by this?

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HOW are each of those individuals or groups impacted?

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WHAT happens if this is not done?

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*(Continued)*

(Continued)

WHAT skill(s) do you possess that enables you to accomplish this?

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WHAT are the emotions you experience by engaging in this action?

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WHAT makes you uniquely suited to accomplish this?

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By examining the greater implications of even a seemingly mundane action, you will begin to see the reason you pursue it. It's easy to dismiss our actions as always being "just part of the job" or "my boss told me it was required" when, in fact, there are likely countless things you do without being asked. In this example, the impact you believe your expertise could influence is *ensuring every student receives a rigorous, fair, and equitable chance to achieve high-learning outcomes*. This is an impact that supersedes a benevolent effort to do work that is required so that other colleagues can have more free time. This is an impact that may reflect or reveal a purpose to which you can more intentionally align with other areas of your practice. As a result, your work becomes more meaningful and connected to your own personal journey toward finding value in the daily work at hand.

## CONNECT TO YOUR IMPACT ON A BROADER SCALE

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When you are able to directly see or feel the effect of your efforts in the classroom, your motivation naturally increases. That said, there are countless days when you may not experience

the reward of knowing you had an impact. Zeroing in on what you want your impact to be can mitigate the risk of burnout and increase hopefulness.

Earlier, you practiced determining your purpose as a teacher. Purpose, however, without a plan for enabling it to guide your journey is likely to land you right where you started: apprehensive and uncertain about the future. By applying backward planning strategies, you can identify an explicit outcome of fulfilling your purpose: impact.

How is your purpose connected to the impact you aspire to make as an educator? Refer to the notes you took in the previous brainstorm boxes and the reflection questions that follow to map your personal impact aspirations.

### CONNECTION

In Chapter 6, you'll learn about goal setting practices, which also support your purpose.



## REFLECTION

Who has had an impact on me?

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On whom do I wish to have an impact?

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What actions can I take in the next five years to ensure I achieve this impact?

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Connect your impact plan to your classroom. Imagine you could only teach ONE lesson to your students! Complete the following prompts:





## REFLECTION

What impact would you want that lesson to have on the lives of your students?

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What would that lesson be (it may or may not be related to the content or subject you typically teach)?

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How would you know if your lesson had the impact you intended?

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What step(s) can you take beginning right now to infuse your teaching practice with the impact you aspire to have on your students?

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## HOW PURPOSE EVOLVES AND WHY IT MATTERS

Teachers enter the profession for a multitude of reasons and at diverse points in their working life. You may have followed a spouse to a new community and found the school district was

hiring through an alternative-licensure program, or perhaps you knew you would be a teacher from a very young age. No matter the origin, your purpose for becoming a teacher—for a job, as a career path, or to follow a higher calling—also offers unique insights into how you approach the work and ways that you may leverage your beliefs to feel the most satisfied and rewarded over time.

Consider the uniquely meaningful—and valid—purpose that an educator may identify depending on how they view the day-to-day work.

	PURPOSE	STRENGTHS	CHALLENGES
<i>Teaching as a job</i>	Engaged in the work for the purpose of necessity in order to support their personal needs or a household  Finds high value in work benefits, such as schedule or calendar	Better able to set boundaries around their work and professional life  Less susceptible to emotional turbulence from job-related stress	Risk of being perceived as less committed to the school or students
<i>Teaching as a career</i>	Engaged in the work for the purpose of growth and development of skills and relationships	Sees growth opportunities within challenges  Engages in all aspects of the school community as a participant or leader	May become disillusioned with the work if not receiving personal rewards, such as promotions or accomplishments
<i>Teaching as a calling</i>	Engaged in the work to participate in serving a societal improvement effort (alleviating generational poverty, eliminating illiteracy, etc.)	Feels high levels of excitement and passion for the job despite challenges and demands	At risk for over-sacrificing personal wellbeing to complete work  May inadvertently impose beliefs and expectations on students or colleagues (martyr behavior)

It's incredibly important to understand that the purpose you originally developed upon entering the field of teaching may evolve over time. More accurately understanding your beliefs about the purpose of your work at different junctures of your career bolsters your ability to withstand the threats you will encounter to always finding teaching to be a fulfilling, rewarding profession.

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*Understanding your beliefs about the purpose of your work at different junctures of your career bolsters your ability to withstand the threats you will encounter to always finding teaching to be a fulfilling, rewarding profession.*

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Teaching is a profession that is often attractive to those who value helping or serving others, so it is important for teachers to recognize the ways in which a benevolent personality-type can be more susceptible to discouragement, stress, or even being taken advantage of. Just as research suggests that teaching is one of the most rewarding professions in the world (Intuit, 2022), other studies—even many prior the COVID-19 pandemic—highlight that teaching is one of the most stressful occupations, with comparisons to emergency room doctors, among others (Greenberg et al., 2017). If a teacher doesn't believe they should sacrifice their personal wellbeing for the benefit of their students, they may be susceptible to feelings of guilt resulting from societal pressures and perceptions around teaching as a “calling.” Guilt can dissolve personal boundaries and lead teachers to overwork to meet the unrelenting demands of the job—and ultimately to burnout, dissatisfaction, or hopelessness.

### CONNECTION

You'll learn strategies for resisting the pull of negative attitudes and perceptions in Chapter 9.

- Because society perpetuates the perception of teachers as selfless souls, there are ample external pressures that may influence your belief that any one of these purposes—job, career, or calling—is superior to the other. As Dampf (2022) shares in *It's About Skillsets and Support, Not Sainthood*, “‘passionate’ teaching is not the same as skillful teaching, and our love of the saint obscures our view of the skill.” As a professional educator, acknowledging your belief about why you do the work each and every day creates the opportunity to maximize your strengths and mitigate your limitations to preserve your utmost precious commodity: your efficacy.

Use the questions that follow to reflect on your purpose.



## REFLECTION

Which of the purposes (job, career, or calling) did you most closely align with when you began your work as a teacher? Is it the same today as you read this book?

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What factors may have influenced the presence or absence of any changes?

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## ALIGNING YOUR PURPOSE TO EQUITABLE PRACTICES

Identifying and embracing your purpose as a teacher presents a rich opportunity to recognize that you are capable and competent and that you provide a critically valuable service to other people. However, there is a delicate balance between serving others with our talents and failing to recognize that our students and colleagues bring ample skills and understandings of their own to the relationship. When we engage in helping others, it's important to understand we are not morally or socially superior to those we serve, nor are we in this position to “fix” our students or colleagues, as this can have harmful effects on those we are helping. For example, research suggests a savior complex can inadvertently prevent the recipient of support or assistance from developing their independence and command of skills (Aronson, 2017). Further, to fully embrace the potential of our students and teammates, we must seek to understand the profoundly valuable assets they possess.

*To fully embrace the potential of our students and teammates, we must seek to understand the profoundly valuable assets they possess.*

Examining deficit ideology provides a meaningful next step to understanding the way our language and beliefs merit close examination in tandem with determining our purpose. Deficit ideology is “a way of blaming the victim, of justifying outcome inequalities by pointing to ‘deficiencies’ in marginalized communities. It justifies oppression by placing those being oppressed as the problem—and by pointing to the oppressors as the solution” (Baker, 2020).

To foster clarity around the why behind our why, Hubbard (2023), author of *The Equity Expression: 6 Entry Points for Nonnegotiable Academic Success*, describes the importance of manifesting equitable actions and



Further reading on this topic is a tremendous opportunity to more deeply understand ways to align your purpose to equitable practices and could begin with Gorski and Swalwell's (2023), *Fix Injustice, Not Kids and Other Principles for Transformative Equity Leadership*.

attitudes in everything we do as a teacher, including pursuit of our purpose. The entry points to equity in Hubbard’s book describe opportunities where equitable practices might be considered or enhanced, including the following:

- mindsets
- relationships
- processes
- products
- spaces
- systems

When thinking about the importance of purpose as related to equity, the entry points of mindsets, relationships, and processes are especially applicable.

**Mindsets:** Think about the “mental attitudes that determine how [you] interpret and respond to situations” (Hammond, 2014, p. 157). Consider your own beliefs about teaching and learning, content, pedagogy, and students. What assumptions, attitudes, or biases do you recognize?

**FIGURE 1.1**



**Source:** Hubbard, F. (2023). *The equity expression: 6 entry points for nonnegotiable academic success*. Corwin.

*An inequitable mindset:* During a data analysis conversation, a seventh-grade teacher predicts that boys would not score well, noting that girls have better reading skills and work habits, which would influence their test scores.

*An equitable mindset:* A first-grade teacher reviews her curriculum resources as she begins planning for instruction. She notices that every story in the unit is centered around characters of one gender and one race, eliminating the opportunity for many students in her class to feel represented in their learning experiences. She seeks additional resources tied to the grade-level standard that include diverse characters throughout.

**Relationships:** Examine your relationships with students, teachers, and school leaders. How do you ensure that those relationships are psychologically safe and learner oriented and that they promote collaborative inquiry?

*An inequitable relationship:* A student is sleeping in class, and the teacher scolds them publicly for not being attentive then issues a written reprimand for misconduct.

*An equity-focused relationship:* A student is sleeping in class. The teacher discreetly asks the student if they're OK, reminding them of the classroom norms for engagement. Later in the day, the teacher meets individually with the student to ask about the obstacles impeding their attentiveness during class.

**Processes:** Assess the routines, procedures, and protocols you use in your day-to-day teaching and learning. How do you incorporate systemic processes into your classroom environment? The changes can be minor—like how you ask students to get in line—or major—like how you choose which topics to teach and when.

*Inequitable process:* To address the unfinished learning that students need support with, a teacher's lessons focus on the prerequisite skills from the previous grade, not on grade-level skills.

*An equitable process:* The students do grade-level work, and the teacher prioritizes the prerequisite skills to be addressed as scaffolding planned within grade-level lessons.

## EMPLOYING YOUR WHY IN THE CLASSROOM

When connecting your purpose as an educator to your daily work, intentionally integrating specific practices will ensure success. For example, by routinely conducting an inventory of the ways you provide feedback to students through the lens of your purpose to ensure every student experiences equitable instruction, you are able to identify successful practices as well as where to make periodic adjustments.

There are three key strategies you can implement right now and, as a regular practice moving forward, use to elevate the integration of purpose in the classroom. They are the following:

- Plan for purpose
- Communicate purpose
- Share your purpose

### PLAN FOR PURPOSE

Infusing teaching and learning with purpose begins with intentional planning for integration. While your lesson plans likely include space for learning outcomes, assessments, and activities, do you take the time to evaluate *why* you chose to utilize each of the specific tools and resources that will bring those plans to life? Practice pulling out a lesson plan (sourced from the school curriculum or created by you or a willing colleague) in a collaborative planning meeting and move through each section of the plan, one at a time, answering the question *why* as you read it.

Analyze a lesson plan and select the learning tasks you would use with your students. Use this chart to guide your analysis.

QUESTION	RESPONSE	CHANGES TO CONSIDER
Why was this learning task identified as the best choice to use with students?		

QUESTION	RESPONSE	CHANGES TO CONSIDER
Why do students need to learn this, and how will this (assessment, activity, etc.) deliver on that goal?		
Why is this the most appropriate standard to teach at this time?		

## COMMUNICATE PURPOSE

Studies have shown that relevance increases learner engagement, particularly in older students, since as far back as the early twentieth century when Dewey (1913) wrote *Interest and Effort in Education*. John Hattie’s research also highlights the incredible impact that occurs when learners understand the intention of what they are learning. It has an effect size of 0.88 (0.4 being the mean) (Clarke, 2021). It’s easy, however, to rest on the assumption that because we know why something is important, those around us do as well. When it comes to your students, that may rarely be the case!

Begin by getting an understanding of whether you practice the habit of communicating purpose to your students. Do you tell them why they are learning a particular concept, why they are being asked to engage in an activity, or why the learning is progressing in a certain order? Over the course of a school day, keep a notepad nearby and write a tick mark, a check, or some other symbol each time you notice that you share the purpose of any activity with your students (even tasks like lining up in order or waiting for others to finish before beginning to speak, for example!). Use the tracking chart to set incremental goals for increasing the practice and to gather data at periodic intervals—once a week, for example—until the practice becomes internalized!



Practice: \_\_\_\_\_

TOTAL TIMES PURPOSE COMMUNICATED	GOAL	BY WHAT DATE?

Day 1	Day ____	Day ____	Day ____	Day ____	Day ____	Day ____

## SHARE YOUR PURPOSE

Have you ever stopped to consider what students believe about you as a teacher and why you design instruction or create a classroom environment the way you have? Sharing your personal purpose with students—not the purpose of the Socratic Seminar they’re engaging in but rather why you serve as an educator—is likely to incite their recognition that you care for them and potentially open pathways to stronger relationships. This doesn’t have to be a formal event in which you garner the full attention (unless that’s your style) of the class but can be as simple as infusing intentional conversations into your interactions with students.

**Start small:** With the whole class (at any age group), share one of the reasons you became an educator and connect that reason to why you chose a specific activity the students will engage in as it relates to your purpose.

**Engage with individuals:** Tell students you will be asking them to each share (in whatever format makes most sense) the ways they believe you can most effectively help them succeed. Incorporate these suggestions as appropriate into instruction, assessments, resources, and so forth, and articulate that you made that intentional choice because you knew it was important to a student.

**Gather data:** Before coming to any conclusions on your own about what you think students perceive as your why as a teacher, ask them! This may be more effective with older students who could likely develop a thoughtful answer—but not always. Conduct an anonymous survey or poll to gather their ideas. Beware of the inclination to respond publicly to the private answers to avoid the risk of embarrassing anyone, but use the data to craft your next explicit actions to communicate your authentic purpose to your students and enjoy their appreciation for taking their ideas to heart!

## GETTING YOUR GROOVE BACK: WHAT TO DO WHEN YOUR WHY BECOMES FUZZY


Reading this chapter may elicit emotions of inspiration, curiosity, or excitement. Or perhaps it left you feeling uncertain and wondering: what if I really cannot find my purpose as a teacher? Or what if I cannot muster the enthusiasm for my work anymore, no matter how clear my purpose seems? The following approaches can help you navigate these emotions and experiences.

### COME BACK LATER

The list of “should” is long in your life, and while you appreciate the value in finding your purpose as a teacher, perhaps it seems like one more item on an already lengthy task list. Although these activities are aimed at bringing clarity and calm to your hectic life, choose to give yourself permission to come back to them later if they currently increase your tension levels! Or set a very low-key action plan to try one activity per week or per month, and gauge how your emotional reserves are handling the load. If returning to this chapter later strikes you as a more comfortable step, consider alternatives that may elevate your wellbeing first.

### RECONNECT WITH OLD PASSIONS

If nothing in your current work is inspiring you, reflect on a time when you truly loved your work as a teacher. While you may not be able to replicate a former school or group of students, examine the conditions surrounding that experience:



For further reading on the research-proven practices around sharing learning intentions and success criteria with students or around teacher credibility as these areas relate to your purpose, check out the following:

*The Teacher Clarity Playbook*, Doug Fisher and Nancy Frey, 2018, Corwin.

*The Teacher Credibility and Collective Efficacy Playbook, Grades K–12*, Douglas Fisher, Nancy Frey, and Dominique Smith, 2020, Corwin.

- Who was involved?
- What were your favorite things to be working on?
- Who was around you at the time?
- What rewards did you gain from the type of work you were doing (personal satisfaction, student achievement, accolades from others, etc.)?

Amongst your answers, look for connections to people, things, and actions that you could use to reinvigorate in your present environment. Did you love working on the school data committee and your current school does not have one? Seek your supervisor to discuss initiating a new group. Were you co-teaching with an inspiring colleague and there isn't enough staff for this anymore? Initiate a mentoring relationship with a newer teacher to co-plan with and observe each other's lessons, or seek a colleague on staff to be your mentor for the same!

## **SEEK THE SUPPORT OF OTHERS**

In Chapter 2, you will learn about the incredible value of collaboration to withstand the risk of becoming very isolated as a teacher. This practice does not solely pertain to planning instruction but to the camaraderie and companionship that bolsters your ability to endure challenging times in your career. Chances are you are not the only one who is drifting or feeling a bit lackluster. Consider starting a book club with interested colleagues about a non-education related topic. Or ask your supervisor if they are aware of anyone who may be feeling disheartened by the work at hand, and reach out for a coffee to see if your experiences may provide one another some opportunities for mutual support.

## **TRY MINDFULNESS PRACTICES**

Mindfulness does not mean solely meditation or practicing yoga—though these are very effective forms of mindfulness practice! Mindfulness is a range of strategies and actions that foster inner calm, a sense of awareness of self, and feelings of control over our environment. Reflective journaling, for example, and breathing exercises are ways to cultivate mindfulness and promote mental clarity and calm. If you're feeling distracted, stressed, overwhelmed, exhausted, or all of the above, examine basic mindfulness practices to help regain happiness and peace. Using a website, such as [mindful.org](http://mindful.org) can also provide further ideas.

# The Big Ideas

As you delve deeper into this book, consider what you learned about the importance of clarifying your purpose here. Thus far you have explored the value of examining and identifying your personal purpose as a teacher, recognizing that this may evolve over time and there is no one perfect or final answer. You learned steps for engaging your purpose in the classroom through planning and also in connecting with students and how to align your actions with equity.

Use the activities within Chapter 1 at different times or stages in your career. Create a notebook where you may keep a record of each addition to even further enhance reflection opportunities around your personal growth and development. You'll notice as you read further that each of the chapters presents a unique opportunity to connect your practices to your purpose, too.

## Let's Reflect

What surprised you about the ideas you generated about your purpose within this chapter?

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What were the differences and/or similarities between your current beliefs about purpose and those you held when you first began teaching?

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What are you still wondering about as it relates to applying purpose to your work as a teacher?

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## What's Next?

In Chapter 2, you will dig deep into the skills used in collaboration and examine the importance of connecting with colleagues of various roles and experience levels to not only fend off isolation but to grow as a professional. Future chapters will guide you on a learning journey through setting goals, seeking and applying feedback for your personal and professional growth, and applying procedures and routines to all areas of your work. Equipped with new understandings around your purpose as an educator, get ready to now maximize your impact alongside others through collaboration.

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