

Integrating Flourishing within PDS Partnerships to Support Students’ Mental Health and Wellbeing

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Abstract: Considering the critical need to support students’ mental health and wellbeing, this article outlines a standards-based approach that integrates flourishing within a high school English/Language Arts classroom and supports clinical practice and professional development in a professional development school (PDS). Using the book, *The Bean Trees*, the university liaison, mentor teacher, and intern worked together to co-teach a lesson that integrated flourishing, while also meeting curricular objectives. Moreover, the university liaison and mentor teacher used a gradual release model to support the student intern’s clinical practice. Lastly, the three stakeholders reflected on their clinical and professional learning. Implications for integrating flourishing in content areas to support students’ mental health and wellbeing through university-school partnerships are discussed.

KEYWORDS: professional development schools, partnership, flourishing, wellbeing

NAPDS NINE ESSENTIALS ADDRESSED:

Essential 2: A PDS embraces the preparation of educators through clinical practice;

Essential 3: A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry

Essential 4: A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

Integrating Flourishing within PDS Partnerships to Support Students’ Mental Health and Wellbeing

Although high school students’ mental health has been particularly impacted by the COVID-19 pandemic (Thakur, 2020), research prior to the pandemic found that one in five youth meet criteria for a mental health disorder that impedes functioning across their lifetime, with anxiety being the most prevalent diagnosis (Merikangas, et al., 2010; Rossen & Cowan, 2014). Even for those students who do not meet the criteria for a mental health disorder, the absence of a mental illness does not necessarily signify good mental health (Keyes & Haidt, 2010). According to Keyes and Haidt (2010), “anything less than flourishing is associated with worse outcomes for individuals with and those free of mental illness” (p.102). Although there are multiple conceptualizations of flourishing (Witten et al., 2019), there is broad consensus that key components of flourishing include: (a) Mental and Physical Health, (b) Meaning and Purpose, (c) Close Social Relationships, (d) Character and Virtue, and (e) Happiness and Life Satisfaction (VanderWeele, 2017). Given that over half of adolescents are not flourishing (Van Schalkwyk & Wissing, 2010), it is imperative to integrate flourishing into PK-12 education.

Professional Development School (PDS) partnerships can serve as a unique pathway towards supporting professional growth of PDS partners and promoting PK-12 students’ flourishing. Focusing on NAPDS Essentials, 2, 3, and 4, we highlight an innovative, standards-based approach to support high school students’ flourishing within a PDS high school’s English/Language Arts (ELA) classroom. Moreover, we describe the gradual release and reflection processes used to support interns’ clinical practice and teaching, while affirming flourishing of PK-12 students in PDS partnerships. Lastly, we reflect on lessons learned as a demonstration of our commitment to continuous learning for all participants involved.

Integrating Flourishing in K-12 Content Areas

Given the impact that adolescent experiences can have on an individual’s future functioning, schools are critical in supporting student flourishing (Norrish et al., 2013). Researchers and practitioners have documented the need for an integrated approach to promote flourishing within school communities (Norrish et al., 2013; Seligman, et al., 2009). Larson and Chaturvedi (2021) suggested using a standards-based, multi-tiered approach to promote and support flourishing across three levels in schools. For instance, Tier-I supports include integrating flourishing within content; Tier-II focuses on providing supports to a small group; Tier-III includes mentoring and coaching as individualized supports (Larson & Chaturvedi, 2021). The *Education for Flourishing Standards* (see Figure 1; Larson et al., 2020) can guide educators across all three tiers in making instructional decisions to promote flourishing in schools (Larson & Chaturvedi, 2021). Using this multi-tiered support framework, integrating flourishing into classroom curricula is an example of a Tier-1 approach, whereby students engage with content related to the five domains of flourishing (VanderWeele, 2017). We used bibliotherapy (see Elley, 2014; Maich & Kean, 2004; McPherson-Leitz, 2018) to embed flourishing across academic curricula while also aligning with academic standards. The sections below describe how one PDS partnership team planned, implemented, and reflected on a lesson that integrated flourishing in an ELA 9/10 classroom.

Context, Setting, and Population

The “PDS team” consisted of a university liaison, mentor teacher, and intern. The university liaison was an assistant professor of special education at a local university; the mentor teacher was a special education teacher and member of the PDS coordinating council at “Great River High School” (pseudonym); the intern was receiving credentials for certification in ELA at “Our Lady University” (pseudonym), but at the time was fulfilling a long-term sub position in the ELA 9/10 classroom where the integrative approach took place. Generally, the university liaison is responsible for mentor training and support. Given this role, the university liaison trained the mentor teacher in flourishing as part of a larger PDS initiative at the school. The mentor teacher is generally responsible for supporting the intern’s clinical experience. In this case, both the mentor teacher and the university liaison supported the intern’s knowledge of flourishing and provided guidance on lesson implementation.

Great River High School has been a PDS partner with Our Lady University for over ten years. As one of thirteen high schools in this Mid-Atlantic County Public School district, Great River serves over 2,200 students each year. The majority of the school’s population are White (74%), followed by students who are Hispanic (9%), African American (8%), multi-racial (6%) and Asian, Pacific Islander, Alaskan (<5%). Teachers in the school are considered highly qualified – tenured and experienced – and staff turn-over is minimal each year. The university’s PDS partnerships support school improvement efforts in a reciprocal relationship. One school improvement plan foci is supporting students’ mental health and increasing students’ sense of belonging. Mental health and close social relationships are key components of flourishing (VanderWeele, 2017). As a response to this identified need, the university liaison and mentor teacher discussed ways to integrate flourishing in ELA 9/10 classroom. These discussions were the impetus for planning, implementing, and reflecting on integrating flourishing within the classroom.

Planning the Lesson: Responsive Innovation (Essential 4)

The *Education for Flourishing Standards* (Larson et al., 2020) were integrated with the Maryland College and Career Standards (MSDE, 2020) to create the lesson plan described in the following pages. The Maryland College and Career Standards were informed by the Common Core State Standards and guide content around what students should know and be able to do at various points during their time in school (MSDE, 2020). Integrating and combining the *Education for Flourishing Standards* (Larson et al., 2020) with the *Maryland College and Career Standards* (MSDE, 2020) across all content areas can be accomplished using a step-by-step process (see Figure 2).

Step 1: Selecting the Content Standard

The PDS partners selected the Reading Literature 9-10.3 Standard from the Maryland College and Career Ready Curriculum Framework (MCCRCF) for ELA (MSDE, 2020). Specifically, the standard reads: “Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme” (MSDE, 2020).

Step 2: Identifying the Resource

The PDS team identified *The Bean Trees* by Barbara Kingsolver (1989) as the resource to support the content standard because the characters experienced multiple or conflicting motivations. This text also had the potential to provide insight into flourishing.

Step 3: Connecting the Objective to Flourishing

Connecting the MCCRCF and the *Education for Flourishing Standards*, the PDS team created the following lesson objective: “By the end of the lesson, students will be able to evaluate characters’ abilities to flourish by analyzing specific examples of flourishing from the book, *The Bean Trees*.” During the lesson, students were responsible for defining flourishing for each domain (HF1.1, 2.1, 3.1, 4.1, 5.1, 6.1) and analyzing resources to draw connections between (character) actions and each domain of flourishing (HF1.4, 2.4, 3.4, 4.4, 5.4, 6.4).

Step 4: Writing the Lesson

The PDS team used the three stages of backward design to plan the lesson (McTighe & Wiggins, 2012). Specifically, they identified the desired results, determined formative and summative assessments aligned to the objective, and planned meaningful instructional activities aligned with the objective and the assessments (Drost & Levine, 2015; McTighe & Wiggins, 2012). The PDS team drafted the lesson plan based on the elements outlined in the required university lesson plan template, which is used by teacher candidates in methods courses and internship experiences (see Figure 3).

Teaching the Lesson: Supporting Clinical Practice (Essential 2)

The gradual release of responsibility model (Pearson & Gallagher, 1983; Mann et al., 2020) was modified to support clinical practice and intern learning (see Figure 4). In the traditional gradual release model of instruction suggested by Pearson & Gallagher (1983), a teacher shifts from assuming all the responsibility for performing a task to supporting students in assuming responsibility for task performance. Mann and colleagues (2020) suggested a similar process in co-teaching in professional development schools. To support clinical practice, we used a gradual release model that included three steps: 1) modelling, 2) co-teaching, and 3) release.

This lesson was taught four times. The university liaison and mentor teacher co-taught and modeled the first and second lesson implementation for the intern. During the first implementation, the intern took notes on the lesson’s structure and identified questions she had about the content related to flourishing (e.g., “Can the examples you use from the book to highlight a domain of flourishing be related to more than one domain?”). During the second implementation, the intern focused on processes and activities used to formatively assess and engage students (e.g., questioning). After each implementation, the PDS team evaluated student engagement and understanding of the lesson objective.

During the third iteration, the intern co-taught the lesson with the mentor teacher while the university liaison observed. After the third iteration, the intern was asked what she perceived to go well. She identified five strengths: (a) her one-on-one engagement with students, (b) her animated reading of examples from the book, (c) her movement around the room, both when reading and when the students worked in groups, (d) her preparedness to teach the lesson, and (e) her expressed gratitude towards students for their participation. She also identified three areas for improvement: (a) using transitions; she said she needed a cue from her mentor teacher to move

from one activity to the next; (b) soliciting more participation; she recognized the same students were responding; (c) classroom management, especially with regards to students having their phones out; she was uncertain as to how to address that behavior. After talking through each strength and challenge, the PDS team decided that she would focus on questioning strategies to solicit student participation during the teaching to the last class.

During the fourth lesson, the intern taught the lesson independently. After the lesson, the intern reflected on what went well and upon what she wanted to improve. She observed that student participation increased based on the strategies shared during the last debrief. When asked to clarify which strategies she used, she mentioned: (a) saying, “yes, why?” (b) using non-verbal participation options (e.g., thumbs up/ down), and (c) walking around to review what students had written *before* the group discussion and saying, “Oh, I like that response. Say that during our discussion.” The intern cited that she wanted to improve her pacing and time management. Again, the PDS team talked through each strength and challenge.

In reviewing student work samples with the intern, the PDS team agreed that students could define flourishing and evaluate characters’ abilities to flourish by identifying specific examples from the book, thereby meeting the lesson objective. Moreover, the team discussed how the lesson allowed students to analyze their individual flourishing by completing and discussing (broadly as a group) their reflections of the *Human Flourishing Index- Adolescent Version* (VanderWeele, 2019; see Appendix B). During the discussion, the PDS team recalled that many students said the index allowed them to “look deeper” at themselves. One student commented that he had never thought about the statements on the index before. Taken together, these student comments highlight preliminary benefits of using such an index with students.

Reflecting on the Lesson: Professional Learning (Essential 3)

After the final lesson, the PDS team also reflected on their individual learning experiences. Specifically, the university liaison asked each PDS team member to respond to three questions: (a) How did this experience support your professional learning and/or clinical practice? (b) How could the experience have been improved to better support your professional learning and/or clinical practice? (c) What additional reflections about the experience would you like to add? Below is a synthesis of the responses offered by each PDS team member based on those guiding questions.

Supporting Clinical Practice: An Intern’s Perspective

The intern noted that the experience supported her clinical practice by building her skills as a reflective practitioner (Badiali & Titus, 2010). Upon reflection of teaching the *Flourishing and the Bean Trees* lesson, she reported beginning to understand her students more deeply, which changed her perspective and influenced her decisions about various behavior management and instructional strategies she would use in the future.

In reflecting on the students’ discussion of the *Human Flourishing Index*, particularly in relation to the physical health domain, the intern said she never realized the extent to which sleep deprivation affected her students. She noted feeling more sympathy for her students whose heads went down during class and vowed to use gentle reminders, more engaging instruction, and provide support around time management skills (rather than more reactive or punitive strategies) in the future. To this end, the intern suggested giving the *Human Flourishing Index* to students earlier in the semester so teachers could know what areas students need support in and

consequently what practices would be most helpful to include during instruction. She also suggested having students set and evaluate goals related to their own flourishing.

Most notably, the intern also recognized the importance of delivering relevant curriculum, which is foundational to both effective behavior management and instruction (Nagro et al., 2019). The intern reported increases in students' participation during these lessons and attributed these changes to the novel's relevancy when examining it through a flourishing lens. Integrating flourishing in curriculum elevates relevancy (Brighthouse, 2008; Reiss & White, 2013). In this instance, students were encouraged to reflect about their own lives through the actions of characters in *The Bean Trees* for the purpose of knowing how they could flourish in their own lives. Moreover, the intern expressed receiving insightful input from students about the novel's characters. In short, integrating flourishing into the lesson not only helped students dive more deeply into the novel's characters- thereby meeting academic standards, but also helped build their knowledge about their individual flourishing- thereby aligning with the *Education for Flourishing Standards* (Larson et al., 2020). The intern suggested that in the future, flourishing could be integrated throughout the year using other literature.

Finally, the intern noted learning strategies for increasing participation, managing transitions, and improving her questioning, thereby making subtle but significant choices that she and the PDS team believed would help establish relevancy and prompt deeper thought about effective pedagogy and teaching methods. She said having feedback before the final lesson was also helpful to increase her confidence and replace worries with instructional strategies that made her delivery stronger (Smith, et al., 2016).

Supporting Professional Learning: A Mentor Teacher's Perspective

Scholarship on mentoring suggests that co-teaching during the internship experience enhances student learning (Badiali & Titus, 2010). In the approach described in this article, the PDS team ensured collaborating during the planning, implementing, and reflecting stages. The mentor teacher noted how the relationship between the university and the high school, "keeps things fresh" and introduces new insight on educational pedagogy. She also noted how integrating flourishing into the curriculum "brings our educational system into 2022," with an emphasis on student wellbeing. The mentor teacher believes integrating the *Education for Flourishing Standards* is essential so students can reflect on their own flourishing: "As [students] are introduced to the characters in their novels, they realize that they are not alone and that all human beings are presented with challenges." Moreover, the mentor teacher explained that integrating the flourishing standards into curriculum fosters community and connection between students and teachers, making classrooms safe places for students to work through challenges. The mentor expressed becoming more open to welcoming future interns in her classroom because it "heightened the learning experience for students." Lastly, the mentor teacher noted that using the gradual release model could provide interns with confidence integrating the flourishing standards to curriculum on a weekly basis, thus making flourishing part of their teaching and supporting K-12 students' wellbeing.

Responsive Innovation: A University Liaison's Perspective

The university liaison acted as an instructional coach for both the intern and the mentor teacher. Specifically, the university liaison is a Senior Fellow of the Community of Practice (CoP) at the Human Flourishing Program at Harvard University. She invited the mentor teacher to join

the CoP and also to attend the *Education for Flourishing Conference* as a panelist and attendee in 2020. After the conference, the university liaison and the mentor teacher worked together to integrate flourishing into the school as part of the PDS partnership. In addition to providing additional support and guidance around the content (i.e., flourishing), the university liaison also served as a liaison between the intern, mentor teacher, school, and university (Smith et al., 2016). Despite her supportive role, the university liaison also expressed benefitting professionally from the experience.

The liaison expressed moving from a theoretical understanding of integrating the *Education for Flourishing Standards* (Larson et al., 2020) towards practical application in a PDS partnership. She recognized that she could have given more opportunities for the intern and mentor teacher to lead and learn, especially during the planning phase- as much of the initial planning was done by the university liaison and reviewed by the other team members for feedback. In the future, the university liaison would advocate for more balance during planning since there are numerous benefits associated with co-planning (i.e., partnership buy-in and insight into what students need).

Another important lesson for the liaison was her collaboration with the university's PDS Coordinator prior to and following the experience. During these meetings, the PDS coordinator helped the university liaison to unpack some important aspects to improve and support the PDS partnership. For instance, the PDS Coordinator consistently encouraged the university liaison to be more explicit about how decisions made during this innovative experience were linked to research.

Discussion

The purpose of this paper was to present the process used by one PDS partnership to integrate the *Education for Flourishing Standards* (Larson et al., 2020) to support students' mental health and wellbeing. After participating in this collaborative experience, all PDS stakeholders – the intern, the mentor, and the university liaison – emphasized the benefits of integrating flourishing using the *Education for Flourishing Standards* (Larson et al., 2020) within a PDS model. In addition, the collaboration was effective in supporting clinical practice and professional learning.

The experience enhanced the intern's active participation in the school and PDS community and in the shared decision-making process of educating PK-12 students. Using a gradual-release model, this process allowed the intern to connect university coursework to clinical experience in preparing for her future role as a high school ELA teacher. In addition to the intern's active participation in the lesson's planning and execution, both the mentor teacher and university liaison reported personal and professional growth resulting from the collaboration. Participating in the collaborative process promoted the mentor teacher's active reflection as she answered questions about her professional decision-making before, during, and after the co-taught lesson. She reported being more thoughtful and deliberate in planning the lesson and reflecting on student learning as the lesson unfolded. She admitted that this might not have occurred had she not been provided with the opportunity to work with her PDS partners. The university liaison reported moving towards a practical application of the innovative practice, as well as developing her understanding of using instructional coaching to improve the PDS partnership. Taken together, this experience allowed all three partners to share in the creative application of an innovative practice that promoted leadership capacities and skills.

Finally, all stakeholders contributed to current school improvement efforts focused on supporting students' mental health and increasing students' sense of belonging, two key

components of flourishing, at the school. Incorporating both theoretical and practical knowledge in aligning state academic and flourishing standards, PDS partners addressed the unique context and culture of teaching and learning at the school. The classroom acted as a living laboratory as PDS partners applied an innovative strategy to generate new knowledge about teaching and learning. Modeling the process of serving as both leaders and learners, the PDS team advocates replicating this strategy and integrating flourishing across other content areas and grade levels in PDS partnerships.

Limitations

Although the stakeholders of the process reported benefits of participation, it is necessary to address certain limitations. For instance, more training around the concept of flourishing could have been provided to the intern. In the future, we would recommend providing training to the intern and including the intern into the other flourishing integration efforts in the school building. Additionally, this was only one lesson in an entire school year. We would recommend beginning with the concept of flourishing earlier on in the school year and integrating flourishing into several lessons throughout the year. Before committing to this endeavor, however, we wanted to ensure that the process was feasible. Lastly, we do not know the extent to which students were satisfied with this approach or the extent to which it supported their flourishing. Future studies should take student perspectives about the lesson and process into consideration.

Conclusion

The COVID-19 pandemic highlighted the existing need to support students' mental health and wellbeing (Thakur, 2020). In this particular case, the PDS partners worked together to support both academic and overall wellbeing needs using a Tier-I integrative approach whereby the concept of flourishing was brought to the forefront of an ELA classroom's content. The PDS team planned the lesson using research-based frameworks and concepts (i.e. bibliotherapy; Elley, 2014; Maich & Kean, 2004; McPherson-Leitz, 2018), backwards mapping (McTighe & Wiggins, 2012), and a modified gradual release co-teaching model (Pearson & Gallagher, 1983; Mann et al., 2020) to support decisions throughout their process of planning, teaching, and reflecting. Moreover, aligning the work to PDS Essential 3 encouraged the team to intentionally reflect on their professional learning. Lastly, the processes used to integrate flourishing into a high school classroom as a response to identified students' mental health and wellbeing needs could be replicated in other PDS partnerships, classrooms, content areas, and grade levels. In the future, we hope that more PDS teams work together to disseminate the work that they are doing to support the mental health and wellbeing of their students by integrating flourishing across school curricula and practices.

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Figure 1

Education for Flourishing Standards (Larson, Chaturvedi & Lee, 2020)

<p>Standard I: Happiness and Life Satisfaction</p> <p>HF1.1: Define happiness and life satisfaction.</p> <p>HF1.2: Identify factors that promote happiness and life satisfaction.</p> <p>HF1.3: Apply tools of flourishing to increase happiness and life satisfaction.</p> <p>HF1.4: Analyze resources and draw connections between actions and happiness/ life satisfaction.</p> <p>HF1.5: Evaluate various strategies that contribute to happiness and life satisfaction.</p> <p>HF1.6: Create an action plan to increase happiness and life satisfaction.</p>	<p>Standard IV: Character and Virtue</p> <p>HF4.1: Define character and virtue.</p> <p>HF4.2: Identify factors that promote character and virtue.</p> <p>HF4.3: Apply tools of flourishing to increase character and virtue.</p> <p>HF4.4: Analyze resources and draw connections between actions and character/ virtue.</p> <p>HF4.5: Evaluate various strategies that contribute to character and virtue.</p> <p>HF4.6: Create an action plan to increase character and virtue.</p>
<p>Standard II: Mental and Physical Health</p> <p>HF2.1: Define mental and physical health.</p> <p>HF2.2: Identify factors that promote mental and physical health.</p> <p>HF2.3: Apply tools of flourishing to increase mental and physical health.</p> <p>HF2.4: Analyze resources and draw connections between actions and mental/ physical health.</p> <p>HF2.5: Evaluate various strategies that contribute to mental and physical health.</p> <p>HF2.6: Create an action plan to increase mental and physical health.</p>	<p>Standard V: Close Social Relationships</p> <p>HF5.1: Define close social relationships.</p> <p>HF5.2: Identify factors that promote close social relationships.</p> <p>HF5.3: Apply tools of flourishing to increase close social relationships.</p> <p>HF5.4: Analyze resources and draw connections between actions and close social relationships.</p> <p>HF5.5: Evaluate various strategies that contribute to close social relationships.</p> <p>HF5.6: Create an action plan to increase close social relationships.</p>
<p>Standard III: Meaning and Purpose</p> <p>HF3.1: Define meaning and purpose.</p> <p>HF3.2: Identify factors that promote meaning and purpose.</p> <p>HF3.3: Apply tools of flourishing to increase meaning and purpose.</p> <p>HF3.4: Analyze resources and draw connections between actions and meaning/purpose.</p> <p>HF3.5: Evaluate various strategies that contribute to meaning and purpose.</p> <p>HF3.6: Create an action plan to increase meaning and purpose.</p>	<p>Standard VI: Financial and Material Stability</p> <p>HF6.1: Define financial and material stability.</p> <p>HF6.2: Identify factors that promote financial and material stability.</p> <p>HF6.3: Apply tools of flourishing to increase financial and material stability.</p> <p>HF6.4: Analyze resources and draw connections between actions and financial and material stability.</p> <p>HF6.5: Evaluate various strategies that contribute to financial and material stability.</p> <p>HF6.6: Create an action plan to increase financial and material stability.</p>

Figure 2
Integrating Flourishing within Content Areas

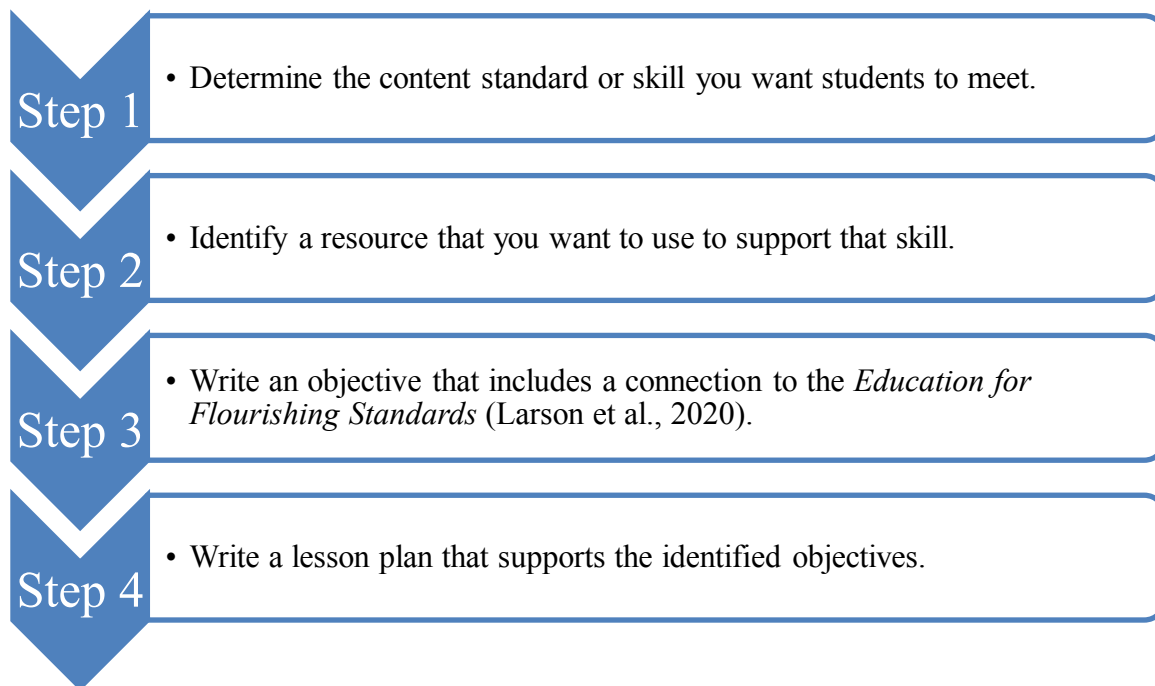


Figure 3Flourishing and *The Bean Trees* Lesson Plan

Teacher Name: (Mentor), (Intern), and (University Liaison)	Student Grade Level: Grade 10
Subject: General Education Co-taught ELA classroom	

Section One: Value of the Lesson

<p>Student Focused Instructional/Content Standard:</p> <p>Name of Content Standard: Maryland College and Career Ready Curriculum Framework English Language Arts</p> <p>Standard: RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (SC, 9-10)</p>
<p>Education for Flourishing Standard(s): Identify standard and connection to standard</p> <ul style="list-style-type: none"> • HF1.1, 2.1, 3.1, 4.1, 5.1, 6.1: Define flourishing for each domain • HF1.4, 2.4, 3.4, 4.4, 5.4, 6.4: Analyze resources to draw connections between (character) actions and each domain of flourishing
<p>Teacher Focused Professional Standards: Danielson Framework Components</p> <p>Name of Professional Standard: Instruction</p> <p>Description of Standard: In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</p>
<p>Central Focus / Essential Question: What does it mean to flourish? To what extent are various characters in <i>The Bean Trees</i> flourishing?</p>
<p>Lesson Objective: By the end of the lesson, students will be able to evaluate characters’ abilities to flourish by analyzing specific examples of flourishing from the book, <i>The Bean Trees</i>.</p>

<p>Formative Assessments: Students will be formatively assessed during the lesson by...</p> <ol style="list-style-type: none"> 1. Defining terms pertaining to flourishing. 2. Discussing examples from their own lives that pertain to each of the domains of flourishing. 3. Identifying examples from the book related to each of the flourishing domains. 4. Justifying how the examples from the book are related to the flourishing domains. 5. Selecting a character with which they most identify in terms of their flourishing and justifying their response. 	
<p>Summative Assessment: Students will be assessed at the end of the lesson by completing ONE of the following questions:</p> <p>Pick one character from <i>The Bean Trees</i>. Are they flourishing? Why or why not? Justify your response by using at least two examples from the book and at least two domains of flourishing. <i>Example:</i> [Character] [is/ is not] flourishing. To flourish means [put into words your understanding of flourishing]. [Character]...</p> <p>Pick one character from <i>Bean Trees</i>. Identify one flourishing domain that they are most successful in and one domain that they may want to improve. If you were friends with them, how might you guide them to improve on that domain? <i>Example:</i> [Character] [is/ is not] most successful in the domain of [identify domain] and less successful in the domain of [identify domain]. If I were friends with them, I would ask them to...</p>	
<p>Academic Language Demands (What language/vocabulary do <u>students</u> need in order to understand, communicate, and/or perform this lesson? What FUNCTION of language are you addressing? What syntax or discourse are related to the lesson?)</p>	<p>Academic Language Support (What supports or scaffolding will <u>you</u> provide for students to be successful with the academic language demand?)</p>
<p>Vocabulary and/or Symbols</p> <p>Flourishing</p>	<p>Provide a web for the term “flourishing.” This will include the domains of flourishing outlined by VanderWeele (2017) which include physical and mental health, character and virtue, meaning & purpose, happiness and life satisfaction. Students will sort these terms with their corresponding definitions. Students will discuss examples from their own lives.</p>
<p>Language Function: Justify</p>	<p>Teachers will provide a graphic organizer that asks students to identify examples of flourishing from the book that are aligned with each domain. Students will justify their example concept of flourishing using key words from the definitions provided.</p>
<p>Syntax and/or Discourse: Using the definitions as well as the graphic organizer, students will be asked to reflect on the question: “Pick one</p>	<p>Teacher will provide topic sentence starters for students (i.e., [Character] [is/ is not] flourishing.</p>

<p>character from <i>The Bean Trees</i>. Are they flourishing? Why or why not? Justify your response by using at least <u>three</u> examples from the book and at least <u>two</u> domains of flourishing.” Students may volunteer to share their exit tickets.</p>		<p>To flourish means [put into words your understanding of flourishing]. [Character]...</p>
Instructional Sequence	Approx. Time	Procedure
Planned Beginning	20 minutes	<p>Teachers will ask students what they know about the term, “flourishing” (i.e., What does it mean? Where have they heard the term? etc.).</p> <p>Teacher will ask students to complete Harvard’s <i>Human Flourishing Index- Adolescent Version</i> (VanderWeele, 2019). Discuss what areas they are doing well in and what areas they want to improve. Teacher will debrief with the class:</p> <ul style="list-style-type: none"> • What are your general thoughts about the survey? • What did you learn about yourself? • What areas are you doing well? • What areas would you like to improve? • What actions can you take to improve your flourishing?
Development of New Learning	~10 minutes (each step)	<p><u>Step 1</u>: Teacher will review the definitions of flourishing and the graphic organizer with students:</p> <p><u>Step 2 (Teacher Model)</u>: Teacher will read four examples from the book, <i>The Bean Trees</i> and ask students which domain(s) of flourishing each example is related to. Students will justify their responses.</p> <p><u>Step 3 (Pairs/ Small Groups)</u>: Students will work in groups to find other examples from the book that are related to each of the flourishing domains.</p> <p><u>Step 4 (Whole Group)</u>: Sharing and discussion will occur. Pairs/ small groups will share their examples with the whole class.</p>
Planned Ending or Closure	10 minutes	<p>First, the teacher will ask students to explain what they learned today and how that was relevant to their lives.</p> <p>Next, the teacher will ask students, “Which character do you <i>most</i> identify with in terms of their flourishing? Students will be asked to discuss examples of flourishing from their own lives that relate to the character with whom they identified.</p> <p>Next, the teacher will ask students to complete the exit ticket.</p> <ul style="list-style-type: none"> • Pick one character from <i>The Bean Trees</i>. Are they flourishing? Why or why not? Justify your response by using at least <u>three</u> examples from the book and at least <u>two</u> domains of flourishing. <ul style="list-style-type: none"> • Example: [Character] [is/ is not] flourishing. To flourish means [put into words your understanding of flourishing]. [Character]... <p>OR</p>

		<ul style="list-style-type: none">• Pick one character from <i>Bean Trees</i>. Identify one flourishing domain that they are most successful in and one domain that they may want to improve. If you were friends with them, how might you guide them to improve on that domain?<ul style="list-style-type: none">• Example: [Character] [is/ is not] most successful in the domain of [identify domain] and less successful in the domain of [identify domain]. If I were friends with them, I would...
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Appendix A

Flourishing and the Bean Trees: Graphic Organizer

Directions: Use the graphic organizer below to identify examples of flourishing in the book. Then, justify why each of those is an example (or non-example) of flourishing.

Flourishing Domain	Definition (Chaturvedi, 2020)	Example from the Book	Justification: How is this example connected with the concept of flourishing?
Physical Health	a state when we are using our physical body to its fullest potential		
Mental Health	“good” mental health is a state where we are responding to life instead of reacting to it		
Financial and Material Stability	having the ability to pay for the basics (food, shelter, utilities) and still have money for unexpected bills, emergencies and retirement. Confident and stress-free about meeting monthly expenses; spending less than you earn		
Close Social Relations	having relationships that are satisfying and fulfilling and that help us be the best version of ourselves		
Character and Virtue	having the wisdom do the right thing at the right time; being a just and courageous person		
Meaning and Purpose	having an understanding about why we are born, what we are here to do, and how to get there by using our unique talents, gifts, and skills		
Happiness and Life Satisfaction	having the understanding and skills to live a life that is fulfilling and satisfying; taking the “long-view” of life and working towards a more lasting state of peace, happiness, and contentment		

Appendix B

**Flourishing Index—Adolescent Version**

Please respond to the following questions on a scale from 0 to 10:

1. Overall, how satisfied are you with life as a whole these days?
0 = Not Satisfied at All, 10 = Completely Satisfied
2. In general I consider myself a happy person.
0 = Strongly Disagree, 10 = Strongly Agree
3. In general, how would you rate your physical health?
0 = Poor, 10 = Excellent
4. How would you rate your overall mental health?
0 = Poor, 10 = Excellent
5. Overall, to what extent do you feel the things you do in your life are worthwhile?
0 = Not at All Worthwhile, 10 = Completely Worthwhile
6. I am doing things now that will help me achieve my goals in life.
0 = Strongly Disagree, 10 = Strongly Agree
7. I always act to promote good in all circumstances, even in difficult and challenging situations.
0 = Not True of Me, 10 = Completely True of Me
8. I am always able to give up some happiness now for greater happiness later.
0 = Not True of Me, 10 = Completely True of Me
9. I am content with my friendships and relationships.
0 = Strongly Disagree, 10 = Strongly Agree
10. I have people in my life I can talk to about things that really matter.
0 = Strongly Disagree, 10 = Strongly Agree
11. My family has enough money to live a truly decent life.
0 = Strongly Disagree, 10 = Strongly Agree
12. How often do you worry about safety, food, or housing?
0 = Worry All of the Time, 10 = Do Not Ever Worry

These 12 items have been adapted for use with adolescents (generally 12-18 years old, but possibly younger) to assess several important domains of flourishing including: Happiness and Life Satisfaction (Items 1-2), Mental and Physical Health (3-4), Meaning and Purpose (5-6), Character and Virtue (7-8), and Close Social Relationships (9-10). A sixth domain, Financial and Material Stability (11-12) is an important means to sustain the other domains over time. The background and motivation for most of these items and the flourishing domains can be found in: VanderWeele, T. J. (2017). [On the promotion of human flourishing](#). *Proceedings of the National Academy of Sciences, U.S.A.*, 31:8148-8156. Four items from the original flourishing measure were considered unsuitable for children and the following new items were adapted from other measures. Item 2: Lyubomirsky, S., & Lepper, H. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research*, 46, 137-155. Items 6 and 10: Carle, A., McIntosh, H., Moore, K. A., Lippman, L., Guzman, L., Ramos, M. F., Kuhfeld, M. Ryberg, R. & Caal, S. (2014). *Flourishing Children: Defining and Testing Indicators of Positive Development*. New York, NY: Springer. Item 11: Patrick, D. L., Edwards, T. C., & Topolski, T. D. (2002) Adolescent quality of life, part II: Initial validation of a new instrument. *Journal of Adolescence*, 287-300. This material is still under development. If citation is needed please use: VanderWeele, T.J. Measures of community well-being: a template. In: M. Lee, L.D. Kubzansky, and T.J. VanderWeele (Eds.). *Measuring Well-Being: Interdisciplinary Perspectives from the Social Sciences and the Humanities*. Oxford University Press, forthcoming. Human Flourishing Program, at Harvard University Program Website: <https://hfh.fas.harvard.edu/>