UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Maintaining Challenging and/or Underrepresented/Minority Students in Advanced Curriculum Settings

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NEA Leadership COMPETENCY: Leading Our Professions – Advocate for quality inside our professions and promote our union’s role in advancing education transformation and student Learning.

• NEA Leadership Competency progression level(s).
  – Level 1: Foundational – Highly value continuous learning and improvement in our professions
NEA Leadership COMPETENCY: Leading Our Professions cont.

• NEA Leadership Competency themes
  – Builds capacity for continual improvement and learning.
  – Analyzes and applies research, policies and trends to determine potential impact on our professions and student learning.
A Preface and Acknowledgement

• The unlikely event that I am standing here is due to a colleague who not only encouraged and mentored me, but pushed me so that I am here. Sadly, he is battling leukemia as we gather, otherwise he would be here fighting with us.
*Find four of your peers from around the room and make appointments with each of them. At designated times during the presentation today, you will meet with each appointment to complete a task.*
Agenda

• Introduction – Our story
• Your story – Personal Narrative
• Appointment #1- Share and find commonality
• Going within to build community outward
• Appointment #2 – Student Behaviors
• Essential Components of Maintenance
• Appointment #3 – Self-care
• Closing – let’s not say goodbye
Story and Place
Appointment #1

• Find your colleague for appointment #1
• TPS – Think, pair, share
  – T: Think of an event for part of your personal narrative – something that altered your trajectory
  – P: Have a dialogue about your experiences with each other AND find something in common with each of your experiences.
  – S: Share with the audience the commonality
Academy for the Love of Learning

https://aloveoflearning.org/
EE Ford Summer Teacher’s Colloquia

- [http://learninsantafe.org/](http://learninsantafe.org/)
- [http://learninsantafe.org/](http://learninsantafe.org/)
Appointment #2

- T,P,S in ... 3..., 2..., 1!
- Find your colleague.
- Together identify 3 challenging behaviors/conditions in classroom or school site
- Identify 2 techniques you have tried to deal with the behaviors (successful, not effective, both)
- Share out something that stood out to you.
Essential Components of Maintenance

• Build or strengthen a positive relationship first.
  – Engage in an activity without directing, teaching, or criticizing. Contingent v. Non-Contingent
  – Focus on one or two crucial behaviors. (Big Mo)
  – Listen for 10 minutes before making suggestions.

• Tier I Supports
  – Support oriented, remind individuals of their strengths, build on them which leads to better feelings of self-worth.
Essential Components of Maintenance

– Routines and Rituals
  • Increase predictability
  • Directly teach

– Pro-active use of Mindfulness

– Developing Trauma Sensitive Schools

– Emotional Intelligence (EI) in the Classroom

– Increase Motivation, Engagement, and Academic Success
Think Not Thinking
Yoga and Mindfulness Activities

• Increase attention to bodily sensation and awareness.
• Allows students to separate from emotional thought patterns.
• Become mindful and in the present moment.
• Method of physical relaxation.
Mindfulness: Grounding

Grounding Exercise
Name 3 things you see, you smell, you hear, you feel.
Breathe in and out slowly 3x.
Six Key Elements to Flexible for Promoting Trauma Sensitive Schools

II: Staff Training

• Staff training three core areas
  – Strengthening relationships
  – Identifying and using outside supports
  – Helping traumatized students to modulate emotions

• Delivery mechanisms
  – Use of existing infrastructure
  – School based staff spearheading and delivering training
Six Key Elements for Promoting Trauma Sensitive Schools

V: Non-Academic Instruction

• Relationship coaching
• Being a memorable instructor
  – Demonstrate an individual interest
  – Availability
  – Emulating success
Emotional Intelligence (EI) in the Classroom

• Skills
  – Perception of emotion
  – Use of emotion to facilitate thinking
    • Focus attention and improve reasoning and decision making
  – Understand emotional information
    • What are the causes of emotion and how do they change?
  – Management of emotion
    • Employ emotional strategies
How Does EI Help with Education

• Improves communication
• Teaches how to manage stress and conflict
• Positively improves attitudes
• Improves engagement in academics
• Improves engagement in social relationships
• Facilitates relationship building
• Reduces isolation
Increase Motivation, Engagement, and Academic Success

• Create opportunities for connection and affiliation
• Create a safe, stimulating learning environment
• A safe classroom promotes student engagement and students feel comfortable with expressing and sharing ideas
• Students need hands on learning experiences, frequent modeling of problem solving approaches, repetition, and student choice.
• Learners also need frequent feedback regarding their progress.
Appointment #3

• Connections
Wrap-Up, for now

• Plan to stay in contact and thank you for all you do!! Remember to laugh!
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

– To share information and connect it to your community (classroom, school site, community groups, etc.)
– To consider strategies and plan to implement them in classrooms and/or train others
– To create relationships that continue for long-term sharing, planning and leadership.
Closing (Final slide)

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile APP!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment