UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Empowering Educators to Educate the Whole Child
Joan Murray and Selene Becker
NEA Leadership Competency Progression
Level 1: Foundational

NEA Leadership Competency Theme:
Builds capacity for continual improvement and learning

*Understands the value of continuous learning and improvement in our professions
• NEA Strategic Goal
  – Strategic Goal 1: Empowered Educators for Successful Students

• NEA Organizational Priority
  – My School, My Voice
Session Objectives

By the end of this session, the learner will be able to:

• understand the value of continuous improvement in our professions.
• understand the importance of educating the whole child through teacher empowerment.
• understand strategies for educating the whole child.
Assessing Student Needs

We will share some of the practices that we have implemented to try to assess the needs of our diverse population, while supporting teachers to try to attempt to tailor instruction to meet the needs of all students.
Stars and Steps

I can describe characters in a story using their traits, motivations, or feelings to show they change or contribute to the sequence of events.

Tell a trait, motivation, or feeling about the main character. Support your trait, motivation, or feeling with evidence and analysis, and this moves the story forward.

Who is the main character?
The main character is ________

I tried to bring my characters to life with details, talk, and actions.

I worked to show what was happening to (outside and inside) my characters with actions and dialogue.

The picture from my mind onto the page. I used details in pictures and words.

I added more to the heart of my story, including not only actions, and dialogue but also thoughts and feelings.

Leadership development
# Boxing Protocol

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**CCSS:**

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- Identify time keeper, note taker and process observer and clarify roles.
- Establish norms for data team, 3 minutes
- Sort work based on criteria. At PRS, we sort in piles, 5-10 minutes
- Select one square and identify areas of strength and growth. Just note what you observe in the work. Follow the “No because” rule. 10 minutes
- Identify strategic groups or whole class mini-lessons to address needs, 10 minutes
- Continue with another square looking for commonalities or new areas of strength and growth. If there is time, change the criteria (ex. Content vs Conventions) and repeat the protocol, 10 minutes
- With the data team, identify next steps and timeline for lessons, 6 minutes
- Process observer debriefs the meeting. How did we follow the norms? Ways to improve for next month? 2 minutes
- Determine student work to bring at the next data meeting, 2 minutes
My Favorite No

https://www.teachingchannel.org/videos/class-warm-up-routine
Miss King has 483 raffle tickets for the upcoming carnival. She wants to give them out equally amongst her 32 students. How many would each student get? And how many tickets would she have left over?
These are some of the initiatives we have implemented in an attempt to move our students forward. One of our core beliefs is the importance of providing a safe, nurturing, and engaging environment to support all children. Research shows that fostering a growth mindset in children helps to create lifelong learners. Students are much more willing to attempt a challenge and persevere, even after experiencing setbacks.
Growth Mindset for Students

- **Honesty**: Always be truthful, someone others can trust.
- **Respect**: Show others consideration and honor.
- **Perseverance**: Keep working toward your goals, even when it gets difficult.

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What Are Mindsets?

**Fixed Mindset**
A belief system that suggests that a person has a predetermined amount of intelligence, skills, or talent.

**Growth Mindset**
A belief system that suggests that a person’s intelligence can be grown or developed with persistence, effort and a focus on learning.
1. I can learn anything because I was born to learn.
2. I can train my brain through practice.
3. I can choose my thoughts when things are challenging.
4. I know failure is an important part of my success.
5. I take ownership of my mistakes and learn from them.
6. I do not let setbacks keep me from accomplishing goals.
7. I believe that I can do difficult things.
8. I take charge of my own learning.
9. I encourage others to have a growth mindset.
10. I celebrate my own growth and progress.

I HAVE A GROWTH MINDSET!
Second Step

Empathy
is feeling or understanding what someone else is feeling.

- Look at her face and body for clues.
- What is his point of view?
- How does she feel?
- How can I help?
- What is a kind thing to say?

Compassion is empathy in action!
Second Step

How to Calm Down

1. Stop—use your signal
2. Name your feeling
3. Calm down: breathe count use positive self-talk

I can do it!
Trying to untangle from each other

Acting out the lesson for the class
Responsive Classroom

Turn and talk during morning meeting
Responsive Classroom Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another during four purposeful components:

1. **Greeting**: Students and teachers greet one another by name.
2. **Sharing**: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
3. **Group Activity**: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).
4. **Morning Message**: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they’ll do in school that day.
Feedback - Student

Nancy's exciting walk to school

She suddenly spotted her favorite hid-out, the short cut she raced over to the entrance. "This is bad but the short cut will help. I'm short of time and I'm late," she announced. But she was mistaken when she reached the entrance the boulder was blocking the entrance. She was terrified. How could she get to school?

Then the bucket snapped down to the spot that Nancy was standing! "Arrr...arrr...now she's no scared anymore.
Feedback - Staff

Stars and Stairs
Feedback Data

Meet with student.
* Record.
* Name a positive.
* Name a teaching point.
* Give an artifact.
* Circle back to the teaching point.

Meet with student.
* Record.
* Name a positive.
* Give a teaching point.
* Coach
* Leave an artifact.

Meet with students.
* Say something about strengths.
* Record the # of times you meet.
* Coach

Meet with students.
* Say something about strengths.
* Record the meeting.
* Name what went well.
* Give a teaching point.

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Feedback - Staff

Reflection and Refinement:
(Possible next stairs on the feedback rubric.)

1. Am I moving students?
2. Are my teaching points moving students?
3. Do my teaching points match the level I’m teaching into?
4. Are my students taking on the responsibility of learning?
5. Are they transferring the learning across the content areas?
Four Corners

Animal Activity Instructions

1. Find the animal personality that best describes you most of the time (we tend to be a combination)
2. Form a group of like animals
3. Discuss the best answer for the 4 questions
4. Report out to the whole group

Activity shared by Sue Bergman
Learning is Contagious LLC
Eagle: Creative

- Enthusiastic
- Needs to see the “Big Picture”
- Optimistic
- No time for details
- “Let’s try this!”
- Expressive
Bear: Critical Thinker

- Analytical
- Likes to “tinker” with things & ideas
- Shows little emotion
- Troubleshoots problems
- Reflective
- Looks within
- Weighs the alternatives
- “Is this all the available data?”
Buffalo: Courage

- “Just do it!”
- Task oriented
- Driven
- Difficulty delegating
- “Let’s get to the point.”
Deer: Intuitive

- Emphasis on feelings
- Concerned with morale
- “What process will be used?”
- Concerned about fairness
- “What will be the impact on people?”
Questions to Discuss and Answer

- What are your animal’s strengths?
  - List four adjectives
- What areas could your animal strengthen?
  - List four adjectives.
- What animal would be the most challenging to work with? Why?
- What would you like others to know about your animal so we could work more effectively together?
  - How does this activity tie to mindset?
We believe that participating in structured physical activities; such as swimming, yoga and dance; will support a growth mindset. In turn students are able to feel success in non-academic areas, which could further their interest in learning.
Swimming for Grades 2 and 3
We also have interventions and enrichment activities to augment our classroom teaching and to encourage and further learning. Some, such as Imagine Learning, LLI, Read 180 and System 44 occur during the school day. Before and after school we also offer programs such as Learning Works, chorus, chess club and open studio time in the art room.
Author Visits

Chris Van Dusen shares writing tips with students.
Side X Side

Second Grade Ocean Unit
Side X Side

Third Grade Mapping of the City of Portland
Acadia Park Rangers teach map skills
Another approach we use is exposing students to the arts. We are lucky enough to be within walking distance to many arts venues including the Portland Symphony Orchestra, the Portland Stage Company, the Children’s Museum of Maine, and Portland Museum of Art. In addition, we have visiting artists who work to support our grade level curriculum and encourage creativity in the classroom.
Enrichment Activities

- Portland Symphony Orchestra
- Portland Museum of Art
- Portland Stage
- Portland Ovations
Session Outcomes

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

– If on a leadership team this session will offer ideas/strategies to enrich staff development within your building

– If a teacher, this session will provide ideas to learn the value of their growth trajectory, there is always room for growth

– For students, this session will show the importance of growth mindset for continuous learning
Closing

• Please complete the evaluation for this breakout session by using the **NEA Summit Mobile APP**! – *Please remember to build in 5 minutes at the end of your session to allow time for the attendees to complete the evaluation for your session.*

• Please visit the Leadership Development Resources website at [www.nea.org/leadershipdevelopment](http://www.nea.org/leadershipdevelopment)