Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

Don’t Give Up!
How to Survive the First Years of Teaching
Graciela Aguirre and Marty Reinteria
COMPETENCY: Leading Our Professions

- Supports professional excellence and builds capacity for continual improvement and learning to ensure the success of all students

- **Level 1: Foundational and Level**
  - Understands the value of continuous improvement and learning for all educators across their career continuum and what this looks like in practice

- **Level 2: Mobilizing & Power Building**
  - Engages with others in meaningful development and models for continuous improvement and learning for all educators across their career continuum

- **Level 3: Agenda Driving**
  - Builds and sustains an organizational culture of professionalism and reflective practice that illustrates the professions’ commitment to continuous improvement and learning for all educators across their professional continuums
NEA Strategic Goal and NEA Organizational Priority:

**NEA Strategic Goal:**
- advancing opportunities that will identify, organize, and engage new and early career educators; amplify the voices of all educators, support our members’ professional growth, and promote social justice for our students, communities and our nation;

**NEA Organizational Priorities:**

*Early Career Educator*
Racial Justice in Education
My School, My Voice
Supporting Professional Excellence
Who are we?

Graciela Aguirre
● 2nd Grade Dual Language Teacher
● Coach and work with Early Career Teachers since 2015
● Elgin Teachers Association Board of Directors Member
● In my 14th year of teaching

Marty Renterria
● 1st Grade Dual Language Teacher
● In my 7th year of teaching
● NEA/CEC Early Career Fellow
● NEA Content Curator

Who’s in the room?
Goals

● Identify problems of practice common to early career teachers
● Create an action plan to work on a current problem of practice
● Networking with other early career teachers
● Access online resources
Common Problems of Practice

Activity:

● Take a moment to think about current challenges you are having in the classroom
● Briefly state them on post-it notes and share with your table
● As a table sort them into similar topics
● Place sorted post-it notes onto the chart paper on wall that fits best
Connecting to the Danielson Framework
Give One-Get One Article Discussion

1. Read assigned article and highlight or note on graphic organizer some main points that you can share with others who have not read it.
2. Join group A or B to share important details on articles read.
Possible Desired Results: Student Engagement

- 3b Using Questioning and Discussion Techniques

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

### CRITICAL ATTRIBUTES
- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by the teacher.
- The teacher calls on most students, even those who don’t initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most students attempt to do so.

### POSSIBLE EXAMPLES
- The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?”
- The teacher uses the plural form in asking questions, such as “What are some things you think might contribute to ____?”
- The teacher asks, “Maria, can you comment on Ian’s idea?” and Maria responds directly to Ian.
- The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.
- The teacher asks students when they have formulated an answer to the question “Why do you think Huck Finn did ____?” to find the reason in the text and to explain their thinking to a neighbor.
- And others...
Possible Desired Results: Student Engagement

- 3c Engaging Students in Learning

The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

**CRITICAL ATTRIBUTES**

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.

**POSSIBLE EXAMPLES**

- Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.
- Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.
- Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.
- Students are asked to create different representations of a large number using a variety of manipulative materials.
- The lesson is neither rushed nor does it drag.
- And others...
Possible Desired Results: Designing Instruction

1c Setting Instructional Outcomes

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

**CRITICAL ATTRIBUTES**

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

**POSSIBLE EXAMPLES**

- One of the learning outcomes is for students to “appreciate the aesthetics of 18th-century English poetry.”
- The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.
- The learning outcomes include students defending their interpretation of the story with citations from the text.
- And others...
Possible Desired Results: Designing Instruction

- 1e Designing Coherent Instruction

**Critical Attributes**

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

**Possible Examples**

- The teacher reviews her learning activities with a reference to high-level “action verbs” and rewrites some of the activities to increase the challenge level.
- The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration.
- The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.
- The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.
- The fourth-grade math unit plan focuses on the key concepts for that level.
Possible Desired Results: Family Engagement

- 4c Communicating with Families

**Critical Attributes**
- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

**Possible Examples**
- The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.
- The teacher creates a monthly progress report, which is sent home for each student.
- The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.
- And others...
Possible Desired Results: Classroom Management

- 2c Managing Classroom Procedures

There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

**CRITICAL ATTRIBUTES**

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

**POSSIBLE EXAMPLES**

- In small-group work, students have established roles; they listen to one another, summarizing different views, etc.
- Students move directly between large- and small-group activities.
- Students get started on an activity while the teacher takes attendance.
- The teacher has an established timing device, such as counting down, to signal students to return to their desks.
- The teacher has an established attention signal, such as raising a hand or dimming the lights.
- One member of each small group collects materials for the table.
- There is an established color-coded system indicating where materials should be stored.
- Cleanup at the end of a lesson is fast and efficient.
- And others...
Possible Desired Results: Classroom Management

- 2d Managing Student Behavior

<table>
<thead>
<tr>
<th>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</th>
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<tbody>
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<td><strong>CRITICAL ATTRIBUTES</strong></td>
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<td>1. Standards of conduct appear to have been established and implemented successfully.</td>
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<td>2. Overall, student behavior is generally appropriate.</td>
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<td>3. The teacher frequently monitors student behavior.</td>
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<td>4. The teacher's response to student misbehavior is effective.</td>
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<td><strong>POSSIBLE EXAMPLES</strong></td>
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<tr>
<td>1. Upon a nonverbal signal from the teacher, students correct their behavior.</td>
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<tr>
<td>2. The teacher moves to every section of the classroom, keeping a close eye on student behavior.</td>
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<td>3. The teacher gives a student a “hard look,” and the student stops talking to his neighbor.</td>
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<td>4. And others...</td>
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Problem of Practice Flow Chart

Step 1: What evidence/examples lead me to believe there is a problem of practice?


Step 3: Identify your desired results. What would it look like in your classroom if this problem of practice did not exist or was overcome? (similar to what it would look like when a student has learned a standard)

Step 4: List possible evidence showing the problem of practice is solved. For example: anecdotal notes, notes from peer observer, video taping, or student work.

Step 5: What activities or strategies will you implement to solve the problem of practice?

Step 6: Reflect on the cycle and share your results with a trusted colleague or mentor.

Step 7: What are some possible reasons for this problem? Use the Danielson Framework to help you determine reasons for the problem.
## Resources!

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Contact us!

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We will be sending out a survey to follow up, We would love to hear your feedback!
Don’t forget...

• 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