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

Developing Culturally Responsive Early Teachers: Beginner to Board Certification

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NEA Leadership Competency: Leading Our Professions (LOP)

- NEA Leadership Competency progression level(s).
  - Level 1: Foundational
  - Level 2: Mobilizing & Powerbuilding
NEA Leadership Competency: Leading Our Professions (LOP)

• NEA Leadership Competency themes

  • Supports professional excellence and builds capacity for continual improvement and learning to ensure the success of all students (CT1)

  • Recognizes and promotes the association's role in improving the learning of all students (CT2)

  • Advocates for policies and strategies that positively impact our professions and the learning of all students (CT3)

  • Analyzes and applies research to determine the potential impact on our professions and the learning of all students (CT4)
NEA Strategic Goal and NEA Organizational Priority

- **NEA Strategic Goal:** building the capacity of the local, state, and national union to ensure the success of public education.

- **NEA Organizational Priorities:**
  - Early Career Educator
  - Racial Justice in Education
  - Supporting Professional Excellence
Introductions

- Jennifer Hlavka
- Doug Lea
- Casey Schurman
- Camille Washington
The Partnership

**NEA**
- Provided funding
- Grant Specialist provided resources, support, feedback, and mentoring throughout process
- edCommunities resources and networking
- NEA Leadership Summit attendance

**HCEA**
- Funding and support functions infrastructure
- Advocated for work of the grant with HCPSS & NEA
- Communicated with HCPSS leadership and celebrated accomplishments
- Member Leaders
- Bargained for NBC incentive structure
- Strengthened local and national association ties

**HCPSS**
- National Board Certification Support Program and NBCT leaders
- dedicated grant manager
- in-kind services (professional learning rooms, intranet Canvas Community)
The Need

- a disparity in engagement, via participation, between Black and Hispanic males compared to White males.
- Black and Hispanic male students received less attention/contact with the teacher.
- Black students were overrepresented in school-wide disciplinary data.
- Black and Hispanic students receiving lower academic (letter) and effort grades on their report cards.
Our Response

• A time for collaboration among educators (1.5 hours, twice per month, 12 sessions)

• Sessions designed around community, learning, and action

• Supporting teacher learning and growth

• Developing culturally responsive practices to increase engagement and belongingness among all students and student groups.
Design

1. Activate and Engage → 1. Build Community
2. Explore and Discover → 2. Concept Introduction
3. Organize and Integrate → 3. Commitment to Action

(Krownapple, 2016)

DESIGN FOR INDIVIDUAL SESSIONS AS WELL AS THE OVERALL PROGRAMMING
Content

1. Norming and Community
2. Defining Equity
3. Understanding Bias
4. Disparities in the classroom
5. Knowing the Learner
6. Teaching the Learner
7. Student Voice
8. Student Choice
9. Inquiry Based Learning

**Association 101 and National Board Information Session**
Outcomes

“I learned that who we are, we bring to work with us every day even though we might not realize that. We come into this professional setting, and out kids are doing the same thing. They’re bringing to use their best selves, and this is allowing us to think about that whole part of the emotional piece of learning.”
Outcomes

“I think for me it was the most valuable professional development that I’ve received in my school because I think it really touched us in a place that we don’t often go as professionals.”
Outcomes

“I think sometimes for our toughest kids, too, when they have that choice, it really makes them feel like part of the classroom community, and helps them to feel more included and then of course more engaged in their learning, too.”
Outcomes

“It helped me stop and think that it’s okay sometimes to just stop and think about what do my kids need right at this moment. And really think about them as people first and learners second, and that sometimes it’s okay to focus on what they need as people and then what they need as students.”
## Evaluation

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
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<tbody>
<tr>
<td>• strong sense of community</td>
<td>• more sessions</td>
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<tr>
<td>• results observed in teachers and students</td>
<td>• opportunity for more people</td>
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<tr>
<td>• time for reflection</td>
<td>• homework between the sessions</td>
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<tr>
<td>• ability to take things back and try them</td>
<td>• more tangible/teacher-developed materials created within the sessions</td>
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Next Steps

Year 2
- expand to middle school site
- continue pilot school into National Board Certification Phase 1

Year 3
- expand to high school site
- continue pilot school into National Board Certification Phase 2
- continue middle school into National Board Certification Phase 1
Initial Reflection

• What are your thoughts?

• What questions or comments do you have?

• How might this fit in your school or context?

• What barriers would impact implementation?

Use the organizer to do some initial planning for your version of implementation.
Community Circle

1. Say your name
2. If you were a superhero, what ONE superpower would you have and why?

Norms for our Circles

- One person speaks at a time (with the talking piece)
- The conversation always goes clockwise
- You can pass by saying pass or passing on the talking piece
Agenda

1. Community Circle
2. Setting Norms
3. Education Timeline
4. How Are the Children?
Setting Norms

What are norms?

Why do we need them?
Setting Norms

What are norms?

A norm is the accepted behavior that an individual is expected to conform to in a particular group, community, or culture.

Why do we need them?

These norms often serve a useful purpose and create the foundation of correct behaviors.

- Order (i.e., raising hand, bathroom pass)
- Respect (i.e., hands to self, kind words)
Let's Set Our Norms

Things to consider...

- Taking care of our needs (food, bathroom, etc.)
- Technology (computers and cell phones)
- Discussion/Conversation
Education Timeline

Should include…

● All of your schooling stages
● Feelings/Emojis over time

May include…

● Specific dates, events, or locations
● Pictures or words
Education Timeline

Questions to Consider:

- How is this the same/different as my timeline?
- Why might these events/emotions occurred when they did?

- *How would this be the same/different from what my students would create?*
Kassaerian Ingera?

Video Link: https://www.youtube.com/watch?v=dg_tlwk0Uww&feature=youtu.be

How are the children? - All the children are well.

What is your response to this video?

What if we did this as a nation, a district, a school? Would it change anything?

Can we respond, “All the children are well”? Why or why not?
Wrap Up

- Review of our norms
- Recap of education timelines
- Share “How are the children?”
Knowing the Learner

Make a list of things, that as teachers, we should know about our students.
Knowing the Learner

● Share our lists
● How do we get to know these things?
● Why are they important?
Knowing the Learner

With a partner or trio...

- Find (or create) an assessment or activity, appropriate for your age group, that would allow you to capture this information about EACH of your students.

Share our assessments/activities
Commitment for Action

Is this assessment something that you can do with your students before our next session?

Can we make that commitment to the group?
Questions / Comments

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Time to take the template/plan for how this would work in your district. What would you add/change?

- audience?
- timing?
- funding?
- something else?
Session Outcomes

Consider how you would use our learning today in your current position/role:

- By the end of this presentation, the learner will be able to identify the strengths and challenges of the PLC program.
- By the end of this presentation, the learner will be able to identify integral components of the program.
- By the end of this presentation, the learner will be able to have the knowledge and resources to implement this program in their locale.
Closing

• 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