Promoting Social Justice Through Innovative Teaching

Katie Sloan and Liz Quackenbush
COMPETENCY: Leading Our Professions
DOMAIN: Advocacy

• Level 1: Foundational and Level 2: Mobilizing & Power Building

• Supports professional excellence and builds capacity for continual improvement and learning to ensure the success of all students (CT1)
• Recognizes and promotes and 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)
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 Educators
  - Racial and Social Justice in Education
  - My School, My Voice
  - Supporting Professional Excellence
Alternative Learning Center

• When you think about an Alternative Learning Center, what comes to mind?
  • Who attends an ALC?
  • What kinds of educators teach at an ALC?
  • What is the school culture like at an ALC?
  • How would you describe the quality of instruction at an ALC?
  • Other thoughts?
The number of students attending school regularly

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>55</td>
<td>16.5%</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>3</td>
<td>0.9%</td>
</tr>
<tr>
<td>Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>4.5%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>69</td>
<td>20.7%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>White</td>
<td>175</td>
<td>52.6%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>15</td>
<td>4.5%</td>
</tr>
<tr>
<td>All students</td>
<td>333</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Consistent attendance count

Statewide: 786,577
Rochester Public School District: 15,502
Rochester Alternative Learning Ctr: 305
Rochester Alternative Learning Center (RALC)

**MISSION**

To support viable educational options for students who are experiencing difficulty in any educational system and are at risk of educational failure.

**VISION**

- Identify and remove barriers to ensure each student's educational success.
- Build a capacity for students to engage and Thrive as Solution Centered learners and citizens.
- Facilitate each student's acquisition of Essential Academic and 21st Century Skills.
- Empower all staff, students, families and partners to be active members of an Inclusive Community School.

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**PROGRAMS**

**EDUCATIONAL OPTIONS**
- Day School (Grades 9-12)
- Night School, Work Experience Program (Grades 10-12)
-APEX Recovery (Grades 5-8)

**SUCCESS LAB**
- Administrative Placement
- Extending Circumstances

**EARLY/MIDDLE COLLEGE PROGRAM**
- Partnership with ROLC
- FYEX offered at ALC

**TARGETED SERVICES**
- After School Programs
- RAP REACT, SSA
- Summer School Programs
- Elementary and Middle School

**CREDIT RECOVERY**
- High School Credits During the School Year
- High School Summer School

**TO BE IN ANY OF THESE PROGRAMS, A STUDENT MUST MEET AT LEAST ONE OF THE 9 HIGH SCHOOL GRADUATION REQUIREMENTS:**

- Performing substantially below grade level
- Behind in credits for graduation
- Pregnant or parenting
- Have experienced physical or sexual abuse
- Chemically dependent
- Have mental health problems
- Have been homeless recently
- Have withdrawn from school or been chronically truant, or
- Speak English as a second language or have limited English proficiency
Rochester Alternative Learning Center (RALC)

Who Teaches Here?

Percentage of experienced educators

Note: An experienced educator has more than three years of experience.

This school has 69.37% of students receiving free or reduced-price meals and is considered a high-poverty school.

<table>
<thead>
<tr>
<th></th>
<th>Experienced educators at Rochester Alternative Learning Ctr</th>
<th>Experienced educators in high-poverty schools statewide</th>
<th>Experienced educators in low-poverty schools statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent experienced</td>
<td>96.15%</td>
<td>79.49%</td>
<td>88.56%</td>
</tr>
<tr>
<td>Number experienced</td>
<td>25</td>
<td>9,303</td>
<td>17,423</td>
</tr>
</tbody>
</table>
Rochester Alternative Learning Center (RALC)

Can You Dig It?

School Culture
# 21st Century Skills

<table>
<thead>
<tr>
<th>Quality of Instruction</th>
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**Collection of Information**
- I can access various forms of information to answer my questions.
- I can identify my strengths and use them for the success of the whole group.
- I can apply strategies to comprehend information.
- I can organize information from multiple sources.
- I can evaluate the usefulness of sources.
- I can apply the information that I find and give credit to sources.

**Collaboration**
- I can actively participate in a group by listening, contributing to ideas, and sharing the work.
- I can step out of my comfort zone by taking on a variety of different roles, including assisting others in their roles.
- I can tolerate different viewpoints by keeping an open mind. I can mediate conflicts to reach a solution.
- I can contribute towards a plan, meet deadlines, and see the work to completion.

**Communication**
- I can express my ideas in an appropriate way, given my message and audience. I am aware of how my tone affects my message.
- I can be free of distractions while listening. I can listen to someone and know it doesn’t mean I have to agree with them.
- I can keep an open/not-threatening body posture.
- I can appropriately self-advocate.

**Creativity**
- I can generate ideas and possible solutions... and think outside of the box.
- I can be open to exploring multiple creative approaches.
- I can recognize strong and weak areas in my work habits, and through reflection, feedback, and problem-solving, work to improve them.
- I can recognize strong and weak areas in my products, and through reflection, feedback, and problem-solving, work to improve them.

**Critical Thinking**
- I can ask “wondering” questions.
- I can recognize strong and weak areas in my work habits, and through reflection, feedback, and problem-solving, work to improve them.
- I can evaluate evidence (and not believe everything I read or hear).
- I can use problem-solving skills in real world situations.

**Citizenship**
- I can show concern for and give respect to all people.
- I can maintain positive values in all situations.
- I can demonstrate sustained effort.
- I can display leadership.

**RALC: 21st Century Learning Expectations**
- I can be a contributing citizen of the world and leave a positive legacy.
Multiple Intelligences

• Online Strengths Finder
Multiple Intelligences

- Intrapersonal: understanding yourself, what you feel, and what you want
- Naturalist: understanding nature and organic processes
- Spatial: seeing and mapping the world in 3D
- Linguistic: a master of spoken and written language
- Musical: capacity to recognize, create, reproduce, and reflect on music
- Bodily-kinesthetic: using one's body in highly differentiated and skilled ways
- Interpersonal: communicating and reading people
- Logical-reasoning: skilled at deductive reasoning, detecting patterns, and logical thinking
• This will be a photo slideshow that will showcase evidence of multiple intelligences and highlight 21st Century Skills

• Participants will classify the learning involved and sort them into the skill categories
Bees better have my honey
Ya’ll better make it sweet enough
Bees better have my honey
I’ll sting you if you call my blood
Tell me how you want it

Black and Yellow (4x)

I put it down on the flower when I pollinate

Black and Yellow (4x)

Black stripe, yellow paint
I hear that they scared of us
But them keepers ain’t
And I got my honey in my stomach
Tummy rumbling
So I throw it up in the comb
So we can fan it with our wings

Black and Yellow (4x)
Take 2: GTI Alphabet Aerobics

This was inspired by Blackalicious Alphabet Aerobics
[https://www.youtube.com/watch?v=MvPnM2Q1nwU](https://www.youtube.com/watch?v=MvPnM2Q1nwU)

**Music Video Attempt #2**

A: Amazing adventure to the apple orchard
B: Bees buzzing by broccoli and brussel sprouts
C: Carrots n Cauliflower coming in all colors
D: Daily Digging in the Dirt making a difference.
E: Enjoying the environment with enthusiasm
F: Fertilizing food and always feeling fine
G: Growing greens--going goofy in the garden
H: Happy healthy hands harvesting hope
I: Investing ingredients leads to innovation
J: Jamming jars jelly is our job
K: Killing in the kitchen cooking up curly kale
L: Living the life, loving the landscape
M: Moving mulch
N: Nurturing nature, knowledge like a ninja
O: Optimistically operating
P: Plants produced from the pleasure we take from....
Q: Quietly curating quality in quantities
R: Raising relationships alongside radishes
S: Seeds sitting in soil soaking up sun
T: Truth be told...I tally my time...Just Diggin in the Dirt, heyyyyy (4x)
U: Utilizing skills of the youth
V: Vibing on my vegetables. vibrant, variety of vegetation.
W: Wishing for wonderful weather as weeds wither away
X: Exceeding expectations every day, just ...Daily diggin in the dirt, hey
Y: Why you yelling at my yummy yams
Z: We are zen with our zucchini.
Take 3: JoJo’s Fire...aka...

Our first attempt at recording

We spread the health; We spread the wealth—and we get it from the garden
We spread the health; We spread the wealth—and we get it from the garden.

Fruits and veggies—from the garden.
We GTI and we trying to tell you a little message. If you is strong well then must eat all your fruits and veggies.
I’m eating good all fruits & veggies just really blessed me. The beezy are coming I’m running so fast they couldn’t catch me. They won’t leave me alone. I think they tried to test me.
Come to the garden and take a look at what we investing. I’m making sure that I’m eating good so don’t even test me. Cause all the fat food will do to you is just leave you messy.

But we still movin. You ain’t ruinin, what we pursuin.
We all on top and we aint gon stop until we just do it. It’s not that hard just to eat yo veggies. Just get with the movement. Shouldn’t have any problems with veggies in yo food then.

Fruits and veggies are really good for your freakin health. I eat em every night just to better my freakin self. If you don’t eat em you cryin out for freakin help. Eating foods from the garden can’t imagine how I felt.
Eating carrots and cauliflower with every meal. Just taste it and break it and tell me how really feel. Just take some veggies from the garden, don’t have to steal. If you don’t like em alone, just put em in every meal.

Come to our garden and take a look at what we have to serve, ain’t from the garden well oh well I have to swerve. We picked a lot so just go ahead and just take a turn. Feel the tomatoes, they really red and just really firm. Even the onions will give you a little burn. They’re gonna freeze cuz the winter’s coming and that’s my concern. Come to the garden and take a look at what you can learn. Don’t go too far in the dirt cuz you might just find a worm.
Grow Too by The Green Thumb Initiative

• The Inspiration Behind Our Project
  • https://www.youtube.com/watch?v=PqgU3co4vcl

• Our Final Project
  https://www.youtube.com/watch?v=gYxY_qR_s8g&t=1s
1. What did you learn about your strengths and talents through the multiple intelligences activity?

2. How can you apply those special skills to your current assignment?

3. Which 21st Century Skill sets could be easily integrated into your content area?
Session Outcomes

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

• Outcome #1: Become familiar with an innovative program using project based learning and 21st Century Skills to decrease racial disparity by increasing food equality.

• Outcome #2: Identify personal strengths, interests, and talents that can be utilized to promote individualized learning.

• Outcome #3: Generate ways in which to inspire social change through food equality in the educational setting.
Closing (Last slide)

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile App! (Allow at least 5 minutes at the end of the session.)

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