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

Aspiring Educators: Leading the Profession Today!

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Leading Our Professions –

*Advocating for quality inside our professions, promoting our union’s role in advancing education transformation and student learning.*

- **NEA Leadership Competency Level:**
  - Level 1: Foundational and Level
  - Level 2: Mobilizing & Power Building

- **NEA Leadership Competency Themes:**
  - *Builds capacity for continual improvement and learning*
  - *Shows educational leadership and understands union’s role in student learning and leading our professions*
  - *Advocates for policies and strategies that positively impact our professions and student learning*
  - *Analyzes and applies research, policies and trends to determine potential impact on our professions and student learning*
NEA Strategic Goals and NEA Organizational Priorities:

- **NEA Strategic Goals**
  - 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;
  - securing a pro-public education environment for students, educators, and families;
  - 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
  - My School, My Voice
  - Supporting Professional Excellence
Session Outcomes

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

- **Outcome #1** – *Develop knowledge and skill to facilitate crucial conversations within Aspiring Educator chapters and beyond*
- **Outcome #2** – *Deepen knowledge of how to address issues of culture and race as a leader and within the classroom*
- **Outcome #3** – *Access varied resources to support ongoing leadership development and strengthening Aspiring Educator chapters*
What’s your greatest challenge – An Icebreaker

- Pair up, introduce yourselves to each other, then briefly discuss which is your biggest concern from this list:
  - Being successful on a performance assessment like edTPA.
  - Having adequate classroom experiences before completing your program
  - Meeting the needs of learners from different cultures and/or with special needs
  - Connecting with cooperating teacher, relationship building

- Be ready to vote for the discussion topic we’ll use for part 1 of our session
Part 1 – Engaging in Crucial Conversations

- Crucial Conversations address topics with the following three characteristics:
  Opposing Opinions ~ Strong Emotions ~ High Stakes
- Dialogue, seeing from varied viewpoints: essential for good decisions
- Engaging in positive communications practices
- Discussion Triads – a strategy to facilitate crucial conversations
Discussion
Triads—Just the Basics
Activity 1: Practicing Crucial Conversations

- In discussion triads, assign 3 roles (Possibility, Limitations, Process)
- Discussion, round 1
- Debriefing
- Switch roles
- Discussion, round 2
- Debriefing

- What did we learn? How might we use this?
Part 2 – Achieving Social Justice Through Education

- Possible topics to explore
  - Multicultural education
  - Education for social justice
  - Culturally responsive teaching and the brain
  - Access to a challenging curriculum
  - Grading practices to foster learning
  - Discipline and restorative practices

- What does each offer to us as educators?
  - Jigsaw activity
  - Reporting out to the group
Part 2 – Achieving Social Justice Through Education

Culturally Responsive Teaching

Multiculturalism in Education

Social Justice and Grading

Challenging Curriculum for All

From Discipline to Restoration

Social Justice in the Curriculum
Activity 2: Jigsaw Groups

Topics you can take ‘home’, use in a chapter meetings, professional development sessions, or as Aspiring Educator projects.

- Groups you can join:
  - Culturally Responsive Teaching and the Brain
  - Social Justice and Grading
  - From Discipline to Restorative Practices
  - Multiculturalism in Education
  - Access to a Challenging Curriculum for All
  - Social Justice Issues in the Curriculum

- Report to the entire group (6 presentations) – What did we learn?
- Discussion – How can we use this in our chapters?
Reporting Out: Culturally Responsive Teaching and the Brain
Reporting Out: Culturally Responsive Teaching

Culturally responsive teaching with the brain in mind:
- Addressing unconscious bias
- Academic Mindset
- Warm Demander
- A new repertoire for teaching
- A new culture in the classroom
- Non-cognitive factors
Resources: Culturally Responsive Teaching

- [Link](https://crtandthebrain.com/wp-content/uploads/Protocol-for-Checking-Unconscious-Bias.pdf)
- [Link](https://crtandthebrain.com/wp-content/uploads/Figure-7.1-Components-of-Academic-Mindset.jpg)
- [Link](https://crtandthebrain.com/wp-content/uploads/Figure-6.2_Warm-Demander-T-Chart.jpg)
- [Link](https://crtandthebrain.com/wp-content/uploads/Ready4rigor_Academic_Mindset_Cycle.jpg)
- [Link](https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf)
Reporting Out: Grades and Social Justice

Gradebook graphic from Creative Commons: https://creativecommons.org/licenses/by/2.0/
Reporting Out: Grades and social justice

- No second chance to demonstrate mastery? “You must think I’m not smart enough to succeed.”

- Musicians take as long as needed to master a difficult piece of music... but even if they work on it longer than another artist, they still get “full credit” for their performances.

- Numerous studies: Punishment and rewards BOTH decrease productivity and creativity

- Greatest motivation: autonomy, intrinsic sense of purpose, personal sense of mastery
Resources: Grades and Social Justice

- Daniel Pink summary for classrooms (video):
  https://www.youtube.com/watch?v=_BmHdTC36N4

- Psychology Today on student motivation and grades:

- The case for eliminating letter grades:

- Implicit bias in grading (and other things) from American Federation of Teachers
  https://www.aft.org/ae/winter2015-2016/staats

- Freakonomics Radio episode: Where Does Creativity Come From (and Why Do Schools Kill It Off)?
  http://freakonomics.com/podcast/creativity-2/
Reporting Out: From Discipline to Restoration
Reporting Out: From Discipline to Restoration

- Inequitable use of punishment, suspension, and expulsion.
- Zero tolerance versus understanding each individual’s story.
- Restorative Practices for reconciliation and healing.
- Community schools and changing the culture of education.
- How must we grow as educators?
Resources: From Discipline to Restoration

- View second part of this NEA video (start at 2:40): https://www.youtube.com/watch?v=8HN_zW4SwYY
- An elementary example of Tier 1 use of Restorative Justice circles: https://www.youtube.com/watch?v=qTr4v0eYigM
  And also a Tier 1 high school example: https://www.youtube.com/watch?v=RdKhcQrLD1w
- A high school example of how students experience “The Zone” from Nashville and use of Restorative practices. Video: https://www.youtube.com/watch?v=1-RZYSTJAAo
- A powerful example of re-entry (Tier 3) from Oakland, CA Video: https://www.youtube.com/watch?v=uSJ2GPiptvc Overcoming implicit bias, The Root of Discipline Disparities... http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/The-Root-of-Discipline-Disparities.aspx
- NEA’s toolkit on Community Schools explains positive behavioral practices (pp 58-79) http://www.nea.org/assets/docs/Comm%20Schools%20ToolKit-final%20digi-web-72617.pdf
Resources: From Discipline to Restoration

- October 2012 issue of Educational Leadership discusses strategies for working with a range of students who challenge us
- Books: Circle Forward, Heart of Hope, Circle Square, Creating Restorative School
Reporting Out: Multiculturalism in the Classroom

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Reporting Out: Multiculturalism in the Classroom

- TED Talk: Making multicultural curriculum engaging, strategic
- Library: a starting places to move toward multicultural learning
- Social-Emotional-Learning: a natural bridge to multicultural understanding
- Graphic creative commons license: https://creativecommons.org/licenses/by-sa/3.0/deed.en
Resources: Multiculturalism in the Classroom

- TED Talk: [https://www.youtube.com/watch?v=U5rKgDOs33U](https://www.youtube.com/watch?v=U5rKgDOs33U) (0:00 to 6:45)
- [https://www.edutopia.org/article/creating-diverse-classroom-library](https://www.edutopia.org/article/creating-diverse-classroom-library)
Reporting Out: Challenging Curriculum for All
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Culturally responsive teaching with the brain in mind:
- Addressing unconscious bias
- Academic Mindset
- Warm Demander
- A new repertoire for teaching
- A new culture in the classroom
- Non-cognitive factors
Resources: Challenging Curriculum for All

- https://crtandthebrain.com/wp-content/uploads/Figure-7.1-Components-of-Academic-Mindset.jpg
- https://crtandthebrain.com/wp-content/uploads/Figure-6.2_Warm-Demander-T-Chart.jpg
Reporting Out: Social Justice in the Curriculum

https://www.flickr.com/photos/rikkis_refuge/16400696138
Reporting Out: Social Justice in the Curriculum

- NEA resources, historical involvement
- Teacher-led school – NEA affiliate (Social Justice Humanitas High School)
- Add relevance to curriculum
- Some topics difficult to facilitate, some communities may object
- Consider opportune places in the curriculum
- Social Justice graphic: https://www.flickr.com/photos/rikkis_refuge/16400696138
Reporting out: Social Justice in the Curriculum

- NEA presents relevant Social Justice issues confronting education
- NOTE: not everyone will agree with your position on social justice issues
- One NEA local has embraced social justice in a teacher led school! [http://www.sjhumanitas.org/](http://www.sjhumanitas.org/)
- Ten tips for integrating social justice issues @ “The Teachers Academy”
- California example of state-specific social justice in the classroom ideas [https://www.cultofpedagogy.com/social-justice-resources/](https://www.cultofpedagogy.com/social-justice-resources/)
- And some web resources have long been dedicated to making social justice a theme for supporting educators... [https://www.civilrightsteaching.org/](https://www.civilrightsteaching.org/)
Resources: Social justice in the curriculum

- [https://neaedjustice.org/social-justice-issues/](https://neaedjustice.org/social-justice-issues/)
- [https://education.cu-portland.edu/blog/classroom-resources/teaching-social-justice/](https://education.cu-portland.edu/blog/classroom-resources/teaching-social-justice/)
- [https://www.cultofpedagogy.com/social-justice-resources/](https://www.cultofpedagogy.com/social-justice-resources/)
- [https://www.civilrightsteaching.org/](https://www.civilrightsteaching.org/)
Part 3 – Additional Resources We Can Use

- Aspiring Educator communication channels
  - Facebook page
  - Webinars for leaders, for members

- Micro-credentials that may be useful
  - You don’t have to enroll to use the content
  - How about exploring a topic as a study group?
Session Outcomes

Review – Consider how the content from this session might be used in the following ways in your current position/role:

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The Last Word

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

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