AN INTEGRATED APPROACH TO SUSTAINING STUDENT ACHIEVEMENT

PRESENTER NAME
LEADING OUR PROFESSION COMPETENCY

• Builds capacity for continual improvement and learning (CT1)
• Shows educational leadership and understands union's role in student learning and leading our professions (CT2)
• Advocates for policies and strategies that positively impact our professions and student learning (CT3)
• Analyzes and applies research, policies and trends to determine potential impact on our professions and student learning (CT4)
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  
  • create an Action Plan (30-60 and/or 90-day plan) outlining strategies to implement or recommend for sustaining student achievement
  • peruse recommended resources on sustaining student achievement
  • critique (by discussion) data and recommendations on sustaining student achievement
  • assess the importance of this tri-fold approach to sustain student achievement
  • list NEA research documents referenced in this session
THE 21ST CENTURY CLASSROOM

It focuses on the following:

• Global awareness
• Financial, economic, and business literacy
• Civic literacy
A LOOK AT INSTRUCTION

21st Century Skills

THE 4 C’S

• Critical Thinking
• Communication
• Collaboration
• Creativity

NEA – Preparing 21st Century Students for a Global Society – An Educator’s Guide to the “Four Cs”
Critical Thinking

▶ Use Systems Thinking
▶ How parts of the whole interact with each other

▶ Make Judgments & Decisions
  ▶ Analyze & Evaluate
  ▶ Synthesize
  ▶ Interpret & Reflect

▶ Solve Problems
  ▶ Ask questions to lead to better solutions
Ways to Integrate Critical Thinking
Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

**Novice Range**

EXAMPLE: Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.

EXAMPLE: With the job title omitted, students read various job/career ads and then match the appropriate job title to the ad. Students are divided into groups. Each group is asked to investigate 3-5 different career/job sites and identify the jobs and careers that are in high demand in a particular city, region, or country. Students present their findings to the class.

EXAMPLE: Using a word cloud generator, present students with a graphic visualization of a text (poem, song, rhyme, fable) and have them predict (whole class, groups or pairs) the main theme, idea or key concepts.

**Intermediate Range**

EXAMPLE: Students explore an environmental issue in a target language country with a group of peers from that country. Together they propose solutions that are environmentally safe.

EXAMPLE: Students examine a variety of resumes from Internet sites. They then identify possible jobs/careers that the resume writer(s) might seek. Using an Internet resume site, students complete a template for a job/career they might have at some time in the future, and write a cover letter in which they "apply for" a prospective job. Students organize a class job/career fair, alternately playing the roles of interviewer and interviewee.

**Advanced Range**

EXAMPLE: Students investigate an immigration issue in the US and a target-language country, analyze and synthesize the information, and propose a solution in the form of a letter to the editor.
Reflections on Communication

- How do we model for students?
- How can we emphasize communication skills?
- How can students be encouraged to give oral presentations to community audiences?
Communication

• Communicate Clearly
  – Articulate thoughts and ideas effectively – variety of forms and context
  – Listen effectively to decipher meaning
  – Use communication for a range of purposes
  – Use multiple media and technologies
  – Communicate effectively – multilingual and multicultural

• Communication & Collaboration
Ways to Integrate Communication
Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).
- Communicate effectively in diverse multi-lingual environments.

### Novice Range

**OUTCOME:** Students in the novice range are able to comprehend and use short memorized phrases and sentences.

This proficiency level reflects the beginning stages of language learning which could be at the elementary, middle, or high school levels.

**EXAMPLE:** Students listen to authentic audio clips featuring native speakers describing an event and can match the oral description to a picture, or put pictures in the order of the sequence of events as described.

**EXAMPLE:** Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.

**EXAMPLE:** Students interview family members to find out the ingredients in their favorite recipes. They make a list of the ingredients and then compile a book of popular recipes in the target language.

**EXAMPLE:** Students browse the website of a current popular magazine in a target language country. They identify the emotions of the people in the photo based on their interpretation of visual and linguistic cues and then discuss their findings with their classmates.

### Intermediate Range

**OUTCOME:** Students in the intermediate range are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.

Students reach this proficiency range generally after 4-5 years in a language program depending on its intensity.

**EXAMPLE:** Students prepare an electronic infobrief in the target language that provides information about daily life in the United States to prepare for a visit from an e-pal from the target language country.

**EXAMPLE:** Students work in groups to research local restaurants and produce restaurant reviews in the target language. They map the restaurants on internet maps and give directions to the restaurants in the language.

**EXAMPLE:** As part of a unit on community development, students communicate with a Peace Corps volunteer, community activist, or local leader who is fluent in the target language and has field work experience. Students exchange information as it relates to the work/projects being undertaken in that country or locally. Areas of focus may include: agriculture, business, education, health, and the environment.

**EXAMPLE:** In a simulated training exercise, students will role-play scenarios between airline passengers and flight attendants on a flight to a target language country. Possible scenarios include: passengers who (a) are concerned about missing their connecting flight (b) have food allergies or (c) are becoming ill.

### Advanced Range

**OUTCOME:** Students in the advanced range are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.

Students generally reach this proficiency range after participating in a well-articulated standards-based K-12 language program.

**EXAMPLE:** Students write a short email describing their school’s technology, its use in class, and appropriate-use guidelines. They ask students of a teacher in a target language country to describe the same at their school, and then discuss the similarities and differences.
Collaboration

• Collaborate with Others
  – Ability to work effectively & respectfully with diverse teams
  – Exercise flexibility & willingness to be helpful – make necessary compromises to meet common goal
  – Assume shared responsibility for collaborative work & value individual contributions
Ways to Integrate Collaboration
Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Demonstrating the ability to work effectively with diverse teams
- Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assuming shared responsibility for collaborative work

**Novice Range**

EXAMPLE: Students team with another class in a target language country to identify and compare endangered species in both countries, and collaborate to produce a multi-media informational presentation for their peers using basic information in the target language.

**Intermediate Range**

EXAMPLE: Students work in teams of classmates or team with another class in a target language country to research and analyze costs for a summer study abroad program in a variety of possible destinations in one or more target language countries. Students share responsibility for looking up certain information, exchange information, and complete a cost-benefit analysis to decide the best place to study based on the available budget.

**Advanced Range**

EXAMPLE: In small groups, students design a product and develop a marketing campaign for this product to sell it to consumers in a target country. Students present their marketing campaigns to students in the target language country via target language media outlets.

EXAMPLE: During career week at school, students research job ads in the target language on Internet databases (or in print media) to locate jobs in which they are interested. They choose one each and prepare themselves for an interview by writing a resume and cover letter and submitting it to classmates. Students are placed into small groups (interview teams) and must review the documents of prospective applicants. Candidates participate in an oral interview in a panel format. Panelists prepare questions for their colleagues and the interviewees must explain their skills and why they should get the job. Students "rate" candidates on a rubric that they have designed as a team.
Reflections on Collaboration

- How do we model for students?
- How can we create a learning environment?
- How can we provide students opportunities to work in diverse teams?
Creativity

• Think Creatively
  – Brainstorming, new ideas, elaborate, refine, analyze, and evaluate

• Work Creatively with Others
  – Develop, be open, originality & inventiveness, view failure as opportunity to learn

• Implement Innovation
  – Act on creative ideas
Ways to Integrate Creativity
Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

### Novice Range

**EXAMPLE:** Students create a song to help others learn about endangered species in a target language country.

**EXAMPLE:** Students identify and select images of importance to them from a service learning situation. They brainstorm with their peers to produce a list of words and phrases that they associate with the image. They then share the image with others from different target cultures asking them to identify words and phrases they associate with the images. They create a multimedia presentation that captures what they and others have shared in an effort to convince others to engage in volunteer work.

**EXAMPLE:** Students browse online recipes from target language sites and work in pairs to change ingredients to a healthier alternative, which they present to the class.

### Intermediate Range

**EXAMPLE:** Students create raps and/or poems reflecting a perspective, such as a "coming of age" event in the target culture and compare this with the "coming of age" process in the U.S. such as getting a driver's license or the right to vote. These examples are then shared with peers in the target culture who have completed a similar project and the results are shared on a social media website with comments in the target language.

**EXAMPLE:** Students work in groups to identify different volunteer vacation opportunities around the world. They connect via technology with target language speakers who work with these projects to learn more and to find out what a typical day is like when working on a volunteer project. They create a multimedia presentation to share with others on the importance of the work that is being done.

**EXAMPLE:** Students rework a familiar story, such as Goldilocks and the Three Bears so that it takes place in a target language culture and incorporates elements of the target culture. Students then retell the story with visuals using narrated presentation or other software. Students share and discuss stories with e-pals.

### Advanced Range

**EXAMPLE:** Students design a unique game (board game or video game) that explores multiple alternative scenarios, to introduce gamers to a global issue.

**EXAMPLE:** Students investigate alternative energy projects in a target language country (ex: Solar Decathlon Europe) and use ideas gleaned from their investigation to design and explain an original design of an electric car, solar house, or renewable-energy alternative specific to their school. Students vote on the best use of renewable energy and defend their choice in an alternative energy publication.

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21st Century Skills Maps
Reflections on Creativity

- How do we model for students?
- How can we create a learning environment to encourage creativity?
- How can we incorporate more creativity into our practice?
Reflection

• How do we **prepare** our students for the challenges of 21st Century citizenship?

• How can we become **intentional & purposeful** about the “Four Cs”?

• How can we work **collaboratively** to improve their students performance of the “Four Cs”?
Conclusion

- If 21st century education is ever going to make a difference – teachers must have the support for their classrooms.

- The Four Cs are not new – basis of great teaching and what we aspire for our students.

- Every child needs these skills to be effective citizens.

- Teachers and Support Professionals play a huge role to ensure our students success.
WEB REFERENCES


• Questions
• Answers
• Comments
EFFECTIVE SCHOOL DISCIPLINE PRACTICES TO SUSTAIN STUDENT ACHIEVEMENT

Daryl Gates
NEA IDEA Cadre
dlglar@hotmail.com
• Special thanks to Mr. Ron Benner, NEA IDEA Cadre member, NEA-CEEC board member and NASP member for his research.
Defining “Effective Discipline”

• Viewed within the context of a learning opportunity
• Seeks to teach & reinforce positive behaviors
• Is clear consistent & equitably applied to all students
• Employs culturally competent practices
Discipline Definition -Continued

• Safeguards the well-being of all students & staff
• Keeps students in school & out of the juvenile justice system
• Incorporates family involvement

National Association of School Psychologists
Key Points about Effective Discipline

• Ignores use of zero tolerance policies
• Employs the evidenced-based approach, PBS which operates within a MTSS framework
• Is accompanied by school safety and positive school climate as components of a successful school
Key Points-cont’d

• Must be far and consistent
• Best when supported by school-based mental health services
• Slows suspension expulsion & office disciplinary referrals
• Research shows that children of color bear even more of the burden on suspensions and expulsions.
Key Points—continued

• Shows that increasing suspensions- & expulsions don’t improve student behavior or guarantee safety (American Psychological Assoc’n)

• Points to use of juvenile justice reform practices & avoidance of contributing to the cradle-to-prison pipeline.
A Word about the Classroom

• Note Dr. Joy Orange’s 44 Classroom Mistakes.
• If it doesn’t go right in the classroom, the school, district and the state know.
• [Www.nea.org/classmanagement](http://www.nea.org/classmanagement)
• [http://www.educationworld.com/a_lesson/lesson/lesson274.shtml](http://www.educationworld.com/a_lesson/lesson/lesson274.shtml)
• [http://para.unl.edu/para/Organization/lesson4.html](http://para.unl.edu/para/Organization/lesson4.html)
Ensuring Effective School Discipline through Legislation

Supporting policies that do the following:
- Provide training for all school personnel
- Promote a shift to more effective positive discipline
- Ensure access to specialized instructional support personnel
Legislation-cont’d

- Ensure safe supportive conditions for learning
- Provide comprehensive & coordinated learning supports for SEL positive behavior & academic achievement
Aspects of Safe, Supportive Conditions for Learning

• SEL
• School Climate & bonding to school
• PBS
• Requirement for qualified personnel to provide student support services
Barriers to Safe, Supportive Conditions for Learning

- Violent crime
- Bullying (Note-www.nea.org/bullyfree)
- Sexual assault and harassment
- Student perceptions of school safety
Recommended Resources

- www.fixschooldiscipline.org
- http://www.ncte.org/library_files/
- http://teachers.net/wong/
EFFECTIVE USE OF SCHOOL DATA TO SUSTAIN ACADEMIC ACHIEVEMENT

Fred Pinkney, EDD
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Grambling State University
College of Education
School Data Leader’s Challenge

“Take the abundance of school data generated each year and turn it into information that can lead to improvements in educational practice.”

J. C. Wayman, The University of Texas
Recommended Data Process Model

- Collect.
- Analyze.
- Interpret.
- Use appropriate actions.
- Monitor results.
Gleanings from the Research

• The principal is the instructional leader and a knowledgeable data leader in the school.
• There should be a well-trained Data Team.
• The school staff must be well-trained in data usage.
• School staff, students & parents must have ongoing & meaningful discussions about data.
Gleanings-continued

• Student accountability for their work (data) is crucial. Their involvement should be frequent and suggestions/support for improvement readily available.

• There should be a clear “vision for data usage” from the district and school-shared with everyone involved in the child’s education & accountable for the school’s progress.
The school must ensure that its data work aligns with district’s goals for data usage.

Schools should use at least a 3-week assessment cycle.

Use of appropriate tools & templates is required for sustaining student achievement.

Teacher collaboration is a major component—collaboration among themselves, with the principal, school’s data team and district data teams.

Excerpted from What Works Clearinghouse and www.nasp.org
Gleanings-cont’d

• Early intervention aligned with set goals and “beginning with the end in mind” are mandatory for sustaining success.
• Only the data relevant to academic success should be mined-no loss time on “mining”.
• Leaders must make instructional changes, as needed & ASAP.
Gleanings-continued

• The lack of job-embedded PD is a sure sign of regression. (Note PD standards from Learning Forward.)
• Teachers must be skilled in use of evidence-based best practices involving instructional strategies.
Gleanings-continued

• The expression “data-driven decision making” (D3M) should be a common one for schools on the road to sustaining academic achievement.
References

www.nasp.org
www.naesp.org
www.learningforward.org
www.dallasisd.org
References-cont’d

Noteworthy School Site Profiles
Thompson Elementary School (TX)
MacArthur Ninth-Grade School (TX)
River Ridge Elementary School (KY)
Middle School (TX)
Jacob Hiatt Magnet School School (MA)
Questions & Answers
SESSION SUMMARY

This session offers school personnel the opportunity to focus on three areas that can sustain student achievement-data usage, effective discipline practices & the use of 21st century skills in classroom instruction. NEA research documents will be highlighted, in addition to other research. Participants will interact-asking questions, offering comments/suggestions, giving recommendations, etc.
PARTICIPANTS’ CHALLENGES

• What’s your opinion of NEA documents referenced in today’s session?
• Discuss the Action Plan that you created. What will you use (or recommend), when you return to your job site?
• Share your greatest “takeaway” from today’s session.
• What’s your opinion of this tri-fold session to approach the sustaining of student achievement?
Thank you for your attention and participation. 😊
Please complete the evaluation for this breakout session!