



JUNE 7-9 // HOUSTON, TX

# CONVENTION

AND PROFESSIONAL ISSUES CONFERENCE

## Texas AFT Professional Issues Conference

**Saturday, June 8, 2019**

ALL courses listed will provide CPE professional development credit.

### **WORKSHOP SESSION 1: (10:15 a.m. - 12:00 p.m.)**

#### **Critical Pedagogy and Social Justice Unionism**

*Luke Amphlett, Educator, San Antonio ISD*

This session will connect classroom practice to social justice struggles in our schools and beyond, detailing the work of San Antonio educators to transform the focus of their local from professional and industrial unionism, to social justice unionism. The session will call on educators to (re)connect with the idea of public pedagogy — of teaching beyond the classroom — and to situate themselves as teachers in the unfolding social justice struggles taking place across the country. (1) Overview of work of San Antonio Alliance educators over the last three years. (2) In the classroom — authentic caring and Culturally Relevant Pedagogy. (3) Teachers' role in modeling active, engaged citizenship and leadership for social justice for our students - teaching through our actions. (4) Reimagining teacher unionism for the common good (at your local). Participants will be asked to engage in small group conversations about the ways in which the work of their locals may be reimagined to fit with the framework presented, and to develop lesson topics for the classroom that address major issues facing the communities in which they work.

#### **Wholly Embrace Google Classroom**

*Joel Brown, Educator, Northside ISD*

Google Classroom and the G Suite software (Docs, Forms, and Sheets) are used to give participants a students' perspective of the program, and the "work-behind-the-scenes" hands on implementation of Google Classroom. Participants must have a gmail account; we can assist in creating one if needed. Objectives: (1) Create a classroom and invite students. (2) Create assignments and how to assign activities/assessments for special population students. (3) The use and application of assessment results to plan and adapt instructions that addresses students' strengths, needs and weaknesses. Participants will: (A) learn how to create a Classroom and how to invite students. (B) Take an assessment in the role of a student. (C) Use Google Forms to create assessments. (D) Use Google Docs to create rubrics and handouts.

#### **Interactive Notebooks, Graphic Organizers, Foldables and Students' Learning**

*Maria Barraza, Educator, Galena Park ISD*

Teachers, are you concern on how to engage and increase learning in your classroom? Are you worried that your regular, LEP and special population students are struggling with the content? Do you want to increase test scores? Come join me explore foldables, graphic organizers and interactive notebooks. They will help all students internalize the information been learned and assist in simplifying complex content as well as increase students' creativity and note-taking strategies. They are fun and inexpensive tools. We will work with foldables that cover complex chemistry concepts, such as nuclear chemistry, mole concept and stoichiometry and much more.

#### **Social, Emotional and Academic Development**

*Rebekah Ozuna, Educator, San Antonio ISD*

Objective: Participants will learn the new research for combining social and emotional learning with academic skills. Content and research from Aspen Institute- SEAD Commission and includes brain development and how human behavior theories relate to students in pre K-12.

## **Leveraging Tech Tools**

**Jane Lee Rhodes, Educator, Corpus Christi ISD**

Learn how to leverage common tech tools to maximize student engagement, learning, and achievement. Become a master at using free online resources that work for all content and grade levels with tips and tricks from two National Board Certified and Certified BrainPop educators. Does your administration want to see students effectively using technology in the classroom? Let us show you how!

## **Exploring Unconscious Bias**

**Katie Donlevie, Senior Manager, First Book**

This workshop is all about self-reflection. The truth is that we all have unconscious bias, and whether our decisions and actions are consciously or unconsciously informed, the impact on our students is the same. In this workshop, participants will have the opportunity to become aware of your unconscious biases with a confidential self-assessment; explore your own personal experiences and how they may have informed your views; and learn specific, actionable strategies that you can apply in your day to day work. Bring a laptop or smart phone and prepare to grow. Presented and explored in a safe environment with your friends from First Book, you will walk away with greater understanding of how biases develop, and key actions you can take to overcome them — all to further benefit the students you serve.

## **WORKSHOP SESSION 2: (2:00 p.m. - 3:45 p.m.)**

### **Equity in ESSA: Teachers Advocating to Lead Great Change**

**Raechel Broussard, Dean of Instruction, Sheldon ISD**

DTEC-TAG (Teachers Advocating to Lead Great Change) is an initiative that builds upon the teacher advocacy component of the Delta Teacher Efficacy Campaign (DTEC) that is purposed to coach educators in the area of advocacy and the Every Student Succeeds Act (ESSA) which replaced No Child Left Behind (NCLB). The objectives of the program is to have stakeholders understand that the implementation of ESSA, based on state approved plans, can be highly equitable for our students only if educators and those who support education do the following: (1) Understand the impact that leadership and advocacy has on implementing ESSA. (2) Evaluate how the State of Texas plan will impact students and what stakeholders can do to ensure the equitable implementation of that plan.

### **Incorporating Music and Movement in the Elementary Education Classroom**

**Natasha Thurmon, Educator, Northside ISD**

Elementary educators see their children all day, and are responsible for multiple subjects, as well as multiple ways to present information that will keep students engaged and on task. This can become a challenging endeavor for some, and coming up with more and more ideas can be exhausting. Music and movement can be used in myriad ways to help children learn. In this session, participants will learn what is developmentally appropriate for elementary aged students and how to use this information to help students to learn well. Participants will be given sample materials of songs, movement, and dances that can be used in their classroom. Additionally, participants will learn how to “think musically” and seek opportunities in their lessons to add music and movement to enhance student learning. Popular folk songs will serve as the model of content that will springboard into other melodies and movements. Participants will sing and move in the roles of both learner and facilitator, and practice composing and creating their own materials.

### **Dyslexia and Dysgraphia 101 for Teachers**

**Carol Villareal, Educator, Northside ISD**

The objective of the presentation will be for teachers to understand the laws behind dyslexia and what they can do as teachers in the classroom to help students with dyslexia and dysgraphia. Participants will review updates on dyslexia and the workshop will provide helpful strategies when working with dyslexics in the classroom. Participants will engage in a few simulations that will help them understand how dyslexic and dysgraphic students feel in class when having to do reading and writing tasks.

### **LGBTQ: Understanding and Allyship**

**Lorraine Schroeder, Director, University of Houston**

The objective of this workshop is to increase participants' understanding of the identities and experiences of the LGBTQ community. The content includes information about proper terms and inclusive language, transgender identities and the gender spectrum, coming out and common experiences of rejection, respecting pronouns including gender neutral pronouns, and responding to homophobic and transphobic remarks in an educational manner. The participants will be engaged through lecture, videos, experiential activities, small group discussions, and small group practice.

## **The Game Factor**

***Elizabeth Hutchins, Fort Bend ISD***

Would you consider using games as an instructional tool? Research says that you should. Fun is in store for teachers and students through this module, which examines the research, different types of games, and how they can be used to enhance content instruction for students in today's diverse classrooms. (Note: We are not talking about games such as "Family Feud" and "Jeopardy," although they do support retention.)

## **United Against Human Trafficking Educator and School Officials Training**

***Sarah Koransky, Education Specialist, UAHT***

Most schools are equipped to handle various security issues, however human trafficking is an emerging, and often unrecognized threat in our schools. This training is designed to meet this new challenge by proactively preparing educators and school personnel to address this issue. Education professionals are key stakeholders in identifying youth victims of human trafficking. This training will outline: (1) the realities of human trafficking as it pertains to children; (2) portrays the methods that traffickers use to control their victims; (3) identifies vulnerabilities students may have that could increase their risk of being lured into a trafficking situation; (4) instructs how to identify a potential trafficking victim; (5) illustrates the importance of a school-wide response; and (6) provide direct contacts for reporting tips and requesting assistance with potential victims.

## **WORKSHOP SESSION 3: (4:00 p.m. - 5:45 p.m.)**

### **Teaching Strategies for ELL's, FIE as easy as A,B,C's and 1,2, and 3!**

***Nina Marie Lopez, Educator, Corpus Christi ISD***

Objectives: Through research and theory, this workshop will use cognitive psychology, strong rigor, and focused strategies; Through research and twelve-year practice — utilizing blooms taxonomy — build and intrinsic learning environmental; Reflections of learning to bridge common practices and prominent classroom instruction; Building Bridges of Acceptance and Inclusion through Bilingual Education theory... A, B, C's and 1, 2, and 3! Content: Linking academic knowledge to level of competence through research and theory: building an intrinsic learning environment; Alliteration and intonation, better understanding of reading, communication through formation, and foundation of learning, speech, and Strategic specificity. How Participants will be engaged during the Workshop; Connect the strategies that facilitate student instruction using visuals and hand-out; Participate in step-by-step facilitating model (explanation and modeling) for "friendly use." We will explore the LMC strategies target teaching initiating in Pre-K through elementary grades. Understand the acceptance of the basics and inclusion in (social justice) learning: every moment! Bridging positive and commitment to everyone as the uniqueness of their "being" and believe in their existence.

### **CRESTED- Building a Shield for Teachers of Students of Color**

***Shareefah Mason, Educator, Dallas ISD***

Diverse teacher groups will learn about strategies necessary to successfully build relationships with and educate students of color. There will be interactive activities that drive the meaningful work to support teachers in their learning.

### **Trauma-Informed Schools**

***Zahra Asadi and Rita Runnels, Educators, Cy Fair ISD***

This course has 7 modules which will be presented in two sessions: Session 1 "Adversity and Resiliency ", and Session 2 " Supporting Grieving Students." The modules will cover the following objectives: (1) Explain causes stress and its impact on body. (2) Understand trauma and its causes. (3) Evaluate Adverse Childhood Experiences (ACEs) and the impact of learning. (4) Explain how stress can turn toxic or traumatic? (5) Explain the biochemical and behavioral manifestation of stress response. (6) Explain diverse stress management approaches and emotional response to stress and their positive contribution to teaching, learning and wellness. (7) Identify signs of traumatic stress response and risk of post-traumatic stress disorder. (8) Explain the concept of resilience, including its biochemical and behavioral manifestations. (9) Use diverse strategies to promote wellness and healing among trauma-impacted people. (10) Coach others to use diverse strategies to promote wellness and healing among trauma-impacted people.

### **Project Based Learning Is More Than A Poster**

***Sharon Kay Snowton, Educator, Cedar Hill ISD***

A successful classroom that works with students of different learning modalities and styles requires implementation of Project Based Learning. Project Based Learning or PBLs allows our students, all our students including second language learners, to excel in content and engage during classroom learning. This workshop helps the students build and scaffold their learning with the different learning styles while connecting to real life learning.

## **21st Century Classroom**

*Natalie Vital, Educator, Sheldon ISD*

Participants will learn how to integrate 21st century learning strategies and best practices into their every day classroom. Attendees will learn how to implement Project Based learning and be informed about how to transition their core class to a STEM core class, specifically English Language Arts.

## **A Dialogue on College Readiness**

*David Albert, Adjunct Professor, Austin Community College*

The goal of this presentation is to provide an opportunity for high school teachers and college faculty to discuss what high school students need to be prepared to move on to the next level particularly when moving on to Community College. One focus will be on how to prepare students for the critical thinking challenges at the college level.

Unfortunately, state of Texas mostly gears its students towards passing standardized tests rather than preparing students for the challenges needed to move on in to higher education. The plan is to lay out some of the basic skills and research on the skills students need for success and try to find ways to begin to build cooperation between higher education and public education professionals on shared goals and experiences. From there, the workshop can really move into a broader discussion and dialogue among professionals on how we can work together to best serve our students - particularly first-generation students.



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**REGISTER TODAY!  
WORKSHOPS WILL FILL UP QUICKLY.**

**Online registration is now open.**

Full convention details may be found online at  
[www.texasaft.org/convention2019](http://www.texasaft.org/convention2019).

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