



New Educator Guide

Your Advocate. Your Partner. *Your OEA.*

**We're working together
to provide a quality public
education to every student,
regardless of zip code.**

Every student has a basic right to a great public education. That's why your Association is about more than salary and benefits. It's about creating schools and supporting the educators who are growing tomorrow's inventors, thinkers, artists, and leaders.


OHIO EDUCATION ASSOCIATION
**Public Education
MATTERS**
the heart of it all

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OEA

OHIO EDUCATION ASSOCIATION

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Welcome to OEA (Pages 5-11)

Who We Are	5
OEA Core Values	6
OEA Career Continuum	7
ONE (Ohio's New Educators)	8
Aspiring Educators	9
Value of Membership	10
Membership Benefits	11

Getting Started (Pages 12 – 15)

14 Ways to Beat Your First Day Jitters	12
Questions to Ask During the First Days of School	13
First Day Activities	14
Surviving and Thriving/Bulletin Boards	15

Classroom Management (Pages 16 – 29)

Classroom Management Tips	16-17
Homework Tips	18
Effective Questioning Techniques	19
Families as Partners	20
Responding to Parent Concerns	21
Sample Letter	22
Tips for Conferences	23-24
Special Education	25
Inclusion	26
OASNP (Ohio Association of Special Needs Professionals)	27
English Language Learners	28-29

About Your License (Pages 30-34)

Resident Educator Summative Assessment (RESA)	30-32
Prepare for Evaluation.....	33-34

Table of Contents

Professional Issues (Pages 35-50)

NEA Professional Growth Resources	35
OEA Professional Growth Resources	36-42
Digital Learning Resources	43
Code of Conduct for Ohio Educators	44
Protect Yourself and Your Career on the Internet	45
Internet Protection Tips	46-48
Teach but Don't Touch	49
Recognizing and Reporting Sexual Harassment	50

Student Supports (Pages 51-60)

Identifying and Reporting Suspected Child Abuse	51
Watch for a Child Who	52
10 Steps to Stop and Prevent Bullying	53-54
10 Steps to Stop and Prevent Cyberbullying	55-56
LGBTQAI+ Students	57
Avoiding Gender Bias	58
Recognizing Trauma's Impact on Student Learning	59
Trauma-Informed Support for Students	60

Closing Remarks (Pages 61-63)

How to Handle Complaints/What to do if You are Accused of Misconduct	61
Legal Services Program	62
Experienced Educators Share Their Insight	63

Congratulations on your new position as an educator!

As your OEA staff, we would like to welcome you. We hope this booklet provides helpful tips and resources in a variety of areas related to your profession. If you have questions, please contact your Local Association officers, representatives, or OEA Labor Relations Consultant for assistance.



Who We Are

The Ohio Education Association (OEA) represents over 120,000 teachers, faculty members, and support professionals, like you, who work in Ohio's schools, colleges, and universities to help improve public education and the lives of Ohio's children. OEA members provide a wide range of professional education services in their communities throughout the state.

You and your colleagues teach in kindergarten classrooms, high school labs, and university halls. We counsel adolescents and help our students carve out career aspirations. We coach athletes and transport students to and from the schools and extra-curricular events. You and your colleagues provide professional services to benefit our students, our schools, and the public in virtually every position needed to run Ohio's schools.

Like you, OEA members are dedicated to their students and public education. Since 1847, members of OEA have been working to make schools better and improve public education. Our Association is dedicated to working in partnership with parents, community leaders, and elected officials to help Ohio's students and improve public education.



OEA Core Values

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Our Core Values represent our Association’s most deeply held beliefs. They are the fundamental forces that drive us. They are what we believe, and they are why we act with passion and steady commitment. Core values give us guiding principles.

DEMOCRACY

The foundation of a strong democracy is high-quality public education, which is essential for an educated citizenry.

COLLECTIVE ACTION

When we unite as one voice, we are strong advocates for learners and our profession.

FAIRNESS

A high-quality education, accessible to all, promotes a fair and just society.

INCLUSION

We respect and embrace the diversity of all communities.

INTEGRITY

By holding ourselves to the highest standards, we promote good citizenship and maintain the public’s trust.

PROFESSIONALISM

Professional judgment and the expertise of educators are critical to student success. Educators deserve the status, compensation, and respect given to all professionals.

1

EXPLORING EDUCATOR

Future educators are supported as they begin to explore the teaching profession and consider teaching as a career.

Aspiring Educators (OEA-AE) and Ohio Education Association (OEA) assists initial developmental support to potential educators as they learn about the rewards of educating and developing a foundation of experiences prior to entering an educator preparation program.

2

ASPIRING EDUCATOR

OEA-AE is a unique community within the Ohio Education Association (OEA) supporting undergraduate and graduate students as they prepare for careers in education.

This community is active on college and university campuses, and online, across the state, providing members with the support they need to complete their education training and empower them to be active, successful and visible members of their profession.

<https://www.ohea.org/aspired/>

3

EARLY EDUCATOR

Early Career Educators (ECEs) and Education Support Professionals (ESPs) supporting each other and using their collective voices to be successful, active, and visible in their profession and community.

Ohio's New Educators (ONE) is a unique community within OEA supporting ECEs and ESPs in their first years of education. Our statewide network engages and empowers educators and ESPs in the first 10 years of their career to advocate through their collective action.

<https://www.ohea.org/one/>

4

CAREER EDUCATOR

More than 120,000 members of the Ohio Education Association collectively use their voice to influence and advance public schools to make a difference in their lives and in the lives of the students they serve.

OEA strives to embody the values of Democracy, Collective Action, Fairness, Inclusion, Integrity, and Professionalism as they support safe learning conditions and working conditions.

www.ohea.org/

5

RETIRED EDUCATOR

OEA-Retired supports post-career educators by working for the future of education.

OEA Retirees advocate for public education professionals to unite our members and communities to ensure every student has a great public education.

<https://www.ohea.org/retired/>



As public school employees, we must make our voices heard to ensure that every student has a quality education. By belonging to ONE, Ohio Education Association/National Education Association, and our local association, we can harness the power of our collective voice to advocate for ourselves and our students.



Leadership begins with commitment.

Membership in your association is your pledge of support for public education. Using your collective voices, you and your colleagues are committed to advocating for our interests in areas like professional and licensing standards, healthy, safe, and equitable learning and working spaces, fair living wages, appropriate and accessible resources, and community support for our public schools.



Membership keeps you connected.

You and your colleagues are regularly connected to what's happening locally, statewide, and nationally. ONE engages in and supports member to member connections locally, statewide and nationally. From regional engagement opportunities like virtual trivia nights, athletic and wellness events, and professional development trainings to state and national learning and organizing opportunities, you can engage in networking experiences with other public school employees all year-long.



There is strength in numbers.

Your Association's strength comes from the dedication and engagement of you and your colleagues. ONE members learn how to organize and engage fellow members on the issues that impact your students' success, including working conditions, professional development, competitive wages, quality benefits, and fair contracts.



It's sound economics.

The benefits offered are worth much more than the cost of membership. Join our network of early career and support professionals today to ensure that every new school employee can thrive at work. By supporting the development and retention of early career professionals, we can work together to make sure that every child both today and tomorrow receives a great public education.

Become a leader and speak out for your profession.

BELONG TODAY!
www.ohea.org/ONE



Know a pre-career educator?

Invite them to belong to the Ohio
Education Association Aspiring Educators



www.ohea.org/aspinged/
aspinged@ohea.org



[instagram.com/oeaaspinged](https://www.instagram.com/oeaaspinged)



[@OEAAspiringEd](https://www.facebook.com/OEAAspiringEd)

The Value of Membership

Reach, educate, and inspire.

You're never on your own. Your membership gives you access to some of education's most sought-after authorities who provide new and innovative programs you can use in your classroom and workspaces. With resources that cover connections, adaptations, skills and support for all careers in education, to more in-depth professional development provided by your local, state, and national affiliates—you have a team supporting you.

Make your voice heard.

As trusted professionals, educators are best equipped to make school and classroom decisions to ensure student success. It's our mission to ensure educators have a seat at the table when education policies are made. As members of the Association, educators have a powerful voice in creating the policies that affect our students, our schools, and our workspaces.

Grow your network.

We're a community of experienced professionals. Through a variety of online and off-line tools, you enjoy access to valuable resources on classroom management, lesson planning, and a host of other topics. Plus, you'll make connections with the educators at your school, in your local, and among our more than 120,000 members statewide.

Enjoy what matters most.

You are joined by other educators utilizing our strength to have our voice heard in the workplace and at the state and national levels. Using our collective voice, we have the ability to advocate from a position of strength with your administration over wages, benefits, workplace health and safety, professional development, and other work related issues.

Belong to OEA: www.ohea.org/why_belong



Membership Benefits

Legal Representation and Protection

OEA/NEA Legal Services Plan

Educators Employment Liability Insurance provides you with:

- \$1 million in coverage for civil claims brought against you, representation or reimbursement for the defense of criminal charges related to your employment.*
- OEA/NEA Legal Services Program for the defense of your employment rights, including retirement interests*
- OEA/NEA Attorney Referral Program, which provides you quality legal services for personal matters at reduced rates*

**Note: Terms and conditions of coverage are set forth in program documents. Contact your OEA Labor Relations Consultant to obtain additional information.*

Professional Development

- Contact your Labor Relations Consultant and/or Association Representative to find professional development trainings specific to Ohio laws and education expectations.
- Information about your profession and the activities of your Local Association through publications such as *Ohio Schools* magazine and *NEA Today*, as well as OEA, and NEA websites at www.ohea.org and www.nea.org.
- Leadership in dealing with major state and national education issues.
- Free and open to all, NEA edCommunities is the place online where educators, school support professionals, and community members join forces to improve student success. www.nea.org/professional-excellence/student-engagement/tools-tips/nea-edcommunities
- We make it easy for all educators to access free high quality on-line professional learning throughout your career. A micro-credential is a short, competency-based recognition that allows an educator to demonstrate mastery in a particular area. <https://www.nea.org/professional-excellence/professional-learning/micro-credentials>

Economic Benefits

Working together, we have proven track record of achieving higher pay, improved benefits, better working conditions, and protection of retirement interests. Such gains have been made possible through years of skillful negotiations with school boards and lobbying efforts by both members and OEA staff.

Through NEA Member Benefits (www.neamb.com), members are also eligible for:

- Life Insurance
- Casualty Insurance
- Savings, Deposit, and Investment Services
- Credit Programs
- Mortgage and Personal Loans
- Special Discounts

By taking advantage of just one or two NEA Member Benefits programs, you can often recover the entire cost of your annual dues.

14 Ways to Beat Your First Day Jitters

Preparing for your own classroom and workspace.

Your classroom and workspace is part of a larger community—hundreds or even thousands of individuals engaged in teaching and learning in buildings scattered across a city, town, or region. Here are some tips to ensure a smooth start to the school year.

1. FIND OUT WHERE

The place to start is your work site. Familiarize yourself with the building and learn as much as possible about the: layout, location of your workspace, storage areas, work areas, fire exits, lounge, cafeteria, gymnasium, auditorium, restrooms, offices, phones, media center, computer facilities, guidance office, and nurse's office.

2. KNOW THE RULES

Get acquainted beforehand with school policies and procedures, such as opening and closing hours, attendance procedures, fire drill regulations, lunchroom regulations, etc. Set up a binder to hold official notices, policies, and schedules.

3. INTRODUCE YOURSELF

Meet the educators around you. They can be especially helpful in the first few weeks of school. Take time to say "hello" to your other colleagues as well: the librarians, counselors, school nurses, cafeteria workers, office workers, and custodians.

4. DECORATE YOUR ROOM

Make sure your classroom is friendly and inviting for opening day.

5. USE TRADITIONAL SEATING

Start with the traditional arrangement of desks until you've established procedures and know your students' names. Keep traffic patterns in mind when arranging desks, work areas, etc.

6. HAVE ALL MATERIALS

You'll need supplies for getting your workspace ready: paper, pencils, books, etc. Obtain blank forms, such as hall passes. Test your equipment to make sure it works. If you are a floating educator, prepare a means of moving materials from room to room.

7. STORE SUPPLIES

Go through the storage and filing cabinets and decide where to store things to which students will have access and things to which only you will have access.

8. SCHEDULE YOUR TIME

Make a detailed schedule for the first few days, including times for each block, restroom and lunch breaks, etc.

9. PLAN, PLAN, PLAN

Create lesson plans and strategies for the first few days. Plan at least twice as much you think you can cover. Write down everything. Detailed plans will provide you a feeling of security when facing the class for the first time.

10. GET THERE EARLY

On the first morning, arrive early so you will have time to ask any last-minute questions, go over final plans, and relax before the students come in.

11. GREET YOUR STUDENTS

Be in your room when the students arrive. Have your name displayed in your workspace. Greet them with a smile and a pleasant "good morning." Encourage them to be seated and arrange their space.

12. GO OVER THE RULES

Introduce your students to school and classroom rules and procedures on the first day, such as: getting books and materials, sharpening pencils, entering and leaving the room, and so forth.

13. SHOW STUDENTS YOU CARE

One of the strongest ways educators can connect with students is by making them feel valued and respected.

14. START THE LEARNING

Make the first day of school a real one. Accomplish some intentional relationship building and constructive learning with your students. A good start yields big dividends later on.

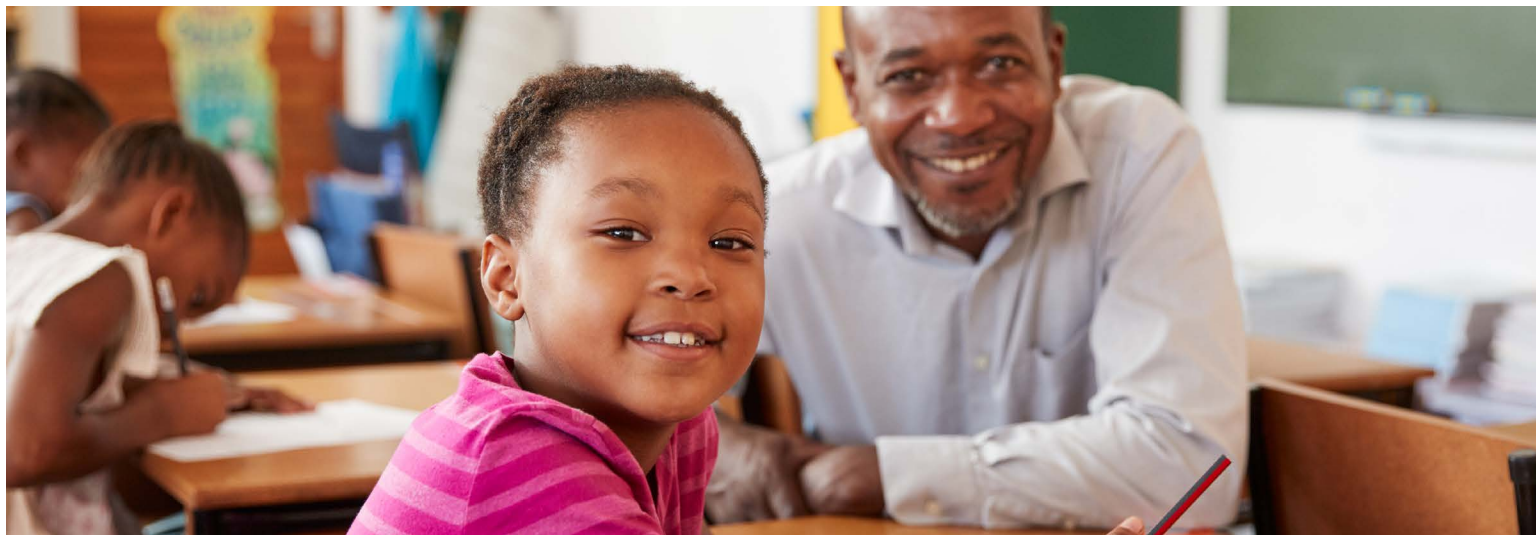


Questions to Ask During the First Days of School

Make your life easier by learning school procedures early

To make the first few months easier, find the answers to these questions by the end of the first two weeks. Put the information in a place where you can easily retrieve it.

- Where and how do I secure supplies?
- Where can I get free or inexpensive materials?
- What machines are available for me to use (copier, computer, DVD player, LCD Projector, SMART Board, etc.)?
- With whom should I consult as I make decisions on the use of supplemental materials?
- How do I check out regular and supplemental resources?
- How do I sign my students up for the library, computer lab, or other common areas?
- What are the procedures for taking a class to an assembly?
- How do I make arrangements for a field trip?
- What do I do with any money I collect?
- When am I responsible for locking my room?
- What should I do if I must leave my room during class?
- How do I use electronic data systems for reporting?
- What are the grading guidelines for the school system? What documentation must I provide?
- What student records must I maintain in cumulative folders?
- To whom do I report serious problems with a student's health or behavior?
- How do I handle a fight between students?
- How do I report a disciplinary problem?
- What are the procedures for contacting parents by letter, phone, or email?
- What should I expect from a parent conference?
- What should I do in case of a medical emergency in my classroom?
- What are the procedures for emergency situations, such as: fire drills, lockdowns, tornadoes, or inclement weather?
- What is my personnel file and what is in it?
- What is my salary and what deductions are taken?
- How do I apply for personal, professional, vacation, or sick leave?
- How do I arrange for a substitute?
- What is my school district's policy for the acceptable use of technology for staff and students?
- What is my school district's virtual instruction policy?
- What is my school district's virtual platform?
- What does my district Acceptable Use Policy mean for me?



First Day Activities

Elementary:

- Greet the children at the door as they come in and give them name tags that are easy to read and affix.
- Allow them to choose desks, then tape an identical name tag to the desk.
- Explain procedures for entering the room each morning: where to hang coats, when to be in their seats, and how much conversation is permissible.
- Tell students how they should start each day, then guide them to do it.
- Describe how the lunch count, attendance, and other daily tasks will be handled.
- Read the specific rules for behavior along with consequences and rewards. Point out where they are listed.
- Give students a tour of the room.
- Establish a specific location for daily schedules, homework assignments, and reminders of events and deadlines.
- Discuss and outline the basis on which students' grades are determined.
- Schedule a restroom break early in the morning the first day.
- Explain what students should do if they finish their work early.
- Demonstrate the procedures for getting out materials and putting them away.
- Tell your class what is about to happen before they leave for physical education, lunch, or other outside-of-the-classroom activities.
- Tell younger children how you want them to line up and have them practice.
- Vary activities and the pace of lessons every day.
- Use take-home folders to distribute notices to parents.
- Reserve the last 15–20 minutes the first day to clean up and review what has been covered.
- Explain procedures for dismissal and bus loading
- Establish virtual and/or social distancing routines for students and inform parents.

Secondary:

- Stand at the door to greet students as they arrive.
- Introduce yourself, including your background and special interests in your subject.
- Hand out any notices from the school office and have students complete any forms that are required by the school.
- Outline your procedures for recording attendance and tardiness, giving assignments and collecting papers, make-up work, and hall passes.
- Post rules for classroom behavior and review them with each class.
- Establish a uniform heading for papers.
- Explain student grading policies.
- Tell the class your objectives for the week and year.
- Allow a short period of time for each class to ask questions about what is expected of them and any of the procedures that you have established.
- Establish virtual and/or social distancing routines for students and inform parents.

Surviving & Thriving



The first few weeks of school there will be many new demands made of you: new texts, new techniques, new schedules, new students, and a new way of life. It's an exciting as well as a stressful time for you. All this excitement can lead to stress, and people who don't deal positively with stress can become ill unless they have mastered some coping techniques.

LEAVE YOUR STRESS AT SCHOOL

We know you will have homework, but leave the stress of the day behind.

FIND A FRIEND

This could be someone in your work site who can be a "trusted" listener.

PRACTICE WELLNESS WITH YOUR OEA FAMILY

Utilize your OEA membership by joining colleagues from across the state at events hosted by the OEA Wellness Cadre:

<https://www.ohea.org/wellness/>

EXERCISE!

Regular exercise, like walking, helps keep the body and mind clear.

GET PLENTY OF SLEEP

Go to bed early if you are tired.

BE GOOD TO YOURSELF

What could do more for your self-esteem than to take yourself out to dinner or buy yourself a treat? Always have something to look forward to. This will lift your spirits.

DON'T SCHEDULE ALL OF YOUR LEISURE HOURS

You live by a schedule all day long. Leave yourself some "open space."

DON'T FEEL YOU HAVE TO DO EVERYTHING

You can't and you won't.

OBSERVE GOOD EATING HABITS

Eat a healthy diet of vegetables, fruit, and protein.

DON'T PROCRASTINATE

Do the things you have to do.

VIRTUAL WORK ENVIRONMENT

If practical, dedicate a room in your home to remote instruction so that you can create some separation from your personal life.

Bulletin Boards

To be effective, bulletin boards should be simple, attractive, functional, appropriate, and frequently changed. Little commercial advice is available on what to do with bulletin board materials when you remove them.

Save yourself some time and frustration by adapting these filing guidelines to meet your needs:

- School month files (months, periods of time like "Back-to-School")
- Alphabetical order
- Holidays (alphabetically or chronologically)
- Subjects (academic or other)

Regardless of the file method you use, include a computer file or notebook in your system. Jot down bulletin board ideas for future use, and don't let a brainstorm slip by. Store bulletin board letters in shoe boxes. Don't throw sets of letters away; keep them for a repeat of the same board or a slight variation. Explore the possibility of commercial materials. Check with retiring educators, as many have useful materials they would rather share than throw away.

Classroom Management

All educators share the same goal: To help students monitor and govern their own behavior in ways that help them learn. There are a number of things you can do to promote positive interactions and expectations in the classroom. Start by following your district's adopted discipline policies and procedures. Be the kind of person children respect and trust: firm, fair, friendly, courteous, enthusiastic, and confident. Above all, keep your sense of humor.

Classroom Management Tips

Before problems arise:

- Get to know your students.
- Show courtesy to every student, and display trust and confidence in all of them.
- Be consistent in the application of discipline and fair in your requirements and assignments.
- Give clear verbal and written directions.
- Keep your classroom cheerful and orderly.
- Make learning fun, interesting, and relevant to the students' lives.
- Establish no more than five classroom rules with student ownership—and enforce them.
- Be fully prepared every day.
- When students disrupt learning, use the LEAST approach to discipline (see page 17).
- Provide a list of expectations and consequences to parents and students. Make sure they are consistent with district and building policies.
- Begin class on time and in a precise manner.
- Let the students know you care. Show interest in what they say, whether or not it pertains directly to the lesson.
- Keep your voice at a respectful level.
- Grade assignments and return them as soon as possible.
- Ensure that all students can see you as you deliver instruction.
- Keep potential distractions—such as windows, doors, or animals—in mind.
- Leave plenty of room around desks so you can get to each student easily while you are monitoring individual work.
- Be flexible! If students are not engaged in the lesson, be prepared to change your plans.
- Some students may encourage each other to get into trouble. Regrouping the students immediately without comment is key.
- Provide hurdle help. If a student is having difficulty with a task, provide an explanation or a “hint” that enables the student to continue.
- It can be helpful to remind students to control their impulses. Be encouraging, and point out positive things the student has done.
- Ensure that you clearly communicate any virtual and/or social distancing practices and policies.
- Establish clear virtual and social distancing routines and redirect students as needed.



After problems arise:

- Allow a student to tell you his or her side of the situation. Be willing to consider mitigating circumstances.
- If you've made a mistake, admit it and apologize.
- Make sure consequences are appropriate for the misbehavior.
- Signal a student through a gesture, look, or brief signal that their actions are unacceptable.
- Provide a transition period of drawing, singing, etc. that releases tension after an exciting or tense experience.
- When a student is about to explode in anger, tears, or uncontrolled laughter, they may need to be removed from the situation so that they can gain control of themselves. You may use some pretext, such as asking the student to run an errand, help with some task, or get a drink of water.
- Don't talk about the problems encountered except to those who have a right to know.
- Don't argue with students.
- Don't accuse, threaten, or humiliate a child.
- Don't use school work as punishment.
- When personal items are confiscated, tell students the situation is temporary and the item can be reclaimed later.
- Constructive criticism should focus on what is required for improvement.
- Ohio law requires all schools to have an adopted anti-bullying policy. Know your school policy and follow it.
- If you feel classroom management has been a disaster the first couple of weeks, don't worry—you still have time to try other practices which may work for your classroom environment.



After a situation has occurred —the *LEAST* approach is to:

LEAVE THINGS ALONE

when a brief and minor disturbance occurs with no danger of it continuing or interrupting learning.

END THE ACTION DIRECTLY

when learning is disrupted. Let the student(s) involved know you're aware of what's going on through expression or quiet action.

ATTEND CAREFULLY

when a high level of emotion is evident. Ask the disruptive student(s) what's going on, and respond appropriately.

SPELL OUT DIRECTIONS

when a situation threatens to get out of hand or risk harm to someone. Explain to the students involved the consequences of their actions, and follow through.

TRACK STUDENT PROGRESS

by keeping a record of students' behavior. This is a way of checking out the effectiveness of established consequences.



Homework Tips

Develop your own philosophy about homework, but make sure you are not in conflict with district policy. Consider these ideas:

- Understand that not all homework assignments are equally valuable for all students.
- Explain the purpose of every homework assignment.
- Listen to what students and families say about their experiences with homework.
- If you expect students to do homework, make sure it is worth doing.
- Acknowledge and be thankful for students' efforts to complete homework.
- Encourage students to ask their parents to help with homework.
- Make every effort to acknowledge completed homework assignments; and, if you grade them, grade and return them right away.
- Don't give homework as punishment.
- Don't give spur-of-the-moment homework assignments.
- Don't assume that because no questions are asked when you give the assignment that students have no questions.
- Don't expect students (even your best ones) to always have their homework done.
- Don't confuse excuses for incomplete homework assignments with legitimate reasons.

Effective Questioning Techniques

- Effective questions are asked in a clear, non-ambiguous manner.
- Purposeful questions lead to the achievement of the lesson.
- Effective questions are brief, using specific language.
- The wording of effective questions is adapted to the level of the students in the class.
- The appropriateness of using lower-level questions and higher-level questions depends on several factors, including lesson objectives, content, and learner characteristics.
- Effective questioners avoid using yes/no questions which may confuse lesson focus, waste time, and encourage guessing.
- Fill-in-the-blank questions should be avoided.
- By not repeating questions and student responses, you may develop better student listening habits and more attentive behavior.
- Questions should not be answered by the one asking the questions.
- It is very important to establish the expectation that every question asked requires a response.





Families as Partners

How they can be your best allies

Educators know what an important difference family involvement can make in a child's education. But what can you do to show family members the role they play and make them a strong and lasting school ally? The National Foundation for the Improvement of Education (NFIE) asked educators involved in successful dropout prevention programs nationwide how they enlist and energize families as partners.

Here's what they had to say:

- Take the initiative to involve families. They want to be active in their child's education.
- Schedule one-to-one conferences and ask parents what they want to know. Then share your knowledge, guidance, and support.
- Schedule home visits. (If permitted by your school policy). Families are apt to be more open and at ease in their own homes.
- Encourage families to spend time at school.
- Give families a chance to share their talents and experiences in the classroom or on field trips.
- Remember to say "thank you" to families for their efforts with a call or a note.
- When parents are not available, reach out to grandparents, foster parents, or community volunteers who are serving as mentors to your students.
- Publish a newsletter to keep families informed.
- Share positive as well as negative feedback.
- Give families a hands-on role by requiring a signature on homework and permission slips for activities.
- Turn "Back-to-School night" into "family night" and invite students and families to come together to discuss what will be expected of students, families, and teachers.
- Encourage families to provide their children with a quiet study area, a good breakfast, a time to read together, and supervision over television viewing.
- Send a letter to families to begin the year. The sample letter on page 22 was drafted by a fifth grade teacher. Her colleagues found it useful and adapted from it in drafting their own letters. You may as well.
- One word of caution: Most building principals will expect to see a copy of any letter before sending it home with students.

Responding to Parent Concerns

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Parents care deeply about their children and how they're doing in school, and most often parents are reasonable, respectful, and cooperative when communicating with teachers. However, when problems arise, here are some basic guidelines to follow.

ASK QUESTIONS

Check to see if the district has a policy on parent complaints.

TRY NOT TO BE DEFENSIVE

You share a common goal with parents: to help their children succeed in school. Try to approach every conversation with that in mind.

UNREASONABLE REQUESTS

If a parent makes an unreasonable request, respond in a friendly, firm manner and try to work it out. For example, a parent wanting you to call every night to report on a child's performance can be informed: "I'm sure you understand I have 90 students and am not able to provide nightly updates. However, I have a suggestion..." Or, if a parent shows up at the door of your classroom, politely explain that you can't talk right now and suggest they call back after classes and make an appointment.

PROTECT YOURSELF

Keep a log of all parent contacts (phone calls, visits, letters, etc.), noting date, time, place, and what was discussed. Keep copies of all documents. If a parent complains to you, consider going to your Association/ Worksite Representative or your principal and tell them about the complaint.

MAINTAIN CONFIDENTIALITY

Don't talk about other students to any parent, and discourage parents from doing so. Never mention other students' names, even if in their child's social group. Talk about their child's behavior only.



Sample Letter

(modify appropriately)

Dear Parents:

I am your child's 5th grade teacher, and I am delighted to have your child in my class this year. I'm looking forward to a very successful year, and I know you are too. I have high expectations for your child, and I will be doing all that I can to help your child achieve those expectations.

You can help. I will be expecting all work assigned in class to be completed. Of course, all children do not work at the same pace. Some children will get their work done in class and some will not.

Whether or not a child gets their work done in class has no effect on their grade. If your child does not complete an assignment in class, they will be required to complete it at home. The way you can help is ask your child every school day if school work needs to be done and, if so, make sure your child completes the assignment.

I want you to be aware of the following policies:

- *Work may be turned in one day late; however, an assignment turned in one day late will receive an automatic penalty of minus-20 grade points.*
- *If assigned work is not turned in, or turned in after the one-day late period, the grade for that assignment will be recorded as "zero."*
- *Within each six-week period, the single lowest grade (just one) will not be averaged.*
- *Work is due at the time the teacher asks for it on the assigned day. If the student is not prepared at that time, but finishes the assignment later in the day, the assignment will still be considered late.*
- *Absences will be dealt with on an individual basis.*

In addition, I will be assigning projects in various subjects throughout the school year. Projects are to be completed at home. Your help and support will not only make your child more successful in school this year, but will instill good study habits that will last a lifetime.

Finally, I want you to know that one of my most important goals this year is to keep the lines of communication open with you. Please do not hesitate to call me at school. I am available to talk to you every day between 9:00 a.m. and 9:45 a.m. and between 3:00 p.m. and 3:40 p.m. Your child's daily schedule and the class expectations are attached. Please review these together with your child.

Sincerely,
Your Name

For more examples on communications with families, check out these links:
<http://wannabeteacher.com/sample-letters-to-parents/>
<https://www.weareteachers.com/teacher-introduction-letter-to-parents/>

Tips for Conferences

- **Contact parents early in the year.** Outline your curriculum and expectations, and let parents know how they can reach you.
- **Invite both parents.** But, be sure to find out first if a student comes from a single-parent home and if both parents should be invited or if the appropriate guardian is someone other than a parent. You will also want to be aware of any joint custody arrangements which require dual notification.
- **Allow enough time in the conference.** If you are scheduling back-to-back conferences, give yourself a “cushion” of time in between.
- **Prepare in advance to answer specific questions** parents may have about their child's ability, skill levels, and achievements. Sending a simple questionnaire home prior to the conference asking parents if there's a specific concern can help you to be prepared and not caught off guard.
- **Get organized before the conference.** Assemble your grade book, test scores, student work samples, and attendance records.
- **Plan ahead.** Have in mind a general—but flexible—outline of what you're going to say, including a snapshot of student progress, review of his or her strengths and needs, and proposed plan of action.
- **Greet parents at the door.** Also, you'll help parents feel welcome and relieve their anxiety if you greet them by name. Check records in advance to make sure you have names correct.
- **Avoid physical barriers.** Don't sit behind your desk or ask parents to perch on uncomfortable chairs.
- **Open on a positive note.** Begin conferences on a warm, positive note to relax everyone. Start with a positive statement about the child's abilities, school work, or interests. Show some of the child's work.
- **Structure the session.** As soon as the parents arrive, review the structure of the conference—the why, what, how, and when—so you'll both have an “agenda.” (Remember that parents often come with their own agendas or questions they want answered, so you'll need to be flexible.)
- **Be specific** in your comments and suggested course of action.
- **Offer a suggested course of action.** Parents appreciate being given some specific direction. If a student is demonstrating immature behaviors, it might be helpful to suggest that the parents give them a list of weekly chores, allow them to take care of a pet or give them a notebook to write down assignments to build responsibility. (When you offer advice, ask parents if they've noticed the same behavior at home and for any suggestions they may have.)
- **Forget the jargon.** Try not to use “edubabble” and acronyms because it sounds like doubletalk to most parents.

- **Hear parents out.** In routine parent conferences, it's unusual to run into parents who are abusive and hostile. But it can happen. Try not to be rude, whatever the provocation. Hear out the parents in as pleasant a manner as possible, without getting defensive.
- **Ask for parents' opinions even if the comments are hostile or negative.** Thank them for offering input and feedback.
- **Focus on strengths.** It's very easy for parents to feel defensive, since many of them see themselves in their children. It is helpful if you review the child's strengths and areas of need, rather than dwelling on criticism or stressing weaknesses.
- **Use body language.** Non-verbal cues set the mood of the conference. Smile, nod, make eye contact, and lean forward slightly. You'll be using your body language to let parents know you're interested and approachable.
- **Stress collaboration.** Let the parent know you want to work together in the best interest of the child. A statement like "you need to see me as soon as possible to discuss Johnny's poor study habits" only arouses hostility, while "I'd like to discuss with you how we might work together to improve Johnny's study habits" gets the relationship off on the right foot.
- **Listen to what the parents say.** Despite the fact that we spend nearly a third of our lives listening, most adults are poor listeners. We concentrate on what we're going to say next, we let our minds drift off to other concerns or we hear only part of what a speaker is saying. You'll get more out of a parent conference if you really listen to what parents are saying to you.
- **Ask about the child.** You don't want to pry, of course, but remember to ask parents if there's anything they think you should know about the child (such as study habits, relationship with siblings, any important events in their life) which may affect their school work. Ask about hobbies or interests that can be connected to throughout the school year (writing topics, etc.).
- **Focus on solutions.** Ideally, all parent conferences would focus only on positive events. Realistically, many conferences are held because there's an issue or concern somewhere. Things will go smoother if you focus on solutions, rather than on challenges. Discuss what you and the parents can do to help improve the situation. Plan a course of action together.
- **Don't judge.** It may not always be possible to react neutrally to what parents say—their values may be very different from your own—but communicating any judgments of parents' attitudes or behaviors can be a roadblock to a productive relationship with them.
- **Summarize.** Before the conference ends, summarize the discussion and what action you and the parents have decided to take to support the student.
- **Wind up on a positive note.** When you can, save at least one encouraging comment or positive statement about the student for the end of the conference.
- **Meet again if you need to.** If you feel you need more time, arrange another meeting later, rather than trying to rush everything before the conference time concludes.
- **Keep a record of the conference.** You may find it helpful later to have a brief record of what was said at the conference, what suggestions for improvements were made and so forth. Make notes as soon as possible after the conference, while details are fresh.



Special Education

Your district will assume that you are familiar with the broad spectrum of laws governing special education and inclusion. The details of the identification and referral process for special needs children, the names of the individuals responsible for the program, and the location of required forms is information provided by your district. If this is not part of an orientation, ask.

It is highly likely that students who have already been identified as having special needs will be in your class(es). It is critically important that you know who they are and have copies of their Individual Education Plans (IEPs) / 504s and Behavior Intervention Plan (BIP). IEPs/504s should clearly identify any modifications in learning strategies or materials required for these students. IEPs should also identify who is responsible for delivering the student's specially designed instruction (SDI). If you are responsible for delivering the SDI, please be sure to consult with the intervention specialist regularly about student progress towards meeting the goals of the IEP. Consult with the intervention specialist to confirm what data you will need to collect for IEP progress reporting. It is your legal obligation to meet the terms of the IEP/504s from day one.

Your colleagues who specialize in supporting students with special needs will connect with you to discuss how you can work together to meet student needs. However, they have an extraordinary workload at the beginning of the school year. Clarify all questions relating to special education with your intervention specialist(s).

If you are providing services to special education students, you should be a part of the student's IEP planning meeting and annual review meeting. Consult with your intervention specialist(s) to ensure that you are available to attend these meetings.

Inclusion

Until recently, many support services have been provided in settings separate from the regular education classroom. The current approach, however, is greater inclusion or fuller integration of regular and special education. There is considerable disparity among districts in the levels of support for inclusion. You can expect to find more students with severe needs placed in regular education classrooms than you remember from your own K–12 days.

Succeeding in the inclusive classroom is a major challenge for all. We are all striving to meet this challenge. Current Ohio law emphasizes inclusive practices for special education students, and all school districts implement these practices differently. There is a wealth of opinion and research, and an abundance of hands-on guidance.

Seek out professional development activities on this topic, and ask colleagues about strategies that work for them.



Ohio Association of Special Needs Professionals



Join OASNP – Add just \$10 to your annual dues | OASNP.org | [Facebook Group](#)

OASNP is a department of OEA that supports and advocates for OEA members working with individuals with special needs:

Scan the QR to learn more about OASNP.



Join OASNP – Add just \$10 to your annual OEA Dues.

Scan QR for our online form.

Your Membership Application will be forwarded to your local Association Treasurer so your \$10 OASNP dues can be added to your OEA dues for next year. We will add you to our membership list immediately.



Not on Payroll Deduction? - Pay with PayPal.

Details at <http://oasnp.ohea.us/membership/>



English Language Learners

As communities across the United States are becoming more diverse, many new teachers are finding that their responsibilities include teaching both academic content and language skills to English Language Learners (EL). Federal law requires students identified as English Learners must have equal access and participation in the school's entire curriculum.

Regardless of the type of setting you're in, remember that it's your responsibility to deliver instruction to students in a way that is understandable. That means organizing your teaching practice to meet their needs, as well as navigating the system to ensure that students are getting the services, such as extra support for taking tests, that they need .

As a starting point, find out what kinds of services your school offers to support English Language Learners and you as their classroom teacher. Ask your administrators, colleagues or district bilingual/EL office for resources and support. Then do your own research about English Language Learners and how their needs can best be served. A good resource to start your research can be found at <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

Strategies for Improving Instruction for English Language Learners

- **Speak clearly, audibly and at a normal volume in your instruction and conversations in the classroom.** When checking for understanding, try to avoid asking this of individuals when in front of the whole class. Instead, ask students to volunteer to repeat the instructions in their own words, in English or in the students' native language.
- **Prepare English Language Learners for challenging whole-class lessons ahead of time.** In a small group, teach the second-language vocabulary that students will need to know. In addition to vocabulary, introduce the concepts that the whole class will be learning. Use materials that are geared for the specific group of English Language Learners (i.e., materials in the students' home language and/or in English that are appropriate for the students' English reading level). When you teach the whole class lesson, English Language Learners will have a head start because they've already been part of one comprehensible lesson on the topic.
- **Use lecture and lengthy verbal instruction as little as possible.** Use visual cues, such as posters, electronic presentations, videos, and illustrated books. Use active methods of learning, such as games, skits, songs, partner interviews, and structured conversation with classmates. Where support is available, translate text from worksheets and books when necessary. Finally, be prepared to spend additional time helping English Language Learners do the work. To keep things in perspective, try thinking about how your performance on the assignment would change if you were doing it in a language in which you were not yet fully proficient.
- **Use whole class instruction as little as possible.** English Language Learners sometimes get lost and/or tune out during this kind of lesson. Whenever possible, work with small groups of children, or get students working on an assignment and circulate among them as they work.
- **In reading class, use literature—in English or the students' home language—that features the students' language/cultural groups.** Give English Language Learners lots of attempts to be successful in a low-stress environment. Choral reading, echo reading, and partner reading all allow students to work on fluency and pronunciation without putting them on the spot. Rehearsing a sentence, paragraph, or page before reading it aloud to a group can help students to improve fluency one chunk of text at a time. Plays and skits provide a wonderful opportunity to encourage students to practice the same lines over and over until they master them, and presenting a play or skit in their second language gives students a great sense of accomplishment.
- **Encourage students to maintain and develop their first language at school, at home, and in the community.** Research shows that students learn English more effectively and don't lag as far behind their English-speaking classmates in other subject areas when they do more academic work in their native language. And when students are pushed to learn English only, and aren't given the chance to continue learning their home language, they lose the opportunity to be bilingual—a skill that's increasingly valued in society.
- **Don't assume a student has special education needs just because they're struggling academically.** Remember, a student's first language is an asset. Students should not be considered automatically in need of special education services, nor should they be excluded from being considered gifted. EL students need academic vocabulary and language skills to successfully complete academic work. It is important to monitor EL progress and needs in both the acquisition of English and academic courses. This may indicate Special Education and/or Gifted Services are necessary in addition to English Language services. The law requires screening for both if deemed appropriate.

Professional Issues

Whether you are a new teacher just out of college or someone who has entered the profession as a second career, you have embarked on a journey to make a difference in the lives of children. The education profession can be a rewarding yet challenging adventure. Understanding your professional rights and the organizational resources available will help you navigate through your career.

Two-Year Resident Educator Program Information

Legislative changes (House Bill 442 from the 133 General Assembly) require the Resident Educator license to change from a four-year license to a two-year license and the Resident Educator Program from a four-year program to a two-year program. Resident Educators will continue to be required to successfully complete mentoring at the local level, counseling (if needed), and the Resident Educator Summative Assessment (RESA) to complete the Resident Educator program and become eligible to advance to a professional license... Guidance and the specifics regarding the licensure of Alternative RE's and their program is expected to be made available by the Fall of 2024.

School districts will continue to be required to provide a Resident Educator Program that is aligned with the Ohio Resident Educator Standards, the Ohio Standards for the Teaching Profession, and the Ohio Standards for Professional Development. Beginning with the 2023-2024 school year:

- Local Resident Educator Programs must transition from a four-year program structure to a two-year program structure.
- Participants in the Resident Educator Program must successfully complete two program years.
- Previously registered Resident Educators are also only required to complete two program years.
- Leadership Explorations are no longer required as part of the two-year program.
- Credit for prior teaching experience is no longer available.
- Program Coordinators must register Resident Educators for the Resident Educator Summative Assessment (RESA) in Year 2 of the Resident Educator Program.
- Resident Educators must successfully complete the RESA to complete the Resident Educator Program.
- For more information about the Resident Educator Program, please go to <https://www.education.ohio.gov/Topics/Teaching/Resident-Educator-Program>

Please note the following exceptions to the two-year Resident Educator Program:

- Alternative Resident Educator License holders will continue to hold a four-year license and must complete four years of teaching to advance to a professional license. They will complete the Resident Educator Program requirements in Years One and Two of their license.
- Individuals who teach career-technical courses under an initial career technical workforce development license are exempt from participating in the local Resident Educator Program.

Two-Year Resident Educator Program Requirements

Mentoring

- School districts must continue to provide mentoring by state trained mentors for Resident Educators in the two-year Resident Educator Program.
- Mentors continue to be selected at the local level.
- Mentors must be state-certified by completing the 12-hour state training for new Resident Educator Mentors.
- Mentoring activities will continue to be designed, developed, and implemented at the local level.
- ODE has revised the focus of the Resident Educator mentoring training to include mentoring in the following areas: Relationships and Communications; Equitable Practices; Professional Growth and Development; and Instructional Practice and Building Capacity. For more information about the Resident Educator Mentoring changes, please click [here](#).
- Mentors will continue to provide mentoring on the Continuous Teaching and Learning Cycle.
- Beginning in March 2023, new Resident Educator Mentors will receive training aligned with the two-year Resident Educator Program and the new mentoring guidelines.
- Previously trained Mentors are not required to complete the new mentoring training program, but it is recommended that they review the new mentoring guidelines and guiding principles.

Resident Educator Summative Assessment (RESA)

- Beginning with the 2023-2024 school year, the RESA must be taken in year two of the Resident Educator Program.
- In year two, Resident Educators will be assigned a RESA Facilitator who has completed the RESA Facilitator Training LMS course.
- The Mentor and the RESA Facilitator may be the same individual.
- Resident Educators will continue to have three attempts to pass the RESA.
- Resident Educators who do not successfully complete the RESA after three attempts become permanently ineligible to advance to a professional license in the respective area(s), or any renewal or extension of the Resident Educator license(s) or Alternative Resident Educator license(s).
- For current information about the RESA, please go to <http://www.ohioresa.com/> and for Performance Assessment <https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Performance-Assessment>

Additional Resident Educator Program Considerations for Two-Year Resident Educator License Holders

Year One

- Resident Educators who successfully complete their locally designed and developed mentoring programs will move to Year Two of their Resident Educator Program.
- Resident Educators who do not successfully complete their locally designed and developed mentoring requirements must repeat Year One of the Resident Educator Program.

Year Two

- Resident Educators will receive mentoring and facilitation during Year Two of the program.
- The mentor and the facilitator can be the same person.
- Resident Educator license holders who successfully complete their locally designed and developed mentoring requirements and who pass the RESA in year two have completed the Resident Educator program and can apply to advance their license.
- Resident Educator license holders who do not successfully complete their locally designed and developed mentoring requirements and/or who do not pass the RESA in year two will not have completed the program. They may apply to extend their Resident Educator license.

For more information from OEA on RESA visit this link:

<https://www.ohea.org/resident-educator-program-pathways/>

Resources

For Resident Educators

<https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/For-Resident-Educators>

For Program Coordinators

<https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/For-Program-Coordinators>

Resident Educator Resources and Tools

<https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Standards-Resources-and-Tools>

Prepare for Evaluation

Ohio Teacher Evaluation System (OTES)

As professionals, we have an ongoing responsibility to keep up-to-date in our field and to sharpen and improve our skills. To help meet this responsibility, we need expert, standards aligned feedback about our performance to support continuous professional growth. Evaluations can result in a positive experience, which opens lines of communication and improves the quality of our instruction.

Through the evaluation process, specific strengths as well as areas for improvement should be identified by the collection standards aligned evidence, encouraging growth and professional development. Everyone is more successful when an effective evaluation system is in place and used effectively.

State law requires that each school district align their evaluation procedures and policy with the Ohio Teacher Evaluation Framework. All teachers are evaluated yearly either through the full or less frequent cycle. The purpose of evaluation is to inform instruction for professional growth including the analysis of use of high quality student data. By using either, districts can monitor educator performance and student growth measures—and use this information to continually improve student achievement.

For more information, please go to: <https://education.ohio.gov/Topics/Teaching/Educator-Evaluations/Teacher-Evaluations>

Ohio School Counselor Evaluation (OSCES)

School Counselors play an important role for students in Ohio by helping guide students toward academic and future career success. In response to changes in state law, Ohio created, in collaboration with school counselors and other education professionals, standards for school counselors and a standards-based evaluation policy. Ohio's school counselor standards outline what school counselors should know and be able to do through the continuum of their career, with an emphasis on supporting students with social-emotional growth, academic supports, and career planning. The standards-based evaluation policy is designed to align with those standards and to support the professional growth of school counselors in knowledge, skills and practice. By 2016, each school district board of education was required to adopt a school counselor evaluation policy in accordance with the Ohio framework and state law.

All school counselors are evaluated annually except as specified for high performing school counselors. The annual evaluation process includes two formal observations, informal observations, and demonstration of metrics of student outcomes. School counselors are evaluated on six standards and student metrics; each are considered equally to develop a holistic rating of effectiveness.

For more information, please go to: [HYPERLINK "https://sboe.ohio.gov/educator-standards-and-programs/educator-evaluations/school-counselor-standards-and-evaluation/school-counselor-standards-and-evaluation#SchoolCounselorEvaluationSystemRequirements"](https://sboe.ohio.gov/educator-standards-and-programs/educator-evaluations/school-counselor-standards-and-evaluation/school-counselor-standards-and-evaluation#SchoolCounselorEvaluationSystemRequirements) *School Counselor Standards and Evaluation | State Board of Education (ohio.gov)*

Before the Evaluation

Assemble and review the following materials:

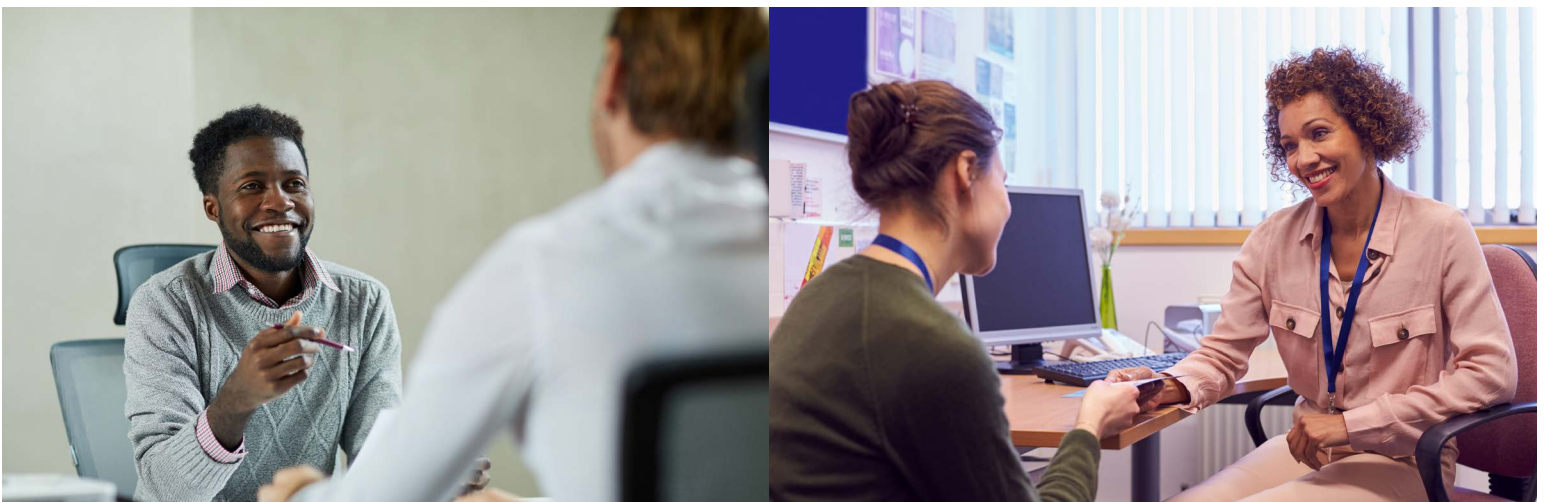
- Negotiated collective bargaining agreement/board policy and procedures for evaluations
- Your job description
- Any annual reports
- Letters of recommendation—SAVE ALL PRAISE
- Positive examples of what you are doing
- Other data on which you want to focus, gather and review applicable curriculum standards, pacing guides, and review content learning expectations for students
- Review the standards for Ohio educators
- Ensure you have received accurate training which may be provided by the contents of your contract
- Any feedback provided prior to the formal evaluation cycle
- Determine if you will be provided a buddy/mentor through your association, to whom you can go to ask questions regarding the evaluation procedure

Consult your Association Representative to find out how supervisors conduct conferences, what types of improvement plans are proposed, and how supervisors generally write up conferences.

During the Evaluation

Make sure to:

- Be prepared to support a two-way professional conversation
- Keep accurate notes and request written copies of everything discussed
- Situate yourself physically so you are comfortable and ensure you have adequate time to engage in the process
- Guide the discussion with your supervisor when appropriate
- Be ready to share/discuss areas of your observed lesson which you feel are strengths
- Listen attentively
- Clarify by questioning—when desired, when necessary
- Expect and request positive reinforcement and constructive suggestions clearly aligned to the standards



NEA Professional Growth Resources

Educator Professional Growth

Professional learning throughout an educator's career is essential to achieving great public schools. Find out about crucial features and strategies to support professional learning.

www.nea.org/professional-excellence/professional-learning/teachers

Micro-Credentials

A micro-credential is a short, competency-based recognition that allows an educator to demonstrate mastery in a particular area. NEA micro-credentials are grounded in research and best practice, NEA offers over 175 micro-credentials that have been created by educators for educators.

<https://www.nea.org/professional-excellence/professional-learning/micro-credentials>

Professional Learning Resources

From our affiliates to yours, workshops, webinars, and blended learning opportunities to support NEA members throughout their careers.

NEA edCommunities is an open professional learning network created for educators. You can use this virtual space to exchange ideas and resources with thousands of education professionals.

To learn more about NEA edCommunities visit:

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/nea-edcommunities>

When you join NEA edCommunities, you can:

- **CONNECT** with your Association to expand your professional development opportunities
- **COLLABORATE** with other educators and education professionals
- **SHARE** classroom-ready instructional materials
- **EXCHANGE** ideas with those who share your commitment to student success

You may join one of the many open groups or start your own! Get started by signing up at:

www.mynea360.org

OEA Professional Growth Resources

EdPro Connect

Ohio Education Association's Education Professional Connection (EdPro Connect) provides background and resources on the most current topics in public education. Each EdPro Connect entry features insights from OEA professionals as well as links to additional resources. Please check back regularly for updates.

www.ohea.org/edpro-connect/

Ohio's New Educator (ONE) Professional Growth Opportunities

ONE provides online learning series and conferences for educators in the first ten years of the profession. These sessions and conferences are typically free to OEA Early Career Educators. For the most up-to-date information on Professional Growth Opportunities through ONE. See page 7 or visit

<https://www.ohea.org/one/>

OEA Department Professional Learning Opportunities

Both the Organizing and Member Engagement Department (OME) and the Education Policy Research & Member Advocacy Department (EPRMA) offer a diverse selection of professional development for members and local affiliates. To see more on what OEA departments have to offer, check out these resources beginning on page 36.

OEA and District Conferences

Throughout each school year, the Ohio Education Association and its Districts host in person professional conferences. Be sure to follow OEA on social media and check on OEA events at <https://ohea.org/events/>. To stay informed on and connected on district upcoming events, see the list of district websites below.

Capital District Inc.

www.ceahio.org/capital-district

North Eastern Ohio Education Association

(NEOEA) www.neoea.org

Central OEA/NEA

www.centraloearna.org and
www.jointhefuture.org

Northwestern Ohio Education Association

(NWOEA) www.nwoea.ohea.us

East Central Ohio Education Association

(ECOEA) www.ecoea.ohea.us

Southeastern Ohio Education Association

(SEOEA) www.seoea.ohea.us

Eastern Ohio Education Association

(EOEA) www.eastern.ohea.us

Southwestern Ohio Education Association

(SWOEA) www.swoea.com

North Central Ohio Education Association

(NCOEA) www.ncoea.ohea.us

Western Ohio Education Association

(WOEA) www.woea.org

Professional Learning Opportunities

Updated: April 2024 – Organizing & Member Engagement



OHIO EDUCATION ASSOCIATION

ORGANIZING & MEMBER ENGAGEMENT

Training Topic and Approximate Length of Training (1 hr. unless otherwise noted.)	Training Appropriate for the following venues				Strategic Priorities Met by Training				OME Topic Leader
	OEA Staff	Leadership Councils	Local Training	District Conference	1: Local Capacity	2: Educate & Organize	3: Professional Issues	4: Equity	
Beginners Talk Strategy: Professionals Talk Logistics (time dependent if developing LDP)		●	●	●	●	●			Alison Hoffa
Break it Down Now: OEA 411 and the unlimited value of membership	●	●	●	●	●	●			Rachel Grabowski Alison Hoffa
Build and Sustain Successful Labor-Management Collaboration (2 hours)		●	●	●	●	●			Alison Hoffa
Building Highly Effective Teams (min. 2 hours)	●	●	●	●	●	●			Rachel Grabowski Alison Hoffa
Building Organizing Committees (90 min.)	●	●	●	●	●	●	●		Makia Burns Matt Ides Rachel Grabowski Alison Hoffa Taraja Shephard Allen
Building Out a Comprehensive Communication Infrastructure	●	●	●	●	●	●			Matt Ides Alison Hoffa
Candidate Recruitment at the Local Level	●	●	●	●	●	●			Dominic Mendiola Zach Roberts
Coalition Building 101	●	●	●	●	●	●		●	Makia Burns Matt Ides Alison Hoffa
Community Power Mapping (90 min.)	●	●	●	●	●	●		●	Makia Burns Matt Ides Rachel Grabowski
Conversations that Matter - One on Ones	●	●	●	●	●	●	●		Makia Burns Matt Ides Rachel Grabowski Alison Hoffa Dominic Mendiola Taraja Shephard Allen
Cultural Competency and Equity Literacy		●	●	●			●	●	Makia Burns
Developing Local Association Political Campaigns (for levies/school board elections)	●	●	●	●	●	●			Dominic Mendiola Zach Roberts

Professional Learning Opportunities

Updated: April 2024 – Organizing & Member Engagement



OHIO EDUCATION ASSOCIATION

ORGANIZING & MEMBER ENGAGEMENT

Training Topic and Approximate Length of Training (1 hr. unless otherwise noted.)	Training Appropriate for the following venues				Strategic Priorities Met by Training				OME Topic Leader
	OEA Staff	Leadership Councils	Local Training	District Conference	1: Local Capacity	2: Educate & Organize	3: Professional Issues	4: Equity	
Distributive Leadership Training (90 min.)		●	●	●	●	●			Makia Burns Matt Ides Rachel Grabowski Alison Hoffa
Embracing Servant leadership	●	●	●	●	●	●	●	●	Rachel Grabowski
Exploring Daring Leadership		●	●	●	●	●	●		Makia Burns
Grant Writing: Tips and Tricks (90 min)		●	●	●	●	●		●	Alison Hoffa
How to make the ASK?: Real organizing data behind successful member recruitment and re-engagement (90 min)		●	●	●	●	●			Alison Hoffa Taraja Shephard Allen
Increasing Member Engagement in Your Local		●	●	●	●	●			Alison Hoffa Rachel Grabowski
Issue Organizing (2 hr min)			●	●	●	●	●	●	Alison Hoffa Rachel Grabowski Taraja Shephard Allen
Listening Tours 101		●	●	●	●	●	●	●	Makia Burns Matt Ides Rachel Grabowski Alison Hoffa Taraja Shephard Allen
Local Assessment Tool (90 min.)	●	●	●	●	●	●	●		Makia Burns Matt Ides Alison Hoffa Taraja Shephard Allen
Local Goal Setting (90 min.)		●	●	●	●	●	●		Makia Burns Matt Ides Rachel Grabowski Alison Hoffa Taraja Shephard Allen
Maximizing Members Strengths & Skills		●	●	●	●	●	●		Matt Ides Rachel Grabowski Alison Hoffa Taraja Shephard Allen

Professional Learning Opportunities

Updated: April 2024 – Organizing & Member Engagement



OHIO EDUCATION ASSOCIATION

ORGANIZING & MEMBER ENGAGEMENT

Training Topic and Approximate Length of Training (1 hr. unless otherwise noted.)	Training Appropriate for the following venues				Strategic Priorities Met by Training				OME Topic Leader
	OEA Staff	Leadership Councils	Local Training	District Conference	1: Local Capacity	2: Educate & Organize	3: Professional Issues	4: Equity	
Member Burnout		●	●	●	●		●	●	Makia Burns Matt Ides Alison Hoffa Taraja Shephard Allen
OEA for Aspiring Educators: The Future of Education is YOU!		●	●	●	●	●	●		Rachel Grabowski
OEA Fund Recruitment and Fund Drives	●	●	●	●	●	●			Dominic Mendiola Zach Roberts
Power Mapping (time dependent if mapping an individual local)	●	●	●	●	●	●			Makia Burns Matt Ides Rachel Grabowski Alison Hoffa
President' Training (3 hour minimum)		●	●	●	●	●	●	●	Alison Hoffa
Recognizing Secondary Trauma in Yourself and Others		●	●	●			●	●	Makia Burns Taraja Shephard Allen
Relational Organizing (90 min.)		●	●	●	●	●		●	Makia Burns Alison Hoffa Rachel Grabowski Matt Ides
Restorative Practices Basics		●	●	●			●	●	Makia Burns Taraja Shephard Allen
School Board Levies (Combined with Levy Planning)	●	●	●	●	●	●			Dominic Mendiola Zach Roberts
Strike and Crisis Support (90 min.)	●	●	●	●	●	●	●	●	Makia Burns Matt Ides Rachel Grabowski Alison Hoffa
Technology for Organizing	●	●	●	●	●	●			Matt Ides Alison Hoffa
The Art of Listening to Create Change	●	●	●	●			●	●	Makia Burns
Trauma Informed Practices		●	●	●			●	●	Makia Burns Taraja Shephard Allen
True Colors in Education (half or full day sessions)	●	●	●	●	●	●	●	●	Rachel Grabowski Alison Hoffa Taraja Shephard Allen

Professional Learning Opportunities

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True Colors: Strengthening Local leadership (full-day or multi-day formats)	●	●	●	●	●	●	●		Rachel Grabowski Alison Hoffa Taraja Shephard Allen
World Café			●	●	●	●	●		Rachel Grabowski Alison Hoffa Taraja Shephard Allen

LRCs can contact the identified staff person(s) or email organizing@ohea.org to schedule an OME Professional Learning Opportunity for members.

Membership Consultants:

Alison Hoffa – hoffaa@ohea.org; 614-227-0046 ext. 3151

Taraja Shephard Allen – shephardallent@ohea.org; 614-227-0046 ext. 3079

Organizers:

Makia Burns – burnsm@ohea.org; 614-227-0046 ext. 3055

Rachel Grabowski – grabowskir@ohea.org; 614-227-0046 ext. 3028

Matt Ides – idesm@ohea.org; 614-227-0046 ext. 3138

Political Advocacy Consultants

Zach Roberts – robertsz@ohea.org; 614-227-0046 ext. 3058

Dominic Mendiola – mendiolad@ohea.org; 614-330-0554

Professional Learning Opportunities

Updated: August 2023–EPRMA Department



OHIO EDUCATION ASSOCIATION

EDUCATION POLICY RESEARCH & MEMBER ADVOCACY DEPARTMENT

Training Topic and Approximate Length of Training (1 hr. unless otherwise noted.)	Training Appropriate for the following venues				Strategic Priorities Met by Training				EPRMA Topic Lead
	OEA Staff	Leadership Councils	Local Training	District Conference	1: Local Capacity	2: Educate & Organize	3: Professional Issues	4: Equity	
Associations Vision Program (2 hours)	●	●	●	●	●	●			Eric Watson-Urban
Closing Achievement Gaps	●	●	●	●	●	●	●	●	Demetrice Davis
Collective Bargaining: Strategies, Crisis	●	●	●	●	●	●			Eric Watson-Urban
College Credit Plus	●	●	●	●	●		●		Daria DeNoia
Community Learning Centers	●	●	●	●		●		●	Demetrice Davis
Constructing Quality Professional Development and Improvement Plans		●	●	●	●				Ellen Adornetto
Contract and Arbitration Database	●				●				Kelli Shealy, Eric Watson-Urban
Contract Language Development and Enforcement	●	●	●	●	●	●	●		Eric Watson-Urban
Cultural Competency and Equity Literacy (Strategies for Restorative Practices)	●	●	●	●	●	●	●	●	Daria DeNoia
English Language Learners Law. Needs and Supporting EL Educators			●	●	●	●	●	●	Ellen Adornetto
Every Student Succeeds Act: ESSA Overview (2 hours) Organizing to Lead on ESSA (full Day)	●	●	●	●	●	●	●	●	Ellen Adornetto, Demetrice Davis, Daria DeNoia (topic focused)
Family and Community Engagement		●	●	●		●		●	Demetrice Davis
Financial Analysis – K-12, DD, Higher Ed, and Career Tech	●	●		●	●				Dennis Dugan Rebecah Jones
Grievance Processing	●	●	●	●	●				Eric Watson-Urban
Group Facilitation Skills	●	●	●	●		●			Demetrice Davis
Health Insurance (1-3 hours)	●	●		●	●				Eric Watson-Urban Rebecah Jones
How healthy is your health insurance? Health insurance plan review			●		●				Eric Watson-Urban
Identifying and Using High Quality Student Data within OTES 2.0	●	●	●	●	●	●	●		Ellen Adornetto

Professional Learning Opportunities

Updated: August 2023–EPRMA Department



OHIO EDUCATION ASSOCIATION

EDUCATION POLICY RESEARCH & MEMBER ADVOCACY DEPARTMENT

Training Topic and Approximate Length of Training (1 hr. unless otherwise noted.)	Training Appropriate for the following venues				Strategic Priorities Met by Training				EPRMA Topic Lead
	OEA Staff	Leadership Councils	Local Training	District Conference	1: Local Capacity	2: Educate & Organize	3: Professional Issues	4: Equity	
Mandatory Reporting Requirements	●	●	●	●	●				Ellen Adornetto
Ohio Assessment for Educators (OAEs) and EdTPA			●	●	●	●	●		Ellen Adornetto
Ohio's Professional Development Standards	●	●	●	●	●	●	●		Ellen Adornetto
Organizational Development and Systems Change	●	●	●	●	●				Demetrice Davis
OTES 2.0 – Utilizing Evidence Based Instructional Practice as Evidence of Alignment to Standards	●	●	●	●	●	●	●		Ellen Adornetto
Professional Code of Conduct and Educator License	●	●	●	●	●	●	●		Ellen Adornetto
Resident Educator: Overview What is the Ohio RE Program?	●	●	●	●	●	●	●		Daria DeNoia
Resident Educator: RE1, RE2 (2 hours) Getting Started in Your Residency			●	●	●	●	●		Daria DeNoia
Resident Educator: Thinking and Writing for RESA (2 hours)			●	●	●	●	●		Daria DeNoia
Salary Simulations	●				●				Dennis Dugan Rebecah Jones Kelli Shealy
School Accountability	●	●	●	●	●	●	●		Demetrice Davis
School Finance / General Fund Analysis (1-2 hours)	●	●		●	●				Dennis Dugan Rebecah Jones
School Improvement: Accountability, Report Cards, and Ohio Improvement Process (OIPs)	●	●	●	●	●	●	●	●	Demetrice Davis
Special Education Restraint, Seclusion and PBIS (2 hours) Dealing with Difficult Behaviors (2 hours) Workload Guidance Training Professional Issues Organizing: Special Ed			●	●	●		●	●	Daria DeNoia
Student Centered Advocacy Language	●	●	●	●	●	●	●	●	Eric Watson-Urban
Virtual Training Facilitation	●	●	●	●			●		Demetrice Davis

LRCs can contact the identified staff person(s) or email eprma@ohea.org to schedule an EPRMA Professional Learning Opportunity for members.

Digital Learning Resources

**Never ask or require a student to create or use a personal account to use on a third party site unless approved in writing by the district.*

Actively Learn — Online articles with comprehension checks and the ability to embed notes and videos. Choose from the library of editable articles or upload your own articles. The platform syncs with Google Classroom and has a **Professional Learning Center** for ideas.

CommonLit — A free collection of fiction and nonfiction for 3rd-12th grade classrooms. Search and filter our collection by lexile, grade, theme, genre, literary device, or common core standard.

Desmos (teacher) — An online resource to teach graphing and graph analysis. Teachers can use editable pre-existing activities or create their own.

Edpuzzle — Edit YouTube videos or teacher created videos and embed questions to check for understanding. This syncs with Google Classroom.

Flipgrid — A video discussion board. Students can record short videos and reply to each other's videos. You can select "Video Moderation" when setting up a topic, which allows for activating videos rather than automatically posting videos.

Google for Education — Google Classroom, Google Sites & all of Google's applications and extensions are popular resources for teachers. Google Forms can be set to act as a quick formative or summative assessment. Google Hangouts may be a great way to have "Office Hours" should remote learning become necessary.

Haiku/PowerSchool Learning — All assessments are taken digitally using Haiku Learning. Upload a test made using ExamView or make the test on Haiku.

Kapwing — A resource that can be used to crop videos (a scene from a longer video) and create gifs. Make the content then download it onto your device then you can put it on your Google Slides presentations.

Master Teacher Project — Master Teacher Project is committed to building a body of knowledge around authentic instructional practice by curating high-quality, comprehensive lessons and effective learning strategies from teachers across the country and sharing them via their platform.

Newsela — Current events (and not so current events) on a variety of topics. Lexile ranges can be changed for diverse learners. There are also some articles in Spanish. Syncs with Google classroom.

Padlet — Make beautiful boards, documents, and web pages that are easy to read and fun to contribute to.

PBS Learning Media — FREE, standards-aligned videos, interactives, lesson plans, and more just for teachers like you.

Quizizz — Makes creating online review games fast and easy thanks to a database of questions. The review game goes at the pace of the student. Quizizz games can be played live, assigned as homework, or you can share a practice link that never expires. Syncs with Google classroom.

Quizlet — Free study sets, study modes and games in multiple subjects for review and study prep.

Wizer.me — Digital worksheets to make grading easy and even give students immediate feedback. It has multiple question type options, and video, audio, images and animated GIFs can be added to any Wizer worksheet.

Code of Conduct for Ohio Educators

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In fulfilling their obligations to the profession, educators shall act as follows:

1. Educators behave in a professional manner realizing that one's actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and outside the classroom.
3. Educators accurately report information required by the local Board of Education or governing board, state education agency, federal agency, or state or federal law.
4. Educators adhere to federal, state, and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess, or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure that school property, public funds, or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all of the terms and obligations in their employment contract.
9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them.

<http://education.ohio.gov/Topics/Teaching/Professional-Conduct/Licensure-Code-of-Professional-Conduct>



Protect Yourself and Your Career on the Internet

“Never put in electronic form anything that you wouldn’t want viewed by a million people, including your colleagues, students, and supervisors—and your mother.”

—Michael D. Simpson, NEA Office of General Counsel

With the rise of technology, educators have many new opportunities to use the internet to communicate in ways we never thought possible. However, with new technology comes pitfalls. As a school employee, you must exercise extreme caution when you engage in blogging or other forms of internet communication. In fact, future teachers need to take action to protect their careers and reputations well before they start their first teaching job, starting with the day they open a social network account. **What you post on the internet as a teenager or college student may prevent you from getting the job you want someday.**

Keep in mind that your First Amendment rights can be limited by virtue of your position as a school employee. **The general rule is that school employees can be disciplined for off-duty conduct if the school district can show that the conduct had an adverse impact on the school or the teacher’s ability to teach.** And it wouldn’t be too difficult to make that showing if the teacher’s blog includes sexually explicit or other inappropriate content and is widely viewed by students. Consequences can be severe, from a written reprimand to a suspension or termination of employment to suspension or revocation of one’s teaching license.

U.S. SUPREME COURT DECISION

GARCETTI ET AL. V. CEBALLOS

“When public employees make statements pursuant to their official duties, they are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline.”



Internet Protection Tips for Educators

1. What you post on the internet is, for all intents and purposes, there forever. If you have questionable content on the internet, by all means remove it NOW. Be wary, though, that once you have removed content from the internet, it might still be there preserved by an image—capturing the historical documentation site which takes daily screen captures of random sites on any given date and time. Also, removing something from the internet doesn't mean someone else hasn't printed it or taken a screenshot and saved it prior to your removing it.
2. Minimize the risk associated with internet communication by limiting access to your blog, social network, or website page using a "friends only" or similar restrictive setting. If you are using Facebook, review the privacy options and choose the most restrictive ones. This will make sure only trusted individuals can see the information you are posting. Use extreme caution when "friending" relatives or other individuals who may have connections to students. You may need to revise their access privileges to your site or social network while you have students connected to them in your school.
3. Don't "friend" students and NEVER GIVE A STUDENT ACCESS TO YOUR SOCIAL NETWORKING SITE. Most districts have policies or directives that prohibit staff from inviting or accepting invitations from students to be "friends" on a social network. Check your district's policies and make sure your internet habits are in compliance with them. Review the policies with your OEA Labor Relations Consultant. As social networks become more integrated into daily life and learning, some schools are starting to allow the use of social network sites for maintaining a classroom community. If you are in a district which allows this, make certain to maintain separate networks for your personal life and your classes—and never allow the two to commingle.
4. If visitors can post to your blog or Web page, monitor postings constantly and remove any that are inappropriate. Most blogging sites give blog authors and administrators the ability to review and approve blog comments before they are posted. We recommend you use this option if it is available to you.
5. Do not blog or post about your job duties, colleagues, supervisors, or students even in passing. This will reduce the danger that you might disclose confidential information, share information about a private workplace complaint, or otherwise carelessly or unintentionally engage in speech which could affect your future employment.
6. If you choose to blog or post as a citizen about a non-job-related matter of public concern (i.e., the elections, terrorism, or environmental issues), take care that what you say will not impede your employer's effectiveness or efficiency or otherwise disrupt the workplace.
7. If you are blogging or posting about innocuous information (i.e., your favorite football team or family genealogy), you still must be careful not to engage in comments that could adversely affect your employer (i.e., damage the employer's reputation) or interfere with your ability to carry out your job duties.
8. Do not blog or post about personal subjects (i.e., dating, romance, or drug or alcohol use). Your blog or Web page should not contain any references to sexual subjects, or contain vulgar, graphic, or profane language. If your blog or Web page were a movie, it should be rated "G."
9. Blogging and posting anonymously does not protect you. Names of bloggers, Web page authors, and other internet users can be discovered through litigation.
10. Be very careful about posting pictures of yourself or family on the internet. Scrutinize every photo before deciding to post it. Avoid party photos. If others have tagged you in questionable photos on their social networks or websites, ask them to remove them immediately. On Facebook, you also have the option of blocking the tags identifying you, even on someone else's page. If you are allowed to maintain a site or social media profile for classroom purposes, before posting any student photos, make sure you follow district procedures and/or seek written permission from those in photos before posting them.

DISCLAIMER: This document is not meant to be comprehensive or a substitute for common sense when using social networking sites, and it is not intended to provide legal advice. For additional information, members should contact their Labor Relations Consultant (LRC).



What To Do When You Are The Target of Internet Speech

If you discover you are the subject of inappropriate student cyberspeech:

- 1. Print, screen capture, or email the page.** It is important for the speech to be preserved, if possible. Either print a hard copy or save an electronic copy of a web page by printing to .pdf or another image writer. If possible, save it to your own personal flash drive or computer or email it to a personal account.
- 2. Inform the school administration.** School administrators should really work with you in these situations. Disciplinary action against the offending student may be appropriate in certain cases. Also, you do not want the administration coming after you if the page is not obviously a fake.
- 3. Contact your OEA Labor Relations Consultant or Local President for assistance.**
- 4. Contact the host of the information, such as facebook.com, snapchat .com, plus.google.com, or ratemyteachers.com to have the page removed** if the profile is fake or the content or conduct on the site violates the guidelines for the site.

5. **The ability to track the creator of the information should not be lost by requesting the page be removed.** The host will help to identify who posted or created the information, but not without a subpoena, which will require the assistance of local law enforcement.

To report an imposter profile, abuse/misuse, or cyberbullying for:

Facebook.com

- Go to the imposter profile and click "Find support or report profile." This option should be found by clicking the <...> button.
- Check the appropriate boxes and add comments.
- Click Send.
- Be sure to add a valid web address (URL) leading to the real profile so that Facebook can review the information, such as: <http://www.facebook.com/help/?page=798#!/help/?faq=14240>.

Snapchat.com

- Click on "Support" at the bottom of the home page or go to: <https://support.snapchat.com/en-US/i-need-help>.
- Select your problem from the drop-down menu.

Ratemyteachers.com

- Search for "imposter profile," "cyberbullying" or "abuse" and follow the instructions.
- There are "flag this" links next to the ratings, which will allow someone to file a complaint and/or ask for the comments to be removed.

Google+

- Left click on the gear icon in the top right corner of your Google+ home page.
- Select "Google+ help."
- On the next page under "Fix a Problem," select "Report Issue".
- Select your problem from the drop-down menu and follow the instructions.

6. **If you believe a crime has been committed, contact local law enforcement.** The creator of the content may have committed a crime, or you may want to seek a restraining order.

7. **Be wary of companies offering to rehabilitate your reputation.**

Info and data taken from: NEA Today, Rights Watch, "The Whole World (Wide Web) is Watching," April 2008, and from The Educator's Advocate, "Blogging 101," December 2008/January 2009. Adapted from and printed with permission of the Pennsylvania State Education Association Legal Division. September 2008.



Teach but Don't Touch

- **Whenever possible, never be alone with a student.** A student's allegations made when there are no other witnesses hinge on credibility, and authorities often tend to favor the alleged victim in these circumstances. So, don't be alone with a student in a house or a car, and never give a student a ride home. To the extent possible, avoid being alone with a student in a classroom. Risky situations include: one-on-one tutoring, counseling, after-school or recess detention, and make-up tests. If you can't avoid being alone with a student at school, keep the door open and stay in plain sight.
- **Always maintain a professional demeanor and distance.** That means: no flirting, teasing, or joking about sex. Don't socialize with students or treat them as "pals" or "friends." Never give gifts, unless you give one to every student, and don't single out any one student for constant special attention or flattery.
- **Never send emails, text messages, or cards to students unrelated to schoolwork.** Don't ask students about their social lives or comment on their personal appearance, and avoid discussing intimate details of your own private life. Don't hire students to babysit or allow them to visit your home. Be the adult and maintain boundaries.
- **Avoid physical contact with students.** This is a particularly difficult area. Younger children often seek and need physical comfort from their teachers who, sadly, may be the only source of compassion and love that some students have. In the early elementary grades, an occasional hug is probably OK. But as a general rule, it's best to avoid most forms of physical contact, especially kissing, hair stroking, tickling, and frontal hugging. And use common sense: a "high five" to acknowledge a job well done is fine; a slap on the bottom is not.
- **Male teachers have to be especially careful when it comes to physical contact of any sort.** While a female teacher's touch may be perceived as comforting, a male teacher's may be viewed as sexually suggestive and male employees are far more likely to be accused of inappropriate contact with students than female employees. According to one expert, accusations involving female teachers and male students make up less than five percent of the cases.
- **Avoid using physical force to enforce discipline.** When students are misbehaving or out of control, avoid touching or grabbing them to get their attention. Instead, use verbal commands and other disciplinary methods. There may be a rare occasion when you will have to use physical force in self-defense or to prevent injury to others. If that happens, use the minimum force necessary to prevent harm and immediately call for help. Also, if this is a persistent problem, you may want to ask your district for special training.
- **Never allow a student to obsess over you.** While a crush can be flattering, it also can be fatal, so always nip it in the bud. An unfulfilled fantasy can result in a student acting out to gain attention or retaliating for being ignored. If a student expresses a love interest, respond with an unambiguous "no." Don't equivocate and certainly don't encourage the student by acting pleased by the attention. It's also advisable to share this information with another adult and your Association Representative. In some circumstances, it may be appropriate to tell your supervisor and ask that the student be transferred.
- **Be particularly wary of "troubled" students.** This is a tough one. Some students come to school with a host of emotional needs and chronic problems, and they may confide in their classroom teacher and ask for support and guidance. Particularly for a student with emotional problems, a teacher's efforts to help unfortunately can be misconstrued as something more and may lead to an infatuation or dependence. Plus, you don't have the skills or training needed to assist.
- **While you can and should express concern and compassion, don't take on the role of confidant or counselor.** Instead, refer the student to the school counselor, a trained professional who has both the expertise to assess what services the student may need and the experience to know how to arrange for the delivery of those services to the student.
- **Be especially vigilant if you hold certain teaching positions.** Anecdotal evidence suggests that employees who perform certain jobs are at increased risk of false allegations. These include athletic coaches and performing arts teachers—drama, band, chorus, and debate as well as publications advisers. This trend may be the product of the intense nature of such activities, which may weaken teacher/student boundaries, coupled with a substantial amount of after-school, weekend, and off-campus interactions.

Recognizing and Reporting Sexual Harassment

Federal law and a series of court decisions require that all work places and schools be free of sexual harassment.

In the workplace

Title VII of the 1964 Civil Rights Act protects all public employees from discrimination in employment (including hiring, promotions, salaries, benefits, training, and on-the-job treatment). Title IX of the 1972 Education Amendments protects employees and students by prohibiting discrimination on the basis of sex in educational institutions, educational programs, or other institutions that receive federal funds.

Federal regulations define sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

- *submission to such conduct is made whether explicitly or implicitly a term or condition of an individual's employment,*
- *submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or*
- *such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.*

Involving students

In working with young people, there is sometimes a tendency to dismiss inappropriate behavior as "just being kids" or "teenage flirting." In general, if an individual feels harassed, it is likely that a violation of policy and law has occurred.

All school districts must have written policies that address student-student, staff-student, staff-staff, and student-staff sexual harassment. They designate individuals to be consulted with or reported to and establish appropriate processes. Such policies are generally distributed annually (possibly in your orientation materials) and should be read carefully. Teachers are expected not only to exercise good judgment over their own actions, but to protect students from being victimized.

If you have any doubts about a situation, consult the district's designated person or your Local Association Representative.

What should a target of sexual harassment **DO**?

- **Do tell the harasser that you dislike the behavior and that you expect it to stop.**
- **Do keep a written record of all harassing acts.**
- **Do tell others about the problem** so they can observe and, if necessary, corroborate your claims.
- **Do make sure that school, college, or university officials are aware** that you have been sexually harassed.
- **Do report the problem** to your Labor Relations Consultant for assistance.

What should a target of sexual harassment **NOT DO**?

- **Don't ignore the harassment.** Ignoring it will only encourage the harasser. Tell the harasser to stop.
- **Don't delay addressing the problem.**
- **Don't blame yourself.** Harassment is unwanted and can make you feel trapped, confused, helpless, embarrassed, or scared. You certainly didn't ask for any of those feelings.
- **Don't be embarrassed to share the problem.** Tell someone you can trust, and ask her or him to help you take the necessary action.



Identifying and Reporting Suspected Child Abuse

Recognizing the fears and sensitivities of our children is very important for today's education employees. Children who have been or are currently being subjected to abuse outside of school will be more likely to misinterpret actions that other students would not. A child who shows no outward signs of abuse may still be living in terror of being touched or may have an emotionally devastating reaction to a simple verbal reprimand.

Being aware of some of the signs of abuse may save you and the child from unnecessary turmoil resulting from an innocent action or statement.

There are several behavioral clues that may lead you to suspect that a student is being abused. Of course, one sign or symptom does not necessarily indicate child abuse, but there are some clues that may lead you to suspect it.

Watch for a Child Who

- appears nervous, disruptive, or hyperactive;
- has a pattern of unexplained injuries or an inordinate number of “explained” ones;
- comes to school inappropriately dressed for the season;
- is habitually late or often absent from school;
- arrives early or leaves late because they are reluctant to go home;
- is unusually fearful of adults and other children;
- is unusually shy, withdrawn, or passive;
- goes to the bathroom with difficulty;
- is constantly tired, thin, or shows evidence of malnutrition.

Teachers, counselors, school administrators, and school nurses have a mandatory duty to report child abuse and may be found guilty of a misdemeanor if they knowingly fail to make an immediate report by telephone or other method to the proper authorities. Check your school district policy on child abuse reporting. If you are not absolutely sure what the policy requires of you, get your questions answered right away. *The Ohio abuse reporting law (ORC: 2151.421).*

For more information, go to: <http://codes.ohio.gov/orc/2151.421>

10 Steps to Stop and Prevent Bullying

Bullying is systematically and chronically inflicting physical hurt and/or psychological distress on one or more students. Bullying is not child's play, but a rather terrifying experience many American school children face every day. It can be as direct as teasing, hitting, or threatening or as indirect as in rumors, exclusion, or manipulation. Bullying can no longer be explained away—as some adults are inclined to do—as a normal part of growing up. Bullying in children can develop into sexual harassment in older students.

Whether you are a parent, an educator, or a concerned friend of the family, there are 10 steps you can take to stop and prevent bullying:

- 1. Pay attention.** There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every student may not exhibit warning signs or may go to great lengths to hide them. This is where paying attention is most valuable. Engage students on a daily basis and ask open-ended questions that encourage conversation.
- 2. Don't ignore it.** Never assume that a situation is harmless teasing. Different students have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the student that you are there for them and will help.



- 3. When you see something, do something.** Intervene as soon as you even think there may be a problem between students. Don't brush it off as, "Kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All questionable behavior should be addressed immediately to keep a situation from escalating. Summon other adults if you deem the situation may get out of hand. Be sure to always refer to your school's anti-bullying policy.
- 4. Remain calm.** When you intervene, refuse to argue with either student. Model the respectful behavior you expect from the students. First make sure everyone is safe and that no one needs immediate medical attention. Reassure the students involved as well as the bystanders. Explain to them what needs to happen next—bystanders go on to their expected destination while the students involved should be taken separately to a safe place.
- 5. Deal with students individually.** Don't attempt to sort out the facts while everyone is present, don't allow the students involved to talk with one another, and don't ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved—including bystanders—on a one-to-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.
- 6. Don't make the students involved apologize and/or shake hands on the spot.** Label the behavior as bullying. Explain that you take this type of behavior very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on your school's anti-bullying policy. This empowers the bullied child—and the bystanders—to feel that someone will finally listen to their concerns and be fair about outcomes.
- 7. Hold bystanders accountable.** Bystanders provide bullies an audience, and often actually encourage bullying. Explain that this type of behavior is wrong, will not be tolerated, and that they also have a right and a responsibility to stop bullying. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.
- 8. Listen and don't pre-judge.** It is very possible that the person you suspect to be the bully may actually be a bullied student retaliating or a "bully's" cry for help. It may also be the result of an undiagnosed medical, emotional, or psychological issue. Rather than make any assumptions, listen to each child with an open mind.
- 9. Get appropriate professional help.** Be careful not to give any advice beyond your level of expertise. Rather than make any assumptions, if you deem there are any underlying and/or unsolved issues, refer the student to a nurse, counselor, school psychologist, social worker, or other appropriate professional.
- 10. Become trained to handle bullying situations.** If you work with students in any capacity, it is important to learn the proper ways to address bullying. Visit <https://www.nea.org/professional-excellence/just-equitable-schools/core-values/preventing-violence-bullying> for information and resources. You can also take the pledge to stop bullying as well as learn how to create a Bully Free program in your school and/or community.



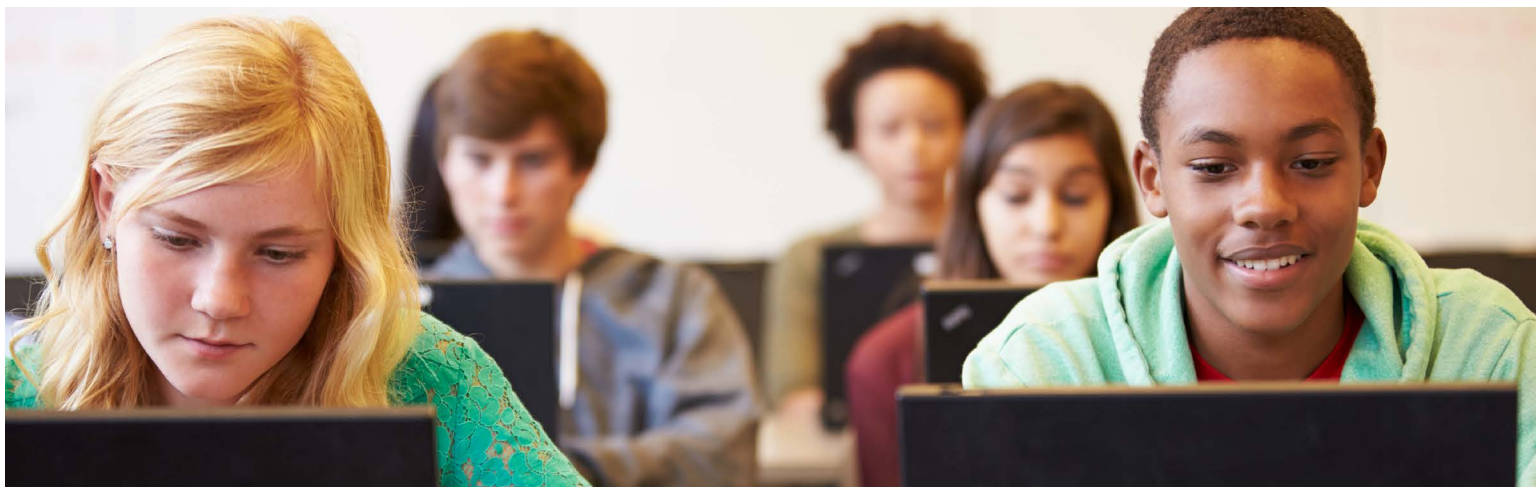
10 Steps to Stop and Prevent Cyberbullying

Cyberbullying is the term applied to bullying over the internet, via email, text messaging, and similar technological modes of communication. Cyberbullying includes sending or posting harmful material or engaging in other forms of social aggression. This form of bullying is more intense as it can occur around the clock, and the text or images can be quickly and widely disseminated—well beyond the school grounds.

Cyberbullying is growing rapidly among youth. Whereas bullying used to be confined primarily to the schoolyard, young people are being bullied on their computers, cell phones, and with other technology. A good way to tackle the issue of cyberbullying is to stop it before it ever starts.

How to stop and prevent cyberbullying:

- 1. Implement and enforce an anti-bullying school code of conduct** that includes both bullying and cyberbullying. Spell out what behaviors and actions will not be tolerated and the consequences that will follow.
- 2. Have students sign an anti-bullying and cyberbullying pledge** where students pledge not to bully others and to speak up if they know someone is being bullied.
- 3. Create a safe place for students to voice concerns or problems**, and encourage students to come forward and speak to someone.
- 4. Learn how to tell the warning signs that a child might be being cyberbullied** and how to get the child appropriate help. Educate teachers and staff on the warning signs and what they should do to help a student.
- 5. Talk with students about cyberbullying:** what it is, the impact it has, and its consequences. Let them know cyberbullying is a serious issue that will not be tolerated.
- 6. Educate parents on cyberbullying.** Let them know what signs to look for at home and how to talk with their children about the issue. Invite parents to talk with you about cyberbullying and send home resources.
- 7. Learn and teach conflict resolution and anger management skills.** Help students practice applying them in everyday life.
- 8. Develop and sustain a network** with health care, mental health, counseling, victim services, and social work resources in your community. Make sure all staff know how to connect students with available resources.
- 9. Encourage and sponsor a student-led, anti-bullying program.** Work with students to help raise cyberbullying awareness within the school through student-led clubs, assemblies, or posters.
- 10. Stay informed!** Stay up-to-date with the latest internet and technology trends.





LGBTQAI+ Students

LGBTQAI+ students are more likely to face bullying and harassment in school—leading to poor grades, dropping out of school, and even homelessness. LGBTQAI+ students at the college level also report feeling unsafe and unwelcome.

Educators are uniquely positioned to address these issues and work toward creating a safe, supportive, and affirming school environment for LGBTQAI+ students. Every student deserves the right to attend a school that fully embraces them for who they are and allows them to achieve to their full potential.

Every student deserves a safe, supportive, and affirming school environment. As a caring educator, pledge to create that space for LGBTQAI+ students.

- Talk to and share resources with colleagues to educate them on the needs of LGBTQAI+ students.
- Advocate for safe, supportive learning environments for LGBTQAI+ students.
- Collaborate with colleagues, parents, administration, community, and most importantly, students to ensure students have access to LGBTQAI+-related supports and resources.

Advocate for the rights of transgender students and stand in opposition to anti-transgender legislation, policies, and practices.

For more information on sexual orientation and gender identity, please go to:

www.nea.org/professional-excellence/just-equitable-schools/core-values/supporting-lgbtq-youth

Avoiding Gender Bias

Findings indicate that many classroom teachers are guilty of gender bias and are totally unaware of what they are doing.

Here are some suggestions for avoiding gender bias in your classroom:

- Use inclusive language. “You guys” may be a popular way of addressing a group, but it’s an example of gender bias.
- Ensure your expectations are the same for all of your students. All genders can succeed in math and reading, for example.
- Use instructional materials that are gender inclusive.
- Avoid assigning student duties based on gender stereotypes.
- Screen books, posters, and other materials for inclusiveness.
- Make the classroom atmosphere one where all students are paid equal attention, encouraged, questioned, and reinforced.
- Expectations and discipline consequences should be the same for all students.
- Pay the same attention to compliant students as you do to assertive students.
- Actively integrate groups by not allowing self-segregation.
- Never use gender to group students.
- Model gender inclusiveness in your teaching practice.

Recognizing Trauma's Impact on Student Learning

"Trauma can impact an individual in many ways, and an individual's response to a traumatic event can vary. Circumstances of the event such as when, how, where, how often, and the responses of others can impact an individual's response. Children may experience symptoms related to brain development, learning and behavior — all of which impact academic success." — Ohio Department of Education

According to 2017-2018 data from the Kids Count Data Center, 23% of Ohio's children have experienced two or more adverse childhood experiences, or ACEs.

Those adverse experiences are defined as:

- Frequent socioeconomic hardship
- Parental divorce or separation
- Parental death
- Parental incarceration
- Family violence
- Neighborhood violence
- Living with someone who was mentally ill or suicidal
- Living with someone who had a substance abuse problem
- Racial bias

In 2017-2018, the national average for all children experiencing adverse childhood experiences was 19%. Ohio's percentage places the states' children in the top quartile of all states when measuring for adverse childhood experiences; only eight states have higher rates of adverse incidences for their children.

According to the National Child Traumatic Stress Network, when children do not have consistent safety, comfort, and protection in their homes and communities they often develop coping mechanisms that help them to survive in stressful and traumatic environments. Should the stress and trauma continue for extended periods of time, these coping mechanisms can inhibit a child's ability to develop cognitively, socially, and physically. Ohio's professional educators are reporting that they see more children each year who exhibit stress and behaviors in their school communities. Without adequate training in trauma and its effects on children, these dedicated teachers and educational aides are seeking support and assistance for their students.

Major symptoms of trauma include:

Cognitive delays

A delay in normal brain development process

Inability to predict and make inferences

Difficulty understanding cause and effect

Inability to process relationships and emotions

Difficulty forming or maintaining relationships

Wariness of the future

The future feels unpredictable and out of control

Trauma-Informed Support for Students

We believe that all schools can benefit from a trauma-informed model of education, and that all schools should have state and local funding to support this school reform effort. Safe and supportive schools are healthy learning and working environments, and educators must be empowered to create and implement dynamic trauma informed schools where all students, including those who have been affected by traumatic events, can learn and thrive.

Educator objectives to support students who have/may be experiencing trauma include:

- Creating a safe space and nurturing healthy relationships for students
- Helping kids identify their emotions as a first step toward getting calm and centered
- Using exercises that help mind-body connections to help kids manage their emotions
- Helping students learn self-regulation strategies to help them calm down during a trigger experience
- Noticing changes in student behavior and working with a guidance counselor or school social worker to bring in additional support
- Championing healthy, trusting relationships by connecting each student with at least two other caring adults
- Helping students understand how their brains work so they can be aware of how they learn
- Helping students build a vocabulary for the emotions they feel themselves and observe in others

Fortunately, there are resources available in Ohio for our educators. The Ohio Mental Health and Addiction Services Trauma-Informed Care Initiative is working state-wide to deliver professional development for those who are in contact with children who have experienced trauma. The Ohio Department of Education website references the effects of trauma and offers resources that describe Trauma-Informed Schools as places where students and staff feel safe, welcome, and supported, and where the impact of trauma is at the center of the mission of delivering education content and policy development for the functioning of the school.

Resources

Adversity in Childhood and Childhood Trauma

<http://www.tinyurl.com/adversity-in-childhood>

The Impact of Trauma on Students

<http://www.tinyurl.com/impact-of-trauma>

Ohio's Trauma-Informed Care Initiative

<https://mha.ohio.gov/Health-Professionals/About-Mental-Health-and-Addiction-Treatment/Trauma-informed-Care>

Understanding the Traumatized Child - OSU Opioid Overdose Family Support Toolkit

<http://www.tinyurl.com/overdose-toolkit>

How to Handle Complaints

- Familiarize yourself with the parent and/or community member complaint process. The process may be outlined in your negotiated agreement and/or in your school district's board policy.
- If you are called to a meeting with administrators and the meeting becomes an accusatory proceeding, do not discuss the matter with anyone or attempt to defend yourself alone. Request an adjournment of the meeting to consult your Association Representative, then call immediately. Trained Association Representatives are in your work site or as close as a phone call to your Local President or OEA Labor Relations Consultant.
- Until you have a chance to discuss the situation with your Association Representative or your Labor Relations Consultant, do not make any spontaneous replies to any charges presented to you.
- It is important that you get advice early. Don't wait to "see what happens." Your Labor Relations Consultant will see to it that you have the benefit of legal advice and counsel, if needed.
- Do not submit any written statements to administrators unless they have been reviewed by your Association Representative.
- Be sure to keep copies of all written correspondence, including postmarked envelopes.
- An Association Representative should accompany you to all meetings. The Association Representative should be your Worksite Representative, a grievance committee member, a local association officer or your Labor Relations Consultant.
- The individual who accompanies you should agree beforehand to testify for you in administrative hearings or court proceedings, if necessary.
- Do not agree to any proposals offered without first checking with your association. Under no circumstances should you submit a resignation unless at your own insistence and without first conferring with your Labor Relations Consultant.
- The media may try to get you to make a statement. Do not make any public statements whatsoever. Again, confer with your Labor Relations Consultant to determine the best way to deal with the media.
- Remember, the Association ensures due process for its members.

What to Do if You are Accused of Misconduct

Even if you follow the advice in this publication, there's no guarantee that you won't be the victim of false allegations. And if that happens, here are some suggestions about what to do and what not to do:

- First, call your Association Representative. Depending on the Local, that person may be a Worksite Representative, the Association President, or a Labor Relations Consultant. Your Association Representative can provide advice and help you obtain legal representation under various Association programs.
- Don't talk to school administrators or law enforcement officers before you have consulted with your Union representative and/or attorney. Even innocent statements can be misconstrued and misused. The decision whether to meet with these officials and what, if anything, to say to them should be made only after consulting with your legal and/or other Association Representative. In most circumstances, your Representative should accompany you to any meeting.
- Don't sign anything. It goes without saying that this will be an enormously stressful time, and you should not make any decision about signing a statement or other document without first discussing it with your Representative.
- Don't talk to the media unless and until you and your Representative decide that it is in your best interest to do so.
- Don't resign from your job. No matter how bad things look, resigning will not help, and it may be interpreted as an admission of guilt. You should not consider this option until you have consulted with your Representative.



Legal Services Program

One of the benefits provided by NEA and your state Association is job rights protection under the Kate Frank/DuShane Unified Legal Services Program (ULSP). The ULSP is a jointly-sponsored NEA and state affiliate program that provides appropriate legal assistance to members who are subjected to discipline or discharge by their employer.

But did you also know that NEA provides two other important benefits that may be available to members who are falsely accused? Some cases involving very serious allegations can result in criminal charges being filed against you and may require you to retain a criminal defense attorney. If the charges arise in the course of your employment and you are fully exonerated or all the charges are dropped, then the NEA Educators Employment Liability (EEL) Program will reimburse you up to \$35,000 for attorneys' fees. *(Note: If the criminal charges are limited to corporal punishment, there is reimbursement even if you are not exonerated.)*

Be sure to contact your state Association before retaining a criminal defense attorney. Your state Association may be able to recommend a reputable attorney who has experience with your legal issues.

You also might be sued for damages by the alleged victim and/or the parents. Under the EEL Program, all NEA members are covered for claims up to \$1 million in civil lawsuits against them for damages and attorneys' fees arising out of their employment activities. The policy kicks in after any insurance available through the school district and is subject to several exclusions. Check with your state Association for additional information about the scope of coverage under the EEL Program.

Experienced Educators Share Their Insight

“I’ve learned to be consistent, to offer students routines and discipline. Kids need that kind of security in the classroom—an environment where there are rules that are shared by all.”

“I never raise my voice to get the attention of students. Instead, I use hand signals that students can copy. They become so busy trying to duplicate my hand movements, they forget to talk.”

“I rely on my two favorite teaching tools: zip-up bags and the cardboard cases soft drinks come in. The bags are good to corral anything you don’t want to wander around loose. And the cardboard boxes, when cut down, make great trays for passing out materials. “

“I wish I hadn’t felt obligated to deal with what was in my lesson plans all the time. When kids really wanted to know the answer to something, I’d put that motivation on the back burner because it didn’t fit that plan, and I lost out on some opportunities.”

“I wish I’d known not to sweat the small stuff.”

“I wish I had been better prepared in writing.”

(From an elementary teacher who now gives writing workshops to others in her school.)

“I’ve learned to give kids time to think after I ask a question.”

“I don’t think enough can be said about the use of peer tutoring. Too often, teachers feel that the teaching must come from the adult in the classroom. Don’t be afraid to share some authority and responsibility for classroom learning.”

OEA

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