2023 MEA Conference
for Aspiring and Early Career Educators

Saturday, March 25, 2023 • 9 a.m. - 2 p.m.
A Virtual Offering

Our conference theme is the Curb Cut Effect in Education. The conference will focus on strategies educators can use to support all students by targeting support for students furthest from opportunity.
Greetings Aspiring and Early Career Educators!

Welcome to our annual conference that MEA has planned just for your needs. We appreciate your dedication to public education and your willingness to make a difference in the lives of your current and future students.

This year our conference theme is the “Curb Cut Effect.” The “Curb Cut Effect” postulates that when we specifically support a targeted group, that support serves others beyond the original group. The name comes from the idea that curb cuts were originally installed in response to the needs of wheelchair-bound people and designed to help them navigate city sidewalks and street crossings, but they also benefit people pushing strollers, luggage, or grocery carts as well as people riding bikes or other wheeled recreational vehicles.

There are many other examples of this type of targeted support that create opportunities for others. One thing we can all recognize is the victories of labor unions in creating better working conditions such as the 5-day/40-hour work week, safety protections, and improved wages for their members. These victories have also benefited non-union workers as employers recognize that in order to compete with union jobs, they must provide their employees better working conditions and wages. We must never forget that these gains were only achieved through the collective action of unions and that our work is not done. We must be ever vigilant.

We have a great opportunity in Michigan right now to encourage legislators to support our educators and our students to make positive changes for public education. One recent victory that I am excited about is the student teacher stipend we secured that we hope will take away some of the stress felt during the internship semester/year. As a union, we continue to work to support our members throughout their professional journey. I am excited to work with you, our newest educators, to build up the profession and support you and your students.

This conference is focused on supporting your efforts to be the best educators you can be for your students. The sessions will focus on things that educators can do to support specific categories of students such as those who come from challenging backgrounds, those who have math anxiety, those who are struggling with emotional health and well-being, and those eligible for special education services. The strategies you will learn will help you help all your students.

We hope that you find our conference uplifting and encouraging. We hope you learn strategies that will help you make instructional and classroom management choices that will create joy and success for you and your students. We want you to take this time to connect and network with public educators from across the state. We have some fun surprises planned as our way of reminding you how important you are to your union family and your students.

Enjoy the 2023 Aspiring and Early Career Educators Conference. Thank you for everything you do for public education and students.

Paula J. Herbart
MEA President
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## Conference Schedule

The series platform will open five minutes in advance. Please log in during the time allotted between each event to check in to allow the sessions to start on time.

<table>
<thead>
<tr>
<th>Platform Opens</th>
<th>Session Start Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>8:55 a.m.</td>
<td>9:00 a.m.</td>
<td>Welcome &amp; Opening Keynote: Brittany Rhodes, Founder of Black Girl MATHgic*</td>
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<tr>
<td>10 a.m.</td>
<td>10:05 a.m.</td>
<td>100 Series</td>
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<tr>
<td></td>
<td>11:05 a.m.</td>
<td>Break</td>
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<tr>
<td>11:15 a.m.</td>
<td>11:20 a.m.</td>
<td>Keynote: Nanette Hanson, Michigan Teacher of the Year*</td>
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<tr>
<td>11:45 a.m.</td>
<td>11:50 a.m.</td>
<td>200 Series</td>
</tr>
<tr>
<td></td>
<td>12:50 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>1:05 p.m.</td>
<td>MiNE Panel Core Teaching Practices*</td>
</tr>
</tbody>
</table>

*There will be gift giveaways at the indicated sessions. Members must register for the session and be present at time of giveaway to win.*

Giveaways at general sessions!
BRITTANY RHODES

Founder and General MATHager

Brittany Rhodes is the founder and General MATHager of Black Girl MATHgic (BGM). BGM’s flagship products are the Black Girl MATHgic Box and The MATHgic Prince Box, the first and only subscription boxes designed to increase math confidence and decrease math anxiety in girls and boys, respectively, on a 3rd-8th grade math level.

Brittany received her Bachelor of Science in mathematics from Spelman College and her MBA from Carnegie Mellon University.

NANETTE HANSON

2022-23 Michigan Teacher of the Year

Teacher, Escanaba Public Schools

Nanette is a proud teacher with 20 plus years of varied teaching experiences in several different teaching positions. She has worked as a music teacher, Title I Reading teacher, computer teacher, alternative high school teacher, and for the last 17 years, as a first grade teacher at Lemmer Elementary School in Escanaba Public Schools.
REGISTRATION INFORMATION

Registration Deadline: March 15, 2023

Session enrollments are limited. Register early!

REGISTRATION PROCESS

Online registration only.
Click the button to register. If that direct link doesn’t work on your device, you can:

1. Go to www.mea.org/login and log in (you can create your login credentials there or reset a lost password).
2. Scroll down to Register for Conferences and click to log in.
3. After logging in, click on Upcoming Events.

PLEASE NOTE: To use online registration, each member must sign into their MEA account so that the information is on their record. One MEA member cannot register another MEA member.

Please verify that your email address is correct in the system before registering. This is how you will receive a confirmation email to let you know that the registration was processed correctly.

Session availability will be in real time so there is no need to list/select a 1st, 2nd and 3rd choice when registering online (as you do when submitting a paper copy with payment). If the session is available to select as the member is registering, there are seats available in that session.

IMPORTANT: If you receive a message about any time overlap, you have registered for overlapping sessions and will need to remove one of the sessions before you can finalize the registration. The system is trying to help make sure your registration is complete/correct so no further action will be required on your part prior to the conference. Watch for a confirmation email. This will be your proof that the registration processed all the way through the system.

If you do not receive a confirmation email immediately following registering, please notify Ryan Roehler at rroehler@mea.org to confirm your registration was processed.

CONFIRMATION EMAIL

A confirmation message will be sent to the email on file for the member. If you do not receive a confirmation email, please contact Ryan Roehler at rroehler@mea.org.

REGISTRATION FEES

Due to the 2023 MEA Conference for Aspiring and Early Career Educators being a virtual offering, no fees will be charged to attend. However, you must be a member in good standing with the MEA and pre-register to participate.

REGISTRATION GUIDELINES

- All persons attending all or any part of the conference must register.
- Plan to register early since some sessions have limited enrollment.
- If you find you can no longer participate in any/all of the virtual sessions, please be sure to cancel via email including your name and local unit or chapter. Please send email to rroehler@mea.org.

FOR FURTHER INFORMATION

Contact Ryan Roehler at rroehler@mea.org.
STATE CONTINUING EDUCATION CLOCK HOURS (SCECH)

TO PARTICIPATE: If you would like to participate in the State Continuing Education Clock Hours (SCECH) Program, please indicate that during the online registration process by selecting SCECH credit from the course selection. The sessions that are eligible for SCECH credit are listed below.

*SCECHs are pending approval from the Michigan Department of Education.

STATE CONTINUING EDUCATION CLOCK HOURS (SCECH) ELIGIBLE SESSIONS

If you have any questions about the SCECH program or what is required of you, please call 517-333-6262.

Student teaching soon?

Scary, isn’t it? Get an experienced teacher in your corner with the Student Teacher Mentoring Program through AEM. When you are being judged and graded by both your college supervisor and your mentor teacher, it may be difficult to approach them with questions and challenges. Don’t worry, we have a solution! As an AEM member, you have access to an MEA-R mentor with years of classroom experience whose only goal is to support you as you embark on your career as an educator.

Registration for the program will be emailed to you the semester before you student teaching begins, based on your anticipated graduation date as indicated in your AEM membership. If you don’t receive the registration email or have questions about the program, reach out to Annette Christiansen at achristiansen@mea.org.
101 THE BELONGING DIFFERENCE: MAXIMIZING THE POSITIVE DIFFERENCE WE MAKE IN THE LIVES OF YOUTH

My entire life I’ve been complimented and praised for what others perceived as my resilience, determination, and perseverance in the face of adversity. “From foster care to the NFL,” “defying the odds,” “[insert other motivational cliche here].”

What if I told you that the difference between me reaching my full potential and standing before you today instead of falling to my circumstances and becoming a part of the cycle had very little to do with me? Would you believe me?

The truth is that the difference has a lot more to do with people like you than it does the person going through said adverse things. In this talk, we will explore how you can be the difference in someone else’s battle to belong.

Attendees will learn:
• About the unique belonging deficit that youth with adverse backgrounds have to navigate
• How to cultivate a culture of belonging utilizing the Core 3
• Maximize their positive difference through the CARE model

Presenter: Gaelin Elmore, Motivational Speaker and former NFL Player

102 WHAT’S MATH GOT TO DO WITH IT?: TIPS FOR INCREASING MATH CONFIDENCE AND DECREASING MATH ANXIETY IN THE CLASSROOM AND IN LIFE

If we had a penny for every time we heard someone say, “I’m not a math person,” we’d be sad (and rich)!

In a survey of U.S. teachers in 2020, 67% told Education Week that math anxiety was a challenge for their students. Basic math is a critical life skill, and the classroom is one of the main places where we can stop math anxiety before it starts.

In this session, we’ll dig deep into the factors that contribute to math anxiety and share tips and tricks for increasing math confidence and decreasing math anxiety in your students!

Presenters: Brittany Rhodes, Founder and General MATHager
Veneda Fox Sanders, Outreach Coordinator, Black Girl MATHgic & The MATHgic Prince

103 CREATING COMMUNALLY CO-REGULATED CLASSROOMS

We know from brain research that our neurodiverse and dysregulated students need a calm adult with whom to co-regulate, but how is this possible with a classroom of roughly 26 students? Moreover, how do we do this when we are feeling stressed or dysregulated from all of the other responsibilities we have to face? This session will focus on the tools necessary to turn our classrooms into communal co-regulated spaces by removing the burden from one adult and making it a collective journey where both you and your students can find the necessary tools to be calm, regulated humans who are ready to learn, grow, and explore. Through experiential learning and guided planning, each participant will walk away with the right questions to begin their journey of building a co-regulated classroom.

Presenter: Rebekah Schipper, Executive Director, Opportunity Thrive

104 DESIGNING LEARNING FOR ALL

This session will dive into Universal Design for Learning and how it can help create an inviting and equitable space for your diverse learners. Specifically, the session will cover a brief introduction into UDL then dig deeper into strategies to support students in math, reading, writing, and executive functioning, along with building systems within your classroom based on universal design.

Presenters: Amber Wade, Assistive Technology Consultant
Kimberly Krug, Autism Consultant
201 EXPLORING CHILDREN’S LITERATURE THROUGH THE NOTION OF OTHER:
A COSMOPOLITANISM LENS

How do we make conexiones [connections] with people and ideas that are different from our own?"

Critical inquiry and social responsibility provide a cosmopolitan lens on my work with elementary teachers to encourage open-mindedness to people and ideas that differ from their own. We will explore ways to encourage teachers and children to develop this open-mindedness to differing people and ideas, particularly in their interactions with children’s literature from global cultures. We will examine our own bias on these books, based on a mainstream U.S. perspective. These explorations are grounded in the work of David Hansen and Suzanne Choo loyalty to the known with reflective openness to the new. They are also influenced by Suzanne Choo. My work has involved developing a theoretical orientation for critical inquiry and social responsibility that integrates cosmopolitanism with critical pedagogy and reader response, theories that have guided my work for many years. The goal for this session is to critically identify and examine our own cultural locations and loyalties to the known, while also developing critical openness to people and ideas that were new to them.

Presenter: Dr. Kathleen Crawford-McKinney, Literacy & Language Program Coordinator
Reading, Language and Literature Program — Teacher Education Division
College of Education — Wayne State University

202 SERVING ALL STUDENTS: BREAKING DOWN ABLEIST LANGUAGE

This is a highly interactive session where educators will work with each other to create a bank of language that is more inclusive and learn strategies for communicating with students who are struggling as well as dive into how the work of more inclusive language will benefit the entire school community, including enhancing relationships with caregivers of students. As with all of Future Leaders Incubator’s [FLI] sessions, we approach our work with a lens on diversity, equity, and inclusion and aim to create a courageous space to explore sometimes uncomfortable content with educators.

Presenter: Jill Glassbrook, Executive Director and Co-Founder, Future Leaders Incubator

203 BUILDING IMPORTANT RELATIONSHIPS

There is nothing more exciting than welcoming new teachers to the profession. Our education system needs new ideas, new energy, and fresh faces who want to take risks and lead schools well into the next generation. However, in order to be truly successful, schools must provide a well formed culture and a welcoming climate. While similar in theory, the culture and climate of an organization are two very different things. It is not simply about the school looking for the right candidate, but the candidate finding the right school that will cultivate them professionally and support them emotionally.

Teaching is NOT an individual sport and in this session I will offer information, tips, and ideas to help you form and maintain peer, parent, and student relationships; connect with your new school community; and fit in as the “new kid” in school.

Presenter: Mark Abenth, Principal, Sherwood Elementary, Saginaw Township Community Schools
In this session you will be able to walk alongside one Anishinaabe teacher’s career journey as they have advocated for their Anishinaabe students and uplifted their teaching community towards accomplished teaching at the building, state, and national levels. By the end of this session, participants will be able to start advocating for their students, coworkers, and the communities they love.

**Presenter:** Tan-A Hoffman, NBCT, K-2 Anishinaabe Language and Culture Teacher 
 at JKL Bahweting Anishnabe PSA

MiNE Coordinators are teachers from across the state, across disciplines, and across grade levels who are leaders working to create networking and professional learning opportunities for early career educators.

MiNE Coordinators: Anthony Barnes, Kalamazoo Public Schools  
 Brittany Perreault, Farmington Public Schools  
 Kate Singer, School District of the City of Pontiac

Join MiNE for a panel discussion focused on the Core Teaching Practices and how these practices can be leveraged to support students in both targeted and widespread ways. The MiNE panel will share strategies for developing as leaders in and out of the classroom and will focus on effective techniques that help both educators and students survive and thrive during challenging times. Time will be allotted for panelists to answer your questions.
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