

October 2011

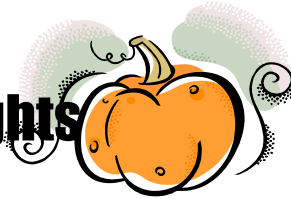


# GAEA FOCUS

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## Know Your Rights



### What Do I Do If There's A Complaint Against Me?

You never think it can happen to you. Unfortunately, even the best educators sometimes face arbitrary or unfair situations. It is better to be prepared than have to fly by the seat of your pants. Get a copy of your local contract and read it. Your building representative is a good person to get to know. Here are some other things to remember:

If you are called to a meeting with administrators, and the meeting becomes an accusatory proceeding where you are asked questions that

could lead to discipline, respectfully decline to answer such questions. Request that the meeting adjourn until you have GAEA representation. Then, contact your building representative, GAEA president, or your OEA UniServ Consultant as soon as possible. You can call 967-7113 to reach LeAnn Traylor or Cheryl Hultberg.

It is important that you get advice early instead of waiting to see what happens. If the problem is serious, your UniServ Consultant will see to it that you have the benefit of legal advice and counsel if needed.

It is extremely important that you keep records of all conversations and copies of any written statements or correspondence related to your situation. If you receive material through the mail, keep the postmarked envelope too. Before you respond in writing to requests from your administration, review the response with your Association representative. When you meet with your representative, he/she will review the contract with you. It is important to be completely honest with your representative or consultant. They are there to help you be successful and to protect your rights.

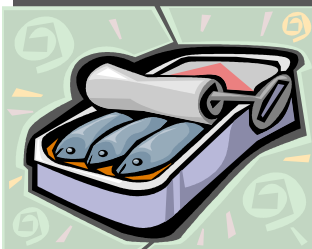
## Ideas for Large Classes

An Article from OEA.org

### Dealing with Large Class Sizes

Large class size weighing you down? Looking for ways to work smarter and not just harder and longer?

- Create specific, seamless procedures for attendance; collecting or distributing papers, asking questions, etc. that utilize student helpers. Give reinforcement, extra credit, etc. to helpers that perform their duties without distraction, reminding, or interrupting. Develop a system for changing helpers.
- Reduce to any extent possible the "feeling of overcrowding" that can affect learning and limit movement in the classroom. Remove or replace oversized or unnecessary furniture. This allows you to move around the room in closer proximity to as many students as possible and makes the class "feel" smaller to the students.
- Develop routines and ground rules for movement around the classroom to minimize crowding (passing assignments in, sharpening your pencil, entering and exiting, etc.) as well as activities or tasks that students are routinely expected to do at their desks when they enter.
- Group projects encourage rich, inclusive, and interactive learning that, if managed well, will motivate a large classroom. Structure projects so each group is judged, graded, awarded points daily for working well together and including everyone. Be specific about what that "looks like" and reinforce it consistently.



## Large classes Continued

-To allow for differentiation and minimize volumes of papers to grade, create menu options for ways to complete an assignment (problems/questions in a text, essay of the major points, flow charts/diagrams or pictures with explanations, point/counterpoint outlines, etc.). Create and manage an in-class review committee for each type of assignment choice. Students group themselves in the review committee that matches their assignment choice. Give each committee clear and rigorous guidelines for how to review each assignment. They can "grade" them in three categories of exceeds, meets, or needs improvement. You can then do a very quick review of their assessments to determine accuracy and intervention strategies..

**Resources (go to [Oregoned.org](http://Oregoned.org) to click on the link to these sites)**

### Practical Tips for Teaching Large Classes

Booklet of tips developed by UNESCO for third world countries that have no money for schools (sound familiar?)

### Large Class FAQ (from Penn State)

Designed for community college faculty, but preK-12 educators can find gems in here, too!

- [Active Learning Elements](#)
- [Attendance](#)
- [Class Planning](#)
- [Notetaking](#)

### NEA's Paraeducator Handbook

Covers a wide range of tips and topics for instructional assistants.

### Classroom Setups That Work by Cindy Long

Article posted on NEA website with interior design tips for crowded classrooms.

### Ten Tips for Paraeducators

### Tips from the English Club

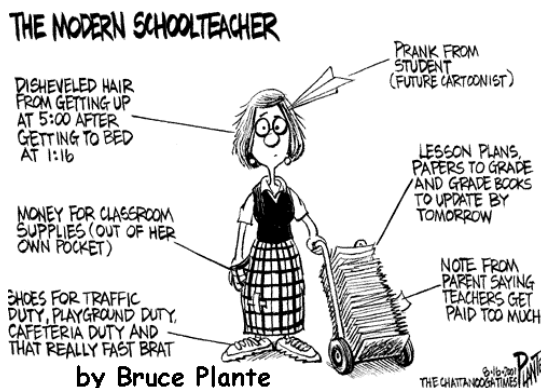
By a group of English Teachers, contains strategies & activities to try.

### Teaching Large Classes

From the University of Wisconsin, written for college classes but has some useful tips for some K-12 classes as well.

### Tips for Music Teachers

From the National Association for Music Education.



## Dates to Remember

- Advocacy Conference in Eugene October 22<sup>nd</sup>.
- PERS classes - One Year from Retirement-December 13<sup>th</sup>, and February 21<sup>st</sup>
- PERS class - Five years from Retirement-March 6<sup>th</sup>
- Teacher and Para-Professional Working Relationships
- "ACTION DAY" (formerly Lobby Day) February 20<sup>th</sup>
- "Write On" October 14<sup>th</sup> Abiqua School in Salem 8:30-12:00