



ADVOCATE



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DATES TO REMEMBER

NOVEMBER 22-23

Thanksgiving Break
(SDEA offices closed)

DECEMBER 1

SDEA/NEA ESP of the Year
nomination deadline

DECEMBER 24-JAN 1

Christmas Break
(SDEA offices closed)

JAN 26

Bargaining Training

Diede Receives 2019 SDEA Teacher of Excellence



Pierre – The South Dakota Education Association (SDEA) has named Harrisburg South Middle School Math Teacher, Carla

Diede, the 2019 SDEA Teacher of Excellence. Diede will also be nominated for the NEA Foundation’s Awards for Teaching Excellence. Educators selected for this award have demonstrated outstanding professional practice, association advocacy, community engagement and leadership in professional development.

“Carla is a true leader and innovator in the teaching profession. She embraced Harrisburg’s personalized learning program because she wants to meet her students where they are. Carla supports her fellow teachers as they set self-paced schedules for their students and helps her students support one another through collaborate work groups,” said SDEA President

Mary McCorkle. “Carla is caring, creative, dedicated, and a true advocate for her students and the profession she loves.”

Diede earned a Bachelor of Science degree in Mathematics with an Education Specialization from South Dakota State University in 2007, and her Master of Science in Education from Southwest Minnesota State University in 2011. Diede obtained National Board Certification in 2017.

The NEA Foundation Awards for Teaching Excellence recognize, reward, and promote excellence in teaching and advocacy for the association. The awards are jointly presented by the NEA Foundation and the NEA. Along with a \$1,000 grant from SDEA, Diede will receive a trip to the NEA Foundation’s 2020 Salute to Excellence in Education Gala in Washington DC. Five awardees are selected for The Horace Mann Awards for Teaching Excellence and receive \$10,000. The NEA Member Benefits Award for Teaching Excellence recipient, selected from the five, receives \$25,000 in cash.

Huron Member Named South Dakota Teacher of the Year

SDEA congratulates Erica Boomsma, a fourth-grade teacher and Huron Education Association member at the Washington 4-5 Center on being named the 2019 South Dakota Teacher of the Year. “SDEA is very proud of Erica and her accomplishments as a professional educator,” said SDEA President Mary McCorkle. “Erica has a true passion for her students. She advocates for all students, including our English Language

Learners. She is leading the way for literacy in Huron. I look forward to Erica’s continued leadership as she works with



— continued to page 4

Find Us On





President's Corner

Find SDEA's President on Twitter

@Mary_McCorkle

November is a busy month.

We had the election, celebrated American Education Week, and as the month comes to a close, we are taking a short break from school to gather with our families and friends to give thanks for the riches that life has given to us. All of these are a reason to give thanks.

First, most of you are probably happy that the election is behind us. The commercials are over, the signs are coming down, the results are in. While we did not elect a candidate with a proven record of supporting public education, we did engage many educators and parents across the state in a conversation about the importance of providing a great public education to every child from pre-K to higher ed. Elections are also not just about one candidate; they are about hundreds of candidates who are willing to put their names on the ballot in an effort to serve their communities and state. We did successfully elect many pro-public education friendly incumbents and elected some new friends to the legislature as well. While we didn't elect every candidate we wanted, we did elect many who are going to come to Pierre in January ready to work for educators and students.

After the election, we celebrated American Education Week. Together, we celebrated public education and honored individuals who are making a difference in ensuring that every child receives a quality education. We acknowledged the contributions of parents—our students' first teachers; and we celebrated the substitutes who work with our students when educators are away. We honored the contributions of our ESP and their vitally important role in the education process. We invited policy makers into our schools so that they can have a better and deeper understanding of our responsibilities for and love of our students. During American Education Week, we give thanks for all those who make our public schools great.

Finally, as we approach Thanksgiving we have much success to be thankful for, but while we are giving thanks we can also reflect on we can do better. One of the tenets of Billie Sutton's campaign was that working across the aisle is an important part of success. Our students are neither Republican nor Democrat. Instead, they are the future of our state; they cannot be pawns in a legislative battle between parties. It is our responsibility as educators to make every week American Education Week and to tell the stories of our students and ourselves. There is no one who cares more deeply about the students of this state than those who know the students by their first names, nor is there anyone else who knows more about what our students need to be successful. Bringing the groups of individuals that we celebrate during American Education Week along with us will make our voices even stronger.

Additionally, we must work to cultivate stronger existing legislative relationships and build new relationships. We must build a relationship with Governor-elect Noem. We know that we will not agree on everything, but we must follow the model of Billie Sutton and look for common ground and focus on moving forward. It is the right thing to do. I am thankful for the successful election of many friendly legislators. I am thankful for everything that you did to support pro-public education candidates, no matter the outcome of the race. I am thankful for our hardworking professional and associate staff who go above and beyond to support our members. I am especially thankful to each of you for everything you do for every student in your school.

May you have a wonderful Thanksgiving with family and friends. Watch TV and movies, eat too much, tell stories and laugh until your sides hurt, and always know how much you are appreciated!

Mary J. McCorkle



Want to lend your voice to the debate?

Lobby Line provides you with tools to contact your legislators while they are in Pierre and back home in their districts.

SIGN UP TODAY
<https://bit.ly/2oQFk30>





Questions?

Contact: **Rich Mittelstedt**
Teaching and Learning Coordinator

800-529-0090 | 605-886-4800
richard.mittelstedt@sdea.org

Trauma-Informed Schools

The most likely reason you work in education is because of your desire to help children thrive and grow as much as possible. You've learned the best strategies for teaching your content, developed differentiated learning to accommodate all learning styles, sought out resources to help students who are struggling, created a climate that is safe, tolerant, and welcoming, and worked to inspire students to be lifelong learners. So, why do you feel like there is still something preventing some students from flourishing in your classroom?

The answer may lie in ACES, adverse childhood experiences that harm a child's developing brain so profoundly that the effects show up decades later. These traumas cause much of chronic disease, most mental illness, and are at the root of most violence. ACES can consist of various types of abuse, neglect or household dysfunction. The ACE Study, released in 1998 by the CDC and Kaiser Permanente, revealed that almost two-thirds of the adults surveyed reported at least one adverse childhood experience, and the majority who reported at least one ACE reported more than one. The study showed not only disrupted neurodevelopment in children, but dramatic links between childhood trauma and risky behavior, psychological issues, serious illness, and the leading causes of death.

There is hope. Having childhood trauma can be overcome through building resilience, and the earlier in life that it happens, the better. State law enforcement and social service systems have been working to train employees to help children develop resilience. Trauma-informed schools is a new buzz word beginning to make its way across the state. In October, SDEA sent several staff and members to attend ACE Interface training through the Children's Home Society and the SD Center for the Prevention of Child Maltreatment. This group is now qualified to deliver ACE Interface Training to educators and other community support providers. They will also be looking for opportunities to get other educators trained to expand our capacity to provide training in schools across the state. This training is typically two hours long. Other training opportunities include a screening and discussion of the movie *Paper Tigers*, a story of one high school's success with adolescents dealing with trauma, or a brain architecture game that introduces participants to the impact of ACES on child brain development.

To learn more or to bring training to your school or community, contact SDEA Teaching and Learning Coordinator Rich Mittelstedt at Rich.Mittelstedt@sdea.org or call 1-800-529-0090.

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Plains Members Hosting Bargaining Training

The Plains Governance Unit is hosting a Bargaining Training at the SDEA building in Pierre on **Saturday, January 26**. Unit leaders are inviting bargaining teams from across the state to join them. The session will begin at **12:00 pm**. SDEA Uniserv Directors will take participants through SDEA's new bargaining toolkit along with providing other tips and information as teams get ready for bargaining in the spring. Contact Loren Paul at Loren.Paul@sdea.org or **605-224-9263** for more information on the Plains Bargaining Training.

Getting Ready for Bargaining: Three things your team can do to be prepared

1. Select team members
2. Survey your local membership
3. Review current contract

Access SDEA's Bargaining Toolkit at www.sdea.org/what-we-do/bargaining:

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her students and colleagues to ensure all students have the best education possible.”

Boomsma has taught in the Huron School District since 2002. She is a leader in her school and district, serving as a resource to colleagues seeking guidance on effective instructional strategies for English learners. In recent years, Boomsma has led the development of a highly successful literacy program focused on building fluency and comprehension. As part of this program, students have created a “virtual library,” recording themselves reading books aloud. These audiobooks are then made available for all classrooms in the district.

As recipient of the honor, Boomsma receives prizes including a \$5,000 cash award from the West River Foundation and a



\$1,000 honorarium from the South Dakota Board of Regents to present a series of professional development seminars to aspiring teachers. Prize packages are made possible through the generosity of private businesses and organizations, including Smart Technologies, the South Dakota Retailers Association and the South Dakota Education Association.

In addition, Boomsma will represent South Dakota as a candidate for the National Teacher of the Year award. The National Teacher of the Year Program began in 1952 and continues as the oldest, most prestigious national honors program that focuses public attention on excellence in teaching. The 2019 National Teacher of the Year will be announced during a ceremony in Washington, D.C., in the spring.



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PERSPECTIVES ON BULLYING

Bullying behavior is a growing concern among America’s educators. Bullying is generally defined as repeated aggressive acts intended to do harm, and is characterized by a power or status difference between the students. Bullying includes not only physical aggression such as hitting or stealing, but also verbal aggression, such as threatening, name calling, spreading rumors, socially rejecting and isolating someone, or cyberbullying (where bullies can hide behind the anonymity of the Internet).

Paraeducators (teaching assistants, teacher aides, paraprofessionals, paras) are often more likely than teachers to be in a position to witness bullying and intervene in bullying situations, but while there are many curriculum materials that provide educators with tools to teach students about bullying, few training opportunities are provided to paraeducators on how to deal with bullying situations. We know that for any bullying prevention initiative to be successful, all staff members need to be engaged and trained on prevention and intervention strategies.

Students subjected to bullying reported feeling safer when paraprofessionals were nearby.

How to Intervene

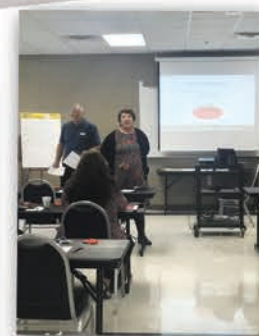
- Learn about bullying so you know what you’re looking for (see resources).
- Learn what your school’s consequences for bullies are and what supports for targets exist.
- When you see something, do something—be assertive and calm.
- Express strong disapproval of and stop bullying when it occurs.
- Start with verbal warnings. Use the name of the student who is bullying.
- Label the behavior as bullying and refer to your school’s anti-bullying rules/policy.
- During an incident, stand between the bully and the target, blocking eye contact.
- Safeguard the target; ask: Are you alright?
- Address the bully and advise of or initiate consequences for the behavior.
- Address bystanders and advise how they might intervene next time; use the teachable moment.
- Do not argue with or try to convince the student who is bullying.
- Deal with all bullying incidents consistently, appropriate to the situation.
- Report incidents as required by your school’s policy.

- Maintain your own log of bullying incidents.
- Talk to other school staff about what you’ve witnessed so they are alert to possible retaliation during the balance of the school day.

How to Prevent

- Treat students the way you want to be treated and the way you want them to treat each other.
- Focus on developing empathy and respect.
- Use positive, non-verbal interactions—a smile, a nod, a thumbs up, a high five, a pat on the back.
- Notice something positive the students do and say something about it to them or someone else where they can hear it.
- Avoid physical forms of discipline or intimidation.
- Initiate conversations with students about bullying.
- Don’t expect students to solve bullying incidents themselves; they lack the skills.
- Encourage students to report incidents of bullying to you and other adults.
- Ensure younger students know the difference between tattling and telling.
- Role play with students on diffusing a bullying situation and engaging bystanders.

Source: US Department of Education and US Department of Health & Human Services



Members came together to kick off the SDEA Fall Leadership Conference in Sioux Fall on October 13.



SDEA Member Spotlight

Visit sdea.org for more member spotlights

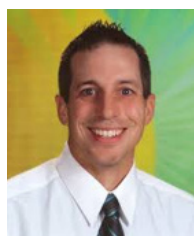
I am Paula Weydert, member of the Yankton EA and 4th grade teacher. I am in my 40th year of teaching and have been a member of SDEA for most of those years.

When I started teaching in SD, I didn't join the association because I didn't "get" its value. Eventually, I realized the difference that belonging to an EA made in every aspect of my job. We had a voice in every discussion of our salaries, benefits, leaves, and even the school calendar! I realized the support and expertise we received from SDEA.

Paula Weydert

I became a believer, and even more, I became involved: working on committees, interviewing legislative candidates, serving in local offices. Now, I "get" it, and I am a proud member!

Kerry Konda Selected as 2019 NEA Foundation Global Learning Fellow



The NEA Foundation, a public charity founded by educators for educators, named Aberdeen Central High School's Kerry Konda, as a 2019 NEA Foundation Global Learning Fellow. As a Fellow, Konda is spending the year in a peer learning network, building global competency skills: the capacity to understand and act on issues of global significance.

The 2019 NEA Foundation Global Learning Fellows teach all grade levels and all subjects: from visual and performing arts; to agriculture; to journalism; to history. They work in rural, suburban, and urban schools. They are National Board Certified, curriculum coaches, IB coordinators, foreign language speakers, and more. The Fellows reflect the diverse workforce of public education, which allows them to learn from each other and to bring global perspectives to a wide range of students. They share a passion for global education and an unwavering commitment for preparing America's students with 21st century skills.

"The NEA Foundation's Global Learning Fellowship program includes the new cohort plus more than 250 Global Learning Fellowship alums, providing the Fellows with a dynamic, growing peer learning community," said Harriet Sanford, President and CEO of the NEA

Foundation. "As educators participate in the Fellowship, they become better at rethinking practices by experimenting with ideas, challenging concepts and learning with colleagues near and far."

Over the course of a year, the NEA Foundation staff, partners, and field experts will support the Fellows as they immerse themselves in online coursework, webinars, and collegial study, including a two-day professional development workshop this fall and a nine-day international field study in South Africa next summer. The field study brings the cohort together as they investigate the historical and cultural context of the country they visit and interact with local educators, students, administrators, and policy-makers; make school visits; and hear from business and non-profit leaders.

The 2019 Fellows will use what they learn during the year to prepare their students for global citizenship. They will create valuable global lesson plans for their students that will be freely shared with educators across the nation and the world through open source platforms. They will also share their methods for globalizing instructional practice and advocate in their communities and beyond for global education.

Get to know Konda and all the 2019 NEA Foundation Learning Fellows by visiting neafoundation.org.

2019 SDEA/NEA Election

Executive Office Position

Position	Term
Treasurer	(1) 3-year

Note: Please include a 150-word statement of why you are running for SDEA Treasurer and a candidate photo.

Board of Directors

Position	Term	Position	Term
ESP At-Large	(1) 1-year	EGL	(1) 2-year
Minority At-Large	(1) 1-year	Eastern Prairie	(1) 2-year
COHE At-Large	(1) 2-year	SEE	(1) 1-year
Western Plains	(2) 2-year	SEE	(1) 2-year
	(1) 2-year		

Note: Please include 50-word statement of why you are running for the Board of Directors positions. In addition to a statement, please submit a candidate photo.

2019 NEA RA Delegate Positions

Position	# of delegates	Position	# of delegates
Western	2	SEE	1
Plains	1	Minority At-Large	1
EGL	1	At-Large	5
Eastern Prairie	2		

January 15, 2019 is the last day to notify Mary McCorkle, SDEA/NEA President of your intent to run for SDEA Treasurer, SDEA Board of Director position, At-large Board of Director position, or as a state-funded delegate to the NEA Representative Assembly.

Members who wish to serve as a delegate to the 2019 NEA RA must indicate whether they want to be on the ballot as a state delegate and/or as a unit delegate. The NEA annual meeting will be held **July 2–July 7** in **Houston, TX**. Candidate declarations are due **January 15, 2019**.

Note: Please include a 50-word statement of why you are running for delegate to the NEA RA.

You may contact SDEA President, Mary McCorkle at mary.mccorkle@sdea.org or the SDEA Board of Directors' Election Staff Liaison, Anne Plooster at anne.plooster@sdea.org.

Return completed forms by one of the following ways:

Mail:	Scan & email:
SDEA President	mary.mccorkle@sdea.org
Attn: Elections	or
411 East Capitol Avenue	anne.plooster@sdea.org
Pierre, SD 57501	

All necessary election forms and policies may be found online at www.sdea.org.

Award and Grant Deadlines

SDEA/NEA's ESP Award

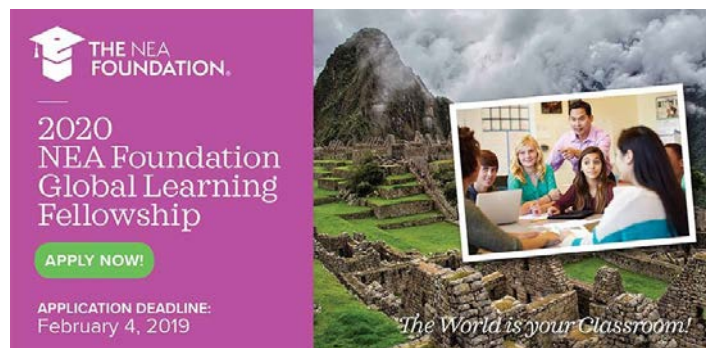


SDEA/NEA's ESP Award recognizes the contributions of Education Support Professionals (ESPs) to their schools, communities, and their profession. The award is presented to a member of SDEA/NEA who demonstrates outstanding accomplishments and reflects the contributions of ESP to public education. Submit a nomination at www.sdea.org. **Deadline: December 1, 2018**

SDEA/NEA Educational Innovation Grants

The SDEA/NEA Educational Innovation Grant Program provides grants to members in support of innovative educational and student-oriented projects. The grant program funds new member-led projects. It does not fund projects on an on-going basis. The SDEA/NEA Educational Innovation Grants give preference to proposals that address student achievement, cultural diversity issues, include community partnerships, and can be duplicated by others. Grant applications can be found at www.neafoundation.org. **Deadline: May 1, 2019**

2020 NEA Foundation Global Learning Fellowship



The NEA Foundation Global Learning Fellowship offers public school educators 12 months of professional development. The NEA Foundation supports Fellows as they participate in online coursework, webinars, and peer learning communities, including a two-day professional development workshop in Washington, DC. The culminating experience for 2020 is to travel to Peru. Applications can be found at www.neafoundation.org. **Deadline: February 4, 2019**

SDEA Board of Directors Meeting Minutes can now be found online at:
<https://bit.ly/2PwangL>



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UPCOMING EVENTS

November

- 12-16 NCSEA Fall Leadership
- 12-18 American Education Week
- 18 SDEA Board of Directors Conference Call – 7pm
- 22 Thanksgiving offices closed
- 23 Thanksgiving break – offices closed
- 26 Western Unit Meeting – Rapid City office

December

- 1 SDEA/NEA ESP of the Year – nomination deadline
- 24-1/1 Christmas break – offices closed