2018 National Leadership Summit Information Packet
About the National Education Association

The National Education Association (NEA), the nation’s largest professional employee organization, is committed to advancing the cause of public education. NEA’s 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

NEA’s Vision, Mission, and Values
We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

Our Vision
Our vision is a great public school for every student.

Our Mission
Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Our Core Values
These principles guide our work and define our mission:

  o **Equal Opportunity.** We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.

  o **A Just Society.** We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.

  o **Democracy.** We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.

  o **Professionalism.** We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.

  o **Partnership.** We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.

  o **Collective Action.** We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.
Summit Goals & Objective

Purpose of the National Leadership Summits:

To develop activist leaders and prepare them with the knowledge, skills, and abilities necessary to lead a relevant and thriving association. Activist leaders are leaders from all segments of the association that demonstrate, through action, a deep commitment to the goals, values, and vision of the NEA.

Summit Objectives:

To deliver annually a unified, strategic, and interdisciplinary approach to leadership development that reinforces and supports key leadership competencies in six strategic areas. The Leadership Summits are one vehicle to support the institutionalization of a competency-based and continuous learning system designed to develop the next generation of leaders and Activist Leaders.

Summit Participants/Audience:

The average NEA conference attendee:

- Highly recommends the Summit training for other leaders (90+% response rate after last year’s Summit)
- Is between 36 and 55 years of age;
- Is an Activist/Emerging Leader or Recently-Elected Leader
- Has attended previous NEA Trainings
- Has between 9 and 24 years of education experience
- Likes the conference program progression – each session built on the others
- Expects to use the Leadership Competencies to improve their affiliate Leadership development program
- Is interested in networking with other education professionals.

2018 Date and Location:

Our Members

The NEA has various membership types that work in K-12 public school and higher education institutions. When conducting your training, you should expect to have each of these membership types in your training session. NEA members are most engaged when they feel like their personal story is reflected in training sessions, so it’s helpful if you can weave into your training any stories or anecdotes about different membership types.

Very important: There are many different education occupations, and to be inclusive of all education workers, it is critical that you talk about “educators” during your session, not just teachers, since the work “teachers” describes only classroom teachers, not the broad universe of educators that are NEA members. This is a significant issue for NEA members, and using only the “teacher” description will likely result in many attendees not ranking your presentation highly. This is extremely important for the 2018 Summit as this is the first year of alignment with the NEA Higher Education Conference (Pre-Summit) and NEA-Retired Conference (Post-Summit), increasing the likelihood that these constituencies will be in attendance at the Summit.

The following are NEA’s membership categories, and you may have some of each in your session:

Teachers: Included in this category is every classroom teacher, from K through 12th grades.

Education Support Professionals: Found in every school in the country, including institutions of higher education, “ESP” members have the following occupations: transportation workers (transportation and delivery services and vehicle maintenance), food services employees (food planning, preparation and service), clerical/administrative personnel (secretarial, clerical, and administrative support), paraeducators (instructional and noninstructional support), health and student services (nursing, health, and therapy support; community, family, parent and welfare services), custodial and maintenance workers (buildings and grounds maintenance and repair), security services (school resource, guard, police, and security specialists), technical services (computer, audiovisual, and language technical support; media, public relations, writing, and art specialties), and skilled trades services (trades, crafts, machine operators).

Higher Education Faculty & Staff: NEA is the largest college and university faculty and staff organization in the United States, representing more than 200,000 higher education employees in public as well as private institutions nationwide.

Aspiring Educators: Any college or university student majoring in education or who is preparing for an education career is invited to become an NEA student member through the NEA Student Program.

Substitute Educators: This group of members has the vital role of stepping into an educator’s job when he/she is unable to be at the worksite.

Administrators: School administrators perform key functions in the maintenance and development of schools, and their faculty and students.

NEA-Retired: There are more than 275,000 NEA members who retired from active Association membership and are members today through the NEA-Retired program.
Presenter Information

- NEA staff may post online an electronic version of any slides used during your presentations and this information can be viewed and/or downloaded by the public.

- Develop your presentation using the Standards for Leadership Development Training Products (Appendix I) and the Standards for Content and Adult Learning Theory guidelines (Appendix II).

- Please ensure that you have secured permission to use any third-party material contained in your presentation, and where appropriate, cite sources.

- Upon arrival, check in at the NEA registration desk and/or arrange to pick up your badge and meeting materials and receive further instructions. Registration opens at 11 am on the first day of the Summit.

- Presentation materials will be available to attendees on the NEA website prior to the conference. NEA will treat your slide deck as your presentation material unless you inform us otherwise.

- Presentations or materials that focus on the commercial intent of a product or a service are not permitted.
Adults do best in an active participation model. Therefore, we ask that you follow an essential trait of an effective presentation and, where possible, engage the audience by posing questions or asking for examples. The following is an outline to consider when developing your presentation slides and will assist in the development of the course and filming of the presentation:

1. **State the competency, theme, and proficiency progression** that will be covered;

2. **State the goal and objective** of each topic upfront and clearly;

3. **Model** examples of ways the skill, or activity achieves the objective;

4. **Use chunking** to break a large concept into smaller, attainable, scaffolded parts.

5. **Confirm understanding** by periodically asking questions of the group. Alternatively, restate the skill or information and ask for input or examples.

6. **Provide closure.** At the end of the presentation, starting a few minutes before the presentation ends, recap the key points covered and provide additional examples.

7. The next to final slide should include the summary of the materials for quick reference. Please ensure the final slide does not contain personal information that you do not want to be shared to the larger audience, such as your email or phone number.
Breakout Sessions

- A laptop and projector will be provided for each presentation session. A list of all speakers and sessions will be available at [http://www.nea.org/leadershipsummit](http://www.nea.org/leadershipsummit) after January 26, 2018.

- Your presentation will be pre-loaded on the computer in the room to which you have been assigned. **However, we must receive the presentation on/or before January 23, 2018.** If you make any changes in your presentation, you will be responsible to coordinate with the onsite audio-visual personnel to make sure your most current version is loaded. Please do this as far in advance of your session as possible.

- You should arrive a few hours prior to your session to get registered for the conference, be directed to your meeting room, and have a few minutes prior to the opening of your presentation to test your slides. **Registration opens at 11 am on the first day of the Summit.**

- Each breakout session will have a room monitor assigned who will keep the presentations within time limits, assist with audio-visual needs or problems, and distribute and collect session evaluations.

**Room Layout**

Most meeting rooms will be set up with banquet style seating, which means that participants will be seated at round tables.

**Audio-Visual**

Unless otherwise requested, each meeting room for the breakout sessions will be equipped with the following items:

- LCD projector
- Laptop computer with MS PowerPoint
- Screen
- Chart paper and easel
- Markers
Standards for Leadership Development Training Products

This document outlines the standards that will be used by the NEA Leadership Curriculum Advisors to evaluate all products (Courses, Trainings, Workshops, Resources, etc.) for inclusion in the Leadership Curriculum.

**Competency-Based:** Content delivered at the NEA Leadership Summit should be grounded in a particular competency or set of competencies. These six competencies define what for our Association what leaders should know and be able to do in the areas of professional practice, organizing, advocacy, communications, business, as well as governance and leadership.

**Cultural Competency:** Content reinforces the importance of valuing diversity, being culturally self-aware, and understanding the dynamics of cultural interactions. Content emphasizes behaviors, attitudes, practices and policies that enable effective work in cross-cultural situations.

**Student-Centered:** Content has intentional emphasis on the importance of focusing on the success of students.

**Union Values:** Content reinforces or supports one or all of NEA’s core values: equal opportunity, justice, democracy, professionalism, partnership, and collective action.

**Adult Learning Theory:** Format of delivery and/or content recognizes adult learners are more self-directed as a result of their maturity, have a repertoire of experience that can be applied to new learning, are internally motivated to learn subject matter that can be applied immediately, and are interested in learning related to social roles.

**State/Local Relevance:** Content reflects issues that are important to state and local affiliates and/or is designed to help strengthen affiliate capacity.

**Mission-and Data-informed Decisions:** Content is mission-focused and supports the importance of being aligned with mission and/or content reinforces the importance of utilizing data to inform decisions.

**Membership Growth:** Content reinforces the importance of and strategies for membership growth and relationships.

**Action-Oriented:** Offering is designed with participant outcomes and impact in mind and has concrete follow up in the form of mentoring, coaching, metrics for progress or productivity, or group accountability.
Standards for Content and Adult Learning Theory

Adults are often interested in learning when they have a problem that needs to be addressed. Learning should help them bridge the gap between what they do not know and what they need to know. Studies have shown that adults will remember much more of what they have learned if they are able to put it to use immediately.

**Adults learn most effectively if the following conditions are met:**

- They are challenged
- They are physically and psychologically comfortable
- Their expectations are met
- They learn something that is important to them and relevant to their situation
- They have opportunities to connect what they are learning to what they already know
- They have opportunities to learn by doing
- They are taught in a variety of ways

**Adults typically remember**

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see
- 70% of what they say and write
- 90% of what they say as they do something