Beyond Bread and Butter Unionism

NEA Resources for Empowering Educators, Advocating for Students, and Promoting Great Public Schools

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COMPETENCY: ADVOCACY

Empowered Educators
• Themes: Leading Public Education Policy & Reform; Interpreting and Acting on Social Justice Initiatives
• Levels: 2- Mobilizing & Power Building

Student-Centered Advocacy
• Themes: Leveraging Advocacy Practice; Engaging the Community around Student Learning
• Levels: 1- Foundational; 2- Mobilizing & Power Building

GPS Indicators Framework
Themes: Leading Public Education Policy & Reform; Engaging the Community around Student Learning
Levels: 2- Mobilizing & Power Building; 3- Agenda Driving
Objectives

• Identify methods and strategies used to create empowerment structures and ensure educators’ readiness for empowered roles

• Define student-centered advocacy and determine how your affiliate might use this strategy to achieve your goals

• Understand the GPS Indicators Framework and Toolkit and its use in launching educator-led transformation in your schools
Empowered Educators Theory

Empowered Educators Shape Learning for All Students

Public Support for Education

Success of ALL students

Focus on Locals & Members

Collaboratively Developed School Plans Centered on Student Learning

Policies at District/State Level Defining Professional Practice

Practices and Strategies for Students
EDUCATOR Empowerment is...

...the process by which educators individually and collectively activate their power to achieve their goals.
Educators Need and Want: INCREASED DECISION MAKING

- Greater participation in school decision-making: 98% (2011), 97% (2005)
- Greater participation in district decision-making: 97% (2011), 96% (2005)
- Autonomy on what & how is taught: 78% (2011), 72% (2005)
- Career ladders for teacher upward mobility: 77% (2011), 79% (2005)
- Get rid of teachers' unions: 19% (2011), 13% (2005)

Responses of 2,500 randomly selected k-12 public school teachers in 2011: To what degree do you agree or disagree that the following changes would strengthen teaching as a profession? National Center for Education Information: Profiles of Teachers in the U.S. 2011
Two Primary Aspects of Empowerment

**Structural**
Involving decision-making authority about work, opportunity to advance or go beyond one’s job description, access to needed resources

**Psychological**
Involving confidence, meaning, competence, sense of autonomy and self determination in work and impact
The Empowered Educators Project
Empowerment speaks to...

**STRUCTURAL EMPOWERMENT**

**PSYCHOLOGICAL EMPOWERMENT**

**PATHWAYS:**
The structures and processes that lead to empowerment

**PREPAREDNESS:**
The knowledge, skills, and dispositions needed for people to activate their power
Canyons Education Association
Sandy, UT

“The work of the Canyons Education Association (CEA) is to empower educators for professional rights, responsibilities, and practices to achieve educational excellence and enhance the work life of members who teach in the Canyons School District.”

-- “Who We Are” from CEA website
## Preparation of Educators for Empowerment in Canyons

<table>
<thead>
<tr>
<th>Preparedness Methods</th>
<th>Canyons Program</th>
<th>Key Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting &amp; Engaging Early-Career Educators</td>
<td>CEA Survivor Guide</td>
<td>• Book of information to help teachers through their first year in the district, created by educators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• High quality, useful information they weren’t getting elsewhere</td>
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<tr>
<td></td>
<td></td>
<td>• Linked to member recruitment</td>
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<tr>
<td>Model &amp; Encourage</td>
<td>School Board Engagement</td>
<td>• President demonstrates how to speak to power</td>
</tr>
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<td></td>
<td></td>
<td>• “Shout Outs” to members in attendance</td>
</tr>
</tbody>
</table>
Impact:

- Membership increases
- New teachers see the association as the best provider of professional information
- School Board sees association as the vehicle for educators’ voices in policymaking

Ross Rogers, Former CEA President

Jen Jacobs, Current CEA President
Pathways to Empowerment: Engaging staff in school turnaround

• Location: Spokane, WA

• Context: Rogers High School was failing its students and teachers didn’t want to be there

• Problem: Raising student achievement

• Idea: Educator-led transformation through a SIG
Rogers High School
Lori Wyborny, Principal
Debby Chandler, Attendance Officer
Jenny Rose, SEA President
What empowerment structures did they create?

– Union was the source of SIG information

– New principal distributed leadership

– Program and Policy Shifts:
  ➢ Fund and staff an after-school program
  ➢ Open the school early to meet basic needs
  ➢ Closed campus
  ➢ Teachers and staff in the hallways between classes
Impact:

- Graduation rates skyrocketed
- Achievement is on the rise
- Parent involvement is much improved
- Teacher retention is no longer a problem

The grant has ended, but the school board has agreed to fund the programs at Rogers. They saw that more resources really did mean better results.
“We have the answers. We’re the professionals. The power lies in us. I wish all 3.2 million members of the NEA could see this.”

Debby Chandler
VP of Spokane Education Association
Questions
The Road to Success: Student-Centered Advocacy
Student-Centered Advocacy Defined:

Student-centered advocacy is a model of unionism that fuses organizing, collective bargaining, and other forms of collective action with community engagement and social justice activism to enhance student learning conditions and improve educator working conditions.
Changing the way we think…

“For many years, the Union operated as a pop machine – members put their money, or dues, in the machine, expecting the product they were thirsty for at the moment to fall near their feet.”

– Power of Community: Organizing for the Schools Saint Paul Children Deserve
Student-centered advocacy honors the best traditions of labor’s history.

- 1850s - The newly formed National Education Association began fighting against child labor and for the quality of teaching for minorities.

- 1930s and 1940s - Walter Reuther and other progressive leaders of the fledgling United Auto Workers fought to secure equal pay, seniority rights, and leadership positions in the UAW for its African American members.

- 1960s - Cesar Chavez and his United Farm Workers union pushed for immigration reform, health and social services for immigrants, the elderly and the working poor, and greater educational opportunities for the children of the disenfranchised.

- 1990 - SEIU sought Justice for Janitors when striking janitors and their supporters took to the streets of Los Angeles to demand a living wage.
Labor’s student-centered advocacy history, continued...

- 2012 - The Chicago Teachers Union got organized, both internally and with its community of partners, and went on strike to give every one of Chicago Public Schools 400,000 students the same quality education as the children of the wealthy.

- 2014 - The Saint Paul Federation of Teachers launched a student-centered bargaining campaign that combined organizing efforts and leadership development initiatives with involving parents in discussions of the future of the profession and their schools.

- 2015 - SEA and other Washington affiliates strike over and gain student-centered contract provisions.
Student-centered advocacy is about:

- Leveraging collective power in new ways to raise the voice and vision of educators.
- Taking charge and implementing educator-led solutions that work for students.
- Voicing the needs of parents, communities, and students to create great public schools for every student.
- Using approaches tailored to each community to assure fairness and opportunity for every student.
- Advocating for schools students deserve.
Student-centered advocacy promotes:

- Safe, nurturing learning environments
- Educator quality and professional development
- Respect and appreciation for all cultural backgrounds and languages
- Allocation of resources to support differentiated instructional practices
- Access to health, wellness, nutrition, and counseling services
- Empowered educators and increased collaboration
The Road to Student Success: A Toolkit for Student-Centered Advocacy

- **ACTION GUIDE:** Suggests action steps to identify priority needs and to identify and involve partners

- **REAL PLACES/REAL STORIES:** Provides real-life examples of student-centered advocacy in practice, illustrating a diversity of approaches

- **RESOURCES:** Identifies support and resources as affiliates move forward with action to advocate for students
Attributes of student-centered advocacy:

- Leader commitment
- Statement of vision, beliefs, or values
- Local action (organizing) team
- Trained and active association reps
- Member input and mobilization
- Community input and support
SCA attributes, continued...

- Specific, measurable, achievable goals
- Goals, platform, and message aligned
- Target event and date
- Information infrastructure
- Two-way communication and transparency
- Bargain, advocate for the common good
- Si, se puede
Student-centered advocacy in action:

- Rallying for recess and equity in Seattle
- Community book clubs in St. Paul
- School supplies, winter coats, and musical instruments in Greece
- Home visits in Sacramento
- Teacher-led schools in Portland
- Bilingual education in Milwaukee
- Vision services in Milwaukee
- Fighting privatization in Clearview
"We know our buildings, we know our students, and we know our staffs."

- Lina Scarpaci, Custodian with the Clearview Regional High School District (New Jersey)
Questions
The GPS Indicators Framework
### Fitting It All Together...

**Empowered Educators Project**

- Pathways to empowerment
- Collaborative Partnerships
- Student-Centered Advocacy

» **GPS Indicators Framework:**

A partnership-building tool that can be used in student-centered advocacy and can help you achieve a great public school.
GPS Indicators Framework

<table>
<thead>
<tr>
<th>School Readiness</th>
<th>Standards and Curriculum</th>
<th>Conditions of Teaching and Learning</th>
<th>Workforce Quality</th>
<th>Accountability and Assessments</th>
<th>Family and Community Engagement</th>
<th>School Funding</th>
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</thead>
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http://www.nea.org/gpsindicators
Where did the GPS Indicators Framework come from?

http://www.nea.org/home/13193.htm
Criteria for Great Public Schools:

- **Quality programs and services** that meet the full range of all children’s needs so that they come to school every day ready and able to learn.
- **High expectations and standards** with a rigorous and **comprehensive curriculum** for all students.
- **Quality conditions** for teaching and lifelong learning.
- A **qualified**, caring, diverse, and stable **workforce**.
- **Shared responsibility** for appropriate school accountability by stakeholders at all levels.
- Parental, family, and community involvement and **engagement**.
- Adequate, equitable, and **sustainable funding**.
What is the GPS Indicators Framework?

**Guidance**
- research and evidence-based resources, policies, and practices proven to narrow opportunity gaps and skills gaps.

**Evaluation Tool**
- enables stakeholders to evaluate how well states, districts, and schools address the resources, policies, and practices critical to the success of students.

**Great Public Schools**
- indicators data can be used to pinpoint areas of strength and weakness, enabling stakeholders to turn every school into a great public school.
We believe this framework will:

• close opportunity and achievement gaps
• prepare all students for the future with 21st century skills
• create enthusiasm for lifelong learning.
How?

I am guidance and an evaluation tool!!!
GPS Indicators Framework
Evaluation tool

Top row: the seven criteria

Second row: the sub-criteria
A closer look

**Goals**

- Criterion (1 of the 7)
  - Sub-criteria (goals/outcomes):
  1. Appropriate student assessments
  2. Positive achievement outcomes
  3. Adequate school capacity
  4. School effectiveness
A closer look

Indicators

These are the resources, policies, and practices needed to meet the sub-criteria/goals

Outputs (indicators of success): how you know if your resources and strategies are having the intended effect

<table>
<thead>
<tr>
<th>Accountable and Assessments</th>
<th>Criterion (1 of the 7)</th>
<th>Sub-criteria (goals/outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROPRIATE USE OF ASSESSMENTS</strong></td>
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<tr>
<td>State leaders leverage evidence to inform decisions based on the results of state and national assessments to improve student achievement.</td>
<td>&amp;U413</td>
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2016 NEA National Leadership Summit | February 26-28, 2016 | Hilton Anatole | Dallas, Texas
When would you use the framework?

Student-centered advocacy

School-improvement
The Process

Prepare

Assess
- GPS Indicators Framework Audit
- Develop stakeholder survey
- Analyse survey results
- Small group discussions with stakeholders
- Categorize and Prioritize feedback

Plan
- First draft
- SWOT
- Logic Model

Act

Evaluate
## Standards and Curriculum

### Comprehensive Curriculum Content

| Resources | State provides funding to implement rigorous courses aligned with college- and career-ready standards for all districts.*  
State provides funding to all districts for fine arts education.  
State provides funding to all districts for physical education.  
*Rigorous courses could include dual enrollment, Honors, Advanced Placement (AP), International Baccalaureate (IB), and career and technical education (CTE) certification | X | • Our school has received funding for two Honors English Courses, one AP English course, and one AP History course, only.  
X | • Our school does not have any fine arts courses.  
X | • Our school no longer provides physical education (P.E.). |

| Policies & Practices | State developed a policy that requires alignment between curricular content and rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.  
State policy recognizes the value of fine arts in curricula.  
State policy recognizes physical education as a core subject.  
Schools align curriculum content to rigorous standards that address the needs of students of all abilities, linguistic, and cultural backgrounds in all academic subjects.  
Schools offer fine arts education to their students.  
Schools implement the National Association of Sport and Physical Education (NASPE) standards for physical education.*  
Schools use the community as a contextualized learning environment.** | X | • Our school has rigorous standards for all students but only has AP English and History courses.  
X | • The state has no such policy. Our school has no policy stating the importance of fine arts.  
X | • The state recognizes P.E. as a core subject but our school has no such policy.  
X | • Our school has rigorous standards for all students but only has AP English and History courses.  
X | • Our school does not offer fine arts.  
X | • Our school no longer offers P.E.  
X | • Our school does provide field trips but does not offer service learning, and we no longer have a school library. |

| Indicators | Outputs | Percentage of students enrolled in a Gifted and Talented education program.  
Percentage of students enrolled in at least one Advanced Placement (AP) course. | X | • Our school does not have this program.  
X | • 60 percent of our students are enrolled in at least |
Assess
Survey & Focus Groups
Plan
Establish Targets

Priorities
Percentage of high school seniors who have completed all college preparatory courses in math and science.

0% of students have completed the complete course catalog of college prep courses.
60% of seniors completed Algebra I, Algebra II, Geometry, and Trigonometry
60% of seniors completed Biology and Chemistry
0 Calculus and Physics courses

Current Status
85% completion rate after five years
5% annual increase in the number of students completing math preparatory courses
5% annual increase in the number of students completing science preparatory courses

Targets
Hire a teacher for Calculus and a teacher for Physics
# Plan

## SWOT

<table>
<thead>
<tr>
<th>Helpful</th>
<th>Harmful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td>• The school set rigorous standards for all students</td>
<td>• Course offerings are not aligned with high student standards</td>
</tr>
<tr>
<td>• Educators meet high quality standards</td>
<td>• Average rating on the School Climate student surveys</td>
</tr>
<tr>
<td>• Strong parent engagement</td>
<td>• Inactive student council</td>
</tr>
<tr>
<td></td>
<td>• 40% of the school is not completing any college prep courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal</th>
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</thead>
<tbody>
<tr>
<td><strong>Opportunities</strong></td>
</tr>
<tr>
<td>• An active PTA</td>
</tr>
<tr>
<td>• Well-attended school board meetings</td>
</tr>
</tbody>
</table>
### Plan Logic Model

Priority 1, Objective A: Increase enrollment in current college preparatory courses

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets</th>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of high school seniors who have completed all college preparatory courses in math and science.</td>
<td>85% completion rate after five years 5% annual increase in the number of students completing math preparatory courses 5% annual increase in the number of students completing science preparatory courses</td>
<td>Resources we will need to meet our objectives</td>
<td>In order to address our problem or asset we will accomplish the following activities.</td>
<td>We expect that once accomplished these activities will produce the following evidence of service delivery.</td>
<td>We expect that if completed or ongoing these activities will lead to the following changes in one year.</td>
</tr>
<tr>
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<tr>
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<td></td>
<td>We expect that if completed these activities will lead to the following changes in three years.</td>
</tr>
</tbody>
</table>

- **Short-Term Outcomes**
  - June 2016 65% of seniors completed all available college preparatory courses
  - Attendance rates at meetings
  - Number of administrators supportive of increased enrollment

- **Medium-Term Outcomes**
  - June 2017 70% of seniors completed all available college preparatory courses
  - Number of pledge cards signed by students
  - Enrollment rates in courses

- **Long-Term Outcomes**
  - June 2018 75% of seniors completed all available college preparatory courses
  - Monthly meetings with student council on enrollment
**Plan**

**Logic Model**

**Priority 1, Objective B: Acquire additional college preparatory courses**

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Targets</th>
<th>Resources</th>
<th>Activities</th>
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<tr>
<td>Percentage of high school seniors who have completed all college preparatory courses in math and science.</td>
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<td>In order to address our problem or asset we will accomplish the following activities:</td>
<td>We expect that once accomplished these activities will produce the following evidence of service delivery:</td>
<td>We expect that if completed or ongoing these activities will lead to the following changes in one year:</td>
</tr>
<tr>
<td>Staff time  Parent and stakeholder time  Printing funds for informational brochures and pledge cards</td>
<td>Research for presentation to the board and administrators  Meetings with parents, community, and students about acquiring additional college prep courses  Meet with administrators  Schedule stakeholder meet-ups at the school board meetings and address the board Prepare stakeholders to address the board  Monthly informational meetings with updates on the campaign to achieve college prep courses</td>
<td>Attendance rate at monthly meetings  Number of pledge cards signed by all stakeholders  Number of administrators supportive of additional courses  Attendance at the presentation for the board  Number of supportive stakeholders at the board meeting</td>
<td>June 2019 Additional college prep courses are added to the school catalog  June 2020 80% of seniors completed all college preparatory courses  June 2021 85% of seniors completed all college preparatory courses</td>
<td>We expect that if completed or ongoing these activities will lead to the following changes in two years:</td>
<td>We expect that if completed or ongoing these activities will lead to the following changes in three years:</td>
</tr>
</tbody>
</table>
## Detailed Action Plan

### Goal: College-ready students

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Timeline</th>
<th>Roles</th>
<th>Strategies</th>
<th>Measures</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase enrollment in current college preparatory courses</td>
<td>Meet with administration and staff on plan to increase enrollment numbers</td>
<td>09/2015</td>
<td>Mary—Supervisor, Brenda—Research and surveys, Tom—Logistics, Kate—Liaison to parents</td>
<td>Surveys</td>
<td>Number of administrators, number of staff voicing support, number of meetings held</td>
<td>Assistance from school staff, assistance from stakeholders, $100 for leaflets, $200 for pledge cards, $40 for refreshments for each meeting with parents</td>
</tr>
<tr>
<td></td>
<td>Research and survey students not currently enrolled in college preparatory courses</td>
<td>10/2015</td>
<td>Marcus—Liaison to community members, Bruce—Liaison to administration, Kelly—Liaison to student council</td>
<td>Provide information via meetings, solicit feedback via meetings</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Meet with parents, community, and students about the importance of taking college preparatory courses</td>
<td>02/2016-12/2022</td>
<td>Cory—Liaison to staff</td>
<td></td>
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<tr>
<td></td>
<td>Meet monthly with student council on enrollment</td>
<td>08/2016-12/2022</td>
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</tr>
<tr>
<td>Acquire additional college preparatory courses</td>
<td>Meet with administrators about acquiring additional courses</td>
<td>01/2017</td>
<td>Mary—Supervisor, Brenda—Research and surveys, Tom—Logistics, Kate—Liaison to parents</td>
<td>Provide information via presentations and meetings, solicit information via feedback</td>
<td>Number of administrators and staff supportive of additional courses, number of meetings, attendance rate at monthly meetings</td>
<td>Assistance from school staff, assistance from stakeholders, $100 for leaflets, $200 for pledge cards, $40 for refreshments for each meeting with parents</td>
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<td></td>
<td>Meet with parents, community, and students about acquiring additional college prep courses</td>
<td>02/2017-05/2020</td>
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<td></td>
<td>Research for presentation to the board and administrators</td>
<td>08/2017</td>
<td>Cory—Liaison to staff</td>
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<td></td>
<td>Prepare stakeholders to address the board</td>
<td>09/2017-05/2020</td>
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<td></td>
<td>Schedule stakeholder gatherings at the school board meetings and address the board</td>
<td>10/2017-06/2020</td>
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<td></td>
<td>Monthly informational meetings with updates on the campaign to achieve college prep courses</td>
<td>11/2017-07/2020</td>
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</tbody>
</table>
Act & Evaluate

1. Prepare
2. Assess
   - GPS Indicators Framework Audit
   - Develop stakeholder survey
   - Analyse survey results
   - Small group discussions with stakeholders
   - Categorize and Prioritize feedback
3. Plan
   - First draft
   - SWOT
   - Logic Model
4. Act
5. Evaluate
GPS Indicators Framework - Goals

Achieve Great Public Schools

Close Gaps

Empower Stakeholders

I now know what it takes to make my school a great public school
Questions
Conversation Starters:

What sort of activities have you done in your affiliate around empowering educators, student-centered advocacy, and promoting great public schools?

How might each tool inform your work?
Session Outcomes

It’s our hope that the content from this session has helped you:

• Identify methods and strategies used to create empowerment structures and ensure educators’ readiness for empowered roles

• Define student-centered advocacy and determine how your affiliate might use this strategy to achieve your goals

• Understand the GPS Indicators Framework and Toolkit and its use in launching educator-led transformation in your schools
Feedback:

How do you envision using some or all of these tools?

What might make these tools more useful to you?

Please complete the evaluation for this breakout session!
More Information:

• Empowered Educators Project
  Leigh Kennedy, Ed.D.
  lkennedy@nea.org

• Student Centered Advocacy Toolkit
  Andy Jewell
  ajewell@nea.org

• GPS Indicators Framework
  Cory Wofford
  cwofford@nea.org