Unite, Inspire, Lead
Our Students, Our Union, Our Future

The Changing National and State Demographics: Political and Champaign Implications on Legislative Issues and District Policies

Robin Butterfield and Marty Meeden
That’s Me

Please stand when a statement that is read matches you, and proudly proclaim, “That’s me!”
Agenda

✓ Welcome and Agenda
✓ Competencies and Themes
✓ Advocate-to-Activist
✓ Managing Complex Change
✓ A Plan (Dupont Process)
✓ Taking It Back Home
✓ Closing Thoughts
Advocacy Competency Theme/Level

Leverages advocacy practice/Level 2: Mobilizing and Power Building
Engages in power mapping and implements high impact and culturally competent advocacy plans and strategies.

Engages community around issues supporting student learning/Level 3: Agenda Driving
Organizes a collaborative mobilization plan around shared interests of union, educational communities, and legislative bodies.
Acts as a political advocate/Level 1: Foundational
Participates in basic campaign actions, including canvassing, petition signing, and e-mail.

Acts as a political Advocate/Level 3: Agenda Driving
Equips members to become more effective advocates by getting them involved in political process (at the level that makes sense for them) and providing valuable education, information and research.
Interprets and acts on social justice initiatives/Level 3: Agenda Driving
Analyses and strengthens alliances with a diverse set of stakeholders to implement, support, evaluate and communicate social justice initiatives.

Leads public education policy reform/Level 3: Agenda Driving
Engages and persuades all stakeholders around shared interests in national, state, and local public education policy and reforms.
“There is no such thing as a neutral educational process.

Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

Paolo Freire
Advocacy

Advances the cause of public education through social justice and how it benefits our students and members’ professional needs and rights.
Advocate Versus Activist

Advocate:

Activist:
Conventional Wisdom

What do you Advocate for?

What is an Activist?
Activity: Table Talk...

- Brainstorm issues your local/Council is currently focusing on.

- Write issues on large chart pack.

- Select one Issue to discuss at your table.
Activity: Table Talk . . .

Table Group

1. Select a specific issue to work on at your table group
2. Re-write the issue in the middle of chart paper.
Connecting the Issue with a Common Vision
**Creating a Common Vision**

How to engage member activists/volunteers in . . .

<table>
<thead>
<tr>
<th>Category</th>
<th>Drivers</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>IDEOLOGY</td>
<td>Driven</td>
<td>Committed to the particular issue – will work hard, but want the issue out in front all the time.</td>
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<td>SOCIALLY</td>
<td>Driven</td>
<td>Need opportunities to get to know other activists, lead groups or do outreach – work must be fun or they will leave.</td>
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<td>LOYALTY</td>
<td>Driven</td>
<td>Commitment to organization and bring experience to the work – need to be heard, and sometimes don’t want to change.</td>
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<td>OPPORTUNITY</td>
<td>Driven</td>
<td>Looking for opportunities to do and learn new things – can be given risky tasks because they will work hard to grow into them.</td>
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<td>RECOGNITION</td>
<td>Driven</td>
<td>Need proper respect, acknowledgement and support.</td>
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<td>SUCCESS</td>
<td>Driven</td>
<td>Need clear goals, strategies, and milestones – want to know how they fit in, progress to goal, and when to celebrate.</td>
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Answer Five Questions (Dupont Planning Process):

1. Where are you now?
2. Where would you like to be in five years?
3. What are the barriers?
4. What are the builders?
5. What would be the pay off if you succeed?
Discuss the barriers to achieving your vision.

- Write your issue at the top of your paper.
- Divide your chart in half.
- List the barriers on the left hand side
Discuss the builders for your vision.

- How do you overcome the barriers?

- Make a list of strategies that align with the barriers.

- Write them across from the barriers from another table.
Activity: Table Talk . . . Square It Off . . .

Table Group

1. On smaller post-it notes, *individually* write strategies needed to accomplish the issue.
2. Write for five minutes or until told to stop.
3. Begin sharing what is on the post-its, *one person, one strategy* at a time until all post-its have been placed around the ISSUE in the middle of the chart.
Activity: Table Talk . . . Square It Off . . . Plan It Out . . .

Table Group

1. Once all ideas have been placed on the chart,
2. Prioritize strategies into common themes.
3. Choose no more that three themes.
4. Transfer strategy themes to a work plan.
## Managing Complex Change

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<th>RESOURCES</th>
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**VISION**

**SKILLS**

**INCENTIVES**

**RESOURCES**

**ACTION PLAN**
What Skills are Needed to Implement the Vision?
The Growth
How to develop diverse activist leaders.

- Skills Training/Coaching
- Leadership Development
- Organizing Efforts

Commitment vs. Capacity
Elements of a Great Diverse Organizing Activist Program

- The Plan
- The Ask
- The Training
- The Growth
- The Culture
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

- Organizing a collaborative mobilization plan
- Engaging stakeholders around shared interests
- Helping members become more effective activists
Please complete the evaluation for this breakout session.

“Thank you for coming!”
Closing and Evaluation

• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at
  www.nea.org/leadershipdevelopment