UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Leadership and Advocacy in the Trenches: Finding Your Voice and Creating Effective Teams

Carol B. Fleming, MS, CCC-SLP, ASHA Fellow
NEA Director, Arkansas
NEA Leadership Competency: Governance and Leadership

• **NEA Leadership Competency progression level(s).**
  • Level 1: Foundational
  • Level 2: Mobilizing & Power Building

• **NEA Leadership Competency themes** to be addressed.
  • Set strategic objectives to guide long-term goals
  • Develop self and others as leaders
Indicate the NEA Strategic Goal and NEA Organizational Priority your session addresses:

- **NEA Strategic Goal**
  - Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  - Strategic Goal 2: Empowered Educators for Successful Students

- **NEA Organizational Priority**
  - My School, My Voice
What is “Teaming”? 

Synonyms: combine, unite, ally, merge.

• Noun

• 1. a number of persons forming one of the sides in a game or contest: a football team.
• 2. a number of persons associated in some joint action: a team of advisers.

Synonyms: Join (forces), collaborate, link, associate

• Verb

• 1. come together as a team to achieve a common goal.
  • synonyms: join(forces), collaborate, get together, work together; unite, combine, cooperate, link, ally, associate
• 2. match or coordinate a garment with (another).
Who is Your Team?

• Sports

• Collaborative

• Academic

• Personal
Educational Teaming

• The general goal of teaming is to provide a more **personalized learning experience** for students ensuring
  – students are well known by adults in the school
  – that their learning needs are understood and addressed
  – they receive the social, emotional, and **academic support** needed to succeed and stay in school.
Educational Teaming

- **Horizontal teaming** - grouping of students and teachers at a particular grade level

- **Vertical teaming** – the continuation of a horizontal team across multiple grades

- **Looping** - the practice of grouping students with the same teacher (in the elementary grades) or group of teachers (in the upper grades) for two or more years.

- Pairing a group of teachers (typically between four and six) with a group of sixty to eighty students.

- Allows teachers to discuss the students they have in common and to establish stronger teacher-student relationships.

- Can be built around the core-subject-area teachers in English language arts, math, science, and social studies.
Know Your Team Members

- **Talker**: Want social approval and fear losing it
- **Doer**: Bottom line, get it done, risk takers, high energy
- **Plodder**: Process, task oriented, like consistency, dependable
- **Controller**: logical, rational, well-organized, do not like risks
Personality Types

True Colors

* Blue: Authentic, enthusiastic, compassionate, sincere
* Orange: Witty, spontaneous, generous, eager
* Gold: Dependable, organized, stable, concerned
* Green: Analytical, calm, cool, investigative, logical

Know yourself and others

What's Your Personality Type?
Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type. For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:
   - Prefer E Extraversion
   - Prefer I Introversion

2. How do you prefer to take in information? If you:
   - Prefer S Sensing
   - Prefer N Intuition

3. How do you prefer to make decisions? If you:
   - Prefer T Thinking
   - Prefer F Feeling

4. How do you prefer to live your outer life? If you:
   - Prefer J Judging
   - Prefer P Perceiving

Leadership Development
National Leadership Summit
### Generational Differences with Team Members

#### Talking a different language

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wartime rationing</td>
<td>Rock’n’roll</td>
<td>Cold War</td>
<td>Fall of Berlin Wall</td>
<td>9/11 terrorists attacks</td>
<td>Economic downturn</td>
</tr>
<tr>
<td>Rock’n’roll</td>
<td>Nuclear families</td>
<td>‘Swinging Sixties’</td>
<td>Reagan/Gorbachev/Thatcherism</td>
<td>Social media</td>
<td>Global warming</td>
</tr>
<tr>
<td>Defined gender roles</td>
<td>Moon landings</td>
<td>Youth culture</td>
<td>Live Aid</td>
<td>Invasion of Iraq</td>
<td>Mobile devices</td>
</tr>
<tr>
<td>- particularly for women</td>
<td>Woodstock</td>
<td>Woodstock</td>
<td>Early mobile technology</td>
<td>Reality TV</td>
<td>Cloud computing</td>
</tr>
<tr>
<td>Divorce rate rises</td>
<td>Family-orientated</td>
<td></td>
<td></td>
<td>Google Earth</td>
<td>Wiki-leaks</td>
</tr>
</tbody>
</table>

#### Attitude toward career

<table>
<thead>
<tr>
<th>Jobs for life</th>
<th>Organisational - careers are defined by employees</th>
<th>“Portfolio” careers - loyal to profession, not to employer</th>
<th>Digital entrepreneurs - work “with” organisations</th>
<th>Multitaskers - will move seamlessly between organisations and “pop-up” businesses</th>
</tr>
</thead>
</table>

#### Signature product

<table>
<thead>
<tr>
<th>Automobile</th>
<th>Television</th>
<th>Personal computer</th>
<th>Tablet/smartphone</th>
<th>Google glass, 3-D printing</th>
</tr>
</thead>
</table>

#### Communication media

<table>
<thead>
<tr>
<th>Formal letter</th>
<th>Telephone</th>
<th>E-mail and text message</th>
<th>Text or social media</th>
<th>Hand-held communication devices</th>
</tr>
</thead>
</table>

#### Preference when making financial decisions

<table>
<thead>
<tr>
<th>Face-to-face meetings</th>
<th>Face-to-face ideally but increasingly will go online</th>
<th>Online - would prefer face-to-face if time permitting</th>
<th>Face-to-face</th>
<th>Solutions will be digitally crowd-sourced</th>
</tr>
</thead>
</table>

---

**Leadership Development**

**National Leadership Summit**
To create a collaborative environment, team members must practice the following:

• Have a Common Purpose and Goal

• Trust Each Other

• Clarify Each Other’s Roles

• Communicate Openly and Effectively

• Appreciate Diversity

• Balance the Team’s Focus
The challenge...get people to think

- Some people are not comfortable with the new
- The old is so comfortable
- Get on your team member’s level... find out where they are coming from
- Challenge them to see the “Possibility Thinking Formula”
- Be a good coach!
- Listen and give positive feedback
You usually get what you expect

• If you think in limitations, your team will think and produce at that level

• If you raise the bar, if you perform at a higher level, if you expect your team can perform at a higher level...

• You can achieve something amazing
A Powerful Message About Teamwork
Putting Leadership skills into our daily lives
What makes someone a successful leader?

- Someone who convinces others to do things?
- A teacher or boss?
- The smartest one?
- Someone who steps forward when others don’t?
Look in the mirror – what do you see?

Are you successful or have leadership potential?

Where will you be in 5 years?
Leadership and success is not:

- Style
- Image, charisma, or a winning personality
- Emulating great leaders
- Conforming with organizational norms
- Something you are born with
“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny. “
Managers vs. Leaders
Leaders teach others to lead themselves by:

• Empowering members to grow as individuals
  – Learning how to solve their own problems
  – Encouraging them to make their own decisions

• Acting with strong positive values

• Producing results with their own resources

• Setting the vision for the future
  – Selecting competent people
  – Motivating others
  – Setting the tone

*You have to speak to who people are by listening, learning, and believing in them*
Authentic leaders

• Serve others through their leadership

• Empower people to make a difference

• Are not motivated by power, money, or personal prestige

• Guided as much by qualities of the heart, passion, and compassion as they are by qualities of the mind
Authentic leaders

• Use natural talents as leadership gifts
• Lead with purpose, meaning, and values
• Build relationships with others
• Have others follow them because they know where they stand
• Are consistent and self-disciplined
• Recognize their personal shortcomings and work hard to overcome them
• Refuse to compromise when principles are tested
Influential and Authentic leaders in History
How can you be successful as a leader?

• Know yourself
• Listen
• Effective Communication
• Show Appreciation
• Serve
Discover your “I am”

• What validates you?

  • If we want to be more effective with others, we first need to become more effective with ourselves
    – We have to see ourselves for who we are.

  • Instead of focusing on finding the right partner, seek to be the right partner

  • Practice being what you wish others to become

  • Discover what your role is on the team
Let’s take a TEST
Listening to Others

- To influence others, we must first be open to their influence.
- Listen without bias.
- Be open to the purpose and learning coming to us through the other person.
Effective Communication- *(Big Bang Style)*
Effective Communication

- Effective communication is the true voice of a leader
  - Straight talk creates value
  - Share real thoughts and feelings in a manner that opens up possibilities with others
Appreciate Others

• Appreciation energizes people and makes them want to exceed their goals and perceived limits

• Let others know they are valued

• Rewarded behavior gets repeated
Service to others

• Ultimately, a leader is not judged by how well he/she leads, but by how well he/she serves.

• Our real job is to serve all the constituencies in life.

• Appreciate genuinely the fact that only through our interdependence with others do we create value.
Have a strong support system
Balance in life is important

It allows you more time for yourself and for what matters most.

If you take on too much, your bucket empties out.

It’s okay to take time for yourself.

It’s okay to say, “NO”!
“Subtract Before you Add”
The Art of Making “IT” Happen

- Reward yourself
- Nice to those around you
- Market your calling by carving your niche
- We are in it together...share, share, share
- Surround yourself with nutritious people
“Positive Patty” vs “Negative Ned”
Who lives in you?

Who would say YOU live in them?
Who would you say is your leadership role model?
Who has formed you into the leader you are today?
Goals and Desires

Goal seeking mechanism (GSM)

- Built in, goal seeking part of us
- Intrinsically affects what we say, what we believe, how we achieve, how we interact with others, what we allow in, what we will not allow in
- Our GSM when directed positively, can achieve amazing things, or...
Advocacy Everyday...

Everyday Advocacy!!
What is Advocacy?

I’m making a difference!
The Role of the Educator as an advocate

Why Advocate?

“Unless someone like you cares a whole awful lot, Nothing is going to get better. It's not.”
- Dr. Seuss, The Lorax

- Liaison
- Resource
- Monitor
- Confidante
- Communicator
Why we do what we do:

• It’s more than just to know it and believe it... we must live it.

• We must advocate everyday for those we serve – our students, parents, co-workers, and professional organization.

_Alone we can do so little; together we can do so much._ ~Helen Keller
Where YOU can advocate....on a local level
EVERY DAY'

• Families
• Service Coordinators
• Staff members
• Administrators
• Social Workers, Life Coaches, Mentors
• Local and State Agencies

• Within your own employment setting – with supervisors, peers
• Lawmakers
• Local media sources
Advocacy Opportunities

• Professional Association Participation
  – Local
    • Building Rep
    • Local Leadership opportunities
      – Serve on a committee
      – Run for office
  – State NEA Affiliate
    • Serve on a Committee
    • Run for office
    • Serve on the Board of Directors
  – NEA
    • Attend the RA
    • Serve on a committee
  – Related Professional Organizations

• Policies/Legislation
  • Health Insurance
  • Waivers
  • Classroom Size
  • Professional Development
  • Contract days
  • Charter Schools
  – District
    • Classroom Materials and Technology support
  – State
    • Arkansas Department of Education Special Education link
  – National
    • Office of Special Education Programs
Resources for Advocating

Tell Congress to invest in students, not cut education funding to finance tax cuts

By a vote of 51-49, the Senate passed the NEA-opposed FY2018 budget resolution that sets the stage for deep cuts in education, Medicaid, and Medicare to finance huge tax cuts for corporations and the wealthiest among us.

Read the full Education Insider [here](#).

Take Action Now!

- [Urge Congress to oppose Trump tax cuts](#)

Sign up and make your voice heard!

Become a cyber-lobbyist and subscribe to our weekly email newsletter, the Education Insider.

SIGN UP! ☝️
“Do your best to live what you teach”
~Maya Angelou
Go out and make your legacy as a leader and advocate
Contact Information:

Carol B. Fleming, MS, CCC-SLP, ASHA Fellow
Pulaski Heights Middle School
401 North Pine Street
Little Rock, AR 72205
(501) 447-3230

carol.fleming@lrasd.org
slptwinmom92@gmail.com
Session Outcomes

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

• Participants will be given the tools to work within collaborative teams in the classroom, school, and community
  – Create relationship techniques to help others to grow and develop as leaders.
  – Will learn the basis of advocacy is “education” - campaigning, supporting, and encouraging others to do what is right.

• Participants will complete activities to provide input on personality and leadership styles so they will understand who they are and are becoming as a leaders.
Session Evaluation

• Please complete the evaluation for this breakout session by using the **NEA Summit Mobile APP**! – *Please remember to build in 5 minutes at the end of your session to allow time for the attendees to complete the evaluation for your session.*

• Please visit the Leadership Development Resources website at [www.nea.org/leadershipdevelopment](http://www.nea.org/leadershipdevelopment)