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

Teacher-Powered Schools: What are they and why do they matter?

Rebekah Kang
Lori Nazareno, NBCT
NEA Strategic Goal and Organizational Priority

• NEA Strategic Goal
  – Strategic Goal 2: Empowered Educators for Successful Students
NEA Leadership Competencies

▪ Leading Our Professions
  Level 2: Mobilizing & Power Building
  Level 3: Agenda Driving

NEA Leadership Competency themes.

▪ Identifies and promotes own and members’ credentials and expertise, ensuring union leadership of our professions
▪ Drives collaborative decision making and policy on our professional issues.
▪ Leads our professions by anticipating challenges and putting in place proactive strategies.
Session Outcomes

Participants will:
• Develop an understanding of what it means for a school to be teacher-powered;
• Identify ways to leverage the local association to advance their teacher-powered work; and
• Identify ways that teacher-powered schools can advance our professions.
Spectrum Exercise

What the heck is teacher-powered?

I have heard of teacher-powered but am not clear on what that means.

I know all about teacher-powered and am ready to get started.
Poll Everywhere Questions

I and my colleagues have the autonomy and authority to make decisions that impact the success of the entire school (as opposed to being limited to within my classroom).
Your poll will show here

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or

Open poll in your web browser
Poll Everywhere Questions

I and my colleagues have the autonomy and authority to determine the learning program in my school.
Your poll will show here

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I think education professionals should have the autonomy and authority to select the colleagues with whom we work when openings on our staff occur.
Your poll will show here

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Poll Everywhere Questions

Education professionals should have the autonomy and authority to make decisions about how school-level budgets should be spent.
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Poll Everywhere Questions

To what degree should education professionals within a school have a say in selecting school leaders?
Your poll will show here

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Developing Association Support

In small groups discuss:

• What are your local association’s priorities?

• How do teacher-powered structured align with local priorities?

• How might you message teacher-powered to association reps and members so that it aligns with their priorities?

• What support might they be able to provide, given the current priorities?
Why is teacher-powered important?

• Teacher-powered as an equity lever
• Teacher-powered as and advancement to the profession
• Teacher-powered as a response to challenges
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• Identify ways that teacher-powered schools can advance our professions.
Questions?

Rebekah Kang
rmkang@gmail.com

Lori Nazareno
lnazareno@teachingquality.org
Please complete the evaluation for this breakout session!

Thank you.