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

Educator-Led Cohorts with the
Milwaukee Teachers Education Association

Amy Mizialko, Ph.D. and Charles Holmes
NEA Strategic Goal and NEA Organizational Priority your session addresses:

- **NEA Strategic Goal**
  Strategic Goal 2: Empowered Educators for Successful Students

- **NEA Organizational Priority**
  Student-Centered Policies and Practices
Indicate the NEA Leadership Competency: Leading Our Profession

*NEA Leadership Competency progression level:
– Level 1: Foundational

*NEA Leadership Competency theme
- Advocates for policies and strategies that positively impact our professions and student learning
Student-centered advocacy defined

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 AND IMPROVE EDUCATOR WORKING CONDITIONS.
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
Student-centered advocacy is about

- Using approaches tailored to each community to assure fairness and opportunity for every student
- Advocating for schools students deserve
Student-centered advocacy promotes

- Allocation of resources to support differentiated instructional practices
- Access to health, wellness, nutrition, and counseling services
- Empowered educators and increased collaboration
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
Attributes of student-centered advocacy

- 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
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Milwaukee Teachers’ Education Association–MTEA
Student Centered Advocacy Cohorts
President  Kim Schroeder
Leader  Amy carver
Leader  Lynn erickson

Distinguished educators cohort
INAUGURATION of the RESISTANCE: National Day of Action for Immigrants & Refugees
Saturday • January 14th • 11am
STATEWIDE MARCH
VOCES DE LA FRONTERA
1027 S. 5th St. in Milwaukee
KEEP FAMILIES TOGETHER
NO MASS DEPORTATIONS
DEFEND DACA
REFUGEES WELCOME
NO MUSLIM REGISTRY
414-643-1620 • vdlf.org

UNIFIED FRONT WITH MUSLIMS, WORKERS, AFRICAN-AMERICANS, JEWS, WOMEN, & LGBTQ COMMUNITY
JANUARY 19TH  MTEA NATIONAL
DAY OF RESISTANCE

YES to PUBLIC Schools that welcome every child – NO to failed vouchers.

Betsy DeVos says:
Public education is a “closed system, a closed industry, a closed market. It’s a monopoly, a dead end.”

No, Betsy. Public Education is not a monopoly. Public Schools are run by locally elected School Boards. They have open meetings and all their financials are accessible to the public. Every public school is a valued asset owned by the taxpayers of the community. Schools are not an "industry" or a "market." They are a place where neighborhood children come together to learn. It's not a dead end. It's where futures are made.
MTEA Restorative practices – a community of practice and support

• Why Restorative Practices?

• RP build classroom communities that are supported by clear agreements and authentic communication.
Why Restorative Practices?

- RP provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right.
Why Restorative Practices?

• RP serve the cause of fairness and justice and make safer schools and contribute to social and emotional learning for students.
MTEA Bilingual Educators – A community of practice and support

• What is Student Centered Advocacy?

• What does it mean to be an advocate for bilingual children?

• How can we work with students and families to self-advocate?
MTEA bilingual educators – a community of practice and support

• Plans for the 2016-17 School Year

• 1- Promote bilingual education, bi-literacy and bilingualism within our union and our community.

• 2- Advocate for expansion of bilingual schools at the district level by leveraging the passed board resolution.

• 3- Identify teacher leaders in bilingual education.
• MTEA – Teaching for Joy & Justice
  Distinguished educators – a community of practice and support

• Relationships between student and teacher is KEY.

  • Domain 2 – The Classroom Environment
    - Creating an environment of respect and rapport
      - Establishing a culture for learning
      - Managing classroom procedures
    - Managing student behavior
MTEA distinguished educators – a community of practice and support

• MTEA Teaching for Joy & Justice

• Domain 3- Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  - Gain an understanding about Student-Centered Advocacy
  - Promote Student-Centered Advocacy within your local Association
Evaluation

• Please complete the evaluation for this breakout session!
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment