The NEA Foundation’s Online Courses: Tools for Professional Development and Continuing Education

Jesse Graytock
Grants Manager, The NEA Foundation
COMPETENCY: Leading Our Profession

• Competency Behavior
  – Builds capacity for continual improvement and learning
    • Level 1: Foundational; Level 2: Mobilizing & Power Building; Level 3: Agenda Driving
  – Shows educational leadership and understands union’s role in student learning and leading our professions
    • Level 1: Foundational; Level 2: Mobilizing & Power Building; Level 3: Agenda Driving
COMPETENCY: Leading Our Profession

- Competency Behavior
  - Advocates for policies and strategies that positively impact our professions and student learning
    - Level 1: Foundational; Level 2: Mobilizing & Power Building; Level 3: Agenda Driving
  - Analyses and applies research, policies, and trends to determine potential impact on our professions and student learning
    - Level 1: Foundational; Level 2: Mobilizing & Power Building; Level 3: Agenda Driving
19 Online Courses

Authored by experts in the field, courses rely on literature, case studies, video, reflection and practicum.

Designed to support educators in labor-management collaboration, education policy, and instructional practice.

Courses available at:
www.neafoundation.org/pages/courses/

Login and check them out!
### New Forms of Labor-Management Relations

<table>
<thead>
<tr>
<th>Teachers Unions and Education Reform</th>
<th>Leading and Sustaining Reform</th>
<th>National and International Forces Affecting Public Ed.</th>
<th>Brain and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Hiring, Placement, Retention, and Tenure</td>
<td>Collaborative Problem Solving and Action</td>
<td>Federal and State Policy Environments</td>
<td>Assessment as a Tool for Systems Change</td>
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<tr>
<td>Strategic Compensation</td>
<td>Facilitating Effective Labor-Management Teams</td>
<td>Power, Influence, and Public Education</td>
<td>Effective Professional Learning for Educators</td>
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<tr>
<td>Redesigning Our Work: Policies, Practices, Contracts, and Agreements</td>
<td>Effective School-Community Collaboration</td>
<td>Historical Role of Teachers Unions</td>
<td>Teacher Evaluation</td>
</tr>
</tbody>
</table>

**Foundation courses** help union and district leaders build skills around labor-management collaboration and the education policy knowledge needed to be an effective partner.

*Authored by experts in the field, courses rely on literature, case studies, video, reflection and practicum.*

*Take one session or a whole course! Login today!*

Courses available at: [www.neafoundation.org/pages/courses/](http://www.neafoundation.org/pages/courses/)
State Affiliate Course Outreach

- WA: 3 Courses
- CO: 3 Courses
- HI: 18 Courses
- IL: 3 Courses
- MI: 5 Courses
## States Using the Courses for Credits

<table>
<thead>
<tr>
<th>States</th>
<th>Colorado Education Association</th>
<th>Hawaii State Teachers Association</th>
<th>Illinois Education Association</th>
<th>Michigan Education Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>Collaborative Problem Solving &amp; Action; Effective School-Community Collaboration; Peer Assistance &amp; Review</td>
<td>Assessment as a Tool for Systems Change; Brain &amp; Learning; Collaborative Problem Solving &amp; Action; Effective Professional Learning for Educators; Effective School-Community Collaboration; Facilitating Effective Labor-Management Teams; Federal &amp; State Policy Environments; Global Education: Tools &amp; Approaches; Historic Role of Teachers Unions; Leading and Sustaining Reform; National &amp; International Forces Affecting Public Education; Peer Assistance &amp; Review; Power, Influence, &amp; Public Education; Redesigning Our Work: Policies, Practices, Contracts, &amp; Agreements; Strategic Compensation; Teacher Evaluation; Teacher Hiring, Placement, Retention, &amp; Tenure; Teachers Unions &amp; Education Reform</td>
<td>Collaborative Problem Solving &amp; Review; Peer Assistance &amp; Review; Teacher Evaluation</td>
<td>Brain &amp; Learning; Effective Professional Learning for Educators; Facilitating Effective Labor-Management Teams; Peer Assistance &amp; Review; Teacher Evaluation</td>
</tr>
<tr>
<td>Usage</td>
<td>600 members</td>
<td>50 members</td>
<td>TBD</td>
<td>80 members</td>
</tr>
<tr>
<td>Target</td>
<td>1,500 members</td>
<td>150 members</td>
<td>200 members</td>
<td>200 members</td>
</tr>
<tr>
<td>Benefit</td>
<td>Ability to earn re-licensure credit/clock hours/graduate credit</td>
<td>Ability to earn PD credit for reclassification on HSTA/Hawaii DOE salary schedule</td>
<td>Ability to earn PD credit/clock hours toward licensure renewal</td>
<td>Ability to earn re-licensure credit/clock hours</td>
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</tbody>
</table>
Today’s Panel

• Tom Greene – Field Services Coordinator, Michigan Education Association
• Casey Kilpatrick – Director of Learning Services, Colorado Education Association
• James Lynch-Urbaniak – UniServe Director & State Student Organizer, Hawaii State Teachers Association
NEA - Effective Professional Learning for Educators

**Session A:** This online course can be completed independently, or with a team of teachers, to build a shared definition of effective professional learning to improve student learning and proficiency. The course will help participants build knowledge around current educational research findings, as well as define the conditions and characteristics of effective professional learning. Participants will review current school and district professional learning opportunities and identify strengths and needs within the current system. In addition, participants will gain an understanding of the critical attributes of Professional Learning Communities (PLCs).

15 SCECHs

**Session B:** Participants will produce a white paper based on outcomes from each session that can be used as a foundation for a comprehensive plan for district-wide professional learning.
Q&A

• Why did your state syndicate the courses?
• Who did you work with?
• How long did implementation take?
• What were the costs?
• What challenges arose?
• How many members are using the courses?
If you’d like to learn more, contact:

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  - 202.822.7839

- Rachael Moeser, NEA Foundation Program Assistant
  - rmoser@nea.org
  - 202.822.7865
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – As a launching point at the state level to use NEAF’s online courses for CEUs
  – To encourage members to take courses to improve individual professional development
  – To encourage members to take courses to improve group/team-based professional development
Please complete the evaluation for this breakout session!