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

Early Career Leadership Fellow Collaborative

2017 NEA National Leadership Summit | February 24-26, 2017
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

- **NEA Organizational Priority**
  - Early Career Educators
NEA Competency: ORGANIZING /Mobilizing and Power Building

• Utilizes organizing best practices
• Engages in collective action to identify and address pivotal issues
• Creates conditions for continuous association growth and strength
• Fosters the development of leaders at all levels of the organization
ECLF Video

• https://www.youtube.com/watch?v=ffo4alWZhknY
Getting Focused on Leadership

• At what point in your teaching career did you engage with your local association?

• What were some of the reasons you became engaged in the work?
What is the NEA/CEC Early Career Leadership Fellow (ECLF) Collaborative?

1-year grant funded by NEA to work with six local education associations to:

1) engage early career educators to grow as leaders

2) provide them skills and resources to engage other early career educators and identify and plan for a change

3) activate them to become formal and informal leaders in their local unions.
What is the NEA/CEC Early Career Leadership Fellow (ECLF) Collaborative?

The ECLF Collaborative is built from the Teacher Leadership Initiative (TLI) – a unique partnership between NEA, the National Board for Professional Teaching Standards (NBPTS) and the Center for Teaching Quality (CTQ).
Why an Early Career Educator focus?

• Projected 2.25 million new educators in near future

• Significant “generational shift” in the educator workforce with Baby Boomer retirements and Millennials’ entrance

• With unions at a crossroads, there’s a great opportunity to engage early career educators as leaders in their unions
Educator Leadership Competencies and NEA Framework

• **Instructional Leadership** – in placing educators at the center of facilitating, supporting and improving teaching and learning in their schools and districts;

• **Policy Leadership** – engaging accomplished educators in informing and influencing policymaking decisions at the local, state, and national levels;

• **Association Leadership** – preparing current and future association leaders to include an emphasis on advancing the profession of teaching and the professional interests of members into the union advocacy agenda.
The 3 Frames of Unionism

INDUSTRIAL

– Collective power to meet bread and butter needs and ensures fairness & equal treatment for all members

PROFESSIONAL

– Control of the profession to ensure quality

SOCIAL JUSTICE

– Control Equity for our students through active engagement in the community
The 3 Frames of Unionism

INDUSTRIAL UNIONISM

Collective power to meet bread and butter needs and ensures fairness & equal treatment for all members

- Bread & Butter Issues
- Wages, benefits, retirement
- Ensure Fairness and equality for members
- Emphasizes separation of management and teaching work, job design & execution
The 3 Frames of Unionism

PROFESSIONAL UNIONISM

Control of the profession to ensure quality

- Focus on quality of teaching and learning
- Ensures high quality professional development
- Empowers educators to be instructional leaders
- Emphasizes collaborative partnerships to improve education
The 3 Frames of Unionism

SOCIAL JUSTICE UNIONISM
Control Equity for our students through active engagement in the community

• Creates alliances with parents and community to organize for social justice that will help all children succeed
• Focuses on race and class challenges
• Asserts that all children can learn if adequate resources are available
• Addresses school district funding as an equity issue
ECLF Program Structure

• Two National Convenings of the Locals

• Monthly Meetings of ECLFs facilitated by the coach from the local association

Coaches participate in monthly webinars facilitated by CEC
Local Association Partners

Cohort 1
- Brevard Federation of Teachers (FL)
- Clark County Education Association (NV)
- Corona Norco Teachers Association (CA)
- Elgin Teachers Association (IL)
- Montgomery County Education Association (MD)
- Utica Education Association (MI)

Cohort 2
- Clark County Education Association (NV)
- Guilford County Teacher’s Association (NC)
- Prince George's County (MD)
- Salem Keizer Education Association (OR)
- Tri County Teacher’s Association (ME)
- Val Verde Teachers Association (CA)
Program Components

• Curriculum
• Sounding Board
• Leadership Action and Engagement Project
Each ECLF created a Sounding Board consisting of 5 other early career teachers to learn about issues that are important to them, and to gauge their perspectives of the local association.
Leadership, Engagement & Action Project (LEAP)

With a foundation of perspectives and ideas gathered from Sounding Board participants, Fellows and Coaches will identify an issue as the focus for their LEAP. The purposes of the LEAP include:

• Coalescing Fellows to lead around an issue important to early career educators in the local

• Engage Fellows in a structured, team-based learning process that produces an actionable plan

• Build Fellows’ educator leadership skills
Curriculum

• Session 1: Developing the ECLF Initiative

• Session 2-3: Comprehensive Unionism

• Sessions 4-7: Issue identification & research

• Session 8: Communications strategies

• Session 9: Reflecting on action, celebrating success
ECLF Collaborative Cohort 1 Program Evaluation
Leadership Readiness

ECLFs report growth in nearly every area of Educator Leadership through their ECLF work

- At onset, most comfortable as Instructional Leaders;
- Increasingly comfortable in program as Association and Policy Leaders;
- Gained stronger understanding of policy roles, processes and players within their schools and communities
- Noted growth of skills and readiness in teacher leadership
<table>
<thead>
<tr>
<th></th>
<th>Total % Agree or Strongly Agree (7/2016)</th>
<th>% Increase Responding &quot;Agree or Strongly Agree&quot; Between 10/2015 and 7/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am familiar with the skills I need to support my colleagues as a teacher/educator leader</td>
<td>85.19%</td>
<td>37.11%</td>
</tr>
<tr>
<td>I am aware of the policies that impact the school environment and understand what effects they have on school communities</td>
<td>79.63%</td>
<td>31.55%</td>
</tr>
<tr>
<td>I know the names, role, alignments and functions of various policymakers</td>
<td>37.03%</td>
<td>29.34%</td>
</tr>
<tr>
<td>I see myself as an association leader (active with my local, state and/or national education associations)</td>
<td>51.86%</td>
<td>26.86%</td>
</tr>
<tr>
<td>I am prepared to speak on current issues around education</td>
<td>62.97%</td>
<td>26.43%</td>
</tr>
</tbody>
</table>
Views about the Association

During ECLF, Fellows gained a much better understanding of their Association’s purposes, functions, and values.

- Fellows knew little about and were largely unengaged with their local, state, and national associations prior to the ECLF Collaborative.
- Their views on the association changed over the course of the program as they learned more about it and were connected with new opportunities.
<table>
<thead>
<tr>
<th></th>
<th>Total % Agree or Strongly Agree (7/2016)</th>
<th>% Increase Responding &quot;Agree or Strongly Agree&quot; Between 10/2015 and 7/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand my local association mission, vision and values</td>
<td>87.03%</td>
<td>42.80%</td>
</tr>
<tr>
<td>I am familiar with and feel connected with my local education association</td>
<td>85.19%</td>
<td>40.96%</td>
</tr>
<tr>
<td>I understand the role of contracts and policies in either facilitating or interfering with</td>
<td>85.18%</td>
<td>36.16%</td>
</tr>
<tr>
<td>creating, sustaining and expanding positive environments for teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My local association mission, vision and values guide my work with my colleagues and</td>
<td>75.92%</td>
<td>33.61%</td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am familiar with and feel connected with my state and national education associations</td>
<td>48.15%</td>
<td>32.76%</td>
</tr>
<tr>
<td>I am aware of the ways my local association influences professional working conditions</td>
<td>94.44%</td>
<td>30.98%</td>
</tr>
<tr>
<td>I believe my local association represents my values and interests as an early career</td>
<td>83.34%</td>
<td>17.96%</td>
</tr>
<tr>
<td>educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am proud to be a member of my local education association</td>
<td>94.44%</td>
<td>13.67%</td>
</tr>
</tbody>
</table>
Leadership in the Association

ECLFs are increasingly aware of leadership opportunities & see themselves as Association Leaders

• Fellows grew significantly in their understanding of leadership roles and opportunities within their association
• The ECLF Collaborative, with support from local coaches and presidents, helped ignite Fellows to become leaders
<table>
<thead>
<tr>
<th></th>
<th>Total % Agree or Strongly Agree (7/2016)</th>
<th>% Increase Responding &quot;Agree or Strongly Agree&quot; Between 10/2015 and 7/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of the leadership opportunities in my local association</td>
<td>85.18%</td>
<td>58.25%</td>
</tr>
<tr>
<td>I am currently active as a leader in my local association</td>
<td>62.96%</td>
<td>49.49%</td>
</tr>
<tr>
<td>I am aware of the ways my local association advocates for improved student learning</td>
<td>92.60%</td>
<td>43.98%</td>
</tr>
<tr>
<td>I believe association members need to grow from dues payers to passionate participants in the work of the association</td>
<td>98.15%</td>
<td>21.68%</td>
</tr>
</tbody>
</table>
Since Beginning the ECLF Collaborative in October, 2015 (as of July, 2016)

- 71.7% of ECLFs have attended one or more local, state and/or national association events outside of the ECLF program

- 58.49% of ECLFs have been involved in one or more local, state and/or national association leadership roles outside of the ECLF program
Session Evaluation

• Please complete the evaluation for this breakout session!

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