UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Strengthening Our Association by Engaging and Empowering Early Career Educators

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Consortium for Educational Change:
Mary McDonald
NEA Competency:
Governance and Leadership

Sets the mission and establishes strategies necessary for a relevant and thriving organization; empowers, motivates, and fosters a pipeline of talent for the future.
NEA Competency:
Governance and Leadership - Themes & Levels

Develops Self and Others as Leaders
Levels 1, 2 and 3

Advances the Organization by Internalizing its Mission, Vision and Core Values:
Levels 1, 2 and 3
NEA Strategic Goal

Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment

NEA Organizational Priority

Early Career Educators
Expected Outcomes

• Understanding the What – the Why and the How of the NEA ECLF Collaborative Program
• Purpose of the ECLF Collaborative Partnership
• Program Components of ECLF
• The 3 Frames of Comprehensive Unionism
• Impact of ECLF Collaborative Partnership
NEA-CEC
Early Career Leadership Fellowship
Collaborative Partnership

https://www.cecweb.org/video/early-career-leadership-fellowship/
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?

18 month grant funded by NEA to work with six state affiliates, each of which partners with 4-10 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/CCEC 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 ECLF?

• A recognized need to connect with early career teachers
  ✧ Local-State-National Union
  ✧ School-District-Community
  ✧ TURN

• An opportunity to strengthen the local association as a network and partner for labor management collaboration

• Develop teacher leaders using the TLI Competencies
Summary of Findings

➢ School-level collaboration improves student performance (ELA and math), even after we control for poverty.

➢ School-level collaboration reduces voluntary turnover and increases school commitment.
  ➢ These effects are particularly strong for high-poverty schools.

➢ Highly collaborative schools and strong union-leader networks increase cross school knowledge sharing.

➢ Formal union-management partnerships at the district-level seem to be a catalyst for building highly collaborative schools, as we find that district partnerships are positively associated with school collaboration.

➢ School representatives in high-partnership districts are more likely to view collaboration-building as central to their union roles and responsibilities.
Teacher Leadership Competencies and NEA Framework

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

• **Policy Leadership** – engaging accomplished teachers in informing and influencing policy-making 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
Regional TURN & ECLF Cohort 1, Cohort 2 Locals and Cohort 3 Locals

- NW TURN: Salem, Keizer
- CALTURN: Fremont, Val Verde, Corona Norco, Santa Monica, Malibu
- SW TURN: Poudre CO, San Antonio
- GL TURN: Elgin
- MASE TURN: Fort Worth, Prince George’s Co, Montgomery Co
- NE TURN: Utica, Guilford Co
- Tri County
- FLORIDA TURN: Brevard Co
ECLF Program Structure

• State/Regional/National Convenings of the Locals

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

*Coaches participate in monthly webinars facilitated by State Affiliate with CEC Support*
Program Components

• Curriculum
• Sounding Board
• Leadership Action and Engagement Project
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
Sounding Board

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’ teacher leadership skills
Panel Discussion

• How did you get involved in ECLF?

• How has this impacted your engagement in your local association?

• Describe your Sounding Board? What is their level of engagement in the local association?

• Describe the Leadership Engagement Action Project. How is the work going?
ECLF Collaborative
Cohort 1 Program Evaluation
Leadership Readiness

*ECLFs report growth in nearly every area of Teacher 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>
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<tr>
<td>I am prepared to speak on current issues around education</td>
<td>62.97%</td>
<td>26.43%</td>
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Views about the Association

During ECLF, Fellows gained a much better understanding of their Association’s purposes, functions & 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>
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<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>
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<tbody>
<tr>
<td>I understand my local association mission, vision and values</td>
<td>87.03%</td>
<td>42.80%</td>
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<tr>
<td>I am familiar with and feel connected with my local education association</td>
<td>85.19%</td>
<td>40.96%</td>
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<tr>
<td>I understand the role of contracts and policies in either facilitating or interfering with creating, sustaining and expanding positive environments for teaching and learning</td>
<td>85.18%</td>
<td>36.16%</td>
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<tr>
<td>My local association mission, vision and values guide my work with my colleagues and community</td>
<td>75.92%</td>
<td>33.61%</td>
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<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>
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<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 educator</td>
<td>83.34%</td>
<td>17.96%</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>
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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
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<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>
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Leadership in the Association

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
For More Information...

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Chelsea Erickson, Ed MN-Osseo ECL Fellow
Session Outcomes (Second to last slide)

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

– Example 1 [provide example]
– Example 2 [provide example]
– Example 3 [provide example]
Closing

• 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)