

National Education Association Unionism Training

New Business Item 45 at the 2018 NEA Representative Assembly called for a curriculum to “promote the attitudes, values, and goals of unionism, solidarity, justice, fairness and the search for the common good.” The subsequent training, designed for NEA by University of Oregon Labor Education & Research Center and The Western States Center, covers a range of topics and activities to help participants explore what these values mean for our associations and movement.

We have a few suggestions for the use of this curriculum:

- As individual icebreaker-style activities during association gatherings (meetings, retreats, etc.).
- As a longer half day or full day training experience with the modules used sequentially.

The training is designed for anyone in the NEA community, but we would particularly suggest its use for those reinforcing or moving to an organizing model, Early Career Educators, Association Representatives, with community partners, etc. We would prioritize this training for emerging leaders to connect the bread and butter work of the association with NEA’s history and values as a social movement organization. The later modules also draw connections between our values as educators, the work of the NEA as a union, and our capacity to build power and effect change.

Best Practices and Recommendations for Facilitating Challenging Trainings

Facilitating training sessions on social justice topics, and especially those concerning diversity, equity, and inclusion, can be mentally and emotionally taxing for the facilitator and the participants.

Facilitating requires more than time in the classroom. Thoughtful and thorough preparation is essential, as is de-brief and decompression afterwards. Being unprepared will put you and your learning objectives at risk. Having some strategies at hand for when people are emotionally “triggered” is strongly advised. These and other best practices can ensure that you arrive in the educational space, and orchestrate the development of the educational community, in the best possible way.

Through intentional practice, you will find methods for preparation and decompression that work best for you and feel healthy. Following the recommendations below can help you to grow as a facilitator who can sustain the learning space for the duration of the training, and do these kinds of trainings throughout your career. This list of best practices can serve as a checklist when you initially begin your facilitator journey.

Before the Training

- **Know your audience.** Anticipate and research the historical and current practices and news about the group you will be working with. You may want to send out a pre-training survey to the group. This will help you assess the level of understanding and salient questions about the training topic.
- **Prepare thoroughly** including learning objectives, a timed-out teaching plan, interactive exercises, accessible materials, etc.
- **Don't train alone** if you can avoid it. This is especially true for less experienced facilitators. We all learn from unexpected road blocks, but make sure you have support from a co-facilitator who can share the weight of the training. Design your division of labor to give each other breaks.
- **Build facilitation teams in light of the topic(s).** Particularly if you are training on racial justice, make sure the facilitation team includes people of color. Similarly, if you are training around gender justice issues, having a male and female facilitator working together is a good way to go. This can also be true for generational differences.
- **Pay attention to language justice.** If you are expecting to train in a multi-lingual environment, make sure that you have the needed interpreters and equipment.
- **Consider triggering.** Make sure that you spend some time preparing yourself mentally and emotionally for managing not only curriculum implementation, but also the thoughts and feelings of your participants.
- **Study models** for methods of communication and conflict resolution. Use the ones that work best for your training and communication style. Get input from others about how they manage conflict in trainings. Disagreement is not a bad thing, but should be managed so that the time spent on it is productive for everyone sharing the experience.
- **Create a routine** that helps you feel good going in to and coming out of the training.

During the Training

- **Establish ground rules** (or group agreements) at the beginning. Ideally, these would be generated by the group itself but have a list of the things that are important to you in mind as well. Make sure people understand that this is a serious endeavor and that part of your role as facilitator is to call out infringements of the behavioral norms and expectations the group has established. Their purpose is to ensure that the space remains as safe as possible. That doesn't mean everyone will feel comfortable all of the time.
- **Explanation about pronouns:**

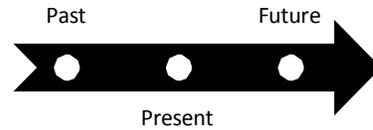
- We use pronouns to talk about other people. Typically, we use she/her/hers for people we assume are female, and he/his/his for people we assume are male. Today, we are learning not to assume that someone's outward appearance (or the way we perceive that appearance) determines how that person identifies themselves. This is why we now ask people to state their preferred pronouns when they introduce themselves.
- Understanding that gender is a social construct, we seek to affirm an individual's chosen identity by creating space for that truth to be spoken. Preferred pronouns should be used whether the individual is present or not. Affirming pronouns is a way to show respect, increase visibility for those with a non-binary or otherwise non-traditional sex/gender identity, convey solidarity, and honor an important cultural shift in use of language that is non-oppressive.
- **Be prepared to adjust the timing** in your teaching plan. You will know by "reading the room" when it is appropriate to spend more time on particular aspects of the training, but check in with the group for their consent to stay on the topic or to move on. You have the option of coming back to a topic at the conclusion of your training, either in wrap-up, one-on-one follow-ups, or collectively if participants want to stay longer and if the space is available.
- **Keep the learning objectives in mind!** Interesting and unexpected divergences can have value, but don't let your plan get totally de-railed.
- **Manage triggering as it occurs.** Triggering may show up as anger or withdrawal, dominating the dialogue or being silenced, tears or defensive body language. If you believe someone is being triggered, don't ignore it. Use classroom conflict techniques to manage interactions. Sometimes taking a break and speaking to someone privately is appropriate. Make sure everyone understands that the impact of particular information or discussion isn't the same for everyone. Members of traditionally marginalized groups may have strong (and legitimate) reactions that should not be ignored. They also should not dominate the learning process for the entire group. This can be a tricky balance to achieve.
- **Provide evaluation opportunity** for participants.

After the Training

- **Do self-reflection** on your own personal evaluation, and de-brief with your co-facilitator as soon as possible after the class. Compare your self-evaluation to the feedback from participants' evaluations. The opinions of your participants are important, but so is your own critical self-evaluation. Experiences of triggering, or the reactions of others to triggering can also show up in evaluations.
- **Become a part of collectives** for trainers, educators, or facilitators on diversity, equity, and inclusions so that you have a place to process with peers who do what you do. This is useful for learning tips, best practices, other forms of curriculum, and group dynamics.

MODULE 1

Connecting History and The Present



SUMMARY

This activity is designed for participants to learn about and engage with historical realities of marginalized populations that manifest in the present and threaten to continue in the future. Participants will identify and reflect on components of the timeline that have occurred in their schools and communities.

Goals:

- Understand how educational practices, policies, social movements, and laws impact the work done by members of NEA
- Discuss the ways that NEA members see cycles of oppression as informed by the past, and that surface in the present

Materials:

- Timeline
- Wall Tape
- Post-It Notes

NEA Unionism Curriculum 2018

Curriculum to “*promote the attitudes, values, and goals of unionism, solidarity, justice, fairness, and the search for the common good.*”

Provided to the National Education Association by

Sarah Laslett & Bob Busse!

University of Oregon

Labor Education & Research Center

Latashia Harris,

tashiaharrisMA@gmail.com

The Western States Center

AGENDA OUTLINE

EXERCISE	FORMAT	TIME
Introductions	Go-Around or Individual Conversations	5 minutes
Timeline and Post-It Notes	Independent and Interactive	35 minutes
Debrief and Close	Large Group Discussion	20 minutes
TOTAL TIME: 60 minutes		

GROUP INTRODUCTIONS (5 minutes)

NOTE: Do introductions as a go-round if you are working with a group small enough to accomplish this in 5 mins (suggested max of 10 people). If you are working with a group larger than this, have people turn to one or two people around them that they don't know and introduce themselves.

- Ask participants to give their names, their preferred pronouns (see the facilitator's guide for guidance on preferred pronouns), anything else about their identities they wish to share, and why they are at this training.

TIMELINE ACTIVITY INTRODUCTION

SAY: "In this activity, we're going to take a close look at the ways that social movements as well as educational policy and practices have informed one another over generations and informs our societies and work today. These events are personal, political, institutional, systemic, and ecological."

CHECK-IN with an opening question. For example, you could ask the participants to identify a time in their lives where policies or practices have impacted their lives. In particular, ask them to focus on ways their experience revealed distinctions between privileged and systemically oppressed groups. Do your best to draw the implications of what they have learned into the present day. These impacts are still happening.

TIMELINE (35 minutes)

Note: there are multiple ways to present the timeline.

- Appendix A offers a lengthy timeline as a document which can be copied & handed out
- Entries from the Appendix A timeline can be printed on separate sheets in large font to be

posted in a room for a “gallery walk.”

- Entries can also be collected in binders for those with mobility limitations. We encourage you to add images to any timeline entry.
- A briefer version of the timeline is provided as a PPT presentation.
- Feel free to add entries specific to your local history.

SAY: “You are going to have the opportunity to view a timeline of different social injustices and strides forward vis-à-vis educational practices and policies. It includes NEA efforts. We’d like you to take a gallery walk of this timeline.”

“You are free to talk to one another about what you see. If you need any assistance or have varying abilities, trainers and other participants are available to assist you. You will have 15 minutes to view the timeline. Do your best to look at the whole thing. When you have completed the gallery tour, take some post-it notes and write down ways in which policies and practices have impacted you or marginalized folks and place these moments on the timeline.”

DEBRIEF DISCUSSION QUESTIONS (20 minutes)

- How did it feel to do this activity? How did the timeline impact you personally?
- What themes did you notice in the timeline entries from past to present? Did you learn historical information that was new to you?
- Do you feel like we’ve made progress as a country? Specifically within education?
- How do you think oppression play out in your work as an educator and/or in education policy and practice?
- As an educator, do you want to disrupt cyclical injustice for marginalized communities? If so, how does your position in public education, or other social and political spaces, gives you the opportunity to disrupt?

NOTE: If this is an activity following previous racial and social justice training, push the participants to define the oppressions as interpersonal, organizational, institutional, and/or systemic.

APPENDIX A

Labor and Education History: A Selected Timeline 1600s-1800s

1647: The General Court of the Massachusetts Bay Colony decrees that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school. The goal is to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion.

1779: Thomas Jefferson proposes a two-track educational system, with different tracks in his words for "the laboring and the learned." Scholarship would allow a very few of the laboring class to advance, Jefferson says, by "raking a few geniuses from the rubbish."

1785: The Continental Congress (before the U.S. Constitution was ratified) passes a law calling for a survey of the "Northwest Territory" which included what was to become the state of Ohio. The law created "townships," reserving a portion of each township for a local school. From these "land grants" eventually came the U.S. system of "land grant universities," which exist today as state public universities. In order to create these townships, the Continental Congress assumes it has the right to give away or sell land that is already occupied by Native people.

1790: The Pennsylvania state constitution calls for free public education but only for poor children. It is expected that rich people will pay for their children's schooling.

1805: New York Public School Society formed by wealthy businessmen to provide education for poor children. Schools are run on the "Lancasterian" model, in which one "master" can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students. These schools emphasize discipline and obedience, qualities that factory owners want in their workers.

1817: A petition presented in the Boston Town Meeting calls for establishing of a system of free public primary schools. Main support comes from local merchants, businessmen and wealthier artisans. Many wage earners oppose it, because they don't want to pay the taxes.

1820: First public high school in the U.S., Boston English, opens.

1827: Massachusetts passes a law making all grades of public school open to all pupils free of charge.

1830s: By this time, most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent become literate at great personal risk.

1820-1860: The percentage of people working in agriculture plummets as family farms are

gobbled up by larger agricultural businesses; people are forced to look for work in towns and cities. At the same time, cities grow tremendously, fueled by new manufacturing industries, the influx of people from rural areas and many immigrants from Europe.

1846-1856: 3.1 million immigrants arrive, comprising one eighth of the entire U.S. population. Owners of industry need a docile, obedient workforce and look to public schools to provide it.

1837: Horace Mann becomes head of the newly formed Massachusetts State Board of Education. Edmund Dwight, a major industrialist, thinks a state board of education was so important to factory owners that he offered to supplement the state salary with extra money of his own.

1840s: Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. Irish Catholics in New York City struggle for local neighborhood control of schools as a way of preventing their children from being force-fed a Protestant curriculum.

1848: Massachusetts Reform School at Westboro opens, where children who have refused to attend public schools are sent. This begins a long tradition of "reform schools," which combine the education and juvenile justice systems.

1848: The war against Mexico ends with the signing of the Treaty of Guadalupe-Hidalgo, which gives the United States almost half of what was then Mexico. This includes all of what is now the U.S. Southwest, plus parts of Utah, Nevada and Wyoming and most of California. The treaty guarantees citizenship rights to everyone living in these areas mostly Mexicans and Native people. It also guarantees the continued use of the Spanish language, including in education. One hundred fifty years later, in 1998, California breaks that treaty, by passing Proposition 227, which made it illegal for teachers to teach in Spanish in public schools.

1851: State of Massachusetts passes first its compulsory education law. The goal is to make sure that the children of poor immigrants get "civilized" and learn obedience and restraint, so they make good workers and don't contribute to social upheaval.

1857: The National Education Association (NEA) is founded in Philadelphia by 43 educators. The new professional association focused on raising teacher salaries, child labor laws, educating emancipated slaves and explored how the forced assimilation of Native Americans affected their education.

1864: Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as four years old are taken from their parents and sent to Bureau of Indian Affairs off-reservation boarding schools, whose goal, as one BIA official put it, is to "kill the Indian to save the man."

1865-1877: African Americans mobilize to bring public education to the South for the first time. After the Civil War, and with the legal end of slavery, African Americans in the South make alliances with white Republicans to push for many political changes, including for the first time rewriting state constitutions to guarantee free public education. In practice, white children benefit more than Black children.

1877-1900: Reconstruction ends in 1877 when federal troops, which had occupied the South since the end of the Civil War are withdrawn. Whites regain political control of the South and lay the foundations of legal segregation.

1879: The first Indian boarding school opens in Carlisle, Pennsylvania. It becomes the model for a total of 26 similar schools, all with the goal of assimilating Indian children into the mainstream culture. The schools leave a legacy of alienation and "cultural dislocation."

1881: Booker T. Washington becomes the first principal of the newly-opened normal school in Tuskegee, Alabama, now Tuskegee University.

1893-1913: Size of school boards in the country's 28 biggest cities is cut in half. Most local district (or "ward") based positions are eliminated, in favor of city-wide elections. This means that local immigrant communities lose control of their local schools. Makeup of school boards changes from small local businessmen and some wage earners to professionals (like doctors and lawyers), big businessmen and other members of the richest classes.

1896: Homer Plessy, a 30-year-old African American, challenges the state of Louisiana's "Separate Car Act," arguing that requiring Blacks to ride in separate railroad cars violates the 13th and 14th Amendments. The U.S. Supreme Court upholds the Louisiana law stating in the *Plessy v. Ferguson* majority opinion that the intent of the 14th Amendment "had not been intended to abolish distinctions based on color." Thus, the Supreme Court ruling in the case of makes "separate but equal" policies legal and is used to justify many other segregation laws, including "separate but equal," racially segregated education.

1897: The Chicago Teachers Federation is formed to raise teacher salaries and pensions. At this point, teacher compensation mainly consisted of room and board in the local community.

1897: The National Congress of Mothers is founded by Alice McLellan Birney and Phoebe Apperson Hearst. It becomes the National Parent Teacher Association (PTA).

1900s

1902: Teachers, parents and students unite in Chicago for the first teachers' strike, which occurs after a teacher is suspended for refusing to allow a disruptive child back into her classroom. According to journalist Dana Goldstein, the strike helps the newly formed CTF.

1903: Margaret Haley, in her speech at the 1904 NEA convention, "Why Teachers Should Organize," Haley spoke of teachers as workers. She proclaimed that in order for students to be free, democratic thinkers, their teachers must be as well. She concluded that teachers must, therefore, have better conditions in their classrooms and have their rights respected and their voices heard in the shaping of education policy.

1905: The U.S. Supreme Court requires California to extend public education to the children of Chinese immigrants.

1906: In New York, the Interborough Association of Women Teachers fights for equal pay for equal work. During this time, teacher salary is based on position. Secondary school teachers are paid more than elementary grade teachers, and non-minority men are paid more than women.

1910: Ella Flagg Young, whom Margaret Haley's (see entry for 1903) allies elected as the NEA's first female president in helped to transform the NEA.

1916: The American Federation of Teachers is created in Chicago as several local unions band together. The AFT focuses on salaries and discrimination against female teachers, including contracts requiring that they wear skirts of certain lengths, teach Sunday school, and not receive "gentleman callers more than three times a week," according to *American Teacher* magazine.

1917: NEA significantly reorganized its structure. Male administrators in state associations still dominated the association, but it paid more attention to improving the conditions of classroom teachers.

1917: Smith-Hughes Act passes, providing federal funding for vocational education. Big manufacturing corporations push this, because they want to remove job skill training from the apprenticeship programs of trade unions and bring it under their own control.

1919: During World War I, some police unionized as public sector employees during a period of general union growth. When Boston's police struck in September, 1919 over the right to join a union—along with grievances about wages, work hours, and working conditions—the un-policed city endured disorder, destruction, and a few deaths. After this, many states, counties, and municipalities outlawed most types of public sector unions, including teachers.

1920s: Still administrator-dominated, despite its new “teacher councils,” the NEA continued to focus on improving education as a whole, rather than enhancing teachers’ compensation and conditions. In the new anti-union climate, its membership and influence grew dramatically.

1920s-1940s: Strikes are rare, since striking workers were often fired quickly and laws in some states made government worker strikes illegal. Unions focus on improving pay, improving conditions in schools, and increasing federal aid to schools.

1920s-1960s: English immersion or "sink or swim" policies are the dominant method of instruction of language minority students. Few or no remedial services are available, and students are generally held at the same grade level until enough English is mastered to advance in specific subject areas.

1924: An act of Congress makes Native Americans U.S. citizens for the first time.

1930s: The Great Depression of the 1930s brought renewed interest in teacher organizing and public education. As the economic collapse depleted municipal coffers, many politicians and business and civic leaders pushed for and won drastic cuts in public school expenditures. Many teachers, in both urban and rural districts, saw their income plummet or lost their jobs altogether. In response, NEA leaders claimed that maintaining school funds benefitted all of American society, not just teachers.

1930-1950: The NAACP brings a series of suits over unequal pay for Black and white teachers in southern states. At the same time, southern states realize they are losing African American labor to the northern cities. These two sources of pressure resulted in some increase of spending on Black schools in the South.

1932: A survey of 150 school districts reveals that three quarters of them are using so-called intelligence testing to place students in different academic tracks.

1935: The National Labor Relations (or Wagner) Act is passed. Among other things, this federal law, enacted by President Franklin Delano Roosevelt as part of his New Deal, protected private sector workers’ rights to form unions and bargain collectively. But it excluded public sector workers—along with agricultural and domestic workers—from its provisions. Franklin Roosevelt also signs the Social Security Act, which represented a key part of Roosevelt’s “New Deal.”

1945: At the end of World War II, the G.I. Bill of Rights gives thousands of working class men college scholarships for the first time in U.S. history.

1948: Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others, with huge grants from the Rockefeller and Carnegie

foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research "proving" that immigrants were feeble-minded.

1950s: The NEA affiliates with 18 Black teacher's associations in states where segregation is rampant. By 1951, 98% of urban school districts are paying teachers based on professional qualifications rather than on the grade they teach.

1951: Ninety-seven percent of school district pay scales disregarded gender but the gender pay gap existed nevertheless. Women teachers succeeded in convincing both the AFT and the NEA to support the principle of reducing the gender pay gap between male teachers (most of whom taught in high schools) and female teachers (most of whom taught in elementary schools).

1954: *Brown v. Board of Education of Topeka*. The Supreme Court unanimously agrees that segregated schools are "inherently unequal" and must be abolished. Almost 45 years later in 1998, schools, especially in the north, are as segregated as ever.

1955: Milton Friedman issued his call for school vouchers to promote private education with tax dollars. Thereafter, many zealous advocates of free market policies targeted teachers' unions, in particular, as obstacles to privatization, tax and benefit reduction, and balanced budgets.

1957: A federal court orders integration of Little Rock, Arkansas public schools. Governor Orval Faubus sends his National Guard to physically prevent nine African American students from enrolling at all white Central High School. Reluctantly, President Eisenhower sends federal troops to enforce the court order not because he supports desegregation, but because he can't let a state governor use military power to defy the U.S. federal government.

1959: Wisconsin becomes the first state to pass a collective bargaining law for public employees. Union membership increases across the country as more states pass similar laws.

1961: There is a meeting of the NEA-ATA (American Teacher's Association- Black teacher's union) Joint Committee.

1967: Braulio Alonso became the NEA's first Hispanic president.

1968: African American parents and white teachers clash in the Ocean Hill-Brownsville area of New York City, over the issue of community control of the schools. Teachers go on strike, and the community organizes freedom schools while the public schools are closed.

1962: The New York City teachers' strike lasts one day but shuts down more than 25 of the city's public schools. *Time* labels it the "biggest strike by public servants in U.S. history."

1962: President John F. Kennedy passed his Executive Order 10988, which granted many

federal employees limited collective bargaining rights.

1963: Success of a two-way bilingual program for Cuban refugee children in Dade County, Florida, inspires the implementation of similar programs elsewhere.

1964: NEA fully absorbs the ATA

1964: Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color, or national origin in the operation of all federally assisted programs.

1964: NEA adopted some aspects of unionism—albeit with hesitation and a continued emphasis on professionalism. Instead of immediately using the term “collective bargaining,” for example, NEA leaders used the term “professional negotiations.” Whatever banner it went under, the trend to unionization was underway.

1965: The Elementary and Secondary Education Act (ESEA) was signed into law by Lyndon B. Johnson as part of the “War on Poverty.” ESEA not only called for equal access to education for all students, but also federal funding for both primary and secondary education for students disadvantaged by poverty, known as Title I.

1968: The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968, establishes federal policy for bilingual education for economically disadvantaged language minority students, allocates funds for innovative programs, and recognizes the unique educational disadvantages faced by non-English speaking students.

1968: Elizabeth Duncan Koontz became the NEA’s first black president.

1968: Memphis Sanitation Workers’ Strike. Martin Luther King, Jr. traveled to Memphis, Tennessee to support the city’s (predominantly Black) sanitation workers in their efforts to win recognition of their AFSCME local union, along with better pay and working conditions. While supporting this campaign, he was assassinated on April 4, 1968.

1968: Florida statewide teachers’ strike. More than 40% of Florida’s teachers strike over salaries and funding for classrooms. This is the first statewide strike in the nation.

1968: New York City teachers’ strike. Three separate walkouts close schools for 36 days. The strike occurs after the newly created school board in Ocean Hill-Brownsville, Brooklyn, dismisses mostly white and Jewish teachers from the majority black district. The UFT demands that the teachers be rehired. The strike ends after the state steps in, and the teachers are reinstated.

1970s-1980s: Strikes break out across the country. Although it is illegal in Minnesota at the time, a 1970 strike by Minneapolis teachers over low salaries prompts the state to enact the Minnesota Public Employees Labor Relations Act, which protects teachers’ ability to strike.

Strikes also take place in Philadelphia, Wisconsin, Michigan, and Chicago, over pay, medical benefits and contract demands. “The same issues were involved, same picketing, same closing of schools, all of that is identical” to the issues in the recent Chicago strike, said John P. Hancock, Jr., a lawyer in Detroit who represented school boards in two Michigan strikes during this time, “It was really awful.”

1971: *United States of America v. State of Texas, et al.*

This desegregation case centered on the issue of discrimination and whether the San Felipe and Del Rio school districts were providing Mexican American students equal educational opportunity. On August 6, 1971, Judge William Wayne Justice ordered the consolidation of the two districts. As a result of the lawsuit, the federal court created the Civil Action 5281 order, which eliminates discrimination on grounds of race, color, or national origin in Texas public and charter schools.

October 8, 1971: In the *PARC v. Commonwealth of Pennsylvania* ruling, the U.S. District Court for the Eastern District of Pennsylvania sided in favor of students with intellectual and learning disabilities in state-run institutions. *PARC v. Penn* called for students with disabilities to be placed in publicly funded school settings that met their individual educational needs, based on a proper and thorough evaluation.

December 17, 1971: In the *Mills v. Board of Education of the District of Columbia* case, the U.S. District Court for the District of Columbia students classified as “exceptional” – including those with mental and learning disabilities and behavioral issues. The case made it unlawful for the D.C. Board of Education to deny these individuals access to publicly funded educational opportunities.

1972: The Indian Education Act becomes law and establishes “a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students”

1972: In the wake of the PARC and Mills rulings, Congress investigated how many children with special education needs were being underserved. The Bureau of Education for the Handicapped found that there were 8 million children requiring special education services. Of this total, 3.9 million students had their educational needs adequately met, 2.5 million were receiving a substandard education and 1.75 million weren’t in school.

1972: Title IX of the Education Amendments of 1972 becomes law. Though many people associate this law only with girl's and women's participation in sports, Title IX prohibits discrimination on the basis of sex in all aspects of education.

1973: The Rehabilitation Act becomes law. Section 504 of this act guarantees civil rights for people with disabilities in the context of federally funded institutions and requires accommodations in schools including participation in programs and activities as well as access to buildings. Today, “504 Plans” are used to provide accommodations for students with disabilities who do not qualify for special education or an IEP.

1973: The NEA became known for its advocacy for racial and gender equality and success as a lobbying force for progressive legislation more generally.

1974 *Milliken v. Bradley*. A Supreme Court made up of Richard Nixon's appointees rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner city districts from white students in wealthier white suburban districts.

1974: The Equal Educational Opportunities Act is passed. It prohibits discrimination and requires schools to take action to overcome barriers which prevent equal protection. The legislation has been particularly important in protecting the rights of students with limited English proficiency.

1974: Federal Judge Arthur Garrity orders busing of African American students to predominantly white schools in order to achieve racial integration of public schools in Boston, MA. White parents protest, particularly in South Boston.

1974: *Lau v. Nichols*. This suit by Chinese parents in San Francisco leads to the ruling that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964. School districts must take affirmative steps to overcome educational barriers faced by non-English speakers. This ruling established that the Office for Civil Rights, under the former Department of Health, Education, and Welfare, has the authority to establish regulations for Title VI enforcement.

1974: *Serna v. Portales*. The 10th Circuit Court of Appeals found that Spanish surnamed students' achievement levels were below those of their Anglo counterparts. The court ordered Portales Municipal Schools to implement a bilingual/bicultural curriculum, revise procedures for assessing achievement, and hire bilingual school personnel.

1975: The Education of All Handicapped Children Act (PL 94-142) becomes federal law. It requires that a free, appropriate public education, suited to the student's individual needs, and offered in the least restrictive setting be provided for all "handicapped" children in addition to providing them with one free meal per day. States had until 1978 (later extended to 1981) to fully implement the law.

Late 1970s: The so-called "taxpayers' revolt" leads to the passage of Proposition 13 in California, and copy-cat measures like Proposition 2-1/2 in Massachusetts. These propositions freeze property taxes, which are a major source of funding for public schools. As a result, in twenty years California drops from first in the nation in per-student spending in 1978 to number 43 in 1998.

1978: Amendments to Title VII emphasize the strictly transitional nature of native language instruction, expand eligibility to students who are limited English proficient (LEP), and permit enrollment of English-speaking students in bilingual programs.

1978: *Cintron v. Brentwood*. The Federal District Court for the Eastern District of New York rejected the Brentwood School District's proposed bilingual program on the grounds that it would violate "Lau Guidelines" by unnecessarily segregating Spanish-speaking students from their English-speaking peers in music and art. The court also objected to the program's failure to provide for exiting students whose English language proficiency was sufficient for them to understand mainstream English instruction.

1978: *Rios v. Reed*. The Federal District Court for the Eastern District of New York found that the Pastchogue-Medford School District's transitional bilingual program was basically a course in English and that students were denied an equal educational opportunity by not receiving academic instruction in Spanish. The court wrote: "A denial of educational opportunities to a child in the first years of schooling is not justified by demonstrating that the educational program employed will teach the child English sooner than a program comprised of more extensive Spanish instruction."

1980s: The federal Tribal Colleges Act establishes a community college on every Indian reservation, which allows young people to go to college without leaving their families.

1980: The U.S. Department of Education is created by combining offices of several federal agencies. Its original mission is to guarantee equal access to education and to promote educational excellence throughout the nation.

1981: *Castañeda v. Pickard* is reputed to be the most significant court decision affecting language minority students after Lau. In responding to the plaintiffs' claim that Raymondville, Texas Independent School District's language remediation programs violated the Equal Educational Opportunities Act (EEOA) of 1974, the Fifth Circuit Court of Appeals formulated a set of basic standards to determine school district compliance with EEOA.

1981: *United States v. State of Texas et al.* The U.S. District Court for the eastern district of Texas, Tyler division, instructs TEA to phase in mandatory bilingual education in grades K-12. This decision outlined specific requirements including: three-year monitoring cycles, identification of LEP students, and a language survey for students entering school. It also established the need for exit criteria.

1982: *Plyler v. Doe*. Under the Fourteenth Amendment of the U.S. Constitution, the state does not have the right to deny a free public education to undocumented immigrant children.

1982: Amendments to Title VII allow for some native language maintenance, provide program funding for LEP students with special needs, support family English literacy programs, and emphasize importance of teacher training.

1982: *United States v. State of Texas et al.* The U.S. Court of Appeals, Fifth Circuit reverses the previous judgment of *U.S. v. State of Texas et al.*, January 12, 1981 because of state legislation

enacted in 1981.

1983: *Keyes v. School District #1*. A U.S. District Court found that a Denver public school district had failed to adequately implement a plan for language minority students, which is the second element of the "Castañeda Test."

April 1983: *A Nation at Risk*, a report by the Education Department's National Commission on Excellence in Education, warns of a "rising tide of mediocrity" in American schools "that threatens our very future as a nation." A number of other critiques of the country's educational system were also released around this time.

1986: President Reagan signed the Handicapped Children's Protection Act, a law that gave parents of children with disabilities more say in the development of their child's Individual Education Plan, or IEP.

1987: High Schools That Work, a school reform model targeting grades 9-12, is created by the Southern Regional Education Board in Atlanta, Georgia. It is geared towards increasing the achievement of all students with special emphasis on career-bound students by blending the content of traditional college prep studies with quality vocational and technical studies.

1987: *Gomez v. Illinois*. The Seventh Circuit Court of Appeals ruled that State Education Agencies are also required under EEOA to ensure that language minority student's educational needs are met.

1988: Amendments to Title VII include increased funding for state education agencies, expanded funding for "special alternative" programs where only English is used, established a three-year limit on participation in most Title VII programs, and created fellowship programs for professional training.

1990: Public Law 101-476 called for significant changes to Public Law 94-142, or the Education for All Handicapped Children Act. Traumatic brain injury and autism were added as new disability categories. Additionally, Congress mandated that as a part of a student's IEP, an individual transition plan, or ITP, must be developed to help the student transition to post-secondary life.

1990s- 2000s: Laws restricting collective bargaining rights and the differences in contracts and salaries between districts have greatly diversified the role of unions in each state. Unions have taken stronger positions in political campaigns to support like-minded candidates. They have also been vocal about changes to teacher evaluations, an increased number of charter schools, and the introduction of merit pay, and still have the power to impact education reform rollouts in some of America's largest cities, as was demonstrated in Chicago.

1993: Success for All, a school reform model for grades pre-kindergarten through sixth grade, is developed by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins

University geared to ensure that all children learn to read, acquire basic skills in other subject areas, and build problem solving and critical thinking skills.

1994: Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. Federal courts hold Proposition 187 unconstitutional, but anti-immigrant feeling spreads across the country.

1994: Educate America Act is signed by President Clinton, supporting states to develop standards for what every child should learn and achieve. The act also provides the necessary resources to states and communities so that all students reach those standards, appropriating \$400 million in 1994.

1994: Under the Improving America's Schools Act, Congress establishes 15 federally funded comprehensive school assistance centers nationwide to support states, districts and schools with reform aimed at improving the academic performance of all students.

1994: Comprehensive educational reforms entail reconfiguration of Title VII programs. New provisions reinforce professional development programs, increase attention to language maintenance and foreign language instruction, improve research and evaluation at state and local level, supply additional funds for immigrant education, and allow participation of some private school students.

1994: Improving America's Schools Act, a reauthorization of the 1965 ESEA, is passed. In conjunction with Goals 2000, it provides additional funding to improve the way education is delivered, upgrade instructional and professional development to align with high standards, strengthen accountability and promote the coordination of resources to improve education for all children.

1996: California passes Proposition 209, which outlaws affirmative action in public employment, public contracting and public education.

1997: The Education for all Handicapped Children's Act became the Individuals with Disabilities Education Act. President Clinton reauthorized IDEA with several key amendments that emphasized providing all students with access to the same curriculum, additionally, states were given the authority to expand the "developmental delay" definition from birth through five years of age to also include students between the ages of six and nine.

1998: California again! This time a multi-millionaire named Ron Unz manages to put a measure on the June 1998 ballot outlawing bilingual education in California.

2000s

2002: No Child Left Behind Act is signed by President George Bush and calls for greater

accountability of student performance by requiring states to issue annual report cards on school performance and statewide results.

2004: Congress amended IDEA by calling for early intervention for students, greater accountability and improved educational outcomes, and raised the standards for instructors who teach special education classes. It also required states to demand that local school districts shift up to 15 percent of their special education funds toward general education if it were determined that a disproportionate number of students from minority groups were placed in special education for reasons other than disability.

2009: The American Reinvestment and Recovery Act of 2009 provides more than 90 billion dollars for education, nearly half of which goes to local school districts to prevent layoffs and for school modernization and repair. It includes the Race to the Top initiative, a \$4.35 billion program designed to induce reform in K-12 education.

2010: New Texas social studies curriculum standards, described by some as “ultraconservative,” spark controversy. Many fear they will affect textbooks and classrooms in other states.

2011: In spite of workers' protests and Democratic legislators leaving the state to delay the vote, the Wisconsin legislature passes a bill removing most collective-bargaining rights from many public employees, including teachers. Governor Scott Walker signs the bill into law on March. After legal challenges are exhausted, it is finally implemented in June. A similar measure passes in Ohio but is later repealed through a state referendum.

2011: President Barack Obama announces on September 23 that the U.S. Department of Education is inviting each State educational agency to request flexibility regarding some requirements of the No Child Left Behind Act.

2011: Alabama becomes the first state "to require public schools to check the immigration status of students." Though the law does not require schools to prohibit the enrollment nor report the names of undocumented children, opponents nevertheless contend it is unconstitutional based on the *Plyer v. Doe* ruling.

2011: Center for American Progress publishes a report on how Native American mascots impact Native Americans and Native Alaskans negatively.

2012: In September 2012, the Chicago Teachers Union engaged in a dramatic strike to protest the efforts of Chicago Mayor Rahm Emanuel to break the union and, over time, privatize the city's public education system. The CTU won a pivotal victory largely because its members successfully collaborated with community allies about the broad social and economic issues affecting Chicago school teachers and their students.

2012: On December 14, Adam Lanza, 20, kills his mother and then invades Sandy Hook

Elementary School where he kills 20 children and six adults, including the principal and a psychologist, making this the second deadliest mass shooting by a single person in U.S. history.

2013: On January 11, the *Washington Post* reports that Seattle high school teachers have refused to give the district-mandated Measures of Academy Progress, joining a "growing grass-roots revolt against the excessive use of standardized tests."

2013: On May 22, the Chicago Board of Education votes to close 50 schools, the largest mass closing in U.S. history. Mayor Rahm Emanuel and CPS officials claim the closures are not only necessary to reduce costs but will also improve educational quality. However, Chicago teachers and other opponents say the closures disproportionately affect low-income and minority students, but their efforts to stop the closings, which included three lawsuits, were unsuccessful. Other cities, including Detroit, Philadelphia, and Washington, D.C., also closed large numbers of public schools around the same time.

2013: The School District of Philadelphia announces on June 7 that it will cut nearly 4000 employees, including 676 teachers as well as many administrators and guidance counselors.

2013: On Friday, June 14 the Chicago Public Schools announce that they will be laying off 663 employees, including 420 teachers. A month later, they lay off another 2100 employees including more than 1000 teachers! CPS blames the layoffs on "the state's failure to enact pension reform."

2013: In the case of *Fisher v. University of Texas*, the U.S. Supreme Court rules on June 25 that affirmative action is constitutional only if it is "narrowly tailored." The Court then sends the case back to the lower courts to determine if the University of Texas policy meets this standard.

2013: On October 21, a 13-year-old student arrives on the campus of Sparks, Nevada Middle School armed with a handgun. He wounds two 12-year old boys and kills a teacher who was trying to protect other students before he turns the gun on himself and takes his own life.

2013: In yet another school shooting tragedy, high school senior Karl Pierson enters Arapohoe High School (Centennial, Colorado) on December 13 armed with a shotgun, machete, and Molotov Cocktails. His goal apparently was to take revenge on the school librarian and debate coach who had disciplined him earlier in the school year. Instead, before taking his own life, he critically wounds a female classmate. She dies eight days later.

2014: On March 24, Indiana Governor Mike Pence signs legislation withdrawing the state from the Core Standards. Indiana becomes the first state to do so. However, aspects of the Common Core may still be included in Indiana's "new" standards.

2014: Based on a report from a group called Every Town for Gun Safety, a CNN article

published on June 12 states that there have been 74 school shootings in the last 18 months, 15 of which have been "Newtown-like incidents."

2014: In the case of *Vergara v. California*, the Superior Court of the State of California rules that laws regarding teacher tenure, seniority rights and dismissal are unconstitutional. California is not the only state where attempts are being made to weaken or eliminate teacher tenure protections.

2014: More teacher layoffs in Chicago. CPS announces on June 26 that its latest round of layoffs will total than 1000 employees, including approximately 550 teachers.

2014: The Minnesota State High School League votes on December 4 to adopt a policy allowing transgender students to join female sports teams. Minnesota is the 33rd state to have a formal transgender student policy.

2015: On January 9, President Barack Obama announces a plan to allow two years of free community college for all American students. However, with political transition, implementation time is uncertain.

2015: New York parents opt 150,000 kids out of standardized tests as the revolt against high-stakes testing grows.

2015: Chris Harper Mercer kills nine and wounds several others at Umpqua Community College in Roseburg, Oregon.

2015: President Obama joins the "too-much-testing" movement as his new plan calls for limiting "standardized testing to no more than 2% of class time."

2015: On December 9, the U.S. Senate votes 85-12 to approve the Every Student Succeeds Act, and President Obama signs it into law on December 10. This latest version of the Elementary and Secondary Education Act (ESEA) replaces No Child Left Behind and allows more state control in judging school quality.

2016: More than 60 schools in Detroit are forced to close on Monday, January 11th due to a teacher "sick out" called to protest conditions in the Detroit Public Schools, which are "drowning under 3.5 billion of debt."

2016: On May 13, the federal government tells school districts "to allow transgender students to use the bathroom that matches their gender identity." Though the directive is not a law, districts that do not comply could face lawsuits or lose federal aid.

2016: On August 21, a federal judge in Texas signs a temporary injunction allowing schools to opt out of the above transgender bathroom directive.

2016: President-elect Donald Trump names billionaire and school-choice advocate Betsy DeVos Secretary of Education.

2017: President Donald Trump rescinds the Obama administration's controversial transgender bathroom directive. The issue may eventually be decided by the courts.

2017: Eighteen states and the District of Columbia sue Betsy DeVos and the U.S. Department of Education over delays in implementing regulations protecting student loan recipients.

2017: President Donald Trump signs the Tax Cuts and Jobs Act into law on December 22nd. The bill lowers corporate taxes as well as those for most individuals. Educational implications include maintaining the \$250 limit on deductions teachers can take for school supplies and expanding the use of 529 savings plans for K-12 private and homeschool costs. The final bill does *not* include provisions to tax graduate student tuition benefits nor those provided to college and university employees. However, some education advocates believe the tax bill may hurt public school funding and reduce donations to colleges and universities.

2018: Nicholas Cruz is charged with 17 counts of murder in a school massacre. This attack that occurred February 14th in Parkland, Florida, brings the total number of school shooting incidents for this year to 18. Eight have resulted in injury or death, including the Marshall County High School (Kentucky) shooting that left two dead and many others injured.

2018: In the wake of the Parkland, Florida massacre, Marjory Stoneman Douglas students become passionate advocates for gun control and school safety. Their activism soon spreads across the nation. In a meeting with students, parents, and teachers affected by gun violence, President Trump promised more rigorous background checks and better mental health screenings for gun buyers. He later suggested training and arming teachers in order to improve school safety.

2018: Schools are closed throughout West Virginia on February 22nd as teachers walk out to protest their pay and benefits. West Virginia teacher salaries are among the lowest in the nation. This #RedforEd movement spreads to Kentucky, Oklahoma, Arizona, and Colorado (as of 4.27.18)

This Timeline was created based on combined content from Race Forward, Labor and Working: Class History Association, National Education Association, University of Kansas, Color in Colorado, and HechingerEd Blog.

Best Practices and Recommendations for Facilitating Challenging Trainings

Facilitating training sessions on social justice topics, and especially those concerning diversity, equity, and inclusion, can be mentally and emotionally taxing for the facilitator and the participants.

Facilitating requires more than time in the classroom. Thoughtful and thorough preparation is essential, as is de-brief and decompression afterwards. Being unprepared will put you and your learning objectives at risk. Having some strategies at hand for when people are emotionally “triggered” is strongly advised. These and other best practices can ensure that you arrive in the educational space, and orchestrate the development of the educational community, in the best possible way.

Through intentional practice, you will find methods for holistic preparation and decompression that work best for you and feel healthy. Following the recommendations below can help you to grow as a facilitator who can sustain the learning space for the duration of the training, and do these kinds of trainings throughout your career. This list of best practices can serve as a checklist when you initially begin your facilitator journey.

Before the Training

- **Know your audience.** Anticipate and research the historical and current practices and news about the group you will be working with. You may want to send out a pre-training survey to the group. This will help you assess the level of understanding and salient questions about the training topic.
- **Prepare thoroughly** including learning objectives, a timed-out teaching plan, interactive exercises, accessible materials, etc.
- **Don’t train alone** if you can avoid it. This is especially true for less experienced facilitators. We all learn from unexpected road blocks, but make sure you have support from a co-facilitator who can share the weight of the training. Design your division of labor to give each other breaks.
- **Build facilitation teams in light of the topic(s).** Particularly if you are training on racial justice, make sure the facilitation team includes people of color. Similarly, if you are training around gender justice issues, having a male and female facilitator working together is a good way to go. This can also be true for generational differences.
- **Pay attention to language justice.** If you are expecting to train in a multi-lingual environment, make sure that you have the needed interpreters and equipment.
- **Consider triggering.** Make sure that you spend some time preparing yourself mentally and emotionally for managing not only curriculum implementation, but also the thoughts and feelings of your participants.

- **Study models** for methods of communication and conflict resolution. Use the ones that work best for your training and communication style. Get input from others about how they manage conflict in trainings. Disagreement is not a bad thing, but should be managed so that the time spent on it is productive for everyone sharing the experience.
- **Create a routine** that helps you feel good going in to and coming out of the training.

During the Training

- **Establish ground rules** (or group agreements) at the beginning. Ideally, these would be generated by the group itself but have a list of the things that are important to you in mind as well. Make sure people understand that this is a serious endeavor and that part of your role as facilitator is to call out infringements of the behavioral norms and expectations the group has established. Their purpose is to ensure that the space remains as safe as possible. That doesn't mean everyone will feel comfortable all of the time.
- **Be prepared to adjust the timing** in your teaching plan. You will know by "reading the room" when it is appropriate to spend more time on particular aspects of the training, but check in with the group for their consent to stay on the topic or to move on. You have the option of coming back to a topic at the conclusion of your training, either in wrap-up, one-on-one follow-ups, or collectively if participants want to stay longer and if the space is available.
- **Keep the learning objectives in mind!** Interesting and unexpected divergences can have value, but don't let your plan get totally de-railed.
- **Manage triggering as it occurs.** Triggering may show up as anger or withdrawal, dominating the dialogue or being silenced, tears or defensive body language. If you believe someone is being triggered, don't ignore it. Use classroom conflict techniques to manage interactions. Sometimes taking a break and speaking to someone privately is appropriate. Make sure everyone understands that the impact of particular information or discussion isn't the same for everyone. Members of traditionally marginalized groups may have strong (and legitimate) reactions that should not be ignored. They also should not dominate the learning process for the entire group. This can be a tricky balance to achieve.
- **Provide evaluation opportunity** for participants.

After the Training

- **Do self-reflection** on your own personal evaluation, and de-brief with your co-facilitator as soon as possible after the class. Compare your self-evaluation to the feedback from participants' evaluations. The opinions of your participants are important, but so is your

own critical self-evaluation. Experiences of triggering, or the reactions of others to triggering can also show up in evaluations.

- **Become a part of collectives** for trainers, educators, or facilitators on diversity, equity, and inclusions so that you have a place to process with peers who do what you do. This is useful for learning tips, best practices, other forms of curriculum, and group dynamics.

APPENDIX A

Labor and Education History: A Selected Timeline 1600's- 1800's

1647: The General Court of the Massachusetts Bay Colony decrees that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school. The goal is to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion.

1779: Thomas Jefferson proposes a two-track educational system, with different tracks in his words for "the laboring and the learned." Scholarship would allow a very few of the laboring class to advance, Jefferson says, by "raking a few geniuses from the rubbish."

1785: The Continental Congress (before the U.S. Constitution was ratified) passes a law calling for a survey of the "Northwest Territory" which included what was to become the state of Ohio. The law created "townships," reserving a portion of each township for a local school. From these "land grants" eventually came the U.S. system of "land grant universities," the state public universities that exist today. In order to create these townships, the Continental Congress assumes it has the right to give away or sell land that is already occupied by Native people.

1790: Pennsylvania state constitution calls for free public education but only for poor children. It is expected that rich people will pay for their children's schooling.

1805: New York Public School Society formed by wealthy businessmen to provide education for poor children. Schools are run on the "Lancasterian" model, in which one "master" can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students. These schools emphasize discipline and obedience qualities that factory owners want in their workers.

1817: A petition presented in the Boston Town Meeting calls for establishing of a system of free public primary schools. Main support comes from local merchants, businessmen and wealthier artisans. Many wage earners oppose it, because they don't want to pay the taxes.

1820: First public high school in the U.S., Boston English, opens.

1827: Massachusetts passes a law making all grades of public school open to all pupils free of charge.

1830s: By this time, most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent become literate at great personal risk.

1820-1860: The percentage of people working in agriculture plummets as family farms are

gobbled up by larger agricultural businesses and people are forced to look for work in towns and cities. At the same time, cities grow tremendously, fueled by new manufacturing industries, the influx of people from rural areas and many immigrants from Europe. During the 10 years from **XXXXX – what's missing?**

1846 - 1856: 3.1 million immigrants arrive a number equal to one eighth of the entire U.S. population. Owners of industry needed a docile, obedient workforce and look to public schools to provide it.

1836: Slave-owner James Bowie and Native American- killer Davy Crockett are among those killed in the Battle of the Alamo in Texas, in their attempt to take Texas by force from Mexico.

1837: Horace Mann becomes head of the newly formed Massachusetts State Board of Education. Edmund Dwight, a major industrialist, thinks a state board of education was so important to factory owners that he offered to supplement the state salary with extra money of his own.

1840s: Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. Irish Catholics in New York City struggle for local neighborhood control of schools as a way of preventing their children from being force-fed a Protestant curriculum.

1845: The United States annexes Texas.

1846: President James Polk orders the invasion of Mexico.

1848: Massachusetts Reform School at Westboro opens, where children who have refused to attend public schools are sent. This begins a long tradition of "reform schools," which combine the education and juvenile justice systems.

1848: The war against Mexico ends with the signing of the Treaty of Guadalupe-Hidalgo, which gives the United States almost half of what was then Mexico. This includes all of what is now the U.S. Southwest, plus parts of Utah, Nevada and Wyoming and most of California. The treaty guarantees citizenship rights to everyone living in these areas mostly Mexicans and Native people. It also guarantees the continued use of the Spanish language, including in education. One hundred fifty years later, in 1998, California breaks that treaty, by passing Proposition 227, which would make it illegal for teachers to speak Spanish in public schools.

1851: State of Massachusetts passes first its compulsory education law. The goal is to make sure that the children of poor immigrants get "civilized" and learn obedience and restraint, so they make good workers and don't contribute to social upheaval.

1857: The National Education Association (NEA) is founded in Philadelphia by 43 educators. The new union focused on raising teacher salaries, child labor laws, educating emancipated slaves and explored how the forced assimilation of Native Americans affected their education.

1864: Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as four years old are taken from their parents and sent to Bureau of Indian Affairs off-reservation boarding schools, whose goal, as one BIA official put it, is to "kill the Indian to save the man."

1865-1877: African Americans mobilize to bring public education to the South for the first time. After the Civil War, and with the legal end of slavery, African Americans in the South make alliances with white Republicans to push for many political changes, including for the first time rewriting state constitutions to guarantee free public education. In practice, white children benefit more than Black children.

1877-1900: Reconstruction ends in 1877 when federal troops, which had occupied the South since the end of the Civil War are withdrawn. Whites regain political control of the South and lay the foundations of legal segregation.

1879: The first Indian boarding school opens in Carlisle, Pennsylvania. It becomes the model for a total of 26 similar schools, all with the goal of assimilating Indian children into the mainstream culture. The schools leave a legacy of alienation and "cultural dislocation."

1881 : Booker T. Washington becomes the first principal of the newly-opened normal school in Tuskegee, Alabama, now Tuskegee University.

1893- 1913: Size of school boards in the country's 28 biggest cities is cut in half. Most local district (or "ward") based positions are eliminated, in favor of city-wide elections. This means that local immigrant communities lose control of their local schools. Makeup of school boards changes from small local businessmen and some wage earners to professionals (like doctors and lawyers), big businessmen and other members of the richest classes.

1896: Plessy v. Ferguson decision. The U.S. Supreme Court rules that the state of Louisiana has the right to require "separate but equal" railroad cars for Blacks and whites. This decision means that the federal government officially recognizes segregation as legal. One result is that southern states pass laws requiring racial segregation in public schools.

1896 : Homer Plessy, a 30-year-old African American, challenges the state of Louisiana's "Separate Car Act," arguing that requiring Blacks to ride in separate railroad cars violates the 13th and 14th Amendments. The U.S. Supreme Court upholds the Louisiana law stating in the majority opinion that the intent of the 14th Amendment "had not been intended to abolish distinctions based on color." Thus, the Supreme Court ruling in the case of Plessy v. Ferguson makes "separate but equal" policies legal. It becomes a legal precedent used to justify many

other segregation laws, including "separate but equal" education.

1897: The Chicago Teachers Federation is formed to raise teacher salaries and pensions. At this point, teacher compensation mainly consisted of room and board in the local community.

1897 : The National Congress of Mothers is founded by Alice McLellan Birney and Phoebe Apperson Hearst. It becomes the National Parent Teacher Association (PTA).

1900's

1902: Teachers, parents and students unite in Chicago for the first teachers' strike, which occurs after a teacher is suspended for refusing to allow a disruptive child back into her classroom.

According to journalist Dana Goldstein, the strike helps the newly formed CTF.

1903: Margaret Haley, in her speech at the 1904 NEA convention, "Why Teachers Should Organize," Haley spoke of teachers as workers. She proclaimed that in order for students to be free, democratic thinkers, their teachers must be as well. She concluded that teachers must, therefore, have better conditions in their classrooms and have their rights respected and their voices heard in the shaping of education policy.

1905: The U.S. Supreme Court requires California to extend public education to the children of Chinese immigrants.

1906: In New York, the Interborough Association of Women Teachers fights for equal pay for equal work. During this time, teacher salary is based on position. Secondary school teachers are paid more than elementary grade teachers, and non-minority men are paid more than women.

1910: Ella Flagg Young, whom Haley's allies elected as the NEA's first female president in helped to transform the NEA.

1916: The American Federation of Teachers is created in Chicago as several local unions band together. The AFT focuses on salaries and discrimination against female teachers, including contracts requiring that they wear skirts of certain lengths, teach Sunday school, and not receive "gentleman callers more than three times a week," according to *American Teacher* magazine.

1917: NEA significantly reorganized its structure. Male administrators in state associations still dominated the association, but it paid more attention to improving the conditions of classroom teachers.

1917: Smith-Hughes Act passes, providing federal funding for vocational education. Big

manufacturing corporations push this, because they want to remove job skill training from the apprenticeship programs of trade unions and bring it under their own control.

The 1919: Boston Police Strike: A few police union locals as public sector unions spread along with other unions during World War I. When Boston's police struck in September 1919 over the right to join a union—along with grievances about wages, work hours, and working conditions— the un-policed city endured disorder, destruction, and a few deaths. After this, many states, counties, and municipalities outlawed most types of public sector unions, including teachers.

XXX – what's missing? Still administrator-dominated, despite its new “teacher councils,” the NEA continued to focus on improving education as a whole, rather than enhancing teachers' compensation and conditions. In the new anti-union climate, its membership and influence grew dramatically.

1920s - 1940s: Strikes are rare, since striking workers were often fired quickly and laws in some states made government worker strikes illegal. Unions focus on improving pay, improving conditions in school, and increasing federal aid to schools.

1920s- 1960s: English immersion or "sink or swim" policies are the dominant method of instruction of language minority students. Few or no remedial services are available, and students are generally held at the same grade level until enough English is mastered to advance in subject areas.

1924: An act of Congress makes Native Americans U.S. citizens for the first time.

1930's: The Great Depression of the 1930s brought renewed interest in teacher organizing and public education. As the economic collapse depleted municipal coffers, many politicians and business and civic leaders pushed for and won drastic cuts in public school expenditures. Many teachers, in both urban and rural districts, saw their income plummet or lost their jobs altogether. In response, NEA leaders claimed that maintaining school funds benefitted all of American society, not just teachers.

1930-1950: The NAACP brings a series of suits over unequal teachers' pay for Blacks and whites in southern states. At the same time, southern states realize they are losing African American labor to the northern cities. These two sources of pressure resulted in some increase of spending on Black schools in the South.

1932: A survey of 150 school districts reveals that three quarters of them are using so-called intelligence testing to place students in different academic tracks.

The 1935 Wagner Act (The National Labor Relations Act): Among other things, this federal law, enacted by President Franklin Delano Roosevelt as part of his New Deal, protected private sector workers' rights to form unions and bargain collectively. But it excluded public sector workers—along with agricultural and domestic workers—from its provisions. Franklin Roosevelt signs the Social Security Act, which represented a key part of Roosevelt's "New Deal," as was the Wagner Act.

1945: At the end of World War 2, the G.I. Bill of Rights gives thousands of working class men college scholarships for the first time in U.S. history.

1948: Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others, with huge grants from the Rockefeller and Carnegie foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research "proving" that immigrants were feeble-minded.

1950s: The NEA affiliates with 18 black teacher's associations in states where segregation is rampant. By 1951, 98 percent of urban school districts are paying teachers based on professional qualifications rather than on the grade they teach.

1951: Ninety-seven percent of school districts had pay scales that disregarded gender. The women teachers won over both the AFT and the NEA to the principle of reducing the gender gap in pay between male teachers (most of whom taught in high schools) and female teachers (most of whom taught in elementary schools).

1954: Brown v. Board of Education of Topeka. The Supreme Court unanimously agrees that segregated schools are "inherently unequal" and must be abolished. Almost 45 years later in 1998, schools, especially in the north, are as segregated as ever.

1955: Milton Friedman issued his call for school vouchers to promote private education with tax dollars. Thereafter, many zealous advocates of free market policies targeted teachers' unions, in particular, as obstacles to privatization, tax and benefit reduction, and balanced budgets.

1957: A federal court orders integration of Little Rock, Arkansas public schools. Governor Orval Faubus sends his National Guard to physically prevent nine African American students from enrolling at all white Central High School. Reluctantly, President Eisenhower sends federal troops to enforce the court order not because he supports desegregation, but because he can't let a state governor use military power to defy the U.S. federal government.

1959: Wisconsin becomes the first state to pass a collective bargaining law for public employees. Union membership increases across the country as more states pass similar laws.

1959: Wisconsin became the first state to pass a collective bargaining law for its public

employees

1961: NEA-ATA (American Teacher's Association: Black teacher's union) Joint Committee meeting

1967: Braulio Alonso became the NEA's first Hispanic president.

1968: African American parents and white teachers clash in the Ocean Hill:Brownsville area of New York City, over the issue of community control of the schools. Teachers go on strike, and the community organizes freedom schools while the public schools are closed.

1962: The New York City teachers' strike lasts one day, but shuts down more than 25 of the city's public schools. *Time* labels it the "biggest strike by public servants in U.S. history."

1962: President John F. Kennedy passed his Executive Order 10988, which granted many federal employees limited collective bargaining rights.

1963 — Success of a two-way bilingual program for Cuban refugee children in Dade County, Florida, inspires the implementation of similar programs elsewhere.

1964: NEA fully absorbed the ATA

1964 — Civil Rights Act: Title VI prohibits discrimination on the basis of race, color, or national origin in the operation of all federally assisted programs.

1964: NEA adopted some aspects of unionism—albeit with hesitation and a continued emphasis on professionalism. Instead of immediately using the term "collective bargaining," for example, NEA leaders used the term "professional negotiations." Whatever banner it went under, the trend to unionization was underway.

1965: The Elementary and Secondary Education Act (ESEA), signed by President Lyndon Johnson as part of his War on Poverty, provides guidance and federal funds that target poor children in America's public schools, known as Title I

April 9, 1965: The Elementary and Secondary Education Act (ESEA) was signed into law by Lyndon B. Johnson as part of the "War on Poverty." ESEA not only called for equal access to education for all students, but also federal funding for both primary and secondary education for students disadvantaged by poverty.

1968: The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968: Establishes federal policy for bilingual education for economically disadvantaged language minority students, allocates funds for innovative programs, and recognizes the unique educational disadvantages faced by non-English speaking students.

1968: Elizabeth Duncan Koontz became the NEA's first black president

1968 Memphis Sanitation Workers' Strike: In 1968, Martin Luther King, Jr. traveled to Memphis, Tennessee to support the city's (predominantly black) sanitation workers in their efforts to win union recognition, along with better pay and working conditions. While assisting this campaign, he was assassinated on April 4, 1968.

1968: Florida statewide teachers' strike—More than 40 percent of Florida's teachers strike over salaries and funding for classrooms. This is the first statewide strike in the nation.

1968: New York City teachers' strike—Three separate walkouts close schools for 36 days. The strike occurs after the newly created school board in Ocean Hill-Brownsville, Brooklyn, dismisses mostly white and Jewish teachers from the majority black district. The UFT demands that the teachers be rehired. The strike ends after the state steps in, and the teachers are reinstated.

1970s - 1980s: Striking breaks out across the country. Although it is illegal in Minnesota at the time, a 1970 strike by Minneapolis teachers over low salaries prompts the state to enact the Minnesota Public Employees Labor Relations Act, which protects teachers' ability to strike.

Strikes also take place in Philadelphia, Wisconsin, Michigan, and Chicago, over pay, medical benefits and contract demands. "The same issues were involved, same picketing, same closing of schools, all of that is identical" to the issues in the recent Chicago strike, said John P. Hancock, Jr., a lawyer in Detroit who represented school boards in two Michigan strikes during this time. "It was really awful."

1971: *United States of America v. State of Texas, et al.*

This desegregation case centered on the issue of discrimination and whether the San Felipe and Del Rio school districts were providing Mexican American students an equal educational opportunity. On August 6, 1971, Judge William Wayne Justice ordered the consolidation of the two districts. As a result of the lawsuit, the federal court came down with a court order, Civil Action 5281, which eliminates discrimination on grounds of race, color, or national origin in Texas public and charter schools.

December 17, 1971: In the *Mills v. Board of Education of the District of Columbia* case, the U.S. District Court for the District of Columbia students classified as "exceptional" – including those with mental and learning disabilities and behavioral issues: made it unlawful for the D.C. Board of Education to deny these individuals access to publicly funded educational opportunities.

October 8, 1971: In the *PARC v. Commonwealth of Pennsylvania* ruling, the U.S. District Court for the Eastern District of Pennsylvania sided in favor of students with intellectual and learning disabilities in state-run institutions. *PARC v. Penn* called for students with disabilities to be placed in publicly funded school settings that met their individual educational needs,

based on a proper and thorough evaluation.

1972 : The Indian Education Act becomes law and establishes "a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students"

Congressional Investigation of 1972: In the wake of the PARC and Mills ruling, [AR1] Congress set out to uncover how many children with special education needs were being underserved. The Bureau of Education for the Handicapped found that there were 8 million children requiring special education services. Of this total, 3.9 million students adequately had their educational needs met, 2.5 million were receiving a substandard education and 1.75 million weren't in school.

1972: Title IX of the Education Amendments of 1972 becomes law. Though many people associate this law only with girl's and women's participation in sports, Title IX prohibits discrimination based on sex in all aspects of education.

1973: The Rehabilitation Act becomes law. Section 504 of this act guarantees civil rights for people with disabilities in the context of federally funded institutions and requires accommodations in schools including participation in programs and activities as well as access to buildings. Today, "504 Plans" are used to provide accommodations for students with disabilities who do not qualify for special education or an IEP.

1973: The NEA became known for its advocacy of racial and gender equality and success as a lobbying force for progressive legislation more generally.

1974 Milliken v. Bradley. A Supreme Court made up of Richard Nixon's appointees rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner:city districts from white students in wealthier white suburban districts.

1974: The Equal Educational Opportunities Act is passed. It prohibits discrimination and requires schools to take action to overcome barriers which prevent equal protection. The legislation has been particularly important in protecting the rights of students with limited English proficiency..

1974 : Federal Judge Arthur Garrity orders busing of African American students to predominantly white schools in order to achieve racial integration of public schools in Boston, MA. White parents protest, particularly in South Boston.

1974 : *Lau v. Nichols*

This suit by Chinese parents in San Francisco leads to the ruling that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964. School districts must take affirmative steps to overcome educational barriers faced by non:English speakers. This ruling established that the Office for Civil Rights, under the former Department of

Health, Education, and Welfare, has the authority to establish regulations for Title VI enforcement.

1974: Serna v. Portales

The 10th Circuit Court of Appeals found that Spanish surnamed students' achievement levels were below those of their Anglo counterparts. The court ordered Portales Municipal Schools to implement a bilingual/bicultural curriculum, revise procedures for assessing achievement, and hire bilingual school personnel.

1975 : The Education of All Handicapped Children Act (PL 94:142) becomes federal law. It requires that a free, appropriate public education, suited to the student's individual needs, and offered in the least restrictive setting be provided for all "handicapped" children. States are given until 1978 (later extended to 1981) to fully implement the law.

November 29, 1975: President Gerald Ford signed the Education for All Handicapped Children Act, otherwise known as Public Law 94:142. This law required all states that accepted money from the federal government were required to provide equal access to education for children with disabilities, in addition to providing them with one free meal per day. States had the responsibility to ensure compliance under the law within all of their public school systems.

Late 1970s: The so-called "taxpayers' revolt" leads to the passage of Proposition 13 in California, and copy-cat measures like Proposition 2:1/2 in Massachusetts. These propositions freeze property taxes, which are a major source of funding for public schools. As a result, in twenty years California drops from first in the nation in per-student spending in 1978 to number 43 in 1998.

1978: Amendments to Title VII emphasize the strictly transitional nature of native language instruction, expand eligibility to students who are limited English proficient (LEP), and permit enrollment of English-speaking students in bilingual programs.

1978: Cintron v. Brentwood

The Federal District Court for the Eastern District of New York rejected the Brentwood School District's proposed bilingual program on the grounds that it would violate "Lau Guidelines" by unnecessarily segregating Spanish-speaking students from their English-speaking peers in music and art. The court also objected to the program's failure to provide for exiting students whose English language proficiency was sufficient for them to understand mainstream English instruction.

1978: Rios v. Reed

The Federal District Court for the Eastern District of New York found that the Pastchogue-Medford School District's transitional bilingual program was basically a course in English and that students were denied an equal educational opportunity by not receiving academic instruction in Spanish. The court wrote: "A denial of educational opportunities to a child in

the first years of schooling is not justified by demonstrating that the educational program employed will teach the child English sooner than a program comprised of more extensive Spanish instruction."

1980s: The federal Tribal Colleges Act establishes a community college on every Indian reservation, which allows young people to go to college without leaving their families.

1980: The U.S. Department of Education is created by combining offices of several federal agencies. Its original mission is to guarantee equal access to education and to promote educational excellence throughout the nation.

1981: *Castañeda v. Pickard*

Reputed to be the most significant court decision affecting language minority students after *Lau*. In responding to the plaintiffs' claim that Raymondville, Texas Independent School District's language remediation programs violated the Equal Educational Opportunities Act (EEOA) of 1974, the Fifth Circuit Court of Appeals formulated a set of basic standards to determine school district compliance with EEOA.

1981: *United States v. State of Texas et al.*, January 12, 1981

The U.S. District Court for the eastern district of Texas, Tyler division, instructs TEA to phase in mandatory bilingual education in grades K:12. This decision outlined specific requirements including: three-year monitoring cycles, identification of LEP students, and a language survey for students entering school. It also established the need for exit criteria.

1982: *Plyler v. Doe*

Under the Fourteenth Amendment of the U.S. Constitution, the state does not have the right to deny a free public education to undocumented immigrant children.

1982: Amendments to Title VII allow for some native language maintenance, provide program funding for LEP students with special needs, support family English literacy programs, and emphasize importance of teacher training.

1982: *United States v. State of Texas et al.*, July 12, 1982

The U.S. Court of Appeals, Fifth Circuit reverses the previous judgment of *U.S. v. State of Texas et al.*, January 12, 1981 because of state legislation enacted in 1981.

1983: *Keyes v. School District #1*

A U.S. District Court found that a Denver public school district had failed to adequately implement a plan for language minority students, which is the second element of the "Castañeda Test."

April 1983: *A Nation at Risk*, a report by the Education Department's National Commission on Excellence in Education, warns of a "rising tide of mediocrity" in American schools "that threatens our very future as a Nation." A number of other critiques of the country's

educational system were also released around this time.

August 6, 1986: President Reagan signed the Handicapped Children's Protection Act, a law that gave parents of children with disabilities more say in the development of their child's Individual Education Plan, or IEP.

1987: High Schools That Work, a school reform model targeting grades 9:12, is created by the Southern Regional Education Board in Atlanta, Georgia. It is geared towards increasing the achievement of all students with special emphasis on career-bound students by blending the content of traditional college prep studies with quality vocational and technical studies.

1987: *Gomez v. Illinois*

The Seventh Circuit Court of Appeals ruled that State Education Agencies are also required under EEOA to ensure that language minority student's educational needs are met.

1988: Amendments to Title VII include increased funding to state education agencies, expanded funding for "special alternative" programs where only English is used, established a three-year limit on participation in most Title VII, and created fellowship programs for professional training.

January 1, 1990: Public Law 101:476 called for significant changes to Public Law 94:142, or the Education for All Handicapped Children Act. Traumatic brain injury and autism were added as new disability categories. Additionally, Congress mandated that as a part of a student's IEP, an individual transition plan, or ITP, must be developed to help the student transition to post-secondary life.

1990s- 2000s: Laws restricting collective bargaining rights and the differences in contracts and salaries between districts have greatly diversified the role of unions in each state. Unions have taken stronger positions in political campaigns to support like-minded candidates. They have also been vocal about changes to teacher evaluations, an increased number of charter schools, and the introduction of merit pay, and still have the power to impact education reform rollouts in some of America's largest cities, as was demonstrated in Chicago.

1993: Success for All, a school reform model for grades pre-kindergarten through sixth grade, is developed by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University geared to ensure that all children learn to read, acquire basic skills in other subject areas, and build problem solving and critical thinking skills.

1994: Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. Federal courts hold Proposition 187 unconstitutional, but anti-immigrant feeling spreads across the country.

March 1994: Educate America Act is signed by President Clinton, supporting states to develop standards for what every child should learn and achieve. The act also provides the necessary

resources to states and communities so that all students reach those standards, appropriating \$400 million in 1994.

1994: Under the Improving America's Schools Act, Congress establishes 15 federally funded comprehensive school assistance centers nationwide to support states, districts and schools with reform aimed at improving the academic performance of all students.

1994: Comprehensive educational reforms entail reconfiguration of Title VII programs. New provisions reinforce professional development programs, increase attention to language maintenance and foreign language instruction, improve research and evaluation at state and local level, supply additional funds for immigrant education, and allow participation of some private school students. Texas Education Agency Bilingual/ESL Unit 2011:2012 11

October 1994: Improving America's Schools Act, a reauthorization of the 1965 ESEA, is passed. In conjunction with Goals 2000, it provides additional funding to improve the way education is delivered, upgrade instructional and professional development to align with high standards, strengthen accountability and promote the coordination of resources to improve education for all children.

1996: California passes Proposition 209, which outlaws affirmative action in public employment, public contracting and public education.

June 4, 1997: The Education for all Handicapped Children's Act became the Individuals with Disabilities Education Act. President Clinton reauthorized IDEA with several key amendments that emphasized providing all students with access to the same curriculum, additionally, states were given the authority to expand the "developmental delay" definition from birth through five years of age to also include students between the ages of six and nine.

1998: California again! This time a multi-millionaire named Ron Unz manages to put a measure on the June 1998 ballot outlawing bilingual education in California.

2000's

January 2002: No Child Left Behind Act is signed by President George Bush and calls for greater accountability of student performance by requiring states to issue annual report cards on school performance and statewide results.

December 3, 2004: Congress amended IDEA by calling for early intervention for students, greater accountability and improved educational outcomes, and raised the standards for instructors who teach special education classes. It also required states to demand that local school districts shift up to 15 percent of their special education funds toward general education if it were determined that a disproportionate number of students from minority groups were placed in special education for reasons other than disability.

2009 : The American Reinvestment and Recovery Act of 2009 provides more than 90 billion

dollars for education, nearly half of which goes to local school districts to prevent layoffs and for school modernization and repair. It includes the Race to the Top initiative, a 4.35-billion-dollar program designed to induce reform in K-12 education.

2010: New Texas social studies curriculum standards, described by some as “ultraconservative,” spark controversy. Many fear they will affect textbooks and classrooms in other states..

2011 : In spite of workers' protests and Democratic legislators leaving the state to delay the vote, the Wisconsin legislature passes a bill removing most collective-bargaining rights from many public employees, including teachers. Governor Scott Walker signs the bill into law on March

11. After legal challenges are exhausted, it is finally implemented in June. A similar measure passes in Ohio but is later repealed through a state referendum.

2011 : President Barack Obama announces on September 23 that the U.S. Department of Education is inviting each State educational agency to request flexibility regarding some requirements of the No Child Left Behind Act.

2011 : Alabama becomes the first state "to require public schools to check the immigration status" of students. Though the law does not require schools to prohibit the enrollment nor report the names of undocumented children, opponents nevertheless contend it is unconstitutional based on the Plyer v. Doe ruling.

2011: Center for American Progress publishes a report on how Native American mascots impact Native Americans and Native Alaskans negatively.

The 2012 Chicago Teachers Union Strike: In September 2012, the Chicago Teachers Union engaged in a dramatic strike to protest the efforts of Chicago Mayor Rahm Emanuel to break the union and, over time, privatize the city's public education system. The CTU won a pivotal victory largely because its members successfully collaborated with community allies about the broad social and economic issues affecting Chicago school teachers and their students.

2012 : On December 14, Adam Lanza, 20, kills his mother and then invades Sandy Hook Elementary School where he kills 20 children and six adults, including principal and A psychologist, making this the second deadliest mass shooting by a single person in U.S. history.

2013 : On January 11, the *Washington Post* reports that Seattle high school teachers have refused to give the district-mandated Measures of Academy Progress, joining a "growing grass-roots revolt against the excessive use of standardized tests."

2013 : On May 22, the Chicago Board of Education votes to close 50 schools, the largest mass closing in U.S. history. Mayor Rahm Emanuel and CPS officials claim the closures are not only

necessary to reduce costs, but will also improve educational quality. However, Chicago teachers and other opponents say the closures disproportionately affect low-income and minority students, but their efforts to stop the closings, which included three lawsuits, were unsuccessful. Other cities, including Detroit, Philadelphia, and Washington, D.C., have also recently closed large numbers of public schools.

2013 : The School District of Philadelphia announces on June 7 that it will cut nearly 4000 employees, including 676 teachers as well as many administrators and guidance counselors.

2013 : On Friday, June 14 the Chicago Public Schools announce that they will be laying off 663 employees, including 420 teachers. A month later, they lay off another 2100 employees including more than 1000 teachers! CPS blames the layoffs on "the state's failure to enact pension reform."

2013 : In the case of Fisher v. University of Texas, the U.S. Supreme Court rules on June 25 that affirmative action is constitutional only if it is "narrowly tailored." The Court then sends the case back to the lower courts to determine if the University of Texas policy meets this standard.

2013 : On October 21, a 13-year-old student arrives on the campus of Sparks, Nevada middle school armed with a handgun. He wounds two 12-year old boys and kills a teacher who was trying to protect other students before he turns the gun on himself and takes his own life.

2013 : In yet another school shooting tragedy, high school senior Karl Pierson enters Arapohoe High School (Centennial, Colorado) on December 13 armed with a shotgun, machete, and Molotov Cocktails. His goal apparently was to take revenge on the school librarian and debate coach who had disciplined him earlier in the school year. Instead, before taking his own life, he critically wounds a female classmate. She dies eight days later.

2014 : On March 24, Indiana Governor Mike Pence signs legislation withdrawing the state from the Core Standards. Indiana becomes the first state to do so. However, aspects of the Common Core may still be included in Indiana's "new" standards.

2014 : Based on a report from a group called Every Town for Gun Safety, a CNN article published on June 12 states that there have been 74 school shootings in the last 18 months, 15 of which have been "Newtown-like incidents."

2014 : In the case of Vergara v. California, the Superior Court of the State of California rules that laws regarding teacher tenure, seniority rights and dismissal are unconstitutional. California is not the only state where attempts are being made to weaken or eliminate teacher tenure protections.

2014: More teacher layoffs in Chicago. CPS announces on June 26 that its latest round of layoffs will total than 1000 employees, including approximately 550 teachers.

2014 : The Minnesota State High School League votes on December 4 to adopt a policy allowing transgender students to join female sports teams. Minnesota is the 33rd state to have a formal transgender student policy.

2015 : On January 9, President Barack Obama announces a plan to allow two years of free community college for all American students. However, with political transition, implementation time is uncertain.

2015 : New York parents opt 150,000 kids out of standardized tests as the revolt against high-stakes testing grows.

2015: Chris Harper Mercer kills nine and wounds several others at Umpqua Community College in Roseburg, Oregon.

2015 : President Obama joins the "too-much-testing" movement as his new plan calls for limiting "standardized testing to no more than 2% of class time."

2015 : On December 9, the U.S. Senate votes 85:12 to approve the Every Student Succeeds Act, and President Obama signs it into law on December 10. This latest version of the Elementary and Secondary Education Act (ESEA) replaces No Child Left Behind and allows more state control in judging school quality.

2016 : More than 60 schools in Detroit are forced to close on Monday, January 11th due to a teacher "sick out" called to protest conditions in the Detroit Public Schools, which are "drowning under 3.5 billion of debt."

2016 : On May 13, the federal government tells school districts "to allow transgender students to use the bathroom that matches their gender identity." Though the directive is not a law, districts that do not comply could face lawsuits or lose federal aid.

2016: On August 21, a federal judge in Texas signs a temporary injunction allowing schools to opt out of the above transgender bathroom directive.

2016 : President-elect Donald Trump names billionaire and school-choice advocate Betsy DeVos Secretary of Education.

2017 : February 22: President Donald Trump rescinds the Obama administration's controversial transgender bathroom directive. The issue may eventually be decided by the courts.

2017 : July 6: Eighteen states and the District of Columbia sue Betsy DeVos and the U.S. Department of Education over delays in implementing regulations protecting student loan recipients.

2017: President Donald Trump signs the Tax Cuts and Jobs Act into law on December 22nd. The bill lowers corporate taxes as well as those for most individuals. Educational implications include maintaining the \$250 limit on deductions teachers can take for school supplies and expanding the use of 529 savings plans for K:12 private and homeschool costs. The final bill does *not* include provisions to tax graduate student tuition benefits nor those provided to college and university employees. However, some education advocates believe the tax bill may hurt public school funding and reduce donations to colleges and universities.

2018 : Nicholas Cruz is charged with 17 counts of murder in a school massacre. This attack, that occurred February 14th in Parkland, Florida, brings the total number of school shooting incidents for this year to 18. Eight have resulted in injury or death, including the Marshall County High School (Kentucky) shooting that left two dead and many others injured. Is there no end to these senseless tragedies?

2018 : In the wake of the Parkland, Florida massacre, Marjory Stoneman Douglas students become passionate advocates for gun control and school safety. Their activism soon spreads across the nation. In a meeting with students, parents, and teachers affected by gun violence, President Trump promised more rigorous background checks and better mental health screenings for gun buyers. He later suggested training and arming teachers in order to improve school safety.

2018 : Schools are closed throughout West Virginia on February 22nd as teachers walk out to protest their pay and benefits. West Virginia teacher salaries are among the lowest in the nation.

This Timeline was created based on combined content from Race Forward, Labor and Working: Class History Association, National Education Association, University of Kansas, Color in Colorado, and HechingerEd Blog.

General Court of Massachusetts Bay Colony Decrees Every Town of 50 Families Should Have Elementary School and Every Town of 100 Families Should Have Latin School (1647)

FIRST PUBLIC SCHOOLS



Massachusetts' Old Satan Deluder Act of 1647

establishes first public school system. Since, Puritans believed that children were born with the "original sin," they had to be raised in an atmosphere of fear, strict discipline, hard work, and a strong knowledge of the Bible to delude Satan. The Bible is America's first school text book.

Massachusetts Passes Law Making All Grades of Public School Open to All Pupils Free of Charge (1827)



HALL OF THE BEDFORD STREET SCHOOL HOUSE.
FROM HARPER'S MONTHLY MAGAZINE, BY PERMISSION.

THE COMMON SCHOOL MOVEMENT

Common School Journal

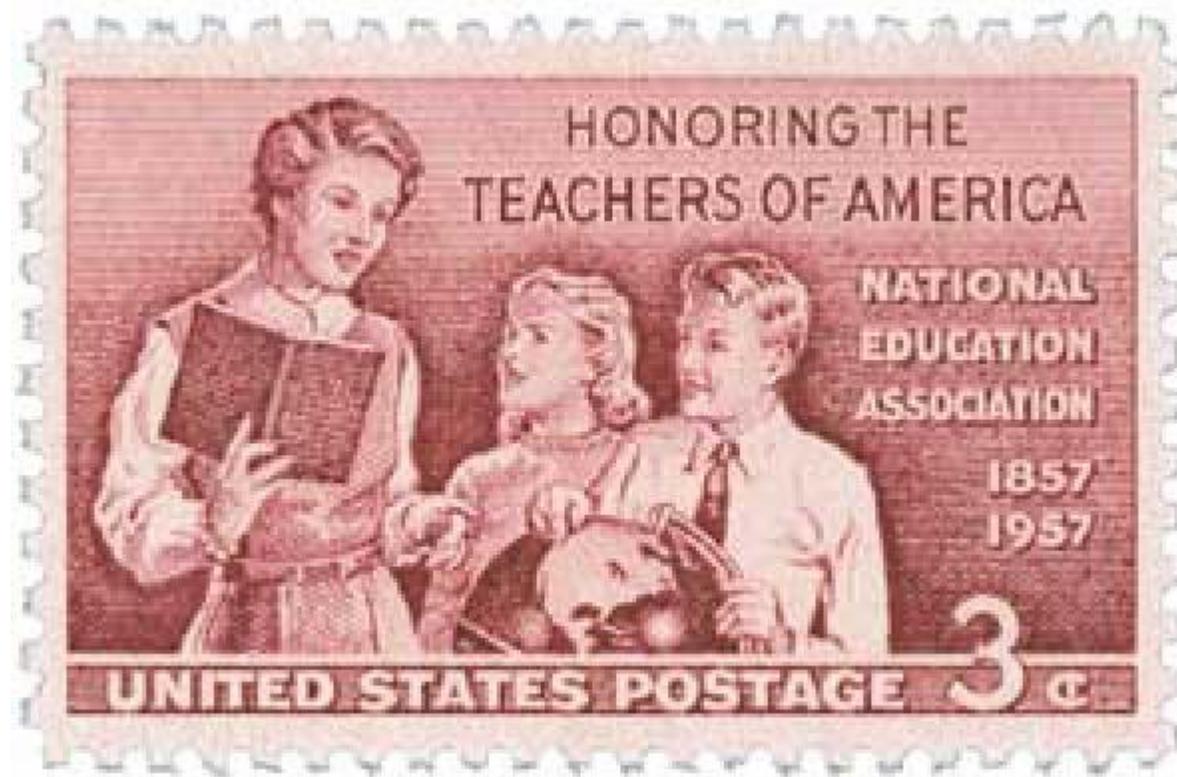
THE
COMMON SCHOOL JOURNAL.
VOL. 1. BOSTON, NOVEMBER 1, 1839. No. 21.

SECOND ANNUAL REPORT OF THE BOARD OF EDUCATION.
(Continued from our last Number.)

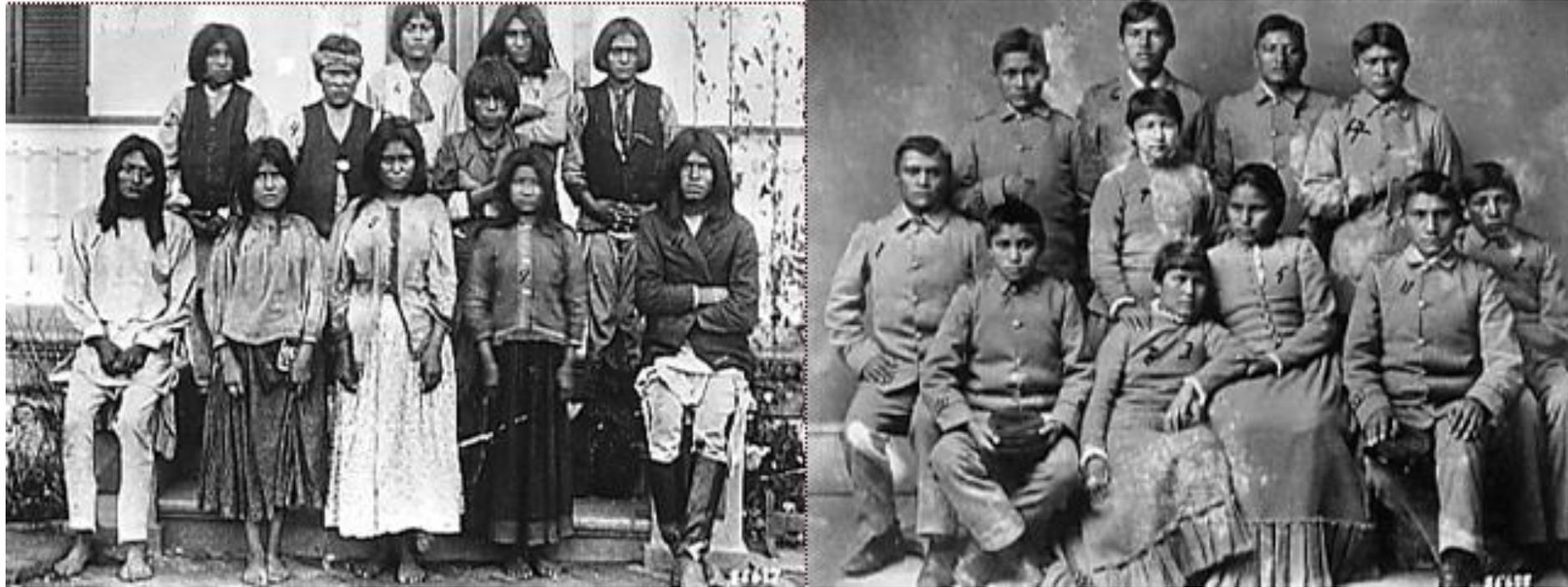
The evil of incorrect spelling and unintelligent reading is, by no means, wholly imputable to teachers. It springs, in part, from the use of books, ill adapted to the different stages of growth in youthful minds. Another cause consists in a most pernicious error on the part of parents, in regard to the true objects of reading. Many teachers have assured me, that they are perfectly aware, that the time spent in reading is mainly lost; but that the usages of the school and the demands of the district, prohibit them—perhaps under penalty of dismission—from adopting a better mode. It is said, that the first and only inquiry, made by parents of their children, is, "How many times and how much have you read," not, "What have you read about?" A question like the last, presupposes some judgement and some ability to follow it up with further inquiries; but any body can put the first, for it is an easy problem, which solves the ratio of mental progress by the number of pages mechanically gone over. The children's minds are not looked into, to see what new operations they can accurately perform; but the inquiry relates only to the amount of labor, done by the organs of speech;—as though so many turns of the bodily machine would yield, perforce, a corresponding amount of mental product. It is characteristic of the learned professions, that the person employed directs the employer; and it is equally characteristic, that the teacher will not be deterred by so much of the longer feel constrained order to harmonize with. It is probable, also those places where the school in their read



NEA Founded in Philadelphia by 43 Educators Seeking Better Pay, Child Labor Laws, and Education of Emancipated Slaves (1857)

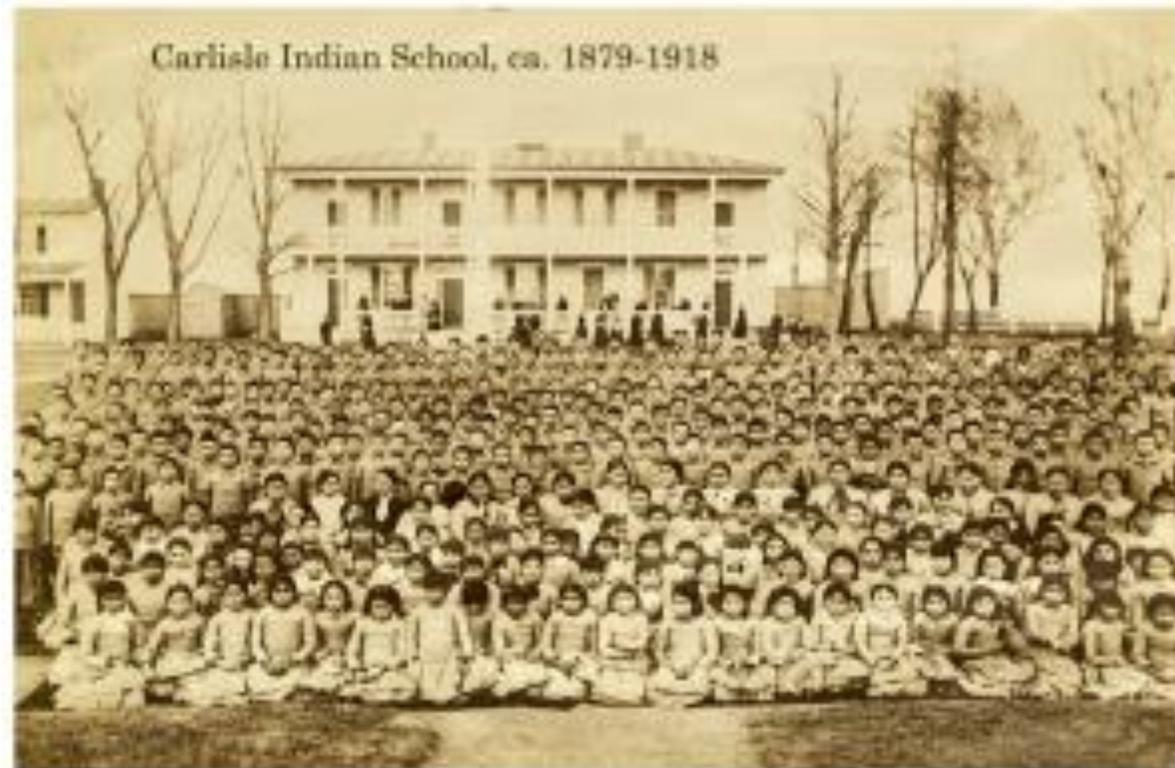


Congress Makes it Illegal for Native Americans To Be Taught in Their Languages (1864)



First Indian Boarding School Opens In Carlisle PA (1879)

Becomes Model for Similar Schools Seeking to Assimilate Indian Children Into the Mainstream Culture



National Congress of Mothers, Precursor of PTA, Founded (1897)



Margaret Haley Explains “Why Teachers Should Organize” NEA National Convention (1904)



National Association of Colored Teachers founded by J. R. E. Lee(1904)

Organization offers Black teachers, and later White teachers who taught in Black schools, a means to discuss ways to increase the number of high schools for Black students, improve their quality of instruction, and help talented Black students attend college.



PROF. J. R. E. LEE, BISHOP COLLEGE.

American Federation of Teachers Founded in Chicago (1916)

Focuses on salaries and discrimination against female teachers

Rules of Conduct for (Female) Teachers, 1915

(While the true source of this widely circulated set of conduct rules cannot be validated, they have been associated with school districts in Sacramento, CA, Cable Count, WV, and Rochester, TX.)

1. You will not marry during the term of your contract.
2. You are not to keep company with men.
3. You must be home between the hours of 8 p.m. and 6 a.m. unless attending a school function.
4. You may not loiter downtown in ice cream stores.
5. You may not travel beyond the city limits unless you have the permission of the chairman of the board.
6. You may not ride in a carriage or automobile with any man unless he is your father or brother.
7. You may not smoke cigarettes.
8. You may not dress in bright colors.
9. You may under no circumstance dye your hair.
10. You must wear at least two petticoats.
11. Your dress must not be any shorter than two inches above the ankles.
12. To keep the schoolroom neat and clean, you must sweep the floor at once daily; scrub the floor at least once a week with hot, soapy water; clean the blackboards at least once a day; and start the fire at 7 a.m. so the room will be warm by 8 a.m.

Also, one link included: *"The American Federation of Teachers, the first teachers union, was founded in 1916. Not a moment too soon."*

Source: Google search, "You may under no circumstance dye your hair."



Alvarez v Board of Trustees of the Lemon Grove (CA) School District (1931) First successful school desegregation court case in the United States, as the local court forbids the school district from placing Mexican-American children in a separate “Americanization School.”



RULING GIVES MEXICAN CHILDREN EQUAL RIGHTS

Separation of Mexican-American children from others in Lemon Grove school district prohibited, ruled by U.S. Judge Paul J. McCord. It is a violation of their possession of equal rights under the 14th Amendment of the Constitution. The opinion was written in accordance with a suit filed by the parents of Mexican children seeking the right and an injunction forbidding the school district from placing the Mexican children in separate schools.

The school district received the ruling. It is a violation of the 14th Amendment of the Constitution. The suit was filed by the parents of Mexican children seeking the right and an injunction forbidding the school district from placing the Mexican children in separate schools.

Judge McCord's ruling is a landmark decision in the history of the United States. It is a violation of the 14th Amendment of the Constitution. The suit was filed by the parents of Mexican children seeking the right and an injunction forbidding the school district from placing the Mexican children in separate schools.

Educational Testing Service Founded (1948)



*Educational
Testing Service*

Brown v Board of Education of Topeka (1954): U. S. Supreme Court Declares Segregated Schools Are “Inherently Unequal”

Late News

Associated Press
Leased Wires



The Bee

FOR ALL DEPARTMENTS CALL
4500

56th Year Founded February, 1898 No. 19,908
Danville, Va., Monday Afternoon, May 17, 1954
Price: FIVE CENTS

SEGREGATION IN PUBLIC SCHOOLS ENDED BY COURT

Suit Being Tried
ALEXANDRIA, Va. (AP)—A suit by John Locke Green to force his recognition as a Democratic candidate for Congress went to trial before a three-judge federal court here today. Green, a Republican when he held office as Arlington County treasurer, brought the suit against Virginia's 18th District Democratic Committee after it refused to accept him as a party candidate for the forthcoming congressional election.

Funds Requested
WASHINGTON (AP)—President Eisenhower asked Congress today for an extra \$24,100,000 to help areas crowded by federal workers or workers on federal projects with school construction. The request, in a letter to Speaker of the House Martin, is for funds for the next fiscal year beginning July 1. The extra money is in addition to 40 million dollars already in the budget for the same purpose for the fiscal year ahead.

Considering Violations
WASHINGTON (AP)—Atty. Gen. Brownell said officially today the Justice Department is considering "possible violations of the criminal law" in the preparation and dissemination of a document Sen. McCarthy presented May 4 in the McCarthy-Army hearings. Brownell made the disclosure in ruling that no part of the document should be declassified from its confidential category.

Strike Called

Ruled Unconstitutional By Supreme Court; Date To End Practice Not Set

Rules Separate Facilities Are Unequal

Danville School Board Will Meet At Once To Study Court Decision

Officials Give Views On Matter; Call For Calm Study On All Sides

Good Progress

Firm Entered, Haul Is Made; Boy Wounded

Man Accidentally Shot In The Hand

A breaking and entering and an accidental shooting topped occurrences claiming police attention over the week-end. Charlie's Place on Riverside Drive was broken into by way of a rear window and a sizeable quantity of cigarettes, cigars, candy and chewing gum taken. The discovery was made during a routine check by Lieut. Curtis Fields shortly after last midnight. Patrolmen J. B. Walton and J. B. Gardner conducted the initial investigation and this morning turned the case over to the detective division.

Paroled Slayer Captured After Bizarre Deaths

Held For Four Brutal Killings

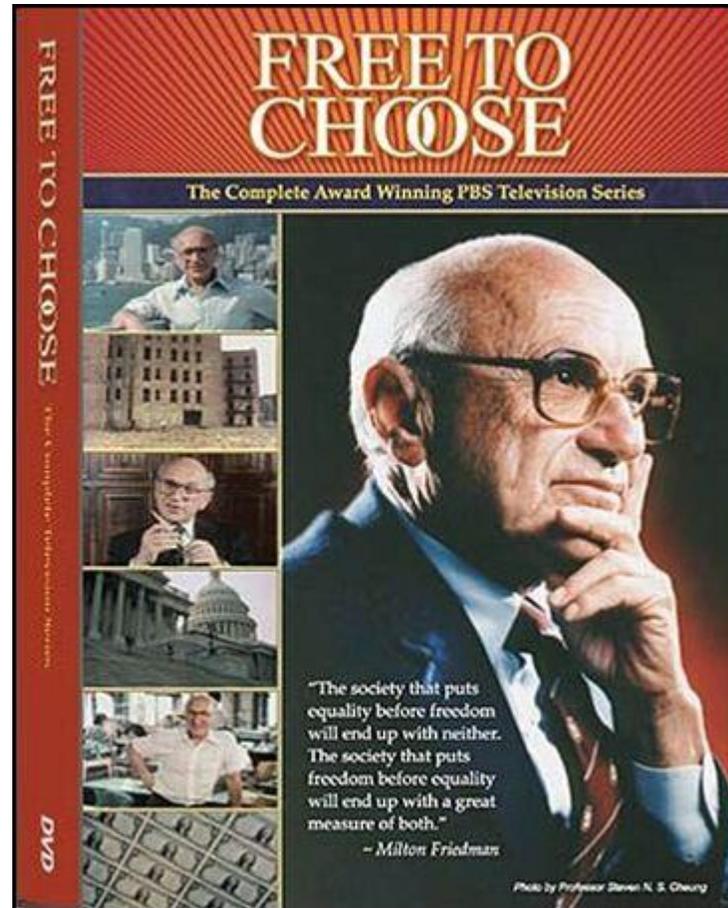
MOULTREE, Ga. (AP)—Capture of a paroled Georgia convict wanted in connection with four brutal slayings ended three days of terror today and brought sighs of relief to this South Georgia community. Tom Williams, a 45-year-old paroled murderer, was taken on the edge of a swamp east of the city last night. Lt. W. E. McDuffie of the Georgia Bureau of Investigation made the capture. He hustled Williams off to his auto-

McCarthy-Army Hearings' Future Thrown In Doubt

Presidential Order Shutting Off Inquiry Denounced By Sen. McCarthy

WASHINGTON (AP)—The future of the McCarthy-Army hearings was thrown in doubt today by a presidential order—denounced by Sen. McCarthy as an "iron curtain"—shutting off inquiry into whether "higher-ups" directed the charges against the senator. The Senate investigations subcommittee recessed its public hearings at 11:55 a. m. (EDT) to consider in closed session what stand it might take on Eisenhower's order. McCarthy, claiming that "this cover up" made it impossible to get at the truth, declined to say, when asked by

Economist Milton Friedman Calls for School Vouchers to Promote Private Education With Tax Dollars (1955)



Wisconsin Becomes First State to Pass Collective Bargaining Law for Public Employees (1959)

WISCONSIN CEMENTS ITS PLACE IN THE HISTORY OF COLLECTIVE BARGAINING

1959

Wisconsin the first state to pass a law allowing collective bargaining rights for public employees



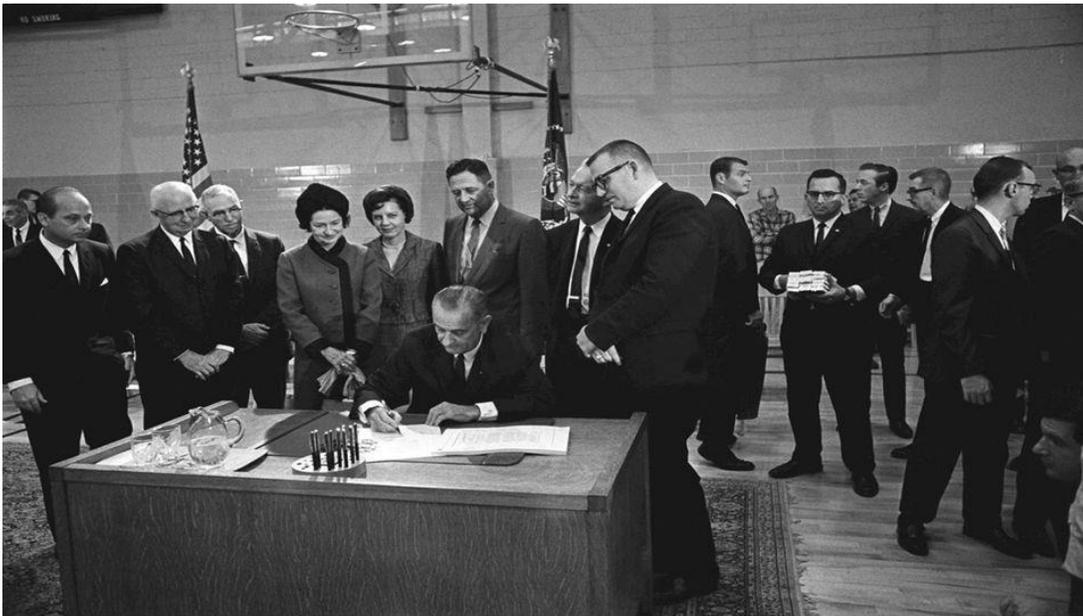
2011

Wisconsin legislature passed laws eliminating collective bargaining for majority of public employees

The image is a presentation slide with a green background. At the top, the title reads 'WISCONSIN CEMENTS ITS PLACE IN THE HISTORY OF COLLECTIVE BARGAINING'. Below the title, there are two columns of text. The left column is headed '1959' and describes Wisconsin as the first state to pass a law allowing collective bargaining rights for public employees. The right column is headed '2011' and describes the Wisconsin legislature passing laws that eliminated collective bargaining for the majority of public employees. In the center, between the two columns, is an illustration of four people (two men and two women) in business attire pulling on a rope, symbolizing collective effort or bargaining. At the bottom of the slide, there is a wooden desk with a whiteboard, a laptop, a keyboard, and a speaker.

Elementary and Secondary Education Act Passes (1965)

Part of “War on Poverty,” ESEA called for equal educational access for all students and federal funds for students disadvantaged by poverty.

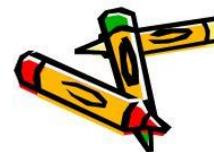


President Lyndon Johnson signed the Elementary and Secondary Education Act (ESEA) on April 11, 1965

What does it mean to be a Title 1 School?

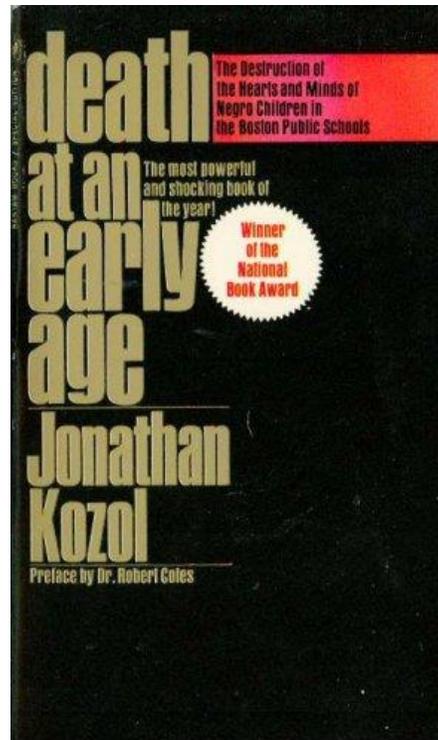
The federal government has put the Elementary Secondary Education Act (ESEA) in place in an effort to level the playing field in order for all students to be successful.

Schools qualify as Title I based on the number of free & reduced lunches served. LGE's free & Reduced lunch percentage was 64.3%



Jonathan Kozol's *Death at an Early Age* wins the National Book Award (1968)

A powerful personal story by a young teacher that exposed the “destruction of hearts and minds in the Boston public schools.”

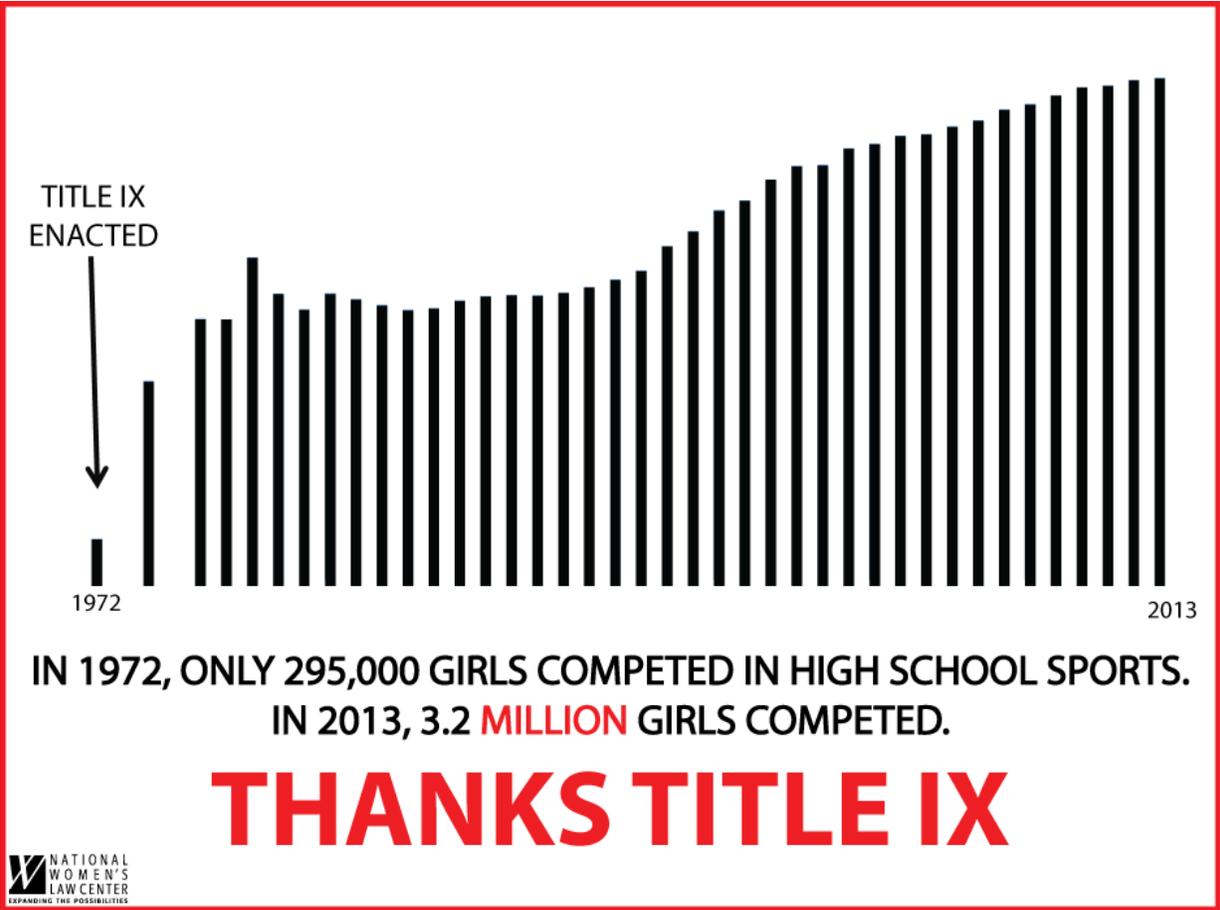


Bilingual Education Act Approved (1968)

Recognizes unique educational challenges facing non-English speaking students and allocates funding for innovative programs



Title IX of Education Amendments Becomes Law (1972) Prohibits Discrimination Based on Sex in All Aspects of Education



Education For All Handicapped Children Act Becomes Law (1975)

Requires state public school systems to provide equal
educational access to children with disabilities



Learning Knows No Bounds



**Proposition 13 Passes in California (1978)
Freezes Property Taxes and Inspires Similar Efforts Elsewhere,
Thereby Limiting Sources of Funding for Public Education**

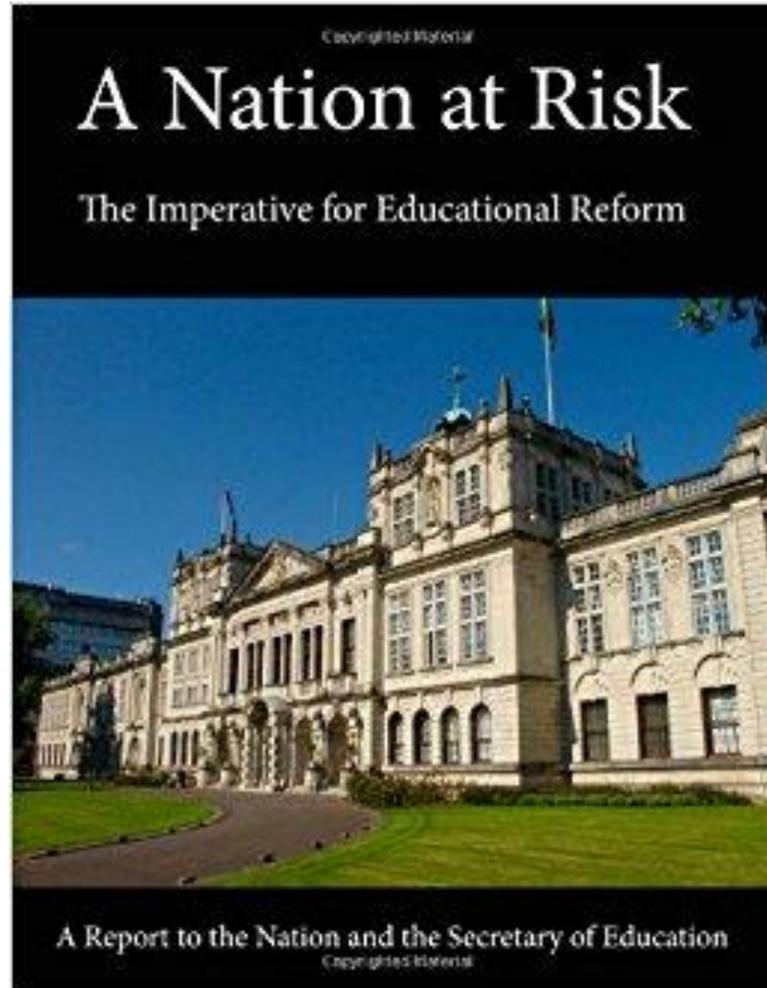


Plyler v Doe (1982)

U. S. Supreme Court Rules That States Cannot Deny Free Public Education to Undocumented Immigrant Children

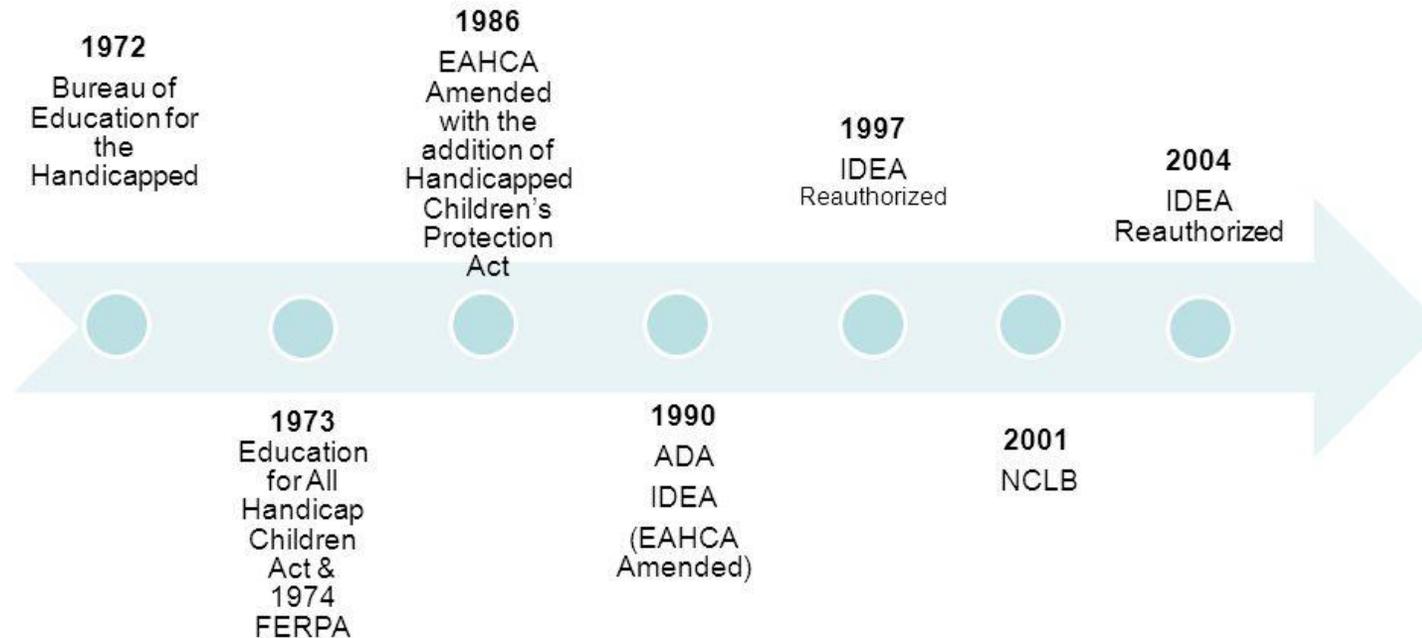


**“A Nation At Risk” (1983)
Warns of “Rising Tide of Mediocrity” in U. S. Schools “That
Threatens Our Security as a Nation”**



Handicapped Children's Protection Act Signed (1986) Gives parents of children with disabilities greater input in development of Individual Education Plans (IEPs)

History of Federal Special Education Laws



**“No Child Left Behind” (2002) Passes Congress
Calls for Greater Accountability and Require States to Issue Annual
Report Cards on School Performance and Test Results**



National Governors Association Releases Report ("Benchmarking for Success") That Forms Basis for Common Core Standards (2008) Standards Eventually Adopted by 45 states and the District of Columbia



THE COMMON CORE STATE STANDARDS



Grade-specific standards in Math and English Language Arts for Illinois classrooms



Higher, clearer, deeper and based on what students must learn to succeed in college and modern careers



Creating the same expectations for all students so families can understand exactly what every student should learn



Emphasizing skills students will need for the modern workplace: collaboration, critical thinking, communication and creativity



Built upon strengths and lessons from the highest-performing states and countries

Chicago Teachers Strike (2012)

Protests efforts to privatize public education with broad community support aimed at shoring up public education



Federal Government Directs School Districts “to allow transgender students to use the bathroom that matches their gender identity (2016)”



President Trump' Nominee for Secretary of Education, School Choice Advocate, Betsy DeVos, Confirmed By Senate With VP Pence Casting Deciding Vote (2017)



Shooting at Marjory Stoneman Douglas High School in Parkland Florida Kills 17 People and Sparks Nation-Wide Protests By Students, Educators, and Communities (February 14, 2018)



“55 Strong”: West Virginia Teachers Successfully Strike for Improved Pay, Benefits, and Protections (February 2018)



MODULE 2

Shared Social Justice Language and NEA's Vision, Mission and Values

SUMMARY

These interactive exercises offers participants the opportunity to develop a common understanding of social justice terminology. In addition, participants will re-familiarize themselves with the values of NEA and think critically about how those values are being pursued and sustained by member activity, organizational development, and partnership efforts.

Goals:

- To connect shared social justice language to the specific mission and values of NEA.
- To make sure that participants are using social justice words with the same meaning.
- To get participants to see the usefulness of shared language.

Materials:

- Social Justice Terms Glossary (Appendix A)
- Social Justice Dominoes (Appendix B)
- 2006 NEA Rep Assembly document (Appendix C)
- NEA Values Dominoes (Appendix D)

NEA Unionism Curriculum 2018

Curriculum to “*promote the attitudes, values, and goals of unionism, solidarity, justice, fairness, and the search for the common good.*”

Provided to the National Education Association by

Sarah Laslett & Bob Bussel
University of Oregon

Labor Education & Research Center

Latashia Harris,
tashiaharrisMA@gmail.com

The Western States Center

AGENDA

EXERCISE	FORMAT	TIME
Introductions	Go-Around or Individual Conversations	5 minutes
Social Justice Language	Small Groups and Large Group	25 minutes
NEA Vision, Mission & Values	Small Groups and Large Group	25 minutes
Debrief and Close	Large Group	5 minutes
TOTAL TIME: 60 minutes		

GROUP

INTRODUCTIONS (5 minutes)

NOTE: Do introductions as a go-round if you are working with a group small enough to accomplish this in 5 mins (suggested max of 10 people). If you are working with a group larger than this, have people turn to one or two people around them that they don't know and introduce themselves.

Ask participants to give their names, their preferred pronouns (see the facilitator's guide for guidance on preferred pronouns), anything else about their identities they wish to share, and why they are at this training.

SHARED SOCIAL JUSTICE LANGUAGE DOMINOES EXERCISE (25 minutes total)

UNIT INTRODUCTION (2 minutes)

SAY: "The language of social justice work today is full of specialized vocabulary. Some words are familiar and have common definitions, but those definitions may have changed. Some words are not familiar (**Note:** give an example).

These kinds of language differences are often generational in nature. (**Note:** Give an example based on your own generational position).

New and specialized vocabulary has historically evolved in response to social and political struggles, particularly concerning race and gender identities.

Let's start with the agreement that we don't always mean the same thing when we use a term. Sometimes the implications or context of language usage can be offensive, and that offense has real impact, even when there is no negative intent. For us to engage successfully in social justice work together, it's important that we're all on the same page when using

words that describe people's identities, and/or social, political, cultural, and economic positions.

We're going to start with a simple dominos exercise to connect up words to their definitions. After that, we're going to move on to NEA's mission and values to see how what we've learned about shared language can help us understand people's experience of their union."

NOTES:

- Trainers should take some time in advance to make sure they understand the definitions and ask for help as needed to be prepared to discuss definitions with the group.
- Everyone may not agree with the definitions provided. Explain that these definitions are there to ensure that we mean the same thing when we use those terms. Definitions can be changed, as long as the group agrees, but this can eat up a lot of time so try to avoid wrangles over wording.
- Feel free to add terms that you think are particularly relevant to your audience.

SAY: "We're now going to pass out sets of terms-and-definitions dominos. These definitions have been created by the communities they describe. So, while everyone may not agree with the definitions, for purposes of this class we ask that you accept the definitions as they are, in recognition of the experiences and people they describe.

First, find a partner. Each pair will get a set of dominos." (**Note:** if a group is too large, you can have smaller groups work together.)

"Look at the dominos. Does the term of one side match the definition on the other? (**Pause** – the answer should clearly be "no.") That's right. Each domino has on it a term, and a definition, but not of that term. Your task is to match up terms with their correct definitions. When you finish the entire set should be connected. You will have about 10 minutes to complete the exercise."

TEAM WORK (10 minutes – you can stop the groups sooner if most have finished.)

GO-ROUND TO CHECK ANSWERS (3 minutes)

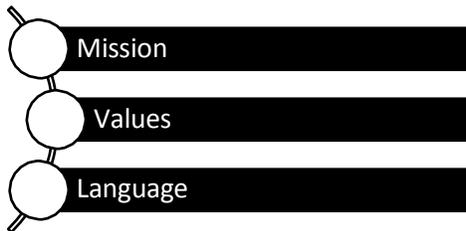
- Circling around the room from team to team, have each team read out one term and the definition they connected it to. This will reveal if some teams connected terms and definitions differently.

DEBRIEF DISCUSSION QUESTIONS (8 minutes)

- What terms surprised you and why?
- If you weren't able to connect all the terms with definitions, which ones gave you difficulty?

- Did you and your partner disagree on any of them? What were those conversations like?
- Are any of these terms, or the process of matching up terms and definitions, useful to you in your work as educators, or as unionists?
- Does this help you reflect on words that you use or would like to use that might be misinterpreted? Why do you think this happens? How do you or would you, in that moment, correct the misinterpretation or change your language?

PASS OUT THE SOCIAL JUSTICE TERMS GLOSSARY (Appendix A). Give participants a few minutes to review them with their partner/group. (2 minutes)



NEA VISION, MISSION, AND VALUES LANGUAGE EXERCISE (25 minutes total)

UNIT INTRODUCTION (2 minutes)

SAY: “Now we’re going to move on to a second activity that builds on the first one. You now get to create your own set of dominos, but based on the “core value” terms from the 2006 statement adopted by the NEA Representative Assembly.”

NOTES:

- Write these 6 terms on a flip chart: Equal Opportunity, A Just Society, Democracy, Professionalism, Partnership, Collective Action.
- If you want to add to this list of terms with other ones that you think will enhance the exercise, or provide enough terms to make the group work high quality with the number of people you have in the room, feel free.

SAY: “First, let’s start by defining values. What do you think of when I say the word?”

NOTE: people sometimes confuse values with practices. For example, someone might say that collective bargaining is a union value, but it’s not. It’s a practice. The values that underpin the

practice are a commitment to the greatest good for the greatest number, respect for experience as reflected in seniority rights, the importance of the voice of the educational practitioner in shared governance, etc.

SAY: “In small groups, you are going to create definitions for one of these values terms as it relates to the mission of the NEA, and write them into on the left-hand side of this large domino (hold up an example). But, like the dominos you just worked with, the definition you create will not be for the term on the right-hand side of the domino. After you have all done your definition work, as a group we will assemble this set of dominos together up on the wall.”

NOTE: Start by putting people in working groups. These can be the same pairs or groups that worked on the previous dominos exercise, or you can form new groups. If you want one group per term, and are only using the six provided, have people count off by sixes.

Once people are in their groups, give each a large-sized domino that has a term on the right-hand side and a blank space for a definition on the left. Then, assign each group the term they are going to create a definition for by pointing to the terms on the flip chart sheet as you assign them. **Make sure people understand that a different team is working on the definition of the term already printed on their domino.** They are not defining that term. They are defining the term you assign to them from the flip chart sheet.

TEAM WORK (8 minutes)

- Give the groups up to 10 minutes to create a definition for their term and to write it, as large as possible, on to the blank side of their domino.

LARGE GROUP ASSEMBLY WORK (8 minutes)

SAY: “Now you’re going to assemble your dominos and see what each group thought the definition of their term was. We’ll start with having one group come and tape their domino on to the wall. (Allow for a volunteer.) Now, look at the definition on this domino. Who thinks they have the term that matches it?”

Note: Keep doing this until all of the dominos have been put up on the wall, connecting definitions with terms. The dominos should all link up with one another. Expect that discussion about definitions will begin after each domino is posted. If you have time and think these are productive, encourage them. If not, ask people to please wait until all the dominos are posted, then ask for comments.

DEBRIEF AND CLOSE (7 minutes)

Note: The debrief can often run over time. Make sure you have a time keeper. This person can signal that a speaker needs to wrap it up through visual or auditory signal, or

by holding up signs.

HAND OUT the 2006 NEA Rep Assembly document (Appendix C).

- Ask people to take a moment and look at the differences between the definitions they created on the dominos, and the definitions on the hand out.
- Facilitate discussion about where significant differences or similarities exist.

SAY: “These terms are important. They represent the basic values of our union. Assuming we all mean the same thing when we use them can lead to mis-understanding, just like in the first domino exercise. So, as leaders or activists in your union, what do you take away from this exercise and the expectation that values language will mean different things to different people? What challenges does that present for our organization? What will you need to do differently than you do now to use this language as a tool to talk to your fellow educators and build our union?”

Best Practices and Recommendations for Facilitating Challenging Trainings

Facilitating training sessions on social justice topics, and especially those concerning diversity, equity, and inclusion, can be mentally and emotionally taxing for the facilitator and the participants.

Facilitating requires more than time in the classroom. Thoughtful and thorough preparation is essential, as is de-brief and decompression afterwards. Being unprepared will put you and your learning objectives at risk. Having some strategies at hand for when people are emotionally “triggered” is strongly advised. These and other best practices can ensure that you arrive in the educational space, and orchestrate the development of the educational community, in the best possible way.

Through intentional practice, you will find methods for holistic preparation and decompression that work best for you and feel healthy. Following the recommendations below can help you to grow as a facilitator who can sustain the learning space for the duration of the training, and do these kinds of trainings throughout your career. This list of best practices can serve as a checklist when you initially begin your facilitator journey.

Before the Training

- **Know your audience.** Anticipate and research the historical and current practices and news about the group you will be working with. You may want to send out a pre-training survey to the group. This will help you assess the level of understanding and salient questions about the training topic.
- **Prepare thoroughly** including learning objectives, a timed-out teaching plan, interactive exercises, accessible materials, etc.
- **Don't train alone** if you can avoid it. This is especially true for less experienced facilitators. We all learn from unexpected road blocks, but make sure you have support from a co-facilitator who can share the weight of the training. Design your division of labor to give each other breaks.
- **Build facilitation teams in light of the topic(s).** Particularly if you are training on racial justice, make sure the facilitation team includes people of color. Similarly, if you are training around gender justice issues, having a male and female facilitator working together is a good way to go. This can also be true for generational differences.
- **Pay attention to language justice.** If you are expecting to train in a multi-lingual environment, make sure that you have the needed interpreters and equipment.
- **Consider triggering.** Make sure that you spend some time preparing yourself mentally and emotionally for managing not only curriculum implementation, but also the thoughts and feelings of your participants.
- **Study models** for methods of communication and conflict resolution. Use the ones that work best for your training and communication style. Get input from others about how they manage conflict in trainings. Disagreement is not a bad thing, but should be managed so that the time spent on it is productive for everyone sharing the experience.
- **Create a routine** that helps you feel good going in to and coming out of the training.

During the Training

- **Establish ground rules** (or group agreements) at the beginning. Ideally, these would be generated by the group itself but have a list of the things that are important to you in mind as well. Make sure people understand that this is a serious endeavor and that part of your role as facilitator is to call out infringements of the behavioral norms and expectations the group has established. Their purpose is to ensure that the space remains as safe as possible. That doesn't mean everyone will feel comfortable all of the time.
- **Be prepared to adjust the timing** in your teaching plan. You will know by "reading the room" when it is appropriate to spend more time on particular aspects of the training, but check in with the group for their consent to stay on the topic or to move on. You

have the option of coming back to a topic at the conclusion of your training, either in wrap-up, one-on-one follow-ups, or collectively if participants want to stay longer and if the space is available.

- **Keep the learning objectives in mind!** Interesting and unexpected divergences can have value, but don't let your plan get totally de-railed.
- **Manage triggering as it occurs.** Triggering may show up as anger or withdrawal, dominating the dialogue or being silenced, tears or defensive body language. If you believe someone is being triggered, don't ignore it. Use classroom conflict techniques to manage interactions. Sometimes taking a break and speaking to someone privately is appropriate. Make sure everyone understands that the impact of particular information or discussion isn't the same for everyone. Members of traditionally marginalized groups may have strong (and legitimate) reactions that should not be ignored. They also should not dominate the learning process for the entire group. This can be a tricky balance to achieve.
- **Provide evaluation opportunity** for participants.

After the Training

- **Do self-reflection** on your own personal evaluation, and de-brief with your co-facilitator as soon as possible after the class. Compare your self-evaluation to the feedback from participants' evaluations. The opinions of your participants are important, but so is your own critical self-evaluation. Experiences of triggering, or the reactions of others to triggering can also show up in evaluations.
- **Become a part of collectives** for trainers, educators, or facilitators on diversity, equity, and inclusions so that you have a place to process with peers who do what you do. This is useful for learning tips, best practices, other forms of curriculum, and group dynamics.

APPENDIX A

SOCIAL JUSTICE TERM GLOSSARY

1. **Movement Building:** The process of humanizing marginalized groups by using collective power to address and propose solutions to root causes of social problems through structural shifts in ways that promote socially just values across issues, campaigns, and sectors. [1]
2. **Equality:** Access or provision of equal opportunities, where individuals are seemingly protected from being discriminated against. [2][3]
3. **Equity:** The condition that would be achieved if one's marginalized identity no longer predicted how one fares through proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. [4] [5]
4. **Access:** The extent to which an institution, organization, practice, policy, public space, or facility is readily approachable and usable by marginalized populations. [6]

5. **Cultural Humility:** A lifelong process of self-reflection, self-critique and commitment to understanding and respecting marginalized points of view by engaging with others humbly, authentically and from a place of learning, when a part of one's own dominant identity makes it difficult to understand universal impacts. [2][7]
6. **Microaggression:** Everyday insults, indignities and demeaning messages sent to historically marginalized groups by members of a socially dominant group who are aware or unaware of the hidden messages being sent. [8]
7. **Racism:** Individual, cultural, institutional and systemic ways disproportionate and disadvantaging consequences are created for groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) due to the systemic advantage of groups historically or currently defined as white. [9]
8. **Colonization:** The dispossession and subjugation of a people through invasion of land, body, and/or knowledge base in ways that perpetuate institutional inequality and inequity. [10]
9. **Patriarchy:** An economic, political, cultural and social system of domination of women, non-binary, non-heterosexual, or transgender people in ways that privileges non-transgender men and is informed by white supremacy and capitalism. This continues the interlocking of systemic oppression. [11][12]
10. **Intersectionality:** An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems. [13][14]
11. **Diversity:** The presence of different races, ethnicities, genders, and sexualities, national origins, religions, disabilities, sexual orientations, socioeconomic statuses, education levels, marital statuses, languages, and physical appearances. [15][9]
12. **Inclusion:** Authentically developing inherent policies, cultures, and practices that integrate traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. [16]
13. **Heterosexism:** The presumption that everyone is, and should be, heterosexual and identify with the gender they were assigned at birth. This comes with social and systemic persecution of those who do not identify as heterosexual or with the gender binary of being male or female. [12]
14. **Racialized Xenophobia:** The fear and hatred of people who are perceived to be a racially marginalized person whose national origin differs from the place they are present within.

15. **White Supremacy:** A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege. [18]
16. **Community Organizing:** The process by which individuals in a given community come together to promote a common interest or cause. [20]
17. **Racism:** A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it. [19]
18. **Oppression:** Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination. [19]

SOURCES

[1] Roots: Building the Power of Communities of Color to Challenge Structural Racism. Akonadi Foundation, 2010. (Definition from the Movement Strategy Center.)

[2] Center for Social Policy

[3] Manza, J., & Sauder, M. (2009). Inequality and society: social science perspectives on social stratification. New York, NY: Norton.

[4] Center for Assessment and Policy Development

[5] Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.

[6] University of central Florida Social Justice Terminology

[7] Schaefer, R. T. (2008). Encyclopedia of race, ethnicity, and society. Los Angeles: SAGE

Publications. [8] North Seattle University: Diversity and Social Justice Terminology

[9] Racial Equity Tools Glossary

[10] Colonization and Racism. Film by Emma LaRocque,

PhD [11] Catalyst Project

[12] Act 4 Social Justice

[13] WPC Glossary from 14th Annual White Privilege Conference Handbook, White Privilege Conference, 2013.

[14] Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299.

[15] University of Washington, Tacoma: Diversity and Social Justice

Glossary [16] OpenSource Leadership Strategies, Some Working

Definitions

[17] Suffolk University, Center for Student Diversity and Inclusion

[18] Challenging White Supremacy Workshop, Sharon Martinas. Fourth Revision. 1995.

[19] University of Massachusetts, Office of Multicultural Affairs: Diversity and Social Justice, A Glossary of Working Definitions

[20] Bolder Advocacy: Terminology

Other resources that contributed to the sources above were informed by the National Conference for Community and Justice, Oregon State University, Arizona State University – Intergroup Relations Center, and The National Center for Transgender Equality.

APPENDIX B

DOMINOES

(print copies and cut out sets)

Movement Building

Access or provision of equal opportunities, where individuals are seemingly protected from being discriminated against. on of equal opportunities, where individuals are seemingly protected from being discriminated against.

Equality

The condition that would be achieved if one's marginalized identity no longer predicted how one fares through proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

Equity

The extent to which an institution, organization, practice, policy, public space, or facility is readily approachable and usable by marginalized populations.

Access

A lifelong process of self-reflection, self-critique and commitment to understanding and respecting marginalized points of view by engaging with others humbly, authentically and from a place of learning, when a part of one's own dominant identity makes it difficult to understand universal impacts.

Cultural Humility

Everyday insults, indignities and demeaning messages sent to historically marginalized groups by members of a socially dominant group who are aware or unaware of the hidden messages being sent

Microaggression

Individual, cultural, institutional and systemic ways disproportionate and disadvantaging consequences are created for groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) due to the systemic advantage of groups historically or currently defined as white.

Racism

The dispossession and subjugation of a people through invasion of land, body, and/or knowledge base in ways that perpetuate institutional inequality and inequity.

Colonization

An economic, political, cultural and social system of domination of women, non-binary, non-heterosexual, or transgender people in ways that privileges non-transgender men and is informed by white supremacy and capitalism. This continues the interlocking of systemic oppression.

Patriarchy

An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems.

Intersectionality

The presence of different races, ethnicities, genders, and sexualities, national origins, religions, disabilities, sexual orientations, socioeconomic statuses, education levels, marital statuses, languages, and physical appearances.

Diversity

Authentically developing inherent policies, cultures, and practices that integrate traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Inclusion

The presumption that everyone is, and should be, heterosexual and identify with the gender they were assigned at birth. This comes with social and systemic persecution of those who do not identify as heterosexual or with the gender binary of being male or female.

Heterosexism

The fear and hatred of people who are perceived to be a racially marginalized person whose national origin differs from the place they are present within.

Racialized Xenophobia

A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

**White
Supremacy**

The process by which individuals in a given community come together to promote a common interest or cause.

**Community
Organizing**

A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it.

Racism

Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.

APPENDIX C

2006 NEA Rep Assembly document

NEA's Vision, Mission, and Values

Adopted at the 2006 NEA Representative Assembly

The National Education Association

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

Our Vision

Our vision is a great public school for every student.

Our Mission

Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Our Core Values

These principles guide our work and define our mission:

Equal Opportunity. We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.

A Just Society. We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.

Democracy. We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.

Professionalism. We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.

Partnership. We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.

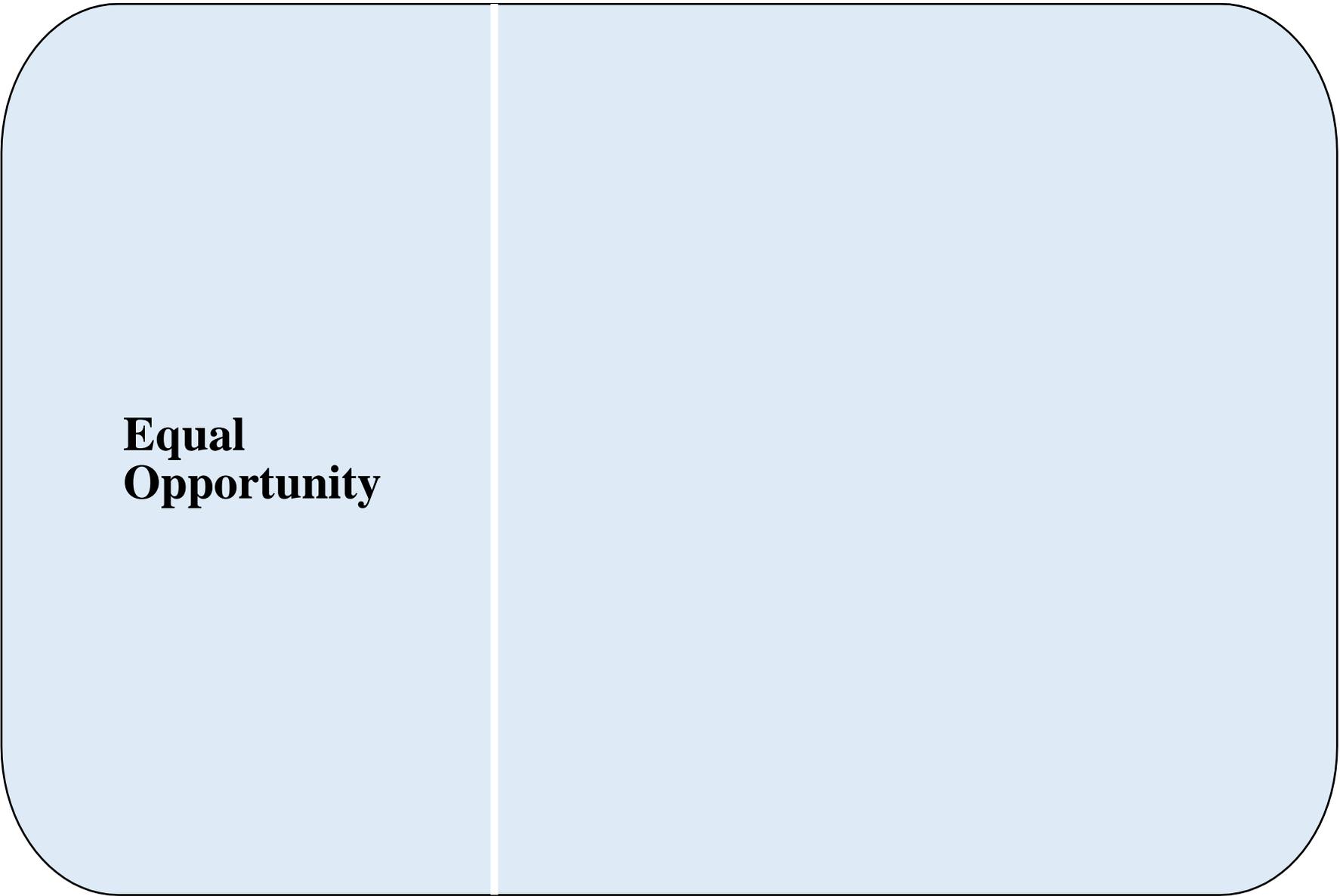
Collective Action. We believe individuals are strengthened when they work together for the

common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

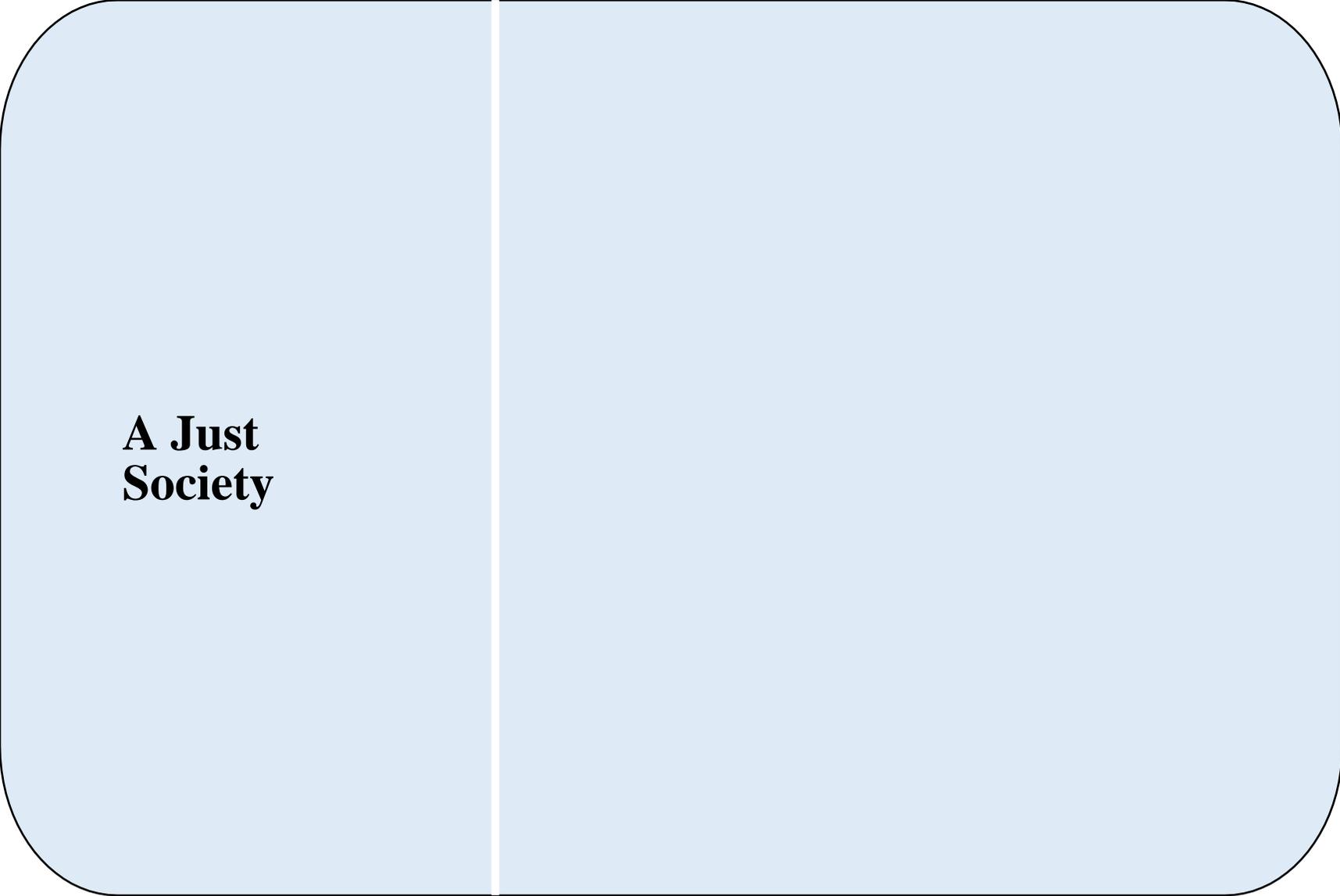
NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.

APPENDIX D

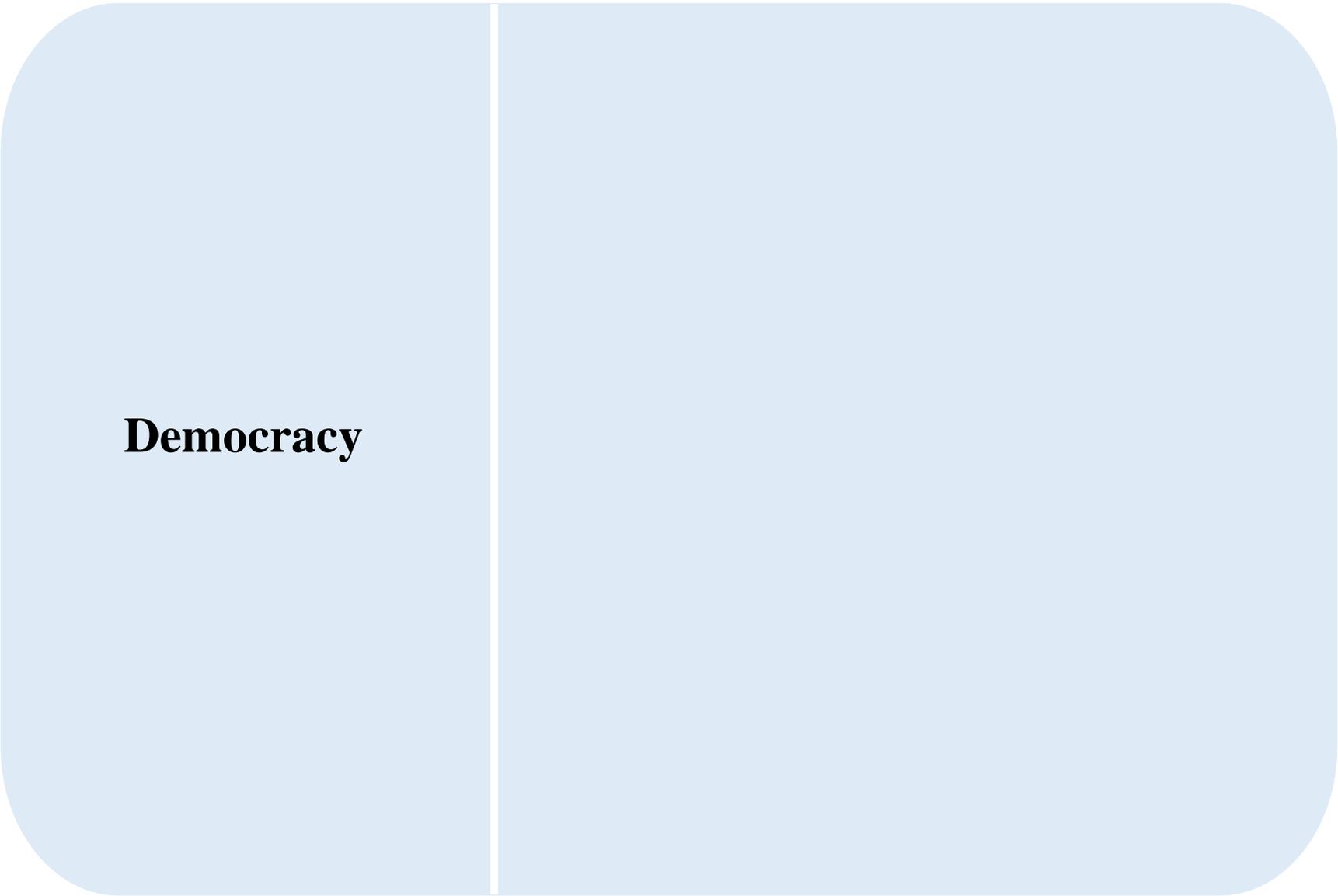
NEA VALUES DOMINOES (begins next page)



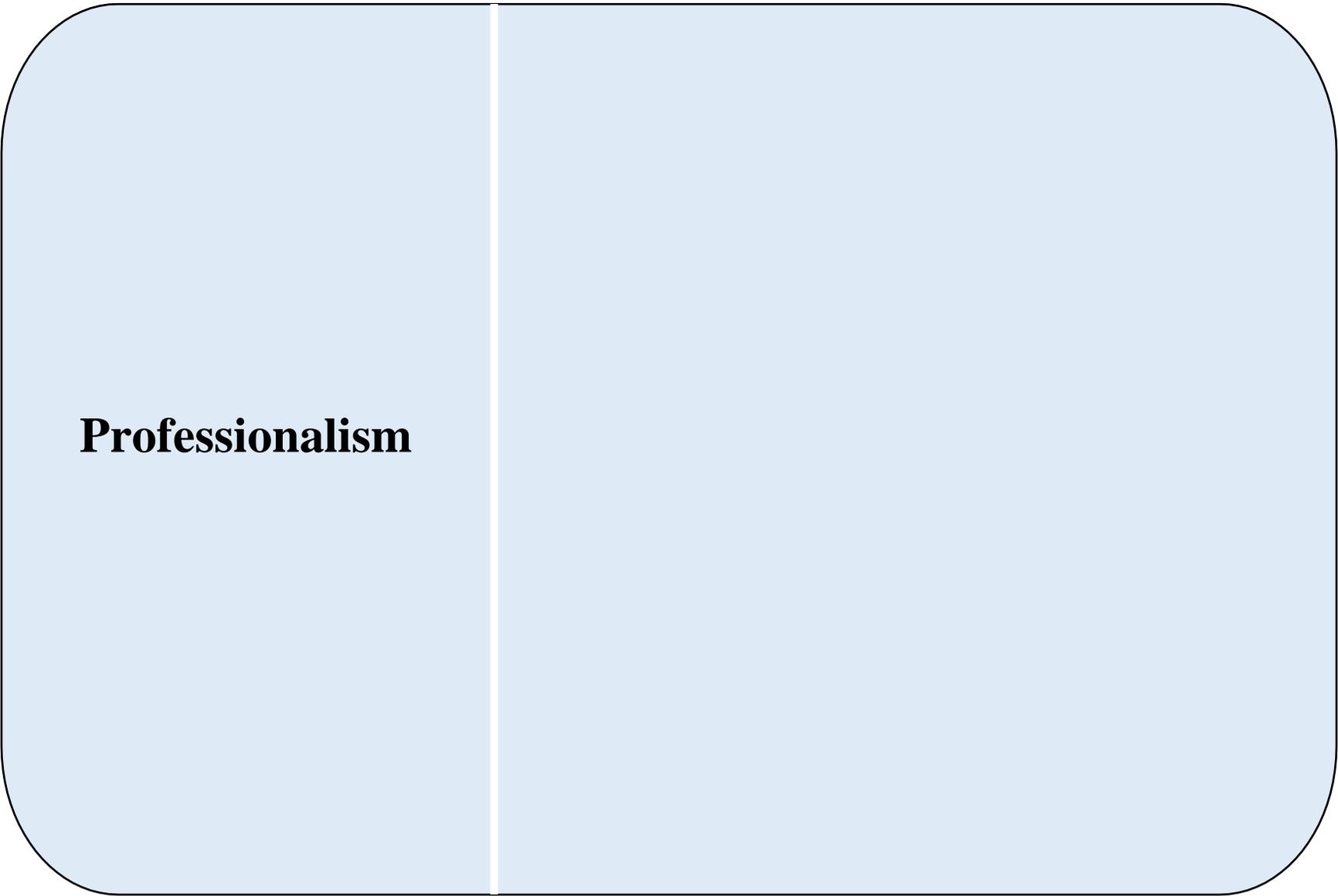
**Equal
Opportunity**



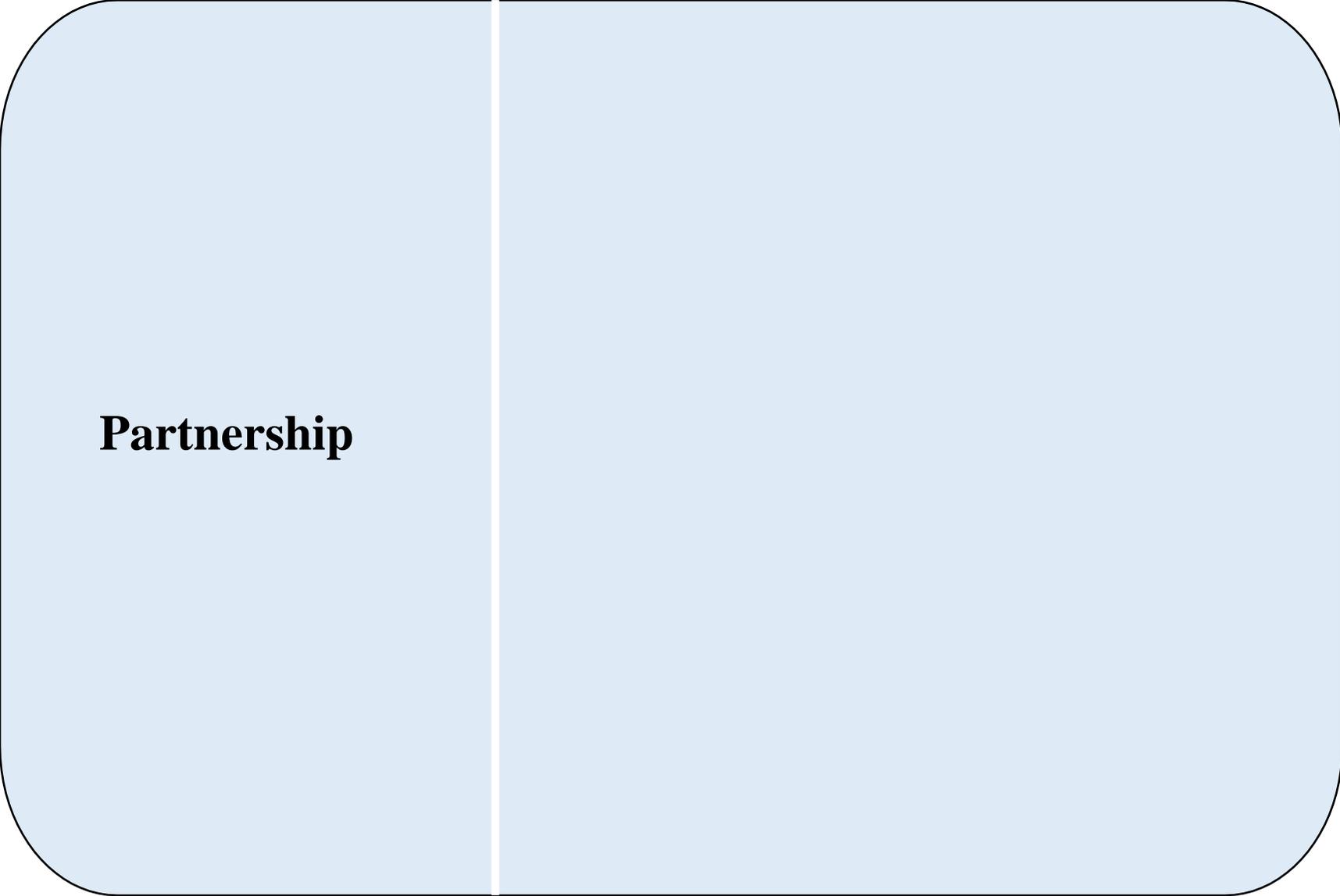
**A Just
Society**



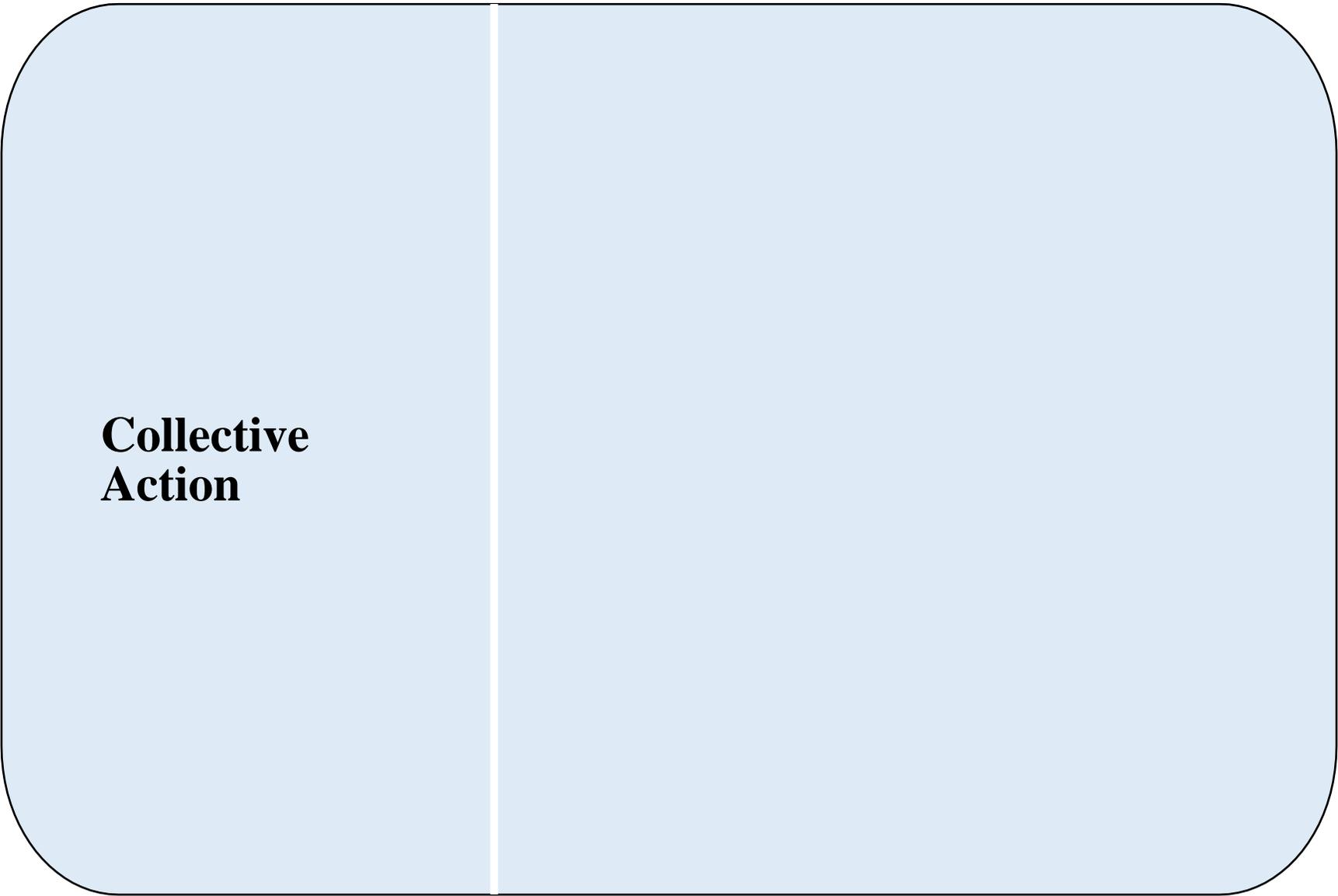
Democracy



Professionalism



Partnership



**Collective
Action**

Appendix B

SOCIAL JUSTICE TERM GLOSSARY:

1. **Movement Building:** The process of humanizing marginalized groups by using collective power to address and propose solutions to root causes of social problems through structural shifts in ways that promote socially just values across issues, campaigns, and sectors. [1]
2. **Equality:** Access or provision of equal opportunities, where individuals are seemingly protected from being discriminated against. [2][3]
3. **Equity:** The condition that would be achieved if one's marginalized identity no longer predicted how one fares through proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. [4] [5]
4. **Access:** The extent to which an institution, organization, practice, policy, public space, or facility is readily approachable and usable by marginalized populations. [6]
5. **Cultural Humility:** A lifelong process of self-reflection, self-critique and commitment to understanding and respecting marginalized points of view by engaging with others humbly, authentically and from a place of learning, when a part of one's own dominant identity makes it difficult to understand universal impacts. [2][7]
6. **Microaggression:** Everyday insults, indignities and demeaning messages sent to historically marginalized groups by members of a socially dominant group who are aware or unaware of the hidden messages being sent. [8]
7. **Racism:** Individual, cultural, institutional and systemic ways disproportionate and disadvantaging consequences are created for groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) due to the systemic advantage of groups historically or currently defined as white. [9]
8. **Colonization:** The dispossession and subjugation of a people through invasion of land, body, and/or knowledge base in ways that perpetuate institutional inequality and inequity. [10]
9. **Patriarchy:** An economic, political, cultural and social system of domination of women, non-binary, non-heterosexual, or transgender people in ways that privileges non-transgender men and is informed by white supremacy and capitalism. This continues the interlocking of systemic oppression. [11][12]

10. **Intersectionality:** An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems. [13][14]
11. **Diversity:** The presence of different races, ethnicities, genders, and sexualities, national origins, religions, disabilities, sexual orientations, socioeconomic statuses, education levels, marital statuses, languages, and physical appearances. [15][9]
12. **Inclusion:** Authentically developing inherent policies, cultures, and practices that integrate traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. [16]
13. **Heterosexism:** The presumption that everyone is, and should be, heterosexual and identify with the gender they were assigned at birth. This comes with social and systemic persecution of those who do not identify as heterosexual or with the gender binary of being male or female. [12]
14. **Racialized Xenophobia:** The fear and hatred of people who are perceived to be a racially marginalized person whose national origin differs from the place they are present within. [17] [10]
15. **White Supremacy:** A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege. [18]
16. **Community Organizing:** The process by which individuals in a given community come together to promote a common interest or cause. [20]
17. **XXX – is there something missing here? -ism:** A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it. [19]
18. **Oppression:** Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination. [19]

Sources:

[1] Roots: Building the Power of Communities of Color to Challenge Structural Racism. Akonadi

Foundation, 2010. (Definition from the Movement Strategy Center.)

[2] Center for Social Policy

[3] Manza, J., & Sauder, M. (2009). *Inequality and society: social science perspectives on social stratification*. New York, NY: Norton.

[4] Center for Assessment and Policy Development

[5] *Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report*, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.

[6] University of central Florida Social Justice Terminology

[7] Schaefer, R. T. (2008). *Encyclopedia of race, ethnicity, and society*. Los Angeles: SAGE Publications.

[8] North Seattle University: Diversity and Social Justice Terminology

[9] Racial Equity Tools Glossary

[10] *Colonization and Racism*. Film by Emma LaRocque, PhD

[11] Catalyst Project

[12] Act 4 Social Justice

[13] WPC Glossary from 14th Annual White Privilege Conference Handbook, White Privilege Conference, 2013.

[14] Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299.

[15] University of Washington, Tacoma: Diversity and Social Justice Glossary

[16] OpenSource Leadership Strategies, Some Working Definitions

[17] Suffolk University, Center for Student Diversity and Inclusion

[18] *Challenging White Supremacy Workshop*, Sharon Martin. Fourth Revision. 1995.

[19] University of Massachusetts, Office of Multicultural Affairs: Diversity and Social Justice, A Glossary of Working Definitions

[20] Bolder Advocacy: Terminology

Appendix C

Other resources that contributed to the sources above were informed by the National Conference for Community and Justice, Oregon State University, Arizona State University – Intergroup Relations Center, and The National Center for Transgender Equality.

Dominoes

Instructions: Print Copies and Cut out Sets.

Movement Building

Access or provision of equal opportunities, where individuals are seemingly protected from being discriminated against. on of equal opportunities, where individuals are seemingly protected from being discriminated against.

Equality

The condition that would be achieved if one's marginalized identity no longer predicted how one fares through proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

Equity

The extent to which an institution, organization, practice, policy, public space, or facility is readily approachable and usable by marginalized populations.

Access

A lifelong process of self-reflection, self-critique and commitment to understanding and respecting marginalized points of view by engaging with others humbly, authentically and from a place of learning, when a part of one's own dominant identity makes it difficult to understand universal impacts.

Cultural Humility

Everyday insults, indignities and demeaning messages sent to historically marginalized groups by members of a socially dominant group who are aware or unaware of the hidden messages being sent

Microaggression

Individual, cultural, institutional and systemic ways disproportionate and disadvantaging consequences are created for groups historically or currently defined as non-white (African, Asian, Hispanic, Native American, etc.) due to the systemic advantage of groups historically or currently defined as white.

Racism

The dispossession and subjugation of a people through invasion of land, body, and/or knowledge base in ways that perpetuate institutional inequality and inequity.

Colonization

An economic, political, cultural and social system of domination of women, non-binary, non-heterosexual, or transgender people in ways that privileges non-transgender men and is informed by white supremacy and capitalism. This continues the interlocking of systemic oppression.

Patriarchy

An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems.

Intersectionality

The presence of different races, ethnicities, genders, and sexualities, national origins, religions, disabilities, sexual orientations, socioeconomic statuses, education levels, marital statuses, languages, and physical appearances.

Diversity

Authentically developing inherent policies, cultures, and practices that integrate traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Inclusion

The presumption that everyone is, and should be, heterosexual and identify with the gender they were assigned at birth. This comes with social and systemic persecution of those who do not identify as heterosexual or with the gender binary of being male or female.

Heterosexism

The fear and hatred of people who are perceived to be a racially marginalized person whose national origin differs from the place they are present within.

Racialized Xenophobia

A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

**White
Supremacy**

The process by which individuals in a given community come together to promote a common interest or cause.

**Community
Organizing**

A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it.

-Ism

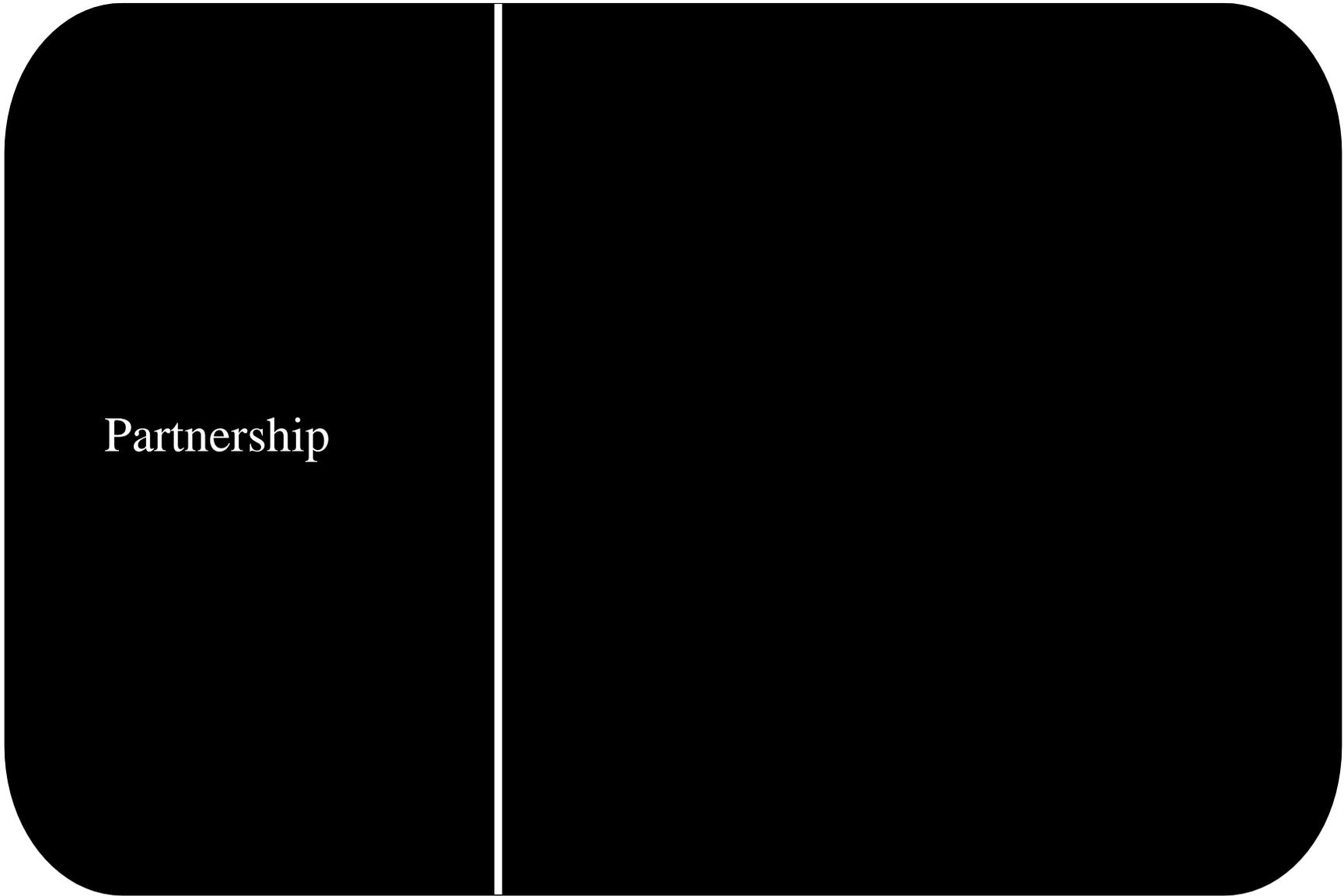
Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.

**Equal
Opportunity**

A Just
Society

Democracy

Professionalism



Partnership

Collective
Action

NEA's Vision, Mission, and Values

Adopted at the 2006 NEA Representative Assembly

The National Education Association

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

Our Vision

Our vision is a great public school for every student.

Our Mission

Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Our Core Values

These principles guide our work and define our mission:

Equal Opportunity. We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.

A Just Society. We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.

Democracy. We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.

Professionalism. We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.

Partnership. We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.

Collective Action. We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the

energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.

MODULE 3

Connecting Educator Values & Union Values



SUMMARY

This module offers participants the opportunity to understand both the history of the NEA, and contemporary anti-educator union narratives. In light of these historical and current struggles, participants will have the opportunity to articulate and connect educator values and union values. This connection will then be articulated in the powerful act of story telling.

Goals:

- To understand the values that underpin NEA
- To learn about the political narrative that is seeking to undermine their union.
- To describe the intersection of union values and educator values
- To use story telling as a counter-narrative tool

Materials:

- Flip Chart Paper
- Markers
- AV equipment for video
- Internet to download Prager U video

NEA Unionism Curriculum 2018

Curriculum to “*promote the attitudes, values, and goals of unionism, solidarity, justice, fairness, and the search for the common good.*”
Provided to the National Education Association by

Sarah Laslett & Bob Busset University of Oregon Labor Education & Research Center	Latashia Harris, tashiaharrisMA@gmail.com The Western States Center
--	--

AGENDA

EXERCISE	FORMAT	TIME
Group Introductions	Go-Around or Individual Conversations	5 minutes
We Are NEA - Unit Introduction	Presentation, Video showing, Discussion	10 minutes
Proudest Moments Exercise	Writing and Story Telling	30 minutes
Debrief and Close	Large Group	15 minutes
TOTAL TIME: 60 minutes		

G
R
O
U
P

INTRODUCTIONS (5 minutes)

NOTE: Do introductions as a go-round if you are working with a group small enough to accomplish this in 5 mins (suggested max of 10 people). If you are working with a group larger than this, have people turn to one or two people around them that they don't know and introduce themselves.

- Ask participants to give their names, their preferred pronouns (see the facilitator's guide for guidance on preferred pronouns), anything else about their identities they wish to share, and why they are at this training.

WE ARE NEA - UNIT INTRODUCTION (10 minutes)

SAY: "Our union or association is fundamentally a workers' organization. We bargain contracts that define and maintain standards for our wages & working conditions. Beyond this our unions spend money in the political arena to support public education and educators. We are also professionals. We are highly educated. We are required to get and maintain our licenses or other certification.

Sometimes it's not easy to see ourselves as the kinds of workers that unions traditionally have been for. We're not manual laborers. We don't work for big corporations or small private employers. We are tightly connected to the students and families that we serve as public employees. In this sense, it can feel like our jobs are more about social service than social justice.

SAY: "It's important to remember that NEA grew out of a history of struggle that connected educators, students, families, communities, and politics in a way that paid explicit attention to both racial and gender justice (or injustice). Let me read to you just a few sentences from the opening of the history section on the NEA website:

In 1857, one hundred educators answered a national call to unite as one voice in the cause of public education. At the time, learning to read and write was a luxury for most children—and a crime for many Black children. One hundred and fifty years later, public education and the profession of teaching are transformed. What was once a privilege for a fortunate few is now an essential right for every American child, regardless of family income or place of residence.

Since its beginning, the National Education Association has been ahead of its time, from welcoming Black members four years before the Civil War and electing a woman as president a full decade before Congress granted women the right to vote.

ASK: “Does this surprise you?
(Pause to discuss)

“If you want to learn more about NEA’s history, there is a 4-part series on the website (Write address on board/flip chart). <http://www.nea.org/home/1704.htm>

ASK: “So if NEA has already won the battle to make education the right of every child, why do we still need to engage in that struggle today?”

FLIP CHART: use to note people’s thoughts

“It’s no accident that we are still having to wage these struggles after all this time. There are multiple forces out there that are determined to pit our unions against our students, and who want to claim that educator unionism is fundamentally contradictory to quality public education. Let’s watch this short video – it’s a perfect example.”

SHOW: Prager U video:

https://drive.google.com/file/d/12xUkCZWg3N3XbgGz_poup9x60xFI3zYG/view

SAY: “Did that get you steamed? It’s a really disturbing image of who we are and what our unions are about, and it’s a narrative that has gained tremendous strength in recent years.

In order for us to combat this narrative, we have to become experts at telling a different story – a counter-narrative. We have to be able to say what our values are as educators, what our values are as unionists, and how the two can combine as a powerful voice not only for our own economic interests, but in the interests of our students and their communities as well. We have to continue arguing for social justice as a way to protect the institution of public education.”

PROUDEST MOMENT EXERCISE: CRAFTING NARRATIVES ABOUT OUR VALUES AND EXPERIENCES (30 minutes total)

UNIT INTRODUCTION (5 minutes)

SAY: “The exercise that I’m going to ask you to do now is about our values – our values as educators, and our values as unionists. The objective here is to help bring to the surface the connection between the two, and to help you as **(insert appropriate local name)** members to be able to articulate these connections. In this process, you will gain some skill and self-confidence in telling a story that can counter the destructive narrative of the PragerU video.”

Note: Those who have gone through module 2 will have had this discussion already.

SAY: “First, let’s start by defining values. What do you think of when I say the word?”

Notes:

- Those who have gone through module 2 will already have had this discussion.
- People sometimes confuse values with practices. For example, someone might say that collective bargaining is a union value, but it’s not. It’s a practice. The values that underpin the practice are a commitment to the greatest good for the greatest number, respect for experience as reflected in seniority rights, the importance of the voice of the educational practitioner in shared governance, etc.

REFLECTION WRITING (10 MINUTES)

NOTE: Put the following questions on a flip chart sheet in advance

SAY: You will now have about 15 minutes to think and write about the questions on this flip chart sheet (**review the questions**). Answering them will prepare you to tell your story about how educator values and union values are connected.

- a. What has been one of your proudest moments as an educator?
- b. What has been one of your proudest moment as a union members or leader?
- c. What common themes do these moments have? (Examples: inspiring someone else; helping someone discover their potential and/or find their voice; promoting critical thinking or citizenship, etc.
- d. What values underpin the common themes in your stories?

STORY TELLING (15 MINUTES)

SAY: “Now that you’ve had some time to reflect on your proudest moments and the values they reflect, you are going to practice telling your story. Remember, the point here is to

create a counter-narrative to the PragerU video, or other anti-educator union narratives. Use the notes you took to help you tell your story.

This process may make you feel vulnerable or shy. That's OK. It's not uncommon for the experiences that shape us most deeply also make us uncomfortable. So take your time and encourage your partner to speak freely. This should be a safe space.

Each person will have about 5 minutes to tell your story, and then another couple of minutes to talk about it. You can give each other feedback on what you heard, ask questions, or help each other to surface the values aspect of your stories.

I will let you know when it's time to switch to the other person's story.

Find a partner and get started!"

DEBRIEF AND CLOSE (15 minutes)

- 1) What did you hear in each other's stories? (**Pause** for discussion. Given time, you may ask some people to volunteer to tell their stories again to the whole group).
- 2) How could you imagine using your story as a tool to get other educators energized around union activity?
- 3) How could you imagine using your story as a counter-narrative to the kind of story told in the Prager U video?

Best Practices and Recommendations for Facilitating Challenging Trainings

Facilitating training sessions on social justice topics, and especially those concerning diversity, equity, and inclusion, can be mentally and emotionally taxing for the facilitator and the participants.

Facilitating requires more than time in the classroom. Thoughtful and thorough preparation is essential, as is de-brief and decompression afterwards. Being unprepared will put you and your learning objectives at risk. Having some strategies at hand for when people are emotionally “triggered” is strongly advised. These and other best practices can ensure that you arrive in the educational space, and orchestrate the development of the educational community, in the best possible way.

Through intentional practice, you will find methods for holistic preparation and decompression that work best for you and feel healthy. Following the recommendations below can help you to grow as a facilitator who can sustain the learning space for the duration of the training, and do these kinds of trainings throughout your career. This list of best practices can serve as a checklist when you initially begin your facilitator journey.

Before the Training

- **Know your audience.** Anticipate and research the historical and current practices and news about the group you will be working with. You may want to send out a pre-training survey to the group. This will help you assess the level of understanding and salient questions about the training topic.
- **Prepare thoroughly** including learning objectives, a timed-out teaching plan, interactive exercises, accessible materials, etc.
- **Don't train alone** if you can avoid it. This is especially true for less experienced facilitators. We all learn from unexpected road blocks, but make sure you have support from a co-facilitator who can share the weight of the training. Design your division of labor to give each other breaks.
- **Build facilitation teams in light of the topic(s).** Particularly if you are training on racial justice, make sure the facilitation team includes people of color. Similarly, if you are training around gender justice issues, having a male and female facilitator working together is a good way to go. This can also be true for generational differences.
- **Pay attention to language justice.** If you are expecting to train in a multi-lingual environment, make sure that you have the needed interpreters and equipment.
- **Consider triggering.** Make sure that you spend some time preparing yourself mentally and emotionally for managing not only curriculum implementation, but also the thoughts and feelings of your participants.
- **Study models** for methods of communication and conflict resolution. Use the ones that work best for your training and communication style. Get input from others about how they manage conflict in trainings. Disagreement is not a bad thing, but should be managed so that the time spent on it is productive for everyone sharing the experience.
- **Create a routine** that helps you feel good going in to and coming out of the training.

During the Training

- **Establish ground rules** (or group agreements) at the beginning. Ideally, these would be generated by the group itself but have a list of the things that are important to you in mind as well. Make sure people understand that this is a serious endeavor and that part of your role as facilitator is to call out infringements of the behavioral norms and expectations the group has established. Their purpose is to ensure that the space remains as safe as possible. That doesn't mean everyone will feel comfortable all of the time.
- **Be prepared to adjust the timing** in your teaching plan. You will know by "reading the room" when it is appropriate to spend more time on particular aspects of the training,

but check in with the group for their consent to stay on the topic or to move on. You have the option of coming back to a topic at the conclusion of your training, either in wrap-up, one-on-one follow-ups, or collectively if participants want to stay longer and if the space is available.

- **Keep the learning objectives in mind!** Interesting and unexpected divergences can have value, but don't let your plan get totally de-railed.
- **Manage triggering as it occurs.** Triggering may show up as anger or withdrawal, dominating the dialogue or being silenced, tears or defensive body language. If you believe someone is being triggered, don't ignore it. Use classroom conflict techniques to manage interactions. Sometimes taking a break and speaking to someone privately is appropriate. Make sure everyone understands that the impact of particular information or discussion isn't the same for everyone. Members of traditionally marginalized groups may have strong (and legitimate) reactions that should not be ignored. They also should not dominate the learning process for the entire group. This can be a tricky balance to achieve.
- **Provide evaluation opportunity** for participants.

After the Training

- **Do self-reflection** on your own personal evaluation, and de-brief with your co-facilitator as soon as possible after the class. Compare your self-evaluation to the feedback from participants' evaluations. The opinions of your participants are important, but so is your own critical self-evaluation. Experiences of triggering, or the reactions of others to triggering can also show up in evaluations.
- **Become a part of collectives** for trainers, educators, or facilitators on diversity, equity, and inclusions so that you have a place to process with peers who do what you do. This is useful for learning tips, best practices, other forms of curriculum, and group dynamics.

MODULE 4

Bargaining for the Common Good

NEA Unionism Curriculum 2018

Curriculum to “promote the attitudes, values, and goals of unionism, solidarity, justice, fairness, and the search for the common good.”

Provided to the National Education Association by

Sarah Laslett & Bob Bussel

University of Oregon

Labor Education & Research Center

Latashia Harris,

tashiaharrisMA@gmail.com

The Western States Center

SUMMARY

This module exposes participants to the progressive, movement-building practice of expanding unionism beyond the boundaries of the bargaining unit or the contract through Bargaining for the Common Good.

Goals:

- To understand the parameters of collective bargaining
- To identify and assess non-bargaining unit groups that share common interests with members of the bargaining unit
- To discuss bringing diverse proposals to the bargaining table
- To strategize about partnerships through planned actions, events, and campaigns

Materials:

- Flip Chart Paper
- Markers
- Seattle article copies
- City of LA in Crisis
<https://tinyurl.com/LAinCrisisVid>
- 3 copies of STRATEGIZING questions
- Next steps handout (developed locally)

AGENDA

EXERCISE	FORMAT	TIME
Group Introductions	Go-Around or Individual Conversations	5 minutes
Bargaining For The Common Good	Presentation, Video Viewing and Large Group Discussion	20 minutes
Applying the Strategy	Small Groups and Large Group Discussion	30 minutes
Debrief and Close	Large Group	5 minutes
TOTAL TIME: 60 minutes		

GROUP INTRODUCTIONS (5 minutes)

NOTE: Do introductions as a go-round if you are working with a group small enough to accomplish this in 5 mins (suggested max of 10 people). If you are working with a group larger than this, have people turn to one or two people around them that they don't know and introduce themselves.

- Ask participants to give their names, their preferred pronouns (see the facilitator's guide for guidance on preferred pronouns), anything else about their identities they wish to share, and why they are at this training.

BARGAINING FOR THE COMMON GOOD (20 MINUTES)

UNIT INTRODUCTION

SAY: "Among public servants, no group has been more demonized than educators. Educators, our unions, and our collective bargaining agreements are blamed for everything from breaking the budgets of cities, counties and states, to undermining the morality of young people."

Ask why? What's the motivation behind this concerted anti-educator union campaign?
(Pause and brainstorm)

SAY: "One answer is privatization. The private sector sees K-12 education as a lucrative market that they are excluded from (they have already made plenty of inroads into profit-

making opportunities in higher education). Charter school initiatives or voucher systems are the front line in the push to gain access to the education “market” in K-12.

Another answer is that public servants are, in fact, perfectly poised to become champions for better public services. You already know that our union doesn’t just negotiate for our wages and benefits at the bargaining table, we put a lot of money into politics at every level to try and increase funding for education, decrease class sizes, make sure that special needs kids are getting the services they deserve, etc.

This directly contradicts the private sector argument that educators and their unions are ‘just in it for themselves.’ Of course, then they turn around and complain about how public-sector unions are ‘playing politics.’

Bargaining for the Common Good is a way to bring the kind of broader political action that we fund in city councils, school boards, etc right into our negotiations. Here’s a basic definition of BFTCG:”

NOTE: Write this on a flip chart sheet in advance

Bargaining for the Common Good brings together unions and community organizations around common interests and issues effecting the daily lives of working families. This strategy seeks to align those interests around concrete goals for change and go on the offense, especially in challenging the financial sector. This practice will lead to bringing aligned interests to the bargaining table and our bargaining out into the community.

SAY: “Broad national planning among public sector unions for this kind of strategy began in 2014 and has generated an organization you can go to for more information. Their website address is <http://www.bargainingforthecommongood.org/> (**Write** this on the flip chart sheet)

By using our negotiations as a forum to address broader needs for our students, their families, and their communities, we are ‘bargaining for the common good.’ So how does this work?

First, a simple example – the Seattle teacher’s strike of 2015. They went on strike for recess! (**Appendix A: Pass out** article to read later) This is an example of a win-win fight. Kids needed recess – teachers needed kids who could pay attention because they had a chance to run around – parents needed kids who has a positive experience at school, including recess, etc, etc.

In this case, the demand also had a racial and class justice aspect to it because it was the poorer schools, where more kids of color attended, that were particularly trying to plug

budget holes with mistaken policies like cutting recess. It will often be the case that bargaining for the common good issues will have aspects of racial or gender justice, or be about the needs of immigrant kids, or special needs kids.

The Seattle teachers' strike went beyond the normal wages & working conditions demands of regular bargaining, and even outside the legal parameters of traditional bargaining. Let's spend a moment defining what traditional collective bargaining covers.

If in a collective bargaining state **SAY:**

In collective bargaining there are 3 kinds of subjects – mandatory, permissive, and illegal. Only things directly related to the wages & working conditions of workers in the bargaining unit are mandatory, and these can vary by state. Do you know our state's bargaining restrictions?

Some subjects can be negotiated if both sides agree – these are permissive.

Then there are a limited number of subjects that are illegal to negotiate into a collective bargaining agreement – we're not going to worry about those right now.

So do you think that recess is either a mandatory or permissions subject of bargaining?

If *not* in a collective bargaining state **SAY:**

We are not given a statutory right to bargain, but does that prevent us from working with our administration, school board, principal or superintendent for our goals, especially when they are important to student success?

The idea of "Bargaining for the Common Good" can still apply to apply to our own labor management processes. Even without statutory bargaining rights, what might be call a parallel process? (**Pause** to discuss: e.g. Meet and Confer for the Common Good, Organizing the School Board for the Common Good, Labor/Management Committees for the Common Good).

SAY: "The bottom line is that relying on a legal argument or mandate for why something should be brought to the bargaining table isn't going to put us in the strongest position. It wasn't what the Seattle teachers did. They insisted that the recess demand be part of their negotiations, and part of their strike, because it was the right thing to do, and it worked!

Once we broaden our notion of the purpose of collective bargaining and start looking around for issues that can serve the common good, we start to see lots of potential allies and the opportunity to build real partnerships.

Before asking you to do some work on this concept yourself, I want to offer you another example.

This brief video about a campaign in Los Angeles that is a bit more complicated than the Seattle teacher's demand for recess. This has to do with wastewater collection workers in L.A. This part of the city of L.A. budget has seen severe cuts in recent years, with critical impacts on communities. Although the video doesn't say this explicitly, the context for this campaign was yet another round of bargaining when the city wanted to slash the wastewater workforce. Here's how the community responded. As you watch this video, keep these three questions in mind:"

(Write these on a flipchart):

1. Who are the allies that are working together in this campaign? What common interest do they share?
2. What pot of money did they identify as providing the resources needed to "fix L.A.?" Who is currently benefitting from that financial arrangement?
3. What happens to the stereotype of these public workers, the wastewater workers, as greedy burdens on the public coffers when the campaign provides an alternative analysis of the financial situation?

SHOW VIDEO

LARGE GROUP DISCUSSION of the three questions

APPLYING THE STRATEGY (30 minutes total)

NOTE: Have the three discussion questions written on separate sheets of paper in advance.

SAY: "Now that you have a taste for what bargaining for the common good can be, I'd like you to break in to three groups to discuss these three questions:"

- **Create** 3 groups (count off)
 - **Hand-out** one question to each group
 - **Ask** them to designate a reporter
1. Who are the potential allies your union could develop relationships with if you wanted to build towards a bargaining for the common good strategy? What might some of the challenges be in forming those alliances?
 2. What are some of the issues that you see in your current work environment that potential allies outside of your bargaining unit might care about? How would you tell

the story of these issues to build solidarity and highlight how bargaining can focus energy and attention on the issue, both within your union, and in the broader community?

3. What changes, if any, would need to be made within your union to be prepared to take advantage of a bargaining for the common good strategy? What might some of the barriers be to making those changes?

GROUP WORK (15 minutes)

REPORT-BACKS & DISCUSSION (15 minutes)

- Starting with the group with question 1, have each group read out their question and describe the discussion that they had.
- If each report-back takes a couple of minutes, you should have an additional 2-3 minutes per group for the larger group to ask questions and make observations

DEBRIEF AND CLOSE (5 minutes)

SAY: "I hope that this training got you excited about broad, community-engaged unionism. These are not easy campaigns to define, plan for, or pull off, and it's a pretty new area for union development generally. But if you want to put some energy into this kind of work, here are a couple of opportunities for you:"

Hand out a flyer with information about a few union-based committees or other structures, or community-based groups that people could get involved with. Plan for follow-up.

APPENDIX A

The surprising things Seattle teachers won for students by striking

By [Valerie Strauss](#) September 25, 2015 *The Washington Post*



Striking Seattle School District teachers and other educators walk a picket line Sept. 10 near Franklin High School in Seattle. (Ted S. Warren/AP)

Seattle teachers went on strike for a week this month with a list of goals for a new contract. By the time the strike officially ended this week, teachers had won some of the usual stuff of contract negotiations — for example, the first cost-of-living raises in six years — but also less standard objectives.

For one thing, teachers demanded, and won, guaranteed daily recess for all elementary school students — 30 minutes each day. In an era when recess for many students has become limited or non-existent despite the known benefits of physical activity, this is a big deal, and something parents had sought.

What's more, the union and school officials agreed to create committees at 30 schools to look at equity issues, including disciplinary measures that disproportionately affect minorities. Several days after the end of the strike, the Seattle School Board voted for a one-year ban on out-of-school suspensions of elementary students who commit specific nonviolent offenses, and called for a plan that could eliminate all elementary school suspensions.

Other wins for students in Seattle's nearly 100 traditional public schools include:

Teachers won an end to the use of student standardized test scores to evaluate them — and now, teachers will be included in decisions on the amount of standardized testing for students. This evaluation practice has been slammed by assessment experts as invalid and unreliable, and has led to the narrowing of curriculum, with emphasis on the two subjects for which there are

standardized tests, math and English Language arts.

Special education teachers will have fewer students to work with at a time. In addition, there will be caseload limits for other specialists, including psychologists and occupational therapists.

Seattle teachers had said they were not only fighting for pay raises but to make the system better for students. It sounds like they did.

Best Practices and Recommendations for Facilitating Challenging Trainings

Facilitating training sessions on social justice topics, and especially those concerning diversity, equity, and inclusion, can be mentally and emotionally taxing for the facilitator and the participants.

Facilitating requires more than time in the classroom. Thoughtful and thorough preparation is essential, as is de-brief and decompression afterwards. Being unprepared will put you and your

learning objectives at risk. Having some strategies at hand for when people are emotionally “triggered” is strongly advised. These and other best practices can ensure that you arrive in the educational space, and orchestrate the development of the educational community, in the best possible way.

Through intentional practice, you will find methods for holistic preparation and decompression that work best for you and feel healthy. Following the recommendations below can help you to grow as a facilitator who can sustain the learning space for the duration of the training, and do these kinds of trainings throughout your career. This list of best practices can serve as a checklist when you initially begin your facilitator journey.

Before the Training

- **Know your audience.** Anticipate and research the historical and current practices and news about the group you will be working with. You may want to send out a pre-training survey to the group. This will help you assess the level of understanding and salient questions about the training topic.
- **Prepare thoroughly** including learning objectives, a timed-out teaching plan, interactive exercises, accessible materials, etc.
- **Don’t train alone** if you can avoid it. This is especially true for less experienced facilitators. We all learn from unexpected road blocks, but make sure you have support from a co-facilitator who can share the weight of the training. Design your division of labor to give each other breaks.
- **Build facilitation teams in light of the topic(s).** Particularly if you are training on racial justice, make sure the facilitation team includes people of color. Similarly, if you are training around gender justice issues, having a male and female facilitator working together is a good way to go. This can also be true for generational differences.
- **Pay attention to language justice.** If you are expecting to train in a multi-lingual environment, make sure that you have the needed interpreters and equipment.
- **Consider triggering.** Make sure that you spend some time preparing yourself mentally and emotionally for managing not only curriculum implementation, but also the thoughts and feelings of your participants.
- **Study models** for methods of communication and conflict resolution. Use the ones that work best for your training and communication style. Get input from others about how they manage conflict in trainings. Disagreement is not a bad thing, but should be managed so that the time spent on it is productive for everyone sharing the experience.
- **Create a routine** that helps you feel good going in to and coming out of the training.

During the Training

- **Establish ground rules** (or group agreements) at the beginning. Ideally, these would be generated by the group itself but have a list of the things that are important to you in mind as well. Make sure people understand that this is a serious endeavor and that part of your role as facilitator is to call out infringements of the behavioral norms and expectations the group has established. Their purpose is to ensure that the space remains as safe as possible. That doesn't mean everyone will feel comfortable all of the time.
- **Be prepared to adjust the timing** in your teaching plan. You will know by "reading the room" when it is appropriate to spend more time on particular aspects of the training, but check in with the group for their consent to stay on the topic or to move on. You have the option of coming back to a topic at the conclusion of your training, either in wrap-up, one-on-one follow-ups, or collectively if participants want to stay longer and if the space is available.
- **Keep the learning objectives in mind!** Interesting and unexpected divergences can have value, but don't let your plan get totally de-railed.
- **Manage triggering as it occurs.** Triggering may show up as anger or withdrawal, dominating the dialogue or being silenced, tears or defensive body language. If you believe someone is being triggered, don't ignore it. Use classroom conflict techniques to manage interactions. Sometimes taking a break and speaking to someone privately is appropriate. Make sure everyone understands that the impact of particular information or discussion isn't the same for everyone. Members of traditionally marginalized groups may have strong (and legitimate) reactions that should not be ignored. They also should not dominate the learning process for the entire group. This can be a tricky balance to achieve.
- **Provide evaluation opportunity** for participants.

After the Training

- **Do self-reflection** on your own personal evaluation, and de-brief with your co-facilitator as soon as possible after the class. Compare your self-evaluation to the feedback from participants' evaluations. The opinions of your participants are important, but so is your own critical self-evaluation. Experiences of triggering, or the reactions of others to triggering can also show up in evaluations.
- **Become a part of collectives** for trainers, educators, or facilitators on diversity, equity, and inclusions so that you have a place to process with peers who do what you do. This is useful for learning tips, best practices, other forms of curriculum, and group dynamics.

The surprising things Seattle teachers won for students by striking

By [Valerie Strauss](#) September 25, 2015 *The Washington Post*



Striking Seattle School District teachers and other educators walk a picket line Sept. 10 near Franklin High School in Seattle. (Ted S. Warren/AP)

Seattle teachers went on strike for a week this month with a list of goals for a new contract. By the time the strike officially ended this week, teachers had won some of the usual stuff of contract negotiations — for example, the first cost-of-living raises in six years — but also less standard objectives.

For one thing, teachers demanded, and won, guaranteed daily recess for all elementary school students — 30 minutes each day. In an era when recess for many students has become limited or non-existent despite the known benefits of physical activity, this is a big deal, and something parents had sought.

What's more, the union and school officials agreed to create committees at 30 schools to look at equity issues, including disciplinary measures that disproportionately affect minorities. Several days after the end of the strike, the Seattle School Board voted for a one-year ban on out-of-school suspensions of elementary students who commit specific nonviolent offenses, and called for a plan that could eliminate all elementary school suspensions.

Other wins for students in Seattle's nearly 100 traditional public schools include:

Teachers won an end to the use of student standardized test scores to evaluate them — and now, teachers will be included in decisions on the amount of standardized testing for students. This evaluation practice has been slammed by assessment experts as invalid and unreliable, and has led to the narrowing of curriculum, with emphasis on the two subjects for which there are standardized tests, math and English Language arts.

Special education teachers will have fewer students to work with at a time. In addition, there will be caseload limits for other specialists, including psychologists and occupational therapists.

Seattle teachers had said they were not only fighting for pay raises but to make the system better for students. It sounds like they did.