



Professional Supports Resource Guide

This resource guide is for affiliates to use to identify, implement, and deliver professional supports based on their affiliate's data from the New Educator Card. This resource identifies NEA and affiliate resources by categories, such as classroom management; lesson planning; working with mentors or coaches; working with families; working with administrators and colleagues; social and racial justice; students in poverty; funding, policy, and advocacy; salary, benefits, and finances; and rights, responsibilities, and working conditions.

Find resources on:

- [Classroom management](#)
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- [Working with mentors or coaches](#)
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- [Social and racial justice](#)
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Classroom Management	<ul style="list-style-type: none"> • Relationships with students • Creating a welcoming and safe classroom community • Managing stress 	<ul style="list-style-type: none"> • Physical layout of the classroom • Setting expectations, routines, and rules • Setting up the classroom 	<ul style="list-style-type: none"> • Social-emotional learning • Using/adopting restorative practices
NEA Resources	Description	Delivery Method	Contact/Link
NEA National Board Jump Start Program	Jump Start focuses on the skills, knowledge, dispositions, and strategies they need to achieve National Board Certification. Jump Start is specifically for educators who have registered with the National Board for Professional Teaching Standards and have selected their certificate area. The program, member-designed and led, demystifies the certification process in a supportive, constructive, and collegial environment.	Face-to-face	educatorsupports@nea.org
NEA IDEA Resource Cadre	This is an Association convened, educator-led professional learning opportunity that provides supports for all members to ensure student success.	Face-to-face	Melissa Mayville, Senior Policy Analyst, NEA (mmayville@nea.org)
I Can Do it – Classroom Management	This blended learning course is designed for all members, to assist with creating an educational environment that fosters learning and help student become critical thinker and productive citizens. Various modules will examine how to create routines, build communication, look at trauma, dealing with challenging students, and innovative ways to engage students.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members, to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what is bullying, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Classroom Management: Classroom Expectations and Routines	This module is designed to help participants create and implement successful classroom expectations and routines to promote an environment that is conducive to learning. Participants will learn to establish and reinforce routines and behavioral norms to collaborate with learners to create positive classroom experiences.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Taking a Stand: Creating a Safe School for LGBTQ Students	This module is designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (LGBTQ). This program teaches school personnel how to create a safe climate for students and staff.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login

CARE (Culture, Ability, Resilience, Effort): Opportunities and Challenges in Public Education	This module will introduce the C.A.R.E. themes through an equity and civil rights lens. It will also demonstrate how these themes address equity and mitigate the achievement gaps.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Culture, Language, and Equity	This module offers principles and strategies that address the issues of culture, language, and equity.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Unrecognized and Underdeveloped Abilities	In this module, participants will learn ways to help a diverse array of students meet high standards by analyzing and questioning long standing assumptions about student ability.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Classroom Management	This micro-credential stack is designed to help classroom educators develop skills to successfully build a community of learners. Educators will have an opportunity to explore classroom organization and routines, as well as discover new ways to support students who have behavioral challenges due to trauma or other circumstances.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Know Your Students	Teachers know about the students they instruct in order to respond to individual student learning differences and provide every student with a high quality educational setting.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Restorative Practices	Restorative Practice is a set of practices and values that holistically prevents and repairs harm, builds community, and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school you should do these micro-credentials sequentially, as the skills do build on each-other.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP educatorsupports@nea.org

Creating Bully-Free Environments within Structured Settings	Educator successfully create safe, bully-free environments within structured settings.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=BF educatorsupports@nea.org
Creating Safe Spaces Inclusive of Lesbian, Gay, Bisexual, Transgender, and Questioning/Queer Students	Educator creates a safe space for LGBTQ youth in their school(s).	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Classroom Management for Creative Learning	Educator creates a kinesthetic, cooperative, and culturally responsive classroom to maintain an engaging learning environment.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI educatorsupports@nea.org
Using ELL Strategies in the Classroom	Educator demonstrates understanding of how to implement research-based ELL strategies to support ELL learning and achievement within a standards-based curriculum framework.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Self-Care for Educators	Corinna Owlsey, an 8th grade history and science teacher from Springfield, Illinois, shares her tips for practicing self care as an educator and why it's important to start early in your career.	SchoolMe podcast	https://www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Using Humor in the Classroom	Dan Jordan, an elementary school teacher from Seattle, discusses how to incorporate humor in the classroom and use as a relationship builder and learning tool.	SchoolMe podcast	https://www.nea.org/professional-excellence/student-engagement/school-me-podcasts
How Restorative Practices Work for Students and Educators	This article explores Dora Moore's schoolwide enthusiasm and experience with restorative practices has made it one of three model schools in Denver.	Online resource	http://neatoday.org/2019/06/13/how-restorative-practices-work-for-students-and-educators/
To Prevent Bullying of Students with Autism, Training is Key	Bullying is no longer accepted as a "kids will be kids" rite of passage and educators are dedicated to stopping it in all its forms, especially when the target is a student with a disability like autism. But the battle against bullying continues.	Online article	http://neatoday.org/2019/11/25/bullying-of-students-with-autism/

Micro-credential Professional Learning Community – PLC Facilitation Guide	<p>This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.</p>	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org
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Lesson Planning	<ul style="list-style-type: none"> • Trauma-informed pedagogy • Technology integration • Working with English Language Learners • Culturally responsive teaching 	<ul style="list-style-type: none"> • Working with students with special needs • Differentiation of learning • Cultural competence 	<ul style="list-style-type: none"> • Working with restorative practices • High-impact teaching strategies
NEA Resources	Description	Delivery Method	Contact/Link
NEA National Board Jump Start Program	<p>Jump Start focuses on the skills, knowledge, dispositions, and strategies they need to achieve National Board Certification. Jump Start is specifically for educators who have registered with the National Board for Professional Teaching Standards and have selected their certificate area.</p>	Face-to-face	educatorsupports@nea.org

	The program, member-designed and led, demystifies the certification process in a supportive, constructive, and collegial environment.		
Bully and Sexual Harassment Prevention	Designed for all members, to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what is bullying, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Culturally Relevant Pedagogy	This course will approach culturally relevant pedagogy as a way of teaching that draws on the cultural knowledge, backgrounds, and experiences of students to make the learning more meaningful, appropriate, and supportive of student achievement.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Second Language Acquisition and Instructional Strategies for ELLs	Participants will identify the stages of second language acquisition (SLA). They will understand the SLA Process: and how it impacts the learning Process. They will learn SLA's role in instruction and how to select appropriate instructional strategies beneficial for English learners.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Advocating for English Language Learners	Participants completing this course should be able to define advocacy and the need for advocacy in relation to ELLs, be aware of key strategies in advocating for ELLs, understand the rights of ELLs and their families, and collaborate effectively with other educators, along with ELLs and their families and communities.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Assessing English Language Learners	This course will support educators through the intentional design, creation, and evaluation of assessment tools for classroom use so that results best reflect content knowledge, as well as language ability of ELLs.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Standards Based Instruction	The course focuses on the need for educators to not only be educators of content, but of academic language as well. Participants will understand the need to support English Language Learners' (ELLs') access to challenging content within a standards-based framework and practice	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login

and Lesson Development for English Language Learners	strategies for supporting both ELL’s access to content and simultaneous English language development.		
Blended Learning: Teacher Leadership Foundational Competencies	This module is based on the eight Foundational Teacher Leadership Competencies. During this course you will identify your strengths and weaknesses with a lens on Diversity, Equity, and Cultural Competence in leadership. You’ll participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Competences - Instructional Teacher Competencies	This module is based on the eight Instructional Teacher Leadership Competencies. During the course participants will identify their strengths and weaknesses with a lens on Instruction –and participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Developing a LGBTQ Inclusive Curriculum	Designed for K-12 instructors, this action-oriented workshop examines various approaches to design and integrate lessons and activities that raise awareness of bias and empower students to advocate for change, especially around LGBTQ-related bias.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Classroom Practice	This micro-credential stack is aligned with the InTASC Core Teaching Standards and designed to support ongoing teacher effectiveness to ensure students reach college and career ready standards. The micro-credentials in this stack fall under these four categories: The Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_I educatorsupports@nea.org
Exceptional Learner	This micro-credential stack is meant to help all educators support exceptional students in their classroom. The focus of this stack is collaboration with stakeholders, understanding federal policies and providing support to students with exceptional needs.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/exceptional-learner/ educatorsupports@nea.org
Restorative Practices	Restorative Practice is a set of practices and values that holistically prevents and repairs harm, builds community, and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP educatorsupports@nea.org

	school you should do these micro-credentials sequentially, as the skills do build on each-other.		
Supporting English Language Learners	This micro-credential stack is designed to help educators understand the complexities of teaching students who are learning English as a second language. The stack covers multiple topics that will help educators understand language acquisition theories and apply this knowledge to design effective assessment and instruction. Educators will also have an opportunity to explore ways to advocate for English language learners and their families.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Instructional Practice (InTasc)	Educators will learn classroom strategies and skills that support classroom practice in four areas: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. This micro-credential stack aligns with the InTasc Core Teaching Standards and supports ongoing teacher effectiveness to ensure students reach college and career ready standards.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/instructional-practice-intasc/ educatorsupports@nea.org
Technology Integration	You will learn how to leverage digital tools and to support your students using critical thinking, communication and collaboration skills. This micro-credential stack of Micro-credentials is based off of the new ISTE Standards for Educators. The ISTE standards were created to support educators in preparing students for their futures. These micro-credentials focus on critical thinking and knowledge students need to thrive in a global and digital world.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TI educatorsupports@nea.org
Technology Integration 101	Educator integrates digital tools effectively into their classroom lessons.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Evaluating Digital Sources	Educator supports students in evaluating digital sources to develop students' critical thinking skills.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_U educatorsupports@nea.org
Cyberbullying/Cyber Safety	Educator recognizes cyberbullying and teaches students how to stay safe online.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=BF educatorsupports@nea.org

Developing LGBTQ Anti-Bias Curriculum	Educator uses anti-bias curriculum resources that are inclusive of LGBTQ issues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Utilizing Proper Terminology to Talk About LGBTQ Topics	Educator expands their instructional understanding of LGBTQ terminology.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Knowing Your Content & How to Teach It to Students	Educator possesses a firm command of their subject area(s), understands factual information as well as major themes, and has the pedagogical insight to communicate their subject knowledge and impact student learning.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Fostering a Growth Mindset	Educator explores growth mindset with students to support student understanding of various modes of learning to understand new concepts and acquire new knowledge and skills.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_L educatorsupports@nea.org
Trauma-Informed Pedagogy	Educator demonstrates an understanding of how trauma can affect student behaviors and responses within the school context and promotes students' abilities to self-monitor and maintain positive engagement in all aspects of learning and interactions.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=CM educatorsupports@nea.org
Culturally Responsive Art Instruction	Educator honors the presence of student diversity by incorporating culturally responsive arts instruction and/or integration.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI educatorsupports@nea.org
Better Lesson Master Teacher Content Lessons	Better Lesson Instructional Strategies provide ready-to-use resources and step-by-step guidance to help education professionals grow in their practice.	Online resource	https://betterlesson.com/browse/master_teachers/projects
Trauma Toolkit	Tools to support the learning and development of students experiencing childhood and adolescent trauma.	Online resource	https://neadjustice.org/wp-content/uploads/2019/09/trauma_toolkit.pdf

Lesson Planning	Annette Romano, a veteran educator with 31 years of experience from New York, shares tips for lesson planning for new and early career educators.	SchoolMe podcast	https://www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Micro-credential Professional Learning Community – PLC Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

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Working with Mentors	<ul style="list-style-type: none"> • Social-emotional learning for educators • How to find mentors-both formal and informal • Assistance with lesson planning 	<ul style="list-style-type: none"> • Assistance with curriculum/content • Teacher leadership
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or Coaches			
NEA Resources	Description	Delivery Method	Contact/Link
NEA Early Career Learning Labs	The NEA Early Career Learning Labs are a professional learning program meant to support early career educators around problems of practice.	Blended learning	http://bit.ly/ECLL2020Resources educatorsupports@nea.org
Cooperating Teacher 101	The intent of this blended learning course is to bring understanding of education through the perspectives of institutional, collegiate, school district, classroom and individual levels to assist in forming collaborative and supportive mentoring between the classroom teacher and student teacher/ teacher candidate.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Cooperating Teacher 201	This blended learning course will support Cooperating Teachers while they have student Teacher Candidates working in their classrooms. It will provide activities for Cooperating Teachers to practice communication skills, mentoring and coaching skills. Cooperating Teachers and Teacher Candidates will explore a variety of topics together that will help Teacher Candidates become effective teachers.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Foundational Competencies	This module is based on the eight Foundational Teacher Leadership Competencies. During this course you will identify your strengths and weaknesses with a lens on Diversity, Equity, and Cultural Competence in leadership. You'll participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Overarching Teacher Leadership Competencies	This module is based on the eight Overarching Teacher Leadership Competencies. During this course you will identify your strengths and weaknesses in leadership while participating in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Competencies - Instructional Teacher Competencies	This module is based on the eight Instructional Teacher Leadership Competencies. During the course participants will identify their strengths and weaknesses with a lens on Instruction –and participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login

CGPS The Teacher Leadership Institute	The Teacher Leadership Institute (TLI) is a comprehensive effort to recruit, prepare, activate, and support the next generation of teachers to lead a transformed teaching profession. Increasingly, teachers are seeking new opportunities to advance their careers and the profession by taking on new leadership roles. Teachers will play more consequential roles in shaping the policies and practices that govern teaching and learning.	Blended learning	https://www.teacherleadershipinstitute.org/
NEA National Board Jump Start Program	Jump Start focuses on the skills, knowledge, dispositions, and strategies they need to achieve National Board Certification. Jump Start is specifically for educators who have registered with the National Board for Professional Teaching Standards and have selected their certificate area. The program, member-designed and led, demystifies the certification process in a supportive, constructive, and collegial environment.	Face-to-face	educatorsupports@nea.org
CGPS Great Teaching and Learning Report	A guide to helping educators achieve and sustain new norms of excellence at every phase of their career. This report provides recommendations, supports, and actions to support Accomplished Teachers and Teacher Leaders.	Online resource	https://cgps.nea.org/greatteaching/ educatorsupports@nea.org
Teacher Leadership: Overarching Competencies	This micro-credential stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The Overarching and the Diversity, Equity and Cultural competence micro-credentials focus on competencies that all teacher leaders need to have. The Association Pathway micro-credentials focus on skills needed to be engaged in association leadership and the Policy Pathway micro-credentials focus on skills need to advocate for education equity and funding at the local state and federal levels. The Instructional pathways focus on teacher leadership for classroom practice.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_O educatorsupports@nea.org
Assessment Literacy	This micro-credential stack can be used by coaches to support classroom assessment to propel meaningful teaching and learning. Quality classroom assessment practices renew a focus on day-to-day, minute-by-minute learning that improves student outcomes. Through formative assessment practices, students know where they are in their learning, where they need to go and how to get there. Teachers have information they need to inform their next instructional steps. And families have more useful information to know how their student is doing in school.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AL educatorsupports@nea.org

Technology for Instructional Coaches	Instructional Coaching is linked to successful classroom practice. As we move into the 21st Century and the world becomes flatter it is important for instructional coaches to develop the skills needed to mentor, coach and teach in virtual environments. This micro-credential stack will help coaches hone their skills for working online in both synchronous and asynchronous online environments. This stack is tool agnostic and focuses on skills rather than technology.	Micro-credential/online	https://cgps.nea.org/micro-credentials/stacks/technology-for-instructional-coaches/ educatorsupports@nea.org
Cooperating Teacher	This micro-credential stack is designed to help cooperating teachers develop the necessary skills to successfully support student teachers or early-career educators. This stack will help educators hone communication skills and develop strategies for working with adult learners. Educators will learn about observations and effective ways to provide feedback to a student teacher. Educators also will explore ways to build positive professional relationships and manage difficult conversations.	Micro-credential/online	https://cgps.nea.org/micro-credentials/stacks/cooperating-teacher/ educatorsupports@nea.org
Purposeful Collaboration	Educator leads or facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_D educatorsupports@nea.org
Coaching and Mentoring	Educator deepens understanding and application of coaching techniques.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_I educatorsupports@nea.org
Thinking Systematically About Your Practice	Educator expands their repertoire and deepens their pedagogical content knowledge to remain inventive and welcoming to new findings that extend their professional learning.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Collaboration Between Colleagues	Educator collaborates with others to expand their content knowledge to keep up with changes in the discipline, make academic language accessible to students, and develop learners' abilities to independently engage in and evaluate their work.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_U educatorsupports@nea.org

Using Standards to Plan for ELL Students	Educator applies knowledge of their state and the national English Language Learner Standards in lesson plans and instructional practice.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Identifying Leaders through One-on-Ones	Leader engages in identifying leaders by building relationships and conducting one-on-ones.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg educatorsupports@nea.org
Reflective Practice to Improve Personal Effectiveness in the Classroom	Educator reflects on their practice to improve personal effectiveness in the classroom.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Bridging the Generation Gap	Lindy Hiatt-Hecox, a retired elementary school specialist with 33 years of experience, shares her insights from mentoring early educators and how every generation of educators can learn from one another.	SchoolMe podcast	https://www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Mentors	LaShone Allen, a 19-year classroom veteran from Charlotte, North Carolina, shares her experiences and how she found the best mentors to help her in her career.	SchoolMe podcast	https://www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Finding Your Family of Fellow Educators	This educator explores how she created a community of educators to support her as a new educator.	Online resource	http://neatoday.org/new-educators/finding-your-tribe-of-fellow-educators/
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Contract language	Contract language can codify a strong mentoring/induction program.	Online resource	Collectivebargaining@nea.org

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Working with Families		<ul style="list-style-type: none"> • Learning more about my students' community • Communicating with families • Working with restorative practices 	
NEA Resources	Description	Delivery Method	Contact/Link
Working with English Language Learners: Culturally Relevant Pedagogy	This course will approach culturally relevant pedagogy as a way of teaching that draws on the cultural knowledge, backgrounds, and experiences of students to make the learning more meaningful, appropriate, and supportive of student achievement.	Blended Learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members, to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat	Blended Learning	educatorsupports@nea.org https://learn.nea.org/topclass/login

	bullying by understanding what is bullying, interventions, building staff capacity, and advocating.		
Restorative Practices	Restorative Practice is a set of practices and values that holistically prevents and repairs harm, builds community, and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school you should do these micro-credentials sequentially, as the skills do build on each-other.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP educatorsupports@nea.org
IEP Implementation-Communication and Collaboration	Educator, as a member of the Individual Education Program (IEP) implementation team, uses communication and collaboration strategies to increase the supports for student attainment of established goals.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=EL educatorsupports@nea.org
Teachers are Members of Learning Communities	Educator works collaboratively with colleagues, families, and the community to support students and their learning.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Linking Families and Communities to Schools for Student Success	Educator demonstrates an understanding of the important role that families and communities play in students' academic and social success.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_L educatorsupports@nea.org
Community Awareness, Engagement and Advocacy	Educator deepens involvement in community issues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_I educatorsupports@nea.org
Purposeful Collaboration	Educator leads or facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_D educatorsupports@nea.org

Building a Meaningful Partnership	The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg educatorsupports@nea.org
Partnerships and Community Engagement to Integrate Art	Educator builds partnerships that bring local artists into the learning environment and/or takes students out into the community to share their artistic expression.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI educatorsupports@nea.org
Communicating with Stakeholders	Educator delivers an effective message to learners, families, and colleagues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Advocating for LGBTQ- Inclusive Policy	Educator effectively consults LGBTQ students and family members about what their needs are and then advocates for LGBTQ-inclusive policies to support these needs.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Engaging Beyond the Parent-Teacher Conference	Create more effective partnerships that deepening trust with your student's families. We shared tips and examples of how to better maintain relationships and prevent problems before they start. We also shared some strategies to help build relationships that focus on student learning.	SchoolMe webinar	http://neatoday.org/schoolme-webinar/newandeceweinars/
Nailing Your First Parent-Teacher Conference	Learn tips on how to conduct parent-teacher conferences that will communicate student academic progress as well as strengthen relationships with parents and guardians. Learn from our panel of professional practice experts, and find out what you should be focusing on before, during, and after your parent-teacher conferences.	SchoolMe webinar	http://neatoday.org/schoolme-webinar/training-nailing-first-parent-teacher-conference/
Handling the Tough Parent Meetings	Robert Rodriguez, a 15-year educator and now special education teacher from San Bernadino, CA, talks best approaches and strategies when it comes to having difficult meetings with parents.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts

Building Relationships at All Levels	Shari Collins, a semi-retired training specialist from Omaha, NE, with 33 years of educational experience, discusses building relationships throughout both the classroom and the community.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Best Practices for Connecting with Students	Rebecca Gamboa, a fifth grade teacher with 22 years of experience from Illinois, discusses the best practices for connecting with disadvantaged students and how to get those students involved in the classroom along with their families.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Parent Meetings	Michele Johnson, currently a middle school principal in Prince George’s County MD, shares tips for parent meetings, adding insight as both a classroom teacher and administrator.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Parent, Family, Community Involvement in Education	Parents, families, educators and communities—there’s no better partnership to assure that all students pre-K- to high school—have the support and resources they need to succeed in school and in life. This is an article published by NEA about research-based strategies for promoting involvement.	Online policy brief/resource	http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators	A guide for educators seeking to foster healthy relationships and promote positive discipline in schools.	Online resource	http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
10 Ideas for Engaging Parents	An article that explains 10 ways that teachers can engage parents in the classroom and school community.	Online resource	http://www.nea.org/tools/56945.htm
How Restorative Practices Work for Students and Educators	This article explores Dora Moore’s schoolwide enthusiasm and experience with restorative practices has made it one of three model schools in Denver.	Online resource	http://neatoday.org/2019/06/13/how-restorative-practices-work-for-students-and-educators/
Family engagement	Engaging parents and families in the education of their child is critical to their academic success. NEA has developed a family and community engagement kit (essentially, a meeting in a box) to help you and your local education association kick start a meeting on building ties between	Online resource	http://myschoolmyvoice.nea.org/parents-and-community/

	families and educators. The kit answers the basic question: how do I get started. Among other helpful resources in the kit is a guide for families that you can share that walks families through the federal law so they understand what is expected of them and what is required of the school.		
Micro-credential Professional Learning Community – PLC Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

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Working with Administrators & Colleagues		<ul style="list-style-type: none"> • Working with school administration • Educator evaluation • Working with Restorative Practices • Creating a safe and welcoming school environment 	
NEA Resources	Description	Delivery Method	Contact/Link

LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members, to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what is bullying, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Taking a Stand: Creating a Safe School for LGBTQ Students	This module is designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (LGBTQ). This program teaches school personnel how to create a safe climate for students and staff.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Restorative Practices	Restorative Practice is a set of practices and values that holistically prevents and repairs harm, builds community, and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school you should do these micro-credentials sequentially, as the skills do build on each-other.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP educatorsupports@nea.org
Education Support Professionals: Professional Growth Continuum Micro-credentials	Education Support Professionals can pursue recognition of their expertise in the eight areas of the PGC universal standards of professionalism, by completing an NEA and Digital Promise sponsored micro-credential.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/education-support-professionals-professional-growth-continuum/ educatorsupports@nea.org
Teacher Leadership: Diversity Equity and Cultural Competence Pathway	This micro-credential stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The Overarching and the Diversity, Equity and Cultural competence micro-credentials focus on competencies that all teacher leaders need to have. The Association Pathway micro-credentials focus on skills needed to be engaged in association leadership and the Policy Pathway micro-credentials focus on skills need to advocate for education equity and	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_D educatorsupports@nea.org

	funding at the local state and federal levels. The Instructional pathways focus on teacher leadership for classroom practice.		
Teachers are Members of Learning Communities	Educator works collaboratively with colleagues, families, and the community to support students and their learning.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Instructional Practice (InTasc)	Educators will learn classroom strategies and skills that support classroom practice in four areas: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. This micro-credential stack aligns with the InTasc Core Teaching Standards and supports ongoing teacher effectiveness to ensure students reach college and career ready standards.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/instructional-practice-intasc/ educatorsupports@nea.org
Building Winning Teams: Effective Paraeducator-Teacher Teams Micro-credentials	Members can pursue recognition of their expertise in the components of effective paraeducator-teacher teams by completing an NEA and Digital Promise sponsored micro-credential.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/643/ educatorsupports@nea.org
Collaborator (Technology Integration)	Educator dedicates time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TI educatorsupports@nea.org
Communicating with Stakeholders	Educator delivers an effective message to learners, families, and colleagues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Collaboration Between Colleagues	Educator collaborates with others to expand their content knowledge to keep up with changes in the discipline, make academic language accessible to students, and develop learners' abilities to independently engage in and evaluate their work.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_U educatorsupports@nea.org
Learning Community and Workplace Culture	Educator deepens their understanding around improvements around community and workplace culture.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_A

			educatorsupports@nea.org
Dynamic Duos: Cultivating a Successful Teacher-Paraeducator Relationship	Tricia Lucie & Whitney Barber share school year preparation tips from the perspectives of a classroom teacher and a paraeducator. This dynamic duo exemplifies a supportive and successful teacher-paraeducator relationship.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Navigating Your Career in a Testing Environment	Candace Gautney, a high school testing coordinator in Tallahassee, FL, and a 15 year educational professional, talks about gauging student progress and ways new educators can reach out to their coordinators for support within instruction and testing environments.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
ESP and Teachers Working Together	Carol Peak, an education support professional from Ventura, CA, talks about the critical role ESP play as part of the education team and how both early career and new ESP can find their voice.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Working With Administrators in Your School	Mitzie Higa, currently a curriculum coordinator and new teacher mentor with 17 years of classroom experience, shares her insights about working with the administrators in your school and making sure they have your back.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Standing with ESPs	Karl Goeke & John Scanlan, members of NEA's ESP Career Committee, discuss the key values of partnership and collaboration between teachers, ESPs, and the school community, and how they collectively contribute to everyone's success.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Paraeducator Perspective	Rochelle Greenwell, a 3rd grade math paraeducator in Kent, WA with 8 years of experience, talks about the foundation for a good relationship between teachers and paraeducators.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
What Should You Know About Your Formal Observation Process	Listen to this webinar to hear our professional practice experts give insight and tips on preparing for your first observation, demonstrating student learning, and strengthening your teaching practice!	SchoolMe webinar	http://neatoday.org/schoolme-webinar/formal-observation/
Navigating Your Career in a Testing Environment	Candace Gautney, a high school testing coordinator in Tallahassee, FL, and a 15 year educational professional, talks about gauging student progress and ways new educators can reach out to their coordinators for support within instruction and testing environments.	SchoolMe podcast	www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Micro-credential Professional	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-

Learning Community – PLC Facilitation Guide	strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.		Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org
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Social and Racial Justice	<ul style="list-style-type: none"> • Appropriate resources for English Language Learners • Closing ethnic and gender equity gaps 	<ul style="list-style-type: none"> • Students with disabilities • Address the school-to-prison pipeline and disparities in discipline 	
NEA Resources	Description	Delivery Method	Contact/Link
Diversity Training Modules: Our Diverse Community: Living, Working, and Learning Together	NEA views the diversity that exists among our members, staff, students, and communities as a great asset for public education and works to maximize this asset through the diversity professional learning.	Face-to-face	https://www.nea.org/professional-excellence/professional-learning/resources/diversity
Module One: Understanding Diversity	Take part in an interactive process that helps you better understand the language and imagery of diversity in light of America’s changing demographics and the importance of diversity	Face-to-face	https://www.nea.org/professional-excellence/professional-

	in light of America’s changing demographics and the importance of diversity to NEA’s history and philosophy. Explore the primary and secondary dimensions of diversity, the attitudes they can spawn, and the infinite ways people are different.		learning/resources/understanding-diversity
Module Two: Developing Cultural Identity	Our values, beliefs, and self-concept, most of which are developed at a very early age, affect the way we think, behave, and make assumptions about people who are different from us. Take part in interactive exercises that reveal the nature of the socialization process and examine models that show how we learn about our own culture and the culture of others. Learn how the absence of information—the silent teacher—can contribute to assumptions, even bigotry, about the status and basic rights of people who are different.	Face-to-face	https://www.nea.org/professional-excellence/professional-learning/resources/developing-cultural-identity
Module Three: Reacting to Differences	The treatment we extend to members of “other” groups is rooted in perceptions, values, and beliefs about them. Participants will view and discuss a video designed to trigger critical thinking about prejudice, power, and entitlement—all of which lead to the emergence of privileged and oppressed groups. Participants will engage in deeper exploration of their own experiences as members of “insider” groups who enjoy privileges and as members of “outsider” groups who systematically experience disadvantages. At the end of the session, participants will plan actions they can take to help ensure a just society for all groups.	Face-to-face	https://www.nea.org/professional-excellence/professional-learning/resources/reacting-differences
Module Four: Valuing Diversity	How do you respond to diversity issue? Are you better at discussing or reacting to some dimensions of diversity than others, for instance, race vs. sexual orientation? Although you may quickly react when offended by things others say or do, do you recognize when and how you offend others? Participants will identify strategies to communicate more courageously about diversity; explore how to fully embrace and demonstrate the value we place on the diversity among our students, their families, and our coworkers; and examine how to maximize the impact of our diversity work in schools.	Face-to-face	https://www.nea.org/professional-excellence/professional-learning/resources/valuing-diversity
Cultural Competence for Educators	Recognizing that culturally responsive instruction helps educators close achievement gaps, NEA offers a program that expands the	Face-to-face Virtual	https://www.nea.org/professional-

	<p>capacity of educators to serve students from diverse cultural and ethnic backgrounds. The cultural Competence Training Program has four learning objectives:</p> <ul style="list-style-type: none"> • Deepen participants’ own cultural self-awareness. • Increase their understanding of the link between cultural self-awareness and cultural competence. • Identify culturally responsive teaching practices. • Share strategies for promoting culturally responsive instruction. 		learning/resources/cultural-competence
Our Association n Action: Creating Change Through Social Justice	<p>Rooted in the vision, mission, and values of NEA, the Social Justice Training Program helps members draw the connection between achieving social justice in schools and realizing academic success for all students. The program lays the foundation for NEA’s social justice work by teaching educators to create more just and effective learning environments. Offered as a one-hour overview or a two-hour or four-hour session, the Social Justice Training Program has three learning objectives:</p> <ul style="list-style-type: none"> • Deepen educators’ understanding of social justice principles and why these principles are relevant to their work. • Explore the impact of social justice issues on students and educators. • Empower educators to apply the principles of social justice when confronted with social oppression in the workplace or Association. 	Face-to-face Virtual	https://www.nea.org/professional-excellence/professional-learning/resources/social-justice
Welcoming Schools	<p>HRC Foundation’s Welcoming Schools is the nation’s premier professional development program providing training and resources to elementary school educators to embrace family diversity, create LGBTQ and gender inclusive schools, prevent bias-based bullying, and support transgender and non-binary students. The Welcoming Schools Training Program has 7 learning objectives with accompanying modules:</p> <ul style="list-style-type: none"> • Embracing Family Diversity • Creating LGBTQ Inclusive Schools • Preventing Bias-Based Bullying • Creating Gender Inclusive Schools • Supporting Transgender and Non-Binary Students 	Face-to-face Virtual	https://www.nea.org/professional-excellence/professional-learning/resources/welcoming-schools

	<ul style="list-style-type: none"> • Welcoming Schools Law and Policy Review • Intersectionality: School Practices with an Intersectional Lens 		
Blended Learning: Teacher Leadership Foundational Competencies	This module is based on the eight Foundational Teacher Leadership Competencies. During this course you will identify your strengths and weaknesses with a lens on Diversity, Equity, and Cultural Competence in leadership. You'll participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Culturally Relevant Pedagogy	This course will approach culturally relevant pedagogy as a way of teaching that draws on the cultural knowledge, backgrounds, and experiences of students to make the learning more meaningful, appropriate, and supportive of student achievement.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Second Language Acquisition and Instructional Strategies for ELLs	Participants will identify the stages of second language acquisition (SLA). They will understand the SLA Process: and how it impacts the learning Process. They will learn SLA's role in instruction and how to select appropriate instructional strategies beneficial for English learners.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Advocating for English Language Learners	Participants completing this course should be able to define advocacy and the need for advocacy in relation to ELLs, be aware of key strategies in advocating for ELLs, understand the rights of ELLs and their families, and collaborate effectively with other educators, along with ELLs and their families and communities.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Assessing English Language Learners	This course will support educators through the intentional design, creation, and evaluation of assessment tools for classroom use so that results best reflect content knowledge, as well as language ability of ELLs.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Standards Based Instruction and Lesson Development for English Language Learners	The course focuses on the need for educators to not only be educators of content, but of academic language as well. Participants will understand the need to support English Language Learners' (ELLs') access to challenging content within a standards-based framework and practice strategies for supporting both ELL's access to content and simultaneous English language development.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity	Blended learning	educatorsupports@nea.org

	(Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.		https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members, to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what is bullying, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Opportunities and Challenges in Public Education	This module will introduce the C.A.R.E. themes through an equity and civil rights lens. It will also demonstrate how these themes address equity and mitigate the achievement gaps.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Culture, Language, and Equity	This module offers principles and strategies that address the issues of culture, language, and equity.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Unrecognized and Underdeveloped Abilities	In this module, participants will learn ways to help a diverse array of students meet high standards by analyzing and questioning long standing assumptions about student ability.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Developing a LGBTQ Inclusive Curriculum	Designed for K-12 instructors, this action-oriented workshop examines various approaches to design and integrate lessons and activities that raise awareness of bias and empower students to advocate for change, especially around LGBTQ-related bias.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Taking a Stand: Creating a Safe School for LGBTQ Students	This module is designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (LGBTQ). This program teaches school personnel how to create a safe climate for students and staff.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Supporting English Language Learners	This micro-credential stack is designed to help educators understand the complexities of teaching students who are learning English as a second language. The stack covers multiple topics that will help educators understand language acquisition theories and apply this knowledge to design effective assessment and instruction. Educators will also have an opportunity to explore ways to advocate for English language learners and their families.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org

Teaching Global Competence	Educator facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_U educatorsupports@nea.org
Supporting LGBTQ Students	This micro-credential stack is designed to help educators understand how to create a safe and inclusive classroom environment for LGBTQ students. You also explore how to advocate for LGBTQ policies for students and co-workers. You will have the opportunity to learn and use proper and respectful terminology as well as design lesson plans that are inclusive of LGBTQ students. You will also have the opportunity to learn about intersections of race, gender and sexual orientation and use this knowledge to create a positive classroom community of learners.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Teacher Leadership: Diversity Equity and Cultural Competence Pathway	This micro-credential stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The Overarching and the Diversity, Equity and Cultural competence micro-credentials focus on competencies that all teacher leaders need to have. The Association Pathway micro-credentials focus on skills needed to be engaged in association leadership and the Policy Pathway micro-credentials focus on skills need to advocate for education equity and funding at the local state and federal levels. The Instructional pathways focus on teacher leadership for classroom practice.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_D educatorsupports@nea.org
Interdisciplinary Themes to Enhance Student Learning	The educator identifies current and relevant interdisciplinary themes that engage students in exploration, discovery, and expression. Additionally, the educator implements interdisciplinary themes within the classroom and draws connections to social and cultural contexts, both local and global.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_U educatorsupports@nea.org
Building a Meaningful Partnership	The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg

	community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.		educatorsupports@nea.org
GSA 10 Actions for Advisors	A GSA is a student-led club focusing on LGBTQ identity, support, and advocacy. These 10 Actions for GSA Advisors can help provide the best possible support to a club.	Online resource	https://www.glsen.org/sites/default/files/GSA_10_Actions.pdf
Top 10 Things to Know About LGBTQ API Communities	Asian Americans, South Asians, Southeast Asians, and Pacific Islanders are the nation's fastest growing racial group and the largest segment of new immigrants coming to the United States. This resource provides information to support LGBTQ API youth.	Online resource	http://www.nea.org/assets/docs/10%20Things%20to%20Know%20About%20LGBTQ%20API%20Communities_FinalRev1.pdf
5 Things Educators Are Doing Right Now to Support Their LGBTQ Students	Educators are on the leading edge of campaigns, initiatives and legislative efforts to create safe and affirming schools and support LGBTQ student rights. This resource summarizes some of the myriad ways educators are standing with LGBTQ students and working to ensure they feel supported and welcome in schools.	Online resource	https://educationvotes.nea.org/2019/06/24/5-things-educators-are-doing-right-now-to-support-their-lgbtq-students/
Legal Guidance on Transgender Students' Rights	This resource provides an overview for members about transgender students' rights, a description of the key best practices for schools in respecting these rights, a brief primer regarding transgender issues, and a full explanation of the legal rights which those best practices respect and how those rights play out in particular situations.	Online resource	http://www.nea.org/assets/docs/20184_Transgender%20Guide_v4.pdf
Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools	This guide highlights best practices while offering strategies for building upon and aligning transgender students with each school's culture.	Online resource	http://assets2.hrc.org/files/assets/resources/Schools-In-Transition.pdf
What Do You Say To 'That's So Gay' & Other Anti-LGBTQ Comments?	This resource provides educators guidance on stopping and educating students on anti-LGBTQ comments.	Online resource	http://www.nea.org/assets/docs/Responding%20to%20Anti-LGBTQ%20comments.pdf
Who Can Marry Whom? Inclusive Conversations About Marriage	This resource has ideas and resources to help educators talk about family diversity. Review this checklist to ensure that your school is welcoming for all students and their families.	Online resource	http://www.nea.org/assets/docs/WhoCanMarryWhom.pdf
Trauma Toolkit: Tools to Support the Learning & Development of Students Experiencing Childhood & Adolescent Trauma	Supports the learning and development of students who have experienced stress or trauma.	Online resource	https://neaedjustice.org/wp-content/uploads/2019/09/trauma_toolkit.pdf

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators	A guide for educators seeking to foster healthy relationships and promote positive discipline in schools.	Online resource	http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
Model School Code on Education and Dignity	A model school code on education and dignity, developed by Dignity in Schools, that presents a human rights framework for schools.	Online resource	https://dignityinschools.org/toolkits/model-code/
Let Her Learn: Stopping School Pushout for Girls of Color	"Let Her Learn: Stopping School Pushout for Girls of Color" is a 28-page guide and toolkit produced by the National Women's Law Center.	Online resource	https://nwlc.org/wp-content/uploads/2017/04/final_nwlc_Gates_GirlsofColor.pdf
Seven Harmful Racial Discourse Practices To Avoid	This report identifies and describes seven harmful racial discourse practices that are found not just in mainstream media, but also more broadly throughout our society. They are used by public officials and their staffs, by lawyers and judges, and by advocates of various political backgrounds, by cultural and entertainment figures, and by others with power and influence over public perception and behavior.	Online resource	https://neadjustice.org/social-justice-issues/racial-justice/seven-harmful-racial-discourse-practices-to-avoid/ https://www.nea.org/professional-excellence/student-engagement/tools-tips/7-harmful-racial-discourse-practices-avoid
Cultural Competence for New Educators	This webinar focuses on the importance of cultural competence in enabling educators to be effective with students from cultures other than their own.	SchoolMe webinar	http://neatoday.org/schoolme-webinar/cultural-competence-new-educators/
Culturally Responsive Teaching	Our Culturally Responsive Teaching webinar gave an overview of cultural competence and showed how to incorporate these understandings into the teaching and learning process to foster supportive learning environments where ALL students thrive and succeed.	SchoolMe webinar	http://neatoday.org/schoolme-webinar/culturally-responsive-teaching/
How Educators of Color Can Define Their Own Path	Ambereen Khan-Baker, a senior policy and program specialist at NEA and 13-year educator, joins us to talk about teaching as a woman of color, and how becoming National Board Certified helped her find her voice.	SchoolMe podcast	http://neatoday.org/podcast/how-educators-of-color-can-define-their-own-path/
Bringing the Black Lives Matter Week of Action to Your School	Erika Strauss Chavarria and Denisha Jones discuss the importance of bringing a racial and social justice lens to the classroom, and	SchoolMe podcast	http://neatoday.org/podcast/bringing-the-black-lives-matter-week-of-action-to-your-school/

	how educators can bring the Black Lives Matter week of action to their schools.		
Racial Justice is Education Justice	Our education system is intended to uphold equal opportunity, but too often it also entrenches racial disparities by its design. On this website, we are engaging educators, students and allies to foster real dialogue around issues of racial justice in education, to examine policies and practices in our school systems and our communities, and to mobilize and take action for education justice.	Online resource	https://neadjustice.org/racial-justice-is-education-justice/
Racial Justice in Education	NEA’s online resource guide, "Racial Justice in Education," includes tools & resources for talking about race, racial equity assessments, strategic planning, taking action and more.	Online resource	https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-resource-guide
Few Conversations About Race and Identity Are Happening at Home. Can Educators Help?	NEA Today spoke with Rosemarie Truglio, senior vice president of curriculum and content at Sesame Workshop and Derrick Gay, a former classroom teacher, an expert on issues of diversity, inclusion, and global citizenship, and a research advisor for the “Identity Matters” study, to learn how educators and parents can work together to have these important conversations.	Online resource	http://neatoday.org/2020/01/14/sesame-workshop-study-talking-about-race/
The 1619 Project Resource Page	The comprehensive 1619 Project informs and challenges us to reframe U.S. history and better understand the hold of institutional racism on our communities.	Online resource	https://neadjustice.org/the-1619-project-resource-page/
Social Justice Poets	A collection of student poets that speak out on what they want the future to hold.	Online videos	https://www.youtube.com/playlist?list=PLTXm_nHf7wxTNj_opa5c47m9ccr1Ldaok
Student Performers Explore Impact of School Segregation	Through theater, young people help amplify the conversation around the tough topics of race and segregation and inequality.	Online resource	http://neatoday.org/2019/11/07/student-performers-explore-impact-of-school-segregation/
How Restorative Practices Work for Students and Educators	This article explores Dora Moore’s schoolwide enthusiasm and experience with restorative practices has made it one of three model schools in Denver.	Online resource	http://neatoday.org/2019/06/13/how-restorative-practices-work-for-students-and-educators/
Why Social Justice in School Matters	Social justice is about distributing resources fairly and treating all students equitably so that they feel safe and secure—physically and psychologically. Meet five educators who determined to make a difference in the lives of their students and within their	Online resource	http://neatoday.org/2019/01/22/why-social-justice-in-schools-matters/

	profession by ensuring social justice is a topic that is addressed in their schools.		
Federal Funding for ELs	ESSA devotes a specific section of the law to English learners. It's known as Title III, and it comes with federal dollars that are allocated to each state and then to eligible school districts within each state. One of its chief purposes is to help you, along with your principal and other school leaders in your district, put in place effective language instruction educational programs to serve ELs and to improve your practice in this area through meaningful professional development. NEA has developed an ESSA federal funding guide to help you advocate for the resources that your students need.	Online resource	http://myschoolmyvoice.nea.org/essa-federal-funding-guide/
Micro-credential Professional Learning Community – PLC Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org
NEA and Racial Justice in Education	This online resource depicts NEA's longstanding commitment to racial and social justice.	Online resource	https://www.nea.org/resource-library/nea-and-racial-justice-education
Racial Justice in Education Framework	This online resource outlines NEA's Racial Justice in Education Framework. NEA has a vision for every student. We know that institutional and structural racism are barriers to achieving our vision. We will leverage the power and collective voice of our members to end the systemic patterns of racial inequity and injustice that affect our Association, schools, students and education communities.	Online resource	https://www.nea.org/resource-library/racial-justice-education-framework
10 Principles for Talking About Race in School.	Creating space to talk about race can open powerful learning for you and your students. These tips can help you make race conversations normal, constructive and successful.	Online resource	https://www.nea.org/professional-excellence/student-engagement/tools-tips/10-principles-talking-about-race-school

Racial Justice in Education: Key Terms and Definitions	Online resource that provides key terms and definitions to sharpen our racial analysis and conversations about race. Understanding the context and historical background that many terms convey is essential to encouraging usage that reflects cultural and racial awareness.	Online resource	https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and
Racial Justice in Education Resources	Resources to sharpen our racial analysis and deepen our understanding of Racial Justice in Education. Racial Justice is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone.	Online resource	https://www.nea.org/resource-library/racial-justice-education-resources
White Supremacy Culture Resources	Resources to sharpen our racial analysis and deepen our understanding of White Supremacy Culture. <i>White Supremacy Culture</i> is a form of racism centered upon the belief that white people are superior to people of other racial backgrounds and that whites should politically, economically, and socially dominate non-whites. While often associated with violence perpetrated by the KKK and other white supremacist groups, it also describes a political ideology and systemic oppression that perpetuates and maintains the social, political, historical and/or industrial white domination.	Online resources	https://www.nea.org/resource-library/white-supremacy-culture-resources
Implicit Bias, Microaggressions, and Stereotypes Resources	Resources to sharpen our racial analysis and to deepen our understanding of implicit bias, microaggressions, and stereotypes. Implicit bias is a mental process that stimulates negative attitudes about people who are not members of one’s own “in group.” Implicit racial bias leads to discrimination against people who are not members of one’s own racial group. Implicit bias operates in what researchers call our “implicit mind,” the part of the brain that we commonly call the “subconscious” or the “unconscious.” This means that implicit bias can operate in an individual’s mind without a conscious awareness of this process.	Online resources	https://www.nea.org/resource-library/implicit-bias-microaggressions-and-stereotypes-resources
Pride Wins: LGBTQ+ Rights Victory	These online resources provide important information on recent victories for the LGBTQ+ community. On June 15, 2020, the U.S. Supreme Court announced that LGBTQ employees — including all LGBTQ educators — are protected under federal law from discrimination at work based on sexual orientation or gender identity.	Online resources	https://neaedjustice.org/pride-wins/
NEA Demands: Justice for Black Lives	As an organization representing public school educators across the country, the National Education Association recognizes the	Online resources	https://neaedjustice.org/black-lives-matter-at-school/nea-

	need to end institutionally racist systems and policies that have governed our society for too long and kept Black people from full participation in American life.		demands-justice-for-black-lives-2/
Black Lives Matter at School Resources	Check out resources to help facilitate conversations about race, including classroom appropriate lesson plans, guides on how to have tough conversations with peers and students, and more.	Online resources	https://neadjustice.org/black-lives-matter-school-resources/

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Students in Poverty		<ul style="list-style-type: none"> • Helping economically distressed students and families • Resources for homeless students and families • Providing a welcoming environment for families 	<ul style="list-style-type: none"> • Accepting feedback from families • Family and community engagement • Engaging families in what students are learning • Engaging the community in our school community
NEA Resources	Description	Delivery Method	Contact/Link
IEP Implementation-Communication and Collaboration	Educator, as a member of the Individual Education Program (IEP) implementation team, uses communication and collaboration strategies to increase the supports for student attainment of established goals.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=EL educatorsupports@nea.org

Teachers are Members of Learning Communities	Educator works collaboratively with colleagues, families, and the community to support students and their learning.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Linking Families and Communities to Schools for Student Success	Educator demonstrates an understanding of the important role that families and communities play in students' academic and social success.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_L educatorsupports@nea.org
Community Awareness, Engagement and Advocacy	Educator deepens involvement in community issues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_I educatorsupports@nea.org
Building a Meaningful Partnership	The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg educatorsupports@nea.org
Communicating with Stakeholders	Educator delivers an effective message to learners, families, and colleagues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Partnerships and Community Engagement to Integrate Art	Educator builds partnerships that bring local artists into the learning environment and/or takes students out into the community to share their artistic expression.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI educatorsupports@nea.org
'Are You Thinking About Suicide?'	Every high school teacher—and many educators of younger students—knows a student considering suicide. But these young people can be kept safe, experts say.	Online resource	https://www.nea.org/advocating-for-change/new-from-nea/are-you-thinking-about-suicide
Many Rural Students Still	In 2018 and 2019, lawmakers in Iowa gave their state's rural schools a much-needed \$30 million boost in new funding. The spending package was aimed at offsetting the districts' outsized transportation costs.	Online resource	http://neatoday.org/2019/11/26/many-rural-students-still-invisible-to-lawmakers/

'Invisible' to Lawmakers	School buses in Iowa travel across large but sparsely populated districts twice a day. This article explores the impact on rural communities in Iowa.		
School Districts Finding More and More Homeless Students	This article explores how the number of K12 students who have been identified as homeless has increased by more than 70 percent over the last decade.	Online resource	http://neatoday.org/2019/04/12/school-districts-finding-more-and-more-homeless-students/
Connection and Compassion at School	Rowena Shurn, a 14-year classroom veteran and current NEA senior Program and Policy Analyst Specialist, talks to us about focusing on human connection in the classroom and teaching with compassion for students' circumstances.	SchoolMe podcast	https://www.nea.org/professional-excellence/student-engagement/school-me-podcasts
Poverty Simulation Raises Awareness for Educators	A group of Wilmington, Delaware, educators were offered a glimpse of what it's like to live below the poverty line in a poverty simulation held during a two-day trauma training last summer.	Online resource	http://neatoday.org/2018/09/11/poverty-simulation-raises-awareness-for-educators/
Teaching Children from Poverty and Trauma	Excellent ideas in working with students in poverty and who are or have been exposed to trauma.	Online resource	https://www.nea.org/sites/default/files/2020-07/NEAPovertyTraumaHandbook.pdf
Trauma Toolkit	Tools to support the learning and development of students experiencing childhood and adolescent trauma.	Online resource	https://neaedjustice.org/wp-content/uploads/2019/09/trauma_toolkit.pdf
Micro-credential Professional Learning Community – PLC Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

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Funding, Policy, & Advocacy		<ul style="list-style-type: none"> • Organizing colleagues and the community to advocate for students • Education funding in my district 	<ul style="list-style-type: none"> • Involvement in making funding decisions • Impact of local, state, and federal education policy 	
NEA Resources	Description	Delivery Method	Contact/Link	
NEA Early Leadership Institute	The Early Leadership Institute (ELI) provides an opportunity for state affiliates to strengthen their connection to early career teachers in a cohort-based learning journey around issues of concern to the next generation of teacher leaders. Fellows develop a final project plan to implement with Association guidance.	Face-to-face	educatorsupports@nea.org	
See Educators Run	This training prepares members to become a candidate for office, communicate effectively with others, policy points to use on the campaign trail, fundraising basics, and running a campaign.	Face-to-face	https://educationvotes.nea.org/see-educators-run/	
Educator Voice Training: Your Voice Matters	This session introduces educators and association staff to the Every Student Succeeds Act and familiarizes the audience with general provisions that will daily life in schools.	Face-to-face	Essainfo@nea.org	
Educator Voice Training: Understanding Opportunities for Educator Voice	This session reviews basic ESSA provisions and walks the audience through the school improvement process. Through use of the Opportunity Checklist, this presentation guides participants in building consensus around critical issues.	Face-to-face	Essainfo@nea.org	

Educator Voice Training: Needs Assessments	This presentation walks participants through conducting a needs assessment of their school using NEA's Opportunity Audit. Assessments like these are required under ESSA for schools identified for comprehensive support and improvement and recommended for others.	Face-to-face	Essainfo@nea.org
Educator Voice Training: Advocating for Great Public Schools	This presentation is for associations or ESSA Teams that have completed the Checklist and/or Audit and are looking to organize around local ESSA implementation. For state or local associations, this training can help organize a way forward for staff or teams of members looking to maximize educator voice under the law.	Face-to-face	Essainfo@nea.org
Educator Voice Training: Raising Your Voice	This presentation is for associations or ESSA teams that want to learn about using the full suite of ESSA-related tools produced by EPP to guide educators through advocating around local ESSA implementation. This presentation walks staff and members through a basic analysis	Face-to-face	Essainfo@nea.org
Working with English Language Learners: Advocating for English Language Learners	Participants completing this course should be able to define advocacy and the need for advocacy in relation to ELLs, be aware of key strategies in advocating for ELLs, understand the rights of ELLs and their families, and collaborate effectively with other educators, along with ELLs and their families and communities.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Competences - Policy Teacher Leadership Competencies	This module is based on the eight Policy Leadership Competencies. During the course participants will identify their strengths and weaknesses with a lens on policy –and participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Using your Voice to Advocate for Student Success	This micro-credential stack of 9 micro-credentials was created to support educators in raising their voices to protect public schools and to support every student. Through leadership and organizing strategies educators will learn how to take responsibility and use their voice to advocate for student learning. This requires educators to learn organizing skills that will support communicating and collaborating with learners, families, colleagues, other school professionals, and community members.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/using-your-voice-to-advocate-for-student-success/ educatorsupports@nea.org
Exceptional Learner	This micro-credential stack is meant to help all educators support exceptional students in their classroom. The focus of this stack is collaboration with stakeholders, understanding federal policies and providing support to students with exceptional needs.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/exceptional-learner/ educatorsupports@nea.org

Federal, State, and Local Policy Related to Bully	Educator demonstrates an understanding of federal, state, and local law and policy regarding student bullying and what their responsibilities are regarding reporting and intervention.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=BF educatorsupports@nea.org
Leadership in Organizing	This micro-credential stack is designed to support educators interested in developing leadership skills to support the work of local affiliates. Educators will learn skills that will help organize and support member engagement in the association.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/leadership-in-organizing/ educatorsupports@nea.org
Advocating for ELL students and their families at the school level	Educator advocates in their schools for English Language Learner (ELL) students and families using a five-step action plan.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Teacher Leadership: Policy Pathway	Based on the Teacher Leadership Competencies developed in partnership by National Education Association, National Board for Professional Teaching Standards, and Center for Teaching Quality, this micro-credential stack is part of a group of related stacks designed to develop leadership skills in instruction, association, and educational policy. The Policy Pathway micro-credentials focus on skills need to advocate for education equity and funding at the local, state, and federal levels.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/teacher-leadership-policy-pathway/ educatorsupports@nea.org
Advocating for English Language Learners (ELL) Friendly Local, State, and Federal Policies	Educator advocates at the local, state, and/or federal level for policies that support English Language Learners and their families.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Advocating for LGBTQ- Inclusive Policy	Educator effectively consults LGBTQ students and family members about what their needs are and then advocates for LGBTQ-inclusive policies to support these needs.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Advocating for LGBTQ- Inclusive Workplaces	Educator advocates for LGBTQ-inclusive policy and protections for adults in the workplace.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ

			educatorsupports@nea.org
Family engagement	Engaging parents and families in the education of their child is critical to their academic success. NEA has developed a family and community engagement kit (essentially, a meeting in a box) to help you and your local education association kick start a meeting on building ties between families and educators. The kit answers the basic question: how do I get started. Among other helpful resources in the kit is a guide for families that you can share that walks families through the federal law so they understand what is expected of them and what is required of the school.	Online resource	http://myschoolmyvoice.nea.org/parents-and-community/
Educator Voice	With the help of educators across the country, NEA pushed for and won provisions in the law that mandate stakeholder engagement—that means you—in the development of state and local plans, including those addressing the needs of English learners (including immigrant children and youth). To learn more, NEA has developed a resources page.	Online resource	http://myschoolmyvoice.nea.org/
Empowering Educators to Find Their Voice	One South Carolina teacher joins the association to advocate for funding after his STEM job was cut and students no longer had access to hands on science experiences.	Online resource	http://neatoday.org/2018/10/03/empowering-educators-to-find-voice/
How ESSA Amplifies Support Professional Voices	ESSA gives paraeducators, referred to as “paraprofessionals” in the bill, and “other staff,” which includes everyone from custodians and nurses to bus drivers and food service staff, a voice in key decision making and professional development opportunities.	Online resource	http://neatoday.org/2018/07/12/how-essa-amplifies-support-professional-voices/
Federal Funding for ELs	ESSA devotes a specific section of the law to English learners. It’s known as Title III, and it comes with federal dollars that are allocated to each state and then to eligible school districts within each state. One of its chief purposes is to help you, along with your principal and other school leaders in your district, put in place effective language instruction educational programs to serve ELs and to improve your practice in this area through meaningful professional development. NEA has developed an ESSA federal funding guide to help you advocate for the resources that your students need.	Online resource	http://myschoolmyvoice.nea.org/essa-federal-funding-guide/
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	support a group of educators as they prepare and submit a micro-credential.		
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Salary, Benefits, & Finances	<ul style="list-style-type: none"> • Educator compensation • Advocating for higher pay • Selecting a health insurance plan • How to qualify for loan forgiveness programs • Deducting student loan costs from income taxes 	<ul style="list-style-type: none"> • Importance of defined benefit pensions plans (The difference between defined benefit and defined contribution pensions). • How to manage student loan debt • How—and when to consolidate my loans 	
NEA Resources	Description	Delivery Method	Contact/Link
Collective bargaining, compensation, health care and retirement benefits	<p>NEA’s Collective Bargaining and Member Advocacy department provides strategic and technical support to state and local affiliates, including customized training. We advocate for all educators’ professional compensation, retirement security, and quality health care benefits. Professional supports include:</p> <ul style="list-style-type: none"> • providing training and resources to support innovative bargaining, student-centered advocacy, and Bargaining for the Common Good • providing model and actual contract language • developing bargaining and advocacy strategies for professional pay and living wage campaigns 	On-line resource	<p>Collectivebargaining@nea.org</p> <p>http://www.nea.org/home/74048.htm</p> <p>www.nea.org/redford</p>

	<ul style="list-style-type: none"> • providing strategic and technical assistance developing and costing out salary schedules • Providing affiliates with strategic and technical assistance on healthcare and retirement issues • Developing and providing webinars, field staff training, publications, and other support to affiliates as needed. 		
Using your Voice to Advocate for Student Success	This micro-credential stack of 9 micro-credentials was created to support educators in raising their voices to protect public schools and to support every student. Through leadership and organizing strategies educators will learn how to take responsibility and use their voice to advocate for student learning. This requires educators to learn organizing skills that will support communicating and collaborating with learners, families, colleagues, other school professionals, and community members.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/using-your-voice-to-advocate-for-student-success/ educatorsupports@nea.org
Leadership in Organizing	This micro-credential stack is designed to support educators interested in developing leadership skills to support the work of local affiliates. Educators will learn skills that will help organize and support member engagement in the association.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/leadership-in-organizing/ educatorsupports@nea.org
Advocating for LGBTQ- Inclusive Workplaces	Educator advocates for LGBTQ-inclusive policy and protections for adults in the workplace.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
How Higher Salaries Could Save the Teaching Profession	To attract and retain quality teachers, lawmakers need to let educators know they are respected – and that includes a higher starting salary.	Online resource	http://neatoday.org/2019/10/22/how-higher-teacher-pay-could-save-the-profession/
School Climate – The Overlooked Factor in the Teacher Shortage	It’s not just about low salaries. Pressure-filled working environments are driving too many educators out of the profession.	Online resource	http://neatoday.org/2019/06/05/school-climate-and-the-teacher-shortage/
Educators Focus Attention on Merit Pay’s Glaring Failures	Teachers and students deserve a fair, transparent, and professional salary schedule that delivers stability to their classrooms.	Online resource	http://neatoday.org/2019/02/25/educators-focus-attention-on-glaring-failures-of-merit-pay/
NEA Student Loan Forgiveness	This online student loan evaluation tool that will show federal student loan repayment and forgiveness programs for which you may qualify and how much you can save.	Online resource	https://www.neamb.com/products/nea-student-loan-forgiveness-navigator

Navigator powered by Savi			
Are You Eligible for Student Loan Forgiveness?	This resource explores the following key takeaways: over half of Americans with college degrees are carrying student loan debt, nearly two-thirds of all outstanding student debt is held by women, and there are several ways educators may be able to have all or a portion of their federal loans forgiven.	Online resource	https://www.neamb.com/personal-finance/are-you-eligible-for-student-loan-forgiveness
Getting a Handle on Your Student Loans	This resource explores the following key takeaways: understanding the details of your student loan terms and repayment options puts you in control of your debt, there are many repayment options for federal loans, allowing you to tailor a plan that works for you, and private loans have less flexibility but lenders may offer incentives that can reduce your monthly payments.	Online resource	https://www.neamb.com/personal-finance/getting-a-handle-on-your-student-loans
Save on Your Student Loans	Student loans can help you or your loved ones achieve important educational goals. Here’s how to borrow, manage them properly and repay at the lowest possible cost.	Online resource	https://www.neamb.com/family-and-wellness/save-on-your-student-loans
How to Find More Money for College	Have you finished your FAFSA but you’re still low on funds? Explore these 9 ways to fill the financial aid gap.	Online resource	https://www.neamb.com/family-and-wellness/how-to-find-more-money-for-college
Personal Finance	3 Ways to Consolidate—and Take Control of—Your Debt. Debt consolidation has emerged as a viable way to get a handle on what you owe.	Online resource	https://www.neamb.com/personal-finance
Micro-credential Professional Learning Community – PLC Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

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Rights, Responsibilities, & Working Conditions	<ul style="list-style-type: none"> • The benefits of joining the association • Collective bargaining and my rights • The benefits of joining the association in non-bargaining states • Bargaining for the “Common Good” • How the Association advocates for a student-centered agenda 	<ul style="list-style-type: none"> • Selecting professional learning opportunities • Recruiting and retaining high-quality educators in underperforming schools • Educator involvement in selecting curriculum content and resources • Mentoring programs • Ensuring adequate supplies for all students • School safety for students and educators 	
NEA Resources	Description	Delivery Method	Contact/Link
Leadership in Organizing	This micro-credential stack is designed to support educators interested in developing leadership skills to support the work of local affiliates. Educators will learn skills that will help organize and support member engagement in the association.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/leadership-in-organizing/ educatorsupports@nea.org
Community Schools Improvement Science	The 8-part Community Schools Improvement Science stack is designed give participants, typically Community School Coordinators, the strongest skills available to implement a best practice version of the Community School strategy at any school. This set of Micro-credentials is specifically made for those who are leading the implementation of the Community School strategy on a school level.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=CS educatorsupports@nea.org
Using your Voice to Advocate for Student Success	This stack of 9 micro-credentials was created to support educators in raising their voices to protect public schools and to support every student. Through leadership and organizing strategies educators will learn	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/using-your-voice/

	how to take responsibility and use their voice to advocate for student learning. This requires educators to learn organizing skills that will support communicating and collaborating with learners, families, colleagues, other school professionals, and community members.		voice-to-advocate-for-student-success/ educatorsupports@nea.org
Elevating the Profession Through Educator Ethics	This micro-credential stack challenges the status quo, personal beliefs, and cultural norms in order to develop a non-biased approach to ethical decision-making that allows educators to take control of their Profession. Participants examine various ethical situations including: technology dos and don'ts; relationships with students, parents, and colleagues, and; the dichotomy of a school employee's life.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/669/ educatorsupports@nea.org
Continuous Learning	Educator demonstrates the impact of continuous professional development and its application on their own teaching practice and student success.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Teacher Leadership: Association Pathway	Based on the Teacher Leadership Competencies developed in partnership by National Education Association, National Board for Professional Teaching Standards, and Center for Teaching Quality, this micro-credential stack is part of a group of related stacks designed to develop leadership skills in instruction, association, and educational policy. The Association Pathway micro-credentials focus on skills needed to engage in association leadership.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/teacher-leadership-association-pathway/ educatorsupports@nea.org
Advocating for LGBTQ- Inclusive Workplaces	Educator advocates for LGBTQ-inclusive policy and protections for adults in the workplace.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Educator Ethics in the Classroom	Callie Marksbarry, an elementary school educator in Lafayette, IN, and Patty Barrette, director of professional development at North Dakota United, discuss 'The Model Code of Educator Ethics' and navigating the use of social media and technology for new teachers.	SchoolMe podcast	http://neatoday.org/podcast/educator-ethics-in-the-classroom/
Micro-credential Professional Learning Community – PLC Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

	credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.		
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Additional Resources for ESPs

Nea.org/esp

NEA Resources	Description	Delivery Method	Link
Becoming a 21st Century ESP Leader	21 st century ESP leaders need to lead in the Association and lead in their professions. Using the NEA Leadership Competency framework and the ESP Professional Growth Continuum, training participants create personal leadership development plans to progress on their leadership journey.	Face-to-face	ESP.Program@nea.org
Integrated Pest Management (IPM)	NEA works with the nation’s premier IPM experts at the IPM Institute of North America to bring <i>Stop School Pests</i> training to NEA members. The training, aimed at school staff who are involved in the environmental health of schools, include custodial, maintenance, and food service ESPs. Find out how affiliates can provide in person training and certify ESP members so that they can become IPM leaders in their schools.	Face-to-face	ESP.Program@nea.org
NEA ESP Leadership Institute (ESPLI)	ESPLI is an 11-month ESP leadership development program. Through in-person meetings, webinars, outside reading and the completion of a capstone project, ESPLI participants are trained and prepared to lead relevant, thriving associations.	Face-to-face	nea.org/espli
NEA ESP National Conference	ESP members working in Pre-K to Higher-Ed gather annually at the NEA ESP National Conference to learn, grow, build, and connect. The national conference creates leadership opportunities for ESPs to provide professional development to their peers, and time and space for ESP community building.	Face-to-face	nea.org/espconference
Building Winning Teams: Effective Paraeducator-Teacher Teams Micro-credentials	Members can pursue recognition of their expertise in the components of effective paraeducator-teacher teams by completing an NEA and Digital Promise sponsored micro-credential.	Micro-credential/ online	cgps.nea.org/micro-credentials/stacks/643/

ESP Professional Growth Continuum (PGC) Micro-credentials	Education Support Professionals can pursue recognition of their expertise in the eight areas of the PGC universal standards of professionalism by completing an NEA and Digital Promise sponsored micro-credential.	Micro-credential/ online	cgps.nea.org/micro-credentials/stacks/education-support-professionals-professional-growth-continuum/
ESP Professional Development Webinars	NEA's department of ESPQ is proud to offer online professional learning opportunities that support ESP professional excellence. Register for our next live professional development webinar or access archived recordings from past webinars.	Online resource	nea.org/esppd
ESP Professional Growth Continuum (PGC)	The PGC is a set of eight universal standards of professionalism that provide evidence of how ESPs contribute to the creation of a great public school for every student. Education Support Professionals can use the PGC to grow their skill level in the areas of the standards, know how to talk about their expertise, and organize for professional recognition.	Online resource	nea.org/esppgc
ESPs: Supporting Our Own Through Peer Mentoring	Education Support Professionals need and deserve professional support from day 1. Learn how your local Association can design and launch an ESP peer mentoring program using an evidence-based approach laid out in the resource, <i>ESPs: Supporting Our Own Through Peer Mentoring</i> .	Online resource	nea.org/espmentoring