



Saturday, March 12, 2022 • Content Session Block 2 • 1 to 3 p.m. PST



Advocacy

ADV 200 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Elevating Indigenous Voices to Achieve Equity, Inclusion, and Leadership in Classrooms and Communities (Part 2)

Through engaging activities and discussions, this session will provide actionable practices and training tools for educators and leaders to use to achieve equity and culturally proficient schools and communities. Participants may not feel comfortable or know where to begin, and that is okay! This presentation will provide foundational understandings concerning Native Americans, and how to best serve students and families. We will demonstrate how to include diverse voices and perspectives to ensure educational achievement gaps are addressed and create communities that are equitable.

This is Part 2 of a 2-part session; participants are encouraged to attend Part 1 (although it is not mandatory).

Presenters: Jordann Lankford and Miranda Murray

ADV 201 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Attacks on Public Education: Converting Threats to Opportunities

We have all seen the recent wave of attacks on educators and public education—in classrooms, libraries, school board meetings and elections, and in state legislatures. In this session, we will explore the sources of these attacks and the disinformation upon which they are based. Participants will consider the impact attacks are having on students, educators and their communities, and the potential impact moving forward. Participants will be provided case studies, examples, and resources to support the development of strategies to engage and support members who stand up to these attacks, and to recruit community allies.

Presenter: Susan Nogan

ADV 202 Level 1: Foundational

Changing Mindsets About Students to Disrupt the School-to-Prison Pipeline

This session will use two activities from Year 2 of the Leaders for Just Schools (LJS) curriculum to connect individual biases to systemic racism and inequality.

Participants will read about student mindsets and how words become labels and engage in a Socratic seminar. Through this discussion, participants will understand the role of words and labels and how they impact student achievement and growth.

The participants will also learn about the “school-to-prison pipeline”—the policies and practices that push our nation’s students, especially our most vulnerable students, out of the classroom and into the juvenile and criminal justice system. In this activity, participants will examine the policies and practices that can help students avoid the pipeline, with the goal of dismantling it entirely.

Finally, participants will examine Office of Civil Rights data from their own school or district to see the pervasive nature of discipline issues in their communities. This exercise will help them connect the learnings from the entire session back to their own contexts. The role of policies, including how to use data collected as required by ESSA, will be emphasized.

Presenters: Antwan Perry and Karina Colon

ADV 203 Level 1: Foundational

Sticks and Stones: Understanding Implicit Bias, Microaggressions, and Stereotypes

Implicit bias refers to the attitudes, beliefs, or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases often manifest themselves in the forms of microaggressions and stereotypes. Everyone has implicit bias, but few of us are aware of it and how it impacts our daily experiences. For educators, implicit bias may have a negative effect on our students’ behavior and academic outcomes. This session will share real-life examples of different implicit bias, microaggressions and stereotypes, how they impact our schools and provide practical strategies to address and confront them in ourselves and others.

Presenters: Lisa Jennings and David Coleman

**ADV 204 Level 1: Foundational
Level 2: Mobilizing and Power Building**

Creating Effective Health and Safety Teams for the Promotion of Healthy, Safe, and Just Schools

Local associations, and their health and safety committees, have an important role to play in the health and safety of all students and staff. Whether it’s establishing COVID-19 masking policies, improving indoor air quality, or remediating mold, local leaders need leadership skills, training opportunities, and resources that can result in strong and sustainable health and safety solutions while simultaneously strengthening the association. Creating effective health and safety teams for the promotion of healthy, safe, and just schools is a great place to start for any local association, whether they already have health and safety committees, want to create committees, or just seek tools to help members promote health and safety.

In this session, we'll dive into how to engage in collective action to identify and address pivotal health and safety issues; discuss what goes into creating effective health and safety teams; identify how equity and health and safety intersect; explore how to use health and safety issues to foster the development of leaders at all levels of your association; and, explain the tools NEA is developing for these purposes. Participants will also conduct hands-on exercises to building health and safety skills. Whether you're new to health and safety or experienced in the work, you'll walk away from this session with a plan for how to establish, deepen, or expand your association's health and safety work.

Presenter: Joel Solomon and Angelina Cruz

ADV 205 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Exploring the Complexities that Black Families Face in Accessing High Quality Special Education

Of the 48 million U.S. school students, a significant number—7.2 million served under the Individuals with Disabilities Education Act (IDEA) and 1.5 million served under Section 504 of the Vocational Rehabilitation Act of 1973—are students with disabilities. Students with disabilities are not a monolithic subgroup, we must consider factors that can further complicate equitable access to a free and appropriate public education—multiple and intersecting forms of structural discrimination. Within the population of students with disabilities, Black students have disproportionately experienced inequities that have been exacerbated by the pandemic. Anti-Black racism and ableism intensify the challenges Black families and students face when navigating and accessing high quality special education services.

Through a moderated panel discussion, practitioners, and researchers from the Collaborative on Racialized Disability (CORD) will build understanding around the challenges that educators of and Black students with disabilities face. Through moderated and participant questioning and discussion, participants will explore how to apply a race equity lens to advocate for students using CORD-developed resources focused on the uniqueness of Black families' experiences in navigating the complexities of access to high quality special education.

Presenters: Mildred Boveda, Darryl Gates, Abraham Jones, Melissa Mayville, and Courtney Wilt

ADV 206 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Making Space for the Little Black Gay Boy (and other Minority LGBTQ+ Students)

This session will expose participants to the experiences of LGBTQ+ students of color. As a result, participants will develop an understanding of the various intersectionalities that exist and how to create space for LGBTQ+ students throughout the school and campuses. The session will share relevant and sustainable solutions. At the conclusion of the session, participants will have an awareness of the knowledge and tools they need to help ensure a community of inclusion and acceptance for all.

Presenter: Anthony Beckett

ADV 207 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Power and Hope When the World is Falling Apart

What do you do when the foundation has cracked, and the paradigm has shifted? For those of us who envision a world of justice, we advocate for influence, power, and change. But what if, in this new reality, our methods block our vision and function to maintain the very structure we seek to change? Join us for this interactive session for a critical analysis of story of self, story of us, and story of now to activate and sustain transformational change.

Presenters: Sherri Jones and Al Llorens

ADV 208 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

The Superpower of Educators as Advocates

Educators have immense power, and we need to use it to move members of Congress and other elected officials to do the right thing for our students, ourselves, and our communities. But how? By lobbying! Lobbying is not a dirty word. It's a necessary action to make sure our elected officials know what they need to know to make better and smarter decisions to impact our careers/profession, our students, and our schools and worksites. No one knows better what educators and students need than educators and association leaders. Effectively conveying this to elected officials is critical. The NEA Government Relations team in Washington, D.C., is one key piece in doing that. However, we need activists and leaders to build our power and capacity, as well as secure more victories for public education and students. So, how do you advocate effectively? How do you feel more comfortable lobbying officials and staff?

Attend this session to learn the answers to these questions, learn from other NEA members, and leave feeling more empowered as an advocate.

Presenters: Marc Egan and Kim Trinca

ADV 209 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Countering Stereotypes About Asian Americans: The Myth of the Model Minority

This session will increase the participants' cultural competence by focusing on long-held stereotypes towards Asian Americans and their impact on perpetuating implicit bias in K–12 classrooms and higher academia in the United States. This deep dive into institutional bias against the Asian diaspora, from the lens of a cross-cultural perspective, will help educators and association leaders promote best practices of equity, diversity, and inclusion in their educational settings. An overview of Asian immigrant groups will provide historical context and enhance empathy and awareness that Asian and Pacific Islanders experienced in America for the past three centuries.

Presenter: Linda Matsumoto

ADV 211 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Ending Sexual Harassment in Schools: The Power of Title IX

As we engage in creating just and equitable schools, educators will need to understand why sexual harassment is a problem in schools and how we as educators can combat it. Using Title IX data and stories from educators in K–12 schools (including students and employees), participants will better understand how to partner with your district's Title IX coordinator to address and stop sexual harassment.

This is an interactive session, including group level work, using scenarios to practice new skills and awareness in real-time. The session ends with groups brainstorming to disrupt the actual problems shared during think, pair, and share time with the goal of creating SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goals that other locals can adopt/adapt.

Presenters: John Fabela and Jeny Gardner

ADV 212 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

LGBTQ+ Legal Rights in Education

Creating safe and just schools require educators to understand LGBTQ+ issues in education. This session will help participants learn the advocacy skills needed to support all students within the school environment. The session introduces participants to LGBTQ+ specific vocabulary, as well as personal stories of coming out in Wyoming. Participants will explore their social identities and use them to relate to the experiences of other marginalized outside groups.

This 2-part session will also review and explains federal protections for LGBTQ+ students and staff and engages participants in how they can use this information to create safe and equitable schools for all.

Topics covered include students who identify as transgender and their use of bathrooms, LGBTQ+ issues in sports, LGBTQ+ issues in education, gender fluidity, pronouns, issues brought up from participants.

This is Part 2 of a 2-part session.

Presenters: Dirk Andrews and Michael Woods

ADV 213 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Unleash Your Super Power: The Interconnectedness of SEI and Advocacy

This session will utilize the NEA Leadership Competency Framework and NEA strategic priorities to delve deeper into the interconnectedness of social and emotional intelligence and advocacy. Individual commitment to social and emotional intelligence is the foundation for engaging in transformative work that unites all educational stakeholders for a better future for our students, our educators, and our communities. Participants will leave this workshop motivated to strategically engage in their

professions, associations, organizations, districts, schools, and communities. Session activities will provide space for participants to develop strategies, collaborate with colleagues, and share experiences.

Presenter: Kamilah Bywaters

ADV 214 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Red for Ed—It Doesn't Happen Overnight

West Virginia led the nation in the labor movement in 2018. This didn't happen overnight. Contrary to what social media accounts, the movement began two years earlier. A series of plans and events were put in place to not only get our educators actively involved, but to engage parents, school boards, superintendents, and communities. The session will walk the participants through the series of events, and the skills association leaders used, that ultimately resulted in the first statewide strike in West Virginia and the beginning of a nationwide movement.

Presenters: Dale Lee and Kym Randolph

ADV 215 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Let the Students Lead: Addressing Race & Equity From the Bottom Up!

What does student-voice really look like? What if students were allowed a true seat at the table, and adults were prepared to learn from the youth? Participants in this session will engage in an interactive workshop led by high school students who have been trained in and undertaken intense studies around race, equity, and the opportunity gap. Weaving in their own stories of self, they offer unabashed perspectives and real, lived experiences as students of color. This workshop flips the script to help adults in education better understand issues around racial identity, power and achievement through the eyes of our main stakeholders in education: the students. Inevitably, participants will emerge with a new understanding of student voice, student leadership, and student activism. And they will invariably leave with a greater understanding of why allowing students to lead is one of the best ways to achieve equity and justice within education.

Presenters: Ila Benson, Ashley Huynh, Max Mables, Jade Shaibani, and Brooke Smith, Debra Delavan, Kenneth Smith



Communications

COM 200 **Level 2: Mobilizing and Power Building**

NEA Member Benefits: From Recruiting, Retaining, and Beyond

This session is designed for Level 2 leaders and will explore the skills needed to engage members and leaders in supporting their relationships and furthering association capacity through an integrated communication system utilizing regular communications via newsletters, flyers, and informational sharing coming from our Ambassador Network. Resources will be available for members and leaders

focusing on detailed trainings on a variety of topics, including but not limited to student debt management, financial planning/retirement, and overviews of benefits from NEA Member Benefits. By utilizing NEA Member Benefits, members and leadership will be able to offer positive, solution-oriented outcomes that can immediately impact participants.

Presenters: Susan Estes and Michael Gavin

COM 201 Level 2: Mobilizing and Power Building
Level 3: Agenda Driving

The Power of Storytelling: Using Your Authentic Voice to Galvanize and Inspire

Everyone loves a good story, and educators have the best stories. Participants in this session will explore ways to use stories from their personal experiences as educators to help advance student success, public education, and education professions. Session participants will gain a deeper understanding of how personal stories have the power to change attitudes, perceptions, behavior, and win support for public education.

Presenters: Brenda Álvarez and Mary Ellen Flannery

COM 202 Level 1: Foundational
Level 2: Mobilizing and Power Building

Winning Messages to Ensure Students Get an Honest and Accurate Education

As some segments of our country publicly acknowledge and reckon with the ways our laws, practices, and institutions harm Black, Indigenous, and other People of Color, some on the political right have resorted to its usual dog whistle strategy of distraction and division.

Now, they have latched onto the academic phrase “critical race theory” as a catch-all for their anxieties about demographic changes and losing political power. They are leveraging this phrase to motivate their base, take over school boards, and stoke fear and resentment along racial lines while undermining trust in schools, teachers, and public education.

This session will provide participants with the message tools and techniques to counter the right-wing echo chamber and to ensure that our students get an honest and accurate public education.

Presenters: Miguel Gonzalez and Steven Grant

COM 203 Level 1: Foundational

Communications: MEDIA 101

Educators use communications tools and skills every day. Learn to use those basic skills and tactics you already know to be a more effective communicator. This session will provide participants with the building blocks to effectively develop and deliver a winning message in the media and use their voice as educators and public service employees to advocate on behalf of students and public education.

Presenters: Miguel Gonzalez and Staci Maiers

COM 205 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Conquer Your Glossophobia (fear of public speaking)

Does speaking in public send you into a panic? This session will help you master the fundamentals of being a great public speaker or presenter. Designed for beginners or those looking to polish their speaking and presentation skills, this session will help you build your confidence as a speaker, defeat the “umms,” and feel more confident speaking in front of in-person and virtual audiences.

Presenters: Heather Griffin and Ramona Oliver



Governance and Leadership

GOV 200 **Level 1: Foundational**

Feel the Fear and Do It Anyway: From My Classroom, to the Legislature, to the Virtual NEA RA Floor

In her book, *The Education of an Idealist*, Ambassador Samantha Power talks about her work in the Obama administration, and how she pushed through projects by “Feeling the fear, and doing it anyway.” Feeling the fear, and “doing it anyway” is exactly how this normal classroom teacher ended up standing with her students at the Hawaii State Legislature, testifying on a bill her students helped write, to end period poverty in our public schools. “Feeling the fear, and doing it anyway,” is also how this normal middle school teacher found herself speaking to hundreds of Virtual NEA Delegates in July 2021, asking the NEA to pass NBI #11—pushing the NEA to advocate nationally to fight period poverty in our public schools. I was blown away when it passed with a 95 percent “yes” vote.

Teachers can and should be drafting policy, and I’ll share how we networked with other legislators, and community organizations to form a coalition around fighting period poverty throughout Hawaii.

This session will discuss some of the mindsets educators need to do meaningful policy work, including being okay with “not being liked” by administrators and district officials. As Reshma Saujani says in her book, *Brave, Not Perfect*, “Bravery is a muscle: the more you work it, the stronger it becomes.”

Presenter: Sarah Milianta-Laffin

GOV 201 **Level 1: Foundational**

Spirit and Collaboration: Local Association and District Leaders Are Stronger Together

In this session, participants will demonstrate how spirit and collaboration are tools for success for students and educators by exploring various activities on how to strengthen relationships and have a seat at the table with local district leaders. Participants will also demonstrate how working together can influence legislation on the state level. Best practices will be shared around gaining knowledge on how to collaborate, develop partnerships, and strengthen relationships with district decision-makers and those who create and impact policy. Participants will engage in hands-on e-activities that will provide them with practice and insight on creating similar partnerships back home.

Presenters: Joris Ray and Danette Stokes

GOV 203 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Decolonizing Your Organization: Creating Culturally Responsive Structures and Processes

This session will examine organizational structures and practices that too often limit member engagement. We will explore new ways of structuring organizations to engage all members, especially those who feel marginalized by current power structures. Racial equity will be a key component of this analysis.

Presenter: Tucker Quetone

GOV 204 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

What We Believe: Building Organizational Identity Through Member-Driven, Value-Shared Policies

This session will provide association leaders with a greater understanding of NEA policymaking and design, and demonstrate how formal, member-driven policies guide leaders by connecting with their personal and professional values, goals, and aspirations. Participants will also learn how scaling these policymaking structures to their own associations can help strengthen collective identity, unity, and power.

Presenter: Paul Birkmeier

GOV 205 **Level 1: Foundational**

Transformative Leadership

This session will help participants think about their own leadership and management styles, in addition to exploring how they work and lead in groups. Participants will work individually, in pairs, and in groups.

Using a self-assessment each participant will understand their strengths and their areas for growth in being a transformative leader. Levels of leadership may be fluid and changing—meaning that an individual may function at a different level based on the circumstances, environment, team, and other factors. These levels also aren't necessarily linear, people may move between levels at different times and may even lead in a way that incorporates different levels. Using a self-assessment, participants will build awareness of these different levels so they can better understand their own leadership and how to be most effective in different situations.

Participants will discuss the difference between leadership and management and reinforce that people can be both leaders and managers, or at least develop skills in each area. In other words, they are not only both important, but neither are they mutually exclusive.

Presenter: Julie Horwin



Leading our Professions

LOP 200 Level 2: Mobilizing and Power Building; Level 3: Agenda Driving

Designing and Implementing Social and Racial Justice Training

Using a human rights lens, this session will demonstrate how to design and implement curriculum/modules that can be used in classrooms, board rooms, and community forums to address social and racial justice issues. Participants will be guided on how to curate and develop training content, discussion topics, and interactive activities. Participants will also be trained on basic interpersonal communication skills, listening techniques, and motivational strategies. Through a cursory review of USA history, current events, and current practices, participants will examine human rights as the foundation and basin for all human rights, especially civil, racial, and social justice rights. Participants will examine how these rights are or are not being afforded, protected, and provided to all human beings regardless of their ethnicity, cultural background, religious beliefs, or colorization. Participants will also be trained on how to recruit and train presenters and trainers. Participants will also be trained on how to create tools for evaluation of the effectiveness of the training curriculum/modules.

Presenter: Loretta Ragsdell

LOP 201 Level 2: Mobilizing and Power Building; Level 3: Agenda Driving

Transforming Teaching and Learning for Equity and Excellence

For years the conversation around assessments has focused on what does not work for students. In response, NEA has formed the NEA Task Force on the Future Assessments to equip educators to lead in their professions by ensuring that all students have access to an equitable, robust system of asset-based assessments designed by educators in partnership with stakeholders that values the full breadth of their knowledge and skills. By the end of this session, participants will identify promising strategies to:

- A) Transform their schools and communities to recruit and prepare a new generation of educators more effectively.
- B) Support early career educators (particularly diverse ECEs) to succeed and thrive in the profession
- C) Transform the practice of mid-career educators to infuse greater cultural competence and sensitivity to social and emotional learning and trauma.
- D) Build partnerships between schools and communities to accomplish transformations in parts A – C above.

By the end of this session, participants will also develop a plan for personal and organizational transformation in their own setting using strategies identified by NEA's Professional Standards and Practices Committee.

Presenters: Alexizendra Link, Hanna Vaandering, and Blake West

LOP 203 Level 1: Foundational

How Educators Can Lead in the Fight for Climate and Environmental Justice for All

The devastating impacts of climate change are threatening our students and educators' communities, health, wellbeing, and future. This is particularly true for communities of color and under-resourced communities. For too long, the education sector has been forgotten in the battle to address climate change, and large-scale climate solutions often overlook the role education and educators can play. America has over 100,000 public schools that can be models for climate action, climate solutions, and sustainability, and the 50-million children in these schools should be prepared to succeed in a clean economy and lead a more sustainable, resilient, and equitable society.

While most people don't necessarily think of the education sector and educators as it relates to climate and environmental justice, our profession is a key lever for multiple reasons. Educators can teach and inspire the next generation of climate leaders in our schools today. Younger generations are increasingly concerned about the damaging effects of climate change, and it is crucial that educators have the tools to guide them. Additionally, school buildings and grounds are ripe for producing clean energy.

This session will focus on two competency domains: "Advocacy" and "Leading Our Professions." A wide array of policies will be covered for which educators (and students) can use to advocate for change at the local, state, and federal levels. Additionally, participants will learn about NEA's partnerships, such as "Carbon Free and Healthy Schools" campaign. The session will also address how educators, and the education sector at large, can and should lead on climate action and solutions.

At the end of this session, members will be able to have a larger working knowledge of how education and environmental justice can work together and will leave with tangible policies and programs they can advocate for in their communities.

Presenter: Justin Thompson

LOP 204 Level 1: Foundational

Racial Microaggressions: Their Impact in the Classroom and How to Respond

As educational leaders, we must be able to identify the different forms of racial microaggressions and understand their impact in the classroom. In this session, participants will become aware of the different forms of racial microaggressions, discuss short-term and long-lasting effects associated with racial microaggressions, and discover ways in which microaggressions can be minimized and addressed in the classroom. Through a personal self-assessment of anti-bias behavior, participants will identify areas in need of improvement and create specific goals to address these areas.

Presenter: Veronica Aguiñaga

**LOP 205 Level 1: Foundational
 Level 2: Mobilizing and Power Building**

ELI and ECE Superstars: A Leadership Model

Many associations struggle with recruiting, retaining, and engaging educators who are new to the profession. The Early Leadership Institute Program (ELI) is one way to actively engage early career

educators (ECEs) by involving them in a productive, solutions-based project. This session will spotlight how leaders in Utah used the ELI model to engage and recruit ECEs for leadership roles and provide a network of support during their first years in the profession. As a result of implementing the program, educators identified the need for enhanced new hire training and provided a plan to the district and local.

Presenters: Michael Brosnan and Rebecca Hall

LOP 206 **Level 1: Foundational**
Level 2: Mobilizing and Power Building

Creating Safer Spaces for LGBTQ+ Youth

Using research and resources from GLSEN, participants will develop an understanding of the importance of adult allies to LGBTQ+ students and explore the specific ways in which they can educate, advocate for, and support LGBTQ+ students. Participants will learn techniques for bullying prevention and intervention, receive guidance on supporting transgender students, and discuss case studies of various scenarios that might come up in their schools.

Presenter: Joseph Bento

LOP 207 **Level 1: Foundational**
Level 2: Mobilizing and Power Building; Level 3: Agenda Driving

The Future of Normal

This session will serve to illustrate ways that K–12 educators, leaders, preservice teachers, and university faculty can work together to usher in a “new normal” in education: one that provides equity and access to all students in any learning environment. Particular attention will be paid to the crosswalks between national online teaching standards as well as support frameworks from Danielson and Marzano. Together, session participants will work toward articulating how to bridge social and emotional learning gaps, attend to the ways the digital divide affects student populations and their access to high quality education, and the interventions needed for students with disabilities and English language learners (ELL). Participants will be asked to work together to reflect on their own practice through the lens of the Framework for Remote Teaching and encouraged to collaborate to construct promising practices around teaching and learning with technology, engaging families in online learning, social and emotional learning, ELL Students in online environments, students with disabilities in online environments, and culturally responsive sustaining education to inform their own coaching.

Presenters: Paul Cardettino, Izzy Galante, Nicole Galante, Al Pisano, and Elizabeth Rawlins



Organizing

ORG 200 Level 1: Foundational

Community Outreach and Engagement for Safe and Just Schools

Now more than ever, the fight for safe and just schools means the Union must be a part of the neighborhoods in which we work and reside. We must be in the community, not with passive presence, but in active partnership. While it requires commitment, intention and respect, the win for students—no matter the ZIP code—is worth it!

Join NEA’s Community Advocacy and Partnership Engagement (CAPE) team for the “how-to” of relationship building in today’s world. Learn why eradicating negative narratives starts with a positive approach to external outreach. Hear how affiliates are finding this work to be a vehicle for empowering educator voice and deepening the member connection. And understand why it’s going to take standing up for the common good to earn community support and win on the issues we care about.

Presenters: Brandon Cahee, Stacey Grissom, Sedelta Oosahwee, and Lindsay Peifer

ORG 201 Level 2: Mobilizing and Power Building Level 3: Agenda Driving

NEA Organizing Fellowship Academy

The NEA Organizing Fellowship Academy was designed to train member leaders in the skills of organizing and advocating for members. This year’s academy has 12 fellows whose learning will be heavily field based and experiential. The participants will leave the program able to meet the expectations of UniServ staff and organizers. This session will provide an overview of this one-year program with competitive wages and benefits. Additionally, the 12 fellows currently enrolled in the program will share key learnings and memorable experiences. They will also be available to answer questions from participants.

Presenters: Cora Allen, Larry Carey, Allison Davis-Dollison, Kristi Gregoire, Nani Lium, Richard Mathis, Tameka Mays, Rhonda Thompson, Greylor Walston, Alana Ward, and Kiesha Williams

ORG 202 Level 1: Foundational Level 2: Mobilizing and Power Building

Building a Strong Aspiring Educators Program—Ensuring the Future of Your Association

Join us for a discussion of Kentucky’s Aspiring Educators program and our experiences with organizing and advocacy. This session will cover the aspects of organizing that have helped our program to grow over the past several years, as well as the main social, professional, and advocacy issues that we have tackled in recent years.

Presenters: Cameron Brown, Nelson Browning, Emily Durbin, Russell Edwards, Lou Ann Flanagan, Ian Robinson, and Madison Sharp

**ORG 203 Level 1: Foundational
Level 2: Mobilizing and Power Building**

Mobilizing Members: How to go from <10 to 100> Participants

During this workshop learners will be actively engaged in exploring how to connect with members, especially early career educators, and how to mobilize them to take action. Members will leave with an action plan their local can use to communicate effectively with membership, sustain and increase membership engagement, and build leadership capacity, which are paramount for holding a successful organizing event.

Presenters: Melissa Buckley and Kelly Wilson

ORG 204 Level 1: Foundational

Early Career Educator Engagement: A Model and a Story

In rural Utah, engaging early career educators is different than in more urban school districts. This session will use the power of storytelling to share how early career educators, who participated in NEA's Early Leadership Institute, used their leadership skills to return to their local association and developed an organizing plan that repositioned the association to organize around issues like homelessness, low literacy rate, poverty, and school funding to engage and support early career educators and re-engage longtime members.

Presenters: Ashlyn Drew, Craig Harrison, and Emilee Liddiard

ORG 205 Level 2: Mobilizing and Power Building

Uniting Our Membership: The Experience

Membership should be an experience for members and potential members. Organizing should also be fun. This interactive, foundational session will help participants understand the basic tenets of organizing, including best practices for member engagement, recruiting and retaining new members, and leader identification, including expanding our view of leaders to include every education employee in your district.

Presenter: Rakeal Williamson

**ORG 206 Level 2: Mobilizing and Power Building
Level 3: Agenda Driving**

Organizing Campaigns for Social Justice

As we move forward in the fight for public education and social justice, it is becoming increasingly clear that we need to look beyond what has been our “bread and butter” issues at the bargaining table and who have been our traditional stakeholders. In order to successfully plan, fund, and successfully implement pro-public education campaigns, we must organize for the common good.

In this engaging and timely presentation, we will discuss recent organizing victories to establish community schools, elect education-friendly political candidates, achieve reparations for Black families,

and build coalitions around social justice issues in all types of settings from small to large communities to pro-union to right-to-work states.

Participants will have a chance to discuss and develop short-term and long-term strategies to address scenarios based on real-life examples and their level of skill and experience. Whether one is an emerging leader or a seasoned organizer, attendees will find this session informative, engaging, and applicable to their work at home. Join us and let us reimagine what organizing can be!

Presenters: John Green, Kampala Taiz-Rancifer, and Telly Tse

**ORG 207 Level 1: Foundational
Level 2: Mobilizing and Power Building**

Listening to Association Silences

Although involvement and collective voice are explicit and prized association values, many our members remain silent despite our efforts to invite them to participate. This session will explore why that might be as it identifies the sources of those silences and interrogates the leader's role in appreciating, understanding, and mitigating those silences to raise our collective voice. In their quest for meaningful participation, leaders must find opportunities to critically reflect to understand and appreciate their members'—even their building reps, executive boards—reticence to speak out. After all, “people who have ideas and drive are on every street, in every ... workplace and school, waiting in the wings, ready to be discovered. Someone must reach out and recognize them ... to ask them to step out ... to be players in the unfolding drama of public life. And that someone is what we call a leader or organizer” (Gecan, 2004).

During this presentation, participants will learn strategies that emphasize discussion—narrative and deliberative—in a way that amplifies marginalized voices. Participants will learn how their roles and position relative to their members contribute to the silences they encounter so they are able to identify opportunities for diverse engagement and participation within the association. Together participants will interrogate the power disparities that often influence the silences leaders encounter with their members. The session will demonstrate, and participants will practice how to listen more intentionally to the silences we all encounter as we lead our union and “... meet one to one with others, to hear their interests and dreams and fears, to understand why people do what they do or don't do what they don't do. After all, “... all real living is meeting, not meetings” (Gecan, 2004).

Presenter: Curtis Benjamin

ORG 208 Level 2: Mobilizing and Power Building

Running an Effective Organizing Campaign by Focusing on Actions, Structures, and Data

In our current climate, unions must work smarter to get wins, build positive public relations, and identify new, diverse members and leaders.

In this session we will show how to successfully run smaller and larger campaigns (there are entry points for all locals and districts), how to create structure tests, how to use free tools for data collection, and how to use data to discover new members and diverse leaders. Participants will brainstorm needs in their districts or locals, and we will walk them through gaining member buy-in for actions. Attendees will

craft structure tests that fit their campaigns and will learn different free tools for tracking and using data gleaned from these structure tests.

We will discuss the difference between targeting membership and leaders with and without data, and how using data can be more equitable and meaningful than not. This session will be hands-on. Attendees will leave with clear goals, digital tools, and pathways to organizing more effectively and equitably through data usage.

Presenters: Erin DeMund, Rae LeGrone, and Amanda Thompson-Rice



Social and Emotional Intelligence

SEI 200 Level 1: Foundational

Deconstructing Whiteness: Understanding White Privilege and White Fragility

In order to counter the impact of White supremacy culture, we must understand how power, social oppression, and privilege has created systemic inequity and racism that has impacted our communities. By deconstructing White privilege and White fragility, we can engage in intentional ways to advance racial justice and liberation.

Presenters: Eriecé Colbert, Kelly McMahon, and Hilario Benzon

SEI 202 Level 2: Mobilizing and Power Building

Level 3: Agenda Driving

Leading in Chaotic Times: Stand Up (Part 2)

This is Part 2 of a 2-part session. Many people/groups see this reality as a clarion call for justice. And for others it brings fear of losing life as they know it. The cracks in our social fabric have been exposed. Many have focused on the darkness. Now is the time to focus on the light that shines through. NEA members are key actors in bringing about the just schools that support our citizens and democracy. Transformative change to bring about a just society is messy and requires practiced disciplined thinking and action. Too often the response has stopped at protest and little changes. Sustained work must go deeper.

This session is designed to provide participants with research-based knowledge about transformative systemic/social change that will guide leaders in facilitating the development of just education systems and the advancement of local affiliates as well as NEA in this endeavor. This is a 2-part session and participants are encouraged to attend both to maximize their learning.

Presenter: Janice Jackson

SEI 203 Level 1: Foundational

Level 2: Mobilizing and Power Building

SEL: It Isn't Just for the Kiddos!

Have you ever wondered if social and emotional learning (SEL) was just for students? Are you aware of how your personal culture and identity show up in the SEL work that you do? Did you know that the development of your own SEL competencies is directly related to your self-care? Do you question whether personal change is even possible?

During this session, join us in a safe and brave space for shared learning as we explore the SEL competencies as they relate to our adult selves. Expect discomfort and growth as we actively engage in peer learning. We will move to action planning for how you can carry this learning forward to your colleagues, co-workers, local associations, and community members to positively impact the education setting and experience for all educators and students.

Presenter: Kristine Argue-Mason

SEI 204 Level 1: Foundational

Level 2: Mobilizing and Power Building

Restorative Justice When the Caged Bird Needs to Sing! (Part 2)

This is Part 2 of a 2-part session. This session is designed to have fun by learning how to co-create space and making space for our students, leaders, activists, and communities where the benefits of restorative justice purely outweigh participants feeling weak, rejected, unworthy, overwhelmed, unloved, victimized, and where everyone will feel seen and heard; where they may participate in an on-going way of being freer, feeling no judgment, sharing values, and speaking their truth. Leaders and activists will understand and return to their educational community to incorporate a five-step restorative process on a more committed basis, which incorporates life-changing experiences that will increase voice, awareness, and leadership through their participatory interactions. We will address the increased social, emotional intelligence, and cognitive needs, as well as increase provisions for deliberate restorative practice, scaffolding support, and positive interrelationships. The session and content are contextualized to address the unique needs of all local and state affiliates. Participants are encouraged to register for both sessions to maximize their learning.

Presenter: Sandra Peart

SEI 205 Level 1: Foundational

Level 2: Mobilizing and Power Building

Practicing Mental Wellness: Supporting Self-Care and Healthy Boundaries

This session is strengths-based and explores various ways of promoting one's mental wellness. Considering the COVID-19 pandemic, the U.S. has seen a drastic increase in mental health disorders across populations. Participants will explore various mental health statistics (pre-pandemic and currently) as well as ways of ways of coping with such struggles. This presentation will utilize an intersectional lens, acknowledging the various identities (race, ethnicity, gender, sexual orientation, gender identity, religion, age, socioeconomic status, ability, and more) and how these identities affect one's experiences. Participants will engage in discussion about their various individual strengths as well as protective factors that can help them endure.

This session will also provide participants with information about ways of practicing self-care, utilizing coping mechanisms, establishing healthy boundaries, and making themselves available to strive toward their unique full potential. Participants are invited to bring their full selves, as they explore ways of promoting mental health and wellness in their schools, worksites, and beyond.

Presenter: Philip McCormick

SEI 206 Level 1: Foundational
Level 2: Mobilizing and Power Building

True Colors: Keys to Personal Success

The gateway to personal and professional success is, in part, being able to communicate well and understand others. True Colors is a fun and engaging training program about self-discovery and assists the learner with understanding what makes an individual and others feel successful, which is the pathway to effective communication. True Colors is rooted in temperament typology and uses colors as a metaphor to describe categorized behavior using common vocabulary to understand basic human diversity.

Presenter: Aneeka Ferrell

SEI 207 Level 1: Foundational

Pedagogies of Change

This workshop will look at various pedagogies that impact social and emotional environments in classrooms and examines how they result in greater societal transformation. From Critical Race Theory to Barrio Pedagogy to Trenza Methodology to Abolitionist Teaching and more. This workshop recognized that learning content is important but how youth feel when engaging in the content is what is key to real change that is felt in the individual, in the collective and stays impactful in higher education and beyond. Yes, educators need powerful lessons, but what the youth needs is powerful truth tellers who will uplift them unconditionally.

Presenter: Guadalupe Cardona

SEI 209 Level 1: Foundational

SEL: Focusing on Self-Care

Leaders must engage in self-care. In this session, the participants will explore a more versatile definition of self-care and recognize the comfort, learning, and panic model as tools to be more aware of current levels of tolerance in the context of their current reality. Participants will explore several self-regulation strategies, connecting with their breath, body, and mind as tools to manage discomfort, stress, and trauma. Participants will also create a list of self-care activities, personalized to themselves, and develop at least one SMART goal to implement.

Presenter: Brytan Felter



Strategy and Fiscal Health

SFH 200 **Level 2: Mobilizing and Power Building**
Level 3: Agenda Driving

Resource Development: Grant Writing and Beyond (Part 2)

This is Part 2 of a 3-part session. In this continuation, you will learn about and create a resource map to consider partnerships that may strengthen and sustain your work beyond a grant. Explore and share examples of partnerships in this interactive session. Learn how to navigate data tools to aid your venture!

Presenter: Shafeza Moonab

SFH 201 **Level 2: Mobilizing and Power Building**
Level 3: Agenda Driving

Creating and Advancing an Actionable Statewide Strategic Plan

Is your association's strategic plan sitting on a shelf or is it actionable, integrated within the state and local work, and used as a guide to advance the mission and goals of your organization? This session will demonstrate how the Maryland State Education Association sought member input and engaged staff to design a five-year plan to focus on its strategies and build fiscal health. The MSEA strategic plan is more than a piece of paper with a mission, goals, and objectives. In addition to a strategic plan aligned with budget development and implementation, there are identified and measurable metrics that serve as benchmarks toward success that includes intentional outreach and training with local affiliates. The state association strategic plan also includes and provides space for the work of local affiliates to realize statewide success. Participants will hear about the process used by MSEA, with the help of NEA, and see how the work is being integrated throughout the affiliate and will also be provided with handouts and time to collaborate and reflect on their own strategic plan or begin a strategic planning.

Presenters: Cheryl Bost and Sean Johnson

SFH 202 **Level 1: Foundational**

Organizational Financial Compliance

The session will provide a look at how the Oregon Education Association is building the Strategy and Fiscal Health competency of members serving as treasurers of their local association. Participants will have a chance to review the training modules and hear about the program's success. By the end of this session participants will be able to: 1) identify ways to increase financial awareness in their local/state affiliate; 2) be able to apply key strategic budgeting principals; 3) better understand the importance of fraud prevention techniques; and 4) identify key IRS tax regulatory filings and steps for determining what's missing in the local's practices.

Presenters: Enrique Farerra and Reed Scott-Schwalbach

SFH 203 Level 1: Foundational

Financial Stewardship: Learning the Basics

In order for members to be successful with managing the fiscal health of the association, they must first successfully manage their own finances. Being a good steward of your finances begins with learning how to grow, save, and invest money. This session will cover the basics of how to build a budget and focus on debt management. These same skills are necessary and critical for association leaders.

Presenter: Stacey Sweeny

SFH 204 Level 1: Foundational; Level 2: Mobilizing and Power Building

Using Bylaws, Association Policies and Reserves to Promote Fiscal Health

Developing your Strategy and Fiscal Health competency is more than understanding how to read the association's budget. This session will teach participants how to use the association's governing documents, including the association's bylaws, to support the strategic plan and budget, as well as, overall financial health of an association.

Presenter: Rodney Rowe

SFH 205 Level 1: Foundational

Success on a Shoestring

What do you do when you are trying to revitalize a local with no infrastructure and no budget? This was the challenge for leaders in Summerville, S.C. This session chronicles the journey of the Summerville Education Association's journey to rebuild their local with a shoestring budget. While this session will highlight a local from South Carolina, chances are there are a lot of implications for local leaders in other states. Participants will review scenarios, brainstorm strategies, create plans, and explore funding possibilities that can be adapted for their local association.

Presenters: Barbie Ross and Mary Rita Watson