



# 2022 LEADERSHIP SUMMIT

NEA.ORG/LEADERSHIPSUMMIT

**SOCIAL  
EMOTIONAL  
INTELLIGENCE**



**STRATEGY AND  
FISCAL HEALTH**

**COMMUNICATION**

**ORGANIZING**

**ADVOCACY**

**LEADING OUR  
PROFESSIONS**

**GOVERNANCE &  
LEADERSHIP**

**UNITING FOR  
A BETTER FUTURE FOR  
OUR STUDENTS,  
OUR EDUCATORS, AND  
OUR COMMUNITIES**

**#NEASUMMIT #EDLEADERS**

**MARCH 11-13, 2022**

**CAESARS FORUM CONVENTION CENTER**

**LAS VEGAS, NV**

# NEA MISSION VISION VALUES

Adopted at the 2006 NEA Representative Assembly

## The National Education Association

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

## Our Vision

Our vision is a great public school for every student.

## Our Mission

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

## Our Core Values

These principles guide our work and define our mission:

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

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

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

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

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

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



**Rebecca "Becky" Pringle**  
NEA President

**“UNITING FOR A  
BETTER FUTURE  
FOR OUR STUDENTS,  
OUR EDUCATORS, AND  
OUR COMMUNITIES”**

# WELCOME TO THE 2022 NEA NATIONAL LEADERSHIP SUMMIT!

Dear Summit Participants:

Since COVID became a central part of our everyday lives in 2020, there is one phrase that I have thought and said over and over again: I have never been more proud to be an educator.

You showed the entire nation that even in the face of a global health crisis you will continue to answer the call to educate our students—all of them—our Black, White, Brown, Indigenous, and AAPI students, students from marginalized communities, LGBTQ+ students, and students who are differently abled. The March 2020 closure of school buildings only intensified the societal inequities that for these students already posed a daily hurdle to learning. Through it all, you have kept our heartfelt, collective purpose in mind: to prepare every student to step boldly and completely into their brilliance.

Standing upon your courage and leadership, NEA is now excitedly preparing to convene the first in-person Leadership Summit since 2019. Themed, *“Uniting for a better future for our students, our educators and our communities”*. The 2022 Summit will take place March 11-13 in Las Vegas, Nevada, at Caesar’s Palace. Because NEA remains devoted to following science and keeping all attendees and staff healthy and safe, the gathering will include stringent COVID protocols and mitigation standards. These will be followed without exception.

During the Summit, we will explore the knowledge, skills and behaviors that form the core of the NEA Leadership Competency Framework: advocacy, communication, governance and leadership, leading our profession, organizing, and strategy and fiscal health. We will also delve more deeply into the new competency—social and emotional intelligence—which was unveiled at last year’s virtual Summit, and represents the skills every leader needs to cultivate during challenging times.

Leadership is a journey that requires constant transformation, the ability to face challenges forthrightly and with integrity, and the willingness to imagine all that is possible. At the 2022 Summit, we will learn, reflect, collaborate, and dream. It will be the ideal environment for you to create, redefine, or perhaps just apply some polish to your own leadership path.

Together, as educator leaders, we will continue to face things that were a short few years ago unthinkable. We will stand in our power and lead the way toward a future that is worthy of every one of our students.

Sincerely,

# A MESSAGE FROM THE SUMMIT DESIGN TEAM

Dear Summit Leaders,

We are excited to welcome you to the 2022 NEA National Leadership Summit. This year's theme is, *Uniting for a better future for our students, educators, and communities*. It is a challenging time for NEA leaders as we continue to adapt, while staying motivated, student-focused, and open to new ideas. Our organization is confronting many changes, and we are meeting these changes during a time of larger nationwide and global change. This is why leadership development is so important for educators and it is why we host the National Leadership Summit.

At this year's Summit, we look forward to bringing together dedicated educators who have stood on the front lines for their students and given their all to strengthen public education. The NEA Leadership Summit strives to ensure that NEA will remain at the cutting edge of leadership development. The Summit provides an opportunity for NEA leaders to transform how we operate, and continuously improve our ability to develop and equip leaders with the knowledge, skills, and abilities to lead in their professions and personal lives. Our members have continued to meet our field's challenges and excel despite the obstacles. We should all be very proud of where we are today and excited about where we are heading.

We thank each of you for attending the Summit. You, as organization leaders, have the vision, the knowledge, the wherewithal, and the experience to help us pave our way into the future. You are our greatest asset today and tomorrow, and we could not accomplish our mission without your support and leadership. Throughout this conference, I ask you to stay engaged, and help us shape the future of NEA.

Sincerely,

NEA Summit Design Team

## NEA Leadership Design Team

Princess Moss, *Chair, NEA Vice President, Virginia*

Sarah Borgman, *President, NEA-Retired Executive Council, Indiana*

Cheryl Bost, *President, Maryland State Education Association*

Mark Jewell, *NEA Executive Committee, North Carolina*

Gladys Fatima Marquez, *NEA Executive Committee, Illinois*

Brent McKim, *President, National Council of Urban Education Associations, Kentucky*

Robyn O'Keefe, *NEA Board of Directors, Michigan*

Elizabeth Preval, *NEA Board of Directors, Massachusetts*

DeWayne Sheaffer, *President, National Council for Higher Education, California*

Hannah St. Clair, *NEA Board of Directors, Aspiring Educator, Oregon*

Erica Webber-Jones, *President, Mississippi Association of Educators, Mississippi*

# TRIBES OF THE INDIAN NATION

## TRIBES OF THE INDIGENOUS PEOPLE WITHIN THE UNITED STATES OF AMERICA



The National Education Association is committed to honoring the spaces that we occupy to advance the work. NEA begins each meeting by acknowledging that we meet on the traditional lands served by indigenous people. NEA honor America's First People and all elders, past, present, and emerging.

Discover your indigenous territories at <https://native-land.ca>

## NEA STANDARDS OF CONDUCT

NEA has adopted a Standard of Conduct Policy to ensure that all of our gatherings are welcoming to all and free from discriminatory, harassing or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity or expression, or any other characteristic protected by law will not be tolerated. If you experience any discriminatory or harassing behavior, please email Robert Rodriguez ([RRodriguez@nea.org](mailto:RRodriguez@nea.org)) or Hanna Vaandering ([HVaandering@nea.org](mailto:HVaandering@nea.org)) to report the incident. Thank you for your commitment to ensuring a positive event for all.

# 2022 NEA NATIONAL LEADERSHIP SUMMIT AGENDA-AT-A GLANCE

## Virtual Experience Agenda

A complete list of meetings and breakout session descriptions are available on [nea.org/leadershipsummit](https://nea.org/leadershipsummit). Please note breakout sessions are in Pacific Time.

### FRIDAY, MARCH 11, 2022

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6:00 pm – 7:30 pm PST      **Opening Plenary**

### SATURDAY, MARCH 12, 2022

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8:15 am – 9:45 am PST      **Content Sessions (Block 1)**

### SATURDAY, MARCH 12, 2022

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10:30am – 11:30 am PST      **Saturday Plenary**

### SATURDAY, MARCH 12, 2022

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1:00 pm – 2:30 pm PST      **Content Sessions (Block 2)**

### SUNDAY, MARCH 13, 2022

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8:15 am – 9:45 am PST      **Content Sessions (Block 3)**

### SUNDAY, MARCH 13, 2022

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10:30am – 11:30 am PST      **Closing Plenary**

# 2022 NEA NATIONAL LEADERSHIP SUMMIT AGENDA-AT-A-GLANCE

## In-person Experience

A complete list of meetings and breakout session descriptions are available on [nea.org/leadershipsummit](https://nea.org/leadershipsummit). Please note breakout sessions are in Pacific Time.

### FRIDAY, MARCH 11, 2022

TIME	EVENTS
12:00 pm PST	<b>Registration Opens</b>
2:00 pm – 4:00 pm PST	<b>Early Bird Sessions</b> <i>Description: Four, concurrent sessions, each focused on increasing awareness of NEA's organizational priorities.</i>
5:00 pm – 6:00 pm PST	<b>State Connections Sessions</b> <i>Description: Connect with other Summit participants from your state.</i>
6:00 pm – 7:30 pm PST	<b>Summit Opening Plenary</b> – NEA President Becky Pringle
8:00 pm – 10:00 pm PST	<b>Two Sessions (concurrent):</b> <ul style="list-style-type: none"> <li>• Summit Mixer</li> <li>• Summit Game Lounge</li> </ul>

### SATURDAY, MARCH 12, 2022

TIME	EVENTS
6:30 AM – 7:30 AM PST	<b>Health and Wellness Session (w/Grab and Go breakfast option)</b>
6:30 AM – 8:00 AM PST	<b>Breakfast</b>
8:15 AM – 10:15 AM PST	<b>Breakout Sessions – Block 1</b>
10:30 AM – 11:30 AM PST	<b>Saturday, Plenary Session</b> – NEA Vice President, Princess Moss <b>Keynote Speaker</b> – Juliana Urtubey, NBCT, 2021 National Teacher of the Year
11:45 AM – 12:45 PM PST	<b>Lunch Program</b> – Brian Rippet, President, Nevada Education Association
1:00 PM – 3:00 PM PST	<b>Breakout Sessions – Block 2</b>
3:15 PM – 4:15 PM PST	<b>Caucus and Council Engagements</b>
4:30 PM – 5:30 PM PST	<b>State Connection Sessions</b> <i>Description: Connect with other Summit participants from your state.</i>

# 2022 NEA NATIONAL LEADERSHIP SUMMIT AGENDA-AT-A GLANCE

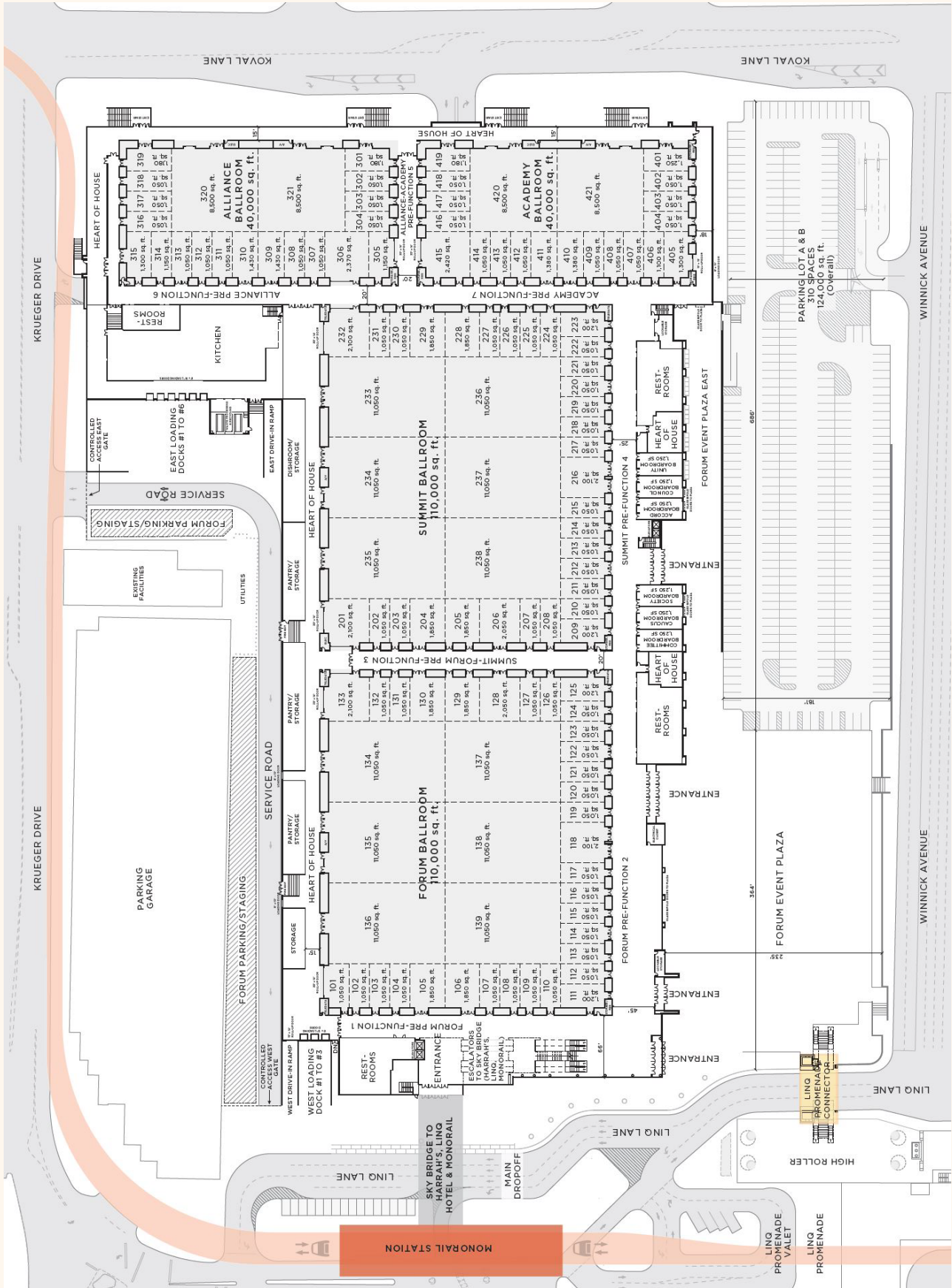
## In-person Experience

### SUNDAY, MARCH 13, 2022

TIME	EVENTS
6:30 AM – 7:30 AM PST	<b>Health and Wellness Session (w/“Grab and Go” breakfast option)</b>
6:30 AM – 8:00 AM PST	<b>Breakfast</b>
8:15 AM – 10:15 AM PST	<b>Breakout Sessions – Block 3</b>
10:30 AM – 11:30 AM PST	<b>Closing Plenary</b> – NEA Secretary-Treasurer Noel Candelaria <b>Keynote Speaker:</b> Dr. Timothy Shriver, Chairman of the Board, Special Olympics



# CAESAR FORUM MEETING SPACES



# GENERAL INFORMATION



The content of this program book and the Leadership Summit breakout sessions may be subject to changes, so please check the [nea.org/leadershipsummit](http://nea.org/leadershipsummit) for updates throughout the Summit.

## STATE CONNECTION SESSIONS FOR LEADERSHIP DEVELOPMENT

The Summit Design Team and NEA staff have included an opportunity for participants to gather as state teams during the in-person Summit. This session, held on Friday and Saturday, creates space for leaders to engage with attendees from their state and build community. This session is included in the Summit to help reinforce the Summit's purpose, create networking opportunities, and provide leaders with the time to brainstorm and develop ideas for ongoing leadership development after the Summit ends.

- ▶ **Friday, March 11, 5:00 pm - 6:00 pm PT**
- ▶ **Saturday, March 12, 4:30 pm - 5:30 pm PT**

## CAUCUS AND COUNCIL MEETINGS

This meeting will provide in-person Summit participants with an opportunity to meet with a caucus or council in an effort to leverage shared interests in building networks, enrich their understanding of NEA priority issues, and conduct other caucus and council business.

- ▶ **Saturday, March 12, 3:15 pm-4:15 pm PT**

## SUMMIT SOCIAL & ENGAGEMENT

Two concurrent in-person offerings: 1) Summit Mixer (music); and 2) Summit Game Lounge. These events are designed as opportunities for Summit participants to engage and enjoy with one another and allow them to build the important relationship essential for strong leadership development.

- ▶ **Friday, March 11, 8:00 pm - 10:00 pm PT**

## BUDGET, LEGISLATIVE, AND RESOLUTIONS WEBINAR

A complete recording of the annual Budget, Legislative, and Resolutions webinar is available through the NEA Governance Policy Resources Center at [www.nea.org/policyresourcecenter](http://www.nea.org/policyresourcecenter). During the pre-Summit webinar, committee chairs discussed NEA's primary internal policy mechanisms - Strategic Plan and Budget, Federal Legislative program, and Resolutions.

## NEA GOVERNANCE POLICY RESOURCE CENTER

Visit us online to find NEA's policy documents. Our Resolutions, Legislative Program, Policy Statements, and the Association's biennial Strategic Plan and Budget are developed with input from NEA members to help advance our strategic goals. They are adopted annually by the NEA Representative Assembly. You'll also find copies of policy documents and background on the standing NEA committees that coordinate the review of and recommended revisions to each of these Association policies.

Finally, the resource center provides NEA members with the opportunity to communicate with committee leaders to ask questions, share ideas, and recommend changes or additions to Association positions and activities. Visit the NEA Policy Resource Center at [www.nea.org/policyresourcecenter](http://www.nea.org/policyresourcecenter).

## HELP BUILD OUR LEADERSHIP BRAND VIA SOCIAL MEDIA!



Throughout the Summit participants will have an opportunity to learn more about the Summit purpose, review content, and connect with other participants. In addition, the NEA Leadership Development Team is working to claim and own the 'education leader' space across social media platforms. During the Summit, and long after, we will be working to build a stronger presence on Facebook, Twitter and edCommunities. This weekend, and in your reflections about the Summit, we encourage you to use the official Summit hashtags in your posts: #NEASummit and #EdLeaders.

### SUMMIT FACEBOOK PAGE and edCOMMUNITIES GROUP (NEA LEADERSHIP SUMMIT ACTIVISTS)

Connect with NEA and other Summit participants through our Facebook page - <https://www.facebook.com/groups/neaedleaders/> and our edCommunities group (NEA Leadership Summit Activists) <https://www.mynea360.org/> to post your experience throughout the weekend.

The NEA Summit Leaders Facebook page is a closed group. The purpose of this group is build an online community for participants who have attended past and future NEA Leadership Summits. Our hope is that the space will serve as a forum for peer learning, personal engagement and provide opportunities to build relationships across boundaries. We invite you to post, comment, and share information, ideas and best practices about how you are developing yourself and others as leaders.

edCommunities Group (NEA Leadership Summit Activists)

This group provides an online community for activist leaders who have attended past and future NEA Leadership Summits. Our hope is that this space will be a learning community and a forum for peer learning. We will share important content and presentations from the Leadership Summit and invite you to post, comment, share information, ideas and best practices about how you are developing yourself and others as activist leaders.

## PHOTOGRAPHY, AUDIO, VIDEO RECORDINGS

Photography, audio, and video recordings will be taking place in the Leadership Summit space for journalistic and NEA marketing purposes. By your presence, you are consenting to the use of your likeness for these stated purposes. If you choose otherwise, please email [leadershipsummits@nea.org](mailto:leadershipsummits@nea.org) with a photograph of yourself. While on-site, please refrain from taking pictures and video of attendees, without their consent. Pictures and video should not be shared via social media without consent.

## HEALTH AND WELLNESS

In 2019, delegates at the NEA Annual Meeting, introduced a new business item, commonly referred to as an NBI, that called on NEA to incorporate mindfulness practices into the design of its national conferences. That NBI was referred to NEA's Conference Alignment Team, which provided guidance to conference planning committees to review each experience and determine if such sessions were feasible and aligned. This year, the in-person Summit features multiple breakout sessions that amplify the role of self-care in leadership development and activism. Additionally, the Summit will also offer Health and Wellness sessions to participants who want to explore mindfulness and other self-care techniques:

- ▶ **Saturday, March 12, 6:30 am-7:30 am PT**
- ▶ **Sunday, March 13, 6:30 am -7:30 am PT**

# PRIORITIZE, ACTIVATE, LEAD (PAL)

## What is PAL?

PAL is a person-to-person and digital engagement initiative available at the Summit for participants to learn about, embrace, and plan to lead on NEA's organizational priorities. Take action on one or all of the priority areas, via the Summit app.

The National Education Association has four priorities:

► **Early Career Educators** - Build on the New Educator campaign and continuing recruitment and engagement by taking local action and winning on the issues identified by members at: <https://secure.everyaction.com/DrHyf68DSEe9JFxrckm-Ku9w2>.

► **Racial Justice in Education** - For more information about becoming a Racial Justice Co-Conspirator, visit: [www.nea.org/racialjusticejourney](http://www.nea.org/racialjusticejourney). You can also sign up for racial and social justice updates, actions, and resources at: [www.neaedjustice.org](http://www.neaedjustice.org).

► **My School, My Voice** - Tell us what's happening in your district and school and how you're engaged! To share your story, click here!

► **Supporting Professional Excellence** - Delete this sentence and replace with: Sign up for the Ed-Practice Newsletter! This monthly email is packed full of advice, tips, and resources to help educators be the best they can be for their students. <https://www.nea.org/subscribe-edpractice-newsletter>

## NEA'S STRATEGIC PRIORITIES

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

Every public school has the resources and opportunities that our best public schools have, including culturally and socially responsive instruction.

All students have access to educators who are equipped to apply a race-equity lens to their work and who are prepared to respond to the diverse needs of the school and community.

The voice of all educators - teachers, ESP, higher education faculty and staff - is part of decision-making to ensure student success.



PK-16 systems should include association-led, educator convened professional learning that prepares practitioners to support students to succeed in a diverse and interdependent world. These systems must include peer-to-peer support and opportunities for professional transitions.



## STATE CONNECTION SESSIONS

Friday, March 11 - 5:00-6:00 pm PST

Saturday, March 12 - 4:30-5:30 pm PST

Alabama	Forum Ballroom 101-102	Montana	Summit Ballroom 230
Alaska	Forum Ballroom 103	Nebraska	Summit Ballroom 232
Arizona	Forum Ballroom 106	Nevada	Alliance Ballroom 301
Arkansas	Forum Ballroom 104	New Hampshire	Alliance Ballroom 302-303
California	Forum Ballroom 111-112	New Jersey	Alliance Ballroom 304
Colorado	Forum Ballroom 124	New Mexico	Alliance 305-306
Connecticut	Forum Ballroom 125	New York	Alliance 307-308
Delaware	Forum Ballroom 126	North Carolina	Alliance 311-312
Federal Education Association	Forum Ballroom 127	North Dakota	Alliance Ballroom 303
Florida	Forum Ballroom 128	Ohio	Alliance Ballroom 314-315
Georgia	Forum Ballroom 131	Oklahoma	Alliance Ballroom 316
Hawaii	Forum Ballroom 132	Oregon	Alliance Ballroom 317
Idaho	Forum Ballroom 133	Pennsylvania	Alliance Ballroom 318-319
Illinois	Summit Ballroom 218	Rhode Island	Academy Ballroom 401-402
Indiana	Summit 219	South Dakota	Academy Ballroom 403-404
Iowa	Summit Ballroom 220	Tennessee	Academy Ballroom 405-406
Kansas	Summit Ballroom 221	Texas	Academy Ballroom 407
Kentucky	Summit Ballroom 222	Utah	Academy Ballroom 408
Louisiana, Mississippi, South Carolina	Alliance Ballroom 309 to 321	Vermont	Academy Ballroom 409
Maine	Summit Ballroom 223	Virginia	Academy Ballroom 412
Maryland	Summit Ballroom 224-225	Washington	Academy Ballroom 413
Massachusetts	Summit Ballroom 226	West Virginia	Academy Ballroom 414
Michigan	Summit Ballroom 227	Wisconsin	Academy Ballroom 415
Minnesota	Summit Ballroom 228	Wyoming	Academy Ballroom 416
Missouri	Summit Ballroom 229		

## NEA CAUCUSES AND COUNCILS

March 12, 2022 - 3:15-4:15 pm PST

Aspiring Educators Caucus	Academy Ballroom 202	Asian and Pacific Islander Caucus	Academy Ballroom 217
National Council for Education Support Professionals (NCESP)	Academy Ballroom 205	Black Caucus	Academy Ballroom 220
National Council for Higher Education (NCHE)	Academy Ballroom 208	Hispanic Caucus	Forum Ballroom 128
National Council of State Education Association (NCSEA)	Academy Ballroom 215	LGBTQ Caucus	Summit Ballroom 204
National Council of Urban Education Associations (NCUEA)	Alliance Ballroom 106	NEA-Retired Council	Alliance Ballroom 110
American Indian/Alaska Native Caucus	Academy Ballroom 212		



The vision of the NEA Center for Governance Leadership Development Team is to deepen the Association’s collective understanding of leadership development and what it means to be a “NEA Leader.” We view the development of education activists as a major strategy for enhancing organizational capacity throughout the NEA enterprise. The team will know it has been successful when it has accomplished the following:

1. NEA has a defined leadership brand that equips educators to lead and create systemic change in public education.
2. The NEA Leadership Competency Framework has been adopted and integrated at every level of the Association.
3. The development of leaders is embedded into every action, campaign, conference, convening, program and project.

## Where to turn for Leadership Development Resources

[www.nea.org/leadershipdevelopment](http://www.nea.org/leadershipdevelopment)

Log on and find resources and programs through the leadership development resources site to access these and other resources to support you in your leadership journey.

### **Leadership Competency Self-Assessment(s)**

The NEA Leadership Competency Self-Assessments were designed to help NEA leaders identify their own areas of strength, as well as areas where they can improve. Individuals are strongly encouraged to engage the self-assessments as often as they like or need to identify the areas in which they want to grow.

<http://www.nea.org/leadershipdevelopment#selfassessment>

### **NEA National Leadership Summit**

The National Leadership Summit is NEA’s premier leadership experience. The Summit is designed to challenge your thinking about your method of doing business and deepen your understanding of enhancing your individual and organizational capacity. The goal is to create an experience that deepens your understanding of what the NEA believes are the knowledge, skills, and abilities every educator needs to lead with vision, purpose, and action.

### **Personal Leadership Development Guide (Template)**

The National Leadership Summit is NEA’s premier leadership experience. The Summit is designed to challenge your thinking about your method of doing business and deepen your understanding of enhancing your individual and organizational capacity. The goal is to create an experience that deepens your understanding of what the NEA believes are the knowledge, skills, and abilities every educator needs to lead with vision, purpose, and action.

### **Teacher Leadership Competencies**

The NEA Teacher Leadership competencies, developed for the Teacher Leadership Institute, are a resource for identification, reflection, guidance, and inspiration for classroom practitioners. The NEA Leadership Competency Framework was used in the development of these competencies which can be used as guideposts for professional growth.

<http://www.nea.org/professional-excellence/professional-learning/teachers/TLI>

### **Education Support Professional (ESP) Professional Growth Continuum**

The PGC serves as a ‘map’ of how Education Support Professionals (ESP) can grow professionally, by bridging the gap between current practice and a vision for a system of support that recognizes ESP as vital partners in student success. The NEA Leadership Competency Framework serves as a foundation for, and aligns with, the PGC to define the ESP the competencies they need to begin to accelerate their professional growth.

[http://www.nea.org/assets/docs/ESP\\_PGC\\_digital.pdf](http://www.nea.org/assets/docs/ESP_PGC_digital.pdf)

# LEADERSHIP COMPETENCIES

NEA Leadership Competency Guide is available online at [nea.org/leadershipdevelopment](http://nea.org/leadershipdevelopment)



# BREAKOUT SESSIONS VIRTUAL SUMMIT

Saturday, March 12, 2022 • Virtual Content Block 1 • 8:15–9:45 a.m. PST



## ADVOCACY

### ADV114 **Voter Suppression and Why Every Vote Matters**

Level: 1, 2

Educators and unionists need to be able to recognize and understand the well-coordinated national groups that threaten voting rights. In this session, participants will learn how to use advocacy strategies to effectively share information about all aspects of voting and organize state and local affiliate members, family/friends, and their community to beat back and prevent attacks on the right to vote. Among other activities, participants will receive a graphic organizer and have time to create a Get Out the Vote plan to share with their local affiliate members.

*Presenters: Diane Chapman and Carol Schnaiter*



## COMMUNICATION

### COM104 **Social Media and Advocacy: Putting Platforms to Work**

Level: 1, 2

This session will provide participants with a brief overview of social media platforms that can help engage members, and decision-makers, while expanding their online presence. Members will learn to use their online presence to help ensure great public schools for every student.

*Presenters: Justin Conley*



## GOVERNANCE & LEADERSHIP

### GOV106 **Daring Leadership Requires Us to Step Into the Arena**

Level: 2, 3

Based on the *Dare to Lead* curriculum, which comes from research conducted by Dr. Brene' Brown, and outlined in her book *Dare to Lead*, this session will focus on two skill sets: rumbling with vulnerability and learning to rise. Useful to association leaders at every level, these skills will help leaders advance the goals and missions of their local and of NEA, prepare them to face diverse challenges, and learn from successes, disappointments, and defeats. Participants will leave with an authentic understanding of their advocacy, why they have entered the "arena" and leave with specific steps to rise after conflict, struggle, and defeat.

*Presenter: Kelly Peaks Horner*



## LEADING OUR PROFESSIONS

### LOP102 **Beyond the Rhetoric of 'Restorative Justice': Using Data to Strengthen Safety and Belonging**

Level: 1, 2

As an alternative to using harsh and/or exclusionary disciplinary practices, many schools moved toward "restorative justice" programs. Yet the ideals of restorative justice can get lost if such programs are not implemented with fidelity and sufficiently resourced. While community-building is a critical building block for restorative justice, data collection on key school culture and climate measures is limited. In this session, presenters will share insights from two National Coalition on School Diversity working groups: one focused on intersections between (de)segregation and discipline and the other focused on authentic, equitable, robust, and asset-based assessment systems. Session presenters will explore questions such as: What is the relationship between school demographics and school discipline, and why should educators care about it? How might we more effectively measure whether a school is a safe and nurturing environment? What existing tools and models might help provide educators the information they need to strengthen school climate and culture? Presenters, and special guests, will share examples of ways educators can generate actionable data on safety and belonging to support restorative justice efforts in their schools and communities.

*Presenter: Gina Chirichigno, Christine DonFrancesco, and Peter Piazza*





## ORGANIZING

ORG110

### Transformational Organizing Conversations

Level: 2, 3

Organizing conversations are the most effective way to move members to action and ultimately grow local membership. Effective organizing means building relationships, one at a time and over time, through structured one-on-one conversations. In this session, we'll share new research insights that will equip association members and leaders with the skills to move from "transactional" to "transformational" conversations. We will learn what potential members care about most and practice ways to answer "difficult questions." Participants will leave the session confident and ready to sign up new members in their local.

*Presenters: Katrina Byrne, Floyd Cox, Caitlin Rollo, Robin Henderson Wilson*



## SOCIAL AND EMOTIONAL INTELLIGENCE

SEI108/

### Why We Need a Happy 'NEA' Revolution: Addressing the Pandemic of Stress and Burnout in Education

Level: 1, 2

Happy Teacher Revolution is a Baltimore-born, international movement with the mission to organize and conduct support groups for teachers in the field of mental health and wellness to increase teacher happiness, retention, and professional sustainability. This discussion-based session will explore topics of caregiver burnout, vicarious trauma, the importance of self-care in the field of education, and the necessity for teachers to feel empowered to claim happiness as their own as a "best-practice" to help students. Participants will have the opportunity to experience and participate in a "demo" Happy Teacher Revolution meeting as part of the breakout session.

*Presenter: Danna Thomas*



## STRATEGY AND FISCAL HEALTH

SFH106

### Using SWOT Analyses for Strategic Planning

Level: 1,  
2, 3

In this session, participants will examine their environment from a variety of areas to identify opportunities and key capabilities that help to shape organizational goals. The session will be interactive and will provide participants with a series of tools to support strategic decision-making and planning.

*Presenters: Sarah Ammar, Leigh Kennedy, and Andrea Walker*

# BREAKOUT SESSIONS VIRTUAL SUMMIT

Saturday, March 12, 2022 • Virtual Content Block 2 • 1:00–3:00 p.m. PST



## ADVOCACY

ADV216

### Voter Suppression and Why Every Vote Matters

Level: 1, 2

Educators and unionists need to be able to recognize and understand the well-coordinated national groups that threaten voting rights. In this session, participants will learn how to use advocacy strategies to effectively share information about all aspects of voting and organize state and local affiliate members, family/friends, and their community to beat back and prevent attacks on the right to vote. Among other activities, participants will receive a graphic organizer and have time to create a Get Out the Vote plan to share with their local affiliate members.

*Presenters: Diane Chapman and Carol Schnaiter*



## GOVERNANCE & LEADERSHIP

GOV206

### Daring Leadership Requires Us to Step Into the Arena

Level: 2, 3

Based on the *Dare to Lead* curriculum, which comes from research conducted by Dr. Brene' Brown, and outlined in her book *Dare to Lead*, this session will focus on two skill sets: rumbling with vulnerability and learning to rise. Useful to association leaders at every level, these skills will help leaders advance the goals and missions of their local and of NEA, prepare them to face diverse challenges, and learn from successes, disappointments, and defeats. Participants will leave with an authentic understanding of their advocacy, why they have entered the "arena" and leave with specific steps to rise after conflict, struggle, and defeat.

*Presenter: Kelly Peaks Horner*



## LEADING OUR PROFESSIONS

LOP202

### Beyond the Rhetoric of 'Restorative Justice': Using Data to Strengthen Safety and Belonging

Level: 1, 2

As an alternative to using harsh and/or exclusionary disciplinary practices, many schools moved toward "restorative justice" programs. Yet the ideals of restorative justice can get lost if such programs are not implemented with fidelity and sufficiently resourced. While community-building is a critical building block for restorative justice, data collection on key school culture and climate measures is limited. In this session, presenters will share insights from two National Coalition on School Diversity working groups: one focused on intersections between (de)segregation and discipline and the other focused on authentic, equitable, robust, and asset-based assessment systems. Session presenters will explore questions such as: What is the relationship between school demographics and school discipline, and why should educators care about it? How might we more effectively measure whether a school is a safe and nurturing environment? What existing tools and models might help provide educators the information they need to strengthen school climate and culture? Presenters, and special guests, will share examples of ways educators can generate actionable data on safety and belonging to support restorative justice efforts in their schools and communities.

*Presenter: Gina Chirichigno, Christine DonFrancesco, and Peter Piazza*



## ORGANIZING

ORG210

### Transformational Organizing Conversations

Level: 2, 3

Organizing conversations are the most effective way to move members to action and ultimately grow local membership. Effective organizing means building relationships, one at a time and over time, through structured one-on-one conversations. In this session, we'll share new research insights that will equip association members and leaders with the skills to move from "transactional" to "transformational" conversations. We will learn what potential members care about most and practice ways to answer "difficult questions." Participants will leave the session confident and ready to sign up new members in their local.

*Presenters: Katrina Byrne, Floyd Cox, Caitlin Rollo, Robin Henderson Wilson*



## STRATEGY AND FISCAL HEALTH

SFH206/

### Collaborating for Student Success: An Educator Voice Strategy

Level: 1, 2, 3

Learn how labor management partnerships result in collaboration that improves student outcomes, educator retention, and transforms the role of the union in teaching and learning decisions. In this interactive session, participants will learn about and use some of the tools available to prepare for collaborative practices, implement collaboration in your district and schools, and reflect on your outcomes.

*Presenters: Sarah Ammar, Leigh Kennedy, and Andrea Walker*

# BREAKOUT SESSIONS VIRTUAL SUMMIT

Sunday, March 13, 2022 • Virtual Content Block 3 • 8:15-10:15 a.m. PST



## ADVOCACY

### ADV314 Voter Suppression and Why Every Vote Matters

Level: 1, 2

Educators and unionists need to be able to recognize and understand the well-coordinated national groups that threaten voting rights. In this session, participants will learn how to use advocacy strategies to effectively share information about all aspects of voting and organize state and local affiliate members, family/friends, and their community to beat back and prevent attacks on the right to vote. Among other activities, participants will receive a graphic organizer and have time to create a Get Out the Vote plan to share with their local affiliate members.

*Presenter(s): Diane Chapman and Carol Schnaiter*



## COMMUNICATION

### COM306 LISTEN to Learn

Level: 1, 2

In today's fast-paced, high stress world, good communication and effective listening is more important than ever. Listening is a way to make someone feel important, included, and acknowledged. It's also key to the work we do as an Association. How can we effectively advocate on behalf of students and our members if we don't listen to what is happening in their schools, and classrooms? This session is designed to help participants learn to be better listeners. Participants will learn to develop and lead listening sessions. This skill can be applied to listening in various contexts, including informal conversations, meetings, and formal settings.

*Presenter: Erica Seifert*



## GOVERNANCE & LEADERSHIP

### GOV305 Daring Leadership Requires Us to Step Into the Arena

Level: 2, 3

Based on the *Dare to Lead* curriculum, which comes from research conducted by Dr. Brene' Brown, and outlined in her book *Dare to Lead*, this session will focus on two skill sets: rumbling with vulnerability and learning to rise. Useful to association leaders at every level, these skills will help leaders advance the goals and missions of their local and of NEA, prepare them to face diverse challenges, and learn from successes, disappointments, and defeats. Participants will leave with an authentic understanding of their advocacy, why they have entered the "arena" and leave with specific steps to rise after conflict, struggle, and defeat.

*Presenter: Kelly Peaks Horner*



## ORGANIZING

### ORG310 Transformational Organizing Conversations

Level: 1, 2, 3

Organizing conversations are the most effective way to move members to action and ultimately grow local membership. Effective organizing means building relationships, one at a time and over time, through structured one-on-one conversations. In this session, we'll share new research insights that will equip association members and leaders with the skills to move from "transactional" to "transformational" conversations. We will learn what potential members care about most and practice ways to answer "difficult questions." Participants will leave the session confident and ready to sign up new members in their local.

*Presenters: Katrina Byrne, Floyd Cox, Caitlin Rollo, Robin Henderson Wilson*



## SOCIAL AND EMOTIONAL INTELLIGENCE

SEI308

### Why We Need a Happy 'NEA' Revolution: Addressing the Pandemic of Stress and Burnout in Education

Level: 1, 2

Happy Teacher Revolution is a Baltimore-born, international movement with the mission to organize and conduct support groups for teachers in the field of mental health and wellness to increase teacher happiness, retention, and professional sustainability. This discussion-based session will explore topics of caregiver burnout, vicarious trauma, the importance of self-care in the field of education, and the necessity for teachers to feel empowered to claim happiness as their own as a "best-practice" to help students. Participants will have the opportunity to experience and participate in a "demo" Happy Teacher Revolution meeting as part of the breakout session.

*Presenter: Danna Thomas*



## STRATEGY AND FISCAL HEALTH

SFH305

### Collaborating for Student Success: An Educator Voice Strategy

Level: 1, 2, 3

Learn how labor management partnerships result in collaboration that improves student outcomes, educator retention, and transforms the role of the union in teaching and learning decisions. In this interactive session, participants will learn about and use some of the tools available to prepare for collaborative practices, implement collaboration in your district and schools, and reflect on your outcomes.

*Presenters: Sarah Ammar, Leigh Kennedy, Andrea Walker*

# BREAKOUT SESSIONS CAESAR'S FORUM

Saturday, March 12, 2022 • In-Person Content Block 1 • 8:15–10:15 a.m. PST



## ADVOCACY

- ADV100** **Elevating Indigenous Voice to Achieve Equity, Inclusion, and Leadership in Classrooms and Communities (Part 1)** **Summit Ballroom 231-233**  
**Level: 1, 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 also demonstrate how to include diverse voices and perspectives to ensure educational achievement gaps are addressed and create communities that are equitable. This is Part 1 of a 2-part session.
- Presenters: Jordann Lankford and Miranda Murray*
- ADV101** **Attacks on Public Education: Converting Threats to Opportunities** **Alliance Ballroom 318-319**  
**Level: 1, 2**
- 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.
- Presenters: Susan Nogan*
- ADV102** **Retired Leaders in Action** **Summit Ballroom 229**  
**Level: 1, 2**
- The session will provide participants with a step-by-step process to plan and execute a successful lobby day at their Capitol. In addition, participants will learn how to build relationships with elected officials, techniques, and essential tips for lobbying, and effective methods of communicating key issues with decision-makers. This session will also explain the organizing skills leaders need to engage members in the efforts to build capacity and power for the association.
- Presenters: Luci Messing*
- ADV103** **Leaders for Just Schools: A Network of Advocates for Safe and Just Learning Environments** **Summit Ballroom 228**  
**Level: 1, 2**
- ELeaders for Just Schools (LJS) is a three-year professional learning experience, designed and facilitated by NEA members for NEA members. This program is developing a nationwide network of education leaders who:
- Understand the connection between equity, racially and socially just schools, and federal, state, and local policy;
  - Empower students and teach them the skills that are essential to their success;
  - Support all stakeholders in achieving their full potential and reinforce the value of their input;
  - Create education systems where all students have an equitable opportunity for excellence; and
  - Understand how to use their voice to advocate for equity and just schools.
- The purpose of this session is twofold: to introduce the LJS program and curriculum, including NEA's plans to expand the network, and to share the experiences of program participants. Session participants will then hear from members whose leadership and advocacy skills have been amplified, using the strategies they learned through LJS, helped make their school or district more equitable and just. The session will highlight an activity in which participants are asked to examine "zero-tolerance" and "restorative" discipline practices. They will then explore how the policy levers in the Every Student Succeeds Act give educators a role in dismantling zero-tolerance discipline practices and systems.
- Presenters: Karina Colon, and Antwan Perry*

**ADV104**  
**Level: 1, 2**

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

**Alliance Ballroom 310-320**

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.

*Presenters: Joel Solomon and Angelina Cruz*

**ADV105**  
**Level: 1, 2**

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

**Summit Ballroom 232**

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: Darryl Gates, Abraham Jones, Mildred Boveda, and Courtney Wilt*

**ADV106**  
**Level: 1**

**Developing Activist and Leaders Around the Issue of Play**

**Summit Ballroom 230**

This session will focus on identifying and developing the advocacy skills of leaders while creating and implementing an organizing plan around the issue of play. In this session, attendees will learn how the Iowa State Education Association created an Early Childhood Task Force to focus on issues that are impacting our youngest learner negatively. In the process of advocating for developmentally appropriate early childhood classrooms, new leaders were identified and developed into activist at the local level.

*Presenters: Kourtney Mannall and Kelly McMahon*

**ADV107**  
**Level: 1, 2**

**Power and Hope When the World is Falling Apart**

**Summit Ballroom 224-225**

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*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 1 • 8:15-10:15 a.m. PST

**ADV108** **The Superpower of Educators as Advocates** **Alliance Ballroom 305-306**  
**Level: 1, 2** 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 to as an advocate.  
*Presenters: Marc Egan and Kim Trinca*

**ADV109** **My State Legislature Turned Red. Now What?** **Alliance Ballroom 307-308**  
**Level: 1, 2** After having two statewide walkouts and leading the Red for Ed movement, the 2020 election was not kind to labor, education, and working families in West Virginia. The Republic Party captured a super majority in both the House and the Senate. Once the legislature was controlled by one party, a series of punitive and retaliatory actions against the groups that supported their opponents ensued. This session will explore the punitive legislative actions and the measures taken by WVEA leaders to address them. We will also discuss the errors made by the association and ways to change the outcome in the next election.  
*Presenters: Dale Lee and Kym Randolph*

**ADV111** **LGBTQ+ Legal Rights in Education** **Academy Ballroom 408**  
**Level: 1, 2** 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 1 of a 2-part session.  
*Presenters: Dirk Andrews and Michael Woods*

**ADV112** **You Advocating for Equity Spaces?** **Summit Ballroom 219**  
**Level: 1, 2** Within this workshop, members will leave with a roadmap to really discussing and advocating for equity in spaces such as schools, community, and within union work.  
*Presenter: Amanda Thompson-Rice*

## COMMUNICATION

**COM100** **NEA Member Benefits: From Recruiting, Retraining, and Beyond** **Alliance Ballroom 309-321**  
**Level: 2, 3** 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*



- COM101**     **The Power of Storytelling: Using Your Authentic Voice to Galvanize and Inspire**     **Alliance Ballroom 401-402**  
**Level: 2, 3**     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*
- COM102**     **Real Talk: Having Those Courageous Conversations**     **Academy Ballroom 407**  
**Level: 1, 2**     Some conversations are easy and some are not so easy. A “courageous” conversation is the one you don’t want to have! It is the one that causes you serious angst—from headaches to stomach pains and everything in between. It’s the one you would pay **real** money to avoid, but it is the one that will help resolve conflicts and allow progress to occur. Effective leaders are skilled at having courageous conversations. If you are a leader that needs to have a courageous conversation, this session is for you.  
*Presenter: Veronica Henderson*
- COM103**     **Communications: MEDIA 101**     **Academy Ballroom 405-406**  
**Level: 1**     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*
- COM105**     **Conquer Your Glossophobia (fear of public speaking)**     **Academy Ballroom 403-404**  
**Level: 1, 2**     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 & LEADERSHIP

- GOV100**     **Feel the Fear and Do It Anyway: From My Classroom, to the Legislature, to the Virtual NEA RA Floor**     **Academy Ballroom 417**  
**Level: 1**     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 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 in order 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*
- GOV101**     **Spirit and Collaboration: Local Association and District Leaders Are Stronger Together**     **Academy Ballroom 418**  
**Level: 1**     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*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 1 • 8:15–10:15 a.m. PST

- GOV103/**  
**Level: 1, 2**     **Decolonizing Your Organization: Creating Culturally Responsive Structures and Processes**     **Academy Ballroom 419**
- This session will examine organizational structures and practices that too often limit member engagement. We will explore new ways of structuring organizations in order 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*
- GOV104/**  
**Level: 1, 2**     **What We Believe: Building Organizational Identity Through Member-Driven, Value-Shared Policies**     **Academy Ballroom 415**
- 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*
- GOV105**  
**Level: 1**     **Transformative Leadership**     **Academy Ballroom 416**
- 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

- LOP100**  
**Level: 2, 3**     **Designing and Implementing Social and Racial Justice training (Part 1)**     **Alliance Ballroom 301**
- 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*

- LOP101** **Transforming Teaching and Learning for Equity and Excellence** **Alliance Ballroom 302-303**  
**Level: 2, 3** 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*
- LOP103** **Building a Culturally Responsive Literacy Classroom: Now More Important than Ever!** **Alliance Ballroom 304**  
**Level: 1** Building a culturally responsive literacy classroom is now more important than ever. Our culturally and linguistically diverse (CLD) students face ongoing and new challenges due to the COVID-19 pandemic and other global issues. In this session, participants will understand how and why CLD students learn the way they do and recognize the different factors that influence student learning—to effectively reach and teach students with diverse academic abilities, cultural backgrounds, learning styles, languages, and English language proficiencies. Participants will also learn how to use variety of literacy practices to address the individual needs of CLD students.  
*Presenters: Veronica Aguiñaga and Dana Oliver*
- LOP104** **Leading Our Profession: Engaging Members and the Community in Our Work** **Alliance Ballroom 316**  
**Level: 1** This session shares the story of how one local demonstrated their collective leadership by creating a partnership with the school district to offer quality, teacher-led professional learning, which helped organize members and increase the engagement of members in the union activities. This session will share how leaders used their skills to move beyond member engagement to focus on community outreach and move their work to scale with the support of funding from the NEA Great Public Schools grant.  
*Presenters: Denise Daguimol and Maureen Gray*
- LOP107** **The Future of Normal** **Alliance Ballroom 314-315**  
**Level: 2, 3** This session will serve to illustrate ways that K–12 teachers, 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*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 1 • 8:15–10:15 a.m. PST



## ORGANIZING

- ORG100** **Community Outreach and Engagement for Safe and Just Schools** **Forum Ballroom 127**  
**Level: 1** 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*
- ORG101** **NEA Organizing Fellowship Academy** **Forum Ballroom 126**  
**Level: 2, 3** 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*
- ORG102** **Building a Strong Aspiring Educators Program—Ensuring the Future of Your Association** **Forum Ballroom 125**  
**Level: 1, 2** 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*
- ORG103** **How Local Visibility Helps Us Win!** **Forum Ballroom 124**  
**Level: 1, 2** Are you looking to learn how to help your local become more visible and more connected with the community? If so, this is the session for you!
- Participants will discuss the 3 C's (**connected, consistent, credible**) of being visible in the community by: 1) becoming **connected** to the right community allies and individuals; 2) being **consistently** involved in your community; and 3) building **credibility** in the community. Visibility leads to more wins for educators and students. This session will include interactive conversations and group engagement with tools and time for planning and strategizing on ways to become more visible.
- Presenter: Cherie Feemster*
- ORG105** **Uniting Our Membership: The Experience** **Forum Ballroom 101-102**  
**Level: 2** 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*

**ORG106 Organizing Campaigns for Social Justice****Forum Ballroom 103****Level: 2, 3**

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*

**ORG107 Listening to Association Silences****Forum Ballroom 106****Level: 1, 2**

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*

**ORG108 Building a Community of Organizers in Your Local****Forum Ballroom 133****Level: 1, 2**

Do you want to expand organizing in your local to increase power and membership? There are organizers in every local. Learn how to identify potential organizers and utilize them effectively. Expand your leadership capacity and promote an organizing culture. Hear from members who are Michigan Education Association LEAD Ambassadors (organizers) about best practices for the development and “care and feeding” of member organizers that build their confidence to set goals for overall program success. Attend this session to learn how to create an organizing structure in your local. Leave with new strategies and the keys to open organizing doors for your local.

*Presenters: Mary Aldecoa, Mikaila Davis, Laura Griffin, Linda LaVictor, and Jerry Lombardo*

**SOCIAL AND EMOTIONAL INTELLIGENCE****SEI100 Implicit Bias: Discovering Your Truth and How to Proceed****Summit Ballroom 221****Level: 1**

Effective education leaders should understand their emotions, thoughts, and values and how they influence their behavior across contexts. In other words, leaders must be self-aware. One way leaders can develop their social and emotional intelligence is to spend time identifying their personal biases and use this awareness to explore how these biases formed and in what ways these biases limit the leaders’ growth and impact. This session will offer participants multiple resources to guide them through the process of self-discovery and reflection.

*Presenters: Mariah Bovee and Kim Amen*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 1 • 8:15-10:15 a.m. PST

- SEI101** **The Revolution Will Not be Televised (Part 1)** **Summit Ballroom 222**  
**Level: 2, 3**
- This 2-part session will explore how community leaders and educators can utilize social and emotional learning (SEL) to disrupt systems of inequity while leveraging their social capital to activate communities for collective action. The goal of this exploration is to cultivate student activism, joy, liberation, and radical healing within teaching and learning spaces.
- This session will be interactive and will include learning blocks where learners will explore the following topics: culturally responsive SEL practices and how to leverage transformative SEL to support students, systems of inequity (harm in education) and how to leverage social capital. This session seeks to equip community leaders and educators with the necessary skills and resources to commit to an equitable education system. Participants are highly encouraged to attend both sessions.
- Presenters: Kamilah Drummond, Kimberly Early, Dionne Grayman, and Tynisha Jointer*
- SEI102** **Leading in Chaotic Times: Stand Up (Part 1)** **Summit Ballroom 223**  
**Level: 2, 3**
- When it may feel like a dragon has come to life and is breathing fire, how do you continue to move forward? This is a feeling that envelopes many educators at this moment. The global pandemic, the murder of Mr. George Floyd (and others), political unrest, and climate change have made the many injustices in our society abundantly clear. Democracy is hanging in the balance. Laid bare are the injustices of racism, poverty, and the uneven distribution of power. Too many people are denied agency in decision-making about their own lives. 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*
- SEI103** **SEL: It isn't just for the kiddos!** **Summit Ballroom 226**  
**Level: 1, 2**
- 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 association, and community members to positively impact the education setting and experience for all educators and students.
- Presenter: Kristine Argue-Mason*
- SEI104** **Restorative Justice When the Caged Bird Needs to Sing! (Part 1)** **Summit Ballroom 227**  
**Level: 1, 2**
- 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, outcasted, 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, scaffolded support, and positive interrelationships. The session and content are contextualized to address the unique needs of all local and state affiliates. This is a 2-part session and participants are encouraged to register for both to maximize their learning.
- Presenter: Sandra Peart*

**SEI106**  
**Level: 1**

### **True Colors: Keys to Personal Success**

**Academy Ballroom 413**

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 that program about self-discovery and helps us better understand 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 categorize behavior using common vocabulary to understand basic human diversity.

*Presenters: Aneeka Ferrell*



## **STRATEGY AND FISCAL HEALTH**

**SFH100**  
**Level: 2, 3**

### **Resource Development: Grant Writing and Beyond (Part 1)**

**Forum Ballroom 105-136**

This is a 3-part session. In Part 1 you will share your vision of an affiliate initiative, set a measurable goal for success, and explore NEA Grants that may help you fund your vision. You will have all the basics for grant writing and resource development, as well as helpful tips and tools shared by member leaders and affiliate staff. In these sessions, you will be able to develop the beginnings of a grant/resource proposal and explore funding options. Multiple affiliate leaders will be on hand to aid you in learning about resource development and filling out a template to be used to acquire resources.

*Presenter: Barbara Hopkins, Marlin Jeffers, Karen Kelly, Shafeza Moonab, and Irv Richardson*

**SFH101**  
**Level: 1**

### **Financial Stewardship: Learning the Basics**

**Forum Ballroom 128**

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*

**SFH104**  
**Level: 1, 2**

### **Using Bylaws, Association Policies, and Reserves to Promote Fiscal Health Forum**

**Ballroom 111-112**

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*

**BOD002**  
**Level 1**

## **BOARD ONLY SESSION**

### **We've All Got Issues: Pick One and Organize**

**Forum Ballroom 130-134**

Do you have a community issue that is close to your heart? Have you noticed similarities or connections between that issue and your association work? This workshop will give you opportunities to make connections, and form an action plan. Your action plan will have the potential to create lasting partnerships, or even change legislation! NEA Board Members will use immigration and homelessness as examples, while navigating the process together. This session is only for members of the NEA Board of Directors.

*Presenters: Maria Bennett, Mel House, and Loren Paul*

# BREAKOUT SESSIONS

Saturday, March 12, 2022 • In-Person Content Block 2 • 1:00–3:00 p.m. PST



- ADV200**      **Elevating Indigenous Voice to Achieve Equity, Inclusion, and Leadership**      **Summit Ballroom 231-233**  
**Level: 1, 2**      **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*
- ADV201**      **Attacks on Public Education: Converting Threats to Opportunities**      **Alliance Ballroom 318-319**  
**Level: 1, 2**
- 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.
- Presenters: Susan Nogan*
- ADV202**      **Changing Mindsets About Students to Disrupt the School-to-Prison Pipeline**      **Summit Ballroom 229**  
**Level: 1**
- 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*
- ADV203**      **Sticks and Stones: Understanding Implicit Bias, Microaggressions,**      **Summit Ballroom 228**  
**Level: 1, 2**      **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*



**ADV205**  
Level: 1, 2

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

**Summit Ballroom 232**

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*

**ADV206**  
Level: 1, 2

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

**Summit Ballroom 230**

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*

**ADV207**  
Level: 1, 2

**Power and Hope When the World is Falling Apart**

**Summit Ballroom 224-225**

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*

**ADV208**  
Level: 1, 2

**The Superpower of Educators as Advocates**

**Summit Ballroom 305-306**

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 to as an advocate.

*Presenters: Marc Egan and Kim Trinca*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 2 • 1:00–3:00 p.m. PST

**ADV212** **LGBTQ+ Legal Rights in Education** **Academy Ballroom 408**

**Level: 1, 2**

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*

**ADV214** **Red for Ed—It Doesn't Happen Overnight** **Summit Ballroom 220**

**Level: 1, 2**

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*

**ADV215** **Let the Students Lead: Addressing Race & Equity From the Bottom Up!** **Academy Ballroom 411**

**Level: 1, 2**

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*

## COMMUNICATION

**COM200** **NEA Member Benefits: From Recruiting, Retraining, and Beyond** **Alliance Ballroom 309-321**

**Level: 2**

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*

**COM201** **The Power of Storytelling: Using Your Authentic Voice to Galvanize and Inspire** **Academy Ballroom 401-402**

**Level: 2, 3**

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*

- COM202/** **Winning Messages to Ensure Students Get an Honest and Accurate Education** **Academy Ballroom 407**  
**Level: 1, 2** 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*
- COM203** **Communications: MEDIA 101** **Academy Ballroom 405-406**  
**Level: 1** 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*
- COM205** **Conquer Your Glossophobia (fear of public speaking)** **Academy Ballroom 403-405**  
**Level: 1, 2** 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 & LEADERSHIP

- GOV200/** **Feel the Fear and Do It Anyway: From My Classroom, to the Legislature, to the Virtual NEA RA Floor** **Academy Ballroom 417**  
**Level: 1**
- 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 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 in order 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*
- GOV201** **Spirit and Collaboration: Local Association and District Leaders Are Stronger Together** **Academy Ballroom 418**  
**Level: 1**
- 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*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 2 • 1:00–3:00 p.m. PST

**GOV203**     **Decolonizing Your Organization: Creating Culturally Responsive Structures and Processes**     **Academy Ballroom 419**  
Level: 1, 2

This session will examine organizational structures and practices that too often limit member engagement. We will explore new ways of structuring organizations in order 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*

**GOV205**     **Transformative Leadership**     **Academy Ballroom 416**  
Level: 1

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

**LOP200**     **Designing and Implementing Social and Racial Justice Training**     **Alliance Ballroom 301**  
Level: 2, 3

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*

**LOP204**     **Racial Microaggressions: Their Impact in the Classroom and How to Respond**     **Alliance Ballroom 316**  
Level: 1

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*

**LOP206**     **Creating Safer Spaces for LGBTQ+ Youth**     **Alliance Ballroom 317**  
Level: 1, 2

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*

**LOP207**  
**Level: 1, 2, 3**

### **The Future of Normal**

**Alliance Ballroom 314-315**

This session will serve to illustrate ways that K-12 teachers, 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**

**ORG201**  
**Level: 2, 3**

### **NEA Organizing Fellowship Academy**

**Forum Ballroom 126**

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*

**ORG202**  
**Level: 1, 2**

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

**Forum Ballroom 125**

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*

**ORG203**  
**Level: 1, 2**

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

**Forum Ballroom 124**

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*

**ORG204**  
**Level: 1**

### **Early Career Educator Engagement: A Model and a Story**

**Forum Ballroom 101-102**

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*

**ORG205**  
**Level: 2**

### **Uniting Our Membership: The Experience**

**Forum Ballroom 103**

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*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 2 • 1:00–3:00 p.m. PST

## **ORG206 Organizing Campaigns for Social Justice**

**Forum Ballroom 106**

**Level: 2, 3**

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*

## **ORG207 Listening to Association Silences**

**Forum Ballroom 133**

**Level: 1, 2**

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*

## **ORG208 Running an Effective Organizing Campaign by Focusing on Actions, Structures, and Data**

**Summit Ballroom 218**

**Level: 2**

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

**SEI200**  
Level: 1

## **Deconstructing Whiteness: Understanding White Privilege and White Fragility**

**Summit Ballroom 221**

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*

**SEI201**  
Level: 2, 3

## **The Revolution Will Not be Televised (Part 2)**

**Summit Ballroom 222**

This is Part 2 of a 2-part session that will explore how community leaders and educators can utilize social and emotional learning (SEL) to disrupt systems of inequity while leveraging their social capital to activate communities for collective action. The goal of this exploration is to cultivate student activism, joy, liberation, and radical healing within teaching and learning spaces.

This session will be interactive and will include learning blocks where learners will explore the following topics: culturally responsive SEL practices and how to leverage transformative SEL to support students, systems of inequity (harm in education), and how to leverage social capital. This session seeks to equip community leaders and educators with the necessary skills and resources to commit to an equitable education system. Participants are encouraged to attend both sessions to maximize their learning.

*Presenters: Kamilah Drummond, Kimberly Early, Dionne Grayman, and Tynisha Jointer*

**SEI202**  
Level: 2, 3

## **Leading in Chaotic Times: Stand Up (Part 2)**

**Summit Ballroom 223**

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*

**SEI203**  
Level: 1, 2

## **SEL: It isn't just for the kiddos!**

**Summit Ballroom 226**

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 association, and community members to positively impact the education setting and experience for all educators and students.

*Presenter: Kristine Argue-Mason*

**SEI204**  
Level: 1, 2

## **Restorative Justice When the Caged Bird Needs to Sing! (Part 1)**

**Summit Ballroom 227**

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, outcasted, 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, scaffolded support, and positive interrelationships. The session and content are contextualized to address the unique needs of all local and state affiliates. This is a 2-part session and participants are encouraged to register for both to maximize their learning.

*Presenter: Sandra Peart*

# BREAKOUT SESSIONS CONTINUED

Saturday, March 12, 2022 • In-Person Content Block 2 • 1:00–3:00 p.m. PST

- SEI205**      **Practicing Mental Wellness: Supporting Self-Care and Healthy Boundaries**      **Academy Ballroom 412**  
**Level: 1, 2**      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 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*
- SEI206**      **True Colors: Keys to Personal Success**      **Academy Ballroom 413**  
**Level: 1, 2**      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*
- SEI207**      **Pedagogies of Change**      **Academy Ballroom 414**  
**Level: 1**      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*
- SEI209**      **SEL: Focusing on Self-Care**      **Academy Ballroom 409**  
**Level: 1**      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

SFH200

Level: 2, 3

### Resource Development: Grant Writing and Beyond (Part 2)

Forum Ballroom 105-136

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*

SFH204

Level: 1, 2

### Using Bylaws, Association Policies, and Reserves to Promote Fiscal Health

Forum Ballroom 111-112

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*

BOD002

Level 1, 2

## BOARD ONLY SESSION

### RA Briefing and Planning: What's My Responsibility - Part 1

Forum Ballroom 130-134

The NEA Annual Meeting encompasses not only the Representative Assembly, but also all other scheduled activities including open hearings, state meetings, and social events. Participants will engage in conversations about the upcoming RA, address and discuss potential issues, and begin problem solving in their roles as members of the NEA Board of Directors. This predominantly Level 3 session connects multiple leadership competencies and is designed to move board members from mobilizing and power building to agenda driving.

*Presenters: Maritza Avila and Brenda Robinson*

# BREAKOUT SESSIONS CONTINUED

Sunday, March 13, 2022 • In-Person Content Block 3 • 8:15-10:15 a.m. PST

## **ADVOCACY**

- ADV300** **Creating Crop Art for Social Justice and Political Activism** **Summit Ballroom 318-319**  
**Level: 1, 2** Advocacy looks very different in Nebraska. This session demonstrates how crop art was used for social and political education, engagement, and activism. Art Tanderup, a retired leader from Nebraska, will explain how he blended his love of art and advocacy to use his farm to raise awareness, educate others about the Keystone XL pipeline, and garner support for President Joe Biden's Build Back Better plan.  
*Presenter: Art Tanderup*
- ADV301/** **The Future Is Inclusive: Build GSAs and Support LGBTQIA+** **Summit Ballroom 231-233**  
**Level: 1** **Educators and Students**  
GSA used to stand for Gay Straight Alliance. The acronym has been updated to Gender Sexuality Alliance to be more inclusive. In many schools, GSA Clubs are safe spaces on campus for LGBTQIA+ students and ally students who support them. According to GLSEN, there are 8,000 GSA clubs registered at schools across the country.  
In the first hour of this session, I'll share the skills needed to start a GSA Club on your campus. Through the "join code," teachers will be added to a sample "GSA Google Classroom" where they can find everything a teacher needs to become a GSA faculty sponsor. The Google classroom includes "Get to Know You" activities, recruitment strategies, ready-to-use GLSEN lessons, the GLSEN calendar, and more.  
Maybe you're not ready to start a GSA or feel like this club would not be welcomed on your campus. This session will also share strategies for how to make your classroom a more inclusive learning environment for LGBTQ+ students.  
In hour 2 of this session, we'll get political. Attacks on LGBTQ+ educators and students have been increasing, and the 2021 Virginia Governor's race showed educators that "schools will be on the menu" of enterprising politicians in the upcoming midterm elections. How can we protect our LGBTQ+ students and teachers, and the educators making space for them?  
We'll cover educator rights in the classroom through NEA guidance. Organizations like Lambda Legal, ACLU, and GLSEN also have guidelines for student safety and policy.  
*Presenter: Sarah Milianta-Laffin*
- ADV302** **Organizing Parent and Community Partnerships for Change** **Summit Ballroom 229**  
**Level: 1, 2** This session will focus on helping participants develop a strategic plan that involves building collaborative partnerships with stakeholders, setting goals for organizing, and developing skills, as well as writing a plan of action that focuses on leadership growth and ongoing, professional development, all of which improves accountability at the district, local, and state level through teacher, parent, and community partnerships. Participants will leave this session with tools and resources to develop parent-teacher-community coalitions and to recruit more stakeholders in joining the association as community allies.  
*Presenter: Stephanie Johnson*
- ADV303** **Sticks and Stones: Understanding Implicit Bias, Microaggressions, and Stereotypes** **Summit Ballroom 228**  
**Level: 1** 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*

**ADV304** **Cafe con Chico: How a Pandemic Project Became a Tool for Political Change** **Summit Ballroom 310-320**  
**Level: 1, 2**

Arizona educators were still amid a battle with the state legislature for the future of their students when a pandemic created a barrier to reaching potential voters. Chico Robinson, an educator and activist, created a short video on social media to promote a petition that evolved over the next few months into a political talk show focused on education and social justice. The talk show garnered thousands of views weekly and hosted both local and national political leaders. The story of Cafe con Chico's success is a road map for other educators to build connections and reciprocal relationships with local politicians and activists, to create constructive content that benefits a wide audience, and to advance social justice through the bridge between politics and public education. This session supports several leadership competencies, including advocacy, communication, and organizing. Participants will work in small groups to discuss and share challenges, in addition to learning new skills to identify potential allies and issues.

*Presenter: Carlos "Chico" Robinson*

**ADV305** **Policy Ambassadors: Leadership Development Through Legislative Engagement** **Summit Ballroom 232**  
**Level: 1, 2**

Every year dozens of policy changes affect schools, but these changes don't always result in the best outcomes for students and educators. Policy ambassadors learn how to engage in and influence policymaking to achieve better outcomes for students and the education profession. The Policy Ambassador program is designed to help educators with little or no legislative experience gain confidence, learn practical skills, build effective relationships with policymakers and advocate effectively in the legislative process. The result? The UEA Policy Ambassador program has proven successful in training educators to speak on critical policy issues and drive a positive public education agenda.

In this presentation, participants will learn the story of UEA's Policy Ambassador program, understand key training elements and programmatic activities, and hear from current advanced policy ambassadors about their leadership growth and experience through the program. In addition, participants will engage in an exercise to identify individual and member readiness to participate in a similar legislative advocacy program at the state or local level.

*Presenters: Sara Jones and Heidi Matthews*

**ADV306** **Behind Enemy Lines: How to Negotiate and Advocate in a Hostile Environment** **Summit Ballroom 230**  
**Level: 1, 2**

Advocacy and negotiation are two of the cornerstones of our organization. But what do we do when faced with hostile opposition? What do we do when school boards and statewide and national elections don't go our way? This session will break down proven strategies based on science and psychology to help guide locals and state affiliates in dealing with less-than-ideal circumstances.

This session will feature:

1. Strategies for negotiating with hostile local administration and school boards.
2. Strategies for advocating at the state and federal level with elected officials who are less than public education friendly.
3. Strategies for handling members who may not share all the association's beliefs.
4. Interactive activities designed to promote thought and discussion among the attendees.

*Presenter: Andy Slaughter*

**ADV307** **From Awareness to Action: Identifying and Engaging Local Members in Racial and Social Justice** **Summit Ballroom 224-225**  
**Level: 2, 3**

Racial and social justice is a hot topic in education right now, but how can locals move members from awareness to action? This session provides a grassroots structure for identifying emerging racial and social justice change-makers, creating a community of support, and elevating them from knowing better to doing better for our students.

A group of member leaders from 13 different locals will provide a toolkit and a guided structure on how to design a Racial and Social Justice Fellowship that is driven by your members' own experiences, needs, and goals. This fellowship toolkit includes practical tools like choice board templates, student panel resources, and vetted best practices to customize and implement in their own community.

*Presenters: Dandra Arter, Selena Eckstrom, Kimberly Gilman, Angela Powers, and Shelly Weir*

# BREAKOUT SESSIONS

Sunday, March 13, 2022 • In-Person Content Block 3 • 8:15-10:15 a.m. PST

**ADV308** **Seen, Safe, and Supportive: Creating Inclusive and Affirming Schools for LGBTQ+ Staff and Students** **Alliance Ballroom 305-306**  
**Level: 1, 2**

Everyone should be able to work and learn in a school where they feel seen, safe, and supported. Local unions and state affiliates can be agents of change to promote LGBTQ+ inclusive practices and policies in our schools and campuses. We will highlight the rights of LGBTQ+ school employees and students and look at examples of model policies being implemented in various local school districts and states across the country.

*Presenters: Bill Farmer and Emily Osterling*

**ADV309** **Maximizing American Rescue Plan Funds Through Organizing** **Alliance Ballroom 307-308**  
**Level: 1, 2**

The American Rescue Plan Act (ARPA), passed in 2021, provides unprecedented federal funds to states, cities, and school boards to be used to improve public education nationwide. These historic funds are available for use improving educational outcomes for students, making infrastructure improvements to schools, and funding and supporting NEA members.

NEA's ARPA Coordinators Network is operating in over 31 states to provide training, policy expertise, tracking, and leadership development to state and local education affiliates, organizers, and members. These state-based leaders are regularly securing victories for our students and members through organizing efforts and empowering local education leaders to build coalitions that influence policy and spending of American Rescue Plan funds.

NEA Staff and coordinators will share strategies and training resources to assist members, local leaders, and affiliates influence on how the funds are used. Participants will discuss challenges, successes, goals, and strategies with coordinators and NEA staff in small group sessions designed to provide interactive feedback and connection with ARPA coordinators from across the country.

*Presenter: Conor Hurley, Paula Herbart, Alejandro Lopez, Maria Quezada, Sarah Siegel, and Tom Zembar*

**ADV312** **Building Our Collective Power** **Academy Ballroom 408**  
**Level: 2**

When payroll deduction was deemed illegal, one local in Arizona lost half of their membership. While many blamed the membership decrease on the loss of payroll deduction, the shift revealed that the loss was also a result of a lack of engagement. Likewise, the union was not addressing issues that were important to members and potential members and had been unsuccessful in helping educators understand the value and power of collective action. This session will follow the experience of new union members, who found their voice and used that voice to open the door for the union to embrace new approaches, including creating a Social and Racial Justice Committee. Along the way, we will discuss how the engineering design process, the personal and professional development opportunities that were seized, and collaboration helped propel this committee to develop leaders in various capacities within the district. There will be opportunities for participants to talk, wonder, question, and make plans for your own associations.

*Presenter: Christina Bustos*

## COMMUNICATION

**COM300** **NEA Member Benefits: From Recruiting, Retraining, and Beyond** **Academy Ballroom 401-402**  
**Level: 2**

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*

- COM301**     **Race Talk: Effectively Facilitating Racial Justice Conversations and Engagements**     **Academy Ballroom 405-406**  
**Level: 1, 2**
- Talking about racial justice in public education—constructively, honestly, and openly—is difficult. Effectively facilitating these conversations and create intentional spaces is equally difficult. Facilitating racial justice conversations begin with understanding your own personal mirror work and journey. This session will provide foundational frameworks and tools to create and hold the space to navigate the challenging conversations. As leaders, educators must be ready and able to engage in the necessary conversations to advance racial justice in our schools, communities, and association.
- Presenters: Eriecé Colbert, Kelly McMahon, and Hilario Benzon*
- COM302**     **Winning Message to Ensure Students Get an Honest and Accurate Education**     **Academy Ballroom 407**  
**Level: 1, 2**
- As some segments of our country publicly acknowledge and reckon with the ways our laws, practices, and institutions harm Indigenous, Black, 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*
- COM303**     **Communications: MEDIA 101**     **Alliance Ballroom 314-315**  
**Level: 1**
- 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*
- COM304**     **The Guiding Story: Developing an Association Narrative to Focus and Drive Local Work**     **Alliance Ballroom 403-404**  
**Level: 1, 2**
- This session will focus on the process of developing an association narrative that includes all aspects of the organization’s work.
- Attendees will also learn ways to use narrative to recruit members and leaders, as well as bring focus to the association’s work. During this interactive workshop, participants will engage in exercises designed to demonstrate how to use the narrative to help with one-on-one conversations, member engagement, and association planning.
- Participants will also learn the step-by-step process that was used to develop the narrative with association leaders and begin to create their own narrative.
- Presenter: Tony Martinet*
- COM305**     **Conquer Your Glossophobia (fear of public speaking)**     **Alliance Ballroom 309-321**  
**Level: 1, 2**
- 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*

# BREAKOUT SESSIONS CONTINUED

Sunday, March 13, 2022 • In-Person Content Block 3 • 8:15-10:15 a.m. PST



## GOVERNANCE & LEADERSHIP

GOV300

**Solidarity for Social and Racial Justice: Building Social Justice Unionism**

Academy Ballroom 417

Level: 2, 3

Teacher unions have both an opportunity as well as a responsibility to build a just and equitable educational system. Social Justice Unions build power beyond the singular lens of employee protection to include advocacy and activism for justice in our schools and in our communities for our staff, students, and families. In Madison, Wis. this included looking inside the organization as well as advocacy in their district and community. Come hear how the union engaged in transforming itself into a more socially and racially just union.

*Presenter: Kerry Motoviloff*

GOV301

**ESP Leaders: How to Identify, Utilize, and Develop Excellence**

Academy Ballroom 418

Level: 1, 2

In this session, participants will build a framework for the identification and development of education support professional (ESP) leaders with an equity mindset. By the end of this session, the learner will be able to:

- Identify leaders within their own locals
- Identify effective tactics for leadership development
- Power map their local for capacity building
- Apply an equity lens to leadership work
- Explore how to prepare ESP to identify, coach, and mentor other ESP leaders

*Presenters: Nani Lium and Keri Roberts*

GOV303

**Decolonizing Your Organization: Creating Culturally Responsive Structures and Processes**

Academy Ballroom 419

Level: 1, 2

This session will examine organizational structures and practices that too often limit member engagement. We will explore new ways of structuring organizations in order 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*



## LEADING OUR PROFESSIONS

LOP300

**Reconceptualizing Assessment Together: How to Create Coherent Assessment Systems**

Alliance Ballroom 301

Level: 1, 2

Attention grabbing headlines about student assessment scores are causing many folks to sit up and take notice of what seems like a precipitous drop in student achievement. Despite decades of over-assessing students, opportunity gaps have persisted and widened ... even prior to the global pandemic. The sense of urgency around trying to help students "catch up" is causing many policymakers to turn to through-year testing to try to pinpoint learning gaps and tailor instruction. However, one must wonder—is more of the same rote, standardized testing really the answer?

In this session, participants will learn about the NEA Task Force on Assessment's Principles for the Future of Assessment. Together with members from the Task Force, participants will engage in thoughtful discussion about why it is important to ensure that educators, students, and school leaders have access to coherent assessment systems: systems that employ a diverse array of high-quality assessment methods and provide each student with equitable opportunities to demonstrate what they know and can do.

Together with the presenters, participants will participate in scenarios that demonstrates the vision outlined in the principles. The scenarios will engage participants in two different kinds of assessment methods and share insights as to how they can adopt sound assessment practices in their own professional practice.

*Presenters: Christine DonFrancesco and Elic Senter*

**LOP301** **Ethnic Studies: Promise and Possibilities** **Alliance Ballroom 302-303**  
**Level: 1, 2, 3**

In this session participants will learn the components of well-designed ethnic studies courses and programs for the purpose of advancing students' academic achievement, educational equity, community activist scholarship, and community leadership skills.

This workshop will provide a brief overview of the history of the movement for ethnic studies, along with key legislation. Participants will learn the frameworks and pedagogies of ethnic studies, including the core principles and values for developing curriculum and programs, and they will experience a sample ethnic studies lesson. Lastly, participants will collaborate with peers to examine case studies to understand the challenges facing ethnic studies and discuss ways to overcome them.

Participants will also walk away with shared resources, which includes sample lessons, sample resolutions for their district, a sample year long course with syllabus and grade level standards, as well as a step-by-step guide for implementing ethnic studies.

*Presenters: Guadalupe Cardona, Taunya Jaco, and Theresa Montano*

**LOP302** **AAPI History is U.S. History: Why AAPI History Matters** **Alliance Ballroom 304**  
**Level: 1, 2**

Since the beginning of the COVID-19 pandemic, Asian and Pacific Islanders (AAPI) have been scapegoated, blamed, and attacked because of anti-AAPI racism. Nationwide, AAPI teachers and students have faced harassment and microaggressions from other students—due to no fault of their own. However, anti-AAPI hate is NOT new.

The perpetual foreigner stereotype is a form of systemic racism against AAPI. They have been scapegoated in the past by their fellow Americans: Vincent Chin, mistaken for Japanese, was murdered for the downturn of the auto industry in Detroit during the 1980s. In the 1940s, Japanese Americans, many U.S. citizens, were incarcerated in concentration camps after Japan bombed Pearl Harbor. South Asian Americans and Muslims were attacked and unjustly surveilled after the events of September 11, 2001. All this history is rarely talked about and often ignored in classrooms. AAPI history is also one of intersectionality. Learning its history will help bridge gaps and build solidarity across communities. In the past year, we have seen community groups and organizers rise and advocate for change. To continue this momentum, we must also see it occur in the classroom.

In this session, participants will learn more about AAPI history and the curriculum created by The Asian American Education Project, and their work and advocacy in getting AAPI curriculum into the classroom. They will walk away with tools and resources in implementing the curriculum into their classroom and community.

*Presenter: Jayson Chang*

**LOP303** **How Educators Can Lead in the Fight for Climate and Environmental Justice for All** **Alliance Ballroom 316**  
**Level: 1**

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*

**LOP304** **Racial Microaggressions: Their Impact in the Classroom and How to Respond** **Alliance Ballroom 313**  
**Level: 1**

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*

# BREAKOUT SESSIONS CONTINUED

Sunday, March 13, 2022 • In-Person Content Block 3 • 8:15-10:15 a.m. PST

LOP305

**The A.B.C.'s of Equity (Acceptance, Belonging, and Collaboration)**

**Alliance Ballroom 317**

Level: 1

At its core this session will promote diversity and equity in the classroom. Together, these principles and practices enhance the well-being of all, ensuring fair and impartial treatment, leading to increased organizational capacity and stronger schools and communities.

*Presenter: Adrienne Allen and Lakilia Bedeau*



## ORGANIZING

ORG300

**Real Talk: Creating Brave Spaces to Build Strategic Multi-Racial Coalitions**

**Forum Ballroom 127**

Level: 1, 2

With the student population getting more diverse by the day, the educational workforce is not keeping pace with our nation's diversity. Politicians are trying to convert schools into ground zero for America's reckoning with all things race. It is more critical than ever for educators to be brave and create courageous spaces to combat hate. NEA's approach to advancing racial and social justice in education is to boost awareness, build capacity, and spark action through a multi-racial lens that prioritizes strong relationships with communities of color. Join NEA's Native People, Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander community liaisons from NEA's Community Advocacy and Partnership Engagement (CAPE) team for this workshop on building relationships with BIPOC communities. Hear how Critical Race Theory and family separation at the border are perpetuating White supremacy and denying students the opportunity they deserve. Leverage this safe space to ask questions about stopping Asian Hate, and why the narrative of Christopher Columbus discovering America is problematic. Get practical ideas, tools, and resources for growing your community of anti-racist educators and allies to fulfill NEA's vision of great public schools for all students.

*Presenters: Brandon Cahee, Sedelta Oosahwee, and Lindsay Peifer*

ORG301

**Connect to the Power of Recruitment During a Pandemic and Beyond**

**Forum Ballroom 126**

Level: 1, 2

This session will demonstrate how one local increased membership during the pandemic and identified leaders during the process. Participants will be provided with innovative ways to develop and implement best practices to recruit new members.

*Presenters: Neshellda Johnson and Danette Stokes*

ORG303

**Membership Triage Post-Pandemic: Building Relationships and Membership**

**Forum Ballroom 124**

Level: 1, 2

In this session, attendees will interactively participate in brainstorms and discussions about engaging members in a post-pandemic world. Now, more than ever, members are struggling to meet the demands of their role in education post-COVID-19. Organizing around member needs of collective bargaining and protecting the contract is no longer enough to maintain a stable union for educators. Attendees will actively address the working conditions and professional responsibilities that have increased since our return to schools, how to utilize existing tools and technology for membership engagement, participate in discussions about passive vs. active members, organizing with strong communication skills, and how community partnerships are important. These discussions are vital for the fiscal funding for our profession and schools moving forward from COVID-19. Participants will need a laptop or tablet to fully participate during this exploratory session.

*Presenters: David Kimura and Karlana Kulseth*

ORG304

**Make Your Meetings Pop!**

**Forum Ballroom 125**

Level: 1, 2

As an association, one of our main ways we communicate, disseminate information, as well as engage members and the community, is through meetings. Creating fun, engaging, and meaningful meetings take a little finesse and a lot of organizing and preparation. Once you have established a great framework, you can take the guesswork out of your meetings. Come and learn key strategies and tools to support and hold members accountable to the shared information during your effective meeting.

*Presenter: Amanda Thompson-Rice*



**ORG305**  
**Level: 2**

### **Building a Community of Organizers in Your Local**

**Forum Ballroom 106**

Do you want to expand organizing in your local to increase power and membership? There are organizers in every local. Learn how to identify potential organizers and utilize them effectively. Expand your leadership capacity and promote an organizing culture. Hear from members who are Michigan Education Association LEAD Ambassadors (organizers) about best practices for the development and “care and feeding” of member organizers that build their confidence to set goals for overall program success. Attend this session to learn how to create an organizing structure in your local. Leave with new strategies and the keys to open organizing doors for your local.

*Presenters: Mary Aldecoa, Mikaila Davis, Laura Griffin, Linda LaVictor, and Jerry Lombardo*

**ORG306**  
**Level: 2, 3**

### **New Hire Membership Recruitment: Building Membership, Relationships, and Power**

**Forum Ballroom 133**

Effective new employee organizing efforts are critical to growing our union and maintaining hard fought power in the workplace. Organizing is a strategy and process-driven activity, and organizing new hires is no different as locals must continually measure the effectiveness of the approach and adjust methodologies accordingly. Through new employee organizing efforts, not only are we able to grow our movement, but effective new employee organizing also creates an informed membership which leads to greater participation in their union, the political process, and assume leadership roles.

In this session, participants will learn about proven effective methods of new employee organizing and will be given customizable tools to take back to their state affiliates and local unions.

*Presenters: Samantha Harrington and Morgan Smith*

**ORG307**  
**Level: 1, 2**

### **Listening to Association Silences**

**Forum Ballroom 103**

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*

**ORG308**  
**Level: 1, 2**

### **Gaining and Maintaining Membership: A Guide for NEA-Retired Leaders**

Interested in maintaining and increasing membership among NEA-Retired members? This session will share the story and tactics of how NEA-Retired leaders in Pennsylvania used their organizing skills to maintain more than 30,000 NEA-Retired members while organizing new members.

*Presenter: Carl Rieffanaugh*

# BREAKOUT SESSIONS CONTINUED

Sunday, March 13, 2022 • In-Person Content Block 3 • 8:15-10:15 a.m. PST



## SOCIAL AND EMOTIONAL INTELLIGENCE

**SEI300**  
Level: 1, 2

**Implicit Bias: Restorative Justice—Positive Impacts for Successful Outcomes for Students**

**Summit Ballroom 221**

The session is designed to create a space where educators can identify their personal implicit biases that impact how they respond to students of color and others in marginalized groups within their educational spaces. Educators will also explore the tiers of restorative justice while learning to understand the positive impacts that implementing restorative justice can play in their educational environments. By way of building intentional and authentic relationships as well as developing community with students, educators can immediately discover methods to change the punitive harms that are perpetuated disproportionately against students of color and other marginalized groups. Educators will learn how restorative justice implementation can repair harms and improve relationships thus resulting in positive outcomes for students, peers, and community.

*Presenter: Aneeka Ferrell*

**SEI301**  
Level: 2, 3

**Plan, Prepare, Protect: Promoting Student Mental Health and Well-Being**

**Summit Ballroom 222**

Student success, both in school and beyond, is dependent upon the advocacy and promotion of social and emotional well-being from education leaders. If students aren't healthy, they can't learn. And if they can't learn, they can't achieve success after graduating and leaving our care. Therefore, we must all work together to ensure that future generations of students have the supports and services they need to be the leaders of tomorrow.

Mental health is as important as physical health, so it's vital to support students' mental well-being both in and out of the classroom. The mental health crisis affecting children and adolescents has been growing for years, compelling school districts to take a more proactive approach in identifying and providing services to support students in need. Leading children's organizations have declared a national state of emergency in mental health. We must take action to safeguard and support this generation of students.

Join us for an interactive discussion as we explore how education leaders may develop a more proactive approach that fosters safe learning environments and thriving school cultures for students. Learn how education leaders can use data to anticipate and prevent tragedies while supporting students' mental health and well-being.

*Presenters: LaShona Dickerson, Paget Hetherington, Dr. Lisa Strohmman, and Jennifer (Garrison) Tripp*

**SEI302**  
Level: 1, 2

**Addressing Student Trauma in Pandemic Recovery**

**Summit Ballroom 223**

Students are coming into classrooms with lasting PTSD and anxiety from living through a pandemic, and as educators, we are the ones helping them navigate the new normal in this challenging era of human history. There are many discussions about the learning loss that has happened nationwide, but districts are not addressing the emotional well-being and impacts of the pandemic on students and educators. This session will help educators understand the background of what is happening in the executive brain functions of our students, why this is impacting student learning abilities, and how we can make safer spaces for our students to process the PTSD and trauma of living through a pandemic.

In this session participants will gain background knowledge and skills that will help them achieve greater success in their classrooms with teaching students how to regulate emotions, calm their brains to prepare for learning, and become more engaged in their learning experience at school.

*Presenter: Caren Burns*

**SEI303**  
Level: 1

**Stress, Trauma, and Secondary Trauma**

**Summit Ballroom 226**

In this session, participants will learn about the physiological stress response and gain a better understanding of the differences and similarities of stress, trauma, and secondary trauma, including how the COVID-19 pandemic may exacerbate conditions. Additionally, participants will be guided through exercises to help them examine how these experiences may affect their work-life balance and ability to meet student needs and identify self-care strategies to manage stress and trauma.

*Presenters: Brytan Felter and Danielle Logan*

- SEI304** **Practicing Mental Wellness: Supporting Self-Care and Healthy Boundaries** **Summit Ballroom 227**  
**Level: 1, 2** 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 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*
- SEI305** **Enough is Enough: It's Time to Change** **Academy Ballroom 412**  
**Level: 1, 2** Educators and students deserve equitable and healthy work and learning environments. Using the Collaborative for Academic, Social, and Emotional Learning's (CASEL) Signature Practices Playbook, participants will learn how to transform environments where adults and students can thrive. Participants will also leave understanding the components of a plan to implement back home.  
*Presenters: Chaka Diop and Tyree Rivers*
- SEI307** **No More Surviving the School Year: It is Time to Thrive** **Alliance Ballroom 414**  
**Level: 1, 2** How do you engage a classroom full of students when ACES are WILD, trauma has their backpacks overflowing, and including ALL students seems impossible? Come take a hike with me as we unpack several strategies to build classroom community, resilience in students, and relationships with all stakeholders. It's time to move past surviving a pandemic and thriving no matter what our students carry with them each day.  
*Presenter: Noraa Ransey*



## STRATEGY AND FISCAL HEALTH

- SFH300** **Resource Development: Grant Writing and Beyond (Part 3)** **Forum Ballroom 105-136**  
**Level: 2, 3** This is Part 3 of a 3-part session. In the third part of this series, the focus is leveraging resources and partnerships for your initiative. Learn how to "find the resources you need through grants and partnerships" outside of NEA and in your community. With the help of these grantees in affiliate and staff, develop your plan for next steps!  
*Presenter: Irv Richardson*
- SFH302/** **The Life Cycle of a Budget** **Forum Ballroom 131**  
**Level: 1** The session utilizes NEA's strategic plan to create a strategic budget that is inclusive of funding to support member diversity and diverse programs.
- Participants will learn about strategic budgeting basics for maintaining association fiscal health. The session will help participants to learn the life cycle of a budget and how a sound strategic budget begins with the association's strategic plan.  
*Presenter: Robert Maleta*



**Day 1**  
**Uniting for a Better Future for Our Students**

Use this page to take notes and write down ideas.

Session Title \_\_\_\_\_

By the end of this session, I will....

- 1.
- 2.
- 3.

Why is this session important to me?

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What are your key takaways?

- 1.
- 2.
- 3.

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Share your experience using our social media platforms.



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## Day 2 Uniting for a Better Future for Our Educators

Use this page to take notes and write down ideas.

Session Title \_\_\_\_\_

Share a leadership goal for the future as an activist and leader.

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How does this session connect to my career/profession/association leadership?

- 1.
- 2.
- 3.

What I've learned from this session is...

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**Day 3**  
**Uniting for a Better Future for Our Communities**

Use this page to take notes and write down ideas.

Session Title \_\_\_\_\_

What is something that you've learned during this session that resonates with you?

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What competency domains do you want to learn more about as a result of this session?

- 1.
- 2.
- 3.

What I've learned from this session:

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# SPEAKER BIO

## Juliana Urtubey

2021 National Teacher of the Year



**Juliana Urtubey**, NBCT, a first-generation, bilingual immigrant, loved school. Drawn to teaching through a high school teacher leadership academy, she knew it would be important to be a bilingual teacher. Now the 2021 National Teacher of the Year, Juliana works to serve as a mirror for her school community, helping students to be proud of their identities and their families, and to acknowledge their strengths and contributions to the community.

Juliana, currently in her 11th year in the classroom, teaches at Kermit R. Booker, Sr. Innovative Elementary School in Las Vegas, where she serves as a co-teacher in pre-kindergarten through fifth-grade special education settings and as an instructional strategist developing supports to meet students' differing academic, social-emotional, and behavioral needs.

Known as "Ms. Earth" for her efforts to beautify schools and unify the community through murals and gardens, Urtubey has helped raise funds for garden programs at two Las Vegas schools. In one program, the garden was tended to by the student "Garden Gnomies" club and offered opportunities for innovative student learning and intergenerational learning and connections to the wider community, who could purchase produce on an as-able donation basis or with volunteer hours.

As National Teacher of the Year, Juliana plans to advocate for a "joyful and just education" for all students, one that is inclusive and celebratory of all students' identities, families and communities. Urtubey is the first Latinx National Teacher of the Year since at least 2005.

Juliana is a National Board Certified Teacher and holds a bachelor's degree in bilingual elementary education and a master's degree in special bilingual education from the University of Arizona. She is a National Board for Professional Teaching Standards Board of Directors member and Teacher Fellow, a Nevada Teach Plus Senior Policy Fellow, and an Understood Teacher Fellow and mentor. She is also a winner of the 2018 Rogers Foundation Heart of Education award.

Juliana (HOO-lee-on-a ER-two-bay) enjoys reading in Spanish and traveling, and has had the opportunity to teach in Ecuador, Mexico, Spain and Puerto Rico. She also enjoys tending to her collection of house plants and spending time outdoors, and she aims to visit all the National Parks. Juliana lives in Las Vegas with her husband, Olmeca, and their dogs Chenek, Chima, and Piolin.

# SPEAKER BIO

## Timothy P. Shriver, Ph. D.

David M. Rubenstein Fellow in the Metropolitan Policy Program, The Brookings Institution



**Tim Shriver** has served as the Chairman of Special Olympics International since 1996. He currently serves alongside more than six million Special Olympics athletes and their families in over 195 countries around the world.

During his time as Chairman, Special Olympics has developed proven programming for all aspects of a Special Olympics athlete's life: leadership, health, education, and family support. His commitment to inclusion is evident by Special Olympics athletes serving on the International Board of Directors, hundreds of thousands of health professionals trained in adaptive health care protocols, partnerships with organizations like the World Health Organization, United Nations, and the Unified Champion Schools Program creating a Unified Generation in which all people are included and accepted regardless of intellectual differences.

Shriver drove the largest expansion of Special Olympics, growing the movement from one million athletes to over six million athletes and unified partners that are leading the Inclusion Revolution around the world. Shriver has harnessed the power of Hollywood to challenge unconscious bias and share stories of inspiration, co-producing DreamWorks Studios' 1997 release, *Amistad*, and Disney Studios' 2000 release, *The Loretta Claiborne Story*. He is Executive Producer of *The Ringer*, a Farrelly Brothers film, *Front of the Class*, a Hallmark Hall of Fame television movie and *The Peanut Butter Falcon* released in 2019.

In 2014, Shriver wrote the New York Times bestseller *Fully Alive: Discovering What Matters Most*, where he shares the life changing impact of people with intellectual disabilities and their capacity to inspire others to see the world in a more meaningful way. In 2021, Shriver co-edited *The Call to Unite: Voices of Hope and Awakening*, where citizens from around the world share their prayers, poems, insights, and lessons to live by in divided and challenging times.

Before joining Special Olympics, Shriver co-founded and currently chairs the Collaborative for Academic, Social, and Emotional Learning (CASEL). He is a member of the editorial board of the *Disability and Health Journal*. Shriver is the Co-Founder of UNITE, a member of the Council on Foreign Relations, President of the Joseph P. Kennedy Jr. Foundation, UNESCO Chair for "Transforming the Lives of People with Disabilities, their Families and Communities, Through Physical Education, Sport, Recreation and Fitness" at the Institute of Technology, Tralee, Ireland, and Co-Founder of Lovin' Scoopful Ice Cream Company.

Shriver earned his undergraduate degree from Yale University, a master's degree in Religion and Religious Education from Catholic University, and a Doctorate in Education from the University of Connecticut. He and his wife Linda Potter live in the Maryland suburbs of Washington, DC and they are the proud parents of five adult children and grandparents of three grandchildren.



# GENERAL SESSION RECOGNITIONS

In addition to our keynote speakers, NEA recognizes:

## Las Vegas Young Artists Orchestra

The Dr. Shirley Linzy Young Artists Orchestra of Las Vegas (YAO), also known as the Las Vegas Young Artists Orchestra, is a tuition-free & professional training youth orchestra founded by conductor Yunior Lopez in 2015. The program began as a chamber orchestra made up of 22 string players, and quickly expanded with the addition of wind, brass, and percussion instrumentalists. Within a year, the program expanded to a full symphony and a string orchestra with 100 students. Today, the YAO consists of three primary ensembles with nearly 150 students and young professionals up to age 22. Their mission is to educate, promote, and develop the talent of our students through high quality music education & performance, entrepreneurship, and civic engagement. Since the founding of YAO, 100% of their high school graduates have received large & full scholarships to attend some of the finest universities & music schools in the United States. Equity, equality and inclusion are large factors in our success. The current student demographic stands at 36% Asian, 35% White, 26% Hispanic, 2% African-American/ Other. We open the doors to anyone and everyone regardless of race, financial status, or gender.

## The Minority Scholars Program (MSP)

MSP is a student-driven initiative aimed at tackling the opportunity/achievement gap, which has spread to 25 high schools and 24 middle schools in Montgomery County, MD. It is one of the fastest growing youth movements within the county and has sparked interest across the entire state of Maryland.

## Nevada State Education Association

Leadership, staff, and retired volunteers

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The National Education Association would also like to thank our co-sponsors for the 2022 NEA National Leadership Summit:

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## **NATIONAL EDUCATION ASSOCIATION**

The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education, from pre-school to university graduate programs. NEA has affiliate organizations in every state and more than 14,000 communities across the United States.

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### **A special thanks to all our presenters and the NEA staff in the following centers:**

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Center for Professional Excellence and Student Learning  
Center for Organizing and Affiliate Support  
Center for Racial and Social Justice

*Thank you for joining us!*

See you on March 10-12 for the 2023  
NEA National Leadership Summit.

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