



Advocacy Domain

ADV 200 Empowering Tomorrow's Leaders in the Deaf and Hard of Hearing Community
Level 1: Foundational, Level 2: Mobilizing and Power Building

Deaf and hard of hearing have been invisible for decades within the school system. They have been provided inequitable education on a wide scale. A recent victory in the state of New Jersey was passing the Deaf Bill of Rights. This legislation, in conjunction with the state code, provides specific areas in which to raise the bar on how schools are educating these particular students. It enhances the well-being of America's students, families, and communities by advancing opportunities that will transform public education into a just, equitable, and excellent system.

Participants will learn:

- About policies;
- How to assist students to advocate for themselves;
- How to bridge the gap to better communication, which will lead to improved academic success;
- Ways to easily enhance lessons with this population;
- How to advocate for systems and structures that are efficient, equitable and just for these students; and
- How to build an inclusive learning environment that affirms their students.

Presenter: Linda Miller

ADV 202 Influencing Education Policy Using the Power of Relationships
Level 1: Foundational, Level 2: Mobilizing and Power Building

Every decision that is made in our schools, from the first bell in the morning to the dismissal bell in the afternoon, is determined by elected officials who set education policy. Decisions that affect the curriculum we teach, the length of our school day, and our academic calendars are often made with little to no educator input. Educating and building relationships with the policy makers is vital for educators to have their voices heard when these important decisions are being made. How do we build relationships with policy makers? How do educators positively promote change with their school board or with their state legislators? These questions and many more will be addressed as we explore strategies that build trust and increase collective power where education decisions are being made. When educators have a voice in policy making, their schools and communities thrive.

Presenters: Margaret Hoy and Layne McInelly

ADV 203 Speak Up! What Is REALLY Important to Support Meaningful Measures of School Success?
Level 2: Mobilizing and Power Building, Level 3 Agenda Driving

Many of the indicators we most often use to evaluate schools cover up the truth about what really impacts our students' day-to-day lives and learning opportunities. For example, a school might publicize "chronic absenteeism" numbers without contextualizing the indicators that really matter, such as:

- Whether students feel safe walking to school
- Whether the bus stop is accessible
- Whether students get bullied/feel safe on the bus
- Whether a bus ride is available at a reasonable time

So, what SHOULD we be monitoring and sharing with the public? In a day and age where A-F school ratings and test scores rule the day, how can we engage communities in conversations about how to better gauge school quality AND gather the information needed to ensure equitable learning opportunities for our students?

In this session, we will talk about how to conduct meaningful community conversations about data that matters and can drive positive changes in our schools. We will also identify concrete opportunities for measuring these important indicators and methods for sharing them with the public as well as policymakers.

Participants will leave this session with an understanding of where and how to access a robust set of indicators that they can tailor to their own local needs so they can measure what REALLY matters. They will also identify opportunities to speak up and build coalitions that can influence school and local policies, especially those that interpret and publish school quality data for the public and other stakeholders.

Presenters: Peter Piazza, Christine DonFrancesco and Gina Chirichigno

ADV 204 Effective School-Family Partnerships: A Strategy for Productive School Safety Dialogue
Level 1: Foundational, Level 2: Mobilizing and Power Building

Participants will learn a practical method for families and educators to work more effectively with each other to improve communication, increase parental/family participation, nurture engagement, and develop stronger partnerships. The method, based on the Right Question Institute's three decades of work in family engagement, can be integrated into existing outreach efforts and work with parents/guardians, students, and families. As a case study, we will examine how this method can be used to have constructive conversations around gun violence and school safety. Participants will walk away from the session with concrete tools and access to further resources to help put the method into practice.

This session will help participants build advocacy-related knowledge, skills, and behaviors focused on relationship development with applications in everyday engagements and the promotion of racial and social justice work, but it cuts across other leadership competencies as well, including Leading Our Profession and Social and Emotional Intelligence. Participants will be able to use the method taught

during the session in their own engagements with parents, students, families, and colleagues and will be equipped to help other leaders and members adopt and use the strategy.

Presenters: Joel Solomon and Naomi Campbell

ADV 205 See Educators Run, Organize, and Win!
Level 2: Mobilizing and Power Building

We know that the best people to make policy decisions about education are educators. Electing educators on the local, state, and federal level is crucial to our success in creating the schools our students and educators deserve. In this session, local leaders will learn how to identify great member candidates in their state affiliates, how to recruit member candidates to run for the right offices, and what support our unions can provide to member candidates to win their elections. Participants will also hear directly from member candidates that have recently run and won their elections.

Presenters: Ava Chiao and Meighan Davis

ADV 206 Solving Educator Shortages by Making Public Education Attractive and Competitive
Level 1: Foundational, Level 2: Mobilizing and Power Building

During this session the presenters will review key data on the causes impacting the ongoing shortage and share evidence-based solutions to improve recruitment and retention for all educator positions. We will also share recent state and local success stories.

Presenters: Stacey Pelika and Dale Templeton

ADV 207 Legislative Action Teams: Speaking Up for the Schools Our Students Deserve
Level 1: Foundational, Level 2: Mobilizing and Power Building

This session will focus on identifying and developing the advocacy skills needed to build relationships between elected officials and educators. In South Dakota (SD), we are utilizing a Legislative Action Team (LAT) framework to match local educators with their elected officials in the state legislature to build ongoing dialogue before, during, and after the legislative session. Through invitations to the classroom, personal emails, and other one-on-one relationship building tactics, our state has found that this framework is mutually beneficial as it gives elected officials access to authentic voices in their schools and gives educators an opportunity to highlight the needs of K-12 South Dakota schools.

Participants will learn about the SD LAT framework and be given time to brainstorm the realities of how matching educators and elected officials might look in their own communities. Additional attention will be provided regarding the continuum of educator confidence in understanding local political structure, policy, and statutes so that any member can be confident and effective in their match.

Presenter: Kelsey Lovseth



Communication Domain

COM 200 How Leaders Impact Effective Communication Level 1: Foundational

Leaders in all roles must be reflective and adaptable in their journey towards effective communication. Together we will consider practical tools for internal and external communication in an organization. While those are needed, we know that breakdowns often occur at the interpersonal (and even intrapersonal) level. Learn how to prevent issues and navigate potentially contentious conversations through experiential learning. Come ready to reflect on current practices and develop new skills to advance your association's goals.

Presenters: Rebecca Killen and Jennifer Stricherz

COM 201 Listen Up! Designing and Conducting Listening Sessions to Strengthen our Union Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

In order for NEA to adopt a culture of listening, leaders, staff, and members must be trained on how to listen. One tool is a "listening session," which is a cross between a formal focus group and an informal chat. Listening sessions are less scientific than focus groups, but more structured than a simple conversation.

Why is listening important? Listening is a way to make someone feel important, included, and acknowledged. It is also key to the work we do as an association. Our research shows that when we listen to members, we strengthen our union.

Drawing from the techniques of seasoned, professional pollsters and focus group moderators, this session will train participants to host informal listening sessions. The skills participants will learn in this session can also be used to host and moderate meetings and events or mediate difficult conversations.

In this session, participants will learn to:

- Identify a goal for a listening session or moderated conversation
- Write a listening session discussion guide
- Write unbiased questions and probes
- Create a setting for openness and inclusion
- Ensure everyone in the room is heard

This session is divided into four quarters. The first quarter is instructional, the final three quarters are interactive, allowing participants to learn through practice. In the first quarter, participants will learn fundamental skills of listening without an agenda and unbiased moderation. Participants will then be guided through an activity in which they will design a brief listening session discussion guide. In the

second half of the session, participants will work in pairs to practice guiding a listening session discussion, learning through self-evaluation, peer feedback, and expert review. Finally, the whole group will participate in a listening session moderated by participants.

Presenter: Erica Seifert

COM 202 Social Media for Advocacy
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

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.

Presenter: Kate Hilts

COM 203 This Communications Training is Like a Bridge: The Power of Metaphor
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

Metaphors are powerful tools that can help us build bridges, connect communities, and reach our goals. Starting from a solid footing in the formulation and function of metaphors, participants will map existing metaphors to better understand the blueprints of metaphors that effectively convey NEA values and educational concepts as well as guide listeners toward a leader's desired outcomes. After the training, participants will be able to confidently span complicated ideas with ease by creating their own metaphors that connect and mobilize diverse audiences.

Presenter: Tory Brown

COM 204 Race Talk: Effectively Facilitating Racial Justice Conversations and Engagements
Level 1: Foundational, Level 2: Mobilizing and Power Building

Talking about racial justice in public education—constructively, honestly, and openly—is difficult. Effectively facilitating these conversations and creating intentional spaces is equally difficult. Facilitating racial justice conversations begins with understanding own personal mirror work and journey. This professional development also provides foundational frameworks and tools to create and hold the space to navigate the challenging conversations. As educator leaders, we must be ready and able to engage in the necessary conversations to advance racial justice in our schools, communities, and associations.

Presenters: Eriec Colbert, Kelly McMahon, and Hilario Benzon

COM 205 How to Listen to Association Silences and Better Amplify Our Collective Voice
Level 1: Foundational, Level 2: Mobilizing and Power Building

Although involvement and collective voice are explicit and prized association values, many of our members remain silent despite our efforts to invite them to participate. This session will explore the sources of those silences and interrogate the leader's role in appreciating, understanding and mitigating them to raise our collective voice. In their quest for meaningful participation, leaders need to critically reflect to understand and appreciate a reticence to speak out. After all, "[p]eople who have ideas and drive are in every workplace and school...ready to be discovered. Someone has to reach out and

recognize them, to ask them to step out... 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, and be able to identify opportunities for diverse engagement within the association. Together participants will interrogate the power disparities that influence the silences leaders encounter with their members. The session will demonstrate, and participants will practice, how to listen intentionally to the silences we all encounter as we lead our union. The session will also confront dominant cultural norms to address the social, historical, and ideological forces and power structures that produce silences among members. Participants will understand and appreciate the silences of those with whom they interact within and beyond association settings—and that silence itself can even be a contribution. Participants will learn how to recognize and then mute or deploy privilege to amplify the voices of all educators to support our professional growth and promote social justice or to clear the way to mitigate and empower those silences so central to our mission as an association.

Presenter: Curtis Benjamin

COM 206 Race Class Narrative: Telling Our Story and Organizing for Change
Level 1: Foundational, Level 2: Mobilizing and Power Building

The Race Class Narrative is an organizing tool that employs a communications strategy and a systems-based model for change. Empirically tested by researchers, Race Class Narrative effectively messages our values to persuade people to join our efforts and participate in collective action. NEA and affiliates have seen many wins for public education and the labor movement by shifting how they talk about their work. As we continue to uplift our work to advocate for public education as the cornerstone of democracy, we must address our values and need for collective action while managing the present concerns from a lens of both race and class. In this session, participants will learn how NEA and affiliates use this model to tell their stories and organize for change. Participants will also learn about the Race Class Narrative architecture so that they can practice it as well. Members at any stage of their leadership journey can use this tool for effective organizing, advocating, and communicating the need for a public education that is safe, just, and equitable for every student, regardless of what they look like or from where their families come.

Presenters: Michael Scott and Merwyn Scott



Governance and Leadership

GOV 200 Reimagine Your Local: Becoming More Inclusive, Connected and Aligned
Level 3: Agenda Driving

Historically unions have perpetuated white supremacy culture through systems that maintain the status quo, center those who hold power, and marginalize newcomers. The Cambridge Education Association had revised our mission to include all three frames of unionism: Labor Rights, Professional Advocacy and Social Justice, however, we were not able to act effectively on the strategic mission of our association within the constraints of existing structures and practices.

In this Agenda Driving session we will share “Reimagining the CEA,” when we transformed the association into one that is prepared to handle the successes and challenges we face now and in the future, and created opportunities for others to share their experiences and begin to apply what they learned to their own local.

We will model how we developed the structures, processes, and practices that strengthen our organizational capacity through an inclusive process that included a weekend leadership retreat and an engagement strategy that led to democratic member meetings where we made institutional change (mission, bylaws, processes and policies).

At the retreat we used restorative circles to ensure an equitable voice for all, and each working group developed plans to address racism, misogyny, and leadership development for historically underrepresented groups, particularly educators of color, women, and members from ESP units, including Clerks, Substitutes and Paraprofessionals. Join us to begin to Reimagine Your Own Local!

Presenters: Dan Monahan, Fabiane Noronha, Banke Oluwole, and Yemisi Oluwole

GOV 201 Transformational Leadership
Level 2: Mobilizing and Power Building

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 they are also not mutually exclusive.

Presenter: Juliana Horwin

GOV 202 Being a Local President: Tips, Tricks, and Traps of Local Leadership
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

If you currently serve or have considered running for local president, then this session is intended to provide the opportunity for you to connect with other individuals who appreciate the unique and sometimes isolating challenges of being a local president. This guided and collaborative conversation will allow you to hear what others are experiencing as local presidents and share your own insights. If you are considering running for local president, come and learn what it takes to move to the highest level of local leadership.

The conversation will be facilitated by a current and a former local president with experience in leading locals ranging from 800 members to 9,000 members in both union-friendly and union-hostile states.

Presenters: Tony Martinet and Donna Christy

GOV 203 Don't Dismiss Me: Addressing the Needs of Educators of Color
Level 1: Foundational

The Indiana State Teachers Association conducted empathy interviews in 2020 and 2021 with educators of color. Data revealed that a majority of these members cited strong distrust of the association and/or their school district administration regarding racial transgressions made against them. Many revealed when problems arose, they reached out to association leadership or staff, but their concerns were either totally dismissed, mishandled, or left unresolved. Research indicates one of main reasons educators of color leave the education profession is due not only to the enormity of stressors all teachers have, but also navigating the overwhelming personal layers of racial transgressions on a regular basis.

Educators of Color must constantly navigate within white-dominated and normalized spaces. The majority of suburban and rural association leaders are white. In order for association leaders to properly address the racial transgressions dealt to EOCs, they must have thorough understanding of implicit bias, harm of stereotypes, and recognizing microaggressions. Once association leaders acknowledge these and their harmful impacts, they will be able to help EOCs more effectively. Training programs are instrumental in developing more allies and co-conspirators in leadership roles of the association so current and potential members feel validation and support within the education profession and the union.

Presenters: Wafa Safi-Hassan and Angela Miller

GOV 204 Leadership of Self: Developing a Leadership Mindset - Part 2
Level 1: Foundational, Level 2: Mobilizing and Power Building

What does effective leadership look like, feel like, and sound like to you? Do you see yourself as a leader? In this session, we will explore how all leaders, whether new, emerging, experienced, or veteran, can benefit from reflection and purposeful thought around their leadership styles and philosophies. Using the seven NEA leadership competencies as our guide, participants will hone their ability to relationally organize within their local unions by engaging in dialogue around shared leadership and the power of host, rather than hero, leadership. Our discussions will serve to empower all members to develop and use their voice through the power of sounding boards, host leadership and collective action. Because, after all, we are truly stronger together.

Presenters: Melissa Del Rosario and Vanessa Pulkrabek



Leading our Professions Domain

LOP 200 Accessibility Is More than Curb Cutouts: Our Role in Creating Accessible Environments Level 1: Foundational

In our public schools, one in five students has a learning or attention issue, one in 15 students has an IEP, and a little over two in 10 students has a disability that requires a 504 plan. Accessibility is a key component of the guarantee of a free, appropriate public education to students identified with disabilities. Despite our best efforts, we cannot be sure that we have identified all students with disabilities, especially those with non-apparent, or hidden, disabilities. As we strive to ensure accessibility for our students with disabilities, we must lead our profession in inclusivity and extend these practices to ensure equal access for all students by making all resources and materials accessible, easy to understand, and easy to use.

Disability is only one dimension in a classroom of diverse learners. So how can educators ensure that they meet the diverse learning needs of all their students while ensuring that they are attending to the needs of those with disabilities? Universal Design for Learning, or UDL.

Accessibility is at the heart of Universal Design for Learning. The UDL framework offers flexibility in the ways students access material, engage with it and show what they know by tapping into their strengths, needs, background, and interests. During this session, presenters will build understanding on why it is imperative that educators adopt an inclusivity stance in all aspects of the education space. Presenters will provide in-depth information on accessibility principles and an overview of the Universal Design for Learning Framework. Participants will engage in a discussion on the foundational aspects of the Leading our Professions Competency to help members build on their own skills, knowledge and understanding in this area and identify how, in their unique roles, they can take this information back to their sites to lead discussions and advocate for accessibility to positively impact individuals with disabilities.

Presenters: Traci Arway, Maxine Mosley and Clinton Smith

LOP 201 Lead Your Own: How GrowVTed Is Supporting Vermont's Newest Teachers Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

While the nation continues to face teacher shortages, Vermont-NEA has taken steps to meet this challenge. As the state issues more provisional or emergency teaching licenses each year, districts are struggling to support all of these candidates through the process to professional licensure. With the challenge of so many teachers seeking licensure through the Peer Review Portfolio process, VT-NEA saw an opportunity to offer flexible, inclusive supports to these candidates. Participants will explore the design, structure and programming of GrowVTed, VT-NEA's program that supports candidates on the peer review path to licensure. Analyzing how GrowVTed and VT-NEA leveraged the expertise of its National Board Certified Teachers to facilitate professional development, participants will develop preliminary action steps to support emerging educators with the overarching goal of improving outcomes for students. Engaging with thought partners, participants will experiment with reflective tools that can be applied to a similar challenge and leadership opportunity in their own work.

Presenters: Barbara Collette and Melissa Lyons

**LOP 202 Leveraging Educator Voice for Safe, Just, and Inclusive Learning Environments
Level 2: Mobilizing and Power Building**

In this interactive learning and advocacy opportunity, participants will engage with the core tenets of lifting and amplifying educator voice through the use of equity audits and opportunity indicators to identify gaps, and by leveraging local, state, and federal policy levers to address identified issues. Session participants will leave familiar with the components and usage of the NEA Opportunity Checklist, the NEA Opportunity Audit, and the NEA Great Public Schools Indicators, and will share an action they will commit to taking upon returning home.

Presenters: Karina Colon, Adrienne Bowden and Elic Senter

**LOP 203 ESP Leadership: Leading and Organizing Using NEA's Professional Supports Resources
Level 1: Foundational, Level 2: Mobilizing and Power Building**

Many members and potential members are looking to become more active in their union, but don't know where to start. They don't know what opportunities there are, or where they fit in. In this workshop, two ESP leaders will share their career and leadership journeys and how they discovered the opportunities and professional supports available through NEA and their state and local unions to get involved and lead at the local, state, and national level.

Presenters: Lois Yukna and Debra Ward Mitchell

**LOP 204 Passport of Synergetic Union Capers: Connecting to the Hearts, Minds, and Interests
Level 1: Foundational, Level 2: Mobilizing and Power Building**

The Puget Sound UniServ Council created an experiential passport to connect our members to opportunities that speak to their personal purpose. Members of the PSUC Professional Issues Training Cadre will share how the various opportunities ignited member engagement, especially around professional learning; this is especially true for our early career educators. Each page of the PSUC Member Experiences Passport offers members several options for involvement in association and community events; pages include Equity, Professional Learning, Bargaining, Member Benefits, Political Action, Membership, Leadership, Something New (trying one of the many Council opportunities), and Local association events.

Session participants will learn about all the various engagement opportunities offered by our UniServ Council captured in our passport, with special emphasis on the many professional learning opportunities developed by association members of our Professional Issues Training Cadre. We will share how we determined what professional learning opportunities we presented, data around success, and future plans.

All participants will have access to the actual passport pages and will have time to discuss how all of our locals can more effectively connect to the things that speak to the hearts and minds of our members through the Three Frames of Unionism.

Presenters: Shannon Rasmussen, Eryn Pate, Lauren Hamilton, and Gabrielle Wright

LOP 205 Place and Power: Using an Indigenous Worldview for Healing and Resistance
Level 1: Foundational, Level 2: Mobilizing and Power Building

In this session participants will explore this essential question: How can recognizing and understanding Indigenous ways of thinking about power and place serve as resources to reshape how we think about and build educational spaces of learning and community? This will be an interactive session centered around understanding power and place through Indigenous models, then applying that understanding to one's own experience and our classrooms, organizations, and systems. Participants will also explore opportunities to lead for change in making our students' educational experience meaningful to their power and place.

Presenters: Tucker Quetone and Emily Khan

LOP 206 NEA Principles and the Future of Assessment: Now What???
Level 1: Foundational, Level 2: Mobilizing and Power Building

Three members of the NEA Future of Assessment Taskforce will lead this interactive workshop where participants will engage in dialogue on the joys of teaching, the harms caused by decades-old racist and punitive assessment systems, and how to change the direction of the future of assessment. Members will examine the racist roots of standardized testing and develop an in-depth understanding of NEA's new Principles of Assessment, while leaving energized to use organizing tools that are shared during the session. This is the first step in a long-term national organizing plan to change the system. Join this session to be part of this change!

Presenters: David Fernkopf, Merrie Najimy, Becca Ritchie

LOP 207 UNCONFERENCE Session: Envisioning the Future of Assessment - Part 1
Level 1: Foundational, Level 3: Agenda Driving

For almost two years, NEA's Task Force on the Future of Assessment has been working to articulate a vision for the future of assessment of learning that could fulfill our organization's mission to ensure a great public school for every student. While many schools across the country have embraced the importance of equity and racial and social justice, the methods we use to assess and drive learning are lagging woefully behind. Educators' professional autonomy and, thus, their professional voice and leadership have suffered under decades of high stakes testing policies that have been implemented at the expense of time spent teaching and learning.

The Task Force identified five key Principles for the Future of Assessment that the NEA believes are key to reconceptualizing how we assess students. We believe that performance assessment is a key assessment method that holds promise as schools, districts, and states ask themselves, "If not standardized tests, then what?" Join us for a lively, compelling conversation about whether and how performance assessment can help contextualize the information we get from standardized tests and whether there are other assessment methods that can help us overcome the outsized influence that standardized tests have in decisions made about our students and schools.

Presenters: Christine DonFrancesco, Harry Feder, Elic Senter, and Hanna Vaandering



Organizing Domain

ORG 200 Fighting the Privatization of Education and Winning Community Schools: Of, By, and For the People
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

Community schools have developed a strong track record in the school improvement space by utilizing a strategy that responds to the unique local needs of students, educators, families, and the community. Meanwhile, some billionaires are funding a campaign to privatize our public schools with charters and vouchers. Find out how certain billionaires plan to privatize education and learn what the best Community Schools do and how you can build a campaign to grow the number of Community Schools in your district, while also growing your membership and increasing the number of active members in your local.

Presenter: Kyle Serrette

ORG 201 Increasing Leadership Capacity through New Hire Organizing Campaigns
Level 1: Foundational, Level 2: Mobilizing and Power Building

We will share ways to engage others to increase your leadership capacity to recruit diverse groups of members and identify leaders to build a pathway to leadership and to support your local new hire summer campaign and work to increase membership.

We will share an example of a new hire summer organizing plan, including member organizer work, summer networking opportunities, new teacher store, new hire orientations, educator university PD opportunities, and follow up connections.

Participants will have the opportunity to learn from one another and share some best practices in organizing for new hire campaigns from their own locals as well. Participants will leave with many tools to support their locals as they begin planning for summer new hire engagement.

Participants will be able to begin working on a draft organizing plan to have some actionable items to use in the support of their leadership development and increase their capacity to support their local campaigns.

Presenter: Joshua Brown and Emma Bade

ORG 202 Lights, Camera, Direct Action!
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

NEA members win when we organize and there is no more powerful tool than direct action. Learn how union members in any sized chapter have utilized creative tactics that don't require a lot of money, time or, in some cases, members.

By studying other chapters' success stories, members will get ideas and learn to adapt strategies to fit their unique challenges and achieve their goals.

The presenter will solicit worksite and chapter problems with administration, political leaders, and others, and throughout the workshop real world examples will be discussed to demonstrate how solutions through creative tactics and capacity-building can overcome challenges.

The learners will receive a "Full Menu of Direct Actions" and an accompanying 100-page book full of real world, concrete samples of flyers, creative actions, successful tactics, and more that will be a resource for years to come.

Through the creative use of a full-sized menu, learners will be able to select from the following:

- *happy hours*: actions and tactics to employ when relationships are strong with employers
- *appetizers*: simple acts that are not intimidating for entry level direct action; these take few members and require minimal effort to start to build wins for members
- *light fare*: actions taking a bit more effort, best used when membership has proved successes through the appetizer level
- *heavy fare*: these tactics require successful organizing and will push members to higher levels of success and empowerment through large scale, difficult actions that demonstrate power
- *side dishes*: actions that can be paired with any other menu item in any other category

The Full Menu of Direct Action and the accompanying book have proven to be VERY popular at all CTA conferences presented and a go-to, must-have item for staff colleagues to help them find creative and effective direct-action tactics.

Presenters: Karmen Lee Ortloff and Sean Ferguson

ORG 203 NEA Organizing Fellowship Academy
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

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 17 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 17 fellows currently enrolled in the program will share key learnings and memorable experiences. They will also be available to answer questions from participants.

Presenters: Rhonda Thompson, Alesia Ruffin, Carlos "Chico" Robinson, Courtney Green, Ernest Garibay, David Jedidian, Justin Johnson, Tanya Redic, Mary Heeringa, Jason Fahie, Chantal Jasey, Marella

ORG 204 Organizing for Power: Cartwright Education Association
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

The Cartwright Education Association has gained 200+ members in a three-month span, mostly Education Support Professionals. We started the year with under 50 ESP members and now have over 250 ESP members. While recruiting these members, we have unveiled a bunch of issues, including privatization, poor working conditions, managerial abuses, union busting, a lack of advocacy in past leaderships, and more! All of this is happening in a school district that claims to be union friendly. After elevating these issues, we have faced even more union busting tactics from our school district, including halting all communication, bargaining, the ability to represent members in a meeting, union site visits, negative and positive feedback from members, and more! This session will discuss how we have won against the fight to privatize our cafeterias and how we continue to fight to end the union busting that is still occurring.

Presenters: Melanie Cobos and Valeria Espinoza

ORG 205 Our 17 Percent Increase: How We Are Creating New Roles and Habits
in the New Hire Process
Level 2: Mobilizing and Power Building

Participants in this session will learn about how the Oregon Education Association increased new hire sign ups by 17 percent this year compared to last year. We will share our journey as we continue to build a culture of organizing across 197 school districts and 11 community colleges and strengthen our practices with new hire signups. We'll be sharing about how we are embedding our equity focus in order to ensure that every educator feels welcomed and included, with a specific focus on Black, Indigenous and members of Color. We'll share how we are recovering from setbacks after the 2018 Janus decision and the 2020-2021 pandemic by focusing on data use, leadership identification and development, empowering member leaders, and elevating the message that membership is everyone's concern.

Presenter: Reed Scott-Schwalbach

ORG 206 Our HAIR is on Fire! Uniting Educators, Students and the Community
to Promote Justice and Combat Hate
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

Division and hatred are running rampant throughout our country. Tulsa, Oklahoma, is home to one of the most egregious hate crimes in our nations 'history: the Tulsa Race Massacre. Hate crimes are once again on the rise. Anti-Semitism, Asian-American hate, White Christian Nationalism, and numerous other forms of hate find the headlines almost every day. We must do something to turn the tide. The next generation holds the key. America will become a minority majority country over the next few decades and this generation can help shape the moral conscience of our country.

This session will highlight what happens when you have a local issue with national implications, and what to do when you pick up the phone when a national organization calls. Tulsa Classroom Teachers

Association did just that, and the result is a partnership with Team Harmony that will serve as a catalyst for recognizing hate and doing something about it. The Team Harmony “We Have A Dream” Action Institute and Rally will bring together high school youth leaders and their teachers from every state for an experience designed to educate, inspire, engage, and activate them in the effort to promote mutual understanding and respect among all people.

Find out about the highs and lows of working with new long-distance partners, organizing to change hate and despair into joy and justice, and raising/teaching/empowering new activists from both our association leaders and from within our young people. During this session, locals will review their own histories, identify areas of opportunity, and walk away with a blueprint to help them organize working toward similar goals. This work is vital to enhancing the well-being of America’s students, their families, and their communities by advancing opportunities that will transform public education into a just, equitable, and excellent system.

Presenters: Shawna Mott-Wright, Christine Sampson-Clark, and LeeAnne Jimenez

**ORG 207 State Affiliate Presidents Organizing to WIN the Schools we Deserve
Level 3: Agenda Driving**

This session is for state affiliate presidents to engage in deepening their knowledge and skills around building and moving state affiliates from a service model to an organizing model and grow the power of the association. This will be a peer-to-peer learning session where state affiliate presidents will utilize a facilitated structure to share successes and challenges that they have had in implementing organizing principles and tactics to win on state affiliate priorities. This session will also incorporate skill building content provided from experts to support state affiliate presidents to assess where they are in building an organizing culture and what they need to lead their state affiliate’s organizing work and build the power of our union most effectively. Given the current context of challenges and opportunities facing our affiliates, we want to ensure that our state presidents are supported in continuing to build their knowledge and skills in their unique leadership roles.

This session will provide an opportunity for leadership growth and development to our state affiliate presidents, ensuring that no matter where one may be on their leadership journey, they still have opportunities to refine their skills. As our state presidents play a critical role in supporting leaders at all points in the leadership competencies continuum, it is important that they are provided with specific opportunities and the space to focus on their continued leadership development to lead others. Therefore, this session will not only focus on deepening the individual competencies of the state presidents but will also provide opportunities to delve into how strengthening one’s own growth in the competencies will permeate throughout the affiliate.

Presenter: Amie Baca-Oehlert



Social and Emotional Intelligence Domain

SEI 200 Identity and Leadership Level 1: Foundational

Leadership, whether it is in the classroom, meeting space, or advocacy, starts with the self. The actions and beliefs that a leader holds can impact their connections. They can create a space that empowers and lifts others, or one that prevents members from growing into their potential.

“Identity & Leadership” is a foundational understanding and self-reflection on how one's identity can impact their role as a leader within the spaces they enter. This interactive presentation will begin by building contextual knowledge about intersectionality and privilege. We will share Kimberle Crenshaw's work to show the reason behind the origin of “intersectionality.” Participants will begin their self-reflection by creating an identity map to support the discussion of the effect that an identity can have on one's personal beliefs and perceptions. The identity map and discussion will be critical tools to create a space to unpack how one's values and experiences can show up as implicit biases or assumptions towards others when navigating leadership within their association. Participants will leave being able to answer how their identity and position impact their work in the classroom, meeting spaces, organizing, etc., while discussing as a group ways that they can lift and amplify the voices around them.

Essential Questions:

- Why is it important to know who I am?
- How does my identity impact my work in the classroom, meeting spaces, organizing, etc.?
- How can I position my identity to lift and amplify the voices around me?

Presenters: Emerson Hoffzaes and Mindy Nickles

SEI 201 Nurturing Spirituality in Public Schools: An Evidence-Based Approach to Holistic Wellbeing Level 1: Foundational

Spirituality is central to our individual well-being, resilience, and interconnectedness. Spirituality, distinct from religion, is an innate capacity which must be nurtured to fully develop (Miller, 2021); engaging our natural spirituality also provides neuroprotective benefits against anxiety and depression, addiction, risk taking, and suicide (Barkin et al., 2015; Miller et al., 2000; Miller et al., 1997; Miller & Gur, 2002; Wu et al., 2015). Spirituality also fosters belonging and interconnection (Miller, 2021). Schools can support natural spirituality through intentionally designed school culture (Chapman et al., 2021). This research, conducted in a diverse sample of schools, identifies culturally sensitive drivers of spiritually supportive school culture which provide a blueprint for educators to support natural spirituality: the Awakened Schools Institute.

This session will present our research and engage participants in a session of the Awakened Schools Institute, a program for educators to nourish themselves and recognize themselves as agents of change. Following a centering practice, the session will present the science of spirituality and the 12 drivers of

spiritually supportive school culture. Attendees will participate in an Institute session: Awakened Identity: Showing Up as the Undivided Self in Teaching. This session engages participants by focusing on recapturing joy and reclaiming agency in teaching through case studies, journaling, and small group discussion. Throughout this session, participants will engage with a set of contemplative practices which could be adapted for use in a variety of settings. The session will conclude with a process for creating an action plan to bring this work back to their context. As a result of this session, participants will be able to apply the science of spirituality to nurture their own inner life and to use their leadership to create an awakened culture in their context, particularly public schools.

Presenters: Amy Chapman and Marc Banks

SEI 202 Leading with Self-Awareness
Level 1: Foundational, Level 2: Mobilizing and Power Building

Self-awareness can be challenging to develop, but leadership effectiveness is magnified when leaders understand themselves, their awareness of how others view them, and how they navigate the resulting interactions. When leaders are self-aware, they can effectively connect with others and effect change because they have the ability to understand how their thoughts, emotions, and actions impact their own behaviors and those around them. This session will provide participants with tools and resources that will help them create a self-awareness plan. This plan will help them objectively evaluate self, identify strengths and areas for improvement, and provide useful self-awareness strategies. Participants will learn ways to be more reflective and understand how their leadership reputation helps them comprehend how they may be perceived by others, which makes them more effective communicators.

Presenters: Comeshia Williams, Courtney Jolly, and Comelia Franceschi

SEI 203 Political Tensions: Using Social and Emotional Learning to Build Bridges for Change
Level 1: Foundational, Level 2: Mobilizing and Power Building

The political rancor of the last few years has had a chilling effect on education. Democracy is hanging in the balance. Laid bare are the injustices of racism and antisemitism, poverty, and the uneven distribution of power. Too many people are denied agency in decision-making about their own lives. Many people 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. Often the response stops at protest and little changes.

This session is designed to provide experienced educators with research-based knowledge about transformative systemic change that will guide leaders in facilitating the development of just education systems and the advancement of local affiliates as well as the national association in this endeavor. Knowledge to be shared is grounded in organizational change theory and SEL/emotional intelligence. Participants will engage in experiences that will apply information being learned. NEA recognizes that leadership is a journey. Participants will have the opportunity to bring clarity to the individual and collective work on the journey to just schools grounded in curiosity and wonder.

Presenter: Janice Jackson

SEI 205 Supporting Member Mental Health and Wellness through Education, Advocacy and Collaboration
Level 1: Foundational

This session will highlight the truths around mental health that are leading to a decline in educator well-being and an increase in burnout. We will identify self-care strategies to create healthy habits to minimize the effects of workplace stress. There will be a live demonstration of a relaxing wellness activity. Participants will gain ideas, resources, and tips on how they can advocate for and create a strategy to promote mental health awareness among their members. They will explore ways to collaborate with the local union to host member-led “Wellness Workshops” that focus on creativity, relaxation, and relationship-building based upon the model of the Ohio Education Association (OEA) Wellness Cadre. The OEA Board of Directors saw a need to support the goals of members to engage in mental health and wellness activities and the Wellness Cadre began with virtual member-led activities and discussions such as Holiday Cookie Decorating; Understanding Trauma and Identifying resources; Virtual Painting; and Legislative Updates on mental health initiatives in education. OEA supports this initiative through the OEA Wellness Grants. This statewide grant opportunity helps local unions by providing funding and resources for member-led wellness activities. Local unions have held yoga classes, “Union night” at the drive-in, partnered with local business to provide “educators eat and shop here” vouchers, and even hosted food trucks to show member appreciation.

The use of the OEA Wellness Grants has increased recruitment and retention by allowing the union to be seen as visible and relevant. Ultimately, it has helped individual members to find connection and engagement with others in their union to feel safe, supported and acknowledged.

Presenters: Cassie Badillo and Taraja Shephard Allen

SEI 206 Transforming Communities: Restorative Practices Beyond the Circle
Level 1: Foundational, Level 2: Mobilizing and Power Building

Participants will explore strategies and engage in conversations around building community through Restorative Practices by utilizing strategies that move beyond circles. This session will take a deep dive into how restorative strategies can help students and staff build their social emotional competencies. Participants will explore how Affective Language and Restorative Questioning builds inclusive community, strengthens empathy, and allows for deep reflection to create social and academic awareness. Participants will see how all of these strategies fit into a Culturally Responsive framework and can be transferred to any setting. We will share strategies, tools, and resources for participants to reflect on in order to create a plan for implementation.

Presenters: Meaghan Morgan-Puglisi and Jennifer Smith

SEI 207 Unmasking Microaggressions: Understanding Intent vs Impact
Level 1: Foundational, Level 2: Mobilizing and Power Building

This research-based session will examine the definition of a microaggression, and identify the types of microaggressions that impact marginalized groups and people of color.

This session will assess the importance of understanding intent vs impact in verbal or behavioral microaggressive expressions, whether intentional or unintentional, and how the impact of a

microaggression can lead to feelings of “-isms.” The session will explore how microaggressive expressions can be especially toxic for people of color and other marginalized groups in their work and educational environments that can preclude feelings of belonging. Participants will discover strategies to minimize microaggressive expressions in order to support inclusive educational and work environments.

Presenter: Aneeka R. Ferrell

SEI 208 Practicing Mental Wellness: Supporting Self-Care, Healthy Boundaries, Part 1 of 2
Level 1: Foundational, Level 2: Mobilizing and Power Building

This workshop is strengths-based and explores various ways of promoting one's mental wellness. In light of 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) with which participants come to the table, as well as how they 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 workshop 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. This session will utilize a number of learning modalities including whole-group discussion, paired discussion, story-telling, and video clips, as well as access to various mental health resources. 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



Strategy and Fiscal Health Domain

SFH 200 How to Do an Internal Audit of Your Association's Financial Records
Level 1: Foundational

This session will provide basic information about what an audit is, why it is important to annually audit your association's financial records, and how to do an internal audit with 2-3 people. During this session, attendees will be doing a hands-on exercise in performing an internal audit to demonstrate how easy it is to do one.

Presenters: Paula Purdy, Rodney Rowe, and Robert Maleta

SFH 201 Partnerships to Create Non-Dues Revenue
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

In this session we will explore how partnerships with school districts, the community and businesses have aided in creating non-dues revenue. Learn strategies for developing partnerships and discuss systems needed in order to manage the non-dues revenue. As you develop professional supports that are led by members, for members, explore options for how to support this effort financially while financially investing in your member leaders.

Presenters: Barbara Hopkins, Marlin Jeffers, and Shafeza Moonab

SFH 202 Priorities, People, and Planning: How to Develop and Manage a Strategic Plan
Level 2: Mobilizing and Power Building, Level 3: Agenda Driving

Participants will receive tools to create a Strategic Plan that is supported by the budget for their local/state affiliate that reflects the values, priorities and core values of the association, while including diverse voices. Shared leadership will create a culture of team decision makers that turn "I" into "we." Participants will understand the importance of communication and collaboration to gain power for the good of the union. This will lead to quality reflection and course correction when needed.

Presenters: Kimberly Howard, Sherri Schwanz, and Kevin Riemann

SFH 203 Strategy Development: Putting the NEA Leadership Competencies into Action in Kansas
Level 1: Foundational, Level 2: Mobilizing and Power Building

Are you overwhelmed with where to start in doing leadership development? Do you need buy-in from your Association leadership to move it forward? Or are you curious about leadership development as a strategy to build strong locals? In this interactive session, you'll learn from Kansas NEA Staff and member leaders about their more than three-year journey to strategically integrate leadership development across the Association.

By the end of this session, participants will leave with a better understanding of how to form a leadership development team, how to engage members to lead in this work, and how to create a training to implement the leadership competencies in their state. Plan to bring your questions, enthusiasm, and experience as we learn from each other and do strategic leadership development work.

Presenters: Kristy Oborny, Ben Melick, Lynette Wescott, Rex Hull, and Dennis Tabor

SFH 204 We Lost Payroll Deduction...Now What?
Level 1: Foundational, Level 2: Mobilizing and Power Building

The session will give state and local associations an overview of the pitfalls and tribulations that happen when the far right succeeds in passing legislation to end payroll deduction for our members. Even after the initial loss of members, there are many other challenges to be addressed.

Presenters: Kym Randolph and Dale Lee

Board Only Session

BOD 002 RA Briefing and Planning Part One: What's My Responsibility at the RA

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: Brenda Robinson, Angie Powers, and Ed Ventura