

2023 NEA ESP  
NATIONAL  
CONFERENCE

JOY  
JUSTICE

JUSTICE  
NOW

EXCELLENCE

The Strength of Educators  
The Brilliance of Students  
The Power of Community

24-26  
MARCH

nea  
NATIONAL  
EDUCATION  
ASSOCIATION

Seattle, WA | #ESP2023 | #WeLoveOurESPs

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.

#### **NEA OFFICERS**

Becky S. Pringle  
NEA President

Princess R. Moss  
NEA Vice President

Noel Candelaria  
NEA Secretary-Treasurer

#### **NEA EXECUTIVE COMMITTEE**

Mark Jewell, North Carolina  
Gladys Fátima Márquez, Illinois  
Ronald (Duff) Martin, Wisconsin  
Robert V. Rodriguez, California  
Christine Sampson-Clark, New Jersey  
Hanna Vaandering, Oregon

#### **NEA EXECUTIVE DIRECTOR**

Kim A. Anderson, Executive Director  
Karen M. White, Deputy Executive Director

# NEA Vision, Mission, and Core Values

## 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.

# MESSAGE FROM BECKY PRINGLE, NEA PRESIDENT



## ***“Joy, Justice, and Excellence”***

As I think about the past year, and the future that NEA members continue to build together for students, families, and communities, these are the words that continue to reverberate through my heart and my mind.

Conference season is my favorite time of year, and I admit this convening holds a special place in my heart because of its dedication to education support professionals—members like you who keep our schools and communities intact and make our union strong.

At the ESP Conference, we will celebrate the **Strength of Educators**. Whether you are a cafeteria worker, a paraeducator, a custodian, secretary or a bus driver, you are an educator who ensures every student has the access,

support, and opportunities they need and deserve.

We will also recognize the **Brilliance of Students**. They are at the center of everything you do as you lead in our association and participate in professional learning at the conference—from working for the racial and social justice that form the pillars of education justice, to organizing and using your critical voice to advocate for your careers. Because here’s the truth: Learning conditions for students depend upon better working conditions for ESPs.

And we will also harness the **Power of Community**. Students, ESPs, parents, teachers, SISPs, union allies, and more are organizing, lobbying, and advocating to protect every student’s right to a safe, welcoming, and affirming learning environment in a school that respects and values them and is free of bias.

I’m excited about this opportunity for each of us to learn together as educators, stand together as union siblings, and grow together as an education community— during this conference weekend and beyond.

Take care of yourselves and each other, and I’ll see you in Seattle!

In solidarity,

A handwritten signature in black ink that reads "Becky S. Pringle". The script is fluid and cursive, with a large, elegant initial 'B'.

Becky Pringle  
NEA President

# WELCOME FROM NEA ESP PLANNING COMMITTEE

## *Dear ESP Conference Attendee,*

We are excited for you to join us in Seattle for the 2023 NEA ESP National Conference, the largest Association-led convening of education support professionals from across the nation!

This year we have curated an impressive lineup of professional learning workshops and trainings led and designed by ESPs, covering a breadth of topics like organizing, racial and social justice, social emotional learning, peer mentoring, leadership development and more. We are certain you will leave the conference with brand new connections along with a wealth of knowledge and ideas to bring back to your schools, campuses, and worksites to support ESPs in their professional growth and foster student learning and success.

Get ready for a fun and enriching weekend of learning from one another and celebrating the amazing ESPs who are the beating heart of our school communities and our union!

Warm regards,

## *The 2023 NEA ESP Conference Planning Committee*

Robert Rodriguez, Chairperson

Kevin Deely, PA

Michael Glabere, WI

Barbara Jackson, CA

Temika Langston-Myers, NJ

Gilda Morgan Williams, FL

Ashanti Rankin, NJ

Lois Yukna, NJ



# THANK YOU SPONSORS

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## PLATINUM

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*Sponsor of the \$10,000 NEA ESP of the Year Award Cash Prize*

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## BRONZE

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NEA® AUTO AND HOME INSURANCE PROGRAM

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## EXHIBITORS

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California Casualty

NEA Member Benefits

Grand Canyon University

NEA-Retired

NEA's See Educators Run Program

NEA Think Tank Visioning

The NEA Fund – NEA's PAC

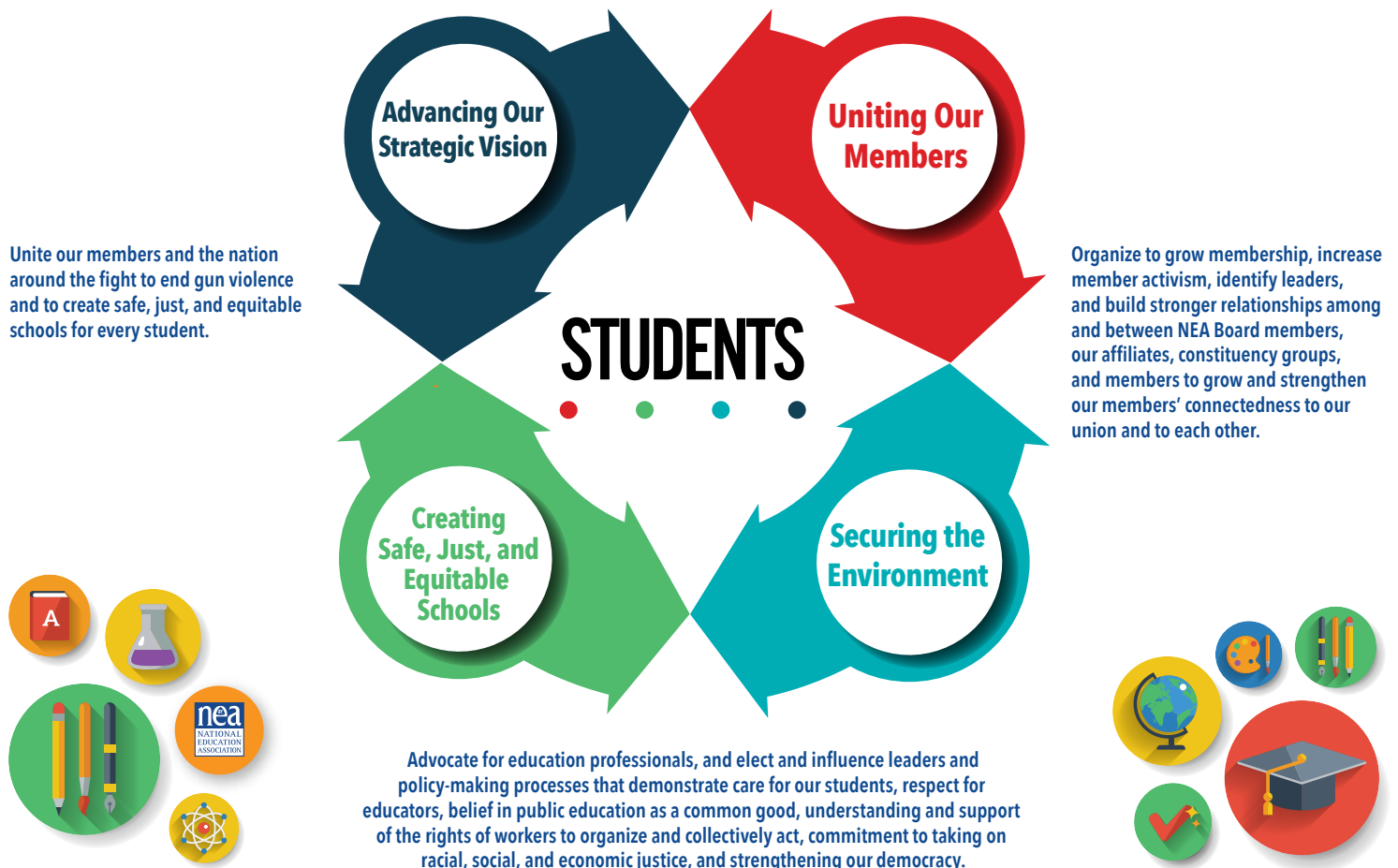
National Council for Education Support Professionals (NCESP)

NEA Human and Civil Rights Department

(Center for Racial and Social Justice)

# NEA PRIORITY GOALS 2022-23

Unite our members and the nation to lead a movement to reclaim public education as a common good, as the foundation of this democracy, and transform it into a racial and socially just and equitable system designed to prepare every student to succeed in a diverse and interdependent world.





# GENERAL INFORMATION

## COVID-19 PROTOCOLS

Visit [nea.org/espconference](https://nea.org/espconference) or the Conference Attendee Hub for the current “NEA Meeting COVID-19 Protocols.”

## TIME ZONE

All events are in Pacific Time unless otherwise noted.

## BADGES

Conference registrants must wear and display their badges. Individuals without a badge will be prohibited entry to conference events, sessions, workshops, and meals.

## CONFERENCE APP

Download the conference app! Instructions and login credentials were sent to the email account you registered under.

## SCANNING

Conference registrant badges will be scanned for attendance at events, sessions, workshops, and meals.

## WORKSHOPS (ALL WORKSHOPS REQUIRE REGISTRATION)

### PRE-CONFERENCE WORKSHOPS

*Pre-conference workshops require registration and an additional conference fee of \$50.*

**Are you interested in choosing a different pre-conference workshop?** Please inquire in room 303.  
Availability may be limited.

### EARLY BIRD AND CONFERENCE WORKSHOPS

*Early bird workshops and conference workshops require registration.*

**Are you interested in choosing a different early bird or conference workshop?** Please inquire in room 303.  
Availability may be limited.



## CONFERENCE-PROVIDED MEALS

	Thursday, 3/23	Friday, 3/24	Saturday, 3/25	Sunday, 3/26
Pre-conference & Conference	Breakfast & Lunch	Meals on Your Own	Breakfast, Lunch, & NEA ESP of the Year Award Banquet	Breakfast
Conference			Breakfast, Lunch, & NEA ESP of the Year Award Banquet	Breakfast

## NEA ESP OF THE YEAR AWARD BANQUET

Conference registrants who have RSVP'd for the banquet may attend. Conference registrants must have reserved their seats by selecting their meal choice during the registration process.

Conference registrants must bring their badges to the banquet. Your selected meal choice is displayed on the badge and should be shown to the wait staff once seated. Attendees will not be allowed entrance into the event unless their conference badge identifies that they have RSVP'd for the event.

Guest tickets will NOT be available for this event.

## STANDARD OF CONDUCT POLICY

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 contact Robert Rodriguez ([rrodriguez@nea.org](mailto:rrodriguez@nea.org)) and 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.

# ENGAGE WITH US ONLINE!

Connect with fellow attendees and share stories, photos, and insights on our online communities and channels.



**Join the ESP Facebook Group**

[facebook.com/groups/NEAESP](https://facebook.com/groups/NEAESP)



**Follow us on Twitter**

@NEArESPect @NEAToday



**Follow us on Instagram**

@NEAToday

Use the hashtags **#ESP2023**  
and **#WeLoveOurESPs**

# PRE-CONFERENCE SCHEDULE

## WEDNESDAY, MARCH 8

8:00 p.m. – 9:00 p.m. <i>Eastern Time</i>	Budget Engagement Noel Candelaria, NEA Secretary-Treasurer	<i>Virtual</i>
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## TUESDAY, MARCH 21

7:00 p.m. – 8:30 p.m. <i>Eastern Time</i>	First-Timers Networking	<i>Virtual</i>
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## WEDNESDAY, MARCH 22

1:00 p.m. – 5:00 p.m.	Registration	<i>302 Beckler</i>
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## THURSDAY, MARCH 23

*Pre-conference workshops and meals are for pre-conference registrants only.*

6:30 a.m. – 5:00 p.m.	Registration	<i>302 Beckler</i>
7:00 a.m. – 8:45 a.m.	Pre-conference Breakfast	<i>Columbia A/B</i>
9:00 a.m. – 5:00 p.m.	Pre-conference Workshops	<i>See pages 10-11</i>
10:30 a.m. – 10:45 a.m.	Break	<i>3<sup>rd</sup> Floor Prefunction</i>
12:00 p.m. – 1:00 p.m.	Pre-conference Lunch	<i>Columbia A/B</i>
3:30 p.m. – 3:45 p.m.	Break	<i>3<sup>rd</sup> Floor Prefunction</i>

# PRE-CONFERENCE WORKSHOPS

THURSDAY

9:00 A.M. – 5:00 P.M.

## 1. A Day of SEL from Toxic Stress to Self-Care: How ESPs Can Survive and Advocate

*Christina Gordon, Erika Zamora*

Educators are feeling the pressures of the times and the impacts of the pandemic as they balance family and personal matters with providing quality support to students and families. From bus driver shortages to increased paraeducator workloads, ESPs have been overtaxed. In this session, we will review the impact on the ESP workforce to foster a shared understanding of pandemic-related stress and the importance of advocating for self-care. You will participate in several interactive activities and leave with valuable resources for practicing self-care and advocacy.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*402 Chiliwack*

## 2. Advancing Racial and Social Justice: Freedom, Liberation, and Joy. No Exceptions!

*David Coleman, Aneeka Ferrell, Vanessa Jimenez, Toni Mejias, Jariza Rodriguez, Yahaira Rodriguez*

We know that institutional and structural racism are barriers to achieving NEA's vision of a great public school for every student. Our collective efforts to dismantle White Supremacy culture, to end racism and other forms of systemic oppression begin with advancing racial justice in our classrooms, buses, hallways, schools, communities, and our Association so that our schools and Association can continue to move forward towards freedom, liberation, and joy. No exceptions.

In this session, we will establish key definitions, concepts, and frameworks to strengthen our racial analysis and engage in intentional self-reflection and mirror work to apply these critical understandings to our journey, practice, and leadership. Join us and learn how to strategize collective action to confront and challenge systemic racism and oppression to build strong public schools that every student deserves.

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*Columbia C*

## 3. Becoming: Your Journey as a Leader

*Shondea Chapman, Kisha Davis-Caldwell, Amy Evans, Martin Jenkins, Cory Wofford*

Education support professionals bring unique skills and perspectives to the educational environment. ESPs who know who they are can improve their professional excellence, regardless of their career family, and enhance the capacity of their Associations. In unions, and most organizational cultures, titles have value, but titles alone don't determine leadership. Leadership begins with choosing to see ourselves as leaders, valuing our worth, and committing to learn and practice a set of competencies that allow us to show up and positively impact students, colleagues, communities, and the world.

Are you ready to embrace the leader you are already becoming? No matter where you are on your journey, this full-day session will assist ESP members in rediscovering what is already there: the leader inside of you. You'll learn and experience a framework of leadership competencies that position you to take charge of your future and create a plan to help you achieve your personal and professional goals while making a difference.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*Columbia D*

#### 4. ESP State Staff Coordinators

*Member leaders and activists, state staff, and NEA staff*

This invitation-only meeting is an opportunity for staff who represent ESP to work with colleagues from around the country, discuss issues of common concern, and share successes and challenges. The working meeting will include presentations on topics that are current and relevant, such as:

- The latest in ESP organizing strategies
- Best practices of high-performing ESP locals and states
- ESP professional supports

**501 Chiwawa**

#### 5. Preventing Privatization by Building Power at the Local Level

*Meighan Davis, Lee Hedgepeth*

The pandemic has accentuated how critical electing allies on local Boards of Education has become. When we vote, our paychecks, safety, and job security are on the line. Many school districts are attempting to solve staffing shortages by privatizing our positions. We have the power to make a difference in these fights, but only if we increase our locals' capacity to organize our people and organize our money to have a voice on our Boards of Education. NEA's Campaigns & Elections team (CE), along with ESP political activists, will lead this session on how to start building a solid organizing foundation at the local level. In this session, you will learn how to write a campaign plan, recruit members to volunteer and give to PAC, use the most effective voter contact methods, and build productive relationships with elected officials.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**401 Chelan**

#### 6. Self-Sacrifice vs. Self-Care: Restorative Practices and Abolitionist Education

*Eboni Rucker, Iman Shabazz*

ESPs play a vital role in the education of students across the United States. Working in a capacity that requires more than what is possible to give can present stressful outcomes when one allows it. Self-awareness is essential to maintaining professional equality and equity, and gaining a sense of individuality is essential to maintaining healthy educators. In this session, you will learn how to build healthy relationships with students and yourself, center black and brown well-being, and support healing spaces in schools based on the demographics that they serve. Throughout the session, we will incorporate brain breaks to support movement and participate in activities you can share with colleagues back home.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Health & Safety (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**404 Entiat**

#### 7. Using True Colors to Reinforce a Year-Round Organizing Plan

*Floyd Cox, Brian Phillips*

In this pre-conference session, you will experience the True Color personality type training. You will identify your own True Colors and explore how to build a strong team based on individual strengths and abilities. In the second half of this session, you will learn how to use your True Colors knowledge to implement organizing skills to grow membership, identify new leaders, and build power in your local union. You will have opportunities to enhance organizing 1-1 conversations, practice other organizing skills during the session, and explore NEA's Telephonic Organizing.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Communication (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**403 Cispus**

# CONFERENCE SCHEDULE

## FRIDAY, MARCH 24

Early bird workshops are for all conference registrants. There are no conference-provided meals on Friday.

6:00 a.m. – 6:15 p.m.	Registration	302 Beckler
8:00 a.m. – 12:00 p.m.	Early Bird Workshops (4-HRs)	See pages 20-22
8:00 a.m. – 3:00 p.m.	Early Bird Workshops (6-HRs)	See page 19
10:00 a.m. – 10:15 a.m.	Break	3 <sup>rd</sup> Floor Prefunction
12:00 p.m. – 12:45 p.m.	Lunch On Your Own (No conference-provided meals)	
1:30 p.m. – 3:30 p.m.	NCESP General Membership Meeting	Regency A
4:00 p.m. – 5:00 p.m.	Conference Opening Session Keynote Speaker: Princess Moss, NEA Vice President	Columbia Ballroom
5:20 p.m. – 6:40 p.m.	The Conciliation Project Presentation	Regency B
6:40 p.m. – 8:00 p.m.	ESP Conference Welcome Reception	Regency A

## SATURDAY, MARCH 25

Saturday workshop sessions are for all conference registrants. Breakfast, lunch, and dinner are conference-provided meals. Only conference registrants who have RSVP'd for the NEA ESP of the Year Award Banquet may attend dinner.

6:30 a.m. – 6:30 p.m.	Registration	302 Beckler
6:45 a.m. – 8:15 a.m.	Breakfast	Columbia Ballroom
8:30 a.m. – 10:30 a.m.	Workshop Session I	See pages 23-44
10:45 a.m. – 12:45 p.m.	Workshop Session II	See pages 23-44
1:00 p.m. – 3:00 p.m.	Lunch/General Session Keynote Speaker: Professor Margaret Newell, The Ohio State University	Columbia Ballroom
3:15 p.m. – 5:15 p.m.	Workshop Session III	See pages 23-44
6:30 p.m. – 9:00 p.m.	NEA ESP of the Year Award Banquet Keynote Speaker: Becky Pringle, NEA President	Columbia Ballroom

## SUNDAY, MARCH 26

*Sunday workshop sessions are for all conference registrants. Breakfast is a conference-provided meal.*

7:00 a.m. – 8:45 a.m.	Registration	302 Beckler
7:00 a.m. – 8:30 a.m.	Breakfast	Columbia Ballroom
8:45 a.m. – 10:45 a.m.	Workshop Session IV	See pages 23-44
11:00 a.m. – 12:00 p.m.	Closing Session Keynote Speaker: Noel Candelaria, NEA Secretary-Treasurer	Columbia Ballroom

# KEYNOTE SPEAKERS



## BECKY PRINGLE

President, National Education Association

NEA president Becky Pringle is a fierce social justice warrior, defender of educator rights, an unrelenting advocate for all students and communities of color, and a valued and respected voice in the education arena. A middle school science teacher with 31 years of classroom experience, Becky is singularly focused on using her intellect, passion, and purpose to unite the members of the largest labor union with the entire nation, and using that collective power to transform public education into a racially and socially just and equitable system that is designed to prepare every student to succeed in a diverse and interdependent world.

Becky's passion for students and educators, combined with her first-hand classroom experience, equip her to lead the movement to reclaim public education as a common good. Becky was elected in 2020 as COVID-19 ravaged Black, Brown, and indigenous communities nationwide.

Before assuming NEA's top post, Becky served as NEA vice president and before that as NEA secretary-treasurer. She directed NEA's work to combat institutional racism, and spotlight systemic patterns of racism and educational injustice that impact students. Under Becky's guidance, NEA works to widen access and opportunity by demanding changes to policies, programs, and practices. The Association's goal is to ensure the systemic, fair treatment of people of all races so that equitable opportunities and outcomes are within reach for every student. This is why Becky is a staunch advocate for students who have disabilities, identify as LGBTQ+, are immigrants, or English Language Learners.

Those who know Becky best know that she is also a passionate Philadelphia Eagles fan, loves anything purple, and for two special someones holds the coveted title of "Best Nana B" in the world.



## PRINCESS MOSS

Vice President, National Education Association

Princess Moss, an elementary school music teacher from Louisa County, Va., is the vice president of the National Education Association, the nation's largest professional organization.

A champion of children and public education at the local, state, and national levels, Moss served as secretary-treasurer from 2014 through 2020. Prior to this, she distinguished herself with two terms on the NEA Executive Committee, where she served on the Elementary and Secondary Education (ESEA) Advisory Committee, steering the Association's strategy for the law's pending reauthorization, and the Dropout Prevention Advisory Committee, helping develop relevant tools for NEA members. Under her direction as president, the 62,000-member Virginia Education Association increased its membership and advocated successfully for greater investment in public education at the state and local levels. She also served as VEA Vice President and on the Board of Directors for NEA and VEA for over 10 years.

The daughter of two school bus drivers, Moss earned her bachelor's degree in music education from the University of Mary Washington, and received the university's Distinguished Alumnus Award in 2006. She also earned a master's degree in elementary and secondary administration and supervision from the University of Virginia.





## **NOEL CANDELARIA**

**Secretary-Treasurer, National Education Association**

Noel Candelaria, a special education teacher and former teacher's aide from El Paso, Texas, is the Secretary-Treasurer of the National Education Association, the nation's largest professional organization. In this role, his primary responsibility is managing and maintaining the Association's multimillion-dollar budget.

Noel Candelaria is the Immediate Past President of the Texas State Teachers Association (TSTA), the state affiliate of the National Education Association (NEA). Prior to his election as TSTA President, Noel served as TSTA Vice President after a distinguished tenure as President of the Ysleta Teachers Association (YTA) in El Paso, Texas, where he worked as a Teacher's Aide and Special Education Teacher in the Ysleta Independent School District (YISD).

Noel was recently appointed by President Biden to serve as a member on the President's Advisory Commission on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics. In this role, Noel is tasked with providing advice to the President on matters pertaining to educational equity and economic opportunity for the Hispanic and Latino community.

Noel and his wife Patty, who is a National Board-Certified teacher, are tireless advocates committed to the success of every student. Throughout his career, Noel has emphasized the importance of relationships built on trust. He believes our public schools must provide every student the best opportunity to fulfill their individual potential.

As a son of hard-working immigrants, the importance of education and the opportunities that a quality public education can provide were core values instilled in him at a very early age. That upbringing helped to shape Noel's passion to serve all students and reimagine a more just and equitable education system that benefits all students.



## **MARGARET ELLEN NEWELL**

**Arts and Sciences Distinguished Professor of History, The Ohio State University**

Margaret Ellen Newell is Arts and Sciences Distinguished Professor of History at Ohio State University. She received her A.B. in History and Spanish from Brown University and her M.A. and Ph.D. in Early American History from the University of Virginia.

Professor Newell is best known for her path-breaking research on Indian slavery. Her book, *Brethren by Nature: New England Indians, Colonists, and the Origins of American Slavery*, won the 2016 James A. Rawley Prize from the Organization of American Historians for the best book on the history of race relations in the U.S. She appeared in a documentary on Indian slavery and on the podcasts *Ben Franklin's World* and *Teaching the Hard History of Slavery*. She has written Op-Eds on slavery and race for the *Providence Journal and Bulletin* and *The Columbus Dispatch*. In 2019, the U.S. State Department invited Professor Newell to speak with audiences in Moscow, St. Petersburg, and Archangelsk, Russia.

Presently, Professor Newell is studying the lives of African Americans and Native Americans who escaped enslavement and what freedom meant to them. In April, she will publish a new article on Native American uprisings against European colonial empires across the Western Hemisphere, the "Native American Revolution of 1676."



## Do you want to make the most of the professional learning opportunities offered at the NEA ESP National Conference?

*Do you have professional growth and leadership goals?*

Work toward your goals by using the ESP Professional Growth Continuum and the NEA Leadership Competency Framework.

### ESP Professional Growth Continuum

The ESP Professional Growth Continuum (PGC) provides ESPs with pathways for continuous professional learning in eight universal standards of professionalism: Communication, Cultural Competence, Organization, Reporting, Ethics, Health and Safety, Technology and Professionalism. Developed by ESPs for ESPs, this continuum can be used to elevate their careers and increase their visibility as essential members of the education team. The NEA ESP National Conference will offer pre-conference and conference workshops that give you an opportunity to progress on the PGC. If you have already embarked on a professional growth plan using the ESP PGC or plan to in the future, you can easily identify the workshops that align to one or more of the universal standards. Each workshop is labeled with the universal standard(s) it aligns with.

Learn more at [nea.org/pgc](https://nea.org/pgc)

### NEA Leadership Competency Framework

The NEA Leadership Competency Framework, developed by members and staff, offer a unified and interdisciplinary approach to leadership development, with particular attention on expanding the competencies to include skills that position educators and union members to address systemic problems, like institutional racism. The framework includes seven leadership competency domains: Advocacy, Business, Communication, Governance and Leadership, Leading Our Professions, Organizing, Social and Emotional Learning, and Strategy and Fiscal Health. These competencies are designed for activists and leaders with the knowledge skills needed to lead in their careers and professions and associations. The NEA ESP National Conference supports your leadership development journey by offering pre-conference and conference sessions that deliver leadership development training aligned to the NEA Leadership Competency Framework. Check each workshop for its corresponding leadership competency domain.

Learn more at [nea.org/leadership-development](https://nea.org/leadership-development)



## Education Support Professionals Professional Growth Continuum



Developed by ESPs for ESPs, the **ESP Professional Growth Continuum (PGC)** outlines standards for what ESPs should know and be able to do to elevate their practice and foster student and school success at any stage of their careers.

- 1. Communication Standard:** ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community
- 2. Cultural Competence Standard:** ability to examine one's own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)
- 3. Organization Standard:** ability to prioritize, plan, and execute tasks efficiently and effectively
- 4. Reporting Standard:** ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed
- 5. Ethics Standard:** ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters
- 6. Health & Safety Standard:** ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity
- 7. Technology Standard:** ability to use electronic devices to problem solve and complete work-related duties
- 8. Professionalism Standard:** ability to present and conduct oneself in a professional manner in all job settings

[nea.org/pgc](http://nea.org/pgc)



NEA Leadership Competency Guide is available online at  
[nea.org/leadership-development](https://nea.org/leadership-development)

# EARLY-BIRD WORKSHOPS (6-HRS)

FRIDAY

8:00 A.M. – 3:00 P.M.

## 1. AHA Heartsaver First Aid, CPR, and AED Training

*Sheila Caldwell, Elizabeth Pray*

This 6-hour course will cover the requirements set forth by the American Heart Association for HeartSaver Adult and Child First Aid, CPR, AED certification and is open to anyone interested in learning the valuable steps of life-sustaining and life-saving techniques. We will cover the following topics: first aid basics, medical emergencies, injury emergencies, environmental emergencies, preventing illness and injury, adult and child CPR and AED use, opioid-associated life-threatening emergencies, and choking maneuvers. As a requirement, you will be required to demonstrate hands-on skills.

Upon successful completion of this course, an AHA certificate will be emailed to you within 2-3 weeks.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Health & Safety (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**504 Foss**

## 2. Primeros Auxilios, RCP, y DEA para Adultos, Niños y Bebés (Instrucción en Español)

*Eunice Salcedo*

El curso de Primeros Auxilios, Resucitación Cardiopulmonar (RCP), y Desfibrilador Externo Automático (DEA) de la Cruz Roja Americana está diseñado para capacitar a participantes con el conocimiento y las técnicas que se necesitan para responder durante una emergencia. El curso prepara a los participantes a reconocer y atender adecuadamente a una variedad de emergencias de primeros auxilio, respiratorias, y cardíacas que involucran a adultos, niños, y bebés.

Cuando los minutos importan, es importante reconocer cuándo brindar atención inmediata a una persona lesionada o enferma y aprender cómo decidir si la persona necesita atención médica avanzada. El curso de seis horas incluye actividades para demostrar habilidades y técnicas, conversaciones sobre los procedimientos apropiados para emergencias específicas y ejercicios en grupos pequeños para reconocer, responder y cuidar a una persona lesionada o enferma.

Para completar el curso de Primeros Auxilios, RCP, y DEA de manera satisfactoria, el participante deberá:

- Llegar a tiempo y asistir y participar durante toda la clase.
- Participar activamente en todas las actividades del curso,

incluso asumir varios roles durante las prácticas de técnicas y evaluación.

- Demostrar competencia en todas las técnicas requeridas.
- Completar de manera satisfactoria las evaluaciones de escenarios.

Al completar el curso, los participantes recibirán un certificado digital válido de 2 años de la Cruz Roja Americana en Primeros Auxilios, RCP, y DEA para adultos, niños, y bebés.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Health & Safety (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**503 Duckabush**



# EARLY-BIRD WORKSHOPS (4-HRs)

FRIDAY

8:00 A.M. – 12:00 P.M.

## 1. Becoming: Your Journey as a Leader

*Shondea Chapman, Kisha Davis-Caldwell, Amy Evans, Martin Jenkins, Cory Wofford*

Education support professionals bring unique skills and perspectives to the educational environment. ESPs who know who they are can improve their professional excellence, regardless of their career family, and enhance the capacity of their Associations. In unions and most organizational cultures, titles have value, but titles alone don't determine leadership. Leadership begins with choosing to see ourselves as leaders, valuing our worth, and committing to learn and practice a set of competencies that allow us to show up and positively impact students, colleagues, communities, and the world.

Are you ready to embrace the leader you are already becoming? No matter where you are on your journey, this session will assist ESP members in rediscovering what is already there: the leader inside of you. You'll learn and experience a framework of leadership competencies that position you to take charge of your future and create a plan to help you achieve your personal and professional goals while making a difference.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*502 Cowlitz*

## 2. Calling Other into Community

*Aneeka Ferrell, Rowena Shurn*

Far too often, we avoid difficult conversations and topics that are considered divisive. During this session, we will look at strategies to call people into the community. We explore "calling in" techniques that build and explore our own biases and ways that we shut down conversations to address these areas when working as leaders and coaching others.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*408 Wasipiga*

## 3. Community Building through Ritual Poetic Drama, Drums and Movement – Introductory Work and Truth-telling

*The Conciliation Project*

This workshop is designed as a foundation to the work of deconstructing our ideas about community and how to create a healthy community that values one another and practices the basic principle of Ubuntu (I am because WE are). How do we create a space where we can speak the truth as we re-visit our collective history (stories) in order to address the barriers and systemic dysfunctions that disrupt our relationship to the work that we want to do and inhibit our ability to build the community we envision for ourselves.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*407 Satsop*

## 4. ESP Voices Take Charge in the Political Arena

*Andrea Cisneros, Jennifer Muñoz*

This session will explore different ways ESPs can organize with their members and community partners to engage legislators. Learn how Jeffco Education Support Professionals Association (JESPA) has been making waves in Colorado and leveling out the playing field not just for ESPs, but for students and communities. Presenters will share their personal stories and their leadership development journeys not just through their own voices but through video snippets of political campaign ads, press conferences, and bargaining sessions they have been a part of.

By the end of this session, you will develop a deeper understanding of your individual and collective power as ESPs. You will also learn how to use basic organizing frameworks, and why raising your voice is critical to the well-being of students and public education.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*501 Chiwawa*

## 5. Healing, Help and Hope: Three Transformative Conversations

*Christina Gordon*

Focusing on individual educator emotional well-being and healing will allow us to find the energy needed to help change organizational and systemic conditions. The need for social-emotional learning for students is paramount with the traumas of COVID and various racial and social issues. As educators, it is especially vital for us, too. In this session, you will gain practical ideas to build your emotional resilience as an ESP so that you can continue to be effective in your work, begin to apply these strategies to classrooms and your work environments, and create just and equitable change. Based on the book and workbook by Elena Aguilar, "Onward: Cultivating Emotional Resilience in Educators," this session will take you through meaningful exercises that you can easily take back to your respective roles and work environments. Learn the habits and dispositions of cultivating resilience while exploring your journey toward cultivating resilience and learning how your individual resilience can fit into the broader plan to transform schools.

During our time together, we will move through mindfulness exercises, engage in physical movement, write, talk, and create materials for make-and-take pieces. Whether you are a paraeducator or bus driver, commitment to focusing on your well-being and healing is the key to finding the help and hope required to change the outcome of many students we work with daily.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Professionalism (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*402 Chiliwack*

## 6. Organizing and Strengthening Your Local Health and Safety Committee

*Allen Barkume, Mike Rollins, John Staab*

Learn how to establish your local health and safety committee. Once you have established your local health and safety committee, it's time to take advantage of your organizing potential to identify and resolve building-specific health and safety issues in your workplace. This training provides participants with the best practices for maintaining a safe and healthy workplace. Learn how to use your local health and safety committee to conduct a building walkthrough inspection, use applicable federal and local policies to hold employers accountable, and advocate for the rights of all workers.

This workshop is meant to be a follow-up for new health and safety committees to be more technically competent, to better understand their obligations as committee members, and to use health and safety as an organizing tool.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Health & Safety (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*406 Klickitat*

## 7. Prioritizing Racial Justice and the Need for Anti-Racist Educators

*Aaron Dorsey, Makeda Harris, Robin McLean, Michael Scott, Donald Washington*

Whether we are Native People, Black, Asian, Latin(o/a/x), Middle Eastern, North African, Multiracial, Pacific Islander, or White, we all believe that all children deserve a public education that allows them to pursue their dreams. But some right-wing politicians try to get a hold of power by putting us into boxes based on what we look like or where our families come from. We see this in how schools tell Black children how to keep their hair or send girls home for the clothes they wear. By joining together to demand racial justice, we can make schools safe spaces where we can all thrive and support each other for who we are.

This interactive session will provide educators of all racial and ethnic identities with an overview of racial justice co-conspiratorship. We will explore the origins of race, the levels of racism, and the need for all of us to join together to demand racial justice.

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*404 Entiat*

# EARLY-BIRD WORKSHOPS (4-HRs)

## 8. Race and Racial Microaggressions and How They Impact Students and Education

*David Coleman, Vanessa Jimenez*

This research-based course will provide an understanding of microaggressions and how those microaggressions impact students based on their race. No matter their race or place, every student deserves to learn in a safe, inclusive, and equitable educational environment.

Learn how microaggressions can shape these environments and impact a student's ability to thrive in and out of the classroom. By the end of this session, you will understand how our beliefs, values, and experiences inform implicit biases that lead to microaggressive behaviors and how our implicit biases and microaggressive behaviors affect others (students, colleagues, families, etc.).

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*401 Chelan*

## 9. Recruit, Retain and Engage ESPs with an Organizing Lens

*Floyd Cox, Tameka Mays*

Are you ready to move your ESPs toward collective action? In this workshop, you will learn to use data, stories, and relationships to compel members and stakeholders. Learn recruitment methods to build relationships and organize strategies to keep members engaged. You will see sample ESP statewide programs to show what could be possible in your state if you Recruit, Retain, and Engage ESPs with an Organizing Lens. It is time to harness the passion and drive of our ESPs and move them toward collective action.

**Leadership Competency:** Organizing (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*512 Willapa*

## 10. True Colors - Understanding Yourself and Others

*Alison Hoffa, Taraja Shephard Allen*

Do you work in education to be part of an established learning culture...to help students learn, develop, and become more effective in the world? Isn't it ironic how the organizational structure supporting this educational system can be disrupted by misunderstandings, conflicts, and a lack of respect? Much of the success of an academic institution depends upon communication throughout the entire campus and beyond. A student's day begins with the first interaction with a bus driver or school secretary and continues throughout the day and into the surrounding community. When the staff is not getting along, or teams are not effective, the students (and their academic achievement) are affected. The demands of providing educational opportunities for students can bring numerous opportunities for stress and frustration alone. Combine these challenges with staff and team conflicts, personality clashes, and snarled lines of communication, and it becomes virtually impossible to deliver excellence. Together, we can improve every interaction between educators, educational support professionals, and students in your school. We empower the staff to meet challenges creatively and collaboratively.

True Colors School Program Goals include:

- Promote Cooperation
- Reduce Stressors
- Resolve conflict
- Build Respect and Trust
- Improve Teamwork
- Enhance communication between students, staff, and parents

**Leadership Competency:** Communication (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*403 Cispus*



# CONFERENCE WORKSHOPS

Session I	Saturday	8:30 a.m. – 10:30 a.m.
Session II	Saturday	10:45 a.m. – 12:45 p.m.
Session III	Saturday	3:15 p.m. – 5:15 p.m.
Session IV	Sunday	8:45 a.m. – 10:45 a.m.

## 1. Anti-Racist Educator Toolkit: Actions for ALL Educators (Session III)

*Amelia McConnell*

Classroom support staff, lunchroom workers, health room aides, recess crew, and all ESPs connect with all students in our school communities. By the end of the week, ESPs witness many examples of why their voice is often the one needed to build relationships while seeing how larger school procedures can hinder learners. People in these roles ARE educators and thought leaders, the total sum of which can be the wave that interrupts thought processes and disconnections about how kids fit into the mix of injustice found at school.

In this session, you will be given the time and space to consider the foundations of racism, be courageous in conversation and speak your truth, and visualize actions you can take in your own practice to advance anti-racism in your schools and communities. We will share the member-developed Anti-Racist Educator toolkit and use partner work, discussion, and self-reflection to grow what we know about anti-racist work. You will leave with practical knowledge and purposeful examples to bring back to your schools. An internet-accessible personal device or laptop is recommended.

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide.

*603 Skagit*

## 2. Avoiding Burnout with Mindful Self-Care and Self-Compassion (Sessions III, IV)

*Taraja Shephard Allen*

During this session, we will explore the data behind the “burnout” of so many education professionals in the field. As a participant, you will take a self-assessment to understand your risk factors and warning signs for burnout, secondary trauma, and developing compassion fatigue. This will include looking at how small changes in daily routines and subtle shifts in the mindset can lead to improved job satisfaction and increased self-compassion. You will identify self-care strategies and best practices to minimize the physiological short and long-term effects of workplace stress and leave with an actionable plan based on your individual needs and goals for your overall well-being.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Professionalism (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session III:** *402 Chiliwack*

**Session IV:** *702 Clearwater*

## 3. Becoming: Your Journey as a Leader (Session I)

*Shondea Chapman, Kisha Davis-Caldwell, Martin Jenkins, Cory Wofford*

Education support professionals bring unique skills and perspectives to the educational environment. ESPs who know who they are can improve their professional excellence, regardless of their career family, and enhance the capacity of their Associations. In unions and most organizational cultures, titles have value, but titles alone don't determine leadership. Leadership begins with choosing to see ourselves as leaders, valuing our worth, and committing to learn and practice a set of competencies

# CONFERENCE WORKSHOPS (CONTINUED)

that allow us to show up and positively impact students, colleagues, communities, and the world.

Are you ready to embrace the leader you are already becoming? No matter where you are on your journey, this session will assist ESP members in rediscovering what is already there: the leader inside of you. You'll learn and experience a framework of leadership competencies that position you to take charge of your future and create a plan to help you achieve your personal and professional goals while making a difference.

In this session, you will:

- Learn how to connect more deeply to your core values and understand your purpose;
- Expand ideas and examine your beliefs of leadership;
- Use the NEA Leadership Competency Framework and Professional Growth Continuum (PGC) to gain a better understanding of the knowledge, skills, and abilities every education leader needs;
- Learn how to use your leadership to create a plan to advance your careers/professions and Associations.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**403 Cispus**

## 4. Building a Restorative Culture Through the Eyes of Those Experiencing Racialized Oppression (Session I)

*Eboni Rucker, Iman Shabazz*

In "Education for Critical Consciousness," Paulo Freire discusses his theory and pedagogy for using education as a framework for analysis of societal inequities based on the experience of people living under conditions of marginalization and oppression. This workshop draws from Freire's critical reflection, critical motivation, and critical action to outline the considerations for a restorative approach to addressing racial inequities that marginalize and oppress young people and communities.

Join us to discuss the complexity and function of racialized oppression within education settings, demonstrate self-awareness of personal characteristics as assets to building a restorative culture, use basic restorative practice tools, and understand how restorative practices can help foster healthy school communities and positive futures grounded in racial equity.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**401 Chelan**

## 5. Building Membership and Engagement in Your Local (Sessions I, III)

*Lisa Embrey, Bobby Rickman*

Recruiting and engaging membership is one of the toughest tasks for a local leader. First, we must overcome the hurdle of how to recruit members to our organization. Once we recruit them, we must figure out how to get them engaged in activities at the local, state, or national level.

Learn how the Alton Education Association dropped to almost 60% membership among educational support professionals by the end of 2019-2020 and then increased membership to 85% among education support professionals in the next year. We will discuss how to sign up new members and start to increase engagement among your members. You will have the opportunity to share your experience, ask questions and find answers to your challenges with membership.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**502 Cowlitz**

## 6. Building Relationships to Create Safe School Environments (Session II)

*Lloyd Cook, Guillermo Vazquez-Gonzalez*

To build safe and inclusive school environments, all education support professionals should know how to create a positive space that encourages staff, students, families, and everyone in our school communities to build lasting and impactful relationships. In this session, we will explore what such a relationship would look like through the lens of all nine ESP career families, how to cultivate these relationships, and how to keep everyone engaged for a single goal. Areas we will explore are engagement, experiences, and environment. We will discuss strategies to create ideal learning environments within our communities and learn from the lived experiences of ESPs and how they were able to navigate, develop, and sustain relationships.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Health & Safety (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**406 Kilckitat**

## 7. Calling Other into Community (Sessions I, III)

*Aneeka Ferrell, Rowena Shurn*

Far too often, we avoid difficult conversations and topics that are considered divisive. During this session, we will look at strategies to call people into the community. We explore "calling in" techniques that build and explore our own biases and ways that we shut down conversations to address these areas when working as leaders and coaching others.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*406 Klickitat*

## 8. Clear, Concise, and Compelling Communication (TechRoom) (Sessions III, IV)

*Kristina Cerise*

We rely heavily on text-based communication to share information, and we've all sat through our share of uninspired presentations. This workshop covers it all. We'll start with the power of storytelling, reviewing how to use this as an effective tool in the modern workplace. We'll discuss why stories work better than other ways of delivering information, the ingredients required for a compelling story, and practical ways to incorporate storytelling in the work you do to advance new ideas and change behaviors.

Next, we'll talk about how to put the power back in PowerPoints. Are you a PowerPoint Sith or a PowerPoint Jedi? Are you using the power of this software for good (e.g., understanding, enlightenment, positive change) or evil (e.g., boredom, torture, confusion)? Step away from the Dark Side and join us to learn how to leverage this incredible tool to make the world a better place. Finally, we'll cover the nitty-gritty of polishing your communication, including tips for catching typos, making information clear, and avoiding missteps that make people resistant to your message.

**Leadership Competency:** Communication (Level 1)

**PGC Universal Standard:** Communication (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*405 Kachess*

## 9. Communicating Effectively with Diverse Students and Families (Session II)

*Lama Chikh, Barb Cruz*

In this session, you will gain an awareness and deeper understanding of ways to engage, build relationships and communicate with students and families with diverse backgrounds to help ensure that students experience a positive, consistent, safe, unbiased, and equitable space wherever they are in schools. Learn ways in which diverse backgrounds impact behavior and learning, strategies for supporting cultural responsiveness and anti-bias, and respectful behavior when working with diverse students.

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*501 Chiwawa*

## 10. Conquer Your Glossophobia (fear of public speaking) (Session I)

*Tory Brown, Ramona Oliver*

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.

**Leadership Competency:** Communication (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*408 Wasjpiga*

## 11. Creating An Anti-Racism Taskforce at the Local Level (Sessions I, III)

*Michael Perry, Jariza Rodriguez*

Learn how to build an Anti-Racism Taskforce that would be open to all members dedicated to fighting racism and building an anti-racist union! The framework of Anti-Racism, especially

# CONFERENCE WORKSHOPS (CONTINUED)

as articulated by Ibram X Khendi, requires active engagement to make concrete changes in the racial inequities in the world. In this session, you will explore how an Anti-Racism Taskforce fosters a collective approach to anti-racism by facilitating member discussions and bringing many diverse voices to the table to grapple with how they can strengthen their engagement with anti-racism in their locals, schools, and communities.

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**503 Duckabush**

## 12. Creating Your Road Map to Union Leadership

(Sessions II, IV)

*Temika Langston-Myers, Kimberly Scott-Hayden*

As education support professionals, we all have the qualifications and the power—just like other educators—to run for office or be local, state, or national union leaders. In this session, you will reflect on what you need to be a successful leader and learn the paths to leadership at all levels of our union. We will share several examples of ESPs and their journeys to leadership and how we didn't ask for permission to run or wait to be told we belonged but found our voice through understanding the necessity of getting involved in our unions.

Join us to learn the importance of helping others find their leadership potential to build effective and sustainable local, state, and national associations! After hearing these stories, you will create a road map and set goals for your leadership journey.

**Leadership Competency:** Governance and Leadership (Level 1)

**PGC Universal Standard:** Organization (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**408 Wasjpiga**

## 13. Culturally Responsive and Trauma Sensitive: The Crucial Work of Education Support Professionals

(Sessions I, IV)

*Melody Bach, Hanna Vaandering, Blake West*

Students, families, and ESPs are dealing with trauma, hostility, and divisiveness in their lives each day. ESP members face these challenges personally and in the

experiences of colleagues, families, and friends. To create more equitable education systems, we must create schools that work to overcome these intense challenges. Each of us must embrace our role in conveying the worth of each person and a culture of compassion and respect to all while challenging systemic barriers and racism.

Join us in this session for an exploration of opportunities for education support professionals to lead in creating schools that support the emotional, social, and learning needs of every student and caring adult in our communities.

**Leadership Competency:** Social and Emotional Intelligence (Level 2)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**701 Clallum**

## 14. Deconstructing Whiteness: Understanding White Privilege and White Fragility (Sessions I, III)

*Ryans Calmont, David Coleman, Lisa Jennings*

In order to counter the impact of white supremacy culture, we will examine the social construct of Whiteness and how it is sustained in our society. By deconstructing white privilege and white fragility in this session, you will learn how to engage in intentional ways to advance racial justice and liberation.

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**702 Clearwater**

## 15. Demystifying Power in the Workplace (Session II)

*Crystal Bush, Linda Matsumoto*

Education support professionals often believe they lack the power to positively change their work environment. In this workshop, you will learn what the sources of power are, how to use power mapping to understand an organization's political landscape and the educator's power within that landscape. You will also learn how to challenge entrenched power, why power can be intoxicating, and how to inoculate oneself against misuse of power.

**Leadership Competency:** Advocacy (Level 2)

**PGC Universal Standard:** Professionalism (Level 3)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**607 Wishkah**

## 16. Empower and Energize Connections as a Paraeducator (Session I)

*Vanessa Jimenez, Susan Nicholas*

This interactive session is designed to empower and energize paraeducators. Paraeducators are often asked to navigate various daily tasks and situations with little or no instruction or collaboration from the classroom teacher, especially those who often do not have the time to collaborate with paraeducators during the class period. You will learn how to effectively collaborate with other educators in non-core classes such as physical education, adaptive physical education, music, and art to ensure student success. We will also focus on how to improve direct communication with other educators and special needs students using verbal and nonverbal communication devices or tools to improve student learning. You will have the opportunity to work in individual, small, and large group settings to listen, learn, and discuss how to improve communication, emergency procedures and work with new staff.

**Leadership Competency:** Social and Emotional Intelligence (Level 2)

**PGC Universal Standard:** Communication (Level 3)

**Relevant for educators:** Pre-K through High School

*603 Skagit*

## 17. Escaping Privatization (Session II)

*Joann Houck, Gillian Raye*

The journey of problem-solving, thinking quickly, and working together can help you defeat the privatization pirate and unlock the power to escape privatization. This workshop will help you enhance the communication skills necessary to help fight against privatization in your local association, school district, and state. Get the tools to prioritize, plan, and execute tasks that are needed to efficiently and effectively execute the steps that must be taken prior to privatization knocking on your doors. Learn how to carry out these steps while being present and conducting yourself in a professional manner without jeopardizing the integrity of students or co-workers.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*606 Twisp*

## 18. ESP Voices Take Charge in the Political Arena (Sessions I, III)

*Andrea Cisneros, Jennifer Muñoz*

This session will explore different ways ESPs can organize with their members and community partners to engage legislators. Learn how Jeffco Education Support Professionals Association (JESPA) has been making waves in Colorado and leveling out the playing field not just for ESPs, but for students and communities. Presenters will share their personal stories and their leadership development journeys not just through their own voices but through video snippets of political campaign ads, press conferences, and bargaining sessions they have been a part of. By the end of this session, you will develop a deeper understanding of your individual and collective power as ESPs. You will also learn how to use basic organizing frameworks and why raising your voice is critical to the well-being of students and public education.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*708 Sol Duc*

## 19. ESPacios de Libertad (Session III)

*Toni Mejias, Yahaira Rodriguez*

Todos los estudiantes y educadores deben sentirse cultural, física y emocionalmente seguros en su entorno de aprendizaje y de trabajo, y sus conocimientos deben valorarse y se los debe considerar un recurso. Los espacios seguros fomentan una comunidad inclusiva en la que los miembros de todas las razas, etnias, géneros, identidades de género, religiones y/u orientaciones sexuales son valorados, respetados, empoderados y escuchados. Para crear un entorno de aprendizaje y de trabajo que sea culturalmente seguro, es fundamental disponer de las herramientas y habilidades necesarias para evaluar y aplicar una práctica inclusiva cultural y diversa.



# CONFERENCE WORKSHOPS (CONTINUED)

Esta sesión se abocará a la identificación y comprensión de lo que es un espacio culturalmente seguro, cómo evaluar su asociación local, cómo crear espacios y políticas culturalmente seguros y cómo implementar nuevas políticas, procedimientos y prácticas para apoyar a todos en nuestras comunidades. Escuche a un grupo de educadores diversos hablar de las formas en que sus valores y normas han promovido la igualdad, la justicia y la alegría en sus escuelas, universidades y comunidades. Todos están invitados a asistir a esta sesión, pero tenga en cuenta que se celebrará exclusivamente en español y no habrá traducciones disponibles.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**407 Satsop**

## 20. First-time Filmmaking: Advocating and Recruiting Using Videos! (TechRoom) (Session II)

*James Henderson*

Have you ever wanted to learn the basics of creating stunning videos for digital advocacy without having to spend thousands of dollars on long courses or expensive equipment? If so, this is the workshop for you.

In this workshop, I will cover how you can use your cellphone to capture great videos, techniques to create cinematic effects in your videos, and free software that you can professionally edit with. Learn how to set up a good shot with proper lighting and how to position your camera to make interview and campaign-style videos. You will have the opportunity to begin creating great videos yourselves. Afterward, I'll share information on upgrading your equipment and skills without breaking your budget and, most importantly, how to leverage film to recruit and connect with members and further your advocacy.

**Leadership Competency:** Communication (Level 2)

**PGC Universal Standard:** Communication (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**405 Kachess**

## 21. Fort Campbell ESPs Leading the Way and Making History! (Sessions I, III)

*Alesia Gladden, Windie Kehn*

When the leadership team of the Fort Campbell Non-Certified Education Association (Federal Education Association affiliate) met during the summer to plan membership growth, engagement, and retention activities, they realized that the one thing that was missing from their employment experience was learning day also known as in-service. So, the leadership team of the Fort Campbell Non-Certified Education Association (FCNCEA), with the help of the Federal Education Association and the National Education Association, planned their own. FCNCEA made history when they organized ESP Learning Day 2022, and for attendees, that day will always be known as the first time they felt seen, appreciated, and understood by their union and their employer.

In this session, two FCNCEA leaders will share how this became possible and their learnings along the way. Through their story, you will learn about NEA resources and how to access them. You will also learn how to gather and use data to continue membership growth, engagement, and retention.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Professionalism (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session I: 407 Satsop**

**Session III: 501 Chiwawa**

## 22. Four Keys to Building Strong ESP Locals (Sessions III, IV)

*Crystal Bush, Amy Evans*

As a local leader or organizer, it can sometimes be a challenge to get our members actively involved in our locals. You may also feel challenged by the number of responsibilities you have and wonder how you can find the time to add membership recruitment and engagement as an ongoing activity.

In this workshop, you will learn how to create an ongoing membership engagement plan that focuses on the four keys for building and maintaining a strong ESP local: membership recruitment, engagement, development, and retention. We will walk you through the four phases and activities you can use to help engage your members through each of the four stages. Lastly, we will share a twelve-month membership engagement plan that will help incorporate membership engagement as an ongoing practice within your local. We encourage you to share any ideas and materials you use as part of your membership engagement strategy.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**602 Nooksack**

## **23. Helping Others Achieve Their Dreams was the Secret to Achieving My Own** (Sessions I, IV)

*Katheryn Selby*

Special education services have been authorized since 1973, yet 49 years later many education systems still don't fully recognize the power of student self-advocacy. When a student with a disability is empowered to take ownership of their own education by communicating their needs to their educators and parents and actively participating in IEP development and setting their educational goals, they can find themselves on the path to success.

In this workshop, you will receive the basic tools and knowledge necessary to understand both the simplicity and the power of teaching self-advocacy skills to your students as early as possible in the educational process to help them advocate for both their academic and social-emotional success

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session I: 608 Wynoochee**

**Session IV: 601 Hoh**

## **24. Homegrown Mentoring: A Colchester Education Association and School District Partnership** (Sessions I, III)

*Amy Minor, Carmel Quinn*

Mentoring is a powerful tool to support, train, and retain our critically important ESPs. Through a collaborative partnership, the Colchester Education Association and the Colchester School District have developed a unique mentoring program that operates throughout the five schools in our Vermont district. Experienced building ESPs mentor new or "nearly new" support staff throughout their first year of employment. Our district central office supports mentors with funding and reinforcement through regular meetings and our partnership has grown to include ESP professional

development using the in-house expertise of our amazing support professionals.

Join us to learn how our partnership has developed and transformed to support ESPs and our hopes for the future.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 3)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session I: 602 Nooksack**

**Session III: 608 Wynoochee**

## **25. How ESPs Can Become More Involved in Their Local Association and School Community** (Sessions II, III)

*Cynthia Gushee*

There are many ways that ESPs can become involved in their local association, school, district, and community. Does your contract allow for ESPs to join committees that affect their jobs? Is there professional development that is geared toward ESPs and their career paths? During this session, we will discuss different ways that you can become involved and represent ESPs across your local and in their schools, even if you have limited time. Learn how to get involved in decision-making that affects ESPs locally, regionally, and at the state level.

This workshop will be an interactive space to share ideas and learn how ESPs stay active and engaged across the country. Please bring a copy of your contract and be ready to share language that pertains to ways that ESPs are being encouraged to have a voice in the decision-making. Also, feel free to bring any other tools and resources that you think would be beneficial for ESPs or upload them through a google drive folder that presenters will share ahead of time.

**Leadership Competency:** Communication (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**404 Entiat**

# CONFERENCE WORKSHOPS (CONTINUED)

## 26. How to Create an ESP Bill of Rights (Sessions I, II)

*Sean McKillop, Stacy Tayman, Samuel Walters*

We all say ESPs are essential employees, but it's time to commit to lifting up all support staff by respecting our skills, job categories, and our vital contributions to the well-being of our students. No one is going to do it for us. It's up to us to come together to organize and advocate for our profession. It's time for an ESP Bill of Rights!

This training will review our Maryland ESP Bill of Rights Campaign including how we engaged our membership in identifying their most critical issues, how we organized to make this a priority for our locals and state association, and how we are translating this document into wins at the bargaining table, with our elected officials, and during our membership recruitment.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**402 Chiliwack**

## 27. How to Get Support for Your ESP Mentoring Program (Session II)

*Olive Giles, Laura Warren*

How can you make sure you have support for your ESP mentoring program? Join us in this session that explores how to build support from your human resource department, district leadership, school board, and community. This session is for all ESP members and those in leadership positions who are considering developing an ESP mentoring program or currently coordinating a mentoring program. You will learn from existing programs across the nation how to build a foundation of support that will work for your local program. You will leave with multiple ways to gain needed support for creating or sustaining an existing ESP mentoring program.

We will also share information about NEA's new learning path course, "ESPs: Supporting Our Own Through Peer Mentoring," which is your first step in learning how to build an ESP mentoring program.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 3)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**403 Cispus**

## 28. How to Start Organizing Your Local Health and Safety Committee (Session I)

*Allen Barkkume, Mike Rollins, John Staab*

This training provides participants with the best practices for maintaining a safe and healthy workplace. You will learn how to establish a local health and safety committee and how to use it to advocate for the rights of all workers in your school communities.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Health & Safety (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**404 Entiat**

## 29. Investing in Paraeducators: A Journey to Develop, Empower, and Transform the Role of Paraeducators (Session II)

*Latasha R. Nelson, Nancy Routson, Eric Underhill*

Paraeducators play an essential role in our schools and classrooms and are critically important to student and school success. Learn from a team of school leaders and ESPs about how a Northern Virginia Middle School transformed the paraeducator's role. The school realized increased instructional quality, ESP self-efficacy, and workplace equity by investing in differentiated professional learning, leadership development, and workplace equity.

Join us to learn about our multi-year journey and how one school's commitment to paraeducator development transformed how a district invested in ESPs. Attendees will learn about specific action steps to launch this work within their local associations, schools, or divisions.

**Leadership Competency:** Leading Our Professions (Level 3)

**PGC Universal Standard:** Professionalism (Level 3)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**701 Clallum**

## 30. Learn about the World of NFTs and the Metaverse and the Role it plays in K-12 Education (TechRoom) (Session I)

*Sabina Ellis*

Non-Fungible Tokens (NFTs) have gained popularity with digital artists, but it has gained interest in school communities recently as some educators are provide an alternative way



to give out awards, acknowledge growth, and look into the future of technology. In this session, we will explore the Metaverse and how many school districts are using it for virtual field trips, P.E. and STEM classes. We will also explore how to create a virtual version of your lifestyle in the real world while gaining an understanding of how to use NFTs in the virtual world.

**Leadership Competency:** Communication (Level 1)

**PGC Universal Standard:** Technology (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*405 Kachess*

### 31. Membership Conversations and Beyond: Perspectives from a Membership Trainer and a Member Organizer (Sessions II, IV)

*Jessica Minguéz, Amanda Swarthout*

Effective ESP member recruitment can be difficult to plan. With so many job classifications and worksite locations, coming up with a way to think about conversations, having members practice their conversations in an authentic way, and then having members take action on what they've learned can often feel like a daunting task! This workshop will help you sharpen your skills, as well as walk through structuring this type of training for your own contexts. You will also hear from a boots-on-the-ground organizer about how she puts this into practice in her own large, spread-out local association.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*605 Snohomish*

### 32. NEA Member Benefits: Delivering Value, Empowering Affiliates, and Helping Members (Session III)

*Teresa Muench*

NEA Member Benefits (MB) exists to help make members' lives better. Carefully vetted programs help members stretch their paychecks and offset their dues dollars. Local leaders can integrate MB to augment their strategies to recruit and retain members. This session will expand your knowledge and give you easy-to-use tools and practical approaches to help you leverage the value of NEA MB to engage members and increase Association loyalty.

**Leadership Competency:** Organizing (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*601 Hoh*

### 33. Next-Gen Professional Learning is Here: Member-Led Communities and New PGC Micro-Credentials (Session III)

*Sabrina Gates, Johnny Green, Anastasia Jimenez, Shasta Rosales*

Last year, two states (Illinois; Wyoming) and two local affiliates (Phoenix, AZ; Hillsborough County, FL) were the first to pilot member-led, union-supported professional learning communities for ESPs to collaborate on earning micro-credentials anchored in the ESP Professional Growth Continuum. It has been an eye-opening and inspiring journey that is laying the groundwork for a new wave of professional growth and recognition opportunities for ESPs across the country.

In this interactive session, hear from member-leaders from those four affiliates about the insights they and NEA have gained about the future of professional learning for ESPs, and how you or your community can get involved.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Cultural Competence (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*408 Wasipiga*

### 34. Our Association in Action: Creating Change through Social Justice (Session IV)

*LaVeta Weatherington, Jackie Wooten*

In this session, you will participate in interactive exercises to understand the concept of social justice and the connection between social justice issues and education policies. You will also explore the levels and types of social oppression and how these play out in your work settings. The session ends with an introduction to the four social justice principles and an action-planning activity.

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*406 Klickitat*

# CONFERENCE WORKSHOPS (CONTINUED)

## 35. Pandemic-Induced Trauma: My Mental Health and Me (Session II)

*Robert Browning, Audrey Nichols*

The Covid-19 pandemic has disrupted the learning environment and put additional stress and challenges on all educators. We as ESPs should be able to identify the warning signs for potential mental health problems as a result of the ongoing pandemic.

In this workshop, you will learn different outlets (e.g., principals, school nurses, school psychiatrists, psychologists, social workers, friends, family, etc.) that are available to help them cope with these new challenges. Together we will share experiences and techniques that will help us regain or control our mental stability which will in turn help us assist our students as they cope with similar mental health issues as well.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Professionalism (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**502 Cowlitz**

## 36. Passing the Torch: How to Embrace and Enhance the Next Generation of Leaders (Session III)

*Crystal Ealy, Sequanna Taylor*

This session will focus on the ways leaders prepare their organizations for a successful future by investing in the next generation of leaders. Learn the importance of identifying new leaders, helping to enhance their leadership competencies, and training them to lead with a succession plan that encourages them to pass the torch

**Leadership Competency:** Governance and Leadership (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**403 Cispus**

## 37. Preschool is Real School (Session II)

*Leslie Calhoun, Tlesha McFee*

Preschool teaches students how to be learners by engaging in activities that boost literacy, math, language, social, and self-regulation skills. Research shows how important early education is to students' long-term development and we know that ESPs play a major role in the development of our youngest learners.

This workshop will support and motivate ESPs in and out of the classroom to take part in implementing content in a

way that is engaging. Whether you educate on a bus or in a cafeteria, we will laugh, play, sing, and learn to support the early education curriculum together.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Elementary

**505 Queets**

## 38. Prioritizing Self-Care for Effective Health and Safety Practices in Our Schools (Session III)

*Sheila Caldwell, Cynthia Samuel*

Are you feeling overwhelmed? Discouraged? Frustrated? If so, you are not alone. After living through a global crisis and its political and economic fallout, it is easy to get caught up in stress, dismay, and anxiety as we enter year four of the COVID-19 pandemic. Prioritizing self-care means taking care of yourself so that you can be healthy, you can be well, you can do your job, you can help and care for others, and you can do all the things you need to and want to accomplish within the school day.

In this session, we will come together to connect, learn, and grow with our colleagues across the country. It is an opportunity to build the connection we have all been missing and desperately need to feel encouraged, motivated, and appreciated. Together we will engage in mind-body skills to help connect more deeply with ourselves and others. This session is an excellent opportunity to develop self-awareness and other skills to cultivate your self-care journey through evidence-based practices that are easy to integrate into your school settings and personal life. Treat yourself to this deserving gift where you can focus on your own support and well-being and take the necessary steps to tend to your physical and emotional health needs to the best of your ability in order to live your best life.

**Leadership Competency:** Social and Emotional Intelligence (Level 3)

**PGC Universal Standard:** Health & Safety (Level 3)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**604 Skykomish**

### 39. Promoting School Safety and Crisis Preparedness in Times of Uncertainty (Sessions II, IV)

*Crystal Foxx, Eunice Salcedo*

As educators navigate the school environment and find ways to support students during crisis, school safety and crisis preparedness has become paramount. In this session, you will gain foundational knowledge of school safety and crisis prevention. You will learn valuable information on how to support the development of safe and secure learning environments for students, staff, and families. Specific attention will be given to developing, exercising, and evaluating school safety protocols and crisis awareness techniques that are useful in all school environments from the bus stop to the classroom. You will also work through school crisis examples and the roles that all educators play in prevention and awareness.

The session will include specific activities related to developing a crisis action plan, evaluating safety/crisis teams, and integrating school and community crisis response personnel. Facilitators will address issues associated with the media, social media, technology, students with special needs, trauma-sensitive response, culture, and memorials. This training reinforces improved school climate, student behavior and academic functioning, individual leadership advocacy, student resilience, and school staff crisis response capabilities.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Health & Safety (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session II:** 608 *Wynoochee*

**Session IV:** 403 *Cispus*

### 40. Research-tested Messaging: Using the Secrets of a Successful Organizer (Sessions I, III, IV)

*Nathan Allen, Katrina Byrne, Linda Douglass, David Margolis, Caitlin Rollo*

Transformational one-one conversations are the building blocks of organizing. But what goes into a persuasive conversation? Join us to hear in-depth results of the 2023 ESP Join Research and find out which messages resonate best with education support professionals across different career families.

After the research briefing, participate in a short Secrets of a Successful Organizer training with organizers to learn how to

incorporate the new messages into your organizing practice. You will practice talking to your potential members about the value of the union while building strong relationships that will last.

**Leadership Competency:** Organizing (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

607 *Wishkah*

### 41. RESPECT: Illinois' Coordinated Campaign to Bring Change for ESPs (Sessions II, IV)

*Jill Scarcelli, Debra Ward-Mitchell*

Illinois' RESPECT (Raising Education Support Professionals by Elevating Careers Together) Campaign is a statewide effort led by ESPs, with the support of IEA staff, to improve ESP working conditions by focusing on wages, health insurance, pensions, and retention and recruitment.

Learn how we are working to bring about the change that is needed for ESPs, the long-term strategy, and how you can develop your plan to bring RESPECT to your state.

**Leadership Competency:** Advocacy (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

603 *Skagit*

### 42. Restorative Practices as Liberatory Practice: An Experiential Community Building Circle Session (Session II)

*Jade Jones, Barbara Sherrod*

In this session, you will engage in a community-building circle with experienced circle keepers using anti-oppressive frameworks along with restorative theory. Through this Afro-Indigenous restorative justice framework, you will have the opportunity to engage in methods of self-inquiry to enhance your instructional and education support practices.

**Leadership Competency:** Social and Emotional Intelligence (Level 2)

**PGC Universal Standard:** Cultural Competence (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

702 *Clearwater*

# CONFERENCE WORKSHOPS (CONTINUED)

## 43. Roadmap towards Personal and Professional Growth for an Effective School Year (Sessions II, IV)

*Primrose Cameron, Johnny Green*

In this session, we will explore your unlimited potential to connect with fellow educators and work with those around you effectively through self-assessments, research, and experiences.

The areas of focus include, but are not limited to self-esteem, self-awareness, life goals, and communicating with others as you find new roads toward professional growth and reaching your leadership capacity.

**Leadership Competency:** Communication (Level 2)

**PGC Universal Standard:** Communication (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**407 Satsop**

## 44. Safe and Supportive Working Environments: A Right for LGBTQ+ Educators (Session IV)

*Tracy Hobbs*

Safe and supportive environments are critical for all school personnel. This workshop provides insight into the employment protections available for LGBTQ+ employees at the federal, state, and local levels.

Join us to discuss the challenges LGBTQ+ employees face in the workplace, review local district policies, and create a plan to advocate for a more inclusive workplace. By focusing on the Racial Justice in Education Framework, you will be able to help ensure new policies are both inclusive and equitable.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**404 Entiat**

## 45. School Cleaning and Building Maintenance: What Does It Look Like Now? (Session III)

*Sherry Diaz, Chris Harris*

ESPs, including school custodial and maintenance staff, have been on the front lines of the pandemic since day one, adapting and readapting as the pandemic has changed the landscape of building cleaning and maintenance for the long term.

In this session, we will explore the different styles of cleaning buildings and the chemicals recommended for cleaning and facilities maintenance, including examples of ways to combat the effects of COVID-19. Learn about the power of school building or district Safety Teams and how to become a member to advocate for everyone's safety.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Health & Safety (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**401 Chelan**

## 46. School-Home Communication Essentials for ESPs (Sessions I, III)

*Patricia Weinzapfel*

As an education support professional, you know you have an essential role in the day-to-day work of schools, but you also play a unique role you may not even be aware of. Your smiling face, your understanding look, and your extra effort can help welcome families, build trust, and forge powerful communication highways between school and home.

This interactive workshop is designed to help give you the knowledge and skills you need to make the most of every interaction you have with parents and caregivers. You will leave with a greater understanding of the power you have when it comes to engaging families and a greater understanding of how to use your words, tone, and information to build relationships and help bring families into the learning process.

**Leadership Competency:** Communication (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**606 Twisp**

## 47. SEL: It Isn't Just for the Kiddos! (Sessions I, III)

*Kristine Argue-Mason, Mary Ann Rivera*

Have you ever wondered if 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?

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.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*505 Queets*

#### **48. Solving Educator Shortages by Making Public Education an Attractive and Competitive Career Path** (Session III)

*Stacey Pelika, Dale Templeton*

For years, public school educators have worked hard to meet their students' needs while dealing with low pay, challenging working conditions, and a lack of resources and professional respect. As a result, fewer people are choosing education as a profession than a decade ago. At the same time, more educators than ever are considering leaving the profession or have already done so. While these dynamics started before the pandemic, Covid-19 exacerbated these trends, leading to educator shortages across the country.

This workshop will explore this crisis and research-based, long-term solutions that are effective at recruiting and retaining educators and, most importantly, reflect the needs and priorities of educators themselves.

**Leadership Competency:** Organizing (Level 1)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*701 Clallum*

#### **49. Stopping Privatization: Successful Strategies** (Sessions III, IV)

*Nathan Greenawalt, Peace Ifeacho, Susan Nogan, Ken Volante*

In this workshop, our panelists will discuss a variety of strategies we have successfully deployed to build power and prevent privatization, including mentoring, providing professional development and micro-credentials, community

organizing, and securing legislation to hold districts accountable. We will also discuss how to continue organizing after privatization setbacks.

You will have an opportunity to interact with panelists and discuss which strategies might be adopted in your Association.

**Leadership Competency:** Organizing (Level 1)

**PGC Universal Standard:** Organization (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*Session III: 512 Willapa*

*Session IV: 606 Twisp*

#### **50. Strengthen Your Local with Strategy** (Sessions II, IV)

*Seleste Harris, Jeannette Young*

The role of the union has changed over time and in order to remain relevant, the locals need to change too. The Education Support Professionals of Baltimore County (ESPBC) has faced the change head-on by developing and implementing a year-round strategic plan. In this workshop, you will identify the value of strategic planning and create a draft year-round strategic plan to recruit, retain, and engage ESP members.

**Leadership Competency:** Organizing (Level 2)

**PGC Universal Standard:** Organization (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

*604 Skykomish*



# CONFERENCE WORKSHOPS (CONTINUED)

## 51. Student Success and Empowerment Using Augmentative and Alternative Communication Systems ("Talkers") (Session I)

*Diana Mueller*

This interactive session is rooted in the research-based, social-emotional foundation that learning happens when students feel connected to their peers. Share your successes and problem-solve your challenges in supporting students who use augmentative and alternative communication (AAC) systems ("talkers") to develop community, experience independence, and learn in their inclusive classrooms and beyond. You will leave with easy-to-implement strategies for educating and supporting peer and adult modeling on AAC systems to foster student independence and community. School site teams are encouraged to attend. This session draws from the work of Kate Ahern, Linda Burkhart, Jane Farrall, Stephanie Faso, Caroline Musselwhite and Erin Sheldon.

**Leadership Competency:** Social and Emotional Intelligence (Level 3)

**PGC Universal Standard:** Cultural Competence (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**604 Skykomish**

## 52. Supporting Students with Grief and Loss (Sessions I, III)

*David Schonfeld*

Most school staff recognize the impact of grief and loss on children and want to provide support, but many worry that they don't know what to say or do to help. This session will describe the distinction between trauma and grief and provide practical advice on supporting grieving students. We will discuss a wide range of topics, including what not to say, considerations related to grief across different cultures, how to initiate conversations with grieving students, unique considerations for explaining death to young children or children with intellectual or neurodevelopmental disabilities, identifying and addressing guilt, managing grief triggers, and coping with cumulative loss.

ESPs have a critical role in helping grieving students and often find supporting grieving students to be gratifying. It can also contribute to compassion fatigue, especially when the adults are also grieving, a member of the school community dies, or when deaths are widespread, like during the COVID-19 pandemic. We will discuss approaches to decrease the risk of compassion fatigue and provide free resources for addressing these challenges and more from the Coalition to Support Grieving Students, of which NEA is a founding member.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Health & Safety (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**707 Snoqualmie**

## 53. Taking a Stand: Creating Safer Schools for LGBTQ+ Students (Session II)

*Tracy Hobbs*

The climate of acceptance for LGBTQ+ individuals is slowly improving in the United States, but many schools remain biased, discriminatory, unsafe, and exclusive when it comes to addressing these issues. School personnel have much work to do to make schools equitable and affirming for all youth, including LGBTQ+ youth. This workshop guides you in creating safer spaces for LGBTQ+ students. By identifying key contributors to safe spaces and common barriers, you will leave with an action plan to support LGBTQ+ students.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**503 Duckabush**

## 54. Team Building for All Educators (Sessions I, IV)

*Robert Powell, Adrian Vargas*

This session is a revamped, action-packed, thought-provoking workshop that will empower you with team-building tools. You will learn how to identify the roles and the strengths people have on a team, and the weaknesses they can strengthen to promote team success. You will also engage in activities that require you to critically think and problem-solve as a team, including the challenge of contrasting a technical/transactional perspective with a mutual/relational attitude.

This session is for any group looking to maximize success in fulfilling its mission and leaving an impact that can empower generations.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session I:** 501 Chiwawa

**Session IV:** 401 Chelan

## 55. That's Not a Union Issue ... Or Is It? Investigating, Analyzing, and Addressing Member Concerns (Sessions I, II)

*Nathan Greenawalt, Amy Wolfgang*

Many leaders have been confronted with the phrase, "That's not a union issue," when attempting to address their members' concerns. It's not always that simple! As leaders, we need to ensure that we have the necessary skills to accurately assess whether something is or isn't "our issue."

In this interactive workshop, we will use relevant documents, laws, and labor concepts to dissect a variety of common concerns brought by members and analyze what we can (or cannot) do to assist those members. We will work through the steps of how to investigate members' concerns, formulate plans for addressing simulated conflicts, and participate in role-play scenarios in which leaders and management work through those conflicts. You should bring a copy of your local contract and an internet-enabled electronic device to this session.

**Leadership Competency:** Governance and Leadership (Level 2)

**PGC Universal Standard:** Ethics (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

512 Willapa

## 56. The "S" Word: The Role of Schools in Preventing Suicide (Sessions II, IV)

*Brandy Brooks*

School staff are uniquely positioned to recognize the signs of suicide and self-injury and make the appropriate referrals for help. As schools and communities continue to navigate the fallout from COVID-19 and the accelerated youth mental health crisis, it is important that all school staff acquire the skills, vocabulary, and techniques to support young people at risk.

In this workshop, you will gain an understanding of the importance of suicide prevention training as well as learn how to recognize and identify the risks and warning signs for youth suicide. Through videos, discussion, and interactive role-plays, you will gain practical knowledge and skills to be able to respond to a young person at risk.

**Leadership Competency:** Social and Emotional Intelligence (Level 1)

**PGC Universal Standard:** Health & Safety (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

708 Sol Duc

## 57. The ESP "Why": Connecting ESP Roles to Student Success (Sessions I, III)

*Felicia Lewis, Kevin Scroggins*

Many ESPs start their educational career at a school site to be near their own children, families, and communities. Knowing that education is not a highly paid field for ESPs, nor are ESPs often represented in education, what is it that motivates our dedicated ESPs in our schools?

During this session, you will discover the "Why" behind your dedication and commitment to the work that you do. Through exploring the daily and various duties of all nine ESP career families, you will identify the established connections of your work and of your role in driving student success. You will explore your day-to-day roles and lived experiences to find what or who inspires, encourages, and empowers you to show up every day. We hope you will leave seeing the correlation between your work and your role in eliminating barriers between students and their access to education.

**Leadership Competency:** Leading Our Professions (Level 1)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

605 Snohomish

# CONFERENCE WORKSHOPS (CONTINUED)

## 58. True Colors of ESPs (Sessions I, II)

*Amy Evans, Mike Williamson*

True Colors® is a model for understanding yourself and others based on your communication style and temperament. The colors Orange, Gold, Green, and Blue are used to differentiate the four central True Colors® communication styles. Each of us has a combination of the four True Colors that make up our temperament spectrum, usually with one of the styles being the most dominant. By identifying your communication style and those of others, True Colors provides insights into different motivations, actions, and communication approaches.

**Leadership Competency:** Communication (Level 1)

**PGC Universal Standard:** Communication (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**601 Hoh**

## 59. What Does Equity Work Look Like? (Sessions II, IV)

*Shawna Moore, Janie White*

This workshop is designed for establishing equity teams and what their work should look like. If you are looking for ideas, strategies, a toolkit, or direction, this is the workshop for you. In this session, we will define what equity teams are, why you should build equity teams, how to get started, amazing resources, and more.

Equity is more than just a name; it is our lens. Join us as we share from Washington, what our equity work looks like and sounds like. See you there!

**Leadership Competency:** Advocacy (Level 1)

**PGC Universal Standard:** Cultural Competence (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session II: 707 Snoqualmie**

**Session IV: 703 Hoko**

## 60. What ESPs Should Know and Do to Ease Difficult Situations in the Classroom (Sessions II, IV)

*Katherine Bishop, Lynn Goss*

Many of our students are shouldering grief, depression, and anxiety, raising the potential for intensified behavioral issues that make situations unsafe for educators. When behavioral problems quickly escalate into crisis situations, educators are faced with daunting decisions about how to protect their students and themselves. In rare instances, educators have had to use restraint in order to protect the student, themselves, and others.

In this session, we will equip you with the knowledge and strategies to help prevent or de-escalate crisis situations and know what to do to ensure the safety of students and staff.

**Leadership Competency:** Leading Our Professions (Level 2)

**PGC Universal Standard:** Professionalism (Level 2)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**Session II: 602 Nooksack**

**Session IV: 608 Wynoochee**

## 61. Who Are Our ESPs? (Session IV)

*Melissa Hershcopf, Stacey Pelika*

NEA recently completed its five-year survey of ESP members plus a statistical analysis of ESPs as a whole (members and non-members). In this session, we will review key results from this research project, including the financial situations of ESPs, and discuss how affiliates can use them to help organize, engage, and support ESP members.

**Leadership Competency:** Organizing (Level 1)

**PGC Universal Standard:** Organization (Level 1)

**Relevant for educators:** Pre-K through Higher Education, Central Office/Districtwide

**402 Chiliwack**



# SATURDAY WORKSHOPS (AT-A-GLANCE)

All workshops are relevant for educators in Pre-K through Higher Education, Central Office/Districtwide, unless otherwise noted.

## SESSION I

8:30 A.M. – 10:30 A.M.

3. Becoming: Your Journey as a Leader	403 Cispus
4. Building a Restorative Culture Through the Eyes of Those Experiencing Racialized Oppression	401 Chelan
5. Building Membership and Engagement in Your Local	502 Cowlitz
7. Calling Other into Community	406 Kilckitat
10. Conquer Your Glossophobia (fear of public speaking)	408 Wasjpiga
11. Creating An Anti-Racism Taskforce at the Local Level	503 Duckabush
13. Culturally Responsive and Trauma Sensitive: The Crucial Work of Education Support Professionals	701 Clallum
14. Deconstructing Whiteness: Understanding White Privilege and White Fragility	702 Clearwater
16. Empower and Energize Connections as a Paraeducator (Pre-k through High School)	603 Skagit
18. ESP Voices Take Charge in the Political Arena	708 Sol Duc
21. Fort Campbell ESPs Leading the Way and Making History!	407 Satsop
23. Helping Others Achieve Their Dreams was the Secret to Achieving My Own	608 Wynoochee
24. Homegrown Mentoring: A Colchester Education Association and School District Partnership	602 Nooksack
26. How to Create an ESP Bill of Rights	402 Chiliwack
28. How to Start Organizing Your Local Health and Safety Committee	404 Entiat
30. Learn about the World of NFTs and the Metaverse and the Role it plays in K-12 Education (TechRoom)	405 Kachess
40. Research-tested Messaging: Using the Secrets of a Successful Organizer	607 Wishkah
46. School-Home Communication Essentials for ESPs	606 Twisp
47. SEL: It Isn't Just for the Kiddos!	505 Queets
51. Student Success and Empowerment Using Augmentative and Alternative Communication Systems ("Talkers")	604 Skykomish
52. Supporting Students with Grief and Loss	707 Snoqualmie

# SATURDAY WORKSHOPS (AT-A-GLANCE)

## SESSION I (CONTINUED)

8:30 A.M. – 10:30 A.M.

- |   |               |
|---|---------------|
| 54. Team Building for All Educators   | 501 Chiwawa   |
| 55. That's Not a Union Issue ... Or Is It? Investigating, Analyzing, and Addressing Member Concerns | 512 Willapa   |
| 57. The ESP "Why": Connecting ESP Roles to Student Success  | 605 Snohomish |
| 58. True Colors of ESPs   | 601 Hoh       |

## SESSION II

10:45 A.M. – 12:45 P.M.

- |  |               |
|--|---------------|
| 6. Building Relationships to Create Safe School Environments   | 406 Klickitat |
| 9. Communicating Effectively with Diverse Students and Families  | 501 Chiwawa   |
| 12. Creating Your Road Map to Union Leadership   | 408 Wasjpiga  |
| 15. Demystifying Power in the Workplace  | 607 Wishkah   |
| 17. Escaping Privatization   | 606 Twisp     |
| 20. First-time Filmmaking: Advocating and Recruiting Using Videos! (TechRoom)                          | 405 Kachess   |
| 25. How ESPs Can Become More Involved in Their Local Association and School Community                  | 404 Entiat    |
| 26. How to Create an ESP Bill of Rights  | 402 Chiliwack |
| 27. How to Get Support for Your ESP Mentoring Program  | 403 Cispus    |
| 29. Investing in Paraeducators: A Journey to Develop, Empower, and Transform the Role of Paraeducators | 701 Clallum   |
| 31. Membership Conversations and Beyond: Perspectives from a Membership Trainer and a Member Organizer | 605 Snohomish |

**SESSION II (CONTINUED)****10:45 A.M. – 12:45 P.M.**

<b>35. Pandemic-Induced Trauma: My Mental Health and Me</b>	<b>502 Cowlitz</b>
<b>37. Preschool is Real School</b> <i>(Pre-K through Elementary)</i>	<b>505 Queets</b>
<b>39. Promoting School Safety and Crisis Preparedness in Times of Uncertainty</b>	<b>608 Wynoochee</b>
<b>41. RESPECT: Illinois' Coordinated Campaign to Bring Change for ESPs</b>	<b>603 Skagit</b>
<b>42. Restorative Practices as Liberatory Practice: An Experiential Community Building Circle Session</b>	<b>702 Clearwater</b>
<b>43. Roadmap towards Personal and Professional Growth for an Effective School Year</b>	<b>407 Satsop</b>
<b>50. Strengthen Your Local with Strategy</b>	<b>604 Skykomish</b>
<b>53. Taking a Stand: Creating Safer Schools for LGBTQ+ Students</b>	<b>503 Duckabush</b>
<b>55. That's Not a Union Issue ... Or Is It? Investigating, Analyzing, and Addressing Member Concerns</b>	<b>512 Willapa</b>
<b>56. The "S" Word: The Role of Schools in Preventing Suicide</b>	<b>708 Sol Duc</b>
<b>58. True Colors of ESPs</b>	<b>601 Hoh</b>
<b>59. What Does Equity Work Look Like?</b>	<b>707 Snoqualmie</b>
<b>60. What ESPs Should Know and Do to Ease Difficult Situations in the Classroom</b>	<b>602 Nooksack</b>

# SATURDAY WORKSHOPS (AT-A-GLANCE)

## SESSION III

3:15 P.M. – 5:15 P.M.

1. Anti-Racist Educator Toolkit: Actions for ALL Educators	603 Skagit
2. Avoiding Burnout with Mindful Self-Care and Self-Compassion	402 Chiliwack
5. Building Membership and Engagement in Your Local	502 Cowlitz
7. Calling Other into Community	406 Klickitat
8. Clear, Concise, and Compelling Communication (TechRoom)	405 Kachess
11. Creating An Anti-Racism Taskforce at the Local Level	503 Duckabush
14. Deconstructing Whiteness: Understanding White Privilege and White Fragility	702 Clearwater
18. ESP Voices Take Charge in the Political Arena	708 Sol Duc
19. ESPacios de Libertad	407 Satsop
21. Fort Campbell ESPs Leading the Way and Making History!	501 Chiwawa
22. Four Keys to Building Strong ESP Locals	602 Nooksack
24. Homegrown Mentoring: A Colchester Education Association and School District Partnership	608 Wynoochee
25. How ESPs Can Become More Involved in Their Local Association and School Community	404 Entiat
32. NEA Member Benefits: Delivering Value, Empowering Affiliates, and Helping Members	601 Hoh
33. Next-Gen Professional Learning is Here: Member-Led Communities and New PGC Micro-Credentials	408 Wasjpiga
36. Passing the Torch: How to Embrace and Enhance the Next Generation of Leaders	403 Cispus
38. Prioritizing Self-Care for Effective Health and Safety Practices in Our Schools	604 Skykomish
40. Research-tested Messaging: Using the Secrets of a Successful Organizer	607 Wishkah
45. School Cleaning and Building Maintenance: What Does It Look Like Now?	401 Chelan

### SESSION III (CONTINUED)

3:15 P.M. – 5:15 P.M.

46. School-Home Communication Essentials for ESPs	606 Twisp
47. SEL: It Isn't Just for the Kiddos!	505 Queets
48. Solving Educator Shortages by Making Public Education an Attractive and Competitive Career Path	701 Clallum
49. Stopping Privatization: Successful Strategies	512 Willapa
52. Supporting Students with Grief and Loss	707 Snoqualmie
57. The ESP "Why": Connecting ESP Roles to Student Success	605 Snohomish

# SUNDAY WORKSHOPS (AT-A-GLANCE)

All workshops are relevant for educators in Pre-K through Higher Education, Central Office/Districtwide, unless otherwise noted.

## SESSION IV

8:45 A.M. – 10:45 A.M.

2. Avoiding Burnout with Mindful Self-Care and Self-Compassion	702 Clearwater
8. Clear, Concise, and Compelling Communication (TechRoom)	405 Kachess
12. Creating Your Road Map to Union Leadership	408 Wasjpiga
13. Culturally Responsive and Trauma Sensitive: The Crucial Work of Education Support Professionals	701 Clallum
22. Four Keys to Building Strong ESP Locals	602 Nooksack
23. Helping Others Achieve Their Dreams was the Secret to Achieving My Own	601 Hoh
31. Membership Conversations and Beyond: Perspectives from a Membership Trainer and a Member Organizer	605 Snohomish
34. Our Association in Action: Creating Change through Social Justice	406 Klickitat
39. Promoting School Safety and Crisis Preparedness in Times of Uncertainty	403 Cispus
40. Research-tested Messaging: Using the Secrets of a Successful Organizer	607 Wishkah
41. RESPECT: Illinois' Coordinated Campaign to Bring Change for ESPs	603 Skagit
43. Roadmap towards Personal and Professional Growth for an Effective School Year	407 Satsop
44. Safe and Supportive Working Environments: A Right for LGBTQ+ Educators	404 Entiat
49. Stopping Privatization: Successful Strategies	606 Twisp
50. Strengthen Your Local with Strategy	604 Skykomish
54. Team Building for All Educators	401 Chelan
56. The "S" Word: The Role of Schools in Preventing Suicide	708 Sol Duc
59. What Does Equity Work Look Like?	703 Hoko
60. What ESPs Should Know and Do to Ease Difficult Situations in the Classroom	608 Wynoochee
61. Who Are Our ESPs?	402 Chiliwack

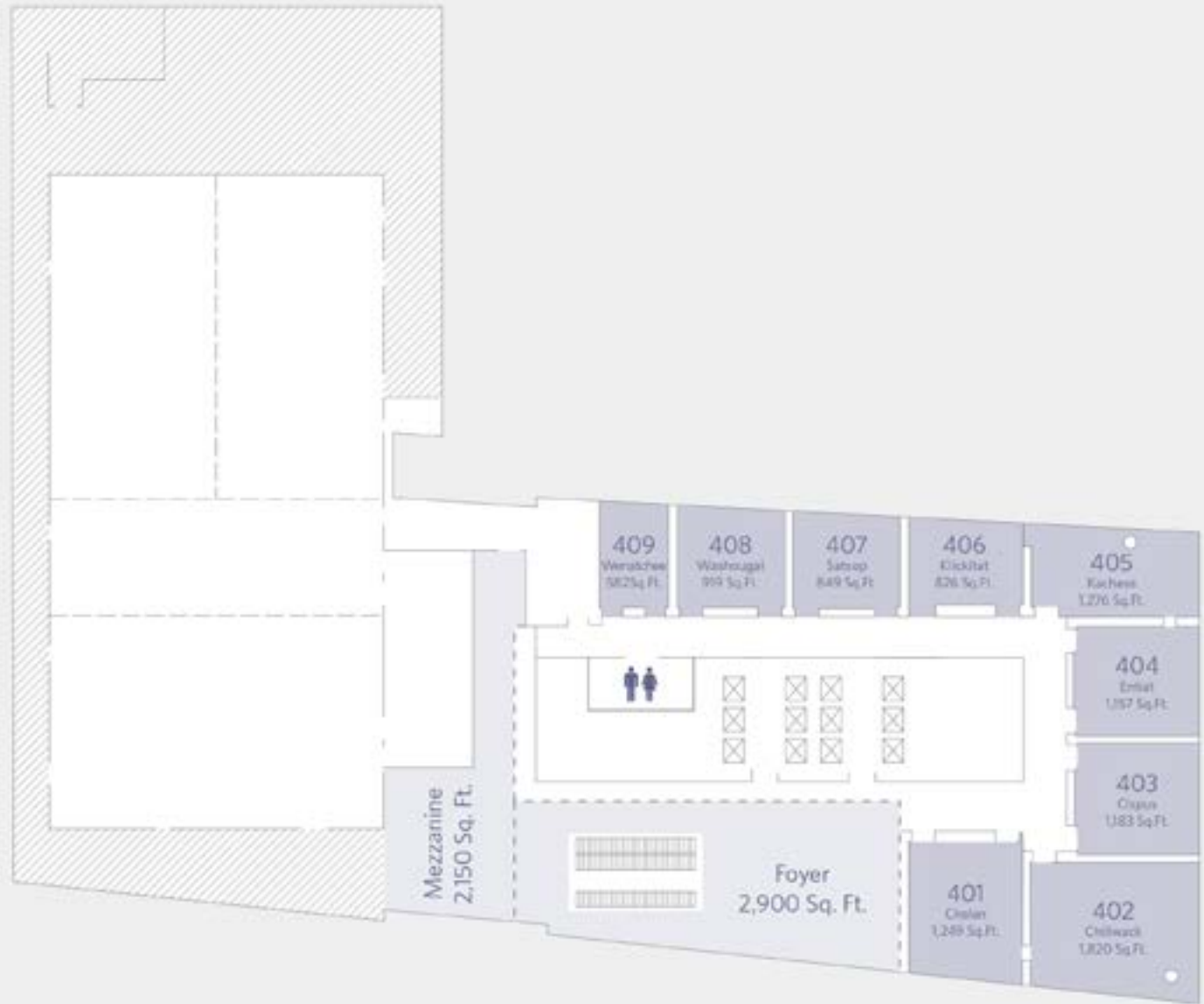
# HOTEL MAP

## FLOOR PLAN Level 3





## FLOOR PLAN Level 4

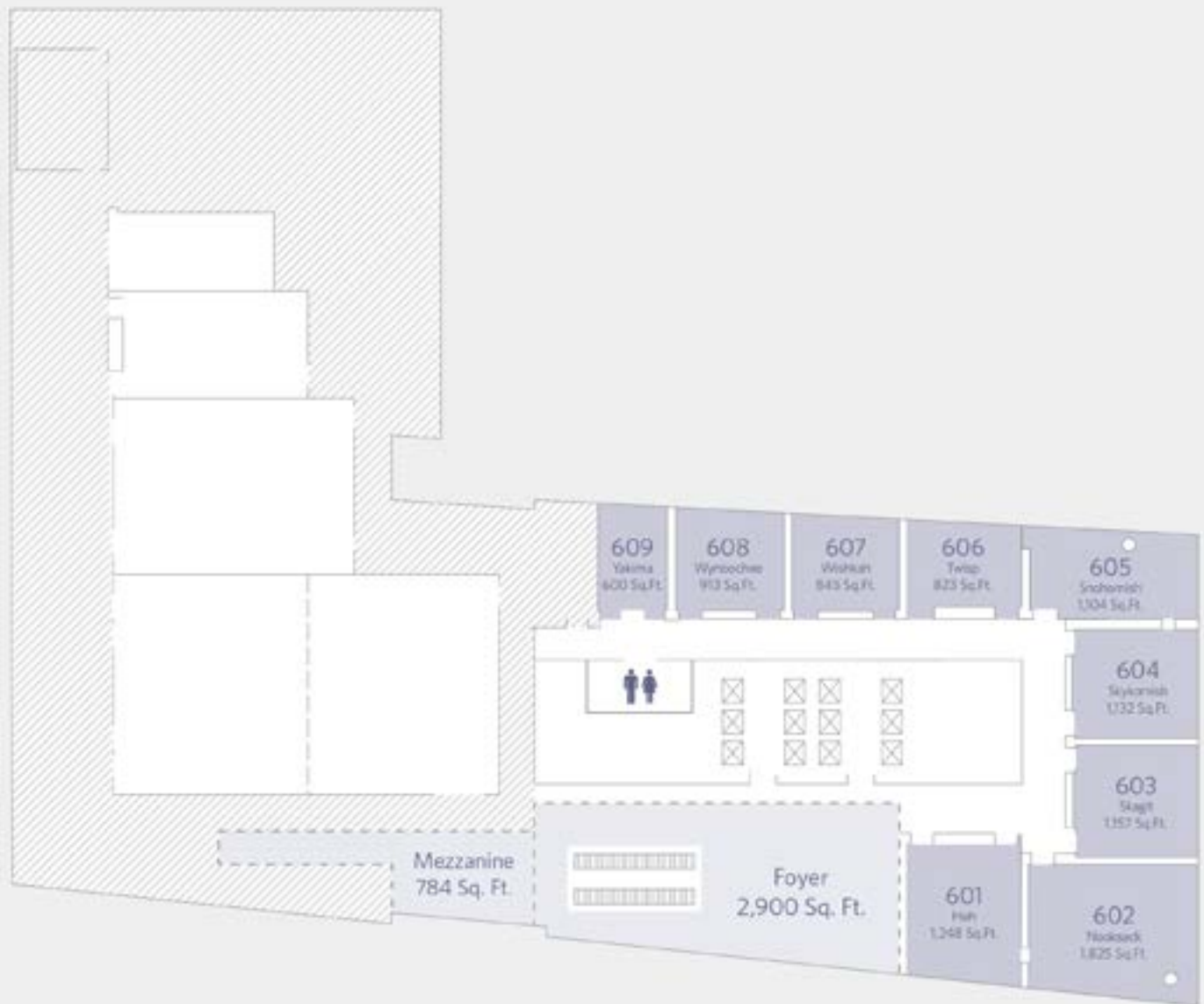


## FLOOR PLAN

Level 5



## FLOOR PLAN Level 6



## FLOOR PLAN

Level 7





# NEA ESP OF THE YEAR AWARD *Banquet*

Join us to honor and celebrate the 2023 NEA ESP  
of the Year nominees!

## Highlights of the event include:

- Keynote address from NEA President Becky Pringle
- Remarks from 2022 NEA ESP of the Year Debra Ward-Mitchell
- Announcement of the 2023 NEA ESP of the Year

**SATURDAY MARCH 25**  
**6:30 PM - 9:00 PM PT**

SHARE PHOTOS AND WORDS OF  
CONGRATULATIONS TO YOUR STATE'S  
NOMINEE ON SOCIAL MEDIA!  
**#ESP2023**

Thank you to ESP of the Year Award Sponsor **nea** *Member  
Benefits*



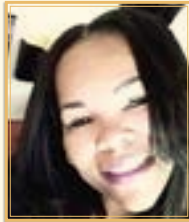
# 2023 NEA ESP OF THE YEAR NOMINEES

**ALABAMA**



Judith Lea

**ARIZONA**



Krystal Rogers Yearwood

**ARKANSAS**



Sherry Pianalto

**CALIFORNIA**



Mary E. Ambriz

**COLORADO**



Zander Bednall

**FEDERAL**



Antranete (Nay) Compton

**FLORIDA**



Nelly Ann Henjes

**ILLINOIS**



Marandia Bledsoe

**INDIANA**



Susan Parsons

**KENTUCKY**



Michael Johnson

**MAINE**



Kimberly Hubbard

**MARYLAND**



Sherry Mayne

**MASSACHUSETTS**



Naomi Offiong Akan

**MICHIGAN**



Sarah L. Garrett

**MINNESOTA**



KimEl' Henry

**MISSOURI**



Dennis Tabb

**MONTANA**



Colette K. Campbell

**NEBRASKA**



Patricia C. Harrahill

**NEVADA**



Kerri Finn

**NEW HAMPSHIRE**



Brenda Walker

**NEW JERSEY**



Trina Jenkins

**NEW MEXICO**



Shannon Facka

**NEW YORK**



Lois Emerick

**NORTH CAROLINA**



Jocelyn Morrison

**NORTH DAKOTA**



Bruce Schonberger

**OHIO**



Debra VanGorder

**OKLAHOMA**



Amanda Lee

**OREGON**



Janice Propeck

**PENNSYLVANIA**



Angela Vigna

**RHODE ISLAND**



Lisa Ann Logan

**SOUTH CAROLINA**



Linda Douglass

**TENNESSEE**



Patricia Jackson

**TEXAS**



Norma Guevara

**UTAH**



Janet Vorwaller

**VERMONT**



Gloria Mantagaris

**VIRGINIA**



Arthur Anderson

**WASHINGTON**



Pamela Johnson

**WISCONSIN**



Patti Coffren



# NEA ESP OF THE YEAR AWARD RECIPIENTS



*Debra Ward-Mitchell, 2022 NEA ESP of the Year*

<b>2022</b>	Debra Ward-Mitchell, Illinois	<b>2006</b>	Nancy Toombs, Kentucky
<b>2021</b>	Kimberly Scott-Hayden, New Jersey	<b>2005</b>	Kathleen Lange, Illinois
<b>2020</b>	Andrea Beeman, Ohio	<b>2004</b>	Allyson "Sunny" Story, Iowa
<b>2019</b>	Matthew Powell, Kentucky	<b>2003</b>	Martin F. Meyer, Idaho
<b>2018</b>	Sherry Shaw, Alaska	<b>2002</b>	Joann Falk, Colorado
<b>2017</b>	Saul Ramos, Massachusetts	<b>2001</b>	Irma Valdespino, New Mexico
<b>2016</b>	Doreen McGuire-Grigg, California	<b>2000</b>	Richard Malizia, New Jersey
<b>2015</b>	Janet Eberhardt, California	<b>1999</b>	Gail Rasmussen, Oregon
<b>2014</b>	Paula Monroe, California	<b>1998</b>	Carter Foshee, Oklahoma
<b>2013</b>	Donna Schulze, Maryland	<b>1997</b>	Karen Mahurin, Alaska
<b>2012</b>	Judy Near, Colorado	<b>1996</b>	Evelyn Foster, North Carolina
<b>2011</b>	Jameel Williams, North Carolina	<b>1995</b>	Iona Holloway, Louisiana
<b>2010</b>	Helen Cottongim, Kentucky	<b>1994</b>	Eddie Middleton, Louisiana
<b>2009</b>	Kathleen Axtell, Washington	<b>1993</b>	Doris Dortch, Alabama
<b>2008</b>	Laura Vernon, Wisconsin	<b>1992</b>	Peggy Bertollo, Delaware
<b>2007</b>	Veronica Henderson, Maryland		

## About the NEA ESP of the Year Award

**The NEA Education Support Professional (ESP) of the Year Award**, presented by NEA and NEA Member Benefits, recognizes the contributions that ESPs make toward their schools, communities, professions, and student success.

Each year, a member who demonstrates outstanding accomplishments and whose achievements reflect the vital role ESPs play in public education is presented with this prestigious award. The NEA ESP of the Year serves as an ambassador for ESPs across the country, promoting the value of ESP members at local, state, and national events. While the award showcases one outstanding ESP each year, it also recognizes and honors the contributions that all ESPs make toward ensuring great public schools for every student. The NEA Representative Assembly approved the ESP of the Year Award in 1991.

For more information, please go to: [nea.org/espoty](https://nea.org/espoty)



## Congratulations to the ESPLI Class of 2023

Heartfelt congratulations to this amazing group of leaders! They started the program just before the pandemic and persevered over the last three years, never wavering from their commitment to their schools, communities, students, and leadership journey.

Betsy Brian, *Arizona*  
Jacqueline Burton, *Tennessee*  
Sandra Cunningham, *Alabama*  
Michelle Dennard, *Minnesota*  
Aneeka Ferrell, *Washington*  
Johnny Green, *Florida*  
Tijuana Greene, *North Carolina*  
Vickie Gregory, *Kentucky*  
Sheniqua Griffin, *New Jersey*  
Jamie Grissom, *Rhode Island*  
Jozette Hartsfield, *Delaware*  
Chris James, *New Jersey*

Erica Johnson, *North Carolina*  
Tammy LaPlante, *Ohio*  
Sandra McDurmon, *Tennessee*  
Joie Moore, *Ohio*  
Amy Morin, *Massachusetts*  
Tiffany Moritz, *Washington*  
Yasmin Muridi, *Minnesota*  
Krystal Roberts, *Georgia*  
Yahaira Rodriguez, *Massachusetts*  
Jill Scarcelli, *Illinois*  
Mia Ward, *Alabama*  
Cheryl Williams, *Ohio*

The NEA ESP Leadership Institute (ESPLI) is a powerful leadership development program that is grounded in diversity, equity, and cultural competence and offered exclusively to NEA ESP leaders across the country. The member-led program brings together the overarching NEA Leadership Competencies (Advocacy, Communication, Governance and Leadership, Leading Our Professions, and Organizing) to train NEA ESP members to be influential and effective leaders in their schools, unions, and communities.

The program started in 2007 as Leaders for Tomorrow (LFT) and was rebranded as ESPLI in 2019. To date over 200 members have graduated from the program.

Learn more at [nea.org/espli](https://nea.org/espli)

# NCESP WELCOMES YOU TO THE 2023 ESP CONFERENCE!

Please take a moment to  
visit the National Council for  
Education Support Professionals  
(NCESP) website to learn more  
about our work and how to join.  
*We look forward to connecting  
with you at the conference!*  
Visit us at [nea.org/ncesp](https://nea.org/ncesp)

FOR MORE INFORMATION:

**NEA.ORG/NCESP**







# Benefits designed with **YOU IN MIND**

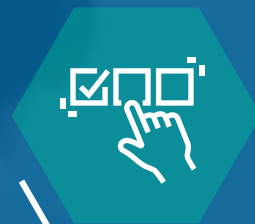
Explore exclusive benefits online:

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- Easy retirement planning
- Shopping and travel deals

And so much more!

**nea** *Member  
Benefits*

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# Supporting ESP Professional Excellence

NEA is leading and strengthening efforts to elevate Education Support Professionals (ESPs) as respected professionals essential to the success of all students, educators, schools, and communities through relevant, Association-convened, ESP-led programs and supports.

Learn more at [nea.org/esppd](https://nea.org/esppd)



**“We must be in the room where decisions are made. And we must provide educators with the professional supports they need to be culturally competent and active leaders in their communities.”**

— Andrea Beeman, 2020 NEA ESP of the Year, Special Education Paraeducator, Maple Heights, Ohio

**“Any time you give people the opportunity to learn it gives them a voice. But when you give ESPs a voice and an opportunity to help other support staff know their value, then mentoring becomes invaluable.”**

— Judy Near, Health Technician (retired), Cañon City, Colorado

## ESP Professional Growth Continuum (PGC)

Develop your professional knowledge and skills using the ESP PGC to positively impact your students, your worksites, and your communities. Grounded in eight universal standards of professionalism, the PGC provides ESPs with clear pathways for professional growth throughout their careers.

[nea.org/pgc](https://nea.org/pgc)

## ESP Learning Network Webinars

Join ESP colleagues from across the country in monthly professional development webinars on a wide variety of topics designed to support your professional growth. Missed a webinar? No problem! View past webinar recordings online.

[nea.org/esppdwebinars](https://nea.org/esppdwebinars)

## Professional Development Offerings in Spanish

The ESP Professional Growth Continuum and the ESP Learning Network include Spanish language options. Learn more at

[nea.org/pgc](https://nea.org/pgc) and [nea.org/esppdwebinars](https://nea.org/esppdwebinars)

## NEA ESP National Conference

Attend the largest national conference for ESPs to develop the skills and knowledge to support student and school success, strengthen your educator voice through the Association, and network with the largest community of ESPs.

[nea.org/espcconference](https://nea.org/espcconference)

## ESPs: Supporting Our Own Through Peer Mentoring

Design and build effective workplace ESP peer mentoring programs to support ESP professional excellence. Available formats include in-person events, blended learning, independent learning path course, and a manual to guide the program.

[nea.org/esppmentoring](https://nea.org/esppmentoring)

## Building Winning Teams: Effective Paraeducator-Teacher Teams

Develop strong paraeducator-teacher partnerships critical for student learning and success by engaging in this eight-session in-person professional learning opportunity.

[nea.org/bwt](https://nea.org/bwt)

## WHY PROFESSIONAL DEVELOPMENT FOR ESPs?

Everyone who works in schools plays a critical role in supporting student success. Learning occurs throughout the school day, in the cafeteria, the hallways, school playgrounds, athletic fields, and school buses. ESPs create experiences and conditions for healthy, safe, supported, engaged, and challenged students.





## ESP Leadership Institute (ESPLI)

Join the next generation of ESP leaders to develop leadership attitudes, skills, and knowledge that will enhance your ability to be visible, vocal advocates at the local, state, and national levels of the Association.

[nea.org/espli](http://nea.org/espli)

**“As a school nurse, I know the health of my students also includes their social and emotional well-being. As a school community, everyone has a critical role to play in ensuring that we meet the needs of the whole student, and the more we know, the better the outcomes for our students.”**

— Sheila Caldwell, BSN, RN, CSN-NJ,  
School Nurse, New Jersey

## ESP of the Year Award Program

Learn about the annual awards program that recognizes ESPs for the contributions they make in their schools, communities, and the Association, and their role as leaders and advocates for ESPs across the country.

[nea.org/espoty](http://nea.org/espoty)

## NEA Micro-credentials

Demonstrate your knowledge and skills and earn a micro-credential! A micro-credential is a short, competency-based recognition that ESPs can earn in a range of topics, from applying the ESP PGC standards to your role and responsibilities to working effectively in paraeducator-teacher teams.

[nea.org/micro-credentials](http://nea.org/micro-credentials)

## Student and Educator Mental Health

Learn how to support the mental well-being of your school community through blended-learning courses, webinars, and resources on social emotional learning, grief, and trauma-informed education.

[nea.org/sel](http://nea.org/sel)

[nea.org/grief](http://nea.org/grief)

[nea.org/trauma](http://nea.org/trauma)

## Integrated Pest Management (IPM)

Protect the health and safety of students and educators by learning how to control pests without harmful pesticides. IPM training and certification is now available from the IPM Institute of North America. This training is designed with custodians, food service, and maintenance staff in mind.

[contact.tbarchak@nea.org](mailto:contact.tbarchak@nea.org)

## Be Like Water: ESP Empowerment and Activism

Work for change in your school communities and beyond! Attend this two-hour virtual or in-person training for ESP activists.

[contact.tbarchak@nea.org](mailto:contact.tbarchak@nea.org)

## Protect Against the Privatization of ESP Jobs

Fight to keep public education and ESP professions out of the hands of profiteers! Learn how NEA is preventing the privatization of ESP jobs and protecting the future of public education.

[nea.org/espjobsecurity](http://nea.org/espjobsecurity)

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