



# 2023 NEA NATIONAL LEADERSHIP SUMMIT

MARCH 10-12, 2023 | SAN FRANCISCO, CA

## JOY JUSTICE EXCELLENCE

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

#EDLEADERS #LEADING4JOYJUSTICEEXCELLENCE

## NEA MISSION VISION VALUES

Adopted at the 2006 NEA Representative Assembly

### **The National Education Association**

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

### **Our Vision**

Our vision is a great public school for every student.

### **Our Mission**

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

### **Our Core Values**

These principles guide our work and define our mission:

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

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

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

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

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

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





**Rebecca "Becky" Pringle**  
NEA President

# WELCOME TO THE 2023 NEA NATIONAL LEADERSHIP SUMMIT!

Dear Summit Participants:

As members and leaders of the NEA – the country's largest union – we are stewards of the profound trust that has been placed in each of us to guide, nurture, and protect each of our students as they grow into their brilliance. It is a responsibility we must treasure and put into practice for all of our students – our Black, White, Brown, Indigenous, and AAPI students, students from marginalized communities, LGBTQ+ students, and students who are differently abled – every day.

During the 2022 midterm elections, our responsibility to our students supplied the strength we needed to stand up for them, for educators, public employees, communities, and parents in the face of an anti-student, anti-educator wave fueled by rightwing conservatives. We stood up to everyone who threatened our democracy. We called out the candidates who don't believe our students have the right to learn in a safe environment. We fought back against those who want to incite culture wars, keep parents and educators divided, ban books, punish teachers, discriminate against already marginalized youth, and look the other way as their schemes and disrespect caused educator shortages to worsen. Standing alongside allies and partners who – like the NEA – believe in fairness, equity, justice, and freedom, we led voters to the polls, and they elected candidates who support students, educators, public education, and the future of our nation. We won for our students, educators, working families, public employees, and our country!

But we know our work is far from over.

We must continue to call on this nation 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. We know that when students and educators are safe, and when schools can provide the resources, programs, and curriculum that nurture our students' curiosity, imagination, spirit, talents and desire to learn, they will succeed.

Far too many communities across our nation continue to struggle with the problem of educator shortages, which worsened during the pandemic and now stand as a five-alarm fire. That is why we will continue to call attention to the real problem as we demand the only sustainable solution: Educators must receive the respect and professional pay they need and deserve.

And for as long as it takes we will work to create the racial and social justice that uphold our ultimate, non-negotiable goal of obtaining the education justice that will enable every student and educator to experience success.

Our ability to tackle each of these challenges and transform them into opportunities requires the same passion, dedication, confidence, and resilience that we bring to our calling as educators, plus an ongoing willingness to hone our skills as leaders. The upcoming 2023 NEA Leadership Summit will provide fertile ground where each of us can share, explore, expand, and plant the seeds of our continued leadership development.

Our theme for this year is **"Joy, Justice, and Excellence: The Strength of Educators. The Brilliance of Students. The Power of Community."** United by those words, we will gather March 10 to 12 in San Francisco, Calif., at the Moscone Convention Center. Together, we will delve into the knowledge, skills and behaviors that form the core of the NEA Leadership Competency Framework: advocacy, communication, governance and leadership, organizing, social and emotional intelligence, and strategy and fiscal health.

To experience leadership in its fullness, we must fully embrace our own development as individuals. We must seize the opportunity to grow our own skills and abilities and challenge our own perceptions. By doing that work ourselves, we undoubtedly inspire others to do the same, and – most importantly – we lay vital groundwork for the path our students need to walk into a bright future.

Sincerely,

Rebecca S. "Becky" Pringle

# A MESSAGE FROM THE SUMMIT DESIGN TEAM

Greetings NEA Union Siblings and Guests!

On behalf of the 2023 NEA Summit Design Team, it gives us great joy to welcome you to the 2023 NEA National Leadership Summit! Our theme is “Joy, Justice, and Excellence: The Strength of Educators. The Brilliance of Students. The Power of Community.”

The Summit exists to provide leadership development opportunities for members, to connect our activists and leaders, fuel collaboration across the enterprise, and challenge us to use the skills we learn to create the future that our students deserve and we deserve.

At the Summit, you will have the opportunity to engage in more than 150 breakout sessions that will help you expand your awareness of one or more of the seven domains in the NEA Leadership Competency Framework.

This year, we will continue to partner with dynamic keynote speakers, including Dr. Christopher Emdin, Robert A. Naslund Endowed Chair in Curriculum Theory and Professor of Education at the University of Southern California; Helena Lourdes Donato-Sapp, 13-year-old author, speaker, artist, and activist; and Charles Best, founder of DonorsChoose. The Summit will also include social and networking opportunities, allowing you to connect with members from your state and other educators from every affiliate. In addition, participants will have an opportunity to learn about NEA's caucuses and councils.

Before and during the Summit, you will have access to many materials to support a successful Summit experience – including the Summit Attendee hub and app, as well as a program book. The Summit program book and app are your go-to resources for navigating the plenaries, breakout sessions, and other activities.

Thank you for attending the Summit. Welcome to San Francisco!

*The Summit Design Team*

## NEA Leadership Summit Design Team

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

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

Cheryl Bost, *President, Maryland State Education Association*

Mark Jewell, *NEA Executive Committee, North Carolina*

Gladys Fatima Marquez, *NEA Executive Committee, Illinois*

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

Karen Moore, *NEA Board of Directors, Illinois*

Elizabeth Preval, *NEA Board of Directors, Massachusetts*

Grant Schuster, *NEA Board of Directors, California*

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

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

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



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



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

Learn more  
<https://native-land.ca>

## NEA STANDARDS OF CONDUCT

NEA has adopted a Standards 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, harassing or otherwise unacceptable behavior please see Robert Rodriguez ([RRodriguez@nea.org](mailto:RRodriguez@nea.org)) or Hanna Vaandering ([HVaandering@nea.org](mailto:HVaandering@nea.org)) to report the incident. Thank you for your commitment to ensuring a positive event for all.



# KEYNOTE SPEAKERS



**Christopher Emdin** is the Robert A. Naslund Endowed Chair in Curriculum Theory and Professor of Education at the University of Southern California, where he also serves as Director of Youth Engagement and Community Partnerships at the USC Race and Equity Center.

He previously served as Director of the Science Education program at Teachers College, Columbia University and alumni fellow at the hip-hop archive and Hutchins Center at Harvard University. He has served as STEAM Ambassador for the U.S. Department of State and Minorities in Energy Ambassador for the U.S. Department of Energy.

Dr. Emdin holds a Ph.D in Urban Education with a concentration in Mathematics, Science, and Technology; Masters degrees in both Natural Sciences and Education, and Bachelors degrees in Physical Anthropology, Biology, and Chemistry.

He is the creator of the #HipHopEd social media movement and Science Genius BATTLES. He was recently named one of the 27 people bridging divides in the United States by Time magazine.

He is the author of numerous award winning works including the award-winning book, *Urban Science Education for the Hip-Hop Generation*, and the New York Times bestseller, *For White Folks Who Teach In the Hood and the Rest of Ya'll too*. His latest books, *Ratchetdemic: Reimagining Academic Excellence* and *STEM, STEAM, Make, Dream* are currently available wherever books are sold.



**Helena Lourdes Donato-Sapp** is a 13-year-old author, speaker, artist, and activist who believes that her generation can and must tackle topics such as racism, ableism, homophobia, misogyny, poverty, and climate change. Guided by her own lived experiences, family values, intersectional identities and now this historic pandemic, her emerging scholarly work is currently focused on Black girlhood, disability justice, and decolonizing her education. Helena has published in books, peer-reviewed journals and magazines, exhibited art in museums, and spoken to audiences nationwide. Her work has already been recognized by universities, a national think tank, an award-winning pre-teen girl power magazine, the disability community, and a preeminent education news site. Helena is the designated Poet of the National Institutes for Historically Underserved Students. She recently received a global honor for her work in Disability Justice – the 2022 D-30 Disability Impact List – which recognizes 30 individuals around the world for their impact on the inclusion, leadership, and representation of people with

disabilities in various fields. She was also recently awarded “16 Under 16 in STEM” from The 74 as one of the nation’s most notable teen thinkers and doers. Helena enjoys playing the violin and loves different kinds of music, from classical to pop, and currently has Lizzo and Harry Styles at the top of her playlist. Science and Humanities continue to be her favorite subjects as an 8th-grader, so she naturally loves reading mystery novels and everything science fiction. She is a storyteller who dreams of breaking into film or television as a Writer, Actor, and Director. She is a big fan of *Stranger Things* (the TV show) and stories about time travel. Helena has dedicated years to the martial arts and has earned a second-degree Blue Belt in karate. She loves traveling and has been to Amsterdam, London, Paris, and Sydney. She lives in California with her two fathers and a green parrotlet named Apple. Find out about her at <https://www.helenalourdes.com>.



**Charles Best** leads [DonorsChoose.org](https://donorschoose.org), a nonprofit organization that provides a simple way to address educational inequity. At [DonorsChoose.org](https://donorschoose.org), public school teachers create classroom project requests and donors can pick the projects they want to support. Charles launched the organization in 2000 out of a Bronx public high school where he taught history. [DonorsChoose.org](https://donorschoose.org) is one of Oprah Winfrey’s “ultimate favorite things” and was featured on the cover of Fast Company as one of the “50 Most Innovative Companies in the World.” For three years, Fortune Magazine has named Charles to its “40 under 40 hottest rising stars in business.”



# 2023 NEA NATIONAL LEADERSHIP SUMMIT

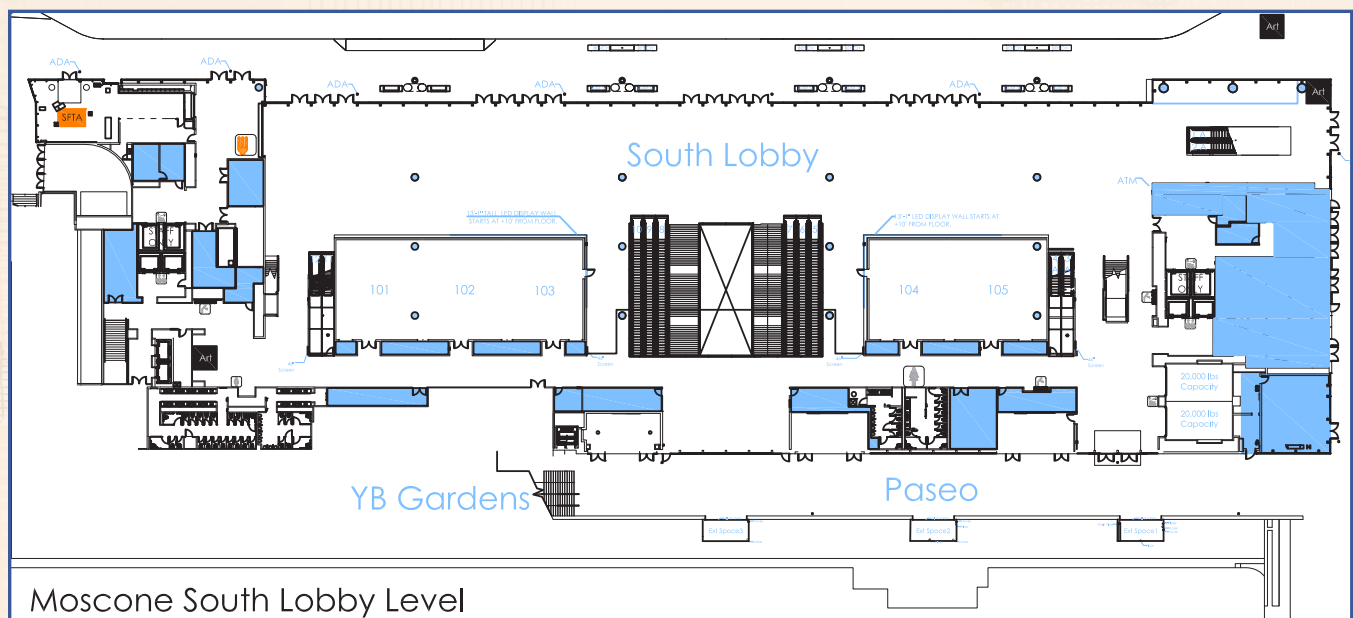
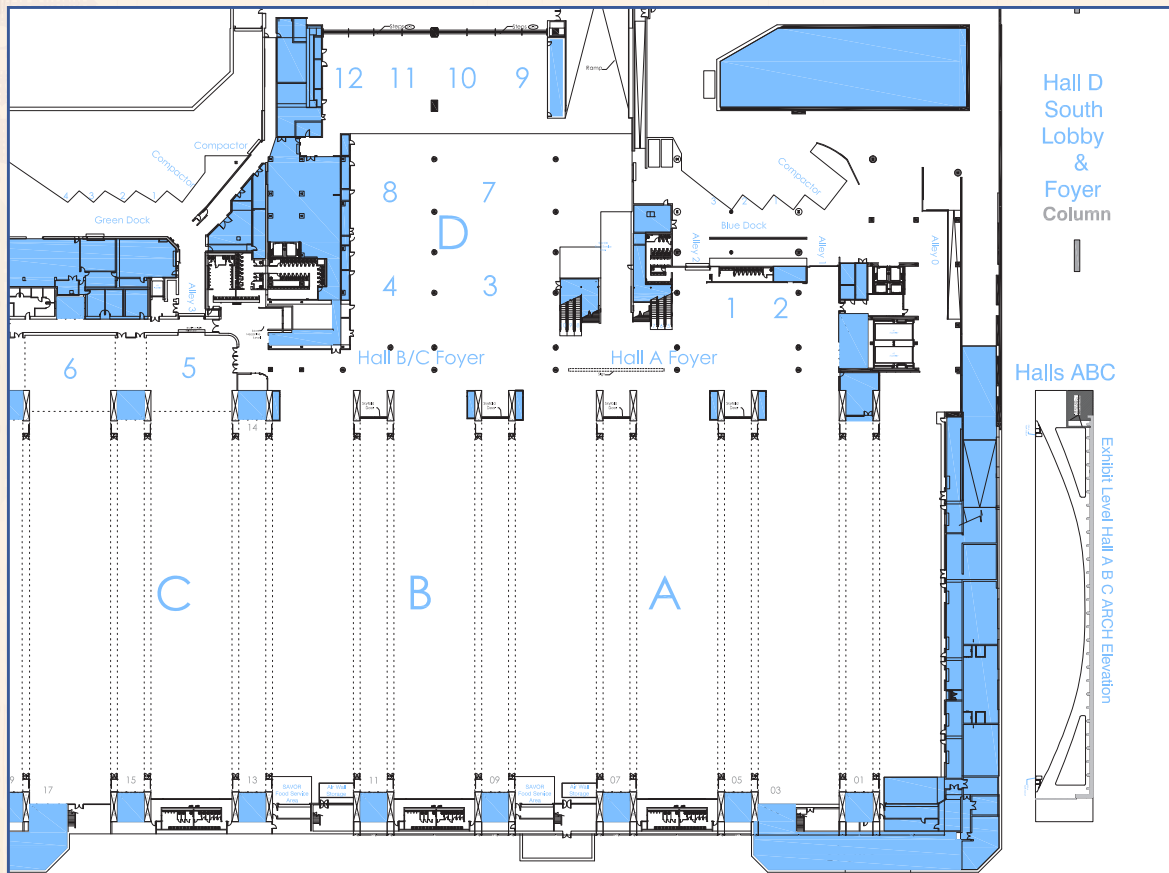
## AGENDA-AT-A GLANCE

FRIDAY, MARCH 10, 2023		
9:00 am PST	Registration opens	Lobby Level
2:00 – 4:00 pm PST	Early Bird Sessions Three concurrent sessions, each focused on increasing awareness of NEA's strategic priorities	Various Locations
5:00 – 6:00 pm PST	State Connections Sessions Connect with other Summit participants from your state.	Various Locations
6:15 – 7:30 pm PST	Friday Plenary Featuring NEA President Becky Pringle and Dr. Christopher Emdin, Author and Educator	Exhibit Hall C
8:00 – 10:00 pm PST	Summit Social & Networking Opportunities <ul style="list-style-type: none"><li>➤ Summit Mixer</li><li>➤ Summit Game Lounge</li><li>➤ Paint and Sip (<i>Pre-registration required in advance</i>)</li></ul>	Exhibit B Exhibit Hall Foyer Room 4 (Exhibit Level)

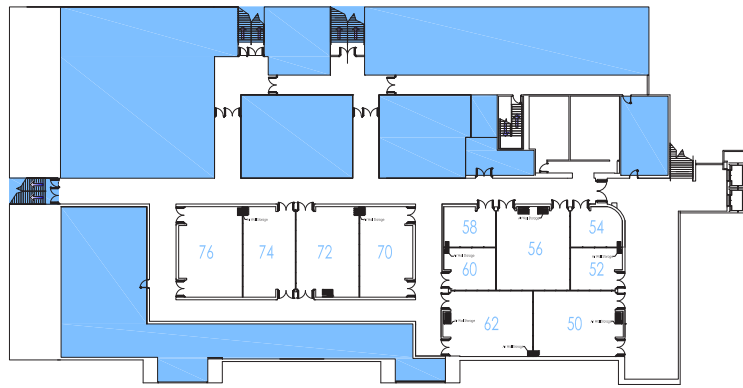
SATURDAY, MARCH 11, 2023		
6:30 – 8:00 am PST	Breakfast	Exhibit Hall A
8:15 – 10:15 am PST	Breakout Sessions – BLOCK 1	Various Locations
10:30 – 11:30 am PST	Saturday Plenary Featuring NEA Vice President Princess Moss and Helena Donato-Sapp, Activist, Artist, Author, and Speaker	Exhibit Hall C
11:45 – 12:45 pm PST	Lunch Program	Exhibit Hall A
1:00 – 3:00 pm PST	Breakout Sessions – BLOCK 2	Various Locations
3:15 – 4:15 pm PST	Caucus / Council Engagements	Various Locations
4:30 – 5:30 pm PST	State Connections Sessions Connect with other Summit participants from your state.	Various Locations

SUNDAY, MARCH 12, 2023 <i>(Note: Set clocks ahead 1-hr – Daylight Saving Time begins 2 am on Sunday!)</i>		
6:30 – 8:00 am PDT	Breakfast	Exhibit Hall A
8:15 – 10:15 am PDT	Breakout Sessions – BLOCK 3	Various Locations
10:30 – 11:30 am PDT	Closing Plenary Featuring NEA Secretary-Treasurer Noel Candelaria and Charles Best, DonorsChoose	Exhibit Hall C

# MOSCONE CONVENTION CENTER, SOUTH

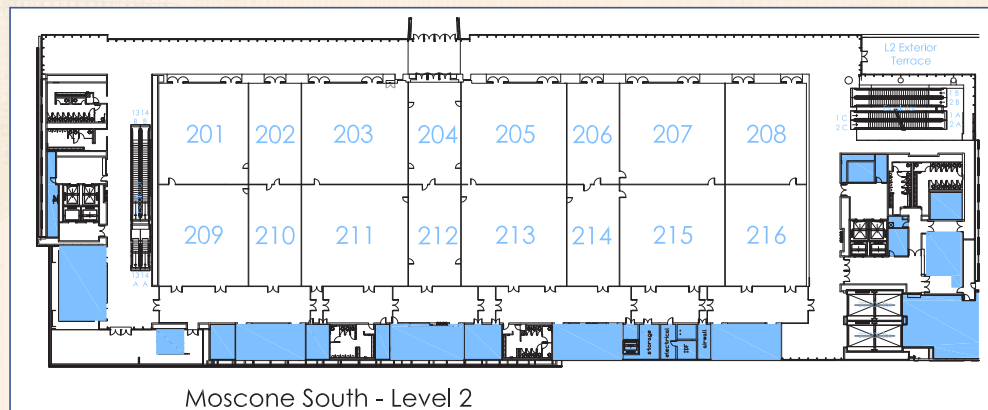
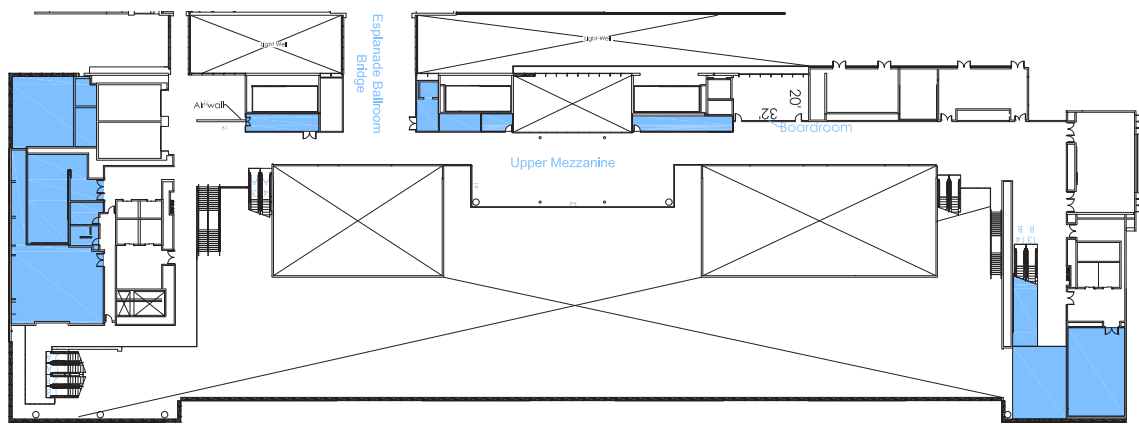




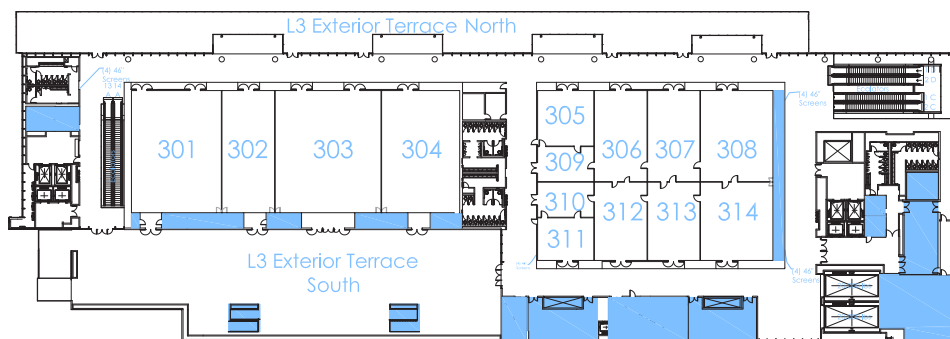


Lower Mezzanine

Upper Mezzanine/



Moscone South - Level 2



Moscone South - Level 3

# GENERAL INFORMATION

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

## STATE CONNECTION SESSIONS FOR LEADERSHIP DEVELOPMENT

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

- Friday, March 10, 5:00 pm – 6:00 pm PST
- Saturday, March 11, 4:30 pm – 5:30 pm PST

## CAUCUS AND COUNCIL MEETINGS

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

- Saturday, March 11, 3:15 pm – 4:15 pm PST

## SUMMIT SOCIAL & ENGAGEMENT

These events are designed as opportunities for Summit participants to have fun and network. Three concurrent offerings:

Summit Dance Party and Mixer;  
Summit Game Lounge; and  
Sip and Paint, limited seating (*Pre-registration required in advance*).

- Friday, March 10, 8:00 pm – 10:00 pm PST

## BUDGET, LEGISLATIVE, AND RESOLUTIONS WEBINAR

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

## NEA GOVERNANCE POLICY RESOURCE CENTER

Visit us online to find NEA's policy documents. Our Resolutions, Legislative Program, Policy Statements, and the Association's biennial Strategic Plan and Budget are developed with input from NEA members to help advance our strategic goals. They are adopted annually by the NEA Representative Assembly.

You will also find copies of policy documents and background on the standing NEA committees that coordinate the review of and recommended revisions to each of these Association policies.

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

## HELP BUILD OUR LEADERSHIP BRAND VIA SOCIAL MEDIA!



Throughout the Summit participants will have an opportunity to learn more about the Summit purpose, and connect with other participants. In addition, the NEA Leadership Development Team is working to claim and own the 'education leader' space across social media platforms. During the Summit, and long after, we will be working to build a stronger presence on Facebook, Twitter and edCommunities. This weekend, and in your reflections about the Summit, we encourage you to use the official Summit hashtags in your posts: #EdLeaders and #Leading4JoyJusticeExcellence

## SUMMIT FACEBOOK GROUP AND EdCOMMUNITIES

We have created a virtual space in edCommunities for participants to access and share resources from the Summit: Group name: NEA Leadership Summit Activists <https://www.mynea360.org/>.

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

Connect with and stay in touch with Summit participants through our Facebook page <https://www.facebook.com/groups/neaedleaders/>



## PHOTOGRAPHY, AUDIO, VIDEO RECORDINGS

Photography, audio, and video recordings will be taking place in the Leadership Summit space for journalistic and NEA marketing purposes. By your presence, you are consenting to the use of your likeness for these stated purposes. If you choose otherwise, please email [leadershipsummits@nea.org](mailto:leadershipsummits@nea.org) with a photograph of yourself.

# PRIORITIZE, ACTIVATE, LEAD (PAL)

## WHAT IS PAL?

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

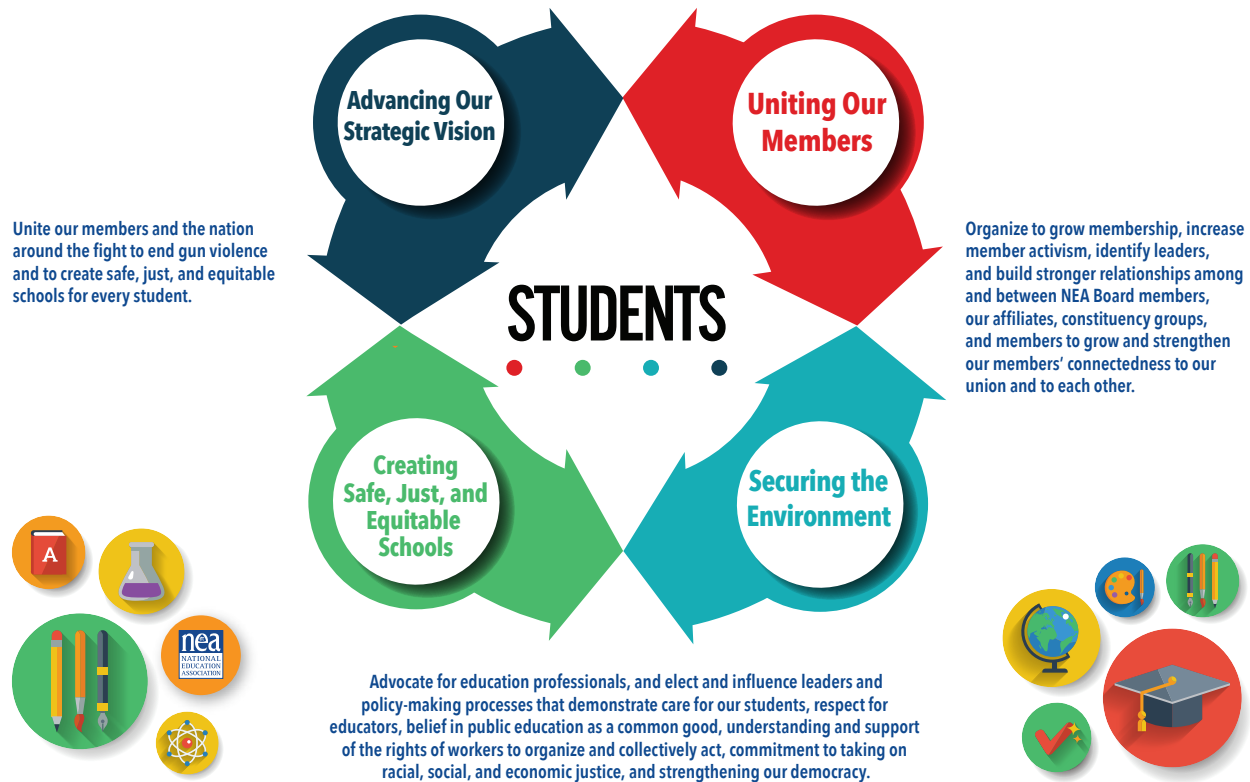
At the 2023 Summit, you will have an opportunity to amplify and engage with three of NEA's four strategic priority goals, including:

- **Racial Justice in Education** – For more information about becoming a Racial Justice Co-Conspirator, visit: [www.nea.org/racialjusticejourney](http://www.nea.org/racialjusticejourney). You can also sign up for racial and social justice updates, actions, and resources at: [www.neaeducationjustice.org](http://www.neaeducationjustice.org).
- **Safe, Equitable, and Inclusive Learning Environments for All** – Tell us your story! How are you engaged in leveraging policy for safe, inclusive, and equitable learning environments? Click [here](#) to share – you may win a prize!
- **Supporting Professional Excellence** – Sign up for the Ed Practice Newsletter! This monthly email is packed full of advice, tips, and resources to help educators be the best they can be for their students: [www.nea.org/subscribe-edpractice-newsletter](http://www.nea.org/subscribe-edpractice-newsletter)

# NEA PRIORITY GOALS 2022-23

## 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.





# NEA LEADERSHIP DEVELOPMENT VISION

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

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

## WHERE TO TURN FOR LEADERSHIP DEVELOPMENT RESOURCES

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

Log on to access leadership development resources to support you in your leadership journey.

### Leadership Competency Self-Assessment(s)

The NEA Leadership Competency Self-Assessments were designed to help NEA leaders identify their own areas of strength, as well as areas where they can improve. Individuals are strongly encouraged to engage the self-assessments as often as they like or need to identify the areas in which they want to grow. <http://www.nea.org/leadershipdevelopment#selfassessment>

### NEA National Leadership Summit

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

### Personal Leadership Development Guide (Template)

The Personal Leadership Development Guide (template) is intended for individual educators who are curious about their leadership and are ready to start their journey towards self-awareness to become stronger Association leaders (elected or non-elected) and stronger professionals.

### Teacher Leadership Competencies

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

<https://www.nea.org/resource-library/nea-teacher-leadership-competencies-foundational-competencies>

### Education Support Professional (ESP) Professional Grown Continuum

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

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



# NEA LEADERSHIP COMPETENCIES

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



# EARLY BIRD SESSIONS

**Friday, March 10 • 2:00 – 4:00 p.m. PST**

Three concurrent sessions, each focused on increasing awareness of NEA's strategic priorities.

## **Supporting Professional Excellence – Opportunities to Engage and Support ESPs**

**Room 8 (Exhibit Level)**

Education Support Professionals (ESPs) play a crucial role in ensuring student success, and their impact is even greater when they are valued and have opportunities for professional growth. This workshop will explore the unique professional needs of ESP and share updates on the latest NEA programs and resources available for affiliates to ensure the professional excellence needs of ESP members are met throughout their careers.

**Presenters:** *Amber Parker, Andrea Prejean, and Andy Coons*

## **My School, My Voice – Safe, Equitable, and Inclusive Learning Environments for All**

**Room 3 (Exhibit Level)**

Ensuring students (and educators) are able to thrive in a safe learning space is not solely a practice-focused issue. There are many policies and statutes that impact what takes place in our schools every day, and educators have a voice and a role in the implementation of those policies. Join us for a hands-on learning opportunity to better understand the federal policy impacts on learning environments, and how you can take action to leverage policy to make sure that the voice of every student, family, and educator is at the table in building equitable and safe learning environments for every student. During our time together, we will deep-dive into real-world policy impacts on schools, classrooms, students, and educators, and will equip participants with tools, resources, and solutions you can use immediately. Tell us what's happening in your district and school, and how you're engaged! Go here to share!

**Presenters:** *Christine DonFrancesco, Elic Senter, Justin Thompson, and Conor Hurley*

## **Racial Justice in Education – Prioritizing Racial Justice and the Need for Anti-racist Educators**

**Room 7 (Exhibit Level)**

Whether we are Native People, Black, Asian, Latin (o/a/x), Middle Eastern, North African, Multiracial, Pacific Islander or White, most of us believe that all children deserve a public education that allows them to pursue their dreams. But some right-wing politicians try to get and hold onto power by putting us into boxes based on what we look like or from where our families come. 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 where we can all thrive and support each other for who we are. This interactive session aims to provide participants 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

**Presenters:** *Robin McLean, Donald Washington and Carol Mwathi*



# STATE CONNECTION SESSIONS

**Friday, March 10, 5:00 – 6:00 p.m. PST**

**Saturday, March 11, 4:30 – 5:30 p.m. PST**

STATE	ROOM	STATE	ROOM	STATE	ROOM
Alabama	Rooms 50, 52 & 54 (Lower Mezzanine)	Kentucky	Room 105 (South Lobby)	North Dakota	Room 305 (Level 3)
Alaska	Rooms 58, 60 & 62 (Lower Mezzanine)	Louisiana	Room 151 (Upper Mezzanine)	Ohio	Room 8 (Exhibit Level)
Arizona	Room 201 (Level 2)	Maine	Room 210 (Level 2)	Oklahoma	Room 158 (Upper Mezzanine)
Arkansas	Room 56 (Lower Mezzanine)	Maryland	Room 101 (South Lobby)	Oregon	Room 159 (Upper Mezzanine)
California	Room 3 (Exhibit Level)	Massachusetts	Room 211 (Level 2)	Pennsylvania	Room 153 (Upper Mezzanine)
Colorado	Room 204 (Level 2)	Michigan	Room 213 (Level 2)	Rhode Island	Room 301 (Level 3)
Connecticut	Room 72 (Lower Mezzanine)	Minnesota	Room 156 (Upper Mezzanine)	South Carolina	Room 151 (Upper Mezzanine)
Delaware	Room 74 (Lower Mezzanine)	Mississippi	Room 151 (Upper Mezzanine)	South Dakota	Room 309 (Level 3)
Federal	Room 202 (Level 2)	Missouri	Room 102 (South Lobby)	Tennessee	Room 160 (Upper Mezzanine)
Florida	Room 203 (Level 2)	Montana	Room 212 (Level 2)	Texas	Room 306 (Level 3)
Georgia	Room 70 (Lower Mezzanine)	Nebraska	Room 302 (Level 3)	Utah	Room 103 (South Lobby)
Hawaii	Room 76 (Lower Mezzanine)	Nevada	Room 104 (South Lobby)	Vermont	Room 310 (Level 3)
Idaho	Room 206 (Level 2)	New Hampshire	Room 214 (Level 2)	Virginia	Room 311 (Level 3)
Illinois	Room 205 (Level 2)	New Jersey	Room 152 (Upper Mezzanine)	Washington	Room 154 (Upper Mezzanine)
Indiana	Room 157 (Upper Mezzanine)	New Mexico	Room 216 (Level 2)	West Virginia	Room 312 (Level 3)
Iowa	Room 207 (Level 2)	New York	Room 303 (Level 3)	Wisconsin	Room 155 (Upper Mezzanine)
Kansas	Room 208 (Level 2)	North Carolina	Room 304 (Level 3)	Wyoming	Room 313 (Level 3)

# CAUCUS & COUNCILS MEETINGS

**Saturday, March 11, 3:15 – 4:15 p.m. PST**

CAUCUS/COUNCIL	ROOM
National Council for Education Support Professions (NCESP)	Room 12 (Hall D), Exhibit Level
National Council for Higher Education (NCHE)	Room 155 (Upper Mezzanine)
National Council of State Education Association (NCSEA)	Room 8 (Hall D), Exhibit Level
National Council of Urban Education Associations (NCUEA)	Room 7 (Hall D), Exhibit Level
NEA American Indian/Alaska Native Caucus	Room 153 (Upper Mezzanine)
NEA Asian & Pacific Islander Caucus	Room 154 (Upper Mezzanine)
NEA Black Caucus	Room 3 (Hall D), Exhibit Level
NEA Gay, Lesbian, Bisexual, Transgender Caucus	Room 4 (Hall D), Exhibit Level
NEA Hispanic Caucus	Room 10 (Hall D), Exhibit Level
NEA Aspiring Educators	Room 11 (Hall D), Exhibit Level
Peace and Justice Caucus	Room 156 (Upper Mezzanine)
Women's Caucus	Room 215 (Level 2)
NEA-Retired	Room 9 (Hall D), Exhibit Level



# BREAKOUT SESSION 1

Saturday, March 11, 2023 • BLOCK 1 • 8:15 – 10:15 a.m. PST



## ADVOCACY DOMAIN

### ADV 100 AAPI History: Perseverance and Resilience in the Face of Adversity

Room 302 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Asian Americans are often overlooked in discussions about racial bias in the U.S., and fall victim to a unique set of stereotypes, including the “Myth of the Model Minority,” that renders the AAPI community invisible in public discourse about race and prejudice in America. This deep-dive into institutional and systemic bias against the Asian diaspora from the lens of a cross-cultural perspective will help educators and association leaders promote best practices of diversity, equity, inclusion and belonging in their educational communities. This diversity workshop will help disrupt, debunk and dismantle erroneous stereotypes about the Asian American community, and explore their impact on perpetuating implicit bias in our classrooms and in society. An overview of Asian immigrant groups will provide historical context to enhance empathy and awareness of the Asian American Pacific Islander experience in America. This cultural competency training will be co-led by two experienced facilitators with participant engagement and discussion about the AAPI community, which is not monolithic, but rich in cultural diversity with more than 30 ethnic sub-groups.

Our country faced a Twin Pandemic with the intersection of COVID-19 and the alarming rise in anti-Asian hate, xenophobic rhetoric, and violent crimes against Asian Americans. To mitigate the harmful impact inflicted on those communities, Illinois was the first State to mandate that AAPI history be taught in all k-12 public schools starting the 2022-2023 academic year. Other states have followed the clarion call to pass and implement similar legislation. This session will provide a toolkit, helping educators access and navigate free, online resources (including Scope and Sequence curriculum guides that provide ready-made lesson plans that are embedded in live links offered on numerous AAPI sites).

**Presenters:** Linda Matsumoto and Donald Kimura

### ADV 101 Bargaining for the Common Good

Room 314 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Across the country, local NEA affiliates and other public sector unions are rethinking collective bargaining campaigns and worker advocacy. During this session, participants will learn about some of the innovative and exciting ways that unions are using new strategies and tactics to build power and fight for the profession educators deserve and the schools our students deserve. This includes grassroots, member-driven organizing, open and transparent bargaining, and community engagement through strategies such as “Bargaining for the Common Good.”

**Presenter:** Brian Beallor

### ADV 102 Advocating for Teaching Honest History: What Educators Can Do

Room 308 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

In this moment of book bans and curricular censorship, honest history education is the particular target of attacks aimed at limiting what students have access to in school. This workshop will begin by providing educators with an opportunity to connect to each other by listening and conversing about their experiences with pushback around teaching honest histories. Then, participants will learn about Learning for Justice’s resources on what we all can do to advocate for honest history, regardless of our role within the educational ecosystem. Particular attention will be given to classroom practices and to identifying what tools have worked in success stories. Finally, participants will have the opportunity to create an action plan for advocacy in their community by drawing from the experiences of other participants and Learning for Justice’s research, adding to a coalition of communities across the country.

**Presenter:** Sarah-SoonLing Blackburn

### ADV 103 Attacks on Public Education: Converting Threats into Opportunities

Room 305 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

By the end of the session, participants will understand the what, why, and who of the players behind recent attacks on public education, including thinly veiled anti-Critical Race Theory, book bans, and anti-LGBTQ+ laws and proposals. We will help connect the



dots between current manufactured challenges and the motives behind their efforts to undermine public education. Participants will understand how to deploy their “superpower” to counter the opposition’s messages and tactics, including how to use the student-centered NEA message framework to convert threats into opportunities, leveraging the work of NEA since these attacks on honesty in education began.

**Presenters:** *Miguel Gonzalez and Susan Nogan*

#### **ADV 104 Community School Teacher Leads: Advocating for Students and Community**

**Room 301 (Level 3)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

In 2022, the Anaheim Union High School District received \$22,325,000 to implement the community school model at 13 of our 20 comprehensive school sites. As an organization, the Anaheim Secondary Teachers Association (ASTA) utilized an NEA grant to build a steering committee made up of students, teachers, parents, community activists and district personnel tasked to create a model that will provide not only integrated student support and community engagement, but shared leadership among educational partners and meaningful classroom instruction through a racial and social justice lens. This session will take you through the process of developing the model, as well as provide participants with school board resolutions, job descriptions and training materials that ASTA developed on this journey. ASTA local president, organizer, and a site teacher lead will discuss successes, obstacles, and paths forward whether your local has support of the local school board and administration or not. ASTA's participation in NEA's Midwest Institute for two years provided the resources and support that have begun a transformation of public education in Anaheim. We would like to support other locals as we look to make every school a center of democracy in its community.

**Presenters:** *Geoff Morganstern, Grant Schuster and Jemma Rodriguez*

#### **ADV 106 Do You See Us? Combatting the Invisibility of AAPI Colleagues and Students**

**Room 303 (Level 3)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Participants will explore strategies and engage in conversations around supporting Asian American and Pacific Islander members. Participants will explore a range of topics, including:

- Who are AAPI educators and students?
- What do you know about their needs?
- What challenges are AAPI educators and students facing?
- Do you know how to pronounce AAPI names?

We will share strategies, tools, and resources on how to create learning spaces for AAPI students and educators, such as The Asian American Educator Mentorship Program (a three-part approach to recruit, engage, and retain AAPI Educators), community mapping to identify AAPI members and community partnerships, breaking down stereotypes of AAPI members, microaggressions faced by AAPI members, and fighting for legislation that supports AAPI curriculum and ethnic studies, in order to retain educators of color in the profession. Using the leadership competencies as a framework, participants will explore how they can lead on these issues and create an action plan to validate and empower AAPI students and educators, so they know they are seen and heard in their schools.

**Presenters:** *Wafa Safi-Hassan, Ambereen Khan-Baker, Lindsay Peifer and Phitsamay S. Uy*

#### **ADV 107 Educators as Advocacy Champions: Federal Lobbying and Local Advocacy**

**Room 304 (Level 3)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Educators have power. Immense power. And we need to use it to move members of Congress to do the right thing for our students, ourselves, and our communities. How? By lobbying. Lobbying is not a dirty word. It's a necessary action to make sure that our elected officials know what they need to make better and smarter decisions that impact our profession, our students and our schools. No one knows better what educators and students need than you. Conveying that effectively to elected officials at local, state and federal levels is a must.

Your government relations team in Washington, DC is one key piece in doing that. But you and your colleagues are essential to any and all victories. So how do you advocate effectively? How do you feel more comfortable lobbying officials and staff?

Attend this session and learn the tricks of the trade, share your strategies, and feel more empowered to become a proven advocate in your own right. Join NEA Government Relations leaders and a local educator for this engaging workshop.

**Presenters:** *Reed Bretz, Marg Egan, and Kimberly Trinca*

# BREAKOUT SESSION 1 – (CONTINUED)

**Saturday, March 11, 2023 • BLOCK 1 • 8:15 – 10:15 a.m. PST**

## **ADV 108 Leveraging Real School Integration for Pandemic Recovery**

**Room 306 (Level 3)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

Between the pandemic and the crisis-signaling that occurred with the release of NAEP scores, everyone is panicking about how to best help students “catch up.” But if we really want to support learning GAINS and ACCELERATION (not just learning recovery), we need to advance policies and practices that ensure equitable opportunities for students AND offer them safe, fun, engaging school communities where they can grow, thrive, and fall in love with learning. The policies and practices that will help us construct the learning environments our students deserve are well-aligned to those that will help authentically desegregate our nation’s schools.

During this session, participants will review some of the common language used to discuss students’ and schools’ needs in the wake of the global pandemic. We will explore the connection between student achievement and school diversity and examine how students’ needs have changed since the onset of the pandemic. We will also discuss the importance of placing the onus on schools and leaders—rather than students and educators—to accelerate the closing of gaps by ensuring equitable opportunities for all students. Participants will leave with a set of common indicators that can be used to examine and support real integration and student learning. Participants will also learn about NEA’s partnership with the National Coalition on School Diversity and gain knowledge of how to access and leverage the knowledge and resources of this organization, including research briefs and other materials, to support their advocacy on this complex but critically important issue area.

<https://www.instagram.com/reel/CkIpW5NAXGC/?igshid=YmMyMTA2M2Y=>

**Presenters:** Gina Chirichigno and Christine DonFrancesco



## COMMUNICATION DOMAIN

## **COM 100 Building Member Loyalty**

**Room 151 (Upper Mezzanine)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

The Building Member Loyalty training addresses three of the NEA Leadership Competencies—Advocacy, Communication, and Organizing. This training demonstrates to local presidents and leaders how to create more loyal members by strengthening the link between educators and the NEA/state affiliate/local brand(s).

A loyal member is an educator who sees the value of the union far outweighing the cost of membership. And more importantly, a loyal member is a member who will actively work to advance the union’s agenda.

This training meets the Advocacy competency because stronger members create stronger locals, and stronger locals create stronger state affiliates, and stronger state affiliates lead to a stronger NEA. Strengthening the union at all levels puts us in a much better position to advocate for students, educators, and public schools. It also puts us, as a union, in a better position to advance racial and social justice in our schools and communities.

It meets the Communication competency because the training demonstrates a strategy that leads to systemic, consistent communication with members about the union’s mission, core values, etc. It uses these elements to communicate a values proposition to members.

It meets the Organizing competency because helping locals create a loyal membership base leads to the recruitment of new members and the retention of current members. It also protects our membership base from competing organizations.

**Presenter:** Brian Washington

## **COM 101 Conquer Your Glossophobia (Fear of Public Speaking)**

**Room 152 (Upper Mezzanine)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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.

**Presenter:** Ramona Oliver



**COM 102 Growing a Member-Led Podcast****Room 153 (Upper Mezzanine)***Level 1: Foundational, Level 2: Mobilizing and Power Building*

Want to amplify member voices and reach educators across your state? Consider a podcast! This learning design allows educators to discuss ideas and issues and is a low-commitment way for members to connect to their union. Join this session to hear about Oregon Education Association's (OEA) experience planning and implementing a member-led podcast, including technical details, successes, and challenges.

This session will demystify the process of creating and managing a member-led podcast and highlight the unique features of this engagement and communication tool. In the fall of 2021, OEA had collected both formal and anecdotal data to confirm what we already knew: Educators were tired, overwhelmed, and many had limited capacity to engage in professional learning. However, educators' interest in key issues of professional practice persisted.

In response, we created a member-led podcast. We envisioned an interview model with different member hosts for each season and diverse episode guests sharing their expertise. We wanted to keep episodes short, timely, and interesting. OEA staff provided the technical, design, and organizational framework and management to truly amplify member voices. In February 2022, we launched the first season of OEA Grow, focusing on wellness. As of November 2022, we have aired five seasons, and our weekly podcast has nearly 5000 downloads and streams. Each season has a unique member host and we have featured more than 50 OEA members as guests.

**Presenters:** *Peter Bauer and Kim Read*

**COM 103 Identifying and Countering Online Disinformation****Room 154 (Upper Mezzanine)***Level 1: Foundational, Level 2: Mobilizing and Power Building*

This session will be a discussion on how to identify and counter online disinformation targeted against public education, our members, and our elected champions. It is designed to be both training and facilitated conversation rather than a traditional presentation.

This training will address NEA's Communication and Organizing competency domains. It will teach member leaders how to identify disinformation communication strategies deployed by anti-public education activists and facilitate a discussion on ways to organize Local Education Agency's (LEA) and personal networks to counter harmful messages effectively and begin driving the online public education narrative.

Our session will help fulfill NEA's strategic objective of "Strengthen Public Education as the Cornerstone of Democracy" by teaching member leaders how educators have a unique voice/role in fighting online disinformation, a growing threat to our democracy. It also fulfills the "Enhance Professional and Organizational Regard" strategic objective, since much of the effective counter-messaging we will discuss focuses on promoting the positive impact public schools and educators have on their communities.

Level 1 & 2 members will benefit the most from this training, which will provide a succinct but comprehensive view of the current disinformation landscape. Level 2 members will also have a chance to learn and discuss how they can bring these lessons back to their LEA and begin teaching others ways to counter disinformation.

Discussion topics will include:

- The current online disinformation landscape
- Anti-education rhetoric, its role in disinformation, and when to respond
- Effective strategies employed by state affiliates to counter disinformation and regain control of the narrative
- How members can work together to effectively push pro-public education messages online

**Presenters:** *Michael Cassesso and Michael Misterek*

**COM 104 Media 101: Applying the Fundamentals of Working with the News Media****Room 155 (Upper Mezzanine)***Level 1: Foundational, Level 2: Mobilizing and Power Building*

Effective communication can inspire others to act, be a catalyst for changing public opinion, help a contract bargaining process go more smoothly, plant the seeds for new ways of thinking, or persuade audiences to your side. And using the news media can provide an extraordinary opportunity to amplify your voice by broadcasting your message far and wide. From bridging and pivoting to identifying commonly used message traps, this interactive session will provide participants with the building blocks to develop and deliver a winning message by using real-life examples and experiences with the news media. NEA's communication pros will share tips and tricks on how you can use your credibility as an educator to win over hearts and minds. Participants will learn the fundamental skills of working with the news media – whether prepping for prime time, professional development, or everyday personal interactions.

**Presenter:** *Staci Maiers*

# BREAKOUT SESSION 1 – (CONTINUED)

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## **COM 105 One Voice: NEA's Interim National Message with Race-Explicit Narrative**

**Room 156 (Upper Mezzanine)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

An introduction and exploration of NEA's National Framework for new leaders and those who could benefit from a refresher course. Learners will explore communications theory before diving into NEA's interim message framework and the fundamentals that support our race-explicit narrative. With interactive experiences woven throughout the session, learners will have the opportunity to watch their communication style evolve as they come to understand the core concepts and advice offered.

**Presenter:** *Tory Brown*

## **COM 106 Social Media as an Organizing Tool**

**Room 157 (Upper Mezzanine)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

The ways in which we engage with the world around us have dramatically shifted in recent years, thanks to continually evolving technology. The average person checks their smartphone more than 30 times each day. The average Facebook user checks Facebook 14 times each day. Everyone is online and everyone is using their phone. It is time to fully harness our digital tools to engage our members where they are offline, and building an online campaign. In this session participants will learn how to leverage a variety of social media platforms as well as other digital communications tools for organizing online to offline campaigns.

Questions to be explored include:

- What digital tools are available to use?
- How do we move people from online conversations to offline actions?
- What are the spaces our association should create online given our goals and mission and how do we transition those actions into offline organizing?
- How can we engage in digital door knocking?
- What does it look like step-by-step to launch an online to offline organizing campaign?

These questions and many more will be addressed during this session as we learn how to use and implement digital strategies to help our associations win with joy, justice, and excellence.

**Presenter:** *Sydney Slifka*

## **COM 107 The Power of Storytelling: Using Your Authentic Voice to Galvanize and Inspire**

**Room 158 (Upper Mezzanine)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** *Brenda Alvarez and Mary Ellen Flannery*



## **GOVERNANCE AND LEADERSHIP DOMAIN**

## **GOV 100 Dismantling the Gates: Changing Internal Union Structures to Reduce Gatekeeping**

**Room 201 (Level 2)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

As educator unions continue to transition from service-oriented organizations solely focused on bread-and-butter topics to social justice-oriented unions focused on equity, anti-racism, and amplifying community voice, there need to be internal union changes to amplify the external messaging among administrators and the community. This includes not just pushing for real change for marginalized communities in schools and the community, but also changing how unions conduct their internal work to be a more welcoming and equitable space for all members—especially members/potential members who have been shut out of their union for decades.



Madison Teachers, Inc. President Mike Jones and Education Justice Coordinator Natasha Sullivan will present on the internal changes their union has undergone to reach an ever-diversifying membership, school district, and community. This includes moving meetings away from Robert's Rules of Order, to expanding representative opportunities by setting required representation for members of color in all union spaces, expanding communication techniques to reach a larger range of members, and changing committees and processes to embed our anti-racist philosophy into all of our spaces. Mike and Natasha will also share work that is ongoing, from restorative circles to address past harm to building an education justice coalition to connect honestly with Madison's diversifying community.

**Presenters:** *Michael Jones and Natasha Sullivan*

**GOV 101 Governance and Leadership 101: Aligning and Empowering Local Associations**  
*Level 1: Foundational*

**Room 203 (Level 2)**

Governance provides the structure that sets the mission and establishes and monitors strategies necessary for relevant and thriving associations: with this structure in place, our associations can empower, motivate, and foster a pipeline of diverse leaders. This session was developed by the Kansas NEA Leadership Cadre team members for Kansas members and leaders and will focus on foundational governance and leadership to support new and current leaders in evaluating their guiding documents and mission and vision statements.

Focusing on the foundational skills of the Governance and Leadership competency, participants will review the roles and responsibilities within their guiding documents and collaborate with leaders across the nation to address common challenges within their governing work. In addressing the intersection of leadership and governance, we will examine Tuckman's Phases of Team Development to identify support for leadership teams. Finally, participants will engage with and evaluate mission and vision statements from businesses and groups across the nation in order to facilitate conversations and work on their own mission and vision statements for their local or state association. With a firm foundation in strategic plans, goals, and expectations, local associations will be well-equipped to grow and thrive in the modern world.

**Presenters:** *Ben Melick and Kristy Oborny*

**GOV 102 Identifying and Acknowledging Power Dynamics and Leadership Structures in Our Work**  
*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

**Room 205 (Level 2)**

There are many different types of power, but when it comes to association work, how do we recognize each one—or when someone is exerting one of the types of power over us?! How do we, as leaders, let go of the idea that power sits with a position, and instead, recognize and utilize different types of leadership to help us leverage the collective power of our association? These questions and more will be answered in this informative, interactive, and thought-provoking session.

**Presenter:** *Michele O'Neill*

**GOV 103 Inspiring Leadership and Solidarity through Common Learning Experiences**  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

**Room 207 (Level 2)**

Creating a thriving association requires an empowered and motivated membership who value the role that all members play in the workplace AND in the union. Strengthening relationships between members of multiple membership categories is foundational for enhancing organizational capacity and promoting active engagement. This is challenging, takes time, and requires thoughtful leadership and strategic planning to create an environment where members are unified in affirming contributions, understanding the nuances and challenges of differing job roles, and embracing advocacy for each other. Building relationships is building solidarity. Our vision uses multi-session learning opportunities and member cohorts to strengthen knowledge and skills. This interactive session begins with a vision for professional learning as a key common experience for community building. We explore experiences for members with diverse experiences and varied job roles to create a connected, affirming union community. Sharing our experiences with equity micro-credential cohorts and support cadres are aligned with the goal: "Support Professional Excellence and Respect." Our efforts are the start of association-convened, member-led professional learning for all educational professionals. Audience focus is Level 1 & 2; Level 3 experience can enrich conversations about professional learning as a keystone for building unity. Interactive table discussions where participants share strategies to build individual and collective understanding of growing leadership skills and knowledge will serve to strengthen self, colleagues, organizations, and the labor movement. We will also discuss current research on opportunities to make relevant, authentic connections. Session outcomes include ideas for common learning experiences to strengthen solidarity and inspiration for taking a road less travelled to develop strong, effective member leaders. Through our collective educational community strength and power we best honor our students and ourselves.

**Presenters:** *Nancy Sabrina Gates-McCarthy and Johnny Green*

# BREAKOUT SESSION 1 – (CONTINUED)

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## **GOV 104 Leadership of Self: Developing a Leadership Mindset – Part 1**

**Room 209 (Level 2)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** *Melissa Del Rosario and Vanessa Pulkrabek*

## **GOV 105 Leading the Profession through Service Leadership**

**Room 211 (Level 2)**

*Level 1: Foundational*

From our school buildings to our state and local affiliation services, leadership is at the core of what we do. Just like our union work, teaching can transform and empower others through leadership. This session will focus on a leadership style called “servant leadership,” which is centered on developing, serving, and empowering followers.

This session will explain what it means to be a servant leader in and outside the classroom. In addition, we will focus on how local affiliations can build community and district relationships through servant leadership. Creating strong relationships that have an impact is a core element of service leadership. Local affiliates will learn how to increase communication skills, and work to build stronger communities together.

Tooele Education Association has used service leadership over the past four years, so we have seen higher recognition in our community. We have been able to create partnerships with local food banks and run service projects to help provide food for our students. We also have been able to partner with the homeless to identify student needs faster outside of school and provide necessary resources. All of this started with a change of mindset and a change in leadership style. Local affiliates will get to walk through service leadership and see what positive change it can bring to their union to advance the cause of public education. We will also see how our students are more prepared for school when their resource needs are met inside and outside the classroom.

**Presenter:** *Ashlyn Drew*

## **GOV 106 Membership to Leadership: Evaluating Local Structures to Create ESP-Friendly Unions**

**Room 206 (Level 2)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

This workshop will provide a roadmap to evaluate local structures, such as leadership roles, membership engagement, bylaws, and bargaining. Evaluating these structures is the beginning to understanding barriers ESPs face within local structures, preventing them from becoming more engaged and taking on leadership roles. Increasing awareness and understanding is the first step to establishing change within locals to become inclusive organizations for ESPs. We must include the voices of ESPs within locals and districts by creating space for all members to work together, not as individual voices, but as a collective to build a stronger movement. Creating collaborative and inclusive union spaces builds stronger unions. Participants will learn to create an action plan tailored to their local needs. Participants will use their awareness to achieve their leadership goals, creating the change needed to win on the issues facing public education, and the labor movement. This session and content are applicable and relevant to all NEA membership categories while addressing the unique needs of all local and state affiliates.

**Presenter:** *Joni Cederholm*

## **GOV 107 Strategic Leadership for State Affiliate Presidents\***

**Room 210 (Level 2)**

*(\*This session is for state affiliate presidents only.)*

*Level 3: Agenda Driving*

This session will be led by and for NEA state affiliate presidents to support them in the skills and strategies needed in leading in times of change. Building on principles of organizational development, participants will explore their leadership strengths, methods for creating highly empowered leaders in varied contexts, and building teams that foster organizational equity, inclusion, and



justice. Strategies shared in this session will be important in working inside the organization and in developing external partnerships. From understanding barriers to social change to connecting how influencing behaviors, structures, and hearts and minds are all essential components of driving change, state presidents will use this time to learn new approaches to systems thinking, share successes and challenges with one another, and create a framework for ongoing coaching and support.

**Presenter:** *Scott DiMauro*



## LEADING OUR PROFESSIONS DOMAIN

### **LOP 100** **Leading Leaders: Engaging Early Career Educators through ELI**

**Room 4 (Exhibit Level)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

A local president from a rural community West of the Great Salt Lake in Tooele County, Utah, who serves as the National Hub Coordinator for NEA's Early Leadership Institute will be presenting on strategies and implementation plans to engage early career educators and advance our profession. The focus will be primarily on the framework and implementation of the ELI Program and how Tooele's participation impacted capacity and abilities to lead in the district and the community. The ELI program is designed to engage members who are in their first five years of teaching, and coaches them through curriculum and hands-on experiences to create and implement solutions to problems that early career educators are facing. ELI also gives opportunities to learn about and participate in advocacy, as new educators engage in the association and take on new roles that can help transform and revitalize our profession.

Engaging our early career educators also includes engaging our international guest teachers from Dual Language Immersion. We have teachers coming from across the globe to teach in our district, and as an association we have added a DLI committee position to help represent this unique voice in our discussions. In addition, our association leadership has an active role in training our DLI partner teachers by serving on and presenting with state DLI teams. Association members work closely with building mentors to help support our DLI and early career educators.

Tooele is working hard to show the value of our association to ALL educators by finding opportunities to engage and develop their strengths and leadership in the process of advancing our profession.

This session will light a fire of enthusiasm and provide a framework through the ELI program that can be used to connect members and their community on a more meaningful level.

**Presenter:** *Rebecca Hall*

### **LOP 101** **Labor/Management/Community Collaboration: Challenging Colorado's Accountability System**

**Room 8 (Exhibit Level)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

Colorado's antiquated accountability law dating back to 2009 is designed to target highly impoverished, BIPOC, and linguistically gifted communities. Commerce City, home to the Adams 14 School District, is a community that has been systematically discriminated against by the Colorado Department of Education, State Board of Education, and state lawmakers. Adams 14 is not alone; all schools rated as "Turnaround" in Colorado are majority minority, with a large number of students qualifying for free meals, and high numbers of linguistically gifted students who speak languages other than English at home.

In this diverse community, where the majority of the population speaks Spanish, the Adams 14 School District has been placed on Colorado's "Accountability Clock" since 2010 and is now experiencing the irreparable harm from adverse actions the State Board of Education has ordered against the District. Yet, the students and families are not going without a fight. Labor/Management/Community collaboration is pushing hard on Colorado's Accountability Law, leaving the Department scrambling to figure out its next step, if any. This discussion will take a look at the punitive, racist accountability law and how labor/management/community collaboration is working to disrupt the system while pushing for potential accountability change. Additionally, the role of state affiliate staff will be highlighted, creating space for labor, management, and community to become empowered in making systemic changes that elevate students and communities.

**Presenters:** *Jason Malmberg and Joshua Quick*



# BREAKOUT SESSION 1 – (CONTINUED)

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## **LOP 102 AE to Active(ist) in Year 1**

*Level 2: Mobilizing and Power Building*

**Room 9 (Exhibit Level)**

Join two former National Aspiring Educator leaders as we utilize our years of local, state, and national involvement in the Aspiring Educators membership to walk through our first year of teaching authentically unafraid. As active(ist) educators, we draw on the plethora of beneficial experiences of our learnings from NEA leaders, as well as from our own lived experiences, to bring educational justice to reality in the classroom.

New generations of early educators go about the teaching profession fueled with passion for change, hoping for long careers without the worry of shrinking for the sake of employment stability. Together we will touch on the overarching pressures already experienced by the educational system, both internal and external, to be the “right” kind of educator.

Join us for a unique opportunity to hear about our journey from AE to Active and our mission to cultivate safe and brave spaces for historically underserved students, families, and communities we serve.

During this interactive and informative session, attendees will hear directly from our students as they reflect on our practice as new educators and share what they need most from their schools. By keeping student voice at the center of this session attendees are invited to engage in self-reflection of their practices, responsibilities to students, and futures.

Attendees will leave this session having had rich discussions providing ideas on how to bring their learnings from our time together back to their communities in an effort to not only continue the work of making education in the U.S. better but securing the future of our profession by understanding the unique generation of educators entering the profession. We have the capability of retaining these educators in the union and classroom by changing the narrative and leaving intentional space to best support them to lead us into the future.

**Presenters:** *Yesenie Cano and Cameo Kendrick*

## **LOP 103 Safe, Just, and Inclusive Learning Environments in Action**

*Level 1: Foundational*

**Room 3 (Exhibit Level)**

In this interactive learning and advocacy experience, participants will:

- Explore the concept of bias, learn to recognize biases, and understand how they impact professional and learning environments
- Gain an understanding of the variety of ‘-isms’ affecting learning environments in systemic ways
- Define microaggressions, discuss how they impact the recipient, and explore ways in which to phrase questions/statements to build stronger relationships, via components of the Leaders for Just Schools curriculum.

Through experiential learning and debriefing discussions, participants will gain knowledge and ideas that will equip them to grow as advocates and leaders with urgency around ensuring safe, just, equitable, and inclusive learning environments. Participants will also learn more about the LJS program, and how to tap into the network of Leaders for Just Schools in their state affiliates.”

**Presenters:** *Lucinda Johnson and Elic Senter*

## **LOP 104 Schools for Equity and Healing: Brain-based Strategies to Transform Culture and Practice**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

**Room 7 (Exhibit Level)**

Students come to school with tremendous gifts, talents, and knowledge. They also are overcoming tremendous challenges: from trauma and physical needs to confronting systemic racism and bias. Join us as we dive into ways our members can lead the transformation of schools to become centers of healing and models of equity and respect for all. Beginning with school culture, NEA’s Professional Standards and Practices Committee will share specific strategies they are using AND what our members in all roles have learned to help accomplish three changes: culturally responsive practices, healing-centered practices, and restorative practices. We will learn how to ground this work in the best research on how people learn, grow, and develop. And we will learn to use excellent tools for school transformation from the Carnegie Institute. Are you ready to hear inspiring member stories, envision possibilities for your setting, and begin planning your journey for transformation?

**Presenters:** *Blake West, Alexizendria Link and Hanna Vaandering*

**LOP 107 How Educators and Their Unions Can Lead in the Fight for Environmental Justice**  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

**Room 10 (Exhibit Level)**

The devastating impacts of climate change are threatening our students' and educators' communities, health, wellbeing, and future. This is particularly true for communities of color and under-resourced communities. For too long, the education sector has been forgotten in the battle to address climate change, and large-scale climate solutions often overlook the role education can play. America has over 100,000 public schools that can be models for climate action, climate solutions, and sustainability, and the 50 million children in these schools should be prepared to succeed in a clean economy and lead a more sustainable, resilient, and equitable society. Educators have the ability to teach and inspire the next generation of climate leaders in our schools today. Younger generations are increasingly concerned about the damaging effects of climate change, and it is crucial that educators have the tools to guide them. Additionally, school buildings and grounds are ripe for producing clean energy.

Participants will gain an understanding of critical environmental justice issues that impact school communities and discuss how to begin leveraging those issues as a union to improve learning conditions for students and educators.

Throughout the session, participants will:

- Discuss critical environmental issues facing their own school communities
- Learn an overview of the association's work in this space
- Consider how partnerships and professional learning could be impactful in their affiliates and their classrooms
- Brainstorm how their union and they as individuals can lead on environmental issues that affect their students
- Commit to an action – small or large – to take when they return home

At the end of this session, members will have greater working knowledge of how education and environmental justice can work together and will leave with an understanding of how they as individuals and as a union can leverage their power for climate justice for all.

**Presenters:** *Justin Thompson*

**LOP 108 Building Transformative Community Schools:  
What it Takes for Community Schools to Thrive**  
*Level 2: Mobilizing and Power Building*

**Room 11 (Exhibit Level)**

This session will lift the voices of association leaders who are cultivating thriving community school networks. It will highlight the role of affiliate leadership in launching district-wide community school steering committees and advancing community schools in bargaining, and will discuss how community schools advocacy fits into the overall strategic goals of local affiliates and our broader association. Finally, the session will include information about the NEA Community Implementation Institute, a network of support available to any NEA locals that are implementing community schools. Information about how to join the institute will be shared, as well as what locals should be doing to prepare for joining the institute.

**Presenters:** *David Greenberg, Grant Schuster, Cecily Myart-Cruz, and Kelly McMahon*



## ORGANIZING DOMAIN

**ORG 100 ¡AQUÍ ESTOY! Colectividad y Responsabilidad en Nuestra Profesión**  
*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*  
**NOTE:** *This session will be conducted primarily in Spanish.*

**Room 103 (South Lobby)**

This session will explore how to engage Spanish speaking/Latin American educational professionals to organize around common goals and issues affecting Spanish speaking/Latin American educational professionals, students, families, and communities.

This session will:

- Identify pressing issues that are affecting Spanish speaking/Latin American members as professionals in education;
- Explore strategies to break through the barriers to leadership positions for Spanish speaking/Latin American members;
- Discuss strategies to recruit and retain Spanish speaking/Latin American members;
- Discuss strategies to organize Spanish speaking/Latin American members;



# BREAKOUT SESSION 1 – (CONTINUED)

**Saturday, March 11, 2023 • BLOCK 1 • 8:15 – 10:15 a.m. PST**

- Discuss the need to have representation with members that look like us, that understand our cultural background and diversity;
- Identify pressing issues that are affecting Spanish speaking/Latin American students and families within their communities;
- Engage member leaders in supporting educational aspirations of students and families; and
- Identify effective ways of communicating with members, students, and families around topics that resonate with them.

**Presenter:** *Jeremias Salinas*

## **ORG 101 101 Ways to Energize Your Association**

**Room 159 (Level 1)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

With 101 different examples of how union members have built strength through new ideas and initiatives, you will leave with dozens of ideas to incorporate at your site and/or association as soon as you get back home! Your members will no longer say “been there, done that,” because there will be new ways to engage your membership and talking points on how to ensure you can implement changes for a stronger association. With so many ideas to cover in 120 minutes, get ready because the ideas are going to be flowing non-stop!

The presenter will solicit worksite issues and association challenges to show how some of the 101 ways may be applied to make positive changes and build local association capacity. There will be time to share tactics and activities from participants’ sites and associations, as well as time to work in small groups to build a plan of action upon returning from the conference.

**Presenters:** *Karmen Lee Ortloff and Sean Ferguson*

## **ORG 103 Building Power within Your Local Using Organizing Essentials**

**Room 102 (South Lobby)**

*Level 1: Foundational*

This session will help locals mobilize, activate, and engage members and leaders to support internal and external relationships to recruit, retain and identify diverse groups of members and leaders. We will specifically look at the use of mapping and one-on-one conversations. This presentation will include multiple QR codes for electronic access to documents and activities allowing attendees to maintain and increase membership and leadership capacity.

**Presenters:** *Jennifer Stricherz and Rebecca Killen*

## **ORG 105 Tools of Engagement: Strategies to Boost Member Engagement, Utilizing NEA MB**

**Room 160 (Upper Mezzanine)**

*Level 1: Foundational*

For 53 years, NEA Member Benefits has provided solutions for all members and their families to help them achieve better financial outcomes. It is our mission to make members’ lives better and to add value to membership every day. Association leaders who understand how to use member benefits in membership recruitment and engagement work are helping members get the most out of their NEA membership while at the same time growing and strengthening the enterprise.

Join us to hear how member benefits can positively impact association loyalty. This interactive session is for participants of all experience levels. You will learn about the NEA Member Benefits Ambassador Network and how it is helping local affiliates connect with their members. We will share best practices and participants will receive time to establish or expand an integrated engagement plan around member benefits that can offer solution-oriented outcomes that can immediately impact members and local affiliates.

**Presenters:** *Teresa Muench and Kimberly Lindsey*

## **ORG 106 Energizing Educators to Organize and Lead: Positive Motivation Moves Mountains!**

**Room 104 (South Lobby)**

*Level 1: Foundational*

When motivated, our membership can move mountains! To affect change, we must energize our members to build positive relationships with policy makers. Building educator confidence to develop a message that elevates educator voices and thus improves learning for students.

In this session, you will learn how to build positive relationships with policy makers and how to develop a message and tell your story in a positive and influential way. Expect a fun, powerful, hands-on and interactive session.

When you return to your local, you will have strategies to energize your members to confidently build positive relationships with decision makers. Positive motivation moves mountains!

**Presenters:** *Joanna Barnes and Brigitte Tennis*



**ORG 107 ESPs and Teachers: Uniting to Win!****Room 105 (South Lobby)***Level 1: Foundational, Level 2: Mobilizing and Power Building*

This is the story of when ESPs and teachers in Ventura, California built a powerful partnership to win the largest increases in pay and benefits in the history of their locals.

Learn about our experience joining forces during difficult negotiations that forced the district to acknowledge our power, accept our demands, and understand our strategic priorities. Our united triumph helped us to identify and empower new leaders within our associations. Each event brought the associations closer together as we built on each other's strengths to create an unstoppable force.

This workshop will help members understand the value of labor-labor collaboration. This model wins gains at the bargaining table and also builds strong leaders, engages members, and activates potential members.

**Presenters:** Carol Peek and Dan Nelson



## SOCIAL & EMOTIONAL INTELLIGENCE DOMAIN

**SEI 100 A Toolkit to Help School Districts Advance Equitable School Employee Wellness****Room 208 (Level 2)***Level 2: Mobilizing and Power Building*

The COVID-19 pandemic has taken a significant toll on the well-being of school staff nationwide. While many schools offer wellness initiatives, many rely on providing employees with self-care techniques. A shift to a comprehensive coordinated approach to employee wellness is essential. Failure to address increasing strains on school employee wellness may exacerbate pre-existing staff shortages and further disrupt schools from recovering from the pandemic.

With funding from the CDC Division of Adolescent and School Health, Child Trends has developed a toolkit to assist school districts in creating a comprehensive approach to employee wellness. Our toolkit provides strategies to strengthen school employee voices and help build the skills to be active in decisions that impact their well-being. Strengthening employee voice is particularly important to ensure wellness teams are pursuing equity-focused goals that are representative of the needs of employees with diverse roles and identities. Each participant will receive access to the toolkit.

In this session, participants will learn about the many domains of wellness and become familiar with a process school districts can use to engage with school staff and other community partners to create safe and healthy work environments. Participants will be given a brief overview of our toolkit content, which includes guidance on building inclusive teams, setting data-driven goals, and engaging in continuous quality improvement. Participants will have the opportunity to apply what they learn while working in small groups, where they can engage in activities that they could bring to their own school communities. Finally, participants will begin to develop a message that they could use to communicate about school employee wellness and garner support in their own school communities.

**Presenters:** Brandon Stratford and Yosmary Rodriguez

**SEI 101 Avoiding Burnout with Mindful Self-Care and Self-Compassion****Room 213 (Level 2)***Level 1: Foundational*

During this session, we will explore the data behind the "Burnout" of so many education professionals in the field. Participants will take a self-assessment to understand their 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 mindset can lead to improved job satisfaction and increased self-compassion. Participants will identify self-care strategies and best practices to create healthy habits to minimize the physiological short- and long-term effects of workplace stress. Each participant will leave with an actionable plan based upon their individual needs and goals for overall well-being.

**Presenter:** Taraja Shephard Allen

**SEI 102 Building a Center for Wellness and Learning****Room 12 (Exhibit Level)***Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

In this session, we will explore how the South Carolina Education Association's (SCEA) Center for Educator Wellness and Learning was created. CEWL's mission is to improve the inner and outer lives of educators. It does this through providing free online and in-person resources to public school educators including: webinars, professional learning sessions, panel discussions, podcasts, blogs, and retreats.

Learn how the SCEA's collaborative staff work together to promote CEWL events and coordinate efforts to improve member recruitment and retention.

# BREAKOUT SESSION 1 – (CONTINUED)

**Saturday, March 11, 2023 • BLOCK 1 • 8:15 – 10:15 a.m. PST**

Todd Scholl, CEWL's Lead Learner, will share how to build a similar center from the ground up in a way that is both affordable and sustainable. Drawing upon over a decade of communications work and nearly three decades in public education, Todd will guide you through everything you need to begin creating relevant and engaging content.

Learn how to create effective websites, podcasts, graphics, and livestream events. You can begin exploring at [www.cewl.us](http://www.cewl.us).

**Presenter:** *Todd Scholl*

## **SEI 103 Can We Talk For A Minute? Sharing Your Journey, Your Voice**

**Room 202 (Level 2)**

*Level 1: Foundational*

This session will give ESP participants an opportunity to share their journey in a nonjudgmental space in which the participants will feel comfortable and encouraged to share their voices. This space will be a place where ESPs can build, share, and articulate their needs and learn from one another. Conversations will be the overall desire from all participants to shape the culture in the room and give voice to those not sure of the journey or how to maneuver the path to leadership.

**Presenter:** *Audrey Nichols*

## **SEI 104 Creating a Spark: Empowering Members to Grow Through Quality Trauma Content**

**Room 204 (Level 2)**

*Level 1: Foundational*

We engage with members every day but can miss the signs of a member that is ready to do more. We often don't think strategically about our desired goals and outcomes and how that pairs with finding and growing members to lead through quality engagement experiences. As an affiliate or local, we have an opportunity to not just engage with our members, but to facilitate spaces where members can create and deliver topics that are of interest to them. Join in engaging conversations on how to find self-motivated potential member leaders, how to grow them through collaborative work as seen in the trauma-informed educator's engagement experience, and how to empower them to transform lessons learned into their professional and affiliate experiences.

**Presenter:** *Amber Brown and Amy Lamb*

## **SEI 105 Leading with Heart: Recognizing and Responding to Ableism**

**Room 212 (Level 2)**

*Level 1: Foundational*

Did you know that the largest minority group in the U.S. is persons with disabilities? Disability intersects all other marginalized groups. In addition to the stigma of disability, many persons with disabilities encounter multiple and intersecting forms of discrimination. Approximately 15 percent of students served by our members are students with disabilities; approximately half of these have "invisible disabilities," or disabilities that are not readily apparent. Persons with disabilities encounter various forms of ableism daily. To end ableism, we must understand what it is, who it impacts, the negative effects, and how to work together to end it.

In this session, participants will have the opportunity to learn about the lived experiences of Disability Justice Activist Helena Lourdes Donato-Sapp. Participants will deepen their understanding of ableism by learning about disability models, the origins and forms of ableism, the impact of bias, and the role of critical dialogue in ending ableism. Presenters will utilize the foundational aspects of the Social Emotional Intelligence Leadership Competency to help guide participants in building on their own skills, knowledge and understanding in this area and explore how their unique geographic, demographic, and diversity of roles within the NEA uniquely positions them to lead to end ableism. Participants will develop a "why statement" for their leadership in ending ableism. In addition, participants will learn the perspectives of and empathize with individuals with disabilities. Lastly, participants will leave with a deeper understanding of the experiences of individuals with disabilities and will be able to articulate why ableism should be a priority in advancing NEA priorities focused on racial, social, and disability justice.

**Presenters:** *Antoinette Felder, Helena Lourdes Donato-Sapp, Tresina Alvested, Melissa Mayville and Mary Binegar*

## **SEI 106 Developing Cultural Awareness: Connecting with Students, Educators, and the Community**

**Room 214 (Level 2)**

*Level 1: Foundational*

Dr. Sonia Nieto, a cultural competence expert and Professor Emeritus at the University of Massachusetts, noted that it is important that we know ourselves as individuals who come from a particular culture. During this interactive workshop participants will learn more about themselves and the influence of culture and socialization. Developed from the foundations of diversity, cultural competence, and social justice, the presenters will facilitate exercises to lead participants to enhance their cultural self-awareness. Participants will reflect on the impact of the dimensions of diversity on their own identity and the identity of others, giving time to reflect on how that impacts the way they view themselves and how others see them. There will be further exploration and



discussion of the process of socialization in establishing “norms” of individual identity using the Bobbie Harro model of The Cycle of Socialization cited in the NEA Toolkit “Implicit Bias, Microaggressions, and Stereotypes Resources.” The workshop will encourage participants to develop a plan for continuing growth in understanding cultural norms and building relationships with mutual respect for diverse perspectives held by students, parents, educators, and community members.

**Presenters:** LaVeta Weatherington and Jackie Wooten

**SEI 107 It's Time to Listen: Using Empathy Interviews for a Human-Centered Approach to Organizing** Room 216 (Level 2)  
*Level 1: Foundational*

In this session, participants will learn how to use empathy interviews as a way to center marginalized voices in union-led improvement processes and to partner with historically marginalized groups as a way to practice anti-racism and ensure union efforts do not perpetuate the status quo. Learn how to create interview questions that provoke stories from users in your system, take part in your own empathy interview, and learn a protocol for analyzing the data so you can make informed decisions about changes to your system. Participants will walk away with tools to create community solutions as well as guiding principles to help lead change efforts that are centered around all of the humans that exist within the system.

**Presenters:** Leah Starkovich and Alyssa Nestler



## STRATEGY AND FISCAL HEALTH DOMAIN

**SFH 100 Fiduciary Responsibilities and Association Policies to Support the Ethical Culture** Room 74 (Lower Mezzanine)  
*Level 1: Foundational*

Understand the fiduciary responsibilities that all leaders are legally obligated to perform on behalf of the association and its members in an effort to be good stewards of the association's reputation and assets. Learn how a code of ethical conduct, conflict of interest and whistle-blower policies, as well as an audit committee, promotes an ethical culture and deters fraud.

**Presenters:** Paula Purdy and Rodney Rowe

**SFH 101 Grant Proposal Development and Strategy** Rooms 58, 60, 62 (Lower Mezzanine)  
*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

The basics of grant writing proposal development will be explored and purposefully aligned to your affiliate strategy. Learn how to “think” about non-dues resources via grants and how to begin to explore that as an option. Key to this effort is having the strategic intent behind your vision and clear purpose for the funds.

**Presenters:** Marlin Jeffers, Barbara Hopkins, Shafeza Moonab and Shannon Rasmussen

**SFH 102 Strategic Budgeting 101** Room 76 (Lower Mezzanine)  
*Level 1: Foundational*

Learn strategic budgeting basics for maintaining fiscal health. This session helps participants learn how to use the strategic plan to develop a budget. Participants will also learn about the life cycle of a budget.

**Presenter:** Robert Maleta

## BOARD ONLY SESSION

**BOD 001 We've All Got Issues: Pick One and Organize!** Rooms 50, 52, 54 (Lower Mezzanine)  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** Robert Brown, Susan Nicholas and Maria Bennet

# REFLECTION SHEET – BLOCK 1



**Joy, Justice, Excellence: The Strength of Educators.**

**Jot down your notes and ah-has.**

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

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

- 1.
- 2.
- 3.

Why is this session important to me?

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What are your key take-aways?

- 1.
- 2.
- 3.

**Amplify Your Voice**

**Share your experience using our social media platforms.**



Facebook – NEA Summit Leaders



Twitter – #EdLeaders #Leading4JoyJusticeExcellence



# BREAKOUT SESSION 2

Saturday, March 11, 2023 • BLOCK 2 • 1:00 – 3:00 p.m. PST



## ADVOCACY DOMAIN

### ADV 200 Empowering Tomorrow's Leaders in the Deaf and Hard of Hearing Community

Room 301 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

Participants will learn:

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

Presenter: Linda Miller

### ADV 202 Influencing Education Policy Using the Power of Relationships

Room 308 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

Presenters: Margaret Hoy and Layne McInelly

### ADV 204 Pathways for Effective School-Family Partnerships: A Strategy for Productive School Safety Dialogue

Room 306 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

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

Presenters: Joel Solomon and Naomi Campbell

# BREAKOUT SESSION 2 – (CONTINUED)

**Saturday, March 11, 2023 • BLOCK 2 • 1:00 – 3:00 p.m. PST**

## **ADV 205 See Educators Run, Organize, and Win!**

**Room 303 (Level 3)**

*Level 2: Mobilizing and Power Building*

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

**Presenters:** *Ava Chiao and Meighan Davis*

## **ADV 206 Solving Educator Shortages by Making Public Education Attractive and Competitive**

**Room 304 (Level 3)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** *Stacey Pelika and Dale Templeton*

## **ADV 207 Legislative Action Teams: Speaking Up for the Schools Our Students Deserve**

**Room 307 (Level 3)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

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

**Presenter:** *Kelsey Lovseth*



## COMMUNICATION DOMAIN

## **COM 200 How Leaders Impact Effective Communication**

**Room 155 (Upper Mezzanine)**

*Level 1: Foundational*

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

**Presenters:** *Rebecca Killen and Jennifer Stricherz*

## **COM 201 Listen Up! Designing and Conducting Listening Sessions to Strengthen our Union**

**Room 152 (Upper Mezzanine)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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



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

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

In this session, participants will learn to:

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

This session is divided into four quarters. The first quarter is instructional, the final three quarters are interactive, allowing participants to learn through practice. In the first quarter, participants will learn fundamental skills of listening without an agenda and unbiased moderation. Participants will then be guided through an activity in which they will design a brief listening session discussion guide. In the second half of the session, participants will work in pairs to practice guiding a listening session discussion, learning through self-evaluation, peer feedback, and expert review. Finally, the whole group will participate in a listening session moderated by participants.

**Presenter:** *Erica Seifert*

### **COM 202 Social Media for Advocacy**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

**Room 153 (Upper Mezzanine)**

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

**Presenter:** *Kate Hilts*

### **COM 203 This Communications Training is Like a Bridge: The Power of Metaphor**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

**Room 151 (Upper Mezzanine)**

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

**Presenter:** *Tory Brown*

### **COM 204 Race Talk: Effectively Facilitating Racial Justice Conversations and Engagements**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

**Room 156 (Upper Mezzanine)**

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

**Presenters:** *Eriece Colbert, David Colman, and Kelly McMahon*

### **COM 205 Listening to Association Silences to Amplify Collective Voice**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

**Room 157 (Upper Mezzanine)**

Although involvement and collective voice are explicit and prized association values, many of our members remain silent despite our efforts to invite them to participate. This session will explore the sources of those silences and interrogate the leader's role in appreciating, understanding and mitigating them to raise our collective voice. In their quest for meaningful participation, leaders need to critically reflect to understand and appreciate a reticence to speak out. After all, "[p]eople who have ideas and drive are in every workplace and school...ready to be discovered. Someone has to reach out and recognize them, to ask them to step out... And that someone is what we call a leader or organizer." (Gecan, 2004) During this presentation, participants will learn strategies that emphasize discussion – narrative and deliberative – in a way that amplifies marginalized voices.

# BREAKOUT SESSION 2 – (CONTINUED)

**Saturday, March 11, 2023 • BLOCK 2 • 1:00 – 3:00 p.m. PST**

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

**Presenter:** *Curtis Benjamin*

## **COM 206 Race Class Narrative: Telling Our Story and Organizing for Change**

**Room 154 (Upper Mezzanine)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** *Michael Scott and Merwyn Scott*



## **GOVERNANCE AND LEADERSHIP DOMAIN**

## **GOV 200 Reimagine Your Local: Becoming More Inclusive, Connected and Aligned**

**Room 204 (Level 2)**

*Level 3: Agenda Driving*

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

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

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

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

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



**GOV 201 Transformational Leadership**  
*Level 2: Mobilizing and Power Building*

**Room 203 (Level 2)**

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

Using a self-assessment, each participant will understand their strengths and their areas for growth in being a transformative leader. Levels of leadership may be fluid and changing—meaning that an individual may function at a different level based on the circumstances, environment, team, and other factors. These levels also aren't necessarily linear: people may move between levels at different times and may even lead in a way that incorporates different levels. Using a self-assessment, participants will build awareness of these different levels so they can better understand their own leadership and how to be most effective in different situations. Participants will discuss the difference between leadership and management, and reinforce that people can be both leaders and managers, or at least develop skills in each area. In other words, they are not only both important, but they are also not mutually exclusive.

**Presenter:** *Juliana Horwin*

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

**Room 205 (Level 2)**

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

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

**Presenters:** *Tony Martinet and Donna Christy*

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

**Room 207 (Level 2)**

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

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

**Presenters:** *Wafa Safi-Hassan and Angela Miller*

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

**Room 210 (Level 2)**

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

**Presenters:** *Melissa Del Rosario and Vanessa Pulkrabek*

# BREAKOUT SESSION 2 – (CONTINUED)

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## LEADING OUR PROFESSIONS DOMAIN

### **LOP 200 Accessibility Is More than Curb Cutouts: Our Role in Creating Accessible Environments**

**Room 4 (Exhibit Level)**

*Level 1: Foundational*

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

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

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

**Presenters:** Traci Arway, Maxine Mosley and Clinton Smith

### **LOP 201 Lead Your Own: How GrowVTed Is Supporting Vermont's Newest Teachers**

**Room 8 (Exhibit Level)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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

**Presenters:** Barbara Collette and Melissa Lyons

### **LOP 202 Leveraging Educator Voice for Safe, Just, and Inclusive Learning Environments**

**Room 9 (Exhibit Level)**

*Level 2: Mobilizing and Power Building*

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

**Presenters:** Karina Colon, Adrienne Bowden and Elic Senter



**LOP 203 ESP Leadership: Leading and Organizing Using NEA's Professional Supports Resources** Room 3 (Exhibit Level)  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** Lois Yukna and Debra Ward Mitchell

**LOP 204 Passport of Synergetic Union Capers: Connecting to the Hearts, Minds, and Interests** Room 7 (Exhibit Level)  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

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

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

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

**LOP 205 Place and Power: Using an Indigenous Worldview for Healing and Resistance** Room 10 (Exhibit Level)  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** Tucker Quetone and Emily Khan

**LOP 206 NEA Principles and the Future of Assessment: Now What???** Room 11 (Exhibit Level)  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** David Fernkopf, Becca Ritchie

**LOP 207 UNCONFERENCE Session: Envisioning the Future of Assessment – Part 1** Room 12 (Exhibit Level)  
*Level 1: Foundational, Level 3: Agenda Driving*

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

The Task Force identified five key Principles for the Future of Assessment that the NEA believes are key to reconceptualizing how we assess students. We believe that performance assessment is a key assessment method that holds promise as schools, districts, and states ask themselves, "If not standardized tests, then what?" Join us for a lively, compelling conversation about whether and

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how performance assessment can help contextualize the information we get from standardized tests and whether there are other assessment methods that can help us overcome the outsized influence that standardized tests have in decisions made about our students and schools.

**Presenters:** *Christine DonFrancesco, Harry Feder, and Hanna Vaandering*



## ORGANIZING DOMAIN

### **ORG 200** Fighting the Privatization of Education and Winning Community Schools: Of, By, and For the People

**Room 159 (Upper Mezzanine)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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

**Presenter:** *Kyle Serrette*

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

**Room 103 (South Lobby)**

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

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

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

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

**Presenter:** *Joshua Brown and Emma Bade*

### **ORG 202** Lights, Camera, Direct Action!

**Room 158 (Upper Mezzanine)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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

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

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

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



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

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

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

**Presenters:** *Karmen Lee Ortloff and Sean Ferguson*

## **ORG 203 NEA Organizing Fellowship Academy**

**Room 160 (Upper Mezzanine)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

The NEA Organizing Fellowship Academy was designed to train member leaders in the skills of organizing and advocating for members. This year's academy has 17 fellows whose learning will be heavily field-based and experiential. The participants will leave the program able to meet the expectations of UniServ Staff and Organizers. This session will provide an overview of this one-year program with competitive wages and benefits. Additionally, the 17 fellows currently enrolled in the program will share key learnings and memorable experiences. They will also be available to answer questions from participants.

**Presenters:** *Rhonda Thompson, Alesia Ruffin, Carlos "Chico" Robinson, Courtney Green, Ernest Garibay, David Jedidian, Justin Johnson, Tanya Redic, Mary Heeringa, Jason Fahie, Chantal Jasey, Marella McMillon-Holmes, Chris Horstman, Carin Polk, Beth Walker-Martinez, Charles Ronco, Keri Roberts, and Sobia Sheikh*

## **ORG 205 Our 17 Percent Increase: How We Are Creating New Roles and Habits in the New Hire Process**

**Room 101 (South Lobby)**

*Level 2: Mobilizing and Power Building*

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

**Presenter:** *Reed Scott-Schwalbach*

## **ORG 206 Our HAIR is on Fire! Uniting Educators, Students and the Community to Promote Justice and Combat Hate**

**Room 102 (South Lobby)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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

This session will highlight what happens when you have a local issue with national implications, and what to do when you pick up the phone when a national organization calls. Tulsa Classroom Teachers Association did just that, and the result is a partnership with Team Harmony that will serve as a catalyst for recognizing hate and doing something about it. The Team Harmony "We Have A Dream" Action Institute and Rally will bring together high school youth leaders and their teachers from every state for an experience designed to educate, inspire, engage, and activate them in the effort to promote mutual understanding and respect among all people.

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

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

**Room 105 (South Lobby)**

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

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

**Presenter:** *Amie Baca-Oehlert*



## **SOCIAL & EMOTIONAL INTELLIGENCE DOMAIN**

### **SEI 200 Identity and Leadership** *Level 1: Foundational*

**Room 202 (Level 2)**

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

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

**Essential Questions:**

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

**Presenters:** *Emerson Hoffzaes and Mindy Nickles*



**SEI 201    Nurturing Spirituality in Public Schools: An Evidence-Based Approach to Holistic Wellbeing    Room 206 (Level 2)**  
*Level 1: Foundational*

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

This session will present our research and engage participants in a session of the Awakened Schools Institute, a program for educators to nourish themselves and recognize themselves as agents of change. Following a centering practice, the session will present the science of spirituality and the 12 drivers of spiritually supportive school culture. Attendees will participate in an Institute session: Awakened Identity: Showing Up as the Undivided Self in Teaching. This session engages participants by focusing on recapturing joy and reclaiming agency in teaching through case studies, journaling, and small group discussion. Throughout this session, participants will engage with a set of contemplative practices which could be adapted for use in a variety of settings. The session will conclude with a process for creating an action plan to bring this work back to their context. As a result of this session, participants will be able to apply the science of spirituality to nurture their own inner life and to use their leadership to create an awakened culture in their context, particularly public schools.

**Presenter:** Amy Chapman

**SEI 202    Leading with Self-Awareness    Room 201 (Level 2)**  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** Comeshia Williams, Courtney Jolly, and Comelia Franceschi

**SEI 203    Political Tensions: Using Social and Emotional Learning to Build Bridges for Change    Room 211 (Level 2)**  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

The political rancor of the last few years has had a chilling effect on education. Democracy is hanging in the balance. Laid bare are the injustices of racism and antisemitism, poverty, and the uneven distribution of power. Too many people are denied agency in decision-making about their own lives. Many people see this reality as a clarion call for justice. And for others it brings fear of losing life as they know it. The cracks in our social fabric have been exposed. Many have focused on the darkness. Now is the time to focus on the light that shines through. NEA members are key actors in bringing about the just schools that support our citizens and democracy. Transformative change to bring about a just society is messy and requires practiced, disciplined thinking and action. Often the response stops at protest and little changes.

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

**Presenter:** Janice Jackson

**SEI 205    Supporting Member Mental Health and Wellness through Education, Advocacy and Collaboration    Room 209 (Level 2)**  
*Level 1: Foundational*

This session will highlight the truths around mental health that are leading to a decline in educator well-being and an increase in burnout. We will identify self-care strategies to create healthy habits to minimize the effects of workplace stress. There will be a live demonstration of a relaxing wellness activity. Participants will gain ideas, resources, and tips on how they can advocate for and create a strategy to promote mental health awareness among their members. They will explore ways to collaborate with the local union to host member-led "Wellness Workshops" that focus on creativity, relaxation, and relationship-building based upon

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the model of the Ohio Education Association (OEA) Wellness Cadre. The OEA Board of Directors saw a need to support the goals of members to engage in mental health and wellness activities and the Wellness Cadre began with virtual member-led activities and discussions such as Holiday Cookie Decorating; Understanding Trauma and Identifying resources; Virtual Painting; and Legislative Updates on mental health initiatives in education. OEA supports this initiative through the OEA Wellness Grants. This statewide grant opportunity helps local unions by providing funding and resources for member-led wellness activities. Local unions have held yoga classes, “Union night” at the drive-in, partnered with local business to provide “educators eat and shop here” vouchers, and even hosted food trucks to show member appreciation.

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

**Presenter:** Taraja Shephard Allen

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

**Room 208 (Level 2)**

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

**Presenter:** Meaghan Morgan-Puglisi

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

**Room 212 (Level 2)**

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

This session will assess the importance of understanding intent vs impact in verbal or behavioral microaggressive expressions, whether intentional or unintentional, and how the impact of a microaggression can lead to feelings of “-isms.” The session will explore how microaggressive expressions can be especially toxic for people of color and other marginalized groups in their work and educational environments that can preclude feelings of belonging. Participants will discover strategies to minimize microaggressive expressions in order to support inclusive educational and work environments.

**Presenter:** Aneeka R. Ferrell

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

**Room 215 (Level 2)**

This workshop is strengths-based and explores various ways of promoting one’s mental wellness. In light of the COVID-19 pandemic, the U.S. has seen a drastic increase in mental health disorders across populations. Participants will explore various mental health statistics (pre-pandemic and currently) as well as ways of coping with such struggles. This presentation will utilize an intersectional lens, acknowledging the various identities (race, ethnicity, gender, sexual orientation, gender identity, religion, age, socioeconomic status, ability, and more) with which participants come to the table, as well as how they affect one’s experiences. Participants will engage in discussion about their various individual strengths as well as protective factors that can help them endure. This workshop will also provide participants with information about ways of practicing self-care, utilizing coping mechanisms, establishing healthy boundaries, and making themselves available to strive toward their unique full potential. This session will utilize a number of learning modalities including whole-group discussion, paired discussion, story-telling, and video clips, as well as access to various mental health resources. Participants are invited to bring their full selves, as they explore ways of promoting mental health and wellness in their schools, worksites, and beyond.

**Presenter:** Philip McCormick





## STRATEGY AND FISCAL HEALTH DOMAIN

### **SFH 200** How to Do an Internal Audit of Your Association's Financial Records

Room 302 (Level 3)

*Level 1: Foundational*

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

**Presenters:** Paula Purdy, Rodney Rowe, and Robert Maleta

### **SFH 201** Partnerships to Create Non-Dues Revenue

Room 310 (Level 3)

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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

**Presenters:** Barbara Hopkins, Marlin Jeffers, and Shafeza Moonab

### **SFH 202** Priorities, People, and Planning: How to Develop and Manage a Strategic Plan

Room 312 (Level 3)

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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

**Presenters:** Kimberly Howard, Sherri Schwanz, and Kevin Riemann

### **SFH 203** Strategy Development: Putting the NEA Leadership Competencies into Action in Kansas

Room 305 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

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

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

### **SFH 204** We Lost Payroll Deduction...Now What?

Room 309 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** Kym Randolph and Dale Lee

# BREAKOUT SESSION 2 – (CONTINUED)

Saturday, March 11, 2023 • BLOCK 2 • 1:00 – 3:00 p.m. PST

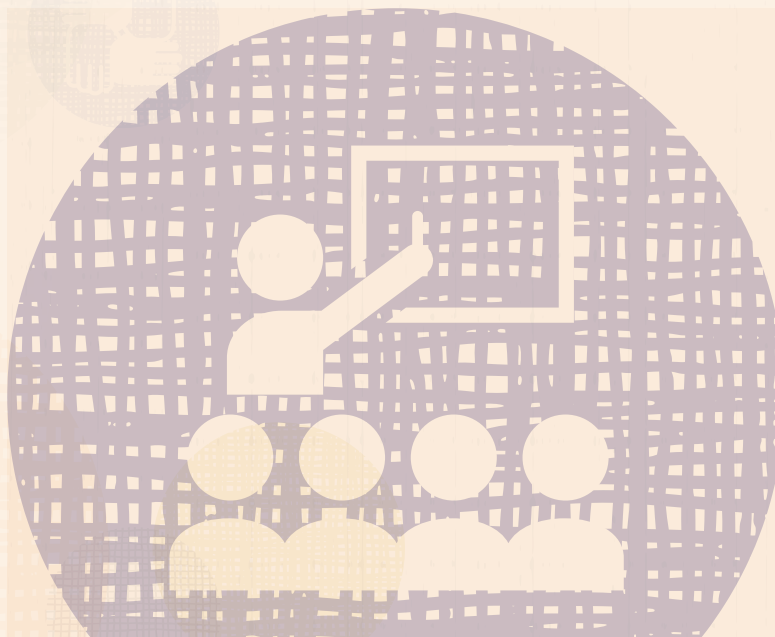
## BOARD ONLY SESSION

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

Rooms 50, 52, 54 (Lower Mezzanine)

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

**Presenters:** Brenda Robinson, Angie Powers, and Ed Ventura





# REFLECTION SHEET – BLOCK 2



**Joy, Justice, Excellence: The Brilliance of Students.**

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

As an education activist and leader, what are your career/professional goals and Association goals?

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How does this session connect to my goals?

- 1.
- 2.
- 3.

What I've learned from this session:

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**Amplify Your Voice**

Share your experience using our social media platforms.



Facebook – NEA Summit Leaders



Twitter – #EdLeaders #Leading4JoyJusticeExcellence

# BREAKOUT SESSION 3

Sunday, March 12, 2023 • BLOCK 3 • 8:15 – 10:15 a.m. PDT



## ADVOCACY DOMAIN

### ADV 300 The Strength of Educator Voice: A Round table Discussion on the 2022 Election

Room 301 (Level 3)

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

As long as politicians are involved in education, educators should be involved in politics. This roundtable discussion will use the expertise of our members to discuss how education leaders are the cornerstone of our democracy. Discussions will include how educators influenced elections in 2022 at the local, regional, state, and federal level. Our discussions will include:

- How do education leaders encourage member involvement in politics?
- How do education leaders influence local members?
- How do education leaders communicate or use social media effectively for political purposes?

Pennsylvania directors will speak about their experiences during the 2022 election through table discussions. Then, session participants will discuss the successes and obstacles during their own election experiences. Together, participants will discuss and develop strategies to maximize advocacy practices and build diverse partnerships.

**Presenters:** *Melissa Constantino-Poruben, Casey VanWhy, Maria Bennett, Nancy Behe, and Colleen Brodbeck*

### ADV 301 This Is Our Moment! Remember Who We Are and What We're Made Of

Room 302 (Level 3)

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

Popular media and academic research abound with conveyances of educators exiting the profession in frustration or exasperation. Whether due to feelings of demoralization (Santoro, 2018) or feeling attacked both at work and in society, educators are not staying in education for as long as past generations and are leaving the profession faster. In today's contentious moments socially and politically, we have to remember and reflect on the heroic traditions of educators who've faced enormous difficulty. We must remember that even in the most extraordinarily trying times, educators were vanguards in defending the sanctity of their profession, protecting quality education for students, and pushing for a better society against harmful governmental policies. This session seeks to remind educators specifically, but indeed all attendees, of educators exhibiting resistance efforts in defense of their profession, as well as highlighting instances where educators stood up against governmental policies to benefit the broader public.

This session is in part about contextualizing this moment within a continuum of challenging moments educators have, and to ensure that today's teachers understand that "we've been here before." This session is also intended to link our contemporary struggle here in America with that of other educators from all over the globe: educators here are part of rich tradition and special community of educators and we are not alone. Lastly, this session will encourage and motivate educators in protecting our profession, our student's access to quality education, and our society from the worst inclinations of more powerful institutions, which is what we must do, and have always done. This our moment to show what we're made of.

**Presenter:** *Keith Benson*

### ADV 302 Winning LGBTQ+ Justice in Our Public Schools and Our Union

Room 308 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Today, harmful and extreme ideologies are hard at work with the intent of erasing marginalized communities with a specific laser-focus against LGBTQ+. This divisiveness has led to mistrust and breakdowns in systems, including public education, and highlights the fact that not all students are being served. Attacks against LGBTQ+, "Don't say Gay," bans against transgender youth, and a lack of representation in academic standards and curriculum contribute daily to the culture of hate and exclusion creating harm not only to students and families, but also queer educators.

The Colorado Education Association (CEA) recognizes the need to support and advance the rights of queer educators, students, and families and is resolute in its stance towards LGBTQ+ liberation. As the CEA began its work towards LGBTQ+ liberation, Colorado educators heeded a call to action to fully understand Colorado's LGBTQ+ educational landscape and how our queer educators and students fit within that system. Through that work, it became evident that the CEA also needed to understand how queer



educators saw themselves within the union structure. As a result, the "LGBTQ+ in Education" report, a first of its kind that outlines the experiences of our queer educators, not only in their public schools, but also within the union, was published. The CEA and affiliated locals across Colorado are now working to elevate LGBTQ+ educators, students, and families in their public schools while simultaneously building a more equitable union.

This presentation will bring this report to life by sharing Colorado's wins for our LGBTQ+ students and educators. Through a variety of discussion and activities, NEA members will learn how to use the report as a playbook to push on state and local policies, including collective bargaining agreements, while guaranteeing that LGBTQ+ educators and students are not erased, but elevated, to create a more socially just public education system and to build a more equitable union.

**Presenters:** *Taylor Davis, Joshua Quick, Sara Fitouri, and Anthony Brisson*

**ADV 303 Working Beyond the Election: One Local Association's Plan for Advocacy and Organizing**  
*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

**Room 314 (Level 3)**

Advocating for the common good in our public schools means building relationships with elected officials, being the local authority on education priorities, and organizing association members and community allies to affect positive change. With its ever-increasing hostility towards public education, today's political climate means local associations must plan for everything. Developing a plan of action using skills such as back-mapping an intended outcome and utilizing positive relationships with elected officials to hold them accountable makes positive change possible.

**Presenters:** *William Lewis and Veronica Golden*

**ADV 304 Successful Community Schools Recipe: It's All About That Sauce!**  
*Level 1: Foundational, Level 2: Mobilizing and Power Building*

**Room 303 (Level 3)**

The session will be a practical guide to help leaders advance community schools strategies. It will provide leaders with the advocacy tools needed to advance community schools as a strategy to improve schools, provide more equitable opportunities, and prepare students for success.

**Presenters:** *Arnetta West, Dana Brown, and Jay Howard-Brock*

**ADV 305 UNCONFERENCE SESSION: Measurement for Justice: Transforming "Accountability"**  
*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

**Room 305 (Level 3)**

Accountability systems created by state and local education agencies depend on information from high stakes standardized tests to tell us about opportunity gaps in our nation's schools. This pressure to perform on standardized tests trickles down to our students and the consequences of testing are felt disproportionately by students with disabilities, economically-disadvantaged students, and students of color. It's time to stop putting the pressure and blame on WHO we are assessing and start examining WHAT resources, funding, and opportunities are available to our students.

In this UNCONFERENCE session, participants will engage in inquiry-based discussion with NEA staff from Community Advocacy & Partnership Engagement and Education Policy & Practice. Participants will review examples of state and local accountability systems from across the country—some good, and some that could use improvement. We will work together to identify indicators that can be incorporated into accountability systems to drive equity and ensure opportunity for our students. In addition to reading and math scores and student attendance, what other factors are important for measuring and supporting school quality? What about access to financial literacy coursework, dual enrollment at Minority Serving Institutions, and ethnic studies courses? We will work as a group to identify indicators that can help secure opportunities for each and every one of our students.

Join us as we work to address the gaps in our nation's accountability systems! Participants will leave this session with specific ideas about how to contribute to updates in their state and local accountability systems and school report cards. Together, we can ensure that accountability systems support student success and the joy of learning rather than quashing it.

**Presenters:** *Lindsay Peifer and Christine DonFrancesco*

**ADV 306 Understanding Power, Privilege and Oppression**  
*Level 1: Foundational*

**Room 304 (Level 3)**

In order to counter the impacts of white supremacy culture, we must understand how power, privilege, and oppression have created and sustained systemic inequity and racial and social injustice that has impacted our communities. This session explores critical concepts to build our collective awareness, while providing the space to intentionally engage in the necessary mirror work to further our own personal journey to advance racial justice and equity.

**Presenters:** *Lisa Jennings and Ryans Calmont*

# BREAKOUT SESSION 3 – (CONTINUED)

**Sunday, March 12, 2023 • BLOCK 3 • 8:15 – 10:15 a.m. PDT**

## **ADV 307 School Rescue Funds: Accessing Billions of Dollars for Members and Students**

**Room 311 (Level 3)**

*Level 2: Mobilizing and Power Building*

The NEA created the School Rescue Fund Coordinators Network following the historic investment of \$172 billion in public education through the American Rescue Plan Act.

Designed to create a network of policy experts, research analysts, organizers, members and communicators, the SRF Network of coordinators from over 30 states has directly impacted over \$1.4 billion in educator/student-centered funding.

Across the country coordinators and State Affiliates have helped address the educator-shortage by raising educator wages and providing additional compensation for their work during and recovering from the impacts of COVID-19; they have improved school health and safety by improving or installing HVAC systems; addressed historic pay inequities in underserved districts; and created and expanded Social and Emotional Learning practices, including the hiring of hundreds of new full-time counselors and mental health specialists.

This session will present examples of success from around the nation, demonstrate and train on best practices, and provide guidance on the process for state and local leaders to maximize the funds at all stages of the American Rescue Plan implementation. Additionally, leaders will learn how to work with their School Rescue Fund coordinator to maximize gains.

**Presenter:** *Conor Hurley*

## **ADV 308 Disability Justice Needs Educators to Lead the Way**

**Room 307 (Level 3)**

*Level 1: Foundational*

Persons with disabilities are the largest minority in the world; disability intersects all other marginalized groups. Although advances have been made in disability rights and inclusive practices, disability advocates have primarily focused on disability rights without considering those with disabilities who live at the intersection of other marginalized identities. To ensure that our advocacy efforts are not singularly focused, we must consider how we can broaden our efforts to include disability and intersectionality. Disability Justice provides a framework that centers on intersectionality and offers principles to guide our disability advocacy efforts moving forward. During this traditional presentation, presenters will build participant understanding around disability prevalence; the inequitable distribution of disability; the relationship between bias, disability type and intersectionality; and, how Disability Justice Principles target these inequities. Presenters will guide participants to make connections between Disability Justice Principles and NEAs Goals and Strategic Objectives to help participants develop a “why” for leading in this space. Presenters will focus on the foundational level of the Advocacy Competency to help members build on their own skills, knowledge and understanding in this area and explore how their unique geographic, demographic, and diversity of roles within the NEA uniquely positions them to lead for Disability Justice. In addition, participants will learn how to engage and build mutually beneficial relationships to advance advocacy on disability justice work and act on social justice initiatives. Participants will be asked to share the first step that they will commit to taking toward a disability-just society.

Before closing the session, presenters will share information and opportunities for action in which NEA is engaging around the Disability Justice sphere.

**Presenters:** *Anzer Nikki Woodward, Alison Lauber, Katherine Bishop, Ron Benner, and Helena Lourdes Donato-Sapp*

## **ADV 309 How to Support LGBTQ+ Educators: Out or Not**

**Room 105 (South Lobby)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Members of the LGBTQ+ community educate in classrooms across the nation, whether they’re “out” or not. But, in this divisive climate in the U.S., not all LGBTQ+ educators feel safe or supported inside or outside of the classroom. Join this session to learn how to effectively support, advocate, and uplift LGBTQ+ educators. Through candid conversations, you will learn best practices and intersectional approaches for implementation and advocacy.

**Presenters:** *David Fernkopf, Angie Powers and Anthony Pennock*





## COMMUNICATION DOMAIN

### COM 300 Building Member Loyalty

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Room 151 (Upper Mezzanine)

The Building Member Loyalty training addresses three of the NEA Leadership Competencies—Advocacy, Communication, and Organizing.

The training demonstrates to local presidents and leaders how to create more loyal members by strengthening the link between educators and the NEA/state affiliate/local brand(s).

A loyal member is an educator who sees the value of the union far outweighing the cost of membership. And more importantly, a loyal member is a member who will actively work to advance the union's agenda.

This training meets the Advocacy competency because stronger members create stronger locals, and stronger locals create stronger state affiliates, and stronger state affiliates lead to a stronger NEA. Strengthening the union at all levels puts us in a much better position to advocate for students, educators, and public schools. It also puts us, as a union, in a better position to advance racial and social justice in our schools and communities.

It meets the Communication competency because the training demonstrates a strategy that leads to systemic, consistent communication with members about the union's mission, core values, etc. It uses these elements to communicate a values proposition to members.

It meets the Organizing competency because helping locals create a loyal membership base leads to the recruitment of new members and the retention of current members. It also protects our membership base from competing organizations.

**Presenter:** Brian Washington

### COM 301 Conquer Your Glossophobia (Fear of Public Speaking)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Room 152 (Upper Mezzanine)

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.

**Presenter:** Ramona Oliver

### COM 305 So, You Want to Talk about Race?

*Level 2: Mobilizing and Power Building*

Room 154 (Upper Mezzanine)

We will reflect and talk on our implicit biases and our personal education on race issues.

Topics of discussion will include:

- The School to Prison pipeline
- Systems of Power
- Intersectionality
- Microaggressions in the workplace and the local union

The session will also include strategies and best practices on discussing race in and racial issues in the classroom.

**Presenter:** Joseph Torres

# BREAKOUT SESSION 3 – (CONTINUED)

Sunday, March 12, 2023 • BLOCK 3 • 8:15 – 10:15 a.m. PDT



## GOVERNANCE AND LEADERSHIP DOMAIN

### GOV 300 Fighting the Patriarchy and Internalized Misogyny

Room 201 (Level 2)

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

Participants will examine the historical patriarchal structures that dominate both public school systems and our unions and begin the process of self-exploration of embedded misogynistic beliefs.

After examining historical structures and engaging in some self-reflection and conversation, participants will develop personalized plans to begin the process of refuting these internalized and embedded beliefs and will engage in a process to determine steps forward when faced with misogyny, especially from other members.

The ultimate goal of the session is to identify paths forward that will break-up the patriarchal systems that dominate both our work and union lives.

**Presenter:** Shelly Krajacic

### GOV 301 Leading the Profession through Service Leadership

Room 211 (Level 2)

*Level 1: Foundational*

From our school buildings to our state and local affiliation, service leadership is at the core of what we do. Just like our union work, teaching can transform and empower others through leadership. One of the many leadership styles is servant leadership. Servant leadership is a leadership approach centered on developing, serving, and empowering followers.

**Presenter:** Ashlyn Drew

### GOV 302 Membership to Leadership: Evaluating Local Structures to Create ESP-Friendly Unions

Room 206 (Level 2)

*Level 3: Agenda Driving*

This workshop will provide a roadmap to evaluate local structures, such as leadership roles, membership engagement, bylaws, and bargaining. Evaluating these structures is the beginning to understanding barriers ESPs face within local structures, preventing them from becoming more engaged and taking on leadership roles. Increasing awareness and understanding is the first step to establishing change within locals to become inclusive organizations for ESPs. We must include the voices of ESPs within locals and districts by creating space for all members to work together, not as individual voices, but as a collective to build a stronger movement. Creating collaborative and inclusive union spaces builds stronger unions. Participants will learn to create an action plan tailored to their local needs. Participants will use their awareness to achieve their leadership goals, creating the change needed to win on the issues facing public education and the labor movement. This session and content are applicable and relevant to all NEA membership categories while addressing the unique needs of all local and state affiliates.

**Presenter:** Joni Cederholm

### GOV 303 Being a Local President: Tips, Tricks, and Traps of Local Leadership

Room 205 (Level 2)

*Level 2: Mobilizing and Power Building*

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

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

**Presenters:** Tony Martinet and Donna Christy



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

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

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

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

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



## LEADING OUR PROFESSIONS DOMAIN

**LOP 301** **Supporting Emerging ESP Leaders Through ESP Leadership Mentoring Programs**  
*Level 2: Mobilizing and Power Building*

**Room 3 (Exhibit Level)**

Mentoring programs are essential to support Educational Support Professionals' (ESP) emerging leaders and mobilize other rank-and-file to lead and become positive forces throughout our union's organizing effort.

Join two Massachusetts ESP leaders and learn about the statewide ESP Leadership Mentoring Program (LMP). Be taken through their journey of establishing the ESP LMP, explore different types of mentoring programs and learn everything you need to know in order to establish your own ESP-focused mentoring program. For ESPs by ESPs: it's about focusing on leadership development, capacity building, and mobilizing ESPs in a manner that is rooted in the power of the rank-and-file. This workshop is aimed at supporting you in your efforts to open doors for ESP members by promoting and supporting the creation of the next generation of ESP leaders.

**Presenters:** *Sonia Fortin and Amy Morin*

**LOP 302** **Traditional to Transformative: Freedom-Dreaming through Community Schools**  
*Level 2: Mobilizing and Power Building*

**Room 4 (Exhibit Level)**

In order to transform inequitable school systems, we must first imagine a better reality unlike the traditional one. Families should be viewed and respected as key informants, resources, and leaders, rather than recipients of services. Imagine schools that are welcoming and thriving learning environments built from the dreams and strengths of students, families, the community, and educators. In this session, participants will freedom-dream through collaborative envisioning, share lived experiences, and foster ongoing support to organize allies and impact Community School policy and reform. In return, this network of leaders can help foster safe and rigorous environments through professional learning, while providing welcoming and engaging spaces that increase greater student achievement.

What are your freedom-dreams for education? What are students' freedom-dreams, especially your marginalized students, and how do you know? How would education look, feel, sound, and work in your freest of dreams? What is in your power now to get us closer to that dream?

**Presenter:** *Christina Gordon*

# BREAKOUT SESSION 3 – (CONTINUED)

**Sunday, March 12, 2023 • BLOCK 3 • 8:15 – 10:15 a.m. PDT**

## **LOP 303 Using the NEA's ESP Professional Growth Continuum to Serve Your Association and Its Members**

**Room 7 (Exhibit Level)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

The NEA's ESP Professional Growth Continuum's (PGC) Universal Standards can help members develop a professional common language and strengthen confidence through professional learning, identify where they want to go in their professional growth journey, learn why this growth is essential, and become a vehicle for leadership development.

We will share how to:

- Use the NEA PGC standards and micro-credentials in your association and district to support the development of ESP skills as a district priority by securing buy-in from district leadership and governing board members
- Raise awareness for bettering habits
- Leverage the expertise of ESP members by creating opportunities for them to step into leadership roles as subject matter experts
- Make a case for greater investment in your colleagues to increase organizational capacity
- Break down the institutionalized systems of oppression that keep education support professionals from realizing their full leadership potential.

This session will show the journey that Phoenix Union Classified Employees Association has taken to translate the PGC into a living program used to start and enhance a professional growth program.

**Presenters:** Felicia Lewis, Melody Bach-Hodnefield, and Kimberly Bertocci

## **LOP 304 Women's Leadership Panel**

**Room 8 (Exhibit Level)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Women are powerful agents of change, and the far-reaching benefits of diversity and gender parity in leadership and decision-making are increasingly recognized in all spheres. Still, women continue to be vastly under-represented in leadership roles in politics, businesses, communities, and our own union. Having women in leadership roles where decisions are made can have a profound impact not only on the women in those roles, but on all involved. In this session, an incredible group of leaders will share a little about their journey and provide tips and strategies to participants to help navigate their leadership journey.

**Presenters:** Stephanie Johnson and Eriec Colbert

## **LOP 305 How to Implement Quality Education Support Professionals Professional Development**

**Room 9 (Exhibit Level)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Are you looking to lead the work to provide quality professional development for Education Support Professionals? Through quality professional development, ESPs will lead the transformation of public education and student learning as we know it. This session is for all ESPs and those in leadership positions who want to lead in this work. Come learn how to develop structures and processes to build a system to support quality professional development. Examine a variety of quality professional development opportunities for ESPs that advance their professionalism and build their core knowledge, while also increasing their wages. Participants will leave with multiple ways to implement quality ESP professional development within their local and support this work.

**Presenter:** Laura Warren

## **LOP 306 Increase Your Capacity to Assist Students on All Levels**

**Room 10 (Exhibit Level)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

With the integration of more Resource students into the General Education population across the U.S., there is increasing trepidation with how these students will be supported to be able to thrive. Additionally, many wonder how the integration will affect the on-level students in the class. In this workshop, you will learn more about how to identify needs to teach and strengthen executive function skills for all students to help them truly succeed; no matter what placement they are in. This session will help you to lead our profession as student learning increases while they are provided equitable access to opportunities. Current issues will be discussed, resources will be shared, and participants will have the opportunity to share. At the end of the session, ESPs, teachers, and administrators will be prepared to return to their schools with an increased capacity to reach all students.

**Presenter:** April Reisma



**LOP 307 UNCONFERENCE SESSION: Envisioning the Future of Assessment – Part 2****Room 12 (Exhibit Level)***Level 1: Foundational, Level 3: Agenda Driving*

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

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

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

**LOP 308 Excellence, Growth and Leadership: Professional Development to Support Year-Round Organizing****Room 11 (Exhibit Level)***Level 2: Mobilizing and Power Building*

Excellence in public education is deeply rooted in our Union and in this session you will identify strategies and tools NEA-New Mexico leaders have used to grow a grassroots, racially and socially relevant, professional learning initiative by NEA members, for NEA members. As a participant of this interactive workshop you will have the opportunity to develop your own action plan for professional excellence, membership growth, and leadership identification. With a specific focus on NEA's year-round organizing campaigns and NEA's Racial Justice in Education Framework, you will leave this workshop with a working understanding of how to raise awareness, build capacity, and take action for leading our profession and promoting our association's role in improving the learning of all students.

*Presenters: Bethany Jarrell, and Andrew Montoya*



## ORGANIZING DOMAIN

**ORG 300 Parent-Teacher Home Visits for the Win! Get to Know this Relationship-Building Strategy** **Room 103 (South Lobby)***Level 1: Foundational, Level 2: Mobilizing and Power Building*

Educators are among the biggest champions of the Parent Teacher Home Visit (PTHV) model. Indeed for more than 25 years, PTHV has been NEA's partner in bringing families and educators together in the name of student success. PTHV enriches the teacher/student/family dynamic and member-activists have discovered it also has the capacity to fuel relevant and thriving associations. Join PTHV and NEA's Centers for Professional Excellence and Student Learning and Racial and Social Justice for this workshop on the transformative power of relational trust. Learn ways PTHV helps members develop family engagement skills, realize greater job satisfaction, and contribute in a meaningful way to school climate and culture. Hear how PTHV is developing a track record for better labor-management collaboration and deepened relationships with the community.

*Presenters: Stacey Grissom and Gina Martinez-Keddy*

**ORG 301 Playing Offense: Building Capacity to LEAD Change (Not Just React to Bad Change)** **Room 159 (Upper Mezzanine)***Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

Our union must always play strong "defense" to protect the teaching, learning, and working conditions of our students and our members, as well as the profession overall. Defense is vital. Over decades, we have developed an array of strong tools, strategies, and tactics for our leaders and members to hone to protect ourselves and our students—to solidify gains and minimize losses—from decisions and actions made on the building, district, state, and/or national levels.

# BREAKOUT SESSION 3 – (CONTINUED)

**Sunday, March 12, 2023 • BLOCK 3 • 8:15 – 10:15 a.m. PDT**

Yet, defense alone is insufficient. If we do not “play offense” with equal vigor and savvy, we put ourselves (our leaders and members) in a very reactive position with those in authority or power (principals, district administrators, legislators, educators from departments of education, etc.) “defining the problem,” pushing their narrow, “compliance-driven solutions,” and “framing the language and terms of OUR success.” This leaves others to appear as “experts” and the union and our members as mostly implementers of THEIR ideas. If we do not have a robust offense, we appear as if we are always “against change” and “fighting against bad” vs LEADING change and “fighting for good.”

In this provocative, interactive, dialogue-based session participants will talk “offense” via large group, small group, brainstorming, and planning opportunities to learn from each other, as well as the facilitators. What can we do individually and collectively as leaders in our settings to influence change proactively? LOTS!!! Participants will explore and “try on” multiple, authentic large- and small-scale ideas, strategies, tactics, framing language/questions, and collaborative engagement approaches to begin developing, shifting, or continuing to grow themselves as “offensive-minded leaders.” Participants will definitely leave with a new mindset and outlook regarding what is possible, along with some powerful plays for their “offensive playbook” to take back to their particular settings!

**Presenters:** *Alan Young and Maddie Shepard*

## **ORG 302 Retaining Excellence: Elevating the Voices of Racially and Ethnically Diverse Members**

**Room 160 (Upper Mezzanine)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

As the nation's diverse student populations increase, it is critical for state affiliates to prioritize participation and retention efforts of diverse educators and members. Retaining excellence can be accomplished through pathways that promote a better sense of belonging, while elevating the voices of racially and ethnically diverse members. During the presentation, participants will learn about a NEA Teaching Fellow's journey of leading with equity through advocacy, organizing, and social emotional intelligence that is transforming the association's practice of membership participation and leadership development. Participants will also have the opportunity to share innovative practices through a roundtable discussion on strategies that elevate the voices of racially and ethnically diverse members. By reimagining how associations can build a sustainable sense of belonging with its diverse population, a stronger association can thrive.

**Presenter:** *Faith M. Sweeney*

## **ORG 303 Turning Hard Knock Lessons Into Powerful Punches: Building Our Movement**

**Room 158 (Upper Mezzanine)**

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

After devastating losses in the Florida midterm election of 2022, there were many profound lessons learned that are worth sharing. These lessons revolve around organizing, mobilizing, and building power. This session is designed to inspire those leaders that have been met with roadblocks, but have the tenacity to keep on fighting. We will engage in best practices on building power through community, engaging in political activism, and communicating with intentionality. The lesson will largely revolve around storytelling. It will be influenced by my journey as the democratic nominee for Lt. Governor of Florida, the pitfalls, the observations, and the way to move forward in a state lacking infrastructure that is regressing in educational equity and opportunity. The session will focus on two domains of the NEA Leadership Competency Framework: advocacy and organizing. It will empower participants through thought provoking activities and discussions that support internal and external relationships and advance their local's strategic priorities. This will naturally flow into the advocacy competency which advances the cause of public education.

The instructor will engage the participants through various modalities in traditional presentation style, while framing the lecture around storytelling techniques. The lesson will require a projector as there will be various artifacts and elements that will be shared through audiovisual presentations. The attendees will be encouraged to ask questions and participate in actions, including a home learning assignment.

The expectation is to give participants access to proven community-building techniques to build coalitions, partnerships, and power. They will understand the process in which goals to advance opportunities for public education can be achieved. This workshop will inspire and bring joy to those educational leaders that are pursuing justice and excellence by building powerful community partnerships.

**Presenter:** *Karla Hernandez-Mats*



**ORG 304 M and M's and More: Membership Recruitment and Mobilization****Room 157 (Upper Mezzanine)***Level 2: Mobilizing and Power Building*

This interactive session focuses on how to support leaders, engage membership, and mobilize for power. In this session, participants will do a deep dive into the Organizing competency domain, specifically how to create conditions for continuous association growth and strength. This session is geared for those leaders seeking to build leaders and mobilize members in their association.

Participants can expect table-led and group discussions, as well as innovative techniques to network with diverse groups of education professionals, including community organizations, the media, and elected officials, and to determine ways to assist members with internal and external methods that demonstrate value and respect for all professionals.

**Presenter:** *Constance Higginbotham*

**ORG 305 Mobilizing Members: How to Go From <10 to >100 Participants****Room 155 (Upper Mezzanine)***Level 2: Mobilizing and Power Building*

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

**Presenters:** *Melissa Buckley and Kelly Wilson*

**ORG 306 Organizing for Action: Winning the Schools Educators and Students Deserve****Room 104 (South Lobby)***Level 1: Foundational, Level 2: Mobilizing and Power Building*

The nuts and bolts (in plain speak) of organizing for action when contract bargaining has stalled out.

What you need to know about:

- Pulling back the cloak of secrecy around bargaining
- Lifting up the community through bargaining
- Communication
- Strength in unity
- Contract action teams and roles within the teams
- Planning for major actions

And more

**Presenter:** *Deborah Gesualdo*

**ORG 307 Bringing Everyone to the Table: Engaging Every Member in Collective Bargaining****Room 156 (Upper Mezzanine)***Level 1: Foundational, Level 2: Mobilizing and Power Building*

Collective bargaining gives educators a voice, but how do we get every member involved?

This session will help you strengthen your association and build power during contract negotiations through engaging each and every one of your members through online and offline organizing tactics to win big at the bargaining table.

How can we make members feel part of the process and ensure their voices are heard? How can we bring joy and fun to negotiations? How can all members fight for justice and feel seen in the process? How can we build leaders at the bargaining table? How can we ensure excellence within our bargaining action team to support organizing, actions, and building collective power? These questions and many more will be addressed during this session as we learn how to use and implement strategies to help us negotiate with joy, justice and excellence.

During this session, you will engage with ready-to-use strategies to build up your bargaining action team to invite rank and file members to engage in the process, bring stories to the table, and foster development of leaders to build power during collective bargaining.

Participants will leave with clear goals, strategic plans that rely on data, digital tools and social media for member engagement, and pathways to organizing more effectively and equitably around collective bargaining.

**Presenters:** *Sydney Slifka and Michelle Moehlis*

# BREAKOUT SESSION 3 – (CONTINUED)

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## SOCIAL & EMOTIONAL INTELLIGENCE DOMAIN

### SEI 300 Trust in a Culture of Collective Responsibility

Room 202 (Level 2)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

In this session, participants will examine, reflect on, and analyze organizational leadership privileges, trust and collective responsibilities. Through an equity lens, participants will determine the benefits and costs of dispensing social capital with collective responsibility on the forefront.

**Presenters:** Chaka Diop and Tyree Rivers

### SEI 301 Using Growth Mindset to Create a Culture of Effort and Success

Room 209 (Level 2)

*Level 1: Foundational*

During this session, educators will learn the benefits of creating a Growth Mindset Culture in their school and ways to integrate this theory into the school in a way that best serves their students as well as the school community/workplace.

Educators will be introduced to principle concepts of Growth Mindset such as the power of yet, determination and grit, etc., along with ideas they can implement into programs they are already doing in their school buildings and communities.

Participants will be educated on the profound research about Growth Mindset and they will leave equipped and empowered to lead the creation of a Growth Mindset Culture in their school that will display the strength of educators, highlight the brilliance of students, and provide the community with power to forge a path into the future.

**Presenter:** Nicole Webster

### SEI 302 What Are You Going to Do About It? Microaggression, Racism, Education

Room 207 (Level 2)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Do you know that teachers of color close our classroom doors or whisper in hallways in order to have conversations about racism and microaggressions in schools, unions, and educational spaces?

Well, there is no more need to whisper. In this truly brave space, we will, as the ancestors say “speak the truth and shame the devil,” write, and come up with a plan of action to combat racism and microaggressions in education spaces.

We will look at video case studies and create a constitution on how to foster the brilliance of Black and Brown students in education spaces and defend and protect Black and Brown educators in education and union spaces.

We will also examine important questions, including:

- What should be done when teachers cause harm to Black children?
- How do we incorporate students’ cultural backgrounds into classrooms?
- How do we combat “Racial Battle Fatigue” in education and union spaces?
- How do we provide Black joy, Brown pride, fun, or enjoyment in our classrooms, schools, or educational spaces?

**Presenters:** Sundjata Sekou

### SEI 304 Workplace Well-Being: Essentials for Cultivating Community in Our Schools

Room 214 (Level 2)

*Level 1: Foundational*

Unions have a history of establishing protections for educators to ensure their schools are workplaces in which educators and students are able to thrive. The pandemic has shined a light on the increased educator demands over the past few decades. Educators hustle through the day performing the growing lists of responsibilities like school safety, student mental health, email correspondence, perpetually changing technology, and an increased number of student accommodations. Our workday is underscored with a



sense of urgency and magnitude. This workshop will review the impact these intense working conditions and divisive politics have had on educators. Participants will learn about the essentials of workplace well-being and analyze how these essentials translate to education. Participants will engage in activities to elevate educator voice and foster collaboration and connection. The activities will promote well-being and cultivate a sense of community within their association. This workshop will also address the application of well-being to those in leadership positions to develop and sustain their leadership capacity.

**Presenter:** *Lisa Garcia*

### **SEI 305 The School in the Mirror**

**Room 208 (Level 2)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

In this session, attendees will discover various methods to improve relationships on campus with students. Attendees will receive the framework for creating environments to support students' social and emotional well-being. Attendees will also set SMART goals to initiate change on campus to meet the needs of their students. This session will help build safe, healthy, inclusive, and future-focused learning environments for students to thrive. Supportive learning environments must be intentional and affirming to students and employees that attend the educational organization. Character education is the fundamental block that connects learning experiences together. In conclusion, this presentation will provide educators with the steps needed to promote character education by building positive relationships on campus with educators. It will also stress the importance of appropriately reaching students where they are in order to allow them to feel safe and supported on campus.

**Presenter:** *Quentin Lee*

### **SEI 306 The Science and Art of Mindfulness: Cultivating Awareness and Compassion**

**Room 203 (Level 2)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

Intended Audiences are teachers, counselors, nurses, classified employees, coaches, administrators, or anybody who is employed by the educational sectors and wants to learn about Mindfulness Practices.

This workshop introduces the research and practices of the mindfulness-based approach to use in the classroom. Mindfulness is neurorestorative brain fitness designed to improve executive function. Mindfulness trains the brain to have focused attention and increased emotional regulation. It is being in the present moment without judgment and without attachment. Mindfulness transforms lives, rewires the brain, provides relief from physical and emotional pain and enhances learning. Mindful practices in the classroom make for a more respectful, tolerant, peaceful learning environment that is essential for the best quality teaching and learning for all students, even those who might be struggling with conflict, trauma, or depression. Teaching our students how to live a mindful life and how to practice meditation gives them a lifelong skill for coping with the pressures of modern life in a turbulent world.

Mindfulness helps teachers and students manage their emotional and mental stress, create well-being, and refresh their energy. It can transform individuals and the classroom climate, while building and nurturing positive interpersonal relationships. It also provides a blueprint for better living, building harmony and peace in the individual, community and society!

**Presenters:** *Phe Bach, Angela Vu, and Dawn Tran*

### **SEI 308 Practicing Mental Wellness: Supporting Self-Care, Healthy Boundaries, Part 2**

**Room 215 (Level 2)**

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

This workshop is strengths-based and explores various ways of promoting one's mental wellness. In light of the COVID-19 pandemic, the U.S. has seen a drastic increase in mental health disorders across populations. Participants will explore various mental health statistics (pre-pandemic and currently) as well as ways of coping with such struggles. This presentation will utilize an intersectional lens, acknowledging the various identities (race, ethnicity, gender, sexual orientation, gender identity, religion, age, socioeconomic status, ability, and more) with which participants come to the table as well as they affect one's experiences. Participants will engage in discussion about their various individual strengths as well as protective factors that can help them endure. This workshop will also provide participants with information about ways of practicing self-care, utilizing coping mechanisms, establishing healthy boundaries, and making themselves available to strive toward their unique full potential. This session will utilize a number of learning modalities including whole-group discussion, paired discussion, story-telling, and video clips, as well as access to various mental health resources. Participants are invited to bring their full selves as they explore ways of promoting mental health and wellness in their schools, worksites, and beyond.

**Presenter:** *Philip McCormick*

# BREAKOUT SESSION 3 – (CONTINUED)

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## STRATEGY AND FISCAL HEALTH DOMAIN

### SFH 300 The 5-Minute Tax Return and Other Useful Regulatory and Record-Keeping Information

Room 313 (Level 3)

*Level 1: Foundational*

Did you know that you can do a typical local's tax return in 5 minutes or less? Come to this session and learn just how easy it is to file IRS Form 990-N. In addition to doing a practice return, this session will also cover other helpful regulatory and record-keeping information that every association needs to know and understand.

**Presenters:** Paula Purdy, Rodney Rowe, and Robert Maleta

### SFH 301 Where to Find Grants and Non-Dues Revenue

Room 306 (Level 3)

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

Where do you find non-dues revenue? There are multiple sources and strategies. Join us to explore the options of grants, vendor agreements, and more. Bring your strategic mind, mission-oriented heart, and action-packed energy to make your plan for finding the resources needed to build capacity, engage members, and serve students.

**Presenters:** Shafeza Moonab, Barbara Hopkins, Marlin Jeffers, and Shannon Rasmussen

### SFH 302 Priorities, People, and Planning: How to Develop and Manage a Strategic Plan

Room 312 (Level 3)

*Level 2: Mobilizing and Power Building, Level 3: Agenda Driving*

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

**Presenters:** Kimberly Howard, Sherri Schwanz, and Kevin Riemann

### SFH 303 Strategy Development: Putting the NEA Leadership Competencies into Action in Kansas

Room 310 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

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

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

### SFH 304 We Lost Payroll Deduction...Now What?

Room 309 (Level 3)

*Level 1: Foundational, Level 2: Mobilizing and Power Building*

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

**Presenters:** Kym Randolph and Dale Lee



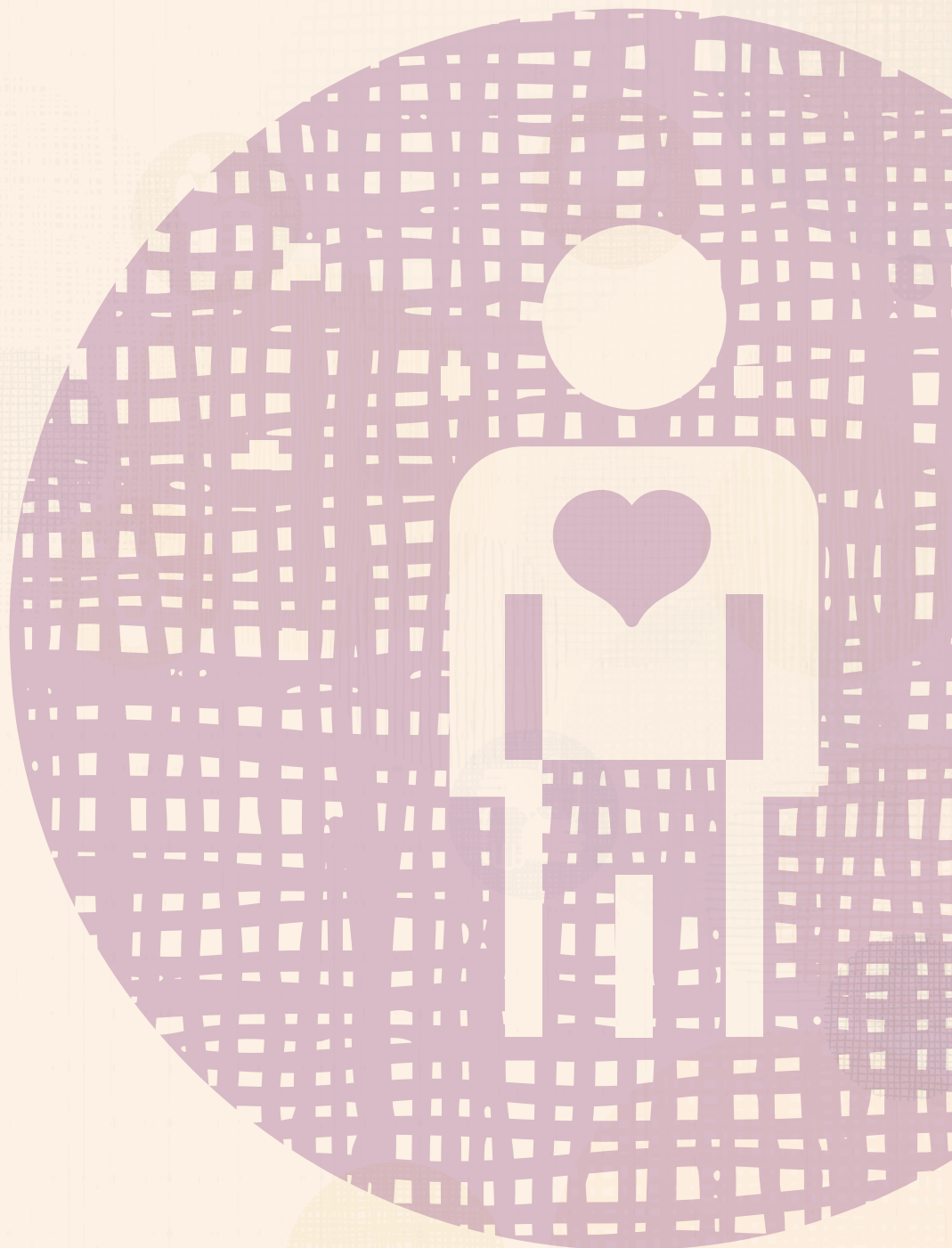
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## BOARD ONLY SESSION

### **BOD 003** RA Briefing and Planning: Working as a Board to Move Work Forward – Part 2    Rooms 50, 52, 54 (Lower Mezzanine)

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

**Presenters:** *Ami Pritchard, Terry Burlingame, and Anita Kober*



# REFLECTION SHEET - BLOCK 3



**Joy, Justice, Excellence: The Power of Community.**

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

During this session, I learned...

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The leadership competencies I have learned about during the Summit are:

- 1.
- 2.
- 3.

What I've learned from this session:

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**Amplify Your Voice**

**Share your experience using our social media platforms.**



Facebook – NEA Summit Leaders



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# GENERAL SESSION – RECOGNITIONS

The NEA would like to thank the following:

- Member volunteers from the California Teachers Association.
- All of the Summit presenters.
- Additionally, a special thank you to NEA Member Benefits for being the Primary Sponsor for the 2023 NEA National Leadership Summit.

Please continue to pause, reflect, and then post your experience using our social media platforms – Facebook, NEA Summit Leaders – and Twitter, #EdLeaders and #Leading4JoyJusticeExcellence.

Remember to check out the Leadership Development page on the NEA's website, [NEA.org/leadershipdevelopment](https://nea.org/leadershipdevelopment), for resources to help you continue your leadership journey. See QR code below:



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# FIGHT

By Aleko Khundadze and Ben Jackson

I fight with love  
I fight with kindness  
I fight with mercy  
I fight with hope  
I fight with justice  
I fight with my words  
I fight with my actions

They fight with hate  
They fight with anger  
They fight with selfishness  
They fight with despair  
They fight with inequity  
They fight with vulgarity  
They fight with violence

I fight for change  
I fight to see a future with differences  
I fight for equality

They fight for change  
They fight to see a future with differences  
They fight for inequality

Derrick Chauvin fought with his gun  
Derrick Chauvin fought with his rashness  
Derrick Chauvin fought with his authority

George Floyd couldn't with his words  
George Floyd couldn't fight with his hands up,  
and while grappled to the concrete  
George Floyd couldn't fight with his innocence

Derrick Chauvin choked George Floyd to death

Timothy Loehmann fought with his gun  
Timothy Loehmann fought with his hate  
Timothy Loehmann fought with his privilege

Tamir Rice couldn't fight  
Tamir Rice didn't have time to fight  
Tamir Rice couldn't fight with his innocence  
Tamir Rice couldn't fight an adult

He was only 12

Timothy Loehmann shot Tamir Rice to death

Richard Black Jr. couldn't fight  
Darren Hunt couldn't fight  
John Crawford III couldn't fight  
Aiyana Stanley-Jones couldn't fight  
Justin Howell couldn't fight  
Sean Monterrosa couldn't fight  
Jamel Floyd couldn't fight  
Daunte Right couldn't fight  
Rayshard Brooks couldn't fight  
Daniel Prude couldn't fight  
...couldn't fight  
...couldn't fight  
...couldn't fight  
...couldn't fight  
...couldn't fight  
...couldn't fight

So many lives unrecognized, unable to fight this cruel authority

So I stand up and help fight for the minority.



## NATIONAL EDUCATION ASSOCIATION

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

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

Center for Advocacy and Political Action

Center for Communications

Center for Education Policy and Implementation

Center for Governance

Center for Innovation and Technology

Center for Professional Excellence and Student Learning

Center for Organizing and Affiliate Support

Center for Racial and Social Justice

**Thank you for joining us!**

**See you March 1-3 in Chicago for the 2024  
NEA National Leadership Summit – save the date!**



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