



Saturday, March 12, 2022 • Content Session Block 1 • 8:15 to 10:15 a.m. PST



### Advocacy

**ADV 100**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

#### **Elevating Indigenous Voice to Achieve Equity, Inclusion, and Leadership in Classrooms and Communities (Part 1)**

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

This is Part 1 of a 2-part session.

Presenters: Jordann Lankford and Miranda Murray

**ADV 101**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

#### **Attacks on Public Education: Converting Threats to Opportunities**

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

Presenter: Susan Nogan

**ADV 102            Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

**Retired Leaders in Action**

The session will provide participants with a step-by-step process to plan and execute a successful lobby day at their Capitol. In addition, participants will learn how to build relationships with elected officials, techniques, and essential tips for lobbying, and effective methods of communicating key issues with decision-makers. This session will also explain the organizing skills leaders need to engage members in the efforts to build capacity and power for the association.

Presenter: Luci Messing

**ADV 103            Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

**Leaders for Just Schools: A Network of Advocates for Safe and Just Learning Environments**

Leaders for Just Schools (LJS) is a three-year professional learning experience, designed and facilitated by NEA members for NEA members. This program is developing a nationwide network of education leaders who:

- Understand the connection between equity, racially and socially just schools, and federal, state, and local policy;
- Empower students and teach them the skills that are essential to their success;
- Support all stakeholders in achieving their full potential and reinforce the value of their input;
- Create education systems where all students have an equitable opportunity for excellence; and
- Understand how to use their voice to advocate for equity and just schools.

The purpose of this session is twofold: to introduce the LJS program and curriculum, including NEA's plans to expand the network, and to share the experiences of program participants. Session participants will then hear from members whose leadership and advocacy skills have been amplified, using the strategies they learned through LJS, helped make their school or district more equitable and just. The session will highlight an activity in which participants are asked to examine "zero-tolerance" and "restorative" discipline practices. They will then explore how the policy levers in the Every Student Succeeds Act give educators a role in dismantling zero-tolerance discipline practices and systems.

Presenters: Adrienne Bowden, Karina Colon, and Antwan Perry

**ADV 104            Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

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

Local associations, and their health and safety committees, have an important role to play in the health and safety of all students and staff. Whether it's establishing COVID-19 masking policies, improving indoor air quality, or remediating mold, local leaders need leadership skills, training opportunities, and resources that can result in strong and sustainable health and safety solutions while simultaneously strengthening the association. Creating effective health and safety teams for the promotion of healthy,

safe, and just schools is a great place to start for any local association, whether they already have health and safety committees, want to create committees, or just seek tools to help members promote health and safety.

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

Presenter: Joel Solomon and Angelina Cruz

**ADV 105**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

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

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

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

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

**ADV 106**      **Level 1: Foundational**

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

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

Presenters: Kourtney Mannall and Kelly McMahon

**ADV 107            Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

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

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

Presenters: Sherri Jones and Al Llorens

**ADV 108            Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

**The Superpower of Educators as Advocates**

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

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

Presenters: Marc Egan and Kim Trinca

**ADV 109            Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

**My State Legislature Turned Red. Now What?**

After having two statewide walkouts and leading the Red for Ed movement, the 2020 election was not kind to labor, education, and working families in West Virginia. The Republic Party captured a super majority in both the House and the Senate. Once the legislature was controlled by one party, a series of punitive and retaliatory actions against the groups that supported their opponents ensued. This session will explore the punitive legislative actions and the measures taken by WVEA leaders to address them. We will also discuss the errors made by the association and ways to change the outcome in the next election.

Presenters: Dale Lee and Kym Randolph

**ADV 110**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

### **Ending Sexual Harassment in Schools: The Power of Title IX**

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

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

Presenters: John Fabela and Jeny Gardner

**ADV 111**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

### **LGBTQ+ Legal Rights in Education**

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

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

Topics covered include students who identify as transgender and their use of bathrooms, LGBTQ+ issues in sports, LGBTQ+ issues in education, gender fluidity, pronouns, issues brought up from participants. This is Part 1 of a 2-part session.

Presenters: Dirk Andrews and Michael Woods

**ADV 112**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

### **Are You Advocating for Equity Spaces?**

Within this workshop, members will leave with a roadmap to really discussing and advocating for equity in spaces such as schools, community, and within union work.

Presenter: Amanda Thompson-Rice

**ADV 113**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

**Unleash Your Super Power: The Interconnectedness of Social and Emotional Intelligence and Advocacy**

This session will utilize the NEA Leadership Competency Framework and NEA strategic priorities to delve deeper into the interconnectedness of social and emotional intelligence and advocacy. Individual commitment to social and emotional intelligence is the foundation for engaging in transformative work that unites all educational stakeholders for a better future for our students, our educators, and our communities. Participants will leave this workshop motivated to strategically engage in their professions, associations, organizations, districts, schools, and communities. Session activities will provide space for participants to develop strategies, collaborate with colleagues, and share experiences.

Presenter: Kamilah Bywaters



**Communication**

**COM 100**      **Level 2: Mobilizing and Power Building**  
**Level 3: Agenda Driving**

**NEA Member Benefits: From Recruiting, Retraining, and Beyond**

This session is designed for Level 2 leaders and will explore the skills needed to engage members and leaders in supporting their relationships and furthering association capacity through an integrated communication system utilizing regular communications via newsletters, flyers, and informational sharing coming from our Ambassador Network. Resources will be available for members and leaders focusing on detailed trainings on a variety of topics, including but not limited to student debt management, financial planning/retirement, and overviews of benefits from NEA Member Benefits. By utilizing NEA Member Benefits, members and leadership will be able to offer positive, solution-oriented outcomes that can immediately impact participants.

Presenters: Susan Estes and Michael Gavin

**COM 101**      **Level 2: Mobilizing and Power Building**  
**Level 3: Agenda Driving**

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

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

Presenters: Brenda Álvarez and Mary Ellen Flannery

**COM 102**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

**Real Talk: Having Those Courageous Conversations**

Some conversations are easy and some are not so easy. A “courageous” conversation is the one you don’t want to have! It is the one that causes you serious angst—from headaches to stomach pains and everything in between. It’s the one you would pay **real** money to avoid, but it is the one that will help resolve conflicts and allow progress to occur. Effective leaders are skilled at having courageous conversations. If you are a leader that needs to have a courageous conversation, this session is for you.

Presenter: Veronica Henderson

**COM 103**      **Level 1: Foundational**

**Communications: MEDIA 101**

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

Presenters: Miguel Gonzalez and Staci Maiers

**COM 105**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

**Conquer Your Glossophobia (fear of public speaking)**

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

Presenters: Heather Griffin and Ramona Oliver



**Governance and Leadership**

**GOV 100**      **Level 1: Foundational**

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

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

the NEA to pass NBI #11—pushing NEA to advocate nationally to fight period poverty in our public schools. I was blown away when it passed with a 95 percent “yes” vote.

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

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

Presenter: Sarah Milianta-Laffin

**GOV 101      Level 1: Foundational**

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

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

Presenters: Joris Ray and Danette Stokes

**GOV 103      Level 1: Foundational  
Level 2: Mobilizing and Power Building**

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

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

Presenter: Tucker Quetone

**GOV 104      Level 1: Foundational  
Level 2: Mobilizing and Power Building**

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

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

Presenter: Paul Birkmeier

**GOV 105      Level 1: Foundational**

**Transformative Leadership**

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

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

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

Presenter: Julie Horwin



**Leading Our Professions**

**LOP 100      Level 2: Mobilizing and Power Building  
Level 3: Agenda Driving**

**Designing and Implementing Social and Racial Justice training (Part 1)**

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

Presenter: Loretta Ragsdell

**LOP 101            Level 2: Mobilizing and Power Building  
                          Level 3: Agenda Driving**

**Transforming Teaching and Learning for Equity and Excellence**

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

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

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

Presenters: Alexizendra Link, Hanna Vaandering, and Blake West

**LOP 103            Level 1: Foundational  
                          Level 2: Mobilizing and Power Building**

**Building a Culturally Responsive Literacy Classroom: Now More Important than Ever!**

Building a culturally responsive literacy classroom is now more important than ever. Our culturally and linguistically diverse (CLD) students face ongoing and new challenges due to the COVID-19 pandemic and other global issues. In this session, participants will understand how and why CLD students learn the way they do and recognize the different factors that influence student learning—to effectively reach and teach students with diverse academic abilities, cultural backgrounds, learning styles, languages, and English language proficiencies. Participants will also learn how to use variety of literacy practices to address the individual needs of CLD students.

Presenters: Veronica Aguiñaga and Dana Oliver

**LOP 104            Level 1: Foundational  
                          Level 2: Mobilizing and Power Building**

**Leading Our Profession: Engaging Members and the Community in Our Work**

This session shares the story of how one local demonstrated their collective leadership by creating a partnership with the school district to offer quality, teacher-led professional learning, which helped organize members and increase the engagement of members in the union activities. This session will

share how leaders used their skills to move beyond member engagement to focus on community outreach and move their work to scale with the support of funding from the NEA Great Public Schools grant.

Presenters: Denise Daguimol and Maureen Gray

**LOP 105**            **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

### **ELI and ECE Superstars: A Leadership Model**

Many associations struggle with recruiting, retaining, and engaging educators who are new to the profession. The Early Leadership Institute Program (ELI) is one way to actively engage early career educators (ECEs) by involving them in a productive, solutions-based project. This session will spotlight how leaders in Utah used the ELI model to engage and recruit ECEs for leadership roles and provide a network of support during their first years in the profession. As a result of implementing the program, educators identified the need for enhanced new hire training and provided a plan to the district and local.

Presenters: Michael Brosnan and Rebecca Hall

**LOP 106**            **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

### **Creating Safer Spaces for LGBTQ+ Youth**

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

Presenter: Joseph Bento

**LOP 107**            **Level 2: Mobilizing and Power Building**  
**Level 3: Agenda Driving**

### **The Future of Normal**

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

learning, ELL Students in online environments, students with disabilities in online environments, and culturally responsive sustaining education to inform their own coaching.

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



## **Organizing**

**ORG 100      Level 1: Foundational**

### **Community Outreach and Engagement for Safe and Just Schools**

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

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

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

**ORG 101      Level 2: Mobilizing and Power Building  
                  Level 3: Agenda Driving**

### **NEA Organizing Fellowship Academy**

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

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

**ORG 102      Level 1: Foundational  
                  Level 2: Mobilizing and Power Building**

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

Join us for a discussion of Kentucky’s Aspiring Educators program and our experiences with organizing and advocacy. This session will cover the aspects of organizing that have helped our program to grow

over the past several years, as well as the main social, professional, and advocacy issues that we have tackled in recent years.

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

**ORG 103      Level 1: Foundational  
Level 2: Mobilizing and Power Building**

### **How Local Visibility Helps Us Win!**

Are you looking to learn how to help your local become more visible and more connected with the community? If so, this is the session for you!

Participants will discuss the 3 C's (**connected, consistent, credible**) of being visible in the community by: 1) becoming **connected** to the right community allies and individuals; 2) being **consistently** involved in your community; and 3) building **credibility** in the community. Visibility leads to more wins for educators and students. This session will include interactive conversations and group engagement with tools and time for planning and strategizing on ways to become more visible.

Presenter: Cherie Feemster

**ORG 105      Level 2: Mobilizing and Power Building**

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

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

Presenter: Rakeal Williamson

**ORG 106      Level 2: Mobilizing and Power Building  
Level 3: Agenda Driving**

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

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

In this engaging and timely presentation, we will discuss recent organizing victories to establish community schools, elect education-friendly political candidates, achieve reparations for Black families, and build coalitions around social justice issues in all types of settings from small to large communities to pro-union to right-to-work states.

Participants will have a chance to discuss and develop short-term and long-term strategies to address scenarios based on real-life examples and their level of skill and experience. Whether one is an emerging

leader or a seasoned organizer, attendees will find this session informative, engaging, and applicable to their work at home. Join us and let us reimagine what organizing can be!

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

**ORG 107**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

### **Listening to Association Silences**

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

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

Presenter: Curtis Benjamin

**ORG 108**      **Level 1: Foundational**  
**Level 2: Mobilizing and Power Building**

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

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

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



## **Social and Emotional Intelligence**

### **SEI 100 Level 1: Foundational**

#### **Implicit Bias: Discovering Your Truth and How to Proceed**

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

Presenters: Mariah Bovee and Kim Amen

### **SEI 102 Level 2: Mobilizing and Power Building Level 3: Agenda Driving**

#### **Leading in Chaotic Times: Stand Up (Part 1)**

When it may feel like a dragon has come to life and is breathing fire, how do you continue to move forward? This is a feeling that envelopes many educators at this moment. The global pandemic, the murder of Mr. George Floyd (and others), political unrest, and climate change have made the many injustices in our society abundantly clear. Democracy is hanging in the balance. Laid bare are the injustices of racism, poverty, and the uneven distribution of power. Too many people are denied agency in decision-making about their own lives. Many people/groups see this reality as a clarion call for justice. And for others it brings fear of losing life as they know it. The cracks in our social fabric have been exposed. Many have focused on the darkness. Now is the time to focus on the light that shines through. NEA members are key actors in bringing about the just schools that support our citizens and democracy. Transformative change to bring about a just society is messy and requires practiced disciplined thinking and action. Too often the response has stopped at protest and little changes. Sustained work must go deeper.

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

Presenter: Janice Jackson

**SEI 103 Level 1: Foundational**

**Level 2: Mobilizing and Power Building**

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

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

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

Presenter: Kristine Argue-Mason

**SEI 104 Level 1: Foundational**

**Level 2: Mobilizing and Power Building**

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

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

Presenter: Sandra Peart

**SEI 105 Level 1: Foundational**

**How do you pronounce your name? Say that again? Spell it for me?**

Social and emotional well-being are the foundational underpinnings of healthy identities that impact people's relationships and goals. To foster healthy identities, it is important for educators to have knowledge, skills, attitudes, and behaviors of how to establish good relationships with their students and colleagues in their learning and working environments. Essential to that, competency is the understanding of how people's names are a primary element of their identity.

This session will illuminate the harm done to individuals when their names are mispronounced repeatedly. The session will also cover how mispronunciation and spelling of names have been used to

marginalize groups of people through microaggressions. We will discuss the importance of names to a person's identity, character, family history, and cultural significance. Attendees will practice dismantling microaggressions as it relates to people's names. Attendees will be provided resources that teach techniques to bring awareness to this issue. Lastly, we will discuss ways attendees can pursue this issue for change at their local and state associations, Boards of Education, and communities at large.

Presenters: Yvonne Baicich and Philimena Owona

**SEI 106 Level 1: Foundational**

**Level 2: Mobilizing and Power Building**

**True Colors: Keys to Personal Success**

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

Presenter: Aneeka Ferrell

**SEI 107 Level 1: Foundational**

**Pedagogies of Change**

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

Presenter: Guadalupe Cardona



**Strategy and Fiscal Health**

**SFH 100**

**Level 2: Mobilizing and Power Building**

**Level 3: Agenda Driving**

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

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

and explore funding options. Multiple affiliate leaders will be on hand to aid you in learning about resource development and filling out a template to be used to acquire resources.

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

**SFH 101            Level 1: Foundational**

**Financial Stewardship: Learning the Basics**

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

Presenter: Stacey Sweeny

**SFH 102            Level 1: Foundational**

**Organizational Financial Compliance**

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

Presenters: Enrique Farerra and Reed Scott-Schwalbach

**SFH 103            Level 1: Foundational**

**The Life Cycle of a Budget**

The session utilizes NEA's strategic plan to create a strategic budget that is inclusive of funding to support member diversity and diverse programs.

Participants will learn about strategic budgeting basics for maintaining association fiscal health. The session will help participants to learn the life cycle of a budget and how a sound strategic budget begins with the association's strategic plan.

Presenter: Robert Maleta

**SFH 104            Level 1: Foundational  
                          Level 2: Mobilizing and Power Building**

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

Developing your Strategy and Fiscal Health competency is more than understanding how to read the association's budget. This session will teach participants how to use the association's governing

documents, including the association's bylaws, to support the strategic plan and budget, as well as overall financial health of an association.

Presenter: Rodney Rowe

**SFH 105          Level 1: Foundational**

**Success on a Shoestring**

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

Presenters: Barbie Ross and Mary Rita Watson