
REPORTS OF COMMITTEES AND WORKGROUPS 2023-2024

July 2024

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Foreword

The NEA committee structure provides for:

- Board Strategic Committees that are aligned with the Association’s Strategic Plan and Budget and advance at least one of NEA’s strategic goals or objectives. The Board Strategic Committees provide a structure through which the Association benefits from the expertise and talent of education practitioners, who are also trained as higher-level decision-making leaders. The work of these committees is intended to inform and guide the advancement of NEA’s Strategic Objectives;
- Social Justice and Constituency Committees that make recommendations to the governing bodies on matters of concern to constituencies they represent;
- Special committee established on an ad-hoc basis.

In May 2024, the NEA Board of Directors received and acted on the 2023–2024 committee recommendations. The Board action on recommendations is shown at the conclusion of each of the following committee reports.

Aspiring Educators

COMMITTEE MEMBERS

Sabreena Shaller, *Chair*
Millersville, PA

Shantae Ferguson
Evansville, IN

Kate Meyer
Milwaukee, WI

Jack Apple
Columbia, SC

Paige Hodges
Kansas City, MO

Cali Reinhart
Diamondhead, MS

Riley Artis
Slippery Rock, PA

Aryana Jharia
Canton, MI

Zachary Sherriff
Webster, TX

Jillian Buzzard
Shenandoah, IA

Ronald Duff Martin
Executive Committee, Liaison
Eau Claire, WI

Staff Liaisons:
Ann Coffman
Sonia Yilmaz

I. COMMITTEE OVERVIEW & WORK ASSIGNMENTS:

The 2023-24 Aspiring Educator Advisory Committee (ACAE) divided work into 2 Work Teams to focus on the 4 primary ACAE charges, as well as forming 4 Sub-Committees focused on the Aspiring Educator Conference. These groups met together at least twice a month, first in small groups and then as a whole group to discuss findings and progress.

Conference Sub-Committees	NEA Board Lead	ACAE Members
Awards	Jessica Bailey	Cali Reinhart, Shantae Ferguson, Zach Sheriff
Union Communities		Riley Artis, Jillian Buzzard, Aryana Jharia
Advocacy	Demetrius Dove	Jack Apple, Paige Hodges, Kate Meyer

Orientation & Sub-Committee Meetings: The 2023–2024 ACAE began its work during an Orientation meeting held, October 19–20, 2023. An in-person ACAE meeting was held jointly with an AE Leadership Training meeting at NEA Headquarters, Washington, D.C., December 8–9, 2023. The ACAE members meet twice a month to work on the AE Conference and other AE related issues.

II. 2023–2024 COMMITTEE CHARGES AND RECOMMENDATIONS

CHARGE 1: *Review the feedback from 2023 AEC participants. Identify broad themes that can inform the Aspiring Educator Conference Planning Team (AECPT).*

RECOMMENDATION:

The NEA AE Work Team’s review of feedback from the 2023 Aspiring Educators Conference (AEC) identified the following 4 key themes to inform the AECPT:

- a. Having an accessible hotel and conference venue is a priority of our association;
- b. Have more engaging opportunities surrounding PAC to allow folks who are unable to monetarily donate join the conversation;
- c. Offer a wide variety of professional development sessions to meet folks where they are in their racial and social justice journey;
- d. Union Communities are a great addition to the agenda, but the experiences are not consistent from group to group

DISCUSSION:

The Work Team acknowledged that it is necessary for the NEA to select and obtain hotel contracts and conference sites several years in advance for the national NEA Representative Assembly (RA) and some pre-RA conferences (e.g. the AEC and the Human and Civil Rights Conference are both pre-RA). The city selected supports the values and policies upheld by NEA in the areas of civil rights, and social and racial justice. The hotels contracted are unionized, i.e., staffed by employees that are union members. NEA assigns the hotels for the RA and for the pre-and post-RA conferences based on several considerations to ensure that all participants and guests enjoy an optimal experience and to ensure the fulfillment of physical and other needs and requirements. Conference participant feedback about particular cities, hotel properties, etc. is critical and duly noted. NEA decision-makers were provided with the 2023 AEC participant feedback. Such feedback will help inform NEA's selection of all future conference cities and hotels, and to ensure participants' health and safety.

For the 2024 AEC, the Work Team has helped ensure that there will be additional activities and options this year to show support for NEA PAC, particular for those Aspiring Educators (AEs) who were unable to provide a monetary donation.

The 2024 AEC will continue to offer a wide-variety of professional sessions to "meet folks where they are" in their racial and social justice journey. This year there will be a total of 15 sessions approved by the AECPT, and each session lists the AE Core Value and NEA Leadership Competency that was included in the design of the session. A variety of session topics are offered—for example, from the topic of paid student teaching to addressing racial injustice in education. A paramount consideration was how racial and social justice principles were incorporated into the session. Selection of the sessions also included priority to ensure that presenters and any co-presenters represented diversity in the areas of gender, race, ethnicity, geographical area, professional experience, and included an AE presenter or co-presenter whenever possible.

To improve the Union Communities experience for 2024, more training will be provided to AE leaders on adult learning theory and facilitating.

CHARGE 2: *Provide input to the AECPT through the Aspiring Educator Advisory Committee Chair.*

RECOMMENDATIONS:

No recommendations.

DISCUSSION:

The ACAE has ongoing work and planning to implement Conference plans for June-July 2024. The recommendations for this work have included the AEC Planning Team (AECPT) as work has moved forward.

CHARGE 3: *Review the current tools, supports, and resources available for starting and supporting college and university chapters. Advise on the creation of new tools, supports, and resources or the revising of existing tools, supports, and resources.*

RECOMMENDATION:

The NEA should implement the following recommendations regarding the following resources:

The current Chapter Toolkit is in need of additions and edits for updating, including:

- Add virtual engagement activities
- Virtual meetings
- Events
- Best practices on Zoom
- Trainings on how to set up financial organization in chapters
- Tips on working with Deans
- Messaging on the union vs. club atmosphere
- How to achieve the NEA/ State branding on materials

In the events section of the toolkit, information about PAC and voter drives should be added.

The Aspiring Educator home page needs to be updated to include the following:

- Interactive Map
- Accessible links to the materials for chapter and state leaders
- Add AE magazine links to the page

CHARGE 4: *Review the AE Core Values and recommend any language changes to align with the NEA language.*

The review of the AE Core Values, and recommendation of any language changes to align with the NEA language was completed last year.

III. RECOMMENDATION SUMMARY

Charge 1: *Work on improving the conference venue, engaging PAC opportunities, side-variety of professional development sessions, and examine the consistency of Union Communities from group to group.*

Charge 2: *No recommendations*

Charge 3: *Edit the AE Chapter toolkit to update and include additional items, as well as update the AE webpage.*

Charge 4: *No recommendations*

Committee Recommendations	Relevant Charge	Board of Directors Action
<p>1. The NEA should adopt the following 4 key themes to inform the AECPT:</p> <ul style="list-style-type: none"> a. Having an accessible hotel and conference venue is a priority of our association; b. Have more engaging opportunities surrounding PAC to allow folks who are unable to monetarily donate join the conversation; c. Offer a wide variety of professional development sessions to meet folks where they are in their racial and social justice journey; d. Union Communities are a great addition to the agenda, but the experiences are not consistent from group to group 	<p>Charge 1: <i>Review the feedback from 2023 AEC participants. Identify broad themes that can inform the Aspiring Educator Conference Planning Team (AECPT).</i></p>	<p>Adopted</p>
<p>5. The NEA should implement the following recommendations regarding the following resources:</p> <p>The current Chapter Toolkit is in need of additions and edits for updating, including:</p> <ul style="list-style-type: none"> a. Add virtual engagement activities b. Virtual meetings c. Events d. Best practices on Zoom e. Trainings on how to set up financial organization in chapters f. Tips on working with Deans g. Messaging on the union vs. club atmosphere h. How to achieve the NEA/ State branding on materials <p>In the events section of the toolkit, information about PAC and voter drives should be added.</p> <p>The Aspiring Educator home page needs to be updated to include the following:</p> <ul style="list-style-type: none"> a. Interactive Map b. Accessible links to the materials for chapter and state leaders c. Add AE magazine links to the page 	<p>Charge 3: <i>Review the current tools, supports, and resources available for starting and supporting college and university chapters. Advise on the creation of new tools, supports, and resources or the revising of existing tools, supports, and resources.</i></p>	<p>Adopted</p>

Board Leadership Development Group

COMMITTEE MEMBERS

Linda McCrary	Angie Powers, KS	Robert Rodriguez, CA
Paula Merrigan	Brenda Robinson, AR	Ronald “Duff” Martin, WI
Susan Nicholas	Sherri Schwanz	<i>Staff Liaisons</i> Annelise Cohon Kisha Davis-Caldwell Cory Wofford
Loren Paul	Ivory Smith, MD	
	Ed Ventura	

Charge 1: *Continue to implement and assess the Board Leadership Development curriculum.*

Work Group discussion or end product: A more detailed evaluation report of the first-year board members on their board onboarding experience is forthcoming. These evaluations are important in informing the work group’s charge of implementing and assessing the first-year board members on their board onboarding experience.

Additionally, members of this group planned and delivered three Board-Only training sessions at the 2024 NEA National Leadership Development Summit. Session titles and number of board members registered were:

- Superpowers that Protect, Promote and Support Public Education—12 registered
- RA Briefing and Planning Part One: What’ My Responsibility at the RA?—17 registered
- RA Briefing and Planning Part Two: What’ My Responsibility at the RA?—18 registered

ESP Careers

COMMITTEE MEMBERS

Gwendolyn Edwards, <i>Chair</i> Dumfries, VA	Cesar Carranza Clive, IA	Dennis Tabb St. Louis, MO
Irene Amezcua Oceanside, CA	Nelly Henjes Clearwater, FL	Debra Ward-Mitchell Homewood, IL
Maritza Barrera San Antonio, TX	Denise Lake Layton, UT	Chiffon Winston Mayfield, KY
Maria Bennett Levittown, PA	John McLaughlin Jeffersonville, IN	Stacy Yanko Hopatcong, NJ
Lucinda Burns Cross Lanes, WV	Robert Rodriguez <i>Executive Committee Liaison</i> Riverside, CA	Lois Yukna Edison, NJ
Jacqueline Burton Clarksville, TN	Alfonso Salais Lansing, MI	<i>Staff Liaisons:</i> Amber Parker Jennie Young

Charge 1: *Identify the key focus areas to include in the creation of a National Education Support Professional (ESP) Bill of Rights. The identified focus areas can then be shared with various stakeholder groups to inform a model that affiliates can adapt to grow and strengthen membership and secure legislative and bargaining wins for ESPs.*

REPORT

The NEA National ESP Bill of Rights campaign is a framework for states and locals to build organizing campaigns, membership capacity and leadership, and drive legislative wins for ESP members. Informed by various engagement activities, committee discussions, and feedback from ESPs across the country, the ESP Careers Committee is pleased to present the following key focus areas in NEA's National Education Support Professional (ESP) Bill of Rights:

1. Fair Compensation
2. Recognition and Respect
3. Safe and Healthy Work Environment
4. Affordable Health Care
5. Paid Leave
6. Professional Learning and Career Advancement
7. Workload and Staffing
8. Retirement
9. Protection from Privatization
10. Right to Bargain

The committee's work did not stop after the focus areas were identified. The first phase of the rollout began in February with raising awareness within NEA's Board of Directors. On behalf of the committee, Lois Yukna (NJ), president of the National Council for Education Support Professionals and member of NEA's ESP Careers Committee, spoke about the importance of this work and asked all board members to sign on to support the campaign. Additionally, board members were given a flyer and notecard to take with them.

In March, committee members kicked off Phase II of the rollout plan at the ESP National Conference. Several committee members staffed an informational table, shared information about the campaign, and collected signatures in support of the campaign. Nearly 1,000 people, including the majority of conference attendees, have signed an electronic pledge of support for the ESP Bill of Rights (www.nea.org/espbillrights). Conference participants also signed a banner to show solidarity and support for the campaign. "One Job Should Be Enough" t-shirts were given to those who signed on. This messaging is resonating throughout the enterprise, and the campaign has generated support and excitement from ESPs, ESP allies across all other membership categories, state affiliate staff, and leadership.

Phase III of the rollout plan began immediately after the conference. Phase III includes providing support and technical assistance to affiliates, building supports and policies for each of the ten focus areas, and facilitating community amongst

participating affiliates. At present, 15 affiliates have varying levels of interest and engagement, many of whom are working with ESP Quality to develop and implement their own campaigns.

A glimpse of the awareness-focused resources created and shared thus far, as well as additional information, can be found at www.nea.org/espbillofrights. Looking ahead,

members of the ESP Careers Committee recognize that work associated with ESP strategic campaigns, whether it be ESP Bill of Rights or similar campaigns (i.e., rESpect), requires endurance, for there is no quick or easy solution for the many issues facing ESPs. For this reason, the Committee encourages NEA to maintain a priority focus on the awareness and implementation of these campaigns.

Ethnic Minority Affairs

COMMITTEE MEMBERS

Jodi Kunimitsu, *co-chair*
Wailuku, HI

Tracy Hartman-Bradley, *co-chair*
LaVista, NE

Terry Addison
Puyallup, WA

Maritza Avila
Port Hueneme, CA

Jessica Bailey
Aspiring Educator Representative
Stephens City, VA

April Blair
Dallas, TX

Karen Butler-Moore
Lynwood, IL

Kimberly Colbert
Saint Paul, MN

Kristen Dullen
Fairbanks, AK

Robert Ellis
Richmond, CA

Edwin Kagawa
Hilo, HI

Cameo Kendrick
Lexington, KY

Cherlynn Lee
Kirtland, NM

Alberto Nodal
Castro Valley, CA

Christy Sainz
Tuscan, AZ

Christine Sampson-Clark,
Executive Committee Liaison
Trenton, NJ

Christine Trujillo
Las Cruces, NM

Tammie Yazzie
Kirtland, NM

Staff Liaisons:
Merwyn Scott
Lindsay Pfeifer

The Committee Report and Recommendations will be made available pending action at the July Board of Directors meeting.

Human and Civil Rights Awards

COMMITTEE MEMBERS

Turquoise LeJeune Parker, <i>Chair</i> Durham, NC	Elizabeth Jimenez Berwyn, IL	DeWayne Sheaffer Carson, CA
Michelle Alexander Columbia, MD	Chad Jimison Korea, APO	Christine Trujillo Las Cruces, NM
Heather Bakke Winthrop, MN	Serena Kotch Clarence Center, NY	Osa Tui Honolulu, HI
Carol Correthers Sheffield Village, OH	Aaron Kubo Keaau, HI	Casey VanWhy Coudersport, PA
Michelle Dennard Brooklyn Park, MN	Jodi Kunimitsu Wailuku, HI	Kelly Villalobos Keyes, CA
Nichole DeVore Sacramento, CA	Marcia Mackey Rosebush, MI	Pam Wilson Kenmore, WA
Ed Foglia Granite Bay, CA	Karen Moore Lynwood, IL	Erika Zamora Perris, CA
Adolfo Garza-Cano Portland, OR	Robert Rodriguez <i>Executive Committee Liaison</i> Riverside, CA	<i>Staff Liaisons:</i> Alexandria Richardson Shannon Nephew Michael Scott
Tracy Hartman-Bradley LaVista, NE	Matthew Seymour San Jose, CA	

INTRODUCTION

The Human and Civil Rights Awards Committee met in person at NEA Headquarters in Washington, D.C., on September 22, 2023 and February 9, 2024. The Committee also held virtual meetings on January 4, 2024 and April 9, 2024 to plan for the 2024 Human and Civil Rights Awards Dinner and, in accordance with their charges, all matters pertaining to the general awards program. The Committee will meet again to meet and greet the 2024 NEA HCR Awardees at the Awardee Luncheon in Philadelphia, Pennsylvania on July 3, 2024.

At the onset of the 2022–2023 year, the Committee Chair laid out a vision for Committee affairs and engagement that would focus on aligning the HCR Awards program and Committee work to the Strategic Plan & Budget in advancing racial justice and social justice and responding to the current political attacks on public education. During their meetings, the Chair & Committee members outlined a vision for the HCR Awards program to uplift honesty in education, the freedom to learn and to give voice to marginalized communities.

Under the direction and vision of the Committee Chair, the “Harvest, Compost, Sow and Grow” Activity provides Committee members the opportunity to both reflect on the history of past HCR Awards programs and experiences; while also collectively envisioning new elements. The framework of “Harvest, Compost, Sow, Grow” & Guiding Questions help to move the Committee beyond the limits of an “evaluative” conversation, to an exploratory discussion that honors history as a cyclical and necessary component to generating the future. The Activity allows the Committee to collectively ask and answer the question: Where has the program been (honoring & stewarding the past/history) and where do we seek to take it (shaping the future of the program).

Charge 1: *Review the criteria, process and forms for nomination of candidates for all Human and Civil Rights Awards, and make changes as needed.*

In their September 22 meeting, Ambassador assignments and roles were determined across the award categories via wheel of names. Eleven award categories have 2 representing committee members. Each ambassador will escort their category’s awardee at the dinner, as well as garner nominations for their assigned award category.

Newly appointed awards ambassadors divided into groups with their category partners to review their awards category namesake description, criteria and nomination form. Award Ambassadors were asked to review their Ambassador program

packets and become acquainted with their awards criteria for nomination solicitation.

While in groups, the Committee reviewed the awards category namesake descriptions, along with their respective criteria, including the full nomination form. During this process, there was no need for a collective discussion upon returning to the full group. However, there were suggestions from each subgroup on the nomination application and reading process:

- Streamline the NEA Awards application and vetting process;
- Change the timeline for reading the Awards nominations—allowing more time to read based on the busy schedules of the committee members;
- Simplify the NEA Awards application—it is too wordy, with too many repeated points;
- Allow video submissions instead of essays;
- Do not use Edcommunities (NEA 360) to hold the nominations for reading and scoring as it is too cumbersome;
- Create a “How to Fill Out an NEA Awards Application” video;
- Upcoming Zoom meetings—keep mindful of time zones, and to be considerate to all committee members schedules;
- Have the NEA Awards nomination application available in other languages and large print;

Charge 2: *Review the nomination submissions and recommend to the Executive Committee recipients for the 2024 Human and Civil Rights Awards.*

To encourage the submission of additional nominees, the Committee voted to extend the 2024 NEA Human and Civil Rights Awards Nomination Cycle from December 8, 2023 to January 19, 2024.

During and before their meeting on February 9, 2024, the Committee reviewed 24 applications for the 2024 NEA Human and Civil Rights Awards, deliberated over them, and chose 9 recipients to be recommended to the NEA Executive Committee as Award winners.

The NEA Executive Committee and President Becky Pringle approved the 9 recommendations submitted by the Committee for the 2024 NEA Human and Civil Rights Awards Dinner. Names of this year’s award winners and winner profiles will be available to view at www.nea.org/hcrawards.

Charge 3: *Assist in the planning and execution of the Human and Civil Rights Awards Ceremony.*

During their September 22 meeting, under the direction and vision of the Committee Chair, the “Harvest, Compost, Sow and Grow” Activity provided the Committee members with the opportunity to both reflect on the history of past HCR Awards programs and experiences; while also collectively envisioning new elements. The framework of “Harvest, Compost, Sow, Grow” & Guiding Questions helped to move the Committee beyond the limits of an “evaluative” conversation, to an exploratory discussion that

honors history as a cyclical and necessary component to generating the future. The Activity allowed the Committee to collectively ask and answer the question: Where has the program been (honoring & stewarding the past/history) and where do we seek to take it (shaping the future of the program).

The committee participated in groups to discuss this topic contributing to the future planning of the Awards Dinner. Think back to your first memory, experience and/or involvement with the NEA Human and Civil Rights Awards. As you recollect, what are the elements of that experience/interaction that you hope the program sustains?

Returning to the group, these responses were reported out for items that should be continued or looked at as pros at the Awards Dinner in previous years:

- Ballet Dancers/Performers
- Student Performers
- Awardee Videos in their own environment
- Entertainment playing/performing while guests walk in the Ballroom
- Earlier Dinner program start time
- Good experience to view the Awardee videos then seeing them in person speaking at the Dinner
- Shorten the Awards Program
- Keeping the heart of the Awardees
- Keeping integrity of the program while highlighting Awardees
- Awardee Luncheon, meeting with the Awardees in an informal event
- Keep the Dinner in person
- The ability to have a platform to highlight People of Color
- Entertainment
- Keep the focus on the Awardees

Cons of having less at the Awards Dinner:

- Shorten Awardee speeches
- Better Food
- Shorten Awards Program Structure
- Do not cut off Awardee speeches due to time
- More Diversity
- Shorten Entertainment

During their January 24, 2024 virtual meeting, members of the Committee were briefed on the process of accessing, reading, scoring and selecting Human and Civil Rights Award nominees for the NEA Executive Committee’s consideration and approval utilizing digital scoring sheets. The Committee was instructed on the use of the EdCommunities group site where all nominations and nomination materials were uploaded for 24/7 access, and organized into folders. During the meeting, Committee members were able to view and access the EdCommunities site and all nomination materials.

Charge 4: Make recommendations for collaboration with HCR award winners to advance outreach to communities and partners in support of NEA’s Strategic Objectives within that year.

The committee was briefed by NEA staff member Alexandria Richardson on the plans for the 2024 Awards Ceremony. The 2024 NEA Human and Civil Rights Awards will be held Wednesday, July 3, 2024 in the Terrace Ballroom of the Philadelphia Convention Center in Philadelphia, PA. Tickets cost \$100.00 each for general admission, and will be available for sale beginning in the month of April 2024 at www.nea.org/hcrawards. There will not be an option to view the award ceremony virtually.

Via the Ambassadorship of the Committee members, Committee members are able to educate fellow NEA members and even their students about those diverse leaders and cultural pioneers that championed equity and justice for students and their communities.

Awardees, past and present, are Ambassadors of public education. They personify the complex identities of educators—not only as lifters of heads, and shapers of

minds; but as advocates concerned with the well-being of the whole child and who fight for the wellbeing of students and communities alike. The organizations awarded connect the Association with community in the fight to advance education justice.

The Committee uplifts the work of those oppressed and the heroes that see them. In this way, the Awards ceremony can serve as an organizing outlet to inspire members, the broader public, and the network of award winners to be more involved with the Union in a collective mission to advance racial and social justice.

In the 2021-2022 fiscal year a repository and database of information was created to house historical, present and future data on the HCR Awards nominations. In fiscal year 2022-2023, a historical data import was conducted to move the paper based files for past awardees to an electronic base. This database will support referencing back to past HCR Award winners for future contact and network building. NEA staff continue to work with the Committee and SEA/LEA leadership on ideas for connecting award winners into NEA program and larger movement building.

Committee Recommendations	Relevant Charge	Board of Directors Action
<p>1. Streamline the NEA Awards application and vetting process by:</p> <ul style="list-style-type: none"> a. Change the timeline for reading the Awards nominations—allowing more time to read based on the busy schedules of the committee members; b. Simplify the NEA Awards application—it is too wordy, with too many repeated points; c. Allow video submissions instead of essays; d. Do not use Edcommunities (NEA 360) to hold the nominations for reading and scoring as it is too cumbersome; e. Create a “How to Fill Out an NEA Awards Application” video; f. Upcoming Zoom meetings—keep mindful of time zones, and to be considerate to all committee members schedules; g. Have the NEA Awards nomination application available in other languages and large print; 	<p>Charge 1: Review the criteria, process and forms for nomination of candidates for all Human and Civil Rights Awards, and make changes as needed.</p>	<p>Adopted</p>

Legislation

COMMITTEE MEMBERS

Rebecca Gamboa, *Chair*
Naperville, IL

Gloria Ho
Camden, DE

Tiffany Reed
Memphis, TN

Kacee Ballou
Missoula, MT

Peggy Hoy
Twin Falls, ID

David Ring
Lubbock, TX

Jeb Binns
Burien, WA

Jeff Hubbard
Marietta, GA

Becca Ritchie
Sequim, WA

Colleen Brodbeck
Langhorne, PA

Brenda Johnson
Minneapolis, MN

Christine Sampson-Clark
Executive Committee Liaison
Trenton, NJ

Rachella Dravis
Fort Madison, IA

Dora Leland
Big Flats, NY

Andy Slaughter
St. Charles, MO

Angela Dyer-Sanchez
Columbus, OH

Dwayne Marshall
Blacklick, OH

Andrew Spar
Tallahassee, FL

Sara Earleywine
Marshalltown, IA

Sue McBride
Paterson, NJ

Christopher Stevens
Tupelo, MS

William Farmer
Chicago, IL

Tia Mills
Baton Rouge, LA

Staff Liaisons:
Marc Egan
Kimberly Johnson Trinca
Joye Mercer Barksdale

Katy Gale
Stanford, CT

Kashara Moore
Long Beach, CA

Mike Glabere
Milwaukee, WI

Tyler Murphy
Lexington, KY

This report covers the Legislative Committee's three charges for 2023–24. We have combined Charges 1 and 2 because both involve outreach to NEA members and leaders about the Legislative Program to answer questions, gather feedback, and explain the cycle for proposing amendments and making other modifications.

Charge 1: *Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.*

Charge 2: *Conduct an open hearing to review the proposed NEA Legislative Program and discuss relevant legislative issues with delegates. Work with staff to review legislative amendment submissions and determine the Committee's recommendation for each submitted amendment.*

The 2022–23 Legislative Committee informed and engaged with NEA members and leaders via the virtual pre-RA **Legislative Hearing** in June 2023. In March of this year, the 2023–24 Legislative Committee participated in the **Leadership Summit Policymaking Webinar** for the same purpose. These virtual events informed members about what the NEA Legislative Program's purpose is, how it focuses and drives our federal advocacy, and how they can influence, amend, and modify it.

The committee also engaged with members through listening sessions in January, February, and March of this year. These were publicized via emails to state presidents (with the request that state presidents share the information with members) and committee members' state and local networks.

The goal of the sessions was similar to that of the pre-RA Legislative Hearing and the Leadership Summit Policymaking Webinar:

- promoting a better understanding of the NEA Legislative Program;
- hearing from members about the federal issues that are important to them;

- familiarizing members with the process for amending/modifying the program to ensure that it reflects NEA’s priorities in federal advocacy;
- explaining the Legislative Committee’s cycle in relation to the Representative Assembly;
- informing attendees about the NEA Ed Action Center and inviting them to engage in e-advocacy through the portal; and
- updating attendees on congressional activity, especially regarding such NEA priorities as IDEA and Title I funding, repeal of GPO-WEP, educator recruitment/retention, and gun violence prevention.

The Legislative Committee received some proposed amendments from members/leaders who attended the listening sessions. The committee was scheduled to meet in April (after the filing of this report), to review the proposed amendments. Those supported by the Legislative Committee will be included in the revised Legislative Program recommended to the NEA Board in May.

Charge 3: *Reassess and continue to execute a plan to increase participation in Capitol Hill lobbying and back-home lobbying visits by NEA Board of Directors.*

Government Relations staff have been working with a vendor on an app that would accept feedback from the

Board’s Lobby Day Hill visits. Unfortunately, multiple changes on the vendor side have paused this work, and we are now seeking other options for creating an app.

RECOMMENDATIONS

The Legislative Committee recommends that the NEA Board of Directors recommend the revised Legislative Program for the 118th Congress to delegates to the 2024 NEA Representative Assembly, with the inclusion of the following new amendments:

NEA supports:

- federal legislation that encourages safe storage of firearms
- national legislation that creates a renter bill of rights
- federal programs to strengthen civics/government education and promote understanding of the three equal branches of the federal government
- legislation that would remove the spousal penalty from the Family and Medical Leave Act

Committee Recommendations	Relevant Charge	Board of Directors Action
<p>1. The Legislative Committee recommends that the NEA Board of Directors recommend the revised Legislative Program for the 118th Congress to delegates to the 2024 NEA Representative Assembly, with the inclusion of the following new amendments:</p> <p>NEA supports:</p> <ol style="list-style-type: none"> 1. federal legislation that encourages safe storage of firearms 2. national legislation that creates a renter bill of rights 3. federal programs to strengthen civics/government education and promote understanding of the three equal branches of the federal government 4. legislation that would remove the spousal penalty from the Family and Medical Leave Act 	<p>Charge 3: <i>Reassess and continue to execute a plan to increase participation in Capitol Hill lobbying and back-home lobbying visits by NEA Board of Directors.</i></p>	<p>Adopted</p>

Local President Release Time Grants

COMMITTEE MEMBERS

Dirk Andrews, *Chair*
Casper, WY

Christina Bohringer
Alexandria, VA

Adrienne Bowden
Pickerington, OH

Rachel Croft
Carson City, NV

Kelly Fisher
Sun City, AZ

Ever Flores
Santa Rosa, CA

Keith Gambill
Indianapolis, IN

Laurie Gibson-Parker
Willingboro, NJ

Tanya Kores
Cheshire, CT

Robert LaMorte
Hasbrouch Heights, NJ

David Lockley
Northglenn, CO

Gladys Marquez
Executive Committee Liaison
Frankfort, IL

Rebekah McIntosh
Jefferson City, MO

Ovidia Molina
Kyle, TX

Lorraine Richards
Montebello, CA

Mark Richards
Bloomfield, NJ

Barb Schram
Lansing, MI

Cartier Scott
West Palm Beach, FL

Audra Shaw
Cheney, WA

Mary Beth Tate
Fort Payne, AL

Gina Whipple
Quartz Hill, CA

Michael Williamson
Crystal Lake, IL

Wendy Winston
Grand Rapids, MI

Staff Liaisons:
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Jeanette Jackson

Charge 1: *Select recipients of Local President Release Time Program (LPRTP) grants, monitor progress of projects, and review evaluations of selected locals.*

Committee discussion or end product:

The LPRTP recommended the following locals to receive a grant for the 2024—2027 LPRTP cycle:

- Richmond Education Association—Full Time Virginia—Zone 1
- Canyons Education Association—Part Time Utah—Zone 4
- School District 14 Classroom Teachers Association—Full Time Colorado—Zone 3
- High Tech Ed Collective—Full Time California—Zone 4
- Boulder Valley Classified—Part Time Colorado—Zone 3

The committee also reviewed the twenty-one locals currently enrolled in the LPRTP grant program and approved their evaluations.

Charge 2: *Review and make recommendations as needed related to the LPRTP guidelines and budget, including making any recommended changes to the eligibility for LPRTP local grants.*

Committee discussion or end product:

The LPRTP guidelines now allow for those locals who have received a part-time or a full-time grant from NEA over twenty-five years ago are eligible to receive an additional grant. The committee believes this was an important change and one of the locals (Richmond Education Association) the committee approved fell under this new guideline.

NEA Professional Standards and Practice Committee 2024 Report

PROFESSIONAL STANDARDS AND PRACTICES CHARGE

Explore the issues surrounding mid-career retention and professional transformation. Make recommendations, identify best practices, and describe the role of the association in retaining professional and accomplished teachers.

Exploring Issues Surrounding Mid-career Retention and Professional Transformation

The high cost of teacher turnover is felt both in real dollars as well as in intangible ways. The NEA has estimated that school districts pay an average of \$20,000 each time a teacher leaves. These costs include hiring and onboarding programs for new employees and may also include expenses related to substitute teachers. Teacher churn, or attrition is felt by the entire education community. Students returning to schools and looking for that one familiar face they have come to depend on can feel adrift if that educator is no longer in their school. Educators build relationships with each other which can be central to supporting students and families. A constant turnover of faculty and staff is not conducive to building a supportive and nurturing culture. Responding to educator shortage issues requires strategies to both recruit new educators to the profession and retain those educators already in the profession.

The PSP Committee focused on retention strategies to answer the charge: **Explore the issues surrounding mid-career retention and professional transformation. Make recommendations, identify best practices, and describe the role of the association in retaining professional and accomplished teachers.** To inform and design the work, the PSP members used the following five documents as primary resources: *Great Teaching and Learning Report*, *Elevating the Profession: Solving Educator Shortages by Making Public Education an Attractive and Competitive Career Path*, *Teacher Leadership Competencies*, *Leadership Competency Framework*, and *the Racial Justice in Educator Framework*.

In September of 2023, the Professional Standards and Practice Committee met and shared their years of experience as educators, how they defined mid-career teachers and the experiences and challenges of mid-career teachers. The committee recognized that past PSP committee work could be examined and gleaned for data and information, and considered it important to build on past PSP committee work, since defining the career continuum. The committee recommends reading past PSP committee reports, in particular, the 2022 and 2023 PSP committee reports, as they continue to provide relevant steps and strategies that affiliates can consider and implement to recruit and retain educators.

To ground the committee in their work, the following questions were used to frame the conversations.

- What is the purpose/role of the PSP Committee?
- How has the PSP Committee responded to a changing education world?
- What do you hope to achieve/change collectively and individually?

After unpacking the charge, the committee shared personal and made state and local connections. A significant number of members of the committee, are themselves mid-career teachers. The committee members identified in issues they had observed in their own states related to the mid-career teacher educator shortage. From this conversation, a list of themes was identified that would guide the work. The committee thought it particularly important to seek out the experiences of members and colleagues and used empathy interviews.

Utilizing empathy interviews (one-on-one conversations) allowed the PSP committee to unpack and explore the charge with their colleagues. PSP committee members asked open-ended questions to learn stories and challenges experienced by mid-career Teachers. Empathy interviews help gain a deeper understanding of the participant's experiences and build connection and trust. PSP members also used the empathy interviews to:

- understand the problem from the participants' perspectives.
- uncover their own assumptions,
- identify blind spots that might prevent the interviewers from understanding the experiences of the interviewee, and
- ask open-ended questions to elicit stories and feelings about specific experiences that help uncover unacknowledged needs.

Empathy interviews help interviewees:

- experience a welcoming and trusting environment to share difficult, challenging, and uncomfortable stories,
- hear their own experiences in ways they never verbalized before, and
- Is often cathartic because their stories are being acknowledged and accepted unconditionally.

These empathy interviews identified issues surrounding mid-career retention and professional transformation.

Once the interviews were completed, the questions and answers were analyzed, and common themes of questions were identified. Once all questions and answers were consolidated, the PSP committee looked for themes in the questions and responses. These responses are raw data from empathy interviews.

Type of questions asked	Responses
Why education?	Parents/Families were teachers, they liked school as a child, they like to work with kids, a family of teachers, flexibility with family schedules to have the same school/work schedule, enjoy the connection to students, what to give kids a better future, and wants to change the world for kids.
Why be a member?	Parents/Families were members, Protection-legally, someone had a 1:1 conversation that should be benefits of joining
Best experiences as an Educator	To watch students have a deeper understanding when students become more independent, I enjoy talking to young adults about big ideas, knowing that I am making a difference, building relationships with students, seeing students excited about learning, watching students grow, getting to see students in the classroom and through coaching, being a positive role model, relationships that last for years,
What is the most difficult thing about teaching?	Time isn't respected, ranking/grading students causes pressure from admin. Time lost for teaching to do unnecessary things, building a sense of community in the classroom, lack of trust by admin.
What is the biggest problem in education today?	Apathy by stakeholders, lack of parenting/accountability, completion means done—regardless of quality, technology-dysregulated students interrupting learning, the conflict between school and parents (media perception) that leads to lack of outside support, teacher burn-out in the first 5 years, lack of resources, mental health and politics, danger of becoming censored due to miseducation of the public, teachers are depressed and anxious, teachers feel alone, no support with behaviors from admin, politics setting policy, pay, social skills lacking in students, basic needs aren't met for students at home for students to be ready to do academics
When do you feel successful as a teacher?	When I see light bulbs go on in my students, students overcame personal situations to achieve academic goals, reading fluency was achieved for a struggling reader, I am an NBCT, behavior techniques used by a student to stay in control when students do well, students know the content, I feel confident talking with: parents/families, staff, and students, when I have student rapport, students have support for academics, seeing my students get an education good degree
What is a day in your classroom?	Check-in, bellringer, calendar, questioning, bell-to-bell instruction, direction instruction, Google Classroom...repeat, bell-to-bell instruction
Do you feel supported in your school/district?	I feel supported by my union, my immediate supervisor supports me, fellow colleagues are supportive, and my school is very supported by admin and parents/families, in general, yes but need to regain community support, we are NOT admin or parents/families, the parents/families and community play the blame game on teachers
How has education changed since you started teaching?	Student behavior has increased, we need to have the concept of student buy-in before they are willing to learn, we have to have social and emotional for classroom consistency, no more lectures in teaching, when doing a large project needs to be broken down: complete single task for a large chunk of time-broken up to keep focus and need for variety in teaching techniques

Continued

Type of questions asked	Responses
What would make work more rewarding?	Teachers involved in all decisions and trusted, class sizes are small to build relationships, we need respect, admin trusts me and my judgment, change in placement—not in a good position for my health and safety, better mentoring program, trust as a professional, equity and access to what teachers and students NEED, relationship building with school staff/admin, parents, and Teachers. More money, more behavior specialists, real counselors in schools for mental health, no cell phones that are distracting to learning, change of politics to support teachers, taking off teachers' plates unnecessary demands, open and honest communication, letting teachers teach, support for case managers (SPED) training for crisis situations, take away unnecessary PD, an extra hour a day to plan and connect with colleagues, connection with kids and accountability for kids, CTE courses offered at the elementary level to be interest-based learning, smaller class sizes, real conversation with parents-district-community, being able to use creativity in teaching
What does educator support look like?	Admin is present and strong that support policies to support teachers, time is sacred, the community understands the classroom, admin has teachers' backs, everyday tasks be lifted off teachers' backs, and the team works well together: parents, PTA, teachers, community help, admin asking "what do you need", admin not assigning extra work, recognizing that SPED teacher is a real teacher, we are all treated like professionals, trust is not questioned, more time, more resources, more pay
How do you feel about the Educators who leave?	Happy for them, sad because they are good and under-valued, respect people for having the courage, they have the right to leave, hope they found rewarding opportunities, frustrated for building consistency and team teaching dynamics, the ones that leave often resistant to change
How would you address the teacher shortage?	Pay for student teaching, increase pay

Continued

Type of questions asked	Responses
Have you thought of leaving education?	<p>22 of 24 teachers interviewed said yes. Listed below are their explanations:</p> <ul style="list-style-type: none"> • we are negatively spoken about, pressures from admin/district/community/parents • yelled at and disrespected by students, make more money somewhere else • admin: lack of support, politics of admin, discipline for students is not present • work/life balance is suffering, grading/time is so much, admin doesn't respect staff • disrespectful students, consequences aren't consistent, admin want to be popular with community • so much testing, we only have a canned curriculum, became title 1 coordinator and now have respect from admin but didn't have it when I was in the classroom • stressful, my health is affected, when I come home there is nothing left for my family, • leadership under appreciative of the work Educators do • unnecessary work from admin, can't afford to leave-too much time in • 2nd career politics and inequities in society for Educators and students • home/work balance is suffering • wants to stay but wants to protect their peace and self • dedication to students prevents me from leaving • I love teaching and students • doesn't want to while own kids are in school • eligible to retire and will leave as soon as I can, lack of support/increased workload • just this year—getting Ph.D. to gain other opportunities in education • Job stress is too much, work/life balance suffers, the joy of teaching is gone • education is a broken system but I want the same schedule as kids • I am retired now. I want to teach and not take away phones. I am now in a new career • I believe in union work, and want to change teaching and learning conditions • I feel like a failure to students, and to my own family, I worry about public education future, to far in to quit this year more than ever • Everyday <p>2 of 24 teachers interviewed said yes. Listed below are their explanations:</p> <ul style="list-style-type: none"> • 2nd career, it's a noble career, I enjoy kids and experiences • 5th-year teacher, never thought of it

After the PSP committee analyzed these responses, several themes emerged::

1. Teachers do not feel supported and appreciated by school leaders, the school board, the central office, and administrators.
2. Teachers want school systems to address students' mental health in the school setting and provide resources students need for their education.
3. Teachers want authentic autonomy in their professional learning that is also relevant, timely, and around their own needs.
4. Teachers face a lack of respect from the community, and parents/families.
5. Teachers want to leave the teaching profession.
6. Pay and benefits don't adequately reflect the work that teachers do.
7. School systems implement policies that negatively affect the instructional content and autonomy of teachers.

Strategies for Retaining Professional and Accomplished Teachers

The PSP Committee met in February to review these seven themes. In small groups, they provided strategies through NEA-created resources, such as the [Great Teaching Learning Report](#), the [Solving Educator Shortages Report](#), the [NEA](#)

Racial and Social Justice framework, and the NEA Teacher Leadership Competencies resources. PSP committee members identified examples of national, state, and local affiliates leading in this work.

Utilizing the definitions in the Great Teaching and Learning Report the PSP focused on the career phases of Professional and Accomplished Teachers to identify the characteristics of mid-career teachers.

Professional teachers—fully licensed educators with a broad range of skills.

1. Have moved from initial to full/professional licensure

2. Have demonstrated their ability to employ a broad repertoire of teaching skills
3. Can be a career-long phase of continuous growth and pursuit of excellence

Accomplished teachers—experienced educators who consistently perform at an outstanding level.

1. Demonstrate outstanding performance, as defined by the profession
2. Show an ongoing commitment to continuous learning and improvement in practice
3. May have completed a formal assessment process, e.g., National Board Certification

Theme: <i>Teachers do not feel supported and appreciated by school leaders, the school board, the central office, and administrators.</i>	
Definition: <i>When encountering challenges, teachers do not feel they have support from their school leaders. They don't feel included in the decision-making process.</i>	
Strategies	Examples of national, state, or local affiliates leading in this work
<ul style="list-style-type: none"> • Develop tools and resources to support organizational and cultural change through policy and practice changes, as suggested on page 4 of the NEA Racial Justice In Education Framework 	<ul style="list-style-type: none"> • Empowering teachers to be on a Personnel Policy Committee (PPC) helping to make policy decisions.
<ul style="list-style-type: none"> • “Design learning opportunities for others and themselves around shared professional learning goals, including both job-embedded professional development and outside activities such as higher education.” The Teacher Leadership Competencies, pg 16 	<ul style="list-style-type: none"> • When we allow teachers to express what they need for learning opportunities, they don't have to sit through PD that they don't need. Micro-credentials would be perfect for this. NEA Micro-credential program
<ul style="list-style-type: none"> • Recognize that teachers need authentic autonomy in order to transform as teachers (see Great Teaching and Learning Report for details). 	<ul style="list-style-type: none"> • “Teachers and students must teach and learn in an environment that empowers them to do their best when they have control....they are more inspired” (GTL pg 8)

Theme: <i>Teachers want school systems to address students' mental health in the school setting and provide resources students need for their education.</i>	
Definition: <i>Students' mental health within the school setting</i>	
Strategies	Examples of national, state, or local affiliates leading in this work
<ul style="list-style-type: none"> • Provide culturally responsive training and resources for teachers. 	<ul style="list-style-type: none"> • Induction includes helping the new teacher become familiar with the cultural groups within the school community, receiving help building connections with families, and identifying resources for student success. Professional teachers advocate for their students and seek to adapt classroom and school policies in ways that are culturally responsive to the needs of students and their families. • PSP committee in past years have read Zaretta Hammond's Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students
<ul style="list-style-type: none"> • Implement Community Schools. 	<ul style="list-style-type: none"> • National Education Association. (2018). NEA resource guide for educators, families & communities. NEA Teacher Leadership Competencies: Foundational Competencies NEA.
<ul style="list-style-type: none"> • Learn more about Leaders for Just Schools. 	<ul style="list-style-type: none"> • Cohorts trained in Leaders for Just School. Retrieved from 5 Steps to Community Schools NEA https://www.nea.org/resource-library/5-steps-community-schools

Theme: <i>Teachers want authentic autonomy in their professional learning that is also relevant, timely, and around their own needs.</i>	
Definition: <i>Teachers want professional learning that actually helps them learn something that is useful to them in their current setting. They don't want professional learning that is designed by the administration without input or consent that is not relevant or useful.</i>	
Strategies	Examples of national, state, or local affiliates leading in this work
<ul style="list-style-type: none"> • Professional development is driven by teachers for teachers. 	<ul style="list-style-type: none"> • Union-sponsored, or district-sponsored Professional Development that is actually taught by teachers in that union or district. North Eastern Ohio Education Association does several training sessions. • Puget Sound Uniserv Council in Washington State offers PD created by members for members, particularly regarding topics for certificate renewal (in Washington teachers have to have 15 clock hours in Equity, and 15 clock hours for a huge number of members in the STEM field.
<ul style="list-style-type: none"> • Micro-credential offerings chosen by teachers. 	<ul style="list-style-type: none"> • Micro-credentials are available to all teachers. Many states have their own portal for their teachers. Teachers are able to choose their own micro-credentials to grow in their professional learning journey. Over 22 states have their own micro-credential portal.
<ul style="list-style-type: none"> • Blended Learning courses chosen by teachers. 	<ul style="list-style-type: none"> • Green Bay Education Association offers sessions a few times a year. Learn more about Blended Learning NEA https://www.nea.org/professional-excellence/student-engagement/tools-tips/checklist-blended-learning

Theme: <i>Teachers face a lack of respect from the community, and parents/families.</i>	
Definition: <i>When teachers do not feel as though they are respected in the school community because they are not involved in professional decisions. Also, lack of respect from outside community members such as politicians, business owners, and parents/families.</i>	
Strategies	Examples of national, state, or local affiliates leading in this work
<ul style="list-style-type: none"> Financial Support for Teacher Preparation & Student Teaching. 	<ul style="list-style-type: none"> Pennsylvania just passed a teacher stipend for student teachers starting Fall 2024.
<ul style="list-style-type: none"> Create a Culture of Collaboration. 	<ul style="list-style-type: none"> San Francisco Unified School District-Early Career Support in San Francisco: 1-year residency and then 3-year induction program.
<ul style="list-style-type: none"> Support for Emerging Teachers. 	<ul style="list-style-type: none"> School District U-46 (IL)-Labor Management collaboration for peer assistance and receive a peer consultant teacher with a limited caseload to support emerging teachers.

Theme: <i>Teachers want to leave the teaching profession.</i>	
Definition: <i>The root of this theme comes from an overworked, overtaxed, and undervalued system.</i>	
Strategies	Examples of national, state, or local affiliates leading in this work
<ul style="list-style-type: none"> Strengthen the profession and increase support. 	<ul style="list-style-type: none"> Align Professional Development with learning forward standards. Teachers reflect on their practices and center their focus.
<ul style="list-style-type: none"> Educator Voice, Respect, and Autonomy 	<ul style="list-style-type: none"> Educators Run program: https://www.nea.org/nea-today/all-news-articles/see-educators-run-office-and-win Teacher Leadership Competencies share information about shared decision-making roles, and opportunities to lead: NEA Education Support Professionals Leadership Institute (ESPLI) NEA, https://www.nea.org/resource-library/nea-teacher-leadership-competencies-foundational-competencies
<ul style="list-style-type: none"> Continue or establish Comprehensive induction and mentoring programs. 	<ul style="list-style-type: none"> Allowing for customization of mentoring to meet educator needs—providing beginning-of-year support and throughout. Courses on coaching and mentoring are available on NEA LMS: https://neapartnera.learnupon.com/store

Theme: <i>Pay and benefits don't adequately reflect the work that teachers do.</i>	
Definition: <i>From the education required to become a teacher and receive a license, the salary + workload + college debt doesn't make the profession sustainable or attractive.</i>	
Strategies	Examples of national, state, or local affiliates leading in this work
<p><u>Solving Educator Shortages Report</u> outlines the following:</p> <ul style="list-style-type: none"> • Increase Base Pay and Benefits, shorten salary schedules (pg. 29) • Raise Substitute Pay and Include • Full-Time Work and Benefits Bargain and Advocate for • Comprehensive Health Care Benefits: • Provide Paid Family Leave and Continue Emergency Sick Leave for • COVID-19-Related Absences Reverse the Trend of Eroding Pension • Benefits in New Tiers Repeal the Government Pension Offset (GPO) and the Windfall • Elimination Provision (WEP) Rescind the Regulation Excluding teachers from FLSA Protections • Increase Union Representation • Provide Housing and Child Care Supports 	<ul style="list-style-type: none"> • Iowa City hired full-time substitutes for each building and improved pay and benefits, and the San Diego Education Association signed a collective bargaining agreement to maintain a cadre of high-quality substitute teachers. (pg. 16 of <u>Solving Educator Shortages Report</u>)
<ul style="list-style-type: none"> • Advocate for reshaping teachers' workdays: Shorten the school week, designate planning and preparation time, and explore the four-day workweek. 	<ul style="list-style-type: none"> • Washington has "TRI" pay on top of the base salary schedule which is an additional salary to compensate for extra responsibilities that are not structured into the regular teaching day (meetings, curriculum development, collaboration, etc.)
<ul style="list-style-type: none"> • Paid student teaching/residencies programs. Learn more: https://www.nea.org/resource-library/teacher-residency-programs 	<ul style="list-style-type: none"> • Maryland Educator Shortage Act Provides \$20K Stipend for student teachers. A new state law will provide a \$20,000 stipend for student teachers who commit to staying in Maryland.

Theme: <i>School systems implement policies that negatively affect the instructional content and autonomy of teachers.</i>	
Definition: <i>When more than half of the members of any policy-making group or committee in a school system are teachers, then the increased teacher investment, autonomy, and attention to teacher needs increases.</i>	
Strategies	Examples of national, state, or local affiliates leading in this work
<ul style="list-style-type: none"> Ensuring all teachers have an authentic place in decision-making spaces is critical. The NEA Great Teaching and Learning Report describes the importance of autonomy. 	<ul style="list-style-type: none"> Collectively bargaining time & compensation to do the work. Bargaining that in any committee within a district, more than half of the members will be NEA members.
<ul style="list-style-type: none"> Teacher leaders bring their own priorities and skills to their informal and formal leadership roles. As a result, they must have the opportunity to tap their particular gifts and pursue their particular passion for how to make schools better and systematically improve student learning. 	<ul style="list-style-type: none"> Washington State Education Association: Bargained a two-hour late start the day after any holiday/break. Paid work days before students come.
<ul style="list-style-type: none"> Engages and persuades all stakeholders around shared interests in national, state, and local public education policy and reforms. 	<ul style="list-style-type: none"> Leadership Competencies: Advocacy. https://www.nea.org/professional-excellence/leadership-development/leadership-competencies
<ul style="list-style-type: none"> Teacher leaders need to exercise their own creativity and initiative to tackle the problems that match their area of focus. By expanding the skills and opportunities for greater numbers of teacher leaders, the full landscape of school transformation becomes possible even as individuals exercise autonomy in the areas of emphasis they choose. 	<ul style="list-style-type: none"> AZ local bargained that any committee must have more than half educator members.

Mid-career teachers have a wealth of experience that is essential to the continued growth and success of the profession. They have often built professional networks that extend beyond their schools and can provide support to potential, aspiring, and emerging teachers. Utilizing the strategies in this report supports the retention of mid-career educators.

Sexual Orientation and Gender Identity

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The Committee Report and Recommendations will be made available pending action at the July Board of Directors meeting.

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Great Public Schools for Every Student

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