

New Educator Card Professional Supports Resource Guide

This resource guide is for affiliates to use to identify, implement, and deliver professional supports based on their affiliate data from the New Educator Card. This resource identifies NEA and affiliate resources by categories, such as classroom management; lesson planning; working with mentors or coaches; working with families; working with administrators and colleagues; social and racial justice; students in poverty; funding, policy, and advocacy; salary, benefits, and finances; and rights, responsibilities, and working conditions.

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Classroom Management

- Relationships with students
- Creating a welcoming and safe classroom community
- Managing stress
- Physical layout of the classroom
- Setting expectations, routines, and rules
- Setting up the classroom
- Social-emotional learning
- Using/adopting restorative practices

NEA Resources	Description	Delivery Method	Contact/Link
NEA National Board Jump Start Program	Jump Start focuses on the skills, knowledge, dispositions, and strategies affiliates need to achieve National Board Certification. Jump Start is specifically for educators who have registered with the National Board for Professional Teaching Standards and have selected their certificate area. The program, member-designed and led, demystifies the certification process in a supportive, constructive, and collegial environment.	Face-to-face	educatorsupports@nea.org
NEA IDEA Resource Cadre	This is an Association-convened, educator-led professional learning opportunity that provides supports for all members to ensure student success.	Face-to-face	John Riley Senior Policy Analyst, NEA jriley@nea.org
I Can Do It - Classroom Management	This blended learning course is designed for all members, to assist with creating an educational environment that fosters learning and help student become critical thinkers and productive citizens. Various modules will examine how to create routines, build communication, look at trauma, deal with challenging students, and identify innovative ways to engage students.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members, to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what bullying looks like, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Classroom Management: Classroom Expectations and Routines	This module is designed to help participants create and implement successful classroom expectations and routines to promote an environment that is conducive to learning. Participants will learn to establish and reinforce routines and behavioral norms and collaborate with learners to create positive classroom experiences.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Taking a Stand: Creating a Safe School for LGBTQ Students	This module is designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (LGBTQ). This program teaches school personnel how to create a safe climate for students and staff.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Opportunities and Challenges in Public Education	This module will introduce the C.A.R.E. themes through an equity and civil rights lens. It will also demonstrate how these themes address equity and mitigate the achievement gaps.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login

NEA Resources	Description	Delivery Method	Contact/Link
CARE (Culture, Ability, Resilience, Effort): Culture, Language, and Equity	This module offers principles and strategies that address the issues of culture, language, and equity.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Unrecognized and Underdeveloped Abilities	In this module, participants will learn ways to help a diverse array of students meet high standards by analyzing and questioning longstanding assumptions about student ability.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Classroom Management	This micro-credential stack is designed to help classroom educators develop skills to successfully build a community of learners. Educators will have an opportunity to explore classroom organization and routines, as well as to discover new ways to support students who have behavioral challenges due to trauma or other circumstances.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=CM
Know Your Students	Teachers learn to connect with the students they instruct in order to respond to individual student learning differences and provide every student with a high-quality educational setting.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT
Restorative Practices	Restorative practices are a set of practices and values that holistically prevent and repair harm; and build community and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone, but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school you should do these micro-credentials sequentially, as the skills do build on each other.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP
Creating Bully-Free Environments Within Structured Settings	Educator successfully creates safe, bully-free environments within structured settings.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=BF
Creating Safe Spaces Inclusive of Lesbian, Gay, Bisexual, Transgender, and Questioning/ Queer Students	Educator creates a safe space for LGBTQ youth in their school(s).	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ
Classroom Management for Creative Learning	Educator creates a kinesthetic, cooperative, and culturally responsive classroom to maintain an engaging learning environment.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI
Using ELL Strategies in the Classroom	Educator demonstrates understanding of how to implement research-based ELL strategies to support ELL learning and achievement within a standards-based curriculum framework.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL

NEA Resources	Description	Delivery Method	Contact/Link
Self-Care for Educators	Corinna Owlsey, an 8th grade history and science teacher from Springfield, Illinois, shares her tips for practicing self-care as an educator and why it's important to start early in your career.	School Me podcast	http://neatoday.org/podcast/self-care-for-educators/
Using Humor in the Classroom	Dan Jordan, an elementary school teacher from Seattle, discusses how to incorporate humor in the classroom and use it as a relationship builder and learning tool.	School Me podcast	http://neatoday.org/podcast/using-humor-classroom/
Preparing for Your First Five Days in the Classroom	During the webinar, participants heard from experienced teachers and got tips from the trenches to help them be successful. We also explored templates for elementary and secondary teachers and provided those materials.	School Me webinar	http://neatoday.org/schoolme-webinar/preparing-for-your-first-five-days-in-the-classroom/
How to Create a Positive Learning Environment	We share our expert strategies and research-based suggestions to help manage behaviors counterproductive to learning. We also provide attendees with all the materials and resources they would need to effectively support their students.	School Me webinar	http://neatoday.org/schoolme-webinar/newandcewebinars/
How Restorative Practices Work for Students and Educators	This article explores how Dora Moore's schoolwide enthusiasm for, and experience with, restorative practices, has made it one of three model schools in Denver.	Online article	http://neatoday.org/2019/06/13/how-restorative-practices-work-for-students-and-educators/
To Prevent Bullying of Students with Autism, Training is Key	Bullying is no longer accepted as a "kids will be kids" rite of passage and educators are dedicated to stopping it in all its forms, especially when the target is a student with a disability like autism. But the battle against bullying continues.	Online article	http://neatoday.org/2019/11/25/bullying-of-students-with-autism/
Positive Behavioral Intervention and Supports	This guide is designed to share information on the multi-tiered framework that works for every student when it comes to positive behavioral interventions and supports.	Online resource	http://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf jriley@nea.org
Social Emotional Learning	This document provides a backgrounder on the importance of social emotional learning for all students across all grades.	Online resource	http://www.nea.org/assets/docs/Social%20and%20Emotional%20Learning%20Response_Bkgr%20v3.pdf jriley@nea.org
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides facilitators of micro-credential PLCs with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
<p>Delaware State Education Association: Strategies for Building Resilience: Creating a Trauma-Responsive Culture Within Your Classroom</p>	<ul style="list-style-type: none"> National statistics show that nearly one out of four children attending school has been exposed to a traumatic event that can affect learning and/or behavior. Educators have the power to mitigate the impact of trauma and improve educational outcomes for all students. This session focuses on creating a safe and supportive learning environment, developing a positive relationship with your students, and establishing rules and routines that promote student learning and help your students succeed. Participants will learn strategies to build a sense of community within their classroom, engage and connect with students impacted by trauma and toxic stress, deal with student uncertainties, help students self-regulate, and strengthen relationships between students and the teacher. 	<p>Face-to-Face</p>	<p>Deb Stevens Director of Professional Advocacy deborah.stevens@dsea.org</p>
<p>Georgia Association of Educators: Education Support Professionals: Management for Locations Outside the Classroom</p>	<p>This session targets bus drivers, custodians, food service employees, office staff, and paraprofessionals as they deal with managing student behavior in non-classroom areas of the school. The session focuses on enhancing the structure of the educational support professional's work environment to be a place in which students are cooperative and well-behaved, and where education support professionals are supported as valuable members of the whole school staff.</p>	<p>Face-to-Face</p>	<p>Felecia Lee Uniserv Director felecia.lee@gae.org</p>
<p>Iowa State Education Association: Building Strong Student Relationships</p>	<p>Many times, classroom climate development and relationship-building are folded into pre-service teacher development courses focused on classroom management. The course title, "Classroom Management," sends the message that power is important and children need to be managed. This course, however, challenges participants to re-conceptualize how education views the relationship between students and staff, and provides a framework for building relationships with students. Participants have the opportunity to work on their existing relationship systems and are also provided with resources to develop new strategies and approaches. Course participants are asked to critically reflect and adapt their pedagogy as they learn, reflect, and process new information through readings, activities, and discussions. This highly engaging class is designed to offer participants important information and the ability to apply learning to their professional lives.</p>	<p>Online</p>	<p>Cindy Swanson Teaching and Learning Specialist cindy.swanson@isea.org</p>
<p>Louisiana Association of Educators: Early-Career Success Stages</p>	<p>This workshop supports early-career educators and focuses on a variety of topics. Developing a Positive Classroom: Strategies for getting to know students, getting them to trust each other, and building a safe space for taking academic risks. Procedures, Rules, and Routines: Best practices on engaging students in establishing rules, and procedures for a smoothly run class. Reinforcements: Strategies to manage student behavior through realistic positive reinforcement. Teaches about social and cultural undercurrents affecting student engagement. Basic Instructional Techniques: Elements of lesson planning, instructional approaches, and effective questioning. Classroom Management Basics for a Smoothly Flowing Classroom: Teaches about using non-verbal signals, the practice of giving effective directions, and strategies for managing transitions. Teacher Communication and Style: Attendees learn about their personal communication styles and how students, administrators, other teachers, and parents may perceive them. Home and School Communication: Examine how parent-teacher communication is perceived. Learn tips for dealing with angry or confrontational parents. Dealing with Difficult Behaviors: Reflect, analyze, and dig deeply into personal discipline approaches to broaden management skills, and learn strategies to manage difficult behaviors. Technology: Best practices for developing a professional profile using social media. Examine some technology policies and procedures for classrooms.</p>	<p>Face-to-Face Online</p>	<p>Suzanne Harris Coordinator Teaching and Learning Center sharris@lae.org</p>

Lesson Planning

- Trauma-informed pedagogy
- Technology integration
- Working with English Language Learners
- Culturally responsive teaching
- Working with students with special needs
- Differentiation of learning
- Cultural competence
- Working with restorative practices
- High-impact teaching strategies

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NEA National Board Jump Start Program	Jump Start focuses on the skills, knowledge, dispositions, and strategies affiliates need to achieve National Board Certification. Jump Start is specifically for educators who have registered with the National Board for Professional Teaching Standards and have selected their certificate area. The program, member-designed and led, demystifies the certification process in a supportive, constructive, and collegial environment.	Face-to-Face	educatorsupports@nea.org
Bullying and Sexual Harassment Prevention	Designed for all members, to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what bullying looks like, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Culturally Relevant Pedagogy	This course will approach culturally relevant pedagogy as a way of teaching that draws on the cultural knowledge, backgrounds, and experiences of students to make the learning more meaningful, appropriate, and supportive of student achievement.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Second-Language Acquisition and Instructional Strategies for ELLs	Participants will identify the stages of second-language acquisition (SLA). They will understand the SLA process and how it impacts the learning process. They will learn SLA's role in instruction and how to select appropriate instructional strategies beneficial for English learners.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Advocating for English Language Learners	Participants completing this course should be able to define advocacy and the need for advocacy in relation to ELLs, be aware of key strategies in advocating for ELLs, understand the rights of ELLs and their families, and collaborate effectively with other educators, along with ELLs and their families and communities.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Assessing English Language Learners	This course will support educators through the intentional design, creation, and evaluation of assessment tools for classroom use so that results best reflect content knowledge, as well as language ability of ELLs.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login

NEA Resources	Description	Delivery Method	Contact/Link
Working with English Language Learners: Standards-Based Instruction and Lesson Development for English Language Learners	The course focuses on the need for educators to not only teach content, but academic language as well. Participants will understand the need to support English Language Learners' (ELLs) access to challenging content within a standards-based framework and practice strategies for supporting both ELLs access to content and simultaneous English language development.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Foundational Competencies	This module is based on the eight Teacher Leadership Foundational Competencies. During this course, you will identify your strengths and weaknesses with a lens on Diversity, Equity, and Cultural Competence in leadership. You'll participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Instructional Competencies	This module is based on the eight Teacher Leadership Instructional Competencies. During the course, participants will identify their strengths and weaknesses with a lens on Instruction –and participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Developing a LGBTQ-Inclusive Curriculum	Designed for K-12 instructors, this action-oriented workshop examines various approaches for designing and integrating lessons and activities that raise awareness of bias and empower students to advocate for change, especially around LGBTQ-related bias.	Online- learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Classroom Practice	This micro-credential stack is aligned with the InTASC Core Teaching Standards and is designed to support ongoing teacher effectiveness to ensure students reach college- and career-ready standards. The micro-credentials in this stack fall under these four categories: The Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_I
Exceptional Learner	This micro-credential stack is meant to help all educators support exceptional students in their classroom. The focus of this stack is collaboration with stakeholders, understanding federal policies and providing support to students with exceptional needs.	Micro-credential/ Online	educatorsupports@nea.org https://cgps.nea.org/micro-credentials/stacks/exceptional-learner/
Restorative Practices	Restorative practices are a set of practices and values that holistically prevent and repair harm, and build community and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone, but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school, you should do these micro-credentials sequentially, as the skills do build on each other.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP
Supporting English Language Learners	This micro-credential stack is designed to help educators understand the complexities of teaching students who are learning English as a second language. The stack covers multiple topics that will help educators understand language-acquisition theories and apply this knowledge to design effective assessment and instruction. Educators will also have an opportunity to explore ways to advocate for English language learners and their families.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL
Instructional Practice (InTASC)	Educators will learn classroom strategies and skills that support classroom practice in four areas: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. This micro-credential stack aligns with the InTASC Core Teaching Standards and supports ongoing teacher effectiveness to ensure students reach college- and career-ready standards.	Micro-credential/ Online	educatorsupports@nea.org https://cgps.nea.org/micro-credentials/stacks/instructional-practice-intasc/

NEA Resources	Description	Delivery Method	Contact/Link
Technology Integration	You will learn how to leverage digital tools and to support your students using critical thinking, communication and collaboration skills. This micro-credential stack is based off of the new ISTE Standards for Educators. The ISTE standards were created to support educators in preparing students for their futures. These micro-credentials focus on critical thinking and knowledge students need to thrive in a global and digital world.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TI
Technology Integration 101	Educator integrates digital tools effectively into their classroom lessons.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P
Evaluating Digital Sources	Educator supports students in evaluating digital sources to develop students' critical thinking skills.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_U
Cyberbullying/Cyber Safety	Educator recognizes cyberbullying and teaches students how to stay safe online.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=BF
Developing LGBTQ Anti-Bias Curriculum	Educator uses anti-bias curriculum resources that are inclusive of LGBTQ issues.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ
Utilizing Proper Terminology to Talk About LGBTQ Topics	Educator expands their instructional understanding of LGBTQ terminology.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ
Knowing Your Content & How to Teach It to Students	Educator possesses a firm command of their subject area(s), understands factual information as well as major themes, and has the pedagogical insight to communicate their subject knowledge and impact student learning.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT
Fostering a Growth Mindset	Educator explores growth mindset with students and supports student understanding of various modes of learning to understand new concepts and acquire new knowledge and skills.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_L
Trauma-Informed Pedagogy	Educator demonstrates an understanding of how trauma can affect student behaviors and responses within the school context; and promotes students' abilities to self-monitor and maintain positive engagement in all aspects of learning and interactions.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=CM
Culturally Responsive Art Instruction	Educator honors the presence of student diversity by incorporating culturally responsive arts instruction and/or integration.	Micro-credential/ Online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI

NEA Resources	Description	Delivery Method	Contact/Link
Better Lesson Master Teacher Content Lessons	Better Lesson Instructional Strategies provide ready-to-use resources and step-by-step guidance to help education professionals grow in their practice.	Online resource	https://betterlesson.com/browse/master_teachers/projects
Teaching Children from Poverty and Trauma	Excellent ideas in working with students in poverty and who are or have been exposed to trauma.	Online resource	https://www.nea.org/assets/docs/20200_Poverty%20Handbook_flat.pdf
Peer Programs Helping Schools Tackle Student Depression, Anxiety	Excellent ideas in working with students in poverty and who are or have been exposed to trauma.	Online resource	http://neatoday.org/2019/11/14/student-peer-counseling/
Trauma Toolkit	More schools are leveraging peer counseling and mentoring programs to supplement suicide prevention and trauma-informed strategies.	Online resource	https://neaedjustice.org/wp-content/uploads/2019/09/trauma_toolkit.pdf
Lesson Planning	Annette Romano, a veteran educator with 31 years of experience from New York, shares tips for lesson planning for new and early-career educators.	School Me podcast	http://neatoday.org/podcast/lesson-planning/
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Micro-credential/ Online	educatorsupports@nea.org http://ceps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf

Affiliate Resources	Description	Delivery Method	Contact/Link
Colorado Education Association: Introduction to Restorative Practices in Education	This course is an opportunity for educators to become skilled restorative-justice practitioners in their work settings with students and colleagues. During sessions, participants learn the philosophy of restorative practices, become immersed in the practices, and create restorative tools for their own work environment that can be implemented immediately, no matter the school's current discipline model.	Online	Casey Kilpatrick Director of Learning Services ckilpatrick@coloradoea.org
Connecticut Education Association: Introduction to Student Trauma: Developing a Trauma-Sensitive Classroom	Nearly 7 out of 10 children experience trauma, and many experience multiple traumatic events. The impact of trauma on children and adolescents is pervasive, and presents challenges in every school and community. We are collectively learning more about the challenges trauma presents to classroom teachers and how to help those who experience trauma overcome its effects. Developed in partnership with Hartford Behavioral Health, Jo Ann Freiberg of the Connecticut State Department of Education, the Traumatic Stress Institute, and Community Solutions, Inc., this workshop is the first step on a continuum of becoming a skilled practitioner in a trauma-informed school community. Participants learn how to identify the signs of trauma and better understand its impact on students and the school community. Participants also learn practical skills and where to access additional resources and training that can help educators master strategies to address student trauma. In addition to this introductory workshop, the Connecticut Education Association can connect you and your district to a continuum of trainings that foster trauma-informed schools and communities.	Face-to-Face	Michele O'Neill Educational Issues Specialist micheleo@cea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
<p>Delaware State Education Association: Trauma, Toxic Stress, and the Impact on Learning</p>	<p>Youth who have experienced trauma often have very poor education outcomes. By understanding brain science, how trauma and toxic stress impact the developing brain, and tools to engage at-risk students and support staff, participants will enhance education outcomes and have a better understanding of how to connect and engage youth with challenges.</p> <p>Participants will learn how to forge a path to cultivate meaningful change within their school communities and the importance of supporting students with challenging behaviors.</p>	<p>Face-to-Face</p>	<p>Deb Stevens Director of Professional Advocacy deborah.stevens@dsea.org</p>
<p>Maryland State Education Association: Differentiated Instruction: Making the Curriculum Accessible to All Students</p>	<p>This workshop gives an introduction to the basics of differentiated instruction (DI) that make the curriculum accessible to ALL students. Research-based strategies to differentiate content, learning processes, and student assignments are featured. Participants learn about and experience DI tools firsthand to develop differentiated activities for students who are English language learners, are receiving special education services, or are identified as gifted and talented or at-risk. Differentiated activities discussed include Cubing, Think-Tac-Toe, RAFT, and student monologues.</p>	<p>Face-to-Face</p>	<p>Geraldine Duval Organizational Specialist, School Quality gduval@mseanea.org</p>
<p>Michigan Education Association: Higher Education Advancement, Cultural Competency & Intellectual Property Rights</p>	<p>This session is for members working in institutions of higher education and supports members across a multitude of issues. In the first part of the session, participants in this workshop learn about advancement on the tenure track, including challenges and pitfalls, and faculty rights regarding ownership of teaching materials and work products.</p> <p>The remaining portion of the session focuses on cultural competency. Cultural competency is a set of congruent behaviors, attitudes, and policies that come together among professionals in a system or agency, enabling them to work effectively in cross-cultural situations. Many education professionals work with students who bring with them a set of beliefs, values, and cultural norms that help to shape the teaching and learning environment, and are often different than those of the education professional. This part of the session provides tools to effectively engage students for a more effective teaching and learning experience in a higher-education setting.</p>	<p>Face-to-Face</p>	<p>Chad Williams UniServ Consultant Special Issues Organizer cwilliams@mea.org</p>

Working with Mentors or Coaches

- Social-emotional learning for educators
- How to find mentors—both formal and informal
- Assistance with lesson planning
- Assistance with curriculum/content
- Teacher leadership

NEA Resources	Description	Delivery Method	Contact/Link
NEA Early Career Learning Labs	The NEA Early Career Learning Labs are a professional learning program meant to support early-career educators around problems of practice.	Blended learning	educatorsupports@nea.org http://bit.ly/ECLL2020Resources
Cooperating Teacher 101	The intent of this blended-learning course is to bring understanding of education through the perspectives of institutional, collegiate, school-district, classroom and individual levels to assist in forming collaborative and supportive mentoring between the classroom teacher and student teacher/ teacher candidate.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Cooperating Teacher 201	This blended-learning course will support Cooperating Teachers while they have student Teacher Candidates working in their classrooms. It will provide activities for Cooperating Teachers to practice communication skills, mentoring and coaching skills. Cooperating Teachers and Teacher Candidates will explore a variety of topics together that will help Teacher Candidates become effective teachers.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Foundational Competencies	This module is based on the eight Teacher Leadership Foundational Competencies. During this course, you will identify your strengths and weaknesses with a lens on Diversity, Equity, and Cultural Competence in leadership. You'll participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Overarching Teacher Leadership Competencies	This module is based on the eight Overarching Teacher Leadership Competencies. During this course you will identify your strengths and weaknesses in leadership while participating in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Teacher Leadership Instructional Competencies	This module is based on the eight Instructional Teacher Leadership Instructional Competencies. During the course, participants will identify their strengths and weaknesses with a lens on Instruction – and participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
CGPS: The Teacher Leadership Institute	The Teacher Leadership Institute (TLI) is a comprehensive effort to recruit, prepare, activate, and support the next generation of teachers to lead a transformed teaching profession. Increasingly, teachers are seeking new opportunities to advance their careers and the profession by taking on new leadership roles. Teachers will play more consequential roles in shaping the policies and practices that govern teaching and learning.	Blended learning	https://www.teacherleadershipinstitute.org/
NEA National Board Jump Start Program	Jump Start focuses on the skills, knowledge, dispositions, and strategies affiliates need to achieve National Board Certification. Jump Start is specifically for educators who have registered with the National Board for Professional Teaching Standards and have selected their certificate area. The program, member-designed and led, demystifies the certification process in a supportive, constructive, and collegial environment.	Face-to-face	educatorsupports@nea.org

NEA Resources	Description	Delivery Method	Contact/Link
CGPS: Great Teaching and Learning Report	A guide to helping educators achieve and sustain new norms of excellence at every phase of their career. This report provides recommendations, supports, and actions to support accomplished teachers and teacher leaders.	Online resource	educatorsupports@nea.org https://cgps.nea.org/greatteaching/
Teacher Leadership: Overarching Competencies	This micro-credential stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and the Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, Association and educational policy. The Overarching and the Diversity, Equity and Cultural Competence micro-credentials focus on competencies that all teacher leaders need to have. The Association Pathway micro-credentials focus on skills needed to be engaged in Association leadership and the Policy Pathway micro-credentials focus on skills needed to advocate for education equity and funding at the local, state and federal levels. The Instructional pathways focus on teacher leadership for classroom practice.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLL_0
Assessment Literacy	This micro-credential stack can be used by coaches to support classroom assessment, and propel meaningful teaching and learning. Quality classroom assessment practices renew a focus on day-to-day, minute-by-minute learning that improves student outcomes. Through formative assessment practices, students know where they are in their learning, where they need to go, and how to get there. Teachers have information they need to inform their next instructional steps. And families have more useful information to know how their student is doing in school.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AL
Technology for Instructional Coaches	Instructional Coaching is linked to successful classroom practice. As we move into the 21st Century and the world becomes flatter, it is important for instructional coaches to develop the skills needed to mentor, coach and teach in virtual environments. This micro-credential stack will help coaches hone their skills for working online in both synchronous and asynchronous online environments. This stack is tool-agnostic and focuses on skills rather than technology.	Micro-credential/ online	educatorsupports@nea.org https://cgps.nea.org/micro-credentials/stacks/technology-for-instructional-coaches/
Cooperating Teacher	This micro-credential stack is designed to help cooperating teachers develop the necessary skills to successfully support student teachers or early-career educators. This stack will help educators hone communication skills and develop strategies for working with adult learners. Educators will learn about observation and effective ways to provide feedback to a student teacher. Educators also will explore ways to build positive professional relationships and manage difficult conversations.	Micro-credential/ online	educatorsupports@nea.org https://cgps.nea.org/micro-credentials/stacks/cooperating-teacher/
Purposeful Collaboration	Educator leads or facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLL_D
Coaching and Mentoring	Educator deepens understanding and application of coaching techniques.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLL_I

NEA Resources	Description	Delivery Method	Contact/Link
Thinking Systematically About Your Practice	Educator expands their repertoire and deepens their pedagogical content knowledge to remain inventive and welcoming to new findings that extend their professional learning.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT
Collaboration Between Colleagues	Educator collaborates with others to expand their content knowledge and keep up with changes in the discipline, make academic language accessible to students, and develop learners' abilities to independently engage in and evaluate their work.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_U
Using Standards to Plan for ELL Students	Educator applies knowledge of state and national English Language Learner Standards in lesson plans and instructional practice.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL
Identifying Leaders through One-on-Ones	Leader engages in identifying leaders by building relationships and conducting one-on-ones.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg
Reflective Practice to Improve Personal Effectiveness in the Classroom	Educator reflects on their practice to improve personal effectiveness in the classroom.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P
Bridging the Generation Gap	Lindy Hiatt-Hecox, a retired elementary school specialist with 33 years of experience, shares her insights from mentoring early educators and how every generation of educators can learn from one another.	School Me podcast	http://neatoday.org/podcast/bridging-the-generation-gap/
Mentors	LaShone Allen, a 19-year classroom veteran from Charlotte, North Carolina, shares her experiences and how she found the best mentors to help her in her career.	School Me podcast	http://neatoday.org/podcast/mentors/
Finding Your Family of Fellow Educators	This educator explores how she created a community of educators to support her as a new educator.	Online resource	http://neatoday.org/new-educators/finding-your-tribe-of-fellow-educators/
Micro-credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	educatorsupports@nea.org http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf
Contract Language	Contract language can codify a strong mentoring/induction program.	Online resource	Collectivebargaining@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
<p>Connecticut Education Association: Teacher Leadership</p>	<p>Teacher leadership is about building your capacity to lead and collaborate with peers to tackle bigger issues facing teaching and learning than you can tackle on your own in your classroom. This workshop uses project-based learning to build strategies, confidence, and competencies in Domain 4 of Connecticut's Common Core of Teaching Rubric for Effective Teaching regarding professional responsibilities and teacher leadership.</p> <p>Based on Connecticut Education Association's partnership with the Teacher Leadership Fellowship Program at Central Connecticut State University, this program offers customizable options that range from an introductory workshop to more long-range facilitation of project-based learning designed to help teams of educators promote sustainable improvement. The trainer for this session helps teams identify school- or district-level needs and develop plans to create positive change. (First session is 1.5 hours; additional follow-up sessions may be scheduled as needed.) Just a few potential project-based areas are noted below:</p> <ul style="list-style-type: none"> • Social justice and equity • Community school development • Toward school-based decision-making • School climate • Student behavior and restorative practices • Community engagement and partnerships • Grant development • Action research and innovative lesson study • Minority teacher recruitment • Toward a trauma-informed community 	<p>Face-to-face</p>	<p>Michele O'Neill Educational Issues Specialist micheleo@cea.org</p>
<p>Illinois Education Association: ESP Emerging Leaders Academy</p>	<p>This session focuses on how to organize and mentor education support professional (ESP) members. The participants learn more about the structure of the IEA and NEA, how they relate, and the numerous resources available from both the IEA and NEA to assist the growth and development of strong locals. Participants also learn more about the ESP Professional Growth Continuum and the IEA and NEA Leadership Competencies and develop a personal and local growth plan. Lastly, the participants begin to develop an organizing project with an IEA local to provide a "boots on the ground" experience.</p>	<p>Face-to-face</p>	<p>Mary Jane Morris Director, Center for Educational Innovation maryjane.morris@ieanea.org</p>
<p>Indiana State Teachers Association: INspiring Educator Conference</p>	<p>The INspiring Educator Conference supports the classroom preparedness and professional development needs of college students planning to enter the education field and new and early-career educators within the first five years of their career.</p> <p>Aspiring Educators: Extend your learning to real-world examples with proven methods from classroom teachers. Explore tools to guide you during your student teaching. Connect with new educators to learn what to expect in your first year.</p> <p>New & Early-Career Educators:</p> <p>Get the boost of support you need from veteran educators. Network with other new and early-career educators. Find resources that remind you why you entered the profession.</p>	<p>Face-to-face</p>	<p>Angela Miller Professional Resource Center Coordinator amiller@ista-in.org</p>

Working with Families

- Learning more about my students' community
- Communicating with families
- Working with restorative practices

NEA Resources	Description	Delivery Method	Contact/Link
Working with English Language Learners: Culturally Relevant Pedagogy	This course will approach culturally relevant pedagogy as a way of teaching that draws on the cultural knowledge, backgrounds, and experiences of students to make the learning more meaningful, appropriate, and supportive of student achievement.	Blended Learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what bullying looks like, interventions, building staff capacity, and advocating.	Blended Learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Restorative Practices	Restorative Practices are a set of practices and values that holistically prevent and repair harm, and build community and relationships, resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone, but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school, you should do these micro-credentials sequentially, as the skills do build on each-other.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP
IEP Implementation-Communication and Collaboration	Educator, as a member of the Individualized Education Program (IEP) implementation team, uses communication and collaboration strategies to increase the supports for student attainment of established goals.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=EL
Teachers are Members of Learning Communities	Educator works collaboratively with colleagues, families, and the community to support students and their learning.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT
Linking Families and Communities to Schools for Student Success	Educator demonstrates an understanding of the important role that families and communities play in students' academic and social success.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=InTasc_L
Community Awareness, Engagement and Advocacy	Educator deepens involvement in community issues.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLL_I

NEA Resources	Description	Delivery Method	Contact/Link
Purposeful Collaboration	Educator leads or facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_D
Building a Meaningful Partnership	The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg
Partnerships and Community Engagement to Integrate Art	Educator builds partnerships that bring local artists into the learning environment and/or takes students out into the community to share their artistic expression.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI
Communicating with Stakeholders	Educator delivers an effective message to learners, families, and colleagues.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P
Advocating for LGBTQ-Inclusive Policy	Educator effectively consults LGBTQ students and family members about what their needs are, and then advocates for LGBTQ-inclusive policies to support these needs.	Micro-credential/ online	educatorsupports@nea.org https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ
Engaging Beyond the Parent-Teacher Conference	Create more effective partnerships that deepen trust with your student's families. We shared tips and examples of how to better maintain relationships and prevent problems before they start. We also shared some strategies to help build relationships that focus on student learning.	School Me webinar	http://neatoday.org/schoolme-webinar/newandecewebinars/
Nailing Your First Parent-Teacher Conference	Learn tips on how to conduct parent-teacher conferences that will communicate student academic progress as well as strengthen relationships with parents and guardians. Learn from our panel of professional practice experts, and find out what you should be focusing on before, during, and after your parent-teacher conferences.	School Me webinar	http://neatoday.org/schoolme-webinar/training-nailing-first-parent-teacher-conference/
Handling the Tough Parent Meetings	Robert Rodriguez, a 15-year educator and now a special education teacher from San Bernardino, CA, talks best approaches and strategies when it comes to having difficult meetings with parents.	School Me podcast	http://neatoday.org/podcast/handling-tough-parent-meetings/
Building Relationships at All Levels	Shari Collins, a semi-retired training specialist from Omaha, NE, with 33 years of educational experience, discusses building relationships throughout both the classroom and the community.	School Me podcast	http://neatoday.org/podcast/building-relationships-at-all-levels/
Best Practices for Connecting with Students	Rebecca Gamboa, a fifth-grade teacher with 22 years of experience from Illinois, discusses the best practices for connecting with disadvantaged students and how to get those students involved in the classroom along with their families.	School Me podcast	http://neatoday.org/podcast/best-practices-for-connecting-with-students/
Parent Meetings	Michele Johnson, currently a middle-school principal in Prince George's County MD, shares tips for parent meetings, adding insight as both a classroom teacher and administrator.	School Me podcast	http://neatoday.org/podcast/parent-meetings/

NEA Resources	Description	Delivery Method	Contact/Link
Parent, Family, Community Involvement in Education	Parents, families, educators and communities—there's no better partnership to assure that all students pre-K- to high school have the support and resources they need to succeed in school and in life. This is an article published by NEA about research-based strategies for promoting involvement.	Online policy brief/resource	http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf
Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, A Guide for Educators	A guide for educators seeking to foster healthy relationships and promote positive discipline in schools.	Online resource	http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
10 Ideas for Engaging Parents	An article that explains 10 ways that teachers can engage parents in the classroom and school community.	Online resource	http://www.nea.org/tools/56945.htm
How Restorative Practices Work for Students and Educators	This article explores how Dora Moore's schoolwide enthusiasm for, and experience with, restorative practices has made it one of three model schools in Denver.	Online resource	http://neatoday.org/2019/06/13/how-restorative-practices-work-for-students-and-educators/
Family & Community Engagement Kit	Engaging parents and families in the education of their child is critical to their academic success. NEA has developed a family and community engagement kit (essentially, a meeting in a box) to help you and your local education association kickstart a meeting on building ties between families and educators. The kit answers the basic question: How do I get started? Among other helpful resources in the kit is a guide that you can share with families that walks them through the federal law, so they understand what is expected of them and what is required of the school.	Online resource	http://myschoolmyvoice.nea.org/parents-and-community/
Micro-credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	educatorsupports@nea.org http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf

Affiliate Resources	Description	Delivery Method	Contact/Link
Iowa State Education Association: It Takes a Village: Building School, Family & Community Partnerships	This class is built upon School, Family, and Community Partnerships (2011), the seminal work of Joyce L. Epstein. Epstein is a principle research scientist and research professor of sociology at John Hopkins University and director of the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools. By investigating the six different types of involvement, discussing the benefits and challenges associated with each, and examining examples and strategies that you can implement, the course is designed to give you a research-based framework for establishing school-family-community partnerships, the tools to increase involvement on a classroom level, and the foundation to establish school-wide programs that benefit everyone.	Online	Cindy Swanson Teaching and Learning Specialist cindy.swanson@isea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
<p>Pennsylvania State Education Association: Parent Teacher Conferences: Tips and Tools to Create a Positive Working Relationship with Parents</p>	<p>We talk to students all day with ease, but sometimes those conversations with parents can be rough! This session reviews recommended practices to successfully communicate and collaborate with parents at conference time and throughout the school year.</p>	<p>Face-to-face</p>	<p>Nathan Greenawalt Director of Special Field Programs ngreenawalt@psea.org</p>
<p>Tennessee Education Association: Start to Finish: Collaborating with Families</p>	<p>Effective, ongoing communication with families throughout the school year is critical to providing every student with the best education possible. The teacher, as a professional, is basically responsible for facilitating communication from the start of the school year until the student is no longer in his or her care. The objective of this workshop is to help teachers improve family-teacher communication skills from the first day of school to the last. Workshop materials include numerous examples of teacher-made tools for communicating with parents, whether you teach pre-kindergarten or high school students in an inner city, rural, or suburban setting.</p>	<p>Face-to-face</p>	<p>Terrance Gibson Assistant Executive Director tgibson@tea.nea.org</p>

Working with Administrators & Colleagues

- Social-emotional learning for educators
- How to find mentors-both formal and informal
- Assistance with lesson planning
- Assistance with curriculum/content

NEA Resources	Description	Delivery Method	Contact/Link
LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members to assist with creating an educational environment, both inside and outside of the school, that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what bullying looks like, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Taking a Stand: Creating a Safe School for LGBTQ Students	This module is designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (LGBTQ). This program teaches school personnel how to create a safe climate for students and staff.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Restorative Practices	Restorative Practices are a set of practices and values that holistically prevent and repair harm, and build community and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone, but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school, you should do these micro-credentials sequentially, as the skills do build on each-other.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=RP educatorsupports@nea.org
Education Support Professionals: Professional Growth Continuum Micro-credentials	Education Support Professionals can pursue recognition of their expertise in the eight areas of the PGC universal standards of professionalism, by completing an NEA- and Digital Promise-sponsored micro-credential.	Micro-credential/online	https://cgps.nea.org/micro-credentials/stacks/education-support-professionals-professional-growth-continuum/ educatorsupports@nea.org
Teacher Leadership: Diversity, Equity and Cultural Competence Pathway	This micro-credential stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards, and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, Association and educational policy. The Overarching and the Diversity, Equity and Cultural Competence micro-credentials focus on competencies that all teacher leaders need to have. The Association Pathway micro-credentials focus on skills needed to be engaged in Association leadership and the Policy Pathway micro-credentials focus on skills need to advocate for education equity and funding at the local, state and federal levels. The Instructional pathways focus on teacher leadership for classroom practice.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_D educatorsupports@nea.org
Teachers are Members of Learning Communities	Educator works collaboratively with colleagues, families, and the community to support students and their learning.	Micro-credential/online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org

NEA Resources	Description	Delivery Method	Contact/Link
Instructional Practice (InTASC)	Educators will learn classroom strategies and skills that support classroom practice in four areas: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. This micro-credential stack aligns with the InTASC Core Teaching Standards and supports ongoing teacher effectiveness to ensure students reach college- and career-ready standards.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/instructional-practice-intasc/ educatorsupports@nea.org
Building Winning Teams: Effective Paraeducator-Teacher Teams Micro-credentials	Members can pursue recognition of their expertise in the components of effective paraeducator-teacher teams by completing an NEA- and Digital Promise-sponsored micro-credential.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/643/ educatorsupports@nea.org
Collaborator (Technology Integration)	Educator dedicates time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TI educatorsupports@nea.org
Communicating with Stakeholders	Educator delivers an effective message to learners, families, and colleagues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Collaboration Between Colleagues	Educator collaborates with others to expand their content knowledge and keep up with changes in the discipline, make academic language accessible to students, and develop learners' abilities to independently engage in and evaluate their work.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=Intasc_U educatorsupports@nea.org
Learning Community and Workplace Culture	Educator deepens their understanding of improvements around community and workplace culture.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_A educatorsupports@nea.org
Dynamic Duos: Cultivating a Successful Teacher-Paraeducator Relationship	Tricia Lucie & Whitney Barber share school-year preparation tips from the perspectives of a classroom teacher and a paraeducator. This dynamic duo exemplifies a supportive and successful teacher-paraeducator relationship.	School Me podcast	http://neatoday.org/podcast/dynamic-duos-cultivating-a-successful-teacher-paraeducator-relationship/
Navigating Your Career in a Testing Environment	Candace Gautney, a high school testing coordinator in Tallahassee, FL, and a 15-year educational professional, talks about gauging student progress and ways new educators can reach out to their coordinators for support within instruction and testing environments.	School Me podcast	http://neatoday.org/podcast/navigating-your-career-in-a-testing-environment/
ESP and Teachers Working Together	Carol Peak, an education support professional from Ventura, CA, talks about the critical role ESPs play as part of the education team and how both early-career and new ESPs can find their voice.	School Me podcast	http://neatoday.org/podcast/esps-teachers-working-together/
Working with Administrators in Your School	Mitzie Higa, currently a curriculum coordinator and new-teacher mentor with 17 years of classroom experience, shares her insights about working with the administrators in a school and making sure they have your back.	School Me podcast	http://neatoday.org/podcast/working-administrators-school/
Standing with ESPs	Karl Goeke & John Scanlan, members of NEA's ESP Career Committee, discuss the key values of partnership and collaboration between teachers, ESPs, and the school community, and how they collectively contribute to everyone's success.	School Me podcast	http://neatoday.org/podcast/standing-with-esps/
Paraeducator Perspective	Rochelle Greenwell, a 3rd grade math paraeducator in Kent, WA with 8 years of experience, talks about the foundation for a good relationship between teachers and paraeducators.	School Me podcast	http://neatoday.org/podcast/paraeducator-perspective/

NEA Resources	Description	Delivery Method	Contact/Link
What Should You Know About Your Formal Observation Process	Listen to this webinar to hear our professional practice experts give insight and tips on preparing for your first observation, demonstrating student learning, and strengthening your teaching practice!	School Me webinar	http://neatoday.org/schoolme-webinar/formal-observation/
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
Arkansas Education Association: Teachers and Paraprofessionals Working Together	This session focuses on building the spirit of collaboration and capturing the essence of paraprofessionals as a vital part of professional learning communities. Team building strategies are used for establishing rapport, discussing, organizing and assigning responsibilities, clarifying classroom objectives, and training and enhancing skills of paraprofessionals.	Face-to-face	Susana O'Daniel Director of Public Affairs sodaniel@aeanea.org
Connecticut Education Association: Theory of Change Facilitation	Part workshop and part facilitated work session, this training is perfect for a group of colleagues, aspiring teacher leaders, or formal committees interested in identifying and working through problems of practice. Participants identify a problem and the issues, strategies, goals, and tactics that could help them tackle it, as well as approaches for engaging constituents (stakeholders) in working toward the goal. Examples of groups that could benefit from this facilitation include Professional Development and Evaluation Committees (PDECs), school climate committees, NEASC accreditation committees, school improvement teams, school-community partnership groups, and other teacher-driven groups. This workshop can be the beginning of building lasting change and is ideal for three hours; with additional follow-up sessions scheduled as needed.	Face-to-face	Michele O'Neill Educational Issues Specialist Micheleo@cea.org
Delaware State Education Association: Dealing with Difficult People	All individuals in today's society encounter people who can be identified as "difficult" at various times in their life, some more frequently than others. As life in general and in the educational community, specifically, becomes more complex, it is essential that we can effectively deal with these individuals, whether they are superiors, colleagues, or students. This workshop is designed to help participants identify and understand the behaviors of such people and to learn techniques for coping with these behaviors. Participants in this session explore common patterns of difficult behavior and global options in dealing with a difficult situation. Educators then identify specific steps that can be useful in creating a positive working relationship with such a person, including using active listening skills and other techniques for defusing anger.	Face-to-face	Deb Stevens Director of Professional Advocacy deborah.stevens@dsea.org
Pennsylvania State Education Association: Professional Learning Communities (PLCs) 101	This session is an overview of Professional Learning Communities and much more! Participants walk away with an enhanced understanding of PLCs along with multiple strategies and resources that are available to sharpen their skills in PLC-specific aspects, such as shared mission, norms, values, collaborative SMART goals, enhanced meeting structures and protocols, group data analysis processes, PLC RTI resources, and more.	Face-to-face	Carla Claycomb Manager, Education Services cclaycomb@psea.org

Social and Racial Justice

- Appropriate resources for English Language Learners
- Closing ethnic and gender equity gaps
- Students with disabilities
- Addressing the school-to-prison pipeline and disparities in discipline

NEA Resources	Description	Delivery Method	Contact/Link
Diversity Training Modules: Our Diverse Community: Living, Working, and Learning Together	NEA views the diversity that exists among our members, staff, students, and communities as a great asset for public education and works to maximize this asset through our diversity professional learning modules.	Face-to-face	www.neacsjpd.org
Module One: Understanding Diversity	Take part in an interactive process that helps you better understand the language and imagery of diversity in light of America's changing demographics, and the importance of diversity to NEA's history and philosophy. Explore the primary and secondary dimensions of diversity, the attitudes they can spawn, and the infinite ways people are different.	Face-to-face	www.neacsjpd.org
Module Two: Developing Cultural Identity	Our values, beliefs, and self-concept, most of which are developed at a very early age, affect the way we think, behave, and make assumptions about people who are different from us. Take part in interactive exercises that reveal the nature of the socialization process, and examine models that show how we learn about our own culture and the culture of others. Learn how the absence of information—the silent teacher—can contribute to assumptions, even bigotry, about the status and basic rights of people who are different.	Face-to-face	www.neacsjpd.org
Module Three: Reacting to Differences	The treatment we extend to members of “other” groups is rooted in our perceptions, values, and beliefs about them. Participants will view and discuss a video designed to trigger critical thinking about prejudice, power, and entitlement—all of which lead to the emergence of privileged and oppressed groups. Participants will engage in deeper exploration of their own experiences as members of “insider” groups who enjoy privileges and as members of “outsider” groups who systematically experience disadvantages. At the end of the session, participants will plan actions they can take to help ensure a just society for all groups.	Face-to-face	www.neacsjpd.org
Module Four: Valuing Diversity	How do you respond to diversity issues? Are you better at discussing or reacting to some dimensions of diversity than others, for instance, race vs. sexual orientation? Although you may quickly react when offended by things others say or do, do you recognize when and how you offend others? Participants will identify strategies to communicate more courageously about diversity; explore how to fully embrace and demonstrate the value we place on the diversity among our students, their families, and our coworkers; and examine how to maximize the impact of our diversity work in schools.	Face-to-face	www.neacsjpd.org
Cultural Competence for Educators	Recognizing that culturally responsive instruction helps educators close achievement gaps, NEA offers a program that expands the capacity of educators to serve students from diverse cultural and ethnic backgrounds. The Cultural Competence Training Program has four learning objectives: <ul style="list-style-type: none"> • Deepen participants' own cultural self-awareness. • Increase their understanding of the link between cultural self-awareness and cultural competence. • Identify culturally responsive teaching practices. • Share strategies for promoting culturally responsive instruction. 	Face-to-face	www.neacsjpd.org

NEA Resources	Description	Delivery Method	Contact/Link
Our Association in Action: Creating Change Through Social Justice	<p>Rooted in the vision, mission, and values of NEA, the Social Justice Training Program helps members draw the connection between achieving social justice in schools and realizing academic success for all students. The program lays the foundation for NEA's social justice work by teaching educators to create more just and effective learning environments. Offered as a one-hour overview or a two-hour or four-hour session, the Social Justice Training Program has three learning objectives:</p> <ul style="list-style-type: none"> • Deepen educators' understanding of social-justice principles and why these principles are relevant to their work. • Explore the impact of social-justice issues on students and educators. • Empower educators to apply the principles of social justice when confronted with social oppression in the workplace or Association. 	Face-to-face	www.neacsjpd.org
Welcoming Schools	<p>HRC Foundation's Welcoming Schools is the nation's premier professional-development program providing training and resources to elementary-school educators to embrace family diversity, create LGBTQ- and gender-inclusive schools, prevent bias-based bullying, and support transgender and non-binary students. The Welcoming Schools Training Program has 7 learning objectives with accompanying modules:</p> <ul style="list-style-type: none"> • Embracing Family Diversity • Creating LGBTQ Inclusive Schools • Preventing Bias-Based Bullying • Creating Gender-Inclusive Schools • Supporting Transgender and Non-Binary Students • Welcoming Schools Law and Policy Review • Intersectionality: School Practices with an Intersectional Lens 	Face-to-face	www.neacsjpd.org
Blended Learning: Teacher Leadership Foundational Competencies	<p>This module is based on the eight Teacher Leadership Foundational Competencies. During this course, you will identify your strengths and weaknesses with a lens on Diversity, Equity, and Cultural Competence in leadership. You'll participate in the design process of learn, design, do, reflect.</p>	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Culturally Relevant Pedagogy	<p>This course will approach culturally relevant pedagogy as a way of teaching that draws on the cultural knowledge, backgrounds, and experiences of students to make the learning more meaningful, appropriate, and supportive of student achievement.</p>	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Second Language Acquisition and Instructional Strategies for ELLs	<p>Participants will identify the stages of second-language acquisition (SLA). They will understand the SLA process and how it impacts the learning process. They will learn SLA's role in instruction and how to select appropriate instructional strategies beneficial for English learners.</p>	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Advocating for English Language Learners	<p>Participants completing this course should be able to define advocacy and the need for advocacy in relation to ELLs, be aware of key strategies in advocating for ELLs, understand the rights of ELLs and their families, and collaborate effectively with other educators, along with ELLs and their families and communities.</p>	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Working with English Language Learners: Assessing English Language Learners	<p>This course will support educators through the intentional design, creation, and evaluation of assessment tools for classroom use so that results best reflect content knowledge, as well as language ability of ELLs.</p>	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login

NEA Resources	Description	Delivery Method	Contact/Link
Working with English Language Learners: Standards-Based Instruction and Lesson Development for English Language Learners	The course focuses on the need for educators to not only be teachers of content, but of academic language as well. Participants will understand the need to support English Language Learners' (ELLs) access to challenging content within a standards-based framework and practice strategies for supporting both ELL's access to content and simultaneous English-language development.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
LGBTQ	Designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), this program teaches school personnel how to create a safe school climate for students and staff.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Bully and Sexual Harassment Prevention	Designed for all members to assist with creating an educational environment both inside and outside of the school that is free from bullying. Various modules in this series will focus on ways to combat bullying by understanding what bullying looks like, interventions, building staff capacity, and advocating.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Opportunities and Challenges in Public Education	This module will introduce the C.A.R.E. themes through an equity and civil-rights lens. It will also demonstrate how these themes address equity and mitigate the achievement gaps.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Culture, Language, and Equity	This module offers principles and strategies that address the issues of culture, language, and equity.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
CARE (Culture, Ability, Resilience, Effort): Unrecognized and Underdeveloped Abilities	In this module, participants will learn ways to help a diverse array of students meet high standards by analyzing and questioning long standing assumptions about student ability.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Developing a LGBTQ-Inclusive Curriculum	Designed for K-12 instructors, this action-oriented workshop examines various approaches to design and integrate lessons and activities that raise awareness of bias and empower students to advocate for change, especially around LGBTQ-related bias.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login
Taking a Stand: Creating a Safe School for LGBTQ Students	This module is designed for all members, particularly those committed to addressing bias around sexual orientation and gender identity (LGBTQ). This program teaches school personnel how to create a safe climate for students and staff.	Online-learning management system module	educatorsupports@nea.org https://learn.nea.org/topclass/login

NEA Resources	Description	Delivery Method	Contact/Link
Supporting English Language Learners	This micro-credential stack is designed to help educators understand the complexities of teaching students who are learning English as a second language. The stack covers multiple topics that will help educators understand language-acquisition theories and apply this knowledge to design effective assessment and instruction. Educators will also have an opportunity to explore ways to advocate for English language learners and their families.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Teaching Global Competence	Educator facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=Intasc_U educatorsupports@nea.org
Supporting LGBTQ Students	This micro-credential stack is designed to help educators understand how to create a safe and inclusive classroom environment for LGBTQ students. You also explore how to advocate for LGBTQ policies for students and co-workers. You will have the opportunity to learn and use proper and respectful terminology, as well as to design lesson plans that are inclusive of LGBTQ students. You will also have the opportunity to learn about intersections of race, gender and sexual orientation, and use this knowledge to create a positive classroom community of learners.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Teacher Leadership: Diversity, Equity and Cultural Competence Pathway	This micro-credential stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards, and the Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, Association and educational policy. The Overarching and the Diversity, Equity and Cultural competence micro-credentials focus on competencies that all teacher leaders need to have. The Association Pathway micro-credentials focus on skills needed to be engaged in Association leadership and the Policy Pathway micro-credentials focus on skills need to advocate for education equity and funding at the local, state and federal levels. The Instructional pathways focus on teacher leadership for classroom practice.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_D educatorsupports@nea.org
Interdisciplinary Themes to Enhance Student Learning	The educator identifies current and relevant interdisciplinary themes that engage students in exploration, discovery, and expression. Additionally, the educator implements interdisciplinary themes within the classroom and draws connections to social and cultural contexts, both local and global.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=Intasc_U educatorsupports@nea.org
Building a Meaningful Partnership	The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg educatorsupports@nea.org
GSA 10 Actions for Advisors	A GSA is a student-led club focusing on LGBTQ identity, support, and advocacy. These 10 Actions for GSA Advisors can help provide the best possible support to a club.	Online resource	https://www.glsen.org/sites/default/files/GSA_10_Actions.pdf
Top 10 Things to Know About LGBTQ API Communities	Asian Americans, South Asians, Southeast Asians, and Pacific Islanders are the nation's fastest growing racial group and the largest segment of new immigrants coming to the United States. This resource provides information to support LGBTQ API youth.	Online resource	http://www.nea.org/assets/docs/10%20Things%20to%20Know%20About%20LGBTQ%20API%20Communities_FinalRev1.pdf

NEA Resources	Description	Delivery Method	Contact/Link
5 Things Educators Are Doing Right Now to Support Their LGBTQ Students	Educators are on the leading edge of campaigns, initiatives and legislative efforts to create safe and affirming schools, and support LGBTQ student rights. This resource summarizes some of the myriad ways educators are standing with LGBTQ students, and working to ensure they feel supported and welcome in schools.	Online resource	https://educationvotes.nea.org/2019/06/24/5-things-educators-are-doing-right-now-to-support-their-lgbtq-students/
Legal Guidance on Transgender Students' Rights	This resource provides an overview for members about transgender students' rights, a description of the key best practices for schools in respecting these rights, a brief primer regarding transgender issues, and a full explanation of the legal rights which those best practices respect, and how those rights play out in particular situations.	Online resource	http://www.nea.org/assets/docs/20184_Transgender%20Guide_v4.pdf
Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools	This guide highlights best practices, while offering strategies for building upon and aligning transgender students with each school's culture.	Online resource	http://assets2.hrc.org/files/assets/resources/Schools-In-Transition.pdf
What Do You Say To 'That's So Gay' & Other Anti-LGBTQ Comments?	This resource provides educators guidance on stopping and educating students on anti-LGBTQ comments.	Online resource	http://www.nea.org/assets/docs/Responding%20to%20Anti-LGBTQ%20comments.pdf
Who Can Marry Whom? Inclusive Conversations About Marriage	This resource has ideas and resources to help educators talk about family diversity. Review this checklist to ensure that your school is welcoming for all students and their families.	Online resource	http://www.nea.org/assets/docs/WhoCanMarryWhom.pdf
Trauma Toolkit: Tools to Support the Learning & Development of Students Experiencing Childhood & Adolescent Trauma	Supports the learning and development of students who have experienced stress or trauma.	Online resource	https://neadjustice.org/wp-content/uploads/2019/09/trauma_toolkit.pdf
Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, A Guide for Educators	A guide for educators seeking to foster healthy relationships and promote positive discipline in schools.	Online resource	http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf
Model School Code on Education and Dignity	A model school code on education and dignity, developed by Dignity in Schools, that presents a human rights framework for schools.	Online resource	https://dignityinschools.org/toolkits/model-code/
Let Her Learn: Stopping School Pushout for Girls of Color	"Let Her Learn: Stopping School Pushout for Girls of Color" is a 28-page guide and toolkit produced by the National Women's Law Center.	Online resource	https://nwl.org/wp-content/uploads/2017/04/final_nwlc_GirlsofColor.pdf
Seven Harmful Racial Discourse Practices To Avoid	This report identifies and describes seven harmful racial-discourse practices that are found not just in mainstream media, but also more broadly throughout our society. They are used by public officials and their staffs, by lawyers and judges, by advocates of various political backgrounds, by cultural and entertainment figures, and by others with power and influence over public perception and behavior.	Online resource	https://neadjustice.org/social-justice-issues/racial-justice/seven-harmful-racial-discourse-practices-to-avoid

NEA Resources	Description	Delivery Method	Contact/Link
Cultural Competence for New Educators	This webinar focuses on the importance of cultural competence in enabling educators to be effective with students from cultures other than their own.	School Me webinar	http://neatoday.org/schoolme-webinar/cultural-competence-new-educators/
Culturally Responsive Teaching	Our Culturally Responsive Teaching webinar gives an overview of cultural competence and shows how to incorporate these understandings into the teaching and learning process to foster supportive learning environments where ALL students thrive and succeed.	School Me webinar	http://neatoday.org/schoolme-webinar/culturally-responsive-teaching/
How Educators of Color Can Define Their Own Path	Ambereen Khan-Baker, a senior policy and program specialist at NEA and 13-year educator, joins us to talk about teaching as a woman of color, and how becoming National Board-Certified helped her find her voice.	School Me webinar	http://neatoday.org/podcast/how-educators-of-color-can-define-their-own-path/
Bringing the Black Lives Matter Week of Action to Your School	Erika Strauss Chavarria and Denisha Jones discuss the importance of bringing a racial and social-justice lens to the classroom, and how educators can bring the Black Lives Matter week of action to their schools.	School Me podcast	http://neatoday.org/podcast/bringing-the-black-lives-matter-week-of-action-to-your-school/
Racial Justice is Education Justice	Our education system is intended to uphold equal opportunity, but too often it also entrenches racial disparities by its design. On this website, we are engaging educators, students and allies to foster real dialogue around issues of racial justice in education, to examine policies and practices in our school systems and our communities, and to mobilize and take action for education justice.	Online resource	https://neaedjustice.org/racial-justice-is-education-justice/
Racial Justice in Education	The NEA resource guide, "Racial Justice in Education," includes tools and resources for talking about race, racial equity assessments, strategic planning, taking action and more.	Online resource	https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf
Few Conversations About Race and Identity Are Happening at Home. Can Educators Help?	NEA Today spoke with Rosemarie Truglio, senior vice president of curriculum and content at Sesame Workshop and Derrick Gay, a former classroom teacher, an expert on issues of diversity, inclusion, and global citizenship, and a research advisor for the "Identity Matters" study, to learn how educators and parents can work together to have these important conversations.	Online resource	http://neatoday.org/2020/01/14/sesame-workshop-study-talking-about-race/
The 1619 Project Resource Page	The comprehensive 1619 Project informs and challenges us to reframe U.S. history and better understand the hold institutional racism has on our communities.	Online resource	https://neaedjustice.org/the-1619-project-resource-page/
Social Justice Poets	A collection of student poets that speak out on what they want the future to hold.	Online videos	https://www.youtube.com/playlist?list=PLTXm_nHf7wxTnj_0pa5c47m9ccr1Ldaok
Student Performers Explore Impact of School Segregation	Through theater, young people help amplify the conversation around the tough topics of race, segregation, and inequality.	Online resource	http://neatoday.org/2019/11/07/student-performers-explore-impact-of-school-segregation/
How Restorative Practices Work for Students and Educators	This article explores how Dora Moore's schoolwide enthusiasm for, and experience with, restorative practices has made it one of three model schools in Denver.	Online resource	http://neatoday.org/2019/06/13/how-restorative-practices-work-for-students-and-educators/
Why Social Justice in School Matters	Social justice is about distributing resources fairly and treating all students equitably so they feel safe and secure—physically and psychologically. Meet five educators who determined to make a difference in the lives of their students and within their profession by ensuring social justice is a topic that is addressed in their schools.	Online resource	http://neatoday.org/2019/01/22/why-social-justice-in-schools-matters/

NEA Resources	Description	Delivery Method	Contact/Link
Federal Funding for ELLs	ESSA devotes a specific section of the law to English learners. It's known as Title III, and it comes with federal dollars that are allocated to each state and then to eligible school districts within each state. One of its chief purposes is to help you, along with your principal and other school leaders in your district, put in place effective language instruction educational programs to serve ELLs and to improve your practice in this area through meaningful professional development. NEA has developed an ESSA Federal Funding Guide to help you advocate for the resources that your students need.	Online resource	http://myschoolmyvoice.nea.org/essa-federal-funding-guide/
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
Colorado Education Association: Assessing English Language Learners: Bridges to Educational Equity	Assessment is a crucial tool in the classroom that informs teaching and learning when reported in meaningful ways. <i>Assessing English Language Learners: Bridges to Educational Equity</i> by Margo Gottlieb focuses on the planning, collecting, and analyzing of academic language assessments in multiple content areas. Participants cover ideas for assessing oral language, including listening, speaking, and assessing reading and writing literacy development.	Online	Casey Kilpatrick Director of Learning Services ckilpatrick@coloradoea.org
Vermont-NEA: I Am From Here	The Vermont-NEA Racial Justice Task Force was established in 2015 as a response to the National Education Association's initiative to eradicate institutional racism in our nation's public schools. The task force is composed of representatives of Vermont's education agencies, legislators and government-agency representatives, school employees, parents, and students from around the state. Vermont-NEA's task force decided that a virtual toolkit, "Advancing Racial Equity in Vermont's Public Schools," would be the best way to reach every school district in the state. The toolkit includes information and resources for staff, administrators, and students. Within the toolkit is a 30-minute instructional film designed for school staff to view at in-service or staff meetings. Other components include reading lists for students and adults; links to organizations in Vermont; links to national organizations; and sections for students, educators, and administrators. The toolkit is accessible at http://racialequityvtnea.org .	Face-to-face / online	Juliette Longchamp Director of Professional Programs jlongchamp@vtnea.org

Students in Poverty

- Helping economically distressed students and families
- Resources for homeless students and families
- Providing a welcoming environment for families
- Accepting feedback from families
- Family and community engagement
- Engaging families in what students are learning
- Engaging the community in our school community

NEA Resources	Description	Delivery Method	Contact/Link
IEP Implementation-Communication and Collaboration	Educator, as a member of the Individual Education Program (IEP) implementation team, uses communication and collaboration strategies to increase the supports for student attainment of established goals.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=EL educatorsupports@nea.org
Teachers are Members of Learning Communities	Educator works collaboratively with colleagues, families, and the community to support students and their learning.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=NBCT educatorsupports@nea.org
Linking Families and Communities to Schools for Student Success	Educator demonstrates an understanding of the important role that families and communities play in students' academic and social success.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=Intasc_L educatorsupports@nea.org
Community Awareness, Engagement, and Advocacy	Educator deepens involvement in community issues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=TLI_I educatorsupports@nea.org
Building a Meaningful Partnership	The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LeadOrg educatorsupports@nea.org
Communicating with Stakeholders	Educator delivers an effective message to learners, families, and colleagues.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Partnerships and Community Engagement to Integrate Art	Educator builds partnerships that bring local artists into the learning environment and/or take students out into the community to share their artistic expression.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=AI educatorsupports@nea.org
'Are You Thinking About Suicide?'	Every high school teacher—and many educators of younger students—knows a student considering suicide. But these young people can be kept safe, experts say.	Online resource	http://neatoday.org/2020/01/15/teen-suicide-what-educators-need-to-know/

NEA Resources	Description	Delivery Method	Contact/Link
Many Rural Students Still 'Invisible' to Lawmakers	In 2018 and 2019, lawmakers in Iowa gave their state's rural schools a much-needed \$30 million boost in new funding. The spending package was aimed at offsetting the districts' outsized transportation costs. School buses in Iowa travel across large but sparsely populated districts twice a day. This article explores the impact on rural communities in Iowa.	Online resource	http://neatoday.org/2019/11/26/many-rural-students-still-invisible-to-lawmakers/
School Districts Finding More and More Homeless Students	This article explores how the number of K-12 students who are have been identified as homeless has increased by more than 70 percent over the last decade.	Online resource	http://neatoday.org/2019/04/12/school-districts-finding-more-and-more-homeless-students/
Connection and Compassion at School	Rowena Shurn, a 14-year classroom veteran and current NEA senior Program and Policy Analyst Specialist, talks to us about focusing on human connection in the classroom and teaching with compassion for students' circumstances.	School Me podcast	http://neatoday.org/podcast/connection-and-compassion-at-school/
Poverty Simulation Raises Awareness for Educators	A group of Wilmington, Delaware educators were offered a glimpse of what it's like to live below the poverty line in a poverty simulation held during a two-day trauma training last summer.	Online resource	http://neatoday.org/2018/09/11/poverty-simulation-raises-awareness-for-educators/
Teaching Children from Poverty and Trauma	Excellent ideas for working with students in poverty and who are, or have been, exposed to trauma.	Online resource	https://www.nea.org/assets/docs/20200_Poverty%20Handbook_flat.pdf
Trauma Toolkit	Tools to support the learning and development of students experiencing childhood and adolescent trauma.	Online resource	https://neadjustice.org/wp-content/uploads/2019/09/trauma_toolkit.pdf
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
Colorado Education Association: Strategies that Engage: Moving Beyond the Stereotypes of Poverty	<p>This course provides participants with an opportunity to explore core strategies for engagement that lead to academic success for learners. Participants explore seven factors that establish purposeful learning routines to increase motivation and empower students to take ownership of learning. Educators implement new strategies and create an immediate plan for their classroom that enriches learning and revitalizes the school day.</p>	<p>Online</p>	<p>Casey Kilpatrick Director of Learning Services ckilpatrick@coloradoea.org</p>
Iowa State Education Association: Stand By Me: Connecting Our Children in Poverty with Hope	<p>Our hearts are broken daily as we watch so many students struggle with trying to meet basic needs due to food scarcity, homelessness, poor medical care --- and it goes on and on. Our children, and consequently our society, are suffering terribly.</p> <p>In their book <i>Disrupting Poverty</i>, Kathleen Budge and William Parrett provide teachers with years of research and classroom know-how to form strategies that fight against the eroding power of poverty. They discuss the hallmarks of high-achieving schools serving large populations of children living in poverty, which include caring relationships and advocacy, high expectations and support, commitment to equity, professional accountability for learning, and the courage to act. In this session, voices of those who have "made it" out of poverty to become successful adults are examined alongside tried-and-true classroom and school practices. "Stand by Me: Connecting Our Children in Poverty with Hope" takes what Budge and Parrett present in their book and places it within the context of the educator who is taking the class. Participants learn about what it means to live in poverty and the toll it takes on students, families, and society. Participants are asked to delve into their own consciousness and experience to determine how they can combat the effects of poverty and set up high-achieving classrooms. The importance of relationships, rigorous curriculum, and different learning approaches are all explored.</p>	<p>Blended learning</p>	<p>Cindy Swanson Teaching and Learning Specialist cindy.swanson@isea.org</p>
Kentucky Education Association: Community Action Poverty Simulation	<p>Through a partnership with the Missouri Community Action Coalition and Kentucky Education Association, members participate in a Community Action Poverty Simulation (CAPS) to bridge the gap between misconceptions and understanding about poverty. This training is an appropriate community engagement program with parents or others. If you are looking for an engaging real-world, meaningful training that is appropriate for all staff, then this is by far one of the best trainings we can provide. During this three-hour training, participants experience what it is like to live in poverty, and discuss the intense needs of families that educators work with on a daily basis.</p>	<p>Face-to-face</p>	<p>Michelle Jones Director of Professional Excellence mjones@kea.org</p>

Funding, Policy, & Advocacy

- Organizing colleagues and the community to advocate for students
- Education funding in my district
- Involvement in making funding decisions
- Impact of local, state, and federal education policy

NEA Resources	Description	Delivery Method	Contact/Link
NEA Early Leadership Institute	The Early Leadership Institute (ELI) provides an opportunity for state affiliates to strengthen their connection to early-career teachers in a cohort-based learning journey around issues of concern to the next generation of teacher leaders. Fellows develop a final project plan to implement with Association guidance.	Face-to-face	educatorsupports@nea.org
See Educators Run	This training prepares members to become a candidate for office and communicate effectively with others, and provides policy points to use on the campaign trail, fundraising basics, and tips for running a campaign.	Face-to-face	https://educationvotes.nea.org/see-educators-run/
Educator Voice Training: Your Voice Matters	This session introduces educators and Association staff to the Every Student Succeeds Act and familiarizes the audience with general provisions that will improve daily life in schools.	Face-to-face	Essainfo@nea.org
Educator Voice Training: Understanding Opportunities for Educator Voice	This session reviews basic ESSA provisions and walks the audience through the school improvement process. Through use of the Opportunity Checklist, this presentation guides participants in building consensus around critical issues.	Face-to-face	Essainfo@nea.org
Educator Voice Training: Needs Assessments	This presentation walks participants through conducting a needs assessment of their school using NEA's Opportunity Audit. Assessments like these are required under ESSA for schools identified for comprehensive support and improvement, and recommended for others.	Face-to-face	Essainfo@nea.org
Educator Voice Training: Advocating for Great Public Schools	This presentation is for Associations or ESSA Teams that have completed the Checklist and/or Audit and are looking to organize around local ESSA implementation. For state or local associations, this training can help organize a way forward for staff or teams of members looking to maximize educator voice under the law.	Face-to-face	Essainfo@nea.org
Educator Voice Training: Raising Your Voice	This presentation is for Associations or ESSA teams that want to learn about using the full suite of ESSA-related tools produced by EPP to guide educators through advocating around local ESSA implementation. This presentation walks staff and members through a basic analysis.	Face-to-face	Essainfo@nea.org
Working with English Language Learners: Advocating for English Language Learners	Participants completing this course should be able to define advocacy and the need for advocacy in relation to ELLs, be aware of key strategies in advocating for ELLs, understand the rights of ELLs and their families, and collaborate effectively with other educators, along with ELLs and their families and communities.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login
Blended Learning: Policy Teacher Leadership Competencies	This module is based on the eight Policy Leadership Competencies. During the course, participants will identify their strengths and weaknesses with a lens on policy –and participate in the design process of learn, design, do, reflect.	Blended learning	educatorsupports@nea.org https://learn.nea.org/topclass/login

NEA Resources	Description	Delivery Method	Contact/Link
Using your Voice to Advocate for Student Success	This micro-credential stack of 9 micro-credentials was created to support educators in raising their voices to protect public schools and to support every student. Through leadership and organizing strategies educators will learn how to take responsibility and use their voice to advocate for student learning. This requires educators to learn organizing skills that will support communicating and collaborating with learners, families, colleagues, other school professionals, and community members.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/using-your-voice-to-advocate-for-student-success/ educatorsupports@nea.org
Exceptional Learner	This micro-credential stack is meant to help all educators support exceptional students in their classroom. The focus of this stack is collaboration with stakeholders, understanding federal policies and providing support to students with exceptional needs.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/exceptional-learner/ educatorsupports@nea.org
Federal, State, and Local Policy Related to Bullying	Educator demonstrates an understanding of federal, state, and local law and policy regarding student bullying and what their responsibilities are regarding reporting and intervention.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=BF educatorsupports@nea.org
Leadership in Organizing	This micro-credential stack is designed to support educators interested in developing leadership skills to support the work of local affiliates. Educators will learn skills that will help organize and support member engagement in the Association.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/leadership-in-organizing/ educatorsupports@nea.org
Advocating for ELL Students and Their Families at the School Level	Educator advocates in their schools for English Language Learner (ELL) students and families using a five-step action plan.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Teacher Leadership: Policy Pathway	Based on the Teacher Leadership Competencies developed in partnership by National Education Association, National Board for Professional Teaching Standards, and the Center for Teaching Quality, this micro-credential stack is part of a group of related stacks designed to develop leadership skills in instruction, Association, and educational policy. The Policy Pathway micro-credentials focus on skills need to advocate for education equity and funding at the local, state, and federal levels.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/teacher-leadership-policy-pathway/ educatorsupports@nea.org
Advocating for English Language Learners (ELL) Friendly Local, State, and Federal Policies	Educator advocates at the local, state, and/or federal level for policies that support English Language Learners and their families.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=ELL educatorsupports@nea.org
Advocating for LGBTQ-Inclusive Policy	Educator effectively consults LGBTQ students and family members about what their needs are and then advocates for LGBTQ-inclusive policies to support these needs.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Advocating for LGBTQ-Inclusive Workplaces	Educator advocates for LGBTQ-inclusive policy and protections for adults in the workplace.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Why Unions Matter for Early-Career Educators	Felicia Raney, a language arts teacher from Camden, OH with 21 years under her belt, shares her advice about the importance of union memberships for early-career educators and being active in your union	School Me podcast	http://neatoday.org/podcast/why-unions-matter-for-early-career-educators/

NEA Resources	Description	Delivery Method	Contact/Link
How to Tell You're Working at a Great Public School	On this webinar, learn more about how you can double-check your school's greatness status, which includes NEA's Opportunity Checklist, Opportunity Audit, GPS Indicators Framework, and the Every Student Succeeds Act.	School Me webinar	http://neatoday.org/schoolme-webinar/great-public-schools/
Family & Community Engagement Kit	Engaging parents and families in the education of their child is critical to their academic success. NEA has developed a Family and Community Engagement Kit (essentially, a meeting in a box) to help you and your local education association kickstart a meeting on building ties between families and educators. The kit answers the basic question: How do I get started? Among other helpful resources in the kit is a guide you can share with families walking them through the federal law so they understand what is expected of them and what is required of the school.	Online resource	http://myschoolmyvoice.nea.org/parents-and-community/
Educator Voice	With the help of educators across the country, NEA pushed for and won provisions in the law that mandate stakeholder engagement—that means you—in the development of state and local plans, including those addressing the needs of English Language Learners (including immigrant children and youth). To learn more, NEA has developed a Resources page.	Online resource	http://myschoolmyvoice.nea.org/
Empowering Educators to Find Their Voice	One South Carolina teacher joins the Association to advocate for funding after his STEM job was cut and students no longer had access to hands-on science experiences.	Online resource	http://neatoday.org/2018/10/03/empowering-educators-to-find-voice/
How ESSA Amplifies Support-Professional Voices	ESSA gives paraeducators, referred to as "paraprofessionals" in the bill, and "other staff," which includes everyone from custodians and nurses to bus drivers and food service staff, a voice in key decision-making and professional development opportunities.	Online resource	http://neatoday.org/2018/07/12/how-essa-amplifies-support-professional-voices/
Federal Funding for ELLs	ESSA devotes a specific section of the law to English Language Learners. It's known as Title III, and it comes with federal dollars that are allocated to each state and then to eligible school districts within each state. One of its chief purposes is to help you, along with your principal and other school leaders in your district, put in place effective language-instruction educational programs to serve ELLs and to improve your practice in this area through meaningful professional development. NEA has developed an ESSA Federal Funding Guide to help you advocate for the resources that your students need.	Online resource	http://myschoolmyvoice.nea.org/essa-federal-funding-guide/
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
<p>Illinois Education Association: K-12 School Funding Basics</p>	<p>Public education draws funding from a variety of sources at the local, state, and federal level. This session reviews the primary revenue streams flowing to your district and helps members understand the allowable uses of the revenue. Participants discuss the laws impacting local property taxes and considerations for projecting property tax revenue in the future. In this session, members discuss the primary state and federal funding programs, including an overview of the Illinois Evidence-Based Funding Formula passed into law in August 2017. This is an excellent opportunity for members new to a bargaining team or members interested in playing a more active role in school-funding advocacy.</p>	<p>Face-to-face</p>	<p>Mary Jane Morris Director, Center for Educational Innovation maryjane.morris@ieanea.org</p>
<p>Maryland State Education Association: Power & Respect for ESPs: Empowerment Through Effective Communications</p>	<p>In this workshop, Education Support Professionals learn to recognize the importance of their contribution to public schools, develop stronger communication skills, organize around issues, and much more. Workshop activities include: identifying the characteristics of an effective communicator; reinforcing how communication skills connect to power and respect; and participating actively in simulations that promote professional growth and power. Attendees come away with a powerful realization of the importance of the work they do and how it contributes to the education of students in the school.</p>	<p>Face-to-face</p>	<p>Geraldine Duval Organizational Specialist, School Quality gduval@mseanea.org</p>
<p>Virginia Education Association: Emerging Leaders</p>	<p>Designed for new or inexperienced members who want to learn about the Association and how to become involved. Participants are given an opportunity to become familiar with the Association terminology, structure, program and decision-making process. Skills training for the seminar includes effective communication and analysis of one's leadership potential. Participants examine their leadership styles, gain skills in understanding group dynamics, issue organizing, and using the tools of the delegate and representative assemblies. Participants also develop action plans for their involvement in the Association. This workshop is conducted by members of the Virginia Education Association's Minority Leadership Training Cadre and is appropriate for all members.</p>	<p>Face-to-face</p>	<p>Melinda Bright Teaching and Learning Specialist mbright@vea.org</p>

Salary, Benefits, & Finances

- Educator compensation
- Advocating for higher pay
- Selecting a health insurance plan
- How to qualify for loan forgiveness programs
- Deducting student loan costs from income taxes
- Importance of defined-benefit pensions plans (*The difference between defined-benefit and defined-contribution pensions*)
- How to manage student-loan debt
- How and when to consolidate my loans

NEA Resources	Description	Delivery Method	Contact/Link
Collective Bargaining, Compensation, Health Care and Retirement Benefits	<p>NEA's Collective Bargaining and Member Advocacy department provides strategic and technical support to state and local affiliates, including customized training. We advocate for all educators' professional compensation, retirement security, and quality health-care benefits. Professional supports include:</p> <ul style="list-style-type: none"> • Providing training and resources to support innovative bargaining, student-centered advocacy, and Bargaining for the Common Good • Providing model and actual contract language • Developing bargaining and advocacy strategies for professional pay and living-wage campaigns • Providing strategic and technical assistance developing and costing out salary schedules • Providing affiliates with strategic and technical assistance on health care and retirement issues • Developing and providing webinars, field staff training, publications, and other support to affiliates as needed. 	Online resource	<p>Collectivebargaining@nea.org</p> <p>http://www.nea.org/home/74048.htm</p> <p>www.nea.org/redford</p>
Using your Voice to Advocate for Student Success	<p>This micro-credential stack of 9 micro-credentials was created to support educators in raising their voices to protect public schools and to support every student. Through leadership and organizing strategies, educators will learn how to take responsibility and use their voice to advocate for student learning. This requires educators to learn organizing skills that will support communicating and collaborating with learners, families, colleagues, other school professionals, and community members.</p>	Micro-credential/ online	<p>https://cgps.nea.org/micro-credentials/stacks/using-your-voice-to-advocate-for-student-success/</p> <p>educatorsupports@nea.org</p>
Leadership in Organizing	<p>This micro-credential stack is designed to support educators interested in developing leadership skills to support the work of local affiliates. Educators will learn skills that will help organize and support member engagement in the Association.</p>	Micro-credential/ online	<p>https://cgps.nea.org/micro-credentials/stacks/leadership-in-organizing/</p> <p>educatorsupports@nea.org</p>
Advocating for LGBTQ-Inclusive Workplaces	<p>Educator advocates for LGBTQ-inclusive policy and protections for adults in the workplace.</p>	Micro-credential/ online	<p>https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ</p> <p>educatorsupports@nea.org</p>
How Higher Salaries Could Save the Teaching Profession	<p>To attract and retain quality teachers, lawmakers need to let educators know they are respected – and that includes a higher starting salary.</p>	Online resource	<p>http://neatoday.org/2019/10/22/how-higher-teacher-pay-could-save-the-profession/</p>
School Climate – The Overlooked Factor in the Teacher Shortage	<p>It's not just about low salaries. Pressure-filled working environments are driving too many educators out of the profession.</p>	Online resource	<p>http://neatoday.org/2019/06/05/school-climate-and-the-teacher-shortage/</p>

NEA Resources	Description	Delivery Method	Contact/Link
Educators Focus Attention on Merit Pay's Glaring Failures	Teachers and students deserve a fair, transparent, and professional salary schedule that delivers stability to their classrooms.	Online resource	http://neatoday.org/2019/02/25/educators-focus-attention-on-glaring-failures-of-merit-pay/
NEA Student Loan Forgiveness Navigator Powered by Savi	This online student-loan evaluation tool will show federal student-loan repayment and forgiveness programs for which you may qualify and how much you can save.	Online resource	https://www.neamb.com/products/nea-student-loan-forgiveness-navigator
Are You Eligible for Student Loan Forgiveness?	This resource explores the following key takeaways: over half of Americans with college degrees are carrying student loan debt, nearly two-thirds of all outstanding student debt is held by women, and there are several ways educators may be able to have all or a portion of their federal loans forgiven.	Online resource	https://www.neamb.com/personal-finance/are-you-eligible-for-student-loan-forgiveness
Getting a Handle on Your Student Loans	This resource explores the following key takeaways: understanding the details of your student-loan terms and repayment options puts you in control of your debt, there are many repayment options for federal loans, allowing you to tailor a plan that works for you, and private loans have less flexibility but lenders may offer incentives that can reduce your monthly payments.	Online resource	https://www.neamb.com/personal-finance/getting-a-handle-on-your-student-loans
Save on Your Student Loans	Student loans can help you or your loved ones achieve important educational goals. Here's how to borrow, manage loans properly and repay at the lowest possible cost.	Online resource	https://www.neamb.com/family-and-wellness/save-on-your-student-loans
How to Find More Money for College	Have you finished your FAFSA, but you're still low on funds? Explore these 9 ways to fill the financial-aid gap.	Online resource	https://www.neamb.com/family-and-wellness/how-to-find-more-money-for-college
Personal Finance	3 ways to consolidate—and take control of—your debt. Debt consolidation has emerged as a viable way to get a handle on what you owe.	Online resource	https://www.neamb.com/personal-finance
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
<p>Illinois Education Association: Salary Schedules 101</p>	<p>Salary schedules remain the common way of determining compensation in public education. This session reviews the primary terminology of salary schedules, including step and lane changes, base increases, and schedule indices. Current trends in salary-schedule models and recent legislative changes impacting salary schedules are also highlighted. The presentation also discusses the value of costing models in determining a salary proposal and the use of a career earnings model to compare the impact of different salary schedules. The session includes a review of certified staff schedules and non-certified staff schedules. This is an excellent opportunity for members new to the profession and unfamiliar with the salary schedule concept and for locals considering new compensation models.</p>	<p>Face-to-face</p>	<p>Mary Jane Morris Director, Center for Educational Innovation maryjane.morris@ieanea.org</p>
<p>Pennsylvania State Education Association: Degrees Not Debt</p>	<p>How do I more effectively manage my student loan debt, including loan forgiveness, income-driven repayment and other programs to help?</p> <p>With seven out of 10 college graduates owing an average \$30,000 in student loans, student debt is no longer just a burden—it's become a barrier to the American Dream. This session helps educators and aspiring educators be more informed about, and more effectively manage, their student debt. It provides resources and information about public-service loan forgiveness, income-driven repayment options, and increased use of grants to help more effectively and proactively manage student loan burdens.</p>	<p>Online</p>	<p>Carla Claycomb Manager, Education Services cclaycomb@psea.org</p>
<p>Connecticut Education Association: A Retirement Primer For Early Career Teachers</p>	<p>It's never too early to begin planning for life outside the classroom. Learn about the State Teachers' Retirement System; mandatory and voluntary contributions; when you're vested; and what happens when you change districts, take a leave of absence, or go part-time. We'll help you understand what pension benefits you are entitled to as well as steps to take early in your career to make the most of your retirement. Through print resources and workshops, early-career teachers become more knowledgeable about the pension benefits to which they are entitled, as well as the steps that should be taken early on to maximize future opportunities.</p>	<p>Face-to-face/ online</p>	<p>Michele O'Neill Educational Issues Specialist Micheleo@cea.org</p>

Rights, Responsibilities, & Working Conditions

- The benefits of joining the Association
- Collective bargaining and my rights
- The benefits of joining the Association in non-bargaining states
- Bargaining for the “Common Good”
- How the Association advocates for a student-centered agenda
- Selecting professional learning opportunities
- Recruiting and retaining high-quality educators in underperforming schools
- Educator involvement in selecting curriculum content and resources
- Mentoring programs
- Ensuring adequate supplies for all students
- School safety for students and educators

NEA Resources	Description	Delivery Method	Contact/Link
Leadership in Organizing	This micro-credential stack is designed to support educators interested in developing leadership skills to support the work of local affiliates. Educators will learn skills that will help organize and support member engagement in the Association.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/leadership-in-organizing/ educatorsupports@nea.org
Community Schools Improvement Science	The 8-part Community Schools Improvement Science stack is designed give participants, typically Community School Coordinators, the strongest skills available to implement a best-practice version of the Community School strategy at any school. This set of micro-credentials is specifically made for those who are leading the implementation of the Community School strategy on a school level.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=CS educatorsupports@nea.org
Using your Voice to Advocate for Student Success	This stack of 9 micro-credentials was created to support educators in raising their voices to protect public schools and to support every student. Through leadership and organizing strategies, educators will learn how to take responsibility and use their voice to advocate for student learning. This requires educators to learn organizing skills that will support communicating and collaborating with learners, families, colleagues, other school professionals, and community members.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/using-your-voice-to-advocate-for-student-success/ educatorsupports@nea.org
Elevating the Profession Through Educator Ethics	This micro-credential stack challenges the status quo, personal beliefs, and cultural norms in order to develop a non-biased approach to ethical decision-making that allows educators to take control of their profession. Participants examine various ethical situations including: technology dos and don'ts; relationships with students, parents, and colleagues; and the dichotomy of a school employee's life.	Micro-credential/ Online	https://cgps.nea.org/micro-credentials/stacks/669/ educatorsupports@nea.org
Continuous Learning	Educator demonstrates the impact of continuous professional development and its application on their own teaching practice and student success.	Micro-credential/ Online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=INTASC_P educatorsupports@nea.org
Teacher Leadership: Association Pathway	Based on the Teacher Leadership Competencies developed in partnership by National Education Association, National Board for Professional Teaching Standards, and the Center for Teaching Quality, this micro-credential stack is part of a group of related stacks designed to develop leadership skills in instruction, Association, and educational policy. The Association Pathway micro-credentials focus on skills needed to engage in Association leadership.	Micro-credential/ online	https://cgps.nea.org/micro-credentials/stacks/teacher-leadership-association-pathway/ educatorsupports@nea.org

NEA Resources	Description	Delivery Method	Contact/Link
Advocating for LGBTQ-Inclusive Workplaces	Educator advocates for LGBTQ-inclusive policy and protections for adults in the workplace.	Micro-credential/ online	https://nea.certificationbank.com/NEA/CandidatePortal/CategoryDetail.aspx?Stack=LGBTQ educatorsupports@nea.org
Educator Ethics in the Classroom	Callie Marksbarry, an elementary school educator in Lafayette, IN, and Patty Barrette, director of professional development at North Dakota United, discuss 'The Model Code of Educator Ethics' and navigating the use of social media and technology for new teachers	School Me podcast	http://neatoday.org/podcast/educator-ethics-in-the-classroom/
Micro-Credential Professional Learning Community (PLC) Facilitation Guide	This guide is designed to provide facilitators of micro-credential professional learning communities (PLCs) with the information, tools, and strategies needed to effectively support educators interested in earning a micro-credential. The guide is organized in four parts: Background Information, Expectations of a PLC Facilitator, Support Content, and Facilitation Strategies. Each part provides a facilitator of the micro-credential PLC with the basic information, resources, and tools needed to support a group of educators as they prepare and submit a micro-credential.	Online resource	http://cgps.nea.org/wp-content/uploads/2018/11/24700-Micro-credential-Facilitation-Guide-FINAL.pdf educatorsupports@nea.org

Affiliate Resources	Description	Delivery Method	Contact/Link
Delaware State Education Association: The Importance of Self-Care	About 51% of Delaware children have experienced at least one traumatic event in their childhood, and 23% of those children have experienced two or more traumatic events. Children impacted by trauma are more likely to be retained, suspended, expelled, and placed in special-education services. This workshop will help educators understand the professional and personal toll working with challenging and complex students can have on educators. Participants will learn strategies to practice self-care so that they can maintain professional excellence and better connect with their students.	Face-to-face	Deb Stevens Director of Professional Advocacy deborah.stevens@dsea.org
Ohio Education Association: Bargaining Boot Camp	An OEA Bargaining Boot Camp is an intensive, team-based training about incorporating essential organizing and bargaining concepts as part of your local Association's culture. The training will also provide local-specific financial analysis, health insurance, and contract-language assessments.	Face-to-face	Patti Nyquist Director of Education Policy Research and Membership Advocacy nyquistp@ohea.org
South Dakota Education Association: The South Dakota Mentoring Program	South Dakota Education Association is a partner with the South Dakota Department of Education and other stakeholders who jointly developed this program. It includes first- and second-year training in the form of a six-hour mentor seminar, a six-hour mentor-mentee kickoff training, three one-hour webinars to support mentors in their work, and a toolkit of resources.	Blended learning	Rich Mittelstedt Teaching and Learning Coordinator rich.mittelstedt@dsea.org
Michigan Education Association: Workplace Violence: What You Can Do About It	If you or any of your members have been a victim of violence or threats in the workplace, this training is for you. This session provides you with a variety of strategies and resources to protect yourself and your members when dealing with a variety of violent and/or threatening situations.	Face-to-face	Chad Williams UniServ Consultant Special Issues Organizer rcwilliams@mea.org

Additional Resources for ESPs

NEA Resources	Description	Delivery Method	Contact/Link
Becoming a 21st Century ESP Leader	21st Century ESP leaders need to lead in the Association and lead in their professions. Using the NEA Leadership Competency Framework and the ESP Professional Growth Continuum, training participants create personal leadership development plans to progress on their leadership journey.	Face-to-face	ESP.Program@nea.org
Integrated Pest Management (IPM)	NEA works with the nation's premier IPM experts at the IPM Institute of North America to bring Stop School Pests training to NEA members. The training, aimed at school staff who are involved in the environmental health of schools, includes custodial, maintenance, and food service ESPs. Find out how affiliates can provide in-person training and certify ESP members so that they can become IPM leaders in their schools.	Face-to-face	ESP.Program@nea.org
NEA ESP Leadership Institute (ESPLI)	ESPLI is an 11-month ESP leadership development program. Through in-person meetings, webinars, outside reading and the completion of a capstone project, ESPLI participants are trained and prepared to lead relevant, thriving Associations.	Face-to-face	nea.org/espli
NEA ESP National Conference	ESP members working in Pre-K to Higher Ed gather annually at the NEA ESP National Conference to learn, grow, build, and connect. The National Conference creates leadership opportunities for ESPs to provide professional development to their peers, and time and space for ESP community building.	Face-to-face	nea.org/espsconference
Building Winning Teams: Effective Paraeducator-Teacher Teams Micro-credentials	Members can pursue recognition of their expertise in the components of effective paraeducator-teacher teams by completing an NEA- and Digital Promise-sponsored micro-credential.	Micro-credential/ online	cgps.nea.org/micro-credentials/stacks/643/
ESP Professional Growth Continuum (PGC) Micro-credentials	Education Support Professionals can pursue recognition of their expertise in the eight areas of the PGC Universal Standards of Professionalism by completing an NEA- and Digital Promise-sponsored micro-credential.	Micro-credential/ online	cgps.nea.org/micro-credentials/stacks/education-support-professionals-professional-growth-continuum/
ESP Professional Development Webinars	NEA's ESPQ Department is proud to offer online professional learning opportunities that support ESP professional excellence. Register for our next live professional-development webinar or access archived recordings from past webinars.	Online resource	nea.org/esppd
ESP Professional Growth Continuum (PGC)	The PGC is a set of eight universal standards of professionalism that provide evidence of how ESPs contribute to the creation of a great public school for every student. Education Support Professionals can use the PGC to grow their skill level in the areas of the standards, know how to talk about their expertise, and organize for professional recognition.	Online resource	nea.org/esppgc
ESPs: Supporting Our Own Through Peer Mentoring	Education Support Professionals need and deserve professional support from day 1. Learn how your local Association can design and launch an ESP peer-mentoring program using an evidence-based approach laid out in the resource, <i>ESPs: Supporting Our Own Through Peer Mentoring</i> .	Online resource	nea.org/espsmentoring



NEW EDUCATOR CAMPAIGN

Additional Resources Available
(email NewEducator@nea.org for design files to print).