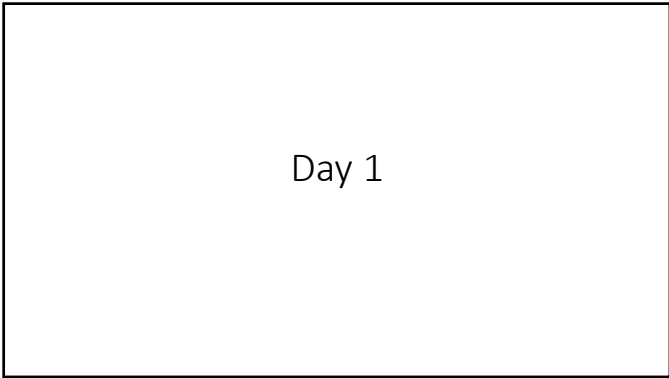
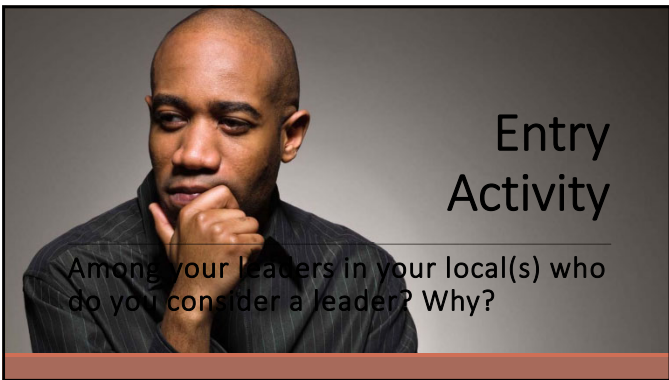
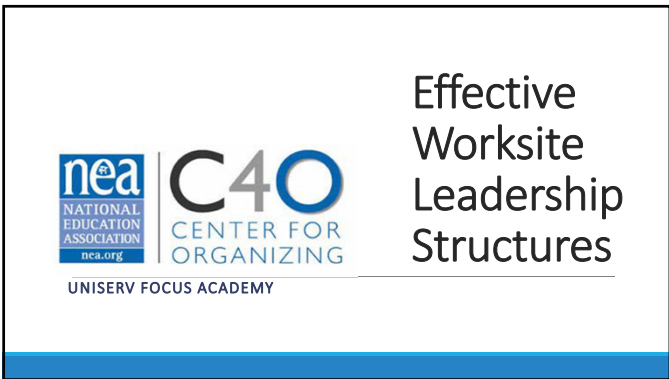




1



2



3



Why are we here?

4



Meet the Team

5



Three Day Agenda Overview

Days 1 and 2 -- 8:30 to 5:00 PM

- Morning and Afternoon 15 Minute Break
- Lunch 12:00 – 1:00
- 4:30 to 5:00 Adult Choice Networking

Day 3 -- 8:30 to 1:00

- Morning and Afternoon 15 Minute Break
- Lunch Boxed Lunch at 1:00
- Leave for Flights

6

Logistics to Remember

Parking Lot	Bathroom Location	Materials
Food	Room Temp	Ashley as Resource
Questions?		





7

Agenda Review - Today

8:30 – 10:15 -- Getting Started and Seattle Case
10:15-10:30 -- Break
10:30 -12:00 -- Leader ID , Leader Engagement
12:00 -1:00 -- Lunch
1:00 – 2:30 – Structures for Engagement
2:30 – 2:45 -- Break
2:45 - 4:15 – Leaders and Structures Examples
4:00 – 4:30 – Discussion, Wrap Up and Reflect
4:30 – 5:00 -- Adult Choice Networking





8



Getting to Know Each Other

Name
Location
Preferred Pronoun
15 Seconds Each



9

Group Agreements



Share Responsibility for the Success of Each Learning Session

Move up, Move back

Respect Confidentiality

Be Responsible for Building Deep Understanding

- Be timely with your presence, your speaking and your listening
- Be fully present with speakers and open to new perspectives
- Place tech on silent and stay checked-in
- Share using “I” statements

10

Labor History Merry Mixer

You each have a card.

Find a partner – you each introduce your Person of Labor History (90 seconds per person)

At the signal – switch to another partner and repeat.

Let’s try to do this three times.



11

John Donaghy

12

Reboot with Natural Leaders

JOHN DONAGHY, EXECUTIVE DIRECTOR
SEATTLE EDUCATION ASSOCIATION



13

Who are leaders?



Leaders are those who take responsibility for enabling others to achieve purpose in the face of uncertainty



14

Our Theory

We can reboot Seattle EA by identifying natural school leaders, building relationships with them, and inviting them to lend their leadership to a new shared purpose



15

A union, rebooted:



16

Why reboot?

2012

PAC membership less than 25%
Few political volunteers
Close contract votes
Felt powerless with District
Rep Assemblies all about sending letters

2015 TO NOW

PAC Membership at 50% (and we doubled the minimum contribution)
Lead the state in volunteers
Powerful strike in 2015
Defeated budget cuts
Rep Assemblies, well, they still send letters, but we also talk more about organizing



17

Membership/Agency Fee

	Jan 1 2015	Membership	June 2018	Membership
Cert Staff	337	91%		
Parapros	205	81%		
Office staff	44	87%		
Total	586	88.5%		



18

Membership/Agency Fee

	Jan 1 2015	Membership	June 2018	Membership
Cert Staff	337	91%	99	97%
Parapros	205	81%	82	94%
Office staff	44	87%	15	95%
Total	586	88.5%	196	96%



19

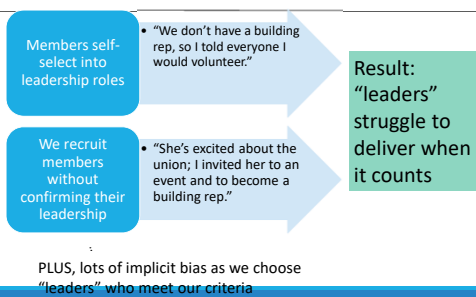
Our Theory

We can reboot SEA by identifying natural school leaders, building relationships with them, and inviting them to lend their leadership to a new shared purpose



20

How it typically goes...



21

Organizing and Leadership

(definitions from Marshall Ganz)

Organizing is turning the resources we have into the power we need to get the change we want

Often we say that our resource is "people"

But it's much more than that: the resource we have is people who have close working relationships with each other.

22

Organizing and Leadership

Leadership is taking responsibility for enabling others to achieve shared purpose in the face of uncertainty

The members who can lead most successfully are those who already have followers, i.e. people who trust and respect them

23

The Blitz

Have 10 minute individual conversations with as many members as possible in a building:

- What do you think are the biggest issues facing us in public education? In our school district?
- Who's trusted and respected here in the building?

24

Why is this any better than sitting in the staff lunch room?

Isn't this a great opportunity to ask people to join the union or to contribute to the PAC?

25

HAWTHORNE ELEMENTARY				
CLASS	LAST NAME	FIRST NAME	MEMBER / AGENCY	YES
CERT	Le	Tan	Member	No
CERT	Mak	Melissa	Member	No
CERT	Nee	Chongjuale	Member	No
CERT	Hamilton	Gina	Member	Yes
CERT	Smith-Brown	Charlene	Member	No
CERT	Simons	Elaine	Member	Yes
CERT	Harner	Ellis	Member	No
CERT	Pogreba	Elizabeth	Member	Yes
CERT	Martin Novell	Lakia	Member	No
CERT	Klobbs	Kathleen	Member	No
CERT	Loughron	Tina	Member	Yes
CERT	Looney	Bruce	Member	Yes
CERT	Hunter	Shelia	Member	Yes
CERT	Mercal	Mark	Member	No
CERT	McDonough	Carole	Member	Yes
CERT	Lock-Lewis	Marcella	Member	No
CERT	Guarnasos	Tami	Member	No
CERT	Hill	Lyn	Member	No
CERT	Hullledge	Stephanie	Agency	No
CERT	Conner	Balene	Member	No
CERT	Marzo	Jennie	Member	No
CERT	Applebyard	Tracy	Agency	No
CERT	Patterson Lybba	Shanina	Agency	No
CERT	Schoenfelder	Kathie	Agency	No

26

Person	Member	Yes	
Susan	Member	Yes	
Deborah	Member	No	●
Tina	Member	No	
Stacy	Member	No	●
Jessica	Agency	No	
Siobhan	Member	Yes	●●●●●●●●
Erin	Member	No	●
Heather	Member	Yes	
Elisa	Member	Yes	●●

27

Now we do 1:1s with identified leaders, and begin thinking of ways to invite them into active leadership with the union.



28

Agency	Member	Yes
Susan	Member	Yes
Deborah	Member	No
Tina	Member	No
Stacy	Member	No
Jessica	Agency	No
Siobhan	Member	Yes
Erin	Member	No
Heather	Member	Yes
Elisa	Member	Yes



29

NAME	LAST NAME	POST	MEMBER / AGENCY	YES
CERT	Lee	Member	No	
CERT	Mak	Member	No	
CERT	Mai	Member	No	
CERT	Chongwath	Member	No	
CERT	Hamilton	Member	No	
CERT	Smith-Brown	Member	No	
CERT	Simons	Member	Yes	
CERT	Flanzer	Member	No	
CERT	Pogreba	Member	Yes	
CERT	Martin-Nevel	Member	No	
CERT	Kidd	Member	No	
CERT	Loughton	Member	Yes	
CERT	Looney	Member	Yes	
CERT	Hunter	Member	Yes	
CERT	Merali	Member	No	
CERT	McDonough	Member	Yes	
CERT	Lock-Less	Member	No	
CERT	Giancaso	Member	No	
CERT	Hill	Member	No	
CERT	Hutledge	Member	No	
CERT	Conner	Member	No	
CERT	Marion	Member	No	
CERT	Appelward	Agency	No	
CERT	Patterson-Lynne	Agency	No	
CERT	Kochenderfer	Agency	No	



30

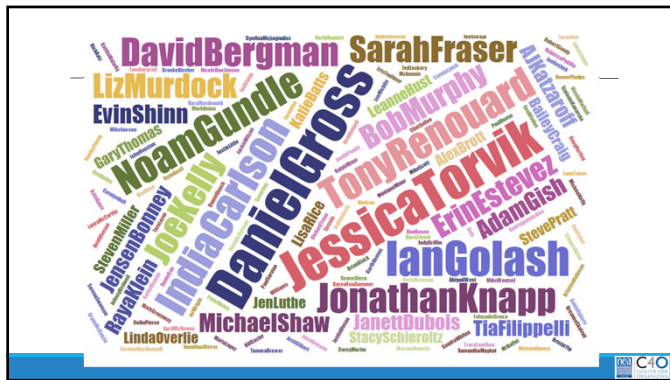
High School survey

Final question:

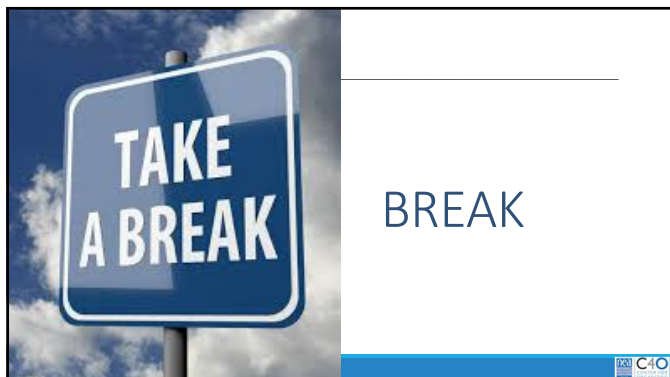
SEA is creating a large committee with multiple representatives from each school to meet with the District about the 24 credit implementation.

Who are three people you trust and respect to potentially represent your school?

31



32



33

Chad Williams

34

What makes a leader?

Why did you identify the member you did in this morning's entry activity?



35

Rate the Leaders Activity



You are a the UniServ Director for Walking Path High School, and are trying to restart the school site leadership committee. This committee works closely with the building administration on solving work site problems around schedules, curriculum, and contract maintenance. The committee used to have 10 members, but hasn't been meeting for a while. You would like to recruit some new leaders to the committee.

36



Leader Ranking Debrief

- Who was the best leader?
- Who was the worst one?
- WHY?
- What are other ways you identify leaders?

37

Key Points



- Who is the "best leader" – "it depends" as there is little to indicate what their agenda is and there is too little information about what the "union" agenda is.
- Understanding their agenda and their willingness to link it with your agenda matters
- How you invite someone into YOUR agenda matters
- Determining how your agendas build together matter

38

Reggie Fentress and Alice Floros

39



Why do we do one-on-ones?

Talk at your tables first, and then we are going to have a whole group discussion.

40



Have you ever heard that you need to have a one on one with every worker in your unit?

41



Key Points

If you are talking to EVERYONE then you don't have time for the higher level work of developing leaders.

The initial meeting with an identified leader has a Relational goal - discover the leader's agenda - suggest where the union shares that and other leaders share that - explore the dynamics and agendas.

42

Balancing One on Ones

Staff Focus -

Identified leaders and also on identifying leaders -
To build relationships and seek commitment around common agendas
Coaching leaders and escalating commitments

Governance Focus –(local focus) -

In your context is this closer to staff or closer to Member Leader?

Member Leader (Building Level) Focus –

All workers to build a presence and identify possible leaders
To build relationships and seek commitment around common agendas
To gather data about agendas
To ask – Who is trusted and respected?



43



Three Kinds of One on Ones

Recruitment
Maintenance
Escalation

44



Let's watch...

Using your handout

What were the kinds of questions that were asked?

What was the organizer's agenda?

When did it become clearer to you if this person would be a leader or not, aligned with the agenda presented by the organizer?

45



Debrief Time

What did you see?

46

Key Points



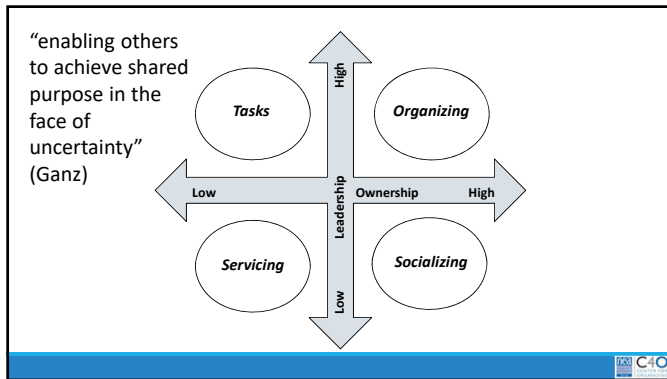
Power comes from our commitment to work together to achieve a common purpose, and commitment is developed through relationships

The one on one is the key tool for establishing relationships, seeking commitments and growing and coaching leaders

47

John Donaghy

48



49

The question we asked ourselves in 2018:

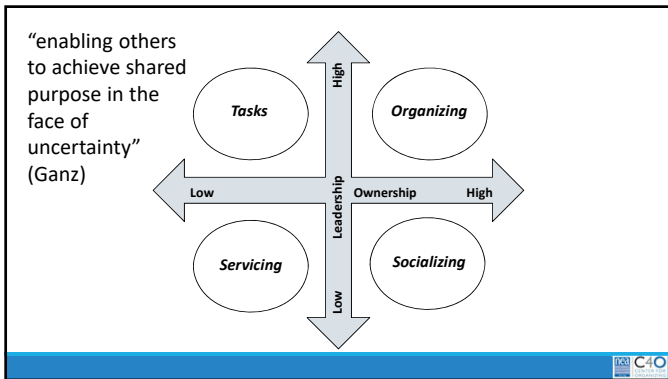
How can we engage our members and leaders in shaping our bargaining agenda at a much deeper level than before?

50

Bargaining Surveys

High levels of participation	Shallow questions and answers
Quantifiable input	Little engagement b/t members
Mobilizing role for ARs	Open ended questions produce flood of data that is difficult to evaluate
	Role of AR is to task members
	You only learn what you ask about
	Limited collective sense

51



52

Building Bargaining Sessions

Ask leaders to gather their colleagues and lead them through the same interest based process we were planning to use at the table

Ask them to identify the issues they wanted to work on

Do it online so we have a usable record and they can see what other schools and programs said

53

Building/ Work Site	Story	
	What Problem are we trying to solve? (the main topic)	What is the Story around this Problem?
Building/Work Site Name: John Stanford Int'l School (Not JSCEE) Members Present: Lucy Atkinson Marianne Hudson Joanne Uhlenkott Ashley Bonilla Micah Baits Melissa Eastman Rie Zilly Kathleen Gillespie Kayoko Kasai Maria Buceta Miller	1) Integrating the CCC adoption with our goals as an int'l school within our time constraints 2) Lack of int'l curriculum/resources for immersion language teachers & assessments 3) Math/Science Curriculum inconsistencies Arbor Heights agrees with this! Even at a school that is not an international school this is a huge issue (math curriculum is inconsistent each day and Math in Focus is not standards-aligned)	1) The new ELA curriculum has so many pieces that require large amounts of time, we are finding it challenging to also fit in social studies, science, social-emotional curriculum, and international curriculum activities that are part of teaching at an international school 2) Many curriculums do not have Japanese translations or teachers are not even allowed to translate the curriculum in either language. Teachers are spending a lot of their time translating activities without any extra pay. There is no language assessment, teachers are working on building their own, on their own time, without extra pay. Teachers also have to complete language report cards in addition to the district report card, again requiring more of their time without additional pay. 3) The math curriculum has changed frequently, which does not allow all the translation work done in previous years to be used from year-to-year. There is no consistency. This also applies to science as well. As an int'l school, teaching of science happens in both english and immersion languages, and the inconsistencies of the curriculum make it challenging for teachers to share the duties of teaching each unit & schedule.

About 1400 members within buildings of buildings

54

Building Bargaining Sessions

AR plays a substantive role: facilitating, framing, leading

Members discuss issues with each other

Member investment in outcome grows

Priorities surface that were not anticipated

Members get sense of collective outside their school

Non-majority action

Results not easily reported



55

Key Points



To build Ownership and Leadership task and ask design should allow for:

- Authentic Importance
- Connection to Shared Purpose
- Adult autonomy AND accountability
- Growth in Presence
- Growth in Capacity



56

Reading Reminder --

You were assigned a specific article to read in advance of this training. Please make sure you review it at lunch, or read it if you have not yet. We will be using it this afternoon.



57

Lunch



58

Deb and Ellen



59

Building Engaged Leaders

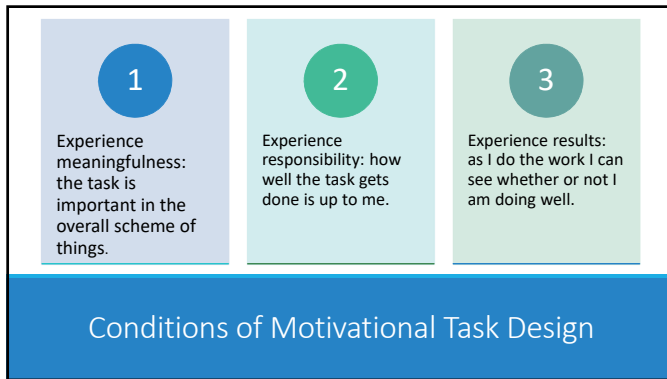


"Social scientists have found that tasks designed to yield "intrinsic" rewards (inherently satisfying) produces great motivation, commitment, and adaptive learning than tasks that only yield financial, recognition or status rewards."

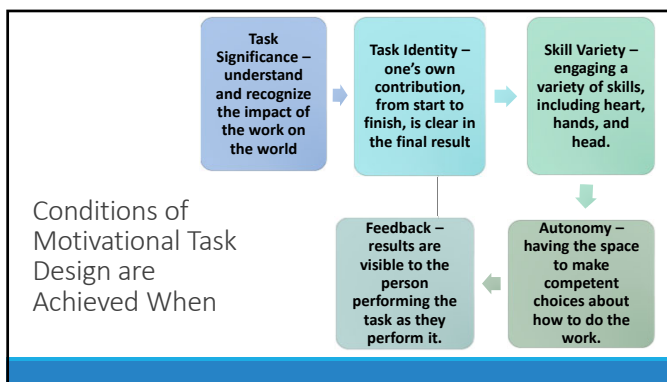
-Hackman and Olham, 1980



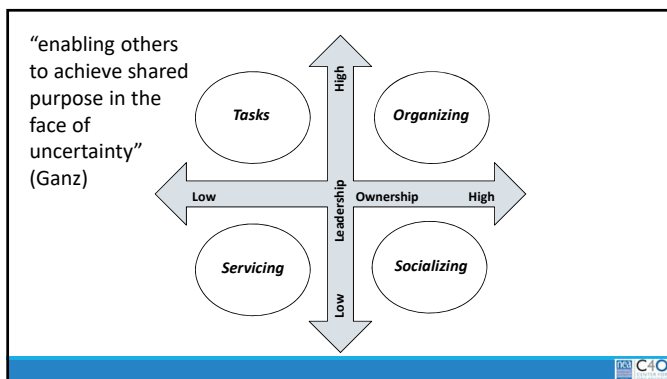
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63

Key Points



Tasks have to be meaningful and members need to own them

Our job is to look for opportunities to increase ownership and leadership wherever possible.



64

Ellen



65

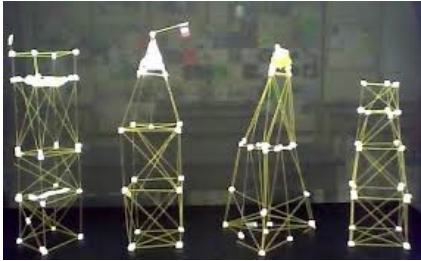
Consider this...

Structures allow for the distribution of power and responsibility and prioritizes leadership development. Because we think about organizing as a leadership practice that enables people to turn the resources they have into the power to make the change they want... structures are typically "groups of people" organized around a common purpose or value. Teams, committees, networks, boards, coalitions ... etc.



66

Leadership Structure Challenge



67

Key to the Ingredients



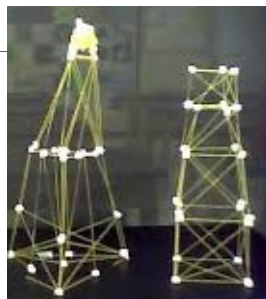
- Spheres are people
- The larger the sphere the more engaged and aligned with the agenda of the structure the person is.
- Sticks are connections, commitments, influence, relationships, and shared purpose
- Larger and longer sticks are stronger



68

Challenge

You and your team will have 15 minutes to build the tallest, freestanding structure using only the ingredients in the bag.



69

Key to the Ingredients



- Spheres are people
- The larger the sphere the more engaged and aligned with the agenda of the structure the person is.
- Sticks are connections, commitments, influence, relationships, and shared purpose
- Larger and longer sticks are stronger



70

What do you notice?



71

Key Points



Without enough leaders who have enough connections with members, you can't build and use power

The size of the "spheres" can change, the amount of engagement that leaders take on causes their influence to grow

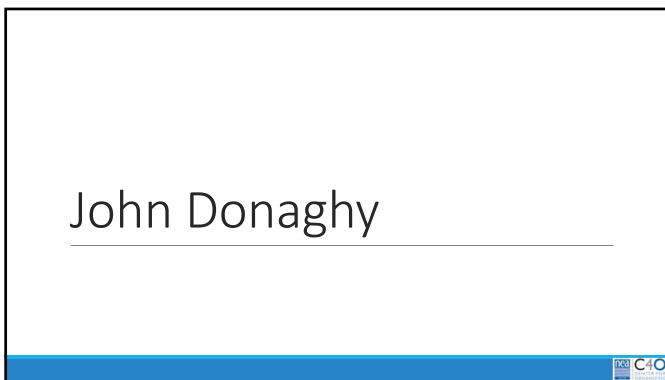
The role of staff is in the development of structures by connecting leaders.



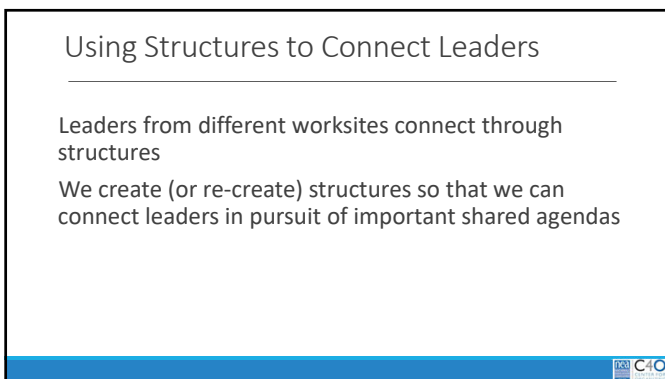
72



73



74



75

Example: The Big Bargaining Team



76

Zone
Captains at a
Bargaining
session
July 28th



Future Picket Captains at a
Bargaining session
August 13th

77

Strike lines at all 100 schools



In the face of uncertainty, members turn to their leaders,
regardless of whether they are active in the union or not.

78

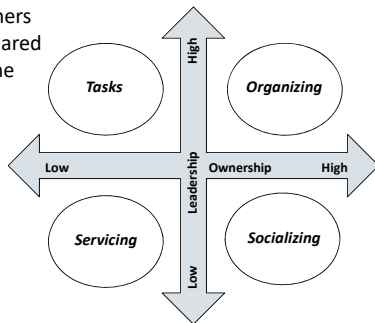
Example: Seattle Classified Organizing Team (SCOT)

Grant from NEA to do classified organizing
 Paras and Office Pros jointly applied for a grant
 Changed bylaws to create a joint structure
 But no enduring shared purpose, "not teachers" was not enough of a unifier, did not produce a shared agenda
 So, toy drives, embroidered jackets, meals, and not much else
 The real shared agenda was met in other ways



79

"enabling others to achieve shared purpose in the face of uncertainty" (Ganz)



80

Example: Working for Racial Equity

Always part of some or even most educators' agendas
 Union occasionally played a role – 2004 bargaining, Minority Affairs Commission
 But mostly educators engaged with administrators, university projects, or a few like minded colleagues, separate and apart from the Union



81

Bargaining 2015

Fought for the right to recess, which was being eroded for low income students, especially of color

Seized on a new idea being tried in a few schools and expanded it: Racial Equity Teams (RETs)

Re-launched a joint committee with the District to oversee the RETs and other initiatives



82

Institutionalizing the agenda

"Institute for Equity" pitched to key leaders of color...vague ideas about what it would do

Used NEA grant to bring a member out on release to lead it

Start up phase would be to identify leaders for whom racial equity was a primary driver, and convene them in various ways to develop an agenda

Eventually became the SEA Center for Racial Equity



83

SEA Center for Racial Equity

Advisory Board

Annual leadership summit

Created a coaching program for the RETs, run entirely by the CRE

Project committees

Member on release is now an elected officer



84

Now we do 1:1s with identified leaders, and begin thinking of ways to invite them into active leadership with the union.

85

“enabling others to achieve shared purpose in the face of uncertainty” (Ganz)

86

Deb and Chad

87

Reading Jigsaw – Same Article Groups

Three Guiding Questions:

- What were the ways that leaders were identified and grown?
- What were the structures that were developed, expanded and tested?
- What do you think was the role of the staff in these examples?



88

Reading Jigsaw – One of Each Groups

Using your handout – each person shares answers from the guiding questions as it relates to their article.



89

Whole Group Debrief

What were some things that were similar across all articles?

What was surprising to you in these examples?

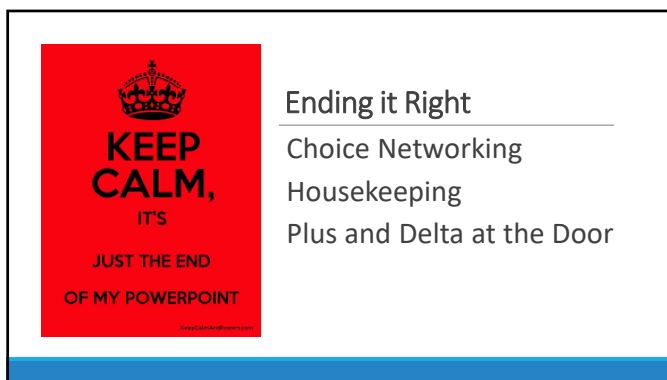
What are you left wondering?



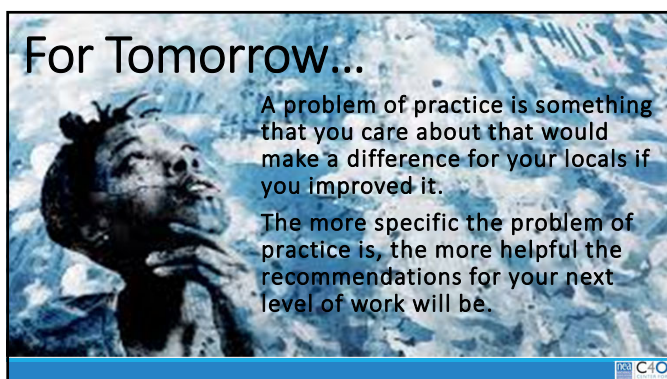
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91



92



93

“The opposite of
networking is
NOT working”
– Someone smart

Choice
Network
Time
