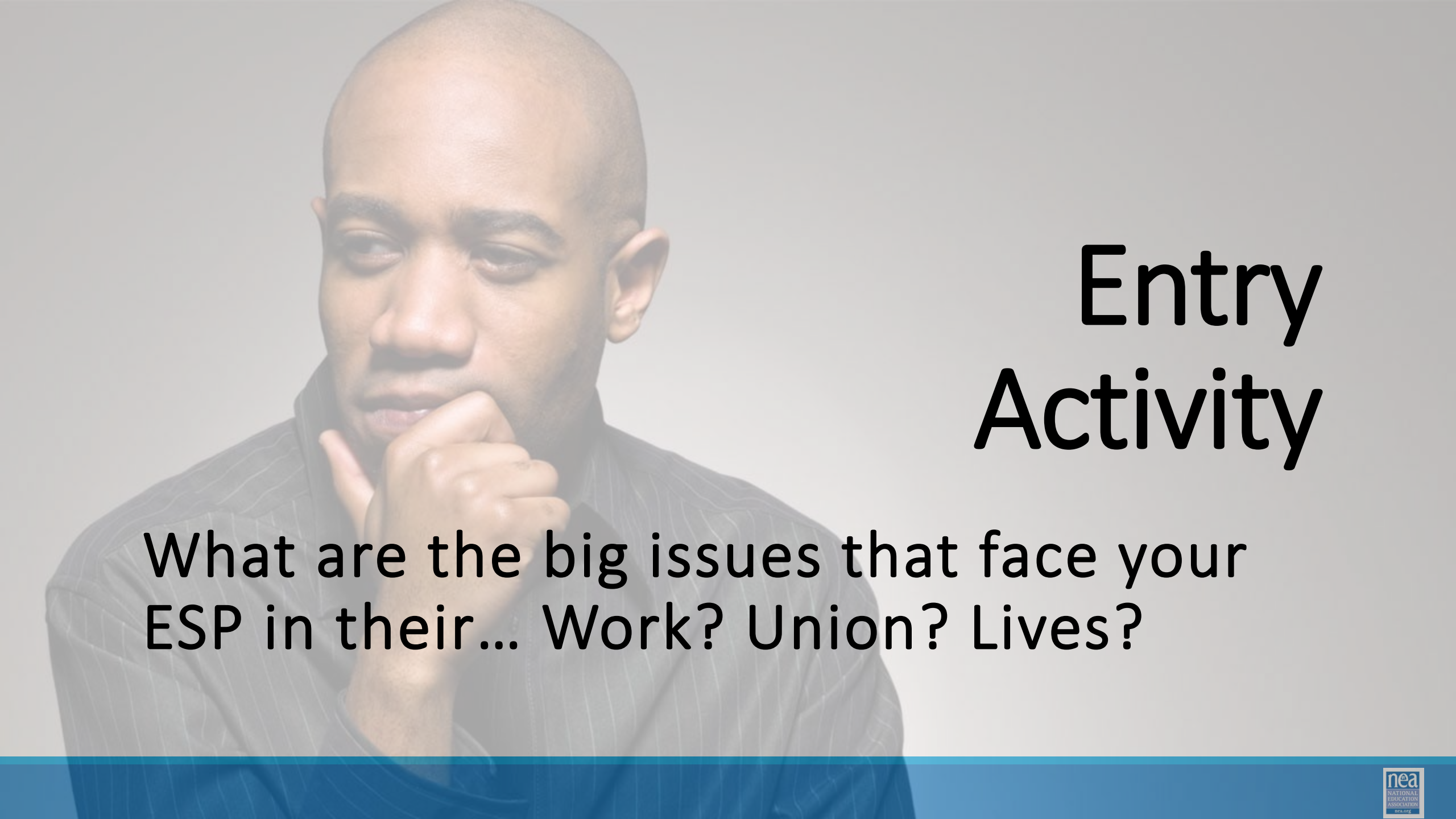




Entry Activity

What are the big issues that face your
ESP in their... Work? Union? Lives?



Organizing ESP

UNISERV FOCUS ACADEMY

Honoring This Space

We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands stewarded by generations of the Ute, Arapaho, and Cheyenne people.

We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America.

start
with why

Why are
we here?

The image shows the words "WHO ARE WE?" in large, white, three-dimensional block letters. The letters are arranged in two lines: "WHO" on top and "ARE WE?" on the bottom. They are set against a solid grey background. The lighting creates soft shadows beneath the letters, giving them a sense of depth and volume.

WHO
ARE WE?

Meet the
Team



Three Day Agenda Overview

Days 1-2

Convene at 8:30

Lunch from Noon to 1:00

15 Min Breaks at 10:30 and 2:30

4:30 to 5:00 Networking

5:00 Adjourn

Day 3

Lunch is a boxed lunch at 1:00 PM

1:00 PM Adjourn, no flights before 3:30

Logistics to Remember

Parking Lot

Bathroom
Location

Materials

Food

Room
Temp

Ashley as
Resource

Questions?



Agenda Review - Today

Who are ESP

What are their issues

What is our work like with them

What are some institutional challenges we have

What are ways that locals have succeeded





Getting to Know Each Other

Name

Location

Your Required Pronoun

15 Seconds Each



Community Agreements p. 2-3

Using Self-Awareness and Self-Knowledge

Listening for Understanding

Being Gracious

Staying Engaged

Being Open and Suspend Judgment

Saying “I”- tell your truth

Seeking Discomfort

Reaching Empathy

Expecting Non-Resolution and Non-Closure

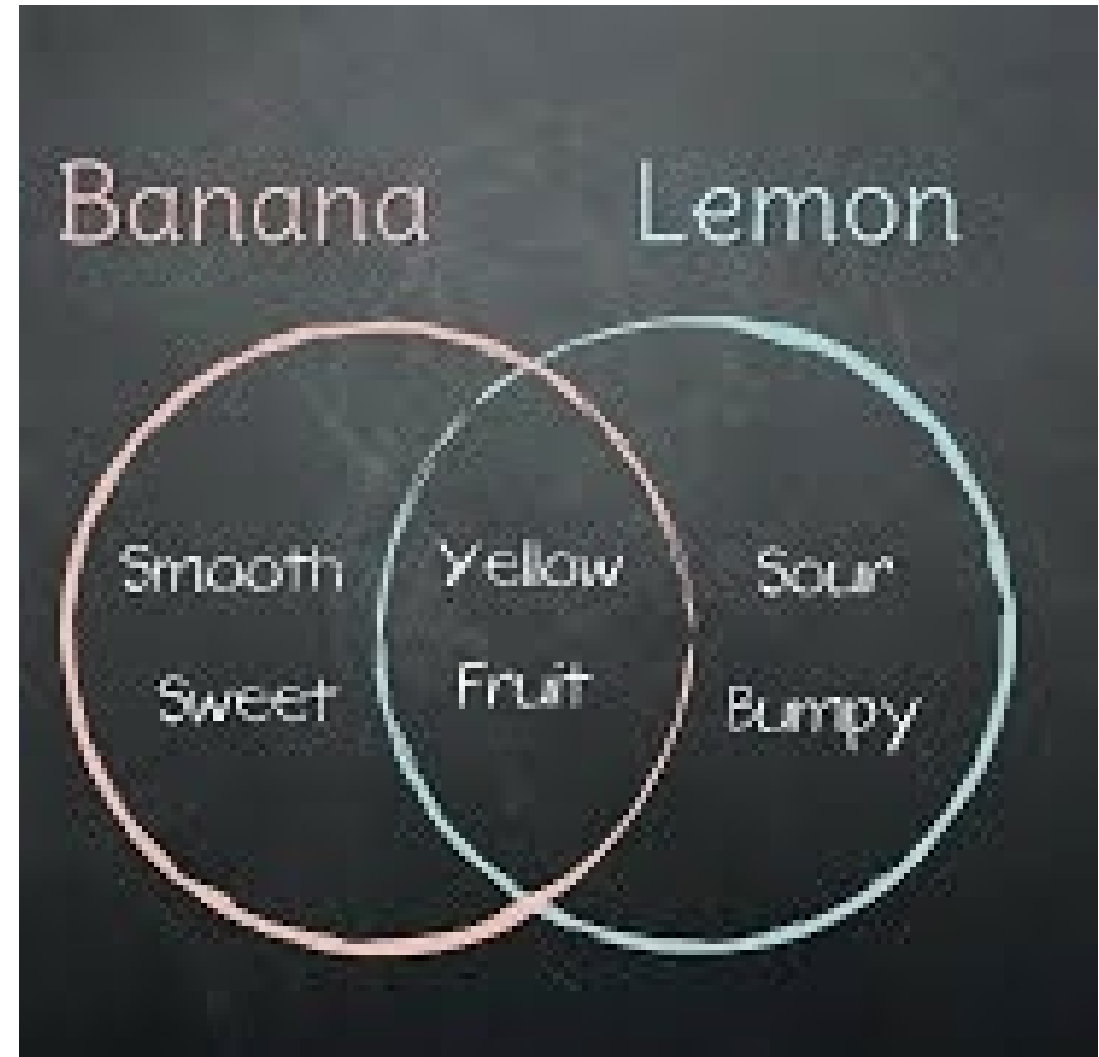
*Adapted from “Embracing equity and inclusion”, Annie E. Casey Foundation

Ben

Similarities and Differences

On the center of the table are a number of Post it notes and a paper to make a Venn Diagram Mat.

Working with your table write ideas/characteristics/issues that you think are unique to Certified Employees and ESP Employees and ones that are the same.



Ginny and Daria

Challenges Our Members Face

Affinity Wall

Brainstorm challenges/issues
ESP members have - work,
life, union, etc.

*write one challenge per
post-it*



Affinity Wall Debrief

What are the major clusters?

What does this mean for our work with ESPs?

What surprises you?



Key Ideas



Organizers begin with issues

The issues of our members ARE the
issues of the union

Their issues are our best campaigns

Naomi

Our Experiences Leading ESP

Picturing Our Experience



Picturing Our Experience

Step 1 - Everyone Pick 2 Pictures – then I will give you a prompt

Step 2 – Create a two minute or less story using these two pictures

Step 3 – As a table, use ALL of the pictures to tell a two minute or less story

Step 4 – Identify a docent who will tell your story a number of times

Step 5 – We will carousel through the tables



Debrief

What did you notice that was similar in the table stories?

What most surprised you as you heard the stories?





BREAK

Katrina and Seleste

ESP Poll Data

Ellen and Hedy

An Institutional Problem



What is the word in the halls and staff lunch room?

What do you think the average person in your schools or unions would say about ESPs and the work they do in our schools and in our unions?

What is their view?

What do you think the average ESP has to say about themselves and their work?



Lunch





**WELCOME
BACK!**

Gallery Walk

Do you notice any patterns?

What is something that caused you pain to read?

Is there something that gave you hope?

Why does the story matter?

A dominant narrative is an explanation or story that is told in service of the dominant social group's interests and ideologies. It achieves dominance through repetition, the apparent authority of the speaker, and the silencing of alternative accounts.

Because dominant narratives are so normalized through their repetition and authority, they have the illusion of being objective and apolitical, when in fact they are neither.

- *Handout*

Narratives-pg. 4-5

- 1) Trigger imagination and make connection
- 2) Are expressions of or a counter to cultures
- 3) Are resources for empowerment or oppression

Did the narratives on your charts do any of these?



NARRATIVE

Shifting and Using Narratives

Unmask

Name the dominant narrative when you see it at work.

Point out that what you just saw on the news or heard from a friend, or the law that was just passed, was based on particular values and beliefs.

“The way you are talking about the recent contract settlement sounds like you think teachers are pretty greedy and we’re only looking out for ourselves.”



NARRATIVE

Shifting and Using Narratives

Elevate

Name the values and beliefs from our new narrative that you want to see lived out in the world.

Connect it to places where your audience may see that happening already.

“I really like it when parents come in and express their appreciation – especially when they acknowledge they don’t now how we do it – it helps me feel valued and respected”



Shifting and Using Narratives

Contrast

Lay out what might be different if your values/convictions were the ones shaping what happens in the world.

Be specific about how we have the choice to approach situations through a different belief system.

Invite a rethinking of the situation.

“I guess we have to decide if we want to scapegoat paraprofessionals for the many challenges we face or accept them as willing and able partners in educating all kids.”



NARRATIVE

Shifting and Using Narratives

Draw on your own journey

While it's important to personalize this, it's also important to do it in a way that anyone can see themselves in it. Describing your own realizations and shifts will help others

Find their own way in the conversation.

“I can understand your reaction, there are times when I realize that I've been reacting to what others say and not putting forth my own beliefs – it gets discouraging – but I realize now I've only been making it worse.”



NARRATIVE

Key Points to Remember...

Sustain your efforts and connect with others

- Shifting a dominant narrative does not happen quickly – it takes sustained effort, over.
- Time, with many people working at it.

Demonstrate your worldview, don't just write and talk about it.

- Our actions say as much or more about our values and beliefs as our words.



Shifting the Narrative - DON'Ts

- ❑ Focus on challenging facts or interpretations of information.
- ❑ Attack people for their worldview.
- ❑ Name the dominant narrative as “wrong.”
- ❑ Try to convert or convince people.



Try the Shift!



You will be put into triads

Your triad will be *assigned* a scenario (see pgs. 6-11)

Apply the steps we discussed to shift the narrative

- Use your handouts for support

Debrief

Debrief that Shift!

Triads on Triads

What do you notice?

What was tough?

What worked well?



What SHOULD be the narrative?

What do you wish that the average person said about ESP and the work they do in our schools and in our union?

Return to your charts



Key Points



Narratives are powerful tools that can be used to maintain power over an oppressed group

Narratives can be intentionally changed and used by an oppressed group to advance a change agenda

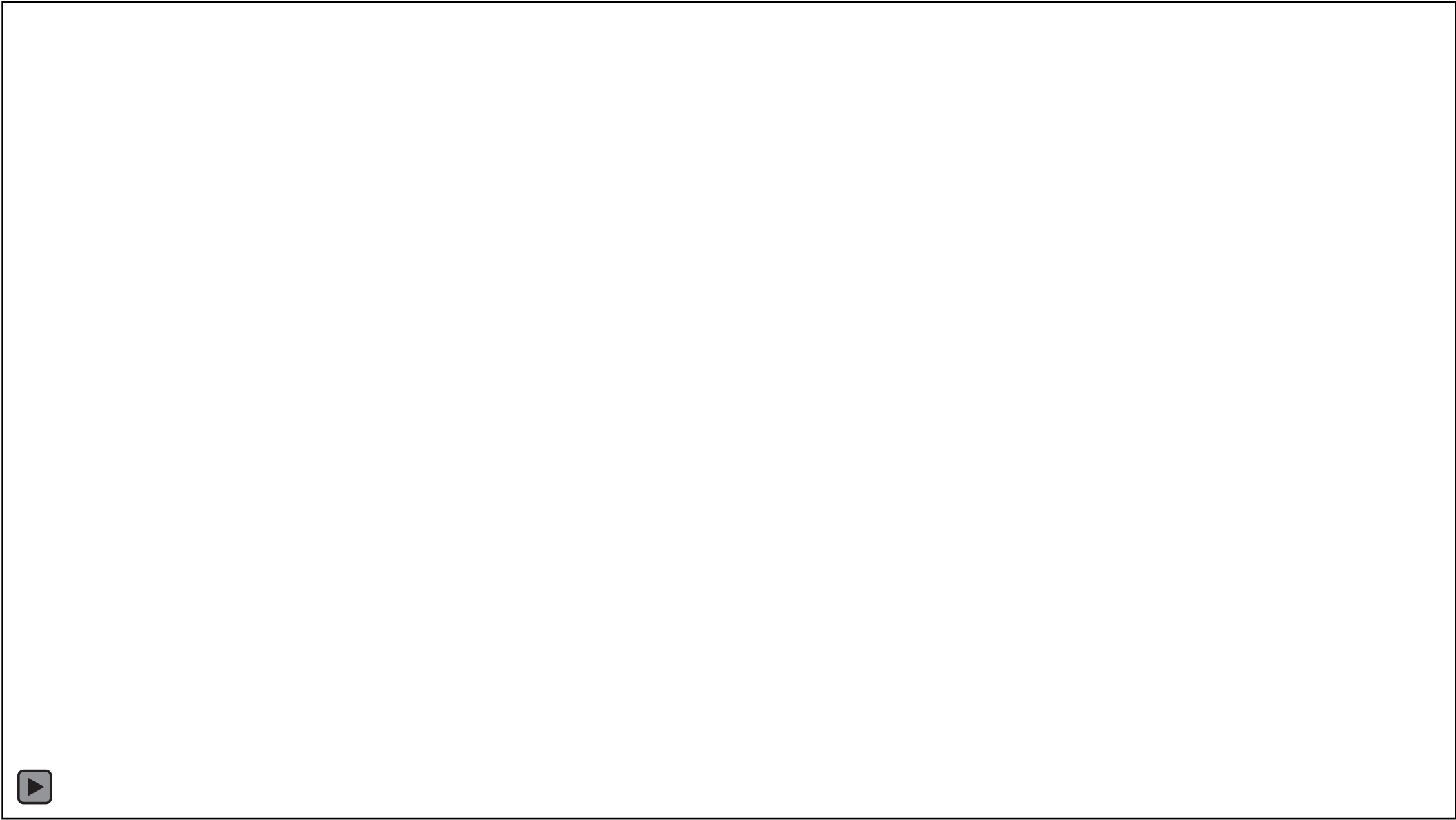
Ben and Naomi

While you watch...

Notice what's missing

Notice what's new learning...for you

Think about questions you want to ask



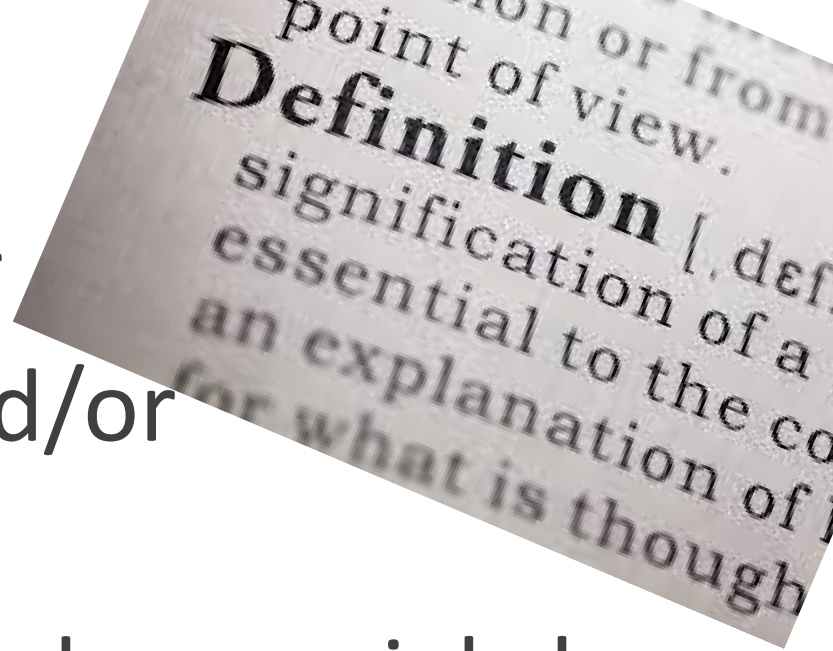
How do you define class?



Our Definitions – pg. 12-13

Class – relative social rank in terms of income, wealth, education, status and/or power.

Classism – differential treatment based on social class or perceived social class. Classism is the systematic assignment of worth based on social class; policies and practices set up to benefit more class-privileged people at the expense of the less class-privileged people.





BREAK

Anti-Classist Consciousness

Count off by 7's



Each team will be assigned one of the 7 “Shifts”

Anti-Classist Consciousness-pg. 23-24



Read your “shift” and identify how the conditions described show up in your work with ESPs and our organization’s relationship with ESPs.

Be ready with a 2 minute or less report out

Questions to Discuss



1. What is your most important take away from this session?
2. How will you fold this learning into your work with ESPs?
3. What are the consequences for not discussing and understanding classism?
4. What are the consequences for not including an intersectional perspective?

Key Points



Classism is code for institutional racism

Classism is a complex set of intersectional privileges and oppressions

Advancing justice for our ESP will require both intentional and strategic action to dismantle these systems

Daria and Ginny

Issue Identification

Grouping around an issue and Root Cause

Why does this theme exist?

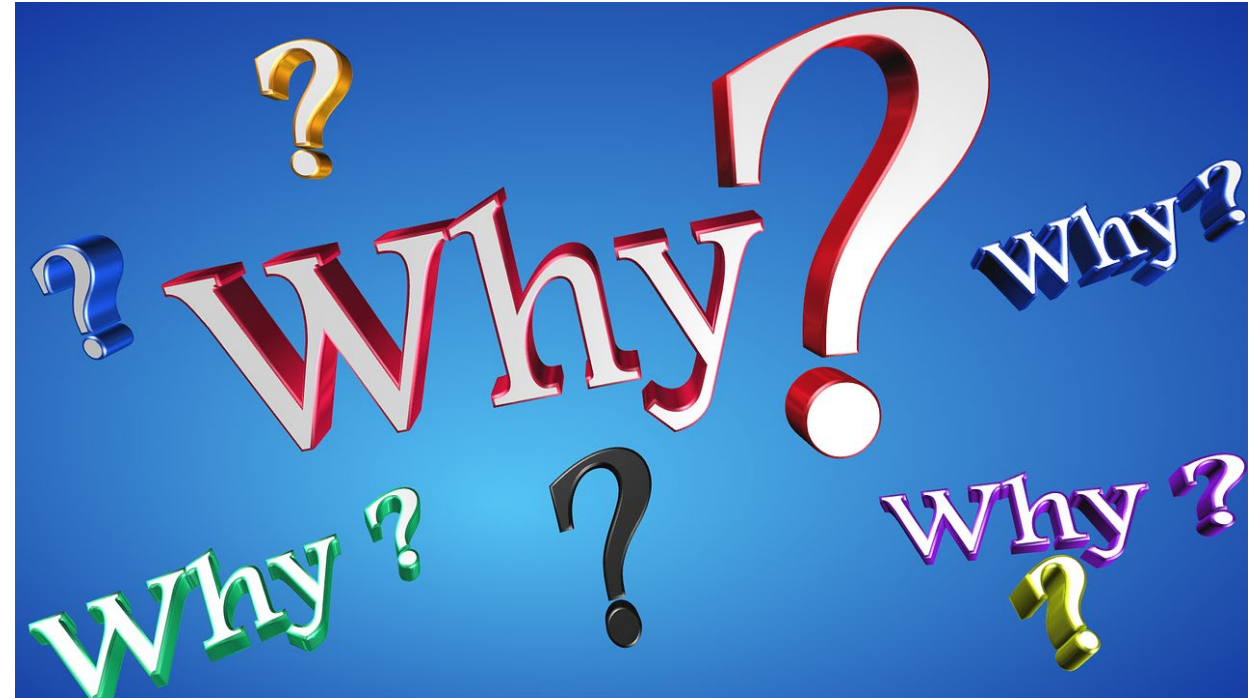
Why ...?

Why... ?

Why ...?

Why...?

Getting to the root of the problem



**TIME TO
SHARE**

Report Out

Problem vs. Issue

Problem is something that is focused on the current state and may or may not indicate a solution.

Issue- Is a problem statement that indicates what a solution to the current state might be. It allows others to see their own interests in the issue.

The BIG Problem and the Issues



Group Issue Whip - pg. 29-30



- It is widely felt
- It is deeply felt
- It is winnable
- It builds the union and builds leaders
- It has a connection to students and the public

Example – Problem to Issue to Win

PROBLEM – ESPs do not feel respected in this building.

- **Issue** – There is not structure or policy that allows for consistent communication
- **Issue**—There is no structure or requirement to have meaningful input on decisions
- **Issue** – ESPs do not have the resources to do their job

Strategic WIN – ESPs feel Respected

- **Tactical WIN** – A joint building leadership team is established
- **Tactical WIN** – Formal structures created to inform ESPs of building changes
- **Tactical WIN** – ESPs are afforded with the resources needed to do their jobs (i.e. Computers, walkie talkies, cell phones, etc.)

Assessing an Issue-pg. 43-45

- ☐ It is widely felt.
- ☐ It is deeply felt.
- ☐ It is winnable.
- ☐ It builds the union and builds leaders.
- ☐ It has a connection to students and the public.



Group work



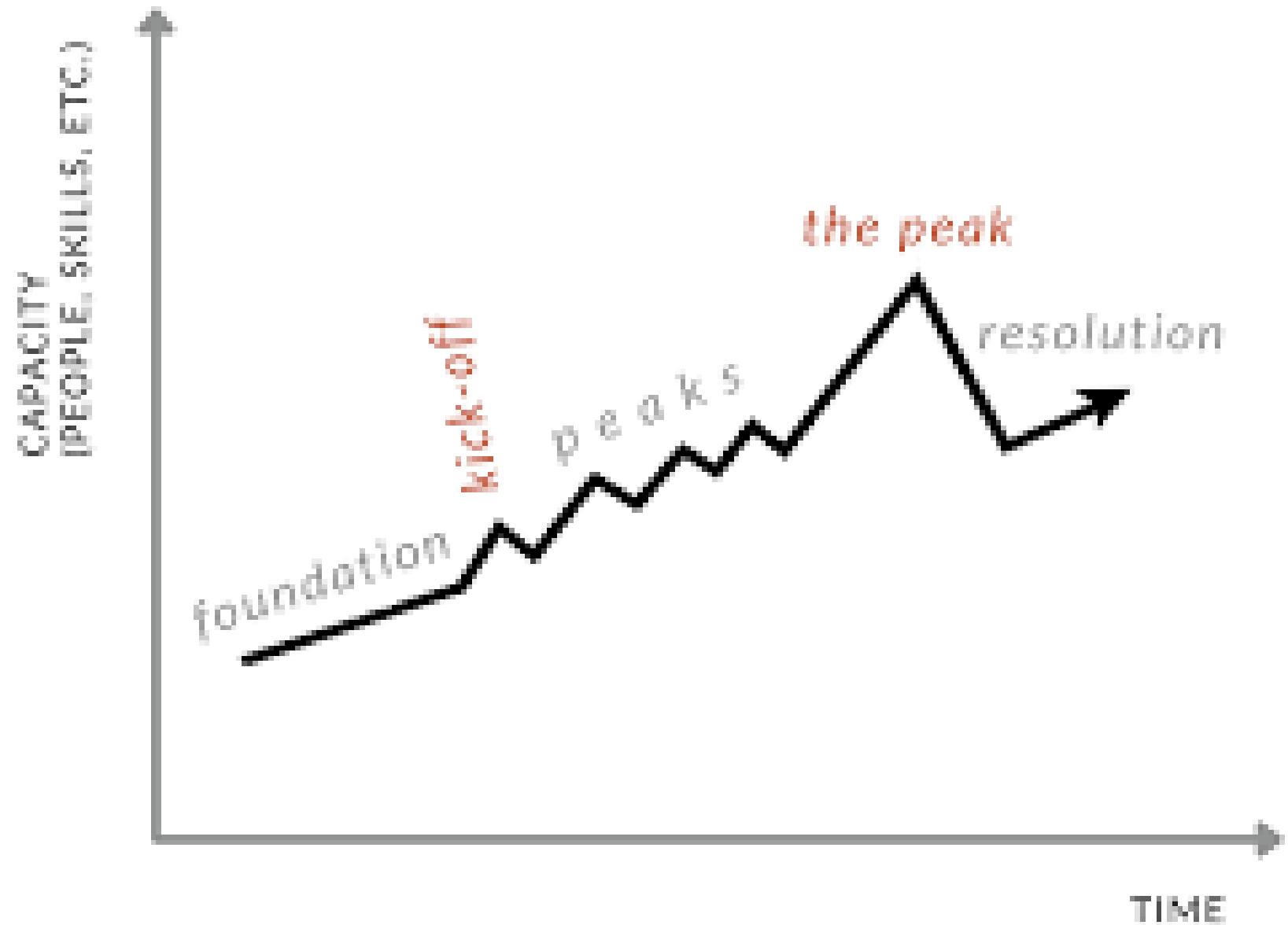
Key Point



We don't choose the issues,
the people who want the
change choose the issue.

Campaign Plan

What sort of plan would you work on with your members to solve their issues?



Ellen



Ending it Right

Choice Networking

Housekeeping

Suggested Reading – Trusted and Respected article & review pre-attendance handouts

Plus and Delta at the Door

“The opposite of
networking is
NOT working”

– Someone smart

Choice
Network
Time

For Tomorrow...

A problem of practice is something that you care about that would make a difference for your locals if you improved it.

The more specific the problem of practice is, the more helpful the recommendations for your next level of work will be.

Extra Unused Slides

Case Study

Phase 1

District In-Service was not meeting the needs of the ESSA Members

- ESSA surveyed members to understand their training needs
- Members wanted training in how best to support students in trauma
- Working with their UD, the ESSA Leadership reached out to NEA for training
- Ellen Holmes began working with ESSA
 - A core group was trained in best practices in training adult learners
 - They developed a train the trainer model to develop a program to take out to the membership



Phase 2

ESSA determined the best way forward was to partner with FEA

- February 2020 - first ever joint training
- Focus was on "first responders"
 - Team from seven elementary schools
 - Program name: "Where does it hurt?"
 - ✓ Provides attendees with an understanding of the brain science of trauma, the manifestations of trauma instrument and adult behaviors, and a structure for completing a worksite implementation plan
 - ✓ The program is designed so that members and partners can use the materials to replicate the training for more teams.



Outcomes



- Member engagement and ownership of their own PD
- Member recruitment
- Creation of a training cadre that can be expanded across the state

ESP Toolkit

3 things you would use

2 things that are challenging

1 thing to question

