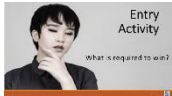
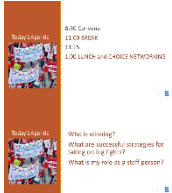
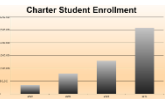


Facilitator Agenda Day 3 – Teachers Unions and Social Justice

General Materials Needed:			Room Set-up:	
1 Set of Handouts per Person Name Tents with the Norms Sign-in Sheet Agendas on the table (1 per) Room signs, sign in signs One ream of white photocopy paper Chart Paper (4 to 5 full w Sticky Strip)		Materials Box for each table with: Markers (Mr. Sketch variety) Post its – 3x3” and 4X5” sizes Index Cards Highlighters – 4 colors Pens and Pencils Participant “toys”		Round Tables Projector, Screen and Speakers Carousel stations and reporting stations around the perimeter 50 people
Key Outcomes for the Event:				
Themes and Big Ideas for Day 3 Getting Started – Natural Leader ID, Common Good Tools Setting a Timeline – What are the issues your locals could take on? What do you have in place, and what do you need? What would you do? - Planning and Problem Solving				
Time	Essential Questions	Resources	Instructions, Activity and Debrief (Facilitators)	Outcomes
	What question(s) should this learning section answer?	Charts, handouts, articles, materials, slide	What are you saying, what are they doing, what questions will you use to guide learning and make clear the important points Include an estimate for how long each section of the learning will take	As a result of this section of learning, what will participants know or be able to do?
7:00-8:30	Breakfast, Facilitator Prep			
Entry Activity	What is required to win?			
				
8:30 – 9:30 Ellen	What is the status of our learning?		45 Mins Total - Welcome back 15 Mins Feedback on Feedback, Agenda Review, Norms Review	
				

 Community Agreements 1. Share Agreements 2. Share 3. Share 4. Share 5. Share 6. Share 7. Share 8. Share 9. Share 10. Share Feedback  I AM THE UNION Let's Reflect Learned Feel Believe Next Step 			30 Mins Community building exercise – \ Head – What is something new you have learned Heart – What is a belief that has been challenged Hands – What are you feeling Feet – Your Next Steps Share out	
9:30 – 10:30 Sara  What's winning? Taking on the System Thesis Standardized Testing Wins – Pages 312-314 (Achievement Gap Narrative) School Funding Wins – Pages 304 – 311 School Take Over Wins – 320-324 (Milwaukee) School Funding Wins – 353-362 (Massachusetts) Racial Justice Wins – 165-168 (UTLA) School Funding Wins - 362-365 (East Baton Rouge) Notes Using Milwaukee, Seattle, Massachusetts, Louisiana, and the pillars of support tool, teams would identify and report out on what they did to attack the systems of oppression they experienced.	How do our unions work at dismantling systems of oppression?	Make a chart of the campaign to win presented in the essays Campaign Mountain https://neahg-my.sharepoint.com/:b:/g/personal/eholmes_nea_org/ETrsZkuF5q5MhTs5Oygk1I0BGffCBWCoDonulpf7n2v4Vw?e=gRZweu	60 Mins TOTAL – Examples of Taking on the System ALL READ - 312-314 – Achievement Gap Narrative Privatization – Pages 315-319 School Funding – Pages 304 – 311 Standardized Testing Wins – Pages 324-333 (Seattle and Las Cruces) School Take Over Wins – 320-324 (Milwaukee) School Funding Wins – 353-362 (Massachusetts) Racial Justice Wins – 165-168 (UTLA) School Funding Wins - 362-365 (East Baton Rouge) Using Milwaukee, Seattle, Massachusetts, Louisiana, and the pillars of support tool, teams would identify and report out on what they did to attack the systems of oppression they experienced. Debrief: What stood out to you about these five narratives? What can you take away from one or more of these stories? What is a piece of the story you're curious about that wasn't told?	Participants will identify the issues, the power holders, and the strategies that were used to shift power in the system to make change.
10:30 -11:00 Matt & Albert		Structure Tests Handout	30 Minutes Transformation This book outlines the case for transformation.	Participants will understand how a

 Transformation of Teachers Unions Transactional – a trade such as dues for services Transformational – an interaction that changes those coming together such as how a community views the union after participating in a tactic Agency within Teachers Unions (pg. 7 of RS) Structure Test Breakout 10 Minutes-Pg 423 What do you notice about the table in general? What do you notice about the column on the left? What is the role of the staff person?		https://neahq-my.sharepoint.com/:b:/g/personal/eholmes_nea_org/EQTVClvUwcpCvRxYbiZ5NnsBVymGrMr4jssd6fXBnBrqSA?e=sSY4NZ	Our purpose and that of our leaders is to get people to act. We do this by – to do the coaching people into believing they have the capacity to act. When they feel competent enough, they will use their agency to act. This is the basis for escalation. People take risks when they feel competent enough to act - to do the “test” you have requested. A test is simply a task or tactic. Using the Jane McAlevey Table highlight the timeline that it took for UTLA to pull off its win. Discussion - What was the staff role in this work? What FOUNDATION work was in place that supported this escalation?	timeline is developed and the purpose of tests.
11:00-11:15	BREAK			
11:15 – 12:00 Beth & Ellen  How do we win? Bargaining for the Common Good Why could Bargaining for the Common Good be a strategy for organizing teachers and expectations for our unions? 7 Elements of a Common Good Campaign Pg 100-112 7 Elements Carousel St. Paul Federation of Teachers UTLA Bargains for the Common Good		Community Engagement Handout https://neahq-my.sharepoint.com/:b:/g/personal/eholmes_nea_org/EZ ZOU7K8vg5Om5TqfdJYLtUBuio7YC0NCsVaExsGxysEQQ?e=RYKwWZ	45 Minutes – Bargaining for the Common Good and Community Schools 10 Minutes of Discussion about what Bargaining for the Common Good Is 10 Minutes of Carousel Activity – 7 Components of Bargaining for the Common Good. 7 Groups: Each makes T-chart of opportunities and potential challenges of assigned element, then adds to each of the other charts. 3 minutes at each chart. 10 Minute overview of Community Schools (2 min video) and Resources around Allies and Coalitions (p 69-78) 10 Minutes Carousel Activity 6 pillars of community schools 3 min., T chart w/ opportunities and challenges *As of 6/15-16-2022	

Why do we run Common Good Campaigns? • Break down through leaders and structures from the bottom up • It is the best way for us to talk more for all • Unites and connects groups who have common goals and opportunities, and we need each other in order to win • Unites our most and community groups with other and broader campaigns when we work together in the long run Exploring and Discussion • What would you like to see about this approach? • What are the biggest challenges for this strategy? • What are the potential challenges if this strategy could provide your answer? • Review the challenges we will face once I do this. What are the challenges? What is the role of the community school? What is the role of the community school? What is the role of the community school?			5 minutes: Review wins, why we bargain for common good, and resources to explore independently	
12:00 – 12:35 Jessica   Charter Student Enrollment  The Education Industry Complex  What are community schools? Defining Community Schools • They are a system designed to promote equity • To provide learning • Community schools should be based on the system that they are serving with, they provide a whole school for their students and community, not just a school that is separate from the community. What are community schools? 1. Community School Coordinator 2. Community Planning & Development 3. Community & Grassroots Program 4. Building to Achieve the Vision 5. Sustainable Program Development		Coalition Handout https://neahq-my.sharepoint.com/:f:/g/personal/eholmes_nea_org/EvuY5v36ZpDgZtpE4hR0pABnENdSR5d5ej9CgMGECiiHA?e=WSIOe	35 Minutes – Coalition Building with Other Groups Add a component entitled: “Coalition Building and Partnerships with Other Groups”; there are some activities embedded in this component (see Steve’s presentation that is already embedded into the PowerPoint); also include how to do community mapping and power mapping activities also. *As of 6/15-16/2022 5 minutes- Debrief	Participants will apply the consultancy protocol in the group presentation context.

