2023 Summer Conference Guide

General Information

MTA’s 2023 Summer Conference will be held at the University of Massachusetts-Amherst from August 6-9.

This summer, we offer a conference that allows you the flexibility to engage in areas that best meet your needs while prioritizing our collectively defined goals as a union and our major campaigns. Programs on union skills, leadership development, professional learning, and anti-oppression education will be offered. You may choose from individual professional development workshops or earn 15 professional development points (PDPs) in multilingual education (ELL education) or special education in one of our two-day sessions.

Single-session workshops run for 3 hours during the day and 1.5 hours in the evening. You may register for one day, the entire conference or anything in between.

Who Should Attend?

All MTA members are eligible and warmly encouraged to attend the Summer Conference. Members seeking to enhance their knowledge of content areas or classroom techniques will be delighted with the abundance of programs on these subjects. New and seasoned local leaders will find essential workshops to prepare them for their roles, hone their union skills, and learn how their local can develop its full capacity. All attendees can participate in workshops and dialogues to advance the MTA’s major campaigns.

UMass-Amherst

The 2023 MTA Summer Conference will be held total the University of Massachusetts, Amherst. UMass Amherst sits on nearly 1,450 acres in the scenic Pioneer Valley of Western Massachusetts, 90 miles from Boston. The campus provides a rich cultural environment in a rural setting close to major urban centers. UMass invites you to explore the Amherst area, learn about its history and traditions and discover its attractions. From restaurants to shops to museums, there is plenty to see and do. PLEASE NOTE: The use of tobacco, including e-cigarettes, is prohibited in all buildings, on all University grounds and in any outdoor area controlled by the University. This includes all University land, parking lots and parking ramps, athletic fields, tennis courts and recreational areas.

Accommodations & Dining

Participants wishing to stay on campus will be in the North Residence Halls, located on Eastman Lane in Amherst, MA 01003.
The Worcester Dining Hall will be open from 7 a.m. – 9 p.m. throughout the conference and will accommodate all participants who have purchased a meal plan. Detailed arrival information, including specific dormitory hall assignments, will be sent to all registered participants as the conference approaches. To view detailed campus maps, visit: www.umass.edu/visitorsctr/campusmaps.

**North Residence Halls**

These new air-conditioned suites are within a 10-minute walk of conference activities and the Worcester Dining Hall. Each apartment-style suite consists of four single-occupancy bedrooms, two full bathrooms, a shared area, and a kitchen. Each lockable bedroom is furnished with a twin bed, desk, chair, and dresser. Each guest will be provided with a linen pack consisting of two flat sheets, a pillow, a case, two towels and a thin blanket. The kitchen has a full-sized refrigerator, microwave, stovetop, and oven. If you are interested in preparing some of your meals in the suite, you should bring your own supplies. Glasses, cups, silverware, cookware, and plates are not provided. Toiletries (including hand soap) are not included. To take a virtual tour of the North Apartments courtesy of UMass Residential Life please visit http://www.umass.edu/living/residence/north. Participants will be placed in a single-sex apartment with other MTA Summer Conference participants (unless otherwise requested). All suitemate, accessibility and/or accommodation requests should be submitted during the online UMass registration process.

**Suitemate Requests**

Individuals or groups who wish to share the same North Residence Hall suite must enter their roommate/suitemate requests on the UMass online registration page. (There will be a clearly labeled box on the registration page for this purpose.) The UMass Conference Registration staff makes every attempt to accommodate all roommate and suitemate requests, but there are no guarantees. Priority is given to early registrants. If no selection is made, you will be randomly assigned to a suite with other attendees of the same gender.

**Accessibility Needs**

Special medical requirements and/or handicap access will be honored on an as-received basis. Due to space limitations, the University cannot guarantee the accommodation of all special requests but will make all attempts to do so. Some of the available dorms may not have elevators, so be sure to make note of all accessibility needs when you register. You will be contacted if UMass cannot honor your accessibility needs or accommodate requests. For specific handicap-access or other disability needs (i.e. visual, audio) information on dorms,
suites, or classrooms, please contact the UMass Conference Registration staff at 413-577-8102 or registration@umass.edu.

Keys/Access Cards Deposits

At check-in, each guest will be provided with an access card for their assigned dormitory building and a room key for their individual bedroom. Access cards and keys must be returned in their original condition at check-out to the Summer Conference Housing desk clerk. Participants will be charged $20 for a lost/damaged access card and $60 for a lost/damaged key. Keys/Cards cannot be mailed in after you leave.

On Campus Dining

The university’s award-winning dining services offers a variety of healthy and flavorful meals catering to many dietary restrictions. Meals feature local, regional and world cuisine served in a sustainable and environmentally conscious manner. (See www.umassdining.com for more information.) Participants should select and pay for a meal plan when they register for the conference with UMass.

Worcester Dining Hall

Served all-you-care-to-eat style, breakfast, lunch, and dinner will be available each day from 7 a.m. – 9 p.m. Meal options often include sushi, a salad bar, pho noodles, pizza, deli sandwiches, stir fry, a pasta bar and a range of desserts and ice cream. Vegan, vegetarian and gluten-free options are available. Summer Conference participants may purchase a meal plan that covers three meals for each night they are staying on campus or each day they plan to commute. Participants may also purchase meals with cash or credit card.

DIETARY RESTRICTIONS

Participants with dietary restrictions or allergies should detail all dietary-related needs during registration. The Registration staff will communicate all needs to the Dining Commons/Catering staff and will contact you if we cannot accommodate your restriction.

On Campus Parking
ON-CAMPUS participants staying in the dormitories will be provided with a complimentary parking pass to Lot 44, located adjacent to the North Residential Complex, at check-in to their dormitory. The Lot 44 parking pass must be filled out completely and displayed on your dashboard at all times throughout the program to avoid potential ticketing and/or towing. COMMUTERS driving daily to the campus may park in Lot 44 if spots are available. Otherwise parking is available for $6.50/day at the Campus Center garage. Participants with a state-issued handicapped parking permit may park in any available handicapped parking lot during the program. An interactive handicap parking map of campus and other related information can be found here: www.umass.edu/transportation/reserved-accessible-parking.

**Off-Campus Accommodations**

Conference participants may also choose to stay off-campus in one of the area’s many hotels. If you choose to stay off-campus, you are responsible for making your own arrangements. You should register for the conference as a commuter (with or without campus meals).

**Area Attractions & Dining**

Amherst is known for its rural charm and big city appeal. Located just a short drive from campus, downtown Amherst is a convenient and popular destination. To learn more visit www.amherstarea.com. Downtown Amherst boasts a wide variety of restaurants and pubs, from gourmet dining to coffee houses to homemade ice cream and bagels. See www.amherstdowntown.com/business/food-and-drink for a complete listing. The nearby city of Northampton is a blend of historic, contemporary, intellectual, artsy, athletic, and entrepreneurial. To learn more visit www.explorenorthampton.com.

**Earning Credits**

**Professional Development Points**

Certificates of Participation will be issued for all participants and can be used to apply workshops toward Professional Development Points (PDPs) requirements. Educators with a
Professional License must earn at least 150 PDPs in every five-year renewal cycle, split among the following categories:

- Content for each License (15 PDPs)
- Pedagogy for each License (15 PDPs)
- ESL/SEI (15 PDPs)
- Special Education (15 PDPs)
- Elective (90 PDPs)

If you are unsure of your need for licensure renewal, please consider attending a workshop on Professional Licensure. For additional information and an electronic copy of the Individual Professional Development Plan (IPDP) folder, visit massteacher.org/licensure.

**PDP Process**

After completion of an affidavit of attendance, the Division of Training & Professional Learning will issue you a certificate in the Fall of 2023 that will list the workshops you attended with contact hours. You will then be able to apply these contact hours towards PDPs in the appropriate categories for your license(s) or towards contractual provisions related to professional development.

**FSU Graduate Credit Option**

As an MTA Summer Conference participant, you can earn one graduate credit for your participation in the conference through arrangements made by the MTA Division of Training and Professional Learning with the Fitchburg State University Center for Professional Studies and the Fitchburg State University Division of Graduate and Continuing Education. To receive credit, you must:

- Register with the MTA for the Summer Conference.
- Register with Fitchburg State University for this credit option. For registration details go to [www.fitchburgstate.edu/cps](http://www.fitchburgstate.edu/cps) or email Fitchburg State directly at cps@fitchburgstate.edu. The cost for the one graduate credit option is $210. Check or credit card payment must be made directly to Fitchburg State University at the time of registration. The deadline to register for graduate credit is August 2, 2023.
- Register with the MTA to attend an on-campus orientation session with a professor, at the available times: Monday at 8 a.m. or Tuesday at 8 a.m. When registering for the MTA Conference, select SCM01 or SCT01 to add the orientation to your schedule.
- Participate fully in the conference. To earn one credit, you must attend the entire conference for 25 hours of programming, which includes 3 hours of programming on Sunday, 8.5 hours of programming on Monday and Tuesday (including the keynote and
evening programs), and 6 hours of programming on Wednesday. To earn one credit, you must attend at least 12.5 hours of programming.

- Complete all required assignments as outlined in the Fitchburg State syllabus. The course instructor will be in touch with you prior to your attendance at the conference.

**Registration**

- Registration for workshops & housing is on a first-come, first-served basis.
- The deadline for registration is Friday, July 21. After July 21, a late fee will apply.
- Register online at massteacher.org/summer for the fastest registration of your workshop and housing preferences.

**Registration Process**

Online registration and payment for workshops & housing are available. There is a 2-STEP registration process. Visit [www.massteacher.org/summer](http://www.massteacher.org/summer) to start the process.

**STEP 1:** Register with the MTA for workshops.

**STEP 2:** Register with UMass for housing/commuting, meals & payment.

You will receive SEPARATE email confirmations: ONE from events@massteacher.org confirming workshop registration. ANOTHER from notifications@irisregistration.com confirming housing/commuting, meals, and payment.

If you do not receive these SEPARATE email confirmations, please contact Allison Santana – asantana@massteacher.org.

If **You Are Unable to Register Online**

Please call MTA’s Division of Training and Professional Learning at 617-878-8150.

**Payment**

Make checks payable to UMass Conference Services. Credit cards will also be accepted by UMass Amherst for conference registration. Individuals who indicate they are being funded by
their locals must prepay by credit card or check and obtain reimbursement directly from their locals. On-site walk-ins must pay in full at registration.

**Conference Fees & Funding**

The housing and conference fee includes a single room with linens, three-cafeteria style meals a day, all conference materials and workshops, and access to most of the receptions and events. The MTA subsidizes a significant portion of the conference costs for its members.

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**Refund Policy**

If you must cancel in advance of the conference, you (or your local association) will receive a full refund minus an administration fee of $60 if written notice is received by UMass Amherst prior to July 28.
Local associations that have no-shows, individuals who are no-shows, or people who cancel after July 28 or during the conference, will not be refunded. No-shows who have registered for meals only will be charged for one day ($90).

**Funding Tips**

Some members use their own funds to attend the MTA Summer Conference. Others may be sent by their local associations and receive full or partial subsidies from their locals. Some are recipients of MTA grants/scholarships that provide full or partial support for those who qualify. Still others may receive full or partial support from their school districts – especially those who are coming for the PDP-eligible offerings. Whatever your situation, here are some funding tips:

- Start by checking with your local association president to find out if there is a possibility for local support. Individuals who indicate they are being funded by their locals must prepay by credit card or check and obtain reimbursement directly from their locals.

- If your local association is unable to support your registration fees, check with your superintendent of schools, especially if you are planning to attend those portions of the conference that grant PDPs. Some superintendents and principals will support educators’ attendance as a part of their school district’s obligation to provide professional development.

**Child Care**

The MTA is now offering an opportunity to apply for reimbursements (up to $100 per family) to help subsidize the cost of child care while members participate at the Summer Conference.

The deadline to apply for a child care reimbursement is July 21.

Eligibility requirements for child care reimbursement:

- Must be an MTA member registered to attend the Summer Conference.
- Must have one or more dependents, age 12 or under, requiring child care (arranged by the attendee) to attend the conference.
- If the dependent is over the age of 12 and incapable of self-care, a letter of medical necessity is required along with the receipt.
- Only one caregiver per family may apply.
- Reimbursements are not intended to cover routine child care costs that a member is already paying on a day-to-day basis.
- Must fill out the [Child Care Reimbursement Form](#) to be considered.
• Reimbursements will not cover other miscellaneous costs related to child care, such as meals, travel and activities.
• Itemized receipts must include child care service provider name, dates of service (during the meeting), and amount (total hours) of service.
• All receipts and letters of medical need (in the case of dependents over the age of 12 who qualify) will need to be sent to Events@massteacher.org by August 18. A reminder to submit receipts will be sent following the Summer Conference.

**Code of Conduct**

The Massachusetts Teachers Association is committed to providing a respectful and inclusive environment for all participants. We expect all attendees, presenters, exhibitors, and volunteers to abide by the following Code of Conduct.

• Treat all individuals with respect, empathy, and kindness, fostering an environment free from harassment, discrimination, and offensive behavior. Encourage diverse perspectives, experiences, and ideas.

• Harassment of any kind, including but not limited to verbal, written, or physical conduct that is intimidating, offensive, or discriminatory, will not be tolerated. This includes offensive language, gestures, imagery, or unwelcome attention.

• Obtain explicit consent before capturing, sharing, or publishing any media, including photos, videos, or recordings involving attendees, speakers, or any other participants. Respect the privacy and boundaries of others. Be sure to also respect notices to not video wherever posted.

• If you witness or experience any violation of this Code of Conduct, promptly report it to Ricardo Rosa – the Director of the Training & Professional Learning Division at rrosa@massteacher.org or at 774-992-9473. All reports will be treated confidentially, and appropriate actions will be taken to address the situation.

• Failure to comply with this Code of Conduct may result in consequences, including but not limited to a warning and removal from the conference without a refund.
**Program Information**

Summer Conference is back! This year we will offer more than 100 opportunities to learn more about our work, our union, and ourselves. Participants are strongly encouraged to select a variety of workshops, so you can broaden your skills at work, in your union, and in our ever-changing world. So, while you might come for Professional Development for your license, you can stay to learn about leadership skills in your union, how to address the climate crisis and engage in social, political, and economic learning that centers racial, gender, and economic justice.

Check out this list of offerings, divided into focuses and themes. Please note that some several workshops will appear more than once, as they are relevant to multiple themes.

**Professional Development**

**Cultural Responsiveness:**

- The Power in Improving Educator Diversity! Deepening the Conversation by Leveraging Research-Based Strategies *
- Sheltering Instruction for Multilingual Learners in Specialists' Classes *
- Classroom Management with Culturally Responsive Considerations *
- Reshaping our Responses to Microaggressions *
- Teens, Tweens, and Tech: The Impact on Mental Health and Learning *
- How Poverty Changes the Brain, Which Changes Everything *
- Creating a Healthy Classroom Space for Students of All Body Shapes and Sizes *
- More Than Just a Box: Wes’ Story of Overcoming Insecurity & Finding His Voice*
- Do You See Me? The Importance of Students Names and Pro-Nouns *

**General Curriculum & Instruction:**

- Sheltering Instruction for Multilingual Learners in Specialists' Classes* 
- Integrating Language and Literacy Instruction Across Content Areas 
- Mathematics for Students with Limited or Interrupted Formal Education * 
- Classroom Management with Culturally Responsive Considerations * 
- Neurodiversity in the Classroom * 
- We All Teach Civics 
- A Unique Approach: Utilizing Theatre Tricks to Foster Creativity and Reach Reluctant Learners 
- 21st Century Study Skills based on SQ3R (Survey, Question, Read, Recite, and Review)
Multilingual Learners/Sheltered English Immersion:

Sheltering Instruction for Multilingual Learners in Specialists' Classes *

Special Education:

Motivating Mindfulness: Strategy Practice and Takeaways to Support Us All to Cope with Trauma *
Fine-Tuning Phonics Instruction for Students with Dyslexia (K-5 Educators) *
Neurodiversity in the Classroom *

Literacy and Humanities:

Integrating Language and Literacy Instruction Across Content Areas
Fine-Tuning Phonics Instruction for Students with Dyslexia (K-5 Educators) *
Authentic Family Engagement in Literacy *
STEM: Science, Technology, Engineering, and Mathematics
Mathematics for Students with Limited or Interrupted Formal Education *
Climate Activism in the MTA *
Career Vocational Technical Education: Recruitment, Project-Based Learning, and Innovation Pathways
Solidarity on the Brain

Social Emotional Learning:

Motivating Mindfulness: Strategy Practice and Takeaways to Support Us All to Cope with Trauma *
Trauma-informed Approaches to Communicating with Diverse Learners *
SEL Tools You Can Use: Mindfulness & Compassion as Bridges to Belonging Teens, Tweens, and Tech: The Impact on Mental Health and Learning
Let’s Talk About The “A” Word: Anxiety
Trauma-Informed SEL for Educators *
How Poverty Changes the Brain, Which Changes Everything *
The Three Pillars of Creating a Trauma-Sensitive Classroom *
More Than Just a Box: Wes’ Story of Overcoming Insecurity & Finding His Voice*
Union Skills

Leadership Skills:

Next Generation Leadership: Higher Ed
Next Generation Leadership: PreK-12
New Member Program *
New President’s Academy *
Peer Mentoring for ESPs
Strategic Planning for Union Activists
Member Voices: Be an Effective Participant in Governance Meetings
Are You Ready to Run Your Meetings? Skills for the Presiding Officer
Reimagine your Local: Become more inclusive, connected, and aligned with your social Justice Mission *
Membership Management for Local Officers
Financial Best Practices for Your Local

Representational Skills and Legal:

History of Strikes and Future of Strikes
Building Escalating Campaigns and Legal Landscape of Major Job Actions
Building Trauma-Informed Unions, From One-on-Ones to Grievances to Negotiations *
Advanced Representation Topics in Higher Education: Family Leave and ADA
What is Title XI Discrimination: A Union Activist Toolkit

Communications and Technology:

Effective Communication for Union Leaders
Graphic Design 101
BCST Resources to Support Bargaining

Negotiations:

Building Escalating Campaigns and Legal Landscape of Major Job Actions
Advanced Representation Topics in Higher Education: Family Leave and ADA
Silent Representatives in Action: What Have We Learned
Democratized Bargaining
Bargaining Foundations
Bargaining for the Common Good
Contract Language Lab
Demystifying Municipal and School Finances
Economics of Bargaining
ESP Bargaining Issues
Impact Bargaining
Negotiations Theory and Practice
Power Mapping
Negotiation Leave Provisions
Advanced Negotiations Theory and Practice
Economics of Bargaining: Higher Ed

Policy Practice, Political Education, and Action:

Licensure Basics
Licensure Renewals
Grow-Your-Own Teacher Pathways - It's Possible!
Climate Activism in the MTA *
Thinking Outside the Box: A Self-Directed Educator Growth Plan
Career Vocational Technical Education: Recruitment, Project-Based Learning, and Innovation Pathways
Bigger than Dobbs: The Socialist, Feminist Politics of Abortion and Reproductive Justice *
Retirement 101
MTA Student Loan Management & Loan Forgiveness
2023 Legislative Campaigns
Runaway Inequality *
Race and Labor *
Why Class Matters *

Organizing:

Building Escalating Campaigns and Legal Landscape of Major Job Actions
Silent Representatives in Action: What Have We Learned Grow-Your-Own Teacher Pathways - It's Possible!
Climate Activism in the MTA *
Getting Comfortable with Conflict
Solidarity on the Brain
Forming Local Committees for Climate Action *
Authentic Family Engagement in Literacy *
Strategic Planning for Union Activists
Invisible Threats: The Private Invasion of Mass Public Higher Education
Fighting for Equity: ESP, Adjunct, and Classified Staff Bill of Rights
Higher Education Unconference Reimagine your Local: Become more inclusive, connected, and aligned with your social justice mission *
Navigating the Union and Becoming Active as a Global Majority Member *

* These workshops will also have a strong Social, Racial, and Economic Justice theme

Conference Contacts

CONFERENCE REGISTRATION & GENERAL INFORMATION:
MTA Training & Professional Learning Division
617.878.8150
events@massteacher.org

CONFERENCE HOUSING, MEALS & PAYMENT:
UMass Amherst Conference Services
413.577.8102
registration@umass.edu

PROGRAM MANAGEMENT:
MTA Training & Professional Learning Division
Ricardo Rosa
617.878.8152
rrosa@massteacher.org

LOGISTICS MANAGEMENT:
MTA Training & Professional Learning Division
Erin Tracy
Phone
etracy@massteacher.org
PROFESSIONAL DEVELOPMENT SESSIONS:

MTA Training & Professional Learning Division
Michael Shannon
617.878.8234
Mshannon@massteacher.org

UNION SKILLS & LEADERSHIP SESSIONS:

MTA Training & Professional Learning Division
Audra Makuch
617.842.4123
Amakuch@massteacher.org

ANTI-OPPRESSION EDUCATION

MTA Training & Professional Learning Division
Jennifer DeBarros
617.878.8152
SCHEDULE AT A GLANCE

Sunday, August 6
- Conference Registration & Check-In
- Afternoon Workshops (see detailed guide)
- A dialogue with Dr. Loretta J. Ross
- Summer Conference Kickoff Dinner
- UMass Amherst Architectural Tour with Max Page
- Opening Social

Monday, August 7
- Morning Yoga
- Worcester Dining Hall Open for Meals
- Conference Registration & Check-In / Check-Out
- FSU Graduate Credit Orientation
- Morning Workshops
- Lunch Break
- Afternoon Workshops
- Opening Session, Keynote – Welcome to Summer Conference!
- Dinner Break
- Evening Workshops
- Conversations with EMAC
- An Evening with EMAC

Tuesday, August 8
- Morning Yoga
- Worcester Dining Hall Open for Meals
- UMass Amherst History and Architecture Tour with Professor Max Page
- Conference Registration & Check-In / Check-Out
- FSU Graduate Credit Orientation
- Morning Workshops
- Lunch Break
- Political Dessert
- Afternoon Workshops
- FSO Lawn Party
- Evening Workshops
- Summer Conference Bash hosted by the New Member Committee
Wednesday, August 9

- Morning Yoga
- Worcester Dining Hall Open for Meals
- Conference Registration & Check-In / Check-Out
- Morning Workshops
- Lunch Break
- Final Checkout Time
Workshops marked with an asterisk (*) will have a strong social, racial, political, cultural and/or economic justice theme.

Multiday Sessions:

1. Title: New Member Program*
   Duration: 9 hours
   Time: Sunday 1 – 4 p.m. &
   Tuesday 9 a.m. – noon
   Tuesday 1:30 – 4:30 p.m.
   Trainers: Josh Levit and members of the MTA New Member Committee
   Audience: MTA members in their first five years of membership (including ESPs, Higher Ed, and PreK-12)
   Focus: Union skills
   Description: This workshop is for members in their first five years of membership in PreK-12 schools, or in higher education, who are interested in learning more about the MTA, the policies and laws that govern public education, and a career in Massachusetts. Join us for several days of programming, networking and socializing – both in a small group setting for new members such as yourself and in general workshops with other members. Educators will work with peers to untangle the maze of regulations and laws that affect them as classroom teachers and school-based educators (paraprofessionals, therapists, counselors, and others), including the rules that guide MCAS, curriculum and the school year. Participants will have a chance to look closely at case studies and your local’s collective bargaining approach, as well as ask questions of MTA staff. The New Member Program is developed and presented by the New Member Committee, a group of educators from across Massachusetts. Participants may select and attend any workshops for both sessions on Monday and Wednesday morning; however, it is strongly recommended that New Member Program participants select Bargaining Fundamentals on Monday for the AM and PM slots.
2. Title:   New Presidents Program

Duration:  15 hours  
Time:    Sunday 1 – 4 p.m. &
          Monday 9 a.m. – noon &
          Monday 1:30 – 4:30 p.m.
          Tuesday 9 a.m. – noon
          Tuesday 1:30 – 4:30 p.m.

Trainers:   Anthony Parolisi and members of the New Presidents Committee
Audience:   Recently elected presidents and their guest
Focus:   Union skills
Description: The New Presidents’ Academy is a multiday series of workshops for presidents in their first five years of office and their invited guest. This program will cover topics of interest for all new presidents and will also include breakout sessions that are tailored to participants’ experience levels, needs and prior experience. Using presentations, case studies, panels and round-table discussions, there will be the opportunity to collaborate with your peers to increase the knowledge and skills necessary to succeed as a local leader. Topics covered will include contract negotiations and maintenance, best practices for engaging and maintaining membership, effective communications, developing awareness of diversity in the membership, recognizing legal issues, honing leadership skills, running meetings, staying organized, managing time, accessing MTA services and more. This series of sessions will allow presidents with varied experience to come together to learn from one another in a relaxed environment. Participants will begin their MTA Bargaining Certificate by attending the Bargaining Fundamentals workshop, as well as professional development and union skills workshops of their choosing.

3. Title:     Next Generation Leadership: Higher Education

Duration:  9 hours  
Time:    Sunday 1 – 4 p.m. &
          Monday 9 a.m. – noon &
          Monday 1:30 – 4:30 p.m.

Trainer:     TBD
Audience:   Higher ed activists and leaders who have not held union office or are within their first three years of holding a union office
Focus: Union skills

Description: This program will teach higher education members how to work with other members to create bottom-up activism and help make their local associations powerful and effective organizations. It is for members who want to solve workplace problems through active engagement. All members who are interested in engaging more actively in their union are welcome to attend – whether you've been a member for one year or 20 years. The program is designed to help participants understand the fundamentals of outreach, recruitment, involvement, strategy, decision-making and planning direct-action strategies for empowerment of MTA locals. Conversations will focus on an assessment of the balance of power; how to bring people together around common problems; and designing and carrying out action plans to solve problems.

4. Title: Next Generation Leadership: PreK-12
Duration: 9 hours
Time: Sunday 1 – 4 p.m. & Monday 9 a.m. – noon
Monday 1:30 – 4:30 pm

Trainer: TBD

Audience: PreK-12 activists and leaders who have not held union office or who are within their first three years of holding a union office

Focus: Union skills

Description: This program will teach PreK-12 members how to work with other members to create bottom-up activism and help make their local associations powerful and effective organizations. It is for members who want to solve workplace problems through active engagement. All members who are interested in engaging more actively in their union are welcome to attend – whether you've been a member for one year or 20 years. The program is designed to help participants understand the fundamentals of outreach, recruitment, involvement, strategy, decision-making and planning direct-action strategies for empowerment of MTA locals. Conversations will focus on an assessment of the balance of power; how to bring people together around common problems; and designing and carrying out action plans to solve problems.

5. Title: The Importance of Self-Reflective Practice*
Duration: 12 hours
Time: Monday 9 a.m. – noon
Monday 1:30 – 4:30 p.m.
Tuesday 9 a.m. – noon
Tuesday 1:30 – 4:30 p.m.

Trainer: Lavette Coney
Audience: PreK-12 classroom educators
Focus: Professional development

Description: Why is it important for adults who work with students to check themselves? If your teacher education and/or certification program infused equity and social justice themes throughout courses, this might not be the workshop for you. However, if you are like most educators, your teacher training and professional development courses did not show the relationship between you and how your beliefs, assumptions and attitudes toward different types of learners impact your teaching. We will explore these issues as we prepare ourselves for students. This 12-hour workshop will give educators the tools that they need to enhance their work with students. All of us have beliefs, habits, experiences and perspectives that can guide and even impact our behavior with students in our classrooms and schools. Without examination and consistent self-reflection, unbeknownst to us, we may affect students negatively. Effective lesson plans and classroom activities must be coupled with instructors who are self-aware and culturally competent to address the needs of all students. As educators, we know that other factors impact teaching and learning. David Nunan, at the 2023 TESOL International Convention, explained that it is not only about teaching. Participants will examine their assumptions and challenge their beliefs through various exercises and strategies in order to become better teachers, instructors and administrators. Theory and research will set the tone for this two-day PDP workshop, while identity frameworks and self-reflective practices will be used to enhance your self-knowledge and future interactions with students. All asynchronous work must be submitted by August 23, 2023. This program meets DESE requirements for 15 PDPs in the categories of Pedagogy and Special Education during each 5-year Professional License Renewal cycle.

6. Title: Authentic Family Engagement in Literacy
Duration: 12 hours
Time: Monday 9 a.m. – noon
       Monday 1:30 – 4:30 p.m.
       Tuesday 9 a.m. – noon
       Tuesday 1:30 – 4:30 p.m.

Trainers: Mary Cowhey and Joan Cameron
Audience: PreK-12 educators

Focus: Professional development

Description: The workshop will support participants in looking critically at the participation of marginalized families in their schools and reflect on what some potential barriers to participation may be, including institutional racism and classism. This workshop will critically examine marginalized children's access to books and literacy and caregivers' grassroots actions to support their children. It will share the story of Families With Power, a community organization, and the variety of literacy programs it created. Hear from caregivers about how to organize activities. Get an inside look at the benefits, successes and challenges of more than a dozen years of student and family engagement in the community and school. Learn how families used culture circles and engaged in problem-posing to share concerns, find common ground and take action. Discover and share resources to support family engagement in literacy. Participants will also understand challenges to educators in reaching out to families and community, and the barriers or challenges families face in participating at school; take part in a culture circle to learn about problem-posing and critical pedagogy practices; and create an action plan to engage families. All asynchronous work must be submitted by August 23, 2023. This program meets DESE requirements for 15 PDPs in the categories of Special Education and Sheltered English Immersion/English as a Second Language during each 5-year Professional License Renewal cycle.

7. Title: Small Teaching K-8

Duration: 12 hours

Time: Monday 9 a.m. – noon

Monday 1:30 – 4:30 p.m.

Tuesday 9 a.m. – noon

Tuesday 1:30 – 4:30 p.m.

Trainer: Sarah Connell Sanders

Audience: K-8 teachers

Focus: Professional development

Description: A two-day training session designed to counteract teacher burnout while improving learning outcomes. Participants will walk away with actionable "quick tips" and tools for effectively incorporating retrieval, self-explanation, prediction, synthesis, guided practice and motivation in the K-8 classroom. Small Teaching K-8 is a response to America’s teacher exodus. The goal of this workshop is to persuade you to keep going without adding more to your plate. Our approach includes small changes designed to
reduce time spent planning and grading while increasing learning outcomes. These strategies are research based, low effort, and high reward. The term "Small Teaching" originates from a book published in 2016 by James Lang, a writer and former English professor. Lang’s approach champions impactful changes in course design, assessment structure and communication style that can be accomplished in five to 15 minutes. These brief interventions include models for retrieval, interleaving, prediction, synthesis, self-explanation and guided practice. Put simply – Small Teaching leads to big results. All asynchronous work must be submitted by August 23, 2023. This program meets DESE requirements for 15 PDPs in the categories of Pedagogy and Special Education during each 5-year Professional License Renewal cycle.

8. **Title:** Fine-Tuning Reading Instruction for Students with Dyslexia (K-5)
   
   **Duration:** 12 hours
   
   **Time:** Monday 9 a.m. – noon
   
   Monday 1:30 – 4:30 p.m.
   
   Tuesday 9 a.m. – noon
   
   Tuesday 1:30 – 4:30 p.m.
   
   **Trainer:** Lisa Rosenberg, Ph.D.
   
   **Audience:** K-5 educators
   
   **Focus:** Professional development
   
   **Description:** This course will focus on how to best support students with dyslexia and provide participants with an instructional toolbox of resources that can be incorporated in the classroom and alternative settings. Throughout this course, an overview of the historical roots of special education will be reviewed, as well as instructional strategies and repertoires to effectively build oral reading fluency skills. Additionally, written language strategies that are research-based and orthographic rules/generalizations to increase encoding skill development will be examined to support students with dyslexia. An extensive review of instructional methods, specialized reading programs, and multisensory strategies derived from research that have proven to be successful will be reviewed in depth. Further exploration with respect to approaches that are personalized and tailored to meet the needs of students with learning difficulties will be analyzed. All approaches and strategies will be examined through a scope and sequence that is supported by evidence-based research within the field of special education. All asynchronous work must be submitted by August 23, 2023. This program meets DESE requirements for 15 PDPs in the category of Special Education during each 5-year Professional License Renewal cycle.
Monday All-Day Sessions:

1. **Title:** Navigating the Union & Becoming Active as a Global Majority Member *
   **Duration:** 6 hours  **Time:** Monday 9 a.m. – noon &
   Monday 1:30 – 4:30 p.m.
   **Trainer:** Candace Shivers
   **Audience:** This space is designed for MTA members who identify as persons of color
   **Focus:** Union skills
   **Description:** These workshops will include the history of the union through the perspective of the global majority. We will look at the how the union can be a leader in the struggle for social justice. We will get into the details of how to become a leader in the union, as well as make connections to organizing and empowering as we lead the global majority. Topics include the following:
   - What are our Roots?: An exploration of the history of the global majority in the union. Unions from all sectors will be covered, but special attention will focus on educator unions and their history;
   - Social Justice through a Union Lens: A discussion on experiences in the locals and how they can be used as an organizing and empowerment opportunity. This also incorporates what is going on around the country, as well as what is going on in Massachusetts;
   - Union 101: Breaking down the benefits of what the MTA and NEA are doing with an emphasis on what the union is and how to get involved;
   - What is Next?: A planning session in which people discuss and assemble an action plan while highlighting how the union can help support these activities.

   Participants in these all-day workshops are also encouraged to attend a gathering on Sunday.

2. **Title** Bargaining Foundations
   **Duration:** 6 hours  **Time:** Monday 9 a.m. – noon &
   Monday 1:30 – 4:30 p.m.
   **Trainers:** Phil Katz and Ted Lewis
   **Audience:** PreK-12 and higher education members
Focus: Union skills

Description: This interactive, one-day workshop will cover the foundations of collective bargaining in public PreK-12 and higher education unions in Massachusetts. Discussion topics will include an overview of the collective bargaining process and the Massachusetts law that governs it, the roles and functions of bargaining and contract action teams, best practices for preparing and planning for negotiations, platform development and proposal writing, tactics and techniques at the bargaining table and strategies for member engagement that build bargaining power and win strong contracts. This workshop counts toward the Bargaining Foundations core requirement of the MTA Bargaining Certificate program.

3. Title: Solidarity on the Brain
Duration: 6 hours
Time: Monday 9 a.m. – noon
Monday 1:30 – 4:30 p.m.

Trainer: Kyle Gekopi

Audience: PreK-12 and higher education members

Focus: Union skills

Description: Part One: Why do our members seek support from a union? What decisions do they make consciously and unconsciously? Why does management have such influence over some members, while others are deeply committed to their union? In Part One of this series, we will look at how our brains operate as chemical dispensaries, making decisions for us well before some events occur. Members will learn about the power our neurons have over our collective actions, and how we can break the cycle.

Part Two: What does the individual look like in a collective? How can a union demand a unified position but also value self-advocacy? In Part Two of our series, we will talk about how we can resolve some of the inconsistencies and incongruencies that exist in our work, specifically how the brain processes anxiety and relationships. Members will dive into honest and uncomfortable truths about their own leadership and local, and we will work collaboratively to design an intervention plan to resolve this incongruence.
Monday Morning Sessions:

1. **Title:** Graduate Credit Option Orientation  
   **Duration:** 30 Minutes  
   **Time:** Monday 8 – 8:30 a.m. OR Tuesday 8 – 8:30 a.m.  
   **Trainer:** Ronald Colbert, Ed.D., Professor (retired), Fitchburg State University  
   **Audience:** PreK-12 members  
   **Focus:** Professional Development  

   **Description:** As an MTA Summer Conference participant, you can earn ONE graduate credit for your full participation in the MTA’s Summer Conference through arrangements made by the MTA’s Division of Training and Professional Learning with the Fitchburg State University Center for Professional Studies and the Fitchburg University Division of Graduate and Continuing Education.  

   **To receive credit, you must:**
   - Register with the MTA for their Summer Conference  
   - As a part of your conference, register for one of the two Graduate Credit Orientation sessions to meet with Dr. Ron Colbert, Fitchburg State faculty (retired).  
   - Choose and attend additional workshops (multi-day or single session) that meet your individual needs to fill your schedule. Attend and participate fully in all three days of the conference.  
   - Register with FSU for this conference-based course by visiting the FSU-MTA Summer Conference webpage. It is recommended that you register before the start of the conference.  
   - The cost for one-graduate credit is $347, paid directly to Fitchburg State University.  
   - Please Note: You are registering for Course Number (PRDV): 6197, Schedule Number (CRN): 64173. This course is titled, “MTA Summer Conference.” Registrants will receive confirmation and additional information directly from Fitchburg State University.  
   - Course participants will be required to satisfy all FSU requirements. Please see the FSU-MTA Summer Conference webpage for more information.  
   - For any questions regarding registration or this conference-based course, you may email the Center for Professional Studies at cps@fitchburgstate.edu or call (978) 665-3636.
2. Title: Climate Activism in the MTA*
   Duration: 90 minutes  
   Time: Monday 9 – 10:30 a.m.
   Trainers: Ferd Wulkan and Hannah French
   Audience: PreK-12 members
   Focus: Union skills
   Description: Leaders of MTA's Climate Action Network will facilitate a discussion about how to make climate change a vital and relevant part of our work in the classroom, our locals and the MTA. Participants will learn about how to include climate in bargaining, in curriculum development and in support of youth climate activists. They will also explore possible actions they could take in their own settings, including how to start, overcoming obstacles and how to connect to others in their regions and communities. We expect to all learn from each other how to strengthen MTA’s commitment to climate justice.

3. Title: Forming Local Committees for Climate Action*
   Duration: 90 minutes  
   Time: Monday 10:30 a.m. – noon
   Trainers: Martin Bram Moreinis and Mary Jane Else
   Audience: PreK-12 and members
   Focus: Union skills
   Description: Most educators believe schools should teach about the global climate crisis. But many do not feel competent (we don't know enough), empowered (it's not in the state or local curricula) or safe (protected from conservative parent push-back) to do so. In this organizing strategy workshop, we'll share past and current efforts to create climate committees in our locals. We need such committees to help administrators and boards adopt local climate education standards, to make our buildings and transportation fleets greener, and to provide support for members to adopt climate education goals for our own practice.

   Strategies we'll explore will include, but not be limited to:

   1. Overcoming the challenge of parents and educators with diverse degrees of awareness and support for climate education and action.

   2. Working with youth climate activists and their parents to move from union resolutions to board resolutions.
3. Forming unit design communities of practice that can help educators in all content areas and at all grade levels incorporate climate education into their instruction.

4. Title: **Bargaining for the Common Good***
   
   Duration: 3 hours  
   Time: Monday 9 a.m. – noon  
   Trainer: TBD  
   Audience: PreK-12 and higher education members  
   Focus: Union skills  
   Description: This workshop will discuss how we can be bolder and broader in our contract negotiations and carry out inspired campaigns that connect us more deeply to our communities. Using the Bargaining for the Common Good framework, this session will explore how to negotiate common good demands that advance a wide range of issues, such as class sizes, racial justice, housing justice and other matters important to our members, students and communities. This workshop counts as one elective for the MTA Bargaining Certificate program.

5. Title: **Negotiating Leave Provisions**
   
   Duration: 3 hours  
   Time: Monday 9 a.m. – noon  
   Trainer: Megan Werner  
   Audience: PreK-12 and higher education members  
   Focus: Union skills  
   Description: Sick Leave! Parental Leave! Family Medical Leave! Small Necessities Leave! Bargaining over paid and unpaid leaves can often feel like putting together a complex jigsaw puzzle. This workshop will help participants have a better understanding of the different kinds of leave benefits, the sources of these benefits (law, regulation or contract), the intersection of these benefits, and how to bargain changes or improvements to these benefits for our members. Participants will have an opportunity to analyze their own leave language and share examples from other contracts. This workshop counts as one elective for the MTA Bargaining Certificate program.

6. Title: **Community Schools, Not Receivership**
   
   Duration: 3 hours  
   Time: Monday 9 a.m. – noon
Trainer: Gary Gilardi
Audience: PreK-12 members
Focus: Union skills
Description: Community schools are popping up all over the country. This workshop will provide participants with an in-depth look at community schools. Participants also will learn how to find grants and support legislation to fund and sustain them. What are community schools? These are public schools that provide services and support that fit each neighborhood’s needs and are created and run by the people who know our children best, all working together. Why are they successful? In community schools, as in all schools, teachers teach and students learn — but with a focus on the whole child, an integrated focus. How does one transform their school/district into a community school? By building partnerships with community organizations and businesses that broaden the educational and experiential scope of learning and make the school a hub of community activity. This workshop also will focus on access to grants and other funding for districts working toward a community school model.

7. Title: How the MCAS is Destroying Public Education and What You Can Do About It*
Duration: 90 minutes
Time: Monday 9 a.m. – noon
Trainer: Kathy Greeley
Audience: PreK-12 members
Focus: Union skills
Description: The MCAS is more than just an annoying standardized test. It is the head of the spear that the enemies of public education are using to undermine our schools, especially in communities of color. In this workshop, we will briefly review the history of the MCAS, including its racist roots in the eugenics movement. We will look at its impact on our schools, in general, and more particularly on students of color, English language learners, students with special needs and other vulnerable groups. We will look at the ways people have fought the MCAS from its inception and current strategies for organizing.

8. Title: Motivating Mindfulness: Strategy Practice and Takeaways to Cope with Trauma*
Duration: 3 hours
Time: Monday 9 a.m. – noon
Trainer: Alicia Serafin
Audience: PreK-12 and higher education members
Focus: Professional development

Description: How will our students learn to respond to triggers while we meet their broad range of social-emotional needs in all our PreK-12 and higher education roles? During our session, we will practice and discuss mindfulness practices and strategies to support our ability to work with students and cope with trauma.

Interactive demonstrations of mindful techniques will be practiced and discussed as we apply mindfulness strategies to connect with students across our education environments. Participants will take away resources at the end and have facilitated discussions that continue mindfulness practices or enable them to get started for the first time! This is particularly salient at a time when the U.S. Centers for Disease Control and Prevention has reported that 37 percent of educators have reported symptoms that are consistent with generalized anxiety. And more than half are thinking about leaving the profession. How can we provide our students with consistent support for learning in a dynamic environment? Please join us to analyze mindfulness-based tools for routine school life and triggers as we discuss best practices for special education, English language learners and all of our students.

9. Title: Integrating Language and Literacy Instruction Across Content Areas
Duration: 3 hours Time: Monday 9 a.m. – noon
Trainer: Antonella D’Eramo
Audience: Prek-12 classroom and content educators
Focus: Professional development

Description: This workshop is designed for classroom and content educators. In this session, you will learn how to design high-quality, equitable instruction for multilingual learners in any content area by reviewing an array of tools and strategies. The foundation for the workshop is the latest research on best practices for language development in content. This includes the notion of shared accountability among all educators for students’ language and literacy development. You will gain an understanding of the close connection between integrated language and content with equity. Using the “Talk, Read, Talk, Write” approach to reading, writing and literacy, educators will learn how to boost students’ language and literacy abilities, while they gain academic content knowledge and skills. Learn how to begin each lesson in a way that promotes engagement, along with oral language practice. Educators will also learn
how to make rigorous, grade-level texts accessible for all learners with scaffolds and other supports. Participants will practice how to assign a variety of texts with an explicit purpose to ensure comprehension. Additionally, strategies will be shared for supporting students' output through speaking and writing. The workshop will include time for participants to plan how to apply this approach in their current setting.

10. **Title:** Minding Trauma: An Introduction for Educators*
    **Duration:** 90 minutes  
    **Time:** Monday 9 a.m. – 10:30
    **Trainer:** Catelin McCarriston
    **Audience:** Middle and high school educators
    **Focus:** Professional development
    **Description:** Based on core trauma recovery principles, this workshop offers a conceptual framework to understand the signs, symptoms and impacts of trauma within the school setting. This program provides participants with a comprehensive exploration of how trauma impacts the brain and nervous system, the effects of trauma, and tools for empathically connecting with teens and tweens who have experienced trauma. Participants will also be provided with information on self-care and developing their own coping skills.

11. **Title:** Reading the Subtext: Examining Implicit Bias and Microaggressions Through Mindfulness*
    **Duration:** 3 hours  
    **Time:** Monday 9 a.m. – noon
    **Trainer:** Theresa Melito-Conners
    **Audience:** PreK-12 and higher education members
    **Focus:** Professional development
    **Description:** Every story has subtext: unspoken and underlying meanings. In the same way, we can examine the subtext of our lives, which sometimes includes exploring our implicit biases and microaggressions. Join us in understanding what these look like and how these occurrences can impact our work and relationships. Then, learn ways to cultivate mindfulness in preventing and responding to biases and microaggressions in your everyday life.
12. Title: Integrating AI Technologies that Transform Classroom Experiences
   Duration: 3 hours  Time: Monday 9 a.m. – noon
   Trainer: Bonnie Nieves
   Audience: PreK-12 and Higher Education
   Focus: Professional development
   Description: Explore the potential of artificial intelligence (AI) technology to revolutionize teaching and learning in your classroom. As the role of technology in education continues to expand, it is vital for educators to stay up to date on emerging tools and strategies that can enhance instruction and student engagement. The session will begin with an overview of AI technology and its growing impact on education, discussing how AI can personalize learning, improve assessment and feedback, and streamline administrative tasks. Participants will then delve into practical applications, examining use cases that showcase the successful implementation of AI tools in diverse educational settings. Next, attendees will participate in interactive demonstrations of a variety of AI-driven tools and platforms. Participants will be able to experience firsthand the potential of AI to support differentiated instruction, engage students in immersive learning experiences, and provide real-time insights into student performance and progress. Participants will engage in hands-on activities that guide them through the process of identifying and evaluating AI tools appropriate for their specific contexts and curricular goals. In addition, attendees will have the opportunity to collaborate with their peers to share ideas, troubleshoot challenges and develop a plan for implementing AI-driven strategies in their teaching practice. By the end of the session, participants will have gained a deeper understanding of AI's potential to transform the educational landscape and will be equipped with the knowledge and skills necessary to harness the power of these innovative technologies to create engaging, personalized and effective learning experiences for their students.

13. Title: Teens, Tweens, and Tech: The Impact on Mental Health and Learning*
   Duration: 90 minutes  Time: Monday 9-10:30 a.m.
   Trainer: Jon Mattleman
   Audience: PreK-12 Educators
   Focus: Professional Development
   Description: Social media and technology aren’t all bad, but it’s a fine line. Join Jon Mattleman for a presentation about the role of social media and technology on tween
and teen development, including their impact on a youth’s experience of anxiety, depression, self-harm and wellness, as well as the role they can play in affecting students’ ability to effectively engage in learning.

14. Title: Let’s Talk About The “A” Word: Anxiety  
Duration: 90 minutes  
Time: Monday 10:30 a.m.-noon  
Trainer: Jon Mattleman  
Audience: PreK-12 educators  
Focus: Professional development  
Description: This workshop is for adults in educational settings to better understand the role of anxiety in their colleagues and the youth in their buildings. More than 40 million people suffer from anxiety disorders. Twenty-five percent of adolescents aged 13 to 18 have a diagnosed anxiety disorder, while many more suffer without proper diagnosis, treatment and opportunities to develop healthy coping skills.  

Anxiety is more than stress and can look different depending on a youth’s age and developmental stage. Severe and uncontrolled anxiety can prevent youth from taking in new information and learning to their fullest potential, trying new experiences or engaging in social activities. Luckily, anxiety is a treatable disorder and implementing new strategies can have a dramatically positive impact. This workshop provides the language and direction caring adults need to assist anxious youth. Participants will leave the workshop with an understanding of the different types, signs and symptoms of anxiety; the differences between stress, worries and anxiety; the impact of social media on anxiety; how to help youth develop coping skills to manage anxiety and techniques to support themselves and/or anxious youth.  

Finally, this program will be welcoming, engaging and will not make participants more anxious!

**Monday Afternoon Sessions:**

1. Title: ESP Bargaining Issues  
Duration: 3 hours  
Time: Monday 1:30 – 4:30 p.m.  
Trainers: Megan Werner and Sonia Fortin  
Audience: PreK-12 and higher education members  
Focus: Union skills
Description: PreK-12 ESPs and higher education classified staff face unique issues and challenges in their working conditions and other terms of employment. These issues range from health and safety matters to job security to professional respect, compensation and more. This session will focus on contractual improvements related to the most critical issues for ESPs and classified staff. We will share best practices across MTA locals and provide strategies and tools for negotiators. Participants will have the opportunity to analyze and discuss specific improvements to their current collective bargaining agreements. This workshop counts as one elective for the MTA Bargaining Certificate program.

2. Title: **BCST Resources to Support Bargaining**

Duration: 3 hours  
Time: Monday 1:30 – 4:30 p.m.

Trainer: Courtney Derwinski

Audience: PreK-12 and higher education members

Focus: Union skills

Description: MTA’s Bargaining Campaign and Strategy Team has developed a number of resources and tools to support bargaining in PreK-12 and higher education locals. These tools include a municipal finance database, a salary comparison database, a contract language and benefits database, cost of living and Consumer Price Index tools, costing templates and more. This workshop will provide an overview of how to use these tools and give participants an opportunity to practice using them. This workshop counts as one elective for the MTA Bargaining Certificate program.

3. Title: **Runaway Inequality***

Duration: 3 hours  
Time: Monday 1:30 – 4:30 p.m.

Trainer: Bianca Cunningham

Audience: PreK-12 and higher education members

Focus: Union skills

Description: How can unions help create a social movement to take on Wall Street’s economic and political dominance? This interactive workshop provides a crash course in how the expanding power of corporate America is behind the rapidly growing gap between the super-rich and ordinary workers.
4. **Title:** Building Trauma-Informed Unions, From One-on-Ones to Grievances to Negotiations*

Duration: 3 hours  
Time: Monday 1:30 – 4:30 p.m.

Trainers: Elizabeth Pellerito and Pamela Whitefield

Audience: PreK-12 and higher education members

Focus: Union skills

Description: When we understand trauma as a political and structural problem, we can learn ways to build union power that meets members where they are and creates opportunities for collective empowerment and on-ramps for engagement. In this workshop, participants will develop an understanding of the relationship between work and trauma, including the role that white supremacy, worker exploitation and historic inequality play in creating systems that keep us disempowered and disconnected from one another. We will examine the role of informed consent in our organizing practices and in our union leadership strategies. Together, participants will brainstorm and practice new strategies for organizing, grievance handling and negotiations that create spaces for all members, but especially for those most impacted by direct and indirect forms of violence.

5. **Title:** Building Escalating Campaigns and the Legal Landscape of Major Job Actions

Duration: 3 hours  
Time: Monday 1:30 – 4:30 p.m.

Trainers: Rebecca Yee, Ross Berry, and Kevin Tierney

Audience: PreK-12 and higher education members

Focus: Union skills

Description: Along with democratizing collective bargaining, local unions are increasingly developing Contract Action Teams (CAT teams) to work hand-in-hand with the bargaining committee members in organizing major job actions and escalating campaigns that support and strengthen contract negotiations at the table. This workshop will help participants have a better understanding of the unique relationship between the bargaining and CAT teams and the strategies used to fully engage the membership and community. This includes bargaining for the common good, identifying and developing leaders and key issues that unite educators with students and their families, building escalating campaigns with the intention of securing a fair contract, and understanding how to navigate the legal landscape in Massachusetts labor law. This is a
great opportunity for bargaining and CAT leaders to share stories and discuss strategies!
This workshop counts as one elective for the MTA Bargaining Certificate program.

6. Title: **Power Analysis in Higher Education**
   Duration: 3 hours  Time: Monday 1:30 – 4:30 p.m.
   Trainer: TBD
   Audience: Higher education members
   Focus: Union skills
   Description: To run effective contract campaigns, locals need to understand how power is exercised by their employer and their members’ relationship to it. Power mapping is a visual representation of the power structure that locals need to influence to achieve their bargaining goals. This hands-on session will discuss what a power map is and how it can inform a contract campaign’s strategy, messaging, and decisions about what tactics/collective actions will have the most impact. This workshop counts as one elective for the MTA Bargaining Certificate program.

7. Title: **Ending Workplace Violence**
   Duration: 3 hours  Time: Monday 1:30 – 4:30 p.m.
   Trainer: Scott Fulmer
   Audience: PreK-12 and higher education members
   Focus: Union skills
   Description: Educators have increasingly left the profession to protect their personal health from violence in schools. Workplace violence degrades education and endangers people at work. What are the problems you are seeing? What has worked and what hasn’t? Are the parents and community on your side? What is the best strategy for talking to parents and community members? How are we supporting each other across cultural differences in race, gender or additional backgrounds? How do you get your school or higher ed administration to respond? Are you ready to file a complaint with the state Department of Labor Standards? This workshop is about forming union power and action to end a multifaceted problem of workplace violence. Solutions may range from accountable incident reporting systems to de-escalation training, improving educator and community input and written protocols for emergencies. Discuss your challenges with others and find out what it’s going to take to make schools and campuses a safe place for learning.
8. Title: Sheltering Instruction for Multilingual Learners in Specialists' Classes*

Duration: 3 hours  
Time: Monday 1:30 – 4:30 p.m.

Trainer: Antonella D’Eramo

Audience: PreK-12 art, music, physical education, and library and media studies educators

Focus: Professional development

Description: In this session, participants will learn how to make content accessible for multilingual learners and how to support students in demonstrating understanding of concepts in these special subjects. Educators will learn about shared accountability among stakeholders for students' language development and how integrated language and content teaching are closely related to equity. Educators will learn practical approaches to teach the language of their content area. In the workshop you will learn scaffolds to make input (reading and listening) comprehensible for students. You will also learn how to support students' language output (speaking and writing). Participants will expand their teaching repertoire with a range of strategies from how to identify and teach academic vocabulary to how to facilitate classroom conversations. Teachers will see examples of different supports and scaffolds in action. Participants will plan how to apply learning from the workshop in their current setting.

9. Title: Achieving Instructional Equity Through Structured Literacy Practices

Duration: 3 hours  
Time: Monday 1:30 – 4:30 p.m.

Trainer: Sarah Fennelly and Amanda Montero

Audience: PreK-Middle School Educators and Administrators

Focus: Professional development

Description: This workshop is intended for all educators working with emergent readers including early elementary students and those of any age experiencing reading difficulty. This workshop will provide you with an introduction to the instructional features and content of structured literacy practices and how to put them in action in your classroom setting. We will also discuss what structured literacy is not - it is not a particular commercial program, nor is it focused solely on teaching phonics. Workshop attendees will also learn why structured literacy instruction should be considered a means for achieving more equitable reading outcomes for all students.
10. Title: The Three Pillars of Creating a Trauma-Sensitive Classroom*
Duration: 3 hours
Time: Monday 1:30 – 4:30 p.m.
Trainer: Theresa Melito-Conners
Audience: PreK-12 educators
Focus: Professional development
Description: In focusing on safety, security and support, we can create trauma-sensitive classrooms and spaces. Learn about the impact trauma has on brain development, Adverse Childhood Experiences (ACEs) and common misconceptions before delving into academic-instruction techniques and relationship-building strategies for working with students and families impacted by trauma. This workshop will also examine how schools inadvertently re-traumatize students and the steps for navigating a crisis.

Monday Evening Sessions:

1. Title: Retirement 101
Duration: 90 minutes
Time: 6:30 – 8 p.m.
Trainer: Robert Whalen
Audience: PreK-12 and higher education members
Focus: Union skills
Description: This workshop is for active MTA members who will retire one day under Chapter 32 as a Massachusetts public sector retiree from one of the 104 retirement boards, whether from the Massachusetts Teachers’ Retirement System, the Massachusetts State Retirement System (higher education) or one of the various municipal or regional retirement boards that cover our ESP members. Topics covered will include: Chapter 32 and PERAC; the Retirement Allowance Formula (age, creditable service, regular compensation); using the retirement charts; the application process; selecting your option (A, B or C); COLA expectations; working post-retirement; disability and accidental disability retirements; continuation of health coverage; and federal Social Security offsets (GPO and WEP.)

Tuesday ALL DAY Sessions:
1. **Title:** Democratized Bargaining  
**Duration:** 6 hours  
**Time:** Tuesday 9 a.m. – noon  
Tuesday 1:30 – 4:30 p.m.  
**Trainer:** Courtney Derwinski  
**Audience:** PreK-12 and higher education members  
**Focus:** Union skills  
**Description:** Bargaining units across the state are undergoing major transformations to build power and demand more for educators, students and our communities. Local unions are engaging in democratic strategies to build power in negotiations, including inviting more members into the process through expanded and open bargaining, running escalating contract campaigns, forming bargaining councils and moving past traditional bread-and-butter issues to “Bargain for the Common Good.” This interactive, one-day workshop will discuss all of these strategies and more and will be an opportunity to learn about recent contract victories that used democratic bargaining strategies. This workshop counts toward the Democratized Bargaining core requirement of the MTA Bargaining Certificate program.

2. **Title:** Popular Education Principles and Practice  
**Duration:** 6 hours  
**Time:** Tuesday 9 a.m. – noon & Tuesday 1:30 – 4:30 p.m.  
**Trainers:** Elizabeth Pellerito and Anneta Argyres  
**Audience:** PreK-12 and higher education members  
**Focus:** Union skills  
**Description:** Popular education, as envisioned by people such as Paulo Freire and bell hooks, embraces education as a liberatory and transgressive collective act. In this workshop, participants will explore, experience and practice applying principles of popular education. We will focus on two settings in which union leaders and activists often find themselves: developing and running “workshops” for fellow union members, and planning and facilitating meetings. After exploring fundamental popular education principles, participants will have the opportunity to practice putting those principles into place by working with a small group to develop a plan for a member workshop or meeting, and then practice and reflect on that plan. The entire workshop will be facilitated using popular educational practices. This workshop is designed for union activists from all stages of leadership and will be most useful for individuals who regularly run meetings or workshops.
Tuesday Morning Sessions:

1. **Title:** Higher Education Unconference  
   **Duration:** 3 hours  
   **Time:** Tuesday 9 a.m. – noon  
   **Trainers:** Higher education staff and leaders  
   **Audience:** Higher education members  
   **Focus:** Union skills  
   **Description:** Looking for an opportunity to problem-solve with other higher education members from across the Commonwealth? Join us for this participant-driven “unconference,” in which attendees decide the topics to explore and the direction they take, while opening new doors for collaboration. This flexible unconference space is open to all!

11. **Title:** Member Voices: Be an Effective Participant in Governance Meetings  
    **Duration:** 3 hours  
    **Time:** Tuesday 9 a.m. – noon  
    **Trainer:** Stephen Gorrie  
    **Audience:** PreK-12 and higher education members  
    **Focus:** Union skills  
    **Description:** In this session, participants will review the foundations of parliamentary procedure, with particular emphasis on governance documents, including parliamentary authority, voting, motions, amendments and related rules. Through lecture, discussion and interactive learning, educators will acquire knowledge and skills in this workshop that will enable them to become effective participants in deliberative governance meetings.

12. **Title:** Impact Bargaining  
    **Duration:** 3 hours  
    **Time:** Tuesday 9 a.m. – noon  
    **Trainers:** Phil Katz, Jenn MacDougall and Brendan Sharkey  
    **Audience:** PreK-12 and higher education members  
    **Focus:** Union skills
Description: Employers are legally obligated to bargain over changes to terms and conditions of employment. There are, however, some exceptions to this general rule. These exceptions can arise when there are changes in federal or state laws, when issues fall under management rights clauses, and in other situations. Even under these exceptions, the employer is still obligated to bargain regarding the impacts of these changes on union members’ terms and conditions of employment. This type of negotiation is referred to as impact bargaining. This session will explore the circumstances that give rise to impact bargaining obligations, the different ways a union could respond, strategies to protect our members’ terms and conditions of employment, and the union’s rights in these situations. Using case studies, participants will learn about best practices for impact bargaining and how to empower members throughout the process. This workshop counts as one elective for the MTA Bargaining Certificate program.

13. Title: Financial Best Practices for Your Local  
Duration: 3 hours  
Time: Tuesday 9 a.m. – noon  
Trainer: Beth Evers  
Audience: PreK-12 and higher education treasurers or local association leaders  
Focus: Union skills  
Description: Whether you are a seasoned treasurer or a rookie, you know that the responsibilities for managing the financial “back office” at the local level can be daunting and time consuming. In this workshop, we will review some of the core components of these training materials with a focus on financial best practices. With the proper checks and balances in place, there will be increased confidence in your local operations and the resultant financial reports and tax filings.

14. Title: Graphic Design 101  
Duration: 3 hours  
Time: Tuesday 9 a.m. – noon  
Trainer: MTA Communications Department staff  
Audience: PreK-12 and higher education members  
Focus: Union skills  
Description: How can non-graphic designers create flyers, invitations, presentations and publications that look nice? In this workshop, communications staff will guide participants in learning the basic principles of good design and will even help them
create their own flyers! This workshop will be good for any member but will especially help members who have taken on communications roles in their local associations. Members should bring their local association logos, newsletters, and flyers, if applicable.

15. Title: **Peer Mentoring for ESPs**
   Duration: 3 hours
   Time: Tuesday 9 a.m. – noon
   Trainer: Cindy Gushee
   Audience: PreK-12 ESPs and local association leaders
   Focus: Union skills
   Description: While classroom teachers are trained in their job over the course of years, many classroom-based ESPs are simply hired and told to “run groups” or “support the classroom” with little to no support or training. This approach leads to hectic workplaces, high turnover and denying students the support they deserve. ESPs in districts throughout the state and country are developing district-level ESP peer mentoring programs. Peer mentoring programs deepen the relationship between the local association and its new members, help retain ESPs and support student achievement. Participants will learn how the session’s facilitator set up a successful peer mentoring program in her own district. The workshop will also include a discussion of best practices, the experience of the NEA’s peer mentoring training, and time to explore how participants can bring peer mentoring to their district.

16. Title: **Reimagine Your Local: Become More Inclusive, Connected and Aligned With Your Social Justice Mission***
   Duration: 3 hours
   Time: Tuesday 9 a.m. – noon
   Trainer: Dan Monahan
   Audience: PreK-12 and higher education members
   Focus: Union skills
   Description: Our unions are products of the people who historically organized and maintained them. While unions have done tremendous good for careers in education, it also means that the systems that are baked into our habits, traditions, policies and bylaws center those who traditionally held power and marginalized newcomers. The Cambridge Education Association revamped our strategic mission to include all three frames of unionism: labor rights, professional advocacy and social justice. The members of the CEA learned that we were not able to act effectively on the strategic mission
within the constraints of existing structures and practices. This session will share how the CEA was transformed into an association prepared to handle the successes and challenges our members face, while addressing systemic racism, sexism and classism – and opening engagement in the association to all members. The structures, processes and practices that strengthen the CEA’s organizational capacity were developed through an inclusive process that included a weekend leadership retreat and an engagement strategy that led to democratic member meetings and institutional change (mission, bylaws, processes and policies). Participants will have the opportunity to share their experiences, receive the practical materials the CEA produced and begin to reimagine their own local association.

17. Title: 2023 Legislative Campaign
Duration: 3 hours Time: Tuesday 9 a.m. – noon
Trainer: Paul McClory
Audience: PreK-12 and higher education members
Focus: Union skills
Description: The Fair Share Amendment will bring the state as much as $2 billion a year, which must be dedicated to our public schools, colleges and transportation systems. MTA members have elected a new governor and Legislature and made clear our priorities. Our legislative agenda reflects our priorities: Higher Ed For All; MCAS (Opt-Out, More Than A Score); PreK-12 Funding for ESPs “Fund FSA”; The Right to Strike (RTS); and Dignified Retirement. This training will introduce our campaign and initiatives to our membership, as well as provide information on how to be effective advocates.

18. Title: Neurodiversity - Learning Atypically in a "Typical" World*
Duration: 3 hours Time: Tuesday 9 a.m. – noon
Trainer: Jennifer Goodale, M.A., BCBA, LBA
Audience: PreK-12 educators
Focus: Professional development
Description: This workshop, taught by Jennifer Goodale, a classroom-based, Board-Certified Behavioral Analyst, is ideal for educators seeking to better understand how to incorporate all kinds of learners into mainstream curriculum. This workshop will not be another differentiation class, but will include real-life, hands-on strategies to teach
everyone AT THE SAME TIME! Participants will leave with actionable ideas to implement in your classroom and are encouraged to bring their experiences, challenges and questions. Participants will also learn ways to enhance collaboration with other educators. We will solve problems, and we may have fun!

19. Title: **We All Teach Civics**

Duration: 3 hours Time: Tuesday 9 a.m. - noon

Trainer: Jim Murphy

Audience: PreK-12 educators

Focus: Professional development

Description: School is the first experience that students have in being part of a community, so regardless of what we teach, we all teach civics. This workshop will consider how civics education exists across the curriculum at all levels of instruction, and how classroom educators can integrate civics into their current practices. Using the "Educating for American Democracy" (EAD) framework, civics education measures enacted in Massachusetts in 2018, and current literature focused on what works, we will consider how PreK-12 educators can infuse civic learning into their already-existing curricular and instructional approaches. Participants will collaborate on lesson ideas that place students' civic identities on a more equitable level with their marketplace skills.

20. Title: **Creating a Healthy Classroom Space for Students of All Body Shapes and Sizes***

Duration: 90 minutes Time: Tuesday 9 – 10:30 a.m.

Trainer: Julia Norman

Audience: PreK-12 and higher education members

Focus: Professional development

Description: Seventy percent of adolescent girls and 40 percent of adolescent boys don’t feel comfortable in their own skin. So many students and educators struggle with positive body image and body dissatisfaction and are targets for discrimination based on the size of their body. Body dissatisfaction can lead or contribute to mental health
problems such as eating disorders, depression, low self-esteem, anxiety, substance abuse, and more.

It is our job as educators to create a body-confident environment. The first step is to explore and potentially shift our own thinking and cultural beliefs. We will examine the cultural messages that tell us that “thin is good” and “fat is bad.” Much of what we have been taught has created a billion-dollar diet culture that has influenced many of us. Facing those beliefs is hard and potentially uncomfortable work, but since many educators bring these opinions into the classroom setting, we must face our beliefs and judgements.

This workshop will explore how schools, colleges and universities are contributing to body-size bias and how educators can change the narrative to help all students gain healthy self-esteem. We will reflect on our practices, curriculum and classroom design to determine if we are creating spaces in which all students, with all sizes of bodies, feel safe, valued and respected. We will also examine literature that promotes healthy body image.

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<th>21.</th>
<th>Title: An Overview of Social-Emotional Learning (SEL) Framework and Teaching Practices</th>
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<td>Trainers: Ruchi M. Khanna and Jason Keeler</td>
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<td>Audience: Upper elementary and middle school educators</td>
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<td>Focus: Professional development</td>
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<td>Description: Social-Emotional Learning is aimed at developing healthy identities,</td>
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<td>understanding and managing emotion and feelings, showing empathy for others and</td>
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<td>establishing positive relationships among students. Increasingly, schools and districts</td>
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<td>are adopting SEL curricula, and educators play an integral role in supporting students’</td>
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<td>social-emotional development and embedding culturally responsive teaching practices</td>
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<td>within the SEL curricula. This workshop provides an overview of the SEL framework, its</td>
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<td>history, Collaborative Academic, Social, and Emotional Learning (CASEL) goals,</td>
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<td>Transformative SEL and the role of educator-student relationships in building positive</td>
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<td>self-identities in students. The workshop also will facilitate participant discussion of</td>
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<td>best teaching practices.</td>
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<th>22.</th>
<th>Title: The Basics for Provisional and Initial Licensure</th>
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Trainer: Elizabeth Tripathi, M.Ed.

Audience: Aspiring PreK-12 educators

Focus: Professional development

Description: Are you looking to get your first Massachusetts educator license? Or do you have questions about advancing your license to the Initial or Professional level? We will review the general requirements for each stage and the various routes available. This workshop will include identifying documentation for each field of practice, the MTELs, documenting coursework, applying in ELAR and educator preparation program requirements.

23. Title: Your Professional License and its Renewal

Duration: 90 minutes Time: Tuesday 10:30 a.m. – noon

Trainer: Elizabeth Tripathi, M.Ed.

Audience: Licensed PreK-12 educators

Focus: Professional development

Description: This workshop is for licensed educators applying for their first academic, professional-stage license or getting ready to renew a Professional license. This workshop covers the general requirements for a first professional license. All professional licenses must be renewed every five years so we will explore options for collecting Professional Development Points (PDPs), documenting Individual Professional Development Plans (IPDPs) and working with ELAR. Let’s get you prepared now to avoid rushes later!

Tuesday Afternoon Sessions:

1. Title: Union, Community, and District Collaborating for Racial Equity at the District and School Level*

Duration: 3 hours Time: Tuesday 1:30 – 4:30 p.m.

Trainers: Tracy Little-Sasanecki and Theresa Bryant

Audience: PreK-12 members

Focus: Union skills

Description: Springfield is a racially and culturally diverse urban district in western Massachusetts. This workshop will cover the transformation that is occurring in
Springfield to ensure that classrooms, schools and the district as a whole are antiracist. With the goal of dismantling racism across the district, the Springfield Education Association, joined by students, began the ongoing work that today is carried out through district-level subcommittees that focus on curriculum, professional development, recruiting and retaining licensed educators of color, and policies and procedures at the school level. Working groups of educators are focusing on re-imagining education and centering racial equity. The workshop will highlight the role of collaboration between unions, district and community groups. Participants will understand the role that local education unions play in moving forward a racial equity agenda within an urban school system, in collaboration with a community organization and the school district.

2. Title: Getting Comfortable with Conflict  
Duration: 3 hours  
Time: Tuesday 1:30 – 4:30 p.m.

Trainers: Holly Currier and Barry Davis  
Audience: PreK-12 and higher education members  
Focus: Union skills  
Description: Everyone comes into union work with a different relationship to power, authority and conflict. Some of us were taught to have strong boundaries and confidence in our voices. Some learned to make ourselves small and to avoid rocking the boat. This workshop operates on the fundamental premise that conflict with management is an inherent part of union work. Our degree of willingness to tolerate – or even embrace – conflict determines the quality of our wages, teaching conditions and learning conditions. Together we will partake in self-reflection and group discussion to discover together how our life experiences, our role as educators and overarching social expectations have shaped the way we handle conflict with management and how this impacts our effectiveness as unionists.

3. Title: Are You Ready to Run Your Meetings? Skills for the Presiding Officer  
Duration: 3 hours  
Time: Tuesday 1:30 – 4:30 p.m.

Trainer: Stephen Gorrie  
Audience: Local association leaders in PreK-12 and higher education  
Focus: Union skills  
Description: This session is designed for those who already possess basic-to-intermediate knowledge of parliamentary procedure and wish to acquire or hone skills
for presiding and handling deliberative body and governance meetings and related business. Participants in this workshop will briefly review rules for motions and amendments before transitioning to presiding skills and the "art of presiding." Participants in this workshop will experience hands-on presiding, using a variety of meeting situations, scenarios and skills.

4. Title: **Demystifying Municipal and School Finances**
   Duration: 3 hours
   Time: Tuesday 1:30 – 4:30 p.m.
   Trainers: Phil Katz and Noah Berger
   Audience: PreK-12 members
   Focus: Union skills
   Description: This practical workshop will examine how school funding works in Massachusetts. It will cover state Chapter 70 aid and the sources and parameters of municipal funding. Using real-world scenarios, participants will analyze the employer’s ability to pay contract proposals using MTA’s new Municipal and School Finance Reporting system. Participants will also examine how we leverage this information to justify our bargaining demands, respond to employer arguments, and agitate and mobilize our members and other community stakeholders in our fights for fair contracts. This workshop counts as one elective for the MTA Bargaining Certificate program.

5. Title: **Economics of Bargaining: Higher Ed**
   Duration: 3 hours
   Time: Tuesday 1:30 – 4:30 p.m.
   Trainers: Megan Werner, Courtney Derwinski and Katie D’Urso
   Audience: Higher education members
   Focus: Union skills
   Description: This workshop will cover the economic factors that are relevant to higher education bargaining in Massachusetts. It will discuss the parameters, contract costing, compensation structures and best practices for using comparable data and other labor market and economic indicators, such as cost of living indexes and the Consumer Price Index. This workshop counts as one elective for the MTA Bargaining Certificate program.
6. **Title:** Membership Management for Local Officers  
**Duration:** 3 hours  
**Time:** Tuesday 1:30 – 4:30 p.m.  
**Trainer:** Jonah Kaitz  
**Audience:** PreK-12 and higher education treasurers, membership chairs and local leaders  
**Focus:** Union skills  
**Description:** This workshop will review the core responsibilities of the Membership Enrollment Process and related Dues Obligations. The submission process has changed considerably in the last two years and your feedback and ideas are an important part of the annual updates to the process. In addition to the Membership Enrollment cycle, this workshop will serve as a forum for discussion on some of the core technical skills needed to navigate this automated process including SharePoint, NEA360, Adobe Acrobat (fillable PDF forms) and document scanning.

7. **Title:** Effective Communication for Union Leaders  
**Duration:** 3 hours  
**Time:** Tuesday 1:30 – 4:30 p.m.  
**Trainers:** Scott McLennan and Jonathan Ng  
**Audience:** PreK-12 and higher education members  
**Focus:** Union skills  
**Description:** This workshop will help participants develop strategies for effective communications within their local associations and for public messaging. It will use a hands-on approach to crafting press releases, public statements and other types of messaging that participants can use to engage members and to connect with their communities. This workshop counts as one elective for the MTA Bargaining Certificate program.

8. **Title:** Bigger than Dobbs: The Socialist, Feminist Politics of Abortion and Reproductive Justice*  
**Duration:** 3 hours  
**Time:** Tuesday 1:30 – 4:30 p.m.  
**Trainer:** Michelle Corbin, Ph.D.  
**Audience:** PreK-12 and higher education members  
**Focus:** Union skills
Description: Reproductive rights have long been bound up with gendered, racialized and classed systems of power and, as such, the overturning of Roe v. Wade has widespread political ramifications. In this workshop, we will situate the decision in Dobbs v. Jackson Women’s Health Organization and the intensifying attacks on abortion into a broader intersectional political context. We also will examine the place of labor within fights over reproductive justice.

9. Title: Grow-Your-Own Teacher Pathways - It's Possible!
Duration: 90 minutes  Time: Tuesday 1:30 – 3 p.m.
Trainer: Elizabeth Tripathi, M.Ed.
Audience: PreK-12 educators
Focus: Professional development
Description: Teacher prep programs can be intimidating and expensive. Using our collective knowledge and skills, local associations can support paraprofessionals, community members and current teachers as they navigate and meet the requirements for teacher licensure – even if their district does not have a formal program (yet). Learn about alternative options for the MTEL, how associations can provide learning on specific subject matter knowledge, support professional skills and document "tricky" licensure requirements. This session will also explore the requirements to build a district-based teacher preparation program leading to Initial licensure. And we won't forget to explore opportunities for experienced teachers to take on leadership roles as teacher developers that go beyond hosting a student teacher.

10. Title: Career Vocational Technical Education: Recruitment, Project-Based Learning and Innovation Pathways
Duration: 3 hours  Time: Tuesday 1:30 – 4:30 p.m.
Trainer: Gary Gilardi
Audience: PreK-12 educators in the vocational setting
Focus: Professional development
Description: Participants will explore skills, strategies, techniques and the importance of providing middle and high school students with in-depth knowledge of a career vocational technical education program. Discussion and examples of project-based instruction will help fill the current void of vocational technical education in today's middle schools. For the past five years, DESE's Innovation Pathway partnerships have
directly connected high school students to several industries. Participants will explore legislation to provide funding for the advancement of career technical vocational education.

11. Title: **Trauma-Informed SEL for Educators***
   
   Duration: 90 minutes  
   Time: Tuesday 1:30 – 3 p.m.
   
   Trainer: Linda Price, M.Ed., CAGS, E-RYT
   
   Audience: PreK-12 educators
   
   Focus: Professional development
   
   Description: Implementing a Social and Emotional Learning curriculum or using the components from the Collaborative for Academic, Social and Emotional Learning (CASEL) model can create a calmer and more connected school environment. But doing so requires educators to take into consideration the role that trauma plays in how students understand and engage in relationships. Join Linda Price to learn about how you can bring trauma-informed SEL into your classrooms, teams and extracurricular activities.

12. Title: **Thinking Outside the Box: Using Theater Tricks to Foster Creativity and Reach Reluctant Learners**
   
   Duration: 3 hours  
   Time: Tuesday 1:30 – 4:30 p.m.
   
   Trainer: Meredith Charles
   
   Audience: PreK-12 educators
   
   Focus: Professional development
   
   Description: Theater is more than fancy costumes and big production numbers. At its core, theater is about communication. It’s about the human experience, and for many students, it can be a gateway to further understanding of curricular content, an alternate form of expression and a way to practice problem-solving with a real world spin. In this workshop, participants will take a closer look at how we present curriculum and ideas to students and explore alternative ways for students to experience learning and assessments. We will talk about and try out different theater tips and tricks that can be applied to multiple ages and subjects to help students approach their learning in a
more holistic way. In addition, we will participate in some improv activities designed to promote collaboration and ignite new ideas and perspectives.

The theory behind this method is that if students feel comfortable demonstrating their understanding of a subject in a way that meets them where they are, they will feel empowered to further their own learning, and feel that they understand the concept enough to comfortably be tested on it in the classroom. Special topics include theater for social justice, theater for kinesthetic learning and amplifying student voices and experiences. A fun and engaging participatory workshop for educators of all levels. No previous theater training is required, just a willingness to take a risk and try something new!

13. Title: Do You See Me? The Importance of Students’ and Colleagues’ Names and Pronouns*  
Duration: 3 hours  
Time: Tuesday 1:30 – 4:30 p.m.  
Trainers: Yahaira Rodriquez and Saúl Ramos  
Audience: PreK-12 and higher education members  
Focus: Professional development  
Description: Students and staff come into the classroom carrying the pride and weight of their identity. A name or a pronoun isn’t just the set of letters and sounds that we are known by, it is an expression of identity, history and self. This workshop explores the meaningfulness of students’ and colleagues’ gender identities and names and the importance of pronouncing them correctly. This workshop will feature a discussion of the history and story that names represent, as well as do's and don’ts regarding pronouncing and using names and gender identities that might be new to educators in higher education and PreK-12 settings. This workshop will create a brave space to discuss these sensitive topics.

14. Title: Invisible Threats: The Private Invasion of Massachusetts Public Higher Education  
Duration: 3 hours  
Time: Tuesday 1:30 – 4:30 p.m.  
Trainers: Richard J Levy, Joanna Gonsalves, Donald Cohen and Colleen Fitzpatrick  
Audience: Higher education members  
Focus: Union skills
Description: This workshop explores how public-private partnerships and quasi-public corporations threaten the public missions of our campuses. Awareness is a first step toward undertaking action to safeguard public higher education from privatization. Increasingly our campus presidents and trustees are turning to third-party enterprises to improve campus facilities and services and to generate more revenue for operations. Privatization leads to serious but hidden consequences for students and campus workers, including increased student loan debt, deteriorated working and learning conditions and loss of institutional autonomy.

Participants will engage in hands-on skill development to discover which P3s and building corporations are already operating on their campuses and how to interrogate the terms and consequences of the signed agreements. We will also discuss how to reveal these corporate schemes with our campus communities and to collectively organize for local and statewide solutions to end the privatization of our campuses. Participants are encouraged to attend with one or two colleagues from their campus.

In the second half, join us for an interactive workshop with Donald Cohen, founder and Executive Director of the non-profit In the Public Interest and author of The Privatization of Everything. In this session, participants will explore the increasing trend towards privatization in Higher Education and the risks these deals can pose to students, workers and the broader public good. We will include discussion of current privatization efforts at UMass Boston and Bunker Hill Community College and how members are pushing back to protect their rights and interests.

15. Title: Neurodivergent Educators in the Workplace: A Conversation
Duration: 90 minutes+ Time: Tuesday 1:30-3:00 p.m.
Trainer: Justine
Audience: Neurodivergent Educators
Focus: Professional Development

Focus: This workshop is for neurodivergent educators (autistic, ADHD, etc.) to meet and support other neurodivergent colleagues and be in conversation within a confidential (name tags optional) and safe space. Education is a difficult arena to work in and more so for educators with an invisible disability. What is on your mind as it relates to neurodivergent educators navigating their work environment as you prepare to start a new school year? Bring your ideas. Share your experiences. Ultimately, the purpose of this workshop is to offer support and strategies to help neurodivergent educators realize a more inclusive workspace.
Please note: If you are NOT neurodivergent, even if you consider yourself an ally, this is not the space for you. Thank you for respecting the nature of this special workshop.

16. Title: Classroom Management with Culturally Responsive Considerations*
Duration: 3 hours Time: Tuesday 1:30 – 4:30 p.m.
Trainers: Jason Keeler and Ruchi M. Khanna
Audience: K-12 educators and administrators
Focus: Professional Development
Description: Culturally responsive classroom management allows educators to support the behavioral and social emotional needs of their students, ultimately allowing for education-based spaces to be welcoming and inclusive for learners with a wide range of backgrounds. This workshop is designed to teach classroom management skills while incorporating culturally responsive pedagogy. Attendees will have an introduction to culturally responsive pedagogy, learn about the necessary components for successful classroom management, and will be able to apply culturally responsive practices to their classroom management strategies. Designed for K-12 educators and administrators, this workshop will give attendees the opportunity to collaborate with each other and engage in facilitated discussion to reflect on their current practices and develop strategies to bring back to their work settings.

Tuesday Evening:

1. Title: MTA Student Loan Management and Loan Forgiveness
Duration: 90 minutes Time: Tuesday 6:30 – 8 p.m.
Trainer: Todd Friedhaber
Audience: PreK-12 and higher education members
Focus: Union skills
Description: This workshop will teach the fundamentals of federal student loan repayment and forgiveness options, including the One-Time Payment Count Revision for Eligible IDR Borrowers, which ends on Dec. 31, 2023. The workshop will cover teacher loan forgiveness and President Biden’s proposal to grant up to $20,000 in federal loan
forgiveness. This workshop isn't only for recent graduates or young educators. We'll also show parents of college students how to have their Parent PLUS loans forgiven. Finally, we'll discuss the pros and cons of consolidating private loans and the important changes made to loan repayment during the pandemic.

2. Title: Retirement 101
   Duration: 90 minutes
   Time: Tuesday 6:30 – 8 p.m.
   Trainer: Robert Whalen
   Audience: PreK-12 and higher education members
   Focus: Union skills
   Description: This workshop is for active MTA members who will retire one day under Chapter 32 as a public sector retiree from one of the 104 retirement boards in Massachusetts, including the Massachusetts Teachers' Retirement System, the Massachusetts State Retirement System (higher education) or one of the various municipal or regional retirement boards that cover our ESP members. Topics covered include Chapter 32 & PERAC, the retirement allowance formula (age, creditable service and regular compensation), using the retirement charts, the application process, selecting your option (A, B or C), COLA expectations, working after retirement, disability and accidental disability retirements, continuation of health coverage and the GPO and WEP federal Social Security offsets.

Wednesday Morning Sessions:

1. Title: 2023 Legislative Campaign
   Duration: 3 hours
   Time: Wednesday 9 a.m. – noon
   Trainer: Paul McClory
   Audience: PreK-12 and higher education members
   Focus: Union skills
   Description: The Fair Share Amendment will bring the state as much as $2 billion a year, which must be dedicated to our public schools, colleges and transportation systems. MTA members have elected a new governor and Legislature and made clear our priorities. Our legislative agenda reflects our priorities: Higher Ed For All; MCAS (Opt-Out, More Than A Score); PreK-12 Funding for ESPs “Fund FSA”; The Right to Strike
(RTS); and Dignified Retirement. This training will introduce our campaign and initiatives to our membership, as well as provide information on how to be effective advocates.

2. Title: Reshaping Our Responses to Microaggressions*
   Duration: 3 hours
   Time: Wednesday 9 a.m. – noon
   Trainer: Jennipher Burgess
   Audience: PreK-12 and higher education members
   Focus: Union skills
   Description: Our schools and campuses are complex spaces, and the troubles of the outside world can find their way in and harm learning experiences. This session explores the way that microaggressions and racially abusive actions impact our students and staff and their school experiences. Participants will define a microaggression and begin to develop an understanding of the impact and the acculturative stress that results from experiencing them. This session will build an open and trusting environment so that participants can examine their own behavior, the behavior of others and the impact of that behavior with a mind on fixing problems. Through interactive work, participants will also learn and practice strategies to address microaggressions that may occur in their classrooms, the school community, their union and in the larger community.

3. Title: Why Class Matters*
   Duration: 3 hours
   Time: Wednesday 9 a.m. – noon
   Trainers: Andrei Joseph and Jess Wender-Shubow
   Audience: PreK-12 and higher education members
   Focus: Union skills
   Description: In this workshop, participants will be challenged to explore their own class identities by identifying the societal structures and factors that typically determine one’s social class. Participants will share ideas about how class has been defined and deployed in recent history and realize that individuals, through their understanding of class and lived experience, can affect change in their own class identities. Finally, participants will point out ways in which class is present in our workplaces, and how this understanding of class could be helpful in building power within our organizing efforts. This workshop will engage participants in exploring class dynamics by using excerpts
from movies, brief readings from a variety of sources and a dramatic “human graph” exercise.

4. **Title:** Advanced Representation Topics in Higher Education: Family Leave and ADA  
   **Duration:** 3 hours  
   **Time:** Wednesday 9 a.m. – noon  
   **Trainer:** Catherine Santiago  
   **Audience:** Higher education members  
   **Focus:** Union skills  
   **Description:** This workshop will discuss higher education member rights around family leave and the Americans with Disabilities Act (ADA). We will also delve into strategies for getting strong settlements on campus. In this workshop we will gain familiarity with various types of family leave and how to guide members, explore the process for reasonable accommodations under the ADA and sharpen our settlement skills – analyzing when and how to get a strong settlement.

5. **Title:** Silent Representatives in Action: What Have We Learned  
   **Duration:** 3 hours  
   **Time:** Wednesday 9 a.m. – noon  
   **Trainer:** Daniel Mulcare  
   **Audience:** PreK-12 and higher education members  
   **Focus:** Union skills  
   **Description:** At all levels of the MTA, locals have implemented silent representation as part of the expansion of the bargaining process. This workshop will invite members to reflect on how silent representatives have shifted power dynamics within and outside the bargaining room. We will explore silent representatives’ contributions in various bargaining process steps, note how silent representatives have enhanced our ability to put pressure on management and identify areas in which we can improve silent representative participation. Because this workshop will include members from PreK-12, higher education and staff unions, we will also discuss how silent representatives have been shaped by the particular needs of each local or chapter. This workshop counts as one elective for the MTA Bargaining Certificate program.

6. **Title:** Self-Directed Educator Growth Plans
Duration: 3 hours  Time: Wednesday 9 a.m. – noon
Trainer: Gary Gilardi
Audience: PreK-12 members
Focus: Union skills

Description: An interactive workshop introducing the option of piloting an innovative addition to the current menu of educator plans found in the Department of Elementary and Secondary Education’s (DESE) Educator Evaluation system. The Self-Directed STUDY Plan would join DESE’s other plans: Developing Educator Plan, Self-Directed Growth Plan, Directed Growth Plan and Improvement Plan. The goal of this workshop is to introduce the STUDY plan and encourage locals to join other districts that are already piloting this plan.

7. Title: Fighting for Equity: ESP, Adjunct, and Classified Staff Bill of Rights*
Duration: 3 hours  Time: Wednesday 9 a.m. – noon
Trainers: Stephanie Marcotte and Sonia Fortin
Audience: PreK-12 and higher education members
Focus: Union skills

Description: ESPs, adjuncts and classified staff recognize the need to improve living and working conditions across the Commonwealth. They are actively engaged in creating this change by fighting for equity through the creation of a Bill of Rights. In this workshop, we will explore the need for a Bill of Rights, the creation process and our demands. There will be opportunities to brainstorm how to use a Bill of Rights as an internal and external organizing tool and ways to collaborate in solidarity and engage allies. Join us as we mobilize to create a campaign to support our Bill of Rights! This workshop counts as one elective for the MTA Bargaining Certificate program.

8. Title: Contract Language Lab
Duration: 3 hours  Time: Wednesday 9 a.m. – noon
Trainer: Megan Werner
Audience: PreK-12 and higher education members
Focus: Union skills
Description: This workshop will teach the canons of contract interpretation so negotiating team members are prepared to apply the principles used by arbitrators to interpret existing language when drafting contract proposals and language. Using established interpretation principles and best practices for legal writing, participants will analyze a variety of language provisions, noting strengths and weaknesses, and apply that understanding to contract language examples. This workshop counts as one elective for the MTA Bargaining Certificate program.

9. Title: The Economics of Bargaining
Duration: 3 hours
Time: Wednesday 9 a.m. – noon
Trainees: Phil Katz and Sam Miskin
Audience: PreK-12 and higher education members
Focus: Union skills
Description: When engaging in collective bargaining negotiations, how do you develop economic proposals that will secure the highest financial settlement for the members of your bargaining unit? How do you counter the employer’s claim that it cannot afford your bargaining proposals? How do you value and prioritize the various items that are a part of your economic package? What kind of economic data could you use to support your proposals? And, very importantly, how do you use economic information to empower your bargaining team, mobilize your membership and support public relations efforts? This hands-on workshop will demystify the numbers of bargaining and address these questions and more! This workshop counts as one elective for the MTA Bargaining Certificate program.

Duration: 90 minutes
Time: Wednesday 9 a.m. – 10:30
Trainees: Maria Hegbloom and Ricardo Rosa
Audience: Higher education members
Focus: Union Skills
Description: The goal of this workshop is to first, problem-pose the role of the administration in "providing" professional development to faculty and professional staff and to imagine the possibility of Union led professional learning that both improves student outcomes and advances the mission and campaigns of locals. The Union will be
understood and seen differently given its stronger role in faculty and professional staff learning. Second, we wish to explore some promising practices throughout the state. Lastly, we will think about the creation of ongoing meetings of locals wishing to advance Union-led professional learning and who wish to collaborate in developing, delivering, evaluating, and further strengthening workshops. This workshop will be delivered mainly in the form of dialogue.

11. **Title:** What is Title IX Discrimination: A Union Activist Toolkit*
   **Duration:** 3 hours  
   **Time:** Wednesday 9 a.m. – noon  
   **Trainer:** Roberta James  
   **Audience:** Higher education members  
   **Focus:** Union skills  
   **Description:** This workshop will explore the representation role and rights of union members during the Title IX process, from the standpoint of both the complainant and respondent. We will also discuss the new regulations and their practical application.

12. **Title:** Strategic Planning for Union Activists
   **Duration:** 3 hours  
   **Time:** Wednesday 9 a.m. – noon  
   **Trainers:** Elizabeth Pellerito and Pamela Whitefield  
   **Audience:** PreK-12 and higher education members  
   **Focus:** Union skills  
   **Description:** Often as union activists and leaders, we are caught up in the day-to-day, time-consuming activities of our organizations and we don’t take the time to step back, take the long view, and develop a plan. However, setting goals and developing a plan are critical if we want to build strong unions. In this three-hour interactive workshop, we will demystify the process of strategic planning. In the session, participants will:
   - Define and examine the goals and purpose of strategic planning.
   - Examine different structures/models for the planning process.
   - Discuss methods for assessing internal and external environments.
   - Think about ways to develop an organizational vision.
   - Review techniques for identifying key issues and priorities.
- Explore setting goals and objectives.
- Consider ways to map out a plan.
- Discuss building in accountability measures.
- Learn how to navigate organizational decisions by engaging with the strategic choice framework.

13. Title: **History and Future of Public Sector Strikes in Massachusetts**  
Duration: 3 hours  
Time: Wednesday 9 a.m. – noon  
Trainers: Victor Rosado, Ross Berry and Kevin Tierney  
Audience: PreK-12 and higher education members  
Focus: Union skills  
Description: Public sector strikes in Massachusetts, led by rank-and-file educators, have occurred more frequently over the past year, along with increased strike activity and labor organizing across the country. The transformative power and impact of a strike has had a long history at the MTA. Can this rich legacy continue in the future and can we meet the moment of today? This workshop focuses on lessons from the past in guiding us toward a better future for educators and their students. Moreover, educators have been and must continue to be at the forefront of the movement toward abolishing the prohibition for public employees to withhold labor. Participants will learn more about the MTA’s Right to Strike campaign and legislation that will allow educators and certain other public employees the legal right to strike after six months of failed negotiations with their employer. This workshop counts as one elective for the MTA Bargaining Certificate program.

14. Title: **Trauma-informed Approaches to Communicating with Diverse Learners**  
Duration: 90 minutes  
Time: Wednesday 9 – 10:30 a.m.  
Trainers: Courtney Barber, MHC and Brian Johnson  
Audience: PreK-12 educators  
Focus: Professional development  
Description: Evidence-based research indicates that students with disabilities, diverse student populations facing cultural or racial marginalization and students experiencing socioeconomic distress can benefit from trauma-informed, therapeutic
approaches to communication. Join clinician Courtney Barber, a mental health counselor and administrator of the MTA Benefits mental health program, and Brian Johnson in exploring the barriers diverse learners experience, the psychological impacts of trauma, chronic stress, invisible disability and how educators can most effectively bridge communication gaps with both students and families.

Goals include:

● Providing a functional, trauma-informed framework for communication in learning environments.
● Exploring Adverse Childhood Experiences (ACE) score literacy.
● Defining intersectionality and its impact on classroom learning.
● Practicing effective, therapeutic communication tools using roleplay.
● Empowering workshop attendees to model healthy, trauma-aware communication tools.
● Reviewing best practices for risk assessment and referral in work with vulnerable student demographics.

15. Title: SEL Tools You Can Use: Mindfulness and Compassion as Bridges to Belonging
Duration: 3 hours
Time: Wednesday 9 a.m. – noon
Trainer: Elizabeth Lynne Redley
Audience: PreK-12 educators
Focus: Professional development
Description: What is Social and Emotional Learning (SEL)? How can the Collaborative for Academic, Social and Emotional Learning (CASEL) strands help to improve instruction and build community? In this workshop we will explore the research on mindfulness and applied compassion as tools to build community and belonging. We will engage in brief practices to help reintegrate our learning. The workshop will include specific connections to the CASEL 5.

16. Title: How Poverty Changes the Brain, Which Changes Everything*
Duration: 3 hours
Time: Wednesday 9 a.m. – noon
Trainer: Linda Riddell

Audience: PreK-12 and higher education members

Focus: Professional development

Description: The most important yet most overlooked aspect of poverty is how it changes the brain. In this session, you will experience for yourself how poverty changes the brain by playing the game Gettin' By: A Game of Scarcity. Developed by Riddell, an epidemiologist who specializes in poverty, the game was in testing for five years. You will learn the science behind the game, and the hidden impact of poverty on the brain, body, and behavior. Using a research-based checklist, you will learn how to look at your own work with "awkward" eyes and how to think about what you don't naturally think about.

Once we know better, we must do better. As we grow our own awareness and knowledge about the impact of poverty, we need to think about how to more effectively serve our youth and families living in the crisis of poverty. Poverty informed practice is a practical way of framing your work to keep those who have the least first in mind. Working from a poverty-informed perspective allows you to create a sense of belonging and progress which can transform outcomes.

You will leave this session seeing poverty in a new way and with new tools to make your work more effective with students and families. Participants will gain knowledge and strategies for immediate use and for future planning and improvement.

17. Title: How to Have a Long Career in Today's Education Field

Duration: 3 hours  Time: Wednesday 9 a.m. – noon

Trainer: Thomas M. Grinnell, M.Ed.

Audience: PreK-12 educators and administrators

Focus: Professional development

Description: In this workshop, we will look at how to have a long career in today’s education field. We will look at how teaching has evolved into the 21st Century and how to adapt. We will take a historical look from the era of the Baby Boomers through today’s Generation Z, from the perspective of both educators and students. We will hear from a wide range of educators who have been teaching from the 1970s through today, as well as from students about what they think of today’s classroom. The intention of the workshop is to give attendees perspective and insight to help them have a long, fulfilling career as an educator.
18. Title: Advanced Negotiations Theory and Practice
Duration: 3 hours Time: Wednesday 9 a.m. – noon
Trainer: Courtney Derwinski
Audience: PreK-12 and higher education members
Focus: Union skills
Description: All of us are experienced negotiators — we negotiate with our family friends, when we purchase cars and homes, and more. Many of us bring this valuable personal experience to our collective bargaining negotiations. The Negotiations Theory and Practice workshop will enhance your prior knowledge by providing a theoretical framework for understanding negotiations. This session will discuss fundamental negotiation concepts and theories, the psychology of negotiations, the role of emotions, negotiation styles, social contexts, and how we set up negotiations to maximize our bargaining power and influence. It will specifically cover concepts that inform your local’s overall bargaining strategy, contract campaigns, initial offers, packaging of proposals, table tactics, and deal designs that get you to settlement. This workshop counts as 1 elective for the MTA Bargaining Certificate program.

22. Title: Mathematics for Students With Limited or Interrupted Formal Education*
Duration: 3 hours Time: Wednesday 9 a.m. – noon
Trainer: Evelyn Gibson
Audience: PreK-12 educators
Focus: Professional development
Description: In this workshop, we will explore how mathematical thinking and learning can take place, despite the levels at which students have entered their classrooms. Participants will experience, through multimodal strategies and activities, that they have the capacity to work with and encourage students who may have felt disconnected from a more traditional environment. When we think of our teaching spaces as communal environments, where virtually everything is a skill to be learned or a milestone to celebrate, Students With Limited or Interrupted Formal Education (SLIFE) can truly shine as their progress is constant. As educators, we need to understand that such students need to, first, trust us, second, learn to be students and third, learn mathematics from points of entry that are appropriate to the individual. This workshop is for anyone who
would like to know more about how the “SLIFE” population can acquire and retain mathematical concepts. No previous math skills are required!

23.  Title:  Race and Labor*
Duration:  3 hours  Time:  Wednesday 9 am – noon
Trainer:  Courtney Smith
Audience:  PreK-12 and higher education members
Focus:  Union skills
Description:  How does racism show up in our workplaces and our unions? What are some strategies to confront it and build solidarity for a stronger, multiracial labor movement? And what can you say to union siblings who aren’t convinced racial justice has anything to do with union politics? This workshop addresses how class and race are inextricably linked by tracing back the origins of “race” as an invention of the ruling class to divide workers.