



# ASPIRING EDUCATORS

[nea.org/aspiringeducator](http://nea.org/aspiringeducator)

## CHAPTER TOOLKIT



Student Tennessee Education Association

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# Introduction

## Welcome!

If you have found your way to this toolkit, chances are you are a college student passionate about entering your career as an educator. You want to meet and network with others on your campus and beyond who share your enthusiasm, you want to get more involved in your local community, strive for racial and social justice, and leave a legacy for your students, your community, and the profession.

This toolkit and all of its resources have been created by college student leaders just like you, to help you create, build, and expand your NEA Aspiring Educators Chapter. You can find things like a sample constitution, social media strategies, and financial information. Some things are even immediately transferable to your own needs, like the sample meeting agenda and slideshow or the leadership planning guide. This toolkit is meant to grow and expand as with our program, so if there's something you think isn't included but should be, please reach out via the email below to let us know.

Another of our favorite sections is the history of the Aspiring Educators Program and how it came to be in the National Education Association. Our program has a rich history of mergers, name changes, and culture shifts to appropriately reflect the passion, commitment, and vision of our current members. As you continue to read the first chapter, you'll see more information on how Aspiring Educators fits into the larger organization.

As you start your journey as an Aspiring Educators chapter leader, there are hundreds of aspiring and experienced educators all around you in your community just waiting to help you, and we're always an email away, too. Our hope is that your NEA state affiliate can provide support through a state staff member assigned to check in on you, provide funding for local events and travel to state and national conferences, additional professional learning resources, and so on. We assure you that this union can provide you with the tools you need to succeed in the profession, you just have to take advantage of it.

Welcome to your biggest support system: the network that, if you allow it, will push you outside of your comfort zone to ensure you are as the strong and prepared you can be as you enter the education profession. By joining the National Education Association, you are connecting with 3 million like-minded leaders and advocates from across the country. Welcome to our NEA family; welcome home.

In solidarity,

NEA Aspiring Educators  
[AspiringEd@nea.org](mailto:AspiringEd@nea.org)



# Why Start an NEA Aspiring Educators Chapter?

The NEA Aspiring Educators Program is the leading voice for the next generation of educators. Over 50,000 members in 1,100 campus chapters across the nation belong to the program, which began as the Student National Education Association in 1937 and eventually became part of the National Education Association as the NEA Student Program. The current new name reflects the passion, commitment, and vision of members who believe in public education and its potential to uplift individuals, families, and communities.

Through our core values, we promote educator quality, community engagement, political action, and racial and social justice. Aspiring Educators become activists at all levels of the organization -- local, state, and national. NEA Aspiring Educators program provides opportunities to engage with community partnerships and foster leadership development.

Most of all, we support, develop, and empower diverse aspiring educators to create high-quality education leaders and advocates in every school so that all students can maximize their potential.

College students preparing to be educators often

face unprecedented challenges. In times of high stress, creating a local union family for aspiring educators to lean on builds educator resilience. Before they have even entered the profession, we have increased the odds they will stay in education long term. If these supports existed for every aspiring educator, we could greatly increase educator retention in the field.

Chapters also provide members the opportunity to build educators skills, knowledge, and dispositions prior to entering the classroom. Professional learning opportunities, building an educator network, engaging with grassroots community coalitions, understanding a racial justice lens in education, and advocating for students inside and outside of the classroom are all components that chapters support in their activities and goals.

For more specific details, reach out to your NEA state affiliate for information on its Aspiring Educators Program.



# NEA Aspiring Educators History

## Future Teachers of America Established

Future Teachers of America (FTA) was created in 1937. This idea was originated by Joy Elmer Morgan, the editor of the NEA Journal for more than 30 years. FTA began as an organization of both high school and college students geared to support young people interested in becoming teachers.

## Student NEA Established

In the mid-1950's, NEA's National Commission on Teacher Education and Professional Standards recommended separating the high school and college components of FTA and developed plans to establish a new collegiate student membership organization - the Student National Education Association (Student-NEA). The intention was to replace the FTA college program while enduring the high school program with FTA. The 1957 NEA Representative Assembly (NEA RA) approved this new structure and Student-NEA was officially established.

Student-NEA was designed to provide its members with opportunities for (1) personal and professional growth; (2) development of leadership skills; (3) understanding the history, ethics, and program of the organized teaching profession; and (4) participation in professional activities at the local, state, and national levels. Its goal was to deepen the interest of capable students in teaching as a career, encourage the careful selection and guidance of persons admitted to teacher-education programs, and, through higher standards

of preparation and the dissemination of information, contribute to a balance in teacher supply and demand.

## Student-NEA and the Civil Rights Movement

By June of 1959, Student-NEA university chapters reached 745 with a membership of 51,782. The culture of university student-led protests, demonstrations, and movements like the Student Free Speech Movement and Civil Rights Movements, led to university students questioning their authority in the nation and higher education.

From 1966 – 1970, Student NEA remained relevant during this time of student activism because it focused programs on desegregation, political action, and teaching competency. Teacher education and school Integration focused on bringing together black and white student teachers and teacher education leaders in a region that was drastically changing due to civil rights legislation. A series of conferences were held throughout the South, which exposed many members to mixed-race groups and opened conversations about the meaning of equalizing education opportunities for students.

Project 18 was a coalition of student and civil rights groups to create national legislation allowing 18 year olds to vote. Led initially by Les Fancis and concluded by Roslyn Hester, the two NEA staffers led the coalition in a successful legislative initiative. The coalition included the National Student Association, NAACP, and CORE. President Nixon signed the

## NEA Aspiring Educators History (continued)

legislation into law.

From 1966 – 1970, student membership ranged from 150,000 to 300,000 and existed as one of the largest dues paying membership organizations in the country. Student-NEA staff consisted of: Director, Assistant Director, two Professional staff, one student editor, and one assistant editor. Mel Myler served as president of Student-NEA from 1966-1967 without release. He was hired as staff to bring “student perspective” in 1967 and served the organization until 1970. The program was housed in the Teacher Education and Professional Standards department of NEA.

### Student-NEA and the NEA

The 1976 NEA Representative Assembly amended the NEA Bylaws to establish Student-NEA as a special category of NEA affiliate comprised solely of student members of the Association and set forth specific affiliation standards for this new organization. The Bylaws provided that Student-NEA would be a “self-governing organization.” In this structure, it could set dues and it could not duplicate Association services. Further, it had to comply with NEA’s broader standards of affiliation including: unified membership, open nominations and secret ballot elections, the one-person-one-vote principle on its governing bodies except that it did need to guarantee ethnic-minority representation, the same membership year as NEA, and a guarantee of due process for its members.

Student-NEA and NEA subsequently entered into a contract arrangement designed to establish organizational autonomy for Student-NEA within NEA, including independent staff, programs, and budget. Over time, this autonomy resulted in a range of undesirable factors that negatively impacted student programs, member involvement, and overall financing. Concerned about these negative consequences, a Committee to Study the Long-Term Relationship Between the Student- NEA and the NEA was formed. The Committee’s recommendation was a reunification of student members within NEA.

Student-NEA Board of Directors and NEA Board of Directors met in June and September 1982 and concurred with the Committee’s recommendation. Central to the plan approved by both the Boards were the following concepts:

- Reunification of Student members within the NEA organizational structure
- Continued commitment to the Student category of NEA membership and governance rights for Student members
- Creation of an Advisory committee of Student members
- Establishment of a special NEA office to supervise and implement student programs
- Provision of service to Student members through the state affiliates

In 1982-1983, the NEA Board of Directors authorized the development of the amendments package to accommodate the new structure. Student-NEA RA concurred with the package in March 1983. Following this, Constitutional and Bylaw amendments were submitted for vote by the 1983 and 1984 NEA RAs.

#### The Bylaws of the 1983 RA:

- Eliminated the Student-NEA as a special affiliate of NEA and deleted the standards for Student NEA
- Provided that dues of Student members be established by the NEA RA in the program budget recommended by the NEA Board
- Changed the basis for allocation of Student delegates to the NEA RA
- Established new conditions for the election of Student members to the NEA Board
- Assigned certain responsibilities to an Advisory Committee of Student Members.

#### The Constitutional amendments submitted at the 1983 RA and approved at the 1984 RA:

- Deleted from the Constitution references to the



## NEA Aspiring Educators History (continued)

Student-NEA

- Substituted as appropriate the words “student” or “Student Members” of the Association
- Changed student representation on NEA Board from Student-NEA affiliate entitlement to an entitlement of the Student members of NEA
- Eliminated references for allocation of student delegate credentials and set forth the provisions in the Bylaws instead

### NEA Student Program

In conjunction NEA’s official changes, Student-NEA was dissolved by a vote of its members. The NEA Student Program began operations in the 1983-84 membership year.

1972- First full-time officer

1975- Deliberations

1976- Incorporated

1983- Terminated separate affiliation and remerged with NEA as a program

Student representatives appointed to selected NEA Standing Committees, three elected student representatives on the NEA Resolutions Committee, three members elected to the NEA Board of Directors

“The purpose of the Association shall be to develop in prospective educators an understanding of the education profession, to provide for a united student voice in matters affecting their profession, to influence the conditions under which prospective educators are prepared, to advance the interests and welfare of students preparing for a career in education, to promote and protect human and civil rights, and to stimulate the highest ideals of professional ethics, standards, and attitudes.”

Bylaws adopted by 50,000 members of the annual Representative Assembly, Article I, Section 2.

“Outreach to Teach,” a community service project that included student, active, and retired members who renovated local community public schools, was established.

In the mid-2000s, three core values were established that described the NEA Student Program.

As a result of membership decline in the 2011 – 2013 budget cycle, which followed the Great Recession of 2008’s housing crisis, NEA focused attention on reducing costs and budget. During the 2014 RA, funding for the Outreach to Teach project was drastically reduced. This caused the need for a re-design of the Student Leadership Conference community outreach project.

The Leaders Empowering Grassroots Advocacy for Communities and Youth (LEGACY) Project continued the tradition that students and Retired members had previously in its community outreach event. The intent of the project was to reach a larger community by bringing together community leaders, organizations, and unions to demonstrate to the students in the area that their community is committed to their success. The intention is for hundreds of children taking part in educational activities and events where they are able to learn about their unique community while providing opportunities for aspiring educators to learn about community organizing and activism from NEA-Retired and community members. The project location is dependent on the location of the Student Leadership Conference and Representative Assembly and adapts to the needs of each community where it is hosted.

### NEA Aspiring Educators

The language began shifting from Student Membership to Aspiring Educators in 2014 because of their preference to be viewed as professionals who will soon enter classrooms and to reflect the diversity of our membership, both

## NEA Aspiring Educators History (continued)

young professionals and non-traditional college students. By a vote of the 2018 NEA Representative Assembly, the name was officially changed to reflect NEA Aspiring Educators.

Communities Redefining Education Advocacy Through Empowerment (CREATE) Grants are grants university chapters may apply for to create chapter events within their community around Teacher Quality, Community Outreach, and Political Action. In 2016, the Advisory Committee on Student Members changed the word Communities to Chapters. This committee also changed Teacher Quality to Educator Quality to more appropriately reflect the wide range of careers we seek to join, Community Outreach to Community Engagement to promote a more meaningful, authentic, and mutually beneficial partnerships with our chapters and their local communities, and added racial and social justice as our fourth core value to reflect the need to incorporate justice, equity, and the fight for liberation in public education.

In 2015, the Aspiring Educators Caucus was created as a tool to utilize NEA's Governance Structure and

allow for student members to take official positions on issues they care about, endorse NEA candidates running for office, and to organize around value propositions of the NEA. The Aspiring Educators Caucus established their first set of Constitution, Bylaws, and Standing Rules along with their first leadership council in 2019.



# NEA Aspiring Educators Core Values

*The NEA Aspiring Educators Core Values—Educator Quality, Community Engagement, Political Action, and racial and social justice—direct Aspiring Educators activities. It is in these areas that our members and affiliates sponsor programs, educate on issues and effect change.*

**Educator Quality** encompasses how Aspiring Educators practice professional learning and gain insight on career preparation at local meetings and workshops, state conferences, and national symposiums. NEA shares resources on information relevant to members, including certification requirements and resources for working with diverse learners. Aspiring Educator members and chapters partner with local associations to enhance in-the-classroom opportunities and secure real-world insights into the education profession. Aspiring Educators shape their college curriculum by serving as change-agents on boards and committees. Involvement in the NEA Aspiring Educators Program enhances and strengthens the professional expertise of pre-service educators prior to entering the profession.

**Community Engagement** describes how NEA Aspiring Educators members engage the people and environment around them. Members of the NEA Aspiring Educators Program seek to have impact — locally and globally — and value the mutual relationship which prepares them to support their future students through the communities that support them. Members learn about communicating with families, partnering with local businesses, and establishing mutual support through Chamber of Commerce consortiums. They design and implement projects such as after-school tutoring programs, learning carnivals, and senior citizen dances. Getting involved in local communities means supporting students where they live, through the people and businesses they interact with daily, and preparing Aspiring Educators to not only be outstanding professionals, but community leaders.

**Political Action** includes the knowledge, advocacy,

and action around political and legislative issues in public education. NEA Aspiring Educators elevate issue awareness around vouchers and charter schools, state-mandated certification issues, and new educator rights and supports. Members share information with peers, families, and communities around how legislative decision making affects pre-service educators, communities, students, and schools. NEA Aspiring Educator Chapters sponsor voter registrations, get-out-the-vote activities, contact elected officials, help elect pro-public education officials, and lobby at the local, state, and national levels in government. By educating their colleagues, organizing activities and publicizing their involvement, Aspiring Educators create a lasting impact on education politics.

**Racial and Social Justice** refers to a sustained and intentional focus on building a more just and equal society by bringing inequality, discrimination, and oppression to light and helping traditionally marginalized groups gain access to opportunity. NEA Aspiring Educators are committed to tackling the immense occurrence of social injustice and institutional racism in their communities to create awareness and promote activism to eradicate the problem. Aspiring Educators chapters demonstrate their collective knowledge and awareness, advocacy, and action around one of NEA's top priority issues, social and racial justice.

*We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.*

**Our Vision**



# Who Should Use this Toolkit

No matter your role in education, you can play a part to support aspiring educators in your community. Below are some actions you can take and things to bear in mind.

## High School Student/Future Aspiring Educator

- Even though you'll have to wait until you're officially enrolled in college courses to join NEA Aspiring Educators, that doesn't mean you can't get involved or start preparing now!
- Reach out to your state Aspiring Educators Program to see what opportunities are open to you right now.
- Start building a team of leaders in your local community that will eventually help lead the organization with you.
- Follow NEA Aspiring Educators on social media to stay updated on potential events and opportunities to get engaged with.

## Aspiring Educator

- This is your organization—get a team together, recruit a chapter advisor, and begin organizing!
- Remember, the organization cannot be successful if it is just you. Be sure to prepare a team of successors to continue growing the chapter after you graduate.

## Faculty/Staff Member

- All college student organizations require a faculty or staff member to sponsor and advise. The amount of participation is up to you and the members of your chapter, but having official support is critical to establishing a chapter.

- See the NEA Aspiring Educators Chapter Advisors Handbook for more details.

## Local NEA Educator/Leader

- Your support in developing Aspiring Educators in your local community can help to expand a chapter beyond their physical campus.
- Make sure the chapter has a team of leaders and a faculty or staff advisor to be established as a registered student organization on campus.
- Invite Aspiring Educators to your meetings and events, and let them know you're interested in attending their activities as well.
- Offer your expertise in the form of a professional development opportunity or professional mentor.
- Advocate in your local or state NEA affiliate for more funding and leadership opportunities for Aspiring Educator members.

## NEA State/Local Affiliate

- Assign a state Aspiring Educator organizer.
- Partner local affiliates with local campus chapters.
- Provide funding and additional resources to chapters.
- Encourage Aspiring Educators to attend your events and meetings. Ensure that their participation and active contribution is included and not just as an observational role.



# Establishing a Chapter

## Chartering a Chapter

### 1. Form a leadership team:

- a. In order to guide the formation of the chapter, gather a team of students with the same passion for the issue to effectively establish a chapter.
- b. The students gathered for this team have potential to become the governing officers of the chapter (President, Vice President, Treasurer, etc).
- c. This team should become aware of the school's requirements to obtain a club/organization charter.
  - i. Required number of student members, constitution requirements, meeting location criteria, etc.

### 2. Find a faculty or staff advisor

- a. A common requirement among most schools is the need for a full-time staff advisor. For chartering this specific kind of organization, it would be best to enlist the support of an education professor. However, as a student led group, any supportive full-time staff member works.

### 3. Draft a constitution

- a. An important aspect of every chapter is the constitution, which sets the rules and guidelines that govern the organization.
- b. Chapter bylaws guide the chapter during decision-making processes, information on role charges, official affiliation, goal of the chapter, and election/removal/vacancy proceedings.
- c. Here's a [sample constitution](#) for you to check out.

### 4. Contact institution's student organizations office

- a. Most schools have a department dedicated to student clubs and organizations. This office would detail the other necessities to obtain an official charter from the school.

### 5. Contact state NEA affiliate

- a. Every state has its own union affiliate and an Aspiring Educators Program. In order to be NEA union members with your school's name, contact the state Aspiring Educators program for steps on affiliation.
- b. Affiliating with the state NEA affiliate also allows the entire chapter to collaborate with members across the state and interaction

## Chartering a Chapter (continued)

with Aspiring Educators around the country.

### 6. Membership & activities

- a. Recruiting membership into the chapter is important not only for the chartering portion, but viability of the chapter as a whole.
- b. Recruitment can be done through casual conversation, tabling during club days, or flyers around the school.
- c. The leadership team should collaborate with the membership on what activities to pursue for the semester.
  - i. When chartering an organization, some schools may ask for preconceived ideas for activities prior to allowing a charter.
  - ii. These activities can surround educational issues, racial and social

justice issues, or could feature collaboration with other student organizations on campus. The overall goal of these activities are set to properly integrate the Aspiring Educators chapter and its role in student's lives.

- d. For more advice on growing your chapter, check out [Membership Engagement](#).



# Three Tips for a Successful Chapter

## 1. Recognize and value the diversity of chapter members

When leading an organization that has a mission to motivate the future professionals of the National Education Association and preparation into the profession, it is crucial for chapter leadership to intentionally recruit a diversity of backgrounds, perspectives, cultures, and voices. Leaders should also seek to value each members' individual skills and talents and utilize them to help build and strengthen the chapter. An emphasis on the diversity of members in your chapter will help you to relate to a wide range of audiences on campus, get to know perspectives differently than your own, and ultimately enrich the education profession.

## 2. Plan activities that feel most relevant and useful to chapter members

Planning member activities may feel daunting at times. As mentioned, these events can vary among many different topics. Some chapter events can be as simple as a study group. Team-building in different environments help create the chemistry needed to show unity in support of public education, racial and social justice, labor unions, etc. Don't feel compelled to make your chapter look like anything else you've seen on campus or across the country, your chapter should be a reflection of the members and students you seek to serve.

## 3. Pay it forward and prepare your

### successors

When stepping off your leadership position of the chapter, it is important to make yourself available to the new leadership to address any questions/concerns. These newly elected/appointed officers must feel supported in their positions of leadership, which may be overwhelming. In order to guide the chapter, even after graduating/transferring, mentorship and fellowship with these leaders further reinforces the social connection needed between NEA members in the advocacy for the collective advancement of public education.

# Sample Chapter Constitution

CONSTITUTION OF THE \_\_\_\_\_\*  
OF THE (STATE ASPIRING EDUCATOR PROGRAM NAME)

## ARTICLE I. Name and Location

Section 1. The name of this association shall be \_\_\_\_\_\*\*  
\_\_\_\_\_ hereinafter known as the Association.

Section 2. Headquarters for the Association will be maintained in \_\_\_\_\_  
\_\_\_\_\_\*, \_\_\_\_\_ County, (State).

## ARTICLE II. Purposes

Section 1. Promote interest among young adults who are interested in education careers.

Section 2. Provide members with opportunities for developing personal growth and professional competence.

Section 3. Provide opportunities for gaining an understanding of the history, ethics and programs of the education profession.

Section 4. Provide opportunities for participating in cooperative work on the problems of the profession and the community.

Section 5. Provide professional membership on the local, state and national levels during the preparation period for a career in education.

Section 6. Strive for higher standards of preparation.

## ARTICLE III. Membership

Section 1. Membership in the Association shall be open to any \_\_\_\_\_  
\_\_\_\_\_ (name of your school) student preparing for a career or interested in education who has never been eligible for any other category of membership within the NEA.

Section 2. In addition to being a member of the Association each member shall be affiliated with the State and National Student Aspiring Educators Program. A person shall not be admitted to or continue membership in the Association who possesses a teaching contract or who receives payment for teaching duties rendered — with the exception of graduate students receiving graduate teaching assistantships.

Section 3. The membership year shall be from September 1 to August 31.

Section 4. Membership will not be denied on the basis of race, gender, sexual orientation, or physical challenge.



## Sample Chapter Constitution (continued)

### ARTICLE IV. Officers

- Section 1. The officers of the Association shall be responsible to the membership in all matters concerning the discharge of their duties.
- Section 2. The officers of the Association shall be a President, a Vice-President, or President-Elect, a Secretary, a Treasurer (Secretary/Treasurer could be one individual), an Editor, and a Historian (Editor/Historian could be one individual). (A local may have additional officers, but it must have those listed in this section.)

### ARTICLE V. Organization

- Section 1. EXECUTIVE COMMITTEE: There shall be an Executive Committee composed of the officers, state officers from the local\*, and the local advisor(s).
- Section 2. GENERAL MEETING: There shall be \_\_\_\_\_ general meetings of the members of this Association annually.

### ARTICLE VI. Affiliation

- Section 1. The Association shall be affiliated with the (State and National) NEA Student Aspiring Educators Programs.
- Section 2. The Association shall not affiliate with any local, state or national group, union or association, that competes for membership with (State and National).

### ARTICLE VII. Amendment Process

- Section 1. This Constitution may be amended at any regular meeting by a two-thirds (2/3) vote of the members present and voting.
- Section 2. Proposed amendments must be submitted in writing to the Secretary and read at the previous regular meeting.
- Section 3. EFFECTIVE DATE: Any amendment(s) to this Constitution shall become effective immediately upon approval by the membership.

### ARTICLE VIII. Suspension of Rules

- Section 1. Any section of any article of this Constitution may be suspended by a two-thirds (2/3) vote at any general meeting, provided that any request for a suspension must be accompanied by a statement of the purpose for the suspension of the rules.
- Section 3: EFFECTIVE DATE: Any amendment(s) to this Constitution shall become effective immediately upon approval by the membership.

## BYLAWS

# NEA Aspiring Educators Sample Chapter Constitution (continued)

## ARTICLE I. Officers

**Section 1.** The term of office for the officers shall be one year or until their successors are duly qualified. Incumbents are eligible to seek reelection for one additional term. The officers shall assume office on \_\_\_\_\_ following their election.

**Section 2. President:**

- shall be the chief executive officer of the Association;
- shall represent the Association as spokesperson on matters of policy or assign responsibility for such representations;
- shall prepare the agenda and preside at all meetings of the Association;
- shall serve as ex-officio member on all committees; and
- shall, with the approval of the Executive Committee, appoint the parliamentarian and the member of all standing committees.

**Section 3. The Vice-President:**

- shall preside in the absence of the President;
- shall perform other duties as delegated by the President and/or the Executive Committee; and
- shall be responsible for membership recruitment (which may include Chairperson of the Membership Committee).

**Section 4. \*The Treasurer:**

- shall be responsible for the safekeeping and accounting of all funds;
- shall provide financial reports at each Executive Committee and Representative Assembly meeting; and
- shall sign all checks drawn on the bank account of the Association.

**Section 5. \*The Secretary:**

- shall keep accurate records and files of the proceedings of general and Executive Committee meetings;
- shall submit monthly reports to the respective district, regional, or state presidents; and
- shall be responsible for communication with membership on campus.

**Section 6. \*The Historian: (Optional)**

- shall prepare an Association scrapbook;
- shall write a history of the year's work;
- shall be in charge of the local newsletter;
- shall take pictures of Association events; and
- shall provide/secure expert help in the above areas.

**Section 7. The Editor: (Optional)**

- shall work with the historian to compile a local newsletter;
- shall distribute local and state publications; and
- shall perform other duties as delegated by the President and/or Executive Committee.

**Section 8.** In the event of a vacancy in the office of its Vice-president, Secretary, or Treasurer, the vacancy shall be filled by appointment of the Executive Committee for the remainder of the term.

## ARTICLE II. Executive Committee

**Section 1.** The Executive Committee shall be the executive branch of this Association. The

committee shall be comprised of the Association officers.

- Section 2.** The duties of the Executive Committee shall be:
- a. to be responsible to the membership in all matters;
  - b. to carry out the policies of the general membership;
  - c. to attend to the business of the Association between general meetings;
  - d. to approve all members of the committees;
  - e. to adopt the annual budget;
  - f. to make available all official documents for inspection of the Association;
  - g. to cooperate with the President in setting up a schedule of meetings for the year;
  - h. to act on problems that need immediate attention; and
  - i. to give general direction to the work of all standing and special committees.

**Section 3.** A quorum for the Executive Committee shall consist of a majority of the members.

**Section 4.** Any member of the Executive Committee who is absent for \_\_\_\_\_ consecutive regular meetings or a total of \_\_\_\_\_ meetings of the Executive Committee during an Association year shall forfeit her/his office.

**Section 5.** Meetings of the Executive Committee shall be at a location designated by the President. The President shall notify the Executive Committee of any change in the location of their meetings.

**Section 6.** The dates and times for Executive Meetings shall be set by the Executive Committee at its first meeting. Additional meetings may be called by the President or by members of the Executive Committee.

### ARTICLE III. General Meeting

**Section 1.** **MEETINGS.** The Association shall hold \_\_\_\_\_ meetings a year at a time and location to be determined by the Executive Committee. Notice to all meetings shall be posted in all buildings of the Association.

**Section 2.** **SPECIAL MEETINGS.** Special meetings shall be held at the call of the President, a majority of the Executive Committee, or upon the written request of \_\_\_\_\_ percent ( %) of the members. These meetings will consider only items specified in the call for such a meeting and shall deal with important matters, that arise between regular meetings and that are urgently require action.

### ARTICLE IV. Committees

**Section 1.** There shall be the following standing committees, in addition to the Executive Committee, appointed by the President subject to the approval of the Executive Committee: Member Recruitment, Publicity, Elections (list other local association committees such as social justice, political activism, professional development, or community engagement if desired).

**Section 2.** **DUTIES.** The duties of the committees, as herein provided shall be found in the Association Standing Rules.

**Section 3.** Special committees may be established by the President with approval of the Executive Committee.

**Section 4.** Special committees shall be established for the purpose of accomplishing a specific task within a limited period of time. (Also known as "ad-hoc" committees.) The committee chairpersons shall be ex-officio members of the Executive Committee.

### ARTICLE V. Dues

**Section 1.** Members shall pay annually the current fees for student membership in the state, the current fees for membership in NEA-AE, and \_\_\_\_\_ (amount local charges).

### ARTICLE VI. Nominations and Elections

**Section 1.** Elections will be conducted under guidelines approved by the general membership.

**Section 2.** All elections will be conducted using an open nomination and secret ballot procedure.

### ARTICLE VII. Due Process

**Section 1.** The Association shall guarantee that no member will be censured, suspended, or expelled without a due process procedure, which shall include an appellate procedure.

**Section 2.** The Association shall guarantee that no member of the Executive Committee shall be impeached and removed from office without a due process procedure which shall include an appellate procedure.

**Section 3.** The general membership shall approve rules and procedures to implement these due process guarantees.

### ARTICLE VIII. Amendment Process

**Section 1.** These Bylaws may be amended by a two-thirds (2/3) vote of those present and voting at any general meeting.

**Section 2.** Proposed changes in these Bylaws shall be presented in writing to the membership at least \_\_\_\_\_ days prior to the meeting at which they will be considered.

### ARTICLE IX. Suspension Provision

**Section 1.** Any provision of these Bylaws may be suspended by a two-thirds (2/3) vote of those present and voting at any general meeting.

### ARTICLE X. Parliamentary Authority

**Section 1.** Robert's Rules of Order Newly Revised shall be the authority on all questions of procedure not specified in this Constitution, Bylaws, and Standing Rules.

## APPENDIX B

## Sample Guide for Planning a Business Meeting Agenda

Name of Organization \_\_\_\_\_

Date \_\_\_\_\_

Location/Time \_\_\_\_\_

### Agenda

- I. **Call to Order**
- II. **Approval of minutes**
- III. **Adoption of agenda**
- IV. **Reports**
- V. **Reports of committees**
- VI. **Old business**
- VII. **New business**
- VIII. **Announcements**
- IX. **Adjournment** (subheadings may be added where necessary)

**NOTE:** An agenda listing committee reports, pending and special-Ordered business should be compiled before the meeting and publicized widely if possible.

Refer to parliamentary procedures for local association presidents for details of a business meeting.

## APPENDIX D

### SIMPLE PARLIAMENTARY PROCEDURE FOR LOCAL LEADERS

## NEA Aspiring Educators Sample Chapter Constitution (continued)

The basic reason for having any standard procedure is to dispose of the business before the assembly quickly, efficiently, and justly. The basic themes of parliamentary procedure are:

1. Only one subject may be discussed at one time.
2. Every member of the assembly as equal rights.
3. Each issue presented is entitled to free debate.

### PARLIAMENTARY PROCEDURE FOR LOCAL ASSOCIATION PRESIDENTS

#### Order of Business Meeting

##### Meeting call to order

1. The President calls the meeting to order and makes the opening remarks, “The meeting will come to order.” (opening remarks)

##### Reading and approval of minutes

1. Secretary, seated by the President, stands to read/or pass out copies of the minutes.
2. Corrections to minutes are requested.
3. No motion is needed for approval of the minutes.

##### Report of officers

1. No motion is needed for the adoption of the Treasurer’s report unless it is audited.

##### Report of committees

1. Committee chairpersons who are to report should be in the front.
2. No motion is needed for adoption of committee reports unless recommendations for Association action are made.

##### Committee recommendations for action

1. Motion is usually made by the Chairperson, seconded by the committee.

##### Business

1. Any old business must be dealt with.
2. Any new business is attended to.

##### Announcements

1. Anyone wishing to make an announcement should be moved to the front.

##### Adjournment

1. Chairperson automatically adjourns a meeting, except when there is unfinished business, in which case a motion is needed.

## DEFINITIONS

**Motion:** A formal proposal that the assembly take a certain action; the method whereby the business is presented to the entire assembly. FORM: Mrs./Ms. Chairperson, I move that .....

## NEA Aspiring Educators Sample Chapter Constitution (continued)

**Personal Privilege:** A point relating to some obstacle to the proper conduct of the meeting or some matter of immediate and universal interest to the delegates is a matter of precedence. For example, the air conditioning may have stopped and a delegate wants this problem rectified immediately. Also, a delegate may wish to recognize a visitor or accomplishment. FORM: Mr./Ms. Chairperson, point of personal privilege.

**Point of Information:** An inquiry as to the content or intent of the question before the assembly is not a speech on the substance of the question and is in order as a matter of precedence. Delegates do not have to vote on something they don't understand. However, it is an abuse to ask a rhetorical question, or a hostile question, which is designed only to damage the issue rather than clarify it before the vote is taken. FORM: Mr./Ms. Chairperson, point of information.

**Point of Order:** A delegate may always require adherence to the rules. But a point of order is not an opportunity to speak on the substance of the question. A delegate who honestly believes that a speaker, or a ruling of the chairperson, is out of order should obtain recognition, as a matter of precedence, and state specifically which rule is being violated. The chairperson will immediately respond and will have the advice of the parliamentarian in doing so. All questions are directed to the Chair; only he/she may request the assistance of the parliamentarian. The parliamentarian shall advise the chairperson or address the assembly at the request of the chairperson. If a delegate is unhappy with the ruling of the Chair, he/she may appeal only to the assembly. FORM: Mr./Ms. Chairperson, point of order.

**Previous Question:** At any time after progress in debate, two thirds of the delegates may close debate. Debate may be closed only after a motion and vote of the delegates. FORM: Mr./Ms. Chairperson, I move the previous question.

**Reconsider:** When a question has been once adopted, rejected or suppressed, it cannot be again considered during that session except by a motion to "reconsider the vote" on the question. This motion can only be made by one who voted on the prevailing side, and on the day the vote was taken, or on the next succeeding day. A motion to reconsider a vote on the debatable question opens to debate the entire merits of the original motion. If the question to be considered is undebatable, then reconsideration is undebatable. FORM: Mr./Ms. Chairperson, I move to reconsider the vote by which the motion to \_\_\_\_\_ was passed earlier in the meeting. (Needs a second)

## MISCELLANEOUS

- A. The President is really a moderate. She/he is nonpartisan in the Chair, seeing that members are treated equally, regardless of which side of the questions they debate.
- B. The President never makes a motion while in the chair, nor does he/she debate a motion without first having

## NEA Aspiring Educators Sample Chapter Constitution (continued)

called the Vice-President or other person to preside in his/her place. In such an event, he/she does not usually resume the chair until the vote has been announced.

- C. The mover may withdraw or modify his/her motion without consent of anyone before the motion has been put to the group for consideration. When the motion is before the assembly, and if there is no objection, the chairperson announces that the motion is withdrawn or modified. If anyone objects, the request is put to a vote.
- D. The motion to refer to committee should specify the committee or the makeup of the committee and include timelines.
- E. The chairperson should not recognize the same person twice until all others who wish to speak have had an opportunity to do so.
- F. The motion to postpone the question until a definite time later should, of course, mention the specific time proposed. To postpone indefinitely may be moved and seconded. If adopted, this motion will kill the main motion.





# Chapter Organization

## Semester Planning

### Beginning of Semester Checklist

#### **Schedule a Leadership Meeting**

**Give your leaders an opportunity to contribute and work together.**

Schedule a meeting at least two weeks out from the start of the semester. This time should be used to hear all the ideas for meetings and events for the semester. Include your chapter advisor and state staff AE organizer if you can. It's a lot easier to start sooner rather than later!

#### **Select a Meeting Time** **When should your chapter meet?**

Your chapter should consider how many meetings each semester you will have. Make sure to consider midterms, finals, and breaks. For a meeting time, consider schedule patterns for all education major programs, night classes, and required classes to avoid time conflicts.

#### **Determine a Meeting Location** **Where is the most accessible place for meetings?**

When selecting a meeting location, consider the location of your education building (if you have one), how many members you are expecting, and if your university has any restrictions or requirements

for meeting locations. Make sure to reserve your meeting location before the start of the semester. If you have a student organization center on campus, see what available locations are allowed to reserve for meetings.

#### **Notes About Meeting Time and Location**

**Consistency is important!**

Keep meeting times and locations consistent throughout the semester. If meetings will be cancelled or changed, give members at least 24-28 hours of advance notice.

#### **Plan Chapter Goals** **Start thinking about what your short-term and long-term goals are for the year.**

What events (beyond chapter meetings) are you planning? What partnerships do you seek to build? How do you plan to recruit and retain members throughout the year? This is a time for chapter leaders, your advisor, state affiliate, and new members to have a voice in your chapter's plans for the year.

#### **NEA Aspiring Educators Core Values**

Make sure to involve the four core values of Aspiring



# Event Ideas

Educators into your meeting planning:

1. **Educator Quality**
2. **Community Engagement**
3. **Political Action**
4. **Racial and Social Justice**

Check out more details about the core values in chapter one, but here are a few examples of events related to our four core values:

RACIAL AND SOCIAL JUSTICE	COMMUNITY ENGAGEMENT
<ul style="list-style-type: none"> <li>• Education issues tabling event</li> <li>• Town hall panel on public education</li> <li>• Awareness days: #RedforEd</li> <li>• Social media campaigns for education issues</li> <li>• Racial and Social Justice movie nights/book clubs</li> <li>• Support local organizations fighting for racial justice, LGBTQ+ issues, climate justice</li> </ul>	<ul style="list-style-type: none"> <li>• Toy/book/food/school supply drive</li> <li>• Volunteer at local non-profits</li> <li>• Build partnership with a local school to help meet their needs</li> <li>• Collaborate with local education association on their community projects</li> <li>• Work with other community/campus organizations on mutually beneficial projects</li> </ul>
POLITICAL ACTION	EDUCATOR QUALITY
<ul style="list-style-type: none"> <li>• Lobby night</li> <li>• Voter registration drives</li> <li>• Presidential debate watch parties</li> <li>• Invitations to locally elected leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Micro-credentials (Example)</li> <li>• Job preparation- resume, interview, job search help</li> </ul>

Here are some other examples of event topics:

## Event Ideas (continued)

Technology	Educator Health	Hiring and Interviews
<ul style="list-style-type: none"> <li><input type="checkbox"/> Audio/visual aids</li> <li><input type="checkbox"/> Computer use</li> <li><input type="checkbox"/> Social media               <ul style="list-style-type: none"> <li><input type="checkbox"/> stay safe and private online</li> <li><input type="checkbox"/> teaching students about best online practices</li> <li><input type="checkbox"/> remaining professional online</li> </ul> </li> <li><input type="checkbox"/> Meaningful and attainable technology integration</li> <li><input type="checkbox"/> Digital media learning environments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coping with stress</li> <li><input type="checkbox"/> Time management</li> <li><input type="checkbox"/> Money management</li> <li><input type="checkbox"/> Teacher burnout</li> <li><input type="checkbox"/> Secondary trauma</li> <li><input type="checkbox"/> Conflict resolution</li> <li><input type="checkbox"/> Voicing concerns to administrators</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mock interviews</li> <li><input type="checkbox"/> Resume writing</li> <li><input type="checkbox"/> Portfolios</li> <li><input type="checkbox"/> Principal or administrator panel</li> <li><input type="checkbox"/> Contracts</li> <li><input type="checkbox"/> Important questions to ask your hiring team</li> </ul>
Program Specific Meetings	Union and Association	Classroom Management
<ul style="list-style-type: none"> <li><input type="checkbox"/> Application process to education program</li> <li><input type="checkbox"/> Discussion of required tests or classes for education students</li> <li><input type="checkbox"/> Promotion of university-sponsored events</li> <li><input type="checkbox"/> Student teaching</li> <li><input type="checkbox"/> Certifications</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explaining union membership</li> <li><input type="checkbox"/> Membership benefits</li> <li><input type="checkbox"/> Educational law</li> <li><input type="checkbox"/> Employee rights</li> <li><input type="checkbox"/> Local union leader panel</li> <li><input type="checkbox"/> Salary schedules</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discipline- restorative justice, meaningful consequences</li> <li><input type="checkbox"/> Student motivation</li> <li><input type="checkbox"/> Study skills</li> <li><input type="checkbox"/> First day of school</li> <li><input type="checkbox"/> Classroom culture</li> <li><input type="checkbox"/> Racial and social justice and inclusion</li> <li><input type="checkbox"/> Drug awareness</li> </ul>
Communication	Current Events	First Year Teacher Tips
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-teacher communication</li> <li><input type="checkbox"/> Student-teacher communication</li> <li><input type="checkbox"/> Conflict resolution with students, parents, and administrators</li> <li><input type="checkbox"/> Professional communication with colleagues</li> <li><input type="checkbox"/> Voicing concerns of teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Licensure changes</li> <li><input type="checkbox"/> Union activity</li> <li><input type="checkbox"/> News affecting teachers</li> <li><input type="checkbox"/> Education reform</li> <li><input type="checkbox"/> Community events that affect students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Involvement in the community</li> <li><input type="checkbox"/> Classroom set-up</li> <li><input type="checkbox"/> Money management</li> <li><input type="checkbox"/> Standards and requirements</li> <li><input type="checkbox"/> Consistent self-care</li> <li><input type="checkbox"/> Lesson-planning</li> <li><input type="checkbox"/> Student teacher panel</li> </ul>
Professional Development		
<ul style="list-style-type: none"> <li><input type="checkbox"/> ALICE/active shooter training</li> <li><input type="checkbox"/> Diversity training stereotyping/bias</li> <li><input type="checkbox"/> Grant writing</li> <li><input type="checkbox"/> Testing</li> <li><input type="checkbox"/> Subject integration</li> <li><input type="checkbox"/> Business community integration</li> <li><input type="checkbox"/> Children at risk</li> <li><input type="checkbox"/> First aid/CPR Training</li> </ul>		



# Contacting Guest Speakers

Requesting guest speakers lends credibility to your organization, can increase membership, and provides your members with more resources for their future classrooms.

## Types of Speakers to Invite

### Who Should You Ask?

- Local educators
- Local administrators
- Local principals
- Association leaders or staff
- Education Support Professionals
- Volunteer organizations
- School board members
- Faculty from your school of education

Time Table for Contacting Speakers	Start Date
<b>Initial Request</b> Send an invitation email to your speaker.	<b>2-3 Weeks Before Your Meeting</b>
<b>Reminder Email</b> Send an email to remind your speaker of your meeting time and location.	<b>1 Week Before and 1 Day Before</b>
<b>Thank you Email and/or Note</b> Make sure to thank your speakers! Let them know you appreciate their time.	<b>Within a Week of their Presentation</b>

# Speaker Request Templates

## Initial Request

Good morning,

This is \_\_\_\_\_, **Position X** with Aspiring Educators at **University**\_\_\_\_\_. Our organization works to best prepare pre-service educators with professional and leadership development opportunities. We would like to invite you to speak at our meeting **on this day about this topic**. Our meetings take place **in X building at this time**.

Please let us know if you are interested in and available to speak at our meeting. Also, let us know if you have any questions.

We are looking forward to hearing back from you!

Thank you,

Your Name

---

## Reminder Email

Good morning,

This is \_\_\_\_\_, **Position X with Aspiring Educators at University**\_\_\_\_\_. Thank you for agreeing to speak at the Aspiring Educators meeting tomorrow! We are looking forward to your presentation on **X topic**. Just a reminder that our meeting is **at this time in this room**. Please let us know if there is anything you need.

Let us know if you have any questions! Looking forward to seeing you tomorrow!

Thank you,

Your Name

---

## Thank You Email or Thank You Note

Good morning,

Thank you so much for presenting at our meeting. Our members appreciated your insight on **this topic**. We appreciate you taking time out of your busy schedule to help us better prepare ourselves for our future careers. Have a great day!

Sincerely,

Your name

**Leadership Styles**



# Leadership Planning and Development

## Leadership Development

*"Great leaders do not create followers, they create more leaders." -Tom Peters*

Everyone has their own style of leadership, and you will discover yours as you pursue your leadership role. But here are some things to think about:

### Distributive Leadership

A leadership philosophy around growing leadership capacity to allow others to fulfill leadership rolls. Essentially, it says, "You do NOT have to do it alone!" Leaders are not only the members who have titles. Every member is a leader in this association and in their classroom. To practice distributed leadership, one must empower other members to step up to the plate and take responsibility for tasks and initiatives. Regardless of their skill level, everyone has a place at the table and is able to serve the greater purpose of your chapter.

- With distributive leadership, you can allow others to lead their own groups, or committees, that are aimed at a specific goal.
- There are three main ideals encompassing distributive leadership:
  - Autonomy – Allowing members to obtain ownership of their work and empower leaders by not being micromanaged.
  - Accountability – The members that are leading these groups must be accountable and hold to the same standards as leaders.
  - Capacity – Members must have the tools so succeed in their engagements.



### Servant Leadership

A leadership philosophy in which the main goal of the leader is to serve.

- This is different from traditional leadership where the leader's focus is the thriving of their company or organizations. A servant leader shares power, puts the needs of their members first, and helps them develop and perform as highly as possible.
- As a leader, you need to make sure you account for the wants and needs of your members. A successful chapter is one that creates opportunities that members are intrinsically passionate and excited about getting involved with.

### Roles of Chapter Leadership

Within your chapter, there are a few roles that are typically assumed. These may vary from chapter to chapter and you may fill them as you see fit. All chapters, have varying roles, from Community Outreach Liaison to Past Officer to Fun Chair, remember to make your chapter yours:

- President
  - Provide leadership to the chapter by being informed on the local, state, and national student programs.
  - Preside at all chapter meetings. Plan and organize each meeting with a purpose.
  - Work with the chapter advisor to seek advice and help promote an effective chapter.
  - Record activities and report them to state organizers.
- Vice-President
  - Assist President when requested.
  - Assume official duties unless someone is assigned to do so.
  - Be involved with membership developments.
- Secretary
  - Keep meeting minutes that are able to be distributed to officers, advisors, and members when necessary.
  - Work closely with the chapter advisor.
  - Keep the chapter informed on events and development opportunities.
- Treasurer
  - Keeping an accurate and up-to-date record of all funds for the chapter.
  - See that membership forms are available when needed.
  - Gives receipts for tall money collected and deposits all chapter funds.
  - Works with other officers to create an annual budget.

### Shadowing/President-Elect Structure

- When bringing up the next layer of leaders, it is important for them to know what responsibilities they are accountable for. To assure your next leaders are aware of these and prepared, have them shadow officers that they are going to be replacing before they transition into the role.
- One opportunity of doing this is having some roles have their own committees. For example, the Secretary may have a Communications Committee that helps break down the responsibilities of the role and allow others to gain more experience before leading the committee.
- Another avenue for this is to elect a President-Elect. The President Elect is to be chosen at the same time at elections and will serve as the President during the following term. During their time as President-Elect, they will shadow the President and assist with the chapter board to learn how the chapter runs. Some chapters will also integrate this role as the Vice-President position.

It is important to know your regional, state, and national leaders as well. Reach out to your state Aspiring Educators Program to get more information on contact information for other Aspiring Educator leaders and various leadership structures.

### Set Realistic Goals

Be mindful of how you approach your work and goal setting. While goals can help guide your journey towards member engagement success, lofty and unattainable goals can lead to burnout, dissatisfaction, and decrease in member engagement. A goal gives a clear understanding of ideas and responsibilities for group members. Essentially, it gives purpose and direction to the movement of your members.

To identify goals for your chapter, consider following this simple process at one of your first meetings:

1. **BRAINSTORM:** Gather together and record all ideas. Some chapters use chart paper and sticky



# Setting Goals

notes in meetings so that all participants are able to contribute their ideas. Remember, you are trying to include everyone so be sure that each person has a voice (i.e., sticky note). During this step, remember to not evaluate or criticize ideas. The goal of brainstorming is to cultivate members contributing as many ideas as possible.

- 2. NARROW FOCUS:** Openly discuss the ideas shared during the brainstorming phase. After, begin to collaboratively narrow the list to a more manageable and practical list. Perhaps you group each idea by the Aspiring Educator values (i.e., Educator Quality, Political Action, Racial and Social Justice, Community Engagement) or priority.
- 3. IDENTIFY GOALS:** Select two to three focuses for the current academic year. Then, write goal statements that lend to your group reaching the selected focus. They should be stated broadly at first and then narrow down to the details. Take a look at the SMART acronym below for guidance on writing effective goals.
  - Raise money . . . Add \$200 to our treasury by the end of the semester.
  - Sponsor speakers . . . We will sponsor educational guest speakers during the year.
- 4. SET OBJECTIVES:** Objectives are smaller steps necessary to achieve your goals. Essentially, objectives detail how you will reach a goal. To set objectives, follow the same guidelines for starting goals.
  - By the end of the semester, we will add \$200 to

our treasury . . . We will raise money by holding two bake sales.

- We will sponsor educational guest speakers during the year . . . Our group will host two speakers each semester.
- 5. ESTABLISH A TIMELINE:** Frame your ideas in the context of other goals—and your obligations as students—or they might fall by the wayside. Collaboratively pencil in dates on a calendar and discuss this with members. Once a calendar is confirmed, distribute a copy of it to each member.
  - 6. FOLLOW THROUGH:** Refer to your goals every time you meet to make sure you are remaining focused. If adjustments need to be made, feel free.
  - 7. INVOLVEMENT:** Involve as many members as possible in the process from brainstorming to when goals are actually accomplished. Involvement leads to commitment.

## SMART Goals

The SMART acronym is a guide to help you and your members establish realistic goals. Using the acronym in the goal setting process will help your chapter further clarify ideas, focus efforts, use time (and other resources) effectively, and achieve what your chapter wants. The acronym is depicted below and to support your chapter's efforts, two examples of SMART, goal setting template are included in this guidebook.



## Setting Goals (continued)

**S – Specific**

**M – Measurable**

**A – Action oriented (your goal is doing something)**

**R – Realistic**

**T – Timing and time frame (is the time right and when will it be accomplished?)**

- **SMART Goal Template**
- **Membership vs. Engagement** - What do you think is better? A large chapter with 100 members on its roster or a smaller chapter with 20 members who attend meetings, participates in the chapters initiatives, and shares the value of membership with other Aspiring Educators. More importantly, which chapter do you think will have more impact on its campus and steer members toward continued participation in our association?

Often, students at various institutions are required to show proof of portability insurance to engage in observation or student teaching. In efforts to meet these requirements, students will join professional associations such as the National Education Association or other teacher associations to reap the sole benefit of insurance. When this and like instances occur, we gain members who may not understand the full benefit of joining our association (e.g., additional benefits, professional development, community/network of educators, loan forgiveness). Additional members are good however, all chapters must ensure that these new members are engaged. Engagement can look different from chapter to chapter, and person to person however, it must start with communication. Consider how you communicate with potential and new members about every-

thing the association and your chapter has to offer. Think innovatively about including the passions and talents of others in your chapter work. There is a place for everyone in this association however, we must invite them in.



<b>Name</b>	
<b>Leader</b>	
<b>Performance Year</b>	

### How to use this template



$f(x) = \dots$   
A

## Executive Team Goal Setting Form

- This template is used to elaborate upon leader expectations and set performance goals. Expectations and goals should be established at the outset of tenure and at the beginning of every performance year.
- Performance goals/expectations describe specific and measurable outcomes that define success within the current role. They reflect key responsibilities and clarify the most important results that are to be accomplished. Performance goals/expectations should support the goals of the team and Faculty/Unit, are achievable within the performance year, and should meet SMART criteria.
- This template supports up to four expectations/goals; if you need more, please attach a separate document.
- After entering expectations/goals into this template, plan to revisit these throughout the year during your regularly. You may consult the President or advisor for additional support and feedback.
- Along with competencies, goals and expectations recorded on this template **can** be evaluated during the Annual Review by the leader and the President or advisor.

### Acknowledgement

**Job profile:** The President's and/or advisor's signature acknowledges that the job profile for this employee is accurate and identifies the core expectations that will be used to assess leader performance.

**Expectations & Goals:** The following signatures acknowledge that the goals and expectations described on this template can, in addition to the role profile and competency framework, be used to assess performance at the conclusion of the performance year

**Advisor/President Name:**

**Date:**

**Advisor/President Signature:**

**Leader Name:**

**Date:**

**Leader Signature:**

### Brief title for this expectation/goal

Enter text that describes what **actions** are required to achieve this expectation/goal. What **specific activities** are required to meet this expectation or goal?

Enter text that describes how the achievement of this expectation/goal is **measured**, such as deliverables, deadlines, or milestones. Over time, how will you know if the expectation/goal is on track or off-track, has been met, or has been exceeded?

## Executive Team Goal Setting Form (continued)

### Brief title for this expectation/goal

Enter text that describes what **actions** are required to achieve this expectation/goal. What **specific activities** are required to meet this expectation or goal?

Enter text that describes how the achievement of this expectation/goal is **measured**, such as deliverables, deadlines, or milestones. Over time, how will you know if the expectation/goal is on track or off-track, has been met, or has been exceeded?

### Brief title for this expectation/goal

Enter text that describes what **actions** are required to achieve this expectation/goal. What **specific activities** are required to meet this expectation or goal?

Enter text that describes how the achievement of this expectation/goal is **measured**, such as deliverables, deadlines, or milestones. Over time, how will you know if the expectation/goal is on track or off-track, has been met, or has been exceeded?

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Enter text that describes what **actions** are required to achieve this expectation/goal. What **specific activities** are required to meet this expectation or goal?

Enter text that describes how the achievement of this expectation/goal is **measured**, such as deliverables, deadlines, or milestones. Over time, how will you know if the expectation/goal is on track or off-track, has been met, or has been exceeded?

## IV. NEA Aspiring Educators Planning Guide

### Be SMART!

Specific	Measurable	Attainable	Relevant	Time-bound
<i>Who?, What?, When?, Where? Why?</i>	<i>How will we know when it is accomplished?</i>	<i>Can objectives pertaining to the goal be carried out? How?</i>	<i>How does this goal help you to meet your overall objective?</i>	<i>Completed/ milestones achieved by end of performance period</i>

	Goal 1:	Goal 2:	Goal 3:
<p><b>Define the goal.</b></p> <p>Create or enhance a specific event, project, or activity to implement in your program. Be actionable and realistic with the goal.</p>			
<p><b>Connect to Core Values.</b></p> <p>Align the project with one or more of the AE Core Values: Educator Quality, Community Engagement, Political Action, and Racial and Social Justice.</p>			
<p><b>Build a team.</b></p> <p>Describe how you'll recruit other members to join you for the project. Define how you'll distribute responsibilities.</p>			
<p><b>Collaborate with partners.</b></p> <p>Explain how you'll partner with internal (<i>ex: state affiliate, locals, ESP, higher ed, and NEA-Retired members</i>) and external partners (<i>ex: college faculty, P-12 school districts, community organizations, other public service unions, PTA</i>).</p>			
<p><b>Fundraise for resources.</b></p> <p>What resources are necessary to accomplish the goal? How will you build partnerships to fundraise necessary resources?</p>			
<p><b>How can NEA help the goal?</b></p> <p>What support, resources, or guidance can NEA provide to assist the goal?</p>			
<p><b>Additional Notes</b></p>			

Self-care represents activities we intentionally engage in to take care of our mental, emotional, and physical health. It appears simple, however, it is easy to overlook. Good self-care is key to improved mood and reduced anxiety. Engaging in self-care can promote our wellbeing and increase the quality of work you produce for your chapter. It's also key to a good relationship with oneself and others.

Self-care is NOT selfish. In fact, it is a useful strategy to ensure you stay refueled, and ready to work. How effective are you as a leader if you are sick or can not get along well with others? Additionally, your members will follow in your footsteps. Twenty-first century leaders must practice self-care if they truly believe their members should be doing the same.

Below are few strategies you can use to ensure you are your best as a leader:

- Make self-care your "normal"
- Get enough sleep



# Self-Care for Leaders

- Eat healthy foods
- Exercise frequently
- Be able to say “yes” and “no” to others
- Plan an exciting trip or activity
- Spend time outside
- Plan ahead
- Stay organized
- Read a book
- Schedule time for yourself

Make sure you as a leader are surrounding yourself with other leaders who don’t just practice their own self-care, but also encourage you to practice your own in your own way. Your support group of friends, advisors, and even members must be there to support you in your development of mental, emotional, and physical health.

## Meeting Preparation

Leadership Team Preparation
<ul style="list-style-type: none"><li>• Create visual aid to guide the meeting agenda</li><li>• Create a sign-in format for members</li><li>• Assign roles for the team (speakers, greeters, note-takers, etc.)</li><li>• If applicable, designate a point-person to greet a guest speaker</li></ul>



# Chapter Meetings

## Before Chapter Meetings

### Prepare Meeting Atmosphere

- Create a fun playlist for the start of the meeting
- If wanted, decide on snack ideas for the meeting
- Prepare fun, easy icebreakers for members
- Assign greeters to welcome all members

### Member Incentives

- Decide on any incentives or giveaways for members
- Prepare leadership or volunteer opportunities for engaged members
- If you need giveaways, contact your state affiliate to see what is available

### Things to Keep In Mind

- Designate a time for the leadership team to arrive
- Assign one team member to create a sign-in system for members
- Remind one team member to bring snacks (if applicable)

### Member Experience + Community Building

- Set up slide deck or visual aid to guide the meeting
- Make sure to have an activity or something to do as people are coming in- even signing up for events or following social media counts!
- Turn on upbeat, fun playlist
- Set up any membership incentives like raffles or give-aways

## Advertisement and Communication

### Two Weeks Before Meeting

*Announce date, any guest speakers or chapter activities.*

- Email
- Social Media
- GroupMe

## Before Chapter Meetings (continued)

### One Week Before Meeting

*Remind time and location, any guest speakers or chapter activities.*

- Email
- Social Media
- GroupMe
- Flyers, Posters, and Chalking

### Day of Meeting

*Remind location, let people know what to bring, and any incentives that will be at the meeting.*

- Remind 101/Text Reminders
- Flyers, Posters, and Chalking
- Email
- Social Media
- GroupMe

## Sample Meeting Communication Plan

### 1 Week Before Your Meeting/Event:

- Post the flyer on social media.
- Invite through your college's email and your organization's email.
- Your Education Department should be able to give you email addresses of the education students in the department. Inform them and invite them to the meeting.
- Do an email blast sending the meeting flyer and say "Come for a chance to win a prize!"

### 4 days Before the Meeting /Event

- Chalkify: Write your flyer advertisements in Chalk on the sidewalk. Take a picture of your advertisement. Ask people to find the advertisement on campus and you will repost their post. On social media, people enjoy being reposted and being thanked for being reposted.



### 3 days Before the Meeting/Event:

- Post a QR code on campus to promote your event.  
Here is a great website: <https://www.qr-code-generator.com/>
- Print out flyers and give them out to people on campus near high traffic areas like dorm rooms, eating areas, campus events and etc.
- Talk to people.

### 1 day Before the Meeting/Event:

- Advertise your flyer.

## Meeting Preparation

Stay Organized



## Meeting Tips

- Follow an agenda and share it with others in the meeting.
- Provide introductions of leaders in the organization.
- Explain the levels of unionism: Local, State, and National
- Provide examples of involvement.
- Meetings should be between 20 minutes to one hour; be sure to respect members' times and their other priorities.
- Provide opportunities for questions and interactive feedback.
- Allow for questions to be asked anonymously with tools like Polleverywhere.
- Offer to answer questions after the meeting in one-on-one settings.

**Always Keep Members in Mind**

### Meeting Title

**Meeting Date, Time, Location**





# Sample Meeting Agenda

## Meeting Objectives:

- By the end of the meeting, members will \_\_.

## Agenda:

- **Welcome and Introductions- Leader**
  - Leadership Team, Chapter Advisor, Special Guests, First-Timers
- **Ice Breaker/Community Builder- Leader**
- **Chapter/Union Introduction- Leader**
  - Quickly, each meeting should include some type of introduction to the union and your chapter for all new and returning members. You could extend this opportunity to non-leadership team members of your organization, too.
- **Guest Speakers Announcements- Leader**
  - If you have special guests who have come for a quick announcement, let them share first.
- **Chapter Updates- Leader**
  - If you have upcoming events, leadership opportunities, updates from the state or national organization, announce them in the beginning for people to hear and have time to think about or ask questions.
  - If you don't have anything upcoming, now is a time to ask open-ended questions and start the dialogue with members about what your chapter's goals are for the year and what you want to start planning.

- **Presentations/Professional Development/ Chapter Activity- Leader**
  - If you have an activity, presentation or professional development session, start after your chapter announcements have been shared. Keep in mind some people will leave early or come late, so make sure to have an officer in the back of the room during this session.
- **Chapter Incentives- Leader**
  - Chapter raffles, membership points, giveaways, or free membership announcements go here.
- **Call to Action- Leader**
  - Before members leave, what do they need to do? Sign up for the next event, follow on social media, bring a friend to the next meeting, etc.

## Leadership Team Responsibilities:

- **List each leader here and what they're responsible for. This will allow for more ownership of the meeting and provide an easy spot for all leaders to know how to prepare for the upcoming meeting.**

## Meeting Materials:

- **List all necessary materials here and who is responsible for them.**

## Meeting Title

### As you come in...

List some things members should do as they come in, like grab some food, complete the sign in sheet,



# Sample Meeting Slideshow

sign up for events, follow on social media, get to know a new member, etc.

## Overview of Meeting Agenda

- Briefly review the agenda and ask members if there is anything they think need to be added. That way, you can plan for additional items at the end.
- Let members know what time the meeting will conclude.

## Ice Breaker/Community Builder

- Provide any directions here, or add a cool picture or graphic.

## Chapter/Union Introduction

- Do a quick overview of what your chapter stands for, what your plans are for the year, why you're a member, etc.
- Include your core values, the membership umbrella, or other images here.

## Chapter Updates

- Events, leadership opportunities, state/national opportunities and how to sign up.
- Providing a [bit.ly/tinyurl](https://bit.ly/tinyurl) link or QR code on this

slide is very helpful.

## Presentations/PD/Chapter Activity

- Introduce your guest with a quick biography and picture here, provide instructions for the meeting activity, or enter in slides about a specific topic you want to discuss here.

## Wrap Up/Ending Announcements

- List everything the members should do before they leave here.
- Thank them for coming.
- Make sure to include your preferred communication tool here and how to find it (social media, text platform, email listserv, etc.).

**Ball Toss:** Use a light ball to toss it between members and have them introduce themselves.

- Use variations to incorporate small groups, different questions, remembering previous names, time competitions.



## Ice Breakers

**People Bingo:** Design a bingo sheet (or have everyone use their own paper) to encourage members to meet new people.

- Use variations to have members gain social media/phone numbers from other members.

**Secret Identity:** Ask members to write down famous people on sticky notes, then, everyone will go around asking yes/no questions to try to figure out who they are.

- Use variations to incorporate executive board members, adjectives, verbs, college professors.

**Skittles:** Give each member a handful of Skittles and have them answer random questions for each different color.

- Use variations by saying number of people for each color is dependent on number of colored skittles received or number of answers to give based on number of colored skittles received.

**Pick a Side:** Ask members questions and have them go to different sides of room depending on answer, then have them discuss answers with 2 people.

- Use variations to discuss education-related issues, holiday favorites.

**Speed Dating:** Randomly pair up members and have them discuss common interests for 30 seconds each, then switch.

- Use variations to discuss education-related issues, favorite classes.

**Minute Mysteries:** Split members up into groups of 3-5, and give each group a mystery to solve

- Use variations to discuss future classroom strategies and concerns.

**Paper Plate Artist:** Each member gets a marker and paper plate to hold on top of their head. Tell them to start drawing an image (ex: teacher writing on chalkboard—draw the ground, draw a chalkboard, draw a teacher, draw a clock on wall) and at the end, give points for each correct aspect (teacher on ground, teacher actually holding chalk).

- Use variations to draw different images.

**Chaos:** Use 3-4 light balls to toss between members, each member must say “thanks (previous name), my name is (\_\_\_), hey (next name)”, start timing and introduce more balls as they get faster.

- Use variations to insert hobbies/interests/majors after name.

## Meeting Preparation

### Post Meeting Communication



# After Meetings

- Send out a follow-up communication with members:
  - Thank them for coming
  - Provide a brief recap of the meeting and highlight any sign-ups/opportunities
  - Remind them of the next meeting time and location
- Send thank-you emails or notes to speakers (if applicable)
- Post on social media about your event and what happened to promote future events

## Team Debrief

- Discuss impressions of the meeting
- Brainstorm improvements for the next meeting
- Assign tasks for the next meeting



# Communication

## Making Your Chapter Known

### Partner with Your Institution's College of Education/ Education Department

As an Aspiring Educator, more than likely you are at an institution that has an academic program that is housed under an academic department for similar majors/ programs. Even if not, you may not be the only student interested in a career in education. In efforts to ensure that your college's dean, administrator, faculty, and staff are aware of your group's presence, it is best to reach out to the Office of the Dean and arrange a time to discuss with the Dean your group's establishment and goals. Furthermore, approaching the conversation with curiosity and willingness to collaborate with your college's current goals and aims could increase support from your college. Perhaps there is a college calendar or email system you utilize to get the word out about your chapter and events.

Another popular way to recruit new members is to arrange time with faculty to speak to their classes about your organization. We call these class raps. During this time, you could briefly share information related to member benefits and upcoming events. Faculty may also be interested in partnering to host specific events; be willing and open to discuss potential collaborations. Perhaps, they will incentivise their student with "extra credit" or "participation" for attending your events. See Class Rap Best Practices for more information.

At any moment that you find yourself sharing information about your organization in light recruiting members or making a presence on your chapter, be sure to share your "why." People want to understand and

connect to your motivation. Sharing your values and experiences make you relatable.

Below are additional ways that you can make a presence on your campus:

- **Orientation and Tabling** - Attend events such as new student orientation and major-specific orientations to make a good first impression with newer students. Tabling at these events and in high trafficked areas of your campus could yield new members. Remember non-traditional students too, like your international student office, transfer students, or daycares on campus.
- **Giveaways** - Offer incentives for prospective and new members to attend events and meetings. Everyone loves free gifts and food.
- **Consistent Presence** - Include on your chapter's calendar specific dates and events you would like to table on campus. Being consistent and strategic in selecting days to be present on campus could make a huge statement.
- **Know Your Student Body** - Every campus is different as various types of students may attend a particular institution. You and your chapter should consider your audience, or what type of students attend your institution. Below a few examples of types of students:
- **First-Year Student** - Students who are attending a post-secondary institution like yours for the very first time. They are new to the institution, its culture,

and offerings. Their needs may include: support navigating new systems/policies, understanding how things work, a sense of inclusion/support.

- **Transfer Student** - Students who are transferring to your institution after attending another one. These students typically come with credit hours and experience being on a college campus. Their needs may include: support navigating new systems/policies, understanding how things work on your campus, a sense of inclusion/support.
- **Non-traditional Student** - Students who are attending your institution but do not meet the norms of college students (e.g., older/younger students, employed students, students who live off-campus, students who have children, students enrolled in online programs, English language learners, etc.) Their needs may vary depending

on what makes them unique; your chapter would benefit greatly from asking them what their needs are and how they want to be supported.

- **Student Teachers** - Students who are typically towards the end of their academic plan of study and may spend time in a K-12 school setting. Their needs may include: sense of community/support, mentorship, practical strategies for navigating schools/classrooms, job search preparation, assistance understanding how to transition from a student member to an active member.

Class raps are a great way to recruit members because you can reach a large targeted and captive audience multiple times. You may want to target which classes you speak to by considering which professors you know, which classes have the most people in them or by which classes are most relevant to education.



# Class Rap Best Practices

- Class raps are short 2 minute speeches given before or after class. They are an excellent tool to not only get you and your members comfortable with speaking about NEA Aspiring Educators, but they are also one of the best ways to recruit, educate and gather aspiring educator support for your organization as well as individual events.
- Be prepared! Bring event flyers, sign-in sheets, membership forms, or fun recruitment giveaways!
- Work with your campus advisor on reaching out to professors.
- Email or meet with professors in advance to ask them if you can take 2 minutes of class time to tell students about the Aspiring Educators Program.
- Practice in chapter meetings, at home, or with a friend to make sure you get your talk down to just around 2 minutes.

## SAMPLE:

Hi! My name is \_\_ and I'm here to talk to you about NEA Aspiring Educators. We are a group of 50,000 college students preparing to be educators who are committed to supporting, developing, and empowering diverse aspiring educators to ensure students have high-quality educators, leaders and advocates in every public school. We are committed to our four core values that will elevate the education profession; educator quality, community engagement, political

action, and racial and social justice. On campus, we \_\_ (insert some of your best events, activities, or planned programs).

This is where you want to give them the “ask”:

- You will ask them to become a member and if they are not ready to become a member, give them a way to contact you or ask for their contact information, in which case you should have a contact sheet or contact cards for them to sign on.
- You may be asking them to come to an event or call a legislator, in which case, you should pass out a flyer or a reminder with the appropriate information.

Thanks for your time! We hope you are able to join our union family and professional network. Thank you Professor \_\_\_ for giving me the opportunity to speak with all of you. Hope to see you soon!

## Ideas for Posting on Social Media:

- **Follow other Aspiring Educator social media accounts to see what other groups are doing, provide solidarity and support:**
  - o NEA Aspiring Educators – Facebook
  - o neaaspiringed – Instagram
  - o Go Live...During meetings so online students or those who can't attend can see what's happening
  - o To make announcements about events or other subjects

# Digital Engagement

- Stream or live Tweet speeches from influential speakers
- **Facebook Specific Features:**
  - Use the events feature to create events for weekly meetings and other activities that your chapter or state is putting on.
  - Use Facebook Stories to interact with members...
    - Use polls to create a question that members can respond to with the option of two answers
- **Instagram Specific Features:**
  - Use Instagram Stories to...
    - Ask a question with a two-answer option
    - Ask me a question
      - This feature allows anyone to send you a question
      - Great for interacting with members and seeing what information they would like
    - Post a countdown to an event or deadline to turn in a form
    - View the NEA AE Instagram Stories for inspiration on how to use the story feature to keep information like a website.
- **Post Information about...**
  - Chapters:
    - Chapter meeting schedule
    - Statewide or national zoom call schedule
    - Information on chapter events
    - Information on upcoming conferences
  - State Program:
    - Statewide or national zoom call Schedule
    - Re-post from chapters in the





## Digital Engagement (continued)

- state so that members can see what other chapters are doing
- Information on state events, like conferences
- Information on what the leadership team is doing to represent the program
- o All Levels:
  - Membership Monday – feature a short blurb and picture of general members
  - At the beginning of the year, introduce your leadership team through postings (either group picture or like Membership Monday feature a short blurb and a picture for each leader on the team)
  - Education policy information
  - Resources that could be used in future classrooms
  - Social and racial justice resources
- o Postings can convey information from chapters, the state program or the national program

## Newsletters:

- Great way to send out information regularly to members
- Information could include (but not limited to)
  - ...
    - o Upcoming conference opportunities
    - o Upcoming events
    - o Reflection and pictures from a recent event or conference
    - o Sharing resources
    - o Reports
- Some groups use sites like MailChimp to send emails to many people at one time

## Newsletter Example:

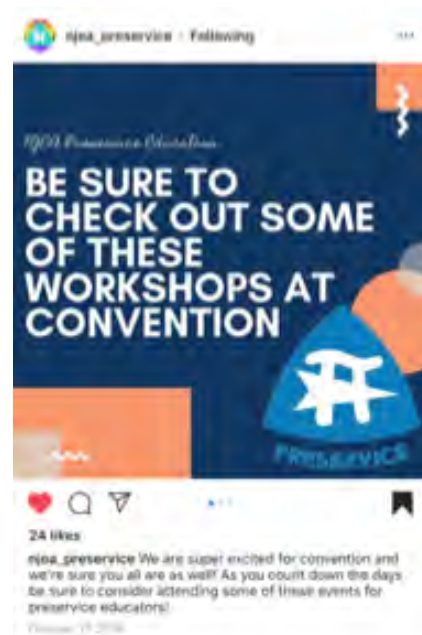




# Social Media Examples

## How to Create Social Media Post Flyers:

- Programs like...
  - Canva
  - Adobe Sparks
- Links can be helpful to provide in posts (like for a conference registration sign-up)
- QR Codes –
  - A way to include a link
  - You can look up several free QR code generators online that are easy to use!



# Social Media Examples (continued)





# Financial Information

## Dues:

- Each NEA state affiliate is different in how membership dues are collected but typically there are three levels of dues that a person pays depending on their career level, i.e.:
  - National level
  - State level
  - College/University level
- Chapter dues are important because they are what help bring in money to fund activities.
- Paying dues allow students to become members of the Aspiring Educator Program.
- Students usually do not have to pay for socials, banquets, or activities if they have paid their membership dues for their Aspiring Educator Program at their college/university.
- You can determine what you think your dues should be by talking to your board and your chapter.
- What do members get for paying dues?
  - Membership to the Aspiring educator Program
  - Access to professional development opportunities
  - \$1 million insurance coverage in liability and legal fees (good for student teaching, or practicum)
  - Discounts for a lot of places (restaurants, travel, amusement parks etc.)

## Creating a Budget:

- It is important to have a budget because you want to keep track of what your chapter is spending and what you are going to use your money for.
- It should reflect your chapter goals and plans for the year.
- Where are you going to get the money from?
  - The money is going to come from:
    - member dues
    - any fundraisers that you may have
    - grants
    - student government association on campus, etc.

The first thing you should do is:

- Calculate how much money you think you will need for various activities and meetings that you will do. For example, how much will you need for: Read Across America Day, leadership conferences, state Aspiring Ed conferences, national Aspiring Ed conference, monthly campus meetings, socials, etc.
- You can reach out to other chapters in the state to get estimates of what they spend on events to help in your budgeting
- Break it up by semester if possible, to make it easier for your board.
- Make sure that your treasurer goes to the training/ meetings that they are supposed to go to on campus.

## Fundraiser Ideas:

- Doublegood Fundraiser - Is a gourmet popcorn

## Financial Information (continued)

fundraiser where you get back 50 percent of the profit that you make. Chapters can make it a fun competition by seeing who can raise the most money.

- o <https://www.doublegood.com/>
- Yankee Candle - Your chapter will make a 40 percent profit from this fundraiser.
- Thirty-One Bags - Thirty-One makes great teacher bags and graduation gifts. You have to find a consultant close to your campus or one that is willing to come to your campus to show off some of the items that they sell. <https://www.mythirtyone.com/>
- Bake sale - members can make a variety of goods to sell at a table on campus, make sure to get approval from the student government on campus. Additionally, it's helpful to make some gluten free options, and have the ingredients list available at the bake sale.
- Tee Springs T-shirt sales - You can design your state shirts with your different logos and then sell them online for a certain price, then you will get a percentage back. You can sell them at meetings, conferences, or have a campaign online. You can also sell cups, mugs, stickers.
- Reaching out to local restaurants, they give you a percentage of money earned if people mention

your organization on a set day.

### Fundraiser Nights:

- Welcome Back Table or Party: When you return from a major break such as winter break, the first 2 weeks of school is a great time to talk to (n)ew students.
- Mentoring Program: Big & Little: For individuals, studies show that good mentoring can lead to greater chapter success. Organizations that embrace mentoring are rewarded with higher levels of member engagement, retention, and able to share more knowledge with the students in their chapter.
- A senior AE member will be partnered with a freshman based on similar interests.
- Door Prizes & Raffles: Everyone enjoys free things. If you set a member goal, you can reward new members who sign up.



# Scholarships, Awards & Grants

## Distinguished Educator Awards (DEA)

Each year the TEA Instruction and Professional Development Commission gives recognition to outstanding educators through our Distinguished Educator Awards (DEA). Since its inception in 1982, this program has honored classroom teachers, administrators, education support professionals and higher education faculty members for their outstanding service to the profession and to the students of Tennessee. Nominations must go through a rigorous selection process in order to be chosen for this honor.

We strongly encourage STEA chapters to submit a higher education faculty member nomination each year. In the DEA Higher Education category, there can be one statewide winner each year. All nominees must be a current member of the Tennessee Education Association and may be nominated by your STEA chapter, a TEA member, parent, student or school faculty member. The nomination packet must be submitted via the local STEA chapter or TEA local association president. Complete guidelines and the nomination form are available on the TEA website at [TNEA.org](http://TNEA.org). The deadline for completed nominations is February 2. Participating STEA chapters will earn 20 points toward the STEA Outstanding Chapter of the Year Award.

## Student Tennessee Education Association:

- \$2,000 scholarship awarded to the STEA president
- \$1,500 scholarship awarded to an STEA member
- Two \$750 scholarships awarded to STEA members

## Sons and Daughters

- \$1,000 scholarship to a TEA member's child who is a high school senior, undergraduate, or graduate student planning to major in education

## Future Teachers of America/Ed Rising

- \$1,000 scholarship to a high school senior planning to major in education

## Johnella Martin Memorial

- \$1,000 scholarship to a minority high school student planning to major in education

## Education Support Professional (ESP)

- \$1,000 scholarship is awarded to a currently employed ESP who is an undergraduate or graduate student enrolled in a Tennessee college or university and who is preparing to become a teacher.

## Al Mance Memorial

- \$1,000 scholarship is awarded to a to a male ethnic minority undergraduate or graduate student who is enrolled in a Tennessee college or university and who is preparing to become a teacher.

## Graduate

- \$1,000 scholarship to a graduate student

*Applications may be found at [TNEA.org](http://TNEA.org).*

## Don Sahli-Kathy Woodall Scholarships

## CREATE Projects Linked to AE Core Values

*“Through our core values we promote educator quality, community engagement, political action, and racial and social justice. Aspiring Educators become activists at all levels of the organization -- local, state, and national. NEA Aspiring Educators program provides opportunities to engage with community partnerships and foster leadership development.*

### When are they available? How do we submit?

NEA has a new web platform for submitting grants! You can access the application at <http://www.nea.org/grants/75317.htm>

There are TWO grant application dates in the coming academic year – October 1 and February 1.

### What are the topics for grants in 2020-2021?

Eligible categories for grants (up to \$2000 each) are aligned with Core Values of the Aspiring Educator Program:

**EDUCATOR QUALITY** – Projects involving preparation for professional practice, strengthening educator preparation programs, and/or support for career preparation and advancement

**COMMUNITY ENGAGEMENT** – Projects involving partnerships with P-12 schools, local organizations, and other community-based involvement

**POLITICAL ACTION** – Projects involving advocacy for policies, legislation, and political issues with an impact on education

**Racial and Social Justice** – Projects involving racial and social justice issues activism and/or that contribute to the development of aspiring educator knowledge, skills, and dispositions as culturally responsive educators

**ALL GRANTS** will be built on **your** specific objectives/desired outcomes. In addition, **every grant** must ad-

dress two targets (one or more elements of both):

- o Strengthen the AE Program: Promote the AE Program, increase AE membership, increase early educators’ involvement in the Association, support Aspiring Education leadership development, advance AE Program core values
- o Improve partnerships and educator preparation: Enhance collaboration, build stronger connections with NEA locals, strengthen connections between AE chapters and educator preparation providers, increase outreach to communities, and/or benefit students, schools, and/or their communities.

### Tips for success

- o Detailed responses are required for all questions. A good idea is to create complete answers using Microsoft Word, then paste the responses into the online form (Don’t assume that a small answer space on the web form means a short answer will be complete.)
- o Desired outcomes must be aligned with required targets. Make sure to highlight how your grant will be of particular value to *your* setting, advances the AE program, grows and supports membership, and improves the quality of educator preparation for our members.
- o Contact NEA staff with questions and to get feedback. Count on them as a resource for your tremendous work.



## Additional Resources

**Chapter Resources:** The following are resources that Aspiring Educators have used to develop their chapters.

- **Communication**

- **Remind:** Remind is a beneficial program for mass communication. The work team suggests that chapters use Remind for quick and easy text communication to each member's cell phone. Chapter leaders can send reminders before meetings, trainings, NEA webinars, and other Aspiring Educator events, and each member will receive an SMS text with the message from their organization.
- **Band:** Band is a social communication tool for organizations. While Band is efficient for distributing files, sharing calendars, and storing documents, it is difficult to connect and communicate with other members. The work team believes there are other resources that more adequately provide a communication venue.
- **GroupMe:** GroupMe has proven to be a valuable resource for national, state, and local communication. A very straightforward and simple group messaging app, users are able to send pictures, files, and polls to communicate with one another. This app does not require

a phone number or any other personal information. Compared to SMS messaging, the committee strongly encourages chapters to use GroupMe for leadership team communication.

- **MailChimp:** This service provides chapters the software to create emails, build websites, and setup automations creating an effective database to communicate with members. Uniquely, this resource allows leaders to see insights on their messages including how many recipients clicked links, viewed messages, and responded to data.

- **Chapter Organization**

- **Google Drive:** Google Drive remains one of the most used resources among chapters. Allowing leaders to store files, images, and links, there is unlimited storage and its capacity can be viewed from any device using only a Google login. It goes without saying that chapters could benefit greatly from a Google account and Drive.
- **TeamUp:** This program provides chapters and other teams a free, helpful, and organized calendar where members of a chapter can view upcoming events in a visually appealing calendar format. State affiliates are already using this program and



## Additional Resources (continued)

the committee feels very positively about TeamUp for chapter's organization and event communication needs.

- **Digital Design**

- **Canva:** Canva is a free design tool where Aspiring Educators have designed event announcements, professional development posters, and other necessary graphics. We implore chapters to utilize this resource to engage members with creative resources relevant to the chapter.
- **Adobe Spark:** Adobe Spark is a free design and videography tool. The committee does not advise chapters to use Adobe Spark for their video creating needs, however some chapters have had success using it to design graphics and flyers. This platform also provides users the opportunity to create videos and presentations but because of its outdated software, it is not ideal for these functions.

- **Social Media**

- **Facebook:** Facebook provides an easy way to make pages, groups, and events and get your message across to those around you. However, being a social media platform, chapters must acknowledge that not all members have accounts to this resource. The committee concludes that this be used as a supplemental resource but never as the sole communication platform for chapters.
- **Instagram:** Instagram provides an opportunity to create a profile with images, highlights, a regularly updated 24 hour story reel, and links in the biography. Chapters can also upload IGTV videos, go live for chapter events and meetings, and have an interactive story to promote two-way communication with their members.

- **Later:** Save time by scheduling posts across Instagram, Twitter, Facebook, and Pinterest at the same time—and easily optimize the image and caption for each one.

- **Virtual Meeting**

- **Zoom:** The committee suggests Zoom for all virtual meetings and events. National and state leadership teams have utilized Zoom for regular meetings connecting members from all geographical locations. Zoom also has a feature to utilize breakout rooms, which allow for more interaction and smaller group planning online. This is a very efficient method to keep members engaged when unable to meet in person.
- **Cisco Webex\*:** There are few other platforms besides Webex meetings — Webex training and Webex events. Training has break out rooms, Q&A function, and the trainer has full control over muting and unmuting participants. The events platform is up to 3,000 people and is very limited in terms of videos and interaction.

## STUDENT TENNESSEE EDUCATION ASSOCIATION CONSTITUTION

### ARTICLE I — NAME

Section 1 The name of this organization shall be the Student Tennessee Education Association (hereinafter referred to as the Student TEA), properly affiliated with the Student National Education Association. The state headquarters is located at 801 Second Avenue North, Nashville, Tennessee, 37201-1099. The national headquarters is located at 1201 Sixteenth Street, NW, Washington, D.C. 20036.

### ARTICLE II — PURPOSES

- Section 1 To interest capable men and women in education as a life-long career and to encourage selective standards for persons admitted to approved programs of teacher education.
- Section 2 To develop among college students preparing to be teachers an understanding of the teaching profession through active participation in the work of the local, state and national education associations.
- Section 3 To acquaint students preparing to teach with the history, ethics, organizations and policies of the local, state and national education associations.
- Section 4 To give students preparing to teach practical experience in working together and in working with local, state and national education associations on concerns of their profession and society.
- Section 5 To provide a forum for preparing-to-teach students to discuss their teacher education preparation and to have an impact upon the profession.

### ARTICLE III—AFFILIATION

- Section 1 The Student TEA shall be chartered under the direct authority of the Tennessee and National Education Associations. It shall be affiliated with the TEA Commission on Instruction and Professional Development (IPD) with the Student TEA president as a voting member of said commission.
- Section 2 This organization shall adhere to rulings and decisions of the Student TEA as it fits into the framework of the TEA Representative Assembly, Board of Directors and the Student NEA Representative Assembly.

### ARTICLE IV — MEMBERSHIP

- Section 1 Membership is designed for those students who plan to make education a career.
- Section 2 All students enrolled in an accredited college are eligible for membership in this organization. The college may be accredited by the State or regional agency or the National Council for the Accreditation of Teacher Education.
- Section 3 All members must maintain the same scholastic average required by the college for admission to and retention in its Teacher Education Program.
- Section 4 Membership is limited to persons who maintain membership in the local chapter and in the Student National Education Association.
- Section 5 Membership is limited to persons who have never been eligible for active membership in TEA/NEA.

### ARTICLE V — PARLIAMENTARY PROCEDURE

- Section 1 All proposed amendments shall be filed in the state office and with the secretary in writing one month prior to being introduced at an annual meeting.
- Section 2 The secretary shall inform the chapter presidents and advisors of all proposed amendments.
- Section 3 These articles shall be amended by a majority vote of the membership present at the Delegate Assembly meeting.

## STUDENT EDUCATION ASSOCIATION BYLAWS

### ARTICLE I — STATE OFFICERS AND THEIR DUTIES

- Section 1 The president shall preside at all meetings of the STEA, and serve as an official member of the TEA Board of Directors.  
He/she shall have the power to appoint committees, and shall serve as a voting member on the TEA Commission on Instruction and Professional Development (IPD), and shall attend the Student NEA Representative Assembly.
- Section 2 There shall be three vice presidents: one from East, Middle and West Tennessee. Each vice president shall serve as membership chairperson of their region, and serve as regional directors.
- Section 3 The secretary shall record the proceedings of all meetings of the STEA and of its Executive Board.
- Section 4 In the absence of a president, or vacancy of the president, the president-elect shall serve the remainder of the term.
- Section 5 In absence of a STEA officer, the remaining STEA officers shall appoint a replacement.
- Section 6 There shall be at least two ethnic minority members on the STEA Executive Board. If after the election of officers this requirement is not fulfilled, the delegates will then conduct an election to fulfill this requirement.
- Section 7 After the elections are conducted, if there is not a representative from a college with under 50 members, one will be elected to the board.
- Section 8 State officers shall be voting delegates to the STEA Spring Delegate Assembly.
- Section 9 President-elect will participate in state officer meetings and work with the current Student TEA president to preserve leadership continuity to the STEA.
- Section 10 President-elect shall attend the NEA Student Leadership Conference.

### ARTICLE II—EXECUTIVE BOARD

- Section 1 The Executive Board shall be composed of the elected officers of the STEA.
- Section 2 The Executive Board shall serve in the capacity of planner and coordinator for the work of the Student TEA. It shall consider proposed amendments.

### ARTICLE III — ELECTIONS

Section 1 Each local shall have an allotment of votes as designated in the STEA constitution. The local may have no more votes than its allocation. However, no person may cast more than one ballot.

Example: Union – Allotted 3 votes, 5 present, 3 votes cast

UTM – Allotted 4 votes, 2 present, 2 votes cast

Section 2 Votes will be allocated as follows:

1–75 members	=	3 votes	251–300 members	=	8 votes
76–100 members	=	4 votes	301–400 members	=	9 votes
101–150 members	=	5 votes	401–500 members	=	10 votes
151–200 members	=	6 votes	501–600 members	=	11 votes
201–250 members	=	7 votes	Over 600 members	=	12 votes

- Section 3 Students seeking an office may mail out literature about themselves at their own or their chapter's expense. This will be limited to three mail-outs.
- Section 4 There will be open nominations.
- Section 5 Each candidate will be given a total of three (3) minutes to present himself/herself. Candidate may use the time as she/he desires.
- Section 6 The election shall be by secret ballot.
- Section 7 Election shall be by majority vote (any number larger than 1/2 of the total). If a run-off is required, the two candidates receiving the largest number of votes will be in the run-off.
- Section 8 After all elections are conducted, if there are not two ethnic minority officers, an election will be held to fulfill this requirement. This position(s) will be that of Executive Board Member.
- Section 9 The STEA president-elect will be elected at the Spring Delegate Assembly.

### ARTICLE IV — DELEGATES TO NATIONAL REPRESENTATIVE ASSEMBLY

- Section 1 There shall be open nominations from the floor at the fall conference for delegates to the National Representative Assembly. Write-in nominations are to be sent to the state coordinator by December 15. The election shall be conducted by secret ballot sent to each school. Biographical information from each nominee is due to coordinator by December 15.
- Section 2 The number of delegates allowed shall be determined by the total membership as of March 15.

### ARTICLE V — DELEGATES TO TENNESSEE REPRESENTATIVE ASSEMBLY (TEA-RA)

- Section 1 The STEA shall be entitled to one delegate for each two hundred fifty (250) student members or major portion thereof based on the STEA membership as of March 15.
- Section 2 Nominations shall be made by STEA chapters. There shall be open nominations from the floor at the fall conference. Write-in nominations shall be submitted by December 15 to the state coordinator and bear the signature of the chapter president and advisor. All nominees must complete a Delegate Nomination Form.
- Section 3 The appropriate number of nominees receiving the largest number of votes shall be declared delegates. Successor delegates shall be chosen in the order of the number of votes received by those who were not elected.

### ARTICLE VI — TERM OF OFFICE

- Section 1 All elected officers shall assume their duties officially on June 1, following the spring assembly, with the exception of the president's term on the TEA Board, which shall be assumed on July 1.
- Section 2 A term shall consist of one school year.
- Section 3 An officer may be reelected for one term only.

### ARTICLE VII — MEETINGS

- Section 1 The annual convention and delegate assembly of the STEA shall be held in the spring.
- Section 2 The STEA shall hold a conference for officers and advisors in the fall.

### ARTICLE VIII — ADVISORS

- Section 1 The advisor(s) of the STEA/NEA organization must be a member of the United Education Profession.

### ARTICLE IX — DUES

- Section 1 All members of the STEA shall be required to pay annual dues as prescribed by the constitutions of the Tennessee Education Association, the Student NEA and the local chapter.

### ARTICLE X — COMMITTEES

- Section 1 Standing and special committees shall be appointed by the president as needed.
- Section 2 The president is an ex-officio member of all standing and special committees.

### ARTICLE XI

- Section 1 All items with STEA wording and/or logo sold at the STEA Assembly must have prior approval of the Executive Committee.

## West Tennessee

### STEA Vice President: Jakeeta Turner, University of Memphis

#### **Bethel University**

325 Cherry Avenue, EDU-DFAB, Room 106B  
McKenzie, TN 38201  
Fax: 731.241.0010

**Advisors:** Dr. Morgan Butler | butlerm@bethelu.edu | 731.352.4236  
Dr. Eric Lipford | lipforde@bethelu.edu | 731.352.6351

#### **Christian Brothers University**

Department of Education  
650 East Parkway South, Memphis, TN 38104  
Fax: 901.321.3299

**Advisor:** Dr. Christie Rodgers | crodger5@cbu.edu

#### **Dyersburg State Community College**

Jimmy Naifeh Center at Tipton Co.  
3149 Hwy 51 South, Covington, TN 38019  
Office: 901.475.3115 | Fax: 901.475.3131

**Advisor:** Dr. Melody Smith | smith@dsc.edu

#### **Freed-Hardeman University**

School of Education  
158 East Main Street, Faculty Box 40, Henderson, TN 38340  
Fax: 731.989.6139

**Advisors:** Ashley Bennett Estes | aestes@fhu.edu | 731.989.6076

#### **Jackson State Community College**

2046 N Pkwy, Jackson, TN 38301  
**Advisor:** Nancy Hickey | nhickey@jsc.edu | 731.424.3520, ext. 50394

#### **Lane College**

545 Lane Avenue, Jackson, TN 38301-4598  
**Advisor:** Dr. Cell Waller | cwaller@lanecollege.edu | 901.489.7540

#### **LeMoyne-Owen College**

Division of Education  
807 Walker Avenue, Memphis, TN 38126  
Fax: 901.435.1298

**Advisor:** Dr. Zina Parker | zina\_parker@loc.edu | 901.435.1278

#### **Southwest Tennessee Community College**

Macon Campus  
5983 Macon Cove, Memphis, TN 38134  
Fax: 901.333.5345

**Advisor:** Dr. Teresa Leary Jenkins | tjenkins18@southwest.tn.edu | 901.333.5483

#### **Union University**

1050 Union University Drive, Jackson, TN 38305-3691  
Fax: 731.661.5063

**Advisor:** Mandy Cates | mcates@uu.edu | 731.661.5295

#### **University of Memphis**

College of Education  
415B Ball Hall, Memphis, TN 38152  
Fax: 901.678.3881

**Advisors:** Dr. LaSheba W. Hilliard | l.hilliard@memphis.edu | 901.678.3419

Dr. Tammy Combs | tmcombs@memphis.edu | 901.678.3419

#### **University of Tennessee at Martin**

Educational Studies  
See room numbers below, Martin, TN 38238  
Fax: 731.881.1809

**Advisors:** Abbie McClure, MSED | amcllu11@utm.edu | 731.881.7143

Gooch Hall 239D  
Lauren Campbell | lcampb51@utm.edu | 731.881.7811  
Gooch Hall 240H

### Middle Tennessee

#### STEA Vice President: Janae Butler, TSU

**Austin Peay State University**

Claxton Building; Room 101B  
601 College Street, Clarksville, TN 37044

**Advisor:** Dr. Joanne Philhower | philhowerj@apsu.edu | 931.221.7767

**Belmont University**

School of Education  
1900 Belmont Blvd., JAAC, St. 5022, Nashville, TN 37212  
Fax: 615.460.5556

**Advisor:** Rachel Flynn | rachel.flynn@belmont.edu | 615.460.6505

**Columbia State Community College**

Williamson Campus FHUM 240  
Fax: 615.790.4405  
**Advisor:** Kirstin Davenport | kdavenport3@Columbiastate.edu  
615.465.5762

**Cumberland University**

School of Humanities, Education and the Arts  
1 Cumberland Square, Lebanon, TN 37087  
Fax: 615.217.5284  
**Advisor:** Dr. Cyndy Stone Allen | cstoneallen@cumberland.edu |  
615.547.1396

**Middle Tennessee State University**

College of Education  
1301 E. Main Street; Box 91, Murfreesboro, TN 37132  
**Advisor:** Angela Hooser | angela.hooser@mtsu.edu  
Dr. Kimberly Evert | kimberly.evert@mtsu.edu

**Motlow State Community College**

P. O. Box 8500, Lynchburg, TN 37352-8500  
No current advisor

**Nashville State Community College**

120 White Bridge Road, Nashville, TN 37209  
No current advisor

**Tennessee State University**

3500 John A. Merritt Blvd., Nashville, TN 37209  
**Advisors:** Dr. Nicole Arrighi | 204A Clay Hall | nkendall@tnstate.edu  
615.963.5482

**Tennessee Technological University**

College of Education  
Bartoo Hall, Room 326, Cookeville, TN 38505  
Fax: 931.372.6270  
**Advisor:** Chuck Craig, Ed. S. | ccraig@nttech.edu | 931.372.3078

**Trevecca Nazarene University**

School of Education  
333 Murfreesboro Road, Nashville, TN 37210  
Fax: 615.248.1597  
No current advisor

**University of Tennessee Southern**

Division of Education Johnston Center, Room 202  
433 West Madison, Pulaski, TN 38478  
**Advisor:** Dr. Tina Smith | tsmitt265@utsouthern.edu | 931.363.9849

**Vanderbilt University**

2201 West End Avenue, Nashville, TN  
No current advisor

**Volunteer State Community College**

1480 Nashville Pike, Gallatin, TN 37066-3188  
No current advisor

**Western Governors University — Tennessee**

501 Corporate Centre Drive, Suite 390, Franklin, TN 37067  
No current advisor

## East Tennessee STEA Vice President: Vacant

### Carson-Newman University

2130 Branner Avenue, Jefferson City, TN 37760  
Fax: 865.471.3475

**Advisor:** Dr. Rhonda Blevins | rblevins@cn.edu | 865.471.7140

### Chattanooga State Community College

Center for Education & Human Services  
7158 Lee Highway, Chattanooga, TN 37421  
Fax: 423.697.2586

**Advisors:** Christine Conn | christine.couch@chattanoogastate.edu | 423.697.2647  
Rebecca Aslinger | rebecca.aslinger@chattanoogastate.edu

### Cleveland State Community College

3535 Adkisson Drive, Cleveland, TN 37312  
No current advisor

### East Tennessee State University

Clemmer College of Education  
417 Warf-Pickel Hall, Johnson City, TN 37614  
Office: 423.439.7602 / Fax: 423.439.8362

**Advisor:** Scott Jenkinson | jenkinson@mail.etsu.edu | 423.439.7543

### King University

1350 King College Road, Bristol, TN 37620

**Advisor:** Randall Gilmore | ragilmore@king.edu

### Lee University

1400 Parker Street, Northeast Cleveland, TN 37311  
No current advisor

### Lincoln Memorial University

172 Courtney Circle, Cumberland Gap, TN 37724

**Advisor:** Sue England | sue.England@lmunet.edu | 423.869.6253 | Cell: 865.585.1818

### Milligan College

Area of Education & Certification Office,  
c/o Milligan Bookstore

1 Bowers Blvd., Milligan College, TN 37682

Fax: 423.461.3103

**Advisors:** Dr. Angela Hilton-Prillhart | anhilton-prillhart@milligan.edu | 423.461.8769  
Karen Presnell | kpresnell@milligan.edu | 423.461.8927

### Northeast State Community College

2425 Highway 75, Box 246, Blountville, TN 37617-0246  
Fax: 423.279.3683

**Advisors:** Mitzi Neeley | mineeley@northeaststate.edu | 423.354.2550  
Tricia Crawford | tcclark@northeaststate.edu | 423.354.5117

### Pellissippi State Community College

10915 Hardin Valley Road, Knoxville, TN 37933  
Fax: 865.539.7021

**Advisor:** Laura Lawson | lklawson@pstcc.edu | 865.694.6471

### Roane State Community College

276 Patton Lane, Harriman, TN 37748  
Office: 865.354.3000 ext. 4773

**Advisors:** Stacie N. Bradshaw | bradshawsn@roanestate.edu | 865.481.2000 ext. 4773

### South College

School of Education

400 Goody's Lane, Knoxville, TN 37922

Office: 865.288.8217

**Advisor:** Bonnie Buckland | buckland@southcollegetn.edu

### Tennessee Wesleyan College

Department of Education

204 East College Street, Athens, TN 37303

No current advisor

### Tusculum College

60 Shiloh Road, Greeneville, TN 37743

Office: 423.636.7300 ext 5032 / Fax: 423.798.1634

**Advisor:** Elizabeth "Betsy" Loveday | bloveday@tusculum.edu

### University of Tennessee at Chattanooga

School of Education

615 McCallie Avenue, Dept. 4154, Chattanooga, TN 37403

Office: 423.425.5376 / Fax: 423.425.5380

**Advisor:** Dr. Deborah A. McAllister | Deborah-McAllister@utc.edu

### University of Tennessee at Knoxville

Office of Professional Licensure

1122 Volunteer Blvd., Knoxville, TN 37996

Fax: 865.974.5781

**Advisor:** Laura Brown | lstetler@utk.edu | 865.974.8194

### Walters State Community College

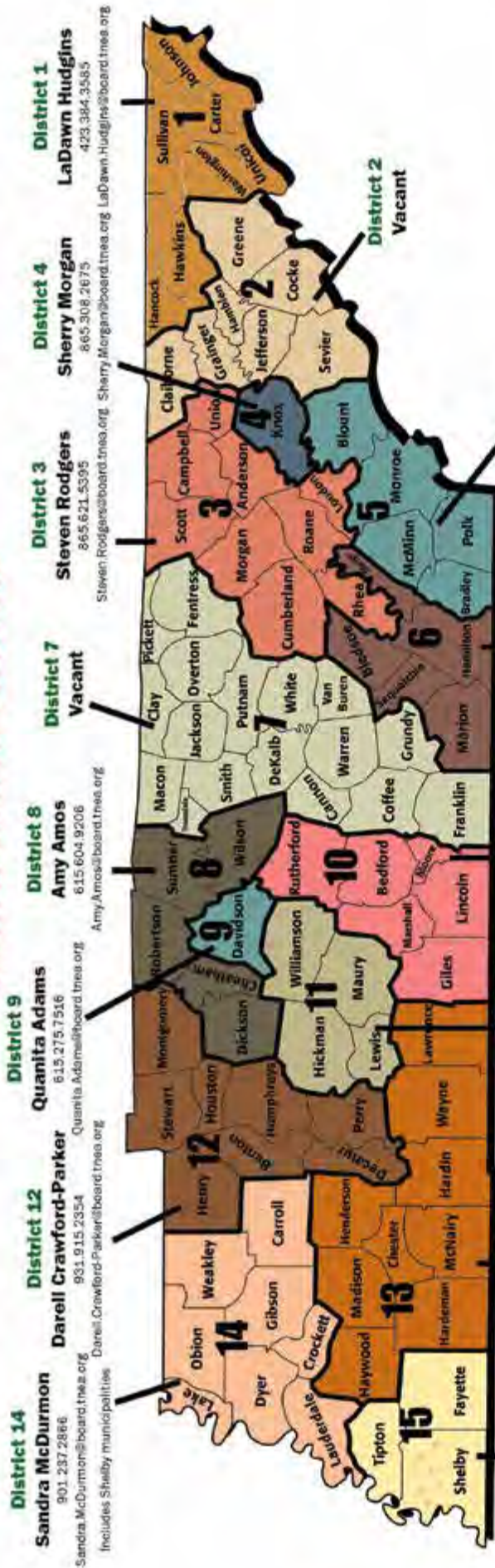
500 S. Davy Crockett Parkway, Morristown, TN 37814

Fax: 423.585.2640

**Advisors:** Dr. Cary Jenkins | cary.jenkins@ws.edu | 423.585.6761  
Dr. Lori Campbell | lori.campbell@ws.edu | 423.318.2776

# Board of Directors Districts

## Tennessee Education Association



**District 14**  
**Sandra McDurmon**  
 901.237.2866  
 Sandra.McDurmon@board.tnea.org  
 Includes Shelby municipalities

**District 12**  
**Darell Crawford-Parker**  
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 Darell.Crawford-Parker@board.tnea.org

**District 9**  
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**District 8**  
**Amy Amos**  
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**District 7**  
**Vacant**

**District 3**  
**Steven Rodgers**  
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 Steven.Rodgers@board.tnea.org

**District 4**  
**Sherry Morgan**  
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 Sherry.Morgan@board.tnea.org

**District 1**  
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**District 15**  
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**District 13**  
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**District 11**  
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**District 10**  
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**District 6**  
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**District 5**  
**Wendy Duncan**  
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**District 2**  
**Vacant**

**President**  
**Tanya I. Coats** ..... 615.388.7072  
 tcoats@tnea.org

**Vice-President**  
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**M-TN Dr. Janolyn King** ..... 615.203.5920  
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**W-TN Eugene Lockhart** ..... 901.299.6824  
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**Higher Education**  
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**State Special Schools**  
**Ginger Henderson** ..... 865.548.4615  
 Ginger.Henderson@board.tnea.org

**Black Classroom Teachers**  
**E-TN Darla Turner** ..... 865.936.0418  
 Darla.Turner@board.tnea.org

**M-TN Shella Hubbard** ..... 731.460.9550  
 Shella.Hubbard@board.tnea.org

**W-TN Neshelida Johnson** ..... 901.857.6042  
 Neshelida.Johnson@board.tnea.org

**New Teacher Member**  
**Haley Allen** ..... 270.350.8285  
 Haley.Allen@board.tnea.org

**ESP**  
**Joyce Gutierrez** ..... 615.417.2824  
 Joyce.Gutierrez@board.tnea.org

**STEA**  
**Darcy Brown** ..... 931.209.0983  
 Darcy.Brown@board.tnea.org

**Tennessee NEA Directors**  
**Randall Woodard** ..... 615.594.5632  
 Randall.Woodard@board.tnea.org

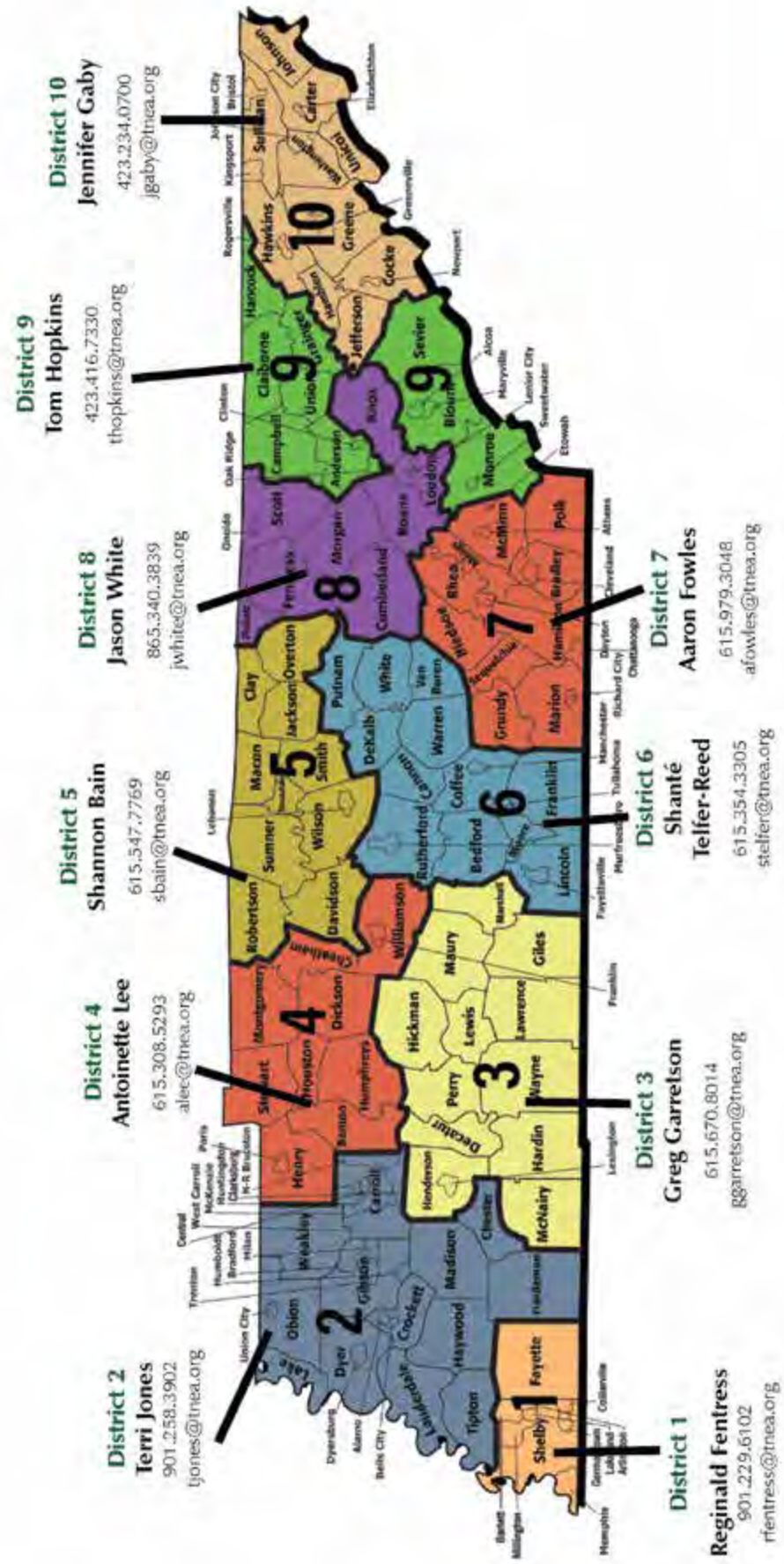
**Tiffany Reed** ..... 901.412.2759  
 Tiffany.Reed@board.tnea.org

**NEA ESP At-Large (Non-Voting Member)**  
**Jaqueline Burton** ..... 931.220.4384  
 Jacqueline.Burton@board.tnea.org

**TRTA & NEA-Retired (Non-Voting Member)**  
**Linda McCrary** ..... 615.699.2705  
 Linda.McCrary@board.tnea.org

# Uniserv Districts

## Tennessee Education Association



# Don't forget your rebate!

## NEA Aspiring Educator Rebate Application

Rebate of \$20 for each year you held an Aspiring Educator membership up to four years will be issued provided the following requirements are met:

1. 2023-24 must be your first year of educational employment and you must currently hold an NEA Active membership. Substitute members are not eligible for the rebate.
2. Previously you were an NEA Aspiring Educator member. Please do not submit an application if you have never held an Aspiring Educator membership.

*Verification of your membership and eligibility will be made by NEA and a rebate check will be mailed to the address on the application in August 2024. If your address changes before August 2024 please send the updated address to [studentrebate@nea.org](mailto:studentrebate@nea.org)*

*NEA will not contact you prior to mailing your rebate check unless additional information is required. PLEASE DO NOT SUBMIT MULTIPLE APPLICATIONS. This could delay processing.*





# Stay connected with STEA

## Engage with STEA on social media:

Don't just join the association! Make the most of your membership by connecting on social media and participating in STEA programs.



## Learn about association benefits:

Your membership provides scholarship opportunities, high quality professional development, liability insurance and more. To learn more, visit [TNEA.org](http://TNEA.org), [NEA.org](http://NEA.org), or contact Tommie Leaders, [tleaders@tnea.org](mailto:tleaders@tnea.org).



## Invite others to join:

Scan the QR code to sign up for the only association that prepares you for teaching and connects you to tens of thousands of aspiring educators nationwide.



# Former Student Leaders

## STEA Presidents

- 1974 Judy Price, Middle Tennessee State University, Murfreesboro  
1975 Cindy Allison, Carson-Newman College, Jefferson City  
1976 Linda Corwin Dyer, University of Tennessee at Chattanooga  
1977 Lulu Kurek Beasley, University of Tennessee at Knoxville  
1978 Patti Boyd, David Lipscomb College, Nashville  
1979 Cindy Sewell, Austin Peay State University, Clarksville  
1980 Sherry Duncan, University of Tennessee at Martin  
1981 Deborah Pardue, Austin Peay State University, Clarksville  
1982 Sandra Mantooh, Cleveland State Community College, Cleveland  
1983 Sandra Mantooh, Middle Tennessee State University, Murfreesboro  
1984 Jeffery Brown, Tennessee Technological University, Cookeville  
1985 Cindy Barnes, Tennessee Technological University, Cookeville  
1985-86 Danny Weeks, Austin Peay State University, Clarksville  
1986-87 Danny Weeks, Austin Peay State University, Clarksville  
Mary Mudroch, Tennessee Technological University, Cookeville  
1987-88 Amy Hood, Middle Tennessee State University, Murfreesboro  
1988-89 Abe Jeffers, University of Tennessee at Knoxville  
1989-90 Abe Jeffers, University of Tennessee at Knoxville  
1990-91 Debra Davis, Tennessee State University, Nashville  
1991-92 Suzanne Locke, Tennessee Technological University, Cookeville  
1992-93 Elizabeth S. Steverson, Maryville College, Maryville  
1993-94 Shawna Smith, University of Tennessee at Martin  
1994-95 Melissa Wall, University of Tennessee at Martin  
1995-96 Gregory Wright, University of Tennessee at Knoxville  
1996-97 Gregory Wright, University of Tennessee at Knoxville  
1998-99 Nicole M. Kendall, University of Tennessee at Martin  
1999-00 Lora E. Jenkins, East Tennessee State University  
2000-01 Jason Jacklet, University of Tennessee at Knoxville  
2001-02 Gladys Lake, University of Tennessee at Martin  
2002-03 Larry Derry, Walters State Community College  
2003-04 Larry Derry, Walters State Community College  
2004-05 Larry Proffitt, Tusculum College  
2005-06 Tracy Davis, East Tennessee State University  
2006-07 Nichole Brown, Middle Tennessee State University  
2007-08 R. Jermaine Coleman, Tennessee State University  
2008-09 Michael Hartman, University of Tennessee at Knoxville  
2009-10 Renata Rodgers, Lambuth University  
2010-11 Delvin Woodard, Tennessee State University  
2011-12 Caryce Gilmore, University of Tennessee at Martin  
2012-13 Marilaura Anderson, University of Tennessee at Martin  
2013-14 Parris Malone, Tennessee State University  
2014-15 David Johnson, Walters State Community College  
2015-16 Raymond Boyd, Tennessee State University  
2016-17 Kristina Standridge, Lincoln Memorial University  
2017-18 Mary Celeste Randall, Carson-Newman University  
2018-19 Savannah Huff, Tennessee Technological University  
2019-20 Rachel Duncan, Carson-Newman University  
2020-21 Derrick Sanders, Jr., Tennessee State University  
2021-22 Nikki Belcher, Lincoln Memorial University  
2022-23 Will Crawford, University of Tennessee at Martin  
2023-24 Alayna Collins, Lincoln Memorial University  
2024-25 Darcey Brown, University of Tennessee at Martin

## NEA Apiring Educators Chairperson from Tennessee

- 1960-61 Ben Flatt, Freed-Hardeman College, Henderson  
1981-82 Sherry Duncan, University of Tennessee at Martin  
1990-92 Abe Jeffers, University of Tennessee at Knoxville  
2008-10 R. Jermaine Coleman, Tennessee State University

## NEA Apiring Educators Board Members

- 1997-98 Greg Wright, University of Tennessee at Knoxville  
1998-99 Jason Jacklet, University of Tennessee at Knoxville  
1999-00 Nicole Kendall, University of Tennessee at Martin  
2002-03 Larry Derry, Walters State Community College  
2005-06 Tracy Davis, East Tennessee State University  
2012-13 Caryce Gilmore, University of Tennessee at Martin  
2020-21 CarVaughn Page, Tennessee State University



Student Tennessee Education Association