

Proposed Changes to the 2016-17 WEAC Governance Documents

The WEAC Governance Documents Committee had nine charges for the 2016-17 year.

1. Consider adding to the WEAC Resolutions or determine if the resolutions exist within current WEAC Resolutions: Vision for Public Education, Free Public Education, and Education for All
2. Reorganize current resolutions into the following categories (similar to that of the NEA)
3. Write or add Resolution language on the following topics: Education as a Career, The Teaching Profession, Professional Educator Preparation, Mentoring, Professional Development for Education Professionals, Evaluation of the Professional Educator, Teacher Competency Testing, Qualified Educational Support Professionals, Professional Development for Education Support Professionals, Time to Teach, and Accountability
4. Write language for WEAC Standing Rules, Constitution and Bylaws that refers any item that comes before the body at the Representative Assembly in regards to future RAs be automatically referred to the WEAC RA Planning Committee.
5. Develop a Standing Rule for the WEAC Representative Assembly regarding the use of social media during the assembly (January 15 deadline).
6. Review Standing Rule changes when submitted in accordance with Article X of the WEAC Constitution and Section 12 of the WEAC bylaws (January 15 deadline).
7. Review Constitution and Bylaw amendments when submitted in accordance with Article X of the WEAC Constitution and Section 12 of the WEAC Bylaws (January 15 deadline).
8. Individual committee members will commit to conducting 2-5 one-to-one conversations with new hires. Committee members will report out the one-to-one conversations by November 2016.
9. Individual committee members will encourage and promote union membership within their local and at their worksite. Committee members will report on membership by November 2016.

The following is a report of the proposed changes to the Governance Documents of the WEAC in accordance with charges 1 - 7.

Resolutions - Reorganization

In accordance with charge 2, The WEAC Governance Documents Committee reorganized the existing WEAC Resolutions into a format similar to that of the NEA Resolutions. The Governance Documents Committee is bringing forth the following recommendation for consideration by the 2017 WEAC Representative Assembly:

The reorganization of the resolutions **does** the following:

- Re-names the sections
 - Creates Sub-titles for each section
 - Re-letters & re-numbers every existing resolution
- **The letter/number designation in bold at the beginning of each title would be the new letter/number designation under the reorganization. The number/letter designation in parentheses at the end of each title is the existing letter/number designation in the WEAC Governance Documents.

The reorganization of the resolutions **does NOT**:

- Include any changes to the existing resolutions in title
- Include any changes to the existing resolutions in content
- Include any new resolutions

A. Serve as the State's Voice for Education

Promote Quality Education, Curriculum, and Assessment

- A1** -- Great Public Schools (A1)
- A2** -- The Basic Skills (B1)
- A3** -- DPI Practices (A16)
- A4** -- Education for Employment (A3)
- A5** -- Career and Technical Education (A4)
- A6** -- Distance Education and Virtual Schools (B15)
- A7** -- Telecommunications Technology (B16)
- A8** -- Achievement Gap / Society Gap (B50)
- A9** -- Learning Interventions (B3)
- A10** -- Class Size and Overcrowding (B37)
- A11** -- Early Childhood Education (B11)
- A12** -- Right to Read (B10)
- A13** -- Gifted and Talented (B9)
- A14** -- Diversity in Instructional Materials (B2)
- A15** -- Foreign Languages (B13)
- A16** -- Sex Education (B14)
- A17** -- Environmental Education (B17)
- A18** -- Driver Education (B19)

Promote Professional Excellence Among Educators

- A19** -- Technology in the Educational Process (C6)
- A20** -- Teacher Education Programs (B23)
- A21** -- PI-34 Support for Initial Educators (B21)
- A22** -- Education Support Professionals (B26)
- A23** -- Professional Development (B30)
- A24** -- Graduate School Admission and Programs (B25)
- A25** -- Associate Degree Programs (B45)
- A26** -- Education Employee Evaluation (C25)
- A27** -- Noncertified / Auxiliary Personnel (B27)
- A28** -- Effective School Management (B28)
- A29** -- Student WEA (C38)
- A30** -- Retired Education Employees (C39)

Ensure Professional Standards, Certification, and Licensure

- A31** -- Licensure / Certification (B20)
- A32** -- Professional Self-Governance (C24)
- A33** -- Professional Standards Council (B22)
- A34** -- Home Schools (A20)
- A35** -- Wisconsin Technical College System (A17)
- A36** -- License Renewal (C9)
- A37** -- Life Licenses (C10)

Promote Adequate and Equitable Funding of Public Education

- A38** -- School Takeovers (A2)
- A39** -- Decentralized Districts (A18)
- A40** -- School District Closings and Consolidations (B51)
- A41** -- Financial Support for Education (A12)
- A42** -- Tax and Economic Development Policies (A35)
- A43** -- Voucher Plans and Tuition Tax Credit (A13)
- A44** -- Parental Optional Plans (A15)

B. Promote Civil Rights and the Health and Welfare of Students

Promote and Protect Human and Civil Rights

- B1** -- Multilingual / Multicultural Education (A8)
- B2** -- World Peace (A10)
- B3** -- Public Policy on Welfare Reform W-2 Law - Educational Component (A14)
- B4** -- School Desegregation (A24)

- B5 -- Institutional Discrimination (A25)
- B6 -- Equal Rights Amendment (A26)
- B7 -- Citizenship Status (A30)
- B8 -- Elimination of Discrimination (A36)
- B9 -- Education of Students With Disabilities (B8)
- B10 -- American Indian Education (B18)
- B11 -- Human Relations Education (B24)
- B12 -- Human Relations (B46)
- B13 -- Gender Equity (B47)
- B14 -- Sexual Harassment (B48)
- B15 -- Accessibility for Persons With Disabilities (B49)

Promote The Health and Welfare of Students

- B16 -- Providing Resources for Disadvantaged and/or Students with Special Needs (A5)
- B17 -- Pupil and Other Support Services (A6)
- B18 -- Drug Education / Prevention Intervention Programs (A7)
- B19 -- Nonpublic School Closings (A19)
- B20 -- HIV / AIDS Guidelines (A23)
- B21 -- Support for the Family (A28)
- B22 -- Child Abuse (A29)
- B23 -- Student Work (A31)
- B24 -- Student Rights and Responsibilities (B4)
- B25 -- Student Bill of Rights (B5)
- B26 -- Student Discipline (B6)
- B27 -- Disruptive Students (B7)
- B28 -- Special Subject Education (B12)
- B29 -- Medication and Medical Services in Schools (B33)
- B30 -- Bullying (B42)

C. Protect the Rights and Freedoms of Educators

Promote Academic and Professional Freedoms of Educators

- C1 -- Teach More, Test Less (A22)
- C2 -- Assessment and Standardized Assessment (A21)
- C3 -- Academic Freedom (B29)
- C4 -- Grade Integrity (B34)
- C5 -- Scientific Creationism (A9)
- C6 -- Accountability (A11)
- C7 -- Professional Involvement (C18)
- C8 -- Site-Based Decision-Making (C16)

Protect the Rights of Educational Employees and Advance their Interests and Welfare

- C9 -- Political Rights (A27)
- C10 -- State Investment Board (A32)
- C11 -- Counterpart Coalitions (A33)
- C12 -- Public Sector Cooperation (A34)
- C13 -- Collaboration (B31)
- C14 -- Differentiated Staffing (B32)
- C15 -- Teacher Workload (B35)
- C16 -- Technology's Effect on Educator Workload (B36)
- C17 -- Teacher Preparation Time (B38)
- C18 -- Adequate Physical Facilities (B39)
- C19 -- Safe School Environment (B40)
- C20 -- Safety and Well-Being of Education Employees and Students (B41)
- C21 -- Professional Leave (B43)
- C22 -- Media (B44)
- C23 -- Annual Certification Elections (C1)
- C24 -- Good-Faith and Collective Bargaining (C2)
- C25 -- Meet and Confer (C3)

- C26 -- Individual Teacher Contracts (C4)**
- C27 -- Employee Handbooks (C5)**
- C28 -- Cyber-interaction (C7)**
- C29 -- Assignment Outside of Licensure / Certification (C8)**
- C30 -- Substitute Teachers (C11)**
- C31 -- Negotiations Objectives (C12)**
- C32 -- WTCS Staffing (C13)**
- C33 -- Educators in Federal and State Agencies (C14)**
- C34 -- Strike Breaking (C15)**
- C35 -- Subcontracting (C17)**
- C36 -- Teaching Staff Reduction (C19)**
- C37 -- Compensation for Student Needs Meetings (C20)**
- C38 -- School-Related Duties (C21)**
- C39 -- Retirement (C22)**
- C40 -- Retirement Military Service Credit (C23)**
- C41 -- Grievance Procedure (C26)**
- C42 -- School Calendar (C27)**
- C43 -- Bargaining Unit Membership (C28)**
- C44 -- Housing for Educators (C29)**
- C45 -- Religious Holiday Leave (C30)**
- C46 -- Competency Testing of Educators (C31)**
- C47 -- Basic Contract Standards (C32)**
- C48 -- Salaries and Benefits (C33)**
- C49 -- Infectious Diseases / Hepatitis B (C34)**
- C50 -- Equal Rights / Affirmative Action (C35)**
- C51 -- Membership Rights (C36)**
- C52 -- Defense of Education Employees (C37)**

**Upon passage of this reorganization and subsequent votes of the 2017 WEAC Representative Assembly, any new additions to the resolutions added by the decision of the 2017 WEAC Representative Assembly will result in a subsequent re-lettering/re-numbering of the resolutions above.

Resolutions - Proposed Changes to Existing Resolutions

In accordance with charges 1 and 3, and the past practice of the committee, the WEAC Governance Documents Committee is bringing forth the following recommendations for consideration by the 2017 WEAC Representative Assembly:

PLEASE NOTE: The letter/number designation for these resolutions is based upon the EXISTING resolutions documents so that you can appropriately reference material in the Resolutions Documents. If the reorganization passes, these letter/number designations would change.

- **A-1 Great Public Schools** (Replaces title and language with more extensive language regarding a Vision for Public Schools)
- **A-11 Accountability** (Amends language to provide clarity regarding shared accountability in direct proportion to shared decision making)
- **A-16 DPI Practices** (Amends language from children to students)
- **A-24 School Desegregation** (Amends language from children to students; eliminates a word that doesn't exist)
- **A-27 Political Rights** (Amends language for the purposes of gender inclusivity)
- **A-31 Student Work** (Amends language to make an action statement a belief statement)
- **A-33 Counterpart Coalitions** (Amends language to make an action statement a belief statement)
- **B-1 The Basic Skills** (Amends language for the purposes of gender inclusivity)
- **B-10 Right To Read** (Amends language for the purposes of gender inclusivity)
- **B-13 Foreign Languages** (Amends language to reflect current terminology)
- **B-23 Teacher Education Programs** (Amends language to make an action statement a belief statement; adds language to identify what teacher preparation programs should include)
- **B-26 Education Support Professionals** (Replaces language to strengthen the belief statement about the role of, and professional development for, ESP in the school system)
- **B-29 Academic Freedom** (Amends language for the purposes of gender inclusivity & eliminates restrictive language)
- **B-30 Professional Development** (Replaces language to strengthen the belief statement that details the need for and the purpose and definition of effective professional development)
- **B-37 Class Sizes and Overcrowding** (Amends language from children to students)
- **B-47 Gender Equity** (Amends language to make an action statement a belief statement)
- **C-34 Infectious Diseases / Hepatitis B** (Amends language for the purposes of gender inclusivity)
- **C-38 Student WEA** (Amends language to reflect name change of organization)
- **NEW B-2 The Teaching Profession**
- **NEW B-3 Education as a Career Choice**
- **NEW B-23 Mentor Programs**
- **NEW A-22 Time to Teach**

Existing A-1 (reorganized A1)

~~Great Public Schools~~ **Vision for Great Public Schools**

~~The WEAC believes that every student has the right to attend a great public school. This includes a commitment to equity and a core belief that every public school and every student can excel. In order to promote opportunity, equity, and excellence for all students, the WEAC believes that there is a shared responsibility amongst all education stakeholders~~

The WEAC believes free public education is the cornerstone of our social, economic and political structure and is of primary significance for the development of our moral, ethical, intellectual and multicultural values. The Association opposes any attempt to diminish a free public education.

The WEAC believes the State of Wisconsin is obligated to provide an effective public educational experience for all children from preschool through twelfth grade at public expense. The Association further supports expanding the scope of public education, to encourage lifelong adult education services without eroding any current programs.

The WEAC believes that local school districts, local education associations, and WEAC members should be allowed to experiment with and formalize new forms of instructional decision-making. The Association also supports educational innovations which will enhance student learning, and protect student and employee rights.

The WEAC believes that every child has the right to attend a great public school. To assure that opportunity, the members of the Council must solicit parent and community involvement to enhance public support for and maintain the quality of Wisconsin's public schools.

Existing A-11 (reorganized C6)

Accountability

The WEAC recognizes that the term "accountability" as applied to public education, is subject to varied interpretations. The Council believes that ~~school employees can only be accountable to the degree that they share responsibility in educational decision-making with legislators, other governmental officials, school boards, administrators, parents and taxpayers~~ educational decision-making is a responsibility shared by education employees, legislators, other governmental officials, school boards, administrators, parents and taxpayers. The Council believes education employees can be held accountable only to the degree that these other parties are also held accountable.

Existing A-16 (reorganized A3)

DPI Practices

The WEAC believes that the DPI should be highly supportive of improving the educational environment. The Council believes that the DPI should be a consistent advocate for education employees and ~~children~~ students.

The Council further believes the intent of legislative standards for education should be applied to schools directly managed by the State of Wisconsin.

Existing A-24 (reorganized B4)

School Desegregation

The WEAC recognizes that education employees have a professional responsibility to seek racial and socioeconomic integrated educational systems, where the individual rights of all are respected and where the cultural values and contributions of all segments of the community are acknowledged and appreciated. The Council further recognizes that discrimination and segregation are illegal and that education employees have an obligation, both as citizens and as public employees, to uphold the law.

Since the ultimate goal of racial and socioeconomic desegregation efforts is to provide the best educational experiences for all ~~children~~ students in the community, the Council endorses the following ~~desegregational~~ criteria:

- Any plans for restructuring school systems must overcome the effects of past discrimination and prevent the emergence of new patterns of racial and ethnic isolation.
- The burden of eliminating discrimination must not fall on the victims of discrimination.

While each school district should carry on recruitment programs to employ staff representing a wide range of racial, cultural, and ethnic identities, no one presently employed shall be dismissed or laid off in order to implement the program. School systems should take advantage of an increase in staff-student ratios to create smaller classes, increase instructional services, and provide supplementary services to students.

Education employees representing a wide range of racial, cultural, and ethnic identities should be employed, with appropriate status and responsibility, at all levels of authority both in individual schools and in school district offices.

Contract requirements in effect must be observed, and any modifications of existing practices or other actions affecting education employees such as protection of education employees' rights, including maintenance of existing standards, such as ' retirement,

tenure, transfer policy and layoffs must be negotiated. Involvement of all those affected is vital. Education employees, students, parents, and community representatives should have continuing information, involvement and input during planning implementation and evaluation. In-service education relating to their desegregation programs should be mandatory for all education employees.

Existing A-27 (reorganized C9)

Political Rights

The WEAC believes that every education employee has the right and obligation to be a politically active and informed citizen.

The Council recommends that written personnel policies guarantee all education employees full equality with other citizens in the exercise of those rights and responsibilities.

The Council believes that education employees and other citizens should promote better education by endorsing candidates for political office and/or participating in political campaigns. Education employees should refrain from exploiting the institutional privileges of their professional position to promote candidates or parties.

~~An~~ Education employees should be granted ~~a~~ leaves of absence from his/her their contracts when elected to a full-time public office.

Existing A-31 (reorganized B23)

Student Work

The WEAC believes that excessive or unusual working hours are detrimental to a student's intellectual performance and academic success.

The WEAC believes that ~~C~~ child labor laws need to be monitored, enforced, and strengthened by school boards, school staff, parent groups, business leaders and other community groups.

Existing A-33 (reorganized C11)

Counterpart Coalitions

The WEAC strongly endorses the establishment of coalitions with other public employee organizations. The Council ~~directs~~ believes its officers, and staff, and encourages its local affiliates, ~~to~~ should explore relationships with other public employee organizations and to establish counterpart coalitions at the local level that will contribute to the goals and programs of the NEA, the WEAC and its affiliates.

Existing B-1 (reorganized A2)

The Basic Skills

The WEAC believes that free public education must prepare ~~each~~ students to be a responsible citizens to the best of his/her their abilityies, to read literally and inferentially, write accurately and coherently, communicate orally, compute effectively, recognize the importance of natural and physical sciences to a technological society, and appreciate the aesthetic qualities of life.

Existing B-10 (reorganized A12)

Right to Read

The WEAC believes that ~~every~~ all students ~~has~~ have the right to read at the level of his/her their potential and should receive the proper instruction to attain this goal.

The Council encourages the state Department of Public Instruction, Local Associations and the Wisconsin Technical College System Board to take steps to accomplish the following:

1. District reading programs should reflect the needs of all students. Efforts should be made to meet the reading needs of students by classroom teachers, reading personnel and the district reading specialist.
2. Special reading classes and/or resource support within classrooms shall be made available to all students who are significantly deficient in reading achievement.
3. Each remedial reading class should be taught by a licensed reading teacher. Students taught in the remedial reading classes should receive all necessary support services to permit them to achieve to their potential.
4. Reading assessment of students should be made by a person qualified to determine reading ability.

Existing B-13 (reorganized A15)

Foreign World Languages

The WEAC believes that the study of at least one foreign world language for two years in middle/junior and senior high school should be part of the education of all public school graduates.

The WEAC further believes in the exposure to foreign world languages at the elementary level.

Existing B-23 (reorganized A20)

Teacher Education Programs

The WEAC ~~shall~~ supports the use of its resources and facilities to help determine the direction of teacher education programs by seeking Council approved representation on committees and advisory councils dealing with teacher education and certification.

The Council ~~shall~~:

1. Encourages s local associations to be involved in the formulation and implementation of all district plans for training intern teachers. Approved plans should include released time for cooperating teachers for the purpose of supervision.
2. ~~Offer guidance to~~ Encourages teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions, and to provide new kinds of education for those who are already certified but need to retrain in a new area.
3. Supports s at least 100 hours of early and continuing field experience designed to acquaint potential teachers with the role of the teacher and the nature of teaching be required of all students in teacher preparation programs.
4. Encourages s the State of Wisconsin to increase financing of clinical student teaching and pre-student teaching programs in order to provide increased and improved supervision by qualified classroom teachers and university supervisors.
5. Supports s that student teaching be a minimum of one full semester as determined by the school district calendar, not the college year, so as to include either the beginning or closing of school experience for student teachers.
6. Supports s that teacher education programs include a minimum of six observation hours of local association functions.
7. Supports the ~~Continue to~~ review of teacher education programs and ~~make~~ recommendations for improvement of clinical experiences by the Council and its affiliates.
8. Encourages s its affiliates to accept student teacher / intern members into the professional ranks during the course of the student teacher / intern learning experience. In the locals engaged in a job action, the Council encourages its affiliates to continue to allow the placement of student teachers / interns in members' classrooms and workplaces in order to meet graduation requirements.
9. Encourages schools not to assign pre-professional educators as substitute teachers during their student teaching experience.

The Council believes individuals completing teacher education programs should have:

1. A broad general education.
2. In-depth academic preparation in areas of specialization.

3. Mastery of the knowledge and skills necessary to perform their duties.
4. An understanding of their professional rights and responsibilities, including the NEA Code of Teaching Ethics.
5. An understanding of their rights and responsibilities in redefining and restructuring the curriculum to better serve student needs.

Existing B-26 (reorganized A22)

Education Support Professionals

The WEAC recognizes that Education Support Professionals members perform a variety of important responsibilities within the school setting. The Council encourages school districts to support and compensate ESP members for pursuing professional growth opportunities such as the WEA Professional Development Academy's ESP Certificate.

The WEAC believes that qualified Education Support Professionals are a vital resource and should be employed and retained to ensure the quality of education for all public school students. WEAC recognizes that Education Support Professionals perform a variety of important responsibilities within the school setting and should be compensated for pursuing professional growth opportunities. The Council also believes that Education Support Professionals should not be asked to assume the responsibilities of a licensed classroom teacher or to perform duties for which they have not received adequate training.

Existing B-29 (reorganized C3)

Academic Freedom

The WEAC believes academic freedom is the right of the learner and his/her one's teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student.

In order to achieve this, procedures must be established which guarantee that the professional staff has the right to select materials, methods, and strategies that it believes to be most appropriate without censorship or legislative interference.

Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Council further believes professional freedom includes the teacher's rights to evaluate, to criticize, and to advocate his/her for one's personal point of view concerning the policies and programs of the schools. This includes having the right and assuming the responsibility to report to appropriate agencies those local school district practices and policies which have a deleterious effect on the educational system or are in violation of state and federal laws and regulations.

The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

~~Further, the Council opposes legislatively or judicially mandated classroom curricula, textbook selection, or library/media resources.~~

Existing B-30 (reorganized A23)

Professional Development

~~The WEAC believes that professional development is comprehensive, intensive, and sustained professional learning opportunities that improve professional educators', education support professionals', and administrators' effectiveness in achieving continuous improvement in student academic performance.~~

~~To be most effective, professional learning opportunities shall include, but not be limited to, activities that are collaboratively developed, evidence and research based, content oriented, site specific, and aligned with course and program curriculum.~~

The WEAC believes that continuous professional development is required for all education employees to achieve and maintain the highest standards of student learning and professional practice. The Council also believes that professional development should—

- a. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site;
- b. Be incorporated into and aligned with (not added to) professional work expectations without sacrificing regular planning time for teachers;
- c. Be standards-referenced and incorporate effective practice, relevant data, and current research;
- d. Be supported by adequate resources;
- e. Respond to, refine, improve, and adjust the professional development according to the evaluation provided by the participants;

The Council also believes that professional development and continuing education serve as catalysts to recruit, retain, and promote qualified education professionals.

**Existing B-37 (reorganized A10)
Class Size and Overcrowding**

The Council believes that excellence in the classroom can best be attained by small class size. Small class size in regular education classrooms shall be identified as no more than 15 students, and a proportionately lower number in programs for students with special needs. Weighted class size formulas should be implemented to reflect the inclusion of exceptional students. Additional provisions should be made for a “student staff ratio” being introduced as a clarifier, enumerated in such a way as to include the following: 1) teachers; 2) administrators; 3) school counselors; 4) library media specialists; 5) specialists; 6) paraprofessionals; and 7) other auxiliary personnel.

The Council encourages employment of sufficient numbers of highly qualified licensed teachers to relieve overcrowding in classrooms to maintain excellence while providing sufficient special teachers in the areas of art, informational library media, guidance, music, physical education, and the teaching of ~~children~~ students with exceptional needs.

The Council deplors efforts by school boards to use the employment of paraprofessionals and auxiliary personnel as an excuse for increasing class size or to replace certified teachers. The Council also believes the Department of Public Instruction should withhold funds from districts that do so.

**Existing B-47 (reorganized B13)
Gender Equity**

The WEAC ~~shall assume leadership~~ believes its members should lead in ~~the promoting~~ promotion of gender equity for all educational programs. To achieve this end, the Council believes:

1. School systems must provide training to raise the level of awareness of all staff and administrators on the issue of sex bias.
2. Non-sexist language should be used by schools and education associations.
3. The Department of Public Instruction and the Wisconsin Technical College System Board should continue to develop programs to promote and ensure gender equity in school systems.
4. The WIAA should strive for gender equity in competitive sports in the areas of funding, facilities, officiating, and governance.

Existing C-34 (reorganized C49)
Infectious Diseases / Hepatitis B

The WEAC believes any employees who suspects that he/she they is are in danger of contracting hepatitis B in connection with his/her their work duties shall be inoculated against such disease at the employer's expense. Any employee who contracts an infectious disease such as hepatitis B while performing work-related functions and who loses work time as a result shall not be charged with sick leave for any work time lost.

Existing C-38 (reorganized A29)
~~Student WEA~~ Aspiring Educators of Wisconsin

The WEAC realizes a need to actively involve the ~~Student Wisconsin Education Association~~ Aspiring Educators of Wisconsin in all levels of the Association and encourages organizational efforts at all teacher preparation institutes in the state. The Council also believes that Active affiliates should encourage members to recommend ~~Student WEA~~ Aspiring Educators of Wisconsin and NEA student membership to all higher education students working in their classrooms during any part of a teacher preparation program. Emphasis should be given to pre-professional and leadership training. The Council believes that this will encourage student awareness of the value, responsibilities and structure of the United Education Profession.

NEW B-2 (reorganized A19)
The Teaching Profession

The WEAC believes that the teaching profession is a cornerstone of society.

The goal of the profession must be to provide the highest quality education to all students. To achieve this goal, the profession must be composed of individuals who meet the highest standards. These standards must be established, maintained, and governed by the members of the profession and must apply to recruitment, teacher preparation, induction, professional development, evaluation, practice, and accountability. Members of the teaching profession must assume expanded leadership roles and must have the time, resources, and decision-making authority to provide the highest quality instruction for each student.

The Council believes that the NEA Principles of Professional Practice define the knowledge, skills, and dispositions a quality teacher should possess.

NEW B-3 (reorganized A20)
Education As A Career Choice

The WEAC believes students should be encouraged to pursue a career in the field of education.

The Council supports the establishment of organizations involving students interested in the field of education as a profession. The Council believes that its affiliates should promote the establishment of such organizations at all age levels and encourage its members to serve as advisers.

The Council also believes that affiliates should strive to build cooperative relationships and partnerships with government, business, and community leaders to promote the field of education as a profession and as a vital component of every community.

NEW B-23 (reorganized A22)
Mentor Programs

The WEAC believes that mentor programs are a means of enhancing the professional expertise of employees and retaining quality educators. The Council believes affiliates should be actively involved in the mentoring process.

The Council further believes that the duties and responsibilities of all parties must be clearly defined and uniformly administered. Mentors must be selected through a defined process with articulated criteria, be properly trained and compensated, and be

provided with adequate time to fulfill their responsibilities. The state or local authority has the obligation to provide hold-harmless protection.

The Council believes that any documentation that results from the mentoring process must be confidential and the sole property of the person mentored and must not be included in the participant's personnel file. The Council also believes that any verbal conversations that result from the mentoring process must also remain confidential.

NEW A-22 (reorganized C1)

Time To Teach

The WEAC believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include, but are not limited to, a reasonable, carefully defined workload, a duty-free lunch period, space in which to work, access to telephones, adequate and appropriate office equipment, access to technology and resources, freedom from interruptions during instructional time, sufficient unencumbered planning time, time to evaluate student progress, and time for implementation of federal and state legislative requirements.

The Council also believes that, at all levels and in all disciplines, adequate common planning time should be provided during the student day for employees to design programs to meet the needs of students.