

## Proposed Amendments to the WEAC Resolutions

April 2018

### A-1 Vision for Great Public Schools

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~~ Council 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~~ students from preschool through twelfth grade at public expense. The ~~Association~~ Council 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~~ Council also supports educational innovations which will enhance student learning, and protect student and employee rights.

The WEAC believes that every ~~child~~ student 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. 17

### A-3 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 students. The Council supports regulations that would put licensed and practicing public school educators in DPI positions.

The Council further believes the intent of legislative standards for education should be applied to schools directly managed by the State of Wisconsin. 17

### A-5 Career and Technical Education

The WEAC believes that preparation of students for vocations and productive, satisfying employment is a basic goal of secondary and post-secondary education. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for youths and adults.

The Council further supports cooperative work and apprenticeship programs that involve the public schools as equal partners with government and private sector employment and training programs. These programs should supplement, ~~and~~ not supplant, the career and technical programs s provided in the public schools and technical colleges.

Further, the Council ~~reaffirms~~ affirms our belief that the most appropriate environment for high school students during regularly scheduled school hours is in public school system programs. The Council rejects attempts to manage our student populations as easily accessed pools of available labor. 15

### **A-16 Sex Education**

The WEAC believes comprehensive sex education that provides children and youth with factual knowledge appropriate to their age is basic to the development of healthy, well-adjusted individuals. ‡ The Council also believes that the public school must assume an increasingly important role in providing this instruction, beginning in the primary years, and that educators must be qualified to teach in this area.

The Council believes that all educators should be inserviced in the subject of sex education. Sex education units should be developed as one aspect of the health education curriculum. It is important that parents/guardians receive orientation regarding the content of sex education units. 15

### **A-19 The Teaching Profession**

The WEAC believes that the teaching profession is a cornerstone of society and that teaching is both an art and a science.

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 WEAC believes successful teaching requires more than content knowledge, but also requires a degree or certificate in education, the ability to relate to students, and intangible qualities that cannot be quantified and are subjective. These intangible qualities reflect the art of teaching and include, but are not limited to empathy, charisma, and an ability to nurture.

The Council believes that the NEA Principles of Professional Practice define the knowledge, skills, and dispositions a quality teacher should possess. 17

### **A-22 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. 17

### **A-23 Teacher Education Programs**

The WEAC 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 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. 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 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 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 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 that teacher education programs include a minimum of six observation hours of local association functions.
7. Supports the review of teacher education programs and recommendations for improvement of clinical experiences by the Council and its affiliates.
8. Encourages 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 work places 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. 17

### **A-24 ~~PI 34~~—Support for Initial Early Career Educators**

~~The WEAC believes PI 34 provides an effective framework for teacher licensing, but can only be effective if local school districts fully support educators involved in the process.~~ The Council believes it is the responsibility of the local districts to provide timely and appropriate mentors for initial early career educators. The Council further believes that local districts are responsible for supporting early career educators as they

move from a provisional license to a life license. Furthermore, the Council believes it is the responsibility of the local districts to provide support to initial educators in the process of writing, implementation and verification of their professional development plans.

~~The Council believes that school districts must adhere to the four requirements for school districts as stated by PI 34. The Council believes that school districts must provide: (1) ongoing orientation developed and delivered collaboratively by all parties involved in the process, (2) ongoing support seminars which reflect the appropriate standards for educators and the mission and goals of school districts, (3) a qualified mentor for each initial educator, and (4) an administrator for each initial educator's Professional Development Plan team.~~  
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### **A-26 Professional Development**

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; **and**
- e. **Respond to** Be refined, improved, and adjust**ed** the professional development according to the evaluations 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. 17

### **A-34 Licensure/Certification**

The WEAC advocates rigorous quality teaching standards such as those found in the NEA Principles of Professional Practice for entry into the teaching profession. As established by professional standards boards, these quality teaching standards must include each of the following concepts:

- high academic performance
- extensive clinical practice and field experience
- demonstrated knowledge of subject matter
- demonstrated knowledge of pedagogy, child development, and learning acquisition.

The Council asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every primary, secondary, and adult education public and private school. The Council believes that all states should offer appropriate pre-K licensure. No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

Assessments used to measure teacher skill, knowledge, and instructional competency must be valid, reliable and unbiased and should be included as only one element for licensure. The Council opposes licensure processes that lower or eliminate any of the standards outlined above, including “testing-only” approaches to teacher licensure.

The WEAC believes that these standards shall be developed beginning with input from licensed educators at the local level in collaboration with the Department of Public Instruction (“DPI”) rather than dictated by state legislators.

The WEAC believes that local implementation of district requirements for the Wisconsin licensure system should be determined through the collective bargaining process.

The Council is opposed to the provisional licensure/certification of individuals to fill teaching positions due to a lack of available qualified teachers.

The Council is opposed to the hiring or use of non-licensed or provisionally licensed/certified individuals to fill teaching positions or to provide supplemental services.

The WEAC is opposed to the licensure/certification and use of speech-language pathology assistants (SLPAs).

The Council further believes nontraditional routes to licensure and certification for those possessing a minimum of a baccalaureate degree should be designed to maintain rigorous and focused teaching standards which ensure that prepare the individual to become a licensed/certified teacher.

The Council also believes high standards in the profession can only be maintained through recruiting into the profession and retaining the most capable individuals available in our society.

The Council believes that licensed/certified teachers should provide the educational programming for clients over the age of 21 in the Centers for the Developmentally Disabled. ~~12~~

Whether individuals meet licensure standards should be determined by professionals who are able to observe individuals personally and provide direct feedback regarding the performance of individuals.

The Council believes any nonrenewal, revocation, or significant change to the licensure of an education employee should follow procedural and substantive due process. Licensure should not be impacted solely by a nonrenewal or termination of specific employment.

The Council also supports the periodic evaluation of licensure procedures to ensure that cultural, economic, gender, racial, and age biases are not perpetuated by the requirements for licensure.

### **A-39 License Renewal Notice of Background Check Requirement**

The WEAC recommends that the DPI send to all teachers in the State of Wisconsin notification of the fact that ~~their license to teach is due for renewal~~ they are required to submit the information necessary for DPI to complete a background check in order to maintain licensure. Included with the ~~renewal~~ notice should be an instructional brochure detailing how to ~~navigate the online system and an explanation of the requirements to~~

~~maintain licensure including fulfillment of continuing education requirements.~~ submit the required information. 15

#### **A-41 School Takeovers**

WEAC believes public schools should be accountable to locally elected school boards. ~~We~~ The Council views takeovers of schools by any other entities as attacks to destroy public education, which negatively impact the community. School takeovers result in privatization of public schools and create greater inequality and segregation with no discernible change in student outcomes. 16

#### **A-43 School District Closings and Consolidations**

The WEAC believes a fair and adequate system of school funding and taxation would reduce or eliminate the need for school district closings and consolidations. Schools and school districts are central to the social and economic vitality of communities, and a school funding system that maintains great schools in every community supports a vibrant society and a strong economy.

The Council believes all ~~children~~ students must continue to receive quality education when districts are dissolved, consolidated or reorganized. The Council believes school districts should consolidate or reorganize only when it is in the best academic interests of students and contributes to great public schools.

The Council believes that the bargaining rights of teachers and education support professionals must be retained in school districts that are dissolved, consolidated or reorganized. The terms of all employee collective bargaining agreements must be honored by the absorbing or new district. Changes to these agreements will be negotiated between the school district and their employee unions. 06

#### **A-46 Voucher Plans and Tuition Tax Credit**

The WEAC believes that voucher plans and tuition tax credits or funding formulas that have the same effect - under which pre-K through 12 nonpublic school education is subsidized by tax monies - undermine public education, reduce the support needed to adequately fund public education, and have the potential for racial, economic, and social segregation of ~~children~~ students. The Council opposes all attempts to establish and/or implement such plans. 99

#### **A-47 Parental Option Plans**

The WEAC supports innovation and alternative programs in public education. The Council believes that parents/guardians who choose nonpublic education for their children do so at their own expense.

The Council further believes that parental option plans in the public schools:

1. Shall provide fair and equitable access to a quality education for every student regardless of age, race, economic status, or disability;
2. Shall not violate contractual agreements or legal rights of education employees;
3. Shall not lead to racial or economic segregation;
4. Shall not encourage athletic or scholastic elitism;
5. Must be adequately funded and must not divert current funds from regular public school programs;
6. Must be staffed by licensed professionals;
7. Must meet the same standards for assessment and evaluation as regular public school programs. 94