



MASTER PLAN

Broward Teachers Union

Steward Leadership 2020

Chief: Saemone Hollingsworth, Office of Academics

Director: Angela Brown, Coaching and Induction

Contact: Dr. Fabian Cone, TPLG

Course Group Number: 10457636

Purpose:

The Mission of the Broward Teachers Union

To engage and empower members to improve their professional and personal lives through their collective voice.

Our Vision

United and empowered professionals leading the workforce of tomorrow!

Our core values define Broward Teachers Union through our actions and our beliefs.

- **Unity**
- **Integrity**
- **Empowerment**
- **Advocacy**

Our Strategic Goals

- Goal 1: Encourage involvement and membership expansion by developing opportunities for engagement in all facets of our union.
- Goal 2: Advocate for and promote fair and equitable compensation and a safe, healthy and respectful working environment.
- Goal 3: Provide quality leadership and professional development programs that expand and sustain our organizational capacity and diversity and advance the professional growth of our members.
- Goal 4: Develop and sustain close community partnerships and successful coalitions in order to impact and influence the political process with credibility and integrity.
- Goal 5: Serve as the professional voice of our members.

Needs Assessment:

The Broward Teachers Union Steward Leadership Master Plan is grounded in the organization's Mission, Vision, Core Values and Strategic Goals. At each level of our Steward Leadership development our participants will engage in a variety of activities to educate, develop, strengthen and empower their knowledge and abilities to become effective leaders within their school, community and state.

Overall Desired Outcome

All Broward Teacher Union Stewards at every Leadership level will engage in activities to help them achieve specific objectives and desired outcomes. As our Stewards move through the four levels of training, they will acquire the knowledge, skills and experience to carry out the numerous requirements need to be an informed and empowered union Steward. With this knowledge and information, school sites will become a place where teachers can focus on effective practices, collegiality and professionalism contributing to positive student growth and achievement.

Monitoring Piece

BTU will conduct the following activities to provide ongoing support and monitor the effectiveness of each of our Steward Leadership Development programs. Activities will be delivered through the following formats: expert presentations, listening activities, panel discussions, role playing, special projects, study groups, product creations, cooperative learning, role playing and reading.

- Stewards will attend monthly meetings where training will be provided on specific topics aligned with objectives.
- Stewards will be provided with extra support through additional meetings twice a month with their Area Coordinators.
- Stewards will have the opportunity to engage in two- way communication and support with their Field Representative, Organizers and peer Master Stewards.
- Online resources at be available on the BTU website.
- A Steward Support table will be set up at all Steward Trainings and Council Meetings to provide one on one support for activities and additional Steward questions. Graduate and Master Level Stewards will assist when available to provide additional support and mentoring opportunities.

Effectiveness

BTU will conduct the following to track and evaluate the effectiveness of activities and their impact on mastering desired outcomes.

- Surveys- surveys will be conducted once per semester.
- Field Staff, Organizers and Area Coordinators will have one on one conversations with participants and when applicable visit school sites to assess progress and if needed provide necessary support.
- Graduate and Master Level Stewards will serve as mentors to Basic and Advanced Stewards.
- Organizers and/or Field Staff Representative will check assignments/activities for completion and competency on an ongoing basis. When needed, support will be provided by Organizers, Field Representative, Area Coordinators or a Graduate or Master Level Steward.

Basic Steward Leadership

Outcome

Participants will begin the process to learn and practice the roles, responsibilities, and expectations of a BTU steward. Basic Stewards will focus this first year on contract awareness, communication, worksite committees, and basic procedures.

Objective

By the end of the school year Basic Stewards will be able to:

1. Gain an understanding of the contract and articles related to, but not limited to, the Steward Activities.
2. Identify the characteristics of functioning Faculty Council.
3. Develop a plan to establish a Faculty Council at worksite aligned with contract language.
4. Identify the characteristics of Professional Development Team
5. Develop a plan to establish a Professional Development Team at worksite aligned with contract language.
6. Identify strategies used to start building a leadership network.
7. List the characteristics of successful communication.
8. Identify the communication practices between BTU and employees at the work sites, which may include logs, calls, emails, and meeting minutes.
9. Identify a grip versus a grievance.
10. Describe the different roles and responsibilities of a steward. Reflect on the roles and responsibilities that had the greatest and least impact on your Basic steward practices.

Desired Outcomes and Performance Indicators

1. INDIVIDUAL: BASIC STEWARD LEADERSHIP			
1.1 DESIRED OUTCOME: The Steward will begin the process to learn and practice the roles, responsibilities, and expectations of a BTU steward. Basic Stewards will focus this first year on contract awareness, communication, worksite committees, and basic procedures.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

<p>The Steward will begin to learn the practices, roles, responsibilities, and expectations of being a BTU Steward. They will practice communication skills with members at their worksite. They will also learn the basic procedures and participate in committees that will enhance the membership of BTU. Finally, participants will be able to communicate with their worksite members regarding contract awareness.</p>	<p>The Steward will begin to learn the practices, roles, and responsibilities of being a BTU Steward. They will practice communication skills with members at their worksite. They will also learn the basic procedures and participate in committees that will enhance the membership of BTU.</p>	<p>The Steward will begin to learn the practices and roles of a BTU Steward while practicing communication skills with members at their worksite.</p>	<p>The Steward will begin to learn the practices of a BTU Steward.</p>
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1. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the basic steward. The expectation of the supervisor/administrator is that the basic steward is learning and implementing what is desired at their level of training. The supervisor/ administrator must comply with the rules and regulating of the Broward Teacher’s Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.</p>	<p>The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning what is required of them.</p>	<p>The Supervisor/ Administrator will oversee the training of the advanced steward.</p>

Data Collection Plan

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> Participant attendance through PL Management System 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor/Coordinator
	<ul style="list-style-type: none"> Participant surveys Observations 		
2. Participants' Learning	<ul style="list-style-type: none"> Embedded assessments (formative/summative) Informal Interviews Focus Groups Observations Self-Reflections/Attributes Survey 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor and/or Coordinator
3. Organizational Supports	<ul style="list-style-type: none"> District and School records of follow-up support provided to participants (look-fors) Informal Interviews Focus Groups, ie. Teacher Roundtables, Principal Roundtable Observations Self-Reflections Retention Rate 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor and/or Coordinator District and School Program Administrators

4. Participants' Practice	<ul style="list-style-type: none"> • Teacher Evaluation Results • Informal Interviews • Focus Groups, ie. Teacher Roundtables, Principal Roundtable • Observations • Surveys • Self-Assessments and Reflections 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Assessment Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor and/or Coordinator • District and School Program Administrators
5. Student Outcomes	<ul style="list-style-type: none"> • District Assessment • Common Formative Assessments • Culminating Task Student Artifacts • Student Performance on Statewide Assessments as measured by VAM • Student Performance by Subgroup 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Assessment Review • Quarterly Report • Mid-Year and End of the Year White Paper Report • End of the School Year Annual Review of Student Growth and Achievement 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor and/or Coordinator • District and School Program Administrators

Advanced Steward Leadership –

Outcome

Stewards will continue in gaining comfort and familiarity with the contract and roles and responsibilities of a second year Steward. They will begin practicing the one-on-one approach to assess members and non-members and will use this information to build union membership. Stewards will continue to build a cohesive team in each worksite that focuses on the mission of improving student achievement. They will assist in building a consensus on issues that impact teacher retention, recruitment, and rewards for performance and other critical components of school reform.

Objective

By the end of the school year, 2/3 of affected faculty participants will build a consensus at each work site on the school improvement initiatives. Validation will be measured by teacher grades assessments registered on report cards. They will validate student achievement measurements that can be used to judge the effectiveness in addition to standardized tests. Stewards will conduct a faculty council vote of faculty members to see if initiatives have been reached. Expectations include strong support for the collection of ideas for accessing student achievement other than standardized tests.

By the end of the school year Advanced Stewards will be able to:

1. Gain an understanding of the contract and articles related to, but not limited to, the Steward Activities.
2. Help to build a consensus at the worksite on the school improvement initiatives that will be promoted to present to the Faculty Council and/or School Improvement Team. Emphasis should be based on student achievement measurements that can be used to judge the effectiveness in addition to standardized tests.
3. Help facilitate possible solutions to issues discussed at Faculty Council.
4. Identify strategies used to start building a worksite leadership network.
5. List the characteristics of successful communication.
6. Compare and contrast a gripe with a grievance process.
7. List the characteristics to facilitate an effective grievance process.
8. Identify and Improve communication between BTU and employees at the work sites.
9. Describe the different roles and responsibilities of an Advanced Steward. Reflect on the roles and responsibilities that had the greatest and least impact on your steward practices.

Desired Outcomes and Performance Indicators

2. INDIVIDUAL: ADVANCED STEWARD LEADERSHIP			
2.1 DESIRED OUTCOME: Stewards will continue in gaining comfort and familiarity with the contract and roles and responsibilities of a second year Steward.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

<p>Participants will be able to begin practicing the one-on-one approach to assess members and non-members and will use this information to build union membership.</p> <p>Participants will also be able to build a consensus at the worksite on the school improvements initiatives that will be promoted to present to the Faculty Council and/or School Improvement Teams.</p> <p>Participants will be able to find solutions to issues discussed at the Faculty Council meetings.</p> <p>Participants will identify strategies used to start building a worksite leadership network.</p> <p>Participants will be able to compare and contrast a gripe with a grievance process and list the characteristics of it.</p>	<p>Participants will be able to begin practicing the one-on-one approach to assess members and non-members and will use this information to build union membership.</p> <p>Participants will also be able to build a consensus at the worksite on the school improvements initiatives that will be promoted to present to the Faculty Council and/or School Improvement Teams.</p> <p>Participants will be able to find solutions to issues discussed at the Faculty Council meetings.</p> <p>Finally, participants will identify strategies used to start building a worksite leadership network.</p>	<p>Participants will be able to begin practicing the one-on-one approach to assess members and non-members and will use this information to build union membership.</p>	<p>Steward will be limited in their ability to learn the practices and roles of the Broward Teacher's Union Steward.</p>
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2. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the advanced steward. The expectation of the supervisor/administrator is that the basic steward is learning and implementing what is desired at their level of training. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher's Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them. The Supervisor/Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning what is required of them.	The Supervisor/ Administrator will oversee the training of the advanced steward.

Data Collection Plan

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> Participant attendance through PL Management System 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor/Coordinator

	<ul style="list-style-type: none"> Participant surveys Observations 		
2. Participants' Learning	<ul style="list-style-type: none"> Embedded assessments (formative/summative) Informal Interviews Focus Groups Observations Self-Reflections/Attributes Survey 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor and/or Coordinator

3. Organizational Supports	<ul style="list-style-type: none"> • District and School records of follow-up support provided to participants (look-fors) • Informal Interviews • Focus Groups, ie. Teacher Roundtables, Principal Roundtable • Observations • Self-Reflections Retention Rate 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads Department Supervisor and/or • Coordinator District and School Program Administrators
4. Participants' Practice	<ul style="list-style-type: none"> • Teacher Evaluation Results • Informal Interviews • Focus Groups, ie. Teacher Roundtables, Principal Roundtable • Observations Surveys Self-Assessments and Reflections 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Assessment Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor and/or Coordinator District and School Program Administrators

5. Student Outcomes	<ul style="list-style-type: none"> • District Assessment • Common Formative Assessments • Culminating Task Student Artifacts • Student Performance on Statewide Assessments as measured by VAM • Student Performance by Subgroup 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Assessment Review • Quarterly Report Mid-Year and End of the Year White Paper • Report End of the School Year Annual Review of Student Growth and Achievement 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor and/or Coordinator • District and School Program Administrators
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Graduate Steward Leadership -

Outcome

Stewards will be introduced to appropriate grievance writing skills. They will develop a written grievance as a culminating activity by the end of the school year. Stewards will follow a problem through a step-by-step process of effective problem solving. Stewards will be introduced to a variety of problem-solving analysis and decision-making techniques.

Objective

By the end of the school year, stewards will increase their knowledge of the contract in an effort to alleviate workplace grievances and to enhance positive union/administration relationships at the work site.

By the end of the school year Graduate Stewards will be able to:

1. Gain a deeper understanding of the contract and articles related to, but not limited to, the Steward Activities.
2. Develop a written level one grievance.
3. Identify strategies *and* possible leaders to start building and or increasing worksite leadership network.
4. List the characteristics of successful communication.
5. Describe and develop a membership drive plan that includes timelines for implementation.

6. Identify and Improve communication between BTU and employees at the work sites
7. Describe the different roles and responsibilities of a Graduate steward. Reflect on the roles and responsibilities that had the greatest and least impact on your steward practices.

Desired Outcomes and Performance Indicators

3. INDIVIDUAL: GRADUATE STEWARD LEADERSHIP			
3.1 DESIRED OUTCOME: By the end of the school year, stewards will increase their knowledge of the contract in an effort to alleviate workplace grievances and to enhance positive union/administration relationships at the work site.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

<p>The Steward will be able to list the characteristics of communication.</p> <p>The Steward will also be able to identify strategies and possible leaders to start building and increasing worksite leadership network.</p> <p>The Steward will be able to improve communication between the Broward Teacher's Union and employees at their worksite while creating a plan for a membership drive and implementing it.</p> <p>The Steward will have a deeper understanding of the contract and can show this knowledge through an explanation of their responsibilities.</p> <p>Finally, the Steward will be able to develop a written level one grievance.</p>	<p>The Steward will be able to list the characteristics of communication.</p> <p>The Steward will also be able to identify strategies and possible leaders to start building and increasing worksite leadership network.</p> <p>The Steward will finally be able to improve communication between the Broward Teacher's Union and employees at their worksite while creating a plan for a membership drive and implementing it.</p>	<p>The Steward will be able to list the characteristics of communication.</p> <p>The Steward will also be able to identify strategies and possible leaders to start building and increasing worksite leadership network.</p>	<p>The Steward will be limited in their ability to learn the practices and roles of the Broward Teacher's Union Steward.</p>
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3. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the Graduate S The expectation of the supervisor/administrator is that the Graduate Steward is learning and implementing what is desired at their level of training. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher's Union.

LEVEL 4

LEVEL 3

LEVEL 2

LEVEL 1

The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning what is required of them.	The Supervisor/ Administrator will oversee the training of the advanced steward.
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Data Collection Plan

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> Participant attendance through PL Management System 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor/Coordinator

	<ul style="list-style-type: none"> Participant surveys Observations 		
2. Participants' Learning	<ul style="list-style-type: none"> Embedded assessments (formative/summative) Informal Interviews Focus Groups Observations Self-Reflections/Attributes Survey 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor and/or Coordinator

3. Organizational Supports	<ul style="list-style-type: none"> • District and School records of follow-up support provided to participants (look-fors) • Informal Interviews • Focus Groups, ie. Teacher Roundtables, Principal Roundtable • Observations • Self-Reflections Retention Rate 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads Department Supervisor and/or • Coordinator District and School Program Administrators
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5. Student Outcomes	<ul style="list-style-type: none"> • District Assessment • Common Formative Assessments • Culminating Task • Student Artifacts • Student Performance on Statewide Assessments as measured by • VAM Student Performance by Subgroup 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Assessment Review • Quarterly Report Mid-Year and End of the Year White Paper • Report End of the School Year Annual Review of Student Growth and Achievement 	<ul style="list-style-type: none"> • Staff Developers • Department Leads • Department Supervisor and/or Coordinator • District and School Program Administrators
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Master Steward Leadership -

Outcome

Stewards will continue to develop skills in working on grievances, by studying the dos and don'ts of actual grievances. Stewards will have a major role in grassroots organizing, learning about membership recruitment, and developing presentation skills. Master Stewards will serve as mentors to junior Stewards and potential leaders.

Objective

Stewards will possess knowledge of the grievance procedure and act a representative at informal level of grievances. They will continue to learn about liability and related issues.

By the end of the school year Master Stewards will be able to:

1. Stewards will continue to gain a deeper understanding of the contract and articles related to, but not limited to, the Steward Activities and put this knowledge into practice during worksite grievances.
2. Identify key characteristics and workplace factors influencing leadership behaviors.
3. Identify factors that promote or hinder individual growth and development in leadership.
4. Stewards will identify the ways in which relations with peers influence leadership development.
5. Analyze the relationship for leaders between communication and problem solving.
6. Identify the roles of leaders in the workplace.

7. 7. Identify skills of leaders.
8. Identify sources of support systems available to leaders.
9. Identify and develop short-term and long-term and long-term goal setting for developing and maintain leadership characteristics.
10. Recognize examples of the role leaders play in the workplace.
11. Recognize the role of leadership in education, government and Politics.

Desired Outcomes and Performance Indicators

4. INDIVIDUAL: MASTER STEWARD LEADERSHIP			
4.1 DESIRED OUTCOME: By the end of the school year the Steward will possess knowledge of the grievance procedure and act as a representative at informal level of grievances. They will continue to learn about liability and related issues.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

<p>The Steward will be able to continue to gain a deeper understanding of the contract and articles related to Steward Activities and worksite grievances.</p> <p>The Steward will be able to identify key characteristics and workplace factors influencing leadership behaviors.</p> <p>The Steward will be able to identify factors that promote or hinder individual growth and development in leadership.</p> <p>The Steward will be able to identify the skills of a leader and identify support systems that are available to leaders.</p> <p>The Steward will identify and develop short-term and longterm goal setting for developing and maintain leadership characteristics.</p> <p>Finally, the Stewards will be able to recognize the role of leadership in education, government, and politics.</p>	<p>☒The Steward will be able to continue to gain a deeper understanding of the contract and articles related to Steward Activities and worksite grievances.</p> <p>The Steward will be able to identify key characteristics and workplace factors influencing leadership behaviors.</p> <p>The Steward will be able to identify factors that promote or hinder individual growth and development in leadership.</p>	<p>The Steward will be able to continue to gain a deeper understanding of the contract and articles related to Steward Activities and worksite grievances.</p> <p>The Steward will also be able to identify key characteristics and workplace factors influencing leadership behaviors.</p>	<p>The Steward will be limited in their ability to learn the practices and roles of the Broward Teacher’s Union Steward.</p>
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4. SUPERVISOR/ADMINISTRATOR

DESIRED OUTCOME: The supervisor/administrator will oversee the training of the advanced steward. The expectation of the supervisor/administrator is that the basic steward is learning and implementing what is desired at their level of training. The supervisor/administrator must comply with the rules and regulating of the Broward Teacher’s Union.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
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The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them. The Supervisor/ Administrator must comply with the rules and regulations of the BTU.	The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning and implementing what is required of them.	The Supervisor/ Administrator will oversee the training of the advanced steward and ensure that the steward is learning what is required of them.	The Supervisor/ Administrator will oversee the training of the advanced steward.
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	<ul style="list-style-type: none"> Participant surveys Observations 		
2. Participants' Learning	<ul style="list-style-type: none"> Embedded assessments (formative/summative) Informal Interviews Focus Groups Observations Self-Reflections/Attributes Survey 	<ul style="list-style-type: none"> Ongoing Data Collection & Review Quarterly Report Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> Staff Developers Department Leads Department Supervisor and/or Coordinator

3. Organizational Supports	<ul style="list-style-type: none"> • District and School records of follow-up support provided to participants (look-fors) • Informal Interviews • Focus Groups, ie. Teacher Roundtables, Principal Roundtable • Observations • Self-Reflections Retention Rate 	<ul style="list-style-type: none"> • Ongoing Data Collection & Review • Quarterly Report • Mid-Year and End of the Year White Paper Report 	<ul style="list-style-type: none"> • Staff Developers • Department Leads Department Supervisor and/or • Coordinator District and School Program Administrators
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Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs/TSPs	Survey	Focus Groups/Informal conversations
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs/TSPs	Reflection of learning	Demonstration of Knowledge
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators/Educational Leadership	Ongoing weekly meetings	Evaluative Survey/Rubric
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs/TSPs	Submission of artifacts	Survey/Implementation of new knowledge

Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers/ESPs/TSPs	Common formative assessments	End of the year state testing, i.e. FSA

CG: 10457636

Course	Course Description	CT # (District will include this for us.)
Leadership Development and Learning for Basic Steward	Stewards will learn how to form Faculty Council and develop strategies to collect information. Resolve internal issues. An emphasis on communication with faculty members will be stress. As well as contract basics, which will be stressed throughout the year.	39105079
Leadership Development and Learning for Advanced Steward	Stewards will continue to gain comfort and familiarity with the contract. They will discuss dealing with the one-on-one approach and overcoming objections. Stewards will discuss the many different subjects to be negotiated with their principles by sharing strategies and role-playing.	39108037
Leadership Development and Learning for Graduate Steward	Steward will be introduced to appropriate grievance writing skills. They will develop a written grievance as a culminating activity by the end of the school year. Stewards will follow a problem through a step-by-step process of effective problem solving. Stewards will be introduced to a variety of problem-solving analysis and decision-making techniques.	39111654

Leadership Development and Learning for Master Steward	Stewards will continue to develop skills in working on grievances, by studying the dos and don'ts of actual grievances. Stewards will have a major role in grassroots organizing, learn about membership recruitment and develop presentation skills.	39113202
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BTU Steward Leadership Development Activities

Listed below are the Action Steps our Stewards will participate in to learn and develop the knowledge and skills needed to become an effective Steward at their worksite.

Know Your Contract

Stewards will learn and gain a better understanding about how specific language in the BTU contract helps in the following: support their worksite conditions; general employment practices; professional development; curriculum and instruction; student discipline; employee planning; health and safety; faculty councils; and union rights. Activities and assignments will connect with specific articles in the BTU contract.

How to Run An Effective 10 Min. Meeting

Stewards will introduce themselves and the purpose of the meeting. Stewards will then go directly into each issue pinpointing the important aspects of each. The Steward will then ask for any clarification questions. Finally, in closing the Steward will propose an “Ask” assignment in which each member is assigned a specific task that will benefit the union.

Communication

One-On-One Conversations-

Stewards will participate in a training conducted by BTU Organizers and Field Representatives on how to efficiently conduct one-on-one conversations at their worksite. Stewards will learn to garner information that will help them rate all colleagues at the worksite using the Roster Rating Rubric. Stewards will learn about the parameters of when and where conversations should take place. Stewards will have the opportunity to role play with colleagues and make plans for their one-on-one conversations at their worksites.

Roster Ratings-

Stewards will use current school rosters and Roster Rating Rubric to assess all members and non-members. Stewards will conduct one-on-one conversations with non-members to share the various benefits of union membership. Stewards will have one-on-one conversations with current members to provide an opportunity to share other ways these members can get involved in their union through committees. Stewards will reassess all members after one-on-one conversations.

Data from conversations will be used to generate a plan on how to effectively organize and disseminate information about the many aspects of union in the following categories: membership and to increase member involvement; immediate consultation and representation when problems arise at worksite; negotiate for salary, benefits, terms and conditions of employment; political support from local and state candidates who work for quality public schools and public school teachers; savings opportunities through various member benefits and savings programs; and professional development opportunities to assist with professional and personal growth.

BTU Bulletin Boards

Stewards will become aware of Article 29 and will use this information to help establish a worksite BTU Bulletin Board to post allowed union, worksite, and educational information. If necessary, Stewards will work with appropriate school staff to establish and/or modify the current location. Updated and current BTU Bulletin Boards will serve as efficient way to disseminate information regarding upcoming professional development opportunities, local and state educational events, contact information for educational leaders at the local and state level, and BTU contact information and resources.

Developing Your Faculty Council

Stewards will become aware of Article 17 and will use this information to help identify the makeup of their worksite's current Faculty Council. If necessary, Stewards will work with appropriate school staff to establish and or modify council representation to align with contract language. Stewards will work with council representatives to identify worksite concerns and possible resolutions. If needed Stewards will work directly with Administration to address ongoing concerns and will collaborate possible solutions.

Developing Your Professional Development Team

Stewards will become aware of Article 9 and will use this information to help identify the makeup of their worksite's current Professional Development Team. If necessary, Stewards will work with appropriate school staff to establish and or modify council representation to align with contract language. Stewards will work with PD Team representatives to identify staff professional needs and wants. Stewards will work with PD Team representatives to identify possible formats and venues to facilitate PD content and delivery.

Connecting Through Committees and Special Events

Stewards will use information from Roster Rating activity to identify special interests and talents of worksite colleagues. During one-on-one conversations stewards will share the various committees and/or events the union. Stewards will encourage and support members to invite non-members to attend a committee meeting and special events.

BTU Committee and Special Events-

- Human Rights Committee
- Political Action Committee
- Discipline Committee
- Professional Development Trainers Committee
- Sick Bank Committee
- Insurance Committee
- Charter School Consortium
- Letter Writing Campaigns Rallies
- **Leadership Development**

Stewards will use information from Roster Rating activity to identify special interests and talents of worksite colleagues. Stewards will share the names of potential leaders with BTU Field Representatives and Organizers. Potential leaders will be invited to attend specific committees and/or events based on their interests. As vacancies occur or additional spots are added, new leaders will be invited to join committee of interest. Organizers and/or Field Staff will train new leaders on the expectations for BTU leaders.

Training Plans

[BTU Steward Leadership Tra~1.doc \(50 KB\)](#)

[BTU Steward Leadership Tra~1.doc \(47 KB\)](#)

[BTU Steward Leadership Tra~1.doc \(47 KB\)](#)

