

West Allis West Milwaukee School District

UNIT FRAMEWORK

Procedures:

The 2004-05 school year was a guided practice year for the WA-WM District's professional growth units. During that year the administration, the WA-WM Education Association's Negotiations team and the Labor Management Committee, jointly provided feedback to educators pursuing advancement on the salary schedule via district units. In the spring of 2005, it was announced by the Superintendent that district units earned during the 2004-05 school year would be bankable for application in the 2005-06 contract year. Educators hired in the 2004-05 school year who enter a new cell block in the 2007-08 contract year will begin a new unit earning cycle.

In the 2005-06 school year, educators positioned at the first step of a cell block will need to accumulate nine (9) units to advance into the next cell block. Educators positioned at the second or third step of a cell block will need to accumulate six (6) or three (3) units respectively to advance into the next cell block within a lane. Educators advanced into a new cell block start a new 'unit earning cycle'. In order to advance into the next cell block within a lane an educator positioned at the first year (step) of a cell block will have three (3) years to accumulate nine (9) units from four of the six topic areas referenced in this document. An educator currently on the second or third step within a cell block will need to accumulate six (6) or three (3) units from three or two, respectively, of the topic areas referenced in this document.

Cell block movement can not be accelerated by early accumulation of units. Within a 'unit earning cycle' educators within a cell block will move one step each year, regardless of the units they may or may not accumulate during a given year. Advancement into the next cell block within a salary lane will occur only after the educator has verified completion of nine (9) units as indicated above and not before the three-year period that correlates to the cell block concept has been completed.

I. PRE-APPROVED UNITS:

There are three categories of pre-approved units: (1) those activities identified as a result of the 2003-05 bargain, (2) unit equivalents for district approved individual courses taken at a college/university including coursework taken within an approved MA program, (3) activities for units that are the result of future bargaining or formal Labor-Management decisions. The procedure for submitting for unit approval in these categories is as follows:

- Educators requesting approval of units for those activities identified as a result of the 2003-05 bargain should complete the Pre-Approved Unit Validation Form and submit the completed form to the appropriate administrator or Association Officer for approval.
- Educators requesting approval of units for courses taken at a college or university should complete a Request for Individual Course Approval Form and submit this completed form to the Department of Human Resources for approval. Teachers enrolled in a pre-approved MA program who are also interested in using credits for cell block advancement within a lane may submit an Individual Course Approval Request Form denoting that the course is being taken for units.

Individual classes taken at a college or university, including coursework that conforms to unit guidelines and is taken within an approved Masters program, are reviewed for units after submitting the appropriate Individual Course Approval Request Form to the Department of Human Resources. These units can be applied to cell block advancement.

- Educators requesting units for activities identified through future bargaining or formal Labor Management decision-making will find those opportunities listed within the descriptors for Pre-Approved Units if they meet those criteria. The procedures for requesting unit approval for these activities will be consistent with previously established activities of a similar nature.

II. EDUCATOR INITIATED UNIT PROPOSAL:

The Unit concept is designed to acknowledge the quality work already being done by faculty; to provide opportunities to improve student learning; and, to enhance educators' professional growth. The procedures for initiating an original unit proposal are as follows:

- The Educator will submit a completed Unit Proposal Approval Form to the appropriate administrator (see revised "Guidelines/Procedures" sheet) for approval of each unit project.
- The designated administrator will review the educator's proposal and respond to the educator (either approval, denial or approval with changes)
- The educator will implement the unit proposal and upon completion submit the agreed upon documentation to the designated administrator.
- The designated administrator verifies unit completion using the Final Record of Units for Advancement on the Salary Schedule form. The designated administrator will verify the units earned and return the original copy to the educator.

III. SUBMITTING UNIT VERIFICATION SHEETS FOR THE PURPOSE OF ADVANCEMENT INTO THE NEXT CELL BLOCK ON THE SALARY SCHEDULE:

Completed sheets (signed and dated) verifying eligibility to advance into the next cell block are due in the Human Resources Department by January 25th. If you have not completed your verification form as of this date, you may send it in by September 25th for advancement in that same teaching year. This reconciliation will be reflected on a November payroll. *Do not attach any artifacts.* Additional questions regarding applying for and earning units should be directed to your Instructional Principal or Coordinator.

IV. INDIVIDUAL EDUCATORS ARE RESPONSIBLE FOR RETENTION AND MAINTENANCE OF HIS/HER OWN PROFESSIONAL GROWTH PORTFOLIO (red folder); FAILURE TO MAINTAIN AN ACCURATE RECORD OF PROFESSIONAL GROWTH UNITS MAY CAUSE AN EDUCATOR TO LOSE HIS/HER APPROVAL FOR SALARY ADVANCEMENT.

The professional growth portfolio includes any Unit Proposal Approval Forms approved for advancement on the salary schedule; any documents or products to evidence and support said proposal(s) for verification; and the Final Record of Units for Advancement on Salary Schedule form. Educators are strongly advised to maintain a copy of any forms and documents while they are in process of submission for either approval or verification.

Initial Educators are highly encouraged to link Professional Development Plans to the West Allis-West Milwaukee School District Initiatives using one or more of the six topic areas. WA-WM Professional Educators who choose to pursue licensure through a PDP under PI.34 are also encouraged to link their PDPs with the six topic areas.

The following are examples of Pre-approved District Units.*

<u>0.5 Unit</u>	<u>1.0 Unit</u>	<u>2.0 Units</u>	<u>3.0 Units</u>
1 day workshop/ staff development with a product for classroom implementation	1 credit District approved college/ university course	2 credit District approved college/ university course	3 credit District approved college/ university course
WA-WMEA leadership role (for a year-long responsibility) demonstrates proactive leadership in promoting improved student learning and district initiatives. Appropriate documentation/products such as a log and minutes will be reviewed and verified by the WA-WMEA President and District administrator	Educator instructs a course/workshop in one of the initiatives to staff members Educator leads/instructs staff development session Week-long Sally Ride Academy workshop Year-long collaborative study group that implements an initiative and collects data to demonstrate its effectiveness on learning BLT year-long member who provides leadership and implementation at the building level Serve as mentor to provide instructional support to an initial educator and/or newly hired educator to the district		

*Other options may be available based upon district approval.

Unit Topic Areas

The following includes brief descriptions for the topic areas along with examples of unit activities that could be developed into Unit Proposals and examples of pre-approved unit activities.

1. Content Area and/or Standards & Benchmarks

Content pertains to your specific major area of study and/or areas of professional concentration (e.g., Occupational Therapy, Science, Math):

- Collaborative team works on Standards & Benchmarks to develop unit plans and implements them
- Department develops and implements a Science curriculum map linked to Standards & Benchmarks and/or writes a common lesson or assessment
- PT/OT develops a partial weight bearing protocol
- Art teacher takes a course in sculpture/ceramics and implements lesson design using knowledge obtained from course
- Regular education teacher or student support services staff member engages in self-guided study in a particular area such as bi-polar, attention deficit, oppositional defiant disorder and develops a plan of behavior strategies for the classroom
- Organizing, planning and implementing community service work related to an educational objective/initiative. (Example: high school students tutoring elementary students in an ESL program.)
- Organizing, planning and implementing fund raising project for school/educational purpose. (Fundraising for leveled reading materials for a particular focus area.)
- Organizing, planning and implementing District Initiative for educational purpose.
- (Take Differentiation class, organize and plan an action research project on the effectiveness of strategy.)
- Grant writing for an educational purpose linked to District Initiative.
- Write a grant for implementing a research based strategy of instruction i.e. cooperative learning, differentiation, brain based learning etc.
- Voluntary participation/leadership in an instructional and/or extra curricular activity (3 To-Get-Ready).
- Organizing, planning, and implementing on going parent meetings related to instruction for the purpose of disseminating information or educational purpose (Develop Parent Information Program on how to work with adolescents).
- Teachers, parents and students working together to provide readiness program for students transitioning from intermediate school to high school.

2. *Assessment*

Assessment is the knowledge base and application of different types of assessments given in areas of professional concentration linked to Standards & Benchmarks. Assessment allows professionals to select and develop the appropriate evaluation tool and links it to standards and benchmarks:

- PT/OT researches and implements functional assessments
- Develop common assessments such as end-of-course or performance assessments that are linked to Standards & Benchmarks
- School Improvement Teams create formative assessments to close an achievement gap using student achievement data
- Art teacher creates student portfolios and students use teacher-made rubrics to evaluate their progress over time
- PE teacher develops lessons using fitness program; students track and monitor their performance over time using data

3. *Reading Strategies*

Incorporating the components of Guided Reading and/or other reading strategies in a Balanced Literacy model to assist students to read and communicate in different content areas at their instructional and independent reading levels:

- Study team researches and develops reading strategies to use in the classroom and tracks student improvement over time
- English and Science teachers develop common reading strategies to implement on courses and track student improvement over time
- Speech and Language specialists set up communication devices to assist students
- PE teacher develops a series of lessons focusing on reading and following rules of game play
- Guidance counselor will create a series of activities requiring students to read and research career opportunities

4. *Elementary and Secondary Education Act (NCLB) and District/School Improvement Plans*

Elementary and Secondary Education Act necessitates that districts, schools, and faculty members develop and implement plans that focus on improved learning for all students using data:

- Analyze WKCE scores and develop assessments to improve student learning using student data
- Serve as a qualified mentor
- Participate on BLT for a year term
- Analyze school/department/grade level common assessments data to improve instruction
- Head building rep gives a presentation to new teachers/staff on how the district communication model works to implement district/school initiatives to support student learning

- Serve as Association Head Building Rep for year-long project to promote problem-solving leadership with appropriate documentation (such as a log) to be reviewed by Association president or designee in conjunction with administration
- Special education assistive tech team assess a special education student's needs and determines what technologies are necessary to allow the student's access to the curriculum

5. *Differentiation*

Specific accommodations and/or modifications of classroom instruction and assessment to meet the needs of individual students:

- Develop instructional levels to incorporate choice within assessments to meet standards and benchmarks for all students
- Develop accommodations for learning disabled students to close the achievement gap using data to instruct and modify teaching
- Incorporate multiple intelligences to develop formative assessments in teaching that lead to culminating summative assessments
- Music teacher designs and implements lessons that teach one group of students to clap out rhythms, one group of students to explain rhythm patterns, and one group of students to compare rhythm patterns in writing

6. *Six-Trait Writing*

Six-Trait Writing is having a common language with which to analyze and assess student learning. The Six-Trait model guides students in becoming effective communicators, writers, and thinkers in all curricular areas:

- Develop writing unit that emphasizes a trait or traits utilizing Writers' Workshop within a Balanced Literacy Model
- Develop and utilize writing process using peer editing and rubrics for feedback and improvement using student data over time. The student may monitor his/her progress over time
- OT teams with a teacher to develop the writing process (e.g., Handwriting Without Tears)
- Math teacher incorporates problem-of-the-week requiring students to solve a problem and then explain the process in words in a weekly learning log using the traits of organization, word choice, and ideas/content
- Science teacher designs lessons using scientific method and requires students to do a lab write-up using the traits of organization, word choice, and ideas/content

Attachments:

Unit Flow Chart

Guidelines for Unit Proposal Approval

Pre Approved Unit Validation Form

Unit Proposal Approval Form

Defined Units Related to WAWM Mentor Program

Defined Pre Approved Association Units

Professional Development Proposal for Unit Plan – Checklist/Guide

Final Record of Units Earned for Advancement on the Salary Schedule