

Steward Leadership Program

Broward Teacher Union Stewards can earn inservice points as they provide valuable service and representation to BTU Members in their school.

To Register for any of these classes, which are conducted online, simply signing into to Learning Across Broward (LAB), accessible through you single sign-on.

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.

Basic Steward Leadership – 38 Points

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.

Advanced Steward Leadership – 38 Points

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.
4. Help facilitate possible solutions to issues discussed at Faculty Council.
5. Identify strategies used to start building a worksite leadership network.
6. List the characteristics of successful communication.
7. Compare and contrast a gripe with a grievance process.
8. List the characteristics to facilitate an effective grievance process.
9. Identify and Improve communication between BTU and employees at the work sites
10. 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.

Graduate Steward Leadership –38 Points

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.

Master Steward Leadership -38 Points

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. 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.

BTU Steward Leadership Continuous Yr. 1 -38 Points

The intention of this workshop is to continue the work that has already been completed in the Advanced Level in a deeper fashion. Participants will be able to build consensus at the work site on the school improvement initiatives that will be promoted to present to the Faculty Council and/or School Improvement Team. The emphasis will be based on student achievement measurements that can be used to judge effectiveness in addition to standard test.