

**PROFESSIONAL WORKLOAD** We have categorized the list you brought to us at our previous meeting.

Professional Development	District Initiatives	Target Date
➤ Curriculum implementations and changes	See attached schedule	Ongoing
➤ Report Card	2004-06 Paid training in summer, flex time , workshop pay, and/or sub provided	Implemented
➤ Computer, email, and Universal Locker usage	Training available throughout the year	Ongoing
<b>Communication</b>		
➤ Parents – student progress, daily and weekly emails and phone calls	Technology updates w/ Data Warehouse Connect-ED	Fall, 2008
➤ Colleagues – teaming, sharing students,	Contract time for PLCs	Present
➤ Students – feedback on homework, grades, test results	System for Student Information (SSI)	Present
<b>Instruction, Assessment and Documentation</b>		
➤ Reteaching and retesting – formative and summative assessments		
➤ Record keeping on math and reading cards	Electronic posting	In development

Instruction, Assessment and Documentation. (continued)	District Initiatives	Target Date
➤ Developmental Reading Assessments and Leveled Reading Passages	Electronic posting	In development
➤ Theme and Chapter tests	Universal Locker Data summary sheets	Presently accessible
➤ Individual Education Plans and Alternative Assessments	System for Student Information (SSI)	Presently accessible
➤ District, STARS and Standardized tests	See attached sheet	
➤ Elementary Report Cards	Continual upgrades/modifications from teacher input	Ongoing
<b>Professional Responsibilities</b>		
➤ Printing/copying	DocuShare material/Curriculum scanned to Universal Locker	Presently accessible
➤ Team meetings	Daily contract professional time	
➤ Planning	Daily contract professional time – 2 periods	
➤ Professional Learning Community meetings	Contract time provided	
➤ SOS student contacts		
➤ Student Assistance Team meetings		
➤ Computer access for bulletins, handbooks, curriculum materials		
➤ Liaison and Extra Standard positions	Paid positions	

## Categories of professional workload and the correlating shift:

This list begins to place the cultural shifts within our workload categories.

- **Professional Development** - Our focus has changed from learning by listening to learning by doing; from learning individually through courses and workshops to learning collectively by working together; from the expectation that learning occurs infrequently on staff development days to an expectation that learning is ongoing and occurs as part of routine work practice.
- **Communication** - Our focus has changed from working in isolation to working in collaboration, which entails increased professional contact with colleagues and parents on behalf of students. As we get better at focusing on learning, our practice includes reteaching, retesting and other interventions that make students more successful in their learning, feedback to students on their learning and progress, as well as contact with other colleagues and parents about students' learning.
- **Instruction, Assessment and Documentation** - Our focus has changed from a focus on teaching to a focus on learning; from a focus on inputs to a focus on results; from infrequent summative assessments to frequent common formative assessments; from assessing many things infrequently to assessing a few things frequently.
- **Professional Responsibilities** - Our focus has changed from working in isolation to working in collaboration with our colleagues and from independence to interdependence.