

Northwest Professional Educator

A Fresh FACE in Education Leadership!

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Teachers or Teamsters? Creating a New Vision for the Professional Educator

By Ed Dawson



Ed Dawson
NWPE President

Teachers rightfully view themselves as educated professionals. Each teacher has acquired a unique store of knowledge and all of us have followed a course of preparation to become certified to teach our subjects. The path to becoming a teacher was not an easy one, but we persisted and eventually realized our ambition; we became professional educators.

We also knew that we had not learned everything we needed to know in college and looked forward to increasing our knowledge and expertise as we taught. We looked forward to joining professional organizations and networking with other teachers. When we sought to join our local teachers' organizations, however, we encountered an obstacle that few of us knew about, the "Unified Dues Structure."

In order to understand the "unified dues structure" of the teachers' union, a little history is necessary.

For much of its history, the National Education Association (NEA) was a professional association of teachers and administrators. The principal concerns of the organization were professional development, education issues, and the image of the teaching profession. NEA was a respected organization and many radio and television educational programs proudly proclaimed that they were approved or recommended by the National Education Association. Then things began to change. In the late 1960's and early 70's, officials at NEA decided that they had to take action in response to a growing movement in some of the eastern states. In those states, teachers were being organized into collective bargaining units and openly referred to as unions. They were organized with the same industrial labor union model as the United Auto Workers or the Teamsters Union and advocated strikes and work slowdowns to settle disputes.

At this point, the NEA could have gone on the offensive and used its considerable clout to promote the concept that unionization and collective bargaining were questionable for a learned profession such as teaching. Instead, an "if you can't beat 'em, join 'em" attitude prevailed and NEA changed from a professional organization to an increasingly militant labor union.

NEA officials decided early on that a reliable source of income would be necessary to finance the operations of their newly constituted union. The decision was made to make NEA membership compulsory for any teacher who joined their state teachers' affiliate. The next step was to extend that same compulsory membership to local components and the unified dues structure became general policy in the early 70's. This change meant that teachers could not join their local teacher organization without joining both the state affiliate and the NEA and paying dues to all three. In many states, teachers have no choice and must pay union fees to all three levels because state laws permit the teachers' union to deduct union fees from teacher salaries whether or not teachers want to pay them.

There is a distinction that needs to be pointed out, however. In the United States, there are twenty-two "right-to-work" states, that is, states whose laws

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NWPE Members Serve on American Board Panel Certifying Teacher Excellence

Northwest Professional Educators members **Regina Simmons**, Reading Specialist at Twin Lakes Elementary in the Federal Way School District, Federal Way, WA, and **Dr. Bill Proser**, teacher at Coeur d'Alene Charter Academy, Coeur d'Alene, Idaho, recently served as judges on the validation committee of the American Board for Certification of Teacher Excellence (ABCTE), last July in St. Louis, MO.

This important committee provided validation evidence to the American Board to support the performance standards on the Professional Teaching Knowledge (K-12) test. ABCTE selected judges nominated by professional associations such as NWPE based on the teacher's track record producing significant gains in student achievement; experience in standard-setting or standards development/review; and, specialization in developmental reading, science, social studies or mathematics.

comparability of results on two different occasions.

NWPE Member **Ken Evans**, a Vice Principal in Battle Ground School District, Vancouver, WA, served as an ABCTE standard panelist in August, 2003, to set the cut scores for ABCTE exams. **Simmons' and Proser's** panel convened one full year after launching the exams to further demonstrate and ensure the validity of ABCTE's existing cut scores.

During the course of four days, **Simmons** and **Proser** were extensively trained to provide their best professional judgments about the validity of the cut scores on the ABCTE tests. Part of that training included providing the judges with a variety of feedback data that they might find useful in forming that judgment. The kind and amount of feedback varied somewhat from round to round in the process. However, the data always included the difficulty level of the test questions, the individual and group results of their judgments, and gen-



After training in content standards, test specifications, and test Performance Level Descriptors, NWPE members Gina Simmons and Bill Proser engage in the item rating process for the ABCTE validation panel.

Teacher certification for experienced teachers. At its heart, each is a rigorous test of subject matter mastery and pedagogical knowledge. Passport candidates must pass both examinations to meet American Board standards. Master Teachers must pass the subject-area exam at the distinguished level and supply evidence of significantly improving their students' learning.

The purpose of the Master Teacher certificate is to recognize veteran teachers who demonstrate an outstanding ability to impart skills and knowledge to their students, and who can ultimately serve as mentors and models to other teachers. The Passport to TeachingSM certification opens a new pathway for full certification regardless of whether a teacher approaches the profession from a traditional education school background or a different career path.

For more information about ABCTE, please see www.abcte.org. ^{NWPE}



NWPE Members Gina Simmons, far left, and Dr. Bill Proser, far right, collaborate with colleagues on the ABCTE validation committee in St. Louis.

The validation study focused on replicating the standard setting process using the same method, the same item pool, but varying the judges who participate. This validation study was designed to answer the question, "Would a different set of judges at a different time (occasion) set the same standards, given all other facets (method and items) are held constant?" The study, broadly classified as a generalizability study, looked at the

usually the consequences or impact of their judgments on the target population should their recommendations be adopted by the ABCTE Board.

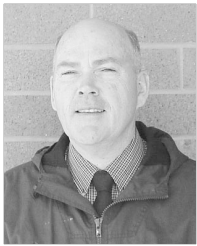
The American Board offers an alternative method of recognizing and credentialing both new and veteran teachers. The American Board offers two different types of certification: Passport to TeachingSM for prospective teachers and Master

**I wonder how much deeper
the ocean would be without
sponges?**

**Despite the cost of living,
have you noticed how it
remains so popular?**

Teacher Pay is Being Taken to the Next Level

By Don Goerg



Don Goerg
NWPE Member

In nearly every state teacher pay is the largest item in the education budget. Research shows that the classroom teacher may be the single most important factor in student success. Research also shows that high performing schools increase property values, attract new business, and actually cause run down neighborhoods to be reborn. Oddly however, in far too many school buildings teachers are heard to say "If I had it to do over again I wouldn't go into teaching;" or, "I have 11 years and 5 months until I retire;" or "I tell my children, nieces, and nephews to avoid teaching as a career." Shockingly, veteran teachers have been heard telling their student teachers to get out of teaching.

Considering these vital benefits from high performing teachers and schools together with these negative cross currents, it is no wonder that teacher pay is the subject of both national and local discussion. At the 1999 National Education Summit it was the recommendation of the 50 state governors and business leaders led by then Governor Tommy Thompson of Wis-

consin and CEO Lou Gerstner of IBM that performance pay become a component of teacher compensation. Since then hundreds of notable politicians, business leaders, and national organizations are on record strongly supporting performance pay. Supporters include Senator John Kerry, the New Democrats On Line, the National Alliance of Business, teacher union leaders like the late Albert Shanker, and his successor Sandra Feldman. Denver School District was the first to adopt the single salary schedule in 1921. Within the last few months district teachers voted to include performance pay as a component in their compensation.

Teacher pay in the United States is undergoing a transformation away from the single salary schedule because it is disconnected from student achievement. Pay has the ability to focus the employee's attention on their job. In education, student achievement is the

teacher's primary concern. Yet, the single salary schedule focuses much of the teacher's attention on years of service and college credits earned, not student achievement. Not only are teachers not rewarded for student achievement with pay, there are also no promotions in teaching to recognize it. The omission of

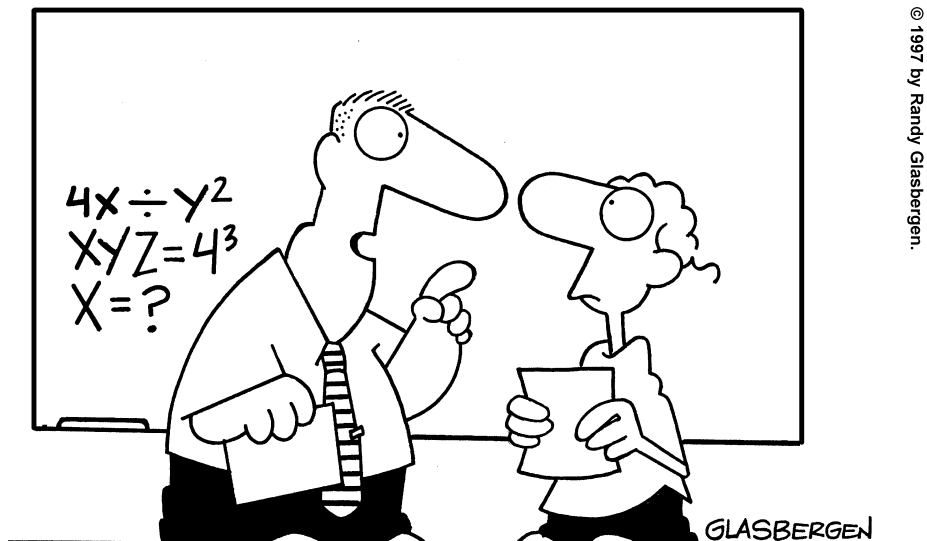
performance pay and promotions within public education deny teach-

The omission of performance pay and promotions within public education deny teachers the dignity of upward mobility, which is present in all of the highly regarded professions.

ers the dignity of upward mobility, which is present in all of the highly regarded professions. Moreover, the single salary schedule probably has an institutionalizing effect on teacher expectations, i.e., as teachers maintain high expectations for their students, they, in turn, have no career expectations to support their motivation for teaching. This lack of career expectations and inability to increase their salary due to their teaching effectiveness may be the causes of the negative cross currents identified earlier in this article. Unfortunately, the national discussion on performance pay is being suppressed and heavily biased by those organizations that rely upon the single salary schedule to control teachers and their thinking.

The single salary schedule has remained essentially unchanged since it was adopted nearly 84 years ago in 1921. Although it was an important step forward for teacher pay, performance pay and career promotions within teaching are the two components that will help teaching to acquire the same status as enjoyed by other professions. Association leaders should extend the same right of full and unmanaged participation as enjoyed by the students in their classrooms.

—Don Goerg is an elementary teacher in Idaho Falls, ID, and a member of the performance pay committee of the Idaho State Board of Education.

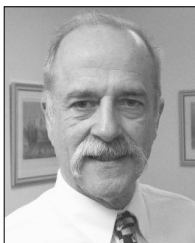


© 1997 by Randy Glasbergen.

"Algebra class will be important to you later in life because there's going to be a test six weeks from now."

Teacher Unions in Education

By David Denholm



David Denholm
President, PSRF

Editor's Note: David Denholm, President of the Public Service Research Foundation, delivered a dynamic and informative presentation on teacher union tactics and their influence on public education at

NWPE's Summer Workshop on Education Issues. He has kindly agreed to provide all NWPE members with an in-depth study of these issues in a series of articles for the *Northwest Professional Educator*. This is part one of Denholm's series.

Teacher Unions and Saul Alinsky's Rules for Radicals

History of unions in education

In the beginning teacher unionism and collective bargaining in public education were not issues. In fact, unionism and collective bargaining in public employment weren't an issue.

In the mid 1950's the AFL-CIO Executive Council was firmly on record in opposition to public sector collective bargaining and no less august a person as AFL-CIO President George Meany said, "It is impossible to bargain collectively with the government."

But then things started to change. Union organizing and union membership in the private sector of the economy began to decline and the unions sought elsewhere for dues to replace their sagging incomes.

Public employees were ripe for the picking and the unions were able to use their very substantial political power to pave the way.

Consider, too, that the advent of public sector unionism came at a time of political upheaval and demands for reform. In many areas, Chicago and New York being notable exceptions, reformers were

questioning political patronage. This presented a problem for politicians. You see, government jobs have two distinct purposes, to provide public services and to provide support for elected officials.

Public sector unionism was a convenient "good government" way for politicians to move tax dollars – in the form of union

the professionalism of the associations and the cost in the quality of education.

It is impossible to be a broad based professional association of educators, respecting academic freedom and divergent views on education issues and be a militant, radically liberal labor union. The NEA chose the latter.

It is impossible to be a broad based professional association of educators, respecting academic freedom and divergent views on education issues and be a militant, radically liberal labor union. The NEA chose the latter.

dues – from the public treasury to where they could be used for campaign expenses.

The first comprehensive public sector collective bargaining law was enacted in Wisconsin in 1959. During the next two and a half decades, many states followed suit. Washington's law was enacted in 1967.

These laws brought about, or perhaps were caused by, a change in teacher organizations. The National Education Association, which was a broad based professional association of educators comprised of teachers and administrators, became a militant labor union. Interestingly, the NEA's self imposed transformation came as a result of its proclaimed desire to save education from unionism in the form of the American Federation of Teachers, AFL-CIO.

This "saving teachers from unionism" was probably more a question of saving the NEA from oblivion. It began in 1961 when the AFT beat the NEA in an election for the right to represent teachers in New York City.

This did not come without a cost. Those costs could be measured in several ways. The cost could be measured in terms of

Alinsky's influence on the NEA

Nowhere was this new attitude better reflected than in the way the NEA adopted the tactics of Saul Alinsky in its campaigns. In fact, the NEA used Alinsky to train its Uniserv staff. This is not speculation or conjecture.

Confirmation of this is contained in an interview with John Lloyd who was once an NEA UniServ director and the executive director of an NEA state affiliate. He warned:

"To understand the NEA—to understand the union—read Saul Alinsky. If you read "Rules for Radicals," you will understand NEA more profoundly than reading anything else. Because the whole organization was modeled on that kind of behavior which was really begun when NEA used Saul Alinsky as a consultant to train their own staff."

So, who was Saul Alinsky and what were his "Rules for Radicals?" Saul Alinsky was a "community organizer" who became famous in the 1940's for organizing political power for what he called the "have nots" in some of the poorest areas of Chicago.

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See Rules for Radicals

Rules for Radicals. **Continued from page 4**

He went on to become involved in the civil rights movement and founded the Industrial Areas Foundation to train radical organizers in his methods. It was through this sort of training that the NEA adopted so many of Alinsky's tactics.

Rules for Radicals

Alinsky wrote "Rules for Radicals" shortly before his death in 1972. (You can find the complete set at www.psrff.org.) They are of value because Alinsky freely admitted that if you understood these "rules" you could deal with them and even counteract them. A few of these "rules for radicals" that may be of interest to teachers dealing with the NEA include:

Power is not only what you have, but what the enemy thinks you have.

Whenever possible, go outside of the experience of the enemy.

Make the enemy live up to their own book of rules.

Ridicule is man's most potent weapon.

The threat is usually more terrifying than the thing itself.

The major premise for tactics is the development of operations that will maintain a constant pressure on the opposition.

The price of a successful attack is a constructive alternative.

Pick the target, freeze it, personalize it, and polarize it.

This last is perhaps Alinsky's most important rule. He believed that it was impossible to mobilize against institutions and policies and that a successful campaign had to be against a person.

With this focus comes polarization. All issues must be polarized if action is to follow. He taught that "A leader may struggle toward a decision and weigh the



David Denholm, President, Public Service Research Foundation, addresses an attentive audience at the NWPE Summer Workshop on Education Issues in Auburn, WA, July 27, 2004.

merits and demerits of a situation, which is 52 per cent positive and 48 per cent negative, but once the decision has been reached he must assume that his cause is 100 per cent positive and the opposition 100 per cent negative."

To give you an even better idea of how this rule was applied, listen to what Alinsky has to say in "Rules for Radicals": An organizer understands that, "Before men can act, an issue must be polarized. Men will act when they are convinced that their cause is 100 per cent on the side of the angels and that the opposition are 100 percent on the side of the devil."

Further discussing how this applied in a particular case, Alinsky said, "Many liberals, during our attack on the then school superintendent, were pointing out that after all he wasn't a 100 per cent devil, he was a regular churchgoer, he was a good family man, and he was generous in his contributions to charity. Can you imagine in the arena of conflict charging that so-and-so is a racist bastard and then diluting the impact of the attack with qualifying remarks such as 'He is a good churchgoing man, generous to charity, and a good husband'? This becomes political idiocy."

Alinsky emphatically states that the end justifies the means, but he professed concern about tactical ethics. Here are some of his views:

Alinsky on Ethics

The judgment of the ethics of means is dependent upon the political position of those sitting in judgment.

In war the end justifies almost any means.

Concern with ethics increases with the number of means available and vice versa.

Generally, success or failure is a mighty determinant of ethics.

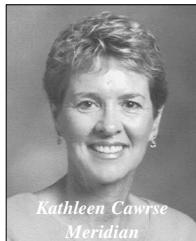
The morality of means depends upon whether the means is being employed at a time of imminent defeat or imminent victory.

Any effective means is automatically judged by the opposition to be unethical.

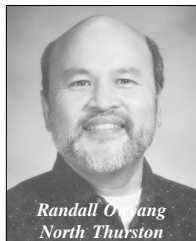
You do what you can with what you have and clothe it in moral garments.

NEA's adoption of Alinsky's tactics and ethics has had a profound impact on public education and relationships within the schools. Part II of this series will focus on how unions have impacted the quality of public education.

—David Denholm is the president of the Public Service Research Foundation, an independent nonprofit organization that studies the impact of unions in government on government and union influence on public policy.



Kathleen Cawrse
Meridian



Randall Owyang
North Thurston



Kezia Cockrill
Northshore



Heather Solsvik
Coeur d'Alene

*Identity
Withheld
at
Teacher's
Request*



Missy Kjack, St. John



Laci McRae
Horseshoe Bend

NWPE TEACHER SCHOLARSHIPS/MINI-GRANTS EDUCATIONAL MONEY SPURNED BY UNION

Each year, Northwest Professional Educators (NWPE) makes grant money available to teachers at every school in Washington and Idaho for professional development and for classroom materials which serve to improve educational achievement. Awards range from \$200 to \$500. One may believe giving money away for professional and student achievement purposes ought to be easy, but it is anything but easy.

Much of the success of NWPE's grant program relies upon getting the grant information out to the thousands of educators in Washington and Idaho. Unfortunately, some administrators and many union leaders view such grant opportunities as a threat to their control of the education system.

The dissemination of NWPE grant information has met with hostile action at more than one campus. For example, the Moses Lake Education Association (MLEA), which is part of the Washington Education Association (WEA) and the National Education Association (NEA), took disruptive action. The teacher that distributed informational flyers to teacher mailboxes was confronted by teacher union co-presidents and told it was against the union contract to distribute such information. They claimed that NWPE is a competing union prohibited from using school mailboxes. Fortunately, Moses Lake school administrators backed up the teacher's free speech rights.

It was a different story for an NWPE member in Omak, WA. After granting permission to distribute NWPE information to teachers' mailboxes, school administrators backtracked under pressure from the teachers union. The Omak Education Association president contends that the union has authority over who uses the mailboxes and what information can be distributed to teachers.

Last year, a union member was called

on the carpet by a union official for accepting scholarship money from NWPE to pay for classes to improve student achievement in math and science.

Professional organizations like NWPE and Phi Delta Kappa are not competing labor unions; they are professional associations promoting opportunities for professional development with the goal of increasing student achievement. NWPE does not represent teachers in collective bargaining and is, therefore, not a union.

NWPE will continue to fund deserving teachers and projects and make money available again this year. All educators are eligible for the awards although NWPE members receive first preference. Sadly, because of the union, not all educators will hear of the opportunity.

Congratulations to the 2003-2004 NWPE Teacher Scholarship and Classroom Mini-Grant winners!

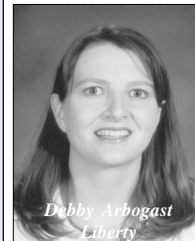
Washington: Missy Kjack, St. John; Randall Owyang, North Thurston; Nancy Wilson, Bremerton; Dana Love, Spokane; Greg Bert, Olympia; Jan Campbell, Camas; Kristi Gilbert, Edmonds; Yvonne Chapman, Central Washington University; James Hendricks, Kennewick; Debby Arbogast, Liberty; Michelle Stowell, Spokane; Nancy Flowers, Everett; Kezia Cockrill, Northshore. One teacher's name and district are being withheld at the teacher's request due to teacher union harassment.

Idaho: Susan Kerns, Shelley; Heather Solsvik; Coeur d'Alene Charter Academy; Kathleen Cawrse, Meridian; Laci McRae, Horseshoe Bend; Markette Kelemete, Pocatello Chubbuck; Sandi Jaussi, Idaho Falls.

There are two application review deadlines: October 31 for the fall review and March 31 for the spring review. Contact NWPE at info@nwpe.org for an application.



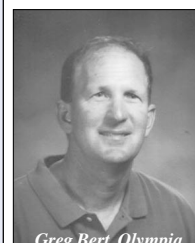
Yvonne Chapman, CWU



Debby Arbogast
Liberty



Michelle Stowell
Spokane



Greg Bert, Olympia



Kristi Gilbert, Edmonds



Nancy Flowers
Everett



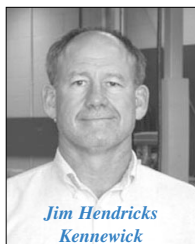
Dana Love, Spokane



Jan Campbell, Camas



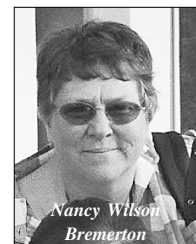
Sandi Jaussi
Idaho Falls



Jim Hendricks
Kennewick



Markette Kelemete
Pocatello



Nancy Wilson
Bremerton

Have you heard?

NWPE Summer Conference on Education Issues will be held Thursday-Friday, July 21-22, 2005, in beautiful Coeur d'Alene, Idaho. Mark your calendar!

Tentative topics include Protecting & Exercising Academic Freedom, Unionism in Public Education, Teacher Rights with 504s and IEPs, Teacher Skills to Impact Student Achievement, Creating a Free Market in Education, Education Mismanagement of Science and Math, Handling Accusations of Misconduct.



A New Vision, Continued from page 1

prohibit compulsory union fees. Even in "right to work" states where paying union fees is optional, teachers can be required to pay unified dues because the interpretation is that membership is voluntary.

The result of all of this is that the NEA has literally hundreds of millions of dollars at its disposal and vigorously resists any attempt to provide a detailed accounting of how that money is spent. Large sums are used to back politicians who cooperate with NEA wishes, many of which have nothing to do with education. Advocating abortion rights and birth control for high schoolers are two of the more egregious examples. A recent article in the *Wall Street Journal* estimated that over 95% of NEA political contributions go to Democratic party candidates even though fewer than half of NEA members identify themselves as Democrats. In 2004, NEA delegates at the Democrats' National Convention outnumbered at-large delegates from almost every state. NEA affiliates have publicly bragged that they can ruin the career of any public school administrator who opposes the union's activities.

Cracks are beginning to appear in NEA's forced dues empire, however. Several highly publicized investigations by law enforcement have revealed extensive graft and corruption among officials in some NEA state affiliates. Younger teachers have serious questions about the worth and the mission of the teachers' union, and, in those states where they have a

choice, many are simply refusing to join. Independent nonunion teacher organizations—organizations that have educating children as their first priority—have grown such that they have more members than NEA in some states.

Union interests are deeply entrenched in American public schools and changing the way they do business will not be easy. The stakes are the future of our country's children and returning teaching to the position of a respected profession. One

disenchanted teacher in the state of Florida said it best, "I thought we were teachers, not Teamsters."

One change would allow teachers to regain control of their profession. This would involve disaffiliation with state and national teacher organizations and forming "local only" teachers' unions, in short, overturning the unified dues structure. There are several such "local only" chapters in districts around the country and they work with less contentiousness and more focus on students.

We will continue to lose our best and brightest new teachers unless they can see a future in teaching that matches their vision of being a professional. The independent nonunion teacher association movement is the best hope of creating a new vision of what a career in teaching can and should be.

NWPE

—Ed Dawson teaches high school German, Spanish, and English in Battle Ground School District, Vancouver, WA. He has a law degree from Western State University, College of Law, and taught Personnel Management at Yavapai College, Prescott, AZ.

Our common bond is our shared concern for America's children.

Sign me up as an NWPE Member!

___ Professional (includes \$2 million liability insurance)	\$169
\$25 New Member Discount -	\$144
___ Student (includes student teaching insurance)	\$ 25
___ Associate Member (AAE & NWPE newsletters only)	\$ 25

Credit Card: ___MC ___VISA ___Discover ___AE

Credit Card # _____

Expires: _____ Signature _____

Make check payable to NWPE-AAE. (Contact NWPE to arrange 5 month automated bank payment plan.) Mail to: Northwest Professional Educators, P.O. Box 28496, Spokane, WA 99228-8496. Payment may also be made with credit card online at <http://www.nwpe.org/join.htm>.

Name _____ Birthdate _____

Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

E-Mail _____

School Name _____ District _____

County _____ Referred by _____

Subject/Grade(s) _____



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8

Northwest Professional Educators



Kati Bailey,
NWPE Member,
with Gene Bedley

Dear NWPE,

Thank you for the chance to attend Gene Bedley's seminar, "Practical Discipline Strategies for the Difficult Young Child." I learned so many practical strategies to preserve **teacher sanity**! I was most impressed with his ideas that children need coaching on how to make good choices.

This is more effective than the use of positive and negative reinforcers. Gene's songs and sign language cues are very effective in my classroom. The main principle I took from this workshop was to focus on specific positive behavior strategies. I have implemented a good choice - poor choice scale in my classroom. We keep track of their choices throughout the day. It's amazing how shifting to a positive focus has prompted more good choices during our school day! Gene teaches that when a child makes a poor choice he/she needs a chance to self correct, to have a choice from two options, and a challenge to do a little bit better than yesterday. Gene understands that educators have a tough job. We are more than teachers of intellect – we are mentors, coaches, and role models as we teach our students about kindness, caring, and respect.

It is with sincere gratitude that I thank NWPE for this opportunity and the many other ways you support this great profession and its outstanding educators!

Katie Bailey, Endicott School District

Northwest Professional Educators

A Fresh FACE in Education Leadership!

Focused on Students
Accountable to Educators
Committed to the Community
Ethical, Responsible, Professional

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