

History of Unions

and Union

Reform



Industrial Unionism

WHY UNIONS?	Agents of Reform for Democratic Values	Middle Class Values
Poor Working Conditions	Fairness and Due Process	Collective Bargaining with Working Conditions
Discrimination: Gender, Race and Class	Dignity of all work and workers	Grievance Procedures for Fairness
Low Wages	Social Justice	Health and Welfare
No power or control		A Decent Wage
Political Restrictions		“Safety” Net: Pension and Tenure

Welcome To Your Professional Organization

**The Poway Federation of Teachers
Your PFT**



The PFT ~ What we stand for and what we believe in:

- **Improve Student Learning ~ *Teachers will only do well if their students do well.***
- **Safeguard Professional and Educational Standards**
- **Preserve public education to support our democracy**
- **Negotiate contracts as the *ceiling* not the *floor***

Progressive and Professional Unionism and Education Reform

Our Message...

- ◆ PFT is a charter member of TURN (Teacher Union Reform Network)

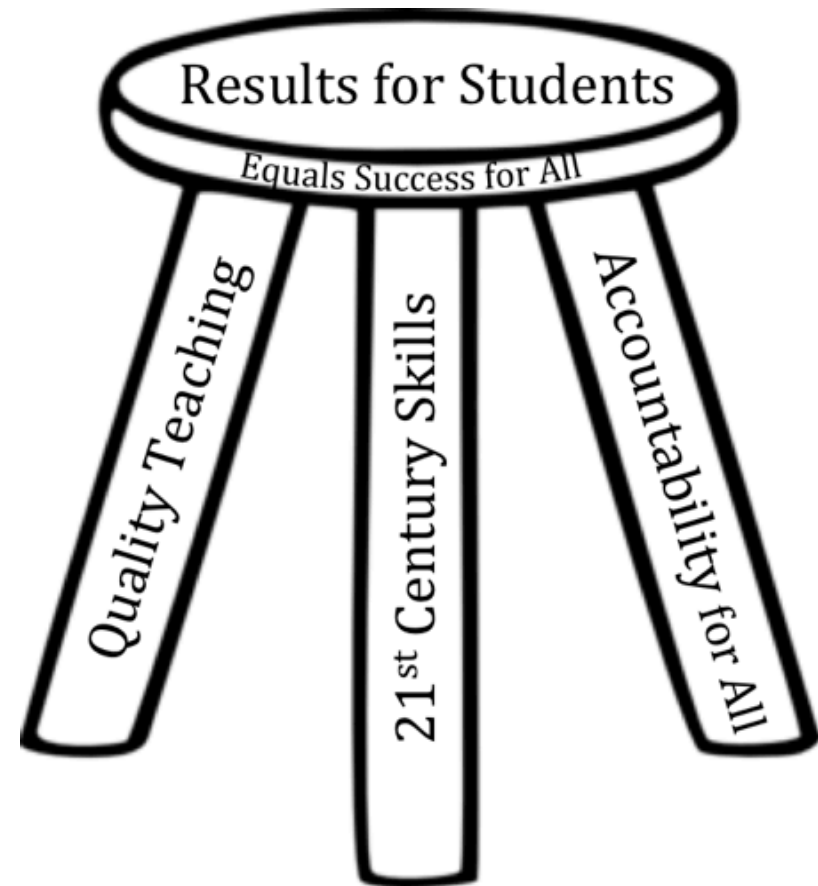


Results for Students

Equals Success for All

Requires:

- ◆ **Quality Teaching:** support teachers throughout their career, on-going job embedded professional learning and a compensation system to attract quality teachers.
- ◆ **Rigorous Student Learning Experience to include 21st C Skills:** provide a well-rounded education experience with integrated curriculum and real life applications.
- ◆ **Accountability for All:** educators, school site, parents, students, community and policymakers.



Attract and Retain Quality Teachers *provide excellent working conditions*

- ◆ **Attractive salary and benefits**
- ◆ **Safe and comfortable working environment**
- ◆ **On-going and job embedded professional learning opportunities**
- ◆ **Policies and practices that support teachers and teaching**
- ◆ **Protection from unilaterally imposed conditions**

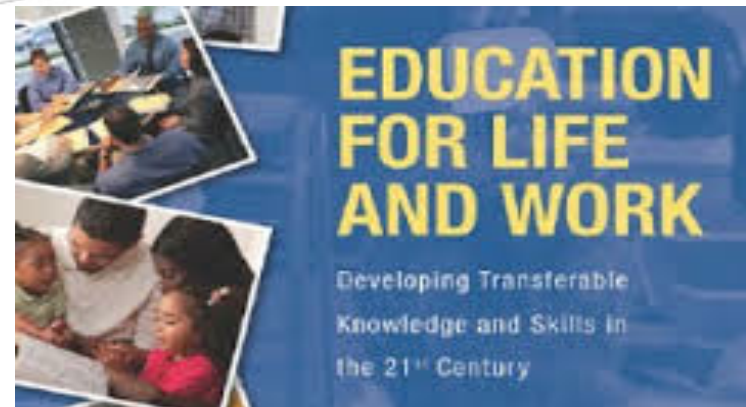


Rigorous Student Learning Experience

includes 21st C Skills to compete in a global economy

Build a well-rounded public education experience:

- Multiple pathways for students to advance and achieve
- Equitable access to quality resources and technology for students and teachers
- Integrated curriculum with practical and real life application



◆ **21st century learning experiences:**

- ◆ Problem Solving & Critical Thinking
- ◆ Collaboration & Communication Skills
- ◆ Creativity & Innovation Skills

Accountability for All

Labor/Management Collaboration

Collaboration creates shared ownership and accountability

- ◆ PFT/PUSD IBPS Fiscal
- ◆ PFT/PUSD Poway Professional Assistance Program (PPAP)
- ◆ PFT/PUSD Alternative Evaluation
- ◆ PFT/PUSD Assessment Team
- ◆ PFT/PUSD Literacy Councils
- ◆ PFT/PUSD Professional Learning Advisory Board (PLAB) and Teaching and Learning Cooperative (TLC)
- ◆ PFT/PUSD Joint Transfer and Staffing Team

Poway Federation of Teachers' Future Work:

“Progressive unionism is based on the premise that ultimately teachers will do well only if students do well and that no community would long tolerate a disconnect between the two.” (Adam Urbanski, TURN Founder and Director)



A Nation at Risk


American schools are failing! (1983)

- ◆ **“What Matters Most”** reports the most significant school-based influence on student achievement is the teacher (1996).
- ◆ **“No Child Left Behind”** national policy institutes high stakes attached to student test scores (2001)
- ◆ **“The Widget Effect”** states teacher effectiveness is the most important school-based influence on student achievement yet teacher effectiveness is not measured (2009)
- ◆ **“Education Recovery Act”** includes **“Race To The Top”** funding requires teachers’ evaluation must be tied with student achievement (2009)

National and State Education Reform includes Teacher Evaluation

We believe we know best!

- ◆ *“Unions must be at the table or they will be on the menu.”* (Adam Urbanski, TURN Founder and Director)
- ◆ PFT and PUSD are developing our own Teacher Evaluation Tool- this includes you!



getting a seat
at the table

Enhancing Professional Practice Teacher Evaluation

Teachers want to know,

- ◆ **“How am I doing?” and “What can I do better?”**

PFT and PUSD are committed to developing an evaluation tool that paints a detailed picture of good teaching, that serves to guide professional development, and that lays out a clear, coherent path through a teacher’s career where the expectation is for continual improvement. – *A Quality Teacher in Every Classroom*

Teacher Evaluation *Shifts*

Moving Away From

- ◆ TeachER Quality
- ◆ Professional Growth Day/s (days in isolation and/or disconnected learning)
- ◆ Evaluation as Summative
- ◆ Student Achievement

Moving Toward

- ◆ TeachING Quality
- ◆ On-going and job embedded professional learning opportunities
- ◆ Evaluation as Formative
- ◆ Student Learning

Teacher Evaluation *Shifts*

- ◆ **Culture of Collective Improvement:** To document and to recognize not only aspects of teachers' knowledge and skills, but also their contributions to the work of the school as a whole.
- ◆ **Collaboration:** To value and encourage teacher collaboration.
- ◆ **Cultural Proficiency:** Accomplished teachers are dedicated to making knowledge accessible to all students.

Everyone at the Table: *Engaging Teachers in Evaluation Reform*

Year One Proposal:

- ◆ PFT/PUSD Teacher Evaluation Core Group provides teaching standards, multiple measures and student learning objectives to share with all teachers.
- ◆ PFT/PUSD Focus Groups and Multiple Teacher Groups: Read research and literature, examine and dialogue around documents to provide valuable input on next steps.
- ◆ On-going communication and involvement with all teachers.



Common Core Standards

Essential Actions for Implementation



Everyone at the Table: *Engaging Teachers in the Common Core*

1. **Know the Shifts:** Teachers unpack the standards
2. **Support Aligned Instructional Practice:** Teachers develop curriculum, instruction and assessments
3. **Focus Professional Development:** Teachers identify what they want and need
4. **Align Instructional Materials:** Teachers identify and select
5. **Align Assessments:** Teachers develop and align their assessments
6. **Involve the Community:** Teachers have parent trust when communicating the CC



Teacher Evaluation and the Common Core Very BIG Work!



PFT To Do:

- **Provide communication strategies so that all teachers' voices are included.**
- **Listen, learn and be informed so that teachers have confidence in this work.**
- **Defend and support teachers so they can focus on what's most important – teaching!**

What does the PFT need to know about *Communicating with Teachers?*

FIRST STEP IS TO INFORM:

- ◆ Site meetings to share ppt. (two-way feedback)
- ◆ Webpage (to inform)
- ◆ Facebook (two-way feedback)
- ◆ Rep Council mins (to inform)
- ◆ Other strategies - What works?

TEACHER EVALUATION:

- ◆ PFT/PUSD will develop a variety of strategies to include teachers this year.

COMMON CORE:

- ◆ PFT/PUSD working to develop a structure and processes to support the implementation of the CCSS

