Leadership In Action, Continued

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4. Collaborate with teachers to prepare and present instructional shifts specifically tailored to addressing how the instructional shifts relate to the development of Pre-K, TK, and Kindergarten students.

5. Support collegial relationships between Pre-K, TK, and Kindergarten teachers by facilitating follow-up meetings and training.

Thus far, surveys in alignment with goals 2 and 3 have been designed and distributed to Pre-K, TK, and Kindergarten teachers to determine the level of instructional knowledge around the developmental progression of 4 to 6 year olds. The next step is to build a team of Pre-K, TK, and Kindergarten teachers who will help design and deliver professional development on vertical alignment.

Leadership in Action: It Takes TLC

In May of 2014, Tina Renzulli was selected to be one of twenty-four CTA members from across the state to participate in the CTA Teacher Leadership Cohort (TLC). This program is funded through a grant from NEA to develop leaders. Each participant completes a project which fits his or her interests, professional contexts, and conditions. The teacher-leaders work in collaboration with their local chapter so that members benefit from the projects, which are meaningful, fulfill an identified need for action, advance the teaching profession, and utilize the leadership knowledge, skills and dispositions that are expanded and refined in the cohort.

In preparation for the first TLC meeting last summer, participants read the book Professional Capital by Andy Hargreaves and Michael Fullan and completed an on-line book study.

In Fall of 2014, the TLC members presented projects that were developed over the past eleven months. The projects are meaningful, fulfilled an identified need for action, advanced teaching, and utilized leadership knowledge, skills, and dispositions.

Leadership in Action: Continued

Use Code of Conduct

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In my personal experience, I will not criticize any union member except to the individual directly.

If any member is being criticized in my presence, I will confront the critic and ask that it stop.

I will participate in any conversations with management that criticizes or negatively speculates about any union member.

I will settle my differences with members within my union.

I will engage in debate, offer others every opportunity for debate, and respect minority viewpoints.

I will, however, observe and support the majority mandate of my union.

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SEEKING MEMBERS!

Human Rights Committee

The UTP Human Rights Committee is seeking new members! The Committee advocates equity in all aspects of UTP activities. The Committee engages staff, members, and the public in human rights and social justice activities designed to empower all public school children and educate teachers and students to accept different cultures and sexual orientations, thus promoting understanding and tolerance of all differences.

Therefore, the intent of the Human Rights Committee is to promote positive human relations and expand the education of all students with an equity access to public education by focusing on the following concerns:

- A quality education for all students
- Respect and dignity for all students and teachers
- Recruitment and retention of a diverse teaching force
- Education on human/civil rights issues
- Empowerment of diverse communities to take part in educational decisions
- Harassment, discrimination, unfair treatment, and equity.

If you are interested in joining the Human Rights Committee, please contact UTP Office. The next meeting is at 4:00 p.m. on November 20.

Elections Committee

*It’s time to Vote!* Your Site Rep makes this announcement when there are elections to be held for union leaders, contract updates, the collective-bargaining process and national CTA/NEA representatives. These are all important organizational decisions that UTP members are privileged to decide. When you cast your ballots, you are actively contributing to the leadership process that works for each of us and for our profession.

The Elections Committee facilitates the process.

The Elections Committee has historically recruited and recruited effective leaders within the Association and community. The five-member committee is made up of three current and two former Site Reps from both elementary and secondary schools. The members range from one to 13 years in service for the District on a yearly basis.

The Elections Committee trainers present enabling and enabling decisions to new and veteran Site Reps and to the school psychologists, our newest UTP members. The committee members will also participate in further training from CTA Elections Committee trainers. The committee meets monthly and when there are election materials to be distributed and results to be tallied.

The Elections Committee is currently involved in providing election protocol training to new and veteran Site Reps and to the school psychologists, our newest UTP members. The committee members will also participate in further training from CTA Elections Committee trainers. The committee meets monthly and when there are election materials to be distributed and results to be tallied.

The Elections Committee is constantly striving to grow as a team and to improve its skills. Members are committed to the ideal of democracy within our Union. All elections are conducted using an organized protocol and adherence to the procedures assures that every member’s voice is heard and their right to fair representation is honored.

UTP Community Engagement Day: Wednesday, November 19!

In preparation for the first TLC meeting last summer, participants read the book Professional Capital by Andy Hargreaves and Michael Fullan and completed an on-line book study.

The UTP Community Engagement Day is a great opportunity for students to observe and support the majority mandate of their union.

In addition, projects establish a connection between teacher-leaders’ local chapter (e.g. UTP) and CTA or NEA.

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Your Voice. Our Union. Our Future. (Part 3) – Leadership Development
President’s Message — by Alvin Nash

In order to shape major policy decisions in the union and deter- mine its strength by Alvin Nash

Goal 1 – Communicate the current leadership structures, as well as roles and responsibilities of leaders, at all levels of UTP.
• Make available to all members the “UTP Owner’s Manual.” The manual, created by CTA, will contain leadership roles, responsibilities, and the path ways to all areas of leadership.
• Encourage members and leaders to attend trainings.

Goal 2 – Examine and evaluate all existing leadership development and training programs, and create new definitions and additional pathways into all areas of leadership.
• Use the training to reassess leadership structures and to include new definitions of leadership positions, and pathways into leadership posit ions.
• Use the training to build capacity and party with employers.

Goal 3 – Create mechanisms to identify, recruit, and retain leaders at all levels of UTP.
• Develop leadership screening plans.
• Work with CTA Board member and Service Center Council to develop comprehensive outreach plans to identify and recruit new leaders.

Goal 4 – Expand support structures and recognition for UTP leaders by increasing mentoring and networking opportunities, taking into account all areas of diversity.
• Use the training to create a list of past and current leaders for mentoring opportunities.
• Identify different new ways to acknowledge strong leadership.

Goal 5 – Implement programs and policies that will eliminate impediments to leadership.
• Participate in succession planning workshops, created by CTA to help UTP capacity and party.
• Share any new policies created by CTA.

Goal 6 – Implement strategies to achieve representational and visionary leadership in UTP at all levels.
• Identify leadership positions to promote diversity.
• Continue to support pathways that promote diversity in leadership positions for underrepresented groups.
• Develop new definitions of leadership and new pathways that provide diverse leadership.

Are you a teacher leader? Let UTP know how we can support your efforts toward developing leadership efficacy and patience.

Let’s not identify itself as a step in the CTA “CTA Owner’s Manual.” (See Section 9.7.2.1.1)

Sick Leave:
• A unit member whose absence under this section exceeds five (5) working days shall provide, upon request by the District, a statement from a licensed physician or practitioner or other appropriate person stating the reason for the absence, including a release for the unit member to return to District duties without impairment or restriction. (Section 9.1.7)

LEAVES OF ABSENCE

ARTICLE IX, Leaves
At some point, we all need to take a day off for various reasons. You can take time off in increments of as little as a half-day. Although some more commonly used types of leave are listed below, others are described in the contract.

Welcome New Members!
Barbara Marxmiller—Willard/Longfellow/ San Rafael
Christina Yeach—Marshall
Cloda Jones—Hamilton/ Sierra Madre ES
Deborah Garrett—Burbank
Jennifer Fusco—Muir

WORK HOURS AND BREAKS

Dion Ragon—Focus Point Academy/Elidor/ Roosevelt
Guiliana Klijian
Lisa Harris—Norma Coombs/ McKinley
Ingrid Alvarez—Elidor
Jeni Enriquez—Burbank/ Rose City
Kimbra Norton—Wilson
Linda Newhart—Sierra Madre ES
Neda Kramer—Ed Center
Perl Arlan—Madison/ Franklin/Jefferson
Richard Pena—Washington MS
Sarina Babayan—Focus Point Academy
Sylvia Kasparian—Altaadena/ Webster
Tawny Urn—Jackson/ Cleveland/ Burbank
Thaovi To—Roosevelt/ Don Benito
Tracy Graham—Wilson/Sierra Madre MS
Marie Crosby—Wilson

I. Your Voice. Our Union. Our Future. (Part 3) – Leadership Development

Your Voice. Our Union. Our Future. (Part 3) – Leadership Development
President’s Message — by Alvin Nash

UTP’s members are the heart of the union and deter- mine its strength and vitality. The primary goal of building a stronger union rests squarely on this shared belief. To reach our full potential, UTP must encourage greater member involvement and forge authentic relationships with community partners in order to shape major policy decisions in the field of education.

The recruitment, retention, and development of effective, responsible, and accountable leaders at every level of the union. In response to the CTA Strategic Plan, UTP is expanding the definition of leadership to include members who serve as instructional leaders, promote initiatives to advance education reform, and devise strategies to transform our profession. Supporting this work is a central to establishing a broader definition of what constitutes leadership within UTP.

Implementing this expansion will require the creation of support systems to develop and mentor leaders, especially the recruitment of leaders representing the full diversity of UTP members and the communities we serve.

UTP Area Directory

Bernadine Burgess, Elementary I
Lorna Washington, Elementary II
Tina Ranzoltu, Elementary III
Yolanda Munoz, Elementary IV
Roger Gray, Middle School
Allison Steppes, High School

Frequently Requested Numbers:
CALL T.R.E.X. (800) 348-5453
CTA Group Life and Disability Insurance (800) 522-0406
CTA Auto and Home Insurance Program (800) 800-9410

General Information
UTP Office:
United Teachers of Pasadena
230 E. Washington Blvd.
Pasadena, CA 91104
(626) 798-0928
(626) 798-5452 fax
ateam@atcppalu.edu
utplara5@yahoo.com

Frequently Requested Numbers:
(See Section 9.4). (Section 9.7.2.1.1)

Preliminary and final reports of unit members with a memo that is discriminatory in nature but does not identify itself as a step in the progressive discipline process; the intent of the Principal to have the memo placed in the unit member’s personnel file. Memorandum shall be immediately removed from the unit member’s personnel file and destroyed; memorandum shall not be considered a Verbal Warning. (Formal Level Two)

Recentely Revised Grievances:
#15425—Violation of Article XXIII, Discipline.
• Excessive and accumulated insubordinate leave credit, a unit member who continues to be absent shall receive the difference between his/her salary and the salary of a substitute, or the salary that would have been paid to a substitute, for a period of not more than 100 days (x 5 months). (Section 9.2.4)

Personal Necessity Leave:
• A unit member shall be entitled to use, during each school year, a maximum of 11 days of the sick leave provided for in Section 9.2 of this Article as Personal Necessity Leave. (Section 9.4.1)

RECENTLY REVISED GRIEVANCES:
#15426—Violation of Article XXIII, Discipline.
• A unit member shall be eligible for a temporary leave of absence for the death of any member of the immediate family; without loss of pay or deduction from other leave benefits found in this Article. This leave shall be for three (3) days, unless out of state travel or travel of more than four hundred (400) miles (one way) is required. This in case the length of the leave shall be for five (5) days, (Section 9.5.1) Immediate family is defined in Section 9.5.3 of the contract.

 Jury Leave:
• The leave shall be for five (5) days per year for a judicial duty leave shall be granted to unit members; required jury duty absence beyond five (5) days shall be deducted from Personal Necessity Leave. (See Section 9.6). (Section 9.7.3.1)

November 14—CTA GLBT Issues Conference, Sacramento November 15—Representative Council, 4pm, HHS Cafeteria
November 19—NEA Education Support Professionals (ESP) Day November 20—Board of Education Meeting, 5:30pm, Board Room November 24—28—Thanksgiving Break, Schools Closed

November is American Indian Heritage Month!