

Leadership In Action, Continued

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- Collaborate with teachers to prepare and present training specifically tailored to addressing how the instructional shifts relate to the developmental progression of Pre-K, TK, and Kindergarten students.
- 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 all Pre-K, TK, and Kindergarten teachers to determine the level of institutional knowledge around the developmental progression of 4 to 6 year old students.

The next steps are to build a team of Pre-K, TK and Kindergarten teachers who will help design and deliver professional development



on vertical alignment, instructional shifts, and the developmental progression of 4 to 6 year old students.

Tina will meet with a local TLC group for training and guidance each month, from September through March. The projects developed in this local group will be presented at the **CTA Good Teaching Conference South**, March 20-22, in San Diego.

This project has the support of PUSD's Early Childhood Education, Elementary Education, and Professional Development departments and demonstrates a collaboration between UTP, CTA and PUSD.

Union Code of Conduct

- 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 criticism and ask that it stop.
- I will not 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.

American Education Week 2014
November 16-22
#aew2014 www.nea.org/aew



What is American Education Week?

American Education Week—November 16-22, 2014—presents all Americans with a wonderful opportunity to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education. The weeklong celebration features a special observance each day of the week. They include:

Monday, November 17: Kickoff Day

Nationwide Kickoff. Across the country, schools will celebrate excellence in education by hosting kickoff events and activities.

Tuesday, November 18: Parents Day

Schools will invite parents into the classroom for a firsthand look at what the school day is like for their children.

Wednesday, November 19: Education Support Professionals Day

Education Support Professionals keep schools running and students safe, healthy and ready to learn!

Thursday, November 20: Educator for a Day

Community leaders will be invited to experience the day as educators and experience the challenges of teaching and the needs of students.

Friday, November 21: Substitute Educators Day

Substitute educators play a vital role in the maintenance and continuity of daily education!

CTA Community Engagement Day: Wednesday, November 19!

Non-educators, put on your Teacher hat!

Come on in – teach classes, perform lunch and hall duty, and supervise recess! UTP is inviting individuals from the community to spend a day in their neighborhood school. What better way to know what it's like to be a school employee than to let the public share that experience firsthand? By bringing members of the community into the schools and having them not just witness – but actually handle – the real-life, everyday tasks of educating children, we can continue to build a great public education for students.

Contact the UTP Office for more information!



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 improve the education of all students with a focus on equitable 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, uncivil treatment, and equity.

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

Community Engagement Committee

UTP has formed a Community Engagement Committee. The Committee's goal is to build strong, collaborative relationships between communities and UTP. These efforts will focus on developing projects and partnerships in support of our public schools and our surrounding communities. If you are interested in joining the Community Engagement Committee, please contact the UTP Office. The first meeting is to be scheduled during **November**.



THE VOICE



United Teachers of Pasadena

Volume 19, Issue 4

November 2014

Leadership in Action: It Takes TLC

In May of 2014, Tina Renzullo 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 chapters 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 addition, projects establish a connection between teacher leaders' local chapter (e.g. UTP) and CTA or NEA.

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.

Professional Capital is about transforming teaching by empowering educators to utilize their human, social, and decisional capital. According to Tina, the book was "both affirming and challenging which, for professional reading, was refreshing!" She recommends this book to other teachers who are desirous of changing the dialogue around and assumptions of our profession.

At a TLC training in early July, Tina benefited from the expertise of former cohort members and began planning her own project.

Tina's Project:

Tina's project is focused on improving communication between Pre-Kindergarten (Pre-K), Transitional Kindergarten (TK), and Kindergarten teachers.

The project goals are:

- Determine teacher interest in forming collaborative relationships with other Pre-K, TK, and Kindergarten teachers.
- Survey teachers on their knowledge of and



Tina Renzullo, Transitional Kindergarten, McKinley School, UTP Area 3 Director, and 2011 LA County Teacher of the Year

interest in the developmental progression of 4 to 6 year old students

- Survey teachers on Professional Development needs related to the instructional shifts required in the Common Core Standards and the Next Generation Science Standards as these apply to 4 to 6 year old students.

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Elections Committee and Teacher Leadership

"It's time to Vote!" Your Site Rep makes this announcement when there are elections to be held for union leaders, contract updates, the calendar and state and national CTA/NEA representatives. These are all important organizational elements that UTP members are privileged to decide. When you cast your ballot, you are actively contributing to the leadership process that works for each individual and for our profession. But, this democratic system is only possible because the Elections Committee facilitates the process.

The Elections Committee has historically retained 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 17 years service in the District with the majority at 17 years. As well, the members serve on other UTP committees including Budget and Finance, Social, and on the Bargaining Team. 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 trainings 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 later this school year.

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

UTP's Mission

The United Teachers of Pasadena (UTP) strives to **empower its members so that they may provide the best conducive educational environment** for the students of the Pasadena Unified School District. The UTP endeavors to **raise the standards of the teaching profession**, secure competitive **salaries and benefits**, better the **working environment**, strengthen the **contract**, and improve **communications** between unit members and the PUSD administration.

The *UTP Voice* is a monthly publication created by UTP's Communications Team. We welcome your input! Email utpvoice@gmail.com



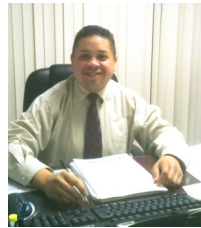
Great Public Schools for Every Child

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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 determine 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.

UTP supports 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 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.

Goal 1 – Communicate the current leadership structures, as well as roles and responsibilities of leaders, at the all levels of UTP.

- ◆ Make available to all members the "CTA Owner's Manual." The manual, created by CTA, will contain leadership roles, responsibilities,

Goal 2 – Examine and evaluate all existing leadership development and training programs, and create new definitions and additional pathways into all areas of leadership.

- ◆ Encourage members and leaders to attend CTA trainings.
- ◆ Use the training to reassess leadership structures and to include new definitions of leadership and new pathways to leadership.

- ◆ Use the training to build capacity and parity with employers.

- ◆ Use the bargaining language and strategies to bargain for shared decision-making roles.

- ◆ Use the professional development curriculum training to build UTP capacity and parity.

- ◆ Take advantage of best practices and training opportunities.

Goal 3 – Create mechanisms to identify, recruit, and retain leaders at all levels of UTP.

- ◆ Develop leadership surfacing 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.

- ◆ Work with CTA 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 would eliminate impediments to leadership.

- ◆ Participate in succession planning workshops, created by CTA.

- ◆ Share any new policies created by CTA.

- ◆ Take advantage of online trainings for UTP leaders developed by CTA.

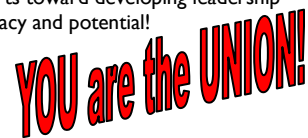
Goal 6 – Implement strategies to achieve representational equity in UTP leadership at all levels.

- ◆ 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 potential!



General Information

UTP Office:

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aenash@sbcglobal.net
utplara5@yahoo.com
www.utofp.org

UTP Officers:

Alvin Nash, President
Karen Kobey, Vice President
Stephanie Cosey, Secretary
J. Manuel Carcido, Treasurer

UTP Area Directors:

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

Frequently Requested P.U.S.D. Numbers:

P.U.S.D. Ed Center (626) 396-3600
•Human Resources ext. 88380
•Health Benefits ext. 88144
•Substitute Line ext. 88382
•Payroll ext. 88360

Frequently Requested Numbers:

CAL STRS (800) 228-5453
CTA Group Life and Disability Insurance (800) 522-0406
CTA Auto and Home Insurance Program (800) 800-9410

Important Dates

November 2 — Daylight Savings Time Ends

November 7 — UTP Social Hour, Settebello

November 11 — Veterans Day, Schools Closed

November 13 — Final Exams, Rose City High School

November 14-15 — CTA GLBT Issues Conference, San Diego

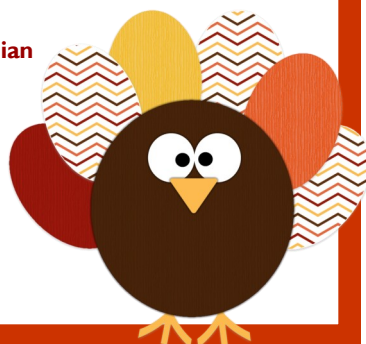
November 17 — Representative Council, 4pm, PHS Cafeteria

November 16-22 — NEA American Education Week

November 20 — Board of Education Meeting, 5:30pm, Board Room

November 24-28 — Thanksgiving Break, Schools Closed

November is American Indian Heritage Month!



Know Your Contract: Work Hours/Breaks, Leaves of Absence

by Karen Kobey, Contract Management Chair

WORK HOURS AND BREAKS

ARTICLE VI, Hours

Your working conditions include a morning physical relief break, which has been established as being **ten (10) minutes long**, and a thirty (30) minute duty-free lunch. You are not required to hold or attend any meetings or to supervise students during these times—even on rainy days.

- ◆ For classroom teachers, department chairpersons and resource teachers, the on-site workday shall begin twenty (20) minutes before {eighteen (18) minutes before for teachers at grades 9-12} the site's regular student instructional day and shall end twenty (20) minutes following the end of the site's regular student instructional day. (Section 6.2.1)
- ◆ The on-site workday for counselors and librarians shall be eight and one-half (8.5) hours, including a duty free lunch of not less than thirty (30) minutes. (Section 6.2.3)
- ◆ Unit members shall have a duty-free lunch period, at a time arranged by the site management, of at least thirty (30) consecutive minutes, exclusive of passing periods, except for student safety emergencies such as fire drills. (Section 6.6)
- ◆ Unit members shall be provided one (1) physical relief break each morning. (Section 6.15)

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 no less than a half-day. Although some more commonly used types of leave are listed below, there are others described in the contract.

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 source** 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)
- ◆ Unit members who are employed full time for five (5) days per week for a school year of service (September to June) shall be entitled to **ten (10) days leave** of absence annually for illness or injury. Unit members whose regular assignment is from 190 to 210 days shall be entitled to **eleven (11) days annual leave**. Unit members whose regular work year assignment is for more than 210 days shall be entitled to **twelve (12) days annual leave.....the number of days not used shall accumulate from year to year.** (Section 9.2.2)
- ◆ **Upon exhaustion of all current and accumulated illness/injury 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** (i.e. 5 months). (Section 9.2.4)

Personal Necessity Leave:

- ◆ A unit member shall be entitled to use, during each school year, a **maximum of seven (7) days** of the sick leave provided for in Section 9.2 of this Article as Personal Necessity Leave....(Section 9.4.1)

Bereavement Leave:

- ◆ 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. In this 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:

- ◆ Effective July 1, 2004, **up to five (5) days** per year of paid jury 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 9.4). (Section 9.7.2.1.1)

RECENTLY RESOLVED GRIEVANCES

#140429— Violation of Article XXIV, Discipline. Principal provided unit member with a memo that is disciplinary in nature but does not identify itself as a step in the progressive discipline process; the intent of the Principal is to have the memo placed in the unit member's personnel file. **Memorandum shall be immediately removed from unit member's personnel file and destroyed; memorandum shall not be considered a Verbal Warning.** (Formal Level Two)

#140905A— Violation of Article VI, Hours. Principal required unit member's to stay for a 504 meeting which began just prior to the end of the contractual workday; the meeting lasted 1.5 hours after the end of the contractual workday. **Each affected unit member shall be paid for 1.5 hours at the supplemental rate.** (Informal)

Welcome New Members!

Barbara Marxmiller— Willard/ Longfellow/ San Rafael

Christina Veatch— Marshall

Cloda Jones— Hamilton/ Sierra Madre ES

Deborah Garrett— Burbank

Diaon Rigdon— Focus Point Academy/Eliot/ Roosevelt

Guiliana Klijian

Lisa Harris— Norma Coombs / McKinley

Ingrid Alvarez—Eliot

Joni Enriquez— Burbank/ Rose City

Kimbra Norton—Wilson

Linda Newhart— Sierra Madre ES

Neda Kramer—Ed Center

Perla Almaraz— Madison/Franklin/Jefferson

Ricardo Peinado— Washington MS

Sabrina Babayan— Focus Point Academy

Sylvia Kasparian— Altadena/ Webster

Tawny Urista—Jackson/ Cleveland / Burbank

Thaovi To— Roosevelt/ Don Benito

Tracy Graham— Wilson/Sierra Madre MS