Six Educators Awarded for Commitment to Social Justice at CTA’s Annual Human Rights Awards

BURLINGAME — Six inspiring and dedicated educators from across the state are this year’s winners of the annual California Teachers Association’s Human Rights Awards for their outstanding dedication to social justice, and for promoting and protecting human and civil rights.

“These awards honor our tireless social justice warriors who do community work beyond their classrooms,” said CTA President E. Toby Boyd. “Their activism is an inspiration to all educators.”

Presented on February 29, 2020, at the CTA Equity and Human Rights Conference in Irvine, the CTA Human Rights Awards this year went to these exemplary educators:

EL CENTRO: Carmina Ramirez, Communications Chair for Associated Calexico Teachers, is the winner of the CTA Cesar Chavez “Sí Se Puede” Human Rights Award. Carmina advocates for and regularly visits migrant shelters in Mexico to work with children and adults, conducting lessons to enhance their literacy and bilingual abilities. She also provides materials for children waiting to be processed into the U.S., so that they will have a head start, and she provides life-saving resources to migrants crossing the border during the harsh summer heat in our desert border community.

BONITA: Guillermo Gomez, an educator and member of the San Diego Education Association, is the winner of the CTA Peace and Justice Human Rights Award. Guillermo wrote the Ethnic Studies Model Curriculum for the California Department of Education as well as co-authored the model curriculum for Ethnic Studies for the San Diego Unified School District. These programs provide leadership at all levels, with more cultural awareness and understanding.

LOS ANGELES: Joel Laguna, an educator with the United Teachers of Los Angeles, is the winner of the Human Rights Award for LGBTQ+ Advocacy in Honor of Nancy Bailey. In his ten years of service in the field of public education, Joel Laguna has exhibited a relentless dedication to working to support youth who identify as members of the LGBTQ+ community. At his school site, Joel has facilitated “ally weeks” and a “pink anti-bullying campaign” to support children in the LGBTQ+ community and to foster support from peers for them. He also works with parents at his school, teaching them about the process of coming out for their children in order to best foster a loving and caring environment for children who courageously declare who they are.

LOS ANGELES: Erika Jones, an elementary teacher with the United Teachers of Los Angeles, is the winner of the Human Rights Award in Honor of Lois Tinson. She has taught for 13 years in the Los Angeles Unified School District teaching kindergarten through 5th grade. She served as a delegate to the CTA State Council of Education for five

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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: marcelalaruttp5@gmail.com

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Great Public Schools for Every Child

CTA

Lifelong Learning
President’s Message — by Allison Steppes

There is the concept of lifelong learning where one never stops acquiring new knowledge. While many of us have been in our careers for many years it is always great to refresh our memory and to try new strategies.

This spring, Pasadena Unified School District has their annual professional development day. This is a time for our staff to host a session for colleagues or attend one to gain new information. Soon there will be information on summer professional development.

We have members within United Teachers of Pasadena who have a love for particular subjects and have sought to be content experts in order to help fellow teachers improve on their teaching.

California Teachers Association in collaboration with the Stanford Center for Opportunity Policy in Education and National Board Resource Center formed the Instructional Leadership Corps in 2014. Two of the principles of the ILC are to grow capacity and to engage in cross-role collaboration. UTP has 4 members who have received extensive training on how to provide ongoing support to teachers in elementary education. Regina Major and Beth Strehl are TK – 1 experts in ELA, Math, Science, and Social Studies. Ashley Webb can help in the same fields for TK – 1 and EL. Yolanda Munoz is trained to help in K – 5 with ELA, Math, Social Studies, EL and Agriculture. The ILC is open to training new teachers to continue to build the cadre of specialists.

In Pasadena, we also have Instructional Coaches who are members of UTP. They are our colleagues who are here to support the day to day efforts of teachers – not to supervise or evaluate their peers. Each school is assigned a coach to support the teaching and learning of the site. There are coaches for Special Education, Technology, STEM, Mathematics, GATE & Arts, K – 5 Literacy and Dual Language as well as Secondary & Dual Language. Just as the students we serve are changing, so are some of the strategies that are best to reach our population. We have plenty of colleagues to ask for curriculum support although we do not always have enough opportunities to receive the help. Be sure to take advantage of the resources we have in our local experts, your fellow UTP members.

Important Dates

April is School Library Month and National Poetry Month
April 10—Shortened Day (K–12)
April 13—Executive Board Meeting, UTP Office
April 16—Open House: Elliot, Hamilton, PALS, Washington MS, & Wilson (Minimum Day)
April 20—Representative Council Meeting, PHS
April 22—Open House: Blair
April 23—PUSD Board of Education Meeting, Ed. Center
April 29—Open House: Madison, Roosevelt, & Washington ES
April 30—Open House: Altadena, Don Benito, Field, Jackson, Jefferson, Longfellow, McKinley, San Rafael, Sierra Madre ES, & Willard (Minimum Day)

May is Better Speech and Hearing Month
May is Asian Pacific Islander Heritage Month

May 6—School Nurses Day
May 6–12—School Nurses Week
May 11—Executive Board Meeting, UTP Office
May 13—Day of the Teacher
May 18—Representative Council Meeting, PHS
May 21—CTA Service Center One Council Meeting, San Dimas
May 25—Memorial Day (Schools and Offices Closed)
May 28—PUSD Board of Education Meeting, Ed. Center
May 26–28—Final Exams (High Schools)
May 28—Shortened Day (K–8)
May 29—Last Workday for Teachers, Nurses, & Speech-Language Pathologists

UTP Communications Committee
Alvin Nash, Chairperson
Manuel Carcido, Webmaster
Jeffrey Leming
Teresa Martinez

Benefits of Lifelong Learning

- Nurtures Curious Minds
- Builds New Skills
- Improves Those You Already Have
- Opens Minds and Increases Wisdom
- Improves Memory and Increases Self-Confidence
CTA’s Annual Human Rights Awards

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years and chaired the Council’s Civil Rights in Education Committee. Erika was instrumental in creating a Black Lives Matter curriculum in school trainings that has reached more than 3,000 educators nationwide, and even more students.

SAN JOSE: Jayson Chang, a teacher and member of the East Side Teachers Association, is the winner of the CTA Member Human Rights Award. As a high school social studies teacher, Jayson promotes racial and social justice through his curriculum which he always makes available to other educators on his website, www.changtheworld.com. The curriculum is organized by the day and challenges students to think about events and issues through a racial equity lens. In addition, Jayson serves as an adviser to multiple student clubs (some of which he helped to create). These clubs include the Future Business Leaders of America and Social Justice Society.

NEWBURY PARK: Anne Alvarez, a special ed teacher teacher and LGBTQ+ contact with the Unified Association of Conejo Teachers, is the winner of the Students with Exceptional Needs Human Rights Award. She fights discrimination against individuals with disabilities, and has developed educational materials and curriculum for special education students, created curriculum activities for Special Abilities Awareness Week and Inclusion Week district wide, adapted Life Skills programs, and worked with issues related to physically/mentally challenged students. Anne is continuously advocating for her students in and out of the district by serving as a role model to inspire and promote the issues of physically/mentally challenged students.

In addition to honoring educators, CTA recognized the work of groups of members.

SAN DIEGO: The San Diego County Service Center Council (SDSCC) is the winner of the CTA Service Center Council Human Rights Award. SDSCC has active committees that partner with other community organizations to support public education, fellow members, and the community. This past year, SDSCC Member Benefits tapped into CTA talent and partnered with community organizations and the University of California San Diego to create a series of social justice themed, day-long professional development symposiums in which members could earn a salary schedule credit.

We wear #RedForEd to support California teachers and educators across the country who are fighting for decent pay and the quality public education our students deserve! #WeAreCTA #WeAreUTP WEAR RED FOR ED ON MONDAYS AT YOUR SITE

SMALL GROUP MEETINGS

BUILD STRONGER RELATIONSHIPS!
Resolved Grievances
By Karen Kobey, Contract Management Chairperson

- **#191218**—Violation of Article VII, Transfers and Reassignments. District is involuntarily reassigning a unit member for a reason other than those cited in the CBA. The involuntary reassignment is rescinded. The unit member’s 2019-2020 assignment shall remain as-is for the remainder of 2019-2020. (Informal, Special Education)

- **#190822**—Violation of Article II, Recognition, and of Article X, Class Size. District reduced staffing allocation from 7.0 UTP bargaining unit members to 6.6, including 0.6 for a CTE teacher. CTE teachers are not within the UTP bargaining unit, and staffing allocations of 0.5 or more should round up to 1.0. Staffing at CIS for the remainder of the 2019-2020 school year shall be in accordance with Article X, Class Size, and with the enrollment as of the end of the fourth week of school (September 6, 2019). Both parties agree that as of September 6, 2019, CIS was to be staffed with 6.0 FTE. If the application of any of the staffing ratios in Article X, Class Size, results in a fraction of one-half or more, an additional unit member (1.0 FTE) shall be allocated. The District shall not include nurses, librarians, counselors, categorically-funded unit members, special education teachers, certificated non-unit employees, and classified personnel in the computation or application of class-size ratios in Article X, Class Size. The District shall not include any non-unit employees in the computation or application of class-size ratios in Article X, Class Size. (Formal Level Three, District)

- **#190826**—Violation of Appendix D (calendar); Appendix E (evaluation documents); Article V, Grievance Procedure; Article VIII, Evaluation Procedures; Article XVIII, Peer Assistance and Review; Article XXIV, Discipline; MOU dated 9/26/17; and various Grievance Resolutions. District’s Notice of Unprofessional Conduct and Unsatisfactory Performance was provided during summer break; it included documents that should have been removed from all files and destroyed, per grievance resolutions. Informal observations that should have been thrown out were not and were used in the Notice. The Notice admonishes the unit member for contractually-protected activities, including participation in the grievance process. Directives in the Notice violate the unit member’s contractual rights and previous grievance resolutions. Both parties agree that documents that are to be removed from all files and destroyed, per grievance resolutions, shall be immediately (as of the date of that grievance resolution) considered to never have been in existence and shall not be utilized for any purpose, including but not limited to evaluation and/or discipline. (Formal Level Three, District)

- **#191101**—Violation of Article IX, Leaves. District did not pay unit member using extended sick leave the difference between their salary and the salary that would have been paid to a substitute. Instead, District provided no pay on November 1st. Both parties agree that no later than March 1, 2020, the District shall provide the unit member monies owed for days of extended sick leave utilized in the first semester of the 2019-2020 school year. The unit member’s differential pay shall be recalculated so that each full workday of extended sick leave utilized shall have a differential deduction of $229.36 (which is the long-term substitute rate of $28.67 per hour times 8 hours in a workday for Psychologists). Until both parties reach a subsequent agreement, UTP bargaining unit members who utilize extended sick leave shall have a differential deduction based on the rates stated in the PUSD Substitute Rates—Certificated salary schedule (currently $23.34 per hour or $28.67 per hour for long-term substitutes). (Formal Level Three, District)

- **#191212**—Violation of Article VII, Transfers and Reassignments. District filled an opening/vacancy for a TOSA II/Special Education position without first posting it on the vacancy list. The TOSA II Special Education position cited in Case No. 191212 has been eliminated. As a result, there is no position to post on the openings/vacancies list. When an opening/vacancy does arise, the District shall follow the provisions in Article VII, Transfers and Reassignments, of the CBA. (Formal Level Two, District)
Women’s History Month

Valiant Women of the Vote

March is Women’s History Month, when we focus on the long struggles of women for equality, safety, and respect in the workplace. About 73 percent of California’s teachers are women, meaning that honoring the work of teachers is most often about honoring the work of women in our classrooms.

The theme for 2020 is “Valiant Women of the Vote.” Honor the women who fought to win the right to vote, and for those who still fight to win the right for others.

CESAR E. CHAVEZ HOLIDAY

California established an official state holiday in honor of César E. Chávez. The holiday celebrated on March 31st of each year.

This holiday commemorates the life of a man who dedicated his energy to helping improve the plight of the American farm workers and to pointing out the dangers of pesticide use on food. His deep belief in nonviolence and in the teachings of Dr. Martin Luther King, Jr. won him the admiration and respect of leaders throughout the world.

Curriculum

The State Board of Education adopted a Model Curriculum on the Life and Work of César E. Chávez

The United Farm Workers, with the assistance of a panel of educators (including members of CTA), has created a supplemental curriculum kit on the life, legacy and work of Chávez. It includes a coloring book, a song book, a poster and a video. A teacher’s guide includes a detailed biography, discussion questions and reproducible handouts.

The purpose of the materials is to help students understand the relevancy of Chávez’s central philosophies on social justice, public action, nonviolence and volunteerism. The materials challenge students to address issues of justice, diversity and equality within their own communities. For more information, go to:

[link](chavez.cde.ca.gov/ModelCurriculum/Teachers/index1.aspx)
SPECIAL ED ISSUES
RESPONSIBILITIES, RIGHTS, & INFORMATION

GENERAL ED TEACHER RIGHTS

STEP 1
MEETING NOTIFICATION
56341.5. The individualized education program meeting shall be scheduled at a mutually agreed-upon time and place.

STEP 2
REQUEST TO DEVELOP, REVIEW, OR REVISE IEP
56343: An IEP team shall meet whenever a teacher or parent requests to develop, review, or revise an IEP.

STEP 3
PLACEMENT NOTIFICATION
56347: General and Special Ed teacher MUST be notified in advance of the placement of a student with an IEP in their class! They “shall be informed of his/her responsibilities” in the IEP plan.

DID you know?
The regular education teacher of an individual with exceptional needs, to the extent appropriate, shall participate in the development, review, and revision of the pupil’s individualized education program, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies for the pupil, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the pupil, consistent with Section 1414(d)(1)(A)(i)(iv) of Title 20 of the United States Code.

IEP MEETING
The placement of services is determined at the IEP meeting by the IEP team. All members must give feedback but do not necessarily have to all agree to the decisions made.

75%
THE MORE A STUDENT RECEIVES SERVICES, THE MORE RESTRICTIVE THE ENVIRONMENT.

In the U.S. Individuals with Disabilities Education Act (IDEA), least restrictive environment (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

LEAST RESTRICTIVE ENVIRONMENT

Students with disabilities in California, 2014
Special Education Enrollment by Disability. www.kidsdata.org
IEP BEST PRACTICES
Here are some ways you can make the IEP process more meaningful & productive.

1. General Ed teachers- Stay for the whole meeting! Many services, goals, and accommodations that are discussed take place in your classroom and you need to give valuable feedback.

2. Ask for training (supports & services) if you feel you need it to help you fully implement a child’s IEP. CA Ed. Code Sec. 56345(a)(4)

3. If you feel an IEP isn’t working, you can call for a meeting. Just be prepared to document the accommodations you have been using, and any other research-based practices. It’s better to come to a meeting with documentation than concerns alone. Also, if an IEP isn’t working, ask your special ed teacher for some ideas or other accommodations you can try. CA Ed Code Sec. 56343

4. You must be knowledgeable of the IEP contents and your responsibilities above having just the accommodations. If you don’t have access to this, ask your Special Ed teacher for a copy and keep it in a secure location. CA Ed. Code Sec. 56347

5. You have the right to speak up to assist a parent or guardian of a special education student to obtain services and accommodations for that student. This means that no district employee may directly or indirectly use their influence to intimidate, threaten, coerce a teacher in order to prevent you from helping that person. CA Ed. Code Sec. 56046 (a)

WHAT IF I DON'T AGREE?
Even if you don’t agree with everything in the IEP, you still need to sign that you were in attendance. If you feel strongly about noting this in the IEP, have the recorder write the specifics about your disagreement in the notes. The IEP meeting is a legal meeting and therefore, accurate documentation is very important.

WHAT IF I CAN'T MAKE THE MEETING?
The parent and district can agree in writing to dismissal of an IEP member, however, the member still needs to submit IEP feedback in writing prior to the meeting. (Cal. Ed. Code Sec. 56341 (f) & (g)

USEFUL RESOURCES:
ADVOCACY: www.disabilityrightsca.org

K. Taylor, 2015
Instruction & Professional Development
California Teachers Association
Instructional Coaching: The Why and the What

By: Jodi Marchesso and Carmela Ching

Why coaching?

For over 20 years, the Pasadena Unified School District (PUSD) has utilized teachers on special assignment as out of classroom support persons for its elementary schools. With the title of curriculum resource teacher (CRT), these individuals often supported the administrative duties of a campus. This included running student success team meetings, individualized education plan meetings, covering classes that were short a substitute teacher, ensuring that teachers had their curriculum materials, and serving as the administrative designee on days of the principal’s absence. In 2016, the title of CRT was eliminated, and all CRTs had to apply for a new position titled “Instructional Coach.” This role was created with the sole intent to provide teachers with peer level support in implementing new classroom practices in all schools, K–12.

In his book, Instructional Coaching: A Partnership Approach to Improving Instruction (2009), Jim Knight states that when teachers receive an appropriate amount of support (i.e. coaching) for professional learning, more than 90% of them embrace and implement programs that improve students’ academic and nonacademic experiences, whereas, traditional professional development (i.e. centralized PD) usually leads to about a 10% implementation rate of a new practice (Marzano, 2013; Joyce & Showers, 1996). The ultimate goal of professional development is to provide teachers with the tools to support student learning; however, workshops are often viewed as insufficient to address the inherently multifaceted nature of teachers’ practice (Kennedy, 2016). Teacher coaching is considered a key lever for improving teachers’ classroom instruction and for translating knowledge into new classroom practices (Kraft et al., 2018).

What can a coach do for you?

In his book The Impact Cycle, Jim Knight (2018) defines an instructional coach as a content and pedagogical expert who partners with teachers to analyze current reality, set goals, identify and explain teaching strategies to meet goals, and provide support until the goals are met.

Your instructional coach is there to partner with you in and out of the classroom setting.

Out of classroom support includes, but is not limited to, various professional development settings, either:

- one-on-one,
- grade level,
- or in small groups.

In classroom support includes, but is not limited to:

- data analysis of student evidence,
- collaborative planning focused on setting student centered learning targets,
- co–teaching,
- Micro–modeling a single skill or strategy, and;
- collecting student evidence during instruction.
Conclusion

Linda Darling-Hammond wrote (2001), "in the last ten years there's been a lot of research done about what makes a difference for student achievement and now it's clear that the single most important determinant of what students learn is what their teacher’s know. Teacher qualifications, teacher’s knowledge and skills, make more difference for student learning than any other single factor." Coaching offers a model of professional development that can support teachers in making immediate and long-term changes and becoming artful masters in their profession; these changes can lead to the transformation of our education system and the experiences and outcomes of the children it is meant to serve (Aguilar, 2013). They are a rare professional development model in that they improve instructional practice enough to positively move the needle on student achievement (Kraft & Blazar, 2018).

Knowing how powerful coaches can be, we encourage you to invite your coach into your classroom to create powerful learning experiences for your students!

Jodi Marchesso and Carmela Ching are TOSA IIs and fellow UTP members.

References:


Welcome New Members

Cleveland CC
Esther Sanders

Don Benito
Lynn Heber

Field
Alan Lebeda
Muchen Yang

Eliot
Vannessa Alquijay

Norma Coombs
Wendy Giang

PHS
Efren Monterroso-Carias

Sierra Madre M.S.
Frances Tiger

Washington M.S.
Jacqueline Kimble-Cummings

General Information

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J. Manuel Carcido,
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UTP Area Directors:
Cassandra William Brown, Area 1
Laurel Ware, Area 2
Martha Tovar, Area 3
Lorna Washington, Area 4
TBD, Area 5

Frequently Requested
PUSD Phone Numbers:
Education Center (626) 396-3600
♦ Human Resources ext. 88777
♦ Health Benefits ext. 88144
♦ Substitute Line ext. 88382
♦ Payroll ext. 88369

Frequently Requested Numbers:
CalSTRS (800) 228-5453
CTA Group Life and Disability Insurance (800) 522-0406
CTA Auto and Home Insurance Program (800) 800-9410

facebook
join our group +

Even if Facebook is not your thing, here are a few compelling reasons to sign up and join our closed Facebook group:

United Teachers Of Pasadena Community Group (Members Only)
- Staying Up-To-Date on Important UTP Information
- Sharing Photos and Celebrations of Events at Your School
- Trash-To-Treasure — Giving and Receiving Classroom Items
- Building a Stronger, More Connected Union!

YOU are the UNION!

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.
Update Your Information!

Name: __________________________________________

Address: _______________________________________

____________________________________________________________________________

Cell Phone number: ______________________________

Non PUSD email address: _________________________

Send it to the UTP office 2303 E. Washington Blvd. or email to marcelalara.utp5@gmail.com
CTA Members Who Stay Focused Can Win a Car from California Casualty

CTA and the CTA Auto & Home Insurance Program provider, California Casualty, are working hard to end dangerous habits behind the wheel. California Casualty is rewarding CTA members who make a promise to drive safely with the chance to win a new Jeep® Compass. All it takes is a visit to www.WinAJeepCompass.com/CTA before October 4, 2020.

Jessica Meda
Field Marketing Manager
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We greatly appreciate your dedication to helping future generations. That’s why we are bringing back our Academic Award. One lucky winner will receive $2,500 to purchase school supplies for their students. Good Luck!