

United Teacher of Dade
2929 S.W. 3rd Avenue
Miami, FL 33129
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A. Demographics

Number of Schools: 309

Elementary 201

Middle/Junior High 51

High School 32

Other 25

Total number of employees by classification:

Certified: 18,166

Classified: 12,775

Management/supervisory: 1319

Current enrollment by level: 343,283

Elementary 165,859

Middle/Junior High: 81,706

High School: 96,718

Current enrollment by race/ethnicity

Caucasian: 12.4%

Hispanic: 52.8%

Black/African American: 33.0%

Other: 1.8% (Includes Asian, Native American, multi-racial categories)

Current enrollment-Language:

There are 212,765 students enrolled in bilingual programs (1998-99) including English for speakers of other languages, Spanish for Spanish speakers; Elementary Spanish as second language, secondary Spanish as a foreign language, basic skills in the home language.

Average Class Size by level:

Primary, Upper, Middle/Junior High, High School:

There is no specific class size in the Dade County Contract. There is an allocation formula determined by the district that is modified, based upon budget priorities, and funds available. Allocations, which typically are from 27-1 to 37-1, include all certificated personnel, thus class sizes reported from school sites range much higher than the allocations, and include classes up to 40 and even 45.

Private School enrollments in area/trends:

Private school enrollments are unavailable; however, there is no current trend to remove students from the public schools.

School District Budget

Total expenditures: 2.2 Billion Dollars

Expenditures per student: \$5,484

B. Significant Background Information:

. Union Structure/Roles

Officers (Names, longevity)

Executive Vice President: Pat Tornillo Jr. (38 years)

President: Murray Sisselman (26 years)

First Vice President: Dr. Shirley Johnson (1 year - active for 12 years)

Executive Body

The UTD Executive Board is composed of 15 vice presidents, elected at large but representing constituencies including by way of example, elementary schools, senior high schools, middle schools, paraprofessionals, etc., plus the three officers listed above. The executive board is the administrative body of the organization and is charged with executing the policies of the Council of Stewards.

Representative Body

The representative body of UTD is the Council of Stewards. The Council is the policymaking body of the Union, and meets monthly during the school year. Council members are elected on the basis of one steward for every thirty members of UTD or major fraction.

Committees Union:

Internal Functions

Legislative Relations

Economic Services

Special Projects and Union Label

Tri-Ethnic Bi-Racial

Professional Issues

Paraprofessionals

Office and Clerical Personnel

Committees-Joint:

1. Adhoc Teacher Certification Committee
2. Adhoc Committee to review transfer provisions for schools designated as low performing.
3. Committee to modify Procedures for Observation and Evaluation of Teaching
4. Summer Employment Review Committee
5. MDCPS/UTD Professionalization of Teaching Task Force the POTTf reviews and recommends to the parties, programs designed to improve the professionalization of teaching.
6. POTTf Planning/Oversight Subcommittee
7. Professionalization Issues Review Council
8. School Calendar
9. Teacher of the Year Task Force
10. Paraprofessional of the Year Task Force
11. Reports and Forms Control Task Force
12. Future Educators of America Task Force
13. Exceptional Student Education Task Force
14. Peer Intervention and Assistance Program (PIAP) Committee - a committee charged with developing a pilot peer intervention and assistance program for Miami-Dade Teachers. The language in the contract has been in place for several years; however, it has yet to be implemented.
15. Satellite Learning Center Committee
16. Educational Issues Forum Committee
17. Adhoc Committee regarding implementation of state legislation regarding school advisory councils.
18. Adhoc Committee re: Implementation of Florida's Schools A+ Plan.
19. Performance Based Compensation: An adhoc committee to make recommendations regarding the development and implementation of a performance based compensation model (during 1997-98 school year)
20. Adhoc Committee on the restructuring of professional development (during 1997-98)
21. Fringe Benefit Council: Made up of representatives of all unions affiliated with the District, and District labor relations representatives and administrators. The role of the council is to review issues impacting the benefits package, major changes that would effect employees, discussions with carriers including interviews when carriers are selected. In addition, UTD employs a full time professional staff person to oversee the benefits programs for the members of UTD, resolving membership problems with carriers, providers, and the district benefits department.

Permanent Union Staff (Names, positions, tenure)

Dade has approximately 27 professional staff, which includes 9 "Bargaining Agent Representatives" that handle personnel problems and grievances within areas of the district. Other staff includes:

Directors of:

- Educational and Professional Issues
- Field Services
- Labor Relations and Training
- Assistant General Counsel
- Legislative Relations
- Media and Public Relations
- Membership Recruitment and Resources

- 1 Comptroller
- 3 Teacher Specialists in the Education and Professional Issues department.
- 1 Senior Coordinator for Labor Relations/Training/Benefits
- 1 Staff Attorney
- 2 Coordinators of Legislative and Political Relations
- 1 Senior Coordinator of media and public relations

- 1 Graphics designer
- 1 Teacher specialist for membership recruitment and resources

Term limits No term limits.

Union Partnerships

The Union has a large number of partnerships with a variety of community, university and business organizations. Below is a small sample:

PTA/PTSA: A significant program to work closely with the PTA and PTSA -through regular meetings, and discussions, sharing of information. A member of the UTD staff sits on the PTA DISTRICTWIDE Board, and parents are invited to sit in on the UTD caucuses when negotiations with the district take place.

University of Miami: A member of the UTD staff sits on the advisory board of the University, leading to joint ventures in professional development, masters degree programs, reduced tuition rates, etc.

University of South Florida: a Joint Masters Degree program between the University, the District, and UTD permitting teachers to achieve a masters degree tuition free.

Florida International University - a joint partnership leading to several programs: Urban Consortium which looks at education for urban students; development of initiatives within a feeder pattern involving collaboration between the university, the district and UTD. One of the programs encourages parent involvement and training.

Greater Miami Chamber of Commerce Education Committee: Work on programs to bring in business support for education. One program included the development of a student portfolio that businesses would ask for as students apply for jobs in the local employment area.

Principal means of communication with members:

UTD Today - A monthly newspaper paid for by the union with no advertising, that is distributed to all members.

UTD Website (www.UtofD.com)

Various flyers as circumstances require.

Membership Engagement

Collective Bargaining: Survey, Open hearings on the Contract, Open hearings with particular groups of employees such as coaches, speech pathologists, alternative education teachers, Juvenile Justice center, etc.

Significant recent budget developments (cutbacks, infusions) if any:

In the early 90's, there were severe budget restrictions due to cutbacks in funding by the state legislature. UTD was forced to forgo step advancement, and salary increases for two years - though layoffs were avoided. In subsequent negotiations, the step increases were recouped, but general salary increases were not recovered.

In order to understand this district, what is it necessary to know/understand?

Labor-management relationship:

The relationship between the UTD and the district has been one of collaboration over a long thirty-year history.

Key crises:

Despite the collaborative relationship, there are, from time to time, labor relations or UTD-District problems. An example is one occurring as this is written. The UTD had determined to hold a rally on March 30 to protest pending actions of the Florida legislature. UTD achieved the agreement of the Superintendent to permit teachers to attend the rally during the school day on what is scheduled to be a non-student day. After receiving pressure from opposition legislators, the Superintendent reneged on his commitment, after UTD had distributed materials, conducted press conferences, and engaged a meeting location for the rally.

Also, as recently as negotiations over the 1994-97 agreement, due to difficult negotiations, the UTD had removed all agreements from the table, and announced publicly that no agreements existed. As a result, the district requested further negotiations, and ultimately, an agreement was reached.

Measured outcomes - test scores, college acceptance rates (1997-98 & 1998-99)

No information available.

Current Superintendency:

Name: Roger Cuevas

Background:

The Superintendent came up through the ranks in Dade County. He was a teacher, principal, dropout prevention administrator and adult education administrator prior to becoming superintendent.

Tenure: 4 years

Management team:

The management team has been in place for a lengthy period of time. The "Senior Staff," which serves as a "cabinet" includes all deputy superintendents - School Operations, Human Resources, Management and Accountability, Finance, Education.

Other employee unions (Name, approximate unit membership, relationship to teachers)

Secretarial/clerical: These employees are full members of and are represented by UTD.

Maintenance/Bus drivers:

AFSCME represents both school maintenance and bus drivers. Skilled trades employees are represented by another AFL-CIO union.

Principals:

Principals and other administrators are organized, they bargain collectively and are represented by Dade County Administrators Association.

Status of contract:

Expiration of current agreement:

The contract expires in June, 2002 This agreement represents a rollover of the 1997-2000 agreement, with negotiations that led to improvements in salary, and other terms and conditions of employment. The rollover was a UTD proposal to avoid making the contract the issue during an election year.

Agency fee: No. Florida is a right to work state.

Binding arbitration: Yes.

Strikes: None

Unfair labor practices: None recently.

Significant litigation: None recently.

Approximate number of grievances per year:

Up to 125. Without the collaborative relationship that exists between UTD and the District, a significantly larger number of grievances would be necessary.

Union role in community:

Political endorsements:

Community engagement:

B. Education Reform

Union posture:

Pro/anti reform:

As one of the early leaders in education reform among teacher unions, UTD has a long history of advocating education reform.

Membership attitudes

Membership is supportive - but frustrated over the emphasis on testing and the grading of schools. As a result, creativity and innovation has taken a back seat, and in its place, is an increase in drilling on the Florida Comprehensive Achievement Test (FCAT) which was implemented two years ago.

Financial commitment

UTD has an entire department of Educational and Professional Issues with 4 employees and support staff. The department is devoted to advancing the union's education reform initiatives. The department's programs overlap significantly with several other departments within UTD, resulting in a very substantial financial commitment to reform issues.

Reform elements in contract:

1. Article XXV - Incentive Pay Plans, Section 5, Tuition Reimbursement for Certificated Employees - provides for tuition reimbursement for teachers working toward an advance degree.
2. Article XXVI - Professionalization of Teaching/Education The article establishes a number of processes for the party's to work collaboratively on a variety of reform issues. In addition, it provides for a shared or site based decisionmaking process, procedures for sites to obtain waivers, process for the establishment of a peer intervention and assistance program, a career ladder program and a professional development program.

Organization/structure for reform:

Central coordinating structure:

There is a "Professionalization of Teaching" task force that has been in existence for about 10 years. Originally, the TF reviewed and monitored all education reform programs affecting teachers, but the process has now evolved into a less formalized structure with the UTD EPI department coordinating efforts with appropriate personnel in the district.

District office structure: No formalized district structure.

Union structure:

The UTD Education and Professional Issues Department holds the primary responsibility for coordination of reform issues on behalf of UTD, though there is significant overlap with other union departments.

Responsibility (within union - leaders? Staff?) See above

Organization around standards

Development of standards:

Approximately 6 or 8 years ago, Dade County developed a "Competency Based Curriculum," establishing content standards at each grade level, for what students should know and understand. These Dade County standards were copied by the state, creating the "Sunshine State" standards which are the basis for the FCAT Test.

Implementation:

The standards have been distributed districtwide and are being implemented in district classrooms.

Role of union:

The Union supported the development of the standards, and large numbers teachers were selected to serve on committees charged with developing the standards.

Training/Staff Development

There is an ongoing district staff development program around the competency standards.

Professional Development

Program description & Operation:

The Union has a professional development program that includes the AFT's ER&D program. The program includes professional development seminars around topics such as crisis management, technology, student motivations, and lesson planning. In addition to the ER&D program, the Union provides an extensive series of seminars for new teachers. Seminars include "Ready Set, Go" offered prior to the start of school, which gives nuts and bolts, tips for new teachers. In October, the union sponsors "Been there, done that" where experienced teachers set up stations around various topics and new teachers can move from station to station to learn from experienced teachers on topics of interest or need. In addition, UTD sponsors an annual steward's retreat in September that provides stewards with union information, as well as training in instructional issues and site-based decisionmaking. Members of the department also provide site-based seminars for schools on site budgeting, programs, personnel issues, etc.

There are a number of joint district-UTD programs including math programs, technology programs, and summer institutes, organized jointly and offered to teachers.

The district has a "Teacher Education Center" which responds to state law. The center is governed by a Board that has union representation. The purpose of the TEC is to provide inservice training for teachers.

Relationship to union:

As well as providing its own extensive professional development program for its members, the Union is integrally involved in planning and assisting the district in all of its staff development initiatives.

Relationship to colleges/universities:

There is significant collaboration between the UTD, the Universities, and the District around staff development.

Low performing Schools

Program description:

The state has designated schools as low performing. UTD and the District work together to develop programs to support these schools, however, such help is not always appreciated by the schools. The current school year is the second year of the state program to grade schools from "A" to "F" primarily based upon the FCAT scores, dropout rate, narrowing of achievement gap, and attendance. There is significant resentment among teachers based upon the fact that the measurements do not take into consideration "value added" based upon the child's attendance in the class.

Personnel - Transfers

So far, Dade County has not experienced closed schools or teacher transfers resulting from low performing schools, or low FCAT grades. The State program provides that students in schools that receive an "F" for two or more years will be permitted to move to any other public school with the district providing transportation, or, subject to continued court appeal, the program could result in students moving to private schools with a voucher. Much is yet to be developed as this state program is phased in.

Incentives for school improvement - pay for performance, measures to raise student achievement or teacher quality:

The state is providing money for school improvement, however there are no criteria available to determine how the schools receiving the funds were selected. Selected schools may determine how the money is spent, and could be used for bonuses, materials, etc. Awards are determined based upon scores on the statewide test.

National Board for Professional Teaching Standards: Teachers receive a one time \$5000 stipend upon receipt of NBPTS Certification; teachers new to MDCPS who have NBPTS certification receive one step salary credit for each year of teaching, and teachers who pursue certification are eligible for 120 master points through the Teacher Education Center.

Peer review:

Program description:

UTD has no formalized peer review program. A new evaluation program is being implemented. Known as PACES "Performance Assessment and Comprehensive Evaluation System" the program involves the teacher and the principal each selecting a peer, and the two peers selecting a third, to observe and review the teacher's performance. The result of the assessment is for the teacher's professional growth, and support, and does not serve as a part of the formal evaluation.

School based management/decisionmaking related to school improvement

Program structure:

Florida state law provides for the establishment of an "Educational Excellence School Advisory Council (EESAC)" at each school site. The school's budget, curriculum and personnel are all subject to review by the EESAC. The effectiveness of the council depends upon the Principal and the strength of the faculty. The law mandates that the EESAC include the Principal, teachers selected by teachers, parents selected by parents, and more than fifty percent of the members of the EESAC must be non-employees of that school. Each school must develop an annual school improvement plan with a mid year review of the plan conducted by the regional offices of the school district.

UTD and the District were pioneers in the advent of shared decisionmaking in urban school districts, negotiating implementation language over ten years ago. The Dade contract section begins with a philosophical statement declaring the party's commitment to professional collaboration among all stakeholders. Each school is mandated to implement an "Educational Excellence Council" (EEC) in accordance with a board policy not set forth in the contract. The contractual role of the EEC included assistance in the preparation and evaluation of the School Improvement Plan (SIP), to address all state and district goals, to serve as the avenue for input from all stakeholders, and to ensure the continued existence of a consensus building process on all issues related to the school's instructional program. The EEC was also responsible for developing budgets and monitoring expenditures of funds devoted to the SIP program and funds designated by the state for use by EEC's. The contract also provides a process for approval of contract and district policy waivers by a local site EEC.

The current language in the contract is the second generation of school-based decisionmaking, and implements the Florida legislative provisions indicated above. As a result, a big problem is that administrators try to narrowly interpret "Educational Excellence School Advisory Council," and attempt to "hang their hats" on the term "advisory." The program impacts the entire governance of

the school and requires more involvement from everyone, including teachers. It has caused the union to enlarge its staff in the professional issues department to deal with all of the issues related to the "Educational Excellence School Advisory Council."

Contract/rule waivers:

There is a provision to waive the contract, subject to the approval of both the District and the Union.

Other major reform efforts (Description, scope, relationship to union)

School Choice:

The Union is attempting to move the district toward a policy that would allow any student in the district to select any school in the district, with transportation provided when appropriate. So far, the District is having a problem resolving the problems.

Satellite Learning Centers

A contractual process that establishes primary level schools in the facilities of cooperating Miami corporations, where employees of the corporation are permitted to school their children. A joint committee that is also established in the collective bargaining agreement monitors the process.

Parent Involvement in Bargaining Process

The PTA has identified three members who sit in on the UTD caucuses and may participate as observers in table negotiations (as permitted by state law). In the caucuses, the PTA representatives may speak but are not given the right to vote on caucus positions.

UTD Legal Assistance Program:

UTD employs 3 full time attorneys, a general counsel who is "of counsel", an assistant general counsel and a staff attorney. Members can access the legal department, based upon employment relations issues - not personal issues such as divorce, wills, etc. UTD has a "legal review panel," which reviews member requests for legal representation. The panel decides whether or not to pursue a case. The legal department also handles arbitrations on behalf of members. During the 1998-99 school year, the legal department handled 9 arbitrations. Issues such as divorces, wills and other personal issues are handled through a district offered legal service policy that members pay for through payroll deduction.

Attachments

1. MDCPS-UTD Contract, July 1, 1999 through June 30, 2002 (Also includes UTD leader/staff directory, UTD Constitution and Bylaws.
2. 1999-2000 UTD Budget
3. December/January UTD Today newspaper.
4. February 2000 UTD Today newspaper.
5. "Tale of the Tiger" UTD Committee on Political Education (COPE)" brochure.
6. "Tips for Student Discipline" UTD Brochure for teachers.
7. "Helping Your Child Succeed" UTD parent brochure, #1 in series.
8. "Helping Your Child Succeed" UTD parent brochure, #3 in series.
9. UTD "Educational & Professional Issues" newsletter - March, 2000
10. UTD "Responsibilities of Union Building Stewards" and "UTD Policy on Stewards Attendance"
11. UTD Flyer announcing March 31 Rally for Public Education