

Poway Federation of Teachers  
13035 Pomerado Rd  
Poway, CA 92064  
January 24, 2000 (Amendments 5/4/00)

*Data Collection:* Bill Harju, Interviewer

*Data Source:* Don Raczka, President

A. *Demographics*

*Number of Schools:*

*Elementary:* 20

*Middle/Junior High:* 5 Middle Schools

*High School:* 3 High Schools

*Other :* 1 Continuation School

*Total number of employees by classification:*

*Certified:* 1600

*Classified:* 2000 (?)

*Management/supervisory:* 85

*Current enrollment by level: (Total: 32,500)*

*Elementary:* 14,400

*Middle/Junior High:* 7,320

*High School:* 9,810

*Current enrollment by race/ethnicity*

*Caucasian:* 73%

*Hispanic:* 10%

*Black/African American:* 2%

*Asian:* 15%

*Current enrollment - Language:* Small ESL Program

*Average Class Size by level:*

*Primary: 20*

*Upper: 30*

*Middle/Junior High: 31*

*High School: 26*

*Private School enrollments in area/trends:*

Unknown - not a large drain from the public school system.

*School District Budget*

*Total expenditures: \$188,000,000*

*Expenditures per student: \$5,785*

*B. Significant Background Information:*

*. Union Structure/Roles*

*Officers (Names, longevity)*

Don Raczka, President (6 years)  
Joyce Daubert, Vice President (6 years)  
Chris Boone, 2<sup>nd</sup> Vice Prfesident (6 years)  
Brigett Haley, Treasurer (6 years)  
Haile Callier, Secretary (3 years)

*Executive Body*

The PFT officer group includes officers (above), two Committee on Political Education (COPE) Chairs and staff. This group meets weekly, and serves as the administrative body of the union.

*Representative Body*

The representative body within PFT is the Executive Board which is composed of the representatives from each school site and the officers. Representatives are elected from the sites on the basis of one representative per 25 member, or major fraction. The Executive Board meets monthly and sets policy for PFT.

*Committees - Union:*

1. Committee on Political Education (COPE)
2. K-5 Educational Policy Council - a new committee which is an effort to develop PFT experts on various instructional issues who will meet with the district and develop PFT policy on educational issues for k-5.

*Committees - Joint:*

Insurance Committee - A joint committee composed of representatives from all bargaining units and management that gathers information and makes recommendations to the bargaining units on insurance issues.

Staff Development Committee - A new joint labor/management committee to decide on content and activities for 3 additional staff development days included in state legislation effective in 1998.

*Permanent Union Staff (Names, positions, tenure)*

Emily Shieh, Executive Director (6 years)  
Pat Silva, Educational Issues specialist (1 year)

*Term limits*

No term limits

*Union Partnerships*

California State University - San Marcos: A new partnership to develop a Masters Degree program for Poway teachers.

*Principal means of communication with members:*

1. News from PFT Nuts and bolts newsletter, twice monthly, reports on employment issues.
2. Professional Teacher - Professionally printed, monthly newsletter dealing with educational issues.
3. Issue fliers when necessary.
4. PFT has a website in the developmental stages that will be up and running by June 1, 2000.

*Membership Engagement*

The PFT President visits each school site on both a scheduled and unscheduled basis 2-3 times per year.

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

The most recent major infusion of funds was the California state legislation which reduced class size statewide in grades k-3 to 20.

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

*Labor-management relationship:*

The Superintendent has been in the district since 1975. The major key crisis was in 1994, with three of five seats on the school board up for election. During this election, a major challenge was mounted by the radical right - a challenge which was well coordinated and financed. PFT worked with a community coalition and successfully elected three consensus candidates. PFT was the major financial and organizational contributor to the election, spending up to \$30,000. This election changed the dynamic between the school board and PFT. The election created a rift between the school board, the superintendent, and the PFT, resulting in an 18 month bargaining stalemate the ultimate result being a major shift in the bargaining styles, with the parties shifting to

an interest based bargaining process with school board members attending bargaining sessions as observers. As a result, the current labor management relationship is positive.

*Key crises:* See above.

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

Poway's test scores are among the highest in San Diego County. The district has no low performing schools.

*Current Superintendency:*

*Name:* Bob Reeves

*Background:*

The Superintendent was a teacher in Los Angeles, went from Principal to Superintendent in Barstow, CA, was the Superintendent in Laguna Beach before coming to Poway in 1975.

*Tenure:* In office since 1975

*Management team:*

The Superintendent employs six major assistant superintendents, four on the instructional side (assigned k-12 to geographic areas), one in personnel, one in business. Four are in their first year, and the other two have three years and two years experience. The major upheaval was due to retirements, moving on to more lucrative assignments.

*Politics:*

Significant lack of experience among the major managers causes a dearth of decisionmaking.

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

*Secretarial/clerical:*

The CSEA (California School Employees Association) represents the secretarial/clerical staff. Membership is approximately 12%. As of April 28, 2000, CFT/AFT has collected enough authorization cards on behalf of a local organization called "Coalition of Classified Employees" to call for a decertification election.

*Maintenance/Bus drivers/food services:*

The Service Employee's International Union (SEIU), AFL/CIO represents the maintenance, bus drivers and food services employees.

*Principals:*

Administrators have a loose association primarily devoted to giving scholarships.

PFT has a very minimal relationship with the other unions in the district.

*Status of contract:*

*Expiration of current agreement:*

The agreement expires in June, 2000. Since the shift in the bargaining style referenced above, PFT and the District have considered the agreement to be a "living contract" with the expiration date rolling over annually, and with negotiations taking place on an as needed basis.

*Agency fee:* No agency fee. Membership is at 81%.

*Binding arbitration:* Yes

*Strikes:* No strikes

*Unfair labor practices:*

During the crisis of the mid 90/s, five ULPs were filed, all of which were resolved with the resolution of the crisis. Currently, the PFT has an Unfair Labor Practices Charge against the district as a result of unilateral adoption of the 2000-01 School Calendar.

*Significant litigation:* None

*Approximate number of grievances per year:*

Since the 1996 settlement, no formal grievances have been filed. Through the problem solving relationship between PFT and the District, problems are being resolved without the need for a formal grievance.

*Union role in community:*

*Political endorsements:*

PFT endorses school board candidates, and works with the San Diego labor council and the California Federation of Teachers (CFT) on other political endorsements. Currently, PFT is working with the San Diego Community College Guild and the San Diego Education Association on reciprocal endorsements for school board candidates.

*Community engagement*

PFT COPE Members are members of the three chambers of commerce that work within the boundaries of the Poway school district. This has resulted, for example, in all three chambers voting to support the most recent bond election.

PFT President Don Raczka writes a monthly column in the local newspaper which is called the "Corridor News".

*C. Education Reform*

*Union posture:*

*Pro/anti reform:*

PFT has a long term reputation of being an advocate for reform, primarily on the issue of teacher quality.

*Membership attitudes*

The attitude of the membership has been overwhelmingly supportive whenever they have been asked to ratify contract language changes to support reform, or most recently, to support a dues increase to support a Teaching and Learning Center and to provide a PFT staff person responsible for educational issues.

*Financial commitment*

PFT members recently approved a dues increase to provide for the employment of a full time PFT staff person to handle instructional issues . In addition, the PFT is committed to developing a Teaching and Learning Center (TLC) funded both by PFT and through local foundation contributions. The first project of the TLC has been a major program which seeks to have 42 teachers involved in obtaining National Board Certification with the support of PFT. These programs have been put in place as a result of a \$30 dues increase approved in a vote of the membership.

*Reform elements in contract:*

*Organization/structure for reform:*

*Central coordinating structure:*

There is no districtwide joint coordinating structure.

*District office structure:*

The District Office has no formalized structure to coordinate reform.

*Union structure:*

The union staff person who has been employed to deal with instructional issues meets with the officers on a weekly basis and reform issues are dealt with as part of the ongoing union structure.

*Responsibility (within union - leaders? Staff?)*

The responsibility for handling reform issues on behalf of the union falls to the weekly leadership group meeting.

*Organization around standards*

*Development of standards:*

Standards are being developed at the district level in the instructional department. Teachers selected by district administrators responsible for curricular areas participated in the process - but there was no official union representation. Standards in most areas of the curriculum have been written, some are in the process of review and revision, others are being implemented.

*Implementation:*

Since the Union had not been involved in the development of the standards, nor in the district's implementation plans, PFT has employed the Educational Issues Specialist, and created the K-5 Instructional Policies Council to begin the process of moving PFT into the center of the Standards debate. Already, in this first year of PFT's employment of the EIS, the district has welcomed her into the process.

*Role of union:*

See above

*Training/Staff Development*

As yet, there has been no training around standards implementation. In fact, training and professional development are one of the key areas of interest for the new PFT initiatives.

*Professional Development*

*Program description & Operation:*

At the present time, there is no districtwide coordination of staff development, nor is there a staff development focus. Each district department develops and implements its own staff development, and school sites develop their own within the limited time available.

*Relationship to union:*

At the present time, there is no union involvement in staff development, however one of the issues currently under negotiation as a result of state legislation requiring a peer review program, includes a joint staff development process, and the outlook is positive.

*Relationship to colleges/universities:*

PFT has an agreement with Cal State San Marcos to develop a masters program around teaching and learning, based on National Board Standards. The goal is for a program to be implemented by the fall of 2000.

*Union structure/organization:*

The dues increase referenced earlier will result in a PFT sponsored teaching and learning center with a focus on teacher quality. Again, the first result has been the program which supports 42 teachers in gaining national board certification.

*Low performing Schools*

*Program description:*

The District has no program for dealing with low performing schools. For individual low performing students, however, the District has tutoring and remediation programs. Since none of the schools in Poway have been identified as low performing schools, there has been no pressure to develop an accountability plan.

*Incentives for school improvement - measures to raise student achievement or teacher quality:*

None.

*Peer review:*

*Program description:*

The Poway Peer Review Program includes first year peer review for teachers with two years or less of public school experience. In addition, there is an intervention piece for permanent teachers rated who are rated as overall unsatisfactory in their contractual evaluations. The program utilizes full time consultant teachers, on the ratio of one consultant for every fifteen new teachers. The teacher consultant meets with new teachers on a regular basis, doing demonstration lessons, evaluating lessons, etc. Ultimately, the consulting teacher makes a recommendation regarding the future employment of the new teacher to a peer board of review composed of three union and two district representatives. 825 teachers have been through the program since its inception in 1987. Thirty four of these have not been re-employed.

The intervention program for permanent teachers is voluntary for teachers with one annual evaluation of "unsatisfactory" overall and mandatory for those receiving two annual "unsatisfactory" ratings. This program includes assignment of a consultant to the low performing teacher for a minimum of the equivalent of one semester. Following the time period, both the supervisor and the consultant can rate the teacher "satisfactory," "unsatisfactory but progressing," or "unsatisfactory." The middle rating results in another semester time period of assistance, and an unsatisfactory rating results in a district move to terminate.

*Issues:*

The California Legislature has recently adopted legislation that mandates a peer review program around a set of criteria. The PFT is currently negotiating over the implementation of the law, which will result in the peer review of teachers rated overall unsatisfactory for one year becoming mandatory rather than a voluntary.

*School based management/decisionmaking related to school improvement*

*Program structure:*

There is no formalized structure for joint decisionmaking at the school site level. There is a "Unit Building Committee" of elected teacher representatives that meets monthly with the site principal over "matters of mutual concern." At least two issues have been delegated by contract to the sites, which usually are assigned to the UBC. These issues include the agenda and subject of two annual site controlled staff development days, and the decision about which teacher is to be moved from the site when enrollment requires a drop in the number of teachers. Other issues are frequently discussed and recommendations are submitted to the principal, though, again, no formalized structure exists.

*Contract/rule waivers:*

There is no waiver provision in the agreement, however, with the concept of a "living contract," waivers would be possible. There was one instance where a waiver was granted to a middle school to modify their instructional time in order to develop a time block for joint planning.

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

*Development and implementation of Teaching Standards for Teachers*

PFT determined, in 1995, that a set of "teaching standards" was necessary in order to make teacher evaluation a more meaningful and standardized process. Accordingly a joint committee was proposed and agreed to between the Union and the District. The committee developed a set of

"domains" around which a teacher would be evaluated that include 1) Planning and designing Instruction; 2) Delivery of instruction; 3) Classroom Management, 4) Assessment; and 5) professional responsibilities. For each domain, a set of elements, and a continuum required to meet the elements were developed, and now form the core of the teacher evaluation process, for both the formative and summative evaluation process.

The process has now been revised three times, and is an accepted document by both teachers and management. The document (see attachment \_\_\_), serves as a living and breathing document in the peer review process.

#### *Alternative Evaluation*

After five years of satisfactory evaluations, a teacher, with the principal's concurrence, may participate in an alternative evaluation process where the teacher selects one of the evaluation elements to work on. Using the element selected, the teacher develops a plan which includes peer interaction, and interactions with the principal each year. The process is popular among the teaching staff because it becomes more meaningful, and addresses the teacher's focus for the year. Further, the peer interaction adds depth to the learning to a much greater extent than the formalized process of evaluation by a site administrator who may or may not be familiar with the teacher's program.

### **Attachments**

1. Collective Bargaining Agreement, 1998-99 (Poway bargains year-round, and the contract is rolled over annually.
2. Salary Schedule 4 - Effective July 1, 1999
3. Salary Schedule 5 - Effective February 1, 2000
4. PFT Budget, 1999-2000.
5. The Professional Teacher - PFT Newsletter
6. "Where We Stand - Inclusion is not the answer for everyone" Paid advertisement in Poway local paper
7. "News from PFT" A quick print PFT newsletter.
8. "Agreement on PAR - 2000-2001 School Year" the PFT tentative agreement over requirements of the new California Peer Review legislation.
9. MOU RE: Decision-Making for Professional Growth Days, et. al. A series of agreements relating to shared decisionmaking in Poway.
10. "Poway Professional Assistance Program" A manual detailing the Poway peer review program which has been in place for several years prior to the current state legislation.
11. "Continuum of Teaching Standards - 1999-2000"