

UNITED TEACHERS LOS ANGELES
Bargaining Proposal
November 2, 2017

ARTICLE XXV - ACADEMIC FREEDOM AND RESPONSIBILITY

4.0 Assessment and Standardized Testing: Excluding those required by state or federal law, each classroom teacher shall be provided the academic freedom and unilateral professional discretion to determine what assessments are used in their classroom, how assessments are used in their classroom, and when assessments are used in their classroom. The results of such assessments shall be for the sole utilization of the classroom teacher.

4.1 For state or federally mandated assessments requiring one-on-one teacher-student implementation, teachers shall be provided substitute coverage for her/his class while conducting the one-on-one assessment.

5.0 Academic Freedom and Ethnic Studies

All teachers shall have the academic freedom to teach students about their individual and collective histories and cultures. Teachers shall have the academic freedom to teach from a critical pedagogical perspective centering on student experiences and being responsive to the needs of the students' shared communities. Teachers shall be supported and provided with ongoing resources, support, and curriculum in order to successfully implement Ethnic Studies and culturally and linguistically responsive pedagogy.

5.1 Ethnic Studies and Multicultural Literature - Definitions

a. Ethnic Studies shall be defined as an interdisciplinary field that examines historical and contemporary issues through the knowledges and perspectives of a marginalized ethnic or racial group, reflecting viewpoints rooted in that group's experiences and intellectual scholarship. Ethnic Studies are rooted in, but not limited to, the experience of African-Americans, Native Americans, Asian and Pacific Islanders, Chicana/o and Latina/os in the United States, Middle Eastern Americans, and other marginalized groups. Ethnic Studies investigates the intersection between power, race, and systems of difference including gender, sexuality, class, religion, language and legal status.

b. Multicultural Literature shall be defined as the study and teaching of literature that reflects the experiences of African-Americans, Native Americans, Asian and Pacific Islanders, Chicana/o and Latina/os in the United States, Middle Eastern Americans, and other marginalized groups, focusing on their literary works, their authors, and their cultural contexts. Furthermore, Multicultural Literature is literature in which the protagonists or, in the case of poetry, the speakers, are conscious of being members of a marginalized group of people who share a common and distinctive racial, national, religious, linguistic, or cultural heritage.

5.2 Ethnic Studies and Multicultural Literature – Secondary Schools

a. The District shall offer courses in the field of Ethnic Studies and/or Multicultural Literature at every secondary school. Each secondary school in the District shall offer a minimum of two semester long courses in the field of Ethnic Studies and/or Multicultural Literature no later than the beginning of the 2018-2019 school year.

b. Secondary schools may choose from existing LAUSD Ethnic Studies and Multicultural Literature courses such as African American Studies, Mexican American Studies, American Indian Studies Literature of Minorities in America, and Mexican American Literature. The courses on this list are

not meant to be exhaustive and are merely samples of courses already approved and offered by LAUSD during the 2016-2017 school year. New courses that reflect the diverse experiences of our students in various Los Angeles school communities shall be created and added to the list of approved courses from which schools may select upon approval by the Ethnic Studies Task Force and the LAUSD Board of Education.

- c. Secondary schools may offer courses in the field of Ethnic Studies and/or Multicultural Literature at any grade level.
- d. All Ethnic Studies and/or Multicultural Literature courses in high schools must be A-G approved for the University of California.

5.3 Ethnic Studies and Multicultural Literature – Elementary Schools

- a. The District and UTLA shall jointly create an Ethnic Studies Task Force charged with creating an Ethnic Studies program, modeled after the Academic English Mastery Program (AEMP), for all elementary schools. The elementary school Ethnic Studies program shall be implemented at every elementary school no later than the beginning of the 2019-2020 school year.

5.4 LAUSD-UTLA Ethnic Studies Task Force

- a. The LAUSD-UTLA Ethnic Studies Task Force shall be comprised of eight members. The composition of the task force shall be four (4) UTLA members appointed by UTLA and four (4) administrators appointed by LAUSD. The committee shall function under the direction of two (2) Co-chair's; one designated by UTLA and one designated by the District. A quorum of four (4) members is required in order to conduct official business, with no fewer than two (2) members representing UTLA and two (2) members representing the District present. All decisions shall be made by simple majority. Meetings shall be held once a month or as otherwise decided by majority vote of the task force. The Task Force shall collect and store all relevant data regarding professional development, number of schools, course sections, and district course offerings.
- b. Responsibilities of LAUSD-UTLA Ethnic Studies Task Force
 - 1. Review and approve course offerings in the field of Ethnic Studies and Multicultural Literature.
 - 2. Review, approve, and suggest professional development, curriculum, and teaching materials purchased and developed by LAUSD for Ethnic Studies and Multicultural Literature.
 - 3. Ensure LAUSD provides practical and instructional support for teachers who wish to develop and/or teach new courses in Ethnic Studies and Multicultural Literature.
 - 4. Develop and create an Ethnic Studies program for elementary schools modeled after the existing Academic English Mastery Program, expanded beyond language development, to expressly include the entirety of the richly diverse ethnic experiences of students and families within LAUSD communities. The task force shall identify strategies to integrate an Ethnic Studies program into the current elementary school instructional day, rather than increase the length of the instructional day.
 - 5. Investigate methods for expanding Ethnic Studies to include Gender Studies and literature as separate courses in elementary and secondary schools.
 - 6. Determine a reliable method of evaluating the overall effectiveness of the K-12 Ethnic Studies (and Gender Studies) program. The Committee shall jointly determine the details of this evaluation and submit a yearly written report to LAUSD and UTLA no later than 30 days past the last day of the LAUSD traditional academic calendar.