

UNITED TEACHERS LOS ANGELES
Bargaining Proposal
August 21, 2017

ARTICLE IX-B - PROFESSIONAL DEVELOPMENT

1.0 Purpose and Goals: ~~Regular Quality professional development and training is essential to the competence and overall effectiveness of all teachers and support personnel, no matter how experienced they may be~~ is essential to improving public education and educating the whole student. Participation in such continued learning is a required professional duty and part of each teacher's basic personal obligation to the profession and to the students of the District. ~~At its best,~~ Affording all educators equitable access to quality professional development and continued learning throughout their careers is part of the District's duty and obligation. Professional development and continued learning must be grounded in the instructional goals and programs of the District and the school, the best practices of successful teachers, and the everyday needs of students ~~and teachers, educators, and communities.~~ While no professional development program will accomplish all goals for all participants, It is agreed that all professional development programs and activities — whether designed and/or delivered by the Central District, a Local District, or the local school — should seek to achieve the following goals, as applicable:

- a. Be grounded in, or consistent with, the California Standards for the Teaching Profession, and with any applicable State and District mandates, standards, initiatives and/or priorities;
- b. Be appropriately responsive to the site's needs assessment and/or evaluations of similar programs offered in the past;
- c. Deepen and broaden knowledge of subject matter and instructional content; as appropriate, be job-specific and differentiated to meet different experience levels, and designed for cumulative and sustained impact;
- d. Provide a strong foundation in the pedagogy of particular disciplines, assignments and instructional programs, knowledge about the teaching and learning processes, and improvement of the environment for student learning;
- e. Provide knowledge of applicable standards, the differences between standards-based instruction and other forms of instruction, and how to know when students are meeting or progressing toward a given standard;
- f. Be intellectually engaging and reflect the complexity of the teaching and learning processes;
- g. Encourage and enable teachers to work together to provide consistent instruction and reinforce student progress.

2.0 Banked Time for Professional Development: See Article IX, Section 3.1, for the minimum on-site obligations relating to the banked time accumulation and schedule. The following terms are intended to facilitate professional development in grades 1-12 and in full-day kindergarten (a.m.-p.m. schedules usually preclude mandatory participation in the banked time program):

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Union # 2120P
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- a. Professional development “banked” time programs and activities shall be scheduled for Tuesdays throughout the District;
- b. In elementary schools, grades 1-5/6 and in full-day kindergarten, such time shall total 1560 yearly minutes and shall be accumulated by increasing instructional time by nine minutes per day in 180-day schools and ten minutes per day in 163-day schools. Students will be dismissed 60 minutes earlier than normal dismissal time on 26 designated Tuesdays, facilitating the use of the banked time for professional development purposes on those days;
- c. In secondary schools, grades 6/7-12, such time shall total 1260 yearly minutes and shall be accumulated by increasing instructional time by seven minutes per day in 180-day schools and by eight minutes per day in 163-day schools. Students will be dismissed 90 minutes earlier than normal dismissal time on fourteen designated Tuesdays, facilitating the use of the banked time for professional development purposes on those days;
- d. The required number of yearly instructional minutes remains the same as without banked time, and there are no changes in the length of the teacher’s minimum daily on-site obligation;
- e. Minimum and shortened days are scheduled and used separately from this banked professional development time, and the two are not to be combined;
- f. In middle schools, established Common Planning Time shall be separate from, and not scheduled on the same days as, banked professional development time (unless approved by the faculty, the principal, and the Local District Superintendent);
- g. Faculty meetings (see Article IX, Section 4.3) are not to be conducted on banked professional development time; and professional development meetings on banked time do not count toward the permitted number of meetings under Article IX, Section 4.3; and
- h. ~~One-half~~ All of the annual total of banked professional development time shall be dedicated to programs or activities (~~including teachers working with one another and with site administrators to improve instruction~~) which are determined at the school site by the Local School Leadership Council pursuant to Article XXVII, Section 2.4. Any such program or activity, including transportation, must be cost neutral to the District. ~~The other half of annual banked professional development time shall be dedicated to programs and/or activities determined by the District, acting through the site administrator, the Local District or the Central office.~~

3.0 Professional Development Advisory Committee: In order to ensure effective input from UTLA and certificated staff in the development and implementation of the District's staff development programs, there shall be formed a Professional Development Advisory Committee (PDAC). The PDAC shall meet at least once a month during the school day, with District provided release as needed, to review, discuss and provide recommendations to the Superintendent or designee regarding the development and implementation of the District’s professional development programs, and to facilitate school site participation. The PDAC composition and responsibilities shall be as follows:

- a. Each party may appoint up to ~~eight (8)~~ four (4) members to the PDAC ~~for the purpose of representing each local district.~~ In addition, there shall be one member designated by the Superintendent and one designated by the UTLA President. The Superintendent's designee shall serve as Chair of the Committee.
- b. The Committee shall have the following responsibilities in its role as advisor to the Superintendent or designee:
- (i) Work collaboratively, with input from both UTLA and the District, to co-sponsor district-wide professional development.
 - ~~(i)~~(ii) Jointly review, evaluate and provide recommendations concerning any current or proposed District-initiated professional development programs and activities;
 - ~~(ii)~~(iii) Jointly propose the initiation of new professional development programs and activities, including but not limited to the organization of working committees for that purpose; and
 - ~~(iii)~~(iv) Jointly review and provide recommendations concerning the professional development calendar for the year.
 - ~~(iv)~~(v) Jointly review and provide recommendations with respect to potential use of categorical resources to fund training and/or reimburse teachers for costs associated with securing of ~~Verification Process for Special Settings (VPSS) certification under the requirements of the No Child Left Behind statute.~~ required certifications.
 - ~~(v)~~(vi) Jointly review and provide recommendations concerning the professional development aspects of the Instructional Coaching program, including matters such as Instructional Coach training, utilization, and program evaluation.
- c. In addition to the foregoing, the function, purpose and immediate task of the PDAC shall include designing a collaborative structure for the delivery of effective professional development to include the following concepts:
- (i) Professional development shall be grounded in data and the instructional goals, pedagogy and programs of the District and the school.
 - (ii) The PDAC shall develop and compile information regarding best practices and successful models for the delivery of professional development programs irrespective of content.
 - (iii) The PDAC shall develop and compile procedures and instruments for the assessment of professional development programs, including for individual programs and annual evaluation of such programs.
 - (iv) The information, procedures and instruments referred to above are intended to assist schools with delivering effective professional development according to research and

evidence-based practices that will be most effective for each school and will enhance student achievement.

- d. The PDAC shall provide recommendations regarding the following: agree on the maximum number of UTLA and District representatives for Local District Professional Development Advisory Committees (LDPDACs). The purpose and function of the LDPDAC shall be to provide recommendations regarding the following:
- (i) In collaboration with the local district leadership team, provide assistance, resources, suggestions and support to their local schools in making the most effective data based professional development decisions.
 - (ii) Evaluate data and assessments of professional development and use this information to make recommendations regarding future professional development activities and delivery models to the local schools.
- e. ~~The PDAC shall have the responsibility for ensuring that the LDPDACs are acting in a manner consistent with the concepts and guidelines set forth herein.~~

4.0 Program Evaluation: At the conclusion of each professional development program, activity or session conducted (whether initiated by the District, the Local District or by the site), the opportunity shall be provided for written evaluation by all participants, to assess the quality and effectiveness of the program and of the presentations, and to provide suggestions for improvement. Whoever was responsible for selecting and/or arranging the program is expected to prepare a brief summary of the evaluation results, and distribute same to the Local School Leadership Council (if the program was provided at the school), the working committee which has responsibility for the subject matter, and the Professional Development Advisory Committee through designated District staff.

5.0 Common Planning: ~~for Middle Schools: The District and UTLA agree to use the State-recommended text (currently "Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students"), as the basis for the Common Planning activities of middle school teachers in the District.~~ Common Planning is to be provided when the teachers share assignments or organizational structures (such as Small Learning Communities, Houses, Departments, or Teams) or when other program considerations (such as bilingual instruction or the implementation of new programs) suggest that doing so would encourage professional collaboration, and when the requisite approvals have been attained. The participating teachers shall plan the content and activities for Common Planning, for administrative review.

6.0 Teacher Professional Development Projects: Three bargaining unit members shall be selected by UTLA for the purpose of working collaboratively with the District on identified professional development projects. Two existing bargaining unit members shall continue in their current positions working with the National Board Certification (NBC) program and Point Credit/New Teacher Academy until expiration of their five year term unless extended by mutual agreement. The newly established third position will also work in the area of professional development. The supervision and evaluation of the above three employees and a determination of their responsibilities shall be determined by the Superintendent and the UTLA President or their designee.