Concord Teachers Association Bargaining Platform
April 2015

What brings you joy in your work with students?

“Seeing kids light up with excitement over learning”

“Being a part... of these funny, clever, quirky, fabulous tweens.”

“I love when students have “a-ha” moments.”

“Being allowed to be creative and unconventional.”

“Having enough flexibility in my curriculum to take it where any particular class might lead me.”

“Having autonomy to plan tangential (enrichment) experience/lesson now and then.”

“Watching each and every student reach their potential and see who they are as a learner!”
(Q10) What sucks the life and joy out of the work you do with students?

“Negative assumptions by admin about work we do, lack of vision.”

“Watching kids being forced to fit "into the box and lose their sense of power in learning.”

“Too many assessments; giving pretests when the students haven't been taught the material yet so they begin a new unit feeling like failures.”

“The classroom curriculum is so diluted by emphasis on data and canned curricula, that it's harder and harder to find meaningful ways to connect my curriculum with students' learning in their classrooms.”

“Constant requests for information or data from administrators who seem to do nothing with it.”

“Not having enough time to focus on curriculum and work that directly impacts students.”

“Long useless data meetings are taking time away from kids.”

“So many secondary responsibilities with data collection for student learning and evaluation evidence. This continues to pile on top of duties and long meetings without much efficiency.”
What can we propose through bargaining to increase the joy and reduce stress?

MORE freedom, less mandates!

Bring the half-day back for everyone.

“...Less technology and more staffing.

Stop the cookie cutter teaching mandates so teachers can regain their creativity in the classroom.

...carve out time within a school day for all of the paperwork and requirements.

Data driven assessment sucks the soul out of the education of children and it forces me to waste hours of my time to substantiate what?

Stop adding more things to our plate without taking anything off.

Reduction in meetings, more time in classroom spent with the children.

Stop all of the constant new initiatives and make one decision and go with it.”

More time devoted to teaching and less to evaluations and assessments.

Data driven assessment sucks the soul out of the education of children and it forces me to waste hours of my time to substantiate what?

Stop adding more things to our plate without taking anything off.

Reduction in meetings, more time in classroom spent with the children.

Stop all of the constant new initiatives and make one decision and go with it.”

More time devoted to teaching and less to evaluations and assessments.

Data driven assessment sucks the soul out of the education of children and it forces me to waste hours of my time to substantiate what?
CONCORD TEACHERS ASSOCIATION BARGAINING PLATFORM
DEVELOPED AND UNANIMOUSLY RATIFIED BY
THE MEMBERS OF THE CONCORD TEACHERS ASSOCIATION

April 2015

•• Time for Teaching and Learning ••

Teaching time is being robbed from teachers and students alike in favor of testing and mandates. In order to have meaningful time for teaching and learning, teachers must have time to focus on teaching students with minimal interruptions. We need to spend less time on assessment and data collection. We need time to plan meaningful lessons and review student work, time for teacher-directed collaboration with colleagues, and more autonomy over when we meet and what is on the agenda.

•• Professional Dignity ••

In order to have professional dignity teachers need to be understood as educational experts. They need to be trusted and relied upon to make sound professional decisions about instruction, pedagogy, assessment, and other relevant educational issues. They need to have an appropriate level of influence over decision-making in the district and within their schools.

•• Equity ••

The work of all Concord educators Pre K-12 is equal in value. Members should get equal pay for equal work. Everyone should get what she/he needs in order to be effective in her/his work with students. People should have comparable planning time and class loads.
•• Time for Teaching and Learning ••

Teaching time is being robbed from teachers and students alike in favor of testing and mandates. In order to have meaningful time for teaching and learning, teachers must have time to focus on teaching students with minimal interruptions. We need to spend less time on assessment and data collection. We need time to plan meaningful lessons and review student work, time for teacher-directed collaboration with colleagues, and more autonomy over when we meet and what is on the agenda.

Concord students deserve:

- More time learning, less time being tested
- More whole class learning time with less fragmented schedules
- Schedules that allow for spontaneity and flexibility
- Rich curriculum experiences that are developmentally appropriate with teacher created and/or determined curriculum
- Developmentally appropriate, authentic assessments
- Teachers who have time to think and plan
- Developmentally appropriate integration of technology
- Protection of online privacy rights
- Teachers who have time to collaborate in meaningful ways
- 60 minutes of art each week (Grades 1-5)
- 60 minutes of PE each week (Grades 1-5)
**Professional Dignity**

In order to have professional dignity, teachers need to be understood as educational experts. They need to be trusted and relied upon to make sound professional decisions about instruction, pedagogy, assessment, and other relevant educational issues. They need to have an **appropriate level of influence** over decision-making in the district and within their schools.

In order to give our students the schools they deserve, teachers require:

- **More time to teach:**
  - Less time in meetings
  - Less time testing
  - Less time on test prep
  - Less time on data collection
  - Less time on data analysis
  - Less time on data entry and streamlining of information software

- **Appropriate level of influence on:**
  - Implementation of mandates
  - Creating developmentally appropriate schedules
  - Use of technology
  - The amount and kinds of testing, data collection and data analysis implemented by the district
  - Meeting agendas pre k-8
  - Curriculum development and implementation
  - Job responsibilities and duties

- **Academic freedom and professional autonomy**
  - Freedom to develop and teach developmentally appropriate curriculum at a pace that reflects and honors students’ needs
  - More teaching time with the entire class of students
  - More unrestricted planning time
  - Freedom to decide how to use planning time and amount and use of meeting times
  - Teacher-directed collaboration
  - Weekly K-5 teacher directed early release afternoons
  - Parameters around email expectations
  - Protection of privacy rights for teachers
  - Timely notice of additional positions/reinstatement of positions
  - Unrestricted bereavement days

- **Effective supervision and evaluation process and tools.** Educators need a system that facilitates:
  - Meaningful interaction between educators and evaluators
  - Leads to educators’ growth
  - Respects educators’ time
  - Honors the uniqueness of each educator

- **CTA support that includes:**
  - Release time for the Association President
  - Non-voting seat at School Committee table
  - A School Committee member to participate in monthly labor management meetings
  - Protected monthly block for building-based CTA meetings
  - Agency fee
The work of all Concord educators Pre k-12 is equal in value. Members should get equal pay for equal work. Everyone should get what she/he needs in order to be effective in her/his work with students. People should have comparable planning time and class loads.

In order to give our students the schools they deserve, teachers require:

- Salary parity with CCHS including Summer Pay Rate
- Longevity pay parity with CCHS. Change from current CPS differentiated flat rate to equal % for all.
- Classification of travel time
- Guaranteed lunch
- Timely payment of summer work, with justifiable reason if there is a delay
- Increased staffing because of student population increases for Specialists, K-8 Special Education and ELL caseload
- Equitable CMS required duties
- Pay or other compensation for additional work
- Equitable distribution of tuition reimbursement for professional development
- CMS class load decrease for major academic departments
- Equitable CCHS stipends