

MINUTES

CTA CBLT

Orange Technical College – Mid-Florida Campus

March 29, 2018

In Attendance

Maribel Aponte	CTA	Theresa Harter-Miles	District	Kelly Paduano	District
David Azzarito	District	Farrah Hawkins	CTA	Clay Phillips	CTA
LeighAnn Blackmore	District	Alex Heidelberg	District	Irine Roth	District
David Cintron	CTA	Myrlene Jackson-Kimble	District	Mary-Grace Surrena	CTA
Doreen Concolino	District	Josh Katz	CTA	Michelle VanderLey	CTA
Albert Davies	CTA	Michael Marzano	CTA	Patricia Walker	District
Wendy Doromal	CTA	Clinton McCracken	CTA	Wendy Wing	CTA
Bill Floyd	District	Phyllis Mills	CTA	Tom Winters	CTA
Ian Gesundheit	District	Megan Oates	CTA	Stephanie Wyka	District

Introductions, Announcements & Appointment of Gatekeeper/Timekeeper CBLT

Ian Gesundheit served as Gatekeeper/Timekeeper.

Review Minutes from February 26, 2018 CBLT

The CBLT approved the minutes with minor corrections.

Updates from February 26, 2018 District/CTA

- DOE Report on Targeted and STO Schools
 - The District reported there is no DOE Report on Targeted and STO Schools; however, there is a report on Turnaround Schools.
 - CTA requested a copy of this report.
 - The District indicated they would provide the report before the next CBLT meeting.
- iReady
 - The District continues gathering the information requested regarding the use of iReady and will provide a report at the next CBLT meeting.
 - CTA voiced that teachers whose evaluations rely on iReady data continue to be concerned with its use for this purpose. CTA is also concerned with the mandated in-school iReady time that could be used for teacher instruction. CTA requested information on what line item iReady represents in the budget, as well as additional information from the company.
- Speech/Language Therapists

- CTA again requested supporting documentation regarding the provision of services for students vs. direct instruction.
- The District clarified that services are scheduled outside of core classes. The District further clarified the difference between staff who serve in an ESE classroom and staff who provide services. There is no document that states that make-up sessions are required; however, the District shared that a student's IEP defines the number of minutes of therapy a student should receive weekly and missing one or two sessions would be okay.
- CTA asked for specific guidelines on how many missed sessions, within what timeframe, would require make-up sessions. CTA believes the District should supply substitutes for speech/language therapists.
- Student Data Collection
 - The District continues to seek clarification between what is mandated by the District and the State as well as what data is readily available and what data is needed from teachers.
 - CTA clarified they want to know who is telling the District to collect the data and what is the purpose of the data. CTA contends data collection is more work which does not serve teachers or students. CTA stated teachers want autonomy and clerical personnel can be hired to collect data.
 - The District disagreed with this representation and shared that CTA does not speak for all teachers. The District shared that Article VII, Section A states that administrators have the right and obligation to question, consult and direct teachers whenever necessary.
- Mentoring Supplements for School Psychologists and Social Workers
 - The District received the names of social workers, but not school psychologists denied the mentoring supplement. The District may need to find funding for this supplement as the current funding source is for school-based mentors only. The District will work to pay this supplement as soon as possible.
- Arts Supplement
 - The District did not receive a list of those teachers denied the supplement as requested at the February 26, 2018, bargaining session, as CTA indicated it did not have a list. As a result, the District will research all arts teachers and work to identify those not receiving the supplement. Once identified, the District will contact principals for clarification and possible identification of additional supplement recipients.
- Peers Acting as Managers
 - The District rejected the CTA proposed language as it believes existing language is sufficient to address CTAs concerns. Specifically, Article X references that only administrators conduct observations and evaluations of instructional personnel.
 - CTA disagrees and stated that peer coaches continue to act as managers. Examples given included directing teachers to "do homework" for PLCs and DPLCs, instructing teachers to post lesson plans, and telling teachers they will "receive a lower evaluation score in Domain IV if they do not comply with instructions".

Employee Investigations

CTA

CTA shared they file complaints consistently against a principal and the investigation is not conducted in the same way as when a teacher is sent to Employee Relations. CTA feels it is unjust, unfair and very concerning.

The District shared the investigative process is the same regardless of the type of employee. The biggest difference between administrative and instructional investigations lies in CTAs advice to teachers to refuse to provide a written statement. Administrative employees do not have the same constraints and provide a written

response when requested. When an instructional employee refuses to provide a written statement, Employee Relations has no other recourse but to schedule the employee for a predetermination meeting (PDM) in those cases where there is alleged misconduct that could result in discipline.

CTA believes there is a disparity and the best advice they can give is to file a complaint with the DOE.

The District shared referring teachers to the DOE will frequently result in the complaint being referred back to the District. Teachers can contact the Area Superintendent if they believe principals are not responsive.

CTA stated that when you “mess with someone’s career, we take it seriously”. Going to the DOE with a litany of statements, makes it easy for the DOE to investigate. Just as you counsel a teacher, the District should sit down and counsel principals.

The District indicated this occurs.

CTA added that another example of a “double standard” is the Management Directive requiring response to emails within 48 hours, as administrators frequently do not comply.

The District stated that area superintendents should be notified when principals are not complying with procedures and answering emails with the required timeframe.

Curriculum/Textbook Selection

CTA

CTA requested information regarding which teachers are selected to participate in curriculum/textbook adoption process and how teachers’ voices are heard in that selection.

The District recently met with Dr. Robert Bixler and Daniella Rincon regarding the curriculum/textbook selection process. The District solicits participants through the curriculum newsletter and IMS. Participants must attend all meetings and they receive payment for meetings scheduled after hours. The selection committee hears presentations from vendors and makes recommendations through the chain of command ultimately to the School Board for approval. This process is open to all teachers in the given subject area and the District welcomes teacher input.

CTA indicated they are impressed there is a process and requests communication regarding future subject area adoptions and dates.

In a separate, but related issue, CTE members of the CTA requested information regarding IMS materials for CTE instructional personnel.

The District will explore this matter and report back at the next bargaining session.

Working Conditions

CTA

CTA requested this agenda item as it is an issue at every bargaining session. The theme is common – not enough planning time, Professional Learning Communities (PLCs) are mandated, and mandated tasks to be completed along with timelines. Based on CTAs survey, over 70 percent of teachers want to leave because of working conditions. Teachers are given so much work that it cannot fit into a 7.5 hour work day. Teachers are mandated to attend activities outside the duty day and outside those activities outlined in the contract. Teachers stated they are threatened to be “marked down” on Domain 4 of the evaluation instrument if they do not attend these activities. Teachers feel micromanaged, manipulated and scripted. Teachers want to be treated as professionals. Teachers want schools to utilize substitutes and not split classes among teachers in attendance. CTA provided a one-page document outlining one teacher’s concerns with the District PLC (DPLC) process. (See Appendix A) CTA raised a concern regarding the “voluntary” observations occurring following DPLC sessions. Teachers object to planning time being used for professional development. Teachers indicated they are directed to raise

failing grades to a “C” or higher. CTA does not want teachers to leave, they want OCPS to be the District where everyone wants to teach. Some of the issues seem to be authoritative, driving teachers away. CTA indicated they are going to have more summits and hope the District attends. CTA believes this is problem of communication all the way from the top; everything has to be more centralized before it gets to teachers. CTA shared their concern regarding too much training.

The District shared the following in response to the issues raised above. Planning time is a result of an arbitration award. Teachers receive a block of planning time that is not used for any purpose. Any other non-instructional time during the duty day may be used by the District. Currently, the District commits to common planning occurring one day per week. Common planning is a best practice and the District commits to its use. The District continues to review the amount of student data collection required. It is important that we deliver standards-based instruction with rigor. The District developed and provided Curriculum Resource Materials (CRMs) at the request of teachers. Their use is not mandatory and may be used in any form, the only mandate is that teachers follow the standards. The District does not mandate lesson plans; however, teachers must ensure lessons are standards-based.

CTA raised a concern regarding the three (3) hour student contact time during testing.

The District shared the complexity of scheduled breaks and planning periods.

CTA raised a concern regarding mileage reimbursement for traveling to schools for follow-up on DPLC activities.

The District indicated that teachers are entitled to mileage reimbursement when they report to both their assigned work location and an alternative work location in the same day.

The District asked if CTA could disaggregate the survey results and comments by school so that principals can address concerns related to their building.

CTA agreed to provide the disaggregated data.

The District asked if there is a way to know the experience level of teacher respondents.

CTA responded that this comes from all kinds of teachers. CTA suggested listening to the recording of the teacher who spoke at the school board meeting and received 700 “likes” on Facebook.

The District shared that Dr. Jara’s February memorandum reminded principals that PLCs are limited to once a week and that common planning is a best practice, not mandatory. The memo described data collection guidelines stated that CRMs are not mandatory. The District is trying to work through issues, school-by-school.

Student Discipline, Guest Speaker James Larsen, Ed.D.

District

The District invited Dr. James Larsen to present information to the CBLT in response to concerns regarding the student discipline process.

At the February 26, 2018, bargaining session, CTA shared concerns regarding a perceived lack of consequences and consistency, failure to provide teachers with the referral form as required by the Contract, a lack of support for teachers with respect to student discipline (reducing offenses from Level IV to Level II with no explanation), requiring Area Superintendent approval of all suspensions, and questions regarding implementation of Restorative Justice.

Dr. Larsen shared there is no school grade component tied to student discipline. Discipline is not effective if not used appropriately. It should not be deemed as punishment, it should be used to modify behavior. Schools are not asking Area Superintendents for approval of suspensions, the conversation is to ensure consistency across the District. The real focus is on alternatives to suspension. The District metrics mirror the state numbers. The alternatives to suspension are the key to modifying student behavior. The District offers several diversion

programs such as “Back on Track” and “Cyber Talks”. These programs do not replace suspensions, but provide behavior specific counseling and interventions to prevent repeat offenses. Restorative Justice is a program designed to restore the victim and the offender. This program is expanding across the District. The greater the number of trained staff at a school, the greater the response to the program. Restorative Justice does not say you cannot suspend a student. The intent of the program is for the offender to see how his/her actions impact others. Until we find out the root cause of a student’s behavior, we cannot effectively correct the behavior.

CTA indicated they believe in Restorative Justice programs and think teachers would benefit from this training. CTA requested the opportunity to attend the training. CTA believes that this type of training is what teachers want instead of Close Reading. CTA feels teachers should choose professional development that benefits them and their students.

The District will work with CTA to schedule training in the future.

CTA spoke of the need for additional training and funding for students in the area of social/emotional problems, particularly directed toward early identification and intervention at the preschool level.

The District stated that they would share this information with the Mental Health team.

Recruitment and Retention Initiatives

District

CBLT Member David Azzarito shared some of the initiatives currently in use by the Human Resources Division with respect to recruitment and retention of teachers. This year, the District launched the “Become a Hero” campaign. This brands all of our recruitment events through event materials as well as our social media campaigns. In addition to in-state job fairs and school visits, the District concentrated on out-of-state events in the Southeast. The District attends career fairs to attract non-education majors particularly in the STEM areas as well as multicultural receptions with the intent to attract minority candidates. The District has a newly forged partnership with UCF spending an average of three (3) days per week visiting classrooms, providing tours of OCPS Title I schools, hosting appreciation events, and providing content area tutoring. Valencia College provides a service learning project introducing EPI teachers to Title I schools through field experiences. The City Year program provides as many as 50 potential teaching candidates following their service with the City Year program. Westgate Resorts provided a \$25,000 grant to assist teachers with subject area testing at Evans, Jones and Oak Ridge high schools and Carver Middle School. The District provided outreach to the local Veterans Affairs location to find retired military teaching candidates. The UCF Lockheed Martin Academy is fully funded and has three (3) cohorts with a focus on STEM. Pathways within Education works with our classified staff who may have at least a bachelor’s degree and an interest in teaching. For those individuals who do not yet have a bachelor’s degree, the District is working to assist them with finishing their degrees to qualify for a teaching position. Next year, Edgewater High will launch a Future Educators Magnet in partnership with UCF and Valencia College and provide two (2) scholarships for successful program participants. (See Appendix B)

The District shared that we hire approximately 40 percent of the candidates who complete their internship with the District.

The Teaching and Learning Division is responsible for the bulk of the retention strategies; however, Human Resources has a retention/teacher transfer fair scheduled May 5, 2018, for those teachers recommended for reappointment and desiring a transfer to another work location.

The District has a cross-functional team working on a study in conjunction with Harvard University addressing teacher retention. The District referenced a school board presentation on November 2, 2017, that addressed retention strategies and fostering a culture of support and value.

CTA stated that they want to be more involved with this as there is only one teacher represented and CTA only received notification about this project afterward. CTA stated there seemed to be a recruiting plan, not a retention plan.

CTA requested attrition data for the last ten (10) years. The District will gather the data and report back to the CBLT.

Committee Updates

CBLT

- Budget Committee
 - CTA reported a successful meeting with a focus on retention. The state only provided 47 cents/student in new money this year. CTA reviewed the salary proposal currently on the table and asks the School Board to look for creative solutions.
- Calendar Committee
 - CTA reported this committee includes approximately 60 members including participants selected by school board members, principals, teachers, Valencia College Vice President, Seminole County Public Schools district personnel, students and community members. The Committee developed recommendations for the 2019-20 and 2020-21 school years. The recommended calendars are similar to the calendars in the past.
- CTE Ad Hoc Committee
 - CTA reported continuing discussions regarding supplements for teachers beyond the scope of CTE. Representatives will be invited to the next Supplement Committee meeting for further discussion. The Committee also wants to explore the number of student contact hours defined within the Contract.
- Evaluation Committee
 - The District reported the Committee looked at the strengths and barriers from the last Appeals Committee process for both the Instructional Practice Score and Student Learning Growth. The Committee also discussed processes for this year's Instructional Practice Score appeals.
- Finance and Compensation Committee
 - CTA reported the cost of expanding from a 7.5 hour day to an 8-hour day is approximately \$53.4 million. The Committee discussed the possibility of identifying the 5th Wednesdays (there are 4 during a school year) as a time for no scheduled meetings or professional development. The Committee also discussed the possibility of creating a "flex day" where teachers could work a day during the summer in their classrooms in exchange for not working one of the three workdays scheduled during the year.
- Human Resources Committee
 - The District reported this Committee is working on the use of substitutes and fill rates. Specifically, they are looking at fill rates by day of the week, especially Mondays and Fridays, absences filled and later dropped, quality control with the A4 process and the pay scale.

- School Psychologists Ad Hoc Committee
 - CTA reported this Committee is reviewing current contract language to be sure it addresses some of the unique issues around School Psychologists.

CTA requested the list of CBLT Committee chairs and members.

Review Action Items

CBLT

The CBLT identified the following action items and parties responsible.

Action Item	Party(ies) Responsible
iReady Contract and Invoices, District mandated times	District
Student Data Collection requirements	District
Individual School Discipline Plans	District
Safety Committee meeting	CBLT
Committees meet before next bargaining meeting	CBLT
Number of Instructional Coaches by School	District
Update on Evaluation System and Scales	District
Number of Unfilled Substitute Assignments on days teachers conduct school/classroom visits in response to DPLC activities	District
CBLT Committee chairs and members	District
Data on OCPS attrition rates for the last 10 years (August to August)	District
State vs. District policies/requirements for student data collection	District
Copy of report to FDOE on Turnaround Schools	District

Next Meeting

CBLT

May 2, 2018, 8:30 AM to 4:00 PM, CTA Office

Appendix A

DPLC POINTS: From One of the School Team Members

- Location of DPLC requires 2 additional hours of travel time to get to Ocoee. We are not given \$ for tolls or gas. No gas/mileage to travel to other schools.
- 2 hours needed to prepare for sub
- a principal is the facilitator, and they use a scripted notebook and Powerpoint presentation to lead the PLC. The first two presentations were very rushed. No time was given for group questions. Information was given to us, but we were all still uncertain of what close reading should look like at our specific grade level. We were not given grade level specific videos to watch for the subject areas we teach, yet we were told close reading should be used in all areas.
- Area superintendents and their teams did walkthroughs during the sessions. My principal changed her pace and delivery when she was being observed.
- Sample pre conferencing and post conferencing videos were unrealistic. We do not have enough time to plan for basic lessons much less conduct in depth conferences for peer observation. Also, we have no idea if the peer observation we are seeing is applying or innovating based on Marzano. We are not trained evaluators. How do we know that what we are seeing in a peer's classroom is actually what our principal would evaluate as an effective lesson?
- two employees from the district sat in the back of the room with laptops during the DPLC sessions with laptops. They would circulate during activities. Activities were usually unclear and ineffective. We were not given time to actually discuss topics we have questions about.
- we are not provided with a library of close reading materials for grade levels/ subjects we teach. Instead we were given explanation of how to evaluate which materials would be appropriate. Who has time to search for these materials and evaluate them?
- Audubon principal hosted our DPLC school visit. She stated that she was aware the CTA said the class visits were voluntary. She complied by saying she emailed the teachers she wanted us to visit. If they did not want the DPLC teams to visit their classes they were asked to "see her". Does this really sound voluntary????
- School/classroom visit should have been a half day, not a full day. Waste of subs!
- DPLC team members are viewed by teachers at our schools as the trained experts. The reality is we were given information in a rushed setting with no time to actually discuss or understand the actual expectations at our schools. The DPLC team members did not come back to school prepared to share information with other teachers because we don't feel we fully understand expectations. Not paid time was given to the DPLC teams to come back to school and work on what was learned at the DPLC and how to help support the teachers at our school. I do not know one member of our DPLC team that found this experience helpful or would willing be on the DPLC team next year.
- OCPS needs to provide grade level and subject appropriate close reading materials for teachers in some type of library of resources. We also need to have a library of sample applying and innovating lessons for each level. Teachers have no idea what the target looks like, so how can we be expected to hit it?

Appendix B

Orange County Public Schools



WINNER

the broad prize
for urban education

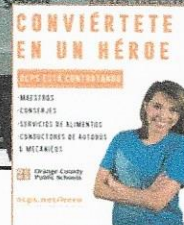
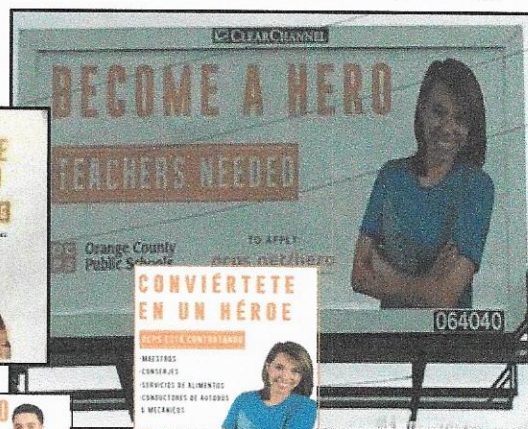
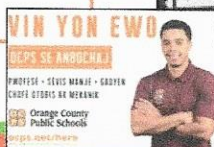


OCPS Instructional Recruiting Initiatives
March 29, 2018

Orange County Public Schools

Local Outreach: Become a Hero Campaign

- English, Spanish, Haitian-Creole
- Billboards
- Bus Stops
- 6,400+ Website Clicks



Orange County Public Schools

College Partners Outreach

Central Florida:

- UCF, Valencia College
- BCU, Stetson, Florida Southern, Rollins
- Great Florida Teach IN

State Colleges:

- UF, FSU, UNF, FAMU, USF, FIU, FGCU

Recruiting Events at Colleges

- Intern Job Fairs
- Career Fairs
- Multi-Cultural Reception
- Seminars, Presentations
- Information Meetings
- Lunch & Learn



Orange County Public Schools

UCF Intern Recruiting Events

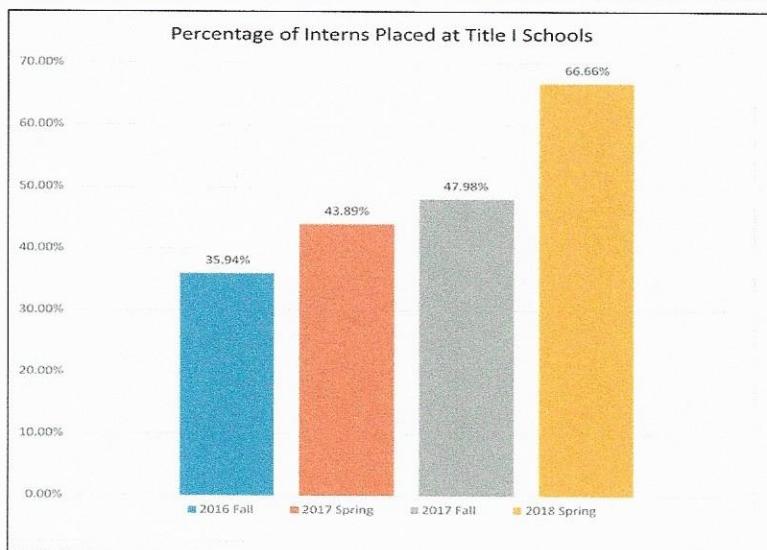
- Title I Tours (Carver, Ivey Lane, Evans, Orange Center, Engelwood, Orlo Vista)
- Content Area Tutoring
- Appreciation Night
- LC Breakfasts
- Personal classroom visits offering Letters of Intent
- UCF Career Center Silver Sponsor



- Weekly College Class Visits
 - Focus is on teaching strategies, classroom management and relationship building
- KnightED Monthly
 - Focus is on technology and certification



Orange County Public Schools



Orange County Public Schools

Valencia College Partners with STO

- **Service Learning Project:**
Introduce EPI (Education Preparatory Institute) students to Title I schools through field experiences 30 hours

Candidates:

75-100 West

100-150 East



OCPS Schools in the Project:

- Ivey Lane ES
- Orlo Vista ES
- Eccleston ES
- Orlando ACE K-8
- Westridge MS
- Carver MS
- Oak Ridge HS
- Evans HS



Orange County Public Schools

Instructional Job Fairs

- Jones HS- (Retention Fair) May 2018
- University HS- May 2018
- TBA – June 2018
- TBA – September 2018
- Career Fair+ App
- Video <https://youtu.be/wDWImQYCjOs>



Orange County Public Schools

Social Media Outreach

- Stay Informed...Follow us on social media to get the most up to date information on events!
- Facebook, Twitter, LinkedIn, Instagram, Handshake, Indeed.com
- New ATS, iCims
- Career+ APP at job fairs

@OCPSJobs



Orange County Public Schools

City Year Initiative

- Westgate Resorts Foundation/City Year Teacher Collaborative Pipeline Grant
- Exposure to Teaching & Classrooms
- Mentoring Students
- Support at School Events
- Tutoring Students
- Transition into Teaching Careers



Orange County Public Schools

Military Outreach- Troops to Education

- Networking Events and Fairs
- Exposure to full time teaching positions
- Non-instructional Approach

Non-degreed Tutoring Opportunities

Transportation, Mechanics, Food and Nutrition

Professional

Orange County Public Schools

Kelly Services Outreach

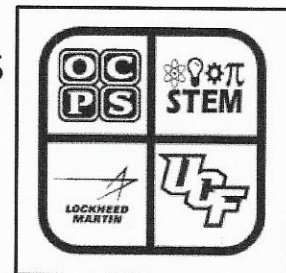
- Attend weekly Kelly Services orientation
- Provide exposure to pathways into education
- Building Relationships and Candidates to transition into full time teaching positions



Orange County Public Schools

UCF Lockheed Martin Academy

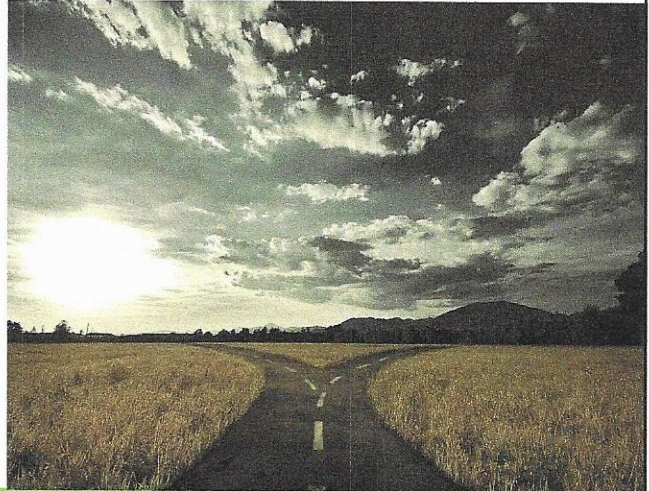
- Tuition free Masters of Education for K-8 Math and Science Education
- Open to all instructional personnel currently in Title I Schools
- Three cohorts for flexibility of starting date
- Supported by Lockheed Martin, UCF and OCPS
- Focus on STEM Education



Orange County Public Schools

Pathways Within Education

- OCPS held our Pathways Within Education event. OCPS paraprofessional's, substitutes, and other classified employees were invited to this information session regarding individual pathways on becoming certified teachers.
- Local Colleges and Universities were invited to discuss their alternative education programs.
- Scholarships opportunities were discussed.
- OCPS Certification Department was in attendance to discuss testing requirements and Florida certification requirements.
- Breakout sessions were held to answer questions.

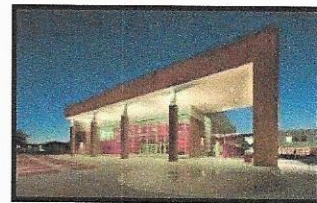


Orange County Public Schools

Future Educators Magnet Program

Edgewater High School

- 2018-19 School Year
- UCF and Valencia Partnership
- Melody Burton Scholarship Awards



Two Scholarships provided to OCPS Students