

# Convention 2012

## Resolutions Committee Report

Resolutions and constitutional  
amendments passed by delegates  
to CFT Convention April 13-15  
in San Jose.

# CFT Convention 2012

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## Amendment 2

### Finance: Special Assessments

*Article II: Finance, Section 6, of the CFT Constitution is amended to read:*

#### **Section 6. Special Assessments**

Special Assessments may be levied by two-thirds vote at the state Convention or by the Executive Council. All provisions of Article II, Section 1 shall apply to special assessments.

- a. Effective July 1, 2010, and ending June 30, 2013, one dollar (\$1.00) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT general fund.
- b. Effective September 1, 2010, two dollars (\$2.00) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT COPE fund. Proceeds from this assessment shall be designated as the "Fund for California's Future" and shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This assessment will continue until rescinded by a two-thirds vote at the Convention or by the Executive Council.
- c. Effective September 1, 2012, and ending August 31, 2015, two dollars and fifty cents (\$2.50) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT COPE fund.

*Submitted by the Executive Council*

## Amendment 3

### Officers: Elected Officers

*Article IV: Officers, Section 1, of the CFT Bylaws is amended to read:*

#### **Section 1. Elected Officers**

- a. Officers shall be elected in odd-numbered years by the annual convention for a term of two years. Nominations shall be made from the floor of the convention. Voters may cast votes in support of as many candidates for an office as they wish, and a majority of the votes cast shall be required for election to office. If more than one candidate receives a majority of the votes cast for an office, the candidate with the most votes is elected.
- b. The term of office for officers elected at a convention shall commence fourteen (14) days before the next regularly scheduled State Council or Executive Council, whichever is sooner, that occurs immediately following the convention but no later than sixty (60) days immediately following the convention.
- c. The elected officers of the CFT shall be a president, a secretary-treasurer, and twenty-four vice-presidents.
- d. The twenty-four vice-presidents shall elect a Senior Vice President from their body at an Executive Council meeting following the convention. The tenure of the Senior Vice President shall be co-terminus with the office of the President.
- e. The delegates to the conventions of the California Labor Federation, AFL-CIO and the American Federation of Teachers must be elected at the CFT Convention.

*Submitted by the Executive Council*

## Amendment 4

### Finance: Staff Funding Program

*Article II: Finance, Section 7, of the CFT Bylaws is amended to read:*

#### **Section 7. Staff Funding Program**

- a. The purpose of the CFT Staff Funding Program is to reimburse those locals that have paid for professional staff in order to minimize the use of CFT field representatives for negotiations, grievances, or other locally specific services. All other general CFT services such as training, publications, member database management, research, communications assistance, legal defense grants, governmental relations, etc. are available to all CFT locals.
- b. Upon application to the CFT, on or before September 1 preceding the CFT budget year for which the staff funding program is to commence, any local or council of locals that directly employs and compensates or pays out of local funds for reassigned time for one or more professional staff persons shall receive, after payment of monthly per capitas, a payment for staff funding assistance from the CFT equal to the following formula:
  - 1) Unit size 1000 or fewer: Locals and councils of locals with a total unit or units of 1000 or fewer shall receive a staff funding program from the CFT equal to seventy percent (70%) of ~~the first~~ \$18.34 of the full time equivalency (FTE) of per capitas paid to the CFT by the local or council of locals on a monthly basis.
  - 2) Unit size above 1000: Locals and councils of locals with a total unit or units ~~of~~ above 1000 shall receive a staff funding program from the CFT equal to sixty percent (60%) of ~~the first~~ \$18.34 of the FTE of per capitas paid to the CFT by the local or council of locals on a monthly basis.
  - 3) All locals and councils of locals that have non-certificated employees in their unit or are a unit of classified employees and that qualify for the CFT Staff Funding Program, shall receive staff funding from the CFT equal to seventy percent (70%) of ~~the first~~ \$18.34 of the FTE of per capitas paid for non-certificated employees of the unit.
- c. Effective upon adoption of this provision, the base on the Staff Funding Program shall be automatically adjusted on September 1 of each year by the percentage increase in per capitas as set forth in Section 2 of this article unless the base is adjusted by a different amount by a vote of the convention. Convention action to limit the base of the staff funding program cannot be taken in successive years.
- d. Locals and councils of locals that employ part-time professional staff persons shall receive corresponding percentages of the staff funding formula specified in Article II, Section 7b 1), 2) and 3) of the By-Laws on a monthly basis. The staff funding formula per capita base specified in this section shall not include the CFT Legal Defense Fund or the COPE contributions (Article II, Section 1, d and e, By-Laws).
- e. Locals and councils of locals staff working on employer paid release time shall not be covered by the provisions of Article II, Section 7b, 1), 2), and 3) of the By-Laws.
- f. Conditions of Employment of Formula-funded Staff
  - 1) Professional staff who are directly employed or for whom reassigned time is purchased by the local would generally be expected to perform some of the following services provided by a CFT Field Representative with some assistance from the field representative as needed including but not limited to:
    - a. Designing and running internal membership drives and agency fee campaigns.
    - b. Designing basic flyers and writing basic campaign literature.
    - c. Designing and conducting contract surveys.
    - d. Writing contract language.

- e. Negotiating collective bargaining contracts using traditional and non-traditional formats and models.
  - f. Analyzing budgets (with some assistance from the CFT Research Department).
  - g. Filing grievances and unfair labor practice charges, representing members at hearings, with assistance from legal counsel, as necessary.
  - h. Assisting in get-out-the vote and related political activities.
  - i. Assisting locals in compliance with national and state affiliate constitutional obligations.
  - j. Troubleshooting, brainstorming and assisting the local in day-to-day activities
  - k. Advising the local on grievances, arbitrations, negotiations, budgets and concerted activities.
  - l. Conducting training sessions for the local members.
- 2) The salary rate of any professional staff person provided for in this section shall not be less than the minimum compensation of the full-time employees he/she represents. The salary rate of any professional staff person representing only part-time employees shall not be less than the minimum compensation of the employees he/she represents. The professional staff person shall receive step increases comparable to and on the same timeline as those employees the staff person represents. Locals shall also provide salary column and step advancement to professional staff persons for job-related experience and training.
  - 3) The contributions of the local toward employee benefits and other conditions of employment for directly employed professional staff persons shall be at least comparable to those of the full-time employees he/she represents. The contributions of the local toward employee benefits and other conditions of employment for any directly employed professional staff person representing only part-time employees shall be at least comparable to the employees he/she represents. When any professional staff person is hired on a less than full-time basis he/she will receive the pro-rata salary and benefits of the corresponding full-time position.
  - 4) The conditions of employment of the professional staff person shall be put to writing in the form of a mutually agreeable contract. The CFT and CFT locals shall seek to provide formula-funded professional staff a group benefits program that includes medical, dental, vision, long-term disability, and retirement benefits.
- g. The Executive Council may recognize a council of locals consisting of locals from a contiguous geographical area, organized for the convenience of participating in the staff funding program. The establishment of these councils shall not affect the autonomy of each local, and each local may send its own delegates to convention and state councils. Locals that receive staff funding assistance should participate in CFT meetings and events to the extent they are financially able. These events include the CFT Convention, the CFT Leadership Conference and State Council and jurisdiction-appropriate Division Council meetings.
  - h. As a condition of funding,
    - 1) a local shall implement the pass-through of AFT and CFT per capita increases or have a dues system based on a percentage of salary and notify the CFT of such implementation or system as part of the annual application process;
    - 2) formula funded staff shall participate in training programs and work up to five (5) days, at the request of the CFT, to assist the CFT, other locals or organizing committees.
  - i. The Executive Council shall establish rules and regulations for the implementation of this section.

*Submitted by the Executive Council*

## Resolution 1

# Guarantee stable, adequate, and equitable funding for adult education

**Whereas**, through English for foreign-born Californians (currently 26 percent of our population), career technical education, and basic skills programs such as GED and high school diploma, students can achieve their educational and career goals, increase their earning power, and contribute to their communities and the state; and

**Whereas**, through important programs for older adults, the disabled, consumer education, citizenship, and health and safety, adults receive instruction which enriches their lives and enhances their independent and effective functioning within the community; and

**Whereas**, adult education programs work with community partners such as CalWORKs Job Corps, and other community-based organizations, as well as the Workforce Investment Boards, to reach out to all members of the community; and

**Whereas**, there are 5.3 million California adults without high school diplomas and 3 million English Language Learners who need access to adult education resources in order to work in this state's economy; and\*

**Whereas**, one in five Californians do not have a high school diploma or GED and 50 percent of those have less than a ninth grade education and\*

**Whereas**, the Los Angeles Unified School District is threatening to close its entire adult education program, thereby cutting off service to 300,000 adult students, laying off 1,800 teachers, and 400 classified personnel; and

**Whereas**, State Superintendent of Public Instruction Tom Torlakson has sent a letter to the County and School Superintendents and Charter School Administrators and copied the California School Boards Association executive director, stating, "It is through adult education that parents of students within our kindergarten through twelve (K-12) schools can gain the education and literacy skills necessary to better their personal situations, thus benefiting all of California;" and

**Whereas**, in the same letter Superintendent Torlakson warns, "Once a program such as this is dismantled, the extensive infrastructure and work that has gone into building this program cannot be readily recovered;" and

**Whereas**, state reductions have also resulted in a 20 percent decrease in noncredit full-time equivalent community college students in only two years; and

**Whereas**, noncredit and K-12 adult education program reductions and closures have left large numbers of adults who are in need of education underserved or unable to obtain adult education services at all;

**Therefore, be it resolved**, that the California Federation of Teachers advocate for an educational policy that guarantees *stable, adequate, and equitable* funding of adult education for all of California's adults in need of services regardless of geographical location.

**Be it further resolved** that CFT work with our allies to lobby the budget to pursue this goal.

\*from AB 189 data sheet

*Submitted by the Adult Education Commission*

## Resolution 2

### Spend down excessive reserves in district budgets

**Whereas**, funding for education has been given to districts to ensure that Californians are properly educated and have access to all necessary tools for a successful educational career; and

**Whereas**, school districts have a fiduciary responsibility to ensure funds are spent for education and support services; and

**Whereas**, school districts have legal requirements for maintaining a level of reserve funds, K-12 (1-5 percent depending on size), community colleges (5 percent); and

**Whereas**, public school and community college districts are not profit-generating entities; and

**Whereas**, research has shown reserves at 17-20 percent in districts where there have been furloughs and layoffs;

**Therefore, be it resolved**, that the California Federation of Teachers believes that funds for education should be spent on education, and not stockpiled for district reserves; and

**Be it further resolved**, that the CFT's position is that maintaining an overly large reserve is harmful to students, employees and communities; and

**Be it finally resolved**, that the CFT sponsor legislation that discourages excessive reserves at the expense of educational standards, student success and employee retention.

*Submitted by the Council of Classified Employees and the AFT College Staff Guild, AFT Local 1521A*



## Resolution 3

# Support unemployment benefits for classified employees

**Whereas**, the CFT represents classified employees who are unemployed during the summer or have their hours reduced during the school term and are denied unemployment benefits because of a “reasonable assurance of a job;” and

**Whereas**, in 1989, the San Francisco Community College District Federation of Teachers, AFT Local 2121, won an important victory in the court of appeals, affirming the union’s view that part-time faculty do not have “reasonable assurance of a job” or assignment rights in the next school term and therefore are eligible to receive unemployment benefits during periods of layoff (*Cervisi* decision); and

**Whereas**, classified employees are adversely affected by program reductions and summer layoffs; and

**Whereas**, opportunities to work additional assignments are not always afforded to classified school employees due to budget constraints which have reduced or eliminated summer programs; and

**Whereas**, administrative records provide evidence that the assignments given to classified staff depend on funding, student enrollment and state budgets; and

**Whereas**, the *Cervisi* decision does not specifically refer to classified school employees with respect to unemployment benefits, leaving the door open for arbitrary determination of eligibility; and

**Whereas**, administrative law judges have been inconsistent in applying case law to classified school employees and, in most cases, school districts routinely appeal awards, denying eligible classified school employees unemployment benefits; and

**Whereas**, the lack of “reasonable assurance” for classified school employees adversely impacts student achievement;

**Therefore, be it resolved**, that the California Federation of Teachers sponsor legislation to expand the option for unemployment benefits for classified employees similar to the *Cervisi* decision.

*Submitted by the Council of Classified Employees, the Classified and Faculty Unity Committee, and the Berkeley Council of Classified Employees, AFT Local 6192*

## Resolution 4

# Support mandatory written notice for change in working conditions

**Whereas**, most private sector workers not covered by a collective bargaining agreement have no statutory rights regarding notice requirements for changes in their work schedule, shift, compensation, or any other major working condition change; and

**Whereas**, the CFT believes in helping all workers attain better working conditions in an effort to halt the race to the bottom; and

**Whereas**, most public and private sector workers covered by collective bargaining agreements are entitled to written notice to the employee in advance of any major change in working conditions, compensation, or work schedule;

**Therefore, be it resolved**, that the California Federation of Teachers sponsor legislation which would require a written notice to an employee in advance of any major change in working conditions, compensation, or work schedule.

## Resolution 7

### Include early childhood education in K-12 references

**Whereas**, the CFT believes that the years before a child reaches kindergarten are among the most critical to influence learning; and

**Whereas**, early childhood education is critical to the success of students and our public education system; and

**Whereas**, the CFT recognizes that early childhood education gives a child the opportunity to develop intellectually, emotionally, socially and physically so that they are ready and eager to learn by the time they reach kindergarten; and

**Whereas**, the CFT acknowledges that early childhood education teachers provide quality early care and education that facilitates appropriate child development and that they play a major role in the child's future success in school and in life; and

**Whereas**, the CFT believes it must expand its support of K-12 to include early education programs and teachers;

**Therefore be it resolved**, that the California Federation of Teachers wholeheartedly support early childhood education and recognizes that is an integral part of a child's learning and;

**Be it finally resolved**, that the CFT will hereby include early childhood in all K-12 verbal and written references and let it hereby be known that it will refer to such references as EC/K-12.

*Submitted by the Early Childhood Education Committee*

## Resolution 8

### Support reinstatement of the EC-3 Credential

**Whereas**, the CFT understands that early childhood education (EC-3) programs play an important part in the success of students within our public education system; and

**Whereas**, high-quality early childhood education programs are critical to this overall success; and

**Whereas**, there is a need to ensure that all children have access to high-quality early childhood education programs; and

**Whereas**, the CFT acknowledges that early childhood education teachers are integral to high-quality early childhood education programs and that they play a major role in a child's future success in school and in life.

**Therefore be it resolved**, that the California Federation of Teachers support the specialized, high-quality professional development of early childhood education teachers; and

**Be it finally resolved**, that the CFT supports the reinstatement of the EC-3 Credential.

*Submitted by the Early Childhood Education Committee*

## Resolution 9

# Support best practices for a quality transitional kindergarten program

**Whereas**, the CFT believes that kindergarten teachers see firsthand the struggles of California children who come to kindergarten unprepared; and

**Whereas**, 84 percent of elementary school teachers believe that children who participate in preschool have an advantage over children not attending any preschool; and

**Whereas**, recent research has shown that high-quality preschool both increases the likelihood that children will gain higher levels of cognitive and social skills and become successful kindergarteners; and

**Whereas**, the Kindergarten Readiness Act, SB 1381, was passed and establishes a transitional kindergarten program to ensure that all children, regardless of family income, will have access to a public school transitional kindergarten by providing a program for one year for children who turn five between September 2 and December 2; and

**Whereas**, the transitional kindergarten program will be phased in beginning in 2012; and

**Whereas**, districts across the state have already begun implementing a similar reform; and

**Whereas**, the CFT believes that quality preschool education has a positive impact on kindergarten; and

**Whereas**, the CFT supports high-quality resources for students and the professional development of teachers so that the transitional kindergarten program will be implemented successfully; and

**Whereas**, the CFT believes that preschool students in the Special Day Class program should be provided with the best possible “Least Restrictive Environment” placement during the transition period with the support of specialists from both general education and special education personnel.

**Therefore be it resolved**, that the California Federation of Teachers support a transitional kindergarten program with a curriculum that has developmentally appropriate practices with an emphasis that is hands-on and play-based with learning stations, that the educators in the transitional kindergarten program have either early education experience and/or early education college credits, that the class have a maximum of 20 students with two adults, that the program be full day, and that consideration for our special education students be part of the program.

**Be it finally resolved**, that the CFT continue to support a transitional kindergarten program that is self-contained and physically separate from a kindergarten class.

*Submitted by the Early Childhood Education Committee*

## Resolution 10

# Require Commission on Teacher Credentialing to provide multiple paths for special education authorization

**Whereas**, the Commission on Teacher Credentialing imposed authorizations on fully credentialed special education teachers; and

**Whereas**, these teachers are now required to enroll in classes; and

**Whereas**, this requires extensive time commitments and cost to the individual teacher; and

**Whereas**, these teachers have already served as highly qualified teachers in the area of special education; and

**Whereas**, these teachers have different levels of experience in the different areas of disabilities;

**Therefore, be it resolved**, that the California Federation of Teachers sponsor legislation that would require the Commission on Teacher Credentialing to offer multiple paths to added authorizations.

This could include, but may not be limited to, waivers, a HOUSSE-like process similar to the NCLB model, and/or “grandfather” clauses.

*Submitted by the Special Education Committee*

## Resolution 11

# Require safer door locks for school emergencies in all K-12 modernization projects

**Whereas**, violent or potentially violent incidents on school campuses and in the immediate neighborhoods surrounding school campuses are increasing at an alarming rate, and

**Whereas**, “lockdowns” are an effective tool to be used at school campuses to facilitate the safety of both students and staff during a violent or potentially violent situation, and

**Whereas**, many school staff keep their keys in areas where they do not have immediate access to them, and

**Whereas**, the locks in most school classrooms, offices, and other rooms where students and school staff gather can only be locked from the outside, and

**Whereas**, the safety of school staff could be placed in jeopardy while going out into a hallway to lock their doors during a lockdown, and

**Whereas**, locking mechanisms that quickly lock the door from the inside (commonly referred to as “classroom function locks”) have been developed for the doors to classrooms, offices, and other rooms where students and school staff gather,

**Therefore, be it resolved**, that the California Federation of Teachers seek legislation that requires the doors of classrooms, offices, or other rooms where students and school staff gather in all modernization projects for eligible K-12 public schools be equipped with locking mechanisms that allow the doors to be locked from the inside (commonly referred to as “classroom function locks”) or the best technology that accomplishes the same result, and

**Be it further resolved**, that the CFT seek another piece of legislation that would require the doors of all classrooms, offices, or other rooms where students and school staff gather in all K-12 public schools to be equipped with locking mechanisms that allow the door to be locked from the inside (commonly referred to as “classroom function locks”) or the best technology that accomplishes the same result as soon as possible, but not later than January 1, 2020, and

**Be it finally resolved** that the CFT bring this resolution to the AFT Convention for concurrence.

*Submitted by the Safe and Non-Violent Schools Committee*

## Resolution 12

# Adopt Guiding Principles for Dual Language Education in districts with Dual Immersion and Biliteracy Programs

**Whereas**, at the 2011 CFT Convention a resolution was passed in support of high-level dual immersion and biliteracy programs “as research-based highly effective method[s] of meeting the academic needs of both language majority and language minority students; and

**Whereas**, the CFT resolved at its 2011 Convention to “focus attention on these programs in the EC/K-12 Council so that we can work to maintain effective Dual Immersion and Biliteracy Programs in districts where they are being threatened;” and

**Whereas**, high-level Dual Immersion and Biliteracy Programs cannot be effectively designed, implemented, monitored and evaluated without a tool to consistently do so; and

**Whereas**, the use of guiding principles can best direct quality program design, implementation, monitoring and evaluation;

**Therefore, be it resolved**, that the California Federation of Teachers support district adoption of *Guiding Principles for Dual Language Education* such as the 2007 edition developed by the California Center for Applied Linguistics, by Elizabeth Howard, et al; and

**Be it further resolved**, that the EC/K-12 Council will dedicate efforts into researching, promoting and disseminating this information within the EC/K-12 Council to increase awareness of the needs of high-quality dual immersion and biliteracy programs.

*Submitted by the English Language Learners Committee and the Pajaro Valley Federation of Teachers,  
AFT Local 1936*



## Resolution 13

### Designate May as Labor History Month

**Whereas**, the labor movement has historically been the major driving force behind the creation of a decent standard of living for the vast majority of those aspiring to live the “American Dream” in the United States; and

**Whereas**, a strong middle class including important unionized and job-secure sectors are critical components of a healthy democracy, serving—among other positive influences—as a counterforce to oligarchy and corporate tyranny; and

**Whereas**, organized workers with strong collective bargaining rights statistically have had better pay, working conditions, and benefits; and

**Whereas**, elevating the working conditions and overall compensation for union workers benefits non-union workers as well as raising the standards by which employers must compete with other employers; and

**Whereas**, many sacrifices have been made to form unions—including individuals and groups who have suffered imprisonment, beatings, unlawful termination, blacklisting, torture and even death; and

**Whereas**, these sacrifices and struggles to organize have not been recorded sufficiently in history textbooks and have been largely forgotten or ignored; and

**Whereas**, not recognizing these individual and collective contributions and sacrifices is a disservice to the labor movement and society at large by leaving radically incomplete the narrative of history; and

**Whereas** the designation by AB 1900 of the first week in April as Labor History Week was a decent and appropriate gesture, but is inadequate as a length of time in which to teach about labor’s historic contributions, because many school districts take a week-long break at this time, and because the month of April contains much mandated testing;

**Therefore, be it resolved**, that the California Federation of Teachers petition the California Legislature to recognize the month of May as Labor History Month.

*Submitted by the Labor in the Schools Committee*

## Resolution 15

# Include internal stakeholders in statewide educational planning

**Whereas**, internal stakeholders involved in planning for adult education should include at a minimum, the adult students, faculty, staff to be affected by the policies; and

**Whereas**, internal stakeholders were excluded from adequate participation in the development of the *Student Success Task Force Report: Advancing Student Success in California Community Colleges*; and

**Whereas**, internal stakeholders were similarly excluded from adequate participation in the development of the California Department of Education's *Strategic Plan for Adult Education*; and

**Whereas**, CFT representatives were not sufficiently included in planning efforts, even though these initiatives resulted in many recommendations that would have to be submitted for collective bargaining; and

**Whereas**, external stakeholders were not excluded from these processes to the same extent, causing an external-internal imbalance of input to these plans;

**Therefore, be it resolved**, that the California Federation of Teachers insist on appropriate, adequate, broad, and early involvement of internal stakeholders of diverse viewpoints in all statewide educational planning, including that for adult education, and in the subsequent refinements of the plans as they move into implementation.

*Submitted by the Adult Education Commission*

## Resolution 16

### Prioritize strengthening full-time faculty state mandates

**Whereas**, annual state funding of community colleges has declined over the past several years; and

**Whereas**, there is a state and national over reliance on part-time faculty in higher education, many of whom are not paid to provide office hours and other support that students need to enhance their success in their classes, nor are they offered salaries commensurate to their full-time faculty colleagues, nor are they offered health and other benefits; and

**Whereas**, student success is enhanced by districts working towards the state recommendation that 75 percent of classes be taught by full-time faculty; and

**Whereas**, many community colleges are balancing their annual declining budgets by replacing retiring full-time faculty with lower paid part-time faculty, thereby decreasing each college's overall percentage of classes taught by full-time faculty; and

**Whereas**, the state mandates that a *minimum* of 50 percent of each California community college district's unrestricted dollars must be spent in the classroom; and

**Whereas**, Title V mandates that each California community college district maintain a *minimum* Faculty Obligation Number (FON); and

**Whereas**, the Board of Governors, acting upon the recommendation of the State Chancellor, has provided annual waivers for the last three years of the actual FON that had been previously calculated for each California community college district; and

**Whereas**, most community college districts treat the 50 percent law and FON as "ceilings" rather than "floors;" and

**Whereas**, many community college administrators and others are advocating that these mandates be eliminated or reduced;

**Therefore, be it resolved**, that the leadership of the California Federation of Teachers prioritize supporting the continuation and strengthening of these state mandates; and

**Be it further resolved**, that the president of the CFT send a letter to the State Chancellor supporting the continuation and strengthening of these state mandates; and

**Be it finally resolved**, that the leadership of CFT actively advocate against proposals to waive, lower, or eliminate these mandates.

*Submitted by the Coast Federation of Educators, AFT Local 1911*

## Resolution 17

### Keep community in our community colleges

**Whereas**, the mission of the California Community Colleges was outlined in the Master Plan of 1960 and included tuition-free access to instruction and lifelong learning for all California adults; and

**Whereas**, this mission is being revised in the context of a state financial crisis and not to an identified change in the needs of the population; and

**Whereas**, student success is measured by reaching personal educational and vocational goals, which may or may not include transfer, a degree, a certificate, or a career development/college preparation sequence of courses; and

**Whereas**, the recommendations of the Student Success Task Force would eliminate state funding for courses for older adults, those seeking parenting skills, persons preparing for citizenship, and students with disabilities; and

**Whereas**, the recommendations of the Student Success Task Force would deny access to a community college education to many different communities and reduce local autonomy to serve these communities; and

**Whereas**, community college districts have traditionally been allowed local control to best meet the needs of the communities they serve and several mandates in the Student Success Task Force recommendations narrow the ability for local control;

**Therefore, be it resolved**, that the California Federation of Teachers reject the Student Success Task Forces' proposal and its draft recommendations and instead recommend that the California Community Colleges continue to embrace an open-access, comprehensive model as detailed in California's internationally-acclaimed Master Plan for Higher Education, to ensure that all California adult populations have equitable access to an affordable, high-quality, public education.

*Submitted by the San Francisco Community College District Federation of Teachers, AFT Local 2121*

## Resolution 18

# Include ESL teachers in shaping recommendations regarding English Language Learners

**Whereas**, the final report of the Student Success Task Force (established in response to the 2010 passage of SB 1143, Liu, D-Pasadena) proposes to make broad changes to how we fund, instruct, and account for the success of Basic Skills and English-as-a-Second Language courses in California's community colleges; and

**Whereas**, the Task Force final report was based on research that did not clearly distinguish ESL learners from other Basic Skills students and was created with little to no input from ESL faculty; and

**Whereas**, conflating ESL with Basic Skills ignores the fundamental differences between Basic Skills and ESL and creates the erroneous notion that students taking Basic Skills courses and those taking ESL courses have the same goals and needs; and

**Whereas**, implementation of these recommendations without relevant ESL research and knowledgeable input will result in the systematic marginalization of ESL students and further limit access to ESL education in California;

**Therefore, be it resolved**, that the California Federation of Teachers recommend that the California Community Colleges Chancellor's Office seek substantive input from ESL professionals and professional ESL organizations before implementing Student Success Task Force recommendations regarding ESL students and instruction; and

**Be it further resolved**, that the CFT work to inform the relevant members of the Chancellor's Office on the numerous distinctions between ESL and Basic Skills student populations; and

**Be it finally resolved**, that the CFT direct its communications and legislative departments to oppose any related legislation that would specifically target and restrict access for and/or significantly change funding, instruction or assessment of community college ESL learners without the strong support of community college ESL professionals and professional ESL organizations.

*Submitted by the English Language Learners Committee*

## Resolution 19

# End the proliferation of part-time teaching in the community colleges

**Whereas**, the numbers of full-time faculty continue to dwindle; and

**Whereas**, full-time faculty positions are not being replaced as they become vacant due to retirements, resignations, and budget reductions; and

**Whereas**, in order to improve and enhance the mission of the community colleges and the services and opportunities provided to students, the number of full-time faculty in the California Community Colleges needs to be increased; and

**Whereas**, AB 1725 has now been in place for more than 20 years and has not resulted in any change in the ratio of full-time to part-time faculty in the community colleges;

**Therefore, be it resolved**, that the California Federation of Teachers seek and support legislation which would establish a permanent ceiling on the number of Full-time Equivalent Faculty (FTEF) each district would be allowed to hire as part-time faculty until said district reaches the 75:25 ratio of full-time FTEF to part-time FTEF; and

**Be it finally resolved**, that said legislation would not take effect until July 1 of the first fiscal year during which the community college system receives growth funding from the state.

*Submitted by the AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges, AFT Local 1931*

## Resolution 20

### Promote diversity in hiring in all divisions of education

**Whereas**, California is home to more new immigrants than any state in the nation; and

**Whereas**, communities across California are attempting to adjust from the demographic and political changes; and

**Whereas**, affirmative action is currently under attack nationally and nullified at the state level; and

**Whereas** more than any other social institution public schools are at the epicenter of this change and educators are on the front line to respond; and

**Whereas**, the rise in diversity should be framed by educators and policymakers to reduce and ultimately eliminate racial conflicts and intolerance; and

**Whereas**, staffing levels are being reduced due to budget constraints which compound the problem of diversity in hiring, retention and recruitment; and

**Whereas**, when diversity is not an integral part of the hiring practice the students, faculty, staff and administration, are affected by a lack of diverse representation; and

**Whereas**, a diverse educational environment contributes to the success of all students through cultural diversity and exposure;

**Therefore, be it resolved**, that the California Federation of Teachers actively and with a concerted effort promote diversity in hiring in all divisions of education and develop a course of action with resources for the recruitment of minority faculty and staff; and

**Be it further resolved**, that the CFT request data on diversity from the California Superintendent of Public Instruction and the Community College State Chancellor and use data to promote, educate and publicize diversity within the CFT locals and their districts;

**Be it finally resolved**, that the CFT send this resolution and data results to the AFT to promote diversity in education and to reaffirm its position on affirmative action.

*Submitted by the AFT College Staff Guild, AFT Local 1521A*

## Resolution 21

# Oppose U.S. military action against Iran and support use of diplomatic action

**Whereas**, Iran does not possess a nuclear weapon; and

**Whereas**, Iran's nuclear energy program is regularly monitored by the International Atomic Energy Agency; and

**Whereas**, Iran has a right, according to international law, to develop nuclear energy for civilian use; and

**Whereas**, Iran has never started a war; and

**Whereas** the United States possesses 10,600 nuclear warheads in its stockpile; and

**Whereas**, the United States is the only country to ever use nuclear weapons when it incinerated hundreds of thousands of Japanese people in Hiroshima and Nagasaki; and

**Whereas**, the United States has spent \$7 trillion on nuclear weapons alone; and

**Whereas**, the United States military budget for 2012 alone is about equal to Iran's entire gross national product; and

**Whereas**, a number of countries continue to promote aggressive, war-like rhetoric in dealing with the Iranian government, and

**Whereas**, the leaders of Iran have also engaged in bellicose rhetoric that heightens tensions and puts the Iranian people and the other peoples of the Middle East at risk of war, and

**Whereas**, all countries in the region should pursue peaceful, diplomatic, engagement in order to resolve conflicts and lessen the possibility of war.

**Whereas**, a war with Iran would be devastating to both the Iranian people and the people of the world;

**Therefore, be it resolved**, that the California Federation of Teachers oppose U.S. military action against Iran, and urge its affiliates, members and supporters to demand that Congress take measures to prevent any such act of aggression. Instead, the United States should promote and pursue diplomatic, not military, solutions to any disputes with Iran; and

**Therefore be it further resolved, that a copy be sent to the President of the United States the Secretary of State, the Speaker of the House and the President Pro Tem of the Senate; and**

**Be it finally resolved**, that CFT submit this resolution to the AFT for endorsement at its 2012 Convention.

*Submitted by the San Francisco Community College District Federation of Teachers, AFT Local 2121*



## Resolution 22

# Reduce U.S. military spending and redirect funds to vital public services

**Whereas**, our community/county/state faces the most severe economic crisis since the Great Depression; and

**Whereas**, 58 cents of every tax dollar spent by the federal government on discretionary appropriations is spent to pay for past, present and future military expenditures; and

**Whereas**, the military of the United States is deployed in more than 150 countries around the world, with more than 205,118 of its 1,425,113 active-duty personnel serving outside the United States and its territories; and

**Whereas**, for every \$1 billion spent on the military 11,600 jobs are created, while for the same billion dollars 14,800 jobs are created in consumption derived from tax cuts; 17,100 jobs are created by investments in clean energy; 19,600 jobs are created by funding healthcare; and 29,100 jobs are created from spending on education; and

**Whereas**, the Pentagon budget was \$297 billion when President Clinton left office, and the proposed 2012 fiscal year Pentagon budget is \$752 billion, more than double, and military spending by other agencies raises that total to more than \$1 trillion; and

**Whereas**, instead of making us safer, this massive misallocation of resources and the wars in Iraq and Afghanistan have created more enemies and actually increased the risk of terrorism, and have already cost the lives of over 6,400 U.S. troops, wounding more than 100,000 others, and when future medical treatment for injured veterans, replacement equipment and armament, interest payments on the military portion of the debt, and other residual costs are factored in, by 2017 total expenditures are projected to run between \$3 and \$5 trillion; and

**Whereas**, this drain on the public treasury is bleeding our nation and forcing a choice between ever greater debt that will be borne by future generations or severe cuts in vital social programs and public services, resulting in government's inability to meet the most basic needs of our people; and

**Whereas**, there is no military solution to the problem of terrorism, but terrorists have been effectively dealt with as a criminal justice problem, using police and intelligence methods, choking off finances, and through development assistance, education and other means to address the underlying grievances that are a seedbed for terrorism; and

**Therefore, be it resolved**, that the California Federation of Teachers call upon the Congress and the President to change course by ending the wasteful war in Afghanistan, dismantling the global network of military bases, bringing all our troops and tax dollars home, and dramatically shifting our national priorities to meet human needs, restore vital social programs and public services, rebuild our nation's deteriorating infrastructure and decaying inner cities, thereby creating stable jobs at living wages for all who seek employment, and by putting our nation on an environmentally sustainable, ecologically responsible path that addresses the challenge of global warming and environmental degradation while reinvigorating our economy; and

**Be it further resolved**, that CFT believes our nation's security can be more effectively enhanced by using our resources to address the causes of global poverty, hunger, disease, and under-development that are the seedbed for conflict, and by relying on diplomacy, development aid, and international

cooperation rather than force of arms, war and military occupation to protect our national security and promote peaceful relations with other countries and peoples; and  
**Be it finally resolved**, that CFT submit this resolution for endorsement at the 2012 AFT Convention.

*Submitted by the San Francisco Community College District Federation of Teachers, AFT Local 2121*

## Resolution 23

### Free Leonard Peltier

**Whereas**, the CFT supports justice for all people of all nations; and

**Whereas**, Leonard Peltier, in upholding Native American goals—those of securing and protecting the rights of First Nations—was wrongfully convicted of murder for the June 26, 1975, deaths of two FBI agents; and

**Whereas**, since trial, it has been revealed through the use of the Freedom of Information Act that Leonard Peltier was convicted on the bases of fabricated and suppressed evidence in violation of his constitutional rights—affidavits used to arrest and extradite Peltier were false, and Peltier’s shell casing did not match the bullets that killed the agents—and according to the 10th Circuit Court of Appeals in 2003, “Much of the government’s behavior at the Pine Ridge Reservation and its prosecution of Leonard Peltier is to be condemned. The government withheld evidence. It intimidated witnesses. These facts are not disputed;” and

**Whereas**, in a decision filed by the 8th Circuit Court of Appeals on December 18, 2002, it was stated that the sentences “were imposed in violation of [Peltier’s] due process rights because they were based on information that was false due to government misconduct;” and

**Whereas**, Leonard Peltier has nevertheless served more than 35 years in prison since his arrest on February 6, 1976; and

**Whereas**, although Leonard Peltier maintains that he did not kill the agents, he has openly expressed remorse and sadness over their deaths; and

**Whereas**, Leonard Peltier has no prior convictions and has advocated for non-violence throughout his prison term, been a model prisoner, and received excellent evaluations from his work supervisors on a regular basis; and

**Whereas**, Leonard Peltier continues to mentor young Native American prisoners, encouraging them to lead clean and sober lives, and has used his time productively, disciplining himself to be a talented painter and an expressive writer; and

**Whereas**, Leonard Peltier contributes regular support to those in need, such as coordinating an annual holiday gift drive for the children of the Pine Ridge Indian Reservation and donating his paintings to charities, including battered women’s shelters, halfway houses, alcohol and drug treatment programs, and Native American scholarship funds; and

**Whereas**, Leonard Peltier is widely recognized for his good deeds and in turn has won several awards, including the North Star Frederick Douglass Award (1993), Ontario Federation of Labour Humanist of the Year Award (Canada, 2003), *Premio para Derechos Humanos de La Comisión Ciudadana de Derechos Humanos* (The Citizens Commission on Human Rights of Spain, Prize for Human Rights, 1986), and the Silver Arrow Award for Lifetime Achievement (2004); and

**Whereas**, worldwide, numerous and respectable law, religious, and political groups—including Amnesty International—eight Nobel Peace Laureates (Archbishop Desmond Tutu and Nelson Mandela among them), and noted individuals such as the late Coretta Scott King, widow of the Reverend Dr. Martin Luther King, Jr., have called for Leonard Peltier’s release; and

**Whereas**, Leonard Peltier, now over 65 years of age—a great-grandfather—suffers from partial blindness, diabetes, a heart condition, high blood pressure, and now faces other emerging health issues;

**Therefore it resolved**, that the California Federation of Teachers support freedom for Leonard Peltier in the form of an immediate grant of Executive Clemency; and  
**Be it finally resolved**, that the CFT bring this resolution to the 2012 AFT Convention in Detroit for concurrence.

*Submitted by the Santa Cruz Council of Classified Employees, AFT Local 6084*

## Resolution 24

# Oppose Arizona's book ban and SB 1467 in support of the right to censorship-free education

**Whereas**, the CFT believes that all students and their teachers should have access to a rich variety of texts that represent the diversity of experiences and histories of all peoples and cultures of the world; and

**Whereas**, the National Common Core Standards state that quality curriculum includes “classical through contemporary works...by writers representing a broad range of literacy periods and cultures;” and

**Whereas**, the Tucson Unified School District, whose student population is largely made up of Mexican-Americans, has eliminated all Mexican-American Studies classes and, as reported by CNN and *salon.com*, teachers were “urged [by administration] to stay away from any works where race, ethnicity and oppression are central themes” as part of a curriculum change to avoid “biased, political and emotionally charged teaching.” and

**Whereas**, the Director of the TUSD Mexican American Studies was fired from his position after 17 years as a public school educator; and

**Whereas**, the Tucson Unified School District released a lengthy list of titles to be removed from curricula and school libraries including: Shakespeare's *The Tempest*, Sandra Cisneros' *The House on Mango Street*, Tony Morrison's *The Bluest Eye*, Rudolfo Anaya's poetry collection, *Take the Tortillas Out of Your Poetry* (a title included in Standard 10 of the National Common Core Standards of texts illustrating the “complexity, quality and range of student reading 6-12”) and every textbook dealing with Mexican-American history; and

**Whereas**, Arizona's proposed SB 1467 says that educators at the state's public schools and universities can be fined, suspended and ultimately fired if they “engage in speech or conduct that would violate the standards adopted by the Federal Communications Commission concerning obscenity, indecency and profanity if that speech or conduct were broadcast on television or radio;”

**Therefore, be it resolved**, that the California Federation of Teachers demonstrate its opposition to the Arizona ban and Arizona's SB 1467 and its support of Arizona students' right to a cultural education by sending this resolution to organizations such as the National Writer's Union, Local 1981, and *Librotráfico* who are working to provide access to and promote the titles banned by the Tucson Unified School District and to defeat Arizona's SB 1467; and

**Be it further resolved**, that we support efforts towards reinstatement of the TUSD Mexican American Studies department and its director, Sean Arce; and

**Be it further resolved**, that CFT will use its resources to oppose similar efforts to narrow the EC/ K-12 and higher education curriculum in California ; and

**Be it finally resolved**, that CFT will publicize our solidarity with the right of Arizona teachers and students to a well-rounded and culturally rich education free of censorship through our publication, *California Teacher*.

*Submitted by the English Language Learners Committee and the Pajaro Valley Federation of Teachers, AFT Local 1936*

## Resolution 25

# Save the Garment Center in New York City and urge members to buy American-made clothes

**Whereas**, the CFT supports garment workers and the protection of American jobs; and

**Whereas**, in 1985 there were about 500,000 garment industry jobs in New York City; today there are only about 100,000; and

**Whereas**, there are 846 fashion companies headquartered in New York City, which is more than Paris, London, and Milan combined; and

**Whereas**, the mayor of New York City is attempting to dismantle the Garment Center, displace garment workers and replace them with shiny office towers; and

**Whereas**, the Garment Center is a microcosm of what is happening in America as a whole, the loss of jobs overseas; and

**Whereas**, if consumers spent an extra 1 percent on U.S.-manufactured goods it would create 200,000 jobs; and

**Whereas**, designers and manufacturers are aware that they could make a product cheaper by sending patterns and designs to other countries, thereby losing American jobs, quality products and manufacturing control; and

**Whereas**, many famous American designers have become activists to preserve the community and the Garment Center for future design students; and

**Whereas**, when the consumer buys from a designer that keeps its supplier and dollars in New York City and the United States, that sends a powerful “vote” in what will happen to the Garment Center;

**Therefore, be it resolved**, that the California Federation of Teachers support the labor and community effort to save the Garment Center and New York City local businesses and have U.S. dollars recirculated instead of being sent to other countries; and

**Be it further resolved**, that the CFT support the Garment Center by communicating to its members, through its website and publications, that they buy from designers who make their clothes in the United States of America; and

**Be it finally resolved**, that the CFT send this resolution in support of the Garment Center and its workers to the 2012 AFT Convention.

*Submitted by the AFT College Staff Guild, AFT Local 1521A*

## Resolution 27

# Ask AFT for more accountability regarding resolutions passed at AFT Conventions

**Whereas**, union members expect accountability resulting from resolutions passed by their representative bodies; and

**Whereas**, the CFT “reports out” to members and locals on the disposition of resolutions, placing transparency and accountability among hallmarks of union “best practices;” and

**Whereas**, the Labor in the Schools Committee is concerned about the disposition of two of its resolutions passed by the biennial AFT Conventions regarding national labor education coordination; and

**Whereas**, the CFT desires to have the dispensation of resolutions passed at the AFT Conventions available to all members, ensuring a greater level of transparency and accountability for organizational tasks set by the AFT in convention;

**Therefore, be it resolved**, that the AFT shall publish all passed resolutions on its website and indicate clearly the person or group to which work on each resolution has been assigned; and

**Be it further resolved**, that no later than one year after each AFT Convention, the status of every resolution shall be published on the AFT website; and

**Be it further resolved**, that at every AFT Convention a report shall be published indicating the disposition of each resolution passed at the previous AFT Convention; and

**Be it finally resolved**, that this resolution be forwarded to the 2012 AFT Convention for consideration.

*Submitted by the Labor in the Schools Committee*

## Resolution 28

### Promote increased diversity within CFT leadership

**Whereas**, the Ethnic Minorities Participation in Leadership Committee is dedicated to increasing the number of historically underrepresented people of color within CFT leadership; and

**Whereas**, numerous studies have found that diversity in education has a positive effect on the educational process, exposing students to a greater variety of information and teaching styles, providing role models and mentors for the increasingly diverse student population, and furthering economic and social justice; and

**Whereas**, the CFT leadership should mirror and be representative of its membership; and

**Whereas**, affirmative action programs have been eliminated in California since 1996 through Proposition 209; and

**Whereas**, the Ethnic Minority Participation Leadership Committee is dedicated to providing various resources in the education of the ethnic minorities for leadership within the CFT;

**Therefore, be it resolved**, that the California Federation of Teachers reaffirm its strong support for the principle of affirmative action and its commitment to the need for diversity in its leadership; and

**Be it further resolved**, that CFT affirm the positive and proactive role that ethnic minorities can play in leadership in promoting diversity among its membership and professional staff, and the constructive impact these efforts can have on diversity, member outreach, union organizing and educational quality; and

**Be it further resolved**, in furtherance of that purpose, CFT shall provide, maintain and expand resources to develop programs that address diversity in leadership; and

**Be it further resolved**, that the CFT collect and publish findings of research analyzing impediments to diversity within CFT leadership accompanied by the actions CFT has taken to address these issues; and

**Be it further resolved**, that CFT develop a template to be used to ensure diversity in its hiring and vendor selection; and

**Be it further resolved**, that CFT gather and widely disseminate the most useful information available on best practices for overcoming barriers to increased diversity, including contractual language, effective recruitment practices, and mentoring; and

**Be it further resolved**, that CFT utilize its findings to formulate policy proposals and offer technical assistance, in the form of handbooks and other publications, to enable its membership to take effective action in these areas;

**Be it finally resolved**, that the Ethnic Minority Participation Leadership Committee be actively involved in CFT's creation of processes, procedures, and progress in achieving increased diversity in CFT leadership.

*Submitted by the Ethnic Minority Participation Leadership Committee*



## Resolution 29

# Endorse the Trinational Coalition to defend public education

**Whereas**, the Trinational Coalition to Defend Public Education has been bringing educators, students and community members from Canada, the United States, Mexico and Puerto Rico together since 1994 to share strategies and information in the fight against the privatization of education; and

**Whereas**, the CFT both endorsed and had representatives participating in the planning of the very successful eighth Trinational Coalition to Defend Public Education Conference, which was held in Los Angeles in 2008 as well as the ninth conference which was held in Montreal in 2010; and

**Whereas**, members of CFT participated in the 2008 and 2010 conferences as well; and

**Whereas**, the privatizing of public education at all levels has accelerated at an alarming rate with the current economic crisis;

**Therefore, be it resolved**, that California Federation of Teachers endorse the Tenth Trinational Coalition Conference that will be held in Mexico City, May 18-20, 2012, under the theme “Putting the public back in public education: Alternatives for the future,” and that CFT designate one or two members already attending the assembly as representatives as appointed by the President of CFT to the conference, make a financial contribution and encourage our locals to send delegates and to make a financial contribution to the conference as well; and

**Be it further resolved**, that CFT communications department help build participation for the conference and publish the resolutions and decisions made at the Trinational Conference itself.

*Submitted by the Civil, Human, and Women’s Rights Committee*

## Resolution 30

### Adopt the *Educator Evaluation Principles*

**Whereas**, the primary goal of educator evaluation is to improve teaching and learning; and

**Whereas**, educators are the greatest *in-school* factor in improving student learning, keeping in mind that in order for teachers to help students develop into successful learners, students must have not only effective educators, but access to resources that help assure that they have a safe place to live, enough to eat, and adequate health care; and

**Whereas**, current policies such as Race to the Top are not based on research of effective teaching; and

**Whereas**, if California schools are to meet the challenges of the 21<sup>st</sup> century, it is imperative that the state prioritize the development of truly collaborative educator/management relationships, and only by doing this will it be possible to create a world class system of educator support and development;

**Therefore, be it resolved** that the California Federation of Teachers launch an ongoing initiative to support union-management collaboration toward high-leverage reforms in school organization, management, and instructional innovation, as well as educator, classified staff, and administrator development, support and evaluation; and

**Be it further resolved** that the CFT adopt and disseminate the *Educator Evaluation Principles* developed by the EC/K-12 Task Force; and

**Be it finally resolved** that CFT locals working on evaluation be supported in sharing their effective tools so that other locals may benefit from their experience.

*Submitted by the Educational Issues Committee*

## **Educator Evaluation Principles**

The primary goal of educator evaluation is to improve teaching and learning. The following principles shall be a guide to future efforts.

An evaluation system should:

1. Actively engage educators as participants in, and not just recipients of, their own evaluations, in order to promote a process of continuous improvement.
2. Develop educator effectiveness, as this is as important as measuring it.
3. Systematically encourage collaboration among educators.
4. Encourage collegial interactions that promote professional growth and development.
5. Involve educators in the development, implementation, and oversight of the system, in order to ensure that the system reflects the realities of classroom teaching.
6. Be objective, fair, valid, and reliable.
7. Use valid multiple measures in order to assess educator practice. Multiple measures should include but not be limited to objective observation and evaluation by peers, mentors and administrators, self-evaluation, lesson plans, student artifacts, teaching artifacts, and portfolio assessment.
8. Be based on the California Standards for the Teaching Profession, National Standards for the Teaching Profession and/or professional standards appropriate to the educator's position (i.e., librarian, nurse, counselor), and be a dynamic process based on ongoing inquiry, data gathering, and reflection.
9. Take into account how an educator uses authentic student work as a basis for reflection and as a guide to her/his professional growth.
10. Represent a holistic view of teaching and learning.
11. Be done in an atmosphere of mutual respect, collaboration, shared knowledge of the evaluation process, and trust among those involved in the evaluation process.
12. Provide for mutual accountability by giving educators a meaningful role in evaluating administrators and other support providers charged with helping educators improve instruction.
13. Involve the use of data fairly and wisely. Standardized tests are not designed for the purpose of evaluating individual educators, the value-added measures derived from them are unreliable, and an over-reliance on them leads to serious and harmful unintended consequences such as narrowing of the curriculum, teaching to the test, and diminished professional collaboration. Therefore, standardized test scores should play no part in high stakes summative evaluation decisions. Educators will use multiple forms of data when setting goals to improve teaching and learning.
14. Furnish opportunities for educators to use multiple sources of evidence of effective teaching and student learning.
15. Ensure that educators, principals, and peer evaluators are adequately trained in the evaluation goals, standards, metrics, processes, and timelines. These evaluators must participate in regular calibration.
16. Support improving educational practice, as it is a developmental process that takes time, practice, and reflection.
17. Provide for a systemwide program of continuous professional development for all educators.
18. Illuminate the context in which professional practice takes place.
19. Empower both evaluators and educators with clear, actionable information.
20. Be adequately funded with ongoing, adequate, dedicated funds from the state. Only when the state can provide districts with these necessary financial resources should such an evaluation system be implemented.

## Resolution 31

### Reaffirm rank-and-file democracy in the CFT

**Whereas**, the CFT has a proud history of rank-and-file democracy that sets it apart from other less democratic unions; and

**Whereas**, the CFT is now aiming to unite its membership behind the compromise tax proposal that the leadership crafted with Governor Jerry Brown to bring in much-needed revenue to stop further cuts to education and vital social services; and

**Whereas**, that deal was struck with the governor and his allies to abandon the Millionaires Tax without adequate consultation with the CFT Executive Council, no less the rank-and-file membership of CFT; and

**Whereas**, the compromise was presented to the Executive Council of the CFT as a *fait accompli* with no real chance of genuine negotiation based on input from the CFT membership; and

**Whereas**, this represents the kind of top-down decision making that is corrosive to the principle of rank- and-file democracy whatever the merits of the decision; and

**Whereas**, the strength of the CFT has always been in its respect and encouragement of strong local autonomy; and

**Whereas**, participatory democracy and respect for dissent should be the heart of a healthy union movement; and

**Whereas**, the rank-and-file feel more ownership over decisions they play a real part in developing; and

**Whereas**, CFT's leadership has publicly and privately acknowledged that failing to go back to the membership with this compromise was a mistake and should not set a precedent for future actions;

**Therefore, be it resolved**, that the California Federation of Teachers reaffirms the principle of rank-and-file democracy in our union and will commit to a more inclusive and democratically driven decision-making process.

*Submitted by the AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges, AFT Local 1931*