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TTA Position: Lesson Plan Mandates

TTA's position is based on the following guiding principles:

- All stakeholders should have a place to offer feedback and professional expertise.
- Teachers represent a huge wealth of “in the trenches” professional expertise that should always be consulted in matters of educational importance.
- Concerns and questions should be encouraged and viewed as critical information that is positive and central to the process rather than seen as a sign of dissent.
- True educational debate and discussion provides a broad base for clarification of purpose and products for the highest good.

To these ends, TTA adopts the following position regarding lesson plan mandates. TTA believes that when administrators mandate lesson plans outside of our Collective Bargaining Agreement (CBA) it demonstrates a lack of trust and professional respect. The mandating of lesson plans outside of the CBA results in educators' time and resources being misallocated from more meaningful work.

TTA believes that when administrators mandate that an educator provide lesson plans, it:

- Demonstrates a lack of trust in an educator's professional judgement and implies incompetence
- Is insulting and burdensome which leads to low morale and/or resentment
- Diminishes the educator's freedom in providing instructional strategies
- Restricts an educator's flexibility to adjust to students' needs in real-time
- Devalues the expertise and creativity of educators when generating student-centered lessons
- Shifts the emphasis away from effective teaching to merely fulfilling a mandate

TTA recommends that:

TUSD uses systems already in place, such as Professional Learning Communities (PLC), to ensure that teachers are working as teams and sharing instructional strategies, resources and materials.

TUSD administrators support educator needs by following the evaluation guidelines set forth in the CBA (Article 7).

TUSD administrators should not require detailed lesson plans from educators with exemplary evaluations.

TUSD administrators should foster an environment of trust and collegiality by allowing educators to do their jobs without micromanaging.