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## TTA Position: Implementation of New Programs/Products

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*TTA adopts the following position with regards to creating, vetting, and implementing any new program or product into the existing academic program. Our 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.
- Vetting of any new program or product should be given adequate time and depth of exploration to insure the highest professional quality possible.
- True educational debate and discussion provides a broad base for clarification of purpose and products for the highest good.
- A truly collaborative and professional learning community can and should be established across administrative/teaching/parenting lines.

### *To these ends, TTA suggests the following process:*

1. Goals are set.
2. Committees are formed to include one representative from each site or group that will be directly impacted by the policy, program, or product.
3. Such committee members would, wherever possible, be elected by the site members at large, rather than appointed by the site administrator.
4. Committee Representatives are given actual time during PLC's, late starts, and professional development days to meet with, share and reflect with, seek feedback and professional input from those they represent on a reasonably regular basis throughout the process from initial development through implementation.
5. Such meetings would then be used to actually facilitate true "representation" on the part of the committee members at the actual committee meetings where decisions would be made. Even still, products and programs would not be finalized prior to the sites themselves being able to view an actual rendering of the program or product in its revised form.
6. Every teacher should be given quality, teacher-led professional development and support throughout the implementation.
7. Establish a centralized place for communications/resources (maybe on etusd—more fully develop what is there; it's a work in progress as well).
8. Each product should be treated as a living document with the understanding that it will be amended based upon feedback and findings during implementation.
9. A process should be developed to insure that there be equity in resources availed to all TUSD school sites.
10. A clear indication should be established as to where and when flexibility is acceptable or uniformity is expected in use of program and products throughout the district.
11. When an administrative directive, rather than teacher consensus, is used to determine program or product use, such directives should be transparently labeled as such – not unfairly attributed to "the committee."