

CSEA ISSUE: Differentiated Professional Development

SYNOPSIS

Professional development in D11 is required to be designed intentionally to meet the needs of the district, schools, and staff. Feedback from teachers indicates that offerings are too often redundant, irrelevant to the position, or contain strategies that are not commensurate with the level of training or expertise that the teacher has already obtained. A teacher's professional practice improves when given the opportunity to engage topics and methods that are differentiated and appropriate.

FACETS

- Professional Development offerings are frequently one-size-fits-all for teachers.
- A teacher's training, expertise, or previous experience is not accounted for in planning of PD.
- PD may be irrelevant to the teacher's duties (e.g. reading instruction training to "essentials" teachers).
- Professional purpose, autonomy, and mastery improve results and engagement.

PRIMARY ARTICLE INFLUENCED

- XI



15 Dec 2023

Bh G 12/15/23

CSEA ISSUE: Communications, Workday, and Use of Employee-Owned resources

SYNOPSIS

Developments in technology and changes in policy impact the work/life balance of teachers. There is an assumption that teachers provide technological resources to accomplish their jobs from non-school locations. The interface between work-related expectations and the personal/family time of teachers has increased since last examined in negotiations. Teachers' comments indicate these changes harm morale and contribute to turnover. Currently it is assumed teachers will provide their own technology, resources, and services (e.g. phone, internet service, personal computer) and have access to them to pursue District purposes in and out of buildings and work time.

FACETS

- Teachers are assumed to have home internet at their own expense in order to provide instruction when remote.
- Teachers are assumed to have communication devices (computer, phone) available after hours for both administrative tasks and instructional tasks. (e.g. website, Schoology, Class Dojo, texting)
- Teachers are expected to use personal phones as emergency and communication devices while at school.
- It is implied that teachers remain connected and prepared to respond well beyond contract time.

PRIMARY ARTICLE INFLUENCED

- X



15 Dec 2023

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Interest-Based Bargaining

2023-2024 Issues

Board of Education

December 15, 2023

Issue #1 – Staff Shortages

Synopsis of Interest:

Ongoing staff shortages within schools in D11 Area Networks, hard-to-fill roles (including, but not limited to, CLDE, Speech Language Pathologists, Math and Science), and within central administration in TOSA roles.

Problem to Solve:

Staffing shortages can limit student access, create unsustainable workloads, and impact all district priorities (achievement, engagement, and enrollment).

Facets of Issue:

The current language in the Master Agreement and/or CSEA's interpretation of that language limit flexible, dynamic approaches to staffing challenges that can increase the fill rate for all roles.

Article Influenced:

- Article X, B; Article XIV; and Article XV

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Interest-Based Bargaining

2023-2024 Issues

Board of Education

December 15, 2023

Issue #2 – Use of Tax Payer Dollars toward CSEA endeavors

Synopsis of Interest:

The Master Agreement language requires:

- the district payroll team to automatically deduct members' dues from salaries and transfer those funds to CSEA,
- cost sharing of Colorado Springs Education Association (CSEA) President's salary,
- utilization of district resources and facilities.

Problem to Solve:

- Address the use of taxpayer funds to facilitate CSEA activities, and
- Address the lawfulness of CSEA's use of district resources and facilities.

Facets of Issue:

Address the use of taxpayer resources to fulfill CSEA obligations.

Article Influenced:

- Article III; Article II.H