TEACHER EVALUATION AND ACADEMIC FREEDOM COMMITTEE

Connie Pruett, Chairperson
Michelle Shipp, Vice Chairperson
David Goldberg, Board Liaison
Erin Kole, Recorder
Patricia Rucker, Legislative Advocate
Chuck King, Consultant
Clifford Schuster, Consultant

MAJOR POLICY -First Reading

None

MAJOR POLICY -Second Reading

Academic Freedom (from the CTA Handbook, p. 204)

Academic Freedom

CTA believes academic freedom is fundamental and essential to the teaching profession:

- 1. Teachers Educators must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
- 2. Teachers Educators must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Educators shall be involved in all aspects of adoption and implementation of curricula and materials. The adoption and implementation processes must recognize that individual teachers have different teaching styles and bring unique attributes to their classrooms. Curricula that limit the ability of educators to incorporate teachers' own styles, attributes, and materials infringe upon academic freedom. The professional judgment of educators to determine appropriate and aligned curricula is key to student achievement and growth. Local associations and governing boards must adopt/negotiate procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Any individual or group which seeks to inhibit academic freedom must not have influence over the hiring, firing, promotion or due process rights of bargaining unit members.
- 3. Part-time and temporary bargaining unit members are particularly vulnerable concerning issues of academic freedom. The same policies and protections applied to full-time bargaining unit members must apply to part-time and temporary bargaining unit members.
- 4. Bargaining unit members must be free to evaluate, criticize, and/or advocate personal points of view concerning policies and/or programs of the schools. Bargaining unit members must be free to assist their colleagues when their academic or professional freedoms are violated.
- 5. Bargaining unit members must be employed, promoted, or retained without discrimination or

harassment regarding their personal opinions or their scholarly, literary or artistic endeavors.

The presence in the classroom of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom. (*TEAF: January 1979, June 1984, June 1986, January 2000, May 2005*)

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

None

MATTERS PENDING

1. Referral to review the recommendation from the liaison to the Advisory Commission on Special Education concerning possible revisions to Title 5 Regulations (Phase 2), teacher evaluations, providing universal access to Common Core and Smarter Balanced Testing, and serious concerns with add-on authorizations being provided by private for-profit institutions.

INFORMATIONAL ITEMS

- 1. The Committee received information from the Teacher Evaluation Workgroup regarding the survey on teacher preparation.
- 2. The Committee received a report from the Committee's legislative advocate regarding the status of bills before the legislature. Specific discussion focused on the veto of AB 375.
- 3. The Committee received a report from the Committee's Board Liaison discussing CTA's strategic plan.
- 4. The sub-committees met to welcome new members, organize and prepare to continue the work of the sub-committees.