SHTA NEWSLETTER - Issue No. 2 November 1970

FROM THE PRESIDENT'S DESK:

Friday, November 6th proved to be a milestone in the history of this association, for on this day your negotiating team exchanged written proposals with the administration team representing the Board (Fred David, Ray Everett, and Robert Morris). Our 106-page Master Agreement Proposal was the outgrowth of the many concerns expressed by our teaching staff as the negotiating team made its rounds earlier in the school year. Some thirty-one major areas of concern are covered ranging from a formal grievance procedure to a salary increase proposal. We must remember that Ohio school law does not mandate that local boards enter into such Master Agreements; nor does it prohibit this action. Over 300 of Ohio's 600 plus school districts have developed such agreements with their local teacher's associations. On March 22, 1968, The Ohio School Boards Association addressed itself to this question by saying:

> "... if the public school employees request organization recognition and the adoption of negotiation procedures by boards of education, it is in the best interest of the community for the board and the administration to proceed in a spirit of co-operation to develop policy and procedures for mutually satisfactory employee-employer relation."

In February of this same year, the American Association of School Administrators said:

> "... we urge all school systems to establish written negotiation agreements which are developed co-operatively by the school board, the administration, and the teaching staff. Such agreements should state clearly the functions and prerogatives of the board, the administration and the teaching staff in making decisions which concern their work, their working conditions, and their fringe benefits. A grievance procedure listing definite steps for lodging appeals should be included in the agreement."

We realize that this is a new situation faced by our board and that there may be an element of fear on their part to enter into such an agreement. We believe that professional negotiations leading to the adoption of a Master Agreement does not take away or attempt to take away the authority of the Board of Education to make policy. Negotiation takes place prior to decision-making. It is this early involvement that can make for better use of the professional staff in making decisions concerning the educational program. Historically, working relationships between the teaching staff, the administration, and the Board have been good, and this is why we believe that this is the best time to adopt a Master Agreement. A Master Agreement aids in assuring established means to resolve problems when trying situations do occur.

Each negotiating team is made up of men of good faith, and I believe that such men can and will provide us with a final document that will go far to ensure our continuing position as a leader among the lighthouse school districts.

Sal Fabrizio
President - SHTA

DIFFERENTIAL STAFFING:

Representative Council has directed the editor to provide members with the statements which follow, from the conditions for Quality Teaching Committee and the Differential Staffing Committee, to assist members in deciding how to vote on the December 8 ballot.

First, Larry Marks' report as chairman of the Differential Staffing Committee. Mr. Marks points out that the report is his, that time was too short to convene the committee.

Differentiated staffing has two different aspects to it:

1. The staffing patterns that produce changes directly affecting youngsters' learning because of different educational roles assumed by different staff members.

2. The different professional relationships and possible compensation patterns produced among staff members because of different role assignments. This is the career ladders and their patterns of compensation that we have read about.

The committee's work of last year was almost totally devoted to the first aspect because if any of the second is to be structured then it must come as an outgrowth of the educational changes and must be done by involving the teaching staff in the building of these changes.

What are the basic elements that make up a differentiated staffing pattern?

1. A non-threatening atmosphere where teachers and administrators can work to create educational settings.

2. Some form of team teaching

3. Teaching roles defined in terms of behavioral objectives by the staff who are to do the teaching.

4. Teacher involvement in the development, implementing, and evaluation of major curriculum changes.

5. Compensation patterns that reflect the role assignments created by different uses of the professional staff.

The critical issue seems to be: To what extent can we allow for possible experiementation with different kinds of staffing, including compensation patterns, without giving a blank check to the School Board that would lead to destroying desirable parts of our present salary schedule. Can we as individuals allow for others to experiment in such a way that it is not a direct threat to our own personal salary? There are school systems that do.

If some part of the staff were to experiment with its own compensation patterns there would, it seems to me, have to have built-in safety devices so as to pose no threat to people not involved. Salary schedules are negotiated, so that we have a strong protection here, but it is only reasonable that any such plans would have to have additional ones built into them so that each staff member would not feel his salary was being controlled by an experiment of which he is not a part. The other side of this is: how can we allow for maximum use of our staff members who are willing to take additional time and assignment responsibilities? It also seems reasonable that some experiments might be made in Shaker Heights.

REPORT OF THE CONDITIONS FOR QUALITY TEACHING COMMITTEE:

At the suggestion of the SHTA President, the Committee on Conditions for Quality Teaching began their work with a study of the spring report of the Differentiated Staffing Committee and consulted with members of that committee. The discussions reflected the following areas of concern among Shaker Teachers.

1. Will the pay scale remain the same for all schools in Shaker Heights?

2. Will we maintain the present two-to-one ratio?

3. Are the present physical facilities adequate to carry out the program of differentiated staffing?

4. Is the extra money available to improve facilities, pay para-professionals, buy the necessary extra equipment, books, and resource materials?

5. What method would be used to reassign teachers in the school selected for the pilot program?

6. How will teachers be selected from among the group volunteering to staff the pilot program?

7. Will the newly created positions of leadership be filled first from the qualified Shaker educators?

8. Will all staff members be included in the planning of the number and the frequency of modules for the "special" areas or will these be arranged for the convenience of all other areas?

9. Would it be possible to expand our present structure to include the following ideas from the differentiated staffing program and achieve the same results?
   a. Paraprofessionals
   b. Released time for team planning
   c. Use of "specials"
   d. In-service training
   e. Shared decision making
   f. Counseling Services
   g. Community resources
   h. Resource Centers
   i. Modular scheduling
   j. Team teaching

10. Would it be wise to first expand and wxplore the following at all levels before moving into a pilot program?
    a. Additional needed staff
    b. Resource centers in all schools
    c. Improved facilities
    d. Additional equipment
    e. Extra pay for extra service
    f. Paraprofessional aid

11. Will those who vote for differentiated staffing be willing to serve and take part in a pilot study?

IN MEMORY:

.... Not, this time, of an individual, but of the idea of remembering. The Association accepts donations to the Scholarship Fund in honor or, or in Memory of, anyone the donor wishes to designate. Corresponding Secretary Louise Kamus has engraved cards for the acknowledgement of such donations. A fund to encourage scholarship does seem a wholly appropriate expression of respect for one who has served in our profession.

MEMBERSHIP:

Firm and final figures and percentages of membership are difficult because of some unsolved questions of eligibility. But Chairman Maggie Jones reports a total 458 - a very high total indeed - and 100% membership in the majority of the schools in the system.

The members of the Leadership Team find it heartening to have so solid a demonstration of support.

SALARY-TENURE:

Ed Wachtel has assumed chairmanship of the committee and is serving as captain of the Negotiating Team. Emil Knorr remains a member of both. We owe Emil a debt of gratitude for the long hours of work and the high professional competence he brought to this most demanding task, and are confident that Ed's leadership will maintain the high standard.

LEGAL AID:

The Legal Aid Committee has extensively interviewed John Papandreas, as instructed by Executive Board and Representative Council to do, and has retained him as legal counsel for SHTA. Mr. Papandreas has recommended the incorporation of the Association, one major purpose being the preservation or our tax-exempt status and another the protection of officers against individual liability in the performance of their duties. It was the feeling of Representative Council that so major a step should be submitted to vote of the membership. Later note as this issue goes to its final preparation: The results of that vote are now in from all schools except for Ludlow: 246 for incorporation, 12 against.

President Sal Fabrizio and the leadership team express their thanks for the members' strong support. In a year of as much SHTA activity and negotiation as this, the officers need to know they have your active support.

Incorporation will provide them valuable protection in the performance of their duties.

Members who need the service of the Association's attorney should, to avoid confusions, go through Sal Fabrizio, Mark Freeman, or Ed Wachtel.

FOR BIBLIOPHILES, AND BOOK-LOVERS TOO:

The High School's head librarian May Laramore reports that the new library, when completed, will have a browsing area with carpeting, davenport, easy chairs, lamps, and table. Thought is being given to a display of student art work.

The library's Audiovisual Center will be able to accommodate 28 students at one time. There will be four wall stations and six tables with provision for four students at each table. Table legs will be wired.

And additional shelving is being provided to hold a total of 40,000 books - a figure approximately double the American Library Association's recommended ten books per student. Unlike the currently popular caricature of a public school learning center in which the newer media are represented by lavish machines and gimmickery, but books are few and lightly popular, Shaker adopts the new and useful and also remembers that joy in reading and the regular practice of reading remain among the highest of civilized man's attainments.

OF INTEREST:

Or rather, of interest and fees. Emil Knorr asks that an item in our first issue, to the effect that "the Shaker schools earn more from fees and interest than they receive from the state" be expanded as follows to make his meaning more clear: "... than they receive from the State Foundation Program as over $900,000 is held back for the retirement program." The intent of the clarification is that Emil's statement does not lead to the inference that the system derives important income from interest, but to the clear conclusion that the Shaker schools are not adequately assisted by income from the state. Once the above sum is set aside for retirement purposes, the remainder is woefully small.

Therefore all of us - teachers, administration, Shaker taxpayers - have strong reason for supporting the TRIE program and any other action leading toward sound tax reform at the state level.

MORE ON TRIE:

was the first full assessment to reach the County
SHTA's check for $900 (based on a membership then estimated at 450)/TRIE Committee. Photos of President Sal Fabrizio presenting the check to Paul Swaddling of the Berea Education Association have gone to Sun-Press and the Cleveland Press.

Dick Oberdorfer's Note:

As your representative to PTA Council, I explained the TRIE program and asked for assistance from that group in implementing the program. The letter reprinted here from the Council's President shows their concern for the fiscal problems facing Ohio and their efforts in this area.

It also, it seems to me, points out that PTA is not a "tea and cookies" group as many have labeled it.

As a side note, I would urge you to join a Shaker Heights PTA group and participate in their very worthwhile programs.

Dick Oberdorfer
SHTA Vice-President

October 29, 1970

Mr. Richard Oberdorfer
Vice-President, SHTA
Shaker Heights High School
15911 Aldersyde Drive
Shaker Heights, Ohio 44120

Dear Mr. Oberdorfer,

It seems to me that our discussion of some of the issues you raised at last Thursday's PTA Council Board meeting was somehow left hanging in mid-air, and I wanted to take this opportunity to try to make some clarifications.

As you know, the Parent Teacher Association shares with OEA a deep concern about the future financing of public education in Ohio. The Ohio PTA is committed to State support of public schools "equal to or greater than fifty percent of the average operational cost of public schools." We further favor a tax structure which "assures public schools a source of funds that is income related and more immediately responsive to economic trends than local property taxes."

While we understand from the very careful explanation you have given us why the OEA has chosen this year to endorse one of the candidates in the gubernatorial race, this action does make it impossible for us to participate in a financial way in your current campaign. As a national organization, we are non-commercial, non-sectarian, as well as non-partisan. The PTA "shall not -- directly or indirectly -- participate or intervene in any political campaign on behalf of, or in opposition to, any candidate for public office . . . . "

Whoever wins the gubernatorial race as well as the legislative contests in next week's election, the PTA expects to lobby for improved financing of public education in Ohio during the forthcome session of the Legislature. We hope you will continue to keep us informed of your legislative activities, and we will do the same. The cooperation of our two organizations is essential both on the State level as well as here in Shaker Heights. Hopefully, our children will be the beneficiaries.

All good wishes.

Sincerely yours,

Mrs. Justin Krent, pres.
Shaker Heights Council of
Parent-Teacher Association

FACULTY AUTHORS:

Readings In Child Development and Relationships is the title of a new college text being prepared by the Department of Family Development at the University of Rhode Island. The text will include information taken from a JOURNAL OF SCHOOL HEALTH article jointly authored by H. H. Hopwood, M.D. and S. S. VanIden, Ph.D. and reporting on scholastic achievement related to physical growth, as demonstrated by associations of Wetzel Grid health records with academic records of Shaker Heights students in the Class of 1962.

PROGRAM DECEMBER 3:

Circle December 3 on your calendar!! At 8:00 p.m. an educational and arresting film, "Bright Boy, Poor Scholar," will be shown at Moreland School Auditorium. This outstanding film clearly explains what a learning disability is.

The program is being presented by the Shaker parents of the Cleveland Association for Children with Learning Disabilities (CACLD) in co-operation with the Shaker Heights Board of Education.

Following the movie there will be a panel discussion and question period. Members of the panel will be Faye Botton, Director of the Reading Center at Woodbury; Dorothy Morris, former remedial reading teacher at Boulevard and presently director of the new Diagnostic Center at Moreland; and Myron Weissman, a Shaker parent and past president of the Ohio CACLD.

The CACLD complete library will be on display. Don't miss this outstanding evening; see how your tax dollars are put to work.

Mrs. Charles L. Getz, Jr,
3685 Rawnsdale Road
Shaker Heights, Ohio
Phone # 751-5508

WHEELS:

Those who retain, despite the passage of years, keen memories of Dr. Donald G. Emery's tenure as superintendent here will be interested to know that he and the Scarsdale schools have severed connection as of December 31. Dr. Emery will be Executive Director of the National Reading Center in Washington, D. C.

OEA:

In a major effort to make its services readily available to members, OEA has expanded its regional offices. As close as your telephone is the

Parma Area Office
6500 Pearl Road
Parma, Ohio 44130
884-5696

In response to interest expressed in a note in Board Briefs about the size of secondary school classes, Fredrick A. David, Assistant Superintendent, provides the following report to the Board, dated September 28.

Mrs. Gaede and Gentlemen:

Attached you will find information on the various class sizes in the three secondary schools.

At Byron, scheduling as they do by sections, most groups are 24,25 and 26. There is one section of Home Economics with 28 and two sections of Algebra with 31 and one with 32. These two Algebra sections are Level 4 classes and actually are Algebra II classes. Rather than deny several good students the opportunity to have Algebra II in the 9th grade, these numbers were permitted. In English there are two sections of remedial work with ten students each. The Shop class with ten and a second one with 11 and the mechanical drawing class with 12 result because of limited demand for those subjects.

At Woodbury there is flexible grouping and scheduling and it is possible to have a few sections more than 30 so that other groupings of 14 to 20 are available. This seems to Mr. Melton to be educationally sound and in the best interest of the students, and I agree. Frequently the larger classes remain that size for the first grading period only and reduced enrollments result because of necessary transfers.

In the printed schedule of the senior high school there are two academic classes with 31 students.(These are in Social Studies). The Levels System does not lend itself to providing equal class size but tends to give a broader range. Also, student demands for some subjects is less and hence enrollments are small. Yet to provide the courses needed by the students to complete their high school programs, we do permit class size of 9 to 15. This is an importantfactor in meeting the needs of pupils and individualizing instruction though it does tend to be more expensive. At the high school two teachers have 126 students in the Urban Problems class. These 126 meet with the two teachers three days a week in the large group. They then meet in ten (10) seminar groups twice each week. These seminar groups are of 12 and 13 each.

It seemed appropriate to quote the whole letter here because it serves as so eloquent a demonstration of the real concern of Shaker people - administration and teachers in unison - to maintain those conditions, including small classes, which promote vital education. It is all too easy to see mention of "classes over 30" and to suppose it is a trend and a bad one. Fred David's letter makes clear the careful thought given to the matter of class size in Shaker, and suggests also the complexity of the matter. As we move to a still broader range of course offerings, and still better adjustment of the Levels System to the needs of students, quite likely we shall find it useful to experiment with class size in some subjects. Smallness is not an absolute criterion; it depends also on the subject, the method, and of course the question of the teacher's time for preparation and for papers.

The report at the end of this issue summarizes teachers' responses to the question of class size. Despite the achievements of the Shaker schools in this fundamentally important matter, the consensus of teacher opinion there presented clearly is that we have a way still to go.

These items represent no official position. It is an advisory committee serving to bring the thought of teachers and students directly to the Superintendent, thus supplementing the traditional channels by which information and opinion reach him. These notes represent the consensus of the committee's discussion on these points. We hope in future issues to present also notes on the Elementary Advisory Committee.

WE REPEAT:

Eventually, you get what you pay for. And at the present salary base, a beginning Shaker teacher, with a B.A. degree and a certificate, and all the commitment in education these represent, is paid less than a full-time City of Cleveland laborer. We wish the laborer prosperity; but that situation certainly does not show in practice, where it really counts, in money, that the teacher is regarded in Shaker Heights, Ohio, as essential in the educational process.

Yes, we're dedicated. But we are skilled professionals and as a whole staff have demonstrated excellence by the criteria available to evaluate schools objectively. And we do not observe that the dedication of people in the other professions makes them willing to substitute praise for dedication in place of substantial financial reward.

The following items from OEA's Scope help to point up the severe inadequacy of teachers' salaries.

The annual cost of an "intermediate budget" for an urban family of four was estimated at $10,077 last year in a survey compiled by the U.S. Department of Labor. The "lowest budget" providing a living in a style above minimum subsistence levels was computed at $6,567 for the typical four-member family.

Another report of family income compiled by "Sales Management Magazine" noted that the effective buying income per household in Ohio was $10,462 in 1969. The effective buying income is the amount people have available for spending after federal, state and local taxes have been deducted.

The magazine survey noted that Geauga County had the highest income level at $12,203 among the 88 Ohio counties. Lowest in the state was Adams County at $5,556. The compilation also reported that Shaker Heights leads Ohio cities with a $25,738 household income. Next in line is Upper Arlington at $22,691.

HOW GOOD ARE OUR SCHOOLS?:

Members will recall responding to a questionnaire so entitled, sent by OEA and the TRIF program committee.

The comilation of individual responses, now complete, is the work of Cam Buckland and his Legislation Committee. Cam's labors in shepherding this complicated process to it completion deserve strong commendation. What follows here consists of particular responses deemed striking enough or often enough stated to deserve inclusion, and also a brief summary. It is possible for the majority response to be favorable in a category and yet for individual response to point out imperfections in an illuminating way. For example, majority response is that the schools are excellent in the category "Books and Learning Materials", but the three written responses indicate needs for further improvement. The intention of the report is to identify strengths and also to face up to needs.

What kinds of buildings or additions will be needed in the next 2-3 years?

Cafeterias in elementary schools
More flexibility in classroom units to allow L.G.I's
Small group work and I.P.I. development

What kinds of teaching and learning facilities are the most critically needed in elementary schools?

Flexible classrooms, provide better environment for children with: (1) emotional disturbances (2) learning disabilities

What kinds of teaching and learning facilities are the most critically needed in secondary school?

Flexible classrooms and learning centers for individualized instruction. Facilities in vocational education are very inadequate.

What are some examples of out-of-date textbooks which should be replaced?

We don't have enough copies of some textbooks for every elementary child.

What improvements need to be made in the school building material centers?

Provide inexpensive materials to utilize expensive machines. More equipment and materials are needed in several elementary schools.

What kinds of learning materials need to be replaced or purchased immediately?

Large increases in B-6 funds to provide supplemental materials necessary for individualized instruction. Audio-visual are also needed for individualized instruction

What kinds of classroom innovations and experimental programs need to be put into operation?

(1) Interdepartmental courses in secondary schools (2) flexible classrooms (3) slow-learner programs (4) programs for emotionally-disturbed youngsters (5) improved reading programs (6) individualized instruction (7) programs for children with learning disabilities

What specific kinds of courses are needed to better prepare students for gainful employment?

D.E. courses, clerical courses offering a chance for gainful employment, courses in the various trades, Automobile shop (A big problem is to convince parents that their youth needs vocational education rather than college preparatory courses)

What specific areas should be explanded in our summer school program?

More innovative programs are required to rejuvenate a "dead" summer school

What improvements need to be made in the adult program?

The program is directed toward the college-educated citizens and has considerable success. There seems to be a need to divert some energies from the college-oriented program toward programs for the less educated members of the community

What improvements need to be made in special instruction?

In-service training to aid teachers in educating these students. Programs need to be developed to provide educationally valid programs for children who are (1) emotionally disturbed (2) slow-learners (3) children with learning handicaps

How many and what kinds of additional persons are needed?

Another psychologist, two social workers, one or two interns in school psychology are needs. Paraprofessionals in libraries to act as aids and to help in A. V.

How many and what kinds of these or other special teachers are needed in our school district?

Elementary guidance is the greatest need followed closely by secondary reading

What improvements need to be made in guidance services to help assure students proper placement in vocation and academic pursuits?

A full-time vocational counselor and an attempt to educate the community concerning the needs for V.E.

Does every elementary classroom teacher have a specified unassigned time for planning every day?

Does every secondary classroom teacher have a specified unassigned time for planning every day?

Does our district have sufficient staff to keep pupil-teacher ratios at acceptable levels?

The majority response to these three questions is No.

In what subject or grade levels should the greatest emphasis be placed on reducing class size?

Equal emphasis should be placed at all grades to meet the class sizes described below

What kind of aides need to be employed?

Clerical for preparation of educational material and grading of objective tests, supervisory personnel to relieve teachers of non-instructional assignments, technical to provide preparation of learning material, tutorial (e.g., college students) to aid individualized instruction

What are the most pressing and burdensome non-instructional activities from which teachers still should be relieved?

Bus duty, cafeteria duty, study hall duty, phone duty in elementary school

What are some needed improvements in the assignment of teachers?

Provide for heterogeneous teaching staff in each building. Permit teachers to change grade levels and buildings when desired. Include teachers in decisions concerning teacher assignments

What improvements need to be made in teacher recruitment and employment?

More involvement of the teaching staff in recruiting and teacher and administration evaluation would be desirable

Are staff members permitted and encouraged to participate in in-service training programs held outside our school district?

Permitted, yes, but many principals do not encourage it

Does our school system pay for part (or all) of a teacher's professional growth in university study?

Although the system demands teachers obtain Masters Degrees, the administration will not help financially

Is there ample opportunity to visit and observe classroom techniques in other systems?

Some building principals do permit and encourage this, but others are very hesitant to encourage this type of professional growth

Is there ample opportunity for teachers to observe outstanding teaching techniques being performed in other classrooms within the school system?

Stymied by a lack of communication between teachers and administration

What additions should be made in the professional development program for the staff?

Teachers seem quite willing to participate in clinics and other in-service projects designed to promote professional development, but teachers do request these projects be on a release-time or extra-pay basis

The report summarizes teacher response that the Shaker Schools are "greatly deficient" in vocation education, "greatly deficient" to "somewhat deficient" in the use of education aides, "somewhat deficient" to "adequate" in compensation programs, "adequate" to "good" in special instruction, and good or excellent in other respects such as space for students, educational opportunities, and preparation of teaching staff.

Perhaps the most interesting and valuable part of the report is the written responses to particular questions many of which are quoted above.

ITEMS CONSIDERED IN SUPERINTENDENT'S SECONDARY SCHOOLS ADVISORY COUNCIL:

It is legal in the State of Ohio to have interscholastic athletics between junior high schools. The Ohio Principals' Association recently supported the kind of broad intramural program that Shaker now has. We do not wish to see our broad program, which gives many boys and girls an opportunity to participate, to be curtailed into a specialized program for a relative few stars. It was suggested that if we played other junior high schools our high school teams would be better and school spirit would be generated.

Regret was expressed that the intramural program at the senior high school is no longer available. We need an enlarged program rather than a restricted one. The physical education program should first of all develop skills, second, should emphasize corrective skills, third, should have a broad intramural program for the many, and then finally, fourth, should have a sort of advanced placement program of varsity sports. While this subject has been discussed many times, consensus seemed to be we are not willing to sacrifice a broad program for a few. We hope we can have both.