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DOES TODAY'S TEACHER UNION FIT TOMORROW'S EDUCATOR?
PERSPECTIVES FROM MILLENNIALS

A DISSERTATION

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P-12 Leadership

By

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ABSTRACT

Throughout the nation, teacher unions are under fire. Their popularity in recent polls shows Americans see teacher unions as a negative influence on public schools; however, the polls also indicate Millennials express favorable opinions of and support for unions.

The primary objective of this quantitative study was to examine Millennial teachers' perceptions of the California Teachers Association (CTA) and their local unions. Using surveys, interviews, and document analysis from union leaders representing multiple school districts in Orange County, California, this study explored views of their profession, education reform, union leadership, and the role of the union in representing Millennial teachers. Once data was collected, themes were illuminated to identify common perceptions among the participants to determine the future of teacher unions in California.

Findings from the study suggest that Millennials' views on wages, benefits, and working conditions are not contradictory to those held by veteran colleagues. However, Millennials recommend a more inviting approach to generate more Millennial involvement in teacher unions. Finally, Millennials suggest the status quo change to be more open to reform and flexibility in teacher evaluations, tenure, and the traditional workday. This study provided data that suggests that Millennials' perceptions of the function of the union are that it should continue to play its historical and traditional roles of negotiating contracts and protecting

working conditions, but as union membership changes the perceptions of union members have moved into the 21st century.

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DEDICATION

This dissertation is dedicated to my mom, Genie, the consummate teacher. She has always known what to do and does it perfectly. My mom has taught me the value of education and the secrets of life through her loving words, encouragement, and experiences. Thank you for everything Mom.

This dissertation is also dedicated to the many teachers that came before me and the many that will come after who will continue to advocate for students and public education.

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CHAPTER 1

INTRODUCTION

Peterson, Howell, and West (2012) claim that teacher unions have a popularity problem. Their report states that “the share of teachers with a positive view of unions, and their impact on schools, has dropped 16 points from 58% in 2011 to 43% in 2012, while the number of teachers holding negative views jumped from 17% to 32% (2012, para. 7). Peterson et al. (2012) also state, “71% of teachers said unions had a positive impact (para. 9). In addition, Rosenberg and Silva (2012) found union teachers “are supportive, involved in local union activities, and associate their membership with feelings of pride and solidarity” (p. 1). The future of education and teacher unions belongs to the next generation of teachers. Currently, Millennials teachers make up more than 18% of the teaching force (Coggshall, Ott, Behrstock, & Lasagna, 2010). Millennials have an important role to play in teacher unions as both members and leaders.

The purpose of this research was to gain a greater understanding of the evolving role of teacher unions by interviewing Southern California teachers born between 1980 and 2000, referred to as Millennials. This study examined the social phenomenon of teacher unions using the theoretical foundation of critical theory and sought to clarify the foundations of understanding and knowledge the participants have constructed about teacher unions. As individuals within society communicate with one another ideas develop, each bringing their own history

and culture to their way of understanding. Thus, individuals' perceptions about teacher unions are based on their own experiences.

The chapter begins with background explaining the role of unions in education to frame the problem this study will address. In addition to an explanation of the purpose and significance of this research, this chapter introduces the research questions seeking to evaluate Millennial teachers' perceptions of the union's role in education reform and professionalism. A review of the relevant terms, delimitations and limitations of the research is included to clarify the scope of this research. The chapter concludes with an overview of the research proposal.

Background of the Problem

The European Puritan immigrants of 1609 brought their culture and traditions to the new world including strong religious beliefs and philosophies about education. The education of the Puritan children began at home but by 1635 the first formal school for children was established. Men were primarily hired to be the schoolmasters and women were employed to teach reading and math. Teachers were allowed some status in the community because they had more education than most of the population (Van Horn & Schaffner, 2003).

As America grew, challenges to the Puritan practice began to emerge. Horace Mann, the Father of statewide Common Schools was committed to the belief that all education was for the average person and all children should receive a basic education funded by local taxes as a means to preserve the integrity of society. The American classroom became a mix of both girls and boys

of all ages and abilities, only the basic resources were provided, and schools received modest public support. Teacher's salaries were less than one hundred dollars a year or room and board was supplied as compensation (Holcomb, 2006).

At the turn of the century, with the onset of the Industrial Revolution, the focus of American education became increasingly important to the working class. Classrooms became mirror images of their factories where parents worked. Immigrants and their families arriving in the United States between the years 1890 and 1930 brought over three million children with the dream of attending free American schools (Van Horn & Schaffner, 2003). The demographic changes increased both the responsibilities and challenges for teachers.

Before the establishment of the National Education Association (NEA) in 1857 and the American Federation of Teachers (AFT) in 1916, teachers struggled in one-room schoolhouses with few teaching materials, and little public support. Teachers struggled with many of the same labor issues their blue-collar counterparts faced during the Industrial Revolution. Similar fears of exploitation, being overworked or fired were common concerns (Cooper & Sureau, 2008). However, teachers differed significantly in many respects: most were publicly employed, college-educated women, and teaching was regarded as a profession. In the early 1900s, educators began to organize to improve their profession.

The historic purpose of teacher unions is no different today from what it was decades ago. Research points out that the purpose behind teacher unions was to protect teachers from the ranking members of the school hierarchies and

the demands placed on them from boards of education and business-minded administrators (Berry & Teacher Solutions 2030 Team, 2011). Unions play a critical role in protecting teachers from unfair treatment in schools, providing better working condition, and ensuring professional salaries (Moe, 2011a).

During the 1960s teacher unions became a major factor for those managing educational institutions. Teacher unions became involved not only in the bread-and-butter issues of employment but also in the reforms related to the undertaking of teaching and learning (Eberts & Stone, 1984; Kerchner & Mitchell, 1988; Moe, 2011a; Murphy, 1990). During the early years of the 21st century the nation has become increasingly frustrated with the political powers of the NEA and the AFT. Through their financial resources, these two unions have been able to influence the votes of school board members and members of state legislatures across the nation (Coulson, 2010; Lieberman, 2000). These unions have been characterized as the chief obstacles in educational reform (Hannaway & Rotherham, 2006; Lieberman, 2007; Moe, 2009). Researchers accuse teacher unions of political action that is used to enforce burdensome rules that protect incompetent teachers, increase spending, decrease student performance and block school reform (Bascia, 2005; Eberts & Stone, 1984; Lieberman, 2007; Moe, 2009; Peterson 1999; Troen & Boles, 2003).

U.S. Education Secretary Rod Paige called the NEA “a terrorist organization” at a 2004 private meeting with governors. Even though Paige apologized for his choice of words, his frustration continued, and he characterized the NEA as obstructionist and blocking support for America’s

school children (Pear, 2004). Business entrepreneur, Steve Jobs criticized teacher unions by saying "what is wrong with our schools in this nation is that they have unionized in the worst possible way. The unionization and lifetime employment of K-12 teachers is off-the-charts crazy" (Hess, 2007, p. 1). Union critic, Michelle Rhee and others believe unions act only to benefit their members' own personal interests (large salaries and benefits, better working conditions, and job security) at the cost of high-quality education (Berube, 1988; Jessup, 1985; Kerchner & Mitchell, 1988; Lieberman, 1997; Moe, 2011a; Murphy, 1990).

Teachers and their unions continue to face serious challenges when defending their profession. Researchers Kerchner, Koppich, and Weeres, (1997) evaluated the impact of teacher unions on American education. In their work, *United Mind Workers* (1997) they concluded that teacher unions are essential to the improvement of public education. However, teacher unions can no longer operate as the industrial unions of the twentieth century did. Union leaders and educators see the protections offered by their unions as central to education (Weiner, 2012). Unions have helped teachers to gain control and respect over their profession and to maintain rigorous curriculum and effective instruction (Bascia & Osmond, 2012; Goldhaber, 2006; Kerchner & Koppich, 1993; Moe, 2011a). Aside from the understandable economic and occupational security issues of unionizing, teachers also have interests in influencing education policy for the protection of individual rights (Bascia & Osmond, 2012; Jessup, 1985). Ravitch (2007) suggests that teacher unions are vital to maintaining the dignity of teachers and respect for high-quality education. Attracting, supporting, and

retaining committed and effective teachers in a demanding and rapidly changing educational environment are critical to the future of unions. New teachers want a union but a different kind of union, one that differs notably from the union that served the generation of teachers who are currently retiring (Blair, 2002; Johnson & The Project on the Next Generation of Teachers, 2006a).

Problem Statement

The problem that this study focused on is the waning support of teacher unions by Millennial teachers and the implications this has for the future of teacher unions (Moe, 2011b, Sand, 2013). The body of research, conducted by individuals who may or may not have experience in public schools, focuses on the positive and negative influences unions have on reform and on the role of unions in reshaping public education from the public perspective. Additionally, a major portion of the research concentrates on the traditional ideals of unionism in economic and political arenas, and on union militancy and the influence unions have on reform. Under the existing practice of industrial unionism, unions surrender work processes, products, and quality to management (Kerchner et al., 1997). Focusing on an emerging area of research, this study examined the influence and importance of unions from Millennial teachers' perspectives about "new unionism," which is identified as a forward-thinking shift that allows a more collaborative approach to bargaining, and which includes professional and reform agendas (Bascia & Osmond, 2012).

Purpose of the Research

The purpose of this qualitative case study was to evaluate the perceptions Millennial teachers have regarding the union's role in education reform, politics, and professionalism. Unions have played an integral part in protecting teachers' wages, benefits, and working conditions but have left much of the decision making to administration. Research indicates that Millennials' expectations extend beyond employment requirements into a desire to be recognized for personal accomplishments and individual merits (Coggshall et al., 2010; (McDonnell & Pascal, 1988; Woodruffe, 2010). This shift in thinking among younger teachers may bring about a change in the role of unions. The new generation of teachers may not share the historical perspective about the roles of unions but, rather, demonstrate strong commitments to rethinking the practice of teacher unions. The development of new types of relationships between unions and management has been around for the past four decades. The purpose of this research is to ascertain whether or not Millennials are seeking to move beyond the "service model" of unionism and move toward the "organizing model" of teachers as professional partners in education. Using the lens of critical theory the focus of this research is on the attitudes and experiences of Millennial classroom teachers associated with the California Teachers Association (CTA). The intent is to describe the patterns found in union members' perceptions of union decisions and how they impact the day-to-day activities and professional longevity of Millennial teachers. Such an understanding can be used to clarify

what we know about education policy, reform, and school culture in relation to teachers and their union.

Significance of the Study

Confidence in K-12 public education has been on the decline since the early 1970s (Farkas, Johnson, & Duffett, 2003). Gallup public opinion polls indicate Americans' confidence in U.S. K-12 public schools is at a record low. The same poll indicates Americans believe great teachers drive school success, and public trust and confidence in teachers ranks at 71% despite widespread public criticism from the media (Bushaw, & Lopez, 2012). Educational literature and teachers themselves question the interests of teacher unions. Of concern for many teachers is the conflict between unionist and professional interests (Kerchner & Koppich, 1993). Bascia (2005) states, "teacher unions are characterized as conservative organizations whose preoccupation with teachers' well-being is antithetical to students' educational interests" (p. 225). In the eyes of the public and education pundits, the debate about whether teacher unions hurt or help public education is ongoing (Cooper & Sureau, 2008; Kerchner & Mitchell, 1988; Loveless, 2000; Murphy, 1990). Central to the debate is the role teacher unions play. Urbanski (1998) observed, "In a sense, unions are more likely to change if the unionists are agents of reform" (p. 186).

An important feature of this study is that it explored perceptions of a new generation of union members. Millennial teachers (born between 1980 and 2000) vary in their attitudes and preferences from their predecessors. There is little research on how unions have adapted or changed to support the new generation

of teachers. However, research does indicate that Millennial teachers are looking for more autonomy in their work (American Federation of Teachers, 2012; Coggshall et al. 2010; Lovely, 2012). According to the Center for the Future of Teaching and Learning (2010) the current teacher employment reserves are becoming exhausted and projected teacher shortage is a national concern. The teaching force continues to decline especially with the number of Millennial teachers dropping out of the profession (Center for the Future of Teaching and Learning, 2010). This study contributes to a better understanding of the major concerns and changing expectations of Millennial union members, and contributes to educational leadership and policy by presenting Millennial perspectives on the teacher profession and union.

Research Questions

To meet the purpose of this study, the following research questions will be addressed using qualitative methodology.

1. What are the perceptions Millennial teachers have of their local unions?
2. What are the perceptions Millennial teachers have of the California Teachers Association?
3. According to Millennial teachers, what role should unions play in educational reform?

Definitions of Key Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study.

Collective bargaining refers to an agreement between an employer and an employee group to negotiate terms of employment on behalf of all employees represented by the union or other designated employee membership groups.

Millennials refers to the generation of people born during the 1980s and early 2000s. Also known as Generation Y, Echo Boomers, Generation WE, Boomerangs.

Local unions, often shortened to local, are locally based union organizations, which are part of a larger, usually state or national union.

Organizing model refers to unionism that involves members in solutions.

Service model refers to unionism that restricts itself to servicing members, rather than helping them organize themselves. This model pursues higher wages and improvements in hours and working conditions.

Unionism is about workers standing together to improve their situation, and to help others.

Limitations of the Study

Study Delimitations

This study centered on the organization and participants of the CTA an affiliate of the NEA. This study did not compare the structure and organization of teachers associated with the AFT. Participants in this study are delimited to members of the CTA, from a single generation, Millennials. These teachers were members of the Orange Service Center Council (OSCC), which is one of 26 Service Centers located throughout California. This study did not compare

Millennial teachers from different regions or Service Centers within California.

The scope of the research is limited to a five-month time period.

Study Limitations

The limitations of this study were identified by geography and sampling. The small sample of teachers interviewed came from a purposive sampling of schools in Orange County; therefore, the study findings can only be generalized to similar populations of union members. The data and conclusions were limited by the subjective responses and biases of the participation.

Overview of the Dissertation

This chapter provided an overview of the dissertation. Chapter 2 presents a summary of the literature as well as the theoretical foundation and conceptual framework for the research. Chapter 3 provides the methodology, including the research design, and data analysis used to answer each of the questions. Chapter 4 presents the key findings and data overview. Chapter 5 provides a summary, conclusions, and recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

This literature review is divided into four main sections. The chapter begins with the theoretical foundation, followed by the conceptual framework that supports this study. The conceptual framework integrates five bodies of literature: background of teacher unions, history of collective bargaining, organizational changes, new unionism, and Millennials. The chapter concludes with a summary of the literature and its implications as it relates to this study.

Theoretical Foundation

A theoretical foundation helps build understanding in a qualitative study. Anfara and Mertz (2006) point out that, "social theories focus on group behavior, cultural institutions, urban development, and market-place functions" (p. xvii). Denzin and Lincoln (2005) noted our behaviors, basic beliefs, and what we think about the world are the lenses a qualitative researcher uses to study a phenomenon. In order to better understand teachers' perspectives of teacher unions the theoretical standpoint found in critical theory guided this research. The teachings of critical theorists such as, Karl Marx, Max Horkheimer, and Paulo Freire urge educational leaders and policy makers to establish public education as the central system in eliminating the injustices of discrimination and poverty for school children (Bohman, 2005). The principles of teaching are embedded within critical theory.

Critical theory is a way of seeing and conceptualizing to create a new situation. Creswell (2013) states, “critical theory perspectives are concerned with empowering human beings to transcend the constraints placed on them by race, class, and gender” (p. 30). The critical action taken by educators is a personal responsibility, the perspectives within critical theory (race, class, gender, sexual preference, oppression) center on morality and justice (Creswell, 2013).

According to Horkheimer (as cited in Bohman, 2005) critical theory is a social theory oriented toward critiquing and changing society as a whole, in contrast to traditional theory oriented only to understanding or explaining (Bohman, 2005). Society makes choices based on individual beliefs, attitudes, and values.

Teachers, as members of society, exert powerful influences on how they create or construct experiences for students. It becomes necessary for educational leaders to better understand the struggles of their students and restructure learning to respond to the social changes of an evolving society. However, the bureaucratic system has restricted many professional freedoms in public education by transforming the teaching profession (Peterson & Charney, 1999). It is essential to shift the relationships between unions, administration and teachers, curriculum and instruction in order to move in the direction of “human emancipation”, as suggested by Freire (as cited in Bohman, 2005). This view, which plays a key role in shaping the next generation of educators, is an important factor in critical theory and social justice. Critical theorists look at what is wrong with current society and identify those who can transform the rights of those oppressed (Bohman, 2005). The lens of critical theory focuses on equity

through social justice. Social justice unionism is an approach to striking a balance between unions and administrators, while fighting for the rights of students and the profession. This framework focuses on equity for all and requires action and systemic change.

In *Survival and Justice: Rethinking Teacher Union Strategy*, Peterson (1999) urge teacher unions to move toward a better understanding of the injustices that exists in society, and they promote social justice teacher unionism. They encourage unions to “go beyond professional concerns and ground itself in a commitment to social justice” (p. 16). What motivates union leaders and generations of teachers in their classrooms with respect to the profession can be viewed from different frames of reference (Poole, 2001). The new unionism is a shift away from traditional union practices of self-interested bargaining and challenges the old patterns of bargaining. Poole (2001) suggests articulating a new form of unionism based on professional relationships among education, culture, society and government.

Conceptual Framework

The conceptual framework for this study is divided into five sections. Figure 1 shows the relationship among the main concepts.

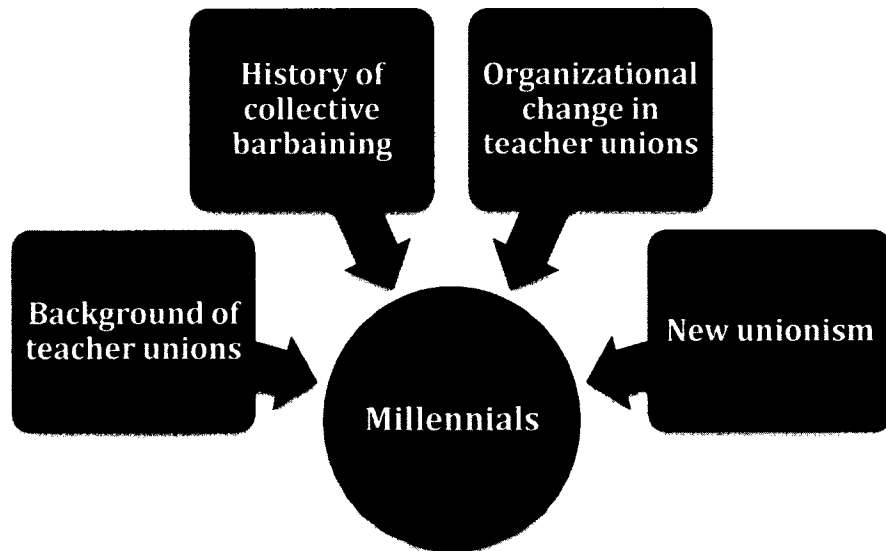


Figure 1. Conceptual links

The first section of the conceptual framework introduces the background of teacher unions in American history. The second section details the history of collective bargaining in the United States and illustrates the important influences on teacher unions. Next, is a review of the organizational changes that have occurred in teacher unions and the implications for future teachers. Following organizational changes, the concept of new unionism is detailed. *New unionism* is a term that explains the compromise between popular control and professional autonomy. The final section of the literature review, *The Next Generation of Teachers*, introduces the characteristics of Millennials found in the research.

The Birth of Teacher Unionism

Union history traces back to the guild system in Europe. Before the Industrial Age, workers organized themselves largely around their trade. The purpose behind the guild system was to ensure certain professions maintained skilled and master workers. This was the first time workers organized according

to their own rules rather than those of their employer (Kearney & Carnevale, 2001). The guild concept carried over to American labor until the turn of the 20th Century. At that time, the hierarchical structures of industry became the norm and unions began to change to match the exploding American labor movements. The first trade union, the National Labor Union, was founded in 1866 and dissolved in 1873, paving the way for the Knights of Labor (Kearney & Carnevale, 2001). This secret society, founded in 1869, emphasized the inclusion of all workers and races (Voss, 1993). As the cornerstone of American labor, trade and professional union's key issues were not political in nature, but centered on decreasing the exploitation of women and children in the work force, establishing an 8-hour workday and improving wages, fringe benefits, job security, and working conditions (Kearney & Carnevale, 2001).

Samuel Gompers formed the American Federation of Labor (AFL) in 1886. The AFL represented only skilled craftsmen. The establishment of the AFL was to mobilize workers, maintain the accepted standards, and change the unacceptable conditions related to their work. In addition, union interest concentrated on securing higher wages, better working conditions, and a shorter work week (Jessup, 1985; Kearney & Carnevale, 2001). By 1938 John Lewis formed the Congress of Industrial Organizations, (CIO) a more radical labor group that organized entire industries regardless of skill. These two unions were industry rivals until their merger in 1955. As the AFL-CIO merged the United States had the strongest most effective working class union in the world (Kearney & Carnevale, 2001).

As America's industrial workers were organizing, so were educational workers. The organization of the teacher's work at this time can be traced back to the factory design behind Fredrick Taylor's Scientific Management movement. Teachers produced the bulk of the work with little control over the operation. Kerchner et al. (1997) described the teacher dilemma:

The idea that specialized was efficient gave rise to high school departmentalization and to separate career paths for administrators and teachers. Scientific management ideas gave administration the mantle of technical expertise, some freedom from school board domination and a clearly established organizational superiority over teachers. (p. 6)

The roots of American education hold fast to the hierarchical foundations of Taylorism. Darling-Hammond (1997) writes,

the application of scientific management to U.S schools followed the rush of excitement about the efficiencies of Henry Ford's assembly-line methods. Schools were expected to be the most efficient means to produce a product whose uniformity and quality could be programmed by carefully specified procedures. (p. 39)

Throughout history teachers have responded to the comparison between schools and factories. In an effort to protect themselves from employer and system abuses, teachers formed unions.

History of the National Education Association

In 1857, the NEA was originally founded as the National Teachers Association (NTA). It included 10 state associations but denied membership to

women. By 1870, the NTA became the National Education Association, which was serving as a professional organization of primarily administrators (Eberts & Stone, 1984; Kerchner et al., 1997; Murphy, 1990). The NEA was formed with the idea that it would be the professional organization that would advocate teaching as a profession not as a union of “blue collar” workers (Murphy, 1990). In the early 1900s the organizational hierarchical style of the NEA preserved traditional male–female roles. Murphy (1990) reports that under the “old structure” of the NEA, administrative members dominated and maintained the majority of leadership roles. By 1890, administrative members compose 50% of the membership, and only 11% were teachers. During this period of the NEA, the male-dominated organization addressed female teachers as if they were their young students (Murphy, 1990). NEA’s focus was primarily on improving the profession and reforming American education (Vinovskis, 2000).

By 1907, classroom teachers began to dominate the membership, moving the organization away from being led by administrators. One of those young teachers, Margaret Haley, became an organizer and spokesperson for all teachers, including the women. Haley’s persistent messages won teachers a position on the nominating committee of NEA, which helped elect the first woman president, Ella Flagg Young in 1919 (Murphy, 1990).

During her career, Young attempted widespread reform. The inclusion of teachers in a primarily administrator-dominated organization was essential, as president, Young believed

If the public school system is to meet the demands which 20th century civilization must lay upon it the isolation of teachers from the administration of the school must be overcome . . . can it be true that teachers are stronger in their work when they have no voice in planning the great issues committed to their hands? (Holcombe, 2006, para. 10)

The need to break away from the position of factory workers and gain recognition as educators was the key message in the movement for organizing teachers. The goal of teachers' collective voices at this time was to expand the profession of teaching and educating the growing number of American students (Murphy, 1990).

The foundation of the NEA was established as a union of professionals, but superintendents and school administrators continued to silence the independent voices of teachers at the local and national levels (Murphy, 1990; Urban, 1982). The struggle for teacher autonomy within the NEA continued; teachers were dissatisfied with the NEA's ability to raise salaries and troubled by their lack of representation in local issues (Murphy, 1990). However, by the early 20th century both administrators and teachers became more concerned about their own welfare. Dissatisfaction with the NEA grew and was a primary force behind the formation of AFT, established in 1916 as a second national teacher organization (Vinovskis, 2000).

History of the American Federation of Teachers

Historians (Lieberman, 1997; Murphy, 1990; Urban, 2009) following the organization of teachers' reference the establishment of the AFT as a result of

the controversy over the Loeb Rule, which prohibited any alliance between teachers and organized labor. Union membership was challenged by “yellow-dog” contracts, which said that teachers who were union members would not be rehired (Murphy, 1990). In retaliation teachers from four Chicago union groups formed the AFT. Murphy, (1990) states, “of all the new teachers’ unions, the one organized by teachers in Chicago was the most powerful and influential” (p. 61). The AFT was almost immediately granted a charter into the AFL by then-President Samuel Gompers, despite his original position of not needing educated individuals in the labor movement (Hannaway & Rotherham, 2006; Kerchner & Mitchell, 1988; Murphy, 1990). An important distinction of the newly formed AFT was the creation of local unions during the labor movement that were not dominated by education administrators. The AFT clashed with school boards over academic freedom low salaries, restrictions placed on female teachers personal lives, and tenure laws. Union interest concentrated on securing higher wages and better working conditions related to teachers work (Jessup, 1985; Kearney & Carnevale, 2001).

Growing Pains for Teacher Unions

The NEA and the AFT have been in competition since 1919. Fluctuation in the growth of both unions was due to internal and external factors. In their efforts to grow the two organizations continued to debate over the issues of professionalism and unionization. The AFT was established as a traditional militant labor union, whereas the NEA viewed teaching as a profession and was uncomfortable with union practices. The NEA’s view on unionism was that being

described as a labor union lowered the ideals of teaching and violated the public's trust in teachers' selfless dedication. In contrast, the AFT believed teacher willingness to violate this ideal was what defined teacher strength and autonomy (Kerchner & Mitchell, 1988). In broad terms, NEA members emphasized professionalism while the AFT teachers were more concerned with social justice issues (Murphy, 1990). The differences between the organizations promoted a steady competition for members.

During the 1930s and 1940s the membership in the AFT grew from 7,500 members in 1934 to 32,000 by 1940 (Murphy, 1990). Between the years of 1941 and 1942 40 new local unions were chartered and challenges to members from leadership were set in motion to organize 10% of the nation's teachers. By 1943 61 new locals are chartered (American Federation of Teachers, 2012). The 1960s produced the first strike by teachers, in New York City and during that decade, membership grew to 200,000. As membership grew the internal division over the definition of unionism for public school teachers peaked. Murphy states, "the time had come for the union to decide if it was indeed a trade union or a pale professional reflection of the NEA" (1990, p. 151). Young idealists became interested in the positions of AFT and supported the more progressive stances of the organization. In the 1950s a shift in membership began to favor the AFT as they pushed for collective bargaining (Murphy, 1990).

Despite the conflicts between the two unions the original 43 members of NEA had grown to 5,400 members by 1907 and by the NEA's centennial anniversary, 1957, membership had reached 703,800 (Maitland, 2007). For

many decades the NEA represented both teachers and administrators. However, 90% of NEA's members were teachers and 90% of the leadership positions were occupied by administrators (Cameron, 2005; Hannaway & Rotherham, 2006). The NEA's conservative leadership prevailed until the mid-1950s, when both the NEA and AFT supported the actions behind collective bargaining and civil rights (Murphy, 1990). NEA's traditional leadership became increasingly aware of the unrest among teachers and realized they needed to establish collective bargaining rights. In 1962, New York AFT teachers were forced to go on strike over a salary dispute. This event "signaled a permanent change in the relationship between organized teachers and their schools (Kerchner & Mitchell, 1988, p. 1).

History of Collective Bargaining

Laborers have long struggled for justice in the workplace. A central purpose of any labor union is to maximize the wellbeing of its members and the formation of labor unions was to protect employees against their employers. Banding together in solidarity creates a voice that cannot be ignored (Reynolds, 1984).

The Legal Environment

The first of many U.S. labor laws to be enacted was the Pendleton Act of 1883. Congress was given the authority to regulate wages, hours, and working conditions of federal workers; as a result the collective voice of federal employees was lost until passage of the Lloyd-LaFollette Act of 1912. This act guaranteed federal workers the right to petition Congress and to join labor

organizations (Kearney & Carnevale, 2001; Reynolds, 1984). In the early 1930s private sector unions began to organize against the unfair practices of their employers. In July of 1935, Congress passed the National Labor Relations Act (NLRA) commonly known as the Wagner Act. The NLRA advocated and supported union activity, collective bargaining and restoring the balance between management and laborer (Estey, 1976; Kearney & Carnevale, 2001; Reynolds, 1984). Membership in private sector unions surged and the right to join unions and bargain was sanctioned by the Wagner Act.

The Wagner Act prohibits employers from engaging in types of practice considered as a means of interference with workers' rights regarding unions.

Employers may not

- interfere, restrain, or coerce employees in their union activities;
- threaten employees with loss of their jobs or loss of benefits if they join a union;
- threaten to close the plant if a union is organized in it;
- grant wage increases deliberately timed to prevent unionization;
- assist or dominate a labor organization;
- control or support "puppet" unions;
- discriminate in employment for union membership or union activities, or lack of them;
- discriminate for participation in NLRB proceeding (this is designed to prevent discrimination against employees who bring charges against their employer under this law); or

- refuse to bargain collectively with a certified union. (Estey, 1976; Kerchner & Mitchell, 1988, p. 109)

The basic provisions of the Wagner Act dramatically changed labor practices in the United States giving public employees a voice in determining the conditions of their employment.

Following the passage of the NLRA the amendment known as the Taft–Hartley, or Labor Management Relations, Act of 1947 was enacted. Its design was to amend and re-establish a balance between labor and management and end unfair labor practices by unions (Kearney & Carnevale, 2001).

State and Local Bargaining Rules

Relationships between federal agencies and their employees were not widely recognized until 1962 when President Kennedy issued Executive Order 10988 approving unionization for federal employees and granting the ability to collectively bargain (Kearney & Carnevale, 2001). Public sector unions are composed of three separate subsectors: (a) federal government employees; (b) state government employees, and (c) local government employees (Hannaway & Rotterdam, 2006). Federal laws do not allow public sector employees the right to bargain collectively. However, individual states grant sanctions to both public and private employees.

Prior to the passing of the national labor law, school boards were not required to negotiate with teachers' unions. Today, teacher unions exist in every state; however, not all have collective bargaining rights. Thirty-four states and the District of Columbia have passed laws requiring districts to collectively bargain

upon employee request. In addition, 11 states allow districts the choice as to whether or not they will bargain. Collective bargaining is prohibited in Texas, Georgia, North and South Carolina, and Virginia, where it is considered illegal for districts and employees to bargain (Cohen, Walsh, & Bidle, 2008).

Teacher unions have secured rights for teachers and school employees throughout history. Teacher unions are extremely powerful within schools because of their ability to organize and represent teachers when bargaining to meet their demands and secure their work rights. Unions are a form of collective action to achieve shared goals. Most teacher unions are extremely powerful within schools because of their ability to organize and represent teachers when bargaining to meet their demands and secure their work rights (Eberts & Stone, 1984; Hannaway & Rotherham, 2006). Teachers and their unions work collectively to ensure the demands of every constituent are heard.

Dynamics of Collective Bargaining for Teachers

Laws governing collective bargaining for teachers would generate a wide range of provisions to be negotiated between teachers' unions and school districts. The impact of unions' collective bargaining dramatically changed salary, working conditions, and personnel issues while both parties could agree on additional issues outside the traditional service model. Eberts (2007) concludes, "union bargaining raises teachers' compensation, improves their working conditions, and enhances their employment security" (p. 175). Adopting the practices of collective bargaining was not as readily accepted by teachers as by other public sector unions—striking was viewed as unprofessional (Hannaway &

Rotherham, 2006). Teaching was a white-collar pursuit, composed of college graduates who were concerned that being union members was not “professional.” Teachers associated themselves with other professionals in law and medicine but were not afforded the same autonomy or respect (Hannaway & Rotherham, 2006).

Prior to collective bargaining teachers earned substantially less than their private sector (blue-collar) counterparts. The average annual salary of public school teachers rose from \$5,264 to \$43,262 between the years of 1961 and 2001 (Hannaway & Rotherham, 2006). In addition to fighting for higher salaries, teachers’ unions became increasingly concerned with the poor working conditions that existed in public schools. For example, a teacher’s job description included monitoring cafeterias and bathrooms, attending long staff meetings, clocking in, and bringing a doctor’s note when returning from sick days. Without grievance proceedings, teachers were subject to open abuses by administrators in the form of favoritism, sexist rules, and public berating (Hannaway & Rotherham, 2006). In the early 1960s Albert Shanker, an organizer from a New York City AFT affiliate asked fellow teachers,

Was it professional to be poorly paid and bossed around by administrators? Professionalism, in law, medicine, and the like, is marked by good pay, autonomy, and freedom from arbitrary treatment by supervisors. What was professional about having to bring in a doctor’s note for sick days? (Kahlenberg, 2008, p. 11).

A new attitude toward the role of unions developed. The AFT succeeded in their organizing efforts, which united 106 teacher groups in New York City. NEA membership remained primarily dominated by administrators and the professional association's attitudes on organizing was that it was contradictory to their self-image as professionals (Kirkpatrick, 1997). The NEA's conviction that the association's role was one of promoting the professional side of teaching was compromised, however, as more professionals became union activists (Kirkpatrick, 1997; Murphy, 1990). As membership in unions increased, the scope of collective bargaining widened. Teachers became involved in decision making in school affairs and were able to exercise a growing influence over the rules (Eberts & Stone, 1984; Kerchner & Mitchell, 1988; McDonnell, 1989; Murphy, 1990). Early negotiations for collective bargaining contracts focused on the issues of salary and fringe benefits. Eberts and Stone (1984) cite several reasons for the growth in collective bargaining: (a) the passage of state laws, (b) concern by teachers for their own economic and professional well-being, (c) changes in social conditions and workforce demographics, (d) a younger workforce that included more males and teachers who had grown up in an age of protest, and (e) the labor movement in general that helped teachers become less resistant to the idea of unionizing because education was labor intensive (pp. 14-15).

An emphasis on collective bargaining increased membership in teacher unions (Eberts, 2007; Hannaway & Rotherman, 2006). Eberts (2007) reports:

In 1974 roughly 22 percent of public school teachers were covered by collective bargaining. That share doubled in six years and grew to more than 60 percent by the mid-1990s. Today unions represent 67 percent of the nation's three million active public elementary and secondary school teachers. (p. 178)

As the power of union membership grew public, education was able to attract higher quality professionals and reduce turnover and gender discrimination. Teachers and students benefited from class size reduction and tougher discipline policies. Additionally, collective bargaining contracts provided opportunities for professional development, increased preparation time and reduced responsibility for nonteaching duties (Murphy, 1990).

The controversy over the growth and increasing power of teacher unions has generated debate by a number of researchers who suggest that teacher unions in the United States have changed public education dramatically (Eberts, 2007; Lieberman, 1997; Kerchner & Mitchell, 1988; Moe, 2011a; Murphy, 1990). The core of the debate is whether or not collective bargaining has a positive or negative effect on the education process. Teacher union's function at the national, state, and local levels and exerts influence in many ways other than at the bargaining table. Teacher unions are characterized as organizations that undermine administration efforts, pursue self-interest at the expense of students, protect incompetent teachers, and block school reform (Bascia, 2005; Eberts, 2007; Eberts & Stone, 1984; Jessup, 1985; Lieberman, 1997; Moe, 2011a; Murphy, 1990; Peterson & Charney, 1999; Poole, 2000). However, research

does not indicate that the quality of teaching has improved or diminished as a result of collective bargaining (Johnson & Donaldson, 2006). New ideas, new approaches and a new collective bargaining philosophy are integral steps toward changing teacher unions. In the future, bargaining between districts and unions may have to focus on new ideas and new approaches in untraditional ways (Johnson & Donaldson, 2006). Establishing a balance between professional concerns and improvements in wages, hours, and working conditions exemplifies the philosophy behind the modern union reform.

Organizational Change in Teacher Unions

The complex chronicle of union history and the labor movement is ongoing. In the 1970s, one in four American workers was a union member (Estey, 1976; Kearney & Carnevale, 2001; Reynolds, 1984). The current ebb and flow of private union membership is dependent on the industrial and labor market. On the other hand, public employee unions, continue to maintain membership with spurts of growth. Shaffer (2011) cites the Bureau of Labor Statistics report that public sector employees' membership rate reached 36.2% more than five times the private sector membership of 6.9%. The NEA is the largest professional employee union, with membership estimated at 3.2 million educators. The AFT claims another 1.5 million members. These two unions combined make up the largest single segment of unionized public unions (Kearney & Carnevale, 2001; Reynolds, 1984).

When comparisons are made between teacher unions and other professional organizations like the unions of electricians or auto workers, there

are distinct differences in the outcomes. Teachers do not produce tangible goods; their product is the education of children. The nature of the work teachers undertake is unique; they are “mind workers” (Kerchner, Koppich & Weeres, 1998). As early as 1898 attitudes toward teachers’ unionizing was that it was not respectable or moral for the profession. In 1904, Margaret Haley, a Chicago schoolteacher and president of the National Federation of Teachers affirmed that in order for the public to recognize teachers as educators not “factory hands or automatons who were expected to mechanically and unquestioningly carry out the ideas and orders of those vested with authority” (Haley & Reid, 1982, p. 283) they must organize.

The dialogue concerning the role of teacher unions continued through several decades with both positive support and some harsh criticism. In the 1950s Theodore Martin, NEA Director of Membership proclaimed,

Unionism lowers the ideals of teaching. By emphasizing the selfish, though necessary, economic needs of teachers—salary, hours, tenure, retirement—unionism misses altogether the finer ideals of teaching and the rich compensations that do not appear in the salary envelope.

(Kerchner & Mitchell, 1988, p. 57)

A decade later teachers’ attitudes and needs had changed. Teachers sought respect from the public for their dedication to their profession and the financial rewards of skilled professionals (Eberts & Stone, 1984). The teachers belonging to NEA were no longer willing to be passive professionals. Teacher’s attitudes toward unionism changed, as well. Collective bargaining became a way to

increase their stature in professional directions and added to their ability to do their job. Teachers saw AFT's methods of collective bargaining as a tool to gain control over their profession (Eberts & Stone, 1984).

During the 1960s the stage was set for NEA and AFT to merge (Berube, 1988; Lieberman, 1997; Murphy, 1990). However, the proposition failed due to unrestricted administrator membership in the NEA and NEA-affiliated teachers not wanting to be affiliated with the AFL-CIO. The merger question was not considered again until the 1970s in spite of the issue of AFT's affiliation with the AFL-CIO (Lieberman, 1997). The merger was discussed again at the NEA's 1998 Representative Assembly in New Orleans and failed. The discussion of a merger between the two organizations continued into the 21st century, and at the 2013 NEA Representative Assembly held in Atlanta, the merger was again discussed for future consideration. Leadership on both sides embraced a unification driven by the common interest of professionalism (Boyd, Plank, & Sykes, 2000).

The NEA and the AFT are the two largest and most powerful national teacher unions in the United States, with a combined membership of over 4.5 million and affiliate organizations throughout the nation. A priority of both unions is to support the needs of their members. The NEA website documents the mission statement adopted at the 2006 NEA Representative Assembly is as follows:

We the members of the National Education Association of the United States are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed on us. Our mission

is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

The new mission statement available on the AFT website was adopted at the 2012 AFT national convention is as follows:

The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement organizing, collective bargaining and political activism, especially through the work our members do.

Both statements address the quality of services provided for American's public education through the work of their members. These two teacher unions have become the most influential organizations in politics today. Part professional associations and part union these two organizations wield strong influences in educational reform and hold prominent seats at political tables (Jessup, 1985; Lieberman, 1997; Moe, 2011a).

Kerchner and Mitchell (1988) describe unionization as a "continuing cycle of ideas" (p. 3). They define union bargaining for teachers in three generations: (a) the meet-and-confer generation, (b) the good faith bargaining generation, and (c) the negotiated policy generation (p. 4). Each generation defines the

expanding function of teacher unions and explores the relationships between teachers and their struggles.

During the Progressive Era, Douglas McGregor's human relations theory was a driving force in first-generation labor discussions. Under McGregor's Theory X the role of management is to control and coerce employees. Under Theory Y the role of management is to develop employees' desires and help them reach their potential and work toward common goals (Marion, 2002). It was believed that by allowing teachers the opportunity to confer with school administration, increased loyalty and motivation would be achieved under meet-and-confer negotiations (Kerchner & Mitchell, 1988). Theory X, on the other hand, puts management in the position of power where coercing employees is in the best interest of the organization (Marion, 2002). Kerchner and Mitchell (1988) state meet-and-confer districts shared the view "that the authority of the administration and the school board represent teacher interests was healthy and legitimate" (p. 96). Most districts have moved away from this generation, as the goals of teachers today are often different from those of school administrators and school boards.

Second-generation labor relations involve good faith bargaining "because it becomes legitimate for teachers to represent their own welfare interests and to explicitly bargain with management over economic and procedural due process questions" (Kerchner & Mitchell, 1988 p. 7). Industrial-style collective bargaining recognizes conflict between union and management as the norm. The "web of rules" defines the basic structural conditions in which administration and teachers

apply the concepts and values that direct the process (Eberts, 2007). As teacher unions and administration apply good faith bargaining, policies are established that determine how the educational services will be delivered (Eberts, 2007). By moving from the traditional model of industrial bargaining, with teachers in the classroom and management controlling policy and curriculum, the focus is less on self-interests and more around professionalism.

The third phase in bargaining described by Kerchner and Mitchell (1988), is negotiated policy generation. This phase of bargaining is an “attempt to shape school district policy through the contract and the union rather than attempting to manage ‘around the contract’ or through informal accommodation with the union” (p. 8). This phase recognizes teacher negotiations as part of the solution rather than part of the problem. The evolution of collective bargaining for the teaching profession recognizes that “there is a connection between what teachers do collectively and what they are occupationally” (Kerchner & Mitchell, 1988, p. 18).

New Unionism

New unionism identifies the changing role of unions. The following research provides an overview of the desire for professionalism and changing views of today’s unions. In 1983, the seminal report, *A Nation at Risk*, criticized public education in America (National Commission on Excellence in Education, 1983). Educators belonging to the NEA considered the document to be just another political tactic that would soon disappear. On the other hand, Albert Shanker then president of the AFT encouraged members to embrace the report and proposed a shift away from traditional industrial organizing concepts and

toward new unionism (Kahlenberg, 2008). The views presented by Shanker were a departure from the traditional adversarial manner of bargaining. In describing this approach, Kerchner and Koppick (1993) point out that unions and management are (a) discarding beliefs about the inherent separateness of labor and management, teaching and administration; (b) questioning the necessity of adversarial relationships; and (c) rethinking ideas about teacher protection. In order to move toward new unionism it becomes necessary for unions and management to reorganize around organizational goals and set narrow personal or group interests aside (Kerchner & Mitchell, 1988). Urbanski (2001) agrees but stresses that “new unionism must be built on the essential commitments of what teacher unions have always stood for: democratic dynamics, fairness and due process, self-determination, unity without unanimity, social justice and the dignity of all work and workers” (p. 53).

Up until January 1997 the NEA resisted the shift to new unionism. Subsequently, a campaign was launched to “move unions from the old-style industrial mode in favor of a professional craft guild approach” (Brimelow, 2003, p. 172). On February 5, 1997, Bob Chase, NEA president, addressed the National Press Club in Washington D.C. stressing the importance of reinventing teacher unions. Chase stated, “that instead of relegating teachers to the role of production workers, with no say in organizing their schools for excellence, teachers needed to be enlisted as full partners and/or co-managers of schools” (Chase, 1997, par. 28). New unionism supports investing more time and effort on quality education rather than traditional bread and butter issues (Brimelow 2003).

As negotiated policy frameworks evolve teachers must be active participants in bargaining policy in conjunction with the nature of their work (Kerchner & Mitchell, 1988). Teachers attending national and state conventions continue to debate the need to move beyond narrow trade-union protections and move in the direction of new unionism that will empower the teaching profession (Peterson, 1999). In 1998, AFT president, Sandra Feldman urged teachers “to take more professional responsibility for school success and failure” (1999, p. 107). Without professionalism teacher unionism will remain in the confines of established industrial norms.

Desire for Professionalism

The concepts behind a new focus for unionism were rooted in an increased role for teachers at the school site. Professional unionism is a way to focus on teacher professionalism. Professionals, as defined by McDonnell (1989) “possess a specialized body of knowledge and have been judged competent to practice the profession, they should be free to decide how best to serve their individual clients” (as cited in Boyd et al., 2000, p. 1992). In this frame teachers are professionals and their work does not fit the industrial model of supervised labor. Boyd et al. (2000) hoped

to supplement the traditional concerns for teacher rights, wages, and benefits with broader concerns for educational improvement. By creating both the appearance and reality of direct teacher engagement, of professional accountability and education improvement, they hope

to enhance teachers' cultural authority as well as their economic status. (p. 196)

Peterson (1999) maintains that the characteristics of professional unionism are (a) teachers are professionals who uphold high teaching standards, (b) teachers understand the interdependency of teachers with the local school authorities; collaboration, not confrontation, is the preferred approach, and (c) teachers, and not just management, are responsible for ensuring that all students are learning and that all teachers are quality teachers (p. 16). Peterson (1999) also suggested teacher unionism can maintain the industrial model, focusing on defending the working conditions and rights of teachers alongside a professional model. Developing reform bargaining takes more than having both sides agree to the new approach.

Kerchner and Koppich (1993) see a departure from the old-style practices of industrial unionism and a shift toward a union of professionals as represented in Table 1.

Table 1

Industrial vs. Professional Unionism

Old industrial-style teacher unionism	The emerging union of professionals
<p>Emphasizes the separateness of labor and management:</p> <ul style="list-style-type: none"> • Separation of managerial and teaching work • Separation between job design and its execution • Strong hierarchical divisions <p>Motto: "Boards make policy, managers manage, teachers teach."</p>	<p>Emphasizes the collective aspect of work in schools:</p> <ul style="list-style-type: none"> • Blurring the line between teaching and managerial work through joint committees, and lead teacher positions • Designing and carrying out school programs in teams • Flattened hierarchies, decentralization <p>Motto: "All of us are smarter than any of us."</p>
<p>Emphasizes adversarial relationships:</p> <ul style="list-style-type: none"> • Organized around teacher discontent • Mutual deprecation- lazy teachers, incompetent managers • Win/Lose distributive bargaining • Limited scope contract <p>Motto: "It's us versus them"</p>	<p>Emphasizes the interdependence of workers and managers:</p> <ul style="list-style-type: none"> • Organized around the need for educational improvement • Mutual legitimating of the skill and capacity of management and union • Interest-based bargaining; Broad scope contracts and other agreements <p>Motto: "If you don't look good, we don't look good."</p>
<p>Emphasizes protection of teachers:</p> <ul style="list-style-type: none"> • Self-interest • External quality control <p>Motto: "Any grievant is right."</p>	<p>Emphasizes protection of teaching:</p> <ul style="list-style-type: none"> • Combination of self-interest and public interest • Internal quality control <p>Motto: "The purpose of the union is not to defend its least competent members."</p>

This table shows the shift toward professional unionism is defined by collaboration. Educational theorists believe that new unionism would shift the focus from self-interest to collaborative partnerships within schools (Kerchner et al., 1998; Weiner, 2012). Anrig (2013) "emphasizes that one of the most

important ingredients in successful schools is the inverse of conflict: intensive collaboration among administrators and teachers, built on a shared sense of mission and focused on improved student learning” (Kindle Loc. 96). These collaborative partnerships would allow change and increase the role teacher’s play as professionals.

The organization and transformation of public education continues to remain in the hands of management. Because of this, additional changes to union roles and membership are proposed. Weiner (2012) suggests that teachers and their unions unite with parents, students, and school boards to create a more democratic educational community. Behind the concept of an open, democratic educational community is evidence of the continued struggle of teachers to define the role of the union in the teaching profession (Weiner, 2012). One dilemma is the representation of the union versus a professional association. Kerchner and Mitchell (1988) summarize the dilemma of being both a union and professional organization:

Professional unionism retains collective bargaining and expands on its uses. Professional unionism recognizes the need for individual autonomy and latitude in the workplace, and it recognizes the need or corporate self-governance by teachers. Concurrently, it requires teacher unions to address the difficult problems of school productivity and effectiveness. (p. 18)

With new union-initiated partnering in professional opportunities and providing recommendations for implementing new ideas greater autonomy

becomes possible (Eberts & Stone, 2007). A number of researchers have suggested that teaching is changing and the transformation of the profession requires adjustment from previous practice to that of mind workers (Bascia, 2012; Kerchner et al., 1998). Teachers can guide the changes in transforming the quality of schools, restructuring to achieve greater flexibility within the system and maintain a balance between the “bread and butter” issues and a broader focus on school effectiveness (Cooper & Sureau, 2008; Hargreaves & Lo, 2000; Kerchner et al., 1998; Poole, 2000; Urbanski, 1998; Weiner, 2012).

Kerchner et al., (1997) suggest that in order to advance the professional union agenda it is necessary to strengthen the market for teachers by (a) organizing schools around career security rather than job security, (b) making teacher choice a weapon in the fight to reform schools, (c) creating an electronic hiring hall that allows teachers to switch jobs or to relocate easily, (d) developing a career ladder that begins with apprenticeships or classroom aide jobs for novices and extends through career teaching positions, (e) creating a system of portable pensions and retirement benefits that make job switching easier, (f) redefining tenure so that free speech and civil rights protections apply for teachers and teachers gain economic security with experience, (g) creating the means for teacher ownership of their jobs and their intellectual property, (h) endorsing teacher certification systems that link with career development, and (i) achieving a legitimate and secure place as a representative of both teacher and teaching (p. 143). Teachers can play a role as change agents for education reform by building a union around the elements established in the new labor

market, which requires teachers to be self-advancing and socially productive. Organizing teachers and expanding the roles unions play in reform can lead teachers into solidarity within their profession (Kerchner et al., 1997).

Changing Views

Research shows that teacher views remain constant in their approval of collective bargaining issues of higher wages, job security, and improved working conditions. However, teachers' thinking has shifted to include concerns about their professional status and taking the lead in educational reform and quality of their union (Johnson, 1984; Toch, 2010; Urbanski, 2001). Kerchner and Koppich (2000) studied building teacher unionism around quality in 20 "reform" unions.

They asked three questions:

1. Can teacher unions successfully organize around quality teaching and standards for students? The summary answer: Unionization around teaching and learning quality is possible but difficult. The process holds political dangers for those unionists who try, and the results are by no means assured.
2. Are there substantial barriers to the spread of reform unionism? The summary answer: There is substantial resistance to unionism other than that built around industrial principles. Part of the resistance can be found in the culture of teaching itself and in the ideologies of teacher unionists and school administrators, who finds the existing division of labor comfortable. Part is in the organizational capacity of unions to engage in an educational

quality agenda; they were designed for other purposes. And part is in an officially hostile public policy that allows but does not encourage reform.

3. What statutory and structural choices would be necessary if a state were to decide to provide incentives for teachers to organize around quality? The summary answer: No legislature has yet tackled the questions of whether labor statutes should encourage unions to organize around educational quality. By focusing their rhetoric on demonizing unions, both public officials and policy analysts miss the larger issue of what kind of unionism is wanted. Teacher unionism in its current form is largely based on industrial organization principles. Organizing unions around quality requires public policy based on craft, artistic, or professional principles. Organizing teachers around these principles requires changing the status under which teachers work and allowing public policy to leverage change (pp. 282-283).

Kerchner and Koppich (2000) noted that both the NEA and the AFT moved from industrial-style bargaining to focusing on more professional issues centered on the quality of education. However, most reform issues are settled within a hostile environment (Boyd et al., 2000). In taking steps to organize around quality, it must be decided what kind of union and teacher organization is needed. Although there have been many attempts to expand the scope of bargaining, few have been successful. Implementing reform bargaining requires

“new attitudes and approaches from everyone involved” (Johnson & Kardos, 2000, p. 11). According to Kerchner and Koppich (2000) four basic barriers to union reform are present, (a) existing cultures of teachers and school administrators, (b) the organization of unions themselves, (c) the array of political forces in education, and (d) the ways in which culture, organizational capacity, and educational politics are embedded in public policy (p. 298). These barriers continue to be part of the struggle that reform-minded teachers and their organizations must overcome. Kerchner and Koppich (1993) assert that in order to build a strong professional union three mutually reinforcing tenets must exist: (a) joint custody of reform, (b) union-management collaboration, and (c) concern for the public interest (p. 194). The evolution of traditional industrial-style unionism into a union of professionals has created new advocacy groups within the teaching profession. These reform-minded teachers seek to advance teaching as a true profession, transform education through meaningful dialogue with the administration, and attempt to influence district policies and practices related to teaching and learning.

Teacher Union Reform Network. New unionism and school restructuring requires changes in the approach to educational reform and an understanding that unionism and professionalism are not mutually exclusive (Urbanski, 1998). In 1995 Adam Urbanski and Helen Bernstein met with other progressive union leaders to discuss educational reform (Urbanski, 2001). The discussion led to the formation of the Teacher Union Reform Network (TURN) in 1996, an organization of 24 NEA and AFT union presidents sponsoring reform that creates new union

models and promotes teachers as professionals (Bradley, 2000; Teacher Union Reform Network [TURN], n.d.; Urbanski, 2001).

These like-minded teachers created new union standards for restructuring unions by allowing them to negotiate reform-oriented contracts (Bradley, 2000). Their commitment to collaboration with all stakeholders in education is embodied in their mission statement. They seek to continuously improve the quality of the teaching force; consistently seek higher levels of student achievement; promote democratic dynamics, fairness, and due process for all involved in public education and in the union; and improve on an ongoing basis the terms and conditions under which both adults and children work and learn (TURN, n.d.). These innovative reforms suggested by TURN will require a shift from bureaucratic control to a more autonomous way of thinking. The progressive teachers are committed to advancing the profession and improving student achievement. The goal of TURN is organizing unions in a new way to better promote reforms that will lead to greater student achievement and improve American schools (Urbanski, 2001). Urbanski (2001) believes “teacher unions must rethink their structure, goals, and core beliefs. They must redefine their enlightened self-interest and recognize their responsibility not only to their members but also to their members’ students” (p. 54). TURN’s redirected goals are becoming more and more appealing to the new generation of union members and affiliation with the reform work of risk-taking unions is becoming popular (Bradley, 2000).

Institute for Teacher and Union Leadership. Founded in 2004 as an offshoot of the 18-year-old TURN, the Institute for Teacher and Union Leadership (ITUL) believes in expanding professional unionism beyond “bread and butter” by guiding a new generation of union leaders to form collaborative relationships with their districts (Honawar, 2008). Marc Simon, a manager for ITUL presents their vision as one that adds to the ideas in progressive unionism and rests on the belief that “while unions industrial concerns aren’t illegitimate, equally important is the responsibility to articulate the professional expertise of teachers and the responsibility to speak to the social justice implications of the work teachers do” (Honawar, 2008, p. 1).

Honawar (2008) reports union reform researchers embrace the collaborative ideas behind ITUL; in addition, support to local NEA and AFT affiliates from ITUL is available to new union leaders, allowing them to become involved in collaborative practices. The philosophy behind ITUL is consistent with TURN’s commitment to collaboration. ITUL pledges to be responsible to students, to families, and to the broader society by improving public education so that all children learn and achieve at high levels. Members of ITUL are dedicated to improving the quality of teaching, the terms and conditions of work in schools, and the learning and teaching climate in our schools. ITUL promotes democratic participation in union leadership and championing a redefinition of school leadership through expanding the scope of collective bargaining to include instructional and professional issues of reform (Tom Mooney Institute for Teacher and Union Leadership, 2009).

Institute for Teaching. In 1967, the CTA formed the Institute for Teaching (IFT). The primary focus behind the structure of the IFT is to assist public education in ways CTA alone is unable to address (California Teacher Association, 2012). The core of the IFT is teacher-driven strength-based change. The strength-based approach centers on seven factors that provide a foundation for school success: (a) focusing on the future, (b) strengthening the work ethic, (c) strengthening the social ethic, (d) valuing child-rearing practices, (e) encouraging system-wide thinking, and (f) moving to a learning-centered environment (California Teacher Association, 2012). Teachers throughout California are part of the IFT think tanks. Monthly meetings are held to discuss the seven factors as the driving forces to be considered for locally driven schools. The partnerships between these new union organizations and NEA and AFT are forward thinking by adopting nontraditional approaches in school change.

The changing views behind new unionism seems to present a viable course of action even for those who are unhappy with teachers' unions that oppose even the most basic forms of competition and choice (Meyer, 2005). Seeking a new generation of local union leaders to promote internal teacher and union based controls on quality, peer mentoring; peer evaluation and career ladders would upgrade the professional qualifications and abilities of teachers (Meyer, 2005). Building a new generation of union leaders is contingent on ensuring that Millennial teachers remain in the profession.

Next Generation of Teachers

The next generation of teachers belongs to a generation of 76 million; they are Millennials, born between 1980 and 2000. Millennials arrived during the ebb of the “consciousness revolution,” living in dual-income households, and are a generation privileged by the entire nation (Howe & Strauss, 2000). They were the “Class of 2000,” with educational goals set by the United Nations’ first World Summit for Children. Public school for Millennials included more homework, values education, community service requirements for graduation, and nationally standardized curriculum (Strauss & Howe, 1991). The trends launched during the 1980s for Millennials included “improved education and health care, strengthening families, more adult affection and protection, and a rising sense that youth needed a national mission” (Strauss & Howe, 1991, p. 341). Millennials are regarded as cooperative team players, accepting of authority, rule followers, and one of the best-educated generations in the nation’s history (Strauss & Howe, 2000).

The newest generations of teachers started careers with private sector occupations, entered the teaching profession in nontraditional certification programs, and remain unfamiliar with the history of the Baby Boomer unionization (Weiner, 2012). Veteran teachers are concerned that Millennial teachers have little understanding of the traditional union practices that kept teachers from having a voice in educational reforms (Toch, 2010). This new generation of teachers’ thinking has evolved from being told what to do or think into new alternatives of unionism (Johnson & Donaldson, 2006). In the workplace

Millennials are recognized by the following qualities: (a) highly ambitious; (b) maintaining a sense of entitlement; (c) outspoken; (d) actively seeking a balance between work and play; (e) upbeat; (f) liberal; (g) open to change; (h) expecting attention from supervisors, which includes regular feedback; and (i) tech-savvy (Bannon, Ford, & Meltzer, 2011; Brack, 2012; Coggshall et al, 2010; Pew Research Center, 2014; Woodruffe, 2010). “Gen Yers” are confident and team-oriented in their conviction to their occupation and understand that success is based on performance and achievement (Strauss & Howe, 1991). The UNC report *Maximizing Millennials in the Workplace* (2012) estimates that by 2014, 36% of the U.S. workforce will be composed of Millennials and by 2020 46% of the workforce will be Millennials. Coggshall et al. (2010) report Millennials make up more than 18% of the teaching workforce. Leaders of the new generation of teachers should be responsive to their views and workplace requirements.

This generation's demands from the workplace are both personal and professional. They desire rewards and recognition, opportunities for collaborative and meaningful feedback, and coaching and mentoring (Brack, 2012). Millennials received constant coaching, supervision, and feedback as they were raised. It is necessary for leaders to understand Millennials' need for structure and their desire to understand what is expected from them. Additionally, Millennials are motivated by an environment that promotes flexibility and opportunities to learn and make contributions (Brack, 2012).

The education workplace is not free from Millennial expectations. Millennial teachers expect that their unions will maintain union priorities, such as

fringe benefits, salary rates, and class size, but also meet the professional needs such as professional development, curriculum choices, differentiated career options, and reform issues (Urbanski, 2001). In addition, their views about unions are less certain of the importance of unions and job security; rather, they believe that each individual school should promote collaboration over isolation on the operations within the classrooms (Johnson & Donaldson, 2006). Younger teachers' exposure to unionism is usually seen in contract language, which typically promotes seniority in staffing assignments and compensation and is seen as archaic. Furthermore, they are less convinced of the importance of unions and that each individual school should collaborate on the operations (Johnson & Donaldson, 2006). Hargreaves and Lo (2000) recognized that "when professionalization is merely concerned with promoting the material and ideal interests of teachers as an occupational group, there is a clear need for teachers to define their own practice and develop character for their own profession" (p. 176).

Johnson and Donaldson (2006) suggest the new generation of teachers is "far less interested in job security and far more interested in career development than their predecessors" (p. 82). According to the Pew Research Center (2014), 66% of Millennials will switch careers sometime in their work life, compared to 31% of the Baby Boom generation. In addition, 42% of Millennials will stay at their current job for the rest of their working life, compared to 84% of the Boomer generation (p. 46). Coggshall et al. (2011) revealed two overarching themes concerning Millennials and employment: "(a) hard factors of employment are

evolving, particularly in terms of how they wish to be compensated and (b) soft factors of their employment are influenced by their generation and experiences” (p. 1). Younger teachers and their predecessors are consistent in their support of “service model” unionism, believing it is the union’s responsibility to provide economic services and intervene on unfair labor practices (Weiner, 2012). They object to the old guard practices of seniority, “first in–first out,” contract language, which typically promotes staffing assignments and compensation and evaluations (Bradley, 2000; Pew Research Center, 2014; Toch, 2010; Weiner, 2012). Veteran teachers may believe that new generations of teachers lack respect for and understanding of the history of unionism and the fights for collective bargaining (Johnson, 2014; Toch, 2010). Evidence suggests that teacher unionism is not appealing to new members of the teaching force. Johnson (2014) suggests the 21st century teacher union will be influenced by (a) growing consensus regarding the enterprise of teaching and learning—its ambitious goals and its complexity; (b) generational variation among teachers in demographic characteristics, professional aspirations, and career trajectories; (c) the availability of student outcome data and the use of data to measure the success of the public education enterprise—and individual districts, schools and even teachers; and (d) the growing demand for choice by parents, policymakers, and legislators.

Millennials make up approximately 20% of the workforce. They respect their elders’ moral values and work ethic. Helping people in need is a priority, and they are more upbeat and satisfied with the country than older generations (Pew

Research Center, 2014). Their behaviors in the workplace have evolved from the generations before them. They seek job satisfaction, autonomy, involvement in prestige projects, career advancement, and, flexibility (Bach, 2012; Woodruffe, 2010). In order to reflect this generations' work—and life—expectations, a shift from service model to an organizing union appears to be the answer (Kerchner et al., 1998; Weiner, 2012).

Conclusion

The literature review for this study presented the evolution of teacher unions. The literature supports the claim that, from the beginning, teacher unions have been concerned with the quality of education and the protection of education professionals. Historically, unions fought for and utilized collective bargaining for professional and collective gains and created organizational structures to support teachers. However, over the years traditional union practices have kept teachers from having a voice in educational reforms, and the practice of teacher unions organizing outside of its industrial origins has not spread rapidly.

This chapter reviewed the literature on the theoretical foundation of critical theory in addition to the conceptual framework encompassing five bodies of literature: (a) the background of teacher unions, (b) collective bargaining, (c) organizational changes, (d) new unionism, and (e) the next generation of teachers. Most of the published works focus on either a historical perspective or the self-interest behaviors behind teacher unionism; there is a lack of research on the movement toward new unionism for the 21st century.

CHAPTER 3

RESEARCH METHODOLOGY

This study attempted to uncover views from Millennial teachers who have experienced an active role within the CTA and to construct meaning from interviews and observations in order to create themes for further investigation. Merriam (2002) points out, “meaning is socially constructed by individuals in interaction with their world” (p. 3). This focus of this study was to understand the attitudes, experiences and perceptions of Millennial teachers and their views about the future role of the union in education policy, reform, and school culture. The following research questions guided this study:

1. What are the perceptions Millennial teachers have of their local unions?
2. What are the perceptions Millennial teachers have of the California Teachers Association?
3. According to Millennial teachers, what role should unions play in educational reform?

Chapter 3 presents the methodology for this study, including a discussion of its philosophical foundations. A description of the research design within the selected methodological approach is followed by a review of the details of the specific research methods used in this study. This description includes information about the setting, sample, and data collection including

instrumentation and procedure, and data analysis including validity and trustworthiness as well as the role of the researcher. The chapter concludes with a summary of the proposed study.

Qualitative Research

There are several considerations to address when deciding to embrace qualitative research. Of the many identified, this study focused on the opportunity to provide an in-depth picture of a phenomenon and place value on the participants' perspectives of their worlds (Stake, 2005). A phenomenological study describes the common meaning for several individuals of their lived experiences or a concept or a phenomenon. The purpose of this qualitative study was to clarify perceptions of teacher unions from the Millennials' point of view. This phenomenological study analyzes multiple case studies. Case studies seek out the uniqueness of the context being researched and place the emphasis on the understanding of a particular phenomenon or provide insight about an issue (Baxter & Jack, 2008; Willis, 2008). Case studies provide an opportunity to study phenomena in context and draw conclusions. In this study, interviews allowed the participants an opportunity to respond and reflect on their own perspectives and experiences and provided me with an opportunity to explain and interpret.

Research Design

A phenomenological study delves into the common ideas and beliefs of individual experiences by examining the perceived and understood ideas and assumptions of the participants (Creswell, 2013). In seeking to capture multiple views, better understanding, and interpretations from Millennial teachers a

phenomenological qualitative approach to the dissertation was taken (Creswell, 2013). Qualitative researchers explain the method as a holistic investigation of humans in their natural settings, attempting to make sense of, or interpret phenomena in terms of, the meanings individuals place on them. (Carspecken, 1996; Denzin & Lincoln, 2005; Janesick, 1994). The goal of this study was to evaluate the phenomena of unions through the eyes of individuals most affected by unions now and in future years. Stake (2005) acknowledges that “qualitative researchers have strong expectations that the reality perceived by people inside and outside the case will be social, cultural, situational, and contextual, and they want the interactivity of functions and contexts as well described as possible” (p. 4). The phenomenological approach used in the collection of data from a sampling of Millennial union members provided me an opportunity to explore their perceptions regarding the role of the union in their professional lives and identify the experiences under which they conduct their everyday practice (Denzin & Lincoln, 2005). Exploring teacher’s perspectives on unions permitted me to seek the “truth” of the social reality. In addition, the theoretical foundation articulated in Chapter 2 of this study reinforces the researcher’s interest in reality and understanding in terms of the meanings individuals bring to them. The desire to understand different frames of reference from the participants’ perspective helped to define how a variety of factors influenced the insights of the participants (Rubin & Rubin, 2012). Creswell (2013) indicates, “the goal of the research is to rely as much as possible on the participants’ views of the situation” (p. 301). Qualitative research uses a naturalistic

approach that seeks to understand phenomena in real world settings (Creswell, 2013; Golafshani, 2003; Merriam, 1988; Rubin & Rubin, 2012).

Ritchie and Lewis (2003) recommend understanding the overall research perspective and importance of the participants' frames of reference that allow the researcher to fully penetrate the ideas and beliefs that shape the individuals' perceptions. Case studies combined with interviewing generate more compelling insights and understanding within clearly set boundaries and generate multiple sources of information (Creswell, 2013; Merriam, 1988; Stake, 1995; Yin, 2009). Furthermore, a case study allows the researcher to focus on concerns, aspirations, motivations and behaviors of participants (Carspecken, 1996; Merriam, 1988). The significance of qualitative data is its importance to both the research and the readers. "If you want people to understand better than they otherwise might, provide them information in the form in which they usually experience it" (Lincoln & Guba, 1985, p. 120). Therefore, the focus of this study was to reconstruct the experiences of the participants as they perceived them and as they give meaning to their reality.

Research Methods

In this section, the specific research methods used to conduct this phenomenological case study are described. An overview of the setting, sample, data collection and management, and data analysis illustrate the research methodology. The final portion of this chapter discusses steps taken to ensure validity or trustworthiness.

Setting

This study focused on teachers in Orange County, California. According to the U.S. Census Bureau (2012) the estimated population of Orange County is 3,090,132. Orange County's population is 12% of California's estimated population, making it the third most populous county in the state. The county is 36 miles south of Los Angeles County, which is the most populous, and 90 miles north of San Diego County, the second most populous. Orange County is the sixth most populous county in the United States. The largest Orange County racial/ethnic groups are White, 60.8, Hispanic, 33.7%, and Asian, 17.9%. The median age for Orange County residents is 36.2 years. The county is described as mostly suburban with 34 incorporated cities. The 28 K-12 public school districts within the county are broken down into 12 unified school districts, three union high school districts, and 13 elementary school districts (Orange County Department of Education, 2013). According to the California Department of Finance website the total number of K-12 students enrolled in Orange County public schools during the 2012-13 school year was 501,280. The more than 1,300 statewide local chapters of the CTA are divided into four regions throughout California. Each local belongs to one of the 26 service center councils located in each region. Service centers support local unions, coordinating statewide issues that impact each particular region. The participants for this study were teacher leaders belonging to OSCC, which is located in Southern California. OSCC supports over 20,500 local members from 28 school districts and 650 schools throughout Orange County.

Sample

Patton (1990) suggests that locating information-rich individuals is key in qualitative studies. This study used a convenient and purposeful selection of participants for both the survey and in the interviews. Convenience sample for this study refers to union leaders who belong to OSCC and their proximity to the researcher. Millennial interviewees were selected by common demographics indicated on the survey. Interviewees varied in age, teaching level, political affiliation, gender, years of teaching experience, affiliate size, and union involvement. The percent of Millennial members in OSCC can be compared to those throughout CTA (see Table 2).

Table 2

Age Distribution of CTA and OSCC Members, 2012-2013

Age	All CTA members		Orange SCC members	
	Number	% of total	Number	% of total
Over 55	68,937	23.4%	4,048	20.3%
46-55	70,429	24.0%	4,798	24.1%
36-45	76,963	26.2%	6,456	32.4%
26-35	36,980	12.6%	2,774	13.9%
25 or under	1,525	0.5%	92	0.5%
Age unknown	39,142	13.3%	1,742	8.7%
Totals:	293,976	100.0%	19,910	100.0%
Millennials (32 or Younger)	21,214	7.2%	1,537	7.7%

Union locals that make up the OSCC vary by the number of members served by the local. It was important in this study to gain perspectives from

members in each designated size. Aside from the number of members, a major difference between small and large locals is the time a president has to conduct union business. Generally, small-local presidents are in their classrooms daily having to conduct business before, after, or during school hours. In large locals, presidents are full-time teachers who are out of their classrooms working in the union office daily. Additionally, small locals usually have less support staff and financial resources, and are often underrepresented at state and national union meetings. The opposite is true in larger locals, and the disparity is frequently voiced. Therefore, selection of participants was designed to fit the criteria and objectives of the study in order to provide the best understanding and insight to the research questions (Creswell, 2013; Glaser & Strauss, 1967; Huberman & Miles, 1994; Merriam, 1988; Patton, 1990). Purposeful sample choices were important in this study in order to provide a rich mix of reflective, deep information that could be generalized to other, similar populations (Marshall & Rossman, 2006; Patton, 1990; Stake, 2005). According to Patton (1990),

There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources. (p. 184)

Therefore, purposeful sampling was employed. Time restraints were also a consideration in the number of participants selected for this study. I determined that nine interviewees would generate meaningful data in order to draw

conclusions. Two or three union members were selected from each of the three designated size categories of the union locals (See Table 3).

Table 3

Local Union Designation of OSCC Members, 2012-2013

Local union designation	Range of members
Small	44-648
Medium	849-1400
Large	1958-2604

Selection was based on various levels of teaching experience, availability, and self-selection. Each interviewee was involved in a leadership position within the state, region, or local union. Union experience ranged from five to 12 years. The goal was to understand the phenomenon from the perspectives of teacher leaders within the union in the expectation that the study would provide conclusions that could be generalized to similar populations (Huberman & Miles, 1994; Merriam, 1988; Stake, 2005). Obtaining the views of educators with fundamental knowledge and experience of teacher unions can provide valid and objective conclusions. Focusing on local leaders allowed me to examine local issues and assess their relevance to state issues. Local leaders are familiar with the role of the union at local and state levels.

This section will also outline gender, age, years of experience, and permanence in district.

Data Collection and Management

Individuals who participated in the interviews were provided consent to participate forms to sign (see Appendix A). Names, places, and other possible identifying factors were changed to protect the confidentiality of participants and preserve the working relationships of those involved.

Denzin and Lincoln (2005) explain data collection and management as a dance between the researcher and the participants “because dance is about lived experience, it seems to [me] the perfect metaphor for qualitative research” (p. 210). The “dance” is interpretive; therefore, the challenges of establishing validity and maintaining reliability are constant throughout this process.

Patton (1990) emphasizes that in qualitative studies data classification is critical because “without classification there is chaos” (p. 382). It was critical to assure that all the pieces were in place, stored in a secure location, and backed up as necessary before the “cutting and pasting” could begin (Creswell, 2013; Patton, 1990).

Once the initial interviews were completed, the data were organized by answers to the questions and local size. This information was stored in computer files in my home-based office. A password was used to protect access to the desktop computer. In addition to the desktop I stored the data on a portable digital flash drive. This device was then locked in a safe location.

Instrumentation

The research approach used in this study combined multiple methods and sources of data collection to gain insight into perceptions of teacher unions.

Triangulation was used to cross check information and ensure credibility (Patton, 1990). Different themes emerge from the distinct responses gathered from multiple sources (Creswell, 2013, Stake, 2005). Triangulations allow the researcher to reduce misrepresentation of the data collected, obtain different perspectives on the phenomenon under investigation, and minimize researcher bias. Data triangulation occurred through use of multiple types of data collection: (a) survey, (b) published documents, and (c) face-to-face interviews. Added crosschecking of information transpired from e-mails and telephone conversations. This allowed me an avenue through which to verify data and add new questions. Triangulation also offers the researcher a more comprehensive understanding of the phenomenon and allows the researcher to check and double-check information, conclusions, descriptions, impressions, and explanations (Willis, 2008).

Survey. A survey developed for this study was designed to generate ideas, uncover different perspectives between groups, gain an understanding of the characteristics and attitudes of union members, specifically Millennial teachers, and discover underlying factors that influence opinions. Qualtrics, a web-based tool for building surveys, was used in the design and delivery of the survey. Using an online survey generated quick responses. The survey was composed of 27 closed-ended questions. The first seven questions pertained to demographics in order to ascertain characteristics such as gender, age, length of time teaching, and size of school district. The remaining 20 questions were developed to measure attitudes and opinions of respondents. A 5-point Likert

scale was used to evaluate the overall level of agreement or satisfaction in areas of tenure, merit pay, and new unionism. The items the respondents were asked to evaluate framed themes and offered an initial understanding from different perspectives (see Appendix C).

Interviews. Patton (1990) suggests three basic methods of interviewing: informal conversational, general interview guide, and the standardized open-ended. The approach employed in this study began with an outline survey of basic questions for the interview to collect common information from the participants. The interview guide standard questions were drawn from the Likert scaled responses in order to develop direction and establish rapport (see Appendix C). “Because the goal of semi structured interviewing is understanding, it becomes paramount for the researcher to establish rapport” (Fontana & Frey, 1994, p. 367). Questions for the interviews were developed with the intent of maximizing information and to allow for “spontaneous generation of questions in the natural flow of an interaction” (Patton, 1990, p. 280). Union leaders were chosen from the pool of volunteers, rather than rank-and-file members. Marshall and Rossman (2006) cited several advantages of interviewing elites:

Valuable information can be gained from these participants because of the positions they hold in social, political, financial, or administrative realms. Elites can usually provide an overall view of an organization or its relationship to other organizations, albeit from their own limited and bounded perspectives. They may be quite familiar with the legal and financial structures of the organization. Elites are able to report on an

organization's policies, past histories, and future plans from a particular perspective. (p. 105)

Another key advantage of using interviews with these participants was that it allowed me to draw upon their experiences, go beyond the forced responses presented in the survey, and focus on different participants' own words and reflections of their individual perspectives and experiences (Patton, 2002; Rubin & Rubin, 2012).

Documents. Each interviewee provided a copy of their union contract. By examining the documents I was able to corroborate the information gathered during the interviews and examine the formal language and structure among the professional relationships involving the union and school districts. The documents studied were important in order to assess interviewees' perspective and relevance to the research and to foster understanding (Creswell, 2013; Marshall & Rossman, 2006). Contracts provided me with a reference point in comparing perceptions.

Procedures

A key criterion in qualitative research is purposeful sampling. A survey was the most straightforward for method collecting prior information and central themes from the respondents (Patton, 1990). An email was sent to presidents in OSCC requesting distribution of the survey along with a description of the research, my background, and a guarantee of confidentiality (see Appendix D). The researcher or local union presidents sent the survey out to all members of the OSCC via the Internet but only interviewed Millennial members. The survey

allowed participants to volunteer for interviews. I categorized the self-selected respondents according to their affiliate size and contacted them via phone and confirmed participation by email. Upon selection of the interviewees, appointments were scheduled and face-to-face interviews were conducted over a two-month period. Interviews generally lasted from 45 minutes to an hour and were conducted at the OSCC building, state council meetings, or interviewees' school sites. Through in-depth conversations, I explored the participants' viewpoints on teacher unions (Marshall & Rossman, 2006). Furthermore, the in-person conversations allowed me to observe and record nonverbal cues, facial expressions, and gestures. I encouraged respondents to engage in informal discussion to keep conversations open and flexible. Moreover, by maintaining a naturalists' format, I was able to probe individual participants' responses in more detail, explore certain subjects in greater depth, and include areas not originally foreseen (Patton, 1990; Rubin & Rubin, 2012).

Data Management

Patton (1990) emphasizes that in qualitative studies data classification is critical: "without classification there is chaos" (p. 382). It was critical to assure that all the pieces were in place, stored in a secure location, and backed up as necessary before the "cutting and pasting" could begin (Creswell, 2013; Patton, 1990). Once the initial interviews were completed, the data were organized by answers to the questions and by local union size. This information was stored in computer files in my home-based office. A password was used to protect access

to the desktop computer. In addition, I stored the data on a portable digital flash drive. This device was then locked in a safe location.

Data Analysis and Interpretation

A naturalistic approach was useful for making sense of and identifying the key issues represented in the data collected. The recordings were then listened to several times, analyzed, and interpreted. Patton (1990) advises the researcher to “bracket, analyze, and compare experiences to identify the essence of the phenomenon commonly experienced” (p. 70). During the in-depth examination of the data I made notes referencing impressions and general thoughts. Next, a comprehensive organization of the data was employed, categorizing by descriptors [codes], interpreted by my frame of reference, personal experience, and interviewees’ perceptions. Codes were generated from survey responses, the literature review, and common experience. Connections were coded by similarity, difference, and understandings, about teacher unions. This process allowed me to cluster information into significant statements that answered the research questions and reduce data into manageable information. Finally, an inclusive analysis and interpretation of emerging themes and patterns was established to present the story (Creswell, 2013; Huberman & Miles, 1994; Marshall & Rossman, 2006).

Establishing Validity

Multiple sources and different types of data were used to explain differences in the conclusions about the phenomenon and to increase trustworthiness of the research (Creswell, 2013; Stake, 2005; Yin, 2009). By

comparing different kinds of data, triangulation, I was able to construct connections that could be acknowledged as credible and dependable interpretations. I also conducted member checks to insure and validate respondents' voices (Creswell, 2013; Lincoln & Guba, 1985). Rich, thick descriptions were shared to provide greater understanding of the experience. In examining the responses of the participants my personal and social connections added an intrinsic and unavoidable bias into how the data was interpreted and categorized into themes. However, according to Denzin and Lincoln (2005) "objective interpretations are impossible" (p. 507). Because, of my union experience and position, I was careful not to impose preconceived themes or initiate connections, and I purposefully looked for answers that supported alternative explanations during collection, analysis, and reporting of the data throughout the study (Lee, 1999; Patton, 1990).

Role of the Researcher

A qualitative researcher's interpretation of data depends primarily on the perspective of that researcher (Creswell, 2013; Patton, 1990). Creswell (2013) emphasizes that the researcher's role is to check for accuracy through triangulation. Patton (1990) reminds us that phenomenological inquiry shares an intense interest in describing personal views and circumstances. Consequently, the role of the researcher in qualitative research has multiple implications throughout the study. For the researcher, developing the skills to be the "instrument" and maintain a neutral position while conducting the interviews is challenging. Within the context of this study I "bracketed" myself out of the study

in order to understand the experiences from the perspectives of the participants and search for the larger picture (Creswell, 2013 Janesick, 1994). My goal was to maintain an objective stance in order to encourage the interviewees to trust they could answer any question free from bias on my part (Patton, 2002). As a union leader in California, I collected my research as an insider and participant observer. As an insider I was able to integrate my understandings of local values, speak the same language, and know the formal and informal power structures within CTA.

Chapter Summary

This chapter presented the methodology of this phenomenological study as it related to teacher unions and Millennial teachers. The sample for the study comprised nine Millennial teacher leaders from Orange County, California school districts. Data was collected through survey, semistructured interviews, documents, and field notes. The data analysis provided key findings among the selected group of teachers. Validity was established through data triangulation and objective reflection. The findings will be presented and discussed in the next chapter, followed by a presentation of the conclusions, implications and recommendations.

CHAPTER 4

FINDINGS

This chapter presents the findings that emerged from this case study. The chapter begins with a brief explanation of the survey results and a profile of each interview participant. Following this profile is an analysis that conveys participants' perceptions of teacher unions as they apply to their practice, the profession and the future of CTA as a teacher union. The purpose of this study was to investigate the perceptions of Millennial union leaders based on the following research questions:

1. What are the perceptions Millennial teachers have of their local unions?
2. What are the perceptions Millennial teachers have of the California Teachers Association?
3. According to Millennial teachers, what role should unions play in educational reform?

The first step in case study analysis is to provide a rich description of each case in its natural context. Collecting multiple accounts of common experience make up the narrative data from which the researcher's generalizations are drawn. (Ayres, Kavanaugh, & Knafli, 2003). Four key themes are presented that portray the relationship between the research questions and the data from this case. The chapter concludes with a summary of findings related to the three

research questions. The findings presented in Chapter 4 establish the foundation for the implications and recommendations presented in Chapter 5.

Participants

Appendix D provides a complete breakdown of the results of the survey. The following portion highlights the demographic indicators of the survey.

Survey Participants

The survey (Appendix D) and an accompanying letter were emailed to all presidents of the OSCC, which includes elementary, high school, and unified school districts. Union site representatives and executive board members were asked to complete the survey. Two hundred and fifty-six responses were received during a six-week period. The response rate of this external survey was 19%. The largest returns were from unified school districts (166 members), and elementary districts (74 members). Additional responses were received from high school districts (eight members) and County Department of Education (two members). Eighty-two percent of all the participants were female and 18 percent of all participants were male. The breakdown of Millennial participants gender was 88% female and 12% male. The percentages of females to males who responded is comparable to the California Department of Education 2013-14 report, which indicated 73% of California teachers are female and 27% male (CalEdFacts, 2014). Tables 4, 5, and 6 summarize the demographics of the survey participants.

Table 4

Grade-level Breakdown

Grade	All participants, including millennials	Millennials
Pre K-1	19%	24%
2-3	17%	4%
4-6	27%	28%
Middle school (6-8)	10%	8%
Junior high (7-8)	5%	12%
High school	22%	24%
Special education	14%	12%

Table 5

Percent of Participants Per Generation

Generation	All participants
1946-1964 Baby Boomer	39%
1965-1979 Gen X	50%
1980-2000 Millennial	12%

Table 6

Number of Years Teaching

Number of years teaching	All participants, includes Millennials	Millennials
Less than 1 year	2	1
1-3 years	4	0
4-8 years	23	17
9-14 years	61	7
15 or more years	164	0

Interview Participants

Nine participants who responded to the survey were selected and interviewed. Table 7 places the participants in order by their local union size according to the OSSC demographic scale (see Table 3). The table also specifies demographics for each participant.

Table 7

Demographic Information of Interview Participants by Size of Local

Local size	Identifier	Gender	Year born	Teaching experience	Current assignment
Small	T1	Male	1981	12 years	High School
Small	T3	Male	1986	7 years	High School
Small	T5	Female	1980	9 years	Elementary
Medium	T2	Female	1986	5 years	Middle School
Medium	T8	Female	1980	10 years	High School
Medium	T9	Female	1980	10 years	Middle School
Medium	T6	Male	1983	6 years	Middle School
Large	T7	Female	1984	7 years	Middle School
Large	T4	Female	1986	6 years	High School

The demographic information solicited from the Millennial respondents allowed me to compare and contrast subgroups. Background information provided me with a basic understanding of the respondents' professional roles and responsibilities.

Teacher 1 (T1). T1 is a music teacher and band director at an Orange County high school. He is married to a music teacher and they have one son. Over the past 10 years, T1 has identified significant changes in teaching. He fears the personal touch of teaching is being lost to technology. He sees more and more collection of data to drive instruction and “not much room for enrichment.”

Teacher 2 (T2). T2 volunteered two years ago to be the local representative to a medium-sized local union when the previous representative stepped down. She grew up in a union-friendly household. Her dad was a union man “through and through, he had great pride in the union and believed it fought for better wages and working conditions for the working poor class we belonged to.” When she began teaching seven years ago, she was instinctively attracted to what went on in the local union. The local tapped into her motivation and sent her to a union leadership conference, which gave her a better understanding of the inner workings of CTA. T2 has an undergraduate degree in math and a master's degree in educational leadership. She teaches middle school math in a medium-sized district with over 1,000 teachers.

Teacher 3 (T3). T3 was heading toward medicine but he knew his true calling was in teaching. After attending the University of Southern California with

a major in biology, T3 began teaching high school chemistry, biology, and math. Currently he is a teacher on special assignment in a small district. He has been released from six different schools in his 10 years of teaching due to countywide layoffs, the recession, and his own lack of seniority.

Teacher 4 (T4). A high school history teacher in a large district who chose to be a teacher because “my day is never the same, I do not live in a cubicle, and I attend football games, I love my job.” T4’s sister is also a teacher, and they share stories about their days on a regular basis.

Teacher 5 (T5). T5’s union represents 550 elementary teachers. Under the OSCC rankings this is a small district. She holds a master’s degree in educational leadership with an emphasis in technology. A long-term goal would be to teach teachers different ways to use technology, maybe at the county level. But, “right now I am happy as a kindergarten teacher and probably won’t leave education.” This is the beginning of her ninth year in the classroom, and she recently become the school site representative to her union.

Teacher 6 (T6). From the time T6 was in middle school he knew he wanted to be a teacher. After completing his undergraduate studies in history at California State University, Fullerton, T6 continued into a credential program. This is his sixth year as a history teacher. He teaches in the same district he attended and where both his mother and aunt were teachers. T6 was the union representative for his school site for two years, and he is now serving his second year on the executive board of his local union. The district in which T6 is

employed fits the medium-size local (1,065 members) category, according to OSSC provisions.

Teacher 7 (T7). T7 is a graduate from UCI with an undergraduate degree in math. Currently, T7 is on maternity leave from the third largest local in OSCC. T7 shared that her husband is a public school teacher and had once been a teacher in a local charter school. This is her seventh year as a math middle school teacher. In her first year, T7 opted out of the union. She returned to union membership because she wants to be informed, have a voice, and advocate for students.

Teacher 8 (T8). T8 had no idea she would end up a high school English teacher. After short-lived career in sales, it was her love of books that brought her to the classroom. T8 has been a teacher for 10 years. Half of those 10 years have been spent as the union representative in the seventh-largest school district in OSSC.

Teacher 9 (T9). T9 always knew she wanted to be a teacher but did not always want to teach, because her mother was a teacher and she saw how hard she worked. She attended California State College, Fullerton for her undergrad work and received a master's degree in administration. This is her 10th year as a middle school teacher and her seventh as a union leader in a medium-sized district.

Data

Survey Data

Data was collected from 259 union leaders over a six-week period. Thirty-five responses were given to various questions. The information obtained from the survey is displayed in Tables 8 through 12. The results are listed from *most value* to *no value* for the Millennial generation.

Table 8 identifies the importance of union services for members. The items are ranked from *most value* to *least value* for Millennials. The emphasis is evident by the percentages under *most value* that all generations within OSCC value salary and benefits to a high degree. The degree of difference between Millennials and other generations in the other categories does not indicate a significant difference in where value is placed.

Table 8

How Important Are Each of These Union Services for You Personally?

Questions	Millennial generation			All other generations		
	Most value	Least value	No value	Most value	Least value	No value
Bargaining salary and benefits.	100%	0.0%	0.0%	98.8%	0.4%	0.8%
Bargaining and protecting employee rights.	96.0%	0.0%	4.0%	93.6%	2.4%	4.0%
Bargaining to advance teacher decision-making.	68.0%	8.0%	24.0%	75.5%	7.2%	17.3%
Lobbying in California.	56.0%	8.0%	36.0%	50.2%	22.1%	26.1%
Establishing a sense of community with other teachers.	48.0%	24.0%	28.0%	50.2%	23.7%	27.3%
Providing professional development.	44.0%	8.0%	48.0%	40.4%	32.2%	27.3%

Table 9 provides data concerning teacher pay. By comparison, there is not much difference seen between both groups. The survey indicated that the teachers in OSCC feel strongly about merit pay and pay for performance. Millennial teachers added comments voicing their concern about merit pay. One respondent stated,

I have no problem having someone pay me based upon my job performance because I am a professional and I perform well. However, if it

is based on test scores, I strongly disagree. I feel that I do not have direct control of my test scores. I cannot make my students attend class on time, pay attention, complete homework, or give a darn about their academic performance, and as such, I do not think it is fair to assess me based on their performance.

Another Millennial elementary school teacher stated, "I have strong feelings against teachers' pay being based on student performance." An additional Millennial comment indicated, "Merit pay encourages teaching to the test, and dishonesty. Much of the public understands that, whether or not they support the union." A final comment from a kindergarten teacher, "Teacher's pay based on job performance is highly subjective. Classrooms are not evenly divided by student ability. Some classrooms have a disproportionate number of behavior problems, which makes it difficult to teach."

Table 9 also indicates 65% of the respondents across generations in the study are in agreement with regard to high-needs schools and compensation. Research points out that monetary bonuses are not as effective as good instructional leaders, like-minded colleagues, and high-quality working conditions (Darling-Hammond, 2010). All participants indicated a strong agreement concerning level of education and teacher pay. The valuation is not surprising; according to *Pew Research Center* (2014), Millennials are on track to become the most educated generation in American history. An additional inference can be drawn from the analysis of the importance of seniority and pay: The lower ranking by Millennials may reflect their attitude about "bad teachers" and tenure.

Table 9

Extent of Agreement with the Statements About Teacher Pay.

Questions	Millennial generation			All other generations		
	Strongly Agree/ Agree	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree	Strongly Disagree/ Disagree	Neutral
Teacher's pay should be based on their level of education.	76.0%	8.0%	16.0%	82.1%	16.7%	1.2%
Teacher's pay should be based on mutually agreed upon teaching skill.	64.3%	12.5%	25.0%	54.3%	37.1%	8.6%
Teachers should get more for teaching in high-needs schools.	64.0%	12.0%	24.0%	65.4%	18.8%	21.5
Teacher's pay should be based on seniority.	56.0%	28.0%	16.0%	65.9%	13.0%	21.1%
Merit pay could have a positive impact on the quality of educational service for children.	16.6%	60.0%	24.0%	17.7%	68.6	3.7

Table 10 provides information from Millennials and all other generations in relation to how they view their local union and CTA in relationship to the day-to-day business of schools. In most categories, the respondents were very close in their degrees of agreement. The following two comments taken from the survey

support the criticism of the political positions that locals and CTA have taken. A Baby Boomer stated,

I have been very satisfied with the union in my district. They have worked very hard to work with the leaders and our school board. They are not unreasonably demanding and they advocate for teachers. I do wish they would not use the money to support political leaders though.

A teacher from Millennials commented, "I cannot stand the way CTA spends my money. I do not support their politics at all!"

Table 10

Extent of Agreement with the Arguments in Support of Unions

Question	Millennial Generation			All Other Generations		
	Strongly Agree/ Agree	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree	Strongly Disagree/ Disagree	Neutral
My local union has a generally positive effect on the schools in my district.	84.0%	8.0%	8.0%	81.6%	8.0%	10.5%
Unions work hard to provide better schools for all students.	76.0%	8.0%	16.0%	74%	9.0%	17.0%
My local provides autonomy to exercise professional judgment.	72.0%	8.0%	8.0%	61.8%	9.4%	28.7%
CTA has a generally positive effect on the schools in my district.	68.0%	8.0%	24.0%	62.1%	13.5%	24.5%
CTA leadership understands the day-to-day operations of a classroom teacher.	68.0%	12.0%	20%	58.6%	19.7	21.7
I support the political views of my local union.	52.0%	8.0%	40%	50.2%	21.6%	28.2%
I support the political views of CTA	44.0%	12.0%	44.0%	41.8%	24.4%	33.7%

Table 11 points out the concerns union members have about public criticisms of unions. Comments on the survey by two teachers included, "I do not place the blame on our CTA or local union for the public view of unions. I place the blame on the media and the public for making uniformed opinions"; "I

really have no idea how the public views the CTA or the union, or if they are even aware of it.” A final remark from a Baby Boomer points out that they believe “CTA should do more to promote a positive view of teachers. We have taken such a beating in the public eye and I feel that they could do more to counteract this view.

Table 11

Extent of Agreement with Statements About How the Public Views Teacher Unions

Questions	Millennial generation		All other generations	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
The public in my district has a positive view of our local union association.	66.7%	33.3%%	51.0%	49.0%
The public has a positive view of the positions of CTA.	54.2%	45.8%	30.0%	70.0%
The public respects teachers more than when you began teaching.	28.0%	72.0%	16.3%	83.7%

Table 12 presents strong opinions from both groups around the importance of teacher unions. It is apparent that respondents believe that unions play an important role in the teaching profession. However, one Millennial respondent disagreed with the union on teacher dismissal: “I support the union in almost all ways except when I see how impossible it is for a school or district to fire an ineffective teacher.” One Baby Boomer stated, “If a teacher was so inclined, they could be lazy and regularly short change their students, but

thankfully, those teachers are hopefully far and few between.” A high school Millennial teacher remarked:

I really have no idea how the public views the CTA or the union, or if they are even aware of it. In my experience, unions help employee rights from being taken advantage of, but they also sometimes end up helping bad employees to keep their jobs when they should clearly be fired. Also, they take advantage and are lazy because they know they can't be fired.

Table 12 also points out tenure is supported more by older generations. I attribute the ranking based on the fact that for older teachers tenure and seniority are essential safeguards against arbitrary dismissals and other unfavorable actions, such as age discrimination and undervaluing accumulated years of service.

Table 12

Extent of Agreement with Criticisms of Teacher Unions

Questions	<i>Millennial generation</i>			<i>All other generations</i>		
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Neutral	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Neutral
Unions stand in the way of teacher dismissal.	32.0%	52.0%	16.0%	25.5%	68.9	14.6%
Disbanding teacher unions would strengthen the teaching profession.	0.0%	88.0%	12.0%	6.0%	70%	6.1%
Tenure should be eliminated.	12.0%	64.0%	24.0%	13.3%	70.0%	16.6%
Unions have a negative impact on teacher quality.	4.0%	80.0%	16.0%	7.6%	81.1	11.3%
Teacher unions are a stumbling block to school reform.	8.0%	72.0%	20.0%	11.7%	76.6%	11.7%

Interview Data

I sought responses from nine Millennial union leaders in order to better understand the impressions and experiences each held about his or her local union, CTA, and union reform. Eight open-ended questions (Appendix C) guided the interviews.

Teacher 1. T1 went into union leadership because he felt uninformed and believed that the prior leadership was not open with their communication. He thought that “was wrong.” T1 was curious about union organization and how decisions were made but never knew who to ask. “Members should know what is happening and who to contact about questions.” These concerns moved him

toward union leadership. He wanted to “get involved and learn new skills.” T1 belongs to a small local union of 229 members. He began his union career as a school site representative, became president of his local union, was chosen as a member of the strategic planning group for CTA, and has recently been elected to a statewide position; all within a 10-year period.

When questioned about the future of the profession T1 states

The profession is going to go through some difficult times for a little while before everything comes to a head and the masses get tired of being told what to do by uneducated people. I think ultimately we will win out because, we have the community support and I think as long as our voices are strong enough, reasoned, and factual in what we are saying we can come out on top. It’s going to be a little bit of time before that can happen; it will be interesting. I think teaching will be okay but we will have to do some work.

Teacher 2. T2 is interested in campaigning for a leadership position in the future and views herself as a teacher leader. When T2 was in the teaching program she was worried that someday teachers were going to be “holograms.” After becoming a teacher she knows we are always going to have a person in front of students, and she sees the importance of the union in protecting teachers’ autonomy and authority in the classroom and working conditions. T2 states, “I love my job, it feeds my soul.” Recently, T2 and her husband just purchased a condo and are planning to start a family before she gets too

involved in a union or school leadership position. She believes saying “no” at her job is really important,

because I’m going to have one life, but I may have other teaching jobs in different districts different levels, that is not my number one priority. Yes, getting a paycheck is important but I can get a paycheck in other ways.

Teacher 3. T3 understands the union and the history behind the fight for collective bargaining. He is the son of an immigrant woman, and he believes that had it not been for the union his mother may not have been able to maintain her career for 22 years. T3’s mother is still a proud member of CTA and has always instilled an appreciation for the union in her son. However, T3 does not believe he will stay in the profession; it is too disconnected from what is best for students. “I can’t stay in a system that is not changing with the times. Education’s future should be reflective of the current changes that are happening in the system.” T3 is considering moving on from teaching to pursue an administrative or business career.

Teacher 4. T4 began her teaching career, as did many beginning teachers in California, on a temporary contract. Each year T4’s temporary contract was renewed with no promise of probationary or permanent status. At the signing of her first temporary contract, T4 had no idea what CTA was or what it did. Upon completing her first year as a history teacher, her temporary contract was not renewed. Frustrated, she approached her local union and asked for help. For the next three years, T4 was hired back on temporary contracts. She believes that the support the union provided was instrumental in her receiving

permanent status at the beginning of her fourth year. That year she became the union representative for her school. “The first year I went to meetings and put flyers in boxes. I did not exactly understand what was going on.” After two years she moved up in the organization, and she is currently a segment director representing all high schools. T4 is a union leader representing nearly 2,000 teachers, one of three designated large districts within the guidelines of OSSC.

T4 sees herself staying in public education. She would consider a teacher on special assignment position, moving into administration, running for president of the union, or being involved in community services, demonstrating that she recognized many options. T4’s sister is also a teacher, and they share stories about their days on a regular basis.

Teacher 5. T5 views the union as very open and receptive to change. A change she would endorse is statewide transfers without being penalized or losing accumulated years of seniority. She feels trapped at her current school and would love to be able to move to another city and keep her seniority. Her mother teaches in a charter school. They compare notes often about the differences between the two. She likes the flexibility her mother has in her job. T5 believes teachers will always be needed and good teachers will always be needed in the future.

Teacher 6. T6 values the union on several levels and appreciates the history of unions and the sacrifices veteran teachers had to make before the era of collective bargaining. T6 is passionate about getting newer teachers involved in the union.

T6 hopes there will always be teachers in the classroom. On-line learning frightens him. "That's a big concern to me. Personal interaction is so much of what teaching is. Keeping classroom teachers, there is no substitute for a person in the classroom."

Teacher 7. T7 appreciates her local union for working with the district to have teachers' voices heard in decisions about issues such as textbooks, pacing guides, benchmark exams, and grading. The district and union work together to create "consults" for the topics mentioned in order to receive teacher input. Her union also trains members to communicate with administrators over concerns. T7 has a deep appreciation for the history of unions and is an advocate promoting professionalism in the profession. It is difficult for T7 to predict the future of education, but she hopes unions encourage members to consider nontraditional schools and coordinate the best from public schools, charter schools, and schools in other countries. "A necessary culture at a school is instructional leadership where everyone is willing to be part of the team. T7 is concerned with society's perception of the teaching profession. A necessary culture at a school is instructional leadership where everyone is willing to be part of the team and collective effort."

Teacher 8. T8 said candidly, "I really love collective bargaining." From the beginning she was excited, joined the union right away, and believed there was no real reason not to join the union. The tone in T8's district is one of collaboration. The union is really powerful and important and union strength is person-to-person."

T8's opinion is that her position as a union leader is different from that of being a teacher–leader. She stated she did not correlate being a good teacher with being a union representative. T8's stance is that most teachers involved in the union are looking for something outside of the classroom. The individuals she admires as teachers are not very involved in the union. She seeks out advice for her practice from her school site team, not from the union. Her observation is that her peers do not correlate union involvement with being a good teacher. From T8's perspective the union is not viewed as an everyday part of an individual's teaching experience, "you know it is there and going to protect you, sort of like an insurance policy."

Teacher 9. As a history teacher, T8's lessons include the history of unions, and she understands the reasons unions developed. T9 understands the importance and significance of unions and believes she is more supportive than her peers. "My mom was involved and respected the protection the union provided, maybe that is why I am more passionate than other Millennials. . . . I will never stop trying to get members to get involved." T9 hopes for a better functioning local union whose members can see the entire picture. T9 was also adamant that "the world will always need teachers, the classroom will always need the human touch."

Coding

Organizing the commonalities of experiences is an important piece of qualitative research. Ayres et al. (2003) state, "Analysis of individual cases enables the researcher to understand those aspects of experience that occur not

as individual units of meaning but as part of the pattern formed by the confluence of meanings within individual accounts” (p. 873). In order to prepare the data for analysis I organized the interview statements by common categories and segments (Ayres, et al. 2003; Creswell, 2013). Tables 13 through 15 summarize the respondents’ comments. Overlapping statements were grouped together and provided a basis for separating the data into themes. Table 13 charts respondents’ value statements about teacher unions.

Table 13

Question 1: What Do You Value About Teacher Unions?

Millennial Comments
<ul style="list-style-type: none"> • Protection • Support network (local) • Voice for teachers • Security • Advocacy • Supportive of us as individuals • Given privileges • Sharing what is going on. • Good communication process, however not timely. • Seniority-experience • Tenure • Did not see the value in the beginning • Not afraid to discuss the politics or controversies surrounding education • Job security • Have your back • Bread and butter issues

Table 14 provided statements that helped answer the research question concerning perceptions of local unions and the parent organization, CTA.

Table 14

Question 2: Do You Have Criticisms of the Union?

Millennial Comments
<ul style="list-style-type: none"> • Old guard makes it difficult for new leadership • Old guard is protective of the status quo, it works for them, why change it? Kids are different job is different have to change the way it works • Dominate personalities as reps "all Alpha's" all think they know what is right, not looking at the big picture, personal agendas • Negative reactions gloom and doom communication. • Scare tactics. • CTA is on the defensive, not running positive campaigns. • Only interested in getting out the vote. • No big push on engaging newer teachers, • 10-80-10 rule. • Show the benefit of union involvement. . • Personal involvement, providing a service that is needed not just pay raises. • Start with professional enhancements. • Help advance the profession. . • Dues not providing much of a benefit to new teachers. • CTA supports issues that are not on your radar. • Media indicates it is union bosses making all the decisions. • CTA should provide grants scholarships for new teachers to get involved. • Need to preserve the status quo evident. • Self-interest adults, student interest not priority. • Unapproachable leadership. • Like to see reform issues. • Improve technology. • Change the ability to move freely without losing seniority.

Table 15 represents the changes Millennials would like to see in the future for the teaching profession.

Table 15

Question 3: What Changes Do You See in the Future for the Profession?

Millennial Comments
<ul style="list-style-type: none"> • Diminishing personal touch • More facilitator roles • Professional options • More collaboration • More technology • On line teaching • Replacing teachers, • Public views • Merit pay • Union not changing • Attitudes reinforce veteran ideas • Equality among the ranks • Top down • Flexibility

Themes

The key findings in this study are framed by the themes verified by the survey data collected and the interviews conducted.

Support and Protection

Millennial participants recognized the historical importance of teacher unions and applauded the local union support and protection they received as new teachers. The first interview question, "What do you value about the union?", generated comparable responses from each participant, regardless of the size of the local union to which they belonged. Each participant believed union support

for temporary teachers played a significant role in their first years in the profession. The shared experiences with their local unions during this period were remarkably similar. T1 believed, “they are the voice for the people who may not have the courage to speak up for themselves.” As new teachers, the participants described the importance of knowing the union was available for their questions and concerns. T2 stressed, “They have your back.” T6 reported that the district had promised him a part-time contract his first year; instead, he was classified as long-term substitute. Because of his substitute status he was not able to be a union member. With the encouragement of his mother, he took his issue to the union. T6 stated,

The union stepped in, and when I began my second year I was given a year’s credit, which allowed me to receive probationary status at the start of my third year. I credit the union for fighting for me and other temporary teachers.

When T4 was a temporary teacher he appreciated that the union was able to inform him of his rights. “It is important to have a nice space and place to ask any kind of questions without fear.” Another teacher reported that teachers respect the environment, which allows new teachers to ask questions and get the right answer: “It is helpful to know what is really going on.” T2 noted,

As a new teacher we don’t always have knowledge of the contract, and so a lot of times you are doing things that you are not required to do. We are told to never say no, because you’re a new teacher, if your administrator tells you to do something you better say yes if you want to be rehired in

the first years, But then, the union says you need to protect your time and personal life.

Another Millennial added, “Everyone tells new teachers to do whatever needs to be done to keep your job, even if it is violating contract. During your first two years, do whatever you have to do to keep your job.”

As a group, the interviewees indicated that the union is always there to help. One teacher stated that the union gave her a sense of security, protection, and advocacy. T1 sees unions as advocates for the profession, “doing what is right what is good and best for the students.”

Now permanent teachers, the interviewees recognize the union, especially at the local level, as serving as a protector of their employment rights. Comments revealed that protection for teachers against “unruly, unfair, or rogue” administrators or wrongful accusations from parents was essential. They agreed that protecting employee rights and making teaching stable and strong is an important role of the union. T6 valued the voice of the union and that the union is an advocate for teachers and students. T2 noted that she appreciates the advocacy and that the organization takes the lead in political issues, stating,

I don’t have to worry too much about the things that would take up too much of my time. Like politically I don’t have to over think if they are going to tell me this is our position and why and if I agree with it I’m going to go with it. It provides a good starting point for me.

T2 also attributed the autonomy and authority she has in the classroom to the union: “the union is very supportive of us as individuals but at the same time keeps us together as a unit.”

T3 appreciates that the teacher’s union represents a voice other than the district. He understands “on paper” the union’s commitment to improve the teaching profession and the quality of teachers. However, he noted not all decisions agreed on are always made in the best interest of students or committed to improving instruction.

T5 appreciates what the union does behind the scenes. “The union makes us more professional. The district holds us to one standard and the union holds the district to a standard, it’s similar to the government’s checks and balances.”

T6 values the voice of the union and that the union is an advocate for teachers. “As teachers, we are concerned with pedagogy, not so much the larger picture but to have someplace to go that understands the larger picture is important.” The union provides T6 with the ability to do his job; the contract and union makes his job easier, and he sees the union as an advocate for students and teachers. He noticed the union is concerned about better working conditions impacting both the student and teachers. “The union is always working to improve things that should happen for the betterment of our students.”

All of those interviewed acknowledged and appreciate that the union is able to provide necessary salary increases and benefits. T8 reported that in her district “everyone is involved in the bargaining process. The district brings in an outside mediator; all voices are heard on contract concerns, students, working

conditions, and fringe benefits.” She believes her district shows an interest in working with the union, “tone is huge.”

T9 commented that she did not believe the reason unions were formed was to make teacher’s jobs “cushy” but, rather, to protect them and make teaching stable and strong. She noted, “Compared to individuals in corporations or other lines of work, which have fewer rights and responsibilities, and do not normally expect what unions provide, I believe that it is important to balance what unions fight for.” According to T9, the magnitude and power of unions influence necessary salary increases, benefits, protections, and safe environments for their members.

Overall support and protection are important to the Millennials in this study. They value that their local unions negotiate “bread and butter” issues, which include those that impact working conditions, and they appreciate the protection from unfair expectations imposed by the administration.

Involving and Organizing Millennials

The interviewees were in agreement regarding the importance of getting Millennials involved in the union. Many expressed their frustrations concerning lack of involvement by their age peers. T2 did not understand the apathy on her campus, when she calls a meeting and six of the 30 show up it is difficult for her to understand. “It is important to be involved. How could you not care, it is your job.” T4 discovered that the general population of teachers might not know what the union is exactly about. T4 stated,

On the local level there is this 10-80-10 rule. The principle is, 10% don't like what the union is doing, 80% don't really care, and the other 10% are involved and seem to do all the work, this bothers me. I want more teachers to get involved in politics, it runs our education system. I want young and old to get involved.

T4 added, "time appears to be the key; the union does not move as fast as Millennials would like." "I think if things don't move quickly people my age are not going to buy into it." T1 added,

Unions are going to have to get creative with new members to get them involved and motivated and active. For young teachers, the union is not their thing. They have families; unions have to come up with a new way to get people interested, that's what is going to have to change to make unions relevant in the future.

From T6's point of view, "So many new teachers have put off getting started on buying a home or starting a family that being involved in the union is not seen as a benefit. If you can meet them where they are and provide them with what they need that is what will be beneficial." T6 noted there seems to be hesitancy for younger members to get involved because of the negative feelings about unions. "CTA needs to have a positive spin."

Additional comments revealed that, in order to create change and get more involvement from Millennials, adding contemporary forms of communication via technology are needed. T4 suggested,

The union needs to be more open minded not afraid of taking on new challenges, especially with technology. The union needs to change how the show is run. This could facilitate in expanding involvement from Millennials. We need constant change, immediate change, quick, now.

Union change is gradual. If things work too slowly they will drop out.

T4 anticipates that, in the future, the union will adjust to the trends of social media like Facebook and Twitter. She hopes for more collaboration between all teachers. T4 and her peers post pictures about their work and search the web for lesson plans. For them, work goes beyond the classroom.

You can never be disconnected from work, and the day goes beyond 8 to 3. We get text messages from coworkers and students; we are always connected by technology. It will take the union a little more time to adjust to technology. We really need to get involved in social media.

T3 noted that the union as a political entity is incredibly disconnected from the day-to-day work of teachers and their students. "You need to have a system that is a little more adaptive to what is happening." T3 sees the union restricting flexibility because of collective bargaining.

Teachers collaborate despite the union. We collaborate on our own. Other structures are in place for teachers to collaborate. For example, there is Facebook, Pinterest, and Teachers Pay Teachers. Why does someone have to pay \$5 for my lesson plans when they pay \$100 to be part of CTA? Why isn't CTA behind these platforms?

Another concluded she envisions better communication between the representative council, executive board, and bargaining team. T5 revealed that technology could definitely help.

I do not understand why the minutes from each group could not be sent electronically as soon as they are typed and shared through any share drive or make a Google group to post the minutes from these meetings. By the time I get the minutes I have forgotten what happened at the meeting.

T3 voiced his frustration with the communication process by stating, "Everything in our generation we get it instantly. I do not want to wait for the damn minutes, make them public now, let me trust the process, I don't trust the process, I have no reason to trust the process."

The Millennials in this study stressed the use of technology and would like to see the union provide new members with support through short, simple, and easy PowerPoint's. All respondents commented on the current CTA website and how difficult it was to navigate. T5 commented that, as a new member, "you wonder why you pay \$80 in dues just for protection." T5 believed members could learn more about the state and local unions at their leisure through social media. She felt strongly, that 5-minute YouTube type videos could provide a better understanding and background about why the union is there. "It is vital to understand the union."

Transforming the Status Quo

The Millennials in this study viewed many of the current practices of local unions and CTA as archaic. From T2's viewpoint, "The union reinforces veteran teachers' ideals and the status quo wants to keep those that agree with the current focus."

Several found that their first experiences at union meetings were overwhelming, and not as inviting as they had hoped based on the positive experiences they had had previously. To quote one teacher,

When I first went to a meeting I was very overwhelmed, oh-my- gosh. It was difficult to be neutral in a room full of very dominant personalities. Sometimes it feels like all we are going to do is butt heads? All alphas, they all think they know what's right, what everybody wants. I wondered if they were looking at the big picture or are just saying what they thought was right? Sometimes it seems like personal agendas, you have to hear so many people vent their frustrations before we can get it down to the collective agenda.

T4 candidly said, "When I got elected to the executive board I felt like it was a bunch of teachers that wanted to complain, a bitching session. I felt like there should be more solution conversations." T7 noted that,

Unions seem to preserve the status quo, especially among their members. A union is only as strong as their members are, and because decisions are made the way the majority votes, ballots are secret and people tend to

vote based on their self-interest, voting for what's in the best interest for adults not students.

T3 went as far as to say that he accepts that the old guard is loud and powerful and "has brainwashed some of the younger folks to believe in the status quo." He continued, "Education's future should be reflective of the current changes that are happening in the system." He also believes that the union is a political entity that is disconnected from the day-to-day work of teachers and their students. He admits believing in his early years that the younger teachers were going to do something to change the organization, but now he realizes it is really hard to change how an entire organization works. "The union has beliefs, you can change ideas but you can't change beliefs. The union has a long-term vision, and you can't change it. It is so polarized now."

T1 shared a few thoughts about the internal politics of the union, specifically, "dirty politics." "The personal agendas were unexpected. It is strange. We are all teachers working together and yet the politicking that exists is just like Sacramento."

In contrast, some of those interviewed challenged this negative view and concluded that the old guard is receptive and inviting to younger members but sees the Millennials as unwilling to listen to the old guard or the union. T9 viewed Millennials as uninterested because they do not know how bad working conditions would be without collective bargaining. T9 stated,

The old guard union members are looking for someone to fight the fight as they did, if not harder maybe fight it in a different way. Today's union

knows that what they are doing isn't working; maybe the new generation will have a better idea that will work. Maybe old timers came into the profession with the same attitude and over time gained the insight, in which case, there is hope.

T2 stated that Millennials need to speak up if they have different feelings about issues but noted,

Most Millennials understand that the old guard fought for collective bargaining but in 20 years things will pretty much be the same, we will always try to protect benefits, wages, and working conditions. In the future we will be protective of the status quo. I think tomorrow's educators are young teachers right now and I don't think they are represented in the union because they are not representing themselves in the union.

On the other hand, T1 commented that the statewide organization as a whole makes it difficult for new and younger people to get involved other than as school site representatives. He said,

It seems that a barrier is put up for younger teachers like myself who want to get involved in committee work, advisory groups, or running for offices, the impression is that the existing support levels of leadership [the old guard] are stonewalling the way it has always been done.

In general, the Millennials interviewed in this study believe the future of the union will depend on a change from the status quo. Most indicated that their voices were not being heard, that there were too many personal agendas that

are not in the best interest of students, and that it will take a different approach to reach tomorrow's educators.

Reform and Flexibility

All teachers interviewed recognize that the union needs to change. A major reason that each participant became involved in union leadership was to bridge the gap between past and present union practices. T1 stated, "Unions should not go about business as usual, but be willing to change and adapt to what is current." A key issue for these Millennials for reforming the union is to organize around better public relations. They are concerned about the public's negative opinions and recommend CTA do more to promote a positive view of teachers. Table 12 provides a parallel view in generational differences. The survey indicated there is concern among all age groups of teachers in Orange County, California, about the image teacher unions present in the public. A number of the participants suggested CTA improve their public image.

T1 sees unions as advocates for the profession doing "what's right what's good and best for the students." However, T1 believes unions should not always focus on single issues or personal agendas. He stressed that regardless of whether or not membership and leadership see eye-to-eye, "when data shows that it is best for students and the profession then that is something we should get behind." T1 believes it is important to put the profession back in the hands of the teachers, "the union needs to rebrand itself, change from a service to an organizing model." He also perceives union leadership as reactive rather than proactive. Instead of "putting out fires," T1 believes "union leadership would be

better off getting out in the communities, lobbying against bad education policy, and working with parents, now that would be a good thing.” On the other hand, T1 acknowledged that CTA has enormous resources and respect. At the local level, CTA provides him with trainings, bargaining assistance, and avenues to communication with other leaders throughout the association. T1 stressed, “CTA is vocal and proactive in fixing and helping education, we take the lead, we are the experts in the field, and we need to understand that as a union we are the experts.”

In contrast, T2 expressed that she was repeatedly irritated that the union overreacts by reporting too many “doom and gloom” stories to its members. “It seems like they are trying to get us excited, convince us that people are ‘out to get us.’ It seems the union, at times, tries to rile us up by using scare tactics.” T4 also stressed the importance of good public relations, “the union needs to do a better job publicizing the good things teachers are doing.”

Most perceived seniority and “bad teachers” as an issue for the union to address in PR efforts. The participants did not challenge the contention that unions protect “bad teachers,” and they concede that there are bad teachers at most school sites who need to be dismissed. However, they also believe that teachers must be protected from the whims of “bad administrators.” It was evident that the respondents endorsed tenure; however, all were interested in alternative methods of teacher evaluation. Table 13 draws attention to the concerns around tenure and teacher dismissal. The interviewees’ comments are supported by the survey results. However, the results from the survey do not

support the interviewees' positions on the dismissal process. It is my opinion that, in this case, the interviewees perceive administrators as the major cause of the faulty dismissal process. Several of the interviewees believed that the system is in place to make sure good teachers are protected from crazy rogue administrators. T8 stated:

I love seniority, I like it, and it is a necessary factor that goes along with strong administration, but a teacher's veteran status or the union should not intimidate administrators. There needs to be a more honest process. If poor teachers continue to receive glowing observations the union will never be very effective or seen as being a professional organization. The union needs to encourage best practices.

T7's attitude on the evaluation system in her district is that it is ineffective.

She noted,

It is a process that adds to the struggle teachers have as professionals. Administrators are only required to be in the classroom twice a year, but many administrators visit more frequently than that. It seems a major contributing factor in the effectiveness of evaluations is the effectiveness of the evaluator to truly know the condition of each classroom and provide honest feedback.

T6 indicated that he supports teacher seniority but is concerned that it may not be the fairest way to retain teachers. "There are times that the biggest thing is to protect the contract. First-in first-out is difficult for Millennials; it takes away job security for them. There needs to be a fair and impartial dismissal process."

T3 is not opposed to seniority either but questions why it is used to make decisions that are not in the best interest of students. T3's understanding is that the bargaining process usually brings fiscal decisions, often dealing with a reduction in work force, and he feels seniority needs to be respected. However, he believes that a reduction of forces based on seniority regardless of the effectiveness of that teacher or the need for that teacher in the community, or in the school itself, is not in the best interest of students. T3 stressed,

Seniority is appropriate for keeping data on salary, promotions, or stipend jobs but not for decisions that keep a teacher in the classroom. That cannot be solely based on seniority. There needs to a system based on other collectively bargained measures that indicate whether or not that person deserves to be in that classroom. But, because of the structure kids suffer. At the end of the day you can't measure the important things that make a good teacher. Nobody measures stuff like teacher effectiveness inspiring progress, not proficiency but progress.

Furthermore, he believes strongly that what is best for a student is to remove a teacher who should be out of the classroom. He is also aware that the union protects employment rights and that currently collective bargaining agreements do not state that you can lose your job for being a bad teacher. T3 reported,

You only lose your job for being an abusive person. You can sit on your ass every single day, and there is nothing written in our collective agreement that says you can be fired. You think you are going to get a majority from the teacher's union to agree to harsher measures after 30

years of the status quo? You have the old guard that convinces another third to follow them and then there are the naive dreamers that are not loud enough to make it happen.

T5, also aware of the difficulties in the public perceptions of “bad teachers,” knows that there are some teachers that do the bare minimum and they should have to be evaluated every year; regardless of the time consumed and expense of the process. She understands and appreciates the whole idea of seniority but perceives that most poor teachers with seniority do not get fired. She hopes for some contractual language, for example, “if you are not performing there should be some steps to move back to probationary status. If you don’t improve we have every right to let you go. Make it so you can lose that seniority.” T7 suggested there should be

a variety of teaching levels (novice, mentor, etc.) with rigorous definitions of excellent teaching, so that teachers have something to aspire to (and prevent stagnation). If the union could collect information around this and implement best practices, I could see that being useful.

Both T7 and T3 find their local, coordinated bargaining contracts to be restrictive. T7 finds that the contract ties administration’s hand on issues like workload and increased professional development. She observes teachers taking the path of least resistance and, unfortunately, sees the union contract contributing to that lack of excellence. Although she appreciates how unions got started, she is frustrated that school leaders are bound by so many rules, restrictions, and guidelines.

Additional comments made during the interviews centered on improvements the participants would like to see. T2 would like to see more “flipped” classrooms but does not know if her strong veteran membership would be willing to change. Others would like to see a wider offering of professional development from both district and union. T3 does not understand why negotiations are not public. He believes members and the public should not have to rely on the information the bargaining team is willing to release. T1 pictures union leadership setting the examples for the profession as an alternative to the politicians setting the standards. The idea of portable tenure and the ability to move freely from one district to another without losing seniority was highly favored by each participant.

A final question was posed at the end of each interview, “Does today’s union fit tomorrow’s educator?” Most indicated, “no”; however, I noted that long, pregnant pauses and deep breaths preceded the responses. I also noted the body language and facial expressions of each participant and concluded there was profound reflection about the future of education and teacher unions. Most indicated that they did not know what to expect in the future for education and that at present the union was not organized around the needs of Millennials.

CHAPTER 5

DISCUSSION

The pragmatic framework of this study grew out of my desire to explore in-depth CTA and local union affiliates through the eyes of tomorrow's union leaders. This study focused on the perspectives of current Millennial teachers who hold leadership positions within their local union and/or the CTA. In order to understand their perceptions of the union the following questions were the focus of this study.

1. What are the perceptions Millennial teachers have of their local unions?
2. What are the perceptions Millennial teachers have of the California Teachers Association?
3. According to Millennial teachers, what role should unions play in educational reform?

Interpretations

There were four major findings from the interview and survey data that merit interpretations. First, the participants' perceptions of the role unions should play in reform and flexibility in education mirrored the issues found in the research literature. Researchers describe professional unionism as recognizing the need for individual autonomy and latitude in the workplace, and it recognizes the need for corporate self-governance by teachers (Kerchner & Mitchell, 1988).

Millennials support traditional union bargaining of salary and benefits; however, they challenge traditional union practices based on self-interest bargaining and embrace new unionism based on professional relationships. Second, the survey data revealed little difference between the rankings of Millennials and all other generations surveyed. The data analysis showed that survey participants and interviewees perceive the union as a significant factor in supporting and protecting teachers. Third, the interviewees' observed their local union, CTA, and Millennials themselves as not understanding the urgency to involve and organize Millennials in union activities. Fourth, the participants perceived that the current status quo, which is supported by veteran teacher leaders, interfered with the reforms in teacher evaluation and reform. Understanding Millennials may provide the insights needed to move teacher unions into the 21st century. Millennials are optimistic about the future, aware of their vulnerability in the workplace, achievement oriented, and crave collaboration (Brack, 2012; Howe & Strauss, 2000; Pew Research Center, 2014).

This chapter discusses each research question in context with the findings and literature, following which a discussion of the emergent themes leads into recommendations for future research and concluding thoughts.

What are the Perceptions Millennials Have of Their Local Unions?

Toch (2010) stated "There are fewer people entering the teaching profession with blue-color backgrounds who would be inclined to old-style unionism" (p. 72). Peterson and Charney (1999) indicated that fewer and fewer young people have personal experiences with unions or a desire to become

union members. The assertions made in the literature do not fit the backgrounds or beliefs of the participants in this study. Johnson and Donaldson (2006) “claim that the new generation of teachers is far less interested in job security and far more interested in career development than their predecessors” (p. 82), but this was not supported by the accounts from the Millennials in this study.

In the course of the interviews it was revealed that most participants had strong connections to unions through family members, and the industrial union tactics of collective bargaining adopted by the NEA and AFT in the 1960s are engrained in the attitudes of these Millennial union members. It was observed that this link reinforced the strong commitment to basic unionism and an appreciation of the history behind the formation of unions. Also, It was clear from the results of the study that the historical rights and structural components of collective bargaining and the ability to organize and represent teachers’ demands and protect their work rights was important to the younger teachers (Eberts & Stone, 1984, Hannaway & Rotherham, 2006).

All participants in this study recognized the need for the service model of unionism, especially in bargaining for better salary, benefits, and working conditions. The Millennial leaders in this study also voiced their appreciation and understanding of the history of union brotherhood and the issues veteran teachers fought for in order to established collective bargaining. However, participants saw that despite the history and the benefits provided by union representation, their peers exhibit little interest in concerns outside of their classrooms or in becoming advocates for the union. Millennial leaders in this

study also agreed that a portion of the blame could be attributed to the lack of acceptance from existing union leadership. According to Weiner (2012), "Union leadership should be welcoming participation not discouraging it" (p. 74).

The teachers interviewed in this study held generally supportive feelings about those who lead their local unions. The study established that Millennials were much more knowledgeable regarding the functions and services provided by their local unions than they were of the CTA.

What are the Perceptions Millennials Have of the CTA?

The participants in this study believe the current structure the CTA is resistant to change which, in the opinion of the Millennials, explains the challenge that the CTA faces in recruiting and retaining Millennials in union work. Millennials desire equality and equity through collectively developed solutions, curriculum choices, and reform choices (Urbanski, 2001). A few participants are involved at the state level, but the majority of the respondents are neither involved nor interested in becoming more involved with CTA. Studies suggest that teachers' commitment to union affiliation at the school, district, state, and national levels decreases as the organization becomes larger and more removed from their daily lives (Bascai, 1994). The teachers in this study also indicated that one of the greatest challenges is associated with convincing the leaders who favor the status quo to change the way they organize and communicate. This critical stance is not only a concern of Millennial teachers. Researchers have emphasized that unions on the state and national levels are losing support from their members and the public (Peterson et al., 2012; Toch, 2010; Weiner, 2012).

The interviewed Millennials offered a variety of thoughts on how to incorporate social media and improve CTA's current website. Suggestions included short informational videos on the teacher and the law, links to websites that could assist new teachers on classroom management, and educational webinar schedules. The respondents also suggested the CTA website be more user-friendly by improving the navigation and making the content easy to read and appealing to the millennial generation.

The participants stated that the current information CTA offers on their website provides little value to Millennials. Conversely, the participants did appreciate that CTA has considerable influence politically and welcome the uniform talking points and discussion presented at meetings. At the same time, however, most participants in the study admitted they would like to see CTA be a more positive symbol of teachers and the profession. Overall, the respondents' perceptions of both state and local unions were that the union should continue to serve in its historical and traditional roles of negotiating contracts and protecting conditions of the work place but also move to a more proactive agenda in projecting a positive image of the teaching profession and the role of unions. The frustrations voiced by the Millennials in this study generated meaningful dialogue around seniority and evaluations.

What Role Should Unions Play in Education Reform?

Moving beyond the model of industrial unionism and presenting the union as a professional organization is not a new idea. Union critic Lieberman (2000) insists that the current union posture stands in the way of education reform and

points out, “many opponents of vouchers agree that the NEA and AFT are blocking reforms, such as changes in teacher tenure, that are essential to improve public education” (p. 260). A conclusion drawn from this study is that Millennials would like to see a change in the evaluation process and a more professional approach to eliminating bad teachers. Reforming the evaluation process would be considered a welcome change, as indicated by the interviewees. Millennials identify with much of the research on teacher dismissal. For example, Lieberman (1997) cited the teacher unions’ defense of incompetent teachers in dismissal cases as evidence of the unions’ actual indifference toward the needs of the school system. Other critics of teacher unions assert they are characterized as organizations that protect incompetent teachers (Bascia, 2005; Eberts, 2007; Eberts & Stone, 1984; Jessup, 1985; Lieberman, 1997; Moe, 2011a; Murphy, 1990; Peterson & Charney, 1999; Poole, 2000). If the challenges presented by Millennials and the public on issues of reform-minded professionalism, tenure, and evaluations are responded to with the existing industrial-style practices, teacher unions may alienate their newest members.

Most union contracts support the union model of seniority in terms of salary, assignment, and job protection. Teachers also understand unions’ legal right and ethical responsibility to protect the due process rights of teachers (Johnson & Donaldson, 2006). However, it is clear from the interviews that Millennials in OSCC believe that the dance around the dismissal process is unproductive. “Bad teachers” appear to be a source of frustration when it comes to union protection and the public’s view of education. The historic and

entrenched union practices, in this case, teacher dismissal procedure, limits professional expectations and opportunities for Millennials. Farkas et al. (2003) reported:

Teachers freely acknowledge that some teachers should not be teaching, but they believe tenure is needed to protect good teachers against unfair treatment. The prevailing sense is that truly bad teachers are difficult to fire—some say next to impossible—if they have tenure. Most teachers believe that their own district often fails to remove teachers who do not measure up. A little over a third say that between tenure and the documentation requirements, it's too hard for administrators to remove any but very worst teachers (p. 20).

Loveless contends (2000) that because teacher unions were conceived in the industrial era in order to achieve economic advancement and procedural due process protections for teachers, they are by their very nature unable to participate productively in education reform. The traditional industrial model is not the design for future teachers. The data from this study revealed that Millennials are concerned with incompetent veteran teachers remaining in classrooms with little or no recourse for dismissal. Hargreaves and Fullan (2012) point out that “If we want to improve teaching and teachers, we must therefore improve the conditions of teaching that shape them, as well as the cultures and communities of which they are part” (p. 45). Transforming the profession should be viewed as a collective responsibility of all stakeholders.

As Millennials become key figures in our schools, union contracts will need to adjust to satisfy the demands of the next generation of teachers. Johnson and the Project on the Next Generation of Teachers (2004) emphasize the need to recognize the different expectations and attitudes shared by Millennials. Specifically, “they are less accepting of top-down hierarchy and fixed channels of communication, less respectful of conventional organizations, and generally more entrepreneurial than their predecessors” (p. 252). Kerchner and Koppich, (1993) challenge teacher union practice to shift away from the framework of “industrial labor laws and ideology, which legitimizes union practice around a very narrowly conceived collective bargaining system associated almost wholly with economic advancement and procedural due process protections for employees” (p. 2). The Millennials in this study support and appreciate the union presence in economic advancement and protection; however, they also recognize the need to change the status quo and would embrace new approaches that can advance the profession. The literature review traced the development of the three generations of union development. Kerchner and Mitchell (1988) describe these three generations of union development as (a) the meet-and-confer generation, (b) the good faith bargaining generation, and (c) the negotiate policy generation. Many respondents in this study expressed an interest in making the shift from second to third generational bargaining the expected practice. Kerchner and Mitchell (1988) described the shift as

Teacher negotiations are substantially and directly concerned with the ways in which schools will be run: the patterns of authority and social

interaction in the buildings; the definition of what will be taught, for how long, and to whom; and who determines who has the right to decide how planning, evaluation and supervision of instruction will be carried out (p. 9).

In a true third generational system, the focus of collective bargaining will expand to include school reform and professionalizing the practice of teaching. Millennials envision their profession embracing these methods of new practices of unionism. Furthermore, many participants interviewed supported the practices proposed by Kerchner et al. (1997), such as allowing the transfer of years of experience between districts, which would make job switching easier; organizing around career security rather than job security; and enabling teachers to take on roles previously left to administrators, such as determining school-wide policies and practices and ensuring the quality of the teaching force in their local schools.

Data from this study support the view that these younger teachers respect the history of teacher unions and share many of the same attitudes of the retiring generation of teachers. The represented generations in the study respect the historical rights and structural components of collective bargaining and the ability to organize and represent teachers' demands and protect their work rights, as noted by union researchers (Eberts & Stone, 1984, Hannaway & Rotherham, 2006). But there is also an expectation of collaboration and shared practice, high-quality evaluation, effective instruction technology, and differentiated support (Cogshall, Behrstock-Sherratt, & Drill, 2011; Pogodzinski, 2012).

Education is at a critical point in its development as a profession. Current union leaders are working with multiple generations of teachers, and the expectations from these groups vary in their views on reform issues at the bargaining table. Traditional bargaining agendas may require reform initiatives that meet the needs of the new cohort of teachers. The majority of California's teaching force is reaching retirement (Table 2), and recruiting, nurturing, and retaining the next generation of teachers will be vital to the longevity and importance of unions.

Implications

This study has implications for policy makers, practitioners, and theorists. For policy makers inside and outside of unions, the study provides insights on the future of educational decision making. For practitioners, responsiveness to the views, requirements, and the social expectations of the next generation of teachers may provide the avenue through which to move from industrial to professional unionism. Finally, the study might give insight to theorists who believe students are still wedged between the politics of the haves and have not's.

Implications for Policy

Historically, teachers and their unions have had little influence over determining policy changes in their schools. The past 12 years showed that top-down intervention was not the way to create high-quality P-12 education. The No Child Left Behind Act of 2001 expanded the role of the federal government in education. Elmore (2008) argues,

Schools and school systems were not designed to respond to the pressure for performance that standards and accountability bring, and their failure to translate this pressure into useful and fulfilling work for students and adults is dangerous to the future of public education (p, 90)

Devising plans that consider student performance as a basis for teacher evaluations or merit pay is problematic in that there are too many variables that affect a student's performance, and many teachers perceive performance-based pay as an insult to their profession and their autonomy (Weiner, 2012).

Common Core education reform may be just another avenue for corporate influence in education. The perception from teachers in all generations is that more intervention from the federal government ties the hands of state and local entities. In the study conducted by Kerchner and Koppich, (2000), they found, "organizing unions around quality requires public policy based on craft, artistic, or professional principles. Organizing teachers around these principles requires changing status under which teachers work and allowing public policy to leverage change" (p. 283). Drury and Baer (2011) suggest "a new paradigm calls for labor and management to adopt shared ownership of the mission and success of public schools" (p. 85). Teachers are the experts in education and policy and should be valued for their expertise.

A disconnect between policy and practice or unwarranted intrusion of policy makers (Elmore, 2004) was highlighted in the recent vote by nearly 11,000 teachers, young and old, attending the NEA Representative Assembly July, 2014. A new business item presented by California delegates called for the

resignation of Education Secretary Arne Duncan. The split between educators and policy makers is marked by tensions in accountability, testing, and most recently the comment from Mr. Duncan on tenure and dismissal in California. As stated in Chapter 2 of this study, the bureaucratic system has restricted many professional freedoms in public education by transforming the teaching profession (Peterson & Charney, 1999). Kerchner and Koppich (1993), define education as a “collective and shared enterprise” (p. 9). Without connecting education policy and practice, driven by 21st century skills, student performance and teacher quality will continue to operate under the 20th century factory model.

Implications for Practice

The research compiled on Millennials from this study paralleled the current literature. Understanding that Millennials (a) appreciate the unions’ history and the expertise of veteran teachers, (b) want more time and opportunities to improve their practice through meaningful collaboration, (c) are enthusiastic about technology and view social media as the future, and (d) encourage reform in teacher evaluation is essential for union leaders. Key findings found by researchers Rosenberg and Silva (2012) point out that teachers want more from their unions and profession. The report discovered teachers today are more likely to say they want unions to help with and even lead reforms in identifying ineffective teachers and finding new approaches to evaluation, pay, and tenure. Good teachers must support good teaching. Drury and Baer (2011) suggest unions partner with school districts to transform the “perfunctory sorting exercise” of teacher evaluations into a practice of continuous professional development.

Additional shared approaches will position the teaching profession on par with other professions. Teacher unions' survival centers on its future members and advancing agendas that recognize the practices they desire. Future teachers must be offered the professional autonomy and academic freedom to be effective in their profession (Ravich, 2014).

Implications for Theory

Amitai Etzioni (1969) suggested that true professionals are basically responsible to their own consciences: "Only if immune from ordinary social pressures and free to innovate, to experiment, to take risks without the usual social repercussions of failure, can a professional carry out his work effectively" (p. viii). Millennials seek to carry out the work of their profession outside traditional practices. Howe and Strauss (2000) identify Millennials' mission in life is not to tear down old institutions that do not work but to build up new ones that do. Critical theory is concerned with empowering human beings to go beyond the constraints placed on them by society and to challenge the status quo. For theorists, this study confirms that Millennials seek rigorous reflection and challenge the authority and legitimacy of the status quo. The prospect of recreating industrial-style teacher unionism would appear to be counterproductive for Millennials. The current traditional hierarchal education community practice fosters an unequal relationship of its members. Drafting contract language that recognizes the differing experiences and values of Millennials and their concern for programs and policies in education that are focused on reflective, progressive practices can bridge current pedagogy into a

shared understanding between current and future generations of teachers and administrators.

Implications for Future Research

The purpose of this study was to investigate the perceptions Millennial union leaders have in regards to their local unions and the CTA and to determine how these insights might impact the future direction of teacher unions. First, the findings of this study suggest there is little difference between Millennial union leaders and all other generations of leaders on basic union protections. The teachers involved in this study offered a unique perspective because they are union leaders and have a degree of knowledge of the policies and procedures of their local and state unions. Future research may benefit by exploring nonunion leaders' attitudes regarding teacher unions. Perhaps their perspectives may add a different element that unions have not considered.

In addition, research should focus on comparing the views of teachers from alternate schools, where teacher leaders accomplish administrative roles or schools where site-based decision-making has been bargained. Millennial leaders in this study also suggested that the education approaches practiced in Finland be examined.

The themes from the interviews were generated from a very limited group of teachers in Southern California; future research may benefit by exploring the themes from Millennials across the state. The survey information could be used to guide further interviews.

Recommendations

The findings that emerged from this study produced three recommendations for policy and practice involving teacher unions. First, I would recommend unions encourage Millennials to become involved in union practices through social media and addressing their concerns about the status quo. Second, I would recommend unions modify teacher evaluation systems. Finally, I would recommend union leaders consider the characteristics of the new generation of teachers when making reform decisions. This section discusses each of these recommendations from the research and framework presented in this study.

Engaging Millennial Teachers

The data from this study showed that Millennial teachers want the union to better understand the demands of their generation. According to Johnson (as cited in Drury & Baer, 2011),

The two generations have conflicting beliefs, needs, and priorities when it comes to their relationship with unions. Veteran educators expect their unions to support traditional approaches to pay and autonomy in the classroom while new teachers want the unions to provide ongoing training, pursue innovations in pay, create opportunities for differentiated roles, and refuse to defend underperforming teachers from dismissal (pp. 257-258).

This study shows Millennials are as appreciative of the services unions provide as older generations; however, bread and butter issues alone will not keep Millennials involved. The research completed by Rosenberg and Silva (2012)

indicates the current number of teachers that believe unions are essential, 46%, has decreased from 54% in 2007. These figures support what Millennials in this study concluded about the lack of involvement from their peers. The challenge for unions will be to encourage Millennials' union involvement through technology, mentoring or training, providing instructional help, supporting career ladders, and reforming evaluation and dismissal practices. Research has also concluded that administrators, school board members, and union leaders that support teachers' personal and professional contributions can make schools places teachers want to be (Johnson & The Project on the Next Generation of Teachers, 2004; Kerchner & Koppich, 1993; Kerchner et al., 1997).

Consequently, CTA's newly developed strategic plan, *Our Union, Our Future*, was launched to build on the union strengths, activate and engage membership, and create common goals for the future. Surveys, focus groups, and open forums provided members an opportunity to weigh-in on their expectations for the future of the profession. CTA (California Teachers Association, 2014) "is also deeply committed to becoming a more member-driven organization" (p. 2).

The focus areas in the strategic plan include (a) building an organizing culture; (b) developing leadership; (c) promoting community engagement and coalition building; (d) emphasizing social justice, equity, and diversity; and (e) organizing unrepresented education workers (California Teachers Association, 2014). Currently 7% of CTA members belong to the Millennial generation. As the number of veteran teachers retires and there is an increase in Millennial

teachers, the importance of engaging Millennials in union work and support becomes critical. Based on Millennial research and the data collected in this study, the majority of the listed focus areas are viewed as important to the next generation of teachers as indicated by the unanimous vote at CTA's quarterly state council meeting.

In addition to implementing the strategic plan, student- and teacher-centered programs like CTA's *Teacher Driven Change* and NEA's *Teacher Leadership Initiative* can activate teachers to be leaders in the profession. NEA leadership suggests it is possible for educators to explore diversified roles within the profession and work cooperatively with colleagues (Drury & Baer, 2011). The implementation and continued support for new programs support Millennials' desire to teach in interdependent environments.

Modifying Teacher Evaluations

Vergara v. California (2014) prompted an examination of California's tenure protection and job security by the public and educators. Most educators in this study are in agreement: the 40-year-old Stull Act (California AB 293) needs to be amended. The current evaluation system is not widely respected in the education community (Tucker, 2012). Millennials in this study are critical of the existing process and would agree with Tucker (2012) that "Unions are perceived to be standing in the way of badly needed reforms, protecting incompetent teachers" (p. 17). A comprehensive and fair teacher evaluation system is necessary in order to provide the teaching profession the highest status and respect it deserves.

Current guidelines suggest teachers are evaluated at least once a year for probationary teachers, every other year for teachers with permanent status, and at least every five years for teachers who have been employed at least 10 years in the same school district. One important modification suggested by the Millennials to the evaluation process would be in the frequency of evaluations for veteran teachers whose seniority precludes evaluations. In addition, providing more time to identify teachers that deserve tenure is a possibility. Another challenge to be considered is the training of evaluators; a good administrator is key to the process. The goal of the evaluation process should be a mutual trust between administration and teachers centered on improving skills and practices to improve student learning. Millennials believe the union should strive not to be perceived as the obstacle to excellence but, rather, emphasize that tenure only guarantees due process.

Millennials strong moral responsibility and social conscience (Pew Research Center, 2014) supports their criticism of ineffective teachers. Millennials contend that removing ineffective teachers and improving the evaluation process is a vital step toward improving the professional status of teachers. Millennials in this study suggested more frequent and meaningful evaluations and placing ineffective teachers back on probationary status.

Understanding the Next Generation of Teachers

Millennials are optimistic about the teaching profession, and ignoring their voices on educational reform could result in a breakdown of teacher unions. Teacher unions must determine how to meet the needs of the next generation of

teachers. Combining the key findings on Millennials and applying these conclusions, the future challenges faced by teacher unions can be addressed.

One example of misunderstanding is characterized by older generations of teachers questioning the work ethic of Millennial teachers (Bannon et al., 2011). Baby Boomers' approach to life is centered on work, where Millennials desire flexible schedules. The misunderstandings of employment expectations, work ethic, and loyalty may be less of an issue if Millennial traits were better understood. The seven distinguishing traits that describe Millennials are (a) special, (b) sheltered, (c) confidant, (d) team-oriented, (e) achieving, (f) personal, and (g) conventional (Howe & Strauss, 2000). Each trait centers on this generations' upbeat behavior in and out of the workplace and desire to make a difference. Working relationships between generations based around Millennial generational traits support an organizing model. The advantage of an organizing model has the promise of engaging a diverse and inclusive generation in a proactive practice of being involved and promoting equity and equality.

Millennials see problems from a fresh perspective and are more comfortable working in teams, prefer flexible working hours, and are connected to one another via social networks (Bannon et. al., 2011; Howe & Strauss, 2000). The future of teacher unions is dependent on altering the rules and policies and accepting the voice of future generations of teachers.

Concluding Thoughts

Unionism has had a major impact on my 30-year career, both in and out of the classroom. The future of public education, teacher unions, and the

recruitment of an entire generation of new teachers were the driving forces behind this research. I believe that the data from this study provides valuable information for local unions and the CTA. The primary purpose of this qualitative study was to determine the significance of the union's role in Millennial's future as teachers.

Surveying several generations of union leaders provided multiple perspectives to help understand Millennials' frame of reference concerning their local union and the CTA. The research on generations indicated that identifying a generation is most often evident by shared common beliefs and behaviors and a common location in history (Howe & Strauss, 2000). In comparing the similarities and differences in responses to the survey questions, I found very little difference in generational rankings. I hypothesize that the reason for the comparable responses are the common beliefs of teachers and their historical appreciation of teacher unions. This study reinforced that all generations value the salary and fringe benefits unions provide and share the common concern about changes in teaching and learning.

The nine interviewees in this study mirrored many of the Millennial characteristics pointed out in the research (Pew Research Center, 2014). Participants' upbeat and confident suggestions revealed they were open to teacher-driven change. Participants voiced a sense of pride in the history of unionism and appreciated the protection that unions provide. Collective bargaining remains an important aspect of union work for these Millennials. They understand collective bargaining laws provide the avenue for salary and benefit

decisions between the local teacher union and the school district; however, on issues of reform, unionism, and professionalism, the purpose and function of the teachers' union is still blurred for them.

For over 50 years teacher unions have had a powerful influence over American public education. Based on the findings collected in this study and the 325,000 CTA members standing strong in solidarity for public education there is little doubt "that union teachers are supportive, involved in local union activities, and associate their membership with feelings of pride and solidarity" (Rosenberg & Silva, 2012, p. 1). However, I believe there are still some concerns among Millennials and veteran teachers about the future of unions and the proposed possibilities for improvement and influence.

This study revealed the challenge for current union leadership is to recognize and understand that the next generation of teachers want exciting work, are enthusiastic about instructional and social networking technology, and dislike isolation. It is equally important to provide them with more opportunities for leadership and to embrace their desire to be union advocates. Millennials are not insensitive to the attacks on public education from the growing number of anti-union, anti-teacher, pro-charter groups, and corporate reformers. It is vital for unions to partner with all stakeholders in order to continue to promote quality teaching and expand democratic principles in public education for all students.

The next generation of teachers believes in the strength of the union and the promise of the future. I trust with attention to teacher-driven change, the generational vision of a union-organizing model in the 21st century is possible. I

am optimistic that today's union is forward thinking and will provide the necessary changes to fit tomorrow's educators.

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APPENDIX A

INFORMED CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

Dear Colleague:

My name is Heidi Swenson Chipman. I am doctoral student under the direction of Dr. Louise Adler at California State University, Fullerton.

This intent of this research is to study opinions from Millennials union leaders on their local union and the California Teachers Association.

You are invited to participate in this research study because I feel your experience as a union leader can contribute much to the understanding and knowledge of teacher unions. And provide insights to the future of our profession.

Between April and May you will be asked to participate in a one-on one interview lasting between 1 and 1 1/2 hours with myself. The interviews will be conducted at a location of your choice. You and I will be the only ones present during the interview unless you would like someone else to be there. If you do not wish to answer any of the questions during the audio recorded interview, you may say so and I will move on to the next question. The recorded information will be confidential, and no one else except me, Heidi Chipman will have access to the information. The information gathered will be kept in a pass-coded file on the researcher's personal computer. All information will be destroyed after the data is compiled. The data gathering will take place over two months. During that time, I may contact you for additional comments or clarification. My goal is to have the data collection completed by the end of April.

If you agree to be part of this study, your name as well as your district and the name of your local will remain confidential, pseudonyms will be assigned to each participant, with confidentiality provided to the extent allowed by law. Any of the information shared during the interviews or on the survey will not be identifiable in any way. I will do everything I can to protect your privacy. Your identity will not be revealed in any publication resulting from this study.

Your participation in this research study is voluntary and you are free to withdraw from participation at any time without suffering penalty or loss of benefits or services you may otherwise be entitled to. There are no known risks associated with this research.

If you have additional questions or concerns about your role and rights as a research participant, or if any problems arise, please contact me at heidischipman@gmail.com or call at 714-343-5593. You may also contact my faculty advisor, Dr. Louise Adler at 657-278-7673.

Sincerely,

Heidi S. Chipman

I have carefully read and/or I have had the terms used in this consent form and their significance explained to me. By signing below, I agree that I am at least 18 years of age and agree to participate in this project.

Participant's

Name _____ Signature _____

APPENDIX B
REQUEST LETTER

Dear Colleagues,

This survey is sent to you from Heidi Chipman, a graduate student at CSU, Fullerton, a teacher leader in Placentia Yorba Linda USD and CTA. As leaders of the 20,500 members of Orange Service Center I am writing to ask a favor. I know you are very busy but I am asking you to **please answer my survey**. I hope you will view the survey, which is attached to this email, as something worthwhile and not just another waste of your time. I am attempting to take a probing look at teacher unions from the perspective of local members. I will look at those things unions do well, what they could do better, and where useful, also make recommendations for future directions.

The following survey will require approximately 15-20 minutes of your time to complete. In order to ensure that all information will remain confidential, please do not include your name.

Thank you for taking the time to assist me in my educational endeavors. Your responses will provide useful information regarding my study.

Click on the link to complete the survey.

https://csufedu.qualtrics.com/SE/?SID=SV_80TzNo1NeszvVAV

Sincerely,
Heidi Chipman

If you would like to be considered as an interviewee for this study and are a millennial please contact me by email heidischipman@gmail.com or phone (714-528-4655).

APPENDIX C

UNION PERSPECTIVE SURVEY

Heidi Swenson Chipman, a doctoral student affiliated with California State University, Fullerton Department of Education, administers this survey. Information gathered from this survey will be compiled by the researcher and written up as part of a dissertation. The purpose of the survey is to help understand the union from the perspectives of teacher leaders. This survey is anonymous and will not contain information that will personally identify you. This survey should take approximately 15 minutes to complete. You are free to complete this survey or not. Thank you for taking the time for this survey. Your answers will help the researcher present an accurate profile of the teachers within Orange County, California. Please remember that all of your responses are confidential and you will not be identified in any way.

Q1 Which of the following best describes the district at which you currently teach?

- Elementary School District (1)
- High School District (2)
- Unified School District (3)
- County Department of Education (4)

Q2 What level or grade are you currently assigned to teach?

- Pre K- 1 (1)
- 2-3 (2)
- 4-6 (3)
- Middle School (6-8) (4)
- Junior High (7-8) (5)
- High School (6)

Q3 Do you work in Special Education?

- Yes (1)
- No (2)

Q4 How long have you been teaching?

- Less than 1 year (1)
- 1-3 years (2)
- 4-8 years (3)
- 9-14 years (4)
- 15 or more years (5)

Q5 In which generation were you born?

- 1946-1964 Baby Boomer (1)
- 1965-1979 Gen X (2)
- 1980-2000 Generation Y (Millennial) (3)
- Other (4)

Q6 Have you ever taught at a private or charter school

- Yes (1)
- No (2)

Q7 What is your gender?

- Male (1)
- Female (2)

Q8 In the past, have you or do you now hold a union leadership position? Check all that apply.

- Local position (1)
- State position (2)
- National position (3)

Q9 Have you been or are you currently a member of your local bargaining team?

- Yes (1)
- No (2)

Q10 How important is each of these union services for you personally?

	Least valuable (1)	No value (2)	Most valuable (3)
Bargaining salary and benefits. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lobbying in California. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing professional development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bargaining and protecting employee rights. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a sense of community with other teachers. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bargaining to advance teacher decision making. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing around peer assistance and review. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 To what degree do you agree or disagree with the following statements about teacher pay.

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Teacher's pay should be based on job performance. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's pay should be based on seniority. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's pay should be based on their level of education. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should get more for teaching in high-needs schools. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's pay should be based on mutually agreed upon teaching skills. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 To what extent do you agree with these criticisms of teacher unions.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Tenure should be eliminated. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disbanding teacher unions would strengthen the teaching profession. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit pay could have a positive impact on the quality of educational services for children. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unions have a negative impact on teacher quality. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unions stand in the way of teacher dismissal. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher unions are a stumbling block to school reform. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 To what extent do you agree with the arguments in support of unions.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Unions work to provide better schools for all students. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My local union has a generally positive effect on the schools in my district. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CTA has a generally positive effect on the schools in my district. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CTA leadership understands the day-to-day operations of a classroom teacher. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the political views of CTA. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the political views of my local union. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My local provides autonomy to exercise professional judgment. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The union actively tries to influence school board policies. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 To what extent do you agree with these statements about how the public views teacher unions.

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
The public respects teachers more today than when you began teaching. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public in my district has a positive view of our local union association. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public has a positive view of the positions of CTA. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below for any additional comments you may have:

APPENDIX D

UNION PERSPECTIVE SURVEY RESULTS

1. Which of the following best describes the district at which you currently teach?

#	Answer	Response	%
1	Elementary School District	76	30%
2	High School District	8	3%
3	Unified School District	167	66%
4	County Department of Education	2	1%
Total		253	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.38
Variance	0.85
Standard Deviation	0.92
Total Responses	253

2. What level or grade are you currently assigned to teach?

#	Answer	Response	%
1	Pre K- 1	49	19%
2	2-3	43	17%
3	4-6	69	27%
4	Middle School (6-8)	25	10%
5	Junior High (7-8)	12	5%
6	High School	55	22%
Total		253	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	3.29
Variance	3.12
Standard Deviation	1.77
Total Responses	253

3. Do you work in Special Education?

#	Answer	Response	%
1	Yes	34	13%
2	No	218	87%
Total		252	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.87
Variance	0.12
Standard Deviation	0.34
Total Responses	252

4. How long have you been teaching?

#	Answer	Response	%
1	Less than 1 year	2	1%
2	1-3 years	4	2%
3	4-8 years	23	9%
4	9-14 years	61	24%
5	15 or more years	164	65%
Total		254	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	4.50
Variance	0.62
Standard Deviation	0.79
Total Responses	254

5. In which generation were you born?

#	Answer	Response	%
1	1946-1964 Baby Boomer	100	39%
2	1965-1979 Gen X	128	50%
3	1980-2000 Generation Y (Millennial)	26	10%
4	Other	0	0%
Total		254	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.71
Variance	0.41
Standard Deviation	0.64
Total Responses	254

6. Have you ever taught at a private or charter school?

#	Answer	Response	%
1	Yes	30	12%
2	No	223	88%
Total		253	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.88
Variance	0.10
Standard Deviation	0.32
Total Responses	253

7. What is your gender?

#	Answer	Response	%
1	Male	44	18%
2	Female	207	82%
	Total	251	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.82
Variance	0.15
Standard Deviation	0.38
Total Responses	251

8. In the past have you or do you now hold a union leadership position?

Check all that apply.

#	Answer	Response	%
1	Local position	109	100%
2	State position	8	7%
3	National position	5	5%

Statistic	Value
Min Value	1
Max Value	3
Total Responses	109

9. Have you been or are you currently a member of your local bargaining team?

#	Answer	Response	%
1	Yes	32	13%
2	No	220	87%
	Total	252	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.87
Variance	0.11
Standard Deviation	0.33
Total Responses	252

10. How important is each of these union services for you personally?

#	Question	Least valuable	No value	Most valuable	Total Responses	Mean
1	Bargaining salary and benefits.	1	2	246	249	2.98
2	Lobbying in California.	58	64	123	245	2.27
3	Providing professional development.	79	67	99	245	2.08
4	Bargaining and protecting employee rights.	6	10	233	249	2.91
5	Establishing a sense of community with other teachers.	55	68	126	249	2.29
6	Bargaining to advance teacher decision-making.	18	43	188	249	2.68
7	Organizing around peer assistance and review.	72	71	104	247	2.13

Statistic	Bargaining salary and benefits	Lobbying in California.	Providing professional development.	Bargaining and protecting employee rights.	Establishing a sense of community with other teachers.	Bargaining to advance teacher decision making.	Organizing around peer assistance and review.
Min Value	1	1	1	1	1	1	1
Max Value	3	3	3	3	3	3	3
Mean	2.98	2.27	2.08	2.91	2.29	2.68	2.13
Variance	0.02	0.67	0.72	0.13	0.65	0.36	0.70
Standard Deviation	0.15	0.82	0.85	0.36	0.81	0.60	0.84
Total Responses	249	245	245	249	249	249	247

11. Please use the space below for any additional comments you may have:

Text Response

It is unfortunate that the public doesn't respect unions and how important they are for its members. Why can the medical field have a union and are respected, yet the public and even some district employees, see teacher unions as doing a disservice to the educational system? Quite a double standard if you ask me!

In Orange County the public's perception of teachers is distorted due to what happens in the Los Angeles School System. Leading radio personalities speak of education and teachers' unions through a very narrow lens.

"The public" of California as a whole is not indicative of "the public" in my attendance area.

I have a daughter who is a principal of a charter school in Harlem and have taught in two private schools, so I am fully aware of anti-union sentiment. However, I feel we are indebted to the union for make teaching a respected profession where teachers are treated fairly. First of all, our union in Orange County is not radical and unfair. It represents teachers' voices. Our union has fought for smaller class sizes and rights for fair treatment of teachers. There is no such thing as tenure. But there is a due process, which I think is essential. I have been our district teacher of the year and became one of the top ten "best" teachers in Orange County. I love my job and do it well. Yet, several years ago, I had a principal who would have fired me. She wanted me to teach differently, in a way that didn't fit for me or my students, even though I had stellar student test scores and was loved by students and their parents. She yelled at me many times and frankly, I was terrified. I was very grateful there was a union and a due process to protect me. We hear about "all those bad teachers." And yes, unfortunately, there are some. AND we need to get rid of them! I don't know a single teacher who wants bad teachers. But the truth is, we have many more bad principals. Teachers must be protected from their whims; having a due process is absolutely critical.

I believe that CTA should do more to promote a positive view of teachers. We have taken such a beating in the public eye and I feel that they could do more to counteract this view.

Unions are needed for teachers but they also help students. Without unions, we would have a weak teaching force that would not stay for a long time. The stability at a school would suffer if there were no unions. It is sad that we still have such large class sizes and less and less respect by District for the opinions of those that work directly with children. Working well as a collective group (parents, teachers, administrators, support staff, etc.) would be ideal.

Our last two Union presidents went directly to Assistant Principal jobs after their tenure as Union Pres. ended and I strongly believe that our current President and most of our board are far more closely related to our district than they are to our teachers.

I really have no idea how the public views the CTA or the union, or if they are even aware of it. My predominately Asian school does respect and value both teachers and education more than the Hispanic schools, and their student bear the grades to prove it. In my experience, unions help employee rights from being taken advantage of, but they also sometimes end up helping bad employees to keep their jobs when they should clearly be fired. Also, the security that a union job and tenure provides will allow the unscrupulous to take advantage and to be lazy because they know they "can't be fired."

I don't know the public's opinion of our local union or CTA's positions, but there was no "neutral" option. What was the difference between "least valuable" and "no value" in the survey?

My local union rolls over and settles with the district administration on every point. My local chapter leaders often become administrators after serving as president of the local union. I believe there is collusion between district and local union leaders.

Teachers do not have tenure! We have permanent status. College professors have tenure. The view of teachers has become more negative as the political climate is set up to blame teachers for any student difficulties. The socioeconomic factors that all studies have shown to have the most influence are ignored and the blame goes to the teachers.

I can't stand the way CTA spends my money. I do not support their politics at all!

The union that I am a part of does not appear to care about individual members and will only act in the best interest of the entire group. They only negotiate for general education teachers and

not special education teachers, when it comes to extra duty pay, stipends and release time. I do not understand your first option on Q11: "Teacher's pay should be based on job performance." I have no problem having someone pay me based upon my job performance because I am a professional and I perform well. However, if this means based on test scores, I strongly disagree. I feel that I do not have direct control of my test scores. I cannot make my students attend class on time, pay attention, complete homework, or give a darn about their academic performance, and as such, I don't think it is fair to assess me based on their performance. In addition, I also have no confidence in the validity of using standardized tests to evaluate teachers. I do not believe the tests were intended/designed to be used as teacher evaluation tools, and I believe to do so would not be an accurate measure of my performance. Our union reps all are connected or are "friends" with district personnel. They serve the union so that they can be hired to work in the district. They're all weak reps and are afraid to fight for higher raises because they're afraid they might get black listed. In fact, you should do a survey on how many union reps go on to work for the district they represent. They're only union rep to move up to higher positions in the district. And if they ever go against the district while bargaining, they will never work for GGUSD!

It's hard to answer the questions about teacher pay without seeing the details. Most students at the school where I teach come from communities that don't have the resources that my community has. Their families often don't read to their children, or have the resources to give their children the experiences that teach them about the world around them. Additionally, they don't have the money to give their children enriching experiences like sports or academic classes. The children arrive with huge (primary) language deficits that impact their entire academic career. Whereas children in the district where I live have the advantage of parents who read to them, and actively enrich their minds with experiences and discussions. In addition to the activities that their parents take them to, my daughters school offers after school classes like science and chess (because we can pay for them out of pocket, not through the school, they're after school programs). The parents at the school where I teach could never afford classes like that. Imagine the difference in academic performance of an 8 year old whose gone to chess and karate classes, a child whose travelled and been read to, to an 8 year old who is deprived in his primary language, is learning English, whose never taken a class where he's had to develop listening skills, and academic skills, and who is facing all the other struggles of poverty. My point is, when you bring up basing teacher pay on performance, teachers of underprivileged students like myself get nervous because we know the game is stacked against these kids. We try daily to make up for what their families can't provide, but we are only one person. It is unfair and unreasonable to hold teachers responsible for the effects of poverty. Merit pay sounds a lot like that. My union understands the kinds of kids we work with, and actively advocates for them (advocating for curriculum decisions and smaller class sizes and reduced workload). When the topic of merit pay comes up, they understand that merit pay is an unfair way to compare teachers of socio-economically disadvantaged students. Advocates for merit pay need to spend their efforts looking at the disadvantages these children face and address those. Universal PreK is a place to start. Additionally, merit pay encourages teaching to the test, and dishonesty. Much of the public understands that, whether or not they support the union.

I cannot offer comment on question 14 because we do not have a vocal parent community. I am highly interested in the results of your survey.

I have strong feelings against teachers' pay being based on student performance. I have battled over this idea and can't wrap my head around my performance being judged by my students' performance. How do you quantify police at the house a night before an important test, children un diagnosed with ADD/ADHD, divorce or loss of a loved one, mother or father abandoned them and left to be raised by a grandparent, children being raised by parents with drug/alcohol issues. These are all things I have seen my students encounter. No other job would these effects be a part of YOU doing your best job when these students just getting to school is the best.

In my opinion the only one held accountable for everything is the teacher, not the district not the student. Not the parent not the general public not the politicians and definitely. Not those who dictate to us what we should teach and how we should teach with no true understanding of the realities of the classroom or making the rigors of the academics align with age appropriate development. Nobody addresses the real problems in education because they are politically

incorrect and it's much easier to blame a teacher than a system that needs to be restructured or parents and students that need to be held accountable for their responsibility in the learning process

I think the public has a mildly negative view of teachers and the public school system and unions. I think this is due to teachers and schools not being more vocal and transparent about what we do, teachers not having enough say about what we do and the fact that our general media reports negatively about schools and teachers. Our local union may try to influence the school board by presenting information and bargaining, but the school board should receive that information and they act independently.

My local union has been a very positive component of my teaching career. My local union has been very supportive by sending me to conferences and offering me advice during a big round of lay-offs a few years ago. I wish more young teachers were more involved in our union.

Q14 needed to have a "neutral" choice.

I have been very satisfied with the union in my district. They have worked very hard to work with the leaders and board in our school district. They are not unreasonably demanding and they advocate for teachers. I do wish they wouldn't use the money to support political leaders though. Teacher pay based on job performance is highly subjective. Classrooms are not evenly divided by student ability. Some classrooms have a disproportionate number of behavior problems, which makes it difficult to teach.

CTA and unions need to advocate more for equal rights for special educators like dialogue time, time for progress records, professional development aligned with teaching expectations for special education, and release time to conduct IEP meetings or pay for meetings that run past a 8 hour day.

I was confused by the choices in some questions: how is "least valuable" different from "no value." In other words, you can't have lower than no value. Also, I would have liked a "neutral" choice to Q14. Overall, though, I'm very glad that you are doing this survey. I think teacher unions need to be high profile, respected by the community, without question that teacher unions will be for the benefit of students. Thanks!

If a teacher was so inclined, they could be lazy and regularly short change their students. ie.. dittos, and videos all day, but thankfully, those teachers are hopefully far and few. My experience is that of seeing very motivated, caring and going the extra mile for their class. The job is harder to do when the district has walls to freedom in the classroom. I was in an open district in regards to internet access, and saw incredible things done with the students, then see a district that makes that difficult, and little is done that is ground breaking because the district makes it too, hard to do. The union has little to no influence on that though.

our union doesn't fight enough for us and our salary. After 7 yrs only a 2% raise. Want to please the superintendent ... Our collaboration time was for the teachers, to plan, meet, research ... now it's taken up by admin/ district work. Lost battle too.

I answered "agree" for the questions about how the public views teacher unions, but I'm really not sure how the public views this. There's no "don't know" response.

I support the union in almost all ways except when I see how impossible it is for a school or district to fire an ineffective teacher. But, I can also see the other side as well because what is considered an effective teacher now will change in 5, 10, and 15 years. Educational standards are always changing and it's difficult to keep up!

Our district has a very vocal anti-union group that influences people in our area against teachers. I do not place the blame on our CTA or Local Union for the public view of unions. I place the blame on the media and the public for making uniformed opinions.

It is not so much that the union is not thought of positively.... the public has been misled to believe that unions are bad. Once they hear why the union is helpful, they tend to agree. But it i hard to "combat" the negative comments out there and the lies that anti-public school people spread. The public does not understand that the teachers union is mainly supported, organized and directed by teachers from their local schools. Also, teachers and people that support teachers are the union; and we promote and support quality, public, free, education for all students.

Statistic	Value
Total Responses	35

12. To what degree do you agree or disagree with the following statements about teacher pay.

#	Question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses	Mean
1	Teacher's pay should be based on job performance.	12	49	46	70	68	245	3.54
2	Teacher's pay should be based on seniority.	50	113	52	21	11	247	2.31
3	Teacher's pay should be based on their level of education.	93	108	27	14	3	245	1.88
4	Teachers should get more for teaching in high-needs schools.	67	94	53	22	10	246	2.24
5	Teacher's pay should be based on mutually agreed upon teaching skills.	39	94	66	25	21	245	2.57

Statistic	Teacher's pay should be based on job performance.	Teacher's pay should be based on seniority.	Teacher's pay should be based on their level of education.	Teachers should get more for teaching in high-needs schools.	Teacher's pay should be based on mutually agreed upon teaching skills.
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	3.54	2.31	1.88	2.24	2.57
Variance	1.50	1.06	0.82	1.16	1.29
Standard Deviation	1.23	1.03	0.90	1.08	1.13
Total Responses	245	247	245	246	245

13. To what extent do you agree with these criticisms of teacher unions?

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses	Mean
1	Tenure should be eliminated.	8	25	41	88	85	247	3.88
2	Disbanding teacher unions would strengthen the teaching profession.	10	5	15	81	136	247	4.33
3	Merit pay could have a positive impact on the quality of educational services for children.	11	33	34	55	115	248	3.93
4	Unions have a negative impact on teacher quality.	7	12	28	85	116	248	4.17
5	Unions stand in the way of teacher dismissal.	17	46	36	76	72	247	3.57
6	Teacher unions are a stumbling block to school reform.	7	22	29	75	114	247	4.08

Statistic	Tenure should be eliminated.	Disbanding teacher unions would strengthen the teaching profession.	Merit pay could have a positive impact on the quality of educational services for children.	Unions have a negative impact on teacher quality.	Unions stand in the way of teacher dismissal.	Teacher unions are a stumbling block to school reform.
Min Value	1	1	1	1	1	1
Max Value	5	5	5	5	5	5
Mean	3.88	4.33	3.93	4.17	3.57	4.08
Variance	1.20	0.95	1.53	1.00	1.62	1.19
Standard Deviation	1.09	0.98	1.24	1.00	1.27	1.09
Total Responses	247	247	248	248	247	247

14. To what extent do you agree with the arguments in support of unions?

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses	Mean
1	Unions work to provide better schools for all students.	74	108	42	12	10	246	2.09
2	My local union has a generally positive effect on the schools in my district.	97	104	26	10	10	247	1.91
3	CTA has a generally positive effect on the schools in my district.	57	95	60	23	10	245	2.32
4	CTA leadership understands the day-to-day operations of a classroom teacher.	51	92	53	31	17	244	2.47
5	I support the political views of CTA.	35	68	83	26	34	246	2.82
6	I support the political views of my local union.	41	82	69	25	28	245	2.66
7	My local provides autonomy to exercise professional judgment.	55	96	70	14	9	244	2.29
8	The union actively tries to influence school board policies.	53	109	53	19	10	244	2.28

Statistic	Unions work to provide better schools for all students	My local union has a generally positive effect on the schools in my district.	CTA has a generally positive effect on the schools in my district.	CTA leadership understands the day-to-day operations of a classroom teacher.	I support the political views of CTA.	I support the political views of my local union.	My local provides autonomy to exercise professional judgment.	The union actively tries to influence school board policies.
Min Value	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5
Mean	2.09	1.91	2.32	2.47	2.82	2.66	2.29	2.28
Variance	1.03	1.02	1.12	1.34	1.48	1.45	1.00	1.04
Standard Deviation	1.01	1.01	1.06	1.16	1.22	1.21	1.00	1.02
Total Response	246	247	245	244	246	245	244	244

15. To what extent do you agree with these statements about how the public views teacher unions?

#	Question	Strongly agree	Agree	Disagree	Strongly disagree	Total Responses	Mean
1	The public respects teachers more today than when you began teaching.	5	35	138	68	246	3.09
2	The public in my district has a positive view of our local union association.	7	114	100	16	237	2.53
3	The public has a positive view of the positions of CTA.	3	68	123	43	237	2.87

Statistic	The public respects teachers more today than when you began teaching.	The public in my district has a positive view of our local union association.	The public has a positive view of the positions of CTA.
Min Value	1	1	1
Max Value	4	4	4
Mean	3.09	2.53	2.87
Variance	0.49	0.45	0.50
Standard Deviation	0.70	0.67	0.71
Total Responses	246	237	237

APPENDIX E

SEMISTRUCTURED INTERVIEW QUESTIONS

- What do you value about teachers' unions?
- Do you have any criticisms?
- What changes do you see in the future for the profession?
- What do you think unions can do to better support teaching?
- Have your perceptions of the union changed in the last 3 years? If so please elaborate.
- Do you think CTA limits what the local can do?
- What do you think your local/CTA can do better to support teaching?