

california
educator

FEBRUARY 2015 VOLUME 19 ISSUE 6

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Title IX

Ivanna Podgorscak was allowed to join a boys' wrestling team, thanks to the 1972 law. Has it leveled the playing field for girls?



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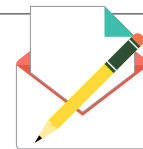
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YOUR OPINIONS AND LETTERS ARE WELCOME! There is a 250-word limit, and all letters will be edited. If you send photos or other materials, identifications and permissions are required. Letters must include your name along with your address, daytime telephone number or email address. Email editor@cta.org.

Editor's Note: We had quite the response to the "About that student" perspectives in the December/January magazine. Here are a few more submissions.

In San Jose

At right is a letter from a student in my ROTC class. This is not about me. This is about us — those of us who are in the classroom every day. She is "that" student. She is the reason we do what we do.

TERENCE D'ALESSANDRO,

GySgt/USMC (retired)
Campbell High School Teachers Association

In Fremont

"That" student was in my fifth-grade class for only a couple of weeks until she was moved to another class while the district worked out the enrollment for the fall of 2004. She came by my classroom every day after school to get help on homework and to get \$1 for the taco truck because dinner was late in her house. She ended up at another school the next year, and her teacher was able to show me the essay she wrote all about how I was her favorite teacher.

It was really amazing because I felt I was doing so little and it meant so much to her.

Wherever she is, I hope she is doing well.

KIM LOISEL

*Fremont Unified District
 Teachers Association*

In San Marcos

I began my teaching career on an intern credential. Needless to say, I was very overwhelmed and aware of my lack of experience. I feared that somehow I was going to ruin students' desire to learn Spanish and their future success in the language. Jessica was a fresh-

Thank you, Gunnery Sergeant D'Alessandro. You are truly an inspiration and a downright amazing man. I remember in our first few weeks of class, we were asked how many real-life examples of good leaders we had. If I were asked that same question again, I'd know my answer: Gunnery Sergeant D'Alessandro. Gunny D, I would like to thank you. Thank you for giving me confidence and teaching me discipline. Thank you for making class fun and always inspiring me to do better. Thank you for teaching me how to take myself lightly and learn how to laugh at myself. Thank you for all those times you pointed out all my mistakes — not to embarrass me, but help me perfect my drilling. Thank you for always being so kind and funny. Thank you for always giving good advice and caring about your cadets. In our world, it is so hard to find people who truly care about others and their well-being, and it is nice to know you do. Thank you for your sense of humor. I am very thankful for this because you're always cracking a joke every couple of minutes and making us cadets feel a little bit less stressed when learning or perfecting moves. Thank you for all the help. Thank you for your attention to detail and always, ALWAYS making us cadets seek better for ourselves. You taught me to not settle for anything, but instead strive for perfection. You taught me you can be serious, yet still have fun. You taught me that no matter what, you can survive whatever it is you're going through. Thank you for what you've done for both our country and the students of the MCJROTC program. Thank you for the life lessons, Gunny D. I can honestly say there's not many people like you in this world. We need more Gunny Ds.

man in my Spanish class, and my mother had Jessica in her English class.

We often discussed how incredibly bright Jessica was. We both admitted that we saved grading her papers for last so they could be our "dessert." She was incredibly gifted and very kind. I always felt bad that I couldn't offer her more challenging curriculum. She ended up going to Stanford with a pre-med major. I often reflect on that year of teaching with some embarrassment at my clear shortcomings. So when my mom called me years later with some news about Jessica, I was shocked.

Seven years after Jessica was in my class, my mother ran into Jessica's mom in the supermarket. When

my mom asked about Jessica's career plans, her mom said that because I inspired her, Jessica decided to double-major in Spanish so that she could open a medical clinic specifically serving the low-income Spanish-speaking families in the Bay Area.

Jessica taught me that we might never see the impact we have on our students or how many people they might reach because we commit to their education.

KATHRYN NELSON

San Marcos Educators Association

What can educators do to ensure that changes made to public schools actually benefit students?

IT IS DISAPPOINTING — not to mention bad for kids — that people with no background in education or classroom experience are often behind the latest harebrained schemes to reform schools, usually at the expense of students, teachers and support staff. To counter those bad ideas and build on our members' expertise, CTA made *advocacy on education* one of the cornerstones of the member-driven long-term strategic plan. Our goal is to be even more proactive in advancing improvements that work, and resolute in fighting bad ideas that scapegoat educators and fail to address the real problems facing California students.

One outrageous trend among so-called school reformers is cloaking their bad ideas in the rhetoric of civil rights causes. As we honor the 50th anniversary of Dr. Martin Luther King's historic march from Selma to Montgomery to fight voting discrimination and a system that deprived people of color of basic rights, it's really an insult to his memory to hear proponents talk about "civil rights" as they attempt to strip all teachers of due process rights and pit parents against schools and teachers through "parent trigger" laws. You don't advance civil rights by taking them away from educators or by trying to systematically dismantle a public education system that accepts all children, regardless of race, language, test scores or athletic ability.

While CTA will continue to lead the charge against failed ideas that are bad for students or that attack teachers, we'll be focusing much of our energy on proven strategies. Aside from our ongoing priority to protect school funding, the next couple of years present some great legislative opportunities to make real changes that support teachers and are good for students.

There's work to be done to better support those new to the profession. Quality induction and mentoring programs are essential for new teachers, and we'd like to bring back Peer Assistance and Review programs, many of which fell by the wayside during the years of budget cuts, so that veteran teachers have a chance to learn from one another and those who may be struggling have an opportunity to succeed. We still continue to lead in the area of support for implementation of the new state standards.

There's also a lot to be done in the area of teacher evaluation. Most educators agree the current system — especially for veteran teachers — isn't especially helpful. CTA members have developed a framework that would make evaluation more meaningful and would require better prepared administrators and stronger mentor programs. And any improvement to the current evaluation system has to recognize that student scores on standardized tests are not the best way, or even an accurate way, to determine



Do you have an issue or topic you'd like Dean to address? Let us know.
Email editor@cta.org.



“The ‘parent trigger’ law and the Vergara lawsuit aren’t civil rights, they are civil WRONGS!”

“No bubble test can measure a student’s curiosity and creativity. It’s time to move away from the focus on federal and state tests and look at multiple measures of student learning that are decided at the local level.”

teacher effectiveness. But more importantly, you definitely can't measure a student's creativity or love of learning with a bubble test.

I'm especially proud that an idea that really does advance civil rights — that students in struggling schools should have extra resources and support — has expanded beyond a successful CTA program (the Quality Education Investment Act), and is now an integral part of the state budget system through the Local Control Funding Formula. The LCFF gives significant additional funding to schools with high numbers of low-income students and English learners. It's telling that those who have hijacked the civil rights mantra are almost universally silent when it comes to getting resources to the kids who need them most. But CTA will continue to expose these "deformers" for what they really are, often people with a profit motive and a school privatization agenda, and at the same time advocate for meaningful reform that makes sure all California kids get the education they deserve.

Dean E. Vogel
CTA PRESIDENT

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WEB ASSISTANT Gladdie Cabral →

*The Diary of
Anne Frank*

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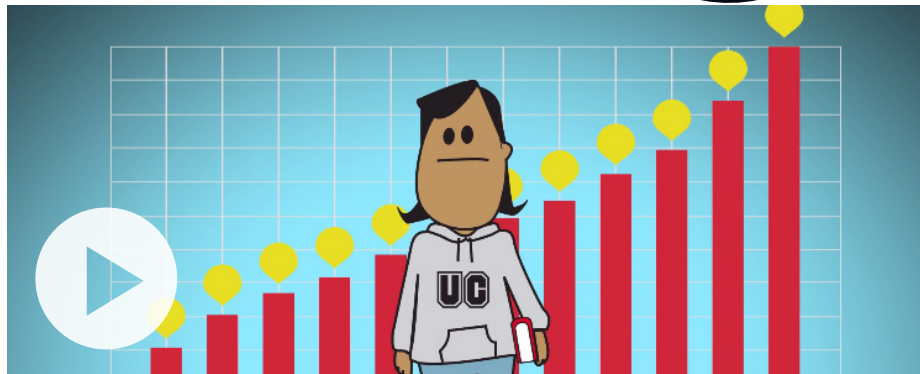
The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.

#CTATopTweet

Use this hashtag in your tweets and we'll select our favorites for each issue of the *California Educator*.

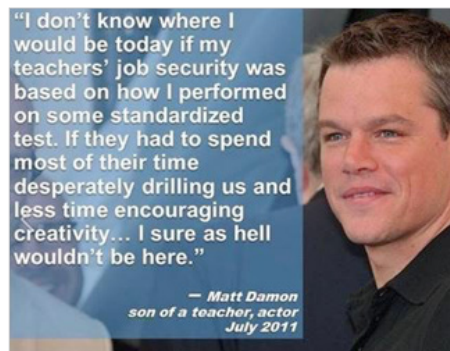


Viral video 📺



Debt and Society: This video by UC Berkeley researchers explains that about 10 percent of all money spent on U.S. higher education goes to Wall Street to repay debt. [debtandsociety.org](#)

Most popular post 📱



JAN 12 👍 511 likes 📧 177 shares

More top tweets 🐦

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Educators-Is Work-Life Balance Part of Your New Year's Resolutions?

@mrswroom24

Found some [#eduawesomeness](#) when I opened my CTA magazine! [@LS_Karl](#) [@CohenD](#)

@adamsteaching

Research shows that parental involvement in schools improves student achievement.

@ProfessorJVH

Can we evaluate teachers without using high-stakes testing?

Favorite comments 💬

Linda Ortega | JAN 6

Glad to see CTA is well represented and working with our governor to support our California students.

Jack H. Meyer | JAN 9

That is awesome! The supplemental is an important commitment to existing retirees, a stimulus to the state economy, and the right thing to do. Thank you for your advocacy! And thank goodness that we have such a competent governor.

Jenya Cassidy | JAN 8

Go teachers! Tell us how parents can be supportive.

Frank Leli | JAN 12

Americans seem to have forgotten the contributions labor has bestowed on our country. It is time they remembered. It is time that they honored. It is time that they emulated labor's goals.

Laura Schulkind | JAN 12

Technology is a tool, not a teacher. Learning is the result of social interaction, and you can't have a conversation where you build understanding with a computer, Hal.

What's new at cta.org

1

www.cta.org/FAQs

What's that, you ask?

How do I become a teacher in California? How are policy decisions made at CTA? Get answers to these questions and more by visiting the Frequently Asked Questions page!

2

www.cta.org/mediacenter

Human stories of CTA Check out these inspiring and intriguing life stories from educators around the state.

3

www.cta.org/membercenter

Engaging, collaborating and sharing

Did you know CTA has a section on its website where you can get a variety of resources to help navigate your day? Check out the Member Engagement Center!

4

www.cta.org/communityengagement

Supporting colleagues in Hemet

See how Hemet teachers engaged their community (by donating food) in their quest for a fair settlement.

5

www.cta.org/blackhistory

February is Black History Month

Every February, and all year round, we honor and celebrate the contributions of African Americans during Black History Month.

There's an elephant in the room.

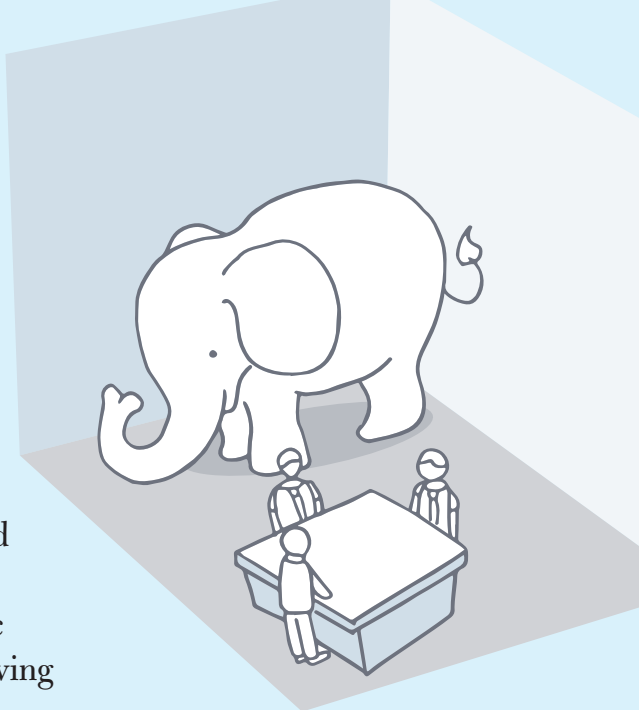
And I've named him Obadiah.

Ever hear the phrase “There’s an elephant in the room” and wonder what that really means? Well, it should not refer to a topic that people don’t want to discuss. It means the topic should be addressed, and it is so huge and has so many moving parts it sucks the energy and the oxygen right out of a room.

People just can’t think clearly, so tackling the issue feels monumental. I liken it to the fable of the blind men who discover the elephant, and each describes the part he can feel. One says it feels like a pillar (the leg); another says it’s like a snake (the trunk). Each perspective is correct, but they don’t understand the whole picture. If you can step back a bit and break an issue down into comprehensible parts, you can better understand it and take action.

We are sponsoring a high school journalism contest to promote and highlight the outstanding work and creativity of student journalism programs throughout California. Public high school journalism classes may submit one package of two printed news pages that includes one or more articles about teaching and learning in the school. This may include a teacher or group of teachers and their work with students individually or as part of a program. The winning entry will be published in the May 2015 *Educator*. For technical specifications and details on how to enter, visit cta.org/journalismcontest.

selves on issues like what state exams have been eliminated or rolled into new assessments, what’s available in the Smarter Balanced Assessment Consortium (SBAC) digital library, the impact of SBAC scores, the structure of the



Academic Performance Index (API), criteria for multiple methods of gauging and understanding student progress, accountability holidays, and mandatory high school exit exams, so their Assessment and Testing Committee could finalize recommendations to State Council (see page 54).

After each topic was discussed, I asked, “What do classroom educators know about this?” — and was answered with thoughtful silence. Obadiah asked the next question: “What do CTA members need to know and understand about this?”

The upshot was that we’re planning to run a series of articles on assessment. You can read the first one on page 44.

To get this project going, we want to assess what you know about assessment. The workgroup members gave me a list of topics and questions, and I’ve put together an online survey/quiz, which I invite each of you to take at cta.org/assessmentquiz. (Yes, I admit I hate taking tests — but I’ve discovered I rather like writing tests. Besides, this one is not timed.)

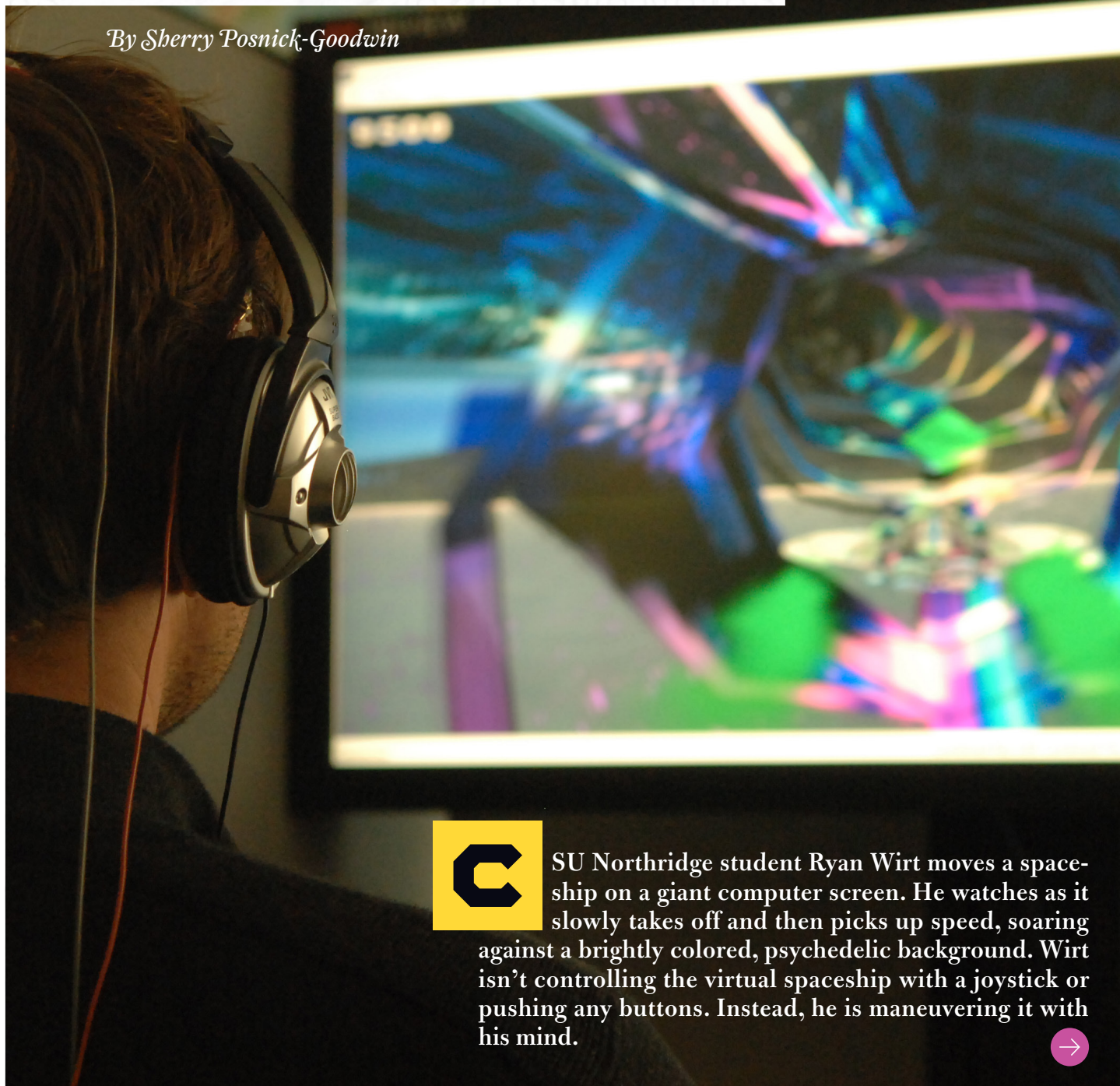
Assessment is such a crucial issue in education, so please take the survey and let me know what you think. Your answers and suggestions for topics will guide the course of future articles in the series.

Cynthia Menzel
EDITOR IN CHIEF
editor@cta.org

TRAIN YOUR BRAIN

Neurofeedback can help you perform better

By Sherry Posnick-Goodwin

**C**

SU Northridge student Ryan Wirt moves a spaceship on a giant computer screen. He watches as it slowly takes off and then picks up speed, soaring against a brightly colored, psychedelic background. Wirt isn't controlling the virtual spaceship with a joystick or pushing any buttons. Instead, he is maneuvering it with his mind.





For the moment, the spacecraft is zooming along, while Wirt grooves to music from his headset. But if his concentration falters, the ship changes speed and direction, the screen will go black, and the music will stop.

While it seems like a simple video game, Wirt is actually training his brain to perform better using a technique known as neurofeedback.

Wirt has wires attached to his scalp called electrodes. They send readings of his brainwaves to a computer. The brain activity can be displayed on either the game screen or a separate screen. During the 30-minute session, he concentrates intently on keeping the spaceship aloft. But it's really about teaching his brain how to function at a higher capacity, by rewarding it for good behavior.

It takes concentration and focus, he explains later, and doesn't work if you try too hard. Basically, you have to let your brain find its own path to performing one of the program's virtual tasks, which might involve propelling a spaceship, making a dolphin jump through hoops, riding a jet ski or steering a race car. The brain is also rewarded with positive reinforcement via sounds or tactile stimulation, such as a vibrating teddy bear.

"Neurofeedback improves my focus and concentration," says Wirt, a research assistant in the university's neuroscience lab. "The benefits carry over into schoolwork. After participating in a neurofeedback session, I concentrate better in class. Whatever my professor has to say that day is definitely more interesting."

It also helps decrease anxiety, says Wirt, who credits neurofeedback with helping him quit smoking a few months ago.

Neurofeedback actually allows the brain to train itself, says **Jose Antonio Paulino Abara**, pointing to student Ryan Wirt.

"It's fascinating, and it works," says the psychology major. "After a few sessions, you feel an elevated sense of perception about your surroundings. It's as if you are driving a car and you know, somehow, exactly what's happening two cars behind you."

THE WAVE OF THE FUTURE

While neurofeedback may be helpful for enhancing Wirt's overall sense of well-being, it also has the ability to help individuals become more functional if they have learning disabilities, brain disorders, migraines, autism, ADHD, anxiety, depression, behavior problems and post-traumatic stress disorder, says Jose Antonio Paulino Abara, California Faculty Association, CSU Northridge, who oversees the lab.

While neurofeedback has been around for years,

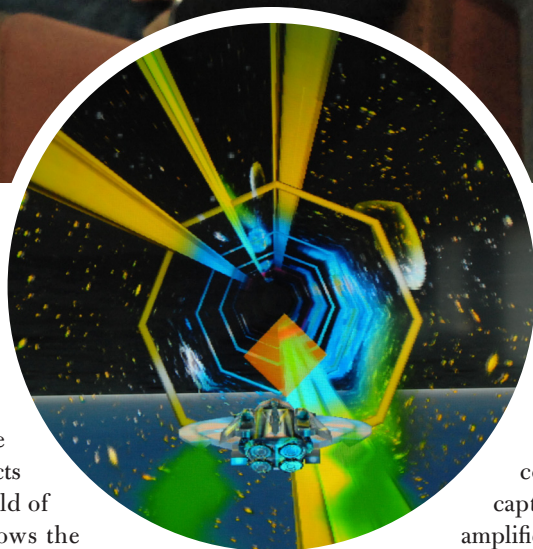


it is often overlooked as a treatment tool in lieu of a medical approach.

“But neurofeedback is non-invasive and safe, and has no side effects,” says Abara, who conducts cutting-edge research in the field of neuroscience. “It actually allows the brain to train itself, so improvement comes from within.”

Neurofeedback works, but is not a quick cure. It usually takes at least 20 sessions to see results. Some insurance companies pay for treatments, which cost about \$150 each. It can be especially helpful for children, whose brains are still developing, says Abara.

Abara received his bachelor’s degree in psychology



“It’s fascinating, and it works,” says research assistant Ryan Wirt.

Abara has worked with war veterans and the homeless through his work at Los Angeles Family Housing. Most have responded positively to neurofeedback sessions he provides. He has also successfully treated clients for

from CSU Northridge, and went on to earn a master’s in psychology and a doctorate in behavioral neuroscience from the University at Buffalo. He was initially trained in electrophysiology at UCLA, and returned to Northridge in 2006 as a professor, eventually overseeing the neuroscience lab on campus.

Before he engages a client in neurofeedback, Abara does an assessment, inquiring about sleep disturbances, lethargy, migraines, impulse control, and emotional and physical trauma experienced in childhood and adulthood. This information will help him determine the placement of the electrodes for brain areas important for training. For example, a placement on one area of the brain is important for stability, while another sharpens the brain’s ability to study or control and regulate emotional outbursts.

After the area of the brain needing training is identified, he works on the scalp briefly.

“It’s helpful to exfoliate the area of the skull and remove dead skin cells

to make sure there’s a good connection of electrodes,” says Abara.

Next he asks the client to clench his or her jaw, to help evaluate connection.

“Our job is to identify a good electrode placement on the brain and a frequency where the client feels good,” says Abara, who does presentations at conferences nationwide. “With neurofeedback, we capture the brain’s electrical activity and feed it into an amplifier, and then it goes to a computer program where the electrical activity is displayed. It is a beautiful dance between the brain, the computer and the screen. And it is a noninvasive treatment that offers respect and sensitivity, and treats the whole person.”

WIRED FOR SUCCESS

It is a beautiful dance between the brain, the computer and the screen.

JOSE ANTONIO PAULINO ABARA

migraines, so they are not incapacitated by headaches lasting for days on end.

“In nearly all of the clients, it helped alleviate PTSD symptoms and headaches, and improve the quality of sleep and emotional stability,” he relates. “It decreased anxiety and also enhanced their ability to interact in public and comply with programs and services in a homeless shelter toward independent living. Many were able to have a reduction in terms of medication.”

One of his clients, a vet who fought in Iraq and Afghanistan, used to swerve at every crack on the freeway thinking it was an IED (improvised explosive device), and woke up in the middle of the night with bad dreams. However, since neurofeedback, he is able to drive without swerving and is not experiencing nightmares on a regular basis.

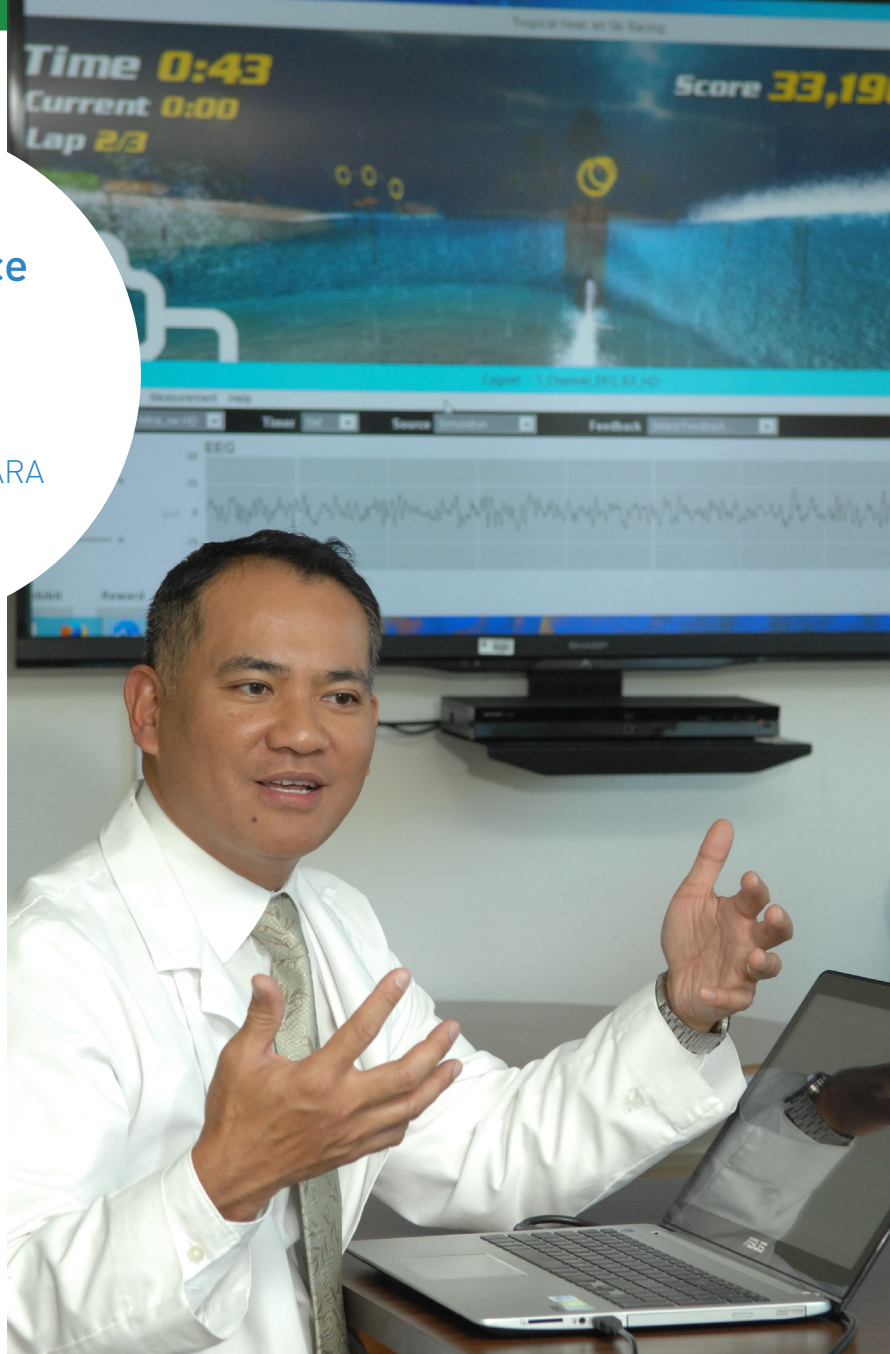
Another client, Brittney Cooper, 12, suffered from frequent seizures, but hasn’t had a single one since beginning neurofeedback. Abara suspects her brain is learning to control abnormal activity.

“I feel better after I have had a session,” says Brittney, who enjoys making the dolphin jump through hoops. “I feel happier than before and calmer. I’m more relaxed.”

Her mother, Tiffney Cooper, says the four months since beginning neurofeedback is the longest period her daughter has gone without a seizure. But the sessions have helped in other areas, too.

“This is the best school year she’s ever had. She was a C student, and now she’s getting straight A’s. Emotionally, she’s able to handle situations better than before. Before neurofeedback, she would get really worked up, and sometimes it would be the onset for one of her seizures. We are very grateful that Dr. Abara has opened his door to us.”

In the future, Abara envisions neurofeedback being used on a routine basis to help athletes perform better and students study better, and even for job training.



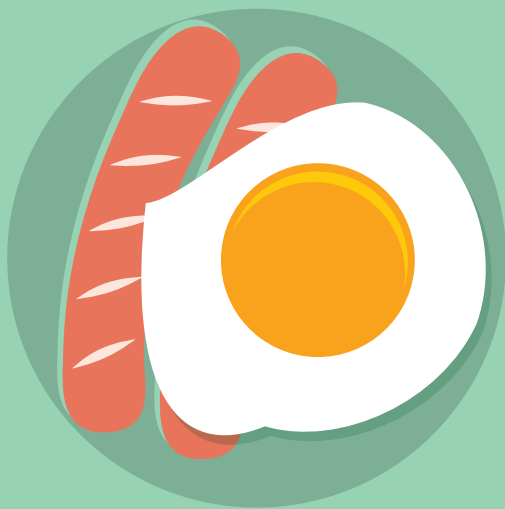
“I’m very excited about the future of this program and what we are yet to discover,” says Abara.

The National Institutes of Health awarded CSU Northridge nearly \$22 million over five years to help mentor and train minority students for careers in biomedical research. The grant — the largest single grant the school ever received — will fund a program that aims to address racial disparities in the field of biomedicine. Abara is looking forward to attracting a more diverse student population in his program.

“I’m very excited about the future of this program and what we are yet to discover,” says Abara. “There is so much to learn about the human brain.” ■

Know & Tell

Grants, awards, contests, resources and tips to share



Healthy kids learn better.

neabin.org/bagthejunk

NEA'S HEALTH INFORMATION NETWORK'S LATEST CAMPAIGN IS ABOUT JUNK FOOD AT SCHOOL. SHARE YOUR SUCCESSES, CHALLENGES AND IDEAS WITH SCHOOLS STILL STRUGGLING TO GET HEALTHY OPTIONS IN VENDING MACHINES, CAFETERIA À LA CARTE LINES, SCHOOL STORES, AND FUNDRAISERS IN A NATIONAL "BAG THE JUNK" CONTEST. THE GOAL IS TO SHARE HOW SCHOOLS NATIONWIDE ARE ADDING HEALTHIER SNACKS TO THEIR MENUS. THERE ARE PRIZES AND MICRO-GRANTS, PLUS MORE RESOURCES.

EXPANDING AND **BACKING UP** YOUR COMPUTER'S HARD DRIVE SPACE

By Terry Ng

EXTERNAL HARD DRIVES are great for expanding the storage capacity of your computer, as well as backing up your data. You can never have too much hard drive space. The day will come when your computer's internal hard drive is full and you'll need a bit more space for your ever-growing collection of files. An external hard drive makes this simple, by connecting a simple USB or Thunderbolt cord to your computer, or even using an available Wi-Fi connection.

Besides expanding your storage space, external hard drives also make great backup devices. Internal hard drives can fail or become corrupt for a variety of reasons, and having an external backup drive minimizes your risk of losing important files or family photos that you've saved to your computer's internal drive.

Key things to look for when choosing an external drive are capacity, speed and warranty. Here are three we recommend.

> **Seagate Wireless Plus 1TB Portable**

PRICE: \$160 | WARRANTY: 2 YEARS

The Seagate Wireless Plus portable external hard drive features a built-in Wi-Fi network for simple wireless file transfers and media streaming. No need for any USB or Thunderbolt cables. The portable hard drive will connect up to 150 feet away and delivers up to a 10-hour battery life.



LaCie Rugged USB 3.0 Thunderbolt Series 256GB SSD

PRICE: \$279 | WARRANTY: 2 YEARS

LaCie makes a great portable external hard drive that's shock, dust and water resistant. It's MIL-compliant, which means that data is protected even during accidental drops of up to 6.6 feet. The removable cover provides protection against dust and water. Powered by a solid-state drive with no moving parts, it's the fastest drive of this group, but that speed comes at a higher cost.



Western Digital My Book 2TB

PRICE: \$125 | WARRANTY: 2 YEARS

Western Digital's My Book external hard drive comes with automatic backup software, password protection and hardware encryption to ensure your data is protected. The 2-terabyte capacity delivers ample space for your videos, photos and other files. A perfect choice for those looking for a desktop external hard drive.



Quotes & Numbers

WE COMB THE MEDIA DAILY for the best quotes and statistics about public education. If you discover a quote or stat you think we should highlight, send it along with your name to editor@cta.org.

Compiled by Mike Myslinski

“TEACHERS NEED TO BE HELD ACCOUNTABLE, BUT NEVER FORGET: THEY HAVE A TOUGH JOB TO DO. THEY NEED OUR ENCOURAGEMENT, NOT ENDLESS REGULATIONS AND MICROMANAGEMENT FROM AFAR.”

—California Gov. **JERRY BROWN**, in his Jan. 5 inaugural address for a historic fourth term.

“We see the governor’s continued commitment to a brighter future for our state by allocating funds to repay the billions of dollars that had been cut from students, schools and colleges.”

—CTA President **DEAN E. VOGEL**, responding to the Jan. 9 unveiling of the governor’s proposed budget and its generous new funding for public schools and community colleges.

“I WILL BE A FIGHTER FOR OUR CHILDREN, WHO DESERVE A WORLD-CLASS EDUCATION, AND FOR STUDENTS BURDENED BY PREDATORY LENDERS AND SKYROCKETING TUITION. AND I WILL FIGHT RELENTLESSLY TO PROTECT OUR COAST, OUR IMMIGRANT COMMUNITIES AND OUR SENIORS.”

—California Attorney General **KAMALA HARRIS**, announcing on Jan. 13 that she’s running for the U.S. Senate seat of Barbara Boxer, who is retiring in 2016.

“In the 21st century, the fate of nature in California is more likely to be determined by the young Hispanic girl who becomes fascinated by a butterfly in a reclaimed brownfield than by John Muir and the distant peaks of Yosemite.”

—**GLEN M. MACDONALD**, the John Muir memorial chair and distinguished professor of geography at UCLA, in a January essay about inspiring city dwellers to protect urban nature.

“CLUTTER IS CAUSED BY A FAILURE TO RETURN THINGS TO WHERE THEY BELONG.”

—**MARIE KONDO**, author of *The Life-Changing Magic of Tidying Up*.

The Numbers

61.8

PERCENT

Percent of CTA members who voted in the November 2014 general election, compared with the statewide voter turnout of only 42.2 percent.

46th

PLACE

California’s poor nationwide ranking among all states in per-pupil education spending as of the 2011-12 school year, according to the new “Quality Counts” survey released by *Education Week* in January.

7.8 billion

DOLLARS

Amount of new funding for grades K-12 and community colleges that Gov. Jerry Brown proposed in his Jan. 5 state budget plan.

102,994

STUDENTS

Number of California high school seniors applying to the nine University of California campuses for fall 2015, an increase of 3.2 percent (many students apply to more than one campus). For the first time, Latinos made up more than a third of UC freshmen applicants.

1.87 billion

DOLLARS

The amount of new education technology product investment in 2014 by venture capitalists, a 55 percent increase from the year before, the *New York Times* reported Jan. 12.



We asked and CTA members answered:

How do you cover César Chávez in your classroom?

*Naqiba Gregory, Washington Teachers Association
Elkhorn Village Elementary School in West Sacramento*

IN THE 15 YEARS I've taught art and history at both elementary and middle school levels, I've approached the topic of César Chávez with the hope that students can see how anyone with a vision for a better tomorrow can achieve it.

I start my lesson by explaining how important a farmworker is for the American economy. I make it personal by describing my own childhood in Reedley, an agricultural town, where half of the students in my class were children of farmworkers and many times worked in the fields.

I share a slideshow of photographs showing various aspects of a farmworker in the 1960s and '70s, including the living conditions of migrant farmworkers in a one-room shack, without any heat, electricity, stove or bathroom, meant for an entire family. Students see workers using a short-handled hoe, and I explain what that does to the body over time. They see what the work entailed — the long workday, the low wages, and the negative long-term outcome, such as the effects of pesticides on the body.

Students reflect on that before we discuss the man brave enough to stand up for the rights he believed his community deserved, and how his efforts made the cause as big as it was, uniting over 50,000 workers and co-founding the National Farm Workers Association.

Students then focus on César as a person, and what made him who he was. We cover his early and adult years, and his later leadership years. Using a series of pictures, I relate each picture to him as a developing leader. We finish up by having a class discussion about how he fits with the other great civil rights leaders including Gandhi, Martin Luther King Jr. and John F. Kennedy.

During the week, several school library books and my personal books are on display and available for checkout. Also available are a documentary, binders of pictures, and Internet searches of everything students could want to know for further research and understanding. I offer extra credit to anyone who researches him and can have a dialogue with me.

For both my art and history classes, students review their notes and do further research in order to create thumbnail sketches of ideas and events that they feel are important or representative of the lesson before they begin their final project. I provide feedback before they present to the class.

I close the lesson by explaining how I witnessed the changes that Chávez made. My classmates in elementary school were absent because they were marching. I saw how the lives of the people in my neighborhood were improved. I remind my students how anyone, people with imperfections and problems, can make a difference in the lives of others by being committed to their values. ■

Here's what other members had to say



Winners will be announced soon

CTA'S CÉSAR E. CHÁVEZ MEMORIAL EDUCATION AWARDS PROGRAM recognizes students and their teachers who demonstrate an understanding of the vision and guiding principles by which César E. Chávez lived his life. Student-created visual arts and written essays are posted online and in various CTA publications.

The 2015 winners will be announced prior to César E. Chávez Day, March 31. The state holiday commemorates the life of Chávez, who dedicated his energy to helping improve the plight of the American farmworkers and to pointing out the dangers of pesticide use on food. His deep belief in nonviolence and in the teachings of Martin Luther King Jr. won him the admiration and respect of leaders throughout the world.



Tracy Garcia
Visual Art Awards Recipient

JOHNATHAN CHAKERIAN, Washington Elementary School in Reedley, uses the CTA César Chávez contest as a teaching tool. He says students interview family members, "some of whom may have actually marched with César. They get family history, plus the legacy of César. It's eye-opening for students." Parents appreciate the assignments, too. Chakerian says students get lessons on civics, immigration, discrimination and tolerance.

JOY CORNISH-BOWDEN at West High School in Tracy uses an "excellent" video from Teaching Tolerance (tolerance.org), *La Causa*. "It's a lovely overview of the movement that brought out so much change and covers issues like the creation of unions and the power of sticking together." She asks students to brainstorm how they can personally relate to issues.

LINDA LOPEZ CORLEY, Ontiveros Elementary in Santa Maria, starts her fifth-graders with a children's book, *César Chávez*, and from that "we pull vocabulary words like *boycott*, *union* and *disenfranchise*. Together, with the context from stories and dictionaries, students discover meanings to the words. It's the best way to approach for me, with time limited and the amount of standards I have to teach. I can cover standards, context and theme (what does it mean to stand up for what you believe?). César Chávez is someone they can relate to culturally, a figure who helps them understand what it means to fight for your rights as a person, and with dignity." The students' writing and art projects are often submitted to CTA's César Chávez Awards. "It's always about the kids," she adds. "When students win, they are so beside themselves. It's like a vision of hope."

Travel with other Educators!



Canadian Rockies Tour

Discover Amazing Landscapes
14 days from \$1699*

Departs July 10, 2015. Your tour starts in Seattle where you'll drive through the lush forestlands of the Pacific Northwest. Visit the Grand Coulee Dam and nearby Dry Falls. Head east to "Big Sky Country" of Montana followed by journeys through Glacier, Waterton Lakes & Kootenay National Parks. Visit Bow Falls and beautiful Lake Louise en route to **Banff** National Park for two-nights. Continue north along the Icefields Parkway and in the heart of the Canadian Rockies you will experience a remarkable excursion onto the surface of the Athabasca Glacier. Your next destinations are **Jasper** & Yoho National Parks; Revelstoke; the Lake Okanagan region; Kamloops and Whistler. Then travel to Vancouver for your two-night stay before returning to Seattle. Enjoy a city tour including a stop at Pike Place Market before flying home.

*PPDO. Plus \$159 tax/service/government fees. Alternate June - August departure dates available. Seasonal charges may apply. Add-on airfare available.



National Parks Tour

Explore the Spectacular Golden West
14 days from \$1299*

Departs July 7, 2015. Fly into Las Vegas for one night. The following day your adventure begins as you travel to **The Grand Canyon** and spend one night inside the park. Continue to Monument Valley, followed by Zion National Park and Bryce Canyon. Travel northeast through Capitol Reef National Park to Arches National Park and Canyonlands National Park. Drive through the beautiful mountain ranges and visit the **Great Salt Lake** and world-famous Bonneville Salt Flats. Explore Winnemucca; Reno; majestic Lake Tahoe and historic Virginia City. Continue to **Yosemite** and be amazed at the magnificent granite cliffs and waterfalls; then witness the giant redwood trees in Kings Canyon and Sequoia National Parks. Spend one final day back in Las Vegas.

*PPDO. Plus \$159 tax/service/government fees. Alternate May - September departure dates available. Seasonal charges may apply. Add-on airfare available.



Call for Details!
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Second-career teachers bring experience to the classroom

By Sherry Posnick-Goodwin and Dina Martin

WHAT DO A GOVERNMENT SPY, an NFL champion, a bookstore manager, an actor and a minister have in common?

All of them have embraced second careers as teachers and love being in the classroom.

Teaching is a natural choice for many who switch jobs because it offers an opportunity to give back to society, become a positive role model and share a wealth of knowledge and experience with others. Switching to a teaching career may become even more common in the future, as the need for new educators rises.

Meet some CTA members who made the “big switcheroo.” They started on one career path, only to have a change of heart and find themselves on another path leading right to the schoolhouse door.



From ‘top secret’ to public school teacher

DON'T ASK BETSY PATRIDGE if she was a spy. She'll smile and tell you that the proper terminology is “cryptologic linguist” and suggest you look it up. So we did.

According to the U.S. Army, “A cryptologic linguist is primarily responsible for identifying foreign communications using signals equipment. Their role is

crucial as the nation's defense depends largely on information that comes from foreign languages."

OK, she admits, the word "spy" is not exactly erroneous.

After joining the Air Force in 1977, she was sent to the Defense Language Institute in Monterey for an intensive yearlong course in Russian, which she had coincidentally studied for a brief time at CSU Los Angeles, where she took classes in political science and Russian history.

Next was Goodfellow Air Force Base in Texas for a course in cryptology, or how to break code.

Then she was sent to the National Security Agency in Washington to put her training to work. When pressed for details, she says, "Hmmm, I worked with the Russian language, and that's all I can say."

Patridge spent two years in West Berlin — with the Russians on the other side of the Berlin Wall, which adjoined the building where she worked. During this time she worked "round the clock," which was exciting, rewarding and sometimes dull.

"It was during the Cold War," says Patridge, Hesperia Teachers Association. "I'm a liberal person but not a pacifist. I wanted to give back to my country. I don't feel bad about it, although I lost some friends because they didn't understand."

In 1989 she moved to the High Desert and decided to be a substitute teacher. While filling out forms in Hesperia Unified School District, she heard a secretary ask if anyone could speak Russian to assist four newly arrived immigrants.

Her hand shot up. She was hired on the spot and was soon teaching on an emergency permit. She earned her teaching credential from Chapman University, which had a satellite campus nearby.

Now known as "Granny G" at Hesperia Junior High School, she teaches language arts and "exploring medicine" to eighth-graders, who have no idea their teacher led such an exciting life before they were born.

"I love teaching. It's the best job in the world. And it's nice to have a career I can talk about."

Super Bowl hero now a super teacher

"YO, LISTEN UP!"

Brent McClanahan's students are learning how to create a résumé on the computer, assemble portfolios to showcase their skills, and find people to "job shadow."

"Ask yourself a few questions first," says McClanahan, their business/computer literacy teacher. "Who am I? What do I want? And how do I get it?"

McClanahan knows a thing or two about dreams, hard work, motivation, and finding success on a personal and professional level. Born and raised in Bakersfield, he was a football star at South High School and Arizona State University. He was drafted into the NFL, and from 1973 to 1979 he was a running back for the Minnesota Vikings, playing in six championship playoffs and three Super Bowl games.

When asked if he made a fortune, the Kern High School Teachers Association member laughs.

"My first year I made \$12,000. My second year I made \$14,000. My final year I made \$125,000. A person sitting on the bench today is making more than I made in my entire career."

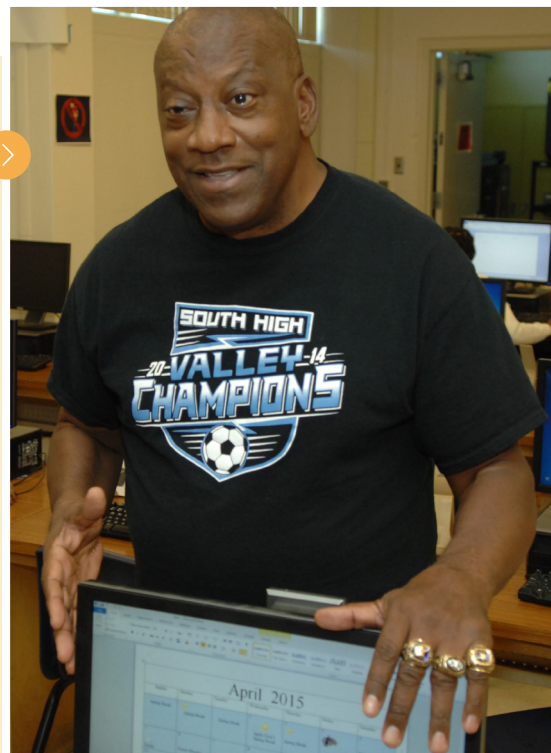
Football has battered him physically. He's undergone 30 surgeries, has a titanium hip, and sometimes has a difficult time moving. But instead of feeling sorry for himself, he went back to school. (First he tried selling cars, until someone told him he was a terrible salesman.)

He earned bachelor degrees in agribusiness and business administration and a master's in curriculum education, receiving his teaching credential from CSU Bakersfield. And now he's teaching at South High School, his alma mater. He was just named the NFL Teacher of the Year, an award honoring former NFL players who enter the field of education after retiring from football. He beat out finalists nationwide. In 1980, he was inducted into the Bob Elias Hall of Fame, and just recently the South High School Hall of Fame.

"Going into teaching was natural," says McClanahan. "My parents had a home business taking care of mentally challenged kids, and I was used to helping all kinds of children."

Sometimes he shows his Super Bowl rings to students. When he discusses careers, he urges them to go for the brass ring — and pursue a career that makes them happy.

"We look up to him," says Edgar Thomas. "He's a great teacher. And he was a famous football player, too!"



Bookstore manager begins 'Chapter 2'



AS AN ART TEACHER at Ceres High School, Ruth Truesdell is right where she wants to be. She just took 25 years and surviving cancer to do it.

"I always had an interest in art," Truesdell says. "When I was young, I got the message that art was great, but it couldn't be a career. So I called myself a hobbyist."

Instead of following her bliss, Truesdell managed independent bookstores,

ending up as a human resources manager at the now-defunct chain, Borders Books. But once she was diagnosed with ovarian cancer and survived, Truesdell decided to make good on a longtime promise to herself and enrolled in California College of the Arts for a bachelor of fine arts degree. After that, she began teaching art in the private sector and through the Sacramento Arts Council.

"The more I taught, the more I loved it."

So, in her mid-50s, Truesdell found herself back in college earning a teaching credential from Sacramento State University. Within a year, Truesdell applied for 60 jobs from Shasta County to Porterville, before landing a position as art teacher in Ceres.

With five years of teaching and 25 previous years as a manager under her belt, Truesdell is flourishing in her new career, teaching art, digital photography and AP studio art.

"Coming into teaching on the verge of Common Core implementation has been interesting. I love it. As an arts teacher, I find that Common Core is the glue that sticks learning together. We really have a lot of opportunity for critical thinking, and I weave math, history and language arts into the curriculum. It's a natural thing to me."

Classroom management has been the biggest challenge, but Truesdell has learned to use video, computer skills and music to engage students.

Unlike the advice she was once given, Truesdell encourages students to make art a career. She takes them on tours of art schools, makes sure they enter competitions, and displays their work around campus.

"I had a great art teacher in high school," says Truesdell, Ceres Unified Teachers Association. "And that's the kind of teacher I want to be."



From the 'acting bug' to the 'teaching bug'

JUAN REYNOSO HAS appeared in movies, but now he teaches film production to teens.

"When I was acting, I was playing a part," the Compton High School teacher explains. "But this is real. Now the whole stage is my classroom."

Reynoso knows firsthand the challenges students face in Compton — poverty, crime and gangs — and enjoys showing students there's an alternative to life on the street.

"I relate to them because I come from this school," says Reynoso, who was born in Mexico and graduated from Compton High School in 1988. "And teaching here also keeps me young. I feel like I still go to school here, except this time I'm getting paid to talk about film and make movies and hang out with young filmmakers."

The Compton Education Association member was "bitten by the acting bug" at a young age and took acting classes. He landed roles in Hollywood films including *Amistad*, *Volcano* and *Kazaam*. The Screen Actors Guild member's résumé



Juan Reynoso works with Tytianna Boyd to set up a camera while filming a class project.



boasts that he can play Italian, gangbanger, Puerto Rican, Cuban or vaquero.

But surviving in between acting jobs was hard. Reynoso didn't want to be another "wactor" — slang for an unemployed actor/waiter. So he decided to become a teacher.

"I wanted to do something constructive to help the community," he explains. "So I thought about teaching. A lot of my friends were teachers, who asked me to come to their classes on Career Day. I liked being a guest speaker and the response I got from the kids. It felt good."

With an associate in arts degree from Compton College already under his belt, he enrolled in CSU Dominguez Hills, where he earned a bachelor's degree in theater arts and a teaching credential.

He recently produced his own film, *Pueblo*, about a small town in Mexico that decides to take on a drug lord, and some of his students went with him to Mexico for production. The film, as they say, is "in the can."

Reynoso loves knowing he's making a difference.

"For a lot of these kids, I'm the only father they know. And I look at them as little brothers and sisters. I won't walk away from this job until I find someone great that can replace me. Hopefully, one day, it will be one of my students."

Minister finds true calling



RANDY STRINGER ONCE served as a minister in a rural community. But these days he is spreading the good word about technology to a flock of Foulks Ranch Elementary School students in Elk Grove.

Teaching, he says, is divine work of the highest order, because he's making a difference in young lives, making the world a better place, and finding satisfaction on a spiritual level from doing so.

Stringer considered teaching while growing up in Kansas; he helped the teacher next door grade papers. "She told me that if you can do anything besides teach you should do it, because to be a teacher, you have to feel a calling," he muses.

At Fresno State University he became affiliated with the campus church group. Soon he was its leader and a missionary. He spent a summer in San Francisco working in soup kitchens and homeless shelters. In 1990, he enrolled in Asbury Theological Seminary in Kentucky, an interdenominational institution, where he received a master of divinity degree. He returned to California with his wife, and became a pastor in a San Joaquin Valley church.

But something was missing. Looking back, he believes it was a lack of fellowship.

His parishioners were mostly white farmers. When he tried to bring some local migrant families from Mexico into the church, his congregants told him they weren't "comfortable." When he brought some of the migrant kids into the vacation Bible school, the reception was also chilly.

He began volunteering and substitute teaching in the local school. He immediately felt at home and appreciated that school is a place where all people — including English learners — are valued and welcome. He enrolled in the extension program for Chapman College located in Merced to earn a teaching credential.

His ministerial background served him well as he segued nicely from church to school. He has compassion and sees the good in every student. He even does home visits to strengthen family ties.

"Teaching is a lot like preaching, except with a whiteboard," chuckles Stringer, Elk Grove Education Association. "And once I started teaching, I never looked back. I love being part of an educational community. It's definitely my true calling." ■



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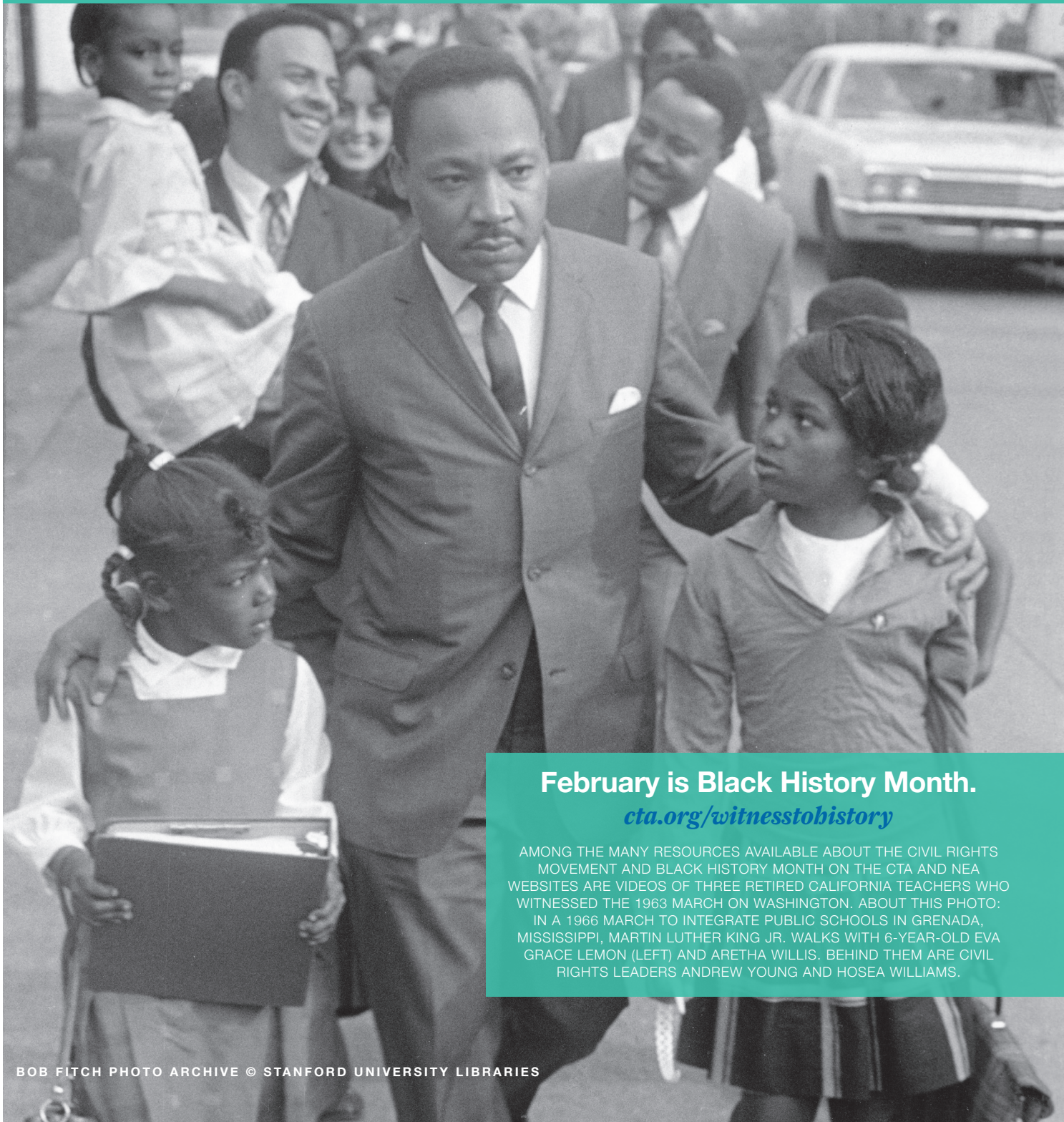
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Perspectives

Members' opinions and practical advice, plus guest columns and reviews



February is Black History Month.

cta.org/witnesstohistory

AMONG THE MANY RESOURCES AVAILABLE ABOUT THE CIVIL RIGHTS MOVEMENT AND BLACK HISTORY MONTH ON THE CTA AND NEA WEBSITES ARE VIDEOS OF THREE RETIRED CALIFORNIA TEACHERS WHO WITNESSED THE 1963 MARCH ON WASHINGTON. ABOUT THIS PHOTO:

IN A 1966 MARCH TO INTEGRATE PUBLIC SCHOOLS IN GRENADA, MISSISSIPPI, MARTIN LUTHER KING JR. WALKS WITH 6-YEAR-OLD EVA GRACE LEMON (LEFT) AND ARETHA WILLIS. BEHIND THEM ARE CIVIL RIGHTS LEADERS ANDREW YOUNG AND HOSEA WILLIAMS.

Should junk food be banned in schools?

YES Perhaps “ban” is too harsh a word, but schools should model healthy behavior and provide multiple healthy options. Teachers and parents need to be role models. Free and reduced-price lunch items are changing (lower in fat and sugar) because of the new federal standards, which is a good beginning, but all students should be offered healthy choices so they can learn better and stay fit.

I think everyone can have a piece of candy here or there, or a bite of a doughnut. Often, problems occur because people are trying so hard to watch what they eat and then “fall off the wagon” and actually gain weight.

A party at school should not automatically mean candy or sweets. How about a fruit or veggie tray along with a movie or story time? Or a rousing game of four square, basketball or jump rope?

The impact of junk food and overeating is apparent with the skyrocketing problem of obesity in America. Because children learn by example, parents must be included in the healthy food choice conversation. I encourage educators to utilize a PTA meeting, open house or parent-teacher conference as a way to spread the word. Have a nutritionist or school nurse address parent meetings and classes. Or conduct a survey (with prizes for participation) about eating habits. Encourage students to make healthy selections for their lunch choices.

At sports games, encourage fruits and water. Some might think that various sports drinks are healthy (that’s up for debate), but they have calories.

Other ideas: During a school rally, set up tasting booths. For example, offer students a smoothie where ingredients are unknown. Both students and adults will likely be surprised at how delicious veggies and fruit mixed together can taste and might be more willing to try new foods.

To sum it up, all students deserve healthy food and healthy and affordable choices, because healthy students learn better.

ANN P. WILLIAMS, *Solano County Education Association*, is a credentialed school nurse.



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Bake sales and vending machines sell fattening food. There are fries and pizza in the cafeteria. Then there are holiday parties and birthdays, which often mean more sweets for students. It may be commonplace, but is it good for students? Should schools become the food police? We asked two CTA members their views, and both offered interesting food for thought.

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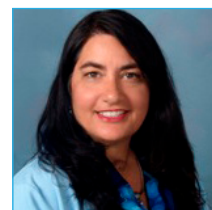
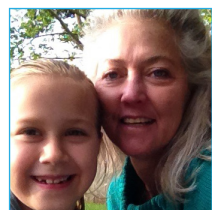
NO One of my favorite memories of school was making and selling doughnuts to other students. It was a great project and moneymaker for my classroom. As an educator today, I would love to be able to do the same project with students, but it would be considered “junk food.”

What is junk food? Sugar cereal, cookies, chips and funnel cake? Well, those have been on the menus at my school. Even though these are on the menu, I wouldn’t dare think of making my beloved doughnuts from biscuit mix with a little cinnamon and sugar to sell. I see chips, fruit rollups (sugar), SunnyD (sugar water) and cookies sent as snacks every day. It is not my place to tell a hungry kid or a parent that they can’t send the snack.

I say yes, sell junk food at schools. If we don’t sell it, the students will just walk across the street to the ice cream truck or the vendors every day. As educated consumers, we can control what “junk food” is sold. We can sell juice — not the sugar water version. Selling the snacks at school so the students can have music and go on field trips is a win-win. It also keeps them safe on campus instead of running across the street to the ice-cream truck.

As a parent, I call doughnuts “Naughty Breakfast.” My children are aware that they are not the best choice. But that is what makes my own children good eaters: They have a choice. Moderation is the key. Offer healthy options at school that are cheaper than the “junk food.” Make a video about healthy options and educate the students about healthy eating and in moderation. Let the students learn to choose better options. If we don’t teach them the difference and allow them to make the choice, we are not teaching them to survive in the real world of “junk food” media.

LISA COURTEMARCHE, *Westminster Teachers Association*, is a kindergarten teacher.



50 years later:

From Selma to the Voting Rights Act, black history milestones remembered

By *Mike Myslinski*

RETIRED OAKLAND teacher Harriet Hutchinson knows that Martin Luther King Jr.'s Alabama voting rights campaign is dramatized in the film *Selma*, which was nominated for a Best Picture Academy Award. She just isn't sure she wants to see it. She was there in Selma for the third and final march in 1965.

Her younger son saw the movie and told her, "Oh, Mom, you've got to go see it. You were there!" She pauses, remembering what she saw there. Any fictionalizing of this vital history worries her. "It makes it a little less raw."

The Selma march, which led to President Johnson signing the Voting Rights Act on Aug. 6, 1965, inspired her activist life and 40 years of teaching in Oakland Unified. In 1965, from her college in New Jersey, she rode on a bus full of activists who were heeding King's national call to come to Selma. She had led a somewhat sheltered life, she says, but knew about the civil rights struggles and the dangers from beatings or worse. "We were white kids. Nobody did stuff like that to us, I thought. So there really wasn't a whole lot of fear."

No fear, despite blacks and supporters who'd been brutally assaulted by state troopers in the first Selma march on "Bloody Sunday," March 7 — turned back with tear gas and clubs on the Edmund Pettus Bridge (King was not present). TV news coverage of the attacks shocked the nation. On March 9, King led the second protest march to the bridge, but turned back, with apparent safety concerns for participants.

Hutchinson's bus arrived in Selma after a long journey on March 24. She was fed in a Selma church, and King spoke to the crowd of marchers, thanking them. That night, as she slept in a sleeping bag on a muddy field with others, she recalls falling asleep as folksingers like Joan Baez and Peter, Paul and Mary sang in the distance.

As federal troops lined the streets the next day, Hutchinson walked with a crowd that would swell to 25,000,

past local racists who were holding Confederate flags, yelling, making obscene gestures and spitting on people, she says. But the nonviolent marchers kept on. "People just kept coming and coming and coming."

Hutchinson got separated from her group of friends, but with the help of the famed folksinger Odetta, got a ride on a flatbed truck back to her bus for home. Her truck was two vehicles ahead of one with white activist Viola Liuzzo. "She was one of the volunteers who was driving people in her car — and somebody shot and killed her that night on the way back." Three Ku Klux Klan members were later convicted of depriving Liuzzo of her civil rights in the attack and sentenced to 10-year prison terms.

Unafraid and inspired, Hutchinson taught reading that summer of 1965 in the Mississippi Delta, at a Head Start school in Filtler. It was a special research reading program run by the Child Development Group of Mississippi, and Hutchinson stayed in the home of an African American family active in the civil rights movement. The concerned father sat watch outside her bedroom door at night, holding a shotgun to protect her.

In 1963, she took part in the March on Washington for Jobs and Freedom. Recently, she has visited Oakland classrooms during Black History Month to talk about Selma and King's legacy to make them real for new generations. During one visit, an 8-year-old girl asked her if she had met escaped slave Harriet Tubman, the Underground Railroad activist who died in 1913. Hutchinson smiled.

"I was just telling her about my life experiences, and for this little kid it could have been from hundreds of years ago."

Hutchinson is a witness to history, but humble about it, noting that the murdered or beaten civil rights activists from those years are the real heroes. "All I did was ride a bus and show up on the last day and walk with a whole bunch of people there," she says. "I sort of looked at it as, you know, in my heart I knew it was something we had to do." ■



Harriet Hutchinson witnessed the March on Washington in 1963 and the march from Selma to Montgomery 50 years ago.



Former firefighter ignites passion for the profession

By Sherry Posnick-Goodwin

MATTHEW JEWETT used to spend his time putting out fires. But now he's teaching others how to do that, as a fire technology instructor at Sierra College.

Jewett, Sierra College Faculty Association, knew he wanted to be a fireman at a young age. His dream became a reality, and for 11 years he was a firefighter for the Sacramento Metropolitan Fire District. But in 2012 he was injured on the job and was unable to continue working as a firefighter.

It took him a long time to recover from his injuries. He wasn't sure if his dreams would be extinguished. Fortunately, his passion for firefighting and helping to save Northern California communities was reignited, you might say, when he received an opportunity to teach future firefighters.

Most days he can be found at Sierra College's main campus in Rocklin or its satellite campus in Roseville, where he's teaching Fire Behavior and Combustion; Introduction to Fire Protection and Emergency Services; and Firefighter Safety and Survival. He is the drill master at the Sierra College Regional Fire Academy. His students are working toward their associate in arts degree in fire technology and are eligible to apply for firefighting jobs after taking two semesters in the college's state-accredited Regional Fire Academy and passing an Emergency Medical Technician course.

It's fun, but Jewett takes the job seriously. He knows firsthand that what his students learn in his classroom can mean the difference between life and death not only for them, but for California residents facing an inferno. ■



THE QUALITIES OF BEING A GOOD FIREFIGHTER ARE... self-initiative, self-motivation, integrity, humility, experience and education. Know where your weaknesses are and work on them, because something you're not good at could cost someone their life.

THE FIELD IS CHANGING... with the ever-changing fire environment and building construction advances. We need to become aware of how this affects our strategies and tactics. Firefighters don't just fight fires, either. We are "All Risk Emergency Responders." We've had to change to become more relevant in today's world. Firefighters need to have the ability to respond to any kind of emergency that the public may call 911 about. Some examples are hazardous materials emergencies (i.e., bioterrorism, weapons of mass destruction, chemical waste dumping), swift water rescues in the American and Feather rivers, and technical rescues (confined space, trench, high and low angle rescues). Some things haven't changed, such as rescuing a cat up a tree, although as far as I can tell, nobody has ever seen the skeleton of a cat up a tree.

GOING FROM FIREFIGHTING TO TEACHING... has been a wonderful opportunity. When I became injured, it was scary. But I got very lucky with this job. It's something I can do that I'm passionate about, and it's within my physical limitations. I love the fire service, and teaching keeps me involved with the firefighting community. As a firefighter, you spend one-third of your life with other firefighters, and they become your second family. I'm still best friends with the men and women I worked with, and I count my blessings every day.

THE BEST PART OF TEACHING... is seeing my students get jobs. I think being a firefighter is the dream job for many, and because it's such a competitive process to become a firefighter, my biggest reward is seeing my graduates out in the field, doing their jobs and protecting the lives of others.


IN MATTHEW'S WORDS

BEING A FIREFIGHTER IS CHALLENGING... because it takes a toll on you physically and mentally. At times firefighters may not sleep for 48 to 72 hours. Firefighters will experience "adrenaline dumps" that affect their cardiovascular system over a 30- to 40-year career. Firefighters are constantly exposed to toxic substances like hydrogen cyanide, carbon monoxide and carcinogens in smoke. It's a very physical job. Twenty to 30 percent of students in the Fire Academy drop out, mainly because they didn't realize being a firefighter is so physically and mentally demanding. Also, 85 percent of all calls are for medical emergencies. So if you can't handle seeing bodily fluids or people in pain or being around traumatic injuries, the job is not for you.

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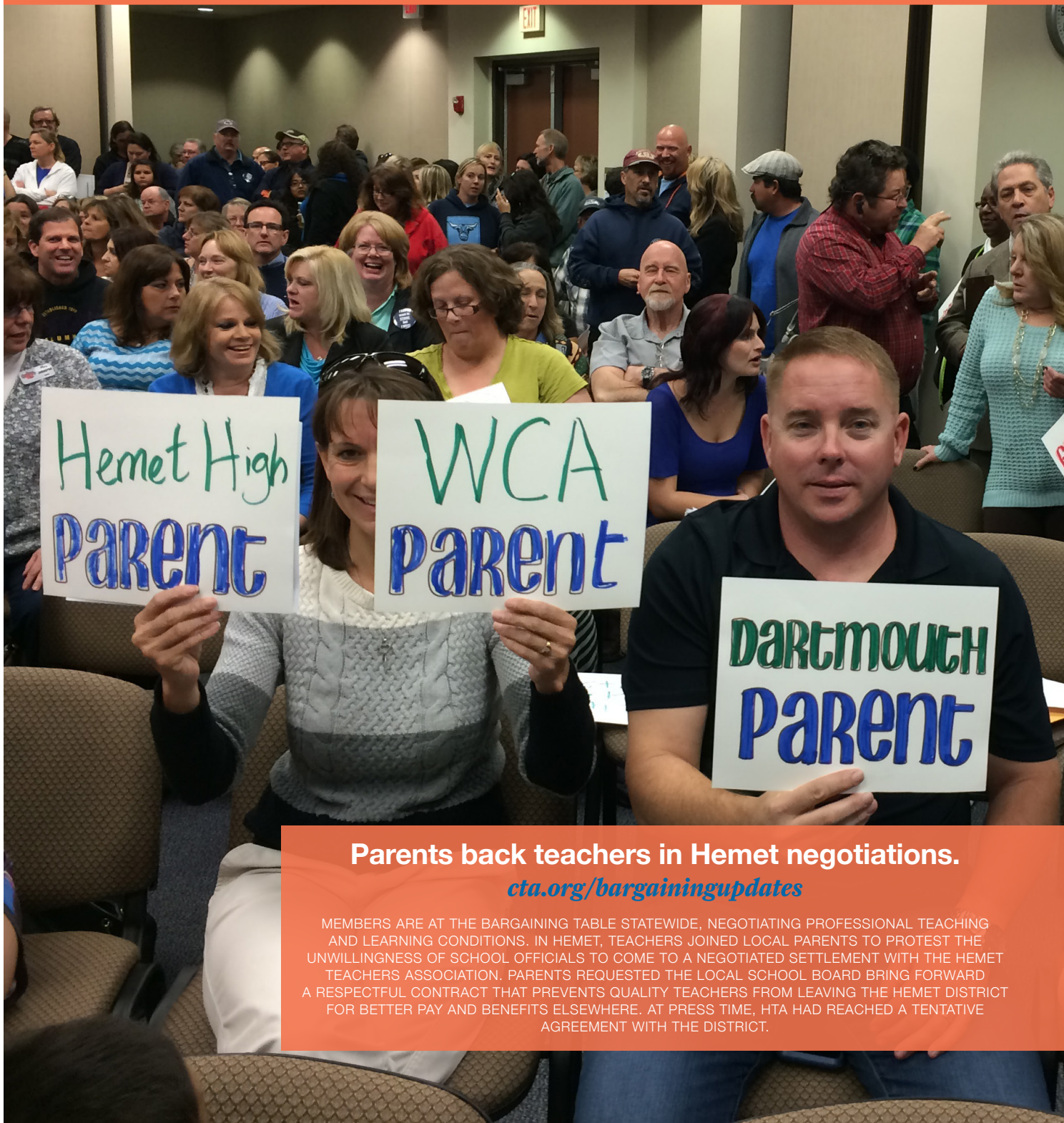
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News from the legal, legislative, bargaining and education policy fronts



Parents back teachers in Hemet negotiations.

cta.org/bargainingupdates

MEMBERS ARE AT THE BARGAINING TABLE STATEWIDE, NEGOTIATING PROFESSIONAL TEACHING AND LEARNING CONDITIONS. IN HEMET, TEACHERS JOINED LOCAL PARENTS TO PROTEST THE UNWILLINGNESS OF SCHOOL OFFICIALS TO COME TO A NEGOTIATED SETTLEMENT WITH THE HEMET TEACHERS ASSOCIATION. PARENTS REQUESTED THE LOCAL SCHOOL BOARD BRING FORWARD A RESPECTFUL CONTRACT THAT PREVENTS QUALITY TEACHERS FROM LEAVING THE HEMET DISTRICT FOR BETTER PAY AND BENEFITS ELSEWHERE. AT PRESS TIME, HTA HAD REACHED A TENTATIVE AGREEMENT WITH THE DISTRICT.

Governor's budget proposal promises brighter days

Spending plan continues to restore past cuts

By Len Feldman

CALIFORNIA IS SLOWLY beginning the long climb back from the bottom nationally in funding for its students with the continued commitment of a pro-education governor and the support of voters who passed a tax increase, Proposition 30, to benefit public education.

On Jan. 9, Gov. Jerry Brown unveiled a new budget that would bring an additional \$7.8 billion to K-14 public schools. The proposed 2015-16 spending plan would also provide billions aimed at restoring programs and services decimated by nearly a decade of brutal cuts.

Under the plan, K-12 funding would rise by \$2,600 per pupil in 2015-16 over 2011-12 levels.

"Education took the biggest cuts, and because of Proposition 98, they are being restored," Gov. Brown told reporters when he unveiled his proposal in Sacramento.

CTA President Dean E. Vogel recognized the governor's ongoing fiscal support for schools. "We see the governor's continued commitment to a brighter future for our state. He's allocating funds to repay the billions of dollars that had been cut from students, schools and colleges."

The governor noted that about a third of the budget aims to help Californians living in poverty, and he noted the impetus behind the Local Control Funding Formula (LCFF) is to help shrink the student achievement gap, which reflects socioeconomic conditions, including poverty. The governor's office reports that the 2015-16 budget



For California's educators, the inauguration of Gov. Jerry Brown was an important and joyful celebration. Congratulating the governor at the historic fourth gubernatorial inauguration were CTA's executive officers **Eric Heins, Mikki Cichocki** and **Dean Vogel**.

will allocate \$4 billion more than previously projected, which will help fully implement the LCFF at a faster rate than was expected last year.

American society and California policymakers in particular have been wrestling for generations about how to bridge the economic divides affecting children and families, said Gov. Brown. "Strengthening labor unions raises wages. Education does the same."

One day before the governor announced his budget, *Education Week* reported that California's ranking had moved up slightly — to 46th nationally — in per-pupil funding. "Even with the fruits of Prop. 30 and unprecedented revenue increases, we're still at the bottom nationally on how much we invest in our students," said Vogel. "We look forward to working with the governor and all lawmakers for a productive legislative session that will move us toward a brighter future."

The governor's budget proposal boosts K-14 school funding by more than \$7.8 billion, including increases tied to the 2013-14 and current school years.



Carleen Maselli of Benicia is in the team of educators who talk with lawmakers in Sacramento about issues like adequately funding public schools.

Key elements of the new spending proposal

The governor is proposing:

- To continue empowering local teachers, parents, and school districts to make collaborative decisions about local students' education, the key element of the governor's policy of "subsidiarity."
- To use \$998 million to pay off the outstanding deferred debt owed to public education. This represents the final payment needed to restore more than \$10 billion to schools.
- To allocate another \$1.1 billion to continue the implementation of the Common Core State Standards.
- To provide \$106.9 million to help community colleges enroll another 45,000 students, \$92.4 million in cost-of-living adjustments, and \$125 million to cover expenses related to facilities, retirement benefits, professional development, and the conversion of part-time to full-time positions.
- To boost funding for the CSU and UC systems by \$762 million.

The release of the budget proposal marks the beginning of fiscal deliberations in Sacramento that will reach a frenzied pace in May after the governor unwraps the May Revision, his updated budget.

Lawmakers have until June 15 to send the governor their final budget bill, and the governor has until June 30 to sign the legislation into law prior to the July 1 start of the new fiscal year.

Download the full budget summary at the CTA website (www.cta.org/budgetsummary2015). ■

Issues to watch this session: funding, pro-education agenda, teacher due process

During 2015, the first year of a two-year session, here are a few issues legislators are expected to consider.

- **School facilities funding.** Districts across the state are reporting unmet needs for new classrooms and for repairs and modernization to existing ones. While voters have reduced the threshold required to approve local bond measures to 55 percent, many districts hope to move through the Legislature another statewide bond issue for the 2016 ballot. The governor has said he believes local bonds are more cost-effective than statewide bonds for school facilities.
- **School district reserves.** Last year, lawmakers and the governor approved budget provisions that restrict the amount of funds school districts can keep in reserve funds. Teachers and other instructional staff noted a number of districts had allowed their "reserves to swell to unconscionable" sizes. Most of the overly large reserves stem from funds that came through voter-approved Proposition 30, funds voters earmarked for classroom use. Nonetheless, some school districts and statewide management organizations are pressing lawmakers to eliminate the restrictions on budget reserve padding.
- **Proactive education agenda.** CTA is proposing a legislative agenda to support students and educators. Possible legislation includes quality induction and real mentoring programs for beginning teachers; reintroduction of a state teacher evaluation bill informed by CTA's Evaluation Framework; support for Peer Assistance and Review programs to put educators in charge of the profession; resources to help educators implement the new state standards; and an overhaul of accreditation standards for teacher and administrator preparation programs to improve quality, clinical training sites and university partnerships.
- **Educator rights.** Emboldened by the wrong-headed ruling in the *Vergara v. California* case, enemies of education labor unions are reportedly considering legislation that would undermine the ability of educators to speak out on behalf of their students. CTA will continue to stand up for due process rights for all educators, as the proposed changes have a chilling effect on academic freedom. For example, currently charter school teachers in Redding are fighting layoffs that came in the wake of their advocacy for their students that led them to form a local union for the first time.

Meet Assembly Member Roger Hernández

By Len Feldman

VOTERS ELECTED Assembly Member Roger Hernández in November 2010 to represent areas including Azusa, Baldwin Park, Bradbury, City of Industry, Covina, Duarte, El Monte, Glendora, Irwindale, Monrovia, West Covina, the San Gabriel Valley, and unincorporated areas of Los Angeles County, including Bassett, Charter Oak, Citrus, East Arcadia, Ramona, Royal Oaks and Valinda.

Another educator in the Legislature, Hernández has fought to help lawmakers provide desperately needed support to the state's K-12 and higher education systems. As the chair of the Assembly Committee on Labor and Employment, he has battled to protect California's workers as well.

Among the enacted legislation he has authored are bills that added consumer protections for children under the federal Deferred Action for Childhood Arrivals program (DACA); protected employees from employer retaliation based on immigration status; and required financial literacy to be taught as part of the state's K-12 curriculum.

A son of immigrant parents, Hernández was the first in his family to pursue higher education. He earned a bachelor's in political science from UC Riverside, a master of arts in public administration from the University of La Verne, and a master of arts in governance certificate from the California School Boards Association (CSBA). ■



WHAT DID YOU DO BEFORE BECOMING A LAWMAKER? Prior to being elected to the Assembly, I was a professor of government at Rio Hondo and Citrus community colleges. I also served as mayor and as a councilmember for the city of West Covina. Before my tenure with the city of West Covina, I served as a member of the Rowland Unified School District board from 1999 through 2003.

WHAT LED YOU TO RUN FOR OFFICE? I was called to public service at a very young age and was motivated to fight for equality and progress as I worked with at-risk youth in my community. Looking at the achievement gap in educational opportunities led me to run for Rowland Unified School District at the early age of 23. I have always wanted to be a voice for underserved communities, especially our youth.

WHO WAS THE TEACHER WHO HAD THE GREATEST IMPACT ON YOU?

I have been fortunate to have been taught by several teachers who encouraged me to challenge myself and pressed me to raise my expectations. My freshman English teacher, Michael Dalton, was most influential. Inside and outside the classroom, Mr. Dalton exposed me to some of the finest prose ever written and provided me a proper introduction to the arts. Mr. Dalton found my strengths, gave me the encouragement to strive for excellence, and broadened my own expectations of what was possible for me.

WHAT STEPS SHOULD THE LEGISLATURE TAKE TO HELP SCHOOLS SUCCEED?

A crucial issue for our state is ensuring that we have sufficient resources for underserved students and classrooms. Guaranteeing that all students, regardless of economic status, have access to the same quality facilities and education should be one of the state's top priorities.

WHAT ARE YOUR HOPES OR GOALS FOR PUBLIC EDUCATION?

Economic empowerment begins in our schools. Education in California should be used as a vessel to empower the young and create greater social and economic equity in California. Education is power, and the only way we can continue to grow and improve as a state is to provide students with many opportunities to learn.

WHAT ADVICE WOULD YOU GIVE EDUCATORS ABOUT WORKING WITH LEGISLATORS?

The best way to preserve democracy is to take part in it. It is crucial for legislators to hear personal experiences and struggles from educators. California has so much going on within the world of education, and certain issues may fall through the cracks. If you can take the time to share your experiences with legislators, please do. Your point of view is invaluable to the education of our children.

Legal updates

By Cynthia Menzel and Dina Martin

Legal success in LA: *Times* cannot publish teacher data

In what many are calling a stunning rebuke to the “bad teacher” narrative, the California 2nd District Court of Appeal ruled disclosure of performance data tied to individual teachers was not warranted and would spur unhealthy comparisons, discourage recruitment and cause employees to leave a school district.

It started in 2011 when the *Los Angeles Times* sought, through a Public Records Act request, performance data on each individual teacher in the Los Angeles Unified School District (LAUSD). The intent was to disclose Academic Growth Over Time (AGT) data tied to the names of individual teachers. CTA worked with UTLA and LAUSD to oppose this request.

The *Times* sued, and Superior Court Judge James Chalfant found in favor of the *Times*, although he stayed his own decision pending the appellate ruling.

The court of appeal said there is virtually no public interest served in singling out individual teachers, agreeing with UTLA and LAUSD.

CTA and UTLA strongly oppose the public release of personnel records, including AGT scores.

The research community almost unanimously agrees that using student test scores to evaluate teachers is unreliable. It does not improve student achievement, and it undermines teacher collaboration at schools.

The decision came down about the same time a public opinion poll found that nearly two-thirds of Americans oppose making public the student test scores of individual teachers. The Gallup/PDK International survey found that, in a shift in public opinion, a majority of Americans oppose evaluating teachers based on test scores.

Federal court affirms adjuncts’ free speech rights

A federal appeals court ruled that the First Amendment protects part-time faculty who speak out about issues of “public concern” and that they are entitled to due process prior to termination.

The 7th Circuit Court of Appeals decision is not binding in California, but the ruling in *Meade v. Moraine Valley Community College* is hailed as being important in affirming the rights of adjunct faculty.

“The institution has trained adjunct instructors to ‘lay low’ in the hopes that our classes won’t be cut or we will get that coveted



full-time position, but it creates a pervasive and slow erosion of our free speech rights both in and out of the classroom,” says Karen Roberts, a Long Beach City College art history adjunct professor who represents part-time faculty on the Community College Association Board of Directors. “Robin Meade’s actions teach us how to respond from a position of power and protect what we value — free speech rights.”

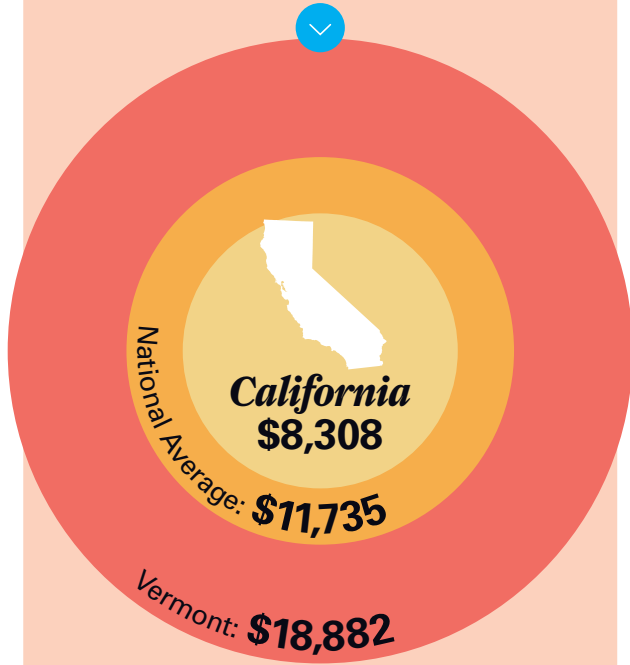
Robin Meade, a part-time business instructor at Moraine Valley Community College in Illinois, was asked by her college to submit a letter on its behalf to an international community college organization. Instead of praising the college, however, Meade related that part-time instructors there were treated as “a disposable resource” and a “separate, lower class of people.” Among other things, Meade indicated that the college’s mistreatment of adjunct faculty contributed to the problem of high failure rates in developmental classes at the college.

Citing the letter, the college unceremoniously fired Meade two days later, despite the fact that she had a contract for the coming fall 2013 semester. Meade, who was also president of the adjunct faculty union, filed suit. Although a lower court ruled against her, the 7th Circuit Court found that Meade’s speech raised matters of public concern and was therefore constitutionally protected. It also ruled that the promised contract was enough of a property interest to trigger due process protections.

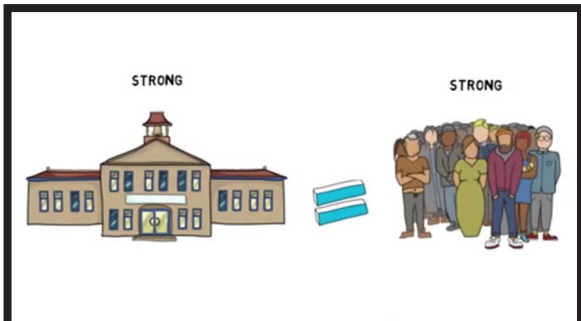
Writing on behalf of the three-judge panel, Chief Judge Diane P. Wood said Meade was “not alone in expressing concern about the treatment of adjuncts. Colleges and universities across the country are targets of increasing coverage and criticism regarding their use of adjunct faculty.”

Moreover, the judge wrote, “The people who attend Moraine Valley, along with their families and others who live in the area, no doubt want to know if this practice poses a threat to student performance.” ■

**California ranks
46th in the country**



California’s Adjusted Per-Pupil Expenditures in 2012 were \$8,308 — or \$3,427 below the national average. It was also \$10,574 less than Vermont’s, the highest in the nation.



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School funding explained! TFEJ’s video “Strong Schools: K-12 School Funding” explains how California schools get their funding and who decides how much. www.cta.org/taxfairness



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HAS Title IX LEVELED THE PLAYING FIELD?

By Sherry Posnick-Goodwin



1972. A FEDERAL LAW is passed that protects students against sex discrimination. Known as Title IX, the law means girls can participate equally in athletic programs and enroll in STEM courses (science, technology, engineering and math) once viewed as a career path for males. Because of Title IX, girls now attend the university of their choice and take advantage of other rights their mothers and grandmothers were denied. Today's young women may take their civil rights for granted, but the battle was hard-fought, and on some campuses the battle continues.



A LOOK AT THE LAW



Staci Mosher felt “cheated” as a student athlete in the 1980s when Title IX implementation was just beginning. She coaches girls’ softball.



TITLE IX STATES: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This means any educational program for girls — including sports, career education and higher education — must receive funding equal to that spent on boys.

It also prohibits discrimination when it comes to class assignments, career training, employment practices, and policies toward pregnant or parenting students. Title IX protects students and staff from harassment. Gay, lesbian, bisexual and transgender students are also protected under Title IX from harassment and discrimination.

The U.S. Department of Education issued new guidelines in 2011 for schools to apply the law toward preventing sexual violence — and addressing sexual assaults, which have reportedly increased on campus. Universities must conduct their own investigation, in addition to one conducted by police.

Single-sex classrooms were recently ruled illegal under Title IX, on the grounds that generalizations about boys’ and girls’ interests and learning styles cannot be used to justify different teaching methods.

Under Title IX, girls may play on boys’ teams if a girls’ team doesn’t exist.

Ivanna Podgorscak, the only girl on Cooper Middle School’s wrestling team in Fresno, feels fortunate to have a spot on a boys’ team.

“Don’t judge a book by its cover,” she says with a smile. “On the mat, I’m just like anyone else on the team.”

Despite progress, we’re not there yet


Staci Mosher, girls’ softball coach for West Hills College in Coalinga, recalls feeling “cheated” as a student athlete at Sanger High School in the 1980s when Title IX implementation was just beginning.

“Girls had lower-quality facilities and uniforms — and a smaller budget and coaching staff,” recalls Mosher, West Hills College Faculty Association. “That’s just the way it was. The boys had a big new gym; the girls’ gym was small and old.”

In Mosher’s view, things have improved since then. “We recruit players, and when we visit high schools, we see a lot of softball fields being renovated, just like little baseball stadiums. It’s nice to see.”

Jane Grace, PE teacher at Scandinavian Middle School in Fresno, recalls that years ago, girls had to play sports on “club” teams because they didn’t have teams at school, so they were often overlooked for athletic scholarships.

“Now everyone is getting scholarships,” says Grace, Fresno Teachers Association. “And girls can play on any team they want.”

There’s progress, but schools have a long way to go toward compliance, says Elizabeth Kristen, senior staff attorney at the Legal Aid Society 



Employment Law Center, who has represented female athletes in Title IX lawsuits throughout California.

For example, Castle Park High School in Chula Vista failed to provide equal participation opportunities for girls and equal treatment of girls' teams, and retaliated against the female athletes whose parents and coach complained by firing the coach. Kristen represented the female athletes and is proud the court ruled in their favor in 2012 and upheld the ruling this year. It was the first successful challenge to Title IX athletics compliance at the high school level.

Most U.S. schools are not complying with the law, opines Arthur H. Bryant, executive director of Public Justice. A complaint filed last year with the U.S. Department of Justice alleges more than 120 California institutions are failing to provide sufficient athletic opportunities for women and the government is doing nothing about it.

Kenyatta Scott
coaches soccer players
Eymi Sis, Astrid Argueta
and Maria Ramo.

The girls have never
heard of Title IX and
were surprised to learn
that school sports were
mostly for boys just
a few decades ago.

Kristen is “discouraged” that basic rights for females in the education system still require litigation after all these years.

“What Title IX really says is that we need to make sure that all students are entitled to receive a quality education,” says Kristen. “If all educators share this perspective, we can all be on the same side and work together. My advice to schools is to be proactive, make sure your policies are up to date and ensure your campus Title IX coordinator is well-educated about the law. It’s the best thing you can do to avoid being on the other side of a lawsuit.”



A lawsuit in Alhambra provided girls with the same amenities as the boys and encouraged girls to go out for sports, says **Eileen Kaiser**.

Not just about sports

When Roy LaFever started teaching chemistry at CSU Bakersfield in 1996, nearly all of the professors and administrators were men.

“Now we have a healthy mix in key staff when it comes to academic and administrative positions. The old boys’ club is long gone,” says LaFever, a faculty athletics representative and member of the California Faculty Association, CSU Bakersfield.

STEM courses were once dominated by males at his school, but now females are taking advantage of opportunities that can lead to high-paying careers.

“The world is changing. More female students are taking chemistry classes and majoring in the sciences.”

Undergrad Amanda Nesbit, a chemistry major who


plays water polo, doesn’t think she’s breaking the barriers or doing anything that unusual.

“I’ve always liked chemistry because it’s how the world works, and it seemed logical for me to become a scientist,” says Nesbit. “Maybe girls haven’t always been given as much attention as boys, but I think we should. Title IX has helped women and given them the confidence to go out there and reach their goals.”

For LaFever, it’s not enough that Title IX is law in the United States.

“I would like for the world to adopt Title IX,” he says. “It would be wonderful — and the right thing to do.”

Implementation presents challenges

One of the cases that Kristen helped litigate — and won — involved Alhambra High School. In 2003, the city of Alhambra and the Alhambra Unified School District spent \$900,000 to build two state-of-the-art baseball diamonds exclusively for the boys’ baseball team and a third multiuse field that was supposed to be used for both baseball and softball, but was not available to girls. While the boys’ baseball program had exclusive access to brand-new fields, the girls’ softball teams played on small nonregulation fields with holes in 

How Title IX has improved lives of females

the outfield, which they had to share with PE classes and the freshman football team.

There were other disparities: The girls had a locker room with broken toilets and showers, while the boys had access to a PE locker room and two private locker rooms. The girls were not allowed to use the weight room. The boys also had three team levels for many sports — freshman, junior varsity and varsity — and girls only had two, despite female athletes who were cut during tryouts.

In a settlement, the city and school district were forced to build two new softball fields for girls with the same amenities as the boys' baseball diamonds. Other changes included a new sophomore girls' basketball team, a freshman-sophomore softball team, and a new coed weight room and locker room. In 2013 the school was ruled to be in compliance with Title IX, and the court ended oversight of the school.

"It helped girls' sports all around in terms of equality and the number of female players," says Eileen Kaiser, head of the high school's PE department. "It really encouraged girls to go out for sports."

Yet victory was bittersweet, recalls Kaiser, Alhambra Teachers Association. A male teacher who worked hard to build the new baseball fields was blamed for hurting girls' sports when that was not his intention, she says.

"I'm not saying it wasn't a good thing for girls, but I felt bad for him," says Kaiser. "We all saw the inequity between boys' and girls' sports, but to blame it on one coach and baseball in particular was unjust."

Does equity for girls hurt boys?

Alhambra was able to resolve the problem by expanding girls' facilities and programs without cutting those for boys. But sometimes schools choose to cut funding for boys' sports programs to comply with Title IX, which causes resentment among students and faculty.

SINCE TITLE IX, numerous doors have opened for girls and women. Among the changes:

- Before Title IX, only 1 in 28 girls played varsity high school sports. By 2001, that figure increased to 1 in 2.5, for a total of 2.8 million girls.
- Before Title IX, women weren't awarded athletic scholarships. By 2003, there was more than \$1 million in scholarships for women at Division I schools.
- In 1970, women earned only 13.3 percent of doctoral degrees. By 2000, nearly half of doctoral degrees were awarded to women.
- Before Title IX, girls were sometimes steered away from higher-level classes in math and science. High school girls now take upper-level math and science courses required at the same rate as boys.
- Increased participation in sports has increased self-confidence in girls, according to the Women's Sports Foundation, and females playing sports are less likely to smoke, drink, use drugs or have unwanted pregnancies.
- In colleges, Title IX has led to a higher number of female faculty members, especially at the lecturer, instructor and assistant professor levels.

"I would like for the world to adopt Title IX," says **Roy LaFever**, with Amanda Nesbit.

There is no part of Title IX that requires schools to cut funding for boys' programs to fund programs for girls; the only requirement is to ensure equality for both sexes. But sometimes it happens, which was highly publicized a few years ago at UC Berkeley.

It is a "myth" that Title IX hurts men's sports to help women, according to the Women's Sports Foundation. Some schools would rather blame Title IX than blame football — which gets the majority of funding for boys' athletics — when budgets are tight.

In reality, the number of male athletes nationwide has grown tremendously, and boys' programs such as wrestling and lacrosse are sacrificed for football and basketball, which typically take up nearly 80 percent of men's sports budgets.

It's a balancing act, says LaFever, who plays a role in Title IX athletics compliance at CSU Bakersfield. For example, when sand volleyball was added to women's sports for Title IX compliance, men's tennis was eliminated.

But compliance is about much more than sports, he adds. It's also about making academic and intellectual opportunities available to students and staff to better society.

Kenyatta Scott, United Educators of San Francisco, agrees that Title IX is about making sure all students receive what they're entitled to on the playing field or in the classroom. ■



IS YOUR SCHOOL IN COMPLIANCE?

A **THREE-PART TEST** for participation opportunities determines whether schools provide students with equal athletic opportunities. To comply with Title IX schools must pass one of these three tests:

- 1. Proportionality:** The first test compares the ratio of female to male participants in the athletic program with the ratio of female to male full-time students. If the resulting ratios are equal, the school is most likely in compliance in this area of Title IX.
- 2. History and Continuing Practice:** Has your school shown a history and continuing practice of program expansion for the underrepresented sex? The courts have been firm in noting that the word “continuing” is important when using this test. Many schools added women’s teams in the 1970s but either kept the status quo or decreased opportunities later on.
- 3. Effectively Accommodating Interests and Abilities:** Educational institutions that offer athletic programs are required to effectively accommodate the interests and abilities of their students. Under Title IX, these institutions must provide opportunities for individuals of each sex to participate in sports, as well as provide those individuals with competitive team schedules.



Jane Grace and her students play the arcade game Dance Revolution during PE.

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2 To qualify for the \$20 bonus offer, the applicant must: (i) be an Eligible NEA Member (an individual who is an NEA member as of the account application date, or any of the following individuals who is related to such an NEA member as of the account application date: parent, spouse, domestic partner, son, daughter, parent of the spouse/domestic partner), and (ii) open either an NEA CD or NEA Money Market Account through Discover Bank with an initial minimum deposit of \$2,500 or an NEA Online Savings Account through Discover Bank with an initial minimum deposit of \$500. NEA affiliation subject to verification. Offer limited to one per Eligible NEA Member, per product, per calendar year. NEA IRA CDs are not eligible for this offer. Bonus will be awarded via account credit within 60 days following the end of the month in which the account is funded and will be reported on IRS Form 1099-INT. Account must be opened at time of account credit. Offer may be withdrawn or modified at any time without notice.

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7th Grade Honors Math Teacher

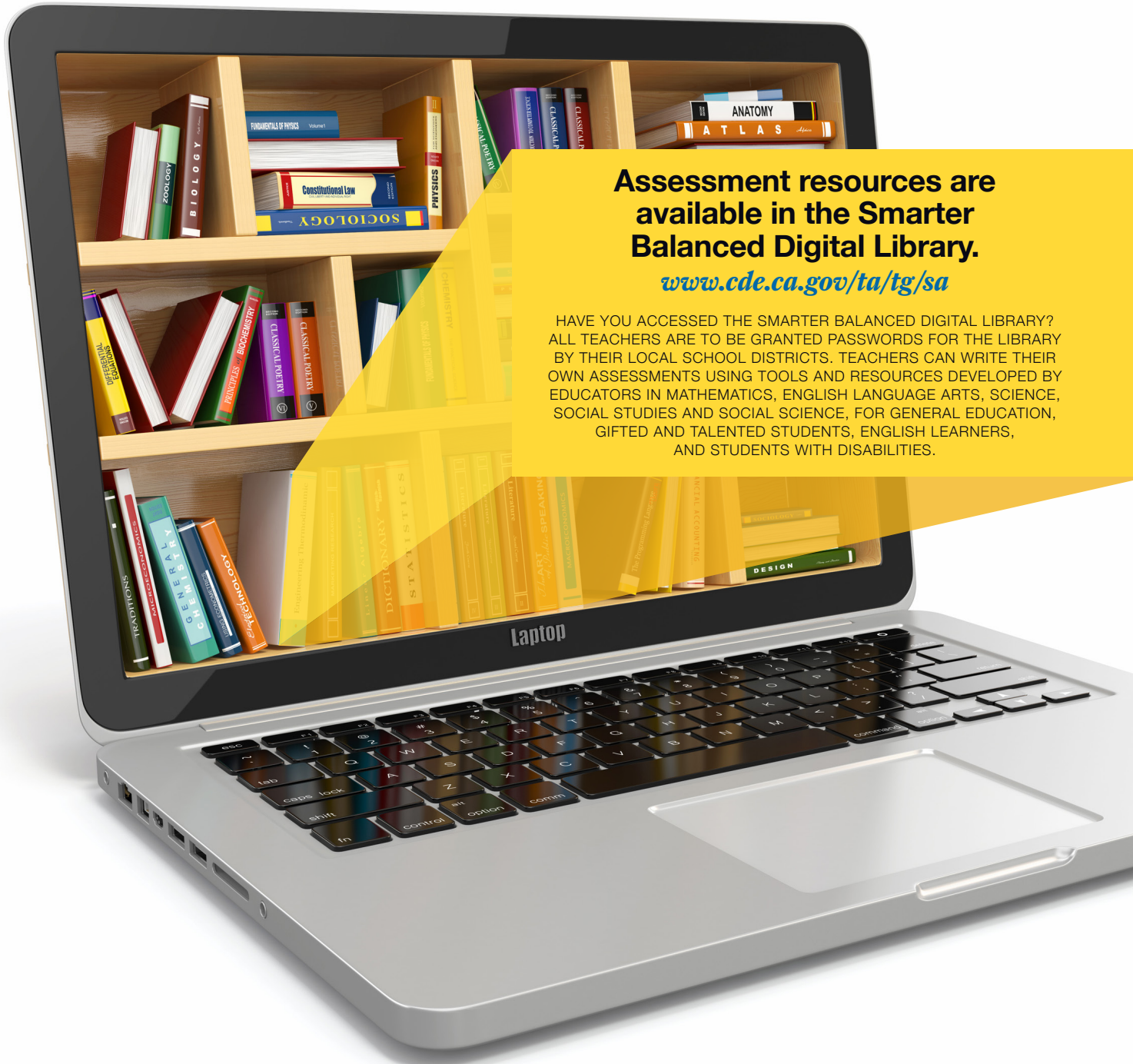


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Learning

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Assessment resources are available in the Smarter Balanced Digital Library.

www.cde.ca.gov/ta/tg/sa

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First in a series

What do you know about assessment and testing?

THERE IS SO MUCH HAPPENING in the area of assessment and testing. In January, CTA State Council passed six recommendations to make formal CTA positions on instructional issues, especially related to assessment (page 54), which will be shared with the State Board of Education as they begin approving recommendations on multiple issues during the coming months.

This article is the start of a series on assessment issues in California. To get the project rolling, we offer a quiz to assess how much you know about assessment. You're welcome to take the quiz here or online at cta.org/assessmentquiz. Answers to the online quiz will guide the course for future articles on this topic.

QUESTIONS

1. **What do these acronyms stand for?**
API PSAA ALD CAASPP SBAC CCSS ICA
2. **What does the California Assessment of Student Performance and Progress do?**
3. **Where do you get information for achievement level descriptors?**
4. **What's the best way to use achievement level descriptors?**
5. **How do you get access to the Smarter Balanced Digital Library?**
6. **What's the difference between an assessment and a test?**
7. **What's the difference between formative and summative assessments?**
8. **What is the timeline for administering the SBAC summative assessments?**
9. **What kind of information will students and parents receive after taking the SBAC assessment?**
10. **What kind of information will the district receive about students?**
11. **Will school districts have an API score for the 2014-15 school year?**



1. API Academic Performance Index
2. The CAASPP is California's new statewide student assessment system, replacing the STA tests. It includes the Smarter Balanced, alternate and science assessments.
3. On the SBAC website — www.smarterbalanced.org
4. Achievement Level Descriptors (ALDs) can help educators understand how cut scores, or achievement levels, were determined. There are four levels of descriptors, which serve as starting points for discussion about the performance of individual students in mathematics and English language arts. Educators can use ALDs to design assessments and to inform instruction.
5. School districts and local education authorities are to provide a password to teachers so they can access the Smarter Balanced Digital Library. Questions about the Digital Library, including how to register new users, should be directed to the Digital Library Help Desk at 855-631-1510.
6. An assessment is the process of documenting knowledge, skills, attitudes and beliefs. A test is an assessment intended to measure respondents' knowledge, content or other abilities.
7. Formative assessments focus on the process of increasing knowledge and improving professional practice. They are geared toward informing instruction, recognizing how students are understanding content. Summative assessments focus on the outcome of a task or course of study and summarize learning at a particular point in time.
8. The SBAC summative assessments are to be administered during a 12-week window prior to the end of the school year. Get details from the California Department of Education.
9. Individual student scores only. There will be no school or district reports that compare or rank students' performance. The format of the student scores will be determined and voted on by the State Board of Education. Keep in mind California's "accountability holiday" lasts through 2017 and there will be no API.
10. Individual student results. The results are intended to inform instruction and are not for comparison purposes.
11. No.

ANSWERS

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TRANSFORMING “FRAYED BACKPACKS”

LESSON STUDY AND THE COMMON CORE SPEAKING AND LISTENING STANDARDS

By Robert Sautter, Emily Law, Jake Harris, Viridiana Sanchez and Brett Fox
United Educators of San Francisco



LIKE OUR STUDENTS' backpacks in late May, we enter the classroom on Fridays after school: frayed and a bit worn. Unlike those backpacks, though, our shine quickly returns. With a little coffee and a lot of camaraderie, the five teachers in our elementary school's teacher-driven Lesson Study team settle in for an afternoon of collaboration and reflection on the new Common Core State Standards (CCSS). Emerging a couple of hours later, we feel less like a weathered backpack and more like an appreciated professional prepared to focus on “teaching to think.”

What is Lesson Study and how did it help us repair our Common Core frays and patch our wear? Here are our answers to these questions.

WHAT IS LESSON STUDY? Lesson Study is a process of professional development in which teachers work collaboratively on a series of “study lessons.” Through a cycle of background research, planning, teaching and reflection — guided by a research question — teachers work to make their practice more intentional and their students' learning more effective. One teacher on the Lesson Study team will teach a co-constructed lesson while the other team members observe and collect specific data with the goal of reflecting on and revising the lesson for future teaching.

OUR TEACHING CONTEXT Our urban elementary school is in San Francisco and has a population of approximately 480 students. The student body is 65 percent Latino, 15 percent white (non-Latino), 10 percent African American, 4 percent Pacific Islander/Asian, and 6 percent other groups. Almost half our students are English learners, and 68 percent of our children receive free or reduced-price school meals. We have 25 classroom teachers on staff.

OUR QUESTION Like other educators today, the five teachers on our Lesson Study team considered how to implement the new CCSS in our classrooms. These standards shift the focus from *teaching to learn* to *teaching to think*, causing us to reflect on how best to help our students meet the demands of, for example, the speaking and listening standards of the Common Core that ask children to “prepare for and participate effectively in a range of conversations and collaborations.” We were aware of our students'

challenges in “building on others' ideas and expressing their own clearly and persuasively.” We understood that “language refinement plays a critical role in enhancing a person's cognitive maps and ability to think critically” and that it was, therefore, our responsibility as educators to provide all our students — particularly our historically underserved students of color — with the skills to refine cognition through language.

We realized that as Lesson Study participants, we were engaging in exactly the kind of collaborative activity that the CCSS are designed to prepare our students to participate in later in life. Consequently we began asking ourselves an important question, a question that has served to guide our Lesson Study research into implementing the Common Core speaking and listening standards ever since: *How could we do right by our students and provide them with the requisite tools for participating in academic conversations with one another?*

OUR ANSWER Owning the need to “do right” by our children galvanized us. If we wanted our students to collaborate in a more intentional way, we thought, then perhaps we should, too. The Lesson Study process, therefore, became the answer to our question. For three years running, our Lesson Study team — composed of two kindergarten teachers and one second-grade, one third-grade, and one 4/5 split teacher — has been approaching the subject of collaborative conversations from various angles in order to close the gap that exists



The Lesson Study team consists of **Robert Sautter, Emily Law, Jake Harris, Viridiana Sanchez** and **Brett Fox**.

between our students' actual academic conversation skills and what we would ideally like our students to be able to do when conversing with one another. As a collaborative team, we defined that gap as our students' need to develop foundational communication skills such as facing one another, making eye contact, and taking turns in order to engage in conversations about academic topics where ideas are shared, co-created and critiqued respectfully.

OUR EXAMPLES The two examples that follow illustrate how the collaborative nature of the Lesson Study process allowed our vertically aligned team to develop a deeper, more nuanced understanding of the Common Core speaking and listening standards. By collaborating across grade levels, we discovered that before our students could effectively synthesize conversation points or paraphrase or even elaborate and clarify, they required the explicit teaching of social skills — school-based respectful conversation norms like greeting one another and making eye contact — in order to fully access the value of academic conversation.

This process allowed our team to discover which skills our children needed in order to converse well in an academic context. That is, just as the Common Core

speaking and listening standards were suggesting particular skills that our students needed to learn, our own independent Lesson Study research revealed that following agreed-upon rules for discussions, building on others' talk in conversations, asking questions to check for understanding, and posing and responding to questions for clarification were precisely the skills that we needed to teach.

EXAMPLE 1: "WORKING TOGETHER" GUIDELINES Our team sought to prepare students to work in a group setting while learning from one another by teaching them the skill of paraphrasing. Knowing that paraphrasing "reflects content back to the speaker for further consideration and connects that response to the flow of discourse emerging within the group," our team reasoned that this skill would allow our children greater access to collaborative conversations. The findings from our paraphrasing research lessons, though, showed us that our students' abilities to "reflect content back to the speaker," for example, were hampered by the need to develop more basic skills in conversational norms.

In other words, we found that a gap existed between our students' foundational conversation skills and the expectations of academic talk that required paraphrasing. As a result of these findings, our team implemented community norms or "working together" guidelines for partner talk in grades 2, 3, and 4/5 classrooms that focused on both the practice of and the reasons for using skills that are routinely employed in kindergarten classrooms — turning to face one's partner, using one's partner's name, acknowledging one's partner's contributions to a conversation through words of thanks, etc.



EXAMPLE 2: IMPLEMENTING THE STANDARDS FOR MATHEMATICAL PRACTICE

TICE In another research lesson cycle, our team again discovered that Lesson Study was the answer to the challenge of implementing the CCSS. In this cycle, we connected our previous investigations into the Common Core speaking and listening standards with the Common Core standards for mathematical practice. In particular, we focused on CCSS Math Practice 1: “Make sense of problems and persevere in solving them,” and CCSS Math Practice 3: “Construct viable arguments and critique the reasoning of others.” As a team we examined what these standards for mathematical practice should look like at a second-grade level and subsequently worked together to plan a unit of lessons that would have our students “listen to the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.”

Having learned that our students face conversational challenges in building on and critiquing the reasoning of their peers, we each began the school year in which this particular lesson cycle was taught by honing our students’ foundational conversation skills and facilitating the development of student-generated “working together” guidelines. Only after these basic skills were in place and it had been established as a classroom agreement that everyone would use foundational conversation norms, were we able to have the expectation that our second-graders, when faced with a realistic word problem, should be able to formulate a plan in conversation with others, persevere in carrying out the plan by working together with others, and check their work both independently and in collaboration with others.

Go Online

Would you like to conduct Lesson Study at your school site? Check out these resources:

- Lesson Study Group at Mills College, Oakland: www.lessonresearch.net
- Lesson Study Research Group, Teachers College at Columbia University: www.tc.columbia.edu/lessonstudy
- *Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction* by Catherine Lewis and Jacqueline Hurd

While many of our students continue to struggle to develop foundational communication skills, they are making progress — providing them with access to the academic content we want them to learn. For our team of highly motivated teachers interested in both conducting action research and reflecting on how best to apply its results, Lesson Study was a forum that gave us unprecedented insight into our students and their particular needs with regard to learning within the framework of the CCSS. And importantly, learning how to *teach to think* — when done with coffee and camaraderie — adds some luster to the frayed, worn backpack. ■

OUR REFLECTION Our use of the Lesson Study process as a vehicle for entering into an understanding of how to implement the CCSS revealed that we were in fact employing the very set of collaborative skills that we were seeking to teach to our students. That is, by working together to find the best way to teach children how to collaborate with one another by sharing, clarifying, and challenging one another’s ideas, we were building on our own shared ideas while attempting to express them clearly and persuasively — in exactly the kind of real-life context that the authors of the CCSS hope our children can develop the skills to engage in.

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MEMBERS LEARN ABOUT TAKING CARE OF THEMSELVES AND THEIR FAMILIES AT MANY CTA CONFERENCES. THE RESOURCES SHARED AT CONFERENCES ARE ONLINE, TOO. FIND CALCULATORS TO HELP BUY YOUR HOME, SAVE FOR YOUR CHILD'S EDUCATION, OR PLAN YOUR RETIREMENT. THERE ARE GUIDES AND VIDEOS ON WORKING WITH FINANCIAL PLANNERS AND INVESTING FOR RETIREMENT. THIS SITE WAS DEVELOPED TO HELP CTA MEMBERS LEARN MORE ABOUT RETIREMENT BENEFITS, VOLUNTARY RETIREMENT SAVINGS, BASIC FINANCIAL TOPICS, INSURANCE AND ESTATE PLANNING.



To purchase copies of the book, visit

www.communityworkswest.org/lost-secrets.



Read Across America Book Selection

The tale behind *Richmond Tales*

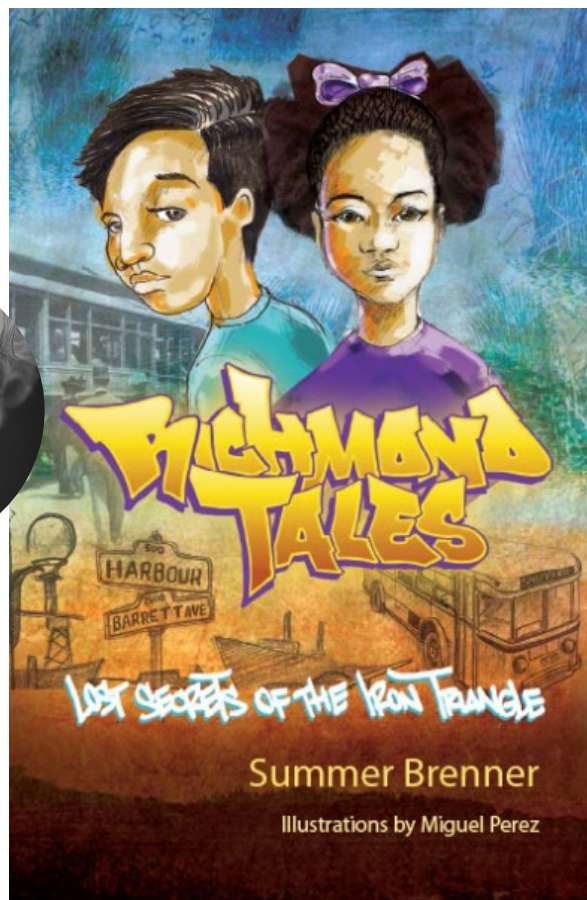
READ ACROSS AMERICA is March 2, 2015. One of the books recommended by CTA's Read Across America Committee is *Richmond Tales: Lost Secrets of the Iron Triangle* by Summer Brenner, illustrated by Miguel Perez. The place-based novel for young readers is full of landmarks local kids know and character types they have been exposed to. *Richmond Tales* has been used in classrooms, book clubs, independent reading, and adult schools for English learners. Brenner has now written *Oakland Tales: Lost Secrets of The Town*. The *Educator* caught up with her at State Council.

Educator:

What compelled you to write about these communities?

Brenner:

I am a passionate literacy advocate. While working in the Richmond area, I learned of the dire literacy rates at many local schools. First, I volunteered as an adult reading tutor. Next, I received a grant from the California Arts Council for a literacy project at a local continuing education high school. I met members of West County READS (WCR), a like-minded coalition of literacy and



Robert Ellis, a teacher at Washington Elementary in Richmond, suggested this book to the RAA Committee.

library advocates in West Contra Costa County, and soon joined their board.

The West Contra Costa Unified School District (WCCUSD) superintendent offered a challenge: How do we increase reading at home, especially among siblings? Simultaneously, we learned about the "One City, One Book" program (read.gov/resources) and decided adopting a children's book for the Richmond community could inspire reading at home. We searched for a book that honored cultural differences, emphasized human connections, and reached across the demographics of race, culture and class. When we failed to find the ideal book, a colleague seized on a solution: "You write it!"

Richmond Tales: Lost Secrets of the Iron Triangle is about the reality of present-day streets, a look at history through young people's eyes (a Native American village, 1915 industrial Richmond, World War II), and a vision of the future.

Although *Richmond Tales* is customized with local

street names, sites and history, the characters (Maisha and Mario) share the problems and hopes of their peers everywhere, especially youth living in low-income communities. If a place changed in the past, can it change in the future, too? That's a question I hope readers will ask, especially those who see only limited options around them.

Once published (2009), the book created "reading fever" (as one newspaper headlined). On playgrounds and in cafeterias, kids talked about it. Immediately, I expanded the concept to other communities. The Rogers Family Foundation was interested in bringing the project to Oakland and gave us seed money to launch the research phase of *Oakland Tales: Lost Secrets of The Town*.

Oakland Tales expands on the Richmond model with five historical eras (Ohlone, Californio, 1906, World War II, Black Panthers) and includes themes of parental incarceration, deportation, gangs and restorative justice, plus an appendix.

If we connect young people to place, we offer them a future as well as a past. If we inspire them to identify their own story in one book, there's a chance they'll read more books.

Educator:

How have you worked with local schools to introduce your books?

Brenner:

Since the book was designed to challenge young readers to think about the world they live in, the world as it once was, and a different world in the future, certain issues stood out for consideration for the school district: how to address racial slurs common in other historical eras and the soft critique of local industry that created air pollution and health issues. Present-day violence in the book was not an issue. It was the reality on the streets.

The WCCUSD committee reviewed all drafts. Under discussion was whether the book would be a classroom text or the centerpiece of a summertime stop-loss intervention strategy. The latter model was chosen. At the end of school in 2009, over 4,000 free books were given to fourth- and fifth-graders for summer reading. That included Title I schools in Richmond and San Pablo, plus all WCCUSD elementary schools from Hercules to El Cerrito. In this way, we fulfilled project goals: getting the book into homes, creating home libraries, ensuring book ownership, giving other family members the opportunity to read it, and providing a text of local interest for English learner students (both adult and youth). The

school district was instrumental in distribution across a large geographic area.

The concept of the book was never a conventional publishing project. We wanted widespread dissemination, which meant free books for low-income youth.

Oakland Tales: Lost Secrets of The Town was published in spring 2014 and adopted into the Common Core for Oakland Unified School District (OUSD). During the research and writing phases of the book, working with an OUSD team was critical.

In December 2014, Edna Brewer Middle School in East Oakland presented a stunning theatrical performance based on excerpts of the book. Skyline High School is planning a theatrical performance in the spring.

Educator:

How are the local communities using your books?

Brenner:

In 2009, the Richmond Public Library hosted a book launch. In 2010, the community created a "Richmond Tales Health and Literacy Festival" based on themes in the book. Richmond's mayor gives copies to official visitors and issued a proclamation declaring *Richmond Tales* the first "One City, One Book" selection. In spring 2013, the East Bay Center for Performing Arts produced a theatrical production for six sold-out performances. *Richmond Tales* also won the city of Richmond's Historic Preservation Award (2010) and Human Rights Award (2013).

In June 2014, the Oakland City Council issued a proclamation honoring *Oakland Tales*. The Oakland Museum of California is developing a docent tour based on the book. This June a dramatization of *Oakland Tales* will be presented at the Bay Area Book Festival.

Educator:

What's next?

Brenner:

Everywhere there are youth with challenges similar to the fictional characters in these books, living in places with local histories waiting to be told or retold with a young person's perspective. Next steps are to work with interested districts/communities on how to assemble a "Lost Secrets" novel for their youth population, and to find resources to develop and publish a workbook guide for general distribution. ■

Next month: Teaching reading advice from members of CTA's Read Across America Committee!

Go Online



Download Resources

As you finalize your plans for RAA, visit www.cta.org/raa to download bookmarks, posters, certificates in English and Spanish, and reading tips for parents available in eight languages. There you will also find the entire year of book recommendations with the accelerated reading levels.

Outreach to parents is vital for Compton educators

By Frank Wells

S TRENGTHENING PARENT TIES in a diverse, multilingual community has been a priority for the Compton Education Association during the past year, as CEA stepped up an outreach program focusing on parental rights and hot-button issues like student debt. CEA believes that this outreach effort will benefit the community, garner support for CEA issues, and leave its members and district students less vulnerable to attacks from outside groups seeking privatization. Compton was the site of the nation's first "parent trigger" attempt.

Last spring CEA hosted a series of workshops explaining the new Local Control Funding Formula and the role of parents in developing the district's Local Control Accountability Plan (LCAP). The workshops, presented in English and Spanish to be inclusive of Compton's large Spanish-speaking population, were given by CTA staff members through a CTA community outreach grant that covered meals and materials.

Many of the approximately 45 parents who attended at least one of the sessions were seeking information and support as they dealt with a school district bureaucracy that seemed to be discounting their input into district funding priorities. Compton, a lower-income community with a high proportion of English learners, will receive much-needed additional resources under the new funding model, and the parents wanted to make sure their budgeting recommendations were considered.

The workshops were co-sponsored by the local chapter of League of United Latin American Citizens (LULAC), whose president is CEA Vice President Maria Sanchez. "We want parents to be empowered and to see us as partners," Sanchez says. "Many of their concerns are our concerns. The LCFF requires that parents be included in the planning, but we've found that without a strong parent education piece and support, the district often ignores them or gives different information to different groups." CEA, LULAC and the Compton Democratic Club have been especially vocal in criticizing the district's exclusion of parents from the Local Control Accountability Plan (LCAP) process.

During the CEA workshops, parents broke into small groups and began brainstorming funding priorities. Issues like smaller class sizes, increased school safety and better

facility maintenance were common themes, and all groups stressed the need for better support for English learners and their parents. One bone of contention was the lack of district-provided Spanish language resources for parents trying to participate in the LCAP process. The groups reported out and a list was compiled in preparation for an upcoming district meeting with parents on the LCAP.

Unfortunately, Compton Unified School District officials canceled that meeting and then rescheduled it at a time when many parents could not attend. Adding insult to injury, CUSD again failed to provide Spanish translations of draft documents for those parents who could attend. The final LCAP adopted in June (which is available in Spanish) did reflect some of the issues parents had raised, but others were missing or minimized.

Frustration with a district that often ignores their input has only strengthened the resolve of CEA and concerned parents. A series of "common interest" meetings began in November where parents, community leaders and CEA members are strategizing ways to make the district more responsive to their priorities.

Budget priorities in a difficult district aren't the only issues CEA is working on with parents. As another part of the CTA community outreach grant and as part of NEA's Degrees Not Debt campaign, the union hosted a well-attended screening of the documentary *The Ivory Tower*, which deals with the growing student debt crisis in the U.S. For many in Compton, college is only possible with financial assistance, but the notion of graduating with a \$30,000 debt puts a cloud over that hope. The event drew parents and high school and college students, as well as local community groups. ■



CEA Vice President **Maria Sanchez** listens to parent concerns over district budget priorities at a local workshop.



Participating in a skit about how to deal with aggressive insurance agents are **Sharon Turner**, Compton EA; **Jacqueline Coleman** and **Deanna Glover**, Corning High School Cal-ESP; **Marion Barry**, Antelope Valley TA; and **J. Manuel Carcido**, United Teachers of Pasadena.

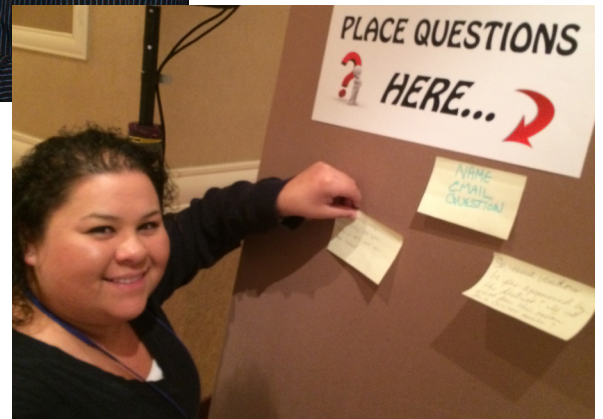
Issues Conference brings together members with diverse interests

Participants say the conference is entertaining, informative and relevant

THE CTA ISSUES CONFERENCE, held in January in Las Vegas, provided the opportunity for some 850 educators from rural, urban and education support professional (ESP) local chapters to learn, share, strategize and reconnect with colleagues.

There were sessions with topics of interest to each of the three groups, as well as topics on common interests, such as implementation of the Common Core State Standards, health care and legal challenges, funding student needs through the Local Control Funding Formula, technology for education and organizing, and planning for retirement.

Local chapter leaders learned how to help members with numerous issues, form a retirement committee, have a localized CalSTRS or CalPERS workshop for unit members, and access the plethora of resources available at ctainvest.org. ■



Monica Robles, Lindsay Teachers Association, says: "The most interesting session, I thought, was the CTA/NEA member benefits session. There are so many benefits that we get for being part of this great organization, from discounts to small life insurance to free magazines that we can use in our classrooms. My 'aha!' moment occurred during the session on building and maintaining relationships with school board members. It had never crossed my mind that we needed to get to know our board members to work together for what's best for all of our learners. I assumed most teachers think of their board members as being 'the enemy,' when in fact we have to keep in mind that we are all here for the same reason — the kids!"

Karen Brown, Las Virgenes Classified Association, says: "What did I not learn? The Robert Reich film *Inequality for All* was amazing. I didn't realize the breaks the 1 percent were receiving or how middle- or lower-income people are stagnating. I enjoyed the technology and social media because I'm such a beginner. It was a good overview of what I can decide to use for myself and for my local."



STATE COUNCIL

State Council first-timers include members of the Ethnic Minority Early Identification and Development (EMEID) program.

(Back row) **Jessica Gomez, Angela Pascual, Stephanie Tellez, Claudia Lopez Floes, Lisa Dinwiddie, Angela Normand, Jade Matthews, Karen Shatola, Jenny Perez** and **Oscar Lopez.**

(Front row) **Carla Hamilton Yates, Gabriela Rodriguez, Charmae Woods, Maya Walker, Bertha Ramos, Julie Trail, Jessica Riley** and **Juan Alvarez.**

Find out about the EMEID program at cta.org/emeid.

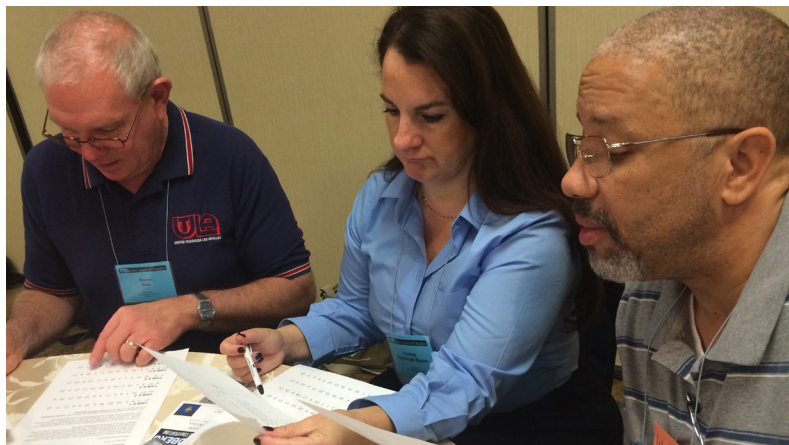
AS PART OF CTA'S GOAL to take control of the teaching profession, State Council of Education delegates enthusiastically approved six recommendations concerning assessment and testing at the January meeting in Los Angeles. These recommendations will be sent to the State Board of Education and will guide CTA's legislative agenda for the upcoming session.

A workgroup of CTA's Testing and Assessment Committee met for two months to properly prepare the recommendations for State Council. The goal, said Committee Chair Jen Pettey, "is that assessments are used to improve student learning and instruction, not as a comparison tool between schools or districts."

With nearly unanimous approval including cheers and applause, State Council voted on these recommendations.

- **Delay adopting the Academic Performance Index (API) for one year.** SB 1458 altered the API, changing criteria by which schools are held accountable. Scheduled to take effect in 2016, these changes cannot be implemented until one year after adoption by the State Board of Education. Delaying adoption gives districts and teachers a full year of teaching Common Core standards, working with new interim assessments, and using Smarter Balanced Digital Library resources.

- **Limit the weights of statewide assessments in the API.** State assessments should count only 25 percent for high schools and 40 percent for elementary and middle grades. Other weightings and indicators should be locally determined with teacher participation.
- **Determine local indicators for the API.** The selection and use of other indicators should be based on the needs and growth of student learning over time and should ensure API elements are aligned to and support LCAP priorities. "The API should indicate what local educators say is important," said Pettey.
- **Eliminate decile rankings.** Using decile rankings as a metric to understand the relative performance of schools is misleading. While AB 484 sunsets the decile rankings, the State Board will set state performance goals and decide how to report and monitor school performance at the statewide level.



In committee: State Assessment Committee members rank SBAC test questions from easy to hard. UTLA members **Steve Seal**, **Sydney Yarbrough-Baune** and **Elgin Scott** review the questions and find they are not in total agreement with the SBAC examiners – or their own colleagues.

State Council delegates also:

- Elected NEA Directors Barbara Schulman (District 9) and Tracy Lee Taylor (District 13). Their terms begin immediately.
- Elected NEA Directors Elaine Merriweather (District 2), Gerri Gandolfo (District 7), and Robert V. Rodriguez (District 11). Their terms begin Sept. 1.
- Voted in policy that supports local affiliate efforts in determining whether local education policymakers should be elected or appointed.
- Voted in policy supporting school-to-prison pipeline and incarceration prevention.
- Voted to publicize information about the rights of educators in talking with parents about opting their children out of standardized testing and parents' rights in opting their children out of SBAC and other standardized testing.
- Heard about how CalSTRS' update of credible compensation regulations impacts members' retirement.
- Reviewed CTA's Community College Programs 2015-16 budget principles.
- Honored Student CTA member Veronica Perez, a Martin Luther King Jr. Scholarship recipient. She is attending CSU Northridge.



STANDING OVATION California Virtual Academy (CAVA) employees **Sarah Vigrass** and **Jen Shilen** receive a standing ovation after sharing their efforts to unionize and to advocate for students, jeopardizing their employment. CAVA is a statewide online charter school with over 750 teachers and 15,000 students. CAVA received \$93 million from the state in 2012-13 and \$55 million went to K12, a for-profit corporation based in Virginia. They told delegates, "Resources are diverted, and our students receive obsolete technology, inadequate materials and cut-rate curriculum. Our staff is at-will, they lack any due process, and many who dare voice concerns are dismissed." CAVA teachers are all credentialed and highly qualified, and are "tired of being shortchanged by profiteers who view students first as a line item on the balance sheet." There is a hearing in early March for CAVA employees to receive formal recognition as a union.

- **Change SBAC performance recommendations (cut scores).** The SBAC performance recommendations, or cut scores, are not aligned with California standards, and will therefore misrepresent student achievement.
- **Eliminate the California High School Exit Exam (CAHSEE).** The exam is not aligned to current standards and has outlived its usefulness in the state accountability system.

Prior to the floor discussions and votes, CTA President Dean E. Vogel noted, "No bubble test can measure a student's curiosity and creativity." In his speech, he said, "It's time to move away from the focus on federal and state tests and look at multiple measures of student learning that are

decided at the local level. It's time to say no to the toxic testing that is robbing our students of learning!" That theme carried through the working weekend on many issues.

During a work session, several State Council committees sent members to learn about articulating plans within the Local Control Accountability Plan (LCAP) that include alternatives to suspension and strategies such as restorative justice. Issues under discussion included how to develop healthy climates that involve parents and engage students, and programs that provide schoolwide culture change versus simply in-service and intervention programs.

After listening to the discussion on various issues, first-timer (and Ethnic Minority Early Identification and Development Program participant) Carla Hamilton-Yates, Adelanto District Teachers Association, said she saw how "decisions are not just made on a whim. Members understand the purpose and stance of CTA and what we stand for." ■

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Candidate for CTA President

Eric C. Heins

Member, Pittsburg Education Association;
current CTA vice president.

Thank you for all the work you do every day for our students and our communities. The work you do is challenging, but you stick with it nonetheless. You are not thanked often enough!

I'm Eric Heins, an elementary school teacher in Pittsburg, California, and candidate for CTA president. In my twenty-four years as an educator, I've seen lots of changes in our schools: No Child Left Behind, scripted curriculum, increased standardized testing, Common Core, and the de-professionalizing of teaching. Public education has been under attack, taking many forms, from the subtle to the obvious, for too long. And one thing has been crystal clear: the agenda hasn't been about our students. Pre-K through graduate school, educators are being crushed under the weight of the demands and the work. In addition, we've suffered the worst financial crisis since the Great Depression. Thirty thousand educators lost their jobs, and public education lost billions in desperately needed funding. It was crystal clear that something had to be done — and you did it! You worked and elected a governor who gets it, a superintendent of public instruction who gets it, and a legislature who gets it. You worked and passed Proposition 30, a much-needed tax increase that stopped the financial bleeding. California is back!

Now it's time for us to take the next step. It's time for us to take back our professions. It's time for us to step up to stop the attacks. But we have to do more than just say "No!" We need to set and move a positive agenda forward. We must join with our communities to do what's right: raise student achievement, fight back the culture of testing and standardization, and improve the working conditions of our members which are, after all, the learning conditions of our students. We must demand that every student in California has access to a free, quality public education.

As your president, I will ensure that CTA is leading the charge for positive change. We have the tools in our long-term strategic plan and we have the expertise — you. All we need is the will, and we have that, too! We will rebuild our public education systems, attract and retain top quality educators, and value every student. Once again, California will show the rest of the country how it's done.

Eric Heins for CTA president!



Heins

Candidate for CTA President

Mark Airgood

Grievance chair, Oakland Education Association;
NEA Representative Assembly delegate.

Defend Public Education!

Elect Mark Airgood for CTA President!

The struggle for our union is, and must be, a civil rights struggle for the people of California. Our schools are among the most racially segregated in the nation. Many of our students live in poverty, and the schools that we share are overcrowded and starved of essential resources. We have the largest class sizes in the nation, and remain 47th in per pupil spending. This is a scandal for the richest state in the country. We have the power to change all of this if we organize together with our students to defend our public schools and ourselves.

Both Democratic and Republican politicians, backed by the super-rich billionaires, are pushing a new period of Jim Crow, institutionalized inequality and repression aimed at the black, Latino/a, and immigrant communities. This is what the push for charter schools and privatization is all about. The current CTA leadership has no perspective to fight these attacks other than latching onto Governor Brown's coattails. We need to act like a union and build mass actions to win our own historic program — smaller class sizes, full electives, increased funding, protections for teachers transfer rights, and seniority.

I have been a Special Education teacher in Oakland for the past eighteen years. I'm a union leader in the OEA and a civil rights activist with the Equal Opportunity Now/By Any Means Necessary Caucus (EON/BAMN). I stand on my record of struggle and that of the EON/BAMN caucus. BAMN has taken the fight for affirmative action to US Supreme Court; we have spearheaded the fight to remove Arne Duncan, we have built national mass marches for immigrant rights and affirmative action. EON/BAMN caucus member Steve Conn was elected President of the Detroit Federation of Teachers earlier this year. We are committed to fighting to win.

Under my leadership we will begin a collective fight for our students and our schools—a fight to save public education, to strengthen our union, and to realize the promise of hope and progress that the youth of California deserve. Our strength and our potential extend far beyond our own numbers, because the struggle for our union is united with the needs of our students and community. Again: the struggle for our union is, and must be, a civil rights struggle for the people of California. We will not march alone.



Airgood

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Candidate for CTA President

Michelle Raley

Member, Eureka Union Teachers Association;
CTA State Council member.

For 15 years I've been dedicated / I loved
CTA so dear / Put my heart and soul into my
local / Advocating without fear

Went-toe-to-toe with CTA management
/ When my local's calls were neglected / A
new staffer was swiftly sent / Once again,
we were protected

I resurrected my service center's website
/ Kept it up to date / I wrote and took CTA
curriculum / All across the state

Then in mid-June, / It was falling apart / By pulling away /
Better support for the program I hoped to start

Unbelievably, the next week / I got a call from my boss / My
position was on the line / And I was at a loss

Because I knew my contract well / But my local was done /
And because I upset several insiders / CTA kept me on the run

Couldn't get representation / Met with my understanding
bosses all alone / Even though CTA told me on the phone /
You're an amazing advocate / You can trust us / We'll take care
of it / They were just throwing me a bone

Several PERB cases later / All for Duty of Fair Rep / Dismissed
does not equal innocent / Copious notes I've kept / Learned
CTA bears NO responsibility to represent members / And WIDE
latitude locals get

CTA still owes me money / Website expenses from 2013 /
And kicked me off Steering / To keep their doings behind the
scene

There's no policy to remove anyone / Yet, it was supposedly
done / All of this so very wrong / So, a State Council seat I've
won

To fix CTA / Make it better for all members / It's a long way /
From the status quo benders

My local is a closed shop / We have to pay dues / I want to be
proud to be a member / Not sing the CTA blues

We need to be LIFTED UP / Stop acting out of fear / We need
to be SMART / We need to do it THIS YEAR

So I nominated myself last minute / All I heard was status quo
/ No one talking about inviting back members / Or giving us the
low down on the dough

CTA politics takes precedence / Over teachers' lives / We need
to focus on our STUDENTS, our heart / We need our organization
to get organized

Teacher Driven Change / Let's show 'em what it's all about /
Alone in the voting booth / Get your pencil out

Vote for Michelle Raley!!! / Have no doubt / Send a message /
Sure to increase our clout



Raley

Candidate for CTA Vice President

Mikki Cichocki

Member, San Bernardino Teachers Association;
current CTA secretary-treasurer.

California public education remains
under attack and CTA needs experienced
leadership to meet these challenges head
on. The upcoming legal and legislative
battles and our response will help determine
the fate of public education. That is why it
is absolutely critical for CTA to elect leaders
who are prepared and committed to our
values of unionism, grassroots organizing
and intensive member engagement as laid
out in our Long Term Strategic Plan. We must be ready for the
challenges the legislature, Congress and the courts may bring.

Our future rests upon our ability to remain fiscally sound and
to activate and increase our membership. As your Secretary-
Treasurer, innovations brought under my office have kept us
solvent and brought us technologically into this century. We
have made strides to put CTA into the hands of every member
with CTAGO and Member Benefits apps. We have made tough
financial decisions that have kept CTA strong and ready to
advocate for members and public education.

I am a parent with a daughter in High School. I am a teacher
who has taught kindergarten through middle school and
currently works with non-traditional students at Youth Services
in San Bernardino City Unified. I am a dedicated leader who has
worked hard for years to gain the experience necessary to be
CTA's Vice President.

I have always done what is right for all members. My
commitment to intensive member engagement is unwavering.
Our members are our power. We must listen to diverse voices,
creating a stronger and more effective organization where every
member has access and opportunities to grow into leadership
positions. I have proven my commitment to our union by
engaging and connecting to our members. Together, I know we
can protect public education.

As your Vice President, I will fight for our vision of a strong
union and be an active proponent for public education. I will use
my energy and my enthusiasm for our profession to get the job
done, whatever it takes. I have the experience and willingness
to make tough decisions. Education and union work is what
I love. I am passionate about advocating for our members
and our students. I will fight the privatizers and anyone else
whose goals are to destroy public education. It is important to
me that WE work together to provide our students the BEST
education possible and provide our members working conditions
they deserve.



Cichocki

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Candidate for CTA Vice President

Theresa Montaño

Member, California Faculty Association, CSU Northridge;
CTA Board of Directors member.

I envision a California where every student has access to an academically-enriched classroom, with talented educators, committed Education Support Professionals, involved parents, and the resources to develop and deliver a culturally relevant, twenty-first century curricula.

My vision is rooted in my experience as a student, single mother, classroom teacher, union activist, and professor. I won't stop until this vision becomes a reality.

I am the **only** candidate with leadership and teaching experience in both public education systems, this has provided me an indepth knowledge about the issues facing public educators, PK-higher education.

I have a record of standing up to the assaults on public education. I have taken on Arne Duncan, gone to jail with California's teachers, and dedicated my personal and professional life to the education of California's students.

I will work with you to build **a union** that:

- is the visible voice of "public" education
- will respond quickly to attempts to outsource ESP jobs
- refuses the inadequate implementation of Common Core under the shadow of high stakes testing or Pearson.
- works for the reasonable and equitable implementation of controversial policies like AB 420, Ethnic Studies, LCAP and more.
- advocates for teacher-led professional development, free quality induction programs, and distinguished teacher preparation programs.
- exposes the economic inequalities plaguing our poorest communities, rural and urban, and works with allies to launch a campaign for fair taxation.
- develops a grassroots effort to reclaim the public education narrative, organize and recruit new members, and build sustainable and equitable partnerships parents and community.

The Long Term Strategic Plan **is** the new vision for our union, but implementation will happen when empowered locals use it to begin the organizing and coalition building needed to insure growth and stability in our union.

We must build a movement that challenges those who have neither our students' nor our interests in mind, and this movement will require **bold, new** leadership.

Voters have a real choice. The power of democracy assures us our leaders do not merely ascend to *higher office* by virtue of the office they presently hold or who they know, a leader must earn your trust and respect, as well as your vote.

With broad experience, *dedicated activism*, and a serious commitment to CTA's future — I *stand* ready to meet the challenge.

My name is Theresa Montaño and I would appreciate your vote .



Montaño

Candidate for CTA Vice President

Ricardo Abreu

Member, United Teachers Los Angeles; CTA State Council member;
NEA Representative Assembly delegate.

Ricardo Abreu is running for vice president. Why? I became more involved in my union a few years ago not because I agreed with what I saw- but because I opposed it.

I saw unions solidly behind the very politicians who were spearheading the drive to privatize public education. We failed to make demands on President Obama before endorsing him. So, first it was President George Bush's NCLB and now it's President Barack Obama/Arne Duncan and RTTT.

I've been inside the belly of the beast and what did I see? I saw CTA endorsement of candidates sworn to the expansion of charter schools, while in words our union claimed to oppose privatization.

Then Common Core came along to further the agenda of the privatizers and the unions bought in. The aim is to tie test scores to teacher evaluations. The new tests are harder than ever and sold under the guise of "leveling the playing field." The response of the unions to the attacks has been lacking. I recall some milquetoast criticisms about the implementation and not much else.

It's time to turn the tide. The CTA should be leading the charge. The CTA should be calling out the inequities fearlessly not playing footsie with politicians they are afraid to offend. The time has come to oppose the privatizers regardless of their political affiliation.

I am running with the EON/BAMN (Equal Opportunity/By Any Means Necessary) caucus which has been at the forefront of the fight for the rights of all our disenfranchised students by taking the fight all the way to the Supreme Court! At its core it's a fight for our civil rights. We will lead a new civil rights movement to defend our public schools.

If elected, I pledge to fight for the rights of all students regardless of immigration status. We will fight for integration and against the re-segregation that is happening via charters.

We will fight for equitable funding and the elimination of high-stakes testing.

We will fight to increase the salaries of teachers and ensure that their health care benefits are not eroded.

We will fight for free public education K-college because spending on education is a worthy investment.

We will fight to hire more teachers and reduce class size.

We will fight for a massive increase in money going into public schools and less into the coffers of privatizers.



Abreu

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Candidate for CTA Secretary-Treasurer

Dana Dillon

Member, Weed Classroom Teachers Association;
CTA Board of Directors member.

As a CTA Board member, NEA Board member, and as a CalSTRS Trustee, I have acted for the benefit of each and every member of CTA – north to south, east to west, pre-K to Higher Education, rural and urban. No other candidate for Secretary-Treasurer brings such wealth of experience and depth of knowledge. Building relationships, practicing fiduciary responsibility, and advocating for all members on the local, state, and national level are all hallmarks of a leader that we need in CTA. I am that leader.



Dillon

As a leader, I have served our members on the local, state, and national fronts for over twenty years, through good times and bad. I am one of the first teachers ever elected to the CalSTRS Board, serving as Chair during some of the hardest times CalSTRS has faced.

Just as our pensions are under attack, so too are CTA and public education in general. We must be prepared to take on the challenges that we will face.

We must change as we implement the Long Term Strategic Plan. Members must be heard. By listening to members' wants and needs, we can implement action to empower members. Empowered members will continue the battles, hard fought and won, that have increased the quality of our professional lives. We must organize within our union and our communities. When we begin to understand the needs of our communities and they begin to understand ours, we will be able to support each other's efforts. We will stand together, united, so the promise of a free quality public education will become a reality for all students. Together, we will advance a student-centered, educator-driven, union-led agenda for California's students.

CTA must elect a Secretary-Treasurer proven in fiduciary responsibility and integrity to ensure our members, chapters, and state organization have the funds, resources, and support we all need and deserve. My knowledge, understanding, and leadership experience at all levels of CTA/NEA and CalSTRS enable me to serve our members well and make me the most qualified candidate for CTA Secretary-Treasurer.

CTA members have elected me to serve them on the CalSTRS Board for three terms. They have entrusted me to safeguard the retirement fund that will provide for the security they need and deserve in retirement.

I ask that you once again give me your trust.

Elect me, **Dana Dillon** as your next CTA Secretary-Treasurer.

Candidate for CTA Secretary-Treasurer

Tyrone V. Cabell

Member, Los Angeles County Education Association;
CTA Board of Directors member.

As a special education teacher of the severely handicapped for over thirty seven years, I started my teaching career with the Los Angeles Unified School District and am currently employed by the Los Angeles County Office of Education. Prior to teaching, I was a para-educator for four years and a member of California School Employees Association.



Cabell

Educated in the Los Angeles Unified School District, I earned my associates' degree from the Los Angeles Harbor Community College. I was awarded my Bachelor of Arts degree from California State University Dominguez Hills. I also received my multiple subject and severely handicapped credentials from California State University Los Angeles. I later earned my Masters of Arts in education from United States International University in San Diego.

In the 1970's, I started my association work as a local representative. Then I ran for office and held the position of treasurer for three terms, vice chair for two terms and eventually was elected President of the Los Angeles County Education Association for two terms. Then on the state level I began my service to the Southeastern Service Center as the treasurer for four years prior to being elected Service Center Chair for five years. For more than thirty years I have attended the Representative Assembly to the National Education Association as a delegate.

I was elected Chair of the CTA African American Caucus for four years after serving as both the vice chair and treasurer for six years previous to my stint as chair. I then represented the caucus on the Ethnic Minority Affairs Committee for six years.

As a thirty year member of the special education committee, I now serve as the Board liaison at State Council. In 2007 I was elected to the California Teachers Association Board of Directors for District L and have served for the last eight years. I was appointed to the Guy DeRosa & Martin Luther King Scholarship committees. I am currently serving on the Summer Institute, and Training and Development Committees representing the CTA Board.

I have been the recipient of both a local "WHO" from LACEA twice and was honored to win the state "WHO" from the Southeastern Service Center.

I want CTA to move forward with their own agenda across the state of California. We are the experts and our voices need to be heard. I believe in putting MEMBERS FIRST.

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Candidate for CTA Secretary-Treasurer

Marty Meeden

Member, Palmdale Elementary Teachers Association;
CTA Board of Directors member.

For thirty years, I've been part of CTA as a loyal grassroots member and as a local, state, and national leader. I understand and believe in California public education: being a proud graduate of a California community college and a California State University, having worked as an education support professional in LAUSD, and having served my community of the Antelope Valley as a teacher and as a duly-elected school board member. I'll bring to the office of Secretary-Treasurer a unique breadth and depth of experience — and a unique voice.



Meeden

I know California public education from the inside out. As your minority-at-large CTA Board member, I've traveled throughout the state, visiting rural, suburban, and urban chapters, speaking with and listening to you. I know who has the answers to the challenges facing educators today, and I know where to go to get the answers — you!

You, our students, and our communities are the ones who have inspired me to seek this office. I understand the fiduciary responsibilities of the Secretary-Treasurer, and I strongly believe that CTA's budget, as a policy document, must honor your dues money by reflecting your priorities. Recently CTA has worked diligently to develop a long-term strategic plan to energize and mobilize all our members. It's an exceptional plan! But its implementation is what will make or break it. As with Common Core, if we want the strategic plan to reach its goals, we — all of us in CTA — must take care and time, listen to each other, remain flexible, and provide the necessary resources for its success. If we want to thrive in the face of court decisions attacking our due process rights as educators and our membership rights as union members, we — all of us in CTA — must stand united and prepared to use our resources to fight the good fight and to remain strong. As your secretary-treasurer, I'll always stay keenly focused on you and those we serve, and I'll always carry out my duties to lead and to manage your dues money both responsibly and responsively.

I am your colleague as an activist, an advocate, an organizer, and an optimist. I am both a dreamer and a doer. I prod, I question, I nudge, and I respect. I will be collaborative, inclusive, principled, tenacious, ethical, and transparent as your CTA Secretary-Treasurer. I am Marty Meeden.

Candidate for CTA Secretary-Treasurer

David B. Goldberg

Member, United Teachers Los Angeles;
CTA Board of Directors member.

If only we could just do what we do best..... teach! Instead, attacks by forces opposed to public education and teacher unions make this a really hard time to serve in the public schools. Years of budget shortfalls have impacted our classrooms and our livelihood. Excessive testing strains our relations with our students and our colleagues. Divisive tactics like the Parent Trigger law, the Vergara lawsuit, and attacks on fair share aim to divide us from the communities we serve and try to keep us from acting together to protect our profession. These attacks have had an impact on the fabric holding our profession and public education together.



Goldberg

As Secretary Treasurer, my goals will be to weave our work, our profession, and our communities back together. Working with the officer team, the CTA Board and the State Council, I will develop strategies to better connect us and I will target resources to support that work for all members, in all areas. As Treasurer of UTLA for 6 years, I managed a 17 million dollar budget during some of the hardest years of layoffs and declining dues and helped keep our services and union afloat. I have served on the CTA Budget Committee and fully understand our budget process and its limitations. I will build upon my experience as a member of the Long Term Strategic Plan Steering Committee to focus the organization on key priorities and goals.

I will work to expand programs to develop new leaders. Our strength as a union will depend on our ability to bring in many more, diverse, voices to our struggle for educational justice.

And I will work, as we all must, to engage parents in coalition building. I will use my organizing and political skills, developed from a lifetime of experiences, to connect with communities and build political power, not only in the hallways of Sacramento, but in neighborhoods across California.

Our members are looking for answers. I might not have all of them, but my willingness to engage deeply with you about our profession, our priorities, and our collective future will help us find the answers together. I know, with your help and guidance, we can build a stronger CTA.

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Candidate for CTA Secretary-Treasurer

Gayle Bilek

Member, Templeton Teachers Association;
CTA Board of Directors member.

After much personal and professional consideration, I believe I possess the skills necessary to become Secretary Treasurer of CTA. I grew up in a single parent family, where college was not considered an option. Being the only college graduate and a first generation teacher in my family came about because of hard work, perseverance and determination. Those qualities have been demonstrated throughout my professional life.



Bilek

I served on my local executive board and as an elected member at the Service Center. At the state level, I completed nine years on State Council and was elected chair to the Political Involvement Committee for three years. At the national level, I was an NEA Board alternate and have attended more than ten NEA Representative Assemblies.

The challenges before public education are more poignant than ever. The attacks being aimed at education are being fought in the courts like we have never experienced in union history. Working with the CTA President and Vice President, setting the course for public education and CTA, we can conquer our foes. These efforts will be successful only if we work together with our local educators.

President Vogel's success in passing legislation and his involvement in political circles was vital to CTA's success in improving working conditions for educators and learning conditions for students. Using the political relationships I have built over time, we can continue to pursue education related legislation. In the Democratic Party I am an AD Delegate and sit on an Executive Board committee.

One aspect of the Secretary Treasurer's job is to be the liaison to CTA/ABC. I am the only candidate that has served as an observer, a working member, and secretary of the committee. This has given me the knowledge to work with the members and to understand the responsibilities. The CTA/ABC committee is better served by someone who understands the job.

While serving on the Board of Directors for District G, I make every effort to visit as many rep councils, executive boards, and school sites. When our members identify with the Board member it connects them to CTA. I have shown that I will listen to them. Building these relationships connects me to our members.

A vote for me is a vote for a leader who has years of CTA history to share, relationships locally and statewide, first hand relationships in the political arena, and knowledge to benefit our union.

Candidate for CTA Secretary-Treasurer

Tania Kappner

Member, Oakland Education Association;
NEA Representative Assembly delegate.

Build the Movement to Defend Public Education! Tania Kappner for CTA State Treasurer!

Public education remains our nation's greatest and most popular democratic achievement. Never before has this great institution, teachers, and our students, been under the kind of attack that we've seen in the past years. It's time to harness the tremendous power and support that we have and fight.

As a founding member of the Equal Opportunity Now By Any Means Necessary Caucus (EON/BAMN), I understand that the fight to defend public education means building a new civil rights movement. We need new leadership of our union to build the movement that can provide the millions of people looking for a way to fight and win a way forward. I am that kind of leader.

There has been a bipartisan attack on our public schools, students, and teachers. Race to the Top, charters, and privatization schemes have failed. I'm prepared to fight stakes testing, including Common Core testing. I will mobilize members for the expanded resources, smaller class-sizes, art and music programs, counselors, special education, and all of the programs that foster critical thinking and enable students to express their talents and strengths.

The worst attacks on public education have been leveled against the black, Latina/o, and immigrant communities. The new Jim Crow has meant cheapened education and increased repression. This attack is lowering the standard of education for everyone, including white rural communities. The only way to decrease the achievement/opportunity gap is through integration. EON/BAMN has led in the defense of school integration programs, including magnet schools, voluntary bussing, and affirmative action.

The fight for our just rights isn't just a fight for the future of our schools, but for the direction of public education and society as a whole. It's a civil rights fight. We are a union and we need to act like one! There isn't a town or city where, if teachers struck for better wages, benefits, or work conditions, that there wouldn't be massive support from the communities and our students for us. CTA should be leading direct actions like this. There's no shortage of the will to fight; teachers and students share it! The real question is whether there's a leadership fighting to win. The current CTA leadership has not done this. I will. If you want to take action, vote Tania Kappner for CTA Treasurer.



Kappner

Which Summer Roadtripper are You?



The Wanderer

The Adventurer



The Coastal Cruiser

The Urbanite



The Highway Master

The Team Captain

CALENDAR 2015



MARCH 2 *Event*

Read Across America

Join in the national celebration of reading, sponsored by NEA and CTA. CTA's program, California Reads, offers teacher-approved quarterly book recommendations for multiple age groups. So plan local reading events on March 2 — *and* throughout the year! Find out more: www.cta.org/raa

FEBRUARY 20 *Application Deadline*

Martin Luther King Jr. Scholarships

Aimed at helping members of ethnic minorities in preparing for teaching-related careers in public education, the Martin Luther King Jr. Memorial Scholarship Fund is supported by voluntary contributions from CTA members and the CTA Foundation for Teaching and Learning. An applicant must be an active CTA or Student CTA member, or a dependent child of a CTA member. Find out more:

www.cta.org/scholarships

FEBRUARY 20-22 *Conference*

CCA Winter Conference

Hyatt Regency Mission Bay, San Diego
The Community College Association's winter conference is dedicated to enhancing bargaining skills and coordinating bargaining strategies with other locals throughout the state. Bargaining teams are encouraged to attend. Find out more: cca4me.org

MARCH 2 *Entry Deadline*

California Educator Journalism Contest

Student journalism programs may submit a two-page spread that showcases teaching and learning at their school. The winning entry will be published in the May *Educator*. Find out more:

www.cta.org/journalismcontest

MARCH 5-6 *Conference*

CTA/NEA-Retired Conference

Hyatt Regency San Francisco Airport, Burlingame

Make the most of retirement! Learn how CTA/NEA-Retired chapters are working to protect and enhance your future. Stay connected, be protected, and enjoy great benefits. Find out more: www.cta.org/conferences

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MARCH 6–8 *Conference*
Equity and Human Rights Conference
*Hyatt Regency San Francisco Airport,
 Burlingame*

This conference affirms CTA's mission to protect the civil rights of children and secure a more equitable, democratic society. Speakers and workshops provide members with a greater understanding of the issues of diversity and equity. Find out more: www.cta.org/conferences

MARCH 13–15 *Conference*
Region III Leadership Conference
Manhattan Beach Marriott

"Our Union, Our Future." CTA's future depends on identification and training of local leaders to survive the educational challenges facing California. Find out more: www.cta.org/conferences

MARCH 17 *Application Deadline*
SCTA Scholarships

Scholarships are offered to Student CTA members: Two \$600 scholarships to undergraduates at a four-year university; two \$200 scholarships to community college students; two \$250 scholarships to ethnic minority members; and two \$550 scholarships to graduate students at a four-year university. Find out more: www.cta.org/sctascholarships

MARCH 20–22 *Conference*
Good Teaching Conference South
Sheraton Harbor Island, San Diego

The Good Teaching Conferences support excellent teaching and learning practices for K-12 teachers. They offer a variety of workshops in curriculum content areas, provide opportunities for professional development, and allow time to network with colleagues and experts. Find out more: www.cta.org/conferences

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UC San Diego Extension offers the CCTC Approved Reading and Literacy Added Authorization (previously referred to as Reading Certificate) which is a comprehensive program of study that provides students with a solid foundation in the research and methods of reading instruction.

The Reading and Literacy Added Authorization program is geared towards teachers with the potential to become leaders and mentors in the area of reading. It will provide educators with the right tools to improve student achievement.

Program Highlights:

- The program provides participants with the skills to develop a research-based program of reading instruction for implementation in their own classrooms or as a resource for other classroom teachers
- This certificate is aligned with the requirements and standards established by the California Commission on Teacher Credentialing (CCTC).
- **100% online**

To view credential requirements, the program FAQs and to download an application please visit our Reading Instruction at extension.ucsd.edu/teachreading

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- Teaching Online Certificate
- Teaching English to Speakers of Other Languages (TESOL) Professional Certificate
- Professional Development/Salary Point Coursework

For more information, please contact Morgan Appel,
 Director of Education at: (858) 534-9273 or mappel@ucsd.edu



WORD SCRAMBLE!

To honor Black History Month we offer up this Word Scramble featuring a few notable Americans. Resources can be found at cta.org/blackhistory.

- | | |
|-----------------------------|-------------------------|
| 1. MDAMA JC ARELWK | 12. TTSCO OLPNJI |
| 2. REOGGE GSTHAIOWNN VAERRC | 13. EPCYR AILUNJ |
| 3. NRIAMT TUEHLR KGIN RJ | 14. RAIHTER AUBTMN |
| 4. ARSO SAPKR | 15. KBOREO T TONHWGINAS |
| 5. ALAMAK ARRISH | 16. ASMJE NAV RDE EEZ |
| 6. EARTRC G WOSODNO | 17. RYMA THGIK |
| 7. YMAR NELEL SANTPLEA | 18. AYEYF TAETTZWLN |
| 8. AKHN AONR | 19. MALWI PHLUROD |
| 9. MRYNVE YLLAMYD | 20. GROTUOHD LRASHALM |
| 10. AMYA UGONELA | 21. KACBRA AMABO |
| 11. HILESRY IOCHLMHS | |

ANSWER KEY 1. Madam C.J. Walker (Sarah Breedlove) - First American woman to become a self-made millionaire. 2. George Washington Carver - Developed more than 100 products using peanuts. 3. Martin Luther King Jr. - Clergyman and civil rights leader. 4. Rosa Parks - Civil rights activist. 5. Kamala Harris - California attorney general. 6. Carter G. Woodson - Historian, educator. 7. Mary Ellen Pleasant - "Mother of civil rights" in California. 8. Hank Aaron - National Baseball Hall of Fame player. 9. Mervyn Dymally - First African American lieutenant governor of California. 10. Maya Angelou - Poet, writer, performer. 11. Shirley Chisholm - Congresswoman, childhood education expert. 12. Scott Joplin - Ragtime pianist and composer. 13. Percy Julian - Chemist, developed physostigmine, a drug used to treat glaucoma. 14. Harriet Tubman - Abolitionist, "conductor" on the Underground Railroad. 15. Booker T. Washington - Educator, orator. 16. James Van Der Zee - Photographer. 17. (General) Mary Knight - First woman to head the California National Guard. 18. Faye Wattleton - Activist, co-founded the Center for the Advancement of Women. 19. Wilma Rudolph - Track and field, won three gold medals at 1960 Olympics. 20. Thurgood Marshall - U.S. lawyer and associate justice of the U.S. Supreme Court. 21. Barack Obama - 44th president of the United States.

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