

OUR UNION • PAGE 16

TEACHER DISMISSAL

Streamlining and protecting due process

OUR FEATURES • PAGE 42

LATIN RETURNS

Kids understand Pope Francis' speech

PLUS •

TEST SCORES & EVALUATIONS 9

FACEBOOK ETIQUETTE 23

WIN SCHOOL SUPPLIES 46

California EDUCATOR

New moms' right to pump

And don't miss CTA's Well-Baby Program!

Page 33

Sleeping in helps teens learn

Page 10

Meet Veronica Marquez

Page 14

INSIDE

Your Day of the Teacher poster

April 2013 | Volume 17 | Issue 7



COMMIT TO — THE WORLD THAT — COULD BE



— APPLY NOW —

This year, the University of San Francisco School of Education will celebrate four decades of changing the world through scholarship and service.

Learn More: www.usfca.edu/soe



UNIVERSITY OF SAN FRANCISCO
School of Education

CHANGE THE WORLD FROM HERE

APRIL 2013



20



33



10



24



42

IN EACH ISSUE

- 4 Top 10
- 5 What's New Online?
- 6 Ask Dean
- 22 Calendar
- 45 CTA's 150th Timeline

YOUR VOICE

- 7 Your comments
- 9 Opinion: Test scores and evaluations
- 32 CTA summer photo/video contest
- 38 Good Teaching Conference

OUR UNION

- 16 Lawsuit challenges due process rights
- 17 Teacher dismissal bills
- 18 Funding proposal impacts bargaining
- 20 **Prop. 30 reduces RIFs**
- 21 Bargaining updates
- 26 Kudos to new National Board Certified Teachers
- 30 Smarter Balance assessments
- 33 **Fighting for new moms' right to pump**

OUR FEATURES

- 10 **Late start for teens is good?**
- 14 Meet Veronica Marquez
- 23 Facebook Etiquette
- 24 **Day of the Teacher poster**
- 28 Profile: Larry Gerston
- 40 Equity and human rights honorees
- 42 **Latin is making a comeback**
- 46 Who's Game: Caption Contest

ON THE COVER



Rebecca Conklin advocates privacy for new moms when pumping breast milk.

editor's note



Top Ten TO DO LIST

- 1 Watch a video (page 5)
- 2 Decide who's right (page 9)
- 3 See sleepyheads succeed (page 10)
- 4 Support due process and protect students (page 16)
- 5 Advocate for professional rights (page 17)
- 6 Brush up on Facebook etiquette (page 23)
- 7 Post a Day of the Teacher poster (page 24)
- 8 Gauge Smarter Balanced assessments (page 30)
- 9 Fight for new moms' right to pump (page 33)
- 10 Understand Pope Francis' Latin (page 42)

Stand up and rise!

That's the motto of fifth-grade teacher and UTLA member Veronica Marquez, who is featured as one of the 2013 California Teachers of the Year (page 14). In sharing teaching strategies, resources and links, she says, "I rise above mandated policies and teach the child — not because test scores matter, but because students matter."

Because students matter, some schools are starting the day later. What, you ask? Starting later improves student achievement? That's what CTA members in Temecula, Belmont, East Palo Alto and Agoura Hills think when it comes to how teens learn (page 10). Your colleagues are doing amazing things to help students learn, like earning National Board Certification to improve their skills (page 26) and sharing classroom management strategies (page 38) at CTA's Good Teaching Conference. Perhaps most importantly, local leaders are negotiating professional teaching and learning conditions. The governor's funding plan puts everything on the bargaining table (page 18). If you have a vision about what your classroom and school should look like, now is the time to share it with your bargaining team.

CTA leaders and members are rising up to deal with policy issues. Read about new moms in San Ramon, Fremont and Anaheim who are fighting for their right to pump breast milk in private (page 33). More rights issues are explored as CTA supports legislation to streamline the dismissal process while protecting students (page 17) and at the same time fighting to prevent the gutting of your due process rights. CTA and CFT filed papers in court asking to intervene in a lawsuit — that's not something you see every day (page 16).

In the fun department, members in Palm Springs, Menlo Park and Irvine share how Latin is making a comeback (page 42). I hope you'll enjoy reading about CTA member and political pundit Larry Gerston (page 28), as well as several of your colleagues who were honored recently for protecting human rights (page 40).

The fun department, which will be renamed when the redesign of your *Educator* magazine is complete, was suggested by members like you. Also see the colored tabs on the upper corner of the pages that tell you the topic of that section as you thumb through the magazine. Your letters indicate you want this magazine to be useful, fun, provocative and educational.

Finally, for those of you who want another shot at the CTA Cartoon Caption Contest, see page 46. This time, one winner will get \$100 in school supplies plus the original artwork, including their caption, by cartoonist Richard Crowson.

Cynthia Menzel
Editor in Chief

EDITOR IN CHIEF	Cynthia Menzel
STAFF WRITER	Sherry Posnick-Goodwin
CTA WEB EDITOR	Karyn Ferrera Donhoff
CTA WEB EDITOR	Tiffany Hasker
EDITORIAL ASSISTANT	Craig Hamilton
WEB ASSISTANT	Gladdie Cabral

CTA ELECTED OFFICERS

PRESIDENT	Dean E. Vogel
VICE PRESIDENT	Eric C. Heins
SECRETARY-TREASURER	Mikki Cichocki-Semo

BOARD OF DIRECTORS

José Alcalá, Larry Allen, Gayle Bilek, E. Toby Boyd, Donald L. Bridge, Tyrone V. Cabell, Elana Davidson, Don Dawson, Dana Dillon, David Goldberg, Jim Groth, Terri Jackson, Leslie Littman, Marty G. Meeden, George Melendez, Theresa Montaña, Mary Rose Ortega, Michael Stone, Kendall Vaught, KC Walsh, Curtis Washington

EXECUTIVE DIRECTOR	Carolyn Doggett
ASSOCIATE EXEC. DIRECTOR	Rebecca Zogelman
COMMUNICATIONS MANAGER	Jonathan Goldman

CONTRIBUTORS

Scott Buschman, Richard Crowson, Len Feldman, Bill Guy, Stephen R. Harris III, Dina Martin, Mike Myslinski, Jay Ortiz, Frank Wells

EDITORIAL INFORMATION

California Educator is published for the information and edification of CTA members. The editorial philosophy is governed by the policies of CTA. Articles and advertising reflect that philosophy.

Letters to the editor may be sent to editor@cta.org.

Publication of advertising in the *California Educator* does not indicate CTA approval of the product or of the companies that purchase advertising.

For advertising rates and information, contact WebSolutions Media
5666 Spruce Harbor Court, Las Vegas, NV 89122
(702) 838-3434
websol@earthlink.net, websolutionsmedia.com

CTA/NEA membership dues for the fiscal year, Sept. 1–Aug. 31, are \$827, including a \$20 voluntary contribution. Up to \$18.45 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives and is not deductible for income tax purposes.

Subscription to the *California Educator* is \$10 per year, available to persons or institutions not eligible for CTA/NEA membership.

California Educator (ISSN 1091-6148) is published monthly except January, July and August by:

CALIFORNIA TEACHERS ASSOCIATION
1705 Murchison Dr., Burlingame, CA 94010-4583
(650) 697-1400; FAX (650) 552-5002
editor@cta.org, www.cta.org

Postmaster: Send change of address to *California Educator*, P.O. Box 4178, Burlingame, CA 94011-4178.

Periodicals Postage Paid at Burlingame, CA, and additional mailing offices.

TOP TWEET

@educationweek Many schools don't have the high-speed Internet connections needed to make full use of #edtech tools.

WHAT'S NEW AT CTA.ORG



HAPPENINGS AT THE CAPITOL

What happens at the state Capitol can affect every teacher, education support professional, and student in the state. Check out the Capitol News to find out what's going on. www.cta.org/legislation



ARE YOU COVERED?

From April 1 to May 31, if you have disability or life insurance through a carrier not endorsed by CTA, you can switch to The Standard, the only CTA-endorsed insurer. www.cta.org/lifedisability



APRIL IS NATIONAL POETRY MONTH

On the advice of educators across the country, the Academy of American Poets selected April as the best time of year to turn attention toward the art of poetry. www.cta.org/poetry

MOST POPULAR FACEBOOK POST

In 1927, CTA won a legal victory when the State Supreme Court ruled that a school board could not fire a female teacher simply because she got married.



Celebrating Women's History Month

March 6

877 likes

124 shares

8 comments

FAVORITE COMMENTS

Josi Kneisel | March 8

When my sisters and I were born, my mother was not allowed to teach from the sixth month of pregnancy until we were about three months old. This was not a maternity leave; she was not paid at all. Right when she needed her health insurance the most, she not only had no income, but had to pay her own insurance premiums and hospital bills. My father was attending UCLA, so he had no income and had to pay tuition. We forget how bad it was to be a teacher and how much CTA and unions have done for all teachers, but especially for women and their families.

Janey Brunton-Munoz | March 13

Special ed staff at my middle school is stretched to the limits and beyond. We've been doing more with less for years. There is nowhere else to move.

MORE TOP TWEETS

@KatrinaNation | March 8

Dow rides higher than ever. Ain't it time for a tax on Wall Street to rebuild Main Street?

@SoCoLaura | March 2

Did you know that @CATeachersAssoc came out against the internment of Japanese during WWII? I ❤️ my union!

@patrickmlarkin | March 11

Investing now, when it's difficult, is the single best moment.

@TheJLV | Feb 28

I love parent-teacher conferences. Having real conversations with students and parents matters for us.

@richardcostigan | Feb 19

#CalPERSBoard just took vote directing @CalPERS staff to divest stock holdings in gun manufacturers.



VIRAL VIDEO

Parent Trigger: Teachers and parents in Adelanto discuss how parent trigger proponents there tricked parents with false promises, divided the community and disrupted young lives. youtu.be/gqH8Ap2rbtg



WHAT DOES DAY OF THE TEACHER MEAN TO YOU?

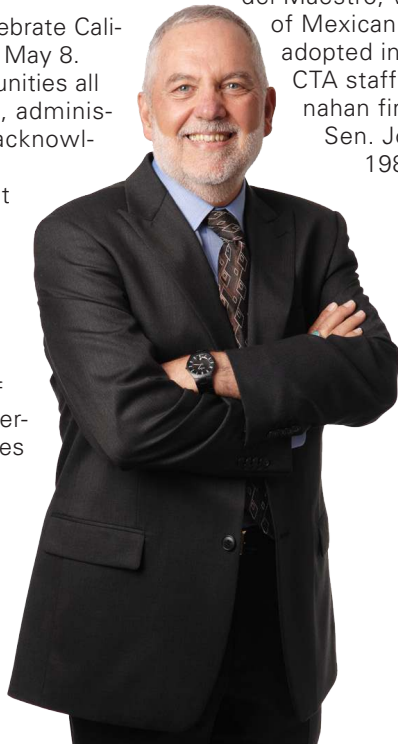
➔ Mr. Chavez was my fourth-grade teacher at El Rancho Elementary School in Chino. He could find the gift that every kid had, and he was open to everyone, not just those who were best behaved or smartest or got their work done. He genuinely connected with students...

Focus on what went right... and thank those who helped you become the amazing teacher you are today.

and I needed that connection. I needed someone who believed in me, and he was that guy.

I think of him as we celebrate California Day of the Teacher, May 8. I know that school communities all over the state — parents, administrators, students — will acknowledge the work you do in special events during that day, and I sincerely hope you take it in. We work hard, and the rewards aren't always immediate.

But now it's April, and many of us are getting ready for another round of tests, parent-teacher conferences, open houses, grades and graduations. Can you



ask dean

believe it? We're already approaching the end of the year. And that makes me think of one of those board games we used to play as kids where we'd move our markers along the pathway through ups and downs to become the big winner at the end. Of course, the winner in our game would gain riches, rewards, and the respect of all the other players.

I hope as you go through this incredibly busy period, you take a moment or two to breathe, and to think about some of your accomplishments over the past year. It's important, especially since we all have tendencies to focus on the things that went wrong, instead of what went right. It's not surprising, since it's a hallmark of our profession, to self-evaluate in order to find ways to improve our teaching. Yet how often do we stop to give ourselves a pat on the back for a job well done? How often do we stop and thank a colleague or a mentor? That's what Day of the Teacher is for.

Day of the Teacher isn't quite as venerable as the 150-year-old CTA, but it has been going on for some 30 years now. The inspiration came from a beautiful Mexican festival, Día del Maestro, which the Association of Mexican American Educators adopted in California. Former CTA staff member Galal Kernahan first worked with state Sen. Joseph B. Montoya in 1982 to carry the legislation. Kernahan was told by the senator at the time, "Make sure that it doesn't cost any money or it won't have a chance this session."

Kernahan did just that, and in fact he continues to support and promote Day of

the Teacher each year by delivering our Day of the Teacher posters to libraries and businesses all over Orange County for display. What a great idea! He wants to make sure that our members proudly display these posters in their classrooms. "Teachers should be encouraged to teach by example," he told us recently, observing it is our duty to promote the profession to the next generation.

Weaving in CTA's 150th anniversary, this year's Day of the Teacher theme is "California Teachers: Honoring the past, guiding the future." I like it because that's what we strive to do every day in our classroom with our students.

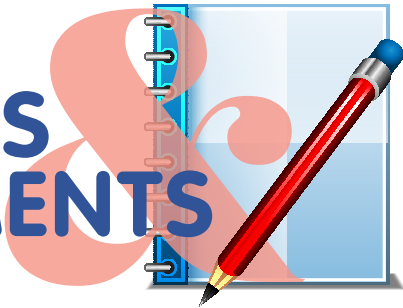
And this, CTA's sesquicentennial year, provides us with the opportunity to look at the educators who have come before us. I've read of amazing teachers and advocates, and I can tell you, I am proud to be among them. These are the folks who championed the idea that our democracy depends on free public schools; that public schools be funded through tax dollars; that teachers have a say over their profession; that they have due process rights and can't be fired for arbitrary and capricious reasons; that they have a right to collectively bargain their contracts; that they are entitled to decent salaries and benefits; and that they are entitled to a duty-free lunch period.

So when Day of the Teacher comes around next month, take a moment to think about your own Mr. Chavez and your own accomplishments. Thank your teachers, your mentors, or someone who helped you become the amazing person you are today. And let me personally thank you for being an educator, and being part of CTA's 150 years.

Dean E. Vogel

Dean E. Vogel
CTA PRESIDENT

LETTERS & COMMENTS



Your opinions and letters are welcome.

So, too, are your photos of teaching, learning and association activities. There is a 250-word limit on letters and all letters will be edited. Photo identifications and permissions are required. All materials submitted must include your name, address, daytime telephone number and email address. E-mail to editor@cta.org.



✉ A TALE OF FRIENDSHIP

I am writing to tell you of an English assignment given 56 years ago in my seventh-grade class by Mrs. Reuben at Hibbard School in Chicago. Each student in her class was given an airmail paper (the old blue thin paper) with a student's name and address on it asking for an American pen pal. I received my letter from a girl in Cornwall, England.

Thus began our friendship. We are still best friends, more like sisters. Communication is easy now. We use snail mail, e-mail, Facebook and the telephone. We spend time together when we can. Unfortunately, I was never able to thank Mrs. Reuben for her assignment. It will last a lifetime and continue into future generations because the connections have been made.

I hope Stefanie Pechan's students (February *Educator*) find the connection with their pen pal to make it a lifelong friendship. Great assignment!

Barbara Byrd
California Faculty Association (retired)

✉ COMMON CORE

In the article "Common Core Standards, Commonsense Math Standards" (March), I disagree with Dr. Wu's statement that students are taught a formulaic procedure, "without once telling students a fraction is." At the elementary level, good teachers illustrate the concept of fractions on a number line and other geometric shapes. He should visit the primary grades in an elementary school.

I embrace the coherence and universality of the Common Core standards, and I know effective teachers employ



the many resources available to teach a deeper, conceptual understanding of academic content, regardless of educational curricular policy, mandate, or trendy instructional strategies.

Ann Waller
Manteca Educators Association

✉ CLASS SIZE

As an 80-year-old retiree who fought and shouted and wrote and spoke for class size reduction starting in the '60s, I am overjoyed to see the CTA take it on.

We struggled against huge odds, against the John Birch Society and the Business Roundtable, against those who thought us crazy, just to make class size a public issue. It is, as most teachers agree, the catalyst that unlocks real improvement.

A class of 38 or 45 leaves little time for teaching, and leaves a teacher too exhausted to work effectively on necessary reforms, though we did.

Experience shows that if we can approach a limit of 20 students per class, in-depth, personal education becomes possible, even where a teacher is new or burnt out. Many of us believe small classes to be an exponentially greater necessity than any other proposed improvement in our educational system.

Please, dear CTA, dear editor, continue to fight "by any means necessary" for small classes. The quote, in my mind, is from Malcolm X. He meant do whatever you need to do until you succeed. Malcolm helped bring about the civil rights movement. Maybe CTA can help bring about the educational rights movement, and I hope I live to see it!

James M. LeCuyer
United Educators of San Francisco (retired)

✉ ASL IS A PRIMARY LANGUAGE

As a special education teacher, I have always had a problem with the fact that students with deaf parents, whose primary language is ASL (American Sign Language), are not considered second language learners or given any ELD services ("Language disorders," March).

For the last 10 years I've taught mild to moderate Special Day Class (SDC) kindergarten/first grade. I've received children with an IEP that says they are "speech and language impaired" whose parents are deaf,



LETTERS & COMMENTS

and ASL is the primary language of the home. Three instances come to mind, and all three students ended up being moved into regular education by



the end of the year because what they really needed was exposure to English.

I myself have hearing loss (I wear a hearing aid) and communicate a little in ASL.

I live and work near a school for the deaf, so I know we have a good number of people who belong to the deaf culture. Many hearing children are growing up in the deaf culture and using ASL as their primary language. They are acquiring English as a second language.

Why are these students denied ESL services and being labeled as having speech and language delays? It seems so unfair and discriminatory to me. Am I alone in feeling this way?

Stephanie Piotrowski
Moreno Valley Educators Association

CELLPHONES ARE A CRUTCH

Regarding the article about cellphones in the classroom (March), cellphones are a crutch.

Have students use their brain, not their fingers texting for answers.

I contacted Sprint, and for two cellphones with a two-year contract it

only costs \$150 a month. If I add apps



it costs more. As a retired teacher, I can't afford one. What about the children whose parents work for minimum wage — are they the toss-away kids left to beg and borrow from rich kids to learn something in school?

I can just see the teacher distributing a test. Cellphones click to take a picture for another outside friend and everyone gets 100! Think of all the 4.9 grade point averages sent to colleges. Throw away the damned cellphones, install a filter to stop the transmissions in the school, and go back to teaching. What happens if the battery is dead on their cellphone and these kids have to think for themselves?

Jack Csizmar
Palmdale (retired)

OOPS

I just received my March copy of *California Educator* and noticed in the "Bargaining updates" section that the St. Helena Teachers Association in Sonoma County added an extra student instruction day. Actually, St. Helena is located in Napa County. I just thought you might like to take note.

George Hoyer
Napa (retired)

Editor's note: We stand corrected!

CONCORDIA UNIVERSITY IRVINE
Classes now in Bay Area!

Earn Your Master's Degree in Education

Administrative Masters with Preliminary Credential (30 units completed in 17 months)

Curriculum and Instruction (30 units completed in 21 months)

School Counseling with Pupil Personnel Service Credential (40 units completed in 28 months)

Satellite programs available!

Convenience:

Five 8-week sessions per year ▶ Classes meet 4:30 to 8:30 one night a week ▶ Schedule mirrors academic calendar with comparable holidays and breaks ▶ Competitive cost \$440 per unit ▶ Cohorts are created in local districts to minimize commutes ▶ Engaging, collaborative learning settings

Program Features:

Common Core Standards ▶ strategies to hook "digital learners" ▶ design deep learning assessments



Contact:

Patty Hunt
patricia.hunt@cui.edu
949.214.3362

Learn More:

Go to www.cui.edu/maedsf to learn about rigorous programs.



Should test scores be part of teacher evaluations?

Here are the viewpoints of two CTA members.



YES ▶ I teach in a small, inner-city school where I help underserved students understand the scientific complexities of the world around them. The power of education is sustained because I work with individuals who believe that all students have the potential to learn and grow.

Two years ago our union members decided to test that core value by voting to pilot a new way of evaluating teachers that includes an element of student performance on standardized tests. This model does not tie teacher evaluation to student achievement levels but rather to student growth. This distinction is important; effective teaching leads to growth for all students whether or not they earn advanced scores on CSTs. Student growth scores need to be a factor in evaluating teachers to hold educators accountable for making content knowledge accessible to their students. As daunting as a long list of standards is, students have the right to learn that material, and it's a teacher's responsibility to expose them to it.

Obviously, there is more to teaching than covering all the state standards. Student performance is only part of a teacher's effectiveness score. Student growth scores account for less than 40 percent of any teacher's score; the percentage varies based on whether they teach a tested subject. All teachers are still formally observed by administration and rated on a rubric that examines everything from the measurability of lesson objectives to the amount of peer interaction in the classroom. In addition, teachers are also rated based on schoolwide student growth and survey results from students, parents and other faculty. Teachers have more reasons to collaborate, and all stakeholders are able to provide feedback on how a teacher is doing.

I recognize it's a controversial topic, but isn't it time for teachers to be evaluated on the outcome of our work like other professionals? Doctors are evaluated on the recovery of patients as well as their bedside manner. Shouldn't teachers be evaluated on the learning of students along with classroom climate?

Another concern regarding student performance as a measure of teaching is that it negatively impacts those who teach traditionally underperforming students. If we use student growth instead of student achievement as our measure, there is no discrepancy. All students are capable of learning more than they knew at the beginning of the year.

Ultimately, the true advantage of using student growth and student surveys to measure teacher effectiveness is that it allows teachers to be evaluated by the people who have the best idea about what goes on in their classrooms day after day. It empowers the students to demonstrate their learning and indicate if their needs are being met.

In the end, isn't that what teaching is all about?

Lindy McCulloch Asociación de Maestros Unidos
Animo Jackie Robinson Charter High School



NO ▶ I have been a science teacher in Oakland for 25 years. I'm on my association's bargaining committee, and we've been researching evaluation models, holding forums at four schools around the city so that we could start a dialogue about this issue.

There are two major problems with using standardized test scores as part of teacher evaluation: It is unfair to those who teach students with low scores, and it encourages a narrowing of the curriculum toward what can be tested.

Students tend to have lower scores if they are English learners, come from families living in poverty, are homeless or transient, or attend schools with many other low-scoring students. They have less reliable scores, less stable scores from year to year, and often don't make a year's progress in a year, which is how they got behind. Even if you could "correct" for students coming in with lower scores, evaluations for teachers of these students are still less reliable, less stable, and show less progress. Teachers know that teaching students with higher scores will lead to better evaluations. We need incentives to teach students with low scores — and to continue teaching them. Using test scores in teacher evaluations would do the opposite.

Using test scores in teacher evaluations will also incentivize teaching to the test and emphasizing parts of the curriculum that will be tested. Good teachers in good schools may not follow this path, but teachers under pressure to improve — and schools under pressure to raise scores at all costs — will do what they have to do. There is far too much pressure to narrow the curriculum already; we should not make teacher evaluations another pressure that goes against good teaching.

I think that observation by a trained and experienced evaluator should be the bedrock of evaluation, and there are ways to include student work and student progress that do not have the insidious effects of using standardized test scores.

We are being pushed to use standardized test scores to evaluate everything, including students, schools and teachers, by people who want schools to run like businesses. Businesses have only one standard metric: profits. To run schools in a similar way requires one standard metric: test scores.

We want education to produce more than test scores. We want students who can research, solve problems, who present what they know and who know how to participate as a student and as a citizen.

Making standardized test scores part of teacher evaluation would be one more step away from this broader view of education.

David DeLeeuw Oakland Education Association
Oakland Technical High School

Editor's Note: CTA's Framework for Teacher Evaluation recognizes student performance and growth is a critical part of any formative evaluation process. Teachers use test scores to inform their instruction and assess student learning. However, CTA believes student scores on standardized testing should not be used in summative evaluations to make high-stakes decisions. Any evaluation process must be multifaceted and based on multiple measures. See www.cta.org/evaluationframework.

Do
MORE



's

really

HELP the

3R

YOU SNOOZE, YOU LOSE?

Not necessarily.

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN

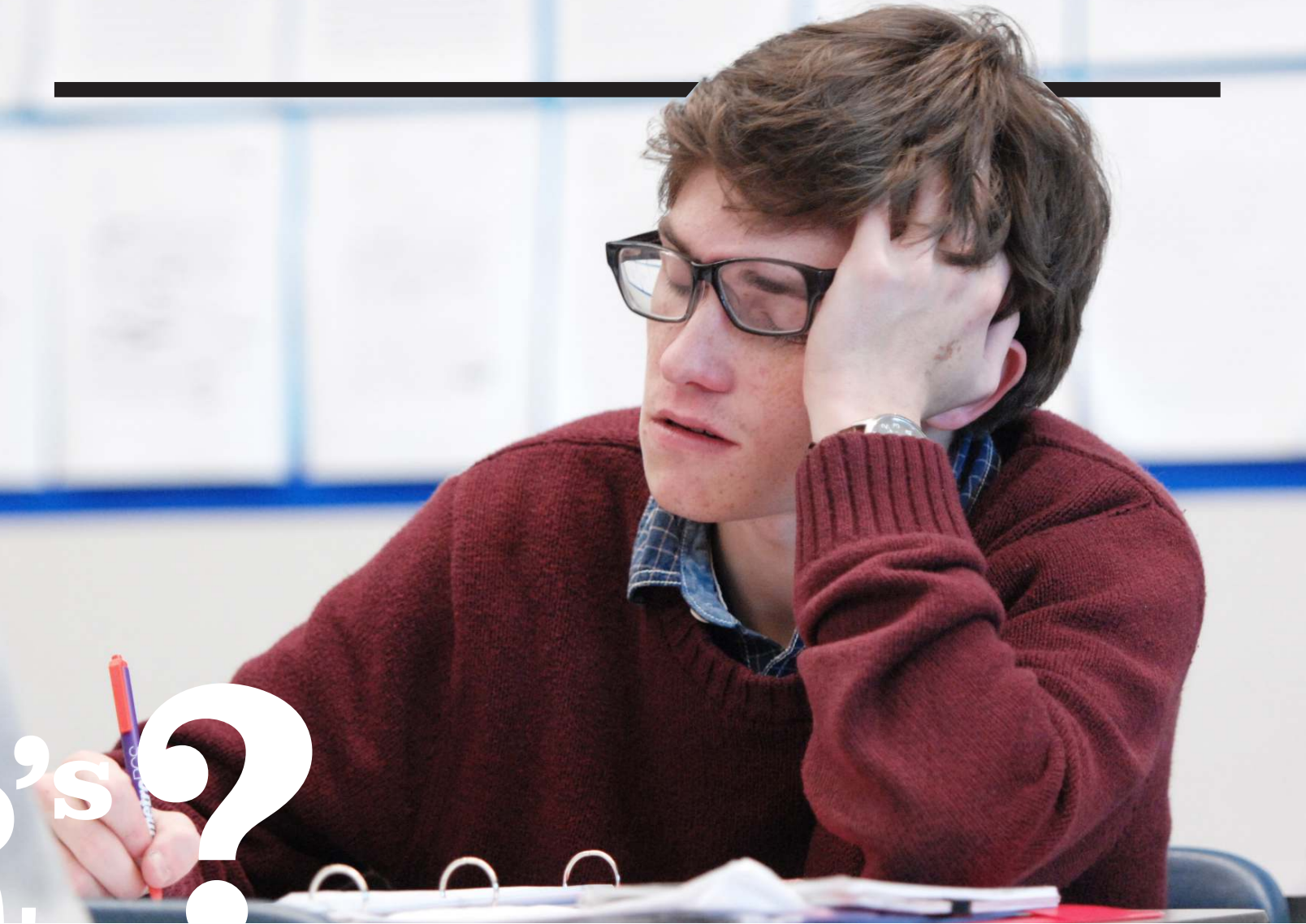


Cara Ramsay

RESearch shows snoozing helps teens gain in academic achievement, so some districts changed the bell schedule — or are planning to do so — to give students more shut-eye.

While changing to a later start time proved controversial with staff at some schools, most educators agree that students aren't getting enough sleep. Bus rides that begin before dawn's early light and classes starting as early as 7 a.m. result in yawns and nodding heads, they say.

"Every day I see kids who are affected by sleep issues," says Cara Ramsay, a Temecula Valley High School English teacher. "They look tired. They move slowly. In first period, which begins at 7:30, you rarely even see behavior problems because kids are so tired. Our kids need more sleep. To me, it's a no-brainer."



TEMECULA STUDENTS AWAKEN TO THE CAUSE

► When Ramsay’s students complained about school’s early start time, she suggested they do something about it. So they founded the Temecula Valley High School Sleep Club. More than 200 students signed up, some thinking it was a place where they could nap. Students made a presentation before the school board, and a survey was sent to parents about later start times.

“My students did all the research, had a proposal written, and then hit a brick wall because of budget cuts,” says Ramsay, Temecula Valley Educators Association. “Changing the schedule became a monetary item.”

The Sleep Club disbanded, and Ramsay thought the issue had been permanently put to rest. How-

ever, the district is considering a later start time for the 2013-14 school year based on a poll showing 73 percent of parents favor later start times for high school students, and 63 percent favor it for elementary school students.

“I’m ecstatic,” says Jason Luque, who was president of the Sleep Club and now attends Northern Arizona University. “I’m glad I did something to help open people’s eyes to the fact that not everything has to stay the way it is. There’s no reason for schools to have a schedule based on agrarian society of the 1800s and harvesting crops. Let’s hope everybody goes with logic instead of emotion as the years go on.”

Ramsay is pleased her students’ hard work paid off. She acknowledges the issue made her unpopular with

some of her colleagues, who did not want their workday to extend later.

“People are alarmed by change. But we can pilot this program and see if kids get sick less often and perform better. Let’s look at the data, and if it doesn’t support change, we can always go back to how things were.”

BELMONT FACULTY SOUNDS THE ALARM

► Students sleeping in could be a nightmare due to traffic congestion at a busy intersection, say teachers at Carlmont High School in Belmont.

“This is a hot topic because the other schools in our district now start later, and we got a waiver,” says Kelly Redmon, Sequoia District Teachers Association (SDTA). The school was asked for years to make the change, but as of this month the district backed off, and an earlier start time is no longer on the horizon.



Carolyn Wade



Craig Hochhaus says offering students a choice about when they start the school day works well at Agoura High School.

SDTA members voiced concerns that parents might drop off students early on their way to work, leaving them unsupervised, and that students involved in extracurricular activities would walk home in the dark. Staff were especially concerned low-income students from East Palo Alto would not benefit from the plan because these students would still wake up early to catch the school bus and return home at dark.

“It’s an equity issue,” says teacher Justin Raisner. “Not all of the population would get the benefit of a later start time, which did raise questions.”



Justin Raisner

Carlmont teachers questioned whether a later start time would actually give students more sleep.

“I think kids would just stay up later posting on Facebook,” says Carolyn Wade. “I get e-mails from some of my students at 3 in the morning.”

Students were split on the topic. “I want more sleep so bad,” sighs

Sarah Levin. “It’s really hard with after-school clubs, homework and college applications. Sleep falls by the wayside. I know if I got more sleep I’d get more done. I’m exhausted.”

“I’m against a later start time,” says Gabriela D’Souza. “If students need more sleep, they should just go to bed earlier. Instead, they are texting, on Facebook, playing video games and procrastinating homework.”

PALO ALTO RESETS THE CLOCK

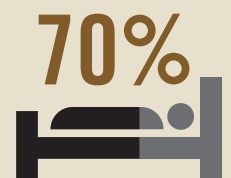
► Gunn High School students gained a half hour of sleep after the start time changed from 7:55 to 8:25 last fall. The high-achieving school made the change to address student “fatigue” and stress. Students can still attend zero period if they choose.

“I think it helped to address the stress issue,” says Kristy Blackburn, Palo Alto Educators Association. “I personally enjoy the later start, and feel more rested in the morning. But I don’t like getting home at 4:30 or 5.”

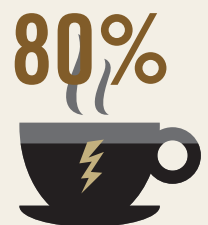


What the
RESEARCH
shows

► A 2011 study by the Centers for Disease Control reports that nearly 70 percent of high school students are not getting the minimum 8.5 hours of sleep recommended on school nights. Of these, nearly 40 percent sleep six or fewer hours per night, which leads to illness, including a compromised immune system.



► The National Sleep Foundation says 80 percent of U.S. students in grades 6-12 fall short of recommended sleep time, and that overtired students struggle with depression, weight gain and lower grades. Some turn to caffeine, which keeps them up at night.



► While most young children fall asleep naturally around 8 or 9 p.m., puberty shifts a teen’s sleep pattern and most adolescents can’t fall asleep until 10:45 p.m. or later, reports the Mayo Clinic.



► A 2010 study by Colby College in Maine titled “Early to Rise? The Effect of Daily Start Times on Academic Performance” found that starting school an hour later led to a 3 percentile point gain in math and reading.



California school districts with late start times:

- Las Virgenes Unified School District
- Palo Alto High School District
- Oak Park Unified School District
- Newport Mesa Unified School District
- Sequoia Union High School District

School districts considering later start times:

- Long Beach Unified School District
- Temecula Valley Unified School District



Kristy Blackburn says resetting the start time a half hour ahead helped to address the stress issue at Gunn High in Palo Alto.

It's too early to tell if the school's already stellar test scores will rise. But Blackburn notices students seem more alert, and she is issuing fewer tardy slips.

Students are enthusiastic about the switch.

"It reduces stress because I just have the psychological satisfaction of getting a half hour more sleep," says Shireen Ahsan. "When I sleep well, I remember lessons more accurately. I don't constantly yawn in class, and I don't get lost during lectures."

A little sleep goes a long way, muses Shawna Chen.

"I get more small doses of sleep. I think it improves student achievement.

With more sleep, students are more focused on what they're doing and can do more. A later start time is extremely effective in providing more sleep, less anxiety and an overall more positive school experience."

AGOURA HILLS STUDENTS CHOOSE ARRIVAL TIMES

► Marcia Yang trudges across campus for her precalculus class at zero period, beginning at 7 a.m. She awoke at 6 and was thrilled to find a primo spot in the parking lot.

Sophie Fried arrives at 7:45 a.m. for "support period," where teachers offer extra help with homework before the school day begins. She also finds parking.

Greg Balke rides in on his bicycle as the bell rings for first period at 8:40 a.m.

All three attend Agoura High School, where students and teachers are given the choice of three different arrival times.

"It's an option most schools don't offer," says early bird Yang. "The school accommodates those who want to come to school early as well as those who prefer to sleep later."

"It's definitely more relaxed," says Balke. "I have more time to procrastinate. I stay up really late. My bedtime is between 9 p.m. and 2 a.m. depending on what's due the next day. I will never go to zero period unless it's mandated. I like having extra time to sleep."

The school changed to a flexible schedule years ago when research linked more sleep to improved achievement, says Craig Hochhaus, math teacher and co-president of the Los Virgenes Education Association. He estimates that a third of the students show up at 7 a.m.; most arrive at 8:40.

"Test scores have gone up, but who knows why? I still see tired kids. But I can say with conviction that it works really well when kids have a choice about when they start. School can be such a regimented thing. When offered a choice, it improves morale for students and staff." 🎓

STAGGERED STARTS

Students arrive at different times at Agoura High School.



7:00 A.M.

Marcia Yang arrives.



7:45 A.M.

Sophie Fried arrives.



8:40 A.M.

Greg Balke arrives.



WE END OUR SERIES on the three CTA members among the 2013 California Teachers of the Year by featuring Veronica Marquez, fifth-grade teacher at Harmony Elementary School in Los Angeles. This United Teachers Los Angeles member teaches gifted students, sheltered English immersion, and bilingual education. A National Board Certified teacher, she has extensive experience providing staff development, mentorships and training for other teachers.

FAVORITE CLASSROOM STRATEGIES

My English learners benefit from grouping configurations, so my students move from whole group to small groups to partners. Whole class allows me to introduce key vocabulary, model and review to provide a shared experience for everyone. Small groups provide multiple perspectives and encourage collaboration. Working as partners allows students to practice what they learned. Visual aids make my instruction meaningful; I use pictures, charts, graphs, PowerPoint presentations and skits to introduce, reinforce and clarify points and create interest, increasing students' understanding and retention level.

FAVORITE CLASSROOM RESOURCES

I use literature and music to create an environment in which students want to learn. Books I provide for students' reading pleasure are rich in vocabulary and content so they learn and develop an appreciation for literature. Songs relate to the themes or time era we're discussing. Others focus on poetry or figurative language. Students create their own songs using key terms they are

learning about. I've had students write songs about the solar system, what it was like to grow up during the civil rights movement, and most importantly themselves. Music makes learning fun and interesting!

FAVORITE INTERNET LINKS

www.readwritethink.org offers free K-12 materials in reading and language arts instruction. www.pinterest.com is a social network to find, organize, save and share interesting images and visual ideas.

WORDS TO LIVE BY

Stand up and rise! I stand up and rise for my profession and focus on my students. I mold the future by impacting students' views and understanding. I stand up to classroom challenges. I rise above mandated policies and teach the child — not because test scores matter, but because students matter.

ON HAVING A MENTOR

I am a reflection of the countless teachers who mentored me throughout my teaching career, especially Violet Rodriguez-Preciado. I could not have

survived my first years without her encouragement and wisdom. Through her example and guidance, I defined a clear vision of the type of educator I wanted to become.

FAVORITE BOOK FOR PROFESSIONAL DEVELOPMENT OR CLASSROOM

The Important Book by Margaret Wise Brown. The book features two-page spreads that take ordinary objects and describe important things about them. Students write poems and essays throughout the year that focus on important things about themselves, the unit we're studying, famous individuals, or past and current events.

WHY I STAY IN TEACHING

The rewards of teaching are immeasurable. I help children develop an appreciation for learning. The 'aha!' factor, when I see the exact moment that students understand, is magic. It is the pure satisfaction of watching my students bloom into the scholars they were meant to be. I make a difference.



Clear Credential Program

UC San Diego Extension offers courses approved by the California Commission on Teacher Credentialing to fulfill the requirements of most Clear Single & Multiple Subject Teaching Credentials.

The program provides:

- The required Clear Credential courses
- A Planned Course of Study
- Student advisement and clear credential recommendation upon completion

After completing the program, students can then initiate the formal recommendation to the California Commission on Teacher Credentialing.

The UC San Diego Extension Clear Credential is:

- **100% online**
- An alternative to the BTSA Induction Program
- Specifically designed to be **completed within 6-9 months**
- A total of 24 quarter units in Education
- Free application processing and recommendation to the CCTC
- UC San Diego Extension is now accepting applications for the program

To view credential requirements, the program FAQ and to download an application please visit our Clear Credential Program page at <http://extension.ucsd.edu/programs/customprogram/clearcredential.cfm>

UC San Diego Extension also offers accessible and affordable online programs for K-12 and Postsecondary Educators.

- New courses begin every month
- Most programs can be completed online within 1 year
- Interactive, Research-Based Programs with Practical Classroom Application

Programs include:

- CLAD Through CTEL Program
- CCTC-Approved Reading Certificate
- Career and Technical Education (CTE)
- College Counseling
- Gifted and Talented Education (GATE)
- Teaching Adult Learners
- Teaching Online
- Professional Development/ Salary Point Coursework

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

extension.ucsd.edu/education

SP13-4016

Super Reward Checking!

It's super. It's rewarding. It pays. And it's always **FREE**. It's **Super Reward Checking** at Provident.

- **No debit card fees and no monthly fees**
- **ATM fee rebates¹**
- **No minimum balance**
- **FREE online and mobile banking**
- **e-Deposit²—Deposit checks remotely**

3 simple requirements to receive the rewards:³

- 10 Visa® debit card transactions per statement cycle
- 1 direct deposit or automatic debit/credit per statement cycle
- Receive e-Documents

1.76%^{APY*}

Balance	APY*
\$0.01 - \$25,000	1.76%
\$25,001 and over	0.11%
Requirements not met	0%

PROVIDENT CREDIT UNION
ProvidentChecking.com
(877) 728-8472

Endorsed by—



* Annual Percentage Yield (APY) is effective as of February 6, 2013 and may change anytime. 1) Provident will rebate nationwide ATM surcharges imposed by the other institution, up to \$2.50 per transaction. 2) Certain restrictions apply. See www.providentcu.org for full eligibility details. 3) These are the requirements to receive 1.76% APY on balances up to \$25,000, 0.11% APY on balances beyond the first \$25,000, and ATM rebates. If the 3 requirements are not met in their entirety, the APY will be 0% and no ATM rebates will be issued for that statement cycle. The minimum deposit required to open this Account is \$25. To qualify you must also be a member, 18 or older. Limit one Super Reward Checking account per membership. **IMPORTANT:** All transactions must be **posted** within the statement cycle which begins on the last business day of the previous month and ends on the second to last business day of the current month.

© 2/6/13 PCU

CTA/CFT fight lawsuit that ransacks your professional rights

Corporate-led lawsuit says kids are failing because of teachers

“THIS LAWSUIT IS BASELESS AND MERITLESS,

and hurts student learning.” So says CTA President Dean E. Vogel in announcing that CTA and the California Federation of Teachers are filing to intervene in a lawsuit that would strip teachers of professional due process rights and job security. “The lawsuit is addressing the wrong problem, using the wrong process and proposing wrong solutions.”

The lawsuit, *Vergara v. State of California*, aims to overturn due process protections for teachers. It alleges that California Education Code provisions governing teacher dismissals, due process rights and layoffs are unconstitutional and should be eliminated. If upheld, it will make it harder to attract and retain quality teachers in California’s schools.

In the latest attempt by corporate special interests and billionaires to push their education agenda on California public schools, *Vergara* was filed by “Students Matter,” a group founded by Silicon Valley corporate boss David Welch, whose stated mission is to impact public policy by filing lawsuits. Hiding their agenda behind kids, “Students Matter” named eight kids in the lawsuit, including 13-year-old Beatriz Vergara.

“It’s not about kids for them, it’s about filing lawsuits and making money at the expense of our students and educators,” says Vogel. “It’s an ‘ambulance chaser’ approach to education reform.” Others involved are anti-teacher organizations such as Parent Revolution and Michelle Rhee’s StudentsFirst.

Wrong problem

Specifically, the lawsuit claims teachers’ rights should be eliminated because students are failing due to the retention of “grossly ineffective teachers.”

Actually, student achievement is improving, despite the significant school funding

cuts in recent years. (See sidebar.)

Laws governing teacher dismissals, job security and layoff procedures have absolutely nothing to do with the real issues facing California’s schools today, Vogel adds. The real issues facing California’s students today are inadequate resources, overcrowded classrooms, lack of parental involvement, and the need for quality teacher training.

Wrong solutions

“How will dive-bomb litigation solve anything?” asks Vogel. “By going through the courts, these ambulance chasers are deliberately cutting parents out of the process.”

Education policy decisions should be made in the Legislature and not in the courts, he adds. At the local school district level, educators and parents can work together to best meet the needs of students in that community and best represent their interest to lawmakers.

CTA is working with policymakers, local school districts and other stakeholders to find the right solution. Last year, CTA unveiled its Teacher Evaluation Framework, which provides guidance to local educators and their unions, as well as local school districts and the state Legislature, in how to approach teacher evaluation. For CTA, it’s about best practice and student achievement, not making money off frivolous lawsuits.

To combat the cursory “drive-by” nature of many teacher evaluations, the framework calls for making the process truly a joint endeavor where “the teacher is an active participant, fully engaged and focused on learning and improving practice, while the evaluator is a knowledgeable partner providing comprehensive, consistent and timely feedback, information and guidance.”

The framework formally introduces the practice of “formative” and “summative” evaluation procedures. The formative

process focuses on increasing knowledge and improving professional practice; test scores may be included, but are not used for employment decisions. The summative process summarizes a teacher’s practice based on teaching and learning standards, and can be used in employment decisions.

Wrong process

“This lawsuit is a corporate end run around the Legislature to set public policy,” says Vogel. “It’s an effort to keep parents and educators out of education policy decisions. Clearly, it’s about making money, not about making a difference for students.”

The California Legislature is currently in session and considering proposals that address teacher dismissal, streamlining the process to keep our students safe, safeguarding the integrity of the profession, and protecting teachers’ due process rights. CTA is advocating for a quicker process and tough penalties for districts that do not follow the law. In fact, CTA is supporting two bills, AB 375 and AB 1338, that would streamline the dismissal process (see facing page).

With the due process policies in place, after working two years, teachers get the right to a hearing, the right to tell their side of the story. The district must show that administrators have done their job evaluating, supporting and notifying educators of deficiencies.

“That takes work and time,” Vogel says. “We spend a lot of time making students successful. The least we can do is do the same for teachers. We want excellent teachers in our classrooms. Taking away job security and due process rights is unprofessional and inhibits good teaching. For districts, it should be as simple as following the law.”

Dismissal and due process procedures are working well where districts are utilizing the process currently mandated in state law. However, there are many not following the process.

STUDENT LEARNING

Despite budget cuts, students are succeeding

- Reading scores for all students have risen 63 percent over the last nine years; Latino students, 130 percent; African American students, 104 percent; English learners, 150 percent; educationally disadvantaged, 125 percent; white students, 37 percent; and English learners reclassified, 65 percent.
- Math scores for all students (proficient and advanced levels) have risen 46 percent over nine years; Latino students, 83 percent; African American students, 89 percent; English learners, 85 percent; educationally disadvantaged, 79 percent; and white students, 32 percent.
- One million more secondary students are taking college-bound math and science courses, and the numbers who are proficient have grown by 158 percent.
- The achievement gap is narrowing, with only 1 percentage point separating the numbers of advanced/proficient African American, Latino and white students.
- Despite a drop in the total number of African American eighth-graders, over the past nine years the number taking algebra has risen 96 percent, and the number becoming proficient or advanced has risen 111 percent.
- The number of Latino eighth-graders taking algebra has risen 197 percent; the number achieving proficient/advanced status has risen 522 percent.
- In the past nine years, 63 percent more English learners have achieved advanced and early advanced language proficiency.

If there are issues with education laws, rather than filing costly law suits, they should be addressed through the legislative process where parents, educators and all community members can be heard.

CTA and CFT seek to ensure all stakeholders have input in education policy decisions and to protect the rights of educators. After all, the students are the ones most affected by any of these decisions and their voices must be heard.

For developments in this case, visit www.cta.org.

CTA supports bills streamlining teacher dismissal process and protecting students

Members expressing their views to lawmakers makes a difference!

ASSEMBLY EDUCATION CHAIR Joan Buchanan (D-Alamo) introduced two bills, AB 375 and AB 1338, designed to streamline the teacher dismissal process and require districts to establish policies on child abuse reporting.

That same day, Sen. Alex Padilla (D-Pacoima) announced that he was dropping his CTA-opposed teacher dismissal bill, SB 10, and signing on as co-author of Buchanan's bills.

The action came even as a group of CTA members were in the state Capitol on a lobby day, meeting with their lawmakers to oppose SB 10 and to expedite and streamline the teacher dismissal process.

AB 375 and AB 1338 reflect CTA's goals to keep students safe, safeguard the integrity of the profession, and protect the rights of educators, notes CTA President Dean E. Vogel. "We support these bills because they provide immediate protections for students and streamline and shorten the dismissal process to ensure charges are handled fairly and in a timely manner." He adds that he appreciates Buchanan's hard work in developing the legislation and Padilla's support shown by signing on as co-author.

AB 1338 requires districts to implement clear policies that fulfill state requirements for reporting abuse allegations, and to train staff members annually on the policies.

AB 375 establishes clear and timely dismissal procedures that reinforce the

district's responsibility to keep students safe and to report charges to the California Commission on Teacher Credentialing (CTC).

Through its interim legislation process, CTA took a "support" position on the two Buchanan bills, a position that will be reviewed by the full State Council at its April meeting.

CTA strongly believes school districts should be penalized for not following the law and failing to report serious misconduct to the CTC. This change should be a key element of a legislative package.

A recent state audit found that officials of the Los Angeles Unified School District failed to use their power under current law to remove from the classroom an educator facing charges of child abuse.

The audit also determined that the district also failed to forward information about the educator quickly to the CTC, which has the power to investigate charges and revoke educators' credentials. Without a credential, a teacher cannot work in a public school district in California.

"We look forward to working with lawmakers as these bills make their way through the legislative process," says Vogel.

CTA strongly believes school districts should be penalized for not following the law and failing to report serious misconduct to the CTC.



Bargain based on fact, not fear

Brave new world in collective bargaining — will you step up?

THE GOVERNOR’S PROPOSED 2013-14 BUDGET eliminates almost all categorical programs. That means line items (categoricals) for specific programs outlined in California’s Education Code are being consolidated and collapsed into one funding formula.

If the proposal is approved, the negotiations process becomes more important because classroom experts — teachers, certificated personnel and education support professionals — will have more to discuss at the bargaining table.

There is potential for high drama and for gratifying success because of the sheer volume of the changes proposed. It’s a whole new world when it comes to negotiating professional teaching and learning conditions.

In your classroom

As money flows into the education system with fewer restrictions, school districts will have wider latitude on how they spend money on staff and programs. CTA believes all spending decisions should be done appropriately with input from the experts in the school — that means you.

As your local leaders and negotiators look at new approaches to bargaining, they’ll be looking to you to share your expertise and knowledge. This is your opportunity to get the resources and sup-

It’s a whole new world when it comes to negotiating professional teaching and learning conditions.

ports you need for your students. For example, which programs are most important for student achievement?

Without specific categorical funds, schools may be unable or unwilling to support

programs that provide access to various programs — music or arts education, perhaps. And requirements remain. For example, the Beginning Teachers Support and Assessment program (BTSA) is needed to get a clear credential. Local districts are to support and pay for new teachers to go through a BTSA program. Already there are cases where school districts take the money and use it “with flexibility,” which means new teachers pay out of pocket and the district spends the money elsewhere. Induction programs are important to teacher success. Do you want them funded?

Think about the impact and costs associated with the implementation of Common Core on professional development,

assessments and testing. Or how evaluations and data are used. Many of these items can and should be funded through the collective bargaining process.

What does that mean for you and your local bargaining team?

“Everything is on the table,” says CTA State Council Negotiations Committee Chair Pat Sabo. “It has to be.” Her initial advice for local leaders is this:

- Bargain based on fact, not fear. Final financial numbers won’t be certain until this summer.
- Do not hurry. The “bargain now or you’ll lose it” message by some districts is not true.
- Work with CTA. You’re not alone in this. There’s CTA assistance, support and resources from primary contact staff.

Sabo, an eighth-grade algebra teacher and a Healdsburg Area Teachers Association member, suggests taking a completely new approach to bargaining, especially if the proposed funding formula passes.

“For starters, we can go into bargaining in a positive, proactive way, instead of being defensive. The money’s there. We can envision a school community that would be the ideal,” she says. “Let’s take the opportunity to ask our members and our communities what’s important. Ask ‘What should my classroom and my school look like?’ and bargain from there. Anything’s possible.”

This is all possible because of CTA’s good work to pass Proposition 30.

CTASearch: Great online resource

CTASearch allows staff and leaders to download contract language from negotiated agreements and the CTA Contract Reference Manual, including Arbitration Decisions, Bargaining Advisories, Legal Advisories, Fact-Finding Reports, Chapter Presidents Handbooks, and other guides. To access the site, contact your local primary contact staff.

GET ON
DOMINICAN'S ROADMAP:

Leading Teachers to
Common Core
SUCCESS!



Collaborative Instructional Design
Plan your Common Core & Comprehensive
Curriculum • EDUX 9918



2, 3, 4 & 6 UNIT OPTIONS AVAILABLE!

Get a Head Start on your Summer Projects!
Read • Plan • Organize • Prepare
Align • Redesign • Upgrade • Streamline

WHEN THE FIRST BELL RINGS, YOU'LL BE READY!

DO IT YOUR WAY!
Online & Self Paced Courses

• BOOKS COUNT
for EDUCATORS

TEACHERS + BOOKS = GREATNESS!
3 Great Courses to Make Books Count!

• RACE to the COMMON CORE
STANDARDS

History and Science: You will be introduced to web resources for all grade levels chock full of valuable and exciting classroom information, activities and lessons that are unique to each class. The end product for each of the 9 CA history, 20 US history, 18 world history and 16 science classes will be a thoughtful and well prepared unit of study that will reflect common core standards.

• BULLYING, INTOLERANCE
and SCHOOL SAFETY

• DISCOVERING
YOUR EDUCATIONAL
COMMUNITY
RESOURCES

Visit museums, national parks, planetariums, theaters, art galleries and other educational places!

• LEVERAGING
CLASSROOM
TECHNOLOGY

Microsoft Office, Cloud Computing, iPad, Facebook, Edmodo, Twitter, Moodle, Picello, Flipping your Classroom and Website Technology!

• ATHLETIC
COACHING

RACE TO THE COMMON CORE
CLASSROOM • EDUO 9800

SIX unit 2-week Summer workshop
offered in many California locations!

For a limited time, the six unit workshop
is on sale for only \$595!



EDS EDUCATIONAL DEVELOPMENT AND SERVICES in partnership with

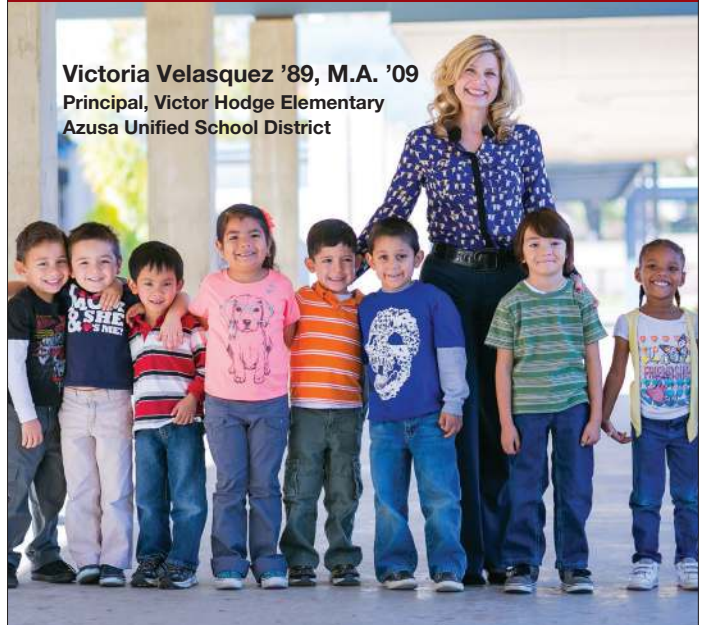


DOMINICAN UNIVERSITY of CALIFORNIA
SCHOOL of EDUCATION AND COUNSELING PSYCHOLOGY

50 ACACIA AVENUE • SAN RAFAEL, CALIFORNIA 94901

Visit www.dominicanCAcourses.com
or call 800.550.6938 today!

Azusa Pacific University
SCHOOL OF EDUCATION



Victoria Velasquez '89, M.A. '09
Principal, Victor Hodge Elementary
Azusa Unified School District

Earn your degree from a university
known for excellence in education.

Azusa Pacific has a reputation for consistently producing innovative and comprehensively prepared educators. Our graduates serve as teachers, counselors, coaches, librarians, and administrators throughout Southern California, and are known in their schools and districts as leaders in their field.

Choose from more than 60 credential and degree options at APU, including a bachelor's degree completion program in liberal studies, and join a 113-year legacy of excellence in education.

Programs start throughout the year.
Contact us today!

www.apu.edu/explore/education
(626) 815-4570



AZUSA PACIFIC
UNIVERSITY

God First Since 1899

13947

AZUSA | HIGH DESERT | INLAND EMPIRE | LOS ANGELES | MURRIETA
ORANGE COUNTY | SAN DIEGO | VENTURA COUNTY | ONLINE

Proposition 30 sharply reduces pink slips

"I don't have to worry about whether I have a job for next year!"

BY MIKE MYSLINSKI

LIKE THOUSANDS OF CALIFORNIA educators last fall, Bay Area teacher Quyen Bullard worked hard to pass the governor's Proposition 30 on the November ballot. Now the school funding measure is working for her.

Prop. 30 dramatically reduced the number of preliminary pink slips that California school districts issued by the state's annual March 15 deadline. Bullard was overjoyed she did not receive a dreaded layoff notice — as she has for three out of the past four years.

"I am ecstatic!" said Bullard, a seventh-grade teacher in the New Haven Unified School District in Union City. "All the pressure is off. I don't have to worry about whether I have a job for next year."

On maternity leave now, she and her husband celebrated the birth of their second child March 29.

Her district went from about 100 pink slips last year to none this year. Bullard credits the "big role of Proposition 30" in giving districts more budgeting stability for the reduced number of RIF (reduction in force) notices.



John Dalton is one of 18 educators who got RIF notices in Alameda Unified. "It's insulting and it's scary," he says. Photo by Gray Harris, AEA president.

Approximately 3,300 pink slips went out to educators in mid-March, compared with about 20,000 last year, according to CTA research. By law, school districts have until May 15 to make decisions on teacher layoffs, but many districts were able to budget and plan ahead because of Prop. 30. It prevented nearly \$6 billion in devastating cuts to education this school year.

"If the governor's Proposition 30 had not passed, California's public schools would have been rocked by an avalanche of pink slips," says CTA President Dean E. Vogel.

"Instead, we are seeing far fewer layoff notices, and that's great news for our students and teachers. We still have a long way to go to heal our schools from billions in cuts suffered in recent years."

Teachers Rosario Ruiz in Sacramento and John Dalton in Alameda were reminded just how far the state still has to go when they received their pink slips.

"It's not a good feeling to not know whether you will have a job or not," says Ruiz, a second-grade teacher in the Sacramento City Unified School District, which issued 118 pink slips. "You think you are safe, and then it happens again."

She is in her seventh year teaching in the district — still not long enough to escape the layoff process. "You just have to make the best of it and keep teaching."

That's what John Dalton is doing as he copes with the stress after getting his pink slip at Alameda High School in the Bay Area, where he chairs the career technical education department. He was one of about 18 educators who got the notices from the Alameda Unified School District.

"It's insulting and it's scary," he says. "You can't really plan anything."

Dalton began teaching five years ago and has received layoff notices a few times now. His hardship may be related to California



Quyen Bullard in Union City is ecstatic that she didn't receive another pink slip this year. Photo by Mike Myslinski.

ranking 49th in the nation in per-pupil public education spending.

Prop. 30 won't make public schools whole overnight. But by raising taxes on the wealthy for seven years and increasing the statewide sales tax a quarter of a cent for four years, Prop. 30 will generate about \$42 billion for public schools and local public safety needs over seven years. It means the state can start paying back some of the funds owed to public schools. In the past four years, more than \$20 billion in education funding was cut or deferred, and the state lost more than 30,000 teaching jobs.

The state's two largest school districts, Los Angeles Unified and San Diego Unified, issued no teacher pink slips this time, but combined for more than 11,000 notices last year.

Final pink slip data was still trickling in to CTA at press time; 154 school districts had reported 3,280 educator pink slips.

The 10 California school districts reporting the most layoff notices are: Los Angeles County Office of Education, 213; San Bernardino City School District, 166; Sacramento City Unified, 118; San Francisco Unified, 118; Pomona Unified, 108; Twin Rivers Unified, 100; Mt. Diablo Unified, 95; Stockton Unified, 95; Pasadena Unified, 81; Alum Rock Elementary, 80.

Bargaining Updates

Across the state CTA members are fighting for improved teaching conditions and professional compensation. Find out more at www.cta.org/bargainingupdates.



Burlingame teachers win better evaluations, salary increase

► Burlingame Education Association members ratified a three-year contract agreement that provides a retroactive 2 percent salary increase, a 1 percent one-time payment and improvements in what the district will pay for medical benefits. Teachers have had no raises for a number of years.

The agreement also includes a new teacher evaluation system that was created by a joint group of teachers and administrators.

Superintendent fired, Denair teachers want cuts away from classrooms

► Just as tensions began escalating over a threat by the superintendent to impose a 3.5 percent salary cut on the Denair Unified Teachers Association in Stanislaus County, the district's school board abruptly fired the administrator in mid-March, creating a whole new ball game for the bargaining team.

The 75-member San Joaquin Valley chapter had been at odds with the superintendent, whose financial mismanagement they say resulted in a negative state certification for the district.

While acknowledging the difficult financial situation, Denair teachers are adamant that any cuts be made as far away from the classroom as possible, or at least that there be an agreement to repay teachers later.

Lodi educators restore some instructional days

► As Lodi Education Association President Jeff Johnston predicted in November, the passage of Prop. 30 helped restore five instructional days to teachers. There are still 2½ non-instructional days and a 2 percent salary cut LEA bargainers hope to restore when the contract is reopened. In the meantime, Johnston says, "We are all waiting to see what will happen with the governor's budget proposal," since Lodi is a district that will benefit from the proposed new funding formula, which will provide additional monies to schools of need.

San Mateo County educators approve strike option

► Fed up after five years of no raises, San Mateo County Office of Education teachers voted to allow their CTA chapter leaders to call a strike if necessary to settle their difficult negotiations.

The strike authorization vote came after a county school board meeting in Redwood City, where San Mateo County Educators Association members addressed the board and staged a rally. Teachers are upset by the indifference they get from the school board and County Superintendent of Schools Anne Campbell in contract talks, says Dan Deasy, president of the 150-member chapter.

"This school board is clearly not respecting the difficult work we do," Deasy says.

Educators with the San Mateo County Office of Education work in special education programs for students with severe disabilities, court and community schools for 2,000 at-risk students, and teach Regional Occupational Program

(ROP) career technical courses for 5,000 high school students and adults.

Ocean View Teachers Association settlement still includes furlough

► The Ocean View Teachers Association's tentative agreement with Ocean View School District, located in Huntington Beach, is a result of OVTA's ongoing rallies at the district office and other organizing efforts, including a flashlight vigil. The district, which has had five different superintendents in the last nine months, realized the bargaining team had strong support from OVTA members, parents, and community members.

OVTA's bargaining team was able to reach a compromise settlement of two furlough days scheduled to be taken May 24 and 28.

"I think it's the very best settlement that we can get under the circumstances at this time," says OVTA President Marcy Drum. Members are expected to ratify the agreement. Bargaining resumes in May for the 2013-14 contract year.

Fremont educators want smaller class size

► "Our students are tired of trying to learn in overcrowded classrooms, and teachers are fed up with making financial sacrifices for a district that does not respect our dedication," says Brannin Dorsey, president of the 1,600-member Fremont Unified District Teachers Association (FUDTA). "Enough is enough. Students and educators deserve better treatment than this — especially from a district with reserves like they have."

With that statement, the teachers union declared a bargaining impasse one year of negotiations has gone nowhere in this financially sound district, which is hoarding money at a level about five times the reserves required by the state.

FUDTA members are seeking a class size maximum of 24 students for grades K-3 and a staffing ratio of 27:1 for grades 7-12. The district is offering maximums of 29 in kindergarten classes and 30 for grades 1-3, and no relief for all other grades. In Fremont, class sizes are now capped at 30 for K-6 classrooms, but for middle and high schools the cap is actually only a "goal" of 30, on average. The goal is 12 for special education students, but the district wants to raise that. High school classes routinely reach 35 students or more. Teachers have filed scores of grievances to lower class sizes.

Plan ahead for these events!

APRIL 26-28 CONFERENCE

CCA Spring Conference and WHO Awards

Hyatt Regency Mission Bay, San Diego

The Community College Association's annual Spring Conference and WHO (We Honor Ours) Awards features trainings in political action, membership-building, communications, discussions on topical issues of concern to CCA members, and the presentation of the David Milroy Award for Part-time Faculty.

Find out more: www.cca4me.org

APRIL 30 APPLICATION DEADLINE

IFT Grants

CTA's Institute for Teaching grants support projects and programs that demonstrate the efficacy of strength-based, teacher-driven reform for students and public schools. Grants of up to \$5,000 are awarded to individual members and small teams of teachers. Chapter grant awards are up to \$20,000. Applications must be submitted by April 30.

Find out more: www.teacherdrivenchange.org

APRIL 30 EVENT

El Día de los Niños

El Día de los Niños (Children's Day) is a traditional festival in Latino culture. Many public libraries have events to promote literacy on this day.

Find out more: dia.ala.org

APRIL 30 APPLICATION DEADLINE

CTA Teacher Leadership Cohort

Are you an innovative, effective educator? Do you want to take a leadership role in improving teaching and learning? Join other CTA members who are strong advocates for the teaching profession!

Find out more: www.cta.org/ipd

MAY 5 APPLICATION DEADLINE

Incentive grants for summer conferences

Members attending the Presidents Conference (July 22-25) and Summer Institute (Aug. 4-8) can apply for grants covering transportation expenses and conference fees, including materials, meals and housing based on double occupancy. Specific grants are available for members of racial-ethnic minority groups, members from small chapters, first-time participants, ESP members, and participants in the Emerging Leaders Track and the Member Benefits Strand.

Find out more: www.cta.org/conferences

MAY 7 EVENT

National Teacher Day

National Teacher Day is on Tuesday of Teacher Appreciation Week (May 6-10).

Find out more: www.nea.org/teacherday

MAY 8 EVENT

School Nurse Day

Since 1972, School Nurse Day recognizes school nurses on the Wednesday of National Nurses Week (May 6-12).

Find out more: www.schoolnurseday.org

MAY 8 EVENT

California Day of the Teacher

"California Teachers: Honoring the past, guiding the future." California's celebration, arising from legislation co-sponsored by CTA and the Association of Mexican American Educators, is patterned after the traditional Día del Maestro festivities in Mexico and other Latin American countries.

Find out more: www.cta.org/dayoftheteacher

MAY 21 EVENT

CTA ESP Day

Recognize the vital contributions of education support professionals during ESP Week (May 19-25).

Find out more: www.cta.org/esp

JUNE 1 APPLICATION DEADLINE

NEA Foundation grants

The NEA Foundation has awarded more than \$8.5 million in grants to educators and ESP, including many CTA members. Student Achievement Grants support improving academic achievement. Learning and Leadership Grants support high-quality professional development activities.

Applications are reviewed three times a year.

Find out more: neafoundation.org

JULY 1-6 CONVENTION

NEA Representative Assembly

Georgia World Congress Center, Atlanta

With more than 8,000 delegates (including more than 1,000 from California), the RA is the world's largest democratic deliberative body. CTA members will help set policy and chart the direction of NEA business.

Find out more: www.nea.org/ra

JULY 22-25 CONFERENCE

Presidents Conference

Fairmont Hotel, San Jose

This four-day training program is geared toward local chapter leaders. New presidents and presidents of locals in the Community College Association begin on Monday with specially tailored training; other participants join them Tuesday for electives and workshops to enhance leadership skills and understanding of issues.

Find out more: www.cta.org/conferences



FACEBOOK ETIQUETTE

in the age of anything goes

8 Do's and Don'ts



BY TIFFANY HASKER

IT'S NOT ALWAYS EASY TO GRASP the unspoken rules of the social network. So be aware of Facebook etiquette — what's appropriate and what's not — lest you offend or alienate your “friends.”

Remember, there is no one-size-fits-all rule when it comes to social interactions, so take each recommendation with a grain of salt and decide what is right for you.



1 Reciprocate.

If someone took the time to respond to what you posted, it's polite to reciprocate. You wouldn't just ignore a person's comment in face-to-face interactions, would you? If you regularly don't respond, chances are high that people will stop replying or even reading what you post.

2 Show gratitude and share.

If you learned something because of a friend's post, thank him or her. Likewise, post interesting content that you come across. Don't share only family and food pictures; share what you know and are interested in as well — unless what you're interested in is Bejeweled Blitz. Those types of game shares quickly get you “hidden” from people's News Feeds.

3 Be careful of your tone.

Having a venue to advocate for what you believe in is one of the benefits of the Facebook platform. Be aware, however, of alienating people with dogmatic and harsh opinionated posts that leave no room for debate and discussion. Use this platform as a way to engage people who may not understand the issue as well as you do, rather than to blast those who think differently than you do. Be strong in your convictions, but remember to do so with respect for our shared humanity. Your posts will be much more welcome this way.

4 Ignore away.

You are under no obligation to accept a Facebook friend request. This is especially important to remember when it comes to students — you set boundaries every day with them in the real world, so why should it be any different on Facebook? Just politely tell the person that you like to keep your Facebook page restricted and you hope they understand, and leave it at that. Another, perhaps gentler, way of dealing with this situation is to add iffy contacts to a severely restricted limited profile list.

1 Tag friends unless they are OK with it.

No one likes the sinking feeling you get when you log in to Facebook to find 36 notifications, and the first one reads “[friend from high school] tagged you in her ‘Spring Break’ photo album.” It's just not cool! Get permission before tagging, or at the very least only tag innocuous pictures that you know won't embarrass someone.

2 Post before proofing.

Typos are excused, but an embarrassing overshare is not. We've all read them, and cringed over them. So, it's simple: Think before you post. No one wants to be involved in someone else's online marital dispute or aware of your bowel trouble. And before clicking “submit” on any post, ask yourself, “So what?” When we read status updates like “headed to the gym, then going to get some dinner” — so what?

3 Post too often.

A little goes a long way on Facebook. If you've just posted something about your basketball team's triumph, you will want to wait at least half a day before sharing the pics from your daughter's T-ball game. Don't assume we're all waiting to hear every little pearl of wisdom you've got or see every picture you take. Remember, a little goes a long way. Rule of thumb: Posting once or twice a day is just fine.

4 Overcomment.

Ask yourself: “Should I really post this comment?” If you hesitate, you probably shouldn't. Overcommenting makes you look like you spend your entire day glued to your computer. Think you may be overcommenting on a particular person's posts? Ask yourself if the person also comments on your posts. Regular and reciprocated comment exchange does not fall into the overcommenting category, but if it's one-sided in your favor, you might be overdoing it. When you constantly comment on a person's posts and that person never comments on yours, you start to fall into the Facebook stalker category, and your friends may find that creepy.

Use your best judgment and always think before you post. Find CTA on Facebook at [facebook.com/californiateachersassociation](https://www.facebook.com/californiateachersassociation). We will happily accept your comments there! Here is more advice from CTA's Facebook friends... [cta.org/fbetiquettepost](https://www.cta.org/fbetiquettepost).

CALIFORNIA

Honoring Our Past,

$\frac{6x}{b} = \frac{6}{b} \times x$
(Factoring)

A

ECOLOGY ENVIRONMENT

GEOGRAPHY

EARTH SCIENCES



ETHICS

PHILOSOPHY

ETIOLOGY

LOGIC



LESSON 1 - ASTRONOMY



LESSON 2 - BIOLOGY



LESSON 3 - HISTORY



LESSON 4 - HISTORY

Math	100
Science	80
Health	95
Geography	70
Nature Study	60
Reading	85
Spelling	75
Writing	90
History	65
Art	80
Music	70
Physical Education	85
Foreign Languages	75
Character Education	80
Special Education	60
Gifted/Talented	70
Other	85
Average	75

If Bobby has two apples
has three apples



IN THIS ISSUE:
INTEGRATION IS HERE
Partners
in Public Relations
OCTOBER, 1957



MAY 8, 2013
CALIFORNIA DAY OF THE TEACHER



School Book



IA TEACHERS

GUIDING THE FUTURE



CHEMISTRY

Mn
Ca
Fe

MUSIC

VISUAL ARTS

FILM
ART HISTORY

MATHEMATICS

GEOMETRY
ALGEBRA
CALCULUS

CTA
ANNIVERSARY
150

"Look at the eggs.
Here are eggs for Grand

A CAT ON A MAT

Congratulations to CTA's National Board Certified teachers!

California has 345 new National Board Certified Teachers

BY BILL GUY

“We commend these dedicated teachers for continuing to improve their craft,” says CTA President Dean Vogel. The Class of 2012 was announced by the National Board of Professional Teaching Standards (NBPTS) recently.

The California teachers are among 4,980 teachers nationwide who earned National Board Certification last year, pushing the total number of educators who hold the advanced professional certification to more than 100,000, now representing all 50 states. There are now 5,636 National Board Certified Teachers in California.

National Board Certification is an intensive multiyear process of standards-based performance assessment and peer review. The rigor of National Board Certification has been compared to certification processes for the medical and legal professions, notes Vogel.

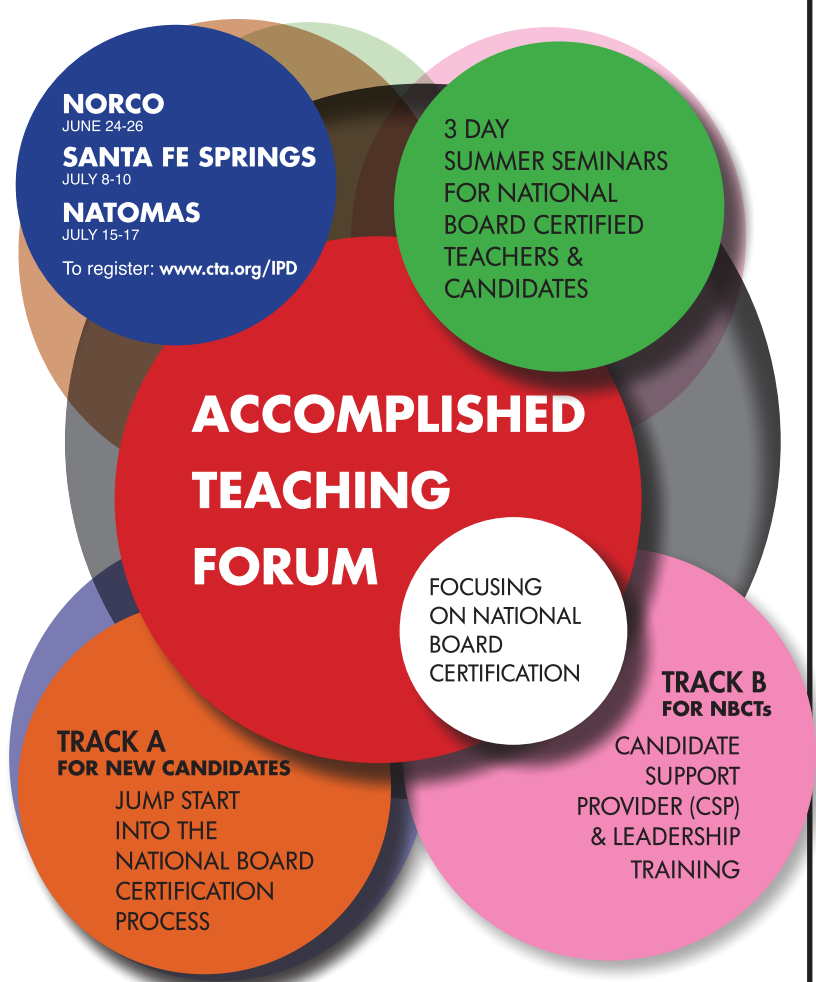
“I pursued National Board Certification because I truly want to be the absolute best educator I can be because my Title I students don’t always get the learning opportunities they deserve,” says Morgan Pellettera, a newly certified teacher. She teaches English, California High School Exit Exam support and English learner instruction in shelter classes at San Bernardino’s Arroyo Valley High School. “The National Board process helped me reflect on my teaching, but more importantly, to focus on my students’ learning.”

In addition to improving their own teaching abilities, many of CTA’s NBCTs are working with CTA to help their colleagues achieve certification.

“I am heartened that our union is helping support academic achievement and teacher quality,” says Barry Wissman, Palm Springs Teachers Association, who teaches third grade at Corsini Elementary. He regularly assists CTA staff in providing training for National Board candidates. “It’s amazing to have the opportunity to help colleagues working through this process. Having a cohort of candidates help each other and learn from one another is invaluable. The enthusiasm and passion for teaching in the room was palpable.”

CTA is expanding its in-person workshop and online National Board candidate support by offering Accomplished Teaching Forum training in three-day sessions this summer. Aimed at both certified teachers and candidates, the forums will provide opportunities to work together and to continue to update skills and knowledge.

NBCT workshops are components of CTA’s Good Teaching Conferences. For more information on CTA National Board candidate support and the Accomplished Teaching Forums, visit www.cta.org/nbc.



Kudos and Congratulations!

► California has 345 new nationally board certified teachers bringing the total number of California NBCTs to 5,636. NBCTs earn this certification through an intensive, multi-year process of standards-based performance assessment and peer review. The rigor of National Board Certification is comparable to that of certification processes for the medical, legal and other major professions.

Your union supports great teaching

► CTA is hosting three Accomplished Teaching Forums this summer in Norco, Santa Fe Springs and Natomas for members involved in this process. National Board Certified Teachers (NBCTs) will obtain Candidate Support Provider Training, and National Board Candidates will receive support as they start the National Board process. Online sessions and year-round support are available.

For more, go online:

- www.cta.org/IPD
- twitter @ctaNBCT



Protect your income with Disability Insurance from The Standard.

You work hard for your money. But what if you couldn't work due to an illness or injury? Take steps to protect your income with CTA-endorsed Disability Insurance from The Standard. Choose the plan designed to meet the needs of educators like you and supported by a CTA-dedicated customer service team. Learn how The Standard can protect what's important to you at cta.org/thestandard.



For costs and further details of the coverage, including exclusions, benefit waiting periods, any reductions or limitations and the terms under which the policy may be continued in force, please contact Standard Insurance Company at 800.522.0406 (TTY).

Standard Insurance Company, 1100 SW Sixth Avenue, Portland, OR 97204

GP 190-LTD/S399/CTA.1

SI 15884-CTAvol



I know that guy! He's been on TV!

In Gerston's words:

Media favorite, political pundit,
CFA member

BY SHERRY POSNICK-GOODWIN
PHOTO BY SCOTT BUSCHMAN

➔ **CAN'T PLACE HIM?** Perhaps you've seen him on TV talking about a hot political race, the state or national budget crisis, payroll taxes, ranked-choice voting, immigration reform, or high speed rail in California.

Meet Larry Gerston, a political science professor at San Jose State University. A political pundit and media favorite, this California Faculty Association member recently published his 11th book titled *Not So Golden After All: The Rise and Fall of California*. Other books include *California Politics and Government: A Practical Approach*, now in its 12th edition and the best-selling text in its category, and *Recall! California's Political Earthquake*, about the election that transformed Arnold Schwarzenegger from movie star to governor. Both books were co-written with Terry Christensen.

Gerston's astute observations, historical perspective and dry wit landed him a gig as a political analyst at "NBC Bay Area" on Tuesday nights and Sunday mornings in Northern California. He also appeared on "NBC Nightly News," CNN, PBS and BBC. When he's not being interviewed, teaching or writing books, he consults in media training, crisis management and strategic thinking.

We caught up with Gerston in his Los Gatos home to chat about television, teaching and where he really stands on the political issues.

Being a TV political analyst means...

Communicating the issues to people in their voice, not coming up with the heaviest jargon. It's talking to people like I'm sitting across the table from them and explaining, "Here's what I know." You have to tell the story without tilting it one way or another, which separates a political analyst from being a political commentator. I've worked hard to maintain my political objectivity. It's an honor when people can't tell if I'm a Democrat or a Republican.

So your own politics are...

Personal. [Smiles.]

When people recognize you...

I always ask them their name and want to know what they think. My job is about mining data and research; I want to know what people on the street are thinking. If they recognize me, I want to engage them.

In your new book, *Not So Golden*, you claim California's dysfunction is caused by...

changing demographics that cause racial tensions; special-interest groups fighting over scarce resources; a crumbling infrastructure; and a political system that protects the status quo. There are many reasons why California is so dysfunctional.

Yet you feel hopeful because...

I'm always optimistic that people will understand each other better. It begins with fixing our education system, which is terribly underfunded. People refuse to see education as the best and most important investment they can make in our social infrastructure. They can see the value of dams and roads, but sometimes fail to see the value of education.

You continue teaching...

because the classroom is such an exciting place to be. Many in my classes are bursting with pride because they are the first ones in their family graduating from college. I enjoy listening to students' thoughts and observations. And I love having an opportunity to pass on a body of knowledge that one day will help them to become better informed citizens. When a student I've had 30 years ago comes up to me and says "You may not remember me, but your class made a difference in my life," it's a supreme gift.



Protect what's important with Disability Insurance from The Standard.

Your loved ones depend on you. Find peace of mind in knowing you've taken steps to protect their way of life. CTA-endorsed Disability Insurance from The Standard helps safeguard against loss of income due to an unexpected illness or injury. Learn how The Standard can protect what's important to you at cta.org/thestandard.

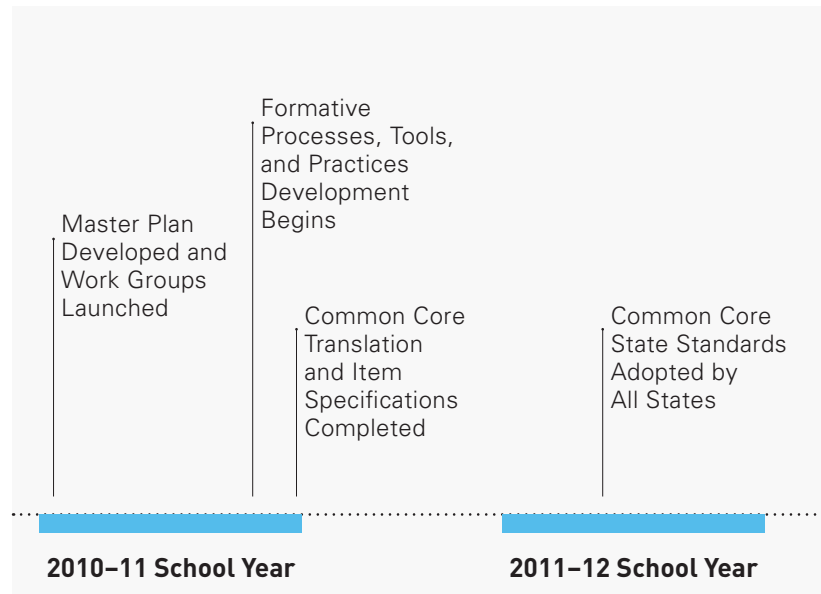


For costs and further details of the coverage, including exclusions, any reductions or limitations and the terms under which the policy may be continued in force, please contact Standard Insurance Company at 800-522-0406 (TTY).
Standard Insurance Company, 1100 SW Sixth Avenue, Portland, OR 97204
GP 190-LTD/S399/CTA.1 SI 15883-CTAvol

SMARTER BALANCED

A new generation of assessments

BY FRANK WELLS



CALIFORNIA'S MOVE to the new Common Core State Standards (CCSS) in 2014-15 will bring major changes not only to curriculum content, but also to the way student learning is assessed. As states grapple with transition issues like finding (and paying for) new texts and other resources that match a new curriculum, many teachers are clamoring for information on how to prepare for the coming changes.

CTA conference sessions and local trainings on the subject have been packed, sometimes beyond capacity (the CTA Summer Institute strand on the CCSS is expected to fill quickly — see sidebar).

Fortunately, there are additional resources available now, with extensive support coming from the group behind the new assessments, the Smarter Balanced Assessment Consortium (SBAC).

SBAC is one of two multistate member groups being funded by the U.S. Department of Education to develop assessment systems aligned to the Common Core standards. California is among 27 states taking part in the Smarter Balanced effort. The next-generation assessments being developed show promise of revolutionizing the content, methodology, and even usefulness of what, to many, has become representative of what's hurting education today: standardized testing.

One of the innovations Smarter Balanced is bringing to assessment is the use of computer adaptive technology, which is touted as more precise and more efficient than current testing models. Teachers and schools can get results from computerized assessments in weeks rather than months, and can use information from optional interim assessments throughout the year to adjust their instruction. The use of technology also makes it easier for assessments to move beyond traditional multiple-choice questions.

Some of the sample items available now on the Smarter Balanced website (www.smarterbalanced.org) even use simple animation to set up a question, offering visual representations to enhance traditional math problems.

The Smarter Balanced system does not completely abandon traditional test questions or methods. While still including familiar multiple-choice-format problems, the new system expands on them to show more fully not only what students know, but what they can do with that knowledge.

The system includes the following types of items:

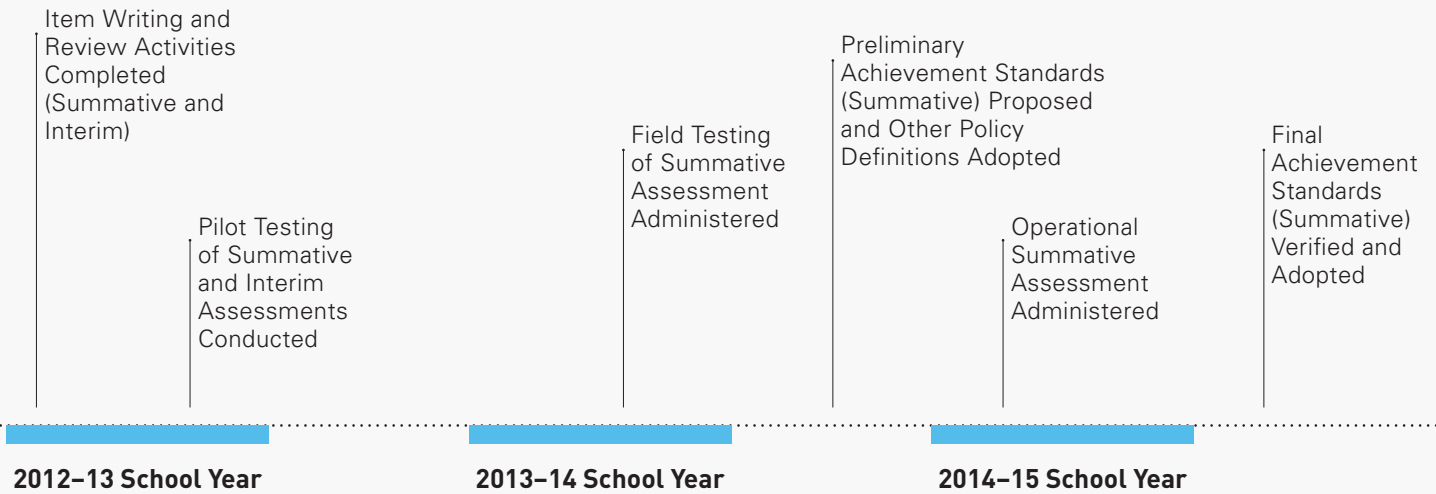
- **Selected response items:** Students choose one or more responses from a set of options.
- **Technology enabled and enhanced items:** In addition to more variety in the way questions are asked, such as through the use of multimedia, technology will allow students to respond in new ways, such as editing text or drawing an object.
- **Constructed response items:** Students will produce text or numerical responses, rather than just choosing among possible answers. In some cases they will be asked to demonstrate how they arrived at their responses.
- **Performance tasks:** Students will demonstrate the ability to integrate knowledge across multiple standards. These tasks will vary in length and complexity, and may require students to develop their answers based on multiple sources and media. For example, students might be asked to read a short story or article, watch a short video, listen to an audio clip, or review research data, then answer basic content questions and



You've asked for more...

- Take a closer look at transition and implementation issues.
- Read feedback from members in schools participating in this spring's pilot.

Smarter Balanced Assessment Timeline



conclude by writing an essay arguing for a conclusion they have derived from studying those sources.

Transitions can be troublesome

Although the shift to Smart Balanced has the potential to greatly improve assessment, the move does raise concerns about the availability of required technology and the ability of students to adapt to a testing model that is far more comprehensive than anything they've seen before. To that end, Smarter Balanced developed a Technology Readiness Tool and several other online resources to help districts prepare.

This spring 1,400 California schools and Local Education Agencies (LEAs) are participating in a scientific sample selected by SBAC and the California Department of Education (CDE) to pilot assessment questions. Over 1,700 other sites are also participating as volunteers.

Teachers Association of Long Beach member Cliff Kusaba and Vallejo Education Association member Daly Jordan-Koch serve on a national group of educators receiving regular updates from SBAC.

Major changes to both curriculum and student assessment are not going to come without glitches. While supportive of the Common Core, CTA is urging the CDE to move the state sensibly and at a realistic pace, and to make sure districts have the resources needed to adapt to the new system.

COMMON CORE?

Come with questions, leave with answers!

No matter the grade configuration of your school or role, this CTA training gives you up-to-date information and skill-building for the implementation of the Common Core State Standards and Smarter Balanced Assessments.

This year's Summer Institute will provide learning experiences for classroom teachers and school site administrators to examine and gain in-depth knowledge of the Common Core State Standards (CCSS) and the accompanying assessments.

District administrators, curriculum coordinators and other educators are invited to attend. Local teams are encouraged. The program is part of the Instruction and Professional Development (IPD) Strand.

Take a deeper dive into the CCSS and the new state assessments. In this training, you will:

- Learn about ELD and CCSS.
- Discover implementation strategies from colleagues throughout the state.
- Examine instruction and assessment practices for student learning.
- Find out about numerous resources and curriculum units aligned to the CCSS.
- Expand your Personal Learning Network.
- Address the association's role in implementing curriculum and standards-driven instruction.

CTA's Summer Institute, Aug. 4-8 at UCLA, covers professional development, negotiations, member benefits, communications, political and legal issues. Register and get details at www.cta.org/conferences.

Picture THIS!

Planning your summer? Win school supplies!



➔ Having the time of your life learning or teaching this summer? Love documenting the experience? Well, here is your chance to share your work and earn school supplies! All you need to do is create a video or photo album of your experience teaching, traveling or learning. The subject is up to you, so get as creative as you want!

It's easy as 1-2-3!

Post your video on Vimeo or YouTube, or upload your photo album to the site of your choice (Flickr, Webshots, your blog, Tumblr, etc.).

Include a brief description of what we're seeing.

When you've finished uploading, e-mail the link along with your name, local chapter, the topic and location of your experience (for example, Green Boot Camp, San Diego 2013), and current e-mail address to editor@cta.org.

Entries will be accepted through

Aug. 9, 2013. All the entries submitted will be reviewed, and a committee will vote. The prizes? Gift cards for school supplies in the following amounts:

- First Prize, \$250
- Second Prize, \$150
- Third Prize, \$50



See how quickly you could earn cash back.

Reward yourself with the **CTA Cash Rewards Visa Signature®** credit card.

Request yours today! Call toll-free **1.877.518.9005** and mention Priority Code VABLHF.

1%
cash back

everywhere, everytime

2%
cash back

on groceries

3%
cash back

on gas

CTA Member BONUS
\$100
cash back bonus

after qualifying transactions

Grocery and gas bonus rewards apply to the first \$1,500 in combined purchases in these categories each quarter.



Brought to you by:



For information about the rates, fees, other costs, and benefits associated with this credit card program, please call the phone number listed above. Information accurate as of January 2013.

The 2% cash back on grocery purchases and 3% cash back on gas purchases applies to the first \$1,500 in combined purchases in these categories each quarter. After that, the base 1% earn rate applies to those purchases.

You will qualify for \$100 bonus cash rewards if you use your new credit card account to make any combination of Purchase, Balance Transfer or Cash Advance transactions totaling at least \$500 (exclusive of any transaction fees, returns and adjustments) that post to your account within 90 days of the account open date. Limit one (1) bonus cash rewards offer per new account. This one-time promotion is limited to new customers opening an account in response to this offer. Other advertised promotional bonus cash rewards offers can vary from this promotion and may not be substituted. Allow 8-12 weeks from qualifying for the bonus cash rewards to post to your rewards balance. The value of this reward may constitute taxable income to you. You may be issued an Internal Revenue Service Form 1099 (or other appropriate form) that reflects the value of such reward. Please consult your tax advisor, as neither Bank of America, its affiliates, nor their employees provide tax advice.

This credit card program is issued and administered by FIA Card Services, N.A. Visa and Visa Signature are registered trademarks of Visa International Service Association, and are used by the issuer pursuant to license from Visa U.S.A. Inc.



Fight for your right... to **Pump?**

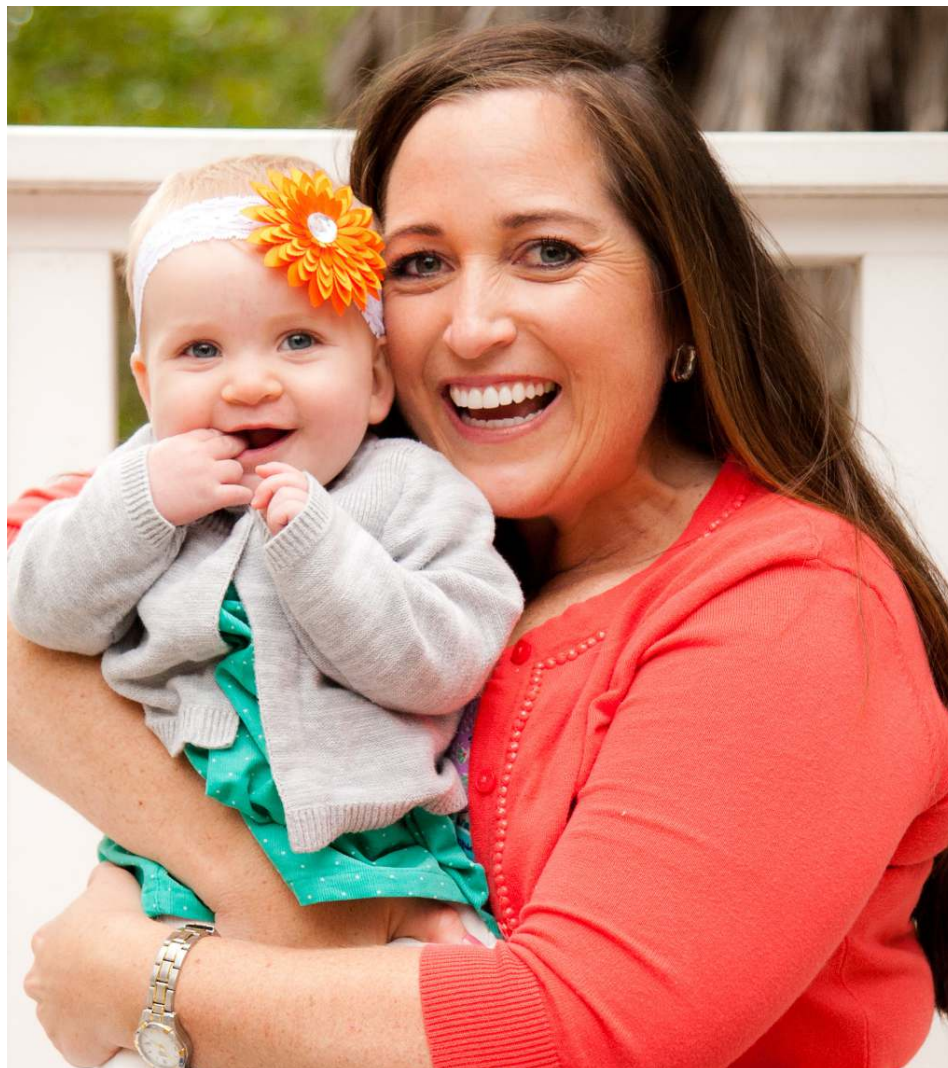


Got Rights? Nursing moms do indeed!

BY SHERRY POSNICK-GOODWIN

Three months after giving birth in 2012, Eileen Mantz returned from maternity leave. Expecting support from the school where she had taught for nine years, the algebra teacher asked for a private place on campus where she could pump her breasts twice daily and store milk to keep her baby healthy.

“Use a bathroom” inside her classroom at California High School was the answer — an option that Mantz found unsanitary, unacceptable and not in compliance with state law. Her administrator said there was no other place to accommodate her needs, so she used the staff lounge, covering herself with a blanket.



Eileen Mantz felt unsupported by her administration when she requested a private place to express milk for her daughter Erin.

**I felt I had to
make a choice
between my
school and my
daughter.**

EILEEN MANTZ

LACTATION STATION

Excerpts of California Labor Code Sections 1030-1033

1030. Every employer, including the state and any political subdivision, shall provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Break time for an employee that does not run concurrently with the rest time authorized for the employee by the applicable wage order of the Industrial Welfare Commission shall be unpaid.

1031. The employer shall make reasonable efforts to provide the employee with the use of a room or other location, other than a toilet stall, in close proximity to the employee's work area, for the employee to express milk in private. The room or location may include the place where the employee normally works if it otherwise meets the requirements of this section.

1033. (a) An employer who violates any provision of this chapter shall be subject to a civil penalty in the amount of one hundred dollars (\$100) for each violation.

“It was awkward and extremely uncomfortable,” says the San Ramon Valley Educators Association member. “I crossed my fingers and hoped nobody would walk in.”

While Mantz was pumping in her classroom during lunchtime with the door locked and the window covered, the vice principal unlocked her door without knocking and entered with a male student. She ducked under her desk and hid. Scheduling break times that coincided with her pumping schedule was also problematic.

“I felt unsupported by my administration. Obviously, there should have been

conversations among administrators about all the breast-feeding moms on campus and how to support them. I was trying to make sure my child was healthy because I was already having issues with my milk supply. I felt I had to make a choice between my school and my daughter.”

Such experiences are common throughout California's schools, says CTA lawyer Michael Hersh, who assists members whose rights are violated. Many school districts fail to meet state and federal requirements that protect nursing mothers in the workplace. These laws mandate that employers provide a reasonable space, other than

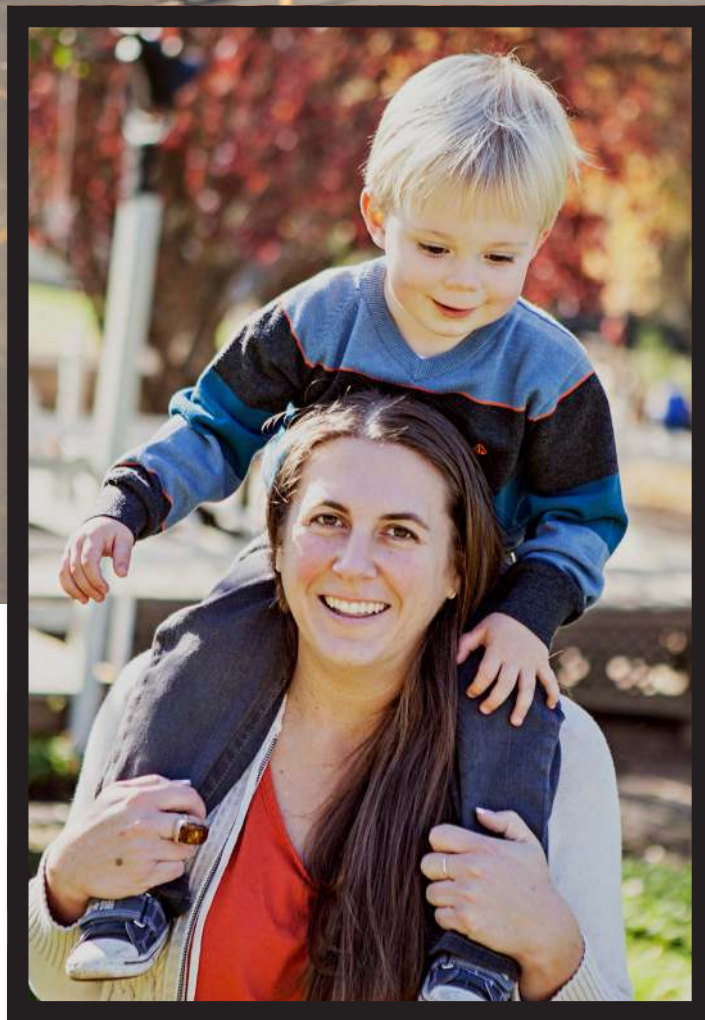


Corliss Vance was assigned yard duty during the time she planned to use a breast pump.

a toilet stall, for breast pumping, and offer break times when possible to accommodate the schedule of nursing mothers. (See sidebar, facing page.)

“Know your rights,” says Hersh, who advises moms to talk with their administrator and chapter representative before coming back to work. “And if your needs aren’t being met, contact your chapter president or primary contact staff person. Read your bargaining agreement, especially sections on health and safety and district policies. Keep in mind that state law offers more protection than federal law. Nursing moms have these rights and the power of CTA backing them. Involving the union in these issues provides additional protection from retaliatory actions.”

Fremont Unified District Teachers Association member Corliss Vance was horrified when she was assigned outdoor recess duty during the time she planned to express milk, even though she had discussed the need with her administrator. When she complained that being unable to pump caused sore breasts and leakage, she was told to find someone else to replace her on yard duty. When the backup person fell through, she had to find someone else. The situation exacerbated the stress of adjusting to new life as a working mother.



“Parenting is the hardest job there is, followed by teaching,” says Rebecca Conklin, who demanded that her school comply with state law.

“Breast-feeding is natural and there’s nothing to be ashamed of, but I felt was being penalized,” says the third-grade teacher at Parkmont Elementary School, whose son is now 2.

Teresa Shimogawa was worried about providing milk for her “preemie” infant when she returned from maternity leave a few months after he was born. She wanted him to become healthy and strong like full-term babies. Administrators at Cypress High School asked her husband, also a teacher at the school, to cover her



Teresa Shimogawa's husband Kenneth, also a teacher, covered her classroom while she used his for pumping.

HAVING A BABY?

CTA understands seeking early and regular prenatal care is one of the best things you can do for your baby. Partnering with the Mayo Clinic, the CTA Well-Baby Program includes:

Program includes:

- Growth Chart and Pregnancy Calculator to help get your pregnancy off to a healthy start.
- 24-hour toll-free nurse line to get answers to questions related to your health or the health of your baby during pregnancy or up to three months postpartum.
- *Mayo Clinic Guide to a Healthy Pregnancy*: a 500-page reference guide that will inform, reassure and educate future parents.

For details:

www.ctamemberbenefits.org/wellbaby To enroll: Contact Mayo Clinic Health Coaching for Pregnancy, (800) 906-1064

class during his prep period while she was pumping. Both belong to the Anaheim Secondary Teachers Association.

“We discussed the situation ahead of time, but the administrators had no clear policy. When I first asked where I could pump, they suggested the bathroom, and I said, ‘No, that’s not going to happen.’ So I went to my husband’s classroom while he covered mine.”

Her chapter president intervened, and a memo was issued on how the district will meet the needs of nursing moms in the future.

“When schools make it hard for teachers so they give up, that is kind of sad,” says Shimogawa, an AP government teacher, now pregnant with her second child. “Most people don’t know how to approach it. It’s best not to be shy.”

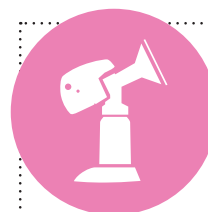
Rebecca Conklin was anything but shy before she returned from maternity leave in January 2011. She looked up state and federal law. She talked to other employees who returned to work while nursing their babies. They shared horror stories, like being walked in on by staff members or being offered a restroom.

Because district administrators blew off Conklin’s concerns, the English teacher at San Benito High School in Hollister met with her superintendent to discuss state laws. He was supportive from the beginning, but getting others on board was more challenging.

Her school now has a room designated for nursing mothers on campus, which Conklin furnished with supplies and donations from staff.

“Parenting is the hardest job there is, followed by teaching,” says Conklin, San Benito Joint Union High School Teachers Association. “I’m still working with district administration to provide mothers with options and information before taking maternity leave. Districts need to be aware of the law and to support their staff by actually following it. I’m proud to help change this situation and make it better for nursing moms.”

For more information, CTA attorney Michael Hersh recommends visiting www.californiabreastfeeding.org and www.usbreastfeeding.org/employment/workplacesupport.aspx.



MORE INFORMATION

For the rest of the story, see www.cta.org/breastfeeding.

Save up to 25%

and choose a coupon to save even more.



Book online at www.alamo.com
or call 1-877-603-0612.

You can combine your NEA member discount with either of these two offers.

\$20 Off

Reserve a compact to full-size car, minivan or SUV in the US, Canada, Latin America or Caribbean.

4-day minimum rental.

A Saturday night is a must.

When making reservations, use:

Contract ID 7014411
Coupon Code A06875JDR

OR

One Free Day

Reserve a compact to full-size car in the US, Canada, Latin America or Caribbean.

5-day minimum rental.

A Saturday night is a must.

When making reservations, use:

Contract ID 7014411
Coupon Code AF4607JDQ

Terms and Conditions: In the US check your insurance and/or credit card for rental vehicle coverage. Renter must meet standard age, driver and credit requirements. Offers are subject to standard rental conditions. Availability is limited. Subject to change without notice. Blackout dates may apply. 24-Hour advance reservation required. Void where prohibited. **\$20 Off:** Discount applies to base rate, which does not include taxes (including GST/VAT), other governmentally-authorized or imposed surcharges, license recoupment/air tax recovery and concession recoupment fees, airport and airport facility fees, fuel, additional driver fee, one-way rental charge, or optional items. Not valid with any other discount or promotional rate, except your member discount. Subject to availability and valid only at participating US, Canada, Latin America or Caribbean Alamo locations. Some countries may convert coupon value into local currency. **Free Day:** Free days are prorated against base rate for entire rental period, which does not include taxes, other governmentally-authorized or imposed surcharges, license recoupment/air tax recovery and concession recoupment fees, airport and airport facility fees, fuel, additional driver fee, one-way rental charge, or optional items. Not valid with any other discount or promotional rate, except your member discount. Subject to availability and valid only at participating US, Canada, the Caribbean or Latin America Alamo locations. Offer not valid in Manhattan NY. **Member Discount:** Discount applies to base rate only. Up to 25% discount applies to participating Alamo locations. Taxes, other governmentally-authorized or imposed surcharges, license and concession recoupment fees, airport and airport facility fees, fuel, additional driver fee, one-way rental charge and optional items (such as LDW up to US \$30 per day) are extra. In the US check your insurance and/or credit card for rental vehicle coverage. May not be combined with other discounts. Alamo and Drive Happy are trademarks of Alamo Rent A Car. All other trademarks are the property of their respective owners. ©2012 Alamo Rent A Car. D01517 10.12

AL050413

“Professors at La Verne are wonderful!”

Credentials and Certificates

- Multiple and Single Subject
- Administrative Services
- CTEL
- Education Counseling/PPS
- School Psychology/PPS
- Special Education: Mild/Moderate
- Reading and Language Arts
- Child Life Specialist
- New Learning Technology

Masters

- Educational Leadership
- School Counseling
- School Psychology
- Special Education
- Reading
- Special Emphasis
- Child Life
- Child Development

Bachelors

- Liberal Studies
- Child Development

Doctoral

- Organizational Leadership (Ed.D.)

CCTC and NCATE approved

WASC accredited



UNIVERSITY OF
LA VERNE

Contact for more information:

College of Education and Organizational Leadership
1950 Third Street
La Verne, CA 91750
laverne.edu
877-GO-TO-ULV
degreeinfo@laverne.edu

Again
One of America's Best Colleges
U.S. News & World Report
and Forbes Magazine 2012-2013

Cynthia Noriega

B.S. Child Development 2012
Head Start/Preschool Teacher
Plaza de la Raza



Teachers Teaching Teachers

STORY AND PHOTOS BY BILL GUY

➔ CTA's GOOD TEACHING CONFERENCES are outstanding professional development opportunities. Last month's Southern conference in Los Angeles had 1,225 educators learning more about Common Core standards, special education's impact on all

teachers, and new ways to engage students. CTA members who lead workshops pass rigorous muster to share their knowledge, skills and expertise with colleagues. Here is a sampling of two members' presentations.



Simple Solutions to Classroom Management

A retired San Diego Education Association member, Rick Morris taught grades 4-6.

Session takeaways:

- Relationships act as an achievement multiplier. That's not to say what we can all sit around singing "Kumbaya" and everyone's magically proficient. Mastery of any subject matter — and especially math and reading — requires three ingredients: direct instruction, student engagement and follow-up tutoring.
- It's about classroom culture. Bottom line, the secret to a happy, productive classroom is rooted in the concept of student autonomy and self-direction. However, for independence to flourish, students need to develop self-control. And self-control is best learned when students are given freedom.
- Of all the ideas and strategies I shared during five sessions, Class Cards, the Freedom List, and Safe Engagement (the "Thank you" strategy in which teachers take multiple responses before evaluating any responses) are the ones I most recommend for helping to transform the classroom into a productive environment.

Good resources:

- Robert MacKenzie, *Setting Limits in the Classroom*
- *Dream Class* and the soon-to-be-released *Keys to Classroom Management* by Michael Linsin
- SmartClassroomManagement.com

Want to know more?

E-mail Rick at rickgmt@gmail.com.



Refocus: The Most Powerful Solution to Problem Behavior

Moreno Valley Teachers Association member Greg Solomon is an instrumental music teacher and coach at Vista Heights Middle School.

Session takeaways:

- Kids are wired to challenge teacher authority in the classroom to find their boundaries. Boundaries create safety. Well-defined expectations with firm, fair and consistent discipline create a safe environment for kids at all grade levels to learn.
- Challenges should not be taken personally. Expectations must be clearly defined and methodically practiced by all students. Teaching to expectations takes time and energy, but it will pay off huge dividends throughout the year.
- Punishment alone will never change behavior. Students must be allowed to make choices regarding their behavior and must be held accountable for their actions.

A great resource:

www.timetoteach.com

Want to know more?

E-mail Greg at CoachGregS@gmail.com.

SAVE THE DATE!
Tuesday, July 9, 2013

Preparing Educators: Learning to Teach for Social Justice

**9th Annual Summer Institute on
Leadership for Educational Justice
Tuesday, July 9, 2013**

Join us this summer in Southern California to learn:

- To what extent do we prepare educators to teach, counsel and administer for social justice?
- Why is preparing educators to embrace social justice important in "improving the learning and enhancing the life chances of all students?"
- What is the connection between preparation of educators for social justice and student engagement?
- How can universities and K-12 schools embrace social justice in their respective programs?



Keynote Speaker A teacher education scholar and practitioner for 30 years, Dr. Marilyn Cochran-Smith is a frequent keynote presenter nationally and internationally and is widely known for her scholarship regarding teacher education research, practice and policy and for her

sustained commitment to teaching and teacher education for diversity and social justice.

Featuring Superintendents' Forum: Meeting the Diverse Needs of ALL Students in the Era of COMMON CORE—A Conversation by Selected Superintendents in the Inland Empire with participation and reaction from Dr. Marilyn Cochran-Smith.

UNIVERSITY OF
Redlands
SCHOOL OF EDUCATION
Education +

(909) 748-8815 | Redlands.edu/SummerInstitute

**CTC Approved Added
Authorization in Autism**

**High quality, low cost,
self-paced online program**

**Autism
Spectrum
Disorders
Program**

The Project Optimal Added Authorization in Autism was created to provide an affordable, accessible and credible educational program for California Education Specialist credential holders needing to add expertise in the areas of special education that were not part of their original credential authorization.

For more information about this or our **Early Childhood Special Education or TBI Added Authorization Programs**, visit projectoptimal.com.

**Project
Optimal**
projectoptimal.com

Wiseburn School District is the Program Sponsor for the Project Optimal Autism Spectrum Disorders Program





The 2013 CTA Human Rights Award recipients. Front row: Jenny Chomori, CTA Secretary-Treasurer Mikki Cichocki-Semo, Vice President Eric Heins, President Dean Vogel, Katherine Jordan, Rebecca Harper (representing San Geronio Service Center Council). Second row: Christal Watts (representing Vallejo Education Association), Gary Leveque, Jorge Salas, Cliff Kusaba, Caroline Kris, Vanessa Perez, April Carmelo, Pat Sabo.

CTA members lead fight for equity and human rights

➔ **INSPIRING. HONORABLE. DEDICATED.** That's how CTA President Dean E Vogel described CTA's 2013 Human Rights Award recipients. They were honored by some 400 colleagues during last month's Equity and Human Rights Conference for their efforts in fighting discrimination and championing respect for individual differences. Conference attendees also heard from national and state experts on issues ranging from countering campus bullying and developing cultural competency skills to exploring the effects of unconscious bias in social relationships.

Read more about the honorees at www.cta.org/2013hrawardswinner.

*Go the extra mile. It's never crowded.
Here are the CTA members who went the extra mile...*

Jorge Salas, Travis Unified Teachers Association — César Chávez "Sí Se Puede" Award

Salas developed his school's successful Latinos Unidos Club for Education (LUCE) and uses local role models, university tours and peer tutoring to foster academic excellence. Graduates return to mentor the 40 students taking part in the club.

April Carmelo, Shasta Secondary Education Association — Jim Clark American Indian/Alaska Native Award

Carmelo, a member of the Greenville Rancheria Maidu tribe, and her son were threatened with a shotgun in August 2012 by white supremacists in Shasta Lake. When no charges were filed, she made presentations at city council meetings against hate crimes and racism. She is working to establish a human rights commission.

Vallejo Education Association (VEA) — CTA Chapter Human Rights Award

VEA members donate and distribute school supplies for more than 2,000 students as part of their "Helping Hands" project, for which they've spent about \$10,000 of their dues each of the last four years. VEA President Christal Watts and colleagues work with the public library to provide books for local families.

STORY AND PHOTO BY LEN FELDMAN

**Caroline Kris, San Ramon Valley Education Association —
Physically/Mentally Challenged Students' Issues Award**

Kris created materials and activities that connect general education and special education students using "people first" language, which teaches students to communicate with one another using words that reflect what they have in common, rather than labels that refer to their differences.

**Gary Leveque, San Ramon Valley Education Association —
CTA Member Human Rights Award**

Leveque started a video series called "Think Before You Speak," which gives students a voice to stand up to bullies and was highlighted by the Gay, Lesbian and Straight Education Network. He produced concerts that raised more than \$20,000 for water purification in Sri Lanka, Kidcare International, and African literacy.

**Jenny Chomori, United Teachers Los Angeles, and
Cliff Kusaba, Teachers Association of Long Beach —
Pacific Asian American Award**

Chomori and Kusaba spent two years developing educational tools for a successful conference, held at the WWII relocation camp, about the Manzanar experience. Attendees are using the tools and resources in their classrooms.

**Kathleen Minck, Lucia Mar Unified Teachers Association —
Peace and Justice Award**

Minck raises student awareness on issues of justice for children by partnering with international agencies to raise funds for childhood poverty in the Philippines and to build a school in Kenya, to name just two. Her fifth-graders raised \$500 for postage to send boxes of surplus books to the school in Kenya.

**Vanessa Perez, Hart District Teachers Association —
Nancy Bailey Leadership in Lesbian and Gay Issues Award**

Perez is a Gay-Straight Alliance (GSA) adviser. Her students created a video about tolerance and acceptance, "I Want to Know What It's Like," which received national attention on YouTube and from the Huffington Post.

**Pat Sabo, Healdsburg Area Teachers Association —
Women's Issues Award**

For more than 30 years, Sabo has inspired local women and girls with her teaching and training in leadership skills, educational programs, women's history, and her greater political work. Her students recently raised funds to build two homes through Habitat for Humanity, and every June she takes eighth-graders on a field trip to Washington, D.C.

**Katherine Jordan, Bakersfield Elementary Teachers Association —
Lois Tinson Award**

Jordan has taught her very young students about Martin Luther King Jr., César Chávez and Abraham Lincoln for three decades. Her pre-K students take part in local parades celebrating black history, Cinco de Mayo and military veterans.

**San Geronimo Service Center Council —
CTA Service Center Council Human Rights Award**

The Council, noted for outstanding human rights training and intensive ethnic minority leadership development programs, serves members in Riverside and San Bernardino counties. Community partnerships in the region have increased because of the Council's advocacy.



THANKS FOR YOUR PUBLIC SERVICE.

Stay in touch with work or home with brilliant devices from Sprint. Save with discounts on monthly service plans from where you work.

Trade in your old phone from any carrier. Get an account credit back for eligible devices through the Sprint Buyback Program. Visit sprint.com/buyback for details.



Purchase online or in store by visiting:
- sprint.com/california12education
- sprint.com/californiahighereducation
- sprint.com/storelocator



Sprint 4G LTE network available in limited markets.

18% DISCOUNTS FOR CURRENT CALIFORNIA EDUCATION EMPLOYEES
Discount applies to select regularly priced Sprint plans. Requires a new two-year Agreement.

Add 18% discount: sprint.com/verify

Mention code to claim discount:
- K-12 Education: **GDSCA_WCA_ZZZ**
- Higher Education: **GVSCA_WCA_ZZZ**

Discount courtesy of WSCA

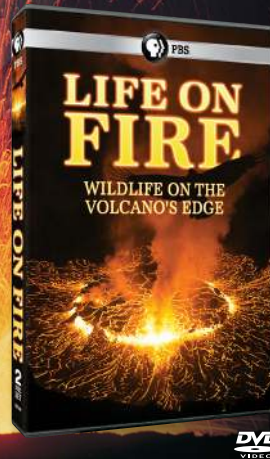


Activation fee waived for new activations. Up to \$36 value. Requires a new two-year Agreement.

May require up to a \$36 activation fee, credit approval and deposit. Up to \$200/line early termination fee (ETF) for advanced devices and up to \$200 ETF/line for other devices (no ETF for Agreements cancelled in compliance with Sprint's Return Policy). Individual-Liable Discount: Available only to eligible employees of the company or organization participating in the discount program or Government agencies participating in employee discount pricing with Sprint (requires ongoing verification). Discounts are subject to change according to the company's agreement with Sprint and are available upon request for select plans (monthly service charges only). No discounts apply to secondary lines. Add-A-Phone lines or add-ons \$29.99 or less. Sprint Buyback: Available at participating Sprint store locations. Limit of three (3) returned devices, per 12 month period, per one active mobile phone number. Phone must be deactivated before recycling. Device will not be returned. To best protect your data, please delete all personal information from your phone. Credit amount depends upon valuation and may vary based on condition. Credit will be applied to in-store purchases or Sprint account within three invoices. Trade-in also available online at sprintbuyback.com. Other Terms: Sprint reserves the right to modify, extend, or cancel offers at any time. Coverage not available everywhere. Nationwide Sprint Network reaches over 282 million people. Sprint 4G LTE network is available in limited markets, on select devices. Visit sprint.com/4GLTE for info. Sprint 4G LTE devices will not operate on the Sprint 4G (WiMAX) network. Sprint 3G network (including roaming) reaches over 280 million people. Others not available in all markets/locations or for all phone/networks. Pricing, offer terms, fees and features may vary for existing customers not eligible for upgrade. Other restrictions apply. See store or sprint.com for details. ©2013 Sprint. All rights reserved. Sprint and the logo are trademarks of Sprint. Android, Google, the Google logo and Google Play are trademarks of Google Inc. LTE is a trademark of ETSI. Other marks are the property of their respective owners. P115880



LIFE ON FIRE Wildlife on the Volcano's Edge



LIFE ON FIRE: VOLCANOES offers a close-up look at volcanoes and the effects on the environment around them. From the depths of the abyss to the high-altitude snow-capped peaks, the series paints a detailed picture of the struggles and amazing adaptation required to survive around volcanoes.

360 minutes on 2 Discs
ISBN: 9781608838387
Item #: LIFI600



To purchase this DVD and other educational resources, visit shopPBS.org/teachershop or other authorized distributor sites.

© 2013 PBS



Mike Dumbra says Latin never died — it simply evolved.

✝ LINGUA LATINA REVENIT!

WHEN POPE FRANCIS SPOKE LATIN at his inaugural Mass at St. Peter’s Square last month, most people listened to a translator or read subtitles. But La Entrada Middle School students in Mike Dumbra’s Latin class in Menlo Park picked out familiar phrases and vocabulary, thrilled to witness a rare modern example of spoken Latin.

“They enjoyed it,” says Dumbra. “They discussed the difference in pronunciation from the way we do it in class — classical pronunciation as it would have sounded 2,000 years ago. The Catholic Church pronunciation sounds more like Italian and the way Latin has been pronounced since the Middle Ages.”

While rarely spoken, Latin is alive, well and thriving in Dumbra’s class. The language for Romans, priests and geeks has become cool.

“I love Latin because you can learn a lot about English, and it helps with verb tenses and derivatives of English words,” says Tori Rarick, 13. “I love learning about Roman culture and traditions. Gladiators were always fighting each other; it’s interesting to see what they found entertaining.”

“I think it’s making a comeback,” says Dumbra, Las Lomitas Teachers Association. “And it never died. It simply evolved.”

✝ DE ANTIQUA AD TEMPUS NOVUM (FROM ANCIENT TO MODERN TIMES)

Latin spread throughout Europe as Romans conquered other cultures. However, those subject to Roman rule formed new languages as their own languages merged with Latin. These hybrid languages

eventually evolved into French, Spanish, Portuguese and Italian. Latin influenced the development of Old English more than any other non-West Germanic language.

Dumbra fondly calls English a “cousin” of Latin, while the other languages are direct descendants. Nonetheless, 50 percent of words in the English dictionary hail from Latin, he says.

Latin remained strong after the collapse of the Roman Empire in A.D. 476. During the Middle Ages and through the Renaissance, the Reformation and beyond, Latin was used as the language of the church and as a universal language for discussing education and scientific knowledge.

Latin’s renewed popularity in modern culture can be seen in the Harry Potter novels, for example, where the main characters and sorcerers’ spells have Latin names. Sheldon, the geeky character on “The Big Bang Theory,” supposedly studied Latin until fifth grade and frequently bandies about Latin phrases in hilarious ways.

Latin students feel as though they are learning a “secret language,” even though Latin meets the foreign language requirements of secondary schools and colleges.

“People are usually surprised when I tell them,” says Pat Su, a student at University

High School in Irvine. “It makes me feel unique to be learning a dead language.”

“I laugh at that,” counters Josh Davis, Su’s teacher at University High School. “It’s not spoken, but it’s survived, so we don’t talk about Latin being dead in my classroom.”



Students enjoyed hearing Pope Francis speaking in Latin.

FIFTEEN FUN PHRASES IN LATIN

(Can you say that fast three times?)

While you don't hear people speaking Latin these days, many words and expressions of the ancient language are used daily in conversation and writing. Here are a few you may recognize and perhaps never knew were Latin.

PER SE	by itself.
VICE VERSA	with the order changed or reversed.
ALMA MATER	the literal translation is "nourishing/bountiful mother," but it is used to describe the college from which one has graduated.
BONA FIDE	in Latin this stands for "good faith," and it is used in modern language to represent something without deception or fraud.
QUASI	in Latin, it means "as if" or "as though," while in English, it designates something that partially resembles something else.
STATUS QUO	in Latin, it means "the state in which," and it is now used to mean the existing condition of things.
ET CETERA	it means "and others" in Latin, and is commonly used today to list things that could continue into infinity.
TABULA RASA	a clean slate.
HABEAS CORPUS	a writ of habeas corpus (literally "have the body," from the opening words of the writ) is a legal document ordering someone to appear in person before a court.
MEA CULPA	it means "my fault" in Latin and is used to admit wrongdoing.
IN VITRO	it means "in glass," and it refers to a biological process that occurs in a test tube, rather than in the body.
PERSONA NON GRATA	"unacceptable person," one no longer welcome in a social or business setting.
AD NAUSEAM	a term to describe an argument that has continued to the point of causing nausea.
PER DIEM	it means "by the day" and is often used in teaching contracts regarding payment due.
CARPE DIEM	this phrase, from a poem by Horace, means "seize the day" or live life to the fullest.

Find more fun phrases, also from Open Education Database, at oedb.org/library/beginning-online-learning.

"There is nothing dead about Latin," says Josh Davis, sporting appropriate headgear.



To provide language relevancy, the first thing Davis teaches his students is how to cuss in Latin.

"I teach them words for scoundrel, but the real meaning is much worse than that," he says. "But it makes them laugh and they understand Latin can be fun, not intimidating."

✦ NOVA INGRATIA (A NEW POPULARITY)

Latin is flourishing, says Davis, Irvine Teachers Association. Latin has increased from seven to 10 class sections in the last five years. His school's chapter of the Junior Classical League, an organization for middle and high school students studying Latin, has increased to more than 200 students. Students attend conventions — sometimes in togas — to compete in everything from chariot races to catapult competitions. Some of his teams have gone on to compete at the national level.

"It's a celebration of Roman culture. Going to the conventions gives them a social connection to what they are studying," says Davis. "It's not a requirement of the class, but more than 90 percent of students join for the fun activities."

Davis' students watched Pope Francis' inaugural Mass and saw Latin take a role in modern history.

"We really enjoyed reading the Latin in the newspaper and hearing it during the Mass and recognizing that this was heard or read by over a billion people," he says. "There is nothing dead about Latin."

When Svetlana Lazarova joined the Latin Program in 1993 at Palm Springs High School, there were eight students enrolled in the program and no advanced classes. Today, more than 200 students are enrolled in six periods ranging from basic Latin to AP Latin IV. Lazarova voluntarily gave up her prep period to accommodate the increased demand, which happened after she actively recruited students to join.

"I don't know why it's so popular," says the Palm Springs Teachers Association member. "But it looks at the whole child



in a very classical way. It's a safe haven for learning and knowledge. My students use Latin to explore humanity. They see themselves against the background of ancient times. They compare two different cultures and discover an underlying commonality between the Roman people of 2,000 years ago and what they see happening today. Love, imperialism and social issues have not changed much over time."

✝ FORTUNA NOBIS
VI ANIMI TANTUM
FRENABITUR

This quote by Aesop translates to: "The level of our success will be limited only by our imagination." And some students say they never imagined Latin would be so helpful in achieving success.

Brian Cook decided to enroll in Latin so he would do better on his SATs. The University High School student believes that four years of studying the language

helped him attain high scores, and he is presently exploring college options.

"Latin really helped me figure out difficult English words on the test because I knew the derivatives," says Cook. "I'm lucky they offer Latin at my school."



Svetlana Lazarova has seen the Latin program at her school expand to more than 200 students. Photo by Katelyn Twomey, Palm Springs High School student.

Classmate Kate Sievers' older brother convinced her to take Latin and follow in his footsteps. She says it has helped in more ways than just understanding word roots.

"I've got a group of friends and a support group in this classroom," says Sievers. "We help each other with our struggles. We tutor each other. We repeat little phrases to keep us going. And its fun that nobody outside of this class knows what we mean."

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN

When you're ready to make a greater impact
When you're ready to advance your career
You are ready for American Public University

American Public University is ready to help you move your career forward. We offer respected degrees in Online Teaching and Learning, Educational Leadership, and School Counseling. And people are taking notice. We've been nationally recognized by the Sloan Consortium for effective practices in online education, and 99% of employers surveyed would hire one of our graduates again.*

When you're ready, visit StudyatAPU.com/cal-ed



*APUS Alumni Employer Survey, January 2011-December 2011

We want you to make an informed decision about the university that's right for you. For more information about the graduation rate and median debt of students who completed each program, as well as other important information-visit www.APU.edu/disclosure.



 American
Public
APU University
Ready when you are.™

Note: In every 2013 issue of the *Educator* we will be highlighting a portion of CTA's proud history in a timeline. Collect all 9 and put them together for a big look at all we've accomplished over the past 150 years. To get started just cut out the timeline from this page. Your next installment will be coming to you in May.



1

Like other workers in the United States during the Depression, California teachers attempted to hold on to their jobs as well as the gains they'd made in previous decades. One particularly fierce battle occurred in 1933, when a flurry of bills proposed by Gov. James Rolph Jr. attempted to reduce school funding by 20 percent and allow the state to use the "perpetual school fund" of \$100 million in a state of emergency. CTA opposed and stopped the bills. Executive Secretary Roy Cloud later wrote, "Never during my 20 years as CTA representative were so many letters and telegrams sent to senators and assemblymen or personal visits made during that session. ... The power of the public stopped the raid on education which had been skillfully but unwisely planned."

The Great Depression. By the advent of World War II, California has an old age assistance law, unemployment compensation, a maximum 48-hour work week for women, an apprentice law, and workplace safety rules.

CTA was concerned enough about the impact of the Depression on members that it joined with the state Department of Education in 1934 to find emergency employment for unemployed teachers and provide no-interest loans to help teachers in need.

Attacks on due process rights continued, and CTA successfully fought back a proposed amendment in 1934 that would have entirely eliminated tenure, which we now call due process rights. It wouldn't be the last time.

By 1937, as American businesses started to emerge from the depths of the Depression, the Legislature passed a CTA-sponsored bill that set minimum salaries for teachers at \$1,320 a year. The action increased the salaries of all teachers, but especially those in rural areas, where the average salary had been \$1,180.



1933

A retired teachers' home is established in Pasadena by CTA Southern Section.



1937

Advertisers in CTA's magazine, *Sierra Educational News*, include travel companies that cater to teachers, textbook companies, and the National Association of Chewing Gum Manufacturers.



1939

Legislature permits school districts to provide paid sabbatical leaves if a bond is posted against possible failure of the teacher to return.

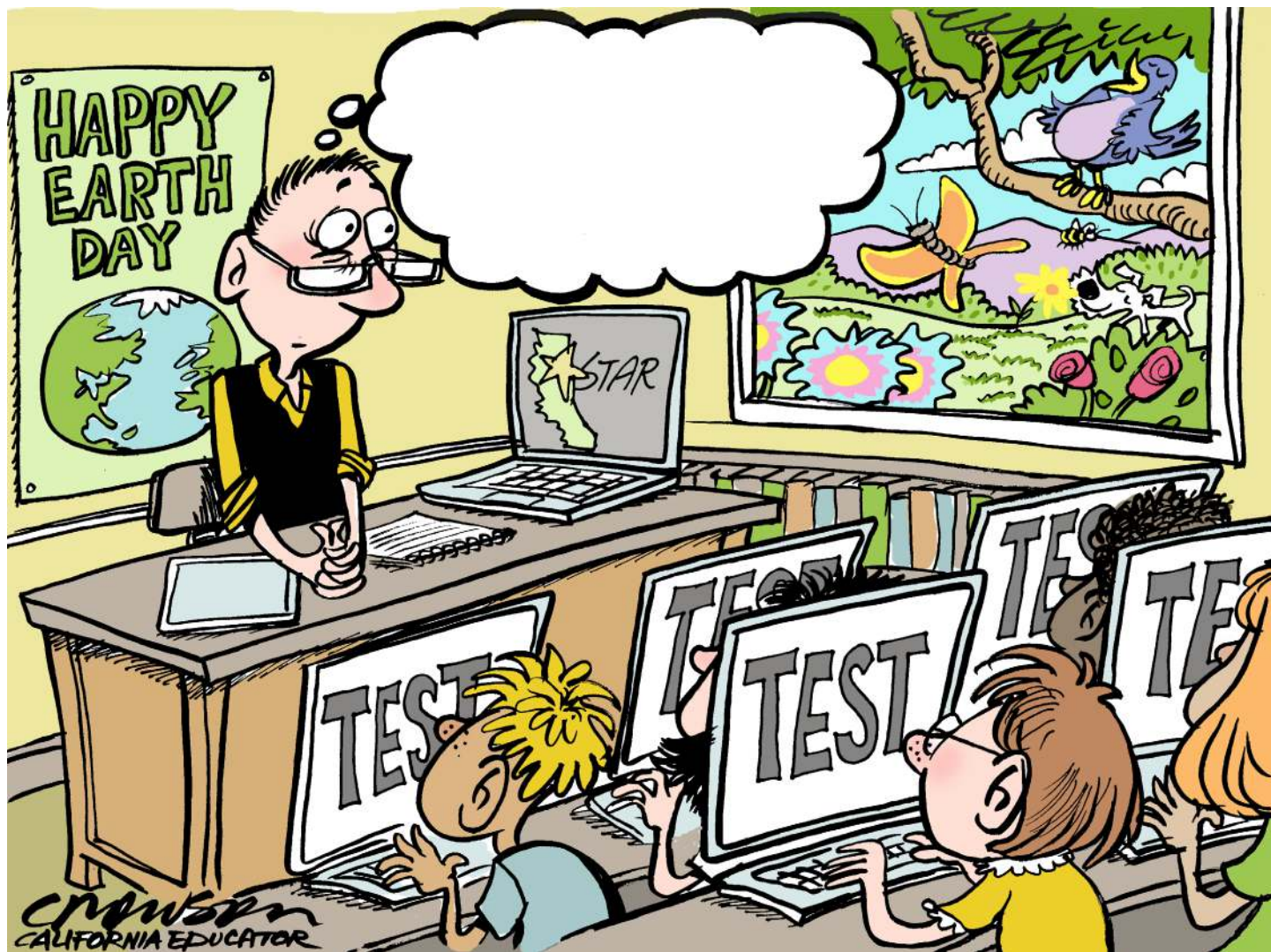
1944

In November 1944, as World War II continues far away, CTA urges members to stump for Proposition 9 to increase state funding for elementary schools. It passes overwhelmingly.

WHO'S GAME?

WIN SCHOOL SUPPLIES!

CTA Cartoon Caption Contest



By Richard Crowson

Get creative! Caption this cartoon and win school supplies.

Humor us! Readers: Send your caption for this cartoon to editor@cta.org. Include your name, local chapter, e-mail address and phone number. One winning caption will be featured online and in the June magazine. The winner will receive a \$100 gift card for school supplies PLUS the original artwork by cartoonist Richard Crowson, including the winning caption. **Deadline is May 10, 2013.**

SCHEDULED COURSES:
NEW! Scheduled Classes coming to your area soon.

TEACHERS: BUILD YOUR SKILLS

SUMMER ONLINE SELF-PACED COURSE

New Curriculum for New Times: Planning and Realigning the Classroom

Exciting new format! Evaluate past curriculum and achievement data to inform future curricular planning. If you are starting with a new grade level, subject matter, text book, or standards (including the Common Core Standards), this course is an opportunity to purposefully plan for the next academic year. Teachers can complete this course over the summer with our new online self-paced format to successfully design and organize your curriculum and daily classroom procedures. Flexible enrollment now through June 30. Enroll in either a 3-unit or 6-unit course today!

SCHEDULED COURSE IN YOUR AREA

Deeper Learning: Engaging & Motivating for 21st Century

Exciting two week class for K-12 teachers. Today's students are ever changing as we encounter new challenges that make the traditional classroom more and more mundane. Deeper learning stems from good instruction and this course will give us time to celebrate best practices and challenge ourselves to think differently about the way it has always been done.

INTRODUCING

Master of Education

Fully Online • Four Specializations Offered
MEdOnline.sandiego.edu | (888) 832-0239

INDEPENDENT STUDY COURSES

Completed conveniently at your pace from home or while on vacation!

NEW! R.E.A.D. (Read, Empower, Act and Discover)

Engage individually with literature to make a positive change in the classroom. Choose from a variety of approved books to engage within a professional learning community, promoting continuous improvement and professional development. Build on the ideas perspectives shared in the book to pursue avenues of further research and/or action to improve your classroom!

Love of Language Series

NEW courses just added! Including Science Fiction, Detective Fiction, J.R.R. Tolkien and Fantasy Literature, C.S. Lewis and more! Rekindle an appreciation of the beauty and power of language. This series allows participants to select individual courses focused on an area of language and/or literature that sparks a personal interest.

Adventure in the Everyday Classroom: Developing Critical Thinkers and Lifelong Learners

The *Adventure Model* promotes learning experiences in which settings initiate certain responses among students: careful observation, cooperation, clear thinking and planning, persistence, resourcefulness and adaptability. Create an entire *Adventure Model* unit for use in the classroom.

More independent study courses available!

Coming Soon! Common Core Standards courses designed for each school level, Flipping Classroom Instruction and Technology Tools courses, Historical Spotlights in USD's new Online Self-Paced format!

ONLINE CERTIFICATE PROGRAMS

Be a *Changemaker*. Enroll Today!

Next sessions begin in May and June.

Mobile Technology Learning Certificate

Explore ways, existing and emerging technologies, such as, iPads, iPods, cell phones, Netbooks, and e-readers are becoming learning tools and how they can be integrated into the classroom.

Teacher Leader Certificate

Transition into the role of "Teacher Leader" on campus with training in educational issues, laws, and programs, so you can be assigned special duties or take on leadership roles on the school campus.

Bullying Prevention in Our Schools Certificate

Build a solid foundation in effective early identification, prevention, victim support, cyber-bullying awareness, and school culture changes that can provide real and lasting solutions.

Character Education Specialist Certificate

This unique program offers teachers the opportunity to enhance their professional development skills in the field of character development/education.

NEW Classroom Resolutions Certificate

When student behavior disrupts the learning environment, what can we as educators do? Examine the major causes of unproductive student behavior and learn to encourage positive intrapersonal and interpersonal relationships in the classroom.

GIVE YOUR WALLET A BREAK...

Stop paying out-of-pocket
for school supplies and
instructional materials.

Win \$2,500 for your
classroom with a
California Casualty
Academic Award.



Enter today at:
CalCasAcademicAward.com



© 2012 CCMC



CALIFORNIA
TEACHERS
ASSOCIATION



California
Casualty

No quote or purchase necessary. Some restrictions apply.
See full terms and conditions at www.calcasacademicaward.com