Girl Power! PAGE 40 california

CALIFORNIA DREAMers

Earning an education, achieving citizenship and immigration reform PAGE 22 PLUS

NEW FAIR DISMISSAL PROCESS PROPOSED

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ESP OF THE YEAR CTA and NEA honorees PAGE 52



INSIDE: YOUR DAY OF THE TEACHER POSTER

APRIL 2014



"I have recommended many a colleague to University of San Diego, Continuing Education."

CarolAnn Barr-Gutkowski, Teacher, Dearborn Public Schools

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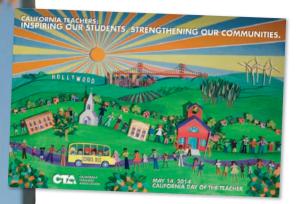
Curriculum: 2-4-6 Unit Curriculum Design | Common Core | English as a Second Language

educator

APRIL 2014

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Find your Day of the Teacher poster inside the back cover.

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Selene Salas, CSU Northridge, plans to graduate this year.

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Emerging from the shadows

Meet students Anthony, Aida, Jose, Selene and Eduardo. They are DREAMers in action and in spirit who are working hard to improve their schools and earn their citizenship. They represent the new breed of undocumented youth who are no longer willing to live in the shadows. They are marching, protesting and lobbying for equity. And meet the CTA members who are offering support and advice, as well as championing real immigration reform.

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feedback

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

Alpine teachers pay it forward

Thank you, CTA officers and Board members, local chapter presidents, and fellow teachers who walked the picket line with us. You strengthened us and sustained us through our three-day strike.

Thank for your incredible generosity! At the January State Council meeting, delegates dug into their pockets and donated \$5,000 to our cause. We received hundreds of checks from individuals and local associations. This will more than cover Alpine's needs. It is our pleasure to pass on more than \$20,000 to other chapters in need.

Our greatest hope is that our actions set a precedent which will strengthen other associations that are facing similar situations. Alpine will be there for you! We hope that other superintendents and school boards were paying attention when this was going down and are very aware and afraid of the unity and power of CTA.

So thank you, CTA. You had our back. We could not have done it without you!

GAYLE MALONE

Alpine Teachers Association president

Editor's note: Alpine TA's strike and settlement were covered in the March Educator and at cta.org.

Sad we'd need to run, hide or fight

I read your article "Run? Hide? Fight?" in the March issue, and it makes me very sad to think that this is what we need to prepare for as teachers in the classroom. Our school has taken some new steps to help in case of a lockdown, but we need to be proactive as your article suggests.

The article shows a teacher pushing his file cabinet against a stack of tables. This is unbelievable! Do you really think the average teacher could push a full file cabinet across the room to the door? I'm pretty sure my four-drawer cabinet weighs over 200 pounds. There's also the issue that so much of our classroom furniture is bolted to the walls for earthquake safety. I applaud you for looking forward, but please note, this is not a viable option for almost every teacher I know.

NANCY KANEGAI Simi Educators Association

Editor's note: The article suggests asking your students to help. The important thing is to be aware of your options if you need to defend your classroom.

Sharing haiku

I read Helen Ogden's letter (March) offering a teaching tip for National Poetry Month: to use nature photographs from magazines and calendars to inspire student haiku poems.

I play recorder alto, tenor and bass with a group of senior citizens, six members of whom are retired or current teachers! One of us published lots of haiku poems, another composed music for six of her haiku poems, and we performed them at a national haiku convention on the Queen Mary.

A friend of ours (a computer whiz) selected photos that matched the theme and words of the haiku, and we used these in a slide show along with the words and music. I thought Helen Ogden's Salinas students might like to see our production.

MARY WILKINS

La Verne (retired)

Editor's note: We helped Mary connect with Helen.

Correction

In the article "Adult education at a crossroads" in March, we identified SB 173 as the bill that funds the governor's compromise plan for adult education. Actually, AB 86 is the funding bill.

Family-school partnerships guide

California's new Local Control Funding Formula offers a historic opportunity to usher in a new era of parent and family engagement in our schools. To support parents, teachers and school districts in the development of family engagement goals and activities in the newly required Local Control and Accountability Plans (LCAPs), California State PTA has joined with National PTA in releasing an updated version of the PTA National Standards for Family-School Partnerships Assessment Guide.

This guide offers a research-based framework for how families, schools, teachers and communities can work together to support student success as part of their newly required LCAPs.

We know that all parents want the best for their children. They want to be able to know what is going on at their children's schools, and they want to provide informed input. They want to know their input is seriously considered and helps make a positive difference.

Teachers want to help students succeed. Our hope is that this guide will help parents, teachers, administrators and school board members to talk more often and work together even more. The results, when we do, will be amazing for children.

COLLEEN A.R. YOU

California State PTA President

ADDITIONAL RESOURCES

The PTA National Standards for Family-School Partnerships, plus other valuable LCFF and LCAP resources, are available on the California State PTA website: www.capta.org.

The standards will also be made available to PTAs and school districts statewide. A summary version of the standards may be downloaded. Additional resources for utilizing the standards and assessment may be found at www.pta.org/nationalstandards.

What's your take on the June 3 primary election?

hat's a great question, but it's difficult to think about June because we need to get through the madness of May first — testing, grades, the proms, the last weeks of school. You know the drill. So before we get to June, let's talk about May. Please take a moment to thank a colleague on May 14, California Day of the Teacher. Seek out colleagues who have made a difference in your life and thank them. And if by chance you are still in touch with one of your own teachers, well, it's never too late to say, "Thank you." And it's certainly never too late to hear it. As a teacher, your work is inspiring students every day, and it's improving our public schools every day. Thank you!

I also need to take a moment and thank your colleagues and elected leaders who are delegates to CTA's State Council of Education. Last month they took positions on 117 pieces of education legislation. One of the issues discussed was streamlining the teacher discipline and dismissal appeal process with the goals of keeping students safe, saving time and money, and ensuring due process rights for educators. We've worked with the governor, education stakeholders



and lawmakers, and AB 215 was recently introduced by Assembly Member Buchanan to make this happen.

That brings me right to June, because who we elect impacts the work we do for public schools in the Legislature. As educators, our collective voice matters, and as voters, it may matter even more, because we vote in greater numbers than the general public. That's a good thing, and it's why CTA is always big on getting out the vote on Election Day, especially the vote of our members. The June 3 primary election is no exception. Thankfully, we won't have to fight initiatives attacking the secure retirements of educators and other public employees, or initiatives attacking our due process rights. But it's vital we turn out to re-elect Tom Torlakson as superintendent of public instruction.

To do our jobs, we need lawmakers and state leaders who understand public education and understand how schools and colleges actually work. We need people like Tom Torlakson. Tom is one of us, and he's been a voice on public education's front lines for a long while now. He's a lifelong educator who joined CTA in authoring the Quality Education Investment Act, a plan that improved student learning and is hailed as one of the most successful school turnaround programs in the country.

Standing up for a commonsense approach to the Common Core, Tom encouraged the governor and the Legislature to take bold steps with AB 484 to ensure our state, students and educators are better prepared for implementing the new Common Core State Standards. Suspending the high-stakes decisions tied to state testing while the state overhauls its assessments and accountability system and aligns it to the new standards just makes sense. And Tom was a leader in making it happen. Tom is always on the side of students and educators. Always.

One of his opponents is a former investment banker from Los Angeles, backed by wealthy school privatizers, including billionaire Eli Broad. Where Wall Street billionaires see schools as profit centers, Tom sees schools as community centers that hold our neighborhoods together.

There is concern about a low turnout in June, so it's particularly important we vote, and we must



DEAN ON THE ISSUES

We have been really, really clear in California ever since the federal grant competition, Race to the Top, that we did not believe using student test scores to evaluate teachers was a good idea."

"Outstanding teachers, award-winning school administrators and the best education policy experts in the country have made it absolutely clear that the plaintiffs in the *Vergara* case are absolutely wrong."

encourage our friends and family to vote as well. Because of the low turnout, our votes become significantly more important. Between now and Election Day, you can have a critical impact: You can start talking with other voters about who is best for our public schools and colleges. You can let them know who educators want as superintendent of public instruction. You are the education experts, and your voices are respected and trusted in every community. Voters need to hear from you. Let them know you are a "Teacher for Tom Torlakson" or an "Energized Educator," whatever works for you (alliteration always helps with memory).

Our 150-year mission has been to ensure all children have the opportunity for a great public education and a successful future. As we continue to do this very important work, we're fortunate to have Tom Torlakson as our superintendent of public instruction. Let's help keep him there.

Pean & Wyl

Dean E. Vogel CTA PRESIDENT

Statewide Primary Election

"OTT

June 3, 2014

Are you ready to vote?

Your vote for education-friendly candidates translates into support for issues that matter most to California public schools, students and educators. CTA's member-driven recommendation procedures are bipartisan and thorough when considering candidates for statewide political office and statewide ballot initiatives. Recommendations are made by CTA members and voted on by the State Council of Education.

There are many ways you can get involved besides voting. Find out how to get involved and learn about the pro-education candidates in your area at *cta.org/campaign*.

Important dates to remember

APRIL 24–MAY 13 | Voter Information Guide mailing period

- APRIL 4-18 | Military and overseas voter Vote-By-Mail (VBM) ballot delivery period
- MAY 5-27 | VBM ballot mailing period
- MAY 19 | Last day to register to vote

MAY 20–JUNE 3 | New citizen (sworn in after close) voter registration

- MAY 27 | Last day to request VBM ballot
- JUNE 3 | Election Day (7 a.m. to 8 p.m.)



www.cta.org/campaign

You'll find all CTA-recommended candidates and CTA's positions on ballot initiatives, as well as resources for becoming involved and getting out the vote.

UC San Diego Extension



Gifted and Talented Education Certificate

UCSD Extension's Specialized Certificate in Gifted and Talented Education offers training for educators who want to teach and develop programs for gifted and talented students. The program meets training requirements for educators, counselors, psychologists, administrators, and others responsible for GATE (Gifted and Talented Education) program services.

The online program is designed for those new to gifted education and for experienced educators.

The GATE Certificate is:

- 100% online
- Offers a comprehensive examination of characteristics and identification, curriculum differentiation, teaching strategies, and program development for gifted and talented students
- Provides resources to build challenging curriculum and innovative instructional techniques

Required Courses include:

- Teaching the Gifted and Talented: Differentiating the Curriculum
- Teaching the Gifted and Talented: Recognizing Individual Differences
- Strategies for Teaching the Gifted and Talented
- Program Development for the Gifted

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- Teaching Adult Learners
- Teaching Online
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For More Information

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

extension.ucsd.edu/education

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educator

Wbat country do your ancestors bail from?

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







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

#CTATopTweet

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

*@***xianb8** Ravitch: Tests should be used to support student learning. not sort, judge, punish.

Viral video 👪



Who is Dependent on Welfare? In this cleverly illustrated video by UC Berkeley's GlobalPOV Project, professor Ananya Roy discusses economic inequality and corporate dependence on government subsidies. *blumcenter.berkeley.edu/globalpov*

Most popular post

Since politicians are such experts at education, let's have them trade places with kindergarten teachers for a week. How long do you think they would last? som@cards user card

36,288 views

Favorite comments **P**

Angel de Howard | MAR 18

It would be wonderful to have resources, and resourceful administrators who support teachers, counselors.

Tami Novak | MAR 12

I agree that the implementation, testing, and professional development need to be addressed, but I am excited about the CCSS. It must depend on expectations of your district, but I am now much more free to use my professional knowledge than I was with NCLB. I am not tied to a scripted adoption. I definitely feel like I have more freedom than before. I'm hopeful!

More top tweets y

@susanoha | MAR 13

I'd put generous spirit, flexibility and sense of humor HIGH on my list of teacher qualifications.

@jeff_freitas | MAR 6

#VergaraTrial is about billionaires and corporations attacking teachers and unions.

@EricHeins | MAR 9

[©]MichelleRhee and her billionaire backers need to understand that #publiceducation is not for sale.

@QuirkSilva65th | MAR 3

It was a pleasure to present CTA honorees with resolutions to celebrate #ReadAcrossAmerica on the assembly floor.

©oneunionmom | MAR 3

My kids' school combined Pajama Day with #ReadAcrossAmerica day today — sending the message that reading is cozy.

CTA Online

What's new at cta.org

1

www.cta.org/poetry

April is National Poetry Month You're a poet, and you don't know it, but your feet show it, they're Longfellows! Get some great resources for National Poetry Month.

2

www.cta.org/emeid

EMEID provides leadership opportunities CTA's Ethnic Minority Early Identification and Development (EMEID) Program helps ethnic minority members expand their roles in the organization.

3 www.cta.org/membercenter

Get the goods for the classroom

Whether it's classroom management tips or new teaching strategies, CTA's Member Engagement Center has got you covered.

4 *www.cta.org/commoncoreseminars*

Common Core and Beyond

One more seminar on CCSS implementation will be presented May 3 in Oxnard (note location change). Attend the event or follow live streaming at *cta.org/ipd*.

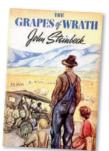
5

www.cta.org/californiareads

California Reads is a year-

round event See recommended books for all grade levels courtesy of the California Reads program, which has become a yearround celebration of reading.

Never too old to learn from *The Grapes of Wrath*



As we go to press CTA is celebrating the 75th anniversary of one of my favorite books, The Grapes of Wrath by John Steinbeck. Like many of you, I highly recommend it. This type of book reminds me how teachers are promoting quality books with strong instructional value through CTA's California Reads program of teacher-recommended books for students of all ages. See the latest recommendations on page 48.

For new generations, the wrath continues. The classic book and its themes about the dispossessed, income inequality, social injustice and the value of family solidarity have inspired readers from the Great Depression through the recent Great Recession, keeping *The Grapes of Wrath* as relevant today in California classrooms and living rooms as it was 75 years ago.

The book won the Pulitzer Prize, and Steinbeck won the Nobel Prize for Literature in 1962. We spoke with a few members about why they think teaching *The Grapes of Wrath* is so important.

English teacher Daniel Reynolds, who teaches the book to high school juniors in Walnut Creek, says, "*The Grapes of Wrath* is relevant to students today because the struggles of the Joad family, and of all the families dispossessed by the Depression, are the struggles of millions of people today. Steinbeck reminds us that people want to work, they want an education for their kids, and ultimately they want all these same things for everyone else, too."

You can find a review and resources at *www.cta.org/grapesofwrath*.

Reynolds' comment sounded so much like my friend Séamus as he described the trauma of living in the U.S. illegally for a year. Family, moral and medical problems dictated he stay; quotas and bureaucratic red tape made the staying difficult. I thought of him again as I read about five California DREAMers, undocumented students who are earning an education, helping to provide for their families, working toward citizenship, and hoping that legislators will make the path easier (page 22). Helping these students fulfill their personal and academic dreams while navigating the complex web of related state and federal laws are CTA members from Santa Ana, San Diego, Los Angeles, Mission Viejo, Salinas and CSU Northridge.

Séamus now lives in Ireland, and frankly, in my limited Midwestern experience, his story was the first time I heard immigration status or deportation concerns connected to anyone other than those who live south of the border.

This issue of the magazine highlights educators and their community involvement. For example, in Imperial County, CTA members sponsored an event connecting a local artist, students and their parents (page 15). You'll see tips on how to plan events like this and a recap of Read Across America (page 49). That event was so much fun this year, wasn't it?

See that? I'm back to reading again. Please know that I read the stories and comments you send me, and when I can, I share them here in the magazine and with others within the CTA family. I invite you to share what you read by visiting us at *cta.org/educator* and looking for the social media tools accompanying each article.

Cynthia Menzel

EDITOR IN CHIEF editor@cta.org

EDUCATORS ARE EVERYWHERE! PHOTO CONTEST



So, bring us along this summer, send a selfie, and win school supplies!

ARE YOU TRAVELING or volunteering this summer? We thought so, because educators are everywhere. We thought it might be fun to take your *Educator* along. Yes, we mean your CTA magazine.

Take a photo of yourself, with your magazine, between now and July 21. You may win school supplies!

Yes, we're offering prizes! Three \$50 gift cards for school supplies.

So...

1) Take a selfie with you and your favorite *Educator* magazine at an interesting or fun location.

2) Email your selfie and a brief description of what we're seeing, with your name, local chapter and current email address, to *editor@cta.org*.

See the example? That's my lovely daughter, Casey, holding the *Educator* at the *Brown v. Board of Education* National Historic Site in Topeka, Kansas. (The site is the former Montgomery Elementary School, one of the schools named in the landmark U.S. Supreme Court desegregation decision.)

Entries will be accepted through July 21, 2014. All entries submitted will be reviewed. Committee members will consider creativity, location, distance, celebrity sightings, etc.

Have fun on your summer travels.

Know&Tell 🗩

Grants, awards, contests, resources and tips to share

"Nurturing a Creative Mind" is part of an Imperial County Ethnic Minority Affairs Committee's community outreach project.

THE WORKSHOP HELPED STUDENTS AND PARENTS CONVEY IDEAS AND EMOTIONS THROUGH TRADITIONAL AND MODERN ART FORMS UNDER THE GUIDANCE OF **SIMON SILVA**, A WORLD-RENOWNED PAINTER, AUTHOR AND CREATIVE PROBLEM SOLVER (AS HE LIKES TO CALL HIMSELF). READ MORE ON PAGE 15.



Facebook

Where to begin By Tiffany Hasker

NOWADAYS, an increasing number of teachers are becoming friends with their students on Facebook. Some educators use Facebook to make themselves more accessible to students. Others use it to strengthen relationships or to connect with former students. Many classrooms even have a Facebook group for students to connect with and help one another.

Facebook is a wonderful tool for teachers, but even though most teachers do not use Facebook inappropriately, unrestricted access to a teacher's personal life is not always wise. While your Facebook profile is your own, permitting students access to your page requires discretion and responsibility. If parents or students are upset by something they see, the teacher may be reprimanded.

Even if it's your policy not to be friends with students on Facebook, you should understand that nothing posted to Facebook is ever completely

I never friend any students (former or current) or their parents. Two reasons: 1) I don't want them to get a biased view of me outside of the office, & 2) I don't want to know about any illegal or crazy actions by them. I don't want to be privy to any pics or info about drinking, smoking or inappropriate behavior.

-CTA member's Facebook post

Like · Comment · Share

private. Your posts can be forwarded and changed and could potentially reflect poorly on your career or school.

A good adage to live by: Don't post anything on Facebook that you wouldn't want a school district official to know about, your grandmother to read, or your 7-year-old daughter to see.

Following are common privacy-related questions about Facebook and our best attempt to answer them, understanding, though, that Facebook changes all the time.

My privacy settings seem to change, and I don't remember changing them. Am I doing something wrong?

Facebook rolls out upgrades to the site regularly — they're rolling out another one right now, in fact. Some of us are already seeing a whole new Facebook, while others still see the same news feed we have done since the rollout of "Timeline." Often when these changes are made, privacy settings go back to the original default settings — which means content you'd previously only shared with friends might now suddenly be public. This isn't always the case, but why take the risk? It's best to regularly check your privacy settings, at least every few months.

What you can do about it: Click on the lock icon on the right of the blue navigation bar at the top of the page. Go through each section and make sure you're comfortable with the selections.

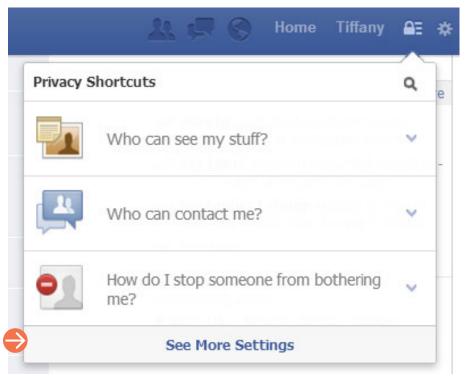
I've read that Facebook "owns" my photos and can use them for advertising. Is that true, and what can I do to prevent it?

Yes, if you do not take action, advertisers are given free rein to use your profile image to promote their product, services or beliefs in your friends' news feeds.

What you can do about it: Go to Privacy Settings > Ads > Ads & Friends, and select "No One."

I want to follow my family and friends, but different people keep coming up in my news feed. Why is this happening and how can I stop it?

Unfortunately, this is part of Facebook's new strategy to make the site more "social" and attract more advertising revenue. And this makes a quick check-in of Facebook increasingly more frustrating for the average user. Facebook doesn't make it easy to avoid these "sponsored" or "suggested posts" because they're now part of our news feeds rather than just small, right-column ads.





What you can do about it: There is one way to stop advertising posts from entering your news feed again, but only on a page-by-page basis. Click on the blue arrow next to the post you don't want to see and select "Hide all." My advice: Just keep scrolling and don't click on the advertised links. Hopefully, if advertisers don't get the number of "click-throughs" they were hoping for, this advertising fad will go away (unlikely, but one can hope).

Know&Tell

Tech tips

Cloud storag

Back up and access your files anywhere on any device. By Terry Ng

CLOUD STORAGE is the term for storing your data online instead of locally on a hard drive or flash drive. The beauty of using cloud storage is being able to access your music, photos, documents and more from whatever Internet-connected device you're on. It's also a great method for backing up your data, keeping it safe from on-site catastrophes like a fire, theft or even hard drive failures.

A decade ago, gigabytes of personal online cloud storage would've been unthinkable. Now companies like Apple, Google, Microsoft and Dropbox are making basic cloud storage plans free, while providing options for additional space at a very low cost.

APPLE ICLOUD www.apple.com/icloud

STORAGE SPACE: 5GB free

ADDITIONAL SPACE: 15GB (\$20/year), 25GB (\$40/year), 50GB (\$100/year)

DEVICES SUPPORTED: Mac, Windows, iOS

GOOGLE DRIVE

drive.google.com

STORAGE SPACE: 15GB free

ADDITIONAL SPACE: 100GB (\$1.99/month), 1TB (\$9.99/month)

DEVICES SUPPORTED: Mac, Windows, Android, iOS

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THE BENEFITS OF BREAKFAST

- Improves academic performance: Kids who skip breakfast have more difficulty distinguishing among similar images, show increased errors, and have slower memory recall.
- Reduces behavioral problems: Hungry children often are cranky; students who have a school breakfast show decreased behavioral problems and have lower rates of absence and tardiness.
- Improves children's diets: Children and adolescents who eat breakfast (and school breakfast) are significantly less likely to be overweight.

The national School Breakfast Program still only reaches about half of

Iow-income students who could benefit from starting their school day with a nutritious meal. Why? For starters, time and place matters. Some students can't arrive in time to eat breakfast, particularly if they're dependent on buses or parents' work schedules, and older kids may opt to hang out with their friends before the bell rings instead of eating breakfast in the school cafeteria. For low-income children, stigma is attached to who eats school breakfast and why. And students from higher-income families don't receive free meals, creating a clear distinction among socioeconomic backgrounds, according to the Breakfast for Learning Education Alliance. Plans to expand the program, offering a free breakfast and lunch to all students in schools where at least 40 percent of students qualify for free or reduced-price lunch, may help to remove some of that stigma.

Students who start at community colleges and transfer to a four-year institution have bachelor degree completion rates similar to students who begin at four-year colleges. However, students could be even more successful if it weren't for losing credits in the move. A new study, published March 19 in the journal *Educational Evaluation and Policy Analysis*, finds that restrictive credit transfer policies (rather than lack of academic preparation, an emphasis on vocational training, or insufficient financial aid) were the reason for the slight gap in B.A. completion between otherwise similar undergraduates from community colleges and their four-year counterparts. **If colleges dropped restrictive credit transfer policies, bachelor degree attainment would increase from 46 to 54 percent** for transfer students, according to the study, co-authored by Paul Attewell and David Monaghan, both of the Graduate Center of the City University of New York. The study notes that just 58 percent of transfers are able to bring all or almost all (90 percent or more) of their credits with them, and 14 percent lose more than 90 percent of their credits.

Year-round school: It might sound like a nightmare to kids; others say it's a dream come true. Also known as a balanced calendar, a year-round school model provides students with the same number of days of in-class instruction as the traditional model, but school days and vacation days are distributed differently throughout the year. **Proponents say year-round school helps students retain information without losing it over long summer vacations.** Of the increasing proposals seen around the country, the most popular form of year-round education is the 45-15 plan, where students attend school for 45 days and then get three weeks (15 days) off, according to NEA research.

DID YOU KNOW?

Interesting facts about everything in the education world *By Cynthia Menzel*

IF YOU DISCOVER research you think we should shine a light on, send it along with your name and local chapter to *editor@cta.org*.



Take note

The Numbers

164,530

The average bonus paid in 2013 to Wall Street securities employees, according to the New York State comptroller's office. Profits in the New York securities industry totaled \$16.7 billion.



Average annual salary of California K-12 public school teachers in 2012-13, fifth-highest in the nation, according to latest NEA data.



Number of children's books about Latinos among 3,200 published in the U.S. in 2013. And 93 were about black people, according to a study by the Cooperative Children's Book Center at the University of Wisconsin.



Number of California elementary students who were truant at least once in the 2011-12 school year. State Attorney General Kamala Harris released the data March 10 as part of her plan to resolve the "crisis" of truancy with new legislation.

Quotes & Numbers

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

"FOR THE MOST PART, DISTRICTS SEE THIS AS A GREAT OPPORTUNITY. IF SOMETHING IS GOING TO FAIL, THIS IS THE YEAR FOR THAT TO OCCUR. MISTAKES ARE GOING TO HAPPEN AND WE WANT TO MAKE THEM WHEN THE STAKES ARE LOW." —CINDY KAZANIS, educational data management director at the California Department of Education, quoted in *EdSource* about the rollout of computer-based Common Core trial tests for students.

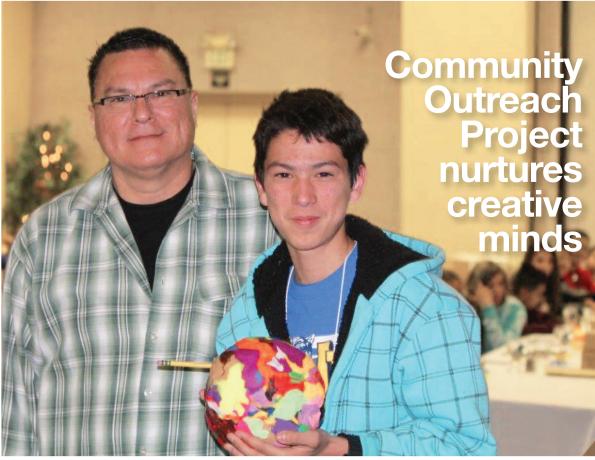
"We have a Department of Education, the Legislature, the State Board of Education, Torlakson. We have all these people, but at the end of the day, when you shut the door, it's only the teacher. That is where we make the difference — the teachers of California. I want everyone in Washington and Sacramento to remember we are here to help the teacher, not add new burdens or some obstacle course that makes his or her job all that more difficult."

-Governor JERRY BROWN, in a speech to the California Democratic Party convention in early March in Los Angeles.

"FEDERAL EDUCATION OFFICIALS SHOULD WORRY LESS ABOUT RUSHING THE NEW STANDARDS INTO SCHOOLS AND JUDGING
TEACHERS AND SCHOOLS BY EARLY RESULTS, AND MORE ABOUT GIVING SCHOOLS THE TIME TO BUILD ROBUST NEW TEACHING METHODS WITH ALL THE RIGHT SUPPORTS IN PLACE."
-March 14 editorial by the Los Angeles Times supporting California's different approach to the Common Core standards and affirming that schools need adequate time and resources. This was the second of two editorials in the Times on consecutive days.

"For-profit charter schools that operate in the dark without basic public transparency and without strong public control too often put their bottom line ahead of the public interest and high-quality public education."

—DONALD COHEN, executive director of the watchdog group In the Public Interest, which teamed up with the American Federation of Teachers to launch a website tracking forprofit charter school companies: www.CashingInOnKids.com. Eighth-grader Benito Gomez is one of 100 students to spend an evening of creativity with renowned painter and author Simon Silva.



The Feb. 7 "Nurturing a Creative Mind" Workshop in Holtville included more than 100 migrant students in grades 6-8 from 13 school districts, along with their parents. Imperial County Ethnic Minority Affairs Committee (EMAC) members Yurii Camacho, Jason Freeman and Maryann Vasquez Moreno coordinated this event with the Imperial County Office of Education Migrant Program. We asked Camacho, the event chair, to tell us about it. *By Yurii Camacho*



Yurii Camacho

THE STUDENT AND parent workshop, "Nurturing a Creative Mind," focused on helping students and parents discover their creativity and how to express that creativity in various forms under the guidance of Simon Silva. Simon is a world-renowned painter, author and creative problem solver (as he likes to call himself). He taught our students and parents various techniques and forms to convey ideas, thoughts and emotions through the use of traditional and modern art venues.

This is part of a series of events that we plan to offer under our Member and Community Outreach Project. The key word is "outreach."

EMAC's ultimate goal is to extend our outreach beyond our members. We want to build stronger relationships with our colleagues, our students and their communities. We want to reach out to other organizations to develop a partnership so we can create a sound foundation from which to garner support for public education. Through the

Know&Tell @ Tips to share

Simon Silva teaches students and parents to convey ideas, thoughts and emotions through the use of traditional and modern art venues.

development of these relationships and partnerships within our community, we will serve as a resource where education challenges can be met.

Want to do something like this in vour school? Dream big!

My first piece of advice is: Dare to dream big! Allow yourself to imagine what the "perfect" outcome would be if you had all the necessary resources available to you to put on the "perfect" event that would benefit all educational stakeholders. Once you can imagine it, then you can work toward creating it. And then...

My second piece of advice is: If you can believe it, then you can achieve it. Please note that I recognize that last piece of advice is much easier said than done, but that's where you have to be creative with the resources available to achieve what you ultimately desire, and if need be, create new resources

for the ones that are not available. If we begin this process by only limiting ourselves to what is currently available to us, then by default we will limit ourselves as to what services we can provide for our students, our members and our communities.

Want to know more? Email Camacho at yuriicamacho@gmail.com.

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Perspectives

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

Books are the best gifts—and now some 60,000 books are in the hands of low-income children.

CSU SACRAMENTO PROFESSOR CELESTE ROSEBERRY-MCKIBBIN, FOUNDER OF LOVE-TALK-READ, A CHILDREN'S BOOK DRIVE AND LITERACY PROGRAM, OFFERS ADVICE ON BOOK DRIVES AND BRIGHTENING CHILDREN'S FUTURES. MEET HER ON PAGE 19.

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Should community colleges offer four-year degrees?

YES

I don't think community colleges should offer bachelor's degrees in everything. But it would be helpful if community colleges offered bachelor's degrees in some subjects. For careers in health care, technology, law enforcement and other trades, it would be very beneficial if students could continue another two years at a community college. I found it very interesting that some states have already done this.

Before I transferred to CSU Northridge, I went to Riverside Community College and planned to major in nursing. A lot of students want to get into nursing but are turned down by CSU, because the program is overcrowded. If a community college could offer a nursing degree, it would offer students a pathway to a career that is very difficult to gain access to. If I had continued on my goal of becoming a nurse, it would have been very difficult to be admitted into a university program — and very pricey.

I think it would be very helpful for some students financially if they could spend four years at a community college instead of transferring after two years. Because four-year schools are so impacted, some students have to move far away from home to study what they want to study. Some people I know have moved up north or gone to schools out of state.

I didn't get into my first-choice college near where I live, so I commute from Fontana to CSU Northridge, which is a long way. If I could go to a community college close to home and earn a teaching credential, it would be a lot cheaper. I wouldn't have to stress over working a minimum wage job or worry about financial aid.

I definitely think that in some cases, it would be a good idea for community colleges to offer four-year degrees.

VERONICA PEREZ, Student CTA, is a junior at CSU Northridge and a future middle school or high school English teacher.

It's already happening in 21 states besides California. A bill was introduced here in January that could, if approved. have community college students enrolling in four-year degree programs by 2015. A new report by the California Community Colleges (CCC) Baccalaureate Degree Study Group, convened last year by the CCC chancellor, says that to meet the projected demand for four-year degrees by 2025, the state would need to immediately increase the number of bachelor's degrees by 40 percent above current levels. We've asked two CTA members to weigh in on that possibility.

NO

The intentions of our teaching colleagues who support the idea of providing bachelor's degrees at community colleges are good. However, the politicians behind the plan are seeking another path to deliver higher education on the cheap.

Many of the faculty members in four-year colleges also belong to unions, including the California Faculty Association, which is part of CTA and NEA. We should join them in their struggle for more resources to meet workforce needs, rather than subcontracting their work for a cheaper price.

Community colleges are constantly threatened by budget cuts, and faculty salaries have stagnated. We do not enjoy enough resources to do our job as currently mandated by the California Master Plan for Higher Education, so we should not add to these woes by including a mission that belongs to four-year colleges.

Recent student success initiatives are premised on the understanding that community colleges could do a better job of providing two-year credentials and associate degrees, and preparing students to transfer to four-year colleges. If we admit to this, it is odd to suggest that we should add providing four-year degrees to that list.

Community colleges do not have the facilities to teach upper division college courses. Though we have Ph.D.'s among our ranks, that is not a minimum qualification as it is for fouryear universities. Further, the most qualified students will attend four-year programs to earn more marketable degrees, leaving community colleges to teach lower-caliber students.

For less money per student than K-12 schools or four-year colleges, we teach everything from remedial basic skills to the first two years of a college education or technical training. Our mission is challenging enough as it is, so let's do the best we can with the job at hand.

KEITH LAW, Merced College Faculty Association, is a philosophy/humanities professor.



In Celeste's words:

Profile Perspectives

One of the things that motivated me was... my son Mark had severe dyslexia as a child. Children's books and lots of special support helped him overcome it, and now he gets A-pluses! Reading children's books was a big part of his life that helped him become a better student.

It's important for children to own books... because children can read them with their parents and siblings over and over. It becomes a part of their childhood. Owning books tells children that reading and learning are important.

Seeing a child get the gift of a book...is beautiful. One day I saw a little girl from a low-income apartment complex select several beautiful books. She started hugging them. It was amazing. I've seen pictures of kids overseas who've never had their own book open one up, and they are totally overjoyed. Collecting children's books is a very joyful, happy process that makes other people want to enthusiastically jump on board.

My favorite book is... The Bible, and also Blueberries for Sal by Robert McCloskey, a book my mother read to me when I was a little girl.

Read Across America is...fabulous and uplifting. I'm proud to belong to CTA, an organization that reaches out to students, encouraging them to love reading. There's nothing more important.

TIPS FOR HOLDING A SUCCESSFUL BOOK DRIVE

- Have a large, attractive marked box in a central location that is easy for people to get to.
- Make the collection time-limited.
- Have a short flier explaining why books are being collected and who they will be shared with, along with a contact person with contact information.
- If possible, donate the books locally to groups of children your audience of donors cares about. People are most enthusiastic if books stay local and connected to them somehow. For example, books collected by moms in Davis go to a Head Start in Davis.
- Pick up the books on a regular basis; don't let that box overflow.
- Challenge your group to collect a certain number of books, such as 100 or 500. People love a numerical goal.
- Keep reminding people announcing the book drive one time is not sufficient.
- At the end, celebrate with a treat. Share information about where the books went. If possible, shares photos of children who received them.
- Remember, there's no special magic. All you need is enthusiasm, donations, and someone with a strong back to carry them.



Celeste Roseberry-McKibbin

This professor is a one-woman book drive *By Sherry Posnick-Goodwin*

CELESTE ROSEBERRY-MCKIBBIN figures she's put 60,000 books into the hands of low-income children. She believes there's nothing like a good book to brighten a child's future.

"Statistics indicate that in some areas, the average middle-class child has 13-plus books in the home," says Roseberry, a professor of speech pathology and a member of the California Faculty Association at CSU Sacramento. "In some under-resourced neighborhoods, there is one book for every 300 children. States like California and Virginia factor in the number of third-graders who read below grade level when building prison cells."

Roseberry is the founder of Love-Talk-Read, a children's book drive and literacy program. Most of the books she collects are distributed in low-income Sacramento neighborhoods, but her book drive has recently gone international. Children in American Samoa are now receiving books for the first time in their lives, and books were also sent recently to Ecuador.

"Books can change lives and give children a brighter future," she says. "Reading can promote being educated and literate members of society. Reading can provide hope. That's the bottom line."



Merit pay experiment in California a mixed bag

The evaluation component causes controversy By Sherry Posnick-Goodwin

IN THE FIRST experiment of its kind in the state, two California school districts were given federal five-year grants in 2011 to provide teachers with

bonuses of up to \$5,000 based in part on how well their students perform on standardized tests. The districts received millions in federal Teacher Incentive Fund (TIF) grants to implement their new evaluation programs, with merit pay a component.

Did it pay off?

An exclusive CTA look at this experiment shows mixed results for test scores. API scores in one district went down by 3 points, comparing 2013 to 2012. The other district's scores rose by 9 points. CTA chapter presidents from both districts agree that merit pay caused unhappiness among their members.

The first district is Lucia Mar Unified in San Luis Obispo County, a suburban district that serves 10,600 students in 18 schools. Staff at seven schools voted to implement the program, where teachers are evaluated three times a year (two announced and one unannounced) based on the Teacher Advancement Program, or TAP, created by the Santa Monica-based

National Institute for Excellence in Teaching. Pay raises are tied to evaluations as well as test scores.

The district received \$7.2 million for the program, says Donna Kandel, president of the Lucia Mar Unified Teachers Association, and much of it goes to pay for master teachers and mentor teachers, who receive extra pay to evaluate their peers.

Under the formula, 30 percent of a teacher's evaluation score is based on how much students improve academically, and another 20 It was not a resounding success when measured by TAP's own metric: standardized test scores. Originally saving jobs was digestible, but paying teachers based on test scores is not prudent policy.

percent on how the entire school improves. Despite the drop in overall school and district scores, many teachers got extra money based on individual test scores and positive evaluations, with one teacher getting more than \$5,000, says Kandel.

Districtwide, the API score went from a base of 819 in 2012 to 816 in 2013. Six out of seven schools had lower scores in 2013 than 2012. Grover Heights Elementary School dropped from 862 to 841, and staff opted out of the program.

"I guess you could say it was not a resounding success, if you measure it by TAP's own metric, which is standardized test scores," says Kandel, who was not president when this was bargained into place three years ago. "Merit pay has been harmful for morale and divisive. It's

> created competition between teachers and cut away at collegiality and a sense of cohesiveness in our membership."

The evaluation component of the grant has also caused controversy, she adds. The peer evaluations by master and mentor teachers are not supposed to go into a teacher's personnel file, but there is "concern" that these evaluations indirectly influence regular evaluations under the Stull Act, because mentor and master teachers confer with administrators regarding peer performance.



Donna Kandel

The grant ends in 2015, and many teachers are anxious for it to be over, says Kandel.

The administration, however, would like to continue some of the evaluation practices that were a part of the grant and pay extra for teacher coaches districtwide, even though under TAP scores dropped and teachers haven't gotten a pay raise in years. Negotiations are ongoing.

"I guess you can say this grant has opened the door to a lot of things," says Kandel.

Rural Humboldt Union High School District, which has only 1,400 students and two high schools, received a \$4.5 million TIF grant for a new evaluation system and merit pay. Scores went from 770 in 2012 to 779 in 2013.

The district took a different approach. To determine how much a teacher contributes to a student's academic success, local assessments are compared at the beginning and end of the school year. The compensation formulation is also based upon peer observations and STAR scores. Doug Johnson, president of the North Humboldt High School Teachers Association, says teachers agreed to the deal to save jobs when layoffs were looming, but some have "soured" on the grant in the meantime.

"It saved jobs and provided teachers with the possibility of a pay increase at a time when we saw little possibility of getting a raise from the state. That made it a little more digestible."

Johnson says the system may have some benefit, since district scores went up 9 points, but he personally does not believe in paying teachers based on their test scores, and he thinks most of his colleagues feel the same way.

> "We all know there are things that happen on any given day with students that teachers can't control. Also, you can have one stellar class this year, and a different population the next year. To expect student performance to dictate teacher salaries is not prudent policy."

> Note: CTA believes merit pay is flawed in concept. Where it has been tried, it has proved to be a detriment rather than a stimulus to better education. CTA is open to consideration of alternative pay plans as determined by the local associations through the collective bargaining process. To read CTA's policies, log in at cta.org and go to cta.org/orghandbook.

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Doug Johnson

FROM THE SHADOWS

DREAMers shed light on immigration reform By Sherry Posnick-Goodwin

> Everyone should have an equal chance, without obstacles, to go to college. I plan to be the first in my family to earn a college degree.

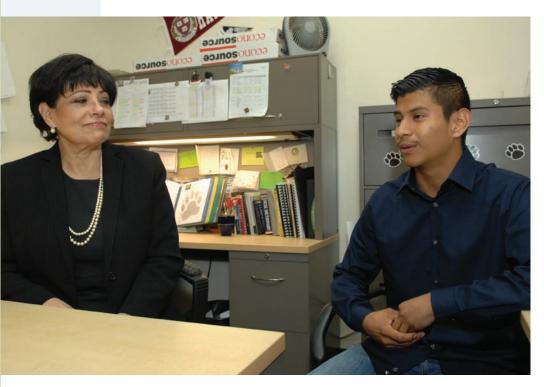
> > -Eduardo

If, as a teenager, you discovered you'd been living in this country illegally, what would you do? Well, you'd be living in fear of deportation. Keeping a low profile. Wanting to fill out the paperwork for college despite worries that it could alert the authorities to relatives living in the country illegally. These are the concerns California DREAMers or undocumented students face on a daily basis. Students like Anthony, Aida, Jose, Selene and Eduardo are dreaming of earning their degree

and citizenship. Like other DREAMers, they are no longer willing to live in the shadows.

Eduardo is 17, earns top grades, plays varsity sports, and boasts an impressive list of extracurriculars that makes him an ideal candidate for any four-year college. But there's one thing he's lacking that causes anxiety about the future. "I don't have a Social Security number," he says.

With or without that piece of paper, Eduardo has plenty of dreams. He plans be the first in his family to earn a college degree.



Helping students like Eduardo fulfill their dreams and navigate the complex web of state and federal laws presents challenges for school employees, says **Rosa Marino**. "I have 30 students who are undocumented. They want a better life and are willing to work hard." "I want to help my father, who has trouble holding a job without documentation."

Eduardo moved here from Mexico when he was a baby. Through hard work, he has excelled academically and socially. As he grew up, he felt "different" from his friends who were born here. Sometimes his classmates made fun of him for being undocumented.

Now just weeks away from graduation at Godinez Fundamental High School in Santa Ana, Eduardo mulls college options.

"Everyone should have an equal chance, without obstacles, to go to college," says Eduardo, who is somewhat nervous about an interview later in the day regarding a scholarship at a local university.



Eduardo is one of 2.5 million students in the country known as DREAMers, who hope legislators will approve their path to citizenship. California has the highest percentage of undocumented students in the nation — about 350,000 — according to an NEA study. Of these, only 5 to 10 percent go to college.

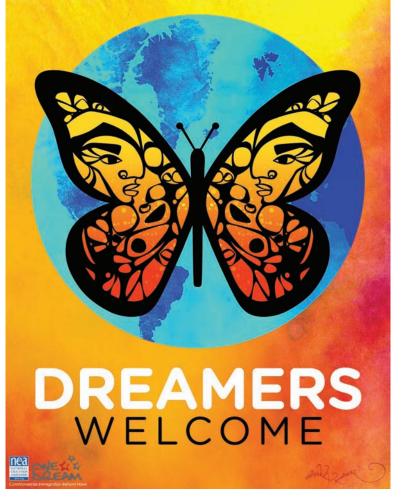
Helping students like Eduardo fulfill their dreams and navigate the complex web of state and federal laws presents challenges for school employees like Rosa Marino, Eduardo's counselor at Godinez.

"I have 30 students who are undocumented," says Marino, Santa Ana Educators Association. "Many are very open about it and come to me asking for help. With others, I have to tread very gently. I let them tell me when they are ready. I share my personal story: I was born in Mexico and came here when I was 7."

In those days it was easy for her parents to find a sponsor, fill out papers and obtain green cards allowing them to live and work here legally. Her undocumented students, on the other hand, live in fear and must jump through hoops to legalize their status.

But some things haven't changed, observes Marino.

"It is a tremendous adjustment. I came here not knowing a word of English. I understand that each student has to take their time processing information from one language to another. Some do it really fast, some take longer. Also, immigrants are poor. They want a better life and are willing to work hard."



EdVotes.org has numerous resources and means to advocate for immigration reform.

DREAMers & the Law

What is DACA?

DACA stands for Deferred Action for Childhood Arrivals. On June 15, 2012, President Obama announced that immigrants who



entered the country without authorization before age 16 and have pursued education or military service can qualify for deportation relief known as "deferred action." An applicant who is granted deferred status will not be deported and qualifies for a work permit renewable every two years. DACA also allows employment authorization. While students may qualify for deferred status under DACA, their parents and siblings may not.

What's the California Dream Act?

Assembly Bills 130 and 131 were passed in 2011. This two-bill package, the California Dream Act, allows undocumented students who qualify for in-state tuition* to apply for Cal Grants and scholarships awarded by California public colleges and universities. AB 130 allows grants and scholarships from non-state or private funds. AB 131 allows financial aid from state funds. To qualify, students must have attended a California high school for at least three years and graduated from a California high school. In addition, undocumented students must attest they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so.

*AB 540 allows undocumented students to qualify for in-state or resident tuition.

Taking steps toward legalization

Eduardo recently filed for Deferred Action for Childhood Arrivals (DACA), authorized by an executive order President Obama issued in 2012 providing deportation relief to undocumented immigrants who enter the country before 16. An applicant granted deferred status will not be deported and qualifies for a work permit renewable every two years. However, because the program is merely an executive order, not a law, it could be overturned by another president. For this reason, Marino counseled Edwardo to consider careers that could be transferable to other countries if necessary. He is planning to major in international business.

Some students are fearful when it comes to applying for DACA, because while they may qualify for deferred status as students, their parents and siblings may not. However, all DACA information is strictly confidential, says Marino, so Eduardo and other students should not let fear be a deterrent from filing.

Since 2001, California DREAMers have qualified for in-state tuition under AB 540. Before that, when they were charged out-of-state tuition fees, college was unattainable for most.

The California Dream Act was signed into law by Gov. Brown in 2011. Under AB 131, undocumented students can apply for Cal Grants and scholarships awarded by public colleges and universities. To qualify, they must attend a California high school for at least three years and graduate from a California high school. They must attest that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible. (To be considered for state aid, students must complete the Dream Application at *www.caldreamact.org*.)

Under AB 130, another part of the Dream Act, undocumented students can receive money through private scholarships.

Information submitted for California Dream Act applications, like DACA applications, is strictly confidential and cannot be used against the student or family members.

Eduardo is eligible for in-state tuition, Cal Grants and scholarships, but not for federal Pell Grants or loans that many students rely upon to finance their education, even though his father pays taxes through a Taxpayer Identification Number. If Eduardo applies to colleges in other states, he will likely be charged the higher international tuition rate — the same as a student from another country. He can't enroll in Covered

How teachers can help DREAMer students:

- Offer them encouragement and hope for the future.
- Encourage students to become involved in the struggle to change immigration laws.
- Understand undocumented students may not have the same standard of living as other students and may not have access to a quiet area to study. They may have adult responsibilities, such as caring for siblings while parents are at work.
- Provide information about applying for DACA status and benefits under the California Dream Act.
- Encourage them to apply for scholarships.
- Don't wait until high school inform students in middle school about college opportunities.
- Provide emotional support and an atmosphere of trust.
- Plan field trips to local colleges and discuss the benefits of higher education.



Rosa Marino was born in Mexico and came here when she was 7. In those days it was easy for her parents to find a sponsor, fill out papers and obtain green cards allowing them to live and work here legally.

California for health care coverage, study abroad, or visit relatives in Mexico and be allowed to return.

While the new laws are helpful, being undocumented has taken a toll.

"At times it was hard to stay motivated. There were times I didn't want to go to school," he admits.



His worst fears came true when his aunt was deported. He cries at the memory of Immigration and Customs Enforcement (ICE) taking her away.

"It was just heartbreaking," he recalls, wiping away tears. "She had three daughters that we took care of. We were very close. It was very hard on my family."



Living in limbo

"My students don't like to share that they are undocumented at first, but once they hear they can trust me, they share," says Mary Jewell, a Spanish, history and English teacher at Mira Mesa High School in San Diego. "It's not their fault. They were brought here by their parents with the intention of giving them a better life."

Her students, many of whom are under 16 and too young to file for DACA, live in uncertainty.

"They worry they might get deported or not be able to work. Without feeling you are part of the system in some way, what's the motivation to work hard?"

One 18-year-old student was picked up by ICE while waiting at a trolley

"Immigration is a touchy subject, and lots of politicians seem to forget that it's about families and peoples' lives," says Anthony Ng (wearing sunglasses), a spokesperson for Asian Americans Advancing Justice who put himself through UC Irvine, graduating in 2011. "America was created by immigrants, and that's what makes us a unique country."

station on her way to a volunteer job. She was put in a detention center. Teachers wrote letters of support. She was released and is now in college.

"My school is close to the border, and a lot of the kids are afraid to go on field trips to visit colleges, because they have to pass immigration checkpoints," says Jewell, San Diego Education Association. "When the kids see the

FAMOUS PEOPLE WHO WERE FORMERLY UNDOCUMENTED



Grammy Award-winning musician Luis Enrique



Actor Michael J. Fox



Actress Salma Hayek



Musician John Lennon Great Britain "When most people think of DREAMers, they think of Latinos," says **Arlene Inouye**. "But about 10 percent are Asian or Pacific Islanders, with Hmong and Vietnamese the fastest-growing groups."

border patrol go by, some hold their breath. They are minors, but fear is there. Some of them worry about their parents being deported."

Even students who are in elementary school live in fear of deportation, says Oscar Ramos, a third-grade teacher at Sherwood Elementary School in Salinas, where families are mostly migrant farm workers.

"It affects them whether they know it or not," says Ramos, Salinas Elementary Teachers Council. "They end up keeping a low profile and limiting their exposure to the community. It keeps them from seeking any kind of help because there's fear that there might be a raid. It's a distraction from academic work. They may be asking, 'Is my dad going to come back from work today? What about my mom?""

Growing up in a labor camp, Ramos experienced raids firsthand. He saw baby sitters and close friends of his parents hauled away for deportation. Some adults thought it was funny to yell "Immigration" and see him run, lock the door and hide under the bed.

"It's a feeling like no other. You don't know what's going to happen. You don't know where you fit in."

When his students talk to him about their fears, he tells them he understands, and reminds them that if their parents are deported, they will eventually come back.

"I let them know that there are people in the school and community who will help them through whatever happens if they need emotional, financial and other support. Other adults will be there for them."



DREAMers are not just Latino

Anthony Ng was born in the Philippines. After years of living with his grandmother, he moved to the U.S. in 2001 to join his parents, who had moved here to start a business.

Ng assumed he had moved here legally. But when he asked his mother for his Social Security number so he could travel to a leadership class in Washington, D.C., with high school classmates, his mother got "very quiet," and he realized something was wrong.





"I won't stay quiet about my legal status," says Selene Salas, who organizes others to march, protest and lobby for equity.

He didn't have one.

Unable to take out student loans, Ng worked to put himself through UC Irvine, graduating in 2011. Finding employment was difficult, because DACA was not yet in effect and he could not work legally.

"Immigration is a touchy subject, and lots of politicians seem to forget that it's about families and peoples' lives," says Ng, a spokesperson for Asian Americans Advancing Justice. "America was created by immigrants, and that's what makes us a unique country."

Arlene Inouye, treasurer of United Teachers Los Angeles, talked with Ng at a meeting to advance the rights of DREAMers and has asked him to speak to her colleagues about his struggle.

"When most people think of DREAMers, they think of Latinos," says

Inouye, a third-generation Japanese American. "But about 10 percent are Asian or Asian Pacific Islanders, with Hmong and Vietnamese the fastest-growing groups — and among the most impacted by poverty."

People tend to think of Asians as the "model minority" whose members are highly educated in high-paying professions, says Inouye, a speech language pathologist. But many live in poverty and struggle.

Student immigrants feel as they though they are living in two worlds, she relates, with one foot in their family's culture and another planted in the modern world. They act as interpreters for their elders and sometimes take on parental responsibilities.

UTLA has accepted DREAMer student interns and supported them at rallies and marches.

"When we do these things, students know they are cared about, and that they can trust us and ask us for help."

Emerging from the shadows

Jose Rosas, 25, attended CSU Northridge every other semester so he could work in between and save money for tuition. He says it's been a struggle, but it's worth it. He is nearing graduation.

"We're just as capable and determined as other students. We want the same support and opportunities any student is entitled to."

Rosas, who was born in Mexico and grew up in South Central

Los Angeles, is active in Dreams To Be Heard, an advocacy group on campus, as well as other student activist groups.

So is Selene Salas, a Northridge student who describes herself as an immigrant rights activist who is willing to "knock on doors" to spread the word that undocumented students need support and equity.

"I won't stay quiet about my legal status," says Salas, who has worked at flea markets to support herself. "I've had really hard days and cried





"We want the same support and opportunities any student is entitled to," says Jose Rosas.



Theresa Montaño

she worried that if they revealed personal information to the government it could lead to a "witch hunt," but she is relieved to see it isn't happening.

"Yes, I absolutely encourage my students to legalize their status," she says.

She supported the efforts of students to open a campus resource center for DREAMers. Approved last March, the

when I was out in the rain picking up bottles, cleaning houses or working at a bridal store under the table. I had no other options than to go to college. I want to be a success in life like anybody else."

These Chicano studies students represent the new breed of undocumented youth who are no longer willing to live in the shadows. They are marching, protesting and lobbying for equity. Offering these students strong support is Theresa Montaño, a CTA Board member and

Chicano studies professor.

"I have always been a community activist," says Montaño, California Faculty Association, CSU Northridge. "I was born in Los Angeles. But being a Latina, there is no way to escape the immigration issue. It's your issue, whether you were born here or not."

Montaño offers DREAMers emotional support and practical advice, and counsels them to file for DACA and receive benefits under the California Dream Act. She admits that at first center will be the first of its kind in the 23-campus CSU system.

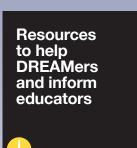
Montaño has nothing but admiration for her undocumented students, who sometimes support parents and siblings as the "breadwinner" of the family.

"I am amazed at what they are capable of doing. Many of them have become peer counselors and have stepped up to help others. They are not just DREAMers, but also dreamers in spirit, who are brilliant, working hard to improve their schools and learning English as a second language."

Need for immigration reform

When Tom Airey asked student Aida Gonzalez what she planned to study in college, there was an awkward pause. She confided that she didn't know if she could even go to college because she is undocumented.

"I felt just devastated," says the economics and world history teacher at Capistrano Valley High School. "And just understanding the injustice made me want to do something about it. To me, it humanized the situation and showed that not all of my students have the same opportunities to make a college or career happen. They are vulnerable and can be deported. DACA is just temporary. We need *real* immigration reform."



VIST THESE LINKS TO FIND MORE INFORMATION AND LEARN ABOUT DREAMERS.

- Dreams Alliance: AB 540 Allies Group dreamsalliance.org
- Dreams To Be Heard Student Club www.dreamstobeheard.com
- California Dream Network www.cadreamnetwork.org
- UCLA Labor Center www.labor.ucla.edu
- Asian Pacific American Legal Center *apalc.org*
- Clergy and Laity United for Economic Justice (CLUE) *cluela.org*
- Los Angeles County Bar Association: Immigration Legal Assistance Project *www.lacba.org/ilap*

For a complete list compiled by CTA members, visit *www.cta.org.*



Tom Airey sponsored a prayer breakfast at his church with the theme "God is Undocumented" and created a college fund for Aida Gonzalez, who is raising her younger sisters while attending community college to study nursing.

The Capistrano Unified Education Association member asked some of his friends to contribute to a college fund for Aida, who is now 22 and raising her younger sisters while attending community college to study nursing. He sponsored a prayer breakfast at his church with the theme "God is Undocumented" and asked four undocumented students to speak to the congregation.

"There wasn't a dry eye in the building. It was really powerful."

Since then he has participated in marches, visited his congressman, and worked on behalf of immigration reform, because he believes it is the right thing to do. During his economics class, he brings up "myths" about immigrants, such as the misconceptions that they are taking jobs away from others or are criminals.

He points out that Dowell Myers, a demographer at the University of Southern California, recently published a report that four out of 10 homebuyers are Latino and that most immigrants learn English, get jobs and contribute to society. According to a recent CNN International survey, the majority of Americans believe the government should legalize the status of those who are undocumented instead of deporting them.

"We are making progress at the state level, but we have a long way to go when it comes to immigration reform," says Montaño. "For one thing, access to affordable health care is still lacking. But immigration is a national issue — and many of us are looking forward to the Obama administration being able to pass a comprehensive immigration policy."

The recent focus has been on college students and contributions they can make to society if and when they become legal, she observes.

"It's a good place to start. But we must remember that students are members of a family with siblings and parents. It's time for *everyone* to come out of the shadows."



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

CTA seeks fairness in the dismissal process.

WORKING CLOSELY WITH LAWMAKERS AND EDUCATION STAKEHOLDERS, CTA HAS CRAFTED A NEW BILL, AB 215, THAT STREAMLINES THE TEACHER DISMISSAL PROCESS. IT OFFERS A BALANCED APPROACH TO KEEPING STUDENTS SAFE AND PROTECTING EDUCATORS' DUE PROCESS RIGHTS. READ MORE ON PAGE 38.

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Misguided Vergara trial ends

Teacher due process laws work in well-run schools, test scores don't indicate good teaching, say renowned experts and school administrators *By Frank Wells*

TEACHERS' PROFESSIONAL AND due process rights have been on trial in Los Angeles Superior Court for the past two months. Closing arguments were heard March 27 in *Vergara v. California*, a lawsuit challenging as unconstitutional laws governing experience-based educator layoffs, the two-year probationary period, and the due process procedures in the teacher dismissal process. The suit, funded by Silicon Valley millionaire David Welch and other corporate school "reformers," is part of a broader and ongoing "blame teachers first" approach to education reform.

A strong defense team, with one set of attorneys representing the state of California and another representing CTA and the California Federation of Teachers, put on witnesses who effectively shattered the plaintiffs' claims. The testimony of the plaintiffs' own witnesses undercut the charge that the statutes were harming students. For example, LAUSD Superintendent John Deasy — who strongly supports the lawsuit — was forced to concede that the challenged statutes have nothing to do with teacher assignment, and that time and cost are never considerations when he recommends a teacher be dismissed. He also admitted that under his watch he had reduced what Cartoon © 2014 Ted Rall, all rights reserved. www.Rall.com

had been a nearly automatic granting of permanent status to an approximately 50 percent rate, and had increased the teacher dismissal rate in LAUSD tenfold, all using the challenged statutes.

Further chipping away at the plaintiffs' case were experts and school administrators who were highly critical of replacing experience as a layoff criterion with "effectiveness" determined by "value-added" test scores. World-renowned education experts like David Berliner and Linda

Darling-Hammond testified to the extreme unreliability of such measures, which too often rank teachers near the bottom one year and near the top another. School superintendents testified that moving to such a system would destroy teamwork, place teachers in competition against

one another, and make the layoff system incredibly cumbersome and contentious. They also pointed out that most subject areas and some grade levels don't even have standardized test scores, and that placing such a highstakes emphasis on test scores would make challenging schools even harder to staff than they are now.

Other witnesses testified to the reasonableness and workability of a two-year probation, saying that most

principals know within one year if a teacher is ineffective, and others argued for the protections against bias and for academic freedom inherent in the dismissal laws. The evidence further showed that the overwhelming majority of teachers faced with dismissal either resign or retire when faced with that likelihood.

Education experts that money couldn't buy effectively shattered the plaintiffs' testimony, undercutting the charge that the statutes were harming students.

Underscoring the fact these laws work well in well-run school districts, teacher witnesses like San Juan Teachers Association President Shannan Brown and Hart District Teachers Association member James Webb showed how Peer Assistance and Review (PAR) programs help improve instruction and help remove teachers who aren't successful in improving as needed. Former Oakland Education Association President Betty Olson-Jones countered two Oakland administrators, pointing out that ineffective management, a high turnover rate for teachers and administrators, and poor working conditions were the real problems in Oakland, not the challenged laws. "Clearly, striking down these statutes is not going to make Oakland a well-run school district," said Jim Finberg, attorney for CTA and CFT, during closing arguments. "But it would deprive well-run districts of the benefits the statutes provide for the recruitment, retention and morale of teachers."

And then there were the teachers who had been named by plaintiff students as "ineffective." The evidence showed just the opposite — overwhelmingly so in the case of 2013 Pasadena Teacher of the Year Christine McLaughlin, an English teacher who student Raylene Monterroza claimed rarely gave students work or reading assignments. McLaughlin, who has also received other awards, produced a course syllabus and class assignments that showed how ludicrous such claims were. Other teachers named by the nine students, each having exemplary evaluations and strong praise from administrators, were equally damaging to the plaintiffs' case.

At a courthouse news conference before closing arguments began, CTA President Dean E. Vogel said, "I want to say we're hopeful. If the judge follows the law, we will prevail. But the judge has sent some mixed signals, and we'll have to wait and see."

"The threat of corporate special interests and billionaires who want to push their agenda on our students is very real and will continue," Vogel added. "We're going to see this struggle to the end — until our students are no longer used by corporate reformers to convert their millions into billions."

Written briefs in the case were submitted April 10, and Judge Rolf Treu has 90 days to issue a ruling.

You want to protect what's important...





Meet an advocate: ASSEMBLY MEMBER SHIRLEY NASH WEBER

SHIRLEY WEBER'S first bill for the 2014 session, CTA-co-sponsored AB 1444, would make kindergarten mandatory for all youngsters. Education has always been important to Weber, a daughter of sharecroppers from Hope, Arkansas. She taught at CSU Los Angeles and Los Angeles City College, and at age 23 became one of San Diego State University's youngest professors.

Weber was elected in November 2012 to represent California's 79th Assembly District, which includes Chula Vista, La Mesa, Lemon Grove, National City and San Diego.

What did you do before become a lawmaker?

For over 40 years I was a faculty member and chair of the Department of Africana Studies at San Diego State University. My parents instilled in me the value of education. By 26, I had obtained a bachelor's, master's and Ph.D. and only owed about \$1,250 — something almost unheard of today. When my two children were in the San Diego Unified School District, I ran for the school board, where I served two terms, including a stint as school board president.

What led you to run for office?

I had a conversation with [Assembly Speaker-elect] Toni Atkins, who reminded me that the number of women in the Legislature was declining, and she urged me to run. I knew there were some things in education policy, in workforce development, and in the lives of my students I wouldn't be able to affect unless policy changed at the state level.

Who was the teacher who had the greatest impact on you?

All of my teachers had a deep and abiding commitment to the kids in the low-income housing projects because they understood what our challenges were, including race and poverty. When I got to eighth grade, I had an English teacher, Mrs. Williams, who discovered that we had not been adequately prepared for eighth-grade English. She was determined that we were going to be prepared for the ninth grade, so we worked extremely hard that year. She knew we could do it, and we did.

What steps should the Legislature take to help schools succeed? Any advice for teachers?

We've taken a big step by restoring some local control of funding. But we need to remain vigilant that the funds set aside specifically to help the neediest students — English learners, low-income students and those in foster care — are spent as intended.

We also need to make early childhood education an actual priority and invest in it. CTA co-sponsored legislation that I am authoring jointly with the Assembly Education chair, Joan Buchanan, which would make kindergarten mandatory for every child in California. This would ensure that even if children are not able to participate in preschool or other early childhood programs, they would at least have the preparation that kindergarten provides before starting elementary school.

What are your hopes or goals for public education?

I see education as an instrument for social mobility. For K-12, that means making sure not only that we have high expectations and support our talented and dedicated teachers, but that there are resources directed to students who need extra help to mitigate effects of poverty, cultural or language barriers, or a chaotic home life on their academic progress.

And we need to ensure college graduates are not saddled with so much student loan debt that it impedes their social mobility. I believe we need to return to a commitment to affordable and accessible quality higher education for every Californian who wants to attend.

What advice would you give educators about working with the legislators?

A good presentation and handout materials that reinforce the information discussed are especially helpful. This is probably second nature to teachers. Frequent contacts between legislators and teachers from their districts are important to relationship building and understanding the issues important to educators on the ground.

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Bargaining updates

See details of these stories at **cta.org**/ **bargainingupdates**. *Compiled by Mike Myslinski*

San Bruno educators win back school days

San Bruno Park School District educators won back five school days after a March 12 board meeting protest.

The district has \$5 million in reserves. Restoring the five days costs only \$250,000 and relieves a needless financial burden for educators, who agreed last year to take five unpaid furlough days, says Julia Maynard, San Bruno Education Association president.

Three school days will be added to the end of the current school year, along with two professional development days. Next year there will be 180 school days and three additional paid professional development days.

Mt. Diablo teachers reach historic agreement

After 15 years of having health care benefit dollars on the salary schedule, Mt. Diablo Education Association members won a three-year contract that phases in off-schedule benefits compensation, while boosting salaries by 9 percent.

"Some teachers became very emotional when told they would no longer have to pay thousands of dollars per year," says MDEA President Guy Moore. Teachers were paying up to \$1,900 per month for family health care coverage. Bellflower Teachers Association members stand together in protest of seven years without a salary increase.



Showing solidarity, Sweetwater Education Association members vote to strike if necessary.

Support from coalitions with labor groups and community members helped forge the settlement, says Moore. Financial support from CTA included two chapter crisis grants.

Long struggle pays off for Yuba City teachers

After almost three years of contentious bargaining, Yuba City Teachers Association members reached a contract agreement that provides a 5 percent increase retroactive to July 2013 plus another 2 percent, for a total increase of 7 percent in 2013-14. Teachers will receive an additional 3 percent raise next year.

"Attracting and retaining the best teachers for our children is a community issue, and that's been our focus," says YCTA President Dina Luetgens.

The agreement allows the teachers and the district to collaborate on implementing the Local Control Funding Formula and begin negotiating the Local Control Accountability Plan.



San Bruno Education Association members **Claudia Grisell**, **Susanna Kerstholt-Molloy** and **Amanda Hession** take part in a recent SBEA school board protest to win back five student education days.

Sweetwater teachers authorize strike

Sweetwater Education Association members, frustrated over the district's "bad faith" bargaining, overwhelmingly voted to authorize the SEA Executive Board to call a strike.

"We have had over 66 hours of meetings without any movement or compromise on their position," says SEA President Roberto Rodriguez. "Instead, in an attempt to coerce SEA into concessions, the board imposed a non-negotiated health care contribution that has, in many cases, doubled the rates teachers must pay for health insurance."

At a March 25 school board meeting in Chula Vista, Rodriguez said, "Although we hope to avoid a strike, we will take whatever action is necessary to reach a fair agreement for our members."

Bellflower teachers mobilize, win raises

After seven years without a salary increase, the Bellflower Teachers Association reached a contract settlement with Bellflower Unified School District in Los Angeles County. The agreement includes a 7 percent raise over two years, covering all schedules and additional hourly work, and provides lower class sizes in grades K-3. Organizing and extremely strong member turnout for school board meetings helped bring about the settlement.

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Fair dismissal

Legislation that keeps students safe, protects educators' due process *By Claudia Briggs*

OVER THE LAST three years we've seen several proposals aimed at modifying laws that outline procedures for teacher dismissals. Some claim teachers have jobs for life, which we know is not true; others claim unions protect "bad" teachers, which is also untrue. The reality is that current laws provide school districts with the tools they need to address situations that call for discipline, dismissal, or even immediate removal of educators charged with immoral conduct. However, as seen in recent cases, districts often fail to act.

Because student safety and retaining quality teachers in every classroom are always top priorities, CTA supports streamlining the dismissal process to keep students safe, as long as due process protections for educators remain uncompromised. Last year, CTA supported AB 375, which was approved by the Legislature but later vetoed by the governor.

This year, CTA worked closely with a coalition of education stakeholders and lawmakers to again craft a bill that would streamline the teacher dismissal process to keep students safe, while safeguarding the integrity of our profession and protecting the due process rights of educators. AB 215, introduced by Assembly Member Joan Buchanan (D-Alamo), is the product of many conversations, hard work and collaboration among educators, EdVoice and the governor's office. EdVoice is an education lobbying group that had planned to circulate a ballot initiative seeking to undermine educator rights.

"You and I know that, as educators, we care most about keeping our students safe from any harm or danger, whether it is at school, at home, on the playground, or on their way to and from school. AB 215 ensures dismissals are done in a timely manner and forces school districts to act quickly in order for our kids to remain in a safe learning environment," says CTA President Dean E. Vogel. "This bill addresses past concerns expressed

ABOUT AB 215

AB 215 UPDATES and prioritizes the teacher discipline and dismissal appeal process with the goals of keeping students safe, saving time and money, and ensuring due process rights for educators.

AB 215 creates a separate hearing process for education employees charged with egregious misconduct, including child abuse, sexual abuse and certain drug offenses. Districts are required to start these cases within 60 days of a complaint. The case will be heard by an administrative law judge, and that decision will be binding.

AB 215 streamlines the hearing process for all other dismissal appeals. It requires districts to hold the hearing within six months of an educator making a request and requires the hearing to be concluded within seven months. These hearings will be heard by the Commission on Professional Competence, which includes an administrative law judge and two educators. Decisions will be binding.

A hearing in the Senate Education Committee is set for April 24, and CTA members and staff will be lobbying lawmakers until that day to ensure the measure continues to move through the legislative process. This is a sound proposal that makes sense for students and educators. Read more about the measure at *cta.org/ab215*.

by parents, education stakeholders and lawmakers. We are pleased to join EdVoice and Assembly Member Buchanan in demonstrating our shared commitment to this legislation."

1	PROPOSED PATHS TO FAIR DISMISSAL UNDER AB 215		
1		PATH A	PATH B
	What for?	Charges involving sexual offenses, illegal substances, or child abuse	Just cause, performance, violations
	Hearing when?	Within 60 days of charges filed; continuance not to exceed 30 days	Within 6 months; may be extended for extraordinary circumstances
	Who decides?	Only an administrative law judge (ALJ); the decision of the ALJ is binding	Commission of Professional Competence (CPC — two educators and an ALJ); the parties may waive a hearing before the CPC



Members' best practices, teaching ideas and education trends



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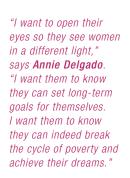


Students watch a screen during a Skype session with Gina Campbell. Yolanda Hernandez (center) says, "I love this class. It's really been eye-opening."

GINA CAMPBELL DOVE into a 3-foot pool 10 years ago. She broke her neck and became a quadriplegic. She could easily have become bitter, angry and depressed.

Instead, she got better. She married. She recently graduated from law school, so she can represent others who have suffered injuries resulting in neurological damage. She also devotes herself to cooking (she has limited use of her arms), reforming parking laws for the disabled, and promoting the National Spinal Cord Injury Association's Arizona chapter she founded.

Learning 🕸









Irving Chavez is one of several boys in the class.

On a recent afternoon, Campbell talks with students in Annie Delgado's classroom at Buhach

Colony High School via Skype from her Arizona home. Campbell admits that drinking was a factor in her diving accident and says that poor decisions can have lifelong consequences.

Students walk up to a microphone and ask how she stays so strong, focused and upbeat.

"It's all about perspective," Campbell tells them. "My mother told me to focus on the positive. Women are more of a force to be reckoned with. And when you have you have two minorities. These men will have to respect me. There won't be any other choice."

a woman in a wheelchair in a courtroom.

A class by itself

Welcome to The Role of Women in Society and U.S. History, a class Delgado created in 2008 for the school in the town of Atwater. Students (including a few boys) learn from strong female role models via Skype, including Maria Shriver, former first lady of California; Dee Dee Myers, the first female White House press secretary; and feminist activist Gloria Steinem.

Campbell, one of Delgado's former students, tells the teens that Delgado inspired her to believe in herself before the accident. This helped her to carry on later.

The class is the only one of its kind in a West Coast public school and recently won a state award for its groundbreaking effort to empower students, many of whom are minorities and facing economic challenges.

"It is very exciting," says Delgado of winning the Civic Learning Award of Merit, co-sponsored by Tom Torlakson, state superintendent of public instruction, and Tani Canil-Sakauye, chief justice of California. "We were hoping we might be recognized for affecting the civic consciousness of students."

Delgado was first approached to create the class by a male principal who was worried that female students at the school had low self-esteem, a high pregnancy rate and boyfriends who could be abusive.

"He asked me if I could possibly address all these issues in one class," recalls Delgado, Merced Union High School District Teachers Association. "I was very excited about reaching out to the female students at our school."

Much of the curriculum is "student-driven" and has evolved over the years, based on student feedback. She now has two classes, and she just submitted proposals for a global women's studies class, an AP women's literature class, and a class on Title IX, which was supposed to level the playing field for women's sports.

Introspection and reflection

During the first semester, students look inward. They discuss things like body image, bullying, self-esteem, drugs and alcohol. They may share painful experiences in their lives such as family dysfunction, cyberbullying and domestic violence. Classroom discussions sometimes resemble therapy sessions.

"We need to discover who we are before we understand what historical female figures accomplished," explains Delgado.

During the second semester, students look outward and focus on the accomplishments of U.S. women in history, from Plymouth Rock to the present. One of those figures is Steinem, author and advocate for women's equality in the workplace and society.

Talking to present-day female role models on Skype is the icing on the



cake. Students feel empowered and valued when successful women connect with them. Through answers to interview questions, students understand the importance of education in achieving goals and setting priorities.

"I love this class," says student Yolanda Hernandez. "It's really been eye-opening."

"I've learned that women are all really very much alike," says Jackie Baptista. "We all have a lot of personal things that we are dealing with and when we share that, we can relate to one another." Delgado's students say they are like a family where members support one another without feeling judged. That includes some teenage parents, whom Delgado encourages.

"In this class, they learn that having a child isn't the end of the world. They learn in here that they can go to college and be a positive role model for their child."

Looking to the future

After the Q-and-A with Campbell ends, the class turns to another topic: the Steubenville football players who raped a high school girl incapacitated by alcohol while peers stood by, videotaping and posting the act on social media. Students in small groups discuss why boys would assume an unconscious girl is giving consent to having sex; why students stood by when another student needed their help; why parents provided alcohol to minors; and how their own parents might feel about underage drinking.

Sometimes parents send mixed messages about teen drinking, Delgado tells the class. Her students nod

in agreement.

At the end of class is a "post-assessment" where students discuss whether their views have changed on alcohol, what they have learned, and how it may affect their own parenting style in the future.

One girl says she will take a "calmer approach" than her own parents and work to build a strong relationship with her children. Another says she will talk with her future husband so they present a united front and avoid sending mixed messages to their offspring.

"I want them to take what they have learned from our discussion in class and open up the lines of communication with their parents," says Delgado. "I want to open their eyes

so they see women in a different light. I want them to know they can set long-term goals for themselves. I want them to know they can indeed break the cycle of poverty and achieve their dreams."

Nathan Bungcayao and

Lillie Blackburn discuss

the topic at hand.

Common Core resources

Lesson plans

Get your teacher-developed Common Core resources!

THE IMPLEMENTATION OF the Common Core State Standards (CCSS) offers significant opportunities to improve public education. Some educators are concerned that they are not receiving the tools and resources necessary to get implementation of the standards right.

Many school districts have been slow to provide resources to support implementation of Common Core, if at all. NEA and BetterLesson have teamed up to bring together more than 130 outstanding teachers from across the country, including five CTA members, to share user-friendly and classroom-ready lessons around the CCSS.

The new website, *cc.betterlesson.com*, features creative math and English language arts teachers for grades 9-11, who share not only their lesson plans, but also their reflections about what worked and didn't work for them in developing the Common Core lessons, along with tips and tricks for successfully implementing the CCSS.

The site offers more than 3,000 comprehensive lessons, and plans to have more than 16,000 free Common Core aligned lessons by 2015, including narratives, videos, personal reflections and classroom resources.

CTA members who share lesson plans

JULIANNE BEEBE Los Angeles USD



BARBARA PEARSON Santa Ana Educators Association

MARIANA ROBLES Riverside City Teachers Association

MARICELA RODRIGUEZ





MARTHA SOTO United Teachers Los Angeles



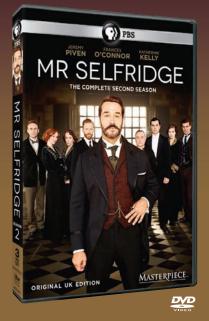
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Browse more than 3,000 lesson plans aligned to the Common Core State Standards. For more Common Core resources and information, visit *cta.org/ccss*.

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Best practice

BROS breaking Latino stereotypes

They may not share the same parents, but they are BROS. *By Sherry Posnick-Goodwin*

THEY MAY NOT share the same parents, but they are BROS. In fact, there are more than 300 BROS attending high schools throughout Anaheim.

BROS sounds like the name of a street gang, but it's not.

In their matching BROS T-shirts, the teens explain that they belong to a unique band of brothers who are bound for college and success in life.

"Being a BRO is something good to be involved in," says Jaime Villa. "It betters you."

BROS, which is not an acronym, is somewhat like a fraternity, say students. Their goal is to support one another in the quest to graduate from college and become contributing members of society. BROS is not just for high achievers; members range from English learners to students with special needs to honors students.

It's not your typical fraternity. BROS comes from a community in the shadow of Disneyland that is 98 percent Latino, where gangs, violence, drugs and poverty are common. Many BROS learned English as Egbert Arias and Gregory Santana are among the more than 300 members of BROS in Anaheim.

a second language. Some are undocumented and living in fear of deportation.

Ryan Ruelas, the Anaheim High School history and psychology teacher who created the BROS program, understands the challenges Latino males face in his community.

"I'm an Anaheim boy who witnessed a lot of stuff growing up."

In 2009, Ruelas was invited to attend a conference at UCLA on the topic: "Why are Latino males not going to college — and why are those who go to college often not successful?" The Anaheim Secondary Teachers Association (ASTA) member found more questions than answers, but decided he was going to do something about the problem. "I decided to form a fraternity at Anaheim High School. The first year we had 65 solid participants. Every year we've grown larger, and now we are at about 300 students. It's been such a success that our district recently started other BROS chapters at Katella High School and Loara High School in Anaheim."

The club helps close achievement gaps, keep students off the streets, improve the local community and overturn stereotypes. But most importantly, says Ruelas, BROS is preparing participants for college.

They take field trips to CSU and UC campuses, paying their own way with fundraising. They interact with Anaheim Alumni Association members who are college graduates. They meet in large groups, as well as by grade level for college planning. Topics include the ACT and SAT exams, the importance of taking AP classes, career

planning, goal-setting, how to apply for college, financial aid, and help with writing personal statements for college applications.

"I never thought much about applying past a California State University," says Gregory Santana. "But I'm going to give the UC schools a shot. I realized I may have been selling myself short when we visited some of the UC campuses."

Recently the club had an overnight "lock-in" in the Anaheim High School gym, where members played basketball, heard guest speakers and shared stories from 7 p.m. to 7 a.m. Ruelas describes it as a night of fun, bonding and maturing.



Alfonso Rodriguez and Ryan Ruelas (center) with BROS Oscar Garcia, Miguel Alatorre, Jaime Villa, Egbert Arias, Gregory Santana, Christian Bassell, Oscar Reyes and Ricardo Saldiva.

BROS seniors met with freshmen and BROS juniors met with sophomores to discuss their plans for the future and how they are going to make it happen.

"When I came to this school, I didn't know many people," recalls student Oscar Garcia. "But I found a group of students that had the same values and goals I had. We all want to go to college. We all want to succeed in life. This organization put me on the track of getting into a four-year university. Our advisers constantly stress how important it is to be educated. We have a wider understanding now of the things that are necessary for success, and know there are many more opportunities than earning just a high school diploma."

Ownership, responsibility

Students run BROS, so they develop leadership skills that will be invaluable in college and the working world after they graduate, say Ruelas and BROS co-adviser Alfonso Rodriguez (also an ASTA member).

"I want them to take ownership and responsibility," says Ruelas.

Indeed they do. The young men perform volunteer work in their community. They have become involved in local politics and advocate for issues they feel are important, such as immigration reform and green energy.

BROS was involved in the Anaheim Beautification Project with state Sen. Lou Correa, helping to spruce up run-down areas and clean up graffiti. They work with a group called Paint Your Heart Out, a volunteer organization devoted to helping low-income, senior, disabled and veteran

> homeowners preserve their dignity, safety, independence and connections to the community by painting and providing homeowners with essential repairs to maintain their homes.

> BROS set up a tutoring program with the feeder elementary schools and middle schools to help younger students struggling with math and science.

> Another BROS project was collecting 5,000 signatures and submitting them to the Anaheim City Council so it could become the state's first P21 City (Partnership for 21st Century Skills). As a P21 City,

Anaheim asks schools to ensure access to a curriculum relevant to the world, teach the "four C's" (communication, collaboration, critical thinking and creativity), and create internships and work experiences for students.

BROS participants have signed up for phone banking and precinct walking to support progressive candidates — especially those who support comprehensive immigration reform for undocumented residents.

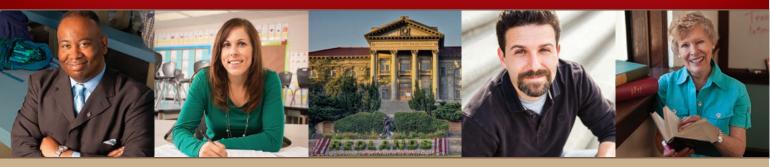
"It's wonderful to see them give back to the community," says Ruelas. Rodriguez believes the BROS organization is making a difference.

"Our aim is breaking stereotypes about Latino males," says the history

teacher. "BROS are doing that." The teachers plan to follow the progress of students in BROS, now in its fifth year, to see how members succeed academically so they can determine if additional supports are needed.

"We are connecting with kids and supporting our kids and setting expectations for them that are high," says Rodriguez. "And it's wonderful to see BROS meeting our expectations."

Focusing on Common Core: Focusing Achievement for Students



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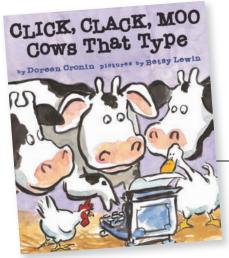
Member-driven actions, conferences, benefits and all things CTA



Educators shared their love of reading in a variety of ways with the help of Read Across America, from pajama day read-a-thons to community literacy fairs.

READING TO THIRD-GRADERS IN SACRAMENTO ARE CTA PRESIDENT **DEAN VOGEL** AND SUPERINTENDENT TOM TORLAKSON. TURN THE PAGE TO READ ABOUT MORE READING EVENTS AND FIND TEACHER-RECOMMENDED BOOKS.

CTA & You < Recommended reading



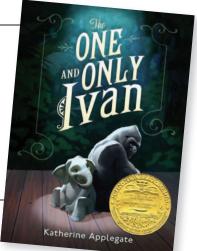
PRE-K - GRADE 2

Click, Clack, Moo: Cows That Type by Doreen Cronin

Farmer Brown is dumbfounded when his cows discover an old typewriter in the barn and begin airing their grievances: "Dear Farmer Brown, The barn is very cold at night. We'd like some electric blankets. Sincerely, The Cows." With help from a neutral duck mediator, the exasperated Farmer Brown finally makes concessions. But much to his dismay, the cows are not the only creatures that can type. Kids and underdogs everywhere will cheer for the clever critters that calmly and politely stand up for their rights.

GRADES 3-5

The One and Only Ivan by Katherine Applegate Ivan is an easygoing gorilla. Living at the mall and video arcade, he has grown accustomed to humans watching him through the glass walls of his domain. Then he meets Ruby, a baby elephant taken from her family, and she makes Ivan see their home — and his own art — through new eyes. When Ruby arrives, change comes with her, and it's up to Ivan to make it a change for the better.





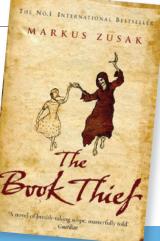
Every Soul a Star by Wendy Mass

Ally, Bree and Jack meet in a campground run by Ally's parents. They are about to witness an eclipse of the sun and embark on separate journeys that lead them to friendship despite the odds. Told from three distinct voices and perspectives, this powerful yet humorous novel weaves an intricate and compelling story about strangers coming together, unlikely friendships, and finding one's place in the universe.

GRADES 9-12

The Book Thief by Markus Zusak

Set amid the unsettling political background of 1939 Germany is the heartbreaking account of Liesel Meminger. The narrator of her story is Death, who encounters Liesel on three separate occasions — first, when he comes to claim a family member; second, when he comes to claim souls after a bomb is dropped on her town; and finally, when he visits Liesel as an older woman. Death finds the book Liesel was writing during the bomb raid and uses it to tell us her story. Now a major motion picture.



Teacher-recommended books

AS PART OF CTA's California Reads program, CTA members are recommending books for summer reading. You can find more teacher and librarian book recommendations plus lesson plans, activity guides and resources for the books listed here at *cta.org/californiareads*.

Wendy Mass





In Calipatria, Fremont Primary's ESP staff Rosie Reyes, Mary Cervantes, Adriana Lyerly, Yolanda Fiorenza and Celia Garcia perform The Day the Crayons Quit with Principal Sue Casey (orange) and fourth-grader Jonathan Aguilera.

Above: CTA Vice President **Eric Heins** was mobbed while reading with second-graders at Bagby Elementary in San Jose.

California joins in on the Read Across America celebration

Pajama days and read-a-thons By Tiffany Hasker

ACROSS THE STATE, CTA members shared their love of reading with their schools and their communities as part of the national Read Across America Day, March 3.

CTA President Dean Vogel started the day with state Superintendent Tom Torlakson reading to third-graders in Sacramento, then visited Suisun Elementary and its public library, where he read the California Reads-recommended book *The Day the Crayons Quit*.

CTA Vice President Eric Heins spent time reading to a second-grade class at Bagby Elementary in San Jose. CTA Secretary-Treasurer Mikki Cichocki-Semo and CTA Board member José Alcalá spent the morning at La Jolla Elementary in Moreno Valley reading to classes there, while Board member Sue Cirillo read to eight different classes at Beachy Avenue Elementary in Arleta. CTA Board member Dana Dillon was on hand to receive a resolution honoring Read Across America from the state Assembly in Sacramento.

Educators shared their love of reading in a variety of ways: pajama day read-a-thons, celebrity readers visiting classrooms, and community literacy fairs. Fremont Primary in Calipatria, with the help of Read Across America Committee member Alicia Garcia, put on a fun show with the school's education support professionals and the principal acting out *The Day the Crayons Quit*.

Educators in San Francisco lined up around the block to get free books to give to their students so students could start building home libraries. About 40,000 brand-new donated books were handed out in a project coordinated by United Educators of San Francisco (UESF) and First Book San Francisco, a literacy advocacy group that's part of a national network.

But the fun doesn't need to end just because Read Across America Day is over. You can use this quarter's recommended books to help continue sharing the love of reading. We've got more resources to help you do just that — lesson plans, activity guides and more. Visit *cta.org/californiareads* for more information.



CTA's officers welcome the 2014 California Teachers of the Year. From left: Eric Heins, Mikki Cichocki-Semo, Angelo "Ang" Bracco, Jessica Pack, Michael Hayden, Linda Horist, Timothy Smith (California's nominee for National Teacher of the Year), and Dean Vogel.

State Council debates education issues, honors Teachers of the Year, top ESP

By Dina Martin and Cynthia Menzel

COMMON CORE. School funding. Testing. Layoff procedures. Budgets and accountability plans. Mandatory kindergarten. Evaluation. College student debt. Those are just a few of the issues addressed by the 760-plus delegates to CTA's State Council of Education in March (as well as evacuation procedures after the magnitude 5.1 earthquake that rocked the Bonaventure Hotel Friday night, followed by a lesser aftershock during committee meetings the next day).

CTA President Dean E. Vogel facilitated sometimes lively debate on a myriad of education issues at State Council.

The bulk of delegates' time on the Council floor was spent deliberating legislative issues, such as the need for more school nurses, nonmedical staff administering epinephrine to students, and granting educators a right to a leave under the California Family Rights Act. Council took positions on 117 of the 157 pieces of legislation considered. Details can be found at *cta.org/legislation*.

A forum on Common Core State Standards gave members an opportunity to share their opinions (see page 51). "What happens when you race? You're only focused on getting to the finish line," Vogel said, noting concern about the implementation of the standards, which has been uneven in districts around the state. In kicking off the forum, he stressed that the state must "get the implementation of the standards right, and we must separate standards from the testing."

During his update on CTA actions, CTA Executive Director Joe Nuñez talked about the California Office to Reform Education (CORE) waiver, a private education consulting firm's scheme that waives ESEA requirements for eight school districts. Despite CORE having absolutely no input from educators, U.S. Education Secretary Arne Duncan approved a one-year waiver, setting up a "shadow" department of education in California.

CORE promises that the districts will create and follow a new accountability system, will create new teacher evaluation systems tied to test scores, and will close failing schools or turn them into charters. Nuñez noted that it seems there's been a lot of misinformation.

MEMBERS MAKING THEIR VOICES HEARD



Expressing the views on the State Council floor and during the Common Core forum are (clockwise) **Susan Green**, California Faculty Association, CSU Chico; **Juan Caballero**, Lake Elsinore Teachers Association; **Alexandra Condon**, Elk Grove Education Association; and **Ben Foley**, Byron Teachers Association.

"It appears most of the superintendents and school boards don't even know what they signed. The local chapters — many of the presidents are here today have been coordinating strategies with CTA, organizing and pushing back."

Delegates voted on recommended candidates in the

CTA&You 🔊

June primary and November election. Council reaffirmed its support for state Superintendent Tom Torlakson, who is battling investment banker Marshall Tuck, a candidate backed by wealthy school privatizers and Michelle Rhee. Torlakson, a "lifelong educator" and author of the Quality Education Investment Act, supports learning over testing and opposes evaluating teachers based on test scores, delegates said.

On Sunday, CTA honored Janet Eberhardt, United Educators of San Francisco, who accepted the newly named Paula Monroe ESP of the Year Award on behalf of all education support professionals who dedicate their life to children and family. "My job gives me the platform to do what I love with purpose and focus. I'm a child advocate."

And California's nominee for National Teacher of the Year, Timothy Smith, thanked delegates for being the voice of teachers in California. "You are the rallying cry, the stalwart protection for every teacher, union or not," said the Elk Grove Education Association member. "You are the last line of defense that enables us to teach each day. You are the heroes."

For more information, talk to your delegate or go to *cta.org/statecouncil*.

In other actions, Council:

- Honored National ESP of the Year Paula Monroe and CTA ESP of the Year Janet Eberhardt (see page 52).
- Honored the 2014 California Teachers of the Year: Timothy Smith, Elk Grove Education Association, California's nominee for National Teacher of the Year; Angelo "Ang" Bracco, Vallejo Education Association; Michael Hayden, Manhattan Beach Unified Teachers Association; Linda Horist, Orange Unified Education Association; and Jessica Pack, Palm Springs Teachers Association.
- Re-elected CTA Board members E. Toby Boyd (District E), George Melendez (District H), Michael Stone (District N) and Marty Meeden (At-large), and elected Sonia Martin-Solis (CTA/NEA Coordinating Director).
- Re-elected CTA/ABC Committee members Clete Bradford (District G), Karen R. Schuett (District H) and Christopher Bushée (District I), and elected Brannin Dorsey (District B), Joe Bartell (District M) and Amy Hall (District O).
- Elected NEA Directors Bill Freeman (District 10) and Bill Sammons (District 12).
- Recommended Princess Moss for NEA Secretary-Treasurer.

COMMON CORE: A SPIRITED Q&A WITH PATRICIA RUCKER

CURRICULUM AND INSTRUCTION COMMITTEE members organized a Q&A on Common Core State Standards issues with State Board of Education member and CTA legislative advocate Patricia Rucker. And Council members had plenty of ques-



tions. The wide-ranging discussion addressed such topics as appreciation and concern about the standards themselves, implementation, negotiating resources for implementation, where and how funds are spent, technology, accountability, and professional development. Below is a sample of the questions asked.

BEN FOLEY (Byron Teachers Association): People are making curricula out of the standards. Brains need knowledge, not just how to find things on Google. I'm afraid the practice of building learning systematically is being ignored.

PATRICIA RUCKER: When the State Board of Education (under a previous administration) adopted CCSS, they chose not to adopt the introductory material or the anchor standards or the reading list. Two years later, the board I'm on adopted all those other aspects. CCSS are not a curriculum. They do provide guidance on creating and scaffolding curriculum. We demonstrate how to go about doing those at CTA trainings.

ALITA BLANC (United Educators of San Francisco): Can we say no to highstakes testing? I'm concerned about the tests being good and equitable, and the costs of the tests. I'm afraid they'll be linked to evaluations and privatization schemes.

PATRICIA RUCKER: Let's take a step back. States could choose to join one or both assessment consortiums — Smarter Balanced (SBAC) or Partnership for Assessment of Readiness for College and Careers (PARCC). CTA's State Council voted to endorse Smarter Balanced because the PARCC contract included a requirement that linked performance of individual teachers to student outcomes. SBAC was clear: The assessments are designed to give teachers the feedback they need to inform instruction, and the tools to improve teaching and learning.

Now, we assess students all the time. We want to know what students know so we can adjust instruction. But there's a different meaning in high-stakes testing.

High-stakes testing is wrong — it creates winners and losers. CTA derailed the high-stakes testing with AB 484, which eliminated outdated STAR tests, called for field testing only of the new computer-based assessments this year, and suspended the use of student test scores for the state's accountability system for three years. But it's still coming around the corner.

So our major learning thus far is this: We must have two conversations — one about standards, and a separate one about testing. While they are linked by teaching and learning, the two issues are separate.

National accolades

CTA's Paula Monroe is National ESP of the Year

MOST EDUCATION SUPPORT professionals know Paula. Ask any of the 1.000 attendees of NEA's ESP Conference in San Francisco about Paula Monroe and just about everyone will know the name or recognize the face.

In her 26 years with the Redlands Unified School District in California, she compiled an impressive record of local, state and national association

service. Monroe added to her stature by being named the 2014 NEA ESP of the Year.

In his introduction, NEA President Dennis Van Roekel praised Monroe for mentoring other school support staff and for her volunteer activities with organizations such as the Girl Scouts of America and the Adopt-a-Family program. "ESPs have never had a greater champion than Paula Monroe," he added, presenting her with a trophy and a \$10,000 check.

Monroe campaigned for years to have ESPs admitted as full CTA members. In 2006, CTA changed its bylaws and included 5,000 ESPs as full members. "That was a big thing to me," an emotional Monroe said from the podium.

"Paula understood for ESPs to have a voice in CTA, there had to be a network of committed members who would be willing to work with teachers and CTA leadership as equals," said CTA President Dean Vogel in his written nomination of Monroe for the award. "This is consistent with her personal values and those of the union."

In 2000, Monroe made CTA history as the first education support professional to be nominated by State Council for the position of NEA Executive Committee member, and she recently completed her second term. She is a founding member of the National Coalition of Classified Employees, which is a voice for 1 million classified school support employees.

Paula Monroe is named 2014 National Education Support Professional of the Year at NEA's ESP Conference in San Francisco, Monroe, a Redlands ESP Association member.

is shown with NEA President Dennis Van Roekel.

Janet Eberhardt

CTA'S 2014 ESP OF THE YEAR IS JANET EBERHARDT

A STAUNCH ADVOCATE for students. United Educators of San Francisco member Janet Eberhardt is dedicated to reaching out to families to effect positive change where needed and to encourage healthy interpersonal relationships for children both at home and at school. Her willingness to talk the talk and walk the walk earned her the honor of CTA Education Support Professional of the Year. "We are only as strong as those who walk the walk," she said.

A community relations specialist and elementary adviser, she serves as liaison between

families and the school. Janet has been a tireless advocate for more than 25 years. Her many student-centered projects include training students and parents in conflict management, recruiting adults to mentor students, creating student management programs, and working with public school kids in a collaborative student choir project.

See a video of Eberhardt at www.cta.org/espvideo2014.



CTA Human Rights Awards honorees

California educators making a difference

MEMBERS FROM Thousand Oaks, Riverside, La Quinta, La Mirada and Monterey earned kudos for their outstanding dedication to promoting and protecting human and civil rights. The prestigious Human Rights Awards were presented at CTA's annual Equity and Human Rights Conference.



Human Rights Award winners (from left) Melanie Tanseco, Colleen Briner-Schmidt, Jose Rios, Kristy Orona-Ramirez and Lori Clock, with CTA Secretary-Treasurer Mikki Cichocki-Semo, President Dean Vogel and Vice President Eric Heins.

THIS YEAR'S HONOREES:

JOSE RIOS, Desert Sands Teachers Association, was recognized for his dedication and commitment to the Hispanic community. He became a teacher after serving as a counselor in the Indio juvenile justice system. Determined to stop discrimination and expand access to quality education for his students, he describes his students as "my closest collaborators and my best teachers."

COLLEEN BRINER-SCHMIDT, Unified Association of Conejo Teachers, has advocated for women and girls since she was told admitting her to an honors English program was a waste of time since she was "just going to get married and have babies, and efforts to teach her would be wasted." She serves as a role model for countless students, encouraging girls to pursue math and science-related fields.

KRISTY ORONA-RAMIREZ, Alvord Educators Association, is an award-winning author who successfully promoted American Indian and Mexican Indian educational opportunities. Kristy was targeted by anti-immigrant groups

after reading a poem for a syndicated broadcast and was ultimately transferred as the school district caved to pressure. New district leadership has returned her to her original school where she continues her advocacy.

LORI CLOCK. Teachers Association of Norwalk-La Mirada, advocates for children both here and overseas. A staunch supporter of By Grace Children's Home in Ngong, Kenya, she expanded her efforts in that country to provide medical care and facilities for AIDS patients. She started the SOS (Smiles Overseas) Club to get her own fifth-graders and school community involved. Last year, Lori's students filled 138 Love Packs for Kenyan children.

MELANIE TANSECO, Monterey Bay Teachers Association, works primarily with children with autism spectrum disorders. She facilitates understanding among her colleagues as well as school parents, breaking down barriers that too often isolate students with special needs from the rest of the school community.

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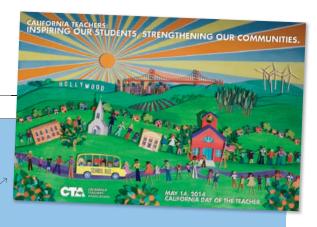


Calendar

See our upcoming events at cta.org/calendar

MAY 14 is California Day of the Teacher

Recognizing the positive impact teachers have on local communities, this year's theme is "California Teachers: Inspiring our students, strengthening our communities." Find out more: *www.cta.org/dayoftbeteacher*



Find your Day of the Teacher poster inside the back cover. Cut it out and post it in your classroom.





APRIL 25–27 Conference Region IV Leadership Conference

Irvine Marriott | "Organizing — The Path to Strength and Unity." To build leadership skills, sessions will cover implementing CTA's Strategic Plan, technology tools for organizing, strategies to implement Common Core, and school funding. Find out more: www.cta.org/conferences

MAY 3 Seminar Common Core and Beyond

Embassy Suites, Oxnard I (Note location change.) Get extensive practice on standards in the areas of curriculum, literacy strategies across the content areas, technology, assessments, and performance tasks. Learn the latest about implementation of the standards and the new timelines for assessments. Cost: \$25 for members; \$75 for nonmembers. Selected sessions will be live-streamed concurrently and archived at www.cta.org/ipd. Find out more: www.cta.org/ **APRIL 30** *Application Deadline* **IFT Grants** | CTA's Institute for Teaching grants support projects that demonstrate strength-based, teacher-driven reform. Grants of up to \$5,000 are awarded to individual members and small teams of teachers. Chapter grant awards are up to \$20,000. 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*

MAY 2 Application Deadline Ethnic Minority Early Identification and Development Program | EMEID

identifies ethnic minority members who are interested in expanding their roles in the organization. Once accepted in the program, participants are paired with a coach who assists them in defining goals and identifying appropriate steps to achieve those goals. Applicants will be notified by May 30. Find out more: *www.cta.org/emeid*

MAY 6 Event National Teacher Day | National Teacher Day is on Tuesday of Teacher Appreciation Week (May 5-9). Find out more: www.nea.org/teacherday

MAY 7 Event

School Nurse Day | Since 1972, School Nurse Day has honored school nurses on the Wednesday of National Nurse Week (May 6-12). Find out more: *www.schoolnurseday.org*

MAY 18 Application Deadline Incentive grants for summer confer-

ences | Members attending the Presidents Conference (July 17-20) or Summer Institute (Aug. 3-8) can apply for grants covering transportation and fees, including materials, meals and housing based on double occupancy. Specific grants are available for minorities, small chapter members, first-time participants, ESP, and participants in the Emerging Leaders Track and Member Benefits Strand. Find out more: www.cta.org/conferences

MAY 20 Event

CTA ESP Day | Recognize the vital contributions of education support professionals during ESP Week (May 18-24). Find out more: *www.cta.org/esp*

JUNE 1 Application Deadline **NEA Foundation Grants** | The NEA Foundation awards grants to educators: 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*

Your Discams Become Our Future Sus Suenus Son Nuestro Futuro

Thank a teacher!

The birth of California's Day of the Teacher *By Dina Martin*

AS THOUSANDS OF California teachers prepare to celebrate the 32nd annual Day of the Teacher on May 14 this year, they might look back to its origins in Mexico and Latin America, where teachers have been honored with a day of their own for almost a century.

That's what inspired Galal Kernahan, a retired CTA staffer, journalist and teacher who taught graduate school in Argentina. Remembering the Día del Maestro celebrations and recognizing the ties between California and Mexico, Kernahan took the lead in helping CTA establish Day of the Teacher in California.

"It was a chance to build bridges, take advantage of what you can learn from other cultures and bring it here," says Kernahan, who was struck by the deference and respect shown to teachers in Mexico.

As Kernahan describes it in an oral history segment he did for CTA's 150th anniversary, he just walked in the door of state Sen. Joseph Montoya's office in 1981 and said, "We oughta do this." He recalls that Montoya told him to "write it up, but it can't cost any money."

Thus was born California's first Day of the Teacher in 1982.

The growing Association of Mexican American Educators (AMAE) got involved and co-sponsored SB 1546, the legislation that established Day of the Teacher.

"I couldn't have asked for anything better in terms of interest and support," Kernahan says of the relationship CTA forged with AMAE.

These days, AMAE sponsors its own poster contest (see this year's poster above). The winner receives \$1,000.



"This year, our theme is 'Your Dreams Become Our Future — Sus Sueños Son Nuestro Futuro," explains Christina Valadez, AMAE president and Santa Maria Elementary Education Association member.

Day of the Teacher is always observed the second Wednesday in May. This year's theme is "California Teachers: Inspiring our students, strengthening our communities." It's a great opportunity for CTA chapters to reach out to local organizations and businesses to strengthen that connection with our communities.

"All teachers deserve encouragement and recognition. We are talking about something profoundly human and essential when we talk about education," says Kernahan. "It's that side of the profession that needs to be emphasized. I'd like to recommend that Day of the Teacher be most enthusiastically, persistently and thoroughly celebrated by teachers themselves."

Noting that teachers teach by example, Kernahan recommends that teachers themselves seek out the educators who made a difference in their lives and thank them.

Now 88, Kernahan still takes Day of the Teacher seriously. Each year, he requests copies of the CTA poster, which he then brings to local libraries and businesses for posting. He plans to do the same this year.

Why has he made this such a commitment?

"First you start with teaching," he says. "That profession is a pillar of society, and the hopes for the future are hinged on teaching. You don't find that in any other profession." ■





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Cut along the line and post this poster in your classroom. K Find more resources at cta.org/dayoftheteacher.

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