

california

# educator

APRIL 2016 VOLUME 20 ISSUE 8

# TAKE IT OUTSIDE!

SCHOOL  
PROPERTY

Outdoor  
classrooms  
spark  
creativity,  
fresh ideas  
PAGE 18



State Standards Rollout  
Page 24

Restorative Justice  
Page 42

Day of the Teacher Poster  
Inside Back Cover

# LIFE IS ALL ABOUT CHOICES!

We recognize **YOUR TIME IS VALUABLE**  
and you need **FLEXIBILITY** in  
**WHEN** and **WHERE** you take your  
**PROFESSIONAL DEVELOPMENT COURSES.**

That is why we offer  
**24x7 SELF-PACED ONLINE CLASSES**  
- to give **YOU** the **CHOICE**  
of learning **ANYTIME, ANYWHERE!**

Our most popular  
**SUMMER CLASS**  
is **NOW OPEN** for  
**REGISTRATION!**

**Register NOW** to  
**secure your spot!**

**EDS** EDUCATIONAL  
DEVELOPMENT  
AND SERVICES *in partnership with*



**DOMINICAN UNIVERSITY**  
*of CALIFORNIA*

SCHOOL of EDUCATION AND COUNSELING PSYCHOLOGY

☎ **800.550.6938** • **www.dominicanCAcourses.com**



- 3 **Feedback**
- 5 **President's Message**
- 7 **Editor's Note**
- 8 **Calendar**
- 10 **CTA Online**
- 52 **Extra Credit**



*Features*

# 24

## **A Work in Progress**

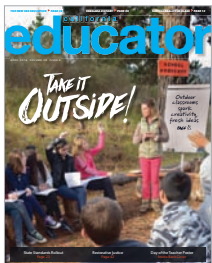
Checking in with educators, schools on the rollout of the new standards.



# 18

## **Take It Outside**

Learning math, science, art and more in the Great Outdoors can be a breath of fresh air.



On the cover: Brisbane Teachers Association member Holly Rios teaching in Lipman Middle School's outdoor classroom.



**2016 Day of the Teacher Poster**, Inside Back Cover



12

## Know&Tell

11

- 12 **Tech Tips:** Virtual reality in the classroom
- 13 **Quotes & Numbers:** Friedrichs lawsuit defeated
- 14 **Your Whole Life:** Beat allergies, summer plans

## Perspectives

15

- 16 **Spotlight:** Lyndsey Schlaw and gay rights history
- 17 **Your Voice:** A little kindness in the curriculum



49



48

## Advocacy

29

- 30 **Legislation:** Giving students the Ed.G.E.
- 31 **Profile:** State Attorney General Kamala Harris
- 33 **Bargaining:** CFA, CSU reach agreement
- 34 **Bargaining:** Statewide advocacy activities
- 36 **Legal:** Vergara ruling overturned

## Learning

37

- 38 **Education trends:** The new sex education
- 42 **Discipline:** Restorative justice's positive approach



38

## CTA&You

43

- 44 **Honored:** Human Rights Award winners
- 46 **Conference:** Equity and Human Rights
- 46 **Service:** Ryan Ruelas named to ESSA committee
- 47 **Conference:** Good Teaching Conference South
- 48 **Honored:** ESP trailblazer Doreen McGuire-Grigg
- 49 **Reading:** Read Across America wrap
- 50 **Conference:** California Council for Adult Ed
- 51 **Contest:** Educators Are Everywhere

**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](mailto:editor@cta.org).

## MILLENNIAL EDUCATORS SPEAK OUT

As a fellow millennial, I am very pleased to see that our union is finally creating safe space for dialogue that has been needed for some time (“What Do Millennials Really Want?” in March).

I was one of the younger teachers caught up in the RIF process, and it made me less willing and able to get involved in my school and our union because I was not sure how long I would be around. This made it hard for our union leadership to invest in the needs of the younger teachers or to seek out emerging leaders, because there frequently weren’t any to engage.

By featuring our generation on the cover and asking what we want, you are inviting us into a conversation that simply has to happen. We are here, we are ascendant, and our values are the future of OUR union.

### ALAN UNDERWOOD

*Temecula Valley Educators Association*

This article was absolutely spot on! I related to every single millennial teacher’s story, and I’m so glad they got the chance to represent us! It made me want to become more involved in CTA in order to represent my peers. I’ll have to find some time once I finish my master’s degree and take on a second job to pay it off!

### MEGAN DUVARNEY FORBES

*Monrovia Teachers Association*

## SCENTED IS DEMENTED, PART II

I am for a scent-free environment. Ever since I was pregnant with my first child 15 years ago, I am “smell sensitive.” I tell my students and inform my parents every year that strong smells give me a migraine. I’m sure many people think this is a middle school and high school issue, but you’d be surprised to know how many second-graders like to wear cologne or use scented hand sanitizers.

### BETSEY LEMAY

*Hollister Elementary School Teachers Association*

## CORRECTIONS

In the story “What to Do About the Teacher Shortage?” in March (page 17), Bonnie Cediél’s comment was edited incorrectly, implying that the Windfall Elimination Provision is responsible for teachers losing \$1,000 to \$2,400 of Social Security benefits every month. In fact, she stated that the Government Pension Offset causes these large losses for teachers who have been dependent spouses — they may lose spousal benefits and survivor benefits. The Windfall Elimination Provision causes losses for teachers who have earned Social Security benefits in a previous job.

In the March Bargaining Roundup (page 37), the “Put a Lid on It” community campaign should have been attributed to the Ocean View Teachers Association and not the Huntington Beach Elementary Teachers Association (HBETA). As reported, HBETA reached one of the strongest settlements in Southern California, thanks in part to a committed internal organizing campaign.



## OPT OUT OF TESTING: RESOURCES

In March, we ran a story on parents’ right to opt out of state-mandated testing for their child, to help educators understand state regulations governing what they can say to parents and families. CTA has pulled together specific resources, including:

- School Employees’ Rights Regarding Opting Out of Testing
- You Can Opt Out — Know Your Rights (handout for parents)
- Sample Parent Letter
- Join the Movement

For more, see [cta.org/optout](http://cta.org/optout).



## Protect what matters to you.

When you're out of commission, you aren't just out of the classroom. You're missing out on what makes you, you. That's why it pays to protect your way of life with CTA-endorsed Disability Insurance from The Standard. It replaces part of your income to pay for the things medical insurance won't cover — like groceries, the mortgage, utility bills and more. Get the confidence that comes with knowing you've protected your future so you can focus on making the most of today. Learn more at [CTAMemberBenefits.org/TheStandard](https://CTAMemberBenefits.org/TheStandard).



For costs and further details of the coverage, including exclusions, any reductions or limitations and the terms under which the policy may be continued in force, please contact Standard Insurance Company at 800-522-0406 (TTY).  
Standard Insurance Company, 1100 SW Sixth Avenue, Portland, OR 97204  
GP 190-LTD/S399/CTA.1      SI 17312-CTAvol

# Honor Our Educators

**IN RECENT YEARS**, we've seen a number of attacks through the judicial system on California educators and our ability to advocate for our students. One lawsuit sought to strip teachers of their professional and due process rights (*Vergara v. State of California*), while another aimed to overturn the 40-year-old U.S. Supreme Court ruling that established Fair Share fees (*Friedrichs v. CTA*).

## California Day of the Teacher

**May 11** Our theme this year is "Leaders of Learning," and we've included a beautiful poster on the inside back cover of this magazine for you to display. Check out the resources and collateral materials at [cta.org/dayoftheteacher](http://cta.org/dayoftheteacher) to help plan and celebrate the day, and show us what you do at [#DayoftheTeacher](https://twitter.com/DayoftheTeacher).

## CTA ESP Day

**May 17** Our celebration of ESPs starts on page 48 in this issue and continues in the upcoming May issue. This year's poster honors those who keep our students healthy, safe, engaged, supported and challenged. Let us know what you do at [#CaliforniaESPDay](https://twitter.com/CaliforniaESPDay). Ideas, resources, materials and the downloadable CTA ESP Day poster are at [cta.org/esp](http://cta.org/esp).

interests to make it harder for working families and the middle class to come together, speak up for one another, and get ahead.

The successful outcome of *Friedrichs* affirms that stripping public employees of their collective bargaining rights in the workplace is wrong. This is a victory for millions of students in California and the United States. By having the ability to join together to make

With more than two years of hard work by our CTA and NEA legal teams, I'm happy to say we've seen successful resolution in both cases in the past month.

In April, a state court of appeal reversed a lower court decision in the *Vergara* suit. At issue were five California statutes covering teachers' due process rights and probationary periods, and the value of educator experience when school districts are forced to lay off personnel due to cuts. The ruling overwhelmingly underscores that these laws have been good for public education and for students. They help retain quality educators and attract others to the profession.

In the March ruling on *Friedrichs*, the divided U.S. Supreme Court affirmed the constitutionality of Fair Share fees, and in so doing rejected a political ploy by wealthy corporate special



CTA President Eric Heins congratulates CTA ESP of the Year Debbie Hamme at April's State Council. Look for more on Hamme in the May issue.

our voices heard on issues that affect all of us, we ensure that our public schools and colleges remain strong and our students get the quality

public education they need and deserve.

These attacks were no surprise. Such tactics to weaken our union have been sought to no avail in the Legislature and at the ballot box. The only option left was the courts. And now, we have victories there as well.

We know the well-funded forces behind these cases will bring more attacks. It's why we must continue to speak out for our students. It's why we must continue to organize and engage with one another. Our voices are only stronger when we come together in union. We are CTA!

In the meantime, we will celebrate these victories for our students, our union, our profession, and working families everywhere.

And what better way to celebrate than to honor the wonderful work of California's educators? California Day of the Teacher, coming up on May 11, and CTA ESP Day, on May 17, let us do just that. I hope you take this time to reflect on all we've accomplished together through the years and the impact we have on the lives of California's 9 million students.

Kudos to each and every one of you for your hard work, incredible passion, and amazing dedication to students and public education.

**Eric C. Heins**  
 CTA PRESIDENT  
[@ericheins](https://twitter.com/ericheins)

## Earn Your Degree From a University Known for Excellence in Education

**Evelin Farias, M.A.Ed. '12**  
School Psychologist  
San Jacinto Unified  
School District



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

Choose from more than 45 ways to earn your degree and credential at APU, including a bachelor's degree completion program in liberal studies, and join a 116-year legacy of excellence in education.

**Programs start throughout the year. Apply today!**

### Locations offered:

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

### School of Education

(626) 815-4570

[apu.edu/explore/education](http://apu.edu/explore/education)



God First Since 1899

EDITOR IN CHIEF Katharine Fong  
STAFF WRITER Sherry Posnick-Goodwin  
CTA WEB EDITOR Karyn Ferrera  
CTA DIGITAL EDITOR Sam DeMuro  
EDITORIAL ASSISTANT Craig Hamilton  
WEB ASSISTANT Gladdie Cabral

#### CTA ELECTED OFFICERS

PRESIDENT Eric C. Heins  
VICE PRESIDENT Theresa Montaño  
SECRETARY-TREASURER David B. Goldberg

#### BOARD OF DIRECTORS

José Alcalá, Gayle Bilek, Greg Bonaccorsi, E. Toby Boyd,  
Tyrone V. Cabell, Elana Davidson, Barbara J. Dawson, Dana Dillon, Jerry Eaton, Susan Green,  
Jim Groth, Terri Jackson, Erika Jones, Leslie Littman, Sergio Martinez, Sonia Martin-Solis,  
Marty G. Meeden, George Melendez, Kendall Vaught, Curtis Washington

EXECUTIVE DIRECTOR Joe Nuñez  
ASSOCIATE EXEC. DIRECTOR Rebecca Zoglman  
COMMUNICATIONS MANAGER Jonathan Goldman  
ASSISTANT MANAGER Claudia Briggs

#### CONTRIBUTORS

Scott Buschman, Len Feldman, Stephen R. Harris III,  
Leon Lewandowski, Dina Martin, Cynthia Menzel, Mike Myslinski,  
Terry Ng, Jay Ortiz, Ed Sibby, Frank Wells

#### EDITORIAL INFORMATION

*California Educator* is published for the information and edification of CTA members. The editorial philosophy is governed by the policies of CTA. Articles and advertising reflect that philosophy. Letters to the editor may be sent to [editor@cta.org](mailto:editor@cta.org).

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

For advertising rates and information, contact Lisa Neely, COP Communications, Inc., 620 W. Elk Ave., Glendale, CA 91204 818-660-5828  
[lnely@copcomm.com](mailto:lnely@copcomm.com) [copcustompub.com](http://copcustompub.com)

CTA/NEA membership dues for the fiscal year (Sept. 1, 2015, to Aug. 31, 2016) are \$829, including a \$20 refundable contribution (see [cta.org/contribution](http://cta.org/contribution) for details). Up to \$18.40 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives and is not deductible for income tax purposes.

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

#### CALIFORNIA TEACHERS ASSOCIATION

1705 Murchison Dr., Burlingame, CA 94010-4583  
650-697-1400; fax 650-552-5002; [editor@cta.org](mailto:editor@cta.org), [cta.org](http://cta.org)

#### MISSION STATEMENT

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.

*California Educator* Volume 20, Issue 8, April 2016

*California Educator* (ISSN 1091-6148) is published monthly except January, June and July by: California Teachers Association, 1705 Murchison Dr., Burlingame, CA 94010-4583. Periodicals Postage Paid at Burlingame, CA, and additional mailing offices. POSTMASTER: Send change of address to *California Educator*, P.O. Box 4178, Burlingame, CA 94011-4178.



# Yes to the New Sex Ed



IT WAS BRACING to read that educator Susan Garcia teaches affirmative consent — otherwise known as “Yes means yes” — to her middle school health class. “I’m *not* telling you to have sex,” says Garcia to students in our story “**The New Facts of Life**” (page 38). “But it’s important to think about these things before you are pressured to engage in activity.”

As a parent of current and soon-to-be middle schoolers, I have moments when I think my “babies”

are too young for such information. But I know in our hypersexualized society kids grow up fast, and it’s critical for them to learn the facts about sex, understand their own and others’ sexuality, and be able to navigate sexual relationships. And not every parent has “the conversation” with their children. Which is why, as our story explains, teaching affirmative consent is now mandatory in high school, and can be found in middle school curriculum as well.

Sex ed, of course, is just a small part of what educators focus on, especially with new standards to master. “**A Work in Progress**” (page 24) checks in with a number of members on their views of the Common Core State Standards rollout after its first full year of implementation, coinciding with a new survey on the state standards by research agency WestEd. Both members and survey indicate that while there are real challenges and frustrations, teachers for the most part are embracing Common Core and students are reaping the benefits.

More good news #1: “**A Positive Approach to Discipline**” (page 42) underscores the success that restorative justice approaches have in helping keep students in school and classrooms safe and peaceful. To engage educators in the most effective ways to create restorative schools, CTA and its partners are presenting several regional forums in May to explore best practices.

More good news #2: “**Champions of Human Rights**” (page 44) celebrates recipients of CTA’s Human Rights Awards, which recognize outstanding dedication to promoting and protecting human and civil rights. Our heroes range from a college professor who co-founded Black Lives Matter to a special ed teacher and tireless advocate for immigrant students and families.

Be sure to read about Google’s initiative that puts virtual reality in education (**Tech Tips**, page 12). The technology offers an increasingly popular

## Back to School Stories

The first day back to school is always rife with surprises and little gaffes — from unexpected critters in the classroom, to kids who grew a foot between May and August, to suddenly realizing you’re wearing two different shoes. Tell us your stories — we’ll publish a selection in our August issue. Email [editor@cta.org](mailto:editor@cta.org) with “Back to School” in the subject line, or tweet/Instagram [@WeAreCTA](https://twitter.com/WeAreCTA), [#ctabacktoschool](https://www.instagram.com/ctabacktoschool).

### Coming Up in May:

- Dual immersion programs:  
Rewriting the language of success?
- Benefits of play:  
Recess makes a comeback
- Best friends:  
Winners of the Pets of CTA contest

and affordable way for students to experience different worlds and cultures, without leaving the classroom.

But it’s no substitute for the great outdoors. Our cover feature “**Take It Outside**” (page 18) looks at various educators’ efforts to take students outside to get closer to nature, help them think differently, and inspire them with real-life examples of science, math and art. All good reasons to put down that device, turn off the computer and head outdoors.

**Katharine Fong**

EDITOR IN CHIEF  
[editor@cta.org](mailto:editor@cta.org)

# CALENDAR



## Honor Teachers, ESPs

Get ready for **California Day of the Teacher** on May 11, 2016. It's a day for students and communities to honor educators around the state who work hard to help students succeed. CTA's theme this year is "Leaders of Learning," which demonstrates educators' impact and important role. See your special Day of the Teacher poster on the inside back cover. **#DayoftheTeacher**

May 17 is **CTA ESP Day**, a time to recognize the work of our education support professional members on the front lines of education. See the sidebar on page 48, and look for more coverage in the May issue. **#CaliforniaESPDay**



## Walk-In Together!

**THE ALLIANCE**  
TO RECLAIM OUR SCHOOLS

On May 4, join the nationwide **Walk-Ins for the Schools All Our Children Deserve**. After the success of the walk-in in February, CTA and NEA are again partnering with the Alliance to Reclaim Our Schools to mobilize parents, educators, students, school staff and communities to gather in front of schools that morning to walk in together. It's a positive action in support of quality public schools. Chapters choose local issues that are important to their members — such as the need for smaller class sizes or more counselors — as focal points of each walk-in. To organize your school's walk-in, see [reclaimourschools.org](http://reclaimourschools.org).



## Of Kings and Families

Two California Reads recommendations in honor of School Library Month:

Young children will love the bilingual book *Tito Puente, Mambo King*, by Monica Brown and Rafael López. Vibrant prose and illustrations show how this son of Puerto Rican immigrants who loved banging pots and pans as a child became a legendary percussionist and bandleader, helping popularize Latin music in America.

Kids in grades 6-8 will laugh while reading *The Misadventures of the Family Fletcher*, by Dana Alison Levy. The Fletchers are a typical American family with four brothers — adopted, from various ethnic backgrounds — a dog, a cat, and two dads. The book chronicles a year of school projects, soccer matches, friendships, camping trips and more, with life lessons all around.

For more recommendations, see [cta.org/californiareads](http://cta.org/californiareads). **#californiareads**

**APRIL 30** APPLICATION DEADLINE

**IFT Grants**

CTA Institute for Teaching's grant program demonstrates what teachers can do when they have the freedom to create and invent. CTA members can apply for strength-based Educator Grants up to \$5,000 and Impact Grants up to \$20,000.

► [teacherdrivenchange.org](http://teacherdrivenchange.org)

An IFT-funded project involving electric vehicles and green jobs. ►



**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. ► [dia.ala.org](http://dia.ala.org)

**MAY 3** EVENT

**National Teacher Day**

National Teacher Day is on Tuesday of Teacher Appreciation Week (May 2-6). ► [nea.org/teacherday](http://nea.org/teacherday)

**MAY 6** APPLICATION DEADLINE

**EMEID Leadership Program**

The Ethnic Minority Early Identification and Development Program identifies ethnic minority members who want to expand their roles in CTA. Participants are paired with a coach who assists them in defining and achieving goals. Participants must commit to attending the Emerging Leaders track at Summer Institute. Applicants will be notified by May 27. ► [cta.org/emeid](http://cta.org/emeid)

**MAY 7** WORKSHOP

**Exploring Teacher Leadership**

Stanford University

An opportunity for action: It's an exciting time to be a teacher leader in California! Join us to learn, network and explore the opportunities and challenges in our current education environment. Keynote speakers: Linda Darling-Hammond and Eric Heins. Sponsored by CTA, National Board Resource Center, and Stanford Center for Opportunity Policy in Education.

► [nbc.stanford.edu/exploring-teacher-leadership-1](http://nbc.stanford.edu/exploring-teacher-leadership-1)

**MAY 11** EVENT

**California Day of the Teacher**

"Leaders of Learning." California's celebration, arising from legislation co-sponsored by CTA and the Association of Mexican American Educators, is patterned after the traditional Día del Maestro festival. See our special poster on the inside back cover.

► [cta.org/dayoftheteacher](http://cta.org/dayoftheteacher)

**MAY 11** EVENT

**School Nurse Day**

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

► [schoolnurseday.org](http://schoolnurseday.org)

**MAY 17** EVENT

**CTA ESP Day**

Recognize the vital contributions of education support professionals during ESP Week (May 15-21). See page 48. ► [cta.org/esp](http://cta.org/esp)

**JUNE 1** APPLICATION DEADLINE

**NEA Foundation Grants**

The NEA Foundation awards \$2,000 and \$5,000 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. ► [neafoundation.org](http://neafoundation.org)

**JUNE 7** ELECTION

**State Primary Election**

Find candidate recommendations and your personalized voter guide on the CTA website. The last day to register to vote is May 23. The last day to request a vote-by-mail ballot is May 31.

► [cta.org/campaign2016](http://cta.org/campaign2016)

**POLITICAL ACADEMIES**

**MAY 13-15**

**LA County Political Academy**

Sheraton Gateway Los Angeles

**MAY 20-22**

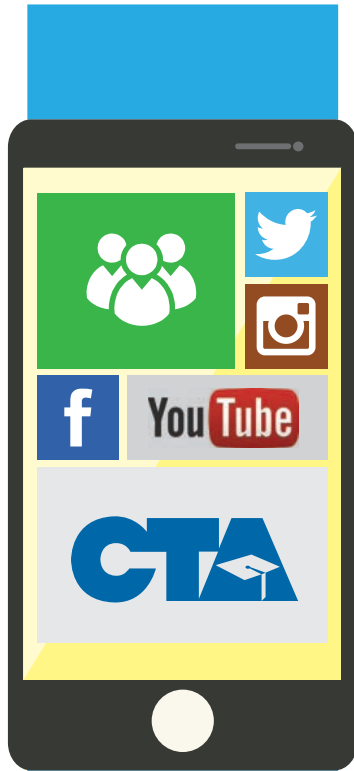
**Palm Springs Political Academy**

Hilton Palm Springs

Each training prepares members to recruit viable candidates, develop chapter and community resources, and successfully organize local school board and college board campaigns.

► [cta.org/politicalacademies](http://cta.org/politicalacademies)





CONNECT WITH CTA ON SOCIAL MEDIA!

facebook.com/wearecta

@WeAreCTA

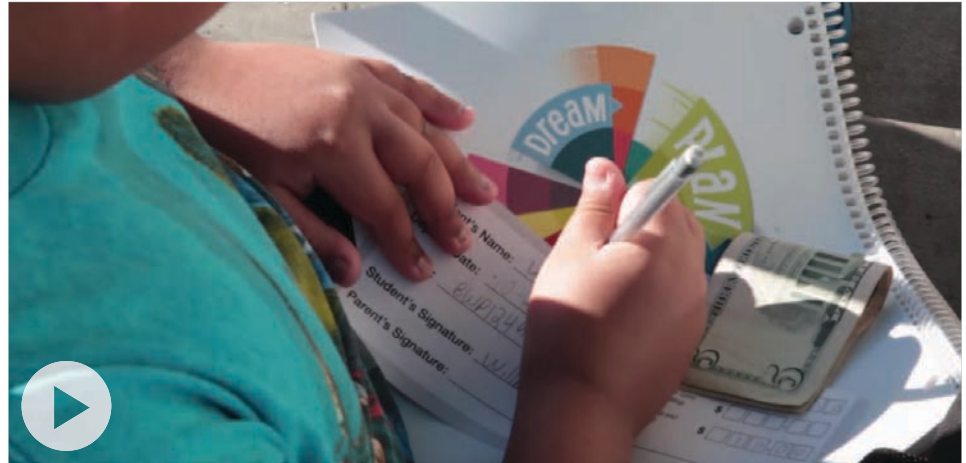
@WeAreCTA

youtube.com/californiateachers

#OurVoiceOurUnion  
#WeAreCTA

For our full social media directory, see [cta.org/social](http://cta.org/social).

Video



**Piggy-Bank Friday:** Watch how K-5 students at Walter Bracken STEAM Academy in Las Vegas saved \$30,000 in one year. Children opened bank accounts, made weekly deposits, tracked their balances and received monthly financial literacy lessons. [▶ youtube.com](https://www.youtube.com) (search for “Piggy-Bank Friday”)

Social Buzz

A popular post asked you to tell us the traits of great principals, and how they help you be better at your job. And you responded: Great principals...

**ERIN FLORY**

...narrow training focus to an area of critical need and provide systematic training multiple times to insure their staffs are fully trained before moving on to another area of focus.

**BRIAN WISE**

...maintain a focus on learning.

**DAVID SINGER**

...trust great teachers to do what they do best; they do not micromanage.

**NIKOLE KEMPI SCARLETT**

...NEVER forget what it is like in the classroom.

**LETICIA CHAIDEZ**

...provide praise and constructive feedback. And tell you the truth when we need to step it up.

**SCOTT GROVER**

...treat teachers as peers and team members.

**KEN JOHNSON**

...take the time to make positive connections with the students out on the playground, in the cafeteria, or at dismissal. The kids would never say, “What’s your name again?”



**LINDA TOLLADAY**

...know their teachers — share what teachers are doing well, and provide time for teachers to watch other teachers teach, creating a spirit of collaboration and trust.

**AMY ZIMMERMAN WALKER**

...respect our need for grade-level collaboration time and don’t micromanage that time.

**SUSAN COVEY**

...are not bullies.

**Be an informed voter!** California’s presidential primary election is on June 7. Check out [cta.org/campaign2016](http://cta.org/campaign2016) for background and updates in election recommendations.

# Know&Tell

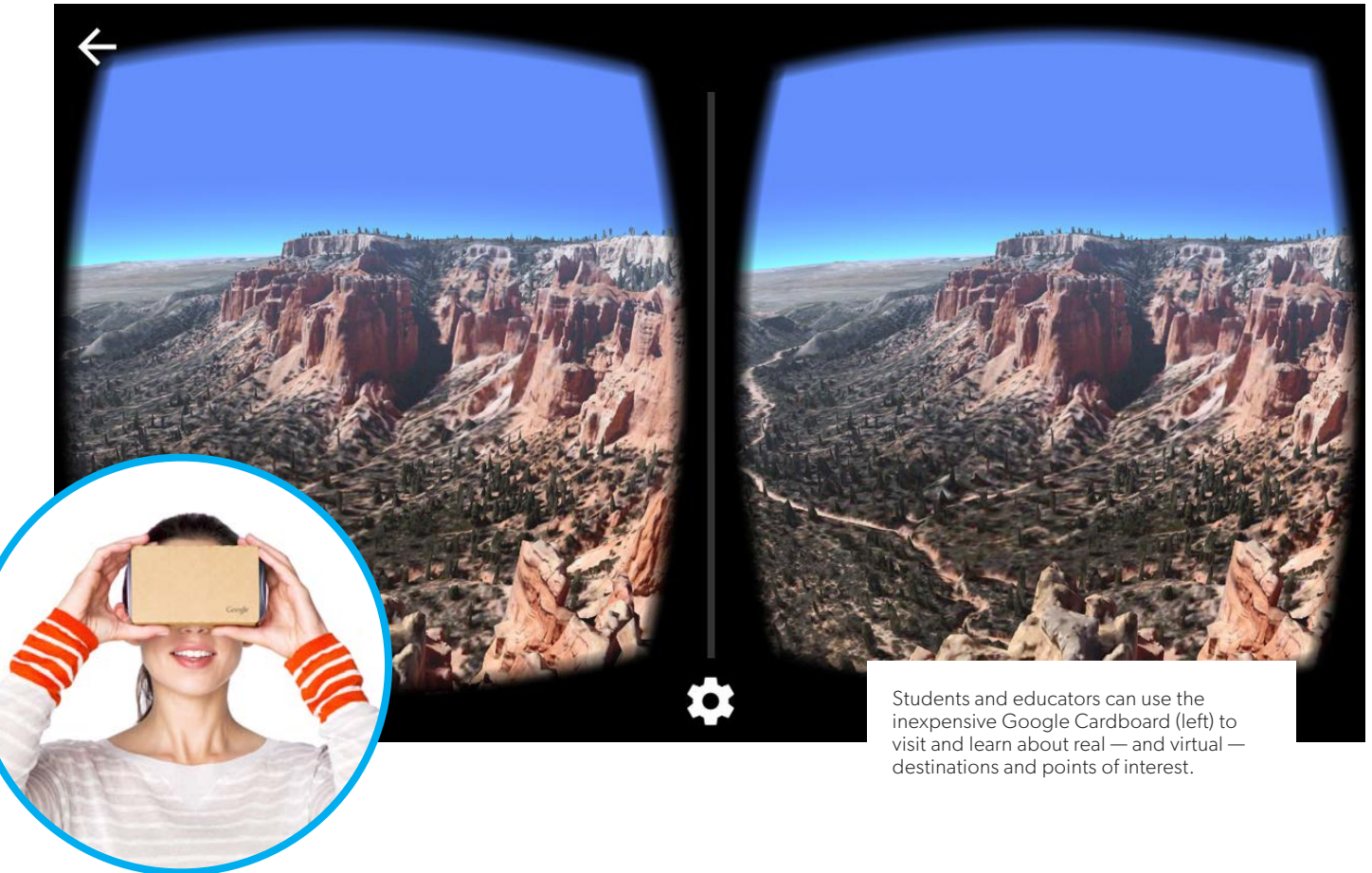
INSIDE:

- 12** **Tech Tips:** Virtual reality in the classroom
- 13** **Quotes & Numbers:** *Friedrichs* edition
- 14** **Your Whole Life:** Beat allergy season; plan your summer



Take your students on an exploration of the Great Barrier Reef and many other locations using inexpensive virtual reality headsets and special curriculum guides. See story on page 12. Photo courtesy Google's Expeditions Pioneer Program.





Students and educators can use the inexpensive Google Cardboard (left) to visit and learn about real — and virtual — destinations and points of interest.

# Virtual Reality Brings Unique Field Trips to the Classroom

By TERRY NG

**IMAGINE BEING ABLE** to take your students to visit the Great Wall of China, Independence Hall in Philadelphia, or even the planet Mars — without ever leaving the classroom. With Google’s virtual reality viewer, dubbed “Cardboard,” it’s now cheap and easy to do just that.

Cardboard is part of Google’s Expeditions Pioneer Program, which offers virtual journeys to more than 100 destinations. Each destination includes educational content developed in partnership with organizations like PBS, the American Museum of Natural History, the Planetary Society, and the Wildlife Conservation Society.

The program’s free kits include Cardboard viewers and Android phones for students and teacher, a teacher-operated tablet, and preinstalled software that will

keep the viewers synced together. Teachers set a virtual destination to send the whole class on a trip together.

Educators can request a visit from an Expeditions team at [google.com/edu/expeditions](http://google.com/edu/expeditions); teams visit selected schools, bringing the Expeditions kit, showing how it works, and helping set it up before class. Spots are limited.

You can also sign up for a beta version of the Expeditions Android app, which cuts down on wait time.

Other companies with VR devices include Sony, Samsung, Oculus and Amazon, though high price tags preclude them from wide educational use, at least for now. Meanwhile, non-Google educational apps for Cardboard and other platforms are popping up almost daily.

# Quotes & Numbers

## *Friedrichs v. CTA*: Momentous Victory

Compiled by MIKE MYSLINSKI

**EDUCATION AND LABOR** leaders celebrated the March 29 ruling by a split U.S. Supreme Court that effectively dismissed the *Friedrichs v. CTA* lawsuit, an attempt to ban Fair Share fees and undermine public employee unions. The suit was part of a coordinated effort by conservative groups to weaken labor rights and silence the voices of public employees nationwide. Fair Share fees are related to bargaining costs, not politics, and are necessary because unions have a legal duty to represent all educators, even nonmembers. Here are some reactions and related numbers.

“This decision is a victory for educators and all public employees, but most importantly a victory for the millions of students of California and across the U.S. By having the ability to join together to make our voices heard on issues that affect all of us such as quality, safe and healthy schools for our kids, we ensure that our public schools remain strong and our students get the quality public education they need and deserve.”

—CTA President **ERIC HEINS**, in a March 29 EdSource story about the *Friedrichs* ruling.

“In *Friedrichs*, the court saw through the political attacks on the workplace rights of teachers, educators and other public employees. This decision recognizes that stripping public employees of their voices in the workplace is not what our country needs.”

—**LILY ESKELSEN GARCÍA**, president of the National Education Association, in a March 29 *Washington Post* article.

“I really think it was an effort to silence the collective voice of educators and, beyond educators, other unions as well.”

—United Educators of San Francisco Executive Vice President **SUSAN SOLOMON**, in a March 29 interview by KGO-TV (ABC) in San Francisco.

“I think that unions are incredibly important for public education. What *Friedrichs* is trying to do is basically destroy our unions and prevent our ability to advocate on behalf of our kids.”

—**LYNN FORMIGLI**, sixth-grade teacher at Cabrillo Middle School in Santa Clara Unified, quoted in the March 29 *San Jose Mercury News*.

“Unions will continue the important work of organizing and mobilizing to beat back these attacks while aggressively pursuing real, lasting gains for workers that open up a path to the American Dream for everyone.”

—**ART PULASKI**, executive secretary-treasurer of California Labor Federation, which represents 2.1 million workers, in a statement praising the court’s ruling.

# 5 MILLION

Number of unionized public sector workers in 23 states and Washington, D.C., where Fair Share fees are still allowed today, thanks to the *Friedrichs* ruling, according to the Associated Press.

# 9

Number of words in the one-sentence ruling that ended the *Friedrichs* appeal: “The judgment is affirmed by an equally divided Court.”

# 1977

Year the U.S. Supreme Court ruled, in *Abood v. Detroit Board of Education*, that Fair Share fees related to collective bargaining could be collected from nonmembers, but not for a union’s political activities. The defeat of the *Friedrichs* lawsuit leaves the *Abood* decision intact.

# 73

Number of civil rights organizations that signed an amicus (friend of the court) brief in the *Friedrichs* case, arguing: “*Abood*’s Fair Share rule has yielded critical economic opportunities for all workers,” and “Unions provide a critical path to the middle class.” The brief was one of 24 amicus briefs backing CTA.

# 28

Troublesome anti-union legal cases currently in the nation’s state and federal court pipelines, which are being watched by CTA and NEA, including eight that seek to ban Fair Share fees, as *Friedrichs* attempted to do.

# YOUR WHOLE LIFE

Tips and trends for a smarter, healthier you



## Allergy Smackdown

**BECAUSE OF EL NIÑO** rains, spring came early for many of us — along with allergy season. While over-the-counter antihistamines and decongestants help, there are other ways to halt hay fever. Among them:

**Be proactive.** Visit an allergist to find out what you're allergic to, then track daily pollen counts. That way, you'll know when to stay indoors, or when to wear a mask outside. Hint: Most trees pollinate in the morning, so head out later in the day.

**Eat clean (and green).** Avoid dairy, which produces phlegm. Load up on anti-inflammatory foods like deeply pigmented fruits and veggies.

**Clear the air.** While you probably can't ask students to leave their shoes at the door, you can help clear out pollens, dust mites and mold spores with an air purifier.

**Flush your nose.** Use a Neti pot with a solution of warm distilled water and salt; see [WebMD.com](http://WebMD.com) or [MayoClinic.org](http://MayoClinic.org) and search "Neti" for instructions.

**Take a shower.** Rinse off to remove outdoor pollens. Remove and wash clothes you've worn outside and wash bed linens and blankets in hot water weekly.

**Get stuck.** Acupuncture has been shown to ease allergy symptoms and reliance on antihistamines.

**Change the way you clean.** Harsh chemical cleaners can irritate airways and make them more susceptible to allergies. Use green cleaners like vinegar and baking soda instead.

For more allergy tips, see NEA Member Benefits at [bit.ly/1UQRaRY](http://bit.ly/1UQRaRY).



## Planning for Summer Fun

**REMEMBER THAT CTA** has you covered when it comes to family fun, with discount tickets to movie theaters, Disneyland, Legoland, Universal Studios Hollywood, Aquarium of the Pacific, Gilroy Gardens, and much more. See [ctamemberbenefits.org](http://ctamemberbenefits.org) for details.



## Save at the Gym

**GETTING YOUR MONEY'S** worth out of a gym membership can be tough. Be smart before signing up:

**Do a test workout.** Take advantage of the free trial. Go when you typically work out; try the classes and use the locker room. Know what you want (great yoga classes? swimming pool?) and what you don't need.

**Don't lock yourself in.** The longer the contract period, the cheaper your monthly rate. Read the terms and make sure you can handle the commitment. A month-to-month plan or a contract that lets you opt out may work better.

**Beware the free session.** The "fitness assessment" with a personal trainer is often just a sales pitch for training sessions.

**Bring your friends.** Many gyms have referral programs that reward you for signing up friends. If you and a group of friends sign up together, you may be able to get a lower monthly rate for the whole group. Your business may also be able to negotiate a group rate.

— Ryan Ermey  
NEA Member Benefits; content provided by The Kiplinger Washington Editors © 2016



# Perspectives

INSIDE:

- 16 Member Spotlight:** Lyndsey Schlax revels in teaching a pioneering class
- 17 Your Voice:** Students embrace Random Act of Kindness Month



Lyndsey Schlax of United Educators of San Francisco teaches California's first public high school course on the history of the gay rights movement. See story on page 16.



# California's first gay rights high school class

By SHERRY POSNICK-GOODWIN

**LYNDSEY SCHLAX** teaches history — but she's also making it. She teaches the first public high school course in California on the history of the gay rights movement.

Students enrolled in the elective LGBTQ+ studies course learn about the gay rights movement, the AIDS crisis, the lives of lesbian, gay, bisexual, transgender and questioning activists, the path to legalizing gay marriage, and other historical events — many of which occurred right in their hometown of San Francisco.

Schlax, a member of United Educators of San Francisco, began teaching the course at Ruth Asawa San Francisco School of the Arts just this year. It's been a wonderful experience, she says. The course has received strong support from her district — and lots of media attention.

Her course may be optional, but teaching California students about gay history is not. In 2011, Gov. Jerry Brown signed a bill making California the first state in the nation to add lessons about gays and lesbians to social studies classes in public school. The goal, says Brown, is to “prohibit discrimination in education and ensure that the important contributions of Americans from all backgrounds and walks of life are included in our history books.”

California public schools do an inadequate job of teaching students about gay and lesbian history, according to a 2014 report from a national panel of LGBTQ+ history scholars led by a Sonoma State University professor.

Students enrolled in Schlax's groundbreaking course give it rave reviews. “It's amazing,” says one. “I live in the city where so much history happened, and it's insane that I didn't know about things that took place. It's been really eye-opening. The highlight for me was a field trip to the Castro district.”

A student who identifies as gender neutral was deeply moved to learn about the “lavender scare” — the fear and persecution of gays and lesbians in the 1950s. The student had no idea that such things happened in the past.

Some of the students in the class are straight (as is Schlax) and enrolled to deepen their understanding and support of LGBTQ+ friends, their community and family members. They enjoy Schlax's fresh approach to teaching this topic. Students are issued MP3 players instead of textbooks, and much of the subject matter is presented via podcasts. Schlax encourages students to use primary documents for research about events ranging from World War II discrimination against soldiers (looking at actual discharge papers) to the life of San Francisco Supervisor Harvey Milk.

It also helps that history is constantly in the making, which makes for lively discussions on current events.



Photo by Scott Buschman

Member spotlight

## In Lyndsey's words:

### ***I love teaching this class because...***

I'm learning about things I didn't know before. I'm getting to talk about things that haven't traditionally been taught in schools before. I like the fact that for some of my students, it's an opportunity to learn their own history and see themselves reflected in their education. It makes school much more relevant.

### ***My students learn...***

that being LGBT doesn't prevent you from being a writer, scientist, or an important member of the community. I invite LGBT role models and activists to visit our class or Skype with them, and students are very engaged and attentive.

### ***I hope to see...***

more schools offering this class. I recently met with someone from the South Bay who's going to start teaching this class. I have talked with teachers and students from San Francisco, the East Bay, Southern California, Georgia, New York and Texas who want to bring the class to their schools. It's exciting to know that this will be happening in more schools one day, because it will definitely help to make the world a more inclusive place.

# A Little Kindness in the Curriculum

By LEON LEWANDOWSKI



IT WAS A rainy Easter Sunday in 2013. As I entered my local drugstore, I saw three young people, maybe in their late teens or early 20s (a good decade older than the third-graders I teach at a school on the other side of town), huddled together under an awning. They were covered in tattoos and piercings, and most people walking by avoided eye contact.

While I shopped, I couldn't help but wonder what their story was. Why weren't they home with family? Were they runaways?

I exited the store and stopped in front of them, holding out three bunny-shaped, chocolate Easter candies. "The Easter Bunny couldn't find you today," I told them. "So, he asked me to deliver these if I saw you."

Their faces softened, and I saw the kids they were 10 years before, kids that could have been in my classroom. They smiled, thanked me, said "God bless you," and graciously took my gifts.

I knew that my small act didn't change their situation, but I brightened a moment in their lives. Even more importantly, they changed *mine!*

I liked the way I felt after that random act of kindness (RAOK), and I challenged myself to do one RAOK a day for the month of April. I challenged my family and my friends, even started a Facebook group for others to take the challenge.

Then I took it to my classroom, my 8-year-olds, my second language learners, the kids who received free and reduced-price breakfasts, lunches, and sometimes even dinners. Could these kids who were struggling in so many different areas find

ways to make others happy with RAOKs?

I found out quickly that the answer was a resounding "Yes!" These young people ate this up. We started by posting our RAOKs on a bulletin board wall. I gave them lists I found online of kid-friendly RAOKs. We watched videos every morning of young people doing RAOKs.

The following year, I incorporated a writing assignment. The students wrote their daily RAOK in special journals every morning. They categorized their acts: did something, gave something, or said something.

In May each student gave a PowerPoint presentation about what they learned. I passed out "Pay It Forward" cards to give with their RAOK — it was amazing to see them being exchanged in the classroom, and also with their peers in other classes.

We hopped on the app Ripil, where individuals and groups can record their acts of kindness. Students could see their own progress, the class's progress, as well as the progress of other groups around the globe.

And get this: My little guys asked if we could try to make it to the top of the international leaderboard by the end of April (which was populated at the time by a group from UCLA). I said, "Sure, let's try it."

Other classes joined us that year on Ripil, and the month of April at our school became a month of kindness. You could see it everywhere — in the cafeteria, the halls, the playground and the classroom. Parents started asking why their kids were being so kind and giving at home.

Kindness had become contagious at our school, and it all culminated last year with our weekend "Kindness Flash Mob."

Could these kids who were struggling in so many different areas find ways to make others happy with random acts of kindness?

The answer was a resounding 'Yes!'

With the help of our school principal, we procured 250 free ice cream passes from a local fast food restaurant.

On a rainy Saturday morning a handful of students, quiet and shy at first, began to feel empowered once folks stopped, smiled and asked what they were doing.

Most of these kids had never had the opportunity to interact with the kinds of people they were meeting downtown. For those folks to show how impressed they were with these students brought them out of their shells and gave them an experience they will never forget.

This year, we are hoping April RAOK Month will take off in classrooms, not only in our city, but across the nation. Spreading kindness can fit right in with the curriculum, but more important, it shows our youth that they have the power to make a positive change in their own communities.

*Leon Lewandowski, Santa Barbara Teachers Association, has been an elementary school teacher in California for 19 years. He is the author of Secrets of Safety-Net Parenting under the name Leon Scott Baxter.*



# TAKE IT OUTSIDE!

*Bring the classroom outdoors for healthy learning*

By SHERRY POSNICK-GOODWIN  
Photos by SCOTT BUSCHMAN

**L**earning doesn't happen only inside the four walls of a classroom. Sometimes the best lessons occur when the doors swing wide open, students step outside, and they think, learn and play outside the box.

When educators make the Great Outdoors an extension of their classrooms, students become inspired by real-life examples of science, math and art. Benefits include fresh air, physical activity, vitamin D and happiness. As students become more connected to nature, they are more likely to care about the future of their planet, be good stewards of their environment, and understand the benefits of a healthy lifestyle.

Outdoor classrooms such as school gardens and nature trails are growing in popularity from preschool to college, notes the Outdoor Classroom Project, which is good because children need a broad variety of learning experiences to master motor development, social-emotional learning, language and self-expression.

According to The Nature Conservancy, the majority of today's kids use a computer, watch TV or play video games on a daily basis, but only about 10 percent say they spend time outdoors. Some CTA members are helping nature-deprived students get outside — and increase their knowledge of flora, fauna, math, science, art, and more.

## **BRISBANE'S OUTDOOR CLASSROOM**

Just south of San Francisco, the city of Brisbane borders San Bruno Mountain. For much of Lipman Middle School's existence, the surrounding hillside was off-limits to students. But that changed when volunteers built an outdoor classroom in 2013. Just 50 feet up a steep trail from the school yard, it's adjacent to beckoning parkland and seems like the entrance to another world.

"Our outdoor classroom feels like it's off-campus, but it's

not," says Holly Rios, a Brisbane Teachers Association member and sixth-grade math and science teacher who uses it for lessons — as well as a starting point for nature hikes on the mountain. "Sometimes it's a nice change of scene, which is something we all need."

The outdoor classroom in the midst of pine trees has benches and stump seats made from cut logs. Students came up with the idea for the seating while doing habitat restoration as a service project with the local environmental



▲ Students walk down the hill from Lipman Middle School's outdoor classroom. The classroom also serves as a starting point for nature hikes.



▲  
On this day, Lipman Middle School educator Holly Rios uses items found in nature to teach students about dependent and independent variables.

nonprofit Mountain Watch. Ken McIntire, then head of the organization, built it with fellow volunteers, including parents and local arborist Tim Chang.

During a recent *Educator* visit, Rios had students conduct experiments with pinecones and other natural items to learn about dependent and independent variables. On nice days, her students enjoy silent sustained reading there.

“I think it’s really cool,” says sixth-grader Rebecca Tapia. “There’s nature all around us.”

Students especially love seeing wildlife. On hikes they have encountered hawks, snakes, a fox, Brisbane’s flock of wild parrots, and even a coyote.

“The coyote was beautiful and not threatening,” recounts sixth-grader Olivia Hayer. “It wasn’t growling. It reminded me of what nature is all about.”

### **GARDEN TO CAFÉ GROWS ROOTS IN SAN DIEGO**

Michelle Stuart was surprised to hear students say that one of the things they loved most about working in the Crawford High School garden was weeding. Yes, weeding.

“It sounds like the silliest thing to enjoy pulling weeds, but students say they like it because it’s quiet and they can listen to the sounds of nature,” says Stuart, a math and AVID teacher who serves as adviser for the school’s Garden Club.





▲ Crawford High School math teacher and Garden Club adviser Michelle Stuart, right, with Kyla Archeta and Bosco Imanizabayo.

Students also love trying new foods, like spicy daikon radish, jicama, jujube and kale that are fresh from the garden. The Garden Club has implemented a Garden to Café program, so that produce grown and harvested on-site is served in the cafeteria.

“I’ve started incorporating the garden into my math class,” says Stuart, a San Diego Education Association (SDEA) member. “I’m asking students to calculate how much food they need to provide to the cafeteria’s salad bar to meet the needs of students. It’s a real-life application of geometry to lay out the garden and run numbers to calculate yields.”

The inner-city high school has a large immigrant population, with students from 47 countries who speak 70 languages. Many are homesick for a way of life that includes growing their own food, and are eager to work in the garden and greenhouse. The International Rescue Committee offers internships for students to work in the garden so they can gain job experience and learn about nutrition.

“I like to see plants growing because it’s a touch of home,” says Bosco Imanizabayo, who arrived from the Congo three years ago. “My favorite thing is the cabbage.”

But it’s not just immigrant students who are excited about

the garden. Others tell Stuart they find it an enjoyable and therapeutic experience.

“I started working in the garden a few weeks ago, and now I’m doing it every day,” says Andrea Medina, 18. “It’s really relaxing and fun to watch things grow. And I enjoy being outside.”

Brian Black, who teaches design and mixed media, incorporates the garden into lessons. Students create artwork from patterns and sequences in plants. Sometimes they get ideas for biomimicry projects, which are inventions inspired by nature. (For example, scientists copied sharkskin to produce a coating that reduces the drag on boats.)

“Gardens can be a great resource for all teachers,” says Black, also an SDEA member. “It’s a wonderful thing this school has started.”



Brian Black

### **‘LET’S GO OUTSIDE’ PROJECT THRIVES IN THE DESERT**

Students put on their backpacks, then take turns rappelling down an incline with a cable secured around their waist. Once they descend, they hike over to a rock wall and begin climbing.

The students aren’t in the wilderness; they are in their very own school yard. They are preparing for wilderness experiences by participating in a unique PE class at James Workman Middle



▲ Phil Sanchez, right, with Melanie Vazquez at James Workman Middle School. Its alternative PE program is part of a project funded by CTA's Institute for Teaching.



▲ Bridgette Kennedy, left, with students in her alternative PE class. In addition to physical activity, students also learn about science and the environment.

School in Cathedral City called the Adventure Program. It's part of the Let's Go Outside project, funded by a grant from CTA's Institute for Teaching.

The alternative PE program — taught by Palm Springs Teachers Association members Bridgette Kennedy and Phil Sanchez — is designed for students who don't participate in team or individual sports.

"It's a way for them to stay healthy," says Kennedy. "This is something they can do their entire lives to stay fit, enjoy the outdoors and prevent obesity."

The goal is for students to learn how to climb and hike safely, navigate their way around with a map and compass, and master skills such as knot tying and back-country cooking. They practice on field trips to nearby Joshua Tree National Park and Indian Canyon.

Science is also part of the curriculum. Students learn about the desert ecosystems and how to treat the landscape with respect based on the principles of Leave No Trace, a national organization.

The program, which serves the primarily low-income student population, started five years ago with one class, and has expanded to five classes with 220 students. Many of the children

haven't spent much time enjoying nature. But that is changing, as parents eagerly volunteer to join class outings.

Parents who want to take their children on weekend wilderness trips can check out camping kits made available through the program, containing a four-person tent, four sleeping bags, air mattresses, a water filtration system, a water pump, a propane stove, a first aid kit, and a lantern.

The students love every minute of it.

"I am learning how to survive in the wilderness," says seventh-grader Arnulfo Cruz with pride. "If I get lost, I think could find my way out."

"You learn a lot about yourself and the world around you," adds Cayden Durham. "This class is an awesome experience."

## **BIODIVERSITY ON DISPLAY AT CAL POLY POMONA**

You don't have to travel to the tropics to see a rainforest; Cal Poly Pomona has one on campus in a huge greenhouse. It's called the Rainforest Learning Center, and it has more than 200 tropical species.

It's part of the amazing BioTrek program, which features several unique habitats created and maintained by the biology department's faculty, staff and students. BioTrek includes the Ethnobotany Garden Learning Center, featuring 300 plant species — plus descriptions of their use in medicine, chemistry, pharmacology and spirituality. The center was created in collaboration with Gabrielino-Tongva tribal representatives from the Los Angeles area.

There's also the Mesozoic Garden Learning Center, an outdoor classroom with seating on large boulders where visitors learn about ancient times. It's surrounded by plants and rocks representing the dinosaur age.

Students from area schools frequently take field trips to





▲ At BioTrek, Mike Brown’s presentations involve the new math, science and social studies standards. At right, Brown with Jayson Smith and Angel Valdes.

BioTrek, where they are led by curator/lecturer Mike Brown’s students. The presentations are aligned with the new math, science and social studies standards.

Visitors have ample opportunity to taste, smell and feel plants such as false sarsaparilla, allspice, sage and island currant. At wild food tasting events, visitors can sample agave, from which tequila is made, and elderberry syrup, which is a flu preventative and prompts a quicker recovery for those afflicted.

“When visitors come, we talk about nature, history, people, culture and science,” says Brown, a California Faculty Association (CFA) member. “The kids are very excited to taste, touch and smell things in our outdoor classrooms. They love the cacao pods with seeds, from which chocolate is made.”

Jayson Smith, a marine conservation ecologist, and Angel Valdes, a marine biologist, are CFA members who are affiliated with BioTrek’s Aquatic Biology Learning Research Center, which has huge indoor aquariums and takes researchers to oceanic environments to study marine life.

BioTrek has many habitats but one main goal — preserving the environment.

“Around the world, native peoples and the plants that they have relied upon are disappearing at an alarming rate,” says Brown. “Our gardens represent the importance of preserving habitats and cultures — and also offer visitors opportunities to make connections with nature.”

The outdoor spaces are open to the public for K-12 field trips and self-guided visits. For more information, visit [cpp.edu/~biotrek](http://cpp.edu/~biotrek). ■

## Get Outdoors

There are several ways educators can bring their classrooms outdoors, from cultivating a small garden in the ground or in planter boxes to more elaborate projects that require special equipment or funding. A few ideas to get you started:

- The Outdoor Classroom Project is dedicated to increasing the quantity, quality and benefits of outdoor experiences for children.  
▶ [outdoorclassroomproject.org](http://outdoorclassroomproject.org)
- TD Friends of the Environment Foundation, which funds environmental projects and programs across the country, developed an “Outdoor Classroom Guide” to developing, implementing and fundraising for outdoor classroom projects.  
▶ [fef.td.com/resources](http://fef.td.com/resources)
- KaBOOM!, a national nonprofit, has a step-by-step guide to building an outdoor classroom.  
▶ [kaboom.org/resources/enhancement\\_projects/how](http://kaboom.org/resources/enhancement_projects/how)





# VENTURE OUT

NEA members save up to 25% on car rentals.

Visit [www.neamb.com/carrental](http://www.neamb.com/carrental) to learn about more savings and benefits from each of our car rental partners.



NEA, NEA Member Benefits and the NEA Member Benefits logo are registered service marks of NEA's Member Benefits Corporation.

CR050416

## 7 Reasons why this should be the only credit card you reach for

Earn more cash back for the things you buy most with the CTA Cash Rewards Visa Signature® credit card.

- ▶ **1%** cash back everywhere, every time
- ▶ **2%** cash back at grocery stores
- ▶ **3%** cash back on gas

On up to \$1,500 in grocery/gas quarterly spend\*

**+ \$100** *and more great features!*  
**cash rewards bonus**  
 if you make at least \$500 in transactions in the first 90 days\*\*



**Learn more and apply today!** Refer to Priority Code VACFV2



**1.866.867.6323**



**www.newcardonline.com**

For more information about the rates, fees, other costs and benefits associated with the use of the credit card, call the toll-free number above or visit [www.newcardonline.com](http://www.newcardonline.com).

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

\*\*You will qualify for \$100 bonus cash rewards if you use your new credit card account to make any combination of Purchase transactions totaling at least \$500 (exclusive of any fees, returns and adjustments) that post within 90 days of the account open date. Limit one (1) bonus cash rewards offer per new account. This one-time promotion is limited to new customers opening an account in response to this offer. Other advertised promotional bonus cash rewards offers can vary from this promotion and may not be substituted. Allow 8-12 weeks from qualifying for the bonus cash rewards to post to your rewards balance. The value of this reward may constitute taxable income to you. You may be issued an Internal Revenue Service Form 1099 (or other appropriate form) that reflects the value of such reward. Please consult your tax advisor, as neither we nor our affiliates, provide tax advice. This credit card program is issued and administered by Bank of America, N.A. Visa and Visa Signature are registered trademarks of Visa International Service Association, and are used by the issuer pursuant to license from Visa U.S.A. Inc.



Educator Pia VanMeter, left, incorporates new math and English language arts standards into her marine biology lessons.

# A WORK IN PROGRESS

*A look at California's new standards*

By SHERRY POSNICK-GOODWIN  
Photos by SCOTT BUSCHMAN

*"Today, you are scientists," Pia VanMeter tells students in her marine biology class. "You must persuade members of the National Science Foundation to fund your research projects."*

*Students begin their presentations in PowerPoint or Prezi. One group plans to tackle the Great Pacific Garbage Patch floating in the ocean — bigger than Texas and hurting sea life — with an underwater robotic vehicle to study currents to determine where pollution is coming from. Price tag: \$366,000. The group receives approval. Another group asks for \$10 million to study penguin habitats affected by climate change; it gets a no vote for being too expensive and without clear goals.*

*Much work went into picking projects: Students researched marine life, created wikis, and selected methods to best conduct research — including sonar, remote-controlled vehicles, and underwater research stations. They set goals and created budgets based on actual costs.*

*"I love this project," says Brooke Fenex, a senior. "It's fun and interesting. Our teacher is not holding our hands. We are thinking for ourselves and going in whatever direction we want."*



**THIS LESSON AT** Martin Luther King High School in Riverside is an example of the California standards implementation at its best. It helps that VanMeter served on her district's Common Core committee overseeing the rollout, and was a Smarter Balanced "teacher ambassador" for math, trained to provide professional development to colleagues. She is also a member of the Instructional Leadership Corps (ILC), a partnership between CTA and Stanford University designed

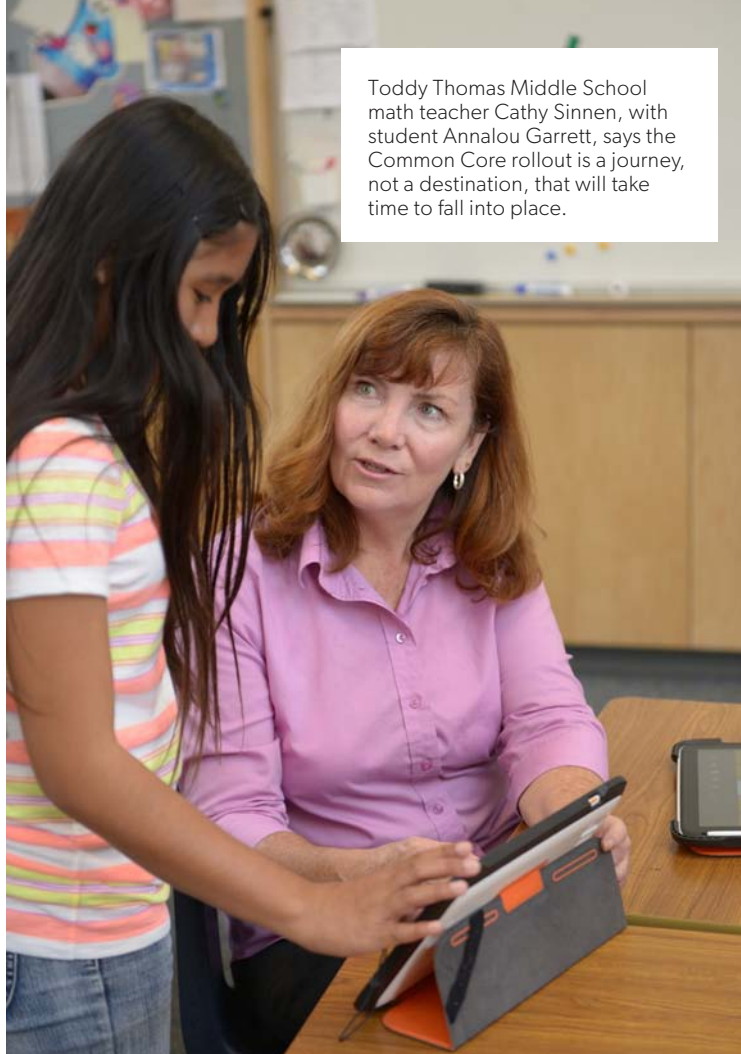
to support educators as they implement Common Core standards and the Next Generation Science Standards.

VanMeter enjoys incorporating new math and English language arts (ELA) standards into her marine biology lessons, exemplifying the cross-curricular collaboration that is an integral component of the standards.

She says implementation is, for the most part, going smoothly in Riverside City School District, but there have been challenges, too. In some schools and subjects, the transition has been more difficult.

"As I travel the state and speak with our members, I see great progress in some areas after this first full year of implementation," says CTA President Eric Heins. "And often that progress depends on how involved teachers are in the implementation. It's clear that it will take time, but we know that taking time, thought and care is worth it for our educators and our students."

A survey recently released by the research agency WestEd finds that teachers are for the most part embracing the standards — yet still points to implementation as a frustration for many educators. We talked with a few members on how they were dealing with the rollout.



Toddy Thomas Middle School math teacher Cathy Sinnen, with student Annalou Garrett, says the Common Core rollout is a journey, not a destination, that will take time to fall into place.

## **IMPLEMENTATION IS A JOURNEY**

Cathy Sinnen, a seventh- and eighth-grade math teacher at Toddy Thomas Middle School in Fortuna, is enthusiastic about Common Core.

"Yes, finally! Woo-hoo!" exclaims Sinnen, a member of the Fortuna Elementary Teachers Association. "Good teachers have always known what's good for kids, but we've been held down by NCLB and forced to rush through miles and miles of curriculum. Now, with Common Core, we have the flexibility to do interesting projects, and students have the time they need to understand concepts in depth. Learning has become fun again. It's turning children into thinkers and problem-solvers. It's awesome."

While the 21-year teaching veteran from Humboldt County is enjoying the transition, she sees it as a journey — not a destination — that will take time to fall into place, since each grade builds on another. She is pleased that her district adopted new math textbooks, and that teachers could review them and weigh in before adoption. Although things are going well, she says, teachers need more time to collaborate and reflect. What is helping: Educators are visiting one another's classrooms to observe standards-based lessons.





Marcia Varner and her colleagues at French Elementary School relied on teacher-developed instructional materials while waiting for the district to adopt textbooks and curriculum aligned to the new standards.



Brian Guerrero talks with parents Luz Andrade and Felicitas Tovar about Common Core at Lennox Middle School. Common Core materials developed by teachers can dovetail with newly adopted curriculum, Guerrero says.

## **TEACHERS RELYING ON PEER-DEVELOPED MATERIALS**

In focus groups, teachers indicated that fellow teachers are a primary source for instructional materials. This is because districts lack them, as the State Board of Education is still adopting some standards-aligned textbooks and curriculum. So teachers have had to borrow or invent their own.

“We implemented the standards early, so we had to create a lot of our own material the first year,” recalls Marcia Varner, a first-grade teacher at French Elementary School in Temecula. “We used materials from Teachers Pay Teachers [a teacher entrepreneurial website], Teacher’s Clubhouse, and other websites. We visited other states’ websites and used their materials. It was sometimes hard finding what we needed.”

Teachers pulled together and became learners together, says Varner, a member of Temecula Valley Education Association. “We looked at the end result — the test — and then worked backwards to decide, ‘Is this where we need to be?’”

Despite the hard work, it’s been worth it.

“I never want to go back to the old way,” says Varner. “I think the Common Core gives us more ownership. It allows teachers — and students — to be critical thinkers.”

In Lennox Elementary School District, many teachers want to continue using the teacher-developed ELA units that were meant to bridge the gap between old materials and new ELA texts, says Brian Guerrero, president of the Lennox Teachers Association and district CCSS specialist. Moving forward, he says, educators will look for ways to integrate teacher-developed materials and whatever ELA series the district adopts.

“We don’t want to throw away these excellent teacher-created units,” says Guerrero, also a member of the ILC partnership with Stanford. “We want to use our own lessons to dovetail with the newly adopted curriculum.”

## MORE TIME, MORE TRAINING

Less than 25 percent of educators said they had the time needed for optimal California standards implementation. Some districts are adjusting schedules through early release days or late start days to give teachers more time.

Educators said the biggest obstacle to a full transition to the new standards is not enough professional development — especially when it comes to technology. Educators want “job-embedded” training and activities that allow them to plan collaboratively, analyze lessons, and observe other educators in standards-based instruction.

“I really want to become an expert in teaching math to students with disabilities,” says Molly O’Hara, a teacher for students with mild to moderate disabilities at Hidden Valley Middle School in Escondido. “I have received some training, so I’m definitely moving in the right direction. But we’re talking about thinking and teaching in a completely differently way than we were taught to do, so we need more intensive training. As a special ed teacher, it’s a huge challenge to learn the standards for all of the different grade levels.”

O’Hara, a member of the Escondido Elementary Educators Association, says students with special needs have a difficult time adjusting to the new group dynamic requirements, with new standards for talking and listening.

“I’m working on ways to teach them better communication skills,” she says.



Molly O’Hara teaches students with disabilities at Hidden Valley Middle School in Escondido. She would like more training and professional development in special education.

## THE SURVEY:

### A snapshot of where we are

**LAST FALL**, the State Board of Education partnered with WestEd to coordinate a survey of California teachers, administrators and district leaders about implementation of math and ELA standards. Every superintendent and principal in the state — and 7,000 teachers — received a questionnaire.

Teachers were asked what support for implementation was provided in their school and district, how they rated it, whether their districts were adequately prepared for the new standards, and whether training was provided that resulted in a “shift” in their teaching practice. WestEd also held eight teacher focus groups in California on these topics.

#### Key findings:

- Both teachers and administrators value the rigor of the new standards and believe in their value for students.
- Districts are implementing the standards in different ways, with different timelines.
- There is greater progress in implementing ELA standards than math.
- Educators want more support in helping English learners meet the standards.
- Educators want more structured time and more professional development to assist with implementation; they want more job-embedded training.
- Teachers are relying on peer-developed materials; they are seeking quality, standards-aligned instructional materials, particularly in ELA.
- Teachers want more time to collaborate with one another and make instructional rounds; they want to see how other teachers are implementing the standards and analyzing student work.
- School districts need to increase awareness of the Digital Library as a resource.



### **COLLABORATION IS CRUCIAL**

Pia VanMeter recalls that schools that had teacher ambassadors working collaboratively with the district moved forward. Staff in schools without ambassadors were at times confused about their direction.

“Our union went into negotiations and asked to have a seat at the table for Common Core implementation,” says the Riverside City Teachers Association member. “We wanted to be part of the conversation because we were frustrated at how the district was rolling out Common Core.”

Once her chapter became part of the process, teachers were given collaboration time and a comprehensive plan was put into place. Today, she says, implementation is better at the elementary level than high school, probably due to earlier implementation. ELA is going more smoothly than math, which might be due to more radical changes in math standards.

Under the new math standards, secondary schools have two choices: They can separate algebra, geometry and upper-division math courses — or create “integrated” classes of these subjects at Level 1 and Level 2. Her district opted for the latter, with curriculum created by teachers on special assignment (TOSAs). TOSAs usually delivered curriculum the same day it was taught, with no time for tweaking or collaboration. But things are smoother this year.

Teachers in subjects such as English and science initially were reluctant to incorporate other subjects’ standards into their assignments. But they have worked things out through collaboration. For example, a history assignment may be interconnected with research methodology from science intertwined with ELA standards for reports.

“It’s been a learning curve, but I really like it,” says VanMeter. “In an English learner biology class, for example, instead of lecturing about scientific method, I used a poem from 1817 about six blind people observing an elephant. The kids had a discussion on how observation applies to science. That kind of cross-curricular collaboration is just phenomenal.”



Anna Kyle Elementary School’s Stacie Ryan, at right with student Princess Taylor, says the Common Core is giving teachers new freedom to challenge students and help them learn.

### **A POSITIVE IMPACT ON STUDENTS**

Overall, concludes WestEd, educators value the rigor of California’s new standards and believe they will positively impact students.

Stacie Ryan, a third-grade teacher at Anna Kyle Elementary School in Fairfield who helped with the rollout in her district, thinks successful implementation is tied to teachers’ approach and input. “I think some people miss not having to think about a lesson plan and opening up a book and saying ‘I’ll teach this page today,’” she says. “But the Common Core is giving us a new freedom to challenge students so they can express themselves in new ways.”

During a recent *Educator* visit, she tells students to go “toy shopping” for a hypothetical kindergartner with their iPads.

They must visit the Toys “R” Us website, read reviews about toys they select, and also consider hazards such as choking. They must be prepared to defend the educational value of their selections. They must calculate the cost of their purchases and round numbers to the ones, tens and hundreds place. The assignment includes creating a “graphic representation” of items and cost.

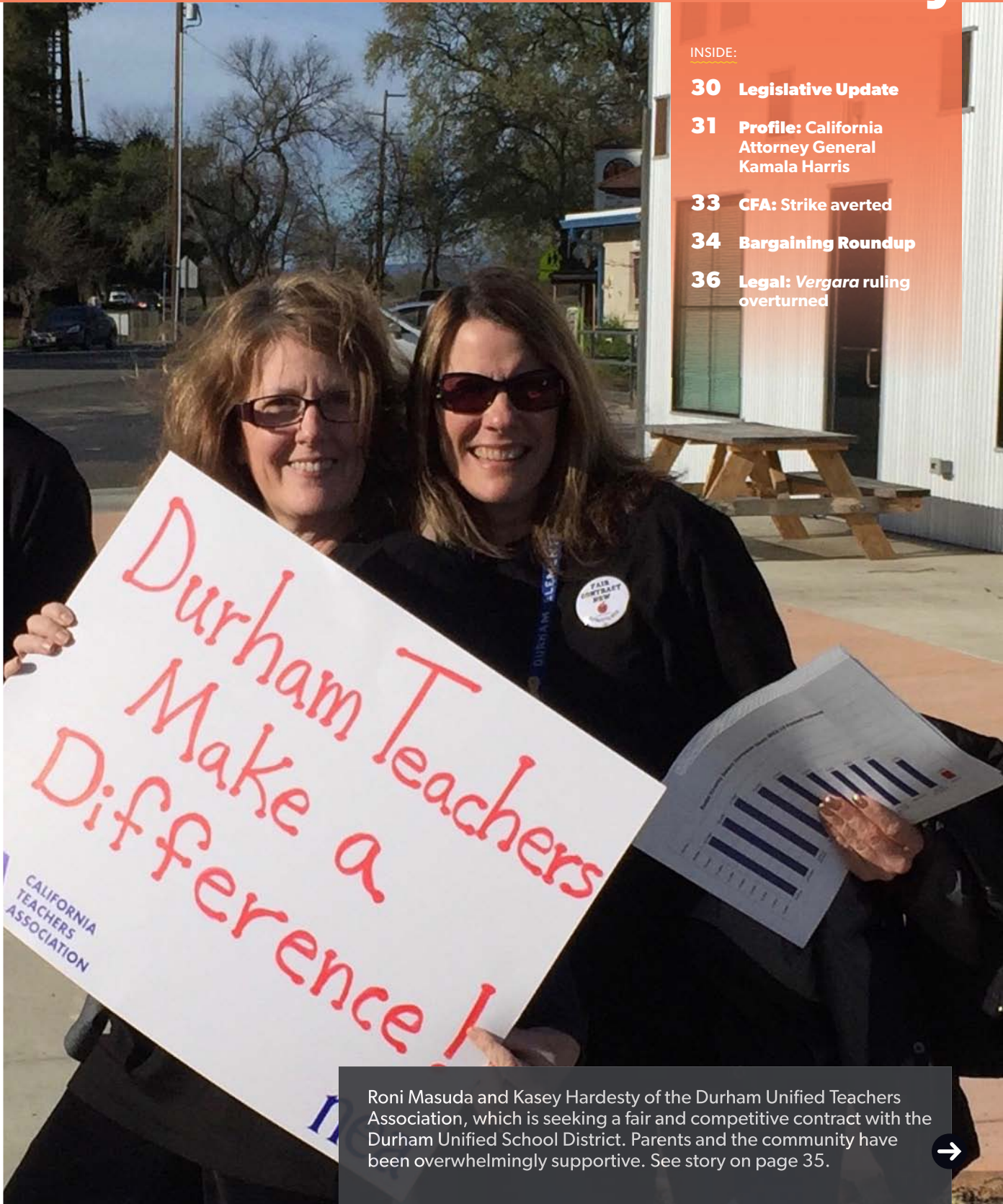
Ryan designed the math lesson herself, and is pleased to see students dive right in. She knows her and other educators’ input is key to helping students learn the new standards.

“The Common Core is similar to making a pie or a Thanksgiving dinner,” muses the Fairfield-Suisun Unified Teachers Association member. “Sometimes it’s a bit messy and you may not have all the ingredients you need. But in the end it’s totally worth it.” ■

# Advocacy

## INSIDE:

- 30** Legislative Update
- 31** Profile: California Attorney General Kamala Harris
- 33** CFA: Strike averted
- 34** Bargaining Roundup
- 36** Legal: Vergara ruling overturned



Roni Masuda and Kasey Hardesty of the Durham Unified Teachers Association, which is seeking a fair and competitive contract with the Durham Unified School District. Parents and the community have been overwhelmingly supportive. See story on page 35.



# Legislative Update By LEN FELDMAN

## **A LIVING WAGE**

California is the first state in the nation to approve a \$15 minimum wage. The Legislature passed the measure, Senate Bill 3, on March 31 — not coincidentally, Cesar Chavez Day. Gov. Jerry Brown signed it into law April 4.

“Just as we believe all students deserve a quality education regardless of their ZIP code, all Californians should be able to earn a living wage and provide for their families, regardless of where they live,” says CTA President Eric Heins.

The statewide minimum wage, currently \$10 per hour, becomes \$10.50 next January, then \$11 in January 2018. It then increases by \$1 every year until it reaches \$15 in 2022.

## **INITIATIVE GIVES STUDENTS, EDUCATORS THE ED.G.E.**

This November, CTA members and other voters will have a chance to help every student compete more effectively in the global economy.

Approval of the **California Education for a Global Economy (Ed.G.E.) Initiative** will expand students’ access to multilingual education, and give teachers, parents and schools the power to help kids better compete for tomorrow’s jobs.

At the urging of Sen. Ricardo Lara (D-Bell Gardens), CTA, and other pro-education groups, the Legislature approved and Gov. Jerry Brown signed SB 1174 in 2014, the legislation that put the issue on this November’s ballot.

The measure would reverse years of bad state policy and help all children secure a high-quality education, including international skills. It would overturn Prop. 227 (passed in 1998), which mandated English-only education.

The Cal Ed.G.E. Initiative will allow students access to high-quality, innovative, research-based language instruction programs. Specifically, it will:

- Allow parents, teachers, and schools to determine which language instruction and acquisition methods should be used. In so doing, teachers will be able to be creative and use all of their skills as they see fit to best serve their students.
- Let parents request school districts to provide multilingual programs.
- Eliminate a costly and wasteful waiver requirement created by Prop. 227.

## **STATE BOARD OF EDUCATION REVERSES LOCAL BOARD DECISIONS AGAINST ROCKETSHIP**

The State Board of Education voted in March to overturn two local decisions barring Rocketship Education from opening another charter institution in the Contra Costa area.

The action reverses two unanimous votes by the Mount Diablo Unified and Contra Costa County boards of education to reject Rocketship’s application to open a school in a low-income neighborhood.

More than two dozen parents, community members, teachers and education support professionals attended the meeting in Sacramento to urge the State Board to support the local decisions.

During the meeting, a number of Contra Costa representatives, including Mt. Diablo Education Association President Guy Moore, testified against the appeal. Contra Costa parents and community members have criticized Rocketship schools for not meeting students’ needs, using unqualified and noncredentialed teachers, and substituting computer “work time” for classroom instruction. They argued that a Rocketship charter would siphon off resources and support from traditional public schools in the area that are already struggling.

“Rocketship is neither needed nor wanted by our community,” said Moore, a teacher at Northgate High School.

## **Voter Guide**

Be an informed voter! California’s presidential primary election is on June 7. Check out [cta.org/campaign2016](http://cta.org/campaign2016) for background and updates in election recommendations, and see your personalized voter guide.



CTA Board member Terri Jackson (right), MDEA President Guy Moore (third from right), and Contra Costa stakeholders attend a State Board of Education meeting where two local rejections of charter school petitions are overturned.



# A Chat With Kamala Harris

By LEN FELDMAN



Harris with middle school students.

**CALIFORNIA ATTORNEY GENERAL** Kamala D. Harris has made firsts a career hallmark. On Jan. 3, 2011, the Oakland native became the first woman, the first African American, and the first South Asian to serve as the state's top law enforcement official.

Harris was re-elected to her post on Nov. 4, 2014. As a legal advocate, Harris has helped fight two key battles against the forces that seek to silence educators' voices and their advocacy for students: *Friedrichs v. CTA* and *Vergara v. California*. In addition, CTA has commended and endorsed her program to battle truancy.

Harris is CTA's recommended candidate to replace retiring U.S. Senator Barbara Boxer.

## **What did you do before you became attorney general?**

I am one of two daughters of parents who met when they were graduate students at the University of California, Berkeley, in the 1960s. My parents met while they were both actively involved in the civil rights movement. My sister Maya and I joke often that we grew up surrounded by a bunch of adults marching and shouting about this thing called justice.

I grew up admiring the heroes of that movement, the lawyers who were its architects: Thurgood Marshall, Charles Hamilton Houston, and Constance Baker Motley. They understood the skill of the legal profession and its ability to translate the passion of the streets to the courtrooms of our country.

After graduating law school, I decided that I wanted to be a prosecutor, which many in my family found surprising. I believed strongly in the need to be a voice for the most voiceless and vulnerable in our society, many of whom are victims of crime. I have spent my career in public service as a prosecutor.

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

I would not be standing here today, a product of California public schools, were it not for my teachers. In particular, Mrs. Frances Wilson, my first-grade teacher at Thousand Oaks Elementary School in Berkeley, who later attended my law school graduation, was a role model for the perfection and the significance of the teacher. I am forever grateful for her and so many other teachers for whom this is not just a profession, but a calling.

## **What are your proudest accomplishments as attorney general related to education?**

Last year, I created the Bureau of Children's Justice to focus the resources and attention of law enforcement on ensuring that California's children receive full protection under the law and equal opportunities to succeed. The bureau continues my office's Smart on Crime approach by addressing the root causes of crime, including our broken foster care system and discrimination and

inequities in education. We simply cannot let down our most vulnerable children today, then lock them up tomorrow and act surprised! (Learn more about the bureau at [oag.ca.gov/bcj](http://oag.ca.gov/bcj).)

I have been proud to lead the charge against predatory for-profit colleges like Corinthian that are defrauding our students and veterans, saddling them with a lifetime of debt and no job prospects. I will continue to push for meaningful relief for all students who have been the victims of these companies' tactics so that every student has the opportunity to pursue a quality education.

And I have also led a four-year initiative to address California's elementary school truancy crisis.

## **What are the ramifications of the truancy crisis?**

When students are chronically absent from elementary school, they fall behind academically, they are less likely to graduate from high school, and they are more likely to be unemployed, on public assistance, or victims or perpetrators of crime.

Only 17 percent of chronically absent kindergartners and first-graders in California read proficiently by third grade. This is particularly concerning because students who don't read proficiently by third grade are four times more likely to drop out of school. Missing school deprives students of important developmental and learning opportunities, reducing opportunities for later success in life and increasing the risk of later involvement in the criminal





## In Brief

**Career:** Prosecuted child sexual assault cases in the Alameda County District Attorney's Office. Joined the San Francisco District Attorney's Office in 1998, where she was in charge of the Career Criminal Unit. Headed the San Francisco City Attorney's Division on Children and Families. Currently California Attorney General; running for the office of U.S. Senator in the November 2016 election.

**Education:** Graduate of Howard University, the nation's oldest historically African American university. Earned her J.D. degree at UC Hastings College of the Law.

**In addition:** Author of *Smart on Crime: A Career Prosecutor's Plan to Make Us Safer*. Married to trial attorney Doug Emhoff, whose areas of interest include consumer protection law.

justice system. Moreover, this school-to-prison pipeline exacerbates existing racial and economic disparities in the education and justice systems.

You can learn more about our initiative, including a new toolkit my office just released for teachers, at [oag.ca.gov/truancy/toolkit](http://oag.ca.gov/truancy/toolkit).

### What are your goals for public education?

I believe that access to a quality public education is a fundamental civil right protected under the California Constitution. Yet too many of our children are denied this right through no fault of their own, depriving them of the tools to succeed in school and in life. For that reason, some of my priorities include universal early childhood education and prekindergarten, as well as full-day kindergarten.

We need to invest our state's resources in ensuring that every child has equal access to the classroom from the earliest years so that we can address the attendance and achievement gaps that keep our most vulnerable children from reaching their full potential.

### What did the Friedrichs case mean for educators and other working women and men?

California's long-term prosperity depends on the right of hardworking Californians — including teachers, firefighters, peace officers and nurses — to negotiate fair wages, benefits and protections. This case was about fairness: While no employee should be forced to pay for a union's political speech outside the workplace, if a union represents all employees in negotiating and administering a collective bargaining agreement, then all the employees ought to share the costs of that representation. This has been the standard for the last 40 years, and there was no reason for the Supreme Court to change course now. We must protect California's interests, fair and effective bargaining procedures, and public workers' First Amendment rights. ■



## 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 identifies 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

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

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

Programs include:

- CCTC-Approved Clear Credential
- CCTC-Approved CLAD Trough CTCL
- CCTC-Approved Reading Authorization
- Career and Technical Education (CTE)
- College Counseling
- Teaching English to Speakers of Other Languages (TESOL)
- Teaching Adult Learners
- Teaching Online
- Professional Development/ Salary Point Coursework

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

[extension.ucsd.edu/education](http://extension.ucsd.edu/education)

# Victorious Fight for Five — and More

*CFA's tentative agreement with CSU secures better future for educators, students*

By LEN FELDMAN

**IT TOOK NEARLY** two years, but the California Faculty Association (CFA) won a major victory in its long battle for higher education students and faculty. On April 8, CFA leaders and Timothy White, chancellor of the California State University (CSU) system, reached a tentative agreement that averted what would have been the largest higher education strike in the nation's history.

CFA's 26,000 members were prepared to strike at all 23 CSU campuses for five days, beginning April 13, in their fight for a 5 percent salary increase.

"The Fight for Five and the willingness of CSU faculty to go on strike were basic to getting to this tentative agreement," said CFA President Jennifer Eagan. "The strong support of CTA and other allies made a key difference. They recognize that CSU is an important engine for equity and fairness in California, and how faculty are treated is important for the experience of students."

CTA President Eric C. Heins praised the agreement. "We are pleased the CSU administration is finally doing right by California's hardworking faculty," he said. "We applaud our CFA colleagues for staying strong while waiting for these long-overdue raises that recognize their hard work and dedication to educating our students. The CSU system's investment in CFA members secures a better future for all students."

The tentative agreement includes:

- 5 percent General Salary Increase on June 30, 2016.
- 2 percent General Salary Increase on July 1, 2016.
- 3.5 percent General Salary Increase on July 1, 2017.



CFA President Jennifer Eagan, Bargaining Chair Kevin Wehr, and Director of Representation Kathy Sheffield announce a three-year tentative agreement with CSU on April 8.

- 2.65 percent Service Salary Increase (step increase) during fiscal year 2017-18 for eligible faculty.

CFA and CSU management also committed to work cooperatively going forward to protect the quality of public higher education, including jointly seeking appropriate funding from the Legislature to accomplish the mission of the CSU.

CFA members have gone without salary increases since 2008, and CFA leaders report that many lost their homes or declared bankruptcy. Some made ends meet through food stamps and other forms of public assistance.

CFA's case gained additional support from a late March report issued by a neutral fact finder that determined the university should meet CFA's salary boost demand and work with the union to make CSU salaries more competitive.

CFA's bargaining team and executive board are recommending that members ratify the pact. Members are expected to vote by the end of April. If the agreement is ratified, it is expected to go before the CSU Board of Trustees at its May 24-25 meeting.

See [calfac.org](http://calfac.org) for details on the tentative agreement.

## CALLS FOR LEGISLATION

Before the contract agreement, as CFA members prepared to visit legislators on Lobby Day, Eagan urged them to focus on two pieces of legislation:

- AB 2163 (Evan Low, D-Campbell), which would force the CSU system to introduce transparency into the university president appointment process, currently hidden in closed sessions.
- AB 2019 (Miguel Santiago, D-Los Angeles), which would for the first time make annual step salary increases automatic for CSU staff.

## EXTENDING PROP. 30

Heins says educators need to make sure resources continue to be available through the California Children's Education and Health Care Protection Act, expected to be on the November ballot.

"Proposition 30, passed in 2012, restored funding to public education and stopped classroom cuts," he said. "With those revenues set to sunset soon, this new measure would temporarily extend the income tax increase on California's wealthiest 2 percent to prevent another round of devastating cuts and provide funding for schools, colleges and health care for low-income children." ■

# Bargaining Roundup

Details of these stories at [cta.org/bargainingupdates](http://cta.org/bargainingupdates), #OurVoiceattheTable



## **OROVILLE: DISRESPECT LEADS TO IMPASSE**

Nearly three decades of collaboration and trust in Oroville, Butte County, was broken when the Oroville City Elementary School District board voted down a tentative agreement 5-0, forcing the **Oroville Elementary Teachers Association (OETA)** to file for impasse. Oroville teachers say the vote is disrespectful.

“We have kept teaching and learning front and center in our negotiations for nearly 30 years using interest-based bargaining (IBB),” say OETA Co-presidents Tim Thompson and Shauna Butler. “The board’s action dishonors our work and the work of their own bargaining team. We believe our children and our community deserve better.”

OETA and the district forged a tentative agreement last December. In early January, OETA members ratified the agreement, which provided a 4.3 percent salary hike. The school district is receiving more than 14 percent in new and ongoing unrestricted funding this year, thanks to Proposition 30.

## **UPLAND: STALLED TALKS OVER HEALTH BENEFITS**

In Upland, San Bernardino County, the **Upland Teachers Association** and the Upland Unified School District are at impasse and have now gone through mediation and fact-finding. Both parties agreed to meet one more time on April 14 before the fact-finding report is issued in an attempt to resolve the stalemate.

Over the past several months, UTA members have been engaged in strong organizing activities, including well-attended rallies at school board meetings. While the issue of raising salaries to make Upland more competitive has largely been settled, a harsh health benefits cap has stalled talks.

According to Debbie Glenn, UTA negotiations chair, salary proposals offered by both parties are nearly identical. “The main difference in the parties’ proposals is in regard to health insurance,” Glenn writes in a recent opinion piece. UTA has proposed redirecting a part of a salary bonus to offset any increases in health insurance costs next year, and to allow time for the parties to work out a long-range cost-saving approach that will not place all the burden of future increases on employees.

## **▲ YUBA CITY: SPEAKING OUT FOR TEACHERS**

Community members, parents, and **Yuba City Teachers Association (YCTA)** members have been attending Yuba City Unified School District board meetings in Sutter County in support of students and teachers.

But a take-it-or-leave-it style of bargaining combined with the district’s distortion of what’s happening at the bargaining table prompted teachers to take to the streets in their fight to invest in attracting and retaining the best teachers for Yuba City students.

Local businesses are posting signs of support as word gets out that despite a \$17 million increase in funding this year and a 42 percent increase in revenue over the last four years, the district refuses to reach an agreement with YCTA.

## **PASADENA: FACT-FINDING TO RIGHT WRONGS**

**United Teachers of Pasadena (UTP)** and the Pasadena Unified School District have been certified by a state mediator for fact-finding after two days in mediation failed to break a negotiations stalemate. Key issues in dispute are counselor and librarian ratios, an adequate salary increase, layoff rights, and the district’s proposal to transfer staff involuntarily for whatever reason it determines is “in the best interest” of the district.

UTP has escalated an already substantial organizing effort, picketing, rallying, packing school board meetings, writing letters to the editor, and leafleting Pasadena homes to inform parents and voters that the school district is losing quality teachers. Despite serving an affluent area, district salaries are among the lowest in Los Angeles County.

“We know the district should and can do better,” says UTP President Alvin Nash. “We know there is new money in the budget through Proposition 30, and our members are ready to do what it takes to get a fair settlement.”



Nancy Riley and Suzanne Contreras.

### ▲ **DURHAM:** **COMMUNITY SUPPORT FOR EDUCATORS**

Community members in Durham, Butte County, rallied in support of the **Durham Unified Teachers Association** (DUTA) bargaining team and urged the Durham Unified School District to agree to a fair and competitive contract with teachers.

“Our kids receive a wonderful, loving and nurturing education at the Durham schools,” parent Cindy Steffen says. “I am voting for salaries that match the surrounding school districts. We cannot afford to lose our dedicated teachers.”

“Durham Unified, do the right thing,” says Gail Schmidt, the mother of two former Durham students. “Please keep the great teachers you have and give them the salary they more than deserve.”

Teachers say the district’s refusal to put money into instructional excellence has allowed teachers’ salaries to fall well below the county average. Says DUTA President Bill Askea, “If this school board is serious about making student achievement a priority, then attracting and retaining quality teachers must be a priority.”

### **HUNTINGTON BEACH: AT IMPASSE**

Trouble in paradise? After 17 bargaining sessions totaling over 85 hours of effort, members of the **Huntington Beach Union High School District Educators Association** declared impasse in mid-March over the remaining elements of their contract dispute with the district in Huntington Beach, Orange County.

Major remaining unsettled elements of the contract include class size, salary, benefits, term of agreement and summer school compensation. The California Public Employment Relations Board (PERB) certified mediation, scheduled for April 29.

### **DOS PALOS: FAIR CONTRACT WANTED**

Fed up with their district’s refusal to invest in educators, the **Dos Palos Oro Loma Teachers Association** (DPOLTA) declared impasse in early April.

“If the Dos Palos school district is truly serious about putting students first, it’s time to quit putting teachers last and get serious

about doing what works, and that means a fair contract for teachers,” says DPOLTA President Marty Thompson, a teacher at Bryant Middle School.

Dos Palos teachers are among the lowest-paid in Merced County, and the district has difficulty attracting teachers. Currently at least 10 classes are being taught by noncredentialed educators.

The district has offered a 1 percent salary increase, despite receiving upward of \$21 million in new Proposition 30 money intended to be spent on classrooms, and has created a reserve fund five times the 3 percent required by the state.

### **STOCKTON: MAKE TEACHING TOP PRIORITY**

The **Stockton Teachers Association** (STA) proposal asks for a focus on salary schedules that will attract and retain high-quality professional teachers to help close the achievement gaps of all students, including foster and low-socioeconomic students and English learners. The Stockton Unified School District continues to experience difficulty attracting and retaining teachers, with numerous vacancies throughout the year.

STA declared impasse when school district negotiators insisted teachers counter their own proposal on teacher salaries. The district has offered a 0.5 percent salary increase, despite receiving more than \$47 million in new money intended to be spent on classrooms.

“The fact is, great teachers will go elsewhere unless we attract and retain them,” says STA President John Steiner. “We see the need to develop a salary schedule that provides competitive compensation, based on funding the district is receiving and on the needs of our students.”

### **LEMOORE: CENTRAL UNION TEACHERS RALLY**

Members of the **Central Union Elementary Teachers Association** (CUETA) rallied at the school district office in Lemoore, Kings County, in early April in an effort to move the school board to a fair settlement through a mediation process already under way. Educators say they feel shortchanged because the district has received millions in new state funds through Prop. 30 and refuses to put it where it was intended: the classroom.

Teachers are doing a “super job educating our students,” says CUETA President Theresa Copeland. “We are concerned about retaining the great teachers this district has had for decades, and about the huge shortage of credentialed teachers. We want to maintain our high standards for educators.”

### **RIVERBANK: A WIN FOR TEACHERS**

Administrators of Riverbank Unified School District in Stanislaus County admitted they broke the law and will now allow **Riverbank Teachers Association** (RTA) members to use district email for union communication outside of working hours. RTA had filed an unfair labor practice charge with the Public Employment Relations Board contending senior human resources director Marcus Wirowek interfered with the chapter’s legal rights, in violation of the Educational Employment Relations Act. ■

By Cynthia Menzel, Mike Myslinski, Ed Sibby and Frank Wells.  
**#OurVoiceAtTheTable**

# Vergara Ruling Overturned

*Educators applaud decision that supports students and public education*

**ON APRIL 14**, a state court of appeal reversed a lower court decision in the *Vergara v. State of California* lawsuit, upholding the state’s teacher seniority laws. The decision affirms the arguments of educators, civil rights groups, legal scholars and education policy experts that California statutes supporting educator rights do not harm students.

“The ruling overwhelmingly underscores that the laws under attack have been good for public education and for kids, and that the plaintiffs failed to establish any violation of a student’s constitutional rights,” says CTA President Eric Heins. “Stripping teachers of their ability to stand up for their students and robbing school districts of the tools they need to make sound employment decisions was a wrongheaded scheme developed by people with no education expertise, and the appellate court judges saw that.”

The *Vergara* lawsuit is the brainchild of Silicon Valley multimillionaire David Welch and a group of corporate attorneys and public relations experts who share an anti-union, anti-public education agenda. They founded the advocacy group Students Matter in 2010 to file the lawsuit and to recruit the nine student plaintiffs in the case. At issue were five California statutes covering due process rights for teachers, probationary periods, and the value of educator experience when school districts are forced to lay off personnel due to cuts.

Over the course of the nearly two-month trial, award-winning teachers, superintendents, principals, school board members, education researchers and policy experts testified on the benefit of these laws and how they work effectively to ensure quality instructors in well-run school districts.

Plaintiffs’ attorneys argued that teacher “tenure” provisions harm students by making it more difficult to dismiss “grossly ineffective” teachers, and that these educators often end up teaching at poor and largely minority schools, leading to educational inequality. But they presented witnesses from often-dysfunctional districts, where administrators blamed the laws instead of their own failures to fulfill basic responsibilities such as spending time in classrooms observing teachers or providing assistance to struggling educators.

“Stripping teachers of their ability to stand up for their students ... was a wrongheaded scheme developed by people with no education expertise, and the appellate court judges saw that.”  
—CTA PRESIDENT ERIC HEINS

## *Vergara v. California* Timeline

**May 2012** With Students Matter’s help, eight California public school students file suit against the state and two school districts. A ninth plaintiff joins in August. Plaintiffs dismiss the districts from the case in September 2013.

**May 2013** CTA and the California Federation of Teachers (CFT) join the case as intervenors.

**January 2014** Trial begins in Los Angeles Superior Court.

**June 2014** The court rules the five challenged statutes unconstitutional.

**August and September 2014** The state of California, CTA and CFT appeal the decision.

**February 2016** The 2nd District Court of Appeal hears oral arguments.

**April 2016** The appellate court reverses the decision.

Many legal experts and scholars took issue with the case. “It is easy to scapegoat teachers for the problems in schools,” wrote Erwin Chemerinsky, dean of the UC Irvine School of Law, in the *Orange County Register*. “But it misdirects attention. California is one of the worst states in the country in student-faculty ratios. Estimates vary, but it is in bottom half of all states in per-pupil spending. Directing attention here would be far more important to improving education than eliminating job protections for teachers.”

No connection was ever made between the challenged laws and any student being harmed, or any teacher who should not be in a classroom remaining there. The appellate court decision repeatedly affirmed that current laws do not prevent districts from making personnel decisions.

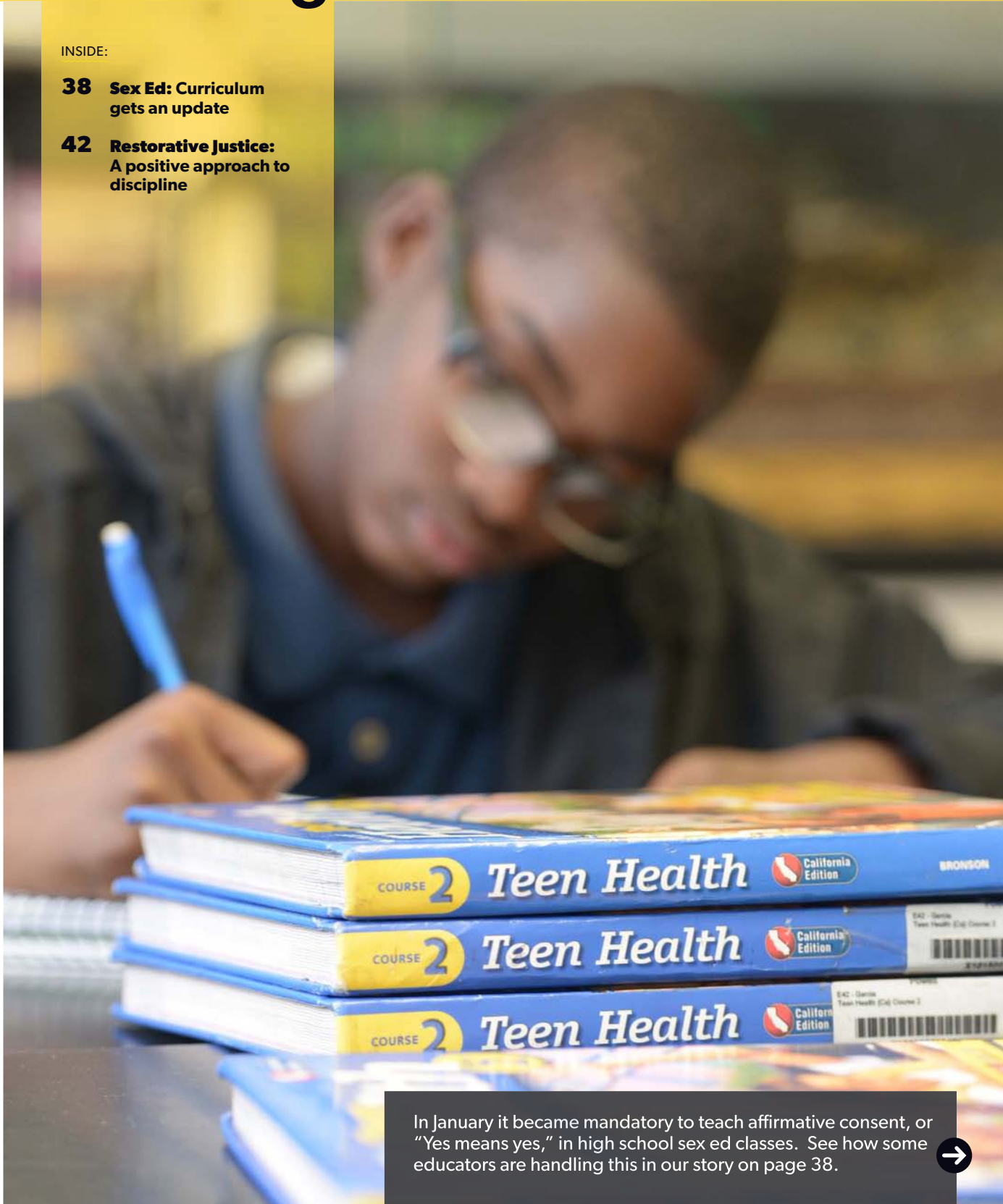
Educators are hopeful that the court’s decision will help with the state’s looming teacher shortage. Attacks on public education and on teachers, made with *Vergara* and other lawsuits, have made attracting and retaining teachers very difficult. Public education supporters are working together to create a climate that keeps veteran teachers in the classroom while attracting young people to the profession. ■

# Learning

INSIDE:

**38 Sex Ed: Curriculum gets an update**

**42 Restorative Justice: A positive approach to discipline**



In January it became mandatory to teach affirmative consent, or “Yes means yes,” in high school sex ed classes. See how some educators are handling this in our story on page 38.



▶ Susan Garcia at Colin Powell Academy thinks middle schoolers need to think about issues related to sex before they are pressured to engage in activity.



▶ High school students Kermena Yousif and Nafe Nafe act out a scene on affirmative consent in Reuben Steinglass' class.

## The New Facts of Life

*Educators welcome updated sex ed laws*

By SHERRY POSNICK-GOODWIN

Photos by SCOTT BUSCHMAN

**IF SOMEONE IS** too intoxicated to say no to sex, it doesn't mean they are saying yes, explains Susan Garcia to students. And if someone is silent or doesn't tell the other person to stop, it is also not the same as saying yes.

"Someone needs to say the word *yes* — or there will be a four-letter word attributed to the action, and that's *rape*," Garcia tells wide-eyed students in her middle school health class at Colin Powell Academy.

It's important that they understand the concept "Yes means yes," says Garcia, Teachers Association of Long Beach. It may prevent a rape or sexual abuse. It could also prevent someone from mistakenly thinking someone else has agreed to sex when they haven't — and being prosecuted for sexual assault.





▲ Rancho Cotate High School educator Reuben Steinglass uses skits so students can practice their communication skills.

Teaching the concept is required by law for high schools as of Jan. 1, and it has filtered down to the middle school level, too.

Male and female students sit together in groups and practice saying no — or yes — to understand the difference. They take the role-playing seriously, telling each other “I’m not ready, I’m afraid of getting pregnant” or “Yes, I love you, I am ready.”

“I’m *not* telling you to have sex,” says Garcia. “You are not ready emotionally or financially until you are much older. But it’s important to think about these things before you are pressured to engage in activity.”

## **YES MEANS YES**

Until 2016 the mantra in sex education was “No means no.” But that changed in January to “Yes means yes” when teaching “affirmative consent” became mandatory (SB 695). It is one of several changes this year in sex education, following a Superior Court judge’s ruling in May 2015 upholding a ban on abstinence-only sex education in California’s public schools.

Gov. Jerry Brown also signed a bill (AB 329) that makes sex education mandatory in grades 7-12 in California. (Parents can exempt students from sex education and affirmative consent lessons.)

Topics include sexual harassment, relationship abuse, intimate partner violence, and sex trafficking.

“Sex trafficking is a big problem in our port city,” says Garcia. “Students get lured into ‘Romeo romances’ when someone targets lonely students, provides them with attention, buys them expensive gifts, gathers information on the family, and eventually blackmails them to turn tricks or else a family member may get hurt. They will ask the young lady to go back to her school and recruit others. Students need to be informed of the dangers so they won’t be lured into it.”

Classes must include medically accurate teaching about human development and sexuality including pregnancy,

## The Laws



**California Healthy Youth Act (AB 329):** Sponsored by Assembly Member Shirley Weber (D-San Diego) in 2015. Combines and mandates HIV prevention and sexual health education for students in grades 7-12 (the first time sex education is mandatory in middle school). The lack of a mandate for comprehensive sex education resulted in uneven instruction in public schools throughout California, notes the ACLU. The law also requires that curriculum “affirmatively recognize that people have different sexual orientations.” Before this law, says the ACLU, districts were “picking and choosing” what they wanted to teach, and LGBTQ+ students often were made to feel invisible or stigmatized in health class.

**Affirmative Consent (SB 695):** Sponsored by Sen. Kevin de León (D-Los Angeles) in 2015. The first law of its kind in the nation, requiring high schools to teach affirmative consent (meaning “affirmative, conscious and voluntary agreement” to engage in sexual activity) in schools that require a health class for graduation. It is known as the “Yes means yes” law.

**American Academy of Pediatrics v. Clovis Unified School District:** In a historic May 2015 decision, a Fresno County Superior Court judge ruled that health classes focusing exclusively on telling students to remain abstinent until marriage fall short of the state’s comprehensive sex ed requirements and violate a 2003 state law banning abstinence-only sex education. The ruling created a legal precedent that California students have a right to sex education that is complete, medically accurate, and free of bias.

contraception, sexual orientation, and sexually transmitted disease.

Sex ed has become more inclusive of lesbian, gay, bisexual, transgender and questioning students. Schools must address topics in ways that are accurate, unbiased and affirming of LGBTQ+ students and families.

Garcia is pleased with the changes,





◀ In health class at Washington High School, teacher Ruth Bauer strives to make everyone feel accepted. Recently in class a student came out as being transgender.

and glad to see that sex education is mandatory in middle school.

“It’s appropriate,” she says. “They aren’t too young to be learn about these things.”

### **A SHIFT IN THINKING AND TEACHING**

California is the first state in the nation to bring lessons about sexual consent — now required at many colleges — down to the secondary school level. Under the “Yes means yes” standard, sexual activity is considered consensual *only* when both partners clearly state their willingness to participate through “affirmative, conscious and voluntary agreement” at every stage. This includes touching and kissing.

Sen. Kevin de León (D-Los Angeles), president pro tem of the state Senate and lead sponsor of SB 695, calls it a “paradigm shift” as well as a legal shift that changes the practice of blaming victims for their behavior.

For students, however, consent is sometimes a gray area in the age of “hooking up” and awkward conversation. So it’s best to have communication skills firmly in place before they are pressured, say teachers. And the best way to do that is to practice.

At Rancho Cotate High School in Rohnert Park, freshmen write and

“My goal is not to advocate or be a salesman for any course of action. I [just help] students develop healthy attitudes concerning adolescent growth and development. I want students to love themselves.”

—RUTH BAUER

perform skits for drama teacher Reuben Steinglass to show they understand consent. A recurring theme is students drinking at a party and being pressured or taken advantage of. In one skit, a girl at a party is asked by her boyfriend to go someplace and “talk privately” and is pressured into having sex. She returns in tears, while the boy high-fives his friends.

Steinglass, who also teaches English, says a few students have asked to be excused from skits on this topic. He believes they may have already experienced this trauma. Other students think it will never happen to them, and then realize they could be vulnerable.

“This has opened my eyes,” says Olivia Keeler. “It’s important that someone gives consent and knows they don’t have to do something they don’t want to do.”

“You definitely have to be more careful

in situations and watch out for the people you are with,” says Kaitlynne Droubay.

David Ascencio believes the skits portray real-life situations that are “typical” of what happens. “Once you realize how you find yourself in a difficult situation, you understand how to get out of it.”

Steinglass and English teacher Heather Brown, both members of the Rohnert Park Cotati Educators Association, asked students to create a website on “Yes means yes” a year before the new laws went into effect. It is a resource for the school’s health teacher, counselors and others in the district. The website has sections on preventing sexual violence, gender identity issues and how sexuality is portrayed in the media.

“The seniors who created the website have provided a legacy for incoming students,” says Steinglass. “I’d like to have it updated by another class.”

Brown is extremely proud of the work students put into the project.

“The subject is near and dear to my heart, because my college friend was raped,” she says. “So I think every student needs to understand what to do and what their rights are, so that they have the power to make changes and be a force of change not only for themselves, but their peers.”

▼ Gisselle Duenas, Brandon Bellati and Miguel Acosta act out a scene on sexting in Ruth Bauer's class.



▲ Heather Brown, Rancho Cotate High School, in front of a screen showing the website students created on "Yes means yes."

## **SEX ED MORE INCLUSIVE, ACCEPTING**

Ruth Bauer, a health teacher at Washington High School in Fremont, also has students enact "Yes means yes" skits. But sometimes the skits may be between two boys or two girls. She wants to convey the message that harassment and violence isn't something that only happens in boy-girl relationships. It also occurs between same-sex couples.

Bauer, Fremont Unified District Teachers Association, has another goal: She wants students to be more accepting of fellow students and themselves.

Making everyone feel accepted was put to the test recently when a student came out in health class as being transgender; the student was born female and now identifies as a male. The student shared

with classmates during an *Educator* visit that the pronoun *he* is preferred, and he would like his fellow students to be allies. Some students shared that they were speechless, but nonetheless wanted to be supportive.

The school has a diverse population, with students from India, China, Pakistan, Latin America, Yemen and Israel. Some come from cultures where talk of sex is taboo. Still, despite different value systems, it is rare for a parent to have a student opt out of sex education, and Bauer hopes her class sparks family dialogue.

Bauer has always offered her students a comprehensive sex education curriculum, and is pleased that will now be the case throughout all of California.

"I sleep better at night because the

state now fully supports comprehensive education," says Bauer.

Sometimes people get the wrong idea about sex education and mistakenly think students are being taught how to have sex or that it's OK to have sex, or being encouraged to use birth control.

"My goal is not to advocate or be a salesman for any course of action," says Bauer. "I am just a person who helps students develop healthy attitudes concerning adolescent growth and development. I want students to love themselves. It's my job to give them information and the tools they need to be good decision makers." ■

## Resources

- Rancho Cotate High School's student-created website: [rchsstudentresourceguide.wordpress.com](http://rchsstudentresourceguide.wordpress.com)
- NEA's webpage on trafficking and child slavery, with useful resources, an online toolkit, and links to organizations fighting human trafficking: [nea.org/home/64228.htm](http://nea.org/home/64228.htm)
- *The Hunting Ground*, a 2015 documentary about incidents of sexual assault on U.S. college campuses. The film focuses on female students who were raped, disbelieved, and ostracized by peers after coming forward. Lady Gaga recorded an original song, "Til It Happens to You," for the film.
- Planned Parenthood: Some school districts, including Los Angeles Unified School District, partner with their local Planned Parenthood office, which may have curriculum and speakers available about reproductive and sexual health information — along with information on decision-making and communication to help teens have respectful, non-abusive relationships.
- Your local hospital: For example, Washington Hospital provides Ruth Bauer at Washington High School in Fremont with resources that are helpful for teaching comprehensive sex education.

## RESTORATIVE JUSTICE

# A Positive Approach to Discipline

## *How educators can help change school culture*

**IN AN EFFORT** to stem high suspension and expulsion rates, California schools in recent years have been moving away from zero-tolerance policies to address student behavior and toward restorative justice approaches. The result: a marked decrease in suspensions and expulsions, as noted in a new CTA study.

The reason given for the majority of suspensions and expulsions, according to the California Department of Education, is “willful defiance,” an arguably biased determination. The numbers of suspensions and expulsions are disproportionately represented by Hispanic/Latino and African American students. Suspensions and expulsions have been shown to make students 10 times more likely to drop out of high school, fail academically and be incarcerated.

Restorative justice practices are a win-win, helping to keep students in school and keep schools and classrooms safe and peaceful.

### **WHAT IS RESTORATIVE JUSTICE?**

Restorative justice is based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement, versus punishment. It empowers students to resolve conflicts on their own and in small groups.

Over the past eight years, and especially since the passage of AB 420 in 2013, restorative justice practices have been implemented in California schools — notably at Cole Middle School in Oakland, where student and school improvement was so striking that its program served as a model for others throughout the state. But as math teacher and Santa Barbara Teachers Association member Kathleen Glenn said in our May 2013 cover story on suspension, “There’s no one-size-fits-all approach” with restorative justice methods.

To engage educators in critical conversations about the most effective ways to create restorative schools, CTA, in partnership with Restorative Schools Vision Project, The California Endowment, and Restorative Justice for Oakland Youth, will present several regional convenings that will explore best practices for implementing restorative justice in schools. (Please note: These are discussions, *not* trainings.)

See box at right. To get more information and register to attend, write to: [alena@restorativeschoolsproject.org](mailto:alena@restorativeschoolsproject.org).



Students participate in a restorative justice circle at Natomas Middle School in Sacramento. Photo courtesy Restorative Schools Vision Project.

### Closing the discipline gap

Through a grant from The California Endowment, CTA will host a forum, “Closing the School Discipline Gap,” on Friday, May 13, 10 a.m. to 3 p.m., at the CTA Region II office, 4100 Truxel Road, Sacramento.

In addition to best practices, this forum will focus on how educators, administrators, parents and communities can change school culture through the Local Control Accountability Plan (LCAP), and how CTA chapters can get involved.

For information, write to: [qgill@cta.org](mailto:qgill@cta.org).

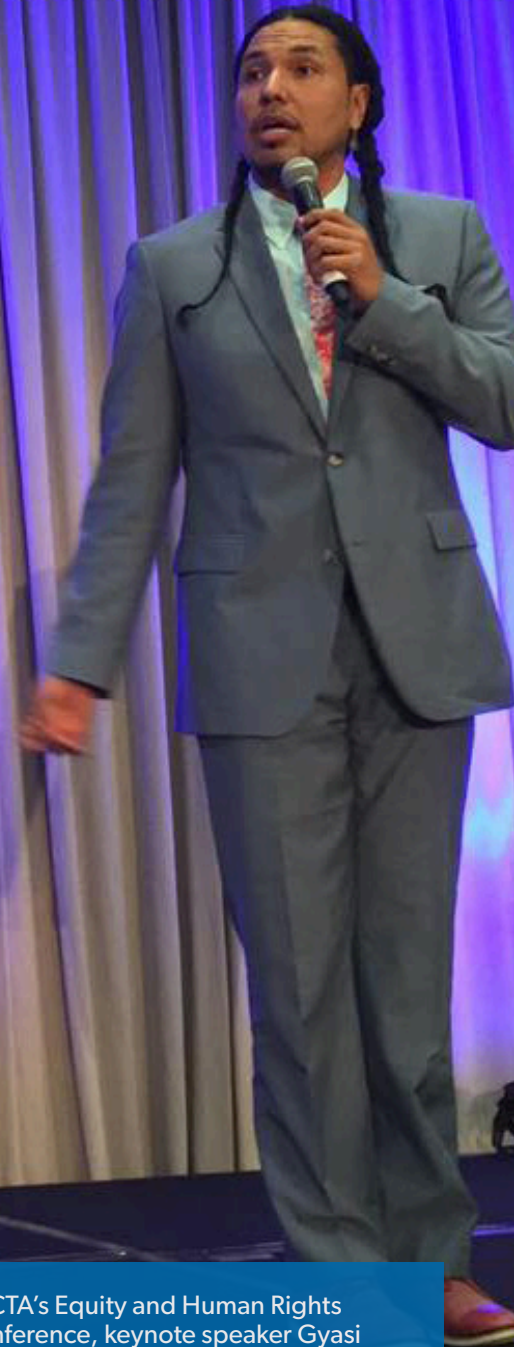
Fix School Discipline from Public Counsel offers a toolkit for educators with a step-by-step guide to work together to change harsh discipline rules. See [fixschooldiscipline.org](http://fixschooldiscipline.org).

### Regional convenings will be held in:

- **Northern California** — Saturday, May 7, 9 a.m. to 5 p.m., CTA State Headquarters, 1705 Murchison Drive, Burlingame.
- **Central California** — Saturday, May 14, 9 a.m. to 5 p.m., McLane High School, 2727 N. Cedar Ave., Fresno.
- **Southern California** — Saturday, May 21, 9 a.m. to 5 p.m., UTLA Headquarters, 3303 Wilshire Blvd., Room 815, Los Angeles.

INSIDE:

- 44 Honored:** 2016 Human Rights Award winners
- 46 Summing Up:** Equity and Human Rights Conference
- 46 Our Man on ESSA:** Ryan Ruelas joins committee
- 47 It's a Wrap:** Good Teaching Conference South
- 48 NEA ESP of the Year:** CTA's Doreen McGuire-Grigg
- 49 Snapshots:** Read Across America
- 50 Adult Education:** Annual conference
- 51 Contest:** *Educators Are Everywhere*



At CTA's Equity and Human Rights Conference, keynote speaker Gyasi Ross addresses issues of Native Americans' — and others' — invisibility. [→](#) See story on page 46.



The 2016 CTA Human Rights Award recipients. Standing: Lucia Polk, Melina Abdullah, Cecily Myart-Cruz, C. Scott Miller, Whitney Weddell, Fran Zumwalt. Seated: Kelly Flores, Arlene Inouye, CTA Secretary-Treasurer David Goldberg, President Eric Heins, Vice President Theresa Montaño, Jennifer Thomas. CTA photo by Sam DeMuro.

# Champions of Human Rights

*CTA members recognized for outstanding efforts*

**KELLY FLORES** has been at it for 27 years and counting. She has organized anti-war rallies, supported immigrant farmworkers, students and communities, and helped stem cuts to ethnic studies programs. Now, as a special education teacher, her work continues in the classroom and in the community.

“Growing up, I spent time with family and friends on both sides of the border, crossing two or more times a week,” says Flores. “I saw the disparity between poverty in Mexico and material wealth in the U.S. I witnessed and experienced discrimination and abuses at the border. Through volunteer work, I saw the conditions that migrant workers and families lived in.”

Flores, six other individuals and two locals were recipients of CTA’s Human Rights Awards at the CTA Equity and Human Rights Conference in March. The awards recognize outstanding dedication to promoting and protecting human and civil rights.

“These educators transform students and communities,” says CTA President Eric Heins. “They are true champions with a real impact on our lives and our futures.”

For more, see [cta.org/hrewardswinners](http://cta.org/hrewardswinners).

**MELINA ABDULLAH** *California Faculty Association*  
**Lois Tinson Human Rights Award**

Abdullah, a professor and chair of Pan-African Studies at CSU Los Angeles, is an original member and part of the leadership team behind Black Lives Matter, one of the leading global movements committed to ending state-sanctioned violence against black people and uplifting the value of black lives. She has been speaking out on national media, organizing protests, meeting with local and national policymakers, and connecting the various Black Lives Matter chapters across the nation. Her students say her courses leave a permanent impression by empowering them and giving them more confidence.

**KELLY FLORES** *United Teachers Los Angeles*  
**Cesar Chavez “Si Se Puede” Human Rights Award**

While still in school, Flores volunteered at an immigrant issues center, helping families throughout San Diego. With the Raza Rights Coalition, she led community patrols to police the police and border patrol agents. She advocated for homeless migrant youth as a teacher’s aide at a school/shelter for homeless youth, and as lead case manager at a shelter in Los Angeles. Flores helped organize a new chapter of Unión del Barrio in Los Angeles, working on women’s issues, mobilizing immigrant students and contributing to the development of the Association of Raza Educators.

**ARLENE INOUYE** *United Teachers Los Angeles*  
**Pacific Asian American Human Rights Award**

Descendant of an early civil rights leader and granddaughter of the first Japanese-speaking social worker in Los Angeles, Inouye was interned with her family in several camps during World War II. When the Iraq War broke out in 2002, she founded the Coalition for Alternatives to Militarism in Our Schools after seeing how military recruiters lied to entice youth who had few other options in life. Inouye has worked as a Spanish bilingual speech-language specialist, adult education teacher, and multicultural human relations trainer. She is working for the “Schools LA Students Deserve” campaign opposing billionaires who seek to privatize schools.

**C. SCOTT MILLER** *Santa Ana Educators Association*  
**Nancy Bailey Leadership in Lesbian and Gay Issues Human Rights Award**

Miller has helped bring to the forefront issues, concerns, recognitions and accomplishments of LGBTQ+ people — especially as a union member of the CTA GLBT Caucus, NEA GLBT Caucus, and GLBT Issues Advisory Committee. He has also worked as a CTA liaison to Equality California. He has trained many CTA and NEA members who desire a better understanding of issues around the LGBTQ+ community. His well-received workshops include “Creating a Safe Space: Legal Obligations in Today’s Classroom” and “TransCode: Transcending Gender.”

**LUCIA POLK** *San Pasqual Teachers Association*  
**Jim Clark American Indian/Alaska Native Human Rights Award**

For Polk, preserving cultural heritage, traditions and values of the Quechan tribe is key to her work as an educator. As a teacher’s aide in the 1990s, Polk found that many Quechan students didn’t know anything about the traditions or language of the tribe. She and her mother began an after-school program to teach the language, traditional bird songs and cultural beadwork. The program grew over the years and continues to this day. As an educator, she continues to teach Quechan history and culture, and has shared her knowledge and experiences in starting after-school programs with other tribal councils.

**JENNIFER THOMAS** *San Jose Teachers Association*  
**Women’s Issues Human Rights Award**

Thomas felt that not being able to use sick leave during maternity/paternity leave (as was the policy in her district) was wrong. She worked with the office of Assembly Member Nora Campos (D-San Jose) for a year to create policy and turn it into law. Thomas helped educate Assembly members on the nuances of maternity leave, differential pay, the Family Medical Leave Act, and the fact that teachers do not receive State Disability Insurance. AB 375, passed in 2015, expands the definition of “differential pay” to include parental leave for all local educational agencies.

**WHITNEY WEDDELL** *Kern High School Teachers Association*  
**CTA Member Human Rights Award**

Whitney Weddell began teaching in 1989 in Bakersfield. As an out lesbian, she fought against discrimination, harassment and hate-motivated violence, not only toward LGBTQ+ people but all people perceived as “different.” In the fall of 2003, she started a local chapter of Marriage Equality USA. In 2004 she helped found Bakersfield LGBTQ, dedicated to creating positive change in people’s lives through advocacy, education, social support and networking. Weddell has worked tirelessly with local educators to start and maintain 19 Gay Straight Alliances at local high schools, and helps them communicate and organize for events.

**GROSSMONT EDUCATION ASSOCIATION**

**CTA Chapter Award** (accepted by Fran Zumwalt, GEA president)

The Grossmont Education Association (GEA), under the leadership of President Fran Zumwalt, spent nearly two years organizing its members to successfully bargain contract language that provides six weeks of paid maternity leave. Contract language providing a mother the opportunity to bond with her child while not burdened by loss of pay is a first for a school district and for a CTA contract.

GEA has established itself as a local that has reached out and worked well with a conservative school board and community in San Diego. This positive relationship has helped stakeholders recognize issues that must be resolved together regardless of the current political dynamics.

**UNITED TEACHERS LOS ANGELES**  
**CTA Service Center Council Human Rights Award** (accepted by Cecily Myart-Cruz, chair)

UTLA is a chapter of activists in schools, in the union, and in the community. Among its outstanding work to improve and protect the human rights of Los Angeles Unified School District’s 35,000 educators and 640,000 students this past year:

- In October 2015, UTLA fought for and secured a landmark agreement to radically improve teachers’ working conditions and students’ learning environment.
- UTLA members worked with their communities and LAUSD to reduce class size. Lower class sizes increase students’ access to teachers and make student behavior easier to manage, resulting in reduced violence in schools.
- UTLA continues to build more effective family, school and community partnerships. For example, the Parent and Community Organizing Committee — with a focus on Local Control Accountability Plan spending — informed parents and student groups across the district of their rights as educational stakeholders. It also trained the community on how to organize and address the school board so that they could make significant changes at their school sites.

## In Pursuit of Social Justice

By SAM DEMURO

**THE THEME OF** CTA's Equity and Human Rights Conference in March was direct: "Social Justice: Let's Talk About the Elephant in the Room" — all those difficult issues that are rarely or never mentioned.

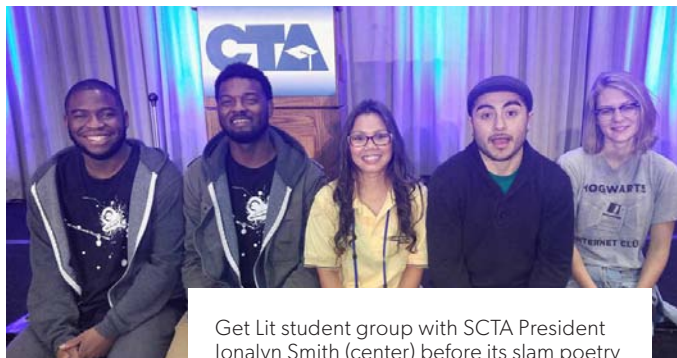
Talking about the invisibility of American Indians and others who are or feel invisible, keynote speaker and Native American activist Gyasi Ross told the attendees their role is critical. "Educators are messengers, the conduits to get the word of social justice and visibility out," said the writer, poet and lawyer from the Blackfeet Nation. "We all have a responsibility."

Similarly, youth poets from Get Lit – Words Ignite, a nationally recognized organization founded to stem dropout rates and spark increased literacy among youth in Los Angeles, drove home the theme with their performance.

Conference participants were engaged and excited about what they were hearing and discussing. Standout workshops included "Transcending Gender," "Black Lives Matter and Group Centered Leadership," and "White Allies, Anti-racists, Interrupters, Accomplices and Activists."

"This conference was amazing because it's a place where my passion isn't the anomaly, but the norm," tweeted Carrie Blake, Fremont Unified District Teachers Association. "Powerful!"

Check out social media highlights from [#CTAHR](https://twitter.com/CTAHR): [bit.ly/CTAHR2016](https://bit.ly/CTAHR2016).



Get Lit student group with SCTA President Jonalyn Smith (center) before its slam poetry presentation at the Equity and Human Rights Conference.

## CTA Representative for ESSA

*Ryan Ruelas named to implementation committee*

**CTA MEMBER** Ryan Ruelas, a social studies teacher at Anaheim High School and a member of the Anaheim City School Board, was named by the U.S. Department of Education to the ESSA Negotiated Rulemaking Committee last month. The committee has already begun meetings to draft proposed regulations for some sections of the Every Student Succeeds Act (ESSA) — the latest step in the process of implementing ESSA.

Ruelas was one of two teachers nominated by NEA to serve on the 24-member committee, which includes educators, parents, civil rights activists, paraprofessionals, tribal leaders, business leaders and others.

ESSA replaces the No Child Left Behind Act, and promotes equitable access to educational opportunities by asking states to hold all students to high academic standards and ensuring action in the lowest-performing schools, including high schools with low graduation rates and schools that consistently fail subgroups of students. Maintaining effective, quality assessments and ensuring that all states and districts know how to meet the updated "supplement not supplant" requirement — which says federal funding can't replace state and local dollars — are key to achieving these objectives.

In addition to his leadership roles in CTA and in his community, Ruelas grew up in Anaheim and teaches in a largely Latino area where poverty, violence and drugs are common. "I'm an Anaheim boy who witnessed a lot of stuff growing up," he said in a 2014 *Educator* story.

In 2010, Ruelas created the BROS program, a fraternity of sorts for Latino male students, at his school. The program helps students learn how to make responsible choices and do well in school, and is so successful that it has been extended to other high schools in the area.

"In considering who NEA should nominate, we thought it vitally important that the committee represent the full spectrum of people who impact the lives of our students on a daily basis," says NEA President Lily Eskelsen García about selecting Ruelas as a nominee. "Our members support the whole child, and we know that the entire school team is critical to student success."



Ryan Ruelas





▲ CTA President Eric Heins with Moreno Valley Math League educators and students, who demonstrated Android app programming as part of the IFT Teacher Innovation Expo, a pre-GTC Friday session. The league was funded through a grant from CTA's Institute for Teaching.

## Good Teaching Conference South

*Members enjoy “awesome,” productive sessions*

By FRANK WELLS

**CTA'S POPULAR** Good Teaching Conference South drew nearly 1,600 educators to Garden Grove in late February. Offering over 80 workshops, the three-day conference provided a unique opportunity for educators to share new ideas and learn best classroom practices. Highlights:

- A popular presenter at the conference for nearly two decades, retired Montebello teacher George “Dr. Flubber” Lightholder demonstrated easy and exciting science experiments offering plenty of color, noise, and sometimes goo. Nicole Moynihan of Sulphur Springs District Teachers Association and Lynette Bickham of United Teachers Los Angeles, both elementary special education teachers, described the session as “Awesome!” and said they were taking home a lot that their students could use.
- “Revision to the Rescue” was a new workshop targeting elementary and middle school students, emphasizing the role of revising (as opposed to editing) in developing good writing skills. Beaumont Teachers Association member and published novelist Betsy Newmeyer led participants through fun activities designed to help kids take a critical look at their own writing and that of others, and to come up with ways to make it even better.
- Classroom management guru and author Rick Morris led packed sessions on “How to Create a Happy, Productive Classroom” in which he shared methods to move away from a purely “obedience-based” management strategy (although he says commanding obedience is often necessary), to one that gives students more freedom in the classroom environment. Morris says his approach instills self-determination, conceptual thinking, creativity and productivity.

Other sessions covered issues in the changing education landscape, such as Local Control and Accountability Plans, student discipline under AB 420, and the unfortunate but very real need for educators to be prepared in the event of a disaster or violent attack.

Check out social media highlights from **#CTAGTC**: [bit.ly/CTAGTC2016](http://bit.ly/CTAGTC2016).



▲ Lynette Bickham and Nicole Moynihan show the results of their “Cartesian diver” science experiment.



▲ Muroc Education Association member and high school English teacher Morgan Johnson. “I come from a small district where professional development opportunities are limited. My union shared this opportunity and here I am! It’s been really great — I’m learning a lot.”

# The Trailblazer

## *Doreen McGuire-Grigg named NEA's ESP of the Year*

**JUMPING IN** and getting things done is nothing new for Doreen McGuire-Grigg. In 2006, when CTA changed its bylaws to include education support professionals as full members, she quickly joined the committee that helped write new bylaws for every ESP affiliate in the state. She served for years on CTA's State Council, and in 2011 was elected to the NEA Board of Directors.

An advocate for students and champion for ESPs and all educators, McGuire-Grigg was named the 2016 National Education Association ESP of the Year at the NEA ESP Conference in Orlando, Florida, in March.

"She cares deeply for her community, her students, and the entire Lakeport Unified School District," says CTA

President Eric Heins, who nominated McGuire-Grigg for the award. "She leads by example, and CTA is a more unified and inclusive organization as a result of her work."

In accepting the honor, McGuire-Grigg, who is president of the Lakeport Unified Classified Employees Association (LUCEA) and works at Terrace Middle School in Lakeport, credited her colleagues. "I think of my school's office staff, our bus drivers, groundskeepers, paraeducators and food service professionals, and am so proud that they have supported me and pushed me forward."

NEA President Lily Eskelsen García presented McGuire-Grigg with a trophy, a bouquet of roses and a \$10,000 check. The annual award is NEA's highest for an ESP. More than



2.8 million school support staff work in the nation's public school systems, with more than 75 percent working at the K-12 level.

McGuire-Grigg will now serve as an ambassador for ESPs around the country, speaking at conferences and events. Her message? "It's about how ESP members are involved and engaged in educating the whole student — the five tenets: healthy, safe, engaged, supported and challenged," she says.

As a special education paraeducator for 28 years, McGuire-Grigg has been working with these tenets every day, and speaks fondly of "my kids." They're all special to her. She recalls one student with autism she worked with for five years, who passed away in September. Another current student "functions at a higher level, and he's having a rough time," she says. "Right before Christmas, he told me, 'My mom might get out of prison when I graduate from high school.'"

McGuire-Grigg grew up in Lake County, one of the poorest counties in the state, where her father was a teacher and administrator with LUSD for more than 35 years. Married, with a son and three grandchildren, she is known as a fierce defender of human rights, always ready to rally support for those less fortunate or touched by tragic events.

While McGuire-Grigg is excited about her ESP of the Year duties, she is looking forward to a time when she can get back in the classroom with her kids. She's also thinking of future roles. "It may be time for me to move on and run for school board or the county school board," she muses. "They need somebody who understands what's happening in schools."

They won't be able to find a more qualified candidate. Congratulations, Doreen!



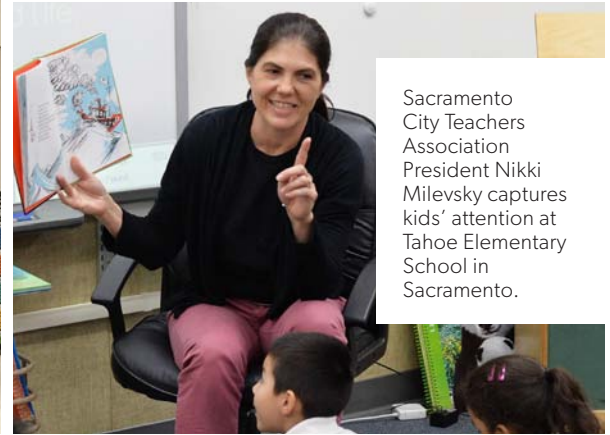
## Celebrate Our ESPs!

May 17 is California ESP Day, when we recognize the vital contributions of education support professionals. See [cta.org/esp](http://cta.org/esp) for ideas on how to honor ESPs at your school. [#CaliforniaESPD](https://twitter.com/CaliforniaESPD)

CTA Secretary-Treasurer David Goldberg visits Julie Ortiz's third-grade class at Ivanhoe School in Los Angeles.



Sacramento City Teachers Association President Nikki Milevsky captures kids' attention at Tahoe Elementary School in Sacramento.



The Mountain View Educators Association organized a well-attended book giveaway for students and children, in partnership with community supporters.



Participating in the reading fun: rapper Master P, flanked by Compton school board member Margie Garrett and Compton Education Association member Mary Lou Sitter.



NEA Vice President Becky Pringle with CTA Vice President Theresa Montaño at Balboa Elementary School in San Diego.

# Read Across America

**MARCH 2 WAS** a special day, indeed. Educators and CTA members and officers engaged children in classrooms all over California to foster a love of reading. Social media highlights at [#ReadAcrossAmerica](https://twitter.com/ReadAcrossAmerica): [bit.ly/CTARAA2016](https://bit.ly/CTARAA2016).

# Adult Education Ready for Action

*Conference, state funding,  
new and improved programs coming up*



The **California Council for Adult Education's** annual conference takes place April 21-23 in San Francisco. This year's theme is "Adult Education: The Bridge to College, Careers, and Community," and the conference offers workshops, speakers, and other professional development opportunities.

Several sessions are devoted to the \$500 million **Adult Education Block Grant (AEBG)**, which supplies funding for public adult education programs. Almost all the funds have been distributed to regional consortia of adult schools, community colleges, and other organizations that serve adults. The consortia are determining what programs their communities need and how to implement them.

"We'll look at what's next with AEBG," says Neil Kelly of the Community Colleges Chancellor's Office, describing the panel discussion he plans to lead along with a representative from the California Department of Education. "The student data

reporting, accountability measures and other items are not all decided. But they might be breaking in [mid-April], so we're hoping to share news in real time."

Adult schools offer classes to state residents who are not prepared for community college or who don't qualify for skilled jobs. They serve immigrants, the unemployed, disabled adults, high school dropouts and ex-offenders.

Sessions include "Energize Students with Interactive Assessments Using Computers/Mobile Devices" and "Student Leadership as Change Agent."

Keynote speaker is Dawn Sanders Koepke, CCAE's legislative advocate. See [ccaestate.org](http://ccaestate.org) for conference details.

"La Verne provided the tools to make me an  
**effective educator.**"

## BACHELORS

- Educational Studies (formerly Liberal Studies)
- Child Development

## MASTERS

- Educational Leadership
- Educational Counseling
- School Psychology
- Special Education
- Reading
- Special Emphasis
- Child Life
- Child Development (also online)

## DOCTORAL

- Organizational Leadership (Ed.D.) (La Verne Campus)

## CREDENTIALS AND CERTIFICATES

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

**Achieve**  
More Than You Ever  
**Imagined**

- ▣ WASC accredited, CCTC and CAEP approved. Programs offered at campuses throughout California.



**Natasha Burrell**

7th Grade Honors Math Teacher

# Educators Are Everywhere!

Take us along  
on your summer travels

**OUR EVER-POPULAR** "Educators Are Everywhere" contest is back. Those of you heading off for training and research, philanthropic work, summer vacation or other trips should take a copy of the *Educator* magazine with you. Send us a pic of you holding the magazine in an interesting/famous/quirky/exotic locale and you may win a gift card for school supplies. Email [editor@cta.org](mailto:editor@cta.org) with "Educators Are Everywhere" in the subject line, or tweet/Instagram [@WeAreCTA](https://twitter.com/WeAreCTA) [#EducatorsAreEverywhere](https://www.instagram.com/WeAreCTA). Include your full name, your chapter, and a description of the photo. Deadline: July 25.



Maria Crombie,  
Riverside City  
Teachers Association,  
at the Guggenheim  
Museum in Bilbao,  
Spain, in 2015.

## Extra Credit answers (see page 52)

1-F. Eliot, "The Waste Land" 2-E. Dickinson, "Because I Could Not Stop for Death" 3-M. Shukur, "The Rose That Grew From Concrete"  
4-B. Browning, "Sonnets From the Portuguese 43" 5-H. Ginsberg, "Howl" 6-D. Cummings, "in Just" 7-K. Poe, "The Raven"  
8-L. Shakespeare, "Sonnet 18" 9-N. Thayer, "Casey at the Bat" 10-C. Carroll, "Jabberwocky" 11-I. Hughes, "Harlem"  
12-J. Joseph, "Warning" 13-G. Frost, "Stopping by Woods on a Snowy Evening" 14-A. Angelou, "Still I Rise"

Are you tired of seeing teachers displaced?  
Do you need a real affordable housing option?

If **YES** - then Save the Date for our 3rd Annual Gala Benefit  
**San Francisco**  
**Botanical Garden Auditorium**  
**Saturday, September 17th**

• Email [info@ueaah.org](mailto:info@ueaah.org) and mention this ad to be invited as our special guest.

• United Educators Association for Affordable Housing, Inc • PO Box 31513 • San Francisco, CA 94131 • [www.ueaah.org](http://www.ueaah.org)

UEAAH 501(c)(3) organization run on 100% volunteer power

**UEAAH**  
UNITED EDUCATORS ASSOCIATION FOR AFFORDABLE HOUSING, INC



**UEAAH Mission:** To promote public policy which contributes to scalable and affordable housing for public school teachers through awareness and advocacy. Our goal is the creation of a federally funded basic allowance (BAH) to support the vital role teachers play in society by preparing the next generation through education.

# Great Openings

By CRAIG HAMILTON

**IN HONOR OF** National Poetry Month, we offer a challenge for better or verse. Can you match these opening lines (1–14) with the poets who penned them (A–N)? Give yourself a gold star if you can identify the poems. Answers on page 51.

- |  |                               |
|--|-------------------------------|
| 1. ___ April is the cruellest month ...  | A. Maya Angelou               |
| 2. ___ Because I could not stop for Death,<br>He kindly stopped for me.                  | B. Elizabeth Barrett Browning |
| 3. ___ Did you hear about the rose that grew<br>from a crack in the concrete?            | C. Lewis Carroll              |
| 4. ___ How do I love thee? Let me count the ways.  | D. E.E. Cummings              |
| 5. ___ I saw the best minds of my generation destroyed<br>by madness ...                 | E. Emily Dickinson            |
| 6. ___ in Just-<br>spring when the world is mud-<br>luscious ...                         | F. T.S. Eliot                 |
| 7. ___ Once upon a midnight dreary, while I pondered,<br>weak and weary ...              | G. Robert Frost               |
| 8. ___ Shall I compare thee to a summer's day?   | H. Allen Ginsberg             |
| 9. ___ The outlook wasn't brilliant for the Mudville nine<br>that day.                   | I. Langston Hughes            |
| 10. ___ 'Twas brillig, and the slithy toves<br>Did gyre and gimble in the wabe.          | J. Jenny Joseph               |
| 11. ___ What happens to a dream deferred?<br>Does it dry up<br>like a raisin in the sun? | K. Edgar Allan Poe            |
| 12. ___ When I am an old woman I shall wear purple ...                                   | L. William Shakespeare        |
| 13. ___ Whose woods these are I think I know.  | M. Tupac Shakur               |
| 14. ___ You may write me down in history<br>With your bitter, twisted lies ...           | N. Ernest Lawrence Thayer     |





*"I feel like I have so much more to offer my students."*

Erin Kurtz, English 6  
Robert Louis Stevenson Middle School, CA

ON-LINE | ON-GROUND | ON-TARGET

# Professional Growth Opportunities for K-12 Educators

- ▶ Graduate-Level Extension Credit
- ▶ Affordable tuition;  
*fee includes one free Official Transcript with each course*
- ▶ Personalized, superior student support
- ▶ Flexible course formats:  
*Online Self-Paced, Online Fixed-Date, Independent Study, Classroom*



PROFESSIONAL AND  
CONTINUING EDUCATION

A Reliable Source for High Quality Courses and Programs

## FEATURED COURSES

- EDU-X766L** Practical Instructional Planning for the Classroom  
*(2- 4- or 6 Units) Online Self-Paced format for convenience and flexibility*
- EDU-X783L** Learning Matters: Transforming Teaching and Learning in a Collaborative, Creative Environment  
*(6 Units) 2-Week Intensive Classroom format at 13 locations across California*
- EDU-X701P** **NEW** - Travel, Learn, Teach: Exploring Community,  
**EDU-X721P** National or International Resources for Learning  
**EDU-X751P** *(1 Unit) Independent Study Self-Paced courses*

## Over 500 Courses, Certificates, Professional Programs

**Subjects:** Art | Literature | Mathematics | Reading | Social Studies | Science | STEAM | Writing  
**Classroom Practice:** 6-Unit Workshop | Classroom Management | Classroom Teaching Techniques  
**Leadership | Special Education | Technology**  
**Curriculum:** 2- 4- 6 Unit Curriculum Design | Common Core | English as a Second Language

**Enroll  
Today!**

**Call: (888) 983-3979**

**Visit: [sandiego.edu/educatorsprograms](http://sandiego.edu/educatorsprograms)**



May 11 is **California Day of the Teacher.**

CTA honors teachers on this day — and every day.

Great educators, along with quality public schools and public education, are the cornerstone of strong communities. CTA applauds educators everywhere!

Display this special poster in your classroom or other space, and visit [cta.org/dayoftheteacher](http://cta.org/dayoftheteacher) to download tools and resources to celebrate the day.

Let us know what you're planning and post photos of your celebration at [#DayoftheTeacher](https://twitter.com/DayoftheTeacher).

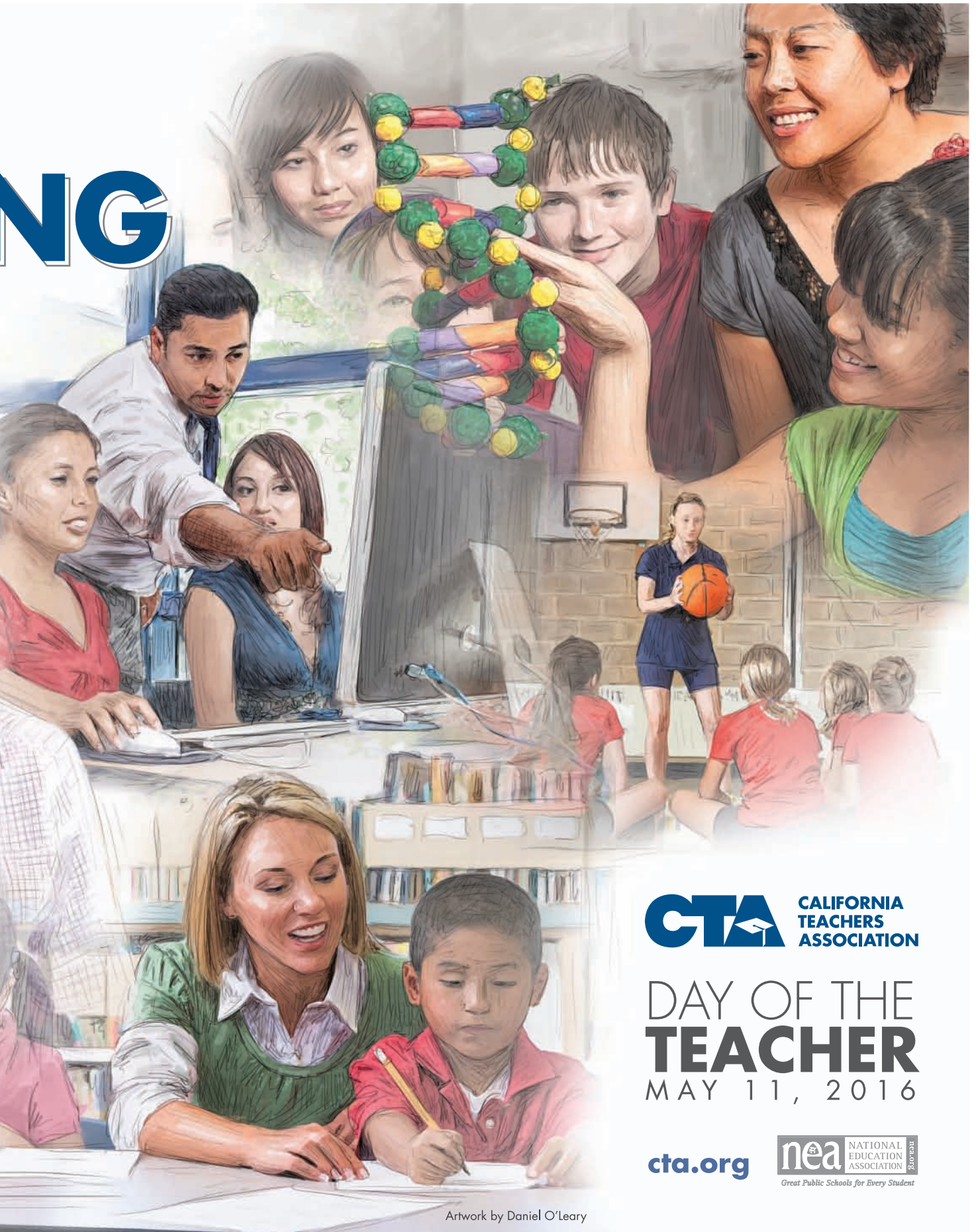
# LEADERS *of* LEARNERS



A contributor for this printing.



NG



**CTA** CALIFORNIA  
TEACHERS  
ASSOCIATION

DAY OF THE  
**TEACHER**  
MAY 11, 2016

[cta.org](http://cta.org)

**nea** NATIONAL  
EDUCATION  
ASSOCIATION  
50 C U S E  
Great Public Schools for Every Student

Artwork by Daniel O'Leary

# We focus on you, *so you can focus on them.*

It's California Casualty's policy to do more for the people who give more. As a partner of CTA since 1951, we have been protecting California educators for more than 60 years. Take advantage of your member benefits and get your CTA **auto and home insurance** quote today.



California Casualty is also proud to play a key role in honoring educators who inspire students to succeed.

To learn more, visit [mycalcas.com/CSRP](http://mycalcas.com/CSRP)



Call **1-866-680-5139** or click  
**JustForOurMembers.com**

