

# california educator

APRIL/MAY 2018  
VOLUME 22  
ISSUE 5

## The Campus Hub

Teacher librarians  
create welcoming,  
modern spaces  
to learn

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# True GRIT

Rural school educators persevere  
with spirit — and tight community

Page 24

## No More!

Take action against  
gun violence  
in schools

Page 45



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# california educator

VOLUME 22 ISSUE 5



## #WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

### MAGAZINE

#### ARM OUR EDUCATORS?

CTA members say leaders and politicians should listen to educators and students instead. **PAGES 17, 18**

#### PRISON PROJECT, WITH LOVE

Nigel Poor tells the untold stories of those behind bars. **PAGE 22** [earhustlesq.com](http://earhustlesq.com)

#### THE LIVELY SCHOOL LIBRARY

Teacher librarians transform their spaces into the hub of the universe. **PAGE 33**

#### STUDENTS WHO STUTTER

Tips for dealing with a challenging condition. **PAGE 55**

#### IN STEP WITH THE UNION

Even "small steps" can lead to empowerment — and results. **PAGE 66**

#### GET OUT AND VOTE

Everything you need to know to make good decisions in support of public education. **PAGE 39** [f](#) [t](#) [v](#) **#VotePublicEd** [cta.yourvoter.guide](http://cta.yourvoter.guide)

### DIGITAL

#### WE SAY, "NO MORE!"

Take action, make your voice heard to end gun violence in schools. **PAGE 45**

[f](#) [t](#) [v](#) **#WeSayNoMore**

#### CTA'S NEW EDUCATION ADS

Powerful words about the value of public education underscore new ads from CTA's Media Fund. **PAGE 65**

[f](#) [t](#) [v](#) [youtube.com/CaliforniaTeachers](http://youtube.com/CaliforniaTeachers)

#### VIDEO EDITING MADE SIMPLE

The top five apps you can use on your mobile phone, all for free. **PAGE 59**

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

#### WHY UNIONS MATTER

With an eye to *Janus v. AFSCME*, candidate Gavin Newsom speaks about this "profoundly important moment." **PAGE 42**

[v](#) [tinyurl.com/Newsom-organizing](http://tinyurl.com/Newsom-organizing)

### PROFESSIONAL DEVELOPMENT

#### ILC REACHES OUT

CTA's Instructional Leadership Corps extends its "teachers training teachers" to rural areas. **PAGE 51**

[f](#) [t](#) [#CTAILC](http://cta.org/ILC)

#### IFT CAN FUND YOUR DREAMS

CTA's Institute for Teaching offers grants up to \$20,000 for your project or great idea. Deadline is April 30. [f](#) [t](#) [#CTAIFT](http://teacherdrivenchange.org)

#### CTA ONLINE TRAINING

Keep your skills sharp with our webinars. Next up: Visuals, memes & photography, May 17, 4-5 p.m. [f](#) [t](#) [v](#) [cta.org/onlinetrainings](http://cta.org/onlinetrainings)

#### NEA FOUNDATION GRANTS

Apply for funds for classroom resources, conferences and workshops, and global learning. [neafoundation.org](http://neafoundation.org)

### MEMBER BENEFITS

#### SUMMER TRAVEL DISCOUNTS

CTA's Access to Savings offers deep discounts on hotels, theme parks, dining and more. [ctamemberbenefits.org](http://ctamemberbenefits.org)

#### EVERYDAY DEALS

Notice a pattern? Access to Savings can save you money on clothing, shoes, home and garden, movie tickets. [ctamemberbenefits.org/access](http://ctamemberbenefits.org/access)

#### WHEN LIFE CHANGES

Whether you're starting a family, nearing retirement, or have an unexpected illness, CTA Member Benefits has tips and advice for you. [ctamemberbenefits.org/Life-Events](http://ctamemberbenefits.org/Life-Events)

**ABOVE:** Students at Coalinga High School rehearse *Grease*. Coalinga is one of several towns mentioned in our feature story on rural schools; read "True Grit" on page 24.





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## ► True Grit

Educators who work in rural and remote parts of the state are often challenged by isolation, poverty and lack of resources. But many enjoy the tight-knit schools and communities, and are creative and committed in giving their students a 21st century education. **PAGE 24**

## ► Creating the Campus Hub

Thanks to forward-thinking teacher librarians, school libraries are no longer stuffy repositories of outdated texts. Instead, they're welcoming, contemporary places for students to learn, make and be. **PAGE 33**



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**PHOTOS:** Top: Huron Middle School's Pete Alvarado works with Angelina Lee. Top right: Marissa Glidden teaches at Verde Elementary in Richmond and is also the union site rep. In "In Step With the Union" (page 66), she describes how fulfilling it is to advocate for colleagues and herself. Above, teacher librarian Jennifer Zimny with a student at the Day of the Dead altar she created in Ponderosa High School's library.

**COVER:** Avenal High School teacher Ryan Fellows in the school's citrus fields with student Angeles Estrada.



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**LET US KNOW WHAT YOU THINK.** We accept signed email and letters; we excerpt user posts from CTA social media platforms and [californiaeducator.org](http://californiaeducator.org). Content subject to editing for clarity and space. Photos must have identifications and permissions. Opinions expressed by the writers are not necessarily those of CTA. [Editor@cta.org](mailto:Editor@cta.org); [#WeAreCTA](https://twitter.com/WeAreCTA)



## Collective Bargaining Power

Thank you so much for giving chapters like the Inglewood Teachers Association (ITA) a platform to address the importance of collective bargaining and the impact it has on students and unit members ("Unsung Heroes," February/March).

ITA is currently at impasse with the Inglewood Unified School District. We are in a fierce battle over the district's proposal to cut health care benefits by almost 40 percent. This would amount to an approximately 7 percent cut in salary as out-of-pocket costs to members. Our members certainly cannot afford this disrespect and plan to fight to save what we believe is a human right. ITA is committed to fighting for schools *all* students deserve and protecting the collective bargaining rights of educators.

**NGOZIKA ANYANWU**, ITA Bargaining Team  
*Inglewood Teachers Association*

## Meaning of a Word

I notice that the word "pipeline" is beginning to be used casually and more often. As a Native/Indigenous person, I know this sets a dangerous precedent. Repeat a word often enough and it becomes familiar and then accepted. Pipelines are a hot environmental topic. The Black Snake is the stuff of prophecy. Pipelines destroy burial sites, soil and water for people of many nations. In this country we must Stand Up for Standing Rock.

**VICTORIA SEBANZ**  
*United Teachers Los Angeles*

## Essential School Nurses

Regarding "Vital Roles" (February/March), what an excellent article. These nurses are an inspiration to all nurses who work in schools.

**SHERRI VITALI**  
School Nurse Coordinator  
*San Joaquin County Office of Education*

## connect with us!



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

  
**CAPTION THIS!**



The winning headline for our [CaliforniaEducator.org](http://CaliforniaEducator.org) GIF caption contest:

***"Nailed that lesson."***

Congratulations to **KRYSTAL POLOKA**,  
*Cutler-Orosi Unified Teachers Association*, who wins coveted CTA swag.

## HONORABLE MENTIONS:

To say Mr. Rogers was glad the staff meeting was canceled was obviously an understatement.

—**ERIKA L. ZAMORA**, *Alvord Educators Association*

"Pop quiz time, kiddos. But first, let me show you how it's done."

—**ANH MAI**, *Franklin-McKinley Education Association*

See [CaliforniaEducator.org](http://CaliforniaEducator.org) for our next GIF contest. While you're there, take in all the great *Educator* content as well as up-to-date news and information.





## CCTC Approved Reading and Literacy Added Authorization

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

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

### Program Highlights:

- The program provides participants with the skills to develop a research-based program of reading instruction for implementation in their own classrooms or as a resource for other classroom teachers
- This certificate is aligned with the requirements and standards established by the California Commission on Teacher Credentialing (CCTC).
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To view credential requirements, the program FAQs and to download an application please visit our Reading Instruction at [extension.ucsd.edu/teachreading](http://extension.ucsd.edu/teachreading)

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

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- Gifted and Talented Education (GATE) Specialized Certificate
- Teaching Adult Learners Professional Certificate
- Teaching Online Certificate
- Teaching English to Speakers of Other Languages (TESOL) Professional Certificate
- Professional Development/Salary Point Coursework

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

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

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2017, to Aug. 31, 2018) are \$866, including a \$20 refundable contribution (see [cta.org/contribution](http://cta.org/contribution) for details). \$19.00 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$5.00 of CTA annual dues is designated for independent expenditures, totaling \$24.00 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

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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.

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# #WeSayNoMore



**ONE OF THE TOP** priorities for all educators is to ensure that our schools remain safe places for all students to learn and grow. Whether it's taking steps to prevent school and online bullying, advocating for school facilities that are safe and maintained, or making sure that a student's immigration status or gender identity doesn't disrupt their ability to feel secure in our classrooms, teachers and support professionals do everything they can to make school a welcoming and safe space.

Tragically, over the past two decades, gun violence in America has made our schools and our students less safe. Since the Columbine High School massacre in 1989, more than 187,000 students have experienced a school shooting. In California alone there have been 33 school shootings since Columbine, resulting in 51 deaths and 136 injuries.

As educators, we say, "No more." No more parents should ever have to send their child to school wondering if he or she will come home safely. No more students should grow up in fear of being shot, either on or off school grounds. And no more lawmakers should shirk their responsibility to do what it takes to keep kids safe.

The Feb. 14 mass shooting at Stoneman Douglas High School in Parkland, Florida, has propelled this issue back into the spotlight and kept it there, largely because of the courageous students at that school who have sparked a movement, possibly even a revolution. It's been thrilling to watch them, and to join them, in turning this tragedy into action, and into a mass national discussion.

Educators stand with those kids. Thousands of CTA members joined one of the many March for Our Lives rallies on March 24 that drew millions nationwide. Many of you also supported students in their 17-minute walkout on the one-month anniversary of the shooting.

This is a growing movement and a deeply personal one for teachers and support professionals who see gun violence as an intolerable threat to the students we care so deeply about. On April 20, the 19th anniversary of Columbine, CTA joined NEA and other groups in a National Day of Action Against Gun Violence in Schools (see page 45). We must demand that policymakers take real action to protect our students.

There are commonsense solutions that can help solve this problem: stricter access to guns, with better background checks; stopping the sale of weapons of war; raising the gun purchasing age; and investing in mental health programs and school counseling. These may all help prevent the next school gun tragedy. What won't help is arming classroom teachers. We don't need more guns in our schools.

***"We don't need more guns in our schools. We need the resources to do our jobs and to help at-risk kids."***

Eric Heins (holding the poster with number 5) stands with his fellow CTA officers and Board of Directors against gun violence in schools.



We need the resources to do our jobs and to help at-risk kids, and CTA members are sending powerful messages on that point (see [#ArmMeWith](#), page 15).

Enough is enough. For too long policymakers have looked the other way. We must force legislators to do the right thing, or elect candidates such as Gavin Newsom, who will. As you can read in our interview on page 42, Newsom is a strong supporter of public education and is committed to keep our schools safe. (See CTA's recommended candidates running for statewide office in the June primary on page 39.)

Educators will not stand for inaction any longer, and I'm proud we're doing all we can to make our schools safe places for every student who walks through their doors.

**Eric C. Heins**

CTA PRESIDENT

@ericheins



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# At the Top of Your Game

**THERE'S A COMMON** misperception that schools in rural communities must be in bad shape, what with the isolation and poverty, declining enrollments, and teacher turnover. It's true that challenges students face in the small towns that dot California's farmlands, deserts and remote areas are daunting.

But many educators based at these schools tell a different story — of tight-knit communities that embrace them, of bright and happy kids eager to learn, and of their commitment to student success.

"We choose to live here," says Marianne Boll-See, president of the Black Oak Mine Teachers Association in El Dorado County, in **"True Grit"** (page 24). "We work hard. We have a lot of pride. We are a family. We don't let children slip through the cracks. We love what we do."

One of the biggest obstacles rural educators must overcome is geographic distance to relevant resources and quality professional development. The Instructional Leadership Corps (ILC), a partnership of CTA, Stanford Center for Opportunity Policy in Education and the National Board Resource Center at Stanford University, addresses this with its focus on rural areas and teachers training teachers. ILC helps educators take charge of their own professional development and stay at the top of their game. Read more at **"CTA Reaches Out"** (page 51).

Speaking of educators at the top of their game, **"Creating the Campus Hub"** (page 33) showcases the ways

four teacher librarians are transforming school libraries into welcoming, modern places to learn. As well as being repositories of physical and digital books and research materials, these hubs draw in students seeking multimedia experiences, Maker spaces, social activities and more. "I call this the happiest place on campus and the heart of the school," says Sue Navarro, teacher librarian at Fresno High School.

Educators like Boll-See, Navarro and Amy Wilkinson (see photo) strive to make students the center of what they do. We profile others who are being recognized for this, including **Bradley Upshaw**, a UTLA member bound for the National Teachers Hall of Fame (page 64), and **Carol Courneya**, Beverly Hills Education Association, who is CTA's 2018 Education Support Professional of the Year (page 60). Both are extraordinarily devoted to their students and elevate the profession.

Also recognized are CTA's 2018 Human Rights Award winners (**"Champions for Change,"** page 61) — educators whose excellent work extends to social justice. For example, the Sacramento City Teachers Association (SCTA) helped develop district policies to protect immigrant students from removal and deportation. SCTA member Elizabeth Villanueva was honored individually for outstanding work with these students.



Many of Amy Wilkinson's students at Avenal High School are children of farmworkers. "If they work hard, they can be the first in their family to go to college," she says. "I want to help with that."

Mary Levi has been a strong advocate for the American Indian/Alaska Native community for years. Lucia Lemieux created safe spaces for and fostered pride in LGBTQ+ students. Julie Zeman Brady mentors aspiring teachers while aiding communities in need. Ann Betz ensures her special education students have the same access and opportunities as others.

Estella Owoimaha-Church seizes every chance to let her students practice peace, justice and empathy. And Cecily Myart-Cruz has long been acknowledged as a social justice warrior in her community and at the state and national levels.

We applaud these activist educators. They, like all educators, are always there for students, from classroom teaching to demanding action on gun violence. At the top of their game, indeed.

**Katharine Fong**

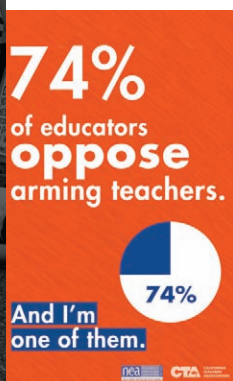
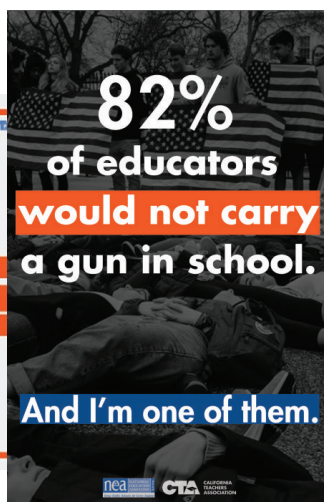
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## What's Your Superpower?

**WE ALL KNOW** educators have superpowers. Some are idealists and dreamers, Makers and mentors. Others are advocates and problem solvers. We celebrate your superpowers with "The League of Extraordinary Educators," our special poster (see page 71), in time for California Day of the Teacher, May 9, and CTA ESP Day, May 22.

## WE SAY, "NO MORE!" TAKE ACTION AGAINST GUN VIOLENCE



**CTA AND NEA** stood together to send a message to our elected leaders on the April 20 National Day of Action Against Gun Violence in Schools. We say, "No More!" We can no longer tolerate inaction. We demand that they take real action to end gun violence in our schools and to protect our students. Contact your legislators, pledge your support, take action and find resources at [cta.org/nomore](http://cta.org/nomore). See our story on page 45. **#WeSayNoMore**



## CALIFORNIA DAY OF THE TEACHER AND CTA EDUCATION SUPPORT PROFESSIONALS DAY

**MAY IS MERRY** because teachers and ESPs are celebrated by their districts, students and community on May 9 and 22, respectively. The theme of our special poster (see page 71) is "The League of Extraordinary Educators" and shows you for what you truly are: everyday heroes, with incredible superpowers. Add your photo and superpower to the mix at [stories.cta.org/heroes](http://stories.cta.org/heroes). Check out resources on our website at [cta.org/dayoftheteacher](http://cta.org/dayoftheteacher) and [cta.org/espday](http://cta.org/espday).

Courtesy Social and Public Art Resource Center



## Asian American and Pacific Islander Heritage Month

**MAY IS THE OFFICIAL** month, but remember the contributions of Asian Americans and Pacific Islanders all year long. Above is a scene from the mural *The Great Wall of Los Angeles* depicting the gains Asian Americans made in the 1950s by attaining naturalization and land ownership rights, despite harsh immigration quotas. A Korean civilian is sworn in as the first to be granted American citizenship, while a Japanese farmer stands in his newly purchased field. Asians in California in 2015 numbered 6.5 million, with the population of Native Hawaiians and other Pacific Islanders at 354,000. See [asianpacificheritage.gov/for-teachers](http://asianpacificheritage.gov/for-teachers) for classroom resources.





Above, student participants (grades 7-12) and educators at Humboldt State University for the 2018 Global Youth Summit, developed by Tara Kajtaniak, Fortuna Union High School Teachers Association, and funded by a grant from CTA's Institute for Teaching.

## INSTITUTE FOR TEACHING DEADLINE: **APRIL 30**

Let CTA's Institute for Teaching fund your dreams! Apply by April 30 to have your project or great idea considered for one of two types of grants: Educator Grants up to \$5,000 and Impact Grants up to \$20,000. Go to [teacherdrivenchange.org](http://teacherdrivenchange.org) to apply.

## CCA SPRING CONFERENCE

**APRIL 20-22** **CONFERENCE**

Hyatt Regency LAX, Los Angeles. The Community College Association's spring conference highlights advocacy and features the presentation of CCA's WHO (We Honor Ours) Awards.

► [cca4me.org](http://cca4me.org)

## EMEID LEADERSHIP PROGRAM

**APRIL 27** **APPLICATION DEADLINE**

The Ethnic Minority Early Identification and Development Program is for ethnic minority members who want to expand their roles in CTA. Applicants will be notified by May 18.

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

## POLITICAL ACADEMY

**APRIL 27-29** **CONFERENCE**

Holiday Inn Sacramento. Hands-on learning of the skills needed to be successful in political campaigns. Hotel cut-off is March 30. ► [ctago.org](http://ctago.org)

## EL DÍA DE LOS NIÑOS

**APRIL 30** **EVENT**

Many public libraries have reading events for children on El Día de los Niños (Children's Day), a traditional festival in Latino culture. ► [dia.ala.org](http://dia.ala.org)

## NATIONAL TEACHER DAY

**MAY 8** **EVENT**

National Teacher Day is on Tuesday of National Teacher Appreciation Week (May 7-11). ► [nea.org/teacherday](http://nea.org/teacherday)

## SCHOOL NURSE DAY

**MAY 9** **EVENT**

Since 1972, National School Nurse Day has honored school nurses on the Wednesday of National Nurse Week (May 6-12). ► [schoolnurseday.org](http://schoolnurseday.org)

## ESP WEEK

**MAY 20-26** **EVENT**

Recognize the vital contributions of education support professionals during ESP Week (observed by the state as Classified School Employees Week). ► [cta.org/esp](http://cta.org/esp)

## NEA FOUNDATION GRANTS

**JUNE 1** **APPLICATION DEADLINE**

The NEA Foundation awards grants to NEA members. Student Achievement Grants support improving academic achievement; Learning and Leadership Grants support high-quality professional development. Applications are reviewed three times a year.

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

## PBL WORLD 2018

**JUNE 19-21** **CONFERENCE**

American Canyon High School, Napa Valley. PBL World, hosted by the nonprofit Buck Institute for Education, is the premier conference for Project Based Learning.

► [pblworld.org](http://pblworld.org)

## ISTE 2018 CONFERENCE & EXPO

**JUNE 24-27** **CONFERENCE**

Chicago. The International Society for Technology in Education is a nonprofit organization that advocates for education technology. More than 16,000 educators will attend the annual convention, which offers hundreds of professional development opportunities and edtech exhibits.

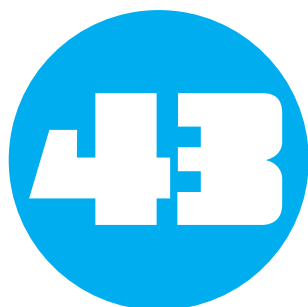
► [conference.iste.org/2018](http://conference.iste.org/2018)

## NEA REPRESENTATIVE ASSEMBLY

**JUNE 30-JULY 5** **CONVENTION**

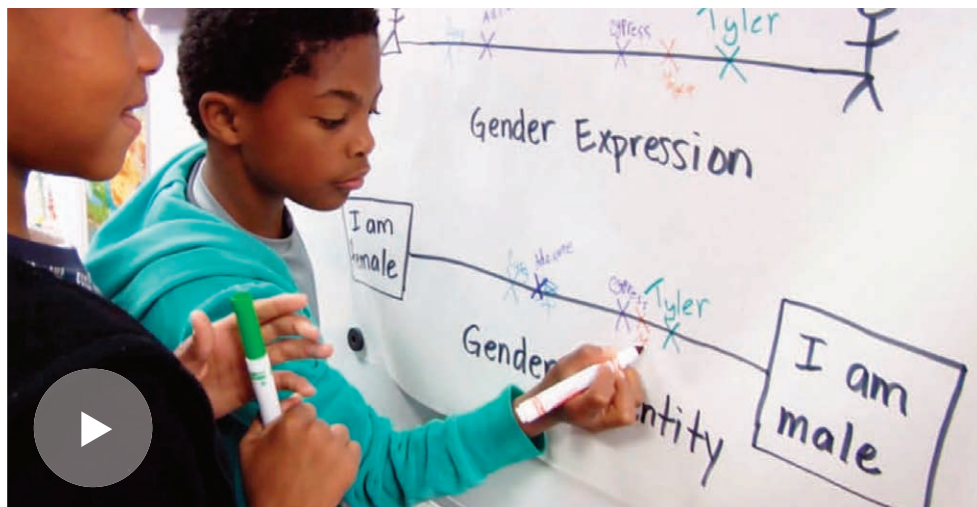
Minneapolis, Minnesota. With about 8,000 delegates, the RA is the world's largest democratic deliberative body. CTA members will help set policy and chart the direction of NEA business at NEA's Annual Meeting.

► [ctago.org](http://ctago.org)



**ACCORDING TO** *Education Week's* annual "Quality Counts" report, California ranks 43rd in the country in adjusted per-pupil expenditures (based on 2015 base data). The PPE figure for California is \$9,417 — \$3,109 below the national average of \$12,526.

In 2011, the state ranked a dismal 50th, and last year placed 46th — no doubt because of passage of Propositions 30 and 55. Despite recent gains, California has consistently lagged \$3,000 to \$3,500 below the national average.

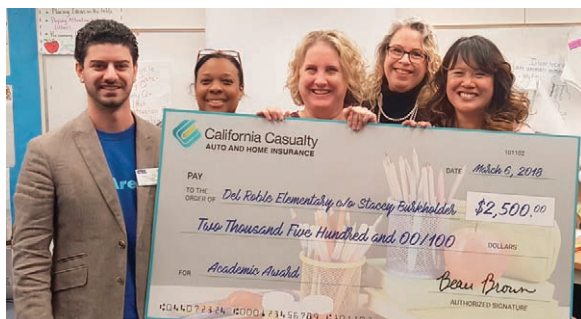


## Creating GENDER-INCLUSIVE SCHOOLS

**A NEW SHORT FILM** demonstrates the power of open and honest conversations about gender — at the elementary school level. "Creating Gender Inclusive Schools" follows what happened when Peralta Elementary in Oakland brought in staff from nonprofit Gender Spectrum to provide training for teachers and administrators, as well as age-appropriate curriculum for students.

A week of classroom activities helped students learn about gender, stereotyping and bullying, and parents were also included in the discussions. The film shows that it's not only possible, but downright fun, to train an entire elementary school community to be inclusive of transgender and gender expansive youth.

"Creating Gender Inclusive Schools" is one of four short films from the Youth and Gender Media Project, founded by filmmaker and media activist Jonathan Skurnik. They are being screened at venues including schools, colleges and hospitals, and are available as DVDs for sliding-scale purchase. Each of the films, which address various aspects of youth and gender, has a full-color 16-to-20-page study guide and curriculum. To learn more, see [youthandgendermediaproject.org](http://youthandgendermediaproject.org).



## Funds for the Classroom

**STACEY BURKHOLDER**, a third- and fourth-grade teacher at Del Roble Elementary School in San Jose and member of the Oak Grove Educators Association, received a \$2,500 Academic Award from California Casualty. "This means so much to me and my students," said Burkholder. "We are learning about California's Gold Rush, and I'm thinking of bringing in a performance group that re-enacts that period to make it interactive and real for my students." For information about the award, which was created to help educators bring innovative projects and opportunities to their schools, go to [calcas.com](http://calcas.com).



# All Equal, All Human



**CTA'S CALIFORNIA READS** has a list of teacher-recommended books that should stir up class discussion. Among them:

In 1943, 8-year-old Sylvia Mendez was turned away from her neighborhood school in Orange County and told to enroll at the "Mexican school" instead. Her parents filed a class action lawsuit, *Mendez v. Westminster*. Its outcome in April 1947 helped end school segregation in California and paved the way for *Brown v. Board of Education* in 1954. *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh (grades 1-2) tells Sylvia's story in concise text and vivid illustrations that younger readers will easily understand.

Mildred and Richard Loving fell in love and got married in 1958. But that violated Virginia's laws against interracial marriage. *The Case for Loving: The Fight for Interracial Marriage* by Selina Alko (grades 3-5) shows how the Lovings refused to let their children get the message that their parents' love was wrong. The couple took their case all the way to the Supreme Court — and won!

*The Upside of Unrequited* by Becky Albertalli (grades 9-12) is a fresh, upbeat take on teen relationships. Molly and twin sister Cassie are the children of two mothers. Cassie falls in love with Mina, and Molly, a self-described "fat girl," falls for Mina's friend Will — or is it her new co-worker Reid? She has to figure herself out, and learn to love the body she's in.

See more at [cta.org/californiareads](http://cta.org/californiareads). Follow [#californiareads](https://twitter.com/californiareads).

## CTA/NEA-RETIRED

**RETIRING?** Keep your ties to public education and educators strong! Join CTA/NEA-Retired and stay connected with your local chapter, perhaps by volunteering in election campaigns or representing retirees' needs on CTA's State Council of Education. Members, whose dues cover both CTA and NEA, have access to outstanding insurance benefits, legal services, the credit union, travel and entertainment discounts, and much more. Go to [ctamemberbenefits.org](http://ctamemberbenefits.org) for details.



## Woman at the Top

**ON MARCH 21**, Sen. Toni Atkins (D-San Diego) became the first woman and first openly gay person to be president pro tem of the state Senate. Atkins' record of legislation includes bills on affordable housing, health care and LGBTQ+ rights.

"California's educators congratulate Toni Atkins," said CTA President Eric Heins, noting that the education community has always appreciated her strong sense of social justice. "Toni is a coalition builder who understands that our public schools and communities are worth fighting for as the Golden State continues to offer opportunities, refuge and hope for all regardless of who they love, the language they speak, and the ZIP code in which they live."

# Counselors Unlock True Potential

Tony Morrow has one goal for the students of Fallbrook High School—graduate ready for what comes next. With his guidance, young scholars and families put their plans for the future into action.



Fallbrook High School, College and Career Counselor: Tony Morrow '11, M.A.Ed. '12

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





Student learning at Sly Park Environmental Education Center.

## Season 2: Inside California Education

**THE SECOND SEASON** of *Inside California Education* is in full swing — check your local PBS station for days and times. The acclaimed program looks at critical issues in California's public education and offers entertaining and inspiring stories of students and educators. The 13 half-hour episodes feature more than 40 stories from all over the state.

This season's subjects range from a special hospital school in Lucile Packard Children's Hospital at Stanford to the Bob Hoover Academy in Salinas, where at-risk students turn their lives around by learning to fly a plane. These shows, as well as last year's, can also be viewed at [insidecal.org](http://insidecal.org), where you can search episodes by school or city. You can also suggest a story idea — a great way to recommend educators doing interesting work at your school, in your local or in your district.

# FIND YOUR DREAM HOME AND SAVE

## Provident Credit Union's Mortgage Program

- Exclusive .125% mortgage rate discount for CTA members
- \$100 discount on a standard mortgage loan for CTA members
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**STEP 2:** Connect with an experienced Provident Mortgage Consultant by visiting [providentcu.org](http://providentcu.org).

**STEP 3:** Find your dream home and SAVE!

<sup>1</sup> Relationship pricing credit of the additional \$250 off closing costs is based on you having one of the following Provident products: home equity loan/line of credit, auto/boat/RV/motorcycle loan, checking with direct deposit, or certificate/IRA.

<sup>2</sup> Single family/owner-occupied homes and second homes in California only. Other restrictions may apply. Membership required. Subject to final approval.

<sup>3</sup> Pre-approval and closing guarantees are based on a preliminary review of borrower's credit information only and is not a commitment to lend. The closing guarantee is subject to verification of the information submitted on borrower's application, in addition to borrower's property eligibility. Fraudulent or purposely misleading information provided by borrower will invalidate the guarantee.



(800) 632-4600  
[providentcu.org/cta](http://providentcu.org/cta)



Compiled by **Mike Myslinski**

# 5<sup>TH</sup>

For the third year in a row, California's national ranking in the percentage of high school graduates who earned high scores on Advanced Placement exams, the state recently announced.

# 61

Number of current and former California Teachers of the Year who signed an open letter released March 8 by state Superintendent Tom Torlakson opposing President Trump's idea to arm teachers, and calling for gun control and greater access to mental health services. Read the letter: [tinyurl.com/CAteacherletter](http://tinyurl.com/CAteacherletter).

# 73,084

Number of male K-12 teachers in California's public schools as of the 2016-17 school year, according to the California Department of Education.

# 201,162

Number of female K-12 educators in California's public schools, from the same source.

# \$184,200

The average bonus paid to Wall Street employees in New York City last year, the New York State Comptroller's Office reported in March.

***"It's time for Congress to listen to our kids and our communities and approve some commonsense gun laws to keep our students and public schools safe."***

—CTA President **ERIC HEINS**, in a March 14 press release honoring the thousands of students that day who held gun violence protests in response to the Parkland high school mass shooting.

***"Our students need more books, art and music programs, nurses and school counselors; they do not need more guns in their classrooms. Teachers should be teaching, not acting as armed security guards, or receiving training to become sharpshooters."***

—NEA President **LILY ESKELSEN GARCÍA**, in a March 13 press statement about NEA's polling showing educators strongly oppose arming teachers to prevent school violence.

***"Graduations Not Funerals."***

—A sign at the March 24 **MARCH FOR OUR LIVES** rally in San Jose, one of many actions across the country to protest gun violence and demand safe schools and gun control.

***"We will hold the line until hell freezes over, and then we will be here on ice skates. We love our kids."***

—**DIANE WALKER**, high school teacher in Oklahoma, on the second day of a statewide strike in early April by educators over dismal salaries and poor education funding, quoted in an April 3 CNN story.

***"This lockout is about putting out the message that teachers really do more than they're required to, and they deserve to be fairly compensated."***

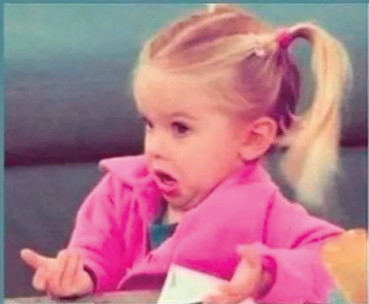
—Burbank Teachers Association President **DIANA ABASTA**, quoted in the March 30 *Burbank Leader* about the BTA contract fight protest in her district involving educators who only get duty-free lunch periods by locking their classroom doors.



By @samdemuro

## MEME OF THE MONTH:

MY FACE AFTER I JUST FINISH GIVING DIRECTIONS



AND A STUDENT ASKS ME WHAT TO DO.

memegenerator.net



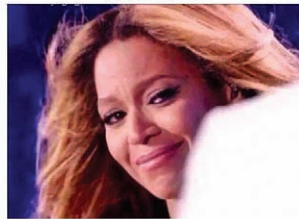
## CTA Online Training

**Visuals, Memes & Photography, May 17, 4-5 p.m.**

Get tips for taking great photos and creating compelling (and entertaining) videos and memes. Learn how, when and where these visuals can be used for member and community engagement, and advocacy. SnapChat and other visual platforms will be reviewed. Register now at [cta.org/trainings](http://cta.org/trainings), where you'll also find resources and an archive of past webinars.

When you realize a struggling student has made some awesome progress in your class...

*Dared Teachers*



## #ARMMEWITH

Many California educators are joining the **#ArmMeWith** movement, asking that educators be armed with professional development, basic resources and classroom supplies instead of guns, in response to politicians' call to "harden" schools. Check out [tinyurl.com/armmewith](http://tinyurl.com/armmewith).

You can aid the movement by participating in local and national actions (such as the April 20 Day of Action), and by submitting your own video or photo to [stories.cta.org/armmewith](http://stories.cta.org/armmewith).

In addition, 18 — and counting — former and current California Teachers of the Year have made **#ArmMeWith** videos. See [tinyurl.com/CATOY-ArmMeWith](http://tinyurl.com/CATOY-ArmMeWith). **#CATOYVOICES**

## Why I Teach

CTA members Dean Hodges, Marcia Araujo and Allison Pruitt, all Santa Clara County Teachers of the Year, talk about "Why I Teach" in a new short video. Pruitt wants students to remember her as the one who "got them into reading books, made them want to learn more or to like math." Hodges and Araujo (left) are similarly inspiring. See [tinyurl.com/SantaClara-TOY](http://tinyurl.com/SantaClara-TOY).



# ENHANCING EDUCATION



## Funding That Supports California Public Schools

Last fiscal year, Lottery players contributed **\$1.5 billion** in supplemental funding to public schools.

That distribution includes K-12 schools, community colleges, the California State University, the University of California, and other school jurisdictions.

For more information on the Lottery's contributions to California public schools, please visit:

[www.calottery.com/givingback](http://www.calottery.com/givingback)

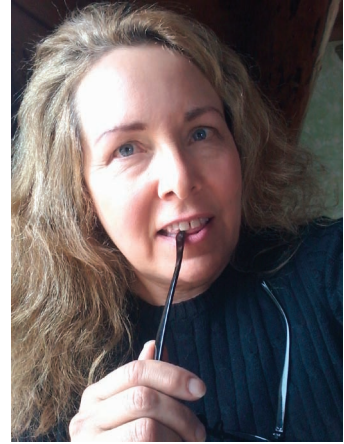




# ARMING TEACHERS

## ...and the Declaration of Independence

By Janice Haschak



Janice Haschak

**TO THOSE OF YOU** who find it impossible to fathom giving up your right to own assault weapons, to those of you who believe the cost of innocent lives is the price we must pay so you can have your “rights,” I say: When will it end?

My students, my family, my friends, and the citizens of our freedom-loving country have rights too. We have the right to not live in fear of being shot. We have the right to go to concerts, schools, churches, nightclubs, shopping malls, movie theaters, restaurants, universities, workplaces, and our homes without the fear of being gunned down. Our rights are laid out in the Declaration of Independence — life, liberty and the pursuit of happiness. You have taken those rights away from us.

Instead of banning assault weapons, you want to arm teachers. Why? Tell me why anyone needs an assault weapon, and tell me that the benefit of allowing these weapons outweighs the cost. Don’t tell me this is a “mental health issue.” This is an access to guns issue. People will always have times of loneliness, depression, and sometimes even hate-filled rage — this is the human condition. But in our society, it’s immoral to allow people to express their rage by killing and maiming countless innocent people with a simple pull of the trigger.

Donald Trump is right, we teachers love our students, and we are very protective of them. In my classroom I try to provide a place of joy and a feeling of safety for my students. We read classics such as *Black Beauty* and *Little Women*. We play music and learn about Beethoven. We paint and sing and laugh, and I do my best to show them kindness and gentleness so that they will stay kind and gentle as they grow. I purposefully guard what I say in front of my students, just as I did with my own kids when they were young. Why take their innocence? Let them be children.

When we had our recent lockdown drill, I was relieved that none of my kids asked specifics about why we were doing a drill. I don’t believe

**“Instead of asking teachers to make schools a battleground, why aren’t we banning assault weapons that have no place in civilized society?”**

our young kids need to know everything about our harsh world. This is the protection I can offer my students, but I will never offer the protection that our president has proposed. Instead of asking teachers to make schools a battleground, why aren’t we banning assault weapons that have no place in civilized society?

Recently Willits Unified was on heightened alert as one of our students seemed to pose a threat to the schools. Some concerned parents kept children home, teachers were visibly stressed, and administrators tried to calm nerves.

We were all operating under the recent mass shooting at Stoneman Douglas High School in Parkland, Florida. Imagine if this same student, in the same situation, lived in a country that didn’t allow access to assault weapons. Imagine if this student was not able to buy a gun. How would his rage manifest? A fist through a wall or a foot through a window? Maybe — but we certainly wouldn’t have to worry about a mass shooting at our schools, and we certainly wouldn’t be talking about arming teachers in the classroom and making our schools a battleground. You who refuse to rethink your “rights” to own assault weapons have blood on your hands, and you have taken away my rights of life, liberty and the pursuit of happiness. ■

*Janice Haschak is a fourth-grade teacher at Blosser Lane Elementary School in Willits and a member of the Willits Teachers Association.*

# STUDENTS TAKE ACTION

As they rise against gun violence, some see a threat

By Charleene Puder

**PRESIDENT TRUMP** has been speaking about “hardening” our public schools by arming teachers. Is this really the best solution to the problem? Data show that environments with more guns produce more gun violence and more deaths, not fewer. But I don’t believe the safety of students and teachers is the real reason for this dangerous idea.

The students of Marjory Stoneman Douglas High School have been amazing. Anyone who has had interactions with the Parkland students can’t help but conclude that they have been well prepared for their future by outstanding teachers in an excellent public school. They’ve done their research, synthesized information, evaluated ideas, delivered well-written speeches, and organized a movement. They are proud of their school and love being students there. They represent everything we want our young people to be.

But there are groups in this country who see them as a threat. These students are doing more than vocally challenging our approach to unrestricted gun ownership. They are also challenging the oft-repeated narrative that our public schools are terrible. They visibly and overwhelmingly contradict this narrative that conservative forces use to justify abandoning public schools.

These forces actually started the hardening of public schools years ago with

the relentless emphasis on test scores, reducing students and schools to mere numbers that do not properly measure the important skills and proficiencies being demonstrated by all the students.

Now they’d love for public schools to be further hardened by requiring teachers to carry concealed weapons. Teachers will yet again be forced to enact another crazy idea, promoted by someone who knows nothing about education. Once things go wrong (and of course they will), when a teacher’s gun gets used incorrectly and (heaven forbid) a student is shot, the incident will be used to further undermine support for public schools. When things go awry, only the schools and teachers will be blamed. When it comes to the country’s big problem with gun violence, it feels like only the schools are being asked to find a solution.

I’m saddened that in my final years as a teacher, active shooter drills were a regular part of my students’ learning environment. During these drills, while huddled behind a barrier in a dark corner of my classroom, students often

needed reassurance this exercise was not real. Their fear was. No 6-year-old should be required to have this experience so that adults can pursue a hobby. No 6-year-old or 16-year-old should have to witness their teacher in a shoot-out with a young person wielding a gun.

Data from child development studies show again and again that when children are raised in a home with violence, they are more likely to behave violently. When students live in communities with violence, they become desensitized to violence. So now schools will no longer be places of refuge, but will further exacerbate the culture of violence.

Once I decided to retire, I had a daily mantra: “Please, God, don’t let anything bad happen today.”

This plea popped into my head often during my last few months of teaching. And then I thought: I sure hope I’m the only one in the room thinking about this! What an unfair and unkind burden to place on young people’s shoulders. Some adults claim students are too young to understand this issue, and must be overly influenced by other adults. I would suggest that it’s the students’ own experiences that allow them to be more clear-eyed about this topic than the adults who criticize them. The

students speak with a wisdom we adults can only hope to emulate. ■



“Students speak with a wisdom we adults can only hope to emulate.”

*Charleene Puder is a retired first-grade teacher with 30 years of experience in the Franklin-McKinley School District. She served as site rep and was elected to the Franklin-McKinley Education Association Executive Board for two terms. She is a lifetime member of CTA and NEA.*



# TEACHER BURNOUT OR DEMORALIZATION?

## *The difference between them, and why it matters*

By Tim Walker

**WHY SO MANY** teachers leave the profession is one of the most often discussed topics in public education. The exhaustion, despair, anger and sense of helplessness many teachers feel is usually branded as “burnout.” But is this always an accurate diagnosis?

Doris Santoro, author of *Demoralized: Why Teachers Leave the Profession They Love and How They Can Stay*, believes it is not. An associate professor at Bowdoin College and chair of its education department, Santoro argues that while teachers can burn out, many are more likely to be demoralized by the direction of public education and the effect it has had on their profession. High-stakes testing, standardization, the stripping of teacher autonomy and other trends have eroded what Santoro calls the “moral rewards” of teaching.

A better understanding of the root causes of teacher dissatisfaction, Santoro says, can empower experienced teachers to “re-moralize” and help revitalize the profession.



Doris Santoro

**The term “burnout” is deeply entrenched in the discussion about why teachers leave the profession. You’ve been making the case for a decade that it could be a misdiagnosis. What tipped you off that the term might be inaccurate in many cases?**

**DORIS SANTORO:** I had this amazing colleague at the school I taught at in San Francisco in the 1990s. She was going to teach forever. She was a lifer. When she resigned years later, she sent me her resignation letter. When I read it, I thought, “Wait, this doesn’t fit any of the narratives about teachers we’ve been fed.” This woman was saying, “I can’t teach the way I know I’m supposed to be teaching.” The profession had changed. This isn’t burnout. This is demoralization.

When we talk about resilience in teachers, it’s usually centered around self-care. I’m all for self-care. But that is an insufficient and entirely too passive way to address the

problems teachers are encountering today.

So with my study, I had to go small and deep to find out what is going on with teachers who were like my colleague: teachers who are dedicated to the profession, and who have shown their dedication by teaching five or more years. I had in-depth conversations with teachers who could talk about having moral or ethical concerns with how teaching was changing.

**Your book features stories from 23 teachers who have profound concerns about the state of their profession but who have not yet decided to leave. In initial conversations, were they generally resigned to thinking they were just burning out?**

**DS:** Yeah, I think they just thought they were burning out, although some had a hunch about what it meant to be demoralized due to the profession losing those moral rewards.

The burnout narrative comes down to,

“Sorry, you blew it! You couldn’t hack it, you didn’t preserve yourself.” With burnout, there’s nothing left, no possibility for regeneration. If you are demoralized, however, you are not done. For these teachers, it’s a new vocabulary.

**“We’re totally deaf to the moral concerns of teachers. The ways teacher dissatisfaction is captured is mostly from a self-interested position, rather than giving them space to express concern for students or about being stewards of the profession.”**



“Whenever teachers heard language articulating their moral concerns about what was happening to the profession coming from the union, they felt supported and connected.”

## How teachers “re-moralize” and not demoralize

**MORAL REWARDS** are the renewable resources that teachers can access when doing good work. Individuals engage in good work when they believe the work serves a social purpose that contributes to the well-being of others, and the way the work is conducted is aligned with that social purpose. Morally motivated teachers engaged in good work can “fill their tanks” at any point in their careers.

Good work depends on the conditions of teaching, not just an individual teacher’s motivations, skill and expertise.

The approaches that once enabled teachers to access what is good about their work may no longer be effective under the current conditions in which they work. Sometimes teachers will need to readjust their practice to be able to tap into the renewable resources available in good work. Sometimes teachers will need to join together to challenge factors that block their ability to engage in good work. At times, teachers will need to come together to remind themselves of what good work entails.

*Excerpted from Demoralized, Harvard Education Press, 2018.*

The transformation that happens to these teachers when they can reframe what they are experiencing can be liberating and empowering. Teachers are able to access a whole new set of tools and possibilities when you are able to reframe your diagnosis.

**And the term “burnout,” by suggesting that the individual is essentially at fault, leads to calls for teachers to show grit or be more resilient, two more pervasive buzzwords.**

**DS:** Absolutely. If the focus is on the individual, then the problem is not systemic or institutional or policy-based. It pushes the resolution right back on the individual. It comes down to, “If you were more *this* way, this wouldn’t be a problem.”

**In your 2011 article in which you first laid out the distinction of burnout vs. demoralization, you cite high-stakes testing, punitive accountability systems, the narrowing curriculum, and other policies as main causes. In working on the book, were there any factors that contributed to teacher dissatisfaction that surprised you?**

**DS:** First of all, I should stress that it’s not just the high-poverty urban teacher who is feeling demoralized. We’re seeing this happening in some of those schools that show up in the *U.S. News* list of top schools in the country. I realized that I needed to address that more in the book.

What I also learned traveling from state to state doing these interviews was that all these teachers are struggling in the exact same ways around these student learning objectives. They talked about profound administrative confusion, the amount of time they put into it, and the frustration that grew out

of being told they were doing it wrong.

Another piece is about the record-keeping technology, the use of proprietary software to build lesson plans that the district purchased, or entering assessments. The time teachers waste entering data, for example, may on one level seem insignificant. [But teachers] are being taken away from what they’re supposed to be doing as a teacher.

**Teachers who raise concerns often get tagged with being self-interested. Talking less about burnout and more about demoralization might expose them to more of this critique. How can we avoid this pitfall?**

**DS:** Much of the rhetoric around teacher-bashing and the need for these so-called reforms is because teachers are largely seen as doing what they want.

For the teachers I talked to, the discussion was always around a bigger concern about the well-being of the profession, the integrity of the profession, the well-being of the students, and whether they are caring for students in the way that they deserve to be treated.

But we’re totally deaf to the moral concerns of teachers. The ways teacher dissatisfaction is captured, like in the IES staffing surveys, is mostly from a self-interested position, rather than giving them the space to express concern for students or about being stewards of the profession. Instead, it’s all about, for example, “This interferes with my family life,” “I don’t like the school leadership,” “I don’t have autonomy,” and so on.

So when a teacher says, “I can’t be creative in the classroom anymore,” what she may mean is, “I can’t be more responsive to my students’ needs, and I can’t take something that



they are interested in and connect it to the lesson."

**We obviously need more policy shifts to create a better climate for teaching, but what are some of the steps schools can take to help the re-moralization process?**

**DS:** I hope schools would have a series of conversations with teachers. It could start with talking about what good work looks like. What do you need to engage in good work? What's preventing you, and what can we change right now to move us a little closer? We can't remove all the obstacles, but what small shifts can we make?

Some of this is about having school leaders who are willing to have these types of conversations or are willing to think about good work over and above just following policy. Flexibility is key, and real change isn't going to happen in three 40-minute faculty meetings.

This is deep work, but the work itself is re-moralizing because it helps create an authentic professional community.

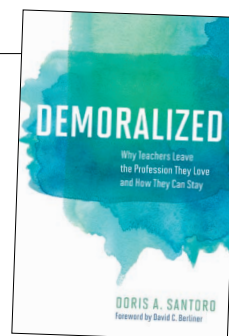
**In the book, you address some ways leaders can be sources of teacher re-moralization, including unions. What were the teachers you interviewed looking for in their unions?**

**DS:** The teachers I talked to were excited when unions articulated the ideals of the profession. Obviously, the bread-and-butter issues are important, but whenever they heard language articulating their moral concerns about what was happening to the profession coming from the union, they felt supported and connected. *Here* is what the profession of teaching is all about, *here* is what our students deserve, and *this* is what we are going to do to stand up for you and your autonomy as a professional.

Also, when they heard their union acknowledging problems that they were experiencing and talking about collaborative projects together, they were very interested.

That's a big piece of re-moralization — involving educators in initiatives to find solutions. Whenever teachers are brought in to investigate and develop interventions, you're creating opportunities for authentic community and taking action, in a way that feels less isolating. Unions can be an incredible source of support for teachers and help create those communities that can make change. ■

*Tim Walker writes for NEA Today. This story first appeared on [neatoday.org](http://neatoday.org).*



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Sacramento State professor Nigel Poor stands next to a few of the historical images from San Quentin Prison that she is helping organize.

# Humanizing Work

## Professor finds compassion, fulfillment in project with prison inmates

By Sherry Posnick-Goodwin Photos by Scott Buschman



**IN ONE PHOTO** is a broken chair. In another is a man with a battered face. The disturbing black-and-white images tell a story about a violent incident that took place decades ago in San Quentin State Prison, and are among thousands of photographs that Sacramento State professor Nigel Poor is documenting and interpreting for a history project illuminating the untold stories of those behind bars.

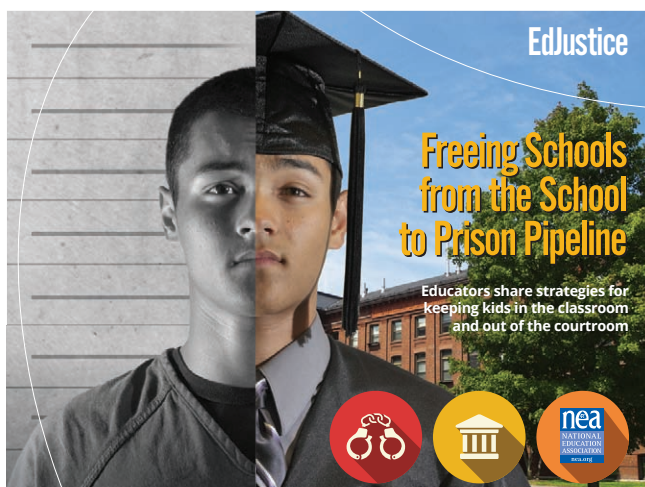
It all started four years ago. Poor, who taught history of photography classes at San Quentin through the Prison University Project, saw aerial photos of San Quentin on

the desk of the prison's public information officer. When she expressed interest in them, he handed her a banker's box filled with negatives taken at the prison between 1935 and 1986, and said there were five more waiting.

The California Faculty Association member immediately knew she'd been handed a treasure trove of artifacts and decided to undertake the huge project of organizing, scanning and producing prints from thousands of negatives. She devotes hours to what she calls a labor of love, and sees no end in sight.

She encourages a group of inmates she works with to help interpret the photos and guide her understanding of what might have happened. Not all the photos are sad or violent; many are touching. In one photo, inmates are helping firefighters rescue a seal. Another, which has been titled "Mother's Day," shows an inmate having a





***“These photos show that people can find meaning and be contributing citizens even if they are incarcerated.”***

tender moment with a female visitor, resting his head on her shoulder.

“These photos show that people can find meaning and be contributing citizens even if they are incarcerated,” says Poor. “They humanize inmates in a very real way — even though many of them have done terrible things and made terrible choices. I have found hope and inspiration can exist inside prison and that there are a lot of smart and talented people on the inside.”

The photographs are not her only prison project. She recently won a Jefferson Award for a podcast she creates with inmates called *Ear Hustle* — prison slang for eavesdropping — which details daily life inside prison. Topics include what the first day of prison is like, pets in prison, coping with HIV, and how birthdays are celebrated behind bars. The Jefferson Awards Foundation honors programs that are focused on community leadership.

The podcast, which launched last June, is so successful that it won an international contest to be broadcast nationwide on the Radiotopia online network.

Educators can help keep kids in the classroom and out of the courtroom. Read about various strategies in NEA EdJustice’s special report at [tinyurl.com/NEApipeline](http://tinyurl.com/NEApipeline).

“This award is for myself and the men (inmates) I work with, because we produce this podcast as colleagues and collaborators,” says Poor. “Our plan is to offer a real range of stories that are funny, poignant, uplifting and educational.”

Poor says her work at the prison has made her more compassionate as a person and increased her awareness of the need for prison reform. It has also made her more aware of victims’ rights, too.

“I have never been a victim of a violent crime,” she says. “Sometimes I feel torn. But one day many of these men will come out of prison. And I think everybody agrees that it is in everybody’s best interest if the angry and violent person who came into prison can be transformed into someone who is not angry and violent when he leaves. And hopefully, through my work, I can help with that.” ■

For more information on Poor’s projects, visit her website at [nigelpoor.com](http://nigelpoor.com). To hear podcasts, tune in to [earhustlesq.com](http://earhustlesq.com).

## REROUTE THE SCHOOL-TO-PRISON PIPELINE

Policies and practices that favor incarceration over education do us all a grave injustice. Through a toolkit and multiple resources, Teaching Tolerance suggests five ways educators can reroute the school-to-prison pipeline by shifting the approach they take toward students, from a punitive one to a responsive one.

### SHIFT 1:

Adopt a social-emotional lens. Teach to the whole child.

### SHIFT 2:

Know your students and develop your cultural competency. Learn and affirm the social and cultural capital your students bring to the classroom.

### SHIFT 3:

Plan and deliver effective student-centered instruction. Teach with the purpose and urgency your students deserve.

### SHIFT 4:

Move the paradigm from punishment to development. Model, reinforce and praise positive, healthy behavior.

### SHIFT 5:

Resist the criminalization of school behavior. Keep kids in the classroom and police out.

Go to [tolerance.org](http://tolerance.org) (search for “rerouting pipeline”) for more.

# True GRIT

## Remote, often struggling rural schools are hardy survivors

By Sherry Posnick-Goodwin Photos by Scott Buschman

**H**IGHWAY 198 in central California is more country road than highway. It meanders through fields and farmland that separate the tiny towns of Huron, Coalinga and Avenal.

“You drive through fields, and there’s a cow town. Then more fields and another cow town. And more fields and another cow town,” says West Kings County Teachers Association President Amy Wilkinson, describing the route to Avenal, furthest from Fresno.

What strikes a visitor first is the isolation of each community; second is the poverty. The combination creates enormous challenges for these rural school communities, where most employment means work in the fields or correctional facilities. Huron is one of the poorest areas in the state.

The small towns along Highway 198 are more than an hour away from the nearest city, Fresno, yet they share many of the problems facing urban areas: generational poverty, gangs, drugs, a high dropout rate. But they also are tight-knit communities where people help neighbors and celebrate milestones together.

“Teachers get invited to birthday parties, baptisms and graduations all the time,” shares Christina Monreal, a kindergarten teacher at Huron Elementary. “It’s like family.”

Teachers in rural areas play a crucial role in educating students about the wider world.

“We want to be a bridge from school to family and instill our students with pride,” says Monreal. “Doctors, lawyers, engineers and professional athletes are all products of this rural community — including my husband, who worked the fields and now is a civil engineer who consults with farmers he once worked for. Tough challenges can push students to become successful in life.”

While rural students and educators must deal with difficult



Christina Monreal at Huron Elementary School.





Kindergarten students in Christina Monreal's class at Huron Elementary School.



Avenal High School agriculture teacher Ryan Fellows in the school's citrus fields with students Angeles Estrada and Javier Romero.

“Teachers get invited to birthday parties, baptisms and graduations all the time. It's like family.”

—*Christina Monreal*

Coalinga-Huron Unified Teachers Association

challenges, as Monreal's example shows, there are distinct benefits as well. Read on to learn how several committed educators in rural communities find creative ways to give students a 21st century education.

### ***Small schools, big challenges***

California has one of the largest rural student populations in the U.S., with more than 220,000 students attending rural schools, according to the California County Superintendents Educational Services Association.





At Avenal High, Zitlaly Soto and Hayline Gonzalez anchor the BUC news program, while educator Amy Wilkinson and cameraman David Moreno look on.

Whether located in farmland, forests or deserts, rural communities share common challenges, such as limited access to medical care, food and employment. Many jobs that supported rural students' parents and grandparents have dried up, such as factory work and logging.

Transportation in California's rural districts eats up much of school budgets. In Coalinga-Huron Unified School District, some students ride the bus more than an hour each way to school. Huron parents, upset over the long bus ride to the district's only high school in Coalinga, attempted to form their own district in 2017 in what locals called "Hurexit," but were unsuccessful.

Recruiting and retaining school employees in rural communities is challenging, says Debra Pearson, executive director of the Small School Districts' Association, and that includes teachers, bus drivers and mental health workers.

"For teachers, the pay scale is much lower, and teaching conditions are much more demanding, especially when you

have multigrade classrooms. Many teachers come to rural areas their first year, then leave for better-paying jobs, so turnover is high."

Students in rural schools may lack access to advanced coursework. Many work to support their families instead of participating in extracurricular activities, putting them at a disadvantage when applying to college, reports the National Center for Education Statistics. They are less likely to attend college due to poverty and a lack of colleges in their vicinity.

"The closest community college could be three-plus hours away," says Pearson. "I grew up in Modoc County, and the closest college was 170 miles away on a two-lane highway."

Modoc, Humboldt and Siskiyou

counties are among those that have relied upon the federal Secure Rural Schools and Community Self-Determination Act (SRS), which provided extra funding to rural school communities that once relied on the timber industry. However, it expired in 2016 and has not been renewed, prompting fears of more cutbacks and school closures in some rural communities. Bipartisan support to reauthorize SRS funding in the next federal budget may help.

### ***Close-knit communities***

"We are so isolated," says Tom Wells, president of the Coalinga-Huron Unified Teachers Association (CHUTA). "As teachers, we want our students to discover the world, but that can be hard

“It can be heartbreaking, because the poverty is so pervasive. But if they work hard, they can be the first student in their family to go to college. And I want to help with that.”

—*Amy Wilkinson*

West Kings County Teachers Association





At Huron Elementary, Tom Wells reads to his students.

“We want our students to discover the world, but that can be hard in our community, so our educators are always trying to bring the world to them.”

—*Tom Wells*, Coalinga-Huron Unified Teachers Association

in our community, so our educators are always trying to bring the world to them.”

Field trips help, say Huron Middle School math and science teachers Pete Alvarado and Karrie Madrigal, who brought children to the Griffith Observatory and La Brea Tar Pits in Los Angeles.

The school provides clothing and food to students in need, making a point of offering these things discreetly. Caring and sharing extends to a newly created program called SMART, where administrators, teachers and counselors “adopt” students to offer them emotional support and inspire motivation. Staff credit this “relationship building” with a turnaround that brought the campus recognition in the state Schools to Watch – Taking Center Stage program.

Last year the high school graduation rate rose to 88 percent, says counselor Janine Wagner proudly. But a big challenge remains — convincing parents to allow their children to go away to college.

“I grew up here and went away to college,” says Wagner. “I try to highlight my experiences and let them know I survived, came back, and have been giving back to our community for 11 years. But many of our parents are fearful to have children leave home.”

Coalinga High School teacher Tom Lucero teaches real-world skills to journalism students, who produce an award-winning magazine and create weekly multimedia news broadcasts on YouTube. His drama students put on productions that entertain the entire

town; school plays and football games are big sources of entertainment in rural communities. Lucero has taken students to Fresno for Broadway plays, and will take students to New York on a field trip. He comments that people in rural communities are generous when it comes to fundraising for these outings, even if they are poor.

Because rural schools are short on funding, they are continuously fundraising at school events, fairs and town festivals, holding bake sales, car washes and raffles. It’s a lot of work, but it strengthens educators’ ties to the community, say teachers.

However, when teachers reside in the rural town where they teach, it can feel as though they are living under a microscope, comments Lucero, a Coalinga resident.

“There’s no such thing as anonymity. People call me by name at the gas station, the grocery store and movie theater. Even the elementary students know me by name.”

### ***Opportunities in agriculture and other fields***

Almost 60 percent of students in rural schools in California are of color, many of them Hispanic and from families with ties to the agriculture or service industries.

Huron Elementary’s Christina Monreal, a CHUTA member, says her school recently started thematic





Huron Middle School's Pete Alvarado.



Coalinga High School's Tom Lucero with drama students during their rehearsal of *Grease*.



Karrie Madrigal with Isai Pacheco and Juan Montes at Huron Middle School.



Counselor Janine Wagner at Coalinga High.

instruction to provide English learners with a rich foundation using the Sobrato Early Academic Language Model, which incorporates units on farm crops, the power of the sun, dairy farming and other aspects of students' everyday lives so curriculum is relatable, and students feel proud of what their families do. It has boosted achievement, she says.

At Avenal High School, where Amy Wilkinson teaches communications, many students are the children of farmworkers. "They call Kings County the

agricultural breadbasket of the world," Wilkinson says.

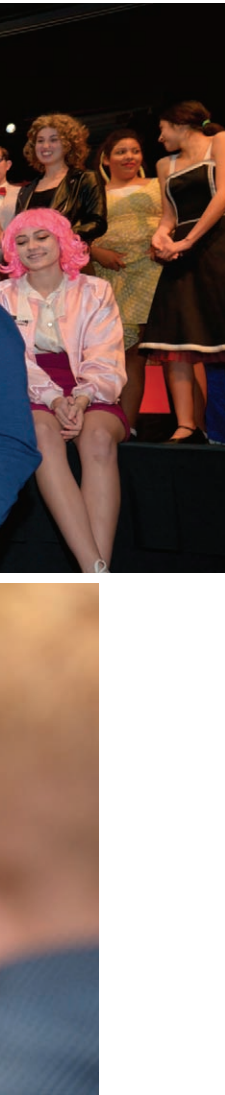
Indeed, agriculture is a major industry for California. With 76,400 farms and ranches statewide, agriculture is a \$54 billion industry that generates at least \$100 billion in related economic activity, according to the California Department of Food and Agriculture.

A 2015 report by the U.S. Department of Agriculture and Purdue University estimates that nearly 60,000 jobs in the agriculture, food, renewable resources,

and environment fields are available every year nationwide, yet only 35,000 graduates with agriculture-related degrees are available to fill them. Careers include food scientists, inspectors and engineers.

In Avenal, which claims to be the "Pistachio Capital of the World," the school has partnered with the Wonderful Company — the world's largest grower of tree nuts and America's largest citrus grower — for its Wonderful Ag Prep program, which offers dual enrollment in West





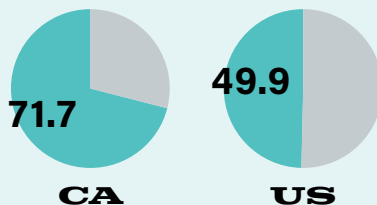
## Vital Statistics

**220  
THOUSAND**

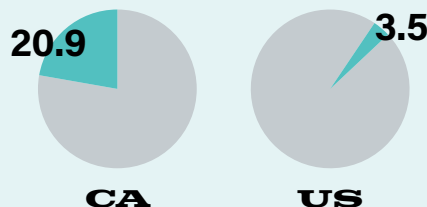
Number of California students in rural districts

Source: California County Superintendents Educational Services Association.

### Percent small rural districts



### English learners enrolled in rural school districts



## PERCENTAGE OF:

California public schools classified as rural

**11.5**

State education funding to rural school districts

**3.0**

Minority students in California rural school districts

**57.5**

Special education students enrolled in California rural school districts

**8.8**

Students in California rural school districts eligible for free/reduced-priced meals

**59.1**

Source: "Why Rural Matters 2015-2016: Understanding the Changing Landscape," a report of the Rural School and Community Trust.

Hills Community College Coalinga and an opportunity to earn a two-year associate degree in high school. Upon graduating, students can either work for Wonderful or attend a four-year college to complete their bachelor's degree in two years. These students also have guaranteed admission to Fresno State University.

The school has a Future Farmers of America club for raising livestock and a tractor mechanics class. Agriculture teacher Ryan Fellows teaches about horticulture in the school's citrus fields.

"We are trying to create a college-going culture at school," says Wilkinson. "And we encourage students to look at a variety of careers."

Avenal teachers take students on field trips to visit colleges. And laptops are available for every student, which is important when students don't have access to technology at home. It benefits the entire family, says Wilkinson, because parents use them for job applications and online courses.

"Our struggle is the same as many urban schools. We are just more remote," says Wilkinson. "We struggle with gangs, drugs and poverty."

There is also high teacher turnover, but Wilkinson isn't leaving.

"I love these kids. It can be heartbreaking, because the poverty is so pervasive. But if they work hard, they can be the first student in their family to go to college. And I want to help with that."

### Shattering stereotypes

"There are a lot of misconceptions about rural schools," says Michelle Rosenbloom Quirsfeld, president of the Mammoth Education Association (MEA). "People think that we are not up-to-date in our instruction or training because we live in a rural town."

Mammoth teachers are anything but country bumpkins, asserts Quirsfeld, a fourth-grade teacher at Mammoth Elementary School who also teaches cross-country skiing. "We are well



educated and ahead of many schools in current practices.”

Located just minutes from the state’s largest ski resort, it’s not your typical rural district. Some affluent residents own second homes and enroll their children in Mammoth schools four or five months out of the year. Sixty percent of students are Hispanic, with a high percentage of English learners whose parents work in the service industry.

“There is not only a huge disparity but a significant achievement gap,” says Quirsfeld. “We spend a lot of time helping students catch up.”

MEA members have embraced a unique approach called “conferencing” where students work independently toward personalized goals, while the teacher makes time each day for one-on-one conferring. It is based on a program called Daily Café.

In Judy Burgenbauch’s first-grade classroom, a student discusses what he needs to do better — looking at the first letter of each word to determine its sound — and practices with his teacher. Meanwhile, other students work alone, quietly reading books and listening to books on computer.

“It’s nice being able to focus on one child at a time for a few minutes,” says Burgenbauch. “It helps a child reach his or her goals, and other students get valuable experience working independently to practice reading and writing.”

The district has a Spanish dual immersion program. Silvia Mendez, who teaches first grade, says it helps newcomers feel more connected to school and become literate in their primary language, building a foundation for success.

When the middle school finally received funding for a new computer

Mammoth Elementary School’s Silvia Mendez works with students.



Michelle McMillian with student Davin Wolter at Mammoth Middle School.



Mammoth Elementary School’s Michelle Quirsfeld reads with Piper Kastor.





PE class for Mammoth Elementary students.



Marianne Boll-See with her classroom at Golden Sierra High School behind her.

“We choose to live here. We work hard. We have a lot of pride. We don’t let children slip through the cracks. And we love what we do.”

—*Marianne Boll-See*

Black Oak Mine Teachers Association

lab, teachers decided it was not effective use of technology for students to leave their classrooms. Instead, they integrated technology into regular instruction, with laptops and multiple Smart Boards in classrooms. In Michelle McMillian’s Spanish class, student groups simultaneously create presentations and slide shows on four separate screens.

“This is a model classroom,” says McMillian proudly. “Others are in transition.”

The school makes excellent use of the mountain: The elementary school offers snowboarding, downhill skiing and cross-country skiing PE classes and sports teams. There are also middle school and high school teams for these sports instead of classes. The ski resort and local community businesses contribute to the cost of PE classes and sports teams to make sure everyone can participate. Classes and teams are coached by teachers and community members; some are taught by Mammoth Mountain ski instructors. School buses transport students to the base of the mountain.

Three-time Olympic medalist Kelly Clark developed her snowboarding talent on the slopes of Mammoth Mountain. Four other snowboarders who competed in the PyeongChang Games call Mammoth home, including gold medalists Shaun White and Chloe Kim.

“This is a great place to live and a great place to teach,” says Quirsfeld, gesturing to the three adjacent campuses against the postcard-perfect backdrop of Mammoth Mountain. “It’s beautiful and friendly. It’s always exciting to think we could have a future Olympian in our midst at this very moment. You never know.”



Mammoth Elementary School's Judy Burgenbauch.



Larry Highberger teaches woodshop, welding and auto at Golden Sierra High.

### ***Versatile and hardworking educators***

Marianne Boll-See teaches 10th-grade English, 10th-grade honors English, 12th-grade English and yearbook at Golden Sierra High School in Garden Valley, El Dorado County. Teaching several different classes is not unusual, says Boll-See, president of the Black Oak Mine Teachers Association. For example, Larry Highberger teaches auto shop, welding, construction and woodworking, and runs a lumber mill at the school.

“Rural teachers wear a lot of hats,” says Boll-See. “We are very versatile and work hard. With a small population, we often have several grade levels in one classroom.”

Like many rural schools, enrollment has been declining, resulting in less ADA

funding. The high school had 800 students in 2008 and now has fewer than 350.

Employee health care costs are higher — and salaries are lower — than in surrounding districts, resulting in teacher turnover, says Boll-See, who rents a room in her home for additional income.

Middle school students from K-8 schools were brought to the high school in the cash-strapped district to save money. Despite concern about younger and older students mingling, there haven't been problems.

The school district has a higher than average percentage of students with

special needs, says Boll-See, which has further impacted the budget. Families of these students are attracted to the slower-paced lifestyle. Transportation costs also eat up much of the budget. Some students ride the bus for 45 minutes to and from school.

Working in a rural school is not for wimps, she says.

“We choose to live here. We work hard. We have a lot of pride. We are a family. We don't let children slip through the cracks. We have harsh weather and beautiful scenery that helps us create interesting lessons. And we love what we do.” ■

## *Making Professional Development* **ACCESSIBLE**

Read how CTA's Instructional Leadership Corps is bringing professional development to remote rural areas on page 51.





CREATING THE  
**CAMPUS  
HUB**

Teacher librarians  
transform school  
libraries into  
welcoming, modern  
places to learn

By Sherry Posnick-Goodwin  
Photos by Scott Buschman



**IT'S LUNCHTIME** at Hercules Middle School, and students stream into the library to play chess and card games, build things with Legos, and visit with friends. There is laughing and friendly banter with teacher librarian Angela Anthony, who makes students feel right at home. Unlike school libraries of the past, there is no shushing. "I like coming here," says Samuel Kim. "It's a good place to hang out with friends."

Hercules Middle School has transformed its library from a

quiet, studious setting to an interactive environment that is welcoming to students and fosters 21st century learning. It's part of a trend happening at school libraries around the country.

### **Libraries have become livelier**

Many schools are turning their libraries into interactive spaces. At Hercules, for example, students recently collaborated to create comics about the Civil War with computers, and made stop-motion videos for their research topics. Students



Anthony stands next to the "Readbox," with suggested books for students.



formed a Makerspace Club to design objects on computers for 3-D printers. Such inquiry-based learning makes school fun — and supports the new standards.

(The trend for libraries to support science, technology, engineering, art and math — STEAM — and makerspace activities was first reported in *California Educator's* January/February 2017 issue in a profile of Kory Bootsma, a Val Verde Teachers Association member whose students create robots, connect circuitry, and use computer-assisted design programs for 3-D printers.)

School libraries have also become more inclusive and safe spaces where students are encouraged to play games and hang out, before and after school and during lunchtime. By serving as campus community centers, libraries are becoming the heart and soul of schools, say librarians.

School libraries may be changing, but books are still important. Teacher



Union Mine High School librarian Virginia Hamilton, right, and classroom teacher Stephanie Luther team up for students.

librarians report that despite the emphasis on technology, students still enjoy books.

Anthony, a member of United Teachers of Richmond, says students spend more time in the library, so they notice more books that jibe with their interests. She adds that young adult fiction has never been more interesting.

### Librarians take on new challenges

Once known for stacking shelves and checking out books, today's teacher librarians have a variety of responsibilities that may include selecting and managing digital databases, teaching

students to navigate and interpret online information (avoiding fake news), sponsoring book clubs, celebrating cultural diversity with art and research projects, supporting STEAM activities, and holding computer programming workshops.

"It's an awesome job," says Fresno Teachers Association member Sue Navarro, a teacher librarian who does all these things at Fresno High School. "I've been told to stop telling people how much I love my job because people will think it's not work."

Most people refer to their "school librarian" on campus, but the correct term is "teacher librarian" for one who



“Some kids did not feel a sense of belonging at school. I love that all kids are welcome in the library.”

—**ANGELA ANTHONY**, United Teachers of Richmond



Teacher librarian Angela Anthony  
at Hercules Middle School with  
student Samuel Kim.

**ANGELA ANTHONY,**  
*Hercules Middle School,*  
*United Teachers of Richmond*

Angela Anthony considers herself one of a new breed of librarians who enjoy innovation and trying new things. She sometimes teaches or co-teaches lessons in regular classrooms, such as one she recently created to educate students about plagiarism and its consequences.

“I love integrating technology and literacy in our school,” says Anthony, who assists students with creating videos and introduces them to databases for school research projects.

She started an accelerated reading program to promote reading for fun and prizes — with a Google Classroom component where students submit book reviews for peers. Her after-school Library Club will compete against other school library clubs in a Battle of the Books contest.

A Makerspace Club meets after school in the library, and she plans to hold a Makerspace Fair for the public to see what students create on the library's 3-D printers.

“People think that all I do is sit and read and take care of books all day,” she laughs. “But I am just like a regular teacher who is busy all day long. I never sit down. Lunchtime is my busiest time.”

She is proud the library is a safe space for students at lunchtime and before and after school.

“Some kids did not feel a sense of belonging at school,” she says. “I love that all kids are welcome in the library.”

## *By the numbers*

# 9%

Percentage of California schools with credentialed teacher librarians (part-time or more). Most of them are at the high school level.

# 1:7,187

California's ratio of teacher librarians to students in 2014-15.

# 50<sup>TH</sup>

California's national ranking in ratio of teacher librarians to students. The state continues to rank at the bottom of professional library staffing numbers.

*Source: California Department of Education*

has both a teaching credential and a master's degree in library and information or media science. Another term is “library media specialist.”

Despite having a master's degree, some say their colleagues think of them as clerks and aren't aware of what they do. Teacher librarians can support and complement classroom lessons. They save classroom teachers time and work by finding collections of books on subjects they teach, gathering primary sources for social studies lessons, finding relevant lesson plans, gathering curriculum reference materials, showing teachers new apps and tech tricks to make learning fun, and showing students how to



use databases with accurate, up-to-date information for research projects.

"I see myself as a bridge builder who can help teachers with all the little things they don't have time to do," explains Jennifer Zimny, a teacher librarian at Ponderosa High School in Shingle Springs and member of the El Dorado Union High School District Faculty Association. "We have a very specialized role in schools and are here to support every teacher and classroom. We have a great deal to offer."

Britta Fletcher, an English and floral design teacher at the school, recently collaborated with Zimny on a Day of the Dead project that was extremely popular with students. Students made skull decorations for the Mexican holiday and wrote cards to remember special people in their lives who were no longer living, placing them on an altar decorated, of course, with flowers.

"She had great ideas about how to implement art and a technical component. She pointed me in the right direction with books and databases," says Fletcher. "It was very helpful."

Virginia Hamilton, a teacher librarian at Union Mine High School in El Dorado, often attends her school's department meetings so she can explain to teachers how she can assist them.

"It helps to promote ourselves," says Hamilton. "By doing so, teachers find out we are very supportive of what they do."



Fresno High School's Sue Navarro says students are now eager to come into the campus library when it opens in the morning.

"I call this the happiest place on campus and the heart of the school. I love being a part of it."

**SUE NAVARRO,**  
*Fresno High School,*  
*Fresno Teachers Association*

—**SUE NAVARRO,** Fresno  
Teachers Association

Among the library's wide array of programs and services that Sue Navarro manages are e-books that students access from the Fresno Unified site or the county library system, and can read on their own devices. She also manages their access to the library webpage for research and resources. The teacher librarian hosts many activities, including:

- A book club that meets in the library for lunch.
- Banned Books Week in September.
- Cocoa Fridays with hot chocolate, puzzles and games before school.
- A 12-hour freshman "Read-A-Thon" in November.
- Book fairs, mobile book carts, and free book giveaways for home libraries.
- A Maker Fair where students show what they have made and share what they have learned.
- Shakespeare's Trash Talk 'N Throwdown, a celebration of the Bard's birthday for ninth-graders.
- Hour of Code, an introduction to computer science.

Navarro has created thought-provoking exhibits in the library, including "The Power of Influence," examining the influence of media on public opinion, and "The Courage to Remember," about the Holocaust.

A decade ago, when she began her job, she wondered why the library was usually empty. Now, when the library opens its doors at 7:15 a.m., students are waiting to enter.

"We completely changed," says Navarro. "I call this the happiest place on campus and the heart of the school. I love being a part of it."





**JENNIFER ZIMNY,**  
*Ponderosa High School,*  
 El Dorado UHSD Faculty Association

Before she was a teacher librarian at Ponderosa High, Jennifer Zimny was a drama teacher for nine years there. The switch was a success. Last year she won the Good Ideas Award from the California School Library Association (CSLA) for a two-week project called "The Health of the Planet." It was designed to teach ninth-graders how to conduct research using Science In Context, an online database that provides contextual information on hundreds of science topics ranging from bacteria to obesity and weather.

"I wanted students not just to Google topics, but learn how to do research, use Cornell note-taking, make citations, and synthesize all the information into a presentation, which will help them throughout high school and college," says Zimny. "Students also created Google Slide presentations."

She conducts makerspace workshops and origami workshops, and uses Ozobot Coding Robots to introduce students to computer programming. By using different color combinations on the bots, students can make them follow different instructions.

"I love how school libraries are becoming livelier," she says. "The school library is the heart of a school. It's a place where kids can wonder about the world. Hopefully, school libraries also stimulate students to love reading so much that they become lifelong learners."

"I see myself as a bridge builder who can help teachers with all the little things they don't have time to do."

—**JENNIFER ZIMNY**, El Dorado  
 UHSD Faculty Association

## Libraries help students succeed

More than 60 studies have produced evidence that school library programs staffed by teacher librarians have a positive impact on student achievement. Public schools with strong library programs staffed by credentialed librarians outperform schools without such programs, regardless of a community's parent education, poverty level or percentage of English learners.

Among other benefits, school libraries:

- Present programs that foster critical thinking, providing students with the skills they need to analyze, form and communicate ideas.
- Are learning hubs and homework help centers where students use technology and the latest information resources, preparing them for college and the workplace.
- Can have strong programs that instill confidence in reading, which promotes learning, personal growth and enjoyment.
- Foster a safe, caring climate — they are often the one place in school that is open to all students, where teacher librarians can support students across grade levels and subject matter. ■



Virginia Hamilton at Union Mine High School assists students. She regularly attends departmental meetings to remind teachers how she can help them with lesson planning and resources.



**VIRGINIA HAMILTON,**  
*Union Mine High School,*  
*El Dorado UHSD Faculty Association*

What Virginia Hamilton likes best about being a teacher librarian is that every day is different.

"Yesterday I had 13 classes where students had 'mad money' and learned how to write checks, take care of a debit card, and figure out how much money they might need to join a gym, buy a car, rent an apartment or buy baby formula. I was mobbed in those classes. The day before that, seniors were doing research for *One Flew Over the Cuckoo's Nest* and the computers went down, so I had to show them print resources. Today, I showed students how to use a database for U.S. history, world history, science and literature, and helped them save articles to their Google Drive. I never have the same day twice, and I love that about my job."

After attending a California School Library Association (CSLA) conference, she learned about e-cards and collaborated with colleagues to pilot the cards at school, so students can log in and access the school library's databases from anywhere. She posts her favorite books regularly online and organizes scavenger hunts for prizes, where students must find things hidden in the pages of books.

Hamilton, a reference librarian in a public library for 19 years before earning her teaching credential, won a Good Ideas Award in 2016 from CSLA for her work with Spanish classes assigned to study a Spanish-speaking country. Students created posters to lure tourists, cooked native cuisine and brought in dishes to share, enjoyed music on YouTube from that country's top artists, and created presentations using Prezi software.

"It looked like an insane asylum while the kids were running around," she laughs. "But the students were very involved in this project, learned a lot, and had a great time."



Fresno High School's Sue Navarro outside the campus library.

## LIBRARIANS, FUNDING IN SHORT SUPPLY

**TEACHER LIBRARIAN** positions are often on the chopping block, and school libraries are threatened with cutbacks or closures in tough times. Despite preparing students for college and the workforce, teacher librarians are lacking on many campuses.

In some schools without teacher librarians, nonteaching staff provide library services. And in others the libraries have closed. In 2014, EdSource reported that about half of the 600 elementary and middle school libraries in Los Angeles Unified School District had closed. That same year, the *School Library Journal* reported that 40 of San Diego Unified School District's 180 libraries were closed due to budget cuts.

"Currently in Oakland, it's possible to enter kindergarten and graduate high school never having gone to a school that has a library," said a district librarian in the EdSource story.

State law requires California public schools to provide library services to students — but has yet to define the minimum level and types of library services public schools must provide. SB 390, a CTA-sponsored bill, would have adopted model standards and regulations for school library services, but Gov. Jerry Brown vetoed it in October.

After categorical funding ended in 2009, the primary source of library funding for 51 percent of California schools was fundraising.

However, the news is not all bleak. Since implementation of the Local Control Funding Formula in 2013-14, funding provided by districts has steadily increased from 28 percent in 2011-12 to 45 percent. But in some districts, even that is not enough.

"There haven't been layoffs in my district," says Virginia Hamilton in El Dorado. "We are valued and supported. But a neighboring school district did away with its librarians a few years ago, so we consider ourselves lucky."



# Get Out and Vote

## The June 5 primary election is critical

**CALIFORNIA'S** top-two primary system means that on June 5, the top two vote-getters in statewide constitutional, legislative and congressional races will advance to face off in November's general election.

But in the race for state superintendent of public instruction (SPI) only, a candidate who gets more than 50 percent of the vote in the primary wins office outright. In other words, it's crucial to get out the vote for State Assembly Member Tony Thurmond, CTA's recommended candidate for SPI, in June. He's an extraordinary leader with a distinguished record as a legislator, social worker and champion of California's kids (see below, and read our Q&A with him at [californiaeducator.org/meet-tony-thurmond](http://californiaeducator.org/meet-tony-thurmond)).

Here are CTA-recommended candidates for state office — including Gavin Newsom, interviewed on the following pages. For your personalized recommendations in state and local races, go to CTA's Voter Guide at [cta.yourvoter.guide](http://cta.yourvoter.guide) and enter your address. Check [campaign2018cta.org](http://campaign2018cta.org) for ways to take action, volunteer and get links to voter information, resources and election data. Follow [#VotePublicEd](https://twitter.com/VotePublicEd).

### Important dates:

- **May 21** – deadline to register to vote.
- **May 29** – deadline to request vote-by-mail ballot.
- **June 5** – primary election; vote-by-mail ballots must be post-marked on or before this date.

## CTA's Primary Candidate Recommendations



### Gavin Newsom for Governor

Lt. Gov. Gavin Newsom has long been a strong supporter of public schools, colleges, students and educators. He shares the core values of CTA members and educators across the Golden State who believe in the mission of providing a quality, well-rounded education to all students. Every student deserves the same opportunity to achieve success regardless of ZIP code, background, where they come from or who they love. Newsom supported CTA-backed state propositions that increased the state income tax on the wealthy to generate billions for public education.

For more about Newsom's views and top priorities for the state, see our Q&A with him on page 42.



### Tony Thurmond for Superintendent of Public Instruction

As a state Assembly member, school board trustee and city councilman, Tony Thurmond has served in elected office for more than 12 years. As a social worker, he is a respected leader of nonprofits for youth and a champion of disadvantaged students. At every step, he has kept California's kids as his top priority.

He passed legislation to provide millions of dollars to school districts to keep kids in school and out of the criminal justice system. He's fought for money to ensure that California youth in foster care can go to college. He's an advocate for affordable housing for teachers and other incentives to attract and retain quality educators. He's fighting to shift \$450 million from our criminal justice system to early education and after-school programs. He's working to expand school-based health, mental health and social service programs, and support students who are homeless or hungry, or have experienced trauma.



### **Ed Hernandez for Lieutenant Governor**

State Sen. Ed Hernandez has a proven track record in both the California Assembly and Senate of supporting students, educators and public education. The first in his family to graduate from college, he believes an education is the greatest equalizer in our society, and is an advocate for reinvesting in our pre-K-12 public schools, community colleges and public universities. He unequivocally supports increased accountability and transparency in California's charter schools. *Photo credit: Flickr/Ed Hernandez*



### **Fiona Ma for State Treasurer**

Current Board of Equalization member Fiona Ma is the only declared and viable candidate for the office of state treasurer. She is a lifelong champion for public education and has experience on financial, budget and investment issues that make her highly qualified for this position. She supports a defined-benefit retirement system for all educators, and as state treasurer will sit on both the CalSTRS and CalPERS boards.



### **Ricardo Lara for Insurance Commissioner**

State Sen. Ricardo Lara has been a steadfast partner and advocate for students and educators. In 2016, CTA worked in partnership with Lara to pass Proposition 58 to repeal bilingual education restrictions in California public schools.

He is the only declared and viable candidate for insurance commissioner — the office that would work most closely on regulating insurance companies and health plans — and is dedicated to a thoughtful, inclusive conversation on how to achieve universal health care and ensure student health.



### **Xavier Becerra for Attorney General**

Attorney General Xavier Becerra has a long-standing commitment to, and passion for, students, educators and families across California. He served more than two decades in the U.S. House of Representatives, where he was elected to chair the Congressional Hispanic Caucus. He was the first Latino to serve on the powerful Ways and Means Committee.

He believes in protecting the right of workers to come together to negotiate proper learning and working conditions, and that California's charter schools must be held to the same accountability and transparency standards as traditional public schools.



### **Connie Conway for Board of Equalization District 1**

Former Assembly member and Republican minority leader Connie Conway believes in working closely with all community stakeholders. During the interview, she committed to talking through education issues before making recommendations or decisions on the Board of Equalization.

### **Board of Equalization Districts 2, 3 and 4**

For District 2, CTA met with state Sen. Cathleen Galgiani and San Francisco Supervisor Malia Cohen. Both demonstrated a core understanding of education and tax issues; both have worked with CTA. The member-driven process has led to a neutral recommendation.

CTA made no recommendation for Board of Equalization District 3 or 4.

For your personalized recommendations in state and local races, go to [cta.yourvoter.guide](https://cta.yourvoter.guide) and enter your address.





### Alex Padilla for Secretary of State

Secretary of State Alex Padilla's support of public education includes advocacy for English learners. As a state senator, Padilla authored legislative measures to identify and implement best practices in English learner curriculum and instruction statewide. He also exposed a bottleneck in the college transfer process, and wrote the law that streamlined the transfer process and created a clear pathway for community college students to transfer to the California State University system. Secretary of State since 2015, he is committed to increasing voter registration and participation, and strengthening voting rights.



### Betty Yee for State Controller

State Controller Betty Yee was elected in 2014, following two terms on the Board of Equalization. Now serving as the state's chief fiscal officer, she also chairs the Franchise Tax Board and serves as a member of the California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS) boards. Yee is a product of San Francisco public schools with 30 years of public service. She co-founded the Asian Pacific Youth Leadership Project to involve California high school youths in the public service, public policy, and political arenas.

Check [campaign2018cta.org](http://campaign2018cta.org) for ways to take action, volunteer and get links to voter information, resources and election data. Connect at [#VotePublicEd](https://twitter.com/VotePublicEd).



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"Instead of sparring and scapegoating, it's time to elevate, celebrate and embrace the teaching profession."

# Gavin Newsom

## CTA's choice for governor is a champion for public education

By Sherry Posnick-Goodwin



**AS HIS LONG** and innovative record of public service shows, Lt. Gov. Gavin Newsom is a strong supporter of public schools, colleges, students and educators. In Sacramento and as mayor of San Francisco, he has always championed students and educators, which is why CTA recommends him for the next governor of California.

His parents divorced when Newsom was 2, and he and his sister were mostly raised by his mother, who worked three jobs and waitressed at night to make ends meet. "My mom taught me everything I know about grit, hard work and determination," he says. His father, a judge, was well-known and socially and politically connected in the Bay Area.

Newsom struggled in school with a learning disability, but graduated from Santa Clara University. After a brief stint in real estate, he went into business with family friends Gordon Getty and his son Billy, starting

their PlumpJack wine shop in San Francisco and other business ventures.

At 34 he was the youngest mayor in San Francisco history, and became internationally famous for allowing gay marriages to be performed at City Hall. Just a few years later, in a historic decision, the U.S. Supreme Court ruled that the Constitution guarantees a right to same-sex marriage.

California's primary election is on June 5. If pollsters are correct, Newsom will likely face a runoff with another Democrat, Antonio Villaraigosa, former mayor of Los Angeles. The two front-runners — mayors of the state's most prominent cities at the same time — couldn't be more different in their outlook on improving public education.

Newsom recently sat down for an interview to discuss his vision for supporting and improving public schools if elected governor.



See Gavin Newsom speak to the April 2018 CTA State Council at [tinyurl.com/GNewsom-StateCouncil](http://tinyurl.com/GNewsom-StateCouncil).

### ***What are your three top priorities for improving public education?***

No. 1 is addressing the growing demoralization of teachers. Seventy-five percent of school districts report difficulties when it comes to retaining and recruiting teachers, particularly in special education and STEM classes. One quarter to one-third of all new teachers quit within five years. Instead of sparring and scapegoating, it's time to elevate, celebrate and embrace the teaching profession.

No. 2 is providing more funding for public education. California is in the bottom 10 states in per-pupil investment — we've got to get to the top 10. We are not going to permanently enjoy surpluses and market growth, so how can we prepare for a major recession? We must look for new revenue sources. In addition to the Proposition 13 debate on split roll (increasing property taxes on businesses), which I support, it's time to look at a service tax that excludes education and health care. Eighty-five percent of our economy is not taxed. This is the next conversation.

No. 3 is that we must push back against President Trump and Betsy DeVos, who seek to privatize our public education system. Vouchers and for-profit charter schools have no place in this state. We have charter management organizations that are not subject to the same transparency and accountability of other public dollars, and that needs to change. California needs to lead the battle against Trump and DeVos and be a champion for our educators and students. I'm up for that.

### ***What about higher education?***

The state needs to significantly increase its investment in that conveyor belt of talent at our UCs, CSUs and community colleges. We need to keep tuition costs down and also recognize that the full cost of college attendance is arguably the bigger issue than tuition — the cost of transportation, housing, books and overall cost of attendance. Along with access to higher education, we need to look at completion, so students get their degrees. We must focus on getting students from diverse communities through the system and supporting them. One way to do this is to ensure students get credit for remedial classes so they don't give up. These issues have especially impacted African American and Latino students.

### ***How can we improve school safety?***

Arming teachers is ludicrous and beyond absurd. Instead, we've got to maintain our vigilance and lead by example to do everything in our power to address this crisis. No state is doing better than California. We have passed some of the most comprehensive gun safety measures in America. In 2016 we took on the NRA and passed Prop. 63. We are about to become the first state to require background checks not just for guns but all ammunition purchases. The law, which takes effect next January, bans large-capacity magazine clips — the same kind used in Florida.

Sadly, we did not have to ask if it was a boy who committed the atrocity in Florida, because everyone knew it was a boy. This begs the question: What is going on with boys and how are we raising them? If you look at the rate of dropouts, suicides, binge drinking,

## **The Newsom Files**

- Served on the San Francisco Board of Supervisors 1997-2004. Advocated for quality public education. His Care Not Cash program for the homeless moved thousands into permanent housing.
- San Francisco mayor 2004-11. Passed a parcel tax to increase salaries for educators in San Francisco Unified School District, and to improve students' learning conditions. Partnered with United Educators of San Francisco on education issues. During the recession, balanced budgets without laying off a single teacher, police officer or firefighter. Launched a Rainy Day Fund to protect SFUSD staff from layoffs. Brought the nation's first universal health care plan to San Francisco's uninsured residents, resulting in more than 80 percent of the previously uninsured getting coverage.
- Lieutenant governor since 2011. Priorities include creating more access to preschool and community schools. Introduced California College Promise, a program to increase access, funding and regional partnerships with California's public schools, community colleges and four-year universities. Serves as a regent of the UC system and a trustee of the CSU system, working to keep tuition fees down, solve the student debt crisis, and improve academic success rates.
- He and his wife, actress/filmmaker Jennifer Siebel Newsom, have four children. Two are in preschool and two attend public school.

opioid overdosing, domestic violence, sexual assault and mass shootings, the numbers are disproportionately male. I think this is our opportunity to look not only at gun safety, but take a cultural moment to consider how we are failing boys. We are not raising them to be empathetic men that do not resort to the violence and aggression we are seeing in our society.

### ***Why should California — and schools — be a sanctuary for immigrants?***

I support SB 54, which makes California a sanctuary state. The idea that sanctuary policy is a shield for criminal activity is false. Sanctuary counties,



*“Dyslexia was a gift that I’ve come to appreciate and embrace. It allows me to see the world differently. It’s given me a willingness to take risks — and that has defined my life.”*

according to the Center for American Progress, are safer than non-sanctuary counties because they build trust with their community. If you’re a victim or witness of violent crime, you are more likely to cooperate with law enforcement organizations if you are not convinced they are an arm of the Trump deportation force. You are more likely to send kids to school in a mixed-status family if you are not concerned that you could be deported when picking them up from school. You are more likely to get a child immunized if you are not worried that a nurse at your community clinic will report you to ICE. Our sanctuary policy is about keeping people safe, educated and healthy, and that’s why I embrace it.

### ***How do we improve our schools from a social justice standpoint?***

We must address the African American and Latino achievement gap from a social justice perspective. People are not being left behind, they are starting behind. As mayor of San Francisco, we initiated universal preschool after voters approved Proposition H. Aggressive intervention in the early years is critical, so we’re not triaging later. Along with advancing a comprehensive preschool framework in California, we must provide prenatal care and focus on children ages zero to 3, because 85 percent of the brain is fully formed by the time a child is 3.

We must educate fathers and mothers on the importance of reading, singing, playing and talking to children. We must deliver K-12 curriculum in a more culturally competent way, make sure that our workforce is diverse and reflects the community, and provide students in low-income areas the same types of enrichment programs students have access to in wealthier areas — art, music, computer science, etc. Public

schools should be the anchors of our communities. As governor, I will work to create full-service community schools across the state, building on my record as mayor in support of wellness centers, after-school programs and safe school programs.

### ***How has being dyslexic made you stronger?***

I had a learning disability and also bounced around to four or five schools in seven years. It wasn’t just about reading and writing — it was about my self-esteem and self-worth. My dyslexia shaped me in every way, and I would not be sitting here today if not for dyslexia. It was a gift that I’ve come to appreciate and embrace, because it allows me to see the world differently. It’s given me a willingness to take risks — and that has defined my life.

Literally hundreds of thousands if not millions of kids in our public education system are struggling with learning differences. I believe we should celebrate those differences, not tolerate those differences. A learning disability is not something that necessarily holds you back; it can compel you forward, because you find ways of overcompensating. In that overcompensation, you find strengths that you otherwise would have never discovered about yourself.

### ***A teacher who made a difference?***

There’s not a human being that walks this state who doesn’t have a story about a teacher who changed their life profoundly. For me, Tino Lavazzo was that guy. He customized and individualized learning for me. He allowed me to self-pace differently than the rest of the class. His willingness to do all these things changed not only the trajectory of my academic experience, but my life.

### ***How do you differ on education from Antonio Villaraigosa?***

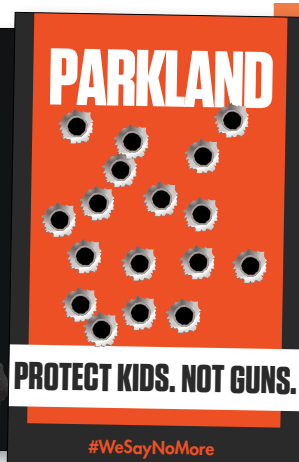
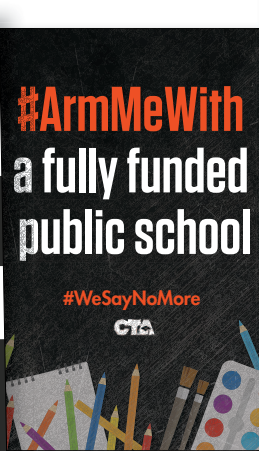
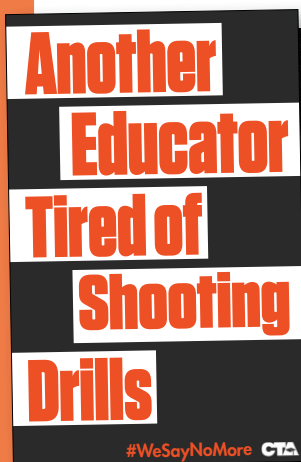
I support teachers. He announced a “holy jihad” against teachers in the *LA Times*. Then he said he didn’t mean teachers, he meant the union. He wanted the city of Los Angeles to take over the school district. In stark contrast, I partnered with our district and unions to create a “partnership for achievement” memorandum of understanding that respected the independence and autonomy of the school district while we worked together to create a framework of community. During my term, San Francisco was the highest-performing urban school district in California, and the city and county balanced seven budgets in a row during economic recession without severe education cuts or teacher layoffs. I believe it is important to collaborate with teachers and teacher unions, not bash them.

### ***There has been a lot of union-bashing these days.***

Yes. But what I love about CTA is that it is not just an organization about organizing — but also about public policy, political activism, protecting public dollars, and increasing investment in our public education system. This should be universally embraced and celebrated.

With the *Janus* decision and right-to-work legislation coming down the pike, and the stacking of federal courts with anti-labor judges, this is a profound moment for organized labor. We have to double down and make the case about why unions matter and why they play an important role in addressing issues such as poverty, ignorance and social justice. Unions aren’t the problem: They are the antidote to the fear and anxiety that persists in this country. ■





To take action against gun violence in schools, and for resources including the posters above that can be printed out, see [cta.org/nomore](http://cta.org/nomore).

# ENOUGH IS ENOUGH

## We can no longer tolerate inaction on gun violence in schools

**ON APRIL 20**, National Day of Action Against Gun Violence in Schools, educators stood together with students and community to send a strong message to policymakers that enough is enough. We demanded that they take *real* action to end gun violence in our schools and to protect our students.

Schools should be the safest place a child can be. Sadly, that is far from reality these days. From Columbine to Virginia Tech to Sandy Hook to Marshall County to Parkland, Florida, it's abundantly clear we are not doing enough to keep our students safe and our schools free from gun violence. This reality is devastating. Our hearts may be breaking, but our resolve must be strong. We demand action *now*.

Students are already leading the way. They are demanding commonsense gun laws. They are demanding a plan that will keep dangerous weapons out of the hands of dangerous people. They are saying, "No more."

We must listen to and support them.

Join CTA and NEA and communities across America to send a unified message to our elected leaders. Go to [cta.org/nomore](http://cta.org/nomore) to pledge your support, organize an action at your school or in your community, and show that you stand for safe and peaceful schools that focus on teaching and learning. Our students deserve this. [#WeSayNoMore](https://twitter.com/we_say_no_more)

### WHAT YOU CAN DO:

- Contact your legislators to urge them to pass commonsense gun laws.
- To learn more about the issue, to find or organize an action, and to pledge your support, go to [cta.org/nomore](http://cta.org/nomore).
- To join the conversation on social media: [#WeSayNoMore](https://twitter.com/we_say_no_more)
- Record an [#ArmMeWith](https://twitter.com/we_say_no_more) video. Use the hashtag [#ArmMeWith](https://twitter.com/we_say_no_more) to propose other resources you would rather be armed with instead of guns, such as books, art and music programs, nurses, and school counselors. Go to [stories.cta.org/armmewith](http://stories.cta.org/armmewith) and submit your video or photo to tell us what you would rather be armed with!
- Check out our partners and their work on this issue:

**The Network for Public Education** — [networkforpubliceducation.org](http://networkforpubliceducation.org)

**American Federation of Teachers** — [aft.org](http://aft.org)

**Moms Demand Action** — [momsdemandaction.org](http://momsdemandaction.org)

**Everytown for Gun Safety** — [everytown.org](http://everytown.org)

**Giffords: Courage to Fight Gun Violence** — [giffords.org](http://giffords.org)

# Standing Up for Students, Educators

*History shows union power against attacks on working class*

**COLLECTIVE VOICE** through unions is the most powerful means by which working men and women have been able to make a living wage, gain affordable health care, ensure decent workplace conditions, and sustain a family. Members of teachers unions such as CTA, specifically, use their collective voice to advocate for their students as well.

But many chafe at unions' power, particularly forces that seek to weaken public-sector unions to promote their own corporate-backed agendas.

A U.S. Supreme Court decision in *Janus v.*

*AFSCME*, expected this spring, could further these agendas. Mark Janus, an Illinois child-support worker, contends his free speech rights have been violated because he must pay agency fees to a union (the American Federation of State, County and Municipal Employees) that, among other things, negotiates wage contracts and working conditions on his behalf. It is one of many cases being brought and supported by conservative groups to undermine workers' collective voice.

CTA is not a business. We're a union of professionals dedicated to all students.

As a *New York Times* story recently noted, these groups have worked in concert over the years to deplete union ranks and align the judiciary in a more conservative direction (capped by Neil Gorsuch's appointment to the Supreme Court last year). Chief among them is the Washington-based Freedom Foundation, also known as Choice for Teachers, which has been a key player since the early '90s in anti-labor initiatives nationwide.

The foundation is led by CEO Tom McCabe, who has stated, "Unions will not go away on their own. We need to drive a stake through their heart." It is engaged in campaigns to convince union members in Washington, Oregon, California and other states to drop their membership. It is funded by the State Policy Network, the Bradley Foundation, and political groups affiliated with the billionaire Koch brothers.

## Goal is to mislead educators and weaken unions

Choice for Teachers, the Freedom Foundation, the California Association



CTA officers, Board members and delegates to State Council shout out "Educators, stay strong!" — a message of strength and solidarity to educators in Oklahoma, Kentucky and other states.

of Educators and the California Teachers Empowerment Network, among others, sound nice and claim to represent educators, but they don't. They are funded by corporate billionaires who are trying to weaken our union and put us out of business.

But CTA is not a business. We're a union of professionals dedicated to all students. We're educators who value investing time and resources in our students, instead of trying to privatize public schools for the sake of profits.

We're champions of human and civil rights. And we're proof that unions are the only hope for working families at a time when the economy is rigged against working people.

## A track record of advocacy

For 154 years, CTA has been standing up for working people, our students and the communities we serve. We use our power — our collective voice — to ensure students have the resources and educators they need to get the quality public education they deserve. Attacks on CTA are not going to stop, but our work continues.

For more information about CTA's track record and ongoing work, go to [cta.org/150](http://cta.org/150). ■



# LEGISLATIVE UPDATE

CTA is co-sponsor of three charter bills currently before the state Legislature

## **SB 1362:** ***Local Control at Charter Schools***

Sen. Jim Beall (D-San Jose) is author of SB 1362, which permits school boards to consider economic impact in determining whether to approve or deny a new charter school petition, and ensures students with disabilities have equal access to charter schools. Charters divert funds from public schools, often resulting in cuts to essential programs and services, including special education.



State Sen. Jim Beall speaks at a press conference at the State Capitol March 14, flanked by East Side Union High School District (ESUHSD) and San Francisco Unified School District students, educators, parents and administrators. The group lobbied lawmakers and urged the State Board of Education to deny a charter school appeal, which had already been rejected by ESUHSD. If passed, SB 1362 would ensure that local school boards can decide what is best for their students and schools.

## **AB 1871:** ***Equity and Student Access at Charter Schools***

Assembly Member Rob Bonta (D-Oakland) is author of AB 1871, which ensures that charter school students have access to at least one free or reduced-price school meal each school day. According to California Food Policy Advocates, more than 81,000 low-income students in the state currently attend charter schools that do not offer free and reduced-price school meals — a hardship for their families.

## **AB 276:** ***Accountability and Transparency at Charter Schools***

Assembly Member Jose Medina (D-Riverside) is author of AB 276, which expressly states that charter schools and the entities managing charter schools are subject to the Brown Act (open meetings), Public Records Act (open books), and two laws preventing conflicts of interest, the Political Reform Act of 1974 and Government Code 1090. More than \$149 million of public funds in California's charter school environment has been misused, according to a March 2018 report by In the Public Interest. Charters should be subject to the same accountability and transparency as public schools.

For updated information and details on CTA's positions about these and other relevant bills, see [cta.org/legislation](http://cta.org/legislation).

# Bargaining Roundup

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

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



CTA President Eric Heins (back row) joins his fellow Pittsburg educators in marching and rallying for better working conditions.

## Pittsburg: Educators on the March

On March 7, hundreds of **Pittsburg Education Association (PEA)** members rallied in front of Pittsburg Unified School District offices, frustrated by a bargaining impasse on crucial issues such as school safety improvements, large class sizes and salary. Joining them was CTA President Eric Heins, whose home district is Pittsburg.

Overcrowding is a problem. "Pittsburg High School is crammed with more than 3,500 students, class sizes are too high, and class sizes also need to be lowered and capped for special education," says Tammy Carr, PEA president. And a recent power outage in the district exposed communication problems that raise safety issues, she adds. "We are trying to bargain language that will provide the most safety for our students in emergency situations."

After months of negotiations, the district is offering teachers zero raises, despite having a fiscal year ending balance last summer of more than \$23 million, and receiving more funding this fiscal year.

"In this time of a severe teacher shortage in California, we are desperate for highly qualified teachers that will give our students the quality education they all deserve," Carr says. "But we can't attract and retain teachers if our salaries are not competitive with neighboring school districts." Both sides met with a state mediator March 26 and 28, but with no resolution of the bargaining impasse.

## Los Alamitos: Agreement Reached

The **Los Alamitos Education Association** and Los Alamitos Unified School District reached a two-year tentative agreement in early March. It includes adding part-time teachers at elementary sites to provide small-group instruction, intervention and assessment support, and increasing the number of speech-language therapists for 2018-19. Educators will receive a 1.5 percent salary increase this year and another 1.5 percent for 2018-19.

## Fremont: Still at Impasse

Hundreds of Fremont Unified School District educators packed the school board meeting on March 28, escalating their contract fight for fair salaries as concern grows over teacher turnover driven by low pay in the high-cost city. Meanwhile, the **Fremont Unified District Teachers Association** launched an online petition to pressure the board. "An essential factor in maintaining quality schools is attracting and retaining quality educators," the petition states. "This does not seem to be a priority for Fremont Unified."

The two sides are at a bargaining impasse in talks that began a year ago. The district is offering only a one-time bonus of 1.33 percent. To afford to live in the area, many teachers are leaving for nearby New Haven Unified School District in Union City, where a first-year, fully credentialed educator can make nearly 10 percent more than in Fremont.



## Rio Oso: Teachers Bargain First Contract

Parents and staff flooded the Browns Elementary School District board meeting in March to speak up in support of their “wonderful teachers” who are bargaining their first contract. Superintendent Mike Scully and the board of trustees are targeting a leader of the newly formed **Browns School District Teachers Association (BSDTA)**: Scully has recommended non-re-employment for bargaining chair Chico Pena. There are nine teachers serving 146 students in the one-school district in Rio Oso, Sutter County. BSDTA members and parents took to social media to share their student-centered agenda around attracting and retaining great teachers, which includes ensuring a safe and supportive place to learn and work. Find out more at [Facebook.com/BrownsSchoolDistrictTA](https://Facebook.com/BrownsSchoolDistrictTA).



Newly formed Browns School District Teachers Association. Back row, from left: Chico Pena, Laura Hansen, Pamela Jensen, Valerie Keylock, Danielle Larson; front row: Aimee Adams, Rebecca Wall, Eileen Van Assen, Kerrie Corbridge.



AEA members created this “revolving door” to illustrate their point about retaining quality teachers during their protest march to a school board meeting.

## Alameda: Anchors of the Community

On March 19, **Alameda Education Association (AEA)** members marched to an emergency school board meeting on the 2018-19 school district budget. AEA has been pressuring the Alameda Unified School District superintendent and board through its #AEAnchors community campaign to make teacher salaries a top budgetary priority for next year.

The campaign has made a significant impact on Alameda’s parents, constituents and community since its “Anchors Away” kickoff event in November. Residents and businesses have shown their support of teachers by hanging AEA Anchor campaign logos on their homes, vehicles and shop windows. The logo reads “Alameda Educators Anchor, Anchor Educators in Alameda,” and symbolizes the maritime culture of the island city, and also the heart of the campaign — attracting and retaining quality teachers.

## Banning: Settlement

After eight months of work by the **Banning Teachers Association (BTA)**, a one-year settlement was reached with Banning Unified School District. Organizing efforts leading to the agreement included meetings at school sites, rallying at school board meetings, and the filing of an unfair labor practice charge against the district for unauthorized extension of the workday. While BTA has agreed to terms that include a small adjustment to their health benefits and a retroactive 2 percent pay increase starting in January, the unfair labor practice charge remains open and will be heard before a PERB administrative law judge Aug. 28.

## Raisin City: Board Balks at Agreement

After months of grueling negotiations and mediation, the **Raisin City Teachers Association** finally signed a tentative agreement with Raisin City Elementary School District Jan. 24. Teachers ratified the deal within two days. But a few weeks later, the school board voted to accept only part of the agreement. If the board refuses to vote, the two sides will be certified to fact-finding and building again toward a potential strike.

CVEU delegation at fact-finding.  
Back row, left to right: Janine Burns,  
Brianna Carroll, Kristin McCaffrey,  
Amy Koller. Front row: Sheryl Carruth,  
Stacey Mankoff, Amber Blodgett,  
Katie Jamreovnit.



While teachers prefer not to strike, they say they will if they must, for their students. Parents and teachers are rallying at the April board meeting, asking the board for a yes vote and demanding that the district honor the tentative agreement.

Teachers accepted a 5 percent salary raise for 2018-19 and earned language that gives parents and community members equal voice in developing the district LCAP. Teachers also agreed to increase their workday by a half hour so students can start the day with an intensive intervention program in order to increase student learning and achievement.

## San Diego: Agreement

On April 4, the **San Diego Education Association (SDEA)** announced a tentative agreement with the San Diego Unified School District that includes a new maternity leave benefit.

SDEA President Lindsay Burningham said in a news release that the three-year contract will, among other things, secure teachers' current fully paid family health care and increase wages by 2 percent next year. Members will also receive a one-time payment of 1 percent of 2017-18 earnings.

"Our educators are worthy of fair and competitive salaries, and for the first time will be eligible for paid maternity leave," Burningham told the *Times of San Diego*. "It is the hard work of our educators that has contributed to record graduation rates and student success in the district."

The agreement calls for three weeks of paid maternity leave, protects and improves class size caps and transfer rights, and reinstates district-paid BTSA (Beginning Teacher Support and Assessment) for new educators.

## CAVA: Educators Avert Strike, Make Gains for Students

**California Virtual Educators United (CVEU)**, the union representing teachers at California's largest online public charter school, reached a tentative agreement with California Virtual Academies (CAVA) April 4. The settlement came just 24 hours after a fact-finding hearing, which was the last step before a possible strike. In November, CVEU members voted overwhelmingly to strike if necessary to get an agreement that would be good for CAVA students.

Although articles on salary, workload, and achieving permanent job status had been previously agreed to during more than a year of negotiations and member organizing, the remaining issue was caseload, the online equivalent of class size. CVEU members believe CAVA's "profits before kids" model has shortchanged students of the individual attention they need. CVEU sought caseload caps and class balancing that takes into account subject- and grade-specific needs, as well as the needs of special education students and English learners. The settlement makes some progress in that direction.

Profits have been key to CAVA's relationship with K12 Inc., the publicly traded Virginia-based online school giant whose investors have included Secretary of Education Betsy DeVos. CAVA contracts with K12 for curriculum, technology, and administrative services in an arrangement where about half of the millions of California tax dollars the school receives leaves the state to enrich K12 investors. In 2016, state scrutiny led to a \$168.5 million settlement with both companies over alleged violations of "false claims, false advertising and unfair competition laws," including misleading parents about students' academic progress, college eligibility, class sizes and other issues.

CVEU is CAVA teachers' exclusive representative; this will be their first collective bargaining agreement. "We are so proud of all the hard work and commitment our teachers made in ensuring that our core values on work status, caseloads, and workload were recognized," says CVEU President Brianna Carroll. "We now have a first contract that begins to put our school's needs over the needs of K12 Inc., one that is a strong start to fixing CAVA and ensuring the success of our students and teachers."

At press time, the agreement was being prepared for a ratification vote by CVEU members.



CTA's Instructional Leadership Corps educator and trainer Jade Long at a professional development day for Calaveras Unified Educators Association.



Instructional Leadership Corps' rural cohort trainer Susan Walters teaches colleagues about a standards-aligned online resource that offers free K-8 math, language and reading curriculum.




The ILC Rural Cohort team from Lakeport includes (back row) Jessica Libbee, Elsa Pratter, Kristi Tripp, staff Vernon Gettone and Aaron Carter, and (front row) Anna Cross and Ana Gof.



# CTA Reaches Out

## The Instructional Leadership Corps brings professional development to remote areas of the state

By **Sherry Posnick-Goodwin** Photos by **Scott Buschman**

 uality professional development helps teachers feel supported, connected and able to continue growing in their profession, leading to higher rates of retention. Research, however, shows that providing professional development can be a challenge for rural districts. Several CTA members interviewed for our cover story ("True Grit," page 24) agreed that rural schools often lack professional development opportunities available at their urban counterparts.

Cost is a factor. Rural schools have fewer students and less funding, so resources allocated to





other areas may leave educators to learn about new standards or technology on their own. Attending a conference may require hours of driving time and a hotel room, which districts may be hesitant to pay for — in addition to the cost of a substitute teacher.

The Instructional Leadership Corps (ILC), a partnership of CTA, the Stanford Center for Opportunity Policy in Education, and the National Board Resource Center at Stanford University, was launched in 2014 so educators can take charge of their own professional development, based on teachers teaching teachers. So far, ILC has served close to 84,000 educators in more than 2,000 California public schools in at least 465 districts.

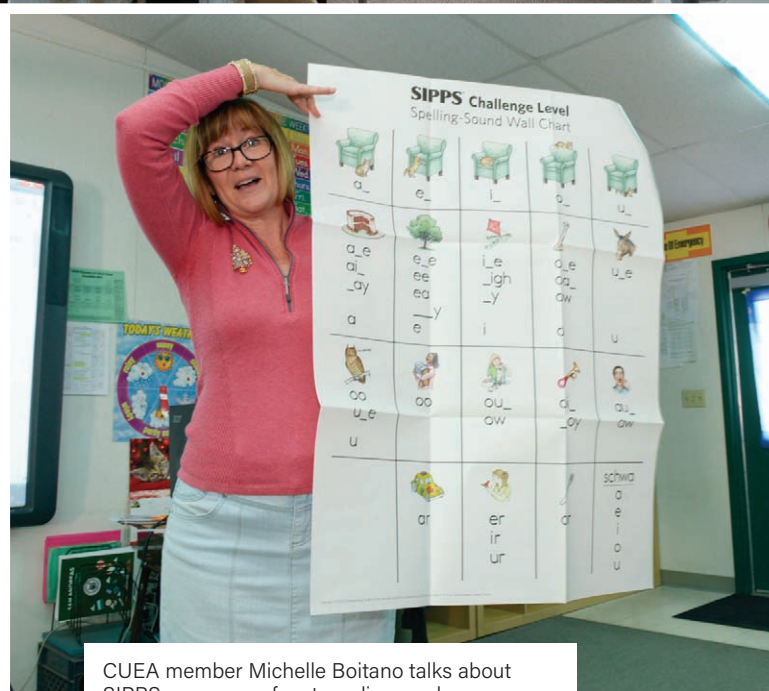
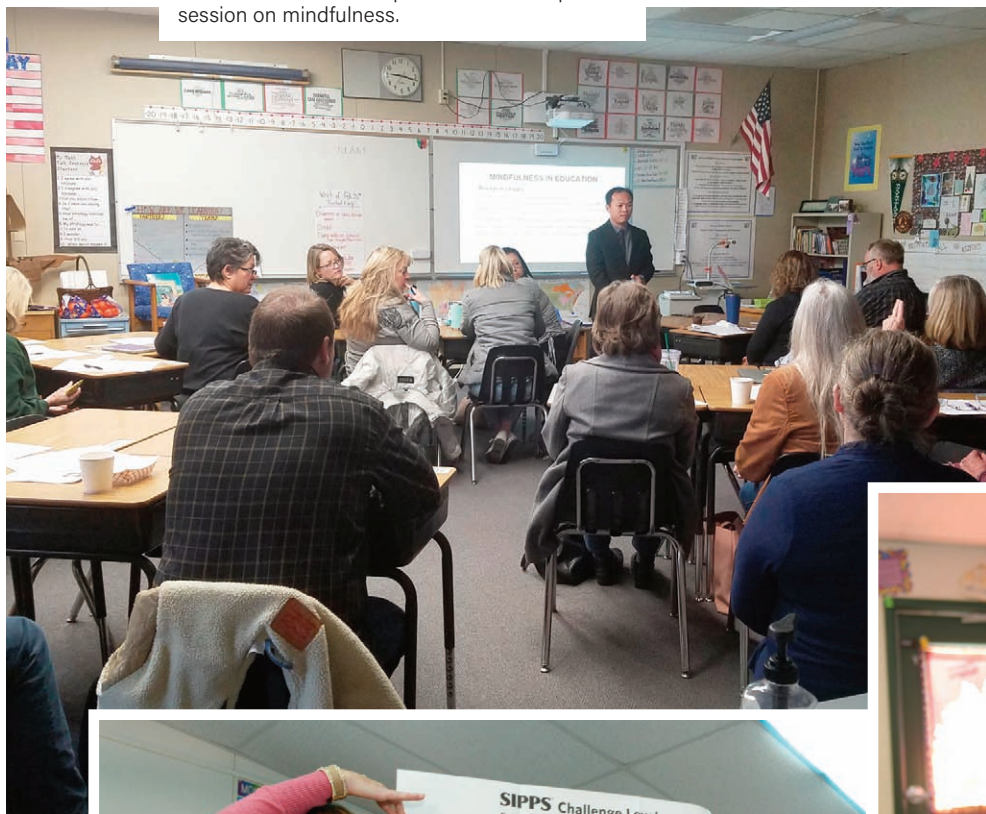
As part of the project's Phase 2 that is now under way, ILC is providing professional development opportunities in rural and geographically isolated areas.

Several of ILC's Rural Cohort teams have offered training to colleagues already. When Calaveras Unified Educators Association (CUEA) members attended a professional development day at San Andreas Elementary School recently, presenters included Susan Wolters and Jade Long, ILC Rural Cohort members from Calaveras Unified School District.

And in early March, the Lakeport ILC team provided a full day of professional development for Lakeport Unified School District educators. Eventually, these teams and other cohort members will present workshops in other rural areas.

"We are looking at different ways to provide professional development in hard-to-reach areas and are considering blended and online formats," says CTA President Eric Heins. "We hope that by adding teachers from rural areas, we will develop their capacity to

ILC member Phe Bach presents the Lakeport session on mindfulness.



CUEA member Michelle Boitano talks about SIPPS, a program for struggling readers.



Teachers listen to Mikaela Koppers' talk about Google apps.



"Having meaningful and appropriate professional development from local educators that meshes with the needs of teachers is definitely part of our post-strike healing process."

—**Susan Wolters**, ILC Rural Cohort member from Calaveras

lead professional development in their respective learning communities."

The Calaveras professional development event offered educators opportunities to learn about a variety of programs, teaching tools and tech tricks. Educators chose workshops that best fit their needs.

Long offered a few sessions on teaching Newsela — a database of current events and stories created for classroom use. Indexed by broad theme (war and peace, arts, science, health, law, money), stories are student-friendly and can be accessed in different formats by reading level.

Wolters taught colleagues about managing student use of MobyMax, an online resource that offers free K-8 math, language and reading curriculum that's aligned to the new standards.

Presenters also included CUEA members Michelle Boitano on SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), a program that helps new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension; and Mikaela Koppers on Google Apps.

"Before this, we had outside professional development that wasn't aimed toward our needs," says Long, an English and social studies teacher at Toyon Middle School in Valley Springs. "Now teachers are considering what their colleagues want and focusing on that."

"We were on strike for four days in October, and folks in our district



CUEA member Mikaela Koppers helps colleagues with Google apps.



"[The Instructional Leadership Corps] will develop teachers' capacity to lead professional development in their respective learning communities."

—CTA President **Eric Heins**

were frustrated that we don't have a curriculum department and haven't had much training," says Wolters, a third-grade teacher at San Andreas. "Having meaningful and appropriate professional development from local educators that meshes with the needs of teachers is definitely part of our post-strike healing process."

At the Lakeport event, educators could choose from five different sessions:

1. Student-centered learning.
2. Mindfulness in the classroom.
3. Growth mindset/resilience.
4. Understanding our student population and learning.

5. Conflict resolution and de-escalation.

At the end of each session, instructors set aside time so teachers could create a plan to implement something new they had learned into their classrooms within the next few weeks. The groups will reconvene in April to collaborate on what they learned in the sessions, how they applied what they learned, and to build on and improve through the collaborative process.

In May the groups will report out



Kristi Tripp

at their school sites, and from that, the Lakeport ILC team will solicit a new list of professional development needs from staff to drive summer sessions and sessions for the upcoming school year.

"The ILC team is proud to help build and facilitate professional development

that is teacher-driven and determined," said Kristi Tripp, a team member and English teacher at Clear Lake High School. ■



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Lonnie Eskridge teaches class at Oak Grove Elementary in Porterville.

# A CHALLENGING CONDITION

## FAMOUS STUTTERERS



Joe Biden



James Earl Jones



Emily Blunt

## *Educators deal with students' (and sometimes their own) stuttering*

By Sherry Posnick-Goodwin Photos by Scott Buschman

**W**hat do Joe Biden, James Earl Jones, Marilyn Monroe, Emily Blunt, King George VI and Mel Tillis have in common? They didn't let stuttering stop them from fulfilling their dreams.

Neither did Lonnie Eskridge, president of the Burton Elementary Teachers Association, classroom teacher at Oak Grove Elementary School in Porterville and former newspaper photographer.

Eskridge is one of 70 million people around the world and more than 3 million in the United

States managing this complex disorder. He hopes that National Stuttering Awareness Week (May 14-20, 2018) will increase public awareness about the condition and spotlight helpful activities educators can do for students, co-workers or others in their lives who stutter.

Stuttering may look like an easy problem that can be solved with simple advice, but for many it can be a lifelong challenge. The condition affects four times as many males as females. Approximately 5 percent of all children go through

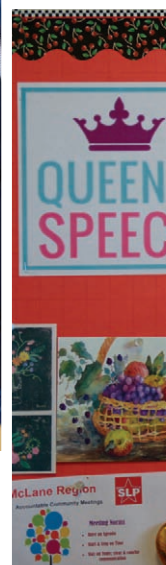


Student Kiara Grider in speech therapy with Xena Wickliffe at Norseman Elementary in Fresno.



"[Students who stutter] need to get their thoughts out. And we have to be patient enough to listen."

—Xena Wickliffe, Fresno Teachers Association



a period of stuttering that lasts six months or longer. Three-quarters of those will recover by late childhood.

Teachers are not always sure of the best way to treat a stutterer in their classroom, and taking the wrong approach can worsen the situation, says Eskridge. Bullying can also be an issue.

## Living with stuttering presents challenges

Eskridge's paternal grandmother and father both stuttered, so his family sought therapy immediately.

"They wanted me to avoid the torments they went through," he says. "They secured a private therapist who came to my house for a while. I had speech therapy all through public school. Did it help? It certainly did not hurt, but there were no fantastical revolutionary moments that cured me. I guess every session helped somewhat, but I pray that current practice in the field has advanced from what was provided for me."

Eskridge did not let his condition hold him back from participating in activities while growing up in Hayward and Red Bluff, where he attended high school. He played football, ran track, was a photographer for the school yearbook and newspaper, and sang in concert choir and

smaller ensembles. (Research shows that many if not most stutterers sing fluently.)

Socially, he held his own, too. "Long after we graduated, a high school friend told me that our group of friends didn't mind my stuttering — they just took it in stride. But when anyone from outside our group made fun of me, my friends would quickly and fiercely jump to my defense."

Most teachers treated him like any other student — except for one.

"My junior high school shop teacher was explaining the tool storage area, looked right at me, and announced to the class, 'If you can't correctly say the name of the tool, you will have trouble here.' I still vividly remember that moment."

He spent years working as a photographer for Fresno area newspapers. After volunteering in his children's classroom, he decided to become a teacher. It was a bold move to switch from taking pictures to a job that involves talking all day, but he's been





managing just fine for 24 years. He discovered that getting more sleep at night improves his fluency the following day, so he tries to get a good night's sleep. He proudly says his "classroom voice" is fluent about 95 percent of the time.

"But when I leave the classroom and I speak with my peers, I will often have trouble. It almost seems that, adversely, when I am most comfortable with a person, I let down my guard and my disfluency increases. I don't stutter a lot, but if the occasion is especially noticeable, I am silently bothered by it."

He seldom stutters when speaking publicly in his role of chapter president. He admits, "I am a huge ham and love to be in the spotlight. Traditionally, most stutterers do not."

He has theories about why people stutter and how they cope.

"Stutterers are always thinking several words ahead of our speech. If we fear we will 'block' on specific words or phonetic sounds, we will substitute another word, a

## DO'S AND DON'TS FOR EDUCATORS AND OTHERS

### Do...

- Listen closely when the student speaks. Pay attention to what the student says, rather than the way it is said.
- Provide opportunities for the student to talk to you without distractions or competition from classmates or others.
- Limit the number of questions you ask a student, since questions demand the student make an immediate response.
- Give the student enough time to talk, and give the student time to answer a question before asking a second question.
- Recognize that certain environmental factors may have a negative affect on fluency: competition to speak, excitement, time pressure, arguing, fatigue, new situations, and unfamiliar listeners.
- Repeat or rephrase what the student says to verify you understand it.
- Expect the same quality and quantity of work from a student who stutters as one who doesn't.

### Don't...

- Say "Relax," "Slow down," "Take your time," or "Think before you talk."
- Call attention to the student's speech.
- Place the student in situations where their speech would be on display.
- Look distressed when the student is disfluent.
- Interrupt the student.
- Criticize or correct the student's speech.
- Complete the student's sentences.

### Resources:

- American Speech-Language-Hearing Association: [asha.org](http://asha.org)
- The Stuttering Foundation: [stutteringhelp.org/8-tips-teachers](http://stutteringhelp.org/8-tips-teachers)
- National Stuttering Association: [westutter.org](http://westutter.org)

synonym, for the troublesome words. We must have a huge vocabulary to smoothly accomplish this."

## Speech-language pathologists can help

"I wouldn't say there's a cure for stuttering, but many people overcome it," says Xena Wickliffe, a speech-language pathologist



at Norseman Elementary School in Fresno. She agrees with Eskridge that stutterers tend to think faster than other people. She says there is strong evidence that heredity plays a role in many cases.

Developing “breath support” is among the strategies she has students practice with her. Another is learning how to let out small amounts of air at the beginning of a sentence.

“There are all kinds of different strategies, and every person who stutters is different,” says Wickliffe, a member of the Fresno Teachers Association. “What works for one person might not work for another. Things must be tried with a therapist and student to see if they are effective, and we must help alleviate

“When anyone from outside our group made fun of me, my friends would quickly and fiercely jump to my defense.”

—**Lonnie Eskridge**, Burton Elementary Teachers Association

the anxiety and stress that comes with knowing you are going to stutter. It helps to practice what you want to say in different situations and settings. People may stutter the most when they are having a conversation and excited and trying to relay ideas off the top of their head.”

She encourages classroom teachers to work with the speech therapist, student and parents as a team to discuss strategies for helping students who stutter at home and at school.

“It’s best to avoid putting pressure on a student who may be nervous, but at some point, as therapy progresses, having a

child speak out in class will need to be addressed. It’s definitely important to look at the emotional response of the student.”

Sometimes well-meaning people are tempted to finish the sentence of a stutterer because they feel uncomfortable, but it is not recommended.

“You want to help them out, it’s a natural thing, but they need to get their thoughts out,” says Wickliffe. “And we have to be patient enough to listen.”

She adds, “If you have questions or concerns about someone in your life who stutters or has or other communication challenges, please contact a speech-language pathologist in your school district or area.” ■

## Road to Racial Justice

### A Free, Educational “Board” Game

Addresses racism and white privilege through critical thinking, social analysis, and team-based discussion.



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- Become more aware that racism exists in many everyday situations (interpersonal and institutional)
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- Acquire tools to interrupt these situations in order to help create a more loving and just world

*“...your game was a remarkable tool. What better way to suggest critical thinking and generate deeper awareness of U.S. culture’s white racial frame?”* — Kevin Cummins, High School Teacher, Albuquerque, New Mexico

*“I learned that my whole life I have been treated a certain way by the people around me because I am white, which I had never really thought about before.”* — White student player

*“...I appreciate the realistic/practical action-based solutions presented in the game.”* — African American student player





# Video Editing Made Simple

*The top five apps to use on your mobile phone — all for free*

By Terry Ng

**READY TO CREATE** educational videos that'll spark ideas and engage your students? Advances in smartphone technology have inspired a bevy of powerful video creation apps designed for shooting, editing and sharing. Some are mini versions of powerful desktop video editing software, while others are tools built for an Instagram generation of social sharers.

## **IMOVIE (IOS)**

Preinstalled on every Apple device is iMovie, Apple's very own video editing app. Just choose your clips, then add titles, music and effects. Select from 14 templates with stunning graphics and original scores by some of the world's top film composers.

## **MAGISTO (IOS AND ANDROID)**

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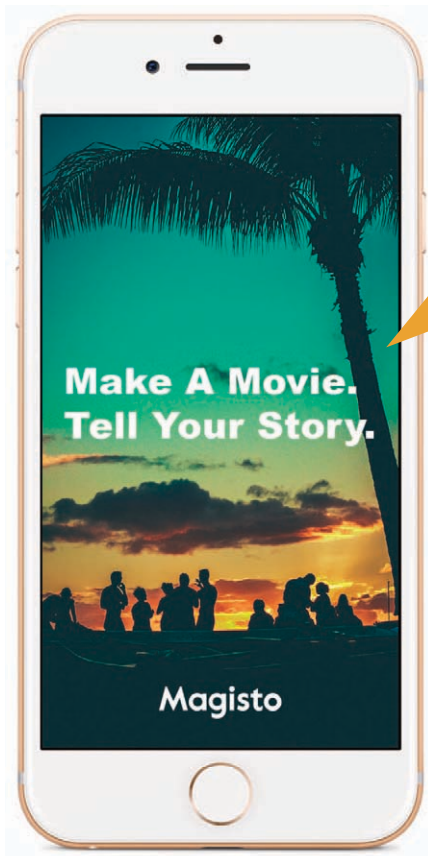
Splice has everything you need to create a fully customized video: trim, crop, effects, titles, speed controls, animation, transitions, music and more. Choose from a huge library of free music and sound effects. Overlay multiple tracks, adjust the volume, and add narration to fine-tune your audio.

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## **POWERDIRECTOR VIDEO EDITOR (ANDROID)**

PowerDirector brings stunning video effects, smooth transitions and voice-over for video to your phone. Edit backgrounds using chroma key to add green-screen effects to your footage.





## CAROL COURNEYA

- Instructional Assistant, Beverly Hills High School
- Member, Beverly Hills Education Association; president of the classified unit
- Lives in Culver City, where she grew up; husband Luke; children Amanda Rose, 19; and Lucas Dillon, 13
- Background: child and adult actress; artist "of many sorts"

# A MATTER OF TRUST

*Carol Courneya is CTA's 2018 ESP of the Year*

**CAROL COURNEYA'S** passions range from her family and cooking and hosting themed dinner parties for friends, to designing children's jewelry with crystals and semiprecious stones.

Many would add that she is equally enthused and energetic — if not more so — about her work as an instructional assistant and union advocate. For her many years of dedicated and effective service, Courneya has been named 2018 Paula J. Monroe CTA Education Support Professional of the Year.

Courneya is humbled by the honor, saying she loves her role as a paraprofessional with the special education students at Beverly Hills High School, a position she's held for almost two decades. "I serve students in many different capacities — whatever the kids need," she says, whether that be help with Spanish, science or English, studying for an exam, or applying for college.

She is proud of the trusting relationship she builds with students. "I treat

each student with respect and listen to their concerns and help them in their academic needs. Because of the trust and how students relate to me, they are very comfortable sharing their problems and look to me for advice and guidance."

As for work with the Beverly Hills Education Association (BHEA), where she's held positions ranging from president of her classified unit to head of its bargaining team, it's a labor of love. "The whole thing is a joy, not a chore or a task," she says about helping to promote the union, keep it strong and motivate people to stay.

"Carol is willing to go above and beyond to get things done," says Telly Tse, president of BHEA, which has 400 members. He recalls how hard she fought to get respect for ESPs in the Beverly Hills Unified School District, especially after discovering inequities compared with neighboring districts. "Historically with professional development days in

*"I treat each individual student with respect and listen to their concerns."*

our district, ESPs are an afterthought. Carol advocated for her unit members, and now ESPs are included in professional development."

Tse says she also bargained into the contract more equity and consistency in salary and benefits for classified staff.

Courneya says her detailed knowledge of district policy allows her to speak up. For example: "Monday is a PD day about safety — including active shooter training and CPR. Instructional assistants are not necessarily included, so technically that's a day off with no pay. Working with the knowledge I have, it popped into my head that back in August we were approved for 20 hours of PD.

"I asked if we could use some of those hours for this day, and the district entrusted me to organize the other instructional assistants for the professional development day."

Trust is clearly the operative word with Courneya. Her trusting relationship with district administrators is built on years of BHEA advocacy work. Her colleagues trust that she will get the job done with their best interests in mind. And students come to her knowing she will fully support them, academically and personally.

Courneya says the key to her success is more than that, however. "On my end, it's transparency and honesty. That's the secret." ■

Celebrate CTA ESP Day on May 22. See [cta.org/ESPday](http://cta.org/ESPday) for ideas.



Top row, from left: Cecily Myart-Cruz, Lucia Lemieux, Julie Zeman Brady, Melanie Bean, David Fisher, Ann Betz, Estella Owoimaha-Church. Seated, from left: Mary Levi, CTA Vice President Theresa Montaño, President Eric Heins, Secretary-Treasurer David Goldberg, Elizabeth Villanueva.

Photo credit: Ingie Williams



# Champions for Change

## CTA's 2018 Human Rights Award Winners

Many CTA members work tirelessly inside and outside the classroom to champion those without voice, whether individual students or marginalized communities. Each year, CTA's Human Rights Awards recognize several of these educators. The 2018 winners, announced at CTA's Equity and Human Rights conference in early March, possess a commitment to social justice that is fierce — and inspiring.

"We honor these educators' work and dedication," said CTA President Eric Heins. "Their passion and sense of justice is extraordinary. They make a difference in so many lives."

### **Sacramento City Teachers Association**

#### CTA Chapter Human Rights Award

"We need to continue to advocate for those kids, teachers, parents that don't have a voice."



**AT A TIME** when undocumented students feel more uncertain and unsafe than ever before, SCTA took steps to ensure that students have resources and information to protect themselves from removal and deportation.

SCTA worked with the local school district to create a Safe Haven District. In response to hate speech and incidents against undocumented students, SCTA created policy for how to interact with ICE agents, developed a teacher resource and tool kit, and a website to educate students, families, school staff and the community about the issues. In addition, SCTA offered weekend legal training for members and is currently working on district-wide training for all staff and parents in the community.

SCTA President David Fisher and human rights chair Melanie Bean accepted the award. See them talk about SCTA's work at [tinyurl.com/dfisher-mbean](http://tinyurl.com/dfisher-mbean).





▶ **Mary Levi**

American Indian/  
Alaska Native Human  
Rights Award in Honor of Jim  
Clark

“A goal for me was to let our Native community see that CTA is on their side.”

**A MEMBER OF** the Upland Teachers Association, Levi is an active voice for American Indian/Alaska Native (AI/AN) education issues on the local, state and national levels. Her passion has always been in educating others on Native American culture and language, and society's effects on Native students.

As chair of CTA's AI/AN Caucus, she connected with the California Native community to support legislative efforts to secure credentials for tribal members to teach their language, and to introduce curriculum change regarding California Native history for all grades.

Levi has advised CTA State Council on topics of mascots, stereotyping and California history, including *Alice Piper v. Big Pine* and the Relocation Act of 1973. She serves on CTA's Ethnic Minority Affairs Committee, is chair of the NEA AI/AN caucus, and is also helping other state associations develop their own AI/AN caucuses.

See Levi talk about her work at [tinyurl.com/mlevi](http://tinyurl.com/mlevi).

▶ **Lucia Lemieux**

Leadership in Lesbian  
and Gay Issues Human  
Rights Award in Honor of Nancy  
Bailey

“I'm just there for them. I listen, mostly, and make them feel comfortable.”

**IT STARTED IN** 2011 when Lemieux took the small group of students that made up the Gay-Straight Alliance (GSA) club on campus (now called Genders & Sexualities Alliance) and expanded it into an outstanding organization that made Newbury Park High School a safe place for all students and faculty. A member of the Unified Association of Conejo Teachers, she established GSA clubs at all high schools and changed the culture at the Conejo Valley School District.

In spring 2012, Lemieux helped publicize the GSAs' first Day of Silence, then largely unknown. It became a huge success. She received a CTA Guy DeRosa scholarship and used it to help create the annual interdistrict Under the Rainbow dance, fund bus trips to the Models of Pride and Creating Safe Spaces conferences, and create a literary and art magazine featuring LGBTQ+ students and their allies.

Lemieux created a workshop for her high school explaining the differences between the LGBTQ+ labels. She presents at Models of Pride, and serves as UACT's GLBT issues chair, as well as human rights contact for her service center.

See Lemieux talk about her work at [tinyurl.com/llemieux](http://tinyurl.com/llemieux).



▶ **Julie Zeman Brady**

CTA Member Human  
Rights Award

“I try to instill in them that every small act of kindness makes a big difference.”

**ZEMAN BRADY**, vice president of the Piner-Olivet Educators Association, has been a mentor for many years to high school students interested in becoming teachers. In fact, many of her former students are now working toward their teaching credentials.

She is also involved in developing community-focused activities such as food and coat drives, and Pennies for Patients. When wildfires broke out in California, she gathered donations throughout her district to support families in need. She even worked with a nonprofit group to give each primary grade student at the most devastated school a stuffed animal.

While doing all of these amazing things in her community, she manages to devote a significant amount of time to protecting the rights of educators.

See Zeman Brady talk about her work at [tinyurl.com/jzeman-brady](http://tinyurl.com/jzeman-brady).



▶ **Ann Betz**

Physically/Mentally Challenged Students'  
Issues Human Rights Award

“We make sure they're able to access their education and take part in all of the activities.”

**BETZ, A MEMBER** of the Charter Oak Educators Association, ensures that special education students have the same access and opportunities as their general education peers. She works closely with her district's faculty and staff to help them understand the needs of students with physical and mental challenges. She teaches students to become





▶ **Estella Owoimaha-Church**

CTA Peace and Justice Human Rights Award



“The focus is always on [students’] community, being their best selves for themselves and the neighborhood.”

**OWOIMAHA-CHURCH**, a member of the Centinela Valley Secondary Teachers Association, designed and implemented human rights curriculum and social justice-centered projects in her classroom. She has brought in community groups that provide opportunities for her students to practice peace, justice and empathy.

Her work with students and partners has led to students taking action in several ways, such as building new organizations on campus that promote inclusion and tolerance, and creating art that promotes peace. A finalist last fall for the Global Teacher Prize, Owoimaha-Church has also helped lead students on several collaborative projects with students in more than 70 countries to reach sustainable development goals as outlined by the United Nations. She is a local ambassador and representative to several agencies working toward peace, justice and international understanding, including Creative Visions’ Rock Your World and Robert F. Kennedy Human Rights’ Speak Truth to Power.

See Owoimaha-Church talk about her work at

[tinyurl.com/eowoimaha-church](http://tinyurl.com/eowoimaha-church).

▶ **Cecily Myart-Cruz**

Human Rights Award in Honor of Lois Tinson



“Educational justice is racial and social justice.”

**CECILY MYART-CRUZ**, vice president of United Teachers Los Angeles/NEA, uses her powerful voice to advocate for students, parents, educators and their communities. She has worked tirelessly as a social justice warrior and has spearheaded racial justice work within her union at the local, state and national levels.

Myart-Cruz consistently stands up for black lives, whether it is bravely taking a knee during a school board meeting, speaking out against the privatization of public schools in brown and black communities at the NAACP forum, fighting for the ending of random searches that disproportionately hurt black youth, or calling out legislators to support fully funded community schools. She has mentored countless leaders of color and brought them further into union work.

Myart-Cruz has been an unwavering advocate for all students. She worked with schools, parents and the community to oust “lemon principals” and collaborated with school sites to protest the excessive testing of our students.

See Myart-Cruz talk about her work at [tinyurl.com/cmyart-cruz](http://tinyurl.com/cmyart-cruz).

▶ **Elizabeth Villanueva**

Cesar Chavez “Sí Se Puede” Human Rights Award



“It’s important for me to see myself in my students — to have the empathy, compassion, sense of humanity.”

**MOST STUDENTS** call her Maestra Villanueva. Some call her “Young Dolores.” But she is best known as “Elizabeth the activist.” A member of the Sacramento City Teachers Association, Villanueva understands issues that touch immigrants. She teaches cultural heritage to her students, instilling in them a sense of pride. She created a successful Dreamers program at her high school for DACA students, Dreamers, AB 540 students (nonresident students exempt from paying nonresident supplemental tuition), and students with no legal documentation. She meets with them weekly, holds parent information meetings, and presents “Know Your Rights” workshops where guest speakers talk about community support, immigration law and college planning. She empowers students to take on senior projects where they work with elementary and middle school Dreamers, create a Dreamers webpage on the school website, and plan a bilingual graduation ceremony. Villanueva plans to grow the program next year by creating a Dreamers Resource Center, training more teachers and developing a mentorship program.

See Villanueva talk about her work at [tinyurl.com/evillanueva](http://tinyurl.com/evillanueva).

self-advocates, able to stand up for themselves and for others, too. Her students become more confident and hone their skills through experiences that build their self-esteem, including volunteering, part-time jobs, training for certifications, and involvement in school activities, athletics and clubs.

During the past four years, Charter Oak High School added two new classrooms of students with moderate

to severe disabilities, including students with autism and behavioral problems. Betz is now working with her department to create a sensory room, a safe space for these students that provides personalized sensory input to help them with self-regulation in preparation for classroom instruction.

See Betz talk about her work at [tinyurl.com/annbetz](http://tinyurl.com/annbetz).

# Hard Work and Enthusiasm

*Bradley Upshaw heads for the National Teachers Hall of Fame*

By Dina Martin



**LEST ANYONE LAMENT** “There ought to be a Hall of Fame for teachers,” lament no more. There is indeed a National Teachers Hall of Fame, and CTA member Bradley Upshaw, third-grade teacher at Vanalden Avenue Elementary School in Reseda, is one of five teachers nationwide who will be inducted into it come June.

Upshaw received the news during a surprise assembly at his school, where students, educators, parents and former colleagues celebrated the 32-year veteran teacher.

“I didn’t know until I walked into the assembly,” Upshaw says gleefully. “I thought we were taking a photo for the website, but instead, it was all about me.”

Principal Yoshim Yang had received notice of the honor two weeks before, but kept it secret to surprise him. Upshaw and the other inductees will be recognized by the Hall of Fame at its headquarters on the Emporia State University campus in Emporia, Kansas, on June 22. The five will also be honored by NEA during a meeting of the executive board in May.

Upshaw originally planned to become an actor, and manages to use his years of theater training in the classroom. In his nomination packet for the Hall of Fame, he wrote, “I used to think that I would be doing the same show for a different

audience every night, but instead, I get to do a different show for the same audience every day.”

Upshaw has spent his career teaching third grade at Vanalden, a small neighborhood school where he has former students who are now sending their children to him.

“It’s really a family at this school. Most teachers who get into this school stay for their whole career. I started here as a rookie, but it’s a place where I now get to be a mentor teacher.”

Reflecting on the building blocks of UCLA Coach John Wooden’s Pyramid of Success, which the school adopted two years ago for its character education program, Upshaw attributes his own success to hard work and enthusiasm.

“When you do the hard work and have enthusiasm, you continue to improve. I don’t think I am the best teacher, but there isn’t anyone who wants to be better than I do.”

Upshaw particularly enjoys teaching third grade.

“It’s a pivotal year. There is so much research about kids being successful by 9

years old. In my mind, that’s the front line. In elementary school, every grade has so much to do, but I like third grade. Boys and girls are still friends. They like gross jokes. They stop tattletaling. They are not as sassy. It’s an age I’m really drawn to.

“And a lot happens in the third-grade curriculum as well — cursive writing, history is expanding in their world, multiplication, science experiments, their art ability is maturing.”

Upshaw knows how hard it is for new teachers. For the first year, new teachers may feel like they are impostors, he says, and it may take until they’ve taught five years to feel like they are in the groove.

“It’s very stressful being in teaching and staying up with all the changes. The pendulum goes back and forth, but veteran teachers know what to do with it all. When you have confidence in delivering the curriculum, you can pick your best resources.”

A member of United Teachers Los Angeles, Upshaw is a National Board Certified Teacher, has been recognized with Video in the Classroom Awards by the Los Angeles PBS station, and is a Star Teacher with the Discovery Education Network. ■

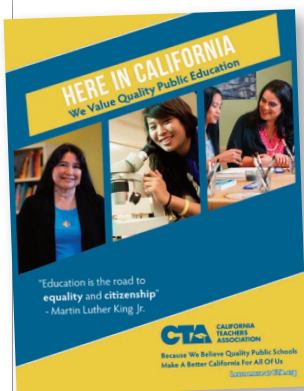


Bradley Upshaw

The **National Teachers Hall of Fame** was established in 1989 and promotes exceptional pre-K–12 teachers through a museum, educational programming and a recognition program. To date, 130 teachers from 39 states and the District of Columbia have been inducted. Teachers selected must have a minimum of 20 years of full-time teaching. Visit [nthf.org](http://nthf.org).



TV ads pair powerful images, such as the one below, with quotes from scholars and leaders to remind people of the value of public education.



A print ad, above. The ads are translated into multiple languages and published in ethnic media to reach as broad an audience as possible.



"Education is the most powerful weapon which you can use to change the world."

—Nelson Mandela

# Wise Words

CTA's new ad campaign

**EDUCATORS KNOW THAT** quality public schools make a better California for all of us, by creating opportunity and keeping communities strong. The CTA Media Fund's new ad campaign helps spread that message.

Using insightful quotes from scholars and leaders, the radio, TV, social media and print ads remind the public about the value of public education and CTA's ongoing advocacy of students, schools and communities. The ads and what they communicate are particularly timely in the current climate where students and educators are standing up for safe schools and optimal conditions to teach and learn.

Among the quotes:

Martin Luther King Jr., on public education: "It's the road to equality and citizenship."

Plato: "The direction in which education starts a person will determine their future in life."

Helen Keller: "The highest result of education is tolerance."

Nelson Mandela: "Education is the most powerful weapon which you can use to change the world."

The print ads are translated into multiple languages and run in ethnic media, to reach as many people as possible. Watch and listen to the TV and radio ads in English and Spanish at [youtube.com/CaliforniaTeachers](https://youtube.com/CaliforniaTeachers).

***“A journey  
of a thousand  
miles starts with  
one step.”***

—Lao Tzu, ancient Chinese philosopher

**WANT TO IMPROVE** your workplace? Make your voice heard? Sharpen your skill set? Make the world a better place?

You don't have to go it alone — or all at once. With CTA's help, even small actions can have a huge impact. It starts a step at a time.

Getting involved in CTA is a way to create positive change and advocate for things you believe in. That's because strength in numbers allows people to accomplish more than they could individually. Bonding with colleagues and feeling a sense of empowerment from making a difference are icing on the cake.

We asked CTA members to share ways that taking “small steps” within their union improved their professional and personal lives. Here is what they have to say.



# In Step With the Union

How ‘small steps’ lead to empowerment — and results



By Sherry Posnick-Goodwin Photos by Scott Buschman





## Be an advocate

**BEING ABLE TO** advocate for teachers and students without fear of retribution was the reason that Marissa Glidden became a site rep at Verde Elementary School in Richmond. Like other site reps, she voluntarily gave her

time to defend members' rights, monitor and enforce the contract, advocate to improve working conditions, and convey members' concerns to chapter leadership.

"I felt like I was part of a big group of people who believe teachers deserve good working conditions and students deserve good learning conditions. It was very inspiring."

"We fought for simple working conditions, such as having copiers at work," says Glidden, United Teachers of Richmond vice president.

"We fought for professional development and lower class size. We advocated for safe schools to meet the needs of students who are transgen-

der, DACA, Muslim and being bullied. Being a rep allowed me to speak up without fear of repercussion."

When teachers improve their work environments, it benefits students, observes Glidden, a fifth-grade teacher, because districts can better attract and retain educators.

"In the past, we were not always heard. Once I got involved, I felt like I was part of a big group of people who believe teachers deserve good working conditions and students deserve good learning conditions. It was very inspiring."

She was pleased the union came to her rescue when she discovered she wasn't being paid what she was worth after earning a master's degree.

"Human Resources said I had never turned the form in and wouldn't budge. I tried to stay calm. Then someone from the union reached out, and I was taken care of immediately. The union had my back. They listened and made me feel valued."

Being an advocate is nice, but so is a sense of camaraderie, says Glidden.

"We have created community. It feels great to be part of something that's bigger than ourselves."



Shelly Smith, front row center, with CVEA colleagues.

## Find a voice

**SHELLY SMITH** began teaching in the state-funded preschool program in 2005. As a member of the Cajon Valley Education Association, she paid dues but was not active.

"I didn't know about what the union did or the benefits of being a member. I didn't really have an opinion. So many things were new to me. The union wasn't on my radar."

That changed in 2010, when all 23 preschool teachers in the Cajon Valley Union School District and others received pink slips.

"Our union fought for our rights, right alongside us, and almost all of the preschool teachers were reinstated. From that moment on, I became active in our union."

That year she became a site rep, continuing in the role for six more. She moved from preschool to teaching transitional kindergarten and then first grade, because the bargaining team and the assistant superintendent created a memorandum of understanding allowing the transfer. She joined the CVEA executive board a few years ago and is also on the bargaining team.

"Throughout this journey, I have been fortunate to build relationships with union leadership, staff at my site, principals and district representatives, and as a result I have grown as a person and an educator," says Smith, a teacher at Meridian Elementary School. "I have found the strength in my own voice. I feel empowered to speak up not just for myself, but others. People listen to what I have to say, and I feel valued."

Her advice for those considering union involvement?

"Go for it. It's totally worth it to have a voice."

"I have found the strength in my own voice. I feel empowered to speak up not just for myself, but others."



# Stand up for human rights

**WHEN TEACHERS IN** Brentwood formed the Brentwood Teachers Association five years ago, Angela Normand became a site rep at J. Douglas Adams Middle School. But the special day class teacher was not particularly vocal.

"I was a very quiet, silent site rep. I made a lot of copies and took a lot of notes and blended into the background."

When she learned BTA was looking for a human rights contact, she signed up. At CTA trainings she learned about unconscious bias, or stereotypes about certain groups of people that individuals form outside their own conscious awareness. She became more informed about women's rights and the ongoing struggles for equal economic opportunities, educational equity, and an end to gender-based violence.

"I could not believe how much CTA cared about human rights, not only for our students, but educators," says Normand. "It was mind-blowing."

Normand brought back what she learned to colleagues: Standing up for human rights means providing a quality education for all students, showing respect and dignity for all students and teachers, recruiting and retaining a diverse teaching force, providing education on human and civil rights issues, and empowering diverse communities to take part in educational decisions.

While attending a CTA conference, she peeked into CTA's Ethnic Minority Early Identification and Development (EMEID) leadership program and applied. Once accepted, she was paired with a mentor who encouraged her to take on more. She joined State Council as



"Working with a group of individuals who hold the same ideals as you can forge the way for the best possible outcomes in transforming school culture."

the minority-at-large rep for Alcosta Service Center, was elected vice president of her chapter, became chair of the African American Caucus, and became a member of the Ethnic Minority Affairs Committee.

"Working with a group of individuals who hold the same ideals as you can forge the way for the best possible outcomes in transforming school culture into a place where students succeed and do what they are capable of," says Normand. "For me, nothing is more gratifying."



# Become an agent of change

"There's potential for real change, and it benefits both teachers and students."

**JACOB GRAN** has been teaching special education at Richmond High School for four years, and has been the department chair for three. After United Teachers of Richmond members voted in a new leadership team, Gran wanted to be part of the transformation, so he became a site rep.

"We had new, fresh leadership, and it was a different vibe," says Gran. "I

wanted to become involved in the new direction our union was taking." He describes that as being more collaborative with administrators and school board members, so educators are partners rather than adversaries.

"It doesn't mean we don't disagree with the district, but it's important to have a relationship. Without infighting, there's potential for real change, and it



## Find and give support

**LAST YEAR**, Jayson Chang, a new social studies teacher at Santa Teresa High School in San Jose, went it alone.

"I knew next to nothing about unions and CTA," recalls Chang. "I told myself I was just trying to survive in my classroom."

When he realized that CTA was there to offer support and help new teachers survive, it made a world of difference.

"I attended the Good Teaching Conference North and discovered CTA has a plethora of resources — trainings, professional development, lesson planning — to support me when I need it," says the East Side Teachers Association member. "This support helped me to stay afloat."

Union support — and concern over Betsy DeVos' appointment as secretary of education — prompted him to become active. He became ESTA's webmaster and is revamping the website to increase awareness of the benefits of union involvement, as well as building community on Facebook and Twitter. He is also helping Santa Clara County Service Center Council increase its online presence.

The millennial educator is working with his chapter's member engagement committee to create a new teacher subcommittee.



"CTA has a plethora of resources — trainings, professional development, lesson planning — to support me when I need it."

"I want to help build a bridge between our local association and members who are new to the profession or are just coming into the district," says Chang. "I would like this committee to serve as a resource and information hub to new members, with the long-term goal of grooming new leadership. I think connecting new members with our union can increase retention and decrease burnout and turnover."

He envisions creating a Google Drive site that's a "one-stop shop kind of place" where members find resources, support and more through collaboration and sharing.

"I'm excited about connecting with new members and letting them know the union is here to support them," says Chang. "It's so much easier when you realize you don't have to go it alone."

benefits both teachers and students."

And changes are being made.

During an informal discussion about class size last year, a timeline was set to reduce the number of students in crowded classrooms, and it eventually happened. UTR collaborated with the school board, community organizations and families to get a "Safe Haven Resolution" passed, which

protects undocumented students, families and staff.

In November 2016, Gran was elected to CTA State Council, and the millennial teacher is now part of his chapter's negotiating committee and executive board. He is involved in plans to survey members online about their needs and how chapter leadership can best meet those needs.

Teaching can be isolating, he observes, because teachers tend to stay in their classrooms. That, in turn, can lead to feelings of powerlessness, a belief that nothing will ever change.

"But when you get involved in your union, things happen," he says. "You realize you aren't alone. You meet cool people. And you discover: Together, you make a difference."

# Many Choices, One Trust

CTA & You

MEMBER ENGAGEMENT



Gail Jones holds a photo of herself during her marathon-running days.

## *Support through thick and thin*

Gail Jones knows CTA has her back

By Cynthia Menzel

**IMAGINE QUALIFYING** for the Boston Marathon but being told by your principal you could not go. Not only that, the school board voted 3-2 that you could not take personal days to run.

That was the situation Gail Jones, Trinity Alps Unified Teachers Association, found herself in. The only way she could participate in the marathon was to accept docked pay.

This was back in 1988, when Jones was teaching fifth grade in the morning and physical education in the afternoon in Weaverville, Trinity County. But while her principal and school board said no, CTA and Shasta Cascade Service Center said yes. Ultimately, CTA sponsored her in the marathon, with the help of a story in *NEA Today* magazine, and her colleagues raised money to replace her docked pay.

She ran wearing her CTA/NEA shirt. “Go CTA! Go NEA!” was the cheer I heard for 26.2 miles,” says Jones.

Eventually she would run seven marathons. Her first time was 3:24, the best was 3:18, and she placed sixth among the California women who ran. Not bad for someone who grew up with “poor coordination and always the last one to be picked.”

CTA has had Jones’ back several times over the years. In the fall of 2009, her district asked her to teach without pay an extra period on Fridays for a difficult

seventh-grade PE class of 25 boys and only four girls. She went round and round with her principal before finally talking to a CTA lawyer. “It just took a letter from him quoting Education Code to get my district to comply and resolve this issue,” Jones says.

She also received a lot of CTA advice in 2012-13, when she returned to teach after a work injury — a concussion caused by a hard-kicked ball to the forehead. “My district was using many unfair practices to try to pressure me to resign,” Jones recalls. “CTA colleagues have been there for me through thick and thin.”

She uses her marathon-running stories to inspire her students. “Students who seem the least athletic I encourage the most,” she says. She fondly tells of a boy who transitioned from a thin wallflower to a student volleyball coach and leader. And of the girl who didn’t want to “do PE” but after a recess conversation with Jones, showed up some time later at the track “looking like Rocky Balboa” for a fitness unit. “She finished third in the one-mile race.”

To this day, Jones wants to help students and others “discover we can all be healthy, regardless of our age and our shape. Read your body. Do safe exercise. It will help you have a more fulfilling life.”

She’s grateful that CTA has contributed to her own fulfilled life. ■

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Celebrate the 2018 California Day of the Teacher on May 9 and CTA ESP Day on May 22 with the special poster on the next page. Go to [stories.cta.org/heroes](http://stories.cta.org/heroes) to share your superpower, or give props to a colleague's superpower. And thank you for all you do! **#DayoftheTeacher**

**See poster on page 72.**



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your colleagues' superpowers — and to share yours!





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