

DON'T MISS YOUR MEMBER GUIDE **FLIP OVER!**

# california educator

VOLUME 19 ISSUE 1

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**"My counselor helps  
me move forward"**

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# Rate cuts,



# not cut-rate.

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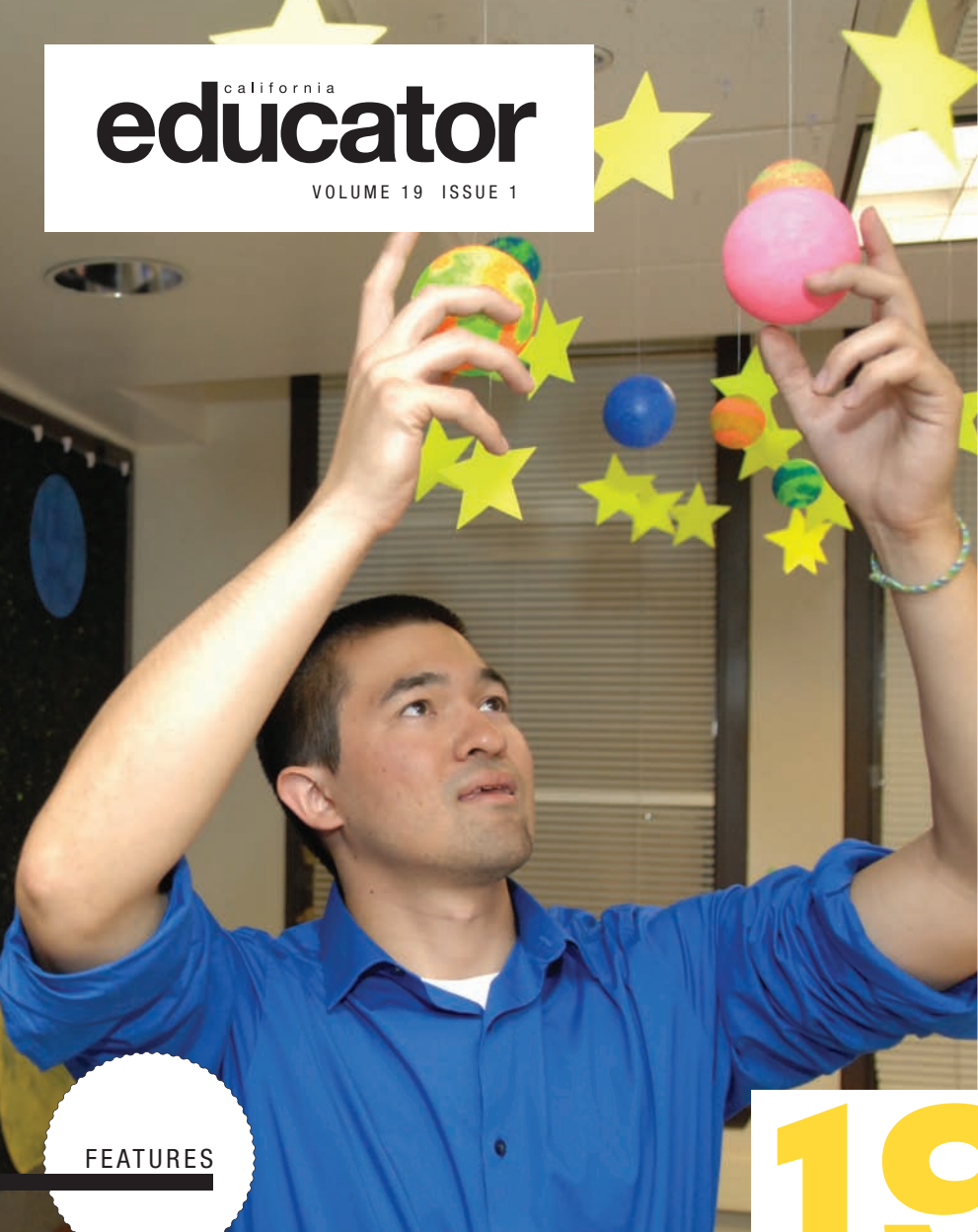


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**YOUR OPINIONS AND LETTERS ARE WELCOME!** There is a 250-word limit, and all letters will be edited. If you send photos or other materials, identifications and permissions are required. Letters must include your name along with your address, daytime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

## Time to toot our horn!

The May article "Bring it on!" was an interesting insight into bringing cheerleading into the athletics realm and under the auspices of the California Inter-scholastic Federation. Similarly, consideration of marching band, winter percussion and guard as either a sport or eligible for physical education credits is a continuing topic in our district.

In our groups, no one is turned away. We become a family at school. Beginners are welcomed and encouraged. At band camp, akin to sports summer conditioning, students spend six hours a day learning basic fundamentals, primarily marching and flag work.

During competition season, practices are held in two- to four-hour blocks. Conditioning includes stretching exercises, calisthenics, and jogging as a group in pairs and in step, much like the military. Musicians carry heavy instruments, some up to 40 pounds. Playing, spinning and catching flags or other equipment while marching expends vast amounts of energy. It's a cardio exercise that matches many



sports, save possibly soccer. Nutrition, hydration, proper technique and injury avoidance are constant topics.

However, while cheerleading may involve competition, competition is our *primary* function. Playing pep music for games is important for school spirit, yet it's secondary to competing. We compete up to five times each season, fall and winter. The money factor mentioned in the article affects us, too, as an inner-city district.

Let's continue to move this discussion for cheerleading, marching band and guard forward, involving both CIF and CDE, for clarity and uniformity within the state!

**ROBIN WILMER**  
Sacramento City Teachers Association

## Common Core and new teaching?

We are being told that we are going to learn "new and better ways to teach" under Common Core. New and better ways to teach? What have some of you been doing for your career? I don't know about you, but I know how to teach, I'm good at it, and my students learn. If, as the article states (May), you are accepting the fact that scores will drop, and *expect* scores to drop, the issue is either poor teaching or a terrible test. And personally, I know it's not the former.

**DAVID BLAIR**  
Point Arena High School Teachers Association

*Editor's Note: CTA does not support the prescriptive methodology of telling teachers what and how they should teach. CTA does support the notion of teachers adding skills and techniques to their toolbox for implementing the Common Core State Standards.*

## Common Core history

I thought that both Patti Carpenter and Kim Cosmas (May Point/Counterpoint) were very much on target regarding whether the implementation of the Common Core State Standards is a good thing for teaching and learning. Very mobile students in our society should benefit from more uniform interstate standards. At the same time, Cosmas outlined accurately the CCSS's troublesome evolution. It took much investigation on my part before I was able to draft "The Eighty-five Percent Solution?" relating how the CCSS were actually created. I would also highly recommend Diane Ravitch's *The Death and Life of the Great American School System*, to learn, as her subtitle notes, how testing and choice are (still) undermining education.

**BILL YOUNGLOVE**  
California Faculty Association, CSU Long Beach

## Testing trauma

Contrary to your May article, AB 484 did *not* eliminate STAR testing for all subjects. In my science classes, we are taking the STAR test for the foreseeable future.

Despite the fact that science teachers are expected to implement Common Core and the recently adopted Next Generation Science Standards (NGSS), we must keep our vision split and continue to also focus on outdated standards.

Common Core and NGSS bring exciting changes to science education. It defies imagination why a subject with major changes to our teaching strategies (Common Core) and content (NGSS) would be saddled with also teaching the past.

**KELLY RYAN**  
San Ramon Valley Education Association

*Editor's Note: You are correct that AB 484 did not entirely eliminate components of STAR testing. NGSS science content assessment may not be available for another four years. AB 484 ushered in the California Assessment of Student Performance and Progress to transition from the CSTs to the Smarter Balanced Assessments. While there are other state and federal mandates that the legislation did not address, California needed to keep certain CST tests such as science in order to meet compliance requirements under ESEA for grades 5, 8 and 10. While new assessments for NGSS are being developed, you are going to be in a double bind. You will be teaching the content from the 1997 standards in preparation for the CST test in science and also implementing components of the NGSS.*

## More Apps?

Thank you for the "6 must-know apps" in Tech Tips (May). Are there apps for high school level?

**IRMA CANO**  
Vista Teachers Association

*Editor's Note: Yes, there are, and we'll feature them in upcoming magazines. Have any to share?*

## CTA members took center stage amid controversy during the NEA Representative Assembly. What was that all about?

First off, let me welcome everyone back for a new school year. This is an exciting — and challenging — time to be an educator in California, as both public education and CTA are transitioning to new ways of doing business. Schools are adapting to the new local control funding model and the implementation of the Common Core State Standards, and CTA is implementing a new long-term strategic plan that reflects the priorities of CTA members and affects all levels of the organization.

Amid these new changes, challenges continue in the form of attacks on public education, teachers and education support professionals, and in wrong-headed “reforms” driven by extremists that scapegoat educators, overrely on standardized test scores, and don’t address the real issues facing our schools.

Unfortunately, U.S. Education Secretary Arne Duncan has too often promoted those efforts, and we have seen too many policies come out of Washington that hurt students, public schools, and the people who work in

them. Especially troubling were Secretary Duncan’s damaging comments following the flawed ruling in *Vergara v. California*, a lawsuit attempting to strip educators of basic due process rights.

Enough was enough. At the NEA Representative Assembly in July, CTA members introduced a new business item calling for Secretary Duncan’s resignation. The NBI passed with strong support. CTA members at the RA knew the motion might be controversial, but we have never let controversy stop us from doing what is right.

The call for Duncan’s resignation underscores the impact of the political process on our schools and why it is critical that educators be involved in elections and in political debate. This fall, for example, it is imperative that we re-elect Tom Torlakson as superintendent of public instruction. Tom is an educator himself who understands the importance of adequate school funding and the problems inherent in education reforms that force states to compete against one another for federal funding. He was instrumental in achieving the recent moratorium on testing and standing up to Secretary Duncan when he threatened to pull funding.

Tom’s opponent, Marshall Tuck, stands for just about everything educators oppose. He supports the *Vergara* ruling, the terrible “parent trigger” law, overreliance on standardized testing, and the expansion of the private sector into our public schools.

As educators and school districts transition to the Common Core, we need educational leaders and lawmakers who see it and the new assessments as tools to enhance learning and student achievement, not as simplistic ways to evaluate and label teachers and schools.

CTA’s long-term strategic plan, developed with the feedback of thousands of members, will better prepare us to deal with all these challenges and more. I’m



### DEAN ON THE ISSUES

“Thank you all for the work you do, every day in your schools, every day in your colleges, every day in your classrooms and every day in your union, our union. You may not hear it regularly from your colleagues, but I do.”

“We don’t need an administrative bureaucrat as state superintendent of public instruction. We need Tom Torlakson!”

excited about the coming year, and I hope you are, too. It will be my final year serving as your president, and it really is gratifying to oversee an organizational shift that will help our members as they grapple with the many changes and issues they face locally.

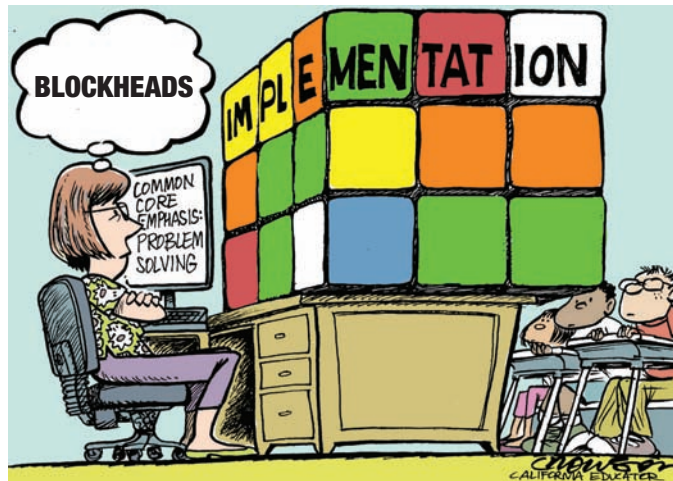
I look forward to working with you on student-centered, union-led reforms that enhance our profession and that make people like Secretary Duncan finally understand that you are the real experts. Have a great year.

Dean E. Vogel  
CTA PRESIDENT



Do you have an issue or topic you’d like Dean to address? Let us know. Email [editor@cta.org](mailto:editor@cta.org).

# CARTOON CONTEST RESULTS



Congratulations to **MARY LAIUPPA**, San Diego Education Association, the winner of the May cartoon caption contest. Cartoonist Richard Crowson helped choose the winner from among 80 entries.

Mary receives a \$150 gift card for school supplies plus the original artwork by Richard Crowson, including her winning caption. Mary is a teacher librarian at Carson Elementary, San Diego.

*Thank you to all who participated!*



**NEA State Education Editors honored CTA Communications staff with the following awards.**

**Best Editorial Design**, First Place:  
"Losing pounds, gaining health"  
(*Educator*, November 2013).

**Best Feature Story**, First Place:  
"Don't agonize, organize yourself"  
(*Educator*, September 2013).

**Best Feature Story**, Award of Distinction:  
"Summer time and the traveling is easy (and affordable)"  
(*Educator*, May 2013).

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*CCA Advocate*.

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\*PPDO. Plus \$159 tax/service/government fees. Add-on airfare available.



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*Speak your truth.*

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*Plan, redo, retry.*

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*Eat more vegetables.*

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*Listen, digest, adapt.*

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Up to \$18.35 of CTA annual dues is designated for CTA/ABC political activities

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#### 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.





## #CTATopTweet

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



## Viral video 📺



**Dump Duncan:** CTA President Dean Vogel fires up the NEA Representative Assembly calling for U.S. Education Secretary Arne Duncan's resignation. CTA-submitted New Business Item 23 overwhelmingly passes. [cta.org/NEARAVogel](http://cta.org/NEARAVogel)

## Most popular post 📺



JULY 2 👍 347 likes 📧 394 shares

## More top tweets 🐦

**@Roberto63** | JULY 4  
[#NEARA14](https://twitter.com/NEARA14) just passed a new business item calling for the resignation of Sec. Duncan. Very proud of [@CATeachersAssoc](https://twitter.com/CATeachersAssoc) Prez Dean Vogel.

**@dwablog** | JULY 3  
[#NEARA14](https://twitter.com/NEARA14) now debating new business item A — calling for an end to toxic tests in US education. Yay! Very positive response from body.

## Favorite comments 💬

**Lysa Sassman** | JULY 15  
Stop the madness of high-stakes testing! Dump Duncan and Ed Reform that only benefits corporate profits. Follow the money to see who is behind the insanity!

**Linda Ortega** | JULY 3  
AB 1444 is such an important bill. As a second-grade teacher, it's painful to see the frustration in my first-grade colleagues when they have to retain students who aren't making progress because parents didn't send their children to kindergarten or preschool. With the passage of this bill everyone wins!

**@RyanFiereck** | JULY 3  
We must remain this aggressive with solution-driven action. We have the answers. Let us share them.

**@MaryBarelal** | JULY 3  
To reformers, if you care about students, use your resources to support teaching & learning instead of attacking public schools.

## What's new at cta.org

1 [www.cta.org/augustawareness](http://www.cta.org/augustawareness)

**August is Kids, Youth and Seniors Month** What better way to wind down the summer than to team up with someone on the opposite edge of the age spectrum.

2 [www.cta.org/campaign](http://www.cta.org/campaign)

**Introducing the CTA Board** Read about CTA's Board of Directors for 2014-15, including three new directors: Jerry Eaton, Sergio Martinez and Sonia Martin-Solis.

3 [www.cta.org/highered](http://www.cta.org/highered)

**Honoring professors and instructors** CTA affiliates in higher education (California Faculty Association and Community College Association) add to the strength and prestige of our association.

4 [www.cta.org/publications](http://www.cta.org/publications)

**Publications for perusal** In addition to the *California Educator* and the *CCA Advocate*, you can find useful information from other professional publications on the CTA website.

5 [www.cta.org/legal](http://www.cta.org/legal)

**Educators Employment Liability Insurance is yours** Every CTA member receives coverage for legal defense costs in lawsuits arising out of educational employment activities.

## Watch out for “Four-fingered Louie”!

*I'm walking through the massive halls of Patrick Henry Junior High School, head down, deciphering my new class schedule and worrying about upperclassmen's warning to watch out for “Four-fingered Louie,”*

when — WHAM! — I run into the principal, Mr. Oien. He's balding and gruff, but he gives me directions to the next class. I ask if he's heard of “Four-fingered Louie” and should I really be afraid of him? He raises his hand, and I see four digits. He's missing his index finger. Frankly, I don't remember what he said, just the embarrassment of making such a major faux pas on my first day of school.

There's so much to learn as the school year starts — like not to snicker when Mr. Oien pointed at someone with his middle finger. I almost always giggled about that. And I learned that he was actually a nice guy, not nearly as scary as I first thought.

I admit to feeling overwhelmed when I moved here from Kansas nearly three years ago and plunged into redesigning this magazine. So much to learn about California public schools, the political climate, and CTA's advocacy and member benefits. Your comments and feedback made a difference, and continue to make a difference. You realize this magazine is available online, right? To access your digital *Educator* on your computer, iPad or tablet, go to [educator.cta.org](http://educator.cta.org). You can still review the archives at [cta.org/educator](http://cta.org/educator) or scan the QR code below.



I want to thank you for your support and participation in the redesign process and in the summer contests. Mary Lippa won the caption contest (page 5). Jennifer Low, Lisa Dabel, Arlynn Ward and Margaret Rourke won the photo contest (page 57).

We want you to have a successful year and a successful career. The success of educators and students has always been a priority for CTA. That's our reason for being, as you can see in our Strategic Plan ([cta.org/ourfuture](http://cta.org/ourfuture)). Since that was adopted last year, we've been doing things a little differently. For example, I've put a new member's guide to your CTA in the back of this issue. Yes, the back pages are upside down. Trust me, there are so many CTA benefits and resources to help you personally and professionally. You'll be surprised.

Speaking of new members, on page 44 you'll meet charter school educators who are organizing new CTA chapters. They have a refreshing take on unionization and the value of CTA membership. And on page 50, colleagues share why they stay members.

I come from a family of educators, and my sister Linda, a middle school counselor, just retired last year. She says she's relieved about not having to prepare for a new year on the one hand, and she misses her kiddos on the other. Our feature on page 9 chronicles the world of school counselors, including an entertaining story about how discussions in the bathroom can solve conflicts or finalize class schedules, and how members help students deal with emotional issues such as divorce, drug abuse, violence and bullying.

How to start the year and remain stress-free is on page 41. I can see you rolling your eyes. Believe it or not, writer Sherry Posnick-Goodwin's blog this month describes how visiting an abusive principal gave her a deeper understanding of teacher stress.

As always, this magazine is full of members' good work. It is a stressful time, and I hope receiving this magazine a little early will give you more time to read.

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





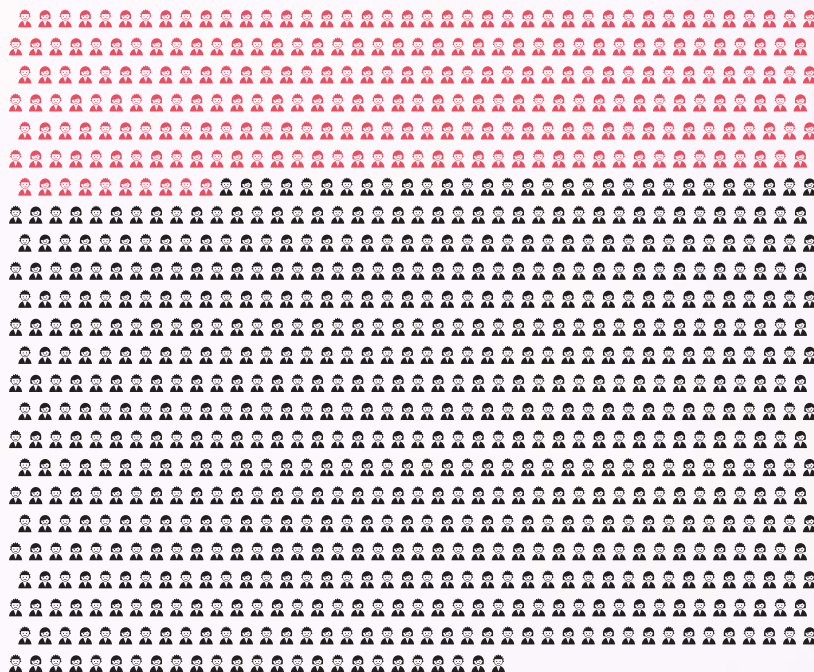
**THE AMERICAN SCHOOL COUNSELOR ASSOCIATION RECOMMENDS 250 STUDENTS PER COUNSELOR.**



**IN CALIFORNIA, THE STUDENT-TO-COUNSELOR RATIO AVERAGES**

**945:1**

compared with the national average of 477:1, ranking California last in the nation. Twenty-nine percent of California schools have no counseling programs at all, according to the California Department of Education.



# COUNSELORS **CRUCIAL** TO STUDENT SUCCESS

New legislation and education funding formulas may increase the number of school counselors. That can't happen soon enough.

*By Sherry Posnick-Goodwin*



Christine MaInnis



The school day has just begun, and students are already queuing up outside the office of counselor Christine MaInnis at North High School in Torrance.

They need information about college applications and scholarships. A few need to drop or add a class. It's likely that one of them is feeling depressed — or even suicidal — and needs someone to talk to.

With assembly line efficiency and warmth, MaInnis offers each student a few minutes of individual attention, advice, resources and encouragement.

“Ms. MacInnis has been really helpful to me,” says Jana Bonner, a senior who needs help with the CSU application process. “When I transferred here my junior year, I needed to make up some classes. She talked to my teachers. She helped me adjust to a bigger school. She told me that I came here to learn and that making friends would eventually happen. And it has.”

Seeing students like Bonner thrive makes the job worthwhile to MacInnis, a counselor for 17 years. But it’s been challenging and at times overwhelming to meet the needs of so many students, says the Torrance Teachers Association member.

“We experienced layoffs and were cut down to three counselors in a school averaging 2,200 students. We’re coping, but sometimes we’re drowning.”

The waters may be receding, however. Thanks to Prop. 30 funds, the district recently agreed to hire an additional school counselor. MacInnis thinks the counselor shortage has renewed appreciation for the job.

“People sometimes don’t know what we do. They think we just sit behind a desk, but we are a really important piece of the educational pie. Because of the confidential nature of our job we aren’t braggers, so we don’t say, ‘I saved a student from jumping off a building today.’ But sometimes we do.”

## The important role of counselors

David Drotts once made a list of all the things he did in a single day. It went on for several pages and included helping students with scholarships, calling parents whose children were failing classes, meeting with students having trouble in math, helping students plan for future success, and explaining how college testing works.

At 9:17 on that particular day at Kennedy High School in Sacramento he noted, “Bathroom/discussion about Marching Band meeting future PE requirements (with band teacher)... Business even happens in the bathroom.”

Counselors are extremely busy these days, says Felipa Tello, a counselor at Del Vallejo Middle School in San Bernardino.

“We are student advocates. We collaborate with teachers who don’t have time to catch students falling through the cracks. We are the glue between students, staff and administration.”

Counselors help in ways that teachers don’t have time for, says Douglas Shamburger, elementary school counselor in San Diego. “Counselors run anti-bullying programs. We run grief groups. We help provide resources for students who lack shelter and clothing. If a student is traumatized by domestic violence or neighborhood violence, we talk to them. If a student is having a meltdown, we step in.”

According to the California Department of Education (CDE), “Effective counseling programs are important to the school climate and a crucial element in improving student achievement.”



Top: “She helped me adjust to a bigger school,” says Jana Bonner of school counselor **Christine MacInnis**.

Above: School counselors like **Patty Taylor** and **Felipa Tello** are student advocates, sometimes becoming the “glue between students, staff and administration.”

## So many students, so little time

Despite their importance, counselors have often been among the first to be pink-slipped. Many were laid off when counseling went into Tier III in 2009, allowing districts to spend money on other things.

Counselors who kept their jobs are feeling the squeeze. The number of seniors in the state’s public high schools climbed 26 percent from 2002 to 2012, while counseling positions rose only 8 percent during that time.

Many counselors say there’s little time for actual counseling. A study by the College Board Advocacy and Policy Center reports counselors spend much of their time as clerical workers and schedulers instead of preparing students for college and the workplace.

This shift has coincided with students being



Maria Victoria Juan credits school counselor Alycia Sato for her success.



## From a student perspective



*"She helps me to move forward. She's amazing."*

**MARIA VICTORIA JUAN** will always remember that her high school counselor believed in her — even when she didn't believe in herself.

Juan, a senior at Laguna Creek High School in Elk Grove, finds it hard to open up to most people. But she finds it easy to talk to Alycia Sato about the frustrations she faces at school and at home.

"Miss Sato is always there for me," she says. "She's an admirable person who believes in people. She's like our second mom."

Juan planned on going to community college. Her counselor told her she could do better. At Sato's urging she enrolled in AVID, a college-readiness program, where she developed her leadership skills. She is now vice president of AVID.

"Miss Sato told me about opportunities that I didn't know existed," says Juan, who is applying to state universities. With Sato's help, she applied for and received a few scholarships.

Another of Sato's students shares that her counselor made a huge impact on her life. She was sexually molested as a child by a relative. In high school, she finally had enough courage to tell her family. Her mother didn't believe her, but Sato did.

"One day I was crying and went into her office and told her," says the student. "Miss Sato called CPS [Child Protective Services]."

It's been rough since that call was made. Sato continues to be supportive.

"It felt great to know someone cares about me," says the student, who plans to attend San Diego State University and become a social worker. "Miss Sato has been following up with me to make sure I'm OK. She found me a chemistry tutor. She makes sure I stay on top of my classes. She helps me to move forward. She's amazing."

"needier" in an increasingly unstable world, say counselors.

"People lost their jobs and their homes. This has had a big impact on students," says MacInnis. "There are more homeless and mental health issues happening at a younger age."

Alycia Sato, counselor at Laguna Creek High School in Elk Grove, estimates that she spends 70 percent of her time scheduling students, because her district eliminated 12.5 positions between 2010 and 2013.

"It's too much," says Sato, Elk Grove Education Association. "I should be meeting with each student about their goals and talking to them about what's going on in their life that's inhibiting them from being successful."

The American School Counselor Association recommends 250 students per counselor. In California, the student-to-counselor ratio averages 945:1, compared with the national average of 477:1, ranking California last in the nation. Twenty-nine percent of California schools have no counseling programs at all, according to the CDE.

"We help as many as we can with the time we have," says Tello, San Bernardino Teachers Association (SBTA). "But sometimes we are so busy with the really challenging students that we don't get to know other students as well. We are doing a lot more group work now instead of one-on-one."

Shamburger used to work at two middle schools, but is now split among four elementary schools due to layoffs, says the San Diego Education Association member. Still, after he got four pink slips himself and 17 counseling positions were cut, he is happy to have a job.



Douglas Shamburger

## Hope for the future

Patty Taylor is hopeful that new legislation and education funding formulas may increase the number of school counselors soon.

Assembly Bill 1729, approved by the governor in 2012, authorizes schools to find "alternatives to suspension or expulsion" for misbehavior, such as supporting positive behavior with "tiered" interventions, creating restorative justice programs, and working with parents.

"Counselors are the perfect people to be doing those kinds of interventions," says Taylor, an SBTA member and past president of the California Association of School Counselors. "With the Common Core State Standards emphasizing college and career, counselors can help with that, too."

The Local Control Funding Formula provides additional funds for students with greater needs. The Local Control and Accountability Plan, which is part of the formula, mandates that districts set priorities on such things as school climate, career preparation, lowering the suspension rate, and other areas where a counselor comes in handy.

"The money is there," says Taylor. "We just need to increase the public awareness about the important role counselors play in helping our children succeed." ■

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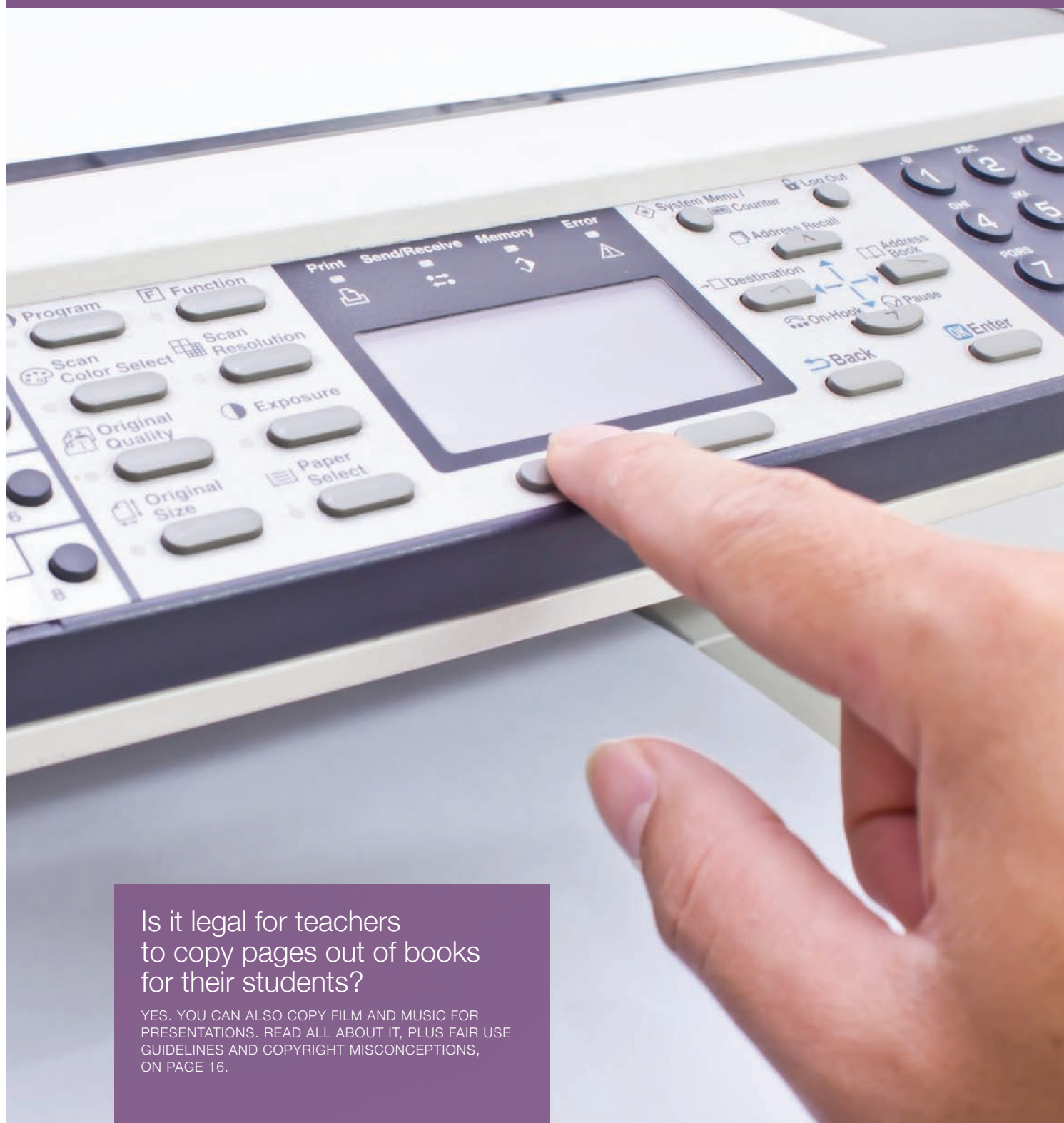
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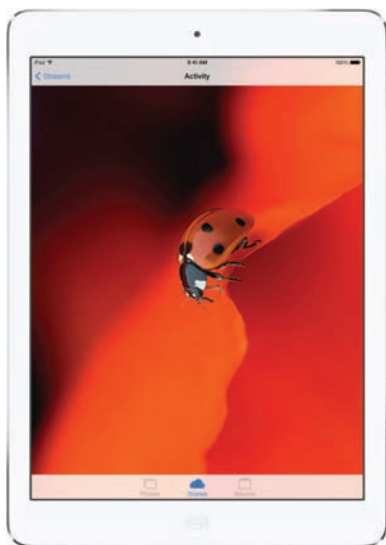
Is it legal for teachers to copy pages out of books for their students?

YES. YOU CAN ALSO COPY FILM AND MUSIC FOR PRESENTATIONS. READ ALL ABOUT IT, PLUS FAIR USE GUIDELINES AND COPYRIGHT MISCONCEPTIONS, ON PAGE 16.

# Tablet or iPad?

By Terry Ng

SINCE THE LAUNCH of the Apple iPad in 2010, almost every major tech manufacture has been trying to emulate the success and appeal of Apple's tablet. Four years later, thinner and lighter tablets from Google, Amazon and Windows have finally evened the playing field. But with so many choices available, choosing the best tablet can be quite a challenge. We're here to help. ■



## ◀ **BEST OVERALL** APPLE IPAD AIR (\$499 and up)

Amazing 9.7-inch Retina display and design retained from the previous generation iPad, but in a faster-performing and lighter package. The iPad Air features Apple's signature unibody aluminum chassis and weighs a mere 1 pound. With nearly 12 hours of battery life and a 64-bit A7 CPU, it's the tablet envied by all other tablets.



## ▲ **BEST ANDROID** GOOGLE NEXUS 7 (\$229 and up)

For an unbelievable Android experience, Google's Nexus 7 is your purebred champion. Sporting a fast 1.5-gigahertz Qualcomm Snapdragon S4 Pro chip and 2 gigabytes of RAM, the Nexus 7 is ready to handle intensive tasks with silky smooth performance and long battery life. The Nexus 7 weighs 0.64 pounds, and comes with a sharp 323 pixels per inch 7-inch display.

## ▼ **BEST 2-IN-1** MICROSOFT SURFACE PRO 3 (\$799 and up)

Not ready to give up your laptop just yet? Microsoft ensures you'll stay productive with its Surface Pro 3. Designed as a laptop and tablet 2-in-1 hybrid, the Surface Pro 3 features a 12-inch touch screen, Intel Core i5 processor, 8 gigabytes of RAM and a 256-gigabyte solid-state drive. The Surface kickstand is easy to set up and use, and the keyboard cover makes typing a breeze.



## ▲ **BEST MEDIA** AMAZON KINDLE FIRE HDX (\$229 and up)

Setting the standard for media consumption aficionados, the 7-inch Amazon Kindle Fire HDX integrates seamlessly with Amazon Prime, which gives you access to Amazon's exhaustive content library. The Kindle Fire HDX also features a Mayday button for free 24/7 real-time customer service, which brings a live Amazon rep on-screen within seconds.



# Advice for the first-year you

AS THE NEW school year approached, we asked members: What advice would you give your first-year self (in three words)? Here's what they had to say. ■



Keep  
*impeccable*  
records.

**ALISA DENNY KOPP,**  
*Tustin Teachers Association*

**IT GETS  
BETTER.**

**MATT JOHANSON,**  
*Castro Valley Teachers Association*

**Don't teach,  
inspire!**

**IRMA MARVAZ,** *Hesperia Teachers Association*

*Master one thing.*

**LIANA KILHAM COLLICA,**  
*Alvord Educators Association*

*Focus on*  
**CHILDREN!**

**AMY BROWNFIELD,** *Selma Unified Teachers Association*

*Have more fun.*

**DAVID LYELL,** *United Teachers of Los Angeles*

**BUILD STRONG RELATIONSHIPS!**

**KIM JARBATH FERRERA,** *Temecula Valley Teachers Association*

**Stop (what doesn't work),  
drop (unattainable expectations),  
and roll (with wherever your kids  
are, to get to wherever  
each is going).**

**LORI HIRSCH WALTON,** *Association of Colton Educators*

**STAY  
ORGANIZED!**

**STACEY MORONEY,**  
*Willits Teachers Association*

Give  
them  
hope.

**MICHELLE BENJAMIN,**  
*Lagunitas Teachers Association*

*Ask colleagues  
questions.*

**DANI TUCKER,** *Hacienda-La Puente  
Teachers Association*

**EAT  
DURING  
LUNCH**  
*(instead of working)*

**CORTNEY BAISEY MAIER,** *Fontana  
Teachers Association*

*Get involved sooner (in your union).*

**JOHN WELLS,** *Central Unified Teachers Association*



# Can I copy this for my students?

## Clearing up some copyright misconceptions


**DO YOU KNOW** if it's legal for teachers to copy pages out of books for their students? Many educators and school librarians don't know the answer, according to a recent survey conducted by the American Library Association ([www.ala.org](http://www.ala.org)). The survey showed that a majority of educators have a fear of copyright litigation, which leads them to make overly cautious decisions about the learning materials they bring into their classrooms.

Following is an interview on common copyright misperceptions with Carrie Russell, director of the American Library Association's Program on Public Access to Information and author of the book *Complete Copyright for*

*K-12 Librarians and Educators*, an illustrated guide that teaches educators and school librarians how to exercise their rights in schools.

## What is the purpose of the copyright law?

Many believe that the purpose of the copyright law is to financially reward authors and other creators. In truth,



the purpose is the betterment of society by advancing learning. Yes, authors should be paid, but payment is not the purpose. Think of it as a means to an end. By distributing their work to the public (by sale, rental or some other mechanism), authors and other creators provide access to creative works which benefit the public. Of utmost importance to the founders of our country was the distribution of information to the public so citizens would learn, understand and contribute to the democratic nation.

### Can an educator show an entire film in the classroom?

Yes, as long as the copy being used is lawfully obtained. Congress created this exception in the law for educators because, again, they were trying to make the spread of information as broad as possible. So, uses that advance learning are favored. Uses that do not advance learning — such as showing a feature film as a reward — are not favored. Generally, those uses require prior permission and a fee, even when there is no profit motive.

### Can students use music in their presentations?

Absolutely! Students can use any music in their student presentations even if it is protected by copyright, but keep it in the classroom! Permission may be required if the presentation occurs elsewhere, such as on YouTube. Including materials that may be protected by copyright is expected in the educational setting. Of course, including other protected works in a presentation to the extent that the student does not provide any of her own work is a problem. Think balance when considering copyright.

### What about “fair use guidelines” that dictate only a portion of a work can be copied?

The guidelines are arbitrary rules that do not have the force and effect of law. Sometimes, when necessary, using a larger portion of the work can be fair use. The opposite also is true. Small portions might rise to infringement



## WHAT IS FAIR USE?

The Fair Use Doctrine is one of the most important limitations on the exclusive rights of the copyright holder. It allows that copyright can be infringed because strict application of the law impedes the production and dissemination of works to the public. The Fair Use Doctrine was added as Section 107 of the Copyright Act of 1976 and was based on a history of judicial decisions that recognized that unauthorized infringements of copyright were “fair uses.”

#### U.S. Code — Sec. 107. Limitations on exclusive rights: Fair use

The fair use of a copyrighted work, including such use by reproduction in copies or phonorecords, ... for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —

- (1) The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) The nature of the copyrighted work;
- (3) The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) The effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

Source: American Library Association. Reprinted with permission.

depending on the situation. Making copyright decisions should be based on fair use and the situation at hand.

### What is the difference between copyright infringement and plagiarism?

Plagiarism is taking credit for another person’s work. Passing off a work assignment by copying another work is plagiarism. Copyright infringement is breaking the law by using protected works in ways that are not fair. Avoiding a sale of a work by making copies is a clear example of this. Sometimes plagiarism occurs at the same time as copyright infringement but sometimes not. For instance, if a student copies a stage script and claims ownership, we have plagiarism and infringement. When a student claims a work as their own, but the work is not protected by copyright, there is only plagiarism. In any case, all works used in a student assignment or presentation must be cited. ■

# Quotes & Numbers

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

“TEACHERS ARE NOT THE PROBLEM IN OUR SCHOOLS, THEY ARE THE SOLUTION.”  
—California State Superintendent of Public Instruction **TOM TORLAKSON**, reacting in *Education Week* to the June 10 *Vergara* lawsuit ruling.

**“Vergara was the straw that broke the camel’s back. The secretary’s response to the Vergara ruling—it was just shameful. And it underscored his lack of understanding.”**

—CTA President **DEAN E. VOGEL**, explaining to *Education Week* what led to a CTA-proposed resolution calling on U.S. Secretary of Education Arne Duncan to resign being approved at the recent NEA Representative Assembly meeting in Denver. Duncan supports *Vergara*’s attacks on teacher rights.

“WE KNOW WHAT IS AT STAKE, AND IT IS WHY WE ARE EDUCATORS. IT IS WHY WE ARE FEARLESS AND WHY WE WILL NOT BE SILENT.”  
—NEA President-elect

**LILY ESKELSEN GARCÍA**, speaking about several public education challenges at the July 152nd annual meeting and 93rd NEA Representative Assembly to thousands of delegates in Denver. She takes office Sept. 1.



8th

PLACE

World ranking of California’s \$2.2 trillion economy, putting the state ahead of Russia and Italy, according to the Center for Continuing Study of the California Economy in Palo Alto.

53

PERCENT

Percentage of California households earning less than \$20,000 annually that have vital broadband Internet connections, a July Field Poll on the “digital divide” found. Nearly 90 percent of Californians aged 18-29 who graduated from college or whose household incomes are \$60,000 or more have broadband at home.

30

DISTRICTS

Number of financially distressed school districts out of the state’s 1,038 districts and other school agencies, down from 92 being in financial jeopardy one year ago, the California Department of Education announced in June.

# \$100

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- 2) 1 (one) direct deposit or automatic debit/credit per statement cycle. This can include Bill Pay payments
- 3) Enroll in online banking and e-Documents
- 4) Provide a valid email address

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



**TERMS & CONDITIONS:** You must be a new member, 18 or older and reside in California. You are not eligible if you are a current owner or signer on a Provident Credit Union personal or business account or if you have been an owner or signer on a Provident Credit Union personal or business account within the last six months. One New Account Bonus per household/business. To be eligible, you must open one of the following checking accounts: Super Reward Checking, Provident Checking, Simply Free Checking, or College Checking; all other checking accounts are not eligible for the bonus.

Provident will fund your Membership Savings account with \$5.00 at account opening. The minimum balance for the Savings is \$5.00. You must fund your Checking account within the first 60 days of account opening with a minimum deposit of \$25; if you fail to fund your Checking account within the first 60 days you are no longer eligible for the New Account Bonus and your account(s) will be closed.

In order to qualify for your New Account Bonus your account must be active and in good standing for two consecutive statement cycles following the month that your account is opened.

Your account is deemed active by: (1) performing 10 (ten) debit card transactions per statement cycle (PIN or signature-based, not including ATM transactions), AND (2) performing 1 (one) direct deposit or automatic debit/credit per statement cycle. This can include Bill Pay payments using Provident’s online Bill Manager, AND (3) enrolling in Provident’s online banking services and e-Documents, AND (4) providing a valid email address. If your account remains inactive after 90 days from account opening you are no longer eligible for the New Account Bonus. **IMPORTANT:** All transactions must be posted within the statement cycle which begins on the last business day of the previous month and ends on the second to last business day of the current month.

Your account is in good standing if you: (1) demonstrate responsible account management—such as making regular deposits to bring your account to a positive end of day balance at least once every 30 days (including the payment of all credit union fees and charges); (2) avoid excessive overdrafts suggesting the use of Courtesy Pay as a continuing line of credit; (3) there are no legal orders, levies or liens against your account.

**New Account Bonus:** We generally pay the New Account Bonus by crediting your Provident Credit Union Checking account. If Provident funded your savings account at account opening, you will receive the difference between your initial \$5.00 Savings account bonus and the stated bonus within 120 days of account opening. We may report the value of the New Account Bonus to the IRS and any applicable taxes are the responsibility of the member. © 6/2014 PCU



*Quyên Bullard created this fabulous hanging rainbow structure in the corner of her classroom. See the full transformation on page 21.*

## CLASSROOM MAKEOVERS: HOW THEY DID IT



*Want to jazz things up so your classroom reflects your innovative, colorful teaching style?*

Besides the “wow!” factor, a makeover is an ideal opportunity to show students who you are and what you like, and convey that you care enough about them to create a unique environment they can enjoy. It encourages them to think outside the box, too. Plus it can be done without spending a fortune or an enormous amount of time. The result? Your classroom is, well, *classier*.

Here we look at three teachers who have a flair for *fabulous* and are willing to share their secrets. We’ll look at their before and after photos, and sometimes at what transpired in between. You’ll find before and after pictures at [cta.org/classroommakeover](http://cta.org/classroommakeover).

So now, without further ado, turn the page for the big reveal!



**Before**

*"I want to teach in a setting that I want to spend time in," says **Andrea Kanazeh**, pictured here with her children Owen and Amber. At left: A toy grill adds ambiance.*

## Campground classroom for s'more fun

Andrea Kanazeh loves camping with her husband and two young children. So she brought the Great Outdoors into her Union City prekindergarten classroom to create a rustic campground feeling. The library is simple: A small picnic table with red checked tablecloth, a couple of mini Adirondack chairs, a small tent, overhanging tiki lights — and voilà! It's a calm and cozy setting for youngsters to camp out with a good book and the tent's resident teddy bear. (Most supplies are from Target.)

The New Haven Teachers Association member added ambiance with a toy barbecue, a boom box, an ice chest, a checkered basket, and lots of great books about nature. Kanazeh used green paper on the walls for a woosy look with blue paper representing sky, and constructed her own tree out of paper and lanterns. Pencil holders (jelly jars covered in burlap and checkered paper) serve as table centerpieces. On the bulletin board, children's names appear on paper marshmallows next to their showcased

work. The schedule posted for the day's activities, in addition to math, science and literacy, includes "Chow Time" and "Campfire Stories."

Another corner, named the Happy Campers Store, offers lots of manipulatives.

The Alvarado Elementary School teacher likes changing themes throughout the year. But no matter what the look, her goal is always the same — to create a welcoming environment so students feel excited about learning.

Creativity puts Kanazeh in her happy place, too. "I want to teach in a setting that I also want to spend time in. Decorating keeps me motivated and wanting to do more."



A donated carpet roll tube becomes a palm tree.



A “beachy” laid-back vibe helps students relax and learn, says **Quyen Bullard**.

## Beach decor a shore thing for student enjoyment

“It’s a beachy tiki luau room,” explains Quyen Bullard excitedly when she greets visitors. Indeed, her decorations are likely to make a big splash with students when they walk through the door at the end of August and find themselves transported to a tropical paradise.

The New Haven Teachers Association member and long-time kindergarten teacher transferred to Kitayama Elementary School in Union City to teach transitional kindergarten, and decided that her new classroom could be anything she wanted it to be. “I wanted to teach at the beach,” she says. So she and husband Jeff, a paraprofessional at the school site, went to work. The results are, beachy, with a laid-back vibe to help students relax and learn.

Amazingly, it didn’t cost oceans of money, thanks to Party City’s summer sale, where she bought grass skirts

to decorate tables, beach and bamboo banners to decorate walls, palm tree decorations, and tiki lights.

Spray-painted PVC pipes covered with bamboo fencing serve as the Book Shack and the room’s focal point. Brightly painted spice racks on the wall display colorful books about jellyfish, sharks, clown fish and turtles.

White and blue paper, stapled and pinned to the wall, give the effect of sand, water and sky. Colorful hand-painted cardboard cutouts of surfboards decorate the room with messages about learning. An enormous palm tree from a giant cardboard tube (donated by Home Depot from a carpet roll) is covered with brown paper and topped with giant leaves from Ikea.

“I’m really happy with how it came out,” says Bullard. “My kids will know the minute they walk in that they’re going to have lots of fun here.”





*Greg Lambrecht uses more than 200 glow-in-the-dark stars and 30 planets to take student learning to a whole new world. Left: Marinn Cedillo and Ellinor Sahlberg do battle as in the book, *Ender's Game*.*

## Glowing reviews for sci-fi setting

Students are transported into a futuristic, space-age world when they walk into Greg Lambrecht's literature and writing classroom at Fremont High School in Sunnyvale for a unit on *Ender's Game*, a science fiction novel by Orson Scott Card.

The entire room is lit with black lights. More than 200 glow-in-the-dark stars and 30 planets dangle from the ceiling. The walls are covered with a hand-painted, glow-in-the-dark mural. On each desk is a "lantern" — a glowing yellow plastic water bottle. The effect was achieved by dissolving the ink from the core of a yellow highlighter pen in water.

The pièce de résistance is a six-foot "battle room" table in the middle of the room. Three "armies" of students move figurines across the tabletop to simulate battles in space, as described in the book.

The Fremont Education Association member says his students are

ecstatic when they walk in for the first time and see what he's done to his classroom. Many tell him the decorations allow them to "live" the novel instead of just reading it, and they become totally immersed in the story.

"As a result of the classroom environment, my students interact across classes, score better on quizzes, collaborate effectively, and complete homework and essays at a higher rate than before I started my classroom makeovers," says Lambrecht. "They contribute more consistently to discussions and debates, and are excited to come to class. It's a lot of work, but I believe there's no limit to what a teacher can do to make learning come alive." ■



# Perspectives

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



## Labor before Labor Day?

A CELEBRATION OF THE AMERICAN LABOR MOVEMENT, LABOR DAY'S BEEN AN OFFICIAL HOLIDAY SINCE 1887. THE DEBATE OVER WHEN SCHOOL SHOULD START, BEFORE OR AFTER LABOR DAY, HAS BEEN GETTING MORE ATTENTION IN THE LAST FEW YEARS. TURN THE PAGE TO READ WHAT **MONA DAVIDSON** AND **DAVID ELIASER** HAVE TO SAY.

# Should school begin after Labor Day?

## YES

Last year, our schools didn't start until after Labor Day, but this year, they are starting at the end of August. Teachers are back three days earlier than school begins to prepare for the Common Core.

My generation never started school before Labor Day, and we did OK. We didn't get two or three weeks off for Christmas or Spring Break.

But things have changed due to testing.

Now the school calendar is driven by testing. High school teachers and principals want school to start early in August and be done in May. The feeling is: Why bother to teach after the test has been given? The test has been given, now let's go home.

A lot of families have traditionally planned vacations the first two weeks of August because August has the best weather. Taking vacation in June or July is a crapshoot when it comes to the weather you might have for Southern California beachgoers. Nice weather is much more reliable in August.

Here in the Coachella Valley, going back to school in August is a terrible idea, because in the middle of August it's 115 degrees and very humid. It's like monsoon season. There are no energy savings for our districts with that kind of heat outside and the need for air conditioning.

I say school should end in June and start in September. Let's not be driven by the testing window when it comes to setting our school calendars.

**MONA DAVIDSON**, *Desert Sands Teachers Association*, is an English and broadcast journalism teacher.



Traditionally, students return to classrooms after Labor Day, but nowadays schools are beginning much earlier. This is reflected in our new back-to-school issue published in August. Some CTA members find this problematic, so we asked two members to weigh in on whether school should begin after Labor Day.

## NO

School starts the third or fourth week of August, depending on what is decided by our district's Calendar Committee, which I serve on.

I've been teaching since 1974. For most of my career, school started after Labor Day. Six or seven years ago, Contra Costa County started to examine which days students missed school. They found that there was low attendance the Monday, Tuesday and Wednesday before Thanksgiving, before and after Veterans Day, and around Presidents' Day weekend. So to capture more ADA (average daily attendance) funds, we decided to start school in August, before Labor Day, and then have time off around Thanksgiving, Presidents' Day and Veterans Day.

The first year we started school during August, we feared parents would be upset and there would be a huge attendance drop-off during the first week of school. But it was not as bad as we anticipated. Nobody wanted to miss the first week of school, so we had good attendance.

At this point, we are happy to be starting school in August. It has improved attendance, and having better attendance has increased ADA and student success. I work in a continuation school, and obviously earning school credits toward graduation at my school is related in part to student attendance.

There is a trend to start earlier and earlier; some districts in my county are starting at the beginning of August. But I have taken a stand within my district that we should not start so early that it will interfere with CTA's Summer Institute. That's where I draw the line.

**DAVID ELIASER**, *Martinez Education Association*, is a science and civics teacher at Vicente Martinez High School.



### **How did you know it was time to retire?**

I just knew. I had taught for 40 years and enjoyed it all the way through, except for a couple of years when I had a lousy principal. I really enjoyed teaching, but I'm just as happy not to be teaching.

### **What is a main focus of CTA/NEA-Retired?**

Trying to thwart the so-called pension reformers is a big thing right now. We want to beat back the anti-education foes and be part of CTA's Strategic Plan. One of the problems we've been working on recently is that some school districts have misreported people's salaries to CalSTRS at an inflated level. They took pay that wasn't salary and included it when people started drawing pensions. CalSTRS is now requiring those people to go to a lower level per month, but pay back what was incorrectly paid. We are fighting that because it was the district's fault that this was misreported.

### **Are retirees an untapped CTA resource for local association activities?**

Yes, we are! We do some lobbying, but we would like to do more. We would like local associations to ask us for our help. We may be retired, but we have a lot to contribute. And we have the time. But some local chapters don't even know we exist.

### **How many retired members and chapters are there?**

We have almost 16,000 members in California and 18 chapters. We hold a big conference every year for everybody, and "actives" who are still teaching can come, too. We are ready for more members that will come with the next retirement wave.

### **How much does it cost to join?**

Annual dues are \$60, and you can become a lifetime member for \$450. You can also become a "pre-retired" lifetime active member, and you don't have to pay higher dues if they are increased. Even a first-year teacher can become "pre-retired" now.

### **Are there perks?**

We continue to receive almost all of the benefits that the "actives" have, such as group legal services, and we receive discounts on movies, travel, car rentals, life insurance and car insurance. We have access to membership in the credit union and no-fee Visa and MasterCard. There's a vision service plan that provides a 20 percent discount on exams and glasses. It's a pretty good deal.

### **But what about fun?**

CTA/NEA-Retired is a good way to go places and do things. The chapter I belong to went to the Getty Museum in Malibu and a baseball game in the local area. We also had a Christmas luncheon. We have speakers every other month. And then there are wine tasting tours.

### **Anything else we should know?**

Nope, gotta finish my golf game and it's off to the school board meeting. Nice chatting with you!



## **Retired member: Fun is par for the course**

*By Sherry Posnick-Goodwin*

**ALLEN RITCHIE** used to teach music and history courses. These days his favorite courses are green with a fairway.

Ahhh, the joy of retirement, where fun is par for the course.

Ritchie taught at Moore Junior High School in Redlands and at the district's continuation high school for most of his career. Now he spends three days a week at the golf course, serves on the county school board, sings in a community chorus, and is in the Kiwanis Club.

As president of CTA/NEA-Retired, he's also a crusader who fights politicians' efforts to reduce or eliminate pensions and retirement benefits. He lobbies politicians and rallies the "retired troops" during elections or other times when public education is under attack.

We caught up with the 74-year-old on the Redlands Country Club golf course. ■



## Meet the *California Teacher of the Year* team

**TIMOTHY SMITH**, Elk Grove Education Association, is California's nominee for National Teacher of the Year. He's an algebra and AP Statistics teacher at Florin High School. The other 2014 California Teachers of the Year are **JESSICA PACK**, middle school language arts, social studies and technology teacher, Palm Springs Teachers Association; **ANGELO "ANG" BRACCO**, grades 6-8 special educator, Vallejo Education Association; **MICHAEL HAYDEN**, high school choral and music appreciation teacher, Manhattan Beach Unified Teachers Association; and **LINDA HORIST**, second-grade teacher, Orange Unified Education Association.

We sat down with them recently and asked them to discuss their experiences as CTA members.

**TIMOTHY SMITH:** CTA, along with our local associations, means when we go home we can think about improving lesson plans. Without CTA we'd spend a lot more time worrying about retirement and medical benefits. If those are on our mind all the time, how effective would we be as a teacher? The union is our security blanket. Sure, we need to be activists — and when change happens, we need to be part of the change, to make things happen. But as an organization, CTA and our local chapters allow us to teach, to be creative in our classroom, to step outside the box and try new things in class. That protection helps creativity, so we're not stifled.

**ANGELO BRACCO:** I appreciate going to my union rep to make change. Groups of teachers get together to make change, whether it be a bell schedule or anything like that. And if you have an administrator who's causing you grief, you have somebody to go to who'll listen, and help solve the issue. I count on my union to be my spokesperson, to represent me. My voice.

**LINDA HORIST:** I don't think teachers are necessarily treated as professionals. Gaining respect as a profession is huge, in addition to support, legal assistance, having a voice as a professional. We need to change the way the community looks at us, and CTA is doing that. We are the union, we are your community teachers, and we are your children's teachers. We should be viewed like your doctor. That's not always the case.

**MICHAEL HAYDEN:** I want to run with that because in the performance arts, when you're training as an undergraduate, you choose a track — performance or teaching. In my generation of musicians, if you chose the teaching track, you were viewed as a second-class citizen, not as well as performance. I have honed my skills as a teacher. Our union professionalizes us — so we are treated as professionally as possible, especially in music. So many arts programs were cut, so my community, we stepped forward and said no. It's too important to student learning. We value the arts, we value you as a teacher. This idea of our union standing by us — that is one of the most valuable things arts teachers can see.

**JESSICA PACK:** I think the connected educator is the empowered educator. For me, my personal learning

2014 California Teachers of the Year. From left: **Angelo “Ang” Bracco, Jessica Pack, Michael Hayden, Linda Horist, and Timothy Smith.**



## GO ONLINE

Read more by searching for the 2014 Teachers of the Year at [www.cde.ca.gov](http://www.cde.ca.gov).

Watch a video of the California Teachers of the Year discussing the Common Core State Standards and other education issues at [www.cta.org/topteacheronccss](http://www.cta.org/topteacheronccss).

network comes down to those who are part of the union, who are part of active representation. Those conversations, the relevancies to my professional practice, come from interacting with outstanding professionals [in the union]. CTA sponsors those quality teaching conferences. We send so many people from my district to those events, and I hear what they learn — that’s equal measure to the representation. For me, it’s the idea we’re developing together to more effectively practice our craft.

**LINDA HORIST:** It goes back to “It takes a village.” We can seek out each other for help and support. We are our own professional development. All we need to do is take advantage of the professionals with whom we work every day.

**MICHAEL HAYDEN:** Another thing I think is relevant: In the early days it was all reactionary because of how badly people were being treated. The union would react to that. Now, the union is very proactive. That’s one of the best benefits of our union, particularly for our younger members, because we get great professional development. When the magazine shares ideas and specific practices, that helps all of us. That’s the union I love. I love what I’m reading.

**LINDA HORIST:** I read and think, what can I do in the classroom? What can I do tomorrow? Oh, look, they’re doing that, too. I can do that type of thing. Absolutely.

**ANGELO BRACCO:** I’m a dedicated reader. There are so many informative articles about stances on education issues, addressing the pros and cons of issues like Common Core. Being in the union is a sign of our profession. ■



## Gifted and Talented Education Certificate

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# Bonanza!

Silicon Valley sees gold in corporate-driven school reforms *By Bill Raden and Gary Cohn*

**THIS IS AN EXCERPT** from a July 17 article by Bill Raden and Gary Cohn about the *Vergara* lawsuit (see page 32), which attempts to strip teachers of their due process rights. Read the full text at [capitalandmain.com](http://capitalandmain.com).

The [*Vergara*] suit and its accompanying public relations blitz had been bought and paid for by Silicon Valley entrepreneur David Welch under the umbrella of Students Matter, Welch's personal Menlo Park education reform nonprofit.

The reasons why tech titans like Welch and [Netflix CEO Reed] Hastings have decided that they know how public education can best be "fixed," and why they are backing those hunches with big money, have been a matter of some speculation. In celebrating *Vergara's* nullification of public school teacher job protections, however, Los Angeles schools superintendent John Deasy may have inadvertently dropped a clue when he declared, "Every day that these laws remain in effect represent an opportunity denied."

The precise nature of that opportunity was immediately grasped by those who stand to gain the most from *Vergara*. In an ecstatic,



post-verdict op-ed piece published on the online news site that serves Silicon Valley's tech-startup community, writer Danny Crichton gloated over "a key opening for startups to begin thinking about grade school in a post-tenure world" now that teachers were out of the way.

When they speak to the general media, Silicon Valley ed reformers talk altruistically about the underserved and the right of the state's children to a quality education. But when they speak to each other they are more apt to talk in the language of money — that is, about the potential gold rush represented by the \$638 billion spent on K-12 education between 2009 and 2010 by American taxpayers.

What that murky intersection of entrepreneurship and altruism looks like in action might best be exemplified by Rocketship Education. Brett Bymaster is a Silicon Valley electrical engineer who, through his website Stop Rocketship Education Now!, has been fighting Rocketship's planned 30-school expansion into San Jose's low-income neighborhoods.

"People need to understand," he says, "that there's tons of money in nonprofits, first of all. Second, nonprofits can become containers for for-profit organizations ... and a lot of that is tax money going into rich people's pockets." ■

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# Advocacy

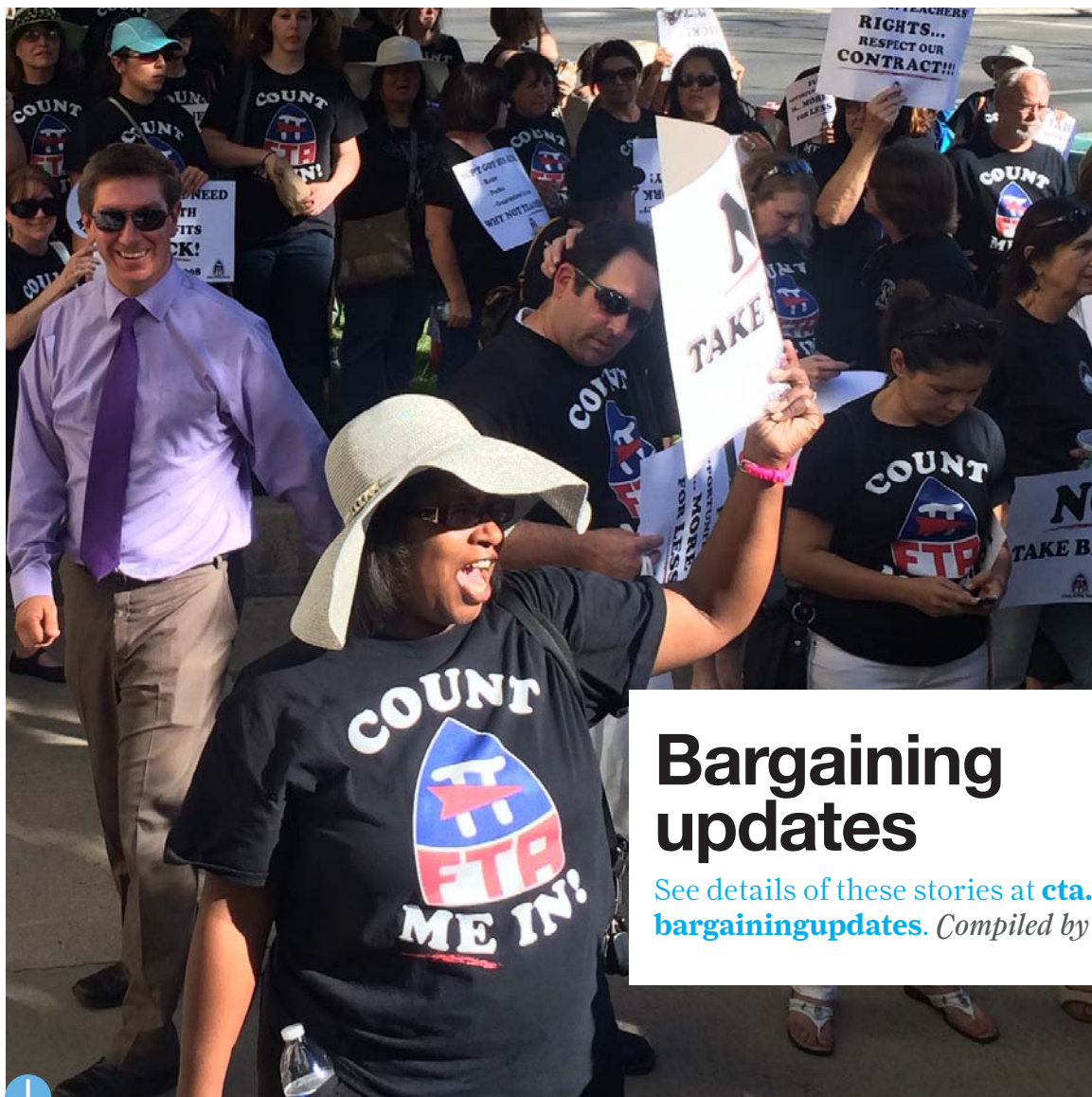


News from the legal, legislative, bargaining and education policy fronts



## Standing United

TEACHERS AND PARAPROFESSIONALS WHO MAKE UP UNITED EDUCATORS OF SAN FRANCISCO ARE FIGHTING TO STOP LAYOFFS AND KEEP CLASS SIZES SMALL. TURN THE PAGE TO FIND OUT WHAT'S HAPPENING STATEWIDE.



Before the settlement, Fresno teachers take to the streets to tell their story. Photo by Gary Alford.

## Bargaining updates

See details of these stories at [cta.org/bargainingupdates](http://cta.org/bargainingupdates). Compiled by Mike Myslinski

### Fresno establishes ongoing instant email, garners a 6.2 percent raise

On the brink of strike, the Fresno Teachers Association reached a final settlement with the district that provides a 6.2 percent raise with a salary reopener to come for the following year.

The contract ratification came after 364 days of negotiations in which teachers packed trustee meetings, banged on drums, and in some instances turned out up to 1,000 members for rallies. In addition, the union established an ongoing instant email service that provided negotiations updates to over 2,400 members who had provided their personal emails. Contract talks went into fact-finding before a settlement was reached.

“I think our members are happy it’s over,” says Tish Rice,

newly elected president of the Fresno Teachers Association, praising the previous union leadership’s actions. “Our new leadership will build on that by continuing to organize and engage our membership in order to be prepared the next time we bargain.”

The new contract includes a 2.7 percent retroactive raise for the 2013-14 school year plus a 3.5 percent increase for the 2014-15 school year. In addition, teachers will receive about \$1,000 more each year toward health benefits. Extra pay for athletic and academic coaches in middle and high schools will also be doubled, while extra pay for elementary coaches will triple.

FTA agreed to extending the class day by 30 minutes and up to 10 more professional development days in 10 elementary “Schools Designated for Innovation” with 20 more schools to be added in the next year.



## UESF teachers, paraprofessionals support their union in heated contract talks



*UESF members show solidarity and support for their bargaining team.  
Photo by Matthew Hardy.*

These United Educators of San Francisco members are standing behind their union, which is locked in heated contract talks with the San Francisco Unified School District. After sacrificing \$60 million during the recession to stop layoffs and keep class sizes small, teachers and paraprofessionals in San Francisco find themselves rapidly getting priced out of the city they love, and without strong action by the district, too many educators will be forced to leave the city and the district.

In addition to salary, important issues at the table include smaller class sizes, prep time for elementary school teachers, and additional compensation for paraprofessionals. Last month the Public Employment Relations Board (PERB) granted SFUSD's request for impasse in the contract negotiations. PERB has appointed a mediator to work with both parties this summer.

Contrary to reports from the school district, there had been significant progress in many areas of contract negotiations leading up to impasse, including UESF movement on six different proposals the day that the district walked away from the table. Unfortunately, the granting of impasse has taken both parties away from the table for several weeks, leaving UESF no choice but to consider the first of two strike votes at the Aug. 14 General Membership meeting.

UESF filed a crisis application grant with CTA to help bring additional resources and support to the union as they prepare for their strike vote.

## Case management caseloads, collaboration time are wins for Santa Ana special ed teachers

Enhanced teaching and working conditions were gained for special education teachers represented by the Santa Ana Educators' Association, who had mostly been relying on Education Code language requirements until now.

The bargaining team negotiated the following improvements:

- Case management periods for secondary special education teachers in addition to their prep period.
- Case management release days for elementary special education teachers (six per year).
- Defined case management periods.
- Better language regarding special education caseloads, class size and the impact on general education classes (equalization).
- In-service opportunities for general education and special education members.
- Early release Wednesdays may be used for special education collaboration.

The chapter also won a 4 percent salary increase for members retroactive to January 2014 for 2013-14, and another 2 percent that kicked in on July 1, 2014, for 2014-15.

## King City educators get a great settlement

Members of the King City Union Elementary School Teachers Association in Monterey County negotiated a strong contract just before school let out in June — raises of 17 percent over four years, fully paid family health coverage, and the binding arbitration of grievances.

The four-year contract settlement came after chapter President Helen Barge pointed out at a King City Union School District board meeting what colleagues in neighboring districts were getting in compensation.

The raises start with 2 percent in the 2013-14 school year, and 5 percent in each of the next three years through 2016-17. The final contract was far more ample than the district's opening offer of only a 1 percent pay hike and nothing else.

## Educators OK strike option in Chula Vista

Benefits, class sizes and salaries are some of the main sticking points that prompted Chula Vista Educators members to vote overwhelmingly to authorize their executive board to call a strike, if necessary.

"I am so proud of the way that you have come together," CVE President Manuel Yvellez said of the June vote. "We are together, and we are resolved."

Members picketed in a show of solidarity outside the school district offices June 23 as a state mediator met inside in an attempt to resolve the bargaining impasse. The next mediation session is set for Aug. 5. ■

# Educators to appeal *Vergara* ruling

By Frank Wells

ON JUNE 10, Judge Rolf M. Treu of Los Angeles Superior Court handed down his decision in *Vergara v. California*, ruling that current due process protections for teachers, experience-based layoffs and the two-year probationary period violate the state constitution. Treu placed a stay on any implementation of the ruling, pending an appeal.

While the stay stops any immediate practical impact on teachers, the ruling set off a national firestorm with ill-informed headlines about the judge striking down “tenure.” Trying to seize upon a short-term victory, attorneys for Students Matter, the millionaire-funded front group for the lawsuit, urged lawmakers to “act now” and promised to bring similar lawsuits in other states.

CTA, which intervened in the case along with the California Federation of Teachers, took immediate steps to point out the serious flaws in the judge’s decision and his reasoning.

“It is important to us that teachers not be frightened by some of the more hysterical headlines,” says CTA President Dean E. Vogel. “Not everyone has been following the trial that closely, and we want to make sure that members know this is in no way a final outcome, and our strong legal team is confident as we move the appeal process forward.”

To the extent that one can predict a ruling based on a judge’s questions and rulings on objections during the trial, the outcome was not a surprise to most observers. Treu rejected constitutional grounds for dismissing the case outright and frequently ruled expert defense testimony irrelevant if the witness had not done extensive research within California. Nationally respected experts were often hamstrung by the judge’s apparent belief that teachers, administrators and students become radically different once they cross California’s borders, while witnesses for the plaintiffs were sometimes given considerably more latitude.

Educators and nationally renowned experts denounced the ruling. A key defense witness, educational psychologist David Berliner, said the judge misinterpreted his testimony in the ruling and used erroneous estimates of the number of ineffective teachers to support his decision. Education blogger Diane Ravitch condemned the decision and pointed out the absurdity of using the anecdotal testimony of students who questioned the effectiveness of well-regarded teachers with strong evaluations, including Pasadena Teacher of the Year Christine McLaughlin, as a basis for striking down job protections for all teachers.

In a column for the *Orange County Register*, UC Irvine dean of law and constitutional scholar Erwin Chemerinsky said the ruling was based on false assumptions and would be unlikely to withstand appeal. He said the ruling scapegoated teachers. “Laws providing for job security for teachers are not to blame for educational problems in California or elsewhere. There is little evidence that lessening job protections for teachers would

## CTA members reacted to the *Vergara* ruling...

**MARY JEAN BOLIN** This decision has nothing to do with equal pay and all good, effective educators deserve respect for what they do. This decision could remove your right to due process if it’s successful. The younger, newer teachers will be more negatively affected by this decision in the long run.

**REBECCA HAYHURST** This is the problem with the court ruling. One child (or one parent, or one administrator) who doesn’t “click” with a teacher, can get them dismissed. What about all the students, parents and fellow educators who named her [Christine McLaughlin] teacher of the year in 2013 (*and* in 2008)?

**STEVE COLE** In short, this entire trial was just political crap brought by a spoiled rich brat, and I hate seeing a fantastic teacher, and by every measure I’ve seen (I have no personal relationship with her [Christine McLaughlin] outside of the school environment), a good human being dragged through the mud because of it.

**NANCY MADRID** Billionaires and people who want to privatize education are behind the *Vergara* lawsuit. I wouldn’t be surprised if the students and parents were paid off by them also.

**ARIEL TELLEZ** These corporations will stop at nothing because of the profit they stand to make. They want to tap into the billions that are supposed to go to public schools.

**LYNDA DOUGHERTY** Thank God we have an appeal process. Without due process, you can be fired for sticking up for a student and angering an administrator. Or some other very lame reason. This lawsuit opens the doors for termination without just cause.

do anything to make education better. In fact, it might make education worse.”

While the appeal will take years and is likely to overturn Judge Treu’s decision, Students Matter and the school privatization interests backing the suit have pledged to take similar action in other states. CTA and its members will continue to get the truth out about the forces behind *Vergara*, and to remind parents, communities and voters that teachers are not the problem with public education — they are the solution. ■

# Gov. Brown signs bill to streamline dismissal process

By Claudia Briggs

**CTA-BACKED** Assembly Bill 215 by Assembly Member Joan Buchanan (D-Alamo) was signed into law by Gov. Jerry Brown June 25. The principal co-authors of the bill included Assembly Member Kristin Olsen and Senators Marty Block, Carol Liu, Lou Correa, Bill Monning and Alex Padilla. Having received unanimous support in both houses, AB 215 updates and streamlines the teacher discipline and dismissal process, saving the state time and money while protecting students and ensuring an educator's right to due process.

"For California's educators, keeping children safe in our classrooms is always a top priority. We have long supported streamlining the dismissal process, so we are pleased to see this legislation unanimously approved by the Legislature and signed by the governor," says CTA President Dean E. Vogel. "Our students deserve a safe learning environment, and deserve to be taught by educators who are committed and qualified."

## DID YOU KNOW?

*Under existing law*, districts can immediately remove from the classroom any educator accused of immoral conduct or a serious crime, and can keep the accused employee away from students until the facts of the case have been determined. Unfortunately, as seen in recent cases, many districts fail to act.

For three years, CTA has supported legislation to streamline the dismissal process while protecting students and educators. Legislation was approved last year but vetoed by the governor. AB 215 again prioritizes, updates and streamlines the teacher discipline and dismissal process, saving time and money while protecting students and ensuring an educator's right to due process. The law will go into effect Jan. 1, 2015.

The legislative session wraps up Aug. 31. Look for updates at [cta.org/legislation](http://cta.org/legislation).

Vogel adds this is how education reform should be done, with input from all education community stakeholders and bipartisan support, unlike the approach used by the wealthy backers of the deceptive *Vergara v. State of California* lawsuit attacking educators' due process rights. ■

## You protect your loved ones...



# Meet SENATOR MARTY BLOCK

STATE SEN. MARTY BLOCK represents Senate District 39, which includes most of the city of San Diego. ■

*Members tell us they like reading this feature every month. Thank you for your comments! If you have a legislator you'd like the Educator to interview, email [editor@cta.org](mailto:editor@cta.org).*



## **What did you do before becoming a lawmaker?**

I started out as a junior high school history and social studies teacher in Skokie, Illinois. I was there during the threatened neo-Nazi march through that town, targeting many Jewish residents who were concentration camp survivors. It was a teachable moment for engaging my students in a discussion of competing constitutional rights: those of the residents to be free from reliving past horrors, and those of the Nazis to assemble and speak freely despite the consequences for the audience. I also went on to study and practice law before moving to San Diego. I taught at San Diego State University and served as a dean in the College of Education.

## **What led you to run for office?**

My education students at San Diego State convinced me to run as a trustee for the San Diego County Board of Education, and I thought I could make a difference. I won, and I learned a great deal about K-12 administration, which helped round out my knowledge of California's public education institutions. I also learned a great deal about governance, and that much of what we wanted to accomplish for students was also dependent on Sacramento. That in turn led me to run for the San Diego Community College Board of Trustees and the state Legislature.

## **What steps should the Legislature take to help schools succeed?**

We need to listen more to those on the front line — to teachers, to parents, to students. Who better to give us advice? They are the individuals most affected by the actions of the Legislature. As chair of the Senate Budget subcommittee that deals with state education funding, I feel that the Local Control Funding Formula is an important step forward in shifting decision-making from Sacramento to those closest to the classroom. We also need to ensure that funding is indeed supporting student achievement. The state doesn't need to micromanage local districts and schools by mandating one cookie-cutter route to student success, but it does need to ensure that students are moving forward and that public funds are well spent.

At the state level, we must provide reliable and adequate funding for schools. Adequate funding doesn't guarantee quality education, but it does make a tremendous difference in the chances for success. After several years of devastating cuts to education, we're finally beginning to restore some of the cuts suffered by our students and schools. Our teachers and families deserve the stability and support they need to once again have California take its place as an education leader.

## **What are your hopes for public education?**

I have three hopes. First, that every student, no matter their ZIP code or special needs, receives the educational opportunities and assistance necessary to succeed from pre-K to postgraduation. Second, I hope that schools receive the stable and adequate funding our students require. Third, I hope that as a state and nation we come together to find common ground on the issues that have divided us about teacher and school accountability, Common Core, and the role of technology.

## **What advice would you give educators about working with legislators?**

Good question! As with any other meeting or presentation, remember to do your homework about the issue, be specific about the problems and possible solutions, be succinct, and work not only with the member but also with the member's staff.

# Planning ahead

## CalSTRS plan closes gaps, ensures future

By *Dina Martin*

**EDUCATORS MAY NOTICE** a little extra going out of their paychecks into the California State Teachers' Retirement System (CalSTRS) this fall, but that's a good thing, since the money will come back to them at retirement, plus it will stabilize the retirement system going into the future.

After years of attempts to close a shortfall that has mounted to \$74 billion, the Legislature in June approved Gov. Jerry Brown's pension plan, which provides increased contributions from educators, school districts and the state.

"For roughly the last 10 years, our highest priority and our members' most pressing concern has been to secure the long-term stability of the defined benefit program," says Harry Keiley, chair of the Teachers' Retirement Board and member of the Santa Monica-Malibu Classroom Teachers Association.

The action calls for member contributions to increase from 8 to 10.25 percent over the next three years. School and community college district contributions will increase from 8.25 percent to 19.1 percent over seven years, while the state's portion would increase

from the current 3.041 percent to 6.3 percent in the next three years. The action took effect July 1.

"This does represent what seems like a hefty increase in our contributions, since members' rates have remained at 8 percent since 1972, but this increase will provide for an ongoing annual benefit increase post-retirement. This is a really good thing for our members," says Dana Dillon, CalSTRS Board member and CTA Board member.

CTA has long recognized the importance of a secure retirement to attract and retain teachers, and its legislative advocates began working with the governor early on to come up with a fair plan. The governor's plan comes amid a number of threatened ballot initiatives that would damage a safe and secure retirement system.

Although CalSTRS has historically been a sound system, it has faced a funding shortfall since the global financial recession hit in 2008. Absent any changes in contribution rates, the program would be depleted of its assets as early as 2046. CalSTRS officials asserted the funding shortfall of \$74 billion could be managed, but required action.

CTA President Dean Vogel says, "The CalSTRS shortfall did not happen overnight, and it cannot be addressed overnight. It is going to take time, commitment and collaboration from all stakeholders — the state, districts and educators — so we appreciate the governor's plan to fully fund the teachers' retirement defined benefit plan within 30 years." ■



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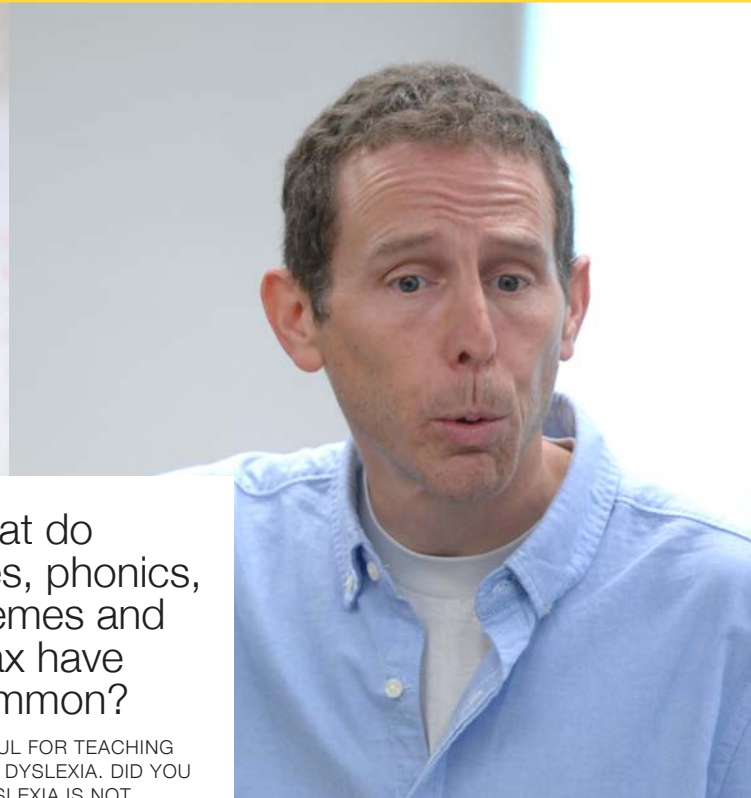
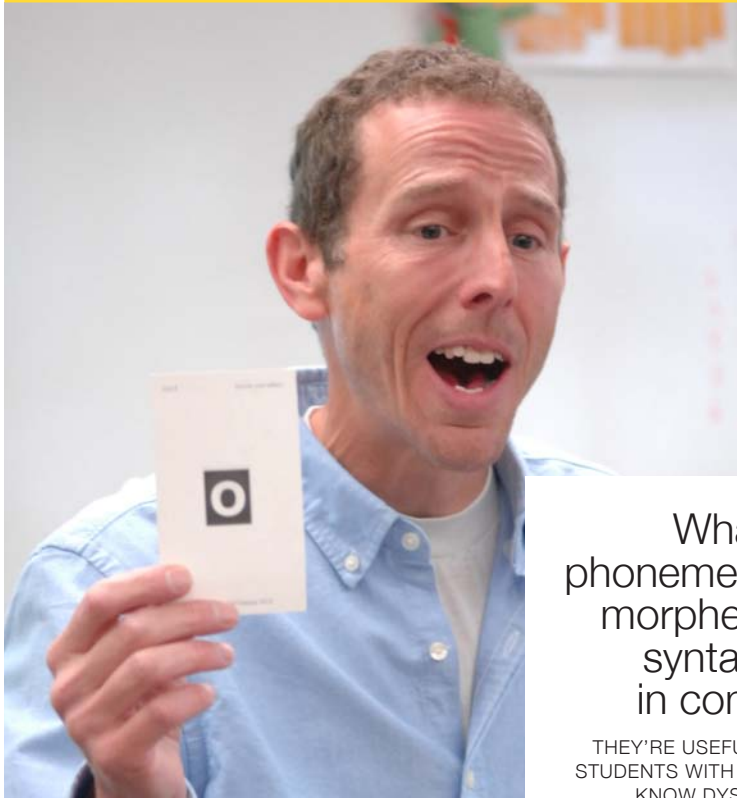


**California Schools Employee Benefits Association**

\*New Kaiser Permanente plans will be available July 1, 2014. The plans offered through the Marketplace all meet or exceed the minimum essential benefit requirements under the Affordable Care Act (ACA).

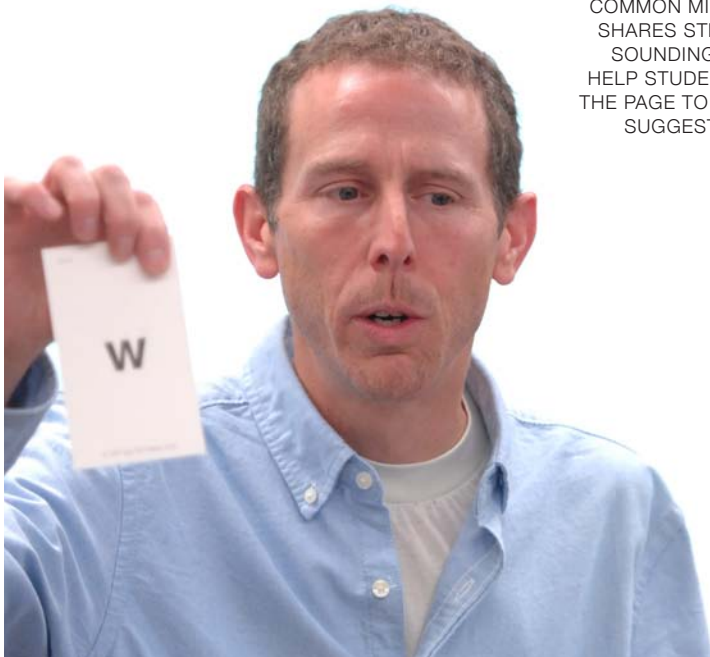
# Learning

Members' best practices, teaching ideas and education trends



What do phonemes, phonics, morphemes and syntax have in common?

THEY'RE USEFUL FOR TEACHING STUDENTS WITH DYSLEXIA. DID YOU KNOW DYSLEXIA IS NOT CAUSED BY VISION PROBLEMS AND DOES NOT CAUSE PEOPLE TO SEE THINGS BACKWARD? CTA MEMBER **DAVID FUTTERMAN** CLARIFIES COMMON MISCONCEPTIONS AND SHARES STRATEGIES LIKE HOW SOUNDING OUT WORDS CAN HELP STUDENTS SUCCEED. TURN THE PAGE TO FIND HIS ADVICE AND SUGGESTED RESOURCES.





# Dyslexia: Myths and Facts

Advice to help your students

by David Futterman

What do Orlando Bloom, Whoopi Goldberg, Steven Spielberg, Keira Knightley, Albert Einstein and Patrick Dempsey have in common in addition to being famous? All of them have dyslexia. In fact, over 40 million American adults have dyslexia — and only 2 million know it. Students sitting in your classroom may have the condition and also be undiagnosed.

CTA member David Futterman spoke with us to shed light on this learning disability and clear up some common myths and misconceptions. He is a special education teacher at California High School in San Ramon, a board member of the Northern California Branch, International Dyslexia Association, and a lecturer for the Graduate School of Education at UC Berkeley.

## WHAT ARE THE COMMON SIGNS OF DYSLEXIA?

Most students with dyslexia have persistent difficulties identifying and manipulating individual speech sounds as well as learning how these sounds are represented in print. As a result, they struggle to decode printed words. Their reading efforts are often slow and laborious, which can have an impact on their ability to comprehend text and develop a rich vocabulary. Students with dyslexia also are likely to have significant difficulties with spelling and written expression.

Importantly, the severity of dyslexia may vary from one student to the next and may manifest itself differently over time. Younger students may find it difficult to generate rhymes, correctly write letters of the alphabet, memorize facts and lists, or pronounce polysyllabic words, while older students may find it troublesome to follow multistep directions, express themselves clearly (both orally and in writing), solve word problems in math, or learn a foreign language.



Left: Dyslexia can't be determined based on a student's letter reversals, such as confusing the letters *b* and *d* or writing *was* instead of *saw*, says **David Futterman**, here helping *Prasilla Nasrat*.

Below: A student counts phonemes in words.

## WHAT STEPS SHOULD TEACHERS TAKE IF THEY NOTICE THESE SIGNS?

There are times when different variables can be adjusted within the classroom or additional instruction can be provided, and students respond very well. For some, however, difficulties persist. A good next step would be to discuss with parents and other teachers whether they share your concerns and are observing similar signs. Many schools have student support teams that are designed to assist teachers in addressing the needs of their struggling students. Special education teachers, speech-language therapists and school psychologists can offer insight and guidance.

Ultimately, when a student exhibits enduring signs of dyslexia, a more formal, comprehensive evaluation is essential. This evaluation can not only identify the source of a student's difficulties, but also help teachers plan instruction and provide a road map for remediation. The critical role of classroom teachers cannot be overstated because early intervention (or lack of intervention) can have long-term consequences.

## WHAT ARE SOME TIPS FOR TEACHING STUDENTS WITH DYSLEXIA?

Students with dyslexia benefit greatly from systematic, intensive, explicit instruction that is focused on the structure of English. Multi-sensory teaching that combines visual, auditory and kinesthetic-tactile learning approaches is generally considered to be the most effective way to support their memory and learning.

Teachers of both younger and older students with dyslexia should assist them in developing a greater awareness of English speech sounds (phonemes) and the ways in which sounds are represented with letters (phonics).

Help students understand the meaningful parts of words (morphemes), including prefixes, roots and suffixes. Students may also need support in understanding how words are combined to create sentences (syntax), how words carry meanings (semantics), and how word meanings are affected by social context (pragmatics).

Many students with dyslexia will benefit from directions and assignments in both oral and written form.

For larger projects, break down information into manageable steps. Provide lesson notes or outlines, graphic organizers, and devices like audio books or tablets. Plan lessons that engage students through multiple pathways such as combining lectures with the use of visuals

or hands-on activities. Provide assignment options that allow students to demonstrate their knowledge and skills in a variety of ways. Some students may need extra time to complete their work or reduced homework.

Finally, there should be frequent, individualized check-ins to provide clarifications and feedback, highlight key concepts, and review classroom material.

## WHAT ARE THE MOST COMMON MISCONCEPTIONS ABOUT DYSLEXIA?

Perhaps the most important misconception is that the learning difficulties are due to lack of intelligence or effort. Dyslexia is, in fact, neurological in origin and heritable, and its prevalence is estimated to range from 5 to 20 percent of school-aged children. Research has shown that there are real differences in how the brains of people with dyslexia develop and function compared with typical readers.

Dyslexia also cannot be determined on the basis of a student's letter and word reversals, such as confusing the letters *b* and *d* or writing *was* instead of *saw*.

Dyslexia is not caused by vision problems and does not cause people to see things backward. People with dyslexia do, however, have language processing problems, and their misspellings are typically the result of difficulties with identifying speech sounds (*pat* for *past*), remembering orthographic representations (*lit* for *light*), or representing morphological units (*musishun* for *musician*).

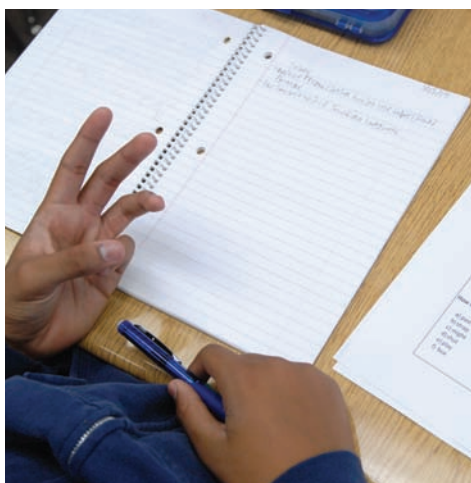
Dyslexia occurs in people of all backgrounds. It is not related to race, family income, or a student's ability to speak English, and while male students are more commonly diagnosed with reading disabilities

in schools than females, studies indicate no actual differences in the prevalence of dyslexia in boys and girls.

Although dyslexia is not something that can be cured or outgrown, students with dyslexia do learn to read and write with the help of knowledgeable teachers and effective intervention programs. Moreover, people with dyslexia often are highly skilled in a wide range of disciplines and go on to lead very successful lives.

## HOW CAN I HELP A STUDENT WITH DYSLEXIA COPE WITH STRESS OR ANXIETY?

The social and emotional implications of dyslexia are indeed significant. Along with stress and anxiety, students may experience depression, shame, poor self-image, and very low motivation to attend school. Teachers can ensure that these students are valued and successful in the classroom. Rather than focusing primarily on what students with dyslexia aren't able to do well, teachers can provide ample opportunities for their students' personal interests, strengths and experiences to be highlighted.



Teachers can encourage students to participate by asking open-ended questions that allow them to share their opinions, ideas or reactions. Read-aloud activities, in particular, are a great source of anxiety for students with dyslexia. One way to reduce the emotional toll is to give them sections of text in advance that can be practiced before class. During cooperative learning activities, it is also a good idea to ensure that students with dyslexia are surrounded by supportive peers.

Teachers should collaborate with reading specialists and other school professionals to dovetail their efforts, determine realistic goals, and seek ways to motivate students to learn and develop a healthy self-image.

By developing a positive relationship with struggling readers and by acknowledging their efforts, teachers send a strong message they can be trusted and are available to help students.

### WHAT ARE SOME RESOURCES FOR EDUCATORS?

Two excellent resources are *Overcoming Dyslexia* by Sally Shaywitz and *Basic Facts About Dyslexia and Other Reading Problems* by Louisa Cook Moats and Karen E. Dakin.

The recent documentary film, *The Big Picture: Rethinking Dyslexia*, provides revealing and inspiring accounts of the lives of children and adults living with dyslexia (including several well-known figures). The film is educational and sends a clear message that the future for people with dyslexia can be very bright. ■



## GO ONLINE

The websites of the International Dyslexia Association, [www.interdys.org](http://www.interdys.org), and its affiliated branches are essential resources for reliable information.

#### Northern California Branch:

[www.dyslexia-ncbida.org](http://www.dyslexia-ncbida.org)

#### Los Angeles Branch:

[www.dyslexiala.org](http://www.dyslexiala.org)

#### San Diego Branch:

[www.dyslexiasd.org](http://www.dyslexiasd.org)


#### Southern California Tri-Counties Branch:

[www.dyslexia-ca.org](http://www.dyslexia-ca.org)

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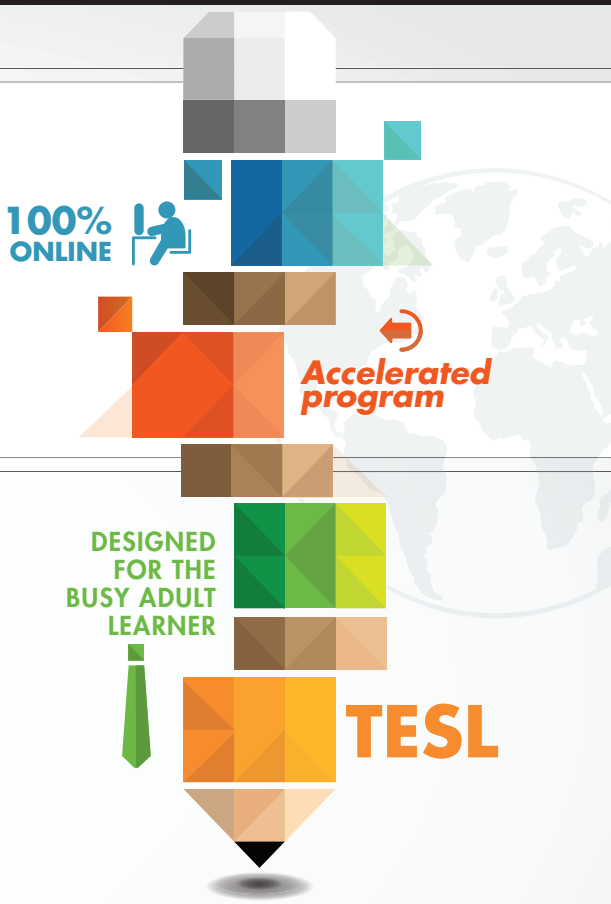
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# LESS *STRESS*

*By Sherry Posnick-Goodwin*

***“I’m totally stressed out.”* – Is that your usual state of mind? It’s a brand-new year, so why not try some new coping skills for a happier, healthier you?**

Stress is soaring among educators, according to a recent MetLife survey, resulting in high blood pressure, ulcers, depression, headaches and heart disease. It also affects students, who become more anxious when school staff are tightly wound. Admittedly, there is plenty to be stressed about.

“You might say it’s a perfect stress storm,” says Melissa Rogers, a math and science teacher at Madrid Middle School in El Monte who offers stress relief workshops at CTA conferences. “You have new standards, a lack of curriculum, Smarter Balanced Assessments and new technology.”



**M**elissa Rogers recommends identifying factors beyond your control and choosing not to worry about them. Next, identify anxiety-provoking things you can control and take action.

“If your district is behind in Common Core implementation, take proactive steps without waiting for your district to tell you what to do,” advises Rogers, Mountain View Teachers Association. “Form a support system to help you with the new standards, classroom management or things you are struggling with. Start feeling more empowered and in control of what you do.”

### **Go to your happy place**

You spend more waking moments in your classroom than at home, so create a pleasant classroom environment, suggests Rogers.

“Dark colors are soothing, and fabric looks nicer on a wall than butcher paper. Playing music during the day is also relaxing.”

Find a way to transition between school and home, she advises. Stop for a cup of coffee or herbal tea or spend 20 minutes browsing in a bookstore before rushing off to pick up your kids or cook dinner. It may be easier said than done, but you’ll arrive at your next destination in a better frame of mind.

Other ways to unwind?

“If you’ve not been introduced to the wonders of a \$15 foot massage, that can be an invaluable resource,” she says with a blissful sigh.

When the walls seem to be crashing in, take a deep breath or a time-out.

“Stay centered as a teacher by focusing on what’s best for kids. Allow students to relax once in a while with activities that are classroom-appropriate and educationally sound that give everyone a break when you’ve been pushing the academics hard. Leisure reading and doing Sudoku puzzles are good options. Or try a change of venue. A math assignment under a tree is a pleasant experience. When students are happy, they behave better. That makes me a happier camper.”



*Teachers say they don't have time to go to the bathroom, but it's important to drink water to stay hydrated and to eat healthy foods to maintain energy, say sisters **Nancy Glenn** and **Barbara Sakota**.*

### **Take care of your health**

Kindergarten teacher Nancy Glenn and sister Barbara Sakota, a nutritionist and homeopathic health care provider, have teamed up for CTA's Good Teaching Conferences to help educators reduce stress naturally.

“Teachers tell me they don’t have time to go to the bathroom, but it’s important to drink water to stay hydrated,” says Sakota. “Eat foods that are healthy for your body. A high intake of sugars and carbohydrates increases glucose levels, which trigger anxiety and stress. Also, vitamin B and fish oils have excellent calming properties for the body.”

Exercising or walking 30 minutes daily relieves stress and provides vitamin D, says Glenn, San Bernardino Teachers Association. So does stretching and taking slow “calming breaths” that you hold in for six seconds before exhaling. When stressed, monitor your pulse. Anything over 100 beats per minute indicates a danger zone.

It can be helpful to talk to a mental health professional



Stopping for a hot drink and spending 20 minutes browsing in a bookstore are a few of **Melissa Rogers'** relaxation suggestions.

about what is troubling you, they add. Most districts provide coverage for this at a nominal cost, which can provide insight into what is making you anxious.

### **Find tranquility**

“Close your eyes,” urges Michelle Johnson. “Create a perfect place in the country or the mountains, on a beach or on a cruise ship. It may be a place you’ve only dreamed of. Decide what you are doing in that perfect place. Perhaps sitting, walking, playing, listening to music or soaking in a hot tub. Examine all your muscles to see if each is beginning to relax. If not, let your mind wander over to that muscle. Tense it, hold it for a second and then allow it to relax. You are not thinking about tomorrow. Enjoy your space.”

The “recipe for relaxation” was cooked up to help educators lower their stress. Johnson, a cadre trainer who teaches workshops on de-stressing, encourages participants to indulge in 10 to 20 minutes of “quiet time” at the end of the day to help clear the mind and increase happiness levels.

Johnson knows a thing or two about stress as president of the 1,500-member Bakersfield Elementary Teachers Association.

“You might call it meditation or clearing your mind of negative thoughts. It’s really just taking a moment. When

## *What makes you* **STRESSED?**

*The research of Michael Fanning*, professor in CSU East Bay’s Educational Leadership program, shows the leading causes of stress are classrooms where teachers are not given adequate assistance with disruptive students; schools where teachers have a weak voice in shared leadership; and schools lacking support and appreciation from administrators. The California Faculty Association member offers some coping strategies:



Michael Fanning

- **Don’t go it alone.** Collaborate with other teachers and supportive school leaders for the support you need.
- **Pay attention when given positive comments** and appreciation from students, parents, peers and administrators. Often educators are so exhausted and stressed, they miss opportunities to listen to the comments that remind them they are doing a good job.
- **Seek a balanced life.** Let go of work and enjoy a walk, read a book, paint a picture, visit friends or watch a favorite TV show (especially if it helps you laugh out loud). It provides a “mini-vacation,” a happier perspective on the world, and recharges your batteries.

we’re not working, we’re always on cellphones, iPads, or anything but taking in the moment.”

### **Practice survival skills**

Pace activities instead of rushing from one to another, and make time for enjoyable activities, whether it is running a marathon or having a manicure.

“Don’t get caught up in school gossip or worrying if you belong to the popular group of teachers. Form your own friendships,” says Johnson. “Focus on the positive. Allow yourself to be happy, celebrate victories, and encourage yourself the way you would a colleague. We always nurture others and don’t take care of ourselves. You may think you don’t have time to de-stress, but it’s crucial. It makes you a better educator, parent and spouse. It prevents illnesses and can even save your life.”

“Like most things, educators already know the answers when it comes to ways they can decrease stress in their lives,” she adds. “We just need a reminder occasionally.” ■

Charter school teachers picket in the effort to unionize Ivy Academia School in Los Angeles in May. Photo by Jessica Foster.



# SOLIDARITY SURGE

## More charter school educators joining CTA family

Story and photos by Mike Myslinski

Like a growing number of charter colleagues around California, Bay Area charter school teacher Molly Fenn is strengthening schools by unionizing them. Students and the teaching profession benefit from the process, they say, and so do traditional schools as more charter educators join the CTA family, making us stronger for battles ahead.

“Charter school teachers’ and regular school teachers’ fates are balanced together,” Fenn says. “If our working conditions are changing or if we’re being exploited in our jobs, that’s going to affect teachers everywhere.”

That’s why CTA and NEA are supporting charter school employees. Having a union helps charter teachers reclaim the spirit and mission of their unique schools, the innovative collaborations that all public schools can learn from, says CTA President Dean E. Vogel.

“As more charter management companies put profits before student learning, the educators at these schools are seeing that CTA resources can help them restore their school cultures by leveling the playing field,” Vogel says. “Collective bargaining means a more stable workforce, a greater say in decisions affecting classrooms, and getting more respect for the teaching profession. The well-funded charter school movement is growing. These are our colleagues and we are all stronger together.”

Vogel says the statewide push to unionize charters is also part of CTA’s new strategic plan, which commits the union to

rebuilding a culture of organizing and to support unrepresented educators.

There are many charter educators who want to have more of a voice in their schools. Only about 180 of California’s 1,100 public charter schools are unionized. The state has about 10,000 public schools overall. Nationwide, about 12 percent of the estimated 6,000 charter schools are unionized, according to the National Alliance for Public Charter Schools.

### BAY AREA VICTORY

Fenn and her colleagues at Alameda’s Community Learning Center Schools, Inc., saw how management actions were hurting the employees and students.

Teachers were kicked off the nonelected governing board. Gradually, her 60 colleagues at their two schools

— teachers, counselors, psychologists, education support professionals — had to work longer hours for less pay. The salary schedule was eliminated. Teacher turnover rates soared, which disrupted student learning.

So last year, she joined the organizing committee. This year, the schools are bargaining their first contract after the Public Employment Relations Board certified in November 2013 that a majority of teachers had signed petitions to unionize. The victory is restoring Fenn’s voice in how her school runs, she says, and her faith in the power of the union movement.

Colleague Carrie Blanche, another Alameda organizing team member, agrees. “We came to the conclusion that the only way to reclaim democratic decision-making — the core of our model — and to rebuild the culture of our school, was to organize the union.”

Fenn knows about unions. Her father was a postal worker union activist who handled grievances, but she didn’t feel connected to the movement as she does now. “When I came to CTA meetings, I felt they listened and understood what we needed and why it was important.”

In San Jose July 11-13, she took part in an energizing CTA charter mobilizing training involving more than 80 people, including charter school teachers, CTA staff, and five members of the CTA Board of Directors. (Watch passionate video clips of solidarity from Fenn and other charter teachers at the San Jose training, along with Bay Area CTA Board member Terri Jackson, at [cta.org/chartermembers](http://cta.org/chartermembers).)

## TWO LOS ANGELES WINS

Two recent organizing efforts in Los Angeles led to a pair of charter school victories as teachers joined the ranks of the 35,000-member United Teachers Los Angeles.

In mid-July, 55 members of the newly unionized Ivy Academia School in the San Fernando Valley ratified a first contract that means raises of about 15 percent for most, putting them on a par with other UTLA members.



Charter educators, from left, **Lynn Kameny, Molly Fenn** and **Carrie Blanche** of the Alameda Community Learning Center Schools, Inc., attend a CTA Organizing Academy in San Jose.

Ivy educators organized together with parents of their 1,000 students, held rallies and did informational picketing to forge their victory.

Another recent win was at the Apple Academy Public Charter Schools, where about 16 teachers serve K-5 students at two campuses. In May, these teachers submitted a statement to the Apple Academy board of directors declaring their intention to unionize to ensure “the quality of our students’ education, provisions for a safe environment, full transparency and accountability from our leadership team and Board of Directors, fair and just practices, and equity in decision-making.”

Teacher Karla Tobar declared in the statement: “I want a union at Apple Academy because I believe in collective action to actively organize, educate, mobilize, empower and transform communities. It takes a village to educate a child and it’s important we all have a voice in the daily learning conditions of our students.”

Apple colleague Andrea Clawson added: “To be an even stronger and more effective charter school, we need to take this step. A union that gives teachers a voice and a stronger involvement in the school is a positive step.”

## SAN DIEGO TRIUMPH

Clarisa Mondejar remembers too well how the principal at her Harriet Tubman Village Charter School made life miserable for educators with a campaign of disrespect and harassment.

One teacher was required to write out by hand 15 full-length lesson plans every weekend, due on Monday. When she missed one deadline due to a health emergency, she was fired the next day, Mondejar recalls.

Tubman became unionized about three years ago, so teachers could fight back this year without the fear of retaliation that hangs over many nonunion charters. After Mondejar joined several colleagues in speaking out in March at the San Diego Unified school board meeting about the abuses, the board launched an investigation. The principal was dismissed May 29, and the nonelected board of Tubman was ousted.



“Solidarity has to go beyond our district and beyond our schools to charter schools, because our fates are all linked,” says **Rickeena Boyd**, a San Diego teacher and charter organizer.

“We got to clean house,” Mondejar says happily, adding that the San Diego Education Association (SDEA) helped. “What we learned is, if we stick together, they can’t do these things to us.”

The “charter glamour” rhetoric from management at a nearby nonunion charter school where Mondejar once worked was highly misleading, she says. “They sell it in different ways. They sell it as: ‘So many people want to be in a charter school, you are changing the way that education works. You are an innovator! We’re going to sell your lesson plans. We’re going to have people from foreign lands come and visit you.’”

Her salary went up \$12,000 when she left that low-paying charter and came to Tubman and became a proud SDEA member. The education profession is worth fighting for, and CTA has the resources, she says. Teaching is “a beautiful profession, and it’s an honorable profession, and it needs to stay beautiful, and it needs to stay honorable. I think that teachers need to continue to have their rights.”

## IMPERIAL COUNTY SUCCESS

Teacher Says Morris had worked at a teacher-driven charter school in Arizona that had a positive environment, so she knew something was wrong as soon as she arrived at Ballington Academy for the Arts and Sciences in 2012 in El Centro.

“This is not normal,” she told colleagues. “This is not what a typical school is like. This isn’t doing a service to our students or to our community or to the teachers that were there.”

Morris says the problem was that a corporation based 120 miles away in San Diego was running the show. “Even though we’re all professionals, we’ve gone to college and we have degrees, we weren’t respected in our own field. We were having corporate people, not educators, running a nonprofit school and making all the decisions for us, for our students, for our community.”



*Corporate people running a nonprofit school, not educators, were making all the decisions, says Says Morris.*

In addition, pay and benefits were below what surrounding school districts had. It was time to call CTA. “We organized, meeting off campus, at my husband’s office and in different restaurants. We got 100 percent of the staff to sign cards!”

The union fever spread to the only other charter school in Imperial County, the Imagine Academy of Arts and Sciences, which unionized as well. Contract bargaining for the 50 educators in both new chapters of CTA has begun.

## 750 ONLINE EDUCATORS IN K12-AFFILIATED COMPANY ON HISTORIC PATH TO JOINING CTA RANKS

By Mike Myslinski



*Months of hard and exciting organizing work* this year paid off in mid-July when the 750 online educators employed by California Virtual Academies received word from the state that they had won the first round of their battle to unionize and join CTA.

House meetings, social media cyber-organizing, and old-fashioned meet-and-greets at gatherings around the state resulted in the good news — a majority of the teachers signed petitions to unionize, the state Public Employment Relations Board verified. Now it’s up to California Virtual Academies and the antiunion owner of one of California’s largest charter schools — the for-profit K12 Inc. — to recognize the teachers union and start bargaining what would be a historic contract.

The California Virtual Academies, known as CAVA and based in Simi Valley, would be the first K12-affiliated operation to unionize. The aggressive, controversial K12 enrolls about 110,000 students in more than 30 states. It has successfully beat back union drives in other states and is expected to continue trying to slow down or derail the CAVA unionizing efforts here.

“The CAVA teachers have spoken. They clearly desire to improve their profession and student learning by exercising their legal rights to unionize and collectively bargain,” says CTA President Dean E. Vogel. “We expect CAVA management to respect these teachers and come to the bargaining table sooner than later.”

In the CAVA business model, the approximately 750 teachers across the state teach online courses from their homes as they educate about 16,000 students. K12 also makes money off of curriculum materials.

Cara Bryant of Davis is on the 43-member CAVA organizing committee. She likes the flexibility of staying home with her four young children that teaching online offers. She begins her ninth year of teaching science and training other CAVA teachers on Aug. 1, the start of the new school year, which she says seems to be coming earlier each year.

The drive to unionize began after the student enrollment load kept climbing and teachers were required to do more and more administrative duties. With the increase in teacher responsibilities, students weren’t getting the attention they deserved.

Teachers began talking about making changes. They decided the school would work better if frontline teachers had more of a say in what happened in the online classrooms.

“It’s like we are a community for the first time.”

—CARA BRYANT



"I want us to be viewed as having real jobs," Bryant says. "It's hard work. We're professionals, just like teachers in brick-and-mortar schools, and right now we're not treated that way."

Bryant knows what it means for teachers to have a voice. She was a CTA member when she taught in Elk Grove Unified School District, where her husband teaches now. And she understood when she came to nonunion CAVA that she was now an "at-will" employee who could be fired randomly without just cause. "We don't have any recourse if they don't renew your contract."

Pay is low and raises seem random, Bryant says. Morale is further eroded by fears that, instead of spending the California public education dollars CAVA receives on its California operation, K12 is siphoning off about half its funding and sending it to its national headquarters in Virginia. The K12 CEO and founder, Ron Packard, received more than \$19 million in total compensation from 2009 to 2013, according to the Center for Media and Democracy. Packard resigned earlier this year to start a company focusing on classroom-based digital learning programs. Educators believe public money would be better spent on students by focusing resources in their classrooms.

CAVA teachers decided to build their union despite the usual scare tactics, like a May warning letter from management about CTA's intentions. Perhaps unaware of CTA's 151-year history in California public education, the manager's letter says CTA "may not appreciate who we are or how we operate."

The *New York Times* spent several months investigating how K12 operates. The company "tries to squeeze profits from public school dollars by raising enrollment, increasing teacher workload and lowering standards," the newspaper reported in December 2011. The company denied any wrongdoing. The NCAA will no longer accept student coursework from K12 schools at Division I or Division II colleges or universities as of the 2014-15 school year.

CAVA teachers take student learning very seriously. By unionizing with CTA, they look forward to making sure California education dollars stay in this state rather than be exported to corporate headquarters out of state. "We will have more of a voice in making sure resources are spent on students," says Bryant.

These days, to show their union support, they wear yellow solidarity buttons bearing two simple words: "I'm In." They were designed and made by hand in a project headed by a number of CAVA teachers, including Stacey Preach of Fair Oaks in Sacramento County.

"It was kind of a grassroots movement," Preach says of the button effort. "It was about staff being able to see the button and know they supported the union."

Cara Bryant says the feeling of connection at last among her CAVA colleagues during the organizing drive was very moving.

"We had a lot of people thanking us for what we are doing. They're really appreciative. It's like we are a community for the first time."

## IN THEIR WORDS

Watch videos of members telling their stories at [cta.org/chartermembers](http://cta.org/chartermembers).



**MOLLY FENN**, Alameda



**CARA BRYANT**, Davis



**CLARISA MONDEJAR**,  
San Diego



**TERRI JACKSON**,  
Richmond

Morris is leaving Ballington as of Sept. 1 to teach in nearby "traditional" Brawley Elementary School District. She feels better now for the future of Ballington, because teacher turnover had been about 50 percent a year before the union stabilized things.

Her advice to teachers in nonunion charters: "Organize a union at your school. The union helps teachers have a voice. And teachers will use that voice to help our students."

### THE GREEN DOT CHAIN EXAMPLE

After 11 years as a unionized example of an idea that works, the Green Dot chain of 19 charter schools in Los Angeles County continues to thrive today as the largest unionized chain of charters in California.

This CTA chapter recently won raises of 4 percent at the bargaining table over two years and offers teacher salaries in the range of about \$48,000 to \$82,000, says Salina Joiner, Asociación de Maestros Unidos president, which represents the 552 Green Dot educators. About 100 Green Dot education support professionals are represented by another CTA chapter, the Animo Classified Education Association.

"I would never work at a charter school that was not organized," Joiner says about the need to organize charters. "Management listens to us because we are unionized, and both sides are committed to collaboration. We should all be treated well, and we should not work for free." ■



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\*National Center for Education Statistics (NCES), Digest of Education Statistics, 2011.

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**Lily Eskelsen García**  
was elected president of  
the National Education  
Association at the NEA  
Representative Assembly in  
Denver in July.

"WE WILL NOT STAND BY AND ALLOW THE CORPORATE TAKEOVER OF OUR PUBLIC SCHOOLS TO CONTINUE," SAID ESKELSEN GARCÍA, AN ELEMENTARY TEACHER FROM UTAH AND CURRENT NEA VICE PRESIDENT. "WE KNOW WHAT IS AT STAKE, AND IT IS WHY WE ARE EDUCATORS. IT IS WHY WE ARE FEARLESS AND WHY WE WILL NOT BE SILENT."  
READ ABOUT HER ON PAGE 54.





## EVE ALBRIGHT ◀ Elementary music teacher

*For elementary music teacher* Eve Albright, who has taught in the Bay Area for 25 years, the good news hit her like a well-performed student rendition of “Happy Days Are Here Again!”

Her union, the 1,600-member Mt. Diablo Education Association, negotiated a historic new contract in March that will slash the cost of her health benefits. This coming January, her painful \$1,788 monthly payment for family Kaiser coverage will drop by more than \$1,000. And a 9 percent raise will be phased in over three years.

“I credit our strong union for these successes,” she says. “Also, our parent community and new superintendent have all helped to bring a new era of labor cooperation and teamwork in the Mount Diablo Unified School District. I am so thankful for the union and for everyone who helped make this dream a reality.”

The new settlement reverses an experiment at the bargaining table in 1999-2000 that placed health care benefit dollars on the salary schedule. As benefit costs soared, salaries became less competitive, so the new contract returns to off-schedule benefits compensation.

Albright’s husband is self-employed, so her family depends on her for health coverage. “Our daughter was in kindergarten when we started this battle to regain our health benefits, and was diagnosed with an incurable, chronic disease in fourth grade, which made it impossible for us to change health care providers. At least now, as she is a young adult learning how to make her way in our society, we can still provide her with excellent health care for a few more years.”

In addition to personally speaking to the MDUSD school board, Albright took part in union protest rallies. It was the right thing to do, she says. “I realized I was not the only one who had been suffering from rising health care costs. I listened to friends say they could no longer afford to be a teacher. Our union leaders organized rallies and asked us to wear our blue shirts in solidarity. I enthusiastically joined the cause.”

PHOTO BY MARC STERNBERGER

# Members matter

By Mike Myslinski, Frank Wells and Dina Martin

What’s *your* CTA story? There are so many reasons membership is good for you personally and professionally. Meet members who share what matters most. Want to share your CTA story? Write to [editor@cta.org](mailto:editor@cta.org).

## CINDI LUNSFORD

### Special ed paraprofessional

*We spoke with* Cindi Lunsford, who has worked for the past 10 years as a special education paraprofessional in Las Virgenes Unified School District, Los Angeles County. She is currently the executive secretary of the Las Virgenes Classified Association.

#### Why are you a CTA member?

I like the support CTA offers, being part of a union, and having something bigger than just me as an individual looking out for students, schools and the people who work in them.

ESP membership is a growing sector of CTA, and education support professionals weren't always part of our union.

#### Have there been any challenges being a classified union in the CTA family?

No, CTA does a great job of keeping us included and in the loop, and the state and local support they provide is outstanding. There's

no sense that we're not fully integrated into the organization.



PHOTO BY SCOTT BUSCHMAN

#### You're on the bargaining team for your local. How is that going?

Like in a lot of districts, the ESP salary increases usually reflect what the teachers get, which can be problematic if we don't all work together and another union settles early or forgoes salary for another issue. So we

try and keep that communication going. Right now we're working on the reclassification of jobs. The district treats all special ed support the same, but the reality is our members deal with very different situations along the special needs spectrum. Kim Mina, our CTA staff person, is a great resource for us when we're at the bargaining table. We use her a lot.

#### What other issues does LVCA deal with?

There are safety issues, people getting hurt on the job, and those are reasons why it's so important for support professionals to have an effective union. We're also looking at trying to get agency fee payers in the near future. We've got about 300 LVCA members out of roughly 500 bargaining unit members, and it will be better for everyone if we're all contributing and helping build a stronger union.

#### Any other thoughts on being a CTA member?

I can't imagine what our schools would be like without CTA. They are there fighting for funding at the state level and then helping us with local issues. I've had nothing but positive experiences being a member. CTA is always there when we need them.

## FOLA ODEBUNMI

### Economics professor

*Fola Odebunmi's involvement* in her union comes down to one thing: her students.

"I would gravitate to anything that empowers them," says the economics professor at Cypress College, a community college in Orange County. "The role of the faculty is vital in that. If you have a satisfied faculty, you will have satisfied students."

Union activism is nothing new to Odebunmi. Her participation goes back to her years protesting the military regime in Nigeria as a university professor. When the political upheaval became intolerable, she emigrated to the United States.

Here, despite the absence of union representation for part-timers at the time, she became a founding member of a part-time faculty union. Later, when she was hired as a full-time professor at Cypress College, she became president

of the Academic Senate, and then an active member of the North Orange County Community College District Faculty Association. After serving on the negotiating team, she was elected vice president and then president of the chapter association, and went on to serve as a board member of the Community College Association. Now she serves as a CTA State Council representative.

"Being on State Council has given me an opportunity to be more involved with CTA and to learn about issues that affect us on a state level," she says.

On campus and in the community, she has been involved in a variety of activities that have advanced the academic achievement of ethnic minority students, as a volunteer mentor with the Puente Program and with the Orange County INROADS, a nonprofit organization whose mission is to find talented minority students and develop them into corporate and community leaders.

She has also been involved in her share of protests for increased funding for schools and colleges.

"I get involved because I truly believe that students are the future of this nation. They should be a high priority in the budget and shouldn't have to go begging," she says.

She encourages educators to get involved:

- Take a proactive stance on issues impacting educational policies and opportunities.
- Make informed decisions on issues affecting your working conditions and required resources for getting your work done.
- Be a role model for your students about being engaged and informed.
- Help to perpetuate democracy.



COURTESY PHOTO

# State Council sees dangers posed by schools chief candidate Tuck

Watch for CTA election recommendations *By Mike Myslinski*

**VOTERS MUST RE-ELECT** Tom Torlakson, a proven leader and advocate for our students, as state superintendent of public instruction, or face the dangers that corporate education reformer Marshall Tuck poses to our public schools, CTA President Dean E. Vote told State Council delegates just days before the June 3 primary election.

Torlakson has “led efforts to expand career and technical education. And he knows how important it is for our students to develop critical thinking skills, rather than just learning how to bubble in a standardized test,” Vogel said.

Thanks to CTA members turning out the vote, Torlakson secured about 46.3 percent of the votes cast in the primary and will face Marshall Tuck in the November runoff. A remarkable 94 percent of CTA-endorsed state and federal candidates prevailed in the election, and 76 percent of CTA-backed local candidates, school bonds and parcel taxes won.

“My opponent says teachers have way too much to say in California, and he wants to roll back your rights so private interests can step in,” Torlakson told delegates. “Our message is clear — our schools are no place for Wall Street speculation, and the trading floor of Salomon Brothers is no training ground for the superintendent of public instruction of California.”

Members noted Torlakson’s dedication to students of greatest need — he authored the acclaimed Quality Education Investment Act of 2006 to spend \$3 billion for low-performing schools on proven reforms like smaller class sizes over eight years. High school graduation rates are at their highest level ever. “Do we keep California moving forward in the right direction?” he asked. “Or do we take a huge step backwards?”

Watch for a list of teacher-recommended candidates in the next issue, or visit [cta.org/campaign](http://cta.org/campaign). ■



Above: CTA President **Dean Vogel** greets Superintendent **Tom Torlakson**.

Right: **Mari Perini**, Irvine Teachers Association, reads new business items online.



# The Clear Choice.

Candidates and issues are discussed and voted on locally and regionally. Official recommendations, such as the one for Tom Torlakson, are voted on by the 800 delegates to the State Council of Education. See CTA's recommendations at [cta.org/campaign](http://cta.org/campaign).



## In other actions, State Council:

- Elected two new members of the CTA Board of Directors: Jerry Eaton for District A and Sergio Martinez for District K. Their terms of office are June 26 through June 25, 2017. Eaton replaced Larry Allen and Martinez replaced Don Bridge, both of whom were termed out.
- Elected Robert Ellis as NEA Alternate Director for Seat 1 for a term of office from Sept. 1 to Aug. 31, 2017.
- Voted to support the November ballot initiative by Californians for Safe Neighborhoods and Schools, which would change the lowest-level nonviolent crimes such as simple drug possession and petty theft from felonies to misdemeanors — and dedicate the savings to crime prevention. Council opposed the “MICRA” ballot measure, which would make it easier and more profitable for lawyers to sue doctors and hospitals. Council also approved spending up to \$4 million from the Initiative Fund to support CTA's positions in the November general election.

Read more at [cta.org/junestatecouncil](http://cta.org/junestatecouncil).

Concordia's Clear Induction Credential program supports new teachers in clearing their Education Specialist, Multi- or Single- Subject Credential. Participating teachers may clear more than one credential at the same time. CUI's program is the clear choice because we:

- Offer online and traditional program options
- Accommodate new teachers' busy schedules
- Provide flexible, individualized programs
- Facilitate sharing of resources among teachers
- Advance collaboration with local districts and private schools

Participants may be eligible for financial aid and credits may be used towards a graduate degree.

For more information, call 949-214-3338, email [deb.baumgartner@cui.edu](mailto:deb.baumgartner@cui.edu) or visit us online.



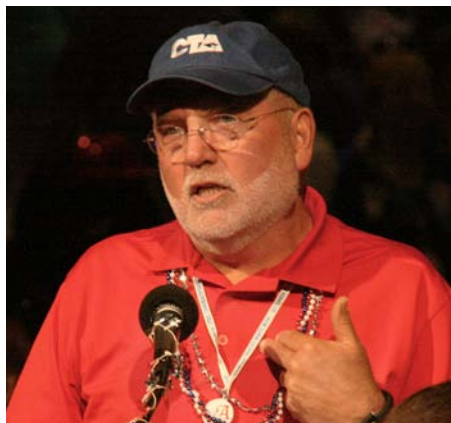
[CUI.EDU/INDUCTION](http://CUI.EDU/INDUCTION)

# New NEA Officers

Delegates vote for all-minority, all-female officer team to head nation's largest union during annual meeting



▲ A former lunch lady from Utah, who went on to become an elementary teacher who worked with homeless children, was elected president of the National Education Association. Lily Eskelsen García (center) will be visiting California in the coming weeks — watch for an interview with her. Also elected were NEA Vice President Becky Pringle (left) and Secretary-Treasurer Princess Moss (right).



◀ NEA delegates passed a new business item calling for U.S. Secretary of Education Arne Duncan to resign. Proposed by CTA, the item cites “the Department’s failed education agenda focused on more high-stakes testing, grading and pitting public school students against each other based on test scores.”

CTA President **Dean Vogel** said, “Vergara was the straw that broke the camel’s back.” “The secretary’s response to the Vergara verdict—it was just shameful. And it underscored his lack of understanding.”

► Some 400 NEA educators, including CTA and Student CTA members **Anahit Khachatourian**, **Brenda Quispe**, **Kori Schmitz** and **Terasa Talan**, spruce up Denver’s Mathematics and Science Leadership Academy (MSLA) as part of the Outreach to Teach project. Nearby Valverde Elementary School also received a facelift.

Student CTA earned top honors at the NEA Student Leadership Conference, held in conjunction with the NEA RA. The chapter was awarded the silver medal in membership and received the Outstanding State Communications Award. **Anahit Khachatourian**, CSU Sacramento, won Outstanding Local Student Leader.



## End Toxic Testing!

*Delegates voted* to launch a national campaign to put the focus of assessments and accountability back on student learning and end the “test, blame and punish” system. The campaign will seek to sharply reduce the amount of student and instructional time consumed by tests, and to implement more effective and responsible forms of assessment and accountability.

**Delegates, through NBIs, directed NEA to:**

- Explore the use of teacher performance assessments for pre-service teacher candidates.
- Support remedial and development education at the college level.
- Work with parents and communities to promote student access to high-quality, teacher-delivered, authentic language programs.
- Support dropout prevention initiatives and programs by NEA members to increase graduation rates.
- Increase awareness and address the need for a qualified career technical education teacher pipeline.
- Provide tools for local actions of the DREAM Act, which includes a pathway to citizenship for undocumented youth.

For more, go to [nea.org](http://nea.org) and search for RA Today.



# Getting the bigger picture

CTA Presidents Conference gives leaders what they need

SOME 600 LOCAL LEADERS from across the state attended the CTA Presidents Conference, which offers sessions specially tailored to assist new chapter presidents in learning their new role. We asked leaders: What have you learned? Here's what a few had to say. ■



## LAURA ISHIKAWA

*Santa Barbara County Office of Education Association*

This has been valuable, networking with local presidents in my region, and having time to talk about what's going on in their local and its impact on the county office. I have members working in every district you can imagine, so it's a good time to put faces with names.



## JOSE SEGURA

*Santa Maria Elementary Teachers Association*

Communications is important to me. I want my members to understand what's happening and see that the actions of the association are transparent. In meeting presidents I find out about what they're doing, what works, how are they communicating with their members, how they are most effective as presidents, and what I can do to bring some of that back to my association.



## PAOLA GILBERT

*Monterey Peninsula College Teachers Association*

I've learned about how to be a leader, to not do everything myself... how to delegate. There's a leadership and a management component to being a president. I've also learned details of what I need to know as a new president, from open to closed shop, terminology, from basic to intricate ideas.



## RAFAEL GONZALEZ

*Wasco Union High School Teachers Association*

I've learned how to become an organizer, how to be an effective representative, and how to handle difficult situations. It's good to make connections. It helps you realize you're not alone [in this job] — teachers can be strong and united once they get to know each other in situations like these.

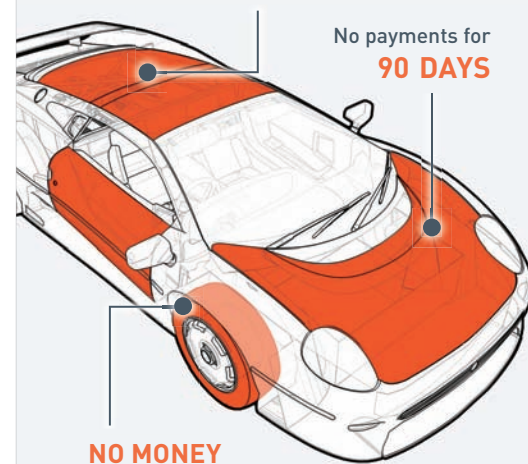
# We Built You a Better Loan



RATES AS LOW AS

# 1.69% APR

48 months



No payments for  
**90 DAYS**

**NO MONEY  
DOWN**

Logix will finance up to 125%  
of your vehicle's value

**GET PRE-APPROVED TODAY!**

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APR = Annual Percentage Rate. "As low as" auto rates are our best rates for up to 125% financing on approved credit and include a 1% discount for Automatic Payment (AutoPay). Rates subject to increase if AutoPay is discontinued. Actual interest rate offered may be higher depending on applicant's credit rating and other underwriting factors. In some instances Logix may require borrowers to purchase Guaranteed Auto Protection on new and used auto loans. Maximum 17.99% APR. Monthly payments at 1.69% APR over a 48 month term are estimated at \$21.57 per \$1,000. Rate accurate as of 1/20/14 and is subject to change. Current Logix loans excluded unless you take a \$5,000 cash out (must meet loan-to-value requirements) or pay a \$249 fee. Logix finances vehicles purchased through franchised dealerships only (those affiliated with a major brand such as Ford, Chevy or Toyota). Auto loans are available in AZ, CA, DC, FL, MA, MD, ME, NH, NV, TX and VA. Please contact us for details. Qualifying applicant may select to defer their first payment for 90 days from the loan funding date. Interest will accrue during deferral period. Subject to credit approval.



## THE YEAR AHEAD



**SEPT. 12-14**

**Region I Leadership Conference**

San Jose

**OCT. 10-12**

**CCA Fall Conference**

Sacramento

**OCT. 17-19**

**Region II Leadership Conference**

Reno, Nevada

**OCT. 24-26**

**State Council of Education**

Los Angeles

Jan. 23-25, 2015

April 10-12, 2015

June 5-7, 2015

**NOV. 14-16**

**GLBT Conference**

San Diego

**JAN. 16-18, 2015**

**Issues Conference**

Las Vegas, Nevada

**FEB. 6-8, 2015**

**Good Teaching Conference North**

San Jose

**FEB. 20-22, 2015**

**CCA Winter Conference**

San Diego

**MARCH 5-6, 2015**

**CTA/NEA-Retired Conference**

Burlingame

# Calendar

See our upcoming events at [cta.org/calendar](http://cta.org/calendar)

**SEPTEMBER 30** *Application Deadline*

**ESP Leadership Academy**

This training is for 20 education support professional members interested in chapter leadership roles. Accepted participants will be reimbursed for travel, lodging, meals and fees. Session 1 will be in Burlingame, Nov. 7-9. Session 2 will be at the Issues Conference in Las Vegas, Jan. 16-18. Find out more: Email [taustin-smyth@cta.org](mailto:taustin-smyth@cta.org) or call 925-676-2822

**OCTOBER 1** *Application Deadline*

**NEA Foundation Grants**

The NEA Foundation awards grants to educators. Student Achievement Grants support improving academic achievement; Learning and Leadership Grants support high-quality professional development activities. Applications are reviewed three times a year. Find out more: [neafoundation.org](http://neafoundation.org)

**OCTOBER 10-12** *Conference*

**CCA Fall Conference**

Holiday Inn Capitol Plaza, Sacramento  
The Community College Association's fall conference focuses on members' accomplishments and membership engagement. Find out more: [www.cca4me.org](http://www.cca4me.org)

**NOVEMBER 4** *Election*

**General election**

Make your vote count and help get out the vote. Find out more: [www.cta.org/campaign](http://www.cta.org/campaign)

*Wuzzle Answers from page 58*

1. *The price is right*
2. *Peace on earth*
3. *Keep on smiling*
4. *There's room for one more*
5. *Spread a little happiness*
6. *He's on cloud nine*

## Leadership Conferences

**SEPTEMBER 12-14**

**Region I Leadership Conference**

Fairmont Hotel, San Jose

**OCTOBER 17-19**

**Region II Leadership Conference**

Grand Sierra Resort, Reno, Nevada

Do you have what it takes to be an association leader? Learn the ropes or increase your skill set. Find out more: [www.cta.org/conferences](http://www.cta.org/conferences)

**MARCH 6-8, 2015**

**Equity and Human Rights Conference**

Burlingame

**APRIL 24-26, 2015**

**CCA Spring Conference**

Costa Mesa

**MARCH 13-15, 2015**

**Region III Leadership Conference**

Manhattan Beach

**JULY 16-19, 2015**

**Presidents Conference**

San Jose

**MARCH 20-22, 2015**

**Good Teaching Conference South**

San Diego

**AUG. 2-6, 2015**

**Summer Institute**

Los Angeles

# Educators are everywhere

## Photo Contest winners

TANZANIA, FRANCE, CROATIA, New Orleans, Washington, D.C., Niagara Falls, Key West, New Mexico and across California. Members who took their CTA magazine along this summer and submitted photos of their travels were spending time with family, teaching summer school, doing research for the coming school year, and volunteering (for the Vacaville Police Department). Three are winning \$50 in school supplies for their photos.

“These photos of teachers engaged in learning or advocacy over the summer are a real inspiration,” said Brigitte Davila, California Faculty Association, San Francisco State University, who served as one of our judges.

The CTA Communications Committee judged the entries, which can be seen at [cta.org/educatorsareeverywhere](http://cta.org/educatorsareeverywhere). Location and identifiable icons, composition, photo descriptions and humor were judging criteria. ■

### AND THE WINNERS ARE:



**JENNIFER LOW**, CTA of Berryessa (San Jose)

This photo was taken at the Colonial Williamsburg Teacher Institute in Virginia with some of the fife players from the fife and drummers group. This was at the beginning of the 4th of July celebration.



**LISA DABEL**, Cupertino Education Association

This summer I traveled to Tanzania. This photo is of me at the top of Uhuru Peak. (Another one was at the Machame entry gate to Mt. Kilimanjaro.)



**ARLYNN WARD**, Mother Lode Teachers Association, and **MARGARET ROURKE**, Mountain Valley Teachers Association

We are sisters on a road trip with our parents, learning about our family history. We made a stop in Mitchell, South Dakota, which has the world's only corn palace. Originated in 1892, it has many murals made from 12 different naturally colored types of corn, other grains and native grasses.

**MEMBER-REQUESTED: WUZZLES**

What's a wuzzle, you ask? A wuzzle is a puzzle made up of a display of words. Figure out the well-known saying, person, place or thing that each wuzzle is meant to represent. These wuzzles are compliments of [www.WuzzlesandPuzzles.com](http://www.WuzzlesandPuzzles.com). Enjoy! Answers are on page 56.



1

**PRICE**

2

**PPPPPPPP  
EARTH**

3

**KEEP  
smiling**

4

**MORE MORE MORE  
MORE MORE MORE  
MORE MORE MORE  
MORE MORE  
MORE MORE MORE  
MORE MORE MORE  
MORE MORE MORE**

5

h a p p i n e s s

6

1. cloud
2. cloud
3. cloud
4. cloud
5. cloud
6. cloud
7. cloud
8. cloud
9. cloud



**HAVE A**

# **SUCCESSFUL YEAR & CAREER**



Your Guide to CTA Membership



# Navigating Your Future

Helping you succeed



## CTA helps you make the right choices throughout your year... and your career.

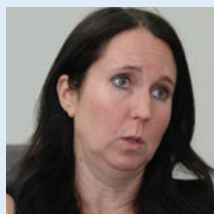
Curriculum, discipline, parent relationships, district, state and national policies, ongoing professional development, evaluations, and testing are all important factors. And then there's taking care of yourself and your family, physically, emotionally and financially.

If you think about your education career as a virtual journey — a board game, if you will — filled with both potential and peril, you'll need all the support and resources you can get. And you get it with your CTA membership. No matter where you are along the path, through CTA you'll find tips, strategies, resources and collaborative colleagues to help you win at every level.



## CTA starts with you

Educators like you come into (and stay in) the profession for a variety of reasons. Maybe you like working with children, or you want to make a difference in students' lives. Perhaps you want to work in a job that is always changing and in which you continue to learn.



**School Psychologist KRISTIN MAKENA**, *San Diego Education Association*

It is essential to the integrity of our profession to support our members at every level. My chapter is a huge advocate for school psychologists locally, helping us to be part of the decision making process. We've all faced some difficult situations, and CTA's support gives some comfort and peace of mind that we have someone in our corner. Recent years have been very challenging with budget cuts, the transition to the Common Core State Standards, and the general stress of our society reflected in our schools. If we keep our focus on the children, practice self-care and support each other as CTA members, then we can be successful as educators.



**Start!**



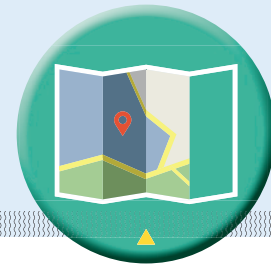
**CTA's 2014 Education Support Professional of the Year JANET EBERHARDT**, *United Educators of San Francisco*

I appreciate the ongoing professional development and career growth opportunities. CTA understands the importance of this. The opportunity to serve enhanced my personal development as an activist. Getting involved with CTA State Council was so valuable. It sparked a flame in me that continues to burn. ESP roles are essential in the success of student learning and enhancing quality public education. We are a part of CTA's mission. As ESP members, we are proud of the role we play in public education. And I encourage all members to take the time to **EAPP** for the upcoming school year: Evaluate, Analyze, and Plan your Path.



# Getting Started

If you're new to the profession, most likely your focus is on the students in your classroom. We want you to be successful, so contact us for help and resources. Remember, the ground rules for your teaching and working conditions are governed by the terms of the contract between your local CTA chapter and your school district. And your conditions and resources are heavily influenced by local, state and national funding and policy decisions.



## YOUR ROAD MAP

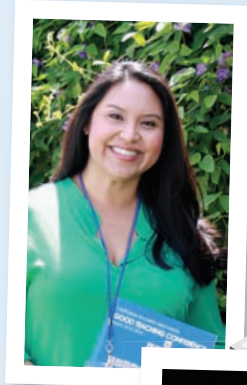
Your **CBA (collective bargaining agreement)** is your road map. It determines how many students you are responsible for, how you are paid, the exact times you are on the clock, details about teacher evaluation and discipline, and much more. Your CTA membership helps fund the people and resources that maintain and defend these rights and working conditions. Without your CBA and the collective influence of unified CTA members in helping shape policies, procedures and legislation, progress in your career would be solely at the whim of administrators, school boards and politicians.



Assistance with maintaining your collective bargaining agreement to secure your working conditions, salaries and benefits  
[www.cta.org/bargaining](http://www.cta.org/bargaining)







PERK  
#10

Grants and scholarships from CTA's Institute for Teaching to help fund education-related projects.



PERK  
#9

Access to a variety of CTA staff who provide personal assistance a phone call or mouse click away.



## YOUR VOICE

*COLLEAGUES FROM YOUR LOCAL CHAPTER SERVE AS MEMBERS OF VARIOUS COMMITTEES AND GOVERNING GROUPS* at local, regional and state levels, including CTA's State Council of Education, the ultimate voice in setting CTA policy, which meets four times a year. Someone from within your area serves on State Council or the CTA Board of Directors or may be a statewide officer. Through collaboration with these local representatives, you have a voice in CTA's direction.

Know that you're not in this by yourself — you're never alone. Your local CTA chapter's elected officers, and especially your building site representative, a colleague prepared to assist you with making sure your contractual rights are defended and who can point you toward many valuable resources provided by your membership, are part of your local team. But you're also a part of a much larger family, with some 325,000 CTA members statewide, many of whom are in positions of leadership. You can be assured a colleague and fellow CTA member isn't far away.



# Making Advancements

As you move along in your career, your CTA membership offers multiple opportunities and resources designed to support your professional practice.

## *Supporting your professional life*

Educators know best what they need to succeed. That's why CTA listens to its members before creating trainings, scholarships and grants to help you be the best educator you can be.

Each year we hold two statewide Good Teaching Conferences where educators share best practices. Other trainings focus on human rights, education support professional issues, and urban and rural issues. And if you want to take on a leadership role in your association, we can help with that, too.

The CTA Foundation for Teaching and Learning offers scholarships and grants to members who are continuing their education, dependent children

of members, members of Student CTA, ethnic minority students entering the profession, and students and teachers who promote civil rights. You can find additional information, including applications and deadlines, at [www.cta.org/scholarships](http://www.cta.org/scholarships).

The Institute for Teaching ([www.teacherdrivenchange.org](http://www.teacherdrivenchange.org)) works to create better teaching and learning conditions in all schools and promotes teacher-driven solutions that help struggling students and schools by giving innovation grants directly to members and local chapters.

Other regional and local trainings can help you with the implementation of Common Core State Standards, classroom management, testing and accountability, and teaching English learners.

## Here are three cool sites that you'll want to bookmark.

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

The IPD website gets you the latest information and resources on every professional development topic you can think of, from teaching standards to testing to teacher leadership. Network with your CTA colleagues in online forums.

### [gpsnetwork.org](http://gpsnetwork.org)

NEA's Great Public Schools network is a collaboration station for teachers to network nationally. Any member can create a group and start a conversation, and many of your California colleagues are lead facilitators on this site!

### [betterlesson.com](http://betterlesson.com)

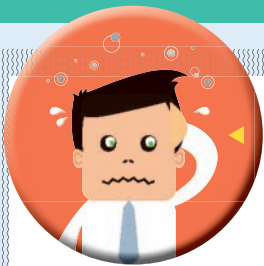
Find over 5,000 complete Common Core-aligned lessons created by 130 Master Teachers nationwide, including several CTA members. Part of the NEA Master Teacher Project, members share classroom-ready lessons for grades K-12 math and ELA plus advice on what misfired and what worked.



Assistance at your school site to help you deal with issues related to your evaluation, discipline or relationships with supervisors.



Support and resources to improve your personal and professional well-being.



# WAYS TO BEAT THE FIRST-DAY JITTERS

**Organization + activities = success**

*Member-recommended advice*

## • PLAN THE DRIVE TO SCHOOL

If you plan to drive to school, drive it at least once during the time of day you will be driving to school. Find the best route and an alternate route in case of a traffic accident.

## • LEARN YOUR WAY AROUND

Familiarize yourself with the building. Locate exits, principal's office, gym, nurse's office, cafeteria, supply room, faculty lounge and media center.

• **KNOW THE RULES** Get acquainted with school policies and procedures, such as opening and closing hours, attendance procedures, fire drill regulations, lunch-room regulations and nurse services. Ask if there is a student handbook. Set up a notebook or folder to hold official notices, policies and schedules.

## • INTRODUCE YOURSELF

Meet the teachers on your hall. They can be of assistance in the first few weeks of school. Take the time to say hello to other important people in your building: the librarians, the counselors, the school nurses, the cafeteria workers and custodians.

• **GET THERE EARLY** On the first morning, arrive early so you'll have time to ask any last-minute questions, go over final plans, and relax before the students come in.

• **GREET YOUR PUPILS** Be in your room when the pupils arrive. Have your name written on the chalkboard. Greet the students with a smile and a pleasant "Good morning."

• **DECORATE YOUR ROOM** Get your room ready. Make sure your classroom is friendly and livable for opening day. Put up pictures, design a colorful bulletin board and add a few plants. Before bringing in an animal, check school policy and student allergies.

• **CONSIDER TRADITIONAL SEATING** Start with the traditional arrangement of desks until you've established control and know your students' names. Make a temporary seating plan. Check for "blind spots" from your desk and various parts of the room. Keep traffic patterns in mind when arranging.

• **GET YOUR MATERIALS READY** Make sure you have all the materials you'll need for getting school under way: paper, pencils and books. Obtain blank forms such as hall passes and textbook forms. Identify the forms that will be used the first week, what information should be included and how they are handled. There are more than you could ever expect! Obtain supplies provided by the school. These go fast — learn how to keep track of them. Among supplies you'll need are: paper, pencils, pens, paper clips, masking tape, scotch tape, scissors, chalk, stapler and staples. Find out how to obtain textbooks. If you are a floating teacher, prepare a means of moving materials from room to room, such as a luggage dolly with a small basket.

• **STORE SUPPLIES** Go through the storage and filing cabinets and decide where to store things to which students will have access and things to which only you will have access. Be careful

with money, calculators and your grade book. Locate a secure spot for your personal valuables.

## • SCHEDULE YOUR TIME

Make a detailed schedule for the first few days, including times for each subject, restroom and lunch breaks, and other times your students will leave the room.

• **PLAN, PLAN, PLAN** Create lesson plans for the first few days. Plan at least twice as much as you think you can cover. Write down everything. Detailed plans will provide you with a feeling of security when facing the class for the first time.

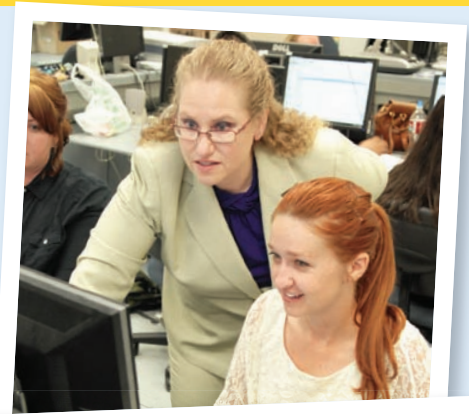
## • MAKE PROCEDURAL DECISIONS

School will begin much more smoothly if you have decided in advance how to handle routine procedures. It is especially important for you to develop classroom discipline procedures that follow your district's policy and guidelines. Elementary teachers should decide on a system for: taking attendance, book and paper distribution, money collection, restroom visits, fire drills, classroom entrances and exits, and bus loading. Secondary teachers need to decide how to: take attendance, deal with tardy students, make assignments, collect papers, handle makeup work, and give hall passes.

• **GET DOWN TO BUSINESS** Make opening exercises brief. Your goal for the morning is to get down to the business at hand.

• **START THE LEARNING** Make the first day of school a real one. Accomplish some constructive learning with your students. A good start yields big dividends later on.

CTA has made an unwavering commitment to protect the rights of educators and improve the power of their collective voice as well as their individual rights. CTA provides an array of legal services to its members.



No-cost death and dismemberment coverage for eligible members.



Member Benefit savings — travel, car rentals, retail discounts, and more — to recoup some or all of your dues.



## YOUR RIGHTS

**An important protection provided by your membership is your right to have union representation should you feel you need it.** Keep a copy of your **Weingarten rights** close at hand in case you need to use it.

And remember, as a CTA member, you receive coverage under the Educators Employment Liability policy, including up to \$1 million for employment-related liability matters and up to \$35,000 for attorney fees for defense of employment-related criminal charges if exonerated. Your rights give you freedom to teach.



CTA advocates on teachers' behalf on the state and local level, and helps members in their personal and professional lives through its Member Benefits programs.

If you're worried about your financial future, CTA can help. You may be burdened with student loans or have other personal financial circumstances that make focusing on work difficult. Fortunately, CTA's got you covered, with everything from free liability insurance to a variety of programs to save you money, like car, home and life insurance at greatly reduced rates and discounts on everyday items plus amusement parks, movies and other attractions.



## YOUR BENEFITS OF MEMBERSHIP



Explore all your Member Benefits and discover the deals we've negotiated for you:

- CTA Well-Baby Program
- CTA Auto and Home Insurance
- CTA Financial Services
- CTA Credit Card
- CTA and NEA Rental Car discounts
- NEA Click & Save (numerous vendors including popular retailers like Target, Kohl's, J.C. Penny and Sears)
- NEA Travel Discounts
- Vision Discount program for CTA/NEA-Retired
- NEA Bookstore
- NEA Auto Buying Program
- NEA Magazine Service

The CTA Disaster Relief Fund provides financial assistance to CTA members who have experienced significant losses due to natural disasters in California.

### Memorize this!

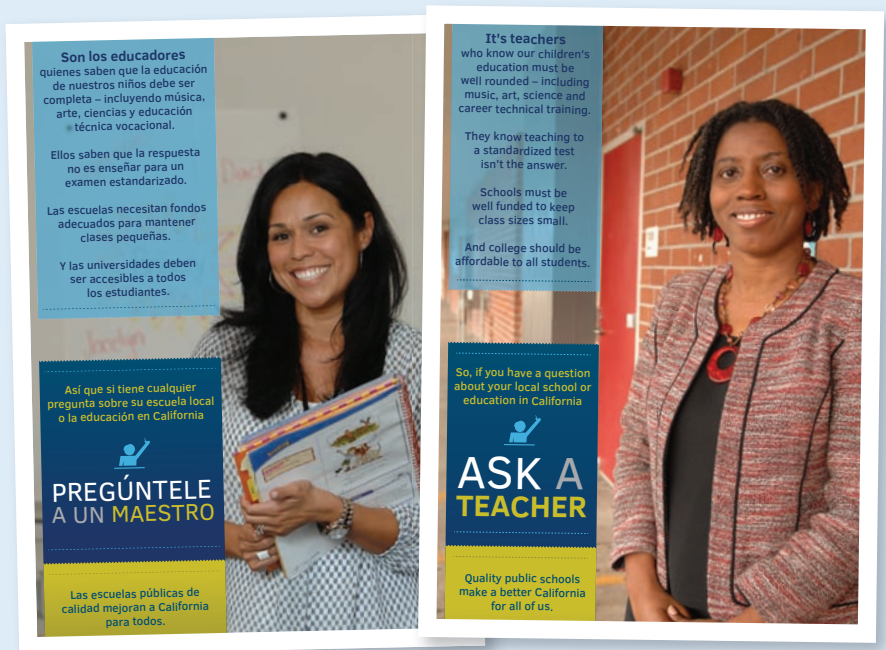
***“If this discussion could in any way lead to my being disciplined or terminated, or affect my personal working conditions, I respectfully request that my union representative, officer, or steward be present at this meeting. Until my representative arrives, I choose not to participate in this discussion.”***



# Advocating for the profession

Can you think of any aspect of your job — from when you can take breaks to how much funding your district gets from the state to national education policy around achievement — that isn't impacted by a political decision at some level of government? Neither can we. That's why we make sure your voice is heard in your local school board meetings, in Sacramento and in Washington, D.C.

CTA is the strongest and most effective advocate for public education and the teaching profession. Wherever there is public commentary about public schools, CTA is there advocating for high-quality teaching and successful learning.



## Ask a Teacher

In television and radio ads, in English, Spanish and Asian languages, four CTA teachers speak out about the need for a well-rounded education, smaller class sizes, technical and career education, making college affordable for all students, and stopping the overemphasis on standardized testing.

CTA launched the statewide media campaign recognizing the wealth of expert knowledge that educators possess about our public schools and encouraging the public to “ask a teacher” to know more about what works best to help students learn and other local education issues.



Opportunities to let your voice be heard on issues that impact students and your profession.



## YOUR ONLINE RESOURCES [www.cta.org](http://www.cta.org)

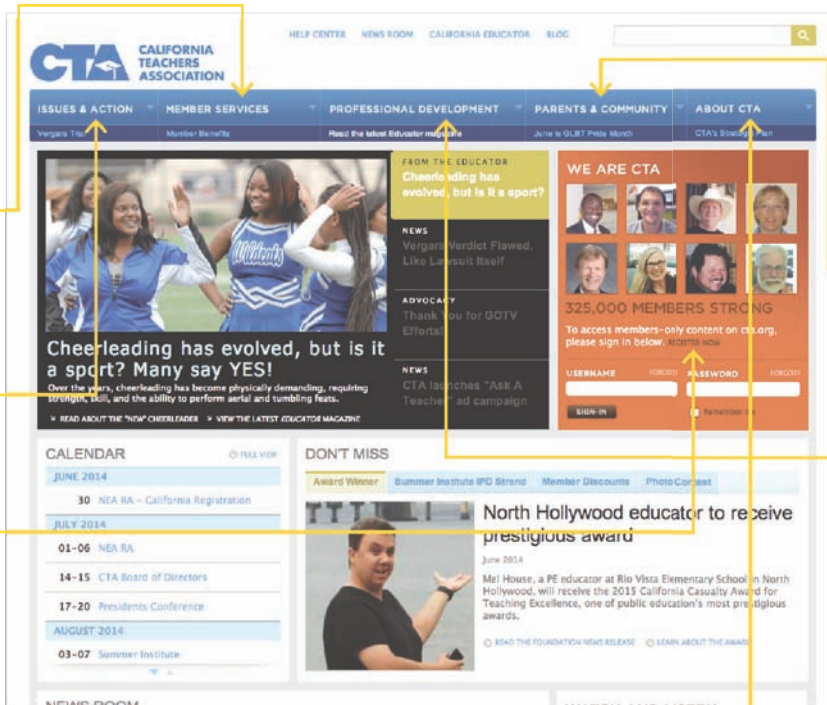
YOU CAN VISIT THE CTA WEBSITE AT [WWW.CTA.ORG](http://WWW.CTA.ORG) 24/7 TO FIND OUT THE LATEST HAPPENINGS AND EDUCATION RESOURCES. Register for one of our conferences or apply for a grant. And our Help Center is full of helpful hints, frequently asked questions, and contact information for the CTA office closest to you. While there, you can also find out how to create your own online profile and have access to specific member-only information.

### SIX THINGS TO NOT MISS ON [CTA.ORG](http://CTA.ORG)

**1.** Find a variety of resources to help you in your classroom and your local chapter in the **Member Engagement Center**.

**2.** Follow the latest in educational issues in **Issues and Action**.

**3.** Before you log in to the **Members-Only Area**, you must register. You'll need the member ID number on your membership card or your *Educator* mailing label.



**4.** Download and share Helpful Tips for Parents (in 11 languages) in **Parents and Community**.

**5.** Sign up for one of CTA's conferences in **Professional Development**.

**6.** Learn more about scholarships and grants available from the CTA Foundation in **About CTA**.

### WAYS TO STAY INFORMED AND CONNECTED

CTA's award-winning publications (including the *California Educator* and the *CCA Advocate*), our website [www.cta.org](http://www.cta.org), targeted e-newsletters, and multiple social media platforms provide cutting-edge opportunities for members to stay informed and entertained. You also receive *NEA Today*. The publications cover education trends and policies, as well as the innovative, creative things you and your colleagues are doing to help students in their classrooms. Don't forget to find us on Facebook and Twitter.

PERK  
#3

Political action to elect local, state and national candidates who support public schools.

## Improving public schools

Student achievement is rising among California’s at-risk students, thanks to teacher-led reforms made possible by the Quality Education Investment Act (QEIA) of 2006—legislation sponsored by CTA and State Superintendent of Public Instruction Tom Torlakson, a former teacher.

QEIA was designed to provide nearly \$3 billion over eight years (beginning in 2007-08) to 488 low-performing schools, impacting 500,000 students. The latest report (at [cta.org/qeia](http://cta.org/qeia)) shows schools put the QEIA funds to good use, especially in closing achievement gaps, improving test scores and increasing student learning. Not surprisingly, time for teacher collaboration was of great value, prompting instruction alignment, sharing of best practices and enhanced response to student needs.

In the report, “Pathways to Change,” school stakeholders emphasized several key pathways to academic change and success, including



smaller class sizes, which pave the way for differentiated instruction, more small group teaching and time for reteaching, and more one-on-one time with students. Leveraging collaboration time to align instruction and sharing practice tips that work are important.

Responding to student needs in such ways as adjusting master schedules, providing intensive tutoring and grouping students according to their learning needs for reteaching was also cited. And to improve a school, teachers, administrators, parents and students must all understand they’re responsible for the effectiveness of teaching and learning.

This is just one of many ways your CTA is improving public schools.

PERK

#2

Paid media campaigns to promote the success of teaching and learning.





## Finding continued success

For over 150 years, the California Teachers Association has been at the forefront of helping California educators and their families meet their personal and professional goals. It's an impressive legacy, but with a newly adopted strategic plan, "Our Union, Our Future," CTA is poised to continue working to improve the association even more (learn more about the plan at [cta.org/ourfuture](http://cta.org/ourfuture)).

So whether you're just beginning your career or catching glimpses of an impending retirement, CTA can be your constant companion on the journey, helping you get started right in your classroom, making sure you are fairly compensated along the way, and ensuring a decent retirement income when you finish. By making sure YOU are fully engaged in the union, you will greatly enhance your ability to achieve your career goals — a win to be sure!



Advocacy to make sure state and national policies are beneficial to students and educators.



# Stepping up

for an integrated health care experience



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