

california educator



Healthy HABITS

Make a
commitment to
self-care

PAGE 68

SOCIAL- EMOTIONAL LEARNING

Mindfulness of
student needs
enhances lessons

PAGE 18

TRAINING DAYS

Workshops,
conferences to
hone your skills

PAGE 9

CTA Economic
Benefits Trust
Annual Report
PAGE 63

BACK TO SCHOOL IN


Style

START THE YEAR
WITH INSIDER TIPS ON

Managing Your Classroom
Motivating Students
Honing Your Skills
Looking Polished

PAGE 19





What type of insurance helps protect you and your family, now and in the future?

Family Coverage

Financial Planning

Online Tools &
Resources

Life Insurance

Included
AD&D
Coverage

Customized
Choices

Identity Theft
Prevention

As a California educator, it's part of your job to prepare others for the future. It's just as important for you to prepare for your own.

The CTA-endorsed Life Insurance plan from **The Standard** includes extra benefits and resources that you and your loved ones can utilize now, and in the future – at no additional cost.

Visit us at CTAMemberBenefits.org/Life to learn more.

Enrolling is easy!

Visit us at CTAMemberBenefits.org/Life today.



For costs and further details of the coverage, including exclusions, any reductions or limitations and the terms under which the policy may be continued in force, please contact The Standard's dedicated CTA Customer Service Department at 800.522.0406 (TTY), 7:00 a.m. to 6:00 p.m. Pacific Time, Monday through Friday.

Standard Insurance Company, 1100 SW Sixth Avenue, Portland, OR 97204
GP190-LIFE/S399/CTA.3 SI 19298-CTAvol (9/17)

california educator

VOLUME 23 ISSUE 1



#WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

MAGAZINE

MOTIVATING STUDENTS

Educators offer up fresh ways to spark kids' interest and enthusiasm. **PAGE 20**

tinyurl.com/CTAmotivate

TIPS FROM THE PROS

Master teaching with these insider insights. **PAGE 36**

AUTHOR! AUTHOR!

How teacher Tonya McQuade has helped over 600 students get published — at no cost. **PAGE 52** smashwords.com/podcast/16

RULES & ROUTINES

Give yourself more time to teach by setting and teaching expectations. **PAGE 42**

TO YOUR HEALTH

Sleep, eat, move, breathe, dream. Make a commitment to self-care and wellness. **PAGE 68** tinyurl.com/NEAwellness

DIGITAL

INSTAGRAM STORIES

A new feature lets you create engaging content and connect with your audience. **PAGE 15**

[cta.org](https://www.instagram.com/cta)

#REDFORED

Fight for our students and advocate for change. **PAGE 11**

cta.org/redford

SCREEN TIME

One teacher's way of keeping students focused while on their devices. **PAGE 57**

apple.com/education/teaching-tools

#UNIONSTRONG

CTA and its labor partners promote fairness and equality for working men and women and their families. Stand with us. **PAGE 48**

cta.org/unionstrong

PROFESSIONAL DEVELOPMENT

YOUR YEAR IN TRAINING

See all the workshops and conferences CTA has in store for you in the coming months. **PAGE 9**

californiaeducator.org

THE BUDDY PROGRAM

New educators have a friend, and a supportive resource, at Liberty Education Association. **PAGE 60**

CCA FALL CONFERENCE

Join the Community College Association's focus on member accomplishment and engagement. In San Jose, Oct. 12-14. cca4me.org

GLBT ISSUES CONFERENCE

Plan now to get involved, Dec. 7-9, in Palm Springs. ctago.org

MEMBER BENEFITS

DID WE SAY DISNEY?

Thanks to Access to Savings, discounts are back! **PAGE 10** ctamemberbenefits.org/access

EAT, DRINK AND BE MERRY

Access also has deals on dining, travel, clothing and more. Start saving today. **PAGE 35** ctamemberbenefits.org/access

NEW HIRES: INSURANCE DEALS

Newly hired members can get disability and life insurance without question — but apply before the deadline. **PAGE 65** standard.com/cta/newhire

DISASTER RELIEF FOR YOU

Affected by the wildfires? CTA's Disaster Relief Fund is here to help. **PAGE 59** ctamemberbenefits.org/drpf

ABOVE: CTA's 2018 Summer Institute featured a new Member Engagement Strand, whose participants organized a 5K Fun Run for colleagues. Everyone agreed: Crossing the finish line was sweet. See more at #CTASI.



Welcome Back to School!

PAGE 19

► Inspire. Excite. Galvanize.

Motivate students with these genius moves. **PAGE 20**

Teachers of the Year on reaching, teaching kids. **PAGE 26**

Insights from the pros: classroom management, building your network, professional development. **PAGE 36**

► On Trend in Class, in Life

Teachers/style vloggers tell you how to look cool and competent at school. **PAGE 31**

Members-only discounts on clothing, dining, travel. **PAGE 35**

PHOTOS: Left: Chapter leaders at CTA Summer Institute's new Member Engagement Strand, learning the essentials of recruiting, retaining and involving members. Photo by Stephanie Pio, center. Top right: Teresa Ozoa, teacher at University High School in Irvine, with student Daniel Nelson.

COVER: Teachers La Tawnya Robinson and Megan Forbes, both of whom are style vloggers, on the steps of First Avenue Middle School in Arcadia.



DEPARTMENTS

In the Know

- 8 Calendar
- 10 News & Notes
- 14 Quotes & Numbers
- 15 Digital Buzz

Perspectives

- 16 **MEMBER SPOTLIGHT:** MyungHee Sohn
- 18 **YOUR VOICE:** Gregor Trpin

Campaign 2018 & Advocacy

- 43 **CAMPAIGN:** Election prep
- 45 **LEGISLATIVE UPDATE:** State budget passed
- 46 **UNION:** Recommitment campaigns succeed
- 48 **UNION:** Stand strong against union-busters
- 49 **ACTIVISM:** Political Academy
- 50 **CALSTRS:** CTA questions prison investments
- 51 **BARGAINING:** Statewide roundup

Teaching & Learning

- 52 **POETRY:** Students publish e-books
- 54 **DISCUSSION:** Bring the whole class in
- 55 **SPEAKING:** Honing students' skills
- 57 **TECH TIPS:** Help students stay focused
- 58 **STEAM:** Schoolyard garden reaps benefits

CTA & You

- 59 **DISASTER RELIEF:** The impact of wildfires
- 60 **MEMBER ENGAGEMENT:** Buddies for new teachers
- 63 **REPORT:** CTA Economic Benefits Trust
- 64 **FAMILY:** Multiple generations of teachers
- 66 **HONORED:** Journalists win John Swett Awards
- 68 **HEALTH:** Creating healthy habits



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

Get in the *Educator*

We'd love to hear from you. Email editor@cta.org and include your name, chapter and contact info. Content may be edited for clarity and space. Ways to contribute:

- **Letter to the Editor** — 250-word limit.
- **Photos** — Shot a good pic of you and colleagues at a CTA or chapter training, conference or event? Be sure to ID everyone and describe where the photo was taken.
- **Your Voice** — Have something to say about your students, the art and science of teaching, or being an educator in the trenches? It can be funny, serious or both — in no more than 650 words.
- We publish freelance articles on occasion, but prefer that you contact us first.

Sex trafficking and educators' responsibilities

In your article "A Vile Epidemic" (June/July), you wrote, "Educators, as mandated reporters, must share that information [about a victimized student] with higher-ups." This information is inaccurate. Mandated reporters must contact an appropriate local law enforcement or county child welfare agency to file a report. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school.

Effective Jan. 1, 2015, AB 1432 requires all local educational agencies to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or a fine of up to \$1,000 and possible loss of their teaching credential.

We must always be attuned to our students and their total well-being, and follow the law to keep them safe.

LAURA WOLF ALCORN

Desert Sands Teachers Association



From the editor: Ms. Alcorn is correct that under the California Penal Code, educators and other mandated reporters are required to report child abuse and neglect to a law enforcement or county welfare agency. It's not sufficient to report only to your school district employer.



Caption This!

The winning caption for our CaliforniaEducator.org GIF contest:



Courtesy Alaska Airlines

"I don't have to change grades or classrooms next year!!"

Congratulations to **TERESA DALTON**, *San Diego Education Association*, who wins a coveted CTA canvas zippered tote.

FLEX YOUR CREATIVE

MUSCLES and enter our new GIF contest at CaliforniaEducator.org. While you're there, catch up on all the great *Educator* content you missed as well as the latest news and information.



connect with us!



facebook.com/wearecta



[@WeAreCTA](https://twitter.com/WeAreCTA)



youtube.com/californiateachers



[@WeAreCTA](https://twitter.com/WeAreCTA)



[WeAreCTA](https://www.pinterest.com/wearecta/)

[#OurVoiceOurUnion](https://twitter.com/OurVoiceOurUnion)
[#WeAreCTA](https://twitter.com/WeAreCTA)

For our full social media directory, see cta.org/social



CCTC Approved Reading and Literacy Added Authorization

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

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

Program Highlights:

- The program provides participants with the skills to develop a research-based program of reading instruction for implementation in their own classrooms or as a resource for other classroom teachers
- This certificate is aligned with the requirements and standards established by the California Commission on Teacher Credentialing (CCTC).
- **100% online**

To view credential requirements, the program FAQs and to download an application please visit our Reading Instruction at extension.ucsd.edu/teachreading

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

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

Programs include:

- CCTC-Approved Clear Credential Program
- CCTC Approved CLAD Through CTEL Program
- College Counseling Specialized Certificate
- Gifted and Talented Education (GATE) Specialized Certificate
- Teaching Adult Learners Professional Certificate
- Teaching Online Certificate
- Teaching English to Speakers of Other Languages (TESOL) Professional Certificate
- Professional Development/Salary Point Coursework

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

extension.ucsd.edu/education

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

CTA ELECTED OFFICERS

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

BOARD OF DIRECTORS

Jesse Aguilar, José Alcalá, Joe Bartell, Gayle Bilek, Greg Bonaccorsi,
E. Toby Boyd, Barbara J. Dawson, Jerry Eaton, Robert Ellis, Bill Freeman, Margie Granado,
Susan Green, Mel House, Terri Jackson, Erika Jones, Leslie Littman, Sergio Martinez,
Mike Patterson, Roberto Rodriguez, Eva Ruiz

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

CONTRIBUTORS

Scott Buschman, Stephen R. Harris III, Jori Krulder, Dina Martin,
Cynthia Menzel, Mike Myslinski, Terry Ng, Jay Ortiz, Bill Raden, Ed Sibby,
Gregor Trpin, Rachel Warino, Frank Wells, Heather Wolpert-Gawron

EDITORIAL INFORMATION

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

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

For advertising rates and information, contact Lisa Neely, COP Communications, Inc.,
620 W. Elk Ave., Glendale, CA 91204 818-660-5828
lneely@copcomm.com copcustompub.com

CTA/NEA membership dues for the fiscal year (Sept. 1, 2018, to Aug. 31, 2019) are \$892, including a \$20 refundable contribution (see cta.org/contribution for details). \$19.42 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$10.00 of CTA annual dues is designated for independent expenditures, totaling \$29.42 not deductible for income tax purposes.

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

CALIFORNIA TEACHERS ASSOCIATION

1705 Murchison Dr., Burlingame, CA 94010-4583
650-697-1400; fax 650-552-5002; editor@cta.org, cta.org

MISSION STATEMENT

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

California Educator Volume 23, Issue 1, August/September 2018
California Educator (ISSN 1091-6148) is published in August, October, December, February, April and June by: California Teachers Association, 1705 Murchison Dr., Burlingame, CA 94010-4583.
Periodicals Postage Paid at Burlingame, CA, and additional mailing offices.
POSTMASTER: Send change of address to *California Educator*,
P.O. Box 4178, Burlingame, CA 94011-4178.



Eric Heins speaks to members at CTA's 2018 Summer Institute. Photo: Mike Myslinski

A UNITED FRONT



OUR STUDENTS are counting on us this year to challenge, inspire and motivate them. And they are counting on us to help them feel welcome and safe, regardless of their ethnicity, orientation, religion, identity or ZIP code.

In fact, our commitment to diversity — in our students, in teaching and learning, in our union — makes us stronger. It's a value we hold dear. And as we enter the new school year, it is abundantly clear that we are stronger together.

When we work together and stand together:

- We have the power to ensure students get the public education they have a right to.
- We are a more potent force for one another, both professionally as educators and personally as working men and women.
- We can be much more effective activists, helping forge a fair and democratic future for our families and our communities.

At CTA, our shared values and the strength we have together bind us and keep us close. We stand united in the work we do for our kids every day — in the classroom, in the schoolyard, on the college campus, on the bus. We're excited about the learning and transformations our students will experience this year. We're eager to continue to nurture tomorrow's inventors, thinkers, artists and leaders.

We're also invested in one another. CTA members are always there to lend a helping hand, dispense sage advice, or offer a shoulder to lean on when needed. CTA formalizes this support in such initiatives as chapter buddy programs and the member-funded Disaster Relief Fund, which gives out grants to those who have suffered losses due to wildfires and other tragic events.

This investment extends to members' professional development. CTA's conferences and workshops are opportunities for educators to gain new skills, hone existing ones, and broaden



"At CTA, our shared values and the strength we have together bind us and keep us close."

their learning networks. CTA's Institute for Teaching funds educators' innovative ideas and projects. And the resources available through the Instruction and Professional Development Department — concerning standards, assessment, curriculum, instruction, special education, accountability, and teacher evaluation — build the capacity of all members and strengthen the education profession.

The important work we do for our students and for one another involves decisions we must make and actions we must take on a statewide level as well. It is essential that we elect public education leaders and supporters who can develop sound and progressive policies that impact our schools, our communities and our state. We are a stronger California when we have effective leaders in office who share our values and who will ensure that education experts, like you, have a seat at the table.

I know it will be a tremendous, fulfilling year for students and educators. CTA is with you every step of the way.

Eric C. Heins

CTA PRESIDENT

@ericheins



Disney Youth Education Series



BECOME PART OF OUR STORY

The Walt Disney Company was built around stories—from the world's first animated feature film to classic attractions at Disney Parks. Now we'd like to invite you and your class to immerse yourselves in our story through hands-on lessons and cultural experiences at the most magical classroom on Earth.

Visit disneyYES.com ~ Call 1-800-232-7980 ~ Contact your travel planner ~  DisneyYouthPrograms
APPLIED SCIENCES ~ LIBERAL ARTS ~ LEADERSHIP DEVELOPMENT

Disneyland
RESORT

©Disney 2013 130712



Because You Care

"I don't care. This is boring."

As a parent of two teens, I've heard this more than I'd like recently, and it's most irritating when it's about schoolwork. Which is why I was particularly attentive to **"How to Motivate Your Students"** (page 20), in our Back to School section, which begins on page 19.

I'm in awe of educators who must deal with variations on kids' apathy every day, and the ways they keep them interested in learning. When students question why they need to learn geography and mapping in this age of GPS, earth science teacher Shana Just offers real-life examples — such as the infamous Santa Rosa fire — where lack of Internet service forced rescue workers to rely on old-fashioned methods to save lives. Special education teacher Miesha Harris Gash makes very clear to her students that what they learn at school is directly and concretely connected to what they want out of life.

Other educators adapt curriculum to student interests in novel ways, and all of them stress empathy and caring. "My students need to know they are loved no matter what," says high school English teacher Darlene Cefalu.

Dispensing all that love and caring

along with academics can be draining, so we made sure we included plenty of tips from seasoned pros that can help you handle the year with aplomb (**"A Great Ride,"** page 26, and **"Pro Tips,"** page 36). Among the nuggets of advice: Build your network by inviting colleagues into your classroom so they can give you feedback and share ideas; plan your day, week, month with activities, assessments, lesson plans and more, so you are prepared to support student learning despite any emergency; and attend workshops, conferences and professional development opportunities whenever possible.

These educators are generous with their insights, including wise words for self-care. "Don't beat yourself up if things aren't going as smoothly as you imagined!" says language arts teacher Alexis Weiner, noting that classroom management skills are built over time and with experience. Getting the support you need, and finding a balance between work and life, are essential to your success.

Looking polished and professional at



Darlene Cefalu, East Side Teachers Association, with student Jingshi Li.

school is also important, as **"On Trend in the Classroom"** (page 31) underscores. In addition to teaching, CTA members Megan Forbes and La Tawnya Robinson host video blogs that cover a wide range of topics, including fashion on a budget. In our story they discuss wardrobe staples and accessories that will help you feel confident and comfortable all day long.

But wait, there's more — you'll find stories on fostering class discussion and student speaking skills, incorporating social-emotional learning, publishing class e-books, establishing rules and routines, and making time for wellness.

CTA ensures that this big Back to School spirit continues far beyond the first few weeks with a trove of training, development and networking opportunities, from conferences and workshops (see the **Calendar** on page 8) to chapter events and member engagement (**"A Buddy System,"** page 60) to grants for special projects and innovative ideas.

Thanks for caring. And welcome back.

Katharine Fong

EDITOR IN CHIEF
editor@cta.org

What Do You Think?



The *California Educator*, in print and online (CaliforniaEducator.org), is here to serve you, with the stories, tips and trends you need to stay on top of the profession and do your best work. And CaliforniaEducator.org keeps you informed with the latest news.

We welcome your ideas for articles and improvement. Drop us a line at editor@cta.org.

Aug./Sept.

Celebrate



LABOR DAY (SEPT. 3) pays tribute to the struggles and achievements of America's working people. The labor movement, including CTA's past and ongoing efforts, has fought tirelessly for workers' rights. You can thank unions for the eight-hour workday, weekends, the end of child labor, and paid holidays such as Labor Day.

Help your students understand the history and importance of the labor movement — all month long. Go to nea.org/labor for Labor Day curriculum resources, including K-12 lesson plans from the American Labor Studies Center. **#LaborDay2018**



Hispanic Heritage Month

Take advantage of abundant resources to celebrate the month, Sept. 15–Oct. 15, with your students.

The Smithsonian Museum's *¡del Corazón! Latino Voices in American Art*, for example, provides

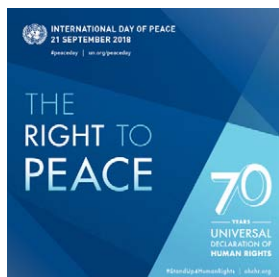
primary source materials featuring Hispanic American artists and art from its collection, including work by Los Angeles-based Chicano artist Patssi Valdez. Lesson plans are available for several of the featured artworks; see latinoart.si.edu.

Check out nea.org and hispanicheritagemonth.gov/for-teachers for additional resources.

#hispanicheritagemonth



The Magic Room, 1994, Patssi Valdez



KEEP THE PEACE

INTERNATIONAL DAY OF PEACE is observed each year on Sept. 21. Established in 1981 by a unanimous United Nations resolution, the day focuses humanity on peace above all differences and building a culture of peace. This year's theme, "The Right to Peace," marks the 70th anniversary of the Universal Declaration of Human Rights. Find classroom and community activities at internationaldayofpeace.org. **#peaceday**



The Year Ahead

CCA FALL CONFERENCE

OCT. 12-14 CONFERENCE

Marriott San Jose. The Community College Association's fall conference offers a variety of trainings, highlights members' accomplishments, and focuses on membership engagement.

► cca4me.org

NEA FOUNDATION GRANTS

OCT. 15 APPLICATION DEADLINE

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

VOLUNTARY DUES CONTRIBUTION

NOV. 1 OPT-OUT DEADLINE

Voluntary annual contributions by members support CTA Foundation's grants/scholarships and CTA's advocacy efforts. New members are automatically enrolled in the default contribution of \$10 for the CTA Foundation and \$10 for advocacy. Members may change their allocation or opt out. New members have 30 days from the date of enrollment; previously enrolled members have a window from Aug. 1 to Nov. 1. ► cta.org/contribution

GENERAL ELECTION

NOV. 6 ELECTION

Never has a midterm election been more important. Get information on candidates and ballot initiatives, and volunteer to help CTA's campaign. Register to vote by Oct. 22; request a vote-by-mail ballot by Oct. 30. ► campaign2018cta.org

AMERICAN EDUCATION WEEK

NOV. 12-16 EVENT

American Education Week is celebrated the week prior to Thanksgiving week and includes special observances to honor parents, education support professionals and substitute teachers. ► nea.org/aew

INSTITUTE FOR TEACHING GRANTS

DEC. 1 APPLICATION PERIOD OPENING

CTA's IFT offers educators grants for strength-based projects. Applications accepted from Dec. 1, 2018, to March 31, 2019. See more on page 12. ► teacherdrivencchange.org

REGION I LEADERSHIP CONFERENCE

OCT. 5-7, 2018

San Jose

CCA FALL CONFERENCE

OCT. 12-14, 2018

San Jose

REGION II LEADERSHIP CONFERENCE

OCT. 19-21, 2018

Reno, Nevada

STATE COUNCIL OF EDUCATION

OCT. 26-28, 2018

JAN. 25-27, MARCH 29-31,

MAY 31-JUNE 2, 2019

Los Angeles

GLBT ISSUES CONFERENCE

DEC. 7-9, 2018

Palm Springs

NEW EDUCATOR WEEKEND SOUTH

DEC. 14-16, 2018

San Diego

ISSUES CONFERENCE

JAN. 18-20, 2019

Las Vegas, Nevada

GOOD TEACHING CONFERENCE NORTH

FEB. 1-3, 2019

San Jose

ESP LEADERSHIP ACADEMY

FEB. 1-3, 2019

Session 1: Burlingame

MARCH 29-31, 2019

Session 2: Los Angeles

CCA WINTER CONFERENCE

FEB. 8-10, 2019

San Diego

CTA/NEA-RETIRED ISSUES CONFERENCE

FEB. 28-MARCH 1, 2019

San Jose

READ ACROSS AMERICA

MARCH 1, 2019

EQUITY AND HUMAN RIGHTS CONFERENCE

MARCH 1-3, 2019

San Jose

NEW EDUCATOR WEEKEND NORTH

MARCH 8-10, 2019

Burlingame

GOOD TEACHING CONFERENCE SOUTH

MARCH 22-24, 2019

Garden Grove

CCA SPRING CONFERENCE

APRIL 26-28, 2019

Irvine

CALIFORNIA DAY OF THE TEACHER

MAY 8, 2019

CTA ESP DAY

MAY 21, 2019

PRESIDENTS CONFERENCE

JULY 18-21, 2019

San Jose

SUMMER INSTITUTE

JULY 28-AUG. 1, 2019

Los Angeles

CTA Leadership Conferences

REGION I LEADERSHIP CONFERENCE

OCT. 5-7

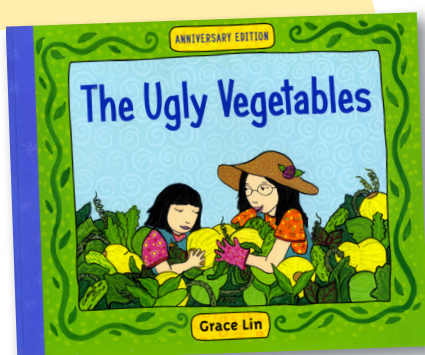
San Jose

REGION II LEADERSHIP CONFERENCE

OCT. 19-21

Reno, Nevada

Do you have what it takes to be an association leader? Learn the ropes or increase your skill set. ► ctago.org



Fall Into Reading

LITERACY STUDIES FIND that children who are not at least modestly skilled readers by the end of third grade are unlikely to graduate from high school. Get your students reading as soon as possible. CTA's California Reads offers teacher-approved quarterly book recommendations for multiple age groups, including adults.

On the 2018 list is *The Ugly Vegetables* by Grace Lin (pre-K, kindergarten), about a young Asian American girl's wish that her garden was like other people's — full of pretty flowers instead of ugly, bumpy veggies. When her garden's bounty makes a tasty soup that neighbors love, she learns that regardless of appearance, everything has beauty and purpose.

For more, see
cta.org/californiareads.
[#californiareads](https://twitter.com/californiareads)

Disneyland[®] RESORT

DISCOUNTS ARE BACK

AFTER A BRIEF hiatus, Access to Savings and Disneyland Resorts are again teaming up to bring CTA members big savings at the "Happiest Place on Earth."

Access is offering one of the most exclusive Disney discounts available anywhere. Members will save up to \$26 per ticket, depending on how long you want to stay and play. Redeeming the discounts is simple: Just complete your order online and show your mobile phone at the gate. You can also print tickets at home and show them at the gate.

Over the past year, Access has been working with Disney to create a seamless experience for members. The newly engineered interface features an intuitive tool to easily browse and purchase tickets. Learn more at CTAMemberBenefits.org/Access.

#UNIONSTRONG AT THE GAME

The Los Angeles Dodgers, LA Galaxy and San Francisco Giants are among professional sports teams that host Union Nights for fans and union supporters.

At the Giants' Union Night on Aug. 27, the S.F. Labor Council is coordinating sales of individual and group tickets, which include custom T-shirts, tailgate party, raffle, and locals' names on the videoboard.

The Dodgers' and Galaxy's Union Nights, Aug. 31 and Sept. 29, respectively, are co-presented by Labor 411 and the L.A. Federation of Labor. Attendees also get perks, such as T-shirts and special recognition for groups of 50 or more.

The events are a great way to show solidarity, represent your local, and — if you sit in the designated union sections — meet new colleagues.



Do You #RedforEd ?

Across the country,

1 out of **5**

educators must take another job to make ends meet.

71%

of people think teachers are not paid enough.

16%

less funding goes to districts with the highest poverty.

CTA AND NEA'S RED FOR ED CAMPAIGN is about the promise of public education today for our nation's future leaders and the educators who reach, teach and inspire them. It's a vision of progress and hope: classrooms with modern tools that help students prepare to make an impact on the world; students getting the support they need to thrive; and educators having the support they need to serve.

It's a vision in stark contrast to the reality of education budgets being cut, overcrowded classrooms, outdated materials,

and educators working around the clock to make a difference in the lives of their students.

Let's raise our voices together, wear Red for Ed, and stand up to lawmakers to ask for better pay and school funding. Fight for our students, uphold our values, and advocate for change. Join [#RedforEd](https://redfored.org) at cta.org/redford.

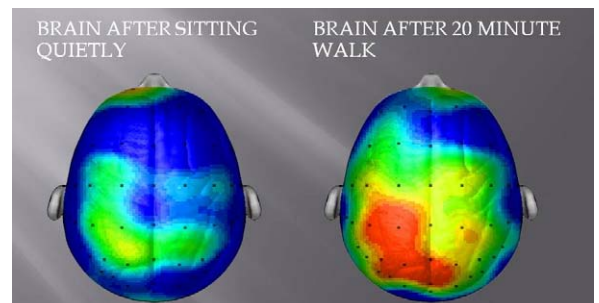


This is Your Brain on **EXERCISE**

PREVENTION FIRST is an initiative by the California Department of Public Health to increase opportunities for students to participate in moderate-to-intense physical activity (PA), with a goal of 60 minutes every day. A 2013 Institute of Medicine report found that students who do this exhibit improved brain function, a greater attention span, faster cognitive processing speed, and better performance on standardized academic tests.

A guide called "Comprehensive School Physical Activity Program: A Guide for Schools" developed by the Centers for Disease Control and Prevention can help educators implement PA for their students — and themselves. Components of a school PA program include enhanced physical education; PA at school, such as activity breaks integrated into each class period; and staff involvement, such as onsite walking clubs, fitness classes, stretching at meetings, etc.

Go to cdph.ca.gov and search for Prevention First to download the guide.



The brighter colors shown on the brain on the right indicate much greater brain activity after students age 9 and 10 spent 20 minutes on a treadmill at moderate speed. Credit: Courtesy Chuck Hillman, University of Illinois

National Leadership

At NEA Representative Assembly (RA) in July, former CTA Board member Robert V. Rodriguez was elected to NEA's Executive Committee, the highest-level governing body that oversees and helps establish policy for NEA's 3 million members. Rodriguez, San Bernardino Teachers Association, will serve a one-year term beginning Aug. 1.

A son of immigrants and a 14-year educator, Rodriguez observed in his RA remarks, "We are living in difficult times, but I believe that only through organizing and collective action can we effect change."

Rodriguez has represented California on the NEA Board of Directors for six years. The NEA Executive Committee consists of three executive officers and six members elected at-large.



Your Innovation, Funded

CTA's Institute for Teaching (IFT) is disbursing a record 52 grants, totaling more than \$600,000, for 2018-19. These grants, funded by members' voluntary dues contributions, will allow more than four dozen educators to pursue innovative, strength-based projects in classrooms, schools and local communities. Over the past nine years, IFT has awarded \$3.5 million in grants to members. Read about this year's recipients and apply for a grant at teacherdrivencchange.org. (Applications can be submitted from Dec. 1, 2018, through March 31, 2019.)

Ready-Set-Earn!®

with the CTA® Cash Rewards Visa Signature® credit card



1%
cash back
on all purchases

2%
cash back at grocery stores
and wholesale clubs

3%
cash back on gas

Earn 2% and 3% cash back on up to \$2,500 in combined purchases in those categories each quarter.*

Apply Today:
call 1-888-758-7946 or
visit newcardonline.com

Mention Priority Code HAAAEI

Plus **\$150** cash rewards if you make at least \$500 in purchases in the first 90 days of account opening**

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

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

**You will qualify for \$150 bonus cash rewards if you use your new credit card account to make any combination of Purchase transactions totaling at least \$500 (exclusive of any fees, returns and adjustments) that post to your account within 90 days of the account open date. Limit 1 bonus cash rewards offer per new account. This one-time promotion is limited to customers opening a new account in response to this offer and will not apply to requests to convert existing accounts. Other advertised promotional bonus cash rewards offers can vary from this promotion and may not be substituted. Allow 8-12 weeks from qualifying for the bonus cash rewards to post to your rewards balance.

This credit card program is issued and administered by Bank of America, N.A. Visa and Visa Signature are registered trademarks of Visa International Service Association, and are used by the issuer pursuant to license from Visa U.S.A. Inc. Ready-Set-Earn is a registered trademark of Bank of America Corporation.



STUDENT ACHIEVEMENT: YES, MONEY MATTERS

A NEW REPORT from the Learning Policy Institute (LPI) finds that funding inequities in schools — which impact everything from class sizes to course offerings to salaries for expert teachers — create great disparities in educational opportunities and outcomes for children. Students from low-income families and students of color experience the greatest disparities.

The report, “How Money Matters for Schools,” draws on a large body of research that establishes that school resources are associated with higher student achievement. For example,

researchers found that increasing per-pupil spending by 10 percent in all 12 school-age years increases the probability of high school graduation by 7 percentage points for all students, and by roughly 10 percentage points for low-income children.

“Our nation’s economy depends on a well-educated, high-quality workforce, and that means investing in *all* students,” said Linda Darling-Hammond, president and CEO of LPI, in a press statement. She said that if we don’t ensure students with high needs have the quality schools that their wealthier

peers have, “we deny far too many of them the opportunity to succeed and to contribute to society.”

The report’s key policy recommendations include:

- Ensure school finance reforms are linked to thoughtful standards and supports for students and teachers.
- Invest more in students who have greater needs.
- Invest in human resources — especially the quality of teachers.

Read the report at

learningpolicyinstitute.org.

THE BEST EDUCATORS MAKE IT PERSONAL. THAT INCLUDES US.

- Preliminary Administrative Services Credential with M.A. in Educational Leadership
- M.A. in Educational Leadership
- M.Ed. in Teacher Leadership
- Doctorate in Educational Leadership (K-12 or Higher Ed)

Financial Aid and Graduate Scholarships Available

☎ (805) 493-3325

✉ clugrad@CalLutheran.edu

🌐 CalLutheran.edu/GSOE

Graduate School
of Education

California
Lutheran
University



Compiled by **Mike Myslinski**

82.7%

California's high school graduation rate in 2017, using new, rigorous methodology, according to a July 26 news release by the California Department of Education (CDE).

NEARLY 50%

Percentage of Class of 2017 graduates who met all requirements for admission to the University of California and California State University systems, the CDE reported.

157

Number of current teachers nationwide estimated to have filed to run for their state legislative seats this year, based on research by *Education Week* reported Aug. 8.

21

Number of new California charter schools that opened in the last school year, only a 1.6 percent growth rate, according to an Aug. 5 *EdSource* article about a slowing of once-rapid charter expansion in the state in recent years to the current 1,275 schools.

8.96%

Annual return on investments announced in July by the California State Teachers' Retirement System for the fiscal year ending in June, beating the pension's 7 percent goal for the second year in a row, the *Sacramento Bee* reported July 20.

"They are coming in like vultures after what they think is a dead carcass. But they are going to be very surprised. We are very alive and we are not going away."

—CTA President **ERIC HEINS**, quoted in a July 11 *EdSource* story about the unfair *Janus v. AFSCME* U.S. Supreme Court ruling in June, which unleashed union-busting efforts by out-of-state conservative groups targeting educators.

"No, thank you — I'm sticking with the union!"

—Loud response by nearly 1,000 educators attending **CTA SUMMER INSTITUTE** at UCLA, during the part of President Heins' keynote speech July 29 about not being conned by union membership drop campaigns.

"The district has chosen a path of austerity and cuts, and we are fighting to reinvest and save public education. Enough is enough."

—United Teachers Los Angeles President **ALEX CAPUTO-PEARL**, in an Aug. 3 UTLA news release about reasons negotiations deadlocked with Los Angeles Unified. At press time, a strike authorization vote was scheduled for Aug. 23-30.

"We have a lot of great ideas to improve the district, but we're ignored."

—Banning Teachers Association President **ANTHONY GARCIA**, in an Aug. 7 *Riverside Press-Enterprise* story about BTA voting to hold a three-day strike starting Aug. 8 over an unfair labor practice charge that has cost Banning Unified teachers more than \$500,000 in unpaid wages. The strike was settled on Aug. 10.

"ANGRY AND FRUSTRATED BY OUSD'S INCOMPETENCE."

—Oakland Education Association President **KEITH BROWN**, describing educators' reactions to a payroll blunder by the Oakland Unified School District in failing to withhold state income taxes for the first six months of this year for thousands of district employees, as reported July 20 in the *San Francisco Chronicle*.

By @samdemuro

Instagram Stories



THE INSTAGRAM STORIES feature lets you post multiple photos and videos that appear in a slideshow format and vanish after 24 hours. You can add text, doodles and music. A Story won't appear permanently on your profile unless you want it to. It's a fun way to create engaging content and connect with your audience.

Participants at CTA's Presidents Conference in July learn how to do Instagram Stories. See [#CTAPC](#) on [@wearecta](#)'s feed for the full-on video clip.

Benefits

FUN FOR THE CLASSROOM

Stories is a less "serious" option to use on Instagram. Since it disappears in 24 hours, quality is less of a priority, and adding embellishments like GIFs, hashtags and emojis increases the fun and creativity.

BUILD YOUR PERSONAL LEARNING NETWORK OR BRAND

Using Stories allows your profile to maintain visibility in your followers' feeds. Unlike traditional Instagram posts, Stories add a colorful ring on your profile, alerting other users that you have updated your feed.

SAVE AND REPURPOSE

Because of the additional decorations like drawings, text overlay, emojis and hashtags, it's easy to make an engaging video or photo that you can share across social media platforms.

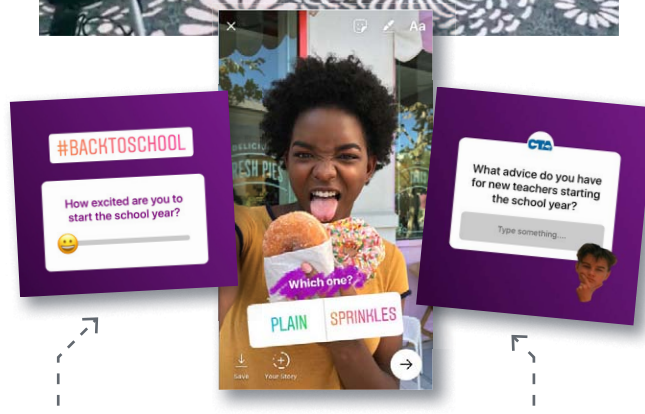
COVER AN EVENT

Attending a field trip? Participating in an education rally? Organizing a union event? Film the experience, add your location and hashtag, and watch your views increase. Instagram Stories are great for in-the-moment "check out this awesome thing I'm doing" content.

POLLS, EMOJI SCALES AND QUESTIONS

Three other cool features of Stories are polls, emoji scales and the ability to ask a question. A poll lets you pose a question with two answers and encourage others to participate.

Source: Instagram

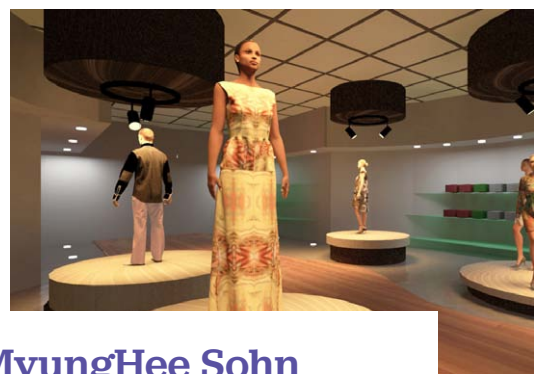
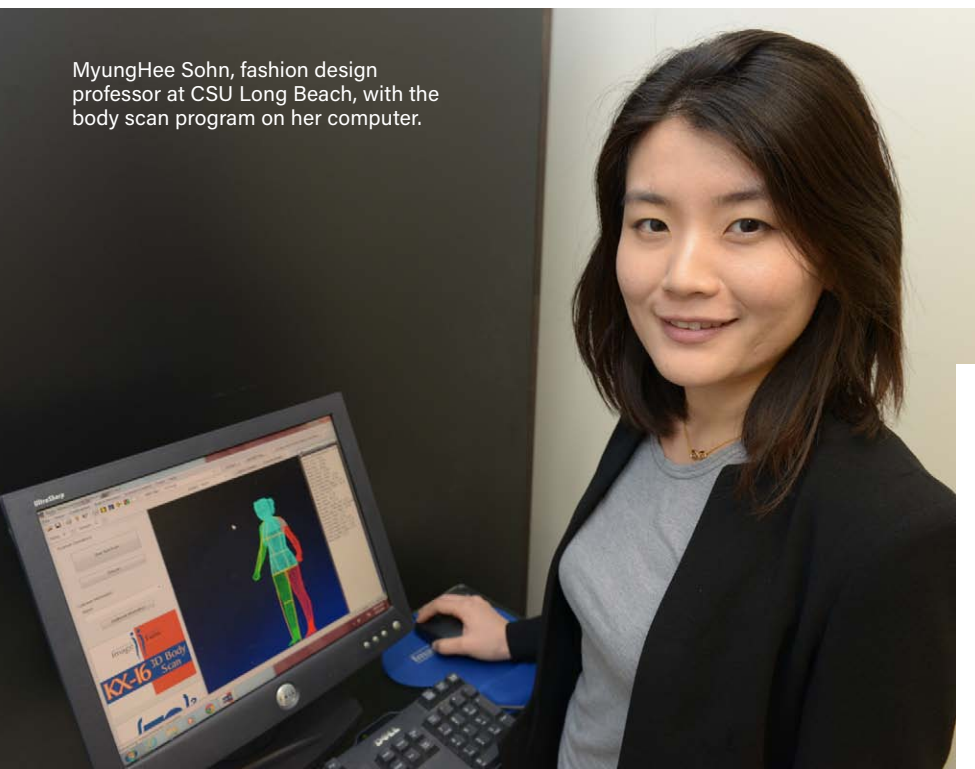


The **emoji scale** allows you to select an emoji for your question. Users slide the emoji across the scale to whatever degree they wish to answer.

The **questions feature** lets you respond directly to the Story, and then responses can be reposted as more Stories.
Source: @WeAreCTA Instagram

Are you using Instagram Stories? Let us know what you think! Email social@cta.org or tweet us [@WeAreCTA](#).

MyungHee Sohn, fashion design professor at CSU Long Beach, with the body scan program on her computer.



MyungHee Sohn

- Assistant professor at CSU Long Beach since 2014. Teaches advanced apparel draping and tailoring and computer applications for fashion.
- “I have had many passionate design students with good construction skills. To advance their learning, I’ve incorporated my research and new pattern-making methods in class.”
- Ph.D. and M.S. degrees in apparel studies, University of Minnesota.

A Perfect Fit

In this class, digital avatars are now in fashion

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

IT MAY SOON be commonplace that instead of going to a store and trying on clothes in a dressing room, you’ll try on clothing anywhere — virtually. Your very own digital avatar, with your precise measurements based on a 3-D body scan, will suit up for you, show you how you’ll look, and even suggest other more flattering outfits.

This is already a reality for students of MyungHee Sohn, a fashion design professor in the department of family and consumer sciences at CSU Long Beach.

Her students are creating clothing with their exact measurements after undergoing 3-D body scans in a TC2 body scanner, which creates personalized digital avatars.

In the future, people will be able to order custom clothing based on their measurements instead of having to choose from standard sizes that aren’t an exact

match, says Sohn, a California Faculty Association member.

“Clothing avatars can be especially helpful for online shopping, when consumers are forced to buy items without trying them on first,” she says. “It will make online shopping more fun and help women make better choices.”

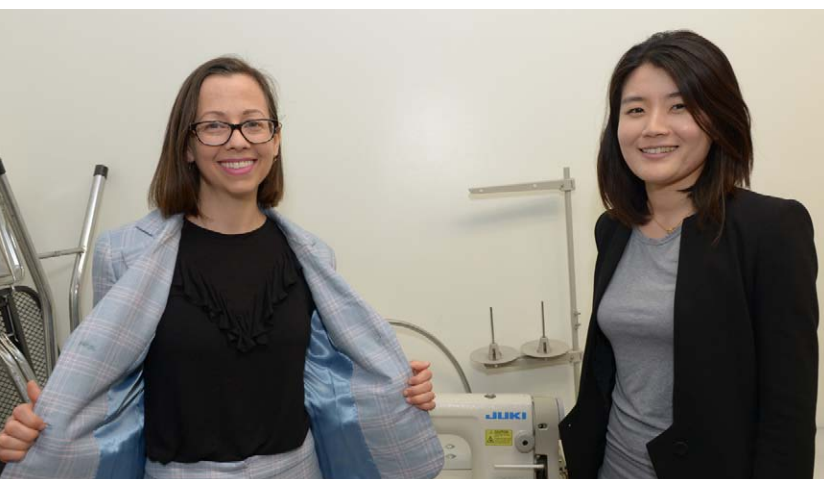
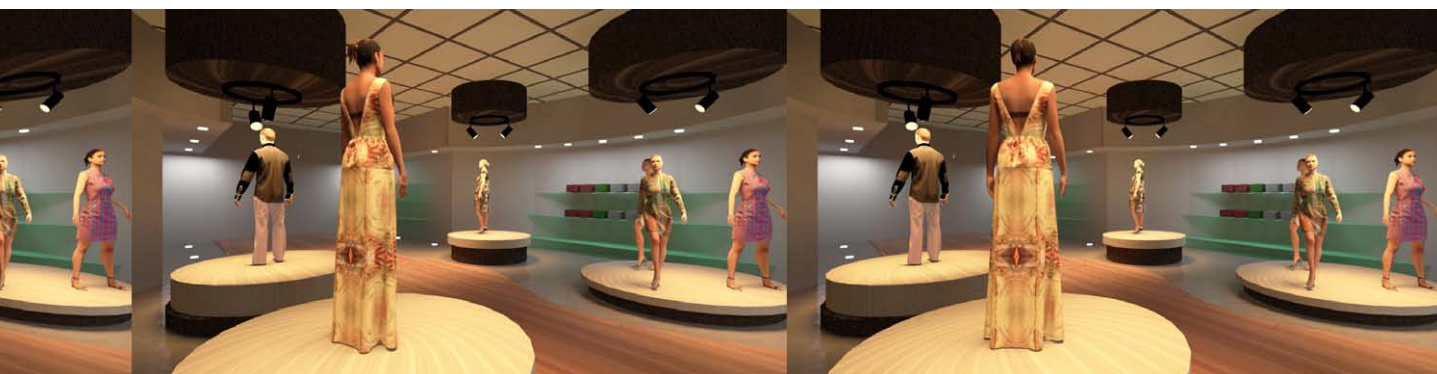
The body scans are created by multiple cameras that capture different angles. Body scanners were at one time extremely expensive, but are now much more affordable. CSU Long Beach has had one for several years.

Sohn thinks that online shoppers using digital fashion avatars will become more interactive with retail companies, suggesting colors, fabric and design. That in turn will help retailers, including brick-and-mortar stores.

“Companies will know what customers want instead of guessing. It will cut down on waste. Stores often waste clothing if they overorder or a style is not popular.”

Sohn grew up in South Korea. She was initially intrigued by 3-D

Digital avatars show what you'd look like in specific outfits.



Sohn, right, with Stephanie Langford, who models the suit she made using body scanning technology.

body scanning technology while an exchange student at the University of Texas at Austin, noting its ability to “help us understand human body type and shape, which is the first step to produce apparel.” After obtaining advanced degrees at the University of Minnesota, Sohn became an award-winning design educator. She sees computer-based sizing as a throwback to a time when people went to tailors for fittings, so clothing could be created especially for them.

Stephanie Langford, a June CSULB graduate, created a tailored jacket and pants based on her body scan; they fit her perfectly. She plans on wearing them for job interviews.

“It helps that all of the students have used the [body scanner] in tailoring class so we can adjust sewing patterns to fit our own measurements,” says Langford. “Everybody wants to go in and buy something that fits perfectly off the racks, but that is seldom possible.”

Most women don’t know their own shape, says Sohn. “This makes it difficult to identify garments that will help them look their best.”

She knows this for a fact because she helped direct a study of women’s

perceptions of their body shape in relation to virtual garments. She and fellow researchers Jessica Ridgway of Florida State University and Jean Parsons of University of Missouri created avatars for 15 women to see whether their body shapes affected their opinions of virtual dresses. Instead, they were surprised to discover that the majority of women could not correctly identify their body shape.

For example, none of the participants identified themselves as being pear-shaped, although the researchers categorized one-third of them as having this body type.

The three co-authored a paper titled “Creating a More Ideal Self Through the Use of Clothing: An Exploratory Study of Women’s Perceptions of Optical Illusion Garments,” which was published in the *Clothing and Textiles Research Journal* last year.

Before the study, Sohn assumed most women understood and accepted their body shapes. In fact, most with pear-shaped figures described themselves as having an hourglass or skinny body type.

What about men? Do they also need digital avatars and customized clothing?

“My research has focused on women, because previous studies have shown that women experience more clothing fit issues than men,” replies Sohn. “It was found that most men are more satisfied with their bodies and have less of a fit issue.”

Sohn thinks that in the not too distant future, when an outfit looks stunning on a digital avatar, the consumer will have it “printed” from 3-D printers directly onto fabric.

“It’s very exciting to think about. I think there’s a big potential for that market.” ■

“Clothing avatars will make online shopping more fun and help women make better choices.”

—MyungHee Sohn, California Faculty Association

180 DAYS

A tone poem, and a solution to harnessing students' awareness and energy By Gregor Trpin

180 SCHOOL DAYS. It's a long year, and we teachers often feel like we are endlessly dashing to meet deadlines, new curriculum initiatives, and students' needs. A continuous cycle to regurgitate, reiterate, recalibrate, remind, require, reorganize, repeat or just rewind. All in an effort to have students ingest, invest, digest, suggest, compress it all together in preparation for a "test."

At least, sometimes it feels that way. Although we love our jobs, it can be exhausting, impersonal and uninspiring for both the students and the teachers.

How do we refresh and find value in the daily grind and artistry in our profession while engaging our students?

One way I've found is to look beyond the surface and embrace our students' emotional needs. Sensitize our feelings and approach curriculum with a finger on the pulse of students' social-emotional states of being. With a tremendous amount of empathy, I try to inquire, include and integrate my instruction into the tangled web of an adolescent's mind, and meet my group entering the classroom with an inquisitive and responsive sensibility.

I'm listening to their discussion. I'm engaging in pleasantries. I'm sharing quick conversations as they come into my room with their emotional and physical baggage in hand. Late night soccer practice, studying for tests late into the evening, overloaded homework, difficult transitions between divorced parents, fatigue, parental court battles, intense social media drama, anxiety over grades and tests, etc. You name it, I've heard it.

As students enter, I'm aware of their energy and adapt my ideas and agenda

for the day, actively envisioning a way to customize and intertwine our dual needs. One that takes time to stabilize the emotional temperature of the room, while not diverting from the pace and plan of my lessons.

Of course, a complete improvisation or revision of my lesson is not what I am suggesting. More like an awareness and receptiveness toward the students — an additional layer of dimension to my "plans," when the opportunities present themselves.

If students are fatigued, I build in mindful meditative moments. If stressed, I consider artful escapist lesson infusions (often silly and fun). If frustrated, I consider opinion-writing activities. If sad, I shape in opportunities for teamwork and collaboration. If bored, I build in playful competitive games or special talent exhibitions (my sixth-graders love this one). If unchallenged, I establish more academically rigorous extension activities. If hungry, I let them eat their snack outside of my classroom.

I'm always fully prepared to veer back into the lane of my curricular pacing objectives. With any emotional temperature, the class appreciates the "step outs," sees these as breaks or opportunities to refresh, and then is able to connect back and invest more willingly into the scheduled groove.

These are moments, not monuments of time. Quick opportunities for student expression and release. Brief openings to connect personally and truthfully to our students and build trusting relationships. My mindfulness of students' basic social-emotional needs enhances a positive feeling and climate in the room. Their



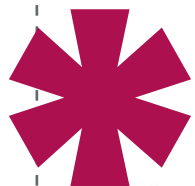
"My mindfulness of students' basic social-emotional needs enhances a positive feeling. Their needs are met, they feel cared for and validated. Isn't that what we all want?"

needs are met. My students feel cared for and validated. Isn't that what we all want?

We know the benefits of positive psychology and learning. Juxtaposing the curricular and social-emotional needs in a classroom is feasible and manageable, and it reinforces student engagement and learning.

Suppressing student energy, I find, exacerbates disengagement and ultimately makes those 180 days feel like 1,080 days for the students and the teachers. So why not build a culture of authenticity and awareness? The results: more engaged learning and a positive, productive classroom atmosphere for students and teachers. ■

Gregor Trpin, Manhattan Beach Unified Teachers Association, is a middle school humanities and social studies teacher and co-founder of Camp RAD, an academic support summer camp. He recently gave a TEDx talk titled "180 Days: Ode to My Students"; see it at tinyurl.com/GTrpin.



Start the Year WITH CLASS

*Best hacks, tips and inspiration
for going **Back to School***

Educator colleagues give you the scoop on

**CLASSROOM AND STUDENT
MANAGEMENT
HOW TO MAKE STUDENTS CARE**

**STAYING ON TOP OF YOUR FIELD
LOOKING AND FEELING YOUR
BEST AT SCHOOL**



Theresa Lunsford works with Carlos Guzman.



How to Motivate Your Students

Educators reveal their ways to keep kids interested in learning

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

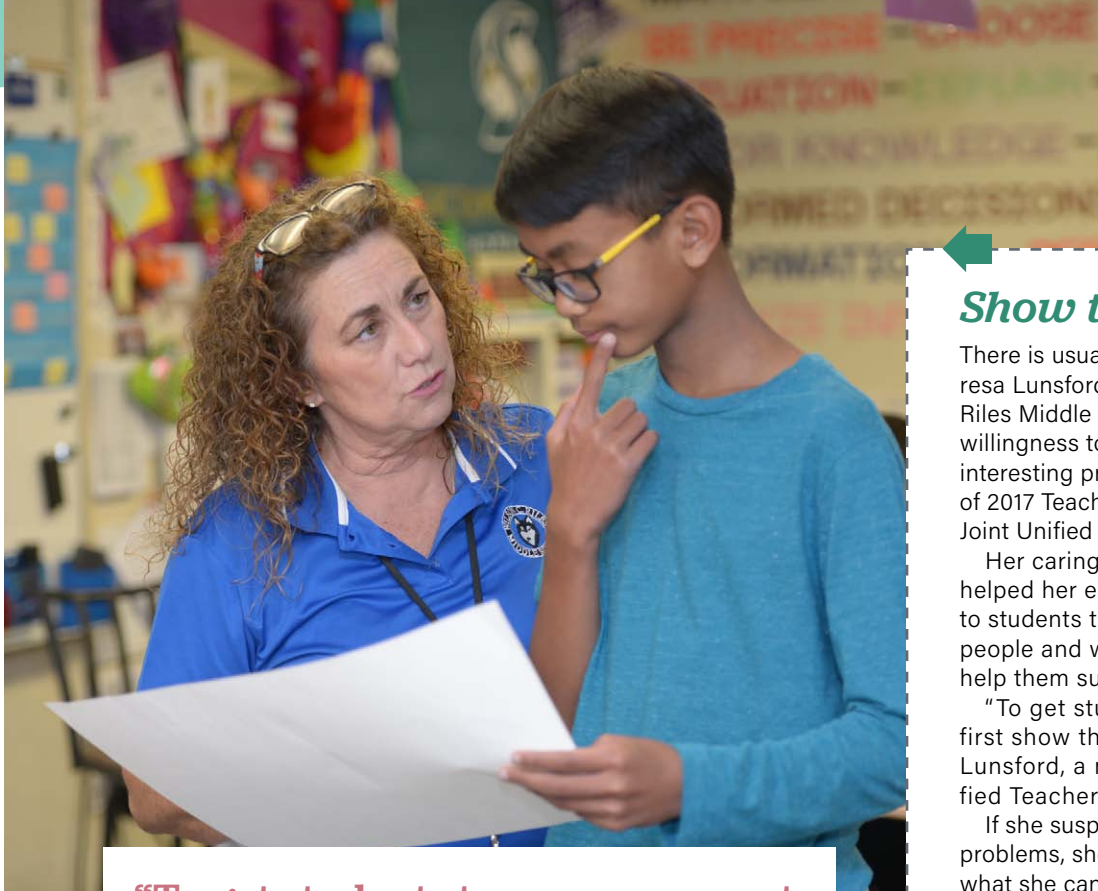
“I don’t care.”

MOST TEACHERS have heard this declaration from a student. It’s frustrating and demoralizing, because most teachers do care deeply about the well-being of their students.

Seeing a student put their head on the desk and tune out leads to soul-searching. Are you having an off day and not engaging students — or is it time for new strategies? Is something happening at home that’s causing a student to act this way? Or has the “midyear slump” crept in? This typically happens after the holidays, when the excitement of the new school year wears off, routine sets in, and curriculum becomes more difficult. And students often pretend they don’t care if they fall behind and need extra help.

(Note: If you think a student’s apathy may be related to problems with mental or physical health, depression, an undiagnosed learning disability, trauma, abuse, or neglect, share your concerns with your administrator, school counselor and school psychologist. Also, check in with the student’s other teachers to see whether this is a problem in your class alone or in every class.)

Whatever the reason for apathy, there are strategies to help get students back on track. Below are some tips from CTA members on how to help kids stay motivated.



“To get students to care, you must first show that *you* care.”

—Theresa Lunsford, Center Unified Teachers Association

Show them you care

There is usually a lot of laughing in Theresa Lunsford's math classes at Wilson Riles Middle School in Roseville. Her willingness to engage students in fun and interesting projects earned her the title of 2017 Teacher of the Year for the Center Joint Unified School District.

Her caring and compassion also helped her earn that honor. She conveys to students that she cares about them as people and will do whatever she can to help them succeed.

“To get students to care, you must first show that *you* care,” shares Lunsford, a member of the Center Unified Teachers Association.

If she suspects a student is having problems, she will take them aside and ask what she can do to help. If they are having trouble with housing, food or bullying, for example, she will try to find resources that can assist them. Academics are important, but so is showing empathy, she says.

“Recently, I reached out to a student and learned that a close relative had died the week before. You never know what is going on in a student's life,” she says. “Sometimes they are going through very tough times, and school is not the most important thing in their lives.”

Occasionally she asks students to put their problems aside for just an hour and focus, and they find a bit of success leads to more success. When students say math is their worst subject, she tells them they have a “clean slate” in her class and it doesn't matter how they performed in previous math classes.

“I would say 75 percent of my students come to class hating math, and when they leave, 80 percent say it's their favorite subject. If they don't do well, I offer extra help and let them retest after school. It is important to offer encouragement and celebrate their successes. I remind students that no one learns at the same pace, but eventually they will get it.”



Miesha Harris Gash teaching at Kennedy High School in Richmond.



Darlene Cefalu, left, builds “an atmosphere of positivity” for her students at Santa Teresa High School in San Jose.



Franklin Suchite works in Miesha Harris Gash's class, his career book close at hand.

Build relationships

All students, whether in honors or remedial classes, try harder when they have a connection with their teacher, says Darlene Cefalu, who teaches English for both levels at Santa Teresa High School in San Jose. Sometimes sharing a bit of your own story improves communication, because students see you as a human being, says Cefalu,

East Side Teachers Association. For example, she shares with her students that she is a cancer survivor.

“There is no significant learning without a relationship,” she says. “I praise kids when they do something good and treat them fairly. I communicate with their parents to let them know their child is doing a good job and participating in class. I create an atmosphere of positivity that builds a strong connection.”

Communication is key in relationship building. Students text her via the Remind app. If students ask to talk with her after class, she makes time to listen. Her classroom is open at lunchtime for students who are lonely, and she brings snacks for hungry students. She offers

lots of high fives, praise and encouragement.

“By doing these things, I feel I am winning the battle against apathy,” says Cefalu. “It’s a rough world out there, and my students need to know they are loved no matter what.”

“There is no significant learning without a relationship. My students need to know they are loved no matter what.”

—**Darlene Cefalu,**
East Side Teachers
Association

Shana Just says there’s “always a way to make a connection between what you are teaching and students’ lives.”





Explain the big picture

Miesha Harris Gash teaches students with mild to moderate disabilities, and they tend to live in the moment, says the special education teacher at Kennedy High School in Richmond. So she makes it a point to show them the connection between what they need to learn at school and what they want out of life.

"I ask them to define what success means to them," says Gash, a member of United Teachers of Richmond. Usually, they want nice things, a family, and to break free of the cycle of poverty.

"We talk about how they will pay for that. What will it take to support themselves? How much will they need to pay rent, make car payments and afford necessities? We talk about salary and benefits. Soon they realize that a minimum-wage job is not likely to give them the lifestyle they want, and they begin to think more about the future. It definitely helps when you connect how they do in school with their future livelihood."

In painting a big picture, she explains that academic skills are life skills. Knowing math helps people avoid being cheated out of their money. Being able to write well is essential in any well-paying job. Education, she stresses, is the best way out of poverty.

Gash urges students who are not college-bound to consider vocational education to prepare for careers in the trades, such as heating, air conditioning, plumbing and electrical work, which can pay quite well.

"You can be your own boss and become an entrepreneur," Gash tells students. "Education leads to jobs. Jobs lead to careers. And it all starts with now."

"I ask them to define what success means to them. They begin to think more about the future. It helps when you connect how they do in school with their future livelihood."

—Miesha Harris Gash, United Teachers of Richmond

Make it relevant

"Why do I have to learn this? I'm never going to use it!"

The best response is to show students what they are being taught can be useful, says Shana Just, an earth science teacher at Luther Burbank High School in Sacramento.

If students complain about learning geography and mapping because they already have a GPS, she offers real-life examples — such as the Santa Rosa fire — where a lack of Internet service forced rescue workers to rely on old-fashioned methods to save lives. Her students learn GPS unreliability has caused people to be stranded on remote roads in a snowstorm.

Just strives to foster internal motivation at her challenging inner-city school, and it's not always easy. She's had students say to her, "Why bother, I'll just end up in jail," and students often refer to themselves as stupid, which they may hear at home.

"None of them are stupid, and I let them know they are all capable learners," says the Sacramento City Teachers Association member. "If they say they are not good in science, I always tell them *until now*."

It's important to know what students are interested in, and connect that with what she is teaching. Even apathetic students are excited about something. A student interested in sports might learn how weather conditions affect outdoor sporting events, which can lead to a discussion on high-pressure winds. Someone with a passion for basketball is reminded that practice improves performance, and the same is true of academics.

"Sometimes a connection is dorky, but it helps put what you teach into context," she says. "There's always a way to make a connection between what you are teaching and students' lives."

"If they say they are not good in science, I always tell them *until now*."

—Shana Just, Sacramento City Teachers Association



“Apathy vanishes when students take control of their own learning.”

—**John Davenport**, Portola Valley Teachers Association



Give ‘em a choice

Eighth-grade social studies and language arts teacher John Davenport decided to shake things up last year, after 20 years teaching. He implemented “interest-based curriculum” at Corte Madera Elementary School in Portola Valley — which means students focus on what they are interested in, within the context of U.S. history.

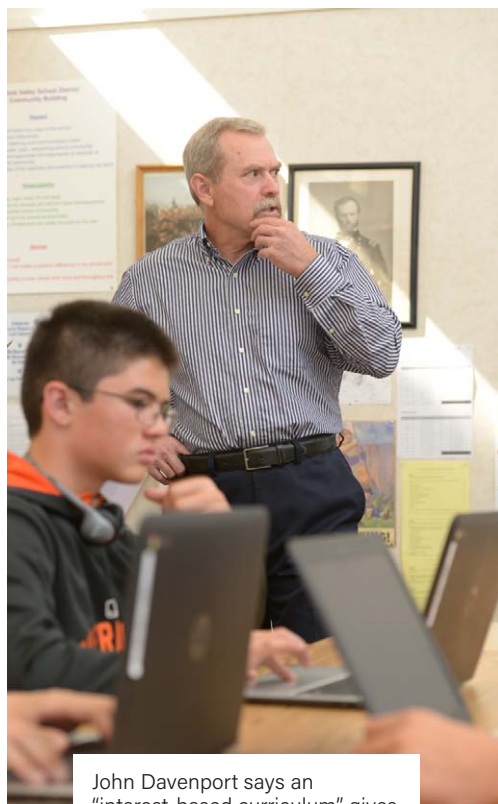
After students are surveyed about their interests, they are matched with like-minded students. They work alone if there isn’t a match. Some students choose to study the impact of “screen time.” Others choose lesbian, gay and transgender rights. Some focus on unfair treatment of women in Hollywood, which has become quite timely. Another chooses to study warfare.

Students research the history of their topic and include demography, economics and geography. They build a website for their research. Then they pose real-world questions related to their topics and collaborate on solutions. Students studying LGBTQ+ equity, for example, found it lacking on their own campus and convinced the administration to hold an assembly to educate all students about the need to treat each other with respect.

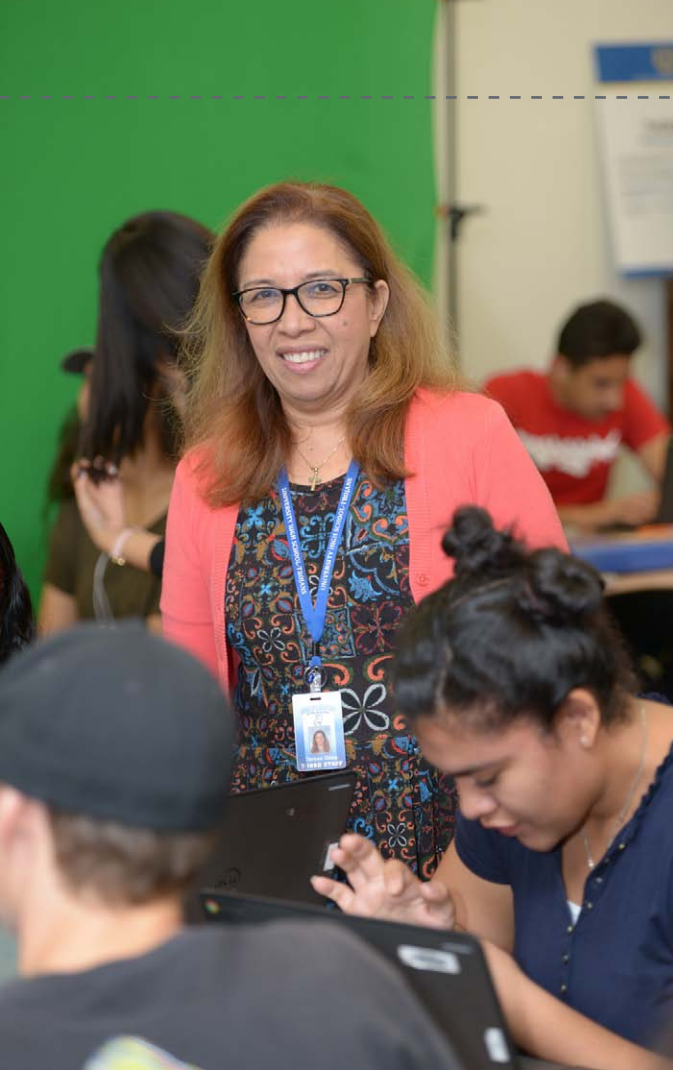
“From data analysis they determine what needs to be fixed and how to fix it,” says Davenport, president of the Portola Valley Teachers Association. “It gives them a real, authentic purpose to learning. And just like the real world, sometimes they must defend their work.”

In the process, students cover the standards. Last year, they scored high on the standardized test. Students share their research with the rest of the class via Google classroom discussions, podcasts, or articles posted online.

“Sometimes kids are apathetic because old-fashioned instruction isn’t working,” says Davenport. “Yes, it’s a big change from lecturing to becoming a resource for students. But apathy vanishes when students take control of their own learning.”



John Davenport says an “interest-based curriculum” gives students purpose to learning.



“Not only has Genius Hour alleviated apathy, but it has helped students bond with me and each other, and fostered critical thinking.”

—Teresa Ozoa, Irvine Teachers Association

For Teresa Ozoa, left, Genius Hour fosters interest and critical thinking; below, her students Kia Nozari and Arshia Rezaei at work during Genius Hour.



Have a “Genius Hour”

Like Davenport, Teresa Ozoa wanted student-centered learning. She heard about Genius Hour and figured, since it was highly successful with Google employees, it might reinvigorate students in her contemporary studies literature classes at University High School in Irvine.

Google allows engineers to spend 20 percent of their work time on any pet project they choose. The idea is simple: Allow people to work on something that interests them, and productivity goes up. Many innovative Google projects are attributed to this, including Gmail and Google News.

Genius Hour fits nicely into long class periods and block scheduling. Her students are exploring interests that include learning Chinese, researching sky diving, and writing a science fiction novel. Others create rap music and video games.

Regardless of the topic, overall student enthusiasm is up, which carries into academic productivity and interest in school, says the Irvine Teachers Association member.

“Genius Hour is not just for high-achieving kids. One of my biggest successes was a special education student who created a book review blog on young adult fiction.”

Sometimes, students fail, and that’s OK, too. “What I assess is the process,” Ozoa explains. “They have to write reflections for me every two weeks as part of their homework assignments.”

Ozoa comments that apathy sometimes afflicts high-achieving students, who care more about the grade and acing the test than acquiring knowledge and putting it to use.

“Not only has Genius Hour alleviated apathy, but it has helped students bond with me and each other, and fostered critical thinking. Before, my class was just another course. Now students are excited about it.”



A GREAT RIDE

*Words of wisdom from
California's Teachers of the Year*

California Teachers of the Year are recognized for their excellence, including their ability to engage and expand young minds, and inspire colleagues and community. Who better to tap for back-to-school insights than the class of 2018? We asked Jaime Brown, Kirsten Farrell, Gregory Gardiner, Brian McDaniel and Erin Oxhorn-Gilpin to tell us what has helped and worked for them on their journeys as educators.

The path, they all note, is not without obstacles, but rewards are great. "Teaching is a roller coaster," says McDaniel. "Twists, turns, sudden drops and breakdowns are to be expected. But like all great attractions, teaching should bring endless joy. So sit back, smile, and enjoy the ride!"



**"BE AUTHENTIC, BUILD
RELATIONSHIPS, BE ORGANIZED,
LISTEN TO STUDENTS, TAKE CHANCES,
AND DO NOT BE AFRAID TO FAIL."**

—Kirsten Farrell

Why I love teaching

FARRELL: Teaching can be messy, emotional, exhausting and frustrating. It is also filled with the greatest joys. The fact that teaching is a never-ending adventure is why I love my job every day.

GARDINER: I love science. I love building stuff and finding out why and how. I love seeing students figure something out — seeing the joy, pride and excitement when a student builds something in our Innovation Labs and it works.

OXHORN: I get to be there for firsts! I get to celebrate with students as they learn foundational skills that they will carry for a lifetime. Knowing I have a direct impact on my students and the betterment of our future is a gift I don't take for granted.

McDANIEL: I live for the moments where you can see the transfer of knowledge manifest within the glow of a child's eyes. The central motivation of all teachers should be the growth and development of students in our care. If you don't love them, you cannot reach them. If they don't love you, they cannot learn.

BROWN: It's the students — seeing them improve over the course of the year, take on a challenge, find their voices. I especially love hearing from former students.

Managing classrooms and students

OXHORN: Teaching involves looking at the whole child because students all have varying backgrounds, strengths, weaknesses and interests. When teachers develop relationships with students, they build the foundation for a classroom where students feel successful and teachers can fuel their passion for learning.

FARRELL: Mutual respect between a student and a teacher will go a very long way in reframing a challenging student. If that student feels valued, they will move mountains. When working with students on a wide range of levels, fellow students can offer some of the best insight and clues to help their peers. Some of my best "tricks" have been taught to me by a student.

BROWN: I recommend Mental Health First Aid training. It provides a protocol for dealing with students in distress, and I found it very empowering.

Gaining skills, honing expertise

GARDINER: Build and maintain strong collaborations with colleagues. Ask questions. Accept support. Offer support. Plan your day, your week, your month. When you have a thorough plan (activities, assessments, lesson plans, group management, etc.) that shows you where your students need to be, you are prepared to support student learning despite what emergency may arise.

Keep learning. Attend classes and professional development seminars, and create teacher learning groups on-site to up your teaching chops.

McDANIEL: Try, try and try. As a professional educator, I have failed more times than I have succeeded. However, once I find a successful strategy, I use it everywhere I can. The secret to being a great teacher is to never stop trying.

Go to professional conferences in your field. There is always something to learn and a new colleague to meet.

BROWN: Join subject-specific networks like NCTE (National Council of Teachers of English) so you have access to articles that help you stay up-to-date with related teaching



"KEEP LEARNING. ATTEND CLASSES AND PROFESSIONAL DEVELOPMENT SEMINARS, AND CREATE TEACHER LEARNING GROUPS ON-SITE TO UP YOUR TEACHING CHOPS."

—Gregory Gardiner

approaches. Also, my greatest resource is my colleagues, both on campus and those I collaborate with online.

Building bonds with colleagues

BROWN: Invite colleagues into your classroom so they can give you feedback and share ideas. An open-door policy shows you want to improve your craft and builds trust — a great foundation for creating meaningful friendships at work. Being able to brainstorm approaches to a challenging situation or reflect on lessons with colleagues has helped me become a better teacher.

OXHORN: It is crucial that routine collaboration with colleagues occurs — it reinforces that we are all part of a community that continues to do what is best for kids. The opportunity to discuss new ideas and learn from one another is an important factor in building relationships.



McDANIEL: A smile goes a long way on a bad day and positivity attracts more positivity. I start my teaching day by checking in with my teacher friends. Most days we chat about the new lessons or the outcome of a unit. However, there are other days where one of us needs to sit and listen for a minute to refocus. Find a friend who can bring out the best in you and your teaching.

Making it through the year, and beyond

FARRELL: Have limits, know your boundaries. As educators, we often feel as if we must give 100 percent, all day, every day, even when not on campus. You have to make time for self-care. Be your own cheerleader and practice positive self-talk. Our students need us to set the example in this manner as well.

Be authentic, build relationships with students and colleagues, be organized, listen to students, take chances, and do not be afraid to fail.

OXHORN: To maintain excitement for learning and teaching, I incorporate lessons that are hands-on and the highlight of our day. When I am excited about our daily learning, so are my students. The mutual level of enthusiasm is energizing for everyone.



“WHEN I AM EXCITED ABOUT OUR DAILY LEARNING, SO ARE MY STUDENTS. THE MUTUAL LEVEL OF ENTHUSIASM IS ENERGIZING FOR EVERYONE.”

—Erin Oxhorn-Gilpin

BROWN: Keep a “Why I Teach” drawer/box in your room. Fill it with notes you receive from students, photos, student work that makes you proud, and — this is key — *chocolate!* When you’re feeling overwhelmed, take a moment to look through the drawer so you can ground yourself with renewed purpose.

I’ve learned to create and maintain a better sense of balance between my teacher life and family life. If my batteries aren’t full, I can’t be the best teacher I can be for my students.

McDANIEL: Make yourself a priority. Every Wednesday night I spent two hours treating myself to a back massage, sushi, and picking up a few books. My midweek reprieve is what I need to stay upbeat.

Sources for ideas and inspiration

GARDINER: The site I frequent most is Buck Institute for Education (bie.org), for project-based learning ideas on engaging students by having them come up with their own driving questions. Another is Defined

STEM (definedstem.com), a project-based learning program from all areas of science.

FARRELL: Instagram! The community of teachers that exist on social media is pretty spectacular. There are tons of ideas, from colorful classrooms to ingenious lessons, to ways to be cost-efficient, to fabulous support.

McDANIEL: Find other teachers who are successful in what you are interested in. My friend Michael Soskil, 2018 Pennsylvania Teacher of the Year and co-author of *Teaching in the Fourth Industrial Revolution*, is a fourth- and fifth-grade science teacher who connects his students to the world using technology. He will spend hours with me discussing pedagogy, instruction and philosophy with the goal of improving both of our teaching practices. Having a partner will keep you in the classroom with new ideas to explore.

The Power Elite by C. Wright Mills helped me understand organizational structures and provided insight on how to navigate the educational and political terrain. My absolute favorite book on student motivation is *The Motivation Breakthrough* by Richard Lavoie.

OXHORN: My most recent inspiration stems from author and Stanford University professor Jo Boaler and her approach to how mathematics should be taught in combination with developing a growth mindset. I am passionate about teaching my students to have grit, and I model for them that I am also developing a growth mindset.



“I LIVE FOR THE MOMENTS WHERE YOU CAN ACTUALLY SEE THE TRANSFER OF KNOWLEDGE MANIFEST WITHIN THE GLOW OF A CHILD’S EYES.”

—Brian McDaniel



“BEING ABLE TO BRAINSTORM APPROACHES TO A CHALLENGING SITUATION HAS HELPED ME BECOME A BETTER TEACHER.”

—Jaime Brown

Hardest thing I've done in my career

FARRELL: Having faith in myself and trusting my own gut. Even today, I can second-guess myself and wonder if I am doing it right. However, when I go with my first instinct, I usually have the best lessons.

McDANIEL: Stepping into a classroom midyear after an excellent teacher had to take a leave of absence. The first few days were based on learning the environment and survival. Once I got my sea legs, I ever so slightly started turning the wheel toward my ideal teaching situation. Change is easier to accept when it is done gradually and purposefully. I eventually won over the students and the real learning was able to begin.

BROWN: The hardest thing was having to go through my divorce while still showing up to work each day and being a strong teacher. Teaching isn't a job where you can have a bad day and hide in a cubicle — the show must go on! I learned that asking for help is not a sign of weakness, and I was able to overcome this challenge with support through therapy and my family, friends and teacher buddies.

During this time, I also adopted a Japanese phrase from my maternal grandmother as my personal mantra: “kodomo no tame ni” — “for the sake of the children.” When I need to make an important decision at home or at school, I revisit this phrase to think about what would be best for my own children and for my students.

Most rewarding thing in my career

OXHORN: Three years ago, I started the year teaching kindergarten. [The following years, including 2018-19, I looped with many of them into the next grade.] I have been given the gift of time with them, allowing me to watch them grow into readers, writers and thinkers. Our classroom truly feels like family.

FARRELL: It is easy to forget that at its very purest form, teaching is about relationships — with students, colleagues, parents and administration. Good relationships bring tremendous rewards. The text I received from a former student about to leave for deployment saying thank you — those are the kinds of rewards I cherish the most.

GARDINER: This is also the hardest thing I've done: create, maintain and grow my hands-on, minds-on, project-based cross-curricular STEM program that affords our students opportunities to build real-world STEM projects and directly experience sustainable practices in our Innovation Labs and beyond.

We must have consistent support from our districts to do this work. Public education and public school teachers must have support and funding from our federal government. We must prioritize great public education for today and for tomorrow.

McDANIEL: The brightest spot was leading my students to a California State Marching Band Championship.

They were committed to win and would show up for practice at 5:30 a.m. every morning before school started. They would practice after school until 7 p.m. most nights. Their passion and determination were contagious. Winning that championship transformed our entire community culture and made those students legends!

BROWN: Getting to work alongside my former students! We have several generations of teachers at San Diego High, and three of my former students are now my colleagues.



Class of 2018

JAIME BROWN, San Diego Education Association, San Diego High School of International Studies

KIRSTEN FARRELL, United Teachers Los Angeles, Venice High School

GREGORY GARDINER, Huntington Beach UHSD Educators Association, Edison High School

BRIAN McDANIEL, Palm Springs Teachers Association, Painted Hills Middle School

ERIN OXHORN-GILPIN, Castaic Teachers Association, Northlake Hills Elementary School

Teachers See the Possibilities

At Oaks Christian School, Mary Kay Altizer applies her passion for the arts and educational technology as she leads the school's performing arts department, including a cutting-edge digital recording and production program.



Oaks Christian School, Advanced Digital Recording Class, Performing Arts Chair, Mary Kay Altizer, M.A. '15

Programs available online and at

6 locations throughout
Southern California

Now enrolling for three start dates
throughout the year. Apply by
November 12 and join us this spring!

Azusa Pacific's School of Education prepares graduates like Mary Kay to see and cultivate the potential in every student. Advance your calling with a master's or doctoral degree, credential, or certificate from a top Christian university and join a mentoring community of educators who will help you make an even greater impact.

School of Education

apu.edu/education



God First Since 1899



ON TREND IN THE CLASSROOM

How to look fashionable — and professional — at school

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

Back-to-school readiness isn't just about classroom preparation and lesson planning. It's also about what you wear, so you can start the school year feeling confident and comfortable. This may involve buying new clothing items, discarding others, and accessorizing old favorites. It matters, because what you wear to school tells others about who you are.

For those new to the profession, it's challenging to create a wardrobe on a budget — and what's acceptable in a corporate office or on a college student is not always appropriate in your own classroom.

The good news: It's entirely possible to look trendy without breaking the bank, say two CTA members who regularly offer style advice to educators via

YouTube vlogs (video blogs). Recently they agreed to an impromptu photo shoot with the *California Educator*, bringing some of their fashion favorites from closet to classroom.

Their districts are 30 miles apart, but Megan Forbes and La Tawnya Robinson enjoy getting together for coffee and bouncing ideas off each other when it comes to fashion, classroom décor, staying organized, maintaining a balance between work and life, and the latest techie trends. It should be noted that the YouTube stars could easily have become rivals, but instead reached out to each other on social media and became friends — demonstrating character traits they hope to instill in students.

Here is some advice from these fashionistas.



Megan Forbes

ENGLISH TEACHER at First Avenue Middle School, Arcadia Teachers Association. Her vlog, *Too Cool for Middle School*, can be viewed at youtube.com/toocoolformiddleschoolblog, or visit her on Instagram [@toocoolformiddleschool](https://www.instagram.com/toocoolformiddleschool).

Teachers can be fashionable, even on a budget, says Forbes, who enjoys shopping at Target, Marshalls and Kohl's. Purchasing from fair trade and sustainable companies — such as Carly Jean Los Angeles, Krochet Kids and Elegantees — is also a priority.

Forbes, who starts her fifth year of teaching this fall, believes in having a capsule wardrobe. This means fewer clothing items that cost a bit more — but quality ones that mix and match well. Knowing she can grab most anything out of her closet and have it look good with most other pieces makes getting ready for work much easier for Forbes, a mother of a 2-year-old.

A capsule wardrobe doesn't mean looking the same every day, insists Forbes, a petite woman who always looks crisp and put together.

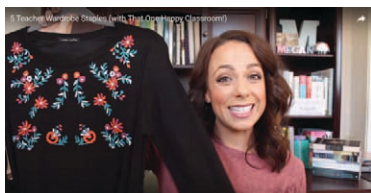
"Students notice," she observes. "I had a teacher in middle school who wore the same pants every day. I don't know if they were the exact same pair or he had multiple pairs, but I can still remember students talking about it."

She advises educators to be careful about lower necklines and low-waist pants, which may look fine when standing up, but present problems when bending over to help students. "And teachers do a lot of bending," she says.



"IT'S IMPORTANT TO WEAR SOMETHING THAT MAKES YOU FEEL GOOD EVERY DAY, SO YOU CAN BE YOUR HAPPIEST, MOST CONFIDENT, COMFORTABLE SELF."

—**Megan Forbes**, Arcadia Teachers Association



Megan Forbes: FIVE TEACHER WARDROBE STAPLES

Long, neutral-colored, flowy, button-down-colored shirts and tunics — with tank tops underneath if necessary — provide comfort and freedom of movement. Shirts with buttons to adjust sleeve length allow the same shirt to look both short- and long-sleeved.

Topping them with different cardigans offers a variety of looks that can dress up any outfit. Bright patterned cardigans are

fun, but she has a variety of solids, too. "You may have to wear your school colors, or red for Red Ribbon Week, and if I don't want to have my whole outfit centered on a particular color, I can wear black pants, a white shirt and the colored cardigan."

Her fitted "go-to" pants are black skinny slacks, which go with any shoes — or boots.

There's nothing like a "one-step" dress with

sleeves to feel comfortable, she adds. Shorter dresses can be worn with leggings.

"I love shoes that are comfortable the whole day. It's important, because teachers are on their feet all day." Her favorite footwear includes the ballet slipper look of Tieks, which are expensive, but extremely comfortable and a "splurge." She also likes Converse tennies.

La Tawnya Robinson

THIRD-GRADE TEACHER at Falcon Ridge Elementary School in Fontana, Etiwanda Teachers Association. To see her vlog, go to [youtube.com](https://www.youtube.com) and search for SmartieStyle, or check her out on Instagram [@smartiestyle](https://www.instagram.com/smartiestyle).

As a student, Robinson did not wear all of her new back-to-school clothes at the beginning of the year. She would spread them out over time.

"I felt like once I'd worn all my new clothes during the first few weeks of school, the school year was over," she laughs.

"REMEMBER THAT YOU ARE A PROFESSIONAL, AND IF YOU WANT PEOPLE TO PERCEIVE YOU THAT WAY, YOU MUST DRESS THE PART."

—**La Tawnya Robinson**,
Etiwanda Teachers Association

Robinson still avoids wearing all her back-to-school items at the beginning of the year. She has an extensive wardrobe, and says she lacks discipline for a capsule wardrobe. Because she teaches young children, the clothing she buys is durable and easy to clean. Elementary teachers tend to go through more clothes.

"With younger kids, you're going to get dirty," says Robinson, who has taught various elementary grade levels during her 13 years in the profession. "You can get glue, paint and grape juice all over you. With really young kids, they may wipe their noses

on you. So you don't want to wear anything too fancy."

It can be challenging to look both stylish and appropriate, comments Robinson. "You don't want to show too much skin, and the clothes in stores can be revealing. It can also be hard to find jeans that are not distressed [ripped]. In our district, principals do not like fraying or ripped jeans."

Another challenge for her: "The popular style is skinny pants, and I don't have a skinny body."

Her favorite stores are Old Navy, Target and H&M, but she likes any store that is reasonably priced. When buying shoes, she doesn't go cheap, because she wants to be comfortable.



Megan Forbes:

FASHION ADVICE



- Wear colorful shoes to jazz up any outfit.
- Experiment to find out what kind of styles work well with your body shape. "Instead of focusing on what's in fashion, I try to focus on what suits me."
- Organize a clothing and accessories swap with colleagues at someone's home. Remaining items can be brought to the teachers' lounge for those unable to attend the swap, or donated to charity.
- "It's important to wear something that makes you feel good every day, so you can be your happiest, most confident, comfortable self."





Iconic inspiration from @barbiestyle.



La Tawnya Robinson (continued):

While her clothing tends to be in neutral shades, she brightens up her look by coloring her hair, which happens to be purple at the moment.

"I do change my hair color quite a bit, and even with brightly colored hair you can look professional and fun at the same time."

FAVORITE STYLES

- Long, flowy cardigans that can go with a white or other solid-colored top.
- Jessica Simpson jeans, which fit her curvy body type.
- Long cotton dresses for hot days that provide freedom of movement and comfort.
- Accessories galore to change the look of fashion favorites. "I love adding a belt or scarf or jewelry to my outfit. With accessories you can make your clothes look new, even if they aren't."
- Blazers to dress up shirt and pants, which she calls her "going to the district office" look.

FASHION ADVICE

- "Go to a store and look at the mannequins to see what coordinates well. I replicate things I see on mannequins that I wouldn't have thought of doing myself."
- Avoid clothing that needs dry cleaning or ironing.
- Find inspiration online through Pinterest, magazines, other vlogs (current favorite: @barbiestyle on Instagram).
- "Remember that you are a professional, and if you want people to perceive you that way, you must dress the part."
- When shopping, search for clothing to mix and match with items you already own.
- Visit stores as seasons change, for discounts and clearance items.

Appreciate Each Other

Megan Forbes and La Tawnya Robinson came together with several other educator vloggers for Teacher Appreciation Week in May. Each person drew a name of another in the group, but kept it secret and shopped for a week's worth of goodies specifically tailored to their giftee. Themes for each day's gift:

Day 1: Note and small item celebrating the educator.

Day 2: Book the giver or their students greatly enjoyed.

Day 3: School supply you can't live without.

Day 4: Treat to eat.

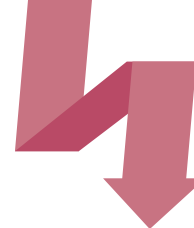
Day 5: "The big reveal" — something special just for the giftee, along with a card identifying the giver.

Each person made a video of themselves opening their gifts. See Robinson's video at tinyurl.com/SmartieStyle-5gifts; Forbes' at tinyurl.com/TooCool-5gifts.

The collaboration was a fun way to show and tell each other how much their colleague was valued and appreciated, and can be easily replicated by educators everywhere (even sans video).



Teacher Discounts & Access to Savings



Here's just a sampling of name-brand fashion retailers whose offers save you money:

bebe
Brooks Brothers
Calvin Klein
Claire's
Coldwater Creek
Dressbarn
FILA.com
Gymboree Outlet
JC Penney
Jos. A. Bank
Kohl's
Naturalizer
New Balance
Nine West
Nike.com
Men's Wearhouse
Rockport
Target
Timberland
Tommy Hilfiger
Van Heusen



Make sure you take advantage of your status as a teacher by asking for discounts at clothing stores. Among those offering discounts with your teacher ID are Ann Taylor Loft, J.Crew, Banana Republic and Eddie Bauer (call first to verify).

You can also use your NEA membership to shop at Click & Save, where you can find discounts from brand-name retailers on clothing, shoes, cosmetics and much more. Go to NEA Member Benefits at neamb.com/discounts.

Finally, do not miss the great deals for CTA members with the Access to Savings program (CTAMemberBenefits.org/Access). From shopping (including school supplies) to entertainment, dining, lodging, travel and more, Access discounts available exclusively to members can change your life.

Sweater Season is Sweeter with **SAVINGS**

Bundle up with members-only deals at these popular apparel merchants:

www.CTAMemberBenefits.org

To learn more about these Access discounts and others:

Web

1. Visit CTAMemberBenefits.org/Access.
2. Log in with your username and password (or sign up if you don't have a login yet).
3. Click the "Enter" button.

Mobile

1. Download the My Deals mobile app.
2. Use your email address and CTA Access to Savings password to get started (you may be prompted to enter your Program ID: 200449).
3. Show what's on your phone screen to save.

Go to CTAMemberBenefits.org/Access and start saving today.



*Pro Tips

*Master teaching and learning
with these insider insights*

Compiled by Cynthia Menzel, Ed Sibby and Frank Wells

“**THE FIRST FIVE YEARS** are the hardest but well worth it,” says Jennifer Tweedy, Caruthers Unified Teachers Association, who teaches agriculture at Caruthers High School. If you’re a new or newish teacher, or new to the district, you probably know or have a sense of how challenging the early years can be.

But Tweedy and several other experienced educators are here to give you a few of their hard-earned tips to make your journey a bit smoother. If you’ve got a few pearls of wisdom that we could add to this (online), let us know at editor@cta.org.



Manage your classroom



Charquita Arnold

CHARQUITA ARNOLD, *Mare Island Technology Academy Education Association, middle/high school drama, social studies, language arts*: "Think about the culture of the students you are teaching — it has implications on what behaviors occur and how to properly respond.

Let's say a student blurts out or is loud. It's not necessarily the right response to get angry.

Approach every behavior calmly and try to have an ABC method — Antecedent-Behavior-Consequence — where you analyze what happened before the behavior took place and what happens as

a consequence because of that.

"Think about the most logical range of steps to take with a student, such as different warning methods, documenting what they did, and having them look at the documentation. Have many conversations with them. Contact a parent before writing a referral. This gives the student the sense that 'You're trying to work with me.' Good resources are Intervention Central for RTI (Response to Intervention) and Positive Behavioral Interventions and Supports (PBIS)."

ALEXIS WEINER, *Burbank Teachers Association; ninth-grade language arts*: "Don't beat yourself up if things aren't going as smoothly as you imagined. Classroom management is developed over time and with experience. Reach out for help. Veteran teachers have seen it all, and generally are more than willing to offer suggestions and guidance. Remember, though, that one person's style doesn't always work for another. Find what is true for you."

THERESA WETHERHOLD, *Solana Beach Teachers Association, speech-language pathologist*: "Be adaptable and able to quickly shift gears throughout the school day. My job requires me to individualize my therapy resources as well as my approach with students of varying ages. Getting into the mindset of students by taking their unique perspective guides me in motivating them to do their best."

ANGELA NORMAND, *Brentwood Teachers Association, special education*: "I have a special day class with 15 different students on 15

different levels. Every one of them needs something different. It's important that I take a day and map out, plan out, what it is that I want to accomplish, and then backwards-plan. Starting off with a goal, planning backwards from there, and then having everything organized helps me moving in a very fluid direction."

ANGIE PEREIRA, *Union Hill Teachers Association, transitional kindergarten*: "Know what your essential goals and expectations are, [so you] can develop plans and strategies to move forward. My rule is that I can only change one thing at a time, whether it be challenging students or programmatic elements. Involving families is critical when children are struggling. Reach out to colleagues and for administrative support.

"I am also a huge follower of Love and Logic, and Positive Discipline when it comes to classroom management."

ANTHONY VILLARREAL, *Monterey Peninsula College Teachers Association, sociology*: "Get to know

your students as human beings on a first-name basis. That rapport will get you through difficulties you might find as a classroom teacher. Before you even think about your content and all the things you have to cover, think about getting to know your students in a way that will allow them to open up to your goals as an educator. We teach students, we don't teach discipline."



"Have a plan, do as much lesson planning as you can, but don't be afraid to deviate from those plans, because things hardly ever go as planned. Be flexible."

—**Sergio Nolasco**,
Keppel Union Teachers
Association, 8th grade



Melissa West

MELISSA WEST, *Fruitvale Teachers Association, transitional kindergarten*: "I have found that focusing on the positive as much as possible has brought about the best behaviors in my students. Your most challenging students need to hear the positive even more than those students who are well-behaved — this will benefit you and the rest of your class the most."





“Think about getting to know your students in a way that will allow them to open up to your goals as an educator.”

—Anthony Villarreal,
Monterey Peninsula College
Teachers Association

Keep on top of curriculum

ALEXIS WEINER: “I’ve joined several email listservs to bring ideas directly to my inbox; Education World and NCTE (National Council of Teachers of English) send me emails frequently with links to a variety of ideas and resources. Find a professional association for your areas of specialization. Twitter is a great resource for education-related materials. Look online for top education hashtags and great minds in education to follow.”

MELISSA WEST: “Study and read about what is new for your grade level/subject. I attend conferences that are grade-level specific, like the Southern California K Conference in Pasadena. I always come away with so many new and exciting ideas. I research new curricula at least once a week on Teachers Pay Teachers for anything I can supplement my district-provided curriculum with. Early Edge California has a wealth of information for me and my classroom.”

ANGELA NORMAND: “CTA’s Good Teaching Conference, bar none, is one of the best conferences you can go to for great new ideas and to make a lot of great contacts.”

ANGIE PEREIRA:

“Go to workshops and participate in staff development opportunities whenever possible. Focus on growth and change at a sustainable level, understanding that your knowledge and experience will expand over time.”

“As a teacher of young children, I have been a decades-long fan of early education programs dedicated to that age group, such as Math Their Way and a variety of language experience curricula. It is exciting to take these old-school components and combine them with what we now know about how children learn.”



Live a well-rounded life



Ricky Hu

RICKY HU, Los Altos Teachers Association, eighth-grade science, STEM coach: “Set aside time to exercise every week. Scientifically, exercise is the best way to metabolize stress hormones. You’re going to get stressed out. A lot of people think, ‘I’m just going to go home and sit on the couch.’ But the best way is to get up and be active. It’s going to make your mindset better. There’s a Nike app with great 20-or-30-minute or hourlong workout sessions that you can

follow along on your phone, and you don’t need equipment to do it.”

ALEXIS WEINER: “Even the most experienced educator has times of feeling bogged down, behind the curve, or overwhelmed. If you can, use a mental health day. If you have a friend that is also in education, find time to call and unburden (and also listen!). Schedule time for exercise, meditation, art, a book club. Keep



Build a support network

JENNIFER TWEEDY, *Caruthers Unified Teachers Association, agriculture*: "Make sure you have relationships with colleagues so you have people to talk to that can relate to your situations. Also remember the office staff; if you take care of them, they take care of you."

MELISSA WEST: "[By] eating my lunch in the teachers' lounge ... I connect with other teachers. We communicate about things that are happening at the school, share what is happening with our families, and share ideas of what we might be doing in our classrooms that we are proud of or need help with. Your teacher colleagues are integral in helping you feel successful and not alone."

"I and two other teachers in my district who teach TK [meet] to plan on our own at least once a quarter. We call each other throughout the year and discuss what is working, what isn't. We share ups and downs and offer each other support."

ALEXIS WEINER: "Finding a strong support system is key: the teacher next door who can host a student who is trying your patience for a little while, your department chair/grade-level lead who can set you up with curricular materials, a mentor who can observe you impartially and provide concrete feedback, an association representative who can ensure that you are being treated fairly and with respect, an administrator who is the embodiment of a master teacher."

"Find someone (or a group) with whom you can eat lunch. Plan with other members of your grade-level or same-subject team. Socialize with other new or newish colleagues at your site, whether it be a TGIF or a game night. Go to site social committee or local association social events — even if you don't know anyone. Sign up for district or association professional development. You'll meet people who teach similar grades or subjects, and you'll walk away with new ideas to grow your practice."



"Don't beat yourself up if things aren't going smoothly. Classroom management is developed over time and with experience."

—**Alexis Weiner**,
Burbank Teachers Association

THERESA WETHERHOLD: "We can be the best at our jobs, but if we don't work well with others, we will be much less successful. Be friendly, respectful, humble, approachable and positive. Reach out to seasoned teachers who have 'been there, done that,' and can help give you some perspective."



the sweet student notes to read again later. Reflect on what worked, what caused students to get excited, what made you smile through your day."

JENNIFER TWEEDY: "The hardest thing is learning to find a perfect balance for work and personal life. Having two kids of my own who keep me very busy and my job which is also demanding, I pick and choose what I can do and do not sweat the little things. I can't do it all."

THERESA WETHERHOLD: "Take advantage of your time out of the classroom to do what you love. Bring these experiences back to your students to inspire them to carpe diem!"

MELISSA WEST: "I try to not take things home to work on. I have found that if I don't finish something at school, it can wait. In doing so, I'm able to disconnect and recharge with my family, which makes me a better teacher each day."





Transitional kindergarten teacher Melissa West, right, with her class aide Allison Jamar.



"CTA's Good Teaching Conference is one of the best conferences you can go to for new ideas and to make great contacts."

—Angela Normand, Brentwood Teachers Association

Keep perspective — especially during challenges

ANGIE PEREIRA: "I moved around a bit and was new to districts on a few occasions. Combined with the recession, this meant I was a RIF (reduction in force) layoff many, many times. The job uncertainty can make you feel powerless — no matter how hard you work, or how successful you are, the RIF can still occur. All I knew to do was what I always do: Do your best and feel good about that and try not to focus on the things out of your control."

MELISSA WEST: "A really tough group of parents weren't happy with me. I am very much a pleaser, and it drove me crazy that I couldn't seem to do anything right for them that year. It was so bad that I was physically ill and would break out in hives. You can't control everything, but what you can control is what happens inside your classroom. It was a learning process for me that I can now look back on and know in my heart that what is most important are those children who enter my room each day. It is my responsibility to teach them in the best way I know how and with the materials and support I have from my colleagues and administration."

ALEXIS WEINER: "This past year there were several deaths by suicide in our school community, on top of national and worldwide unrest and uncertainty. Balancing my obligation to the curriculum and my ninth-graders' emotional needs stretched me and colleagues in ways we hadn't before. The days after [the suicides] and after Parkland could not be business as usual. I had to be real with my students. I couldn't make their pain and loss go away, but I could give them space to grieve and write and think and meditate and process. They used the time to do those things and more — they grew as humans, which is far more than I can give them from any textbook or lesson plan."

THERESA WETHERHOLD: "Know that there will be moments of complete and utter chaos throughout the school year. Keep in mind that 'this too shall pass.' Each school year is a sprint, but your career is a marathon. Let go of the negative, hold on to the positive, and keep on keeping on."



"I pick and choose what I can do and do not sweat the little things. I can't do it all."

—Jennifer Tweedy, Caruthers Unified Teachers Association



Remember what makes it worth it!

Pay attention to your union, your finances



JENNIFER TWEEDY: "My students have won many awards in FFA competitions and showing livestock, which is very rewarding. But my real reward is when old students come back to tell me how I impacted their life. This is why I teach: to make a difference in other people's lives."

MELISSA WEST: "There will be that one lesson that goes above and beyond your expectation, that one spark in a child's eye that you'll see, that makes you want to get up and do it all again, year after year. I recently ran into a past student who was in my very first kindergarten class 25 years ago. She told me that she became a teacher because I had inspired her. I was shocked and so humbled."

THERESA WETHERHOLD: "The most rewarding thing I do is help students improve their ability to communicate. I pride myself on helping students gain confidence, improve their language skills and make connections to others, all through the power of communication."



Villarreal

ANTHONY VILLARREAL:

"Meet your union leaders right away to understand what's going on in terms of your contract, salary and benefits and your relationship to your administration."



Ausubel

JONATHAN AUSUBEL: *Chaffee College Faculty Association, English:* "When starting out your career, financial planning is very important. Both CTA and the California State Teachers' Retirement System have excellent resources to help you do that. Don't wait to start. Start right away, because early money grows a lot more quickly than late money does."

RULES AND ROUTINES

Give yourself more time to teach by setting and teaching expectations

RULES AND ROUTINES keep your class running smoothly so that you have more time for teaching academics. Here are some ideas to consider before the new school year starts.

RULES

Rules are just like other instructional activities. They have to be taught, reviewed and reinforced if they are to be remembered. The teaching of rules and routines should be done at the start of the year.

Introduce each rule and discuss the variety of behaviors that the rule might include. Reinforce students who are following the rules. Thank them for their consideration. At the elementary level, reinforcement can be done aloud. Upper-grade, middle and high school students can be thanked quietly and privately.

Guidelines

- Involve the class in making the rules.
- Keep the rules short and easy to understand.
- Phrase the rules in a positive way.

- Remind the class of the rules at times other than when someone has misbehaved.
- Make different rules for different kinds of activities.
- Key students in to when different rules apply.
- Post the rules and review them periodically.
- If a rule isn't working, change it.

Sample rules

Elementary school:

- Be polite
- Let others work
- Work quietly

Middle and high school:

- Enter class quietly
- Raise hands to talk
- Respect the rights of others

ROUTINES

Routines refer to specific behaviors and activities that are taught to provide smooth, uninterrupted class operation. When students know exactly what is expected of them in a variety of situations, the time saved can be spent teaching rather than organizing or disciplining.

Develop, teach and enforce a specific routine for these basic situations:

- Passing papers
- Leaving to go to the restroom
- Sharpening pencils
- Heading of papers
- Getting supplies and books
- Working in small groups
- Dismissing the class
- When assignments are complete
- Putting away materials
- Safety routines
- Taking attendance

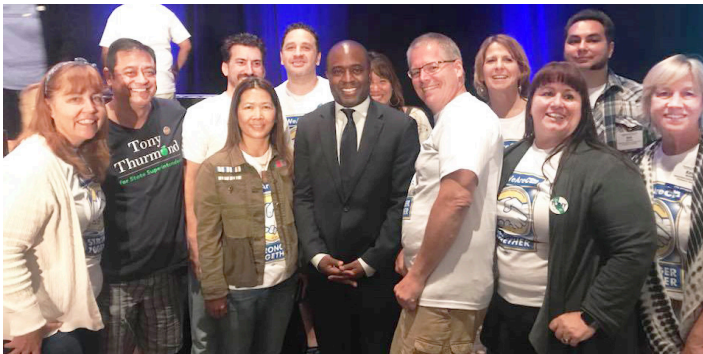
Administrative procedures

- What are students to do while roll, lunch count and administritivia are completed?
- What are the procedures for students who are tardy, have excuses, or leave early?
- What are the routines for hall and playground behaviors, such as lining up, walking in the halls, passing time, lockers, lunchroom, restrooms?
- What are the school or district procedures that must be followed?

Adapted from NEA's "I Can Do It" classroom management training module, developed by CTA.

ELECTION PREP

*Thurmond is the champion
public education needs now*



Tony Thurmond, center, meets with educators at CTA's Presidents Conference in July. Photo: Sergio Martinez

THE RIGHT PEOPLE in state and local office can make a big difference in students and educators' lives. So it is critical that on Election Day, Nov. 6, voters elect Tony Thurmond for state superintendent of public instruction.

A victory by Thurmond would ensure that public education and public school students and educators have a champion and a strong leader in the coming years. "He will make our students and schools a top priority and continue to fight for the rights and future of all educators," says CTA President Eric Heins.

"Every time Tony speaks, he speaks to me, he speaks to our students," says Ann Katzburg, president of the San Ramon Valley Education Association, who heard Thurmond's speech at CTA's Presidents Conference in July. "I feel he has the pulse of public education and what is necessary for our students in our state."

Members are also working hard in other critical races and ballot initiatives, Heins says. "From our local school boards up to the governor's office, our members campaign, contribute, phone-bank and go door-to-door on behalf of the people who believe in our public schools and colleges."

For election and voter information, and how to get involved, see cta.org/campaign. #VotePublicEd

CTA recommends the following candidates for statewide office. (For local races, check your Voter Guide at cta.org/campaign.)



GAVIN NEWSOM for Governor
gavinnewsom.com



TONY THURMOND for State Superintendent of Public Instruction
tonythurmond.com



ED HERNANDEZ for Lieutenant Governor
edhernandez4ca.com



XAVIER BECERRA for Attorney General
xavierbecerra.com



ALEX PADILLA for Secretary of State
alex-padilla.com



BETTY YEE for State Controller
bettyyee.com



FIONA MA for State Treasurer
fionama.com



RICARDO LARA for Insurance Commissioner
ricardolara.com



MALIA COHEN for Board of Equalization Seat 2 electmalia.com
(No recommended candidates for other BOE seats)



For election and voter information, and how to get involved, see cta.org/campaign. #VotePublicEd

CTA's positions on the November 2018 ballot initiatives:

YES ON PROPOSITION 4

Issues \$1.5 billion in bonds for Children's Hospitals.

NO ON PROPOSITION 5

Revises the process for home buyers who are age 55 or older or severely disabled to transfer their tax assessments, potentially eliminating hundreds of millions of dollars from the state general fund.

YES ON PROPOSITION 10

Supports affordable housing by allowing local governments to regulate rent and cap the amounts that may be charged to working families.

NO ON PROPOSITION 11

Allows ambulance providers to require and compel workers to remain on call during breaks.

Xavier Becerra with CTA members at Summer Institute, including CTA President Eric Heins (left) and Vice President Theresa Montaño (right). Photo: Mike Myslinski



XAVIER BECERRA: THE WARRIOR

CALIFORNIA ATTORNEY GENERAL Xavier Becerra, who is running for the same office this November, spoke at CTA's Summer Institute at UCLA on Aug. 2. He thanked teachers for "always being there for students," including him.

Born in Sacramento and the son of immigrants — a construction worker and a clerical worker — Becerra was the first in his family to attend a four-year college. "Thank you for teaching me, nurturing and pushing me, and letting me be here," he said. "There is nothing like an education. The majority of low-income students in our state are outearning their parents. That kid was me."

Becerra, the first Latino attorney general in state history, has long been an advocate for working families. Since taking office in 2017, he has taken the Trump administration to court to defend the Affordable Care Act and the DACA (Deferred Action for Childhood Arrivals) program. He's led the fight against the discriminatory Muslim travel ban, the Environmental Protection Agency's illegal delay of air quality standards, and the plan to build a wall along the California border.

He spoke of the need for all of us to fight for our rights. "This is a time for pit bulls, not poodles. When they come after our immigrant families, our clean air, workers' rights, we need pit bulls. We need ninja warriors."

Before becoming attorney general, Becerra served the people of Los Angeles in the U.S. House of Representatives, where he chaired the House Democratic Caucus and the Congressional Hispanic Caucus, and was the first Latino on the powerful Ways and Means Committee. He graduated from Stanford University in 1980 and received his juris doctorate from Stanford in 1984.

THE RECOMMENDATION PROCESS

CTA INTERVIEWED candidates for statewide office in a democratic and member-driven process over a two-day period. Interview teams, composed of 30 CTA leaders and members from throughout the state, evaluated candidates on a variety of criteria. The criteria are available at cta.org.

LEGISLATIVE UPDATE

Future Educators Join Efforts to Kill Bad Bill

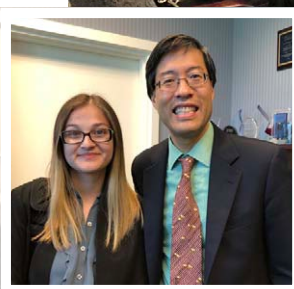
CTA and Student CTA activism helped kill Assembly Bill 1220 by Assembly Member Shirley Weber (D-San Diego) in July. The bill would have lengthened the probationary period for educators from two to three years.

Probationary teachers, paid less than teachers with due process protections, are at-will employees who can be dismissed without citing cause at any time. In addition to the hardship that extended probation would have caused new educators, it has a significant impact on students. Also, AB 1220 would have discouraged prospective and aspiring educators from entering the profession at a time when California faces a severe teacher shortage.

Among other efforts, the 14-member Student CTA board rallied colleagues to post their opposition to AB 1220 on social media and spread the word with strategic tagging. SCTA President Miyuki Manzanedo joined a CTA lobbying team in Sacramento in June, meeting with various legislators.

Manzanedo says she made her point at every single meeting, reminding legislators of AB 1220's impact on the teacher shortage: "As it is, aspiring educators have to take all these assessments and pay all this money to get their credential and become an educator. Finishing your third year of teaching and being let go without any explanation would be very disheartening. Due process is very important — how can you improve as a new educator if you're not told where there is room for growth?"

CTA members meet with state Sen. Richard Pan (far right, next to one of his staffers). From left: Miyuki Manzanedo, Charles Shannon, Lisa Hickman, Alexandra Condon, Don Stauffer. Photos: Erika Sizemore



"Due process is very important — how can you improve as a new educator if you're not told where there is room for growth?"

—Student CTA President **Miyuki Manzanedo**

AB 1220 was withdrawn from consideration by Weber. "I'm glad that the community and legislators understood that the bill would hobble the profession," Manzanedo says.

Transparency, Accountability in Privately Run Charters

- AB 276 by Assembly Member Jose Medina (D-Riverside) clarifies that charter schools and charter management organizations must comply with the Brown Act and other transparency laws.
- AB 1871 by Assembly Member Rob Bonta (D-Alameda) requires that all low-income charter school students have access to at least one free or low-cost meal each school day.

At press time, both of these CTA-co-sponsored bills had been referred to the Senate Appropriations suspense file. We hope they will be brought onto the Senate floor for a vote.

State Budget Delivers \$9 Billion Surplus, Funding for Public Schools

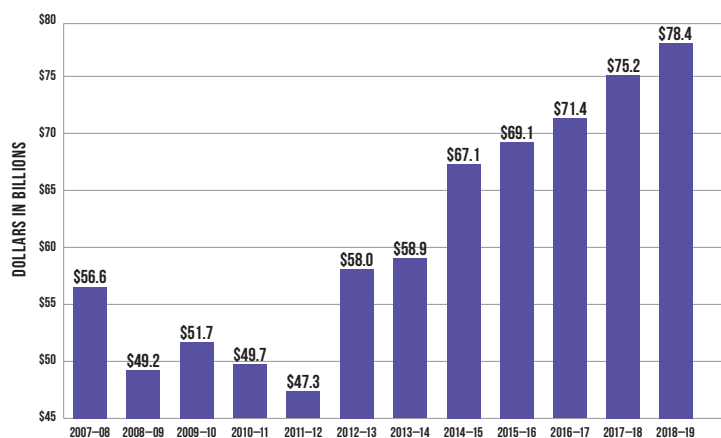
CTA President Eric Heins praises the adoption of the 2018-19 state budget, which he says makes good on a long-standing commitment to California's students.

"With this budget, the state is looking at a \$9 billion surplus by the end of the fiscal year, fully funding the Local Control Funding Formula two years ahead of schedule, with millions more in funding for higher education and much-needed funding for health and human services, which begins to address the homelessness crisis impacting our students and our communities," he says. "Also significant is the certification of the Proposition 98 minimum guarantee and the continuous appropriation of the LCFF. This ensures certainty for educators and students in future years."

The budget includes one-time funding for much-needed beginning teacher induction during the state's critical teacher shortage, including \$75



PROPOSITION 98 REVENUE 2007–08 TO 2018–19



Prop. 98 guarantees a minimum level of funding to be spent on K-14 education. The amount is determined by a formula that depends on student enrollment and such factors as growth in per capita personal income and state General Fund revenues.

million for a Teacher Residency Grant Program.

“We must do everything possible to attract the most qualified to our profession, and then support and retain them as they begin their career,” says Heins. He also notes the increases in funding for special education, school safety, the

state preschool program, and child care and health care for low-income families.

Heins credits Gov. Jerry Brown for his leadership in helping pass Propositions 30 in 2012 and 55 in 2016, which laid the groundwork for the increased revenues leading to today’s surplus. He notes that even with these increases, however, California ranks 44th in the nation in per-pupil funding.

“We must do everything possible to attract the most qualified to our profession, and then support and retain them.”

—CTA President **Eric Heins**

“It’s clear we still have more work to do to increase per-pupil funding, but we are now moving in the right direction.”

On June 27, in addition to signing off on the state budget, Brown signed SB 866, a trailer bill prohibiting government agencies such as school districts from publicly disclosing information about the site and time of new employee orientations. It also mandates that unions, not employers, collect forms workers use to join a union or cancel their membership, and that employers respect union preferences in collecting dues. Other language requires employers to negotiate with unions if they want to communicate with workers about their right to join or not join a union.

The Legislature will recess in September. The swearing in of new legislators takes place in December, and the session resumes in January. ■

Building Power Together

In the wake of the *Janus* ruling, unions counter right-to-work campaigns aimed at California’s public-sector workers

By **Bill Raden**

A MONTH BEFORE the U.S. Supreme Court’s June 27 *Janus v. AFSCME* decision, which struck a blow against public-sector unions, all 35,000 teachers in the Los Angeles Unified School District found personally addressed notes concerning their union, United Teachers Los Angeles, with the subject line “UTLA’s new ‘irrevocable’ membership card.” The message had been sent on the district’s computer messaging system.

Sent by “Jami” on behalf of the stridently anti-union Freedom Foundation, the email warned of the “fine print” on UTLA’s new “*Janus*-proofed” membership authorization form. “Be aware of UTLA’s financial motivation before granting them the power to garnish your wages indefinitely,” it cautioned before inviting recipients to “pay less” by becoming an agency fee payer. (Agency fees are non-dues moneys collected from all employees to cover the costs of union operations, including contract negotiations.)

A second letter, sent by Amanda Burke of the Betsy DeVos-funded Mackinac Center for Public Policy, arrived in teachers’ inboxes on the very day of the *Janus* ruling.

“We don’t necessarily believe that just because there are a considerable number of individuals who have not opted out of their union means that that is their express desire,” said Mackinac’s vice president of strategic outreach, Lindsay Killen. “So we want to make sure that we get them the information that they need.”

The emails are just part of the digital and door-to-door campaigns that anti-union groups have in store for California’s government workers. Yet unions have been preparing for *Janus* for several

“The plan is to talk with every single member in our union every year about what the union means, and about recommitting to our union and our fight for public education.”

—Grace Regullano, UTLA

years, and the response from organized labor might represent a paradigm shift that could transform public-sector organizing in the post-*Janus* world. California has already erupted in a virtual fever of union organizing and membership-building unseen since the public-sector labor movement's formative heyday in the 1960s and '70s.

“The plan is to talk with every single member every year about what the union means, and about recommitting to our union and our fight for public education,” explained UTLA's strategic research and analytics director Grace Regullano. “It's not just that you give us money and we go do the work for you. It's that we are building power together.”

“[*Janus*] is lighting a fire under us,” said Los Angeles County Federation of Labor's organizing director, Chloe Osmer. “It's put us at a crossroads of sorts. We understand that because of the attacks on our resources and budgets, we have to do things differently.”

The actions are paying off. In 2016, 82 percent of UTLA members voted to raise their annual dues by about a third, to \$1,000. Though Regullano wouldn't share specific numbers for UTLA's ongoing “All In” membership campaign (“to deny the Mackinac Center and the Freedom Foundation a roadmap”), she estimated that organizers had successfully “cut in half” the number of fee payers who had opted out of joining UTLA before the campaign.

That jibes with the net membership gains reported around the state by other organizing efforts.

If public-sector organizers have an ace in the hole, it may well be public employees themselves. Said Osmer, “The idea is not just ‘Let's go out and sign up people

to join the union,’ but ‘Let's identify and recruit new leaders within existing union members and strengthen our network of member leadership.’ ... How do we do it in a way that really builds long-term capacity and strength for the labor movement?”

The Mackinac Center and Freedom Foundation are betting that unionized workers, now “freed” by the Supreme Court, will behave like neoliberal “rational actors” by defecting en masse from dues-paying to free-riding, thereby bleeding the unions. But the recommitment successes California organizers claim to have racked up suggest that the language of the marketplace might be an alien tongue for a workforce in public service.

San Francisco's International Federation of Professional and Technical Engineers (IFPTE) Local 21 member Anna Roche is a special projects manager for the city's Public Utilities Commission, working on climate change-related issues. But she began her career in the private sector as an environmental biologist until a stint as a Peace Corps volunteer made it personally impossible for her to return.

“Dealing with clients that only cared about making money and didn't have any interest in protecting the environment wasn't very fulfilling for me,” she reflected. “I feel a greater sense of pride and fulfillment knowing that ... we're doing important work to protect the city against changes related to climate change.”

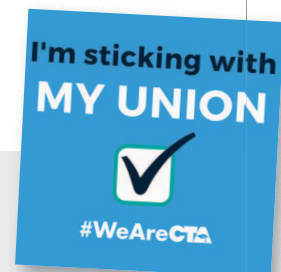
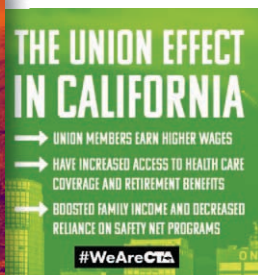
As a volunteer organizer for Local 21's “Conversations and Cards” campaign, Roche is at the center of one of California labor's most successful post-*Janus* recommitment drives. The campaign claims it has already increased her local's dues-paying membership 11 percent from pre-*Janus* levels to today's 91 percent.

“My experience is that people will readily sign, because they're already union members and they get it,” Roche said. “I understand that people have [problems] with unions, but you have to look at the overall good. The facts are that people that are represented by unions tend to do better in terms of salaries and benefits and treatment.”

For IFPTE's organizers, the stakes are summed up by Flint, Michigan, a city stripped of a robust public sector and laid bare to privatizers. Flint's lead-contaminated water disaster was notoriously abetted by Republican Governor Rick Snyder's widely condemned emergency manager legislation, drafted with Mackinac Center help. The irony that the same money from Mackinac's billionaire funders (Betsy and Dick DeVos, the Walton family, the Koch brothers) is also behind *Janus* and California's union-busting campaigns is not lost on IFPTE or Ken Jacobs, chair of UC Berkeley's Center for Labor Research and Education.

“Unions have been a central voice in stopping privatization, the central voice in assuring quality public services,” observed Jacobs. “Look at the Koch brothers, who have been funding both the anti-union efforts with other billionaires and conservative foundations — their long-term goal had been to destroy public services and shrink government. So unions are an essential part of our democratic system, our democracy.” ■

This abridged story originally ran in capitalandmain.com. For the full version, go to CaliforniaEducator.org. To learn how to fight back against privatizing efforts, turn the page.



#UNIONSTRONG

Say YES to your union!

CTA HAS A long and distinguished record as a champion for public education, educators and students. It has made sure educators have a voice in teaching and learning, and a seat at the table to negotiate better learning and working conditions, as well as fair wages and benefits.

These days, CTA and its partners are standing up to corporate CEOs and billionaires seeking to privatize and profit off public education by weakening our union.

In fact, it's never been clearer that unions such as CTA are critical to our future. Unions promote fairness and equality for working men and women and their families, collectively enabling us to counter corporate special interests that have rigged the economy in their favor.

"For 155 years, CTA has been standing up for working people, our students and the communities we serve," says CTA President Eric Heins. "We've always stood firmly in the way of those wanting to make profits out of public education coffers. And we always will."

Despite the recent U.S. Supreme Court decision in *Janus v. AFSCME*, which overturned a 41-year-old ruling allowing fair share fees, CTA will continue to advocate for all students, for public education, and for educators and their families.

Stand with CTA and spread the message. Go to cta.org/unionstrong for social media shareables and posters you can use to let others know: "I'm sticking with my union!"

CTA's Advocacy

Learn more about CTA's track record of advocacy at cta.org/150. And get the tools and resources you need, such as the posters above, to fight for public education at cta.org/unionstrong. [#unionstrong](https://twitter.com/unionstrong)

Fight Back Against Privatizers

IN MOVES THAT are anti-worker and anti-student, public school privatizers are aggressively working to dismantle the employment rights of public school teachers in California and throughout the country.

The Mackinac Center for Public Policy, with its "My Pay My Say" campaign, has been flooding public school teachers nationwide with emails advising them how to leave their unions. The Freedom Foundation has taken out Facebook ads targeting CTA members to drop their union membership and sent representatives door-to-door to convince them.

These organizations, along with Choice for Teachers, the California Association of Educators, and the California Teachers Empowerment Network, are fronts for public education privatizers who want to weaken our union.

"Some groups will try to discredit us and confuse you," says CTA President Eric Heins. "Don't be confused. Stand with us for students and the middle class."

In states where these forces have taken away the freedoms of union members, salaries are lower, pensions are diminished, and rights are stripped away.

DON'T BE FOOLED

- Beware of emails, Facebook ads, websites and people dispensing false and misleading information.
- Research where the content is coming from.
- Talk to colleagues and members about deceptive campaigns and information, and spread the facts and truth instead.
- Report contacts to your chapter leader or CTA staff person.
- Learn how to mark fallacious email as spam and report it, and get more resources and tools, at cta.org/unionstrong.

Always Prepared

CTA's Political Academy helps chapters learn the tools of engagement

By Cynthia Menzel



The Mt. San Antonio College Faculty Association team at this year's academy. The team is now making plans to elect pro-community college board members.

NEARLY 150 EDUCATORS attended CTA's Political Academy April 27-29 in Sacramento. Local chapters sent teams of teachers and college faculty to the event.

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

It offered something for everyone, said Lorraine Richards, Montebello Teachers Association. "Sessions included precinct walking, phone banking, use of social media, how to understand all the required paperwork, and how to assess pro-public education candidates and voters."

Participants also learned about CTA's political action committee, the Association for Better Citizenship (ABC), of which Richards is a member. Through voluntary donations from CTA members, ABC provides financial resources to support local school bond, school board and county elections.

Educators are able to make sure their voices are heard through their contributions to ABC.

First-time participant Karen Lord-Eyewe, Association of Pleasanton Teachers, took the treasurer's training and said she found it to be "scary" — mostly because she wants to do the job right. She said she now has a better understanding of why having a local PAC is important, and of the whole endorsement process, including

researching candidates and what they stand for.

Take the race for superintendent of public instruction. Tony Thurmond, Lord-Eyewe said, is the logical choice because he supports public schools, while his opponent is more interested in charter schools. "Why elect someone who wants to take public money and put it into private charters? Why let someone get elected who wants to make money off public schools just because you don't want to be politically involved? We're all part of the process."

Ruby Baker, Chula Vista Educators, said the good working relationships in her district is the result of a positive election campaign. Her chapter worked hard walking precincts, phone banking, and supporting candidates who are "pro-student, pro-teacher and pro-community."

Educators also actively collaborate with the district. "We have a fantastic school board. If we email school board members, they respond. The superintendent is thrilled with

the communication. Our teaching and learning conditions are more enjoyable." ■

"Why let someone get elected who wants to make money off public schools just because you don't want to be politically involved? We're all part of the process."

—Karen Lord-Eyewe,
Association of Pleasanton Teachers

Keep an eye out for CTA's 2019 Political Academy and learn about other CTA conferences and events at ctago.org.





Fourth-grade teacher and CTA member Jessica Smith testified at the CalSTRS Investment Committee meeting in July.

CalSTRS and Prisons

As the immigration crisis continues, CTA asks CalSTRS to clarify its investments

By **Dina Martin**

AT THE REQUEST of CTA and other teachers organizations, the California State Teachers' Retirement System (CalSTRS) is reviewing its investments in private prison companies to make sure they are following the law in the ongoing immigration crisis.

The action follows a letter from CTA President Eric Heins to Dana Dillon, chair of the CalSTRS Teachers' Retirement Board. Educators around the country have voiced their concern and outrage over the last few months about thousands of immigrant children from Central America separated from their parents by U.S. Immigration and Customs Enforcement (ICE) under the presidency of Donald Trump. CTA, along with the National Education Association, has joined in that expression of outrage.

"The California Teachers Association is deeply troubled by the recent events unfolding at the national level regarding family separations, the detention of families, and most particularly the detention of children by Immigration

and Customs Enforcement. It has come to our attention that CalSTRS has two private prison contracts with CoreCivic and GEO Group, which both have family residential centers that are housing families that have been detained by ICE," Heins wrote.

"These prisons are what we as educators are fighting against every day in our classrooms. We urge you to divest."

—**Jessica Smith**,
Moreland Teachers
Association

CTA requested that CalSTRS chief investment officer Christopher Ailman verify that the companies are following the law, not only to protect CalSTRS from future fiscal harm should legal costs impact future returns, "but more importantly, to ensure that your investments reflect your stated investment beliefs."

In a written statement, Ailman said that according to latest engagements with the two companies, CalSTRS staff confirmed that neither is involved in separating children from their families.

Tough questions

In his letter on behalf of CTA, Heins submitted more than 30 questions

for CalSTRS staff to review. Questions ranged from the length of time children have been detained in facilities operated by CoreCivic and GEO Group to improvements in investment policies that CalSTRS can undertake.

CalSTRS stakeholders, who are members of CTA and the California Federation of Teachers, testified at the CalSTRS Investment Committee meeting on July 20 in West Sacramento. They addressed comments to Committee Chair Harry M. Keiley, member of the Santa Monica-Malibu Classroom Teachers Association.

Some urged the board to completely divest from private prison companies, while others urged CalSTRS to engage with the companies to force them to end contracts they may have with ICE.

Representing Moreland Teachers Association in San Jose, fourth-grade teacher Jessica Smith said, "The growing accusations of abuse and neglect coming out of these centers are causing permanent development issues in children they are housing. These prisons are what we as educators are fighting against every day in our classrooms. ... We urge you to divest."

CTA legislative advocate Jennifer Baker urged the board to conduct a speedy investigation.

"If the companies have informed you that they are following the law, we say, 'Prove it,'" Baker said. "Our members as well as our board have spoken very loudly in regard to private prisons that we do believe the private prison industry is profiting off the incarceration of the very children that our members are educating."

Ailman informed the CalSTRS Board that staff will review policies and procedures, as well as visit facilities to see firsthand how they comply with policies, laws and standards. Findings of the review are expected to be reported at the CalSTRS Board meeting Sept. 19-21.

A separate letter from Heins requesting a similar review was sent to the California Public Employees' Retirement System (CalPERS) on July 26. ■

Bargaining Roundup

Details of these stories at cta.org/bargainingupdates

By Ed Sibby #OurVoiceAtTheTable

Banning Teachers Association members (with CTA Vice President Theresa Montaño, in black).



Banning: Strike Settled

Banning Teachers Association members went on a three-day strike beginning Aug. 8, the first day of school. Banning teachers were unhappy over contract violations and an unfair labor practice by Banning Unified School District.

BTA and the district reached a settlement on the evening of Aug. 10.

BTA has been battling the district over student resources, contract issues, salary negotiations, and competitive pay to attract and retain qualified teachers for the Banning community.

"For two years, BTA has attempted to work collaboratively with Superintendent Robert Guillen on decisions affecting teachers, students and our community," said BTA President Anthony Garcia before the strike. "Unfortunately, our professional voice has been continuously ignored by the Banning school board, and the climate has turned toxic. How many times must we lose 20 percent of our educator workforce before we hold leaders accountable?"

The final straw came when the

district unilaterally implemented a one-hour increase to the workday for teachers at Nicolet Middle School — without negotiating with BTA or communicating to the teachers.

BTA filed an unfair labor practice charge in July 2017 and sent cease-and-desist letters, which were ignored by district officials. In early August, members voted to strike.

Garcia says the tentative agreement calls for \$300,000 to be split among Nicolet teachers for the additional instruction time last year, which works out to \$6,000 each. The district will also cut the extra instructional time to 20 minutes per school day.

In addition, Garcia says, three days will be added to the school year to let students make up for lost time and teachers recoup lost salary from the strike.

CTA President Eric Heins expressed CTA support for Banning educators during the strike. "Thank you for standing up for your profession and for your students. It's not an easy decision to go on strike, but when we feel we need to stand up for what's right, we do."

"How many times must we lose 20 percent of our educator workforce before we hold leaders accountable?"

—BTA President
Anthony Garcia

Parents and the community embraced their educators during the strike and provided support during emergency school board meetings and rallies, even marching on the district to demand an audience with the superintendent to resolve the issues that led to the strike.

National City: Seeking a better deal

Bargaining between the **National City Elementary Teachers Association** and the National School District for 2018-19 has commenced. NCETA members remain committed to a better deal for students and teachers.

In late May, after months of stalled negotiations, NCETA members stood together to demand a fair settlement. With a 90 percent strike authorization vote for both the 2017-18 reopeners and the 2018-19 successor agreement, they demonstrated their resolve and forced the district back to the table.

NCETA settled 2017-18 with a 2 percent on-schedule salary increase, a \$1,000 increase in the health benefits cap, and workload language providing teachers more time to plan and prepare.

Tonya McQuade, far left, with some of the students who worked on this year's e-book.

Author, Author!

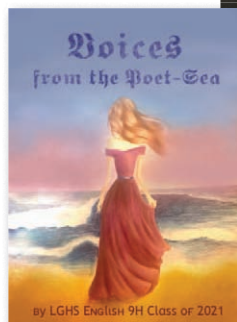
Students discover rhyme and reason through published e-books

By Sherry Posnick-Goodwin

Tonya McQuade's students at Los Gatos High School are just freshmen, but they are published authors who can express their thoughts and feelings in deeply moving ways.

Her English 9 honors classes recently released their fifth annual poetry e-book, *Voices from the Poet-Sea*, with nearly 200 poems from eight classes, embellished with student artwork. Classes taught by Kathleen Wehr and Zachary Davison-Wilson also contributed poems for the project.

"I want to give students an opportunity to share their voices with a much larger audience," says McQuade, a member of the Los Gatos-Saratoga Joint Union High School District Teachers Association. "Poetry is a powerful way for students to express themselves emotionally and show their parents and the community how thoughtful they can be. I love seeing them shine in a new light."



thoughts, emotions and humor into poems on a variety of topics including love, family and friendship. In a reflection of the times, many poems focus on the political climate, social justice issues, and the need to prevent gun violence in schools.

Published through Smashwords, a Los Gatos-based company that is the world's largest distributor of independent e-books, the publication is available for purchase through Apple iBooks, Barnes &

In this year's e-book, students pour their



Zachary Davison-Wilson

Noble, Smashwords, Amazon, and Kobo.

"The best thing is that Smashwords is free for any teacher," says McQuade. "All you have to do is go to their website and find guide words to get you started. Within a week you can have your book available for the public."

The students are more than just poets and artists. They spend several weeks editing, designing, creating and marketing their own product to gain inside knowledge about book publishing, under the guidance of their teacher. The students work together in



Los Gatos High School students at the party celebrating the e-book's publication.

How Educators Can Help Students Publish

SINCE 2014, Tonya McQuade has helped over 600 students become published authors — at no cost to the school or the students. She and her students use Smashwords, an e-book publishing and distribution platform for self-published authors and independent presses.

Smashwords offers an informative podcast series, and in a recent episode, founder Mark Coker celebrates Los Gatos High School and McQuade. He describes how educators and their students, no matter where they are located, can professionally produce, publish, distribute and promote an e-book. He says that when educators collaborate with their local libraries, the impact and results are even better. To hear the episode, go to smashwords.com/podcast/16.

The podcast page includes links to related documents and articles, including Tonya McQuade's project assignment to her class and list of team responsibilities. There is also a link to *Windows to the Teenage Soul*, the first poetry anthology published by Los Gatos High students. The e-book's appendix describes how other schools can take on their own publishing projects.

"I want to give students an opportunity to share their voices with a much larger audience. I love seeing them shine in a new light."

— **Tonya McQuade**, Los Gatos-Saratoga JHSD Teachers Association

five teams — editing, layout and design, art and photography, marketing and publicity, and event planning — to learn real-life skills.

"I love seeing it all come together," says McQuade. "And they gain a strong sense of accomplishment in the process."

The students held a book launch party in May and reached out to local television and radio stations and the community via social media to promote the event, which featured emcees, poetry readings, "Student Choice Awards" and accolades from faculty. Approximately 200 students, parents and community members attended, with food and drinks donated by parents and decorations and programs created by students.

"Being part of the event planning group made me feel like I was really in a team setting," says student Donya Behroozi. "Being able to present in a crowd was a good skill for me to practice. Our

poetry writing got much better, and we learned real-life skills to use later on in our adult years."

Joelle Elliott, a member of the layout and design team, also enjoyed the project. "Everyone gets to participate and publish their own poem. At the end of the day, it's great to see how the classes came together to create a book of all different voices and ideas. Also, I enjoyed getting a chance to read everyone's poems."

A teacher for nearly three decades, McQuade has always loved poetry. But she is aware many students dread the unit, until they realize poetry offers them a unique opportunity for self-expression and a means to work through emotions including anxiety, depression and grief. Many students who initially said they were incapable of writing poems have come to love it, and have turned in amazing work, she says.

"It's a way to express your emotions without needing to make sense," says

student Lilly Schirmer. "It takes over your whole body and transforms your way of thinking"

For student Sophie Adams, "Poetry allows me to express what I cannot bring myself to say."

McQuade shares with students that some famous bestsellers — including *The Martian* by Andy Weir, which became a hit movie — began as online books.

"E-books give you the freedom to be in control of what you publish — and to get it done quickly," she explains.

Some students, including Koo-sha Azim, were so energized by the experience they want to continue publishing e-books.

"These skills have inspired me to create e-books about entrepreneurship," he says.

Publishing an e-book is a lot of work — especially with multiple classes — but it's worth it for McQuade, because the project motivates students and energizes her teaching, she says.

"I encourage any teacher with a passion for writing to take it on." ■



Kathleen Wehr



BRINGING ALL STUDENTS INTO DISCUSSIONS

How to foster meaningful class discussions where even reluctant students share their insights

By Jori Krulder

▶ AT THE BEGINNING of the year, there's that small core of students who love to offer their opinions, eagerly raising their hands and sharing their often brilliant insights. There's also that much larger group of students who are perfectly satisfied to sit back and listen to the same four or five students in every discussion.

Over the years, I've worked to bring more of my students into the conversation, and doing so has become one of the most important ways I help my students develop essential communication and thinking skills.

DISCUSSION VS. DEBATE

I begin our pursuit of discussion with... a discussion.

The class reflects on and talks about the following questions: "What's the difference between a discussion and a debate? What is the purpose of each?"

Students are quick to realize that the goal in a debate is to win an argument, but when it comes to identifying what people in a discussion are trying to do, they struggle a bit. I tell them the goal of a discussion is to understand rather than win, so the tactics are different. When you're seeking to understand another person's ideas, being able to listen

actively and question in a way that furthers the conversation is more important than focusing only on expressing your own opinion.

We establish a simple list of guidelines for effective discussions such as "Look at the speaker," "Wait for the person speaking to complete his/her thought before you speak," "Speak one at a time," and spend some time practicing them. I once assumed that students knew how to have a respectful, productive discussion, but it turns out that this is one of the most valuable skills they can learn and practice in school.

"Fishbowl" is a technique I've found that works well with my less experienced students. A circle of four chairs is placed within a larger circle.

Students take turns moving to the inner circle for a brief, focused discussion while the rest of the class watches from the outside circle. The discussion participants then move back to the outer circle to reflect with their peers on what worked well in the discussion and what they'll seek to improve.

The power of fishbowl and similar formats comes from that reflection: Students focus not only on the topics they're discussing but also on how well they and their classmates are practicing discussion techniques that facilitate understanding.

INVITING QUIET STUDENTS INTO THE DISCUSSION

There are many reasons students don't voluntarily join class discussions — some are introverted, while others may feel discomfort with a particular subject area or have difficulty processing information, for example. Or they may be experiencing problems unrelated to class.

However, students are often much more engaged when they have a voice in class, and their contributions benefit everyone. Here are some easy-to-implement ways to give students more opportunities to be a part of the conversation.

- **Write first, then discuss:** One of the reasons some students don't participate in class discussions is the time it takes to process their thoughts. I've found

Students are often much more engaged when they have a voice in class, and their contributions benefit everyone.

Continued on page 56 ▶



Honing Students' Speaking Skills

Guidelines for teaching all students to speak credibly and confidently

By Heather Wolpert-Gawron

IT'S BEEN A long time since schools focused solely on the three R's — reading, writing and arithmetic. Along the way, we realized that there's so much more that defines a successful student and citizen, and that schools play a central role in training students to improve on a multitude of skills and abilities.

As outlined in the State Standards, for example, we are now tasked to teach a set of speaking skills. More and more businesses are citing the ability to speak and communicate comprehensively as vital skills in both hiring and professional success. For K-12 teachers, this means more targeted lessons focused on oral presentation and verbal assessment.

The fear of public speaking, or glossophobia, strikes almost 80 percent of our general population. Throw in our country's percentage of English learners, which ranges from 10 to 25 percent of our K-12 population (depending on the state), and you have an issue that requires precise scaffolding to help prepare our students to hit grade-level speaking expectations. So how can we challenge students to improve their oral presentation skills?

Striving for equity

I used to use TED talks as my oral presentation template, as many teachers do. As an English language arts teacher and recently retired coach of one of the largest middle school speech and debate teams in the country, I've relied on TED talks for both exemplars and research. But I found that despite my scaffolds, there was still a great divide in final presentation quality between those who could and those who couldn't. Enter Ignite Talks.

TED and Ignite talks have some similarities, but it's their key differences that have worked out better for my high- and low-ability

Structure for a TED Talk

The TEDx Speaker Guide says there are many possible structures for their maximum-18-minute talks, but the following one works well:

1. Start by making your audience care, using a relatable example or an intriguing idea.
2. Explain your idea clearly and with conviction.
3. Describe your evidence and how and why your idea could be implemented.
4. End by addressing how your idea could affect your audience if they were to accept it.

The guide says that whatever structure is decided on, remember the primary goal is to communicate an idea effectively, not to tell a story or to evoke emotions. These are tools, not an end in themselves. Also remember that structure should be invisible to the audience. In other words, don't talk about how you're going to talk about your topic — just talk about it!

learners, native speakers, and English learners, and for both extroverted and introverted students.

Here's what these speech platforms have in common: They both use the format of advocacy: hook, background information, evidence, and a call to action. And they both blend writing genres — memoir/anecdote, argument/persuasive, and informational/expository — rather than segregate them.

And here's how they differ: Ignite Talks include specific timing and pacing guidelines, where TED talks do not. These guidelines, I find, work to bring out the best in all learners, leveling the playing field for students. In fact, with the Ignite Talks rules, I found that students who liked to talk were forced to be more concise. And those who were fearful really only had to muster their courage for a short, set period of time.

Ignite Talks break down as follows: 20 slides, with 15 seconds per slide = 5 minutes.

The slides are set to advance automatically, and because of this, they must be highly visual. So, there's an opening to teach symbolism as well as how to find and

Continued on page 56 ►

► DISCUSSIONS *Continued from page 54*

that by giving students just five minutes to write down their ideas about a question or topic before we talk, I get many more willing to participate and a much richer discussion.

- **Offer small group discussions:** I often have students turn and talk to a partner or two before bringing the discussion to the whole class. This gives them time to articulate their ideas in a low-pressure setting, and they have more confidence when it comes time to share with the larger group.
- **Incorporate random selection:** Early in the school year, I have students write their name on a Popsicle stick and tell them I'll use these to choose random people to contribute in our discussions from time to time. I explain to them about how shy I was when I was in high school and how, even though I rarely participated in class discussions, I had quite a bit to say — and I know that they do, too.

I only use this technique when students have had the opportunity to write about and/or talk with others about the discussion question, because the intent is not to catch them off guard. Students still reluctant to talk when their name is drawn can ask me to come back to them after a few more people have spoken, so they have more ideas to respond to. This gives them the space and time they need to come up with something to say.

- **Try silent discussions:** Go low-tech with a silent discussion. Students write questions at the top of a sheet of paper they tape to their desk or the classroom wall, and then they all move around the room, responding to each other's comments by writing on the papers. All students can be engaged at the same time, and it's a great way to get them up and moving around.

The key to having meaningful discussions in our classrooms is establishing a culture that values all of the voices in the room, and the more opportunities we give students to think, talk, and listen to each other, the more empowered they'll be to join the conversation. ■

Jori Krulder, Teachers Association of Paradise, teaches at Paradise High School. Copyright 2018 Edutopia.org; George Lucas Educational Foundation.

► SPEAKING SKILLS *Continued from page 55*

cite free images. Because of the speed, a speaker cannot rely on the slides as their script; there's no room for bullet points or paragraphs. This encourages students to make eye contact and speak with their back to the screen and not to the audience.

The time limit reminds me of the math homework debate: If students struggle with five problems, why give them 50? And if they can conquer five, well, 50 won't add to their learning. Having students present with a strict pacing structure helps to avoid repetition or babbling from those students who love to talk — or those who are underprepared. A strict pacing structure also helps those students who suffer from presentation paralysis.

Organizing the speech

Sometimes students present independently. Other times, they work in small groups so they can divide up the Ignite Talks' verbal workload. To help them break down the outline of a collaborative speech, I give them a choice in organization.

For the first option, I refer to the five steps for making a pitch like Elon Musk:

1. Name the enemy.
2. Why now?
3. Paint a picture of the promised land.
4. Explain away obstacles.
5. Win them over with evidence.

I also offer an executive summary structure — background information, evidence, recommendations — to simplify a possible outline even further and bring more authentic writing to their presentation.

Both speech structures (Musk's and mine) basically ask the students to provide research and take a strong stance on an issue, but they can select the structure that makes the most sense to them. Either structure helps them to chunk their slides and images.

Before they get started with their planning, I always go over the oral presentation rubric (see tinyurl.com/speech-rubric-HW-G), so there are no surprises. For my most recent project-based unit, I used a speech rubric when my students presented Ignite Talks as superhero leagues, focusing on global issues that they felt passionately needed to be solved. Incidentally, the groups were heterogeneous: English learners presented alongside native English speakers, and it was an equitable success.

Depending on your group of learners, you will decide which works best — TED or Ignite talks. What ultimately matters, though, is that you are taking on the charge of preparing your students to speak credibly and confidently out there in the world. ■

Heather Wolpert-Gawron, San Gabriel Teachers Association, is a middle school teacher and PBL coach. Copyright 2018 Edutopia.org; George Lucas Educational Foundation.

SCREEN TIME

Left to their own devices

WHILE SOME EDUCATORS ban electronic device usage in the classroom, others incorporate them into class research, communication and collaboration. The Yale Center for Teaching and Learning recently noted specific instances where electronic device usage is beneficial for students. Among them:

- **Targeted activities**, including polls and note-taking. Online poll-taking allows instructors to ask questions as a formative assessment to monitor student learning.
- **Shared note-taking**, which may be easier with electronic devices.
- **Student research** on online library databases and other resources.
- **Implementation of active learning exercises** that require access to websites and online tools, to perform such activities as concept mapping and surveys.

Teachers should support students who do not have their own devices, either with school-supplied devices or by sharing with a partner.

The Yale Center recommends that educators announce their policies on electronic device usage in class on the first day of school and multiple times after that. Class syllabuses should also contain clear guidelines, including consequences for violating policy. Instructors who don't want cellphones to be used in their classrooms have a variety of ways to ensure this, including setting up a designated space for all students to put their phones during class.

Apple in Class

APPLE CLASSROOM works in conjunction with Apple Schoolwork, a cloud-based app that lets teachers using iPads in class create and distribute handouts and other assignments, collaborate individually with students, track students' progress, and assign specific activities within apps. Apps that already work with Schoolwork include Explain Everything, Tynker, GeoGebra and Kahoot!; more are expected. Both Classroom and Schoolwork are free at the App Store. See apple.com/education/teaching-tools.



Keeping students focused while on electronic devices By Dina Martin

WITH 140 MIDDLE schoolers on iPads and her classroom curriculum fully digital, Maritza Avila knew she needed a way to keep her students on task throughout her language arts classes each day.

The Oxnard Educators Association member found Apple's Classroom app, a Bluetooth-connected tool that gives her control of student iPads so she can see what's on individual screens.

"With 35 students in a classroom, it's obviously difficult to monitor what they are doing. This allows me to lock their devices into mine," she says. "I use it every day. I love it because it gives me that control."

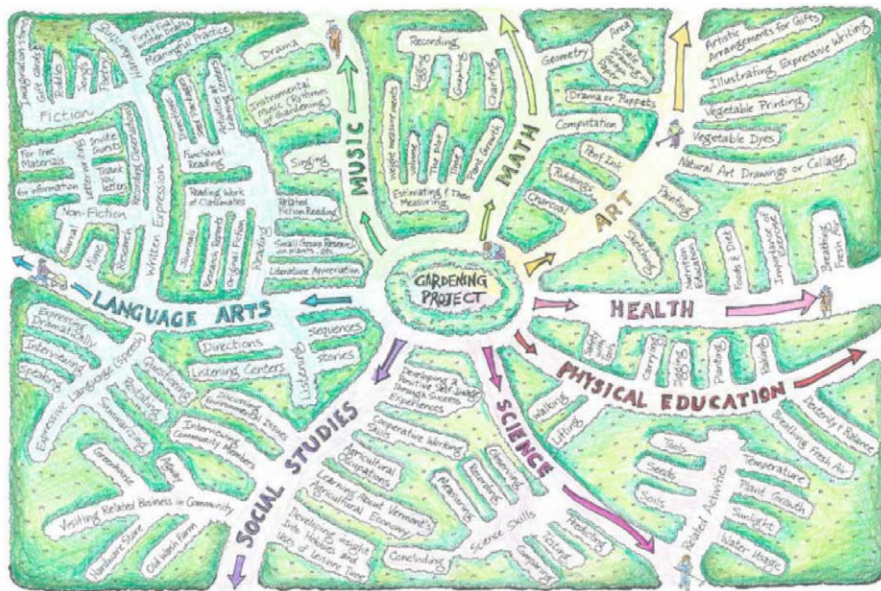
The Oxnard School District started issuing iPads to students more than five years ago, and while there were initial problems with cyberbullying and students downloading games, most students in the district now understand the expectations associated with iPad usage. Avila reports that many elementary teachers in her K-8 school also use the Classroom app, so by the time students reach her seventh-grade class, they are well versed in classroom expectations.

Still, problems do arise occasionally.

"I do have a few students who are tech-savvy enough to get around [the app]," she says. "If they know I am going to lock them in, they will turn off the Bluetooth. But when they see that I will keep coming over to them, they will turn it back on." ■



Maritza Avila



From Slow Food USA School Garden Guide. Adapted from lifelab.org/garden-pathways.

Growing Minds

School gardens yield infinite benefits

A GARDEN ON school grounds can provide abundant lessons for students, and the beginning of the school year is the time for them to start thinking about building and planting one.

Several years back, Anna Cash's fourth-graders at Harrington Elementary School in Oxnard annually planted seeds, turned over soil, and prepped garden beds for bountiful harvests of vegetables, herbs and flowers.

Cash, a member of the Oxnard Educators Association, says each year's crop of eager gardeners posed such questions as "How deep do we plant this seedling?" and "When will we start pulling up the lettuce?" The questions and answers help deepen student learning and experiences.

"With school gardens, we have the opportunity to teach a range of lessons and subjects," says Cash, now a

first-grade teacher. “Students use math, science and biology to measure and track their seedlings. They use language arts to document their work, make observations, and even create presentations for the community, and use art skills to illustrate reports about their crops.”

Community involvement

Seedlings for Harrington's garden were courtesy of Dardorff Family Farms nearby — and demonstrate how community can be involved. The school has since been newly constructed and modernized, including new garden beds, sponsored by Harbor Freight Tools.

“Creating a school garden means you’re connecting with your community.”



Anna Cash

Garden Resources

Life Lab: K-12 lesson plans, activity guides, educator workshops and consultations, lifelab.org

Collective School Garden

Network: step-by-step guidance for garden projects in gaining support and funding, planning, and teaching, csgn.org

U.S. Fish & Wildlife

Service: Schoolyard Habitat Project
Guide, [fws.gov/cno/pdf/
HabitatGuideColor.pdf](https://fws.gov/cno/pdf/HabitatGuideColor.pdf)

KidsGardening:

[kidsgardening.org/
educator-resources](http://kidsgardening.org/educator-resources)

Reading Rockets Activity

Guides: Environment, [readingrockets.org/article/31254](https://www.readingrockets.org/article/31254); Gardening, [readingrockets.org/article/56582](https://www.readingrockets.org/article/56582); The Lorax, [readingrockets.org/article/40787](https://www.readingrockets.org/article/40787)

Our Green World: Children's

books related to gardening,
[startwithabook.org/booklists/
our-green-world](http://startwithabook.org/booklists/our-green-world)

**Gardening Resources From
the USDA: The People's Garden,
peoplesgarden.usda.gov/resources**

says Sharon Danks, author of *Asphalt to Ecosystems: Design Ideas for Schoolyard Transformation*. “You can bring in local volunteers to share their knowledge, and your students learn what’s invasive and what’s welcome in the green world around them, all valuable lessons to take with them.”

Cash See the sidebar for just a few of the resources available to educators interested in starting and maintaining a garden, and garden-related curriculum. ■

A Helping Hand

CTA's Disaster Relief Fund assists in the wake of California's wildfires

By Rachel Warino

AS UNPRECEDENTED WILDFIRES raged throughout California, CTA and its local chapters went into overdrive to help members, students and communities survive and rebuild.

In a matter of days in early August, the Mendocino Complex Fire exploded to become the largest wildfire in modern state history. Dry winds pushed the fire to ravage more than 200,000 acres in the region near Clear Lake. Farther north, the Carr Fire near Redding continued to spread as the local community was preparing to go back to school. Firefighters worked day and night to battle over a dozen fires throughout the state.

Folks who had been displaced or lost everything turned to their union for help, and CTA was there for them.

In Redding, 45 families applied for aid through CTA's Disaster Relief Fund. The fund — paid for through contributions from fellow union members — was created to provide financial assistance to CTA members who have faced significant loss due to disasters in California.

Thirty-five of those applications were from families who suffered a complete loss of their home, according to Gary Connolly, social science teacher at Shasta High School and president of the Shasta Secondary Education Association. Connolly, who taught in the region for 19 years, has been working to get immediate assistance to those in need and get the word out to colleagues about the fund.

"Our executive board met immediately and approved assistance for those in need. Finding folks wasn't easy considering the evacuations and summer vacations, but we are a tight-knit community, and having folks' information

How to Get Help

MEMBERS WHO HAVE been impacted by the fires or have suffered other significant losses can take advantage of CTA's Disaster Relief Fund.

The fund provides four types of grants:

- **Standard:** Up to \$1,500 for significant economic hardship related to damage to the member's primary residence, displacement, or disruption in required utilities.
- **Catastrophic:** Recipients of the Standard Grant may be eligible for up to an additional \$1,500 if damages exceed \$50,000.
- **Temporary Displacement:** Up to \$500 for members displaced from their primary residence because of disaster (for more than seven days), but who do not meet requirements for a Standard Grant.
- **School Site:** Up to \$500 for damage to classrooms.

Any active CTA, Student CTA or CTA/NEA-Retired member in good standing is eligible to apply. To apply, go to ctamemberbenefits.org/drf.

NEA Member Benefits has a new Disaster Relief Program for those affected by FEMA-declared disasters, such as the wildfires in Shasta County. Many NEA MB partners are offering special assistance to members in need. Go to neamb.com/disaster-assistance.htm for details.

Devastation by the Carr Fire in Redding. Photo: California National Guard, Flickr



"Having the union there to help means the world."

—Shasta Secondary Education Association President **Gary Connolly**

on hand through the union helped immensely. Our communication chains were strong before the wildfires, and they are still strong."

After helping dispense immediate cash assistance, Connolly worked with the regional CTA office staff to get the word out about the Disaster Relief Fund.

"Everyone I've talked to about the fund is beyond grateful for the support,"

Connolly says. "The application process is simple and quick, and the local CTA office staff have helped folks fill them out. Those who have lost everything are dealing with so much. I've sat with my co-workers, and I've seen the devastation. Having the union there to help means the world."

At least one elementary school was closed for repairs after experiencing significant damage in the wildfires.

"We're also thinking ahead about kids who have lost homes, too," says Connolly. "We're coming together to make sure they have what they need when they come back to school." ■

LEA's Eli Swanberg-Souza, Marty Dodson and Karin Rowland at the chapter's first event to recruit members to serve as buddies for new colleagues.

A Buddy System

Chapter finds a fun way to engage new and new-to-the-district members

By Dina Martin



AS FAMILIES ESCAPE the high cost of living in the San Francisco Bay Area, districts like Liberty Union High School District just 50 miles east in Contra Costa County are going through their own population boom. Along with an increase in students and schools is rapid growth in the teaching staff, as educators find a more hospitable and affordable environment in the changing rural towns beyond the bay.

As a result, the 400-member Liberty Education Association, based in Brentwood and nearby towns, is looking for innovative ways to engage newer members. Putting their heads together, LEA leaders came up with a simple program to welcome the influx of members who may not be new to teaching

but are new to the district. Even better, the chapter received a \$3,200 membership engagement grant from CTA to help kick off the LEA Friend program (LEAF), which pairs up veteran teachers with newer members to provide a friendly introduction to the district and community.

"New teachers have BTSA [Beginning Teacher Support and Assessment], but we've also been getting experienced teachers who are new to this district," says LEA President Hillary Pedrotti, a Heritage High School English teacher. "We want them to feel part of the community."

LEAF buddies may provide advice and insight regarding the culture of the district, or may be asked questions like: Where do



John Dodson, Lauren Foehr, Jolene Foster and Marty Dodson at the LEAF buddy recruiting event, held in May 2017.



LEA President Hillary Pedrotti

“We want the union to not only have a presence, but to have a positive presence.”

—Liberty Education Association President
Hillary Pedrotti

I find a copy machine? Who do I talk to about ordering supplies? What do you do after school?

Sam Cooper, who teaches world history at Freedom High School in Oakley, says he was made to feel welcome and valued by his LEAF buddies when he relocated from Southern California.

“Having this group to share stories and pick up nuggets of advice is lifesaving. My colleagues are now my friends. The work environment is friendly and helpful, rather than hostile and discouraging.”

Not only is the program a welcome wagon for newly hired teachers, it also engages veteran LEA members who may not be ready to take on a leadership

position in the union but still want to contribute. In its first year, the program has reached out to 35 new teachers and enlisted 40 veteran members.

“Brentwood hasn’t been the cool place to be, but now we’re getting a lot of new teachers and experienced teachers, and we want to keep them,” says Martha Dodson, an organizer of the effort and a math teacher at Heritage High School. “I think everyone is having fun doing this.”

Dodson and the LEA Membership Engagement Committee are already working on ways to expand the program next year.

“We want our members to be connected to their union,” Dodson says.

A Little About LEAF

From the Liberty Education Association Friend program description:

What do LEAFs do?

A LEAF’s major job is to make sure a new member has a positive, relevant connection to the association, site and district. LEAFs are advisers, advocates, resources, sounding boards and friends who:

- Offer problem-solving strategies.
- Encourage excellence.
- Listen and support.
- Encourage reflection on teacher instruction and practice.
- Build positive connections and relationships.
- Attend all LEA and LEAF events with their new member.

What do LEAFs not do?

LEAFs do *not* take the place of Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), or administrative evaluations.

LEAF is not the only new venture by the association. LEA currently has an LCAP Steering Committee and a Social Justice and Equity Team in place. Pedrotti and the leadership team have been making concerted efforts to get more members to CTA regional conferences and onto State Council. She hopes to build up a Political Action Team and a Community Outreach Team in the coming year.

“We want the union to not only have a presence, but to have a positive presence,” Pedrotti says. ■

Many Choices, One Trust



CTA & You

BUDDY PROGRAM

What EVERY BUDDY
needs to know...

Membership engagement for new members



Get One, Be One!

CTA's Buddy Program pairs new teachers with vets to strengthen the profession

AS MOST EDUCATORS can attest, the first few years of teaching are the hardest. In fact, new teachers report that the first *months* of work are stressful, lonely and exhausting.

CTA has developed a chapter-sponsored Buddy Program that can help move these members from “surviving” to “thriving.” Buddies are veteran educators who can be a supportive pal, mentor and sounding board – especially during new teachers’ probationary period. They provide an authentic and relevant relationship that makes a difference by helping a newbie understand, navigate and embrace the profession and all the riches it offers.

These relationships also extend participants’ professional networks, and connect them

more closely to their site, district and local. (See story on pages 60-61.)

Local leaders can take advantage of CTA resources to set up a buddy program now. And new teachers should check with their chapter about the program and how to get started.

It's good to have options in life. It's even better when it comes to providing healthcare benefits for your Association.

California's Valued Trust puts you in control and provides the flexibility to choose from a broad range of healthcare options.

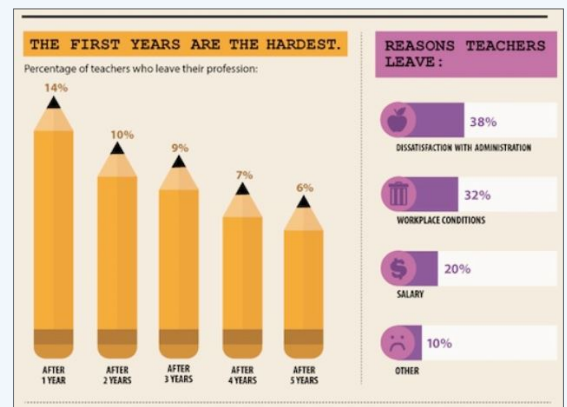
And, with CVT's value added services, you have a benefit package second to none.

See how CVT can offer your Association more options. Contact us today.



**CALIFORNIA'S
VALUED TRUST**
Healthcare Benefits for the Education Community

For more information, visit
www.cvtrust.org or call 800-288-9870



2016-17 Summary Annual Report

For CTA Economic Benefits Trust Member Welfare Benefit Plan

THIS IS A SUMMARY of the annual report of the California Teachers Association Economic Benefits Trust Member Welfare Benefit Plan, EIN 94-0362310, Plan No. 590, for the period Sept. 1, 2016, through Aug. 31, 2017. The annual report has been filed with the Employee Benefits Security Administration, U.S. Department of Labor, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

Insurance Information

The plan has contracts with Standard Insurance Company to pay life insurance and long-term disability claims incurred under the terms of the plan. The total premiums paid for the plan year ending Aug. 31, 2017, were \$40,328,926.

Because they are so-called “experience-rated” contracts, the premium costs are affected by, among other things, the number and size of claims. Of the total insurance premiums paid for the plan year ending Aug. 31, 2017, the premiums paid under such “experience-rated” contracts were \$40,328,926 and the total of all benefit claims paid under these contracts during the plan year was \$20,308,138.

Basic Financial Statement

The value of plan assets, after subtracting liabilities of the plan, was \$106,081,856 as of Aug. 31, 2017, compared to \$89,826,625 as of Sept. 1, 2016. During the plan year the plan experienced an increase in its net assets of \$16,255,231. This increase includes unrealized appreciation and depreciation in the value of plan assets; that is, the difference between the value of the plan's assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year.

During the plan year, the plan had total income of \$59,361,924, including employee contributions of \$40,223,094, realized gains of \$222,189 from the sale of assets, earnings from investments of \$6,190,910, and other income of \$12,725,731.

Plan expenses were \$43,106,693. These expenses included \$2,164,195 in administrative expenses, and \$40,942,498 in benefits paid to participants and beneficiaries.

Your Rights to Additional Information

You have the right to receive a copy of the full annual report, or any part thereof, on request. The items listed below are included in that report:

- an accountant's report;
- financial information;
- assets held for investment;
- insurance information, including sales commissions paid by insurance carriers.

To obtain a copy of the full annual report, or any part thereof, write the plan administrator, California Teachers Association, 1705 Murchison Drive, Burlingame, CA 94010, or call 650-697-1400. The charge to cover copying costs will be 25 cents per page.

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying notes, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs given above does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

You also have the legally protected right to examine the annual report at the main office of the plan (California Teachers Association, 1705 Murchison Drive, Burlingame, CA 94010) and at the U.S. Department of Labor in Washington, D.C., or to obtain a copy from the U.S. Department of Labor upon payment of copying costs. Requests to the Department should be addressed to: Public Disclosure Room, Room N1513, Employee Benefits Security Administration, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, DC 20210. ■

All in the Family

Multiple generations take up the teaching profession

By Dina Martin



Theresa Quarcelino with her children Lee, president of the Holtville Teachers Association, and Amy, vice president of the Brawley Elementary Teachers Association.

"It was the impact of my mother's work that influenced me. I saw how much she cared and how much she loved it."

—Amy Quarcelino, Brawley Elementary Teachers Association

THERE IS PERHAPS no higher compliment for educators than to have a student go into the teaching profession — unless it is to have their own children follow in their footsteps.

Many CTA members brim with pride when one of their family becomes a teacher. One of those is CTA Board member Gayle Bilek, a middle school music and language arts teacher for 36 years and a member of the Templeton Teachers Association in San Luis Obispo County. Her son Steven, a member of United Teachers Los Angeles, now teaches math, science and technology at Paul Revere Middle School in Brentwood.

"I didn't encourage Steven to go into teaching, but he grew up attending Political Involvement Committee meetings with me at CTA State Council," she says.

Those meetings may have influenced him to study political science and work on campaigns for several years. After that and a stint at being a substitute teacher, Steven Bilek was sold on teaching.

"I think one of the reasons I ended up in the classroom is because my mother and other teachers clearly showed a passion for what they did," he says. "Feeling the energy in a classroom when my mother was teaching was very exciting for me as a child, and it's something I try to carry into my own classroom."

Gayle jokes that her son's entry into teaching may be hereditary. "His dad was an elementary teacher and principal,

"One of the reasons I ended up in the classroom is because my mother and other teachers clearly showed a passion for what they did."

—Steven Bilek, UTLA



and his grandfather was a teacher. He is a third-generation male teacher. He's got the genes."

She makes a point of going into Steven's classroom two or three times a year to teach a lesson and watch her son in action. She appreciates getting back in front of students, and she thinks it's a teaching moment for her son as well.

"He can grow from this," she says. "He watches and participates. At the end of the day, I ask, 'What did I do that you can carry on?' For example, he's amazed that I can look at a kid and they settle down."

Steven says his mother's influence goes beyond those days when she joins him in his class.

"My mother has offered me a lot of advice over the past two years about being in the classroom, from parents to class management to grading and keeping it all under control. One of the greatest things I have learned is to be excited about every lesson."

All in all, the experience has not only strengthened the teaching bond between mother and son, it has reinforced Gayle's decision to return to the classroom when her term on the CTA Board ends.

"I want to finish my career as a teacher. It's been my life, and I love what I'm doing," she says.

The Quarcelinos

Theresa Quarcelino retired a few years ago from a teaching career that spanned 41 years and took her to Arizona, Colorado, the Navajo Nation, and finally California. She is now supervising student teachers in El Centro through San Diego State University.

She is proud of the fact that her two adult children are teachers. Amy Quarcelino is vice president of the Brawley Elementary Teachers Association and is in her 11th year of teaching middle school English. Lee Quarcelino is president of the Holtville Teachers Association and teaches at Pine Elementary School.

"I never said to my kids, 'Don't be a teacher. It's not worth it,'" Theresa observes. "It *is* worth it. It's rewarding on its own. I was very pleased they both decided to go into teaching. I don't know if they'll do it for the rest of their lives, but they are happy. They are my pride and joy in what they have accomplished."

Although Lee was influenced by his

mother, he says, it was his sixth-grade teacher who prompted him to go into the profession.

"It had been a difficult year for me, and I would come home crying. But one of my teachers helped me turn the year around. He was an inspiration to me."

Lee tries to pass that along to his own students.

"Every year, as an icebreaker, I ask the kids what they want to be when they grow up. When I hear that some want to be teachers, I try to help them. Last year, I had three kids in my classroom who want to go into teaching."

Amy was influenced at an early age when she began "playing school" with her stuffed animals as students.

"My mother would remind me, 'Don't forget you have papers to grade.' She never hid that it was hard," Amy recalls.

"I think it was the impact of my mother's work that influenced me. I saw how much she cared and how much she loved it. Both my brother and I decided that's what we want to do. We want to make a difference in a child's life." ■

Newly Hired CTA Members: A Don't-Miss Insurance Opportunity

IF YOU'RE A newly hired CTA member, you have a special opportunity to get disability insurance and up to \$200,000 of life insurance without answering any health questions, if you apply within 180 days of starting work. Act now to get the protection you deserve from the only CTA-endorsed provider of disability and life insurance — Standard Insurance Company. Go to standard.com/cta/newhire to learn more.

Jade Hernandez (in white) with (from left) CTA Vice President Theresa Montaño, President Eric Heins, Secretary-Treasurer David Goldberg, UTLA/NEA Vice President Cecily Myart-Cruz, and Mona Davidson, CTA Communications Committee chair.



Richard Bammer with (from left) Montaño, Heins, State Council delegate Corey Penrose, Goldberg and Davidson.



Nanette Asimov, a *San Francisco Chronicle* reporter, accepts her co-award.

Stories That Need Telling

CTA's John Swett Awards Honor Media Coverage of Education

Story and photos by **Mike Myslinski**

Media stories last year ranging from a profile of a dedicated Bay Area music teacher to a public radio station's look at the teacher shortage in San Diego County school districts are among the works honored by CTA's 59th annual John Swett Awards for Media Excellence.

Eighteen winning entries were chosen by an independent panel of working journalists, media professionals and a retired college journalism professor. The awards honor individuals, publications, websites, and television and radio stations for their outstanding achievements in reporting and interpreting public education issues during 2017.

"These skilled reporters all helped tell the story of

education in California with clarity and creativity," said CTA President Eric C. Heins. "They're keeping the 'public' in public education by detailing the challenges and triumphs that educators and our students encounter. Their outstanding work clearly deserves to be honored with this special recognition."

There were 61 entries this year. The winners were honored during a reception at the CTA State Council of Education meeting in June in Los Angeles.

The John Swett Award is named in honor of the founder of CTA, who was California's fourth superintendent of public instruction and a crusader for public education. ■

Newspapers

JILL TUCKER, *San Francisco Chronicle*, won for a series of stories about the importance of providing music in Bay Area public schools and the role it plays in nurturing and inspiring students. She profiled music teacher Tim Wilson, a former principal trumpet player in the San Francisco Opera orchestra, who over four years built a music program — and spent \$300,000 of his own money on it — at Lovonya DeJean Middle School in Richmond.

NANETTE ASIMOV and **MELODY GUTIERREZ**, *San Francisco Chronicle*, won for their continuous coverage of financial red flags in the University of California's Office of President Janet Napolitano, which included reports of interference in a state audit and the office's amassing of \$175 million in a hidden reserve. The reporting led to a new law against tampering with a state audit.

GARY WARTH, *San Diego Union-Tribune*, for a news story in February 2017 about a controversial estimated \$124 million budget deficit in San Diego Unified School District causing the school board to consider laying off 850 educators and support staff.

RICHARD BAMMER, *The Reporter* in Vacaville, for continuous coverage of school issues, such as career technical education and homelessness among Solano County students.

ALI TADAYON, *East Bay Times* in Walnut Creek, for a November 2017 news story about Oakland students, parents and teachers opposing millions in proposed Oakland Unified School District program and staff cuts that were coming before the school board for final action.

CLAUDIA MELÉNDEZ SALINAS, *Monterey Herald*, for a series of stories last year about controversies in several Monterey County school districts over whether police officers should be stationed on campuses.

THE CALIFORNIAN in Salinas, for several articles about state agricultural pesticide regulations and the dangers pesticides pose to workers in the fields and to students in Salinas Valley public schools.

KHALIDA SARWARI and **KRISTI MYLLENBECK**, *Silicon Valley Community Newspapers*, for a news story on how several Santa Clara County school districts complied with a state law about sexual health education that took effect in January 2016. It required more comprehensive curriculum for middle and high schools.

MATTHEW WILSON, *Cupertino Courier*, for a feature story about a local high school student and her successful cartoon strip called "The Breadsters" that takes a humorous look at teen issues around family and school.

KEN EPSTEIN, *Oakland Post*, won two awards for a news story examining how some political leaders and conflicting legal opinions helped engineer state control of Oakland Unified School District in 2003 when it faced a financial budget crisis; and for continuous coverage of education news including stories about a middle school PE teacher who

launched a successful program where eighth-graders mentor incoming sixth-graders, and the Conejo Valley Unified school board's approval of a policy requiring teachers to alert parents before students read well-known books such as *The Catcher in the Rye* that are deemed by the California Department of Education as having mature content.

Journals, Magazines, Websites

JOE ESKENAZI, Mission Local online news site in San Francisco, for a news story about hardball organizing tactics of the Innovate Public Schools pro-charter advocacy operation based in San Jose at meetings for parents held at local sites in San Francisco, including a public middle school.

Radio

MEGAN BURKS, KPBS Public Radio in San Diego, for a news story about the impacts of the teacher shortage in San Diego County school districts, and a look at possible solutions, such as paying educators more, increasing education funding, and providing more professional development.

Television

KXTV ABC 10 in Sacramento, for 2017 profiles of local inspiring teachers from the station's popular, award-winning "Teacher of the Month" series, including profiles of Sacramento County area educators Gavin Bering, Kellie Welty, Jessica Cisneros-Elliott, Anna Cacciotti, Anita Kamath, and Christine Lewis.

DINORAH PEREZ, Telemundo 52 in Los Angeles, for coverage of the September 2017 rally by United Teachers Los Angeles to support the DACA program. UTLA donated \$60,000 to community groups helping people pay for and process the \$495 renewal applications to extend their protections from deportation.

JADE HERNANDEZ, KABC-TV in Los Angeles, for a segment in September 2017 on the UTLA rally in which a middle school teacher who is a DACA recipient is interviewed.

LAURA ANTHONY, KGO-TV (ABC) in San Francisco, won for live coverage of a protest by Oakland Unified educators and parents in November 2017 about the district's proposed cuts in education programs that ended up reaching into the millions.

KVIE-TV (PBS) in Sacramento for its *Inside California Education* television series, which examines the challenges and successes in our public schools in 30-minute episodes. A joint venture of NationalEdOnline and KVIE, the segments air on PBS stations across California.

For links to the winning entries, see the online version of this story at CaliforniaEducator.org.

HEALTHY HABITS

Make a commitment to self-care and optimal wellness

TEACHING REQUIRES extraordinary mental and physical strength, so making a daily commitment to your health is key. “Self-care in terms of nutrition, fitness and mental resiliency is crucial to your performance level,” says physician assistant Amy Hendel, founder of healthgal.com and author of *The 4 Habits of Healthy Families*.

Creating good habits takes time, but it’s worth the effort. “It can take anywhere from four to 10 weeks to make lasting changes,” says Caroline Adams Miller, positive psychology expert and author of *Creating Your Best Life*. The more consistency you bring to the change early in the process, the more likely your new habits will stick.

Here are five critical self-care areas — and positive daily strategies to ensure lasting change.



SLEEP

Experts agree getting sufficient shut-eye is as important to health and well-being as diet, exercise and stress relief. And getting “more than ‘rest and recharge,’ sleep allows your brain to imprint and store information you’re exposed to during the day,” says Hendel.

GOAL: 7-9 hours of sleep each night.

BABY STEP: Establish good sleep hygiene by waking and going to bed at the same time each day, even on weekends.



EAT

“Studies show when you start the day with the right proportion of protein, fats and complex carbohydrates, your blood sugar rises steadily, making it easier to be alert and awake,” says Miller. “The body works best in 90-minute spurts of intensity and rest, so small snacks help you through mid-morning and early afternoon dips.”

GOAL: Eat a power breakfast every day. Studies show eating breakfast improves memory, problem-solving ability and mood.

BABY STEP: Snack smart. Hendel recommends fiber-rich, non-processed foods such as nuts and seeds, a fruit or veggie, or a hard-boiled egg.



MOVE

Studies show physical activity improves circulation, boosts energy and reduces stress. Plus, research suggests that exercise, particularly interval training, is an optimal way to enhance mood and build endurance. Bonus: The benefits of a workout last for hours.

GOAL: Exercise for at least 30 minutes, 5-7 days each week.

BABY STEP: Take every opportunity to move. Park at the end of the parking lot. Take the stairs. Wash your car. Do lunges while you brush your teeth.



BREATHE

Stress is big risk factors for chronic disease. Research shows that daily meditation not only reduces stress, lowers blood pressure and promotes well-being, it also creates a surge in mood-stabilizing chemicals and feel-good hormones like serotonin.

GOAL: Meditate for 10 minutes daily. According to a University of Pennsylvania study, daily meditation improves the ability to prioritize and manage tasks and goals, refocus attention, and stay alert.

BABY STEP: When you’re stressed, take three deep breaths. Even one deep, centered breath can lower blood pressure, ease muscle tension and release stress.



DREAM

Visualizing a desired outcome can lead to that outcome. According to research in positivity, changing the output of your body requires rewriting the software in your mind. This explains why people who see the glass half full tend to be healthier than their glass-half-empty counterparts. Bonus: Positive emotions are contagious — you’ll create an energetic environment for students.

GOAL: Actively reframe your thoughts to support your desire for happiness and success. You’re more likely to meet these goals.

BABY STEP: Every morning, visualize yourself accomplishing a small goal, such as meditating when you get stressed.

EDUCATOR PROGRAMS

STEAM Certificate Fully Online

Adding Arts to the Traditional STEM Framework

The STEAM Certificate at the University of San Diego takes STEM (Science, Technology, Engineering and Mathematics) to the next level by adding Arts (liberal, social, manual, physical and fine arts) to the framework for integrated instruction. The STEAM certificate empowers K-12 teachers to employ a project-based learning approach that crosses all disciplines in solving everyday problems.

Designed for experienced teachers, the STEAM Certificate enables you to leverage knowledge, experience, and real-world application to enrich learning throughout the program.

Prior district approval is highly recommended and the responsibility of the student if using course units towards salary advancement, credential renewing, and/or recertification. Not all courses may qualify in your local school district.

Format:

Fully Online

Time to Complete:

Take four, 3-unit courses in the program for a total of 12 units. Each semester is 14 weeks in length. Two back-to-back 7-week courses are offered each semester; so, students focus on one course at a time.

Courses:

EDUC 507 Creativity and Innovation in STEAM

EDUC 527 Communication, Technology, and Curriculum Design

EDUC 508 Artistic Modeling and Representation in Science and Math Education

EDUC 509 Engineering Design Process in Math and Science Education

Financial Aid available to those who qualify.



View our course offerings now!

sandiego.edu/educatorsprograms | pce-steam@sandiego.edu

WIN

A DODGE JOURNEY

FROM CALIFORNIA CASUALTY



Wherever your **JOURNEY** takes you... We'll be there.

Life is a journey with lessons to learn, detours to endure, but most of all experiences to enjoy. Navigate the road ahead in the comfort of a 2018 Dodge Journey courtesy of California Casualty.

Enter today > WinAJourney.com

©2017 CCMC CA Lic#0041343 Photo may not be representative of actual vehicle package/color. See website for complete details.

 California Casualty
Auto and Home Insurance

