

california

educator


BACK
to
SCHOOL

*How to make this
the best year ever*

CLASSROOM MANAGEMENT

**HACKS TO EASE
THE SCHOOL DAY**

**EDTECH AND AR/VR
THAT ROCK**

**TRAININGS, CONFERENCES
YOU NEED**

**SELF-CARE — AND MUCH,
MUCH MORE**

**Gen Z
educators
make their
mark**

PAGE 36

SPECIAL REPORT
**Teaching
through trauma**

PAGE 42

CTA Economic
Benefits Trust
Annual Report
PAGE 63

REVAMP YOUR #SOCIALMEDIAGOALS **PAGE 13**

ESSENTIAL MEMBER BENEFITS LIST **PAGE 64**

Up at 4, out the door.



**Let's
go.**

For CalPERS members

A health plan that works as hard as you do.

From online doctor visits to wellness rewards programs our UnitedHealthcare SignatureValue® Alliance plan is packed with hardworking ways for CalPERS members to stay healthier.

Visit uhc.com/CalPERS



california educator

VOLUME 24 ISSUE 1



#WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

MAGAZINE

BEST EDTECH PRACTICES

From "learning first, technology second" to "don't be afraid to fail." **PAGE 23**

7 HEALTHY HABITS

Keep your mind and body running smoothly all year long. **PAGE 57**

#CALIFORNIAREADS

The complete list of 2019-20 teacher-recommended books for all grade levels. **PAGE 11**
cta.org/californiareads

MATH TEACHER GOES GLOBAL

Krystal Carter, an NEA Foundation Global Learning Fellow, embarks on a year-long adventure. **PAGE 15**
neafoundation.org

NEW WORKS BY YOU

Lit From Within showcases your creativity and talent. **PAGE 58**

DIGITAL

CLASSROOMS NOT CAGES!

Pledge to help end the incarceration and criminalization of immigrant children.

neadjustice.org/classrooms-not-cages

AUGMENT YOUR REALITY

AR apps can bring lessons to life, like dinos right before your eyes. **PAGE 56**



GUN VIOLENCE: TAKE ACTION

Support S. 42 (expand background checks for gun purchases) and S. 66 (ban assault weapons).

edvotes.org/take-action

PROFESSIONAL DEVELOPMENT

CTA'S YEAR AHEAD

Conferences, trainings, workshops and more to put on your calendar now.

PAGE 9 ctago.org

MORE CTA OPPORTUNITIES

Scholarships, funding for your innovative ideas, teachers training teachers, board certification prep.

PAGE 10 cta.org

CCA CONFERENCE

The Community College Association's fall gathering will highlight member accomplishments and engagement.

cca4us.org/conferences

EDTECH ON CUE

CUE's fall conference takes place in Sacramento, Oct. 19-20. cue.org

MEMBER BENEFITS

YOUR MASTER LIST

Handy contact info for deals, discounts, financial services and more. **PAGE 64**
CTAMemberBenefits.org

RETIREMENT SAVINGS PLAN

CTA's 403(b) plan helps make up the difference between your pension and your needs.
CTAMemberBenefits.org

FINANCIAL WELLNESS

Want to know how to master credit and debt? Need help understanding mutual funds, or annuities? Learn the basics. ctainvest.org

BETTER THAN A BANK?

Provident Credit Union serves CTA members with discounts on mortgages, auto loans, and more.
CTAMemberBenefits.org

ABOVE: Generation Z educator Aasha Trosper and her second-graders at Martin Luther King Elementary in Oakland dance the Floss. Story on page 36.



BACK to SCHOOL

Ideas for the year ahead **PAGE 19**

- What's new in EdTech
- The classroom management plan you need
- Insights from California Teachers of the Year
- A cool classroom makeover
- Tips for Back-to-School Night
- Genius classroom hacks, and much more

DEPARTMENTS

In the Know

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

Spotlight

- 15 **PROFILE:** Krystal Carter earns NEA fellowship
- 17 **YOUR VOICE:** Fernando J. Figueroa

Advocacy

- 49 **LEGISLATIVE UPDATE:** Progress of CTA-supported bills
- 50 **BARGAINING:** Statewide roundup



20



36

Meet Gen Z Educators

They're the future of the teaching profession **PAGE 36**

Teaching Through Trauma

As the number of students with trauma increases, educators turn to approaches that focus on relationships, empathy

PAGE 42

Teaching & Learning

- 52 **DEEPER LEARNING:** Play the whole game
- 54 **ONE-PAGERS:** Students summarize their takeaways
- 56 **TECH TIPS:** Augmented reality apps

CTA & You

- 57 **HEALTH:** 7 habits for healthy educators
- 58 **LIT FROM WITHIN:** New works by our members
- 60 **LEADERSHIP:** CTA seeks new executive director
- 61 **MEDIA:** Educators speak out in new ad campaign
- 62 **MEMBER BENEFITS:** New educators get a boost
- 63 **REPORT:** CTA Economic Benefits Trust
- 64 **MEMBER BENEFITS:** List of programs and contacts

Photos this page: From left, Ashley Wallace's classroom gets a makeover; students at Sequoia Elementary in Westminster creating a robot; Gen Z educator Cassidy Booe at Hart Middle School in Pleasanton. **Cover:** Gen Z teachers Francisco Garcia, Myron D. Witter Elementary in Brawley (Southern California), and Aasha Trosper, Martin Luther King Elementary in Oakland (Northern California).



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 permissions. Opinions expressed by writers are not necessarily those of CTA. Editor@cta.org; [#WeAreCTA](https://www.facebook.com/wearecta)

THESE GEN Z KIDS

IN “GENERATION Z” (June/July), you tell us that teens who spend a lot of time with onscreen activities are more likely to be unhappy, and that teens are under pressure due to being online excessively. Then, you praise classrooms that are paperless and completely digital, suggesting that all teachers put everything online. An educator tells us that Gen Zers have short attention spans and gives us ways to work with their deficiencies. So, you are suggesting we contribute to what makes teens unhappy and what causes them to have short attention spans by having them spend their entire school day online. This is madness. We all, as a culture, need to unplug now! Teachers need to help students to read books, make things with their hands, and interact in real time with their peers.

DOUG MIRK

Inglewood Teachers Association

Editor's Note: Our story offered multiple perspectives, reporting on various studies and quoting a number of educators about Gen Z. Read the story at californiaeducator.org.

From what I see of my students and my children, who are also part of this generation, they will become involved politically much earlier than my generation did. They have the advantage of seeing *so much more* of the world around them, because the world itself is at their fingertips. They are aware of injustices they see, and have no problem whatsoever doing something about it. It's easy to focus on what we don't like about them — the constant YouTube, the selfies, the fact that they are all a bunch of homebodies, etc. But these are pretty cool kids.

MARGARET SHOCKLEY VOLLMER

Fontana Teachers Association

Generation Z kids have had to learn to be activists to fix what we have screwed up. Climate change, gun violence, education, housing. I admire these kids. When I was in high school, my biggest concern was whether I should wear Birks or Doc Martens that day.

JESSICA SANCHEZ MOORE

San Diego Education Association



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 – 200-word limit.

Photos – Shot a good pic of you and colleagues at a CTA 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.

connect with us

- [facebook.com/wearecta](https://www.facebook.com/wearecta)
- [@WeAreCTA](https://twitter.com/WeAreCTA)
- [youtube.com/californiateachers](https://www.youtube.com/californiateachers)
- [@WeAreCTA](https://www.instagram.com/WeAreCTA)
- [WeAreCTA](https://www.pinterest.com/WeAreCTA)

#OurVoiceOurUnion #WeAreCTA

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

EDITOR IN CHIEF Katharine Fong
STAFF WRITER Julian Peeples
CTA SOCIAL MEDIA EDITOR Sam DeMuro
CTA WEB EDITOR Rachel Warino
EDITORIAL ASSISTANT Craig Hamilton
WEB ASSISTANT Gladdie Cabral

CTA ELECTED OFFICERS

PRESIDENT E. Toby Boyd
VICE PRESIDENT David B. Goldberg
SECRETARY-TREASURER Leslie Littman

BOARD OF DIRECTORS

Gregory Abt, Jesse Aguilar, Joe Bartell, Gayle Bilek, Greg Bonaccorsi, Christopher Bushée, Barbara J. Dawson, Jerry Eaton, Robert Ellis, Bill Freeman, Margie Granado, Shelly Gupton, Mel House, Erika Jones, Sergio Martinez, Angela Normand, Mike Patterson, Roberto Rodriguez, Eva Ruiz

INTERIM EXECUTIVE DIRECTOR Gail Gregorio
ASSOCIATE EXECUTIVE DIRECTOR Rebecca Zogelman
COMMUNICATIONS MANAGER Jonathan Goldman
ASSISTANT MANAGER Claudia Briggs

CONTRIBUTORS

Scott Buschman, Fernando J. Figueroa, Sarah Fine, Mark Goldberg, Stephen R. Harris III, Michael Linsin, Jal Mehta, Cynthia Menzel, Terry Ng, Jay Ortiz, Sherry Posnick-Goodwin, Betsy Potash, Ed Sibby, Frank Wells

EDITORIAL INFORMATION

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

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, 2019, to Aug. 31, 2020) are \$916, including a \$20 refundable contribution (see cta.org/contribution for details). \$20.78 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$15.00 of CTA annual dues is designated for independent expenditures, totaling \$35.78 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 24, Issue 1, August/September 2019
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.

ONLINE INDUCTION PROGRAM

A COMPREHENSIVE
TWO-YEAR, INDIVIDUALIZED,
JOB-EMBEDDED SYSTEM
OF MENTORING, SUPPORT
AND PROFESSIONAL LEARNING.

Our university-sponsored Online Induction Program is a convenient option for individuals to obtain a clear teaching credential to maintain a valid teaching credential (Single Subject, Multiple Subject or Education Specialist).

The program provides

- The required Induction coursework with two-track options.
- A planned course of study.
- Student advisement and clear credential recommendation upon completion.

The vast majority of public K-12 schools in California require instructor applicants and employees to hold maintain a valid teaching credential.

extension.ucsd.edu/induction

UC San Diego
EXTENSION



New School Year, Same Dedication

I ALWAYS LOVE this time of year. As a kindergarten teacher, I get to greet students as they walk into their classroom for the first time, creating a supportive, welcoming and nurturing environment that instills a love of learning and thirst for knowledge.

Let me welcome all of you back to another amazing year of preparing our students to be the leaders of tomorrow. The summer break always feels so short, but I hope you made time to recharge and take some well-deserved time for yourselves. In this ever-changing and often scary time, our students are depending on us more than ever.

It can be overwhelming when we think about just how much is put on our shoulders as educators and how little support we receive to fulfill these responsibilities and expectations. But remember that with CTA, you are never alone. Together we are 310,000 strong, united in support of each other and our schools, and in the belief that all students deserve a high-quality education, regardless of their ZIP code.

The growing #RedForEd movement is making a difference for public education across the nation, and we are continuing the fight for the resources our students deserve. The successes last year of courageous locals in Los Angeles, Oakland and New Haven Unified are inspiring as we step up our fight for fair funding to ensure all students have the opportunity to succeed. I am confident that together, we will achieve our goal of reaching the national per-pupil funding average by 2025 and the Top 10 in the U.S. by 2030.

CTA's strength is rooted in our commitment to each other and our shared values. Though we are diverse in so many ways, we all share an important focus: advocating for our students, schools, colleges and communities. Our union is built on the belief that we are stronger together, and there is a place for everyone in CTA.

I am committed to ensuring we continue to honor the



varied views and opinions of all our members in a safe and productive environment. As we look to build our union, engage our members and organize educators, including those currently unrepresented at charter schools, we will always provide an opportunity for all to be engaged and find a place for everyone to shine.

We will continue to lift each other up as educators, providing teacher-led professional development programs and building greater capacity in local associations based on their specific needs, including bargaining, trauma-informed instruction, alternative discipline, grievances and contract enforcement. I hope that you will take advantage of one of our many professional development opportunities in the coming year.

Finally, as our nation weathers difficult times, we will continue to stand for the principles and values that have guided CTA since our birth. Our union was created with social justice woven deeply into our mission, vision and policies, which guide our advocacy for the human rights of all students, educators and communities. We have put it on the line for our students and our members time and time again. As we stand tall together as educators and as CTA, let's continue our fight for the schools our students deserve.

E. Toby Boyd

CTA PRESIDENT

@eboyd8

"In this ever-changing and often scary time, our students are depending on us more than ever."

New Job. Fresh Start.



Protection Support Security Confidence
Relief Access
Sweet Benefits.
Reliability Preparedness

New Hire Special Enrollment Opportunity

If you're a newly hired CTA member or transferred school districts, you have an exclusive, limited-time opportunity to apply for CTA-endorsed Disability insurance and up to \$200,000 in Life insurance from Standard Insurance Company (The Standard) with no health questions asked. **How sweet is that!**

DISABILITY INSURANCE from The Standard can help protect your paycheck if you're out of work due to an illness, injury, pregnancy or childbirth. Health insurance pays your doctor. Disability insurance pays you.

LIFE INSURANCE from The Standard provides for your loved ones in the event of your passing. You also get additional features that you can benefit from now, and in the future at no additional cost.

Offer expires 180 days from your first day on the job.

Enrolling is easy!

Visit standard.com/cta/newhire



For costs and further details of the coverage and this enrollment opportunity, including exclusions, any reductions or limitations and the terms under which the policies 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-LTD/S399/CTA.1 GP190-LIFE/S399/CTA.3 SI'20945-CTAvol (6/19)



Teaching Through Trauma

"MANY OF MY students have witnessed shootings of loved ones, experienced neglect, abuse and homelessness, and faced deportation," says third-grade teacher and United Educators of San Francisco member Anita Parameswaran. UESF nurse Susan Kitchell adds to the list: "Students I have worked with have experienced uprooting from their countries of origin due to war, domestic violence, sexual assault and rape, being rejected by adults for their sexual orientation and identity, incarcerated parents..."

Sadly, the number of students subjected to traumatic events expands every day, and educators must deal with classroom behavior that reflects the fear and anger of these children and youths. Our report "Teaching Through Trauma" (page 42) is the first in a series of stories that examine how educators are using trauma-informed practices to help students feel safe in their classrooms and schools and keep the focus on learning and growing. Educators who have been trained in the practices say they have seen positive results.

We invite your feedback on this issue as we continue the series throughout the year.

Shiny and New



A FEW SOCCER CAMPS, a bunch of rushed vacation days, relatively blissful mornings that didn't involve rising early to make lunches and drive kids to school — and where did the summer go?

Suddenly, it's back to school time. I'm not the only one whose summer seemed short. I know many educators used their precious break for professional development at CTA conferences and trainings. A couple of the California Teachers of the Year went abroad to meet and observe their counterparts. Ashley Wallace, an Oakland Education Association member, spent the time giving her classroom an "extreme makeover" (page 34).

To honor educators' year-round energy and dedication and the shiny and new school year, we present our Back to School Issue, which touches on topics relevant to the new year. Among them: advances in educational technology that let students create, share and engage without boundaries (page 20); how to set up a simple, effective classroom management plan (page 31); tips to organize your classroom to optimize student learning (page 35); strategies high school teachers use to create potent learning experiences (page 52); why mixing images and language in "one-pagers" is so powerful (page 54). We hope you find the content useful.

Much as student generations differ over the years, so do educator cohorts. "Meet Gen Z: The future of the teaching profession" (page 36) introduces our youngest and newest educators. While they can relate to their students, who are likewise Generation Z (born between 1995 and 2012) and are tech-savvy and advocate for social change, they can also be stressed and anxious about the future. It's a fascinating read.

Stress is not confined to the young, of course. Educators in particular need to keep mind and body in top shape all year. "Not having a plan for maintaining your health while pouring passion into your profession will leave you fried by spring," says Mike Anderson, author of *The Well-Balanced Teacher*. Learn seven habits to keep healthy on page 57.

Take care of yourself. And welcome back.

Katharine Fong

EDITOR IN CHIEF
editor@cta.org

CALENDAR

Braceros (Domingo Ulloa, 1960), part of the Learning Lab collection, depicts a bracero camp in Holtville, California. The Bracero Program (1942-64) brought Mexican guest workers to fill in agricultural labor shortages.



Hispanic Heritage Month

Sept. 15–Oct. 15

THE MONTH IS a good time to help students understand the greater American experience. Teachers of social studies, English, Spanish, or visual arts can use art and portraiture by Latino artists or of Latino figures to enhance students' understanding of our collective American history. The Smithsonian and the National Portrait Gallery's Learning Lab collection, at tinyurl.com/SINPG, provides educators digital materials that can add nuance and depth to classroom lessons.

LABOR DAY

It's *the* holiday for working people! Labor Day, on Sept. 2, honors the rich heritage, struggles and achievements of American workers and the contributions of working people today. Ways to celebrate:



- **Attend a local Labor Day event** with your union colleagues. Find one near you on the California Labor Federation website (calaborfed.org/labor-day-2019).
- **Talk about unions.** At that cookout or family gathering, consider starting conversations about fair wages, expanding worker protections, equal pay for equal work, and how unions help working people.
- **Display your union pride!** Go to cta.org/laborday for our poster (perfect for classroom, office or community space) and graphics for your social media.
- **Spread the word!** Post and tweet about [#LaborDay2019](https://twitter.com/LaborDay2019) and join the national conversation.

INTERNATIONAL DAY OF PEACE Sept. 21

This year's theme, "Climate Action for Peace," recognizes that climate change causes clear threats to international peace and security. Natural disasters force millions to leave their homes and seek safety elsewhere; the salinization of water and crops is endangering food security; and the impact on public health is escalating. Growing tensions over resources and mass movements of people affect every country on every continent.

"Climate Action" calls for immediate action to lower greenhouse emissions, build resilience, and improve education on climate change. Have students learn and get involved at [#un.org/peaceday](http://un.org/peaceday) [#peaceday](https://twitter.com/peaceday) [#climateaction](https://twitter.com/climateaction).





Don't forget:

Women's Equality Day ► **AUG. 26**

National Arts in Education Week ► **SEPT. 8-14**

Native American Day ► **SEPT. 27**

CCA Fall Conference

OCT. 11-13 CONFERENCE

Hilton San Jose. The Community College Association's fall conference offers a variety of trainings, highlights members' accomplishments, and focuses on membership engagement. ► cca4us.org/conferences

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

American Education Week

NOV. 18-22 EVENT

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

Regional Leadership Conferences

Region II

SEPT. 20-22

Reno, Nevada

Region III

SEPT. 27-29

Los Angeles

Region I

OCT. 11-13

Burlingame

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

CTA EVENTS: THE YEAR AHEAD

Region II Leadership Conference

SEPT. 20-22, 2019

Reno, Nevada

Region III Leadership Conference

SEPT. 27-29, 2019

Los Angeles

Region I Leadership Conference

OCT. 11-13, 2019

Burlingame

CCA Fall Conference

OCT. 11-13, 2019

San Jose

State Council of Education

OCT. 25-27, 2019

JAN. 24-26, MARCH 27-29, JUNE 5-7, 2020

Los Angeles

New Educator Weekend South

DEC. 6-8, 2019

San Diego

LGBTQ+ Issues Conference

DEC. 13-15, 2019

San Francisco

Issues Conference

JAN. 17-19, 2020

Las Vegas, Nevada

ESP Leadership Academy

JAN. 31-FEB. 2, 2020

Session 1: Burlingame

MARCH 27-29, 2020

Session 2: Los Angeles

Good Teaching Conference North

FEB. 7-9, 2020

San Jose

CCA Winter Conference

FEB. 7-9, 2020

San Diego

New Educator Weekend North

FEB. 21-23, 2020

Burlingame

CTA/NEA-Retired Issues Conference

FEB. 27-28, 2020

Location TBD

Equity and Human Rights Conference

FEB. 28-MARCH 1, 2020

Location TBD

Read Across America

MARCH 2, 2020

Good Teaching Conference South

MARCH 13-15, 2020

Garden Grove

CCA Spring Conference

APRIL 24-26, 2020

Irvine

Region IV Leadership Conference

MAY 1-3, 2020

San Diego

California Day of the Teacher

MAY 13, 2020

CTA ESP Day

MAY 19, 2020

Presidents Conference

JULY 16-19, 2020

San Jose

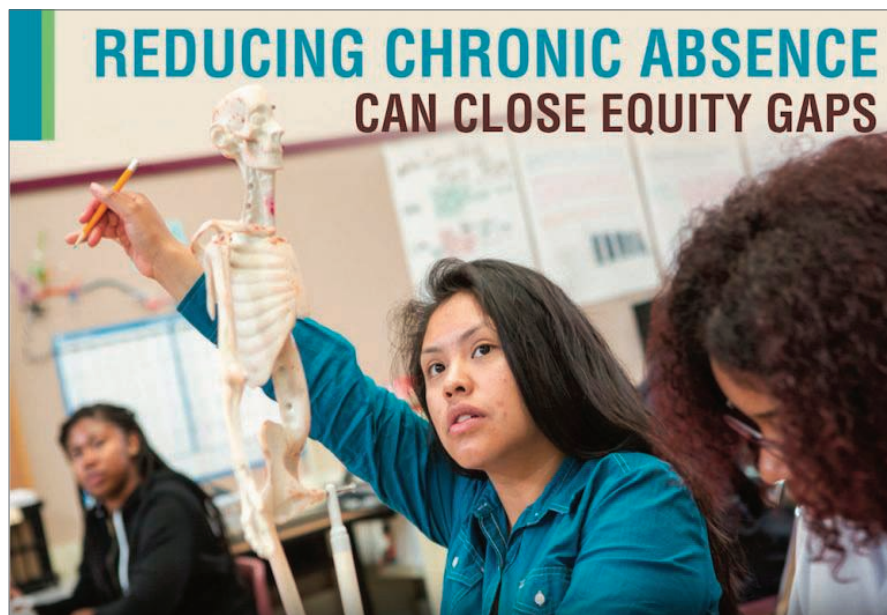
Summer Institute

JULY 26-30, 2020

Los Angeles

Attendance Awareness

SEPTEMBER IS Attendance Awareness Month. Improving student attendance is an essential, cost-effective strategy for encouraging student success and reducing achievement gaps. Chronically absent students miss on average two or more days a month, or 10 percent or more of school days over the academic year. Chronic absence is a sign that students may be experiencing barriers getting to school or are disengaged because their school experience makes them feel unsafe and unsupported. For more information and ways to take action, go to attendanceworks.org [#schooleveryday](https://twitter.com/schooleveryday).



Professional Development: CTA Has You Covered

USING THE PREVIOUS PAGE, you can mark your calendars with 2019-20 CTA conferences and workshops in best teaching practices, skills-building, early career guidance, social justice, LGBTQ+ issues, education support professional development, and more. In addition, CTA offers unique, high-caliber opportunities for professional development and leadership. Among them:



- CTA's **Institute for Teaching** (IFT) awards Educator Grants (up to \$5,000) and Impact Grants (up to \$20,000) to fund your dream projects and innovative ideas. Apply for the 2020-21 cycle at teacherdrivenchange.org.
- CTA's **Instructional Leadership Corps** offers workshops in your district or local led by trained educators. They model instructional shifts brought on by new state standards, and help with teaching approaches, lesson planning, etc. (CTA partners with Stanford Center for Opportunity Policy in Education and the National Board Resource Center at Stanford University.) Learn more at cta.org/ilc.
- CTA's **Jump Start!** is for educators interested in becoming National Board Certified Teachers. The three-day pre-candidacy seminar provides important information about the certification process in a supportive environment, facilitated by experienced NBCTs. You leave with your own action plan for completion. To learn more, go to surveymonkey.com/r/CTANB2019.
- **Incentive grants** to attend CTA conferences and **scholarships** to help fund your or your dependent's education are available. Learn more at ctago.org/conference-grants and cta.org/scholarships.

Classrooms Not Cages! Pledge to help end the incarceration and criminalization of immigrant children. Call Congress today. Go to neeedjustice.org/classrooms-not-cages for more.



In Gratitude

RACHEL HALLQUIST, an induction coach for new teachers and member of the Mt. Diablo Education Association, created and designed *The Grateful Teacher Planner* as a tool for educators to bolster their resiliency and happiness in the profession. "I saw the negative impact teacher stress has on students, particularly in the high turnover rates in our high-needs schools," Hallquist says. "I tested gratitude journaling as a strategy to support positive emotions, and found it worked with the teachers that used it."

This makes sense, says Hallquist, because "when we pause to give some weight to what is working in our practice, we feel good about our practice."

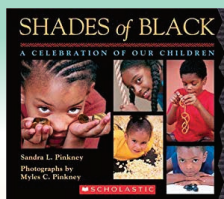
The planner provides a space for teachers to think about what is working, why it's working, and why it's important for students. It also has productivity tools such as weekly lesson planning pages, calendars, communication logs, and student data sheets. It's available on Hallquist's website, teacherlifelounge.com, and on Amazon in both English and Spanish.

"Having gratitude embedded in my planner helps make this powerful habit happen," Hallquist says.



2019-2020 RECOMMENDED BOOKS

PreK/TK/K



SHADES of BLACK: A CELEBRATION OF OUR CHILDREN
by Sandra L. Pinkney (Author), Myles C. Pinkney (Illustrator)

Dreamers by Yuyi Morales

MY PAPI HAS A MOTORCYCLE
by Isabel Quintero (Author), Zeke Peña (Illustrator)

GRUMPY MONKEY by Suzanne Lang (Author), Max Lang (Illustrator)

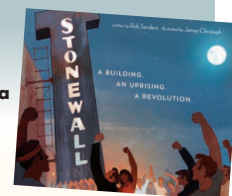
Grades 1-2

DON'T TOUCH MY HAIR! by Sharee Miller

WHEN ANGELS SING: The Story of Rock Legend Carlos Santana
by Michael Mahin (Author), Jose Ramirez (Illustrator)

imagine by Juan Felipe Herrera (Author), Lauren Castillo (Illustrator)

STONEWALL: A BUILDING. AN UPRISING. A REVOLUTION
by Rob Sander (Author), Jamey Christoph (Illustrator)



Grades 3-5

FRONT DESK by Kelly Yang

Turning Pages: My Life Story
by Sonia Sotomayor (Author), Lulu Delacre (Illustrator)

LOLA (En Español) by Junot Díaz (Author), Leo Espinosa (Illustrator)

STELLA Diaz HAS Something To SAY by Angela Dominguez



Grades 6-8

how i became a ghost
by Tim Tingle (Author), Steven Walker (Illustrator)

The Distance Between Us: A Memoir by Reyna Grande

THE POET X by Elizabeth Acevedo

SAVE ME A SEAT by Sarah Weeks, Gita Varadarajan



Grades 9-12

THE 57 BUS: A True Story of Two Teenagers and the Crime That Changed Their Lives
by Dashka Slater

Dear Martin by Nic Stone

SUMMER OF THE MARIPOSAS by Guadalupe Garcia McCall

INTERMENT by Samira Ahmed



cta.org/californiareads



Lisa Liss, left, with a student.

Bandage Project Honors Children Killed in Holocaust

ELEVEN YEARS AGO, Lisa Liss, an educator at Woodlake Elementary in Sacramento and a member of Twin Rivers United Educators, embarked on an awe-inspiring commitment along with her students: the collection of 1.5 million bandages to honor the lives of children killed in the Holocaust. In June 2019, they reached their goal. The

Bandage Project was spearheaded by a group of fourth-graders, aptly named “Tolerance Kids,” and has been continued by students over the years. The original “Tolerance Kids” have stayed active with the project.

Bandages were donated from classrooms and communities all over the world after Liss’ students began a letter campaign. Liss and her students would write the name of a child victim of the Holocaust on each bandage. As they neared completion, an artist donated a glass display case for the bandages. Liss and her students are now considering what to do next; options include putting the glass case on display in a museum and donating the bandages to a refugee camp.

The project has received worldwide attention, including from the Anne Frank House. Learn more about the Bandage Project and their next steps at bandageproject.com.

—Rachel Warino

FIND YOUR DREAM HOME AND SAVE

Provident Credit Union’s Mortgage Program

- Exclusive .125% mortgage rate discount for CTA members
- \$100 discount on a standard mortgage loan for CTA members
- Receive \$250 towards closing costs from Provident Credit Union¹
- Exclusive Movable[®] Mortgage²
- Experienced and knowledgeable Provident Mortgage Consultants to guide you
- Power Funding 10-Day Guarantee³

GET
PRE-APPROVED
FOR A PROVIDENT
MORTGAGE LOAN.

Enroll in Online Banking to receive payment alerts, check your balance, transfer funds, and pay your mortgage loan.

1. Relationship pricing credit of the additional \$250 off closing costs is based on you having one of the following Provident products: home equity loan/line of credit, auto/boat/RV/motorcycle loan, checking with direct deposit, or certificate/IRA.
2. Single family/owner-occupied homes and second homes in California only. Other restrictions may apply. Membership required. Subject to final approval.
3. The guarantee to close within 10 business days does not apply if delays occur by third parties, including but not limited to realtors, borrowers, and/or sellers. Down payment must be from borrower's own source of funds and does not include non-lender paid fees, impounds, or reserves. Provident Credit Union guarantees to close your loan by the date specified in the purchase contract, provided this date is 10 business days from contract date and we have received a complete loan application and all requested documents. If the loan fails to close on time due to a delay by Provident Credit Union, we will credit \$995.00 of the buyer's closing costs at time of funding (POWER Funding must be requested at time of application). This offer may not be combined with other satisfaction guarantee offers. Borrowers must meet Provident Credit Union's lending guidelines. Any alteration to the loan amount or loan terms by, or per request of, borrower will invalidate the guarantee. Property must appraise at or above the sale price. POWER Funding is only available for properties in the Bay Area, which include San Mateo County, Santa Clara County, San Francisco County, Alameda County, and Contra Costa County. Other restrictions apply.
NMLS #412725 ©PCU 5/19



Three ways to apply:

- 1) Online at providentcu.org/cta
- 2) Visit your local branch
- 3) Call (800) 632-4600

Approved by:



CALIFORNIA
TEACHERS
ASSOCIATION



#SOCIALMEDIAGOALS

Set yourself up for success this year

By @samdemuro

Want to increase your social media presence but just haven't had the time? Want to be able to more consistently post and connect with other educators online? Making realistic and tangible goals for social media will help set you up for success for the year.

Update your profile photo!

When's the last time you updated your photo? Now's the time! A new profile photo will alert your audience that you're making a change. Camera shy? Create a fun Bitmoji instead.

Follow your colleagues.

Do you know who among your educator friends are using social media, especially for school-related stuff? Find out and follow them for classroom and lesson ideas.

Participate in at least one Twitter chat or CTA conference online.

There are various Twitter chats available for educators, like [#NTChat](#) [#CAEdChat](#) [#HEchat](#) and [#EdTechChat](#). You can peruse these hashtags for good content to retweet, or use the hashtags if you have something to share. CTA uses hashtags for all our conferences, so whether you're attending in person or watching from afar, [#WeAreCTA](#) is always a great place to check out.

Spend 10-20 minutes a day on the social media platform you want to utilize more.

Set a timer! Whether it's scanning an education hashtag, spending some time on your Explore page, or retweeting a great tweet, dedicate some time during the day to use social media and be more active.

Find out if your local CTA chapter is on social media.

Reach out to see if your local has a Facebook group, hashtag, or other social media accounts. Follow and use your union hashtag whenever posting any related content.

Decide if you want to use social media for professional development, play or both.

Identifying how you want to use social media will help inform how to use it. Do you want to use social media to decompress or to find a cool lesson idea? Both are completely acceptable!

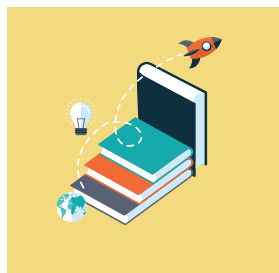


Make sure you have a bio on Twitter and Instagram.

Would you accept a friend on Facebook who has no information in their profile? Twitter and Instagram work the same way. Your bio is your elevator pitch, so tell your followers who you are and what your interests are in a few sentences.

Quotes & Numbers

Compiled by **Julian Peeples**



\$11 BILLION

AMOUNT OF PUBLIC FUNDING that would be restored for schools, community colleges and other community services by closing the commercial property tax loophole as proposed in the Schools and Communities First Initiative, slated for a statewide vote in November 2020.

1/3

PROPORTION OF EDUCATORS with less than one year of experience who have nonschool jobs over the summer, according to the Pew Research Center.

“THIS MOVEMENT HAS CREATED SOMETHING BETTER FOR MILLIONS OF STUDENTS AND EDUCATORS, BUT IT’S BIGGER THAN THAT. WE’VE CREATED SOMETHING BETTER FOR COMMUNITIES — FOR THIS COUNTRY THAT WE LOVE.”

—NEA President **LILY ESKELSEN GARCÍA** to Representative Assembly delegates on the **#RedForEd** movement.

“I had one boy, he was trying to be very quiet about it, but he was sobbing. I was upset, and I’m a 48-year-old adult. ... In the back of my mind, I don’t know that it’s a drill. I think, ‘My goodness, this could really be happening.’”

—Raisin City Teachers Association President **KIM COOPER**, about an unannounced armed intruder drill that terrified students and educators before summer break.

\$11,993

California per-pupil public education funding for 2019-20 following a \$2.7-billion increase in Prop. 98 funding (to \$81.1 billion) over last year.

822

Locally elected CTA delegates to the 2019 NEA Representative Assembly, out of more than 6,000 total delegates.



66%

GRADUATION RATE for charter high schools in California, compared with 93 percent for traditional public high schools in the state, according to an NEA analysis of 2015 data.

“(NOT REQUIRING CREDENTIALS FOR TEACHERS) IS THE SECRET SAUCE THAT MAKES CHARTERS SO GREAT.”

—Charter school lobbyist testifying at a state Senate Education hearing on AB 1505, which would bring accountability to the privately managed charter school industry.

“In these times, when some are trying to tear us apart — to separate us by race, gender, nationality, and by who we love — we can’t allow the politics of division to win. We must remember that we are here for a greater good. We are here for our students! We’re here to stand up for the strong public schools that are the foundation of our democracy.” —CTA President **E. TOBY BOYD** at 2019 Summer Institute



Carter's students try out their rooftop water catchment system to learn about scale and percent.



GOING GLOBAL

Math educator Krystal Carter earns NEA fellowship **By Julian Peeples**

IF NOT FOR a chance encounter with an article in *NEA Today* magazine, Krystal Carter might not be one of 44 educators recently named by the NEA Foundation as 2020 Global Learning Fellows — an honor that includes international field study next summer in Peru.

As Carter flipped through the magazine on the way to the recycling bin, the story about the yearlong professional development program caught her attention, leading the math educator and San Jose Teachers Association member down the path to become the only fellow from California in this year's cohort. After submitting an application that includes responses to multiple essay questions and a lesson plan demonstrating evidence of global competence, Carter was selected from a pool of 270 educators. It promises to be an exciting journey, even if she's still not sure what's in store.

"I don't really know what I'm getting into," Carter says with a laugh. "I'm sure I'm going to be working with amazing people, and we'll see what happens."

Global learning is a way to consider and evaluate our interconnected social, political and cultural systems and the way this interconnectivity affects the work and collaboration needed to solve global issues. It asks students to observe the similarities and differences that exist around the world and relate them to their own lives.

The NEA Foundation Global Learning Fellowship provides public school educators with 12 months of professional development to integrate global learning into their daily classroom instruction, advocate for global competency in their schools and districts, and help students thrive in our increasingly interconnected world. NEA Foundation staff, partners and field experts support fellows as they participate in online coursework, webinars, peer learning communities, a two-day professional development workshop in Washington, D.C., and an international field study experience.

The 2020 fellows teach all grade levels and subjects, including visual and performing arts, ➔



special education, library media and history. Carter, who teaches at Hoover Middle School, is the only math educator in the group of 44 and stands out in recent classes among talented educators focused on the humanities. She's hoping the fellowship will help her make math more relevant for her students, especially from a global learning perspective.

"You can model anything with math," says Carter. "Everything in life is math."

That includes issues facing people around the world, she adds. These global challenges lend themselves to project-based learning endeavors where students address and analyze the many facets and impacts of issues like overpopulation and water scarcity.

"You can model anything with math. Everything in life is math."

"What if we have an earthquake and don't have access to clean drinking water?" Carter asks. "How can we use math to help solve this problem?"

It's a question Carter posed to students last year as part of an engineering project she designed in partnership with The Tech Interactive museum in San Jose. Inspired by her father's story about rooftop rainwater catchment systems in Bermuda, Carter asked her students to design similar systems, build and test models, and determine the best approach. Students needed to consider costs for materials and labor in the construction of their systems, using concepts like percentage and scale to guide their design.

Learning new techniques for using math and other skills to help solve problems facing people all over the world is part of the global learning experience Carter wants to bring to her classroom in inner-city San Jose. This includes tapping into resources that emphasize to students the value of their diversity, and exploring how their experiences can be used in other countries and cultures, so they can learn to fully embrace their roles as "global citizens."

"I want my students to value their multiculturalism and understand that they can go anywhere," Carter says.

For more information on the Global Learning Fellowship, visit neafoundation.org. Applications for the 2021 fellowship will open in fall of next year. ■

DON'T JUST ADVANCE YOUR CAREER AS AN EDUCATOR. ADVANCE EDUCATION.

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

Financial Aid and Scholarships Available

☎ (805) 493-3325

✉ clugrad@CalLutheran.edu

🌐 CalLutheran.edu/GSOE

Kristen Walker
M.A. in Educational Leadership

Graduate School
of Education

California
Lutheran
University



21st Century Digital Etiquette

Let's truly teach students how to be responsible digital citizens

By **Fernando J. Figueroa**

THIS YEAR, San Mateo High School will implement a plan that will make students place their phones into a specially designed bag that can only be opened with a specific magnet, with the goal of creating a better learning environment.

At a glance, this is a great idea. By muting these offensive devices, everyone can enjoy the shared space. This is something that every educator strives for: An environment free of interruptions allows the student to learn attentively from the teacher. If we want to give our students every opportunity to succeed, it starts with providing an environment that is conducive to learning.

But this is also so 20th century thinking. As much as these bags “solve” the problem of the distracted student, they only treat the symptom.

There are only a few school districts in the Bay Area that effectively tackle digital citizenship and etiquette. Most districts point at how they use Common Sense Media or Google Applied Digital Skills online courses as solutions and include them in their technology plans. Often there is no follow-up or data as to how effective these initiatives are.

In my experience, despite all the hype that tech companies in our region and communities put out, very little is explicitly taught in our schools about digital citizenship and etiquette. Students are often under the impression that these topics are only addressed in “computer class.”

Many schools tend to show the documentary *Screenagers* to start a conversation on device use. This usually lasts a few weeks, with little or no follow-through or efforts to sustain the conversation. Or maybe a school addresses digital etiquette during “code day.”

A policy of placing phones in bags sends the message that students cannot be trusted and says a lot about how backward pedagogical practices are. On this topic, schools cannot talk *at* students, but should rather talk *with* and teach students. It should be a two-way conversation and not a top-down policy. The conversation should be about what is acceptable device use and management. Students and adults must know the basic science and engineering of the devices that they use. Hiding phones in bags does not do that.



“Placing phones in bags sends the message that students cannot be trusted and says a lot about how backward pedagogical practices are.”

For example, most students know how connect to Wi-Fi, but seldom know how it actually works. What if, instead of suppressing phones, we teach students the rules that govern networks, how information flows, who gets to see it, and who owns it? Once students know and understand these things, they are better prepared to handle the responsibility that comes with owning and operating a device.

I’ve seen students as early as third-graders able to do this, and yet the bag policy presupposes that students are unable to be responsible. That sounds to me like giving up on something that should be taught. If we want our students to become critical thinkers, it should be fundamental that they are able to analyze the user term agreement of any app to see what they are getting into.

I am humbled by how teenagers can use and master Instagram and Snapchat or whatever new app appears. They can create innovative, funny and thoughtful original content and remix it to share with those on their networks. They can also create the crass, the vulgar and the obscene if they are not taught properly.

Educator training and professional development that directly makes an impact on the student should be at the heart of this issue. If the 21st century classroom requires that students be knowledgeable on the use of technology, so should the adults that teach them.

The brief benefits of a phone-free classroom are easily achieved with the bag policy, but the opportunity to teach and prepare students to be responsible adults who can handle a device will be completely missed. ■

Fernando J. Figueroa teaches at Abbott Middle School in San Mateo and is a member of the San Mateo Elementary Teachers Association.

WE BELIEVE IN SCHOOLS

LIKE YOU BELIEVE IN STUDENTS



THERE IS SOMETHING VERY SPECIAL about those who choose to work in the field of public education. We are inspired by these dedicated professionals every day.

Like them, we believe in what we do.

We are member-driven and not-for-profit, which makes a big difference for the members we serve. Just like our members make a big difference in the lives of the students they serve.

We are proud to partner with public school and community college districts in California and look forward to serving you.

Contact us today to find out how we can customize plans for the unique needs of your district. Our risk management and employee benefits experts are dedicated to ensuring the right solutions for your needs.



California Schools JPA

RISK MANAGEMENT | EMPLOYEE BENEFITS

909-763-4900

csjpa.org

BACK to SCHOOL



NEW BEGINNINGS

Ideas and insights for the year ahead

Back-to-school time is always exciting, what with fresh ideas and plans that inform your teaching and help your students learn. On the following pages are a mix of tips and trends that may guide your journey this year.

INSIDE:

What's new in educational technology **PAGE 20**

Hacks to make your classroom run smoothly **PAGE 26**

Sage words from California Teachers of the Year **PAGE 27**

The classroom management plan you need **PAGE 31**

Tips for a productive back-to-school night **PAGE 32**

Five things students need to hear you say **PAGE 33**

An educator makes her classroom a home **PAGE 34**

Organize your space **PAGE 35**

READ ON! Tools for teaching, AR in the classroom, self-care...



WORLDS OF WONDER

An ever-shrinking world and universe allows students to query astronauts in space.

EdTech lets students create, share and engage without boundaries By Julian Peeples

Imagine a fifth-grade field trip into the deepest Amazon jungle without needing mosquito repellent. Or having students chat with astronauts floating 50 miles above Earth, then producing a news program about the out-of-this-world interview. Or your class collaborating with students around the globe to create and customize robots and other innovations with open-source programming and 3-D printers.

These adventures are possible right now with educational technology (EdTech), which is allowing students and educators

to go further and explore their imaginations in the pursuit of knowledge more than ever before. And whether you're just getting comfortable using Google Forms to create multiple-choice assessments or your students are learning coding in Scratch, the future is at your fingertips.

"Technology has the capability to reimagine learning," says Kasey Canale, an EdTech coach at Westminster School District and member of the Westminster Teachers Association. "We can use technology to increase student engagement; to differentiate instruction and allow students to apply their learning in a variety of ways; and to provide students with opportunities to learn outside the four walls of the classroom. Once an educator truly experiences this ability to reimagine learning with technology, they'll never look at lesson design the same way again!"



Virtual field trips let students visit the beaches of Normandy and the Amazon rainforest, without leaving the classroom.



"Once an educator truly experiences this ability to reimagine learning with technology, they'll never look at lesson design the same way again!"

—Kasey Canale,
Westminster Teachers Association

Trending tech boosts interactivity, engagement

Interactivity, shared experiences and immersive "reality" are at the forefront of current instructional technologies. Using EdTech to foster collaboration allows for differentiated instruction and opportunities for students to teach as well as learn. With all the world's knowledge at their disposal, education has become less about the information itself and more about how to use it to solve problems.

This is a big part of why educators are utilizing devices like iPads and Chromebooks in conjunction with software, apps and other digital tools to increase student collaboration, help make class time more efficient, and allow students to grow in ways best suited to their learning styles.

"As an EdTech department, we have been focusing on the learning goals and how technology can help enhance, differentiate, level the playing field for all students, and provide that 'voice and choice' for students," Canale says. "Teachers have been doing a great job using tech purposefully with 'learning first, technology second.'"

Steve Harmon, an education technology specialist with Oak Grove School District in San Jose, says screen-sharing applications like Google Cast create a more interactive learning

environment, allowing any student to present to the entire class in a fraction of the time it would have taken to "plug in" at the front of the room. It's a step forward from previous tools and approaches that limited experiences to one student at a time.

"This modern version of show-and-tell opens many doors for student interactivity during lessons," says Harmon, a member of the Oak Grove Educators Association. "The learning community is one click away."



Kasey Canale

An ever-smaller world

EdTech continues to shrink our world. Augmented reality (AR) and virtual reality (VR) let students take virtual field trips to Mt. Everest or the International Space Station without leaving the comfort and safety of the classroom. Many museums also have virtual and augmented reality experiences that offer the sights and sounds of historic moments and artistic masterpieces, such as the Museum of Modern Art and the National Archives.

"One of our world history teachers just participated in the 75th anniversary of D-Day electronic field trip hosted through the National World War II Museum with great success," says Andy Mitchell, teacher in Sonoma Valley Unified School District and member of the Valley of the Moon Teachers Association.



Touchcast gives students the tools to produce their own interactive videos.



Why is EdTech necessary?

“Why do we need technology in the classroom? The purpose of any tool is to increase productivity, improve efficiency, and make the master’s job easier to accomplish. Likewise, that is the purpose in education: Tools allow students to practice skills more productively, and teachers to implement lessons and check for understanding more efficiently and easily. There are many skills that we want students to learn and benefit from, and good teaching can happen with or without the tools. But the tools make it easier to help students to learn.”

STEVE HARMON,
SERGIO RIZZI, and
BRUCE NEFF

*EdTech specialists,
Oak Grove Educators
Association (above)*



Kristin Bowling, director of technology services at Enterprise Elementary School District, says that allowing students to learn about a particular topic and then use AR/VR to interact with it brings the learning to life.

“I have seen students travel to faraway places and then into the circulatory system in our bodies through headsets,” says Bowling, a member of the Enterprise Elementary Teachers Association. “Students are able to connect their knowledge with what they are seeing, which creates a stronger mastery of the concept. It’s the realia of the 21st century.”

And it’s not just taking virtual trips across space and time; video streaming technology brings the world’s experts into classrooms, providing students with access to working scientists, mathematicians, engineers and other brilliant minds.

“We can bring in experts from anywhere in the world — or off-world in the case of astronauts — to share information with students. Before, this would be contingent on the expert’s calendar and location, whereas now it can be scheduled more easily and allow a more robust

interaction with students,” says Oak Grove education technology specialist Sergio Rizzi.

EdTech naturally lends itself to a variety of project-based learning opportunities, giving students opportunities to dive deep and develop multiple skills at the same time. Canale has been using video-based, student-led news shows to teach sixth-graders everything from ancient history to marketing. With video

editing software like Touchcast or WeVideo, Canale helps students produce “Time Box,” a news program about the latest and greatest in ancient civilization. Student anchors go live to roving reporters on the scene of the Greco-Persian War or to an exclusive interview with Cleopatra (recorded using the green-screen video application Do Ink) before airing a commercial for the

coming Olympic games.

“It’s a great way for students to show what they have learned, practice writing a script, practice public speaking (great for English learners), learn about videography, and collaborate with other students,” Canale says.



Andy Mitchell

Best EdTech Practices

NO MATTER HOW welcome the addition or how seamless the integration into the classroom, using educational technology for the first time can be an intimidating experience. EdTech experts agree that the best resources are district tech coaches and fellow teachers who are already successfully using technology. A few helpful tips from the experts:

TAKE IT SLOW: Don't try to do everything at once. The amount of educational technology on the market is overwhelming. Focus on learning a specific app or tool and how to integrate it across content. Implementation is everything.

ONE AT A TIME: It's easy to want to try the newest app or implement new gadgetry in the classroom after reading about it on an EdTech blog. Don't get caught up with being a first-adopter. Sharpen skills and integration on one or two new things at a time and do them well.

LEARNING FIRST, TECHNOLOGY SECOND: All technology needs to be content-driven. Focus on educational goals and how the tech tool will help reach them.

BE CHOOSY: Not every tech tool has enough benefits to merit space and time in your classroom. Take time to learn the value-added of new technology and potential drawbacks.

USE ONLINE RESOURCES: Resources abound (see page 25) on what educators are doing with technology, which can help inspire new approaches. Follow EdTech coaches on social media, identify blogs and podcasts that provide useful information, and join online forums to discuss new tools and techniques or tips on integrating technology.

CTA HAS YOUR BACK: Look to your union for a variety of EdTech training opportunities in person and online. And keep an eye on CTA conferences like the Good Teaching Conference for workshops on the latest and greatest in educational technology.

DON'T BE AFRAID TO FAIL: It's scary to not be the expert when in front of the classroom, but EdTech offers opportunities for learning moments for educators. Show students how to react to setback, and don't be afraid to let them be the teacher when it comes to tech.



"It's really fascinating to see the creative capabilities our students have — all we need to do is allow them to create."

—**Kristin Bowling**,
Enterprise Elementary
Teachers Association

Learning and adapting while educating

Continuing advancements in technology mean ever-increasing uses in application to education, but not all are easy transitions. New technology means a need for professional development, the courage to take risks, and the ability to model best practices that will shape the way students use technology as they grow. Sometimes it means understanding whether a technological tool is even necessary.

Chowchilla social studies teacher Jordan Mattox says it's natural for educators to utilize educational technology that benefits students while lightening teachers' workloads, such as using online resources to turn in and grade papers. But educators need to remain vigilant that technology is being used for the right reasons.

"It can be tempting to replace the difficult with the easy, slowly removing essay questions and replacing them with self-grading multiple-choice questions," says Mattox, a member of the Chowchilla Elementary Teachers Association. "It's up to the teacher to ask themselves the question before implementing the new tech tool: 'How will this benefit my students?' Or the reverse and ultimately more psychologically honest question: 'Am I just doing this to make my life easier?'"

On the other hand, saying no to a tech tool may be failing to take advantage of the breadth of educational technology to engage and inspire students, which can happen when educators are wary of taking risks. Oak Grove education technology specialist Bruce Neff says that while some teachers are embracing new tools and encouraging students to explore material in exciting ways, many are still reluctant to take the plunge.

"As EdTech coaches, we encourage teachers to step beyond their comfort zone, whether that is a baby step or giant leap," he says. "By providing support for those

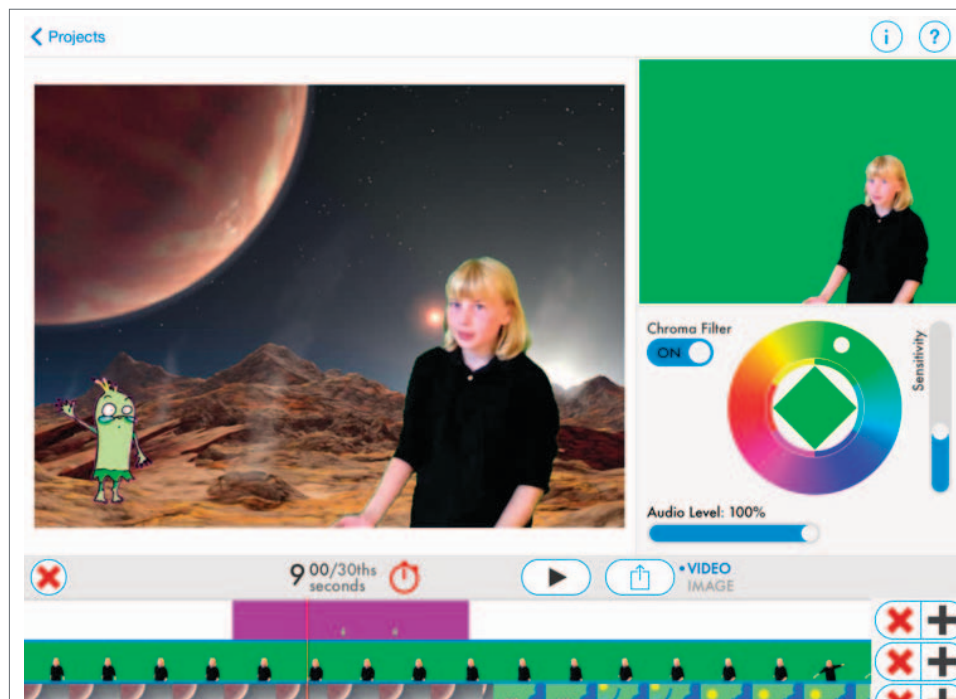


Green Screen by Do Ink allows users to create green screen videos and images to tell a story or explain an idea in creative and unique ways.



“Tech is a powerful and uncontrollable force that is going to dramatically transform education in the next few decades.”

—Jordan Mattox,
Chowchilla Elementary
Teachers Association



teachers who are taking risks, we have seen amazing and innovative results from them and their students.”

Bowling agrees, saying she’s impressed with the number of teachers who have a handle on EdTech basics like Google Docs and Slides, and is eager to see what’s in store now that they’re looking to incorporate more hands-on learning with their students’ devices. An area of opportunity for many educators is allowing students to demonstrate their understanding and knowledge using a variety of EdTech tools.

“Sticking with just Docs and Slides will limit a student’s ability to create something magical,” Bowling says. “There are many programs and sites that offer creation and collaboration tools. It’s really fascinating to see the creative capabilities our students have — all we need to do is allow them to create.”

Educators also need to be mindful of safety online and digital citizenship issues, especially with students’ privacy and data. In the desire to utilize the most cutting-edge and engaging technology, teachers and students often use “free” apps found online. Though they do not require payment to use them,

they may be collecting the valuable data of students and their usage habits.

“I have seen many districts in California, mine included, who are slowly weeding out the online programs that offer amazing services that are ‘free’ because they sell student data in the background,” Bowling says. “Cracking down on what information is being leaked out is on the radar of many in the EdTech world.”

Mattox says it’s best to trust your instincts when it comes to using technology in the classroom, noting that a tech company’s goals are often orthogonal to the goals of education.

“Having a skeptical and discriminating approach is necessary to protect our students from tech companies that are concerned about their bottom lines and not our students’ educational growth,” Mattox says. “Tech is a powerful and uncontrollable force that is going to dramatically transform education in the next few decades. It is not clear at this point whether these changes will better our students or hurt them. It is really up to teachers, administrators and stakeholders to determine the outcome.” ■



Students check out their skeletal and muscular systems at the Tech Interactive in San Jose.

How to teach digital safety and citizenship?

“At the beginning of each school year, we review with all students the importance of digital safety. Then, during Digital Citizenship Week, we focus on safety, cyberbullying and digital citizenship. All our parent communication during this time is about the digital safety topics that their children are learning and how to continue the conversation at home. We send home tips and tricks plus resources parents can access to learn more, such as Common Sense Media ([commonsense.org](https://www.commonsense.org)). As the year continues, we incorporate these concepts in our social-emotional learning curriculum. Since our students live in both a physical and a digital world, they need to be equipped with the skills to keep them safe no matter where they are.”

KRISTIN BOWLING,
director of technology
services, Enterprise
Elementary Teachers
Association

EdTech Resources

BLOGS:

Assorted Stuff

(assortedstuff.com):

Virginia educator Tim Stahmer talks tech, recommends tools for educators and provides links to similar content.

Control Alt Achieve

(controlaltachieve.com):

Tech integrationist Eric Curts covers how to integrate technology into almost any K-12 subject.

Shake Up Learning

(shakeuplearning.com/blog):

Google-certified instructional tech consultant Kasey Bell covers fun ways to incorporate technology into the classroom.

Ask a Tech Teacher

(askatechteacher.com):

A group of EdTech teachers offer tips, advice, pedagogic discussion, lesson plans and more.

PODCASTS:

The House of #EdTech Podcast

(chrisnesi.com):

Explores how technology is changing the way teachers teach and the impact it is having in education.

The EdTech Podcast

(theedtechpodcast.libsyn.com):

Improves the dialogue between education and technology through storytelling.

Easy EdTech Podcast

(available on iTunes and Google Play):

Monica Burns from EdTech blog classtechtips.com talks teaching strategies, making EdTech integration easy, and tools for classrooms.

TechTalk4Teachers

(techtalk4teachers.blogspot.com):

Covers the latest advances in educational technologies and their practical applications in classrooms from kindergarten through higher ed.

For a full list of resources including websites, forums and Twitter accounts, see californiaeducator.org/edtech-resources. Read one educator's opinion on teaching tech, page 17, and tips on augmented reality apps for the classroom, page 56.

Hacks to Make the School Day Easier

Creative classroom tips that help save time and money and keep things running smoothly

FROM EXTENDING the life of your dry-erase markers to using socks as whiteboard erasers, follow these tips to save time and money.



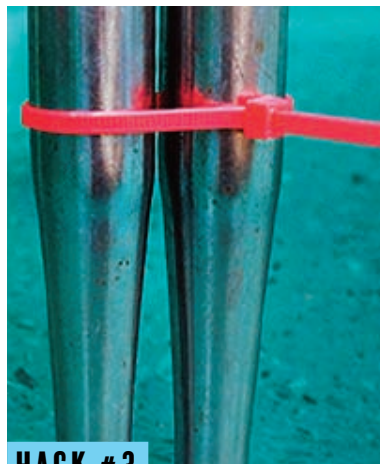
HACK #1

Add a rubber band around the top of a soap dispenser to dole out smaller portions.



HACK #2

Tired of spiral-bound notebooks coming undone? Glue a bead to the end of the spiral and it won't fall apart.



HACK #3

Prevent desks from migrating across the classroom by securing them with zip ties.



HACK #4

Extend the life of your dry-erase markers by attaching them to the board, facing down.



HACK #5

Create "Where am I?" cups so you know where your students are at all times.



HACK #6

Use child-size socks as whiteboard erasers. When they get dirty, take them home and launder them.

—NEA Member Benefits



2019 California Teachers of the Year Kim Holz, Rosie Reid and Angel Mejico.

POINT OF VIEW

The California Teachers of the Year are selected annually for their exemplary work and talent, and because of the impact they make in their schools and communities. Here, several of the class of 2019 talk about what drives them as educators, and how they connect with students and colleagues.

ROSIE REID MT. DIABLO EDUCATION ASSOCIATION

English teacher, Northgate High School, Walnut Creek; State nominee for National Teacher of the Year



I WAS RAISED by hippie parents. I grew up attending political protests and singing civil rights freedom songs. Dude, I went to Berkeley. So when I became a teacher 17 years ago, I understood — at least theoretically — the need for all students to have voice, the need to disrupt the dominant white male narrative, the need to use culturally relevant curricula and to question my biases.

And yet, it wasn't until I adopted a little girl who is African American that I began to really push myself to

examine my own white privilege and how that impacted my teaching practices.

Becoming a mom to a child of color forced me to reckon with my own racial blind spots and made me start pushing for broader systemic change around issues of equity. It hasn't been easy, and it hasn't been overnight, but here are five lessons I have learned about myself on my journey of racial self-discovery.

- First, understanding racial justice is a process. Teenagers like to call people who are informed about issues of race, diversity and social justice “woke,” but I believe, at least for me, that that's a bit of a misnomer. It's not like I was asleep one day and the next day I was woke. Rather, I needed to

keep thinking about how equity could be achieved in various contexts, in the classroom and in my personal life.

- Second, for a long time, I wanted social acceptance more than I wanted social justice. Sure, before I had my own kids, I would write grants to get diverse books for my classes. I would try new activities to engage more students and promote student voice and equity in my classroom. But while I did tell colleagues what I was working on and invite them to join me, I didn't push too hard for broader systemic change. Why? Because I wanted people to like me. And nobody likes the white lady who's talking about race all the time.
- Third, when it came to race,



Rosie Reid in her classroom,
from an *Inside California
Education* segment.
Watch the video at
tinyurl.com/CATOY-RR Reid.



HOW I'VE WORKED AT BEING AN ANTI-RACIST EDUCATOR

By **Rosie Reid**

CURRICULAR CHOICES:

I've worked with departments at my school site to incorporate more voices from women, people of color and people in the LGBTQ community, and planned culturally responsive lesson plans for teaching that curriculum.

ANTI-RACIST BOOK CLUB:

I've created a community book discussion group for anti-racist educators and lovers of education that meets monthly at the public library.

EQUITY TASK FORCE:

I founded and facilitate a team at my site that examines issues of equity in our school context around academics, culture and discipline, and works with administration and staff to rectify inequities.

STAFF TRAININGS:

I've worked with district and site administrators to plan professional development opportunities for staff at my site to expand our cultural competencies.

ENGLISH LEARNER REVIEW TEAM AND SCHOOL SITE COUNCIL:

I advocate for English learners on my site's English Learner Review Team and as the ELAC representative on the School Site Council.

PROFESSIONAL DEVELOPMENT:

I've attended trainings, workshops and institutes at CTA, the Bay Area Writing Project, Facing History and Ourselves, Constructing Meaning, and other local organizations to develop my ability to scaffold instruction for marginalized students.

LEADING PROFESSIONAL DEVELOPMENT:

I've planned and presented workshops and trainings for fellow teachers across the district and region to share my best practices for facilitating the learning of all students, particularly those who struggle the most.

PROFESSIONAL WRITING:

I've dabbled in writing for larger audiences to share my perspectives, approaches and techniques for promoting equity in the classroom.

I felt ignorant. I wasn't confident in my ability to have conversations about race. I worried about saying the wrong thing, accidentally saying something offensive or racist. Avoiding inadvertently racist comments felt more important to me than working to dismantle white supremacy culture.

- Fourth, before adopting my daughter, I felt somehow inauthentic talking about race. I wouldn't have admitted it, but deep down I thought race was a problem for people of color, not for white people, and if I talked about it too much, I would come across as disingenuous or silly.
- Finally, it took a lot of courage and many years for me to become an advocate for racial justice. We like to think that, as Maya Angelou puts it, when we know better we'll do better, but for a long time, I knew I needed to be advocating more for students of color, and for all the reasons stated above, I still wasn't doing it.

It wasn't until I had my daughter that I realized that none of my worries were legitimate reasons to stay quiet about our deeply racist culture and systems. If I wanted change to happen for my daughter and for all of our kids of color, I needed to be an agent of change.

**"If I wanted
change to
happen for my
daughter and
for all of our
kids of color,
I needed to be
an agent
of change."**

I needed to become an actively anti-racist teacher, regardless of how it impacted my own personal popularity index. Just changing my own practices would never again be enough.

And I'm ashamed of that. Why hadn't I advocated for my students of color as if they were my own children? Because they are. They are all our children, and we must be brave for them, as brave as we would be for our own families.

Each of our kids deserves to know that we see them, hear them, and believe that they matter. This will not happen until we engage in genuine self-reflection, and this we must do together.



KIM HOLZ

MANHATTAN BEACH UNIFIED
TEACHERS ASSOCIATION

Multiple subject fourth-grade teacher,
Opal Robinson Elementary School, Manhattan Beach

Why do you teach?

I teach because I love it. I continue to love it after 39 years in the profession. Every year is new. You have new groups of students, fresh ideas, and the challenge of making the coming year the best ever for the students. The moment when the lightbulb of understanding goes on, or when a student asks a question that is so thoughtful or deep or funny or touching — that is why I teach, and I tell my students, “My teacher heart is singing.” My goal is to have real connections with my kids by listening and talking to them, respecting them.

What are the challenges?

It is a difficult job. The demands are shifting. Things you’re responsible for have grown exponentially — curriculum shifts, changes in expectations, technology demands, social-emotional issues, changes in pedagogy, to name a handful. An elementary teacher wears many hats in a day!

Advice for new teachers?

Success and survival in education today are determined by the community of support around you. Rely on your colleagues. Work as a team — with teachers at your school and in your district at your grade level. Plan with other teachers, share workloads. Sometimes you’ll feel you’re barely keeping your head above water, so the division of labor and sharing of information is vital to your success. Give yourself the OK that you don’t have to do everything and do it perfectly, but you do need to make sure that when you walk in the door each morning, students are greeted by someone who cares about them, respects them, and wants to help them achieve their personal best.

On a broader level, schools need to build in designated planning time so teachers can work together at their school and at the district level to share ideas and strategies that work. We need to support our new educators in the field and consider different models of teacher training such as residencies and intensive coaching so teachers are prepared for the demands of the job.

How do you keep it fresh?

Personally, I’m always looking for new ways where I can do a better job, get kids more engaged, give a stronger, smarter, better educational experience. As an experienced teacher who knows what works and what doesn’t, I feel strongly about best practices. People can get caught up with something new and lose sight of things that were working well. It’s important to be open to new ideas and new ways of doing things, but be thoughtful about how to implement them.

Professional development and seeking out new ideas are imperative to staying fresh. When I first learned of the new state *History–Social Science Framework*, I attended a Los Angeles County Office of Education workshop. I left inspired to add document-based questions (DBQ) with primary source analysis to each of my history/social science units of study. It was exciting to watch my fourth-graders engage in deep and meaningful discussions about California history.

For example, I gave students a DBQ: How did Manifest Destiny

American Progress by John Gast, 1872 (detail).



“That moment when the lightbulb of understanding goes on, or when a student asks a question that is so thoughtful or deep or funny or touching — that is why I teach.”

impact the lives of both the pioneers moving out West and the Native Americans? They analyzed *American Progress*, a well-known painting by John Gast. The students used primary source materials related to the differing perspectives of Native Americans and the American pioneers on westward expansion to reflect, discuss, and then compose “We Are” poems. Most students chose to present from the perspective of the Native Americans. They learned there is a price to expansion.

What are you passionate about?

I’m crazy passionate about history/social science instruction — its focus on civics and ideas, and the importance of learning from the past. It helps kids formulate ways to promote respect for all people. Kids need to hear through discussion the historical threads of lack of respect, discrimination and social injustice. Then kids can decide how to live their lives and not repeat the same mistakes of the past.





ANGEL MEJICO

CORONA-NORCO
TEACHERS ASSOCIATION

Art teacher, El Cerrito Middle School,
Corona

Each day in the “Art Barn” is a new canvas. Students observe, create and critique art from around the globe. As artists, they begin with basic shapes and skills, and over time evolve to express themselves in greater detail.

Art as a path to life skills

An important life skill students develop in the Art Barn is empathy. They’re often given a famous artist’s name and must create a piece of art using the same techniques as their given artist. This allows them to learn about the artist, the historical time period they lived in, and put themselves into the mind of the artist to understand art from their perspective. This helps them develop empathy and keep an open mind to differences and world views.

Another life skill students learn is to let their art tell a story. Art can express feelings and make connections with the audience without the student having to speak. Through this creativity, students also learn problem-solving — part of the process in developing artistic skills.

One of the most important life skills students can develop is to trust in their abilities. By encouraging my students to take risks and be fearless when expressing themselves through their work, confidence and trust in their abilities soars.

Tech and new media

In the Art Barn, technology is everywhere. I have oversized photography to incorporate interests in travel and art in photography. We have a “Light Box Bar” where students use light boxes to sketch fine details of commissioned projects. Students throw

A scene from Angel Mejico’s Art Barn.



“Art can be considered a do-over subject, similar to life. Students can cut out, erase, paint over, and try again to ensure they can create their vision, dreams and purpose.”

clay and sculpt ceramics on electric pottery wheels, and fire their projects in the kiln. We have two computers where students use Adobe to create fantastic photography. By integrating technology into the curriculum, students designed cinematography, animatronics and projection mapping on a 33-foot “Tree of Life” during our annual Art Expo.

Art and the broader curricula

Research has shown that incorporating art into rigorous curriculums can bolster academic performance, promote high-level thinking and creativity, increase self-confidence and helps change campus culture by increasing school pride. This has happened on my campus.

I created the Art Expo four years ago, and it has evolved into a 900-piece art exhibit with a performing arts concert on the night of open house. I collaborate with our staff to incorporate art in all core subjects. Teachers now have assignments and projects that infuse art into their core teaching. Students from numerous disciplines — math, history, language arts, science, band, choir, PE, home economics, AVID, the Art Academy, special needs, and industrial technology — submit art for the Art Expo.

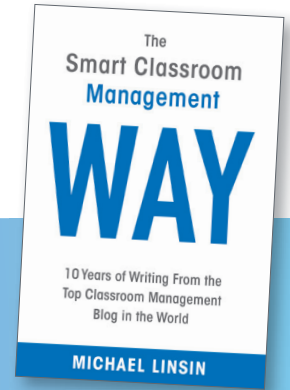
At El Cerrito, we encourage students to take ownership of their learning.

They experience success and mastery in other ways than just formal assessments when teachers integrate art into daily lessons and projects.

Helping students find their purpose

When paint is held above a canvas and slowly tipped, it free-falls, trusting the path to splatter onto the surface below. It has a purpose, it is deliberate, it moves to a destination. No two splatters are identical; each follows its destiny to share color and the personality that emerges. My students are like paint decorating canvas — unique! They each have a purpose.

Art can be considered a do-over subject, similar to life. Students can cut out, erase, paint over, and try again to ensure they can create their vision, dreams and purpose. Art has a way of extracting from students their deepest and innermost thoughts in creative and unique expressions. By the end of my class, students will have discovered how to infuse the elements of art and principles of design into their art pieces. They will also know the purpose their art serves. Some dedicate their art to someone, or use it to set goals or as a road map. Some simply create art because they have found one thing that makes them happy, their reason to come to school. They have found their purpose.



CLASSROOM MANAGEMENT

How to set up a simple, effective plan By Michael Linsin

THE PURPOSE OF a classroom management plan is to hold students accountable for misbehavior — without having to yell, scold or lecture.

When used correctly, a classroom management plan eliminates the need to use these and other stressful, counterproductive methods.

It allows you to demand impeccable behavior without causing friction and resentment — which then frees you to build meaningful and influential relationships with your students.

To set up a plan, you must first devise a set of rules that cover every conceivable misbehavior or disruption that could crop up in your classroom.

I recommend the following four rules:

- Listen and follow directions.
- Raise your hand before speaking or leaving your seat.
- Keep your hands and feet to yourself.
- Respect your classmates and your teacher.

Note: For high school classroom management, search my blog at smartclassroommanagement.com.

These rules work because they make sense to students, they're fully enforceable, and they cover all the bases. Also, because of their refreshing lack of ambiguity, they discourage arguing, complaining and finger pointing.

Next, you'll need a set of consequences to give your rules

the muscle they need to effectively manage and control your classroom — because without consequences, rules are merely suggestions, destined to fall on deaf ears.

The best consequences are those that don't interrupt the flow of your classroom, that are quick and easy to carry out, and that strongly dissuade students from misbehaving.

I recommend the following three consequences:

- First: warning.
- Second: time-out.
- Third: letter home.

Note: When a student reaches the third consequence, they will also return to time-out. For every subsequent time they misbehave, they will cycle back to time-out.

Print both your rules and consequences on a large poster board and display them prominently in your classroom. You will refer to your classroom management plan often, and thus your students need to be able to see them wherever they're seated.

Set aside a desk or two for the sole purpose of time-out. The desk doesn't have to be stuck in a corner or far away from the rest of the class. It just must be separated to some degree.

It is the symbolic separation from the rest of the class, and the feelings it evokes, that makes time-out effective. It's not a separation of humiliation or gloomy punishment. It's one



"When used correctly, a classroom management plan eliminates the need to use stressful, counterproductive methods, which then frees you to build meaningful relationships with your students."



of reflection, of personal disappointment, and of hope in returning quickly to the class they like being part of.

Create a simple form letter to send home to parents when students reach the third and final consequence. Keep it short and to the point. Refrain from giving your opinion or adding an angry note at the bottom. Just give the facts.

The consequences are in play throughout one single day. When the students arrive for school the next day, lessons have been learned, no grudges are held, and everyone starts fresh — with another chance to succeed, to grow, to be better than the day before.

To make your classroom management plan effective, it must be followed faithfully and carried out in a certain way. This is key, because there is no magic in the plan itself. It's just a set of guidelines scrawled on a piece of paper.

How you use it is what gives the plan its power.

My blog details everything you need to know to follow through with your classroom management plan, from how to give a warning to how to send a letter home to parents. I also recommend reading posts in the Rules & Consequences and Time-Out categories of the archive. Together, they explain how to carry out your plan in a way that motivates all students to follow your rules.

Using this simple plan, you'll never again have to rely on complicated, frustrating and demoralizing methods and strategies so many teachers find themselves roped into.

Just follow the plan. Build relationships with your students. And love your job. ■

San Diego Education Association member Michael Linsin is founder of the Smart Classroom Management blog (smartclassroommanagement.com) and author of five books, including The Smart Classroom Management Way (2019). With teaching credentials in multiple subjects, he has taught every K-12 grade level for the past 29 years. He also holds an advanced degree in educational counseling.



Credit: Emily Webster/Unsplash

Back-to-School Night Tips

This is an optimal time for you to meet with parents and share information that can make your job easier. Here are some examples:

1. Capture contact information.

Provide each parent with paper and pencil and ask them to jot down their name, phone number and email address. Additionally, explain how you will be contacting parents and how you like to be contacted in return.

2. Share expectations and wishes.

Let parents know what you expect from their children both academically and regarding behavior, such as completing homework on time and respecting others. You can also share your wishes for classroom needs such as Kleenex or composition books.

3. Share schedules for the rest of the year.

Parents will appreciate knowing ahead of time important dates that will impact them. This also makes it less stressful for you when it comes time to collect field trip money or find chaperones. Similarly, let parents know now when

conferences will be scheduled.

4. Let parents know how to volunteer in and for the classroom.

Consider creating lists for parents, which outline tasks such as photocopying, stapling, reading out loud with students, etc., and say when the task needs to happen and how long it will take.

5. Talk about digital needs and requirements.

If your district uses an online system of communication, scheduling and grading, tell parents how to access the information. If families lack digital access, figure out the best way to communicate with them — and the best way students can do homework and outside research and projects.

For more tips and ideas, go to cta.org and search “back to school night.” Adapted from NEA Member Benefits

5

THINGS TO SAY TO YOUR STUDENTS



WHAT YOU SAY — and how you say it — can have a big impact on your students. Positive messages from educators can encourage them to take control in determining their future.

The tone in which you communicate with students also is important, says psychologist Lisa Damour. “Humans are very attuned to nonverbal communication,” she says. “Step back and think about all parts of the communication —

not just the words, but the music behind it.”

Here are five examples of the kinds of things you should say to your students to encourage intellectual risk-taking and cultivate social growth.

“GOOD MORNING, TYLER!”

Taking the time to greet every child helps put a positive note on their day before it begins. A personal connection also gets your students in a learning frame of mind. Some educators shake hands with each student as they enter the classroom each day, showing them respect and teaching social skills at the same time.

“I KNOW YOU HAVE IT IN YOU.”

Encourage students but hold them to their highest standard. “If I know they’re capable of doing better work, I might say, ‘I see that this needs work to be one of your best efforts. What questions do you have for me so you can do your best?’” Hyde says.

“HOW ARE YOU DOING?”

Teenagers in particular are attuned to whether adults care about them as a whole person, Damour says. Communicate a real interest in how students are doing in their school and personal lives. If you see that a student is struggling with work in history class, for example, note not just his struggles there, but also his successes in other areas, Damour says.

“When students know you have a personal interest in who they are, it’s much easier to talk with them about the next step they need to take for themselves,” says teacher Sara Hyde.

“LET’S FOCUS ON THE POSITIVE.”

When students get in trouble, don’t dwell on the negative. Instead, give them time to work through their feelings. Once they calm down, tell them that you know they’ll do better next time.

“THANK YOU FOR TRYING SOMETHING NEW.”

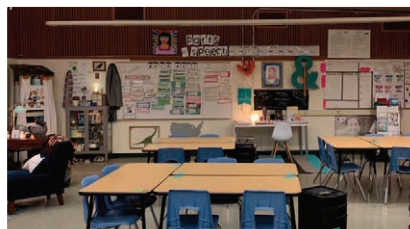
Success isn’t necessarily measured by whether a student knows the right answer. Sometimes, success comes in the form of risk-taking, which should be celebrated — even if the end result is failure.

Encourage students to take risks and embrace mistakes. Remind them that if they knew everything, you wouldn’t have a reason to be there teaching them new things. Share your own struggles to help create a safe learning environment.

Adapted from NEA Member Benefits



BEFORE:



WELCOME HOME

Ashley Wallace's classroom makeover

OVER THE SUMMER, Ashley Wallace, a seventh-grade humanities and theater arts teacher at United for Success Academy in Oakland, gave her classroom an “extreme makeover.” While Wallace is entering her 11th year of teaching, she’s only been at her current school for four years. She inherited what was formerly a music room (complete with soundproofing panels on the upper walls), which had been flooded weeks before school started her first year there due to a fire. The room also had holes in the walls.

But Wallace, who also runs the school’s performing arts program, says she loved the room from the start. “It’s connected to the auditorium and has easy access for my drama class and performances,” she wrote on Instagram. “It’s located next to the office, across from the garden space, and has a lovely skylight that helps with the lack of windows.”

After more than \$6,000 in funding came through for



“[Four years ago] I walked in and saw disaster. Since I wasn’t planning on going anywhere, I knew I needed to make it home.”

—**Ashley Wallace**, Oakland Education Association



Close-up of the library, “the favorite place in the room.”

her three Donors Choose projects, Wallace chose a rainbow theme and set about creating a beautiful, modern classroom with flexible seating and a homey vibe (see photos directly above). The Oakland Education Association member was deliberate about every nook and cranny, including the walls, and paid particular attention to the library area, along with framed

artwork and photos. She recorded the journey, including the big reveal, on Instagram.

“[I wanted] a classroom full of diversity in which my students could see their faces and beliefs on the walls and in the personal touches, with flexible seating options” — technically only 20 chairs, but with some 15

Get Organized

A well-organized classroom can optimize student learning

EDUCATION BLOGGER Charity Preston likens an organized classroom to a well-oiled machine. “If a student sees a teacher who has specific routines and consistently straightens the room in a specific way each time, they begin to see patterns in how to time-manage and solve problems,” says Preston, who maintains the Organized Classroom blog.

Here are six tips for your own effective, organized classroom.

1. ARRANGE DESKS STRATEGICALLY.

What will your students be doing? If you favor small-group work, consider tables, such as a U-shaped table for a reading group. For math you could arrange desks in two rows, angled in front of the Promethean or whiteboard; this helps focus students and accommodates those who need to be close to the board.

2. CREATE OPTIMAL STUDENT FLOW.

If students move from reading to math centers, then the layout of your room should follow that order. For primary students, organize centers for math, reading and writing, using round tables if possible, or bulletin boards and color-coded and labeled pocket folders if you're tight on space. Keep similar materials, such as art supplies or math manipulatives, together where they will be used. And make sure you can see all students easily.

3. MANAGE MATERIALS EFFECTIVELY.

Preston suggests that teachers organize papers using an “in” and “out” basket system for each class or period. When you are ready to grade papers, grab the basket. She also recommends using labels everywhere — on cubbies, bookshelves, bins and folders. Keep baskets/bins of paper, sharpened pencils and erasers to cut down on student time locating them.

4. BUY WHAT YOU NEED, TOSS WHAT YOU DON'T.

Throw out materials that are broken, old or useless.

5. MAKE WALLS DO SOME WORK.

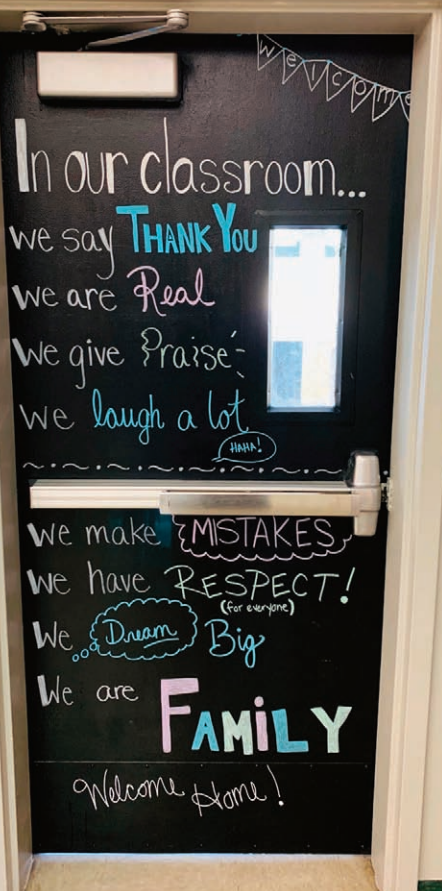
Use your walls to create bulletin boards for student work and curricular supports. This can range from a word wall on the chalkboard to posters with math supports. Post some student work outside the classroom where parents, teachers and students can view it.

6. ORGANIZE ONLINE RESOURCES.

Store lesson plans, ideas, instructional websites, and electronic copies of worksheets using organizational sites such as [Livebinders.com](https://www.livebinders.com), or a desktop application such as Evernote. Users of iPads should try apps such as TeacherKit to organize lessons and grades. Use Pinterest to post curricular materials and to get ideas for classroom organization.

The bottom line: Evaluate your organization at least once during the school year, and be prepared to tweak it for the next set of students.

Adapted from NEA Member Benefits



Wallace wanted the classroom to reflect her students' faces and beliefs.

additional seats for her 32 students.

Wallace drew particular inspiration from [@thesuperheroteacher](https://www.instagram.com/thesuperheroteacher) (Brittany Wheaton), founder of Extreme Makeover Classroom Edition. But the work — cleaning and painting the room, building furniture, hanging pictures, etc. — was done by Wallace, her wife, school staff and students.

Wallace is thrilled with the results. “I’m really proud of this space,” she says. “I feel at home, and hopefully my kids do too.”

To see more of the makeover, go to [@itsmswallace](https://www.instagram.com/itsmswallace) on Instagram.

Meet GEN Z

The future of the teaching profession

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



Aasha Trosper joins her second-graders at Martin Luther King Elementary in dancing the Floss.

IT'S MID-MAY, but pouring rain dictates that recess will be held in the classroom at Martin Luther King Elementary School in Oakland. Aasha Trosper joins her second-graders in a dance called the Floss. Students are surprised she has heard of it — and shocked she can perform it with gusto. Afterward, they create memory books on their iPads, graphing out their favorite things. One of their favorites, unsurprisingly, is Trosper.

“She’s cool,” says a student.

“She’s amazing,” explains another.

“She’s so fun,” say several.

This cool, fun and amazing teacher is a member of Generation Z, whose oldest members have recently entered the workforce, or are on the brink of doing so. Currently, CTA counts about 650 Gen Z members (some members choose not to disclose their age when they sign up). More are expected to join this fall.

Born between 1995 and 2012, Gen Z has never known a world without smartphones, Amazon and social media. They’ve experienced the Great Recession, terrorist plots and fake news. They’re a huge cohort: Gen Z will make up 24 percent of the global workforce by 2020. While there has been lots of research on millennials, little has been invested in understanding Gen Z.



Miyuki Manzanedo

There are key differences between what motivates Gen Zers in their career and how they expect to be treated in the workplace, says California Faculty Association member Jean Twenge, psychology professor at San Diego State University, who refers to them as iGen. Twenge is author of *iGen: Why Today’s Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy — and Completely Unprepared for Adulthood*.

“Businesses and managers need to take note,” says Twenge.



Comfortable with tech: Edith Alvarez Garcia at Hidalgo Elementary School.



We use an egalitarian style of teaching, treating them as if they are equals instead of making powerful demands.”

—Aasha Trosper, Oakland Education Association

“A new generation is arriving at your doorstep, and its members might not be what you expect.”

Here’s what educators should understand about their Gen Z colleagues.

THEY’RE NOT MILLENNIALS

Miyuki Manzanedo once considered herself a millennial because people called her that. Then people called her a “post-millennial.” Now she strongly identifies with Gen Z.

Gen Z entered school after standardized testing became part of the state accountability system in 1998. “No Child Left Behind [in 2001] created a lot of anxiety among us because there was always testing, testing, testing,” says Manzanedo, former president of Student CTA. “I think that’s one reason why we have more anxiety and need more reassurance.”

Support Generation Z educators

- Treat them as colleagues. Explains one Gen Zer: “Sometimes veterans have a deficit way of looking at younger people as if we were blank slates that needed to be filled up, rather than looking at what we know.”
- Keep an open mind to their new ideas. Give them a voice.
- Offer lots of feedback. Give careful instructions and expect that they will need more guidance.
- Let Gen Z educators know they are in a safe environment and that you want to help them succeed.
- Reduce the time at formal meetings and increase virtual and informal learning encounters. Text or communicate electronically for little things.
- Offer them the professional development (such as CTA conferences and trainings) and technology resources they need to succeed.
- Allow time for collaboration.
- Go visual. They prefer image-based information and would rather see than read about an issue. FAQs and YouTube-style tutorials are among their favorite ways to learn, along with problem-solving.
- Don’t automatically expect them to be the “technology person” on-site. Make sure they are not too overwhelmed themselves before they are tasked with helping others.
- Don’t assume that if they are on their phones, they aren’t working. It’s very likely they are.
- Communicate that their local CTA chapter supports and appreciates them. Ask if their needs are being met. Explain what CTA has to offer.

From a variety of online sources and Gen Z members.

According to Twenge, while Gen Z is generally creative and tech-savvy and advocates for social change, they’re also stressed out and anxious. They’re more practical and cautious than millennials. They have a good work ethic and want job security, having seen the economy collapse when they were youngsters. Saddled with debt, they worry about the future.

While millennials were labeled the “entitled” generation, Gen Z doesn’t feel entitled to anything, says Manzanedo.

Twenge’s research shows that Gen Z is experiencing high levels of depression, anxiety, loneliness and suicide. It began in 2007, coinciding with the skyrocketing usage of smartphones and social media.

Gen Z members are growing up more slowly than millennials did, with adolescence an extension of childhood instead of an entryway into adulthood, reports Twenge. Younger Gen Zers are delaying dating, getting their driver’s licenses and working. Older ones are delaying getting married, having children and moving away from their parents.



Jean Twenge



Erin Githens

THEY CONNECT WITH STUDENTS AND THE WORLD

Gen Z teachers can relate to their students, because they are also Gen Z. For example,



Witter Elementary's Francisco Garcia says his generation "brings efficiency with the utilization of technology."

they understand that Momo — a scary-looking cartoon figure linked to a viral hoax — evokes terror in young people. They understand the pressure of trying to look perfect on social media, cyber bullying, FOMO (fear of missing out), and other stressors their students face.

"We bring a level of empathy and compassion to the profession," says Manzanedo. "We draw on our own experiences."

"We relate to the kids and understand their jokes and pop culture references," says Trospier, an Oakland Education Association member. "And we use an egalitarian style of teaching, treating them as if they are equals instead of making powerful demands."

Gen Z sees things from a global perspective and is socially conscious, says Erin Githens, Student CTA secretary-treasurer, who recently graduated from CSU Fullerton.

"We see how issues overlap each other and try to find a successful solution. For example, the issue of systematic racism overlaps with public education's institutional racism. And if we want our students to do well, it's best to address both issues and not one over another."

Having grown up with the Great Recession, climate change and school shootings, Gen Z teachers want to make a difference, says Githens.

"I've always felt that public schools were a way to transform communities, and that through teaching, I can be an agent of change."

THEY FACE ECONOMIC HARDSHIP

College is more expensive than it was for previous generations, and Gen Z is paying the price. Moving out of their family's home, driving their own car and dining out are among the top expenses that they are willing to sacrifice. In more expensive areas of the state, new teachers live dormitory-style in apartments with roommates or with their parents.

"It's a very hard time to be a teacher economically, politically and emotionally," says Trospier. "Most of us disregard the idea of owning a house any time soon. Most of us are living with roommates."

Brandon Giovannoni, vice president of Student CTA at CSU Stanislaus, wakes up early to attend class, even when he has worked past midnight the night before.

"Most of us are broke, even if we have a degree," says Giovannoni, who will receive his credential in 2020. "I live with my parents. I don't rely on them for financial help. But I have bills that don't allow me to live on my own."

He resents that Gen Z is labeled as lazy or only concerned with social media.



We are not afraid to jump in and learn. We try to be as productive as possible. And it's all for the benefit of our students."

—Francisco Garcia, Brawley Elementary Teachers Association

"We get a bad rap for being us. We just need time to figure out life. Ideas have changed, and are still changing rapidly. It's scary to think that in a year, I am going to be teaching young minds. So we just need all the support and feedback we can get."

THEY SEE TECH AS THE SOLUTION

Gen Z teachers are engaging students with technology in the classroom.

Trospier's students use Minecraft, a game where students overcome obstacles, and create a storyboard on how to solve problems.

"We believe in project-based learning, gamification of curriculum, and getting kids to interact with technology in a purposeful way," says Trospier, who earned her master's degree with a focus on digital learning.

Technology allows her the freedom to scaffold her lessons. Instead of creating three different lesson plans or worksheets, she can build different levels into lessons on iPads and Chromebooks, instantly assessing student progress. Integrating technology and differentiating instruction



Brandon Giovannoni



Sarah Landis works with second-year English teacher Cassidy Booe at Hart Middle School.

is invaluable with a class that includes students with IEPs and English learners.

Raquel Chavira, a second-year kindergarten teacher at Caswell Elementary School in Ceres, loves Seesaw, a program where students record themselves so parents can see what they have learned. The youngsters can decide whether to post recordings of themselves on classroom “threads” in this age-appropriate social media platform.

“Our generation easily engages students with technology,” she says. “Using a program like Zearn for math, where students play games and go to the next level at their own pace, is fun.”

Like previous generations, Gen Z educators strive for classroom management skills that allow for fun, but keeps them in control. This is typically learned on the job — but technology helps. Chavira, for example, uses ClassDojo, an app that offers points for good behavior and allows parents to see instantly how their children behave on any given day.

But sometimes in-person support is helpful.

“I went to the CTA New Educator Weekend and took a workshop on classroom management, which I’ve found challenging,” says Chavira, Ceres Unified Teachers Association. “There was good information on helping students’ social and emotional well-being.”

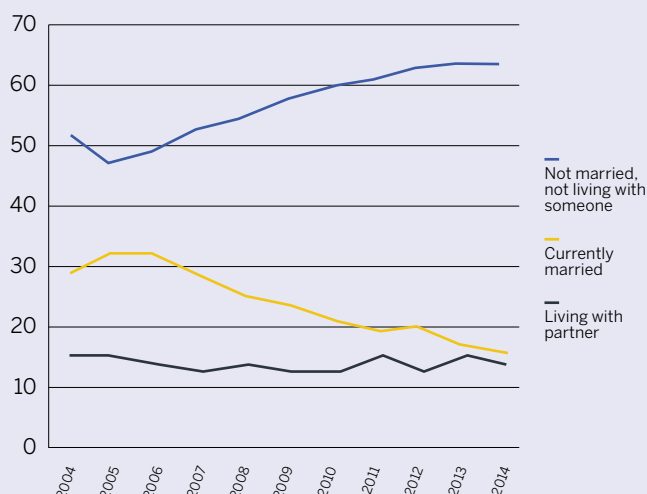
THEY EXPECT INSTANT RESULTS

Gen Z educators want to know immediately if students comprehend a lesson, so they can change direction if necessary.

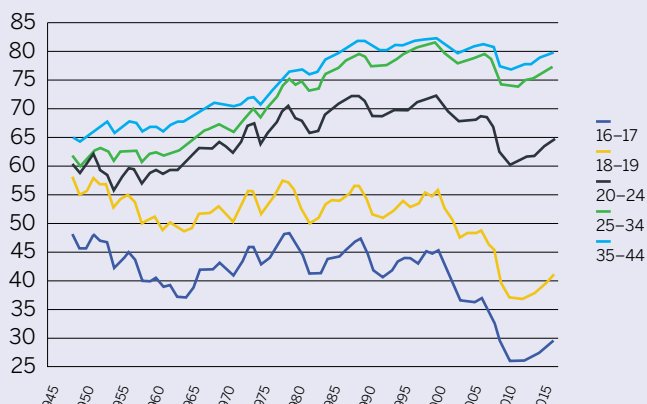
At Hidalgo Elementary School in Brawley, for example, Edith Alvarez Garcia uses a wireless pencil on a handheld tablet to draw math figures and equations, which are transmitted by the Apple TV app to a projector on the ceiling and displayed on a screen. She uses Educreations, an interactive whiteboard tool that allows her to

Personal and Professional

Percentage of 18- to 29-year-olds who are married, living with a partner, or neither. Gallup 2004–2014.



Percentage of Americans employed, by age group. Current Population Survey, Bureau of Labor Statistics, 1948–2016.



annotate, animate and narrate nearly any type of content on the fly, based on her students’ answers.

Next, she asks students to log in to Quizizz, an online program with free gamified quizzes. Teachers can pick an existing quiz or create their own. Students compete for the top three spots posted. Meanwhile, her tablet reveals privately who understands the lesson and who is struggling.

“I love the immediate feedback. I love being able to implement new ideas. Our generation is comfortable with technology and how to integrate devices and apps to make our instruction more engaging and captivating. And we are very lucky that our district provides all the technology tools, support and training we need.”

Across town at Myron D. Witter Elementary, her husband Francisco Garcia uses Pear Deck, a Google-compatible program



that allows him to create and present interactive slides. Students can instantly join the presentation right from their device.

His students use Plickers cards to answer multiple-choice math questions. Each card has a scannable code that identifies the student; students simply rotate their card to the letter A, B, C or D, and the teacher scans the cards with his smartphone camera. The Plickers app immediately displays the students' answers on a screen.

These Gen Z teachers are changing the way things are done in their district, says Maryann Vasquez Moreno, co-president of the Brawley Elementary Teachers Association, of which the Garcias are members. "Although they are new to the profession, they are doing amazing things with technology. They have completely impressed their principals, superintendent and our school board."

Gen Z teachers are often considered tech experts at their school sites. Most don't mind helping veteran teachers who are technologically challenged; it makes them feel helpful and valued.

"Our generation brings efficiency with the utilization of technology," says Garcia, who is beginning his second year. "We are not afraid to jump in and learn. We try to be as productive as possible. And it's all for the benefit of our students."

THEY'RE OK WITH STUDENTS' PHONES

Gen Z educators are more willing to allow students to use their smartphones and iPads in the classroom, says Laura Hernandez-Flores of the New Teacher Center in Santa Cruz, which trains mentors to work with new teachers.

"Generation X and millennial teachers often tell students to put their phones away because they are distracting, while Generation Z teachers have learned how to implement and integrate them into teaching and learning."

Sarah Landis, who mentors new teachers in Pleasanton, has seen this firsthand. She was delighted at the creativity of a young teacher who asked students to create Instagram profiles of Great Gatsby characters.

"You might as well leverage what kids are doing anyway," says Landis, a member of the Association of Pleasanton Teachers. "I've found that younger teachers are more comfortable with the technology kids use, instead of feeling scared or intimidated."

Cellphone apps eliminate the need to buy expensive graphing calculators, dictionaries and other items. They can record lectures and convert talk to text for note-taking. Gen Z educators capitalize on all this, but must also make sure students' phones are used for learning and not playing.

THEY QUESTION THE STATUS QUO

Landis has worked with many new teachers over the years as a coach in the TriValley Teacher Induction Project and as a K-12 professional development coach, thanks to training from the New Teacher Center.



Top: Cassidy Booe shares her lesson on writing narratives with colleagues at Hart Middle School. Above: Edith Alvarez Garcia says she "loves implementing new ideas."

She appreciates that Gen Z teachers question the status quo and embrace diversity.

"They definitely have a willingness to use their voice. For example, they are questioning the traditional literature being taught, in hopes to expand the reading list to include more current readings and represent diverse cultural perspectives."

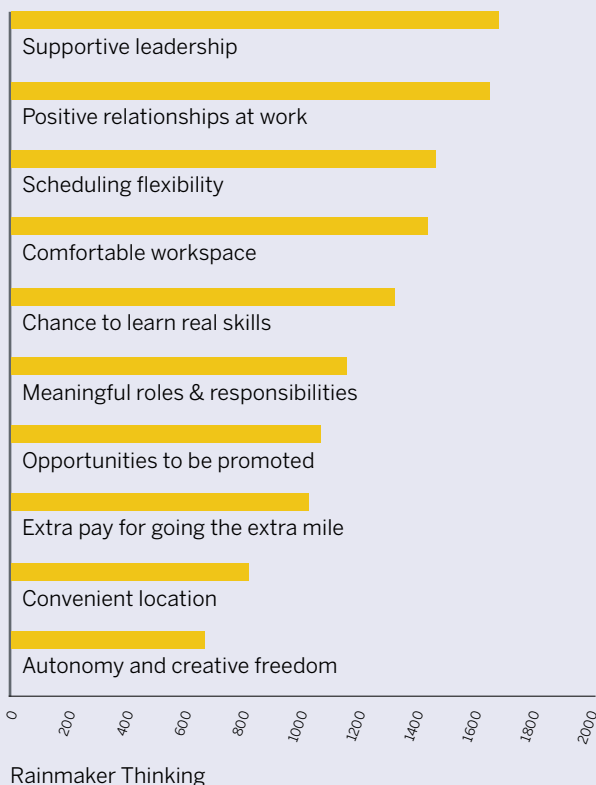
Landis tells them to listen to their inner voice and that it's OK to do things differently from the way they've always been done. She wants newbies to learn from veterans, but also to share.

She is proud that second-year English teacher Cassidy Booe is already demoing a lesson on writing narratives at Hart Middle School in Pleasanton.

"I'm so glad veteran teachers want me to share

What Gen Z Seeks at Work

Job factors ranked in order of importance, based on a 2018 survey with 4,100 respondents:



what I'm doing and learning," says Booe, a member of APT. "Our generation is more willing to try different things, and if we fail, it's OK. We were raised in a growth-mindset way."

Sometimes Gen Z-style teaching can look different from the typical classroom, she admits.

"I think my generation is actively trying to break the mold. We are intentionally creating classrooms that may be a little louder and maybe a little more interactive. We are putting an emphasis on interactive learning that's different than direct instruction. But just because our classrooms are a little louder doesn't mean we are off task or goofing off."

THEY'RE TAKING CONTROL OF THEIR PROFESSIONAL DEVELOPMENT

Gen Z prefers texting to talking, and email or Google Hangout to meetings. They are extremely collaborative, but they don't always need to collaborate in person.

"We don't need as many formalities," says Trosper. "We're fine having instant communication on text or emails. And we want more of a voice in our professional development."

Indeed, Gen Z educators are taking more responsibility



Francisco Garcia uses Plickers cards to answer multiple-choice questions.

for their professional development, says Landis. Instead of waiting to be told what they need, they

send her blog posts or articles they have seen online, asking her to help them implement new ideas.

"They can look at Twitter daily and discover things they want to try. Their style of learning looks different, and they want to make sure what they are learning is relevant to what they are doing."

Hernandez-Flores of the New Teacher Center says that without being asked, Gen Z teachers send mentors videos of themselves teaching and request feedback, which never happened with millennials. But Gen Z members think nothing of it, since they are used to sharing their lives online via social media, and see it as a way to grow as professionals.

THEY SUPPORT UNIONS

According to techrepublic.com, 46 percent of Gen Z members are freelancers. While providing flexibility, gig-economy jobs lack security, benefits and a reliable income, which Gen Z values because it represents safety and security.

That may be one reason why unionism is being embraced by Gen Z workers.

"Jobs are precarious, health care costs are skyrocketing, and wages aren't keeping up with the cost of living — no wonder young people are organizing," writes Michelle Chen in *The Nation*, noting that workers age 35 and under are the main component of an unprecedented surge in union membership over the past two years. Nationwide in 2017, nearly 860,000 workers under age 35 got hired, and nearly a quarter of those were union jobs.

"Gen Z is not afraid of the word union," says Manzanedo. "New teachers and those entering the profession are signing up in large numbers for union membership. It helps that the union is expanding from bread-and-butter issues to student-centered issues."

The power of unions has been noticed by Gen Z teachers, who closely followed the strikes in Los Angeles, Oakland and New Haven. Some, like Trosper, went on strike.

"We saw that CTA was fighting on behalf of students," says Manzanedo. "Teachers took a stand, so their students could get the education they deserve. Generation Z has buy-in. We understand that together, we are stronger." ■

This is the second part of a special report on Gen Z. For part one (on younger Gen Zers), go to californiaeducator.org.

Teaching Through Trauma



As the number of students with trauma increases, educators turn to approaches that focus on relationships, empathy

By **Sherry Posnick-Goodwin** and **Katharine Fong**

FOR 20 YEARS, Christa Maldonado thought that students only learned the hard way. When confronted with bad behavior, the social studies teacher and department chair at Valley View High, a continuation school in Ontario, says a punitive response was all she knew.

"I really believed that students only learned from tough consequences," the Associated Chaffey Teachers member says. "If a student didn't have punishment, what would stop them from repeating the behavior? Or worse, what would stop the rest of the class from copying that behavior? Without consequences, I would lose all control!"

Then in 2018 Maldonado, together with her principal and school counselor, attended the Trauma-Informed School Conference hosted by the Beyond Consequences Institute in Denver. They were so struck with the practices they learned that they went back and trained their entire staff in a trauma-informed approach to working with students.

"This approach focuses on regulating students' emotions using science-based solutions rather than focusing

on students' behavior," Maldonado says. "We realize that behavior is a symptom of a larger problem and that creating a strong relationship with the student is essential to helping them be successful."

She points, for example, to a classroom student who got "very angry" with her when she asked the girl to stop using inappropriate language. The girl began cursing at Maldonado. "Before using a trauma-informed approach, I would have removed the student from class for cursing me out, and she would most likely have been suspended. Instead I said, 'You seem really frustrated this morning, is everything OK?' She started sobbing: 'No! I just got these braces and they're killing me.' I knew I could address the behavior later, when she was in a better place emotionally. The important thing was to make the emotional connection in the moment. She almost lost her Government class because her teeth hurt."

For Maldonado, trauma-informed teaching has been a revelation, and she is not alone. Educators across the state and around the country have found

SPECIAL REPORT

→ **MORE AND MORE** of our children and youth are coping with the impact of traumatic events in their lives — including chronic homelessness and ongoing abuse, the detention or incarceration of a family member, destructive natural disasters, and shootings and other violent acts in communities. Trauma severely affects their ability to learn and grow, and often results in disruptive behaviors.

This is the first in a series of stories on how educators are handling students with trauma. Many are turning to trauma-informed practices and establishing trauma-sensitive schools to reach these students and help them succeed. We'd love to hear your insights or relevant experience; email editor@cta.org with "trauma" in the subject line.



Christa Maldonado

that such practices, in conjunction with other approaches such as restorative practices and Positive Behavioral Interventions and Supports, are allowing them to make real connections with students and keep the focus on learning.

Looking past the behavior

According to a 2018 report by the Learning Policy Institute, some 46 million children in the United States are annually exposed to violence, crime, abuse, psychological trauma, homelessness or food insecurity. Such adverse childhood experiences are often connected to poor health and educational outcomes. Traumatic stress can affect a student's ability to learn, function in social environments, or manage emotions and behaviors.

A trauma-informed educator such as Maldonado is more acutely aware of how trauma alters the lens through

"Behavior is a symptom of a larger problem, and creating a strong relationship with the student is essential to helping them be successful."

—Christa Maldonado,
Associated Chaffey Teachers

— and results — of trauma-informed practices and trauma-sensitive sites. Anita Parameswaran, who has taught at both El Dorado and Daniel Webster elementary schools in San Francisco, has been an educator for seven years. She says that every year at least a quarter of her students have experienced trauma, from homelessness to witnessing shootings of loved ones to facing deportation.

"Students with trauma may retreat and not speak or



Scott Buschman

Anita Parameswaran says that every year, at least a quarter of her elementary school students have experienced trauma.

which its victims see their world and follows practices that help students succeed. Research shows that the effects of trauma can be lessened when students learn in a positive school climate with long-term, stable relationships that support academic and social-emotional development. That in turn leads to an environment conducive to *all* students' well-being and growth.

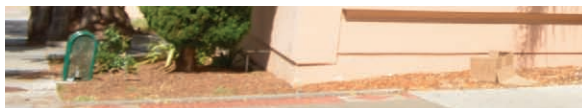
Increasingly, educators, schools and school districts are seeing the value





“One student at a time, we can create an atmosphere of understanding and acceptance, thereby increasing attendance and participation.”

—Susan Kitchell, United Educators of San Francisco



Susan Kitchell is a nurse with San Francisco Unified School District.

open up to anyone. They might exhibit violence like throwing objects or flipping desks. They might threaten anyone who they see could hurt them. They might run away without informing an adult. They might need extra attention at all times,” says Parameswaran, a member of United Educators of San Francisco (UESF). She and other El Dorado and Webster educators received training in trauma-informed practices from UC San Francisco’s Healthy Environments and Response to Trauma in Schools (HEARTS) program, which has had a big impact, according to Parameswaran.

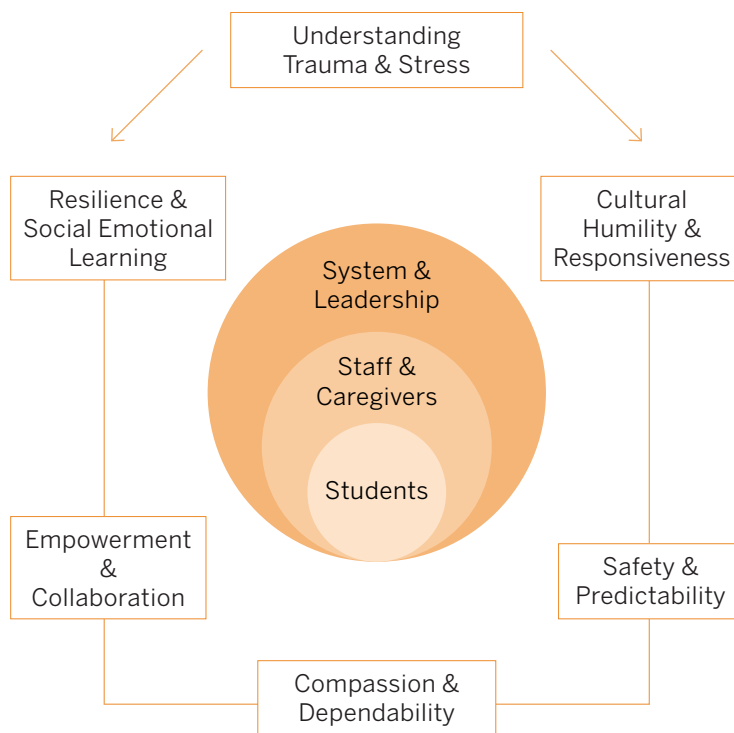
“In order to handle these behaviors, it is important to teach through a trauma lens,” Parameswaran says. “This means understanding what the student has experienced, building a relationship with that student, creating predictability every day, reading body language, giving time and space to self-regulate, incorporating social-emotional learning to develop empathy, and giving positive recognition and reinforcement.”

The HEARTS program, in fact, is guided by these core principles, which promote both school and community success (see diagram at right).

Susan Kitchell, a school nurse with San Francisco Unified School District, has also received training from the HEARTS program, and has read “voraciously” on trauma-informed practices. She sees the impact of the practices at work.

“Unfortunately, too many of the young people I have been privileged to serve have had experiences that no one should undergo,” says Kitchell, a UESF member. “I

Trauma-Informed Principles for Promoting School and Community Success



Modified from SFDPH Trauma Informed Systems Initiative, 2015.
J.Dorado (2015), UCSF HEARTS, UCSF-ZSFG



"I take much more time building relationships with students and have them learn that our classroom is a safe space."

—Jennifer Sinclair,
Elk Grove Education Association

have had students come to me for something as simple as a Band-Aid but, with some exploratory interactions, wind up sharing their life experiences. Students who feel they are being heard respond well to the adults who are listening. One student at a time, we can create an atmosphere of understanding and acceptance, thereby increasing school attendance and participation in class and school activities."

Big changes in class

Educators who have been trained in trauma-informed practices are making substantial changes to how they interact with their students. Jennifer Sinclair, a sixth-grade teacher at David Reese Elementary in the Elk Grove Unified School District, also took part in the UCSF HEARTS program and learned more at an Association for Supervision and Curriculum Development annual conference. She says her entire year now starts off differently. "I take much more time building relationships with students and have them learn that our classroom is a safe space," says Sinclair, an Elk Grove Education Association member.

"I have introduced peace corners, which give students a calm area in the room to have a break when they feel themselves about to have a challenging moment. I have peace kits, which include a variety of sensory items that are tools to help them refocus themselves back to learning."

In addition, Sinclair has implemented structural changes to the school day and week. She opens and closes each day with community



Defining Child/Youth Trauma

THE NATIONAL CHILD TRAUMATIC STRESS NETWORK says trauma results when a child/youth feels intensely threatened by an event they are involved in or witness. Events include:

- Bullying
- Community violence (shootings, bombings, or other types of attacks)
- Complex and early childhood trauma (repeated and prolonged exposure to trauma-inducing situations such as abuse, neglect, poverty, etc.)
- Domestic violence
- Disasters
- Refugee trauma
- Traumatic grief

For the full range of events, go to nctsn.org.



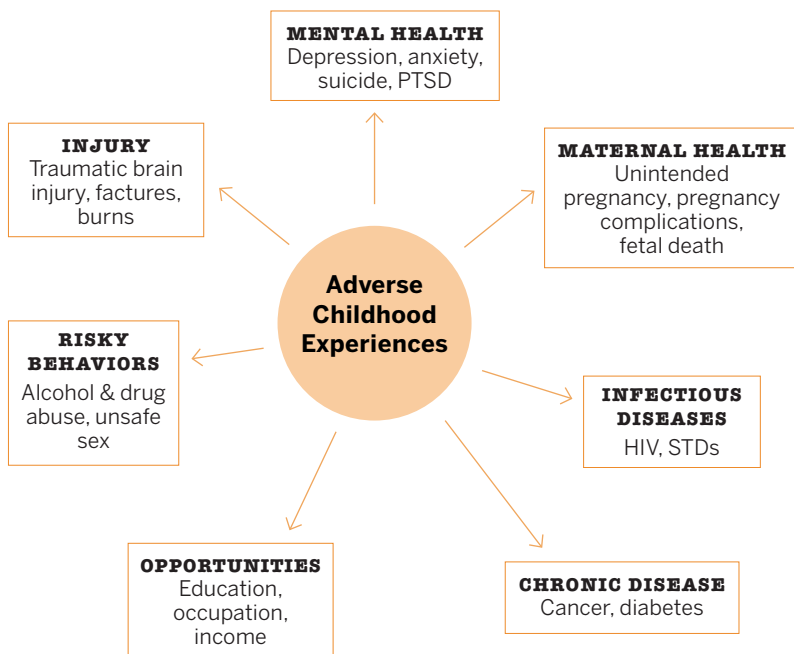
Symptoms of Trauma

EDUCATORS MIGHT OBSERVE various behaviors — or changes in behavior — by students who are traumatized, depending on age and type of trauma. These include:

- Anxiety, fear and worry about safety of self and others
- Worry about recurrence or consequences of violence
- Increased distress, irritability
- Decreased attention and/or concentration
- Changes in behavior, such as:
 - Withdrawal from others or activities
 - Angry outbursts and/or aggression
 - Change in academic performance
 - Absenteeism
 - Decreased attention and/or concentration
 - Increase in impulsivity, risk-taking behavior
- Difficulty with authority, redirection, or criticism
- Re-experiencing the trauma (e.g., nightmares or disturbing memories during the day)
- Emotional numbing (e.g., seeming to have no feeling about the event)

For the full list, sorted by elementary, middle and high school, go to nctsn.org. Note that teachers are mandated reporters and must report all known or suspected cases of child abuse or neglect.

Early childhood adversity has been linked to:



Centers for Disease Control and Prevention

circles, where students stand in a circle, and each answers a posted question designed to help them learn to listen and get to know their classmates in a different way.

She also has family meetings, similar to restorative circles, once a week or as needed, where students sit and answer prepared questions that start simple and can become more complex, often leading to emotional moments and discussion. They follow four guidelines:

1. Speak from the heart.
2. Listen from the heart.
3. No need to rehearse.
4. Just say enough.

“We learn that we have more in common with each other than we think, and we can better support each other.”

Parameswaran cautions that while trauma-informed practices are very effective, it takes a village. “A teacher singlehandedly cannot teach 22 students when there are seven to 10 students who have suffered high trauma in the classroom,” she says. “It is imperative that the teacher receive the necessary support and manpower — from the principal, behavior coach, social worker, therapist, psychologist and paraprofessionals.” ■

“It is imperative that the teacher receive the necessary support from the principal, behavior coach, social worker, therapist, psychologist and paraprofessionals.”

—Anita Parameswaran, United Educators of San Francisco



Guidance from HEARTS

UC SAN FRANCISCO'S Healthy Environments and Response to Trauma in Schools (HEARTS) program uses a multi-tiered system of supports (MTSS) framework in its work with schools. Founder and director Joyce Dorado has outlined strategies for educators to deal with students with trauma.

1 Recognize that a child is going into survival mode and respond in a kind, compassionate way.

Ask yourself, “What’s happening here?” rather than “What’s wrong with this child?” This simple mental switch can help you realize that the student has been triggered into a fear response, which can take many forms.

Reflect back to a student who is acting out — “I see that you’re having trouble with this problem,” or “You seem like you’re getting kind of irritated” — and then offer choices of things the child can do, at least one of which should be appealing to him or her. This will help them gain a sense of control and agency and feel safe. Over time, if a student with trauma sees that you really care and understand, they will be more likely to say, “I need help.”



2 Create calm, predictable transitions.

Transitions between activities can easily trigger a student into survival mode. That feeling of “Uh-oh, what’s going to happen next?” can be highly associated with a situation at home where a child’s happy, loving daddy can, without warning, turn into a monster after he’s had too much to drink.

Some teachers will play music or ring a meditation bell or blow a harmonica to signal it’s time to transition. The important thing is to build a routine around transitions so that children know what the transition is going to look like, what they’re supposed to be doing, and what’s next.

3 Praise publicly and criticize privately.

For children who have experienced complex trauma, getting in trouble can sometimes mean either they or a parent will get hit. And for others, “I made a mistake” can mean “I’m entirely unlovable.” Hence, teachers need to be particularly sensitive when reprimanding these students.

4 Adapt your classroom’s mindfulness practice.

Mindfulness is a fabulous tool for counteracting the impact of trauma. However, it can also be threatening for children who have experienced trauma. Consider using these adaptations:

Tell students that, if they wish, they can close their eyes at the beginning of the practice. Otherwise, they should look at a spot in front of them so no one feels stared at.

Instead of focusing on how the body feels, have students focus on a ball or other object they’re holding in their hands — what it feels like and looks like in their palm.

Focus on the sounds in the room or of cars passing outside the classroom — something external to the body.

5 Take care of yourself.

This actually should be number one! The metaphor of putting on your own oxygen mask first before putting it on the child is very true in this situation.

See hearts.ucsf.edu for more about the HEARTS program. Adapted from Greater Good Magazine, 2013.



WESTERN MICHIGAN UNIVERSITY

**Mallinson Institute
for Science Education**

100% Online MA in Science Education

- ✓ **Flexible course scheduling – no cohort**
- ✓ **Year-round classes, including summers**
- ✓ **Asynchronous classes**
- ✓ **No thesis, project, or teaching required**
- ✓ **30 credits to MA degree completion**



**The Best
Schools**



*WMU is one of the 10 Best Online Master's in
Science Education*

www.wmich.edu/science/masters

School of Education

AZUSA PACIFIC UNIVERSITY



Kim Sheehan, M.A.Ed. '99 and '09, Principal, Barranca Elementary School

CREATE A LIFETIME OF IMPACT

Start Your Education Degree or Credential

Our graduates go into their classrooms, schools, and districts with comprehensive knowledge and a well-respected educational background that prepares them to make a lasting difference. Pursue your degree or credential within a vibrant community of educators at Azusa Pacific, and [get ready for the remarkable journey](#) ahead.

► Teacher Education ► School Counseling and School Psychology ► Educational Leadership

APPLY BY NOVEMBER 11 AND JOIN US THIS SPRING!



Azusa
High Desert
Inland Empire
Murrieta
Orange County
San Diego



God First Since 1899

apu.edu/education

Legislative Update

Charter school accountability bills get closer to Senate vote By Julian Peeples

A number of CTA's sponsored and supported bills are progressing through the legislative process. Here's an update on some of the highest-priority legislation.

AB 1505: Local control of charter schools

The effort to bring transparency and accountability to the privately managed charter school industry through AB 1505 (O'Donnell) is making its way through the Legislature. As of press time, AB 1505 was approved by the Senate Education Committee and is headed for a hearing before the Senate Appropriations Committee.

While AB 1505 has been modified through the process, it still gives sole authority over granting charter schools to local school boards (and not to county and state boards), with appeals allowed only in the event of procedural errors. Co-sponsored by CTA, the bill would also protect communities by allowing their school boards to consider facilities and fiscal and academic impacts to local public schools and students when considering new charter school petitions.

AB 1507: Closing the remote charter loophole

The recent news of an online charter school that swindled \$50 million from school districts throughout the state highlights the need for AB 1507 (Smith), which will close a loophole allowing charter schools to operate outside the geographic boundaries of their authorizing school districts. Co-sponsored by CTA, the bill was approved by the Senate Education Committee and is waiting a Senate Appropriations Committee hearing.

SB 468: Scrutinizing major tax credits and exemptions

SB 468 (Jackson) will shine a light on tax credits and exemptions that currently lack proper oversight and cost the state more than \$1 billion in revenue over a 10-year period. Co-sponsored by CTA, the bill requires that any tax credits or exemptions without a system for evaluation or sunset date that exceed \$1 billion over a decade be evaluated by the California Tax Expenditure Review Board to determine their financial impact and recommend whether they should be repealed. The bill is waiting an Assembly Appropriations Committee hearing.

AB 258: Grants for support services

AB 258 (Jones-Sawyer), the School-Based Pupil Support Services Program Act, authorizes the use of Proposition 64 funds to provide grants to school districts for additional student support services to improve the academic performance and social development of California's youth. The CTA-co-sponsored bill is waiting a Senate Appropriations Committee hearing.

AB 1322: School-Based Health Programs

AB 1322 (Berman) will establish an Office of School-Based Health Programs to administer health-related programs and advise on issues related to the delivery of school-based Medi-Cal services statewide. The CTA-co-sponsored bill will next be heard by the Senate Appropriations Committee.



AB 331: Ethnic Studies requirement for graduation

AB 331 (Medina) requires all students to complete an ethnic studies course to graduate from high school, starting in 2024-25. Supported by CTA, the bill is waiting a Senate Appropriations Committee hearing.

SB 716: Providing educational access to juvenile inmates

SB 716 (Mitchell) requires that detained juveniles possessing a high school diploma or equivalent have access to postsecondary academic and career technical education programs. This CTA-supported bill is waiting an Assembly Appropriations Committee hearing.

AB 493: Training on supporting LGBTQ+ students

CTA-supported AB 493 (Gloria) requires public schools to provide training to certificated employees in grades 7-12 about community resources supporting LGBTQ+ students. The bill will be heard by the Senate Appropriations Committee.

SB 5: Re-establishing redevelopment agencies

SB 5 (Beall) would re-establish redevelopment agencies and backfill property taxes to minimize impacts. CTA opposes this bill, which will be heard by the Assembly Appropriations Committee.

AB 196: Increasing paid family leave wage

AB 196 (Gonzalez) will increase the wage rate for paid family leave claims to 100 percent of a worker's highest quarterly earnings in the past 18 months. The CTA-supported bill is waiting for a hearing by the Senate Labor, Public Employment and Retirement Committee.

BARGAINING ROUNDUP

By **Cynthia Menzel, Julian Peeples** and **Ed Sibby** [#OurVoiceAtTheTable](#)



FORESTVILLE: Teachers go on strike

Fruitless negotiations in the small Forestville Union School District in Sonoma County led to **Forestville Teachers Association** (FTA) going on strike on the first day of school, Aug. 12. As of press time, the strike continues.

For two years, the district has delayed and dragged its feet to negotiate a fair contract and provide a living wage to its dedicated educators. FTA put the district on notice this summer that if an agreement couldn't be reached at a meeting in July, educators would go on strike. District managers at that meeting were not only completely unprepared to present a proposal, they also admitted they had no authority to make a deal — a complete lack of respect for FTA educators.

"Enough is enough," says FTA President Gina Graziano. "Teachers are our students' most important resource. Our students are losing great teachers because FUSD managers won't provide a living wage to teachers. Our students deserve better."



FRESNO: → Teachers win agreement

A year after nearly going on strike, **Fresno Teachers Association** (FTA) agreed to a three-year contract that makes advances in all its priority areas: class size, special education, evaluations, meeting time, professionalism and discipline. FTA also secured a 3 percent on-schedule salary increase, a 1.5 percent off-schedule bonus, and no concessions on their health care coverage.

"In under five months, we were able to tackle some big issues and do so in a way that was professional, even though very difficult, and really move forward," says FTA President Manuel Bonilla. "This gives us ... a good foundation to build on over the next three years."

FTA's victories included more money for special education and the hiring of more nurses. Core classes in middle school will be capped at 28. For the 2019-20 school year, elementary educators with more than 33 students can choose a \$2,000 annual stipend or a teacher's aide. Secondary-level teachers in core classes with more than 36 students can choose \$500 or a teacher's aide.





In January, more than 250 educators and parents spoke out at an SDEA special ed accountability forum with district leaders.



SAN DIEGO:

Agreement after marathon bargaining

Following a marathon 14-hour bargaining session, San Diego Unified School District accepted the last, best and final offer from **San Diego Education Association (SDEA)**, marking a major victory for educators, signing an agreement on June 20.

SDEA won a \$2,500 longevity stipend for educators with 22 years of service, effective in 2020-21. All SDEA members will receive a 3.7 percent raise on Jan. 1, 2020.

"This raise will also help keep newer teachers here in San Diego," says SDEA bargaining team member Ron Reese. "It will help us afford to live in the city we teach in."



SONOMA COUNTY:

Deal reached in mediation

Sonoma teachers stood together during impasse mediation with the county office of education and made a deal that will raise their salaries by 12 percent over three years. The **Association of Sonoma County Office of Education** successfully defended their health care benefits, which will remain unchanged for three years. Educators will also receive increased stipends for advanced degrees.

SDUSD to hire 26 special educators, plus caseload cap!

SDUSD Understaffing Special Ed.

Supt. Marten implemented a policy of understaffing special ed.:

- ⇒ SDUSD was not hiring enough special educators this year.
- ⇒ At least 200 special educators over caseload, stretched too thin.
- ⇒ Not enough staff to meet students' IEP requirements
- ⇒ Students rights were being violated.
- ⇒ Supt. Marten knew about the problem, but wasn't fixing it.

Educators & Parents Stand Up — "Students first! Stop understaffing special ed.!"

We took collective action to keep turning up the heat on SDUSD:

- ⇒ Nov.—More than 30 union educators marched on special ed. office to deliver a 50-foot petition against understaffing
- ⇒ Dec.—Union educators filed more than 25 grievances against SDUSD for understaffing special ed.
- ⇒ Jan.—More than 250 educators and parents spoke out to top district leaders at union-hosted Special Ed. Accountability Forum.
- ⇒ Feb.—More than 100 union educators and parents marched on Supt. Marten's office with bullhorns and news cameras.
- ⇒ Mar.—This Accountability Forum with Supt. Marten

Tuesday's Big Win

Yesterday at the final hour, SDUSD gave in to our pressure:

- ⇒ SDEA educators negotiated with Supt. Marten's staff for 15+ hours, reaching agreement on Tue. shortly after midnight.
- ⇒ SDUSD signed an agreement to alleviate special ed. understaffing.
- ⇒ SDUSD will hire 26 more Mild/Moderate special educators in 2019-20.
- ⇒ This hiring should let SDUSD resolve the problem of caseloads being over for most special educators.
- ⇒ Plus, SDUSD agreed to phase in lower caseloads for Mild/Moderate special educators starting next year.
- ⇒ By 2020-21, the caseload hard cap for Mild/Moderate will be 20 students. Thanks to educators and parents, SDUSD will be the first in California!

There is still work to be done when it comes to staffing special ed.!

Tuesday's agreement moves us forward in fixing understaffing, but there is still work to be done:

⇒ Let's tell Supt. Marten our stories of how special ed. understaffing has affected us and our students.

⇒ We have 2 questions for Supt. Marten:

1. Will you commit to expanding hiring to other areas of special education to truly end special ed. understaffing across the board? (Examples: Speech language pathology, paraeducators, and Early Childhood)
2. Will you commit to speedy and smart hiring of the 26 special educators? (Examples: Hire full-time not part-time teachers, hire early before teachers take jobs with other districts, give stable probationary jobs not temporary jobs that end in one year)



SDEA flier showing members how collective action led to an agreement, and the next steps.



Play the Whole Game

Key strategies to promote deeper learning in high school By **Sarah Fine** and **Jal Mehta**

*For their new book *In Search of Deeper Learning: The Quest to Remake the American High School*, Jal Mehta and Sarah Fine visited 30 schools, conducted 300 interviews and sat in on classes for 750 hours. Schools included San Diego's High Tech High, which serves as one of the book's anchor case studies.*

The authors observed how the best schools and teachers engage with students to promote deeper learning. They determined that mastery (when students understand a subject), identity (when they connect this knowledge to their own sense of self), and creativity (when they can apply what they know to another area or topic) define “powerful learning experiences.” Here they suggest strategies to create such experiences.

When we talk to audiences about our book, we often get asked what teachers in ordinary high schools can do to deepen the learning in their classrooms. Is powerful learning even possible, given constraints such as short blocks, high student loads, teacher isolation, and pressures to prepare students for standardized tests?

The bad news is that American high schools are generally not set up to support powerful learning. But the good news is that we saw pockets of such learning in virtually all the schools that we visited — including underresourced traditional schools. These examples suggest that there is a lot that individual teachers can do.

HELP STUDENTS “PLAY THE WHOLE GAME” OF YOUR SUBJECT

How do professionals in the field that you teach spend their time? What kinds of activities organize their work? What are they seeking to create or produce?

These questions, we believe, should be the starting point for how you think about structuring learning experiences for students. Too often, teachers feel pressured to teach the “school version” of science, math, or English — a version of these disciplines that bears little resemblance to the actual work of the field.

Scientists, for example, don't spend time doing experiments where they already know the outcome; rather, they try to understand phenomena that have not yet been fully explained. Mathematicians don't simply

memorize and apply algorithms; rather, they tackle unsolved problems to generate new knowledge for the field. Literature scholars rarely write five-paragraph essays in which the thesis is placed up front; rather, they play with both structures and ideas.

Cognitive scientist David Perkins has a useful metaphor: In games such as baseball, he argues, kids don't learn to play by spending a year throwing, a year catching, and a year batting; instead, they “play the whole game at the junior level” from the get-go. Kids can — and should — also practice the game's individual parts, but they need to know how the parts connect to create the game as a whole. Without this, the whole endeavor will feel meaningless.

“Ultimately you're trying to build a community, a team, or even a family: a group of people who care about each other and work to help each other accomplish their goals.”

What does it mean to have high school students play the whole game of the academic disciplines? We watched an 11th-grade English teacher at a high-poverty urban public school unwind a recent column by Ta-Nehisi Coates. In short succession, he had students annotate and summarize the essay, debate its thesis, and then examine its form — a form that was strikingly different from the classic five-paragraph essay. Finally, students drafted and refined essays in which they took a stand on Coates' thesis while also making strategic choices about the form of their argument.

In essence, the teacher was inviting students to participate in the world of column writing by exploring argumentative journalism as it is written beyond school walls. A promising next step would be to have students craft original argumentative columns on topics relevant to their communities — and then try to publish them in local newspapers.

USE YOUR OWN POWERFUL LEARNING EXPERIENCES AS A COMPASS

What was the most powerful learning experience you've had as a learner? What characteristics made it so powerful? How were you as a learner guided through the experience? Who did you learn with and from? What was the goal, and why did you care so much about reaching it? How did the learning accumulate over time to help you go deeper in the domain?

Both of us regularly sit down with groups of educators and ask these questions. Every single time, no matter how wide the range of examples might be, participants end up identifying the same list of characteristics that make powerful learning powerful: purpose (there's a real reason I want to do this), choice (I have chosen to take this on), community (I'm part of a community that cares about me and is supporting this work), apprenticeship (I'm being coached rather than taught toward developing a skill), peer learning (I'm learning from fellow participants in the field), and learning by doing (I'm learning from trying, getting feedback, and trying again).

What does it look like to bring some of these qualities into the classroom? Start by asking yourself what students are going to do or make that they will be proud of. This is easier if you're working in a project-based environment, but it can also happen in traditional schools — a fourth-grader drafting, revising, and performing a spoken word poem is playing the whole game too.

Next, ask yourself if there are ways to give students some choice, even while building the core skills that you want to hold common. From elementary school reading to middle school science experiments to high school history papers, students are more likely to invest if they can choose the content of what they are doing.

Embrace the notion of productive struggle — your powerful learning experience likely wasn't spoon-fed to you step-by-step. Give your students different roles, teach them the standards of your field, and have them give feedback to each other as they're developing their work.

Finally, remember that ultimately you're trying to build a community, a team, or even a family: a group of people who care about each other and work to help each other accomplish their goals.

FIND WAYS TO SLOW DOWN

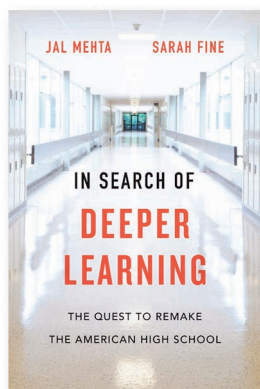
When it comes to powerful learning, less really is more. Socrates himself couldn't create deeper learning if he were charged with covering history from ancient Rome to the French Revolution in a year. It takes time to unfold the layers of a topic. Try to identify the core events, moments, ideas, books, and skills that you think are really important for students to learn, and prune your unit plans relentlessly to give those things the time and space they deserve.

For example, one teacher in our study had a moment where students got really interested in the fact that some of the Founding Fathers were slaveholders. What, the students wondered, does that mean for our Constitution and the foundations of our nation? The teacher told us that earlier in his teaching career he would have deflected the question and moved on. This time, however, he developed a mini-unit around his students' question, allowing them to probe a range of perspectives and consider how the racial contradictions associated with the nation's founding continue to reverberate into the present.

If you're nervous about the prospect of covering less material, remind yourself that students won't remember all the details of the content anyway. They're much more likely to remember salient things that have surfaced via in-depth explorations. And while it may not seem as if you have the flexibility to shift

your curriculum, if you develop a great unit you likely will build support among students and parents that can buy you more leeway the next time.

Creating powerful and lasting learning in your classroom won't be easy — but the rewards are well worth the effort. Start small and celebrate every victory! ■



Jal Mehta is an associate professor at Harvard Graduate School of Education. Sarah Fine is program director of teaching apprenticeship at High Tech High Graduate School of Education. Their book is available for purchase wherever books are sold. This story first appeared in Edutopia.

One-pager examples from Betsy Potash.



POWER OF THE PAGE

One-pagers use imagery and language to get at the crux of the matter

By Betsy Potash

THE ONE-PAGERS I see on Instagram draw me in like a slice of double chocolate mousse cake. The artistry students bring to representing their texts on a single piece of paper, blending images and ideas in creative color, is almost hypnotizing.

But it's the very beauty of the models that get posted that can drive students and teachers away from the one-pager activity. Sure, it's great for super artistic students, we tend to think, but what about everyone else?

Turns out it *can* be great for everyone — as long as you know how to structure it.

What is a one-pager?

It's pretty simple, really: Students share their most important takeaways on a single piece of blank paper. They take what they've learned — from a history textbook, a novel, a poem, a podcast, a TED Talk, a guest speaker, a film — and put the highlights onto one page.

Why is this simple assignment so powerful?

As students create one-pagers, the information they put down becomes more memorable to them as they mix images and information. According to Allan Paivio's dual coding theory, the brain has two ways of processing: the visual and the verbal. The combination of the two leads to the most powerful results. Students will remember more when they've mixed language and imagery.

Plus, one-pagers provide variety, a way for them to share what they've learned that goes beyond the usual written options. Students tend to surprise themselves with what they come up with, and their work makes for powerful displays of learning. And, they're fun to make.

So, what exactly goes into a one-pager?

Students might include quotations, ideas, images, analysis, key names and dates, and more. They might use their one-pagers to make connections to their own lives, to art or films, to pop culture, to what they're learning in their other classes. They might even do it all.

The art problem

When creating one-pagers, artistic students tend to feature more sketches, doodles, icons and lettering. Students wary of art tend to feature more text, and can be reluctant to engage with the visual part of the assignment.

It was the issue of the art-haters that first drew me into one-pagers two years ago. I had seen some stunning one-pagers posted in my Facebook group, Creative High School English. But the comments that followed were always the same. "That's amazing work! But so many of my students don't like art."

Those comments struck a chord. For years I had dealt with comments from some of my own students about their distaste for artistic materials when I would introduce creative projects. No matter how much I explained that it was the intention behind their choices that mattered, I always got pushback.

Was there a way to tweak the one-pager assignment so every student would feel confident in their success?

Another problem was one of overall design: Though they knew they needed to hit all the requirements their teachers listed, students still seemed to be overwhelmed by that huge blank page. What should go where? Did colored pencils really have to be involved?

Solution: templates

I wondered if students would feel less overwhelmed if they knew what needed to go where. I played around in PowerPoint, shaping my requirements and correlating each element with a space on the paper. The border could be the key quotations. The center would feature an important symbol. The themes could go in circles around the center. I developed different templates for varied ways to respond to novels. Then I tried podcasts. Films. Poetry.

As I shared these templates with other teachers, I kept getting the same feedback: “It’s working!”

That little bit of creative constraint actually frees students to use their imagination to represent what they have learned on the page without fear. They know what they need to put down, and where, but they are also free to expand and add to the template — to choose their own colors, to bring out what is most important to them through their creativity and artistry. And those super artistic students can just flip the template over and use the blank page on the back.

Beyond novels

While one-pagers lend themselves beautifully to final assessments after reading independent novels, literature circle selections, or whole class novels, that’s really just the beginning.

You can use them to get to know students better, with “about me” one-pagers at the beginning of the year. One school used templates to have every student create a one-pager about their own life, posting them in hallway displays as part of a project they called “Tell Your Story.”

You can also use them to help students focus in on the most important information in nonfiction articles and books. One EFL teacher used the templates to have students share key takeaways from articles they read about social media. Students had to analyze the texts deeply to figure out what was most important.

Another great use for one-pagers is to keep students focused while absorbing media. When students are watching a film, listening to a podcast, or attending an assembly with a speaker, they can be creating one-pagers as they listen. ■

Steps for one-pager success

When considering options for assessment, throw one-pagers into the mix:

1. Choose elements you want your students to put onto their one-pagers. For example, quotations, key themes, literary elements, discussion of style, important characters or dates, connections to other disciplines, connections to their lives, and to modern culture.
2. Create a layout using the shapes tool in PowerPoint, or grab a free set of templates at my site nowsparkcreativity.com.
3. Connect your instructions to your layout. Make it clear which elements should go where.
4. Create a simple rubric with the key categories you want your students to succeed with. With literary one-pagers, I use “Textual Analysis,” “Required Elements,” and “Thoroughness.”
5. Show students examples of one-pagers to give them a sense for how they might proceed.
6. Let students work on one-pagers in class so they can ask you questions. Provide artistic materials, or invite students to bring them in. You can always let them complete the work at home.
7. Do a gallery walk of the one-pagers before you collect them, or have students present to each other in small groups. Students will learn a lot from seeing each other’s representations.
8. Create a display after you grade the one-pagers with your rubric.

Former high school teacher Betsy Potash creates educational content (curriculum, podcasts, etc.) and community at nowsparkcreativity.com. This article originally appeared in Cult of Pedagogy.

AR In Your Classroom

Augmented reality can improve student learning, interaction By **Terry Ng**

MILLIONS OF US enhance our realities every day by using funky filters to put sunglasses on our selfie faces or walking the neighborhood to try catch a Pikachu. These simple and fun filters from Snapchat and Pokémon Go alter our physical world and are the basis of augmented reality (AR). If you've never used either app, just imagine digital objects projected on a real-world surface (much like a hologram) that you can experience through the screen of your phone.

Although social media and entertainment apps are leading the AR revolution to bring the technology into mainstream, there are several educational apps that can help improve classroom learning and student interaction. Five to try:



Dino Park AR+

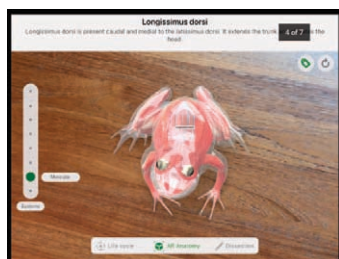
(iOS, Android) – **FREE**

Dino Park is an interactive dinosaur exploring app. Revive the dinos and watch them move and roar in your backyard in real size! Enrich your knowledge with fun facts about them and observe their skeletons up close.

Chromville

(iOS, Android) – **FREE**

The ancient world Chromville is well known for its power source: color. It's in a galaxy far, far away and its inhabitants, the Chromers, live in peace thanks to Chromville's colorful beauty. However, the planet's color is fading away mysteriously, and it's the user's job to get it back.



Froggipedia

(iOS) – **\$3.99**

This app helps us observe the life cycle of a frog — how it turns from a single-celled egg in water to a tadpole, then metamorphoses into a froglet and eventually a full-grown frog! Dissect and observe the complex structure of organ systems right on your iOS devices using an Apple pencil or your finger.

FETCH! Lunch Rush (iOS, Android) – **FREE**

In this multiplayer game, you manage lunch orders from Ruff's movie crew. The challenge is keeping track of how many pieces of sushi everyone wants. Both your brain and body will be moving once you spread out the game pieces and start taking orders.



7 Habits for Healthy Educators

Keep mind and body in top shape all year

WITH EACH SCHOOL YEAR comes the chance to be proactive about your health. You can fight off chronic low energy, constant sniffles and stress headaches before they pull you under. In fact, not having a plan for maintaining your health while pouring passion into your profession will leave you fried by spring, says Mike Anderson, author of *The Well-Balanced Teacher*. “We have to consider taking care of ourselves as a primary part of our job.”

Adopt these seven habits to keep your mind and body running smoothly:



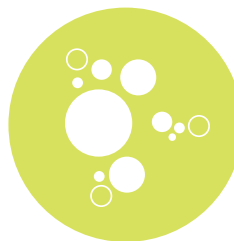
1 **Take a mindful break.**

Even just a few minutes of relaxation a day will help your body's stress response, says Mindy Mayol of the department of kinesiology at the University of Indianapolis. Find a peaceful place at school or home to try deep breathing exercises, or take a walk in the halls or outside the building. A bit of nature helps us relate back to our kinesthetic selves.



2 **Squash allergens.**

Reduce mold, dust, pollen and other allergy triggers in your classroom by regularly wiping down computer screens, your desk-top, and other places that collect dust quickly. Certified indoor environmentalist Tony Abate suggests keeping a portable air purifier in your classroom and putting a doormat outside your door, which will keep some debris, including pollen, from tracking inside the room.



3 **Be vigilant about germs.**

Abate suggests wiping down classroom doorknobs at the beginning and end of the day. Michigan first-grade teacher Jennifer Korte wipes down her students' desks every day with disinfectant, and makes sure children wash their hands every time they go near their noses. To make sure germs don't travel, she washes her hands at the end of the school day before heading to her car, and changes her clothes once home.



4 **Schedule physical activity.**

Put exercise on your calendar as a visual reminder to yourself, says wellness consultant Jolene Moore. Or make it a date with a friend so you're less tempted to skip. Be realistic about your time and interests: “You have lunch or 10 minutes after school — do something that's reasonable,” Moore says. Results keep your body healthy and your energy up.



5 Pack a health-ful lunch.

Plan ahead for your weekly meals or use leftovers for a quick lunch. Try to make lunch a balance of complex carbohydrates, such as whole grains, plus fat, protein and fiber. That helps keep blood sugars stable in the afternoon, says dietitian Jennifer Reilly. "This helps with attention span, the ability to multitask and patience," says Reilly.



6 Think before you drink.

Our body needs a lot of water — half your weight in ounces, so 60 ounces for a 120-pound person. Although coffee counts in the water count, Reilly says, it acts as a diuretic for some — not good when you need to stay at the head of the class — and keeps you from getting a good night's sleep. If you need an afternoon energy boost, try an energizing herbal tea, water with lemon or a quick walk in the hall.



7 Get some ZZZs.

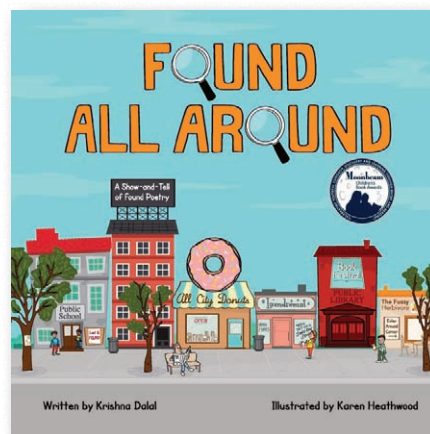
Aim for seven or eight hours a night. You'll have more energy, less stress, and an inclination to eat healthier. When you run on empty, you produce more of the stress hormone cortisol, store more fat, and have an increased appetite for simple carbs and junk food, Reilly says. Get enough sleep by figuring out your daily routine and how early you need to get up, then counting back seven hours to find your ideal bedtime.



Adapted from NEA Member Benefits



Often educators' creativity spills over into a book, blog, app or other work. We're happy to showcase members' talents.



CLASSROOM LITERACY

KRISHNA DALAL, a math coach and member of the San Rafael Teachers Association, is the author of two award-winning picture books that are ideal for students ages 6-10.

Found All Around (2014) explores found poetry, where words are taken from existing texts (news-papers, menus, books, etc.), reordered and turned into poems. The how-to book includes creative found poems and illustrates the origin and process of each. Perfect for hesitant and proficient poets alike.

Sardoodledom: A Spelling Bee Tale (2011) follows four students as they spell their way through the annual Jefferson Elementary School spelling bee. The spellers entertain and educate by playing with rhyme, telling knock-knock jokes, tackling homophones, and more.

Both books are on Amazon.

JASMINE'S 'SUPERPOWERS'

AMBER HARRELL-TOBEY, an eighth-grade math teacher and member of NEA-Jurupa, wrote and published a book this year inspired by her 7-year-old daughter, who has cerebral palsy. The disorder impairs body movements and causes a reduced range of motion.

Written under the pen name Amber Nichole and illustrated by Mike Motz, *Hey Jasmine! Let's Go to the Park* looks at some of the challenges the energetic child faces, as when other kids at a park are confused by her leg braces and mannerisms and refuse to play with her. The story goes on to show the little girl making friends and highlights her "superpower" abilities.

"It's a great resource for teachers to use with their students to teach them how to be more sensitive to students with special needs, while also celebrating the accomplishments that children with special needs *can* do," says Harrell-Tobey, who has taught for more than 17 years and has twice been named Teacher of the Year in her district. "I want to celebrate them! They deserve to see characters that look like them too." The book is available on Amazon.



Got something for this page? Send details to editor@cta.org with "Lit From Within" in the subject line. We lean toward new(ish) work that can be used in the classroom.

THE CTA® CASH REWARDS VISA SIGNATURE® CREDIT CARD



↗ New card design

3% CASH BACK in the **CATEGORY** of **YOUR CHOICE***



Gas



Online Shopping



Dining



Travel



Drug Stores



Home Improvement
& Furnishings

PLUS \$200 Amazon.com Gift Card Bonus Offer**
(students not eligible)

APPLY TODAY: call 1-888-758-7946 or visit newcardonline.com Mention Priority Code VC01LG

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.

* You will also earn 2% cash back at grocery stores and wholesale clubs. Earn 3% and 2% cash back on the first \$2,500 in combined choice category/grocery store/wholesale club purchases each quarter. Once the \$2,500 quarterly limit is reached, additional Net Purchases will earn base cash rewards of 1%.

** You will qualify for a \$200 Amazon.com Gift Card if you use your new credit card account to make any combination of Net 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. The account must be open and have charging privileges to qualify for and receive the gift card. Limit 1 gift card 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. Allow 8-12 weeks from qualifying for delivery of the gift card. Offer sponsored by Bank of America. We may substitute an item of equal or greater value and we are not responsible for lost, stolen or undelivered merchandise. Federal law prohibits students from receiving the gift card premium. The value of this reward may constitute taxable income to you. You may be issued an Internal Revenue Service Form 1099 (or other appropriate form) that reflects the value of such reward. Please consult your tax advisor, as neither we, nor our affiliates, provide tax advice. Restrictions apply, see amazon.com/gc-legal.

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. Bank of America and the Bank of America logo are registered trademarks of Bank of America Corporation.

Leadership for Our Times

CTA seeks new executive director

CTA IS CONDUCTING a national search for a new executive director, following the departure of Joe Nuñez in July. (Gail Gregorio is the interim executive director.)

The executive director guides the work of CTA, the premier voice in California for high-quality public education for all students and one of state's largest and most dynamic labor organizations. Through its 1,000 chapters and 310,000 members, CTA vigorously advocates for the employment rights of public education employees and the civil rights of the students whom they serve.

The executive director reports to the Board of Directors. The board is seeking an experienced leader who possesses a bold and broad vision for CTA's role in promoting public education and racial and social justice, and who can help CTA grow with strong organizing programs and engaged members.

Farewell & thank you to Joe Nuñez

JOE NUÑEZ SERVED AS CTA executive director for six years, and during that time helped lead CTA to multiple victories for public education.

"While Joe was at the helm, we passed an unprecedented tax increase for public education and the largest school funding initiatives in the country with Propositions 30 and 55," says CTA President E. Toby Boyd. "Joe's guidance was instrumental in keeping CTA strong and vibrant as we stood against the corporate, anti-public education forces that had declared the demise of labor unions with the *Janus v. AFSCME* Supreme Court decision.

"Similarly, he led statewide coalition efforts to defeat multiple attacks on our union rights and attempts to silence the voices of workers."

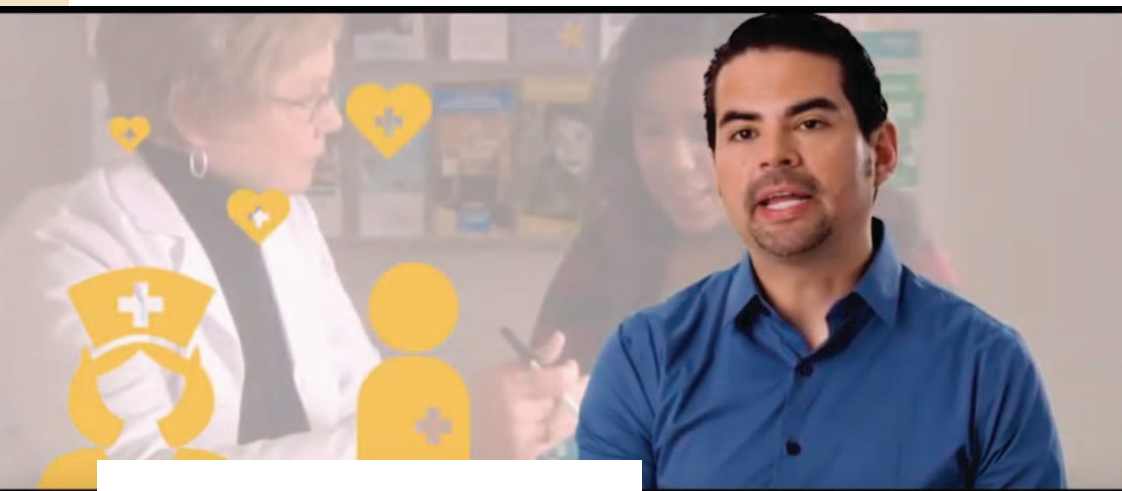


Above, Joe Nuñez speaks at CTA State Council.

Boyd praises Nuñez's strong advocacy in setting education policy in California that focuses on students and the needs in our classrooms, and notes the legacy he leaves. "His leadership and contributions over the last 25 years have left a lasting mark on this state and created a brighter future for millions of students."

Nuñez has more than 45 years of experience in California public education.

Prior to serving as CTA executive director, he was the CTA Governmental Relations director in Sacramento, where he also served on the State Board of Education and ranked high on *Capitol Weekly's* Top 100 list. During his CTA career, which began in 1995, Nuñez served as field staff, legislative advocate and regional manager. In addition, he was a high school teacher in Santa Maria for 20 years. ■



Ever Flores-Deras, a school counselor, speaks of the need for more school nurses and counselors.

Educators Speak Out

CTA's latest ads give voice to members on student needs, why they teach



Marisa Villegas says her favorite part of teaching is when students discover themselves.

IN ONE OF the new TV ads from the CTA Media Fund, several educators describe their favorite part of teaching.

"My favorite part is when I greet my students when they come in, because I know what great things we have in store in the classroom," says Rodney Brown, Oakland Education Association.

"When they come into my classroom, they're able to get in touch with who they are," says Marisa Villegas, also an OEA member.

In a radio ad, educators are forceful advocates for their students and what they need.

"Smaller class sizes," says Angelia Brye-Jones, Sacramento City Teachers Association.

"A lot more school nurses, a lot more school counselors," adds Rosie Reid, Mt. Diablo Education Association,

one of the California Teachers of the Year.

"Counselors provide that social-emotional core that's needed," says Brown.

Villegas says, "Schools need to be safe places for our children to learn."

Roxana Dueñas, United Teachers Los Angeles, and Ever Flores-Deras, Healdsburg Area Teachers Association, participate in both the English and Spanish-language spots.

The spots, which run throughout August and into early September, build on the ads that ran in May and use the

same educators. In addition to TV and radio, the campaign includes online and ethnic print ads.

You can watch and hear them at youtube.com/CaliforniaTeachers. ■

"We are shaping the future in our students."

—Ever Flores-Deras,
Healdsburg Area Teachers
Association president

New Educators Get a Boost

Conference scholarships support member training, networking

By **Mark Goldberg**, California Casualty

THE FIRST YEAR in the classroom brings a mix of excitement, enthusiasm and nagging worry. There's anxiety about fitting in, gaining student respect, and wondering how much support you'll be able to access. After all the schooling and student teaching, things are about to get real. It can be a little overwhelming.

Surveys have found that as many as 45 percent of new teachers leave the profession before their fifth year, citing stress and lack of resources as top reasons. This has created a shortage of teachers and education support professionals for many school districts across California.

CTA's New Educator Weekend (NEW) conferences are working to make a difference for new educators. NEW's sessions cover:

- Classroom management to create a productive and inspiring learning environment.
- Navigating IEPs and special education areas.
- "What I wish I knew my first years of teaching."
- CTA resources and programs such as professional development, CTA's Retirement Savings Plan, CTA Member Benefits and more.

The NEW conferences also allow educators to connect with others and learn about the value of CTA membership. Those who have attended note that the experience was "priceless," and that the conference left them inspired, motivated and more confident of their success.

CTA auto and home insurance partner California Casualty supports NEW with conference registration scholarships for educators in their first three years of teaching. This past year, California Casualty awarded 13 scholarships to CTA members through various CTA service centers.

Association of Rowland Educators President Shay Lohman was thrilled with the opportunity to help one of their members. "Our member walked away from the New Educator Weekend with a deeper understanding of our union, and the benefits that unionism provides," he says. "We are excited to work with great community partners such as California Casualty that share our union values."

"Working with our local chapters to engage and assist our newest CTA members is a major focus for all of us at California Casualty.



California Casualty field marketing manager Tami Phillips (left) with NEW conference scholarship recipient Stephanie Gospe.

We are happy to be able to help many deserving educators in their efforts to learn and grow in their profession," says California Casualty Assistant Vice President Lisa Almeida.

First-year educator Stephanie Gospe, from the Sebastopol Elementary Teachers Association, was another scholarship recipient. She says the weekend alleviated much of the apprehension she was facing as a new teacher. "I found the classroom management and lesson planning sessions very helpful."

Gospe and her husband also decided to see if the CTA auto and home insurance program from California Casualty could benefit them. They combined their policies with California Casualty and ended up saving over \$400 a year.

California Casualty will be providing more opportunities for new educators to attend New Educator Weekends this coming year. Contact your local chapter or service center for information.

And learn more about the benefits CTA members receive from California Casualty at calcas.com/CTA, and all your member benefits at CTAMemberBenefits.org. ■

"I found the classroom management and lesson planning sessions very helpful."

—**Stephanie Gospe**, Sebastopol Elementary Teachers Association

CTA's New Educator Weekends take place **Dec. 6–8** in San Diego and **Feb. 21–23** in Burlingame; go to ctago.org to register. CTA offers incentive grants to attend. Learn more at ctago.org/conference-grants.

2017-18 Summary Annual Report

For California Teachers Association 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, 2017, through Aug. 31, 2018. 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, 2018, were \$42,283,517.

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, 2018, the premiums paid under such “experience-rated” contracts were \$42,283,517 and the total of all benefit claims paid under these contracts during the plan year was \$26,382,018.

Basic Financial Statement

The value of plan assets, after subtracting liabilities of the plan, was \$116,124,989 as of Aug. 31, 2018, compared to \$106,081,856 as of Sept. 1, 2017. During the plan year the plan experienced an increase in its net assets of \$10,043,133. 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 \$55,748,145, including employee contributions of \$42,383,729, realized gains of \$936,978 from the sale of assets, earnings from investments of \$2,992,069, and other income of \$9,435,369.

Plan expenses were \$45,705,012. These expenses included \$2,144,987 in administrative expenses, and \$43,560,025 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, in care of Carole Anne Luckenbach, 1705 Murchison Drive, Burlingame, CA 94010, or call 650-697-1400.

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.

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. ■



Members Only

Handy access to deals, discounts and more

CTA MEMBER BENEFITS CONTACT LIST

PROGRAM	PROVIDER	TELEPHONE	WEBSITE
CTA Travel, Entertainment and Purchasing Discounts	Access to Savings	888-818-5217	CTAMemberBenefits.org/access
CTA Death and Dismemberment Plan	CTA Member Benefits	650-552-5200	CTAMemberBenefits.org/dd
NEA Complimentary Life Insurance	NEA Member Benefits	855-632-5433	neamb.com/complife
CTA/NEA EEL Insurance	CTA Legal Services Dept.	650-552-5425	cta.org/legal
CTA Disaster Relief Fund	CTA Member Benefits	650-552-5200	CTAMemberBenefits.org/drfr
Vision Discount Program for CTA/NEA-Retired Members	Vision Service Plan	800-877-7195	CTAMemberBenefits.org/vsp
CTA Group Life Insurance	Standard Insurance Company	800-522-0406	CTAMemberBenefits.org/life
CTA Group Disability Insurance	Standard Insurance Company	800-522-0406	CTAMemberBenefits.org/disability
CTA Auto and Home Insurance Program	California Casualty	866-680-5142	CTAMemberBenefits.org/calcas
CTA Financial Services	Provident Credit Union	650-508-0300 800-632-4600 outside 650	CTAMemberBenefits.org/provident
CTA Credit Card Program	Bank of America	888-758-7946	CTAMemberBenefits.org/creditcard
NEA Member Benefits Programs	NEA Member Benefits	800-637-4636	neamb.com
CTA Rental Car Program	Enterprise Rent-A-Car	800-736-8227	CTAMemberBenefits.org/enterprise
CTA 403(b) Retirement Savings Plan	CTA Member Benefits	650-552-5200	CTAMemberBenefits.org/rsp
CTAinvest.org	CTA Business Initiatives & Development Department	650-552-5200	CTAinvest.org

For more information go to CTAMemberBenefits.org
or contact CTA Member Benefits at 650-552-5200

EDUCATORS

Create Your Professional Growth Path

CHOOSE FROM HUNDREDS OF CONVENIENT COURSES TO ENHANCE YOUR TEACHING SKILLS

FEATURED COURSE:

**Designing Curriculum for Student Learning
EDU-X729R**

Earn 1 or 3 units this fall while enhancing your curriculum.

Create new curriculum or revise an existing unit of curriculum in this online self-paced course. Integrate resources and supplemental materials, create and/ or update lesson plans using textbooks, workshops, readings and anything else that is integral to your lesson plans and overall success of your classroom.

 **View our course offerings now!**
Visit SanDiego.edu/EducatorsPrograms

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.

FEATURED FORMATS:

Independent Study:

These courses offer flexibility and the ability to complete a course faster or slower than a traditional live course. Our courses deliver the same high-quality content and expert instruction as traditional, "face-to-face" courses.

Online Self-Paced:

Offering you the perfect blend of accessibility, convenience and flexibility for you to control your learning pace. You will use course textbooks, manuals, assignments, digital tools, and exams to learn and earn credit.

Online Fixed-Date:

This format offers a convenient, yet rigorous style of learning that allows you to structure your education to suit your schedule. Online courses have fixed start and finish dates, but as an online student, you will have access to your digital classroom at any time.

Classroom:

These courses are offered in a traditional classroom where you can connect with your instructor and classmates in a live setting. This learning environment facilitates communication on a given subject in real time, enables immediate feedback, and fosters interaction with the instructor and like-minded classmates.

Enter to Win an Academic Award



\$2,500
Giveaway

We greatly appreciate your dedication to helping future generations.
That's why we are bringing back the California Casualty
Academic Award. One lucky winner will receive \$2,500
to purchase school supplies for their students.
Good Luck!

ENTER TODAY!

EducatorsAcademicAward.com