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**EATING
YOUR WAY TO A
HEALTHIER
YOU**

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for educators on the go

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December 2012 • January 2013 Volume 17 Issue 4



“ I don't want to leave my kids with the burden of having to take care of me. ”
Emma Alston | NEA member



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DECEMBER 2012 • JANUARY 2013



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TOP TEN

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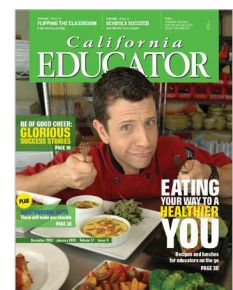
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ON THE COVER



► Chef Paul McCullough says brown bag lunches can be flavorful, healthy and fun.



What's in store for 2013?



I know the election has been over for a month. Yet, here it is, December, and I am still on cloud nine over what we accomplished. That's because the election news is even *better* than we thought. In the past few weeks, we've learned that voters passed Prop. 30 and defeated Prop. 32 by even greater margins than were reported on Election Day. It's incredible that Prop. 30 passed by 55 percent, while the anti-union Prop. 32 was defeated by 57 percent!

They said it couldn't be done, but we did it. We made the case to Californians that our schools deserve to be adequately funded, and so voters passed the first statewide funding initiative in 20 years — an initiative that will bring \$6 billion more to our schools for

several years to come. What's more, Prop. 32 was defeated by an even larger margin than two similar measures on the ballot in the past 15 years.

With this vote, Californians delivered a strong message that they were not going to let out-of-state corporate interests dominate their election and have sway over the voices of the middle class. Do we live in a great state, or what?

So, again, thank you! I hope you continue to take in what we've done. It is truly amazing.

As we begin 2013, CTA will be celebrating its sesquicentennial, and this election is only the latest in 150 years of accomplishments. We

have 150 years of experience advocating for public education — starting with sponsoring legislation that established free public schools in California back in 1866 and fighting for the state's first class size reduction law in 1895.

Did you know that John Swett, CTA's founder and California's fourth superintendent of public instruction, was asking wealthy Californians to pay their fair share of taxes to support public

We have 150 years of experience advocating for public education. We are setting the agenda on such issues as evaluation, teacher quality and due process rights.

schools in 1865? He advocated for teachers to be placed on hiring committees and given job security in their positions. He advocated for professional standards, certification of teachers, and increased salaries. And he convinced the Legislature to implement the first statewide school tax.

It's oddly reassuring to me to know that we continue to advocate for the same issues advocated by Swett, the father of public education in California. I feel that history is on our side. Over the next year, we will be honoring CTA's rich history and celebrating our accomplishments, then and now.

I take comfort in knowing that CTA has 150 years of experience in confronting challenges and working out solutions. Our strength lies in knowing that we can do great things when we come together. We saw that in this past election. We see it in our classrooms every day. And we see it in the work we do for public education in this state.

We have a full plate as we begin 2013. We are setting the agenda on such issues as evaluation, teacher quality and due process rights — like John Swett before us. We are embarking on a strategic planning process: "Your Voice. Our Union. Our Future."

This isn't just about our organization. It's about our role in public education, making sure the best and brightest are teaching in our classrooms, and doing our best to help all students and educators succeed. I know we're up to the task, and the organization that will emerge from this crucial process will be even better equipped to meet the needs of our members and our students.

Thank you for all that you do for public education in California. I hope you have a great holiday break and an extraordinary 2013!

CTA President Dean E. Vogel

EDITOR'S NOTE: Do you have a question you'd like Dean to answer? Send your questions to editor@cta.org.



TOP TWEET

@CATeachersGR

The CA Teachers Association believes healthy children learn better.

MOST POPULAR FACEBOOK POST

HOLIDAY HOSTING TIPS



Hosting the family this season? The NEA Health Information Network offers tips on helping children and adults stay healthy and not too stressed through the holidays.

www.cta.org/holidaytips

November 18

680 likes

432 shares

44 comments

MORE TOP TWEETS

@teachergoldberg

I know I am underpaid when getting back furlough days feels like a pay raise.

@mochamomma

Congress needs to take a balanced approach that makes sure richest 2% and corporations play by the same rules. #kidsnotcuts

FAVORITE COMMENTS

Stephen Salgaller | Nov 27

Instead of pauperizing, standardizing, digitizing and privatizing education, we know what works to increase opportunities for children. Just witness the sort of education Obama's own daughters receive: small classes with plenty of personal attention from experienced teachers, a well-rounded education with art, science and music, and little or no standardized testing.

Accomplished California Teachers | Nov 21

Teachers and administrators, take data down off the altar and stop genuflecting. The data is supposed to serve us, not vice versa, and when it doesn't serve us well, reject it.

Jennifer Marie Fuller | Dec 13

I will try to do an art project for the holidays [with my students] but like the others say 'we're not allowed to do art unless it's a writing/ academic activity' because my school is in "program improvement."



SO MANY HOLIDAYS!

Are you aware of how many holidays there are throughout the year? CTA has resources to help you celebrate them! Check them out!

www.cta.org/awareness



MEMBERS WIN NEA GRANTS

Oakland EA's Dave Orphal is traveling to Finland thanks to an NEA Foundation grant. Grants were given to Modesto and San Francisco members, too.

www.cta.org/neagrants



VIRAL VIDEO

What is the single best thing we can do for our health? Toronto physician Mike Evans provides the answer on his YouTube channel. (Spoiler warning: It's exercise.) ed.ted.com/on/Mot8KdLT





Gifted and Talented Education Certificate

UCSD Extension's Specialized Certificate in Gifted and Talented Education offers training for educators who want to teach and develop programs for gifted and talented students. The program meets training requirements for educators, counselors, psychologists, administrators, and others responsible for GATE (Gifted and Talented Education) program services.

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SHOULD HOLIDAYS BE CELEBRATED IN CLASS?

Frosty the Snowman is in, while Santa is out. How do you treat holidays in school? Here are two friends who work in the same school and have opposite viewpoints.



NO

The role of schools is NOT to promote or celebrate holidays within the classroom.

We don't have holiday or birthday parties in my class. No secret Santas, no exchange of valentines; no decoration of pumpkins. When I was a new teacher I did all of this, yet I found it to be inequitable and an ineffective use of instructional minutes. If we celebrate one, how many other holidays should we celebrate? There's Hanukkah, Kwanzaa, Easter, Valentine's, St. Patrick's Day... if we do one, then we should celebrate them all, and it's too much!

It's a debate at my school, yet not an open one. Right now, every teacher does his or her own form of celebrating the holidays, and I often hear from my co-workers "another day wasted" or "you can't do anything that day." These statements sadden me, and I wish there were clearer guidelines around holiday expectations.

Schools should celebrate the joy of the seasons and leave the holidays at home with families where they belong. Celebrating the seasons allows the concept of joy and celebration without targeting holidays and all that comes with that politically, religiously and economically. Separation of church and state means we should see no symbols of religious holidays. School should also be free of commercialism, so we should not be promoting Santa Claus, the Easter Bunny, and anything else that requires goods to be purchased. You never know the economic background of your students or their families' current financial needs or distress.

One debate (again, a silent one) is about the optional Halloween parade. I choose not to participate. Instead, we do education around the sugar amount in the Halloween candy students may consume that night and how much exercise it is going to take to burn it off. If our students want to wear a costume, that's cool, but we make clear that there will be learning and a high level of academics happening on Halloween.

On Valentine's Day we take the day to do one of our "character walks," where students walk around the community picking up trash, learning about ecosystems, understanding our city's history and showing "love" for their community. Students can wear red if they want to and can attend a Valentine's Day Social after school hours.

I aim to turn everything into academics instead of having a party. Why have students waste precious instructional time having a party when they can do that at home?

When I tell parents I don't celebrate birthdays and holidays, they may be taken aback at first, but they remain respectful of my request when I explain I want to use our classroom time for academics. It's best to tell them in advance so they don't waste their resources, time or money, and so the student is not disappointed by the day.

It can be hard for some teachers and even families who remember holiday celebrations when they were in school, and they think it's expected and what we should do. However, with a new decade of rigorous standards, higher expectations for our students, and an accountability system for teachers, holiday celebrations *do not* belong in school.

Harmony Gooch is an eighth-grade health and history teacher at Wright Charter School in Santa Rosa and a member of the Wright Education Association.



YES

We should include some traditions and celebrations in our curriculum.

Holidays and traditions bring people together and make them feel good.

Holidays are part of the American culture. Our country is a melting pot with people from many different ethnicities and cultures, which should be celebrated. When we don't observe holiday traditions, there's something missing.

At our school we have an annual Halloween parade. I decorate for Halloween for fun, but give students educational holiday activities. For example, we read, learn facts and then write about bats. We read about the life cycle of pumpkins, make a model of the life cycle, and see firsthand how pumpkins grow from a seed to full ripeness in our school garden. We cut open a ripe pumpkin and count the seeds, roast and eat them. I ask parents to send in healthy treats like apple sauce, popcorn, fruit, etc. For those who don't celebrate Halloween, there are alternative activities during the parade and classroom parties.

During the Christmas season we read about Santa and learn about the winter solstice, winter holiday traditions around the world, Jewish holidays, and Kwanzaa. We learn about the history of our holiday traditions. For example, putting up a Christmas tree comes from a tradition in Germany.

Writing a friendly letter is a standard in second grade, so we write letters to Santa. The children love doing this activity because they get to ask Santa about what they wish for Christmas. I require them to tell Santa their wish for something for the world. For example, besides asking Santa for a toy, my students have asked Santa for peace on Earth, to help feed everyone on the planet, to help endangered animals, and to keep the earth clean. Students learn how to address an envelope to be mailed, writing their own return address and Santa's address at the North Pole. I have a Polar Express mailbox that says "ho, ho, ho" when they put their letters inside. When the students return from lunch, they find that the letters have magically disappeared from the mailbox and assume that it must have been Santa's elves that picked them up.

We celebrate friendship on Valentine's Day. Teachers need to teach social skills in school because it's important to learn how to get along with others. Many second-graders struggle with learning which kinds of behavior lead to making and keeping friends, and which kinds of behavior makes it harder to make friendships. We do have a party on Valentine's Day. If students choose to give out valentines, they must give one to every student in the class. Many of the students write notes to each other on their valentines. It's the sweetest thing to see how ecstatic they are to see that someone has written them a personal note or given them a valentine with a fun message. They are more excited about the valentines than they are about the candy.

I believe that beauty, fun and family traditions all come together during the holidays, and children appreciate learning about them.

Janet Brunetti is a second-grade teacher at Wright Charter School in Santa Rosa and a member of the Wright Education Association.

LETTERS AND COMMENTS



Your opinions and letters are welcome. So, too, are your photos of teaching, learning and association activities. There is a 250-word limit on letters and all letters will be edited. Photo identifications and permissions are required. All materials submitted must include your name, address, daytime telephone number and email address. E-mail to editor@cta.org.

know we value our very constructive working relationship with our teachers, administration and school board. It can be done and it works. I look forward to hearing more from you about what's working in our state! Thank you.

► **Terry Cullinane, President**
Oakland Technical High School
Parent Teacher Student Association

ing test prep didn't seem complete to me. It leaves out the reason for testing as well as several other aspects to testing that don't get a lot of coverage.

We test to measure the progress of our students toward goals attached to the classes our students are taking. We expect adherence to standards in our lives, but somehow when it comes to our students we can do some truly bizarre things to get them to pass. Like not learning from our mistakes, we are training our students not to fail.

"Failures" can be like homework. Can they do the work? Are they able? Our students do poorly in class or on state testing (or both), yet get moved on to the next level anyway. This is unacceptable on many levels, but especially for students who struggle with the English language and are in over their heads in various subjects.

Maybe we need to go toward a 240-day school year, at least for those who have the issues listed above. This would add in over four years of education and eliminate at least another year of "lost" learning (aka summer). Yes, this would cost more money and probably change life for many of us. But isn't it necessary?

► **Russell Trainer**
Madera Unified Teachers Association

IT'S NOT OK TO PAY

I completely agree with Harmony Hayes that it's not OK for teachers to spend money out of pocket on classroom supplies [November]. She is absolutely right that public schools should indeed receive funding for basic school supplies.

I also believe wholeheartedly that in most professions employees aren't required to buy basic supplies out of their own pocket. I actually worked in the corporate world in the '90s and we had huge supply rooms where we had limitless access to those types of items. My husband and I collectively have already spent over \$900. We had to jump through huge hoops to get the paperwork through to get reimbursed, and it has been three weeks already.

Additionally, many times the district would choose not to approve an item such as clear contact paper because on the receipt it was called "shelf liner" — they believed the librarian wasn't using it to inexpensively laminate her books, but was rather using it at home to line

TEST PREP IS TAKING OVER STUDENT LEARNING

I read with great interest and some relief that the elephant in the room, the most important issue in public education today, was presented in the article "Teachers weigh in: Test prep is taking over student learning" in November.

Politicians, parents and the American public have been duped into equating higher test scores with better teaching and learning. The real question no one is asking is: Are higher scores on high-stakes tests and the changes this has brought to education in America really desirable?

It is frightening to see the obsession with which school districts are chasing after higher test scores. Teachers have been stripped of all creativity, flexibility and freedom to teach as they see appropriate. Morale among teachers is low and stress is high, which means students are also stressed and enjoying school less. Are teachers who are overworked, stressed and burned-out really best for students?

We are handed a script and are programmed like robots: everyone teaching the same thing, in the same way, at the same time. The worst part is that our curriculum is now a mile deep but only an inch wide. If a skill or concept is not in the standards or on the test, we don't teach it, so children go to the next grade with gaps in learning, and unprepared for the real world.

To get a clearer view of this issue, see the film *Race to Nowhere* and read what education expert Diane Ravitch has to say on the subject.

► **Rick Garrett**
Saddleback Valley Educators Association

TRAINING STUDENTS NOT TO FAIL

Your article in the November issue regard-



THANK YOU FOR THANKING US

I heard CTA's "Thank you" radio spot that aired on KFOG this morning. Way to go! Thank you for thanking us, the voters and taxpayers, and informing us, the voters and taxpayers, about education in our state from such a positive, constructive, and empowered point of view. I have to say that I was actually proud to hear what you had to say.

I am a lifelong Oakland resident and am heartened by our new, very civil school board and city council races. Hearing your equally civic-minded message was just one more ray of hope that our wonderful state can be a strong voice in civilized civil discourse for the betterment of all.

Our investment in education in the last 35 years has been appalling, and yet teachers and students and families soldier on.

As president of the 890-member PTSA at Oakland Technical High School, I want you to



her shelves. Really?!

It is appalling how much money it seems district administrators have for laminating, paying four or five people to lead trainings at one time when two would be sufficient, as well as the huge amount of copying they are able to do for themselves. I doubt any superintendent has to scrimp in a given month or borrow money from family members or is only able to afford to rent and not buy housing.

► **Kim Darling Loisel**
Fremont Unified District Teachers Association



that teachers should be paying either, and usually when they find that I do, they have words for that as well.

It just reminds me how much some people don't understand about the economy of our school system, and that is when I usually invite them to my class for a day to see what actually does go on and how many supplies are used each and every day of the school year.

► **Rhonda Espinoza**
Pleasant Valley Education Association

DIFFERENCE BETWEEN TEACHERS AND TEACHERS

Regarding the article on paying for supplies, I want to express my admiration for Marnee McKenzie.

I have been a math teacher at Florin High School in Elk Grove for nine years, and during that time I have been able to see the difference between Teachers (those who love the kids and whose passion is to teach) and Teachers (those who believe that teaching is just a job).

Every year I have the privilege to teach around 150 to 160 students. When I teach, I feel that I am the father of those kids. Maybe the school day is over and the kids are gone, but they remain my kids.

As a father I don't mind spending some money for my natural kids because I love them. In the same way, as a teacher I don't mind spending (let's say investing) some money on them. Thanks to my students, I have a job; they are my customers. It would be terrible teaching without caring for them. May the Lord bless all those teachers who don't mind buying stuff for their kids. I have learned that the more I invest in them, the more I get back.

As an immigrant from South America, I feel happy and thankful to this great nation. The United States has made possible The American Dream in my life. For me, the way to payback is to teach the best I can and form good citizens among my students.

► **Manuel Mego**
Elk Grove Education Association

PAYING FOR TEACHING SUPPLIES

I thought that we all did this; I know that I've always spent thousands each year for needed things to make my job possible. I do it because I believe that teachers make a difference in the well-being of our students; that what we do is important and that it matters.

However, this is where comparing us to the private, corporate sector is equally important. How many CEOs pay for work-related supplies AND earn salaries below \$80,000 annually? How many lawyers regularly work hours each week that aren't "billable"? How many white- or blue-collar people work added hours not for double time, or time and a half, or regular pay, but rather do their jobs for free?

► **LynnAnne Lange**
United Teachers Los Angeles

INVITE PARENTS IN TO SEE SUPPLIES USED

I do spend my own money on supplies each year for my students, so they have color-coded spirals and folders. The parents also send in supplies. And as a parent I also have to spend money on my high school student.

But it's not right that teachers have to spend so much money out of their pocket on supplies to make their classroom run correctly. Yet as a teacher, I am constantly reminded by parents in other professions where I am the patron, such as nurses, hairdressers, chiropractors, that they don't see why they have to spend any money on their "own" student to go to school, as it should be the "state" paying for all the necessary supplies as was done when they were in school. They also don't believe



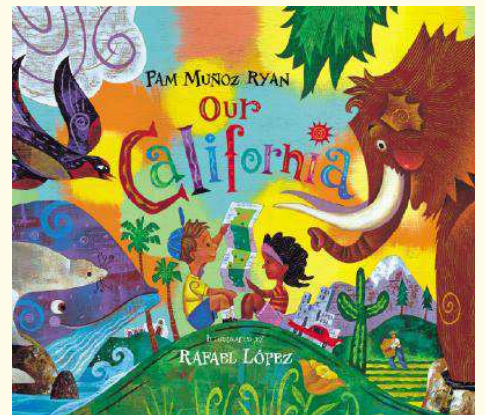
TO THE EDITOR

I understand we'll see articles on reading in the February magazine. I thought this would be fun to share. My nephew Shawn was "caught" reading a book and ignoring the lonely game remote just within his reach. This is a big deal, right?

As an English teacher I was shouting in my head, "He chose the book! He chose the book!" As an auntie, I am just glad that he still thinks it is cool to get books as presents.

► **Bridget Lockhart**
Garden Grove Education Association

2013 READ ACROSS AMERICA BOOK



READING TAKES YOU PLACES!

In honor of CTA's 150th anniversary, we are featuring the book *Our California* for Read Across America this year. Written by Pam Muñoz Ryan and beautifully illustrated by Rafael López, *Our California* is a wonderful way to explore our beautiful state through reading. Watch for more about Read Across America in the February *Educator*. Learn more at www.cta.org/raa.



**It's all
good news!**

'Twas the holiday
RECESS,
AND ALL THROUGH THE SCHOOLS,
Not a student was
stirring,
NOR BREAKING THE RULES.

THE STANDARDS WERE HUNG ON THE WHITEBOARD WITH CARE,
AT STUDENT EYE LEVEL, NOT OFF BY A HAIR.

THE STAFF WERE ALL TAKING A SHORT WINTER'S NAP,
WITH VISIONS OF FREEDOM FROM MANDATES AND CR*P:
NO TESTING! NO LAYOFFS! NO NCLB!

NO SCHOOLS LABELED "FAILING" TO MAKE AYP!
NO FURLOUGHS! NO CUTS! NO ATTACKS UPON TEACHERS!
NO "SCHOOLS RUN AS BUSINESS" BY CORPORATE CREATURES!

AND THEN A GREAT QUESTION AROSE WITH A CLATTER:
WHAT IF, IN THIS MAGAZINE, NOTHING'S THE MATTER?
WHAT IF, JUST THIS ONCE, THERE'S NO GLOOM AND DISTRESS,
ONLY GLORIOUS STORIES OF CLASSROOM SUCCESS?

LET'S LOOK AT THE WONDERFUL THINGS IN OUR SCHOOLS,
WHERE PUPILS ARE PRIMED, PREPPED AND POLISHED LIKE JEWELS,
WHERE DREAMS ARE IGNITED AND CHALLENGES TAMED,
RESOURCES PROVIDED AND HEROES PROCLAIMED.

SO RELAX, DEAREST FRIENDS, TURN THE PAGES AND READ
HOW TEACHERS, SUPPORT STAFF, AND STUDENTS SUCCEED.

WE HOPE YOUR VACATION IS FILLED WITH DELIGHT.
HAVE A GREAT WINTER BREAK, AND TO ALL A GOOD NIGHT!

BY SHERRY POSNICK-GOODWIN

GLORIOUS STORIES OF CLASSROOM SUCCESS

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN

Good news abounds in California public schools. These pages contain just a few examples of outstanding teaching by CTA members... and of the achievements of our students.

Margaret Fujisawa, who runs Culver City High School's College and Career Center, was very surprised during a fire drill when a firefighter turned to her — and waved.

From across the school yard she recognized Jake Hodges, a former student. She tears up as she recalls the moment she realized his dreams had come true, thanks in part to her support.

"I was so thrilled to see him in uniform," she says. "I was just so proud."

In 2001, when Hodges was a sophomore, she approached him on the school yard and handed him a flier about a week-end firefighter academy program for high school students run in cooperation with West Los Angeles College and the Los Angeles Fire Department.

"If you are interested, come and see me," she said.

He signed up. And when he went to his classes, she was there.

"I had to be there for my students," explains Fujisawa, Association of Classified Employees Culver City. "I took attendance. I interviewed students, walked with the captains and did what I needed to do, like inspecting students' uniforms before lineup."

Hodges took beginning, intermediate and advanced courses at the academy. He also participated in the high school's "job shadow program," including a "ride-along" with members of the Culver City Fire Department.

"The academy offered rigorous training," says Hodges, a firefighter and paramedic for five years now. "We studied theory. We worked with hose lines and ladders and

did marching drills. It made me focused and prepared."

Fujisawa gave him *Oh, The Places You'll Go!*, a book by Dr. Seuss that encourages youngsters to follow their dream, when he graduated in 2004. (It is still on his bookcase.) He enrolled in El Camino Community College's Firefighter Academy. He took a series of eligibility tests, and Fujisawa helped coach him for job interviews by giving tips such as "make eye contact" and "smile." He was hired by the Los Angeles Fire Department at the age of 20; he now works for the Culver City Fire Department.

"Mrs. Fujisawa definitely had an impact on me. She helped me find my career. It's never boring, the people are great, and I get to make a difference, helping people in the city where I grew up."



"I was thrilled to see him in uniform," says **Margaret Fujisawa** of Jake Hodges. "I was just so proud."

ONE FINE YEAR

When **Joey Melendez** says something is fine, it usually means something is spectacular. And for him, third grade in 2007 was a pretty fine year. His mother calls it a turning point.

Before that, things were far from fine.

"I can't do it. I have a disability. I'm different, you know," he'd tell teachers.

He used Asperger's as an excuse to avoid difficult assignments and social interaction. Until third grade, it had worked well for the fully included special-needs student at San Altos Elementary School in Lemon Grove.

But Andee Aceves refused to let him use his disability as a reason to fail. Not on her watch. She urged him to work harder. She encouraged him to speak out in class. She refused to give up on him.

Like many students with Asperger's, Joey had extensive knowledge about subjects he found interesting. So Aceves asked him to share his expertise with classmates about the San Diego and Imperial Valley Railroad. They were amazed the quiet student was suddenly a fountain of information.

Although highly intelligent, Joey's grades were below average. As he continued to work with his teacher, his grades shot up. He became "proficient" in state

testing. He won an academic medal at his school. He made friends. He even had a role in the school play.

"I told him he was part of the class and that he was going to participate," says Aceves, a member of the Lemon Grove Teachers Association and 2008 Teacher of the Year. "At first he was very reluctant. But he got better."

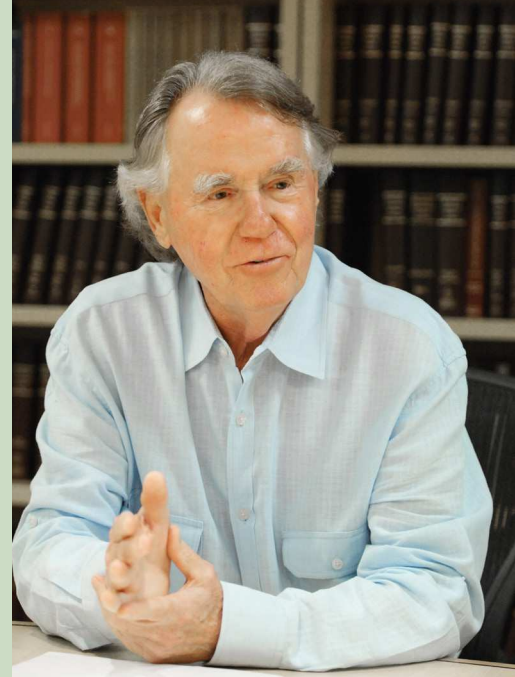
His mother knew things were better when her son said she could bring cupcakes on his birthday.

"It was such a gift," Eva Melendez says, eyes watering. "Before that, he felt uncomfortable in the limelight. It was so meaningful to see him suddenly flourishing — especially socially."

Now a freshman at Grossmont High School, Joey earns top grades and plans on attending San Diego State University so he can study meteorology and work in the National Weather Service. His mother believes his third-grade teacher deserves much of the credit for where Joey is today.

"For some people, 'inclusion' is just a word, but she made it real. She took time to understand a student that was different; she helped my son rise to the challenge."

"It was fine being in Mrs. Aceves' class," Joey agrees. "It was just fine."



EDUCATION GURU JOHN MOCKLER: Our schools are succeeding!

You wouldn't know it from reading the paper or watching the news, but California's schools are succeeding. Schools are making strong academic gains despite a fiscal starvation diet. And school budget expert John Mockler has the data to prove it.

"Every year I trundle around making speeches about this and people say it can't be true," says Mockler, who recently released a report titled "California's K-12 Public Schools: Great Results With Diminishing Resources."

Mockler crafted the state's constitutional minimum-funding guarantee for schools (Proposition 98) and has held the positions of state secretary of education, executive director of the State Board of Education, and aide to former Assembly Speaker Willie Brown. From his Sacramento outpost, Mockler shared data, his outlook on public schools and wry sense of humor with the *California Educator* in an interview that focused on his new report showing that schools are anything but failing.



Eva Melendez believes her son's teacher, **Andee Aceves** (right), deserves credit for Joey's success.

► Why is there so much talk about failing public schools in California?

I attribute this to the consistent drivel of the CSSI – or the California Schools Suck Industry, which has profited by declaring that public education students are not making sufficient academic gains and that public schools suck. You have people from business roundtables and chambers and big foundations criticizing public schools who are in favor of privatization. They are wealthy and successful people whose anger about schools borders on hysteria, even though most of these people have kids in private school. They say certain things are "facts" when there is no evidence to support what they have to say. For example, they'll say massive teacher evaluation results in better teacher instruction, or strong teachers unions impede achievement. But there is no evidence to support any of these things, and the states with the weakest teachers unions have poor achievement. They say they won't give schools more money until achievement goes up. And then achievement goes up and they are still not writing any checks – and still making a lot of noises that schools are bad.

► "They" say they have data...

Studies, like *Getting Down to Facts* and a multitude of other so-called studies, have pronounced California schools to be failures without looking at the data. Nobody looks at achievement tests in California except to deprecate schools. They look at National Assessment of Education Progress (NAEP) scores, even though these data sets are not aligned to our grade level academic content standards. In California, more than 60 percent of our eighth-grade students take algebra; NAEP does not test algebra in eighth-grade math tests. There are other problems when you compare us to different states. For example, California tests English learners the first year they are in school; Texas tests English learners after they've been in school three years. Yet even NAEP shows rapid academic growth over time. This is especially true in fourth- and eighth-grade math. Here, African American and Latino students' academic growth is at a rate faster than all students.

► How are schools succeeding?

Judged by the state's Academic Performance Index, California's public schools have been on a steady path of academic growth for 10 years. All groups of students are increasing their achievement, and traditionally lower-achieving students are doing so at a faster pace. Latinos, African Americans and educationally disadvantaged students have an improvement rate nearly three times that of white students. All of the 10 deciles have increased, but initially low-performing schools have grown the fastest. Our lowest-performing schools in 2011 scored higher than our average schools in 1999.

► If schools are succeeding, is the status quo OK?

No. Our schools can and should be better than they are today. There is a lot they need to do. Most but not all of those things cost money. Achievement for traditionally underachieving students started quite low and is still not high enough. The last nine years of rapid achievement increases provide strong evidence of major change for these students. We all want more for our children, yet we have essentially eliminated art, music, counseling, librarians, etc. But we are doing OK on measurable tests. Unfortunately, it's not in-depth learning, which is what we really want for our kids.

SUCCESS BY THE NUMBERS

Great learning happens every day. Despite being put on a "financial starvation diet" school achievement is soaring, according to Mockler's research. See more stats at www.cta.org.

31 to 82.2% = increase of high-scoring schools on the state's Academic Performance Index from 1999 to 2011 (700 to 1000).

63% = increase in students reading "proficient" and "advanced" from 2003-2012.

46% = increase in students "proficient" and "advanced" in math from 2003-2012.

63% = increase in English proficiency levels for English Learners from 2002 to 2012.

► What about finances?

Our schools in California are substantially under-resourced in funding and personnel compared to our fellow states. The typical school in America has 30 percent more teachers and 30 percent more school administrators per student than schools in California. The average high school in America has 77 percent more teachers per student than the average California high school. Let's not even talk about counselors or librarians. So, put another way, if California education was a baseball team, we would be playing the other 49 states with six players and they would have nine. Who do you think would win?

► Who funds your research?

Nobody. I do it by myself, and sometimes I make speeches and get funding for that. Nobody ever gave me a grant and said "Do this." A 14-year-old could take data and do in one hour on a computer what takes me three days to do, since I use an adding machine.

► What would you like to say to teachers?

As a group they are magnificent. I haven't met them all, but I can see that from that data. Considering the substantial reduction in real resources over the past decades, it is astonishing how dedicated California's educators are including teachers, administrators, nurses and cafeteria workers. You might say they are a six-person baseball team kicking the bejesus out of other teams playing with nine or more players.

A SUNFLOWER IN THE CONCRETE

Sometimes teachers wonder whether they truly make a difference. When Ron Michelstein received an invitation to attend Cary Tieng's high school graduation last June, he knew he had.

Tieng didn't just walk across the stage and receive her diploma; she was the commencement speaker at Tracy High Continuation School in Cerritos.

"Hi, I'm Cary Tieng, and I've been to jail two or three times," she told the audience. "To some people, I'm a sunflower growing in the concrete."

Seeing his former student act with such poise and confidence was a thrill for Michelstein, who was Tieng's math teacher for six months in 2011 during her incarceration at Camp Scudder's Road to Success Academy in Santa Clarita. The icing on the cake was seeing her receive a handful of scholarships.

Tieng got into trouble hanging out with gang members and running away from home. When friends burglarized a home and threatened her with harm if she didn't take the rap, she confessed to the crime and was sentenced to six months at Camp Scudder. It was not summer camp. She was picked on by the other inmates. She was depressed and lonely.

Michelstein told her to keep her head up. He encouraged her to try harder in math. Soon she was on Camp Scudder's honor roll.

"It made a difference when he talked to me," says Tieng. "He had a strict side, but he also joked around and made me laugh. I could tell that he cared."

Michelstein tries not to be judgmental. He believes everyone has flaws. In addition to teaching math, he talks about values.

"I talk about honesty," says the Los Angeles County Office of Education Association member. **"I talk about integrity, or what you do when no one's looking. I talk about having a work ethic. I tell students it's hard to fail, get fired or get arrested when you have these traits."**

Tieng realized that she had never really worked hard and decided to "stop being lazy. I figured if was stuck at the camp, I might as well do something."

Since leaving Camp Scudder, she enrolled in a trade school to learn how to be a surgical technician. She works at a CPA firm. She isn't sure if she wants to fulfill her dream of teaching English in Korea or become a surgeon, but Tieng believes she can accomplish whatever she sets out to do.

Michelstein has also taken on a new challenge: He is piloting a program to help students learn life skills. It is called PAC, which stands for Personal, Academic and Career development.

"The girls I teach in the camp have so much potential. I can teach them math all day, but it won't do any good if they are the smartest kid on the cell block and are getting into trouble. I need to show them a better way."



"He made a difference in my life," says Cary Tieng of her teacher, **Ron Michelstein**.



"If I can help students find their gift while they are in my classroom, I am successful... and I'm paying back Mr. Mehaffy for what he gave me," says **Denise Kuhre**.



PAYING IT FORWARD

Being in Mr. Mehaffy's class saved Denise Kuhre. It was also instrumental in her decision to become an English teacher.

Kuhre was angry and sullen after her parents split up and she was forced to move to Sacramento. The divorce was bitter; she felt worse when her father remarried the mother of a student she knew. Once a stellar student, her grades plummeted at her new school. She was sick a great deal of the time and missed school. She was, in a nutshell, miserable and depressed.

There was one silver lining, and that was 10th-grade English class with Robert Mehaffy at Luther Burbank High School.

During his lesson on poetry, she felt as though a window was opening in her life.

"I started writing poetry and putting my feelings about the divorce and stress of my life into the poems," says Kuhre. "I was able to express all my sadness and other emotions in poems, as well as my hopes and dreams for the future. Poetry gave me an outlet. It kept me from going down the wrong path. Kids in my neighborhood started getting in trouble, and I was on the fringe of that."

She asked Mr. Mehaffy to look at her poetry during lunchtime and after school.

"He was always very encouraging," she remembers. "He always had a smile on his face. He didn't ask me about the details of the divorce or about my personal life. He simply looked at my poetry and gave me feedback and encouragement to write more."

Along with encouragement came good advice.

"He told me to keep every poem I had ever written, and that it didn't matter if it was on a napkin or scrap of paper. He told me that if I felt a poem coming on I should write it down immediately, and to this day, I keep a pen with me at all times. He gave me pointers on writing; he gave me a thesaurus. He treated me as an adult and a fellow writer. And although he was busy, he never said, 'I don't have time to talk to you today.'"

Her grades went up. She started thinking about college. She continued writing poetry.

She doesn't know what became of her former teacher, although she tried to find him a few years ago to say thank you. When she publishes a book of poetry someday, she will dedicate it to him.

Now the Livermore Education Association member is a teacher at Joe Mitchell K-8 School and teaches sixth-grade English and social studies. She makes time for poetry. She also makes time for students.

"If someone is having difficulties at home or with friendships, I talk to them. I encourage every student to learn what his or her gift is. And if I can help that student find their gift while they are in my classroom, I know I'm a successful teacher. I feel that I'm paying Mr. Mehaffy back for what he gave me."



Denise Kuhre

“She’s been a wonderful role model for me,” says Ana of her teacher, **Rosa RiVera Furumoto**. “She is an exceptional teacher and a good friend. When I thought all my opportunities were blocked, she helped me see how many options I have.”



UNDOCUMENTED — BUT NOT UNSUPPORTED

Friends said it was risky to apply to apply to CSU Northridge, but Ana felt she deserved to go to a four-year university. Because she’s undocumented, she put zeros in the space for her Social Security number on the application. She was thrilled to be accepted as a transfer student.

“You dream big, but dreams can be dashed by having a status you did not choose,” says Ana, who moved here from Mexico at age 3. “You enroll in college, but you aren’t sure how to pay for tuition and a roof over your head. You don’t know who to confide in or where to ask for help.”

On the verge of dropping out during her final semester because she could not afford tuition, Ana found unexpected support from the CSUN Dream Alliance, which granted her a scholarship named after the mother of Rosa RiVera Furumoto, a Chicano studies professor and alliance member. The alliance consists of faculty, staff and students who advocate for undocumented students.

Ana decided to thank the kind stranger behind the scholarship that prevented her from dropping out. When she saw a sign posted outside Furumoto’s faculty office door stating “AB 540 Safe Zone,” she breathed a sigh of relief; she no longer felt alone.

(Assembly Bill 540 ensures that undocumented students don’t pay out-of-state tuition. But undocumented students struggle because they are not eligible for many loans and scholarships.)

When Ana enrolled in Furumoto’s literature class, a strong bond was formed. Both hail from indigenous communities in Mexico, and the professor filled her student with renewed pride in her heritage. Furumoto asked Ana to join a local after-school

parent-child literacy program. Ana loved helping families practice reading so much that she decided to become a teacher. After graduating with a degree in Chicano studies last spring, she applied to UCLA to earn her teaching credential and master’s degree at the same time.

Furumoto also encouraged Ana to apply for a grant of deferred action under President Obama’s executive order, Deferred Action on Childhood Arrivals, for children of undocumented residents. Ana recently received a two-year work permit; she is hoping it will be renewed. After years of worry, she feels optimistic that she can accomplish her goals.

“Rosa has been a wonderful role model for me,” says Ana. “She is an exceptional teacher and a good friend. She helped me see how privileged I am to attend a university. When I thought all my opportunities were blocked, she helped me see how many options I do have.”

“I was glad to help,” says Furumoto, a California Faculty Association member. “College is all about dreams. We have to do what we can to make the dreams of all our students come true.”

A GENTLEMAN AND A SCHOLAR

Chris Newman was a “snotty fifth-grader” at Woodridge Elementary School. He didn’t like teachers or most adults. He was having trouble at home. During class time, his mind was elsewhere. He did not see the value of being in school. It felt like doing time.

His teacher, Jeffrey Roberson, called him in for a talk. The boy braced himself for another boring lecture about the importance of improving his behavior and grades. *Blah blah blah*. Instead, he got something else.

“I was a lot like you at your age, but I was a lot smarter,” Roberson told him. “I was the class clown. I’ve been there and done that. Let me give you some pointers. Like if you’re going to pass notes in the classroom, do it when I’m passing out

papers or when my back is turned. Let me show you how.”

Newman laughed out loud at the hilarious pantomime his teacher did on how to pass notes secretly. He saw Mr. Roberson in a new light. He was not just another boring adult. He was funny. He was different. He cared.

The student felt a connection. But he wasn’t ready to show it. Not yet.

One day Newman was extremely rude to his teacher. Roberson ignored him. He didn’t say a word, in fact. The boy thought he’d gotten away with it. Then Mr. Roberson passed out tests. And everyone got one but him.

“Where’s my test?” he asked indignantly. He might be a goof off, but he wanted his teacher to know how smart he was. Of

course, Roberson already knew that.

“Oh, you don’t get one today,” his teacher replied politely. “You were mean.”

Newman asked again if he could take the test. He was told that if he was nice, he could take it alone during lunchtime. He took it and aced it.

Roberson asked him to join a group he’d started called The Gentlemen’s Club, which met at recess and was designed to build character. Members learn that females should be treated with respect, contrary to rap music videos they see. They perform community service. They are encouraged to act as role models to others. They think about the future and set goals for themselves. The club was just one of the things that made Roberson Sacramento County Teacher of the Year for 2013.

Newman didn’t want to join at first. Once he did, his grades went up. His attitude changed. Instead of doing the bare minimum, he challenged himself academically.

Newman is now a sophomore at Foothill High School in Sacramento. He hopes he can get a football scholarship for college. He still drops by to visit Roberson, a member of Twin Rivers United Educators.

“Mr. Roberson showed me what’s important about school and why I had to go to school. He used a lot of humor and music to keep me engaged. He made it easy for me to learn things and remember things. He taught me how to learn, and he made me want to keep learning. I’m lucky I had him for a teacher.” 🍷



“I’m lucky to have him for a teacher,” says Chris Newman of his teacher **Jeffrey Roberson**. “He taught me how to learn, and he made me want to keep learning.”

"I ran a good program, and the medical community in my community recognized that my students were well-prepared," says **Cristina Chiappe**.



NO SCHOOL NO SALARY STILL TEACHING

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN

She lost her job.

She lost her home.

But she kept her commitment to her students.

She taught them and helped them succeed, without a school or salary.

It may sound like a movie, but it's the true story of Cristina Chiappe, a teacher at the Centinela Valley Adult School in Lawndale who refused to take no for an answer. She was recently profiled by CNN for her determination to see her students graduate from her program.



Tuition refunds purchased \$15,000 worth of secondhand medical equipment so students like Sally Montenegro and Diana Rivera could practice. Chiappe bought most of the equipment online.

Chiappe created a nine-month medical-assisting class for the adult school 12 years ago. Since then, more than 1,000 graduates found careers in the medical field — most of them low-income women seeking a better life. The same course is available at private colleges that advertise on TV, but Chiappe’s course was available for a fraction of the price.

Last March, the district abruptly canceled her class and eliminated her job, along with most positions at the site. Chiappe and her students were devastated by the cost-cutting move.

“I never dreamed they would sacrifice my program, because it had helped so many people in the community. Honestly, I was in a state of shock,” says the Centinela Valley Secondary Teachers Association member. “Modesty aside, I ran a good program, and the medical community in my area recognized that my students were well-prepared.”

Chiappe, a member of the board of neighboring Hawthorne School District, tried to fight the termination of her class. She showed up at Centinela Valley School Board meetings dressed as a skeleton, driving home the fact that education was being cut to the bone. Her class was canceled anyway. Without a job she and her husband could not afford to continue making payments on their home.

Chiappe’s commitment to her students made her decide to keep teaching anyway — without pay. It was a risky move: Even though Chiappe received a business license from Los Angeles County to run a nonprofit school, her application for a permit from the city of Lawndale was turned down due to inadequate parking. So she rented a space, and the class met in secret.

Of her 20 original students, 16 stayed on. They used their tuition refund of \$1,600 apiece to purchase \$15,000 worth of mostly secondhand medical equipment online so they would have something to practice with. They bought sterilizers, machines to measure lung capacity, surgical instruments, a blood spinner, CPR

dolls, a fake arm with a needle to practice drawing blood, books, an examining table, an electrocardiogram machine, instruments to test hearing and vision, and more.

Sally Montenegro says she jumped at the chance to help purchase equipment so she could continue her education.

“From day one, when our teacher started bringing in medical equipment, I knew it would work out. Every time we got something new, we were excited. It was like Christmas. We are fortunate that she worked with us to make it happen.”

Students met with Chiappe four days a week and finished the course last October. They held a graduation ceremony complete with caps and gowns. All 16 graduates were placed in 160-hour “externships” in medical offices. (An externship is similar to an internship, generally offered by career college educational institutions to give students short practical experiences in their field of study.)

They hope to be hired soon as medical assistants.

They plan to keep meeting. “We formed such a bond,” explains graduate Diana Rivera, who is presently in an externship in the office of Dr. Austin Ilvore in Hawthorne with Montenegro. “We need to keep tabs on each other.”

Chiappe says she will not schedule another class until she finds a new site and secures the proper permits. Offers of help have been pouring in from those moved by her struggle. She hopes her superintendent will call her back one day, since the fee-based class came close to paying for itself.

“You do what you have to do,” says Chiappe. “And sometimes you have to show the world what is happening with the state of education in California. I have no regrets whatsoever.”

**I HAVE
NO REGRETS
WHATSOEVER.**

Donations are being accepted for the \$3,600 to pay for the special permit to reopen the school. For more information, contact Chiappe at cchiappe90250@yahoo.com or call (310) 901-3704.



Carolyn Doggett announces retirement

BY DINA MARTIN

CTA Executive Director Carolyn Doggett announced she will retire in June 2013, closing a 45-year career in public education.

A fourth-generation Californian and a fourth-generation teacher, Doggett began her career teaching first grade in Willits, Calif. She later taught high school English in Anchorage, Alaska, became president of the Anchorage Education Association, and then became president of NEA-Alaska, the NEA state affiliate. She sharpened her organizing skills lobbying the Alaska Legislature, and went on to work on California school board and legislative campaigns. She became CTA's first female executive director in 1995.

Doggett says she is proudest of three major accomplishments: the historic CTA campaign in 2005 to defeat several harmful initiatives; enactment of the Quality Education Investment Act in 2006 to help schools of greatest need; and passage of Proposition 30 in November.

"After many challenges and so many victories, it seems like the right time to retire," she says. "I will miss my colleagues and the everyday work on behalf of educators and the students they teach, but I will always be an advocate for public education and the teaching profession."

Prop. 30 brings presents to schools

California public schools, community colleges and counties got an early holiday surprise: Sacramento is paying the \$1.9 billion that it owes them a month earlier than promised. Plus, the state will pay on time in March nearly \$1 billion that it was going to defer until April.

This is just the first of many tangible benefits of passing Proposition 30. And the state has CTA and you and the voters of California to thank.

The Legislative Analyst's Office projections show billions in surpluses. Key factors in the "dramatic" turnaround are the improving state economy, prior budget cuts and passing Prop. 30. By 2014, California will have a \$1 billion surplus that will grow to more than \$9 billion by 2017, according to the fiscal outlook.

Now school districts will avoid damaging cuts, shortened academic calendars, increased class sizes, teacher layoffs, and cuts to core programs along with music, arts, and physical education — all of which would have occurred if the measure had failed. For many districts (Shasta, Pleasanton, Glendora, Los Banos, Santa Monica-Malibu, Long Beach, Sacramento, San Diego, San Rafael City and Fresno, to name a few), cuts were avoided.

Here are a few examples of how the hard work passing Prop. 30 statewide is helping out locally:

- ▶ **Cal Poly** students won't face a tuition increase next fall, and they'll receive a \$500 refund for an annual tuition increase that began this fall. Also, they no longer have to pay a \$300 annual student fee, set to start in January.
- ▶ **Sequoia District Teachers Association** members received a salary increase.
- ▶ **Pleasanton Unified School District** canceled four additional unpaid furlough days and planned layoffs.
- ▶ **Ross Valley School District** in Marin County canceled plans to increase class size and to implement furlough days, and they shelved plans to cut library staff and school maintenance budgets.
- ▶ In **Coronado** cuts of up to one-sixth of the school district's staff were averted.
- ▶ **Lake Elsinore Unified School District's** school year is longer as five of nine furlough days were restored.
- ▶ **Encinitas Union School District** is reversing two planned furlough days and reinstating the before-school program for 50 students; plans call for opening the after-school program, too.
- ▶ **Selma Unified School District's** school year will end June 7 because unpaid furlough days to teachers and classified employees were restored.
- ▶ **Woodland** schools restored five furlough days that would have been taken in March and May.
- ▶ The **Alum Rock Educators Association** settled their contract after nearly two years of bargaining, an unfair labor practice charge, and many other adventures.
- ▶ **Cupertino Union School District** is restoring programs, such as the Gifted and Talented Education (GATE) program.
- ▶ **Los Angeles USD and Cypress School District**, an Orange County elementary school district, will take zero furlough days in 2012–13.
- ▶ **NEA-Jurupa** had three of eight furlough days reinstated.
- ▶ In **Gilroy**, 10 furlough days are being rescinded.
- ▶ **Pomona Unified** avoided an additional seven furlough days.
- ▶ **South San Francisco Unified School District** and the South San Francisco Classroom Teachers Association are renegotiating 10 furlough days for this school year.
- ▶ California's 2.4 million **community college** students may find it easier to get classes because the system will receive \$210 million in additional funding and will be able to serve about 20,000 more students.

Note: In every 2013 issue of the *Educator* we will be highlighting a portion of CTA's proud history in a timeline. Collect all 9 and put them together for a big look at all we've accomplished over the past 150 years. To get started just cut out the timeline from this page. Your next installment will be coming to you in February.



Watch for this page throughout 2013. You'll find a timeline of the sights and sounds of teachers making history — and making their voices heard across the state — from yesteryear to today.

1863

John Swett founds the California Educational Society, known today as CTA.

It's 1863. President Abraham Lincoln delivers the Gettysburg Address as the Civil War rages. Samuel Clemens becomes Mark Twain for the first time. Mail delivery begins in 49 US cities; postage is 3 cents. Ground is broken in Sacramento on the construction of the First Transcontinental Railroad.

Amid this backdrop, the California Educational Society (now the California Teachers Association) was formed.

CTA has been advocating for children and public education for 150 years, first sponsoring legislation that established free public schools in California back in 1866 and fighting for the state's first class size reduction law in 1895.

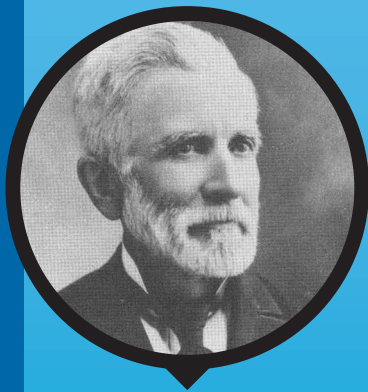
To help celebrate the rich history of our great association during our sesquicentennial, events and issues will be outlined in this magazine, discussed at

conferences and honored or celebrated statewide and locally. Some CTA members, especially younger teachers, may not know the rights they now have were won on picket lines, in courtrooms, and in hard-fought political campaigns decades ago.

There are many heroes in our public schools. Like our founders, CTA members are still voting, advocating, bargaining and organizing for students, for better communities, and for the respect, benefits and salaries that educators and education support professionals deserve.



CTA Timeline



1863

CTA founded as California Educational Society by Superintendent of Public Instruction John Swett.



1866

CTA's first legislative achievement establishes free public schools for all children in California.

1867

CTA is the only major organization in California to denounce the practice of segregating African American and Asian American students in separate schools. CTA fights for and wins public funding for schools that educate nonwhite students.



1890

CTA wins state Supreme Court ruling on "fair dismissal" law.

1895

CTA-sponsored class size legislation sets the maximum class size at 80 students.

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There are 23 ways to protect your nest egg.

And 23 ways to tarnish it, too. There are 23 forks in the road to your financial future. And 23 chances to make a costly mistake.

Get a FREE guide to all 23 of these crossroads.

It reveals the right choice in some tough situations, and some surprising dilemmas you face every day. It's available only to NEA members—as a gift from the NEA Members Insurance Trust®.

Life insurance is the easiest choice on the list.

It's good for your nest egg, and good for the people who rely on it. It helps them move forward—even when tragedy threatens to pull them off course.

But your nest egg may need better coverage.

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Declaration of Candidacy

► For CTA/NEA-Retired Vice President and State Council Alternates

Deadline to return declaration is **Jan. 31, 2013**

Offices to be filled:

Vice President of CTA/NEA-Retired (to fill a vacancy)

Term: From the date of the election through June 25, 2014

Requirements: A candidate must be a member of CTA/NEA-Retired.

CTA/NEA-Retired State Council Alternates, 2 seats per District

Term: 3 years, beginning June 26

Requirements: A candidate must be a member of CTA/NEA-Retired and reside in the district she/he is elected to represent.

I am a candidate for the office of:

Vice President

State Council Alternate: District 1 District 2 District 3 District 4

My retired electoral district is: (See list at right)

Retired electoral district _____ County of residence _____

My contact information: (Please print)

Name

Mailing address

City & Zip

City & Zip

Home phone

Cell phone

E-mail

My campaign statement: As a candidate for CTA/NEA-Retired vice president or State

Council alternate, you may write a candidate statement of no more than 35 words, which will be included with the ballot. If more words are used, the statement will include only the first 35.

Reference to ethnic minority identification will not be counted in the 35-word limitation.

Date

Signature

This form must be received no later than 5 p.m. **Jan. 31, 2013**

Mail to CTA/NEA-Retired Elections, Attn: Human Rights, P.O. Box 1187, Millbrae, CA 94030-1187.

Candidates may wish to return this form by certified mail in order to get a receipt and ensure compliance with the deadline.

CTA/NEA-Retired to elect vice president and State Council alternates

Jan. 31 is the deadline to submit nominations for CTA/NEA-Retired vice president and State Council alternates. Alternates shall serve when an elected representative in that region cannot attend a meeting.

Anyone wishing to run for a position should complete the Declaration of Candidacy form (left) and return it to the address on the form.

The term for CTA/NEA-Retired vice president is from the date of the election through June 25, 2014. The term for State Council alternate is three years.

The ballot, including names of the candidates and their campaign statements, will be mailed to members in February. For more information, call (650) 552-5313.

Electoral districts

Following are the electoral districts for CTA/NEA-Retired.

RETIRED DISTRICT 1

Alameda	Napa
Contra Costa	San Benito
Del Norte	San Francisco
Humboldt	San Mateo
Lake	Santa Clara
Marin	Santa Cruz
Mendocino	Solano
Monterey	Sonoma

RETIRED DISTRICT 2

Alpine	Placer
Amador	Plumas
Butte	Sacramento
Calaveras	San Joaquin
Colusa	Shasta
El Dorado	Sierra
Fresno	Siskiyou
Glenn	Stanislaus
Kern	Sutter
Kings	Tehama
Lassen	Trinity
Madera	Tulare
Mariposa	Tuolumne
Merced	Yolo
Modoc	Yuba
Nevada	

RETIRED DISTRICT 3

Los Angeles	Santa Barbara
San Luis Obispo	Ventura

RETIRED DISTRICT 4

Imperial	Riverside
Inyo	San Bernardino
Mono	San Diego
Orange	

► You can represent CTA at NEA's convention

On the facing page is the official Declaration of Candidacy form for state delegates to the 2013 NEA convention in Atlanta, GA.

Declaration of Candidacy forms for state delegates are also available on the CTA website (www.cta.org/racandidacy). They are not being circulated through any other channels. Chapter presidents will not be distribut-

ing these forms to chapter members. It is the responsibility of each member wishing to run for state delegate to fill out the Declaration of Candidacy form that is printed in this issue (or photocopy) or downloaded from the website, and file it by the deadline.

Each candidate filing a declaration form will receive an acknowledgment of receipt.

In order to attend the Representative Assembly, you must pay for your meals, hotel room and transportation for June 30–July 7.

The first caucus meeting is set for July 1, and the annual meeting of the Representative Assembly runs July 3-6. CTA will reimburse

state delegates up to \$1,950 with appropriate receipts. If a delegate stays within the CTA meal allowance, shares a room with another delegate and purchases a super-saver airline ticket (if applicable), the CTA reimbursement should cover delegate expenses.

In keeping with CTA's commitment to minority involvement, members who are ethnic minorities are urged to become candidates.

For more information, or if your chapter has not initiated an election by March 29, 2013, contact the Elections Committee through CTA Governance Support, P.O. Box 921, Burlingame, CA 94011-0921; (650) 552-5300.

CTA Service Center Council addresses

Service Center Council	Counties	Service Center Council	Counties	Service Center Council	Counties
ALCOSTA 2177 Diamond Blvd. Concord, CA 94520 (925) 676-2822 (925) 676-2915 (fax)	Alameda, Contra Costa	GOLDEN GATE 333 Hatch Dr. Foster City, CA 94404 (650) 577-5150 (650) 577-5160 (fax)	San Mateo, San Francisco	SANTA CLARA COUNTY 4810 Harwood Rd. #100 San Jose, CA 95124 (408) 266-1321 (408) 266-7893 (fax)	Santa Clara
BAY VALLEY 6095 Bristol Parkway, Ste. 100 Culver City, CA 90230-6601 (310) 215-0326 (310) 215-0341 (fax)	Los Angeles	HIGH DESERT 9329 Mariposa Rd., Ste. 215 Hesperia, CA 92344-8086 (760) 244-2239 (760) 244-1665 (fax)	Inyo, Kern, Los Angeles, Mono, San Bernardino	SERVICE CENTER ONE 3175-C Sedona Court Ontario, CA 91764 (909) 476-2367 (909) 980-8106 (fax)	Los Angeles, San Bernardino
CAPITAL 4100 Truxel Rd. Sacramento, CA 95834 (916) 288-4923 (916) 288-4912 (fax)	Alpine, Amador, Calaveras, El Dorado, Placer, Sacramento, Tuolumne, Yolo	IMPERIAL COUNTY 2419 La Brucherie Rd. Imperial, CA 92251 (760) 355-4600 (760) 355-0906 (fax)	Imperial, San Diego (Borrego Springs)	SIERRA 3409 Calloway Dr., #201 Bakersfield, CA 93312 (661) 587-1366 (661) 587-1365 (fax)	Kern
CENTRAL COAST COUNTIES 928 E. Blanco Rd., Ste. 100 Salinas, CA 93901 (831) 783-3200 (831) 783-3211 (fax)	Monterey, San Benito, Santa Cruz, So. Santa Clara	MERCED/MARIPOSA 510 W. Main St., Ste. E Merced, CA 95340 (209) 723-8871 (209) 723-9598 (fax)	Merced, Mariposa	SOUTHEASTERN 11745 E. Telegraph Rd. Santa Fe Springs, CA 90670 (562) 478-1346 (562) 478-1432 (fax)	Los Angeles
CHANNEL ISLANDS 1930 Outlet Center Dr. Oxnard, CA 93036 (805) 485-1706 (805) 485-1658 (fax)	San Luis Obispo, Santa Barbara, Ventura	ORANGE 281 N. Rampart St., Ste. A Orange, CA 92868 (714) 978-8861 (714) 978-2423 (fax)	Orange	STANISLAUS 3900 Mitchell Rd. Ceres, CA 95307 (209) 537-0702 (209) 537-4049 (fax)	Stanislaus
CHICO 1430 East Ave. #1 Chico, CA 95926 (530) 345-9743 (530) 345-1839 (fax)	Butte, Glenn, Plumas	REDDING 1430 East Ave. #1 Chico, CA 95926 (530) 345-9743 (530) 345-1839 (fax)	Lassen, Modoc, Shasta, Siskiyou, Tehama, Trinity	TULARE-KINGS 301 W. School Ave. Visalia, CA 93291 (559) 733-7706 (559) 739-7863 (fax)	Kings, Tulare
DELTA 7330 West Ln., Ste. 3 Stockton, CA 95210 (209) 478-6091 (209) 478-5923 (fax)	San Joaquin	REDWOOD 4300 Redwood Hwy., Ste. 200 San Rafael, CA 94903 (415) 479-6616 (415) 479-6435 (fax)	Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Solano, Sonoma	UTLA/NEA 3303 Wilshire Blvd., 10th Fl. Los Angeles, CA 90010 (213) 368-6259 (213) 251-9891 (fax)	Los Angeles
FEATHER RIVER 950 Tharp Rd., Ste. 901 Yuba City, CA 95993 (530) 755-2082 (530) 755-0641 (fax)	Colusa, Nevada, Sierra, Sutter, Yuba	SAN DIEGO COUNTY 5333 Mission Center Rd., Ste. 200 San Diego, CA 92108 (619) 683-3990 (619) 683-3994 (fax)	San Diego	HIGHER EDUCATION 4100 Truxel Rd. Sacramento, CA 95834 (916) 288-4921 (916) 288-4911 (fax)	2-year and 4-year colleges and universities
FRESNO/MADERA 5330 N. Fresno St. Fresno, CA 93710 (559) 222-6593 (559) 222-9827 (fax)	Fresno, Madera	SAN GORGONIO 430 E. Vanderbilt Way San Bernardino, CA 92408 (909) 890-4520 (909) 890-2461 (fax)	Riverside, San Bernardino		

Declaration of Candidacy

► For State Delegate to the 2013 NEA Convention in Atlanta, GA

Name	Day phone
Address	Home phone
City, Zip	CTA/NEA Member ID Number
Personal e-mail address	Gender <input type="checkbox"/> M <input type="checkbox"/> F
I am a member of: <input type="checkbox"/> CTA <input type="checkbox"/> NEA	Chapter _____

Category:

- NEA Active (Non-Supervisory) Member (including Education Support Professionals)**
Send or fax directly to your Service Center Council (see addresses and fax numbers on facing page).
- Higher Education Member (eligible to be in bargaining unit)**
Send to Community College Association, 4100 Truxel Rd., Sacramento, CA 95834.
- CTA/NEA-R Member (must be member of NEA-Retired)**
Send to CTA, P.O. Box 1187, Millbrae, CA 94030-1187.
- Student NEA**
Send to Student CTA Office, CTA, P.O. Box 921, Burlingame, CA 94011-0921.

Ethnic Grouping, Other Information:

I am: American Indian/Alaska Native Caucasian Hispanic
 African American Asian Native Hawaiian/Pacific Islander

I am or plan to be a declared candidate for a local delegate position also.

Yes No

If yes and you are elected to any delegate position (state, local, or both state and local), you are responsible for informing the Service Center Council of your choice.

Name _____ Service Center Council _____

Please give a brief biographical sketch of no more than 30 words. (If more words are used, the information that accompanies ballots will include only the first 30 words.) If you wish your ethnic grouping to be listed, this will not count as part of the 30-word limitation.

Signed _____

THIS FORM MUST BE FILED NO LATER THAN 5 p.m. on Jan. 31, 2013, at the office listed above. Candidates are urged to return this form by certified mail in order to get a receipt and ensure compliance with the deadline. It is the responsibility of the candidate to ensure that this document is received by the due date and time.

Duties of delegates to Rep Assembly in Atlanta, GA

1. Each delegate will be expected to arrive in Atlanta, GA, in time to ensure registering as an official delegate to the Representative Assembly (RA) with both the California delegation and NEA.

2. Each delegate will be expected to attend all caucuses of the California delegation. Normally, the caucus begins at 7 a.m. daily. Delegates must be registered with the California delegation to participate in the caucus. Delegates are expected to remain through the convention.

3. Each delegate shall attend all business meetings of the RA.

4. Each delegate is strongly encouraged to attend NEA budget committee hearings, resolutions committee hearings, bylaw committee hearings, speeches by prominent national figures, etc.

5. Each delegate should take into consideration CTA State Council and caucus policy when voting.

6. Each delegate is encouraged to participate fully in all activities of the California delegation.

7. Each delegate, state and local, will be expected to sit with his or her Service Center Council delegation on the RA floor or to inform the appropriate person where he or she will be seated. This is to ensure communication regarding RA business and/or personal emergency information of concern to the delegate, as well as to verify attendance.

I understand that, as a state delegate, my attendance is being directly funded, at least partially, by membership dues. I accept my responsibility to carry out the above specified duties.

Date _____

Signature _____

Teachers helping teachers

CTA Board votes \$10,000 for Hurricane Sandy relief

State affiliates like the New Jersey Education Association (NJEA) are working to get students and teachers back to the business of teaching and learning in the aftermath of Hurricane Sandy. And CTA is helping, too, with a \$10,000 donation and offers of support through state affiliates to members who were personally affected by the storm.

NJEA staff and members spent several weekends gathering school supplies to fill teacher kits and backpacks for students. Resources for NJEA members and volunteers are posted on www.njea.org. Other efforts include providing resources to members as they assist their students in coping with the effects of the storm.

Thanksgiving and holiday gift card drives are supporting NJEA members who were personally affected by the storm.

In addition, plans are under way to utilize NJEA Back to School Fund assets to assist members in need and provide guidance to local and county associations that want to assist severely impacted members. Members and others may contribute to the fund via NJEA's website, www.njea.org.



Members of the Seaside Heights Education Association create shared libraries for five displaced schools in Ocean County, New Jersey.

Support for Sandy Hook School

An NEA crisis team worked with AFT Connecticut and CEA to prepare teachers and students for their return to classrooms at Sandy Hook School Elementary School in Newtown, Connecticut. The nation is still in mourning after a gunman opened fire, killing 27 children and teachers.

Messages of hope can be left at this website: aftct.org.

The United Way of Western Connecticut and Newtown Savings Bank created the Sandy Hook School Support Fund that will provide support services to the families and community.

Donations can be made online at newtown.uwwesternct.org or mail check donations to:

Sandy Hook School Support Fund
c/o Newtown Savings Bank
39 Main Street, Newtown CT 06470

Your freedom of speech in the classroom

Did you know?

Because CTA won a case on behalf of a member, you can have a "robust" conversation on religious topics. "As always," says CTA General Counsel Emma Leheny, "be sensitive to students' personal beliefs as you construct lesson plans."

Back in 2007 a Capistrano Valley High School student sued his Advanced Placement European History teacher over remarks made regarding religion. Recognizing the importance of protecting the "robust exchange of ideas in education," the court determined that in preparing students for "adult roles in a democratic society" teachers and schools must maintain an atmosphere of free inquiry.

"This academic freedom will sometimes lead to the examination of controversial issues," the court wrote. "Teachers must also be given leeway to challenge students to foster critical thinking skills and develop their analytical abilities. This balance is hard to achieve, and we must be careful not to curb intellectual freedom by imposing dogmatic restrictions that chill teachers from adopting the pedagogical methods they believe are most effective."

In the end, the federal court of appeals decided that the teacher could not be sued for damages because he did not violate a clearly established law — an argument first raised in the case by CTA staff attorney Michael Hersh.



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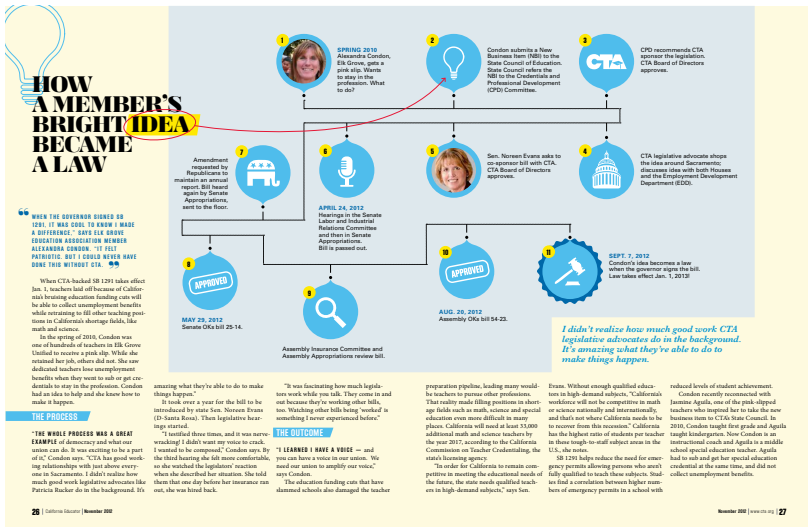
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UNEEMPLOYED TEACHERS GET SECOND CHANCE

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN



Last month we reported how an idea by Elk Grove Education Association member Alexandra Condon became a state law. The law, SB 1291, which allows laid-off teachers to collect unemployment benefits while retraining for hard-to-fill positions, takes effect Jan. 1, 2013.



Kerry Hernandez received a pink slip last year from Ethel Phillips Elementary School in Sacramento, where she had taught for two years. The Sacramento City Teachers Association member didn't know where to turn. She applied for elementary school teaching positions, but found herself in a long line of pink-slipped teachers.

Then she heard about a program that retrains laid-off teachers to teach hard-to-staff math and science classes. She jumped at the opportunity.

All who enroll in the Foundational Level Math and Science Credential program (FLMSC) for Sacramento City Unified School District employees are carefully screened to make sure they have an aptitude for teaching math and science.

The goal of the program is to put unemployed teachers back to work. The program, a partnership between Sacramento City Unified School District, the Sacramento Employment and Training Agency, and CSU Sacramento's Colleges of Education, Continuing Education, and Nat-



“The program was wonderful. It prepared us to teach math in a clear, conceptual way,” says **Kerry Hernandez**.

to pass the Single Subject Math California Subject Examination for Teachers (CSET). A traditional single-subject credential for all high school math classes requires an additional CSET test.

Those who earn a single-subject credential in foundational level general science must take two three-unit upper-division undergraduate classes focused on science content, and one class on instructional methods, and pass Single Subject Science CSET I and II tests.

Participants take classes two nights a week for one semester for the foundational credentials, and a few have already found new jobs.

Teachers like Hernandez will have an easier time to participate in these types of programs when the CTA-sponsored bill, SB 1291, takes effect Jan. 1. Teachers laid off because of California’s bruising education funding cuts will be able to collect unemployment benefits while retraining to fill other teaching positions in California’s shortage fields.

Alternative path to induction

The Alternative Induction Program (AIP) component of the FLMSC program allows teachers to clear their credential if they are not teaching full time, which can be a catch-22 situation for some new teachers.

Kate Lowry, for example, graduated from CSU Sacramento in 2010, but she couldn’t land a teaching job. Without a teaching job, she couldn’t clear her credential with the two-year Beginning Teacher Support and Assessment (BTSA) induction program. This must be done within five years of certification. Without BTSA training, she is less desirable as a teaching prospect when applying for jobs.

The AIP allowed her to have BTSA training from a district mentor while being a long-term sub and teaching summer school. In most cases, subs and summer

school teachers are not eligible for induction via BTSA training.

“When I found out about this program, I was jumping up and down,” says Lowry. “I just turned in my portfolio, and I should receive my clear credential in just a few weeks. Without this, I would be worrying about being able to clear my credential. Now I don’t have to worry about that. And the fact that I didn’t have to pay for the program was extremely beneficial, because I don’t have a regular job.”

An offer of hope

The Foundational Level Math and Science Credential program showcases what partnerships between districts and universities can accomplish together in combating the effects of budget cuts and teacher layoffs, says co-director and CSU Sacramento Department of Teaching Credentials chair Pia Wong.



Pia Wong

“It breaks your heart to think that people with so much commitment and schooling can’t get a job through no fault of their own. We are proud to offer some of them a chance to stay in teaching,” says Wong.

A few of the graduates have already found employment as math and science teachers.

“The teachers we work with are hopeful, young, energetic and happy for this opportunity,” says Wong, a California Faculty Association member. “They are now more attractive candidates for hard-to-fill jobs — and better teachers.”

ural Science and Mathematics, is funded by a \$300,000 grant from the S.D. Bechtel Jr. Foundation, which pays for course work and classroom time.

CTA-sponsored bill eases financial burden

Hernandez recently received her degree for teaching foundational math, which allows her to teach math at the middle school level and some high school classes. She is applying for math positions throughout her district and neighboring districts, and meanwhile is subbing at her former school.

“The program was wonderful,” she says. “It really prepared us to teach math in a clear, conceptual way.”

She received her single-subject credential in foundational level math by taking two three-unit upper-division undergraduate classes focused on mathematics content, and two classes focused on instructional methodologies in math for middle and high school learners. In addition to passing her courses at CSU Sacramento, she had





Superfood salad:
Salmon with nuts and berries.

HEALTHY LUNCHES == make a == HEALTHY YOU

Word to the wise: Grownup food is much more flavorful and healthier.

Educators have a lot on their plates these days. If you look around the staff lounge, you'll find doughnuts and cupcakes, frozen meals (loaded with sodium) zapped in the microwave, vending machine snacks, and sodas. Processed foods, an exercise regime that consists of walking around a classroom, and high stress can be a recipe for poor health.

As you set goals for 2013, we thought we'd provide you some fodder. To get started, we've got nutrition tips and a week's shopping list provided by Chef Paul McCullough, whose catering business, Paul's Kitchen, is located in Los Angeles. (Aficionados may remember McCullough as a finalist on the "Food Network Star" reality show.) A chef for celebrities, McCullough brings home-cooked meals to film and TV crews; he made his culinary debut in Hollywood catering for the stars of "Sex and the City." He is currently executive chef at City of Hope National Medical Center, catering exclusive VIP donor events. He has also served as honorary chair for CTA's Read Across America. McCullough will be traveling this holiday season on a national media TV tour promoting his new book, *Roma-Therapy*, about cooking with tomatoes, available on www.amazon.com.

To see recipes for delicious lunches and snacks that McCullough has prepared specially for educators, visit www.cta.org/healthyrecipes.

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN

McCULLOUGH'S TIPS FOR HEALTHY EATING:

Shop and cook ahead: Plan what you are going to eat ahead of time; it's the key to healthy meals and snacks. It saves time since you don't have to run to the store constantly. Prepare things the night before; have them by the door in the morning. Don't be intimidated: Healthy eating does not necessarily require cooking. Sometimes knowing what to buy and how to put it together is half the battle.

Try one ingredient, multiple meals: Buy a fully cooked rotisserie chicken, for example, and use it in more than one recipe throughout the week. Make a chicken salad, a chicken taco, and even some chicken soup with vegetables.

Avoid processed foods: Processed foods full of preservatives make your body work harder to function at optimum levels. Your liver works overtime to filter the toxins. You feel sluggish and you gain weight. Natural, whole foods make your body run more efficiently. You will think more clearly. You lose weight and improve your cardiovascular function.

Water: Drink three glasses during the day to keep your body and brain hydrated. It keeps your skin looking clear, too.

Take vitamin D daily: Among other benefits, vitamin D prevents chronic diseases including many forms of cancer, osteoporosis, diabetes, heart disease, and hypertension; protects and lubricates bones, teeth and hair; and reduces the occurrence of prostate cancer, especially in African American men.

THE FAB FOUR

- Turkey sausage
- Spinach
- Roma tomato
- Feta cheese

Look for key ingredients that can be used in different dishes. Cut the recipe in half if you are just cooking for yourself, and you'll still have some left over, for example:

AS A PASTA DISH

- 1 lb whole-grain pasta
- 5 links turkey sausage
- 1 bag fresh spinach, washed and trimmed
- 1 tablespoon onion flakes
- 1 tablespoon granulated garlic
- 4 ripe Roma tomatoes
- 8 oz seasoned feta cheese
- 1 tablespoon onion flakes
- 1 tablespoon granulated garlic
- Salt and pepper to taste

Prepare pasta as directed. While you are waiting for the water to boil, cook sausage in a large skillet over high heat, crumbling with a wooden spoon.

In separate pan sauté spinach with a touch of water, onion and garlic, then remove from pan and coarsely chop.

Cut tomatoes into chunks. When sausage is finished, mix in spinach and tomato and set aside. When pasta is done, drain and place in a large bowl. Toss with sausage mixture and finish off with the feta cheese.



Q&A with Paul McCullough

Why are you concerned about school employees' diet?

Teachers and other professionals who work with students are responsible for educating the future of our country — and we need you. Educators are nurturers taking care of others, but you also need to take time to take care of yourself. If you are taking care of yourself from the inside out, feeding yourself a balanced diet, taking the stairs and fitting in a walk on your break, you will be a more effective educator. You will be more focused. I've heard people say, "Eating healthy is expensive." My answer: So are high blood pressure, heart disease and obesity.

What were your considerations in developing these healthy lunches and snacks for teachers?

First I considered adaptable recipes that could easily transform into different dishes. I wanted them to be tasty as well as provide balanced nutritional value. They can be made in 20 minutes or less. Healthy eating does not necessarily require cooking. It's knowing what to buy and how to put it together that's half the battle. Time is something we all need more of, so I thought about taking a Sunday trip to the market where you could get everything you need for your lunches in a one-stop shop.

What principles from these recipes can be applied to future lunches and snacks for a week?

It is well known that five smaller meals during the day helps boost your metabolism and regulate blood sugar, and helps you stay focused. Think about a mid-morning snack, healthy lunch with complex carbs and lean protein, then an afternoon snack as well. And water! Lots of water.

What makes these meals and snacks healthy?

Because they are filled with vitamins and minerals. They are not processed foods that are leached of their natural goodness and filled with preservatives. Most of the menu items are low in fat where it counts: turkey sausage, low-fat cheese, lean chicken and



FIND IT ONLINE!

From apples and avocados to carrots and dried fruit, many items you may already have in your pantry can create many healthy meals and snacks. For recipes and more, visit our website at www.cta.org/healthyrecipes.



Greek yogurt and walnuts, sweetened with agave nectar.

tofu. I pay attention to the good fats we all need, such as the fat in avocados, nuts and olive oil, which actually help absorb nutrients. Fiber is an important factor in keeping blood sugar levels stable. So, rather than drinking a glass of apple or orange juice, eat the whole fruit as one of your snacks. You get all the health benefits without the “sugar spike and crash” that can happen after drinking a glass of juice.

What about the “I’m the only one in the school eating healthy” complex?

The good news is everything you need is right there for you. Your school is full of experts. Everyone you need to live your best life is just down the hall from you. Rally together and start a break room task force. Get a team of teachers to work together to improve your lunchroom experience. Toss out the Sweet’N Low and Equal (may cause cancer in lab rats... hello, what about you?). Bring on the stevia, which is a natural plant extract. Stock up on raw agave nectar to pour into your tea or over your yogurt. Raw is important, because once it is processed (heated to temperatures that will prolong shelf life), it loses nutritional value because it essentially turns into corn syrup. Chuck the soft drinks. Drink more tea. Pitch in to buy healthy snacks like almonds, dried fruit and Balance bars.

How might this impact our students?

Leading by example is a great way to effect

change in the lives of our students and in California schools. Apples on a teacher’s desk are iconic for a reason. People view apples as symbol of variety, change, growth and strength. Also, without love and care the fruit cannot flourish, much like your students. Teachers play a vital role in the emotional, mental and physical development in a student’s life. So keeping an apple on your desk will not only set a good example for your students, it’s also a quick snack when you need it.

What about my family’s lunches?

Since you have made the decision to start treating yourself to a healthy lunch, why not treat your family, too? Encourage your family to participate in making lunches. Discuss the advantages to smarter choices. Point out people you see eating healthfully. Simply multiply your shopping list to accommodate your family’s needs.

Should exercise also play a role?

Want to feel better, have more energy and perhaps even live longer? Look no further than exercise. The health benefits of regu-

lar exercise and physical activity are hard to ignore. And the benefits of exercise are yours for the taking, regardless of your age, sex or physical ability. Check out these seven ways exercise can improve your life.

- Exercise controls weight.
- Exercise combats health conditions and diseases.
- Exercise improves mood.
- Exercise boosts energy.
- Exercise promotes better sleep.
- Exercise can be fun.

Did someone say recess? Exercise controls weight, combats health conditions and diseases, improves mood, boosts energy, promotes better sleep, and can be fun to do with your family. Remember to check with your doctor before starting a new exercise program, especially if you have any health concerns. 🎓

For more information, visit www.PaulsKitchen.com or McCullough’s Facebook page www.facebook.com/PaulsKitchen. You can read a blog about the making of Paul’s book *Roma-Therapy*.

LUNCH BAG REINVENTED:

ROTISSERIE CHICKEN ROUNDUP:

A \$6 store-bought chicken can change your lunch bag in a big way:

- Mostly homemade chicken soup
- Healthy wraps with seared tofu or chicken
- Superfood-inspired salads

TURKEY SAUSAGE, SPINACH, TOMATO AND FETA MORPH INTO THREE DIFFERENT DISHES:

- Whole-grain pasta with above ingredients
- Quiche with above ingredients great with arugula salad
- Sausage burger on ciabatta bun or made into meatballs and baked

OTHER NUTRITIOUS MEALS THAT CAN BE MADE IN MINUTES:

- No-boil low-fat lasagna with ground turkey (make a pan and treat your fellow teachers to lunch this Friday!)
- Quinoa salads with lots of colorful veggies
- Superfood-inspired salads with pomegranate, blueberries, almonds, mushrooms, tomatoes, grilled salmon on a bed of spinach

HEALTHY SNACKS INSTEAD OF VENDING MACHINE ITEMS:

- Roasted Romas filled with hummus
- Tomato salsa with parmesan crisps
- Nonfat Greek yogurt with agave and oats
- Sliced apples and almond butter
- Dried fruit and nuts (lots of fiber, keep blood sugar even)
- Avocados or guacamole with baked tortilla chips or sliced vegetables

FLIPPING LEARNING

the classroom

FLIPPING, OTHERWISE KNOWN AS BACKWARDS TEACHING, IS A NATIONWIDE TREND THAT ENCOURAGES STUDENTS TO BE RESPONSIBLE FOR THEIR OWN LEARNING.

**BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN**

Algebra class has never smelled so delicious. The eighth-graders are figuring out how their teacher changed the cookie recipe to adjust the yield, making volume conversions, such as cups to tablespoons, and using deductive reasoning skills and equations. The best-tasting cookies will come from students who correctly tweak the recipe.

Without being told by their teacher, Michael Salamanca's middle school students know what to do because they watched his videotaped, 10-minute lesson the previous night at home.

It's called "flipping the classroom" or "backward teaching," and the trend is spreading nationwide, reports *Education Week*. The goal is for students to take responsibility for their own learning and walk into the classroom ready to discuss a topic, collaborate with fellow classmates and put their knowledge to work.

The founders of the learning model were Colorado teachers Jonathan Bergmann and Aaron Sams, whose idea went mainstream with the help of free online educational videos created by Salman Khan, founder of the Khan Academy.

Traditionally, teachers model or present information and



put problems on the board. Students' homework is more of the same type of problems. In a "flipped" classroom, students' homework is learning the lesson, and class time is spent doing hands-on assignments that show a practical application of the material they learned. If students don't get it after watching the videos, they receive individual or small-group tutoring by the teacher, bringing them up to speed.

THOSE FLIPPING VIDEOS

Tech-savvy teachers seeking something different find the approach exciting. Others believe it diminishes the role of the teacher or taking teaching to a new, automated format.

But Salamanca and other San Diego Education Association (SDEA) members at Innovation Middle School say they are thrilled to have time for hands-on lessons that encourage critical-thinking skills and increase student engagement. They attribute backward teaching to producing higher test scores.

Salamanca produces his videos by pushing the "record" button of his Promethean board, an interactive whiteboard that connects to a computer. Students hear his voice and see what he's writing, but they can't see him.

"Last year I created more than 75 videos and posted them on YouTube and the district's video site," says Salamanca. "It's not easy, especially the first year. It takes a lot of time. But



Gavin Nickel, Jorge Martin and Hyrum Riddle get hands-on learning in class after listening to **Michael Salamanca's** video lecture at home.

ultimately it saves time.” To view a few of his videos, visit sites.google.com/site/salamancamath/MathClasses/algebra/video-lessons.

Not all teachers in flipped classrooms create their own videos. Modeling or presenting information can take a lot of class time because teachers deal with behavior issues and repeat material to students who don't grasp concepts the first time around, he explains. But in a flipped classroom, they learn at their own pace.

“If I miss something, I stop and rewind it so I can understand,” says student Sierra Kresge. “For me, it's better to watch on video, and if I need help the next day, my teacher will spend time explaining to me what I didn't understand.”

To assess whether Salamanca's students have watched his videos and understand the content, they take daily quizzes posted on Edmodo, a social learning network designed for classrooms. Salamanca groups students by ability; groups change daily according to how students perform on quizzes.

“Before a big test I can go back to old video lessons. I look at them as many times as I want. It's more fun at school because you can do hands-on things and you learn a lot more,” says student Kristina Hughes.

Upcoming student class projects include creating a garden, planning the dimensions and what goes inside certain spaces for volume and surface lessons; catapulting marshmallows with

Is FLIPPING for you?

Some say No: It takes too much time to videotape lessons. It's a lazy way of teaching.

Some say Yes: Students can collaborate and work as a team, much like the modern workplace.

What do you think? See educators' comments at cta.org/flipping. Tell us what you think: editor@cta.org.

a plastic spoon so students can use a parabolic equation to find the vertex; and using algebraic equations to figure out the finances and production levels of imaginary companies.

A FLIPPING SUCCESS

Once they understand the new approach, parents and children frequently watch the videos together. Julie Garcia, a seventh-grade pre-algebra teacher, says one parent told her it was helpful to watch the videos when she decided to go back to school and needed to take an entrance exam for community college.

Garcia creates her own videos and says that it's a process, not a product. “After making them, I can tell right away whether I need to redo them,” she says. “Teachers are always trying to better themselves; I redo a quarter of my videos.” (For a sample, go to www.imiddlemath.org.)



Julie Garcia

“I have never worked so hard at teaching. I'm not standing at the board, I'm constantly circulating among students for one-on-one attention. It takes a lot more out of me as a teacher to have a flipped classroom, but I would never go back to direct instruction.”

Garcia and Salamanca say a flipped classroom works for most students and not just for higher-level students. But there are a few differences.

“With advanced students I'm able to do larger projects and get through the material faster or deeper,” says Salamanca. “With other classes you find a few more holes in students' learning, so there is more need for tutoring or small-group instruction.”

Salamanca and Garcia are the only two teachers at the school site exclusively teaching backward; seven more partially teach in that manner. The duo has given several trainings in their district and presented at Computer Using Educators (CUE) conferences and at universities. Since teachers on campus started “flipping” classrooms, the school had a 43 point jump in its API scores. Salamanca says the scores of his own students have gone up 20 percent.

“One of the biggest pluses in my classroom is that I have a better relationship with my students because I can offer them individual help,” says Garcia. “Students help other students. They collaborate with each other. I've never felt a bigger sense of classroom community in all my years of teaching.”



CTA grant helps students integrate robotics and engineering

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN

It may look like child's play, but students in John Gifford's class are studying robotics, physics and engineering at Riverside Poly High School. The robots students created with Lego pieces spin, scoot and follow basic commands that students have programmed into tiny computers called "bricks." It was all made possible by a \$5,000 grant from CTA's **Institute for Teaching (IFT)**, which enabled teachers to purchase the high-tech Lego Mindstorms and LabView programming software.

Riverside Unified School District has had a robotics team for the past three years, but lacked a class for the team members, who operated as an extracurricular club. Gifford felt that students needed a real class for a deeper understanding of robotics, engineering and physics — and that such a class might also help students do better at robotics competitions.

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WONDERFUL
TO RECEIVE
A CTA GRANT
TO TRY
SOMETHING
NEW.**

First the science teacher joined with educators from across the state to attend a UC Curriculum Integration workshop at UC Santa Barbara to develop a course that blends physics and technology. He brought back what he had learned, integrated it with robotics and engineering, and decided to pilot a course for the district called Physics Using Robotics and Engineering. When he

received the IFT grant to purchase Lego bricks, his goal became a reality.

"Schools are under limitations and don't have the money to support new ideas, so it was wonderful to receive a CTA grant to try something new," says Gifford.

The Riverside County Office of Education submitted his curriculum to UC Riverside, which recently approved his course as a "lab class" meeting A-G requirements for CSU and UC admission. He hopes the pilot course will now spread to other district schools — and perhaps outside districts.

"I am very proud because the course is future-oriented," says Gifford, a member of the Riverside City Teachers Association. "Students can investigate science, technology, engineering and math in an inquiry mode to further enhance their understanding. They will gain practical experience by programming, planning and testing robots — just like real engineers."



Michael Garcia, from Martin Luther King High School, shows his robot to **John Gifford**.



Jasmin Barrajan and Rodolfo Cendejas construct a Lego project with **John Gifford's** guidance.

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WHAT IS THE MOST UNUSUAL GIFT YOU'VE RECEIVED FROM YOUR STUDENTS?

Here are some of our favorite answers to this question. Read all the responses on CTA's Facebook page, www.facebook.com/californiateachersassociation. Want to add to this? E-mail editor@cta.org.

MELINA YAMARONE: Butterflies (pinned with their Latin name) in a frame with about an inch of dust... as if he took it straight off the wall of his house. I loved it and display it in my class to this day.

NORA ALLSTEDT: A sign stolen off the wall of a restaurant in Germany along with picture of dad taking the sign off the wall.

MALLORY MOORE: A Costco size bottle of mouth wash, shampoo, and conditioner.

TRENT STILLMAN:
Korean silk embossed good luck sign. Hangs over my doorway. Supposed to bring good luck, wealth, and happiness.

CAMILLE ALFRED: I received a double-barreled rubber band gun at the end of the year from a student who said it was for "crowd control." I have never laughed so hard!

LETICIA GALLEGOS: A kindergarten teacher friend received a pack of condoms from a student who thought they were Band-Aids.

CHERYL THOMPSON: A clear vase filled with different colored origami stars. The girl told me it took her six months to make. It is gorgeous, and on bad days, I look upon it and remember her and the positive impact I have on students.

DIANA NACCARATO ARCHERDA: A made-for-TV facelift kit. Complete with a video and neck tightening machine. Geez.

CHIARA MACCIARDI: A nameplate made of steel, welded by my student. But he didn't proofread it, so it's Mis Chiara... It sits on my desk. I love it.

AJA COOK: A papier-mâché rat (the thing is truly grotesque)... Made shortly after finishing the book *Of Mice and Men*.

MARY LUB: A leek from a migrant education student. My first-grader had broken his collarbone, so I agreed to go to his house after school to be his home teacher. His mother was very proud to give me something that dad brought home from work.

BRIANNA HEINRICH: A boat made out of cross sections of a seashell. I love it.

NADINE LOZA: A toothpaste and toothbrush set. Made me think, "Is it the coffee?"

CAROLYN FRIEDMAN: A vibrator. It was obvious that Mom did not know the child had wrapped and brought it to school. It was accompanied by a sympathy card signed by this severely disabled seventh-grader. It was Christmas. The child knew people gave gifts and cards. She could not read, so...

ELIZABETH DEFRANCIS:
A hot dog, because he said he ran out of apples!

CHRISTINA SPAIN TEMPLE: Dried seasoned codfish.

DIANA DECAMP: A used breast pump! It was 1986 and my first year of teaching. I was single and childless. A little boy took it from his mom's closet, put it in a bag and handed it to me with a smile... dry milk and all! :)

OLGA GARCIA CABRERA: A rock about the size of the palm of my hand... it had a sticky note that said "Hola Señora."

ANNELENA BACON FORS: Chicken feathers.

SHELLEY TEMPLETON BENNETT: Flan, buttermilk syrup with a recipe for pancakes, and Oreos... all homemade from three brothers I've had in the last five years. Delicious! Lucky for me, there are two younger siblings.

MONICA C DE C: A fifth-grade student gave me a 5-foot teddy bear! I still have it... But you should have seen me try to put it in my small car.

SPENCER HOLMES: A dead shark in a jar, and a frozen pet hamster. :-/

BIRDIE FORSYTHE: A pair of zebra slippers. I keep them under my desk and put them on after school when I need comfort!

MARK GALIPEAU:
A pedicure! My first one.

LISA PHINNEY BERGHAUS: A used electric razor. It was pink and obviously her mom's. I was teaching third grade. I will never forget it, lol...

SONIA DÍAZ: Anti-wrinkle cream :!

ERIKA BRUCE DRYER: Sheets ") so my clothes would smell good.

LESLIE BRANDON MACHADO: An old motorcycle magazine from one of my 6-year-old students who lived in the dorm at a school for the deaf. She found it at her house and wrapped it with a piece of string all by herself. She was so excited to give it to me! I'll never forget her or her heartfelt present.

DENA ELFERS: A lava lamp...

ELIZABETH BERNHARDT: Last year for Christmas I got a purse with deodorant in it.

DEDE HEIMBIGNER: \$2.50... It was his lunch money :-)

SAMANTHA CARR: A 99¢ Store year-old mug with candy from Halloween, as a Christmas gift! A little dust included :)

SHARON M. DONOVAN: A cupcake with all the frosting carefully licked off!

JENNIFER KEB BROUSSARD: A gummy bear from the child's pocket. One year I was presented with a used change purse full of little treasures... Barbie shoes, a quarter, a baby chick foam craft, and string. She'd gone shopping in her room!

SHIRLEY CASALLAS: Rod Stewart's greatest hits CD. I teach kindergarten, and our school is two blocks away from the Wiltern Theatre in Los Angeles... how rock 'n' roll of him... he's in eighth grade now :)

CARRIE BROWN: A completed puzzle of the Constitution and a flag. It was glued onto newspaper. Orange lace and pearls were hot-glued to the edges. I opened it in class and as I ripped the paper a ROACH crawled out... Instant chaos.

CHUCK OLYNYK:
A surprise birthday party for the (recently) single teacher, which involved inviting every single teacher and substitute on campus.

MARY FURLONG:
An Eiffel Tower made of gingerbread cookies! Beautiful!

DARYL MYERS: An Edgar Allan Poe bobblehead. He has a raven on his arm and shakes his head instead of nods. "Nevermore," indeed!

TERESA WHITESIDE: A live chicken! I had to walk it home on a leash I had made from my shoestrings... I was teaching in Nigeria and had no idea how to carry a live gift!

TAIANN KNETGE GORDON: A used Christmas Santa teakettle and mugs that were all chipped. But I liked it.

MARY KNAUS SAMPSON: Dinner for my family and me at her family-owned Chinese restaurant.

WENDY DILLINGHAM-PLEW: 6-foot-long air-pressured water balloon cannon. For science, of course!

SONIA CRUZ-PLANCARTE: An angel-teacher with books.





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BY DIANE MORTE, CEBS
Member Benefits Consultant

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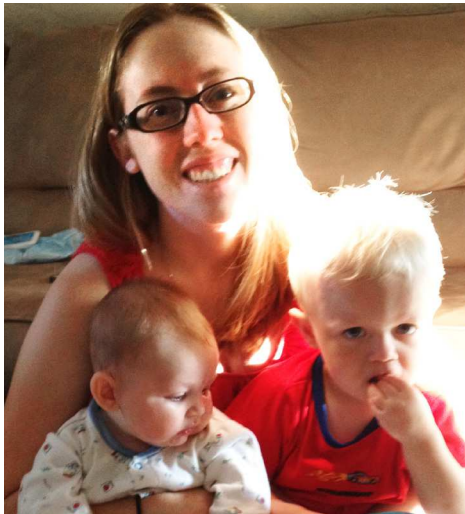
Check out CTA's resources online. You'll find information, tools and advice to help you make wise financial and investment decisions that will save money. Here are two great places to start:



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www.CTAMemberBenefits.org



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“We have a safety net.”

“I’m thankful that I signed up for the CTA-endorsed disability plan with The Standard when I was hired. We planned to start our family, and I knew I wouldn’t receive income or state disability insurance during my medical leaves. I had to protect myself from my anticipated loss of salary. It was so nice during both of my maternity leaves, one lasting almost five months, to receive monthly checks, close to my regular paycheck amounts.

We had a safety net in place when we needed it; we could devote energy to my pregnancy and our new babies rather than worrying about where to find money to cover our expenses when the paychecks stopped. I’ve maintained my disability insurance with The Standard because it provides me with the security of knowing how I’ll cover my expenses if I am disabled and unable to work.”

► **Megan De La Mater**
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► **Christopher Davis**
CTA of Berryessa



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I use many of the programs myself — The Standard, California Casualty, and Provident Credit Union. I know that the CTA endorsement means that the product and vendor have been vetted; and I can recommend CTA-endorsed products to my fellow members with confidence.”

► **Lynda Campfield**
San Leandro Teachers Association

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CALENDAR

JANUARY 4 NOMINATION DEADLINE

CTA Human Rights Awards

CTA Human Rights Awards are given annually to CTA members, chapters and Service Center Councils to promote programs that advance and protect human and civil rights. Any active CTA member, chapter, caucus or Service Center Council may submit a nomination. The nomination form is on the website. Nominations must be submitted by Jan. 4, 2013. Awards will be presented March 2 at the CTA Equity and Human Rights Conference.

Find out more: www.cta.org/humanrightsawards

JANUARY 11–13 CONFERENCE

GLBT Conference

Riviera Hotel, Palm Springs

CTA's Gay, Lesbian, Bisexual and Transgender Issues Advisory Committee (GLBTIAC) conference serves as a forum to discuss a variety of subjects affecting the entire membership and California's youth. Workshops address the needs of CTA members, students, and the community.

Find out more: www.cta.org/conferences

FEBRUARY 1–3 CONFERENCE

Region III Leadership Conference

Manhattan Beach Marriott

"Celebrating 150 Years of Unionism." An excellent opportunity to introduce new members to association leadership. Training sessions include leadership development, advocacy, chapter infrastructure, internal and external communications, and fine-tuning your advocacy skills. Si Kahn, labor and community organizer, folksinger, poet, and playwright, will be the guest speaker.

Find out more: www.cta.org/conferences

FEBRUARY 8 APPLICATION DEADLINE

CTA Scholarships

Applications for the 2013 CTA Scholarship program must be post-marked by Friday, Feb. 8. The program offers 34 scholarships of up to \$5,000 for dependent children of CTA members, including one designated as the Ralph J. Flynn Memorial Scholarship for the highest-scoring applicant; the Del A. Weber Scholarship, one scholarship of up to \$5,000 for a dependent child of a CTA member attending continuation high school or an alternative education program; five scholarships of up to \$3,000 for CTA members, including members working on an emergency credential; and the L. Gordon Bittle Memorial Scholarship, providing three scholarships of up to \$5,000 for Student CTA members.

Find out more: www.cta.org/scholarships

FEBRUARY 22 APPLICATION DEADLINE

Martin Luther King Jr. Scholarships

Aimed at helping members of ethnic minorities in preparing for teaching-related careers in public education, the fund is supported by voluntary contributions from CTA members and the CTA Foundation for Teaching and Learning.

Applicants must be a member of a defined ethnic minority group and an active CTA or Student CTA member, or a dependent child of a CTA member. Applications must be postmarked by Friday, Feb. 22, 2013. Find out more: www.cta.org/mlkscholarships

FEBRUARY 28–MARCH 1 CONFERENCE

CTA/NEA-Retired Conference

Hyatt Regency San Francisco Airport, Burlingame

"Protecting Your Future." You don't have to be retired to attend. If you are retired or are considering retirement in the next few years, you will benefit from this conference. The workshops cover a wide variety of topics, including attacks on public pensions, federal and California retiree issues legislation, CTA/NEA-Retired member benefits, and health care issues. The keynote speaker is NEA Executive Committee member Paula Monroe.

Find out more: www.cta.org/conferences

What's New?

JOYS & JITTERS

Changing education standards, curriculum and technologies influence the joys and the jitters of teaching. Visit the new CTA Member Engagement Center online for ideas, resources and solutions for a variety of professional and personal needs.

www.cta.org/membercenter

JANUARY 18–20 CONFERENCE

Issues Conference

Rio All-Suite Hotel, Las Vegas, Nevada

"150 Years of Unity – Embracing Our Past to Shape Our Future." Continuing education university credit is available for attendees. Nationally recognized speakers help members focus on issues affecting California public schools and how, through CTA's mission, we advance the cause of free, universal public education, while protecting and promoting the well-being of our members, students and communities.

Topics include what teachers want from CTA (union advocacy, professional development or both?), CTA's role in linking education to employment, what is motivating billionaire businesses to push education reform, why job security is a good thing, and how CTA chapter work in the community promotes human rights.

Special guest Joan Buchanan, chair of the California Assembly Education Committee, brings a deep understanding of education issues and a strong commitment to public education.

A free one-day pre-conference session, "Retirement 101: What Every Educator Needs to Know About 403(b) and 457 Plans," is Friday, Jan. 18. Our keynote speaker is an independent Registered Investment Advisor who combines creativity and humor while covering the basics.

Note: The Rio Hotel offers a special CTA weekend rate of only \$99 per night plus tax for Friday and Saturday night. Come early or stay later and pay only \$59 per night plus tax for Thursday or Sunday night. Hotel reservations must be made by Dec. 26, 2012.

Find out more: www.cta.org/conferences

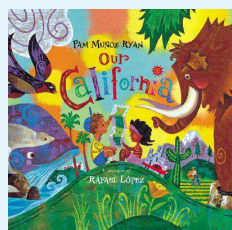
MARCH 22–24 CONFERENCE

Good Teaching Conference South

Los Angeles Airport Marriott

Eliminating pesky behavior (gimmick free), books to use across the curriculum, money management tips for educators and using podcasts, screencasts and the Web are a few of the topics in this conference designed to support excellent teaching and learning practices for classroom teachers. Find various workshops in curriculum content areas for K-12 teachers and time to network and share ideas with colleagues and experts in the field. One-day pre-conference sessions on Common Core State Standards, educator-led quality teaching and retirement planning are offered on Friday, at additional cost.

Find out more: www.cta.org/conferences



MARCH 1 EVENT

Read Across America

"Reading Takes You Places." Join CTA in the annual, nationwide celebration of reading. This year's featured book is *Our California* by Pam Muñoz Ryan, illustrated by Rafael López. Find out more: www.cta.org/raa

JANUARY 31 FILING DEADLINE

Candidacy for NEA state delegate

Candidates for state delegate to the Representative Assembly at the 2013 NEA convention in Atlanta must submit a declaration of candidacy by Thursday, Jan. 31. For more information, see page 24.

FEBRUARY 8–10 CONFERENCE

Good Teaching Conference North

Marriott Hotel and San Jose Convention Center

Drawing out the best in your students, strategies for standards-based physical education, Google Docs in your classroom and motivating reluctant learners are a few topics in this conference designed to support excellent teaching and learning practices for classroom teachers. Find various workshops in curriculum content areas for K-12 teachers and time to network and share ideas with colleagues and experts in the field. One-day pre-conference sessions Common Core Standards, educator-led quality teaching and retirement planning are offered on Friday, at additional cost. Find out more: www.cta.org/conferences

MARCH 1–3 CONFERENCE

Equity and Human Rights Conference

Hyatt Regency, Burlingame

"Leading the March Towards Equity and Human Rights for 150 Years and Counting." This is an ideal venue for finding and learning creative approaches to new and old challenges while collaborating with your peers and topic experts. Some 50 workshops will provide a greater understanding of diversity and equity issues.

Find out more: www.cta.org/conferences



Established 1863

WHO'S GAME?

WIN SCHOOL SUPPLIES!

CTA Cartoon Caption Contest



By Richard Crowson

Get creative! Caption this cartoon and win school supplies.

Humor us! Readers: Send your caption for this cartoon to editor@cta.org. Include your name, local chapter, e-mail address and phone number. Two winning captions will be featured online and in the February magazine. The two winners will receive a \$50 gift card for school supplies. **Deadline is Jan. 10, 2013.**

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NEW! Scheduled Classes coming to your area soon.

TEACHERS: BUILD SKILLS NOW

ONLINE CERTIFICATE PROGRAMS

Be a *Changemaker*. Enroll Today!
Next sessions begin in January and March

Character Education Specialist Certificate

Learn how your implementation of a character education program can become a *Changemaker* for your students. Create a classroom or school atmosphere of caring, responsibility, and respect and at the same time develop students' thinking skills.

Mobile Teaching Learning Certificate

Explore ways, existing and emerging technologies, such as, iPads, iPods, cell phones, Netbooks, and e-readers are becoming learning tools and how they can be integrated into the classroom.

Teacher Leader Certificate

Transition into the role of "Teacher Leader" on campus with training in educational issues, laws, and programs, so you can be assigned special duties or take on leadership roles on the school campus.

Bullying Prevention in Our Schools Certificate

Build a solid foundation in effective early identification, prevention, victim support, cyber-bullying awareness, and school and community culture changes that can provide real and lasting solutions.

Many other **online, independent study** and **scheduled (live) courses in your area** available to add to your professional growth! **Enroll today at www.usd-online.org!**

INDEPENDENT STUDY COURSES

Project Inform

Limited Time Offer: Take advantage of this offer, now through January 15, 2013 (see website for details) Three 1-unit courses for the price of two

Project Inform Promotion has been developed to encourage educators to view reading as a worthwhile activity, and to see it as a potent avenue for professional growth. The cost is minimal; the rewards are endless. Visit our website and choose from over 200 approved books.

NEW! Literacy Toolbox Series

Learn new tools to help you improve student literacy in your classroom.

Hands On Activities Courses in Math/Science for Elementary Classrooms

Including the **NEW! Solar System (Grades 4-8): Hands On Activities for the Classroom** course.

Art and Music Courses

Many to choose from!

NEW! Love of Language Series

Rekindle your appreciation of the beauty and power of language with four courses that address Poetry, Grammar, Writing and Persuasion, and Literature.

Technology Courses

Choose from a variety of courses that will enhance your skills!

ONLINE COURSES

JUST ADDED: Not In Our School: Strategies to Address Bullying and Intolerance by Creating Safe, Inclusive, and Accepting Schools

Research indicates that an effective anti-bullying program must include a schoolwide or community approach to sustain a reduction in bullying. This course will look at this view and give you many ideas to get your students saying "Not In Our School!" to bullying. This course can be taken individually or as part of the Bullying Prevention in Our Schools Certificate program.

Learn More and Enroll at www.usd-online.org | OR CALL (619) 260-4585

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