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California EDUCATOR

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do you set
for yourself with
your students?**
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**TRANSITION TALES:
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Colleagues share lessons, resources

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Susan Gonyo teaches Common Core standards in a pilot program in Santa Rosa.

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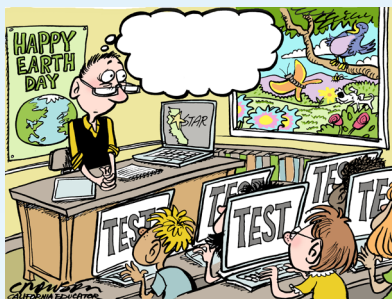
SEE A NEW EDUCATOR IN SEPTEMBER

The *California Educator* is under construction. Be prepared — the look and feel will be different. I am so excited about the changes you'll be seeing because you suggested them! The extensive research and your feedback received over the past two years are building a better magazine. Members say most get their information about educational issues from this publication, in print and online. With that in mind, my hope is the redesigned magazine will help start conversations and promote thought and discussion. I want you to read what you want and need to know, professionally and personally, in these pages.

Come September, you'll see the good work of colleagues told in a different way. I hope you will see yourself as we share the stories of your good work, your passion for education, and what's happening in your hometown. We want to make sure the magazine is entertaining and you-centered. So keep providing me feedback. I do like getting your letters.

CONGRATULATIONS

to Annie McQueen, Palo Alto Education Association, the winner of the April cartoon caption contest. Cartoonist Richard Crowson himself chose the winning entry. Annie receives a \$100 gift card for school supplies plus the original artwork by Richard Crowson, including her winning caption. See the top contenders at www.cta.org/aprilcartooncontest.



"Oh my! The test directions said no tweeting allowed!"

I WANT TO SEE WHAT YOU DID THIS SUMMER!

Picture this: You're having an incredible summer of teaching and learning. And naturally, you're documenting the experience. August approaches, and you start thinking about school and the supplies you need. Is there an easy way to win up to \$250 in school supplies — and see what your colleagues did over the summer for idea starters? Of course. And it's easy schmeezy.

Just upload your video or photo albums to the site of your choice and e-mail the link to me at editor@cta.org by Aug. 9. Yes, you must include your name, your local chapter, the topic and the location of your experience. See details on page 36. The September *Educator* will feature three fun examples of what our members did over the summer. Maybe it'll be you!

Cynthia Menzel
Editor in Chief

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TOP TWEET

@TheJLV The lens by which we look at teaching matters as much as the teaching itself. It matters whether you're supporting or judging.

CTA ONLINE

WHAT'S NEW AT CTA.ORG



JUNE IS GLBT PRIDE MONTH

President Obama proclaimed June Gay, Lesbian, Bisexual and Transgender Pride Month, honoring the movement that arose from the Stonewall riots in June 1969. Get information and resources.

www.cta.org/pride



MEMBER DISCOUNTS ON CAR RENTALS

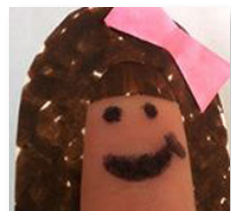
Our program with Enterprise Rent-A-Car gives CTA members rates as low as \$33 a day. Also get discounts on Alamo, Hertz and Enterprise car rentals through NEA Member Benefits.

www.cta.org/carrental

DON'T TEXT AND DRIVE. BE THUMBODY!

The Impact Teen Drivers "Be Thumbody" campaign ended June 7, but you can continue to be Thumbody year-round. Help keep teens safe by reminding them distracted driving is deadly.

www.cta.org/thumbody



MOST POPULAR POST



April 15 1742 likes 5398 shares

FAVORITE COMMENTS

Martha Ann Hora Ferguson | June 2
Congratulations to our wonderful exec, Carolyn Doggett. She represented students and teachers with calm respect and dignity. Forever grateful for her service to CTA!

Jennifer Lawrence | May 30
I once had a parent say, "A little piece of you will be with him for the rest of his life." It was the greatest compliment a parent has ever given to me.

Ivonne Bogen | May 23
Our job as parents is to support the teachers and make sure they are being treated fairly by the government and the district office so they can do what they do best — TEACH! Not have to rally and fight the district office and Sacramento about budget cuts!

MORE TOP TWEETS



Mary Ann Zehr @mazehr

19 May

Lesson learned this yr: I need to spend time on team-building and community-building activities. Classes that work together well learn more.



Robert Cruickshank @cruickshank

20 May

This article, How Michelle Rhee Mised Education Reform, is an excellent discussion of education in America today newrepublic.com/article/113096



Bryan Whitaker @whitakerb2

13 May

Congratulations @CATeachersAssoc!!! 150 years fighting for teachers, students and quality public education is a big deal!



VIRAL VIDEO

A Special Message to Grown-ups: A future doctor, future scientist, and future president ask for a quality education in this delightful video from the National Opportunity to Learn Campaign.

www.otlcampaign.org





ask dean

We know that every student in California doesn't have the same opportunities for success. Some are going to take more resources to get them to where they need to be.

DOES ONE-SIZE-FITS-ALL FUNDING WORK?

➔ All students should have the opportunity to reach their full potential. But with the nature of school funding these days, and the overemphasis on standardized tests, many students can't get the extra attention they need. How many times have you had to keep your lesson moving ahead, when you could tell by the lost looks on a few faces that they weren't quite getting it?

Maybe they need more one-on-one attention that your class size makes impossible. Maybe they need to go to the reading lab or work with the librarian, but your school let the librarian go two years ago. Or maybe their home life has been stressful and they just need someone to listen and tell them it's going to be OK, but the one counselor in your school is swamped with standardized testing responsibilities.

We know that not every student in California has the same opportunity for success. Some need additional resources to get them to where they need to be.

As you've seen in the news, legislators are in the midst of passing a historic budget agreement that overhauls education funding for K-12 schools. As school doors close this month, new doors are opening with the new funding plan. CTA supports the compromise agreement and the governor's proposed Local Control Funding Formula (LCFF) because it recognizes that one-size-fits-all funding doesn't fit all students. Now, additional funding for our students of greatest need will help more dreams become realities.

Thanks to the tireless efforts of educators, parents and others to pass Proposition 30, new money is flowing into our schools for the first time in five years. This allows for the new spending plan, which provides all schools with more resources, begins repaying schools the money they are owed from years of budget cuts, recognizes the need for smaller class sizes, and helps meet the needs of school districts serving students with high needs.

The state budget is being approved as I write this. It's honestly exhilarating, as it's been such a long time since we've seen a state budget proposal with a significant increase in education funding.



I'm encouraged by the \$1.25 billion for the implementation of the Common Core State Standards. These new standards will dramatically impact teaching and learning and educators must have the resources they need to help students succeed. While this agreement holds the promise of a better future for all of our students, we must all be accountable with the new resources.

With this new funding formula, we will need to hold districts accountable on how they spend the money. And we need to hold ourselves accountable to work collaboratively and assertively with school boards to make sure the resources go where they are needed the most. We will need to change how we bargain. We will need to provide more input and expertise to our local association leaders. This new school funding plan will reshape the way we support all of our students.

It is long past time for California to change the way it funds public schools. We must ensure all students get the resources they need — especially when some need more than others. The governor's Local Control Funding Formula will make that possible. And that gives me hope for the future of public education in California.

Have a great summer.

Dean E. Vogel
CTA PRESIDENT



At press time, the Legislature has approved the compromise budget. Go to www.cta.org for the latest on the Local Control Funding Formula.

LETTERS & 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.

✉ **PUMPING TIME IMPACTED SICK LEAVE**

The article about right-to-pump laws in California (April *Educator*) arrived just as I was struggling with my working and breast-pumping schedule.

I arranged to pump for my four-month-old son to keep up my supply and meet his demand. When my assistant principal scheduled parent meetings during my pumping times, I let human resources know that I was using the accommodation for pumping.

When the school schedule changed for state testing, my breaks no longer lined up with my pumping schedule. I was “subbed out,” and pump time would have counted against my allotted sick time, which I took for maternity leave. It would have docked my pay because by law, the employer need

✉ **BREAST-FEEDING STORY: HOORAY!**

Thank you for your article (the cover!) dedicated to helping teachers find time and space to pump milk for their own babies after returning to school. I immediately forwarded this article to my playgroup members — we have at least five teachers in the group. They are committed to breast-feeding their babies for the first year of life (recommended by the American Academy of Pediatrics) and exclusively breast-feeding for the first six months of life.

Nearly all the teachers reported not having anywhere to pump, having pain in their breasts from being engorged but not having time to pump adequately, or developing mastitis from not being able to pump enough to empty the breast.

High school teachers only had 20 minutes for lunch or a 15-minute break. By the time they walked across long campuses, they were out of time to pump. Many of these women were pumping in their cars on the way to and from work! Most had huge decreases in their milk supply after returning to teaching, and they either were unable to keep breast-feeding or were forced to supplement with formula.

Women who teach love their students; they also love their own children and should be able to provide for them by being given their legally protected right to pump breast milk while at school.

Thank you for bringing attention to an often ignored issue that affects a large number of female teachers.

Christine Corrao
Teachers of Encinitas

✉ **FIGHT FOR OUR RIGHT TO PUMP**

Thank you for the cover story about lactation accommodation at the workplace.

Breast-feeding has been shown to reduce the risk for obesity, infections and various illnesses among children, as well as reduce the risk of Type 2 diabetes and some cancers for the mother. It benefits businesses and schools by lowering employee turnover rates and absenteeism, lowering health costs, and increasing employee productivity and morale.

Accommodating breast-feeding mothers is

not only the law, but it makes sense!

Businesses want their employees and their families to be healthy, so why the pushback? Ironically, the answer might be education and policy. Business and school administrators are often unaware of the benefits to their employees and how to accommodate them, and they may be unaware of federal and state laws. Equally importantly, employees need to be aware of their rights and responsibilities.

In 2011, the San Diego County-based Healthy Works project worked with the California School Boards Association to create a sample lactation accommodation policy (BP 4033 — Lactation Accommodation) for use by school districts and county offices of education throughout the state.

The policy is online (csba.org — search for lactation accommodation). Find more at breastfeeding.org and healthyworks.org.

Anne Kashiwa
Healthy Works Workplace Lactation
Accommodation Coordinator

✉ **MILITARY RECRUITMENT**

Regarding the discussion of military recruiters on school campuses (April): Many California educators, CTA members, are military veterans or reservists. Not so long ago, during the Clinton administration, military vets were encouraged to begin a second career as a public school teacher. Many vets passed the CBEST, pursuing the teaching credential that provided a second career of volunteer service in the classroom.

Since then, my peers and I have offered our wide and varied experiences from world-wide service to California students within our various “villages.” Where else can a 19- or 20-year-old learn and apply leadership skills, manage high-tech equipment valued in the scores of millions, or learn practical job skills while practicing a service ethic that future employers value highly?

Military service is not some sort of cultural safety valve or dumping ground for the deficient; service in the military professions is worthy of honor, deserving the respect of all. Denying young women and men the opportunity, even on the school campus, to make this personal choice is a disservice.



not compensate for pumping time. I got a signed note from my son’s pediatrician for a medical accommodation rather than an accommodation under the right-to-pump law. Getting the paperwork completed and the stress of the threat of a dock in pay was overwhelming.

Because a teacher’s schedule is such that the break times change, the law doesn’t protect us as well as it does others. In the private sector, I took my morning break when I needed to pump, not when the clock dictated. When assembly schedules, minimum days, block schedules, and the like disrupt the teaching day, they mess with pumping moms’ schedules — and we aren’t that protected by the law.

Angela Wysocki
Baldwin Park Education Association

Probably the most effective but unobtrusive recruiters in public secondary education are teachers who are also military vets.

Joe Petito
(honorable discharge, USMC)
Torrance Teachers Association

ADD CLIMATE CHANGE TO ADVOCACY

I am grateful to my local union (SDEA) and CTA for helping us achieve decent pay and health benefits, rights in the work place, better pensions, etc. I appreciate the role unions play in protecting public education from “corporate reformers” like Michelle Rhee. Our collective action in passing Proposition 30 was crucial in finally turning around the drastic budget cuts of the past several years. There is no doubt we play a vital role in strengthening public education in California.

It’s time for us to broaden our horizons and include climate change in our advocacy. Climate scientists say our society must begin to make rapid changes away from burning fossil fuels if we are to avoid the worst kinds of climate disasters. There is a growing movement to curb the power of the fossil fuel industry so it can’t continue damaging our climate and welfare. Renewable energy, in contrast, creates more jobs and a brighter future for everyone.

Supporting the movement to fight climate change is the right thing to do. By helping to build a social movement directed against some of the country’s most concentrated corporate wealth, we would be creating a more favorable climate for ourselves and future generations.

Joe Wainio
San Diego Education Association

THANK YOU, REBECCA MIELIWOCKI

I so enjoyed reading National Teacher of the Year Rebecca Mieliwski’s article in the May issue. How refreshing and uplifting it was!

She is a wonderful example of our profession, and I appreciate her insights and thoughts about our country’s educational system. It was validating. I applaud her for encouraging us to fight the negative teacher stereotypes and to not act as victims.

Thank you, Rebecca, for confirming all we are doing right, and for reminding us to hold our heads high and conduct ourselves like the caring and hardworking professionals we are.

Annette Radogna
San Diego Education Association

SPIKING: HOW DO WE KNOW?

I retired in 2005 after 34 years from Yuba City Unified and am one of 56 teachers there caught up in this “spiking” issue (*May Educator*).

If it is the employee’s responsibility to make sure that earnings reports are correct when retiring nears, how is this possible? In most districts it is not feasible to challenge how earnings are reported, especially if “districts do not always understand the idea of ‘credible compensation’ and have put that money into a retiree’s total compensation, causing a ‘spike.’” If districts don’t understand, how should retirees be expected to? CalSTRS did not notify me until I had been retired seven years. It is not a small amount of money we are talking about.

Districts need to know where to put the money. “Caveat emptor” is almost an impossibility when dealing with district business offices, especially when they have made a mistake. I think the CTA policy statements are the fair way to deal with this matter. Retirees need to be protected from errors that affect them that occur without their knowledge.

Gary Holcomb
Yuba City Unified (retired)

DEFIANCE IS MINOR?

“Rethinking suspension” (May) was so surface and fluff. Monitoring tardies, calling kids “my loves” and issuing lunch detentions which assign writing as a punishment (not a great choice for me, considering I am trying to spend every day working with my students to foster a love of writing) are not the answer to more serious disciplinary issues.

The line that really got me was: “Students were suspended for minor infractions, such as ‘defiance.’” Seriously!

I do not consider defiance a minor offense. Boldly resisting authority means the child is contemptuous to the teacher. For example, if a student were issued one of those lunch detentions with the two-page essay, and they willfully chose not to do it and yelled curse words at the teacher or administrator who was standing there monitoring the student — what then?

Please don’t be a part of an oversimplified analysis of disciplinary issues. At the very least, it can dismiss the idea that there are just a few students (only 1 to 2 percent) who ruin the environment of a classroom and the entire school if they are not seriously dealt with. Teachers need more support from administration at all levels to deal with serious issues in a more effective way that extinguishes disrupt-

tive and antisocial behavior and nurtures higher achievement and a cooperative learning environment.

Michelle Lowe
Dry Creek Teachers Association

LATIN LEARNINGS

My mom had a wonderful vocabulary, and her spelling was excellent, even though she only graduated high school and became a stenographer. I truly believe that was because back in 1917 in South Omaha, Nebraska, all high school students had to take two years of Latin. Infelicitously, the second year was Caesar’s wars, but everybody muddled through somehow.

I was more fortunate. Years later I went on to study through Omaha Central High’s third- and fourth-year Latin and discovered the glories of Virgil, Ovid, et al. Not only has studying Latin helped me all my life with English, but also my study of Spanish and Italian, as well as Roman history and the subsequent history from which our civilization grew.

P.S. Your article (April) accidentally left out one other Romance language we should know by the name: Romanian.

Joan Walter
West Covina Unified (retired)



CORRECTION

In the May 2013 *Educator* we incorrectly stated CTA advocated for AB 1729. CTA had a “watch” position with serious reservations about the measure. The law did nothing to stop teachers from removing disruptive students from their classroom. AB 1729 merely authorizes documentation of alternatives to suspension and authorizes administrators to use alternatives to suspension or expulsion that are age-appropriate and designed to address and correct a pupil’s specific misbehavior. We apologize for any confusion.



Yes!



It's important for students to make their own decisions. But oftentimes, in ninth or 10th grade, students don't know what they want. And if they haven't taken classes to meet CSU or UC requirements by their senior year, they have no choice about going to college. Requiring all students to pass the classes necessary for admission to the state university system gives students a choice when they graduate.

Eleven years ago, the San Jose School District aligned graduation requirements to closely follow A-G requirements so that students would be able to apply to a four-year college if they passed their classes with a C or higher. Under these requirements, all students need to take four years of English and three years of math (Algebra 1 and 2, plus geometry) with an optional fourth year of calculus. It encourages student success. It levels the playing field. It makes college accessible to everybody.

Our school has a population that is 60 percent Latino and Spanish-speaking students.

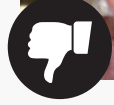
Many of these students might not take rigorous classes if it wasn't a requirement. Many are first-generation immigrant students who don't have a role model or other family members that went off to college. They don't necessarily have any idea about how to apply to colleges. Requiring students to pass classes necessary for UC or CSU admission avoids letting these students slip through the cracks. It gives students a choice about their future.

The job market is more competitive than ever before. People with a master's degree are applying for jobs that require a bachelor's degree. My students entering this job market need to know early on about this reality. Continuing their education post-high school enhances their qualifications for any job opportunity.

Some say that making students meet A-G requirements for high school graduation can increase the dropout rate. I truly believe that if held accountable, all students are capable of meeting these requirements. We need to have high expectations of students. Some of my students are very surprised, because they didn't realize they were capable of passing challenging classes. Seeing that success is a beautiful thing.

The reality is that not all students who take these classes will be able to go to college. Students can pass these classes with a D, which allows them to graduate high school, without being eligible for college. So when you look at it closely, it's not actually "college for all." But it is college for many by giving students the opportunity to ultimately make their own choice in their senior year to continue on to college, even those who once thought it was beyond their reach.

Melanie Anvari, *San Jose Teachers Association*, is a counselor at Gunderson High School.



No!

The last time your "check engine" light came on, did you worry about your mechanic's college degree? And when the pipe burst beneath your kitchen, did you check your plumber's high school GPA? Of course not.

Most folks hire people who perform these services through word of mouth and past positive experience. Honestly, I don't need Jared, a former student who installed my automatic garage door, to have passed physics. I need him to arrive on time and do a good job for a good price. I don't need Jason, my mechanic, to be able to analyze *Julius Caesar*. I need him to make sure my daughter's car will get her from home to college and home again. I need honesty and competence in the fields Jason and Jared have chosen.

I believe the "college for all" approach is misguided. European countries offer students, based on academic performance and career choices, opportunities for either vocational education or a university education. This allows each student an appropriate

path to achieve his or her own educational goals. Students and their parents should determine which curriculum will meet their own needs.

Remember, we are here to meet our students' needs; it's not the other way around.

My school, located in a farming community, has an agriculture program, a HOSA (Health Occupation Students of America) chapter for students going into nursing or dental assisting, and a culinary arts academy where students learn

all aspects of restaurant work. Students from these programs go directly into the job market with skills our talented teachers have taught them. This system works because it values the client — our student. We also have a strong AP curriculum that prepares students for the rigor of university study life.

Just as high schools form partnerships with nearby universities to increase university acceptance, school districts that offer students a focus on vocational training can offer apprenticeships or school-to-work programs that connect future mechanics with certified mechanics at the local garage. And just as our college-bound students benefit from SAT prep classes and university field trips, our vocational students can spend class time shadowing an air-conditioning repairman or an electrician.

The focus on a college-bound curriculum is a shortsighted, one-size-fits-all approach to education. It devalues career choices that are perfectly valid choices and are necessary for those of us without the time, talent or physical ability to do them.

If high school is the final free education we give to the people who become our next generation — the leaders of our townships and the coaches of the Little League team — it behooves us to make our students the best they can be. Offering a curriculum that values their diverse talents and abilities will help them fulfill their goals.

Catherine Drew, *El Centro Secondary Teachers Association*, is an English teacher at Southwest High School.

P O I N T / C O U N T E R P O I N T

Should 'college for all' be the goal?

[Increasing numbers of school districts are making college-prep courses the norm for all students as a way to ensure graduates will be ready to enter state universities. Here's what two CTA members have to say about the "college for all" movement.](#)



AND BAD BEHAVIOR

PHOTOS BY SCOTT BUSCHMAN





Have you been verbally abused by an administrator or experienced bad behavior by a colleague?

Ever been denied professional opportunities because some “higher up” didn’t like you?

If so, you’re not alone. You may be the target of workplace bullying, or at the least, some bad behavior.

Bullying of teachers by administrators is nothing new, says Jamye Merritt, CTA trainer. Increased occurrences of bullying — and more stressed-out educators and classified employees — prompted CTA to respond with trainings to help members protect themselves and improve their work environment.

Two popular CTA workshops are “Bullying! It Doesn’t Just Happen to Students” and “Bul-lies, Bosses and Bad Behaviors.”

Panic over the need to raise test scores while programs and positions are being cut has put administrators on edge, resulting in a pressure-cooker environment. Merritt believes competition for declining resources influences educators to form cliques or side with administrators to secure favor and keep their jobs.

Years ago, when I was chapter presi-dent, I was bullied by an administra-tor. He came into my classroom three times a day, looking through my desk and my papers. It created a negative environment for me.

I called a meeting with my principal and CTA primary contact staff. My principal threatened me with a letter of reprimand and said my communica-tion with parents was “nonexistent.”

I shared e-mails and records of phone calls with parents to show otherwise. The principal withdrew his complaint. I decided not to go forward with a grievance.



CHRIS AGUILAR,
Sanders Elementary School teacher,
Sylvan Education Association



Dr. Robert Sutton of Stanford University notes that in business and sports it is assumed that if you are a big winner, you can get away with being a jerk.” This can be tied to pressure for scoring well on standardized tests. Sutton notes bad behavior affects the bottom line through increased turnover, absenteeism, decreased commitment and performance. “The time spent counseling or appeasing these people, consoling victimized employees, reorganizing departments of teams and arranging transfers produce significant hidden costs for a company.” Or a school.

The Workplace Bullying Institute (WBI) defines workplace bullying as “repeated mistreatment: sabotage by others that prevented work from getting done, verbal abuse, threatening conduct, intimidation and humiliation.” Also known as psychological harassment or emotional abuse, a *Psychology Today* article notes bullying involves consciously causing serious harm to another person “not with violence, but with words and actions. Bullying damages the physical, emotional and mental health of the person who is targeted.”

When bullying focuses on race, gender or sexual orientation, it is harassment. Without a focus, it’s just bullying. While there are laws against harassment, no laws exist in California against bullying in the workplace.

Seventy-two percent of bullies are bosses and 55 percent of those bullied are staff. In 77 percent of cases, targets leave or lose their job. Bullying



ARE BOSSES



LEAVE OR LOSE THEIR JOBS

exists in 66 percent of workplaces and most bullies don’t act alone. Bullies experience negative consequences less than 25 percent of the time for their actions.

There are “primary” bullies, and “secondary” bullies who think that by joining in, they may avoid being targets later. It’s difficult to know how to react when experiencing such bad behavior. “I didn’t know what to do,” is a common phrase of those who witness workplace bullying and fail to act. CTA’s training provides some options.

Bullies may abuse others when nobody is looking and can be nice in public. Many are smart, making valuable contributions to the workplace, and their behavior is overlooked.

Working in a bullying environment takes a toll. Bad behavior causes more than job transfers and resignations. One study showed that workers stressed by bullying performed 50 percent worse on cognitive tests.

Forty-five percent of targets experience stress-related health problems such as anxiety, panic attacks and depression. Swedish researchers found that employees who had managers who were incompetent, inconsiderate, secretive and uncommunicative were 60 percent more likely to suffer a heart attack or other life-threatening cardiac condition. 🎓



What you can do

- Remember the Union Code of Conduct: If a co-worker is being criticized or gossiped about in your presence, ask that it stop. Do not participate in any conversation with an administrator that criticizes or negatively speculates about a union colleague. If you have issues with a colleague, try to work it out with that individual before complaining to higher-ups.
- If a colleague is a target, be a friend. Make time to listen. Don’t judge or discount. Educate yourself about bullying. Knowledge is power.





If you are bullied...

- If bullied by an administrator, immediately contact your site rep or association president. Document specific behavior and tactics.
- If possible, confront the bully in a professional manner with assistance from your association. Convey that you will not be treated in this manner.
- Work with your CTA rep. File a grievance, if necessary. Take your concerns higher, if necessary, to human resources, the superintendent and school board members.
- If bullied by co-workers, your site rep may advise you to report the problem to an administrator who is responsible for providing a nontoxic work environment.
- Remember, you are stronger than you think. Most situations are temporary. Find support in family and friends.
- Don't allow yourself to become isolated. Don't blame yourself or lose confidence. Do not, under any circumstances, post retaliatory comments on Facebook, Twitter or in e-mails. Exercise, get enough sleep, and consider counseling. Seek medical care if necessary.



CTA offers workshops on workplace bullying

CTA's workshops — "Bullying! It Doesn't Just Happen to Students," by regional UniServ staff Jamye Merritt, Stockton, and Carol Reichert, Bakersfield RRC; and "Bullies, Bosses and Bad Behavior," by regional UniServ staff Rosemarie Tapp, Compton, and Phyllis Peters, Ontario RRC — can be scheduled by calling Pat Fuentes in CTA's Human Rights Department, 714-978-8865.



Personal perspectives and learnings

LATONIA TARVER-LOPEZ, special education instructional aide at Jordan Educational Complex, *Animo Classified Employee Association*



The impact on schools: Most people think of bullying as something done loudly or aggressively. But when people use their sense of power or job position over someone in a silent way, it's just as demeaning. It's hard to do your job when you're uncomfortable or afraid. It affects all of us, office assistants, office managers, instructional aides and teachers.

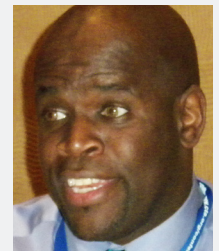
On seeing others bullied: Sometimes I wait until it's over and address the matter with both parties separately. I make them aware it is unprofessional, a violation of employee rights, and something that should not happen in the work environment.

ROSSLYN HALEKAKIS, PE teacher at Stagg High School, *Stockton Teachers Association*



On overhearing bullies: Whenever I hear teachers talking about other teachers I try to squash it, because it's not good to spread rumors. Instead, we should work together as a team.

STANLEY ENNIS, math teacher at Bartlett Middle School, *Porterville Education Association*



On being bullied by co-workers: It was my first teaching job, and I had an emergency credential. Some teachers talked behind my back, saying I wasn't as good as they were. I felt they were out to get me.

Impact of bullying: Targets become embarrassed and shut down. That's why a lot of transfers take place. I'm glad to see CTA get involved in this. We need to put a stop to bullying so people can be more productive in their jobs.

MARIA CLARK, president of *Redlands Teachers Association*



On being bullied: I had a principal who would scream at me. If I said the sky was blue, she would argue. I realized it would never get better and put in a midyear transfer request. It's not easy for teachers to transfer anymore with layoffs and RIFs.

Effects of bullying: I've seen increased absenteeism related to stress because the desire to come to school is gone. The passion and love of teaching is wiped out.

Coping with bullying: Find outlets for personal activities and interests. Have a life outside of the school day. Hike, bike, fish, knit, or do whatever gives you pleasure and peace. Life is short, so make the situation as tolerable as possible. You have a right to a joyful and meaningful life.



NEA RA is in Atlanta, GA!

JULY 1-6 CONVENTION

NEA Representative Assembly *Georgia World Congress Center, Atlanta*

With more than 8,000 delegates (including more than 1,000 from California), the RA is the world's largest democratic deliberative body. CTA members help set policy and chart the direction of the NEA. Find out more: www.nea.org/ra

JULY 22-25 CONFERENCE

Presidents Conference

Fairmont Hotel, San Jose

This four-day training program is geared toward local chapter leaders. New presidents and presidents of locals in the Community College Association begin on Monday with specially tailored training; other participants join them Tuesday for electives and workshops to enhance leadership skills and understanding of issues. New this year is Camp CTA, a program of activities for children of participants.

Find out more: www.cta.org/conferences

AUGUST 4-8 CONFERENCE

Summer Institute

UCLA Conference Center, Los Angeles

The premiere workshop of its kind, Summer Institute offers trainings that assist chapter leaders in the day-to-day representation and support of members. Sessions include Communications, Instruction and Professional Development, Emerging Leaders, Bargaining, School Finance, Health and Welfare Issues, Legal, and Member Benefits.

Find out more: www.cta.org/conferences

SEPTEMBER 21 EVENT

International Day of Peace in Education

The International Day of Peace ("Peace Day") was established by a U.N. resolution in 1981. Find out how you and your students can get involved and help create a more peaceful world.

Find out more:

internationaldayofpeace.org



OCTOBER 1 APPLICATION DEADLINE

NEA Foundation grants

The NEA Foundation has awarded more than \$8.5 million in grants to educators and ESP, including many CTA members. Student Achievement Grants support improving academic achievement. Learning and Leadership Grants support high-quality professional development activities. Applications are reviewed three times a year.

Find out more: neafoundation.org

OCTOBER 11-13 CONFERENCE

CCA Fall Conference *DoubleTree Hotel, San Jose*

Workshops at the 2013 Community College Association Fall Conference are expected to include: Bargaining Foundations Budget Analysis; Bargaining Relationships; Preparation for Bargaining; and Bargaining for Part-time Faculty.

Find out more: www.cca4me.org

LEADERSHIP CONFERENCES

Do you have what it takes to be an association leader?

Learn the ropes or increase your skill set.

Find out more: www.cta.org/conferences

OCTOBER 11-13

Region I *Asilomar Conference Grounds, Pacific Grove*

OCTOBER 18-20

Region II *Grand Sierra Resort, Reno, Nevada*

FEBRUARY 21-23

Region III *Hilton Hotel, Pasadena*

APRIL 25-27

Region IV *Marriott Hotel, Irvine*

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Cynthia Noriega

B.S. Child Development 2012
 Head Start/Preschool Teacher
 Plaza de la Raza

LESSONS LEARNED:

COMMON CORE STANDARDS

**Collaboration.
Communication.
Creativity.**

All of these things are visible in the classrooms of CTA members who have geared their teaching style to the new Common Core State Standards.

BY SHERRY POSNICK-GOODWIN
PHOTO BY SCOTT BUSCHMAN

While the new standards are not scheduled for full implementation until 2014-15, some CTA members started early in pilot programs. Implementation has been challenging, exciting, and, like the standards themselves, based on collaboration and communication.

The CCSS aren't just about changing what students must learn. They're about transforming pedagogy, and sometimes changing the role of teacher to facilitator, so students are responsible for their own learning. It is, as they say, quite a shift.

Lincoln High School in San Jose

Students are told they have 20 minutes to write a group essay describing "social customs" and "societal norms" of the Roaring '20s.

Using words like "immoral," "arrogant" and "decadent" in excited conversations, groups of students compare *The Great Gatsby*, a novel of 1920s materialism and greed, with "Echoes of the Jazz Age," an

essay describing the flapper generation's descent into madness, violence and poverty after the stock market crash. Both works are by F. Scott Fitzgerald.

Each group has a "scribe" entering the essay dictated by the group into a laptop. Meanwhile, English teacher Ryan Alpers monitors each group's progress on his own computer via a shared drive on Google Docs, inserting suggestions into their essays to help them along.

Welcome to the new Common Core State Standards (CCSS), almost ready for prime time at Lincoln High School in San Jose.

Under current standards, Alpers would have led students in a class discussion about the novel alone and assigned individual essays so students could opine about its meaning. Today's lesson emphasizes the "shift" to nonfic-

tion, the incorporation of technology, and students' backing up arguments with "evidence" derived from research — with emphasis on collaboration and on speaking and listening skills.

Teachers and instructional coaches in grades 6-12 throughout San Jose Unified School District worked with researchers to create instructional units based on the new standards in English and math, which teachers began piloting this year in the classroom.

San Jose Teachers Association members engaged in powerful discussions about what students should know at each grade level and best practices, says math teacher Samantha Leung. While English teachers focused solely on the new standards, math teachers compared the old standards with the new ones. Both math and English teachers ranked the new standards as "essen-



One strategy teachers use is asking students to repeat the answer after another student answered correctly.



Ryan Alpers



and assessments for students.

“It’s definitely an adjustment,” say Leung. “But don’t be afraid. Work with those around you. Share ideas. And be prepared to work hard.”

Pioneer High School in Whittier

The teacher doesn’t stand at the board and lecture. Students don’t sit quietly at their desks. The freshman algebra class is abuzz as groups of students solve math problems together — verbally and on whiteboards.

Algebra is definitely different since Pioneer High School began CCSS implementation.

Today’s lesson is on multiplying and dividing rational expressions. Teacher Jennifer De Baca Sandoval circulates among groups.

Students demonstrate BCRs (Brief Constructed Responses), a CCSS assessment tool where students provide brief answers to questions to show their knowledge, rather than just regurgitating correct answers.

“I have adjusted instruction to allow students more time to work together to process and critique the reasoning of others,” says Sandoval, who says the shift has been helpful with English learners.

Students enjoy working with — and learning from — one another.

“Sometimes the teacher goes too fast, and when we talk to each other, we can go slower,” explains Felipa Moreno. “If you don’t pay attention, you let down your team and your friends.”

English classes have incorporated scientific, nonfiction and historical documents in keeping with the CCSS, says teacher Jae Shin. In her classroom, for example, students write essays about the danger of student concussions in football based on scientific

research. That wouldn’t have happened under the current standards.

While new content standards have not yet been released for science and social studies, teachers in those subjects incorporate CCSS literary and writing standards into curriculum, which means using more primary sources such as historical and scientific documents, asking students to “reflect” on reading materials, and replacing multiple-choice assessments with BCRs.

“We are using the same skill set that’s being used in English classes,” explains biology teacher Ken Guidry. “We’re focusing more on reading comprehension and collaboration. I have students write reflections on what they understand from outside articles. I believe these things will make students more successful after graduation.”

Whittier Secondary Education Association members began tackling CCSS in summer 2011. English and math BCRs for different grade levels were created, along with a grading rubric. The next summer, they stepped it up. The district continues to provide release time for collaboration. Teachers also communicate online districtwide, sharing lesson plans via Moodle or Dropbox.

“Other districts hired consultants, but we work together,” says Dan Esquerra, math teacher and CCSS support coach. “It may not be perfect, but teachers have buy-in, and if it doesn’t work, we fix it.”

Teachers were surprised when district officials told them not to worry about scores on California Standardized Tests (CST) this year, even though the district is in Program Improvement. Staff were asked instead to focus on the new standards in the belief it will pay off in the long run.

Lessons learned? Begin immediately and

tial” or “nonessential” and began building assessments for key ones.

Assessments were created before lesson plans were created, which Leung calls “backwards planning.” It’s best to set a destination and then build a road to get there, she says.

Under the new math standards, students must demonstrate knowledge instead of just answering multiple-choice questions. So “performance based assessments” were created, allowing students to demonstrate what they know.

In Leung’s classroom, students answer word problems not just with an answer, but with an explanation of why they arrived at an answer.

“Writing answers with words or equations to show how they arrived at a decision is not something students are used to doing,” she says. “Many don’t know how to verbally explain something.”

Textbooks linked to CCSS are not yet available, so San Jose teachers are improvising. English teachers photocopy news articles and historical documents; math instructors create their own word problems



Not changing is not an option. Working together as a team makes it easier, say (l-r) Jae Shin, Jennifer DeBaca Sandoval, Lisa Ceja, and Ken Guidry.



Samantha Leung uses what she calls “backwards planning,” where assessments are created before lesson plans. Here she helps Rebecca White, who solves math problems and explains how she determined her answer.

don’t wait until the last minute to dive in, say WSEA members. Divide teachers by grade levels and subject matter to tackle a chunk at a time; communicate and collaborate; and go slow to avoid becoming overwhelmed. It’s not just a matter of tweaking the new standards to the old standards because the two are totally different, so expect changes in pedagogy, they advise.

“It’s not an option of whether or not you want to change,” says English teacher Jennifer Medina, who has been instrumental in the school’s switchover. “You have to change, and working together as a team makes it much easier.”

Mark West Union School District

“I’m going to read a story to you,” Melissa Anderson tells first-graders at Mark West Elementary School. “Think carefully about the words and events that happen that you do not understand. Afterwards, use the four L’s (Look, Lean, Listen, Low Voice) to discuss what you want to clarify about the story with your pair-share partner.”

She reads an African folktale about animals that twitch, itch and fidget. Many students are unfamiliar with certain words, but sit quietly and listen. When she finishes, they turn to their “pair-share” partner to

figure out what they don’t know.

Elijah Flores demonstrates “fidgeting” to Kenia Martinez, moving jerkily, to make his point.

Under the old standards, Anderson would write unfamiliar words on the board and explain their meaning before reading the book, which she calls “front-loading” information. Now, using “close read” strategies associated with Common Core, she tells students to listen to the “gist” of the story first. Later, with prompting and support from each other and Anderson, students fill in the missing pieces and take ownership of the material.

“It’s wonderful to see them engaged in active learning,” she says.

Students use “sentence frames” to share academic language with partners and the class. It’s part of the CCSS emphasis on speaking and listening skills, which students are often lacking in the technology age. A sentence frame, for example, might be “I didn’t understand what _____ means,” and students fill in the blank.

Helping Anderson with the Common Core conversion is student teacher Lisa Toly,

a recent graduate of Sonoma State University, whose training has revolved around only the new standards. One of the strategies Toly used that her mentor found helpful

was asking students who didn’t know the right answer when called upon to repeat the right answer after another student answered correctly.

“I feel very useful,” says Toly. “Melissa and I collaborated on a CCSS unit on gardening, where students worked collaboratively planting seeds in containers, measuring their growth, and writing in journals. It was a hands-on unit combin-

ing science, math, literacy and writing skills. Our students were excited about it.”

Mark West Union School District is small, with just three elementary schools and one junior high school. But the district, located in Sonoma County, has made more strides than many large urban districts when it comes to preparation for converting to the new standards.

It started two years ago, when one member from each grade level at each school site began collaborating with members of the Sonoma County Office of Education — and literacy experts Doug Fisher and Nancy Frey



Susan Gonyo



“Pair-share” partnering is a “close read” strategy.

from San Diego State University, both members of the California Faculty Association.

Mark West Faculty Association (MARFAC) members took what they had learned from these meetings back to their school sites, piloting new lessons based on the Common Core. Other teachers observed them. Eventually, all instructors were asked to develop a few lessons in the CCSS and implement them before the end of the school year.

“There is a lot of support for each other,” says Susan Gonyo, association president and fourth-grade teacher at John B. Riebli School.

For her CCSS lesson, students were divided into groups and asked to take on the role of being a travel agent in the 1800s and create a brochure encouraging travelers to visit the Gold Rush in California. Students used books, magazines and computers to create

brochures that included sections on lodging, shopping, dining, recreation, transportation and maps from that era.

“It’s very fun, learning about the Gold Rush together, instead of just getting information from the teacher,” says student Kenadie Geernaert. “I like it a lot.”

Gonyo finds teaching to the Common Core reminiscent of thematic instruction that was popular before NCLB, when teachers could be more creative. Because there are fewer standards, she can go into more depth on certain topics if she likes.

“I don’t think it’s going to be a difficult transition,” she says. “Our staff is innovative, and most people are very positive about it.”

Gonyo and Anderson advise others to start with “baby steps” by first becoming educated about what the CCSS are all about. Gonyo carries the CCSS Overview book with her at all times. Anderson has a free app called CORE on her phone for quick reference and planning. It is also important to educate parents about the switchover, they say, warning there may be a slump in test scores during the transition.

“The art of good teaching is using good teaching sense,” says Anderson. “We are not throwing the baby out with the bath water. Rather, we will use what we know works, add new teaching strategies as we see fit to meet the needs of our students and comply with the new Common Core State Standards. I think the new standards will allow us to be the teacher again. I am excited to be part of this process.”

You protect your loved ones...



A fond farewell to

➔ THE NAME CAROLYN DOGGETT MAY BE UNFAMILIAR. For three decades she worked behind the scenes supporting CTA's leaders and overseeing staff. As CTA's first woman executive director, she championed the rights of CTA members to earn a livable wage, have safe teaching and learning conditions, and be treated as professionals.

"Eleanor Roosevelt once said, 'Well-behaved women rarely make history.' You don't have to venture too far back into her accomplishments to know that Carolyn Doggett was not well behaved, and we are all the better because of it. She helped make CTA a stronger, more effective organization because of her tenacious, teacher-centered leadership," says CTA President Dean Vogel.

"We'll stay out of politics when politicians stay out of our classrooms," Doggett often says. As she reflects on her time at the helm, she is proudest of three accomplishments: the historic CTA campaign in 2005 to defeat several harmful initiatives that would have



During Carolyn Doggett's first school board meeting as Anchorage Teachers Association president, the school board president told her to sit down, shut up and know her place. "My knees were knocking," she relates. "But I refused. I knew if I sat down, it was all over. So I kept standing."



Top left: Carolyn Doggett (flanked by former CTA President Barbara E. Kerr and David Hernandez) marches against Gov. Schwarzenegger's ballot initiatives during the 2005 NEA Convention in Los Angeles. Lower left: At the June State Council meeting, the CTA officers present Doggett with an Assembly resolution by Speaker John Pérez commending her for her service.

CTA's Top (Dog)gett

stripped teachers of their voice and due process; enactment of the Quality Education Investment Act in 2006 to help schools of greatest need; and passing Prop. 30 last November, which increased funding for schools, averting drastic cuts in many districts.

Doggett received accolades, kudos and thanks from delegates and visiting dignitaries during the June State Council meeting. She was cited for mentoring leaders, smashing the glass ceiling for women, and being dogged — or Doggett, rather — when it comes to defending public education.

“All the decisions and recommendations I made had one simple filter: How is it going to impact our members so they can do their job with the kids they teach? Teaching is such an important job, and it’s gotten increasingly harder. What teachers have to do now is thankless in so many ways. Yet they do it. So it’s easy to fight for teachers, because they do such an incredible job.”

She plans to write a children’s book, spend time with her grandchildren, go to some Giants games, and finally have time to watch her husband play softball in his senior league in the Bay Area. “I would also like to campaign for the first woman president someday soon,” Doggett muses. “Politics will always be my passion.”

CAROLYN'S

Top 10 List

OF KEY LEARNINGS

10. Keep an open mind. There are almost always two sides to an issue.

9. Listen, listen, listen.

8. Bad news doesn't improve with age — so it's always best to deal with issues as they arise.

7. Look for the best in people.

6. Flexibility is critical to moving forward.

5. Always keep your values and a sense a humor intact.

4. Passion is important. People can learn skills, but it is hard to teach them passion.

3. Integrity is critical.

2. Teams win, not individuals. We are all in this together.

And the number one Key Learning...

1. Even when faced with seemingly impossible odds, it is important to take a deep breath and say, “This is doable. We can do this!”



...but who's protecting you?

Your loved ones depend on you, but would you still be able to provide for them if a disability prevented you from working? Take steps to maintain their way of life and yours with CTA-endorsed Disability Insurance from The Standard. It helps safeguard against loss of income due to an illness or injury. Start protecting what's important to you at CTAMemberBenefits.org/TheStandard.

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Debates amid celebrations

Delegates advocate for students, schools, and the profession

STORY AND PHOTOS BY MIKE MYSLINSKI

➔ **POLICIES AND ACTIONS AROUND SCHOOL FUNDING**, adult education, Common Core standards and suspensions were debated in committee meetings, in hallways, and on the State Council floor. The governor’s Local Control Funding Formula (LCFF) can bring about historic changes in California public education funding that will help our students of greatest need and all students, President Dean E. Vogel said in his speech to State Council delegates.

While CTA is supportive of the goals of the governor’s LCFF plan submitted as part of his state budget proposal, Vogel made it clear that concerns are being worked out as legislators rush to reach a final state budget agreement. (See story, page 31.)

“As your president, I guarantee you, we will never support anything — including a district accountability plan — that undermines our collective bargaining rights or gives overreaching authority to county superintendents. It’s not going to happen.”

Council issued an addendum to the CTA State Budget Principles adopted in April to reiterate educators’ concerns about increasing base grant funding and accountability issues related to the LCFF.

Reminding delegates about CTA’s long history of fighting for more resources for public schools over the union’s 150-year history, Vogel said the governor’s approach of targeting students with high needs parallels the goals of the CTA-sponsored Quality Education Investment Act (QEIA) of 2006, which applies nearly \$3 billion in

targeted reforms such as smaller class sizes at hundreds of at-risk schools over eight years.

After 18 years as CTA’s top executive and 46 years as a teacher and passionate union leader, CTA Executive Director Carolyn Doggett gave her final speech to State Council and was honored by several speakers, including former CTA presidents Barbara E. Kerr and Wayne Johnson. She is retiring Sept. 1. At press time, Joe Nuñez was chosen to succeed her.

See details and videos of State Council actions at www.cta.org/statecouncil.

In other actions, CTA State Council:

- Revised CTA policy to address concerns about the disproportionate suspensions and expulsions of African American and Latino students: “This decision should be used only as a last resort and only when psychological, emotional or physical safety is compromised.”
- Directed the CTA president to write a letter to the Accrediting Commission for Community and Junior Colleges to express concerns with the commission’s sanctioning of California community colleges at a rate that is 16 times more than commissions in other regions across the nation.
- Elected Erika Jones as NEA Alternate Director, Seat 3,



Delegates show their appreciation for Carolyn Doggett.

Paula Monroe: 2013 ESP of the Year

CTA leaders honor ESP of the Year Paula Monroe as a formidable activist for all CTA and NEA members. Monroe made CTA history as the first ESP member to be nominated by State Council for the position of NEA Executive Committee member, where she is currently serving her second term. She is a founding member of the National Coalition of Classified Employees, which is a voice for 1 million classified/ESP members. She began her career in Redlands 20 years ago as a computer lab assistant. From left: Vice President Eric Heins, Paula Monroe, President Dean Vogel, Secretary-Treasurer Mikki Cichocki, and Executive Director Carolyn Doggett.

and elected Chris Aguilar as CTA/ABC Committee Member, District F.

- Recommended incumbent Mike Honda for Congressional District 17 in the June 2014 primary election.
- Celebrated national LGBT Pride Month with a presentation from several Council members about the struggles of the LGBT civil rights movement. June is LGBT Pride Month in commemoration of the 1969 Stonewall riots in Manhattan, a turning point in the movement.
- Adopted the 2013-14 CTA budget, which reflects an annual \$3 dues decrease as calculated by the dues formula.
- Honored 25 teacher union activists with state WHO (We Honor Ours) Awards for their respective CTA Service Center Councils.
- Honored these activists with the Ted Bass Teacher-in-Politics Award: Overall Award, Brannin Dorsey; Getting Others Involved, Ann Katzburg; State Priorities, Linda Krause; Local Priorities, Stacy Georgetti and Kim Lusk; Coalition Building, Laura DuPre.

For details, go to cta.org/statecouncil.

ELECTED DELEGATES WORK HARD ON STATE COUNCIL COMMITTEES

Delegates say they go to State Council because that's where "everything CTA" happens — policy is set, funding decisions are made, and direction is set. Everything that CTA supports or opposes is voted on by State Council after it is thoroughly reviewed and recommended by one or more of 22 committees.

COLLEAGUES SHARE ABOUT THEIR COMMITTEES.

We each take different parts — some of us talk about bargaining strategies, others about different policies, and then we talk about how these things are affecting what goes through State Council. I encourage members to get updated on the committees, and about what each committee does.



Ed Gomez
San Bernardino Community College
District Teachers Association
Negotiations Committee

As a homework assignment, we reviewed the Common Core math standards with colleagues and then brought back comments and insights. Based on that we're making recommendations that will be passed on to the California Department of Education. We're doing the same thing for the Next Generation Science Standards.



Aba Ngissah
Inglewood Teachers Association
Curriculum and Instruction Committee

My committee's issues affect all the ancillary and alternative modes of education. We're educating adults, distance learners who are isolated by rural environments, the kids who need hands-on, minds-on learning and don't learn by bubble tests. We're here from different parts of the state and in different shops. We're here for kids who need extra push and mentorship.



Toby Spencer
San Juan Teachers Association
Alternative Adult and Career Technical Education Committee

We deal with all kinds of different issues — peace and social justice issues that apply to educators and students; student, parent and teacher rights. During this meeting we are dealing with the issue of suspension and learning more about the parent trigger law.



Gilda Bloom-Leiva
California Faculty Association,
San Francisco State University
Civil Rights in Education Committee Chair

John Swett Awards

CTA honors 19 journalists
for public education coverage

STORY AND PHOTOS BY MIKE MYSLINSKI

➔ **NEWS STORIES ABOUT A FREMONT TEACHER** whose efforts raised \$80,000 for the Make-A-Wish Foundation, how the governor’s Proposition 30 spares school districts from dire new cuts, and student suspension controversies at a San Francisco middle school are among the works honored by CTA’s 54th annual John Swett Awards for Media Excellence.

“These journalists captured the successes and challenges that teachers and students experience across the state. Their insights deserve this special recognition,” says CTA President Dean E. Vogel.

The winners were honored at CTA’s State Council of Education May 31. CTA is listing the winners in a full-page advertisement in the July/August issue of *Columbia Journalism Review* to give them national recognition.

“It was a teacher who put me on the path to journalism,” said Swett winner Richard Bammer, *Vacaville Reporter*, who comes from a family of teachers. “I am happy to express my gratitude for my award to a roomful of teachers.”

The award is named in honor of the founder of CTA, who was California’s fourth superintendent of public instruction and a crusader for public education. This year’s awards come as CTA celebrates its 150th anniversary. Take a look at some of the winning entries at www.cta.org/mediaawards.



Len Ramirez, a reporter with KPIX-TV (CBS) in San Francisco, won for his segment about lower-income East Palo Alto students attending a free social media academy at the nearby headquarters of Facebook.



Rose Aguilar, center, is honored for hosting her KALW “Your Call” talk show that often includes teachers. Nominated by United Educators of San Francisco (UESF), she stands with, from left, UESF Executive Vice President Emeritus Linda Plack; CTA Secretary-Treasurer Mikki Cichocki; CTA State Council Communications Committee Chair Lysa Sassman, and UESF Political Director Ken Tray.

NEWSPAPERS: Nanette Asimov, *San Francisco Chronicle*; Katy Murphy, *Oakland Tribune*; Claudia Meléndez Salinas, *Monterey County Herald*; Richard Bammer, *Vacaville Reporter*; Heather Murtagh, *San Mateo Daily Journal*; Shannon Barry, *Milpitas Post*; Cosmo Garvin, *Sacramento News and Review*; Dick Sparrer, *Los Gatos Weekly-Times*; *Los Gatos Weekly-Times*.

JOURNALS, MAGAZINES, WEBSITES: Anthony Cody, *Education Week* blogger; Trey Bundy, Bay Citizen in San Francisco; Lisette Mejia, Mission Local; Chelsi Moy, Mission Local; Lisa Schiff, Beyond Chron blog.

RADIO: Ana Tintocalis, KQED Public Radio; Rose Aguilar, KALW Public Radio in San Francisco.

TELEVISION: Len Ramirez, KPIX-TV (CBS) in San Francisco; Lyanne Melendez, KGO-TV (ABC) in San Francisco; KXTV News 10 (ABC) in Sacramento.

Bargaining Updates

Across the state, CTA members are fighting for improved teaching conditions and professional compensation. Find out more at www.cta.org/bargainingupdates.

Ramona educators approve difficult agreement

With help from the Public Employment Relations Board, the Ramona Teachers Association fended off illegal cuts imposed by Ramona Unified and reached an agreement with the district May 29.

The two-year agreement calls for a 4.06 percent cut for 2012-13 with six furlough days and a few minor concessions, and a 6.39 percent cut for 2013-14 with 5.5 furlough days and splitting the cost of benefits 85/15 percent. Beginning 2014-15, most contract provisions will be restored to pre-imposition levels.

"It's not a pretty settlement, but it is much better than an imposition that would have extracted almost 27 percent from our members over three years," says RTA President Donna Braye-Romero.

San Lorenzo teachers win tentative agreement

After months of community mobilization, San Lorenzo Unified agreed to spend some of its reserves — which amount to 16 percent of its budget, when the state only requires 3 percent — on a fair contract settlement. The tentative agreement was reached May 31.

San Lorenzo Education Association President Donna Pinkney calls the agreement a good first step. "It restores some of the deep cuts that were made in recent years."

If ratified, it provides a 3.5 percent raise for 2013-14 and a one-time 2 percent bonus. It also reduces K-3 class sizes and restores 2.5 of three counselor positions cut during the recession.

Meanwhile, obstructive Superintendent Dennis Byas, who was lambasted at a May 17 community protest rally, announced he is retiring.

Palmdale district declares impasse

The Palmdale Elementary Teachers Association in Los Angeles County held a massive rally May 21 before a school board meeting in an effort to bring the district back to the bargaining table after the district unilaterally declared impasse.

At issue is the district's insistence on an 8 percent salary cut for two years, a hard cap on health benefits, and nine furlough days that PETA determined to be unnecessary.

"We have helped this district through its financial challenges going all the way back to 2005," says PETA President Hugo Estrada. "We have not had a pay raise since 2007. Enough is enough."

Fremont teachers win first raises since 2007

In late May, Fremont Unified District Teachers Association members ratified a three-year contract that provides their first negotiated raises since 2007.

Educators will get a one-time 4 percent payment this school year, and 1.5 percent on the salary schedule for 2013-14, with a potential for another 0.5 percent.

"This agreement is a step in the right direction," says FUDTA President Brannin Dorsey. She is disappointed, though, that the district dragged out state-mediated negotiations and refused to bargain over soaring class sizes.

UTR educators ratify agreement

United Teachers of Richmond members ratified an agreement for a three-year contract that provides a restoration of two in-service days, a 1.15 percent increase in the salary schedule effective May 1, 2013, and an increase in their district's contributions to health benefits.

UTR represents 1,560 educators in the West Contra Costa Unified School District. Teachers had voted down an earlier settlement offer. The union will return to the table in September to bargain the results of the state budget.

Coronado educators protect 24 jobs

After the Coronado Unified School District in San Diego County issued 24 layoff notices this year and demanded furlough days for the fourth year in a row, members of the Association of Coronado Teachers ramped up organizing. They successfully negotiated the reinstatement of all 24 teaching positions, along with reinstatement of a 185-day work year.

"We eagerly look forward to going back to the table next year and continuing to work with CTA on behalf of our members," says ACT President Laura Noonan.

Cambrian district teachers in San Jose are fed up

Cambrian School District educators in San Jose wore black at school board meetings in May and June to protest the disrespectful tone of contract negotiations. The district is offering a one-time 5 percent bonus, says Cambrian District Teachers Association President Alicia Williamson.

"The teachers here are fed up. The district is basically offering us nothing in terms of ongoing raises."

Cambrian educators have not had a raise in seven years, and are concerned about rising class sizes.

Madera teachers pack school board meeting

Hundreds of frustrated teachers flooded the Madera Unified school board meeting May 28 to demand that the district return to the bargaining table.

The Madera Unified Teachers Association and the district are at impasse and are awaiting a report from an independent fact-finding panel. Teachers have gone without a contract for almost a year.

MUTA President Kathy Horn says, "It's unconscionable for the district to hoard millions in reserves at the expense of its teachers. We have not asked for a penny. All we've asked for is a status quo agreement."



What *boundaries* do you set for yourself with your students?

➔ **HOW DO YOU SUPPORT STUDENTS** who are struggling academically and personally? It can be tricky, educators say. Sometimes there are worries about boundaries. Here's how CTA colleagues describe their personal and professional standards when it comes to student relations.

PHOTOS BY SCOTT BUSCHMAN

How do you nurture your students?

How does a personal teacher-student relationship enhance learning?

Do you worry about false allegations? If so, how do you prevent that?

Best advice you have for positive student-educator relationships?



CAROL PEEK

Campus security supervisor, Buena High School
Ventura Classified Education Association

I'm an authority figure. But if I find a student crying, I'm a sounding board and an adult figure they can trust. If I can't help them, I point them in the right direction. I give them a little hug and tell them it's going to be OK in the big scheme of things. It's not the end of the world. If a child makes a bad choice, I can be a positive person who says, "You messed up. Let's deal with the consequences and move on."

It gives students a more positive outlook on school. I had a kid who was sitting in the quad one day. He was supposed to be doing homework, but he wasn't. I helped him and said, "See how easy it is?" He asked me why I was helping him, and I told him that it was because he was important. He graduated, is working and stays out of trouble. He still remembers that I took the time to help him because I cared.

No, I don't ever worry about it. My kids know that even though I'm nurturing I can be tough, and I mean business.

Be real with them. Explain that if they don't go to class because they can't stand the Spanish teacher, they are not hurting the Spanish teacher — they are hurting themselves. Maybe someday they will get a job and not care for the boss, but it's no reason to quit the job. I tell students I'm not their "friend," which could be misconstrued as borderline inappropriate. I tell them that instead of a friend, they should think of me as a role model.



TAMI MUNGARAY

PE teacher, Buena Vista Middle School
Spreckels Teachers Association

I make sure everyone who walks in my door knows I care about them. They can come to me in a crisis. Girls ask me to help them take pregnancy tests — and I do. Every year a girl tells me about a friend who is cutting* herself, and I've called the parents to make sure they get counseling. Students call me when they feel like cutting. I try to be there if they need me. I listen to what kids say so I don't miss the important stuff.

A personal teacher-student relationship gives young people confidence and makes them feel good about themselves. They know that someone cares about them and wants them to do better. They look forward to coming to my class — and hopefully to school in general. They will try harder to succeed.

Sure, I worry about it all the time. I leave the door open to talk to a student. If they hug me, I'm not inclined to hug them back because it makes me nervous. Outside of school I'm a hugger. But not at school.

Consistency is important. Have the same rules for everyone. Kids know I'm not going to treat one student one way and another student differently. Respect is something that goes both ways.

*Recent studies estimate that one in five teenage girls engages in cutting or other forms of self-injury. For warning signs, advice and more information, visit the National Hopeline Network website (www.hopeline.com).



VINCENT TOLLIVER

Skyline High School band/orchestra teacher
Oakland Education Association

My students are like my children. I take them to rehearsals. I drive them home afterward because it's dark and dangerous. Mentoring happens when you're riding in a car, hanging out before and after rehearsals, etc. I get them to use music as a tool and a transferable skill that develops lifelong learning. Through competitions, my students find options they don't know existed.

Through relationships, you teach them about life, not just your subject or curriculum. Some of my kids are homeless and don't understand manners or how to interact with people. Having a relationship with them means your classroom becomes a second home and you can teach them important things. It helps them get a scholarship so they can succeed in life.

Yes. I'm a male teacher who spends extra time with students. Years ago I had a student accuse me of inappropriate conduct because I disciplined her in class. The principal instantly knew she was lying. I leave my classroom door open. Several adults know where I am with students. If I give a ride home, I call the student's mother and let her know we are heading home. I let my wife know, too.

Be fair. Value who they are. Train kids to respect the learning environment. And if you have to discipline a kid, do it in a way that won't crush their soul or their spirit.



DORI MARIA JONES

English teacher at RJ Frank Intermediate School
Oxnard Educators Association

I have a professional relationship with my students. I don't think it's necessarily helpful when things get muddled up between professional and personal. I am not a counselor, a psychologist, or a social worker. I'm a teacher. If a student is troubled, I refer them to a school counselor or get them to other resources.

I'm uncomfortable with the word "personal." I have a professional teaching relationship with my students. I focus on what I'm trained and capable to do. I have boundaries. It keeps things simple when everybody understands their roles.

It's always a possibility — even if it's an unlikely one. I keep my classroom door open when I'm working with students after school. It just makes sense. You lessen the likelihood of being falsely accused if you take precautions. It's important to protect yourself, and the kids, by making sure boundaries are clear.

Set high expectations. Be genuine, but don't feel like you have to answer every question. Again, that's the boundary. I told them my job is to teach them how to think, not what to think. Accept students for who they are. Communicate with them in a positive way. When they demonstrate a particular talent, try to encourage that talent.



Teacher-written play educates students about date rape

BY SHERRY POSNICK-GOODWIN
PHOTOS BY SCOTT BUSCHMAN

“He was my first boyfriend,” says one girl. “I’d never been drunk before,” says another. “I didn’t have a good feeling about the whole situation,” adds a third.

The girls are on a stage, performing at a school assembly. Their characters relate experiences based on real-life incidents of date rape.

It could happen to anyone.

Most girls think it will never happen to them, even though one in six women is the victim of a sexual assault, according to National Sexual Assault Hotline statistics. Two-thirds of rapes are committed by someone the victim knows. Date rapes are the hardest type of sexual assault to prove, especially if the victim has been drinking. Most go unreported.

What’s the best way to teach teens that rape is not always committed by a man in a dark alley holding a weapon? That sometimes a boyfriend, a cute guy at a party or someone considered a friend can force himself on a girl — especially if she has been drinking?



Katie Milne

Piedmont High School drama teacher Kim Taylor pondered this question eight years ago after a student at

her school was date-raped. She looked for a play that students could perform to address the issue. Finding nothing appropriate, the Association of Piedmont Teachers member decided to write something herself.

Once students got wind of the project, a few came forward, sharing their own experiences of being date-raped and coping with the aftermath. From their stories she created a play, performed by students every fall at an assembly for freshmen.

“It’s very powerful,” says Taylor. “The girls feel a lot of empathy for the characters

they play. I want people to know that it happens, and that if it happens to you, you are not alone.”

During the play, two female performers stand onstage while another sits on a stool — each in a spotlight — taking turns relating experiences of former Piedmont High School students. One girl was raped by a jealous ex-boyfriend who saw her flirting at a party. Another was raped by a college boy she met at a party.

“It is a hard role to play,” says student actress Sarah Reed-Guy. “It’s hard to tackle this subject and do the story justice. People came forward with their stories, and I want to honor that in a respectful way.”

Actress Katie Milne hopes students will be more aware of their surroundings. “The common mindset is that something like this doesn’t happen in Piedmont, which is a safe community.”

The play has evolved, as more students have come forward to share experiences. They include a student whose “friend” slipped Rohipnol, a date rape drug, into her Diet Coke at a party and sexually assaulted her.

Most Piedmont High School students told nobody or just a few people, says Taylor. None reported the crime to the police at the time of the rape.

Taylor has a folder full of handwritten accounts from students — some of whom have come back to the school years later, cloaked in the anonymity of a dark theater, to see their stories told and to know they are not alone.



Sarah Reed-Guy

Bringing boys on board

The high school made national news last fall when administrators discovered a “Fantasy Slut League” where male students recorded “points” after engaging in sexual activities with female students that often involved pressure, manipulation and alcohol to impair judgment.

Taylor says Piedmont High School has a commitment to developing programs that address honor, integrity and respect for others, and the Date Rape Prevention Assembly is one of them.

Taylor asked male students to share their experiences and point of view. From this she created two male composite characters. One is a “nice guy” who respects women. The other is a “creep” who sees nothing wrong with taking advantage of girls and claims they are “asking for it” if they are drunk or scantily clad.

“I wanted guys to become a partner in preventing this. Men need to realize that just because a girl doesn’t say no doesn’t mean she is saying yes. We’re all in this together.”

LESSONS FOR STUDENTS

When someone is drunk, they cannot give their consent.

It doesn’t matter what a girl is wearing. If a girl says no, she means no.

Girls need to be clear with messages.

It is important for friends to watch out for each other.

Girls should get their own drink and watch it carefully when socializing.



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A CLOSER LOOK AT THE COMPROMISE

The compromise funding plan:

- Funds class size reduction for grades K-3 to a 24:1 ratio and prevents the State Board of Education from issuing any waivers to increase those ratios.
- Provides \$1.25 billion for the implementation of the Common Core State Standards.
- Increases per-student base grants by \$537 per student above the governor's May Revision, totaling \$7,643 per student.
- Adds "economic recovery" funding. The compromise provides additional funding for an "economic recovery payment" to ensure that virtually all districts get back to their 2007-08 state funding levels, adjusted for inflation. (Because of some anomalies, a small number of very small districts would not get back to the 2007-08 levels.)
- Provides \$4.3 billion over two years to pay deferrals owed to school districts.
- Creates the supplemental grant for students of greatest need. Districts would receive an additional 20 percent of the base grant for low-income and English learner students.
- Creates the concentration grant. Districts would qualify for additional concentration funding if 55 percent of their students are low-income and English learners.
- Extends the phase-in period. Full implementation allowed over eight years, but could be sooner if the economy continues to improve.
- Ensures there are no losers. With the hold-harmless provisions, no districts would get less money in the budget year than they do currently, and nearly all will get more.

EDITOR'S NOTE

At press time, the budget was approved by the Assembly and the Senate. While the governor may veto certain line items, he has until June 30 to sign the budget into law. See cta.org for details.



New budget contains more funding for all districts, \$1.25 billion for Common Core implementation

Educators will have input about local fiscal decisions

BY LEN FELDMAN

➔ USING NEW REVENUES GENERATED BY CTA-BACKED PROPOSITION 30, Gov. Jerry Brown and legislative leaders have reached a budget agreement that provides funds to begin repaying money owed to schools from past years, an additional \$1.25 billion to help implement the Common Core State Standards, and expanded appropriations for community colleges and higher education.

A key element of the budget — which was approved as the *Educator* went to press — is the Local Control Funding Formula (LCFF), a progressive proposal that changes how the state funds schools. While aiming to simplify and increase transparency in school budgeting, the LCFF boosts base funding for all districts and provides more money on top of that to cover the higher costs of educating students most in need. That targeted funding is vital to bridging the student achievement gap.

The increased funding is also crucial to helping California reduce a downward spending trend that has driven the state to 49th nationally in per-student spending. While it will take years for our schools to fully recover, this budget agreement is a big step in the right direction.

"It's been a long time since we've seen a state budget proposal with a significant increase in education funding," says CTA President Dean E. Vogel. "We call on all lawmakers to support this compromise on the governor's Local Control Funding Formula as part of the final budget because the numbers add up to renewed opportunities for our schools.

"We are also encouraged by the \$1.25 billion for the implementation of the Common Core

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State Standards. These new standards will dramatically impact teaching and learning. Educators must have the resources they need to help students succeed. The new language on accountability protects collective bargaining rights and restricts oversight by the County Offices of Education.”

CTA’s State Council in June reaffirmed its support for the goals of the LCFF, while raising a number of key concerns that were spelled out in an addendum to State Council’s Budget Principles. CTA supports the goals of the LCFF because association members believe that every student is entitled to educational equality.

“We appreciate the recognition that it costs more money to educate students with higher needs,” adds Vogel. “We worked closely with the governor and lawmakers on a budget consistent with our association’s State Budget Principles, which call for equitable funding for students most in need, repayment of what our schools are owed, an annual cost-of-living adjustment for all schools while the formula is being implemented over a period of several years, and full funding for the state’s K-3 Class Size Reduction program.”

The new funding formula represents an important opportunity for educators to have input into expanded district-level spending decisions via collective bargaining.

While the LCFF does not provide California with sufficient funding, it will help restore some of the billions of dollars that have been cut from schools in recent years. The formula will also provide more resources in the future.

For a closer look at the finalized budget, visit www.cta.org/budget.

What a difference a year can make.

May 23, 2013, hundreds of CTA Chapter leaders were in the Capitol, engaging lawmakers in discussions about how best to use an influx of new revenues created by voters’ passage of Proposition 30 to restore cut programs and reduce class size. A year ago, May 2012, CTA local leaders urged legislators to vote against another devastating \$5 billion in cuts. Why are they passionate about politics? Read on...



Gray Harris Alameda Education Association President

“The state Capitol is where decisions are made.”

Gray Harris loves to share how politics affects every educator in the district. Her chapter’s growing commitment to politics, which won them recognition as a CTA Chapter-in-Politics Award winner for 2012 activities, goes beyond securing an enhanced contract settlement.

Gray emphasized that while educators are really focused on teaching, “it’s important for educators to make their voices heard in the state Capitol, where all decisions are made about class size reduction, funding and professional development for the Common Core.”



Jennifer Porch Chula Vista Educators President

“Politics impacts my classroom and my students.”

“Politics impacts my classroom every day.” That’s why Jennifer Porch, a second-grade teacher, is working to better school funding and to get her members even more involved in political action.

Educators need support, and she realizes that sparking political involvement is not an easy task. The key is talking with people, one member at a time. During the Proposition 30 campaign “I visited local sites — those one-on-one conversations do work, and they let you connect to people.” The November campaign is clear evidence that “as teachers, we can move mountains.”



Mike Patterson South Tahoe Educators Association member

“Don’t be taken in by so-called reformers.”

Mike Patterson says proudly that he was the first state Democratic delegate to sign a petition that led the state party to pass a resolution in April denouncing Michelle Rhee and her so-called Democrats for Education Reform group. Rhee and the group, which is financed by corporate special interests, are seeking ultimately to privatize public education.

An automotive teacher, he’s has been involved in politics for more than 10 years. “Unless we’re out there to provide correct information, even good Democrats who believe in public education may be taken in by the rhetoric of the so-called reformers who are trying to destroy public schools.”



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In Citlau's words:

The best part of being an online teacher is...

seeing students blossom in the online environment. Cultural and geographic barriers are broken down as students from across the district collaborate on projects or participate in discussions. Many students say the most important thing they learned in my class was teamwork from collaborating with a variety of online tools such as Wikis and Google documents.

My online students...

are traditional high school students and include the whole gamut of students, including AP, English learners and special education students.

A good online teacher...

practices 21st century skills such as collaboration and creativity; is detail-oriented but flexible; and has a good understanding of best practices in online pedagogy and online course design scaffold learning, so that all students can access the curriculum and be successful.

Relationships with online students...

are vitally important for student success in the online classroom. I purposely build community in my online classes and incorporate strategies for students to connect with me and other students in the class. It's ironic, but I am more connected to my online students than I was with the students in my face-to-face classroom. One online student said it was having his very own teacher.

Best advice for teaching an online course?

Learn about best practices in online pedagogy and course design. Purposely build community. Develop courses that include relevant, real-life projects and 21st century skills. Join a PLC (professional learning community) of like-minded, reflective teachers.

Teacher.com of the Year

BY SHERRY POSNICK-GOODWIN
PHOTO BY SCOTT BUSCHMAN

➔ **RENEE CITLAU IS SIPPING A LATTE** at a local Starbucks. It looks like she's checking e-mail or updating her Facebook status, but she is actually hard at work teaching her online high school accounting class.

When Citlau learned she had been named the 2013 National Online Teacher of the Year by the Southern Regional Education Board and the International Association for K-12 Online Learning (iNACOL), she was so surprised that she almost spilled her coffee.

"I was surprised — and humbled," says Citlau, Anaheim Secondary Teachers Association. "It's really quite an honor."

As National Online Teacher of the Year, Citlau represents the online learning field at several events and professional conferences, sharing her expertise and insight with audiences across the country. State Superintendent of Public Instruction Tom Torlakson praised her outstanding ability to help students thrive in the digital age.

Once a teacher with a classroom, she's taught solely online accounting and webpage design classes at Cypress High School in the Anaheim Union High School District for the past seven years. Citlau designs her own curriculum, which is aligned to state standards as well as iNACOL's National Standards for Quality Online Courses. She belongs to a professional learning community of online teachers and has virtual meetings with students one evening a week on Blackboard Collaborate, which is similar to Skype.

She became an online teacher after participating in Pepperdine's online master's program for educators.

"Online learning has the potential to increase student engagement, increase equity in course offerings, and develop the 21st century skills such as creativity, critical thinking, collaboration and communication that students need in order to compete in a global economy."

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➔ Having the time of your life volunteering, learning or teaching this summer? Love documenting the experience? Well, here is your chance to share your work and earn school supplies! All you need to do is create a video or photo album of your experience teaching, traveling or learning. The subject is up to you, so get as creative as you want!

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Post your video on Vimeo or YouTube, or upload your photo album to the site of your choice (Flickr, Webshots, your blog, Tumblr, etc.).

Include a brief description of what we're seeing.

When you've finished uploading, e-mail the link along with your name, local chapter, the topic and location of your experience (for example, Green Boot Camp, San Diego 2013), and current e-mail address to editor@cta.org.

Entries will be accepted through Aug. 9, 2013. All the entries submitted will be reviewed, and a committee will vote. The prizes?

Gift cards for school supplies in the following amounts:

- First Prize, \$250
- Second Prize, \$150
- Third Prize, \$50



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.



1961-76

The peace and tranquility of the 1950s gave way to the turbulent times of the '60s.

In the wake of the U.S. Supreme Court's *Brown v. Board of Education* decision, school districts desegregated schools through busing, implementing open enrollment policies and redrawing attendance areas. The *CTA Journal* published articles on team-teaching, bringing creativity into the classroom, educating disadvantaged students, teaching democracy, moving toward year-round schools, and the emotional factors in teaching.

CTA's membership and influence grew with an influx of World War II GIs entering the profession. Teachers saw the need for adequate compensation and improved teaching conditions. Many teachers worked a second job to make ends meet. In 1969 United Teachers Los Angeles led the first major teachers' strike in California, lasting 23 days, over decent pay and benefits. Alvia Barfield, Southern Section president, recalled, "Everyone was just kind of scared, and we had to say, 'The principals

can't hurt you. They don't have as much power as you think they do.'"

Laws had changed to allow teachers to "meet and confer" on their contracts with administrators, though the process was more often characterized as "meet and defer." With the number of teacher strikes rising, CTA's leadership recognized the only way teachers would make economic strides was through collective bargaining, like other unions. Thus began a five-year effort that culminated with then-Gov. Jerry Brown signing the Rodda Act in 1975. Collective bargaining redefined the profession. It took time for some educators to embrace the idea, but collective bargaining represented the first time teachers were able to sit down as equals with administrators to negotiate their salaries and teaching conditions.



1964

Social issues, such as school integration, become more prominent for CTA.



1967

Gov. Ronald Reagan commends CTA for its "dedication to providing responsible representation of the best interests of our schools and teachers."



1969

Picket lines and strikes abound as teachers demand better compensation, benefits and working conditions.



1975

The CTA-sponsored collective bargaining bill, known as the Rodda Act, brings a team handshake from CTA officials and lawmakers.

What's a Wuzzle? Word + Puzzle = Wuzzle

A brain teaser, a wuzzle is a phrase made up of a display of words. Figure out the well-known saying, person, place or thing that each wuzzle is meant to represent. These wuzzles are compliments of www.WuzzlesandPuzzles.com. This feature was suggested by members like you. Enjoy!

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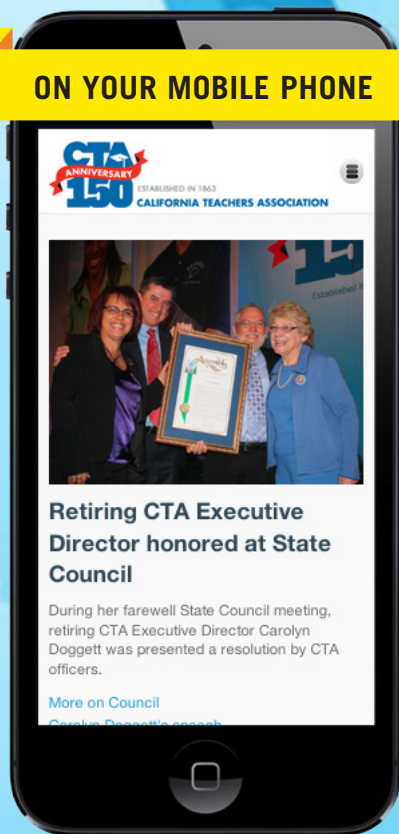
partypartypartyparty

Answers:

- 1. Step Ladder
- 2. Sideburns
- 3. Deep in Thought
- 4. Midwife
- 5. Ring Around the Rosie
- 6. Party Line

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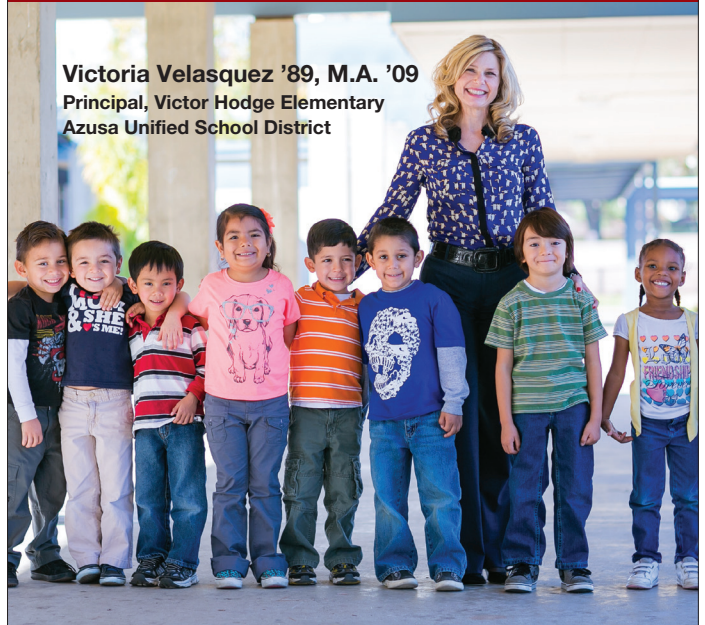


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