

educator

JUNE / JULY 2019 VOLUME 23 ISSUE 6

HONE YOUR CRAFT

Educators reveal their best practices

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They're in your classrooms and may be your colleagues.

A new generation comes of age.

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GENERATION Z

Happy Tails

The magic of therapy dogs in school **PAGE 34**



Teen Court Rules **PAGE 46**



Best Photo Apps **PAGE 45**

It pays to be a CTA member

Announcing New Benefits

CTA membership comes with many great benefits including access to the only CTA-endorsed Disability Insurance plans from Standard Insurance Company (The Standard).

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*The benefits are offered by CTA to eligible members on approved disability claims under the CTA-endorsed Voluntary Disability Insurance plans with a disability date on or after 9/1/2018 who meet additional specific criteria. CTA provides these benefits at no extra cost, and The Standard acts only as the claims administrator of these benefits. Student Loan and Cancer Benefits are not provided under the Disability Insurance policy.

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VOLUME 23 ISSUE 6



#WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

MAGAZINE

SEE SPOT IN CLASS

Students and educators benefit from dogs' calming, healing influence. **PAGE 34**

BEST PRACTICES – AND YOU

Six pros share the teaching strategies they use to connect with students. **PAGE 30**



TEEN COURT RULES!

Inside a Redondo Beach high school's restorative justice program. **PAGE 46**

A FRIEND IN NEED

What kind of person donates a kidney to a colleague? A teacher, of course. **PAGE 55**



MONSTERS IN MANTECA

Cool stuff happens in Scott Myers' classes on video game design, 3-D modeling and other tech skills.

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DIGITAL

BURSTING WITH PRIDE

Pride Month resources for you and your students.

PAGE 13 storycorps.org/discover/outloud

ALL ABOUT CTA'S SOCIAL

Want to connect to CTA's many chapters and programs on social media? Go here: cta.org/social



SOCIAL JUSTICE RADIO HOUR

San Joaquin Delta College Teachers Association members take to the airwaves. tinyurl.com/SJDCTAradio

CTA'S NEW AD SPOTS

The latest TV and radio ads underscore educators' advocacy for students.

PAGE 59 youtube.com/CaliforniaTeachers

PROFESSIONAL DEVELOPMENT

ESP TRAINING, SUPPORT

NEA's ESP Quality department offers a variety of professional development webinars.

tinyurl.com/NEAESPO

BOARD CERTIFICATION

Register for CTA's Jump Start in July, a free NBCT precandidacy program.

tinyurl.com/CTAJumpStart

VIDEO CLIPS CAN HELP

Amplify curriculum with video. A clip from the documentary *13th*, for example, can deepen learning about racial inequality.

tinyurl.com/vid-edu



MEMBER BENEFITS

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From Disneyland to Legoland, grab great discounts. ctamemberbenefits.org/access

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Assess your fiscal health. Find information, tools, members-only offers and more. CTAinvest.org

LEGAL SERVICES

Members are eligible for CTA's Group Legal Services Program, which provides employment-related advice, representation, etc. cta.org/legal

GET FIT FOR LESS

Special prices on fitness centers and classes at Access to Savings. ctamemberbenefits.org/access

ABOVE: Hundreds of educators fill the State Capitol Rotunda on CTA's May 22 Day of Action, urging lawmakers to vote in support of public education. Story on page 38.



CTA'S #REDFORED DAY OF ACTION

Educators demand that legislators act to fully fund public education. **PAGE 38**

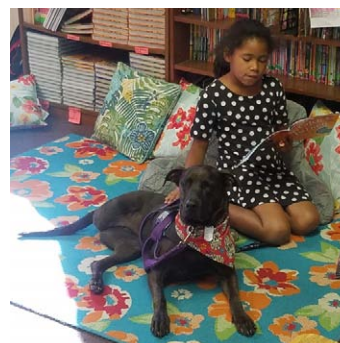
▲ Generation Z

They're at the forefront of tremendous cultural change. How best to teach them?

PAGE 21

CONSTANT REFINEMENT

Six pros share how they get the best out of their students. **PAGE 30**



Therapy Dogs

Who's a good boy? Turns out the entire class is — or students are at least less stressed — when there's a pooch in the room.

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Photos this page: Middle school students at Sherman Oaks Center for Enriched Studies; the State Capitol, May 22; a student reads to teacher Fiorela Piedra's dog, Joy. **Main cover photo:** Edith Alvarez Garcia, Gen Z educator at Hidalgo Elementary in Brawley (we'll meet her in part two of our Gen Z report in August).



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

Transitional Kindergarten: Too Many Kids

Members responded to our special report on early childhood education in the April/May issue.

CHILDREN LUCKY ENOUGH to qualify for transitional kindergarten (TK) are indeed given the gift of time. However, because of the ridiculous class size and lack of support for students with special needs, the TK classroom is often not as idyllic as the article indicates. The pre-K ratio is a reasonable 15 students to two adults. Unbelievably, the TK ratio is 22 students to one teacher. This ratio is unsafe and an insult to the goals of the program. The 114 hours total of para time allotted to each TK classroom is woefully inadequate and only lasts the first month of school (if someone picks up the job, which is not guaranteed).

The article states that 9 percent of TK students receive special education services. In a class of 22, that should be two students. In my four years teaching TK, other teachers in my district and I have had three or four students each year who already have an IEP when they enroll in TK, rarely with any para support minutes included. Often additional students qualify for services after assessments and testing. These include students with autism who tend to be sensitive to loud noises and music, yet there is no para to allow the child to take a break outside the classroom. Without full-time para support, and para minutes included in IEPs, the current TK model is neither safe nor sustainable.

SARAH HUDSON

United Educators of San Francisco



I FOUNDED AND teach the TK program at Patterson Elementary in Vallejo. Our kindergarten teachers have all noted the dramatic difference in their students between ones who have attended TK or preschool, and ones who've had no previous schooling experience.

Because TK comes under elementary education laws, our classes can have anywhere from 24 to 32 students — with one teacher. These exact same students in a preschool situation have two or three teachers per classroom. If we really value student learning and the safety of our students, there should be no more than 18 students in a TK class, and 20 in a kindergarten class. Having full-time aides/assistants would be another way to reduce the ratios.

The other most significant impediment to quality staff in both preschool and TK/kindergarten aides is salary. My 18-year-old daughter, with no college experience, earns a higher hourly wage and benefits at our local In-N-Out than she could as a preschool aide where college units are required in our school district.

JOANNA CHOCOOJ

Vallejo Education Association



CTA SCHOLARSHIP WINNERS!

Loma Vista Middle School student Emily Lopez (right) and her teacher, Alvord Educators Association member Froukje Schaafsma-Smith, each received \$550 for Emily's 2019 Cesar E. Chavez Memorial Education Awards Program. Schaafsma-Smith has taught art at Loma Vista for over 20 years, and created a lesson for CTA's award program where she teaches students the power of art to communicate ideas.

For the full list of CTA scholarships winners, go to cta.org/scholarships.

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- youtube.com/californiateachers
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- [WeAreCTA](https://pinterest.com/WeAreCTA)

#OurVoiceOurUnion #WeAreCTA

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

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CONTRIBUTORS

Scott Buschman, Stephen R. Harris III, Dawn L. Marsh,
Cynthia Menzel, Mike Myslinski, Terry Ng, Jay Ortiz,
Sherry Posnick-Goodwin, Rosie Reid, Ed Sibby, Frank Wells

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

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

CALIFORNIA TEACHERS ASSOCIATION

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

MISSION STATEMENT

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

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An Honor and a Thrill

WHAT A SCHOOL YEAR it's been! The **#RedForEd** movement is alive and well in California.

Nowhere was that more evident than on our May 22 **#RedForEd** Day of Action. The day was about standing up to privatizers and pushing for passage of our sponsored package of charter bills that would help end the waste, fraud and abuse that takes badly needed resources from California students, and stop the unregulated growth of charter schools that drains resources from our neighborhood public schools.

Local chapters are taking action for students as well. New Haven Teachers Association became the sixth CTA chapter to strike this year, following in the footsteps of Banning, UTLA, Oakland, Sacramento City, and teachers at The Accelerated (charter) Schools.

In all these struggles, the many victories we've had aren't ends in themselves, but set us up for a better future for our members and for the students we serve.

As my term as CTA president ends, I am humbled when I look back on all we have accomplished together. Shortly before I became president, CTA adopted its Long-Term Strategic Plan. That road map for the future has been my guide, and it has really served us well.

One of the plan's areas of focus is advocacy on education reform. Soon after I took office, CTA helped lead the successful legal effort to overturn the *Vergara v. California* ruling, which would

have stripped our members of due process rights, eliminated seniority and experience as determining factors in layoffs, lengthened our two-year probationary period, and made test scores the primary determinant in teacher evaluations.

We worked to change California's school accountability system and adopt the California School Dashboard. Now students and schools are no longer reduced to just a single test score. We launched the Kids Not Profits campaign, calling for greater accountability and transparency for charter schools. We elected pro-education candidates like Gavin Newsom and Tony Thurmond. We sued and won against Betsy DeVos.

We've even been able to turn a legal loss into a victory. June marks the one-year anniversary of the *Janus v. AFSCME* decision. In many ways we are stronger than ever.

Our social justice work continues. We passed Proposition 58 and ended California's discriminatory laws against bilingual education. We stood up against the Trump administration's cruel and intolerant immigration policies. The American Dream and Promise Act recently passed a key House vote, the furthest any Dream Act has gotten since 2013.

One of the Strategic Plan focus areas is transforming our profession. To that end, CTA's Instructional Leadership Corps is

"As my term as CTA president ends, I am humbled when I look back on all we have accomplished together."

Heins speaks to the crowd at the CTA May 22 Day of Action.



fostering teacher-led professional development that has so far impacted more than 100,000 educators.

We still have a long way to go. Even with more funding than public schools have ever had, California still ranks near the bottom in the nation in per-pupil spending.

We'll get closer to adequately funding our schools when we pass the CTA-backed Schools and Communities First Act on the 2020 ballot, and finally make a badly needed change to a part of Proposition 13 that has starved our schools of billions of dollars every single year.

It has been an honor and a thrill for me to be with all of you as part of our victories, to fight with you when public education is under attack, and to help CTA be there for members and students in the most difficult of times — whether it's a devastating natural disaster or an unthinkable school shooting.

I'm deeply grateful to each of you for all you've done to help make a stronger CTA and a better world for the students we serve. Thank you.

Eric C. Heins
CTA PRESIDENT
@ericheins

WE BELIEVE IN YOU.

LIKE YOU BELIEVE IN THEM.

There is something very special about those who choose to work in the field of public education. We are inspired by these dedicated professionals every day.

Like them, we believe in what we do.

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Ava Kinzler on her phone before class starts at Sherman Oaks Center for Enriched Studies.

Rise of a New Cohort

IN THE NEXT DECADE, says Jean M. Twenge, a psychologist who studies generational differences, we may see more young people who know the right emoji for a situation, but not the correct facial expression.

We don't have to wait! Like their peers, my teen daughters are virtuoso digital communicators, agile fingers tapping out acronyms, animations and emojis at once. The social skills to interact well with adults and speak articulately? Not so much.

That may be typical of teens through the ages. But in "**Generation Z**" (page 21), Twenge, a California Faculty Association member at San Diego State, says that all the time spent online by young people born between 1995 and 2012 goes beyond inappropriate facial expressions. It may also put their well-being at risk.

Our report looks at her findings, as well as the Gen Z students who currently fill our classrooms and the educators who teach them. "For the most part, they are good kids," says Angie Barton, a millennial high school teacher and United Teachers Los Angeles member. "They are more inclusive, socially conscious, and care about others."

Barton's description could easily apply to educators, whose efforts to engage and nurture students never end. In "**Constant Refinement**" (page 30), several reveal their best teaching practices, from mindfulness to Minecraft, and how to figure out kids' passions.

Among them is Alisal Teachers Association's Angela Der Ramos, who says it's vital to students' learning to raise multi-cultural awareness. "If you teach children who do not look like you, it is important to understand the impact of racial narratives that affect all of us. Children learn from what they see."



They also learn from what they feel — in a very tactile sense, as our story on therapy dogs shows ("**Happy Tails**," page 34). Petting, playing with and even reading to a specially trained dog can ease students' stress and promote a happier environment. Davis Teachers Association member Cori Schneider brings poodle Dorothy to her middle school special ed class, and notes the unique connection between kids and dog. "The way Dorothy looks at students makes them feel seen, wanted and loved, which is what you want for all students."

We want this for ourselves as well, and often the CTA family goes to great lengths to demonstrate love for each other. Dawn Marsh tells of her El Monte Elementary Teachers Association colleagues in "**A Precious Gift**" (page 55): Alexandria Fabbro and Shirley Chan are special ed teachers at the same school, and when Fabbro found out Chan was in desperate need of a kidney, she didn't hesitate to donate hers. "This sacrifice and genuine love and compassion for another person speaks volumes of [Fabbro's] character, and is yet another example of educators' giving spirit," Marsh writes.

We couldn't agree more. Send off your students for the summer with a few teacher-recommended books to read (page 8), take advantage of a little professional development (page 9), check out the best new photo apps (page 45), and enjoy the break. See you in August.

Katharine Fong

EDITOR IN CHIEF

editor@cta.org



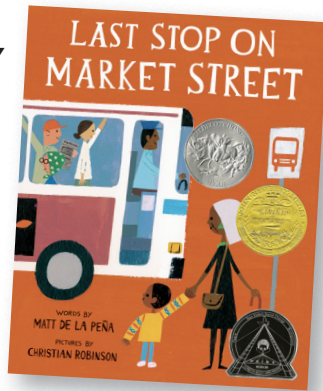
Get in the Educator! We'd love to hear from you. Send feedback, opinion pieces and first-person essays (limit 650 words) to editor@cta.org and include your name, chapter and contact info. We publish freelance articles on occasion, but prefer that you contact us first.

June/July 2019

SUMMERTIME, AND THE READING IS EASY

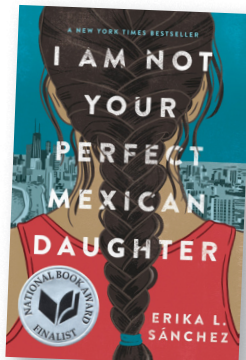
MAKE SURE your students know how important — and fun — it is to read during their summer break. Here are a few teacher-recommended books; for more, go to cta.org/californiareads.

In *Last Stop on Market Street*, by Matt de la Peña and illustrated by Christian Robinson (grades 1-2), CJ sees his friend Colby leave church in a car with his dad. Why must he and his grandmother wait in the rain for the bus ride across town? Why don't they own a car? Why doesn't he have an iPod like other boys? Why? Nana's answers spark his imagination and help him see the beauty in the world around them.



A Night Divided, by Jennifer Nielsen (grades 6-8), finds Gerta's family suddenly divided by the rise of the Berlin Wall after her father and brother go west in search of work. East German soldiers closely watch Gerta, her mother and other brother Fritz, as well as their neighbors. After she spots her father on a viewing platform on the western side, she figures out that he wants her and Fritz to tunnel beneath the wall. The consequences if they're caught will be deadly. Can she and her family do it?

I Am Not Your Perfect Mexican Daughter, by Erika L. Sánchez (grades 9-12), tells the tale of smart, rebellious teen Julia Reyes, who lives with her parents and "perfect" older sister Olga. After Olga dies in an accident, Julia discovers that she may not have been as saintly as everyone believed. She also finds out why her parents are so fearful of Julia building a different life for herself.



Pride Month



IT'S NEVER too late in the year to teach the value of a safe, inclusive and affirming classroom and school — for LGBTQ+ and all students. Check out GLSEN (glsen.org/educate/resources) for lesson plans and resources. From "Be an Ally, Not a Bystander" to "Unheard Voices," all grade levels are served. (For more ideas, see page 13.)

Beyond celebrating Pride Month in June, there's a big need. A recent Equality California Institute survey (safesupportiveschools.org) finds that school districts inconsistently implement state laws designed to protect LGBTQ+ students. While the report gives relatively high marks to schools for anti-bullying and suicide prevention efforts, it notes that curricula, staff diversity training, and policies involving transgender and gender-nonconforming students could be considerably improved.

NEA Human Rights Award Winner Eddy Zheng

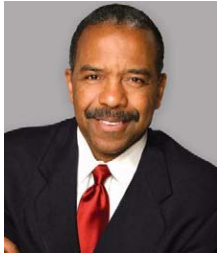


THE 2019 NEA Human and Civil Rights Award winners will be feted July 3 in Houston. The annual event honors leaders in racial justice, social justice, and human and civil rights.

Winner of the Ellison S. Onizuka Memorial Award is youth counselor and activist Eddy Zheng. Zheng emigrated with his family from China to Oakland when he was 12. The latchkey kid who spoke no English soon fell in with criminal activity. Zheng ended up spending 20 years in San Quentin State Prison, where he turned his life around. His story is a testament to second chances, the transformative power of education, and immigrant communities' positive contributions to American society.

For the full list of winners, go to nea.org/grants/HCR Awards.html.





Get Schooled on STEM

The 8th Annual STEM Forum & Expo, July 24–26 in San Francisco, is hosted by the National Science Teachers Association. The event brings together educators and exhibitors, and provides tools and resources for successful STEM education, outreach programs, partnerships, schools and curricula. Keynote speaker is Bernard A. Harris Jr., CEO of the National Math + Science Initiative, which aims to improve teacher effectiveness and student achievement in STEM education across the country. The first African American to walk in space, Harris is a medical doctor and former NASA scientist. ► nsta.org/conferences



PBL World 2019

JUNE 18–20 CONFERENCE

American Canyon High School, Napa Valley. PBL World, sponsored by the nonprofit Buck Institute for Education, is the premier conference for Project Based Learning.

► pblworld.org

ISTE 2019 Conference & Expo

JUNE 23–26 CONFERENCE

Philadelphia. More than 16,000 educators will attend the nonprofit International Society for Technology in Education’s annual convention, which offers over 1,000 professional development opportunities and edtech exhibits.

► conference.iste.org/2019

ASCD Conference on Teaching Excellence

JUNE 25–27 CONFERENCE

Orlando, Florida. “Building Resilient Schools.” Hear experts present essential trauma-informed practices and concrete ways to instill self-worth and a tenacious, optimistic mindset for every student. Learn successful strategies for even the most challenged student. ► ascd.org/cte

NEA Representative Assembly

JULY 2–7 CONVENTION

Houston. With about 8,000 delegates, the RA is the world’s largest democratic deliberative body. CTA members will help set policy and chart the direction of NEA business.

► nea.org/ra

Presidents Conference

JULY 18–21 CONFERENCE

Fairmont Hotel, San Jose. Geared for local chapter leaders. New and second-year presidents and new community college chapter presidents begin Thursday with specially tailored core training; others join Friday for electives and workshops to enhance leadership skills. Hotel cut-off: June 25. ► ctago.org

2019 CA MTSS Professional Learning Institute

JULY 29–31 CONFERENCE

The California Multi-Tiered System of Support gathering offers “immersive” learning on creating equitable and inclusive school conditions for all.

► tinyurl.com/MTSS-CAconf

PLUG IN, CONNECT, RECHARGE



THAT’S THE THEME of NEA’s 2019 Conference on Racial and Social Justice, June 30–July 2 in Houston, Texas. Workshops, panels and plenaries will give you information and resources to plan, strategize and engage on issues that impact educational opportunities for communities of color, LGBTQ+ and women. See nea.org/racialsocialjustice for details.

Summer Institute

JULY 28–AUG. 1

CONFERENCE

UCLA Conference Center, Los Angeles. CTA’s premier training workshop offers six concurrent full-week strands that prepare you to accomplish your leadership role in your chapter and meet your professional development goals. Example: the Instruction & Professional Development strand explores how the brain impacts student learning, encompassing brain science, trauma-informed practices and more. Registration deadline: July 14. ► ctago.org



New CCA Officers

CONGRATULATIONS to the newly elected officers of the Community College Association, who begin their terms in June.



President:
ERIC KALJUMÄGI,
Mt. San Antonio
College



Vice president:
RANDA WAHBE,
Cypress College



Amplifier for Educators

DESIGN LAB AMPLIFIER, which amplifies the voices of social change movements through art and community engagement, believes the most crucial conversations that will shape America's future are happening in our classrooms. Its Education Amplifier program creates teaching tools such as artwork, lesson plans, art builds and storytelling opportunities, and distributes them free to educators for classroom use. These are meaningful ways for educators and students to join the conversation around such topics as climate justice, criminal justice reform, voting rights, immigration rights, disability justice, gun reform, queer rights and literacy. Educators can sign up at amplifier.org/campaigns/we-the-future.

CALIFORNIA MOVES UP — BUT STILL LAGS

IN EARLY JUNE, *Education Week* released its "Quality Counts 2019: School Finance" report. It finds that California now ranks 39th of 51 (50 states and Washington, D.C.) in per-pupil expenditures based on 2016-17 data that has been adjusted for regional cost-of-living differences. That is up from 44th the prior year. The state's per-pupil funding of \$10,281 is still \$2,475 below the national average, and a whopping \$10,259 below top-ranked Vermont. Go to edweek.org for the full report.

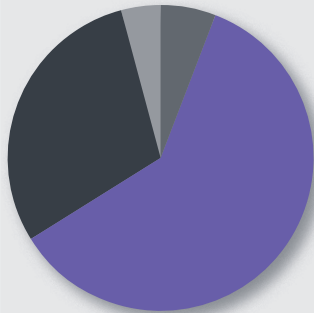
Per-Pupil Expenditures, adjusted for regional cost-of-living differences (2016–17 data)

Rank	State	Per-Pupil Expenditures
1	Vermont	\$ 20,540
2	New York	\$ 19,697
3	Wyoming	\$ 18,090
4	Alaska	\$ 17,872
5	Connecticut	\$ 17,798
6	New Jersey	\$ 16,543
7	New Hampshire	\$ 16,347
8	Pennsylvania	\$ 16,122
9	Maine	\$ 16,006
10	Rhode Island	\$ 15,320
	National Average	\$ 12,756
39	California	\$ 10,281

Education Week, "Quality Counts 2019"

“Do you think salaries for teachers in your community are too high, too low, or just about right?”

■ Too high	6%
■ Too low	61%
■ Just about right	30%
■ Don't know	4%



“In general, do you support or oppose public school teachers striking for higher pay?”

■ Support	61% *
■ Oppose	36%
■ Don't know	3%

*Support from public school parents: 70%



Public Policy Institute of California

Higher Pay for Teachers Needed, Supported

THE AVERAGE CLASSROOM teacher salary nationwide increased by 11.5 percent over the last decade. But after accounting for inflation, the average salary actually decreased by 4.5 percent, according to NEA’s 2018-19 “Rankings & Estimates” report.

The annual report ranks California No. 2, with an average 2017-18 salary of \$80,680 (behind New York with \$84,227). But the real rankings are no doubt much different. An NPR story in 2018 crunched 2016 salary figures to find that the Golden State, then ranked fourth, dropped to No. 19 after the cost of living was factored in.

That cost of living has a huge impact on the new teacher pipeline: A *USA Today* report in June found that new teachers would have to pay almost their entire paychecks to live in California’s big and expensive cities.

A survey released in April by the Public Policy Institute of California, “Californians & Education,” found that 61 percent of adults and 58 percent of public school parents say teachers’ salaries in their community are too low, and most approve of public school teachers striking for higher pay (61 percent and 70 percent, respectively).

Nearly half of adults and a majority of public school parents say a teacher shortage is currently a big problem in K-12 schools. Far fewer believe that teacher quality is a big problem.

For details, see ppic.org.

▼ Brittany Bentz says both students and educators need more counselors.



Return to Paradise

RIGHT AFTER THE devastating Camp Fire destroyed the town of Paradise in November, the *Educator* reported on a few heroic teachers who continued to hold class in their living rooms, Chico’s public library, on Facebook Live — wherever they could gather their students and instill some normalcy into upended lives.

Six months later, our reporter went back to check in on these same educators and their students. While donated materials and supplies fill the ad hoc classrooms, teachers say they don’t have enough of what they really need. “We need counselors,” says Brittany Bentz. “We don’t have any mental health services for us or the children.”

Educators are doing the best they can with their young charges, many of whom still experience panic and anxiety attacks. Read about the challenges and resilience of students, teachers and the greater community in “A Return to Paradise” at californiaeducator.org.

Quotes & Numbers

Compiled by **Julian Peeples**

217,000

NUMBER OF NEW NEA MEMBERS since the *Janus* decision on June 27, 2018. Like most unions nationwide, NEA has experienced a net gain since the controversial Supreme Court decision.

39TH

CALIFORNIA'S RANK out of 50 states and D.C. in per-student spending, according to a new "Quality Counts" report. Last year, we were 44th.

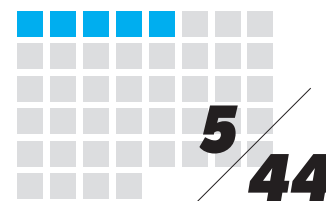
"WE'VE HAD 100 PERCENT SUCCESS IN EVERY PLACE WHERE TEACHERS HAVE RAISED THEIR VOICES AND THROWN ON THEIR #REDFORED T-SHIRTS AND GONE TO THE PUBLIC. [IT'S ABOUT ENDING] THE ABSOLUTE NEGLIGENCE OF EDUCATION FUNDING AND GIVING KIDS THE PROGRAMS AND SERVICES THEY NEED."

—NEA President **LILY ESKELSEN GARCÍA**, at the Education Writers Association's National Seminar in May.



"WE'RE NOT ASKING FOR THE MOON. JUST ENOUGH TO MAKE OUR STUDENTS STARS."

—Mt. Diablo Education Association member **SHELLEY PHO** at an April 22 rally for the resources Mt. Diablo students need to succeed.



STATES THAT RECEIVED a "mediocre" or better rating for charter school oversight laws from NEA. California was rated "worst." Only one state, Maryland, was "adequate."

"We've got your back, we're going to fully fund education, and we're going to make sure you have the tools to do your job."

—State Sen. **CONNIE LEYVA** (D-Chino) at CTA's May 22 **#RedForEd** Day of Action.

38,000

NUMBER OF APPLICANTS for the federal Public Service Loan Forgiveness program, established in 2007 for teachers, police officers, firefighters and other public servants. Fewer than 300 applications have been approved — less than 1 percent.

"A teachers union is as only as strong as its members. We need to continue to know our worth, the worth of our students, and the worth of our profession."

—**TIFFANY FUHRMEISTER**, Lincoln Unified Teachers Association president, after ratifying a deal in late April ending more than 15 months of negotiations.

42

NUMBER OF STATES where former residents of Paradise and Butte County have relocated after fleeing last year's devastating Camp Fire.



A Lot of Pride

Inclusive curriculum helps LGBTQ+ students and school communities By @samdemuro

DID YOU KNOW that LGBTQ+ students who attend schools with inclusive curriculum (with LGBTQ+ history, events and people) have better academic outcomes?

Pride Month is the perfect time to increase the diversity in your curriculum. Here are some ideas that could work for all ages, but especially for high school and college students:

- Create opportunities for students to develop an authentic awareness of the world by hearing stories from LGBTQ+ folks. StoryCorps has an archive of LGBTQ voices. Check out #StonewallOutLoud (storycorps.org/outloud).
- Incorporate conversations about LGBTQ+ rights, activists and important events in history, including Harvey Milk's election and assassination, the Stonewall Riots, and transgender activists of color, like Sylvia Rivera and Marsha P. Brown, and civil rights activist Bayard Rustin.
- Include the work of LGBTQ+ writers, like James Baldwin, Audre Lorde, Gloria Anzaldúa, Alison Bechdel, Cheryl Clarke, Darnell L. Moore and Janet Mock. Include books in your library for younger students like *This Day in June* and *Julián Is a Mermaid*.
- Ensure students see themselves and learn about people different from them: Explore scenes from films and TV shows with LGBTQ+ characters. Great options on Netflix include "Gender Revolution," "Paris Is Burning," "How to Survive a Plague," "Pose" and "Milk."
- When discussing health issues, sharing facts about sexual orientation, gender identity and expression, and nonjudgmental information about HIV prevention and transmission can help fight the stigma. It's important to express that HIV affects everyone, not just LGBTQ+ folks.
- Explore identities and terms that challenge normative definitions of gender, like "nonbinary" and "gender expansive." Challenge gender stereotypes when they come up in other curriculum.
- If you have a GSA in your school, partner with students to learn what they would like to see in curriculum.

From StoryCorps' Stonewall OutLoud, which captures and shares the stories of LGBTQ+ elders.



The Stories

STONEWALL OUTLOUD is a new initiative to gather the stories of LGBTQ+ elders before they are lost to history. It connects generations through interview experiences, preserves these stories for the future, and shares LGBTQ+ voices with a broad audience through educational and broadcast partnerships.

Everyone can participate. While the initiative is in honor of the 50th anniversary of the Stonewall Riots in 1969, and interviewees need to have been born before that year, no connection to Stonewall is required. Check out the toolkits, with recording tips and sample interview questions, at storycorps.org/outloud. Then use the StoryCorps app on your mobile device to start recording! Each interview will become a permanent part of American history at the American Folklife Center at the Library of Congress.

GLSEN has excellent resources: glsen.org/educate/resources/curriculum

Note: The First Amendment and federal laws such as the Equal Access Act generally do not restrict schools' authority to design curricula. When school professionals include health, tolerance and anti-bullying in their curricula, that choice is also protected by the law. (Lambda Legal)



I've learned power and action do not come from a loud voice. They come from listening, reflecting and then acting."

A Voice for All of Us

CTA President-elect Toby Boyd ready to lead

E. TOBY BOYD was onstage, holding the mic and rallying the thousands of educators in front of him at the State Capitol in Sacramento. "Show me what democracy looks like!" he cried, cupping his ear. The crowd responded, weakly.

"We need to make some *noise*, folks!" Boyd said, pacing the stage and shouting the line again. The crowd thundered back, "This is what democracy looks like!"

Expect Boyd to bring the same energy and enthusiasm to his role as CTA President, which he assumes in late June, as he did as "emcee" at CTA's **#RedForEd** Day of Action on May 22. Many people know him as a longtime CTA leader, most recently on the Board of Directors representing District E (covering most of Sacramento and San Joaquin counties). He's soft-spoken and friendly, as befits the kindergarten teacher he is.

But make no mistake: Boyd's ready to fight for public education and educators. "Do not be fooled by my calm, quiet demeanor," he told CTA State Council delegates in March in his speech before the election. "I've learned power and action do not come from a loud voice. They come from listening, reflecting, and then acting."

The self-professed "proud black man from Detroit and single father of a daughter with special needs" will be the face of CTA during a particularly high-profile time. While education funding in California is at a high, the state is a dismal 39th in the country in per-pupil spending. The **#RedForEd** movement has focused attention on public schools, students and educators, yet resources for all are still lacking. The racial and social justice issues that roil the country are felt intensely in our classrooms.

We talked to Boyd about his vision for CTA as he takes office.

What he brings as CTA's leader

"I want to make sure that CTA continues to be the thriving advocate for the children of this state and for our members. We have to be the voice of children who don't have a voice. We have to give parents the tools they need to navigate and advocate for their children, and help them do better.

"I want to make sure that all members are included in my leadership. I'm a compassionate listener and problem-solver. I am known for my ability to bring people together to work collaboratively. I don't have all the answers, but it's not about me. It's about the members behind me who will help me steer CTA into the future."

What he wants members to know

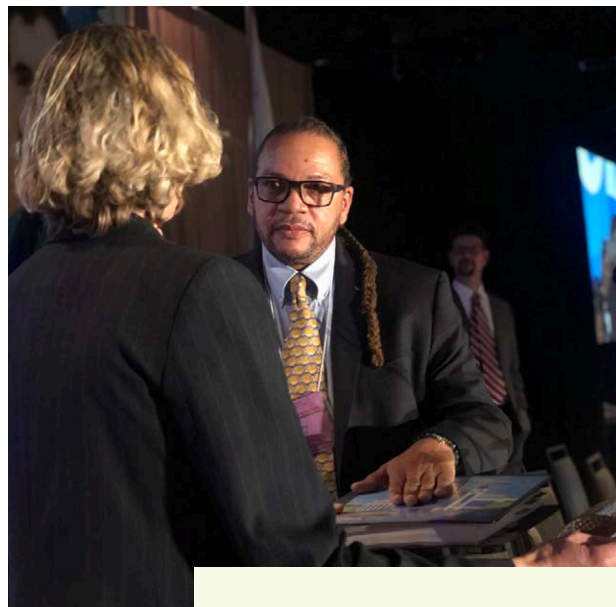
"CTA's power is the integrity of our members, and our informed voices. We are the ones who must stand up for our students and communities as well as our profession. We must understand the value of our voices within our profession as well as to the public — and we must use those voices.

"We need to stay together. We can achieve things that others cannot, we

Boyd, with Mayra Alvarado, at CTA's May 22 Day of Action.



Boyd is sworn in as CTA President at June State Council.



E. TOBY BOYD

will be successful, but we can't do it alone. We have to do it as a group."

His goals for public education

"We must ensure that we look at our profession through the lenses of equity and social justice while seeking a dedicated funding source that provides educators and students with adequate resources. We spend more money on the prison system than our educational system. Where are our priorities?"

"Our educational system is built on the deficit model. We teach to the deficits of our children instead of their strengths. We focus on how well they did at point A or point B on the system's spectrum, but we don't know what their life is like, what is going on at home, what their health is like — there are so many factors that we don't have control over."

"Since we know where they began on the spectrum and where we want them to finish, why not move them along on that continuum until they get to where they need to go? It's going to take a mind shift, not only for educators but policymakers, to change the system from a deficit model to a strength-based model, and what that looks like."

Advice to new educators

"Learning to be an educator is nothing like *being* an educator. It's not easy, especially if you don't have the tools you need. That first year, you're going to feel that you just don't have it."

"But the more you do it, the better it gets. Try to build relationships, a community and network. Being able to talk to someone, having that person to confide in, having someone with whom you can debrief and just breathe lets you understand that one day does not make your whole career."

"And remember, you can always talk to your union representative."

On #RedForEd

"#RedForEd is not just about funding education. It's about the working conditions of our educators, the learning conditions of our children. It's about the whole child. It's about racial and social justice."

"I'm excited about #RedForEd, and about CTA members' role in it. We're here for the betterment of the children, and the adults and communities we serve. No one is going to be left behind. We'll be here to make sure of that."

Personal:

Age 60; lives in Sacramento with daughter Chauncey, mother Jacqueline.

Professional:

Kindergarten teacher for 25 years. Accounting major in college ("I'm a numbers freak") before switching; B.A. in liberal studies and teaching credential from CSU Sacramento.

Leadership:

On CTA Board of Directors since 2009; held committee positions on CTA State Council and the CTA/ABC Committee; 12-time delegate to NEA Representative Assembly; bargaining team member, Elk Grove Education Association. Served on the state Transitional Kindergarten Professional Learning Steering Committee.

Special skills:

"I used to be a hell of a bowler. And people at CTA Summer Institute think I sing 'Bohemian Rhapsody' really well."

Video game design teacher Scott Myers and his students are custom-building an *Alien vs. Predator*-themed wheelchair.



The Magic in the MONSTERS

Scott Myers' tech classes give students code to success

Story and photos by Julian Peeples



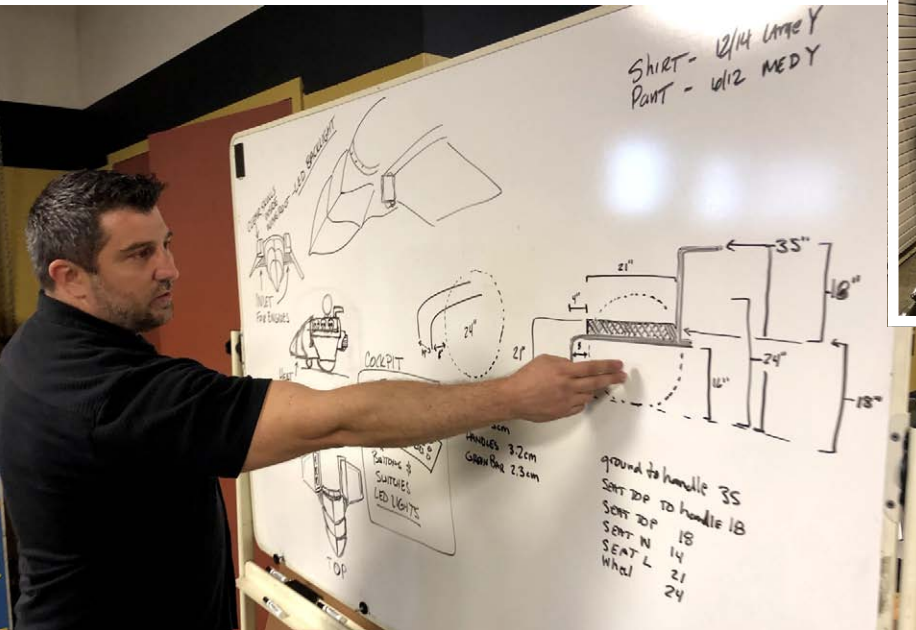
Students in Myers' class use industry-standard tools and materials in areas from coding to 3-D modeling.

THE IDEA FOR the next Fortnite could come from Scott Myers' classroom at Lathrop High School, about 65 miles from the heart of Silicon Valley. The course is giving students skills and experiences that you would expect to see in game development giants like Epic Games or Electronic Arts, and at least one prestigious programming college has taken note of these creative and uniquely skilled kids.

Myers, a member of the Manteca Educators Association (MEA), teaches about 120 students a day in the fine art of computer programming, video game design, 3-D modeling and other tech skills. In addition to the class for students from his own high school, he teaches a class for students from other district high schools and a course for BE.Tech, a district-operated charter school.

"It's all stuff I never thought I'd do in high school," says senior Alexander Stock. "Mr. Myers is cool. It feels like he's a student with us sometimes."

Myers' video game design class is based on curriculum he pioneered and had approved in 2014 by the California Department of Education as a college preparatory elective. The idea grew out of



“For the students, this isn’t just charity. It’s real-world experience.”

—Scott Myers, Manteca Educators Association

a computer operator class he began teaching after his tech-centric service in the U.S. Air Force led him into education. He noticed that while his students were learning new skills, much of the programming work was tedious and boring. A gamer himself, Myers turned to teaching his students how to code video games, first as functions in Microsoft Excel and then as full games in Flash, a programming platform previously the standard for online multimedia content.

“I think I was just the first person who put the effort into the process to make game design a legit college prep elective,” says Myers, whose curriculum now serves as the basis for similar programs throughout the state. “We had 50 visits that year by people who wanted to see what we were doing.”

And there is certainly lots to see in Myers’ classrooms. Thirty intricately designed and startlingly real zombie heads greet visitors to his 3-D modeling and design room — a “modern-day shop class” — while pictures of famous tech designers adorn the walls in one of his programming classrooms. It’s not just fun and games; all of Myers’ students work with industry-standard software, and this year’s coding project was the design of a virtual reality program teaching people how to properly use a fire extinguisher.

“Even though we’re making games, we can make games for things other than fun,” Myers says. “I try to give the kids a sampling of everything. I show the kids 100 things, and they can pick what they like best.”

This freedom, coupled with access to professional-

grade equipment that you might see on *MythBusters*, provides his students with a specialized set of skills that’s attracting attention from the tech world. In a testament to Myers and his program, seven of his students now attend Cogswell Polytechnical College, a private college in San Jose that boasts one of the top video game design and digital animation programs in the country. With fewer than 500 full-time students at the specialty college, seven coming from the same program in the same small town is exceptionally noteworthy. Some of Myers’ former students are already starting careers with Cartoon Network, Facebook and Yahoo.

Last year, Myers and some of his students embarked on a unique project with an organization named Magic Wheelchair, designing a Halloween costume for a Turlock boy whose health condition severely limits his mobility and confines him to a wheelchair. The team spent hundreds of hours on their own time creating a costume that turned young Cash Goeppert’s chair into a monster truck. The design and creation made for a memorable experience, but why they put in all the work made it even more special.

“Making stuff is cool, but making stuff for someone else is even better,” says senior Tristan Hofstad.

Myers and his team of students are currently working on another wheelchair, this time with an *Alien vs. Predator* theme. From the design schematics on a white board to a hand-sculpted clay mold of the iconic Alien head, the group hopes to brighten the life of another local resident. The big reveal will happen at the Modesto Comic Convention later this year.

“This is so great because the students get to do this project almost in a commercial setting. We have to do this as professionally as we can,” Myers says. “For the students, this isn’t just charity. It’s real-world experience.” ■

A Moment to Shine

Why Special Olympics is worth fighting for **By Sherry Posnick-Goodwin**



IT WAS A glorious day in March at Peninsula High School on the Palos Verdes Peninsula. More than 50 students with special needs — joined by 30 other high school students — participated in a Special Olympics track meet, where everybody was a winner.

“For students with special needs, it was a moment to shine,” recalls Patrick Daley, a PE teacher and member of the Palos Verdes Faculty Association (PVFA), who coordinated the event with special education teacher Betsy Fujinaga and adapted physical education teacher Melissa DeCasas, also PVFA members. “It was a beautiful day of bear hugs and smiles. It was fun not only for the kids, but for parents and family members in the crowd. I loved seeing how proud parents were of their children.”

But the celebration, which included students from Peninsula High and Palos Verdes High School, was bitter-sweet. The day before, Education Secretary Betsy DeVos had proposed eliminating all funding for Special Olympics, insisting it should be paid for through donations. DeVos faced scathing criticism by members of Congress at a hearing that drew widespread attention, eliciting strong support for Special Olympics nationwide.

Eventually President Trump said he had “overridden” his own people and would continue the funding, and DeVos backpedaled.

Daley was furious that the education secretary sought to remove funding from a population so deserving.

“It was surreal to have this proposed the day before our Special Olympics event,” he shares. “When I heard what she proposed, I didn’t want to cuss, but I was appalled, sad and disgusted. A House member asked DeVos how many students would be affected, and she said she had no numbers. It was very disheartening.”

The next day, he decided to shake it off and focus on the competitions and the athletes. Things went amazingly smoothly.

“It brought the entire school community together,” says Daley. “Turnout included school board members, administrators, students and teachers. The associate principal said it was one of the best days she’d had on campus in the six years she’d worked here. Many teared up during the event. There was such a sense of pride to be working at a school where something like this happens.”

Cheerleaders from both high schools rooted for the athletes. The marching band from Peninsula High played; the choir sang the national anthem. Students in the PLUS (Peer Leaders Uniting Students) group Daley advises were stationed in booths and relay sections. Students pushed fellow students in wheelchairs down the track. Firefighters handed out awards.

Also assisting were student body officers and the school’s Link Crew — a group of student leaders who guide freshmen during the transition to high school and help facilitate ninth-grade success.



“An event like this allows our students with special needs to be celebrated — and allows general education students to get over any fear they may have of those who are different.”

—Patrick Daley,
Palos Verdes Faculty Association

Peninsula High is a Special Olympics Unified Champion School because it promotes social inclusion through planned activities. The prestigious title was earned by educators collaborating with Melissa DeCasas.

For Daley, supporting athletic events for students with special needs is something that’s in his blood. His grandfather founded the Northern Suburban Special Recreation Association in Highland Park, Illinois, in 1969, and his father was a special education teacher in Compton for 20 years.

“The Special Olympics is about recognizing the abilities of a population that often isn’t seen. Students with special needs need advocates fighting for them to be seen, heard and accepted. An event like this allows our students with special needs to be celebrated — and allows general education students to get over any fear they may have of those who are different. From an event like this, they understand that we are all human. Everyone benefits from participating.”

He urges other educators to consider becoming involved.

“Find out when the Special Olympics is coming to your town and school. Volunteer and be a part of this. See what joy it brings to people’s lives. It will definitely change your own life.” ■

Left to right: Al Rabanera, Myra Deister, Armandina Turner, Joan Ke and Aimee Nelson.



CULTIVATING TEACHER LEADERS

The Fullerton Secondary Teachers Organization was recently awarded a two-year \$500,000 grant from NEA’s Great Public Schools (GPS) fund. FSTO will use the funds to continue the Cultivating Teacher Leaders project, which helps grow and diversify the profession in California.

The project began in 2016 with participants from CTA’s Instructional Leadership Corps, including FSTO member and grant writer Al Rabanera, Myra Deister and Armandina Turner. The team also includes FSTO member Joan Ke and Aimee Nelson, Institute for Higher Education partner from CSU Fullerton. That year FSTO received a \$250,000 GPS grant to launch and support the project.

Specifically, the program recruits aspiring educators from historically diverse populations; strengthens partnerships among K-12 districts, higher education institutions, and CTA members and affiliates; mentors educators from high school through university to accreditation and beyond; and provides early-career educators with professional development.

In addition to diversifying the existing workforce, it takes “significant steps toward retaining teachers of color in our education system, a proven means of effectively narrowing student achievement gaps,” says FSTO President John Marvin.

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GENERATION

They're in your classrooms and may be your colleagues. A new generation comes of age. By **Sherry Posnick-Goodwin** Photos by **Scott Buschman**

They've never known a world without the Internet, smartphones and social media. They'd rather text than talk. They don't care much for books, watching TV or going to the mall with friends. Instead they prefer watching YouTube, streaming Netflix, playing video games and being online.

In their brief lives, they've experienced the Great Recession, terrorist plots, mass shootings and fake news.

They're slow to date or get a job.

Raised during the economic crisis, they worry about the future.

We're talking about Generation Z, those born between 1995 and 2012 — the students in your class, as well as young adults entering the workforce or on the brink of doing so. They make up 74 million Americans, or 24 percent of the population.

Don't be fooled that they're named for the last letter of the alphabet. Gen Z (also known as iGen) is at the forefront of tremendous cultural changes.

How can educators best reach and teach Gen Z? What are the challenges these young people face — socially, emotionally and educationally? What are the opportunities that they and educators can leverage to help them communicate and connect with the larger world?

For answers, we look at who Gen Zers are and what they're experiencing as they grow up today.

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Tips on teaching
Gen Z
PAGE 26



THE CHALLENGES

DURING BREAK, students hang out in Brent Smiley's classroom at Sherman Oaks Center for Enriched Studies in Los Angeles. Most are on Chromebook computers or looking at their phones.

"We like technology," says Madisyn Mehlman, 12. "Most of us have phones. I remember playing on my dad's smartphone when I was 2, pressing the buttons."

About half of the middle schoolers say they are on social media. Many spend their free time texting and using FaceTime.

Kevin Nguyen, a sixth-grader, says he spends his weekends playing games online, which he calls "technically hanging out with friends." Classmate Juanito Cornejo relies on Snapchat to keep up with what his friends are doing.

"They are very comfortable in an environment where everyone can see everything," says Smiley, a social studies teacher for 30 years and member of United Teachers Los Angeles (UTLA). "They have never known a world without being watched, being under surveillance in airports and public places since 9/11 and now online."

His students don't grasp the importance of the Fourth Amendment, which establishes the right to privacy, because they are constantly sharing their lives on social media.

Unlike baby boomers and Generation X, whose members were proudly known for caring little about what others thought of them, this generation cares deeply, says Smiley.

"That's why bullying and teen suicide is so much higher in this generation. You can't be bullied if you don't care what the bully has to say. But in this generation, kids live and die based on what others have to say."

The reason for the change, he believes, is the Internet.

HOW MUCH TIME IS TOO MUCH TIME ONLINE?

A student in Smiley's classroom, Melania Juga, 12, says she spends a lot of time on Snapchat and Instagram. She likes looking at "influencers"



◀ Jean Twenge says that smartphones have helped lessen the digital divide.

who tell her what is trendy. Like most Gen Zers, she avoids Facebook.

"Sometimes it feels like too much," she shares. "Sometimes it feels like being on my phone gets in the way of life and other things I want to do, like sports and hobbies."

Jean M. Twenge, psychology professor at San Diego State University, is author of *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy — and Completely Unprepared for Adulthood* (2017). The California Faculty Association member, who refers to Gen Z as iGen, interviewed teens and analyzed data from studies involving 11 million Americans from 1967 to the present to enhance understanding of this generation and its impact on our future.

Twenge found that every day high school seniors are spending an average of 2.5 hours texting, about two hours on the Internet, 1.5 hours on electronic gaming, and a half hour on video chat. That's 6.5 hours a day — and that's only during their leisure time. Eighth-graders are not far behind at five hours a day.

▼ Brent Smiley talks with a student. Opposite page: Students in Smiley's class.



They have never known a world without being watched, being under surveillance in airports and public places since 9/11 and now online.”

—Brent Smiley, UTLA

Significantly, Twenge found that smartphones have helped lessen the digital divide. “Disadvantaged teens spent just as much or more time online as those with more resources. The smartphone era has meant the effective end of the Internet access gap by social class.”

If teens spend so much time online, what activities are being left out?



Brenna Rollins

Reading, for one thing. Twenge found teens are much less likely to read books than their millennial, Gen X and boomer predecessors, noting that by 2015, one in three high school seniors admitted they had not read any books for pleasure within the past year, which she finds alarming.

They also sleep less. Teens take their phones to bed, going online into the wee hours, which makes them drowsier and less able to concentrate in class.

Also, most iGen'ers spend less time hanging out with friends, at least in person.

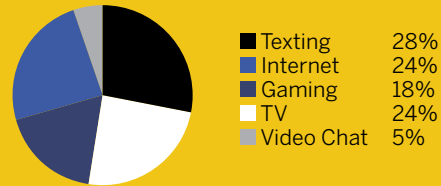
“For iGen'ers, online friendship has replaced offline friendship,” says Twenge.

SCREEN TIME: RISK TO WELL-BEING?

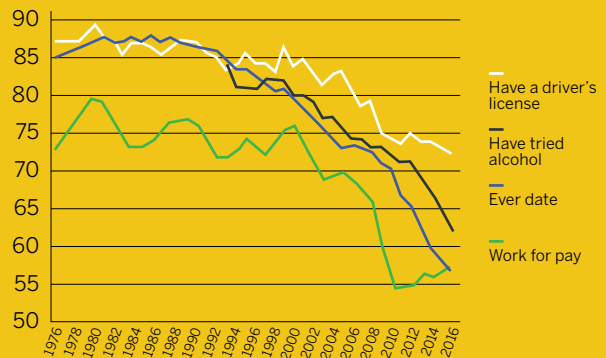
Twenge finds that teens who spend more time on screen activities are more likely to be unhappy, and those who spend more time on non-screen activities are more likely

What the kids are doing

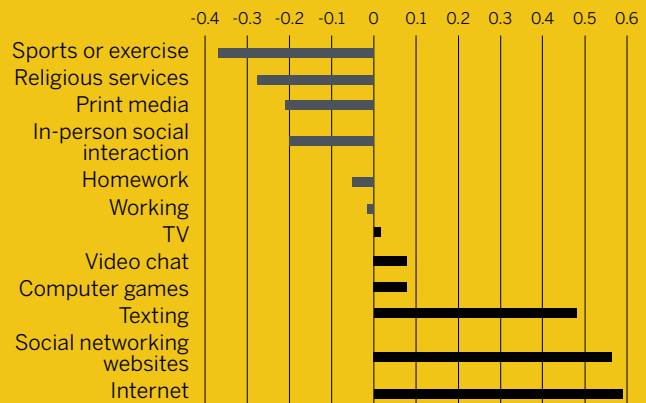
How 12th-graders spend their screen time (Monitoring the Future, 2013-2015). (All data courtesy Jean M. Twenge.)



Percentage of 12th-graders who have a driver's license, have tried alcohol, have dated, and have worked for pay during the school year (Monitoring the Future, 1976-2016).



Relative risk of being unhappy based on time spent on screen (black bars) and nonscreen (blue bars) activities, eighth-graders (Monitoring the Future, 2013-2015).



Report on Gen Z

This is the first of two parts. In part two next issue, we meet Gen Zers who are new educators or about to embark on education careers. We look at what they bring to the profession and how we can support them.



▼ Students take a cellphone break in Smiley's class.

▼ Arond Schonberg is a counselor at Redondo Beach High School.



to be happy. The risk of unhappiness due to social media is highest for younger teens.

Teens are under pressure, says Brenna Rollins, a senior at Imperial High School near Calexico. “It’s not even about looking good. It’s about looking perfect and original. If you repeat something — like wearing something someone else wore or repeating something someone else said — everyone will let you know and ask why you copied. There’s a lot of judgment.”

Jackson Schonberg, a Redondo Beach High School freshman, feels less alone when he’s online, and spends about five hours a day playing games and communicating with friends. Recently he decided to leave his phone upstairs when he’s studying. But the constant tings of text messages make him wonder what he’s missing.

“People my age have more depression and anxiety these days, due to technology,” he says. “Home is no longer a safe place. Even at home, you can’t get away from stuff that people are saying about you.”

Jackson’s father, Arond Schonberg, a counselor at Redondo Beach High for 19 years, finds Gen Z teens are much more anxious and depressed than millennials.

“They have mental health challenges because of their inability to disconnect from social media,” says the Redondo Beach Teachers Association member. “They are looking so much for online validation, they don’t take time to know themselves. Their mistakes, magnified across social media, make the fear of failure greater. If they don’t get enough likes, they think, ‘I’m not worthy. Nobody likes me.’ One person may have 1,000 followers, but if a single person says something negative, they are distraught and think something’s wrong with them.”

When students come to him in crisis, he offers coping suggestions. He asks them to remember exceptional times when they succeeded and thrived. He suggests using social media in positive ways that can inspire others, such as quotations or a call to action.



They are looking so much for online validation, they don’t take time to know themselves.”

— **Arond Schonberg**, Redondo Beach Teachers Association

Sometimes he will suggest that a stressed-out student “unplug” for a while, which they consider blasphemy. “It’s like telling them not to eat. They say they have to be in the know about what’s going on at all times.”



Jackson Schonberg

Twenge says the explosion in digital media use may be linked to the mental health crisis, with skyrocketing levels of depression, anxiety, loneliness and suicide after 2012. She notes that 76 percent more 15-to-19-year-olds killed themselves in 2017 than in 2007, coinciding with widespread ownership of smartphones, increased social media use, and decreased in-person socializing.

“It’s clear we need more funding for counselors in not only K-12, but colleges,” says Twenge. “Schools are doing a good job of raising awareness of mental health issues, but they lack the resources needed to deal with the large numbers of kids having problems.”

Margaret Phillips, a school psychologist for Twin Rivers Unified School District for 22 years, has noticed a big increase in mental health issues linked to more time spent online. “It’s tough because once they put something out there, they can’t take it back.”



Margaret Phillips

The Twin Rivers United Educators member recalls an incident where a student livestreamed videos of her cutting herself. Other students were watching it on campus. Finally, a student told Phillips about it so the student could receive help.

When students are depressed, they seek self-help on the Internet, she observes. But instead of finding positivity and helpful suggestions, they may find others who are equally depressed, who — along with music and videos — encourage self-harm. She tells students to seek out caring adults instead.

CHALLENGED VERBAL COMMUNICATORS

But it’s difficult for teens to discuss their emotions. Phillips teaches a social skills class to help students learn to express themselves, which she did not find necessary before texting overtook talking.

More screen time and less in-person interaction raises concerns that iGen’ers lack social skills, says Twenge, noting that in the next decade we may see more young people who know the right emoji for a situation, but not the correct facial expression.

“Because we have grown up with technology and use it so much, we don’t learn to communicate face to face as well,” says Rollins. “Some adults consider members of our generation to be rude and lacking respect. But it’s

not an absence of respect, it’s an absence of experience. And it’s hard, because all of a sudden you turn 19 and need to go in front of a panel of five 40-year-olds and know how to communicate well to get jobs.”

THE OPPORTUNITIES

ANGIE BARTON, a millennial UTLA member who teaches at Polytechnic High School in Sun Valley, finds much to admire about Gen Z.

“They are curious and want to learn more,” Barton says. “They are more inclusive, socially conscious, and care about others — even the disenfranchised. They ask good questions. For the most part, they are good kids. They want to be good people and make their families and friends happy, along with themselves. They are extremely creative, and have many interests that they might not otherwise have without technology. Our school has an Animal Lovers Club, a Fashion Club and other interesting clubs, because students were able to connect online and pursue passions that could even lead to careers.”

The biggest strength of Gen Z is open-mindedness, says Lauren Leiato, a Redondo Beach High sophomore. “We don’t discriminate against others of different backgrounds or against students who are LGBTQ. Our generation wants to get rid of hate and be positive and open-minded. We’re more creative, because we are expressing ourselves and sharing our lives online.”

“They are more inclusive, socially conscious, and care about others — even the disenfranchised. For the most part, they are good kids.”

—Angie Barton, UTLA

Generational Guide

The Silent

Generation: Born between 1928 and 1945 (74-90 years old)

Baby boomers: Born between 1946 and 1964 (55-73 years old)

Gen X: Born between 1965 and 1979 (40-54 years old)

Millennials: Born between 1980 and 1994 (25-39 years old)

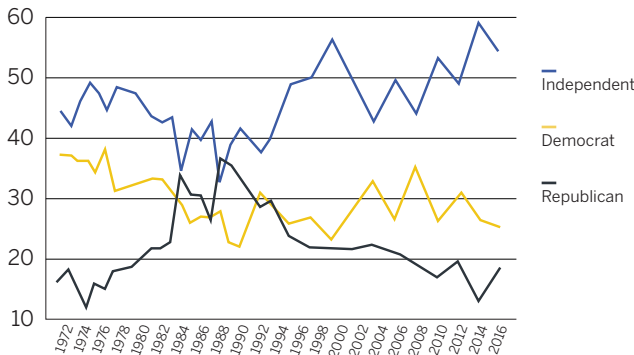
Gen Z/iGen: Born between 1995 and 2012 (7-24 years old)

Gen Alpha: A return to the first letter of the alphabet for the next generation, born

beginning in 2013 and expected to continue until 2025 (the oldest of this group are just 6 years old)



Political party identification, 18- to 29-year-olds (excludes “don’t know” and “other party”) (General Social Survey, 1972-2016).



Jean Twenge says Gen Zers have the tendency to expect equality, and are often surprised or shocked when they encounter prejudice. Perhaps it’s because they came of age having a black president and seeing Ellen DeGeneres on TV.

Gen Z is also the most racially diverse generation to date — and is the last generation in the U.S. expected to have a white majority. According to the U.S. Census Bureau, 49 percent of children under the age of 15 are minorities. By 2020, more than half the children in America will belong to a nonwhite racial or ethnic group.

In a study by Trendera, 65 percent of Gen Zers said it’s important to understand people from different backgrounds, 67 percent said that same-sex marriage should be accepted, and 69 percent said that racism still exists in the U.S. today.

A CAUTIOUS GENERATION

Gen Zers are growing up more slowly, says Twenge.

“Today’s youth are waiting longer to date, putting off getting driver’s licenses, and less likely to work after school or have summer jobs.”

Teens today spend more time hanging out with their parents, who often don’t let them walk to and from school or go places alone with friends. Twenge marvels that instead of rebelling against this, teens have embraced the need for safety.

Studies show Gen Zers are more cautious. They are fiscally responsible. They are less likely to engage in binge drinking, heavy partying and drug abuse. Violent crime and teen homicide are way down. Juvenile detention centers are emptier statewide; San Francisco even plans to close its juvenile hall.

The upside, says Twenge, is that teens are safer, getting into fewer car accidents and less trouble. The downside is that adolescence can be an extension of childhood rather than the beginning of adulthood. Students are arriving at



Lauren Leiato

rather than the beginning of adulthood. Students are arriving at

Educating a New Cohort

BRENT SMILEY has a paperless classroom, puts textbooks online, and has students collaborate online.

“After 30 years, I’ve converted to a completely digital environment,” says Smiley, a social studies teacher at Sherman Oaks Center for Enriched Studies in Los Angeles and UTLA member. “Yet I haven’t altered my teaching that much. Technology is just a tool. We need

to teach the same things that have been taught since the time of Socrates: How to think through a problem, ask a question and find an answer.”



Angie Barton

Fellow UTLA member Angie Barton, a teacher at Polytechnic High School in Sun Valley for six years, incorporates technology into her classroom with online quizzes and interactive PowerPoints where

students can type notes during her presentation.

“Every day I do something a little different to make it interesting,” she says.

Barton, a millennial, thought her generation was tech-savvy. But there’s a big difference, she shares: Millennials prefer computers for writing, while Gen Z students see computers as antiquated compared to their phones. Recently a student wrote an entire essay by talking into her smartphone, and Barton was impressed with the quality of the work.

San Diego State University psychology professor Jean M. Twenge says teachers have to make it relevant, because Gen Zers “aren’t convinced that their education will help them get good jobs or give them the information they will need later.”

So, how can educators engage Gen Z? Below are ideas from a variety of sources.

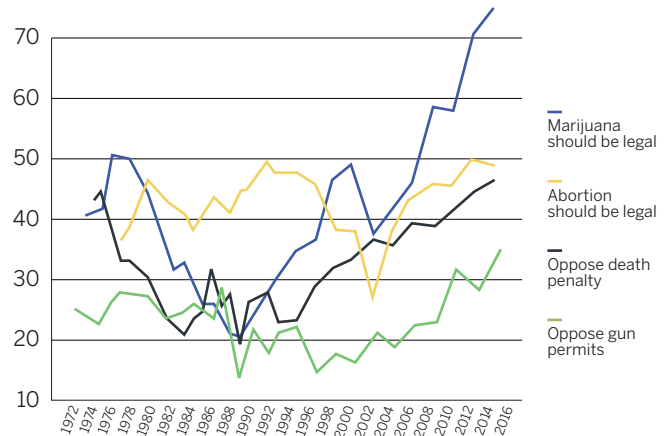
- **Think digital.** Post everything from lecture notes to e-books to textbooks online. There are many programs that let educators give assignments, track progress and engage students in an interactive forum.
- **Encourage online collaboration.** Use Google Classroom, where students can work together from home.





- **Personalize their learning.** This means adjusting on the fly to see whether challenging concepts need review or should be more fully explored.
- **Encourage verbal skills.** Have students engage in discussions and listen to different viewpoints. Ask them to discuss how they feel about a specific topic and how it relates to their lives. Ask them to work in groups.
- **Publish assignments digitally.** Add a layer of motivation and create peer-to-peer learning by publishing their work — essays, video presentations, etc.
- **Break it up; make information digestible.** Gen Zers have a shorter attention span, are visual, and communicate in memes and emojis. Mix up lectures, discussion, videos, research and presentation. Use charts, graphics and different media.
- **Give project-based assignments.** Give them a task to do with an end goal and turn them loose.
- **Be relevant.** Explain why they need to learn what you are teaching and how it applies to the real world.
- **Provide instant feedback.** Online quizzes with Quizlet and texts with the Remind app and other programs give Gen Zers the instant gratification they need.
- **Gamify learning.** Minecraft is a great way to teach math. Kahoot! is another game-changer kids love.
- **Offer frequent rewards.** They are used to winning and going to the next level with video games. Rewards can be points for finishing a project on time or reaching a goal.

Views about abortion, legalizing marijuana, the death penalty, and gun control, 18- to 29-year-olds (General Social Survey, 1972-2016).



college with fewer socializing and decision-making skills, along with less experience reading books. Adjustment can be difficult. Suicide is now the second-biggest cause of death for college students, after motor vehicle accidents.

The need to play it safe translates to academics, say teachers. “Emotionally, these kids are very averse to risk and don’t want to make waves,” says UTLA member Smiley, who worries they might be playing it too safe. “My greatest fear is they lack a willingness to push back. I worry that a Generation Z member could find a cure for cancer, and some crochety old guy in a laboratory will tell them they didn’t follow protocol, and they will allow their discovery to be dumped out before demanding someone first look at what’s in the vial.”

THE NEED FOR SAFE SPACES

In contrast to their millennial counterparts, Gen Z students are more hesitant to speak out in class for fear of saying the wrong thing, says Twenge. Some seek “safe spaces” on campus, which were created by schools for LGBTQ+ students and their allies, students of color, unpopular students, and students with special needs to have a place free of harassment and judgment.

The trend has spread to college campuses, where safe spaces “protect” Gen Zers from dissenting opinions on both sides of the political spectrum. UC Berkeley was under pressure to create safe spaces for students when conservatives Ann Coulter and Milo Yiannopoulos were scheduled to speak, for example. Twenge notes that viewpoints which would make previous generations feel “uncomfortable” are now viewed as a threat to iGen’ers’ “emotional safety.”

She and others think the trend can stifle diversity of opinion and leave students unprepared for the real world. Proponents see safe spaces as places where students who might otherwise feel silenced or threatened can engage in debate and discussion.

Teachers have confided to Twenge that the reluctance of some students to hear controversial ideas has made them wary of teaching certain topics, for fear they will be lambasted



▼ Twenge, pictured with her daughters, says understanding Gen Z is key to understanding the future for all of us.



on social media. (Because they live online, many iGen'ers who disagree with someone's beliefs or actions follow today's common practice of shaming perceived offenders publicly online.) Teachers feel compelled to protect students from things that might offend them by issuing trigger warnings, which let students know about potentially upsetting material beforehand.

NASCENT ACTIVISTS

According to recent polling by the Harvard Public Opinion Project, over 70 percent of Gen Zers agree that climate change is a problem, and two-thirds of those think it is “a crisis and demands urgent action.” Many Gen Zers have become activists for climate change, including those in the Sunrise Movement, Zero Hour, Youth for Climate and [#FridaysForFuture](#) demonstrations.

Meanwhile, survivors of the 2018 mass shooting at Stoneman Douglas High School in Parkland, Florida, have taken on the NRA and conservatives to push for gun control. Other Gen Z activists are advocating for racial equality and equity, earning them the new nickname Generation Woke.

While Gen Z is shaping up to be a very socially engaged cohort, they largely distrust government, and don't identify with major political parties. In a General Social Survey, 54 percent of those ages 18-29 identified as independent, which Twenge says is why many young adults supported Bernie Sanders and then Donald Trump in 2016.

A new report from the Census Bureau shows 36 percent of those ages 18-29 voted in November 2018, which is a 79 percent jump from the 2014 midterms. That trend is likely to continue into the 2020 election, and young people are the most reliably progressive voting bloc, notes Political Data Inc. (see next page).

▼ Young activists, such as those in [#FridaysForFuture](#), are demanding action on the environment and other issues.



They are at the forefront of the enormous changes under way in the United States today. Understanding iGen means understanding the future — for all of us.”

—Jean M. Twenge,
California Faculty Association

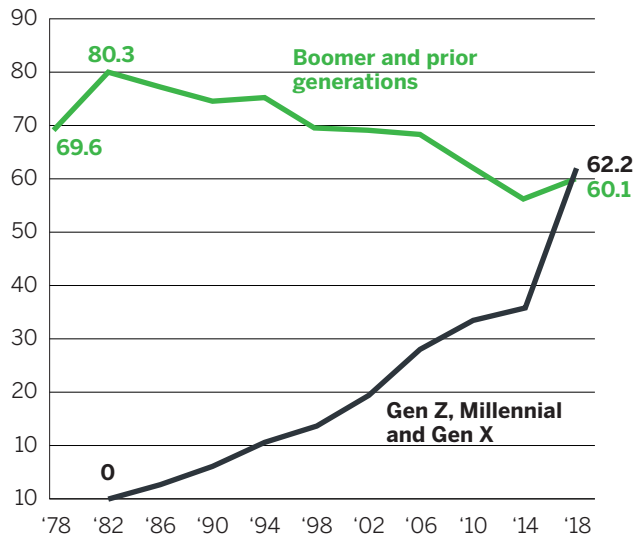
It's clear that Gen Z “is at the forefront of the enormous changes under way in the United States today,” says Twenge, driven by the Internet and other forces of cultural change. “Understanding iGen means understanding the future — for all of us.”

Josh Miller, a Gen Z blogger for research firm XYZ University, asserts, “We are a generation filled with social justice warriors, civic leaders, and changemakers. Past crises and current events shape us. Digital platforms amplify our messages. Pop culture hero storylines surround us. Taken together this forms a ‘Heroez’ mentality for many in my generation.

“And like the young adults and teens of the '60s and early '70s protesting the Vietnam War and fighting for civil rights, women's rights and environmental protections, we are going to leave our mark on this world. Just watch.” ■

Younger generations outvoted older generations in 2018

Reported votes cast in midterm elections, in millions



Source: Pew Research Center analysis of 1978–2018 Current Population Survey November Supplements (IPUMS and U.S. Census Bureau).



Gen Z At the Ballot Box

GENERATION Z cast 4.5 million votes, or 4 percent of the total number of votes, in the 2018 midterm elections — a sizable number given that it only counts those who turned 18 after 2014.

Analysis of U.S. Census data by Pew Research Center in May found that 30 percent of Gen Zers ages 18-21 turned out in the first midterm election of their adult lives.

In fact, the three younger generations — Gen X, millennials and Gen Z, or those ages 18-53 in 2018 — cast 62.2 million votes, compared with 60.1 million cast by baby boomers and older generations.

According to the report, Gen Z's impact will likely be felt more in the 2020 presidential election, when they are projected to be 10 percent of eligible voters. For details, go to pewresearch.org.

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Chris Hazelton uses Minecraft-based projects to engage students.

Photo by Scott Buschman



C O N S T A N T

Refinement

Educators share their best teaching practices

By Julian Peeples

EVERY DAY, middle school teacher Alyson Hoberecht reminds herself: "Students take on the characteristics of the teacher they're with each day." Then she asks, "Who am I teaching my students to be?"

Hoberecht is not alone in being mindful of her important role. Every day in classrooms throughout California and across the country, educators spark fire in the minds of eager (and sometimes not so eager) students. It's this commitment to conveying knowledge, creating opportunity and cultivating wonder that unites educators and inspires the quest for more effective and efficient ways to teach.

We collected best teaching practices from several remarkable educators who recently presented at CTA's Good Teaching Conference on important and timely topics, including student engagement, multicultural awareness in the classroom, and combatting bullying. These tips can provide helpful information and useful context to situations and challenges educators face in classrooms statewide.



Engage students to help them reach their full potential

JON PEARSON

Los Angeles-based learning skills consultant, author, educator

HERE'S A FOOLPROOF way to motivate anyone. I have students take a piece of paper and make three columns. At the top of the first column, they write "FUN" and list everything they do for fun (just key words). In the next column, they write "EXPERT" and list everything they are good at or wish to be good at. At the top of the third column, they write "HEROES/SHEROES" and list anyone (living, deceased, fictional, cartoon, pets) they admire. I tell students to go beyond rock stars, sports figures and entertainers.

Everyone is motivated by three things: pleasure, mastery and values. This is an easy way to discover what those things are specifically. Have students add to their lists throughout the year and keep a copy of the lists in your desk (especially for the students with whom you have the most challenges). If a student has a hard time making any

"At the heart of 'who you are' is what lights you up."

of the lists, it just shows areas that need attention. At the heart of "who you are" is what lights you up. Knowing that is an essential first step, because people don't really listen with their ears — they listen, ultimately, with their passions.

Drawing is the easiest way to get, keep and direct attention.

I was a substitute teacher in the Los Angeles juvenile hall system for two years. I got students to look up at me by drawing. Coercion never works. Curiosity always does. You might lose five minutes by drawing a picture, but if you draw a picture and talk from it, you can double the amount of work you get done over the next block of time. Engaged students get more done, faster.



Use mindfulness to make the classroom climate safer

TERESA TOLBERT

14-year high school English teacher, mindfulness coach; *San Juan Teachers Association*

I MEDITATE WITH students. I explain the benefits and show them the way to prepare for meditation — the importance of long inhalations and exhalations, a strong, straight spine and engaged core, feet flat on the floor, and what to do with their hands and their gaze. I explain that it's optional, but anybody who wants to try it should not be disturbed, stared at or mocked. Students who opt out are asked to put their heads down on their desks, read a book or do something quiet. Students ask for meditation and understand its benefits when they are anxious or stressed about upcoming tests, deadlines, or just life. All of this can be modified for younger students and has been done with great effects for years by many experienced practitioners.

I ensure my room is safe emotionally by setting norms early in the school year and through team-building and rituals. I also make it safe for students to share with me privately through journaling and what I call "anxiety busters." Students can share with the class in a supportive environment where positively reinforcing each other is constantly recognized. I affirm students and "see" them as often as possible. This is the tricky part, especially with large class sizes.

If students feel relaxed, assured, affirmed and seen, they are more willing to take cognitive risks and use their voices in discussions. My classroom is not teacher-driven. I give them the tools and the safety to be the directors of their own learning. We have a lot of voice-building exercises such as MicroLab, literature circles and Four Corners, where every voice is heard and everybody has air time.

"If students feel relaxed, assured, affirmed and seen, they are more willing to take cognitive risks and use their voices."





Use project-based learning and games like Minecraft to engage students

CHRIS HAZELTON

Sixth-grade social studies and ELA teacher
Los Altos Teachers Association

Let the students lead: The students are experts about most gaming platforms, especially Minecraft. Let students give ideas, help monitor other students, and troubleshoot technology issues.

Focus on collaboration: Rather than making the gaming individual, make it a collaborative effort by assigning tasks that require the students to work together and problem-solve.

Start with research: The motivation to be able to participate in a Minecraft-based project can

propel students who are reluctant to research to look up ideas, details and other information for their projects. These opportunities can allow the teacher to promote research skills like evaluating sources, finding text evidence and analyzing key details.

Provide choice: Allowing students to choose how they want to represent their thinking in Minecraft takes pressure off the teacher to

come up with the perfect project. The students get to propose how they would like to demonstrate their thinking about the topic.

Require work completion: If you have students who are very interested and motivated by using gaming platforms like Minecraft, you can often get them to complete missing assignments before they get to participate in the project.

“Let students give ideas, help monitor other students, and troubleshoot technology issues.”



Create and maintain a bully-free classroom environment

TODD MIGLIACCIO

Professor of sociology, director of graduate studies
California Faculty Association, CSU Sacramento

THROUGH CLASS DISCUSSION, establish classroom rules and community (class) agreements. These are posted in the classroom for easy reference. Then be consistent with these in how you interact with students and model the behavior. Some can be subjective, like treating one another respectfully, but that means having a conversation about what that means, and again, including students' voice. This all relates to how they treat one another in general, as well as how to act during class discussions.

Half-hour weekly class discussions about safe and inclusive environments allow students to share and engage with ideas that can be difficult to discuss. Facilitate discussion and maintain a focus on more positive interactions. Focus on key issues, such as telling vs. tattling (ratting, snitching). Let them introduce their thoughts so they know they have a safe space to discuss issues, their voice matters, and all are in agreement about what is expected.

Connect students to the class. This limits the impact of bullying, increases the likelihood of students informing teachers, and helps to create a positive culture for learning. Students who have conversations with teachers other than about academics are more connected to school. This includes highlighting successes in the classroom, which makes the classroom theirs and not the teacher's alone. Just knowing each student's name and activities they do outside school is impactful.

“Students who have conversations with teachers other than about academics are more connected to school.”



Ed Sibby

Raise multicultural awareness in the classroom

ANGELA DER RAMOS

Elementary school teacher
Alisal Teachers Association

ACKNOWLEDGE THAT THE WAY we look affects the way we move through the world, which in turn affects our experiences, outlook and ways of being. Despite civil rights putting an end to legal segregation, many of us live or work in a segregated community. If you teach children who do not look like you, it is important to understand the impact of racial narratives that affect all of us. Children learn from what they see. We often see kids idealize and emulate heroes in media. If a child never sees a hero who looks like them, what is the implicit lesson learned? This is why teachers of

color have great impact on students of color. Whether you are the same color as your students or not, examining your own experiences and biases is a basic premise in equity.

Provide those heroes. Be mindful and inclusive of the protagonists in the books you use in your classroom. Most

traditional popular protagonists are white males.

Not all representation is equal, so teach critical thinking and media literacy. Just as much as children and adults see heroes in the media, the opposite is true. If the only thing they know about Central Americans is what they hear on TV, many will believe that all Central Americans are MS-13 gangsters. Going deeper into understanding an author's purpose is absolutely appropriate in this case, as is teaching about point of view. Learning that there are multiple ways to interpret or experience the same event helps students to navigate and accept differences.

“If you teach children who do not look like you, it is important to understand the impact of racial narratives that affect all of us.”

Have consistent expectations and create a safe culture

ALYSON HOBERECHT

Middle school math teacher and AVID coordinator
Garden Grove Education Association

Connection: The more we know about our students, beyond a test grade or homework assignment, the more they begin to care about themselves and their success. They also begin to believe in themselves and care about others.

I often share my passions, successes, struggles and growth. As I model my own vulnerability, I enable my students to share elements of themselves. I assign real-world “concept connection projects” throughout the year. Completing these projects lets them prove their academic knowledge in a creative way and reveals what they are most passionate about in life.

Consistency: When challenges arise with students, I say: “How can I help?” I hold silent space for them to think and respond privately. I actively listen to what they are willing to share. I remind them of my expectation to receive the same in return, and then offer two good choices. As students feel a repeated pattern of care mixed with consistent expectations, they feel comfortable and empowered.

Culture: I often say, “Mistakes are welcome” in class when students share an incorrect or incomplete answer. These words enable me to create a safe culture in our classroom.

As students complete their work, they know the expectation is that they will bring a question or point back to class the next day. This reminds that questions and collaboration are the avenues to true appreciation and understanding. I celebrate and offer thank-you notes when students ask great questions or share high levels of thinking.

“I often say, ‘Mistakes are welcome’ — these words let me create an extremely safe culture, full of risk and reward.”



HAPPY Tails

The magic of therapy dogs
in schools

By Julian Peeples

Levi trots into the classroom from recess with a group of friends as Hayli Thomas explains how much he helped a few years back when she was recovering from brain surgery — everything from working on reading skills to sitting together at lunch.

“HAVING A FRIEND like Levi is great,” says the Willett Elementary School sixth-grader. “Levi listens. He doesn’t tell you what to do or how to talk.”

As English language arts teacher Leslie Allen resumes class, Levi hops up onto a set of desks and surveys the room, tail wagging slightly as four hands quietly stroke and scratch his soft coat. Without a doubt the most beloved student in the class, Levi is an Australian shepherd — a therapy dog — whose talents go far beyond being cute and furry.

Sixth-grade English teacher Leslie Allen's special friend Levi helps kids learn to read, reduces student anxiety, and increases "happy" hormones like Serotonin and Oxytocin. The Australian Shepherd even has his own Student ID.



Why Read With Dogs?

WE ASKED Leslie Allen how reading to her therapy dog Levi makes a difference for her students.

"Reading to Levi is interacting with a living thing. Kids can sit down with the dog and read for 45 minutes without stopping. Working dogs like shepherds make the best reading buddies because they're not averse to eye contact like most dogs. Adults know that dogs don't need to look at us to listen, but for kids it helps them know the dog is paying attention.

"The students always read out loud to Levi. When you read out loud, your brain catches mistakes that would be missed if you were reading silently. So, when they read out loud to Levi, they catch their mistakes and their fluency goes up dramatically."

Special education teacher Pam Snipes' therapy dogs, Zip and Mick Wagger, are popular with students and staff alike.

"He works in math, he works in reading, he does social-emotional learning, and he works with kids in crisis," says Allen, a member of the Davis Teachers Association (DTA). "He is unique in the therapy dog world, because he is trained to work with all people, not just one person."

Little hands extend for a quick pet as Levi meanders around the room, stopping occasionally to give a little extra affection where needed. He seems to have a knack for finding the students who could use a friend at that very moment. For five years, Levi has been an integral part of Allen's classroom, listening to students read, reducing anxiety, brightening bad days and providing comfort.

A 25-year educator, Allen first brought a dog into a classroom

"ZIP AND MICKEY SEEM TO BE THE BRIDGE BETWEEN 'I'M NOT TALKING TO YOU' AND 'OK, I'M READY TO TALK NOW!'"

—Pam Snipes, Davis Teachers Association

environment 10 years ago, when she was working as a math specialist in an after-school program and realized her students were so much more engaged when their math assignments involved a furry friend. The students would play with the dog

and then calculate how fast or how far he ran. By the end of the year, every student in the program improved their math skills by one grade level, and two students moved up two grade levels. Allen was convinced

about the power of a therapy dog in her classroom.

"I think there's a lot we haven't discovered about why and how this works," she says.

Some of the science behind Levi's magic is known, however. Interacting with the pup lowers the level of cortisol (a stress hormone) in the brain and





Joy in the Classroom

SAN BERNARDINO educator Fiorela Piedra had tried many strategies to help her students with social-emotional problems: mindfulness lessons, behavior charts, Positive Behavioral Intervention and Supports — you name it. Nothing seemed to help, until a three-legged dog named Joy came into her life and became an important part of her classroom.

Joy's journey from death's door to therapy dog is its own story. Piedra, a member of the San Bernardino Teachers Association, works with a local rescue group called Cause for San Bernardino Paws. She agreed to foster Joy, whose sunny disposition only 24 hours after losing a leg in a car accident caused a change from her previous moniker, Sassy.

After fostering the chocolate Labrador/pit bull/golden retriever mix for a month, Piedra gave Joy a forever home. Joy became a part of Piedra's classroom community a few weeks before her certification as a therapy dog. Piedra's students were having trouble with peer relationships, and Joy's arrival immediately brought a different energy to the classroom.

"Joy walked around the class to meet each student, stopping by some students' desks a little longer than others," Piedra says. "What was interesting was the ones she stayed longer at were kids who needed the extra attention."

Piedra says every student read to Joy that day, bringing a much-needed calming energy to the classroom. Joy now visits Piedra's class a few days a week.

"I have to say that her presence has improved my class's behavior," she says. "My discipline issues in the class are usually nonexistent when Joy is here and about half what they used to be when she is not."

raises levels of oxytocin and dopamine ("happy" hormones).

"When I'm stressed, it's relaxing to be with Levi because I can feel him telling me 'You can do it,'" says sixth-grader Mia Udwyar. "If dogs were in every classroom, it would help lower stress levels and make kids feel happier."

Levi is not the only special pup in Davis Joint Unified School District. Pam Snipes, a special education teacher at Oliver Wendell Holmes Middle School, has two canines of her own, boxer Zippideedoodah (Zip, for short) and cockapoo Mick Wagger. The 35-year teacher and DTA member hadn't brought therapy dogs into the classroom before coming to Davis in

2012 to work with students who are emotionally disturbed. Snipes says her dynamic duo have a special relationship with her students.

"It's amazing to me how comforting they are," Snipes says. "Zip and Mickey seem to be the bridge between 'I'm not talking to you' and 'OK, I'm ready to talk now.'"

Zip has a special knack for comforting students and easing stressful situations, and he loves running out some energy at lunchtime with one of Snipes' students who has severe ADHD. The licensed therapy dog was named Student of the Month last year for his



"THE WAY DOROTHY LOOKS AT STUDENTS MAKES THEM FEEL SEEN, WANTED AND LOVED, WHICH IS WHAT YOU WANT FOR ALL STUDENTS."

—**Cori Schneider**, Davis Teachers Association

Medical alert and response dog Halle, with Laura Finco behind her. Inset: Shadow wears #RedForEd.

contributions to the school community. The dogs are an important part of the school environment, so much so that even when Snipes is away, her paraeducators pick up Zip and Mick from her home to bring them to class.

And it's not only the students who benefit. Every morning, Snipes takes the dogs for a walk through the school's front office, where the staff are counting on their visit.

"It just makes our whole day. We're always so happy to see Zip and Mickey," says counselor and DTA member Ellen Shields, as the dogs take treats from her hand. "The impact on the school climate that these guys have made is amazing."

Holmes has one more dog with a big impact on students: special education teacher Cori Schneider's poodle Dorothy. Schneider, also a DTA member, says there's something special about the relationship between kids and dogs. "The way Dorothy looks at students makes them feel seen, wanted and loved, which is what you want for all students."

While the benefits are striking, Allen cautions that bringing therapy dogs into the classroom is a big responsibility. Not only do they need the temperament and patience for six hours of eager, poking, prying and not always gentle hands, Allen says, but helping people is their job. Just like a teacher after a long day with students, Levi also needs some me time, which means an hour of exercise before and after school.

"It takes a lot of work outside of class to let him get the energy out," Allen says. "He's working all day. He needs his time."

Right now, Levi is working on a short nap while lying on a reading student's lap. And it looks like neither could possibly be happier. ■



Service Dogs Help Educators, Too

EVERYONE LOVES golden retrievers — it's a scientific fact. And as Halle ambles around the State Council of Education meeting, the reaction of CTA leaders upon sight of her proves it.

But Halle is more than the fluffy, friendly unofficial mascot of CTA State Council. She is a medical alert and response dog, specifically trained to partner and work with educator Laura Finco, vice president of the San Ramon Valley Education Association (SRVEA). While Halle is keenly alert to Finco's disability, she is also aware of and sensitive to those around her, often approaching others who she detects are stressed, not feeling well, or just in need of some unconditional love.

When Finco was working in a classroom every day, Halle was busy changing lives in her own way. Halle once made friends with a chronically absent student, who would come to first period class just to spend time with her furry friend. The relationship changed the way the student felt about school, and today she is a senior in high school headed for university.

Finco says Halle also had such a calming effect on a student named Ishy that Ishy's IEP (Individualized Education Program) had a provision that he could visit Halle any time he needed.

"Halle is a magnet for students," Finco says. "Just being around her brings calm to a room."

Without her service dog Shadow, art teacher and SRVEA member Jennie Drummond might not be able to go outside because of her panic disorder. Shadow is trained to check her heart rate and anxiety levels, and she responds when Drummond exhibits anxiety symptoms.

Drummond says that because her disabilities are not visible, people often assume that Shadow is around for fun, despite her service vest and badge.

"She's a working pup who is trying to focus on helping me," Drummond says. "The biggest struggle has been students I do not know yet and staff trying to pet her or distract her without my permission."

Drummond says she doesn't know what she'd do without her. "Before Shadow, being anywhere outside my home on my own was difficult, almost unbearable. With her, I feel like I can do almost anything, because I know I am taken care of in the event of a flare-up."

"WITH SHADOW, I FEEL LIKE I CAN DO ALMOST ANYTHING BECAUSE I KNOW I AM TAKEN CARE OF!"

— **Jennie Drummond**, San Ramon Valley Education Association



“If you’re tired of a system that benefits only a few, raise your fist in the air and say, ‘Enough is enough!’ We need to fully fund our public schools!”

—CTA President **Eric Heins**



Thousands Fill Capitol During #RedForEd Day of Action

Rally culminates in major victory for public schools

By **Julian Peeples**

SACRAMENTO WENT #RedForEd as thousands of educators, parents, students and supporters marched in the streets, filled the State Capitol, and rallied in support of public education on May 22, CTA’s Day of Action.

A sea of red covered the Capitol lawn and flowed through the streets with educators marching together for the funding and protection that public schools need and all students deserve. The day was a celebration of the movement for strong public schools, the fight against privatization and those who see kids as a way to make a quick buck, and the power of dedicated educators and community united.

The educators’ uprising started last year in West Virginia before spreading across the nation — Arizona, Oklahoma, Kentucky, North Carolina — and landing in the streets of Los

Angeles, Oakland and other communities this year. Thousands of CTA members and public education supporters filled the Capitol rotunda, singing the classic union song “Which Side Are You On?” which Oakland ethnic studies teacher Marisa Villegas-Ramirez had turned into one of the theme songs of the Oakland strike.

For an hour, the rotunda remained packed with **#RedForEd** supporters, whose songs and chants expressed some of the goals of the movement — “Books, supplies, lower class size!” These combined voices carried through the halls of the Capitol into the Assembly chamber, where a floor vote was under way on Assembly Bill 1505. The CTA-co-sponsored bill would give local school boards sole authority for approving charters in their districts and

▼ From left to right: Thousands march around the State Capitol to spotlight the detrimental impacts of privately managed charters; Eric Heins; educators, parents and children participate in the Day of Action.



Educators rally in support of the [#RedForEd](#) movement for strong public schools.

allow them to consider the financial impact of a charter when evaluating a proposal.

United Teachers Los Angeles/NEA Vice President Cecily Myart-Cruz was leading a chant in the Capitol rotunda when word came that AB 1505 support on the Assembly floor had stalled three votes short of the majority needed to pass it on to the Senate. Myart-Cruz squinted at the vote tally on a cellphone, searching for LA area Assembly members who had not yet voted.

“What? He hasn’t voted?” she said, fingers texting a message frantically, as she tried to whip up the votes needed to pass the bill.

This scene played out in the halls of the Capitol, on the lawn outside, and in communities throughout California. Educators called, emailed and tweeted legislators who had not yet voted

to urge them to get off the sidelines and show which side they are on in the fight for public education.

The stalemate ended when four Assembly members stood up for schools with their votes, pushing the total to 42 and passing AB 1505 out of the Assembly. Thousands cheered in unison and then turned to hug the closest person in a red shirt before letting out a sigh (and cry) of relief. (The final vote was 44–19.)

The moment followed a march of thousands that snaked around the State Capitol to spotlight the detrimental impacts of privately managed charters in places like Los Angeles and Oakland, where unchecked charter proliferation has caused widespread closures of neighborhood public schools and disproportionately affected communities of color.

Willegas-Ramirez said it’s hard to see the charter school industry use communities to further their harmful agenda. “They’re exploiting families who just want what’s best for their kids.”

Chaz Garcia, second vice president of the Oakland Education Association, said families need more information about how privately managed charters impact local districts and hurt neighborhood schools, noting that it’s an abstract issue and people need additional context.

Four charter accountability bills — AB 1505, AB 1506, AB 1507 and SB 756 — are currently making their way through the Legislature (go to [cta.org](#) for the latest details). But these important bills aren’t the only goal of the [#RedForEd](#) movement in California; educators, families and allies statewide are urging lawmakers to address the chronic underfunding of our public schools. California ranks 39th in the nation in the amount of money it spends per student, a shocking fact considering California is the fifth-largest economy in the world.

“If you’re tired of a system that benefits only a few, raise your fist in the air and say, ‘Enough is enough!’” said CTA President Eric Heins at the rally, as thousands of fists shot up into the sky. “We need to fully fund our public schools!” ■

See the expanded version of this story at [californiaeducator.org](#).



LEGISLATIVE UPDATE

Charter Task Force Supports Greater Local Control, Accountability

IN A REPORT sent to Gov. Gavin Newsom in early June, the statewide task force on charter schools calls for greater local control and accountability for charters. This is in line with legislation backed by CTA (see column at right).

The California Charter School Policy Task Force, headed by state Superintendent of Public Instruction Tony Thurmond, unanimously recommends that school districts be given more discretion to approve or deny new charter schools.

The task force reached four recommendations by “unanimity and consensus”:

- Provide additional discretion when considering a new charter school authorization and amend the role of the Department of Education in oversight.
- Extend the timeline to approve or deny a new charter school petition an additional 30 days.
- Create a statewide entity to develop standards, used by authorizers, for providing oversight to charters; and create a statewide entity to provide training for authorizers.
- Include students transferring to charter schools in the Education Code provision for a one-year “hold harmless” to account for net loss of average daily attendance.

Other proposals were discussed and many were supported by a majority of the task force, whose 11 members include representatives of charter organizations, CTA and other labor unions, and organizations representing county offices of education, school administrators and school districts. For the full report, go to cde.ca.gov.

Fixes for charter school ills

CTA SUPPORTS a number of bills that address problems caused by privately managed charter schools’ uncontrolled growth, authorization process and operations, all of which hurt public schools and students. For the bills’ latest status, go to cta.org. As of press time:

- **Assembly Bill 1505** (O’Donnell, D-Long Beach, et al.) would give districts sole authority to approve or deny charters within their communities, and let districts consider charters’ financial impact.
- **Assembly Bill 1507** (Smith, D-Santa Clarita) would close the loophole allowing charters to operate outside their authorizing districts.

Both bills have passed the Assembly and will likely be voted on in the Senate in mid-July.

- **Assembly Bill 1506** (McCarty, D-Sacramento) would cap the number of charters in the state based on the current number in 2020.
- **Senate Bill 756** (Durazo, D-Los Angeles) would establish a two-year moratorium on new charter schools.

Both of these have been made two-year bills. This allows additional time to address problems with current law, eliminate the potential for ongoing harm and negative impact to students in both charters and neighborhood public schools, and assess the recommendations from Gov. Gavin Newsom’s charter school task force.

2019-20 State Budget

AT PRESS TIME, the state Budget Conference Committee was working out a final plan based on three proposed budgets from the governor, Senate and Assembly. Gov. Newsom’s revised budget includes \$81.1 billion for K-12 and community colleges out of a proposed \$147 billion total state general fund.

The deadline for the Legislature to pass the budget is June 15. For the latest, see cta.org.



Assembly Member
Patrick O’Donnell



Assembly Member
Christy Smith

UTLA President Alex Caputo-Pearl speaks to educators in Los Angeles in December. Inset: UTLA responds to an *LA Times* story on the restructuring plan.



LA(USD) Confidential

UTLA organizing foils district's "portfolio model" plan

By Frank Wells

UNITED TEACHERS LOS ANGELES members won several major victories during their six-day strike in January — lower class sizes, more support services for students, and plans to reduce time spent on testing. But perhaps more importantly, the union raised community awareness about and ultimately squelched Superintendent Austin Beutner's planned restructuring of Los Angeles Unified School District using the "portfolio model."

Rumored for months to be in the works, the secretive plan, which Beutner referred to as a "reimagining" of the district, would have broken LAUSD into 32 local networks, decentralizing oversight and (euphemistically) broadening student enrollment options.

Although Beutner tried to distance himself from the actual term "portfolio," Kitamba Group, the consulting firm he brought in to make recommendations, had worked with other districts on implementing portfolio strategies. Their report, which was leaked to the *Los Angeles Times* in November, referenced the idea of portfolios multiple times, and several of their recommendations contained portfolio-like aspects.

"The portfolio plan would have destroyed the district," says UTLA president Alex Caputo-Pearl. "Kitamba was brought in, along with other consultants associated with

implementing portfolio models in districts across the country, to completely privatize LAUSD. Beutner tried to keep it confidential because he knew UTLA would use it to expose his compromised position in the district as a noneducator businessman brought in to implement the vision of folks like Eli Broad, Michael Bloomberg and Wal-Mart."

Advocates of the portfolio model, which has been implemented fully or partially in school districts such as Indianapolis, Atlanta, Memphis and New Orleans, say their intent is "to upend school districts." They suggest public school boards should treat their schools as if they were a stock portfolio, and keep or "dump" them accordingly.

Simplified, the portfolio model focuses on accountability, primarily based on test scores; decentralization of district management; closing or reconstituting underperforming or "failing" schools; and perhaps most controversially, creating more choice and competition through the expansion of charter schools.

The idea and the terminology originated with Paul Hill, a University of Washington professor who argued in 2006 for a new system where "school boards would manage a diverse array of schools, some run by the school district and others by independent organizations, each designed to meet the different needs of students. Like investors with diversified portfolios of stocks and bonds, school boards would closely manage their community's portfolio of educational service offerings, divesting less productive schools and adding more promising ones." Hill founded the Center for Reinventing Public Education, which has been promoting the portfolio model since its inception.

LAUSD Superintendent Austin Beutner had a plan to restructure the district and treat schools like disposable stocks in a portfolio.



Education researcher and public education advocate Diane Ravitch has called the portfolio model “the Trojan horse of privatization.” Ravitch, who served as assistant secretary of education under President George H.W. Bush, writes: “The privatization of public education is a dagger aimed at democracy.”

Measuring the results of the portfolio approach is difficult (the model isn’t implemented exactly the same way in any two given cities), and claims by advocates are often based on sketchy evidence. New Orleans, which is often touted as an example of success, implemented the model in the wake of Hurricane Katrina. But student and community populations had shifted in the wake of that disaster, some low-performing schools had been shut down altogether, and perhaps having a greater impact than any restructuring, there was a significant influx of new funding (roughly \$1,500 more per student) to help the recovering city’s schools.

Recent evidence suggests that any initial gains may have been short-lived, as recent test scores have been backsliding. In Indianapolis, where roughly a third of students now attend charter schools, there is little significant difference in performance between student outcomes at those charters and at traditional public schools. For students enrolled in online charters, the outcomes have been notably worse.

Despite mixed results and leading figures like Ravitch sounding the alarm, there is big money behind the portfolio idea. The City Fund, an organization formed last year, has raised nearly \$200 million to promote the portfolio model in cities across the country. Much of that money is coming from charter school and

privatization advocates such as the Walton Family Foundation, Netflix founder and CEO Reed Hastings, and the Laura and John Arnold Foundation. Underscoring the close link between portfolio advocates and the charter school industry, The City

Fund, in its presentation to potential donors, suggested that charter schools should serve 30 to 50 percent of students in its target cities. That figure mirrors a 2015 plan by billionaire Eli Broad’s foundation to ultimately enroll 50 percent of LAUSD students in charter schools.

UTLA credits the long organizing buildup to January’s strike and the

strike itself as key to Beutner’s April revelation that he would not be following through with major changes promoted in the Kitamba report.

“We educated our members and the community as to what they were trying to do, and it infuriated them,” says Caputo-Pearl. “Our organizing helped people understand the macro strategic plan that was unfolding, and reminded them that LAUSD is a civic institution worth fighting for.”

In May, Beutner finally released a new version of his plan. Rather than a massive restructuring of the district, the scaled-back proposal focuses more on principals as instructional leaders, geographical alignment of schools assigned to district middle management, and more funding flexibility. The plan is no longer a “reimagining” of the district and was outlined in a memo to the LAUSD Board of Education now simply titled, “The Work Ahead.” ■

“Our organizing helped people understand the macro strategic plan that was unfolding and reminded them that LAUSD is a civic institution worth fighting for.”

—UTLA President **Alex Caputo-Pearl**

BARGAINING ROUNDUP

Details of these stories at cta.org/bargainingupdates

By **Julian Peeples** and **Ed Sibby** #OurVoiceAtTheTable

NHTA members finally reached an agreement with the district on June 7.
Inset: NHTA President Joe Ku'e Angeles.



NEW HAVEN: 14-Day Strike Wins Settlement

For 14 days, the 585 courageous teachers of the **New Haven Teachers Association** (NHTA) in Union City and South Hayward were on strike for the schools their students deserve. The strike inspired a community movement and captured the attention of supporters nationwide.

NHTA faced off against an intransigent superintendent and his managers, who walked out of negotiations numerous times, while the New Haven Unified school board refused to listen to reason.

Ultimately, it was NHTA's unity and strong community support that built the power necessary to win a fair settlement.

"It was the courage and determination of NHTA members on the picket lines and the thousands of supportive parents and community members that finally resulted in this agreement," says NHTA President Joe Ku'e Angeles.

The settlement includes a 3 percent raise for educators retroactive to Jan. 1, 2019, a 2.5 percent bonus, and a 1 percent raise starting July 1, 2019 (with an additional 1 percent contingent on passage of school funding legislation).

"This is just the first step in creating the public schools our students deserve," Angeles says. "We saw how much this community shares our values and supports its educators. That means the world to us and strengthens our resolve to make New Haven an even better school district as we move forward."

PALM SPRINGS: Teachers Win Agreement

Educators in Palm Springs will be the highest-paid in the Coachella Valley after the **Palm Springs Teachers Association** (PSTA) reached a tentative agreement that will provide a 2.375 percent pay increase next year.

This is in addition to a \$495 increase to PSTA's benefits cap, which means that every member will pay less for health insurance next year. PSTA and the district came to tentative agreement in late May. At press time, the contract was expected to be ratified in early June.

TUSTIN: Fair Settlement for Educators

For the **Tustin Educators Association** (TEA), supporting students and programs brought their members a fair settlement. TEA won annual stipends for classroom materials and fair compensation (including pay for overnight outdoor education) for teacher-leaders serving as department chairs, athletic directors and work experience teachers.

TEA also won a 1 percent on-schedule pay increase retroactive to July 2018 and an additional 2 percent off-schedule bonus, and educators were able to win more flexibility in the way they use their planning days.



FVEA President Abir Kim



FOUNTAIN VALLEY:
Educators at Impasse

The **Fountain Valley Education Association (FVEA)** is at impasse with the Fountain Valley Unified School District (FVUSD), with mediation to come.

FVEA is fighting for a permanent investment in educators with an ongoing salary increase, while the district has only offered a one-time bonus. FVEA says that with a 27 percent reserve, FVUSD can afford to do more for the dedicated Fountain Valley educators.

Teachers are fired up and standing united for their students, schools and each other, organizing more than 200 members and about 50 parents to attend a board meeting in support of fair pay and investment in the classroom. Parents delivered 14 compelling and heartfelt speeches during the standing-room-only board meeting.

SANTA ANA:
Educators Ink New Contract

Members of the **Santa Ana Educators Association (SAEA)** will get a 2 percent wage increase next year after completion of bargaining this spring.

SAEA also secured language regarding the district's extended-day kindergarten program, and prevented any increases to educators' health care costs. The district will cover any additional costs starting next year.



SAVANNA:
Teachers Head to Mediation

The **Savanna District Teachers Association (SDTA)** in Anaheim is at impasse, with mediation scheduled in May. Teachers want compensation that will help attract and retain future teachers. SDTA is also fighting for benefits that do not erode salaries through monthly deductions.

Currently, Savanna teachers pay the highest out-of-pocket costs of their neighboring districts, leaving them as much as \$10,000 behind their nearby peers. The current 1 percent on and 1 percent off-schedule offer does not even meet the county average or current cost-of-living adjustment. While organizing for a fair increase that recognizes their value and respects them as professionals, SDTA has been wearing black every Tuesday and buttons with the message: "SDTA Is Stronger Together."

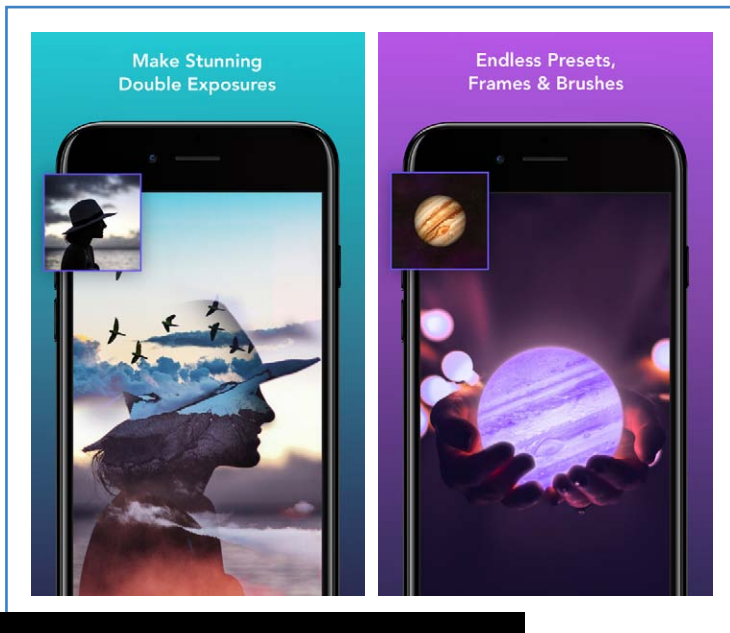
MT. DIABLO:
At impasse

The **Mt. Diablo Education Association** and Mt. Diablo Unified School District in Contra Costa County filed a joint declaration of impasse on June 3. Among the issues in negotiations are adequate numbers of nurses, counselors and librarians, smaller class sizes, and support for bilingual programs.

"We have been trying to resolve these issues since our contract expired in July 2018," says MDEA president Anita Johnson. "The district remains intransigent and refuses to make reasonable changes that will benefit the students of this community, so we are declaring impasse and moving this process to the next level."

The next step is for a mediator appointed by the Public Employment Relations Board to try to bring both parties to a satisfactory resolution.

▼ The Enlight app lets you turn your ideas into brilliant art.



SHOOT LIKE A PRO

Up your Instagram game this summer

By **Terry Ng**

WITH MORE THAN 1 billion monthly active users, Instagram is one of the most popular social media platforms in the world. To stand out from the crowd, it's not enough to just own an Instagram account anymore. You'll need to up your game for the 'gram and create a more curated and aesthetically pleasing feed. Luckily, you don't have to be a photography pro to edit photos or videos like one.

Here are five apps to add a boost of creativity to your snapshots and videos, which in turn can bring in more likes.

Tip: Not ready to share your own photos? The **Repost** app makes sharing other peoples' photos a breeze. It auto-adds the ability to include credits to the photographer and even allows you to modify captions.



← **ENLIGHT** (iOS; \$3.99)

You'll be blown away by the creative possibilities packed into this sophisticated photo editing app: from layers and blending modes to special effects, brushes, fonts and tonal adjustments to film, black and white and duo presets. Turn the ideas in your head into brilliant art from your phone.

HYPERLAPSE (iOS; free)

Create amazing time-lapse videos that were previously impossible without bulky tripods and expensive equipment. Your footage is instantly stabilized to smooth out the bumps from the road and give it a cinematic feeling.

CANVA (iOS, Android; free)

Create a memorable instaquote with the Instagram highlight cover, Instagram highlight icons maker, and Instagram story maker. Save time and use any of the 60,000 free templates created by professional designers.

BOOMERANG

(iOS, Android; free)

Find something (or someone!) that's moving or create a video selfie with the front-facing camera. There's just one button. Tap it once and Boomerang shoots a burst of 10 photos, turning them into a delightful mini video.

LAYOUT (iOS, Android; free)

Choose photos from your camera roll — or use the built-in Photo Booth to take spontaneous shots — and instantly see them laid out in various combinations. Pick the layout you like best, then edit it to make it your own.

First-time offenders are judged by a jury of their peers.



Teen Court Rules!

Restorative justice program in Redondo Beach helps all students

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

The 17-year-old was out with friends at a department store when she succumbed to peer pressure. She grabbed a handful of rings from the jewelry display case along with several pairs of socks, and stuffed them into her purse without paying. Upon exiting the store, she was stopped by a security guard, arrested and charged with petty theft.

NOW, A FEW MONTHS LATER, she is being judged by a jury of her peers at Redondo Union High School's Teen Court. The campus bingo room, which looks like a real courtroom, is packed with students, some of whom are called

to jury duty. Unlike real life, they don't have to wait around for hours. They immediately step up to the jury box.

This live juvenile court has been a monthly occurrence on campus for five years, thanks to Marie Botchie, a special

education teacher who serves as Teen Court coordinator.

"It's a wonderful program," says Botchie, a member of the Redondo Beach Teachers Association. "What I love the most is that it's a restorative justice program instead of a punitive one. Our goal is to take kids who have made mistakes and turn them around, so they can be a strong member of their school and community — without becoming repeat offenders."

Only first-time offenders are assigned to Teen Court. Misdemeanor cases may

“Our goal is to take kids who have made mistakes and turn them around, so they can be a strong member of their school and community.”

—Marie Botchie, Redondo Beach Teachers Association



▲ Marie Botchie is coordinator for Redondo Union High School's Teen Court. Behind her is LA County Superior Court Judge Eleanor Hunter, judge for the day's proceedings.



▲ Hannah Nemeth, jury foreperson and co-president of the Teen Court Club, asks the accused a question.

include vandalism, assault and battery, sexual harassment, reckless driving, and drug abuse.

The accused come from different high schools throughout the Los Angeles area and are only identified by their first name. Before proceedings begin, it must be determined that none of the jurors know the accused and vice versa.

Students serving as jurors ask questions of the accused, deliberate to determine guilt or innocence, and make sentencing recommendations. Jurors have found students innocent on occasion. For example, a student was accused of battery for placing a hot metal object on another student at a party, but when jurors learned it was a game and no coercion was involved, they found him not guilty.

To get a fuller picture of the accused, jurors can ask about their grades, whether they abuse drugs, their plans

for the future, and hobbies or sports they enjoy.

Often, they will recommend community service aligned with the offender's interests, such as working in an after-school art program if they enjoy art or receiving mentoring in a subject they are interested in for a career.

“The goal is to get student offenders involved in positive activities instead of taking things away from them,” says Botchie. “We want to add good things to their lives.”

Botchie created a training program for Teen Court participants at her school, who can fulfill requirements for government class or community service through participation. She estimates that 500 students per year are involved in the proceedings. Botchie also sponsors a Teen Court Club.

“The kids love it,” she says. “There is no place else where kids who aren't old

enough to vote can be so involved in government. And these are not mock trial cases; they are real. These jurors live very similar lives to the accused. It's the truest jury of peers you can ever imagine.”

There is always a judge to oversee proceedings, who in this case is Los Angeles County Superior Court Judge Eleanor Hunter. She bangs the gavel three times to let students know court is in session, assigns students in the audience to be jurors, and swears them in. The bailiffs, members of the school's Junior Reserve Officers' Training Corps (JROTC), escort the accused into the courtroom, along with their parent or guardian.

The accused in this case is accompanied by her mother, who hands her daughter a tissue to wipe away tears while the girl answers questions about events leading to her arrest.

She readily admits that she is indeed guilty of stealing the rings





The student audience awaits the start of Teen Court.

and socks, which she planned to give as birthday gifts to a friend. She reveals that she gets A's and B's, except in math, which she currently has a D in. She tearfully explains that her new friends pressured her to shoplift, and she has never been in trouble before.

Her mother tells the courtroom that she did not approve of these friends and felt they were troublemakers, but hoped her daughter's good influence would rub off on them. When a juror asks what consequences were given, she replies that her daughter is grounded for several months.

In reply to jurors' questions, the accused shares that her mother is her best friend, and she is sorry for disappointing her. She says that she enjoys playing on her school's softball team, hopes to go to college, and wants to become a nurse.

Jurors are surprised to learn the accused participates in a Teen Court program at her school.

"So, you knew that stealing was wrong," says a juror, and the girl nods ashamedly.

Next, it's time for deliberations, and the JROTC bailiffs escort the jury to a classroom, where they must decide the fate of the teen, who has pled guilty. The

judge instructs them to make decisions based on evidence and not let sympathy influence what they choose in the way of remediation.

The 12 jurors vote to recommend six months' probation, 30 hours of community service, staying away from the friends who pressured her to steal, writing a letter of apology to the store owner, and participating in a mentorship program for future nurses. She must also maintain her grades and continue with math tutoring.

Jurors return to the courtroom and report their recommendations to the judge, who agrees and decides to add a curfew during the probation period. The judge reminds the accused that she is only a few months away from turning 18, and the few months' difference could have meant jail time.

"Life is full of pressure, and you have to be your own person, or you will find yourself back where you are now," says the judge. "No more stealing. No more lying to Mom. No more sneaky stuff."

Afterward, the Teen Court Club debriefs the session. They are surprised to learn the offender's mother thought they were much too tough on her daughter. They say they believe they

acted fairly, compassionately, and in the student's best interest.

"I love Teen Court," says Hannah Nemeth, co-president of the club. "It's an amazing program. We work with minors who commit real crimes, who could potentially go to juvenile hall, and we are giving them a second chance."

Co-President Sergio Godinez says he feels empowered by participating in the democratic process. "Usually all we hear is 'Wait until you are old enough to vote,' but this lets us make changes now within our local community."

Botchie is proud of the critical thinking, empathy and good decision-making she has witnessed in participants over the years, and notes that the recidivism rate for offenders is low. Of all the teens tried in 47 Teen Courts in Los Angeles County, only 5 percent commit another crime before turning 18.

"We have no way to track them after that, but we often hear from their probation officer that they have finished probation, are back on track at school and generally doing well," says Botchie. "Sometimes we hear they are attending college. I absolutely believe we are making a difference." ■

A Critical Lens

Heather Hackman says teaching with a racial equity perspective helps all students succeed

WHEN IT COMES to racial equity, Dr. Heather Hackman believes that many of us often get the terminology wrong. That is, we tend to use the words “diversity,” “cultural competency” and “social justice/equity” interchangeably, when in fact they all have distinctly different meanings (see sidebar next page).

This is important, Hackman says, because we live in an increasingly complex society when it comes to race, a fact that is reflected in classrooms and schools nationwide. To help students, particularly Native students and students of color, reach their fullest potential, it has become essential that educators address racial issues to examine the personal and institutional biases that block this goal.

“Racial realities in the United States are what they are because of long-standing systems, structures and policies that have given or denied resources based on skin color and racial characterization,” says Hackman, a trainer and consultant on diversity, equity and social justice issues who has also been an educator. To effect real systemic change in racial equity, “simply focusing on diversity and awareness is too tepid of a response.”

Hackman’s work helps individuals and groups move beyond basic diversity and inclusion efforts to develop a critical racial equity lens. This lens lets us look at the big picture, including systems and history, and focus on access to resources, power and privilege. What we learn has the power to transform and foster real change. “Diversity work is an easy approach, and educators who start with it can get stuck in it. Equity and social justice are a much harder body of work — it’s challenging emotionally, and profound in its impact,” Hackman says.

Hackman and co-trainer Erin Jones, M.Ed., are working with CTA to begin this racial equity work. They led CTA’s Board of Directors and a group of diverse leaders through a four-day session, and will continue working with them and many others in the organization in the coming months.

“As educators, it’s important that we lead these discussions in our classrooms and within our union,” said CTA President Eric Heins. “We must do more than acknowledge that many of us come from a place of privilege. We need to recognize institutional racism and the impact it has on the system. We need to listen and seek understanding in order to better reach all of our students.”

Here Hackman suggests ways educators can use this lens to gain and teach perspectives that can help students succeed.



“We need to remember that our relationships — not any one relationship but our relational societal ethos — should be imbued with love and accountability. They are at the heart of racial justice work.”

Why did you leave a tenured university position, where you were teaching and researching the social justice issues you now consult on?

I felt that I could have a greater impact outside of teacher education than within it. Very few teacher education programs give the right level of attention to social justice and equity issues, and as a result are often many years behind what is happening in our classrooms today.

This leaves teachers able to design a basic lesson plan, but without the awareness or skills to adeptly respond to racially complex educational spaces. It made more sense for me to do more concrete, long-term and potentially more effective work outside of teacher education than within it.

Why should educators care about teaching with a racial equity perspective?

Our job is to prepare students to be effective, skillful and useful in a complex society. We all need information that is conveyed through a racial equity lens to function well in society. This lens cuts across the needs of all students and their families. Students of color and Native students need their voices and stories heard. White students need to hear them. We all need this information to be successful.



How does it help educators do their job and be better teachers?

Teaching through a racial equity lens expands educators' pedagogy — it broadens our view, it deepens our knowledge and our practice, it gives greater access to tools and resources for all students. For example, if I'm a physics teacher, it's beneficial for me to pursue individual learning and reading. But it's quite a bit more beneficial to engage in collective, symbiotic learning in the classroom and lab, where ideas are shared, tested and studied, along with engaging in dialogue with my peers.

How can educators start?

This is such a complicated issue — it's one of the most challenging and central issues to our society over last 400 years. We must commit to lifelong learning and increasing our knowledge, skill and capacity.

There are a few programs and trainings that educators and schools can use, such as the Pacific Educational Group's Courageous Conversation (courageousconversation.com). The protocol engages, sustains and deepens interracial dialogue, and lets participants practice using strategies to identify and address policies, programs and practices that prevent students from receiving a quality education.

There's also the SEED program, which are classroom or school projects that address climate justice work from a racial justice — and class and gender justice — lens (nationalseedproject.org). Creating educational spaces where those who have a racial equity lens are encouraged to express themselves and utilize it in their teaching can allow those who don't have it to learn more.

What should be the goal of teaching with a racial equity lens?

Three main things:

Teachers need to support students in thinking critically, about how justice works, how to discern along lines of power when looking from multiple perspectives. This is one of the fundamental needs of a democratic society, an indispensable element for equity in education and building community.

We need to center compassion and empathy in our curriculum. Notions of compassion and empathy are not stressed enough in educational settings. Students don't have to be best friends, but they can be kind, thoughtful, and can engage with others.

We need to help students learn to contribute to society as a whole, how to engage in larger society. Education is the practice of freedom. We have to remember that.

Start Your Journey

DR. HEATHER HACKMAN believes no one resource, book or course has all the answers to what is a lifelong commitment to learn and use a racial equity lens. But the books below can serve as the start of an educator's journey.

Readings for Diversity and Social Justice, Warren J. Blumenfeld et al., Routledge, 4th edition, 2018

The Guide for White Women Who Teach Black Boys, Eddie Moore et al., Corwin, 2017

Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools, Glenn E. Singleton, Corwin, 2014

For more resources, go to hackmanconsultinggroup.org.

What should drive us in racial justice work? What is most important?

We need to remember that our relationships — not any one relationship but our relational societal ethos — should be imbued with love and accountability. They are at the heart of racial justice work.

Diversity, Cultural Competency and Social Justice/Equity

Diversity

- **Awareness and appreciation** of difference
- Not about access to resources, power and privilege
- Not about systems
- (Vaguely used)

© Heather Hackman

Cultural Competency

- **Skill development** for work across cultural lines
- Not about access to resources, power and privilege
- Not about systems

Social Justice/Equity

- Big picture *and* daily lives
- Examines **systems and history** and how they impact individuals
- Looks squarely at **access to resources, power and privilege**
- Is **hopeful** — a steward of our best values



Talk Time for All

9 strategies to encourage more students to speak up in class

By **Rosie Reid**

WHILE IT IS POSSIBLE to learn by listening, I've found that oral participation leads to greater gains in student literacy and engagement. English learners in particular benefit from ample talk time, but they are not the only ones.

Yet I've also found that without careful planning, a few students do most of the talking while the majority of the class remains silent. My students all have ideas, but only some of them share those ideas on a regular basis. Adding wait time after I ask a question helps more students get into the conversation, but still the more confident students are more likely to raise their hands.

Because of this, I pay close attention to who is participating in my high school English classroom and to the structures I'm using to promote participation. I mix and match from the following strategies depending on the students in the room and my goals for the lesson.

1 Who talks first?

When students turn and talk in pairs, I decide who talks first. The person on the right? The person whose birthday is coming soonest? The person with the longest hair? Without this direction, some students dominate partner talk time.

2 Write, pair, share

Many of us use the think, pair, share model, but substituting writing for silent thinking can improve both the quality of the conversation and the number of students who contribute. As students write, I

walk around, reading over their shoulders and writing things like, "That's good. Say that!" on the papers of quieter or less confident students. I can also see which and how many students are stuck, so I know if I need to add more scaffolding.

3 Pairs and squares

I assign students a partner (pair) to work with for three weeks, as well as a square (two pairs combined). I promote camaraderie in pairs and squares by having students learn each other's names (with spelling and pronunciation), gender pronouns, and something people can't tell by looking at them. They also make up a handshake they use each day to greet each other.

They talk in their pairs from bell to bell between direct instruction about the topics of the day. Currently, my sophomores are engaging in a non-fiction unit on happiness, so today we discussed the correlation between money and happiness. Students worked in their pairs to annotate an article, but when we analyzed some rather complex graphs and charts, they moved into their squares so they could have more brainpower.

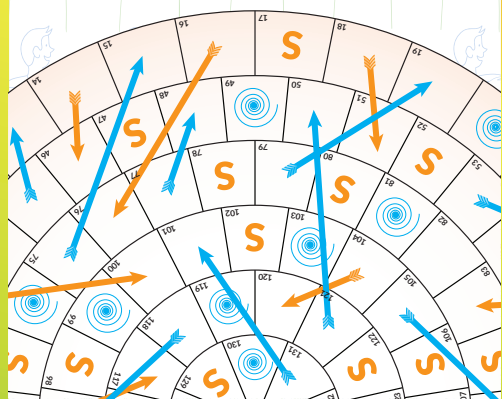
After three weeks, each student thanks their partner for something they did for them and shares what they think was the pair's best moment together. By the end of the year, every student has worked with every other classmate (either in pairs or squares), which promotes a strong classroom community and helps students feel more comfortable participating.

4 Nonverbal agreement or disagreement

I have my students use American Sign Language signs for "yes" and "no" in whole class discussion to show their agreement or disagreement with the speaker. This keeps students engaged, gives the speaker immediate feedback on their ideas, and gives all students a nonverbal voice.



RACE FOR SOLIDARITY



Race for Solidarity

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www.thegamecrafter.com/games/race-for-solidarity

5 Metacognitive goal-setting

Every few weeks, I have students reflect on their participation habits and set goals for a particular discussion. Students get an index card at the beginning of class and write a quantitative and a qualitative goal for their participation for the day. As they set their quantitative goals, I encourage them to think of "stepping up and stepping back" — what would be a healthy number of times for them to speak that day? Should they talk more frequently, or refrain from talking to make space for others to talk?

For their qualitative goal, they consider whether they need to ask more questions and whether they should do things like build on others' ideas or use text to support their points.

Throughout class, students take notes on their own contributions to the discussion, write down what they said (and didn't say), and tally the overall number of times they talked. They end class by reflecting on their participation. Did they meet their goals? Why or why not? Can they set some new goals for themselves? This card is their exit ticket for the day.

6 Talking piece

For some small-group discussions, we use a ball as a talking piece that students pass around — only the person holding the ball can speak. Every student gets the ball once before anyone gets it a second time. This is particularly effective when discussing very emotionally charged topics, like issues of race or gender, when we want to be certain that everyone has the opportunity to share their experiences.

7 Musical give one, get one

When I want students to hear a lot of ideas, I have them write down their

thoughts and then stand up, walk around to as many people as they can, and write down one idea of each person they talk to. I usually do this to music — students need to get to as many people as they can before the song ends.

8 Musical shares

This is similar to the last idea but is better for sharing longer, more in-depth answers. I put on a song, and students walk or dance around the room. When the music stops, they talk to the person closest to them about their ideas. I use a timer to ensure equity of sharing here — each person speaks for one minute.

9 Keeping track

I keep a blank grade book roster on a clipboard, and while students are working in pairs, I put a tally mark next to each student's name every time I hear them speak during class. I'm sure I don't catch everything, but the act of keeping track forces me to notice the participation patterns in the room and to seek out those who have learned to fly under the radar.



Rosie Reid

This article first appeared in Edutopia in April 2019.

Rosie Reid, a Mt. Diablo Education Association member, is a 2019 California Teacher of the Year and California's nominee for National Teacher of the Year. She is a National Board Certified Teacher and teaches high school English in Walnut Creek. Her experience as a foster, adoptive and biological mom of a multiracial family with a range of sexualities and academic abilities has heightened her awareness of equity issues.

CTA's May 22 Day of Action turned the streets around the State Capitol a brilliant red.



It's a Wrap!

Highlights from CTA's State Council June gathering

By **Julian Peoples**

THE GOLDEN STATE HAS TURNED A BRILLIANT #REDFORED

As educators have fought for the schools all students deserve, in the Capitol and on picket lines across California, the Golden State has turned a bright #RedForEd. CTA State Council celebrated the successful May 22 Day of Action, which saw thousands of educators and public education supporters create a sea of red in the streets of Sacramento (see more on page 38).

CTA President Eric Heins said the display of unity in the fight for funded and protected public schools became even more special that afternoon when the Assembly approved AB 1505, the CTA-co-sponsored bill that ensures local school boards have sole authority over charter schools in their districts.

"What had already been a great day of advocacy, became historic," Heins said, "as we sent a clear message that all of our students come first."

NUÑEZ: WE'RE STILL STANDING

While news headlines foretold the demise of labor unions following last year's *Janus v. AFSCME* decision, CTA Executive Director Joe Nuñez said CTA has only gotten stronger. Membership has increased statewide, with nearly 20,000 new members in the past year.

"To paraphrase the words of Elton John — we're still standing," Nuñez said. "In fact, we're standing stronger than ever!"

CTA SUPPORTS BALLOT INITIATIVES

State Council delegates approved \$1.2 million to support ballot initiatives in the 2020 election, including Schools and Communities First, which would restore over \$11 billion per year to schools, community colleges, health clinics and other vital local services.



See Eric Heins' farewell video at youtube.com/californiateachers.

COUNCIL THANKS HEINS FOR FOUR YEARS OF VICTORIES

In an emotional tribute, Council thanked President Heins for his leadership for the past four years. In a video to commemorate his time at the helm of CTA, fellow leaders and colleagues lauded Heins' lifetime of championing the rights of all educators and the promise of the teaching profession.

Heins, visibly touched, told Council it was his honor, pleasure and privilege to serve.

"It has been a thrill and an honor to be with all of you in the fight for public education and to help our union be there for our members and students even in the most difficult of times," he said. "What's most satisfying for me is knowing that as I step away, CTA remains in your good hands, and is ready to meet the challenges that lie ahead."



SOLIDARITY WITH STRIKING NEW HAVEN TEACHERS

When Council met, the members of New Haven Teachers Association (NHTA) were on strike for the schools their students deserve. The New Haven Unified School District superintendent had walked out of numerous negotiating sessions and two consecutive school board meetings were canceled when board members refused to listen to the concerns of their community. President Heins said CTA firmly stands with NHTA.

“We want to send a loud message of solidarity to the 600 New Haven members. You are not standing alone,” he said. “CTA’s got your back. Educators across the state are standing on those picket lines with you!”

NEA VICE PRESIDENT PRINGLE INSPIRES COUNCIL

This year’s activism in Los Angeles, Oakland, Sacramento and locals throughout California has inspired educators across the country, said NEA Vice President Becky Pringle in a rousing speech to Council.

She congratulated CTA members and supporters of public education on the successful #RedForEd Day of Action, and for calling attention to the fact that California has the fifth-largest economy in the world but insufficient public school funding.

“How can anyone in a position of power justify that you are 44th in school funding?” she asked. “It is time that this state invested in students! It’s time educators were valued for the caring and valuable professionals they are!”



OUTSTANDING MEMBERS AND ALLIES HONORED

The last State Council of the year means honoring educators, supporters and students who have gone above and beyond in service to CTA, public education, our students, and the values that make us strong. Council honored former Gov. Jerry Brown with the State Gold Award, a number of amazing members with WHO (We Honor Ours) awards, outstanding journalists who tell our compelling stories with the 60th annual John Swett Awards, and inspiring students with Youth Activist Awards.

COMMEMORATING THE 50TH ANNIVERSARY OF STONEWALL

Fifty years ago, members of the LGBTQ+ community stood together and fought back when police raided the Stonewall Inn in New York City. This uprising is widely considered to be the most important event leading to the gay liberation movement and the modern fight for LGBTQ+ rights in the United States.

During Pride Month, CTA commemorated the historic Stonewall uprising with a special installment curated by the CTA Sexual Orientation and Gender Identity Issues Advisory Committee that chronicled Stonewall and its impact on our nation.

FAREWELL TO LONGTIME LEADERS, WELCOME TO NEW ONES

The proverbial torches were passed this weekend as CTA bid farewell to longtime leaders of our union and welcomed new ones. Council said tearful goodbyes to CTA Vice President Theresa Montaño, District C Director Terri Jackson and District O Director José Alcalá. Congratulations to newly elected directors:

- District C: **ANGELA NORMAND**
- District E: **SHELLY GUPTON**
- District I: **CHRIS BUSHÉE**
- District O: **GREG ABT**
- District Q: **SUSAN GREEN**
- NEA Alternate (Seat 3): **LUCIANO ORTIZ**



Mayan Women in LA and their Las Fotos Project were among the winners of the Youth Activist Awards, given by the Peace and Justice Caucus.

Rio Vista Elementary staff in a show of support for Shirley Chan, front left, and Alex Fabbro, front right. **Front row, left to right:** Diana Luu, Gloria Guevera, Nancy Briones, Adriana Valadez, Dawn Marsh, Michelle Rivera, Liziel Zapata, Hilda Diaz. **Second row:** Thomas Huerta, Sandra Ibanez, Brianna Rodriguez, Virginia Zendejas, Rosa Narez, Claudia Meza. **Back row:** Betty Silva, Diana Martinez, Marrassa Calderon, Christian Chidez, Joseph Briones, Virginia Perez, Zaret Vizcarra, Vince Gaytan, Sarah Gilbert.



A Precious Gift

In a lifesaving move, one educator supports her colleague

By Dawn L. Marsh

WE ALL KNOW how much teachers are willing to give of themselves — particularly to their students and fellow educators. For Alexandria “Alex” Fabbro, it’s quite literal.


Fabbro and her friend and colleague Shirley Chan are both special education teachers at Rio Vista Elementary School in El Monte and members of El Monte Elementary Teachers Association. Chan has been teaching children with special needs for the last 10 years. Fabbro has been on a journey as a general education teacher and high school math teacher, and now has found her calling as a teacher for children with autism. She has been teaching at Rio Vista for the past three years.

When Chan was 15, she was diagnosed with lupus, an autoimmune disease that occurs when the body’s immune system attacks its own tissues and organs. Inflammation from lupus can affect body organs and systems such as joints, skin, kidneys, blood cells, brain, heart and lungs.

Chan, now in her 40s, was recently forced to go on daily dialysis treatments after lupus had compromised her kidneys. The treatments severely impacted her quality of life.

“Our job as special educators in the autism wing is pretty exhausting,” Fabbro told a local radio station. “After teaching all day, Shirley would have to go home and then do dialysis.”

A kidney transplant was the only way Chan would be able to get a healthy kidney and live independently without being tethered to her dialysis equipment. She had been on the kidney donor list at Scripps Memorial Hospital for the last few years, but time was running out.

In September 2018 another colleague and friend of Chan’s, Betty Silva, sent out a letter to the staff at Rio Vista Elementary asking if anyone would be willing to become a kidney donor for Chan. When Fabbro received the letter, she did not hesitate. She told Chan that she would gladly donate a kidney to help save her life. 



Alex Fabbro relaxes after the operation with a plush kidney.



Shirley Chan rings a special victory bell in the hospital when she checks out after her surgery.

“I am so touched by her kindness. It was just really humbling and amazing.”

—**Shirley Chan**, El Monte Elementary Teachers Association

“I thought, ‘I’m athletic, and all of my health issues have been self-inflicted sports injuries,’” Fabbro said.

Over several months, Fabbro endured multiple medical exams and tests to see if she was a match for Chan. In the event that they were not compatible, Fabbro volunteered her kidney in exchange for one that was compatible with Chan’s anatomy. Fortunately, Fabbro turned out to be a perfect match, and the pair started to work closely with their medical teams to plan the final steps of the transplant.

The operation took place April 23 at Scripps Green Hospital in San Diego.

Fabbro and Chan spent three days in the hospital, then were released. Fabbro returned home, but Chan stayed close to the hospital for the next few weeks for checkups and tests.

Chan is overwhelmed and overjoyed at the generosity of her friend, and happy to regain her independence again. “I am so touched by her kindness,” she says. “To offer herself, and not just herself, but her time. It was just really humbling and amazing.”

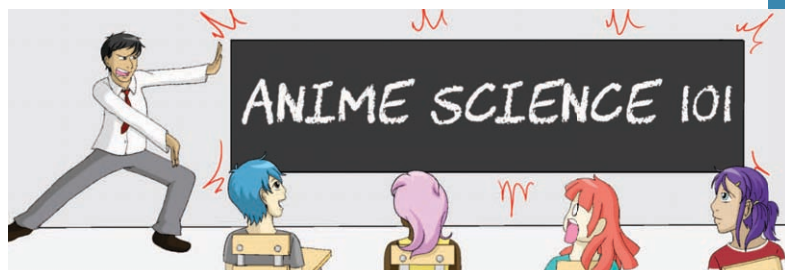
Fabbro, meanwhile, is counting down the days until she can return to her active lifestyle. Both women are thriving.

I can speak for everyone at Rio Vista Elementary when I say that Alex Fabbro is our hero! This type of sacrifice and genuine love and compassion for another person speaks volumes of her character, and is yet another example of educators’ giving spirit. She deserves our deepest thanks and respect for her most precious gift, the gift of life! ■

Dawn Marsh is an education specialist at Rio Vista Elementary School and member of El Monte Elementary Teachers Association.



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



THE SCIENCE OF ANIME

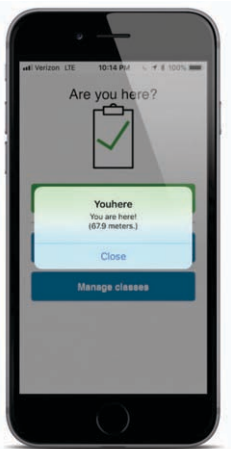
CHRIS MEHARG, East Side Teachers Association, has found a unique way to entertain students while teaching them something. The self-described science nerd and anime aficionado teaches high school biology and also writes *Anime Science 101* (animescience101.com), which breaks down how science is portrayed in anime and video games. The blog has tips on how to use the info in the classroom, such as conducting a standard chemistry lab flame test based on characters from the Japanese manga series *Fairy Tail*. Meharg's personal favorite? Explaining how viruses kill cells by citing Naruto blowing up a snake in the Forest of Death by making numerous shadow clones inside of it. We'll have to study up.



"HEY, THAT'S ME!"

As a stay-at-home mom and then a reading specialist, **PHELICIA LANG** struggled to find books for her children and students with characters that looked like them and reflected them in a positive way. The Antioch Education Association member created Me on the Page (meonthepage.com), to produce and promote "what is true, healthy, and good ... so our children see themselves on the page." The *Tay Early Reader* series is the first out and is available on the site, as well as Amazon and Barnes & Noble. Next up: a series for girls. "My greatest joy comes when I hear children say, 'Hey, that's me!'" after reading one of her books, Lang says. "Encouraging the kids to dream big dreams and be kind is the message I want to impart to them."





YOU HERE?

Cal Poly physics professor **TOM BENSKY** mainly teaches in a lecture hall. For years, he couldn't find a good way to take daily class attendance. Then it dawned on the California Faculty Association member that smartphones are ubiquitous — and location-aware. Last summer he used his “meager” Web-design skills to come up with Youhere, an app that uses geofencing and a phone's location capabilities so students can let teachers know they're present (those who say they are but aren't are stymied by the virtual fence). Bensky now starts class by saying, “Please check in with your phone.” Genius! Attendance records are compiled and available on the site youhere.org. Download the app from Apple Store or Google Play.

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

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

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“Our students don’t have part-time needs, so they can’t have part-time solutions.”

—Roxana Dueñas, UTLA

The Main Message

New ads underscore educators’ advocacy for students

EDUCATORS ARE TIRELESS supporters and advocates for all students, and in the latest ads from the CTA Media Fund they explain why.

“The needs our students have for emotional counseling are not being met,” says Marisa Villegas in one of the ads.

“Students need art and music. More creative kids tend to be better problem-solvers,” continues Rosie Reid, who is one of California’s 2019 Teachers of the Year.

“I’m out there fighting for smaller class sizes, more counselors and more nurses,” says Angelia Brye-Jones in another ad.

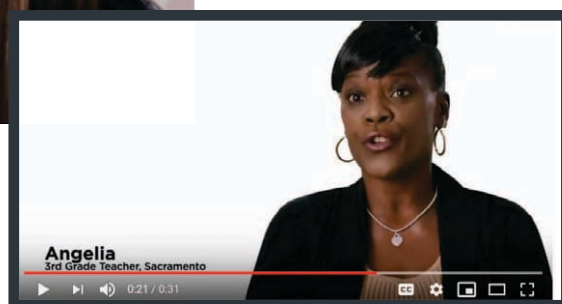
The spots aired in May, including one in Spanish.

Ever Flores-Deras and Roxana Dueñas are featured in the Spanish-language ad. Dueñas is known as the face of UTLA’s teachers strike in January because she was featured on protest posters.

“Our students don’t have part-time needs,” she says in the ad, “so they can’t have part-time solutions.”

To view the spots, go to

youtube.com/californiateachers.



Participating Educators

RODNEY BROWN,
Oakland Education Association

ANGELIA BRYE-JONES,
Sacramento City Teachers Association

ROXANA DUEÑAS,
United Teachers Los Angeles

EVER FLORES-DERAS, *Healdsburg Area Teachers Association president*

ROSIE REID,
Mt. Diablo Education Association

MARISA VILLEGAS,
Oakland Education Association



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

For more information go to CTAMemberBenefits.org
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Summer is a great time to up-skill and enhance your teaching.

Explore wellness strategies and approaches in our Teacher Wellness Series. Or, turn your passion for reading into positive and effective improvement with our R.E.A.D Series. And, with options like the Beginning Teachers Series and the Professional Teachers Program Series, USD has hundreds of choices for every stage of your teaching career.

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

Prior district approval is highly recommended and the responsibility of the student if using course units towards salary advancement, credential renewing, and/or recertification. Not all courses may qualify in your local school district.

FEATURED FORMATS:

Independent Study:

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

Online Self-Paced:

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

Online Fixed-Date:

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

Classroom:

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

Valued at \$7,500

ENTER TO WIN!

SCHOOL
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Makeover



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