

Is it OK to pay out of pocket?

Fostering their success in school

California EDUCATOR



• A member's idea becomes law
PAGE 26

WE DID IT!

November 2012 Volume 17 Issue 3

Election Victory!
PAGE 22





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NOVEMBER 2012



TOP TEN

To Do List

- 1 Ask Dean what's next? (page 4)
- 2 Honor a retiree (page 5)
- 3 Voice your opinion (page 7)
- 4 Fathom a foster kid (page 8)
- 5 Celebrate success (page 20)
- 6 Thank your advocates (page 22)
- 7 Nominate a colleague (page 30)
- 8 Apply for a grant (page 31)
- 9 Find free resources (page 34)
- 10 Mark your calendar (page 36)

FRONT

- 4 Ask Dean
- 5 What's New Online
- 7 Opinions: teacher supplies
- 8 Foster kids need you
- 11 First in the nation
- 12 Foster youth resources
- 16 Teaching to the test

MIDDLE

- 20 Virtual State Council
- 22 Election results
- 26 Member's idea is law

BACK

- 29 A paperless classroom
- 30 Awards, grants and scholarships
- 33 Bylaw amendment
- 34 Geeking out on history
- 35 Board expenses
- 36 CTA Calendar
- 38 Crossword Puzzle

ON THE COVER



► We Did It! Prop 30 passed and Prop 32 was defeated because of the work of CTA members and partners.



WE DID IT!

*Why is this win different?
And what's next?*



THANK YOU, THANK YOU, THANK YOU. Because of your work in your communities, we have achieved a monumental victory. Because of your outreach, California voters demonstrated their willingness to invest in our public schools and colleges. Because of your collective voice, voters rejected by the largest margin ever a well-funded "paycheck deception" measure aimed at silencing educators, other workers and their unions.

You know how hard you worked. You made phone calls, you rang doorbells, you talked to your friends and relatives. You carried signs and attended rallies. You wore buttons and attached window clings to your car. You posted on Facebook and tweeted. You showed up at the polls, and you got your friends there, too.

Words can't express how proud I am of you, of our staff, of all those who partnered with us. You talked the talk and walked the walk. You were awesome!

To me, this victory feels a little more gratifying than some past elections. Back in 2005, we were definitely on the defensive. School funding was under attack. The teaching profession was under attack. And we were under attack as a union. And while there were attacks this year as well, we also took the opportunity to be *proactive* in this election. With Prop. 30, we took a step toward tax fairness, and at the same time helped put our schools and California back on track. With Prop. 30, we worked *for* our students and *for* our profession. We won this election for our children, for better teaching and learning conditions, and for the future of California.

So now what? After celebrating what we've accomplished, we take a deep breath. And we reflect. Oh, to have time to stop and reflect on our good work. It makes for better instruction, doesn't it? It gives us a chance to consider whether what we're doing is working and, if needed, change for the better.

Make sure CTA is positioned in the best possible way to help all students and educators succeed.

Your Voice. Our Union. Our Future.

CTA is taking the time to reflect. In fact, I'm asking *you* to contemplate your CTA, because we are embarking on a strategic planning process that is just as important as the election we just won. You will not only be hearing about it, though, you'll be participating in it. As we celebrate our 150th anniversary next year, we will be reflecting on how far we've come as an organization, and where we're headed.

Just as public schools succeeded in this election because of you, CTA's strategic planning process starts with you. Be prepared to be asked for your opinions, observations, ideas and direction. Know that you'll be asked to play a part because everyone has a role in this, especially if you want a strong union that helps you in your classroom and helps you advocate for our students. In our conversations, we want to be honest and sincere about the new directions our organization should move so we will be prepared for the future. We need to hold on to what's working and not be afraid to cast away what's not — even if it means doing things differently than we've always done them.

This isn't just about CTA; it's about CTA's role in public education, in making sure the best and brightest are teaching in our classrooms.

Just as this election was about the future of our public schools and the success of our students, this strategic planning process is about the future of CTA. The goal: Make sure CTA is positioned in the best possible way to help all students and educators succeed. So join me as we roll up our sleeves and start planning for our future in a thoughtful, collective way. We can make it whatever we want, but we have to do it together.

CTA President Dean E. Vogel

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



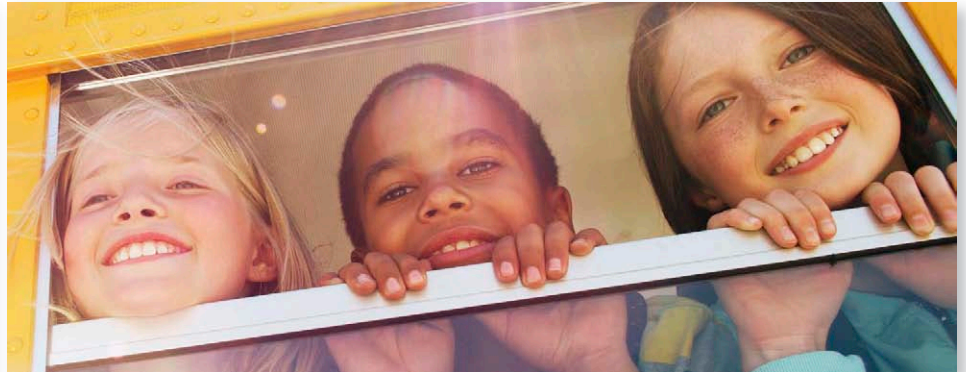
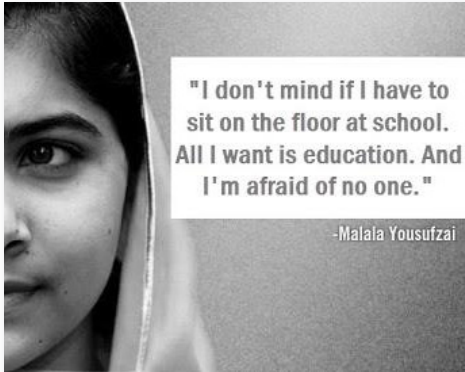
TOP TWEET

@ktladyhull

Malala deserves the right to be educated. All girls do. Everyone does. #IAMMalala

MOST POPULAR FACEBOOK POST

OUR PRIORITIES



Jim Bartram | Oct 23
This is the face of bravery.

Students are our special interest. We put heart and soul into passing Prop. 30 to stop cuts to schools, and defeating Prop. 32 to have a say in our kids' future.

www.cta.org/campaign

We salute Malala Yousafzai, the 14-year-old Pakistani girl who was shot by the Taliban just because of her determination to get an education. Education for ALL!

605 likes 15 comments 141 shares

MORE TOP TWEETS

@Samuels_N

What if the cure for cancer is trapped inside the mind of someone who can't afford an education?

@teachacari

This year, voting "is an act of defiance against malicious political forces determined to reduce access to democracy."

@LALabor

"These feet walked to 413 houses today & we only met one knucklehead."

Simone & Harry in SoCal



WE HONOR OUR RETIREES

Know a retired member who's made a positive impact on education, like Tim Jenkins? Dec. 17 is the deadline to nominate CTA/NEA-Retired We Honor Ours (WHO) Awards.

www.cta.org/ctanearetiredaward



AMERICAN INDIAN HERITAGE MONTH

Sitting Bull said, "Let us put our minds together and see what life we will make for our children." CTA honors American Indian heritage in November and year-round.

www.cta.org/americanindian

FAVORITE COMMENTS

Hank Mollet | Nov 9

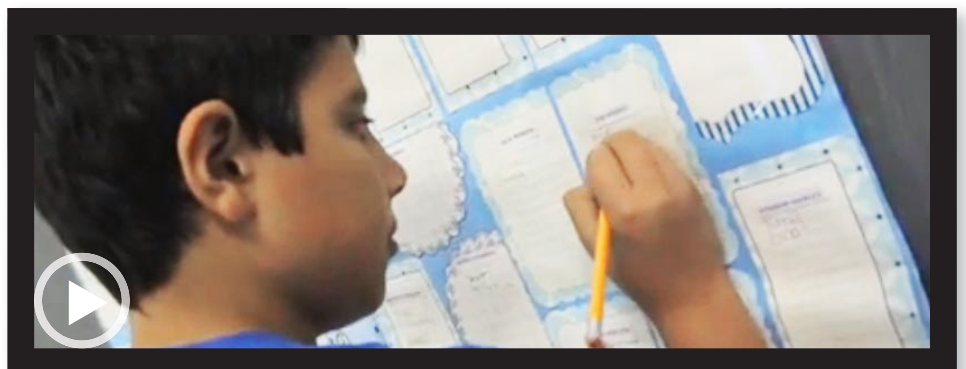
Teachers and students in my district are preparing signs for one last picket. We are planning on hitting the streets outside our schools on Tuesday to thank the public for their support of public education. Every district in the state should be celebrating the passage of Proposition 30 by thanking the voters that made it happen.

Claire Merced | Oct 19

Love my CTA Voter Guide! Hope everyone checks it out!

Mark Naison | Oct 2

"Every time I walk into a classroom, I am trying to do for my students what the best teachers I had did for me: To capture my imagination to such a degree that what went on in that class would be etched in my memory for life."



VIRAL VIDEO

Change the world: Sixth-grade social studies teacher Matthew Marciano challenges his students at Long Valley Middle School (New Jersey) to change the world in some way. www.cta.org/changetheworld



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California EDUCATOR

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EDITORIAL INFORMATION

California Educator is published for the information and edification of CTA members. The editorial philosophy is governed by the policies of CTA. Articles and advertising reflect that philosophy.

Letters to the editor may be sent to editor@cta.org.

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

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CTA/NEA membership dues for the fiscal year, Sept. 1–Aug. 31, are \$827, including a \$20 voluntary contribution. Up to \$18.45 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives and is 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 Educator (ISSN 1091-6148) is published monthly except January, July and August by:

CALIFORNIA TEACHERS ASSOCIATION
1705 Murchison Dr., Burlingame, CA 94010-4583
(650) 697-1400; FAX (650) 552-5002
editor@cta.org, www.cta.org

Postmaster: Send change of address to *California Educator*, P.O. Box 4178, Burlingame, CA 94011-4178.

Periodicals Postage Paid at Burlingame, CA, and additional mailing offices.

IS IT OK FOR TEACHERS TO PAY FOR SUPPLIES OUT OF POCKET?

Photos by **Scott Buschman**

YES



➡ **IF TEACHERS WANT TO PAY** for supplies out of pocket, it's OK, as long as it's voluntary. I pay for supplies because it is important to me that my students have what they need to function in the classroom. I spend around \$1,000 annually, depending upon the needs of my students and the needs of my class. Most of our students come from working and low-income families who may struggle to get the basic needs in the family met.

Yes, it is a struggle. My income decreases every year; the needs of the students don't. But it seems like the right thing to do, because it takes the anxiety of needing something out of the equation of educating students. If a child is worried about needing something for school, it's difficult to focus.

Another benefit is control: I am providing exactly the items I want my students to have, as well as providing uniformity to manage the classroom, such as color-coded notebooks. And there is a level of quality control that I can provide, so that students are not coming to school with items that won't last the year.

In some cases it is because I want my students to have something that will result in a valuable learning experience for them, and there may be no other means to make it happen.

I try to find high-quality, discount items before school begins and throughout the year. It's easier that way. I don't want any of my students to be put in the position of having to tell me they don't have something they need, and then having to ask for help to provide it. I would rather take care of it up front, so we can do what we are there to do, without the worry.

For me, there are many reasons that it is worth it; probably the most notable is that maybe it makes a difference in the life of a student. Maybe you won't ever see the result of what you did, but that doesn't mean it's not important.

Vallejo Education Association member **Marnee McKenzie** is a fifth-grade teacher at Steffan Manor Elementary School.

NO

➡ **PUBLIC EDUCATION** is supposed to be funded by taxes, not teachers.

I don't think there's any other profession where workers are expected to buy supplies out of pocket and it's considered part of their job. If you worked for a corporation, would you be expected to bring your own paper and pens? Of course not. But teachers do it. I don't think we should. It's not OK.

I don't think we should be expected to buy supplies. It is not part of our job. I've done it in the past, but I haven't spent a dime of my own money this year. But we are lucky at our school to receive grant and foundation money for our students.

Public schools should receive funding for basic school supplies. This includes binders, lined paper and pencils. I fully believe that anything a teacher needs in the classroom – or anything a student needs to do the work – should be provided. If parents can't afford it, the schools should provide these things for students, so teachers don't have to pay out of pocket.

I am a teacher, and I don't make a ton of money. I don't have an extra \$250 to pay for books in my classroom, or paper, or colored pencils. I have to buy school supplies for my own children. I spent over \$100 this year for school supplies just for my kids. There are times when I'm broke and have to budget – and I'm sure that's true for other teachers, since we are underpaid compared to other professions.

I take issue with how schools are treated and how teachers are treated, period. It's not right. And it's gotten worse. Teachers are buying more than paper, pencils, books and binders for students these days. Now there is such a focus on testing that teachers are buying supplemental materials out of pocket to prepare their students for testing.

When will it end?

Ravenswood Teachers Association member **Harmony Hayes** is a sixth-grade teacher at the San Francisco 49ers Academy in East Palo Alto.



YOUR OPINIONS ARE WELCOME. Letters to the editor must include a name and contact information and are limited to 250 words. Send your thoughts to editor@cta.org.



AN INVITATION TO 'TELL US ABOUT YOURSELF' STRIKES FEAR IN THE HEARTS OF FOSTER STUDENTS



By Sherry Posnick-Goodwin
Photos by Scott Buschman

Foster children can lose their home, their family and school friends in one evening. All teachers have tools and strategies to help struggling students learn; here, CTA members who work with students in foster care share tips and advice.



Gail Johnson talks with Josh Sales at Bakersfield High School. "School may be the most stable place in these foster kids' lives," she says.

"IT'S HARD GOING TO A NEW SCHOOL.

You don't know anybody. When teachers say, 'Tell us about yourself,' it's scary. Your story is not like anybody else's."

Meet Josh Sales. He's been the "new guy" at 20 different schools and in and out of foster care for years. Living in motel rooms and a car since moving from Tennessee with his mother to make a new start, he came to the attention of authorities. He landed in foster care and has not seen his mom in three years.

Sales is graduating this spring, thanks to the Bakersfield High School educators who spent the last two years helping him make up missing credits. He plans to attend college and become an architect.

"It's difficult living with different people in foster care," says Sales. "You get close to them, and when you leave, it can get pretty bad. You get used to doing stuff a certain

way, and then you go to another foster home and do something in a completely different way. It's a huge adjustment."

It can also be an adjustment for educators when foster children enroll, whether for brief or extended periods of time. Because

they are often victims of poverty, neglect, violence and sexual abuse, students can be angry, depressed and lagging behind academically. They often have "gaps" in their education from moving around so much, and may not receive course credit they have earned. Sales, for example, had to repeat Algebra I because his records were not sent from a previous school.



Gail Johnson

He's received support at Bakersfield High School from his counselor, the school librarian and a math teacher who bought him new clothes. But at times it feels awkward.

"Foster kids don't want special treat-

ment,” says Sales. “We just want to be treated like anyone else. We don’t want a fuss; we don’t want to be the center of attention.”

Sales is one of nearly 60,000 children in foster care, which includes youngsters living in group homes as well as traditional foster homes. In addition to being separated from biological parents, they often are separated from siblings.

At 18, Sales would have “aged out” of the foster care system if not for a law passed last January that allows youths to stay in foster care up to age 20. They must meet eligibility requirements of completing high school, being enrolled at least half time in college or a vocational program, or being employed at least 80 hours a month. The law addresses high dropout and homelessness rates of foster youths forced out of the system.

RECORDS, RECORDS, WHERE ARE THE RECORDS?

“School may be the most stable place in these kids’ lives,” says Gail Johnson, foster youth liaison for the Kern High

School District. “We want to give children stability, to be in a school where they can grow roots, make friends, get involved and be successful. They need to fit in and belong somewhere.”

New laws have made that easier: AB 490 and companion bill AB 1933 expand students’ right to remain in their “school of origin” despite changes in foster placement so they won’t lose school credits or their friends. Transportation costs must be reimbursed to foster parents by the social service agency if the school district does not cover them.

“I want to make sure foster kids have the right classes and receive all the credits they deserve when they come into my district,” says Johnson, Kern High School Teachers Association. But it is challenging when foster youth arrive without school records. According to state law, schools are supposed to transfer students’ records within two days.

But that doesn’t always happen, says Johnson. “Students must be enrolled whether they have school records or not. So a counselor may talk to the student, who says ‘I took English’ or ‘I took history,’ but that is not as accurate as it could be. Was it regular, remedial or college prep English?”

Johnson works closely with social workers and the Department of Human Services to help foster kids get the classes and extra support they need, including tutoring and counseling. Biological parents can be involved in a child’s educational decisions, depending upon specifics of the individual cases.

Don’t expect a foster child to trust you immediately.

LISA GUZMAN

“We can’t find parents, more often than not,” says Johnson. “I have personally told juvenile court judges that we don’t have the manpower to hunt for the parents. It’s frustrating. In my county, 99 percent of the time a judge leaves education decisions to the biological parents.”

“These kids come without a lot of documentation, and teachers have no background on how to deal with them,” says Carol Locke, a teacher at Marshall Fundamental Secondary School located in Pasadena, which has a high percentage of foster homes.

WHEN CHILDREN ARE USED TO BEING IN CONTROL, IT’S CHALLENGING FOR EDUCATORS

Little things can trigger big reactions. Teachers see students go into a panic after seeing a white car outside the classroom window because they feared it was someone coming to take them away. A teacher’s pat on the back for a job well done caused a student to jump out of his chair, scream obscenities and assume a fighting position because he had been physically abused.



THERE ARE NEARLY 60,000 CALIFORNIA CHILDREN IN FOSTER CARE.



- Foster children average three different placements, and nearly half do not return to live with their biological families.
- Foster children are estimated to lose six months of emotional development with each new placement. So a 14-year-old with four lifetime placements may be closer in age emotionally to a 12-year-old.
- Foster kids repeat a grade twice as often as other students.
- Experiences of grief, trauma and uncertainty can make it difficult for a foster child to focus in the classroom.
- They score 15 to 20 percent below other kids on California’s standardized tests.
- Nationally, children from minority groups are overrepresented in the foster care population. African American and Latino students in foster care are roughly half as likely to achieve proficiency on the math and English CSTs as white students in foster care.
- Thirty-seven percent of foster youth drop out of high school, compared with 16 percent of the general population.
- Within 18 months of aging out of the system, up to 50 percent of foster youth become homeless.

(From a variety of sources.)

Foster kids tend to suffer from depression, anxiety from fear of abandonment, hypervigilance or the need to scan for danger or surprise, and antisocial behavior, according to Nancy Verrier, a marriage and family therapist and author of *The Primal Wound*. They struggle with distrust of those in authority, a sense of loss, feelings of shame from moving around so much, a lack of control, identity issues from trying to blend in with new families, memory issues and poor concentration.

When teachers don't understand a child's background, they may unwittingly set off "triggers" causing emotional meltdowns, like the Pasadena teacher who patted a child on the head, causing him to go ballistic.



TEACHER REACHES OUT TO OTHERS IN THE 'CLUB'

"IT WAS NERVE-WRACKING. I knew there were things I couldn't do or say or else I'd be moved again. You could be moved for the slightest provocation on your part. That was always hanging over your head. You couldn't really trust anybody."



Carol Locke

Growing up as a foster child wasn't easy for Carol Locke, a special education teacher at Marshall Fundamental Secondary School in Pasadena. Her mother died when she was just nine days old; her father couldn't cope with a newborn and four sons. They were put into foster care and separated not only from him, but each other.

"School was always a good place for me, where I could perform well," recalls Locke, United Teachers of Pasadena. "In school, I got all the accolades I didn't get at home, and very quickly came to the conclusion that education was my

'out' of the system. So I made sure I was a shining example and constantly got awards."

She considers herself lucky because she only lived in three foster homes before adulthood, compared with her brothers, who had many. They nicknamed her "the princess" for her good fortune.

When Locke has a foster child in her class, she shares her background with them privately. She likens it to being part of an "exclusive club" that results in a bond with that student. It is common for children to receive a stuffed animal when moved into foster care, and she shows them her "dolly" that was given to her by one of her foster mothers. Locke also gives them a code word so she'll know when they need to talk.

"I can see they are having trouble, and I say, 'I'll see you in my office,' which is really the hallway. Sometimes they need a space to talk when they are not in front of the other students. It usually doesn't take very long — and it's time well spent."

Teachers can also unwittingly cause emotional upheaval by asking students to do simple assignments, like drawing a picture of their "family" or reading a story about a happy family. "These kids don't have a family, so the word 'family' can be a very painful word," says Locke, herself a former foster child. (For story, see the sidebar on this page.)

"For kids who come from so-called normal families, hearing foster kids talk about their experiences can be really awkward and uncomfortable. They might talk about abuse or different homes where they've lived. The classroom may be the first place they feel safe mentioning these things for the first time. It has to be handled sensitively, and it's something there is no staff development training to prepare you for."

When that happens, Locke has a "magic circle" for the entire class to take a few moments and talk about their feelings and show support for one another.

The most difficult time for a foster child may be after supervised visits with biological parents, which can leave them feeling devastated, says Susanne Pillay, a Redwood City Teachers Association member who has also been a foster mother.

"These kids have been pulled out of living situations that are, in some cases, horrendous. But even if they have been abused, most of the kids love their biological parents and want to be home with their family," says Pillay.

Teachers can be taken aback by students who may be used to telling adults what to do, but they shouldn't take it personally, says Pillay.

"These students are what I call 'adulterated' because they have assumed the parenting role," she says. "I had a student who had been reminding his mother to pay the bills since second grade because she was strung out on drugs. He felt responsible for his family's finances. When children are used to being in control, it can be a challenge for teachers."

Pillay advises teachers to cut foster parents some slack. There are meetings with social workers, mental health workers, doctors and others, and they may have scant time to meet with teachers.

"They are 'meetinged' to death, so I e-mail foster parents quite a bit," she says. "And I don't blame the foster parents for a child's behavior, because they are doing the best they can. When I was a foster mom, I often felt like I was being attacked by teachers. They'd say your child is doing this or your child is doing that, and I was trying very hard to get a handle on it. Teachers should remember it's not easy for foster parents to deal with children who have been ripped away from their family."



Susanne Pillay

PATIENCE PAYS

While foster students want to be treated like any other student, there are differences, and teachers must make allowances.

Foster children are estimated to lose six months of emotional



Natalie Priester, Matt Kruger, Erendira Ramirez.



FOSTER KIDS RESIDE IN ESCONDIDO SCHOOL

First in nation

ALL 105 STUDENTS HAVE BEEN BUMPED from place to place and school to school. Now, though, they have a permanent home in the nation's first residential campus for foster youth.

The San Pasqual Academy in Escondido is surrounded by rolling hills and has college-style dorms, a swimming pool, an organic farm and state-of-the-art technology. Since 2001 it's been a place where students can catch up on credits and earn a high school diploma.

It's home to students like Vanessa who, despite missing five years of school and repeating eighth grade, will receive her high school diploma this spring.

"Worrying about moving someplace, and then moving again within a month, is frustrating and annoying," says Vanessa. "I improved my vocabulary and my English, because when I arrived here, I didn't speak good English. The teachers here stay after hours, sometimes until 9 p.m., to help me. They are so supportive. They know we haven't had it easy; they show us patience, understanding and compassion."

Her goal is to attend college, become an athletic trainer, and prove the statistics wrong about the likelihood that foster kids become homeless and unemployed after leaving the system. "We talk about that all the time," she says. "I don't want to end up pregnant or couch surfing at someone's house. I want to succeed, to move forward."

Students, ages 12 to 18, are accepted at the school if they are unlikely to return to their birth families. Students live with "house parents" and are supported by resident "grandparent" volunteers.

Like other schools, there are students with differing abilities, football games and pep rallies, and students laughing in the hallways. But...

"Every single kid would prefer to be in a traditional home," says English teacher Natalie Priester. "Support from the basic family unit is missing. We try our best, but we can't always replace that."

Class sizes are small, with 15 students to one teacher. Most of the students have "gaps" in their education from moving around so much. Some are years behind grade level, so teachers "scaffold" instruction, whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

"We have to teach the kids everything," Priester confides. "They don't know what they don't know, like chewing with their mouth closed, how to dress appropriately and how to treat others."

"The best thing about teaching here is seeing incredible growth in students," says geography and world history teacher Matt Kruger, whose goal is to make students feel welcome in his classroom and to help them regain trust in adults.

He's become adept at reading facial cues, so that if students are upset, he can avert an outburst by asking them to take a break or speak to a counselor. "If a student is having a bad

day, sometimes they just need some space," he says. "We try to reconcile problems here before they happen and be proactive."

Graduation is a bittersweet time, because for some students, school is the best home they have ever known. Students in college often return to San Pasqual Academy during breaks, because they have no other place to go.

"I know what little I can teach them here makes a world of difference in their lives," says Erendira Ramirez, an English and senior project teacher who shows students how to write

résumés, put together portfolios and ace a job interview. "Even today, many students who have gone to college call and ask me for help with something. It may sound corny, but it's a huge honor to have built up that kind of trust with students."

"Foster kids here have been through their ups and downs," says Ralph, a student who will graduate in June. He has learned

food service skills at the school and plans on restaurant work while attending college. "We are going through a journey. For most of us living here, this is a good place to be."

San Pasqual Academy is a partnership of San Diego County Child Welfare Services, New Alternatives, Inc., the San Diego Workforce Partnership, and the San Diego County Office of Education Juvenile Court and Community Schools. Teachers are members of the Association of Educators.

This is a good place to be.

RALPH,
San Pasqual
Academy student





RESOURCES

TO RECOMMEND TO TEENS IN FOSTER CARE

- California Community Colleges Foster Youth Success Initiative liaison, who can guide them to support services that are available.
- Many California State Universities have the Guardian Scholars Program, which provides a scholarship, peer support, tutoring and academic support.
- Educational Opportunity Program (EOP) offices on college campuses provide access for educationally disadvantaged students, who are eligible for financial aid including Pell Grants, Cal Grants for low-income students that do not need to be paid back, federal loans, fee waivers and scholarships.
- The California Chafee Grant for Foster Youth provides up to \$5,000 a year for career or vocational training.

Lisa Guzman (shown with her children and granddaughter) warns that it's difficult to gain a foster child's trust. "If you promise something, follow through with it."

development with each new placement. So a 14-year-old with four lifetime placements may be closer emotionally to a 12-year-old.

"Simple things like table manners may not have been learned," Pillay explains. "Be patient, because children are learning things in layers. Their parents may have been preoccupied, and a child never learned not to run and scream while at school."

Don't expect a foster child to trust you immediately, warns Lisa Guzman, Ada Givens Elementary School teacher and Merced City Teachers Association member.

"If you promise something, follow through with it, because if you break that promise, it will take a long time to get that trust back," she advises. "Don't put them in a situation where they feel cornered or targeted. Keep them on task, but don't focus attention on them in front of the class."

As with any child who acts out or can't focus in class, teachers should know not to take it personally, she says. The child is not reacting to the teacher; he or she is reacting to past events.

"Consistency and good classroom management help, because these kids,

in general, haven't had a lot of structure. Listen to them. Let them know you are there for them. Tell them you care about them. Let them know you have high expectations."

FOSTERING A PATH TO COLLEGE: RESOURCES

"When it comes to college, the biggest challenge for teens in foster care is learning how to navigate system."

Blanca Arteaga, the foster youth liaison counselor at Gavilan College in Gilroy, says it is common for foster teens to apply to college and not follow up. She tries to track them down, sometimes without success.

"College is challenging if they are living at a friend's house or temporarily with relatives, don't have a job, and are experiencing trauma because they're moving place to place," says the Gavilan College Faculty Association member. "Yet many want to succeed and better their lives. I'm here to assist them any way I can. Our college recently added a foster youth question to the admissions application so we can identify and help them." 🎓



Blanca Arteaga

Sometimes they need a space to talk when they are not in front of the other students. It usually doesn't take very long — and it's time well spent.

CAROL LOCKE

FOR MORE INFORMATION:

www.calstate.edu/fosteryouth

www.chafee.csac.ca.gov

www.fosteryouthhelp.ca.gov/College.html

extranet.cccco.edu/divisions/student-services/fosteryouthsuccessinitiatives.aspx



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TEACHERS TALK TEST PREP

- You've worried about it.
- We asked about it.
- You answered.
- The topic: Test prep.
- Of the nearly 200 CTA members who shared their opinion online, 70 percent said they spend at least one-fifth of their time preparing students for testing, and 19 percent reported spending more than 60 percent of their time on test prep.
- Most members said they dislike spending so much time "test-prepping" students, but have no choice.
- They voiced concerns about teaching "to" the test vs. teaching test-taking strategies.
- They worried about the pressure high stakes tests put on students.
- They are uneasy about the impact on teaching and the profession.
- They shared sometimes outlandish examples of motivating kids to take "the" test.
- Read members' comments at cta.org/testprep.
- Leave your comments there. Or here, by writing us at editor@cta.org.



Teachers weigh in: Test prep is taking over student learning

By Sherry Posnick-Goodwin | Photos by Scott Buschman

TESTS JUDGE STUDENTS AND TEACHERS

Susan Huls teaches at Arroya Vista Elementary School in South Pasadena, an affluent community that attracts parents seeking high test scores. There are monthly tours, and prospective parents are on a waiting list to visit the school. Even with an Academic Performance Index (API) score of 932, a small drop of a percentage point or two sends teachers into a panic resulting in more test prep, she says.

"Maintaining the scores is our stress and pressure," says Huls, Teachers Association of South Pasadena. "So we teach, model and practice our test-taking strategies beginning on the first day of school. I spend about 800 minutes a month on test prep, and as we get closer to test time, I spend about half of the time on test prep."

She shows youngsters how to "cross out" what she calls the "least obvious" answers on multiple-choice test-prep handouts, and explains that it's possible to determine which answer is right by eliminating the others. Then students play "Around the World" with flash cards.

Test prep doesn't prepare students for the outside world, Huls worries.

"Businesses want people who can think creatively, not kids who know how to bubble in a test," she says. "Instead of one standardized test, it would be better if students were tested on multiple measures and could demonstrate problem-solving skills and



“Average teachers may get great scores, but good teachers make lifelong learners out of students,” says **Jeremy Adams**.

A TEST ABOUT TESTING

TRUE	FALSE	
✓		1. The California Standards Tests (CSTs) assess content standards in English, math, science and social studies. They are a component of the Standardized Testing and Reporting (STAR) test given to all students annually in grades 2-11.
✓		2. All students, including English learners and students in special education programs, must participate in the STAR program, which also includes California Modified Assessment (CMS) and California Alternate Performance Assessment (CAPA) for students with disabilities.
✓		3. To receive a diploma, students must pass the California High School Exit Exam.
✓		4. Students up to grade 6 are only tested in math and language arts; older students take CSTs in additional subjects including science and history/social studies.
✓		5. Performance levels for STAR results including advanced, proficient, basic, below basic, and far below basic.
✓		6. The 2012 STAR test results marked the ninth straight year California students improved their performance on annual statewide mathematics and English-language arts exams.

show they knew how to apply what they have learned to real-life situations.”

“Parents expect high scores. To them, it’s almost like a return on their investment,” she adds. “And for us, it’s becoming the sole indicator of job performance. In what other profession would someone’s job performance be measured by another person’s single test score?”

Meanwhile 110 miles south, students nod in time with the beat as Escondido Elementary Education Association (EEEA) member Jesusa López plays a “let’s get ready for the test” rap song for her third-graders. It’s September, and preparation for the Standardized Testing and Reporting (STAR) exam is under way at Conway Elementary School.

López smiles, but she is worried. “I could see my students were learning last year — I provided a well-rounded education. But they didn’t hit the magic number on the one important test.” López suffers many sleepless nights worrying about raising scores of her students who don’t test well.

Many Escondido educators experience such stress, says EEEA President Romero Maratea. “Using data to inform instruction is good,” he says. “But when data is being used to judge teachers, it results in stress and more test prep.”

The district, on Program Improvement and facing NCLB sanctions, assesses students’ test readiness three times a year,



Students in **Susan Huls’** class have fun learning.

but most teachers are preparing students for standardized testing year-round.

Rankings of individual Escondido teachers are shared at staff meetings, and teachers feel demoralized if their scores are lower, even slightly, than others teaching the same grade level, says



Susan Huls plays “Around the World” with flash cards to help prepare students to take tests. Parents expect high scores, she says. That adds pressure to both students and teachers.

Maratea. Teachers with higher scores may feel happy, but there’s pressure to stay on top.

This competitiveness concerns many because it can decrease collaboration, which negatively impacts student learning. Maratea sees this happening locally. “It’s sad, but it happens. There’s so much pressure.”

DO GOOD TEST SCORES MEAN GOOD TEACHING?

Test prep includes drills, practice tests and going over strategies on taking standardized tests. CTA’s policy is pretty clear, says Assessment and Testing Chair Cliff Kusaba. Test prep should not interfere with teaching time. “We have developed accountability standards. Test prep should not take 60 percent of classroom time, and it should be embedded as part of the curriculum, not as a separate activity.”

In fact, prepping should not happen until after the curriculum is taught, he adds. “We ask for multiple measures to get

away from the focus of a single test to determine student learning. Teachers prepare students for all kinds of tests, mostly for the important test called life.”

Kusaba says CTA is concerned with the craziness that comes with standardized testing.

“It used to be that we had an entire year to teach curriculum, but from a standardized test perspective, the last day of the school year revolves around the California Standards Tests,” says Jeremy Adams, author of the teacher memoir *Full Classrooms, Empty Selves*. “Our calendar and pacing revolve around this reality.”

Test scores are now defining “good” teachers, although teachers with the best scores may not always be the best teachers, says Adams.

“Average teachers may get great scores, but good teachers make lifelong learners out of students. Teacher A could teach exclusively to the standards and drill-and-kill for months leading up to the test. Teacher B might take time for projects,

supplemental material and classroom discussions. Teacher A might get better scores — but whose students are more likely to have developed an enduring love of history and thus an appreciation for learning 10 years into the future?”

TEST-TAKING STRATEGIES OUTRANK LEARNING AND TEACHING NEW CONCEPTS

Abigail Sims’ eighth-graders at Lovonya DeJean Middle School will be tested on sixth-, seventh- and eighth-grade history on California Standards Tests (CSTs) this spring. At the beginning of the year, Sims polled students on the history they remembered from sixth grade. It wasn’t much; many sixth-grade teachers skipped teaching history, since it’s not on the sixth-grade STAR test.

“Honestly, I spend about a week and a half every month on test prep,” says Sims, United Teachers of Richmond. “When I teach a major concept, I ask the children how they think it will appear at the end of the year in test form. I can see their anxiety build.”

Sims prefers students spend time on library research, project-based learning, field trips, artwork tied to instruction, and historical literature. Instead, she does a lot of “drill-and-kill” to make sure her students will be able to answer multiple-choice questions correctly.

“At the beginning of the school year, I come to school with a lot of cool ideas about how I want to creatively approach subject matter,” she says. “I have beautiful images of what I’m going to do, but those images get trampled when there is so much focus on test scores.”

Adams agrees. A Bakersfield High School economics and government teacher, he fears too much emphasis on test prep may diminish enthusiasm and creativity for teaching and learning. He believes testing should identify which parts of the curriculum are being successfully taught, so teachers can pinpoint which units need fine-tuning and which need a complete overhaul. “It’s a deflating prospect to realize that so much of modern teaching has devolved into a process of teaching for test success instead of life success,” he says.

The Kern High School Teachers Association member prepares students for the CSTs as well as the California High School Exit Exam for graduation and sometimes Advanced Placement tests.

Adams gives students tips for passing multiple-choice exams. “If you have a question that involves Stalin, Hitler, war or disease, the answer is likely negative. If you have a question about democracy, art or Lincoln, the answer is likely positive.”

“There is an unfortunate propensity to cover the information that is likely to appear on the CST exam, the standards, and redundantly cover it. The unfortunate consequence: There is a lack of in-depth historical analysis,” he adds. “There is little time to read a speech by Lincoln, act out a scene from Sophocles, or partake in a class discussion about current events that are germane to the realm of history, all of which can easily get pushed aside in the pursuit of bubbling in the correct answer come April.” ↴

Adults do wild things to motivate students to do well on tests

- Fresno school staff shaved their heads, jumped in swimming pools and wore costumes as rewards.
- In Los Angeles, a school administrator dyed his hair blue.
- Sacramento elementary students received a visit from Steve Miller Band lead singer Kenny Lee Lewis who performed at a “Rock the STAR” assembly.



“I can see my students learning, but they didn’t hit the magic number on that one important test,” says **Jesusa López**, here helping Shalim Sanchez.



Abigail Sims wants to make learning fun. She sees students’ anxiety build with “drill-and-kill” tactics to better take multiple-choice tests.



For students' sake

STATE COUNCIL HOLDS 'VIRTUAL' MEETING,

MOBILIZES IN COMMUNITIES TO ADVOCATE AND EDUCATE



Above: Unions uniting in Santa Rosa. State Superintendent Tom Torlakson (back row, in white shirt) plus dozens of firefighters, labor council members and community activists joined CTA members precinct walking.

INSTEAD OF MEETING IN LOS ANGELES, as they usually do in October, CTA's 800 State Council delegates mobilized Oct. 20-21 in local school districts, making phone calls and walking neighborhoods, urging those in their community to vote yes on Proposition 30 and no on Proposition 32.

"Face to face is the most important way to make a difference," said Don Dawson, a CTA Board member from San Jose. "People respect teachers."

"One man told me, 'You're teachers. I'll vote the way you say,'" said Sue Kenmotsu, Lodi Education Association, who was walking precincts in Ceres.

CTA educators joined with thousands of parents, firefighters, community activists, and labor union council members to promote their recommendations, holding news conferences and rallies, participating in flash mob dances, riding topless buses, and becoming human billboards at farmer's markets and on street corners.

"It was great to hear all the honking. Many voters thanked us for the information during our precinct walk," said Hugo Estrada, Palmdale Elementary Teachers Association president.

"Talking to the voters, they were very receptive, and they were excellent students! Bottom line, they were very supportive of us

as teachers and appreciated that we were trying to help their children and the schools," said Ken Johnson, Manteca Educators Association president. "No matter what you hear on TV or from politicians, the average person supports teachers."

"I was inspired by the number of people who showed up, their willingness to walk in the heat, the camaraderie that was everywhere, their need to make a difference, the willingness to take on a different venue, to get out of comfort zones, to be a part of history," said Joella Theresa Aragon, Natomas UniServ director.

"This weekend we're making our voices heard all over the state," said Mark Goodman, president of the Santa Maria Joint Union High School District Faculty Association. "We are working with parents and other community partners to make sure we can continue to speak out for our students."

Upon their return from neighborhood visits, members shared stories of meeting former students and opportunities to use their second language skills or in some cases communicating with hand signals because the home owner didn't speak English. Thousands of citizens still got the message: CTA members care about their students and communities.



Clockwise from top left: "I convinced a voter!" exclaims **Reagan Duncan**, Vista Teachers Association, in Chula Vista. CTA President **Dean Vogel** writes reminders to members. Among the 50+ activists in Chico are **Steve Dillon** and his daughter, Katherine, who was already busy texting friends to come help walk precincts. CTA Board member **Curtis Washington** talks props with San Mateo voter Kinjal Shah. Inglewood TA President **Peter Somberg**, Eastside TA member **Jeanne Marks** and their daughter Allison.



Victory is sweet

CALIFORNIA VOTERS APPROVED a statewide sales and income tax measure to support education, and they continued a trend of backing local bond initiatives that help schools as well. At press time, reports show voters approved 85 of 106 school bond measures, authorizing a total of \$12.8 billion in borrowing. They also passed 15 of 25 school parcel tax plans, according to a League of California Cities report.

Pro-education candidates did well, too. The race to represent the newly redrawn 41st Congressional District of California was one of the most watched and most important in this election cycle. CTA member Mark Takano, a lifelong educator, was elected to the U.S. House of Representatives.

Clockwise from top left:

John Anderson, Tracy EA, one of many who walked neighborhoods. **Larry Casias**, Associated Chino Teachers, with supporters at the Claremont Farmers Market. CTA Vice President **Eric Heins** joins Bay Area teachers who visited with voters on a commuter train from San Francisco to San Jose. Alameda EA President **Gray Harris**, IAFF Local 689 President **Domenick Weaver**, and California Professional Firefighters President **Lou Paulson**.

BY THE NUMBERS

» In elections where CTA made recommendations, CTA won:

POSITIONS ON INITIATIVES:	5 OF 5	(100 percent)
FEDERAL CANDIDATES:	86 OF 107	(80 percent)
LOCAL MEASURES PASSED:	25 OF 28	(89 percent)
LOCAL CANDIDATES:	128 OF 193	(66 percent)

See www.cta.org/campaign for more election results.



Top:
CTA joins SAG/AFTRA members in a “zombie lurch” in L.A.

Above:
Erma Jean Sims, California Faculty Association, Sonoma State, makes a call during a phone bank.



FUN, EFFECTIVE — STUDENT CTA WORKS FOR THE FUTURE

» Celebrating “virgin voters” on their Facebook page was one tactic SCTA used to register voters on college campuses across the state. Kudos to the SCTA leadership team for a successful voter education and GOTV drive.

Front: Kristina Hohmann, CSU Fullerton; Veronica Perez, Riverside Community College; Curtis Whitley, CSU San Marcos; Nicole Sims, CSU Chico; Yen Nguyen, UC Davis.

Middle Row: Michael Rael, CSU San Marcos; Amy Mayfield, CSU Chico; Brittany Majors, CSU San Bernardino; Katie Kamhi, Pepperdine; Brenda Quispe, Fresno City College; Kimberly Diep, CSU Los Angeles.

Back: John Belleci, CSU Fullerton; Kara Gottfried, CSU Sacramento; Russell Booker, UC Davis.

Check out what SCTA is up to next at www.facebook.com/studentcta.



Clockwise from top: CTA Board members José Alcalá, E. Toby Boyd, and Terri Jackson celebrate. Gov. Jerry Brown thanks supporters. Laura Wong, with the Capital Fellows Program, watches elections results.

Prop. 30 wins! Prop. 32 loses!

DESPITE THE FACT THAT MOST STUDENTS and children couldn't vote, their voices were heard in victories for pro-public education issues and candidates. Californians passed Prop. 30, averting drastic cuts to the state's education system, and defeated Prop. 32, retaining educators' voice in the political process.

In declaring Prop. 30 a victory, Gov. Jerry Brown said, "I think the only place in America where a state actually said let's raise our taxes for our kids, for our schools, for our California dream."

"We achieved a monumental victory for our students, our union and our state. Because of the outreach done by our members, California voters demonstrated their willingness to invest in

our public schools and colleges and avoid \$6 billion in trigger cuts," said CTA President Dean Vogel. "Our local communities will receive funding to keep police on the street, and our state can begin to pay down the wall of debt it's amassed during the recession."

Had Prop. 30 failed, public education would have faced a catastrophic \$6 billion in trigger cuts, including half a billion from state colleges and universities. For some school districts, such as the state's two largest, Los Angeles and San Diego Unified, those midyear cuts would have lopped as many as 20 days off the school year.

Voters rejected Prop. 32, a deceptive ballot measure aimed at silencing educators, other workers and their unions.

"We sent a message that you can't buy California because



Clockwise from top left: Board members **Don Bridge** and **Mary Rose Ortega** applaud election results. The crowd watches President Obama's acceptance speech. CTA President **Dean Vogel** and state Superintendent Tom Torlakson share campaign stories. Yvonne Walker, president of Service Employees International Union Local 1000, thanks supporters.

we're not for sale," said CTA President Dean Vogel. "This hard-fought victory for democracy exposed the real agenda of the corporate special interests behind Proposition 32. Those millionaires and billionaires never cared about the checks and balances of our democracy, only the checks they could write to buy even more political influence."

Vogel thanked educators for playing a pivotal role in the election, making phone calls, ringing doorbells, wearing buttons, becoming human billboards, attending rallies and tweeting. Most of all, "you showed up at the polls, and you got your friends there, too," Vogel said. "The voice of educators and other workers is stronger now from these victories, and we will continue to speak out and fight for our students, our schools and our profession."

VIDEOS: MEMBERS TALK ABOUT THE CAMPAIGN



Fremont Unified District TA's **Sherea Westra** describes why she's back phone-banking 6 days after giving birth to her son, [Kyler](http://cta.org/ShereaWestra).



Grossmont EA member **James Messina** describes "flipping" his mother-in-law's vote. cta.org/jamesmessina



Lemon Grove TA member **Michael Gabby** appreciated all the support from CTA for helping the campaign be successful. cta.org/michaelgabby

Read member comments at www.cta.org/campaigncomments.

HOW A MEMBER'S BRIGHT IDEA BECAME A LAW

“WHEN THE GOVERNOR SIGNED SB 1291, IT WAS COOL TO KNOW I MADE A DIFFERENCE,” SAYS ELK GROVE EDUCATION ASSOCIATION MEMBER ALEXANDRA CONDON. “IT FELT PATRIOTIC. BUT I COULD NEVER HAVE DONE THIS WITHOUT CTA.”

When CTA-backed SB 1291 takes effect Jan. 1, teachers laid off because of California’s bruising education funding cuts will be able to collect unemployment benefits while retraining to fill other teaching positions in California’s shortage fields, like math and science.

In the spring of 2010, Condon was one of hundreds of teachers in Elk Grove Unified to receive a pink slip. While she retained her job, others did not. She saw dedicated teachers lose unemployment benefits when they went to sub or get credentials to stay in the profession. Condon had an idea to help and she knew how to make it happen.

THE PROCESS

“THE WHOLE PROCESS WAS A GREAT EXAMPLE of democracy and what our union can do. It was exciting to be a part of it,” Condon says. “CTA has good working relationships with just above everyone in Sacramento. I didn’t realize how much good work legislative advocates like Patricia Rucker do in the background. It’s

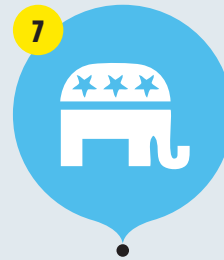
amazing what they’re able to do to make things happen.”

It took over a year for the bill to be introduced by state Sen. Noreen Evans (D-Santa Rosa). Then legislative hearings started.

“I testified three times, and it was nerve-racking! I didn’t want my voice to crack. I wanted to be composed,” Condon says. By the third hearing she felt more comfortable, so she watched the legislators’ reaction when she described her situation. She told them that one day before her insurance ran out, she was hired back.



SPRING 2010
Alexandra Condon, Elk Grove, gets a pink slip. Wants to stay in the profession. What to do?



Amendment requested by Republicans to maintain an annual report. Bill heard again by Senate Appropriations, sent to the floor.



APRIL 24, 2012
Hearings in the Senate Labor and Industrial Relations Committee and then in Senate Appropriations. Bill is passed out.



MAY 29, 2012
Senate OKs bill 25-14.



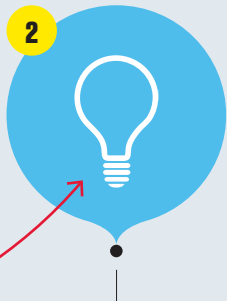
Assembly Insurance Committee and Assembly Appropriations review bill.

“It was fascinating how much legislators work while you talk. They come in and out because they’re working other bills, too. Watching other bills being ‘worked’ is something I never experienced before.”

THE OUTCOME

“I LEARNED I HAVE A VOICE — and you can have a voice in our union. We need our union to amplify our voice,” says Condon.

The education funding cuts that have slammed schools also damaged the teacher



2 Condon submits a New Business Item (NBI) to the State Council of Education. State Council refers the NBI to the Credentials and Professional Development (CPD) Committee.



3 CPD recommends CTA sponsor the legislation. CTA Board of Directors approves.



5 Sen. Noreen Evans asks to co-sponsor bill with CTA. CTA Board of Directors approves.



4 CTA legislative advocate shops the idea around Sacramento; discusses idea with both Houses and the Employment Development Department (EDD).



10 **AUG. 20, 2012**
Assembly OKs bill 54-23.



11 **SEPT. 7, 2012**
Condon's idea becomes a law when the governor signs the bill. Law takes effect Jan. 1, 2013!

I didn't realize how much good work CTA legislative advocates do in the background. It's amazing what they're able to do to make things happen.

preparation pipeline, leading many would-be teachers to pursue other professions. That reality made filling positions in shortage fields such as math, science and special education even more difficult in many places. California will need at least 33,000 additional math and science teachers by the year 2017, according to the California Commission on Teacher Credentialing, the state's licensing agency.

"In order for California to remain competitive in meeting the educational needs of the future, the state needs qualified teachers in high-demand subjects," says Sen.

Evans. Without enough qualified educators in high-demand subjects, "California's workforce will not be competitive in math or science nationally and internationally, and that's not where California needs to be to recover from this recession." California has the highest ratio of students per teacher in these tough-to-staff subject areas in the U.S., she notes.

SB 1291 helps reduce the need for emergency permits allowing persons who aren't fully qualified to teach these subjects. Studies find a correlation between higher numbers of emergency permits in a school with

reduced levels of student achievement.

Condon recently reconnected with Jasmine Aguila, one of the pink-slipped teachers who inspired her to take the new business item to CTA's State Council. In 2010, Condon taught first grade and Aguila taught kindergarten. Now Condon is an instructional coach and Aguila is a middle school special education teacher. Aguila had to sub and get her special education credential at the same time, and did not collect unemployment benefits.

CTC Approved Added Authorization in Autism

High quality, low cost, self-paced online program

Autism Spectrum Disorders Program

The Project Optimal Added Authorization in Autism was created to provide an affordable, accessible and credible educational program for California Education Specialist credential holders needing to add expertise in the areas of special education that were not part of their original credential authorization.

For more information about this and our other Added Authorization programs, visit projectoptimal.com.



Wiseburn School District is the Program Sponsor for the Project Optimal Autism Spectrum Disorders Program



NEW! Reading and Literacy Added Authorization

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

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

Program Design:

Students must complete six comprehensive courses to fulfill program requirements:

- Reading & Literacy Program Orientation
- R & L: Culture of Literacy
- R & L: Assessment, Intervention, & Instruction
- R & L: Research, Instruction, and Intervention
- R & L: Planning, Organizing, and Providing Instruction
- Reading and Literacy Portfolio

Program Highlights:

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

For additional information please visit extension.ucsd.edu/teachread.

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

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

Programs include:

- Clear Credential
- CCTC-Approved Reading Certificate
- Career and Technical Education (CTE)
- College Counseling
- Gifted and Talented Education (GATE)
- Teaching Adult Learners
- Teaching Online
- Professional Development/ Salary Point Coursework

For more information, please contact

Morgan Appel, Director of Education at: (858) 534-9273 or mappel@ucsd.edu

extension.ucsd.edu/education

CTA GRANT CREATES A PAPERLESS CLASSROOM

By Sherry Posnick-Goodwin
Photos by Scott Buschman

THE WASTEBASKETS ARE EMPTY. The only paper used by students, besides an occasional Kleenex, is a paper bag containing clues to a writing assignment.

Welcome to the paperless classroom of Pamela George, an eighth-grade history and English teacher at Gale Ranch Middle School in San Ramon. She believes that technology — not trees — is the best resource when it comes to storing and transmitting information. In her classroom, works created in computers stay there; nothing is printed out.

A grant from CTA's Institute for Teaching (IFT) provided \$5,000 to purchase a dozen iPads to accompany the 12 laptops already in her classroom. Now every student has a computer for taking notes, writing essays and copying assignments that George puts on the whiteboard.

During a recent visit, students were writing mystery adventures and then saving their work in Google Docs.

While the goal for the San Ramon Valley Education Association member was to “go green” and save paper, she believes students are better prepared for the workplace by doing all their work on computers.

Her school district's foundation had said no to a similar grant request for iPads a few months earlier, so when she applied for an IFT grant, she feared her hopes might again be dashed. But IFT said yes, because the plan was well organized and included great student engagement.

Her colleagues thought teaching paperless was a bit crazy. “You have to change your mindset and your way of doing things. It's been a huge adjustment because I'm used to printing everything out and having piles,” says George. “It's easier for the kids, because they use technology for everything. If I get stuck on something, I have a whole room of little experts here to help me.”

THE WEANING PROCESS

Student Michael Echsner likes using technology. “It helps the ecosystem,” he says. “It's nice not to be wasting things. iPads are expensive, but they will save money over time.”

They don't have to worry about losing their homework. Now it's their world.

Pamela George



Pamela George works with Mika Sonnleitner.

Just as George found weaning herself from paper challenging, some students, like Mikaela De France, admit to finding the transition a bit difficult. “I was so used to writing notes, and I'm not a good keyboarder,” she explains. “But I'm adjusting.”

At first students wrote in paper notebooks in longhand and then transferred information into their computers. But George weaned them from this habit gradually during the first weeks of school, and students now type essays and information directly into the computer.

“They learned it gets easier, and they really have no need for notebooks,” says George of the transition. “Everything can be done digitally. They will never have to turn a piece of paper in to me again. They don't have to worry about losing their homework. Now it's their world.”

George is grateful to CTA for providing her the opportunity to create one of the first paperless classrooms. “It's been life-changing for me and my students,” she says.

CTA's Institute for Teaching recognizes school change needs to be teacher-driven and should be based on what is working in our classrooms and schools. Find more information at www.teacherdrivenchange.org.



CTA awards, grants and scholarships

HONORING THOSE WHOSE GOOD DEEDS DO GOOD

- *During her 21-year teaching career in Bakersfield, Lila P. Perez inspired the children of migrant farm workers, English language learners and their families to learn.*
- *Kimberley Gilles' curriculum for "The Laramie Project" encouraged young people to look at bigotry issues in San Ramon.*
- *Duval "Sam" Phillips advocates for tribal and non-native families to receive education support in Mendocino County.*

DO YOU KNOW PEOPLE LIKE LILA, KIMBERLEY OR SAM? Then nominate them for a CTA award. CTA honors members and others for work involving children, learning and public schools. Here you'll find a list of opportunities to honor those you respect. You'll find details at cta.org/awards.



The **CTA Human Rights Awards Program** pays tribute to work that advances and protects human and civil rights. CTA honors the work of individual members, local chapters and Service Center Councils for protecting the human and civil rights of educators and students, working to build family, school and community partnerships, and promoting equal educational opportunities and access for all students, among other things.

Go to www.cta.org/humanrightswards for details and the nomination form, or send an e-mail to humanrightswards@cta.org. Nominations can be made by an individual, chapter, caucus or Service Center Council.

The deadline is Jan. 4, 2013.

There are several Human Rights Award categories for individuals. The awards and some criteria are listed here. Please see the website for details.

Jim Clark American Indian/Alaska Native – creating positive role models, educational materials and curriculum, eliminating stereotypes, raising public awareness of issues, rights and concerns.

César Chávez "Sí Se Puede" – showcasing immigrant issues, combining labor relations techniques and grassroots organizing to improve working or learning conditions, cultural heritage, bilingual programs and funding.

Lois Tinson – working to preserve African American culture, traditions

and values, economic and occupational status, educational equality, serving as a role model inspiring and promoting leadership potential.

CTA Member – promoting human and civil rights through community activities, recruiting minority members into leadership, encouraging middle and high school youth to enter teaching, working to eradicate discrimination within schools.

Nancy Bailey Leadership in Lesbian and Gay Issues – helping achieve equity and equality for the Lesbian, Gay and Bisexual community in training for adults, counseling for students, eliminating stereotyping and name calling.

Pacific Asian American – providing leadership and political activism in bilingual programs, immigrant issues and involvement in anti-gang activities.

CTA Peace and Justice – promoting peace and justice by designing or implementing curriculum about international understanding, leadership in programs that create awareness.

Physically/Mentally Challenged Students' Issues – eliminating discrimination against individuals with disabilities, developing educational materials for special education students, working with issues related to physically/mentally challenged students.

Women's Issues – providing leadership or education in the areas of gender bias, women's history and health issues.

OTHER CTA AWARD PROGRAMS

Nomination deadlines will be posted online.

Communications Awards

Given annually to CTA chapters, service centers and UniServs for communications programs in newsletters and newspapers, special membership communications, communications to parents/community, and websites.

www.cta.org/communicationsawards

Education Support Professional of the Year Award

Given annually to a CTA member who reflects the outstanding contributions of education support professionals (ESP) to public education. The winner is California's nominee for NEA ESP of the Year.

www.cta.org/esp

Joyce Fadem

Chapter-in-Politics Awards

Given biennially to chapters for their outstanding contributions to the education profession through political action.

www.cta.org/fademawards

Theodore Bass

Teacher-in-Politics Awards

Given biennially to CTA members for their outstanding contributions to the education profession through political action.

www.cta.org/bassawards

The **CTA State Gold Awards** honor those outside of the association whose leadership, acts and support positively impacted public education. CTA's **John Swett Awards for Media Excellence** reward media professionals for outstanding coverage of California education issues.

ANNUAL CTA GRANTS AND SCHOLARSHIPS

Unless noted, the application deadline will be posted online.

Institute for Teaching grants

Given by CTA's Institute for Teaching (IFT) to CTA members and chapters for projects that support strength-based, teacher-driven reform for students and public schools.

Deadline: April 30, 2013.

www.teacherdrivenchange.org

CTA Scholarships

Scholarships of up to \$5,000 are given to members of CTA or Student CTA, and dependent children of CTA members.

Deadline: Feb. 8, 2013.

www.cta.org/scholarships

Martin Luther King Jr. Memorial Scholarships

Given to members of defined ethnic minority groups who are members of CTA or Student CTA (SCTA), or dependent children of CTA members. Deadline: Feb. 22, 2013.

www.cta.org/mlkscholarships

GLBT "Guy DeRosa" Safety in Schools Grants and Scholarships

Given to members of CTA or Student CTA, and to public school students and school districts nominated by a CTA or SCTA member. The grants support projects and presentations that promote understanding and respect for Gay, Lesbian, Bisexual and Transgender persons. The scholarships support students in a teaching/counseling credential program who understand the importance of GLBT educators as role models in our public schools.

www.cta.org/glbtgrants

Student CTA Scholarships

Given by Student CTA to its members. SCTA also gives grants to reimburse SCTA members for testing and credential fees.

www.cta.org/sctascholarships

Incentive grants

CTA offers minority and small chapter incentive grants for members to attend most of its major conferences, such as Presidents Conference and Summer Institute. The grants cover transportation, conference fees, and lodging based on double occupancy.

www.cta.org/conferences

Disaster Relief Fund

The Disaster Relief Fund provides financial assistance to CTA members and school sites that have experienced significant losses due to disasters in California.

www.cta.org/disasterrelief



Collage by Francisco Juarez, student of David Reyes, CSU Los Angeles. Winner of a 2012 César E. Chávez Memorial Education Award.

César E. Chávez Memorial Education Awards

Given to teams of students and their teachers who demonstrate an understanding of César Chávez's guiding principles with a written essay or visual arts project. Winners receive up to \$550 for both students and CTA members. Entries must be submitted by a CTA member. Deadline: Dec. 7.

www.cta.org/scholarships

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When you're ready, visit StudyatAPU.com/cal-ed



*APUS Alumni Employer Survey, January 2011-December 2011
 We want you to make an informed decision about the university that's right for you. For more about the graduation rate and median debt of students who completed each program, as well as other important information—visit www.APUS.edu/disclosure.



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AB051112

Council to consider bylaw change

WITH DECLINING MEMBERSHIP, some of our State Council electoral districts are overrepresented. When an electoral district has been identified as overrepresented, future elections will have to reflect a reduced number of seats.

If a vacancy occurs in such an electoral district because of retirement, resignation or ineligibility to serve, this amend-

ment permits that seat to be eliminated and reduce our over-representation by one. This could remove the need for an election where incumbents would run against incumbents for a reduced number of seats.

The new language would be added to Article V, Section 4b(3) as a new subsection (d).

BYLAW AMENDMENT

2011-12/2012-13 CTA BYLAW AMENDMENT

Provisos/Transition:

1. For State Council review, debate and possible modification at the June 2012 State Council meeting; and final consideration by written ballot at the January 2013 State Council meeting.
2. Amendment to be effective upon adoption.

Legend:

Additions are underlined.

Deletions are ~~struck through~~.

Unaffected and unchanged are denoted by asterisks (* * *).

Approved by CTA Board 5/2012

ARTICLE V – STATE COUNCIL OF EDUCATION

Section 1. Functions. * * *

Section 2. Composition. * * *

Section 3. Qualifications. * * *

Section 4. Election and Term of Office of Elected Voting Representatives. * * *

a. Election. * * *

b. Term of Office. The term of office of elected representatives, with the exception of representatives elected by the Student California Teachers Association, shall be three years and shall expire June 25 of the year ending the term. When a new office is initiated creating two or more offices in an electoral district, such districts may elect representatives initially for less than the full three-year term to effect staggered terms. Representatives shall be eligible for reelection but no person may serve more than three consecutive three-year terms. No person may serve more than eleven consecutive years, including completed and/or extended terms, without a break in service of at least one year. No person will be eligible for election for any term which would provide total service greater than eleven consecutive years. *(Amended February 1981, October 1981, January 1984, October 1987, January 1998)*

- (1) The term of office of racial and ethnic minority representative shall end on the June 25 immediately following the completion of three years from the date of election. *(Amended October 1987, January 1990, January 1998)*

- (2) Whenever an electoral district gains substantially in membership so as to be entitled to one or more additional representatives based on the full ratio of members per allocated representatives, the Council may establish such additional allocation(s), following completion of prescribed procedures for study, verification, and report/recommendation to the Council. *(Adopted October 1981, January 1998)*

- (3) Whenever an electoral district loses membership and is over-represented by one or more excess representatives, the following shall apply within the year following the decrease in membership: *(Amended January 1998)*

- (a) If there are sufficient terms expiring that an open election can be held for the newly established decreased allocation, an election shall be held for the appropriate number of open seats.
- (b) If sufficient terms expire which would eliminate the excess representation and no incumbent otherwise eligible to seek reelection is thereby deprived of doing so, no further action shall be required, and all elections to fill expiring terms thereafter shall be held as regularly scheduled.
- (c) If sufficient terms do not expire which would eliminate the excess representation, all terms shall expire and an open election shall be held to fill the allocated seats. Those incumbents who are reelected shall be assigned to the same term previously held. *(Adopted October 1981, Amended March 1985)*

- (d) If a mid-term vacancy occurs, that seat shall be eliminated reducing the over-representation by one seat.

- (4) Bylaws of the Student California Teachers Association may provide for terms of less than three years duration. *(Adopted January 1984, Amended January 1998)*

c. Recall. * * *

d. Vacancies. * * *

e. Temporary Loss of Representation Delinquency in Dues Transmittals. * * *



Opportunity to ‘geek out’ on history is priceless

By **Sherry Posnick-Goodwin**

Photo by **Scott Buschman**

“I TOUCHED MAPS from the Civil War. I saw maps that George Washington held. I read the words ‘We the People’ from the preamble of the U.S. Constitution. For me, it was thrilling to look at pieces of history in person!”

History came alive for social studies teacher Kendra Gragg last July when she participated in the Library of Congress Teaching with Primary Sources Summer Institute in Washington, D.C. She now uses what she learned to make history exciting for her own students at Costano Elementary School/49ers Academy in East Palo Alto through the use of primary source documents — or raw materials of history.

While they can’t touch and see actual historical documents, she shows students how to access online digitalized versions that provide deeper understanding of long-ago events. For example, the concept “All men are created equal” was hotly debated before becoming the one of the most important phrases of the Declaration of Independence. Students can see the process, as well as the drafts and the final product.

The Library of Congress holds seven institutes each summer for K-12 educators from across the country. Participants meet with the library’s education specialists and subject-matter experts during the five-day program, and explore some of the millions of digitized historical artifacts and documents available on the library’s website.

For the Ravenswood Teachers Association member, the opportunity to “geek out” in such places as the Jefferson Library and the Library of Congress Reading Room was priceless.



Kendra Gragg works with **Hugo Nunez**.

STUDENTS BECOME SLEUTHS

My students deduce from documents, old maps and other primary sources what really happened, instead of just reading in textbooks somebody else’s versions of what happened. Rather than having me tell them what the public was feeling during the Revolution, for example, they can study newspaper articles from that time period and analyze public reaction for themselves.

PRIMARY SOURCE DOCUMENTS MAKE HISTORY REAL

Students make observations and reflections, allowing them to study history from a multidimensional perspective. From political cartoons they can understand the mindset of what people were thinking and feeling during those times. They can make a connection to things that are happening now.

HOPEFULLY STUDENTS WILL...

Realize that history is not just dry facts and assumptions they hear in a lecture. It’s not about memorizing dates and names. U.S. history is exciting and inspiring. Just think, you had people trying to build a new nation and break away from an old nation. The debates and thought processes of those involved were amazing.

POWERFUL TEACHING TOOLS ARE FREE

Most primary source documents can be downloaded from the Library of Congress for free.

WHEN I CAME HOME...

I felt so inspired. It was the best professional development opportunity I’ve attended. I urge all teachers to look at the Library of Congress’s resources and teacher seminars by visiting the website at www.loc.gov.

CTA BOARD EXPENSES

ALCALÁ (O)	3,505.70
ALLEN (A)	3,553.70
BILEK* (G)	2,187.04
BOYD (E)	3,629.20
BRIDGE (K)	3,859.24
CABELL (L)	4,547.52
CICHOCKI	3,697.09
DAVIDSON (F)	3,557.36
DAWSON (B)	2,040.10
DILLON (D)	4,185.46
GOLDBERG (J-LA)	2,811.70
GROTH (P)	3,671.99
HEINS	5,967.53
JACKSON (C)	1,590.91
LITTMAN* (I)	2,001.69
MEEDEN (At-Large)	5,295.55
MELENDEZ (H)	5,116.46
MONTAÑO (J-HE)	4,117.05
ORTEGA (J-LA)	3,324.38
PEÑA* (G)	6,469.64
SHATUN* (I)	3,800.47
STONE (N)	4,478.69
VAUGHT* (M)	1,911.03
VOGEL	4,063.47
WALSH (CTA/NEA Coordinator)	1,933.58
WASHINGTON (At-Large)	2,309.49



CTA DIRECTORIAL DISTRICTS

Amounts represent a monthly average for fiscal year 2011-12. During the reporting year, the normal and statewide activities include CTA Board meetings, State Council, Service Center Council meetings, Equity and Human Rights Conference, Good Teaching Conference, various task force meetings and other business related functions. Some differences in expenditures may be due to the widely varied geographical sizes of directorial districts, distances traveled for Regional, Service Center and other meetings, and the varied number of functions CTA Directors are responsible for attending. Expenses of Board members with partial-year service are averaged based on months served and delineated with an asterisk.

What are your FAVORITE ONLINE resources?

WHAT IS YOUR GO-TO RESOURCE for your subject area, grade level or professional development interest? Be it a website, video or blog, we'd like to hear from you. We promise we'll share in a future issue of this magazine.

Send your thoughts to editor@cta.org – or post them at [facebook.com/californiateachersassociation](https://www.facebook.com/californiateachersassociation).

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2. Click on the on iPhone icon.
3. Click on 'Subscribe'



DECEMBER 7 ENTRY DEADLINE

César E. Chávez Awards

The César E. Chávez Memorial Education Awards Program provides recognition for students and their teachers who demonstrate an understanding of César E. Chávez's vision and guiding principles. Submit written essays (no biographies) or visual arts projects. Entries must be completed by one student or a group of no more than three students in conjunction with a CTA member who is employed at the same school. A CTA member may submit up to three individual entries or one group entry. Grade levels range from pre-K (artwork only) to higher education (undergraduates only). Winners will receive recognition and up to \$550 for both students and CTA members; students who submit a group entry will share the prize.

Find out more: www.cta.org/scholarships



Picture by Kayla Enriquez, student of Sangeeta Maitel, UTLA.

JANUARY 18-20 CONFERENCE

Issues Conference

Rio All-Suite Hotel, Las Vegas, Nevada

"150 Years of Unity." This conference provides an opportunity for educators from rural, urban, and ESP local areas to learn, share, strategize and unite together to determine the future of public education. Reconnect with your fellow educators with diverse interests and perspectives, re-energize your skill set, and help strategize solutions to confront the challenges we face together. A free one-day pre-conference session, "Retirement 101: What Every Educator Needs to Know About 403(b) and 457 Plans," is offered on Friday.

Find out more: www.cta.org/conferences

FEBRUARY 8-10 CONFERENCE

Good Teaching Conference North

Marriott Hotel and San Jose Convention Center

The Good Teaching Conference, presented in Northern and Southern editions, is designed to support excellent teaching and learning practices for classroom teachers. Offering a variety of workshops in curriculum content areas for K-12 teachers, the conference provides opportunities for professional development and offers time to network and share ideas with colleagues and experts in the field. Three one-day pre-conference sessions are offered on Friday, at additional cost.

Find out more: www.cta.org/conferences



Reminder:

The declaration of candidacy form for state delegates to the 2013 NEA Representative Assembly in Atlanta will appear in the December/January issue of the *Educator*.

JANUARY 4

NOMINATION DEADLINE

CTA Human Rights Awards

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

Find out more: www.cta.org/humanrightswards

JANUARY 11-13

CONFERENCE

GLBT Conference

Riviera Hotel, Palm Springs

CTA's Gay, Lesbian, Bisexual and Transgender Issues Advisory Committee (GLBTIAC) presents the annual CTA conference addressing GLBT issues. The conference is open to all CTA members and will serve as a forum to discuss a variety of subjects affecting the entire membership and California's youth. Workshops are organized in three strands addressing the needs of CTA members, students, and the community. Find out more: www.cta.org/conferences

FEBRUARY 1-3

CONFERENCE

Region III Leadership Conference

Manhattan Beach Marriott

"Celebrating 150 Years of Unionism." This conference is designed to advance the advocacy skills of our leaders and members and serves as an excellent opportunity to introduce new members to association leadership. Training sessions include leadership development, advocacy, chapter infrastructure, and internal and external communications. Si Kahn, labor and community organizer, folksinger, poet, and playwright, will be the guest speaker.

Find out more: www.cta.org/conferences

FEBRUARY 8

APPLICATION DEADLINE

CTA Scholarships

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

Find out more: www.cta.org/scholarships

FEBRUARY 22

APPLICATION DEADLINE

Martin Luther King Jr. Scholarships

CTA and Student CTA established the Martin Luther King Jr. Memorial Scholarship Fund to aid members of ethnic minorities in preparing for teaching-related careers in public education. The fund is supported by voluntary contributions from CTA members and the CTA Foundation for Teaching and Learning. An applicant must be a member of a defined ethnic minority group and an active member of CTA or Student CTA, or a dependent child of a CTA member. Applications must be postmarked by Friday, Feb. 22, 2013.

Find out more: www.cta.org/mlkscholarships



CROSSWORD SOLUTION:

A	S	S	E	R	T	O	S	A	K	A					
S	T	A	T	E	C	O	U	N	C	I	L				
T	O	U	G	H	N	U	T	T	O	C	R	A	C	K	
I	N	N	E	E	D	C	O	W	I	N	T	O			
S	E	T	R	E	F	F	B	I	A	A	A				
				M	I	R	O	P	A	C	E	D			
M	U	S	I	C		S	T	O	N	E	W	A	L	L	
A	S	T	A		S	T	I	C	K	E	L	I	E		
S	P	O	T	C	H	E	C	K		C	R	E	P	E	
				V	A	P	O	R		E	R	R	S		
A	W	E		A	E	C		T	E	A		L	S	U	
N	A	P	E		T	H	E		E	B	B	E	T	S	
G	R	I	G	O	R	I	R	A	S	P	U	T	I	N	
				P	A	M	E	L	A	G	E	O	R	G	E
				E	D	G	E	D		A	S	T	R	O	S

WHO'S GAME?

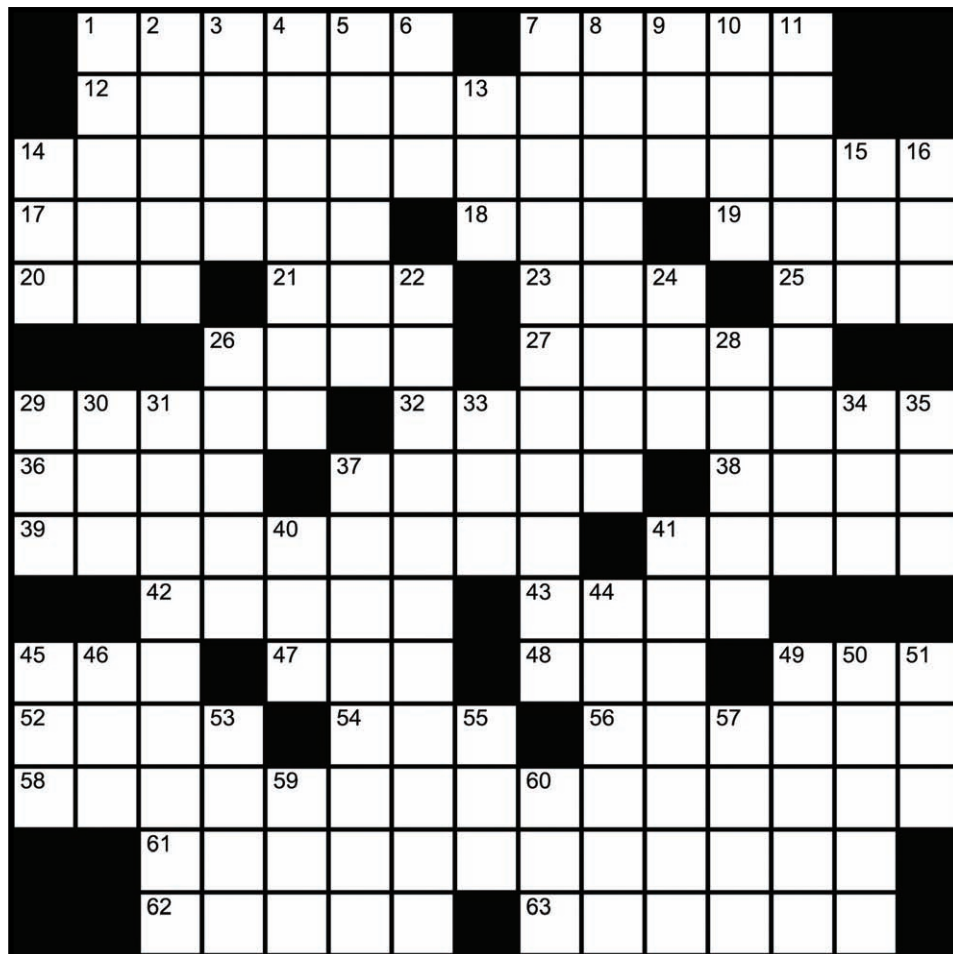
By Craig Hamilton



Some of the answers in this month's crossword can be found in the pages of this issue. Enjoy! Find the solution on page 37.

ACROSS

- 1 Declare
- 7 Japanese port
- 12 CTA group that canceled its October meeting to hold a community-based event
- 14 Difficult problem
- 17 Strapped
- 18 Calf's mother
- 19 Enthusiastic about
- 20 Filming locale
- 21 Whistle blower
- 23 J. Edgar Hoover's agcy.
- 25 Small battery size
- 26 Surrealist painter Joan
- 27 Walked back and forth
- 29 Subject taught by Eric Heins
- 32 Refuse to cooperate
- 36 Org. of high school educators near Disneyland
- 37 Carrot alternative
- 38 "Night" author Wiesel
- 39 Make random inspections
- 41 Parisian pancake
- 42 Steam, for example
- 43 Misses the mark
- 45 Shock and _____
- 47 Former nuclear regulatory agcy.
- 48 _____ Party
- 49 Baton Rouge sch.
- 52 Back of the neck
- 54 48 Across, in French
- 56 _____ Field (former home of the Dodgers)
- 58 Hard-to-kill Russian monk
- 61 She received a CTA grant to create a paperless classroom
- 62 Double-_____ sword
- 63 Texas team



DOWN

- 1 In unison
- 2 Feat that Evel Knievel might perform
- 3 Wise
- 4 Of a celestial element, according to ancient philosophers
- 5 Melt down, as fat
- 6 Fort Worth sch.
- 7 How classroom supplies are often paid for
- 8 Winter mound
- 9 Duke's athletic grp.
- 10 Soprano _____ Te Kanawa
- 11 Minstrel of the Merry Men
- 13 Non-Rx
- 14 "_____ the season..."
- 15 Educational org. founded in 1863
- 16 RV hookup provider
- 22 Person who may be placed in many homes before reaching adulthood
- 24 Hard water?
- 26 Sporty Mazda
- 28 Pitchers
- 29 More, in Monterrey
- 30 Pill bottle abbr.
- 31 Lincoln's hat
- 33 Personal quirk
- 34 Sass
- 35 See 45 Down
- 37 Device to preserve footwear
- 40 Preparer of IRS returns
- 41 Crustacean catcher
- 44 _____ Pieces (Halloween handouts)
- 45 With 35 Down, "Life of Pi" director
- 46 Combat
- 49 Release
- 50 Piggins
- 51 Blue Angels org.
- 53 Old-fashioned "Yikes!"
- 55 Stat for SF's Ryan Vogelsong
- 57 He shot Hamilton in a duel
- 59 Texter's "Yikes!"
- 60 _____ Khan (imam of a branch of Shiism)

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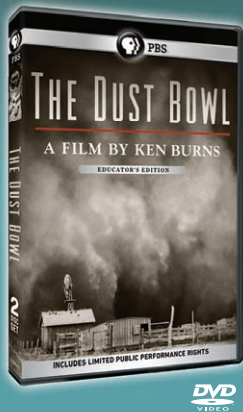
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