

california
educator



LOSING
POUNDS,
GAINING
HEALTH

Weight loss lessons

PAGE 11

PLUS

**SHE SAVED
MY LIFE!**

Colleague donates
kidney

PAGE 28

**COMMON CORE,
SPECIAL ED AND
ENGLISH LEARNERS**

PAGE 46

**MEET "MR. FIX-IT"
GENE LAUDUCCI**

PAGE 26

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FEATURES



Tiffany Moore, a second-grade teacher in Lawndale, lost 128 pounds by eating less and exercising.

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She Saved My Life!

Sunitha Gokavi had never met Keith Shattuck before she “rescued him from the brink of death” by donating a kidney. Read and learn from their remarkable story.

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Losing Pounds, Gaining Health

Always nurturing others can take a toll on your physical well-being, resulting in poor eating habits, not enough exercise and extra pounds. Five CTA members share insights on their journey to become healthier, including lessons on weight loss.

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When lines blur between teacher and administrator

Most teachers working outside of the classroom sincerely want to improve their practice. Others see it as an administrative stepping stone. This trend can create a “gray area” between teacher and administrator. Read what CTA members are saying about it.



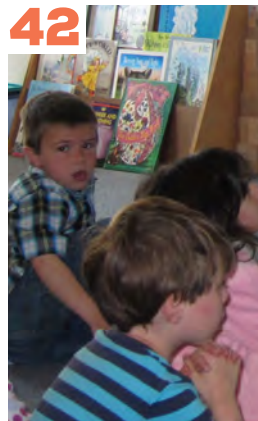
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*We've been celebrating
150 years of advocacy...*

What are CTA's plans for the future?

CTA's strength as an organization is directly related to our engaged membership. Throughout our history, we've been pretty successful at building support in the community, too. But we must do better at engaging parents and communities in current school improvement efforts. We must take a more active role in building community. And we are planning to do just that.

Two years ago, our State Council of Education directed us to establish a workgroup and develop a process for long-term strategic planning. So we put together a large and diverse group of members and staff tasked with leading the process. It was time for CTA to take a comprehensive look at what was working and what wasn't. It was also time to take a look at how we are empowering our members to be the best educators they can be.

And for the past two years, after hearing from more than 30,000 members through surveys and focus groups and one-on-one conversations, the long-term strategic planning group has compiled its findings. The plan, titled "Our Union, Our Future," steers us to begin by building an organizing culture where members are continually engaged in talking with and listening to one another.

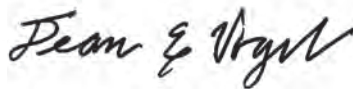
The plan also provides assistance to local chapters in strengthening ties with their communities, so that our members have ongoing, mutually beneficial relationships with community groups, and teachers and education support professionals are seen as resources and experts on public education issues, like curriculum, safety, proven reforms and adequate resources.

Thankfully, we are seeing more resources coming back to our schools after years of devastating budget cuts. We all worked hard to pass Proposition 30 last November to raise school funding in California, which is now ranked 49th nationwide in per-pupil funding. Voters agreed, and now money is flowing to every school district in our state to begin to repay years of cuts.

Through the Local Control Funding Formula (LCFF), the money is also going to communities serving our students of greatest need. This new way of funding public education gives educators, parents and school districts the opportunity to decide locally what tools their students need to succeed. For that reason, the LCFF is another important vehicle for engaging parents and communities in their local public schools.

Another opportunity for us to shape the education of our students is provided by the implementation of the Common Core State Standards (CCSS). These new comprehensive, comprehensible standards refocus what is happening in schools and allow teachers more control over what is taught in the classroom. While we don't agree with or support rushing the implementation of these standards or the high-stakes testing provisions that may be attached to them, California has always believed in high standards for its students. This is why CTA supports AB 484, a recently enacted bill that postpones student testing until teachers can be trained on the CCSS and students can be exposed to the material.

We have tremendous opportunities before us with the CCSS and the LCFF. Both give us additional reasons to talk with parents and community members about what they want for their children. I'm sure we are going to find that we all want the same things for our students.



Dean E. Vogel
CTA PRESIDENT



DEAN ON THE ISSUES

“Smaller classes allow teachers to be more effective. Making smaller classes a reality in schools is mostly a matter of money. If we were really funding appropriately, we could get to a 20:1 student-to-teacher ratio everywhere.”

“The Common Core State Standards recognize the educator as the expert and provide for the teacher to have an authoritative role in pedagogical decisions to make things better for kids. This is a powerful antidote to the increasingly obtrusive, top-down, ‘This is what you have to do’ view of reform.”

“We are disappointed by the governor's decision to veto AB 375. This bill was a great opportunity to take a big step in streamlining the dismissal process to keep students safe, safeguard the integrity of the profession, and protect the rights of educators. It was designed to start reducing procedural complexities and address concerns that were brought up in the previous legislative session.”



Do you have an issue or topic you'd like Dean to address? Let us know.
Email editor@cta.org.



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Not having to cook a turkey this year

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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.

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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

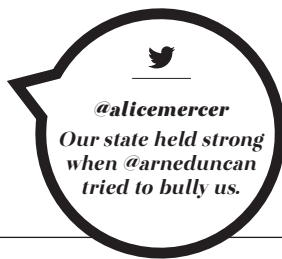
Postmaster: Send change of address to California Educator, P.O. Box 4178, Burlingame, CA 94011-4178.

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



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Use this hashtag in your tweets and we'll select our favorites for each issue of the *California Educator*.

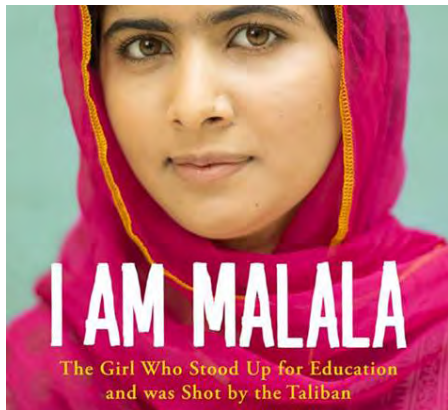


Viral video 🎥



Got Dark Money? Launder It Like the Koch Brothers. The Young Turks host Cenk Uygur breaks down the scheme to launder an \$11 million contribution in last year's election. www.cta.org/darkmoney

Most popular post 📌



October 9 374 likes 156 shares

Favorite comments 💬

Tyra Weis TatianaRose | October 28
We have a lot to be grateful for. Thank you to the shoulders we stand on!

George Mejia | October 27
People United > Koch Brothers

Karen Stout | October 26
Administrators should be evaluated by the staff they work with. I bet then they would be more fair in their dealings with teachers, custodians, food service, clerical. We have much to say about these people they are throwing into schools without any experience.

Kristin Vogel | October 25
Just putting it out there that every week should be American Education Week.

More top tweets 🐦



@PJR100 | October 27
Teachers have been a powerful voice for adequate \$\$ for schools! Glad to be at 150th anniversary for @CATeachersAssoc last night.



@CourageCampaign | October 27
Why would announcement of Apple's new iPad receive more news coverage than NV's middle school shooting?



@ssmith_calabor | October 25
#FPPC investigation into #darkmoney groups showed extraordinary lengths Koch network willing to go to destroy unions.

What's new at cta.org

1 cta.org/ctahistory

150th anniversary history
We've been celebrating CTA's 150th anniversary all year long. Check out the most recent additions on our new CTA History page.

2 cta.org/americanindian

American Indian Heritage Month November is a time to learn about American Indian history and culture, and to focus on the contributions American Indians have made to society.

3 cta.org/fppckoch

Koch brothers network fined
The Fair Political Practices Commission fined the Koch brothers network for laundering its secret \$11 million donation to fight Prop. 30 and pass Prop. 32.

4 cta.org/membercenter

Resources for new and veteran educators See our New Member Guide, strategies for educators, our latest Bulletin Board Fliers, and other useful resources at our Member Engagement Center.

5 cta.org/teacherprepsurvey

Best prep for tomorrow's teachers? Tell us what you think about teacher preparation, beginning career support, and the credential process by taking our new survey.

DEPARTMENTS

Know & Tell

Know & Tell introduces useful and fun tips and provides the latest on scholarships, grants and resources.

Perspectives

Perspectives amplifies members' voices and includes the ever-popular Point/Counterpoint series, plus guest columns, and book and movie reviews.

Advocacy

Advocacy showcases the great work of CTA members in the bargaining, member rights and legislative arenas.

Learning

Learning highlights members' best practices and practical advice and showcases education trends.

CTA & You

CTA & You covers all things CTA, including events such as State Council, trainings and conferences, plus member benefits and services.

A kidney, an atomic fairy and a strategic plan

Dagnabbit! I admit to using that expression (and sounding like my mother) when grouching about technology as I attempt again to figure out how to set one particular digital clock back one hour. Did you remember to “fall back” when daylight saving time ended?

Anyway, that darn clock is one reason we're featuring tech gift ideas (page 18). It is that time of year, isn't it? Personally, I love giving and getting books as gifts. In fact, I'm considering the books recommended by CTA members on page 21. Hmmm. Is this a spoiler alert for my friends and family?

Read about a special gift on page 28 — a Rialto member donated her kidney to save the life of a colleague she hardly knew.

Some people consider their teacher on special assignment (TOSA) a gift. Others, not so much. TOSAs walk a fine line between teacher and administrator. Read how Calxico, Richmond, Lake Tahoe and Moraga members navigate that line on page 30.

Do you think homework really helps learning? Read what two Atascadero members say on page 24. And find a great recap of education and legislative issues on page 38.

Readers requested more on Common Core. Read a review of tools and accommodations for special education and English learners on page 46.

And there's good news for retired members: A study validated the economic impact of CalSTRS benefits (page 36). The bad news: There's a proposal to cut retirement benefits (page 37).

State Council met last month and reviewed CTA's Strategic Plan, which will be voted on in January (page 54). You can read about the planning process and download the plan, titled “Our Union, Our Future,” at cta.org/OurFuture. This plan for the future is coming out just as we wind up CTA's 150th anniversary celebrations. Read about State Council actions on school funding, mandatory kindergarten and teacher preparation on page 52.

I still appreciate the photos and comments you've sent about the content and redesign of the magazine. I loved the member-submitted photo of a Riverside colleague who dressed up as the Atomic Fairy to teach how stars are formed (page 48). He sounds like a character.

And speaking of characters, enjoy reading about a yoga fan and maintenance man in Tehama County (page 26).

We'll continue to tweak and fine-tune this magazine. In the meantime, please keep the feedback coming!

Cynthia Menzel
EDITOR IN CHIEF
editor@cta.org

Read about the rest of the story online!

Read behind-the-scenes stories in the *California Educator* at blog.cta.org, and see additional photos from stories in this magazine at cta.org/educator.

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Not mutually exclusive

While I sympathize with John Green's counterpoint [in September], as a teacher who strives to have my students think critically, I'd say that his argument gives even more credence to the reason why we should say the Pledge of Allegiance. While religion should be left in the realm of parental discretion, a critical teaching of the reference to God in the pledge would help our students ponder some of the economic and social justice questions raised by Mr. Green. The fight for justice and the reciting of the Pledge are not mutually exclusive.

The Pledge of Allegiance is less religious inculcation and mindless patriotism than it is a way to help us better understand, appreciate and question the ideals that have helped and will continue to help make this country a more perfect union.

P.S. I like the magazine's new look and feel.

FAITH O. MOWOE

Rialto Education Association

Concussion discussion

The very good article on concussions [in October] raises several pertinent questions.

After high school, students need a good brain to carry them through personal and professional life. Any employer the students work for is required to have workers' compensation for work-related injuries. The students will not sign a release of responsibility form for work-related injury. Schools, by sponsoring sporting events, providing coaches, uniforms and playing fields, advertising, recruiting, and generating revenue, act as an employer. Schools and coaches don't pay for the damage they cause, so by example schools are teaching the kids how to avoid responsibility for their actions.

Ten or more years ago, CSU Chico complained to the public that their budget was so bad that they either had to cut an engineering class or cut football. Really sad to think anyone would choose football over a class that would enrich the rest of a student's life and benefit society.

Not covered in the article is the fact that with helmets on, there is less blood from fewer soft tissue injuries with more violent hits, which hides the fact that these high-speed hits make the brain bounce in the bony box more violently. The perception of a safer game is a false one.

I am not a teacher; my wife is. I found the article pertinent and worthy of ongoing problem-solving attempts.

JOHN SNIDER

Shasta County

Isaac’s apple didn’t fall

While reading the October *Educator*, I noticed a common error in the statement: “Isaac Newton pondered an apple falling and discovered gravity.”

I remind my physics students all the time that Newton didn’t “discover” gravity. People way before the year 1690 knew that something was responsible for pulling things down toward Earth. It’s not that everyone floated around until late in the 17th century, but suddenly fell to the ground when he “discovered” this force!

Newton’s incredible insight was that the same force that was responsible for pulling the leaves off the trees (and, presumably, the apples as well) was also keeping the moon in orbit around the planet. He called it the Law of Universal Gravitation, and even formulated a mathematical expression for it — although the actual numerical value that made it work had to wait another 100-plus years for Henry Cavendish to come along.

GABY SCULLY

Kern High School Teachers Association

Operations out of order

As a math teacher, I take offense at the math puzzle in the October magazine.

The top row solution reads: $5 + 2 \times 8 = 56$. The order of operations should never be changed, even for a puzzle! This only confuses people. The correct solution is $5 + 2 \times 8 = 21$.

Yes, I know the puzzle directions say to work operations from left to right. But once again, order of operations cannot be changed! How many hundreds of elementary school teachers will give this puzzle to their students, never realizing they are teaching bad math.

I teach high school mathematics, algebra through calculus. Every year I have dozens of students who still cannot work with negative numbers because during elementary school a teacher erroneously told them they cannot subtract 5 from 3, thus destroying their intuitive concept of the existence of negative numbers. Now the *Educator* has published a puzzle with a solution that defies order of operations.

SHERRY TROCHTA

Grossmont Education Association

CORRECTIONS

In the September “Witnesses to History” article, Margaret Browne participated in the Student Nonviolent Coordinating Committee (SNCC), not the Southern Nonviolent Coordinating Committee as was stated. Our apologies.

In our October issue we ran a submission from John Ladd’s article on substitutes as a letter to the editor — including comments by Nina Werchowsky, Harvey Reaves and Fred Keeler — which we inappropriately attributed to Mr. Ladd. We regret and apologize for this error.



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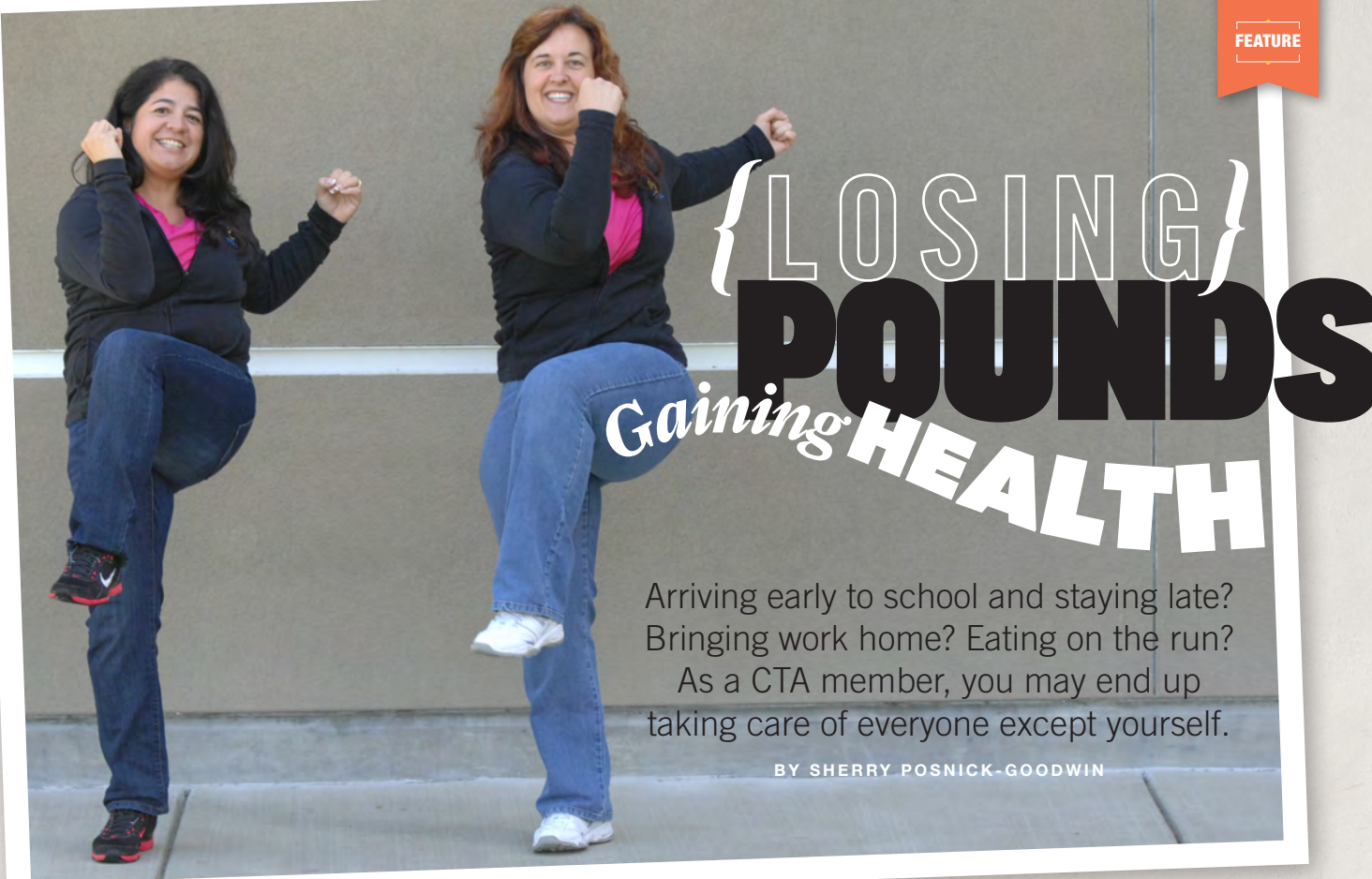
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{LOSING} POUNDS

Gaining HEALTH

Arriving early to school and staying late?
Bringing work home? Eating on the run?
As a CTA member, you may end up
taking care of everyone except yourself.

BY SHERRY POSNICK-GOODWIN

Together we can!
Michelle Franci and
Jennell Pardo became
fitness pals. Check out
their regimen on page 15.

ALWAYS NURTURING others can take a toll on physical well-being, resulting in poor eating habits, not enough exercise and extra pounds. Snacks galore in the teachers' lounge doesn't help — not that we're making excuses.

It's about more than looking good. Problems associated with obesity range from low energy to high blood pressure, diabetes, high cholesterol and heart problems.

It may be strange timing to share weight loss strategies as the holidays near, but sometimes lifestyle changes can bring about a healthier way of being that can last indefinitely, even when faced with temptation.

Some CTA members have made incredible strides in slimming down, becoming healthier through exercise, and making better food choices. They look amazing and feel great. So here's the skinny on how they did it, along with some images of them before and after their amazing transformations.

Everyone can benefit from striving for a diet
lower in saturated fats and higher in healthy proteins.



Understanding Calories and Macronutrients

ONE CALORIE is defined as the energy needed to raise the temperature of 1 kilogram of water through 1°C, often used to measure the energy value of foods.



Protein
4 calories per gram



Carbohydrates
4 calories per gram



Fats
9 calories per gram

Calories are composed of three **MACRONUTRIENTS**: proteins, carbohydrates, and fats.

TIFFANY MOORE

William Green Elementary School, Lawndale Teachers Association



Tiffany Moore dropped from size 24 to 6 by eating five or six small meals a day and exercising regularly.

PEOPLE DON'T RECOGNIZE Tiffany Moore now. She shed 128 pounds. Today, the 5-foot-6-inch second-grade teacher weighs 30 pounds more than her total weight loss. You do the math.

Moore, 43, gained 70 pounds in a single year during her early 20s, when she was going through a stressful time in her life. The self-professed "emotional eater" continued turning to food when times got tough, working late and ordering fast food from the drive-through window before heading home from school. She told herself she didn't have time to go to the gym. She was diagnosed with high cholesterol and high blood pressure. Her heart specialist wanted to put her on medication; she begged him not to and promised to lose weight. He said, "You're never going to lose weight. You've been fat for years." And something inside her said, "Oh yeah?"

At 40, at a friend's urging, she joined a "fancy" gym that cost \$200 a month. She worked out daily to get her money's worth. Once that happened, she began eating healthier. Weight dropped, as did her cholesterol and blood pressure levels. She dropped dress sizes, too, from a size 24 to a size 6. Her doctor didn't recognize her. That was the sweetest of victories.

Moore encourages her students to eat healthier (she's introducing them to almond milk, spinach and smoothies) and to be physically active (she does kickboxing exercises with them once a week). To learn more, visit her webpage, [facebook.com/meltmindandbodyfitness](https://www.facebook.com/meltmindandbodyfitness), or follow her on Instagram [@meltmindandbodyfitness](https://www.instagram.com/meltmindandbodyfitness).

I eat healthy by...

prepping my meals on Sunday for an entire week. I eat five or six small meals a day. One might be boiled chicken, fruit, a handful of nuts and a banana. I make sure I have protein and fiber. A snack might be a boiled egg or apple with a bit of almond butter.

Exercising on a regular basis...

became a serious lifestyle choice for me. It took me two and a half years to lose all that weight, and now I'm maintaining it. I'm lifting heavy weights and reshaping my body. Women can lift weights and not be afraid of getting bulky. It's important to have some muscle.

What I've learned...

is that it's important to take time for me. I felt like I had to give every moment to this job, but teachers need to have balance in their lives. I'm happier and have more energy and clarity. Finally, I feel like I have become the person I'm meant to be.



DID YOU KNOW?

Losing weight is simple math.

LELAH PEALER

Culver City Middle School,

Association of Classified Employees, Culver City

IT SOUNDS LIKE a TV reality show: A school secretary receives a two-week all-expenses-paid stay at a weight-loss clinic and spa run by Dr. Robert Huizenga, the celebrity doctor on the reality show “The Biggest Loser.” She learns to eat and cook healthy, thanks to two personal chefs. She enjoys salsa dancing with dance teachers from “Dancing With the Stars,” one of whom choreographed a number for the Academy Awards.

With a personal motivator, a physical therapist, plus basketball and yoga classes, weight loss was fun, says Leilah Pealer. No, she wasn't selected by Central Casting to visit The Clinic by Dr. H last February. Daughter Samantha Morley, director of the clinic in Los Angeles, used her discount and paid the \$3,000 balance as a gift to her mom.

Pealer, 60, loves being a school secretary, but the combination of being sedentary all day and receiving goodies from parents caused her to balloon. The opportunity to “diet with the stars” was a starting point for making permanent changes in her life. Since January, she's gone from 237 pounds to 175 and went from size 18 to 14. Her goal is to lose another 30 pounds.

She's no longer pre-diabetic and much more energetic. She loves the compliments, especially when students tell her that she's getting “littler.” Seeing her dramatic results prompted co-workers to jump on the bandwagon and join her for after-school walks. Parents are supportive, honoring her request for healthier treats. “They understand that we have changed our lifestyle here.”

The most important things I learned at the clinic...

is that it's not about dieting, it's about changing your lifestyle and your mindset. I learned what types of food to eat, like lean meats, sprouted whole grain pastas and bread, lots of fruits and vegetables, and low-fat cheese, and to avoid processed food. I write down everything I eat — and I mean everything — in a journal so I can keep track of it. I read labels and buy food that's low in sugar and high in protein. It's amazing. Once you start eating healthier, you begin to crave healthier foods.

My exercise regime now includes...

hiking every Saturday; walking after school with my daughter or husband or co-workers; and using the gym in our school two to three times a week for an hour workout.

One of my biggest challenges...

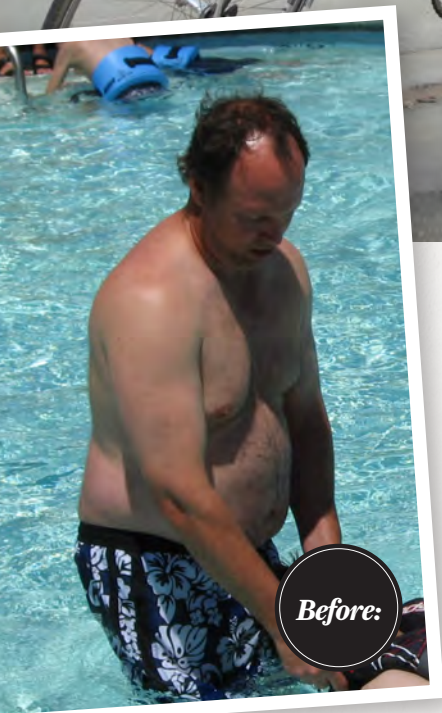
was hitting a weight loss plateau. I just had a two-month plateau. But I didn't gain the weight in a year and I'm not going to lose it in a year. When you hit a plateau, it just means your body is adjusting to its current weight, and you should eat very little sugar and carbs.



“It's not about dieting, it's about changing your lifestyle and your mindset,” says Leilah Pealer. “Once you start eating healthier, you begin to crave healthier foods.”



1 lb. FAT = 3500 calories... so, 



Trading four wheels for two was a blessing in disguise for Peter Dragula, who became a lean, mean pedaling machine.

PETER DRAGULA

Dublin High School, Dublin Teachers Association

PETER DRAGULA WAS upset when his car died a year ago. So to get to and from Dublin High School, five miles from his home, he jumped on his bike and went the distance. Trading four wheels for two was a blessing in disguise: Dragula became a lean, mean pedaling machine.

The special education teacher estimates he burns 400 calories a day, or 2,000 calories a week, cycling to and from school — even in the rain. He also works out at a gym two or three times a week. Before teaching, Dragula was trim, getting lots of exercise as a clown with Ringling Bros. and Barnum & Bailey Circus. The pounds piled on when he started ingesting 2,000 calories in one sitting at a local Starbucks, putting three sugars and cream in coffee to wash down bagels and doughnuts. It was scary receiving a “wake-up call” two years ago: He was pre-diabetic with high cholesterol. He lost the weight, but gained it back in typical yo-yo fashion. He explains: “You get back into old habits with friends having cabernet, steak and mashed potatoes.”

Replacing fad diets with exercise and a lifestyle makeover helped him lower his cholesterol, and he’s no longer pre-diabetic. At 6 feet 1 inch, he weighs 200 pounds and has reshaped his physique from size 42 to size 36. Although his body is slimmer, he lost only 20 pounds because the fat turned to muscle, and muscle is denser than fat. Recently he mulled buying a new car. Instead, he bought a new \$1,200 Novara bicycle. He worried his wife might be upset he chose a bike over a car; instead, she was pleased to know he prefers pedaling down the path of good health.

I eat healthier by...

going to my school’s salad bar. I avoid coffee and doughnuts and stopped eating sugar. I’m aware of everything I put in my mouth. On Sundays, I plan out my meals for the week. I’m eating more natural foods and less processed food. I bought a juicer.

My favorite app is...

Noom Weight Loss Coach. It has an exercise tracker with real-time GPS and pedometer to record all your activities, food and exercise tasks to help get to your goal, plus a logbook to track workouts, meals, and weight loss progress. It’s the ideal behavior modifier.

Advice for two-wheelers...

Choose a bike that’s right for you and stands up to the terrain. Determine whether you need a street bike or a mountain bike. Know how to change a tire, and carry the tools and equipment you need. I took a bicycle mechanic’s class. Make sure you have the appropriate clothing and reflectors for nighttime. It’s all part of the investment.

DISCLAIMER: Please consult your doctor or dietician before committing to any weight loss plan, and please refer to this information only as a guide to understanding how calories relate to body weight.

To lose 1 pound a week, eat 500 CALORIES LESS each day:

500 + 500 + 500
SUNDAY MONDAY TUESDAY

MICHELLE FRANCI AND JENNELL PARDO

Mark West Elementary School, MARFAC
(Mark West Faculty) Association

TOGETHER IS BETTER when it comes to weight loss, say this dynamic duo from Santa Rosa. Their mutual support system has yielded amazing results. Franci, 44, a special education teacher, lost nearly 100 pounds. Pardo, 41, a Title I reading specialist, shed 60. Their dramatic transformation has been two years in the making, say the self-described “fitness pals” who cheer each other on relentlessly.

Franci was the first to join a gym. Even though both were “totally out of shape,” they signed up for an hour-long “boot camp” class followed by Zumba on Saturdays. Boot camp, they say, was a “butt kicker” where they learned to throw medicine balls, flip a tire, and perform other challenging activities at two-minute exercise stations. Now it’s after-school and weekend workouts on a regular basis.

Eating habits changed with the help of myfitnesspal.com, a free calorie counter and diet and exercise journal, which calculates caloric intake and helps dieters meet weight loss goals. Pardo was slim as a child, but gained weight while studying abroad. She never shed extra baby weight after having three kids. Taking care of her children and nurturing students left no “me time,” and she felt guilty doing anything for herself. Franci, who is single and doesn’t have children, has been heavy most of her life. Both say they now feel great, get kudos from students and staff on a daily basis, and will continue working out together.



The buddy system works because...

you have someone to motivate you when you’re tired or frustrated, or want to go home after a long day and sit on the couch [says Franci]. When one of us says “I don’t want to go,” the other says “Put on your workout clothes, we’re going, get in the car.” When you have a buddy, working out is fun and you don’t feel alone.

The proudest moment...

was after years of avoiding the doctor, finally going, and after being weighed, hearing the computer say, “This weight is not possible, please check your entry” [says Pardo].

Advice to others...

Find a buddy. Work out together. Don’t worry too much about the scale — look at how the clothes fit on your body. And never give up!



Michelle Franci and Jennell Pardo team up to kick butt. When you have a buddy, they say, working out is fun and you don’t feel alone.



500 + 500 + 500 + 500 } = 1 lb. FAT
 WEDNESDAY THURSDAY FRIDAY SATURDAY

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Know & Tell

Grants, awards, contests, resources and tips to share



- The Revo is a **lightweight wireless headphone set** built with NFC (near-field communications) for easy Bluetooth pairing. Adjust the volume and skip tracks by just touching the earcups. While a little pricey at \$250, it may be perfect for your favorite **gizmo-loving** family or friends.

TURN THE PAGE TO FIND THE HOTTEST GIFTS OF THE SEASON.



▲ **POWERSHOT ELPH 530 HS**

Who makes it: Canon

What it costs: \$150

What it does: Beautifully sleek, Canon's **PowerShot ELPH 530 HS** packs a 28mm wide-angle lens with 12x optical zoom to capture just the image you want. Image quality is superb, with a 10.1 megapixel high-sensitivity CMOS sensor. Built-in Wi-Fi lets you share images and 1080p full HD videos virtually anywhere, while the 3.2-inch touch panel LCD screen makes operations easy and interactive.

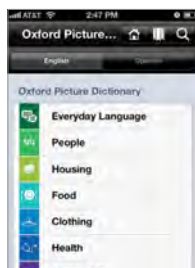


▲ **CHROMEBOOK PIXEL**

Who makes it: Google

What it costs: \$1,299-\$1,449

What it does: Google's first laptop is a beauty. Built from aluminum alloy, the slim **Chromebook Pixel** features a 12.85-inch touchscreen, Core i5 process and 32 or 64 gigabytes of solid-state storage. Boots in seconds and stays fast, and requires almost zero setup and maintenance.



◀ **PICTURE DICTIONARY APP, SECOND EDITION**

Who makes it: Oxford **What it costs:** \$10 **What it does:** The Oxford **Picture Dictionary app** provides instant access, anytime and anywhere. Introduce students to 4,000 terms, organized into 12 thematic units, including Everyday Language, People, Housing, Food and Recreation, and more. Each unit includes phrases and expressions from everyday life that help put words and images in context.



◀ **YETI USB MICROPHONE**

Who makes it: Blue Microphones **What it costs:** \$150 **What it does:** The **Yeti** is the ultimate tool for creating amazing recordings, directly to your computer. It can capture anything with a clarity and ease unheard of in a USB microphone. There are no drivers to install; simply plug the Yeti into your Mac or PC, load up your favorite recording software, and record something amazing.



The Best Tech Holiday Gifts

BY TERRY NG

● The quest for that perfect gift takes some of us longer than others, especially when it comes to technology. Here are suggestions based on price of the hottest things going for gizmo-lovers. We hope these suggestions, our gift to you, will take some of the guesswork out of finding the right gift for your special someone.



▲ **LT STREAMING PLAYER**

Who makes it: Roku

What it costs: \$50

What it does: The **Roku LT Streaming Player** has all the essentials you need to enjoy 1,000+ channels of movies, TV shows, live sports and more, all in 720p HD. Enjoy Netflix, Hulu Plus, Amazon Instant Video, and much more. Works with virtually any TV, includes built-in wireless and sets up in minutes.

▲ **4-IN-1 IPHONE PHOTO LENS**

Who makes it: Olloclip

What it costs: \$70

What it does: The **Olloclip 4-IN-1** is a quick-connect lens solution for the iPhone that includes a Fisheye, Wide-Angle and 2 Macro lenses in one small, convenient package that easily fits in your pocket. It connects to your iPhone within seconds and works with all your favorite apps in photo and video mode.



Quotes & Numbers

WE COMB THE MEDIA DAILY for the best quotes and statistics about public education.

If you discover a quote or stat you think we should highlight, send it along with your name to editor@cta.org.

\$41,462

Average beginning teacher salary in a California unified school district of 20,000 or more students. The average superintendent salary was \$225,176 in these districts, according to California Department of Education data for 2011-12.

“If we are to succeed, we will need to create tests worth teaching to and implement the Common Core standards along with Common Core supports.”

—October commentary in *Education Week* about ideas for federal ESEA reauthorization, authored by Stanford University’s Linda Darling-Hammond; Marc Tucker, president of Washington-based National Center on Education and the Economy; and John Jackson, president of the Schott Foundation for Public Education in Cambridge, Mass.

“It’s wonderful. It certainly helps.”

—Vallejo Unified School District parent Rasheda Higgins, picking up free school supplies provided by Vallejo educators for her injured son at home, as reported in the *Vallejo Times-Herald*. For the fifth year in a row, the Vallejo Education Association spent \$10,000 for basic classroom supplies that teachers gave away to 2,000 needy students in October.

2 MILLION

Injuries sustained annually by U.S. high school athletes, according to investigative series on impact of specialization in youth sports at sfchronicle.com/sports.

“A lot of people feel the game is stacked against them, and losers in rigged games get angry. We are losing equal opportunity in America, our moral foundation stone.”


—Former U.S. Labor Secretary Robert Reich, in his new documentary film, *Inequality for All*. Watch the trailer and learn more about economic threats to the middle class at inequalityforall.com.

7 BILLION DOLLARS

Cost to U.S. taxpayers because of low wages paid to fast-food workers, who are forced to use public assistance for health care and food. The cost in California is about \$717 million a year in state and federal assistance, according to a new study by the UC Berkeley Labor Center.

Percentage of Californians surveyed who oppose “allowing public employers to unilaterally cut retirement benefits for current employees.” And a majority favor solving pension issues at the local, not state, level, and through bargaining, not by ballot measures like the one San Jose Mayor Chuck Reed and supporters are backing. The polling by David Metz was reported in the *San Jose Mercury News*.

63%



“This is the first time I am aware of a public school system being held accountable, in a legal manner and with real dollars attached, for the quality of its broadband infrastructure, software implementation, and training.”

—Douglas A. Levin, executive director of Maryland’s State Educational Technology Directors Association, in response to an arbitrator awarding \$41 million for back pay to New York City educators. The United Federation of Teachers successfully argued in a grievance that slow Internet connections, buggy software and a lack of computers forced their members to work beyond their contractually mandated workday, *Education Week* reported.

Did you know?

IF YOU DISCOVER research you think we should highlight, send it along with your name and local chapter to editor@cta.org.

BY SHERRY POSNICK-GOODWIN



TEACHING IS
TIME-CONSUMING!



When you look at the time teachers actually spend working, you can see that it's not a cakewalk. According to busyteacher.org, the real teaching day is 12 to 16 hours a day. Most teachers come to school an hour early or stay an hour late to assist students who need extra help. They spend several hours per week planning, grading papers, answering emails and making phone calls to parents and attending meetings required by the school district. What about having summers off? Most teachers spend two to four weeks during the summer taking workshops, three weeks planning curriculum, and a few weeks preparing themselves in other ways to begin the new school year.

In what might be a new trend, the Glendale Unified School District is paying \$40,500 to a private firm to monitor social media postings of students, searching for possible violence, drug use, bullying and suicide threats. Two students in the district have committed suicide in the past two years. Critics say the Big Brother policy violates the privacy of students and is cyberstalking, while proponents say student safety comes first and anything online is already public.

If your students are smiling, it doesn't mean they aren't paying attention; perhaps they are just on the verge of discovery, says David L. Hough, professor at the College of Education, Missouri State University, who concludes that **if students feel valued, safe and happy at school, they are more likely to attend class and learn.** "My research team discovered classrooms could be new, old, high-tech, low-tech, large, small, near the principal's office or far away. It didn't matter. What mattered was the teacher and the teacher's attitude accounted for most of the variance in students' perceptions of safety, enjoyment and happiness."

California could save as much as \$2.4 billion in annual crime costs if its high school male graduation rate increased by just 5 percent, according to a report by the Alliance for Excellent Education. The annual savings could reach as much as \$18.5 billion nationally, reports "Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings."

Taking students to an art museum improves critical thinking skills and tolerance, note researchers from Crystal Bridges Museum of American Art in Arkansas. Professors surveyed 10,912 students and nearly 500 teachers who toured the museum, and found students had "demonstrably" stronger abilities to think critically about art than the control group and displayed more tolerance and "historical empathy" about diverse groups. Benefits were "larger" for students from low-income families. Researchers noted that culturally enriching field trips are on the decline, while field trips to amusement parks, sporting events and movie theaters are on the rise, to reward students for improved test scores.

According to a new NEA poll, the **Common Core State Standards have strong support from educators.** More than 75 percent of NEA members support the standards, either wholeheartedly or with reservations. While they are ready to step up to the plate, many have concerns that they won't have the support they need from their districts and states.

THREE TIME-SAVING TIPS:

- Stay organized with paperwork and materials. It saves time in the long run.
- Keep a planner with a daily to-do list.
- Don't spend the first few minutes of class taking attendance. Wait until students begin working.

California Reads

BY TIFFANY HASKER

Once again, CTA's Read Across America Committee has selected four fantastic books for this quarter's recommended reading list. The committee met in October to sort through award-winning recommendations from both the California School Library Association and the California Reading Association. This quarter's list offers something for everyone: traditional (yet still in print!), multicultural, historical fiction, and social commentary. We hope you find the recommendations useful, and we look forward to hearing how our members are using these books in the classroom.

CTA member becomes an official resource! SEE PAGE 22.

Educator Resources Available!

www.cta.org/californiareads

- ✓ Lesson plans
- ✓ Activity guides
- ✓ Author videos
- ✓ Audio files

Get involved with California Reads and let us know how you use this quarter's recommended books in your classroom. We'd love to profile your efforts!

Pre-K – Grade 2

Martina the Beautiful Cockroach

BY CARMEN AGRA DEEDY

With the help of her wise grandmother, Martina tries to find a suitable husband. With the traditional "Coffee Test" (she spills hot coffee on her suitors' shoes to see how they react), she is able to see that none of the would-be husbands (the haughty rooster, the odorous pig and the cockroach-eating lizard) are good choices, judging by their angry reactions. Finally, her grandmother shows her a humble mouse who has a sweet voice. Martina falls in love at once, although she is surprised when he turns the tables and uses the Coffee Test on her, as instructed by his Cuban grandmother.



Grades 3 – 5

Wonder BY R.J. PALACIO

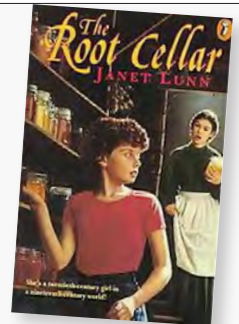
August Pullman was born with a facial deformity that prevented him from going to a mainstream school — until now. He's about to start fifth grade, but can he convince his new classmates that he's just like them, despite appearances? This warm, uplifting story will have readers laughing one minute and wiping away tears the next. With wonderfully realistic family interactions (flawed, but loving), lively school scenes, and short chapters, *Wonder* is accessible to readers of all levels.



Grades 6 – 8

The Root Cellar BY JANET LUNN

It looked like an ordinary root cellar. And if 12-year-old Rose hadn't been so unhappy in her new home, where she'd been sent to live with unknown relatives, she probably would never have fled down the stairs to the root cellar in the first place. And if she hadn't, she never would have climbed up into another century, the world of the 1860s, and the chaos of Civil War.



Grades 9 – 12

Revolution BY JENNIFER DONNELLY

From the privileged streets of modern Brooklyn to the heart of the French Revolution, Jennifer Donnelly artfully weaves two girls' stories into one unforgettable account of life, loss, and enduring love. *Revolution* spans centuries and vividly depicts the eternal struggles of the human heart.



A NEW ROLE:

CTA helped prepare library advocate

BY TIFFANY HASKER

Renee Swank, a second-generation teacher librarian for 13 schools in the Sylvan Union School District, has been an integral member of CTA's Read Across America Committee for three years, acting as the liaison to the California School Library Association. Recently, Renee was selected to be the California Department of Education's school library consultant, and we are thrilled to have such great representation at the state level.

What will you do as a library consultant?

Help districts understand how school library programs can play an integral role as Common Core State Standards are implemented, and promote access to print and electronic collections for all California students. Title I students should have the same opportunities as students in more affluent schools.

How will your new role differ from being a teacher librarian?

Throughout my career as an educator, I have always advocated for quality education, especially for strong school libraries. Now I will be advocating on a much larger scale. The greatest difference is that now a large focus of my job will be advocacy, and I will no longer have to juggle trying to manage 13 school libraries while trying to teach information literacy.



Renee Swank

What will you miss most?

Finding just the right book for reluctant readers and talking excitedly with kids about what they are reading (and getting shushed by my assistants for getting too animated talking with kids).

What are you most nervous about?

Honestly, coordinating my commute to work from Oakdale to Sacramento, and being away from my husband and beagles. The other thing I am nervous about, or am having difficulty coming to terms with, is I will no longer be a CTA member. In my opinion, the training I have received through CTA's liaison program has prepared me to take on this new role.

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

Emma Alston | NEA member



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Perspectives

Members' opinions and practical advice, plus guest columns and reviews



Education support professionals (**ESP**) make up 40 percent of the total K-12 workplace. While ESP are relatively **new to the CTA family**, becoming full members in 2006, it's hard to imagine a school going for one day without paraprofessionals, office workers, bus drivers, custodians and maintenance staff.

TURN TO PAGE 26 TO MEET THE IRREPLACEABLE **GENE LAUDUCCI** WHO SAYS HE'S GLAD HE'S A UNION MEMBER.

Does homework really help learning?

YES

I'm in favor of homework. I have taught mathematics at the junior high level for 26 years. A classroom setting is designed for learning concepts. Homework should reinforce those concepts. It helps students practice the skills they have been exposed to in order to become proficient and retain the material.

I assign homework Monday through Thursday for eighth-grade Algebra 1, and on Fridays, if necessary (30 minutes, maximum). I do not assign homework for homework's sake. That's just busy work.

Homework needs to be specific and meaningful for the subject. Sometimes students need a page of basic skills in math, history, science and English. Spiraling assignments help the retention factor.

If students aren't assigned homework, consequences may occur, such as students not doing as well as they could on an assessment if they haven't practiced along the way. If students don't try or don't turn in their homework, then they may think they understand the material, but they will probably make more mistakes during a test. When students do homework, they receive feedback the next day as the teacher goes over the assignment. They can ask questions and correct their work.

During my career as a math teacher, I've seen very few students who could get way with not doing homework and still do well on assessments. Those who believe homework doesn't measure learning need to look at the big picture. We don't learn by doing things correctly all the time. We learn from our mistakes. Homework is the safety zone where students can make mistakes and learn from them, so that when they practice skills in the next assignment, they will have a better chance of being able to understand concepts.

The more students apply themselves and invest in their education, the more they will learn to collaborate with their peers, self-evaluate their critical thinking processes, and become independent thinkers.

JILL TERRY teaches math at Atascadero Junior High School.



Colleagues and friends
sometime disagree.
Here are differing views
from two Atascadero
District Teachers
Association members.



NO

I'm not a believer in homework. Excessive and inappropriate assignments do far more damage than mere time wasted. These assignments reinforce incorrect habits in students, create huge amounts of tension in families, and cause anxiety and frustration in students. Homework overload perpetuates an incorrect and intellectually lazy notion that more of something is always better.

Homework should target students' specific needs and abilities, taking into account that students may have little control over their time at home and no support or assistance beyond that provided at school. Meaningful homework is assigned to reinforce a particular skill. Unfortunately, most homework does not meet these criteria. If every student in the class has the same assignment, it's likely not targeted sufficiently to meet the needs of individual students.

Harris Cooper has well-researched guidelines that describe the maximum level homework for an ideal situation in which students are well supported at home and not overburdened with familial obligations or work. (To see Cooper's guidelines, follow the "References" links at nea.org/tools/16938.htm.) He acknowledges that his research is insufficient to determine the impact of ethnicity, socioeconomic class, and special learning needs.

Many teachers assign difficult homework nightly with the misguided notion that they are helping their students. Homework, especially excessive homework, may be such a huge burden to students that its "benefit" is far outweighed by the stress and anxiety it creates. Even worse are large, complicated projects that require expensive materials provided by families and hours of time spent outside of school to complete. These types of costly, time-consuming assignments should be considered a civil rights violation for students and their families.

Nightly reading at independent or instructional level is most beneficial to most students, as it increases exposure to language, cultivates a love of reading, and creates a nightly routine.

JOHNNA MCGUIRE teaches core and elective subjects at all grade levels at Atascadero Junior High School.

PTA joins with teachers in “raising our hand for student success”

BY COLLEEN A.R. YOU
CALIFORNIA STATE PTA PRESIDENT

As we celebrate and honor individuals making a difference during American Education Week, the promise of a quality education for every child has never been more important. California is experiencing a watershed moment with the adoption and implementation of the Common Core State Standards, a new Local Control Funding Formula, and Local Control Accountability Plans tying school district budgets to improvement goals. School districts are formulating these plans with stakeholder input.

It is imperative for teachers and parents to work together in the most fundamental ways to ensure student success. PTA plays an integral part. Our goal is to Connect Families and Schools. Through this connection, parents first gain exposure to the local picture, become informed, and build confidence and knowledge. Their empowerment grows from initially advocating at their home schools to later speaking up within their districts and beyond.

We must encourage an engaged and invested school community in every city in California. We do this by reminding parents to ask open-ended questions about their student’s school day and ensure that a regular schedule of nutrition, exercise, rest and homework is followed. Parents should ask teachers for, and teachers and school administrators should share,

facts about the curriculum and implications of Common Core State Standards, how they will affect instruction and assessment. Teachers can encourage parents to seek



Colleen A.R. You

Teachers and parents are mutual partners in student success.

opportunities to learn together with their children beyond the school day. Maximizing occasions to learn (for example, practicing the application of fractions while measuring for and preparing a recipe) results in reinforcement of key mathematical concepts introduced in the classroom.

Teachers and families have opportunities to communicate, collaborate, and plan for student success during Back to School visits, during curriculum nights, at parent-teacher-student conferences, and at open house. Meaningful, two-way communication between the school and home ensures parents get to know their child’s teachers, and teachers can be

apprised of any concerns and make an early connection with families in the community.

While parents are children’s first teachers, recognizing that both the teacher and parent are mutual partners in student success, and the continued improvement of our public schools, will go a long way in ensuring all children gain the 21st century skills and education that prepare them for career and college in an increasingly competitive global work environment.

Parents and teachers value schools that promote student engagement and a positive school climate in concert with improving student achievement. When students have access to sufficient instructional materials, well-maintained and modern facilities, and credentialed instructors with opportunities for professional collaboration and development, they are on the path to successful educational outcomes. Teachers and parents can continue to ask the essential questions moving forward: How do we invest education dollars appropriately in every community and not lose sight of our most vulnerable children? How do we ensure the funding is adequate, and the voices of the entire school community are heard? How do we elevate the importance of a well-rounded education that includes physical education, arts and STEM as a governing priority?


PTA joins with teachers in “raising our hand for student success” — we must not lose sight of the impact we can make investing and advocating together for our children, our future.



He keeps the high school spiffy and safe

Meet Gene Lauducci, jack-of-all-trades

BY SHERRY POSNICK-GOODWIN

 **IN THE SMALL TOWN** of Corning, rumors spread easily. When word got out that Gene Lauducci was retiring (he's not), he found out that people were "lining up" to take his place. He even heard rumors on who was replacing him during a visit to the local lumber yard.

"I laughed when I heard that so-and-so was replacing me," says Lauducci, 64. "It's a small town, and word gets out in a way that's hilarious."

People who know Lauducci say the journeyman carpenter, maintenance man and all-around fix-it guy at Corning High School is irreplaceable. They love his easy laugh, wry sense of humor and hands-on ability. The self-described "alternative person" is a devotee of yoga and vegetarianism, which in rural Corning makes him a "character," says Judy Rhoda, president of the Corning High School Cal-ESP chapter he belongs to.

The former Bay Area contractor moved to the Tehama County town of Corning 12 years ago. His grown children joked that he moved there so they'd never move back home. But he likes the slower pace just fine and enjoys being on a crew that keeps the high school, built at the turn of the century, looking spiffy.

Gene Lauducci likes working with the teachers. "But my favorite thing is running the backhoe. I love that thing," he says. "It's my toy."

IN GENE'S WORDS



A typical school day?

There's no such thing. Sometimes I rush from emergency to emergency to emergency. Sometimes we're replacing siding on aging portables, running wiring and hanging mounts for overhead projectors, digging up plumbing for the sprinkler systems and putting in new lines, fixing toilets, setting up the bleachers for sporting events. If there's time, I'll make cabinets in the woodshop.

We keep the school in good shape and have gotten lots of compliments from people who work at other schools.

The best part of the job...

is that it's so diverse. I can work with my hands. The school owns a farm here that was donated from someone who passed away, so we're always fixing it up and building irrigation systems. I like the kids. By the time they're seniors, you get to know them and they are comfortable talking to you. Some get jobs working with us in the summer. I like the teachers. But my favorite thing is running the backhoe. I love that thing. It's my toy.

A funny thing that happened on the job...

was getting locked in a storage room. In one of the storage rooms, you can't open it from the inside, and when the wind catches the door just right, it slams shut. But it's not just me; other people have gotten locked in, too.

Being a union member is a good thing...

because if we get into a controversy or struggle, we have some security and a support system in place to work it out and solve the problem. Being in a union helps you earn a living wage. I'm glad to be a member.

CTA Special Education Survey



**Class size growing?
More special education students?**

Have there been changes at your site or in your district in how students with disabilities are instructed? Are you a general educator providing instruction to more students with IEPs?

The CTA Special Education Committee received a flood of questions about changes in how students with disabilities are being provided special education instruction. Recent policy changes have raised serious concerns about caseload, class sizes, lack of time to provide services to students, increased workload, and lack of involvement in the planning process.

CTA is surveying members to collect information about how students with disabilities are being provided special education instruction. The information collected will be used to identify the scope of the challenge and help staff provide expedient assistance to local leadership and staff.

Let us hear from you!



Take the survey at:
www.cta.org/ctasped2013



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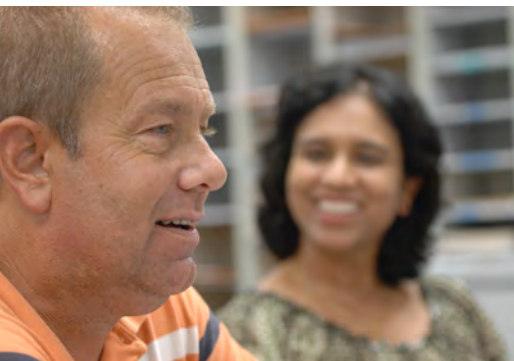
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“She Saved My Life!”

Rialto member’s colleague donates kidney

BY SHERRY POSNICK-GOODWIN



“There are no words,” says Keith Shattuck of colleague Sunitha Gokavi.



Go Online

A “silent” disease, Chronic Kidney Disease (CKD) is the 9th leading cause of death in the U.S. and disproportionately affects racial and ethnic minorities. Over 26 million Americans have CKD, nearly 600,000 of whom require either dialysis or a kidney transplant to survive, and 73 million more are at risk primarily due to diabetes or hypertension.

For more about kidney disease, becoming a donor and organ transplants, check out these resources.

National Kidney Foundation —
www.kidney.org

National Kidney Registry —
www.kidneyregistry.org

Renal Support Network —
www.rsnhope.org

Donate Life America —
donatelife.net

KEITH SHATTUCK is thankful he has a loving wife, good friends, and a teaching job that he loves at Casey Elementary School in Rialto. But he wouldn’t be around to appreciate these blessings if a colleague hadn’t rescued him from “the brink of death” by donating a kidney. For that generous gift, Shattuck will be forever grateful to Sunitha Gokavi.

“What can I say?” he asks, wiping a tear and looking at Gokavi, a kindergarten teacher at Casey and fellow Rialto Education Association member. “There are no words. She saved my life.”

Shattuck, 44, was first diagnosed with kidney problems at age 23. He was on dialysis for years before receiving his first kidney transplant in 1999 at Loma Linda University Medical Center (LLUMC) from a deceased donor. That kidney lasted 11 years, the typical lifespan of a transplanted kidney.

The fourth-grade teacher began feeling sick again in 2011 and knew immediately he was experiencing renal failure. He felt lethargic and had little appetite. Soon he was back on peritoneal dialysis, which manages kidney failure until a kidney transplant is possible.

“I felt terrible,” recalls Shattuck. “I tried to keep working, but I kept getting sick and didn’t have the energy I needed for the job. The first time it happened, I was more accepting. I was sadder the second time around.”

Shattuck went on medical leave and waited for a kidney. His wife offered to be a donor, but was ineligible due to kidney stones. He missed nearly two years of work.

He may have been absent, but his co-workers didn’t forget about him.

Amazingly, six teachers — both current and former employees of Casey Elementary — plus two spouses of teachers visited LLUMC to be screened as possible donors. None passed the screening due to health issues, until Gokavi stepped up to the plate and passed with flying colors.

They weren’t close friends; she didn’t know him well. But she wanted to help if she could, because Casey Elementary School is the kind of place where teachers do such things.

“If you worked at Casey, you wouldn’t think it’s so amazing,” says Delicia Shattuck, Keith’s wife, a former Casey teacher now at another Rialto school. “We are family, not by blood but by choice. At Casey Elementary we celebrate together, we mourn together, and we lift each other up. It’s an amazing school. There’s no other place like it.”

It didn’t matter that Gokavi wasn’t a “match” for Shattuck, because the hospital, like many others throughout the U.S., had a “paired exchange” donor program. Under this kind of “pay it forward” plan, a donor who is incompatible with a designated recipient agrees to donate their kidney to a stranger, in exchange for the designated recipient receiving a kidney from another stranger. Keith’s kidney came from an altruistic college student in St. Louis, who started the chain. Gokavi



Delicia Shattuck

She affected my life by giving my husband back.



You don't have to be a perfect match to be a kidney donor. Colleagues **Keith Shattuck** and **Sunitha Gokavi** became friends, then family, during the transplant process.

doesn't know who received her kidney — but she knows that it saved that person's life, as well as Shattuck's life.

Donating a kidney was not a difficult decision, says Gokavi, 50, who is "happily" single.

"I prayed about it. I'm a Christian and believe in helping people. I enjoy good health. I felt like God directed me to do this, and I felt at peace with my decision."

Her brother traveled from India to be by her side during the Jan. 8 procedure. She underwent laparoscopic surgery so doctors could remove her kidney through a small incision. The procedure is minimally invasive and allows for a quicker recovery period (about six weeks) for living donors. Shattuck's insurance company paid for the kidney removal operation as well as the transplant surgery that took place on the same day.

Shattuck was thrilled to be able to return to school this fall and says he feels "fantastic." He has gotten to know Gokavi, and says she is now like a sister to him. Students sometimes ask about the transplant. They are told that yes, indeed, Ms. Gokavi gave Mr. Shattuck a kidney so he could return to school and not die.

"People pass away every day while they are on dialysis," says Shattuck. "It's hard to think about now. I didn't have much of a life. I felt like I just existed. I feel so in debt to Sunitha."

So does his wife, Delicia.

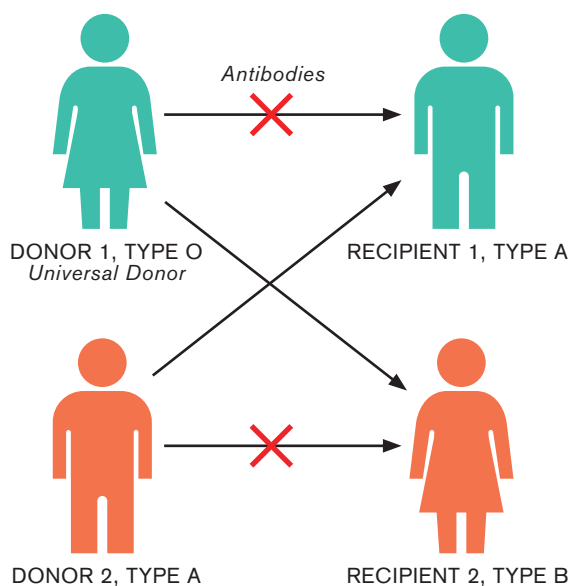
"She affected my life, but she has also affected my life by giving me my husband back. In addition to helping me, she helped my parents, who were helping me take care of him. She helped students, because now they are lucky to have a great teacher come back. It just goes on and on, who she's helped."

The Shattuck family is hoping that sharing this story will create awareness of paired exchange kidney donations with living donors, which can save lives worldwide.

"My husband was on a transplant list for a deceased donor, but they had told us that it would be a nine to 10 year wait," says Delicia. "The average person on dialysis only makes it five years. Time was running out for us. So I want people to know that you don't have to be a perfect match to donate a kidney. Sunitha wasn't a perfect match, but it still worked perfectly." ❏

PAIRED DONATION EXCHANGE

In a paired donor exchange, or kidney swap, two kidney recipients essentially swap willing donors. While medically eligible to donate, each donor has a blood type or antigens that are incompatible with their intended recipient. By agreeing to exchange recipients — giving the kidney to an unknown, but compatible, individual — the donors can provide two patients with healthy kidneys where previously no transplant would have been possible.





Vanessa Lopez Mendoza, a teacher on special assignment (TOSA) in Calexico, does not want to be considered an administrator or force colleagues to work with her. "I want to be invited in," she says.

PHOTO BY ED SIBBY

WHEN LINES BLUR

BETWEEN *teacher* AND *administrator*

Teachers On Special Assignment (TOSA) walk fine line

BY SHERRY POSNICK-GOODWIN

TEACHERS ON SPECIAL ASSIGNMENT. Program coordinators. Curriculum specialists. Literacy coaches.

The titles and ranks of teachers working outside of the classroom have increased over the past decade, say CTA members. In some districts they are helpful and supportive, providing fresh strategies and resources to colleagues. In other districts, they may act as quasi-administrators who look for shortcomings in co-workers and report them to higher-ups.

“Most teachers out of the classroom in our district have a sincere desire to improve the practice beyond their own classroom,” says Chad Cooper, Associated Calexico Teachers president. “Others see it as an administrative stepping stone.”

The trend creates a “gray area” between teacher and administrator in some districts. Confusion and resentment over the lack of role delineation may develop into a “You’re not the boss of me” scenario — even among bargaining unit members.

While school districts view teachers on special assignment (TOSAs) and others outside the classroom as being “a little bit

of an administrator,” there’s really no such hybrid, say CTA negotiators, who compare it to being a *little* bit pregnant. Either you’re an administrator or you’re not. The true test of being an administrator is the ability to hire and fire staff and make decisions about administration’s handling of grievances. This eliminates CTA members.

During tough times, districts are tempted to take teachers out of the classroom to save money. Rather than hiring more administrators, administrative duties are delegated to teachers for a lower salary and a stipend. Teachers looking for a change, the chance to help colleagues, or the fast track to a district

office position, accept these positions. The downside: TOSAs are often the first positions cut during tougher times.

CTA supports teacher-led professional development as a path to bettering schools — which is the goal of many TOSA jobs. However, teachers, whether inside or outside the classroom, should never be part of the process of evaluating peers.

CROSSING THE LINE

While teachers outside the classroom should not report on peers to administrators, comments in casual conversation may

have repercussions on someone's career. A TOSA talked to an administrator about a history teacher having a "difficult time" in the classroom at 11 a.m. While no name was mentioned, there was only one history teacher teaching class at that time and the principal contacted that teacher, who feared the incident would be used in an evaluation.

That was an accident. But sometimes lines are crossed intentionally.

There are cases where an abusive principal uses TOSAs to intimidate teachers. TOSAs are used by some administrators to do "dirty work" and spy on colleagues, says a chapter president who prefers to remain anonymous. Teachers are harassed under this policy, are given dictates by TOSAs, and get in trouble for not following them. The district in question denies using teachers as administrators, and numerous grievances have been filed.

Mel Collins observed similar situations in the West Contra Costa Unified School District and saw teachers turn on one another.

"Teachers can get into an administrative mindset when all their directives come from administration. Even though they are not supposed to evaluate teachers, there's backroom talk with administrators, and their comments can affect evaluations of their colleagues."

A BALANCING ACT FOR TOSAS

Collins, himself a TOSA, says it's important to walk the union line in his job as liaison to the district's Gateway to College program at Contra Costa College, which helps at-risk students earn high school and college credit. As a TOSA, he monitors student attendance and CAHSEE scores, recruits students throughout the district, and develops resources to foster success.

"I recommend TOSAs meet with union leaders to set or clarify ground rules to avoid blurring the lines between administration and teacher expectations. I did this both officially and unofficially, because I was recommended by my president, Diane Brown, to apply for



Contra Costa College's **Mel Collins**, here talking with seniors Xanat Morin and Maria Lara, recommends TOSAs meet with union leaders to set or clarify ground rules for behavior.

the position," says Collins, United Teachers of Richmond vice president.

"I act as a comrade to teachers, as opposed to authoritatively. I work with them. I don't make threats."

Karlene Steelman, Moraga Teachers Association, views her role as a TOSA as *supporting* teachers, not criticizing them.

"My job is getting the word out on what the new standards look like for each grade level and helping teachers create units around the Common Core. I give gentle suggestions and ask, 'Have you thought about trying this?' I model lessons in their classrooms."

Teaching math half time at Joaquin Moraga Intermediate School keeps her "grounded" on the teaching side of the job, while being a TOSA provides a big picture of what is happening districtwide and allows extra time to find resources her colleagues need.

"It's definitely a balancing act. The chal-

lenge is getting people to accept that you are trying to help — and getting them to tell you what they need. Until they can do that, you're fishing in the dark."

Vanessa Lopez Mendoza, Associated Calexico Teachers (ACT), does not want to be considered an administrator or force colleagues to work with her at Dool Elementary School.

"I want to be invited in, so I make it a point not to walk in with a clipboard," says the former special education teacher. "Nothing makes people's hair stand on end more than seeing someone with a clipboard."

Written comments that she jots down during visits are left with teachers when she leaves. It's a way of saying that whatever happens in the classroom stays there. As a result, teachers are constantly stopping her in the hallways, asking her to come into their classroom and see what they are doing with their students, which she finds very rewarding.

A big part of her job is analyzing and interpreting data in tandem with teachers,

so that school staff can see what's working and what isn't.

"I'm looking at effectiveness. But I am not judgmental, and I don't want people to judge me, just because I'm interested in getting to the core of what numbers really mean."

Mendoza believes she's making a positive difference at her school. So she was surprised when she returned from summer break to learn TOSAs could no longer work full time at their own school sites.

"It can be difficult for TOSAs," says Cooper. "Sometimes it's hard for them to get the same support the rest of us receive. They are supporting us, but who's supporting them?"

OUT OF THE CLASSROOM, OUT OF THE BARGAINING UNIT?

Lake Tahoe has crystal clear waters, but the district's definition of who's an administrator is murky. For many years a teacher

(PERB), which is pending. CTA was victorious in a similar PERB motion against the South Monterey County High School District in 2012, which sought to eliminate counselors and then create new administrative positions with "counseling duties." PERB ruled in favor of the union on the grounds that the district failed to negotiate changing certificated positions to administrative positions.

Further blurring the lines in Tahoe is the district's "Administrative Internship Program," where teachers become administrative interns in the same district where they teach. Two out of four interns became principals in the district, and a third intern is a "technology coordinator."



Karlene Steelman views her role as a TOSA as supporting teachers, not criticizing them. "My job is getting the word out on what the new standards look like for each grade level and helping teachers create units around the Common Core."

They should instead report to the district office one day a week and "float" to other school sites doing "walk-throughs" two days a week. ACT filed a grievance and won; now she's back at Dool Elementary full time.

**I act as
a comrade to
teachers...
I work with
them. I don't
make threats.**

Mel Collins

was the Mount Tallac Continuation School "coordinator." The Lake Tahoe Unified School District never referred to this teacher as a principal until she retired — and then said she should be replaced with another principal.

"She was a TOSA and a member of our bargaining unit," asserts Jodi Dayberry, South Tahoe Educators Association president. "Now that she's retired, they're giving away union work to someone outside of the bargaining unit. This is wrong. She did not supervise or evaluate teachers. We're a small chapter where every job counts, and we'd like to retain our membership. This action is causing confusion and dissent."

The chapter filed a motion with the Public Employment Relations Board

Dayberry has strong concerns about bargaining unit members teaching in the district where they are practicing to become administrators.

They can vote on contract ratification and union leadership positions, which present potential conflict of interest. If

they attend a meeting and we're talking about union organizing activity, that's a problem. I understand there are people who want to move into administration, but this blurs the lines. What if interns do something wrong in an administrative capacity? Will CTA represent them? If there's a lawsuit, should we defend them? Our negotiating team is looking

to create language around this. "



Jodi Dayberry

READ MORE ON PAGE 34. >>

LESSONS LEARNED

Dayberry says important lessons from Lake Tahoe can be learned.

“Watch how your district is manipulating your membership. When it’s convenient for your district to have someone be a teacher, they call them a teacher. When it’s convenient for someone to be an administrator, they call them an administrator. Don’t let the district office give away union work or use teachers to save money instead of hiring administrators. If this is happening, talk to your president or primary contact staff.”

As local unions enter into bargaining in the era of the Local Control Funding Formula, local leaders need to pay increasing attention to the helpful and appropriate use of TOSAs to improve the conditions of teaching and learning — and to guard against the district office seeking to use them in an administrative capacity. 📄



As a TOSA, **Mel Collins** monitors student attendance and develops resources to foster success. Here, he visits with senior **Jaime Olivares**.

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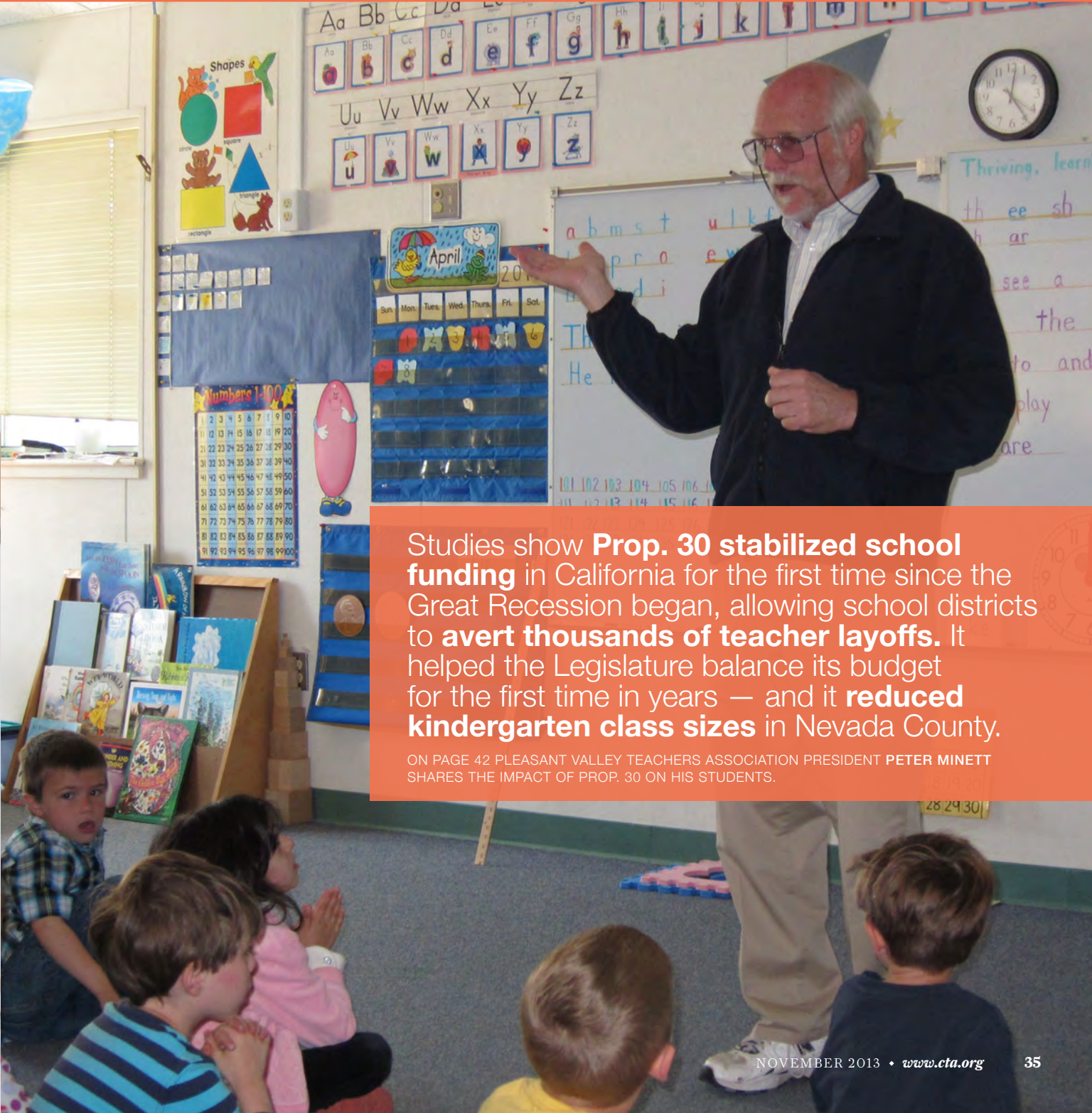
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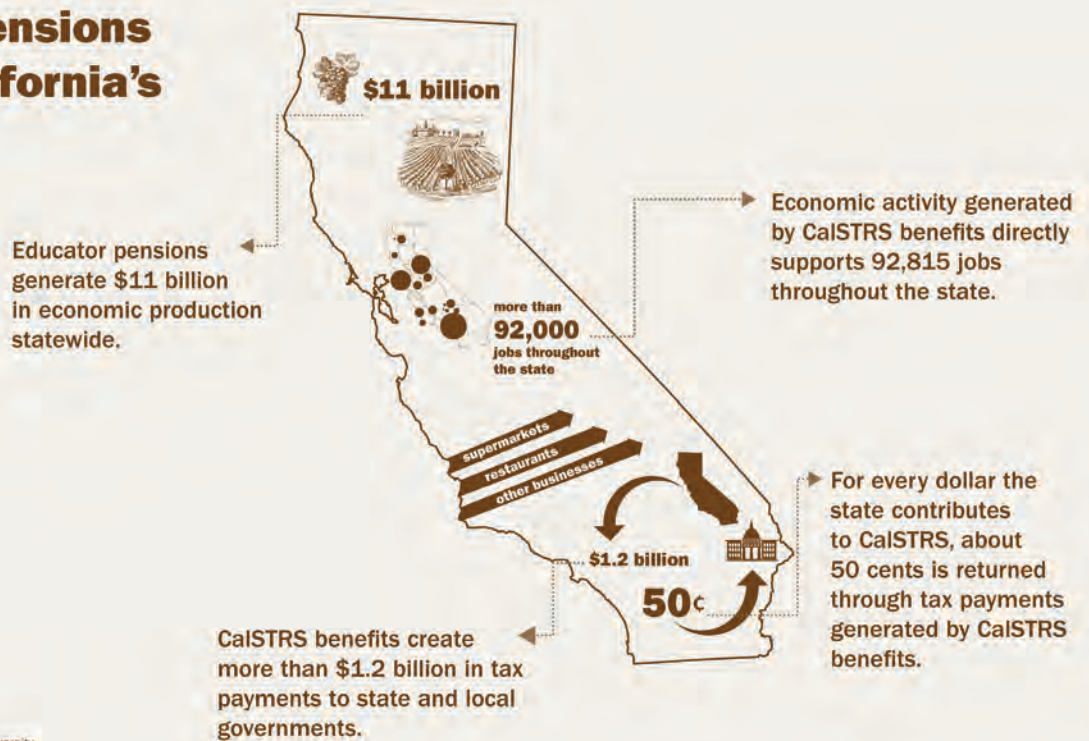
Studies show **Prop. 30 stabilized school funding** in California for the first time since the Great Recession began, allowing school districts to **avert thousands of teacher layoffs**. It helped the Legislature balance its budget for the first time in years — and it **reduced kindergarten class sizes** in Nevada County.

ON PAGE 42 PLEASANT VALLEY TEACHERS ASSOCIATION PRESIDENT PETER MINETT SHARES THE IMPACT OF PROP. 30 ON HIS STUDENTS.

CalSTRS is major economic driver for California

BY DINA MARTIN

Educator Pensions Benefit California's Economy



Study conducted by economists at the University of the Pacific Eberhardt School of Business.

Infographic provided by CalSTRS

Study shows teacher retirement provides \$11 billion economic boost

♥ **THE NEXT TIME** teachers' pensions are attacked as being the cause of economic ruin, consider countering that retirement benefits paid by the California State Teachers' Retirement System (CalSTRS) provide an \$11 billion boost to the state's economy — an amount equivalent to that generated by the state's renowned wine industry.

That's one finding of a recent study prepared by economists at the University of the Pacific, commissioned by CalSTRS.

"The study clearly points out that the majority of educator retirement benefits are being spent in the California communities where retired educators live and often built their careers," says CTA Board member Dana Dillon, who also chairs the CalSTRS Board. "Besides the gift of having enriched young minds and helping shape the future of

What's this? *Pensions attacked!*

Proposed ballot measure changes constitution to cut retirement benefits of current, future workers

the state's youth, retirees are a direct boost to their local economy through everyday purchases at supermarkets, restaurants, department stores, automotive services, and ultimately as taxpayers and homeowners.”

The study measures the impact that CalSTRS benefit payments have on California's labor income, employment, economic output and tax revenues. The findings are based on \$9.2 billion in ongoing monthly and quarterly benefit payments that CalSTRS issued during the 2011-12 fiscal year, taking into account both the direct impact from expenditures and indirect, induced effects resulting from the members' initial spending of their benefits. (See map.)

The benefit payments are a substantial economic driver in all areas of California.

“Retiree spending is even more impactful in rural areas, where it often generates more than 1 percent of the total gross regional product,” says Jeffrey Michael, director of UOP's Business Forecasting Center and a professor in the university's Eberhardt School of Business.

In fact, statewide employment supported by retired educators was similar in size to the entire nonprofit sector in California. The impact on total labor income is comparable to the state's online direct sales sector. In addition, the study notes that of the \$2.4 billion the state contributes annually to CalSTRS, state and local governments receive a 50 cent return on each dollar via taxes.

The study shows that the spending:

- Supports 92,815 jobs throughout the state.
- Generates \$4.4 billion in total labor income.
- Creates \$1.2 billion in tax payments to state and local governments through income, sales and corporate profit taxes.

You can download the study at

www.cta.org/calstrsimpact.

CTA AND A BROAD COALITION of firefighters, police officers and school employees are likely to muster forces against a proposed statewide pension-cutting initiative filed in mid-October by San Jose Mayor Chuck Reed.

Although there is no guarantee that the “Pension Reform Act of 2014” will be on next year's ballot, the measure, if passed, would change the state constitution to permit state and local government employers to cut retirement benefits of current and future workers.

“We will be carefully reviewing the proposal to consider policy and legal issues, but we already have major concerns with what appears to be another effort by corporate reformers to eliminate public pensions,” says CTA President Dean E. Vogel. “That is a nonstarter.”

One section of the proposal appears to have a particularly significant impact on the California State Teachers' Retirement System (CalSTRS). The proposal specifies that if a pension system has a shortfall, a “stabilization plan” would

be triggered leaving most pension systems unable to plan for solvency without massive costs to employees and employers. In other words, the proposal mandates unrealistic costs that will leave no alternative but to eliminate the pension plan.

“If that's the case, we will once again join firefighters, police officers and other school employees in a massive campaign to defeat it, as we've done previously,” Vogel says.

Voters are not interested in cutting retirement benefits of public employees, according to a recent survey released by pollster David Metz. Polling shows that 63 percent of those surveyed oppose allowing public employers to unilaterally cut retirement benefits for current employees. A majority favor solving pension issues at the local level, through bargaining rather than ballot measures.

At press time, the proposed initiative was under review by the Political Involvement Committee of CTA's State Council of Education.



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Governor acts on signing bills before Oct. 13 deadline

Issues include increased school funding, student safety and transitioning to Common Core standards

BY CLAUDIA BRIGGS

♥ **CTA MEMBERS CAN** claim victory on several pro-education bills that do great things for California's students, which were enacted during the first year of the 2013-14 legislative session. At the same time, we worked hard to defeat or stall a number of bad bills that would have impaired or hurt educators and students.

Gov. Jerry Brown had until Oct. 13 to decide whether to sign education, fiscal and pro-labor bills that reached his desk, ultimately signing more than 80 CTA-supported bills.

The increase in school funding, no doubt, is the issue you've heard about the most. The passage of the Local Control Funding Formula (LCFF) marks a monumental shift in the way California's schools are funded. Over the past 40 years, the California public school finance system became complex and costly to administer, and created an inequitable funding structure. The LCFF addresses the fact that districts throughout the state have different and unique needs. And the simplified format and increased local control allows those closest to students to decide how to best invest resources to support student success.

While school districts across the state will see their funding increase under the formula, those districts with the greatest numbers of low-income students, English learners, and foster youth will benefit from the largest increases.

"The LCFF gives us — local educators — an opportunity to be right in the middle of school improvement conversations," says CTA President Dean E. Vogel. "Through the LCFF, communities and parents are looking to us for guidance on what's best for their kids."

This historic shift in how California public schools are funded is happening at just the right time, Vogel adds, "because it'll help us in transitioning to and implementing the Common Core State Standards. The standards put teachers back in control of crafting and tailoring

the education of their students just as the LCFF gives parents, educators and communities the local control to decide what's best for their students."

An important component to the transition is CTA-supported AB 484, which allows schools flexibility in testing while students and teachers become more familiar with the new standards and become technologically ready to take the new state assessments.

Here are a few of the bills CTA worked on this session. Find a complete list at cta.org/legislation2013.



Gov. Jerry Brown, shown speaking at CTA's State Council meeting in October, signed more than 80 CTA-supported bills.



THUMBS UP

STAR program shelved

AB 484 suspends the state's high-stakes testing to make way for a new assessment system. Submitted by Assembly Member Joan Buchanan (see profile on page 41), AB 484 shelve the current Standardized Testing and Reporting (STAR) program immediately and allows students and educators to fully prepare for the transition to the Measurement of Academic Performance and Progress (MAPP), the new computer-based assessments.

Student protection

AB 449, submitted by Assembly Member Al Muratsuchi (D-Torrance), requires district superintendents to report to the Commission on Teacher Credentialing any allegations of misconduct of certificated staff when warranted to keep students safe and safeguard the profession.

Minimum wage

AB 10, proposed by Assembly Member Luis Alejo (D-Salinas), raises the minimum wage in California to \$10 an hour by 2016.

Arming of school staff prevented

Teachers, principals and even school janitors could have been armed in California if **AB 202**, submitted by Assembly Member Tim Donnelly (R-Twin Peaks), had not been defeated. The bill died in committee. While supporting numerous school safety measures, CTA opposes any efforts to unilaterally arm educators across the state.

Teacher evaluations

Vetoed was **SB 441**, submitted by Sen. Ron Calderon (D-Montebello), which would have undermined the usefulness of an evaluation system by focusing on just four rigid, unproven measures of performance that the bill's backers "assume" will boost teacher effectiveness. The bill failed to address weaknesses in the current evaluation systems and would have prevented teachers from having a say in the process by removing evaluations from the scope of collective bargaining. CTA believes in a comprehensive and effective evaluation system that helps to strengthen the knowledge, skills and practices of teachers to improve student learning.

Funds for English learners

Gov. Brown vetoed **SB 344**, submitted by Sen. Alex Padilla (D-Pacoima), which would have placed onerous requirements on school districts prior to receiving supplemental funds for English learners under the Limited English Proficient Students program.

Experience honored

As submitted by Sen. Fran Pavley (D-Agoura Hills) and signed by the governor, **SB 368** allows educators to use their experience and prior coursework to qualify for add-on authorizations for their special education credentials. The bill will keep CTA members from having to spend time and money on coursework for skills they already have.



THUMBS DOWN

Fair dismissal vetoed

CTA is disappointed with Gov. Brown's veto of **AB 375**. Submitted by Assembly Education Chair Joan Buchanan (D-Alamo), the measure was designed to speed up the teacher dismissal process, help protect the safety of students, and safeguard the teaching profession.

Grievance communications

The governor vetoed **AB 729**, a bill by Assembly Member Roger Hernandez (D-West Covina), which would have protected the confidentiality of communications between union members and their grievance representatives. It would have ensured our members' ability to share information with their representatives without fear that the union personnel could be compelled to reveal information shared in confidence.

Community college fees

The governor signed CTA-opposed **AB 955**, a bill by Assembly Member Das Williams (D-Santa Barbara), which creates a two-tier fee system in community colleges by authorizing six college pilot programs to charge their students exorbitant fees for intersession courses. These fees will cost more than \$750 for a typical three-unit community college course. This increase would make some community college courses more expensive than courses offered by CSU.



Go Online

cta.org/legislation2013

View the complete list of bills online.

Plus: Find out how what's happening in the state Legislature, in the governor's office, and at state agencies affects every teacher, education support professional, and student in the state. Sign up for *Capitol News* — a biweekly publication that provides timely policy, political and legislative updates. Send an email to capitolnews@cta.org.

How does the Affordable Care Act affect me?

BY KATHY RALLINGS

♥ **THE AFFORDABLE CARE ACT (ACA)**, sometimes called Obamacare, moves this country's health care system forward by expanding health care coverage and protecting health care consumers. The statute and its regulations are complex and may not be perfect, but health care reform is an important step in the right direction.

Over the last several years, portions of the law have been fulfilled, but the largest system overhaul is under way right now with the implementation of the Exchanges/Market Places. Our state runs its own Exchange called Covered California (www.coveredca.com). It offers various private health plans to the uninsured and people with individual health policies. No one can be denied coverage or charged more due to pre-existing conditions or gender. For those whose household income is up to 400 percent of the federal poverty level (approximately \$45,000 for an individual and \$75,000 for a family of three), Covered California can help with subsidies for premiums and out-of-pocket costs, such as co-pays and deductibles. Open enrollment this year is Oct. 1, 2013, to March 31, 2014. Coverage begins Jan. 1, 2014.

Many CTA members received a notice from their school districts required by the ACA, providing information about the Market Places. These notices have raised questions from our members. Here are answers to some of those questions.

How will the changes in the ACA impact me as a CTA member?

Some small districts, with 50 or fewer full-time employees, may look at health benefits options with Covered California, but overall people with employer-based health care should not see any specific changes due to the opening of the Market Places. For our members who are not eligible for employer-sponsored health benefits, the law offers the new promise of affordable quality coverage.

Employer-based health insurance covers 85 percent of Americans. Most CTA members fall into this category. CTA members have already experienced positive changes to their health benefits under ACA regulations. For example, parents can keep adult children up to age 26 on their health plans, regulations provide a refund if insurance companies servicing large employers spend more than 15 percent of premiums on administrative costs (Medical Loss Ratio Refund), and lifetime limits for essential benefits were eliminated.

As a single person, what should I know about the changes?

The ACA requires employers to provide "affordable" health insurance to its full-time employees (more than 30 hours a week) to avoid a penalty. The penalty was postponed for employers, but not for individuals, until Jan. 1, 2015. Employer-based health insurance is considered affordable when no more than 9.5 percent of household income is paid toward the employee's premium contribution for the lowest-cost employee-only medical plan option. If your school district does not offer affordable health insurance as defined by the law, there may be additional choices available in Covered California.

As a married person or parent, what I should be aware of?

The only way the ACA can expand access to health insurance is to require everyone to have coverage before illness or injury occurs. Therefore, individuals must not only have coverage for themselves but also their dependents, or face a penalty beginning Jan. 1, 2014. Since the affordability threshold is based on employee-only coverage, parents of adult children may want to help them explore options on Covered California and decide if the plan through the district is the best choice.

As local chapters plan for bargaining, what should negotiators be aware of?

Unfortunately, some politicians and employers want to take advantage of the ACA to undermine the health benefits for which our members have worked hard and sacrificed for decades. CTA is working with other unions, work centers and NEA affiliates to ensure that the ACA's promise is kept and our members' health benefits are strengthened. Therefore, each chapter will need to analyze its particular situation to ensure its members are able to continue access to affordable quality health care.

How can I help my chapter?

CTA staff and leaders have access to resources to ensure they are negotiating health benefits based on facts and not some of the misinformation that has been circulating around the ACA. It is important for members to support organizing efforts when asked by the local leadership and bargaining teams around this issue.

LEGISLATOR PROFILE:

Joan Buchanan

INTERVIEWED BY LEN FELDMAN

♥ Joan Buchanan chairs the Assembly Education Committee. Since 2008 she has represented the 16th Assembly District, which includes portions of Alameda and Contra Costa counties and the communities of Alamo, Danville, Dublin, Lafayette, Livermore, Moraga, Orinda, Pleasanton, San Ramon and Walnut Creek.

What led you to run for office?

In 1990 our teachers were on strike. The district was deficit-spending and approaching bankruptcy. Curriculum was developed by board-appointed community members, not teachers or administrators. R-rated movies were banned, and schools were not allowed

to implement the DARE [antidrug] program. We desperately needed new leadership, and I believed I could make a difference, so I ran for school board. In 2008, when the Assembly seat was open in my district, I was ready for a new challenge and decided to run.

What steps should the Legislature take to help schools succeed?

For starters, let's acknowledge that we cannot legislate our way to success. We've tried that over and over, with little success. We cannot test our way to success. In addition to paying salaries that will allow us to attract the best and brightest to the profession, here is what I would do.

First, I'd stop blaming teachers and focus on leadership. I've never seen a great school without a great principal or a great district without

a great superintendent. I think the bench is thin in this area.

Second, I would increase capacity of our teachers by providing more time for articulation, sharing best practices and targeted in-service.

Third, I would fund preschool for all students. Students who start behind, finish behind.



Joan Buchanan

Any advice for education advocates?

Meet regularly with your representatives in their district offices. Tell them about the good things that are happening in your schools — their schools — and share your priorities on local issues as well as state legislation. Get to know them. Then, when they are advocating for or against a bill, it is much easier to contact them and ask for support.

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Smaller class sizes for kindergartners

Seeing the results of working for Prop. 30

STORY AND PHOTOS BY DINA MARTIN

♥ **WALK INTO THE** kindergarten classes at Williams Ranch School in rural Nevada County and you'll see a room teeming with activity as teachers keep a mindful eye over their students, ages 5 and 6. And thanks to



Nancy Crews

the addition of a new kindergarten class, there are 19 youngsters in the class instead of the 30 who were there a year ago.

The creation of the new class couldn't have come at a better time.

Parents were so concerned about the overcrowding that some considered enrolling their children in a local charter school. That was before Proposition 30 passed last November. In January, the school district funded an entire new kindergarten class and reduced the two others from 30 students to 20 or fewer.

"Administrators provided immediate relief the same week Prop. 30 passed. I know this is rare, and it took a lot of work on PVTAs' part, getting school board

members elected, participating in the hiring processes, and having administrators we could work with," says Peter Minett, Pleasant Valley Teachers Association president. "Through the hard times, we maintained good working relations with our administration."

While all teachers recognize the benefits of smaller class sizes, kindergarten teachers may be especially aware of the impact, says Minett. "When you have 20 kids in a class, there's a good chance you can get around to all of them every day. When there are 30 kindergartners in a class, it doesn't take long for half of them to realize they don't have a chance of participating. You can lose them at age 5."

WHAT A DIFFERENCE A FEW KIDS MAKE

"It's been night and day," says Nancy Crews, who had several children with behavior issues among her 32 students last year. Added to the mix were the students who were 4 when they were enrolled in the transitional kindergarten program.

Sarah Souza, a volunteer parent who served in the class, attests to the change. "It was so chaotic. We couldn't even go to the library. It took 25 minutes to walk across the school yard. Some days I'd take three or four students outside so she could do some hands-on activities with the others."



The passage of Prop. 30 and teamwork helped decrease class size that helped students and teachers like **Kristin Sewell**.

Souza and other parents mobilized and wrote letters to the school board about the situation, so when the district recalculated its budget in January, lowering kindergarten class sizes became the priority.

This year the three kindergarten teachers can get to each student each day. Students get more attention. Behavior management is easier. The teachers are still kept on their toes tending to their full-day kindergarten classes. There are stories to read and analyze, art activities to prepare, math lessons to teach, and life lessons to impart — such as "Cover your mouth when you cough," "Step over Emily when she's taking a nap," and "Line up next to your partner."



Go Online

cta.org/bargainingupdates

Your local bargaining teams work hard to improve your working conditions, salary and benefits. Read about issues and bargains from across the state online.

Learning

Members' best practices, teaching ideas and education trends



“This class is a place where I can **focus on what I think** — and not what someone else thinks about me. It taught me that I can’t change what’s happened, but **I can change my attitude and achieve** what I want to achieve. It really is my life.”

TURN THE PAGE TO READ HOW A CTA GRANT HELPS **MICHAEL DEL TORO** GET ON A PATH TO SUCCESS.



Teachers **Beth Borer** and **James "Chip" Fraser** help students learn how to take control of their destiny in a class, titled "It's My Life."


Blueprint for adulthood

At-risk teens learn how to get control of their lives

BY SHERRY POSNICK-GOODWIN

*"I may not have gone where I intended to go,
but I think I ended up where I needed to be."*

—*Douglas Adams*

 **STUDENTS AT VENTURA'S** Pacific High School are asked to relate this quote written on the board to their own lives. Many ended up at this continuation high school because poor choices, like fighting or truancy, got them kicked out of other schools. Some arrive with anger, resentment and little motivation. And while they may have never intended to be sitting in this class, titled "It's My Life," teachers Beth Borer and James "Chip" Fraser want them to understand they are here for a good reason: They can learn how to take control of their destiny.

Cassie Koffler, a senior, says the quote by Adams hits home. Her journey before arriving in this class included a stint in juvenile hall, drugs, and other experiences that hindered success.

“This class has given me a lot of insight,” says Koffler, proud to be 10 months sober. “Whatever life throws at you can be a bump in the road, but you can make it into something positive and change your life for the better. My goal is to go to college and work with at-risk kids, because I can relate to them. If I can change my life, I can help others change their lives.”

Fraser and former teacher Brian Jaramillo started the program in 2007 with the help of an NEA grant, and CTA’s Institute for Teaching (IFT) has provided grant money for the past three years. Fraser describes it as a “blueprint for adulthood,” and says it was necessary because he saw students on a daily basis who were lacking important information to succeed in life.

“They weren’t getting it at home, and they weren’t getting it at school. Someone needed to provide it, and it might as well be me. I graduated from high school in 1965, and I would have liked it if somebody had given me some of the answers.”

The class asks students to rethink how they want to live and to open their minds to new possibilities. Students are asked to be honest, listen, think before reacting, follow their intuition, and be conscious of their thoughts and motivations. Topics include knowing your own potential, asking the right questions, understanding the problem and exploring potential solutions, creating a life plan, and overcoming obstacles.

Teachers say the class benefits all students, so much so that it’s recently become a requirement for everyone at Pacific High School, and it will soon expand to other Ventura high schools and nearby Santa Barbara, where co-founder Jaramillo now works as an assistant principal.



Krysten Northrup and Haylee Golob discuss how they can redirect their lives.

Fraser taught at Pacific High until last year, when the demands of being Ventura Unified Education Association (VUEA) president required his full attention. But he still enjoys visiting classes taught by colleagues like Borer, who invite him to co-teach some times.

“To me, this class is a place where I can focus on what I think — and not what someone else thinks about me,” says Michael Del Toro. “It taught me that I can’t change what’s happened, but I can change my attitude and achieve what I want to achieve. It really is my life.”

The class wasn’t an easy sell for administrators. There were doubters who thought self-reflection didn’t fit in with high-stakes testing and preparing for the High School Exit Exam. That didn’t stop Fraser.

“I became addicted to fighting for this class against seemingly insurmountable foes,” says the determined teacher, who made headlines in 2005 for walking 500 miles from Ventura to Sacramento to talk with Gov. Schwarzenegger about the importance of public schools. “This is

something real that helps students. It’s about solutions and critical thinking. It ties in perfectly with the Common Core. Every kid who takes this course comes out of it a better human being.”

Borer’s room has photos on the wall of former students who have died from gang violence. She knows firsthand this class can mean the difference between life and death. Over the years, the VUEA member has seen positive results in students.

“A ninth-grader came to us. She was very out of control verbally and behaviorally in the classroom. By the time she graduated, she had a plan for her life, had matured, and participated in class discussions. I credit the It’s My Life program. It allowed her to see she was headed in the wrong direction — and allowed her to redirect her life.”

Jonathan Puu, 24, took the class in 2006 at Pacific High School and comes back to tell students that they too can move in a more positive direction.

“I took control of my life, set goals, and developed the know-how to get there,” says Puu, now a martial arts instructor. “You might say I did a 180, which definitely put me on the path to success.”




Have a teaching idea? 2 Suggestions:

1. Send teaching ideas, successful projects or examples of best practice to editor@cta.org. We’d like to share your ideas.
2. You can turn your teaching idea into reality by applying for a CTA grant. Check out teacherdrivenchange.org for details.

Common Core:

Are your students English learners or in special education? Then read this.

BY BILL GUY

 **CALIFORNIA EDUCATORS** of special education students and English learners report they have been given little professional development on the Common Core State Standards (CCSS). They are particularly concerned about the amount of vocabulary, reading and writing expected of their students when they take the new exams. The release of Usability, Accessibility, and Accommodations Guidelines may give them some solace.

The research-based guide, approved by the governing states of the Smarter Balanced Assessment Consortium (SBAC), provides testing supports and tools for all students, including those with disabilities and English learners. It also helps shape the delivery of online testing for all students, including those with visual, auditory, linguistic or physical needs.

The guide includes embedded supports that are part of the test software, and nonembedded supports (such as printed materials and handheld calculators) that may be provided by test administrators, within three broad categories (see the chart at right):

- **Universal Tools** will be built into the technology platform all students will use to take their tests.
- **Designated Supports** will include language supports available for English learners, will be based on teacher or school team recommendation, and must be identified ahead of any test.
- **Documented Accommodations** are for students with an Individualized Education Program (IEP) or Section 504 plan that calls for their use.

In California, English learners will have available the full array of language supports. Supports for math assessments will include translated test directions, translated glossaries for select words in math test items to help students understand specific terms, and complete or “stacked” translations of test items that will appear above the original English items. All of these translation tools will be embedded in the digital test administration platform and can be turned on or off by test administrators. In addition, English learners may use translated glossaries in print to aid understanding of selected math terms on some test items.

For the English-language arts assessment, English learners have access to a bilingual or dual-language word-to-word dictionary for the extended writing portions of a performance task. All the translation supports will be available in Spanish, but the test consortium will also offer translations in other languages, as determined by member states’ needs. So far, the consortium has committed to providing the glossary translation tools in Vietnamese and Arabic.

The Smarter Balanced Assessments in English-language arts and math, along with the supports, will be field-tested in the spring of 2014, with the full rollout of the Smarter Balanced exams in the 2014-15 school year.



UNIVERSAL TOOLS

Embedded

| | |
|---------------------|---------------------|
| Breaks | Keyboard navigation |
| Calculator | Mark for review |
| Digital notepad | Math tools |
| English dictionary | Spell check |
| English glossary | Strikethrough |
| Expandable passages | Writing tools |
| Global notes | Zoom |
| Highlighter | |

Nonembedded

| |
|---------------------|
| Breaks |
| English dictionary |
| Scratch paper |
| Thesaurus |
| Designated supports |



SUPPORTS AND TOOLS



The Usability, Accessibility, and Accommodations Guideline helps shape the delivery of online testing for all students.



Go Online

cta.org/commoncore

Find a wide array of Common Core State Assessment resources at cta.org/commoncore, including a live-stream workshop on English Language Development alignment presented by Robert Linquanti of WestEd, the nonprofit, San Francisco-based public research and development agency. He presented at CTA's Summer Leadership Institute last August.

CTA also has a useful set of progressions that show educators what students are expected to achieve at each grade level for each of the English language arts and literacy Common Core Standards available at cta.org/gradelevelprogressions.

DESIGNATED SUPPORTS

DOCUMENTED ACCOMMODATIONS

Embedded

- Color contrast
- Masking
- Text-to-speech
- Translated test
- Directions
- Translations (Glossary)
- Translations (Stacked)
- Turn off any universal tools

Embedded

- American Sign Language
- Braille
- Closed captioning
- Text-to-speech

Nonembedded

- Bilingual dictionary
- Color contrast
- Color overlay
- Magnification
- Read aloud
- Scribe
- Separate setting
- Translation (Glossary)

Nonembedded

- Abacus
- Alternate response options
- Calculator
- Multiplication table
- Print on demand
- Read aloud
- Scribe
- Speech-to-text

COMING UP

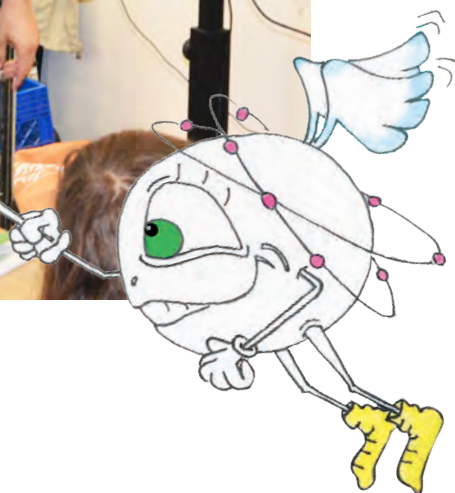
"Common Core and Beyond: A Practicum on Literacy and Mathematics Curriculum, Instructional Strategies, and Assessments" is one of the Good Teaching Conference preconference sessions in 2014: Jan. 10 at the Fairmont Hotel in San Jose, and March 14 at the Hilton Hotel in Anaheim.

Designed for all levels of Common Core awareness, the one-day workshop offers more extensive practice for the Common Core State Standards in the areas of curriculum, literacy strategies, technology, assessments, and performance tasks.

For details, click on cta.org/conferences.




"I can't believe I had never thought of this before," says **Adrian Gonzalez**, who helps students connect atoms and stardust by dressing up.



Why the Atomic Fairy?

BY ADRIAN GONZALEZ

 I HAVE BEEN teaching the atom and the periodic table the last five years. During that time, I read through many different books about the subject — looking for a connection that would engage students and create a better understanding of a complicated, abstract concept. Last summer, I found a book, *Atom*, based on the BBC series. Written by Piers Bizony, it begins with a beautiful concept: We are all made from stardust.

I couldn't believe I had never heard or thought of this before. Scientists know that all the atoms that are here with us now were created during the big bang. There is more to it than that, but as an eighth-grade teacher I try to keep it simple. I explain

to the students that as those atoms flew away from the center, they began hitting each other with such a force that they released energy and formed bigger atoms. This is how stars are formed. Then a star will either explode or wither away. This releases the atoms back into the cosmos to be formed into new stars and planets. One of those new stars became our sun, and we humans were formed from the Earth within the sun's system. It is interesting to note that when we die, our bodies decompose back into the atoms and molecules they came from.

In order to make the connection of atoms and stardust, I dress as the atomic fairy, here to spread the word that we are

all pieces of the same star. Inside each and every one of us are the atoms that were present at the beginning of the universe. So students are happy to go home and tell their parents that they are truly stars, or at least a part of one.

They also get a good laugh at seeing me in a tutu. But they remember the lesson, and they understand how important they are to the universe.

Adrian Gonzalez teaches science at University Heights Middle School in Riverside.

CTA & You

Member-driven actions, conferences, benefits and all things CTA



Mandatory kindergarten, suspension and expulsion, teacher preparation, school funding, **Common Core** and, of course, **CTA's Sesquicentennial**. Those are just a few of the issues delegates to the CTA State Council of Education worked on in October.

DELEGATES LISA SOARES AND YVONNE TRAN FROM SAN JOSE USE THE CTA GO! MOBILE APP FOR SCHEDULING. READ ABOUT STATE COUNCIL ON PAGE 52.

Timeline

2005-13



➤ **ANYONE WHO HAS** been a CTA member during the past decade knows the organization has been campaigning constantly to protect public education. Like its founder, John Swett, CTA continues to work tirelessly to ensure adequate resources for California's schools.

In 2005, CTA fought three initiatives sponsored by Gov. Arnold Schwarzenegger that would have implemented a school voucher program, silenced the voice of public employees, and cut away at school funding by altering Proposition 98. Working in coalition with unions, educators and community groups, CTA defeated the governor's initiatives in the special election.

That same year, CTA sued the governor for \$2.9 billion he borrowed from the state's school funds to fill in budget gaps. In settlement of the lawsuit, CTA sponsored SB 1133, the Quality Education Investment Act of 2006, to provide 500 schools of greatest need with additional resources. Since then, independent research has shown that the QEIA program's reforms are having positive impacts on student achievement, school climate and parent engagement.

Facing dire budget cuts, CTA spent the next few years trying to prevent massive layoffs. The "Cuts Hurt" bus tour in 2008 was followed by Pink Friday in 2009, when education supporters wore pink to call attention to the 27,000 pink slips issued that year. In May 2011, CTA declared a "State of Emergency," and local chapters organized numerous events and demonstrations, culminating with the arrest of dozens of CTA leaders during a sit-in at the state Capitol.

By helping to elect Jerry Brown governor, CTA laid the groundwork for Proposition 30 of 2012, which provided the first tax increase for schools in 20 years and prevented further drastic cuts. Also in 2012, CTA defeated Proposition 32, yet another "paycheck deception" initiative.

Whether it's at the local bargaining tables where associations are negotiating teaching and learning conditions, in the state Capitol where staff and members advocate for legislation, or at the polling place, CTA has been the pre-eminent voice of educators in California for 150 years. We think founder John Swett would be proud of his legacy.



2005

It's a clean sweep! CTA President Barbara E. Kerr and coalition leaders celebrate the defeat of Gov. Schwarzenegger's initiatives on election night.



2006

The CTA-sponsored Quality Education Investment Act brings much-needed resources and proven reforms to 500 selected schools.



2009

Education supporters wear pink on Pink Friday, March 13, to protest the massive wave of pink slips.



2012

The passage of Proposition 30 brings new funding and hope for schools, reversing years of draconian budget cuts.

Happy 150th CTA

Use the Magnifying Glass for a sneak peek back in time!



 **THIS THREE-DIMENSIONAL INTERACTIVE COLLAGE**, a commemorative magazine and a collection of oral histories are a few projects created to celebrate our Sesquicentennial. The collage will be on display at CTA headquarters, but you can experience it by going to cta.org/ctahistory.

State Council celebrates the past and plans for the future

BY MIKE MYSLINSKI

“THIS IS OUR TIME!” declared President Dean E. Vogel at the October State Council meeting, setting the tone for celebrating CTA’s 150 years of advocacy and seizing the opportunity to help transform student learning and California’s future.

He stressed the “tremendous opportunity” for educators to engage their local communities offered by the state’s new Local Control Funding Formula (LCFF), designed to help students of greatest need succeed, and by the Common Core State Standards rolling out in classrooms. Local school district conversations and collective bargaining sessions are deciding how to spend additional LCFF money.

“The LCFF gives us an opportunity to be right in the middle of that conversation to engage parents and to serve our communities,” Vogel said. “The Common Core State Standards are refocusing what is happening in schools.”

The new standards “allow critical thinking skills to once again be part of our students’ educational foundation — and we decide how to best teach that, not some district-level administrator who hasn’t been in a classroom for 15 years, and certainly not some bureaucrat from Washington, D.C.”

Vogel noted that the governor recently signed CTA-backed AB 484 to overhaul the state’s student assessment system and suspend most standardized testing while the new standards are being put in place. He said this law “means educators and school districts have time to concentrate on implementing the standards without a hammer coming down on their heads.”

NUÑEZ OUTLINES GOALS

In his first State Council speech as CTA’s new executive director, Joe Nuñez introduced himself as the union’s “organizer in

chief” and talked about wanting to be the kind of organizer that Fred Ross Sr. — a mentor to César Chávez — aspired to be.

He quoted Ross: “A good organizer is a social arsonist who goes around setting people on fire.”

Nuñez outlined several goals that will better help CTA serve its members: creating a working culture of collaboration among departments, building an organizing culture, implementing the LCFF and Common Core, supporting charter school organizing, and putting into place the union’s new Strategic Plan once Council adopts it.

While other states are still in the dark about Common Core, he noted, CTA has held numerous trainings and developed “Common Core Spirals” to help teachers better understand how the standards are related across grade levels. Other resources and toolkits are available online for easy access (see www.cta.org/commoncore).

GOV. BROWN KEYNOTES GALA DINNER

A highlight of the weekend was the CTA 150th anniversary gala dinner, featuring a keynote speech by Gov. Jerry Brown and a multimedia presentation about CTA’s history. Five past CTA presidents — Marilyn Russell Bittle, Ed Foglia, Wayne Johnson, Barbara E. Kerr and David A. Sanchez — joined Vogel to narrate the presentation, along with Secretary-Treasurer Mikki Cichocki-Semo, current and former Executive Directors Joe Nuñez and Carolyn Doggett, and NEA Secretary-Treasurer Becky Pringle.

After the presentation, Gov. Brown quipped, “I feel right at home with all those historical artifacts.” He saluted CTA’s contributions to the teaching profession and the labor movement. “We stand on the shoulders of a lot of people.”

Visit www.cta.org/ctahistory to view and listen to some of the items on display at the gala, including an interactive collage, a new and growing oral history archive featuring interviews with CTA leaders, and a commemorative publication about CTA’s history.



State Council gives members a voice. Here are **Jesse Aguilar**, Kern High School Teachers Association; **Theresa Montaño**, CSU Northridge (CFA); and **Bill Freeman**, San Diego Education Association.

State Council members discuss alternatives to suspension

BY LEN FELDMAN

With instances of student suspension and expulsion for “willful defiance” on the rise for all students and rising even faster for students of color, State Council members heard from experts about other options for addressing behavior problems.

More than 100 State Council representatives drawn primarily from three committees — Civil Rights in Education (CRE), School Safety and School Management (SSM), and Student Support Services (SPS) — took part in a forum that spelled out the scope of the problem and steps that educators are taking to reduce the number of students suspended or expelled from school.

A panel of CTA experts, including committee chairs, counselors and classroom teachers, discussed alternative means of providing classroom discipline, including using “restorative justice.” This method holds students accountable for their behavior, teaches them to repair harm they have done, and helps instill empathy, a practice that can support good behavior and minimize destructive acts.

CTA Secretary-Treasurer Mikki Cichocki-Semo noted that the implementation of the Local Control Funding Formula and the requirement to design and apply Local Control Accountability Plans will hold schools accountable for such things as student suspension and expulsion rates.

For more on this topic, see the article “Rethinking suspension” in the May 2013 *Educator*, archived at www.cta.org/educator.



Go Online

cta.org/educator

See the “behind the scenes” photos at cta.org/educator.



Council delegate **George Sheridan**, Black Oak Mine Teachers Association, appears as CTA founder John Swett during the 150th anniversary celebration. Shown with President **Dean Vogel**, “Swett” draws laughter when he notes: “During my first teaching job, I was taken aback by how little respect there was for teachers, and how much power the local school boards had. I’m sure it’s not the same now.”

In other actions, State Council:

- Voted unanimously to sponsor legislation making kindergarten mandatory for all students.
- Opposed the agreement between the U.S. Department of Education and the so-called California Office to Reform Education (CORE) allowing eight California school districts to waive NCLB rules, which was made without consulting local CTA chapters.
- Supported current legal action challenging efforts by the controversial Accrediting Commission for Community and Junior Colleges to remove the accreditation of City College of San Francisco.
- Asked CTA members to fill out a Teacher Preparation and Support Survey on the best preparation for the next generation of California’s teachers, beginning career support, and the credential process. Find the survey at www.cta.org/teacherprepsurvey.
- Held a forum to discuss alternatives to suspension and expulsion (see sidebar).

New Strategic Plan offers blueprint for CTA's future

BY FRANK WELLS




Our Union, Our Future

California Teachers Association Strategic Plan

2014 - 2018



CTA

 **IN OCTOBER**, State Council members received CTA's long-term Strategic Plan titled "Our Union, Our Future," which has been in development for well over a year. The plan, a roadmap for CTA's future, is based on the priorities, input and other data collected from thousands of CTA members and staff, as well as data from parents, community groups and labor union partners. All the data was analyzed and used in the development of the final plan by the Strategic Planning Group, made up of more than 100 CTA members, leaders and staff.

The plan's genesis was in 2011. Amid increasing attacks on public schools and educators coming from billionaires and politicians, and with schools still struggling against devastating budget cuts, State Council members declared a State of Emergency for public education. Educators held actions across the state and took over the state Capitol. At that same time, Council members called for the development of a long-term strategic plan process to strengthen CTA's ability to meet the challenges ahead, and to take an in-depth look at the organization and the needs of its membership.

As members of the Strategic Planning Group presented the plan to State Council, Shannan Brown, president of the San Juan Teachers Association in Sacramento County, told her colleagues we are all being called to lead.

“Public education is at a critical juncture. We know education is the vehicle to opportunity, and without a free quality public education system for all, the foundation of our democracy is in jeopardy. The corporate education reformers overly simplify the issues facing our students and our schools and repeatedly prescribe flawed and disproven approaches. We know that successful and sustainable improvement can never be done to or even for educators. It can only be done by and with them.

“We, the educators of California, are not the problem. We are the solution. With this strategic plan as our guide, the California Teachers Association will once again lead the way. Our students need us, our communities need us, and our state needs us to lead. This is about our profession and the future of our union.”

The plan is built around eight strategic focus areas that have been grouped into three categories.

QUALITY PUBLIC EDUCATION AND OUR PROFESSION

CTA members first and foremost are educators. Helping children, guiding their learning, and being part of a profession that creates a better society and future for all of us are the reasons most members give for choosing to become educators.

Focus areas in this category are:

- **Advocacy on Education Reform** — developing a

student-centered platform by educators, parents and the community to lead the education agenda in the policy and political arenas.

- **Transforming our Profession** — taking control of the profession by establishing high standards of quality in student-centered education, and challenging schools, colleges and universities to improve recruitment and retention of educators.

BUILDING A STRONG UNION

CTA’s members are the heart of the union and determine its strength and vitality. To reach our full potential, CTA must encourage greater member involvement and forge authentic relationships with community partners at local, regional and state levels in order to shape major policy decisions in the field of education. Focus areas in this category are:

- **Building an Organizing Culture** — building a state organization and local chapters whose members have a relationship with their union that is active, involved, and ongoing.
- **Leadership Development** — creating and expanding opportunities for leadership roles and development that reflect the full diversity of CTA members and the communities they serve.

We, the educators of California, are not the problem. We are the solution. With this strategic plan as our guide, the California Teachers Association will once again lead the way.

SHANNAN BROWN

- **Community Engagement and Coalition Building** — developing and strengthening ties with local communities so educators are seen as sources of expertise on education issues and as valuable partners in developing stronger communities.
- **Social Justice, Equity and Diversity** — expanding efforts related to CTA’s core values around these issues, and

working to eradicate societal structural and institutional forms of oppression that limit opportunities for many.

- **Organizing Unrepresented Education Workers** — increasing capacity to ensure that all education workers, including education support professionals, college faculty and charter school employees, have a voice. This is essential to CTA’s mission of providing a quality education for all.

STRUCTURE AND GOVERNANCE

- Recognizing that its structure and governance systems must respond to both short- and long-term challenges, CTA will ensure that its structures, including leadership and staffing models, meet those needs and reflect the organization’s long-standing commitment to a strong system of representational democracy. Budget priorities would reflect those needs and the focus areas of the strategic plan.

“This plan is an exciting map for CTA’s future,” says CTA President Dean Vogel. “It focuses on key areas that will make an organization I’m already so proud of even better. It fosters an organizing culture in CTA — so that members are continually engaged, and so that we are continually talking with, and more importantly listening to, each other.”

Read the plan and get more information on CTA’s strategic planning process at www.cta.org/OurFuture.

State Council members will vote on the plan’s adoption in January. In the meantime, discussions with members will take place at CTA conferences, Service Center meetings, local chapter meetings, and in two Telephone Town Halls on Jan. 7. The Telephone Town Halls are designed to provide more information and answer questions. You can register to join the Town Hall at www.cta.org/townhall.

Calendar

See our upcoming events at cta.org/calendar

January
10

Sí se puede!

“CÉSAR CHÁVEZ HAD a bright vision of the future for farm workers. However, he did not pursue and accomplish this vision and goal alone as the following were the factors to achieving success: teamwork, collaboration, and self-determination through unionization. This is what my painting represents.” So writes student Rocio Juarez, who is a 2013 winner in the visual arts category of CTA’s César E. Chávez Awards. Juarez, a student of California Faculty Association member Alicia Romero at San Diego State University, is one of 38 students honored for their artwork or essays this year.

Rocio’s artwork is at right.

January 10 is the entry deadline for the César E. Chávez Memorial Education Awards Program, which invites students to submit visual arts projects or written essays that show an understanding of César E. Chávez’s vision and guiding principles. Winners and sponsoring CTA members will each receive recognition and \$550. Submitters of a group entry (up to three students) will share the prize. Find out more: www.cta.org/scholarships



JANUARY 7 *Nomination deadline*

CTA Human Rights Awards

Past Human Rights Award winners helped protect civil rights of educators and students, taught about extremists who threaten the rights of others, promoted educational opportunity for physically or mentally challenged students, eradicated discrimination within the profession, and improved intergroup relations. Any active CTA member, chapter, caucus or Service Center Council may nominate a member, chapter or Service Center Council. Find out more: cta.org/humanrightsawards



RA REMINDER:

The declaration of candidacy form for state delegates to the 2014 NEA Representative Assembly in Denver will appear in the December/January issue of the *Educator*.

Conferences

JANUARY 10-12 *Conference*

Good Teaching Conference North

Fairmont Hotel, San Jose

CTA’s Good Teaching Conferences support excellent teaching and learning practices for classroom teachers. Offering a variety of diverse workshops in curriculum content areas for K-12 teachers, the conferences provide opportunities for professional development, and offer time to network and share ideas with colleagues and experts in the field.

Find out more: www.cta.org/conferences

JANUARY 17-19 *Conference*

Issues Conference

Rio All-Suite Hotel, Las Vegas, Nevada

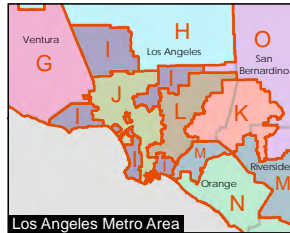
“Be the Change — Our Voice, Our Union, Our Profession!” This conference provides an opportunity for educators from rural, urban, and ESP local chapters throughout the state to learn, share, strategize and unite together to determine the future of public education. Topics include the Local Control Funding Formula, Common Core State Standards, bargaining, health care, charter schools, special education, and economic fairness.

Find out more: www.cta.org/conferences



CTA

DIRECTORIAL DISTRICTS



| | |
|--------------------------------|----------|
| ALCALÁ (O) | 3,712.16 |
| ALLEN (A) | 2,930.24 |
| BILEK (G) | 3,268.18 |
| BOYD (E) | 4,126.02 |
| BRIDGE (K) | 3,549.86 |
| CABELL (L) | 4,182.93 |
| CICHOCKI | 3,658.89 |
| CIRILLO* (CTA/NEA Coordinator) | 1,926.59 |
| DAVIDSON (F) | 3,015.66 |
| DAWSON (B) | 1,994.51 |
| DILLON (D) | 4,116.59 |
| GOLDBERG (J) | 3,016.52 |
| GROTH (P) | 2,763.46 |
| HEINS | 4,957.19 |
| JACKSON (C) | 1,527.02 |
| LITTMAN (I) | 3,177.93 |
| MEEDEN (At-Large) | 4,115.66 |
| MELENDEZ (H) | 4,735.82 |
| MONTAÑO (Q) | 5,212.08 |
| ORTEGA (J) | 2,958.23 |
| STONE (N) | 4,186.98 |
| VAUGHT (M) | 2,088.34 |
| VOGEL | 3,852.19 |
| WALSH* (CTA/NEA Coordinator) | 1,490.51 |
| WASHINGTON (At-Large) | 2,117.51 |

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Two At-Large Directors – Statewide

CTA BOARD EXPENSES

Amounts represent a monthly average for fiscal year 2012-13. During the reporting year, the normal and state-wide 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.

Winter 2014 Schedule January – March

Teachers: Build Skills Now

7 Convenient Locations in
Los Angeles County

EDU-X792M | (3 units)

Teaching with Passion and Purpose

EDU-X796M | (3 units)

Great Expectations for Education Workshop

For more information or
to register go to: pce.sandiego.edu
Or, contact the area coordinator below.

Downey

Columbia Memorial Space Center
Lead Instructor/Coordinator: **Craig Yokoi**
craig.yokoi@me.com | 310-874-4090

Downtown Los Angeles

Downtown Business Magnet High School
Lead Instructor/Coordinator: **Kyle Laughlin**
Mrlaughlin101@gmail.com | 323-899-9599

Monterey Park

Lincoln Plaza Hotel
Lead Instructor/Coordinator: **Jim Burk**
jimburk7@gmail.com | 1-800-664-6130

Santa Clarita

Residence Inn by Marriott
Lead Instructor/Coordinator: **Scott Cody**
scody@post.harvard.edu | 323-496-3318

South Bay Carson

Carson Community Center
Lead Instructor/Coordinator: **Karen Rose**
k100pc@yahoo.com | 310-745-1099

Valley (Sherman Oaks)

Congregational Church of the Chimes
Lead Instructor/Coordinator: **Kyle Laughlin**
Mrlaughlin101@gmail.com | 323-899-9599

West Los Angeles

Felicia Mahood Center
Lead Instructor/Coordinator: **Karen Rose**
k100pc@yahoo.com | 310-745-1099

Prior district approval for salary
advancement units is recommended
and the responsibility of each student.

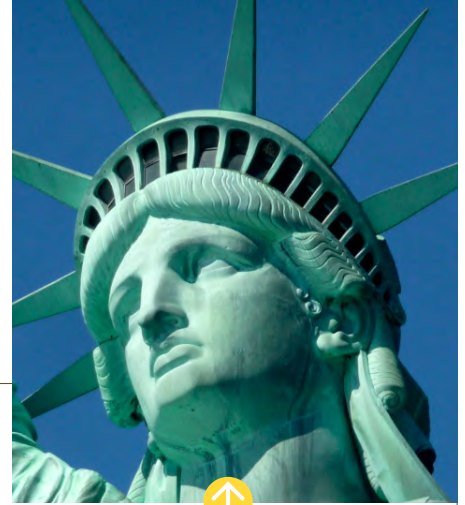
NOTE: One Semester Unit is equivalent to 15 hours.

ENROLL TODAY!

Visit: PCE.sandiego.edu

Quick Quiz

Celebrate American Education Week, Nov. 18-22, by testing your knowledge on all things USA. Guess, speculate, deduce or remember the answers to this quick quiz before turning the page upside down.



1 Which of these were teachers once?

- [A] Alexander Graham Bell
- [B] Sylvester Stallone
- [C] Jon Hamm
- [D] Sting

2 Concern that World War I draftees were illiterate and physically unfit prompted the NEA and the American Legion to create what is now American Education Week in what year?

- [A] 1917
- [B] 1919
- [C] 1921
- [D] 1938

3 Alaska was purchased in 1867 for how much?

- [A] 2 cents an acre, for a total of \$7,200,000
- [B] 25 cents an acre
- [C] \$1.04 an acre
- [D] \$1.78 an acre

4 More turkeys are raised in _____ than in any other state in the U.S.

- [A] Arkansas
- [B] Minnesota
- [C] Maine
- [D] California

5 The first Thanksgiving feast involving the Wampanoag Indians and the Pilgrims lasted three days. What foods were not served back in 1621?

- [A] Lobster and chicken
- [B] Chestnuts and hickory nuts
- [C] Maple syrup and dried fruits
- [D] Pumpkin pie and corn on the cob

6 Hawaii includes how many main islands?

- 7 In Idaho, you are not allowed to:**
- [A] Let a dog pursue a bear or bobcat at any time.
 - [B] Drive in a housecoat if you are a woman.
 - [C] Walk across a state highway at night unless wearing tail lights.
 - [D] Give someone a box of candy that is heavier than 50 pounds.

8 The world's first skyscraper was built in 1885 in:

- [A] Chicago
- [B] New York
- [C] Atlanta
- [D] Paris

9 Which National Wildlife Refuge has the largest winter population of bald eagles in the continental U.S.?

- [A] Klamath Basin
- [B] McKay Creek
- [C] Valle de Oro
- [D] Ridgefield

10 What are the "pointy things" on the Statue of Liberty's crown, and what do they represent?

11 The first man to walk on the moon was American Neil Armstrong on July 21 in what year?

- [A] 1967
- [B] 1968
- [C] 1969
- [D] 1970

12 The first commercially released coin-operated video games were introduced in the 1970s. Which were the first two games?

- [A] Ping
- [B] Computer Space
- [C] Pong
- [D] Bonanza

13 Originally a "telephone girl" placed calls through a switchboard. The automatic switchboard was inspired by:

- [A] A circus act
- [B] A footrace
- [C] A polka band
- [D] An undertaker rivalry

ANSWERS 1. Trick question. All were teachers. Before inventing the telephone, Alexander Graham Bell taught Visible Speech at the Boston School for Deaf Mutes in Massachusetts. Sylvester Stallone studied drama and worked as a gym teacher at the American College of Switzerland before making films like Rocky. Jon Hamm, the "Mad Men" actor, was a drama teacher in St. Louis. Sting, aka Gordon Sumner, taught at St. Paul's Middle School in Cramlington, England, before becoming a rock star. 2. [B] 3. [A] 4. [B] 5. [D] 6. Eight main islands: Hawaii, Kauai and Niihau. There are about 130 islands all told. 7. [D] 8. [A] 9. [A] 10. The seven rays on the crown of the Statue of Liberty represent the seven continents. Each measures up to 9 feet in length and weighs as much as 150 pounds. 11. [C] 12. [B] 13. [D] Almon Strowger, an undertaker in Kansas City, Mo., suspected that he was losing business to a rival. He discovered his rival's wife, who worked at a telephone switchboard, was diverting calls to her husband. A close friend died and was buried by his rival. This was Strowger's incentive to replace the human operators, who were not universally loved, with an automatic switchboard, which he patented in 1891.



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CA Lic#0041343 *For more information about your CTA auto and home insurance benefits, contact California Casualty.