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contents

- 3 Feedback
- 4 Ask Dean
- 7 CTA Online
- 8 Editor's Note
- 58 Calendar
- 60 Extra Credit



"Stuff can be replaced. People can't."

Weed school staff share what they're thankful for as they come back to school after a wildfire ripped through their town.



FEATURES

educator THANKFUL DESPITE DISASTER CHASSISTA SERICATION REPORT ASSISTA SERICATION REPORT ASSISTANCE REPOR

When disaster strikes, CTA is there to help. Photo courtesy of *YosemiteLandscapes.com*.

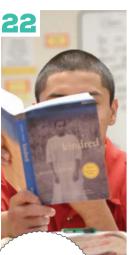
Will there be enough teachers?

The number of teachers entering the profession is beginning to rise, but there's a long way to go to fill the shortage. We take a look at the past and future of the teacher pipeline.

- 28 Where's the support for new teachers?
- 32 Degrees Not Debt campaign seeks to make college affordable.

contents









- **Tech tips:** 5 high-tech gift ideas
- **Resources:** Computer Science Education Week
- 17 Tips to share: PTA President Colleen A.R. You

Perspectives

- **Point/Counterpoint:** School uniforms
- **Opinion:** "Teach for America" response
- **Profile:** Celia Lamantia helps young offenders

Advocacy *

- **Election results:** Educators win in California
- **Profile:** Senator Holly Mitchell
- 39 Bargaining: San Ysidro teachers strike
- **Legal:** Equal access for language minorities

Learning 🕸

- **Best practice:** Day in life of a paraeducator
- **Testing:** Smarter Balanced field test results
- **Education trends:** Coping with prison
- **Teaching ideas:** Journalism class

CTA8You ◆

- **State Council:** Communication is key
- 56 Contest: Journalism students
- **Conference:** Region II Leadership profiles
- 59 Report: CTA Board expenses



YOUR OPINIONS AND LETTERS ARE WELCOME! There is a 250-word limit, and all letters will be edited. If you send photos or other materials, identifications and permissions are required. Letters must include your name along with your address, daytime telephone number or email address. Email *editor@cta.org*.





Grateful. for one

I just got my copy of the October *California Educator!* I am honored to have been able to participate in the Breast Cancer Awareness Month series. The article is wonderful, and I hope that it just might influence some people to start taking care of themselves.

Thank you for all your hard work and coordination. I greatly appreciate your efforts.

KAREN S. DAWKINS

San Fose Teachers Association

NCLB created a cold war among educators

Sherry Posnick-Goodwin effectively articulated the painful situations we teachers experienced during the combination of No Child Left Behind with a sinking economy (September 2014).

With teachers criticized for tenure (permanent) status of employment and administrators as at-will employees, the war was on for administrators to protect their own jobs. Administrators attended formal trainings on how to more effectively implement or justify the termination process to eliminate teachers posing a threat to administrators' overall performance.

Some administrators took to their own devices to increase test scores by dropping students at the time of CBEDS surveys and then adding them back to attendance rosters. Creating a gap in enrollment for select students disqualifies their test scores and would not be calculated into scores reported.

It's no secret that students felt the pressure for performance as well as the cold war vibe. Observe owners of any productive, thriving, profit-bearing business — are they executing the management skills of the grim reaper, utilizing terror and intimidation to increase sales and profits?

Just like Meister Cheese Company's advertising slogan, "Happy cows make better cheese," so happy people make better, more productive employees. Hopefully with NCLB on the downtrend, teachers and students can once again feel safer in the educational arena.

The media are so quick to criticize teachers. Yet ask anyone who isn't a teacher if they would like to be one and you'll hear the masses groan in anguish and then compliment teachers for their courage to return to the front lines daily armed with hope and enthusiasm. I still believe in the old adage, "Scratch a teacher, find a missionary!"

KAREN WRIGHT

Riverside City Teachers Association

'The arts' include dance and drama

I appreciate your writing on so many subjects of concern over the years, and your article on No Child Left Behind (September) is certainly no exception. I especially appreciate your calling out the current presidential administration on RTTT (or "Race to the Trough"), as Obama has proved to be no improvement for education.

In describing the effects of NCLB, you mention that "art and music went by the wayside." This is certainly true —however, visual art and music are not the only arts disciplines that went by the wayside. As a longtime dance educator and dance education advocate, I am well aware that in California dance

is the most overlooked arts discipline, with the least student access (only 10 percent of middle schools and 34 percent of high schools offer standards-based courses).

It may seem to be a minor point, but for those of us who struggle to keep our programs viable, language matters. Dance educator Anne Green Gilbert once said. "When they say arts education, they don't mean dance." "Art and music" are often used as shorthand for all the arts — which, unfortunately, is partly why dance and drama teachers lost their single-subject credentials in the Ryan Act reform era. Part of my mission as a dance education advocate is to ask people to notice when that shorthand comes up and to recognize the other arts disciplines as well (at least those specified in the VAPA standards). Using "the arts" rather than "art and music" would be greatly appreciated by those of us working in dance and drama!

AVILEE GOODWIN

United Teachers of Richmond

We misread the signs

I appreciated the article on American Sign Language (September 2014). You might want to correct the captions for the images that say the students are signing their names, though. In the first one with the two girls, they are signing "color," and in the second image, a girl is signing "phone."

Other than that a great article!

ASHLEY LOWE

Student in deaf education, National University

Editor's Note: Mea culpa. We should have confirmed the signs and captions. Thanks for reading the magazine!

WHAT DO THE ELECTION RESULTS MEAN FOR EDUCATORS?

Rirst, let me give a huge THANK YOU to the thousands of CTA members who worked on behalf of public education and all our students in this month's election. Your phone banking, precinct walking, use of social media, and, of course, your vote showed once again that public education works best when decisions about local schools are made by parents and educators in their local communities.

Your vote helped ensure that California did not give a highly visible platform to those who want to privatize public schools and blame teachers for the struggles our schools face. And while some of those forces — many of whom are virulently anti-labor — gained ground in the rest of the nation, your hard work kept them from disrupting the real progress California schools and students are making.

The re-election of Tom Torlakson means that we still have a classroom teacher in the state superintendent's office. As you know, Tom worked with parents and teachers in helping pass Proposition 30 two years ago, which saved our schools and colleges from billions in further devastating cuts and has started to repay the

Do you have an issue or topic you'd like Dean to address? Let us know.

Email editor@cta.org.

money owed to public education. He has been a leader in implementing the new Local Control Funding Formula, which gives educators and parents far more say over how funding can best serve students. He understands what works and rejects those reforms that reduce students and teachers to a single test score. He authored CTA's highly successful Quality Education Investment Act, which led to achievement gains in hundreds of underperforming schools.

This was an important win. Tom's opponent, Marshall Tuck, was funded by anti-labor millionaires and billionaires with a financial stake in privatizing public education and stripping teachers of professional rights. In fact, Tuck promised that his first act if elected would be to withdraw the appeal of the disastrous Vergara decision, which guts due process for educators. That's why I was so proud to hear Tom speak in venue after venue on the campaign trail, praising teachers and the work we all do for students, and denouncing those who blame us instead of looking for real solutions. Tom Torlakson's re-election ensures that we have someone who understands teaching and learning as CTA moves forward with our strategic plan to transform our profession.

This election really was in many ways a referendum on the "public" in public education. Support for our schools depends on the public understanding the work we do, the challenges we face, and the solutions to those challenges.

As I write this, we're gearing up for a national celebration of public education, American Education Week, Nov. 16-22. CTA is sponsoring Community Engagement Day on Wednesday, Nov. 19—the idea is to invite individuals in the community to participate in their neighborhood schools, assisting in the regular duties that educators perform on a daily basis. To learn more, visit cta.org/communityengagement. We're hoping



Suppose I just want to be the best teacher I can be? Does my voice count? Our answer is absolutely. At the core, we're about sustaining excellent learning environments for kids. That's who we are. That's what we signed up for. Period."

"Protecting the safety of our students is absolutely crucial.
Education creates awareness, and SB 1165 provides students with age-appropriate training to help them recognize date violence, sexual abuse, and sex trafficking. It also provides them tools to help avoid becoming victims."

community leaders and decision-makers will see firsthand what a good job educators and schools are doing, and how much better we could be doing with the right resources and support.

Now that the election is behind us, it's time to be proactive for the next one. Let's continue to build and strengthen those relationships with our communities. The next time a small group of millionaires tries to "reform" education for their own gain and at the expense of students, we'll be even better prepared with more allies to keep our public schools strong and public. Again, thank you to all our members for all you've done and all you continue to do.

Fear & Vrys

Dean E. Vogel
CTA PRESIDENT

Thank you for voting!

Your vote made the difference for our students and our schools.

See detailed election results at www.cta.org/campaign



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educator

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CTA WEB EDITOR Tiffany Hasker
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WER ASSISTANT Gladdie Cahral

WHAT WAS YOUR FIRST JOB AS A KID?

the lawn

Mowing

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VICE PRESIDENT Eric C. Heins Sunday LA Times
SECRETARY-TREASURER Mikki Cichocki-Semo

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Greeter at an athletic shoe store

Deck band

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2014, to Aug. 31, 2015) are \$824, including a \$20 voluntary contribution (see www.cta.org/contribution for details). Up to \$18.35 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives and is not deductible for income tax purposes.

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

CALIFORNIA TEACHERS ASSOCIATION

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MISSION STATEMENT

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





#CTATopTweet

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



Viral video



Flipped Learning Toolkit: Jon Bergmann and Aaron Sams present a video introduction to flipped learning with an accompanying blog entry. <u>www.edutopia.org/blogs</u> (search for "flipped learning")

Most popular post



OCT 26

■ 314 likes

№ 139 shares

More top tweets y

@RSEA | OCT 28

TIME story gives sloppy credence to wellfunded, well-orchestrated attacks from small cadre of wealthy interests.

@BenSpielberg | NOV 3

Big thanks to CTA for starting a great dialogue about Teach for America.

@CaliforniaLabor | NOV 4

"Whether we're teachers or bricklayers, working people need a seat at the table. That seat at the table comes from voting."
—Art Pulaski

Favorite comments

Diana Harris | OCT 29

I had no idea they were putting post office counters in Staples. I love going to the post office and would never use Staples instead!

Micah Melton | OCT 28

Blaming the due process tenure provides for inept administrators' inability to document truly bad teachers' performance and to build successful cases against them, is like blaming the due process the Constitution provides when criminals go free because of inept police work.

Matthew Raymond | 0 CT 29

And why doesn't anybody talk about good and bad administrators? They're the ones that hire teachers. They're the ones that evaluate them. The conversation around education is so lopsided. All this focus on teachers is a way to avoid talking about the real problem: poverty.

Susana Betancourt | OCT 28

The LA Times article discloses who's funding Tuck with millions of \$, like Eli Broad and W. Bloomfield, but does not truly disclose the rationale for this wealth's involvement in educational politics. Do voters believe that they truly care about public education? Voters need to question: What are these billionaires' true political aspirations?

CTA Online

What's new at cta.org

1

www.cta.org/campaign Tom Torlakson wins, thanks

to YOU! It was a tight race for superintendent of public instruction, as Tom Torlakson was up against billionaire-backed Marshall Tuck, but thanks to you, we've still got Tom in our corner!



www.cta.org/communityengagement

Thousands of volunteer hours represented — in food At a recent school board meeting, Hemet educators donated one can of food for each hour of volunteer work performed beyond their normal school day.



www.cta.org/americanindian

November is American Indian History Month Among the resources on our webpage, we share this quote from Tatanka lotanka (Sitting Bull): "Let us put our minds together and see what life we will make for our children."

4

www.cta.org/strategicplan

CTA's Strategic Plan full steam ahead! Since its adoption at the January 2014 State Council meeting, CTA's Strategic Plan is in full swing with big organizational changes on the horizon.

5

www.cta.org/retirement

Recent pension changes: What you should know You may notice a little extra going from your paychecks into CalSTRS recently. That will come back to you at retirement, and stabilize the retirement system into the future.



Time to be grateful for teachers

Fire is raging, and you can take only one thing from your home. What do you take?

Ever been asked that question? Well, your colleagues in Weed experienced it. They had 10 minutes or less to evacuate school, and many put their students' safety before their families' (page 9). The photos alone prompt gratitude, which is what your colleagues in Weed wanted to talk about — what they're thankful for, like a successful evacuation plan, or a neighbor who made sure an elderly mom was safe.

As always, teachers stepped up and did the right thing. And as usual, this magazine is chock-full of stories about amazing work, caring and volunteerism. The heroes of the Boles Fire can't be thanked enough. Personally, I'm grateful to Darvin Atkeson, a vet who provided us the stunning cover photo. Darvin and those who serve our country were honored on Nov. 11. Many of you participated in "Take a Veteran to School Day," and I hope you share your story on CTA's Facebook page.

How was your school and your good work honored during American Education Week? Remember the American Legion and NEA are responsible for that week of celebration. Honoring your good work in these pages means you'll read about the labor of love of paraeducator Terri Diaz (page 44). And Celia Lamantia, who teaches incarcerated students, helping them develop academic and social skills so they can be successful when they reintegrate into society (page 22). And there's Dennis Danziger, who started a club for kids whose

family members are in prison. They have published a book of poems and essays (page 48). Matt Johanson writes about the value of teaching journalism and the great experiences and marketable skills his students acquire from interviewing people like Marvel Comics guru Stan Lee and Attorney General Kamala Harris (page 50).

So many stories about so many of you doing such amazing work. Your students and CTA can't thank you enough. And society can't thank you enough.

Which brings me to one last thought. A rant, really. If I've upset both sides, then I've done my job right. That was my philosophy as a cub news reporter. Of course, that meant talking to both sides when I was writing a story. Even in this magazine, where advocacy for teaching and learning issues is the main goal, we attempt to be balanced, to at least explore multiple sides. I learned that from

admired reporters and respected publications. So when I read the Nov. 3 *Time* magazine cover article, "Rotten apples: It's nearly impossible to fire a bad teacher," I felt like a respected mentor had admitted to being an ax murderer.

From an editor's perspective, it was obvious who paid for the article. "Faux" news like this galls me, and more so in this case, the comments thanking "billionaires who are stepping up and fixing the [education] system." When *Time* was an authentic news source, a teacher would have been interviewed. And seriously, it was simply disingenuous to put in a photo and a quote by AFT's Randi Weingarten to insinuate the "other side" had provided input.

OK. I'm over it. I'll not be reading that magazine anymore. But I'm glad you read this one. And I thank you for sharing your feedback. Also, it's great that you put your thoughts into action, campaigning and sharing your opinions during this past election. The public listens to you talk about who to vote for and what to support. All of that happened and *you* prevailed in spite of millions spent against you by those billionaires "fixing" education.

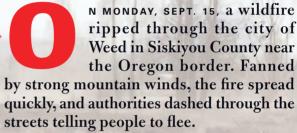
Thank you.

Cynthia Menzel

EDITOR IN CHIEF editor@cta.org

SCHOOLS IN WEED REOPEN AFTER DEVASTATING FIRE

Compiled by Jon Halvorsen and Cynthia Menzel



The Weed school evacuation plan worked, some schools emptying in less than 10 minutes. School staff are still processing their experiences — the chaos of finding families and loved ones cut off by the fast-moving fire, the loss of entire neighborhoods. "Stuff can be

replaced but people can't," says Weed Classroom Teachers Association President Kim Coots.

At the end of the day, about half the city was gone; 516 acres burned, more than 4,000 people were evacuated, and 157 homes were destroyed. One life was lost: an 85-year-old woman who fell and broke her leg while evacuating her home. A man was later arrested and charged with arson.



Kim Coots

School started again in mid-October, and CTA was there. "The assistance offered through CTA was wonderful," says Coots. "On the first day we came back, there was help with moving classrooms, and they provided breakfast and lunch for the entire staff. It was so thoughtful of them."

COURTESY PHOTOS VOLUME 19 • ISSUE 4



W bat I'm thankful for...

Weed educators talk about their experiences and how grateful they are for so many things.



THANKFUL FOR:

evacuation time

"I'm thankful we got enough notice to walk our kids off campus just in time," says **Stan Miller**, a third-grade teacher. "Ten minutes later it would have been too late." He had just moments to evacuate his students, who left behind their lessons and backpacks.

Students and staff wait to evacuate from the high school field. More than 1,000 firefighters fought the fire on the ground and in the air. They hit it hard and fast in the early hours of the fire as winds pushed it northeast. By evening, they had a line of pink fire retardant surrounding the fire's border. That pink powder became a symbol separating what was lost and saved. In one neighborhood, houses coated pink remained standing while those across the street became nothing more than ash piles smoldering in foundations. (Photo by Kim Coots.)



THANKFUL FOR:

my mom's safety

"My mom got out safely, and all the kids found out their families were safe and sound," says *Tag Pimentel*, here pointing to the burned remains of his mother's house and car, which can be seen from the playground. His elderly mom lived all alone, and he could see the flames racing toward her house. He ignored thoughts of trying to run up to her house and get her out, and stayed with his students, praying that someone would get his mom out.



THANKFUL FOR:

help from colleagues

"I'm thankful for everyone helping me set up a new classroom for my students tomorrow," says third- and fourth-grade teacher *Kristi Wilson* (right), shown here with nurse *Stacey Shoemaker*. Not only was Wilson's room damaged, everything in it was contaminated and off-limits. Colleagues came on Sept. 22 to set up her room for kids who returned to school the next day.

Want to help colleagues recover?

Both Kim Coots and Alisa Cummings say the outpouring of support and generosity of educators

in California and other states has been humbling. Backpacks and binders have been donated. Educators have offered teacher supplies, curriculum and unit plans.

If you want to help, cash donations are best because the usual school fundraisers for activities, projects and supplies cannot happen because of the fire. You are welcome to note what the funds should pay for. Typical categories, says Cummings, include field trips and assemblies, playground equipment, teacher supplies, and specific programs.

The parents organization is handling donations. If you'd like to donate, make the check out to:

Cub Power c/o Weed Elementary School 575 White Ave. Weed, CA 96094



 \Rightarrow



^

THANKFUL FOR:

evacuation plans

"I'm most thankful that all the staff worked as a team amid the panic to get all the kids out safely," says bus driver *Carletta Puppo* (left). "It was emotional and sad to pass kids and teachers walking to the evacuation zone" as she drove the bus. She knew it would be faster to stick to the plan and load everyone at once. "It was hard because I could see the flames approaching behind the students and staff members."

Most of the homes on the road from the elementary school to the high school burned down about 10 minutes after the kids walked down the street. Puppo says, "All staff had no doubt the school was gone when we left." Miracuously, the school buildings survived.

"I'm thankful that we had practiced our school evacuation drill," says Weed Elementary School Principal *Alisa Cummings* (right).

"The staff did a great job leading the kids out, and it was obvious the kids knew what to do as well. The staff never showed fear. And now, this is how much they love their students: We had a staff meeting three days after the fire. Here's a staff who went through this huge, traumatic event. They don't have purses, cards — curriculum! They had two questions: When can we see our kids, and when can we open the school?"



THANKFUL FOR:

teamwork

CTA supports members in crisis

cta's disaster relief fund provides financial assistance to CTA members who suffer significant losses due to disasters. It's funded by voluntary contributions from CTA members, and through CTA fundraising drives throughout the year.

"The assistance offered through CTA was wonderful. So far only teachers who had to relocate classrooms applied for the grant. I'm encouraging the others to do so, as well." says Kim Coots, Weed Classroom Teachers Association president.

The standard grant offers up to \$1,500 for significant economic hardship related to damage to a member's primary residence and displacement or disruption in required utilities. Members can also get grants:

- For catastrophic damage, if damages exceed \$50,000.
- Up to \$500 for those who are displaced from their primary residence as the result of a disaster, but do not meet the requirements for a standard grant.
- For damage to a classroom or school site up to \$500.

If you need financial assistance, visit *ctamemberbenefits.org*.

To donate to the fund, contact membership@cta.org.

Heroes! Weed Elementary Staff

Starting school again: (kneeling) Vicky Connor, Kristi Wilson, Delona Jensen, Helen Larzelare, Sandy Robles, Veronica Callas, Katrina Rice, Bobbie Hall, Christina Fernandez, Socorro Sanchez, Vicky Eddie, Rachel Oates; (standing) Jill Poloni, Allison Blankenship, Alisa Cummings, Terry Fifield, Jack Leiffer, Stan Miller, Gary Hansen, Margaret Hoaglen, Kim Coots, Terry Brewer, Tyler Morrison, Dana Dillon, Carletta Puppo, Tag Pimentel, Stacey Shoemaker, Morgan McCarrier.

Know&Tell 9

Grants, awards, contests, resources and tips to share





MOTOROLA MOTO 360 SMART WATCH

Stay connected with the Motorola Moto 360 smart watch, which features a 1.5-inch LCD touch screen that displays alerts from your Android phone. Wireless pairing is simple with Bluetooth 4.0.

KINDLE VOYAGE

The Kindle Voyage is the gold standard of e-readers. Its high-resolution 300 pixels per inch display allows you to read text like it's printed on a page of paper, while its micro-etched glass display diffuses light to eliminate glare.



HIGH-TECH GIFT IDEAS

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\$30

The Jot Pro is a stylus for your iPad or Android tablet. It's built with a sounddampening tip that simulates the feel of natural pen and paper contact. A rubber grip provides comfort, while its internal magnet attaches to your tablet for easy storage and transport.

HE HOLIDAYS ARE HERE and we have a guide to help you shop for that gizmo-loving guy or girl this season. These five picks are sure to delight every techie on your list.



FITBIT ONE

for 2014 By Terry Ng

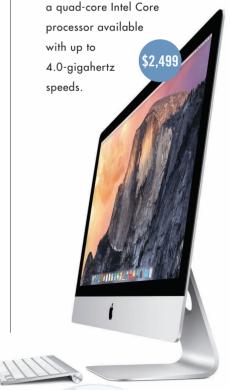
Fitness means being active, sleeping well, and

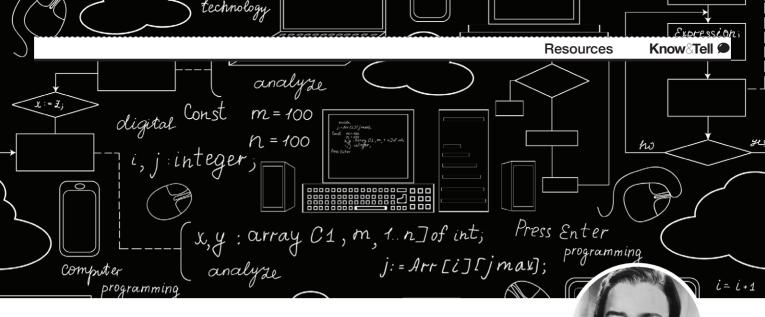
eating smarter, and the Fitbit One helps you do all three. During the day, it tracks your steps, distance, calories burned and stairs climbed. Come nightfall, it measures your sleep cycle to help you see how to sleep better.

27-inch iMac with Retina 5K Display

Apple's new 27-inch iMac with Retina 5K display has four times as many pixels as the standard 27-inch iMac display. The iMac with Retina 5K display doesn't stop with just an amazing screen, however.

It's also powered by





COMPUTER SCIENCE EDUCATION WEEK IS COMING!



chools across the country and worldwide will be celebrating the sixth annual Computer Science Education Week (CSEdWeek) Dec. 8-14 to promote public awareness of computer science.

Many K-12 computer science classes will be organizing activities such as open houses and field trips to local businesses and colleges. The website *csedweek.org* offers resources and suggestions for activities posted by teachers.

Myra Deister, a teacher of math and computer science at Sunny Hills High School in Fullerton, says, "I am looking forward to CSEdWeek this year. I already have my evening on the school calendar to introduce the community to online curriculum, and I plan to contact the local junior high schools to promote it to their students. My computer science students are ready to teach computer science to the younger students. Also planned is an open house at lunch to promote computer science."

Higher education can reach out to high schools to offer campus tours or student ambassadors, Deister adds. "A few years ago, a student from UC Irvine spoke to my students about his experience as a computer science student in college and his opportunities. UC Berkeley invites high school classes to their campus and has activities set up for the high school students."

A special focus of CSEdWeek is to get millions of students to participate in the Hour of Code, a one-hour

introduction to computer science and programming, designed to demystify code and show that anybody can learn the basics.

A wealth of material is available from *hourofcode.org*, including online tutorials in over 30 languages, videos, activities, and curriculum for classrooms that don't have computers. Additional information about professional development is available

from the Hour of Code organizing group, *code.org*, which states: "Anyone, anywhere, can organize an Hour of Code event."

Deister believes that every student should have the opportunity to learn computer science as a component of STEM (science, technology, engineering and math) because it helps nurture problem-solving skills, logic and creativity.

"For my students, the Hour of Code has given them the opportunity to use their math to solve problems that are posed in the labs. Some elementary teachers stated that their students were so engaged in the Hour of Code activities, they had a difficult time getting them to stop. They also noticed that the students were understanding mathematical concepts quicker than in previous years."

Honoring Grace Hopper

Computer Science Education Week is celebrated each year during the week of Grace Hopper's birthday (Dec. 9). "Amazing Grace" Hopper, a U.S. Navy rear admiral, was a pioneer in the field of computer science. She was one of the first programmers of the Harvard Mark I (an early computer), and she popularized the idea of machine-independent languages, which led to the development of COBOL and other programming languages.



Member-recommended resources:

NEA Health Information Network

The Health Information Network (HIN) is the go-to place for resources that improve the health and safety of students, staff and the school community. Here are just a few of the free resources available in English and Spanish at *www.neahin.org*.



How we work together

to help all children succeed

By Colleen A.R. You, California State PTA President

HEN I FIRST walked into my children's school, educators told me if parents are passionate about education, their children sense that energy, and grow to value learning. That's true today, and I want you to know the California State PTA is eager to support teachers to effectively involve parents in the education process.

Recognizing and respecting that a parent is a child's first teacher is the very beginning step to developing a strong working relationship. So what can we do to maximize the possibilities? Recent changes in how California schools are funded expand the opportunities and mean that family engagement in schools is more important than ever.

NEW FUNDING METHODS BRING MORE OPPORTUNITIES TO COLLABORATE

With the introduction of the Local Control Funding Formula (LCFF), school districts across the state are required to involve parents in making important decisions about their schools to support student success. This includes active participation by parents in developing and evaluating a Local Control and Accountability Plan (LCAP) for their school district to improve schools.

So, communication is the word of the day. When teachers and parents have an open line of dialogue, each can

actively participate in what goes on with the child's day-to-day learning process. Not only that, parents can make sure that their children are receiving the benefits of fully credentialed and knowledgeable teachers.

Teachers play an important role in sharing firsthand how the Common Core State Standards (CCSS) will be taught in their child's grade. For most families, this is the first opportunity to hear about CCSS. The implementation of the new standards provides opportunities for teachers to communicate with parents on how they plan to maximize their talents and differentiate instruction for students by:

- Engaging in deeper, richer, more relevant instruction for all children.
- Clearly defining learning goals for each grade level that build from year to year.
- Focusing on key knowledge and skills, including communication, collaboration, critical thinking and creativity.

Please remember, communication does not just mean talking! Using the best method for the parent is helpful. Some parents feel more comfortable speaking via text, email or phone than in person. We all know that teachers work very hard in the classroom, and we are keen to find ways of supporting teachers outside the classroom to cement these relationships.

FAMILY-SCHOOL PARTNERSHIPS

It is vital that schools and teachers are enthusiastic and dedicated to parental involvement. As research shows, when parents are actively taking a part in their children's education, their children do better in school regardless of their own education level, ethnicity or zip code.

Making family engagement a priority on campus also benefits school improvement. Linked to student learning, it is a powerful strategy for achieving whole-school goals.

At home, parents can reinforce this strategy. Keeping children focused on school readiness, learning and homework is an important part of the family-school partnership. And talking about the school day as well as higher education shows how much a family values education.

Giving parents good information about how they can support their child at home and how well their child is doing in school is critical. How grade level and school expectations affect their child's progress is also vital to support academic growth and development.

Creating a culture of authentic family engagement in schools, however, involves even more than just connecting families and schools. It takes an investment of time, effort and commitment by all stakeholders in the school community to share ideas, set goals, initiate activities and monitor efforts to improve student outcomes and achievement.

The California State PTA is excited about working with teachers to fulfill the promises of the new state funding formula and Local Control and Accountability Plans. With a shared vision and plan for student success, every child has the opportunity to achieve their potential from preschool to high school and beyond.

Healthcare Choices Are Within Your Grasp



The CSEBA Marketplace allows public school and community college districts the ability to offer employees freedom of choice in selecting quality, affordable healthcare from a known and trusted source throughout California. And we are proud to be the first member driven entity to offer an Exchange-like product with both Anthem Blue Cross



We Service California To Its Core

and Kaiser Permanente* as its choice providers. All medical plans are offered online in a tiered format enabling individual employees to compare affordable plans and options before they "click."

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California Schools **Employee Benefits Association**

California Schools <mark>Employee Benefits Associatio</mark>r

*New Kaiser Permanente plans will be available July 1, 2014. The plans offered through the Marketplace all meet or exceed the minimum essential benefit requirements under the Affordable Care Act (ACA).

Perspectives ©

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



Should schools require students to wear uniforms?

GROWING NUMBERS of public schools are requiring elementary and middle school students to wear uniforms these days. Schools are mandating uniforms because it's easier to enforce dress codes. It's also a way to prevent students from wearing colors associated with gangs, and to "level the playing field" so income does not dictate style. We asked two CTA members their opinions on this; we did not receive uniform responses.

YES

There are people — parents, teachers and the like — who do not believe that elementary and middle school students

should have to wear school uniforms. I must warn you early in this conversation that I disagree. Let me tell you why.

This is an early age for students to get to know themselves. In elementary school, teachers really want students to focus on the academics and not the aesthetics of fashion. Everybody looks the same. Sally does not have to come home wanting what Mary has, as far as clothing goes.

As parents, we know that this will happen eventually. If we can hold off that wanting what others have, it can be a win-win for everyone. As a teacher, I want my student's focus to be on academics only, not fashion week. That too will eventually show up.

When your child is in middle school, fashion week finally shows up. They want to color their hair green, pink and purple. They wear one sock up and the other one down. They wear the same shoes, but each foot a different color. Our middle school students are coming of age. It is fine for all of this to happen, the creativity of clothing in dress, as defined by the preteen. Yet they still must wear the uniform.

"Why?" you may ask.

Because the brain is still developing, and they do not understand that is not cool to have your butt cheeks hanging out all over the place. Some parents will refuse to believe that their sweet dumpling would do such a thing. But yes, they will, and they have. Hopefully, you can see why this could be a distraction to anyone.

Middle school is too soon for preteens not to wear uniforms. Hence the word "uniform," where everyone looks the same, or almost the same.



We will leave the creativity and free dress to the high schoolers. Yes, I believe at some point, we must allow children to express themselves, and that can be done in high school, where students can maturely become fashionistas or have lots of fun trying.

SHARON TURNER, Compton Education Association, is a middle school English teacher.

Schools are not just for reading, writing and arithmetic. The most important lessons are social. While uniforms make the staff's job easier, students lose the opportunity to learn about themselves, experiment, fail and succeed, all in a safe place. Of course there have to be limitations so that students come to school "safe and appropriate," so I don't disagree with a dress code, but uniforms deprive students of critical learning experiences.

The argument that uniforms help protect those who are less fortunate from being ridiculed is ridiculous. Children are always going to ridicule others; they will always find a reason. When students are mean to others, that's when the safety of the school environment comes into play. The victim gets support from a trusted staff member, and the other students get a lesson in how to be humane. It's a lot of work to run interference in these social situations, but lessons in how to dress, how to express oneself, and how to get the desired reaction (and even learning what that desired reaction is) should not be learned on the street or out in public where trusted adults are not available to run interference.

Does wearing uniforms prohibit gang association or activity? Absolutely not. It makes it harder to spot gang members, but they adapt. Also, with a uniform, staff gets complacent about looking around campus for intruders. If an intruder wears a polo shirt and slacks, she or he will fit right in unnoticed.

A "uniform only" rule can't really be enforced because parents can waive it. Also, students at a school with a uniform policy make modifications to individualize their look. They'll do hair, makeup accessories, and even things like turning up the collar on their polo shirt.

Worse than squelching individuality and expression, it



prevents students from learning for themselves who they are and how they fit in. It's an artificial normalizing, after which the students rebel. Everyone knows that the more a teen is told what they can't wear, the more they will want to wear it.

INGE SCHLUSSLER, *Marysville Unified Teachers Association*, is a kindergarten teacher.

About the "Teach for America" article

Another perspective

By Jen Thomas, San Jose Teachers
Association President

delighted when I received the October *California Educator* and saw one of San Jose TA's members smiling from the cover. Clinton Loo has been not only a very talented math teacher, but a member of our local's governing body as our secretary-treasurer.

My excitement turned quickly to concern, though, when I saw the title of the article in which Clinton was featured: "Teach for America: Do-gooders or school Rhee-formers?" My concern was the rhetorical choice this framing implied. My colleagues and friends from TFA are either "do-gooders" with the saccharine naïveté that implies, or agents of Michelle Rhee and her intolerable demagoguery.

Coming from CTA, this article highlights two serious problems: inadvertently undermining our union brothers and sisters who came to us from the TFA program, and not resolving the problems generated by the organization.

CTA members who come from Teach for America should feel that they are as valued and supported as any

other teacher entering the classroom. First and foremost, a teacher is our colleague. We must be united in support of one another, and that starts with being extremely careful with how we frame important questions about the changing political landscape in our profession when these questions can lead to division in our ranks.

What are we doing about the issues raised in the article, and are they unique to Teach for America members?

High TFA turnover is an issue, but 50 percent of all teachers leave in their first five years, driven out by workload, wage stagnation, and the abject failure of our society to prioritize education. Many TFA corps members stay in San Jose for long past their two-year mandate, and often they leave for the

same reason any teacher leaves: The job is entirely unsustainable. Our compassion for that should be where we anchor this conversation.

Five weeks of training is not enough time to make a quality educator. We've also seen teacher training programs of a year or even two years that do not produce teachers ready to face the real strains and struggles of the classroom. Poor preparation puts a terrible burden on our system. What are we going to do about it?

Education transients? That TFA members don't become actively involved in the union because they see themselves as education transients is a broad statement and is contradicted by our experience in San Jose. Perhaps we are unique, but TFA corps members and alumni don't deserve to all be painted with the same brush.

Political muscle: Where's our plan to be as strong as Leadership for Educational

Equity? Let's build on our political strength and create a powerful support and training program to elect public officials from the teaching ranks.

Issues of training, policy and politics; issues of values, arrogance and teaching as a hobby — all of these are valid and worth a discussion aimed at remedy rather than rhetoric. In the meantime, every CTA member past and present, regardless of how they came to the classroom, should believe that we are united together in support of the work we do for our students, our colleagues, our communities and our futures.

That's what it means to be a union.

Editor's Note: The term "do-gooder" was used by members who were interviewed, meaning someone who is idealistic, and was not meant to be belittling in any way. Our goal was not to portray TFA members as being any less important than other members, but to share concerns about the parent organization's politics. Clifford Loo left the profession shortly after he was interviewed for this article.



CTA members, regardless of how they came to the classroom, should believe that we are united together.

CELIA LAMANTIA HELPS YOUNG OFFENDERS SUCCEED IN SCHOOL AND LIFE

By Sherry Posnick-Goodwin

gles with a vocabulary word on the board, which is "contrite." His teacher, Celia Lamantia, asks him to use it in a sentence.

"After the crime I was contrite," he says.

"After I committed the crime I was feeling contrite," suggests Lamantia. The student agrees it sounds much better and repeats the sentence. They move on to a new word.

There are two school sessions with 10 or 12 boys ages 15-18 in Lamantia's classroom at Deforest Hamilton High

School, located in the Sonoma County Probation Camp. Most have been at the school awhile and wear jeans, unlike the newcomer in red. The high school is in the building next to the dorm where they eat and sleep. Their stays range from six to 16 months for offenses including burglary, assault, drugs and weapons. Rival gang members live and study side by side. The facility is unlocked, and they can walk out anytime, but they'll be rearrested and sent to juvenile hall or jail.

Lamantia teaches language arts, math, social studies and science to help students earn a high school diploma or GED or go to community college. She also helps them develop social skills and coping mechanisms so they can be successfully reintegrated into society when they leave.

She has long worked in alternative education; she decided to teach at

"These are not throwaway kids," says **Celia Lamantia**. "They're people who come from difficult situations, and I do whatever I can to help them move forward in their lives."





IN CELIA'S WORDS

THE BIGGEST REWARD IN THIS JOB... is seeing behavior change. The reluctance, resistance and fear of failure changes into participation and a willingness to take positive risks. When a student first arrives, he may say, "I'm stupid and dumb," but in a week he'll say, "Show me how to do this." I love to see

WHAT BREAKS MY HEART... is sometimes when they leave here they reoffend, get hurt or die. They're young human beings, and the loss of any young person's life is a tragedy. It also breaks my heart when someone does well here and then goes back to their old ways or commits additional serious offenses when they leave. They don't have much

them transform into persistent learners.

time to practice being successful here before they move on. For some, it's the only time they've worked hard and experienced success in their entire lives.

ONE THING I'VE LEARNED...is that you can't respond to their arguments in a way that will cause acceleration. The calmer you are, the less likely a situation will accelerate. I have to be very firm and not let things go too far, because these young men don't always know where that line is in a professional setting. If they have an attitude, I tell them, "You have to drop it at the door." When they walk in the door, there are no grudges. Every day is a new slate.

INEVER KNOW...who's going to make it and who isn't. There's no way to predict it. I've seen some kids do really well here and believe they'll make it, but they may end up in prison, homeless, or going back to the old ways. Others will leave here, move on and do quite well in life, enrolling in community college and finding jobs. I believe that they all can be successful, and I am forever hopeful that they will continue and become successful contributing adults.

MY ADVICE TO STUDENTS WHEN THEY LEAVE..." Ask for help if you need it, so you can do whatever you need to do to be successful. There are programs and services that can help you. You can always contact me, and I will help walk you through. You don't have to struggle all alone."

the probation camp two years ago because she likes the "wraparound services" available that increase the students' chances of success. Along with regular classes, students learn vocational skills such as welding, electrical wiring, culinary arts and construction. These young men have catered CTA Redwood Service Center's luncheons. There are also individual and family counseling services.

Her manner is calm and reassuring. But she's also firm — and when she says "That's enough," students usually snap to. Otherwise, she gets on her radio to alert staff that she is sending a student out to work with someone who will help them problem-solve prior to returning to class. Cameras record everything that happens in the classroom, and students know that if they commit a serious violation of the rules, they may have to return to the locked facility.

"I love my job," says Lamantia, president of the Association of Sonoma County Office of Education and vice-chair of Redwood Service Center. "These are not throwaway kids. They're people who come from difficult situations, and I do whatever I can to help them move forward in their lives."



Teaching once again viewed as a viable profession

By Sherry Posnick-Goodwin

then IRENE AMEZCUA first shared that she wanted to become a teacher, friends and family did not share her enthusiasm.

"People asked 'Why are you going into teaching?' or said 'You're never going to find a job.' Sometimes they said 'Good luck with that," she recalls.

That was a few years ago, when teacher layoffs were rampant and job opportunities few. But times are changing, observes Amezcua, just three semesters away from earning her credential and bachelor's degree simultaneously from CSU San Marcos. She expects it will be easy to find employment as a middle school math teacher.

That's because schools are hiring more educators, thanks to the influx of Proposition 30 money and because California is facing a teaching shortage. An additional 100,000 educators will be needed over the next decade, especially in math, science and special education. Shortages will be more acute in urban and rural schools. Some districts are already feeling the impact. There are so many teacher openings in Monterey County, for example, that two recruitment fairs were held this year, which is unprecedented.

The shortage, which is expected to worsen, can be attributed to many factors. Budget cuts decimated schools, and 32,000 teaching jobs were eliminated between 2007 and 2012, or about 11 percent of the workforce. With so many layoffs, the number of those entering teacher preparation programs plummeted.



"There's a whole new generation of teachers coming into the profession who are passionate, willing to learn and ready to teach," says **Irene Amezcua**.

Between 2008 and 2013, candidates in California teacher preparation programs declined from about 42,000 to 20,000, decreasing by 53 percent. (See chart, page 27.) Credentials issued to new teachers from 2007 to 2012 went from 23,320 to 16,450 per year. The constant attacks on teachers in the media also served as a deterrent, say many educators.

This severely damaged and, some say, nearly broke the teacher pipeline. But there are a few positive signs that the teacher shortage may be luring people back to the profession, the downward spiral may have finally bottomed out, and the pipeline may be on the verge of flowing again.

A few encouraging signs:

- Mary Vixie Sandy, Commission on Teacher Credentialing executive director, notes that initial credentials issued for the first part of 2014 increased slightly. Sandy says, "We are slightly optimistic we have seen the end of the downward trend." Data will be available in the spring.
- Teacher preparation programs within the CSU system are reporting that enrollment is starting to increase, says Beverly Young, assistant vice chancellor for academic affairs for the CSU Chancellor's Office, and data for this will also be available in the spring.
- Many school districts are hiring back laid-off teachers as well as brand-new teachers, thanks to Prop. 30 money and the Local Control Funding Formula, which allows school districts to spend money where it is needed, including hiring teachers. Los Angeles Unified School District hired 1,300 teachers this fall, and they hadn't had any "positive" hiring since 2007. Other districts have been hiring, too. (See chart.)

Students like Samuel Alvizo, who is in the CSU Bakersfield teacher preparation program, are excited about the job opportunities and the prospect of making a positive difference in the world.

"I decided to go into teaching because there's a shortage of positive male role models. My dad's in law enforcement, and I wanted to get to kids before they get to my dad."

Amezcua is also feeling a sense of optimism that is different from a few years ago.

"There's a whole new generation of teachers coming into the profession who are passionate, willing to learn and ready to teach. We have a lot to offer. We have courage. We're risk takers. We're open-minded, and we'll try new things. Students will be in good hands."

Retention is key to solving the shortage

In some schools, new teachers vanished. From 2008 to 2013, California saw a 40 percent drop in teachers with less than six years' experience. But that may be changing.

Alicia Hinde, a second-grade teacher at Bagby Elementary School

Finally teaching jobs in California

Here's a look at approximate numbers of new hires in some school districts, based on reports from CTA staff. It's uncertain what percentage are new positions or being filled through attrition, but for many of these districts it's a positive sign.

Bakersfield Elementary	
School District	100
Bellflower Unified	100
School District	72
Davis Unified	12
School District	100
Desert Sands Unified	100
School District	85
Eastside Union High	00
School District	82
Garden Grove Unified	02
School District	85
	00
Los Angeles Unified School District	1 200
Moreno Valley Unified	1,300
•	70
School District	70
Morongo Unified	4.4
School District Mount Diablo Unified	41
	150
School District	150
Oakland Unified	450
School District	450
Oceanside Unified	
School District	132
Paramount Unified	
School District	60
Porterville Unified	
School District	89
Riverside Unified	
School District	220
Santa Barbara Unified	
School District	80
San Diego Unified	
School District	200
Visalia Unified	
School District	137

in San Jose and a CTC commissioner, has noticed a resurgence of new teachers at her school.

"The people coming in are dedicated and really want to make a difference. It's unfortunate how many teachers we lost during the layoffs," says Hinde, Cambian District Teachers Association. "It was scary for a while."

"Yes, it's improving slightly, but not fast enough," says Harold Acord, Moreno Valley Education Association president and a CTA liaison to the CTC. "The future stability of our schools depends on a strong teaching force. We need ongoing investments in new teachers, in the way other high-performing countries do, or we will never have

the supply of teachers we need in California. This is a long-term problem that needs long-term solutions."

Acord and other educators still worry students may not view teaching as a longterm career option.

"There is a feeling of uncertainty



Alicia Hinde

for those coming into the profession. In addition to the recent history of layoffs and cutbacks, attacks on teacher rights from due process to permanent status in lawsuits such as Vergara do not help us attract new teachers. They want to make sure they are entering a profession that will be viable for them over many years, not just a year or two."

Erma Jean Sims, lecturer in the Department of Literacy Studies and Elementary Education at Sonoma State University, agrees many future teachers do not view teaching as a long-term profession.

"Future teachers are concerned about salaries," says Sims, who chairs the Cal-

ifornia Faculty Association's Teacher Education Caucus. "But the reality is that people don't go into teaching because they're looking for large sums of money. They want to make the world a better place and earn a living wage."

Keeping teachers in the profession is vital to solving the shortage. Retention heavily impacts the pipeline: 22 percent of California teachers leave the profession after the first four





years. Ten percent of teachers in high-poverty schools transfer to other schools annually.

In 2007, former CSU Sacramento professor Ken Futernick identified the top three conditions that determine teacher retention. Futernick, currently a WestEd researcher, found that decision-making authority, close professional relationships and a sense of "team" among school staff create "stayers" in the profession.

The most serious consequence of high turnover is the loss of continuity, experience and expertise in high-poverty schools. The cost for California's teacher attrition is estimated by the Alliance for Excellent Education to be \$178.4 million annually.

Resurgence in the CSU system

After years of dwindling numbers in CSU Bakersfield's credential program there was a recent 8 percent jump in enrollees, says Kristina LaGue, department chair of teacher education.

"We're finally seeing a turnaround. We have been actively recruiting — especially in math and science. We received word that Bakersfield City School District is hiring more than 100 multiple-subject, single-subject and special educator positions. Word has gotten out: More students are entering the credential program."

The resurgence in CSU Bakersfield's teacher preparation program reflects what's happening within the entire CSU system, according to Beverly Young, assistant vice chancellor for academic affairs for the California State University Chancellor's Office. CSU provides 50 percent of new teachers in the state and 10 percent nationally.

"We're starting to see an increase in teacher preparation enrollment," says Young. "But after a series of bad budget years, which resulted in teacher layoffs and no new jobs — well, it's a slow road back. Becoming a teacher is a long pipeline, and it will take some time to get back to full enrollment and credential production."



Young says rebuilding will be a challenge because the CSU system is still not back to full funding levels.

"Our campuses will need to reallocate dollars back into education programs so we have the capacity to serve students. And we need to get the message out to future teachers — whether they are in high schools, community colleges or undergraduates — that teaching is once again a viable option in terms of finding a good job. It's very exciting."

Also exciting is that seven CSU campuses were recently awarded a total of \$53,757,322 by the U.S. Education Department to help recruit, train and support more than 11,000 teachers — primarily in science, technology, engineering and math (STEM) fields — over the next five years.

With the grants, CSU campuses at Bakersfield, Chico, Dominguez Hills, Fresno, Los Angeles, Monterey Bay and San Luis Obispo will work with high-need school districts to strengthen teacher preparation programs, ensuring that new teachers have the skills to succeed as teachers. These awards are the culmination of this year's Teacher Quality Partnership (TQP) grant competition that President Obama announced in May at the White House Science Fair.

Teacher diversity slightly up

Increasing teacher diversity is a key part of CTA's Strategic Plan, because studies show it improves student achievement.

"Unfortunately, we have a cultural mismatch between the students and teachers, who may lack understanding of students' daily life experiences and reality," says Sims, who is the affirmative action representative for her chapter.

While teacher diversity is increasing slightly, there is quite a gap between teachers and minority students; 73 percent of students are nonwhite, but only 29 percent of teachers are nonwhite in California. However, a recent CTC report shows 42 percent of those enrolled in teacher preparation programs were nonwhite in 2013, compared with 39 percent in 2009.

Sims believes minorities aren't lured to teaching in greater numbers because they have more job choices, and other jobs pay better. Also, fewer minorities attend college.

"States and school districts have not done enough to address the lack of diversity among the teacher workforce,"

Faculty ensured candidates are prepared for the Common Core and the Next Generation Science Standards, says **Kristina LaGue**, California Faculty Association, shown working with student Tayci Stallings. "We are very proud of them."

says Sims. "There needs to be more funding for teacher education programs for diversity recruitment and retention, and more financial aid programs for low-income students to help with the cost of teacher preparation programs. We need to provide students of color with teacher mentorships and financial incentives. Political leaders,

Low salaries and teacher-bashing contributed to making teaching a less popular career choice, says **Erma Jean Sims**, who chairs the California Faculty Association's Teacher Education Caucus

parents, activists, education leaders and other reform advocates must demand that classroom teachers reflect the communities they serve."

Meeting future demand

Nearly 40 percent of California's teachers are over 60. The state's K-12 population, now 6.2 million, is projected to grow to 6.9 million by 2022. This could

create a "perfect storm" for a huge shortage, which could lead to a wave of hiring new teachers on emergency permits. This occurred in the 1990s with class size reduction.

"There is a need for a comprehensive strategic plan for addressing California's serious teacher recruitment challenges," says Sims. "We must expand the pool of prospective teachers into the teacher pipeline and remove unnecessary barriers to teaching careers, such as financial burden and excessive student debt. The future of children in California depends on it."

Sue Boudreau, a science teacher at Orinda Intermediate School, which has difficulty filling positions for science teachers, believes it's time to start actively recruiting teachers into the profession.

"We need to have a better advertising campaign for the profession as a whole," asserts Boudreau, Orinda Education Association. "We should be attracting people from the top of their class and from other careers. Teaching is the most important profession there is, and we need to find people who are well prepared and motivated and bring them into the pipeline. We know they're out there. We need to let them know teaching is an attractive career choice."

A new CTA report on teacher preparation concludes that mass hiring of underqualified teachers could be prevented by increasing multiple pathways into the profession (see page 30). That includes re-establishing "future teacher" programs at high schools, programs to help paraprofessionals

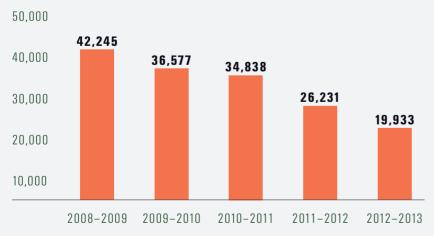
segue into teaching, and undergraduate preparation programs that eliminate the fifth year, as well as expanding CTC-approved intern programs allowing students to complete their coursework concurrently with a paid teaching position. The CTC will soon be looking at "streamlining" the credentialing process to get teachers into classrooms faster, says Hinde.

CTA President Dean Vogel believes that retaining good teachers is crucial to solving the shortage.

"We must pay teachers a salary comparable to other professions," says Vogel. "We must provide them with a safe working environment. Teachers must be treated like professionals and have a voice in classroom decisions. We must provide beginning teachers with the mentors and professional support they need. We need less of a focus on testing and more on learning. We must reduce class sizes so teachers can devote more time to each student. CTA is working to make these things happen in an effort to keep good teachers in the workforce

to better serve California's students now and in the future."

Enrollment in California teacher preparation programs



Enrollment in teacher prep programs declined more than 50 percent from 2008 to 2013.

Source: California Commission on Teacher Credentialing.



Where's the support for new teachers?

Induction reduction

HASE ROLLINGS, first-year teacher at Moreland Middle School in San Jose, recently learned his district had eliminated a program that provided new teachers with mentoring and helped them earn their clear credential as required by law.

"I was disappointed, because I could use the support," says the social studies, language arts and reading teacher



Paul Mack

who has classes with more than 30 students. "It could make a big difference. First-year teachers are struggling to get established and stay on top of everything when it comes to running a class, lesson planning, testing, and all the extraneous stuff you need to learn."

Rollings was surprised when BTSA (Beginning Teacher Support and Assessment) was eliminated. He'd heard it was avail-

able in most districts for new teachers. And that was true, for the most part, until recently.

It's a trend in California — induction programs are vanishing, despite an increase in education dollars. Some have called the phenomenon an unintended consequence of the new Local Control Funding Formula (LCFF), because districts are no longer mandated to pay for induction programs.

Some new teachers are forced to enroll elsewhere to complete an induction program, and many are being told

CTA's Facebook page abuzz about BTSA



Facebook lit up when we asked if new teachers were having difficulties enrolling in BTSA or being charged for induction. Here are some of the responses.

LAURA MIXON: I am appalled that our new teachers, at the bottom of the salary scale, have to pay thousands out of pocket for BTSA. I am so glad I had a district mentor program when I started out. I don't think I would have been able to afford to stay in the profession! These added expensive hoops to jump through just sound like a money-making racket.

SHANNON MARY BAILEY: Yeah, BTSA cost me \$4,500 out of pocket! SO ridiculous!

JANET LEE: Last year was the last year my district paid for BTSA. It scares me because my new colleagues need help and support. As much as I felt it was paperwork at times, it was still good to be part of a support group. The ways to get a teacher down are starting to be ridiculous. It boggles me why anyone would enter the profession.

COLIN DAVIS: We have not had BTSA for years. Nothing to provide support for new or existing teachers. We'll see what happens this year.

KELLEY FERGUSON-RUSH: We no longer provide BTSA for our teachers. They are forced to go to the county to go through the program which costs \$4,000. My daughter just got a job in Downey Unified, and they don't provide the program either.

KEVIN BEISER: As a current classroom teacher, I know firsthand the value of BTSA to support new teachers and help them improve. As president of the San Diego Unified School Board, I fought cuts to BTSA and will continue to advocate for this vital program.

CHRISTINE H. STRAUB: I have a friend who has been employed by several districts trying to get past layoffs, etc. Due to emergency and intern credentials, she never got a chance at BTSA. Now with years under her, she is not documented as a new teacher and therefore lost her chances at BTSA. It's a valuable program (actually priceless) and she is suffering because she isn't allowed in the program. The current district excuse: Her credential says she isn't allowed to be a part of BTSA. She is on a level 1 special ed credential. She deserves BTSA.

ASHLEY BRODBECK: I have three years left to clear my credential. I keep pushing it off because I don't have the funds available to me right now to participate in this.

JULIE CRUMRINE: I'm a BTSA support provider in Marin (where it's hard to live on a teacher's salary). I just found out that our new teachers will have to pay about \$500 a year. I felt so sad for new teachers.

they must pay out of pocket to enroll in a local program that was once free, which is tough on a starting teacher's salary just as student loan repayment kicks in.

For new teachers, it's a catch-22 because induction programs are not optional. State law requires that teachers complete induction within the first five years of teaching.

"I guess I'll put it off one more year," says Rollings, Moreland Teachers Association (MTA). His district has told new teachers to "wait and see" for the time being and not enroll elsewhere. themselves when it comes to finding induction programs to clear a credential.

The Commission on Teacher Credentialing (CTC) does not have comprehensive data on the number of school districts that do not offer induction, but teachers surveyed statewide say induction programs are closing down or asking participants to pay.

To fill the void, a few California State University and University of California campuses recently created regular or online programs to clear credentials. But these programs lack the advantages of mentoring from "support providers" who are familiar with the school and student population where a new teacher works.

Meanwhile, with the five-year window, it's becoming more common for new teachers to delay induction, which means they are not getting support when they need it the most—at the beginning of their career. Many on CTA's Facebook page said they were delaying induction for financial reasons.

Experts say the induction fiasco might discourage people from entering the profession, just when our state faces a huge teaching shortage.

Anger over costs and accessibility

Jenn Kline, a second-year teacher in Monterey County's Toro School for the Deaf and Hard of Hearing, has one year of BTSA left. She recently heard that she might have to pay for it.

"I don't think it's fair," says Kline, Monterey County Office of Education Teachers Association. "You'd think school districts and counties would want to put us through these programs

so we would have support, stay long-term, and not have a high turnover rate."

BTSA was once free in West Covina Unified School District, but new teachers now pay for it.

"Last year they made Year 1 candidates pay \$500 to

defray costs," says David Boege, Teachers Association of West Covina president. "This year they're making Year 1 pay \$1,000 and Year 2 pay \$500. One of the administrators wanted to double it. It's embarrassing because our district holds the money that's passed through the consortium, and all four other districts agreed to this."

Boege says his district is sitting on \$16 million in reserves, and if new teachers complain about having to pay, the district tells them to consider working elsewhere. One teacher who initially agreed to be interviewed for this story tearfully declined over fear of termination.



David Boege

First-year teachers like Chase Rollings

are busy getting established and staying

planning, testing, etc. "We could use the

support" in terms of mentoring and help

in earning a clear credential, he says.

on top of running a class, lesson

MTA President Paul Mack is not happy about the BTSA cancellation and says his association will "demand to bargain" over the issue. But it may be tricky: His district was part of

a consortium of several districts that received state grant money, and the funds were disbursed through another district that acted as the distributor for the consortium.

The dilemma of whom to bargain with is playing out in other districts statewide, impacting CTA chapters whose districts belong to consortiums where one district received funding for eligible teachers in all participating districts.

Induction crisis hits California

BTSA programs used to be funded by state grant money matched by school districts. That grant money disappeared because the LCFF no longer requires local educational agencies (LEAs) to fund teacher induction programs. Consequently, LEAs have opted to spend funds on other priorities, including hiring new teachers. The downside is that many new teachers must fend for

"It's unfair, because BTSA is a condition of continued employment and staying in the profession." says Boege. "Districts should be offering it as a tool to be successful."



Mentoring and the Beginning Teacher Support and Assessment (BTSA) program made a difference for **Marshall Sachs**.

BTSA may be vanishing in some places, but funding hasn't, observes CTA President Dean Vogel.

"The money is still there. If a consortium was serious about sustaining programs, it could prorate the costs to participating districts to maintain services. Schools that are interested in providing the best environment for their students will find a way to make it work."

Vogel adds, "Putting the costs on the backs of teachers is wrong, and the fact that districts are using LCFF as justification for ceasing assistance to beginning teachers is shameful. How many other professions make you pay for on-the-job training? The answer is none."

CTA's Teacher Evaluation Workgroup recently put out a report, "Teacher Preparation and Early Career Support," which looks at the induction crisis.

"Our workgroup decided that you can't require a program and then require teachers to pay for it," says CTA Vice President Eric Heins, who serves on the workgroup. "We're working to change this because CTA wants to do the right thing for beginning teachers in California."

Fighting to support new teachers

Members of the Association of Rowland Educators (ARE) and other district staff successfully fought to maintain a downsized BTSA program in order to keep it free for employees. Otherwise, it faced elimination.



It's been challenging, says BTSA program coordinator Laureen Kuwaye. "Regional BTSA directors were let go this past year, BTSA program coordinator **Laureen Kuwaye** talks with PE teacher and
Olympic pole-vaulter **Giovanni Lanaro**, whom
she is mentoring as a BTSA support provider
at Giano Intermediate School in West Covina.

and neighboring districts closed programs. Therefore, we must rely on our cohorts to keep providing services to our new teachers."

Rowland Unified is in Cluster 4, one of the state's six "clusters" organized for BTSA induction. Cluster 4 includes more than 30 school districts in the



Rethinking induction

CTA's "Teacher Preparation" report offers pathway

Induction programs like BTSA (Beginning Teacher Support and Assessment) made a difference for Marshall Sachs, a second-year science teacher in Orinda Intermediate School. "The weekly time with my mentor has been really helpful. It's nice to have an experienced teacher observe and offer feedback and assistance in lesson planning."

Not so much for Kristine Bowdry, a kindergarten teacher at West Vine Elementary School in West Covina, who recalls that her time in BTSA six years ago was mostly a "repeat" of what she learned in college and "busywork."

"I was mostly filling out forms on reflection," says Bowdry. "To me, it was a lot of theory and jibber-jabber. I would have preferred to observe other kindergarten teachers."

These differing viewpoints are prompting education experts to rethink induction, usually a two-year program needing completion within five years for new teachers to earn a clear credential. CTA is at the forefront of that deliberation.

CTA's Teacher Evaluation Workgroup (TEW) is looking at induction practices in California and recently released a report, "Teacher Preparation and Early Career Support." The TEW is chaired by CTA Vice President Eric Heins.

Compiled by the 48-member TEW, the report highlights the important role CTA and locals should take in the preparation and support of the next generation of teachers. The following are among the guiding principles outlined for that work:

- Teacher preparation programs require strong partnerships between institutions of higher education and Pre-K-12 school systems.
- The local teachers association must take a leadership role in shaping the experiences and environments of pre-service candidates and new members of the profession, utilizing its expertise as the exclusive bargaining representative and as the professional organization representing teachers and other certificated educators.
- Induction and early career support programs are essential to supporting and developing quality teachers. These programs must be funded and provided at no cost to the teacher.

Induction has proved to be effective in California based on the teacher retention rate. Research shows that nine out of every 10 teachers (87 percent) who had been in a BTSA program in 2008 were still teaching five years later. The TEW is examining what kind of induction best meets the needs of new teachers.

For example, TEW agrees that induction should "meet the individual needs of the beginning teacher," and may not necessarily take two years (only one is required by law) or follow a traditional program format. This happened recently with the creation of a one-year induction program to clear administrative credentials, which is called an Individualized Induction Plan.



Kristine Bowdry

"Induction, like education, should not be one-size-fits-all in California," says Heins. "I think we can all agree on that."

"Programs of the past may not meet the needs of the future," notes Danette Brown, TFW member and immediate past chair of CTA's Credential and Professional Development Committee, She's part of a stakeholder group meeting with the Commission on Teach-

er Credentialing (CTC) to discuss induction practices. "The CTC is convening a formal workgroup to explore what a new induction program might look like, and CTA is guaranteed to have a voice at the table," says Brown.

The CTA "Teacher Preparation" report's proposals on alternative certification, teacher residencies, induction and mentoring programs will be highlighted in next month's Educator.

Los Angeles County vicinity. Each cluster has "cohorts," and Rowland's cohort consists of districts in Pomona, San Gabriel and Walnut. Even with the regional director positions eliminated, the cohort continues.

New teachers in other districts with closed programs — including Burbank, Castaic, Glendale and Lawndale — are calling Rowland's BTSA program to see if they can join to complete induction.

"There are many displaced teachers looking for help. It can be overwhelming," says Kuwaye.

Other districts and CTA chapters have met with less success in working with their consortiums.

Danette Brown has seen that firsthand in La Habra City School District. It's part of a consortium where a neighboring district is considered the local educational association (LEA) that received funding and provided services



to other consortium members. This year that district decided to use the funds for a different purpose, and

now new teachers in La Habra will have to pay \$750 per year for BTSA.

"If you're in a consortium, you're in a tricky place," says Brown, immediate past chair of CTA's Credential and Professional Development Committee and CTA liaison with CTC.

"Associations should negotiate with their districts to make it a priority," asserts Alicia Hinde, a CTC board member. "Get your district to commit to supporting new teachers with induction no matter what."

A way to achieve that, she suggests, is bargaining induction as part of the Local Control and Accountability Plan (LCAP) under LCFF, and including it under one of the district's eight "priority areas" such as providing students with fully credentialed teachers, improving student achievement, or implementing the Common Core State Standards.

"If that doesn't work, take it to the parents. Take it to the media. Make it an issue," says Hinde, Cambrian District Teachers Association. "Our new teachers need support. We need to speak up. We have a voice."



retain qualified teachers, we need

programs," says Danette Brown,

CTA's Credential and Professional

immediate past chair of

Development Committee.

to take a thoughtful look at induction



For **Christiana Parish**, an incomebased plan that lowered her monthly payments has been a lifesaver in repaying college loans.



Priority needs to be Degrees Not Debt

Making college affordable

pletes his master's in education in June at CSU San Bernardino, he'll be \$80,000 in debt. He estimates his loan payments will be \$800 per month on a starting teacher's salary.

"I was hoping to buy a house after teaching for a couple of years, but when I looked at how much I'd be making

and how much my loan payments would be, I realized there's no way I could afford a mortgage," says Sanchez, a single father whose son lives with him.

The new Student CTA (SCTA) president quit his job as manager of a grocery store to pursue his dream of becoming an elementary school teacher.

"I went to go get an education to better myself and my family, but I'm wondering if I'm going to be worse off than if I hadn't gone to college, because the harsh reality is that doing what you love — teaching — isn't always going to pay the bills."

Sanchez recently spoke publicly about the need for affordable higher education at a press conference held at CSU Northridge to launch a program called Degrees Not Debt in California, sponsored by NEA, CTA, the California Faculty Association, the Community College Association, and SCTA. He was joined by NEA President Lily Eskelsen García and CTA Board member Theresa Montaño, a CSU Northridge professor who is still paying off \$79,000 in student loans, mostly from graduate school at UCLA.

"I think, as a country, we need to be pushing the Degrees Not Debt campaign and let Washington politicians know that we as a society should be valuing education for the future of this country and pushing reforms that are desperately needed to make higher education affordable for students," says Sanchez.

Debt going up, up, up

As college costs skyrocket and federal student aid lags, many students are forced to borrow staggering amounts of money to pay for higher education. Existing student debt now exceeds \$1.2 trillion and is higher than credit card debt in this country. The average student owes \$29,400, but some report owning 10 times as much. At these levels, student debt isn't just a burden, it's a barrier to millions of Americans seeking college degrees.

The number of California undergraduates taking out federal loans to pay for college has increased by 75 percent

Paying off loans is a struggle for teachers

A recent article in the Wall Street Journal reports that those who borrow more than \$25,000 in student loans have a decreased quality of life, even decades later in life. CTA members paying off loans confirm that it's challenging to survive on a teacher's wages combined with loan payments. Here are some comments from CTA members on how loans affect lifestyle and the need for reform.



DAWN TURPIN, Desert Sands Teachers

Association: I don't think I will ever be able to pay it off. I have been teaching since 2001 and am now working on my second master's. Every time my loan comes out of financial deferment, I enroll in another program. I owe about \$100,000, and my stomach turns at the thought of paying it off. Students need to understand that school loans are forever loans. They never ever go away.



KERI KIVETT, Redlands Education Support

Professionals Association: My loans have really affected me. I had planned to go back to school for my master's degree to become a speech-language pathologist. But I don't know how much that would hurt my husband and me in the future with payments. I don't qualify for a lot of scholarships. Many are directed at students who have just graduated from high school. I don't want to struggle with more payments. I'm already \$50,000 in debt.



ALEX PRAHL, San Miguel Teachers Association:

After graduating, I had accumulated about \$33,000 in student loan debt. My payments are about \$250 per month. My loans heavily impact my life. I drive a 13-year-old car 84 miles to and from work each day, and I can only hope it holds out for another year or two. I work a second job to meet my financial demands. I was working both jobs in order to save, but now it appears I will just be able to make ends meet.



SANDRA STEWART-XIMINES, Val Verde

Teachers Association: I owe approximately \$130,000 and would not have been able to get through college without loans. I don't think I'll be able to pay them off before I die, but am about to send an application for forgiveness. I know I borrowed it and have an obligation, but I would love to see education not be so expensive. I feel burdened; it's like a weight on my head. I have to curtail any extra activities that cost cash. I just do not have it.

in the last decade, which has caused more students than ever to graduate in debt, according to a report by the Campaign for College Opportunity. Some 696,349 California undergraduates took out a federal loan in the 2011-12 school year, up from 397,497 in 2003-04. The state's total undergraduate population increased by only 9.6 percent during the same period.

California leads the nation in escalation of college costs, according to the U.S. Education Department. Seven University of California campuses and three California State University campuses are among the top 5 percent of public colleges in the nation with the fastest-rising tuition. UC campuses at Berkeley, Los Angeles, Merced, Riverside, Santa Cruz, San Diego and Irvine saw tuition increases of 40 to 43 percent between 2009 and 2011, while CSU campuses at Long Beach, San Diego, Imperial Valley and Chico got tuition increases of 40 to 42 percent in the two-year period, reports the San Francisco Chronicle.

Attempts to tackle the student debt problem legislatively have been met with frustration. The most recent was in June, when a bill by Sen. Elizabeth Warren (D-Mass.) died in Congress. It would have allowed millions who took out loans before July 1, 2013, to refinance and pay at a lower rate, while private student loan borrowers in good standing could refinance into the federal student loan program.

Degrees Not Debt

The state and national Degrees Not Debt campaigns are aimed at reducing student loan debt through loan forgiveness programs, lower repayment plans, and reinvesting in higher education so college becomes affordable for all. Goals include informing educators about loan forgiveness programs and "income driven repayment plans" which tie



monthly student loan payment amounts to the borrower's income.

Many who owe may not realize they could be eligible for public service student loan forgiveness. Under this program, you may qualify for forgiveness of the remaining balance due on your federal loans after you have made 120 qualifying payments while employed full time by certain public service employers, including school districts. For details, see studentaid.ed.gov and search for "loan forgiveness teacher."

Income-driven repay-

ment plans are designed to make student loan debt more manageable by reducing the monthly payment amount. Generally, the payment amount is a percentage of discretionary income, and the percentage varies depending on the plan and when you took out your federal student loans.

For Christiana Parish, a library media tech in Hayward Unified School District, the income-based repayment plan that lowered her monthly payments has been a lifesaver.

"I'm recommending that 100 percent," says Parish, who received her master's degree in science and library and information science from Pratt Institute in New York. "I had a number of private loans. I was able to consolidate them and take out one new loan with the government, which paid off the old loans."

"I honestly don't know what I would have done without this," adds Parish, Association of Educational Office and Technical Employees. "Before, my payments were so high, I couldn't rub two pennies together."

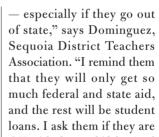


Connie Dominguez

Increasing student awareness of debt

Connie Dominguez, a counselor at Carlmont High School in Belmont, used to tell students to "follow their hearts" when it came to selecting a college and worry later about loans or scholarships. Now that college costs are so high, she advises them to first consider their pocketbooks.

"Now I ask them to look at how much a school costs as opposed to two years at community college



NEA President Lily Eskelsen García (left) supports efforts by SCTA members Audrey Millan, Jess Sanchez, Francisco Hernandez and Alina Archuletta in the Degrees Not Debt campaign.

ESTADOS UNIDOS

OK with that and if they've had a discussion on finances with their parents."

Getting a free ride to an expensive college is "oversold," and sometimes out-of-state tuition can be cheaper than attending a college in California, she advises.

"I tell students that community college is one of the best-kept secrets in town. You can save \$20,000 to \$30,000 a year. I tell them that it's not where you start — it's where you finish. Most employers never ask where you started — they ask where you got a degree from. I try

Go Online



www.cta.org/degreesnotdebt

Find resources, including the "Five Steps to Kick Student Debt."

to make them aware of how expensive college can be, without crushing their excitement about where they want to go."

Advocacy *



News from the legal, legislative, bargaining and education policy fronts







At left, Superintendent of Public Instruction Tom Torlakson thanks CTA members for their support. Above, Sacramento County Democratic Party chair **Kerri Asbury**, Twin Rivers United Educators, works with Art Pulaski, California Labor Federation, on GOTV campaigns.

We did it! The votes of educators and parents prevailed!

Tom Torlakson, pro-education candidates elected By Len Feldman

ov. 4 was a good election night for California's students. By re-electing Tom Torlakson as state superintendent of public instruction, voters showed once again that "public education works best when decisions about local schools are made by parents and educators in their local communities," says CTA President Dean E. Vogel.

"This is good for our students' future and our profession," says Vogel, an elementary school counselor. "It means educators will continue to have meaningful input in implementation strategies of issues that matter most to those we teach and work with each and every day. It means that when policies are being considered, we will be a part of the discussion."

Of the state superintendent race, Vogel says voters clearly "saw through the smoke, mirrors and millions of dollars poured into this race for Marshall Tuck by a group of billionaires and millionaires, many of whom don't live in California, who were hoping to buy the superintendent's office and push their agenda on our local schools."

"Despite the fact that special interests spent \$12 million in the final weeks

of the race against Tom, voters rejected their corporate agenda of privatizing our schools, more standardized testing, and eliminating professional rights for educators. In the end, it wasn't the money that mattered; it was the voice of teachers, support staff and parents that prevailed. We can now stay on track and continue to work together to give all students the quality education they deserve," Vogel adds.

The Torlakson victory was one of many won on Election Day. Voters returned to office every single constitutional officer recommended by CTA, including

Getting the vote out



A GHOULISHLY GOOD TIME GETTING OUT THE VOTE
On Halloween a costumed Susan Green and her daughter
Clara reach out to CTA members by phone, urging them to
vote. Green teaches at CSU Chico.



TWO DEANS WALK THE BLOCK
Los Rios College Federation of Teachers President Dean Murakami
and CTA President Dean Vogel walked neighborhoods in Sacramento
on Election Day urging residents to vote.

Gov. Jerry Brown, Lt. Gov. Gavin Newsom, Attorney General Kamala Harris, and Insurance Commissioner Dave Jones. Voters also sided with CTA by electing John Chiang as treasurer, Betty Yee as controller, and Alex Padilla as secretary of state.

Voters rejected Proposition 46, the CTA-opposed measure that would have significantly boosted health care costs, and approved Proposition 47, the CTA-supported measure that improves public safety, reduces prison spending and invests millions in K-12 schools, victim services, and mental health and drug treatment.

California's educators volunteered to get out the vote weeks before the elections, working phone banks and knocking doors to support local, state and federal candidates who believe in the future of public education.

For example, on the weekend before Election Day, members of the Chico Unified Teachers Association gathered at a local department store and fanned out in precinct walks that helped elect two school board members, as well as Tom Torlakson, CUTA members had

strong reasons to work for a better school board. They have been working for seven years without an on-the-schedule salary increase.

The Stockton Teachers Association (STA) helped elect two school board members, replacing those who championed district bargaining proposals to raise class sizes and hoard Proposition 30 funds in a reserve, instead of using the new money to help students.

Mixed results nationwide

At CTA members' urging, voters up and down the state backed school board members who are pledged to work with teachers and education support professionals in making our students and classrooms the top priority.

Vogel notes it was a bit of a mixed bag election night, as across the country and in a few legislative races here in California, friends of public education will not get the opportunity to serve because the special interests and billionaires spent millions of dollars to push their personal political agendas. Find a record of all races at *cta.org/campaign*.

"In the end, we won because of the strength in our numbers, our passion and our commitment to California's students and communities," Vogel says. "It's now up to us to make real change for our students, schools and colleges."



Meet Senator Holly Mitchell

Compiled by Len Feldman

HE MOTHER OF a teenage daughter, state Sen. Holly J. Mitchell has been representing voters in Culver City and Los Angeles County since 2013. She's a member of the powerful Rules Committee and chairs the California Legislative Black Caucus (CLBC) and the new Select Committee on Women and Inequality. Prior to her election, Sen. Mitchell represented the 54th District in the Assembly.

Sen. Mitchell is the author of SB 1165, a CTA-backed measure that will help protect students against sex trafficking and sexual abuse by adding relevant and age-appropriate information to the health curriculum.

WHAT DID YOU DO BEFORE BECOMING A LAWMAKER?

After my undergraduate studies at UC Riverside and during my Coro Foundation fellowship, I was hired by Diane Watson, the first African American woman to serve in California's Senate. (I am the fourth since statehood.) I became an analyst for the Senate Health and Human Services Committee. Later, I worked as a health advocate for the Western Center on Law and Poverty, and then executive director of the Black Women's Health Project.

Later, I served as CEO of Crystal Stairs (a nonprofit that advocates for children and families) until my election to the state Assembly in 2010. [Coro is a nonprofit organization that trains college graduates in leadership skills.]

WHAT LED YOU TO RUN FOR OFFICE? At Crystal Stairs I had the wonderful satisfaction of engaging in advocacy for children and working families in Sacramento and Washington — and the immense frustration of discovering that their issues seemed to be first on the agenda of few in power. That's when the first of the lessons of my childhood mentors hit home: Stand up for what you believe and don't sit down until it's done. So I ran, and here I am.

WHAT ARE YOUR GOALS FOR PUBLIC EDUCATION? I'd like to see California make sure that every child has access to preschool, which we know provides critical early child development. Ensuring that poor children and kids of color don't fall behind in school before they begin is my number one educational priority.

WHAT STEPS SHOULD THE LEGISLATURE TAKE TO HELP SCHOOLS

SUCCEED? I believe the Legislature and the governor took the first major step toward improving K-12 public schools by adopting the Local Control Funding Formula (LCFF), allocating more dollars and more flexibility to school districts. Although every district is required to implement a plan for the majority of underperforming students to make significant progress on the Common Core curriculum as reflected by standardized measures, the specifics are left up to each school district in order to minimize micromanagement. The Legislature's role now is to monitor the LCFF and make sure its operations and resources are sufficient for success.

ANY ADVICE FOR EDUCATORS? It helps to remember that parents and taxpayers are constituents to whom legislators have a responsibility, just as they do to schools. When we approach the challenges of education together as a problem-solving task force, everybody wins. Otherwise, we have gridlock and stagnation.

Remember, too, that parents like me just want their children to acquire the living and academic skills they will need to succeed in later life. Because what works for one child may not work for another, parents are naturally apt to want to maximize their educational options. Parents know that teachers alone can't make up for the assets and deficits kindergartners bring with them into the classroom. We owe it to our teachers to provide them with the resources they need to help all children reach their full learning potential.

WHO WAS THE TEACHER WHO HAD THE GREATEST IMPACT ON YOU?

Actually, there were three women who taught me in elementary school to whom I owe a lifelong debt of gratitude. When I was sworn in to the Senate, I invited them to attend so that I could thank them personally for the inspiration and discipline they instilled in me. Florence Downey, Veronica Morris and Mrs. Broussard taught me the importance and power of nurturing and protecting young minds and spirits.



SAN YSIDRO TEACHERS STRIKE WITH COMMUNITY SUPPORT

Marchers chanted "We want our teachers back!" at the San Ysidro School District office Oct. 10, the third and final day of the San Ysidro Education Association's strike.

SYEA members decided to strike after suffering "long-term district-level corruption, nepotism, favoritism, intimidation, oppression, and disrespect of certificated and classified staff alike," says SYEA Vice President Kristal Dominguez. "Our former superintendent will soon be sentenced for a felony involving campaign violations."

Parents and community members' efforts on behalf of teachers made all the difference.

"On the second day of the strike, 50 parents went to the district office to demand answers from our interim superintendent. He told them to come back when they were organized. And they did — the very next day!" says Dominguez. "It was incredible! By 7:30 a.m. Monday, SYEA had a ratified agreement, and teachers were back in the classroom doing what they love — teaching their kids."

In the end, SYEA moved from a final district offer of 6.5 percent in salary cuts to a settlement that included a 3 percent increase over two years, with no cuts to class days and no extension of the work day.

TEMECULA TEACHERS GAIN CLASS SIZE PROTECTIONS, EXTRA PREP PERIOD

Class size protections for students, raises, and caseload prep changes for special education teachers are in a new contract ratified overwhelmingly by teachers in Temecula Valley Unified, Riverside County.

"This agreement is good for the entire educational community," says Jeff Kingsberg, Temecula Valley Educators Association president.

The agreement means K-3 class sizes will not rise above the 24-student average set forth in the state's Local Control Funding Formula. Special education teachers for grades 6-12 will now have an extra prepperiod to deal with increasing caseloads.

After suffering with no raises since 2007, educators won a 3 percent increase retroactive to July 1, 2014, with another 2 percent kicking in on Jan. 1 if certain state funding levels are met.

OAKLAND TEACHERS PROTEST IN STREETS OVER CLASS SIZ-ES, STUDENT RESOURCES

Oakland Education Association members are fighting for smaller class sizes and fair salary increases, and they want the public to know it. So they protested on

seven busy street corners in another "Hour of Power" demonstration

Among the lowest-paying districts in the East Bay, Oakland Unified rejected teachers' calls for smaller class sizes and more counselors to support students, and refused to offer fair raises to halt teacher turnover from inadequate salaries.

OFA President Trish Gorham voiced the frustrations of hundreds of teachers. "The entire education budget of California was overhauled to ensure that students with the greatest need get the most resources — lower class sizes and caseloads, increased support services, and stability in their schools. The educators of Oakland have committed to these values. Why won't Oakland Unified School District?"

Gorham says the union proposed a contract that provides justice, equity, and stability for students and educators, while the district takes \$1.3 million previously promised off the table for 2014-15.

The district has received \$38 million in additional funding over the past two years, but Oakland teachers have received only a 2 percent increase in salary.

SAN FRANCISCO TEACHERS' HALLOWEEN RALLY TO RETAIN QUALITY STAFF

A special Halloween-themed rally, calling attention to stalled contract talks that could be moving San Francisco to its first school strike in 35 years, included dozens of San

BARGAINING UPDATE

By Ed Sibby and Mike Myslinski

Francisco Unified teachers, parents and other supporters.

Teachers again appealed to school board members to get more involved in the process, as new teachers spend 50 percent or more of their salary on rent, and half leave the district within five vears. Worse vet, according to an analysis by SFUSD, approximately 25 percent of teachers' aides, or paraprofessionals, quit every year.

Members of United Educators of San Francisco already voted overwhelmingly in support of a job action in August and must vote twice before a strike can be called by the union.

"The skyrocketing cost of living in San Francisco is putting the city at a crossroads," says Dennis Kelly, UESF president. "Our schools are more important than ever as sources of stability in the lives of our students, and that stability is under threat because of the many educators who are forced to leave the city."

MOUNTAIN VIEW EDUCATORS WIN RECRUITS. RETAIN TEACHERS

Winning raises that will help to recruit and retain teachers in the high-cost Bay Area, members of the Mountain View Educators Association (MVFA) successfully ratified a new contract in October that bodes well for students, too.

Teacher turnover due to low pay hurts students. "The parents in our community

love their teachers and are upset because they understand the importance to the school community in attracting and retaining their teachers," says MVEA President Jonathan Pharazyn, "This is iust the initial step in trans-

forming our district into a destination district, where teachers want to stay and feel valued."

Educators were able to overcome a difficult superintendent by mobilizing the community to see the problems caused by the Mountain View Whisman

School District hoarding 33 percent in reserves, while only offering teachers a quarter-percent raise plus a 3 percent cost of living adjustment. Impasse was declared by MVEA, and teachers "worked to the rule" for a week, halting their volunteering for extra duties.

Meanwhile, parents gathered signatures on petitions for increasing teachers' salaries and presented them at heavily attended board meetings. The hard-fought victory won a 5 percent raise on the salary schedule, retroactive to July 1, 2014, with another 2 percent off the salary schedule for this school year.

LONG BEACH COLLEGE PACT **RESPECTS WORK OF FACULTY** The tentative contract agree-

ment between Long Beach City College and its teachers means faculty salaries will get a boost from near the bottom in the state to above the median. The agreement comes after months of difficult bargaining and after



teachers rejected an earlier settlement in May.

"The message from our membership was loud and clear: Raise us from the bottom," says Long Beach City College Association President Lynn Shaw. "This settlement does just that. It respects the hard work of this faculty and makes LBCC better able to recruit and retain quality instructors."

Among the highlights of the agreement:

- A salary schedule restructuring resulting in at least a 4 percent salary increase for the 2014-15 school year, effective Nov. 1. This raises average faculty compensation from 67th to 32nd in the state.
- A starting salary for teachers with a master's degree on Step 1 that raises their state ranking

from 47th to third.

- Clarification of evaluation procedures for coordinators and faculty also serving as coaches.
- Limiting online teaching loads to 60 percent of a full-time load.

INVEST IN CLASSROOMS. SAY STOCKTON **TEACHERS**

Carrying protest signs and chanting, frustrated teachers showed up in force Oct. 28 at the Stockton Unified School District school hoard meeting to demand that trustees invest more state funding in the classroom for students.

"Parents and teachers are outraged that our tax dollars are not going into the classroom, where they belong," says Stockton Teachers Association President John Steiner. "It's time the board majority acted responsibly to help us get all students the high-quality education they deserve."

The board is refusing to allocate Proposition 30 education funds to classrooms for purposes including reducing class size and underwriting more parent-teacher collaboration time. The hoarding of funds also affects the teachers' contract talks, which have dragged on for more than 30 months.

Teachers have also filed charges against the district with the state Public Employment Relations Board for unfair bargaining tactics.



See what's happening statewide at **www.cta.org/bargainingupdates**

Lau v. Nichols

40th anniversary of equal access for language minorities

By Cheryl Ortega Director of Bilingual Education, UTLA

THE LANDMARK U.S. Supreme Court decision *Lau v. Nichols* (1974), sometimes known as *Beyond Brown*, is regarded by civil rights activists as the single most important case ensuring language rights in U.S. classrooms. *Brown v. Board of Education* (1954) guaranteed the right to an integrated school system, but did not discuss what instruction children received once they were inside the classroom.

In 1971, there were approximately 2,800 non-English-speaking children of Chinese ancestry in



Cheryl Ortega

the San Francisco School
District, and 1,000 of them
were receiving supplemental
English language services.
A class action lawsuit was filed
on behalf of the 1,800 who
were not receiving additional
instruction, on the grounds
that they were denied equal
access to instruction in violation of the 14th Amendment of
the U.S. Constitution, and that
they were being discriminated

against because of their national origin, in violation of the Civil Rights Act of 1964. The District Court denied relief, and the Court of Appeals affirmed the decision.

That the Supreme Court agreed to hear the case was due to the public importance of the issue. The lawsuit expanded on the 1964 Civil Rights Act, which prohibits discrimination based on race, color or national origin in any program or activity that receives federal financial assistance.

The unanimous decision of the Supreme Court was that the district's treatment of these 1,800 students violated the Civil Rights Act's prohibition against national origin discrimination: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition

of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

Lau does not specify how exactly school districts must serve the needs of English learners. But school districts in California, as well as in other states, have been required to ensure that all students can meaningfully access the curriculum. Bilingual education advocates have relied heavily on research that indicates student learning in a primary language is highly more likely to lead to academic success than learning academic concepts in a second language.

So what has become of the Lau decision in the 40 years since

it became law? Are English learners more likely to find that guaranteed access? Patricia Gándara, co-director of the Civil Rights Project at UCLA, said at the U.S. Department of Education's annual summit on English learners in 2007 that although the *Lau* case recognizes the rights of English learners, "it is up to educators to

ensure that schools put the U.S. Supreme Court's ruling into practice." A second panelist at the summit was Edward Steinman.

The class of Kenny Lau, one of the students named in the lawsuit.

Source: Historical Photograph Collection of San Francisco Public Library's San Francisco History Center

a civil rights attorney who had argued for the plaintiffs at the Supreme Court. "The Lau case has been around forever, but court rulings are just a piece of paper," he said. "They're not self-executing."

Just this year, the American Civil Liberties Union found that a significant number of English learners are not being equitably served. Many school districts like San Francisco and Los Angeles have excellent English Learner Master Plans. But, as Gándara and Steinman noted, good laws need good implementation.

The potential large-scale ramifications of *Lau* were, and are, huge pertaining to every language minority, not just the Chinese students in San Francisco. Yet many English learners are still precluded from the promise of equal access. It is hoped that with the passage of state Sen. Ricardo Lara's California Multilingual Education Act, to be on the ballot in 2016, the promise of access and equity for all will be realized

In September 2014, a ceremony commemorating the 40th anniversary of *Lau v. Nichols* was held on the Chinatown campus of the City College of San Francisco, home of the 1,800 students in the case. Presenters were Dr. Ling-chi Wang of UC Berkeley, Stanley Pottinger, former U.S. assistant attorney general in 1974, and Edward Steinman of Santa Clara Law School, who successfully argued the case before the Supreme Court.

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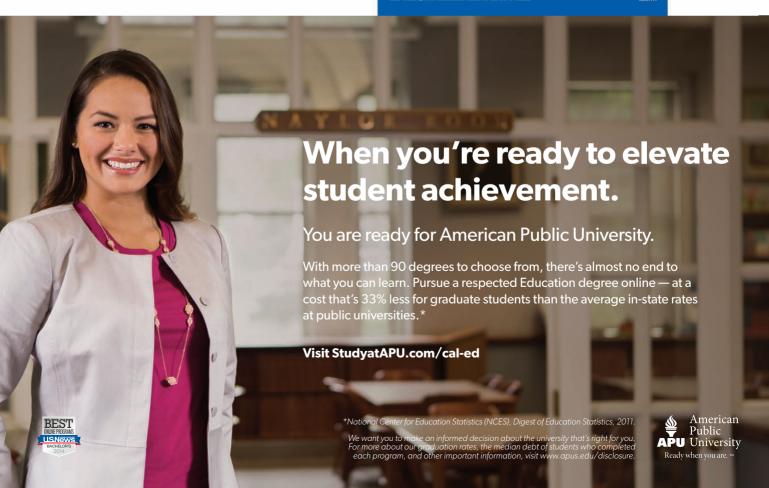


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Learning



Members' best practices, teaching ideas and education trends





By Sherry Posnick-Goodwin

8:10 a.m.



Diaz helps students with mild to moderate disabilities in the classroom of special education teacher Diane Delpriore. "How many scoops of ice cream are there?" she asks, showing students a picture. "If you add a zero to a number, what's that number?"

8:20 a.m.



Out of nowhere, a boy on the autism spectrum has a meltdown, "You want me to hurt myself," he mutters. "Nobody wants you to hurt yourself," Diaz says softly. "Who cares about the rules?" says the youngster, pounding his chair and crying. Diaz takes a moment. "Everybody has rules and routines and has to follow them," she says in a calm voice. "I have rules. Everybody gets upset about the rules sometimes, but we still follow them and try to make good choices." The boy soon rejoins the group to finish the lesson. Diaz has had students throw things, tip over chairs and explode into rage. "I try to talk to them and tell them I understand it's hard for them," she says. "I want to teach them to ask for help when they are frustrated or having a bad day. Students with special needs are volatile and need their own space. My goal is to help them relax, settle down and talk it though, so we can get some work done. It doesn't always work, but mostly it does."

ERRI DIAZ? She's the "little lady" in the orange vest, says a co-worker, pointing.

Despite the bright orange, she's the only one on the playground who *isn't* running, jumping or throwing balls. She stands calmly in the center of the playground as children run by her noisily, like bees circling a hive from all directions at breakneck speed.

It's 7:30 a.m. and Sonora Elementary School students are getting their ya-yas out before the bell rings. A red-haired boy who's been hit in the face by a ball walks up to her crying, and she pulls out a tissue from her pocket to wipe away tears. She always carries tissues and Band-Aids in her pocket.

"Some of these kids don't have the best aim," she commiserates with him. He smiles through his tears and rejoins his buddies.

8:40 to 9:20 a.m.



Diaz accompanies a few of the special education students into the classroom of a general education teacher to offer extra support. A boy plays with his shoelaces, and Diaz rushes over to tie them, explaining that otherwise he'll be distracted the entire time. While doing a math assessment with Raymond, Jorge vanishes from class. She goes to look for him and finds him wandering in the halls. When they return, she helps other students who are not diagnosed with learning disabilities but are struggling. "Even kids without IEPs need someone to help them bridge the gaps. The goal is to prevent some students from needing special education services."





1:15 p.m.

Her school day is finished, and it's time to leave for her second job: after-school tutoring, paid for by parents. Like many paras, she's had her hours cut back due to budget cuts. Several classified positions have been lost in her district in recent years. "You have to have a passion for this kind of work," she says. "You really have to like children with special needs and be able to connect with them. They are sweet and endearing children. And nothing makes me feel better than helping them to be successful."

More yard duty on the second-grade playground. There are more tears, disputes, validation of feelings and mediations. As the bell rings, a boy cries that no one will play with him. It's too late to do anything about it today, she tells him, but tomorrow she'll make sure the rule is enforced for flag football, which is: "Everyone plays or nobody plays." He jogs off to class.



It's lunchtime with SEEA executive board president Sharon Manich, also a para at the school site. The new Common Core State Standards are a topic of discussion. "Yes, it's been affecting us," says Diaz. "We really need to come up with more ways to make it 'special-needs friendly.' In some ways, it's almost holding special education students back because you can't spend as much time doing remedial work. We need to get the kinks worked out."

Glued to her side is Angelina, a little girl who wouldn't say a word a few months ago when she arrived at the school. Now she smiles and talks haltingly with Diaz, who fondly calls her "my shadow."

"I love my job," says Diaz, Sonora Elementary Employees Association, a paraeducator for 17 years. "I love being with the kids. It keeps me young."

People frequently tell her "you'd make a good teacher," and she considered it. But Diaz decided she'd rather have the fun of working in a school without the stress that accompanies teaching.

The bell rings at 8:05, and Diaz blows her whistle to remind dawdlers it's time to get to class. She takes down the tetherballs and follows students in, ready to assist where needed.

It's time for recess and it's supposed to be her break time, but kids come into the classroom to chat and have a protein bar. She asks them about their families and vacations.

9:55 a.m. to noon Diaz returns to the special education class and works with students in small groups on writing, partner reading and spelling. Star stickers are handed out as rewards. Some students are fidgety, and she manages to put them back on track with a smile and a few words, such as "Sit on your bottom." She observes that sometimes her job is "bringing them back" when their minds wander from the classroom. "Some of them can't sit still, so you want to

keep them focused on the next thing."

Smarter Balanced Assessments

By Vernon Gettone, CTA Instruction and Professional Development

The field test is over. Now what?

VER 4.2 MILLION students participated in the spring 2014 field test of the Smarter Balanced Assessment Consortium (SBAC) online test. California represented more than 73 percent of all Smarter Balanced testing.

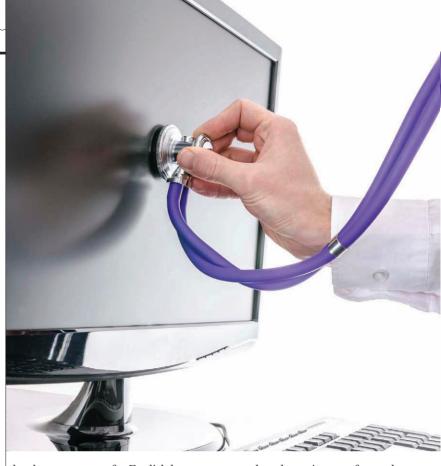
The intent of the field test was to:

- Test the test.
- Give students and states an opportunity to use the online computer assessment.
- Collect information from the scientific sampling from every state for use in setting achievement levels (developing cut scores) in November 2014.

How was this done? Last month, panels of educators, including CTA members, educators, higher education faculty, parents and other stakeholders, met online and in-person to review the data. The in-person sessions were held Oct. 13-19 in Dallas, Texas, and the online sessions were held Oct. 6-17. California sent the largest number of educators to the Dallas meeting.

There were three panels, one each for grade 11, grades 6-8, and grades 3-5. Each panel was divided into English language arts and mathematics. Working in these grade level and subject area teams, the panels reviewed field test data and test items. Deliberation on achievement level descriptors (ALDs) helped stakeholders and educators come to an agreement on how many and what types of test questions are too difficult or too basic, and a clear definition of proficient. The online panel made a recommendation for the level 3 achievement score; the in-person panels deliberated and made recommendations for the threshold of four achievement levels.

Ultimately, the panels recommended four achievement



levels or cut scores for English language arts and mathematics tests for grades 3-8 and grade 11. There is no label for achievement levels 1, 2 and 4. Level 3 was determined to be proficient for purposes of state and federal accountability. Level 4 is the highest level of achievement.

What does that mean for teachers?

Classroom teachers had a lot of input in the four achievement levels, which will determine if a student meets the goal of being proficient on the subject matter test. Much of the panel's work was based on achievement level descriptors, which explain the knowledge and skills of students in each level of achievement.

What's next? What is CTA doing?

Earlier this month (Nov. 6), the Council of Chief State School Officers (CCSSO) reviewed the achievement level recommendations and will approve or adjust the recommendations from the panels. CCSSO will then send the recommendations to SBAC member states like California, which will review, accept or adjust the recommendations. The State Board of Education's decision on those recommendations will be the basis for how student scores are reported after schools administer the SBAC assessment in the spring of 2015.

Meanwhile, the California Department of Education is convening its Public Schools Accountability Act (PSAA) advisory committee to consider likely next steps and timelines in creating a student score report. CTA members are monitoring this committee. In addition, CTA's Assessment and Testing Committee will be meeting three times between now and January to make recommendations at the next State Council meeting on how to proceed. The committee chair is Jennifer Pettey, Orange Unified Education Association.

How did the Smarter Balanced assessment perform?

How did the SBAC field test work in your district? Did it mirror the experiences of educators nationwide? District coordinators, administrators, test administrators, students and parents were asked that question through a focus group process.

While the results varied (sometimes wildly), the findings included the following:

- The students' initial anxiety was high, but the actual test experience was positive.
- The field test was "real world" preparation for all involved in computer-based testing.
- The most frequently mentioned testing devices used were Chrome Books, PCs/laptops and MacBooks.
- Technology upgrades were needed prior to testing.
- Other technology challenges included: scheduling not well thought out for each school; iPads not as reliable as other devices; lost passwords; and lost access to computers for classroom activities during the testing window.
- The results further showed English learners lack experience with the technology, especially keyboarding, general computer skills and familiarity with universal tools.

There was an accommodations issue of translating Individualized Education Programs (IEPs) to the test.

Lessons learned?

The participants were asked to offer suggestions.

- Information about the administration of the test must be disseminated to districts as soon as possible. This has implications for the upcoming spring 2015 official test.
- Collaboration at the district level is essential to successful implementation of the assessments.
- Having extra computers available and logged in if issues should arise is imperative.
- Students should practice on the same devices on which testing is conducted.

What about time?

The NEA surveyed Pre-K-12 teachers, including CTA members, in November and December 2013, and here's what they had to say about time on testing. Does this mirror your experience?

- Teachers report spending an average of 29 percent of their work time on tasks related to a state standardized test.
 The vast majority of this time was spent preparing students to take the test; very little time focused on reviewing results of the test
- Some teachers spent more time on testing than others, specifically those who teach elementary or middle school; teach core test subjects (general elementary, reading/ELA, math); teach classes with higher proportions of students starting the year below grade level; or teach in the Southeast.

CTA reminders:

- The SBAC assessments will be operational this year. That means teachers and parents will receive individual student score reports. There will be no school level or district level or API reports this year.
- The SBAC assessments (both the interim and summative) are not timed. Students should be encouraged to use as much time as they need to complete the assessment.
- Next year (2015-16), teachers and parents will receive individual student score reports. There will be no school level or district level or API reports this year. No sanctions for 2015-16.
- Schools and districts could receive their first API baseline report and new API goal in September 2016. There will be no sanctions for 2016-17.
- Now is the time to obtain your user name and access code from your district to access the digital library.

"What do we need to know about...?"

Common Core, credentialing, assessments. The number of issues and changes educators are grappling with can be overwhelming. CTA staff get asked "What's going on with (pick a topic)?" so often, we thought we'd start sharing their answers. So if you have questions about an issue, email editor@cta.org. We'll provide the answers here.

The Digital Library — for teachers only

Teachers can use the Digital Library at *smarterbalanced.org* to write their own assessments. It provides lessons, videos, and formative assessment tools teachers can use to improve teaching and learning. Considered by many as the "best-kept secret," the content of the Digital Library was developed by a network of K-12 teachers and higher education faculty from each SBAC state.

Each network has diverse expertise in Common Core mathematics and English language arts, science, social science, gifted and talented education, English learners, and students with disabilities.

The Smarter Balanced system's premise is to have a balanced assessment system to measure Common Core State Standards that specify K-12 expectations for college and career readiness to align with the use of the Digital Library. Teachers are now using formative assessment practices that require a variety of tools and resources. The four attributes of the formative assessment process being used by Smarter Balanced are:

- Clarify intended learning.
- Elicit evidence.
- Act on evidence.
- Interpret evidence.

As the use of formative assessment process increases, so will the demand for the Digital Library.

Teacher helps students cope with prison system

By Sherry Posnick-Goodwin

I am imprisoned
Not physically
But mentally
I was too young
It barely affected me
They say I look just like my father
Well I want a new identity
I want to be like the man who raised me
Not the criminal who misled me
The chains he has on
Are the same chains in my memory

-Victor L.M. Demic

HERE'S A SAVING that the truth can set you free. And for students meeting on Wednesdays during lunchtime in Dennis Danziger's classroom, it's liberating to finally share the pain and challenges of having a loved one who's incarcerated. During this brief time, the walls come down. Even the gangbangers seem vulnerable.

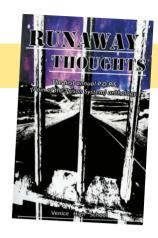
Over peanut butter and jelly sandwiches, students share the sadness of being left behind, the humiliation of being searched on visiting days, or the struggle to stay out of trouble and graduate. There are hopeful stories of reconnecting with a loved one upon release, and traumatic tales, such as the student whose father was released from prison and phoned home, only to have family members hear a gunshot before the line went dead. (He survived.)

Many of these Venice High students have hidden this part of their lives until now, to escape judgment or pity from teachers and peers. But living that way creates a different type of prison — one without walls.

Most of the students who walk into POPS for the very first time feel alone. But they are not. One in 28 American children has a parent in prison, according to the Bureau of Justice Statistics. The numbers soar when you consider siblings,



Dennis Danziger says POPS, the club where everyone's connected to someone who's incarcerated, is putting students on a better path.



grandparents, cousins, aunts, uncles or friends who are behind bars.

"The first thought that I had when I walked into the room was: These are all normal people," recalls Cierra Ingersoll with an air of wonder.

"I learned there's nothing to be ashamed of. Everybody knows somebody who's in prison," says a boy who met his incarcerated brother for the first time briefly before he

was released from prison and moved to El Salvador.

Danziger, an English teacher for 21 years, sees dramatic changes in students who join the unique club called POPS, which stands for "Pain of the Prison System."

"They seem to want to be in school. There are fewer trips to the dean's office and less truancy. They have a real support system here. It's not just a club."

The first POPS meeting was held at Venice High School in February 2013. One year later, POPS the Club was launched as a nonprofit and published a book titled *Runaway Thoughts* showcasing powerful and emotional writing from students. Future books will include submissions from all students and teachers whose lives have been touched by the pain of the prison system, not just those from Venice High School, and indeed the club will be expanding to other schools in the coming year. (For more information, visit *popstheclub.com.*)

Danziger runs POPS with his wife Amy Friedman, author of *Desperado's Wife*, a book that tells the story of her marriage to a convict whose children she raised while he was incarcerated. When Danziger and Friedman launched the group, they had no idea how many students would join. There are more than 60 members who discuss and write about their experiences and feelings.

and write about their experiences and feelings.

you can measure on a test. You see it in their contents in the contents in

Movie producer Scott Budnick jokes with John Flores, Alex Ornales and Ramiro Blanco.

"Mr. D wanted us to put our stories out there," says Luis Nunez. "It wasn't easy. Having a brother is in prison is really personal. It's something you keep inside

Eduardo Hernandez confides that it feels good to finally open up about his life. His photos in the book depict the gritty urban landscape of gangs, drugs and crime that other students have written about. "Before POPS, I wasn't part of stuff in school. But it felt good to put my pictures with the stories and be part of something."

yourself and usually don't share outside of family."

Being in the club has decreased feelings of isolation for Charles Horin. "It's definitely made me feel more comfortable. And I feel more of a connection to school."

Not just students are benefiting. Danziger says POPS has "reinvigorated" his teaching so much that he post-poned retirement. What makes him happiest is seeing troubled youths blossom as writers.

"I didn't think a lot of them were capable of that kind of writing, but they've dug deep with personal essays and poetry, revealing themselves in a way that you don't see in regular English class," says Danziger, United Teachers Los Angeles. "Not only are they writing better, they take enormous pride in their written work. A lot of them are in my classes, and you can see the changes in them. It's not something that you can measure on a test. You see it in their body language and the way

they relate to other people."

Nonetheless, an attempt is being made to measure the positive changes in POPS students. Raphael Bostic, chair of the University of Southern California's Price School of Public Policy, and Danielle Williams, a graduate student from USC's public policy program, were so impressed with POPS that they put in a request to Los Angeles Unified School District to research its impact on students' academic and personal success.

Danziger and Friedman are convinced that POPS is putting students on a better path. They point to several members who have won scholarships and essay contests based on their writings

for the book, as well as students who considered dropping out of school but stayed because of POPS.

Guest speakers and celebrities frequently pop in. Members recently had a visit from Scott Budnick, who produced *The Hangover* movies. Budnick received the governor's Volunteer of the Year Award for his work in advocacy, mentoring and support for those in the juvenile justice system, and recently launched the nonprofit Anti-Recidivism Coalition. He encouraged students to make good decisions and make their voices heard.

Danziger says that listening to students is the best way to foster relationships that motivate students to be successful in school and life.

"Friends and colleagues who read my students' work often ask: How do these teenagers produce such deeply personal work? How are they able to dig deep and reveal their innermost feelings and share their core stories? There's a simple answer: Stop talking and listen. Students need to know their stories will be taken seriously. They need to know their voices will be heard. And they need to know that their lives — no matter where they live and who they know and love — matter."





(Clockwise from left) Camilo Riveros interivews 2012 World Series MVP Pablo Sandoval, Anna Balassone meets her interviewee, Rachel Maddow, and Callie Ross-Smith interviews Attorney General Kamala Harris.

The value of journalism

Besides the fun of meeting famous people, journalism provides practical, marketable skills

By Matt Johanson Castro Valley Teachers Association

gram to begin. Our meeting was supposed to take place after it ended, but then word arrived that we were wanted backstage. Several months of preparation and anticipation suddenly came to an end.

Rachel Maddow, the nationally acclaimed television host and graduate of our own Castro Valley High School, wanted to see us early.

By the time this memorable interview began, I'd been teaching high school journalism for a dozen years. In the beginning, I wasn't sure I wanted to take it on. Unlike some teachers thrust into the role, I had a bachelor's degree in journalism and several years of work experience. But I had a feeling that

teaching the subject to teenagers and overseeing a high school newspaper would require tremendous time and energy. Still, I agreed to give it a try.

That first year was indeed a blur, as the students somewhat frantically produced the newspapers and I tried to figure out how to guide them. Each of those early issues felt like a herculean challenge that we just barely managed to overcome. It's still not easy, but over the years our program has grown and prospered. Rather than publish fluff and pictures illegally lifted from Google, our newspaper and website cover important subjects uncommonly addressed by student media like teen

CTA Journalism Contest

pregnancy, marriage equality, and the state's budget crisis of the recession years.

Our program provides a great service to our campus community, especially to the students who produce it, I would say. A list of skills the kids acquire from

Deadline is March 2, 2015

Because teachers like Matt Johanson are so proud of the work of their students, we decided to have a contest to highlight the outstanding work and creativity of student journalism programs throughout California. Read about it on page 56 or go to cta.org/journalismcontest.

journalism could practically fill an issue. Writing, editing, photography, page design and business management are just a few. The technology students learn (proficiency in Photoshop, InDesign and Wordpress, for example) provides highly marketable job skills that apply to multiple career fields. And while computer skills are an important aspect of our work, many kids benefit from the push to unplug from their devices long enough to meet people face to face.

They do so with classmates and other teachers on a daily basis, but a few other highlight interviews stand out. Reporters from our newspaper have met and written about Gov. Jerry Brown, Attorney General Kamala Harris, Marvel Comics guru Stan Lee, and Major League Baseball players including Pablo Sandoval, the 2012 World Series MVP. How many other high school kids can say that?

Alumni of our program have become newspaper reporters, editors and book authors. We have a television producer, a radio host, and a radio reporter who worked as far away as Ghana. Our graduates put their skills to use as teachers; two became college professors. Others have gone to work in presidential and other political campaigns, in Congress, and at high-tech companies such as Facebook and Pinterest.

When Maddow met us before a public appearance promoting her bestselling book *Drift*, we got to do more than shake hands and take pictures with a national celebrity. The students worked together to make an eight-minute video that became the most-watched interview our group has ever produced. Everyone contributed at a high level. Our top editor conducted the interview warmly and smoothly, with the poise of a professional 10 years older. She called the event the highlight of her high school career.

That evening became a highlight for me too, just as teaching journalism has been. Advising our newspaper has allowed me to work with some of the brightest kids at school and bond with them through our work on a labor of love. Our

group's writing and photography lets me know other members of the student body and their accomplishments. The changing technology of the field has helped me keep my computer skills up to date.

Just as I thought, teaching journalism has required tremendous time and energy, even more so than I ever imagined. But I've learned that it's more than worth the effort. Go Online



Castro Valley High School news site

www.cvhsolympian.com

CVHS student interview with Rachel Maddow

www.youtube.com (search for "Castro Valley Maddow")



Tips for successful student publications

- **Sell subscriptions** to cover printing and hardware expenses. Even if you give away the issues on campus, many families will pay about \$20 a year to have them sent home. By mailing at least 200 copies, you will qualify for the Postal Service's drastically cheaper bulk rate.
- Network! Affiliate with the Journalism Education Association, which has California branches in the north (*jeanc.org*) and south. Join the National Scholastic Press Association (*studentpress.org/nspa*). Enter competitions and attend conferences, which support both teachers and students.
- Embrace technology. Google Drive offers the perfect platform for collecting and editing articles. Learn enough Photoshop and InDesign to support your students. There are lots of free YouTube tutorials to help with this.
- Create a website. School Newspapers
 Online (www.schoolnewspapersonline.com)
 makes it easy to get this started. Once it's
 established, promote it through Facebook
 and Twitter.

"La Verne provided the tools to make me an effective educator." **Liberal Studies** Organizational Leadership **Child Development** (Ed.D.) (La Verne Campus) CREDENTIALS AND CERTIFICATES **Educational Leadership Multiple and Single Subject School Counseling Administrative Services School Psychology Special Education PPS: Education Counseling** Reading **PPS: School Counseling** Special Emphasis • Mild/Moderate: Education Specialist **Child Life** Reading and Language Arts **Child Development** Child Life Specialist (also online) New Learning Technology **Achieve** ▶ WASC accredited. CCTC and NCATE **More Than You Ever** Natasha B<u>urrell</u>



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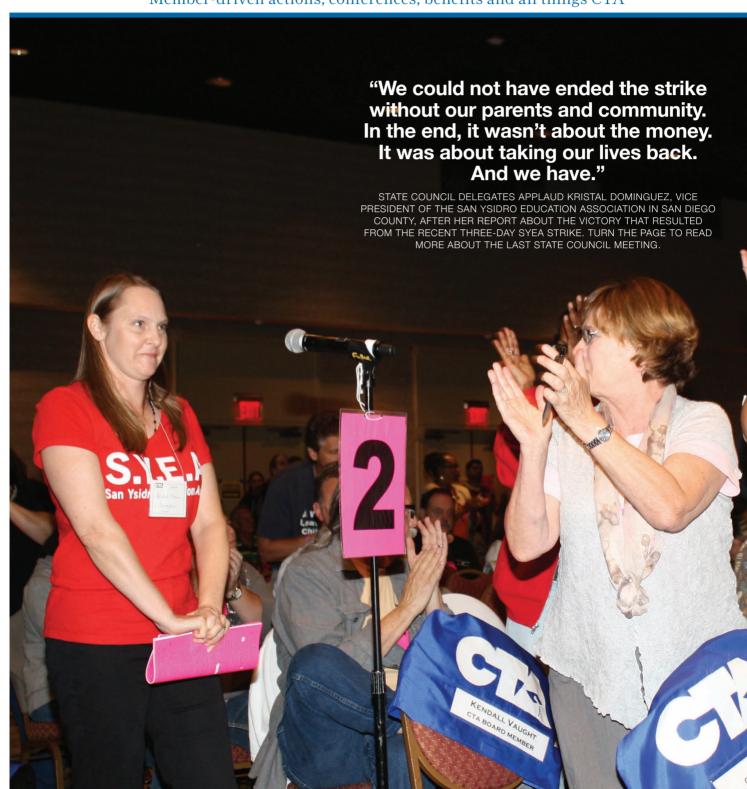
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CTA&You *

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



Communication is key

State Council delegates get out the vote, provide feedback on CTA Strategic Plan

There were 119 first-timers at State Council, and they sometimes find it all overwhelming. Here's what two of them learned from their first meeting.



"I discovered State Council is a platform for our voices to be heard by the governing body of CTA. State Council offers a unique opportunity to dialogue with colleagues statewide about issues that concern educators throughout California and nationwide. And it offers a unique opportunity to propose solutions and address issues inherent in education through the New Business Item development process."

CLAY WALKER, *Teachers Association of the Norwalk-La Mirada Area* (TANLA), represents
TANLA and Paramount.



"The Sunday morning session was memorable. There were four microphones available for delegates. It was great to hear that our members have a place to share their opinions. I appreciated that there was a process to ensure that people had an opportunity to share their opinions (Robert's Rules of Order)."

MIGUEL RIVERA, Arvin Teachers Association, represents 21 local chapters in central California.



"As a single mom, I appreciate CTA providing child care at meetings like this. It'd be difficult to do this work without this. I wish schools would provide child care for new moms. I'm glad CTA tries to accommodate those with young families."

SALINA JOINER, *Asociación de Maestros Unidos*, shown here with 12-month-old Brooklyn.

than a notebook was evident at the October State Council meeting when every committee participated in a creative process that will ultimately drive CTA's actions.

There are 25 committees that meet during State Council, vetting and researching issues from teacher evaluation to school funding to local chapter communications projects. In their committee meetings at Council, delegates participated in an "appreciative inquiry" process, which is a researched-based practice that explores past and present strengths and passions in order to focus on a future outcome. In this case, delegates gave feedback on the future of CTA.

Delegates paired up and discussed questions based on the plan's key focus areas. For example, participants who selected "transforming our profession" discussed how CTA has been a "positive force for change," and how the union "responded to CTA member interests in its effort to improve the teaching/education profession."

As part of this process, delegates were asked to write "provocative propositions" that challenge the status quo and suggest new possibilities for CTA and its members. This "appreciative inquiry" process will occur with CTA members, leaders and staff through local chapter, Service Center and regional meetings. Feedback will be analyzed, and a preliminary report will be shared at State Council in April.

Clay Walker, a first-time delegate from Norwalk-La Mirada, said he enjoyed the committee work. "Sounds funny, I know. My 'aha!' moment was the true enjoyment I had when interacting with colleagues and rolling up my sleeves to get busy with problem solving. This was the essence of State Council for me," he said.

Executive Director Joe Nuñez thanked delegates for their good work. "Your feedback is critical to the success of moving our culture and structures to being more responsive to the needs of our members."



Republican and Democrat, side by side for public schools and students. Republican Caucus rep **LARRY FELLS** from Redding, *CTA-Retired*, and Democratic Caucus rep **OWEN JACKMAN**, *Sacramento City Teachers Association*, share information at their State Council booths. They both encouraged everyone to vote for pro-public education candidates and issues.



DEBBIE RESNICK, Anaheim Elementary Education Association, urged CTA to write a letter to Time magazine to protest the "Rotten Apples" teacher-bashing cover for its Nov. 3 edition about the Vergara lawsuit and teacher tenure. CTA President Dean Vogel said the letter was already in the works. It will join protests from NEA, AFT and many other groups.

The Instructional Leadership Corps

As Council delegates left at the close of the meeting Sunday, some 200 teachers from across the state, some of whom were State Council delegates, came to be trained as part of the Instructional Leadership Corps (ILC).

A new partnership with CTA, the National Board Resource Center and the Stanford Center for Opportunity Policy in Education, the program creates a corps of classroom educators to be instructional leaders who will provide training and assistance to their colleagues to help students meet the Common Core and Next Generation Science standards. Nearly 600 educators applied to be part of the program.

"This is CTA helping educators lead and transform the profession, as well as, bringing these educators into the union," said CTA President Dean E. Vogel

In other actions, State Council:

- Reviewed a 22-page report summarizing the work, completed earlier this year, of the CTA Teacher Evaluation Workgroup about teacher preparation and early career support. The report is part of CTA's efforts to "engage a broad cross-section of the education community and all interested stakeholders in the conversation about the direction California should take in preparing its teachers, and what those teachers should be prepared to do." It includes research and 16 guiding principles for these areas and will soon be posted on the CTA website.
- Voted to support efforts in making ethnic studies

 a graduation requirement in all California school districts, so that "all students have an opportunity to learn about our cultural diversity and history." UTLA members are aggressively pushing Los Angeles Unified to make these studies a graduation requirement. Council also added a sentence to CTA policy: "CTA believes that ethnic studies enhances student achievement and is an essential component of a culturally diverse education."
- Affirmed support for NEA's national "Degrees
 Not Debt" week of protest Nov. 10-14 over soaring college debt for students, and recommended
 that CTA chapters sponsor an event. Student CTA,
 CTA and CFA members are organizing activities
 for California's week of action Nov. 17-21. Learn
 more at cta.org/degreesnotdebt.
- Received a letter from President Vogel urging educators to support the CTA boycott of Staples office supplies stores. At the start of the summer, the American Postal Workers Union asked the AFL-CIO to endorse their national boycott of Staples. The boycott was also endorsed by the NEA Representative Assembly in July.
- Voted to start the process for sponsoring legislation for 2015-16 related to protecting teachers from being victimized by companies offering 403(b) retirement products. The legislation, as recommended by the Retirement Committee, would add a provision to the insurance code that would create an employee-driven vendor process that is subject to collective bargaining.

in his welcome. "This is a different way to serve, because at the core, we're about sustaining excellent learning environments for kids. Period. We're here because we have a professional responsibility to drive this agenda. That's who we are. That's what we signed up for."

Read more about the ILC in the December *Educator*.





CTA John Swett Awards honor excellence in education reporting

Through the John Swett Awards for Media Excellence, CTA annually recognizes journalists, publications, websites, and television and radio stations for their outstanding achievements in reporting and interpreting public education issues. Winners are chosen by an independent panel of media professionals.

CTA Journalism Contest

Contest rules can be found online at cta.org/journalismcontest

TEACHERS LIKE MATT JOHANSON (see page 50) are so proud of their students, we decided to have a contest to promote

and highlight the outstanding work and creativity of student journalism programs throughout California.

Here's how it'll work:

1. Interested public high school journalism programs will submit one spread that showcases teaching and learning in the school. This may include a teacher or group of teachers and their work with students individually or as part of a program.



Matt Johanson

- 2. All entries will be posted online at www.cta.org. The winning entry will be published in the May 2015 California Educator (circulation 325,000) with a story about that iournalism class.
- 3. Deadline to enter is 5 p.m., March 2, 2015. There is no charge for submitting an entry. One entry per journalism class.

- 4. Each entry will be submitted electronically as an attachment to an email sent to editor@cta.org. Each entry must be submitted with the following information:
 - Name of school and journalism class.
 - Local CTA chapter.
 - Town or city.
 - Journalism teacher.
 - Names of students who worked on the layout. Please include the school's name in the name of the PDF. (Example: AnytownHigh-Journalism1.pdf.) An entry must be one PDF file containing a doublepage spread of two 8-inch by 10-inch pages, preferably combined into one 16-inch by 10-inch sheet. If you are using InDesign, you can set the export options to combine spreads automatically. Please try to reduce the file size as much as possible.
- 5. All complete entries received by the deadline will be judged by the CTA Communications Committee and professional journalists. The winner will be determined based on content, writing, photography and layout design.

What I've learned from CTA...

Region II Leadership Conference, Oct. 17-19, in Reno, Nevada

CTA holds leadership conferences throughout the year to provide members tools and resources for representing members as well as information on thought-provoking issues impacting children, families and schools. These members attended the Oct. 17-19 Region II conference.



LINDSEY ORTEGEL, Lodi Education Association

"The most important information gained thus far has been how the Local Control Funding Formula affects school site councils. That is important to me because I'm president of my school's site council. I'm also learning how to give our members a greater voice and more participation in our union. My next workshop is about effective community outreach."



KYLE MOORE, Stockton Teachers Association

"This is my first CTA conference. For me, it's really about networking. I know it's cliché. It's important to hear different voices. I've also taken workshops about organizing. They will help me become a more effective committee chair. I think newer members who have questions about unions should come to things like this. It's a great way to get re-engaged and more passionate about our jobs and our union. The more you know..."



MELISSA GONZALEZ, Marysville Unified Teachers Association

"The best part of the conference has been networking with colleagues. I see them often, but I don't get to talk to them on professional and personal issues. I'm also excited about becoming more involved in the union "



VICKI ONO, Redding Teachers Association

"Getting information that is pertinent to the profession is great. For example, I just came from a session about the LCAP — and I learned a lot. I was here early for the women's issues and GLBT contact training. The contact training gave me more information about actions I can take as women's issue contact for my school district. I went to an informative session about bullying, too. There were so many good sessions at the same time that I would have liked to have gone to more."



SHELLY GUPTON, Elk Grove Education Association

"For me, the most important thing is getting the latest information about issues and concerns, including changes in federal laws and corporate attacks on schools. I appreciate the up-to-date information from folks who are out in the field. That's invaluable. I appreciate being to be able to talk to other members and share what's going on in other locals. That's huge. The conference also gives us from Elk Grove some time to work together and to talk about what is going on in our own union. There are more than 10 of us here. We're often too busy to do that back home."

COMPILED BY LEN FELDMAN VOLUME 19 • ISSUE 4 57



RA REMINDER:

Calendar

See our upcoming events at cta.org/calendar

The declaration of candidacy form for state delegates to the 2015 NEA Representative Assembly in Orlando, Florida, will appear in the December issue of the *Educator*.

DECEMBER 8-14 Event

Computer Science Education Week CSEdWeek is an annual program dedicated to inspiring K-12 students to take interest in computer science. Its focus is for

every student to participate in an Hour of Code (a one-hour introduction to computer science and programming). Find out more: csedweek.org

JANUARY 6 Nomination Deadline CTA Human Rights Awards

These awards promote the development of programs for the advancement and protection of human and civil rights within CTA. Any active CTA member, chapter, caucus or Service Center Council may nominate a member, chapter or Service Center Council. Find out more: www.cta.org/humanrightsawards

JANUARY 9 Entry Deadline César E. Chávez Awards

The César E. Chávez Memorial Education Awards provide recognition for students who submit visual arts projects or written essays (no biographies) that show understanding of César Chávez's vision and guiding principles. Winners will receive recognition and up to \$550 for both students and sponsoring CTA members. Submitters of a group entry (up to three students) will share the prize. Find out more: www.cta.org/scholarships

JANUARY 16–18 Conference

Issues Conference

Rio All-Suite Hotel, Las Vegas, Nevada
"Embracing Challenges and Shaping Our Future." This conference offers urban, rural and
ESP educators an opportunity to learn and
network about issues such as Common Core
implementation, the Local Control Funding
Formula, health care and retirement.
Find out more: www.cta.org/conferences

FEBRUARY 1 Application Deadline **NEA Foundation grants**

The NEA Foundation awards grants to educators. Student Achievement Grants support improving academic achievement; Learning and Leadership Grants support high-quality professional development activities. Applications are reviewed three times a year. Find out more: neafoundation.org

FEBRUARY 6 Application Deadline CTA Scholarships

The 2015 CTA Scholarship Program offers up to 34 scholarships of \$5,000 for dependent children of CTA members, plus one \$5,000 scholarship for a dependent child attending a continuation high school or alternative education program. There are up to five scholarships of \$3,000 for CTA members completing college coursework, and up to three scholarships of \$5,000 for Student CTA members. Applications must be submitted online by Feb. 6. Find out more: www.cta.org/scholarships

FEBRUARY 6–8 Conference Good Teaching Conference North Fairmont Hotel. San Jose

The Good Teaching Conferences support excellent teaching and learning practices for K-12 teachers. They offer a variety of workshops in curriculum content areas, provide opportunities for professional

development, and allow time to network with colleagues and experts. Find out more: www.cta.org/conferences

FEBRUARY 20 Application Deadline Martin Luther King Jr. Scholarships

Aimed at helping members of ethnic minorities in preparing for teaching-related careers in public education, the Martin Luther King Jr. Memorial Scholarship Fund is supported by voluntary contributions from CTA members and the CTA Foundation for Teaching and Learning. An applicant must be an active CTA or Student CTA member, or a dependent child of a CTA member. Find out more: www.cta.org/mlkscholarships

FEBRUARY 20–22 Conference CCA Winter Conference

Hyatt Regency Mission Bay, San Diego
The Community College Association's winter
conference is dedicated to enhancing bargaining skills and coordinating bargaining
strategies with other locals throughout the
state. Bargaining teams are encouraged to
attend. Find out more: cca4me.org

California Educator Volume 19, Issue 4, November 2014

California Educator (ISSN 1091-6148) is published monthly except January, June and July by: California Teachers Association, 1705 Murchison Dr., Burlingame, CA 94010-4583. Periodicals Postage Paid at Burlingame, CA, and additional mailing offices. POSTMASTER: Send change of address to California Educator, P.O. Box 4178, Burlingame, CA 94011-4178.



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Q (Higher Education) – Statewide Two At-Large Directors – Statewide

CTA Board Expenses

Amounts represent a monthly average for fiscal year 2013-14. During the reporting year, the normal and statewide activities include CTA Board meetings, State Council, Service Center Council meetings, Equity and Human Rights Conference, Good Teaching Conference, various task force meetings and other business related functions. Some differences in expenditures may be due to the widely varied geographical sizes of directorial districts, distances traveled for Regional, Service Center and other meetings, and the varied number of functions CTA Directors are responsible for attending. Expenses of Board members with partial-year service are averaged based on months served and delineated with an asterisk.

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ALLEN* (A) 3.697.49 BILEK (G) 4.401.08 BOYD (E) 3.904.93 BRIDGE* (K) 4,026.22 CABELL (L) 3,724.84 CICHOCKI 3,577.04 CIRILLO* (CTA/NEA Coordinator) 1,917.29 DAVIDSON (F) 2.889.45 DAWSON (B) 1,828.88 DILLON (D) 4,666.65 EATON* (A) 1.676.56 GOLDBERG (J) 2,739.14 GROTH (P) 3,411.74 HEINS 5.749.99 JACKSON (C) 1.870.86 LITTMAN (I) 3.447.50 MARTINEZ* (K) 2,979.72 **MARTIN-SOLIS*** 2,126.41 (CTA/NEA Coordinator) MEEDEN (At-Large) 4,384.62 MELENDEZ (H) 4,303.55 MONTAÑO (Q) 4,654.03 ORTEGA* (J) 2.718.68 STONE (N) 4,479.43 VAUGHT (M) 2,229.44 VOGEL 3.727.57 WASHINGTON (At-Large) 2,153.18

Quiz

There's so much to be thankful for. Let's see what you know about November!



- As successful hunters, farmers and fishermen who shared their foods and techniques, a sophisticated society of Native Americans helped the Pilgrims survive back in 1621. What was the tribe and where did they live?
- 2 The United Nations vote to proclaim an "International Year of Thanksgiving" to spread peace and harmony was the first time the General Assembly voted unanimously in favor of a spiritual idea. What year was so proclaimed?
- 3 When is Canadian Thanksgiving?
- Operation President Abraham Lincoln proclaimed the last Thursday in November as a national day of thanksgiving. In what year did Congress make Thanksgiving Day an official holiday?
- **[A]** 1868
- **B** 1910
- [C] 1941
- D 1952

- **5** Over 200 years ago, winemaking made its debut where in California?
- [A] San Diego
- B Napa Valley
- [C] Sonoma Valley
- D Rockpile
- **1** In Pacific Grove there is a law on the books establishing a \$500 fine for pestering what?
- A Butterflies
- [B] Turkeys
- [C] Squirrels
- D Sea otters
- The first observance of American Education Week occurred Dec. 4-10, 1921, with the NEA and what organization as the co-sponsors?
- The concept of American football games being played on Thanksgiving Day dates back to shortly after the game was invented. In what year did the college football teams at Yale and Princeton begin an annual tradition of playing each other on Thanksgiving Day?
- [A] 1872
- **B** 1876
- [C] 1878
- [D] 1880



- The football-on-Thanksgiving tradition was established in Detroit with a matchup between the World Champion Chicago Bears edging out the Detroit Lions 19-16 in what year?
- [A] 1930
- **B** 1933
- [C] 1934
- [D] 1936
- © College football games have been broadcast on radio since the 1921 West Virginia vs. Pittsburgh game. TV broadcasts started with the Waynesburg vs. Fordham football game on September 30 in what year?
- [A] 1927
- **B** 1931
- [C] 1936
- D 1939

"America runs on Bulova time." The cost to air the commercial was only \$9.

• What was the first television commercial broadcast? When was it aired? And how much did it cost?

rival, like Columbus', presaged mass-scale theft from and destruction of native communities. 4 – c. 1941. 5 – a. San Diego (some sources say San Juan Capistrano). The first California wineries were established at Spanish missions. 6 – a. Butter-flies. 7 – The American Legion. 8 – b. 1876. 9 – c. 1934. 10 – d. 1939. 11 – The first TV commercial was broadcast on July 1, 1941, on New York station WNBT. The 10-second spot showed the face of a Bulova watch as an announcer's voice said,

ANSWERS 1 – The Wampanoag people had lived in present-day Massachusetts and Rhode Island for thousands of years. 2 – The millennium year, 2000. 3 – The second Monday of October. The holiday officially commemorates the 1578 voyage of English explorer Martin Frobisher to what is today Canada. The crew gave thanks for surviving the trip. Frobisher's ar-

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