

california

# educator

NOVEMBER / DECEMBER 2016 VOLUME 21 ISSUE 4

See George Takei's timely film on racial injustice: one night only on Dec. 13.  
**Page 14**



## STEM STARS

- ★ Taking a real-world, hands-on approach
  - ★ How a few brainy African American women took us to the moon and back
- Page 26**

**Social-Emotional Learning**  
Teaching kids compassion, self-control  
**Page 20**





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WHAT'S HAPPENING NOW

**MAGAZINE**

**Managing the Inner Self**

Social-emotional learning helps students learn how to cope and get along. **PAGE 20**

**Alternative Schools**

Snapshots of three schools offering youth a second chance at success. **PAGE 34**

**How to Teach Introverts**

Reaching quieter kids in extroverted classrooms. **PAGE 46**

**Special Ed for the Young**

Hope Bosheff's students are as young as 3. **PAGE 16**

**Your Voice**

Teaching is the path to remain young at heart. **PAGE 18**

**Teachers of the Year**

Five California educators honored as "the best of their profession." **PAGE 50**

**DIGITAL**

**Stand Up for Students**

Join the movement to keep school safe and fight bullying, hateful acts [bit.ly/2fbYb1P](http://bit.ly/2fbYb1P)



**George Takei's Allegiance**

Play and now movie based on the actor's experience in internment camps. He finds troubling parallels today.

**PAGE 14, #GeorgeTakei**

**#HourofCode**

Bring coding into the classroom with tutorials for all levels. [csedweek.com](http://csedweek.com)



**Need More Time?**

Our top five time management apps. **PAGE 49**

**That Feeling When...**

It's the meaning of the Internet acronym TFW. Learn more lingo on **PAGE 13**

**PROFESSIONAL DEVELOPMENT**

**GLBT Issues Conference**

It's not too late to sign up for one of CTA's signature conferences, Dec. 9-11, in Palm Springs. [cta.org](http://cta.org)

**Issues Conference**

Learn about current education issues, network, collaborate and acquire new skills. Jan. 20-22 in Las Vegas. [cta.org](http://cta.org)

**NEA RA State Delegate**

Want to join thousands of colleagues at NEA Representative Assembly? Declaration of candidacy form: **PAGE 52**

**Good Teaching Time**

Register now for CTA's Good Teaching Conference North, Feb. 3-5 in San Jose. [cta.org](http://cta.org)

**MEMBER BENEFITS**

**Be a Winner**

Use Access to Savings for big discounts on shopping, dining, travel, entertainment; enter to win fab prizes. **PAGE 54**

**Personal Finance**

Learn about various financial topics and your financial health via articles, videos, quizzes. [CTAinvest.org](http://CTAinvest.org)

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*Above, the many faces of social-emotional learning, Pioneer Elementary School, Union City. Photo: Scott Buschman*





FEATURES

# MANAGING OUR INNER SELVES

Kids learn empathy and self-control with social-emotional learning.

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# SECOND CHANCES

Alternative schools offer youth a different path to academic success. PAGE 34

SCIENCE/TECH/ENGINEERING/MATH

# STEM STARS

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**COVER:** Garden Grove Education Association member Camie Walker doing science with students Kayla Le and Calvin Nguyen.

**THIS PAGE:** Top left, high school teacher Monica Cruz, Teachers Association of West Covina, with student Cindy Sosa. Top right, Murdy Elementary School students Shanna Nguyen and Darren Tran test out "Play-Doh" they made in science class.



**YOUR OPINIONS ARE WELCOME!** We accept email and letters (250-word limit); we excerpt user posts from CTA social media platforms. Content subject to editing for clarity and space. Photos must have identifications and permissions. [Editor@cta.org](mailto:Editor@cta.org); [#WeAreCTA](https://twitter.com/WeAreCTA)

## GIFTED TEACHERS

*Responses to our query: What was the best gift you received from a student, and why?*

One of my music students landed a role in *Les Mis* on Broadway in New York. He and his mother invited my daughter and me to stay with them in their theater district apartment and gave us great seats and a tour backstage. We even bumped into celebs during dinner at a theater restaurant. As a music teacher who faced getting my program and position cut throughout my career, this was one of the best gifts I have received from a student because it validated the importance of music education in our public schools and in our lives.

### CATHY CRAWFORD *Retired*

The best present I ever received from a student was a key holder featuring a resin-covered scorpion! When I taught elementary students, our classroom featured collections of realia such as seashells, rocks/minerals, birds' nests, an ostrich egg, and an insect collection.

My student's mother apologized for the odd gift. They had visited relatives in Mexico, and her daughter had insisted that I would love it. She was right! It hangs in my laundry room. I still remember her eyes shining when I opened the treasure and thanked her!

### KATH WALKER *Riverside County Office Teachers Association*

The best gift I ever received from a student was from a second-grade boy. It was a box, wrapped by him, that contained, among other paraphernalia, a tiny school photo of him that year as well as a first-grade picture, and a small "well-done" steak sign. His present reminded me of that of the Littlest Angel in the movie of the same name. I cherished it because it was completely from him and not his parents.

### JAN PRICE *Retired*

I've gotten some sweet gifts from students over the years: a giant bar of chocolate, an evil eye necklace, a burned Arcade Fire CD with handwritten lyrics, a knitted scarf, even an abalone shell mobile. But by far the best gifts are the thank-you notes and emails from grateful students, sometimes months or even years later. Someone writes that he "came away from class thinking in new ways" or that she "discovered her voice as a writer." These small validations remind me that teaching is sacred. The seeds I planted are taking root and flowering.

### JESSICA DUR TAYLOR *California Faculty Association, Sonoma State University*



### CONTEST

#### See Me After School

Show us what you do after the last bell rings and you could win a \$50 gift card for school supplies. Last year's entrants included an aerial gymnast, beekeepers, and an advocate for breast cancer patients (see more above). Send up to three photos of you in action to [editor@cta.org](mailto:editor@cta.org), with "See Me After School" in the subject line. Include your full name, chapter, and photo descriptions. Enter by Jan. 31, 2017. Winners will be judged on creativity, photography and interest.

*Above, Stephanie Burcombe, Fullerton Elementary Teachers Association, in one of her educational musical videos; Lisa Elliott, Ontario-Montclair Teachers Association, loves to cook; Pat Olson, Cabrillo Unified Teachers Association, moonlights as a sports announcer.*



#### We Have a Winner!

Donald Rotella, a Fresno Teachers Association member and deaf/hard-of-hearing specialist for Fresno Unified School District, is the lucky winner of an iPad Pro. His name was drawn randomly from among those who responded to our recent reader survey.

Thanks to all who participated in our survey. Your responses are greatly appreciated and will be taken into consideration as we continue to improve your experience with the *Educator*.





## CCTC Approved Reading and Literacy Added Authorization

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

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

### Program Highlights:

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- This certificate is aligned with the requirements and standards established by the California Commission on Teacher Credentialing (CCTC).
- **100% online**

To view credential requirements, the program FAQs and to download an application please visit our Reading Instruction at [extension.ucsd.edu/teachreading](http://extension.ucsd.edu/teachreading)

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[extension.ucsd.edu/education](http://extension.ucsd.edu/education)

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2016, to Aug. 31, 2017) are \$843, including a \$20 refundable contribution (see [cta.org/contribution](http://cta.org/contribution) for details). Up to \$18.62 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.

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# Staying Strong in Uncertain Times

2016 HAS BEEN a roller coaster of a year, with CTA members delivering tremendous legal and political victories, but ending with new challenges not just for educators, but for many of our students.

The year began with CTA arguing before the Supreme Court of the United States, as we stood against the meritless *Friedrichs v. CTA* lawsuit challenging Fair Share fees and threatening not only our union, but all public-sector unions in the country. After the sudden death of Justice Antonin Scalia, the court deadlocked on the issue, leaving Fair Share intact, at least for now, in the states where it is the law.

Our other major legal victory was the reversal of the deeply flawed *Vergara v. California* ruling, which would have stripped educators of due process rights and thrown school district hiring and lay-off procedures into chaos. The 2nd District Court of Appeal unanimously reversed that ruling, and the state Supreme Court refused to hear further appeal by the case's well-funded plaintiffs. That reversal showed that millionaires and billionaires can't just count on buying their way to bad public education policy.

CTA members also delivered tremendous victories for public education in the fall election. Your hard work helped pass Proposition 55 by an overwhelming margin, ensuring that our schools won't face deep cuts in the coming years. Voters got it right and showed they strongly support public education. They also passed CTA-backed Proposition 58. In what can only be described as a landslide, they reversed nearly two decades of harmful language acquisition and learning policy that had



come with the anti-immigrant sentiment behind Proposition 227. Thank you for making this happen.

While California led the way on these important issues, the national election has left many educators and students with a deep sense of uncertainty and unease. Single-party rule and potential Supreme Court appointments make it more likely that court cases and legislation could again place educator rights on the chopping block and give new momentum to issues like school vouchers and the privatization of public education.

Our students also followed the election closely. Many of them are worried, and some of them, either immigrants themselves or from immigrant families, are legitimately frightened. While I'm hopeful that some of the things said during the campaign were just campaign rhetoric, the reality is that the future for many of our students and their families remains up in the air.

Fortunately, CTA members continue to work to make schools a safe space for all students. Some of our chapters have already scheduled workshops dealing with

educator and student rights on immigration issues and are turning to CTA, NEA and other resources to help members combat bullying and hate speech on campuses. I know we stand together in doing all we can to make sure every student feels safe and secure when they come to school.

One thing I've learned in my many years as an advocate for public education is that every victory is followed by new challenges, and CTA members are never content just to rest and bask in the glow of the latest win. The future does indeed hold challenges I know you will face with the same strength you have always shown on behalf of your students.

I hope you'll give yourself some well-deserved downtime with family and friends during this holiday season. You've earned it, and we have a new and uncertain year to look forward to. Thank you for all you've done this year. CTA members are truly the best.

**Eric C. Heins**  
CTA PRESIDENT  
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# Accept, Respect Differences



Garfield Elementary schoolchildren practice social-emotional learning.

IT'S A TIME of change, deep divisions, and unfortunately increasing instances of incivility — online, on streets, in public arenas, and even in schools. It is more important than ever that children and young people learn empathy and compassion, shared responsibility for others' well-being, and how to accept and cope with differences.

How can educators teach this? One way is through social-emotional learning (SEL), described in our story “**Managing Our Inner Selves**” (page 20). SEL helps students understand that everyone experiences a range of emotions, and gives them tools to cope when facing conflicts. In other words, students learn self-control, and how to get along with others and make good decisions.

It's not all touchy-feely; SEL's premise is that students can best achieve their academic potential when they learn to manage their emotions. Research bears this out.

Accepting differences has long been hard for us. Actor and activist George Takei reminds us of how he, his family and other Japanese-Americans paid a high price for looking different during World War II (page 14). Takei made sure *Allegiance*, a musical play and now a film based on his experience in internment camps, had an educational component so that educators can teach students about this ugly, often forgotten period in history with sensitivity and knowledge.

Also forgotten but now the subject of a book and major motion picture is the story of a group of brainy African American women, most of them former math teachers, who helped us win the space race in the years after World War II. “**To the Moon and Back**” (page 26) sheds light on several of these incredible “human computers,” who broke barriers on

multiple levels and who only recently have been acknowledged for their work.

The women's story is part of our section celebrating **STEM Stars**. Their achievements in science, technology, engineering and math are reflected in the work of modern-day STEM Stars Camie Walker and Jason Diodati (pages 30 and 33, respectively). With the Next Generation Science Standards rolling out and increased emphasis on STEM in the classroom, these educators' efforts are prime examples of the kind of hands-on, experiential teaching and learning that needs to take place.

It's not always easy. The emphasis on collaboration and teamwork, along with heightened social interactivity, is harder for introverted students — and teachers. Introverts may come off as antisocial and unfriendly, when in fact, as educator Michael Godsey says in “**How to Teach Introverts**” (page 46), they are “energized by quiet space, introspection and deep relationships.”

Interestingly, Godsey did part of his research at a public school for at-risk teens, where some students told him they were thriving in the quieter, more traditional academic environment versus the interactive classrooms at their former schools. And our story “**Schools for Second Chances**” (page 34) underscores differences not just in how we look and feel and think, but in how students learn and find their way forward. The educators who work with these young people understand that conventional schools and paths are not the only way.

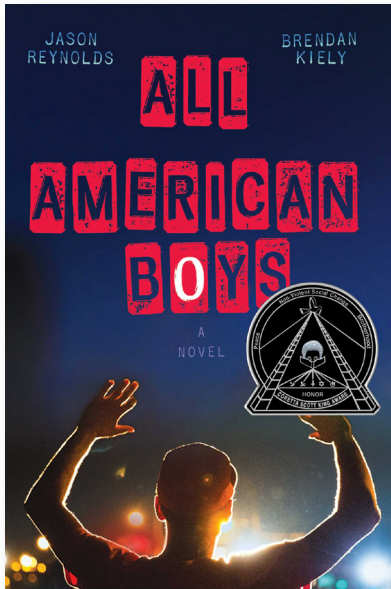
All educators know this, of course, and expertly vary lessons and methods to best suit their students on a daily (perhaps hourly) basis. A few teachers are recognized for such excellence, such as the **2017 California Teachers of the Year** (page 50). These five earned high praise for their qualities of inclusion, compassion and innovation. Congratulations to the honorees — and to all of the dedicated, outstanding educators they represent: you!

## Season of Gratitude

AS WE LOOK toward the end of the year and the holiday season, we at CTA are grateful for all you do for our students and for our profession. We wish educators everywhere happy holidays!

**Katharine Fong**

EDITOR IN CHIEF  
[editor@cta.org](mailto:editor@cta.org)



## TEACHER RECOMMENDED BOOKS

### THE BOYS NEXT DOOR — AND A STEAMPUNK CINDERELLA

Black teen Rashad is mistaken for a shoplifter by a cop — who is also father figure to his best friend Quinn, who is white. A series of further mistakes ends with Rashad getting a severe beating, witnessed by Quinn and caught on video. Timely and gripping, the novel *All American Boys* by Jason Reynolds and Brendan Kiely (grades 9-12) follows Rashad and Quinn as they deal with the repercussions of this single violent act, which leaves their school, community, and ultimately the country bitterly divided by racial tension. A 2016 Coretta Scott King Author Honor book and Walter Dean Myers Award winner.

In *Mechanica*, by Betsy Cornwell (grades 6-8), “Mechanica” is the demeaning nickname that Nicolette’s stepsisters call her because of the machines she invents to help her clean house. When the teen discovers her deceased mother’s secret workshop — complete with furnace and mechanical tools, and powered partly by magic — she starts to imagine a new, entrepreneurial life for herself. It’s Cinderella with a modern-day, independent streak: At the science exposition and royal ball, Nick is determined to invent her own happily-ever-after.

See [cta.org/californiareads](http://cta.org/californiareads) for more recommendations.

► [#CaliforniaReads](https://twitter.com/CaliforniaReads)

Mask is an image of Git Hayetsk (people of the copper shield), by Mike Dangel. Photo: Smithsonian Institution/National Museum of the American Indian.



## American Indian Heritage Month

November is American Indian/Alaska Native Heritage Month. Educators can check out multimedia resources and lesson plans, including literature, arts and history and cultural studies. Try NEA ([nea.org](http://nea.org)), EDSITEment! ([edsitement.neh.gov](http://edsitement.neh.gov)), and the National Museum of the American Indian ([nmai.si.edu](http://nmai.si.edu)).

For example, EDSITEment! suggests students read Native American Joy Harjo’s poem “Remember,” about our connectedness to the world, and then watch a video ([bit.ly/2ficzTr](http://bit.ly/2ficzTr)) of Harjo reading the poem. Students can track the different experiences and meaning they get from both.



## Special Ed Day

Celebrate and reflect on national Special Education Day on Dec. 2 — and consider reform for the future. The first federal special education law, the Individuals With Disabilities Education Act, was signed into law in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. The law has been revised many times over the years. Read CTA’s policy brief on special education at [cta.org/specialed](http://cta.org/specialed) and see our story on special ed teacher Hope Bosheff on page 16. ► [#SpecialEducationDay](https://twitter.com/SpecialEducationDay)





◀ Guy DeRosa was a CTA member, educator, and lifelong advocate for civil and human rights.

## GLBT SAFETY IN SCHOOLS GRANTS AND SCHOLARSHIPS

**DECEMBER 16** APPLICATION DEADLINE

The GLBT Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa provides grants to support projects and presentations that promote understanding and respect for lesbian, gay, bisexual, transgender and questioning/queer persons, as well as scholarships for members enrolled in a teaching/counseling credential or graduate program who understand the importance of LGBTQ+ educators as role models. ▶ [cta.org/scholarships](http://cta.org/scholarships)

## GLBT ISSUES CONFERENCE

**DECEMBER 9-11** CONFERENCE

Riviera Palm Springs. The Gay, Lesbian, Bisexual and Transgender Issues Conference is open to all CTA members and provides a venue to discuss a variety of issues affecting educators, students and community. ▶ [ctago.org](http://ctago.org)

## CTA HUMAN RIGHTS AWARDS

**JANUARY 5** NOMINATION DEADLINE

These awards promote the development of programs for 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. ▶ [cta.org/awards](http://cta.org/awards)

## CTA COMMUNICATIONS AWARDS

**JANUARY 13** NOMINATION DEADLINE

These awards recognize CTA chapters, Service Centers and UniSerts for outstanding communications programs in a variety of categories. Any chapter, Service Center or UniServ may nominate. ▶ [cta.org/awards](http://cta.org/awards)

## CTA STATE GOLD AWARDS

**JANUARY 13** NOMINATION DEADLINE

These awards recognize persons and organizations whose leadership, acts and

support have had a positive impact on public education in California. Any CTA member or affiliate may nominate.

▶ [cta.org/awards](http://cta.org/awards)

## ISSUES CONFERENCE

**JANUARY 20-22** CONFERENCE

Rio All-Suite Hotel, Las Vegas. "The Story of Us in the Brave New World." This conference offers urban, rural and education support professional educators the opportunity to learn about current education issues, collaborate, invest in lasting relationships, and acquire skill sets. Hotel cut-off date is Dec. 30.

▶ [cta.org](http://cta.org)

## CANDIDACY FOR NEA STATE DELEGATE

**JANUARY 31** FILING DEADLINE

Candidates for NEA RA state delegate must submit a declaration of candidacy. See page 52. ▶ [cta.org/racandidacy](http://cta.org/racandidacy)

## NEA FOUNDATION GRANTS

**FEBRUARY 1** APPLICATION DEADLINE

The NEA Foundation awards grants to NEA members. Student Achievement Grants support improving academic achievement; Learning and Leadership Grants support high-quality professional development. Applications are reviewed three times a year.

▶ [neafoundation.org](http://neafoundation.org)

## CTA SCHOLARSHIPS

**FEBRUARY 3** APPLICATION DEADLINE

The 2016-17 CTA Scholarship Program offers up to 35 scholarships of \$5,000 for dependent children of CTA members, including one for a student 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. Submit applications online by Feb. 3. ▶ [cta.org/scholarships](http://cta.org/scholarships)

## GOOD TEACHING CONFERENCE NORTH

**FEBRUARY 3-5** CONFERENCE

Fairmont Hotel, San Jose. Supports excellent K-12 teaching practices, offers a variety of workshops in content areas,

provides professional development opportunities, and allows time to network with colleagues and experts. Hotel cut-off date is Jan. 19. ▶ [ctago.org](http://ctago.org)

## MARTIN LUTHER KING JR. SCHOLARSHIPS

**FEBRUARY 17** APPLICATION DEADLINE

Aimed at helping members of ethnic minorities prepare for 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 of a CTA member. Past recipients have received up to \$6,000. ▶ [cta.org/scholarships](http://cta.org/scholarships)

## CCA WINTER CONFERENCE

**FEBRUARY 24-26** CONFERENCE

Westin Bonaventure Hotel, Los Angeles. The Community College Association's winter conference focuses on bargaining skills and coordinating bargaining strategies with other locals. Bargaining teams are encouraged to attend. Hotel cut-off date is Feb. 9. ▶ [cca4me.org](http://cca4me.org)

## CTA/NEA-RETIRED ISSUES CONFERENCE

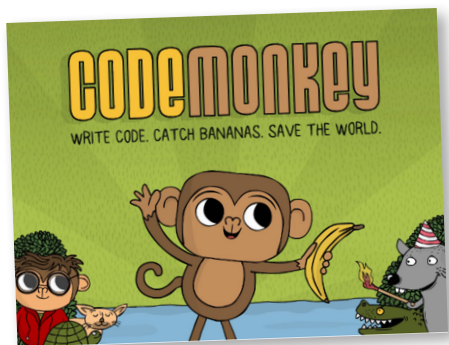
**MARCH 2-3** CONFERENCE

Fairmont Hotel, San Jose. Learn how CTA/NEA-Retired is working to protect your future and closely watching federal legislation that affects retirement benefits. Stay connected, be protected, and enjoy great benefits. Hotel cut-off date is Feb. 8. ▶ [ctago.org](http://ctago.org)

## EQUITY AND HUMAN RIGHTS CONFERENCE

**MARCH 3-5** CONFERENCE

Fairmont Hotel, San Jose. Affirming CTA's mission to protect children's civil rights and secure a more equitable, democratic society, this conference provides members with a greater understanding of diversity, equity and social justice issues. Hotel cut-off date is Feb. 8. ▶ [ctago.org](http://ctago.org)



## Computer Science Week and Hour of Code

Computer Science Education Week, Dec. 5-11, is the perfect time to bring an Hour of Code (a one-hour introduction to computer science and programming) to your classroom — though any time during the year can be [#HourofCode](#) time. Over the last three years, Hour of Code has reached more than 100 million students in over 180 countries, with record participation from girls and under-represented minorities.

Educators can choose a tutorial from the many available at [code.org](#) or [csedweek.org](#), test it out before showing it to students, and go! Lesson plans and tutorials are available for classrooms with or without computers. You can get tips on presenting and teaching content at [hourofcode.com](#).

Those ready for more should check out a five-lesson unit for grades 6-10 from [codesters.com](#) that guides students through creating fun games using real-world design and programming skills. And [code.org](#) boasts multiple courses for all age groups (including an AP course for high schoolers).



## Freeze!

[#MannequinChallenge](#) is sweeping the nation — high schools in particular. The viral Internet trend features videos of people “frozen” in action like mannequins, often with the song “Black Beatles” by Rae Sremmurd playing in the background. Above, a frame from the challenge done by Ontario High School’s baseball team, which depicts scenes common during the game.

## ELECTRONIC FIELD TRIP TO PEARL HARBOR

Students in grades 5-8 can take a trip on Dec. 7 without leaving class. “Remember Pearl Harbor — How Students Like YOU Experienced the Day of Infamy” is a free streaming webcast that will give students an opportunity to learn about the surprise Japanese attack 75 years ago.

Students will hear from eyewitnesses, who in 1941 were the same age as the intended audience. The webcast,



presented by The National WWII Museum and New Orleans PBS member station WYES, will explore museums and historical sites, such as the USS *Arizona* Memorial. The webcast will be moderated by student reporters, and viewers will be able to ask questions in real time and participate in live polls.

Learn how your classroom can participate at [earl75.org/electronic-field-trip](#).





# Stand Up for Students

Pledge to make schools a safe environment for all students

**OUR SCHOOLS SHOULD** be havens. Every student deserves a safe, welcoming, affirming learning environment.

Recently, there has been an increase in hate speech and hostile acts directed at students in schools. Many students are scared and anxious. There are reports of fake deportation notices, swastikas drawn in bathrooms, and racist graffiti. LGBTQ+ students have been intimidated; headscarves have been torn off. Children are hearing they are not welcome in our schools and in our country.

As an educator, you are on the front lines dealing with the bullying and harassment of our most vulnerable children and youth. You can reassure students that school is a safe place for learning, that bigotry and prejudice are wrong, and that every person has a right to their own thoughts and opinions.

You can also join with other educators to show that you are standing up for students. NEA is building a national movement of educators and allies committed to safe and affirming school climates and school communities.

The first step is to sign this pledge:

**“I will stand up and I will speak up for my students, so that they all have a safe and affirming learning environment. I will take action with NEA so that every student feels welcome and safe at school.”**

You can sign it online at [bit.ly/2fbYb1P](http://bit.ly/2fbYb1P).

After you take the pledge, send a link to colleagues and other educators in your school, asking them to join you. Research indicates that the tipping point for creating safe and affirming schools requires at least six educators to show support. Once at least six people from a school have signed the pledge, NEA will send a kit with materials and resources to show that you are an advocate for students in your school, and to take action on related issues.

You can also engage parents, community members and other allies by asking them to sign a version of the pledge for noneducators. For more information, see [neatoday.org/safeschools](http://neatoday.org/safeschools) and [neeedjustice.org](http://neeedjustice.org).

## How Educators Can Respond

Here are ways you can respond to incidents of hateful words, actions and images in school:

1. **Be present and available.** Bullying can occur anywhere in the school building or on the grounds. Be present during school transitions. Tell your students they can come to you.
2. **Intervene!** If you witness bullying, racist slurs or name-calling, stop the incident immediately. Separate the students. Get help from other staff if needed. Ask targeted students if they're OK.
3. **Give clear messages.** Students who bully or commit acts of hate must hear the message that their behavior is wrong and harms others. Targeted students must hear the message that caring adults will protect them.
4. **Be calm.** Don't require students to apologize or make amends right after you stop the incident. You may not know the full story. Keep everyone calm as you first focus on safety.
5. **Support the targeted students.** Make eye contact with the targeted students, demonstrate empathy, and reassure them that what happened was not their fault.
6. **Tell students never to ignore bullying or hateful actions.** Let bystanders who stood up for targeted students know that you admire their courage and thank them. Give other bystanders examples of how to intervene appropriately the next time (such as getting help from an adult, telling the person to stop).
7. **Investigate, document, follow up.** After the incident, question all involved individually. If appropriate, impose immediate consequences on students who bullied; provide them necessary support, such as counseling. Work with colleagues to improve your school climate to build a culture that prevents bullying.
8. **Be a caring advocate.** Make sure students are supported and have the resources they need well beyond the incident. Involve other staff who can provide guidance and emotional support.

Source: NEA

# Quotes & Numbers

Compiled by Mike Myslinski

*“California voters support public schools and are willing to stand up for our students.”*

—CTA President **ERIC HEINS**, quoted by EdSource on Nov. 9 about teacher-backed Propositions 55 and 58 passing by strong margins on Election Day.

*“We’ve spent a year and a half bringing together millions of people to say with one voice that we believe that the American dream is big enough for everyone — for people of all races and religions, for men and women, for immigrants, for LGBT people, and people with disabilities. So now, our responsibility as citizens is to keep doing our part to build that better, stronger, fairer America we seek. I know you will.”*

—**HILLARY CLINTON**, from her Nov. 9 concession speech.

*“California has, and will always maintain, strong legal and state constitutional protections against any and all kinds of discrimination, regardless of a student’s race, ethnicity, faith, sexual orientation or gender identity. And I want to tell young women and girls that they will always be safe, respected and protected at school.”*

—State Superintendent of Public Instruction **TOM TORLAKSON**, in a Nov. 10 news release.

*“Educators are witnessing firsthand the hate speech and hostile acts inspired by Donald Trump’s rhetoric directed at our students. All students have a right to feel welcome and valued in our schools and deserve safe learning environments. Trump must call for an end to the toxic rhetoric and violent incidents and commit to the values that unite us: respect, kindness and dignity.”*

—NEA President **LILY ESKELSEN GARCÍA**, in a Nov. 18 news release, urging educators to sign a pledge that schools will be safe havens (see story on page 11).

*“Everyone belongs here.”*

—Homemade sign with a rainbow-colored heart held by 7-year-old **OLIVIA RALLSTON** in reaction to an incident where racist graffiti was written on walls of her elementary school in Alameda after the election, as reported by the *San Francisco Chronicle* on Nov. 14. She joined community members greeting students with messages of hope.

## The Numbers

# \$4 BILLION—\$9 BILLION

Estimate of the state revenue per year to be generated for 12 years by CTA-backed Proposition 55 for schools and better access to health care for low-income families. The exact amount depends on the economy and stock market, says the Legislative Analyst’s Office.

# 701

Number of hateful harassment incidents against minorities, women, immigrants, students and others nationwide, including from California, compiled by the Southern Poverty Law Center in the first week after Donald Trump was elected president. See the SPLC Nov. 18 report at [bit.ly/2ePHwTb](http://bit.ly/2ePHwTb).

# 2 MILLION

Hillary Clinton’s lead over Donald Trump in the national popular vote, *Politico* reported Nov. 23.

# 65.5%

Percentage of California’s 19.4 million registered voters who cast ballots in the November general election (as reported at press time), meaning that 34.5 percent did not vote.

# 1.4 MILLION

Number of K-12 English learners in California. They will benefit from passage of CTA-supported Prop. 58, because schools are no longer required to teach them in English-only programs and can use a variety of effective methods, including bilingual programs.



By [@samdemuro](#)

## Glossary

**FOMO:** "Fear of missing out." For some, social media is thought to cause FOMO anxiety, because it's a public way for others to display how much fun they're having (and you're not).

**NSFW:** "Not Safe For Work" is an important term for educators to know. It's typically used to identify videos, articles, text messages, etc., to let the user know it contains something sensitive that may not be appropriate to open at a formal environment like work or class.

**ICYMI:** "In Case You Missed It"

**TBH:** "To Be Honest"

**TFW:** "That Feeling When"

**Subtweet:** A "subtle" and manipulative form of bullying where the bully tweets about a person but doesn't reveal the person's name, making it difficult to hold the bully accountable. Can be done on all social media platforms.

**Troll:** A social media user who goes out of their way to be deliberately offensive and obnoxious, with a goal to incite others.

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**#OurVoiceOurUnion**  
**#WeAreCTA**

For our full social media directory, see [cta.org/social](http://cta.org/social)

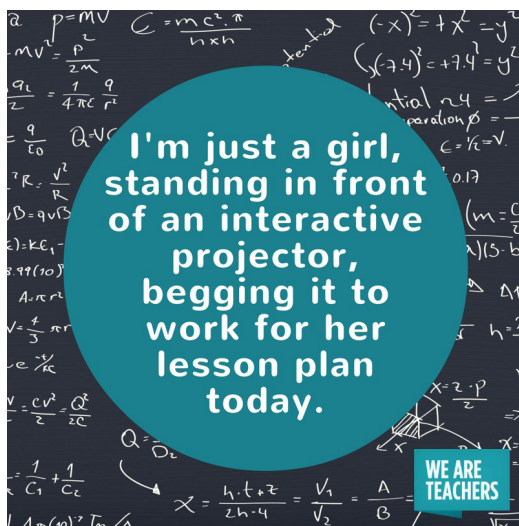
Ibrahim Belou's basketball team thanks him for his help on and off the court.



## A Teacher's Impact

California Casualty (CTA's endorsed auto and home insurance carrier) and SoulPancake partnered to produce a video of five educators discussing the challenges of teaching. Four are CTA members: **Ibrahim Belou**, **Amber J. Hall** and **Melissa J. Soto**, Glendale Teachers Association, and **Tracy A. Kooy**, Santa Monica-Malibu Classroom Teachers Association. The group talks about whether they are having an impact on students. "You have times where you ask yourself, 'Why am I exerting all this effort?'" says Belou. The educators are surprised as their students come in to answer the question in inspiring fashion. See the video at [bit.ly/2e35Ssa](http://bit.ly/2e35Ssa) — and enter California Casualty's "Drive Focused" contest to win a 2017 Ford Focus.

## Meme of the Month



Feel free to sub in "copy machine" or "laptop cart" at your pleasure.

## ONLINE Scavenger Hunts

Internet scavenger hunts are a great way for students to learn how to hone their Web-searching skills, and to find information and solve problems. For example, a teacher could present students with a specific topic, such as "The Rosetta Stone"; students are allowed a set time to search the Web for information on the topic, or the best website that meets the given criteria. Students then write up an evaluation for class discussion. For older students, an educator could create a hashtag specific to the scavenger hunt, and ask students to use the hashtag as they find clues. [Educationworld.com](http://Educationworld.com) and others have various scavenger hunts for classroom use.



*Allegiance*, a musical play that has now been filmed as a movie, is based on George Takei's childhood living in internment camps, and on Japanese-American history during and after World War II.



Lea Salonga and George Takei in a scene from *Allegiance*, which raises issues of loyalty and identity as a family becomes deeply divided.

# Learning From History

Actor/activist George Takei brings his timely passion project to the big screen

**GEORGE TAKEI** was 4 when he and his California-born family were uprooted from Los Angeles and sent to the barbed wire enclosures of U.S. internment camps along with 120,000 other Japanese-Americans during World War II. He spent most of his childhood at Camp Rohwer in Arkansas and at Camp Tule Lake in Northern California.



George Takei

Takei, now 79, is best known for his portrayal of Mr. Sulu in the *Star Trek* television and film series. But he is also a prominent activist who uses his writing, social media, and continuing stage and screen work to shed light on Asian American and LGBTQ+ civil rights, among other issues.

His award-winning play *Allegiance*, which had its premiere in San Diego in 2012 and ran on Broadway in 2015-16, is based on his personal experience and Japanese-American internment history. Takei and famed performer Lea Salonga star in the story of love, family, forgiveness and heroism. To reach a broader audience, the musical play has been filmed for the big screen, and will show in movie theaters nationwide for one night only on Dec. 13.

Takei is eager for young people especially to see the movie, so they can learn about this often-forgotten period of history. To that end, a lively educational guide is available that offers background and information, lesson plans and activities, and other resources for educators and students (see sidebar).

We asked Takei to tell us more about his work, and his thoughts about history and current events.

## Q&A:

**Why is it important to you that students and young people see *Allegiance* and understand what happened during that time?**

It has been my life's work to ensure that we do not forget and also do not repeat the mistakes of the past. Only an informed citizenry can prevent a repeat of past mistakes. That's why it is so critical that young people learn our history and become the first to resist calls to ethnically or religiously target groups of people in this country.

**Are there modern-day parallels to what happened to Japanese-Americans in WWII?**

Unfortunately, I see the signs around us still. Trump's election after running on a racist and anti-Muslim platform reminds me of the demagogues during WWII who stirred up suspicion and resentment of the Japanese-American community. It is because of these dangerous parallels that *Allegiance* continues to have strong currency and resonance today.



"MY HEART GOES OUT TO PARENTS FEARFUL THEY MIGHT NOT BE ABLE TO PROTECT THEIR CHILDREN." —GEORGE TAKEI

**You've said that *Allegiance* was a chance to apologize to your father for accusing him of not protecting your family from internment. Does this image of a parent being powerless to prevent harm to loved ones resonate today?**

One day, I challenged my father with questions about why we just went to camp without putting up a fight, accusing him of leading us like sheep to be slaughtered. At those words, which I came to deeply regret, he simply said, "Maybe you're right," before withdrawing to his room and shutting the door. I have regretted those words all of my life. So *Allegiance* is part of my atonement for them.

My teenage accusation of my father's compliance with the internment is not to say there were not those courageous few who actively challenged it. Names of brave and principled men such as Minoru Yasui, Fred Korematsu and Gordon Hirabayashi remind us that there were those who stood up on American principles and fought the unconstitutional imprisonment.

My heart goes out to all the parents who are fearful that they also might not be able to protect their children, whether they are undocumented immigrants who have been political scapegoats this election or trans individuals about whom the most pernicious stereotypes have been spread, again for purely political reasons. They must at once acknowledge the threat posed to them and their families, while trying to calm and comfort those most directly affected by them. It is not an easy role to take on.

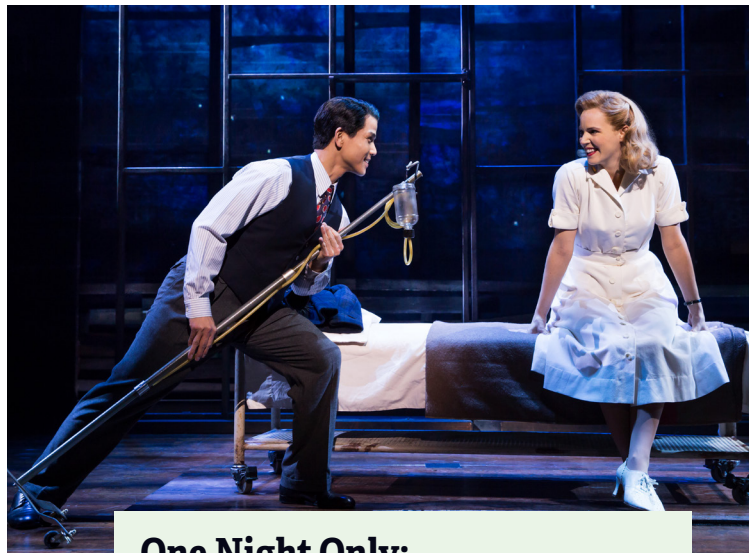
**What is your message to people about LGBTQ+ rights and Asian American portrayals (or lack thereof) in the media?**

Representation matters. When we are underrepresented, our stories and our lives are portrayed inauthentically, often for laughs or as incidental to more important ones. *Allegiance* was the first time an Asian American story was being told on the Broadway stage that had been written and directed by Asian Americans. Think about that. It was 2015, and that was the first time.

When we're able to tell our true stories, especially in important venues such as Broadway or on film, we become that much more part of the social tapestry. Our communities are less overlooked and more included. This has enormous implications for our culture, our legal system, and the well-being of our communities.

Had LGBTQs been as represented and heard in the 1980s as they are today, would the AIDS epidemic have taken so many? Had Japanese-Americans, like other ethnic groups at the time such as the Italians and Germans, been seen not as "others" but as "us," would something like the internment have happened? Certainly, the chances would be less.

Art has not only an ability but a duty to ask difficult questions, to inspire thought and action, and to compel a brighter tomorrow.



## One Night Only: Pledge to see *Allegiance*

*George Takei's Allegiance: The Broadway Musical on the Big Screen* will show in theaters across the country on the night of Dec. 13, presented by Fathom Events. Performers include Takei, Lea Salonga and Telly Leung (above with Katie Rose Clarke).

The fictional story follows the Kimura family as they are relocated to an internment camp in rural Wyoming following the bombing of Pearl Harbor in World War II. Sam Kimura and his sister Kei take opposing actions in response to the unconstitutional imprisonment: To prove the "loyalty" of his people, Sam enlists in the army and fights for his country; Kei helps lead a resistance movement against the injustice of incarceration. These deep divisions affect the family and others for decades. See the trailer at [youtu.be/Ky7Ptt7k\\_Ow](https://youtu.be/Ky7Ptt7k_Ow).

An Educator Resource Guide (both full-length and abbreviated) is available for classroom use, including activities to be done before and after seeing *Allegiance*. Central questions revolve around the ideas of loyalty and identity. To access the guide, see [bit.ly/2fy4Kfs](https://bit.ly/2fy4Kfs).

"I believe that we can improve our world one student at a time," Takei says in the guide's introduction. He urges educators to use it with students and share it with colleagues.



Hope Bosheff puts a puzzle together with Jasmin.

# Setting the Record Straight

Anaheim educator proud to teach the youngest special ed students

By Sherry Posnick-Goodwin Photos by Scott Buschman

“WHAT DO YOU DO HERE?” is something Hope Bosheff is constantly asked, sometimes even by co-workers. They don’t understand why her classroom at Edison Elementary School in Anaheim has very young children. The youngest are 3; the oldest, 5.

She doesn’t mind the questions one bit. She just smiles and explains: Children with disabilities qualify for services from the public school system on the day they turn 3, and she is their credentialed preschool special education day class teacher.

“I enjoy raising awareness about the important role that preschool teachers play in helping little ones with special needs get the services they are entitled to,” Bosheff says. “That may include speech and language therapy, occupational therapy, or physical therapy. The services they receive depend on their own unique needs.”

How do youngsters get referred to special ed preschool? Sometimes a baby sitter, day care provider or pediatrician suggests parents have their child screened for delays

or disabilities, or parents may decide on their own it’s a good idea. They can contact their school district to have their child screened by a team of experts that may include a school psychologist, speech-language pathologist, physical therapist, occupational therapist or vision specialist.

Bosheff is sometimes asked why public money is spent on children as young

as 3, who are too young to attend state-funded preschool.

“Study after study supports that early intervention helps these kids do much better,” she says. Some do so well that they attend general education kindergarten after receiving a strong dose of early intervention. Others with more severe challenges

“STUDY AFTER STUDY SUPPORTS THAT EARLY INTERVENTION HELPS THESE KIDS DO MUCH BETTER.”

—HOPE BOSHEFF, ANAHEIM ELEMENTARY EDUCATION ASSOCIATION



will require special day class or resource teachers later on. Regardless of their ability levels and needs, she believes, all her students benefit from special education preschool.

“When I see the progress being made and then hear from parents about how they’ve noticed their child’s improvement, it makes me feel good,” says the Anaheim Elementary Education Association member.

Bosheff has a bachelor’s degree in child development. Her early childhood special education credential allows her to teach children with disabilities from birth to age 5. She is a certified behavior intervention case manager, and she has a master’s in education with an emphasis on special education. Most impressive are her dedication, unending patience, and unshakable belief that all children can learn and adults should celebrate milestones both big and small.



Bosheff strives to make learning “fun, real, interesting and alive.”

*Continued on page 55 ►*

## Special Day Preschool

Hope Bosheff says parents are relieved to learn special day preschool is similar to other preschools and aligned as much as possible with the California Preschool Learning Foundations and the new state standards.

“Preschool special day class teachers are required to complete a state assessment of each child in their class twice a year,” she says. “They submit progress reports each trimester. They also write and implement an IEP [Individualized Education Program] for each child annually.”

Having a young child with challenges can be emotionally difficult for parents. Bosheff keeps a box of tissues handy when she meets with them.

“When they ask questions such as ‘When is my child going to talk?’ it’s hard. I reassure parents we will see progress. It might not always be in big steps. Skills might be acquired in smaller steps.”

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Illustration by Kate Humphrey from a narrative video of this essay (see link on opposite page).

# Compare and Contrast

Teachers, students not so different after all **By Matt Biers-Ariel**

**T**he differences between teachers and students are legion. There is the obvious that teachers are more knowledgeable, at least in our subjects. In my students' eyes, the main difference is that they are exceedingly more dope than me since, through no fault of my own, I am an adult.

Another clear difference is that students' lives are linear. Beginning in kindergarten, they ascend each year to the next level — never to return to the naps of kindergarten, the class pets of fifth grade, the high school prom. Then with diploma in left hand, they toss their caps with the right and get on with their lives.

In contrast, teachers' lives are circular. In August, we start with a fresh set of faces, and together we ascend the mountain of knowledge. Come June, we reach the summit, more or less. During the summer, teachers leisurely stroll down the slope to meet a new class waiting to climb the same mountain. Not the agony of Sisyphus, but the same general idea.

Despite these differences, we have a profound similarity: our collective ignorance of our place in the world. Both teacher and student started life in the same manner when the stork deposited

us on our parents' porch without explanation. How shall I live? Who am I? What gives life meaning? Both postpuberty student and master teacher struggle with these existential questions. What few students realize is that inside every teacher I have ever met lives a kid trying to make sense of the wonder, the beauty, the horror, and the absurdity of life.



Matt Biers-Ariel

And as my students will attest, I am no closer to profundity than they are. In fact, students often offer me life lessons. Sometimes they are insights I've forgotten. As a youth, I traveled the world searching for enlightenment. Lately, I've been obsessed with the size of my 401(k). A class discussion returned me to my youthful idealism that a comfortable life is not a substitute for the search for truth.

Sometimes students teach me something novel. Last month, Erica came into class and said, "Biers, I always

say hi to you when I get to class, but you never even smile."

"Yes I do," I said.

She gave a smiley smirk and shook her head.

Though I always thought I was a friendly teacher, I now make it a point to give her and my other students a big hello when they



walk in. It feels like I've been in a better mood this month.

Teaching is not a one-way street.

I love teaching high school because it is the crucible where existential and moral questions are explored and debated; it is the place where the teen begins the journey to adulthood. It is an exciting career to share such a journey. I love this work because, even though I am trying to answer the same questions, my adult cynicism and passivity weigh me down. Student optimism and passion remind me how to live the full palette of human emotions and to grasp the immediacy of life. I teach as much for me as for my students, for being a high school teacher is an antidote against cynicism. There is no philosopher's stone or elixir of life, but teaching is the path for anyone who wants to remain young at heart.

As we find ourselves in an era of retiring teachers and half-emptier teacher credential programs, we should ask our best and

"I TEACH AS MUCH FOR ME AS FOR MY STUDENTS, FOR BEING A HIGH SCHOOL TEACHER IS AN ANTIDOTE AGAINST CYNICISM. . . . TEACHING IS THE PATH FOR ANYONE WHO WANTS TO REMAIN YOUNG AT HEART."

brightest to consider joining our ranks. Though I meet people all the time who assure me that teaching is a noble profession, we will likely never be afforded the pay or respect of other professions. However, if one wants

relationships, impact, and food for the soul, then it's hard to imagine a more satisfying career. After all, it's the career we chose, and students aren't so different from us.

*Matt Biers-Ariel, Winters Area Education Association, is the author of the novel Light the Fire, from which this essay is excerpted. He teaches English at Winters High School. See and share with students and colleagues the insightful, illustrated video of this essay at [bit.ly/2ejt9IH](http://bit.ly/2ejt9IH).* ■



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Garfield Elementary School's Markayla Davis and Allan Perez talk eye-to-eye about behavior on the playground.

# Managing Our Inner Selves

Kids Learn Compassion, Self-Control

With Social-Emotional Learning By Sherry Posnick-Goodwin Photos by Scott Buschman

“Let’s check in,” suggests Jaymie Sacramento to first-graders on the rug in her classroom at Garfield Elementary School in Oakland. “Our eyes should be on the speaker to show we’re listening.”

The youngsters have just come back from lunch. Before transitioning to language arts, their teacher takes a few minutes to assess their psychological well-being.

“Our first topic is whether we are treating people the way we want to be treated,” says Sacramento, an Oakland Education Association member. “Let’s talk to our partner knee to knee, eye to eye.”

The students pair up and talk about their experiences on the playground.

“It is not OK when people call you a booger or a loser,” Allan Perez tells partner Markayla Davis.

She nods and answers, “If you hurt anyone’s feelings, they may not want to be your friend.”

Students share ideas about what to do when others engage in bad behavior. Sacramento explains that it’s best to let another student know they are making you feel bad before asking adults to intervene.

“I feel upset when you call me names,” says Markayla to Allan, practicing a new way to express her feelings.

“When you won’t play with me, I feel sad,” he replies.





Oakland Education Association teacher Jaymie Sacramento leads social-emotional learning exercises.



At Pioneer Elementary School in Union City, A'kaiyah Basey, Ethan Puebla and Camila Soto are asked to make "happy" faces.

## Helping the whole child

Expressing feelings, processing emotions and learning coping skills are part of social-emotional learning (SEL), a popular trend in schools. It's a shift from No Child Left Behind, which many experts believe tested children relentlessly at the expense of their social and emotional needs.

Sometimes called character education, SEL helps students acknowledge that everyone experiences a range of emotions, and gives students the tools to cope and self-regulate when facing conflicts. Students learn how to get along with others, be empathetic, show kindness, and share responsibility for others' well-being, which helps to reduce the chances that students will be bullied or become bullies.

Research shows that SEL makes a difference. According to a 2011 analysis published in *Child Development* of 213 SEL programs involving 270,000 K-12 students, participants in SEL

programs showed a significant increase in positive social behavior and an 11-percentile-point increase in academic achievement, compared with nonparticipants.

CTA is part of the stakeholder team on the Collaborating States Initiative, a multistate effort of the Collaborative for Academic, Social and Emotional Learning to identify programs and practices that promote student SEL competencies. CTA and California are interested in, among other things, the collaborative's focus on school climate and student engagement — priorities of the state's Local Control Funding Formula (LCFF) — and the value that teachers see for students in developing SEL skills at school and beyond. (See related LCFF story on page 42.)

There's no one-size-fits-all approach. Schools use a variety of strategies and programs. Counselors may visit classrooms to provide lessons, or educators may embed academic lessons with interpersonal and problem-solving skills. With a focus on the "whole child," SEL is based on the premise that students can best achieve their academic potential when they learn to manage their emotions.

"Let's say students are working on a math problem and feel frustrated because they don't know how to do it," says





"KIDS SHOULD BE GETTING THESE SKILLS AT HOME, BUT THEY'RE NOT, NOW THEY ARE TEACHING SKILLS TO THEIR FAMILIES."

—MICHELLE CAULEY, UNITED TEACHERS LOS ANGELES

Sacramento. "Instead of giving up, they recognize they are experiencing an 'I'm feeling frustrated' moment and remember they have strategies to push through, even when things get tricky. SEL gives them confidence to do challenging things."

SEL has created community in her classroom, fitting nicely into the Common Core style of collaboration. Before SEL there was "book hogging" during pair-share reading, and partners were not communicating well.

"Now the book is in the middle, and I see partners talking about their books and sharing their favorite parts and really listening to each other."

### Teaching problem-solving

A fifth-grader at Joyner Elementary School is having a meltdown, and Michelle Cauley speaks to him privately. "Can you tell me about your day?" she asks gently. "What are you feeling? Can you name that feeling?"

The boy says he is angry because somebody was "messing" with him in class. They spend a few minutes talking about anger.

"It's OK to feel mad and upset," says Cauley, a licensed clinical social worker. "Feelings are fluid and can change all the time. Sometimes I wake up grumpy, and then I'm happy later on."

The boy does some deep breathing, shrugs it off, and heads back to class in a much better mood.

Cauley, one of six SEL facilitators with Los Angeles Unified School District, teaches children how to deal with their emotions by using calming techniques such as deep breathing and counting to 10. She provides professional development to educators in the Second Step SEL program, which offers K-8 lesson plans and training.

Cauley notices less bullying and fewer referrals to the principal's office in schools teaching SEL. When students are encouraged to be problem-solvers, they make better decisions, she says.

"Whether it's a math word problem or 'I was out in the yard and he took my jump rope,' there's the same steps of assessing the situation, compromising, negotiating, problem-solving, and coming to a solution," says the United Teachers Los Angeles member.



Yasmine Amezcua and Saul Torres listen to SEL specialist Rich Whitall at Shearer Elementary School in Napa.

## What is social-emotional learning?

- An opportunity for students to be aware of their feelings, emotions and strengths.
- A way to foster compassion and empathy toward others, and prevent bullying.
- Guidance for building positive relationships and dealing with conflict.
- Teaching students to make good choices and decisions.
- Allowing students to manage their own behavior, set their own goals and achieve them.

For more information and tools, see [cfchildren.org/second-step](http://cfchildren.org/second-step) or [strongkidsresources.com](http://strongkidsresources.com).



At Pioneer Elementary, learning how emotions manifest themselves in facial expressions.

“Kids should be getting a lot of these skills at home, but they’re not. Now students are teaching these skills to their families. One parent said her son helped her to calm down by teaching her belly breathing.”

### Improving school climate

“Kaitlin” and “Omar” are working together in class. Omar wants to do his work, but Kaitlin wants to tell a story about something that happened. Omar feels bothered. What should he do?

Rich Whitall, a counselor and SEL specialist, uses this hypothetical situation as a discussion tool when teaching interpersonal skills during a community circle at Shearer Elementary School.

“How do you say ‘Please stop talking’ in a nice way — but also a strong way?” asks Whitall, Napa Valley Educators Association.

Omar could ask Kaitlin to tell the story at recess and remind

her in a respectful way that he’s trying to get some work done, says one student.

“What if Kaitlin persists in being annoying? What if she is humming quietly?” asks Whitall. Students suggest that Omar tell her to “shut up,” or complain to the teacher.

“How about self-talk,” Whitall proposes. “Tell yourself that you can just ignore Kaitlin and do your work. Self-talk can help you stay focused.”

Some colleagues tell Whitall they don’t have time for SEL and have enough on their plate. His response is that in the long run, it saves time.

“When students have greater self-regulation, they require less classroom management, which makes things easier for educators. They are also less likely to engage in substance abuse, bullying and violent behavior.”





Educator Neena Barreto helps students practice mindfulness, which has been shown to help improve the ability to focus.



“MINDFULNESS IS ABOUT NOTICING WHAT YOU ARE FEELING AND ALLOWING YOURSELF TO FEEL IT FULLY.”

—NEENA BARRETO, NEW HAVEN TEACHERS ASSOCIATION

### Increasing awareness with mindfulness

“Close your eyes. Cross your legs. There is nothing you have to do right now but feel the rise and fall of your belly. If your eyes are open, please close them.”

The gentle sound of chimes is followed by the teacher’s voice asking students to focus on being in the here and now at Pioneer Elementary School in Union City.

Neena Barreto is helping transitional kindergartners regulate their own nervous systems through practicing the art of mindfulness. Similar to meditation, it’s a way for students to acknowledge and accept their feelings and thoughts. Studies show mindfulness improves the ability to focus and boosts productivity.

SEL and mindfulness work well together. SEL, notes UC Berkeley’s Greater Good Science Center, uses an outside-in approach with a focus on teaching skills; mindfulness works from the inside out.

Barreto started teaching mindfulness in her fourth-grade classroom two

years ago. It proved so popular that she was asked to be the mindfulness coach for two schools in the New Haven Unified School District. Now she visits classrooms throughout the district for weekly sessions.

“Mindfulness is not about trying to empty your mind of thoughts,” says Barreto, a New Haven Teachers Association member. “It is not how long you can sit there in a blissed-out state. There is no goal, nothing to achieve. Mindfulness is really about observing and befriending yourself. It is noticing what you are feeling and allowing yourself to feel it fully.” (To learn more, visit [mindfulschools.org](http://mindfulschools.org).)

Colleagues report that students are happier and more focused after a mindfulness session, and that incidents of aggression and confrontation are dwindling. Teachers also reported gaining 20 to 30 extra minutes of instructional time

each day, because they spend less time dealing with problem behavior.

Barreto asks the transitional kindergartners how their day is going.

“I noticed my sister kept hitting me when I was angry,” says a student.

“Sometimes sisters are like that,” says Barreto. She then names certain emotions — sadness, happiness and anger — and asks the children to make faces to correspond with them.

“We feel these emotions all the time,” says Barreto. “They are all normal and natural.”

The students practice taking deep “mindful breaths.”

“The next time you are angry, remember to take three deep mindful breaths,” Barreto reminds the students. “It will make you feel calmer about whatever is happening in your life.” ■





Yesenia Baker, Dylan Gianella-Tibbets and Darren Dyberg.

## Great Ideas: Why Your School Needs a 'Buddy Bench'

**THE "BUDDY BENCH"** is a place for students to sit at Promenade Elementary School in Corona. It's also a place for students to take a stand against bullying.

Two Buddy Benches were built in 2014 at the request of students Darren Dyberg and Dylan Gianella-Tibbets. After seeing a news report about a bench at a Colorado school, they asked for one at their school. Grownups agreed it was a good idea and went to Home Depot, which offered to build two benches — one for little kids and one for big kids.

The boys held an assembly to explain that if someone sits on the bench, they are probably feeling lonely and need someone to play with. They asked other students to include them.

"Kids need friends," says Darren, 12. "When kids have friends, they can be more joyful."

The Buddy Benches are a success, says counselor Yesenia Baker, Alvord Educators Association (AEA).

"Sometimes students are having a bad day and have nobody to play with. And when kids see someone sitting on the bench by themselves, they walk over and ask them to play. It reinforces social-emotional learning here at Promenade, which teaches empathy and kindness."

Focusing on children's emotional needs was strongly encouraged by association members, says AEA President Leigh Hawkinson. They negotiated an increase in elementary counselors at schools to promote the social, personal and academic growth of all students.

The wooden Buddy Bench in the big kids' yard was destroyed by vandals a year ago. Parents had a new one built out of metal and iron.

"I'm glad they rebuilt it," says Dylan. "I'm glad kids won't have to be lonely."

# Teachers See the Possibilities

In Jennifer Swanson's high school English class, seniors master material that prepares them for college and careers, gaining writing and communication skills to benefit them throughout their lives.



Arroyo High School, Expository English Class, Teacher: Jennifer Swanson '96, M.A.Ed. '99

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God First Since 1899



NASA research mathematician Katherine Johnson at her desk at NASA Langley Research Center. (Courtesy NASA.)

Our STEM Stars stories highlight pioneers and educators who have forged paths in science, technology, engineering and math (STEM). The efforts by educators Camie Walker (page 30) and Jason Diodati (page 33) coincide with the State Board of Education's recent approval of a new science framework based on the Next Generation Science Standards for K-12 (page 32). STEM education is taking off!

# To the Moon and Back

By Dina Martin

## How a brainy group of African American women broke barriers to take us into space

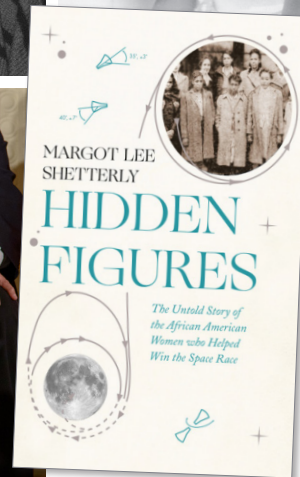
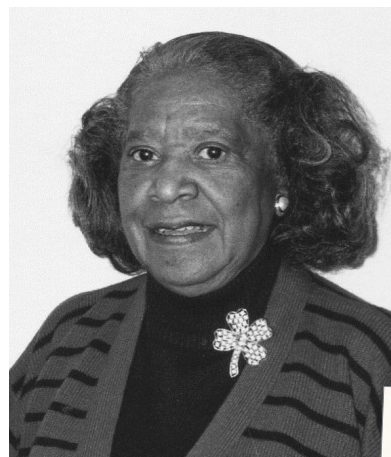
Who knew that a love of number crunching and calculations is the stuff of which history is made? This would be the passion of a group of African American women who were called into service as “human computers” during labor shortages caused by World War II.

The work of these college-educated women, many of them former math teachers, for the National Advisory Committee

for Aeronautics (NACA, the predecessor to NASA) paved the way for the modern-day space exploration that put American astronauts in orbit.

The accomplishments of these human computers, including Katherine Johnson, now 98, and the late Dorothy Vaughan and Mary Jackson, despite Virginia's Jim Crow laws, are detailed in *Hidden Figures*, a recently released book by Margot Lee Shetterly, and in an upcoming film of the





Clockwise from above left, Mary Jackson, Dorothy Vaughan, the *Hidden Figures* book, Katherine Johnson with the Presidential Medal of Freedom, Vaughan with colleagues. (Courtesy NASA and The Human Computer Project.)

“I ASKED PERMISSION TO GO [TO THE SPACE PROGRAM BRIEFINGS]. THEY SAID, ‘WELL, THE GIRLS DON’T USUALLY GO.’ I SAID, ‘WELL, IS THERE A LAW?’”

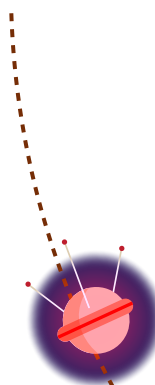
—KATHERINE JOHNSON

same name starring Taraji P. Henson, Octavia Spencer and Janelle Monáe. Christine Darden, their younger protégée who recently retired as a NASA engineer (see sidebar, page 29), is also a subject in the book, although she is not portrayed in the movie, which is set in the 1950s and early '60s.

Their story might never have been widely known if Shetterly and her husband hadn't visited her hometown of Hampton, Va., and heard her father mention that one of her former Sunday school teachers was one of the first African American mathematicians at NASA. Shetterly

seized on the idea for her first book and sold the movie rights before the book was even published in September.

As it is, Katherine Johnson received the Presidential Medal of Freedom in 2015 from President Obama and is the subject of several video interviews by MAKERS, a woman's leadership platform that collects, records and posts videos about women who have made a difference. A building at the Langley Research Center in Hampton was renamed the Katherine G. Johnson Computational Research Facility on May 5, 2016, in her honor. She also received the NASA astronauts' "Silver Snoopy Award,"





Scene from the movie *Hidden Figures*, due out Dec. 25. It stars Taraji P. Henson, Octavia Spencer and Janelle Monáe as Johnson, Vaughan and Jackson, respectively.

given to people who have made an outstanding contribution to flight safety and success.

Johnson had graduated from college by the time she was 19 (as had Dorothy Vaughan). Johnson's mother had been a teacher, and her daughter followed in her footsteps, teaching high school math for seven years. She married and had children. In the early 1950s, after her husband died, she took a job at NACA, having heard about an opening through a family connection.

Hundreds of African American human computers had started working for NACA in 1941, after President Franklin D. Roosevelt, under pressure from labor and civil rights leaders such as A. Philip Randolph, signed Executive Order 8802 prohibiting racial discrimination in hiring in the defense industry. The female black mathematicians were referred to as "colored computers" and were largely segregated from their white counterparts.

Johnson's talent stood out. At a time when the U.S. was gearing up for the race to space, she helped compute the path that would get us there. By the time she retired in 1986, her computations had an impact on every mission from Mercury to the Space Shuttle. Her computations were so relied upon, in fact, that astronaut John Glenn asked that Johnson confirm the calculations of the electronic computers used in his 1962 orbit around the earth.

Mary Jackson, who died in 2005 at age 84, earned a degree in math and physics and taught school in Maryland before joining NACA in 1951. She began her career there as a human computer, but in five years was promoted to aerospace engineer after participating in a special training program. Her work led her to analyze data from wind tunnel experiments and to understand air flow. She also worked to help women and minorities in their careers by advising them on pathways to advance from mathematician to engineer.

Dorothy Vaughan, who also passed away in 2005 at age 98 and had been a teacher early on, was hired by NACA in 1943. At the time, most of the African American women in the institution never moved beyond the computer pool, but Vaughan rose to become NACA's first black manager in 1949.

Johnson, Jackson, Vaughan and the other African American human computers broke multiple barriers during their time — though Johnson, for one, never thought of her actions as anything other than an effort to do her job, and do it well.

"When the space program came along, I just happened to be working with guys, and then they had briefings on it," Johnson said in a 2011 interview. "I asked permission to go. And they said, 'Well, the girls



## Standing on Shoulders

Christine Darden followed in the steps of others, then blazed her own trail

By Dina Martin

**CHRISTINE DARDEN** always liked “knowing things.” As a child, she remembers, her mother gave her a talking doll, which she promptly cut up to examine how it worked.

“My dad taught me to work problems at an early age. I was able to change tires on the car and use a coat hanger to make brakes for a bicycle,” she says.

That abiding interest in the way things worked, combined with some encouraging parents and an inspirational teacher or two, propelled Darden, now 74, into a 40-year career as an engineer with NASA, where she became an expert in sonic boom research.

An African American, and a female working among male scientists in 1967, Darden was a protégée of a group of African American women who were called into service nearly two decades before her as “human computers” at NACA, the predecessor to NASA. Thanks to those female pioneers who crunched the data, Darden was able to advance further, earning a master’s and a doctorate in mechanical engineering along the way.

Darden’s academic calling was rooted in her love of math and geometry,



fostered partly by a nurturing teacher.

“My love of and appreciation for mathematics deepened considerably under my plane geometry teacher in high school,” she says. “On the day at school that we ‘exchanged places’ with the teachers, I was the geometry teacher. I continued to be in contact with that teacher, and we visited several times over nearly 60 years until she passed last summer. My decision to major in math was made firm in her class.”

Darden herself became a math teacher during her first few years out of college, in Brunswick County and then in Portsmouth, Va. Although she had offers to teach at two colleges after earning her master’s degree, she instead chose to join NASA, starting as a data analyst.

Darden learned an important lesson about speaking up for what’s right when she found she was going to be laid off while a young man with less experience

was going to replace her.

“That upset me,” she says. “I asked, ‘Why is it that women who come here with the same background are put in the computer pool?’ That’s when I got into the sonic boom program and stayed there 25 years.”

During that time, Darden performed tests and developed models in atmospheric studies, researching ways to change the design of an airplane and how people react to sonic booms. Later, she advanced to management and strategic planning, and even made the first cut when she applied to become an astronaut.

Just recently retired and living in Hampton, Va., Darden still sees her friend, Katherine Johnson, one of the human computers who paved the way for her at NASA. And like Johnson, Darden says, “It was never a bad day to go to work.”

don’t usually go.’ I said, ‘Well, is there a law?’” She was allowed to go to the meetings.

She was most proud of being part of the Apollo mission to the moon.

“You determined where you were on earth when you started out and where the moon would be at a given time,” she reveals in her MAKERS video interview. “We told them how fast they were going and that the moon

would be there by the time you got there.”

Describing mathematics much later in life, she said, “It’s just there. It’s always been a part of whatever I was doing. You’re either right or you’re wrong. That I liked about it.”

See *Katherine Johnson’s MAKERS interview* at [makers.com/katherine-g-johnson](http://makers.com/katherine-g-johnson).

## Enter The Search for Hidden Figures contest!

The contest, presented by PepsiCo and 21st Century Fox, is open to females with talent in STEM who haven’t yet been recognized for their work or potential. Tell judges how you’ll use STEM to change the world, and you could win scholarship money, prizes, and opportunities that will help you pursue work you love. Apply by Dec. 10 at [searchforhiddenfigures.com](http://searchforhiddenfigures.com).





Educator Camie Walker, who works with fifth-graders at Murdy Elementary School, says engineering is the pathway between math and science and language arts.

## Real-World Science

For Camie Walker's elementary students, engineering makes math and science relevant

By Sherry Posnick-Goodwin Photos by Scott Buschman

"YESTERDAY WE MADE 'Play-Doh' from flour, water and salt. Today our mission is to build a *better* 'Play-Doh' and improve on our model. How can we do that?" asks fifth-grade teacher Camie Walker.

In her white lab coat, Walker looks more like a scientist than a teacher. And in some ways, she is. This Garden Grove Education Association member has been experimenting with ways to incorporate engineering into curriculum to foster student engagement, motivation and excitement about learning.

Her experiment appears to be working. The young scientists in her classroom, wearing lab coats with "Future Engineers" printed on the back, are quick to raise their hands and spout hypotheses on ways to improve the texture of the homemade material, so that it's smooth, soft and moldable instead of soggy, gooey or flaky.

"You have to add things a little bit at a time, or it gets too sticky or too liquidy, or it sticks to the bag," explains student Tina Huynh.

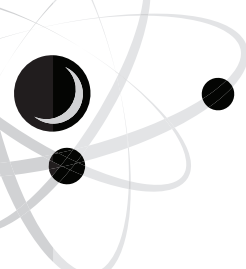
Walker's fifth-grade students, working with visiting

first-graders, record their data in notebooks and do tests to determine the right consistency. Though more than 50 students making "Play-Doh" in one classroom could easily turn into bedlam, they are on task and serious about their assignment, while also having serious fun.

The Murdy Elementary School teacher never thought much about engineering until she kept hearing the term STEM pop up in education circles, which stands for science, technology, engineering and math. Of these letters, she knew the least about what the E entailed, so she enrolled herself in a multiday Engineering is Elementary class created by the Museum of Science in Boston, where engineers teach teachers about implementing engineering projects in the classroom. It was love at first lesson.

She learned that children are fascinated with building things and taking things apart to see how they work, which makes them natural-born engineers. Because engineering activities are based on real-world technologies and problem-solving, children discover how math and science are relevant to their lives.





“To me, engineering is the pathway between math and science and language arts, so students can make connections to what they are learning in ways they never could before.”

When Haiti was devastated by an earthquake, Walker taught about building codes and earthquake readiness. Her husband, an architect, designed a machine that could replicate a magnitude 7.0 quake on a small scale. Her students built small structures as an experiment to see what kind of buildings were sturdy enough to remain standing during an earthquake. In the first attempt, all of the students’ creations crumbled, much like the poorly constructed buildings in Haiti.

“Even though many of the models failed, the joy of engineering is that kids can collaborate, revise and try again,” says Walker. “Engineering teaches a positive growth mindset in a way I’ve never seen before. Students build something, test it, and move on. One hundred percent of the students found success in the rebuilding of their structures. They were so excited, and there was so much pride.”

She took the project a step further after she told her students about a Haitian child named Duprene whose mother was severely injured in the earthquake. Duprene was supporting his family by making and selling bracelets on the street. The students wanted to buy his bracelets.

“But my students were told no, because there were not enough bracelets available, and it would be a hardship for him to fill a large order. So students created bracelets in Murdy blue and gold and sold them to the student body, donating the funds to Duprene. At the end of the year, a package came. Duprene had worked for months creating bracelets of his own to share with students.”

The experience is an example of what she hopes will motivate students throughout their lives: taking what they learn and using it to help the world.

She created a program, “Prepare/Care/Share: Using Engineering



Walker learned that children are fascinated with building things and taking things apart to see how they work, which makes them natural-born engineers.

“THE JOY OF ENGINEERING IS THAT KIDS CAN COLLABORATE, REVISE AND TRY AGAIN. ENGINEERING TEACHES A POSITIVE GROWTH MINDSET IN A WAY I’VE NEVER SEEN BEFORE.”

—CAMIE WALKER, GARDEN GROVE EDUCATION ASSOCIATION

to Make Global Connections,” with some help from CTA’s Institute for Teaching. The IFT grant, renewed this year, allows teachers to partner with parents and the after-school Kids Club to provide students with hands-on experiences using Engineering is Elementary curriculum. Her STEM program incorporates Next Generation Science Standards and Common Core.

Walker is a member of the Instructional Leadership Corps, a collaboration of CTA and Stanford University, which prepares teachers to train teachers in best practices for implementing the new standards. She is proud to be part of this program that is breaking new ground in professional development.

Last year, she was one of 34 teachers nationwide to complete a food science training program that’s a partnership of the Food and Drug Administration, the National Science Teachers Association, and Graduate School USA. The weeklong training, which took place in Washington, D.C., emphasized nutrition, food handling, food preparation, and understand-

ing the development and spread of foodborne illnesses.

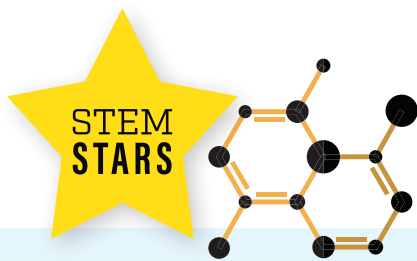
She immediately incorporated some of what she learned into the classroom. Students got a firsthand lesson in germs when they visited different locations in their school (including bathrooms), swabbing various locations and then seeing whether their samples grew bacteria in Petri dishes. Glow-in-the-dark powder in various places allowed them to see germs “glowing” as they spread.

“They learned that you must do a really good job of washing your hands,” she laughs. “You shake somebody’s hand, and they shake somebody’s hand, and you have four generations of germs.”

Teaching STEM-infused curriculum has rejuvenated her career after two decades in the classroom.

“I have seen kids who were not motivated to do anything suddenly become motivated. That’s the reason I come to work each day.”





## STEM at Your School: Resources

- **Next Generation Science Standards**  
▶ [nextgenscience.org](http://nextgenscience.org)  
Background information, overview, tools and resources, glossary.
- **Exploratorium**  
▶ [exploratorium.edu](http://exploratorium.edu)  
Provides K-12 interactives, Web features, activities, programs and events. Saturday and summer professional development workshops are available through the Teacher Institute.
- **NASA for Educators**  
▶ [nasa.gov/audience/foreducators](http://nasa.gov/audience/foreducators)  
Lesson plans, teacher guides, classroom activities, video clips, games, posters and more for teachers and students in K-12 and higher education.
- **National STEM Video Game Challenge** ▶ [stemchallenge.org](http://stemchallenge.org)  
Middle and high school students as well as educators are invited to design games that incorporate STEM content or STEM themes in innovative and engaging ways.
- **Master Tools**  
▶ [shodor.org/master](http://shodor.org/master)  
Eight interactive math and science tools and simulations for students in grades 6-12. All simulations and curriculum materials meet the new National Science Education Standards and National Math Education Standards.

See more at  
[nea.org/tools/lessons/stem-resources.html](http://nea.org/tools/lessons/stem-resources.html).

# Ready for the New Standards?

## What you need to know about California's Next Generation Science Standards

Science is central to how we understand and make sense of the world around us. The explosion of digital technology, sequencing of the human genome, and changes in the way we view our planet's environmental sustainability and the number of planets in our solar system, are just a few recent examples of how science has changed the way we live. Science education standards have been updated with this new knowledge, and with advances in our understanding of how students learn science best.

The new state standards for science are called the California Next Generation Science Standards (CA NGSS). They were developed by teachers, scientists and science education experts. The CA NGSS require that science and engineering be taught in grades K-12 to build understanding and skills systematically year on year. The CA NGSS embrace a young person's innate curiosity by introducing science at an earlier age, encouraging students to ask lots of questions, and emphasizing hands-on investigation and discovery.

### Why are the CA NGSS important?

Requiring science and engineering to be taught at every grade is especially important for young children whose families and communities are unable to provide much access to science learning outside of school. The new standards also hold promise to reduce the opportunity gap for girls and for Latino, African American, low-income and other students who have been historically underrepresented in science education and careers.

Through these shifts, the CA NGSS will help ensure that all students receive the same high-quality instruction to prepare them for success in college and 21st century careers.

### How do the CA NGSS work?

The CA NGSS are aligned, grade by grade, with California's new standards for mathematics and English language arts (Common Core). Blending science, math and language arts together makes learning more relevant and fun, while also deepening student learning in all subjects and better preparing students for the real world.

### What is the timeline?

In early November, California became the first state to adopt a Science Framework based on CA NGSS and is now poised to lead

the nation in rolling out a rich, updated, 21st century science curriculum.

Schools are expected to be fully transitioned to teaching based on the CA NGSS for the 2018-19 school year. Between now and then, the California Department of Education (CDE) will release new guidance to aid educators in developing curriculum and selecting instructional materials.

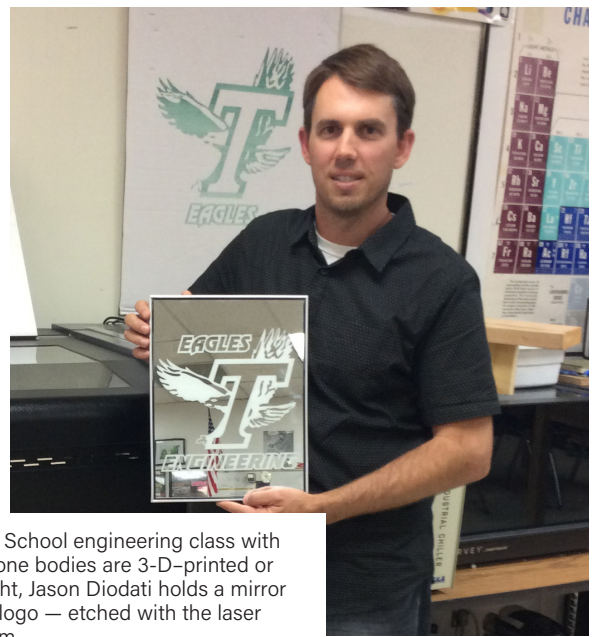
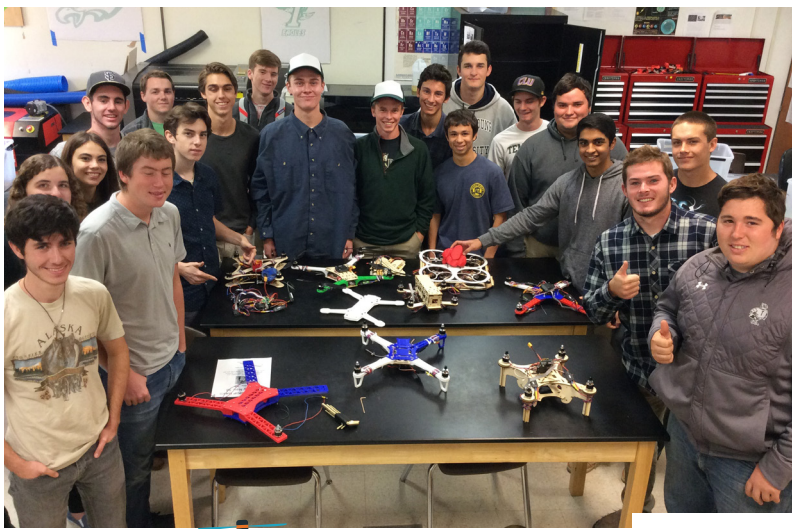
- 2016-17: Science curriculum framework, assessments pilot test.
- 2017-18: Assessments field test.
- 2018-19: Instructional resources, assessments operational.

### Where do I start?

Now is a good time for educators to seek out professional development and to begin experimenting. Take a look at the standards on the CDE website ([cde.ca.gov](http://cde.ca.gov); search for NGSS) and explore some of the introductory videos ([bit.ly/2e2J1gy](http://bit.ly/2e2J1gy)). Talk to your school and district leaders to find out what district plans and resources are available, or try incorporating the new standards into an upcoming lesson. Find more information and instructional resources at [CA4NGSS.org](http://CA4NGSS.org).

*Excerpt from CA4NGSS content prepared by CTA, CDE Foundation, Computer Science Teachers Association, and Children Now.*





Templeton High School engineering class with their drones (drone bodies are 3-D-printed or laser-cut). At right, Jason Diodati holds a mirror with the school logo — etched with the laser cutter behind him.



# Maker Man

## Educator takes a hands-on approach to engineering

This year, Jason Diodati's upper-level engineering students are building and battling drones.

"They'll have to rebuild the ones that get destroyed," says Diodati, who teaches physics and engineering at Templeton High School in Templeton, near San Luis Obispo. Students create and repair the drones and other gadgets using the school's vast array of Maker gear, including 3-D printers and carvers, vinyl and laser cutters, and high-end computers and software.

When he came to Templeton in 2012, Diodati, who has a degree in biology, had never heard of or taught engineering at the high school level. With a passion for alternative energy and the Maker movement (the burgeoning tech-influenced DIY culture), the Templeton Teachers Association member was given free rein to create his own curriculum.

That year he had students convert a 1984 Mercedes-Benz 300 to run on biodiesel, using vegetable oil collected from local restaurants and processed into fuel. He started hunting online for classroom technology grants from organizations and companies for equipment to make things

like signs with the school logo and parts for various projects. He taught himself along with his students.

As he and his students became more advanced, he acquired more sophisticated gear, such as an experimental "mind-reading" system (which monitors electrical activity in the brain for computer functions and programs) with a grant from NEA.

As well as contributing to in-class projects such as electric go-karts and robots, Diodati's students work off-site on their own projects during the year, and showcase their work at Templeton's annual Maker Fair. (Templeton now also boasts a STEM Academy offering certification in general STEM and specialized strands such as environmental, chemical and mechanical engineering, computer and molecular sciences, and health careers.)

"I like project-based, hands-on application curriculum that works for multiple levels," says Diodati, who previously taught chemistry at an East Los Angeles charter school, where he also created curriculum "from scratch." He switched jobs and moved back to the San Luis Obispo area, where he was raised,

after he and his elementary schoolteacher wife started their family.

Diodati has become something of a grant expert, and the grant process to fund class projects is incorporated into his teaching. "Last year I got a career technical education credential for engineering, which opened up \$60,000 in California grant money," he says. "I teach students how to write grants — I want it to be *their* grant. In the past five years, we've received \$30,000 to \$40,000 in student-written grants. If they don't get a grant, I have them try to find out why."

Diodati is now helping share the wealth and build up science at the district's elementary and middle school levels with equipment and curriculum. He's working with middle school teachers to learn and take on instruction of the new tech.

"We play to the educator's strengths," he says. "One teacher is more into fabrics and textiles, so we purchased sewing machines."

He's eager to help other educators as well. "I would love to help other schools set up programs like this," he says, envisioning "a community helping to improve society as a whole." ■

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

Coronado High School's Tunisia Fountain says, "Personal connections are everything. We show students we care about them and are vested in their success."



# Schools for Second Chances

Alternative schools offer youth a different path to success

Elementary school. Middle school. High school. College. It's the road we expect students to travel in life. It's the road, they say, to success.

But sometimes a bump in the road leads students to take a different path, and they may falter. It could be losing a parent, having a child, or becoming homeless or incarcerated. Some of these students wind up in an alternative school, which may be their last chance to earn a diploma before adulthood.

It takes a special kind of educator to take on these students. It requires patience, caring and tough love. And even if students give up on themselves, teachers can't give up on them.

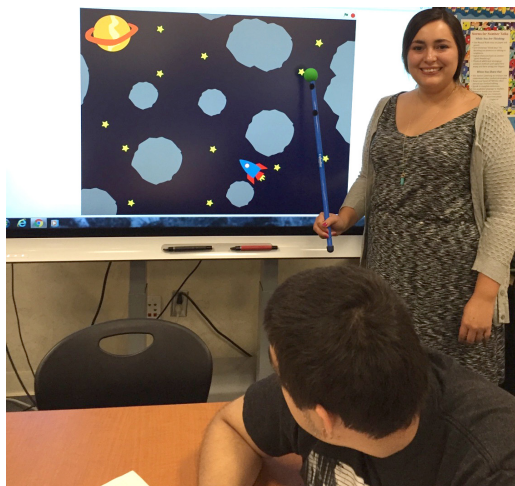
The work, say CTA members, is challenging but ultimately rewarding. They know they are making a real difference in young people's lives.

**What follows are snapshots of three alternative schools:** a court school for juvenile offenders, a dropout recovery and prevention program, and a continuation school. They all offer youths a second chance at school — and life.





Clockwise from top left: Dave Anselmo and Joe Crispin, math and science teachers, respectively, at Table Mountain Court School; Come Back Kids' Alexis Quinonez, who runs a club offering computer programming skills; Table Mountain students grow produce that is sold at the local farmer's market.



## HELPING TROUBLED YOUTH

Table Mountain Court School/Juvenile Hall, Oroville

Kevin, 18, has been at Table Mountain Court School/Juvenile Hall in Oroville for nine months, as a result of making “bad decisions.” After dropping out, he never expected to earn a diploma. But he walked across the stage in September as his mother watched proudly.

“I was given a second chance,” Kevin says. Educators “pushed me to keep going when I didn’t want to. They kept saying, ‘You can do this.’ As I got closer and closer, they kept telling me, ‘Don’t quit now.’”

Though Table Mountain is a locked facility, it has opened doors for some of its students. That’s because dedicated staff do whatever it takes to motivate, engage and encourage them to graduate.

The K-12 school has 20 to 30 students at

any given time. It typically serves students in grades 7-12, who stay anywhere from one day to 18 months.

Students work at their own pace in a combination of independent study, direct instruction and online classes. Because classes are small, teachers can offer individualized attention, and nobody falls

“THESE KIDS HAVEN'T HAD A LOT OF SUCCESS IN SCHOOL OR ELSEWHERE, BUT SOME WILL SHINE WHEN YOU SHOW THEM A DIFFERENT PATH.”

—JOE CRISPIN, BUTTE COUNTY TEACHERS ASSOCIATION

between the cracks, say Butte County Teachers Association members who work closely with probation staff, classified employees, a “transition specialist,” and a Boys and Girls Club after-school program on-site.

“It’s not for everybody,” says science teacher Joe Crispin. “These kids haven’t had a lot of success in school or elsewhere. But some will shine when you show them a different path.”

Math teacher Dave Anselmo says he’s as enthused now as when he began teaching 35 years ago. “Some of these kids are brilliant. But you have to be positive here, or you won’t last long.”

While some believe Table Mountain students are getting a second chance, history teacher Roger Jolliff doesn’t see it that way.

“Most never really had a first chance,” he explains, noting that

many have been abused and neglected. “I say, ‘OK, you’ve made one mistake, but you can move on.’ I ask them to view coming here as an opportunity. It can be both the best and worst thing that’s ever happened to them.”



Special education instructor Scott Bailey oversees The Writing Exchange, a blog where incarcerated youth from five counties blog anonymously. The stories are powerful and personal. (To view, visit [writeyourtruth.blogspot.com](http://writeyourtruth.blogspot.com).)

“It’s an opportunity to vent, purge and process their history,” says Bailey. “They also discover they are not alone.” Students are encouraged to enter local writing and poetry contests, and often place among the winners.

Those who stay for longer periods can venture beyond the locked doors by earning trust. Some attend Butte Community College or work during the day, returning afterward. They can work in a garden and sell produce outside the school in a farmer’s market. Students also interact with public officials at meetings, perform community service, and foster rescue dogs and socialize them so they are adoptable.

“We helped clean Comanche Creek and remove invading plant species,” recalls Adrian, 17. “It felt good to help the town.”

During chance encounters in the local community years later, former students often thank Table Mountain staff and say that the support given to them during their incarceration made a big impression.

“It’s like planting seeds,” says Crispin. “Sometimes we don’t see results until years later. We can only hope that down the road they remember what we taught them so they can make better choices in life.”



Table Mountain history teacher Roger Joliff, above, and Scott Bailey, special education instructor who oversees a blog by incarcerated youth.

## THE ‘COME BACK KIDS’

Come Back Kids charter schools, Riverside County

There were hardships that prevented Jazzmin Cortez from doing well in traditional high school. She had health problems. Her parents lost their jobs, and she was homeless at times. Her grades slipped. As graduation neared, she was 45 credits behind.

To avoid dropping out, she enrolled in Come Back Kids (CBK), a charter school that offers students a second chance. Run by the Riverside County Office of Education, CBK has 23 sites staffed by Riverside County Office Teachers Association members.

Students range in age from 16 to 23. Most are dropouts or have nearly dropped out. They include foster children, young parents,



and those who could not succeed in regular school. Some work full time to support their families. CBK offers a combination of small-group instruction, independent study, and online credit recovery with flexible scheduling. The vibe is friendly. Staff pride themselves on fostering strong personal connections with students — and creating a community where everyone fits in.

“When I came to this program, it felt like home,” says Cortez. “It felt like a safe place.” She earned her diploma in July and is now a student at Riverside Community College.

Success stories such as these are why science teacher Tony Howell loves his job.





"I USED TO THINK ALTERNATIVE EDUCATION WAS WHERE TEACHERS WENT TO WORK WITH 'BAD KIDS,' BUT IN REALITY THESE ARE GREAT KIDS. THEY ARE HIGHLY MOTIVATED, READY TO LEARN, AND WANT TO BETTER THEMSELVES."

—TONY HOWELL, RIVERSIDE COUNTY OFFICE TEACHERS ASSOCIATION



Clockwise from top left: Come Back Kids educators Tabitha Muteti, Tony Howell (with student Jazzmin Cortez) and Malcolm Anderson help their students "reach for the stars," as Muteti tells them.

"There's never a morning where I don't want to go to work," says Howell, who goes from site to site to conduct science labs. "I used to think alternative education was where teachers went to work with 'bad kids,' but in reality these are great kids. They are highly motivated, ready to learn, and want to better themselves. It's a choice to come back to school, and they are in control of their own learning"

Since it began in 2008, CBK has produced close to 2,000 graduates, and the county's dropout rate has decreased by 2.3 percent.

"We have a 7.7 percent dropout rate

in Riverside County," observes Malcolm Anderson, who coordinates vocational training. "So I love being part of changes that serve students as never before. I was a Come Back Kid when I was a young guy. I went to opportunity school, dropped out, then passed the California High School Proficiency Exam. I worked at a number of jobs, woke up in my early 30s, earned a college degree, and enrolled in a credential program. When it came time to choose where I would do my practicum, alternative education seemed like the natural choice."

It can take more than one try for some

students, says Alexis Quinonez, who runs a club called Tech Ninjas offering basic computer programming skills. "Sometimes a student will start here and not be very serious about it and drop out. Then they re-enroll and show dedication and drive. I like that we can offer second and third chances. But I am tough on students. If they aren't doing their work, they can't be in the program."

Helping students who have been away from school, sometimes for years, with credit recovery is a challenge, says Tabitha Muteti, who is credentialed to teach students with mild to moderate disabilities. Some are at elementary school reading and math levels. Her intervention classes help get them up to speed, and she is amazed at the progress they can demonstrate in a short amount of time when there are no distractions.

"I always tell my students to reach for the stars — just go and grab them," she says, reaching for imaginary stars. "I let them know it's never too late."





At Coronado High School, clockwise from above: Monica Cruz (shown with Daniel and Adrian Ortiz) teaches leadership; Rebeca Peters teaches independent studies; Luis Barriga teaches art and also coaches sports.



## SHATTERING MYTHS

Coronado High continuation school, West Covina

Recently, students from Coronado High School took a field trip to the beach to conduct scientific experiments. They were so well behaved that a passerby asked if they were students from a posh private school nearby. There was disbelief upon learning they were from a continuation school.

Shattering stereotypes is something that comes naturally to Teachers Association of West Covina members who work at the site. But it wasn't always true, and they credit former Principal Armando Marentes

with initiating huge changes that led to Model Continuation School awards in 2011 and 2013 from the California Department of Education. At 65 percent, the graduation rate is high for a continuation campus.

"We had to understand that the traditional way of school didn't work for these kids before they came here, and it wasn't going to work now," says Marentes. "We had to change the culture and build the school around the kids, rather than making the kids mold to the school."

Marentes retired last summer and was replaced by Principal Veronica Pendleton, who inspires students as a former continuation student herself.

The school's 50 rules were streamlined

down to eight. Positive reinforcement took precedence over punishment. Staff decided to create a culture that emphasized consistency, fairness and clear expectations. The "bad kids" were treated like other kids — who went on field trips, performed community service and planted a garden. Staff even took them on camping trips.

Teachers set a goal of building stronger personal connections to help students succeed.

"Personal connections are everything — it's our currency," says English teacher Tunisia Fountain. "We show students we care about them and are vested in their success. It keeps them coming to school and out of trouble."





Coronado English teacher Tunisia Fountain does an activity with her students.

“MANY BELIEVE THEY ARE FAILURES OR INCAPABLE OF ACCOMPLISHING SOMETHING, AND SO THEY STOP TRYING. IT’S OUR JOB TO ENCOURAGE THEM TO KEEP TRYING.”

—TUNISIA FOUNTAIN, TEACHERS ASSOCIATION OF WEST COVINA

What’s sometimes challenging, she admits, is getting students to believe in themselves.

“Many believe they are failures or incapable of accomplishing something, and so they stop trying. It’s our job to encourage them to keep trying.”

The school offers child care in a state-of-the-art facility, along with parenting and child development courses.

“I learned how to be a parent here,” says 12th-grader Isabella Torres, mother of a 1-year-old. “Without this school, I’d have no one to help me. I’d be at home. I missed five months of school when she was born. It feels good to be back on track to graduate.”

Students play on sports teams against other continuation schools, which provides incentive to keep their grades up. Luis Barriga, an art teacher who coaches, believes sports are an important way to foster communication, teamwork and collaboration that may be lacking in some students.

“Good sportsmanship promotes good citizenship,” Barriga observes.

Also unique is the leadership class taught by Monica Cruz, where students learn how to advocate for themselves and others.

“I can honestly say this is the best school I’ve ever been to,” says Cindy Sosa, 17. “I used to be truant or late every day. But

I’ve completely changed. I’m hoping to graduate early. Now, as a leader, I go to school board district meetings and have met with the school board president. I never saw myself in this position before.”

Independent studies teacher Rebeca Peters loves graduation time the best. He says everyone cries when students take the stage.

“Some of these kids were kicked out of traditional schools. Some live with their grandparents because their parents are incarcerated or unfit. Some work the graveyard shift. They fell through the cracks in other places. And we’ve given them a second chance. There’s nothing better than that.” ■



CTA Board members and officers celebrate the passage of Prop. 55 on election night.

Alhambra Teachers Association members get out the vote.



# Support for Our Students

California voters invest strongly in public education

**C**alifornia voters once again showed overwhelming support for investing in public education and a better future for our students in the Nov. 8 election.

CTA-supported Propositions 55, 58 and 52 all passed by large margins. Prop. 55 protects schools and 9 million students from billions in funding cuts; Prop. 58 gives students more opportunities to learn

languages; Prop. 52 maintains billions in federal funding for health care for low-income children so they come to school ready to learn.

“California’s voters are truly committed to providing our students with a quality public education, and their overwhelming support of Prop. 55 shows they never want to go back to the days of devastating cuts that drastically impacted our schools and





Members of the Chico Unified Teachers Association walking precincts.



Sequoia District Teachers Association members make the calls.

“EDUCATORS WANT TO WORK WITH PARENTS AND COMMUNITIES TO BUILD ON THE IMPROVEMENTS WE’VE MADE, AND TO ENSURE ALL STUDENTS ARE READY FOR 21ST CENTURY JOBS IN THE GLOBAL ECONOMY.”

—ERIC HEINS, CTA PRESIDENT

communities,” says CTA President Eric C. Heins. “Educators want to work with parents and communities to build on the improvements we’ve made, and to ensure all students are ready for 21st century jobs in the global economy.”

Educators also praised the election of California Attorney General Kamala Harris to the U.S. Senate. Harris demonstrated that education is one of her top priorities with her focus, in part, on the need to foster more respect and involvement for teachers, rather than imposing mandates without their input, and to invest more in our public schools.

CTA members made a real difference in the passage of Props. 55, 58 and 52. Get Out the Vote efforts by members were key. The field-based State Council’s initial GOTV kickoff over the Oct. 22-23 weekend was particularly effective:

- More than 1,000 educators and volunteers walked precincts, phone-banked, and wrote more than 12,000 postcards.
- CTA members contacted nearly 40,000 voters.
- Field efforts were bolstered by public and media visibility, as well as intensive social media activity throughout the state. Many television stations,

## Tally: Campaign 2016

Two CTA-recommended candidates in key federal contests fared well in statewide voting. Kamala Harris was elected U.S. senator with a 63 percent majority, and 62 percent of California voters chose Hillary Clinton for president.

In legislative and congressional races, CTA won in 91 of 112 races in which it supported candidates, including wins for labor candidates Ash Kalra (Assembly District 27) and Al Muratsuchi (Assembly District 66). At press time, five races remained too close to call.

Of the 36 local ballot measures CTA supported, 34 passed. Of the 218 candidates CTA recommended for local school boards, 142 won and 76 lost.

newspapers and digital outlets covered our work.

- Heins held news conferences in San Jose with state Superintendent of Public Instruction Tom Torlakson, state Sen. Ricardo Lara (sponsor of Prop. 58), and local educators; and in Concord with state Treasurer John Chiang, Torlakson and local educators.

The groundswell of GOTV activities by CTA members in the final weeks and days paid off, says Heins. “Educators gave it their all for students in this election.”

“As educators, we know quality public schools and colleges build a better California for all of us, and that’s why we are committed to working with parents and local communities to help every child get the quality public education they deserve,” Heins says. “We are leading efforts to improve the teaching profession, and we’ll continue to advocate for social justice, equity and equal rights for all.”

Watch Heins’ message about the election and CTA’s work going forward at [youtu.be/c4C8E--wzQY](http://youtu.be/c4C8E--wzQY).



Teams from various CTA locals attend a recent workshop on the new LCFF Evaluation Rubrics. At left, members of the Montebello Teachers Association. Below, members of the Inglewood Teachers Association.



# Getting Comfortable

Training, workshops help familiarize educators with state's new accountability system Story and photos by Frank Wells

**IN NOVEMBER**, the California Collaborative for Educational Excellence (CCEE) launched a statewide series of workshops on the state's new local control funding, accountability and continuous improvement system. The all-day sessions, each of which drew hundreds of participants, came on the heels of new accountability rubrics recently adopted by the State Board of Education.

The Legislature created the CCEE to provide advice and assistance to county offices of education, school districts and charter schools in achieving their LCAP goals. November's workshops were part of a professional development component designed to better familiarize stakeholders with the Local Control and Accountability Plan (LCAP) system and with the new rubrics. CCEE will also be working directly and closely with targeted local education agencies and developing support models for LCAP implementation.

Ishwara "Iish" Ryaru is a former Bay Area high school history teacher and school administrator now serving as a training and outreach director for CCEE. Ryaru gives an overview of the new rubrics at the workshops and finds participants coming with differing backgrounds and knowledge levels.

"We have people coming who've been following this closely since the beginning, and others for whom this is all brand-new,"

he says. "Some are interested parents; some are part of district or local teams; others are individual teachers and administrators. It's our hope to meet those varying levels and get people more comfortable with the LCAP and accountability rubrics, which are quite a change from the old way of doing things."

## Radical Shift

Ryaru is right about that. In addition to the radical shift away from categorical funding to a system that directs even more resources to districts and schools with populations of students with higher needs, the Local Control Funding Formula (LCFF), along with the replacement of No Child Left Behind by the Every Student Succeeds Act, has brought major changes to the ways school and student population growth and achievement are gauged.

Whereas performance was formerly represented by a single indicator (the Academic Performance Index score), it will now be measured using multiple indicators. These indicators are divided into state indicators (such as suspension rates, graduation rates and English/math assessments) and local indicators (such as school climate, parent engagement and appropriately assigned teachers).

Performance on state indicators will be measured by the



state using a color-coded scale with five levels: Blue (highest), Green, Yellow, Orange and Red (lowest). Performance on local indicators will be determined locally as met, not met, or not met for two years or more.

Among those attending the workshops have been CTA leaders and staff, and local chapter leaders, some of whom came with local union teams. Lorraine Richards, president of the Montebello Teachers Association (MTA), came with members of her district’s LCAP advisory committee. Richards, who also serves as a CTA liaison to the State Board of Education, has witnessed the development of the new system and has heard much of the public comment.

“It’s clearly better to have multiple measures as opposed to a single number, and a rubric that matches the areas of focus for the LCAP,” she says. “There will be an adjustment period. Some parents expressed frustration and actually want that number, but in the long run I think they’ll learn that this will actually tell them a whole lot more.”

### Next Steps

Richards found the CCEE workshop a good opportunity for members representing various grade levels and subject areas to hear varying perspectives on how the new system would apply. MTA has planned follow-up training from CTA, as well as a blitz of school site visits to further educate members about local control funding and the new rubrics.

In December, CCEE will begin work on an LCFF Content Library offering resources to different constituencies. In the spring, it will offer a new series of workshops focusing on an LCAP template. Ongoing efforts will focus on strengthening many of the key tenets of LCFF, such as continuous improvement, collaboration and equity.

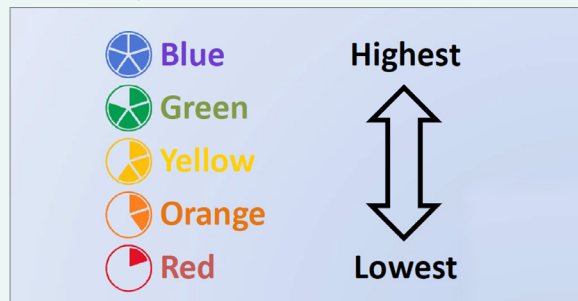
For its part, CTA will continue to provide guidance and support to members, local chapters, parents, districts and others as they implement LCFF and LCAP. Some of this support will be provided through the CTA Instruction and Professional Development Department. Additionally, all CTA field staff will have extensive LCAP training after Jan. 1. For additional information on LCFF and LCAP, and on CCEE workshops and resources, visit [cta.org/lcff](http://cta.org/lcff) and [cee-ca.org](http://cee-ca.org). ■

## What Did LCFF Change?

Before	Now
State-directed categorical programs	Local authority able to direct spending to greatest local needs
Lack of additional funding for at-risk students	Additional funding for low-income students, English learners and foster youth
Performance represented by a single performance indicator	Performance represented by multiple performance indicators
Performance measured by achievement OR growth	Performance measured by achievement AND growth
Performance measured by student test scores	Multiple measures that go beyond student test scores
Support was prescriptive, with certain models required to be adopted	Support providers work side by side with Local Education Agencies

### State Performance Categories

Performance on state indicators such as suspension rates, graduation rates and English/math assessments will be measured using a color-coded scale from Blue (highest) to Red (lowest).



### Status and Change Data Layout: All Students

Performance on local indicators (at bottom of panel) will be determined locally as met, not met, or not met for two years or more.

Status/Change Report	
State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate	
English Learner	
Graduation Rate	
College/Career	N/A
English Language Arts Assessment	
Mathematics Assessment	
Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two Years
Local Climate Survey	Met

Source: California Collaborative for Educational Excellence

# Bargaining Roundup

Details of these stories at [cta.org/bargainingupdates](http://cta.org/bargainingupdates)



SUTA members show their spirit in a chapter video.

## ▲ Selma Settles

On Nov. 9, the **Selma Unified Teachers Association** reached tentative agreement with Selma Unified School District, Fresno County. In addition to adding language about notifying staff when safety concerns arise and placing written timelines on abating job hazards, SUTA inserted written procedures for site and district problem resolution. Educators will receive a 3 percent increase on all cells and a 1.15 percent increase per step at steps 16, 17 and 18. Educators will also receive the difference between the \$14,000 benefits cap and the cost of the plan they chose, if any.

During negotiations, SUTA members wore buttons, attended board meetings, and posted on social media in support of chapter strength and solidarity. Their posts included an uplifting video, which you can see at [youtu.be/eetwzC56VE0](https://youtu.be/eetwzC56VE0).



Rally by PETA members, parents and students at a mediation session.

## ◀ Perris in Mediation

**Perris Elementary Teachers Association (PETA)** is at impasse with Perris Elementary School Board (PESD), Riverside County, and held its first mediation session in early November. While the teacher shortage intensifies, PESD continues to offer substandard pay that makes hiring the next generation of educators for the community difficult. PESD continues to deny retroactive pay and has asked for any raise to be contingent on adding three more days to the school calendar. At board meetings and a mediation session, PETA has rallied with parents and students who support a competitive contract that prevents Perris from losing its great teachers to better pay and benefits elsewhere.





Educators from Burroughs Elementary School in Fresno show their support of FTA's key issues such as class size reduction and full-time social and emotional supports.

## Transparency in Fresno

Some 450 **Fresno Teachers Association** (FTA) members representing 82 schools turned out in early November to bargain *transparently* with Fresno Unified School District. FTA offered the district two scenarios: to bargain in front of all FTA members, or to bargain with an FTA team limited to 12 but with closed-circuit TV so that other members could see and hear the process. The district declined both options, and held to its proposal of a 2 percent raise, with all future increases tied to evaluations.

## Durham School Board Refuses to Sign Agreement

After a tentative agreement was reached between the **Durham Unified Teachers Association** (DUTA) and Durham Unified School District (DUSD), Butte County, administrators now say school board members may renege by not ratifying it. The agreement was ratified by the teachers Oct. 21. As of Dec. 2, 2016, the school board had yet to complete the ratification process. DUTA filed an unfair labor practice charge that the DUSD school board failed to ratify the agreement and that district administrators failed to recommend the agreement they signed.

"This agreement was reached in good faith in accordance with the Educational Employment Relations Act, the law that governs collective bargaining for K-12 public education in California," says DUTA President Davis Van Arsdale. Under the law, DUTA is obligated to negotiate in good faith, and the district superintendent and business manager must support the tentative agreement they signed for ratification by the school board.

The three-year agreement includes a 3 percent salary increase for 2015-16, and restructured salary schedules for 2016-17 and 2017-18, along with an ongoing increase to medical benefits.

"We are still hopeful the school board will ratify the agreement reached by its administrators and its teachers, and see this as a first step toward mending relationships, building trust and providing the quality education our students deserve," Van Arsdale says.

See a video of DUTA members describing how they feel about the situation at [bit.ly/2eGCnfY](http://bit.ly/2eGCnfY).

## Dos Palos-Oro Loma Educators Get Respect

After months of negotiations and an impasse that threatened a strike, the **Dos Palos Oro Loma Teachers Association** (DPOLTA) and Dos Palos Oro Loma Joint Unified School District reached a tentative agreement in October.

The agreement calls for a 9.2 percent increase over two years. This includes an additional \$1,000 for medical benefits, a fully retroactive 7 percent raise over two years, \$3,000 per year added to teacher salaries after the 28th year of service, and an additional \$3,000 per year after the 30th year with the district, located in the San Joaquin Valley.

"Our focus has been on getting a fair settlement that attracts and retains quality teachers by raising a salary schedule that provides competitive compensation based on funding the district is receiving and on the needs of our students," says Marty Thompson, DPOLTA president.

Thompson expressed deep gratitude to the Dos Palos-Oro Loma parents and community. "We saw how much this community values and supports its teachers. That means the world to us and strengthens our resolve to make Dos Palos Oro Loma an even better school district as we move forward."

## Yuba City School Board Members Ousted

In November, the **Yuba City Teachers Association** played a key role in electing three new members to the Yuba City Unified school board, Sutter County. The ousted board members were among those who had forced the teachers strike in September.

Parents are starting a recall vote for the remaining board members who refused to negotiate a fair contract with YCTA. YCTA members say they support the recall efforts, noting the board is hiking administrator salaries without demanding extra work time — something they tried requiring of teachers.

"Achieving a fair contract and now electing these school board members was a team effort," says YCTA President Dina Luetgens. "We are one, and we will get this one."

By Cynthia Menzel, Mike Myslinski and Ed Sibby.

**#OurVoiceAtTheTable**



## How to Teach **Introverts**

Create school settings where quieter kids can succeed, too

By Sherry Posnick-Goodwin Photo by Scott Buschman

**WITH SO MUCH** emphasis on collaboration, flipped instruction and project-based learning, there's one group of students who may be overlooked in today's classroom.

That would be introverts. While interactive classrooms may be fun, engaging and stimulating for many students, introverts can feel overwhelmed and unable to concentrate.

Introverts living in an extroverted world have challenges, notes Susan Cain, author of *Quiet: The Power of Introverts in a World That Can't Stop Talking*. They may become invisible to others (including teachers) since they are usually listening and observing rather than talking. And they might appear to be shy, depressed, antisocial or not grasping the material, when in reality they just function better in a quieter, low-key environment where they can work independently.

A 2011 study found K-12 teachers rated quiet children as having the lowest academic abilities and the least intelligence, compared with children who were talkative. However, other studies show introverts perform better on tests, because they enjoy working alone. According to the Florida-based Center for Applications of Psychological Type, half of all Americans are introverts.

Michael Godsey, an English teacher at Morro Bay High School, became aware of the needs of introverted students after observing classes at a neighboring high school. He recalls that nearly all of the 26 teachers he observed had students arranged in groups or sitting with partners. Some students spoke to him later about their need for quiet learning environments. Some described their love for silent sustained reading time; others shared that they appreciated quiet study hall sessions.

Intrigued by what he heard, Godsey reached out to students who sat quietly in his own classroom for their insights. He also visited a public school for at-risk teens where students sat in traditional rows of desks with direct instruction. Some confided that they were thriving in this quieter environment, and that they could not function in the interactive classrooms at their former schools.

Godsey, a San Luis Coastal Teachers Association member who is not an introvert, has written extensively on this topic for *The Atlantic*. He believes there are degrees of introversion, and environment and life events may impact introversion at various times.





“PEOPLE OFTEN DESCRIBE INTROVERTS WITH WORDS LIKE ANTISOCIAL, LONER, ALOOF OR UNFRIENDLY, WHEN INTROVERTS ARE SIMPLY ENERGIZED BY QUIET SPACE, INTROSPECTION AND DEEP RELATIONSHIPS.”

What can educators do to help introverted students? We asked educator and introvert expert Michael Godsey for his thoughts.

### **Have technology and the new California standards changed schools to favor extroverted students?**

There's clearly been a transition from a teacher-centered pedagogy that often focuses on a specific subject or text, to student-centered engagement that prioritizes collaboration, social networking, speaking and listening skills, and so on. Just as lectures, tests and silent reading probably favored introverted students, these latest trends — if applied thoughtlessly — surely favor the extroverts.

### **What are misconceptions teachers may have about introverted students?**

People in general often describe introverts with words like antisocial, guarded, loner, aloof or unfriendly, when introverts are simply energized by quiet space, introspection and deep relationships. And while it's convenient and efficient to refer to people as introverts and extroverts, the two personality types are extreme poles on a continuum. We all move around that spectrum to some degree.

### **Are introversion and shyness the same?**

Not at all. I agree with Susan Cain that shyness is about a fear of social judgment, while introversion is about a response to stimulation, particularly social stimulation. It's a little frustrating to see the two conflated so often, because we should be nurturing a confident growth mindset in each child (thus decreasing their shyness), while remaining attentive to the dangers of social burnout.

### **Do schools look at introversion in students as something that needs to be overcome? If so, is that a mistake?**

There's an undeniable trend toward teamwork, group seating, networking, collaboration, and so on. These are all good things, but I wonder how often the child who gets tired and wants to quietly read appears antisocial. And I think that a class that's reading or listening quietly is now often described as “unengaged.” For introverts, that's often exactly when they are most profoundly engaged. One college dean proudly announced that his school's “active learning” classrooms break students out of their comfort zones. What is that called — a pedagogy of discomfort? What a strange philosophy to proclaim.

### **Can teachers teach to both introverts and extroverts?**

Absolutely. We have to. We're all more introverted or extroverted on different days or in different situations. To some degree, we can all use some quiet time to recharge. And at the same time, 90 consecutive minutes of reading (or test-taking) is going to deeply aggravate the extroverted part of every student.

### **Do teachers sometimes unwittingly pressure quiet students into participation that can be traumatizing?**

I've unwittingly pressured students. How one encourages students to come out of their shell goes back to the difference between shyness and introversion: Rather than abruptly bringing them into the conversation, a teacher can focus on giving introverted students a chance to

## **Five Tips**

How to help introverted students succeed in class:

- 1 Allow them a chance to thoughtfully prepare their responses.
- 2 Allow them a chance to reflect on their learning before immediately applying it.
- 3 Recognize that some appreciate direct instruction occasionally.
- 4 Structure group dynamics so that extroverted students don't dominate (everyone gets 30 seconds to speak, for example).
- 5 Create opportunities for participation beyond discussions or games. For example, collaboration on a shared document, or a more thoughtful role in a group.

quietly prepare their responses, which will help with both their confidence and the quality of their answers.

### **Does helping introverted students thrive sometimes mean reining in extroverted students?**

I can't tell you how many blogs and articles I've read from introverts going crazy because a teacher continually favors quick answers and immediate and enthusiastic participation. Many are simply asking for a little time to think or write down their answers rather than just shouting them out. But again, we all have varying needs for both stimulation and reflection, so the idea is to allow for both without consistently reining in. →

## The Introverted Teacher

### What if a teacher has introverted tendencies?

“PEOPLE SAY YOU CAN’T be an introvert and a teacher because you talk to people all day long in your job,” says Stephanie Farmer. “But that’s not true.”

Farmer, a chemistry teacher at Dougherty Valley High School, admits the subject has been a sore spot for years, going back to her own days as a student.

“I learned best in a quiet setting where I could work on things by myself,” says Farmer, San Ramon Valley Education Association. “In college, I took a letter-grade deduction in my German class because I couldn’t — and wouldn’t — put on a ridiculous skit, because it wasn’t authentic to me. I felt like that needed to be respected.”

A recent *Harvard Business Review* article noted that many are suffering from “collaborative overload” in the workplace, including teachers. Perhaps that is because over the past two decades, time spent by employees in collaborative mode has ballooned by 50 percent or higher.

Michael Godsey, who recently authored an article about introverted teachers for *The Atlantic*, notes teachers face expectations to be either fully engaged with students or collaborating with colleagues in such activities as beginning teacher support programs, department meetings, PLC time, mixers, union meetings, back to school night, and parent conferences. As a result, they get little downtime — and introverted educators are at risk for burnout.

A recent study by researchers in Spain showed correlation between burnout and introversion, and found that teachers with high scores in emotional exhaustion scored low as extroverts.

“As school districts reportedly spend \$2.2 billion annually on educator attrition, it’s worth considering how to better respond to

the range of other factors, including introverted personality tendencies, that aren’t always compatible with modern pedagogical trends,” Godsey writes.

He says that individuals with introverted tendencies can be excellent teachers, and can use their experiences and knowledge to advocate for introverted students.



Stephanie Farmer



“A LOT OF CREATIVITY COMES FROM BEING CONTEMPLATIVE AND REFLECTIVE, AND LISTENING TO PEOPLE. THAT SHOULD BE VALUED, TOO.”

—STEPHANIE FARMER, SAN RAMON VALLEY EDUCATION ASSOCIATION

Sometimes introverted teachers have to push themselves, he admits.

“Realistically, there are going to be times when somebody is going to have to be more outgoing than they feel. Awareness is the key. If you’re better with a lecture than you are managing group dynamics, then go with your strength and lecture a little without guilt. It’s also OK to stay in your classroom and recharge at lunchtime with the lights off. I know one teacher who walked to a cemetery at lunchtime to get the quiet time he needed. It’s important to take care of yourself.”

Farmer believes it’s time to view introversion as a strength rather than a weakness.

“A lot of creativity comes from being contemplative and reflective, and listening to people. A lot of people say you’re not fully engaged unless you’re jumping around and being vocal. But some people are doing a lot in their head and not using their mouths. It’s a different type of engagement, and that should be valued, too.” ■



# Need More Time?

Apps help you manage time to be more focused, less stressed **By Terry Ng**

As an educator, you probably never have enough time. From grading homework to developing lesson plans, time is behind every aspect of running your classroom and ensuring kids' well-being, and you can't afford to manage it poorly. Properly managed time is key to maintaining a healthy work-life balance, a more productive life and happier one.

Thankfully, technology has given us multiple opportunities to master our time. Here are five time management apps to help you free up your schedule and focus on getting things done.

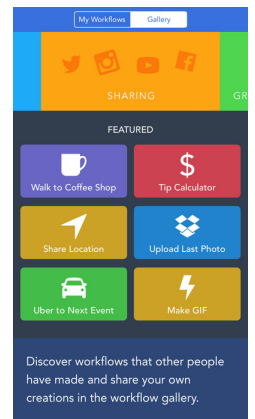
## RescueTime **FREE**

A time-tracking app that records how and where you spend your time online. RescueTime stops you from wasting time with reminders that alert you when you're spending too much time on a specific online task (Facebook, anyone?). Free and premium versions for Mac, Android and Windows.



## Workflow **\$2.99**

Cuts down on wasted time by automating the complex tasks you do on your phone, such as making an animated gif file out of your last three photos, or setting up a reminder for when you get home. Create shortcuts with simple drag-and-drop commands.



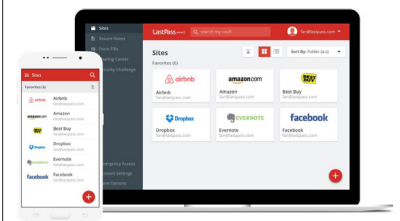
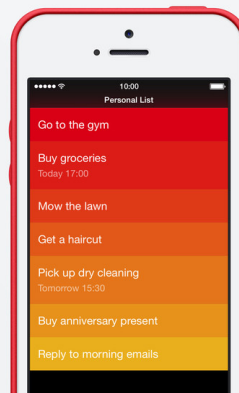
## GoogleNow **FREE**

An intelligent, powerful, voice-powered assistant that processes complicated requests such as directions to an upcoming appointment in your Google Calendar, and traffic alerts before you leave. It uses your behavior to predict what information you'll need before you even ask for it. Free; both iOS and Android.

## Clear **\$9.99**

A simple, well-designed to-do list app that makes it easy to stay on top of everything you need to accomplish. Clear lets you organize your life into digestible categories (and multiple lists), making it possible to conquer each task a step at a time.

Over 2 million people de-clutter their lives with Clear.



## LastPass **FREE**

A password manager that saves you from having to type in your username and password every time you need to log in to an account. LastPass also remembers your contact information, and even generates passwords for new sites.

# Best of the Best

## The 2017 California Teachers of the Year

**INCLUSION. COMPASSION. INNOVATION.** The five outstanding educators selected as 2017 California Teachers of the Year all demonstrate these qualities. Several have overcome difficult life circumstances to rise to the top of their profession.

“These inspiring and innovative teachers enrich the lives of our students while helping them to succeed in 21st century careers and college,” said state Superintendent of Public Instruction Tom Torlakson in announcing the winners in October. “These teachers represent the best of their profession and serve as great examples.”

Each year, county offices of education nominate educators through county-level competitions. A state selection committee reviews candidates and conducts school site visits. The California Department of Education conducts interviews with candidates before the state superintendent selects five winners.

This year’s honorees will be feted at a gala in February. Congratulations!



### JENNY CHIEN ANDERSON

*Vista Teachers Association,  
K-5 STEM teacher*

Jenny Chien Anderson teaches science, technology, engineering and math (STEM) to K-5 students at Casita Center for Technology, Science and Math, Vista Unified, San Diego County.

She has been teaching for nine years. A self-described learning experience designer, she pulls resources from various avenues to remix and refine lessons to create personalized and relevant experiences that focus on each student’s interests.

**“The value of education rests on how educators shape the young minds of tomorrow,”** she says. “By focusing on their strengths, interests and values through a personalized approach, students feel empowered to take action to make an impact in the world.”

She teaches a fourth-grade journalism class, where students produce a morning newscast, and runs a flexible learning space called the Design, Research, Engineering, Arts, Mathematics and Science (DREAMS) lab, where students learn how to code and engage in design challenges aligned to the new state standards. Educators all over the county are modeling their STEM labs after the DREAMS lab.

### SHAUN S. BUNN

*Romoland Teachers  
Association, eighth-grade  
math teacher*



Shaun S. Bunn teaches eighth-grade math at Ethan A. Chase Middle School, Menifee, Romoland School District, Riverside County.

Born in Cambodia, Bunn and his family had to flee the country’s civil war. He remembers dodging gunfire and land mines in the jungle while his family sought safety in Thai refugee camps. These experiences, along with growing up in poverty as an English learner, have led Bunn to lead with passion and compassion for students from all types of backgrounds.

Bunn has been teaching for 11 years, 10 in his current position. He shares his personal struggles to be successful and how perseverance diminished those struggles, saying he wants his students to see him as human.

“Sometimes, the best lesson that kids learn from us is not subject matter, but something much deeper, more profound — kindness and caring,” he says. “These life lessons can only be genuinely taught from unpredictable moments. **Unpredictable moments can also turn challenges into teachable opportunities.**”





## MEGAN GROSS

Autism spectrum disorder teacher,  
San Diego

Megan Gross teaches grades 9-12 at Del Norte High School, San Diego, Poway Unified School District. A special education teacher for nine years, she leads a team of instructional assistants who collaborate to design and support unique learning opportunities and experiences for their students.

"My background is inclusion, so my students are integrated into the general population," Gross told the *San Diego Union-Tribune*. "There's a rich curriculum on campus, and I want to make sure all my students benefit from that."

Gross has developed modified books to give her students access to material like *To Kill a Mockingbird* and *Romeo and Juliet*. She has also published a training manual to close the gap in special education training among teachers. Her students have gone on to community college and four-year universities.

**"Teaching is life-fulfilling work,"** she says. "I love the challenge of identifying the best instructional and support strategies for my new students each fall, and delight in the rewards of each student's 'aha!' moment that ultimately leads to growth and continued success."

Torlakson has nominated Gross as California's representative for the National Teacher of the Year competition. She will compete against other state nominees, and the 2017 National Teacher of the Year will be named in the spring.



## ISELA LIEBER

*United Teachers Los Angeles*, ninth- and 10th-grade English, ESL, and ESL science teacher

Isela Lieber teaches at James Monroe High School, Los Angeles Unified School District.

Lieber has been teaching for 10 years. An immigrant who came to the U.S. with a seventh-grade education and little knowledge of English, she strongly identifies with her students, leading by example and sharing her personal story.

Lieber sponsors SUCCEED, a student club that provides information and support to first-generation high school graduates, all English learners, most economically disadvantaged, and helps them become future first-generation college students.

SUCCEED provides after-school workshops on applying for financial aid as well as community workshops for parents on the importance and process of college.

"Teaching is an act of social justice," Lieber says. **"To be a teacher is to be an agent for change."** It is a dynamic profession that promotes lifelong learning, as well as ongoing challenges to analyze student data to drive our instruction and rethink our approaches to pedagogy so that all learners' needs are met."



## CORRIE TRAYNOR

*Dry Creek Teachers Association*, fifth-grade multisubject teacher

Corrie Traynor teaches at Barrett Ranch Elementary School, Antelope, Dry Creek Joint Elementary School District, Placer County.

Traynor used her struggles with dyslexia and a severe reading disability as a child to drive her to become the best teacher she could be. She has been teaching for 22 years.

"So why did I become a teacher? It is simple: **I never want one of my students to feel that they cannot be whatever they want to be,**" she says. "I have dedicated my life to children of poor circumstance where I can guide them to a full understanding that we all can be successful in life with hard work, determination and perseverance."

As an advocate for children, she teaches other educators not to lower their expectations for at-risk students. "My message has always been that it is not about us, it is about the kids in our classroom seats," she says.

*Presented by California Casualty and the California Teachers of the Year Foundation, the California Teachers of the Year Program began in 1972 to honor outstanding teachers and encourage new teachers to enter the profession. For more information about the program, see [cde.ca.gov/ta/sr/ct](http://cde.ca.gov/ta/sr/ct).*

## You can represent CTA at NEA's convention

**ON THE FACING PAGE** is the official Declaration of Candidacy form for state delegates to the 2017 NEA convention in Boston, MA. Declaration of Candidacy forms for state delegates are also available on the CTA website ([www.cta.org/racandidacy](http://www.cta.org/racandidacy)). It is the responsibility of each member wishing to run for state delegate to fill out a Declaration of Candidacy form and file it by the deadline. You must use the Declaration of Candidacy form that is printed in this issue (photocopies are acceptable) or downloaded from the CTA website.

Service Center Councils will begin accepting state delegate Declaration of Candidacy forms on Jan. 2, 2017.

Each candidate filing a declaration form will receive an acknowledgment of receipt.

In order to attend the Representative Assembly, you must pay for your meals, hotel room and transportation for June 29–July 6.

The first caucus meeting is set for June 30, and the annual meeting of the Representative Assembly runs July 2–5. CTA will reimburse state delegates up to \$2,450 with appropriate receipts. If a delegate stays within the CTA meal allowance, shares a room with another delegate and purchases a super-saver airline ticket (if applicable), the CTA reimbursement should cover delegate expenses.

In keeping with CTA's commitment to minority involvement, members who are ethnic minorities are urged to become candidates.

For more information, or if your chapter has not initiated an election by March 31, 2017, contact the Elections Committee through CTA Governance Support, P.O. Box 921, Burlingame, CA 94011-0921; 650-552-5300.

## CTA Service Center Council addresses

Service Center Council	Counties	Service Center Council	Counties	Service Center Council	Counties
<b>ALCOSTA</b> 2177 Diamond Blvd. Concord, CA 94520 925-676-2822 925-676-2915 (fax)	Alameda, Contra Costa, Solano (Benicia)	<b>GOLDEN GATE</b> 1705 Murchison Dr. Burlingame, CA 94010 650-552-5561 650-552-5023 (fax)	San Francisco, San Mateo	<b>SERVICE CENTER ONE</b> c/o Ontario RRC 3175-C Sedona Court Ontario, CA 91764 909-476-2367 909-980-8106 (fax)	Los Angeles, San Bernardino
<b>BAY VALLEY</b> 6095 Bristol Parkway, Ste. 100 Culver City, CA 90230-6601 310-215-0326 310-215-0341 (fax)	Los Angeles	<b>HIGH DESERT</b> 9329 Mariposa Rd., Ste. 215 Hesperia, CA 92344-8086 760-244-2239 760-244-1665 (fax)	Inyo, Kern, Los Angeles, Mono, San Bernardino	<b>SHASTA CASCADE</b> 760 Cypress Ave., Ste. 301 Redding, CA 96001 530-243-5623 530-243-5813 (fax)	Lassen, Modoc, Shasta, Siskiyou, Tehama, Trinity
<b>CAPITAL</b> 4100 Truxel Rd. Sacramento, CA 95834 916-288-4925 916-288-4912 (fax)	Alpine, Amador, Calaveras, El Dorado, Placer, Sacramento, Tuolumne, Yolo	<b>IMPERIAL COUNTY</b> 2419 La Brucherie Rd. Imperial, CA 92251 760-355-4600 760-355-0906 (fax)	Imperial, San Diego (Borrego Springs)	<b>SIERRA</b> 3409 Calloway Dr., Ste. 201 Bakersfield, CA 93312 661-587-1366 661-587-1365 (fax)	Kern
<b>CENTRAL COAST COUNTIES</b> 928 E. Blanco Rd., Ste. 100 Salinas, CA 93901 831-783-3200 831-783-3211 (fax)	Monterey, San Benito, Santa Cruz	<b>MERCED/MARIPOSA</b> 510 W. Main St., Ste. E Merced, CA 95340 209-723-8871 209-723-9598 (fax)	Mariposa, Merced	<b>SOUTHEASTERN</b> 11745 E. Telegraph Rd. Santa Fe Springs, CA 90670 562-478-1359 562-478-1432 (fax)	Los Angeles
<b>CHANNEL ISLANDS</b> 1930 Outlet Center Dr. Oxnard, CA 93036 805-485-1706 805-485-1658 (fax)	San Luis Obispo, Santa Barbara, Ventura	<b>ORANGE</b> 281 N. Rampart St., Ste. A Orange, CA 92868 714-978-8861 714-978-2423 (fax)	Orange	<b>STANISLAUS</b> 3900 Mitchell Rd. Ceres, CA 95307 209-537-0702 209-537-4049 (fax)	Stanislaus
<b>CHICO</b> 1430 East Ave., Ste. 1 Chico, CA 95926 530-345-9743 530-345-1839 (fax)	Butte, Glenn, Plumas	<b>REDWOOD</b> 2490 Guerneville Rd. Santa Rosa, CA 95403 707-544-1075 707-544-9238 (fax)	Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Solano, Sonoma	<b>TULARE/KINGS</b> 301 W. School Ave. Visalia, CA 93291 559-733-7706 559-739-7863 (fax)	Kings, Tulare
<b>DELTA</b> 7330 West Ln. Stockton, CA 95210 209-478-6091 209-478-5923 (fax)	San Joaquin	<b>SAN DIEGO COUNTY</b> 5333 Mission Center Rd, Ste. 200 San Diego, CA 92108 619-683-3990 619-683-3994 (fax)	San Diego	<b>UTLA/NEA</b> 3303 Wilshire Blvd., 10th Fl. Los Angeles, CA 90010 213-368-6259 213-251-9891 (fax)	Los Angeles
<b>FEATHER RIVER</b> 950 Sharp Rd., Ste. 901 Yuba City, CA 95993 530-755-2082 530-755-0641 (fax)	Colusa, Nevada, Sierra, Sutter, Yuba	<b>SAN GORGONIO</b> 430 E. Vanderbilt Way San Bernardino, CA 92408 909-890-4520 909-890-2461 (fax)	Riverside, San Bernardino	<b>HIGHER EDUCATION CCA</b> 4100 Truxel Rd. Sacramento, CA 95834 916-288-4921 916-288-4911 (fax)	Community colleges
<b>FRESNO/MADERA</b> 5330 N. Fresno St. Fresno, CA 93710 559-222-6593 559-222-9827 (fax)	Fresno, Madera	<b>SANTA CLARA COUNTY</b> 4810 Harwood Rd., Ste. 100 San Jose, CA 95124 408-266-1321 408-266-7893 (fax)	Santa Clara	<b>HIGHER EDUCATION CFA</b> 1110 K Street Sacramento, CA 95814 916-441-4848 916-441-3513 (fax)	4-year colleges and universities



## DECLARATION OF CANDIDACY For State Delegate to the 2017 NEA Convention in Boston, MA

Name	Cell phone
Address	Home phone
City, Zip	CTA/NEA Member ID Number
Personal email address	Gender <input type="checkbox"/> M <input type="checkbox"/> F
I am a member of: <input type="checkbox"/> CTA <input type="checkbox"/> NEA _____ Chapter	

Service Center Councils will begin accepting state delegate Declaration of Candidacy forms on Jan. 2, 2017.

### Category:

- NEA Active (Non-Supervisory) Member** (including Education Support Professionals)  
Send or fax directly to your Service Center Council (see addresses and fax numbers on facing page).
- Higher Education CCA Member** (eligible to be in bargaining unit)  
Send to Community College Association, 4100 Truxel Rd., Sacramento, CA 95834.
- Higher Education CFA Member** (eligible to be in bargaining unit)  
Send to California Faculty Association, 1110 K St., Sacramento, CA 95814.
- CTA/NEA-Retired Member** (must be member of NEA-Retired)  
Send to CTA/NEA-Retired, c/o NODD, P.O. Box 921, Burlingame, CA 94011-0921.
- Student NEA** Send to Student CTA Office, CTA, P.O. Box 921, Burlingame, CA 94011-0921.

### Ethnic Grouping, Other Information:

I am:  American Indian/Alaska Native  Caucasian  Hispanic  
 African American  Asian  Native Hawaiian/Pacific Islander

I am or plan to be a declared candidate for a local delegate position also.  
 Yes  No

If yes and you are elected to any delegate position (state, local, or both state and local), you are responsible for informing the Service Center Council of your choice by April 14, 2017.

Name	Service Center Council
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Please give a brief biographical sketch of no more than 30 words. (If more words are used, the information that accompanies ballots will include only the first 30 words.) If you wish your ethnic grouping to be listed, this will not count as part of the 30-word limitation. Please print.

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Signed \_\_\_\_\_

**THIS FORM MUST BE FILED NO LATER THAN 5 p.m. on Jan. 31, 2017**, at the appropriate office listed above. Candidates are urged to return this form by certified mail in order to get a receipt and ensure compliance with the deadline. It is the responsibility of the candidate to ensure that this document is received by the due date and time.

## Duties of delegates to Rep Assembly in Boston, MA

1. Each delegate will be expected to arrive in Boston, MA, in time to ensure registering as an official delegate to the Representative Assembly (RA) with both the California delegation and NEA.
2. Each delegate will be expected to attend all caucuses of the California delegation. Normally, the caucus begins at 7 a.m. daily. Delegates must be registered with the California delegation to participate in the caucus. Delegates are expected to remain through the convention.
3. Each delegate shall attend all business meetings of the RA.
4. Each delegate is strongly encouraged to attend NEA budget committee hearings, resolutions committee hearings, bylaw committee hearings, speeches by prominent national figures, etc.
5. Each delegate should take into consideration CTA State Council and caucus policy when voting.
6. Each delegate is encouraged to participate fully in all activities of the California delegation.
7. Each delegate — state and local — will be expected to sit with his or her Service Center Council delegation on the RA floor or to inform the appropriate person where he or she will be seated. This is to ensure communication regarding RA business and/or personal emergency information of concern to the delegate, as well as to verify attendance.

I understand that, as a state delegate, my attendance is being directly funded, at least partially, by membership dues. I accept my responsibility to carry out the above specified duties.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

# CTA & You membership



## Be a Winner!

Get CTA Member Benefits' Access to Savings

**H**oliday shopping and gift-giving season is the perfect time to start using CTA Member Benefits' Access to Savings program. Since it launched in September, almost 8,000 members have registered to receive discounts and have already saved over \$270,000. In addition to the savings, you currently have a chance to win fabulous prizes.

For the month of December, any first-time or returning member who logs in to the website will be entered to win two one-day passes to Knott's Berry Farm. And be sure to check out the CTA Access to Savings

### Where have members saved money so far?

Here are the top-redeemed merchants in the CTA Access to Savings program to date:

- Budget Rent A Car
- IHOP
- Radisson Hotels
- Redbox
- Del Taco
- Universal Studios
- New York & Company
- Target
- Six Flags

Also popular are Arby's, Days Inn, Endless Vacation Rentals, Papa John's, Premium Seats USA (Golden State Warriors), and the Aquarium of the Pacific.

do for you and how much you can save by using the CTA Access to Savings program. And when you do, tell us about it! We'd love to hear from you and how much you've saved. Email [customerservice@memberweb.com](mailto:customerservice@memberweb.com).

As always, CTA Member Benefits is here for you, for your family, and for your career, so check out [CTAMemberBenefits.org](http://CTAMemberBenefits.org) or download the CTA Member Benefits smartphone app to find all the CTA Member Benefits programs and the value they can bring to your CTA membership.

YCEA member Chad Spencer, left, and David Aten (spouse of a member) enjoy the Roundup with their kids.



## Member Roundup

Event helps create chapter value

**TWO YEARS AGO**, leaders of the Yucaipa-Calimesa Educators Association (YCEA) looked carefully at their chapter's changing demographics and dwindling member involvement in chapter events, and determined to make recruitment and member engagement a top priority.

After the second annual YCEA Ranch Roundup at Fascination Ranch in Calimesa in September, as well as other efforts, they're seeing positive results. The family-friendly event draws millennial, new and veteran educators alike, and helps build collegial relationships and foster strong connections to YCEA that are critical throughout the year.

YCEA President Christopher Brunette explains that the Great Recession and an early retirement program resulted in Yucaipa-Calimesa Joint Unified School District's need to replace about 80 educators in the last two years alone — about 20 percent of chapter membership.

YCEA listened to what its members said they wanted from their local. "Our team saw an opportunity to build a new and different relationship with our members, and we took advantage of it," Brunette says.

The chapter's Membership Engagement Team, including chair Melody Flores and lead event planner Brittany Davis, was tasked with planning what became the Ranch Roundup. The day's activities included "rope a metal steer," horseshoes, a petting zoo, games and bounce houses. Hundreds of hot dogs, snacks and drinks were provided at no cost.

Relevant, authentic outreach that creates opportunities for new and existing members to find value in their chapter is helping build the next generation of YCEA leadership.

—Ed Sibby

Tell us about your chapter's member engagement efforts at [editor@cta.org](mailto:editor@cta.org).





**CTA**  
DIRECTORIAL  
DISTRICTS

ALCALÁ (O)	3,596.13
BILEK (G)	5,522.96
BONACCORSI (B)	2,053.96
BOYD (E)	4,526.59
CABELL* (L)	3,645.98
DAVIDSON (F)	3,295.37
DAWSON, B.* (N)	3,430.20
DILLON* (D)	5,489.34
EATON (A)	4,407.44
GOLDBERG	4,243.29
GRANADO* (L)	3,234.55
GREEN (Q)	4,459.53
GROTH* (P)	4,008.11
HEINS	7,178.92
JACKSON (C)	2,028.64
JONES (J)	2,443.10
LITTMAN (I)	3,761.17
MARTINEZ (K)	5,735.10
MARTIN-SOLIS**	2,962.11
MEEDEN (At-Large)	5,774.85
MELENDEZ (H)	4,411.19
MONTAÑO	4,894.73
PATTERSON* (D)	4,577.90
RODRIGUEZ, ROBERT**	2,348.55
RODRIGUEZ, ROBERTO* (P)	2,794.18
VAUGHT (M)	2,762.17
WASHINGTON (At-Large)	2,051.71

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

**CTA Board Expenses**

Amounts represent a monthly average for fiscal year 2015-16. 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 Conferences, 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.

†CTA/NEA Coordinator

Recently, there was something to celebrate. A 3-year-old mostly nonverbal child would often go up to classmates and grab things. Bosheff explained to the child many times about the importance of sharing and taking turns. She modeled for the child how to ask another child to share. She used picture cards to help convey what the child wanted. One day he approached a classmate holding a toy. Instead of grabbing it, he smiled and asked, “Share?”

Bosheff gets goosebumps just thinking about it.

“How can you describe what a life-changing moment that is? For me it was like Christmas, New Year’s and Valentine’s Day all rolled into one.”

Her students love experiential learning, which she utilizes whenever possible. For the unit “In the City, in the Country” she wrote grants and received funds to take children and their parents to a local farm. Students got to hold a baby chick, hear a cow moo and see it milked, look at farm machinery, and see crops of familiar foods.

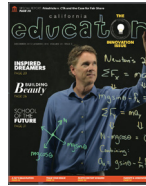
For “My Family, My Community” she invited police officers, firefighters, a soldier, a UPS driver and others to visit. During “My Five Senses” a local ice company donated and delivered blocks of ice for students to experiment with.

“These are experiences you can’t get from a book. They make learning fun, real, interesting and alive.” ■

# Oh, What a Year!

## Highlights of the *Educator* coverage in 2016

**February:** How veteran educators stay fresh and vital. James Franco leads a high school filmmaking workshop. Keyboarding makes a comeback.



**December/January:** Our first annual Innovation Issue. *Friedrichs v. CTA*, challenging authority of unions to collect Fair Share fees, goes before U.S. Supreme Court, and the *Educator* offers a comprehensive primer.



**March:** Millennial educators speak out. A look at the parent trigger law five years later. What you need to know about the Every Student Succeeds Act. Challenges of dual enrollment in high school and college. CTA joins in appeal of *Vergara v. California* decision, which throws out teacher job protections.

**April:** Outdoor classrooms are a breath of fresh air. The new sex ed. Checking in on implementation of the new state standards. CFA's victorious fight. *Vergara* ruling is overturned. CTA celebrates Supreme Court deadlock on *Friedrichs*, affirming lower court decision in CTA's favor.



**May/June:** Reclaiming recess. Increasing popularity and benefits of dual language immersion. Live action role-play offers life lessons.

**August:** Taking the first day of school from boring to brilliant. How to be a reflective teacher. Special report on classroom management. Six ways to connect with student educators. Top 10 member benefits. PERB rules employees of California Virtual Academies charter schools can unionize as one bargaining unit.



**September:** Voter guide for Campaign 2016. Finding teachable moments in a crazy election year. Artificial turf safety. Yuba City educators on strike. Site reps protect your rights. CTA launches Kids Not Profits campaign against privately run charter schools.

**October:** Community schools nurture students and families. How UTLA got its groove back. New accountability system goes beyond test scores. Comics and graphic novels in class.



See [cta.org/educator](http://cta.org/educator) for archives of past issues.



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