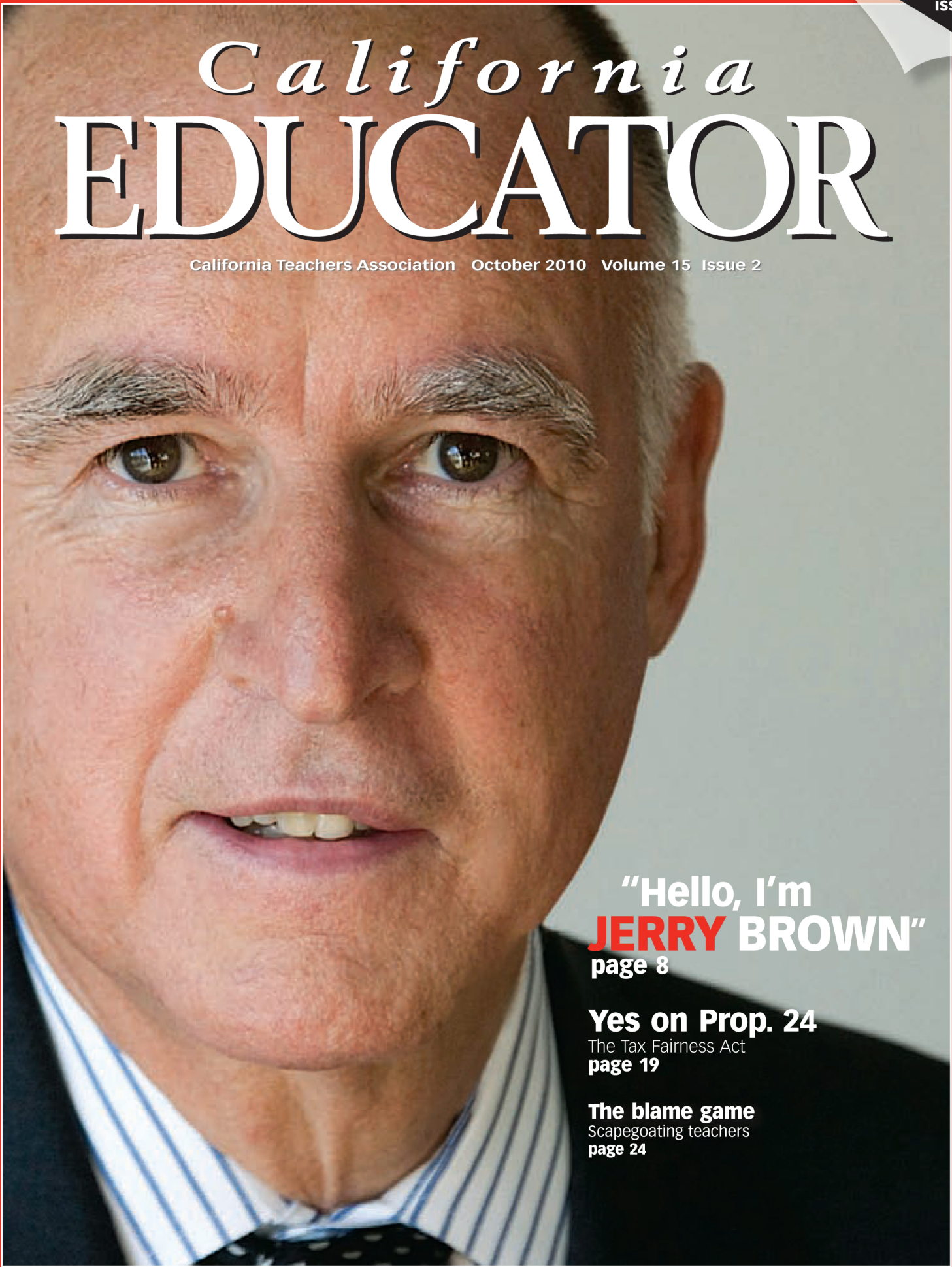


California **EDUCATOR**

California Teachers Association October 2010 Volume 15 Issue 2



"Hello, I'm
JERRY BROWN"
page 8

Yes on Prop. 24
The Tax Fairness Act
page 19

The blame game
Scapegoating teachers
page 24

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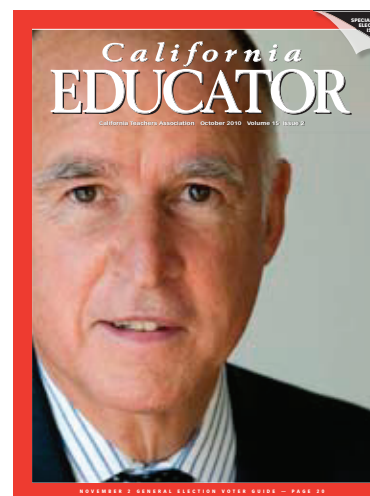
OCTOBER 2010

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¡Sí Se Puede! ¿Por Qué No?

BY CTA PRESIDENT DAVID A. SANCHEZ

Here we are in the final stretch leading up to the election — an extremely important event for every one of us.

Lately, I've been thinking a lot about my early years in high school and college, when I witnessed firsthand the power of advocating for an issue to bring about positive change. During that time, I discovered how the voting public has the power to inform lawmakers about the actual impact their decisions have on real people. I remember the times my father traveled from Santa Maria to Sacramento to advocate on behalf of migrant students. He was so passionate about the importance of offering all kids access to great public schools. I didn't realize back then that one day I, too, would be advocating on behalf of a cause I felt deeply about: supporting students and CTA members. I am now very proud to carry on that family tradition. All his life my father believed, as I do today, that like-minded people gathered together around a common cause are an extremely powerful force.

Well, this year we have the power and force behind our vote to begin to turn the tide in favor of public education, in favor of our students and educators.

The top priority will be ensuring that Jerry Brown wins the race for governor of California. Brown has for many years been on the side of public education. During his time in office, the K-12 budget increased from \$2.1 billion in 1974-75 to almost \$8.2 billion in 1982-83. During those same years, budgets for the University of California and California State University more than doubled. Brown is a candidate who is keenly aware that California's future growth and prosperity depend on a world-class, quality public education system. His long record in public service demonstrates that he will fight to properly fund our schools — whereas his opponent, Meg Whitman,

plans to immediately cut \$15 billion from the state budget, which could mean another crippling \$7 billion cut from California's already ailing schools and colleges.

Brown has proved that he believes in giving workers the respect they deserve. He signed the Rodda Act in 1975, California's first collective bargaining bill, marking the first time that teachers were allowed to be full partners in educating children and in the local governing process. Brown understands that teachers need to be a part of the conversation about education reform. He believes that the best reform takes place when there is collaboration among educators, parents and administrators to meet the needs of students in neighborhood public schools.

Also of great importance in this election is voting for Proposition 24, the Tax Fairness Act, a CTA initiative that will repeal special tax breaks that were given to big corporations with no guarantee that they would create or save a single job in California. Passing Prop. 24 prevents \$1.3 billion in budget cuts to schools and public safety, and saves thousands of much-needed jobs. We need to make sure that large corporations begin paying their fair share and contributing to the welfare of our state as much as they profit from its wealth and resources. Being the eighth-largest economy in the world should mean that California gives its students a world-class education. Passing Prop. 24 sets the stage for CTA's plan to change California's unfair tax structure.

We've seen what enormous damage reckless political leaders can do. Now is the time to vote for leaders who will put the needs of the state first. The magnitude of this situation cannot be overstated. Get out and vote in this election. Get your neighbors, family and friends out to vote. Spread the word: This election is the start of rebuilding California and rebuilding public education.

California EDUCATOR

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EDITORIAL INFORMATION

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

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

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

Advertising rate card and information is available from WebSolutions, Media Division, 5666 Spruce Harbor Court, Las Vegas, NV 89122 (702) 838-3434; FAX (702) 838-3355

CTA/NEA membership dues for the fiscal year, Sept. 1-Aug. 31, are \$805, including a \$20 voluntary contribution. Up to \$26.30 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/year, available only to persons or institutions not eligible for CTA/NEA membership.

California Educator (ISSN 1091-6148) is published monthly except January, July and August for \$6.17 per year (included in dues) by:

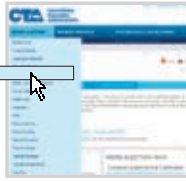
CALIFORNIA TEACHERS ASSOCIATION
1705 Murchison Dr., Burlingame, CA 94010-4583
(650) 697-1400; FAX (650) 552-5002
editor@cta.org, www.cta.org

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

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

¡Sí Se Puede! [Yes we can! Why not?], words inspired by César Chávez,
¿Por Qué No? encourage us to remember that, together, we can achieve great things.

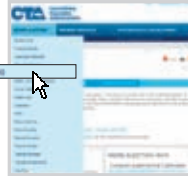
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www.cta.org/Legislation



Election Resources

CTA is committed to keeping public education a top priority in California, and this election year is no exception. Download our Voters Guide for Educators, learn where we stand on the propositions, and see side-by-side comparisons of the candidates.

www.cta.org/Election2010



Education Reform

This past month has seen a great deal of discussion about education reform in the national media. Get the facts and help dispel the myths!

www.cta.org/Reform

For additional Educator content, look for our web exclusives at cta.org

Create a cartoon concept

We invite members to send in cartoon concepts for future issues of the *Educator*. All we ask is that your ideas deal with current events in education and captions are no longer than one sentence long. Please send your cartoon ideas through mail, fax or e-mail.

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Dave Crosland, hiredmeat@gmail.com

"Yeah, I found the Toffee Tax Cuts hard to swallow myself."

LETTERS

TO THE EDITOR

Dear Editor,

I was really pleased to see in the June 2010 *California Educator* the article "Member benefits add value to membership, including new summer savings." The info on managing your money and 403(b)/457 plans was helpful, and it was good to know about the savings our membership gets us on car rentals, books and travel. Great also that you included how to access these benefits online! You always hear about savings that we get through the association but sometimes it can be hard to figure out how to take full advantage of them. This article spelled it out clearly. Thanks!

Julie Law

CFA, San Francisco State University

Dear Editor,

I enjoyed your article on one-room schoolhouses published in the June 2010 *California Educator*. I also taught in a one-room schoolhouse from 1944 to 1945. The school was located in a log town named Wallace, not too far from San Andreas in Calaveras County, and

I was 20 years old. Wallace consisted of a postal office, a bar and a restaurant. The superintendent from San Andreas visited me only one time during that year to see how the education of the children was going. When I think



about it, not having any teaching experience other than teaching Sunday school, it amazes me that all went well. I have taught in five different public elementary schools during my 55-year career. I am 86 and a half years of age now and still give thanks silently to my mother for encouraging me to train as a teacher. I hope you enjoyed this retired teacher's story of her experience in a one-teacher school.

Elizabeth Warda Essa



Send us your comments

Letters to the editor regarding stories appearing in *California Educator* may be sent via mail, fax or e-mail.

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UPDATE

In November 2008, *California Educator* reported that Torrance classrooms were "bursting at the seams" with most classes having 38 students and many having 40 or more. Since then, there has been a torrential increase in class sizes throughout the district. Average class sizes at Torrance's four comprehensive middle and high schools have increased to 40 to 43 students per class. That's up from 38 to 40 students per class the year before. Two years ago, the average freshman English and math class in the district had just 20 students, which means class sizes have doubled or more than doubled in some cases. Fourth and fifth grade classrooms have 34 to 36 students this year.

The reason is that 400 teaching posi-

tions have been cut over the past three years, says Torrance Teachers Association President Julie Shankle. Five years ago her chapter had 1,500 members, and now there are about 1,000 TTA members.

Teachers are responding to the deluge by not grading every essay paper, and many worry that some students may be falling through the cracks.

"The impact on the learning environment has gotten to the point where teachers have to develop alternate strategies and apply them to traditional teaching methods, which mainly involve crowd control and classroom and paper management," says Shankle. "These are the largest class sizes Torrance teachers have ever had to deal with."



calendar

oct 2010	<input type="checkbox"/> Oct. 15-17 <input type="checkbox"/> Oct. 22 <input type="checkbox"/> Oct. 22-24 <input type="checkbox"/> Oct. 29-31	Region I Leadership Conference, Asilomar Incentive grants deadline for winter conferences CTA State Council of Education, Los Angeles GLBT Conference, Rancho Mirage
nov 2010	<input type="checkbox"/> Nov. 1 <input type="checkbox"/> Nov. 2 <input type="checkbox"/> Nov. 5 <input type="checkbox"/> Nov. 14-20 <input type="checkbox"/> Nov. 30	Deadline to change voluntary contribution General election GLBT Safety in Schools grant/scholarship deadline American Education Week QEIA symposium, Sacramento
dec 2010	<input type="checkbox"/> Dec. 8-9	Secondary Literacy Summit X, Costa Mesa
jan 2011	<input type="checkbox"/> Jan. 14 <input type="checkbox"/> Jan. 14-16 <input type="checkbox"/> Jan. 21-23 <input type="checkbox"/> Jan. 28-30	Deadline to enter César E. Chávez Awards program Issues Conference, Las Vegas Good Teaching Conference, San Jose Region III Leadership Conference, Torrance
feb 2011	<input type="checkbox"/> Feb. 4 <input type="checkbox"/> Feb. 4-6 <input type="checkbox"/> Feb. 11-13 <input type="checkbox"/> Feb. 25-26	Deadline to apply for CTA Scholarship CTA State Council of Education, Los Angeles CCA Winter Advocacy Council NEA Pacific Region Conference, Portland, OR
mar 2011	<input type="checkbox"/> March 2 <input type="checkbox"/> March 4 <input type="checkbox"/> March 4-6 <input type="checkbox"/> March 18-20	Read Across America Deadline to apply for MLK Jr. Scholarship Equity and Human Rights Conference, San Jose Good Teaching Conference, Orange County

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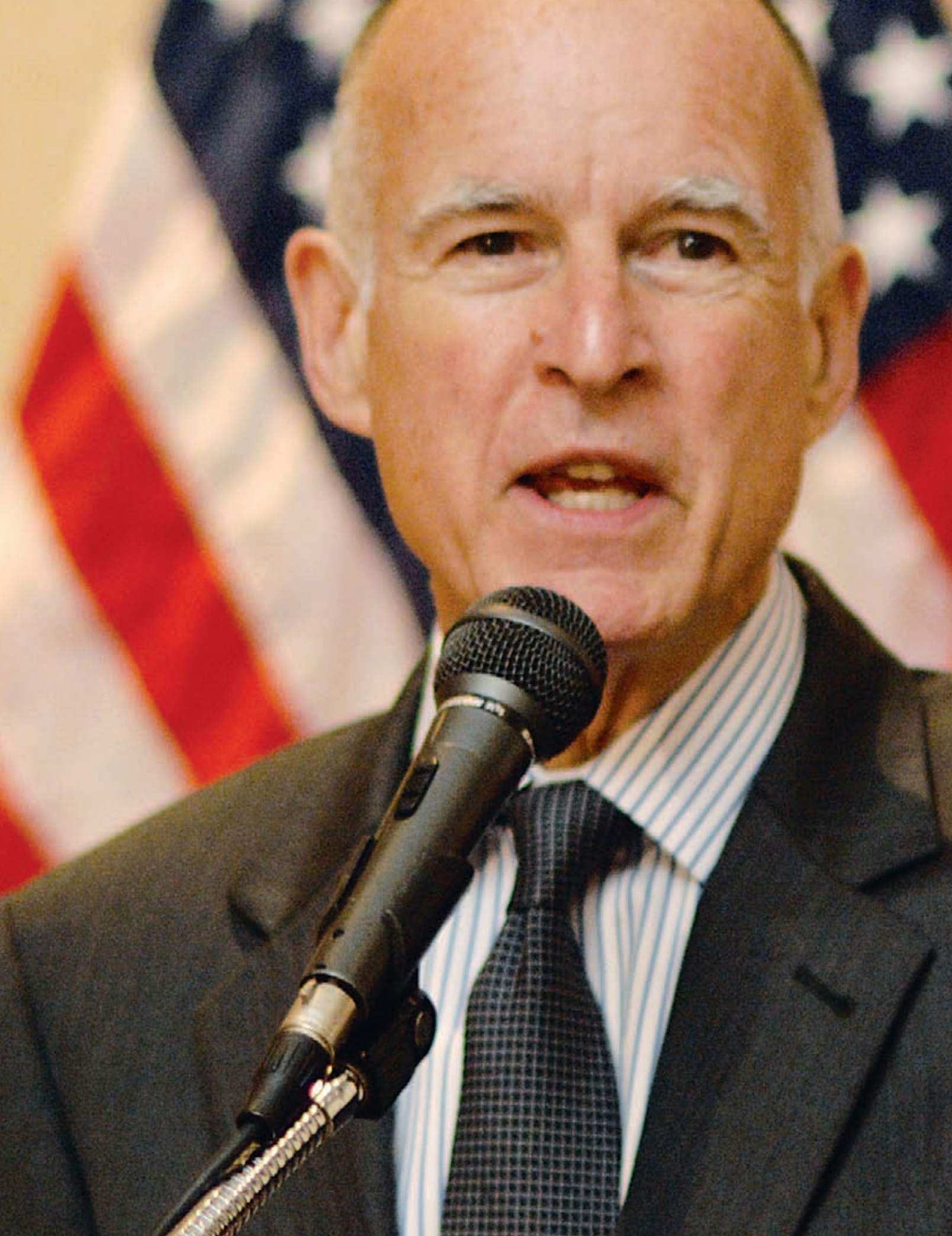


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JERRY BROWN

A CANDIDATE *who*
SHARES OUR VALUES

Story by Dina Martin & Dave Earl Carpenter • Photo by Scott Buschman

JERRY BROWN FOR GOVERNOR



AT A TIME WHEN MANY OTHER PUBLIC officials have retired to write their memoirs or make it rich as lobbyists, Jerry Brown has decided to run for governor of California — even though his last term ended almost 30 years ago.

Either he's a glutton for punishment or he genuinely has California's interest at heart.

As the son of one of California's great

governors (Edmund "Pat" Brown), organizer for California farm workers, college trustee, secretary of state, governor, mayor of Oakland, and attorney general, Brown has always been a public official who has put the needs of this state first.

Just a few of the many advances that occurred during his two terms as governor are the creation of 1.9 million jobs, cleaner air quality in the state, the California Conservation Corps — and, oh yes, he actually balanced the state budget and managed to create a surplus doing it.

Educators and other working people can also thank Brown for establishing the Public Employment Relations Board, signing laws to give teachers and school employees the right to bargain collectively, extending collective bargaining rights to state employees, and signing laws to prohibit the use of professional strikebreakers in labor disputes. He's always been on the side of California working families and their children.

Brown has spent his entire life in California, and served at least one of his terms as governor during the "golden age" of education, when schools and colleges were adequately funded and the entire system — kindergarten through university — was

deemed "world class." Unfortunately, the passage of Proposition 13 in 1978, which provided tax relief for homeowners, also turned school financing on its head and ushered in what Brown called "an era of limits." Still, in his time as governor, he had a hand in increasing the K-12 budget from \$2.1 billion in 1974-75 to about \$8.2 billion in 1982-83.

Those were different times. California is now in a world of hurt. And we need a leader who can again help us make some serious strides forward.

Jerry Brown 2.0

"Our state is in a real mess," says Brown in a recent advertisement. "And I'm not going to give you any phony plans or snappy slogans that don't go anywhere. We have to make some tough decisions."

In early September, while on a campaign stop at the Orange County Labor Federation (OCLF) Labor Day picnic in Santa Ana, Brown opened up his speech in a lighthearted manner, referring to his opponent's barrage of television and radio ads against him.

"Hello, I'm Jerry Brown," he said, as though he hadn't just spent the past 20 seconds receiving a roaring applause from the crowd before he even opened his mouth. "You've probably seen more of me in my op-

Comparing the candidates

School Funding

Brown



- Will make funding of public schools and colleges a top priority.
- Supports Prop. 98, the state's minimum school funding law, as a floor and not a ceiling.

Education Reform

- Believes education reform must be done with collaboration among educators, administrators and parents deciding how best to meet the needs for students in each neighborhood school.
- Believes California needs a major overhaul of many components of the postsecondary system and the establishment of a representative group to create a new state Master Plan.
- Opposes using punitive and wholesale takeover of troubled schools.
- Supports using proven, meaningful reforms to help struggling schools, not simplistic formulas such as in No Child Left Behind.

Secure Retirement

- Opposes converting CalSTRS and CalPERS retirement systems from secure defined-benefit plans to risky 401(k) contribution plans.

Whitman



- Wants to immediately cut \$15 billion from the state budget, which could mean taking another \$7 billion from our schools and colleges, increasing class sizes by 33 percent, and laying off 100,000 teachers.

- Supports merit pay for teachers using standardized test scores.
- Wants to grade all public schools A to F based on standardized test scores.
- Rather than helping to improve neighborhood public schools, supports mandatory conversion of all struggling schools to charter schools.
- Wants to remove the state's cap on charter schools.

- Supports a two-tier retirement system, converting the secure defined-benefit pension plans to 401(k)s for all new public employees.
- Supports increasing minimum retirement age from 55 to 65 for most public employees.

Why I'm voting for Jerry



I am voting for Jerry Brown for governor because he is a learned, thoughtful, and experienced candidate. The State of California is more than just a business to be run for the benefit of a few stakeholders at the top of the corporate ladder. It is a complex interplay of parks, roads, schools, farms, factories, hospitals, ports, and so much more. There is only one candidate in the race who has done the job before and understands how to balance every Californian's needs at this critical juncture in our state's history. That candidate is Jerry Brown.

Susan Green, CFA

ponent Meg Whitman's commercials than anywhere else. What's up with that?"

Noting that Whitman had already spent a record amount of money on her campaign by October — more than \$120 million of her own funds (and \$140 million at press time) — he said he was at a loss to see how those millions of dollars in ads were going to save California from the fix the state is in.

"This campaign isn't just about ads," he said. "It's about you and your neighbors and your friends. It's really about who cares most

about California, who really understands California, and who can unite the very angry and very disparate elements that currently make up our state."

Putting into perspective the dysfunction of California's archaic budget system, Brown said, "Right now, in September, you have furloughs because you don't have a budget. Why is that happening in September? A lot of the Legislature are on vacation. The governor is on a trip to China. I promise you this: If I'm elected, I'm not going to China — I'm going to Sacramento. And I'm going to Sacramento the first week, and I'm going to call the whole 120 legislators and say, 'Okay, it's time to do the budget, and we're going to do it openly.'"

"What's most important is to bring people together to emphasize the basics," continued Brown, "that we don't want anyone to fall so far down that they can't even support a family or live a decent human life. So it's about economics, but it's also about morality, about serving the common good. About uniting Californians, not dividing them."

And under Whitman's tax plan, working families would pay an additional \$600 more a year, while people like her would pay zero. In addition, her proposal to cut welfare programs in the state and invest that money in higher education is cynical and insensitive to the needs of people who live below the poverty line.

Whitman's plan calls for cutting the state budget by \$15 billion, which could equate to another \$7 billion in cuts to already beleaguered schools. Brown has made a commitment to protect schools.

"Jerry Brown gets it," says CTA President David A. Sanchez. "He knows that California's future depends on a world-class, quality public school system. He understands that schools must have the resources they need to succeed. And he knows that Proposition 98 must be preserved to do that."

Brown's devotion to this state, its people and its future is evident — in stark contrast to Whitman's approach, treating California like a business.

"At this stage of my life, I go back to the

governorship not trying to be just a Democrat or fighting Republicans, but as a Californian first. I've lived here all my life. I've voted in elections here all my life," says Brown, alluding to Whitman's poor voting record over the past 30 years.

"I care about this state," continues Brown. "I've visited schools and police stations and prisons and picket lines — I've seen the whole gamut. I didn't just wake up one day nine months ago and say, 'Gee, it'd be fun to be

Educators and other working people can thank Brown for:

- > Creating 1.9 million jobs during his time as governor.
- > Establishing the Public Employment Relations Board.
- > Signing laws to give teachers and school employees the right to bargain collectively.
- > Extending collective bargaining rights to state employees.
- > Signed laws to prohibit the use of professional strikebreakers in labor disputes.

98

Prop.

Jerry Brown believes that the funding guaranteed to schools by Prop. 98 should be a floor, not a ceiling.

Employee Rights

- As governor, signed the first collective bargaining bill in California's history, allowing teachers to be full partners in educating children and in the governing process.
 - Believes teachers' pay and working conditions are a matter of collective bargaining.
 - Opposes "paycheck deception" initiative.
 - Supports workers' right to organize and participate in the political process.
-
- Supports reducing public employee workforce by 40,000.
 - Supports "paycheck deception" proposals that would silence the voices of workers and limit union participation in the political process.

JERRY BROWN FOR GOVERNOR

governor? I've been governor, and it isn't that much fun, I can tell you. It's not like being president of a company. If you're a CEO, you say, OK, lay off 10 percent. When you're a governor, you have a legislature. This is a complicated and profoundly important job, but it takes the skills not of an autocrat, not of an isolated CEO that flies around in a bubble giving orders, but rather someone on the ground engaged with ordinary people."

He shares our values

Brown's disarming, down-to-earth personality belies a man who is a deep thinker, negotiator, visionary, and, yes, clever politician. Yet he has his critics as well.

Sanchez himself acknowledges that CTA's relations with Brown have not always been cordial. "Jerry Brown has always been a public official who has looked for creative out-of-the-box solutions to meet the needs of the public — even when those ideas were not always embraced wholeheartedly by the public — or by our members. We haven't always been on the same page with him."

In fact, Brown ran afoul of both the Oakland Educators Association (OAE) and CTA



Photo courtesy of Brown for Governor 2010 campaign

during his years as mayor of Oakland. At that time, he focused on promoting more charter schools and getting voters' approval to appoint three members to a larger school board. He also raised funds to begin two charter schools, which are still functioning.

The experiment left a bad taste in the mouths of many OEA members. But recognizing the world as it is, OEA President Betty Olson-Jones says Brown is the better choice for governor.

"Given his acknowledgment that every school should have the type of funding he's been able to raise for his two charters, we're hopeful he sees that all schools need adequate funding and that charters are not the answer," she says.

Brown now acknowledges his efforts did not pan out perfectly. Still, it's clear that he is a person concerned with the welfare of children and education — and he shares educators' values. Brown knows that California's future depends on a world-class, quality public school system, and his long record in public service demonstrates that. He believes that the best education reform takes place where there is collaboration among educators, parents and administrators to best meet the needs of students in neighborhood public schools.

ABOVE: Jerry Brown talks with students at the Oakland School for the Arts, a charter school founded while he was mayor of Oakland.

Signed collective bargaining law

During his time in office, Brown signed the collective bargaining bill into law. At the OCLF picnic in Santa Ana, Brown talked about the importance of all stakeholders being involved.

"In labor unions you have collective bargaining. When you have collective bargaining, you have management, you have the union, and you fight — but you listen to the other side."

Why I'm voting for Jerry



I am a California student who strives to better my education and be the most effective educator I can be. I will be voting for Jerry Brown because he stands up and supports public education. His education plan is informative and inspiring and he understands the challenges educators face on a daily basis. He believes and shows that everyone deserves to have a valuable education.

Christopher Pancoast, Student CTA

You can thank Jerry Brown for:

- > Catalytic converters
- > Diamond lanes
- > Cleaner air quality in the state
- > California Agricultural Labor Relations Act
- > Stronger equal pay laws
- > Repeal of the "depletion allowance" — a tax break for the state's oil industry
- > California Conservation Corps (CCC)
- > California Coastal Protection Act
- > The country's first building and appliance energy efficiency standard
- > Solar and alternative energy leadership

"The Rodda Act, which allowed teachers to collectively bargain their contracts, also allowed us to have input in the governance of their schools," says CTA President Sanchez. "Most of us teaching now take that for granted, but it certainly made us stakeholders in our schools."

In what *CTA Action* called "a prolonged session of verbal fencing, punctuated by sharp humor and sharper questions," at a May 1977 State Council of Education appearance, Brown himself termed the Rodda Act an important gain.

"I don't know what you think of it," Brown told Council at the time, "but from all I hear from the school boards, you must be doing something right."

In that same appearance, Brown also ac-

knowledgeed that teachers were being given "more and more of the work that was done in homes and elsewhere. Either we have to get everybody to do more for themselves or get everybody to accept they've got to pay more money in the public sector."

Importance of higher education

His beginnings as a trustee for the Los Angeles Community College Board also gave him an understanding of the value of higher education in California that has followed him throughout his career. A product of the state's university system (he's a UC Berkeley grad), Brown understands the importance of California's Master Plan for Higher Education and how it fits into the

Why I'm voting for Jerry



I think we need someone with political experience in Sacramento at this time. Jerry Brown brings with him a lifelong dedication to public service. He is more in touch with the common person than most politicians are, and if anyone can get the Legislature to work together, he can. He has also promised to protect education, which should be at the top of every politician's list.

*Don Hendricks
Government Teacher
Torrance Teachers Association*

an 'F' for Whitman

Meg Whitman's plan to "fix California's schools" would put our students and schools in a really big fix. Here is a short summary of the dangers she poses to public education and all public employee union workers:

MORE EDUCATION CUTS: Her plan to cut \$15 billion from the state budget could mean gutting education funding by another \$7 billion. Our schools are already reeling from \$17 billion in cuts over the past two years. TV stations airing a CTA ad exposing her budget plan were threatened with lawsuits by Whitman's lawyers.

MORE JOB CUTS: She is calling for reducing the state's thin public employee workforce by another 40,000.

MERIT PAY: She backs it for teachers — and the using of unreliable standardized test scores to cut the checks.

MANDATORY CHARTERS: Instead of giving our schools of greatest need the resources they must have to succeed, Whitman will force them to convert to charter schools, which she sees as a panacea for the situation.

SHAMING SCHOOLS: She prefers to stigmatize struggling schools by imposing

A-F letter grades based on test scores on all campuses.

RETIREMENT ATTACKS:

Her mandatory two-tier retirement system for new employees would dump secure defined-benefit pension plans for shaky 401(k) plans subject to the whims of Wall Street.

SILENCING UNIONS: To muzzle the political power of CTA members and all public employee unions, she backs anti-union "paycheck protection" proposals that would silence the voices of union members who must be heard in Sacramento.

Joining more than 200 fed-up nurses, firefighters and other San Mateo County union activists, CTA members pushed back at a Meg Whitman fundraiser in late September at the Burlingame Hyatt, where Condoleezza Rice helped Whitman raise \$350,000. Jed Burnham, president of the San Bruno Education Association, holds a large homemade report card giving Whitman an 'F' grade for her voting record and her budget plan's threats to education. **INSET:** CTA Board member Curtis Washington addresses the crowd.



CTA photos by Mike Myslinski

JERRY BROWN FOR GOVERNOR

economic prosperity of the state.

As Brown said in remarks to CTA's State Council of Education in June, "When we invest in our people and in our schools, when we pull together, then we know that we don't just defend the land of our fathers — we defend and protect the land of our children."

Higher education faculty also benefited from collective bargaining.

"The establishment of bargaining rights under Brown was a huge step forward for educators. We would be in a very different place right now without those rights," says Community College Association President Ron Norton Reel, a Republican. "Brown's opponent, billionaire businesswoman Meg Whitman, is the polar opposite. She wants to solve the state budget crisis by eliminating 40,000 jobs and further cutting the state budget. She wants to eliminate our secure retirement and put all public employees into risky 401(k) plans."

"This move would be devastating to community college faculty," CCA Vice President Lynette Nyaggah adds. "Over the years, as I have talked to my colleagues, one of the most reassuring aspects of our job is the prospect of a dependable retirement plan during our retirement years."

California schools prospered during Brown's time as governor. They can again.

- > K-12 budget increased from \$2.1 billion in 1974-75 to about \$8.2 billion in 1982-83.
- > State funding for higher education, including community colleges, more than doubled.
- > The state budget for the University of California increased from \$474 million in 1974-75 to \$1.15 billion in 1982-83.
- > The California State University budget increased from \$454 million in 1974-75 to nearly \$987 million in 1982-83.

Overhaul of state testing system

In his plan, Brown has vowed to revamp California's testing system so that we are not spending \$100 million annually on standardized tests that don't measure learning and force teachers to teach to the test. He also opposes second-grade testing. Instead of focusing on standardized test scores, Brown wants a curriculum that gives our students a well-rounded education including history, science and the arts, as well as English and math.

Whitman, on the other hand, wants to use test scores to grade schools A through F, and wants to evaluate and pay teachers based on test scores.

Debate shows true colors

During a recent governor's debate in Fresno, Whitman proved to be both bit cynical and insensitive to issues of immigration. The debate, televised to a Spanish-speaking audience by Univision, occurred in the days after it was revealed Whitman had employed an undocumented worker for nine years, though she has publicly called for a crackdown of such practices by employers.

In a question-and-answer session, a young woman who said she was a senior at the university and an illegal immigrant asked the candidates about the DREAM Act (Development, Relief and Education of Alien Minors), designed to help those individuals who meet certain requirements have an opportunity to enlist in the military or go to college and have a path to citizenship, which they otherwise would not have without this legislation. The young woman said that even though she was at the top of her class when she graduated from high school, she wouldn't be able to work legally after graduation without a path to citizenship. The California DREAM Act was recently vetoed by Gov. Schwarzenegger. Whitman also opposes the DREAM Act, while Brown says he would sign the law if it came to him as governor.

"She wants to kick you out of the school because you are not documented, and that is wrong, morally and humanly,"



ABOVE: Then-Governor Jerry Brown with former CTA Political Director Joyce Fadem. The *CTA Action* headlines read "Governor bats .750 on CTA bill signing" and "Governor signs 13 CTA approved STRS bills."

Brown told the student.

Onstage in Fresno, Brown paused momentarily, listening to a correctional nurse shout about how difficult it was to accept furlough days.

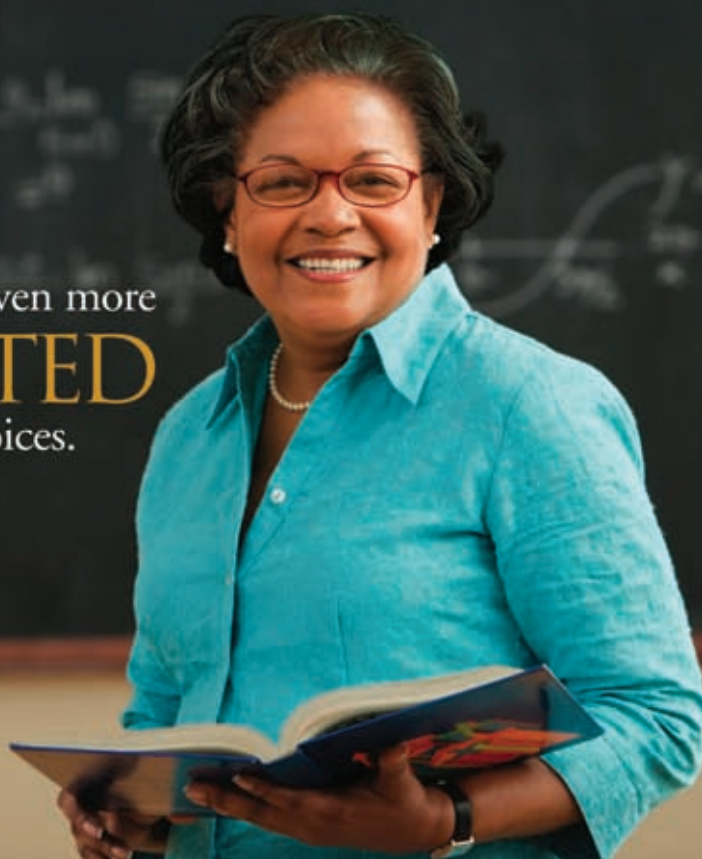
"OK, so, furlough days — well, that's one technique of the current governor, because they ran out of money, and they ran out of money because they didn't learn to live within their means."

The nurse responded with a cynical statement, but Brown remained on track.

"We're going to have to make some very tough choices," he said. "But we want everyone at the table and everything on the table. We'll listen to the correctional nurses and to the teachers, the taxpayers and small businesses. These are very difficult times, and you don't get anywhere by trying to destroy your opponent. You have to incorporate multiple perspectives and lead everyone to a common path to make California great."

A down-to-earth politician who listens to the voice in the crowd and knows that California's greatness can be restored if we all come together to figure it out. That's why CTA believes that Jerry Brown should be the next governor of California. ♡

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YOUR DEDICATION DRIVES OURS®

ROUND TABLE



Karen Lord-Eyewe,
Association of Pleasanton
Teachers



Elizabeth Reeves-Arreaga,
Long Beach City College
Certificated Hourly Instructors



Scott Miller,
Hawthorne Elementary
Teachers Association



Misao Brown,
Alameda Education Association

During the CTA Summer Institute at UCLA, we sat down with four CTA members to find out what they thought about issues surrounding the November election. In this candid conversation, Misao Brown, Scott Miller, Karen Lord-Eyewe, and Elizabeth Reeves-Arreaga shared their thoughts on the profession and their hopes for this election.

CALIFORNIA EDUCATOR: There's so much at stake in this November's election. Why is this election important to you?

ELIZABETH REEVES-ARREAGA: For me, it's about opportunity. I was a young mother and high school dropout. After I got my GED, I knew community college was the best way for me to further my education. And I was only able to do that through programs like CARE and EOPS [a state program that provides support to low-income and disadvantaged college students]. Programs like these must stay in place for people who are already disadvantaged to have the opportunity to move on. So I went from high school dropout to a Ph.D. program. I shouldn't be the only person that's like that.

MISAO BROWN: I think you personify the power of public education. And while funding for education and programs like these are vitally important, we must stay focused on

the bigger picture, too — making sure we help students in the way they learn, and that the doors are always open to everyone.

This November's election is important to public education. Do you think the candidates really understand that?

SCOTT MILLER: My whole life has been in school either on one side of the desk or on the other side of the desk, and everybody thinks because they went to school that they know what schools need — and they don't. You know, it's taken me 19 years and thousands of students to really figure out what works and what doesn't. Any candidate that doesn't understand classroom teachers are the key to understanding what our students schools need is out of touch. That's why Meg Whitman's plan for education makes me nervous. It's not designed to build up our schools, but to continue the top-down sanctions that are destroying our neighborhood schools.

MISAO BROWN: The governorship is so important, because of the amount of influence the position has over education in this state.

While the superintendent of public instruction is elected, and we have a great candidate, former teacher Tom Torlakson, the members on the State Board of Education are appointed by the governor. And we need people who have experience in education and understand firsthand the needs of students.

KAREN LORD-EYEWE: Exactly. Some people view education like a business. That's what I feel about Meg Whitman. She would come in and view our students as products. You know, you just do a little something, treat them all the same, and they come out educated. [Laughs.] That's not how it works, or will work. Every child I teach is unique and responds differently to instruction, depending on a variety of factors that I may or may not be privy to knowing about.

SCOTT MILLER: I think that in the business world you have the luxury of mandating that your employees leave all their differences at the door. As people who work in schools, we don't have any of that. A 9-year-old child cannot leave what happened to them this morning at home or on the bus, they cannot leave that at the door, and we cannot expect them to. We can treat them as individuals, set high expectations, and do our best to help them reach those. I want a governor who understands that. I think Jerry Brown has learned a lot about what works through the years, and understands that I'm an important part of the solution, and that I have to be part of the conversation to get California back on track.

KAREN LORD-EYEWE: We have to get California back on track. I remember when I moved to California from Delaware with my kids. I was shocked at the disparity in the education system. I thought California, being so big and so wealthy, would invest more in their public schools. I just assumed things would get better. But over the past two years alone we've seen a cut of more than \$17 billion. That has to stop. And it has to stop with this election. Our votes must lay the foundation for a better future for California. My son, who's 22 now, reminded me of that the other day. He was saying we all know what our schools need; we just have to get engaged and involved and make it happen.

How do we do that?

SCOTT MILLER: I think part of it is, a lot of people feel powerless, and a lot of times when you go back to school and you say, "Hey, this is what we need to do," you hear "I'm only one person" or "We're only a small school." But that's really not the case. That's one of the reasons we belong to a union — to be stronger together than we ever could alone. I think, as educators, we need to keep the conversation going, and I think it starts at the dinner table, and then it goes to the community centers and the churches and the synagogues and the community groups

and the soccer fields and all those different places. We have to get more people involved in really doing what's right for kids, because we can't carry the load on our own, especially when we have to fight these people who have so much money.

Sounds like you are talking about Meg Whitman?

MISAO BROWN: Yes. I don't think her top-down "help" is what our schools need. We need help from someone who understands collaboration is key to improving our schools, someone that's going to get my community involved, that's going to get my colleagues involved — someone who will encourage parents to be partners in the education process. We need Jerry Brown.

"We can't afford to live in a society where we're not educated."

*Scott Miller,
Hawthorne Elementary Teachers Association*

And how do we make sure Jerry Brown becomes our next governor?

SCOTT MILLER: It's simple. We turn out the vote. We have to do what we think is right at the polls instead of staying at home, and we must encourage everyone we know to do the same.

ELIZABETH REEVES-ARREAGA: Teaching at the college level, I get to see this play out for students in a different way. My students can vote and really care about this election. They understand what's at stake, and they want things to change for the better, and they are willing to work to make it happen. They inspire me. That's why we've got to make sure people who support pro-public education candidates vote in this election.

SCOTT MILLER: I think another thing is that we've got to keep going out and telling our stories.

MISAO BROWN: True.

SCOTT MILLER: We can't afford to live in a society where we're not educated. If we keep telling our stories to everybody — to the newspapers, to the television stations, to the politicians, to our neighbors, to our friends and our families — then maybe people will see that teachers and educators have to be included in the conversation, and when we're not, it hurts everybody, not just the students.

MISAO BROWN: We must put ourselves in the conversation every chance we get.

What are your hopes for the election?

SCOTT MILLER: I hope we get back the hope that so many people have lost, and that after this election we have people in office that will work with us. We have to really start working together to improve the education of all of our students. I feel like we've spent so much time in the past few years just fighting off attacks. With new leadership in office, we can start working together to improve our schools.

MISAO BROWN: I hope that people reflect on their values and understand that we can not only preserve public education but make it better for all kids, when we stand together and vote for people that share our values.

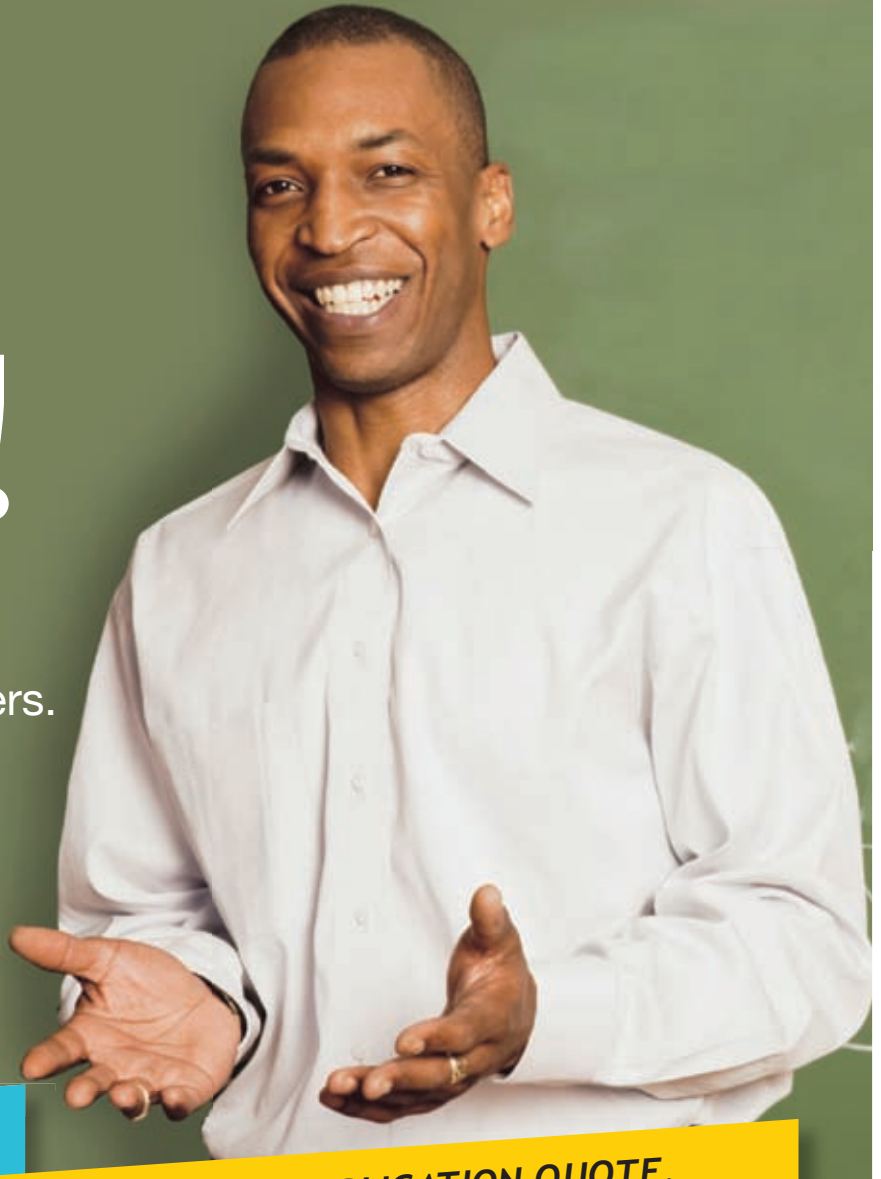
ELIZABETH REEVES-ARREAGA: I'm really struggling with this one, because to me, the hope for the election is the hope that the candidates will follow through with what they promised, and that this election marks the beginning of a new direction for California.

KAREN LORD-EYEWE: I see it as a new starting point. You work to elect the best people you can, then you work with them and hold them accountable.

SCOTT MILLER: Exactly, you can never be silent. I mean, that's sort of the point. ✎

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yes on Prop. 24

The Tax Fairness Act

Story by Frank Wells

Proposition 24, the Tax Fairness Act, would protect California jobs, according to a study released last month. The study, "Corporate Taxes and California's Economic Growth" by Dr. Peter Fisher of the University of Iowa, concludes that windfall tax breaks given to large corporations during the 2008 and 2009 state budget negotiations could result in the loss of up to 25,000 public sector jobs without a guarantee to create a single new job in California. Proposition 24 would repeal those breaks.



CTA photo by Len Feldman

ABOVE: CTA Board member Eric Heins tells legislators during a September legislative hearing on CTA-backed Proposition 24 that by closing newly opened corporate loopholes, the measure will restore more than a billion dollars to the state's general fund.

At the same time that state services were being slashed and thousands of educators were being laid off, lawmakers made backroom deals away from public scrutiny that added over a billion dollars to the deficit in each of the coming years. The tax giveaway was made for California's largest corporations with no requirement or expectation that they would use that money to create or maintain jobs in the state.

In fact, the opposite has happened, and it is worthwhile to look at the behavior of the largest donors to the No on 24 campaign. The big corporations that are paying to defeat Proposition 24 are also pay-

ing their CEOs over \$8.5 billion. They collectively made over \$65 billion in profits last year. At the same time, they laid off more than 100,000 workers.

These large corporations are laying off thousands of workers despite the fact that they are awash in cash and making huge profits. Yet corporate greed has led them to make outlandish claims of additional job loss as they try to avoid paying their fair share. With no evidence to support their claim, opponents of Prop. 24 falsely stated its passage could lead to up to 644,000 state job losses. Dr. Fisher's study calls those claims "outlandish."

Especially galling is that while these wealthy companies were enjoying this huge giveaway, average Californians were tightening their belts as their taxes increased. Sales taxes, income taxes, and various state fees all went up in an effort to help close the budget gap and prevent even deeper cuts to schools and other services. While Wall Street got another government handout, schools and students suffered as Main Street worked to make up the difference.

In response, CTA wrote and placed on the ballot Proposition 24. "This is a matter of fairness and a matter of what's best for our schools and for our state," says CTA President David A. Sanchez. "There was no logical reason to give our largest corporations breaks they obviously don't need, breaks that would drive our state even deeper in the hole. California simply can't afford this."

Fisher's study points out what should be obvious: The loss of over a billion dollars to state coffers annually will result in more cuts to schools and services, and even more unemployment. A key conclusion of the study is that these tax giveaways will cost 25,000 teachers, firefighters, nurses and others their jobs immediately due to additional state budget cuts.

A balanced analysis by the California Budget Project makes similar points and

concludes: "The fundamental policy choice raised by Proposition 24 is whether the state should continue to provide three large tax breaks to businesses at a time when budget shortfalls are projected for the foreseeable future. Voters should consider how the state could best use the resources in question — approximately \$1.3 billion at implementation — to promote the economic well-being of all Californians."

Proposition 24 is one of CTA's top priorities in this election. Its passage will help protect education funding, save jobs, and make sure everyone, including our wealthiest corporations, pays their fair share during this economic crisis. Tax breaks to highly profitable corporations that continue to lay off workers will not help California. ↩

www

To see Dr. Fisher's full report visit www.yesprop24.org.

YES ON 24
THE TAX FAIRNESS ACT

A yes vote on Prop. 24:

- Makes big corporations pay their fair share without raising taxes. Voting YES on Prop. 24 keeps taxes for corporations at their current levels.
- Repeals a shady backroom deal between Sacramento politicians and big corporate lobbyists.
- Prevents more than a billion dollars in additional funding cuts for public schools, public safety and health care.
- Saves jobs of more than 25,000 teachers, police officers, firefighters, nurses and paramedics across the state.



CTA'S RECOMMENDATIONS FOR THE
NOV. 2 GENERAL ELECTION

GOVERNOR
Edmund G. Brown Jr.
LIEUTENANT GOVERNOR
Gavin Newsom

ATTORNEY GENERAL Kamala Harris	STATE CONTROLLER John Chiang	BOARD OF EQUALIZATION #1 Betty Yee
INSURANCE COMMISSIONER Dave Jones	STATE TREASURER Bill Lockyer	BOARD OF EQUALIZATION #2 Chris Parker
SECRETARY OF STATE Debra Bowen	SUPERINTENDENT OF PUBLIC INSTRUCTION Tom Torlakson	BOARD OF EQUALIZATION #4 Jerome Horton

STATE ASSEMBLY

AD 01	Wesley Chesbro	AD 30	Pending ratification	AD 64	Jose Medina
AD 03	Pending ratification	AD 31	Henry T. Perea	AD 65	Carl Wood
AD 05	Richard Pan	AD 33	Hilda Zacarias	AD 68	Phu Nguyen
AD 06	Jared Huffman	AD 35	Das Williams	AD 69	Jose Solorio
AD 07	Michael Allen	AD 36	Pending ratification	AD 76	Toni Atkins
AD 08	Mariko Yamada	AD 37	Ferial Masry	AD 78	Marty Block
AD 09	Roger Dickinson	AD 39	Pending paperwork	AD 79	Ben Hueso
AD 10	Alyson Huber	AD 40	Bob Blumenfield	AD 80	Manuel Pérez
AD 11	Susan Bonilla	AD 41	Julia Brownley		
AD 12	Fiona Ma	AD 42	Pending paperwork		
AD 13	Tom Ammiano	AD 43	Mike Gatto		
AD 14	Nancy Skinner	AD 46	John Pérez		
AD 15	Joan Buchanan	AD 47	Holly J. Mitchell		
AD 16	Sandré Swanson	AD 48	Mike Davis		
AD 18	Mary Hayashi	AD 49	Mike Eng		
AD 19	Jerry Hill	AD 50	Ricardo Lara		
AD 20	Bob Wieckowski	AD 51	Steve Bradford		
AD 21	Rich Gordon	AD 53	Betsy Butler		
AD 22	Pending paperwork	AD 54	Bonnie Lowenthal		
AD 23	Nora Campos	AD 55	Warren Furutani		
AD 24	Jim Beall	AD 56	Tony Mendoza		
AD 27	Bill Monning	AD 59	Darcel Woods		
AD 28	Luis Alejo	AD 61	Norma Torres		
		AD 62	Wilmer Amina Carter		

STATE SENATE

SD 02	Noreen Evans
SD 08	Leland Yee
SD 10	Ellen Corbett
SD 12	Anna Caballero
SD 20	Alex Padilla
SD 22	Kevin de León
SD 24	Ed Hernandez
SD 26	Pending paperwork
SD 28	Jenny Oropesa
SD 32	Pending paperwork
SD 34	Lou Correa
SD 36	Paul Clay
SD 40	Pending ratification



VOTE YES

- Prop. 21** State Parks and Wildlife Conservation Fund
- Prop. 24** Tax Fairness Act
- Prop. 25** On-Time Budget Act of 2010
- Prop. 27** Financial Accountability in Redistricting

VOTE NO

- Prop. 20** Congressional Redistricting
- Prop. 22** Taxpayer Giveaways
- Prop. 23** Dirty Energy
- Prop. 26** Polluter Protection

For updated information on CTA's recommendations, visit www.cta.org/Election2010.

VOTER GUIDE TO BALLOT INITIATIVES

YES ON PROP. 21

State Parks and Wildlife Conservation Trust Fund

Establishes the State Parks and Wildlife Conservation Trust Fund, funded by a special vehicle license fee, which creates stable and adequate funding for California's state parks and frees up money in the state budget that can be used for education and health care.



YES ON PROP. 24

Tax Fairness Act

Prevents \$1.3 billion in tax breaks to large corporations and oil companies, tax breaks that unfairly benefit 2 percent of California businesses and don't require the creation or protection of a single job. Proposition 24 will not raise taxes and will help prevent even deeper cuts to public schools, health care and public safety.

YES ON PROP. 25

On-Time Budget Act of 2010

Allows a simple majority of legislators, instead of a two-thirds supermajority, to approve a state budget, and so prevents a small minority of legislators from holding the budget hostage. It also holds legislators accountable if they fail to pass the budget on time, docking their pay for every day the budget is late.

YES ON PROP. 27

Financial Accountability in Redistricting

Repeals Proposition 11 of 2008, which created the state's Redistricting Commission, allowing politicians to hide behind selected bureaucrats and orchestrate redistricting to serve their own agendas. Proposition 27 restores the authority of redrawing election districts to the Legislature, which is accountable to the people.

NO ON PROP. 20

Congressional Redistricting

Expands the authority of the Redistricting Commission, which allows politicians to hide behind selected bureaucrats and orchestrate redistricting to serve their own agendas. It moves congressional redistricting authority from the Legislature to the Commission. Proposition 20 could lead to disenfranchisement of some California voters, as it offers no assurance of equal representation for communities of color.

NO ON PROP. 22

Taxpayer Giveaways

Prevents the state from borrowing local revenues during a budget crisis, and locks in special protection for redevelopment agencies that skim off billions in local property taxes. If this deceptive initiative passes, public schools will lose over \$1 billion immediately and an additional \$400 million every year after. It also means cuts for firefighters, public safety and emergency medical services.

NO ON PROP. 23


Dirty Energy

Suspends landmark bipartisan legislation passed in 2006 to help limit greenhouse gases and air pollution, and kills California clean energy and air pollution control standards. Backed by oil companies, it would also kill the creation of thousands of green jobs and billions of dollars of investment in California.

NO ON PROP. 26

Polluter Protection

Creates a two-thirds vote requirement for the Legislature to increase fees on businesses for environmental cleanup and other programs. Backed by oil companies and polluters, it would create more legislative gridlock and further restrict the state from holding corporations responsible for paying their fair share.



YES	ON	21
YES	ON	24
YES	ON	25
YES	ON	27
NO	ON	20
NO	ON	22
NO	ON	23
NO	ON	26

Wallet size quick reference for Nov. 2.

yes on Prop. 25

Passing the state budget on time

Story by Sherry Posnick-Goodwin

What could schools and public services do with \$52 million a day? A few things come to mind — like classroom supplies, art and music, after-school programs and health care.

That's the amount it costs the state every single day the budget is late, according to the state Department of Finance. Even though the state constitution calls for a budget to pass on June 15 each year, the state has failed to meet the constitutional deadline for more than 22 years. Last year, legislators went more than 80 days past the deadline to adopt a budget. The two-thirds vote requirement allows a handful of legislators to essentially hold the budget hostage.

Those who believe enough is enough can vote yes on Proposition 25 — the On-

Time Budget Act — in the November election. The initiative, sponsored by CTA, would reform the system by allowing a simple majority of legislators to approve the budget, just as 47 other states do. It also holds legislators accountable by preventing them from collecting their pay and benefits for every day the budget is late — money they can't recover later when they pass the budget.

It would not lower the two-thirds vote required to raise taxes, according to the California attorney general and the state's nonpartisan legislative analyst.

"With California in crisis, we need a Legislature that works," says CTA President David A. Sanchez. "We all suffer when legislators play games with the budget."

When last year's budget was delayed, California issued 450,000 IOUs to small businesses, state workers and others who do business with the state, costing taxpayers more than \$8 million in interest payments alone. California's chronically late budgets have resulted in the lowest credit rating of any state. That dubious distinction alone costs the state millions of dollars each year.

More than 16,000 teachers were laid off last year and 26,000 pink slips were issued this year because of the budget mess. Prop. 25 would allow schools to plan their budgets responsibly by letting them know what they can expect from the state — which is impossible when the state budget is late.

Late budgets waste tax money and inflate the cost of building schools and roads. Last year, when the budget was delayed, road projects were shut down and then restarted several days later, costing taxpayers millions of dollars and further damaging California's credit rating.

"The reasons California needs Prop. 25 are not academic," says Paul Hogarth, managing editor of the online publication Beyond Chron. "Our budget dysfunction has had a real impact on

Tom Torlakson for Superintendent of Public Instruction

Tom Torlakson is a California teacher who has taken his classroom experience to Sacramento to fight for our kids and schools. As a state legislator, Torlakson authored CTA's Quality Education Investment Act, which brought more resources, rather than sanctions, to lower-performing schools. He promoted successful preschool programs and made California's after-school program one of the best in the nation. He also fought to protect funding for school safety, textbooks and computers. As state superintendent, Torlakson will promote safe, quality neighborhood schools and expand career and technical education. He'll also make sure that school districts don't waste precious dollars, but work to meet the highest standards of parents and teachers.



Photo courtesy of Torlakson for SPI campaign



If passed, Prop. 25 will...

- > Reform the system by allowing a **simple majority** of legislators to approve the budget, just as 47 other states do.
- > Allow schools to **plan their budgets** responsibly by letting them know what they can expect from the state.
- > Hold legislators **accountable** by preventing them from collecting their pay and benefits for every day the budget is late - money they can't recover later when they pass the budget.
- > **NOT lower** the two-thirds vote required to raise taxes (according to the California attorney general and the state's nonpartisan legislative analyst).

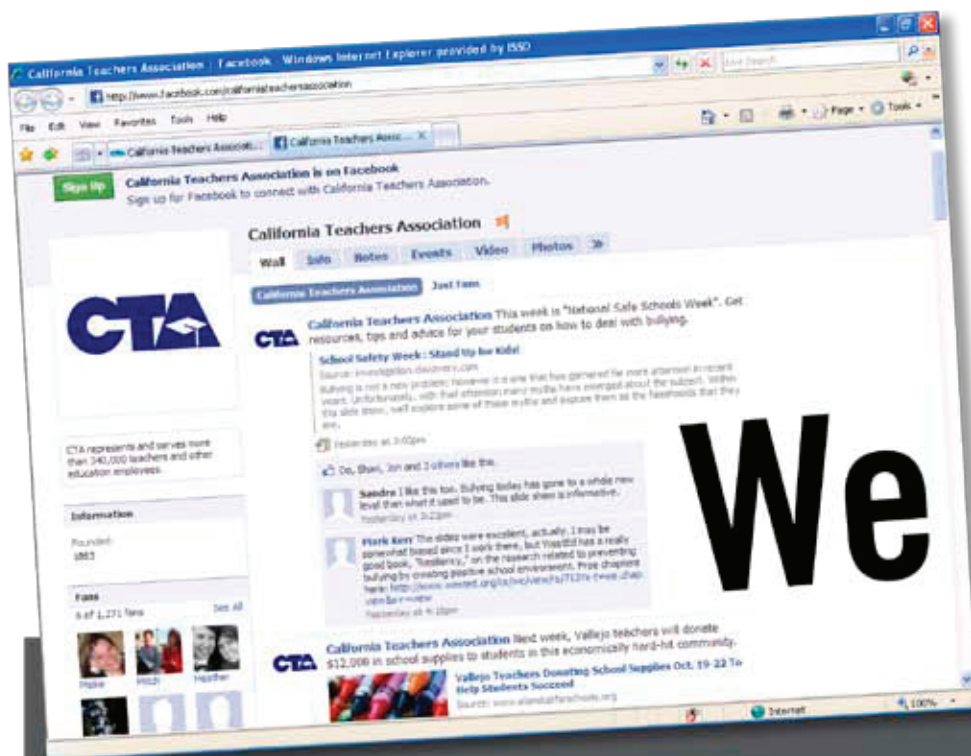
the state's economy. Unemployment is sky-high, school funding has declined to the point where we will be 50th in per-pupil spending, community clinics have shut down, and parks are in trouble. Californians are outraged, and it's our responsibility to show them that we can't afford not to pass Prop. 25."

In addition to CTA, Prop. 25 is supported by the American Federation of State, County and Municipal Employees; AFL-CIO; the California Faculty Association; the California Federation of Teachers; the California Nurses Association; California Professional Firefighters; and the California School Employees Association. ♡

WWW

To learn more about Prop. 25 or find how you can become involved in the campaign, visit www.endbudgetgridlock.com.

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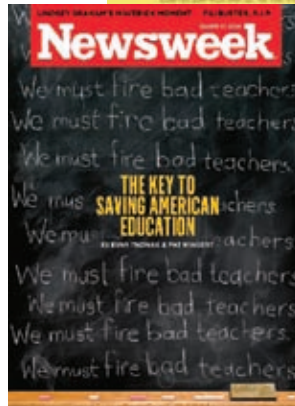
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California Teachers Association | www.cta.org



the blame



Teachers today are facing a wave of criticism from the media like never before, being made scapegoats for the deficiencies of the public school system. Films like *Waiting for Superman* and *The Lottery*, along with magazine cover stories from major news outlets like *Time* and *Newsweek*, and “The Oprah Winfrey Show,” portray educators as the problem and are backing reforms that weaken the school system they seek to help. In the following article, *California Educator* writer Sherry Posnick-Goodwin examines some of the reasons behind this new trend of teacher bashing and its impact on the profession.



game

I'm not a teacher, but I grew up wanting to be one. I was in college when Proposition 13 passed and teaching jobs dried up in California. So instead I became a journalist. When newspaper jobs began to dry up, I was fortunate to land a position at CTA writing about teachers and public education. In a roundabout way it was coming full circle, working in a different way on behalf of public education.

I have had conversations with thousands of teachers through this job and volunteering in my children's schools. I can truthfully say I haven't met one teacher who seemed to have signed on for the money, for the glory, or because it was easy. Those

I've met believe they are making the world a better place and care deeply about helping their students achieve their full potential. They may work long hours, take work home with them, and pay for school supplies out of their own pockets, but they love what they do. I am constantly amazed at how they are able to do so much with so little. In the classrooms I visit, I see meaningful teaching and learning taking place.

When I first started covering public education, it was assumed that teachers were the good guys. (To me they still are.) But these days it seems like teachers are under attack like never before. A few months ago, the cover of *Newsweek* showed 11 sentences

Stories by **Sherry Posnick-Goodwin** • Photos by **Scott Buschman**

The blame game

repeated on a blackboard that said: “We must fire bad teachers.” Next to that in big yellow text were the words “The Key to Saving American Education.”

Recently the *Los Angeles Times* published stories about teachers deemed “ineffective” based solely on their students’ test scores, accompanied by an online data base with the names of thousands of teachers and their ratings based on those test scores. It was public humiliation so cruel that it reminded me of medieval times when people were put in stocks for villagers to gawk at.

Now U.S. Education Secretary Arne Duncan is calling for all states and school districts to make teachers accountable and reveal to the public whether teachers are raising students’ test scores — even though the “value-added” analysis of evaluating teachers based on test scores is flawed. (*Editor’s note: A new Economic Policy Institute report by leading testing experts concludes that value-added methods are still inaccurate, so test scores should not dominate the information used by school officials in making high-stakes decisions about the evaluation, discipline and compensation of teachers.*)

The real question is this: Why is there so much teacher bashing? And why is it happening on so many levels and more intensely than ever before? Why aren’t teachers being given the *support* they need instead of being attacked? And why are we not focusing on what makes good teachers, instead of blaming everything on a few bad ones?

These are complicated questions, but ultimately, I think, it boils down to this: Attacking teachers is a way of attacking unions. And once *unions* are destroyed, private enterprise can take over public education, running schools like a for-profit business.

Those on the attack make it sound as if *all* of our schools are filled with incompetent teachers who would not have their jobs without union protection. Most of the CTA members I visit in their classrooms are competent, hardworking and doing their very best.

The fact is, every profession has *some* bad apples. There are bad journalists, accountants and doctors. But from my perspective, schools are not overrun with bad teachers who would be fired without union protection. As I see it, bad teachers are the exception and not the rule. And systems are in place to fire ineffective teachers.

We are told that unions make it impossible to

fire bad teachers, but that’s simply not true. In fact, for the first two years of employment, teachers can be fired without any reason at all. Unions provide due process — the right to a hearing before being fired (*see sidebar on page 29*) — which keeps both sides honest and relies on facts, not accusations. Without unions, teachers could be fired for their politics, for their religion, or for being outspoken or gay. In the past, teachers were fired for such things as getting married or becoming pregnant; they were not paid a livable wage. Administrators are the key to determining good teachers and bad teachers in California’s current evaluation system. Evaluations take time, paperwork and meetings, but are essential to improving teaching and identifying those that are struggling. The current method of teacher evaluation admittedly needs improvement, and CTA has started a new workgroup on teacher evaluation to look at ways of improving the process.

So why is it that teachers are being bashed on the one hand and seen as rescuers on the other? The trend of teacher bashing also seems to coincide with

“Waiting for Superman” ultimately fails as a discussion about the public school system because it spends hardly any time looking at traditional public schools.

A closer look at

Super Myth #1: Teachers unions are “bad” but teachers are “good.”

While acknowledging the many issues facing public education in a sometimes animated and entertaining manner, *Waiting for Superman* concludes that teachers unions and teacher contracts are destroying the schools. Teachers unions are portrayed as “bad” and teachers as “good.” (Guggenheim fails to understand that the teachers are the union. They are the members. They elect the union leaders. They approve the negotiated contract.)

Although the movie tries to divide teachers from the teachers union by portraying teachers unions as the root of all evil in public education, Guggenheim is, in essence, placing the blame on teachers. Those interviewed in the film are uniformly anti-union — mostly “reformers” who believe teachers unions are the main obstacle to great public schools. Guggenheim does not interview a single superintendent or politician who has a collaborative relationship with the union where real transformation has taken place (as in Chattanooga,

teachers being viewed as “superheroes” that can raise student achievement in a single bound. Never mind the fact that teachers are mere mortals. As superheroes they should be able to singlehandedly close the achievement gap. The reasoning is this, says Diane Ravitch, author of *Death and Life of the Great American School System*: If students succeed, it is the teacher who did it. If students get low scores, it is the teacher’s fault. If teachers are both the cause of low performance and the cure for low performance, nobody has to focus on poverty, housing, unemployment, health care, immigration or other societal issues. Then again, it’s easier to play the blame game than to have a real discussion about the complex issues facing today’s students.

‘Waiting for Superman’

Recently, I was invited to a media screening in San Francisco of the film *Waiting for Superman*, along with the opportunity to interview the director, Davis Guggenheim, who won an Oscar for another documentary, *An Inconvenient Truth* (see Q&A page 28). His newest movie hits the theaters

this month and is sure to generate lots more interest, along with a similar film, *The Lottery*.

In the beginning of the film, Guggenheim tells the audience that every day he drives by three “bad” public schools on his way to taking his children to private school. We are never shown the inside of these so-called bad schools. Why are they bad? According to Guggenheim, it’s because of test scores.

“I’m lucky. I have a choice,” he tells the audience.

The film looks at the lives of several mostly low-income students — two of them in California — and their hardworking, nurturing parents, who desperately want what is best for them. Salvation comes in the form of charter schools, even though the filmmaker admits that studies show only one in five charter schools is doing a better job than traditional public schools. Getting into charters is determined by a lottery system, and students and their families wait in anguish as the bingo balls bounce. It’s as if their very lives hang in the balance. One of the students seen crying with happiness would have had to otherwise

Studies show that only one in five charter schools is doing a better job than traditional public schools.

the film’s super myths

Tenn., Columbus, Ohio, Denver, and other places).

The Albert Shanker Institute, a nonprofit organization based in Washington, D.C., studied the correlation between student achievement in NAEP scores and teachers covered by binding agreements or the right to bargain, and concluded, “It’s very clear that states without binding teacher contracts are not doing better, and the majority are actually among the lowest performers in the nation.”

Super Myth #2: Charter schools are a magic silver-bullet solution.

CTA believes charter schools have a role in California’s education system by providing students new ways to improve learning, encouraging innovative teaching methods, and creating opportunities for educators to take responsibility for student learning. NEA believes that charter schools and other nontraditional public school options have the potential to facilitate positive transformation and foster creative teaching methods that can be replicated in traditional public schools for the benefit of all students. By definition, charter schools

are free from many of the restrictions placed on traditional public schools. The innovative ideas that make some charter schools successful stem from the very issues NEA members have long identified as things they want to change about public education.

Charter schools are only able to serve a small percentage of the student population, and only one in five charter schools outperforms traditional public schools. A 2009 study from Stanford University found that the nation’s charter schools have not significantly raised student achievement when compared with traditional public schools. The study of 2,403 charter schools in 15 states showed that almost half of the charter schools produced results similar to those of comparable public schools, and charter schools producing worse results than traditional public schools outnumbered those with better results by more than 2 to 1. In fact, research suggests that two in five charter schools perform worse than traditional public schools.

Recent films have suggested that charter schools are the only way we can

improve public education, but even well-known proponents of charter schools are critical of these films.

“Movies that sell charter schools as a salvation are peddling a simple-minded remedy that takes us back to the worst charter puffery of a decade ago, is at odds with the evidence, and can blind viewers to what it takes to launch and grow truly great charters,” writes Frederick M. Hess, an education commentator at the American Enterprise Institute. “These flicks accelerate the troubling trend of turning every good idea into a moral crusade, so that retooling K-12 becomes a question of moral rectitude in which we choose sides, and ‘reformers’ are supposed to smother questions about policy or practice. They also wildly romanticize charters, charter school teachers, and the kids and families, making it harder to speak honestly or bluntly.” His complete article can be found at blog.american.com/?author=25.

Charter schools are one solution, but schools across the country are benefiting from a range of exciting new ideas that are the result of communities working together

Continued on page 28

The blame game

attend Woodside High school, a school with above-average test scores in a wealthy area. There is also a dramatic scene where a student in a private school is not allowed to graduate on stage because her mother hasn't paid full tuition, as if that's the fault of the public school system.

The movie's message, stated throughout the film by so-called reformers, is that teachers unions are a "menace" and an obstacle to reform, and that charter schools are the silver bullet — even though research doesn't correlate with that. Some charter schools, based on the movie, have even adopted a new slogan, "We are Superman," according to *Education Week*.

"We've tried throwing money at public schools, and it hasn't worked," Guggenheim tells the audience.

But that's not the case in California. We've cut \$17 billion from public schools in the last two years. Teachers have been laid off, classrooms are overcrowded, programs have been cut, and we are nearly last in the nation when it comes to funding. Ask any California teacher and they'll tell you their budgetary needs are not being met.

The movie also seems to portray No Child Left Behind as being a good thing for making schools "accountable," despite the fact that it has turned them into testing factories and punishes struggling schools instead of helping them. Guggenheim offers lots of flashy graph-

ics, music and sound bites, but he's got it all wrong. The film seems to imply that "super teachers" are the only solution to what ails public schools, ignoring other issues such as poverty, second-language acquisition, resources and parental involvement.

Waiting for Superman ultimately fails as a discussion about the public school system because it spends hardly any time looking at traditional public schools. By focusing almost entirely on charters, it simply tells the story the filmmaker wished to tell about charters. Guggenheim shows one brief instance of a positive example in a traditional public school, a teacher who does rapping math lessons. It never shows the "bad" neighborhood schools or teachers that supposedly doom the children in the film to lifetime failure.

The movie also doesn't show one example of unions, administrators, school board members and parents working together as partners to improve public education. I have visited many school districts where a spirit of cooperation prevails, and a lot can get accomplished when factions work together instead of fighting one another. It's not uncommon for principals to walk out of their offices and welcome me personally to their schools, and thank me and CTA for working to improve public education. Yes, that actually happens.

The movie tugs at the heart strings, but it is

(continued) A closer look at the film's super myths

to improve their local schools. NEA's Priority Schools Campaign supports schools that are thinking about education differently. From teacher-led schools in Denver, to service learning in Ohio, to teacher mentoring in Michigan, school districts are working collaboratively with local unions to improve teaching and learning.

Super Myth #3: Unions are unwilling to commit to commonsense solutions.

CTA has fought for students' rights to quality public education for nearly 150 years. In 1988, CTA won the passage of Proposition 98, which guarantees a minimum portion of state money to fund K-14 education. CTA has defended Prop. 98 from attacks time and time again. In 1995, CTA sponsored a class size reduction law for K-3 classrooms. In 2003, CTA won the passage of a \$12.3 billion statewide school construction bond. And CTA passed the Quality Education

Investment Act in 2006, which uses money from the settlement of a lawsuit over Prop. 98 to fund proven reforms at schools of greatest need. America's public education system has recently captured the attention and imagination of lawmakers, newscasters, commentators, filmmakers and the general public. NEA welcomes others to join this large and very important national conversation.

In many places, the situation is urgent, so for those new to the conversation, the impulse is to recommend simple silver-bullet solutions. Of course, the challenges our public schools face are myriad and complex. NEA seeks solutions that are based on research, collaborative, and well planned and executed.

Smaller class sizes, increased teacher autonomy and flexibility, higher status for the teaching profession, improved teacher quality and professional development programs, broader support and involvement by parents and the

also oversimplified, manipulative journalism that portrays teachers unions as the primary obstacle to reform. However, it's a compelling drama; the children in *Waiting for Superman* are adorable, the parents are dedicated, and the audience can't help but root for them to receive the education they rightfully deserve.

As I sat there in the theater, I couldn't help but wonder if the public relations firm that invited me to the screening realized that the *California Educator* is published by CTA and represents the "teachers union," portrayed as a villain in this film. Obviously not, I decided, as a staff member of the PR firm asked for my reaction upon exiting.

"What did you think?" she asked, smiling anxiously.

"It's very thought-provoking and very emotional," I replied.

It's the truth. *Waiting for Superman* is indeed thought-provoking and emotional. It correctly portrays access to quality education as a right and not a privilege, and one that is essential to achieving racial and economic equality in this country. I hope it will generate meaningful discussion and dialogue about how we can improve our schools. And it makes many valid points about the problems facing our schools and the need to take action. We've been saying for years that our schools need help, students need help, teachers need help.

Unfortunately, *Waiting for Superman* offers no so-

lutions. Instead, it leaves viewers with a sense of hopelessness. There's no talk of finding ways to improve traditional schools through such things as lowering class size, after-school programs, parent involvement programs, rallying the community, technology in the classroom, hiring school counselors, school nurses and classroom aides, or offering meaningful professional development or mentoring programs for teachers.

"I'm careful not to present myself as an expert," Guggenheim told *Education Week*. "My point of view is an observer and a parent who has kids. I don't want to come off as someone who himself offers answers."

But you don't have to offer answers to show a more complete picture of education. A filmmaker with Guggenheim's influence has the responsibility to present this complex issue in an evenhanded manner. It's clear that he set out to tell the story of charter schools — one that will probably appeal to a greater audience and sell more tickets — rather than the more sobering story of public education as a whole.

It's easy to just say "Fire the bad teachers," but it takes time, resources, support, and yes, money to cultivate good teachers. Unfortunately, that's not as compelling a story for viewers. Interestingly enough, Geoffrey Canada, founder of the Harlem Children's Zone and charter advocate featured in the film, tells Guggenheim that he was a terrible teacher for the first three years of his career, before he became a great teacher. It takes time and investing in teachers to make them better.

It also requires investing time and money to do the research necessary to even begin to talk about the complex issues facing public education today. A conversation based on anything less is just short-sighted and harmful.

Our schools need help. Superman is not coming to save us. We can't depend on private enterprise to rescue us. Ultimately we need to rescue ourselves. It's not going to be easy. And teachers, even super teachers, can't do it alone. *But united we can.*

community, adequate tools and resources, modernized schools —these are things we know, from research and experience, will improve our nation's schools. All schools should have the tools and resources necessary to help all students succeed. Students shouldn't have to rely on chance or a lottery to get a quality education that prepares them to succeed in life. NEA members are eager to receive the support that is needed to ensure all students, not just a few, have access to quality public schools.

Because NEA members are in schools and classrooms every day, they are also aware of the challenges public schools face, and are eager to have collaborative discussions to help determine ways that they can work with parents, community organizations, elected officials, and other concerned adults to benefit America's students. Educating children is a shared responsibility, and the debate over how best to do that should be cooperative, not divisive.

THE FACTS ABOUT DUE PROCESS

Teachers unions provide due process so that teachers cannot be fired arbitrarily or for no reason. Under the state's Education Code, teachers may be dismissed for the following causes:

- ▶ Immoral conduct
- ▶ Unprofessional conduct
- ▶ Dishonesty
- ▶ Incompetency
- ▶ Addiction to the use of controlled substances
- ▶ Failure or refusal to perform the normal and reasonable duties of the position
- ▶ Conviction of a felony or conviction of any misdemeanor involving moral turpitude
- ▶ Fraud in securing appointment
- ▶ Drunkenness on duty

In addition, any permanent or probationary employee who is physically or mentally unfit for the position occupied may be suspended, demoted or dismissed. Teachers have a right to due process and a hearing before being fired.

Q&A with Davis Guggenheim



Photo by Scott Buschman

Interview by **Sherry Posnick-Goodwin**

Film director Davis Guggenheim, best known for *An Inconvenient Truth*, recently visited San Francisco to promote his new documentary, *Waiting for Superman*, which opens widely in theaters in October. The *Educator's* Sherry Posnick-Goodwin sat down with Guggenheim at the Clift Hotel to discuss his views on teachers and the challenges facing our schools. She was allotted just 15 minutes for the interview.

ABOVE: Filmmaker Davis Guggenheim visits San Francisco for a screening of *Waiting for Superman*.

CALIFORNIA EDUCATOR: I'm a mom, and both my kids went through public schools. I know what it's like to want the very best for your children. My kids had a pretty good experience in public schools. Did you feel that positive experiences in public schools were missing in *Waiting for Superman*?

DAVIS GUGGENHEIM: I'm not worried about the kids who are getting a great education. I'm worried about the kids who aren't getting a good educa-

tion. And there are really too many broken schools in the state and in the country. My idea was to tackle problems that are pulling schools down.

I've been an education reporter for a long time. I go to a lot of inner-city schools and see a lot of good things happening. I didn't see any of those things happening in the movie except for one teacher, and I'm wondering why.

Look, I didn't make a choice to not show good things. But the challenge for me is that a lot of schools don't want you to shoot [film] in them, no matter who you are. There are overwhelming stakes happening in failing schools, and that's what I focused on. Let me be clear. There are great district schools all over the country. I'm happy for them, and maybe my next movie will show how great these schools are. My mission was to follow five kids in neighborhoods where their schools were not working. For too many kids in America, their only choice is a failing school. You're implying that I'm overlooking something out of some sort conspiracy, but that's not the case. We are failing too many kids, and that's what this movie is about.

You talked about the three "bad public schools" you pass by on the way to taking your children to private schools, but we never get to see what's inside. Did you try to get inside?

Yes.

In the movie, you say, "We tried throwing money at schools, and it didn't work." But California schools cut more than \$17 billion over the past two years. As a result, there have been more than 30,000 teacher layoffs, classrooms are overcrowded, and entire art, music and vocational education programs have been eliminated. California has the eighth-largest economy in the world, but ranks 46th in the nation in per-pupil spending. Couldn't California schools benefit from more funding?

We need to spend more money, especially in California. But if you spend more money, you need to fix what's broken, or the money will go to the wrong place. There are these forces, and until you fix them, you'll never fix our schools. There are bloated bureaucracies and very restrictive

teacher contracts. I believe teachers are the key [to student success], and I also think teachers deserve a great union. I believe in unions; I'm a member of a great union. It's a really hard thing to say, but when fighting for the rights of teachers, you have to make sure their contracts themselves aren't restricting reform.

This film didn't paint teachers unions in a favorable light. Do you think teachers unions can play a role in school reform?

Yes. Randi Weingarten, [president] of the American Federation of Teachers, did a great job of championing new laws in Colorado that rethink teacher tenure and rethink merit pay. It's a fascinating thing: Teachers unions have to defend teachers and get more money for great teachers, but they can't be putting up roadblocks to reform.

Charter schools have been getting a lot more traction lately for parents who are not happy with their neighborhood schools. You say in the film that only one in five charter schools does a better job than traditional schools, but in the movie charter schools seem to be portrayed as the answer. Why is this?

Well, the movie is about whether these kids will get into great performing schools, and their parents didn't care whether they are charter or not. I talk about how only one in five charters is doing a great job. The great thing about charters is that it's all about innovation. But failure can also be a great part of innovation, because you are taking a chance. Charters that are failing need to be shut down. But the ones that are doing great, in my opinion, are breaking the sound barrier. They're showing what works. The trick is to bring those ingredients into district schools.

What do you hope the audience will take away from *Waiting for Superman*?

That the problem is severe and it's worse than I imagined. It affects all of us. Even if your kids go to a different school it affects all of us in society and the competitiveness of our country. I also want people to take away the feeling that it's possible to go into the toughest neighborhood and educate every kid. ♡

Waiting *for* Annie Delgado

What one member **wasn't allowed to say** on 'Oprah'

Annie Delgado, a history and economics teacher at Buhach Colony High School in Atwater, was so infuriated after she saw an episode of "The Oprah Winfrey Show" about the documentary *Waiting for Superman* that she posted a comment on *Oprah.com* advocating for teachers and unions.

"I was outraged by the manner in which Ms. Winfrey characterized the decline of public education as

believed so strongly in what needed to be said," relates Delgado, a former lawyer who has been teaching for a decade.

But that footage ended up on the cutting room floor, with the exception of one sentence, "I believe the teachers unions got a bad rap." Instead of sitting onstage, she sat in the audience. Instead of focusing on teachers, the show was centered on Facebook founder Mark Zuckerberg, who donated \$100 million to Newark schools.

Delgado had hoped to be the voice of teachers, but she was silenced.

At one point Oprah opened up the conversation to members of the audience. Delgado raised her hand. Oprah looked at her, and then selected someone else to speak. The discussion about education reform continued, once again, without a teacher's point of view.

"I am still trying to wrap my head around what happened on the show," says Delgado. "Having been set up with a microphone and placed in the front row, I expected to answer questions that would lend insight into the perspective of teachers. My isolated statement did not convey what I intended. I cannot even begin to state how disappointed I was by the experience."

Delgado may not have been allowed to have her say on "Oprah," but she made an effort to stand up for 3.2 million educators and their students. For that, she is a hero. For those who are "Waiting for Annie Delgado," please continue reading. She will be heard in this story because her opinion matters.

Here are some of the things she would have told Oprah had she been allowed to have her say.

"I think it is clear that parents are frustrated with the limited resources many children have in public education," she says. "What has not been conveyed in *Waiting for Superman* and the media is that teachers experience the same frustration. We want our students to have incredible learning opportunities. When the school system does not provide us with the resources we need, we turn to our

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being the result of poor teaching and unions," says Delgado, a Merced Union High School District Teachers Association member. "I was offended that Ms. Winfrey could present such a biased view of education, which sought to devalue the professionalism of my colleagues, the efforts of my students and also the purpose of teachers unions."

Delgado was contacted by the show's producers and asked if she would be willing to appear on a live show. She said yes and was on a flight to Chicago the next day. She felt excited about being a voice for teachers and education reform.

The jet-lagged Delgado was asked if she could be interviewed immediately upon arrival, and she was filmed from midnight to 1:30 a.m. in Harpo Studios. She was told the producers needed "background footage" to make key points that might not be conveyed in live conversation on the show.

"I wholeheartedly agreed to the late night interview, because I

ACTION

Tardy budget deal further devastates schools

One hundred days late, the state Legislature approved a new \$87.5 billion state budget that will wreak further financial devastation on California's already hard-hit public schools.

The new budget, carried in a number of separate spending bills, will suspend Proposition 98 — state voters' minimum funding guarantee to schools — and slash school appropriations by another \$4.3 billion. This newest round of school cuts comes on top of \$17 billion in funding reductions that have already hammered public schools, students, teachers and education support professionals. Those cuts have forced dramatic increases in class sizes, shorter in-

structional years, reductions or eliminations of art, music and other programs, and thousands of layoffs of instructional personnel. More than 30,000 layoffs of educators alone have been reported over the past two years.

"These cuts are part of a legacy of underfunding of public schools," CTA President David A. Sanchez told lawmakers. "This budget deal continues the downward spiral while providing new corporate tax breaks and pension takeaways for hardworking families."

State Controller John Chiang (second from right) joins CTA Secretary-Treasurer Gail Mendes, President David A. Sanchez, and Vice President Dean Vogel at a Summer Institute reception in August.

CTA and its Education Coalition partners battled hard to ensure that the final budget would provide funding increases for school. But Gov. Arnold Schwarzenegger and lawmakers slashed more than \$7.5 billion from state funding to all programs to fill a \$19.1 billion budget revenue shortfall. More than half of those cuts

will hit public education.

While the budget will provide K-12 schools with about \$300 more per pupil than the governor's May budget proposal, the final adopted plan includes a number of adjustments and suspensions designed to give



Photo by Scott Buschman

CTA, coalition win health care coverage improvements

CTA and a coalition of public interest groups have won the passage of several state measures that will improve health care protections for educators, students and their families. These measures build upon a platform established by the landmark federal health care reform package, signed into law on March 23, whose passage in Congress was spearheaded by the Obama administration.

The seven CTA-backed measures that were signed into law this session both implement and improve provisions of the federal Patient Protection and Affordable Care Act, and will be in force on Jan. 1, 2011.

The California Legislature

passed the first-in-the-nation state legislation to create a state exchange, a key element of the new federal health care reform, through AB 1602, by Assembly Speaker John Perez (D-Los Angeles), and SB 900, by Senate Health Committee Chair Elaine Alquist (D-San Jose) and Senate President Pro Tem Darrell Steinberg (D-Sacramento).

The bulk purchasing power provided by this Health Insurance Exchange will enable millions of Californians to afford coverage, and beginning in 2014 will allow consumers and businesses "one-stop" shopping on health care plans.

As of Sept. 23, the federal law

sets a clear standard to prevent any insurer from rescinding coverage based on problems in a patient's initial health questionnaire. AB 2470, by Assembly Member Hector De La Torre (D-Los Angeles), goes beyond federal law by clearly allowing review by regulators of each case of rescission. To conform with federal law, Assembly Member De La Torre also authored AB 2345, which prohibits health insurance from charging co-payments for some preventive services, such as pap smears, mammograms, other cancer screenings, and immunizations.

The federal law prohibits insurers from denying coverage for children up to age 19 due to pre-

existing conditions, or denying treatment associated with pre-existing conditions. An estimated 576,500 children in California have pre-existing conditions that could have led to denial of coverage. CTA-backed AB 2244, by Assembly Member Mike Feuer (D-Los Angeles), improves upon this protection by limiting the ability of an insurer to charge those children more than twice the premiums of healthy children, with the cost difference phased out by 2014, when insurers will be required to charge everyone the same, regardless of health status.

CTA-supported SB 1163, by Sen. Mark Leno (D-San Francisco)

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schools less than ordinarily required under Proposition 98, the state's minimum funding guarantee to public education.

"This is a bad budget for students, teachers and school support professionals, and for California," emphasizes Sanchez. "Our joint efforts protected schools from even harsher cuts, but our students are going to suffer because of the failure of the governor and lawmakers to do the right thing — raise the revenues the state needs to fund schools properly."

This year's efforts to finalize a budget that provided more funding for public education were hampered by both the worst state economy in recent memory and current laws that require the Legislature to approve a state budget by a two-thirds supermajority. CTA is backing initiatives on the Nov. 2 ballot aimed at addressing both of these issues.

CTA-sponsored Proposition 24, the Tax Fairness Act, will close recently opened loopholes that allow the state's wealthiest corporations to escape paying their fair share. This measure is expected to raise more than \$1.3 billion for the state's general fund, helping to boost funding for education, public safety and other critical services.

A second measure, Proposition 25, addresses the two-thirds supermajority hurdle. It would speed up the budget process and allow a simple majority of legislators to approve the state's annual spending plan. Had that measure been in effect this year, it is highly likely that schools, social services, public safety and other programs would have fared better.

LEN FELDMAN

For a more details on the budget deal, visit www.cta.org.

CTA members help win Education Jobs bill

Just as teachers are working diligently in these final weeks before the November election to take back our classrooms and protect students from more cuts by electing Jerry Brown governor, a handful of persevering California educators worked hard this summer to return laid-off colleagues to their classrooms.

They helped accomplish what seemed like a long shot — securing billions in federal funding to rehire thousands of pink-slipped educators.

The dedication of these few laid-off teachers — who went to Washington to lobby in person — was rewarded. As California school districts begin this fall to receive their share of \$1.2 billion from the \$10 billion federal Education Jobs bill, Santa Ana Unified teacher Clarissa Barragan is coming to terms with her role in CTA's massive mobilization to fight for the money.

"I knew that we made history and that we were able to make a difference in California, and in Santa Ana," says Barragan. "I am happy to think that I had something to do with something so critical to us."

How critical?

While California's \$1.2 billion is one-time federal money, it will help districts rehire thousands of California teachers and education support professionals laid off this year due to state budget cuts. The stimulus funds can also be used to eliminate local furlough days or to restore pay cuts that teachers negotiated to avoid some layoffs around the state, which totaled about 15,000 this school year. The funds cannot be used for school districts' administrative expenses or support costs such as equip-

ment, utilities, renovations or transportation.

"In California, public schools have been cut by \$17 billion the last two years, so the \$1.2 billion in federal money is a good step toward restoring some of the damage to our classrooms," says CTA President David A. Sanchez. "Individual teachers helped make a huge difference in this victory — as did the pressure from thousands of CTA members who called Congress to demand this relief."

Action pays off

Several California teachers with pink slips hanging over their heads went to Washington in late June as part of a national push by NEA in Congress that led to President Obama signing the urgent funding bill on Aug. 10.

Barragan was joined in Washington by Brianna Clegg of Stockton and former Los Angeles Unified music teacher Christopher Rieder, among others. Luckily, they all found teaching jobs by September.

Barragan went to Congress despite having just been laid off for a fourth year in a row. She did stressful substitute teaching and tried to stay in Santa Ana, where she had grown up, attended local public schools and become the first in her family to finish college.

In Washington, as part of the CTA delegation, she met with the staffs of Sens. Barbara Boxer and Dianne Feinstein, and spoke with her representative, Loretta Sanchez, about the impact on students and teachers from so many layoffs. "I felt that I could have a voice for other teachers in California going through the same thing."

Pressure from CTA members led to Barragan's Santa Ana Uni-

fied getting about \$10.2 million, according to preliminary estimates released by the California Department of Education (CDE). All districts, charter schools and county offices of education will get some funding according to a base revenue limit formula (*see sidebar*).

Clegg says lobbying in the halls of Congress was "an incredible experience" that she won't forget. "Leaving the offices of different Congress members and senators, I felt inspired that we might actually have been the voices they needed to hear to pass the bill."

Clegg was pink-slipped on the same day last spring that she was named one of three teachers receiving an award from the San Joaquin County Office of Education as a "Teacher of Excellence" in English instruction. Fortunately, she was rehired at her same Stockton Unified school, though reassigned from fourth to fifth grade.

Rieder, the music teacher from Los Angeles, wasn't so lucky. He could not afford to wait around for the district to decide whether to rehire him, so he uprooted his life and took a teaching job in the

CDE's estimates of allocations for larger districts: (in millions)

Los Angeles Unified,	\$114.7
San Diego Unified,	\$21.3
Long Beach Unified,	\$15.9
Fresno Unified,	\$13.1
San Bernardino City Unified,	\$9.5
San Francisco Unified,	\$9.4
Sacramento City Unified,	\$8.4
Oakland Unified,	\$7.1
Mt. Diablo Unified,	\$6.4

Source: California Department of Education

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Dixie School District in Marin County. Lobbying with CTA gave him an insight into politics that he will not forget.

"I've followed national politics closely for a long time, but didn't have a clear sense of the complexity of the legislative process until actually participating in it," says Rieder. "When we got the news that Speaker Pelosi was calling Congress back from recess to vote on the bill and that it was expected to pass, I started crying out of happiness and relief. It was an unexpected reaction, but man, did it feel good."

Tremendous group effort

All told, using e-mail, texting and phone calls, CTA members made more than 10,000 contacts with California's senators and representatives in Congress. They spoke with one loud voice: "Pass the bill!"

Local CTA chapters that were hard hit by layoffs are looking forward to the federal relief.

"This is really good news for us," says Mike Day, president of the Teachers Association of Long Beach (TALB), which at press time still had about 200 laid-off teachers, down from the more than 800 layoffs it was facing earlier this year. Day says TALB will be discussing ideas with the district, such as using the money to rehire teachers now or to prevent layoffs and furloughs next school year.

In Mt. Diablo Unified in the Bay Area, several hundred teachers and librarians were cut earlier this year, along with many programs. The Mt. Diablo Education Association (MDEA) helped fight for the federal funds and wants them to make an immediate impact to help heal some cuts, says MDEA President Mike Langley.

"This is not the time to funnel funds into reserves," says Langley, echoing sentiments felt by teachers across the state, many of whom have to purchase classroom supplies with their own money due to state cuts.

"We must be sure that our administration focuses on the three R's: Restore, Rebuild, and Respect the input from professional educators in our association. We need help in the classrooms and are ready to find solutions now."

MIKE MYSLINSKI



To view the complete CDE statewide funding allocation

list for all districts, go to www.cde.ca.gov/fg/fo/r14/documents/edjobsfund10.xls.

Heads up!

Conferences

QEIA: Initial Successes and Stories from the Field November 30, 2010

Sacramento (location to be announced)

CTA is convening a symposium to present the findings from a series of site case studies of more than 20 schools throughout California participating in the Quality Education Investment Act (QEIA) program. The case studies were conducted last spring by Vital Research, LLC. This symposium will also give invited representatives of the QEIA schools the opportunity to share their stories with members of the Legislature, policymakers and other QEIA stakeholders. For more information, contact Jane Robb, jrobb@cta.org, (916) 288-4940.

CLMS/CLHS Annual Conference South December 2-4, 2010

Town and Country Resort, San Diego

The California League of Schools, encompassing the communities of the California League of Middle Schools and the California League of High Schools, presents an annual conference in Northern and Southern editions offering high-quality professional development to connect teachers, administrators and school support staff to a range of solutions for the real-world challenges impacting California's K-12 schools. Gain useful ideas, strategies and tools to improve student achievement at your school. Attend as a team for maximum effectiveness. The Annual Conference South offers over 100 sessions led by seasoned educators and specialists; separate session strands for middle, high and elementary school educators; sessions on reading, math and other content areas, RtI, PLCs, differentiated instruction, integrated technology, data/assessment, classroom management, Program Improvement exit strategies, and more; over 14 quality professional development hours; and college credit. Featured speakers Richard and Rebecca DuFour offer six hours of PLC training.

Continued on page 38

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CTA launches campaign ads

As the new school year begins, it's important to remember that teachers and parents in partnership can improve student learning in our schools and build a better California for everyone. That's the message of CTA's 10th annual back-to-school campaign, which featured ads in newspapers, online, and on radio and TV stations around the state in September.

"This is our 10th annual back-to-school campaign, and with \$17 billion in cuts to our schools over the past two years, the message has never been more relevant. Our students do best when parents are involved in their education. That's how our schools work best, too," says CTA President David A. Sanchez.

While Californians wait it out for the Legislature to approve a budget, returning students are losing out on the promises of a quality education. Class sizes have ballooned, more than 30,000 educators have been laid off, and programs like art, music and PE have been eliminated.

"That's why we must all stand together — teachers, parents and the public — to advocate for investing in our public schools. It's the best investment we can make in our students and for the future of our state," Sanchez says.

The radio ad features the voices of two students and two parents, each of whom comments on the important role a teacher has played. The ad opens with a boy's voice saying, "I really hated science, then Mr. Wilson showed me how astronauts used comput-

er programming to learn how to fly the space shuttle." Later, a mother says, "It was my daughter's fourth-grade teacher who helped her finally master fractions. Now she loves math and school."

The ad culminates with CTA President Sanchez noting, "As we start the new school year, it's important to remember that teachers are part of the solution when politicians talk about reform. Improving our schools starts with providing the resources our students need for smaller class sizes and a well-rounded education. Educators and parents working together is the best way to improve student learning and to build a better California for all of us."

The print ads feature a teacher working with three students with copy reading: "They're what makes a school a school... They may be a child's best friend, mentor, coach... They inspire... They are teachers."

The radio ads began Aug. 30 and ran for three weeks on stations around the state, including Spanish and Asian-language stations. Online ads were linked to resources for both teachers and parents, as well as to CTA's Facebook page. The print ads appeared in a variety of ethnic newspapers, including African American, Latino, Chinese, Japanese, Thai, Hmong, Vietnamese, Indian, Korean, Filipino, Arabic, Armenian and Native American publications. Television ads also ran statewide and began airing on Sept. 7, along with the Web ads. All of the ads have been posted on the CTA website: www.cta.org.

DINA MARTIN

Health care

Continued from page 32

co), is designed to increase the transparency in rate increases and coverage denials. The bill requires health care plans to provide clear, understandable reasons for any denials of coverage. It also requires plans to give consumers advance notice of planned premium increases and to have actuarial reviews to assure the increases are justified and needed. The bill, in addition, requires providers to give state regulators information about premium increases so that the information will be made public. The implementation of this bill will give local associations new tools to challenge health insurance rate hikes and takes large strides towards better rate regulation.

In alignment with federal health care legislation, Sen. Curren Price (D-Los Angeles) authored SB 1088, which provides coverage for young adults up to age 26 on their parents' coverage.

LEN FELDMAN

Waiting for Annie

Continued from page 31

own bank accounts to fill the void. Just like my colleagues, I spend many mornings, lunch hours and prep periods to help my students. While we may not all be in our classrooms until 11 p.m. each night, that does not mean we aren't at home grading papers or working a second job so we can continue doing the job we love."

"Unions are often blamed for keeping bad teachers in the classroom," she continues. "Do unions hire teachers? Clearly the answer is no. And do unions evaluate teachers? Once again, the answer is no. Until you can state that the unions play these two critical roles, the fault cannot be assigned to them. I acknowledge that there are weak teachers in the profession, but the same can be said of every profession."

She also would have told Oprah that forcing schools to compete against each other via merit pay based on test scores or Race to the Top is not the solution.

"I am adamantly opposed to merit pay. In

addition to research showing it is not an effective tool, it pits teachers against each other and lends credence to the falsehood that teachers are in education for the money. Until the government can assure every single teacher in the United States that the makeup of our classrooms will be identical to every other classroom, there is no competition. The playing field cannot be leveled, because in public schools, we take every student. There is no application process to enter our schools, unlike charter schools and private schools."

Lastly, says Delgado, she would have told Oprah that unions can improve teaching and learning conditions. "My participation in the union has allowed me to advocate on behalf of my students and have concerns relating to health, safety and class size addressed without fear of reprisal. We, as teachers, are the best line of defense for our students to make sure the education they deserve is delivered." ♦

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extension.ucsd.edu/education

Heads up!

Continued from page 35

ing plus optional sessions for additional fees. The Annual Conference North will be held **Feb. 25-27** in Sacramento. For more information, visit www.leagueofschools.org/events/south.htm.

Deadlines

César E. Chávez Awards January 14, 2011

The César E. Chávez Memorial Education Awards Program provides recognition for students and their teachers who demonstrate an understanding of the vision and guiding principles by which César E. Chávez lived his life. **Friday, Jan. 14** is the deadline to submit written essays (no biographies) or visual arts projects. Entries must be completed by one student or a group of no more than five students in conjunction with a CTA member who is employed at the same school. A CTA member may submit up to five individual entries or one group entry. Grade level categories range from pre-K (artwork only) to higher education (undergraduates only). Top prize winners will receive recognition plus \$1,000 for both students and CTA members. Students who submit a group entry will share the award. For more information and complete entry rules, visit www.cta.org/About-CTA/CTA-Foundation/Scholarships.

CTA Scholarships February 4, 2011

Applications for the 2011 CTA Scholarship program must be postmarked by **Friday, Feb. 4**. The program offers up to 35 \$5,000 scholarships for dependent children of CTA members, including the Ralph J. Flynn Memorial Scholarship for the highest-scoring applicant; the Del A. Weber Scholarship, one \$5,000 scholarship for a dependent child of a CTA member attending continuation high school or an alternative education program; up to five \$3,000 scholarships for CTA members, including members working on an emergency credential; and the L. Gordon Bittle Memorial Scholarship, providing up to three \$3,000 scholarships for Student CTA members. For more information, visit www.cta.org/About-CTA/CTA-Foundation/Scholarships.

Martin Luther King Jr. Scholarships March 4, 2011

CTA and Student CTA established a living memorial in the form of a scholarship fund to aid members of ethnic minorities in preparing for teaching related careers in public education. This scholarship is supported by voluntary contributions from the CTA membership and the CTA Foundation for Teaching and Learning. Scholarships vary each year depending on the amount of contributions and on the financial need of individual applicants. In order to be eligible, an applicant must be a member of a defined ethnic minority group who is pursuing a teaching-related career in public education, and must be an active member of CTA or Student CTA, or a dependent child of a CTA member. Applications for this scholarship must be postmarked by **Friday, March 4**. For more information, visit www.cta.org/About-CTA/CTA-Foundation/Scholarships.



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