

california

educator

OCTOBER 2014 VOLUME 19 ISSUE 3



MEET THE TOP SPACE EDUCATOR

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Facing the
ultimate teachable
moment



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RE-ELECT TOM
TORLAKSON

Superintendent of
Public Instruction

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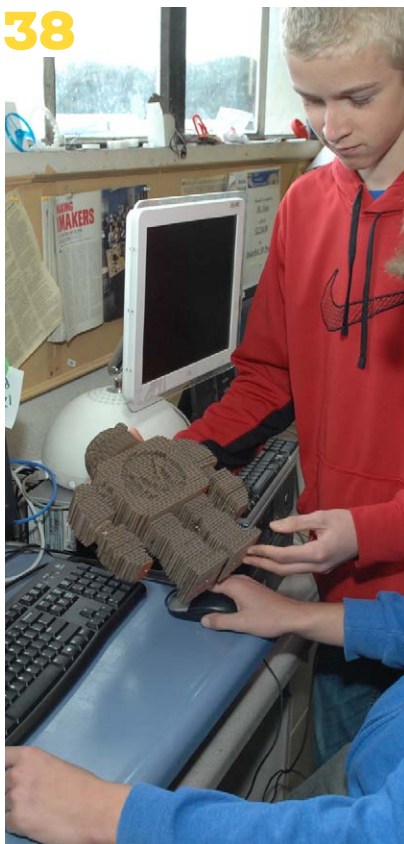


Clinton Loo is a math teacher at San Jose High School and a Teach For America alumnus.

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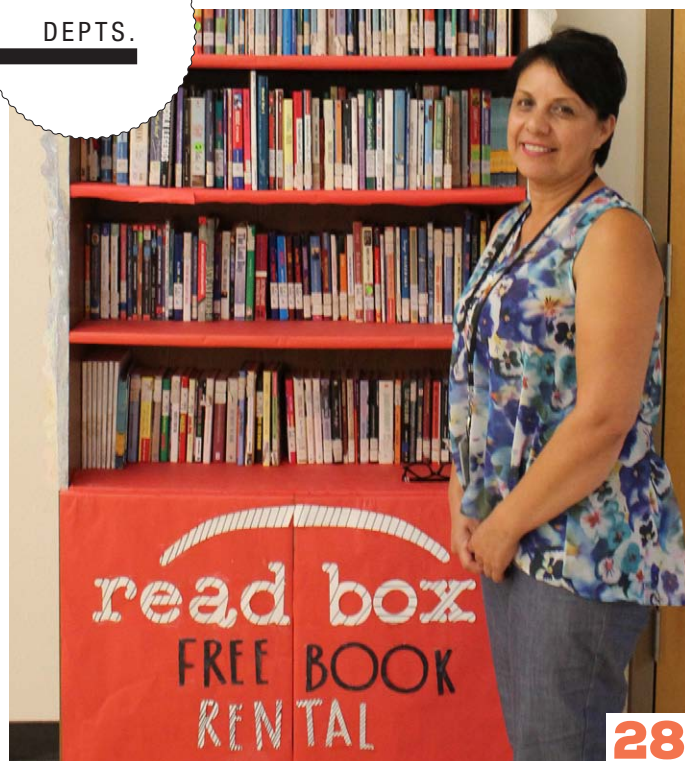
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YOUR OPINIONS AND LETTERS ARE WELCOME! There is a 250-word limit, and all letters will be edited. If you send photos or other materials, identifications and permissions are required. Letters must include your name along with your address, daytime telephone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



Classroom makeovers a family affair

I just wanted to tell you how much I enjoyed reading the August *Educator*. I especially liked the article on classroom makeovers.

I returned to teaching Pre-K at my school, Beachy Ave School, after serving on the CTA Board. It was very stressful taking over a classroom filled with someone else's stuff. Then there was too much furniture in the room for Pre-K and I removed six desks and four bookcases. But the biggest problem was the holes in the walls. Then

we read the article on classroom makeovers.

My eldest daughter, Laura Johnson, patched the holes and painted a mural using characters from books I read to the children. It brightened up the room and was a big hit. Now the principal at her school and the principal of another school nearby want her to paint murals for them. They will have to wait until a weekend because she is an education support professional (ESP) during the day.

Thanks again for a great magazine this month.

SUE CIRILLO

United Teachers Los Angeles



Legislative profiles

I have enjoyed reading the interviews with different legislators in the *California Educator* magazine and would love to see Kristin Olsen featured. Thank you.

CORREY GRUBAUGH

Modesto Teachers Association

Editor's Note: We're glad you're enjoying the interviews and thank you for the recommendation. Assembly Member Olsen is on our list and will be interviewed this spring.

I remember "Four-fingered Louie"

I may be the only CTA member who knows that Mr. Oien mentioned in the August 2014 Editor's Note was the principal at Patrick Henry Jr. High in Sioux Falls, S.D., because I, too, am an alumnus ('62-'65). And yes, I had firsthand knowledge of him "pointing something out" (with his middle finger as he had no pointer finger)!

I fondly recall Mr. Swanson for seventh-grade history, Mrs. Gore for English, Mrs. Henry for math, Mr. Prestbo for civics, Mr. Hinders and Mr. Farrand for PE/football, Mr. Szazma for shop, Mr. Ramos for science. In fact, I was in his class when they announced Kennedy's assassination. I've been

an elementary teacher in Southern California since 1985, a bilingual coordinator since 2003, and hope to retire in a year or two more. With the introduction of Common Core, I appreciate my Sioux Falls public school education even more. Most of what I read and hear about sounds like what I was taught.

Thanks for the blast from the past. By the way, I believe Mr. Oien's first name was really Joe.

GLENN SKALLAND

United Teachers Los Angeles

I've been asked by our local chapter to phone-bank this month. The November election doesn't have a school funding initiative like Proposition 30 or an attack on unions like Proposition 32; can't we just sit this one out?

I think what you're asking me is if your phone banking or voting in this election will make a difference for our schools. The answer is a resounding YES. Let me tell you why.

As educators, we have a critical role — really a responsibility — in protecting public education by electing candidates who support our schools, and in supporting policies and initiatives that help our students, schools, colleges and communities move forward.

In the upcoming election there is one critical race that will shape the future of California schools, depending on the

outcome, for years to come. Re-electing Tom Torlakson as superintendent of public instruction on November 4 will ensure that our schools continue moving in the right direction.

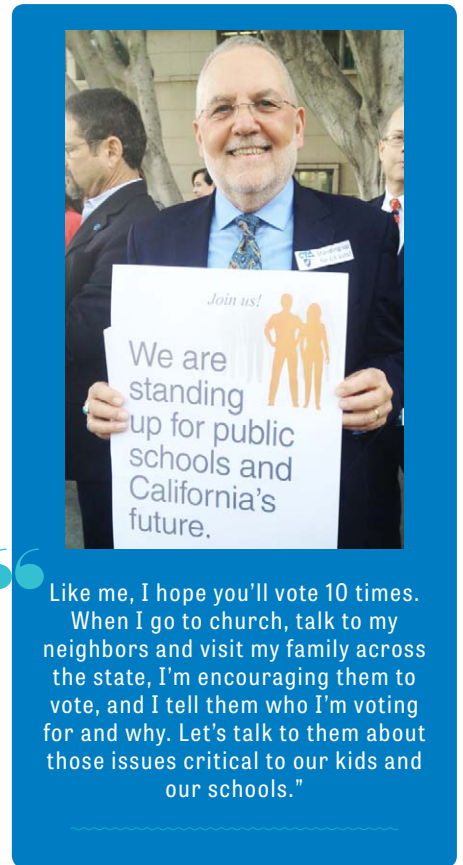
Tom Torlakson is a teacher and fellow CTA member who understands what our students need, and how education policies can impact our classrooms for better or worse. His challenger is a well-funded corporate education reformer who supports the privatization of public schools and efforts to obliterate due process for teachers.

Tom has been an outstanding supporter of teachers and public schools; his re-election will mean that your voice is listened to and acted on in Sacramento. A win for his opponent would give some of the worst anti-educator policies a strong foothold in California. Educators, students and schools need Tom Torlakson and he has certainly earned our support.

Earlier this year CTA State Council adopted a long-term strategic plan based on input from thousands of CTA members, leaders and staff. A key component of that plan is *Advocacy on Education Reform*, an effort to shift the narrative on school improvement to a student-centered agenda that fully incorporates the insight and expertise of educators. In order to make educator-driven reform happen and to stop the wrong kind of "reform" from gaining ground and hurting California students, our participation and success in this election are critical.

In our classrooms or school support positions, we are all caretakers of our individual students. Collectively, though, we are caretakers of the entire public education system. Parents, community leaders and politicians all play a role, but we are truly the only ones with the expertise, the long-term vision, and the daily hands-on experience to lead the efforts to protect and improve our schools.

So I do urge you to go to that phone bank, talk to your family and friends about



Like me, I hope you'll vote 10 times. When I go to church, talk to my neighbors and visit my family across the state, I'm encouraging them to vote, and I tell them who I'm voting for and why. Let's talk to them about those issues critical to our kids and our schools."

the election, make sure you vote, and ensure that public education comes out a winner on November 4.

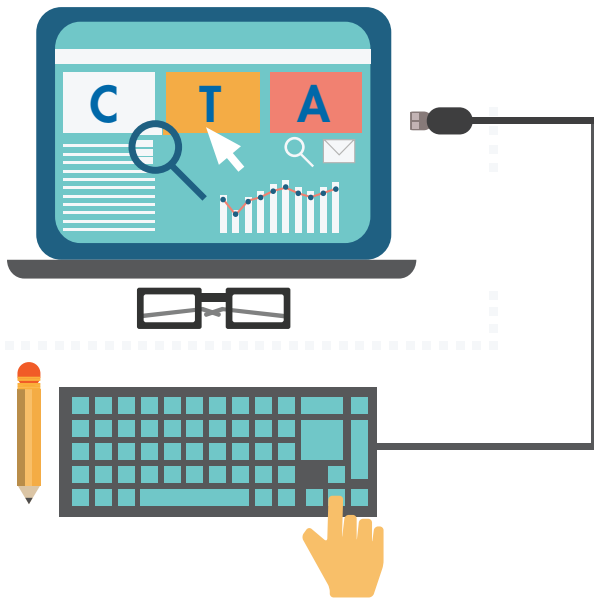
I'd like to add that we can't be effective caretakers of public education if we aren't also good caretakers of ourselves. This issue of the *Educator* is spotlighting cancer awareness and the need for educators to take preventative measures and to look for warning signs.

Teachers and education support professionals often put students ahead of everything else. One thing you can do for those students and for yourself is to stay healthy. That's one more way you can support public education, one that your friends and loved ones will truly appreciate.

Dean E. Vogel
CTA PRESIDENT



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



Did you know that you can build your own voter guide?

Just visit www.cta.yourvoterguide.com and type in your address.

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This election, make sure you vote for friends of public education—like Tom Torlakson for superintendent of public instruction. Then make sure your friends and family know who shares your values about public education.

Working and voting together, we can make a difference in the lives of our students, the resources for our schools, and the fabric of our communities.



Be sure to join us in the members-only campaign Facebook group. Just search for "California Campaign 2014."

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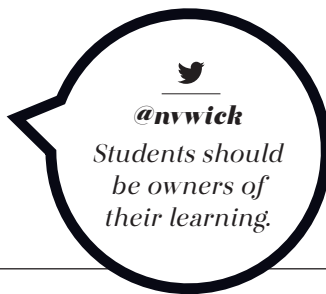
MISSION STATEMENT

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



#CTATopTweet

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

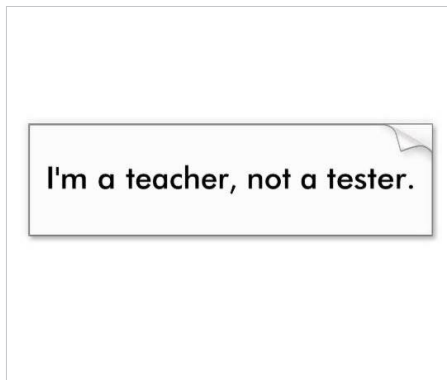


Viral video 🎥



Blueprint for Great Schools: CTA calls for increasing school funding, expanding parental involvement, and ensuring spending decisions are made at the local level as outlined in Superintendent of Public Instruction Tom Torlakson's Blueprint for Great Schools. cta.org/torlaksongreatschoolblueprint

Most popular post 📱



JULY 2 👍 490 likes 📧 85 shares

More top tweets 🐦

@JoseDelBarrio | SEP 27
"as long as u can b convinced u never did anything, u will never do anything"—MalcomX

@ShiftUpwards | SEP 30
As educators we are in the position to create a pipeline of girls interested in leadership and to nurture their dreams. [#GirlsLead](#)

@callimbush | SEP 29
Planning all of this staff development on top of teaching full time is getting exhausting. But I know it will make a difference! [#educolor](#)

Favorite comments 💬

K.D. Baltierra | SEP 29
As a CA fifth-grade teacher, I really think we have to listen to each other. I mean really listen, not be ready to respond. I see that both the "anti-CCSS everything" crowd and the "we like the standards, just not the implementation" crowd have good points. We need to find some common ground to fight for on behalf of our students and public education. I honestly fear we are going to drown each other out if we don't do that.

Marion L Nguli | SEP 26
Good teachers constantly assess, not necessarily on paper!

Peggy Beaty | SEP 26
Every time you interact with a student, you are assessing. That is what a teacher does.

Bibiana Daniel Rosas | SEP 25
The more I'm told I'm qualified, the more they tell me what to do and how to do it. That's what I've learned.

Brian Wise | SEP 22
So the federal government can't afford to fully fund Special Education mandates, but as a consolation prize, it will give a school district an armored vehicle fresh off a battlefield? What's next, a retired ICBM for a playground climbing structure? Hand grenades for football practice? Who elects these people?!?!?

What's new at cta.org

1
www.cta.org/campaign
General election just around the corner With the Nov. 4 general election just weeks away, it's time to zero in on — and elect — pro-public education candidates, like Tom Torlakson for supt. of public instruction and Tim Sbranti for AD 16.

2
www.cta.org/communityengagement
Workshop engages community Recent Community Engagement events engaged stakeholders in topics such as early literacy, understanding the Common Core State Standards, and how parents and schools can work together.

3
www.cta.org/hispanic
Hispanic Heritage celebration spans two months Join CTA in celebrating the vibrant and historical tributes of Hispanic heritage and culture during National Hispanic Heritage Month September 15-October 15.

4
www.cta.org/breastcancer
October is Breast Cancer Awareness Month We are making great strides in finding a cure for breast cancer by keeping it in the forefront of our minds with events like Breast Cancer Awareness Month.

5
www.cta.org/scholarships
Variety of scholarships available to members & dependents CTA offers several different educational scholarships to members and their dependents throughout the academic year. Applications will be available in mid-October.

You can't test courage cautiously

My daughter Casey *loves* scary movies. Me? I get scared in scary movies. *The Ghost and Mr. Chicken* starring Don Knotts scared me, for pity's sake. It's ridiculous. How you can get excited about having the bejesus scared out of you is beyond me. That is what Halloween is all about though, isn't it? Or was.

I've read that Halloween evolved from the ancient Celtic holiday of Samhain (pronounced "sow-en"), and our modern event has become less about scary ghosts and ghouls and more about costumes and candy. Except for my kiddo who'd prefer to watch a horror flick than anything else. The Celts used the day to mark the end of the

harvest season and the beginning of winter, and they believed this transition between the seasons was a bridge to the world of the dead. Interesting reading, as All Hallows' Eve approaches.

Weird as it sounds, as I was reading about this, I ran across this quote: "You can't test courage cautiously."

That quote made me think of Kristi Yee, Bill Freeman, Liz Wilberg, Karen Dawkins and Lauren Reibstein, whom we're featuring in our story on Breast Cancer Awareness Month. They've won their battle with cancer. You'll read about them (page 9) and how they intend their stories, scary as they are, to inspire others waging the same battle.

I was overwhelmed by their quiet courage and heartened by those who stepped up to support them, like San Jose High School teacher **Sal Martinico**. He's having his head shaved by Michael Duong as a fundraiser for a student who has cancer.

Courage takes many forms. For some, it takes courage to share their story. And creativity. Hemet teachers in Riverside County proved they had both. To demonstrate the amount of their extra unpaid work time, they brought to

last month's school board meeting a can of food for each hour per week they spent volunteering — some 2,400 pounds of canned soup, vegetables and fruit was donated to the local food pantry (page 34). They told their story in a clever way, and helped out the community, too. As it turned out, the Hemet community learned more about how dedicated their teachers are.

And CTA encourages you to tell your story, especially now at election time. I think it takes one type of courage to talk to community members and lawmakers, if you've not done it before, and another kind of courage to talk to family and friends about voting. Luckily, your colleagues put in a lot of homework for you on candidates and issues for this election (page 30), at the local, state and national levels, as they do during the regular legislative session. Honor their good work and carefully consider their recommendations, which are based on what educators and students need most to succeed.

So, is it scary to try new things? Sometimes. It can be fun, too. I will tell you, the 3-D printer is seriously the coolest thing I've seen in a long time (page 38). OK — it prompts critical thinking skills, teaches geometry and the like, but I just think it's fun. Casey would think it was great fun.

Of course, she'd be figuring some way to use it to make props to frighten trick-or-treaters as she prepares for her first Halloween in her first house. By the way, if you dare, there is a Halloween-related "word find" on page 56 based on recent letters I've received.

As always, thanks for your comments.

Cynthia Menzel
EDITOR IN CHIEF
editor@cta.org



Surviving Cancer

Teachers experience higher rates of cancers,
says California Teachers Study *By Sherry Posnick-Goodwin*



Kristi Yee's community of school staff and parents offered "an ocean of love and support" during her cancer battle.

Life is a gift, says **KRISTI YEE**, and each day is precious. Even the bad moments are important, she tells students, because they help you appreciate the good ones.

As a breast cancer survivor, Yee is proof bad things happen to good people, and even so, they can survive.

Because October is Breast Cancer Awareness Month, Yee and other CTA members who have survived cancer share their stories, in hopes of inspiring others waging the battle of their lives.

"You've got cancer" may be the scariest three words anyone can hear.

"I felt afraid and overwhelmed," recalls Yee, whose doctor called with the news on Christmas Eve, 2006.

The 30-year kindergarten teacher suspected something was wrong when she felt a lump under her armpit. A biopsy confirmed Stage III triple negative invasive breast cancer. It was winter break, and she and her husband took their two daughters to Disneyland.

I no longer
sweat the
small stuff.

Kristi Yee

"I just wanted to keep on living," says Yee, a teacher

at Skyline Elementary School, South San Francisco.

When she returned, she told students she was sick and would be away the rest of the year, and they would have a wonderful substitute teacher. She underwent months of chemotherapy, radiation and a double mastectomy, followed by reconstructive surgery.

In 1995, Yee became a participant in the California Teachers Study, which has tracked cancer and the health of 133,000 female teachers since that time. She had regular mammograms, never expecting she would go from a participant in the study to a cancer statistic.

Yee and other cancer survivors say their school districts offered excellent health care coverage when they needed it, which is why local associations must fight to preserve quality health care for members. Yee's community of school staff and parents also offered "an ocean of love and support," bringing meals and groceries to



her door. After her recovery, supporters took her on what they dubbed the “Kristi Kruiise” to Mexico.

Yee is now cancer-free and has changed her lifestyle. She started running and lost weight. She is more relaxed, because she thinks that stress contributes to the high rate of teacher cancer. She was featured on the ABC/Disney/Live Well Network show “Motion,” sharing how a healthier outdoor lifestyle led to recovery.

“I used to sweat the small stuff,” confides Yee, South San Francisco Teachers Association (SSFTA). “But this

illness brought me great gifts, by teaching me to appreciate each day and moment. Here I am, alive, surviving and thriving. I am ecstatic to be counted as one of the 2.8 million breast cancer survivors in the United States.”

On the following pages, other CTA members who are cancer survivors share their stories.

Get your colonoscopy!

In 2001, **LIZ WILBERG** had severe stomach pain. A large tumor blocking her colon turned out to be the culprit, and it was malignant. At the time she was 39, and colonoscopies are recommended at the age of 50. The special education math and social studies teacher at Alta Loma Middle School in South San Francisco was also a participant in the California Teachers Study before her diagnosis.

Wilberg had surgery to remove the tumor and her lymph nodes. She underwent a series of chemo treatments and wanted to keep teaching, but worried about compromising her immune system and went on leave. Her husband and mother provided a strong support system.

“Breast cancer runs in my family, not colon cancer,” muses Wilberg, SSFTA, who decided to participate in the study to help others.

Now cancer-free, she encourages everybody to get their colonoscopy at 50.

“It may be awkward and uncomfortable, but it’s nothing compared to having to go through chemo.”

Her advice for others living with cancer?

“Bring someone with you to the doctor when you ask questions. Sometimes it’s hard to take it all in. My husband remembered a lot more of what the doctor said than I did.”



PROTECT YOURSELF FROM SKIN CANCER

MELANOMA, the deadliest form of skin cancer, is rising among all ages and groups. To protect yourself:



Wear sunscreen.



+



+



Wear a hat, sunglasses and clothing to shield yourself from the sun.

Go to your doctor if you notice any moles or changes in the size or shape of existing moles.



Remember the letters ABCD to help recognize changes in existing moles:

A ASYMMETRY

B BORDER

C COLOR

D DIAMETER

Cancer study finds teachers at higher risk

FEMALE TEACHERS IN CALIFORNIA have higher rates of breast cancer, uterine cancer, ovarian cancer and melanoma than comparable women in the state, according to a longitudinal study that has tracked the health of more than 133,000 female teachers since 1995.

The California Teachers Study is part of a research project of the Northern California Cancer Center, which studies cancer causes, trends and prevention. The center has been collaborating with several California institutions in collecting and analyzing survey data on cancer for the project.

Participants provide researchers with valuable information on risk factors for the disease — along with prevention and survival strategies. Originally the study focused just on breast cancer, says Leslie Bernstein, principal investigator of the study, but it has branched out to other types of cancers.

Why were teachers selected to be studied in the first place?

As a group, they expressed concern that they were experiencing a higher rate of cancer than the general population, which turned out to be true. Teachers were also considered individuals who would be “responsible” participants when it came to answering questions about diet, exercise, environment, diagnosis and treatment. They were also considered people who would want to educate others. Teachers signed up to participate after replying to a questionnaire that was distributed through CalSTRS.

The high cancer rate is partly because 75 percent of women in the subgroup who were postmenopausal used hormone replacement therapy (HRT). However, when it was announced in 2003 that HRT causes breast cancer, many stopped taking hormones and fewer women developed breast cancer, says Bernstein. Another factor that might contribute to the higher cancer rate is that teachers delay childbearing to pursue their education.

The study has found that participants have a “substantially” lower risk of breast cancer if they exercise regularly, and a higher survival rate if, once diagnosed, they begin an exercise regime. The study shows that alcohol intake may promote breast cancer, especially if more than one glass of wine is consumed daily.

Since the study began, 16,425 women have developed a form of invasive cancer. Now researchers are collecting blood samples from 21,000 participants to store for future studies to look for genetic mutations or other factors that may predispose some women to a higher risk of cancer.

“We will follow these women for another 20 to 30 years,” says Bernstein. “Their data is so valuable. We are very grateful for their willingness to share and help others.”



Keep a positive attitude

BILL FREEMAN was told he had a year to live in 1986. He told his oncologist he didn't want to die. The response was: “Accept your fate — the quicker, the better — and get close to God and family.”

The father of three was serving in the U.S. Army, going through a divorce, and pondering what to do next in life, before he received the crushing news that he had bone cancer.

The first thing he did was find a new doctor who took a more optimistic view. Then he underwent radiation and became an inpatient in a military ward for two years. He was eventually pronounced cured.

Freeman went to college. He mentored low-income students in algebra and earned his teaching credential. He worked as a substitute teacher and was assigned classes with the most difficult students because he was good with them. Still good at diplomacy in difficult situations, he is the immediate past president of the San Diego Education Association.

“I was given the gift of life and wasn't going to use that to just look in the mirror or work in the yard. I have a lot to offer kids and people in general. And unionism is the best way to give back. It's the best way to make sure kids have a great learning environment.”

His advice is to keep a positive attitude.

“Your attitude can steer your body in a certain direction. I never thought I was going to die. Not everyone with cancer will turn out this way. I know I was one of the lucky ones.”

Unionism is
the best way
to give back.

Bill Freeman



Take care of your health

KAREN DAWKINS was so focused on being a social worker and taking care of her daughter that she didn't make time for herself. In fact, she hadn't had a regular checkup in four years when she suddenly became ill with bronchitis back in 2000. During a coughing fit, she grabbed her sides and felt a lump in her breast. She believes that if she hadn't been coughing, she wouldn't have noticed the lump.

She had Stage II breast cancer and underwent a lumpectomy, chemotherapy and radiation therapy.

"My daughter was young, and I got so caught up in taking care of others, I didn't make time for myself," admits Dawkins, who upon her recovery decided to earn her teaching credential and is now a science teacher at Gunderson High School and San Jose Teachers Association member.

These days, she tells her students, friends and colleagues to get regular physical exams from their doctors, self-check their breasts for lumps once a month, and be aware of any unusual physical changes.

Having cancer has made her a more empathetic person.

"If someone is rude or a driver cuts me off,

I think maybe they have something going on in their life. You really have no idea what other people are going through. Maybe not everyone would agree that I am kinder, but I am usually willing to give people the benefit of the doubt."



Find a support system

LAUREN REIBSTEIN didn't want anyone to know. She didn't want people feeling sorry for her after being diagnosed in 2009 with Stage IV fallopian tube cancer, which spread to her lungs.

Reibstein understood everyone needs a helping hand. For years she ran a program at Sequoia High School in Redwood City called "Building Bonds" that offers a support system for newcomers to the U.S. But the science and dance teacher didn't want cancer to "define" who she was.

Her colleagues and students found out anyway and rallied in support while she underwent chemotherapy, a hysterectomy and lung surgery.

"The response at school was overwhelming," says Reibstein, Sequoia District Teachers Association. "Teachers donated their sick days. There were gifts, cards and good wishes. A student showed up at my door with flowers, which was very nice."

Reibstein had a best friend who died of breast cancer. Naturally, she was terrified of the same fate.

"When I found out I had cancer, I felt every emotion possible. The first reaction is to cry hysterically. But my fear immediately shifted into 'Let's fix this, I don't have time to waste.'"

She recently celebrated five years of being cancer-free. Her school still supports Reibstein, who for the past two years has led Relay for Life to raise money for the American Cancer Society. She says it's "empowering" to "give back" via a school fundraiser, and she's now proud that "cancer survivor" partially defines who she is.

"I wrote a letter to my students saying they'd helped me in profound ways to heal. My goal is now offering hope to others and educating people about cancer. It's possible to live and thrive — and not just survive." ■



The response at school was overwhelming. Teachers donated their sick days.

Lauren Reibstein

Know & Tell

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JBL Clip Portable Bluetooth Speaker

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- Five-hour rechargeable battery life.
- Integrated carabiner is designed to hook onto a backpack or messenger bag.



Beats Pill Portable Speaker

(\$200) www.beatsbydre.com

KEY FEATURES:

- Small but loud ultra-portable sound system.
- Seven-hour rechargeable battery.
- Able to charge your iPhone or any external USB device.

What can you hear through a Bluetooth?

Incredible Sound!

By Terry Ng

BLUETOOTH PORTABLE SPEAKERS have become increasingly popular the past few years, and with good reason: Quality has increased while prices have dropped. A great Bluetooth portable speaker allows you to stream audio wirelessly from your smartphone, tablet and computer, making them an excellent choice around the classroom or even outside on a field trip.

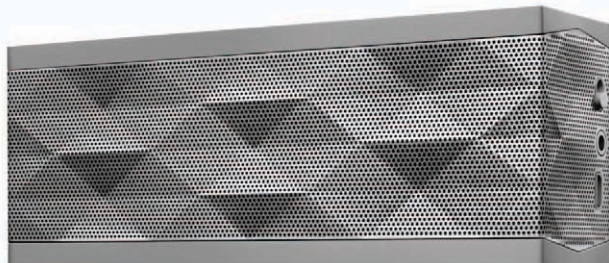
Quality sound, portability, and substantial battery life are the three crucial features you'll want to look for in any good portable speaker. We've broken down some of the best in the market for you. ■

Jawbone JAMBOX (\$86, originally \$150)

jawbone.com

KEY FEATURES:

- Two highly powerful acoustic drivers and ultrasmall dome produce a wide audio spectrum.
- Up to 10 hours of power from internal rechargeable battery.
- Stainless steel construction and sturdy molded rubber casing.



Logitech UE Mini Boom (\$77, originally \$100)

www.ultimateears.com

KEY FEATURES:

- Stream music from any Bluetooth-enabled device from up to 50 feet.
- Up to 10 hours of power from internal rechargeable battery.
- Near-field communication enabled for simple tap to connect.



Remember not flushing the toilet?

Putting a bucket in the shower? It's time to dust off those tips, as California faces an extended dry spell.

Compiled by Cynthia Menzel

2013 WAS THE DRIEST year ever for many areas of California, and current conditions suggest 2014 may rival that record. Water conservation has always been important in the Golden State, but this year, as Gov. Jerry Brown called a drought emergency and asked residents to cut their water use by 20 percent, no Californian can afford to waste water. We all can do our part.

What are you doing about the drought?

Experts say fixing leaks in household faucets and toilets, and reducing lawn irrigation can get most families to the 20 percent goal. The average home in California uses 192 gallons of water a day, according to a 2008 study by the state Department of Water Resources and the California Urban Water Conservation Council.

Here are tips experts recommend:

- Taking a five-minute shower instead of a 10-minute shower saves 12.5 gallons with a low-flow shower head, and 25 gallons with a standard 5-gallon-per-minute shower head.
- Turning the faucet off while brushing teeth or shaving saves about 10 gallons a day.
- Using a broom to clean driveways, sidewalks and patios instead of a hose saves 8 to 18 gallons a minute.
- Fixing the worn washers in a faucet with a slow steady drip saves 350 gallons per month, and 2,000 gallons a month if the leak is a small stream. Putting a new flapper in a leaking toilet can save 7,000 gallons a month. To test for leaks, put food coloring in the tank. Don't flush. Ten minutes later, if you see color in the bowl, you have a leak.
- Installing a water-efficient clothes washer saves up to 16 gallons a load. A water-efficient dishwasher saves up to 8 gallons a load. Rebates are available for water-saving appliances at most water agencies.



- Soak pots and pans instead of letting the water run while scraping them clean.
- Most water agencies offer free water use inspections. An expert will come to your house, check for leaks, and offer tips on how to save water and lower your water bill.
- Replacing a pre-1990 toilet, which can use 5 gallons per flush, with a newer high-efficiency model can save 38 gallons a day per toilet. Most water districts offer rebates of between \$50 and \$250 per toilet. ■



KNOW MORE

email editor@cta.org

WHAT ARE YOU DOING at home and at school about the drought? We'll list member suggestions in next month's magazine. Meanwhile, here are websites that offer information and advice.

www.saveourh2o.org

cagardenweb.ucanr.edu/drought (include the underscore)

blog.sfgate.com (search for "drought tips Dowd")

Source: *San Jose Mercury News*

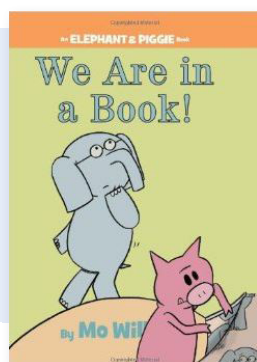
CALIFORNIA READS:

Recommended reading for fall

By Tiffany Hasker

IT'S A NEW SCHOOL YEAR, and we've got new book recommendations for you and your students! This time, we've added recommendations for prekindergarten and adult readers as well. From colorful artwork to gripping nonfiction narratives, this list is sure to have something for everyone.

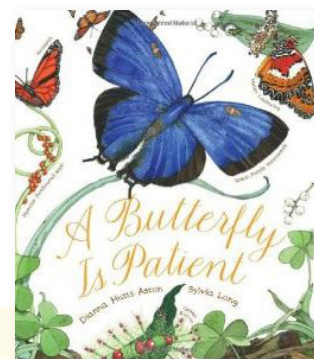
Are you using these recommendations in the classroom? If so, let us know how! Email thasker@cta.org. We'd love to feature your good work in this magazine and on our blog. If you're looking for lesson plans or other resources to go with these book recommendations, take a look at cta.org/californiareads, where we've amassed a collection of classroom resources. ■



PREKINDERGARTEN

We Are in a Book! By Mo Willems

I can think of no greater tribute to the joy of reading than a book that invites the reader to step inside it and interact one-on-one with the characters. Willems creates a wonderful read-aloud experience for kids reading to the adults in their lives, as well as for adults reading to kids. It's filled with nice, big sight words that early readers will be able to sound out.



GRADES K-2

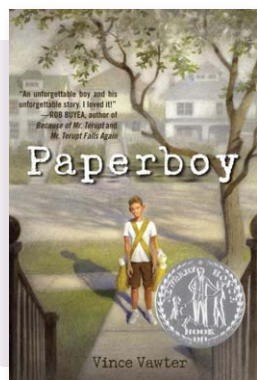
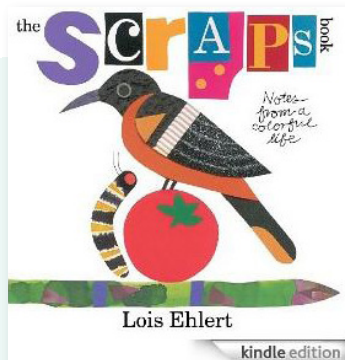
A Butterfly Is Patient By Dianna Hutts Aston and Sylvia Long

This is an excellent book to use when teaching about life cycles. A perfect gateway to science books, it offers just the right tone and perfectly selected facts. Add the illustrations that are large, interesting and filled with details, and you now have the ideal package to get children interested in the nature right in their own backyards.

GRADES 3-5

The Scraps Book: Notes From a Colorful Life By Lois Ehlert

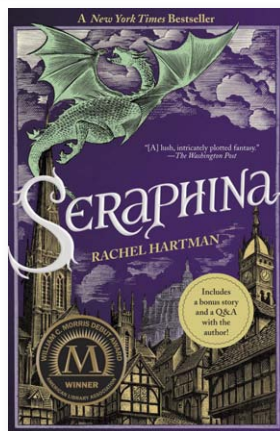
This nonfiction picture book allows readers a glimpse into Ehlert's creative process as well as her personal history. Simple text, gorgeous art and priceless encouragement for young artists. And for kids who don't already see themselves as artists, this book might ignite a spark. A great reflection on creativity.



GRADES 6-8

Paperboy By Vince Vawter

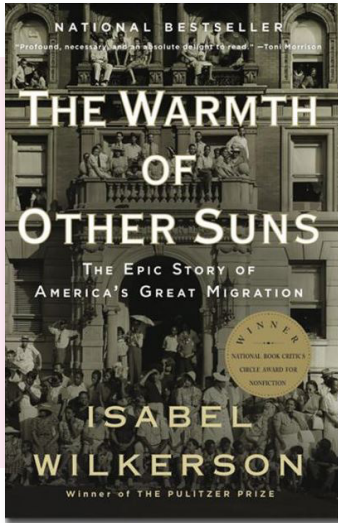
This first-person narrative of a young boy with a stuttering problem who takes over his best friend's paper route for a month is filled with quirky characters, wonderful insight and some adventure. Readers will see that everyone has something that makes them vulnerable but also makes them unique.



GRADES 9-12

Seraphina By Rachel Hartman

Hartman has created a world in which dragons and humans live side by side, seemingly harmoniously. They have not fought for decades, yet there is a simmering distrust between them which begins to boil over after the suspicious death of a member of the royal family. As Seraphina attempts to solve the mystery, she learns more about herself and her "condition." You see, Seraphina is half-dragon, half-human.



ADULTS

The Warmth of Other Suns: The Epic Story of America's Great Migration

By Isabel Wilkerson

I wish I had it in my power to make this book required reading for all Americans, at least all students. No book has moved me in recent memory the way this book did. Page after page, I grew more exasperated with my history classes, wondering, "How did I not learn about this in school?"

Both a riveting microcosm and a major assessment, *The Warmth of Other Suns* is a bold and absorbing masterwork, told through the personal stories of three migrants, Ida Mae Gladney, George Starling and Pershing Foster. All three left the Jim Crow South at different times, for different reasons, and with different results. Through the breadth of its narrative, the beauty of the writing, the depth of its research, and the fullness of the people and lives portrayed, this book will change you. It's not just a good read, it's a must-read!



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TEACH FOR AMERICA:

Do-gooders or
school Rhee-formers?

By Sherry Posnick-Goodwin

**Alex Caputo-Pearl,**

new president of United Teachers Los Angeles, is a staunch and “unapologetic” crusader for teacher rights who believes attacks on teachers unions “destabilize” public schools. He sees teachers unions as vehicles for improving teaching and learning — and promoting social justice.

**Michelle Rhee**

is a so-called school reformer who blames the nation’s education woes on “bad teachers” and unions. Due process and job protections for teachers have come under attack from StudentsFirst, an organization Rhee founded to promote charter school expansion, vouchers and evaluations linked to test scores.

Miles apart philosophically, these two individuals shared the same pathway into the teaching profession. They began in Teach For America, a controversial program that many believe is pushing the pro-corporate, union-busting agenda of Rhee rather than the views favoring public education and social justice of Caputo-Pearl.

WHILE CONTROVERSY RAGES regarding TFA’s true mission, there’s no disputing its rising influence in the education world. There are now nearly 30,000 TFA alumni nationwide. Last year TFA sent about 8,000 teachers into the nation’s 14,000 districts, contributing about 3 percent of the nation’s 250,000 new teacher hires. Rhee and TFA founder Wendy Kopp have made *Time*’s “most influential” list, and TFA’s nonprofit organization spends millions of dollars to put TFA alums into elected and appointed leadership positions.

Caputo-Pearl believes it’s important to separate the “do-gooder types” from the corporate leaders who play a “dangerous role” in the school privatization movement.

“My life is about organizing and building things collectively, and as president of UTLA, I want to engage with TFA alums as I do *all* union members. Many wonderful

teachers have gone through the ranks of TFA. But of much larger concern is TFA’s role as an *organization* seeking to privatize public education, support the charter school movement and undermine teachers unions. TFA as an organization creates conditions that are not good for kids — and has turned some schools into teacher turnover factories.”

IS FIVE WEEKS ENOUGH?

TFA was founded 25 years ago as a way to address a national teacher shortage. At that time, says Caputo-Pearl, TFA was a “rag-tag” organization that sent inexperienced college grads to teach at understaffed inner-city schools. He was sent to Compton in 1990 after five weeks of training that left him “completely unprepared.” He “survived” because a kind-hearted teacher next door, who was unaffiliated with TFA, took him under her wing.

“I was eager, but unprepared for the real work of teaching. The program had encouraged us to believe that motivation, goodwill and some weeks of training were all it took to help struggling kids. Of course, green as I was,

I quickly realized I was over my head. But I also recognized that I wanted to make teaching my life.”

TFA’s five-week training program is open to applicants who are college graduates with a GPA of at least 2.5. Typically, most do not have an education background. After five weeks, “graduates” have a two-year commitment to teach in low-income urban schools where they are placed.

“The training was good,” says Clinton Loo, a TFA math teacher at San Jose High School. “It was extremely stressful. I averaged five hours of sleep a night in the dorms.”

His training at Loyola Marymount University in 2010 involved one hour per day of actual teaching to summer school youths, and the rest of the day was spent collaborating with instructors and developing curriculum.

Loo majored in information systems at Carnegie Mellon University. While working as a technology consultant in Washington, D.C., he became involved in a tutoring program and got bitten by the teaching bug.

“I thought, ‘Why not teach?’ It had never occurred to me before then,” says Loo, an executive board member of the San Jose Teachers Association (SJTA).

Loo, who now has a master’s in education, is proud of the “positive impact” he has had during his four years at San Jose High School. While he’s not sure he’ll teach forever, he’s doubled the two-year TFA commitment he made.

“If I had left after my second year, I believe that I could have a positive impact,” says Loo. “No TFA teachers are exactly the same, but those I have encountered are some of the most hardworking, energetic and impactful teachers you will meet.”

Leah Brosio, a teacher at Live Oak Charter School in Petaluma, found TFA training inadequate in 1993.

After five weeks of training, Brosio found herself “shell-shocked” in an inner-city classroom with 32 students. She called her mother in tears every night. She had no idea how to deal with second-graders who brought *Hustler* magazine to school and whose grandparents arrived wearing shirts that said, “If you don’t like my attitude, call 1-800-EAT-****.” Once she asked a student to spit out her gum and found the student was chewing on a condom. Brosio, then 22, was feeling “somewhere between brave and stupid.”

She applied for an emergency permit and took classes to earn her teaching credential, taking advantage of all professional development opportunities.

“Overall, TFA was an overwhelming, frightening



TFA’s five-week training program training was extremely stressful. “I averaged five hours of sleep a night,” says Clinton Loo, here helping Perla Munguia.

The biggest shame about the TFA debate is that people who care about kids are arguing with each other about teacher and school quality instead of working together to address the root causes of inequity in society.

Ben Spielberg

experience,” says Brosio, Live Oak Teachers Association. “The people running the organization didn’t support us. Most of them were our age. But I became a teacher anyway through grit and determination and a great deal of help from my mom, a veteran teacher.”

Looking back, she finds the basic premise of TFA to be “insulting and a slap in the face” to veteran teachers: that inexperienced novices can “fix” what’s wrong in education.

TFA alum Ben Spielberg also takes issue with the premise that newbies can fix what others have ruined.

“TFA should explicitly acknowledge that achievement gaps are caused by poverty, not bad schools and teachers,” says Spielberg, a former SJTA executive board member and math coach at two campuses.

With complaints that five weeks of boot camp isn’t enough, TFA recently launched a pilot program to provide a year of training to a subset of teachers in the 2015 cohort that focuses on learning theory, pedagogy and cultural competency, along with increased classroom experience. Another pilot program will support teachers who have made it beyond the two-year TFA commitment.

The California Department of Education created an intern certification program designed specifically for those entering teaching through a nontraditional path, including TFA members. They work toward certification through one of TFA’s “credentialing partners,” which include Loyola Marymount University and a UCLA extension program. Once enrolled, TFA members receive a two-year non-renewable intern teaching



credential. Upon completion of the credentialing program, corps members are eligible to file for a five-year preliminary teaching credential.

JOB TURNOVER AND TAKEOVER

Spielberg, a Stanford grad who by all accounts was an excellent teacher, quit his teaching job this summer after four years and moved to Washington, D.C., where his fiancée attends medical school. He's not sure if he will continue teaching. He's considering some "policy-oriented" positions in the nation's capital.

The high teacher turnover rate caused when TFA teachers like Spielberg leave has been a problem for San Jose Unified School District, says Tony Bontempi, a math teacher at San Jose High School.

"All of the math teachers we've lost have been from TFA," he says. "It hurts our program when we have a lack of consistency."

TFA's California placements are located in the Bay Area, Los Angeles, Sacramento and San Diego, and fewer than 20 percent of them are still in the teaching profession by year four.

"This small yield comes at substantial cost to the public for recruitment, training and placement," says education expert Linda Darling-Hammond, chair of California's Commission on Teacher Credentialing, in an *Education Week* article. "A recent estimate places recurring costs at more than \$70,000 per recruit, enough to have trained numerous effective career teachers."

Districts pay thousands in fees to TFA for each corps member, not counting their salaries. In addition to unnecessary costs, TFA results in the "destabilization" of high-needs schools, says Caputo-Pearl, because poor students are negatively impacted from high turnover.

However, due to the high turnover of TFA teachers, the

a number of corps members at schools that are relatively low-poverty and easy to staff, which seems antithetical to the TFA mission."

More alarming is that TFA alums with just five weeks' training are replacing experienced teachers — so districts can save money by paying lower salary rates for beginning teachers. James Cersonsky reports in the article "Teach For America's Civil War" in the July 2013 issue of *The American Prospect*: "Chicago, for example, is closing 48 schools and laying off 850 teachers and staff while welcoming 350 corps members. After Hurricane Katrina, New Orleans cut 7,500 school staff [and] converted the majority of its schools to charters. Over the past five years, TFA expanded its Greater New Orleans corps from 85 teachers to 375."



Ben Spielberg

This concerns some California CTA chapters. For example, the San Diego Education Association recently agreed that TFA members could be employed by the district — but only if the district was unable to find qualified teachers to fill positions.

"Every year we're going to review the process to see if it's necessary," says Scott Mullin, an SDEA board member. "We need to make sure the district isn't overlooking other more qualified people, including subs."

THE REAL AGENDA BEHIND TFA?

Both Loo and Spielberg say that during their TFA training, they were not exposed to anti-union, pro-voucher rhetoric. On TFA's website, there are no overt political views posted. Nonetheless, critics say TFA has a pro-corporate, union-busting agenda.

While both of these teachers have been involved in SJTA, many TFA alums are placed in non-union charters and do not become active union members because they consider themselves short-timers in the profession, says Caputo-Pearl. Some alums banded together to denounce TFA and held an event called Organizing Resistance to Teach For America and its Role in Privatization, which took place during the Free Minds, Free People conference in Chicago in July 2013.

Pro-privatization and charter school foundations — including the Eli and Edythe Broad Foundation, the Bill and Melinda Gates Foundation, and the Walton Family Foundation of Walmart — have given millions to TFA. Alums

"TFA was an overwhelming experience," says Leah Brosio.

"The people running the organization didn't support us. But I became a teacher anyway through grit and determination and a great deal of help from my mom, a veteran teacher."

RESEARCH IS MIXED ON THE EFFECTIVENESS OF TEACH FOR AMERICA'S TEACHERS.

HOW EFFECTIVE IS TFA?

STUDIES SHOW there are better outcomes for TFA teachers in high school — especially in math — and

less successful outcomes when compared with fully credentialed teachers in elementary grades, especially with English learners. A study by the U.S. Education Department's Institute of Education Sciences found TFA alums just as effective — and sometimes more effective — than other high school math teachers.

“Research indicates that if you could get a TFA teacher to commit to more than two years of teaching, they would be excellent,” says Su Jin Gatlin Jez, an assistant professor of public policy and administration, California Faculty Association, CSU Sacramento. “But the problem is that usually during your first two years of teaching, you may be at your worst.”

Jez and Julian Vasquez Heilig of the University of Texas (soon to be the new director of CSU Sacramento's education doctorate program) co-authored the education brief “Teach For America: A Return to the Evidence” published by the National Education Policy Center, which is funded by the Great Lakes Center for Education Research and Practice. They concluded that TFA is “less effective than other well-studied reforms” and should not be considered a “panacea” or a major factor in improving teacher quality in hard-to-staff schools.

“If it were so good, you'd see wealthy districts clamoring for TFA teachers,” says Jez. “But these districts don't want new teachers with little training in their schools for just two years.”

Policymakers and stakeholders should consider TFA alums for what they are — a slightly better alternative if the hiring pool is comprised primarily of uncertified and emergency-permit teachers, she concludes.

Education expert Linda Darling-Hammond says there are things to admire about TFA, especially its recruitment of students from prestigious universities to become teachers, and the fact that TFA allows people to enter the profession without taking out loans and going into debt. She notes that unlike other developed countries, there is no effective “national policy” in the U.S. to recruit, train and distribute well-prepared teachers.

“Creating systems that address these needs, as the federal government has done in medicine, is the key to our children's future,” she says in an *Education Week* article. “We should be building on what works for TFA and marrying it to what works for dozens of strong preparation programs to produce the highly qualified, effective teachers we need for the 21st century.”

who were guest speakers at TFA's 20th anniversary included Rhee, Harlem Children's Zone CEO Geoffrey Canada (a charter booster featured prominently in the movie *Waiting for Superman*), and administrators from non-union KIPP charter schools.

Raising the most eyebrows on the political spectrum is TFA's spinoff nonprofit, Leadership for Educational Equity (LEE), which TFA claims is nonpartisan. LEE has a reported \$3.9 million annual budget and a goal of helping TFA alums get elected to public office, including school boards, judgeships, state legislatures and city councils — as well as placement in school leadership positions. By 2015, it hopes to have 250 members in elected office, 300 in policy or advocacy leadership roles, and 1,000 in “active” pipelines for public leadership.

“LEE puts campaign muscle behind members who decide to seek elected office,” reports *Education Week*.

Among those who have benefited from such “muscle” are Bill Ferguson, a Maryland state senator who sponsored “parent trigger” legislation allowing parents to turn schools over to for-profit charter operations, and Michael Johnston of Mississippi, who wrote a victorious bill that weakened teacher tenure and increased the role of student test scores in teacher evaluations to 50 percent.

Spielberg, however, asserts LEE demonstrated its nonpartisanship by supporting his work as an SJTA board member and even asked him to host an event for corps members and alums called “Unions Matter.”

However, TFA's goal isn't just producing long-term, highly-skilled teachers; it's also to produce policymakers and leaders who can use their inner-city teaching experience as a stepping stone to political office, with candidates presenting themselves as “education experts” when they are not, says Caputo-Pearl.

“TFA people in leadership positions are predisposed to quick-fix measures because they haven't spent enough time in schools to understand that real school improvement plans take five or more years. Basically, LEE promotes people who think things would be fine if we only had more charter schools or if all teachers were evaluated on their test scores.”

Spielberg also has concerns about TFA's political bent.

“The organization produces a large number of influential alumni who support the expansion of charter schools, changes to teacher employment law, and making student standardized test scores increasingly more important in teacher and school evaluations. And there is very little evidence these reforms help poor students.”

The big question: Is the organization's goal to strengthen troubled schools? Or is it to feed a perception that public education is in ruins, and only “reformers” can save the children?

Spielberg believes the answer lies somewhere in the middle of the two extremes.

“In the end, most people within Teach For America — and most other people working in education — have very similar goals. To use the words of the San Jose Teachers Association, most of us want to ‘educate, inspire and change lives’ through public education. The biggest shame about the TFA debate is that people who care about kids are arguing with each other about teacher and school quality instead of working together to address the root causes of inequity in society.” ■



Su Jin Gatlin Jez

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Perspectives

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



If the shoe fits, it's a mystery!

PAUL GERMAIN'S ROOM HAS 1,200 PAIRS OF DESIGNER HIGH HEELS AND MEN'S DRESS SHOES HANGING FROM THE CEILING FOR HIS ART AND DESIGN CLASSES. BESIDES OUT-OF-THIS-WORLD FASHION SHOWS, HIS STUDENTS DRAW RAVE REVIEWS FOR THEIR COLLECTIONS OF MINIATURE 3-D DISPLAYS THAT SHOWCASE FAMOUS PEOPLE IN HISTORY. MEET THIS INTRIGUING MEMBER, WHO IS ALSO A RENOWNED ICE SCULPTOR, ON PAGE 25.

Is it OK to ‘Friend’ Students on Facebook?

YES

All of the kids in my class are on social media. I reach them faster and get a reply faster if I communicate with them on social media. It's also helpful when reaching out to parents. More parents check their Facebook account before they answer the phone in this day and age.

Yes, I worry about boundaries. As teachers we are role models in the community – not just in the classroom. Perhaps I'm not your average Facebook user, but I won't post anything I wouldn't want my pastor to see.

I'm a science teacher, and Facebook is an effective tool for learning. I post video clips, quotes and different science news that I may not be able to print. I can post information for kids who are visual learners and reach them. Maybe not everyone understands the lesson, and if I post it on Facebook, some of my students get it. My kids appreciate that I communicate with them this way.

It works both ways; I also benefit. I receive feedback from students immediately on my lessons, and they can communicate things they may not want to say in class. For example, students may tell me on Facebook, "I understood the lesson," but they aren't courageous enough to say it out loud in class because their friends may make fun of them for being smart.

Facebook can tell you important things about students, and sometimes you will need to report things to officials if you become aware that certain behaviors are taking place. For example, a student might post something about being mistreated at home, and you can use that information to help save their life.

There are many different blocks you can set so that student "friends" are blocked from other friends. It's important to set some boundaries to avoid mixing student friends with personal friends.

The way I see it, Facebook is the modern way of communication. By being friends with students I let them know what's appropriate and what isn't. That will help them understand how to use social media professionally in the future.

TIFFANI NEAL, *United Teachers of Richmond*, teaches at LoVonya DeJean Middle School.



What should you do when those "friend" requests come in from students?

Some educators believe you should never accept them, because "friending" students on Facebook violates the boundaries of appropriate teacher-student relationships and could cause problems down the road.

Others believe refusing to interact on social networks with students is the equivalent of burying your head in the sand when it comes to relevant communication in the digital age.

We asked two CTA members with differing views on the subject to post their thoughts.



NO

I've had "friend requests" from students and former students, and my rule is to turn them down until they're 18. I'm an elementary teacher, and my students shouldn't be on Facebook to begin with, but some of them are. I don't think everything I have to share on Facebook is appropriate for kids. I worry about giving the wrong impression to parents on Facebook. It could lead to too many discussions that I don't want to have with a class full of 8-year-olds or their parents.

I think there are boundary issues. When I'm posting about the places I'm going or the things I'm doing with family, it's for me and my friends. I try to keep my work life and personal life separate; otherwise I see it as blending or blurring the boundaries. I don't want my students following me around electronically.

My Facebook account is set to private. When I get a "friend" request from a student, I delete it. I try to pretend it never happened. If they ask me about it I say I don't take friend requests from students. I've heard that it can cause problems, and I don't want to be called into the HR office. Sometimes I'll post political things, and I don't want to discuss my political views with students or their parents.

I know there are teachers who use Facebook effectively as a communication tool with students. But that's not a road I choose to travel. Some teachers have a separate Facebook account for communicating with their students, but I don't want to have a separate one. I maintain a Facebook account for my local association and that's enough effort.

I've definitely made sure that my privacy settings are dialed in. I have some groups of friends that I post to and some that are excluded from certain posts. Yes, I've had to put some of my friends in "Facebook jail" and I show things to everyone except them. It seems to keep me out of trouble. I could do the same for students, but again, I choose not to.

DWIGHT YOUNG, *Teachers Association of Lancaster*, teaches third grade at Miller Elementary School.



Paul Germain's classes feature mysteries, duct tape, professional hairstylists and high standards

“Artsy Smartsy?”

By Sherry Posnick-Goodwin

HAUTE COUTURE is associated more with Paris and New York than Fresno. But every spring, talented students from Paul Germain's 3-D dimensional design/art classes create out-of-this-world, high-fashion clothing. Students strut their stuff in McLane High School's Art Chic Fashion Show, receiving wild applause on the catwalk.

In February 2014, Germain's students drew rave reviews and a packed house with their Most Influential People Mystery Rooms Exhibit. They created a collection of miniature 3-D displays that showed off the accomplishments and personalities of famous people in history. The rooms didn't name the celebrities who “inhabited” them, but riddles offered clues, with the famous person's photo glued behind the door. For example, Katy Perry's neon pink room

had a poem that read, “I sang ‘Last Friday Night’ and my music video is bright.”

Walking into this Fresno Teacher Association member's classroom is like entering a museum. There's an eclectic array of props, statues and sculptures in every nook and cranny. Germain has both feet firmly planted in the clouds; his room has 1,200 pairs of designer high heels and men's dress shoes hanging from the ceiling.

“It sends a clear and powerful message that art students will be challenged to work their creative muscles at a much higher standard than they thought they could achieve,” says Germain, who is also a renowned ice sculptor who carved 1,500 pounds of ice to create three show pieces for the Mystery Rooms open house. ■





IN PAUL'S WORDS:

My fashion show project challenges students because...

their designs cannot be costumes and must fit the criteria for high fashion. This is not a sewing class. Rather, students can use duct tape, Velcro, glue, needle and thread, and anything else they can think of to make their design a reality. I teach students to walk the runway like pros. Last year, 30 professional makeup artists and hairstylists from Adamme Artistry and Paul Mitchell School enthusiastically donated their time and materials to bring the show to a world-class level.

My favorite mystery room...

was created by a student with numerous disabilities, including webbed fingers and toes, monocular vision that required him to have one eye only three inches from what he was looking at, and other unusual learning handicaps. He discovered he could work with hand tools in ways that his fingers alone could not achieve. He worked night and day to come up with the most incredible ideas and make them a reality. His meticulously detailed and decorated room featured some of the most inventive and creative achievements of Leonardo da Vinci, in miniature.

People don't realize...

that art literally runs the world. Everything that is bought and sold is designed by artists. Right down to the color and shape of the pills doctors prescribe, the buttons on our clothes, food and product packaging, political and religious persuasion, advertising, and so on, everything is directly communicated through art. Those with the best designers working for them succeed; those who don't have the best designers have a tougher time competing.

With this in mind...

all subject areas can and should make a connection to art as a major component of curriculum. The days of administrators and other stakeholders treating art classes as a poorly funded fun place for personal enrichment are gradually being brought up to a higher standard. School budgets must provide art teachers with sufficient materials and instructional aids to make it possible for them to align with state standards for career and college readiness. Art classes help students develop communication, cultural awareness, critical thinking and problem-solving skills, which are essential for success in the 21st century for students in Fresno and throughout the world.



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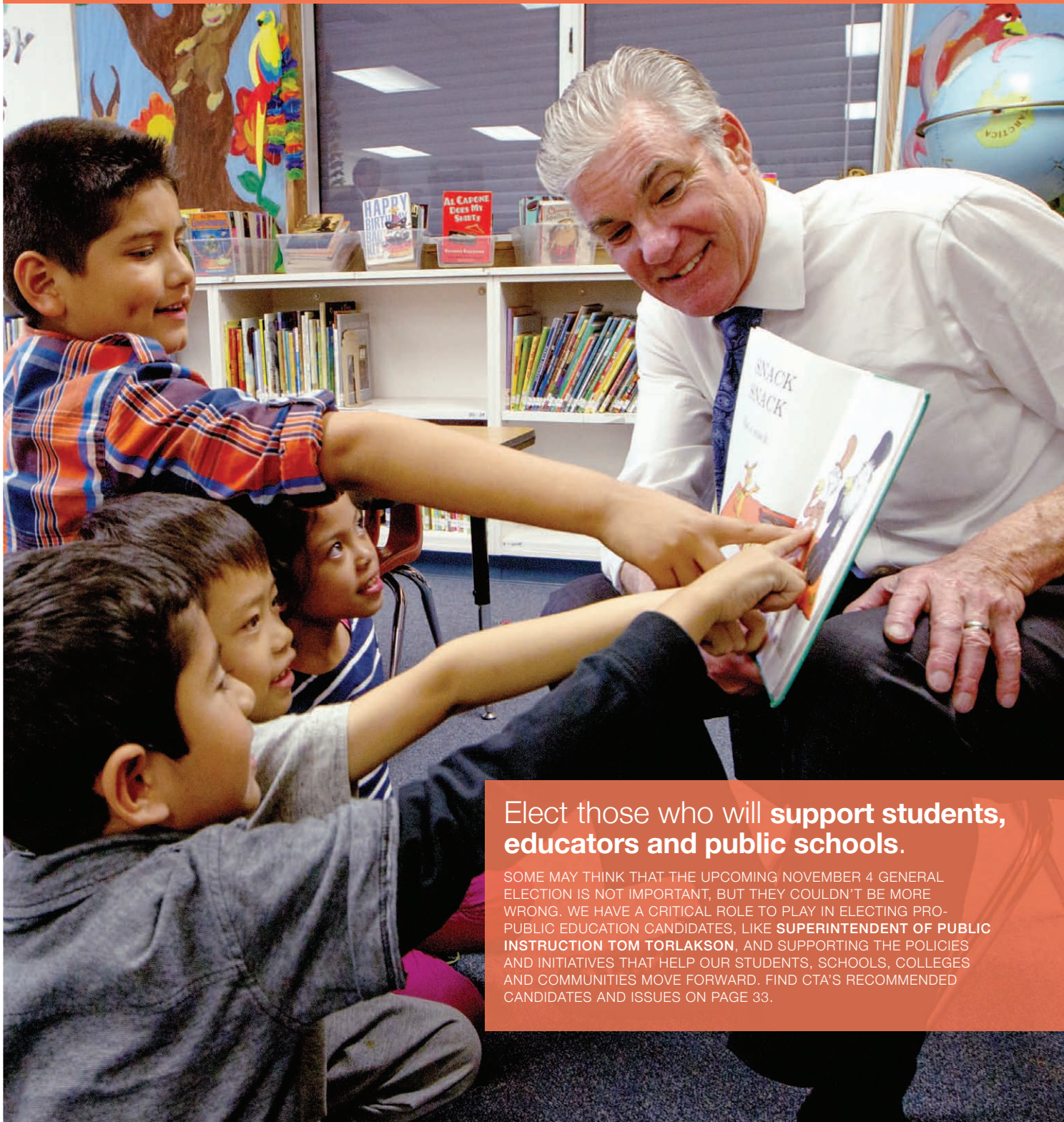


*National Center for Education Statistics (NCES), Digest of Education Statistics, 2011.

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Advocacy

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



Elect those who will **support students, educators and public schools.**

SOME MAY THINK THAT THE UPCOMING NOVEMBER 4 GENERAL ELECTION IS NOT IMPORTANT, BUT THEY COULDN'T BE MORE WRONG. WE HAVE A CRITICAL ROLE TO PLAY IN ELECTING PRO-PUBLIC EDUCATION CANDIDATES, LIKE **SUPERINTENDENT OF PUBLIC INSTRUCTION TOM TORLAKSON**, AND SUPPORTING THE POLICIES AND INITIATIVES THAT HELP OUR STUDENTS, SCHOOLS, COLLEGES AND COMMUNITIES MOVE FORWARD. FIND CTA'S RECOMMENDED CANDIDATES AND ISSUES ON PAGE 33.

Making Good Choices

Colleagues did homework for you to learn about pro-education candidates and issues

Compiled by Dina Martin, Mike Myslinski, Frank Wells and Ed Sibby

THERE ARE MANY WAYS to advocate for teaching and learning issues. One is to do the homework and make recommendations about how to vote at the ballot box. We visited with four of your colleagues who interview candidates, research issues and are involved politically at the local, regional and state levels. For them, their volunteerism is an exercise in democracy, particularly when it comes to recommending candidates for CTA support. ■



Carole McNair

Delta Service Center Council

Were you involved in interviewing candidates or examining issues?

As Service Center Council chair, I served on the committee to select a candidate for our support for San Joaquin County superintendent as well as a representative for the 10th Congressional District. Our recommended candidate for county superintendent, James Mousalimas, is in a November runoff election, as is recommended congressional candidate Michael Eggman.

What should members know and understand about the process?

It's extremely democratic. While it would be impossible to have everyone sit in on the interviews, we have wide representation from the local associations.

What kind of time goes into the interview and selection process?

The office of superintendent affects all the school districts in the county, so the committee asked the president of each chapter in the county to submit questions, which augmented a list of questions provided by CTA's regional political consultant. The committee then selected the candidate on whom everyone could agree, and then sent the name back to the local chapters for further vetting. Altogether, the process for the local office took about two weeks.

Our decision to support Michael Eggman for Congress was made following an afternoon of candidate interviews. Once the committee reached its decision, the recommendation was sent to CTA's State Council of Education for approval, and then on to NEA's Political Action Committee.

Robert Ellis

United Teachers of Richmond

You serve as chair of the Political Action Committee. How democratic is the local union's recommendation process?

We invited all the candidates to come and interview with us for our local school board recommendations. It's a very crowded race with 10 people vying for three seats, and we interviewed all of them. The interview team made a recommendation to the union executive board, and the executive board ratified that decision to take to our rep council. Ultimately, UTR recommended incumbents Elaine Merriweather and Madeline Kronenberg, and newcomer Peter Chau, who graduated from the district, went to law school and wants to give back to his community.

Why is this school board race so critical?

Apparently there are a few candidates who are on a slate supported by the private charter movement. They're basically trying to take over the board to fast-track the opening of more charter schools, which don't have to hire credentialed teachers and would eliminate collective bargaining rights for educators in those schools.

How important is it to you that CTA members get involved in political issues?

I am a classroom teacher who has served in my local as vice president, treasurer, CTA State Council representative and on various committees. We have politics impacting our classrooms every day. We need to step up, roll up our sleeves, and get involved.





Brian Dennert

Simi Educators Association

How did you get involved in your chapter's political recommendation process?

I am on the rep council and I volunteered to participate in the candidate interviews for school board. This year is the second round I've been directly involved in.

Why did you get involved?

I work and live in same town and wanted to help ensure that our recommended candidates are aligned with the values of our union. My kids go to school here and I have personal as well as professional reasons for wanting the best school district possible.

Simi is a relatively conservative community. Is it difficult to find electable candidates who support education and union values?

No. We invite all candidates to interview and if someone is overtly anti-union they don't usually respond. In addition to bread-and-butter issues like collective bargaining and

health benefits, we want to know what vision they have for our schools. Many of our candidates come with good ideas for the future and a strong record of past involvement with the PTA or a local foundation. And unless someone is really an outlier, the conservative or liberal labels don't really come into play on those school vision issues. Our members reflect the political spectrum of the community and that shows in our candidate recommendations.

What would you say to members hesitant about getting involved in local school board races?

Instead of trying to persuade a board member on the wrong side of an issue, it's a lot easier to elect someone who shares your values. If we're all working from the same basic philosophy, that's better for both students and teachers in the long run.

Yolanda Benito

Imperial County Office of Education Teachers Association

As local chapter president, you've said that it's important to be involved locally in the political process. What's been the most helpful to you?

Start planning at least two years prior to an election or as early as possible because chapter presidents take a formal recommendation of candidates and positions on issues through individual chapter representative councils.

For this 2014 election, we started planning and working in 2012, targeting positions for change or support, and looking for possible candidates. To me, it's the formative part of the recommendation and election process.

Any advice for those serving on the election committee?

Trust the process. At times it may seem daunting but there are many people willing to assist you. Members should know it will be a lot of work. However there are so many CTA resources and experts willing to help. And many of those experts are our colleagues.

What do you mean?

We work collaboratively with CTA members throughout our region to develop questions for candidates that are pertinent to the good of the whole. Everyone needs to be educated so all students have access to an excellent education. So when your local association decides the current school board member or superintendent needs to be changed, as a leader in your organization you will be called upon to understand the issues, and to begin the process. Then the wave of CTA support you experience will be phenomenal.



Here's **what's at stake** in the Nov. 4 election:



6.2 MILLION REASONS TO VOTE: Our Students!

AS EDUCATORS, we know best what works for our classrooms and schools. That's why we need to support candidates who will support our goals for keeping California's schools on track and healing from the drastic cuts of the past few years.

As you read on pages 28 and 29, your colleagues put in a lot of time to do their homework, researching candidates and issues and conducting interviews, so they can recommend to you the best candidates and positions for California public schools.

So vote, and make sure your friends and families know which candidates and issues will make the difference for our children. Our schools, colleges and most importantly our students are counting on your vote. ■

LEARN MORE!
 CTA has developed a number of tools that members can use to get information about pro-public education candidates and initiatives that impact our students and communities.

Enroll in CTA's Text Alert System
 Text CTA ACTION to 69866



Go to www.cta.org/campaign



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 California Campaign 2014



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Superintendent of Public Instruction

A Side-by-Side Comparison

The race for superintendent of public instruction is a critical one for California, offering a clear choice between a classroom teacher who values students, educators and public education, and a candidate who falsely claims to have teaching experience and is taking money from Wall Street billionaires who want to privatize our public schools.

Your CTA colleagues are recommending re-electing Tom Torlakson.

Here's how the candidates compare, according to CTA educators.



**TOM
TORLAKSON**



Torlakson is an experienced classroom teacher

- He's a lifelong educator — classroom science teacher and coach.
- He helped lead efforts to stop the education cuts and restore school funding, including a \$10 billion increase this year.
- He believes school funding decisions should be made by local parents, teachers and principals.

Torlakson advocates for all students

- He sponsored CTA's Quality Education Investment Act providing \$3 billion to help turn around more than 350 struggling schools.
- Under his leadership, California has the highest high school graduation rate of all time
- He knows that students need skills they can apply in college and in the real world of work.

Torlakson supports learning over testing

- He wants students to develop critical thinking skills, rather than just learning how to pass a standardized test.
- He opposes a top-down, one-size-fits-all approach to education and rejected Race to the Top in California.
- He's led the way in expanding career and technical training for high school students and strengthening math and science education.

Torlakson supports educators' rights

- He believes educators have a right to due process and a hearing before being dismissed.
- He said the *Vergara* ruling unfairly "lays the failings of our education system" at the feet of teachers who deserve "our admiration and support."
- He called for an appeal of the judge's ruling, having helped pass a new law that streamlines the dismissal process while protecting the rights of both students and teachers.



**MARSHALL
TUCK**



Tuck is a troubled CEO

- He claims to be an educator, but has no professional teaching experience.
- He received landslide votes of no confidence from teachers at eight of 10 schools.
- The private charter company he ran was hit by federal tax liens because of mismanagement.

Tuck supports the corporate education reform agenda

- His education agenda and funders seek to privatize public education.
- Wall Street billionaires are spending money to elect Tuck because he supports allowing out-of-state, for-profit companies to run California schools.
- Tuck is bankrolled by out-of-state special interests and billionaires who opposed the school funding initiative approved by voters.

Tuck supports testing over learning

- Tuck's agenda calls for more high-stakes standardized testing.
- He wants to evaluate and pay teachers based on student test scores.
- He's promised to implement federal Race to the Top "reforms" in California.

Tuck opposes educators' rights

- Tuck's agenda is a full-out assault on educators' rights. He wants to eliminate due process and the right to a hearing before being dismissed.
- He supports the *Vergara* decision and wants to increase the probationary period to up to 10 years, making it harder to attract and retain quality educators.
- Tuck's victory is the top priority of groups that scapegoat teachers, attack their rights, undermine their secure retirement, and want to eliminate their unions.

YOUR VOTE MAKES A DIFFERENCE!

CTA's recommendations for the Nov. 4 general election

REMEMBER — your vote makes a difference. Help elect lawmakers who will fund public schools and support all students and educators. Know that when you cast your vote for CTA-recommended candidates, you vote for those who will support teaching and learning issues. ■

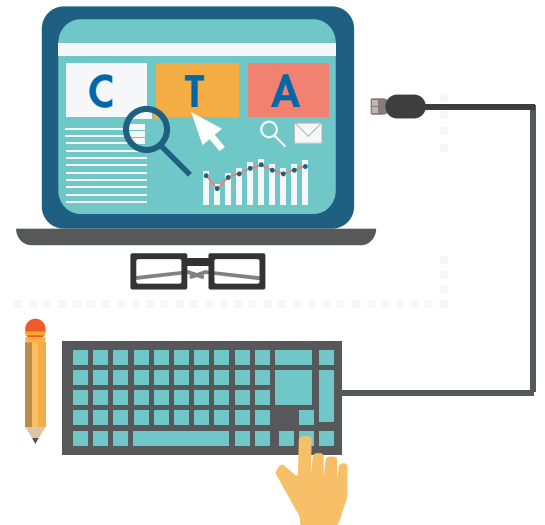
GO ONLINE

Oct. 20 is the deadline to register to vote. You can register online at registertovote.ca.gov. For election information and resources, visit cta.org/campaign. To see your personalized voter guide, visit cta.yourvoterguide.com.

Did you know that you can build your own voter guide?

Just visit www.cta.yourvoterguide.com and type in your address.

With the click of a button your personalized voter guide will be created.



And you can learn more about CTA-recommended candidates and initiative positions at www.cta.org/campaign.

This election, make sure you vote for friends of public education — like Tom Torlakson for Superintendent of Public Instruction. Then make sure your friends and family know who shares your values about public education.

Working and voting together, we can make a difference in the lives of our students, the resources for our schools, and the fabric of our communities.

Be sure to join us in the members-only campaign Facebook group. Just search for "California Campaign 2014."



➤ **STATEWIDE**

Governor

Jerry Brown

Lieutenant Governor

Gavin Newsom

Secretary of State

Alex Padilla

Controller

Betty Yee

Treasurer

John Chiang

Attorney General

Kamala Harris

Insurance Commissioner

Dave Jones

Superintendent of Public Instruction

Tom Torlakson

Board of Equalization, District 1

Chris Parker

Board of Equalization, District 2

Fiona Ma

Board of Equalization, District 3

Jerome Horton

AD 39 Raul Bocanegra
 AD 40 Kathleen Henry
 AD 41 Chris Holden
 AD 42 Karalee Hargrove
 AD 43 Mike Gatto
 AD 44 Jacqui Irwin
 AD 45 Matt Dababneh
 AD 46 Adrin Nazarian
 AD 49 Edwin Chau
 AD 51 Jimmy Gomez
 AD 52 Freddie Rodriguez
 AD 53 Miguel Santiago
 AD 54 Sebastian Ridley-Thomas
 AD 56 Eduardo Garcia
 AD 57 Ian Calderon
 AD 58 Cristina Garcia
 AD 59 Reginald Jones-Sawyer
 AD 61 Jose Medina
 AD 62 Autumn Burke
 AD 63 Anthony Rendon
 AD 64 Mike Gipson
 AD 65 Sharon Quirk-Silva
 AD 66 Al Muratsuchi
 AD 70 Patrick O'Donnell
 AD 73 Wendy Gabriella
 AD 78 Toni Atkins
 AD 79 Shirley Weber
 AD 80 Lorena Gonzalez

CD 15 Eric Swalwell
 CD 16 Jim Costa
 CD 17 Mike Honda
 CD 18 Anna Eshoo
 CD 20 Sam Farr
 CD 21 David Valadao
 CD 24 Lois Capps
 CD 26 Julia Brownley
 CD 27 Judy Chu
 CD 28 Adam Schiff
 CD 29 Tony Cárdenas
 CD 30 Brad Sherman
 CD 31 Pete Aguilar
 CD 32 Grace Napolitano
 CD 33 Ted Lieu
 CD 34 Xavier Becerra
 CD 35 Norma Torres
 CD 36 Raul Ruiz
 CD 37 Karen Bass
 CD 38 Linda Sánchez
 CD 40 Lucille Roybal-Allard
 CD 41 Mark Takano
 CD 42 Tim Sheridan
 CD 43 Maxine Waters
 CD 44 Janice Hahn
 CD 46 Loretta Sanchez
 CD 47 Alan Lowenthal
 CD 50 James Kimber
 CD 51 Juan Vargas
 CD 52 Scott Peters
 CD 53 Susan Davis

➤ **STATE SENATE**

SD 02 Mike McGuire
 SD 04 CJ Jawahar
 SD 06 Roger Dickinson
 SD 10 Bob Wieckowski
 SD 12 Anthony Cannella
 SD 14 Luis Chavez
 SD 18 Bob Hertzberg
 SD 20 Connie Leyva
 SD 22 Ed Hernandez
 SD 24 Kevin de León
 SD 30 Holly Mitchell
 SD 32 Tony Mendoza
 SD 34 Jose Solorio
 SD 40 Ben Hueso

➤ **U.S. HOUSE OF REPRESENTATIVES**

CD 01 Heidi Hall
 CD 02 Jared Huffman
 CD 03 John Garamendi
 CD 05 Mike Thompson
 CD 06 Doris Matsui
 CD 07 Ami Bera
 CD 09 Jerry McNerney
 CD 10 Michael Eggman
 CD 11 Mark DeSaulnier
 CD 12 Nancy Pelosi
 CD 13 Barbara Lee

ALSO ON THE BALLOT

➤ **NO ON PROP. 46**

Skyrocketing Medical Costs

This measure, written by trial lawyers, would make it easier and more profitable for lawyers to sue doctors and hospitals, causing lawsuits and jury awards to skyrocket and driving up medical costs for consumers and state and local governments. You could lose your trusted doctor and vital services, as well as your personal privacy.

➤ **YES ON PROP. 47**

Safe Neighborhoods and Schools

This commonsense reform would change sentencing for low-level nonviolent crimes from felonies to misdemeanors. This will stop wasting prison space and save hundreds of millions annually, which will be redirected to K-12 schools and treatment programs. It protects public safety and reduces the barriers that many with felony convictions for nonviolent crimes face to becoming productive citizens.



Bargaining Update

SANITY PREVAILS IN SAN DIEGO ▶

The San Diego City Unified School District is sending back a military vehicle it had planned to use in rescue operations, saying it would carry supplies and even teddy bears. Yielding to residents' concerns, the district is returning the 18-ton MRAP, or Mine-Resistant Ambush Protected vehicle, that its police department recently acquired from the Department of Defense's surplus equipment program.



CLASS SIZES, STUDENT ACCESS TO TEACHERS MOVE SAN YSIDRO TEACHERS TO STRIKE

A 6.5 percent pay cut, class sizes, member health and welfare benefits, and an 11th-hour attempt to create full-time kindergarten have teachers in the San Ysidro School District in San Diego County on strike.

Teachers want to reduce class sizes while maintaining classroom size limits to ensure students have appropriate access to their teachers. They are concerned about "dubious and inaccurate projections" that even the state-appointed fact-finder admitted have been an ongoing practice of the district.

Teachers also have not had a raise since 2007.

SYEA President Carol Wallace was resolute in her response to the ongoing crisis. "The district has lied to our community about the budget, and we will not be bullied into believing that lie."

HEMET TEACHERS' FOOD DONATION = VOLUNTEER "WORK" TIME ▼

This creative protest idea showed the Hemet Unified School District's school board in Riverside County just how much extra work teachers do before and after school. Educators brought to last month's school board meeting a can of food for each hour per week they spent

volunteering, piling up some 2,400 pounds of canned soup, vegetables and fruit that was later donated to the local food pantry.

"We had this huge pile of food to show the school board that our time is valuable," Hemet Teachers Association President Robert Hudson said. "We donate so much time at our schools on a weekly basis that we needed to find a way to make it tangible to the school board. We definitely made a statement... and helped out our community, too."

Feeling disrespected by

the district, teachers stopped volunteering to work the non-academic tasks that California teachers routinely do out of dedication to students.

SACRAMENTO CONTRACT = RAISES, SOME CLASS SIZE PROGRESS

Somewhat smaller class sizes, restoration of two furlough days, and salary increases are included in the new two-year contract ratified by members of the Sacramento City Teachers Association.

Raises will total 4.08 percent over two years. The union and the district agreed to work together to reduce class sizes to levels required by the state's Local Control Funding Formula. ■



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



LEGISLATOR PROFILE:

Meet Sen. Richard Lara

SEN. RICHARD LARA (D-Bell Gardens) was elected in November 2012 to represent the 33rd Senate District. Son of a blue-collar immigrant family who was raised in East Los Angeles, the senator served in a number of legislative staff positions before his election to the Assembly, and later to the Senate. As a legislative staffer, he was an architect of legislation to help immigrant students secure scholarship support.

The elected chair of the Latino Legislative Caucus, Sen. Lara champions educational equity, and civil and human rights. The senator has authored legislation to improve students' access to education, to protect a woman's right to take pregnancy leave, and to ensure greater government transparency and oversight. ■

What did you do before becoming a lawmaker?

I have been committed to public service from my days at San Diego State University as a student government leader to my time working in various capacities in the State Legislature. I served as chief of staff, district director, and communications director in Los Angeles area legislative offices, which provided me great training for serving my constituents in the Senate.

What led you to run for office?

I got involved in politics as a result of the passage of 1994's Prop. 187. (Prop. 187 established a state-run citizenship screening system and prohibited undocumented citizens from using health care, public education and other social services.) It was a direct attack on immigrant families like mine. From that point on, I committed myself to fighting injustice at the ballot box and through legislation.

What steps should the Legislature take to help schools succeed?

Often, outdated laws stand in the way of schools and teachers offering the best education for our students. It is important the Legislature repeal obsolete laws like Prop. 227. (Prop. 227 requires limited English proficient students to be taught in English, effectively eliminating "bilingual" classes in most cases.) Obsolete laws create obstacles in the classroom. They don't empower teachers to offer the best instruction possible.

What advice would you give educators about working with legislators?

Come visit our offices. Contact us. Tell us about the challenges you are facing in your classrooms and how we can help. We need help to understand your everyday challenges and opportunities so we can provide the resources needed to help improve our public education system.

What are your hopes (or goals) for public education?

Public education opens doors for all students, regardless of the circumstances they come from. It is the reason I am a State Senator today. I firmly believe all students deserve access to a high-quality education, which is why it is critical that we close the achievement gap between students of color and their peers.

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* National Savings Average APYs are based on rates of top 50 U.S. banks (ranked by total deposits) provided by Informa Research Services, Inc as of 8/26/2014.

1 Annual Percentage Yield (APY) is valid as of 8/26/2014. This offer applies to personal accounts only. Fees could reduce the earnings on the account. Rates may change at any time without prior notice, before or after the account is opened. Minimum opening balance is \$500.

2 To qualify for the \$20 bonus offer, the applicant must: (i) be an Eligible NEA Member (an individual who is an NEA member as of the account application date, or any of the following individuals who is related to such an NEA member as of the account application date: parent, spouse, domestic partner, son, daughter, parent of the spouse/domestic partner), and (ii) open either an NEA CD or NEA Money Market Account through Discover Bank with an initial minimum deposit of \$2,500 or an NEA Online Savings Account through Discover Bank with an initial minimum deposit of \$500. NEA affiliation subject to verification. Offer limited to one per Eligible NEA Member, per product, per calendar year. NEA IRA CDs are not eligible for this offer. Bonus will be awarded via account credit within 60 days following the end of the month in which the account is funded and will be reported on IRS Form 1099-INT. Account must be opened at time of account credit. Offer may be withdrawn or modified at any time without notice.

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Learning

Members' best practices, teaching ideas and education trends



Why are **battery-powered rovers** humming down hallways and **buzzing bots** taking to the sky?

BECAUSE REDDING TEACHER **BRIAN GRIGSBY** MADE HIS CHILDHOOD DREAMS OF SCIENCE AND SPACE EXPLORATION COME TRUE. NOW HE'S EARNED THE NATIONAL SPACE CLUB'S SPACE EDUCATOR AWARD. READ MORE ON PAGE 44.



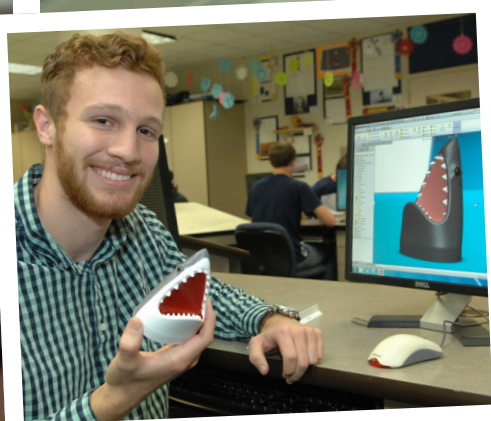
3-D PRINTERS ADD NEW DIMENSION TO CALIFORNIA'S CLASSROOMS

Imagine a classroom where students can create elegant mathematical shapes, chess pieces, phone cases, toys, or even a Rubik's Cube inscribed with braille — all by pressing a “print” button.

By Sherry Posnick-Goodwin



*How did the balls get inside the seamless object shown opposite? **Fred Kendell** says it was designed as a single piece by his students and printed out.*



Dylan Walch created this shark by combining geometry and art.



IT MAY SEEM FUTURISTIC, but growing numbers of California classrooms have 3-D printers that are turning students' virtual designs into objects. Growing in popularity as a teaching tool for STEM (science, technology, engineering and math), 3-D printers are becoming more affordable these days.

The emerging art of 3-D printing, which uses computer-designed digital models to create real-world objects, can produce everything from toys to shoes to furniture, depending upon the size of the printer.

In Fred Kendell's class at Trabuco Hills High School in Mission Viejo, Orange County, a Rubik's Cube for blind students is printing. Cubes

3-D printers can make math and science relevant. Students like LeeAhan Smith, Oakland, are also using engineering and technology.

gradually emerge under glass as the printer emits layer upon layer of plastic, each approximately 300th of an inch. When completed, the puzzle pieces will snap together and rotate, the student says proudly.

Another student has created a different sort of puzzle — a plastic loop shaped like a doughnut with balls that roll inside. How did the balls get inside the seamless shell? It was designed as a single piece and printed out.

Having access to a 3-D printer increases students' enthusiasm for STEM, says Kendell, Saddleback Valley Education Association. Students use them in his "rapid prototype development" and advanced engineering classes. His large printer cost about \$20,000; a smaller one, less than \$3,000. Both were purchased with grant money.

"The 3-D printers give kids an opportunity to take mathematical formulas and give them substance," he says. "They make math and science relevant — and of course students are also using engineering and technology."

Students agree 3-D printers make learning fun.

"It's pretty cool and gives you a whole different outlook on a career path," says Chris Koziol. "I think that made me choose to go into engineering."

"They're really fun," says Julia Mihaylov. "It's amazing how detailed you can make things come out. You definitely want to be precise because it takes a lot of time for things to print out and you want to do it right."

Kathryn Hall uses a 3-D printer in her 10th-grade engineering design class at McClymonds High School in Oakland. It was donated to the inner-city school from Chevron.



The 3-D printers give kids an opportunity to take mathematical formulas and give them substance.

Fred Kendell

"I teach the elements of design, and CAD [computer-aided design] software basically lets them design anything three-dimensionally on the computer. Then they print. It takes away the paper aspect of designing."

It is all very cutting-edge, adds Hall, Oakland Education Association.

"I'm learning along with my students, and we're part of a team. It's wonderful to be learning and figuring things out together. It also relates to Common Core. Kids are



A FEW MORE FACTS ABOUT 3-D PRINTING

The 3-D printer were invented in 1983 by Chuck Hull of 3D Systems. Chris Anderson, former editor-in-chief of *Wired*, wrote in his book, *Makers*, that a new industrial revolution is under way because of them.

Accompanying this latest technology are debates about ethics: Scientists at Cornell University printed a human ear recently, and scientists in Scotland are developing a way to print embryonic stem cells. There are also concerns about weapons: In 2012, a man 3-D-printed a gun and shared the blueprints on his website before the U.S. State Department shut it down.

There are three types of 3-D printing:

- **FUSED DEPOSITION MODELING:** These printers melt a plastic filament and deposit the plastic in layers. There are two types of plastic, both of which MakerBot uses: ABS, which is sturdy and made from oil-based resources, and PLA, which is biodegradable and made from plant-based resources.
- **STEREOLITHOGRAPHY:** These machines use a laser to cure a resin and build the prototype one layer at a time.
- **SELECTIVE LASER SINTERING:** Lasers are used to sinter powdered metal, binding the powder together to create a solid structure. After each layer is sintered together, the structure drops and the next layer is built on top of it.

To see what items can be created, visit www.thingiverse.com, a community where “makers” share digital designs and photos of objects they have made with 3-D printers ranging from household planters to customizable necklaces.

“The 3-D printer has proven to have magnetic powers as an attention grabber and is a powerful hook for students,” says Casey Shea, with Grant Eastham.



learning how to decode and think critically, rather than having things spoon-fed to them.”

Willie Rhodes, 16, thinks the new technology and STEM class has given him a leg up on a career path.

“This is giving me a better understanding of life. It has inspired me.”

Student Genesis Johnson says the print creations bring

out her “arty” side, and shows off her virtual artwork that will be printed in a cheetah-print pattern.

“To me, it’s like combining geometry and art. I’m learning about different shapes and rectangles. I never would have expected that machines could do anything like this.”

In Casey Shea’s “Maker” class at Anly High School in Sebastopol, students use 3-D printers on a regular basis, with Web-based apps like Autodesk’s free

123D Make for designing projects. Shea holds “3-D Printing Thursdays” in the school library. One of the tiny 3-D printers was made by students from a \$400 kit. Another larger model cost \$2,200 and was a gift from the school’s foundation.

“The 3-D printer has proven to have magnetic powers as an attention grabber and is a powerful hook for students,” says Shea, West Sonoma County Teachers. “While some students want to print something of their own, others are just content to watch. Phone cases are a big hit. A crowd of teenage boys regularly gathers in the library, happily collaborating to decide what to print, and then stays there, enamored, as the 3-D printer comes to life. After a decade of focusing on preparing all students for a university education, often at the expense of hands-on classes, the value of making things seems to be coming back.”

Ninth-grader Julian Goldberg sees it in simpler terms.

“It’s a cool, new, innovative way to create something out of nothing.” ■



It is all very cutting-edge, says Kathryn “Kat” Hall (left). “It relates to Common Core. Kids are learning how to decode and think critically, rather than having things spoon-fed to them.”

“La Verne provided the tools to make me an
effective educator.”

BACHELORS

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- Child Development

MASTERS

- Educational Leadership
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- School Psychology
- Special Education
- Reading
- Special Emphasis
- Child Life
- Child Development (also online)

DOCTORAL

- Organizational Leadership (Ed.D.) (La Verne Campus)

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Have you applied?

CTA members use NEA Foundation grants to help students succeed

THE BEST TEACHING methods come from educators. CTA members received grants of up to \$5,000 from the NEA Foundation to implement innovative programs to help their students achieve.

CHANDRA FRIEND and her colleague **TULLY MINTEY** are helping to revitalize Irvington High School's arts-integrated curriculum and incorporate new pedagogical methods through training and collaboration time for both new and experienced educators.

Chandra (pictured here "with my 2-year-old in one arm and a giant stack of books in the other — my two favorites!") is a language arts teacher at Irvington High School for grades 10-11 in Fremont.

TANDRA ERICSON, an assistive technology specialist, and **RENE CONABLE**, of Mount Diablo Unified School District in Concord, are launching "Literacy for All," a model literacy program designed to develop engaged independent readers and writers. Teachers and specialists are making use of professional development; age-appropriate, research-based curriculum; and integrated technology to help students.



Lisa Okikawa

LISA OKIKAWA is an educator of the visually impaired at Huntington Beach Union High School District in Huntington Beach. Thanks to the NEA Foundation grant, she attended the Kennedy Center's Leadership Exchange in Art and Disability Conference to learn creative, effective, and seamless ways to blend subject matter and workforce skills education. The grant is also helping her implement innovative arts programs for students with disabilities.

RUTH GOODWIN teaches fourth grade with her colleague **STEPHANIE GONZALEZ** at Burbank Elementary School in Merced. Their project focuses on the Next Generation Science Standards and incorporates visual and performing arts, various technology applications, and a trip to the San Francisco Academy of Science.



GO ONLINE

neafoundation.org

THE NEA FOUNDATION awards two levels of grant funding, \$2,000 or \$5,000: Student Achievement Grants for initiatives to improve academic achievement, and Learning and Leadership Grants for high-quality educational professional development activities.

A team of 20 educators, many former grantees, carefully reviewed all applications and evaluated each one against a set of criteria. Funded educator grants were selected for the quality of the grant proposal ideas and their potential for enhancing student achievement.

The NEA Foundation awards its grants to educators three times a year. The next education grant deadline is February 1, 2015. Application forms and a video with step-by-step instructions on how to apply can be found at neafoundation.org.

OUT OF THIS WORLD



CTA member is top space educator in nation

By *Laura Christman*

AT SHASTA HIGH SCHOOL in Redding, battery-powered rovers hum down hallways, submersibles glide through the pool, and buzzing bots take to the sky. The 1,500-student school in Northern California is home to the top space educator in the nation.

Brian Grigsby, who as a child marveled that you could shine a flashlight into the night and the light would continue to the stars, earned the National Space Club's Space Educator Award.

"I have loved space exploration since I was young, so to be given an award like this is a dream come true," Grigsby says.

"It's always a very competitive awards process," says Jill Pomeroy, National Space Club president. "He really stood out through his use of creative programs."

The gregarious teacher was quick to make connections at the black-tie awards event last March in Washington, D.C. Within weeks, astronaut Kent Rominger of Salt Lake City was speaking at Shasta High at Grigsby's invitation.

A Shasta Secondary Education Association member, Grigsby teaches robotics and Earth science — classes centered on technology and discovery, and powered by curiosity. He also coordinates nationwide programs where students collaborate with scientists using data and images from the moon and Mars.

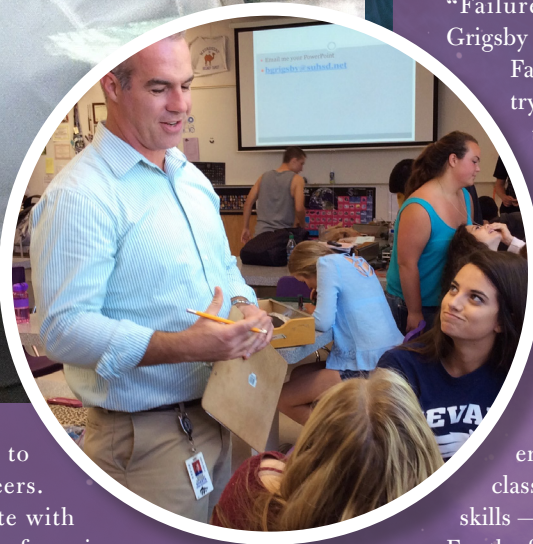
A 1987 Shasta High grad, Grigsby started teaching at his alma mater in



1993. Seven years later, he became director of Schreder Planetarium in Redding. He joined a NASA research expedition to Chile, sending reports from the 19,400-foot Licancabur volcano to classrooms. In 2004, he was hired by Arizona State University and NASA's Mars Exploration Program to develop education projects.

Scott Murchie, principal investigator with Johns Hopkins University Applied Physics Laboratory's Mars orbiter spectrometer, was dubious when Grigsby suggested using the team's data in a program for students. "This was ambitious, because the nature of our data can be difficult for even professionals to visualize."

But Murchie says with Grigsby's leadership what came to be is a program that builds student confidence and is



the spark for some to pursue science careers. Students collaborate with scientists via videoconferencing to look for mineral signs of ancient water on Mars and do other research.

Grigsby returned to the Shasta Union High School District in 2008.

“There is something about teaching high school kids that I really missed,” he says. He continues as coordinator of Mars Exploration Student Data Teams and Student Planetary Investigators, and uses the programs with his students.

“He’s got a background that’s unbelievable,” says

Shasta High Principal Milan Woollard, praising Grigsby’s real-world science credentials and ease in connecting to students.

“He’s real, and the kids see that,” Woollard says.

Grigsby created the robotics class, Space Science and Engineering, three years ago. Robotic programs often take the form of a club or summer camp. Shasta High’s two-period class fulfills elective and life science requirements on the college track.

“The whole goal was to really emphasize these skills — programming, building, engineering — where our world is headed,” Grigsby says.

He sets the bar high, each year issuing The Grand Challenge: Create a rover that will drive itself from the classroom to the school office — making turns, avoiding walls and negotiating thresholds in four buildings.

It’s yet to be achieved. That’s OK. Success isn’t the only way to measure success.

“Failure isn’t a bad thing. It leads us to creating new things,” Grigsby says.

Failure as opportunity works for teaching too. “Don’t be afraid to try new things,” is Grigsby’s advice. “I have done so many things that have been complete flops.”

At the beginning of the school year, he works closely with robotics students on coding and building bots, but then backs off.

“We learn from each other,” says senior Allie Morris. “If one person figures it out, the person says: ‘OK, everybody listen...’”

“We are really troubleshooting the entire time,” senior Sage Milestone says.

“It’s definitely a lot of problem-solving,” says Matt Smull, an engineering undergraduate at Boise State University. Grigsby’s class gave him a jump on coding in college. He also gained building skills — and a job with an after-school robotics program.

For the final robotics assignment, Grigsby gives students a blank slate: Make something with the tools and knowledge gained in class. A sponge-armed fire blotter, a runaway alarm clock, and a roving magnetic claw emerge. As each bot buzzes before the class, Grigsby challenges students to think about improving the design.

“What’s the next version?” he asks. “If we had stuck with the original iPhone, it would be like holding a brick to your head.” ■

Laura Christman is a freelance journalist and a three-time winner of the CTA John Swett Award for public education coverage.

Success isn’t
the only way
to measure
success. Failure as
opportunity works
for teaching, too.

Brian Grigsby



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ONE OF MANY PARTNERSHIPS THAT CTA SUPPORTS, VISION
TO LEARN STARTED TWO YEARS AGO IN LOS ANGELES AND
IS EXPANDING STATEWIDE. TO FIND OUT HOW A VTL BUS
CAN VISIT YOUR SCHOOL, TURN TO PAGE 50.



Members matter

What's *your* CTA story? There are multiple reasons CTA membership is good for you personally and professionally. Throughout the year we're featuring members who share which of those reasons matter most to them. Would you like to share your CTA story? Write to editor@cta.org.

Compiled by Frank Wells and Dina Martin

◀ AISHA BLANCHARD-YOUNG *Elementary teacher*

A **VETERAN TEACHER** who has taught multiple grade levels and subjects from kindergarten to continuation high school, Aisha Blanchard-Young has served in various union roles, including president of the Inglewood Teachers Association. She started this year as a third-grade teacher with the Santa Monica-Malibu Unified School District. Here she shares why membership matters to her.

How did you become interested in being a union member?

There was never a question about it. I believe in the power of collective work. And my parents grew up in the Deep South in an era where people had to work together for justice and equality. Rights aren't often just handed down — and the rights and benefits we enjoy as educators have been achieved with a collective struggle.

LINDA CROW ▶ *Second-grade teacher*

SAVING MONEY is important to everyone, but it's been especially important to Linda Crow. She came into teaching later in life and needed to watch her budget while raising her daughter after her husband's early death.

It was a difficult time for you. How did CTA help?

Our member benefits took the worry off my shoulders so I could do my job. I was the sole breadwinner with bills and student loans to pay off. CTA/NEA Member Benefits — the home and auto insurance programs, the travel and entertainment discounts, the help with purchasing a new car and the financial education I received over the years — helped me stay ahead.

Have you used any member benefits since then?

I've called on California Casualty a few times, most importantly when a fire caused massive damage to my

What roles do politics and legislative advocacy play in the day-to-day lives of teachers?

I know not everyone thinks about it a lot, but it is something that is always there. CTA is our voice for political change, and there is so much that is political that affects our classrooms. Our leaders and their staff have a voice and are listened to in Sacramento. I would fear for my students if they weren't there.

What specific examples come to mind?

Well, Proposition 30, for one. CTA was the driving force behind the new funding that is putting our schools back on track. And a decade ago, we were the leaders in fighting Governor Schwarzenegger's trio of anti-teacher ballot initiatives. We also sued the governor and worked with Tom Torlakson to create the Quality Education Investment Act (QEIA) program, which was so good for the students and teachers at one of our Inglewood schools.

Speaking of Inglewood, that district has been deeply financially troubled. How was CTA able to help?

In addition to the work of local leaders and CTA staff in organizing and supporting ITA members through layoffs and other crises, CTA was there for us as the state began thinking about taking over the district. Through CTA, we were able to talk with lawmakers and with people at the

California Department of Education, so the people coming in from outside knew it wasn't just 400 teachers in Inglewood they would be dealing with, it was CTA. We were able to set up connections between our small local and the power players at the state level. Inglewood has been through some desperate times. Without CTA support we might have been left to drown.

You served on CTA's Strategic Planning Group. Are legislation and political action components of the strategic plan?

Absolutely. There isn't a "political action" focus area of the plan, but legislative advocacy and political involvement are important tools as we talk about taking back our profession and advocating on education reform and social justice issues.

What would you say to members who are skittish about CTA's involvement in politics or who don't always agree with every position taken?

I'd say not to focus on areas of disagreement and look at the bigger picture — that through CTA we have a collective voice that is out there advocating for kids and for better teaching and learning conditions. It's not a top-down organization. Decisions are made through a democratic process, and individual voices are respected and heard.

home, and another time when my car was smashed in a hit-and-run. They were fantastic! I was out of my house for six months, and when I moved back in, it was even better than before. Later, when my car was hit while it was parked at the airport, California Casualty did a wonderful job, and I had it back within the month — and my insurance covered the rental car. I also saved almost \$4,000 by using the NEA Auto Buying program to purchase a new car.

It sounds like you've been talking to your colleagues about your experiences.

Oh yes. When a few MTA leaders tried to convince members to disaffiliate from CTA, some of my colleagues and I began comparing CTA/NEA benefits with what the new independent association could offer. We discovered changing wasn't worth it, and I told them I couldn't afford to do it.

My California Casualty insurance saves me \$2,400 a year as a CTA member, while I would only get a discount of \$347 if I were to become

a member of an independent association. I'd be paying more for less coverage. And then there are all the other discounts for entertainment, traveling and Disneyland.

Were you surprised when you totaled up the savings?

When I started looking into the member benefits I had, I knew they were good, but I didn't know they were that good. It was amazing.

In fact, my daughter, Drew Crow Bray, is a resource specialist in Sunnyvale. She, too, enjoys the benefits and feels secure that she is protected in her first year of teaching. I am a very proud mom.



To learn more about your CTA and NEA member benefits, go to www.CTAMemberBenefits.org, download the new CTA Member Benefits phone app, or call Member Benefits at 650-552-5200. ■



As parents, we have our child's eyes checked prior to first grade and periodically after that. **As educators,** we know that defects in vision may hold back the learning process for our students.

Vision To Learn

visiontolearn.org

CTA PARTNERSHIPS

CTA supports Vision To Learn, which solves a problem affecting students who lack the glasses they need to read, study, and participate in class. Kids in low-income communities and minorities are disproportionately affected by inadequate access to care. Vision To Learn helps solve the problem by bringing trained opticians and optometrists in mobile eye clinics to Title I elementary schools and other youth organizations to offer free eye exams and free glasses.

Vision To Learn started two years ago in Los Angeles and is expanding. VTL has screened over 120,000 kids in Los Angeles and Sacramento, provided over 20,000 with eye exams and more than 16,000 with free glasses.

Several local CTA chapters are now working with VTL to help their students. Would you like to recommend an elementary school

for the VTL Bus to visit? Find a nomination form at visiontolearn.org under the FAQs link.

A VTL study by the UCLA School of Medicine and Public Health shows VTL's efforts are improving student performance, behavior and self-esteem.

"The UCLA results...confirm what our teachers have been telling us — kids need to see the board and read the words on a page to learn," says CTA President Dean E. Vogel. "It's nice to see real results that will help improve public education in California." ■

HOW WELL DO YOUR STUDENTS SEE?

What to look for – signs and symptoms of vision problems

MINOR CONDITIONS THAT SHOULD BE EXAMINED BY AN EYE DOCTOR



Head tilted — may be an indication that the child is avoiding double vision

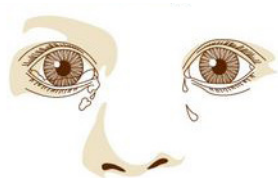


Pupil defect — if part of the iris is missing, it may be an outward sign of a defect of the inside of the eye



Unequal pupils — may be a sign of nerve damage or tumor which is visible in one eye

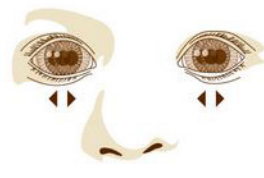
CONDITIONS THAT SHOULD BE TREATED PROMPTLY



Tearing, discharge or redness — a sign of infection or tear duct blockage



Eye turns inward or outward — could lead to loss of vision

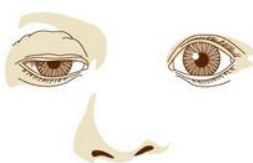


Dancing eyes — a sign of disease of the nervous system anywhere between the eyes and brain

URGENT CONDITIONS THAT REQUIRE IMMEDIATE TREATMENT



White pupil — this may indicate cataract, tumor inflammation or detached retina



Lump, swelling or drooping of lid — may be an inflammation which is an emergency if it happens suddenly and the lid is red and hot. May indicate muscle weakness or tumor causing blockage of vision.



Large cornea in one or both eyes — a sign of glaucoma in both the newborn and infant, especially when the child's eye waters and avoids light

Source: childreneyefoundation.org



CTA AWARDS AND GRANTS

Honoring those whose good deeds do good

WHO KNOWS BEST what makes for excellence in teaching and learning? You do. That's why CTA provides numerous grants and scholarships.

For example, all CTA members are eligible to apply for an Institute For Teaching (IFT) Educator Grant of up to \$5,000, and local associations may apply for a Chapter Grant of up to \$20,000, for projects that support strength-based, teacher-driven change for students and public schools. Here's a small sample of what you're colleagues are accomplishing through IFT grants. ■



IFT DEADLINE: April 30, 2015.
www.teacherdrivenchange.org

BUILDING COMMUNITY WITH COMMUNITY —

Curtis Creek Faculty Association

Chapter Grant: \$20,000

CCFA faculty are building "community with community" at Curtis Creek Elementary. Their sesquicentennial activities include a school mural depicting 150 years of the school's history synced with National history and an archaeological dig at a 1915 school site.

LET'S GET OUTSIDE! —

Palm Springs Teachers Association

Chapter Grant: \$10,000

James Workman Middle School Physical Education teachers are challenging their 7th and 8th-grade Adventure Classes to get outside by integrating a P.E. curriculum into various subject areas. Students are exploring bio-systems in the Coachella Valley and learning survival skills through camping labs.



Jamie Hyneman, host of Mythbusters on the Discovery Channel spoke to STEM conference participants about Mythbusters' unintentional success in popularizing science and demonstrating how deeply creative and fun (and necessary) STEM instruction can be. He and Superintendent of Public Instruction Tom Torlakson stopped by to view the work of MVML students. Courtesy photo

MORENO VALLEY MATH LEAGUE (MVML) —

Moreno Valley Educators Association

Chapter Grant: \$20,000

Many of the 3,000 or so attendees of last month's California Department of Education's STEM Symposium in San Diego, as well as dozens of presenters, were CTA members. One of the local STEM school programs showcased at the event was the Moreno Valley Math League (MVML).

Coordinated by middle school math teacher **DEEPIKA SRIVASTAVA**, who says Moreno Valley teachers expanded the Moreno Valley Math League (MVML) program to all 8,000 MVUSD middle school students and their families through the IFT grant. MVML leaders are creating a student-centric learning environment where math classrooms are being transformed into learning laboratories.

"We appreciate the successful partnership with CTA to expand this holistic mathematical program that inculcates passion for math and develops life-long learners," she says.

OTHER CTA AWARD PROGRAMS

Nomination forms and deadlines are posted online at www.cta.org/awards.

COMMUNICATIONS AWARDS

CTA chapters, Service Center Councils and UniServs are recognized for regularly and effectively communicating with their members and communities.

www.cta.org/communicationsawards

EDUCATION SUPPORT PROFESSIONAL OF THE YEAR AWARD

Honors a CTA member who reflects the outstanding contributions of Education Support Professionals (ESPs) to public education. The winner becomes California's nominee for the annual NEA ESP of the Year Award. CTA's **PAULA MONROE**, Redlands Education Support Professionals Association, is the 2014 winner. www.cta.org/esp

CTA HUMAN RIGHTS AWARDS PROGRAM

Honors the work of individual members, local chapters and Service Center Councils in protecting the human and civil rights of educators and students; working to build family, school and community partnerships; and promoting equal educational opportunities and access for all students, among other things.

JOYCE FADEM CHAPTER-IN-POLITICS AND THEODORE BASS MEMORIAL TEACHER-IN-POLITICS AWARDS

Given biennially to chapters and individual members for outstanding contributions to the education profession through political action.

CTA STATE GOLD AWARDS

Honor those outside of the association whose leadership, acts and support positively impacted public education.

JOHN SWETT AWARDS FOR MEDIA EXCELLENCE

Recognize media professionals for outstanding coverage of California education issues.

ANNUAL CTA GRANTS AND SCHOLARSHIPS

Unless noted, the application deadline is posted online.

CTA SCHOLARSHIPS FOR MEMBERS AND THEIR DEPENDENTS

Scholarships of up to \$3,000 are given to members of CTA or Student CTA, and of up to \$5,000 to their dependents. Deadline: Feb. 8, 2015. www.cta.org/scholarships

MARTIN LUTHER KING, JR. MEMORIAL SCHOLARSHIP

Given to members of defined ethnic minority groups who are members of CTA or Student CTA, or their dependent children, and are pursuing a college degree, credential or certification for a teaching-related career in public education. Deadline: Feb. 22, 2015. www.cta.org/mlkscholarships

CÉSAR E. CHÁVEZ MEMORIAL EDUCATION AWARDS PROGRAM

Recognize teams of students and their teachers who demonstrate an understanding of César Chávez's guiding principles with a written essay or visual arts project. Entries

must be submitted by a CTA member. Deadline: January 9, 2015. www.cta.org/scholarships

GLBT "GUY DEROSA" SAFETY IN SCHOOLS GRANT AND SCHOLARSHIP PROGRAM

These grants support projects and students in teaching/counseling credential programs that promote understanding and respect for Gay, Lesbian, Bisexual and Transgender persons. www.cta.org/glbtrants

L. GORDON BITTLE MEMORIAL SCHOLARSHIP FOR STUDENT CTA (SCTA)

This program offers up to three (3) scholarships in the amount of \$5,000 each to members of Student CTA (SCTA) who demonstrate high academic achievement. www.cta.org/sctascholarships

INCENTIVE GRANTS

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

DISASTER RELIEF FUND

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



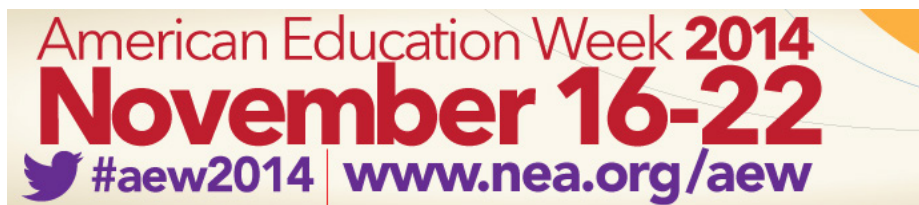
NEA GRANTS AND AWARDS

The NEA Foundation awards nearly 200 grants to support educators' efforts to close achievement gaps, develop creative learning opportunities for students, and enhance their own professional development. See CTA's latest winners on page 43.

Find dozens of NEA grants and awards available to members and students at nea.org under the "Grants and Events" tab.

Calendar

See our upcoming events at cta.org/calendar



NOVEMBER 16–22 *Event*

American Education Week It's World War I, and 25 percent of the draftees signing up to fight are illiterate; 9 percent are physically unfit. In 1919, 95 years ago, the American Legion and the National Education Association work to seek ways to generate public support for education. The result: increased support for public schools. American Education Week is celebrated annually the week prior to the week of Thanksgiving. Find out more: www.nea.org/aew

NOVEMBER 1 *Opt-Out Deadline*

Voluntary dues contribution

Voluntary annual contributions by members support CTA Foundation's grants/scholarships and CTA's advocacy efforts. New members are automatically enrolled in the default contribution of \$10 for the CTA Foundation and \$10 for advocacy. Members may change their allocation or opt out. New members have 30 days from the date of enrollment; previously enrolled members have a window from Aug. 1 to Nov. 1. Find out more: www.cta.org/contribution

NOVEMBER 4 *Election*

General election

Make your vote count and help get out the vote. See the voter guide on page 30. Find out more: www.cta.org/campaign

NOVEMBER 14–16 *Conference*

GLBT Conference

Marriott Mission Valley, San Diego
CTA's Gay, Lesbian, Bisexual and Transgender (GLBT) Conference is open to all CTA members and addresses issues affecting the entire membership, students and the community. Find out more: www.cta.org/conferences

NOVEMBER 21 *Application Deadline*

GLBT "Guy DeRosa" Safety in Schools Grants and Scholarships

This program provides grants to support projects and presentations that promote

understanding and respect for gay, lesbian, bisexual and transgender persons, as well as scholarships for members enrolled in a teacher/counseling credential or graduate program who understand the importance of GLBT educators as role models.

Find out more: www.cta.org/scholarships

JANUARY 6 *Nomination Deadline*

CTA Human Rights Awards

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

Find out more: www.cta.org/humanrightsawards



CTA Statewide Winter Conferences

Apply for incentive grants by Nov. 9. Find out more: www.cta.org/conferences

JANUARY 16–18

Issues Conference

Rio Hotel, Las Vegas, Nevada

FEBRUARY 6–8

Good Teaching Conference North

Fairmont Hotel, San Jose

MARCH 6–8

Equity and Human Rights Conference

Hyatt Regency, Burlingame

MARCH 20–22

Good Teaching Conference South

Sheraton Harbor Island, San Diego

VOTE!

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PTA President **Steve Saunders**, left, with third-grade teacher **Jonathan Chamberlain** and second-grade teacher **Karla Fernandez** discuss parent and community engagement in Inglewood.

SHOW & TELL!

Help the public understand what happens in our schools by inviting them into the classroom on CTA Community Engagement Day

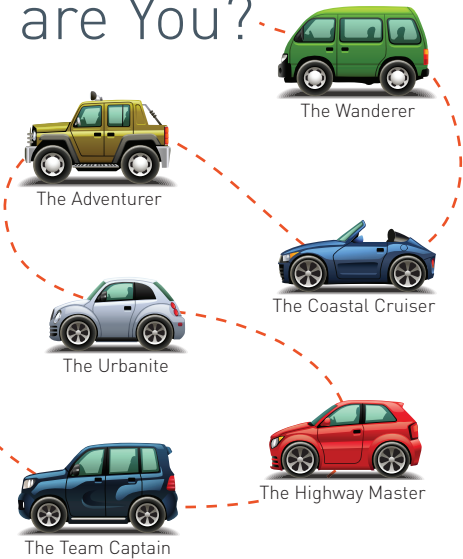
JUST LIKE NEA's Educator for a Day event, CTA's Community Engagement Day asks local chapters to invite individuals from the community to get a glimpse of life in their neighborhood school.

The visitor performs the duties of the regular educator in a normal day — teaching class, performing lunch and corridor duties, and supervising recess, among other responsibilities. The goal: to enhance understanding among community leaders and to demonstrate to public officials and other decision-makers the successes of our students and schools and the challenges they face, while underscoring the need for adequate staffing, materials and facilities.

Both events are held on Wednesday of American Education Week, Nov. 19. For resources and ideas, go to cta.org or to nea.org/aew. ■

PHOTO BY SCOTT BUSCHMAN

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Word Find

Boo! Find it if you can. You asked. Here it is. Find the scary words related to Halloween. Each word lies in a straight line left, right, up, down or diagonally.

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

APPARITION BLACK CAT BOO CASKET CEMETERY CLOWN COSTUME CREEPY DISGUISE	FIREFIGHTER GHOST GHOUL HARVEST HAUNTED HOUSE HOBGOBLIN MONSTER OWL PRANK	PUMPKIN SCARECROW SPIDERWEB SPOOKY THIRTY-FIRST TIARA TOMBSTONE TROLL TUTU	WEREWOLF WITCH ZOMBIE
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