

# california educator

OCTOBER/NOVEMBER 2017 VOLUME 22 ISSUE 2

## Where are they now?

Catching up  
with members  
who made  
the news

**Page 37**

## CTA's Instructional Leadership Corps

"Teachers training  
teachers" takes root

**Page 52**

# HOT TOPIC

Teaching  
climate  
change in  
a warming  
world

**Page 24**



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# california educator

VOLUME 22 ISSUE 2



## #WeAreCTA OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

### MAGAZINE

#### MODEL COMMUNITY SCHOOL

High-achieving Social Justice Humanitas Academy shows how it's done. **PAGE 33**

[bit.ly/2xdNHpu](https://bit.ly/2xdNHpu)

#### EQUITY IN SCIENCE

Educators help ensure the new standards reach and engage all students. **PAGE 62**

#### TOM TORLAKSON'S LEGACY

Superintendent of public instruction sets goals for his final year. **PAGE 31**

#### PAID MATERNITY LEAVE?

We say yes! This and other legislative updates on **PAGES 10** and **41**

#### SPEAK UP FOR STUDENTS

Fight devastating cuts in the proposed education budget. **PAGE 44** [EducationVotes.org](http://EducationVotes.org)

### DIGITAL

#### MAKE VIDEO A SNAP

Animoto, free for educators, lets you create polished videos. **PAGE 59**

[bit.ly/2wYVg7k](https://bit.ly/2wYVg7k)

#### PASSION FOR PINTEREST

Platform has lesson plans, teaching tips and much more. [pinterest.com/wearecta](https://pinterest.com/wearecta)

#### ADVICE FOR NEW TEACHERS

@Boredteachers' uplifting video may inspire you. **PAGE 15** [bit.ly/2xHuqNP](https://bit.ly/2xHuqNP)

#### SUPPORT DACA EDUCATORS

Read one teacher's story and then take action to protect those in the program. **PAGE 45** [neadjustice.org/daca](http://neadjustice.org/daca)

#### NOMINATIONS FOR CTA AWARDS

See the categories at [cta.org/awards](http://cta.org/awards)

### PROFESSIONAL DEVELOPMENT

#### GET STEAM-ED UP

Don't miss the California STEAM Symposium, Dec. 10-11, in San Francisco.

[cdfoundation.org/steam](http://cdfoundation.org/steam)

#### TEACHERS TRAIN TEACHERS

Why CTA's Instructional Leadership Corps is the best PD for you. **PAGE 52**

[bit.ly/2xnXCep](https://bit.ly/2xnXCep)

#### ESP LEADERSHIP ACADEMY

For ESPs who want to grow their skills and make an impact. **PAGE 9** [cta.org/esp](http://cta.org/esp)

#### COLLABORATION IN COMMON

Online exchange lets teachers connect, share. **PAGE 60**

### MEMBER BENEFITS

#### PAYS TO BE PROVIDENT

Credit union offers members a variety of loans, including for new teachers. **PAGE 70**

[providentcu.org/cta](https://providentcu.org/cta)

#### PROTECT YOUR HOME

Insure your biggest investment against extreme weather, flooding and other disasters. [ctamemberbenefits.org](http://ctamemberbenefits.org)

#### FALL & WINTER TRAVEL

Get discounts on hotels, car rentals, cruises and more at CTA's Access to Savings. [ctamemberbenefits.org](http://ctamemberbenefits.org)

ABOVE:

CTA officers and members of the Board of Directors show support for DACA and Dreamers. Our story on the issue is on page 46. Photo by Mike Myslinski.



## FEATURES

### ► Hot Topic

#### Teaching about climate change

As the world warms, students see the impact all around them. **PAGE 24**

### ► A Leader Looks Ahead

Preparing to step down next year, Superintendent Tom Torlakson is working hard to make a difference. **PAGE 31**

### ► All-Access Pass

Social justice and equal access are core values for Social Justice Humanitas Academy. **PAGE 33**

### ► Where Are They Now?

We take a look back at members who've made news in the *Educator's* pages. **PAGE 37**

**PHOTOS:** Above, students of science teacher Laurie Scheibner test a "dam" they made to hold back runoff water. At right, Social Justice Humanitas Academy's Sasha Guzman with a student. **COVER:** Artwork by Martin Machnowski.



## DEPARTMENTS

### In the Know

- 8 Calendar
- 10 News & Notes
- 15 Digital Buzz
- 16 Quotes & Numbers

### Perspectives

- 18 **MEMBER SPOTLIGHT:** Joyella Beuler
- 21 **EXTREMISM EXPERT:** Brian Levin

### Advocacy

- 41 **LEGISLATIVE UPDATE:** AB 1217 shelved
- 44 **ACTIVISM:** Resist Trump-DeVos agenda
- 46 **IMMIGRATION:** DACA teacher lives in fear
- 49 **ACADEMIC FREEDOM:** CSU lecturer's victory
- 50 **BARGAINING:** Statewide roundup

### Teaching & Learning

- 52 **GROWING:** [Instructional Leadership Corps](#)
- 59 **TECH TIPS:** Creating videos with Animoto
- 60 **NETWORKING:** Collaboration in Common
- 62 **SCIENCE:** Equity and teaching NGSS
- 65 **ENGAGEMENT:** Parent-teacher conference
- 66 **SUICIDE PREVENTION:** *13 Reasons Why*

### CTA & You

- 68 **RESOURCE:** PLACE tool helps grow membership
- 70 **MEMBER BENEFITS:** Provident CU loan programs
- 71 **CONTEST:** More *Educators* Are Everywhere



**LET US KNOW WHAT YOU THINK.** We accept signed email and letters (250-word limit); we excerpt user posts from CTA social media platforms. Content subject to editing for clarity and space. Photos must have identifications and permissions. Opinions expressed by the writers are not necessarily those of CTA. [Editor@cta.org](mailto:Editor@cta.org); [#WeAreCTA](https://twitter.com/WeAreCTA)



## No One Eats Alone

"Curing the Lunchtime Lonelies" was a very inspiring article to read (August/September, page 32). I teach fourth grade, and this topic has been at the back of my mind for a while. But there is always so much to do.

After reading it, I realized that the time to start is now. I typically work through my lunch, returning phone calls and emails, making copies, grading, organizing myself for the upcoming lessons, meeting with my grade level, etc. Perhaps starting a "No One Eats Alone program" at my grade level will inspire other grade levels to do the same. Every school can use a program like this.

**TERESA BASIN**

*Murrieta Teachers Association*

## connect with us!



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

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

## New Educator Reflections

It was refreshing to read "Reflections on the First Year" from your August/September issue (page 26). To a veteran teacher of 19 years, it is helpful to be reminded of the many positive aspects of our profession.

Participants shared their thoughts from CTA's New Educator Weekend, and these reflections were a powerful testament to comradery and creativity in education today. Some participants shared excitement for integrating technology, while others stressed the value of collaboration. Seems like it was a successful conference!

**GREG GOODLANDER**

*Orange Unified Education Association*

I really appreciate the piece on new educators and their reflections on their first years. While I am a more veteran educator, my local is focused this year on attracting and retaining new teachers. One of the ways we are trying to support them is through regular, focused gatherings to help mentor and guide them to the path of tenure.

Just being in a classroom and learning the routines of your campus can be daunting. Added to that, new teacher programs and often moving to a new area can lead to our probationary colleagues being incredibly overwhelmed. The information in this article will help us to be more strategic in our planning. Thanks to the *Educator* for continuing to inspire and support.

**LAURA ANDERSON**

*Hemet Teachers Association*

## Life After School

Thank you for the excellent article in the May/June issue titled "When Is It Time to Retire?" Your interviews with educators who have retired were an engaging way to pass on some good suggestions. I also appreciated your highlighting the fact that CTA/NEA-Retired membership allows CTA members to "Stay connected, be protected, and enjoy great benefits!"

**JIM BURFEIND**

*President, Chico CTA/NEA-Retired*





## CCTC Approved Reading and Literacy Added Authorization

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

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**For more information, please contact Morgan Appel,  
Director of Education at: (858) 534-9273 or [mappel@ucsd.edu](mailto:mappel@ucsd.edu)**

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

EDITOR IN CHIEF Katharine Fong  
STAFF WRITER Sherry Posnick-Goodwin  
CTA WEB EDITOR Karyn Ferrera  
CTA DIGITAL EDITOR Sam DeMuro  
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CTA/NEA membership dues for the fiscal year (Sept. 1, 2017, to Aug. 31, 2018) are \$866, including a \$20 refundable contribution (see [cta.org/contribution](http://cta.org/contribution) for details). \$19.00 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$5.00 of CTA annual dues is designated for independent expenditures, totaling \$24.00 not deductible for income tax purposes.

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

### CALIFORNIA TEACHERS ASSOCIATION

1705 Murchison Dr., Burlingame, CA 94010-4583  
650-697-1400; fax 650-552-5002; [editor@cta.org](mailto:editor@cta.org), [cta.org](http://cta.org)

### MISSION STATEMENT

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

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Eric Heins speaks at CTA's Region I Leadership Conference in September.

# Our Leaders, Ourselves



**EVERY DAY** in thousands of classrooms, CTA members guide young minds, maintain discipline, develop and follow careful plans, and inspire and motivate others to achieve. Educators are inherently leaders. Their leadership skills don't just apply to working with students; teachers are better qualified than anyone else to be the driving force behind education change.

CTA has long recognized not only the potential, but the desire and responsibility members have to lead the profession. Unfortunately, over the years, that desire has often been thwarted by people who have not set foot in a classroom since they graduated, but who believe they know what's best for students and how we do our jobs. Ask almost any veteran teacher and they will tell you, often with justifiable cynicism, of the latest and greatest education fad that has come and gone, or legislation affecting education that's been passed with little or no respect for the input of actual educators.

When CTA launched its long-term strategic plan nearly four years ago, tapping into and building upon the natural leadership skills of our members was a key component. Transforming our profession, advocating for education reform, and developing leadership to build a stronger union have all become top priorities since the plan's adoption.

Among the efforts I'm proudest of is CTA's partnership with Stanford University to form the Instructional Leadership Corps (see details on page 52). This truly exciting collaboration is helping teachers train teachers and is already making professional development more meaningful and relevant for thousands of educators. I firmly believe teacher-led PD is far better for both students and teachers than relying on "drive-by" consultants.

CTA members are also rising to the occasion as leaders advocating in their districts for best use of the Local Control Funding Formula (LCFF) and implementation of the district's Local Control Accountability Plan (LCAP). Not only have educators become key voices in the development of those plans, but they have been the ones reaching out to parents and the community, educating them about the LCAP and encouraging them to participate fully in the process. This leadership is changing the old dynamic of district committees and their cherry-picked-by-administrators parent members who rubber-stamp whatever the administration wants, including setting district budget priorities.

We've seen CTA members standing up for the rights of Dreamers facing threats



**"I encourage you to be a leader outside as well as inside the classroom."**

to their immigration status, advocating for affordable college for all, and working to ensure adequate school funding, access to preschool, and a quality education for every student regardless of their ZIP code, along with other important goals of CTA's Advocacy Agenda.

I encourage you to be a leader outside as well as inside the classroom. You already have the skills, and you almost certainly have much to contribute. Get involved in your local chapter. Attend CTA conferences. Share your ideas with colleagues. Reach out to parents and community. No one knows better than you what's best for your students — let's put that knowledge and the leadership skills that go with it to good use.

**Eric C. Heins**

CTA PRESIDENT  
@ericheins

**A New Look for the Advocacy Agenda** Just in time for parent-teacher conferences, CTA's Advocacy Agenda — 10 initiatives that lead to "the public education all California students deserve" — is now a snappy online infographic easily sharable on social media. The agenda, based on education research, was created with the input and expertise of thousands of educators across the state. See [advocacyagenda.cta.org](http://advocacyagenda.cta.org).



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Instructional Leadership Corps teacher-leaders Al Rabanera, Robert Bassett, Allison Carey and Kristan Morales present at an ILC conference in September.

# Teachers Know Best

**SOMETHING MAGICAL HAPPENS** when you bring teachers together to learn from one another. Just ask any of the educators involved in the **Instructional Leadership Corps (ILC)**.

“With ILC professional development, it’s the give and take between teachers that leads to the ‘aha!’ moments,” says Yolanda Muñoz, an ILC teacher-leader and United Teachers of Pasadena member. “We talk and grow collaboratively. We learn to see things and present things in different ways.”

ILC, a partnership of CTA and Stanford University’s Stanford Center for Opportunity Policy in Education and National Board Resource Center, strengthens the profession by using educator expertise in professional development — specifically for the new state standards. ILC’s “teachers training teachers” model has successfully grown educator capacity and leadership throughout the state and was recently funded through 2020. Read our story on page 52.

Teachers can expand on what they learn and the networks they build through ILC with **Collaboration in Common (CiC)**, a new online exchange that connects educators across the state to the best resource available to them: other educators. Learn more on page 60.

Teaching the Next Generation Science Standards (NGSS) is particularly crucial when it comes to educating students about climate change, as our cover story “**Hot Topic**” (page 24) shows. Politics should not determine what is taught, says Rich Hogan, a high school science teacher and ILC member. “We need to teach students to wade through information and become independent critical thinkers and be socially aware of issues that will affect their generation.”

The story describes how educators are tackling the NGSS directive to teach not only the causes and impacts of climate change, but how science and engineering can help solve problems and inform policy.

Informing policy extends to supporting the hundreds of thousands of young people currently in the Deferred Action for Childhood Arrivals (DACA) program. Some are our fellow



educators, including high school math teacher Felicidad (not her real name). In “**A Dream on Hold**” (page 46), the proud educator is dismayed and frightened by anti-immigrant hatred she has seen and read. “DACA affects real people like me who want nothing more than to serve and give back to this country and to live our lives without fear.”

How can educators deal with hate in their classrooms? In “**Tracking Extremism**” (page 21), the Center for the Study of Hate and Extremism’s Brian Levin says it’s important to promote First Amendment values. He advises teachers to converse with students with extremist views. “Hear what their aspirations and fears are, and then respond to ideas and concerns with facts and context, empathically, both personally and institutionally.”

When hate of a different sort resulted in an unspeakable school shooting earlier this year in San Bernardino, third-grade teacher Joyella Beuler instinctively helped shelter students from danger and saved a young boy’s life. In “**Cool, Calm, Collected**” (page 18), Beuler says she’s no hero, she just did what she had to do. San Bernardino Teachers Association President Ashley Alcala observes proudly that Beuler and *all* the educators involved in the traumatic events that day stayed calm and professional.

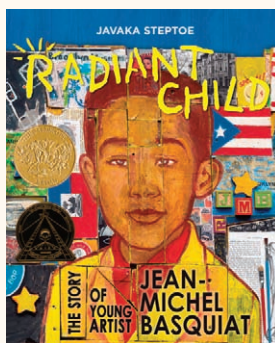
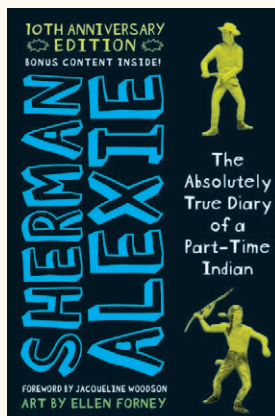
It’s just what educators do, every day.

**Katharine Fong**

EDITOR IN CHIEF

[editor@cta.org](mailto:editor@cta.org)

**Resist!** The new administration’s proposed education budget reduces spending by 13.5 percent and slashes \$9 billion in grants for teacher training and summer and after-school programs, among other things. Make your voice heard and resist devastating cuts that hurt students, families and the profession. See page 44.



## Dolores, the Movie

*Dolores* is a new documentary that celebrates community and labor activist Dolores Huerta, and credits her with significant achievements often solely attributed to better-known men. Co-founder of United Farm Workers of America (UFW), Huerta worked side by side with Cesar Chavez and rose within the union to unprecedented levels for a woman back in the day. She negotiated the UFW's first contract with the grape growers, helped write legislation, and coined the famous slogan "¡Sí se puede!" ("Yes, we can!"). See [doloresthemovie.com](http://doloresthemovie.com).



## Pinoy Pride

In July, the California Arts Council designated 14 inaugural cultural districts in the state, among them SOMA Pilipinas in San Francisco. The designation is recognition of Filipinos' vibrant living culture and historical legacy that marks not only a community, but our state. Filipinos comprise the largest and fastest-growing Asian-Pacific Islander community in California, where 43 percent of the U.S. Filipino diaspora resides. Learn more at [somapilipinas.org](http://somapilipinas.org); for curriculum guides, check out the Filipino American National Historical Society site at [fanhs-national.org](http://fanhs-national.org).

# Fall

## for These Books

In *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (grades 9-12), life is bleak on the reservation where Junior lives with his family. Smart and ambitious, the budding cartoonist decides to pursue his dreams by transferring to an all-white high school 22 miles away. The funny, gritty novel chronicles a year of Junior's new life as he grapples with issues of identity, culture, tumultuous family events, and friends old and new.

Contemporary artist Javaka Steptoe echoes and illuminates the work of 1980s artistic wunderkind Jean-Michel Basquiat in *Radiant Child* (grades 3-5). The collage-style paintings introduce young readers to the message that art doesn't always have to be neat and clean — or even inside the lines — to be beautiful.

The bilingual picture book *One of a Kind, Like Me/Único Como Yo*, by Laurin Mayeno and illustrated by Robert Liu-Trujillo (grades 1-2), follows Danny, who wants to be a princess in tomorrow's school parade, as he and his mom race to the thrift store to find his costume. The story lifts up children who don't fit gender stereotypes, and reflects the power of a loving and supportive community.

For more California Reads recommendations, see [cta.org/californiareads](http://cta.org/californiareads); [#californiareads](https://twitter.com/californiareads).

## CTA Conference Grants

CTA offers a variety of incentive grants to attend its many top-notch conferences. These include Minority, Small Chapter and New Member grants, and cover registration and transportation. Apply by Nov. 6 for grants to the Issues Conference (Jan. 26–28) and Good Teaching Conference North (Feb. 2–4). Apply by Jan. 1 for the Equity and Human Rights Conference (March 2–14) and Good Teaching Conference South (March 16–18). Details at [ctago.org/grants](http://ctago.org/grants).



Gilroy Teachers Association's Tina Fabela, Sheila Monger and Haley Saldaña at the Equity and Human Rights Conference.

### REGION II LEADERSHIP CONFERENCE

**OCT. 27-29 CONFERENCE**

Grand Sierra Resort, Reno, Nevada. Do you have what it takes to be an association leader? Learn the ropes or increase your skill set. ► [ctago.org](http://ctago.org)

### VOLUNTARY DUES CONTRIBUTION

**NOV. 1 OPT-OUT DEADLINE**

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. ► [cta.org/contribution](http://cta.org/contribution)

### ESP LEADERSHIP ACADEMY

**NOV. 3 APPLICATION DEADLINE**

For education support professionals interested in CTA leadership roles, 20 accepted participants must commit to be involved at least five years and are reimbursed for travel, lodging, meals and fees. Session 1: Feb. 2–4, 2018, in Burlingame. Session 2: April 6–8, in Los Angeles at State Council. Check with your local president or CTA staff to start the application process. ► [cta.org/esp](http://cta.org/esp)

### AMERICAN EDUCATION WEEK

**NOV. 13-17 EVENT**

American Education Week is celebrated the week prior to Thanksgiving week and includes special days to honor parents, education support professionals and substitute teachers.

► [nea.org/aew](http://nea.org/aew)

### CESAR E. CHAVEZ AWARDS

**DEC. 1 ENTRY DEADLINE**

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

### COMPUTER SCIENCE EDUCATION WEEK

**DEC. 4-10 EVENT**

CSEdWeek is an annual program that engages K-12 students in computer science. Its focus is Hour of Code, a one-hour introduction to computer science and programming. Lesson plans are available for classrooms with or without computer access.

► [csedweek.org](http://csedweek.org)

### GLBT ISSUES CONFERENCE

**DEC. 8-10 CONFERENCE**

Fairmont Hotel, San Jose. The Gay, Lesbian, Bisexual and Transgender Issues Conference is open to all CTA members and provides a venue to discuss a variety of issues affecting educators, students and community. Hotel cut-off is Nov. 24. ► [ctago.org](http://ctago.org)

### CALIFORNIA STEAM SYMPOSIUM

**DEC. 10-11 SYMPOSIUM**

Moscone West Convention Center, San Francisco. Sponsored by Californians Dedicated to Education Foundation and the California Department of Education, this fifth annual symposium draws thousands of educators to support high-quality STEAM instruction.

► [cdefoundation.org/steam](http://cdefoundation.org/steam)

### GLBT SAFETY IN SCHOOLS GRANTS AND SCHOLARSHIPS

**DEC. 15 APPLICATION DEADLINE**

The GLBT Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa provides grants for projects/presentations promoting understanding and respect for lesbian, gay, bisexual, transgender and questioning persons, and scholarships for members in teaching/counseling credential or graduate programs who know the importance of LGBTQ+ educators as role models.

► [cta.org/scholarships](http://cta.org/scholarships)



**RA Reminder** The declaration of candidacy form for state delegates to the 2018 NEA Representative Assembly in Minneapolis, Minnesota, will appear in the December/January *Educator*.

## PUBLIC SCHOOLS SCORE HIGH

**SIXTY-TWO PERCENT** of public school parents, versus 49 percent of all Americans, give their local public schools an A or B grade, according to the 2017 PDK Poll.

The disparity suggests that those who know public schools well (that is, parents) are much more positive about what's going on inside them.

The poll, which has been capturing U.S. opinion about public education since 1969, also found that in addition to educating students in academic subjects, Americans want schools to prepare them for life after high school — meaning career preparation and development of interpersonal skills.

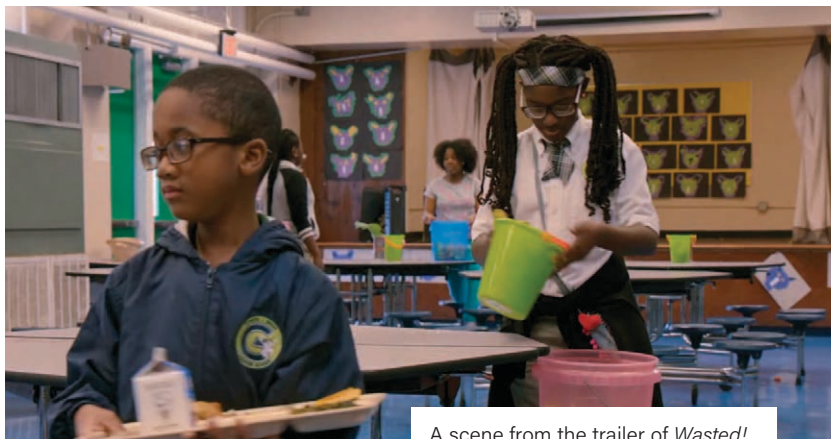
As in years past, the 2017 poll found little public support for using public money to send children to private schools. As the executive summary states, "The more Americans know about how voucher programs work, the less likely they are to support them or to say they'd participate in them."

► [pdkpoll.org](http://pdkpoll.org)



## Named!

**CHAPMAN UNIVERSITY** in Orange has named its College of Educational Studies for retired CTA member Donna Ford Attallah. Attallah graduated from Chapman in 1961 with a bachelor's degree in education, and taught kindergarten and first grade in the Cypress School District for the next 40 years. Congratulations!



A scene from the trailer of *Wasted! The Story of Food Waste*.



## Food for Thought

**EVERY YEAR** vast resources of water, land and energy are dedicated to growing the food we eat. Yet every year 1.3 billion tons of food — about a third of the world's food — is thrown away even before it reaches the plate.

The new documentary *Wasted! The Story of Food Waste*, by chef-turned-TV-personality Anthony Bourdain, explores the major sources of food waste, from the farming and fishing industries to supermarket chains and, yes, school cafeterias. It also looks at solutions, such as reorienting our perspectives on food that is normally cast aside, and changes we can make to the food production chain to create a more sustainable food system. Watch the trailer at [wastedfilm.com](http://wastedfilm.com).

## Yes! to Paid Maternity Leave

**MANY CALIFORNIA EDUCATORS** use vacation and sick days to take time off following the birth of a baby. But if Gov. Jerry Brown signs Assembly Bill 568, they would receive paid maternity leave for the first time.

The bill requires school districts, charter schools and community colleges to provide at least six weeks of paid leave to public school employees before or after giving birth.

CTA supports the measure because it helps address California's teacher shortage with a benefit that attracts employees and keeps them in the workforce.

"Anything we can do to support women and family in the profession is a good thing," says CTA President Eric Heins. "This bill will be an incentive for young people to come into this profession."



A USC School of Dentistry resident treats a Taft City School District student as part of a free mobile dental clinic made possible by a CTA partnership.

## Feelin' Fluey

**IT'S THE SEASON**, so get your flu shot now — and that's a shot, not the spray (the latter has been shown to be less effective). Educators are exposed to germs and illness more than most, and being immunized two weeks prior to a flu exposure is the best way to be protected. The vaccination also may make your illness milder if you do get sick.

## SOMETHING TO SMILE ABOUT

**HUNDREDS OF CHILDREN** will receive free dental care in Taft, Kern County, as a result of a three-year collaboration of CTA, the California Resources Corporation, USC's Herman Ostrow School of Dentistry, and the Taft City School District.

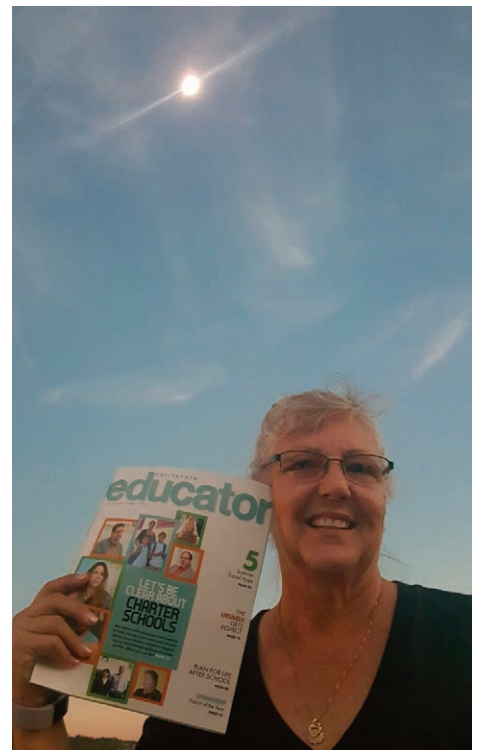
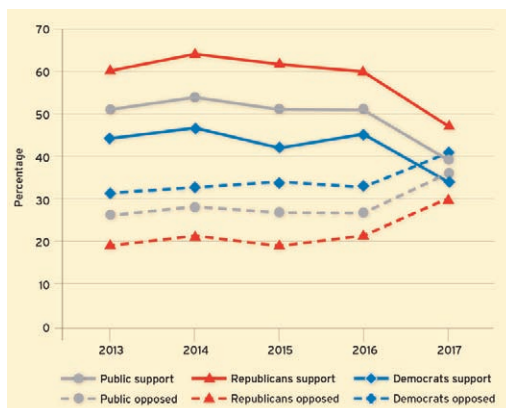
The first dental clinic, in a specially equipped mobile van, was held in September and serviced between 120 and 150 low-income students from six elementary schools in the district.

According to a survey by the Center for Health Policy Research at UCLA, dental problems keep California students out of class an estimated 874,000 days a year, costing schools nearly \$30 million in lost ADA funding.

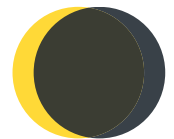
"Since children with tooth decay are 12 times more likely to miss school, and missing school negatively impacts student achievement, we must do what we can to improve the oral health of the students in Kern County," says CTA President Eric Heins. "This is a partnership we all can smile about."

## Sharp Drop in Charter School Support

**PUBLIC SUPPORT** for charters fell by 12 percentage points between 2016 and 2017, according to the annual survey by *Education Next*, which covered 10 main topics including Common Core and teacher policies; the charter response was the largest change in opinion. The question posed noted that charters are publicly funded but not managed by the local school board, are exempt from many state regulations, and asked "Do you support or oppose the formation of charter schools?" See full results at [educationnext.org](http://educationnext.org).



## Educator ECLIPSED



**WENDY HOLMES**, San Bernardino County Teachers Association, was snapped with essential reading during totality in Casper, Wyoming, on Aug. 21. (Because the corona is so bright and cellphone resolution so poor, you can't see the moon obscure the sun.)



## THE KEY TO KEEPING TEACHERS

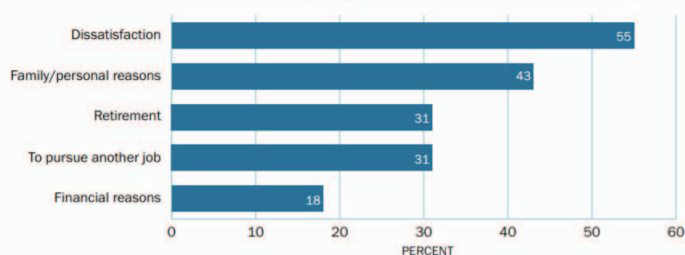
**WELL-KNOWN FACT:** We have a teacher shortage, both in California and the nation. A new report by the Learning Policy Institute (LPI) finds that the percentage of public school teachers leaving the profession rose from 5.1 percent in 1992 to 8.4 percent in 2005, and has been hovering around 8 percent since then. The 3 percent increase amounts to about 90,000 additional teachers needing to be hired across the U.S. each year.

In high-achieving school systems such as those in Finland, Singapore, and Ontario, Canada, annual teacher attrition rates typically average 3 to 4 percent.

If about half of the U.S. teachers who leave the profession each year could be induced to stay, the national shortage "could be virtually eliminated," states the report.

"Teacher Turnover: Why It Matters and What We Can Do About It," published in August, says that while some teachers leave due to retirement, about two-thirds leave for other reasons, mostly due to dissatisfaction. "The workplace condition

**Factors Teachers Report as Being Very Important for Leaving Teaching**



Note: Percentages do not add to 100 as teachers may select more than one reason for leaving.

Source: Learning Policy Institute analysis of National Center for Education Statistics Teacher Follow-up Survey, 2012-13.

most predictive of teacher turnover was perceived lack of administrative support," states the report.

CTA President Eric Heins says the findings are consistent with his own experience as a teacher and with CTA research. "Teachers would stay longer if they were treated as the professionals they are — treated with respect and given a voice." He adds that it's critical to get educators the right support and development.

The LPI report includes recommendations for teacher preparation and support, compensation, and school leadership (primarily principals) training.

For the full report, see [learningpolicyinstitute.org/product/teacher-turnover-report](http://learningpolicyinstitute.org/product/teacher-turnover-report).

## Know Your Lemons

**OCTOBER IS** Breast Cancer Awareness Month. Use the [#knowyourlemons](https://www.knowyourlemons.com) graphic by Worldwide Breast Cancer to understand possible signs and symptoms of the disease. In 2017, an estimated 255,180 new cases of invasive breast cancer are expected to be diagnosed in women and men. Treatment advancements, earlier detection through screening, and increased awareness are ways to fight back. Info at [worldwidebreastcancer.org](http://worldwidebreastcancer.org) and [breastcancer.org](http://breastcancer.org).

**WHAT BREAST CANCER CAN LOOK & FEEL LIKE**

Recognize something? Don't panic, some changes are normal. But if it stays around be smart—show a doctor.

feeling a thick area   dimple   nipple crust   red or hot   new fluid   skin sores

bump   growing vein   sunken nipple   new shape/size   orange peel skin

hard lump

"A cancerous lump usually feels hard and immovable like a lemon seed. It can be any shape or size."

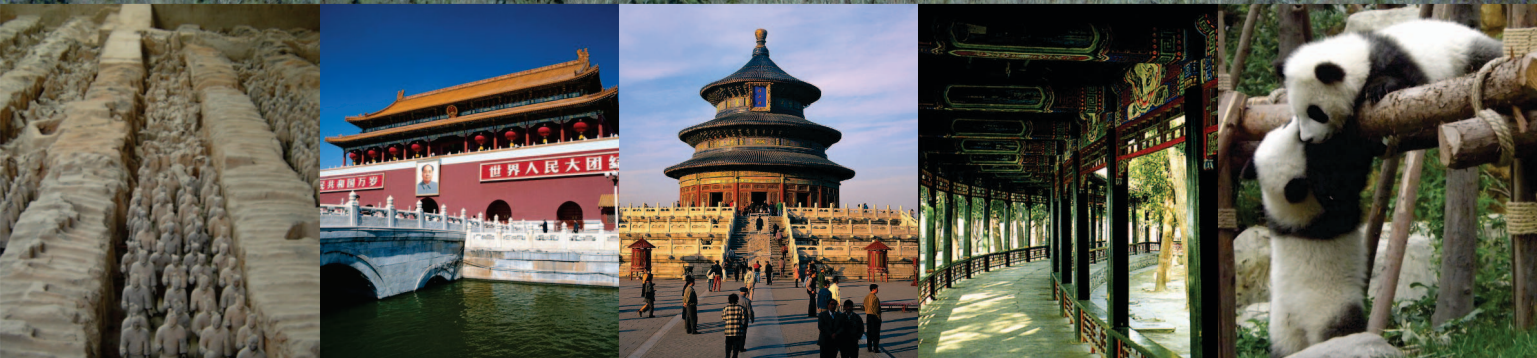
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## State's ESSA Plan Approved

In September, the State Board of Education approved a plan for using federal assistance that upholds California's commitment to Local Control Funding Formula (LCFF) reforms.

The plan, which has now been submitted to the U.S. Department of Education, outlines how the state plans to use and manage federal funding that supports low-income students and English learners through the Every Student Succeeds Act (ESSA).

The plan allows the state to retain maximum flexibility as it continues to shift away from top-down decision-making and toward local control.

"This plan gives flexibility to local leaders and communities so they can make decisions that address

local needs and are not restricted by a one-size-fits-all approach," says state Superintendent of Public Instruction Tom Torlakson.

**"This plan gives flexibility to local leaders and communities so they can make decisions that address local needs."**

**—SUPERINTENDENT OF PUBLIC INSTRUCTION TOM TORLAKSON**

California receives \$2.6 billion in ESSA funds annually — about 2.5 percent of the state's overall education budget and a quarter of the money provided to improve services for low-income students, English learners and foster youth through the LCFF.

The plan adheres to the state's commitment to develop a single state and federal school accountability and support system. The new model uses multiple data points — gradu-

ation rates, suspension rates, test scores and more — to give a more complete picture of school success.



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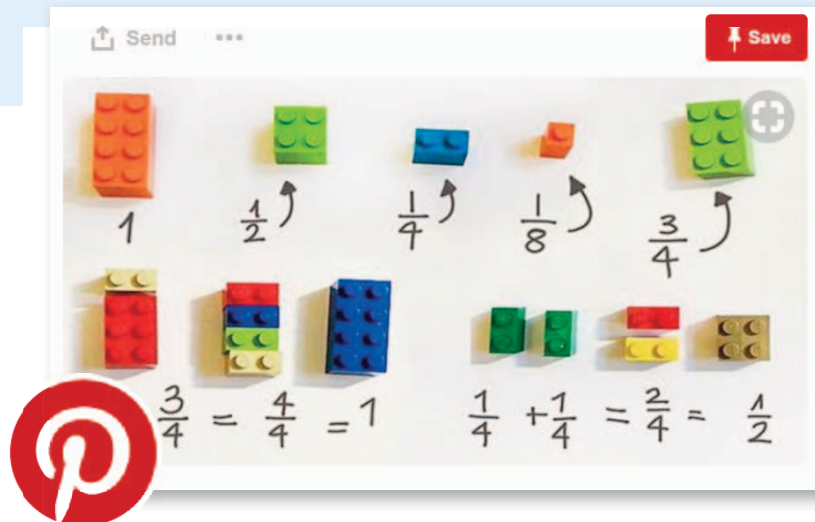
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By @samdemuro



## Passion for Pinterest

**PINTEREST MAY HAVE** a reputation for recipes and wedding dresses, but educators can find invaluable resources: lesson plans, creative classroom decor, teaching tips and useful infographics. You can search for exactly what you want to learn (such as using Legos to teach fractions) and implement it immediately with your students. Plus, Pinterest lets you connect with others who teach the same grades or subjects. See [pinterest.com/teachers](https://pinterest.com/teachers).

Do you use Pinterest for the classroom? Take our Pinterest poll at [bit.ly/2gYze9T](https://bit.ly/2gYze9T). And follow CTA at [pinterest.com/wearecta](https://pinterest.com/wearecta).

### #StupidQuestionsforYourTeacher

**THE TRENDING TOPIC:** What questions did kids ask that made you LOL? Among the responses:

1. Are the elves at the North Pole short because they don't get enough sunlight?
2. Why does it always have to be a #2 pencil? I only have a #1 and a #3!
3. Are they your brothers? (From one of my 2nd-graders while looking at a poster of U.S. presidents.)

### ADVICE FOR FIRST-YEAR TEACHERS

Check out the uplifting short video at [bit.ly/2xHuqNP](https://bit.ly/2xHuqNP) by @boredteachers, where several educators dispense sage advice for new colleagues, such as: "Do not be afraid to fail! Because those mistakes, as long as you learn from them, are what are going to make you a better and stronger teacher." Keep an eye open for CTA member Jayson Chang (@changtheworld).



## Why Use Twitter for PD?

- Instead of waiting for professional development sessions, Twitter is available 24/7.
- You get what you put into it: Take the time to follow other educators, conference presenters, book authors, bloggers, etc. Follow back, reply and send messages.
- Twitter chats have themes and topics. You can find Twitter chat information by perusing hashtags and checking out what followers tweet.
- By developing your own PLN, you have your own support system at your fingertips.
- #CAEdChat #EdTechChat and #TeacherLife are good hashtags to check out.

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AND I PLEDGE  
TO MAKE CLASSROOMS  
SAFE AND SUPPORTIVE  
FOR ALL STUDENTS

#WeAreCTA

Compiled by **Mike Myslinski**

**\$20,000**

Per-pupil funding goal of the new United Teachers Los Angeles campaign in Los Angeles Unified School District, by 2020.

**\$10,795**

Average district's per-pupil funding in 2015-16 for California K-12 schools, according to California Department of Education data (Current Expense of Education per ADA).

**\$70,812**

Annual cost of incarcerating one California state prisoner, according to a March 2017 update by the Legislative Analyst's Office. It's expected to rise to \$75,560 in the current fiscal year, which began July 1.

**62%**

Percentage of public school parents who give their neighborhood public schools a grade of A or B, according to the 49th annual national poll by Phi Delta Kappa on attitudes toward public schools ([PDKpoll.org](http://PDKpoll.org)).

**162**

Number of California school districts, as of Sept. 20, that have adopted resolutions declaring they are safe havens for the 2.7 million students they serve, at the urging of state Superintendent Tom Torlakson.

**"Our students are at the center of everything we do, which means we are natural advocates to make public schools safe havens for all students and to keep open the doors of opportunity they need to thrive."**

—CTA President **ERIC HEINS**, from his Labor Day column in the *Los Angeles Daily News*.

**"I believed I could be a voice for the voiceless — hope for those feeling hopeless. I found my calling, and even now as a veteran teacher, I still wake up grateful for that decision."**

—**CAMDEN FLORES**, one of five San Diego County Teachers of the Year, quoted in the Sept. 17 *San Diego Union-Tribune*. She teaches mostly disadvantaged kindergartners in La Mesa-Spring Valley School District.

**"This is a great indicator that our education system has momentum, inspiring us to continue working together for positive change in education, which I call the 'California Way.'"**

—State Superintendent of Public Instruction **TOM TORLAKSON**, announcing on Aug. 25 that the percentage of high school graduates eligible for CSU admission reached an all-time high in 2015 at 40.8 percent.

**"Provide compensation packages that are competitive with those of other occupations requiring similar levels of education and that are equitable across districts, so all schools can compete in the labor market for well-prepared teachers."**

—One remedy to teacher turnover recommended in an August report by the Palo Alto-based Learning Policy Institute.

**"No ban!  
No wall!  
Education for all!"**

—Chant of about 3,000 Berkeley High School students who walked out of class Sept. 15, KTVU-TV reported, to form a human chain around their school to support undocumented classmates and oppose President Trump's attacks on the DACA program.



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Darlene Peters,  
Nolan Brandy and  
Joyella Beuler.

# Calm, Cool, Collected

## Real-life heroes recall tragedy in San Bernardino school

By Sherry Posnick-Goodwin Photos by Scott Buschman



**JOYELLA BEULER** doesn't consider herself a hero. She just did what she had to do, says the San Bernardino Teachers Association (SBTA) member. In this case, it was saving a child's life in April after a shooting at North Park School.

Student Nolan Brandy, 8 at the time, was wounded after a gunman opened fire, killing his estranged wife, Karen Smith, Nolan's special education teacher. Another of Smith's students, Jonathan Martinez, 8, was shot and killed. The gunman then killed himself.

Beuler, a third-grade teacher who has been in the profession for a decade, thought the killer might still be on the loose when instructional aide Jennifer Down- ing came into the front office with eight other students

— including Nolan — to tell her of the shooting. Beuler just happened to be in the office crunching numbers for the school plan when the violence occurred, and a sub was in her classroom.

Beuler says the events of that day will be forever etched in her memory.

"At approximately 10:20 a.m. on April 10, 2017, a man entered the front office and signed in. He then left the office and went to Ms. Smith's room. A few minutes later, Jennifer entered the front office and told us that a man was in the classroom and was shooting. She said that Nolan had been shot. He was right beside her, along with eight other students from that classroom.

"Darlene Peters (school secretary) and I immediately

## Tips to Survive a School Shooting

- Prepare and plan what you would do if an armed attacker is on your campus.
- Try and exit, if possible. If you know the shooter is in another area of the building, try to evacuate your students to a safe area.
- If you can't exit, hide. Barricade your door with chairs, desks, sofas, etc. The bigger the barricade, the more likely a shooter is to move on to an easier target.
- Use a landline to call 911, if possible. In case the call is interrupted, the address will appear to the dispatcher.
- Silence your cellphone. It can give your location away.

closed the door and made sure both doors were locked. Nolan went to the floor. I looked in the cabinet and found gloves. I went into the small restroom in Darlene's office and pulled out a huge stack of paper towels. Then I began applying pressure to the right side of Nolan's stomach area. He was in such pain and moving around quite a bit.

"Darlene was on the floor next to her desk and dialed 911. She was describing everything I was doing to the 911 operator. I was talking to Nolan, trying to keep him conscious and calm. I told him he was a super hero. At one point, the operator asked Darlene if there was anything else I could add to the paper towels. Darlene directed Jennifer to grab her gym shirt from the gym bag in her office. I then put that on top of the paper towels. Also during this time, Darlene and I asked Jennifer to take the other students into the restroom and to be quiet as a mouse."

It seemed like an eternity until police arrived, but it was less than 10 minutes, recalls Beuler, a married mother of two and grandmother who served on the Yucaipa-Calimesa Joint Unified school board from 2003 to 2008.

"Two police officers knocked and yelled, 'Police!' After making sure that it was really the police, Darlene opened the door. We were told to hold our hands up, but I told the officer I couldn't move my hands because I was holding pressure on Nolan's gunshot wound. He quickly put gloves on and switched places with me. We also told the officers that there was an aide and eight other students in the tiny restroom. We were evacuated out of the front of the school. By then the rest of the school had evacuated. We were taken to

and when it was over, they let out a huge collective sigh of relief. And then we grieved the death of a colleague and a student. We will never forget them."

**"I was talking to Nolan, trying to keep him conscious and calm. I told him he was a super hero."**

Cajon High School and then Cal State University, San Bernardino, where four other students from Ms. Smith's class joined us.

"Darlene, Jennifer and I stayed with Ms. Smith's students until all of them were picked up by their parents. Jennifer and the other aide did a great job getting students to follow them out of that classroom. [The other aide took students to the computer lab and out to the playground.] I couldn't have done what I did without Darlene. We made a terrific team."

SBTA President Ashley Alcala observes that all the teachers who were involved in the traumatic events stayed calm and professional that day.

"They didn't allow their emotions to get in the way," says Alcala with pride. "They stayed that way, and when it was over, they let out a huge collective sigh of relief. And then we grieved the death of a colleague and a student. We will never forget them."

During the evacuation, Beuler was hoping and praying Nolan had survived.

"Not knowing was very difficult. Later that evening, I spoke to Rachel Brandy (Nolan's mom) and found out that the bullet struck some major organs but that he was in stable condition. The next day, I was able to see him in the hospital and told the

family what had happened in Darlene's office."

Rachel Brandy, president of the school site council, says Beuler is indeed a hero. "What can I say? There can be nothing greater than saving my child's life."

The school closed for a week. Staff met with the district's crisis team before it reopened, and the team and school counselors have maintained a presence. On the first day back, there was lots of hugging and crying. The

students, who are mostly low-income and live in a high-crime area, have experienced many traumas in their lives, say teachers, but are proving to be resilient.

After the ordeal, Beuler made trophies for the students in Smith's class and the aides with the words "Super Hero" on them.

"It was difficult to go back," says Beuler. "But I felt I needed to show my students and myself that I wasn't afraid. We will continue to heal. Since the tragedy, the entire North Park community has become closer. This event made us realize how much we care about each other. I believe that God put me there for a reason, and I feel good about what I did. I'm also thankful Darlene and I have each other to lean on when we need to."

"It was difficult to go back. But I felt I needed to show my students and myself that I wasn't afraid."

Despite an upswing in school shootings — and a mass shooting in San Bernardino two years ago — Beuler says she always felt extremely safe at her school. She is now much more cognizant of her surroundings and has a renewed appreciation for life.

"One of the things I learned is that schools need to be proactive," she says. "Schools need to practice safety procedures on a regular basis. Communications and teamwork are key. Everyone here did a phenomenal job following emergency procedures for evacuating. The North Park staff are awesome role models for our students. I'm proud to be part of this school." ■

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Photo: Heather Davini Boucher



Brian Levin helps protect a Ku Klux Klan member at a 2016 Anaheim rally that turned violent.

# Tracking EXTREMISTS

Brian Levin documents both ends of the ideological spectrum and their threat to our freedom of speech

**MANY WATCHED** the violent confrontations in Charlottesville and other cities unfold on TV or on the Web. Often, Brian Levin has been there in person to document these events.

Levin is director of the nonpartisan Center for the Study of Hate and Extremism and a professor of criminal justice at CSU San Bernardino. He has testified before Congress on hate and terrorism, and is the author or co-author of U.S. Supreme Court amicus briefs, books and articles on hate crime and extremism.

The California Faculty Association member has worked for civil rights groups and was a New York City police officer. He documents rallies that

attract violent extremists. Last year, he was dubbed “The Jewish Batman” by The Daily Stormer, a neo-Nazi website, after helping save the grand dragon of the California Ku Klux Klan from an angry, armed mob in Anaheim.



Brian Levin

In May, Levin reported that violent clashes with arrests due to political intolerance increased significantly on California college campuses and at Trump campaign rallies. To view “Hate & Extremism in California: 2016,” one of a series of special status reports on hate crimes, see [bit.ly/2nkw3xG](http://bit.ly/2nkw3xG).

Recently, we asked Levin to shed some light on the ideological conflicts and violent protests that have rocked our country.



Levin (center) with Assembly Member Kansen Chu (D-Fremont) to his left, supporting Chu's call for a statewide audit on law enforcement agencies' efforts to protect Californians from hate crimes.



### What has happened since your report was released in May?

In nearly every major city in California and across the nation, hate crimes are up uniformly in 2017. But the state's 931 hate crimes last year were still less than half the number in 2001, in the aftermath of 9/11. Relatedly, there have now been double the number of conflictual public demonstrations in California in 2017 than the year before. We have seen more white nationalist 'mega rallies' of more than 100 people in the past two years nationally than in the previous 20 years. According to an ABC News poll, 9 percent of Americans are finding neo-Nazi views acceptable.

### Why do you think this is happening?

Our research indicates a correlation between widely reported statements by political leaders and hate crime, so it is vital that a U.S. president use the bully pulpit to unequivocally and genuinely condemn bigotry. Social media feeds from a raft of white supremacist leaders have consistently ranged from calmly happy to ecstatic over the president's use of code words, stereotyping, equivocation, staff appointments and invocation of nationalism.

In addition, at times of political change, newly insurgent splinter movements, such as those on the hard left, have now engaged in reactive aggression to justify violence as a legitimate part of their "resistance." (In a few instances, college professors and lecturers have publicly discussed violence as a tool for social change.)

### Do we now have an 'alt-left'?

There is no alt-left. There's black bloc tacticians (protesters who wear black clothing, scarves, sunglasses, ski masks, motorcycle helmets with padding, or other face-concealing and face-protecting items) and Antifa (far-left antifascists who are willing to engage in a show of force). In many ways, these anarchist groups are reactive, somewhat diverse and less organized as a movement.

But the inertia of the hard left is rapidly evolving, with many becoming increasingly militant and organized, causing a schism with those who desire direct-action social change

without the invocation of revolutionary violence. And militants' aggression against so-called fascists now extends beyond white supremacists to political adversaries, journalists, academics, public speakers and police. They contend that the First Amendment is an oppressive lever that harms the oppressed through its protection of "hate speech," which they consider violent.

A combination of political instability, along with the galvanization of a more mobilized and brazen white nationalism into a sociopolitical entity, has reactively energized both sides of the ideological spectrum into an arms race which boils over from social media into the streets at demonstrations. It won't just be confined to violence at protests.

### What happens when universities allow mobs or the threat of mobs to shut down events?

Cumulatively, it sends the message that mob rule and censorship by violence prevails in the marketplace of ideas. Our collective liberty, including those of us vigorously in opposition to bigotry, is also robbed. This not only applies to the bigot's right to engage, but to us in the exercise of

our options — be it to analyze, peacefully protest, satirize or ignore. [That said,] academia has a special obligation to encourage critical thought, which requires exposure to diverse, even unsettling, views.

### Is freedom of speech at stake?

Yes, and its limitations are getting worse, not only by intimidation, but benign neglect. The question is: How far as a society will we allow this? It has occurred incrementally at many universities, which tend to be populated with a diversity of people, but not a diversity

of ideas, particularly when it comes to conservatives of good will. We can justifiably point the finger at Antifa and black bloc demonstrators, but universities have been complicit in leaving out not just acerbic controversial conservatives, but conservatives in general and many others of good will.

Universities should let any invited speaker who is nonviolent speak, as long they fulfill whatever viewpoint-neutral administrative rules that exist generally, although we should

**"We need to make free speech a cherished value and not something that's merely utilitarian when it suits one's own viewpoint."**

strive for thinkers, ideally. This applies not only to conservatives, but any others whose viewpoints are divergent from the majority. However, free expression does not protect the ability to commit acts of violence and intimidation, or to bring guns into the marketplace of ideas.

### What type of students are most vulnerable to being influenced by hate groups?

Students who have experienced personal hardships and feel disenfranchised, fearful of change, disrespected by peers and ignored by educators are most at risk. My advice to teachers: Converse with them. Hear what their aspirations and fears are, then respond to ideas and concerns with facts and context, empathically, both personally and institutionally. Hate leaders exploit the unheard with both a sense of community, status and mission, albeit with reliance on a narrative of superiority, grievance and conspiracy theories.

### What can educators do to prevent the alt-right or any extremists from recruiting students on campus?

I don't think universities should prevent the expression of viewpoints, but we can also hold our own events that reveal their intellectual and ethical bankruptcy. Still, schools can enforce viewpoint-neutral rules relating to where items can be posted and events held, and enforce even-handed time, place and manner restrictions. And educators should make current events into incredible teachable moments. I tell students my classroom is a free-speech zone, and the only limits are that they can't insult or threaten someone in the classroom.

We need to make free speech a cherished value and not something that's merely utilitarian when it suits one's own viewpoint. Live the First Amendment — defend the right to speak as an independent civic value, even when divergent. Encourage differing opinions with a focus on the articulation of underlying facts and experiences that buttress those views. We don't owe everyone a bullhorn, but we do owe a commitment to dialogue. Engage students rather than shutting them down, and know that sometimes even well-meaning people can offend. Grade schools and high schools can be more restrictive regarding nonstudent visitors, but First Amendment values are important to promote there as well. ■



One of several social justice posters available for download at [cta.org/forallstudents](http://cta.org/forallstudents).

## HOW TO RESPOND TO HATE

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

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

### ADDITIONAL RESOURCES:

- CTA's Social Justice Toolkit, with tips, lesson plans and materials, including instruction on how to report hate incidents, at [cta.org/forallstudents](http://cta.org/forallstudents).
- NEA's resources to help students, teachers and families unite against hate at [nea.org/charlottesville](http://nea.org/charlottesville).
- Teaching Tolerance's special publication, "Responding to Hate and Bias at School: A guide for administrators, counselors and teachers," downloadable at [tolerance.org/publications](http://tolerance.org/publications).



Martin Machnowski

Laurie Scheibner, Tahoe Truckee Education Association, watches as her students test the “dam” they designed to hold back runoff water.

# HOT TOPIC

Teaching about **climate change**

By Sherry Posnick-Goodwin Photos by Scott Buschman



Rich Hogan says politics should not determine what is taught in science. At left, Hogan's students work on a project involving geothermal energy.



**LAST SPRING**, when U.S. Rep. Doug LaMalfa (R-Richvale) came to visit Oroville High School, science teacher Rich Hogan asked him a question about climate change. The congressman's reaction — in front of students and staff — surprised the Oroville Secondary Teachers Association member.

"He got pretty defensive and asked me how long I had been a teacher," recalls Hogan. "He wanted to know if I was teaching both sides of the issue. It created quite a stir. I didn't know he was a climate change denier."

The heated exchange occurred very close to the Oroville Dam, where 200,000 people were evacuated last winter after the emergency spillway began to erode, threatening catastrophic flooding. Scientists assert that we can expect to see more flooding emergencies in a hotter world due to climate change.

Politics should not determine what is taught in science, says Hogan, who recently received a book in the mail from the Heartland Institute (which is funded by the Koch brothers) challenging scientific evidence of human-caused climate crisis. According

to the Associated Press (AP), thousands of teachers were mailed *Why Scientists Disagree About Global Warming*, a book that the National Science Teachers Association calls "propaganda" and encourages educators to recycle.

"We need to teach students to wade through information and become independent critical thinkers and be socially aware of issues that will affect their generation more than

**"We need to teach students to wade through information and become independent critical thinkers and be socially aware of issues that will affect their generation."**

—**RICH HOGAN**, OROVILLE SECONDARY TEACHERS ASSOCIATION

mine," says Hogan, who has taught science for more than 20 years and is a member of the Instructional Leadership Corps (ILC), a partnership between Stanford University and CTA that promotes best practices for the new standards. "And we need to do it fast, before we get past the tipping point."



Martin Machnowski

## TEACHING THE FACTS

The debate over teaching about global warming in schools is heating up, according to the AP, which reports several states have considered measures to teach opposing points of view about climate change. In 2012 in the Southern California community of Los Alamitos, for example, the school board told teachers they must prove climate change lessons are “politically balanced” rather than scientifically accurate, which created an outcry.

Science has shown conclusively that human activity is changing the global climate. Even the 2017 “Climate Science Special Report,” authored by scientists from 13 federal agencies as part of the congressionally mandated National Climate Assessment done every four years, forcefully supports this view. (The report is pending approval by the current administration.)

This and many other scientific studies, and President Trump’s decisions to withdraw America from the Paris climate accord and dismantle environmental protections, have given many educators a renewed sense of urgency to teach about the subject.

“We have a responsibility to teach about climate change,”

Kelsi Himmel takes her high school students on wilderness excursions to see the effects of climate change firsthand.



Lisa Hegdahl

says Darlene Killgore, an Oxnard Educators Association member and science teacher at R.J. Frank Middle School. “It’s happening in our world today. You teach the facts, and students make their own decisions. You can look at changes during the Ice Age and warming trends that are documented historically — and see that now our planet is warming up at an increased rate that has never been seen before.”

Indeed, Earth reached its highest average temperature on record in 2016, breaking the record set just a year earlier in 2015, which beat the previous record in 2014. Most climate scientists think global warming has contributed to unusually devastating weather patterns in recent years such as drought, heat waves, and intense precipitation and storms.



## FACTS ABOUT CLIMATE CHANGE

**+8"**

**Global sea level** rose about 8 inches in the last century. The rate in the past two decades, however, is nearly double that of the last century.

**+2°F**

**Earth’s average surface temperature** has risen about 2 degrees Fahrenheit since the late 19th century, driven largely by increased carbon dioxide and other human-made emissions into the atmosphere.

**+302°F**

**The oceans** have absorbed much of this increased heat, with the top 700 meters (about 2,300 feet) of ocean showing warming of 0.302 degrees Fahrenheit since 1969.

Middle school science teacher Darlene Killgore, with student Kelsy Rodriguez, incorporates global warming into multiple lessons.

One of her students, seventh-grader Harmony Svestka, admits she worries about climate change. “It’s scary to me because it could cause our world to end. It will affect my generation, but it’s not our fault.”

Teaching about climate change is challenging, says Killgore, because schools are in the process of transitioning to the Next Generation Science Standards (NGSS), and teachers desperately need new curriculum with up-to-date information.

### CLIMATE CHANGE CHALLENGES TEACHERS

Under NGSS, teachers are being asked to teach not only the causes and impacts of climate change, but how science and engineering can help solve problems and inform policy. But materials are lacking.

A 2015 Stanford University study found textbooks used in California schools — the same books still in use — contain misleading information about climate change. The good news is that new NGSS-aligned science textbooks will become available in 2019. Meanwhile, teachers must find supplemental materials themselves, and they are not always sure these materials are accurate, says Lisa Hegdahl, a science teacher at McCaffrey Middle School, member of the Galt Elementary Faculty Association, and former president of the California Science Teachers Association.

Nearly two-thirds of students in the U.S. are taught about climate change at school, but there is a great deal of room for

The massive rainfall from Hurricane Harvey in August may have been exacerbated by climate change.

Killgore incorporates global warming into multiple lessons and units in hopes students will understand that climate change affects where they live.

“We talk about solar power, wind and other sustainable energy versus the burning of fossil fuels. We can start with small ways to change our dependence on fossil fuels by walking to school, riding a bike or taking mass transit. These students will be voters soon, and the next generation will need to decide what laws should be in place.”

# -100 MI<sup>3</sup>

**The Greenland and Antarctic ice sheets** are shrinking. Together, they’re losing more than 100 cubic miles of ice every year, which flows into the oceans and contributes to sea level rise. And the rate of ice loss is accelerating.

# +30%

Since the Industrial Revolution, **the acidity of surface ocean waters** has increased by about 30 percent due to humans emitting more carbon dioxide into the atmosphere and from there into the oceans.

# 97%

**Ninety-seven percent of climate scientists** agree that climate-warming trends over the past century are the result of human activity.

Source: NASA Global Climate Change website.

Laurie Scheibner often asks students how people can adapt to climate change and how engineering might help.



improvement, say researchers from Pennsylvania State University, Wright State University in Ohio, and the National Center for Science Education in California. Their 2016 nationwide survey of 1,500 science teachers finds most students spend only an hour or two per year learning about climate change in middle and high school — and much of what they are taught is confusing or wrong. For example, only 38 percent of schoolchildren are taught that climate change is linked to fossil fuels. Seven percent of teachers surveyed attribute recent warming to natural causes. Another 22 percent say there is “significant disagreement” among scientists about the cause of global warming, when in fact 97 percent of climate scientists agree that it is caused by human activity.

Many teachers surveyed say they lack training to teach about climate change, and the information is changing so rapidly, it is difficult to keep up.

The study, published in the journal *Science*, concludes that giving short shrift to the subject — and sending mixed messages about climate change in the media — leaves students more susceptible to disinformation spread by political or corporate interests once they enter adulthood. The study also notes that the energy industry spends millions on climate denial research and supporting candidates who deny global warming.

Kelsi Himmel (bottom left, with her students) says, “There is much to be hopeful about with alternative energy sources and green tech.”



## ENVIRONMENT AS A TEACHING TOOL

Science lab teacher Laurie Scheibner, Tahoe Truckee Education Association, recalls that California experienced a multiyear drought that was devastating for families in the area, many of whom depend on the skiing industry for their livelihood.

“But we shouldn’t get excited, just because we had normal snow last year,” she says. “We had a lot of rain-on-snow events, which caused immediate runoff, and then because of a winter with lots of snow, we also had big spring runoff. Students noticed how different this is in their short lifetimes. The runoff impacted everyone along the Truckee River and caused some flooding issues downstream.”

A study of the snowpack found last winter’s snow to be wetter (containing more water) than usual, which caused flooding and avalanches. In February, an avalanche buried the crest of the main mountain highway between Reno and Lake Tahoe beneath about 20 feet of snow. Climate change is also heating up the lake, causing algae to bloom and reducing clarity.



Aba Ngissah supplements her school's science texts with free materials from a state program on education and the environment.

**"I tell students we need to start talking to our friends, our families and politicians. We can cry about it — or we can examine ways to find solutions to our problems together."**

—ABA NGISSAH, INGLEWOOD TEACHERS ASSOCIATION

on our forest with bark beetles. You can see ridges of dead trees. Plants are more susceptible to beetles and other diseases after multiple years of drought and not having cold winters to kill them off."

She recalls that when she was in college, there were very few degrees in environmental science, called the "gloom and doom" department. But today there is much to be hopeful about, with alternative energy sources and green technology. The challenge is finding a collective will to implement changes that can save the planet.

Al Gore's new documentary, *An Inconvenient Sequel: Truth to Power*, asserts that the stakes have never been higher, but the perils of climate change can be overcome with human ingenuity and passion. A sequel to *An Inconvenient Truth* (2006), the documentary addresses the progress that's been made to tackle the problem of climate change and Gore's global efforts to persuade governmental leaders to invest in renewable energy, culminating in the landmark 2016 signing of the Paris climate agreement.

## CLIMATE CHANGE AS A SOCIAL JUSTICE ISSUE

Aba Ngissah has been teaching climate change for two years at Hudnall Elementary School in Inglewood. She uses free materials available from a state program, the California Education and the Environment Initiative, to supplement her school's science books. The ILC instructor and Inglewood Teachers Association member has also signed up for the organization's in-person trainings and webinars.

"We talk about glaciers that are shrinking and how that affects animals, plant life and tundra," says Ngissah. "We look at the rising waters and how that will affect islands. Students

"Because of climate change, we've had either no snow and drought conditions, or heavy wet snow because the ocean is warmer and is affecting global patterns," says Scheibner.

She often asks students how people can adapt to climate change and how engineering might help. During a lesson last spring at Tahoe Lake Elementary School, she asked students to design dams to hold back runoff water, with a variety of man-made and natural materials including Popsicle sticks, rocks and pine needles, to see what worked best. Beforehand, she showed clips of the Oroville Dam at its crisis point as an example of the need for engineering designs as the climate changes.

"This way I'm not just telling them what happens; they have to figure it out themselves," she says. (To see more about this lesson, visit the PBS Kids website, [to.pbs.org/2feljIZ](https://to.pbs.org/2feljIZ).)

Kelsi Himmel, who teaches AP environmental science and chemistry and biology at Argonaut High School in Jackson, takes students on wilderness excursions in nearby El Dorado National Forest to make them more aware of how climate change impacts their environment.

"I'm a firm believer that if my students are going to make any real connection with their curriculum, they must view the impact of climate change firsthand, so we can discuss what we love about our area, why we live here, and why we want to keep it that way. They've seen the effects of multiple years of drought

**"These students will be voters soon. The next generation will need to decide what laws should be in place."**

**—DARLENE KILLGORE, OXNARD EDUCATORS ASSOCIATION**

The Truckee River, made full by the recent runoff. At one point in May, it reached flood stage, after years of drought across the Western region.

learned that some islands will disappear due to rising sea level. There's going to be displacement of people and animals in coastal communities. One student was very aware of the social issues, noting that climate change affects poor people and those who live in Third World countries the most, where it becomes difficult to grow crops and sell them in the marketplace."

Indeed, climate change disproportionately affects minority and low-income communities, notes the Joint Center for Political and Economic Studies, particularly regarding heat waves, poor air quality, and increasingly powerful events such as hurricanes. A United Nations report warns that up to 122 million more people worldwide could be living in extreme poverty by 2030 as a result of climate change and its impact on farmers' incomes, which in turn would impact the ability of poor people to receive education and health care.

Ngissah believes students can relate more to climate change when it is viewed through a social justice lens, since most of her students are from low-income communities.

"It's crazy to think about," she says. "Climate change affects every part of humanity. My students ask how they can help change this. I tell them we can't sit back; we need to start talking to our friends, our families and politicians. We can cry about it — or we can examine ways to find solutions to our problems together." ■

## Tools, Resources for Teaching About Climate Change

- *An Inconvenient Sequel: Truth to Power* (2017), Al Gore's sequel to *An Inconvenient Truth* (2006).
- **Resources and professional development** available from the California Education and the Environment Initiative ([californiaeei.org](http://californiaeei.org)).
- **Videos** on climate change produced by National Geographic ([video.nationalgeographic.com](http://video.nationalgeographic.com)), including "Climate Change 101 with Bill Nye."
- **Content** from NASA Global Climate Change ([climate.nasa.gov](http://climate.nasa.gov)) and Climate Kids: NASA's Eyes on the Earth ([climatekids.nasa.gov](http://climatekids.nasa.gov)), a website for young learners.
- **Global Oneness Project's** ([globalonenessproject.org](http://globalonenessproject.org)) free resources and toolkits examining the impact of climate change on people and communities.
- **Earth-Now**, a free app that allows students to manipulate color scales on a 3-D model of Earth and see reports on temperature, carbon dioxide, sea level and other climate factors.
- **National Center for Science Education** at [ncse.com/climate](http://ncse.com/climate).



"I want to be seen as someone who helped create measurable improvements in student outcomes — and someone who helped create a strong foundation for even greater success that will follow my term in office."

# A Leader Looks Ahead

California's top education official pursues multiple goals in his final year

By Sherry Posnick-Goodwin Photos by Scott Buschman

"I'm not slowing down one bit," asserts Tom Torlakson, who is fast approaching his final year as California's superintendent of public instruction. "I'm moving full steam ahead. I'm planning on doing incredible work during the next months. Watch me."

There's been much to watch since this former science teacher, cross-country coach and state legislator was elected to lead the state's public education system in 2010 and again in 2014. Education funding went from a state of emergency to stability. The California Department of Education put in place the Local Control Funding Formula to provide more funds for vulnerable students. New standards were implemented. The high school graduation rate rose to an all-time high of 80 percent, hitting nearly 95 percent for students in career preparation programs. Prekindergarten programs expanded. The Smarter Balanced assessment system now measures what students know and can do, instead of asking them to fill in the bubbles.

Nonetheless, California remains 45th in the nation in per-pupil spending, and public education advocates are battling billionaires seeking to privatize schools. There's also financial uncertainty due to a new administration that wants to cut school spending and penalize states and school districts that have declared themselves "sanctuaries."

We recently visited with the superintendent in Sacramento, who reflected on his work, the coming year and the state of public schools.

**Q&A**



## **What are you most proud of accomplishing?**

When I started, we declared a state of fiscal emergency. Public education was collapsing. Budget cuts resulted in 30,000 teachers and 20,000 classified employees being laid off. We traveled up and down the state to convince voters it was worth investing in public education, and passed Proposition 30, a tax increase that prevented \$6 billion in education cuts, which was a lifesaver.

Also, now we have the largest career technical education (CTE) program in the nation — reviving what we used to call vocational education. We have the largest after-school program in the nation, and we are No. 1 in quality. We've brought civics back in our schools.

## **President Trump's 2018 proposed budget, which you graded F, would cut federal education across the board, including CTE, adult literacy, academic enrichment courses, teacher training and class size reduction. How do we retain programs that benefit students?**

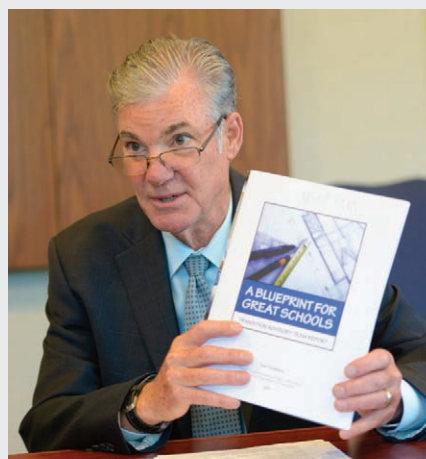
I'm worried because these are seriously destructive proposed budget cuts. One way to retain these programs is sharing the good news of what is going on in our classrooms. Besides keeping a positive spotlight on things that engender public support, we need to make sure Congress understands the consequences of these devastating and destructive cuts and how they would be harmful to students and the teaching profession.

Congress needs to send the budget back and produce a new school budget that makes our nation proud. And Congress needs to know our schools will remain safe places for teaching and learning for all students, regardless of immigration status.

## **What are some things you want to accomplish before your term ends?**

One of our main goals is to integrate the Next Generation Science

Standards. I'd like to see us weaving in more environmental education. I would like to continue our work in implementing Common Core and provide continued professional development for teachers who are eager to receive it. I think the Local Control Funding Formula is working well, but we need another layer of accountability and documentation through county superintendents to track where the money is going. We also need to fund the pension system properly. It will be an additional cost item, but we need to



## **Tom Torlakson**

**AGE:** 68

**RESIDES:** Pittsburg

**FAMILY:** Wife Mae Cendaña Torlakson; daughters Tiffany and Tamara

**EDUCATOR:** Spent six years as a high school science teacher

**LEGISLATIVE EXPERIENCE:** California State Senate and State Assembly, Contra Costa County Board of Supervisors, Antioch City Council. Authored the Quality Education Investment Act of 2006.

**BACKGROUND:** Born in San Francisco; served as a fireman in the U.S. Merchant Marine, earning the Vietnam Service Medal; B.A. in history, life secondary teaching credential, M.A. in education from UC Berkeley.

retain teachers so there is less turnover and better school climate.

## **Your critics have accused you of being too cozy with the teachers unions. What's your response?**

We need to work as a team because together, everyone accomplishes more. I am proud that we have built partnership teams with teachers and administrators in a task force which has led to continuous improvement in the California School Dashboard Report, the new accountability system based on multiple measures instead of being obsessed with test scores. The Dashboard is a great tool for parents, teachers and students to identify students' strengths and areas needing improvement.

## **Who are you endorsing to succeed you?**

Tony Thurmond. I think he's the right person for the job. He's been on the school board in West Contra Costa County and has great experience as a legislator. He is passionate, smart, and knows the issues. He's not going to be someone who will bash teachers. He and I think alike; we want to lift up the profession.

## **How do you handle the stress of the job?**

I ride my bike and do a lot of running and walking, averaging about 20 miles a week. I did four miles this morning. Give me three cups of coffee and endorphins from running and I'm unstoppable.

## **What do you hope will be your legacy?**

Being seen as a bridgebuilder who brought strong teams of people together that believe in public education and work hard to improve it. I want to be seen as someone who helped create measurable improvements in student outcomes — and someone who helped create a strong foundation for even greater success that will follow my term in office. ■



At Social Justice Humanitas Academy, students are treated like young adults.

# All-Access Pass

*Social justice and equal access are core values at this high-achieving community school*

By Sherry Posnick-Goodwin Photos by Scott Buschman

**T**wo students are being disruptive in English class, so teacher Diane Wilson asks them to step into the hallway.

"What's going on?" she asks. The students blame each other. She listens for a few minutes, tells them to work out their differences, and after a bit everyone returns to the classroom.

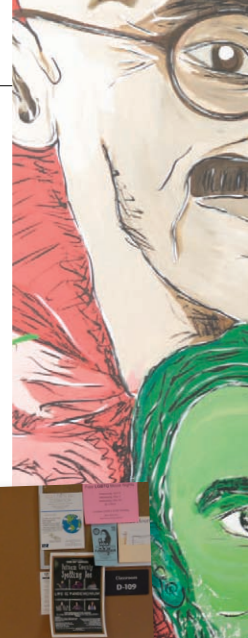
She shares later that the students decided to take positive action and cease behavior that was putting them on the verge of failing her class.

"They decided to change where they sit, so they could take control of their work habits instead of 'playing the victim' of circumstance," Wilson says. "They are

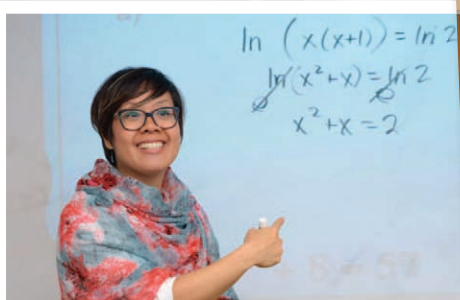
beginning to take ownership of their learning. Both students have made conscious gains in their attention to detail and in their writing."

In other schools, these students might have been sent to the principal's office or detention. But at the Social Justice Humanitas Academy in the San Fernando Valley, teachers believe in treating behavior rather than punishment. Wilson, for example, goes directly to the heart of the matter to figure out what is getting in the way of student learning. "It could be something as simple as boredom or as complex as hunger or instability at home. I let students know I am on their side and we can build a solution together."





Clockwise from above:  
Diane Wilson works with  
Giovanni Maldonado;  
Principal Jose Luis Navarro;  
English/philosophy teacher  
Jael Reboh; mural in the  
hallway; counselor Ozzie  
Lastre; math teacher  
Kathleen Francisco-Flores.



## Focus on the whole child

As the name implies, the Social Justice Humanitas Academy, a public high school currently with 526 students, takes a different approach in how staff and students treat one another.

“Some people have a hard time wrapping their heads around it, but at our school social justice isn’t a class or a program — it’s a value related to everything we do and a way of seeing things,” explains Jose Luis Navarro, the school’s founding teacher and principal.

Social justice provides everyone access to the same opportunities. There’s full inclusion of students with disabilities in every class, and no “tracking,” so honors students and regular students sit together, with equal access to curriculum and content. The assumption is that all students are going to college.

Students are treated like young adults. That means they are not just told *how* to behave, but *why*. For example, students were informed that toilets had expensive cartridges, and that if they broke them, money used to replace them could not be spent on things students need and want. After this explanation, vandalism ceased, says lead teacher Jeff Austin, one of many United Teachers Los Angeles (UTLA) members on site.

Staff use the book series *The 5 Love Languages* by Gary Chapman, which addresses how educators can help build strong bonds with students to foster success.

“Staff may ‘adopt’ students who are on academic probation and work closely with these students to ensure they don’t fall

through the cracks and they get the support and services they need,” says math teacher Kathleen Francisco-Flores. “I enjoy the culture and relationships we establish.”

A peer-mentoring program offers struggling students extra support not only academically but also socially. Students who miss tests or assignments get second chances. There is a daily student advisory period — and office hours for staff — who often assist with filling out college and financial aid forms.

“Our school is founded on high expectations, and we are



**“Our school is founded on high expectations, and we are pushing students very hard to do things they have never done before.”**

—JAEI REBOH, UTIA

pushing students very hard to do things they have never done before,” says English and philosophy teacher Jael Reboh. “So we have to support them academically and emotionally. We talk to them about their hopes and dreams.”

The student population is low-income and mostly Latino, and many take advantage of a visiting mobile medical health clinic, along with dental, vision and mental health specialists who have partnerships with the school to provide student services.

Restorative justice practices are making a difference, says counselor Ozzie Lastre.

“Here, kids have opportunities to correct their mistakes as opposed to being punished with detention or litter pickup. For example, students who say offensive things have to write letters of apology for being rude so they understand how their behavior affects others. We try to reinforce the idea that choices we make impact not just us — but other people as well. It’s made our students more compassionate and empathetic.”

Humanitas has a 91 percent graduation rate and a 90 percent completion rate for “a-g” courses — both rates surpassing those of Los Angeles Unified School District (LAUSD). That’s remarkable, considering that the school does not give D’s. Last year the school had only two suspensions.

“They expect a lot from us,” says Mario Cruz, adding that teachers have come to his house and knocked on his door when they were

## A Model Community School

**SIX YEARS AGO**, eight high school educators in San Fernando believed that they had a more effective way of teaching the population of largely Hispanic, low-income students. They wrote a proposal and submitted it to the local school board. The board agreed, and the Social Justice Humanitas Academy (SJHA) opened in 2011.

In 2015, SJHA won a National Community Schools Award for Excellence from the Coalition for Community Schools. The award recognized its extraordinary spike in graduation rates — to 94 percent from 83 percent the previous year. Teacher-led SJHA is now considered a national model for community schools, which emphasize student and community engagement and work with outside partners to provide health, social and other services to students and their families.

A February 2016 report, “Transforming Struggling Schools Into Thriving Schools,” by the coalition along with the Center for Popular Democracy and the Southern Education Foundation, highlights SJHA in recommending six strategies that schools can use to transform themselves:

- 1. Curricula that are engaging**, culturally relevant and challenging.
- 2. An emphasis on high-quality teaching**, not on high-stakes testing.
- 3. Wrap-around supports** and opportunities such as health care and social and emotional services that support academics.
- 4. Positive discipline practices**, such as restorative justice and social and emotional learning supports.
- 5. Authentic parent and community engagement**, so the full community actively participates in planning and decision-making.
- 6. Inclusive school leadership** who are committed to making the community school strategy integral to the school’s mandate and functioning.

To see a video about SJHA’s beginnings, go to [bit.ly/2xdNHpu](http://bit.ly/2xdNHpu).



Above, social studies teacher Sasha Guzman; right, English teacher Samantha Siegeler with student Edwin Urbina.



concerned about him. “It’s an amazing school. They care a lot about you. They give you lots of opportunities to succeed in school — and in life.”

“We’re always here for one another,” says student Jessica Jimenez. “Students don’t judge each other about what they look like or where they come from.”

## Social justice for teachers

Teachers are responsible for their own professional development and lead workshops for one another. They have two prep periods and collaborate with their grade-level team and department weekly. Turnover is low because staff want to stay, says Navarro, who became principal because teachers asked him to.

Decisions are reached by consensus within the Instructional Leadership Team, which is open to all teachers. Unlike voting, there are no winners and losers. If someone holds five fingers up, it means complete agreement, while three fingers means being somewhat on board, and a fist means “no way.” Gradually, ideas morph into something everyone can live with, hopefully.

“I love that decisions are teacher-led and that my voice matters when it comes to the direction of our math department, school policy and hiring,” says Francisco-Flores.

The school, in fact, was created by teachers. English and ELD instructor

**“I appreciate teaching in a space where teacher expertise is validated and where I am encouraged to grow in so many ways.”**

—SAMANTHA SIEGELER, UTLA

Samantha Siegeler was excited to be part of the design team six years ago for this pilot school. LAUSD Pilot Schools are a network of public schools that have autonomy over budget, staffing, governance, curriculum, assessment and the school calendar, allowing greater flexibility to best meet students’ needs. They were created to be models of educational innovation, serving as research and development sites for effective urban schools.

“I appreciate teaching in a space where teacher expertise is validated and where I am encouraged to grow in so many ways,” says Siegeler. “For us, social justice is our *how* in addition to our *why*. It’s about doing everything we can to bridge the opportunity gap in this high-poverty, high-crime area where low graduation rates are the norm.”

## Curriculum more relevant

With curriculum and behavior viewed through a social justice lens, students are inspired to become activists. They have participated in demonstrations and

marches, and worked on school projects to improve their community and voice their political opinions.

“This year I learned about the three I’s of oppression,” says Wilson. “It’s institutional, interpersonal and individual. I embedded this philosophy into my teaching of *Always Running* by Luis Rodriguez, so students were ingesting the novel through community issues that transcended the book’s narrative. When Mr. Rodriguez came to speak, ninth-graders asked complex questions based upon their deep understanding of his story through systemic levels of oppression.”

Social studies teacher Sasha Guzman infuses social justice into lessons to provide perspective.

“When we were learning geography, we did geopolitical mapping. We went on buses and did a ‘toxic tour’ based on the output of the factories in the area. Kids can become empowered, and they can become agents of change, when they learn about issues that are important to them.” ■

# Where are they now?

## Catching up with a few members who made the news

By Sherry Posnick-Goodwin

**THE PEOPLE WE FEATURE** in the *Educator* are all memorable, of course. But we like to think that some, because of their storylines, had readers wondering what became of them and their situations a few years later.

That's likely the case with Allison Leshefsky, the teacher who was "priced out" of San Francisco. Or Steve Dillon, who bravely attacked the clutter threatening to take over his classroom. Or others whose compelling stories not only captured our interest but stayed in our thoughts.

We revisited several CTA members who shared their stories with us, to get updates on how they are faring.

▼ NOW



▼ THEN



### The educator who lost 128 pounds

**TIFFANY MOORE** made our cover in November 2013 for the story "Losing Pounds, Gaining Health," after shedding 128 pounds. The Lawndale Teachers Association member, then 43, gained 70 pounds in a single year during her early 20s when she was going through a stressful time and became an emotional eater. When diagnosed with high cholesterol and high blood pressure, her heart specialist wanted to put her on medication. She begged him not to. He told her, "You're never going to lose weight. You've been fat for years." But she proved him wrong, shedding weight and her need for

medication. The 5-foot-6-inch teacher at William Green Elementary School shocked everyone, dropping from a size 24 to a size 6 through diet and exercise.

Over the past four years, however, she has struggled with health challenges and maintaining her weight. Shortly after our article appeared, she underwent surgery to remove excess skin

**"The good news is that you can have a happy life without junk food."**

—TIFFANY MOORE

from her weight loss. There is an increased chance of developing a blood clot after surgery, and Moore developed a pulmonary



embolism, or blockage in the lung. She ended up back in the hospital and was put on blood thinners for seven months. She was unable to exercise for a while.

"Originally, I thought everything was fine," says Moore. "But 10 months later, I got another two blood clots." They were not considered life-threatening, but she is now on blood thinners permanently.

She was dismayed to learn that leafy green vegetables, like spinach and kale, diminish the effect of a blood thinner. This created a diet dilemma for Moore, who had to avoid vegetables.

Some of the weight crept back — 50 pounds — but she recently lost 14 of them. At her heaviest she weighed 284, and she is now 195.

"At first, it was just about losing the weight, and I didn't think about maintaining the weight. That's much harder. It's easy to say, 'I lost the weight, and now I can indulge more frequently,' but I learned that no, you can't. The good news is that you can have a happy life without junk food."

She works out one hour a day. She has a personal trainer and a strong support system.

"I have a big following on Instagram due to being on the cover of the *California Educator*," she says. "I have 22,000 followers. I get a lot of feedback and sometimes advice and questions. Even though it's been hard for some people to watch my weight roller coaster, people thank me and tell me I'm the 'real deal.' They appreciate my honesty in sharing my story."

## The teacher 'priced out' of San Francisco

**ALLISON LESHEFSKY**, the PE teacher from Paul Revere K-8 School featured on the cover of our November 2015 issue, feared at that time she would be unable to find affordable housing in San Francisco after being evicted from her rent-controlled apartment. She turned to her union, United Educators of San Francisco, for help. Members rallied outside the home of her landlord, who was accused of unlawful intimidation of tenants and wrongful evictions to raise rent.

However, despite strong support, she could not find affordable housing in the city and moved to Portland, Oregon, where she taught public school last year. She became one of many educators pushed out of the housing market in cities and metropolitan areas throughout the state, resulting in many communities being unable to attract and retain quality teachers.

"I very much missed my home in San Francisco, and I very much missed San Francisco Unified School District, which always treated me very well," she says. "Portland is a great city, but like that song, my heart is in San Francisco. I recently returned to California — woot woot! — and am looking for work."

San Francisco City Attorney Dennis Herrera recently won a \$2.4 million judgment against Leshefsky's former landlord, Anne Kihagi, for illegally forcing tenants from their homes. That ruling is under appeal, and Leshefsky says she will not receive any of the money even if the ruling is upheld.

She says she feels "empowered" by the adversity she has faced, and she is still in touch with those who advocate for affordable housing.

"I'm still very much a part of that fight for the working-class people. In no manner do I want what happened to me to be a sob story. I am trying to turn my grief into something productive so I can build a strong foundation once again."



# The 'cluttered' teacher and the 'declutter' expert



Back in September 2013, the *Educator* featured **STEVE DILLON**, who needed help desperately. Piles of paper and binders formed a barricade on his desk. He had run out of surface space, so he crammed lots of stuff into storage boxes under his desk. "I have no room for anything. I don't know where anything is," admitted the Maywood Middle School science teacher and president of the Corning Elementary Teachers Association. So, one summer day, we brought in Tammy Duggan, a second-grade teacher at Sierra Avenue Elementary School

in Thermalito who had just published a book, *The Uncluttered Teacher*. Duggan spent an entire day helping Dillon sort, scale down and systemize his classroom.

Among items buried in the mess were floppy disks, candy that had melted, calendars from 2007, and a booklet about staying organized.

So, the big question: Has Dillon stayed organized?

"Well, yes and no," he relates good-naturedly. "Part of me has stayed organized. I managed to maintain the organization of my supplies. But I keep getting inundated with paper, letters and correspondence. It's still my downfall. I fall behind on dealing with my memos. I am overwhelmed with emails. I still have piles of things I need to do something with. I guess I need advanced training."

For Duggan, who's still teaching second grade, the article proved life-changing. It led to an array of opportunities, such as being a keynote speaker at CTA Good Teaching Conferences and presenting at the California PK1 Conference. The article increased her book sales and inspired her to write a second book, *How the Common Core Can Make You Clutter Free*, available on her website [theunclutteredteacher.com](http://theunclutteredteacher.com). The public speaking engagements boosted her confidence; she ran for president of the Thermalito Teachers Association and served from 2014 to 2016.

Being organized, she explains, is an ongoing process and requires constant upkeep. "Clutter can be a hard habit to break, but you need to stay on top of it. Do not assume that because you went through this process once, no paper will ever be out of place again. Life goes on."



## Declutter Like Duggan

Tammy Duggan's advice in 2013 still holds true today:

1. **Sort.** Separate items into categories such as office supplies, teaching materials, student supplies, personal items, CTA materials, professional development, etc. Throw out or give away what you don't need.
2. **Scale down.** You don't need a thousand pencils in your drawer, so put most in storage or share with colleagues and students.
3. **Systemize.** Clean up and organize so you can easily access and find what you need. Pack superfluous items in marked bins and store them.
4. **Stay uncluttered.** (The hardest part, according to Steve Dillon.) You must stay on top of clutter and schedule a regular time to put things away, dispose of unneeded items, and organize.



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## Feature LOOKING BACK



## The school with the high rate of illness

As reflected in "Is Your School Making You Sick?" in March 2015, many at Elsinore High School were concerned that a toxic environment had caused 21 certificated employees, as well as some students, to develop cancer, autoimmune issues, fibromyalgia, thyroid problems and other health issues. Members of the Lake Elsinore Teachers Association (LETA) urged administrators to hire a private environmental firm to investigate.

A lengthy investigation finished in August 2017 and concluded that environmental toxins were not to blame for the spike in cancer and other illnesses. This determination was made after investigators surveyed staff confidentially to see if any individuals diagnosed with illnesses could be linked to a specific building or area of the campus. No correlation was found. Because affected staff members were scattered throughout the campus, investigators concluded the cancer cluster

simply reflected the unfortunate statistic that one in three Americans will be diagnosed with cancer during their lifetime.

If the investigation had linked illnesses with specific areas of the campus, the next step would have been analyzing soil and building materials. But that was not considered necessary.

After the investigation, incidents of cancer and other illnesses decreased. This

**"Nobody  
wants to think  
they could  
be damaging  
their health by  
walking into  
a classroom."**

—BILL CAVANAUGH

might be related to the fact that many veteran teachers retired, and there's now an influx of younger employees.

"Most people were relieved to know they weren't working in a toxic environment, although a few people thought there was a cover-up," says LETA President Bill Cavanaugh. "I think our district did the right thing. Nobody wants to think they could be damaging their health by walking into a classroom. Teachers have enough to worry about."

# LEGISLATIVE UPDATE

IN MID-SEPTEMBER, the state Legislature adjourned for 2017. It reconvenes Jan. 3, 2018. Here are highlights of the past session.

## CTA Strong

At press time, the U.S. Supreme Court agreed to hear *Janus v. AFSCME*, a case that aims to take away the freedom of working people to join together in strong unions. CTA is adamant that no court case will stop our determination and advocacy for our students and our profession. Look for more coverage in the next issue.



Angie Wei of the California Labor Federation, far right, expresses concerns about AB 1217 to Assembly Member Patrick O'Donnell (in white shirt). At the table are representatives of a broad coalition of education, labor and civil rights groups urging opposition to the bill, including Eric Harris, Sacramento NAACP; Jai Sookprasert, California School Employees Association; Christina Marcellus, Small School Districts Association; Sara Bachez, California Association of School Business Officials; and CTA's Seth Bramble. (O'Donnell's chief of staff and consultants to the Assembly Education Committee are also present.)

## AB 1217 shelved

Thanks to the efforts of CTA's members, legislative advocates and coalition partners, AB 1217 by Assembly Member Raul Bocanegra (D-Pacoima) and Sen. Anthony Portantino (D-La Cañada Flintridge) was sent to the inactive file and is unlikely to resurface next year.

The bill would have established a privately run but publicly funded STEM school in Los Angeles using public funds. It would have set a dangerous precedent, creating a school with taxpayer money with no real accountability — and robbing public schools of needed funding. AB 1217 was another example of Eli Broad and his fellow billionaires trying to shape public schools to fit their own agenda. See [kidsnotprofits.com](http://kidsnotprofits.com) for more information about this agenda and what to do about it.



## CTA-supported bills passed

Several CTA-sponsored or supported bills were sent to Gov. Jerry Brown for his signature.

CTA-co-sponsored **AB 699** by Assembly Member Patrick O'Donnell (D-Long Beach) protects students by ensuring that school districts adopt and monitor procedures and policies that prohibit discrimination based on immigration status, are not collecting information regarding citizenship from students or families, and are adopting policy modeled by the California Attorney General limiting assistance with immigration enforcement.

CTA-co-sponsored **AB 1360** by Assembly Member Rob Bonta (D-Alameda) ensures all students will have equal access to all schools by prohibiting charter schools from setting any admission preferences that would limit the enrollment of students with disabilities, English learners, low-income children or students of color. Any admissions preference would have to adhere to the California Constitution and federal law, and must be approved by the charter school at a public hearing. Charter schools would be prohibited from requiring parental volunteer hours as a criterion for admission. And all students will have due process when facing disciplinary action such as suspension or expulsion.

CTA-co-sponsored **AB 45** by Assembly Member Tony Thurmond (D-Richmond) provides financial assistance to school districts to offer affordable housing so that school employees can live in the communities in which they work. This will be key in attracting and retaining educators in the face of the critical teacher shortage.

CTA-supported **AB 830** by Assembly Member Ash Kalra (D-San Jose) eliminates the high school exit examination and removes it as a graduation requirement.

CTA-supported **SB 285** by Sen. Toni Atkins (D-San Diego) prohibits public employers from deterring or discouraging union membership by public employees.

Passage of **SB 751** by Sen. Jerry Hill (D-San Mateo), Assembly Member O'Donnell and Assembly Member Adam Gray (D-Merced) represents the culmination of a long debate about school district reserves and the need to impose a cap. CTA supported the bill after ensuring it was amended to change the local reserve cap to 10 percent (except for basic aid and small school districts). These amendments reflect the shared values of providing California's students educational resources while reserving funds for unexpected circumstances.

## Bills stalled

CTA-opposed **SB 328** by Sen. Portantino requires the school day for middle schools and high schools to begin no earlier than 8:30 a.m. School start times should be decided at the local level with community input. Local leaders, with this input, are best prepared to make decisions that meet the needs of the students. SB 328 did not get the votes necessary to clear the Assembly.

CTA-opposed **AB 1220** by Assembly Member Shirley Weber (D-San Diego) extends the probationary period for educators from two years to three, does not provide due process, and does not include support in years 1 or 2 of the probationary period, but only in year 3. It also calls for setting up yet another unproven process in school districts — an Individualized Improvement Plan for educators. Instead, we should build on Peer Assistance and Review (PAR), which has been working in many districts and already exists in state law.

CTA-supported **AB 1164** by Assembly Member Thurmond provides that if, during the first two years of probation, an employee has had unsatisfactory evaluations and has participated in a beginning teacher induction program (if the employee doesn't already have a clear credential), the employer may offer a third year of probation. In such a case, the employer must provide written notice to the employee with specific information on what needs to be improved, and must refer the employee to a PAR program that has been collectively bargained. An employee in the third year of probation has due process protections and may request a hearing if fired.

## Bills in process

Two other charter school bills seeking to ensure transparency, accountability and equity in charter schools will continue to make their way through the legislative process next year.

CTA-co-sponsored **AB 1478** by Assembly Member Reggie Jones-Sawyer (D-Los Angeles) ensures transparency by requiring entities managing charter schools are subject to the Brown Act (open meetings), Public Records Act (open books), and two laws preventing conflicts of interest: Political Reform Act and Government Code 1090.

CTA-co-sponsored **SB 808** by Sen. Tony Mendoza (D-Artesia) authorizes only the local school board of a district in which a charter school would be located to approve a petition to establish the school there. County and state boards are not authorized.

## A win for Rohnert Park-Cotati chapter leader

In April 2015, two Cotati-Rohnert Park Unified school board members entered Maha Gregoretti's classroom unannounced. Without acknowledging her or making eye contact, they stood at the back of the room and took notes, unsettling both the Technology Middle School teacher and her students.

Gregoretti believes the visit was meant to intimidate and retaliate against her. As the Rohnert Park-Cotati Educators Association (RPCEA) president at the time, she had been a persistent and vocal critic of the district for removing a fence from around a local high school a year earlier, saying it jeopardized students' safety and filing a formal complaint.



Maha Gregoretti

The day before the surprise visit, in fact, she had exchanged a series of increasingly testy emails with one of the two board members about the fence.

CTA filed an unfair practice charge with the Public Employment Relations Board on her behalf in late 2015. In August of this year, a judge ruled the district violated state labor laws when the board members made the unannounced visit. The judge said the manner in which they visited the classroom, given Gregoretti's role and activities as a union leader, created "a reasonable basis for fear."

Gregoretti, who has stepped down as RPCEA president due to health reasons, feels validated.

"This is an opportunity for real change in our district," she told the *Santa Rosa Press Democrat*. "We don't have to take this anymore."

Over the past four years, 19 unfair practice complaints have been filed against Cotati-Rohnert Park Unified, which is high for a school district of 6,300 students.

## ACCJC must stay clear of bargaining process

Until a few months ago, the Accrediting Commission for Community and Junior Colleges (ACCJC) seemed to have carte blanche to get involved with the collective bargaining process. But a legal settlement reached in August between ACCJC and the California Federation of Teachers is forcing the agency to stop violating its own rules and the rule of law.

CTA's letter of support during the legal process notes ACCJC's "arrogance and vindictiveness" in dealing with community colleges, and observes that faculty senates and Community College Association (CCA) chapters have passed resolutions of no confidence in ACCJC. The letter outlines the lengths ACCJC went to in finding the College of the Sequoias in "substantial noncompliance" in 2012 by citing deficiencies that ACCJC itself acknowledged had been corrected years earlier.

In the settlement, ACCJC agreed not to interfere in the collective bargaining process. It also agreed to:

- No longer require student learning outcomes to be used as a component of faculty evaluation.
- Adopt a policy to ensure at least three active-duty faculty members are assigned to each college evaluation team.
- Allow a two-year extension for "good cause" for a college to comply with accreditation standards for which it has been found deficient.
- Refrain from directing colleges what specific steps must be taken to achieve financial stability.
- Strengthen conflict of interest safeguards for commissioners and evaluation team members.

"This settlement gives voice and power to college faculty — as professional educators and as negotiations advocates," says CCA President Lynette Nyaggah. —Cynthia Menzel

## BARGAINING UPDATE

### CFA, CSU agree to two-year contract extension

The California Faculty Association (CFA) reached tentative agreement on a two-year contract extension with California State University (CSU) management.

The agreement extends the current contract to June 30, 2020. It provides for across-the-board salary increases of 3.5 percent in the first year and 2.5 percent in the second. Current contract language on faculty benefits, including health insurance and retirement, will be maintained.

"It is especially important that with this agreement, CSU management has committed to work hard along with CFA to win the state funding for our public university system that our students need and deserve," says CFA President Jennifer Eagan.

See more updates in our *Bargaining Roundup* on page 50.

# Resist!



**PRESIDENT TRUMP'S** proposed education budget for fiscal year 2018 reduces spending by 13.5 percent and slashes \$9 billion in grants for teacher training and funding for summer and after-school programs, among other things. The budget increases funding for school choice by \$1 billion — to be spent on charter schools and voucher programs championed by Education Secretary Betsy DeVos.

The budget is supposed to go into effect Oct. 1, but it's not likely to pass Congress till the end of this year, and legislators are expected to make changes during the approval process. Here are a few ways you can make your voice heard and resist devastating cuts that hurt students, families and our profession.



## 9 Things You Can Do to Oppose the Trump-DeVos Agenda

- 1.** Add everyone who represents you to your mobile contacts. Include all elected leaders, from your district school board members to your members of Congress — with their D.C. and back-home office numbers! Be ready to hold them accountable, and thank them when they do right by public schools.
- 2.** Attend your next school board meeting. Invite a friend or colleague to see firsthand how decisions are made. Request to speak on issues important to educators and students.
- 3.** Sign up at [EducationVotes.org](https://www.educationvotes.org) to stay informed on political and legislative issues that affect education. You'll find loads of opportunities to take action!

- 4.** Strengthen school-community connections. Invite an educator to speak to your faith or community group. Bring local community leaders into your classroom so they can learn about your students, and vice versa.

**5.** Create a public school defense team in your neighborhood. Establish several means of communication — email, phone, and a closed group online — and provide updates on local school issues. If your district comes under attack, alert the entire network! When the time comes, this group can spread the word about pro-public education candidates at every level of government.

**6.** Once you've established your public school defense team, work together to host a community teach-in on the dangers of turning over public school dollars to private schools.

**7.** Participate in the next walk-in event sponsored by the Alliance to Reclaim Our Schools ([reclaimourschools.org](http://reclaimourschools.org)). At these positive events around the country, community members gather at local schools and enter the building with students in a show of support. If one isn't planned in your area, organize it!

**8.** Invite an educator who is not a member to join CTA/NEA. Activist voices are stronger together, and your association is advocating for students and educators at the local, state and federal levels.

**9.** Contribute to the CTA/ABC Committee (CTA's political action committee) or the NEA Fund for Children and Public Education (NEA's PAC) to support leaders who champion public schools and fight for all students.

Source: Amanda Litvinov, *NEA Today*.  
Reprinted with permission.

## Be Aware, Get Involved

How to resist the movement to defund and devalue public schools and educators? Here are a few suggestions from CTA members.

### JIM GOBLE

*Pittsburg Education Association*

Stay aware and keep yourself informed. Be an advocate for what you believe to be right.

Support equity in education. If you think your students aren't getting what they need to be successful, go to bat for them. Get them the technology and other resources they need to be successful.

Get the word out there on social media that you support education. You'd be surprised by the number of people who are actually on your side.



**“Participate in political events as often as you can. If you do it once, you’ll find it empowering and will be more inclined to do it again!”**

—STEPHANIE GUINN

### STEPHANIE GUINN

*Modesto Teachers Association*

I tell my students often that they are the very best part of the job, that my time with them is the best time. If the kids feel that, then hopefully they share that sentiment with parents and community.

Also, spend your time surrounded by teachers you respect, people who are not draining on your mood and attitude. Be a team player at your site, but also speak up when you disagree with something or have a question. Inflexibility and rigidity don't get you anywhere.

Get involved with your union. Participate in political events as often as you can. If you do it once, you'll find it empowering and will be more inclined to do it again! Remember, when they go low, you go high.



# A DREAM ON HOLD



## DACA teacher and CTA member is tired of living in fear

Photo by Scott Buschman



**IN FELICIDAD'S CLASSROOM** hangs a "Dreamers Welcome" poster. Sometimes her students confide that they are Dreamers, among the estimated 800,000 immigrants who were either brought to America by their parents or crossed the border as teens without documentation.

On occasion, she has shared that she is also a Dreamer and enrolled in DACA (Deferred Action for Childhood Arrivals), a program authorized by President Obama's executive order in 2012 providing deportation relief to undocumented immigrants who entered the country before age 16. Those who qualify can get a work permit or enroll as a student, but must reapply every two years.

Felicidad (not her real name) is a CTA member and high school math teacher in San

Bernardino County. She does not want to be identified because she fears that being in the limelight could bring her to the attention of authorities, even though she is registered with the government, or that media attention will spark negative reactions from others.

"As soon as people find out I'm in DACA, they view me differently," she explains. "Some people think I shouldn't be here. Many are empathetic."

President Trump announced an end to DACA on Sept. 5, but has indicated willingness to work with Democrats to extend DACA protections. For Felicidad, the past few weeks have been a nightmare as she struggles to cope with fear and anxiety over an uncertain future. She is one of thousands of teachers in California schools enrolled in DACA. Here is her story.

**I HAVE ALWAYS** felt fear. Fear of being separated from my family, my home and what I know. I came to this country at the age of 5 from Mexico. I had to learn a new language and assimilate to a different culture from the one I had known.

As a young child, my mother always emphasized the importance of an education. She would repeatedly tell me that my only job was to go to school and get good grades. I eventually graduated third in my high school class.

Nevertheless, I knew there was no better choice I could make than to pursue a higher education. I paid for every bit of my postsecondary education out of pocket. Every single dime. Friends of my family would say, "Why are you spending money on going to school if you are not going to be able to work?" In my mind, I have always believed education is something nobody can take away from you.

In June 2012, I graduated with a bachelor's degree in math from Cal Poly Pomona. Days after

*As Dreamers, we are not looking to be given anything other than the opportunity to give back to the country that has given us so much.*

my graduation, President Obama announced DACA. I couldn't believe it. A couple of weeks after the program was in effect, I sent in my application, and two months later, I had in my hands the piece of paper that opened the doors to a sea of opportunities.

A few years later, I decided to go back to school and become a teacher. At eight months pregnant and with a 5-month-old baby in my arms, uncertain how I would pay for school, I started the credential and master's program at the University of Redlands. I am now the first in my family to go to college and to have not one but two degrees. I'm in my third year in the classroom doing what I love — teaching math.



**CTA**

# STAND UP FOR DREAMERS

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See [neaedjustice.org/daca](http://neaedjustice.org/daca) for ways you can help **#ProtectDreamers** and **#DefendDACA**. Additional tips and resources are at [neaedjustice.org/daca-resources](http://neaedjustice.org/daca-resources).



Student CTA members and CTA board members Susan Green and Toby Boyd (second and third from left, respectively) protest at the State Capitol in September. Among their calls: "If you don't let us dream, we won't let you sleep."



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On Jan. 20, 2017, the fear I felt before DACA came back. I felt fear not only for myself and my family, but for my students and their families. Day in and day out, I have seen hateful comments on social media targeting immigrants — people who look like me and my students. It breaks my heart. The level of hate and lack of empathy is unfathomable.

The administration's decision to rescind DACA is one that leaves 800,000 individuals in uncertainty, anguish and fear of what's next. It also leaves thousands of young teens, who were waiting to turn 15 to apply for DACA, hopeless and heartbroken. Personally, these are the ones I worry about the most because this is the group of students that I teach. How can I ask them to recall principles of equality when they see no hope in their future?

As Dreamers, we are not looking to be given anything other than the opportunity to give back to the country that has given us so much. Just as native-born Americans had no choice or say in where they were born, neither did we Dreamers. We are undocumented through no fault of our own.

The choices we have made as young adults reflect our values — and they are values that reflect those of the country we call home. Many of us are teachers like myself, who work hard to educate the minds of the future. Others are nurses, lawyers, students and business owners employing Americans. We are not criminals. We are taxpayers. We are mothers and fathers of American citizens.

If I were to face deportation, I would emigrate to Canada. But why should I have to, when there is an increasing shortage of math teachers in this country, the country that has been my home for the past 23 years?

My hope is that those in Congress can see that this issue goes beyond politics. DACA affects real people like me who want nothing more than to serve and give back to this country and to live our lives without fear. ■



# Victory for Academic Freedom

CFA successfully defends CSU Fullerton lecturer By Mary Ellen Flannery

**A** CSU Fullerton lecturer returned to his job this fall after his union, the California Faculty Association (CFA), laid bare the false accusations made against him by a student group. His return to the classroom marked a victory for faculty's rights to academic freedom and free speech, CFA leaders say.

"Make no mistake, CFA will stridently defend our faculty who are under attack by forces who have contempt for the university and for free inquiry," CFA President Jennifer Eagan told CSU trustees in July.

Eric Canin, a 20-year instructor of anthropology, was accused of hitting a student and interfering with students' free speech during a counterprotest by campus Republicans in February. Canin denied it, and videos taken at the event did not show the alleged assault. Still, he was quickly vilified on right-wing blogs, which called for his firing.

"When the incident happened, nobody really stopped ... to ask themselves whether what they said happened actually happened," Canin told *Inside Higher Ed*. "The College Republicans put it online, and soon *Breitbart*, *The Washington Times* and other media had it, without a shred of evidence. It's a simple yet sophisticated use of media ... and this is not an isolated incident."

Fullerton fired Canin after a short investigation, which CFA challenged. An independent arbitrator ruled in July that the evidence showed Canin "did not engage in anything resembling a fight and did not have any conscious intent to cause any harm to the students in question." It's possible, she wrote, that Canin grabbed a protester's sign — a charge he denies.

That the "alternative fact," as Canin calls it, was so quickly accepted and disseminated is not so surprising. In recent months and years, faculty members have become lightning rods for attacks by critics who seek to silence debate, research and academic freedom on campuses.

"My colleagues and I are trying to focus on teaching, research, and our students. Yet many of us find ourselves under attack and subject to hateful discourse," Canin told CSU trustees in July.

In June, for example, Princeton University assistant professor Keeanga-Yamahatta Taylor reported receiving hate mail and



CSU lecturer Eric Canin (center) addresses supporters at a rally. Credit: California Faculty Association

**"CFA will stridently defend our faculty who are under attack by forces who have contempt for the university and for free inquiry."**

—CFA PRESIDENT JENNIFER EAGAN

death threats after delivering a commencement address critical of President Trump. Also in June, Trinity College in Hartford, Connecticut, shut down for a day after threats were made against associate professor Johnny Eric Williams, whose Facebook posts about racism had been shared by conservative websites.

Colleges are not always supportive of faculty who fall into the political divide. At Essex County College in New Jersey, administrators suspended adjunct professor Lisa Durden after she appeared on *Fox News* in June to defend Black Lives Matters protesters.

Typically, adjunct professors — like Durden and Canin — have fewer rights and less job security than their tenured peers. However, adjunct professors, called lecturers in the CSU system, have won job protections

through their union representation by CFA.

CFA leaders say they aren't just interested in protecting their members' jobs. They're also in this fight to defend academic freedom, and the pursuit of truth on their campuses — the very things that define higher education as a public good.

"We live in a troubling new world," CFA President Jennifer Eagan told trustees. "Wake up and realize there are forces mobilizing not just against faculty, but against truth, learning and the university." ■

*This story first appeared on [NEAToday.org](http://NEAToday.org).*

# Bargaining Roundup

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

## Folsom Cordova: Release Time, Parental Leaves

After more than a year of sometimes contentious negotiations, a tentative agreement was reached in September between the **Folsom Cordova Education Association (FCEA)** and the Folsom Cordova Unified School District (FCUSD).

FCEA President Angelica Miklos credited Bargaining Chair Debbie Krikourian and her team for bringing home the settlement, which was later ratified by union members. "Our goals centered around attracting and retaining qualified teachers for our students, and stopping the exodus of great teachers to better-paying nearby districts," Miklos says. "This agreement will help with that."

Among other things, the three-year agreement includes release time for special education teachers, an increase in the district's contributions for health benefits, and enhanced language on paternity and maternity leaves and evaluations. It also includes a 2 percent raise on schedule for 2016-17; a 1 percent increase this year; and a 0.5 percent increase for those who choose to attend a professional development day.



## Banning: Seeking School Board Solutions

The **Banning Teachers Association (BTA)** will commit time and resources to the November school board race to bring enlightened, student-centered leadership to Banning Unified School District in Riverside County. BTA has organized rallies (above) and attended school board meetings en masse to protest Superintendent Robert Guillen's behavior.

Guillen has repeatedly dismissed the current contract while bullying teachers and ignoring the wishes of the community on a host of issues. BTA has been forced to file an unfair labor practice charge.

"Mr. Guillen has stated on record that he feels he does not have to honor the contract between the teachers and the district," BTA President Anthony Garcia says. "The community and the teachers find it difficult to have confidence in a superintendent who works this way."

BTA contends that by disregarding the contract and paying thousands of dollars to lawyers to fight grievances, Guillen is driving out caring, experienced teachers at a time of teacher shortage. Negotiations on a new contract have stalled as well.

**"Our goals centered around attracting and retaining qualified teachers for our students, and stopping the exodus of great teachers to better-paying nearby districts."**

—FCEA PRESIDENT ANGELICA MIKLOS



SRTA members pack an August school board meeting. Photo: Genevieve Lilligen

## Santa Rosa: Tentative Agreement

After two years of fruitless contract talks, members of the **Santa Rosa Teachers Association (SRTA)** mobilized and reached a Sept. 6 tentative agreement with the 16,500-student Santa Rosa City Schools district for modest compensation increases and progress in addressing issues such as health benefits and class size reduction.

"This tentative agreement is a step in the right direction, and something for the district and the union to build on," says Will Lyon, president of the nearly 1,000-member SRTA. "We have to work together to protect students by halting teacher turnover caused by educators leaving for districts with better medical benefits."

Union members vote in October on the three-year contract settlement, reached with the help of a state-appointed neutral fact-finder. It would increase teacher health benefits by \$1,000 total for soaring premiums at a time when educators routinely pay thousands out of pocket for coverage. Overall, it provides a 1.5 percent ongoing raise, and a one-time bonus of 0.5 percent for the 2016-17 school year. Get updates at [wearesrta.com](http://wearesrta.com).

## Calaveras: Fighting for Smaller Class Size

In September, **Calaveras Unified Educators Association (CUEA)** members overwhelmingly voted to authorize the CUEA bargaining team to call a strike if necessary.

CUEA has been fighting to lower class sizes, address school safety issues, and settle a fair contract. During the last negotiations, Calaveras Unified School District (CUSD) rejected teachers' proposal to develop a joint safety committee made up of management, teachers, school employees and parents. CUSD also proposed increasing class sizes for middle and high school students.

"The district's refusal to prioritize our students has caused teacher morale to plummet, and has forced many of our



CUEA members hold a sign-making party the day before rallying and speaking to the CUSD school board.

The latest CUSD records show that the district came in \$2 million under budget and raised its reserves by \$716,000 in the 2016-17 school year, bringing the reserve total to \$4.8 million. "The district is in the best financial shape it has been in years," says Angel. "Now is the time that the school board must invest in our students."

## Williams: Going to Fact-Finding

The **Williams Teachers Association (WTA)** filed an unfair practice charge on Sept. 14 against Williams Unified School District (WUSD) in Colusa County, contending WUSD is not bargaining in good faith and has interfered with the rights of WTA members.

Teachers are angry that WUSD arbitrarily and unilaterally stopped paying stipends for extra-duty work, as outlined in the current contract. The contract provides stipends for teachers serving as class advisers in grades 7-12.

WTA members are also upset over the district's refusal to allow teacher input into the implementation of a full-day kindergarten program for the 2017-18 school year. "Teachers know the best way to improve student learning," says WTA President Tony Hermann. "We want to negotiate the effects of the district's decisions."

Despite the district receiving millions in new money from the state to provide a quality education to students, the school board offered no salary improvement to recruit and retain high-quality teachers. Meanwhile, Superintendent Edgar Lampkin, district managers and classified staff were offered a 3.4 percent salary hike.

After failed mediation efforts, a state-appointed mediator has certified the parties to fact-finding, the next and final step in the negotiations process. Lack of a settlement after the fact-finding hearing will set the stage for a possible strike.

teachers to leave our district," says CUEA President Lorraine Angel. "This has created an inability to attract and retain the best teachers for Calaveras students."

CUSD has been struggling to fill open positions, relying on recent college graduates with no teaching experience, who are offered jobs as noncredentialed teachers if they enroll in expedited credential programs.

# INSTRUCTIONAL

Teachers reclaim their roles as

USED TO BE THAT NO MATTER WHAT PROBLEM WAS PERCEIVED TO EXIST IN CLASSROOM TEACHING AND EDUCATION, IT COULD BE “SOLVED” WITH EXPENSIVE CONSULTANTS. PURPORTED EXPERTS WOULD PARACHUTE IN TO RETRAIN EDUCATORS AND REVAMP CURRICULUM. OFTEN, LITTLE TO NO PROGRESS WAS MADE.

“CONSULTANTS HAD NO IDEA what was going on in classrooms,” says Michael Delaney, an Amador County Teachers Association member and longtime elementary school educator.

He applied for the Instructional Leadership Corps (ILC) when it launched in 2014 with the express purpose of having *teachers* train teachers and lead the transformation of the profession. After all, he says, “teachers in the classroom are on the front lines, they’re on the cutting edge.” As an ILC member, Delaney shares his expertise in science with colleagues statewide.



Michael Delaney

# TAKES ROOT

# LEADERSHIP CORPS

leaders of their own — and students' — learning

ILC started out by asking the question: How might educators work together to take charge of their own professional development and improve educational outcomes for students?

The answer, and ILC's goal: Grow the ability of local educators to enrich instruction and assessment practices in their schools, increase student learning, and create professional learning experiences for other educators. Specifically, ILC is building a network of accomplished teacher-leaders such as Delaney to support implementation of schoolwide professional learning around the California standards and the Next Generation Science Standards.

To date, ILC has grown hundreds of educator trainers and presenters, and served 77,000 educators. The program continues to scale, increasing local capacity for educators' continuous instructional improvement so that all students in California can be well prepared for college, career and life.

"ILC establishes that teachers are not the problem but rather an essential part of the solution," says Jon Snyder, executive director of the Stanford Center for Opportunity Policy in Education (SCOPE). "Teachers throughout the state said, 'We know something, and we can make a difference.' All it took was permission and

a little support. The project documents the caliber of the teachers in this state. They've taken control of their own growth in leadership and professional development, and in kids' education as well."

ILC's success in its first three years resulted in funding for a second phase of work during the academic years 2017 to 2020.

## ILC and CTA's strategic plan

ILC is a partnership of CTA, SCOPE, and the National Board Resource Center (NBRC) at Stanford University. Its mission dovetails with CTA's strategic plan, which focuses on leadership development, support for teaching and learning, and equity and access for all students.

"A major strategic area for CTA is transforming our profession," says CTA President Eric Heins. "We do this by supporting the highest standards of quality in student-centered education. With

the ILC, CTA is at the forefront of quality, educator-driven professional development that benefits all schools and all students."

Heins adds that leadership development, also central to ILC, is another strategic area for CTA.

The ILC project uses the organization of CTA's four regions. CTA's Instruction and Professional Development



Yolanda Muñoz

## ILC PROJECT PRINCIPLES

Five project principles guide efforts to grow educators' leadership capacity to improve instruction within California public schools:

- **Use capacity to grow capacity** — develop the capacity of existing exemplary educators to support the development of the capacity of their colleagues.
- **Engage in cross-role collaboration** to enrich the learning opportunities of ILC members and the learning opportunities they provide with their colleagues.
- **Establish institutional partnerships** (e.g., CTA, local schools and districts, NBRC, SCOPE) critical for growing the conditions for successful implementation of the California standards and NGSS.
- Develop knowledge and skills through a recursive and continuous approach of **Learn, Do** (practice, try out), **Assess** (learn more deeply).
- **Cohere and align with local initiatives and funding sources** to use and sustain the capacities developed for the long haul.





An ILC training at CSU Fullerton in 2016.

Department staff conducts most of the outreach and provides support for the project.

ILC members are selected from CTA member ranks, and teams of two or more conduct professional development workshops and trainings for educators around the state. The project was able to fund 184 members in its first year and 284 in the second and third years. For the next three academic years, 235 ILC members are funded.

“ILC has afforded its members the opportunity to build the professional capital of our educators to be leaders for teaching and learning needs,” says Marlene Fong, CTA co-coordinator for the project. “It has built an organizing culture around the need to support deeper and more rigorous learning for all our students.”

Trainings and workshops zero in on instructional strategies needed to successfully teach the new standards. An English language arts session might guide teachers on the use of evidence to support writing, or on how to engage students as they closely read texts. A science-based workshop might offer strategies for encouraging students to generate thoughtful questions, and for teachers to create questions that produce deeper levels of thinking.

ILC is helping instruction of both peers and students to move to a coaching model, says ILC member Yolanda Muñoz, a United Teachers of Pasadena member who chairs CTA State Council’s Curriculum and Instruction Committee. “Instead of ‘I do, [then] you do,’ it’s ‘Let’s do it all together and go deeper.’”

There’s no one single approach to the new standards, Muñoz says. Educators can explore the driving questions and what’s needed to answer them. For example, her young students often

## ILC KEY BENEFITS

- Helps students learn.
- Tailored to local needs.
- Cost-effective.
- Local educator led.
- Grows local capacity.
- Enables continuous improvement.
- Values and respects educators.
- Supports new state goals.

**“With the ILC, CTA is at the forefront of quality, educator-driven professional development that benefits all schools and all students.”**

—CTA PRESIDENT **ERIC HEINS**

ask why they need to know about fractions. She’s able to explain fractions’ essential function in music, cooking, chemistry and more. The learning comes when she asks them, “Can you recreate this and do something that makes sense to you?” — such as understanding how a garden’s ratios and proportions affect yield and how many tomatoes they need to make salsa.

### Leadership as well as instruction

ILC members go beyond training, however, and into leadership roles. Melissa C. Gilbert, ILC co-coordinator and research associate at SCOPE, points to Madera Unified School District, where “some ILC members started out as classroom teachers and have now become academic coaches, assistant principals, associate superintendents, and even a superintendent. Some members in Madera are now more involved in district work or in their union.”

In fact, many ILC members have assumed leadership in their local associations by becoming site reps, board directors and elected officers. One was elected to the NEA Board of Directors; several have been elected to CTA’s State Council. Others have become involved in professional organizations such as the California Mathematics Council and the California Science Teachers Association.

Michael Delaney says ILC has opened many doors to leadership for him. “I and other ILC members have become part of statewide communities of practice, where we meet with superintendents and district movers and shakers,” he says. “I’m also



Eric Heins



Jon Snyder

**“ILC establishes that teachers are not the problem but rather an essential part of the solution.”**

—JON SNYDER, EXECUTIVE DIRECTOR, STANFORD CENTER FOR OPPORTUNITY POLICY IN EDUCATION



The ILC midyear conference in Irvine in February 2017.

involved in research projects with the National Science Foundation because of ILC.”

Perhaps most significantly, funding and policy have changed in some districts as a result of negotiation and ILC work. For example, the Madera Unified Teachers Association bargained with Madera Unified to fund educators’ professional development, with key training from ILC.

In the ILC digital professional learning community on the website Collaboration in Common, ILC member and Madera Unified middle school science teacher Linda Tolladay recently marveled at progress made in the span of three years since she and a colleague started with a single ILC workshop. “Today our entire district teaching staff went to workshops provided by

70 or so teachers in our district,” Tolladay wrote. “Tomorrow they will do it again. Teacher-driven change is taking root in our district.”

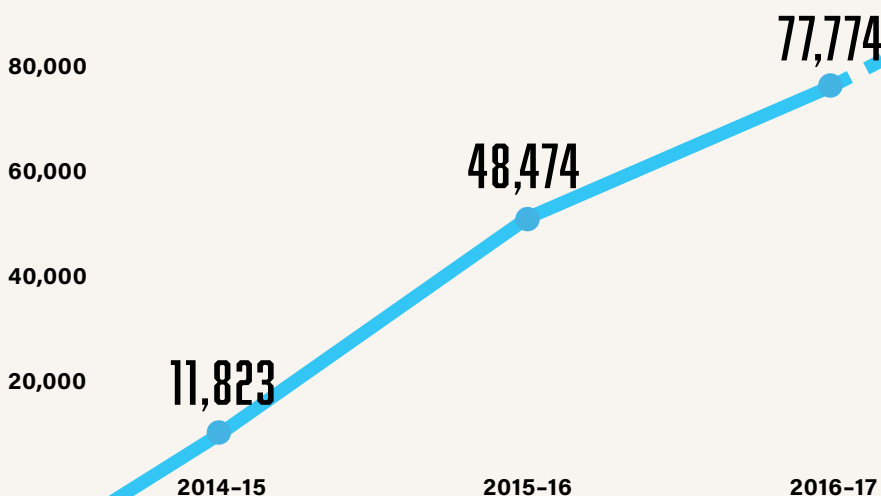
“Taking root” means ILC work has gotten traction and become an integral part of the local educational culture, as in Madera. In other areas, ILC members are in positions to write professional development into policy, or into the contract.

“The ‘educator teaching educator’ model lends itself to some of the basic principles of organizing,” Heins says, “and components of the ILC project engages members to invest in their profession and take the leadership to define what is needed in their classroom.”

SCOPE’s Snyder mentions several other examples of ILC

## BY THE NUMBERS

Since fall 2014, the Instructional Leadership Corps has served over 77,000 educators representing more than 2,000 California public schools in at least 445 districts.



Feedback has been overwhelmingly positive:

- **84 percent** of ILC attendees report a positive shift in their professional work.
- **87 percent** of attendees agree that the ILC workshops are valuable or extremely valuable.

# BECHTEL FOUNDATION INVESTS IN TOMORROW'S LEADERS

The vision of the S.D. Bechtel, Jr. Foundation, which helps fund the work of CTA's Instructional Leadership Corps (ILC), is for a productive, vibrant and sustainable California that is a model of success and a source of innovation.

Its educational grants focus on student and educator projects in STEM education, character development and environmental literacy, and encourage effective education policy. The foundation emphasizes educator input, ongoing evaluation and learning, and strengthening capacity. For maximum impact, it will spend down its entire assets by 2020.

Here, Susan Harvey, education program director, and Arron Jiron, senior program officer, discuss the foundation's funding philosophy and investment in ILC. (Their responses are blended.)



Susan Harvey



Arron Jiron

## ***What are the Bechtel Foundation's goals with education funding?***

One part is about students, how their imagination can be captured and how they can use their big brains as much as possible. Stephen Bechtel sees the potential in all children, and wants to maximize opportunities for them to learn in an engaging way. Investing in STEM education in the early grades works toward this goal.

Another part is giving teachers access to quality data and professional development, so they're fully equipped and prepared to teach the new standards. And we support social-emotional learning and character development so children can make the most of all kinds of learning opportunities.

## ***How does that set Bechtel apart from other educational funders?***

We invest in public schools, public education. Some are reluctant to do that — it takes hard work and significant resources sustained over a lengthy period of time.

We always make an effort to learn from the field what is working and what is not, and disseminate what our supported districts are learning to others. This foundation has a real will to invite solutions from the people near the challenges, rather than come up with solutions in our offices. We are constantly trying to listen, value and

respect the experts in the field — and teachers are the experts.

We work side by side. If something is not working, we work with them to develop a course correction.

## ***What are the determining factors in funding ILC?***

Our team concluded teachers were a critical part of STEM education for California kids, and needed support to teach the new standards. ILC grapples with emerging and promising research about how kids grow and develop, and adjusts the practice, rather than designing something brand-new.

It's a way for teachers who are having success to show other teachers. We hear this from teachers: One of the best methods of professional development is peer to peer. When teachers find out what works for their peers, it's very effective and powerful.

ILC members can influence other projects — in districts, county offices of education — and help them be better. It scales to reach more teachers in implementation of the Common Core and NGSS. It has the capacity to commit to the work and complete the work. And it's representative of the state.

## ***Why is the work of teachers unions important in education?***

We really respect the leaders in K-12 education, including in unions. We

need teacher voice in implementation, and CTA has a lot of teacher voice. We value CTA leadership, its vision, and its ability to implement at a scale that we can't get to through other efforts.

## ***How is long-term sustainability of ILC best achieved?***

We're seeing sustainability now: ILC teachers are taking things they've learned through the effort and assuming new roles in their own areas. That is a huge success.

But ILC must go deeper, focus on hard-to-serve areas, and forge more and stronger partnerships. It must build off the leadership and network already in place. It must be attentive to scale while being thoughtful and intentional about putting teacher teams together. Scale is connected to capacity — you have to balance. ILC has 200-plus core members; if it has 1,000 core members, what do you lose in the interactions?

ILC's work has a resounding ripple effect, in the number of teachers reached, in changes to district policy about the new standards, in reinforcing the value of teacher voice in professional development. Funders will be looking for ways to close the gap, foster future teachers, and ensure teacher quality and retention.

**“Instead of ‘I do,  
[then] you do,’ it’s  
‘Let’s do it all together  
and go deeper.’”**

—ILC MEMBER **YOLANDA MUÑOZ**,  
UNITED TEACHERS OF PASADENA

traction: “ILC’s Karen Sher works with the South Coast Writing Project at UC Santa Barbara — the ILC model is embedded in their work. Inglewood and Lenox are examples of two districts working together, sharing resources and doubling the impact of educators educating educators.”

## Goals for Phase Two

Phase Two of ILC aims to expand and deepen partnerships to create and sustain self-supporting models of educators educating educators. Partly, this means geographic expansion into rural areas historically underserved by other providers, deeper training with teachers, and stronger partnerships.

“If you look at a map, ILC members are where population is, which makes sense,” Snyder says. “But what about kids in Crescent City, desert areas, Shasta? We are adjusting our model so we can help kids who don’t have access to nearby colleges, where there are lots of kids and teachers who have talents and skills that we want to help develop.”

In Phase Two, educators will participate in multisession experiences, which will allow them to come back and reflect upon what worked and what didn’t. “We need to provide more in-depth training than we did the first time,” says Snyder. “We met with teachers a few times at most, which is better than one shot. But we can do better.”

In addition, ILC will strengthen its work with partners such as school districts, county offices, the California Department of Education and higher education organizations to develop sustainable partnerships. This could be ILC member-led training as part of a district’s LCAP or a chapter’s

# IMPACT ON TEACHING, LEARNING

The Learning Policy Institute is conducting case studies of several ILC teams. ILC members from a few of these teams describe how their work has made an impact:

ILC member Ma Bernadette Salgarino, a National Board Certified Teacher who works at the Santa Clara County Office of Education, and her ILC team focus on the new standards in math. She remembers that in previous years, well-known math education leaders would come speak on the topic at annual symposia. Teachers were left inspired but unclear how they could implement the strategies that were shared.

Now, Salgarino and her team incorporate videos of ILC-sponsored professional development into symposium programming, and schedule follow-up sessions. The result is that participants see the new standards being implemented in colleagues’ classrooms, try them out in their own classrooms, and come together again to share and learn from their successes and challenges.

“I value the opportunity to build capacity among [these teachers] to lead their departments, school sites, and school districts to focus on the most important thing — student learning and supporting all learners to maximize their potential to succeed in life,” Salgarino says.

ILC member Aba Ngissah, Inglewood Teachers Association, presents workshops on teaching about the environment and climate change,



Ma Bernadette Salgarino

**“Treat us with respect,  
value what we offer,  
and we will all witness  
an amazing change in  
education.”**

—**ABA NGISSAH**, INGLEWOOD TEACHERS  
ASSOCIATION



Aba Ngissah

incorporating content from the California Education and the Environment Initiative (EEI). Through these workshops Ngissah forged connections with EEI, which led to her securing a \$30,000 grant from Norris Foundation to work with students in her district. The funding helps mitigate severe challenges in Inglewood Unified School District, which deals with constant turnover in leadership and ongoing fiscal uncertainty.

Ngissah says ILC has brought a level of respect to educators. “It has given educators a platform where they are viewed and treated as professionals. Colleagues, district officials, administrators, communities, legislators are now being forced to view teachers in a different light — we know much and are willing to share, collaborate and continue our own learning.”

She adds, “Treat us with respect, value what we offer, and we will all witness an amazing change in education.”



contract, or ILC members helping plan professional development days, seeking positions for teachers on special assignment to engage in ILC work, and helping local colleagues build capacity.

Of the 235 ILC members funded for the next three academic years, 24 are peer support providers. PSPs are experienced ILC members who provide learning support to their colleagues. Sixteen PSPs are assigned to continuing teams, and eight PSPs are tasked with reaching out to geographically isolated areas to identify and support newer teams.

## Beyond 2020

Yolanda Muñoz is one of the eight PSPs who will be working with ILC teams in rural areas, specifically in the High Desert. She is excited about this next phase of ILC work. “We’re building on 21st century skills to become better learners,” she says, noting that ILC work has also changed her as an educator. “It’s deepened my learning, impacted my instruction, allowed me to be creative and dive deeper into the lesson.”

Michael Delaney thinks his students, especially, have benefited as a result of his work with ILC. “My science education is much richer,” he says. Now an ILC PSP overseeing two teams, his goal over the next few years is for “teacher-led training be the norm.”

Eric Heins is hopeful that ILC work in the future will lead to educators’ professional development built into core state funding and operations. “ILC is creating models of effective professional development,” he says. “Ideally a steady stream of funding would support these models — through legislation and through institutions of higher education.”

Partnerships could be equally expansive. “A lot of ILC success has only been made possible with CTA’s organizational factor, so can we build it into the water supply,” says Snyder. “But it shouldn’t be dependent on Stanford. Three years from now, it could be a coalition of higher education providers partnering with CTA and the NBRC.” ■

For more information, see [cta.org/ilc](http://cta.org/ilc).

Above, a scene from a video about the collaboration between ILC teacher leaders Maria Laws, Acalanes Education Association, and Jan Robertson, Mt. Diablo Education Association. The pair worked together on an ILC presentation that looks at ways weather phenomena can engage students in meaningful scientific dialogue and discovery, and how art strategies can lead to deeper scientific understanding.

View the video at [youtu.be/pCwr0tYq-2o](https://youtu.be/pCwr0tYq-2o). See [cta.org/ilc](http://cta.org/ilc) for other videos and information about ILC work and trainings. **#CTAILC**



## ILC FUNDERS FOR 2017-2020

S.D. Bechtel, Jr. Foundation  
Stuart Foundation  
California Teachers Association  
National Education Association

Stills from Animoto showing a sample school project video.

## Energy Transfer Scavenger Hunt

Hannah, Tyler and Abigail

Where do living things  
get their energy?

Carnivores: Eat meat for energy



# A Is for Animoto

Engage students by adding  
video to your classroom with  
easy, free program

By **Terry Ng**

**DID YOU KNOW** that Animoto has an education program that offers free accounts to teachers, plus 50 free accounts for your students too? If you haven't already, now is the time to take advantage of this amazing program and help prepare students for the future by adding video to your classroom.

Creating videos is simple with Animoto's easy-to-use interface and hundreds of video templates to choose from. You or your students supply the photos, video clips and text, and Animoto takes care of the rest. See [animoto.com/education/classroom](http://animoto.com/education/classroom).

Here are five video ideas you can quickly and easily integrate into your curriculum.

### 1 **Help students connect with you**

You could give a speech about yourself, hoping no one falls asleep, or you could wow students with a visually engaging video showing pictures of your family and hometown, and video clips of the time you hiked Yosemite or took a pottery-making class.

### 2 **Virtual field trip**

The best part about creating a video field trip is that it's not bound by space or time. You can "visit" the Seven Wonders of the Ancient World, or give a tour of the International Space Station.

### 3 **Student introductions**

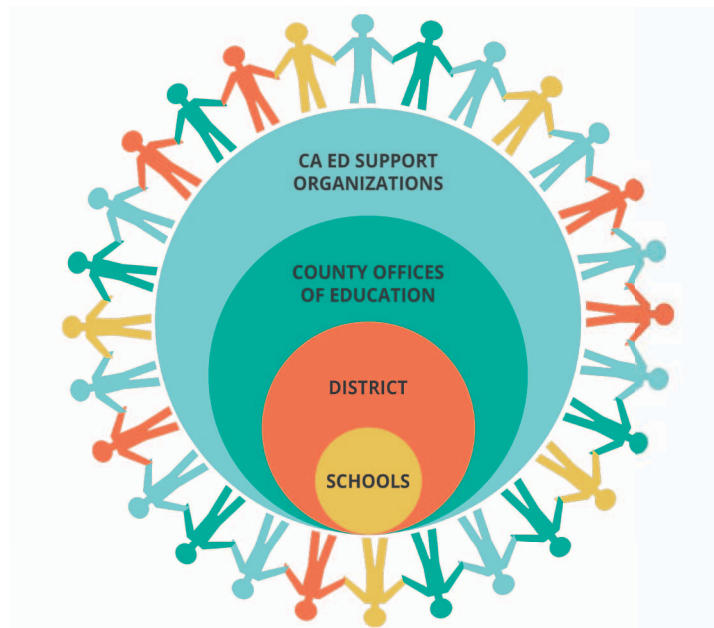
Video is a way for students to get to know one another without the pressure of public speaking. Introductions can be a quick get-to-know-you video or a longer project that lets students create more involved autobiographies.

### 4 **Research report**

Let students engage with their research by presenting with video. Encourage them to find appropriate pictures, video and music to demonstrate their new knowledge on topics like world cultures, historical figures or scientific phenomena.

### 5 **Scavenger hunt**

Set students loose to find examples of what you've taught. Give them a theme, such as discovering different angles and shapes in the world around them, or pinpointing historical features in their neighborhood.



Collaboration in Common offers connections and resources for all educators and educational organizations.

# Network News

Collaboration in Common lets educators connect online and share with ease

By Dina Martin

**A**sk any teacher to name the most important aspect of professional development, and you're likely to hear it is collaboration, hands down. Yet with everything teachers *must* do, collaborating with one another is often the last thing they *can* do.

That's where Collaboration in Common (CiC) just might make a difference. The new online resource exchange promises to connect educators across the state to the best resource available to them: other educators.

Early reviews from educators indicate it may be exactly what is needed.

Kathleen Pickens, a fifth-grade teacher and a teacher-leader in CTA's Instructional Leadership Corps (ILC), had the opportunity to beta test the platform in the spring and plans to continue using it in the future. Collaboration in Common has enabled her to join different groups online, collaborate with other teachers in Region II by subject matter, post resources, find lesson plans, discuss problems, organize documents, and even highlight and annotate articles.

"The interface is really friendly and a lot easier to use than other online platforms," says Pickens, Fresno Teachers Association. "I've enjoyed a lot of the articles that members post, and I'm also using the site to access important documents and information that I need with regard to the work of the ILC. This platform is the only way we communicate, since we are scattered all throughout the state."

Maybe that's because teachers themselves contributed to the creation of Collaboration in Common. One of those teachers was Pickens' colleague, Adam Ebrahim, a longtime high school teacher. As a former vice president of FTA, Ebrahim recognized the role CTA plays in helping its members become better educators. He has since left his teaching position to become director of implementation for CiC.

"One of my hopes is that local associations will use it to help their members connect on instructional issues," he says. "CTA has always connected with its members to improve working conditions and wages, but it is



**“We didn’t want just another place to park resources and lesson plans. We wanted to give an equal or greater emphasis to networking and social media — to offer a place where a teacher could connect with another educator struggling with the same thing, or where they can post their own resources.”**

**—ADAM EBRAHIM, COLLABORATION IN COMMON**

increasingly supporting their professional development.”

Ebrahim says 2,000 educators signed up in the early phase, and he hopes to have 50,000 users by the end of the year.

Collaboration in Common is itself a public-private partnership of the California Department of Education, Californians Dedicated to Education Foundation, Palo Alto-based educational software firm Declara, and of course, educators.

The effort is well timed to assist educators as they continue to implement the new standards. In fact, the introduction of the new standards with a shortage of resources to support them is what instigated the project.

“We felt there weren’t resources available that were aligned with the Common Core State Standards. After looking at creating a repository of information, we decided

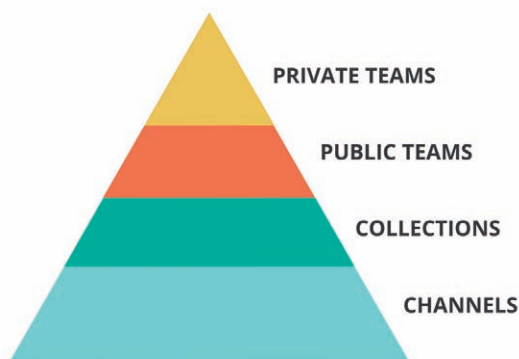
what was really needed was educators connecting with other educators,” says Shelly Masur, CEO of Californians Dedicated to Education Foundation, a nonprofit organization spearheaded by state Superintendent Tom Torlakson to support innovative programs.

Collaboration in Common also builds upon the California Department of Education’s participation in the federal #GoOpen campaign, which encourages states and school districts to share free educational resources and materials.

“We didn’t want just another place to park resources and lesson plans,” Ebrahim says. “We wanted to give an equal or greater emphasis to networking and social

media — to offer a place where a teacher could connect with another educator struggling with the same thing, or where they can post their own resources. Collaboration in Common is really by and for practitioners working within districts, local associations, their subjects and their schools.”

Ebrahim foresees educators in rural school districts especially making use of Collaboration in Common.



CiC is organized into teams, collections and channels; it connects individuals and communities and lets them curate and share resources.

With so many school districts spread across the state, it’s often difficult for educators to meet in person, he observes. Schools in El Dorado County, for example, are already using it to connect their teachers with one another, while the Exploratorium has introduced CiC to assist educators in meeting the Next Generation Science Standards (NGSS).

In addition, Ebrahim says, CiC is sharing resources with other states through a national learning registry and

would welcome broader adoption.

Of course, as with every educational innovation, the challenge will be for teachers to actually start using Collaboration in Common.

“We know that the one critical resource teachers are short on is time,” says Glen Price, chief deputy of the California Department of Education. “The idea here is that resources can be accessed rapidly, there is not a lot of intensive professional development needed, and eventually, it will fit into the workflows of our teachers.” ■

*Check out and sign up for Collaboration in Common at [collaborationincommon.org](http://collaborationincommon.org). @collabincommon*



# Toward Equity in Science

Helping the new standards reach and engage all students By Dina Martin

**A**s a longtime science teacher at Garey High School in Pomona, Antonio Gamboa knows the difficulties of promoting equity for girls, students of color and English learners in the sciences. He knows that many of them have been left behind for far too long.

“There has been a mindset over the years that students feel they can’t do it, they can’t learn it, and they can’t cope with the challenges,” says Gamboa, a member of Associated Pomona Teachers. “Many have issues with math, and by the time they get to science they are thinking, ‘I’m here because I have to be.’”

Recent statistics indicate that educators’ lack of resources and time may also contribute to the achievement gap in science. According to Education Trust-West, an organization that advocates for educational justice:

- Four in 10 elementary teachers in California say they spend less than one hour per week on science.
- Only 10 percent of elementary students and 14 percent of middle schoolers regularly engage in “practices of science,”

which include hands-on instructions and labs, data analysis, and writing.

- More than 70 percent of teachers report that limited funds for equipment and supplies are a major or moderate challenge to science instruction.

Nevertheless, recent studies point to a positive change that began several years ago with renewed emphasis on science, technology, engineering and mathematics (STEM) courses. Results of the 2015 National Assessment of Educational Progress science exam clearly showed that girls and students of color in fourth and eighth grades are beginning to catch up in science achievement, although white, Asian and male students are outperforming their peers in the upper grades.

## TEACHERS EMBRACING THE NEW STANDARDS

Science teachers like Gamboa are feeling a sense of urgency, but also optimism that equity can be achieved in science for



Antonio Gamboa

all students. Much of the optimism has been buoyed with the rollout of new science standards aligned with Common Core.

The new standards, called the California Next Generation Science Standards (CA NGSS) in this state, focus on hands-on science projects, emphasize critical thinking over rote memorization, and encourage crossover between scientific disciplines. Gamboa has been promoting them by working with colleagues within his high school and school district, and conducting presentations at statewide conferences, including CTA's.

Gamboa is a member of CTA's Instructional Leadership Corps, which offers professional development through teachers training teachers. He has already seen positive results among students as a result of the schoolwide effort. In fact, so many more students are enrolled in third- and fourth-year science and going into Advanced Placement courses, his school had to hire more teachers.

But more to the point, teachers at his school are embracing the standards.

"Our teachers have changed," he says.

To make that leap, "teachers need to understand: Why is this better? Why would I change? How will I know that my students benefit from it? They have to see that it works. Then they will welcome professional development."

Gamboa and his colleagues met regularly to rewrite the curriculum for chemistry, biology and physics. He reports that in

## THE NEW SCIENCE STANDARDS

The Next Generation Science Standards — called CA NGSS in this state — were adopted in 2013. The accompanying science framework was approved by the State Board of Education in November, making California the first state to do so.

CA NGSS are now being implemented in schools throughout the state. In an early implementation initiative, the new standards received mostly positive reviews from teachers in eight California districts and two charter organizations. Teachers interviewed by EdSource in January said CA NGSS are "rewarding, effective and fun to teach, and students seem engaged and excited about learning science."

Educators noted that with that reward comes even more work, because of the emphasis on science projects and difficulties in grading due to the focus on critical thinking.

The California Department of Education, the K-12 Alliance, the California Science Teachers Association and other partners have been holding two-day workshops around the state on the CA NGSS rollout and implementation. For details see [bit.ly/2xLA1FU](http://bit.ly/2xLA1FU).

**"Teachers need to understand: Why is this better? Why would I change? How will I know that my students benefit from it? They have to see that it works."**

—ANTONIO GAMBOA,  
ASSOCIATED POMONA TEACHERS



Jill Grace

at least one instance a heated discussion occurred as they tried to persuade a resistant teacher about the value of the standards.

"Now she is exactly opposite. She's using the curriculum and is a believer. You just have to work with teachers," he says.

Gamboa cites "phenomena teaching" — using events or scenarios that are observable, and analyzing them through interdisciplinary approaches — as being one change in science instruction. Students need to connect science with what is going on in the world, and NGSS curriculum offers simple experiments to show that.

Along with class work, Gamboa and his colleagues promote science through after-school programs like the E-Smart club, where students build projects, compete against other schools in reinvigorated science fairs, and apply for (and often win) grants.

## MAKING SCIENCE FUN AND ENGAGING

But merely promoting science in schools may not produce the

equity that is sought in leading to a diverse workforce that reflects our demographics.

"The standards are crafted to address issues of equity, but the standards alone won't do it," says Jill Grace, president of the California Science Teachers Association and a regional director for the K-12 Alliance, a WestEd program designed to promote excellence in science and math education. "What is needed is a big mind shift on the part of districts, teachers



and administrators, and that mind shift hasn't happened yet."

"How do we make it so kids want to learn?" Grace asks. "That's the big conversation happening statewide right now."

The California Alliance for Next Generation Science Standards, a project established by the Californians Dedicated to Education Foundation, is guiding the way to a smooth implementation of the standards. The alliance (CA4NGSS) represents 60 public and private organizations (CTA among them) that support effective and timely implementation of NGSS throughout California. Its STEM initiatives program director, Jessica Howard, is optimistic about California becoming a leader in implementing NGSS, largely because of the extensive work that was done early on in preparing for Common Core.



Jessica Howard

"The standards take the approach that we are all scientists," Howard says. "They take off the table that some students aren't supposed to be here. The tone is that science is a fun, engaging exploratory process. By bringing science into the earlier years, the standards create more opportunities for all students."

Working with key organizations, CA4NGSS is helping leaders in school districts around the state access consistent training through regional rollouts. Its website [cdefoundation.org/steam/ca4ngss](http://cdefoundation.org/steam/ca4ngss) provides numerous resources as well as a new toolkit to help educators introduce and communicate the value and intention of the standards to parents, district leaders and the community.

Howard rightly points out that California is a huge state, and there are a lot of variables in smoothly implementing the standards.

"Right now there are really great resources out there, but awareness is not the same thing" she says. "We want to help educators get the support and resources they need." ■



## TEACHING PHENOMENA

### What are phenomena in science and engineering?

Natural phenomena are observable events that occur in the universe and that we can use our science knowledge to explain or predict. The goal of building knowledge in science is to develop general ideas, based on evidence, that can explain and predict phenomena. Engineering involves designing solutions to problems that arise from phenomena, and using explanations of phenomena to design solutions.

### Why are phenomena such a big deal?

Phenomena have traditionally been a missing piece in science education, which too often has focused on teaching general knowledge that students can have difficulty applying to real-world contexts.

By centering science education on phenomena that students are motivated to explain, the focus of learning shifts from learning about a topic to figuring out why or how something happens. For example, instead of simply learning about the topics of photosynthesis and mitosis, students are engaged in building evidence-based explanatory ideas that help them figure out how a tree grows.

*Excerpted from "Using Phenomena in NGSS-Designed Lessons and Units," Next Generation Science Standards, [nextgenscience.org](http://nextgenscience.org).*

**STEAM Symposium** THE FIFTH ANNUAL California STEAM Symposium takes place Dec. 10-11 at Moscone West in San Francisco. A showcase for innovative approaches to teaching and learning, the event offers opportunities for ongoing rigorous, high-quality and collaborative professional learning and resources. The symposium will have a special focus on increasing and supporting the participation of women and girls — as well as other underrepresented groups — in STEAM fields. To register, go to [stemcalifornia.org](http://stemcalifornia.org).





# Meet the Parents

## Make the most of your parent-teacher conference

By Cynthia Menzel and Karen Taylor

**COMMUNICATION BETWEEN** parents and teachers is key to student success, so connect with parents early and often, not just at the official parent-teacher conference. Here are a few tips to be prepared for the conference itself:

- ▶ **Encourage both parents to attend when possible.** Misunderstandings are less common if both parents hear what you have to say, and you'll be able to gauge the kind of support both parents give the child.
- ▶ **Allow enough time, at least 20 minutes.** Greet parents/guardians/stepparents at the door by name.
- ▶ **Give yourself a short break between conferences.** Arrange seating so everyone is equal and you have no physical barriers between you. Use positive body language. However, keep in mind cultural differences about eye contact and seating arrangements.
- ▶ **Open on a positive note about the child's ability, work or interests.** Focus on strengths as well as needs. Identify problems and concerns with examples. Suggest specific things parents can do at home to help, and ways you will proceed at school.
- ▶ **Have a plan, and prepare in advance to answer specific questions about a child's ability, skill levels and achievements.** Assemble grades, test scores, student work samples and attendance records.
- ▶ **Ask for parents' opinions.** Then hear them out, even if the comments are hostile or negative.
- ▶ **Be prepared to help parents understand the CAASPP** (California Assessment of Student Performance and Progress) student score report (see sidebar).
- ▶ **Avoid the use of acronyms and jargon.** Use Google Translate or the help of a district translator with families who do not speak English or have limited English.
- ▶ **Summarize the discussion and steps you and the parents will take at the end of the conference.** Keep a record. If you and the parents make specific plans or set a course of action for the child, follow up in writing in a day or two.

## CAASPP-Savvy

**LET PARENTS KNOW** that the California Assessment of Student Performance and Progress (CAASPP) includes the Smarter Balanced tests of math and reading. (It also includes alternative tests for students with significant cognitive disabilities.) These test knowledge of state standards.

Federal law requires that states annually test students in math and English language arts in grades 3-8 and once in high school, usually 11th grade. Since the state piloted new tests aligned to Next Generation Science Standards last spring, science scores will not be released this year.

Remember to stress that students are more than one test score. As an educator, you have a better sense of how your students are doing through work going on in your classroom. It's important to have those conversations with parents.

For details of interpreting CAASPP reports, see [testscoreguide.org/ca](http://testscoreguide.org/ca).

California Assessment of Student Performance and Progress (CAASPP)

### 2017-18 CAASPP System

**English Language Arts/Literacy and Mathematics Summative Assessments**

Smarter Balanced

California Alternate Assessment (CAA)

**Science**

California Science Test (CAST)

CAA for Science

**Reading/Language Arts**

Standards-based Tests in Spanish

Assessments included in the CAASPP System

Hannah Baker, portrayed by Katherine Langford, in *13 Reasons Why*. Courtesy Netflix

# Averting Harm

## Educator tips to prevent youth suicide

By Sherry Posnick-Goodwin



**AS THE SECOND SEASON** of *13 Reasons Why* prepares for release in 2018, there are new concerns from experts about potential risks posed by the sensationalized treatment of youth suicide. In Season 1 of the show, which is distributed by Netflix and filmed in part at Analy High School in Sebastopol, the series graphically depicted a bathtub suicide, and included scenes of bullying and rape in wrenching detail.

There have been several reports of teens committing suicide after watching the show, which has attached warnings and resources at the beginning and end of each episode.

Tim Paulson, a school psychologist for Davis Joint Unified School District, worries that *13 Reasons Why* could glorify suicidal behavior, which may lead to an increase in suicides. He encourages educators to watch the show to better understand the challenges students face growing up in today's

world — and to increase awareness of the problem and implement prevention strategies.

"Every school district has suicides," says Paulson, a member of the Davis Teachers Association and the California Association of School Psychologists. "It's very real."

The National Association of School Psychologists (NASP) discourages troubled teens from viewing *13 Reasons Why*, but offers guidelines for educators to engage in supportive conversations with students who may be affected or traumatized, as well as advice to prevent or deal with harmful behaviors.

"Educators need to be aware of these guidelines," says Paulson. "There could be a new wave of suicidal behavior related to Season 2 — or from an economic downturn in the foreseeable future that puts pressure on teens and their families."



Tim Paulson

# NASP Guidance for Educators

**1.** While NASP does not recommend that all students view *13 Reasons Why*, it can be appreciated as an opportunity to better understand young people's experiences, thoughts and feelings. Youth who view this series will need supportive adults to process it. Take this opportunity to both prevent the risk of harm and identify ongoing social and behavior problems in the school community that need to be addressed.

**2.** Help students articulate their perceptions when viewing controversial content, such as *13 Reasons Why*. Difficult issues portrayed do occur in schools, and it is important for adults to listen, take adolescents' concerns seriously, and be willing to offer to help.

**3.** Reinforce that mental health professionals are available to help.

**"Always take warning signs seriously, and never promise to keep them secret. Establish a confidential reporting mechanism for students."**

—NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS GUIDELINES

Emphasize that the behavior of the second counselor in the series (who ignored warning signs) is understood by virtually all school mental health professionals as inappropriate. It is important that all school mental health professionals receive training in suicide risk assessment.

**4.** Make sure parents, teachers and students are aware of suicide risk warning signs. Always take warning signs seriously, and never promise to keep them secret. Establish a confidential reporting mechanism for students. Common signs include:

- Suicide threats, both direct ("I am going to kill myself," "I need life to

stop") and indirect ("I need it to stop," "I wish I could fall asleep and never wake up"). Threats can be verbal or written, and they are often found in online postings.

- Giving away prized possessions.
- Preoccupation with death in conversation, writing, drawing and social media.
- Changes in behavior, appearance, hygiene, thoughts or feelings. This can include someone who is typically sad suddenly becoming extremely happy.
- Emotional distress.

**5.** Students who feel suicidal are not likely to seek help directly. However, parents, school personnel and peers can recognize the warning signs and take immediate action to keep the youth safe. When a student gives signs they may be considering suicide, take the following actions:

- Remain calm, be nonjudgmental, and listen. Strive to understand the emotional pain that has resulted in suicidal thoughts.
- Avoid statements that might be perceived as minimizing the student's emotional pain: "You need to move on," "Get over it."
- Ask the student directly if they are thinking about suicide.
- Focus on your concern for their well-being and avoid being accusatory.
- Reassure the student that there is help and they will not feel like this forever.
- Provide constant supervision. Do not leave the student alone.

- Get help. Never agree to keep a student's suicidal thoughts a secret. Instead, school staff should take the student to a mental health professional. Parents should seek help from school or community mental health resources. Students should tell an appropriate adult, such as a school psychologist, administrator, parent or teacher.

**6.** Determine how to handle memorials after a student has died. Promote memorials that benefit others (donations for a suicide prevention program) and activities that foster a sense of hope and encourage positive action. The memorial should not glorify, highlight or accentuate the individual's death. It may lead to imitative behaviors.

**7.** Reinforcing resiliency factors can lessen the potential of risk factors that lead to suicidal ideation and behaviors. Once a child or adolescent is considered at risk, schools, families and friends should work to promote:

- Family support and cohesion, including good communication.
- Peer support and close social networks.
- School and community connectedness.
- Adaptive coping and problem-solving skills, including conflict resolution.
- Self-esteem, and a sense of purpose.
- Easy access to effective medical and mental health resources.

**8.** Strive to ensure that all student spaces on campus are monitored and that the school environment is truly safe, supportive and free of bullying.

**9.** If needed, ask for support from your district-level crisis team. ■



Clockwise from left: Lisa Mendez works on the TEA office photo wall; President Jacqui Nott; TEA leadership serves lunch to new educators; TEA represents at CTA's Summer Institute.



# TOOL FOR CHAPTER GROWTH

## Tracy Educators Association puts everyone in their PLACE

By Cynthia Menzel

**TRACY EDUCATORS ASSOCIATION (TEA)** President Jacqui Nott is making sure TEA members know their PLACE. During the Emerging Leaders track at CTA's Summer Institute in August, she and other chapter leaders learned about PLACE, a series of steps designed to help set member engagement goals. Nott's team met on a recent Saturday to use PLACE to write their goals.

**“There is a need right now for teachers’ voices to be heard. I am going to do the best I can.”**

—JACQUI NOTT, TRACY EDUCATORS ASSOCIATION,  
TO THE TRACY PRESS

**Programs and Events:** To reach all generations and bring in people with different strengths and interests, a variety of monthly events are on the TEA calendar. First up is an evening of playing Bunco (a dice game) in September, followed by a mixer at a local pizza parlor in October, “casino night” in November, a holiday open house in December, bowling in January, a bar-becue in April, and participating in the Relay for Life in May.

Nott says members like the learning experiences and getting to know one another. “Many didn’t know what Bunco is,” she says. “And cancer survivor Lisa Mendez — a super woman and so creative — is coordinating the Relay for Life team.”

**Leader Identification:** The activities and events will give executive board members opportunities to meet and identify new leaders by January.

**Alliances:** With participation in Relay for Life, TEA members will network with other nonprofit organizations. They hope to work more with Tracy PAL (Police Activities League), which does back-to-school activities for underprivileged kids.

**Communication:** Everyone communicates differently, so board members must use a variety of ways to communicate with members. They meet one-on-one with members during socials and mixers, engage with members and community on Facebook, and use Twitter and Instagram to share information about trainings and grants.

Nott says she hears positive feedback from members on TEA’s private Facebook group, where she and board members respond to questions, clear up misconceptions, and promote TEA’s successes. TEA also has a public community page on Facebook that serves as “a way to show us off.”

**Equity and Parity:** TEA plans to strengthen the organizing and grievance committees, and plans for board members to meet at least three times with the Tracy Unified School District superintendent and human resources to provide more of a voice for teachers and meet the district as equals. TEA will also invite school board members to chapter mixers.

“I know there is a need right now for teachers’ voices to be heard,” Nott recently told the *Tracy Press*. “I am going to do the best I can.”

Nott says she understands why some are not involved in TEA, because she wasn’t for most of her career. What changed her mind? “A principal who came after me,” she says. “It was ugly. My CTA staffer Jamye Merritt was a heroine. People spoke for me when I couldn’t speak.

“My job-related troubles were taken care of because of CTA. I’m here because I’m paying it forward.” ■

# Bring Ag Into Your Classroom!



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# REASONS TO BE PROVIDENT

*Get the help you need from Provident Credit Union's loan programs*



## New Teacher Loan

Are you a first-year teacher who needs a little extra cash? If unexpected bills, car repairs, trips or home expenses have you in a temporary tough spot, Provident Credit Union's New Teacher Loan may be what you're looking for.

The loan is available to CTA members and provides access to amounts between \$500 and \$5,000. Teachers can fit payments into their budgets, with a 36-month maximum term and a fixed payment schedule. Loan pricing is determined based on FICO score, though having a limited credit history or absence of an established FICO score does not exclude new teachers from eligibility. The loan, in fact, is a great way to help first-year educators establish or build credit history.

Other benefits of the New Teacher Loan are:

- A quick and easy application process.
- Instant decision, with funds available within one business day after approval.
- Free access to online financial education provided by CreditShop in partnership with Clarifi, a nonprofit credit counseling service.
- Loan activity reported to the credit bureaus, helping the member build a credit history.
- Skip-pay option up to three times during the life of the loan (skipped months are added to the end of the loan term).

Provident Credit Union — CTA's endorsed credit union since 1950 — also offers members access to other exclusive loan options tailored to meet their needs, including auto and home loans.



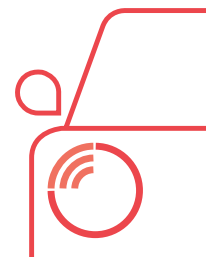
## Mortgage Loan Discount

In addition to taking advantage of Provident's competitive mortgage loan products and great rates, financing with Provident means CTA members can save an average of \$447 annually by utilizing their exclusive 0.125 percent mortgage rate discount.

The discount can add up to thousands of dollars saved over the life of the loan. Provident offers homebuyer preapproval as well as a pricing credit at loan closing for qualified buyers. There are even zero-point loans available. Be sure to ask about Provident's Power Funding 10-day guarantee, which allows you to close your home purchase in 10 days or less.

In addition to the 0.125 percent rate discount, Provident also offers CTA members:

- \$100 special CTA discount off a standard Provident Credit Union mortgage loan.
- \$250 closing cost credit if you have a qualifying Provident product.
- A movable mortgage option on adjustable rate mortgages — allowing members to take their rate with them when they move.



## Auto Loan Discount

In addition to the mortgage rate discount, CTA members also have the option to utilize an exclusive 0.125 percent rate discount when purchasing a vehicle. Provident's auto loans include the same low fixed rates on new and used vehicles, including car, motorcycle or recreational vehicle. And Provident offers 100 percent financing, with a range of terms to meet your needs.

Provident's auto loans offer CTA members:

- Up to 100 percent financing of purchase price including tax, license and warranty.
- First payment deferred up to 90 days.
- Flexible terms up to 84 months.
- Additional 0.125 percent rate discount if you have a qualifying Provident product.
- Additional rate discount on Enterprise and Autoland purchases.

Visit [providentcu.org/cta](https://providentcu.org/cta) or call 800-632-4600 for more details and information on the benefits of becoming a member of Provident Credit Union.

**ROBIN ROSE**, Palmdale Elementary Teachers Assn.  
"Visiting the San Fernando Mission in California."

# What You Did Last Summer

**LAST ISSUE**, we shared adventures of members who entered our "Educators Are Everywhere" contest. Here are some more enthusiastic travelers.



**KAROLA STORCH**,  
paraprofessional, United  
Educators of San Francisco  
"At the famous Wartburg  
castle in Thuringia, Germany,  
with Martin Luther, who  
translated the New  
Testament into German, in  
the background."



**ANDREA HAKALA**,  
Oceanside Teachers Assn. "At  
the Château de Caen, which  
includes ruins of William the  
Conqueror's palace built in  
1060, in Normandy, France.  
I teach my students about  
the influence William had on  
the English language."



**MICHELE PASKOW**,  
California Faculty Assn.,  
CSU Northridge  
"At the Gullfoss 'Golden  
Falls' waterfall in southwest  
Iceland. In Iceland, I learned  
that people can live and  
thrive even under extreme  
conditions."



**CHANDRA GOODNOUGH**,  
Sweetwater Education Assn.  
"At the National PTA Confer-  
ence. I loved hearing  
speaker Steve Pemberton's  
story of navigating the foster  
care system while going to  
school and finding his way  
in the world."



**ED KORNOWSKI**, Enterprise  
Elementary Teachers Assn.  
(with an altered Educator  
cover reflecting his time in  
Croatia and the Dolomites).  
Highlights: "Summitting  
Mount Paterno, then  
climbing WWI ruins along  
the climbing path Innerkofler  
Sentiero delle Forcelle."



**BRIAN AND GAYLYN  
MOTT**, Chowchilla Elementary  
Teachers Assn. "In Ireland,  
awestruck by people living  
so they disturb very little  
and respect and preserve  
the land, history and culture.  
Brian will share with students  
the history he learned.  
Gaylyn will share the songs,  
dances and sports."



**DEB MCCAMPBELL** and  
sister **JEN BODLOVICH**,  
Rohnert Park-Cotati Educators  
Assn. Jen: "On Catalina Island  
to celebrate our parents'  
50th anniversary. At the  
Catalina Museum I learned  
the history of the island  
owners, the Wrigley family.  
William Wrigley Jr. said  
Catalina is where 'all classes  
mix with democratic spirit.'"



**DEBORAH MACHIN**,  
Teachers Assn. of Lancaster  
"In Carlsbad, New Mexico  
— the last leg of a two-week  
trip through the Southwest  
with stops at the Grand  
Canyon, Cadillac Ranch, the  
Painted Desert, the Alamo  
and Tombstone."



**JENNIFER LINDSEY**, *Vacaville Teachers Assn.* "In Pompeii. The ancient city's ruins and Mt. Vesuvius are in the background. We also visited London, Paris, Florence, Vatican City and Sorrento."



**JIM SPANDIKOW**, *Vista Teachers Assn.* "In front of rice paddies in Shirakawa-go, a world heritage site in the Shogawa Valley of Japan, which averages nearly 800 inches of snowfall each year."



**JOANNA MCCRAY** (right) with **MELANIE MCGRATH**, *San Bernardino Teachers Assn.* Joanna: "At the National Underground Railroad Freedom Center in Cincinnati, Ohio. We learned so much about Freedom Seekers and Abolitionists."



**LEAH OVIEDO**, *Unified Assn. of Conejo Teachers.* "On a boat for our annual family fishing trip in June Lake. I enjoyed seeing how much water there was. For fifth-grade science, I'll teach how the levels of water changed and how it can help or damage communities."



**MINDI HOFFMAN**, *Savanna District Teachers Assn.* "Visiting Aruba for the first time, celebrating my 13th wedding anniversary with my husband Michael. This is at the Natural Bridges."



**WILL PLUNKETT**, *Associated Chaffey Teachers* "At the San Diego Zoo, where wild animals in small walled-in areas could be viewed without having to grade their papers or submit their grades! I also visited two California missions, bringing my total to 14 of the 21 missions seen."



**LORI BLACKBURN** (right) with **ROSE MORGAN**, *Santa Rosa Teachers Assn.* Lori: "This South Dakota trip taught us about the Lakota Native American culture, the Berlin Wall (a piece of it that we could touch), and the 14-year construction of Mt. Rushmore."



**MARICELA MORELOS-BEDOLLA**, *Tracy Educators Assn.* "Ever since I was a little girl, I had wanted to visit the Alamo in San Antonio. I visited missions, museums and the Riverwalk, too. The fusion of foods, music and culture both old and new was amazing."

**SALLY BERKE**, *Dixon Teachers Assn.* "At Zion National Park. One of my students asked, 'How much money did you waste on that trip?' This turned into a shades-of-meaning and economics lesson: We earn and save to spend on things we enjoy."



**SUSAN FOX**, *Southwest Teachers Assn.* "In Olden, Norway. Trolls play a major role in Norwegian folktales. I am impressed with how some countries take care of their citizens. Health care systems work, air is clean, people seem happy, relaxed and in excellent shape."



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