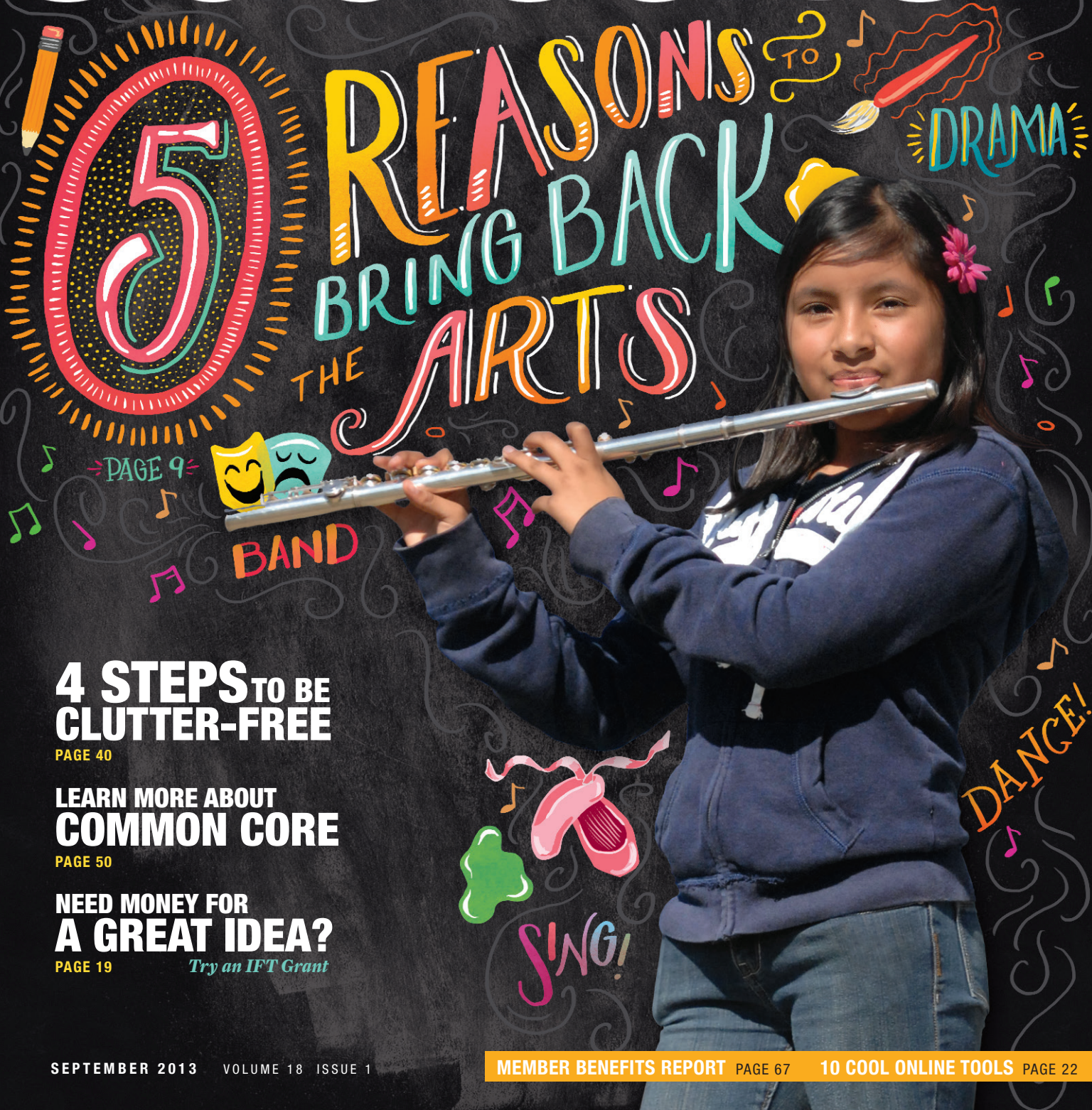


california educator



**4 STEPS TO BE
CLUTTER-FREE**

PAGE 40

**LEARN MORE ABOUT
COMMON CORE**

PAGE 50

**NEED MONEY FOR
A GREAT IDEA?**

PAGE 19

Try an IFT Grant



EXPERIENCES TO ENGAGE, ENRICH AND EXCITE.

Disney Youth Education Series programs take place in the information-rich setting of the Disney Parks in Florida and California to give students – and their teachers – a hands-on, educational adventure. This collection of guided field studies, available in Science, Arts & Humanities and Leadership & Careers, is accredited, standards-based and specifically designed to reinforce your classroom lessons. Practice teamwork, critical thinking and problem-solving skills as your group participates in one-of-a-kind moments that use the magic of Disney to make learning even more impactful.

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Disney
Youth
Education
Series

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Fany Lima plays flute in the Sussman Middle School band in Downey (illustration by Shauna Lynn Panczynsyn).



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Don't Agonize. Organize... *Yourself*

See how CTA member Tammy Duggan, author of *The Uncluttered Teacher*, helps colleagues declutter classrooms in four easy steps. Plus, you can win a declutter makeover.

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Goleta's Groovy Family School

No grades, no traditional desk and row classrooms, and parents are expected to go to school, too! Throw in a little tie-dye and you've got a pretty groovy school.

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Five Reasons to Bring Back the *Arts*

Funding cuts in recent years have eliminated many arts programs. But the arts are important to a well-rounded education. Our members and their students make the case on why we should bring them back.



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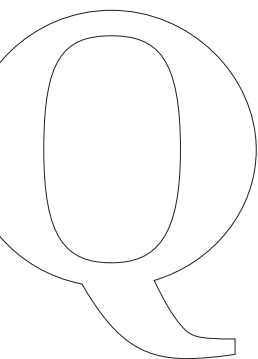


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How is this school year different?

For the first time in six years we are beginning the school year with more resources than we had the year before. Not only that, we also have a larger say in how that money should be spent on the local level. This could not have happened without our success in passing Proposition 30 last November. New resources are pouring into the state and heading to our schools and colleges.

This is a much-needed break from funding cuts totaling more than \$20 billion. California still ranks 49th in per-pupil funding. We have a long way to climb, and the new money from Prop. 30, which is projected to be an additional \$47 billion over the next seven years, will keep us moving in the right direction.

Speaking of the right direction, the latest state budget is ushering in the biggest change to school funding in 30 years. The Local Control Funding Formula puts educators at the table in a greater and more meaningful way. You and your local association will have a critical role in designing the best educational experience for your students.

All school districts will be receiving more money than they did last year, and districts serving a higher percentage of English learners and students on free or reduced-priced lunch will receive even more. The new funding formula recognizes that not all students are the same, and funnels additional resources to the districts with students that need a little more help. That's a good thing.

In addition to navigating this new Local Control Funding Formula, we will also be spending much of this year dealing with the implementation of Common Core State Standards.

I know these standards are a big change. They put teachers back in control of crafting and tailoring the education of their students. Critical thinking skills can now be part of our students' educational foundation, and we can decide how to best teach that. And while we support the standards, we do not support the high-stakes testing that some want to bring along with them. That's why CTA delegates to the NEA Representative Assembly this summer proposed and passed a new business item calling for a moratorium on using Common Core test results for any purpose other than to inform instruction.

States and districts must work collaboratively with educators to create authentic, locally-developed curriculum, assessments, and professional development related to Common Core. Until that is the norm, the tests should stay on the shelf.

So as you begin another year, I hope you will see how all your hard work in the last election is paying off. Welcome back to a new year with exciting new opportunities.

Dean E. Vogel
CTA PRESIDENT



DEAN ON THE ISSUES

It's our core value for equality that led CTA to the Quality Education Investment Act to bring more resources to our students and schools of greatest need. For too long, too many at-risk kids have received too little attention from this state."

MORE ABOUT QEIA ON PAGE 32

"CTA believes all people should be allowed equal protection under the law, and that the legal rights and responsibilities of marriage and civil unions belong to all adults regardless of gender, race, ethnicity, sexual orientation, disability, religion or socio-economic status."

"Instead of arming teachers, California needs more school counselors, more access for students to mental health services, safer facilities, and more training for educators to spot the mental health needs of students and bullying or other high-risk behaviors."



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



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What was
your favorite
arts class?

drama

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concert band

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CTA/NEA membership dues for the fiscal year, Sept. 1–Aug. 31, are \$826, including a \$20 voluntary contribution (see www.cta.org/contribution for details). Up to \$18.40 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives and is not deductible for income tax purposes.

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#CTATopTweet

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



Bill Chapman
@classroomtools

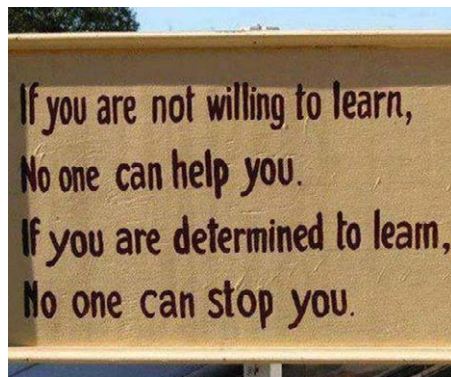
Set up your classroom in a way that fosters student communication and collaboration rather than "sage on a stage" instruction.

Viral video 📺



Outreach to Teach 2013 Hundreds of educator volunteers spend a day remodeling Thomasville Heights Elementary School in Atlanta, Ga., during the NEA Representative Assembly. www.youtube.com/watch?v=GbG8p1Duj1g&feature=youtu.be

Most popular post 📈



August 4 👍 2,065 likes ✉ 1,160 shares

Favorite comments 💬

Gerie Pedersen | August 7

It's incomprehensible that not one of the local teachers associations in 8 school districts [that were granted NCLB waivers] was included in dialogue, because without teachers' support our education system is doomed to fail and students will bear the burden.

Samantha Carr | August 8

CTA, thanks for the super Summer Institute. We learned a great deal, were given the encouragement we needed to lead, and realized that we are READY TO LEAD. Many thanks to the trainers of the Emerging Leaders Strand — what a fabulous, exhausting, exciting and rewarding week. I can't wait to share with my site reps.

More top tweets 🐦



Vacaville Teachers @vacateachers

How was your first day back, brothers and sisters?

Expand



Mastin Kipp @MastinKipp

Humility is essential for true success and fulfillment. To be humble is to always remain approachable.



Tobey Steeves @symphily

Study: Loan #debt can shape #students' #college years, experiences - ow.ly/nQPtr [#loveHE #edchat {via @esciencenews}]

CTA Online

What's new at cta.org

1

cta.org/lcff

School funding changes Get the latest news about the Local Control Funding Formula (LCFF), Gov. Brown's school funding plan, which is in the beginning stages of implementation this school year.

2

cta.org/membercenter

Member Engagement Center offers tips Educators get back-to-school jitters, too. Check the CTA Member Engagement Center for updated content and fresh ideas about the opportunities and benefits of your CTA membership.

3

cta.org/newhire

Insurance for newly hired members Newly hired CTA members are eligible for coverage from The Standard, the only CTA-endorsed provider of disability and life insurance. Just apply within 120 days of starting work.

4

cta.org/NatHispanicMonth

Hispanic Heritage Month Celebrate National Hispanic Heritage Month, Sept. 15–Oct. 15. Join in the acknowledgment of our Hispanic colleagues and community members during this special time.

5

cta.org/nclbwaivers

NCLB waivers gone wrong Read efforts to foster whole-system reform and transform public education must include educators, students, parents and other stakeholders in meaningful decision-making roles.

INTRODUCING

Welcome to your new *California Educator*!

Remember that student who left school for summer break only to return “all grown up” in the fall? Well, the *California Educator* magazine has done a little changing over the summer, too.

OK, we’ve changed a lot.

So let me introduce you to your new *California Educator*. For this issue, our cover story makes the case for bringing back arts programs across California. Having been hard hit by budget cuts through the years, which have disproportionately harmed lower-income schools, members and students join us on page 9, and lend their voices and insight into why arts programs are so important to overall student success.

We also heard about a school with a different educational vibe, and we had to make a visit. So, follow along as we take a closer look at why Goleta Family School is so groovy on page 55.

Our last feature follows admitted pack rat Steve Dillon, one brave member who lets us into his classroom and in on his desire to be clutter-free. Fellow member and author of *The Uncluttered Teacher* Tammy Duggan shows Steve how to achieve his goal in four simple steps. These tips will work for you too, and they start on page 40.

We’re launching five new departments to help make all of the content easy to navigate. Take a look at what you can expect each issue.

Your voice, challenges, accomplishments, ideas and perspectives are what fill these pages, but this magazine could not happen without the dedicated staff that brings the *California Educator* to life. At the helm of the daily operations is our editor in chief, Cyndi Menzel. She works with a team of writers, researchers, photographers, illustrators, designers, proofreaders, etc. You get the idea — it takes a village. Altogether, our little community of communications experts has more than 250 years of experience in the industry. As you flip through these pages, I know you will see their hard work shine as it amplifies the hard work of CTA members all across the state.

Our goal in this magazine is the same as in any California classroom. We want to encourage you, help you learn something new, broaden your perspective, and once in a while, hopefully, make you laugh.

I hope you enjoy your new *California Educator*.

Jonathan Goldman
MANAGING EDITOR

Know&Tell

Know & Tell introduces useful and fun tips and provides the latest on scholarships, grants and resources.

Perspectives

Perspectives amplifies members’ voices and includes the ever-popular Point/Counterpoint series, plus guest columns, and book and movie reviews.

Advocacy

Advocacy showcases the great work of CTA members in the bargaining, member rights and legislative arenas.

Learning

Learning highlights members’ best practices and practical advice and showcases education trends.

CTA&You

CTA & You covers all things CTA, including events such as State Council, trainings and conferences, plus member benefits and services.


Introducing: *The California Educator Blog*

Go behind the scenes as lead writer Sherry Posnick-Goodwin shares the back story of her visits to schools across California as she writes feature articles for this magazine. Click on the *California Educator* link at blog.cta.org.



5 REASONS TO BRING BACK THE ARTS

BY SHERRY POSNICK-GOODWIN



Over the past 30 years, arts education has been steadily disappearing as education budgets have been slashed. But that's not the only reason. As schools felt increasing pressure to spend more time on the high-stakes testing categories of reading and math, curriculum narrowed in focus, leading to a significant reduction in the amount of time spent on arts and music instruction. In poorer school districts these types of courses have been eliminated altogether, while in more affluent districts parents fund the arts programs.

Thanks to the passage of Prop. 30, for the first time in six years California's economy is on the upswing and school districts can begin restoring many of the programs they had eliminated — many of which were in the arts. In fact, over the next seven years, our schools and colleges will see an influx of \$42 billion.

"This new money coming into our schools gives us, as education advocates, a real opportunity to ensure a well-rounded education for all students," says CTA President Dean E. Vogel. "Bringing the arts back to students in our poorest communities can help level the learning field."

So, in addition to more resources, we came up with five reasons to bring back the arts — with some help from our members and their students in San Ramon, Downey, Compton and Rocklin.

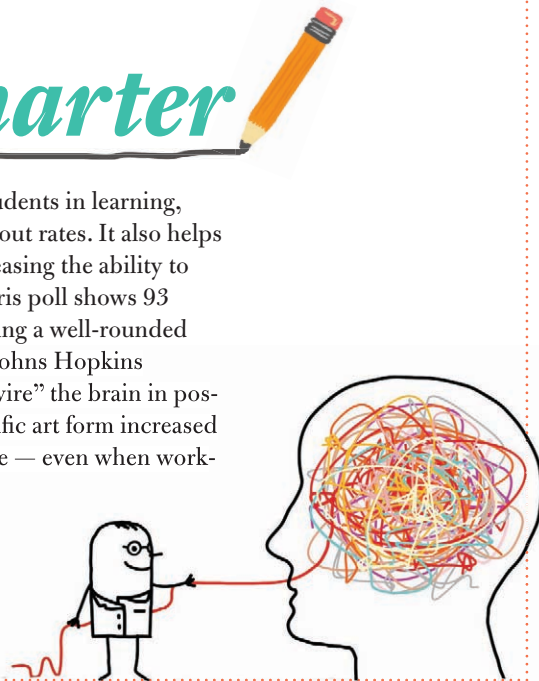
Of course, these aren't all the reasons.





The arts *Make you smarter*

EXTENSIVE RESEARCH SHOWS arts education engages students in learning, improves achievement, and reduces truancy and dropout rates. It also helps prepare students for the 21st century workforce, increasing the ability to innovate, communicate and collaborate. A recent Harris poll shows 93 percent of Americans consider the arts vital to providing a well-rounded education and a critical link to learning and success. Johns Hopkins researchers reported that arts education can help “rewire” the brain in positive ways. The scientists found that practicing a specific art form increased the efficiency of students’ attention network as a whole — even when working in other areas of study.



2.

The arts *Enhance* the educational experience



“I want students to understand the characters, social hierarchy, and how to navigate the intricacies of Shakespearean syntax. So they perform a dance where Romeo meets Juliet. They see how Elizabethans moved, what they listened to and what they were like. They were proud, dignified and very much aware of being upper-class. Students remember that. They get Shakespeare. During the rest of the play, I ask them to remember how the dancing and music made them feel. **Integrating the arts with core curriculum can be summed up in one word. That word is joy.**

KIMBERLEY GILES

English teacher at **Monte Vista High School**

San Ramon Valley Education Association





It feels like I went back in time. People were more proper and formal. Dancing helped me to understand what it meant to be Romeo or Juliet.

Monte Vista High School student **Becky Paholski**



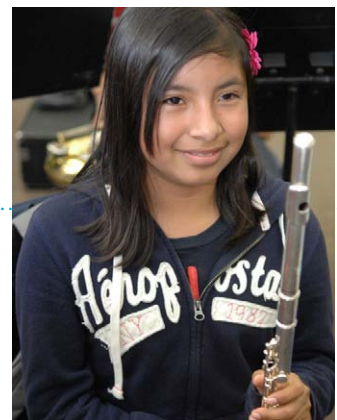
During that time people walked differently. They listened to waltz music. There was lots of bowing. When Romeo and Juliet met at the dance, they were spellbound, but also formal, stiff and reserved. I learned all that from dancing.

Monte Vista High School student **Stephanie Walker**



“Classes in the arts are losing many students. Students who are ‘below basic’ lose their electives and get put in intervention classes. **But if you take away art, music and drama, what incentive do kids have to succeed in school? The arts provide a reason for kids to stay out of trouble.** The arts level the playing field. In arts classes, you’ll find high-achieving kids and so-called troublemakers working together and getting along. They have to, just like in the real world. My son was never the best student in the world, but his saving grace was music. I credit his band director with helping him to graduate from high school.

TONY REYNA, band director at **Sussman Middle School**
Downey Education Association



Playing the flute teaches me a lot about my personality. I have learned to trust myself. I have confidence in myself. When I play, I feel like I'm in a different world.

Sussman Middle School student **Fany Lima**

3.

The arts level
the playing
field and *Create*
harmony

4 Art Makes the world beautiful



Art makes me feel good. It takes my mind off things. It relaxes me. It's a good way to spend my time. If art was taken away, I would be pretty mad.

Compton High student **Geovanny Juarez**



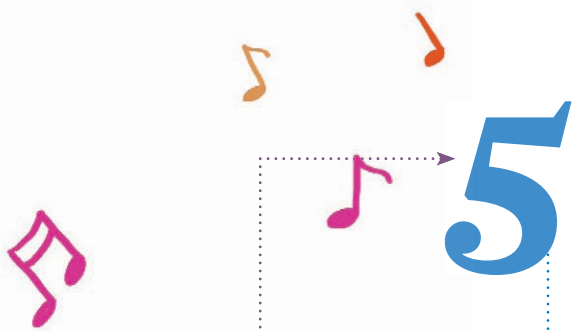
In this class I discovered my talent and learned how it could apply to society, the art industry and jobs in the future. It feels therapeutic to express my emotions and ideas in a language that everyone understands.

Compton High student **Alejandra Chavez**, winner of Congressional Art Competition, District 37

“

The visual arts give inner-city students a way to express how they feel and provide an outlet for them to communicate with society. **They can create murals, posters and beautify their community's schools, businesses and churches. Having that outlet opens doors and exposes them to a world where they can connect with people from other states, countries and cultures.** It gives students more confidence. It brings out the greatness in them.

CLEVELAND PALMER
art teacher at **Compton High School**
Compton Education Association



The arts *Help* students express themselves



I love singing. It makes me feel happy.
I can express myself with my voice.

Granite Oaks Middle School student **Kate McLaughlin**

“Studies prove that students who take music tend to do better in math. They are dividing and subdividing beats, so there’s a lot of math involved. Students who study music score higher on their SATs. They have higher attendance in schools. **Districts are so worried about the test, they don’t realize that providing music is one of the best things they can do to help improve achievement for kids academically, emotionally, physically and spiritually.** Also, music is one of the few activities that engage both sides of the brain at the same time.

MARY DICK

choir teacher at **Granite Oaks Middle School**
Rocklin Teachers Professional Association



In choir, we get to sing songs and express ourselves. We aren’t judged in here like we are on the outside. It’s a positive atmosphere. You can be yourself.

Granite Oaks Middle School student
Mitchell Secondo



See “Behind the Scenes” photos from this article at cta.org/educator.

Quotes & Numbers

WE COMB THE MEDIA DAILY for the best quotes and statistics about public education.

If you discover a quote or stat you think we should highlight, send it along with your name to editor@cta.org.

1,016:1

Ratio of students per counselor statewide in California, ranking the state 50th in the nation in the number of counselors per student, as of 2010-11. The ratio compares to 471:1 nationally.

(From an EdSource report "Recovering From The Recession")

I trust in the common sense of the American people. They will not knowingly abandon their public schools to the whims and follies of the market. The market goes up, the market goes down. The market has winners and losers. The principle of American education is equality of educational opportunity, not a market that practices risk management and sheds the losers from its portfolio.

—Education historian Diane Ravitch in her blog about her new book, *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*

3,472,915

Number of California K-12 public school students (55.8 percent) who qualified for free or reduced-price meals in 2011-12 school year, one indicator of poverty

(From the Ed-Data website)

I'm the principal here at Grattan Elementary. It's my third year. And this year it's very exciting. For the first time in years our budget is not smaller than it was last year. And I think that's a trend. So we're looking forward at good times coming up for us in California education.

—Principal Matthew Reedy at San Francisco's Grattan Elementary in a back-to-school story on KQED's "The California Report."

“WHAT THIS LITIGATION IS TRYING TO DO BY JUDICIAL DECREE IS WHAT PROP. 32 AND MANY OTHER BALLOT INITIATIVES HAVE FAILED TO DO. IT'S ESSENTIALLY AN END

RUN AROUND LEGISLATIVE OR BALLOT INITIATIVES BY TRYING TO GET COURTS TO DECIDE WHAT THE CALIFORNIA LEGISLATURE AND PEOPLE OF CALIFORNIA, THROUGH THEIR INITIATIVE PROCESS, HAVE REFUSED TO DO.

—Catherine Fisk, a professor at the UC Irvine School of Law and an expert in labor relations, about the *Friedrichs v. CTA* lawsuit to ban fair share fees and weaken the political voice of unions. From the Frying Pan News blog.

72%

Percentage of Americans who have trust and confidence in the men and women who teach in our nation's public schools.

(From a PDK/Gallup Poll on public's attitudes about public schools)

This is a challenge for our education system. It's going to take all of us — parents, teachers, administrators, volunteers and business leaders — but California has always led the way.

—State Superintendent of Public Instruction Tom Torlakson in a public video update about transitioning to the Common Core State Standards.

When we do this, we shall move away from our battlegrounds, from 'standing your ground,' to common ground.

—The Rev. Amos C. Brown, president of the San Francisco NAACP, in a *San Francisco Chronicle* column about the legacy of the March on Washington and the need to find jobs, justice and equality for all.

Know&Tell

Grants, awards, contests, resources and tips to share

“There is definitely more work to be done, **more relationships to build** and **more walls to break down**. But in Inglewood, we’re doing it one step at a time. **Our journey is just beginning.**”

KELLY IWAMOTO AND OTHER CTA MEMBERS WEIGH IN ON HOW, THANKS TO AN IFT GRANT FROM CTA, THEIR PARENT UNIVERSITY IS MAKING A REAL DIFFERENCE. TURN THE PAGE TO READ MORE.



Parent University

With the help of a **CTA IFT grant** and local teachers, Inglewood parents are learning skills to help their child succeed

BY SHERRY POSNICK-GOODWIN

● **SCHOOL CAN BE** a “scary” place for parents, says Terri Jernigan. Sometimes they feel intimidated or unwelcome, or think they aren’t being listened to by teachers and administrators.

But school is no longer scary for Jernigan and others with children at Bennett-Kew Elementary School in Inglewood. Many parents feel empowered because they become partners with school staff, working together to help students achieve academic and personal success.

What makes parents feel welcome and valued at Bennett-Kew, a campus where nearly all of the students are minority and low-income? Parent University, a program started last year by members of the Inglewood Teachers Association (ITA).

Funded by a \$20,000 grant from CTA’s Institute for Teaching (IFT), Parent University offers after-school workshops plus field trips for parents to the California Science Center, the Getty Museum, UCLA, and other places to explore with their children for educational opportunities. A graduation ceremony was held in June.

Before the program launched, teachers reached out to parents, asking: “What would you like to learn more about so that you can help your child succeed in school?”

ITA members and parents worked

together to develop curriculum and bring one workshop per month to the school, covering such topics as parent-teacher communication, child development, homework, Common Core State Standards and enrichment activities that stimulate learning. They meet a week after workshops to “debrief” about lessons learned.

“Parents learn how to deal with their children’s emotions,” says Jernigan, who is raising her sixth-grade granddaughter. “It taught me math skills and English skills to help my child succeed. I work the graveyard shift, but it’s worth losing a little sleep for me to attend classes.”

Parents like Magdalena Araiza appreciate having a Spanish-speaking translator convey information that is provided.

“Students are learning English in school, so it’s hard for them to explain things to us like homework,” she says.

“Parent University gives us tips on helping with homework and how to work together. I learned to stay calm when my child is excited. Sometimes when there is fighting, we did not know how to react. The last class explained how the brain works and how children think.”

“All parents want to help their children succeed; they just need information on how to make it happen.”

ADRIANA PEREZ



CONTINUED ON 18 >>



Clockwise from top: “Parents are grateful and appreciative and feel like they are part of the school,” says fourth-grade teacher **Kelly Iwamoto**, left, with Magdalena Araiza and her baby Melissa.

“We foster a better partnership with parents so we don’t have to constantly reinvent the wheel every year,” says Inglewood President **Peter Somberg**.

The program offers field trips that “bring parents to see what a university looks like. They sit in classes and meet professors,” says PTA President **Steve Saunders**, left, with third-grade teacher **Jonathan Chamberlain** and second-grade teacher **Karla Fernandez**.

Rosa Lovo attends with 7-month-old Hanley and son Heinrich Gomez.

Second-grade teacher **Karla Fernandez** works with grandparent Terri Jernigan.



See “Behind the Scenes” photos from this article at cta.org/educator.

PHOTOGRAPHY BY SCOTT BUSCHMAN

A few more IFT Grant Winners

CTA DUES SUPPORT strength-based, teacher-driven projects at schools all over California through the Institute for Teaching (IFT) grants, funded through CTA's Foundation for Teaching and Learning. Here are just a few of this year's grant recipients.

A Technological Approach to the Common Core

San Ramon Valley Education Association
Educator Grant: \$5,000

This pilot program replaces books with e-readers to help teach the more challenging Common Core curriculum in a way that motivates students to read and critically analyze more complex texts.

Agriculture Literacy

Marysville Unified Teachers Association
Chapter Grant: \$13,880

This program integrates agriculture education into the Common Core standards of K-8 curriculum, covering all disciplines including language arts, social studies, math and science, and includes student-to-student instruction by high school students in the K-8 classroom.

Teacher-Driven, Community-Based Conservation Science Education Partnership

*California Faculty Association,
CSU San Marcos*
Chapter Grant: \$20,000

This program involving local teachers, parents, docents, and teacher candidates gives students valuable hands-on experience and knowledge, which creates positive attitudes toward science and nature.

**READ ABOUT MORE
GRANT WINNERS**

at cta.org/iftgrantwinners.

FOR TIPS ON APPLYING for an IFT grant and how your dues are making these grants possible, see page 19.

Willy Santos, father of three Bennett-Kew students, has become better at communicating.

“Before, I would ask, ‘How was school? Do you have homework?’ I thought I was communicating, but I wasn’t.”

Now Santos asks open-ended questions and looks for behavior and facial cues to see how his children’s day really went at school. Hearing a psychologist speak on child development helped him to understand what his children may be going through developmentally and emotionally.

“Parent University taught me how to talk to my children, and how to encourage them to do better. Instead of just asking them if they have homework, we sit at the table and do homework. We read together almost every night. My schedule is kind of tight, but I make time.”

While it’s too soon to tell whether API scores are improving, teachers say

they are seeing success. “I’ve seen results in my students whose parents came to the workshops,” says Adriana Perez, a kindergarten teacher. “You see progress in those students when parents practice things with them at home that are learned here. All parents want to help their children succeed; they just need information on how to make it happen.”

Parent University’s instructors are ITA members who volunteer their time; some do not even teach at Bennett-Kew. Unfortunately, Inglewood Unified School District is the lowest-paying district in Los Angeles County and was taken over by the state for mismanagement.

“Under dismal conditions, we’re doing



Parent University taught me how to talk to my children, and how to encourage them to do better.

WILLY SANTOS

a positive thing,” says Kelly Iwamoto, who volunteers at Parent University.

“Despite negative things happening to us, we know we’re making a difference.”

ITA members reapplied for the IFT grant and plan to extend the pilot program to other district school sites in the future.

“It’s clear we are building a true, collaborative partnership with parents, founded

on trust and honesty,” says Iwamoto.

“There is definitely more work to be done, more relationships to build and more walls to break down. But in Inglewood, we’re doing it one step at a time. Our journey is just beginning.”

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

Credentials and Certificates

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- School Psychology/PPS
- Special Education: Mild/Moderate
- Reading and Language Arts
- Child Life Specialist
- New Learning Technology

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- Liberal Studies
- Child Development

Masters

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

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Natasha Burrell
M.Ed. Special Emphasis/Credential 2010
M.S. Educational Counseling/
PPS Credential 2014
6th Grade Math and ELA Teacher

Turn your idea into reality with an IFT Grant!

Four things you should know

● **THE MOST RECENT** Institute for Teaching (IFT) grants were awarded to promote parental involvement, to develop or enhance school gardens, to encourage physical fitness, and to increase involvement in the local community.

"It's all about teacher-driven change," says Dick Gale, CTA IFT program director. "The IFT believes school change should focus on what's working: the great teaching taking place in our classrooms."

Are you interested in making a change? Then apply for an IFT Grant. Gale offers these tips:

- 1 Plan ahead: For this school year, the grant application period opens on Jan. 1, 2014. Applications are due no later than April 30, 2014. The Grant Selection Committee will meet in May. If approved, grant checks are mailed in late July or early August for use in the 2014-15 school year.
- 2 Go online: Find the grant application and tons of supporting information under the "Grants" tab at www.teacherdrivenchange.org.
- 3 There's a matrix: Grant requests are evaluated by the IFT Grant Selection Committee, made up of four educators and an IFT support staff person. They use the IFT Strength-based Matrix as the lens to evaluate the proposals. See www.cta.org/iftmatrix for more information.
- 4 Local accountability: As part of the application process, local association presidents are asked to sign off indicating their willingness to have the local association serve as a fiscal agent on behalf of the grant recipient. This increases accountability and insures that the individual member incurs no tax liability.

YOUR CONTRIBUTIONS MAKE THESE GRANTS POSSIBLE

Since 2009, the CTA Institute for Teaching has utilized CTA members' voluntary dues contributions to fund strength-based, teacher-driven projects at schools all over California. To date, IFT has funded 90 grant projects totaling \$876,508.

New members are automatically enrolled in the default contribution of \$10 for the CTA Foundation and \$10 for CTA's advocacy efforts through a reverse dues checkoff created in 2008. Members may change their allocation or opt out. New members have 30 days from the date of enrollment; previously enrolled members have a window from Aug. 1 to Nov. 1. Find out more at www.cta.org/contribution.

Picture This!

CONGRATULATIONS to the winners in the CTA "Picture This" contest. Go to cta.org/picturethis to see all the photos and video from the winning entries.

1st



First Prize:

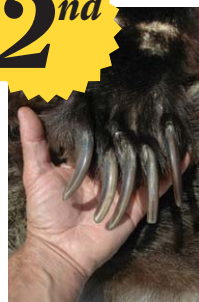
Fire and Ice: A geology tour of Iceland

ANNETTE DEBRUYN, Valley Center Teachers Association

My husband and I rode motorcycles 1,600 miles around the perimeter of Iceland, including the Westfjords and the Snaefellnes Peninsula. I made the video as a complement to a nonfiction story to tell students about the power of glaciers, the beauty of icebergs, and how you see deep down into the mid-Atlantic ridge, which is moving apart at 2.5 cm per year.

She wins \$250 in school supplies.

2nd



Second Prize:

See the country, take a road trip.

LARRY VOLPE

Franklin McKinley Education Association

Photos from my road trip from Spokane, Wash., to St. Louis, Mo., serve as a starting point to pique students' interest in American history. The trip builds my knowledge base of many aspects of our country and opens up a world of resources.

He wins \$150 in school supplies.

3rd



Third Prize:

U.S. history tour

ROBYN AND WILLIAM REINHART

United Teachers Los Angeles

We drove 6,600 miles across the United States. We created a mini civil rights tour as a learning adventure for our family and as inspiration for teaching in our respective classes. (He teaches AP Government, AP Economics and U.S. History; she teaches second grade.)

They win \$50 in school supplies.



Tiptoe Into Twitter

Twitter can be overwhelming.
So remember: Steady stream, dip in
and dip out. You can't catch all the
drips, nor should you try to.

BY TIFFANY HASKER (@THASKER)

● TWITTER IS THE MOST INTIMIDATING
of all the popular social media channels. Looking at it for the first time is like trying to decipher a foreign language. But once you learn its unique language of “tweets” and “hashtags,” the Twitter universe expands exponentially, and so will your comfort with it.

Twitter is where people go to find out about things that are happening or of interest right now.

Getting your feet wet

Twitter is not a traditional social network. It's not the same as Facebook, a com-

munity, or a place where everyone says something. Picture a constantly flowing stream of water. “Tweets” are the stream. As a user, you dip your toe in and out of the ongoing stream of tweets. You can’t expect to take it all in. Simply read a few tweets, contribute some of your own if you like, and then step out.

Most of the communication taking place on Twitter is public and viewable to everyone. Twitter gives us the opportunity to be the town crier for a few minutes. Sure, you could “protect” your tweets from public view, but that’s the not the point of Twitter. If you want to share information

privately (or as privately as the Internet allows), you're better off using Facebook. If you have information you want to share broadly, Twitter is the place.

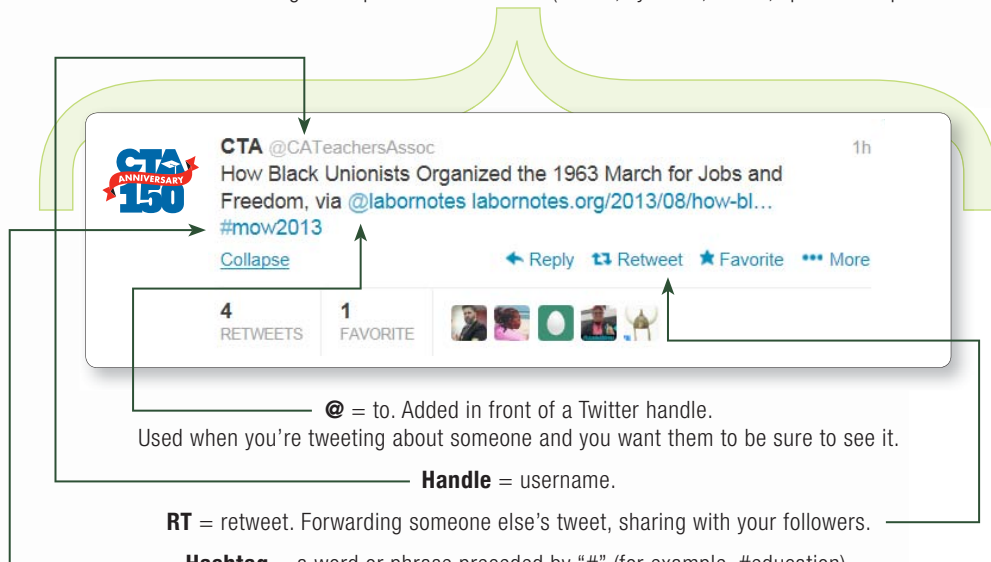
Ways to dive in

Follow interesting people — Following users who share your interests is a great place to start. You'll soon get the hang of dipping your toe in and out of the stream of tweets and benefit from the experience.

Start a conversation — Ask a question, comment on the news, reply to someone else's tweet.

TWITTER DEMYSTIFIED

Tweets = text-based messages of up to 140 characters (letters, symbols, words, spaces and punctuation).



Hashtag = a word or phrase preceded by “#” (for example, #education), used to group tweets on a topic. You can add a hashtag to any of your tweets, and get the bonus of broadening your tweet’s audience beyond your followers.

Follower = someone who has chosen to get your tweets in their “stream.” Twitter is not a two-way street. Just because you follow Ryan Gosling’s tweets does not mean that he will follow yours.

Provide information — Answer a question. Share an interesting article. “Live tweet” from a meeting or event. Take time to share your favorite resources by providing links to them, and be prepared to receive a steady stream of resources from others.

Visit chat groups — Chat groups are formed around a specific topic of interest, defined by a specific hashtag. To join the group, you simply type the hashtag into the search box, and follow the posts and contribute to the conversation by posting a tweet followed by the hashtag.

Benefits for educators

Professional development opportunities abound on Twitter because it is a place to build connections. Educators are using Twitter as part of their expanded Personal Learning Networks, or PLNs.

Can’t find one that interests you? Start your own hashtag to collaborate with colleagues and like-minded educators. You can have students create their own hashtag for a group research project, and share information through the common stream designated by their hashtag.

IDEAS FOR USING TWITTER IN THE CLASSROOM

Tweet as a historic figure

linky.com/8j

Collaborative writing

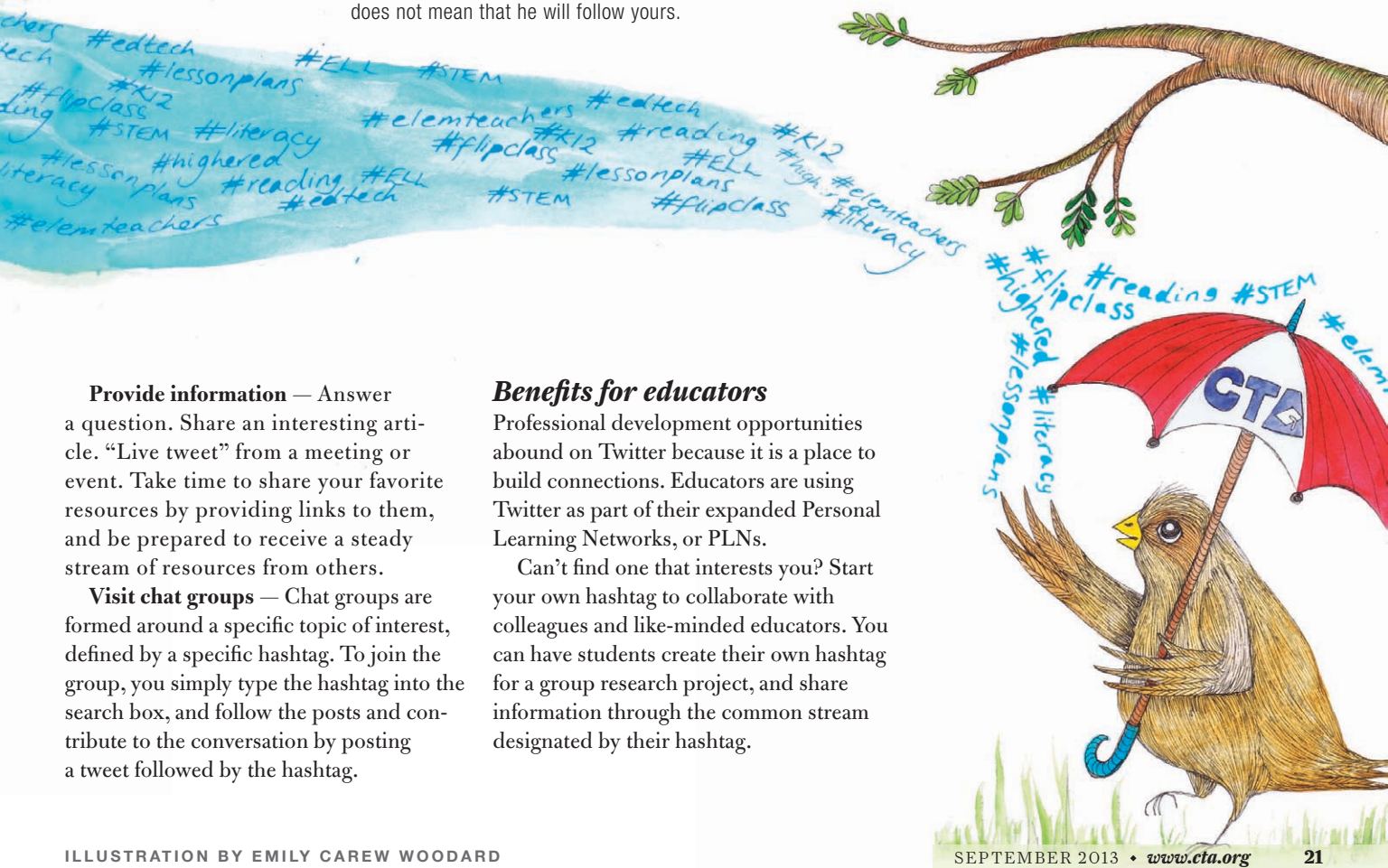
linky.com/8l

Interview the experts

linky.com/eYi

60 inspiring uses of Twitter in the classroom

linky.com/ePp



Educator-recommended Online Resources

WE ASKED! You answered! Here are educator-recommended online resources. Have more to share? Send the Web address, your name and why you like the resource to editor@cta.org.

and
a few of
our own!

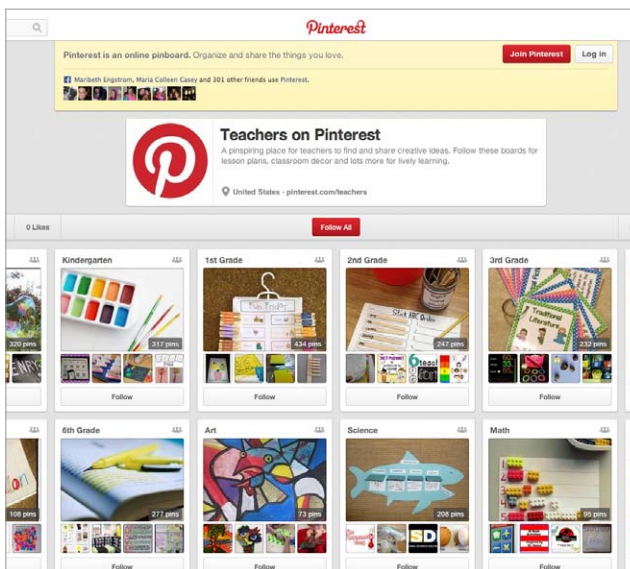
1

Pinterest.com/teachers

VERONICA MARQUEZ

United Teachers Los Angeles

This is a social network to find, organize, save and share interesting images and visual ideas.



2

Readwritethink.org

I'ASHA WARFIELD
Oakland Education Association

I tend to search and find resources all over the Internet from the numerous teachers who share their practice online.

[readwritethink](http://readwritethink.org)

3

Teacherspayteachers.com

GAYLE LARSON

Chico Unified Teachers Association

I like the already created items from teachers in the classroom, and there are great resources, many of them free.



4

NPR.org

SEBASTIEN PAUL DE CLERCK

Ventura Unified Education Association

I prefer sites that are geared to noneducational purposes over those created with classrooms and teachers in mind.



5

americanrhetoric.com

ROBERT PENROSE

Vacaville Teachers Association

If one is going to teach rhetoric, this site is invaluable — streaming vids, recordings, biographical information, it's all here in one stop.

6

math-drills.com

JULIE LITOFF

Cajon Valley Education Association

This site has free math worksheets for all levels. They are great for drills, warm ups, review, or homework.

7

cta.org/150

You can learn more about the history of your union here than you can on any other site.

8

cta.org/commoncore

Discover Common Core and Smarter Balanced basics, "getting organized" resources and specifics on Language Arts and math standards.

9

cta.org/mb

This site highlights the member benefits and services that can save you money throughout the year.

10

Last but not least: your one-stop CTA shop!

cta.org/membercenter

CTA's Member Engagement Center is where you can find the latest advice, tips, resources and benefits offered to you as a CTA member.

1. Creative Classrooms presents ideas and resources on encouraging creativity, classroom management and instructional issues.

2. Newer Teacher Tips meets the needs of newer educators, providing instructional resources and tips for professional development and growth.

3. Who Wants to Save Money? shares how to get some of your CTA dues money back. Find resources to meet your financial, personal and professional goals.

4. Educator Strategies gives cross-curricular and cross-discipline resources and strategies for all grade levels.



5. Teaching Techniques shares the nuts and bolts of specific teaching strategies — not just the data, but the how-to.

6. Family Fun From CTA is the place to get discounted tickets to Disneyland, Legoland, SeaWorld and other California entertainment venues.

7. Helpful Resources features topics ranging from member rights and discipline to legislative issues.

8. Bulletin Board Resources provides easy-to-print fliers for upcoming education and CTA events and Member Benefits updates.

9. Help from NEA is your national resource for all things education related, from lesson plans and classroom costs to what's happening in schools across the USA!

10. CTA's 2013 Membership Brochure can be found at this link.

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- Higher Education: GVSCA_WCA_ZZZ

Purchase online or in store by visiting:
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- sprint.com/californiahighereducation
- sprint.com/storelocator

Activ. Fee: \$36/line. Credit approval req. Early Termination Fee (sprint.com/etf): After 14 days, up to \$350/line. Individual-liable Discount: Available for eligible company or org. employees (ongoing verification). Discounts subject to change according to the company's agreement with Sprint and are available upon request for monthly svc charges on select plans. No discounts apply to second lines. Add-A-Phone lines or add-ons \$29.99 or less. IL Visa Prepaid Card Promotion: Offer expires 12/31/2013. IL only. Excludes tablets. Total active lines must increase to qualify. A canceled line on the same account will disqualify a new line. Subject to CL corporate gifting policy. Allow 10-12 weeks for delivery. Visa Prepaid Card: Cards are issued by Citibank, N.A. pursuant to a license from Visa U.S.A. Inc. and managed by Citi Prepaid Svcs. Cards will not have cash access and can be used everywhere Visa debit cards are accepted. Sprint Buyback: Offer ends 09/12/2013. Limit of 3 returned devices per active mobile number during one 12 month period. Phone must be deactivated and all personal data deleted before recycling. Device will not be returned. Credit varies depending on phone condition and valuation. Credit applied to store purchase or account within 3 months. Also available at sprintbuyback.com. Other Terms: Coverage not available everywhere. Nationwide Sprint Network reaches over 283 million people. Sprint 4G (WMAX) network reaches over 70 markets, on select devices. Sprint 4G LTE network reaches over 100 markets, on select devices. Visit sprint.com/coverage for info. Unless otherwise noted, Sprint 4G LTE devices will not operate on the Sprint 4G (WMAX) network. Sprint 4G (WMAX) devices will not operate on the Sprint 4G LTE network. Sprint 3G network reaches over 279 million people. Offers not available in all markets/retail locations or for all phones/networks. Pricing, offer terms, fees and features may vary for existing customers not eligible for upgrade. Other restrictions apply. See store or sprint.com for details. ©2013 Sprint. All rights reserved. Sprint and the logo are trademarks of Sprint. Android, Google, the Google logo and Google Play are trademarks of Google Inc. The HTC logo, and HTC One are the trademarks of HTC Corporation. LTE is a trademark of ETSI. Other marks are the property of their respective owners. N135362CA



California Reads

CTA's new reading program highlights teacher-recommended books for students of all ages.

BY TIFFANY HASKER

WE ALL KNOW that reading is the foundation of learning and needs to be highlighted more than just once a year to make a lasting impression. A study from the National Institute for Literacy found that a person who is not at least a moderately-skilled reader by the end of third grade is quite unlikely to graduate from high school.

Therefore, CTA's Read Across America committee is piloting a project, working closely with the California School Library Association, to expand our current day of reading celebration to a yearlong promotion of reading for all ages. Rather than just one day and just one book, "California Reads" will offer teacher-approved quarterly book recommendations for four age groups.

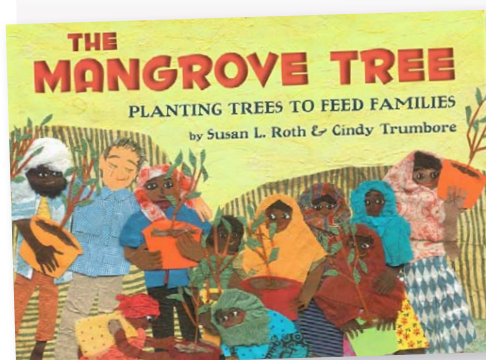
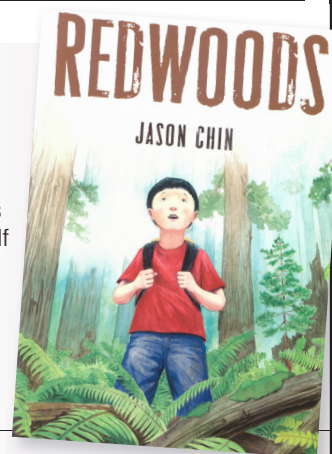
"We're so thrilled to be moving in this direction," says new Read Across America Committee Chair Michael Heyl. "Teachers and librarians are literacy experts, therefore it only seems natural to be reinventing Read Across America for California this way. The possibilities are endless for how teachers can use 'California Reads' in their classrooms and their communities."

Stay tuned for more from California Reads, including teacher-written book reviews, recommended class activities and highlights from local events.

Pre-K – Grade 2

Redwoods BY JASON CHIN

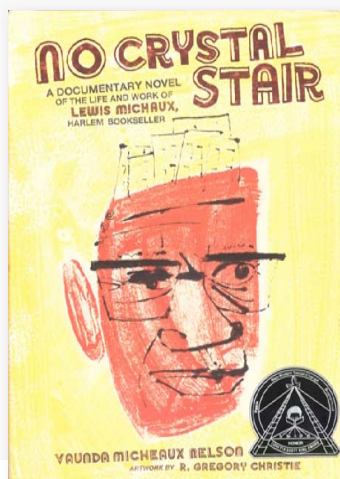
When a young boy riding the subway finds an abandoned book about redwoods; the book comes to life. Discovering that redwoods alive today first sprouted during the Roman Empire, he finds himself seated between two Roman citizens. And when emerging from the subway, he enters the forest he's been reading about. *Redwoods* is an artful mix of fantasy and nonfiction, meticulously researched, written and illustrated by Jason Chin.



Grades 3 – 5

The Mangrove Tree: Planting Trees to Feed Families BY SUSAN L. ROTH AND CINDY TRUMBORE

The Mangrove Tree invites readers to discover how Dr. Gordon Sato's mangrove tree-planting project transforms an impoverished African village into a self-sufficient community. This fascinating story is a celebration of creativity, hard work — and all those mangrove trees that were planted by the sea.

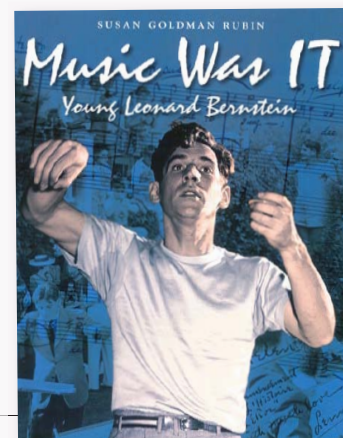


Grades 6 – 8

Music Was IT: Young Leonard Bernstein

BY SUSAN GOLDMAN RUBIN

Beginning with his childhood in Boston and ending with his triumphant conducting debut at Carnegie Hall with the New York Philharmonic when he was just 25, *Music Was IT* draws readers into the energetic, passionate, challenging, music-filled life of young Leonard Bernstein.




Grades 9 – 12

No Crystal Stair: A Documentary Novel of the Life and Work of Lewis Michaux, Harlem Bookseller BY VAUNDA MICHEAUX NELSON

In *No Crystal Stair*, Coretta Scott King Award-winning author Vaunda Micheaux Nelson combines meticulous research with a storyteller's flair to document the life and times of her great-uncle Lewis Michaux, an extraordinary literacy pioneer of the Civil Rights Era.

Perspectives

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



With support from the NEA and President Benjamin Harrison, **the Pledge of Allegiance was first recited in public schools on Oct. 12, 1892.** More than 120 years later **some students begin the day reciting the pledge. Some don't.** Should they?

READ OUR POINT/COUNTERPOINT ON PAGE 26 TO SEE WHAT MEMBERS DALE KENNEDY AND JOHN GREEN HAVE TO SAY.

That is the question!

To pledge or not to pledge

YES

"I pledge allegiance to the flag..."

My school day began this way for the past 26 years. While California law does not require the Pledge of Allegiance to be recited, it does require a daily patriotic observance. I am lucky to teach at a school that recites the pledge and sings a patriotic song each day.

I am the son of a Marine Corps officer, and since childhood have participated in various forms of patriotic expression. After high school, I proudly served in the U.S. Air Force. During this time I was fully aware that if events in the world dictated it, I might need to give my life for the freedoms enjoyed by all citizens of this country. This reinforced my patriotism and love of this great nation.

One of the core building blocks of a society is the observance of patriotic activities. I believe the custom of reciting the pledge by school children fosters a great appreciation for the foundational principles of this country in the hearts of our youngest citizens. One might say that the pledge is just a set of meaningless words for these students. I completely disagree. Students learn its meaning in the primary grades. To lose the Pledge of Allegiance from our school classrooms would chip away at the building blocks of our society.

While the Pledge of Allegiance has only a short 121-year history, it is a succinct statement that eloquently summarizes the values of this great nation. It focuses us on the ideals of freedom, liberty and justice for all. The Pledge of Allegiance must be recited daily in school classrooms in order to celebrate the United States of America. Otherwise our republic may not stand the pressures of time.

DALE KENNEDY

teaches eighth-graders at
Thomas Law Reed School in Reedley
Kings Canyon Education Association



In some schools students recite the pledge daily; in others rarely or never. California state law doesn't require recitation in schools, although 45 other states do. Should the Pledge of Allegiance be recited in school?



NO

I have two objections to reciting the Pledge of Allegiance every morning in our schools.

The first is the pledge's religious message. I believe God's role in the United States is a question of faith that's appropriate for parents to discuss with their children, but not for me to ask students to memorize by rote.

The second objection is the pledge's contribution to our education system's uncritical patriotism, beginning before children are even mature enough to comprehend the ideas of the pledge.

I believe firmly in the principles of liberty and equality (among others), but I'm not convinced that reciting this message daily actually brings these aspirational values to life or truly connects all Americans to one another across the boundaries of race, class and other divisions.

The idea of "one nation" seems pretty naive when Bill Gates and Michelle Rhee are conveniently pushing standardized tests and school privatization schemes as the panacea to our schools' shortcomings, instead of taking a hard swing at eliminating childhood poverty by raising the minimum wage to \$15 per hour so working parents can provide for their kids.

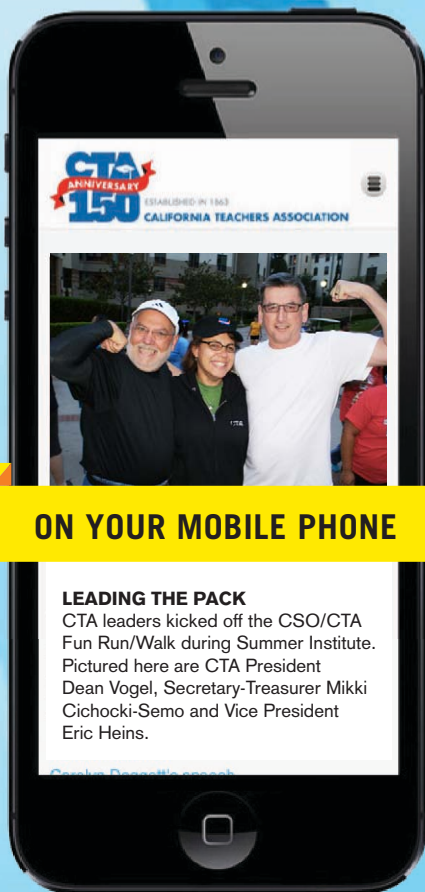
Educators who want to instill civic values and critical thinking in our youth would do far better to help students learn about what is (and what isn't) in the Bill of Rights, examine the impact and unfinished legacy of the civil rights movement, and encourage older students to volunteer at a food bank on a Saturday.

The Supreme Court wrote in its 1943 decision allowing individuals to opt out of reciting the pledge in school: "To believe that patriotism will not flourish if patriotic ceremonies are voluntary and spontaneous instead of a compulsory routine is to make an unflattering estimate of the appeal of our institutions to free minds."

JOHN GREEN

teaches modern world history at
Castro Valley High School
Castro Valley Teachers Association

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Gifted and Talented Education Certificate

UCSD Extension's Specialized Certificate in Gifted and Talented Education offers training for educators who want to teach and develop programs for gifted and talented students. The program meets training requirements for educators, counselors, psychologists, administrators, and others responsible for GATE (Gifted and Talented Education) program services.

The online program is designed for those new to gifted education and for experienced educators.

The GATE Certificate is:

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- Teaching English to Speakers of Other Languages (TESOL)
- Teaching Adult Learners
- Teaching Online
- Professional Development/Salary Point Coursework

For More Information

Please contact Morgan Appel, Director of Education at:
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extension.ucsd.edu/education

FUN FACTS ABOUT LYNETTE


She used to be a beekeeper.

Her first major at Berkeley was Slavic Languages.

She taught at the University of Nairobi in Kenya for two years.

Meet CCA President Lynette Nyaggah

BY DINA MARTIN

 **HAILING FROM A FAMILY** of teachers and union supporters — her grandmother was a teacher in Oakland, and her late father was a math instructor until he was 85, first in high school and then at the College of San Mateo — Lynette Nyaggah taught everything from bilingual kindergarten in Long Beach to English composition at CSU Fullerton to ESL and linguistics courses at Rio Hondo College, where she has taught since 1987. In June, after holding several other offices, Nyaggah became the 29th president of the Community College Association, CTA's community college affiliate.



Three Questions for Lynette

1

You are a professor of linguistics. Will you find it useful as CCA president?

Linguistics is an interesting combination of science and creativity. I think linguistics is a different way of thinking, where you try to see patterns in language; and if you see the patterns in language, you can look around and see patterns in behavior. It's helpful in figuring out a way to work with people, rather than imposing your way of thinking over someone else.

2

Your father passed away this year, and then your husband, Mougo, a history professor at CSU Fullerton, died unexpectedly a few weeks later. But you didn't withdraw from your campaign.

Losing my father was a shock, but it was somewhat expected because he had been in decline. Losing my husband was a terrible blow. He had been in good health, and it was so sudden. I remember going to State Council a week later — people showed me such kindness. It felt I was with family. My husband's death did slow me down, but it did not stop me. I am determined to go forward. Because the goal didn't go away.

3

What are your goals as CCA president?

We are expecting thousands of baby boomers to retire in the next few years, so we have to reach out to a new generation of faculty and find ways to make involvement in the union more accessible to them. It's a concern for our younger faculty who have families or young children. I don't want to demand so much from our leaders that they don't have time for the rest of their lives. As a union, we must find ways to make ourselves more visible in the community and connect to our communities. That's what's great about community colleges, because we are already in the community.

Larry Ferlazzo

Shares motivational secrets

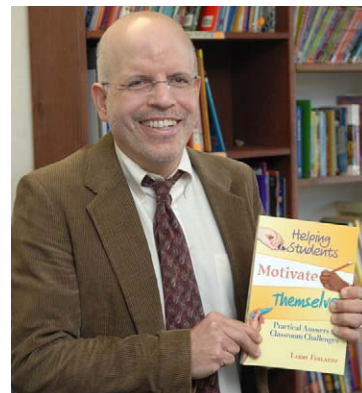
BY SHERRY POSNICK-GOODWIN

ARE YOUR STUDENTS really motivated? One way to tell is to step outside your room for a minute. If students are on task when you return, they are motivated. If chaos has erupted, they are not, says Larry Ferlazzo.

The Luther Burbank High School English and social studies teacher is the author of *Self-Driven Learning: Teaching Strategies*

for *Student Motivation*, published in March, a sequel to *Helping Students Motivate Themselves: Practical Answers to Classroom Challenges* (Eye on Education Publishing).

As a new school year begins, this Sacramento City Teachers Association member shares some tips so that CTA members can help students discover their inner drive.



A Conversation with Larry

Can teachers motivate students?

Not really. We've all had passionate speakers get us energized to do something, and after they're gone, we fall back into what we used to do. It's the same in the classroom. Instead of motivating students, we can figure out strategies to help students motivate themselves. Some students have that inner spark already because they've had role models. Others need help.

What's the key?

Learn their goals and dreams and hopes for the future. Where do they want to be eventually? When we connect what they're doing in the classroom to what they want to achieve, students see school as the vehicle to achieve their goals. Let's say I have a student whose goal is to be an ultimate fighter. We discuss how he will need self-control when he goes into the ring, and one way to develop self-control is to show it in the classroom. By steering students toward developing self-control and perseverance, higher academic performance follows.

How do relationships make a difference?

A perfect example is a ninth-grader who faced many challenges and did very little work in class. Because I knew he was a football fan, I asked him to write a persuasive essay about why the 49ers were the best team in the NFL. He followed appropriate forms, models and style, and after he was

done, he asked if he could write another essay about basketball to make up work he hadn't done before. His mother cried because he had never written an essay before. If I hadn't known that he was a sports fan, I wouldn't have known what he would like to write about. It's important for teachers to help students feel they have some degree of power through choice. Teachers can do that by listening and working hard to develop relationships.

Is there pressure to succeed?

A challenge for teachers is helping students understand the difference between "learning goals" and "performance goals." A learning goal may be to read a challenging book to learn something new; a performance goal is focusing on doing something to get an A. Students who focus on learning goals lean toward higher academic performance in the long term.

Intrinsic vs. extrinsic?

Research shows you might get people to do things in the short term through awards and consequences, but over the long term these things don't encourage higher-order thinking skills or creativity. Obviously, we all use extrinsic motivation now and then, such as rewards, grades and consequences. The key is leaning more toward the intrinsic, or helping students motivate themselves. To do that, I give lots of life skill lessons about self-control and future rewards. I tell them about the famous "Marshmallow Experiment."

The Marshmallow Experiment?

Years ago, a researcher put young people in a room with one marshmallow and told them if they didn't eat the marshmallow within 15 minutes, they would receive two. A third of the children showed self-control and got two marshmallows. Researchers followed these children and found, over 40 years, they had higher SAT scores, higher income and more positive outcomes across the board. It's important to give short lessons about why it is important to have goals and self-control and not eat the marshmallow. Perseverance, grit and the ability to stick with something you don't like are much more accurate indicators of success than getting good grades. I help my students see that. We look at successful role models like Michael Jordan and Barack Obama. It's more effective than threatening students with negative consequences, such as, "If you don't do this work I'm going to fail you."

What else can teachers do?

Teachers need to ask themselves an important question: Would they want to be a student in their own classroom? Students want a teacher who cares about them and works hard. It's not easy. Do I use extrinsic motivation sometimes? Of course I do. Do I lose my temper sometimes? Of course I do. I'm human; we are all human. But if we really want students to motivate themselves, there are many things we can do differently to help them succeed.

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MB1013-SEV-AD-CTA

Advocacy

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



There is great news in student achievement, especially in California's disadvantaged classrooms, thanks to school improvements planted by the CTA-sponsored Quality Education Investment Act of 2006.

IN SACRAMENTO, HARMON JOHNSON ELEMENTARY TEACHER **BROOKE SEALE** SHARES A "HIGH FIVE" MOMENT WITH A STUDENT IN THE COMPUTER LAB. THE SCHOOL USED PART OF ITS QEIA FUNDING FROM THE STATE TO PURCHASE THE COMPUTERS, WHICH LOCAL PARENTS ALSO USE. TURN THE PAGE TO READ MORE ABOUT THIS AND OTHER QEIA SCHOOLS.

Harmon Johnson
Elementary in
Sacramento is just
one of the many
schools benefiting
from CTA's
Quality Education
Investment
Act, which has
brought greater
achievement,
more collaboration
and shared best
practices.



Cultivating Student Success

CTA's QEIA program is engaging parents, increasing teacher collaboration, transforming the learning culture, and giving at-risk students a fighting chance.

STORY BY MIKE MYSLINSKI

♥ **PUBLIC SCHOOLS REAP** what they sow in education reform. The good news is, something special has taken root in California's disadvantaged classrooms. The school improvements planted by the CTA-sponsored Quality Education Investment Act (QEIA) of 2006 are producing academic success stories featuring students of greatest need.

This teacher-driven school improvement effort is the largest school turnaround project of its kind in the nation — and it's making a lasting difference despite deep cuts to education in recent years.

"With QEIA, we are finding new and effective ways to help our vulnerable students and to discover practices that all teachers can learn from," CTA President Dean Vogel says. "New research shows that these proven reforms are leading to positive impacts in achievement, school reputation, school climate and parent engagement. This is exciting to see."

QEIA is getting noticed, too. Last year, the program received international acclaim in a book, *The Global Fourth Way*, by education researchers Andy Hargreaves and Dennis Shirley. It was showcased as *the* U.S.-based reform program to watch.

While raising test scores is not the primary purpose of this reform program, the Academic Performance Index (API) scores for many QEIA schools now exceed the state's goal of 800 set for all public schools. The academic gains made and best practices discovered are at targeted schools where students are overwhelmingly from low-income minority families, and many are English learners.

Some 400 schools remain in the program today after many failed to meet strict benchmarks along the way. The eight-year program ends June 30, 2015.

Here are three schools where QEIA is making a significant difference.

Award-winning school inspires parental involvement in Sacramento



QEIA SCHOOL: Harmon Johnson Elementary

DISTRICT: Twin Rivers Unified

SUCCESS FACTOR: Parental involvement

API SCORE IN 2013: 772

STUDENT DEMOGRAPHICS: 582 students; 70 percent Hispanic, 10 percent Asian/Pacific Islander, 9 percent African American; 98 percent qualify for free or reduced-price lunches; 69 percent are English learners.

“The investment we are making with the parents will continue to pay off once QEIA funding stops. Once you grow these parent connections, they keep going,” says student learning coach Marc Moorehead, whose position is funded by QEIA.

What’s working: Harmon Johnson educators meet with parents the first Friday of every month at a forum to hear their priorities and stay connected. Parents use two QEIA-funded computer labs. Parents serve as bilingual instructors in parenting classes for adults, and take nutrition and cooking classes on campus. They even do some cafeteria tasks. Teachers designed a program called “What I Need” or WIN to help students achieve, and test scores jumped. Students take a weekly exam, and if they don’t pass, they get tutoring about specific state standards after school from their teachers, paid for with QEIA funds.

They’re proud: Parent volunteering soared. Located in a high-poverty neighborhood plagued by drug crime, Harmon Johnson is a safe haven and a community hub where parents can take classes at night and feel part of the team. Principal David Nevarez notes the school is one of only three in the U.S. to receive a National Award for Excellence this year from the respected Coalition for Community Schools in Washington, D.C. “Our kids and parents take ownership of what’s happening in this school. We’ve created a school that reaches beyond the school walls and into the community.”

Photo by Roman Rykun

State Honors Title I School Achievement in Chula Vista

QEIA SCHOOL: Lauderbach Elementary

DISTRICT: Chula Vista Elementary School District

SUCCESS FACTOR: Teacher collaboration

API SCORE IN 2013: 845

STUDENT DEMOGRAPHICS: 817 students; 89 percent Hispanic; about 80 percent qualify for free or reduced-price lunches; 70 percent are English learners.



“QEIA funding makes it possible for our teachers to have time to plan, collaborate and analyze students’ work,” says literacy coach Evette Ramirez, whose position is funded by QEIA.

What’s working: Teachers spend hours every week in brainstorming sessions assessing student data, planning lessons together, or watching one another teach and giving feedback. Ramirez, pictured above left, helps model lessons for colleagues and promotes quality professional development. She appreciates smaller class sizes, and says the collaboration QEIA allows by funding substitute teachers to free up colleagues is vital. “It’s been very powerful for us.”

They’re proud: Lauderbach Elementary is one of 56 California public schools to earn a Title I Academic Achievement Award earlier this year from the California Department of Education. To win, schools must double the achievement targets set for them for two consecutive years.

Photo by Anthony Millican

THE GROWTH of QEIA

1988

California voters approve Prop. 98, which guarantees a minimum amount of state and property tax revenue for K-14 education each year.

2004

The state suspends Prop. 98, resulting in a loss of \$3.2 billion to schools.

2005

CTA and the superintendent of public instruction sue Governor Schwarzenegger in August 2005 when he refuses to repay the money.

2006

The governor settles the lawsuit with CTA. QEIA is the result of the settlement and is signed into law (SB 1133).

2007

The program begins. About 500 low-performing schools are targeted to receive nearly \$3 billion over eight years.

2010

CTA holds a symposium in Sacramento to unveil the QEIA progress report “Lessons From the Classroom.”

2012

QEIA is the only U.S. school turnaround program hailed in *The Global Fourth Way*, a book on top school reform programs in six countries.

2013

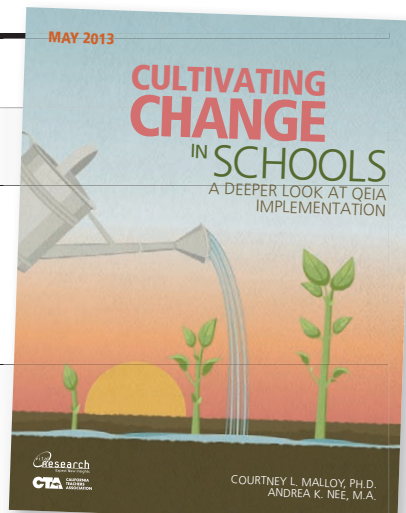
CTA unveils the first of five independent research reports that will look at QEIA innovations and lessons for all educators.

QEIA Success: Cultivating School Change

Researcher Courtney Malloy explains how this program is working

INTERVIEWED BY MIKE MYSLINSKI

All educators can learn from new classroom practices discovered thanks to the QEIA. An independent firm, Vital Research of Los Angeles, analyzed 34 QEIA-supported schools over a three-year period for a new report, “Cultivating Change in Schools: A Deeper Look at QEIA Implementation.” We met with lead researcher Courtney Malloy to talk about the report.



The full report is available at www.cta.org/qeia.

What was the purpose of your research?

Our focus was to take an in-depth look at the implementation of QEIA to learn more about how schools chose to implement this unique reform. We sought to find out more about what strategies were perceived to be the most effective and why.

How were school structures changed by QEIA reforms?

Schools worked to hire new staff and teachers that were especially suited to their unique needs. Additional high-quality staff members were considered by many QEIA stakeholders to be one of the most important factors to school success.

New structures for teacher collaboration — specialized teams, scheduled time during the school day, specific goals and expectations — were often implemented to support data use and the alignment of instruction across and within grades. Other strategies of schools included implementing new curricula, student interventions, instructional frameworks, parent programs, and enrichment programs.

What were the key lessons about smaller class sizes mandated by QEIA across grades K-12?

As part of our research, we talked with teachers in 34 schools about their experiences with class size reduction and the effects they observed on their work and classrooms. Our findings suggest that class size reduction leads to two levels of perceived impacts.

Level I impacts happened as a simple result of class size reduction. We commonly heard that with fewer students in the room, teachers simply had an easier time managing student behavior. And because there were fewer students in each class, students experienced a less chaotic learning environment, resulting in more student engagement.

Moreover, teachers had more instructional time, and their workload generally decreased, leading to increased morale.

Level II impacts occurred when teachers capitalized on the better learning environment, additional instructional time, and decreased workload to try something new and build stronger relationships with students. Teachers reported an increase in small group instruction, independent work and dyad instruction. Teachers also experimented

more with project-based learning and with student-led lessons because they had the time and the environment to support the innovation

What did your research show about the benefits from collaboration among QEIA school teachers?

We learned that collaboration was particularly beneficial when it began with certain prerequisites — commitment, willingness, trust, respect, leadership — and was supported by a specific purpose and clear expectations, well-defined teams, scheduled time, and a dedicated leader to help keep everyone on track. When these prerequisites were combined with the right supportive structures, collaboration really took off.

How has QEIA improved California's public schools?

An examination of the API scores of QEIA schools remaining in the program reveals that schools, on average, made significant gains in API. Those gains were greatest for elementary schools. Through QEIA, many stakeholders also witnessed an improvement in morale, greater sense of community and teamwork, and deeper personal relationships with students due to reduced class sizes. Stakeholders in some schools witnessed increasing parent participation due to the implementation of new parent initiatives.



Courtney L. Malloy, Ph.D.



High school transforms learning culture in Bakersfield

QEIA SCHOOL: West High School

DISTRICT: Kern High School District

SUCCESS FACTORS: Schedules and incentives

API SCORE IN 2013: 746

STUDENT DEMOGRAPHICS: 2,200 students; 62 percent Hispanic, 18 percent white, 15 percent African American; about 60 percent qualify for free or reduced-price lunches; 6 percent English learners.

“We have changed our school culture. Students want to succeed. It used to be not cool to be smart, but now it is cool,” says Trent Combs, business teacher, site rep, and site council chair, pictured above left with Principal Dean McGee.

What’s working: West High teachers in Bakersfield noted students were not showing up for remedial or intervention work during lunch or after school. Now this is mandatory during the school day, an idea borrowed from a QEIA professional development training. Two periods were extended from 50 to 85 minutes every Tuesday, Wednesday and Thursday, to help students catch up. Remaining periods were shortened. Teachers can “do intervention work, reteaching or labs,” says Combs. “Students who are not behind get enrichment instruction.” Another program, “Think Gold,” rewards students who stay on track with an extra five minutes of lunch time, social events, T-shirts, and a chance to be named to the campus academic “Hall of Fame.” These incentives are based on standardized test results, so the tests become more important to students. “The extra five minutes of lunch really motivates the kids, and it costs us nothing,” says Combs.

They’re proud: The school culture changed, thanks to the strong support of Principal Dean McGee. Discipline problems and suspensions declined sharply. The graduation rate of nearly 84 percent in 2011-12 was higher than the district and state rates. Smaller class sizes and more resources also made a difference. “QEIA allows us to do all these things sooner,” Combs says. “It shows what you can accomplish with all of these resources.”

★ READ MORE SCHOOL PROFILES

at cta.org/qeiasuccess.

Learn about the power of good professional development at Marilyn Avenue School in Livermore. Plus, see how the Francisco Sepulveda Middle School in Los Angeles is benefitting from smaller class sizes.

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School Funding Just Got Local

Prop. 30 and new state budget bring historic change to school funding.

BY FRANK WELLS



♥ **AS SCHOOL DOORS** open, CTA members and California school districts find themselves working under a very different school funding plan. Gov. Jerry Brown's Local Control Funding Formula (LCFF), approved in the adopted 2013-14 state budget, is the largest school funding shift in California history, dramatically changing the way revenue to school districts is calculated and the degree of autonomy local school districts have over those funds.

Using new revenues generated by CTA-backed Proposition 30, Gov. Brown and legislative leaders reached a budget agreement that, for the first time in six years, doesn't cut funding for schools and colleges. In fact, the LCFF adds \$2.1 billion for the 2013-14 school year, and when fully implemented at the end of eight years the LCFF will increase California's education spending by more than \$25 billion. Included in the budget is \$1.2 billion for the implementation of Common Core State Standards, which will dramatically impact teaching for years to come.

"The Local Control Funding Formula is a validation of what we've always known," says CTA President Dean E. Vogel. "It takes additional resources to educate English learners and economically disadvantaged students."

The philosophy behind the new funding mechanism reflects values CTA has long championed — that struggling schools and students need additional resources. CTA's own successful reform

"Equal treatment for children in unequal situations is not justice," says Gov. Jerry Brown, shown here signing the state budget containing the Local Control Funding Formula. Brown's reasoning behind his new funding formula is to provide school districts with supplemental funding to cope with the "real-world problems they face."

program, the Quality Education Investment Act (QEIA), has been proof that allocating extra funding to the schools that need it most makes a real difference (see page 32).

CTA was a major presence during budget negotiations where the details of the new formula were formalized. CTA's newly appointed executive director, Joe Nuñez, oversaw CTA's Governmental Relations efforts throughout the state budget adoption process. "For years we've wanted to see school funding better address the needs of disadvantaged students and allow local decision makers, including teachers, more control over how funds are used," he says. "We were cautiously optimistic when the concept was proposed in January, but it was important to make sure lawmakers got the details right."

Passage of Proposition 30 last fall and a gradually recovering economy generated the revenues needed for the funding shift. Replacing complicated formulas that date back to the 1970s, the new plan does away with most categorical funding. School dis-

Simplifying school funding

We spoke with Ana Matosantos, the director of the California Department of Finance. Here are her answers to your questions.

Why the shift to local control budgeting?

Over the past 40 years, California's school finance system became complex and costly to administer, and created an inequitable funding structure. Recognizing that districts throughout the state have unique needs, the Local Control Funding Formula strengthens the ability of local control communities to ensure their students can be successful.

What does this landmark shift in school funding mean for California's students and educators?

The historic shift to the Local Control Funding Formula ensures that our educational system supports equal opportunity for all California students. While districts across the state will see their funding increase under the formula, those districts serving students with the great-

tracts will instead receive grants based on enrollment, with amounts increasing by grade level spans. Additional supplemental and concentration grants for English learners and low-income students could boost spending per eligible pupil by up to 70 percent.

Responding to concerns voiced by members, CTA was able to get the base grant amount increased so no district would receive less than last year, and ensured that over time districts would be made whole compared to pre-recession funding levels. A major victory for CTA members was the elimination of proposed county office oversight that would have severely curtailed the influence of local educators on how the new funds are used. Instead, districts will adopt Local Control Accountability Plans (LCAPs) based on templates to be developed by the State Board of Education.

The infusion of new money and the elimination of most categorical restrictions historically tied to much of school funding mean CTA members now have the opportunity to make their voice count as districts determine how best to use funds and restore programs that have been lost over the last several years. CTA is advising local chapters to use their consultation and bargaining rights to guide the best use of the new funds.

How does LCFF work?

CONCENTRATION GRANT

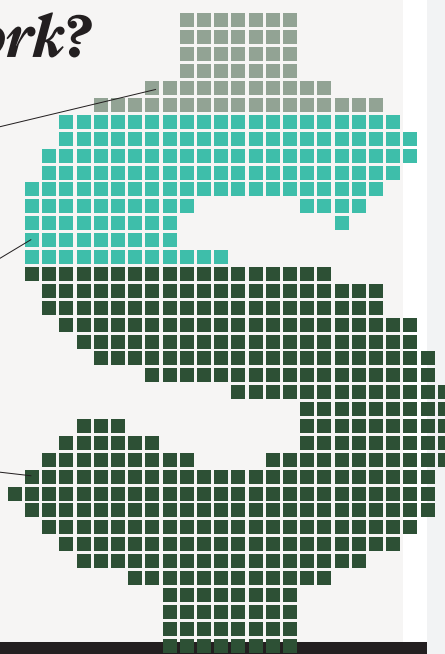
Districts with more than 55 percent English learner, low-income, and foster youth receive additional money.

SUPPLEMENTAL GRANT

Districts receive additional money for English learner, low-income, and foster youth.

BASE GRANT

Districts receive base level student funding, with amounts gradually increasing for students enrolled in grades K-3, 4-6, 7-8, and 9-12.



est needs — low-income students, English learners, and foster youth — will benefit from the largest increases. Simplifying the school funding formula and enhancing local control allows those closest to our students to decide how to best invest resources to support student success.

At the end of the day, what do you hope will be the most significant accomplishment of the LCFF?

The Local Control Funding Formula's goal is an ambitious one, a critical goal for the future of our state — to ensure all students in California have the opportunity to succeed.

Here's how the LCFF impacts your school district.

- No school district will receive less money this year than last year. Most will receive more.
- Districts receive base per-pupil funding, with amounts gradually increasing for students enrolled in grades K-3, 4-6, 7-8, and 9-12.
- Supplemental and concentration funding does not follow the student; it follows the school district.
- The budget includes \$1.2 billion to assist in implementation of the new Common Core State Standards. That money can be used for professional development, instructional materials, and integration of standards through technology.
- Supplemental and concentration funding for low-income students and English learners will generate significant additional funding per pupil.
- Most categorical funding for programs is eliminated. It will be up to local school districts to allocate funds to programs that best meet the needs of students traditionally served by those programs.
- Under the LCFF class size reduction (CSR) funding formula, districts that show progress in achieving a 24:1 ratio in K-3 classrooms receive funding. After eight years, districts must have collectively bargained CSR language in place to receive funding.
- Charter schools will face new accountability and require consultation with teachers and parents over annual updates to the charter plan. They will also be funded under the LCFF, with concentration grant funding tied to the district in which they reside.
- Community colleges will receive a 1.57 percent COLA this year, enrollment growth funding, \$88 million to augment categorical programs, and deferral payments for money owed from previous years. The CSU and UC systems will each get a 5 percent funding increase.

Alview-Dairyland teachers now bargain from a place of strength

BY DINA MARTIN

♥ **THE 17 MEMBERS** of Alview-Dairyland Teachers Association in Chowchilla proved to be a scrappy bunch when they united to settle their contract.

During 11 months of negotiations, the association obtained an agreement and won an unfair labor practice charge against the district, forcing the superintendent to leave her job, and galvanizing parent and community support.

The settlement was achieved following a tumultuous year in which the district proposed to cut student sports, the GATE program, student council, the yearbook, a pentathlon, and speech and essay competitions, all in addition to capping teachers' health insurance costs.

"This was really hard to take," says Christine Cook, negotiations chair. "We have some of the highest test scores in Madera County, but we are at the bottom of the pay scale compared to other districts. Our district maintained a reserve of 38 to 40 percent!"

Plus, two teachers were handed their pink slips during their duty-free lunch period in front of their colleagues — an uncomfortable situation all around.

Frustrated with the lack of communication and inappropriate conduct exhibited, teachers filed an unfair labor practice charging bad faith bargaining. The case was settled when the superinten-



(Left to right) Alview-Dairyland Teachers Association President **Jennifer Paine**, Bargaining Chair **Christine Cook** and active members **Patricia Robbins** and **Ron Martin** are all smiles after reaching a contract settlement.

dent wrote a letter apologizing for her behavior and promised to participate in training on bargaining. Since then, the superintendent resigned and is back in the classroom.

Shortly after, the chapter reached a contract settlement that prevented concessions and provided \$800 off the salary schedule to cover insurance costs.

Through this, they learned to stand up for one another, says Cook. "We learned getting parents involved positively impacts teachers, and teachers wearing stickers and being willing to speak up at a board meeting sends a strong message to our school board and our administration."

Chapter president Jennifer Paine agreed. "It's already made us stronger, and now we're starting from a place of strength as we begin bargaining a successor contract."

San Diego teachers get BTSA fees refunded

BY BILL GUY

♥ **IN A BIG WIN** for hundreds of San Diego Education Association members, the San Diego Unified School District must repay all impacted teachers their Beginning Teacher Support and Assessment (BTSA) fees in full, totaling more than \$400,000 in payouts. The settlement requires that the BTSA program continue, with no fees attached. Before implementing any changes, the district must provide SDEA notice in advance and must honor SDEA's legal right to bargain future changes to the program.

The district notified no one of the decision to charge fees for the previously free program. It was teacher members who notified SDEA leaders, who realized the district violated the law.

"I hope this will help inspire other new union members to be informed, ask questions and get involved, because that is how our union gets even stronger and more effective," says SDEA President Bill Freeman.

The settlement resolves an unfair labor practice charge SDEA filed with the Public Employment Relations Board over the district's decision to start charging new teachers for the BTSA program. The district implemented the new fees without first notifying the association or honoring the association's right to bargain such changes.

Since then, the district "noticed" its intent to charge BTSA participants for 2013-14, in violation of the settlement agreement. Members mobilized, speaking at a June board meeting and contacting the superintendent, and pressured the district to continue fully funding BTSA for CTA members.



Go Online

cta.org/bargainingupdates

Brentwood Teachers Association is seeking its first-ever contract as a CTA affiliate.

Oakland, Alford, Moreno Valley, Stockton, Auburn and Placerville contract gains include student days and salary hikes.

These stories and more!

Districts granted NCLB waivers without teacher input

♥ **IN THE FIRST** action of its kind, the Obama administration granted No Child Left Behind (NCLB) waivers to eight California districts, allowing them to set up their own accountability system and to police themselves through their own board of directors.

The eight districts (Fresno Unified, Long Beach Unified, Los Angeles Unified, Oakland Unified, Sacramento City Unified, San Francisco Unified, Sanger Unified, and Santa Ana Unified), serving 1 million students, joined a consortium called the California Office to Reform Education (CORE). In taking this action, the U.S. Department of Education recognized a new educational legal entity, outside of the state's systems of districts. As a separate, eligible legal entity, CORE could apply for the waiver on its own behalf.

Until now, states have been the only entities to receive the "No Child Left Behind" waivers announced by President Barack Obama in 2011. There were strings attached, such as implementing teacher evaluation systems linked to student test scores. In exchange, states were relieved of key requirements of NCLB, such as that schools bring all students to proficiency in reading and math by the end of the 2013-14 school year.

All schools certainly deserve relief from the unreasonable one-size-fits-all requirements and sanctions of NCLB, but from a statewide perspective, CTA has two major concerns with these NCLB waivers.

- Educators were excluded from the process.
- School districts can operate outside the accountability of the California Department of Education.

"Excluding educators and their unions from the entire process is simply not how you go about transforming public schools," says CTA President Dean E. Vogel.

"You don't deliberately exclude the people who are working with students every day and then as an afterthought say, 'Hey teachers, attend a meeting so we can explain the plan to you.' That approach tells educators their input isn't important or needed, and that is certainly not how you bring people together to do what's best for students."

CTA was supposedly appointed to some "pseudo oversight committee," Vogel adds, "but no one asked us about it or even told us we were in the proposal. It's just really disappointing that the U.S. Secretary of Education plays this loose with children's future, and it shows that his rhetoric about the importance of involving teachers in education decisions is just that, rhetoric."

"It's really a slap in the face to not be consulted and to not be part of such a dramatic change," says Sacramento City Teachers Association President Nikki Milevsky. She notes that Common Core implementation and the state's new accountability rules tied to changes in the student funding formula are already having major implications for teachers.

"Those are huge changes that can create a lot of good for students," she says, "yet now we're going to be distracted by chasing flexibility for money that's already there."

The CORE districts no longer have to:

- Provide tutoring and transportation for school choice as required under NCLB.
- Use prescribed interventions for persistently low-performing schools, such as school "restructuring."
- Adhere to a goal of 100 percent proficiency in math and reading by the end of the 2013-14 school year.

The CORE districts committed to:

- Adopt new educator evaluation guidelines (based in part on student growth) by Dec. 1, pilot the new systems in the 2014-15 school year, and implement them the following year.
- Create a school grading system based 60 percent on academic factors such as test scores and graduation rates, 20 percent on social-emotional factors such as the absentee rate, and 20 percent on culture and climate factors such as student and parent surveys.
- Implement fully the new Common Core State Standards in the 2013-14 school year.

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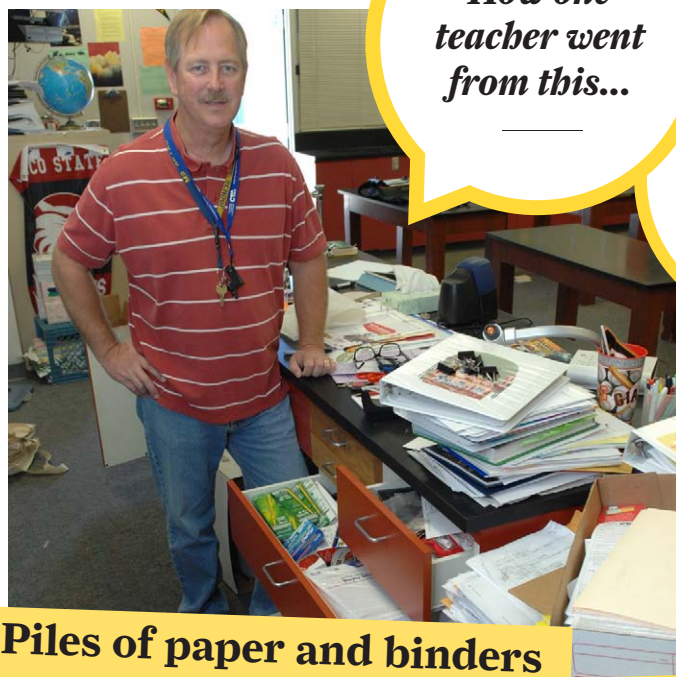
Don't Agonize. *Organize...* YOURSELF

BY SHERRY POSNICK-GOODWIN

...and your shelf!

*How one
teacher went
from this...*

*...to this with
help from a
fellow member*



**Piles of paper and binders
FORM A BARRICADE**

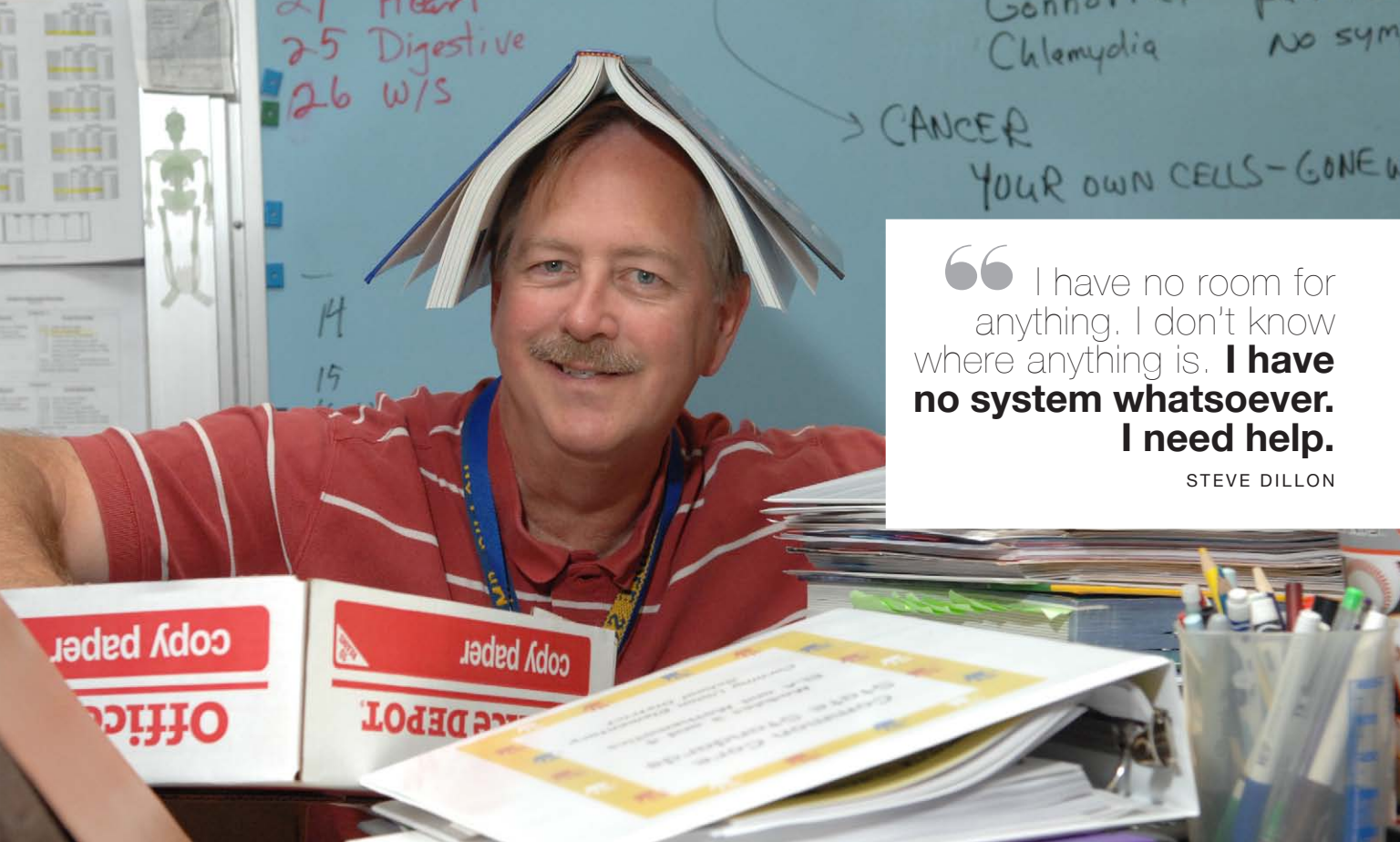
on Steve Dillon's desk.



H

e ran out of surface space, so he shoves miscellaneous stuff into storage boxes and crams the boxes under his desk. A garbage can is seldom used because he hates throwing things away.

"I have no room for anything. I don't know where anything is," admits the Maywood Middle School seventh-grade teacher. "I have no system whatsoever. I need help."



“ I have no room for anything. I don't know where anything is. **I have no system whatsoever. I need help.** ”

STEVE DILLON

Opposite and above: **Steve Dillon** was literally getting buried under years of paper and “stuff” because he’s not quite sure how to organize it. “I put things into piles on my desk and they live there. When the piles get too high, I put things in boxes underneath the desks. I’ve got plenty of space, I’m just not using it very well.” The good news: After six hours of intensive reorganizing and downsizing, everything has a place and you can actually see the top of his desk.

His storage closet is packed with supplies — including a bucket of cow’s eyeballs — and there’s a skeleton, literally, in his closet. Dillon fears he could be featured on TV’s “Hoarding: Buried Alive.”

How did it happen?

Like many CTA members, Dillon accumulates paperwork from his principal, the district office and staff trainings. When teachers retire, he grabs supplies they leave behind. There are “unclaimed” items taken from students as well as student gifts. Being president of the Corning Elementary Teachers Association (Tehama County) and Shasta Cascade Service Center Council chair brings more paperwork. And with lessons to plan and a family at home, it’s tough finding time to stay organized — even though Dillon sometimes spends hours trying to find things.

It’s a hazard of the profession, says Tammy Duggan, author of *The Uncluttered Teacher*. She calls Dillon’s situation “typical.” Teachers hold on to stuff, she says, because curriculum is constantly changing, and they think they may need it again one day.

Duggan is a second-grade teacher at Sierra Avenue Elementary School in Thermalito, Butte County, and a Thermalito Teachers Association member. She also owns a personal organizing business.

We asked her to give Dillon some help. Armed with garbage bags, storage bins from the Dollar Tree Store, and plenty of can-do spirit, Duggan marches into Dillon’s classroom for a mini-makeover.

“We’ll start small,” says Duggan. “Just getting started can be overwhelming, so starting small is key.” On a scale of 1 to 10, she calls Dillon an 8 in terms of clutter.

Uncluttering Steve Dillon

“Are you ready to let go?” asks Duggan.

“Yes,” says Dillon, he’s psychologically prepared to depart with items. But he’s nervous at the prospect of a stranger helping him go through his belongings, which is normal, says Duggan.

Being psychologically ready is a big step, she tells him, congratulating him on his willingness to change.

She asks him what he would like to accomplish as his main objective.

“I want to be more organized and have a system I can maintain,” says Dillon, who wants to concentrate on his desk area.

KEEP READING TO LEARN HOW TO DECLUTTER YOURSELF IN FOUR EASY STEPS. >>



1

The first step is *Sorting*.

“You have to know what you have, so you can make decisions about what to keep and what to let go,” says Duggan. Drawers are emptied, and desk and counter space is cleared, with items placed on tables, separated into categories such as office supplies (pens, paperclips, etc.), teaching materials, student supplies, personal items, CTA materials, professional development handouts, and miscellaneous. There is a “giveaway” table. All of the items had been mixed together in drawers and cupboards.

Dillon is delighted to find a screwdriver that’s been missing for years. “I thought I had loaned it to a teacher who forgot to give it back, and I’ve been looking at my colleagues thinking, ‘Are you the one?’ Now I feel bad.”

Some items are immediately tossed, such as phone books from 2007, calendars from 2009, floppy disks and candy that has melted and re-solidified. Buried deep is a booklet titled “Seven Habits Organizer.” “There’s years of denial in this mess,” says Dillon. “Years.”



2

After sorting, it's time to *Scale down*.

Dillon must decide what he needs right now, as opposed to what he needed years ago or may need in the distant future. He doesn't need a thousand pencils in his drawer, and he decides some can be put in bins placed in storage cabinets. The same is true of pads of paper, scissors, staplers, etc., because only one at a time is necessary.

The garbage can begins to fill. He throws out a bird chirper that no longer chirps, toys confiscated from students, remote controls to machines long since departed, old catalogs and other items he has no use for. While at first he agonized over every item, he now tosses things into the trash with abandon.

"You are seeing a guy who is making decisions and moving on!" cheers Duggan from the sidelines.

Q & A with Tammy Duggan



Why did you write *The Uncluttered Teacher*?

During my 17 years in education, I have seen too many teachers burn out from the stress of this job. They get frustrated by how much time they spend on paperwork, meetings and ever-changing administrative demands. So I wrote this book to show teachers how to simplify their day by getting rid of clutter and managing their time. I took the skills I learned as a professional organizer and applied them to a classroom setting in hopes of helping teachers bring balance into their lives.

Why do teachers have a hard time getting rid of stuff?

Teachers justify keeping things. They think, "I may teach that grade again," even if they have been teaching another grade for years. The reality is if they ever teach that grade again, there will be a new curriculum and updated resources. Teachers have sentimental attachments to things. But you can throw items away and keep the memory. Sometimes teachers think that someone else might be able to use something, so they hold on to it. But if it's not valuable to you, why would it be valuable to others?

What does it mean to be organized?

It means knowing what you have and using it to its best potential. It means managing your time in a way that enriches your quality of life. The key to surviving a challenging job like teaching is having systems in place to help us manage our tasks and bring a little sanity to our lives.

Last thoughts?

What makes a good teacher isn't whether your classroom is tidy. It's what is in your heart. Holding on to a book or file is not what makes learning magical. You are the magic.

The Uncluttered Teacher includes tips for collecting homework, creating a filing system, managing e-mails, substitute plans and classroom preparation. Purchase your copy at theunclutteredteacher.com.



MORE TO THE STORY

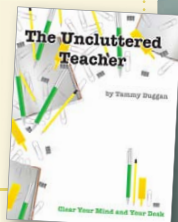
Tammy's Top Declutter Tips

www.cta.org/decluttertips

With just a few tips, you can see the surface of your desk again too...

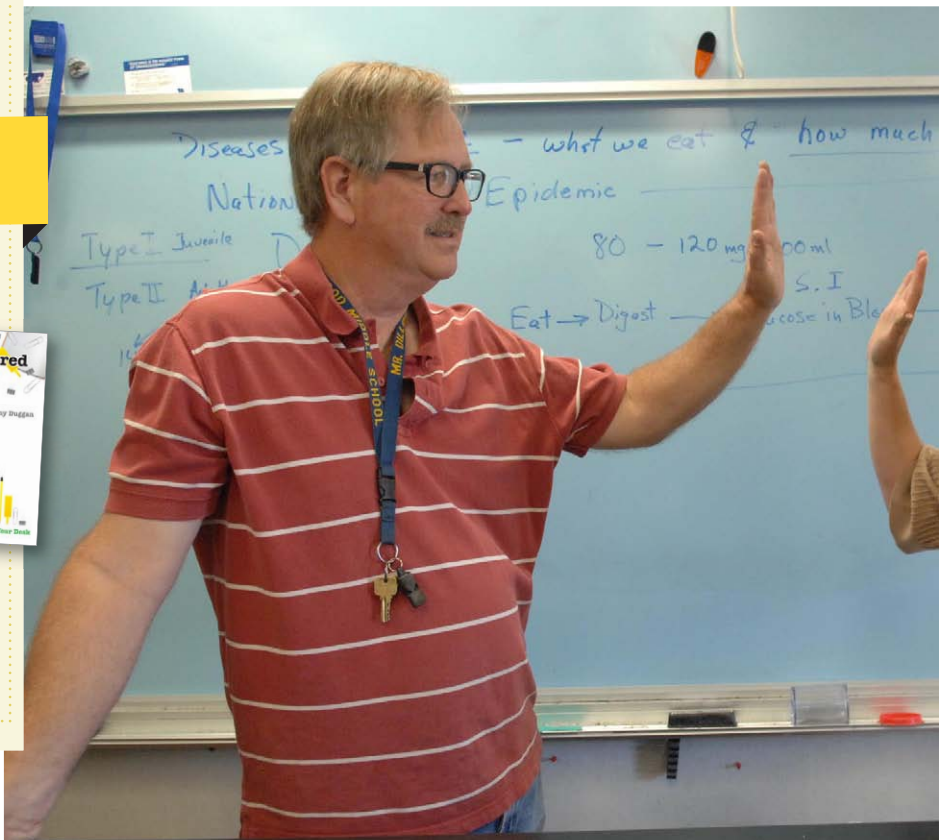
Want a 'declutter' makeover? Here's how!

Send a photo of your drawer, desk, closet or workspace to editor@cta.org. We'll provide Duggan's book, a \$25 gift card for supplies, and time with Duggan (online or over the phone) to three CTA members. We'll report the "declutter" results in the December/January issue.



Behind the Scenes Photos

Follow along as Steve and Tammy spend six hours tackling his science lab at cta.org/educator.





3

Next, it's time to *Systemize what's left.*

Drawers are cleaned and items put back into place in an organized way, so they are easy to find. Items are packed in bins and placed in cupboards for future use.

Countertops gleam. The wood veneer on top of his desk is visible. After six hours, his classroom is transformed. The principal drops by on his way home to offer congratulations.

"I was definitely surprised," says Dillon. "I probably wouldn't attempt this on my own because there was so much stuff to take out and put back. I feel really good. I'm really happy about this."



4

Now, you just have to *Stay uncluttered.*

The secret to staying organized is to stay on top of clutter, says Duggan.

She advises Dillon to schedule a regular time to put belongings away while things are still manageable, and to check cupboards before ordering more supplies.

"Do not assume that because you went through this process once, no paper will ever be out of place again. Life goes on."

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In 1963, the March on Washington for Jobs and Freedom changed the world.

Fifty years later, it remains one of our most teachable moments. To commemorate the 50th anniversary of that march and to keep alive the work and hopes of the civil rights struggle in California and the nation, CTA is partnering with the Equal Justice Society to support its national agenda of achieving racial equality.

IMAGES FROM RETIRED TEACHER **JUDY COLLIER'S** SCRAPBOOK TAKE US BACK TO THAT HOT SUMMER DAY 50 YEARS AGO AS SHE MARCHED HAND IN HAND WITH THOUSANDS OF OTHERS IN WASHINGTON AND STOOD UP PEACEFULLY FOR CIVIL RIGHTS. READ ABOUT HER EXPERIENCE AND THOSE OF **MARGARET BROWNE** AND **HARRIET HUTCHINSON** ON PAGE 52.



Milpitas High Compliments
June 20 near Milpitas, CA

I know you're really self-conscious about your new hair, but you're rocking it, Hiten! Wear it with confidence because it's almost as amazing as you are.

Like · Comment · Share



Milpitas High Compliments
June 20 near Milpitas, CA

Himani Madnawat is an amazing person. She's crazy smart and she cares about her friends a lot. I feel like she's underappreciated. This needs to change. She's been through so much this year. Keep your head up, pretty girl! You look best when you smile!

Like · Comment · Share



Milpitas High Compliments
June 20 near Milpitas, CA

Leanne Aban, I noticed today your skin looked flawless and you're so pretty. You're also extremely focused and determined. Keep it up.

Like · Comment · Share



Milpitas High Compliments
June 20 near Milpitas, CA


Yo this guy, his name is William Yap. This dude is crazy, bro. He is athletic, wise, cool, and awesome. Plus he's actually very understanding and is willing to listen and to help you with any problemas you may have.

Like · Comment · Share



Students Like Facebook compliments page at Milpitas High

BY SHERRY POSNICK-GOODWIN

 **ENCOURAGING WORDS FROM** one student to another on Facebook are common among Milpitas High School students these days.

Cyberbullying is out and cyber compliments are in at the school near San Jose, thanks to a few student leaders using social media to create a positive environment. Posts on the Milpitas High Compliments Page, www.facebook.com/MilpitasHighCompliments, are prompting smiles and feelings of acceptance across campus, say students and staff.

The friendly Facebook page happened after heartfelt discussions in Joanna Butcher's leadership class about ways that students could brighten the days of classmates — and also counter

act cyberbullying, says the Milpitas Teachers Association member. Her students joined a nationwide trend that, according to NBC News, began in Canada in 2012 as a way to spread happiness across campus. Since then, many schools, including Burlingame High School, have created "compliments" pages on Facebook.

Milpitas leadership students tried other means of improving the school climate, but nothing captured





"We felt this would be one way for students to feel valuable and welcome," says **Joanna Butcher**, shown with students **Natasha Gangal** and **Bianca Dela Cruz**.

students' attention like Milpitas High Compliments, which has accumulated nearly 500 followers.

"When it came to figuring out ways to recognize the positive, my students knew the vast majority of students are on the phone and using social media," says Butcher. "Potentially, it has the opportunity to truly impact students who might otherwise go unnoticed. We felt this would be one way for students to feel valuable and welcome. And it's a way to reach all 3,000 students without leaving anyone out."

The postings are anonymous, because students are more willing to be complimentary if they don't have to reveal their identities. Posts must be positive and cannot include profanity. Sarcastic or inappropriate posts are promptly removed.

Those who post complimentary messages are encouraged to "tag" their friends.

The page is getting attention not only at Milpitas High School, but in local media and throughout the community. One reader posted a response to an online article that ran in the *Milpitas Patch* expressing hope that compliments pages could go nationwide as a countermeasure to cyberbullying.

Students who created the page believe they are making a difference.

"We wanted to increase a sense of pride and belonging at this school," relates Natasha Gangal, a sophomore and the school's rally commissioner. "We think we have done that."

Bianca Dela Cruz, last year's school rally commissioner, finds more joy in posting a compliment than receiving one,

“Reading that brought a big smile to my face.

FRANK CASTRO

even though she and Gangal have gotten online “kudos” for creating a forum where students can say nice things.

"I love giving back to the school and knowing I made someone else's day," she says.


Social studies teacher and MTA member Frank Castro was pleasantly surprised to receive “props” (approval) on the page for being a “super-cool” teacher and hosting a pizza party.

"Reading that brought a big smile to my face," he says. "It was a really nice thing to do."

Transitioning to Common Core Standards

CTA provides resources, training, and assistance

BY FRANK WELLS

 **EDUCATORS ARE HEADING** back to school with a mix of optimism and anxiety over the transition to the new Common Core State Standards (CCSS), which all districts are required to implement, along with new technology-based assessments, in 2014-15. The new standards focus on college and career readiness, with new expectations for high school achievement and greater cross-curricular literacy.

Districts are at varying levels of readiness for the change. Some have taken a head-in-the-sand approach, while others, often at the push of their local CTA chapters, have established

transition teams and are working collaboratively with educators on the change. Some CTA locals are "going it alone," taking advantage of CTA Instruction and Professional Development (IPD) workshops without support from their district. Chapters like the San Juan Teachers Association have formalized collaborative efforts around Common Core through memorandums of understanding or contract language. CTA believes all districts should have transition teams with a majority of union-appointed CTA members.

In response to CTA calls to "go slow to go smart" and provide necessary resources to

implement the CCSS, the adopted state budget includes \$1.25 billion in Common Core funding over the next two years. The funds can be used for instructional materials, professional development and technology. CTA local chapters are urged to demand to bargain and consult over the use of these funds, as well as other impacts and effects of implementing the new standards. Another reason to move slowly but deliberately is that during the transition period, California Standards Tests (CSTs) will still be based on standards adopted in 1997. The STAR/CST testing ends in 2014, with the new CCSS-based Smarter Balanced testing beginning the following year. There is wide consensus that test scores under the new system will dip the first few years.

CTA continues to offer a wealth of resources around the CCSS. This year's IPD strand at the CTA Summer Institute focused five intensive days on the new standards. Plumas County Teachers Association member Cathy Hunter was among the more than 400 participants; she sees the CCSS as a welcome change. Hunter, who trained to teach in Nevada, says

What did you learn about Common Core at CTA's Summer Institute?



I learned this is going back to the essence of what education really means, teaching kids to think critically, to be creative about their topic, to earn their learning. It's giving teachers power to teach the way some of us were taught.

ANITA MADDEN
Bakersfield Elementary Teachers Association



Smarter Balanced presents an opportunity to assess in a much better, more holistic way. Instead of pigeonholing kids into multiple-choice answers, it opens it up so students can express what they really understand. The downside is we haven't been teaching in this way. I understand where the fear comes from. It's just that we need to prepare ourselves.

CAROL WRIGHT
Auburn Union Teachers Association



The current CST already causes a lot of anxiety, but if we develop a culture where it's OK to make mistakes and to learn from them, I think the new CCSS will put teachers and students on a much more productive road.

ROSEMARY VELASCO
Fresno Teachers Association



I don't think teachers should fear the new standards. It's a shift from purely content to skills and application. I think they can help take student learning to the next level.

CLAY WALKER
Teachers Association of Norwalk-La Mirada



I know there are concerns about the learning curve for the new technology, but I think that concern applies more to us than to students. They grew up with this stuff — teachers are digital immigrants; our students are digital natives.

CATHY HUNTER
Plumas County Teachers Association

she has “given up trying to make California Standards make sense,” explaining that they are over-compartmentalized and lack “the more clearly matrixed K-12 vision of the CCSS.”

Districts are at varying levels of readiness for the change.

CCSS concerns include high-stakes testing, teacher evaluations

Still, there are concerns out there, a major one being the continuing push to tie teacher evaluation to student test scores and the crushing role of high-stakes testing in general. While the role of student assessment in evaluation is negotiable, some view the CCSS as just a new vehicle to scapegoat teachers and schools.

The issue came to a head at the 2013 NEA Representative Assembly, where delegates approved a CTA-led new business item calling for a moratorium on “using the outcome of tests associated with the CCSS, except to inform instruction, until states and districts have worked with educators to create authentic, locally developed curriculum, assessments and

professional development related to the Common Core.” CTA President Dean Vogel spoke, urging the NEA to take the lead in making sure that the CCSS are used properly and educators aren’t abused by the new system.

“Everybody’s tired of this testing nonsense, and people are waiting for a voice to tell them the truth,” Vogel told the delegates. “That voice is the National Education Association’s, and the time is now!”

In July Vogel posted the following to CTA’s Facebook page: “The Common Core is a document, a set of standards that is actually comprehensive and comprehensible, and proper implementation of such allows teachers tremendous flexibility and the opportunity to use their best professional judgment. The proliferation of high-stakes testing started long before we’d ever heard of the Common Core. The tests are driven by the monied interests and their very skewed perceptions of the pedagogy. We must separate the two issues if we really want

the argument and debate necessary to reclaim and transform our profession. There is nothing inherently wrong or evil about standards. It’s all about the implementation.”



Go Online

cta.org/commoncore

Over 400 educators received in-depth knowledge on implementing the Common Core State Standards (CCSS) and the accompanying Smarter Balanced assessment at Summer Institute.

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*It was more than a teachable moment;
it was a teachable year for*



Witnesses to History

Three California teachers remember
the 1963 March on Washington

PHOTOS AND STORY BY MIKE MYSLINSKI

All black and white
photos for this article
are from Judy Collier's
collection.

Above, Judy Collier
arrives early for
the march.



THREE RETIRED BAY AREA EDUCATORS WERE WITNESSES TO CIVIL RIGHTS HISTORY IN 1963. THEY HAVE VIVID MEMORIES OF THE MARCH ON WASHINGTON FOR JOBS AND FREEDOM 50 SUMMERS AGO, WHERE THEY SANG SONGS WITH A MASS OF HUMANITY AND LISTENED IN AWE AT A PEACEFUL PROTEST LIKE THE NATION HAD NEVER SEEN.

Organizers expected a crowd of 100,000. A crowd of about 250,000 came — white, African American, poor, wealthy, famous, young and old. It was a hot summer day, and it was time to turn up the heat.

Margaret Browne, Judy Collier and Harriet Hutchinson were thrilled to hear Dr. Martin Luther King Jr. give his “I Have a Dream” speech, which transfixed the country with its passion and purpose. These young women from Tennessee, Illinois and New Jersey believed in the formal demands of the march organizers, which included an immediate end to segregation in schools, an improved national minimum wage, voting rights, a federal jobs program, and “comprehensive and effective civil rights legislation from the present Congress.”

And they agree today that the event has lots to offer new generations of students about perseverance and dedication to the cause of civil rights and the ongoing fight for social and economic justice. There are still lessons to be learned and taught. The march led to President Johnson signing the Civil Rights Act of 1964 and the Voting Rights Act of 1965, which the U.S. Supreme Court recently watered down in June.

They sang songs locked in arms with friends and strangers, songs like “We Shall Overcome,” “Blowin’ in the Wind” and “He’s Got the Whole World in His Hands.” Performers at the Lincoln Memorial included Bob Dylan, Joan Baez, Peter, Paul and Mary, Odetta, and gospel singer Mahalia Jackson. It was Jackson, standing near Dr. King, who urged him during his speech to go off-script somewhat and “tell them about the dream, Martin.” His improvising immortalized his words and electrified the crowd.



the country.

The nation was battered by racism and violence in 1963. In January, new Alabama Gov. George Wallace proclaimed his defiant policy of “segregation now, segregation tomorrow, segregation forever.” In May, high-powered fire hoses and police attack dogs assaulted peaceful civil rights marchers in Birmingham, Ala. President Kennedy federalized the Alabama National Guard in June to force Wallace to step aside and desegregate the University of Alabama — and then Kennedy proposed his own landmark civil rights legislation. Civil rights leader Medgar Evers was murdered in June, shot in the back outside his home in Mississippi. In September, four black girls were killed by a dynamite bomb blast at a Birmingham church. And in November, President Kennedy rode in an open car in Dallas as shots rang out.

But on Aug. 28, 1963, these three women were in Washington, full of hope and a hunger for social justice, taking part in one of the largest political rallies the U.S. has ever seen.



Go Online for Lesson Plans

cta.org/civilrights50

Free lesson plans are available to commemorate civil rights milestones, such as President Lyndon Johnson's signing of the Civil Rights Act on July 2, 1964; the signing of the Voting Rights Act on Aug. 6, 1965; and the signing of the Immigration and Nationality Act on Oct. 3, 1965, at the foot of the Statue of Liberty.

The six lesson plans for high schools and middle schools allow students to learn about affirmative action, the right of religious freedom, the fight for racial equality in education, ballot propositions and civil rights, and other key topics.

Margaret Browne drove hundreds of miles to Washington from her segregated hometown of Knoxville, Tenn., with three friends. A graduate student at the University of Tennessee at the time, Browne had taken part in protests against segregated lunch counters in Tennessee. She worked in Alabama from 1960 to 1962 at a rural school. As an African American, she feared for her safety there. “It scared the hell out of me, because you could be shot and killed and nothing would be done about it.” She moved to California in 1987 and spent 20 years as a public school teacher in the Bay Area, mostly teaching high school biology and chemistry in the West Contra Costa Unified School District. The Washington march and rally was “inspiring and enlightening.”

“The crowd was so huge that I couldn’t see the speakers. However, I could hear them over the public address system,” Browne recalls. “It was something that you felt compelled to go to. It was the thing to do, it was the place to go, it was the place to be.”

Her boyfriend at the time was an organizer with the famed Southern Non-violent Coordinating Committee (SNCC), a key civil rights group that led voter registration drives and the “Freedom Riders” protests, where activists rode interstate buses in the deep South during the 1960s, in states where federal laws against interstate bus segregation were being ignored.

In Washington, local police were out in force, expecting riots or worse. The crowd remained peaceful.

“There was no animosity, no hostility there. But then, that was another era. We expected to go somewhere and act in an appropriate manner. It’s not like today where, if you’re in a crowd, there may be hostilities or people fighting. That was not there. It was huge, as I recall, and a friendly crowd,” she says.

“After the march, our group drove to Danville, Virginia, to visit friends who were SNCC organizers. We were followed and stopped several times by the Danville police before we arrived at the residence where our friends were staying. However, the entire experience, at the march and in Danville, was inspiring and enlightening.”

Browne questions how much of King’s dream of racial equality has become a reality. “I didn’t believe there would ever be a black president in my lifetime,” she says, but she feels President Obama is too cautious and spends too much time appealing to corporations and the middle of America. “And the middle at this point is really moving to the right,” she adds.

“We have a lot of work to do, in my opinion, because we still have racism.” Too many blacks are still being incarcerated, for example. But segregation is gone.

She recalls how, in 2010, on a family vacation trip, her group got a little lost and ended up driving into Mississippi by accident. In a restaurant, “the whole place was integrated.” She sat where she wanted.

She turned to her grandson, who was 17 at the time, and said, “You know, when I was your age, this could not have been the case.” He looked at her as if to say, “Grandma, what are you talking about?”



Judy Collier took a train to Washington from her hometown of Chicago, the daughter of progressive parents and granddaughter of a suffragist. The plan was to meet up with her boyfriend at the time, who was taking a bus from Atlanta, at the far left pillar of the Lincoln Memorial (amazingly, they did). Judy Collier moved to California in 1964 in time to take part in the free speech movement at UC Berkeley, and taught elementary kids for 25 years in West Contra Costa Unified. She took 17 black-and-white pictures at the march and treasures those images, using them now when she gives school talks about what the early civil rights struggles meant.

She still has her iconic button from the protest showing two hands, black and white, firmly clasping. It is a badge of honor. In her talks with younger students, she has them cut out paper copies of the button and threads each circle with yarn so kids can wear the badge around their necks.

"I didn't know it then, but this was to be one of the most memorable days of my life," Collier says of her Washington experience.

"I remember a little boy selling newspapers with the headline, 'They're Pouring in From All Over.' There was a group of people from North Carolina singing freedom songs. We had arrived early enough to get up close on the grass. Everyone was dressed up, as if they were going to work or church. There were young and old, white and black, and such a feeling of hope and unity.

"I'll never forget when Martin Luther King Jr. spoke, or how we held hands and sang 'We Shall Overcome' afterwards. One of my photos shows the signs that the folks in front of us carried: 'We March for Effective Civil Rights Now!' and 'We March For Integrated Schools Now!'"

The decorum of the crowd struck her. "To see the sea of faces, black and white, everybody dressed up like they were going to church — it was overwhelming. There was this hope that things would change."

She has hope today as well. "If we come together, anything is possible."



Harriet Hutchinson was a college student in New Jersey in 1963. She says she was different from other students: "Everybody had pictures of the Beatles up in their dorm rooms. I had Bob Dylan." She is Jewish and remembers how Jews and people of color were placed in one certain dorm. Hutchinson continued to be active in the civil rights movement after the march, moved to California in 1967, and taught in Oakland Unified School District for 40 years before retiring. She still coaches beginning teachers part time for the district, and she clearly remembers driving to Washington from New Jersey with a friend that summer.

"There were people everywhere! I had never been anyplace where there were so many people. There was no fear. There was so much camaraderie and good feelings, and everyone stopped to talk to each other, asking where they were from. We walked together. We sang together. On the day of the event, it was so crowded, we couldn't get very close. So it was difficult to see, but the sound system was good, and we were able to hear.

"I remember feeling very proud that I was part of this event and that I was able to be counted. It turned out to be just the beginning for me."

Hutchinson marched in 1965 from Selma to Montgomery, Ala., a landmark event focusing on registering blacks to vote. Dr. Martin Luther King Jr. walked in the march, and when the tired crowd reached Montgomery, he came and thanked all who took part.

But the March on Washington sparked her heart first, as it did a generation of hearts.

"We drove down because we felt it was important that our voices be heard and our presence be known."



IN THEIR OWN WORDS

Visit cta.org/witnesstohistory to watch Browne, Collier and Hutchinson reflect on their experiences at the March on Washington 50 years ago.

Goleta's Groovy Family School

This is one alternative school with a different educational vibe

BY SHERRY POSNICK-GOODWIN



W

HO'S REALLY FASTER — THE TORTOISE OR THE HARE?

Students answer this age-old question by lining up their school's resident rabbit and tortoise inside an enclosure. After they yell "Go!" the rabbit darts into the bushes and trembles nervously while the tortoise strolls leisurely across the finish line to a round of applause. >>

NEXT, students join their individual “tribes” consisting of students from different grade levels in the K-6 school. Sitting cross-legged in circles, they share snacks and “get to know each other better as people,” explains a student. The program is designed to encourage self-esteem and cooperative problem-solving, and give children a “voice” in the classroom.

After snacks, students enter their multi-age classrooms, sitting on the floor or on couches, working at their own pace in math and English in a noncompetitive setting. Some of the students — and even a teacher — wear tie-dye. Students have names like Skye, Canyon and Aurora.

Has this writer gone back in time to the 1960s?

No. Welcome to the Goleta Family School, an alternative school where there are no letter grades, students and parents go to school, learning is fun, and there’s a waiting list a mile long.

“This isn’t for families who want a traditional desk and row classroom,” explains Allison Moehlis, whose daughters Teagan and Kaia attend the school. “There aren’t any desks.”

Near Santa Barbara, the school has just three teachers (United Teaching Professionals/Goleta) and approximately 60 students. The “school within a school” is on a larger campus, but operates independently. Teachers teach according to state standards, but choose their own curriculum. Students enjoy art, music and field trips. Social curriculum — including mutual respect, attentive listening and appreciation — is woven into academics. Classrooms have multiple grades, but students are not taught by grade level, which is the norm in most combination classes. Instead, grouping is by ability and fluctuates.

“I like it a lot,” says fifth-grader Zenzele Yossem-Guy. “Nobody pressures me. If I don’t know long division, they don’t say, ‘You need to learn it by tomorrow.’ I can learn at my own pace.”

Fourth-grader Aurora Steketee likes the school because bullies are not a problem, unlike another school she attended. She attributes this to the “tribes” program, where all ages interact.

“Here, you can play with fifth-graders,” she explains. “At other schools, fifth-graders will say, ‘You can’t play with me because you’re in fourth grade.’”

Adrienne Demboski says enrolling her children was one of the best decisions she

Goleta Family School students get to know each other better during a snacktime meet-and-greet.



Teri Briggs, shown with Rikuu Mikami, says teachers take the time to write a report on each student’s progress, instead of grading.



"Most kids enjoy having parents in the classroom," says **Nataasha Heinrich**.



"You have a bit more room to be creative," says **Karen Field**, shown with student Sabine Saunders.

has made as a parent. Last year, her son attended a different campus, and he often wanted to skip school.

"He needed a different environment and a lot of flexibility," she says. "This place has done an amazing job of tapping into his curiosity and his desire to learn through self-discovery and his own interests."

A **HIPPY SCHOOL?** "It's not," says Teri Briggs, who teaches a 4-5-6 class. "At one point it probably was, but our parents are university professors, engineers and people with graduate degrees. They are idealistic and want to participate in their children's education."

Participation is a requirement; parents must be willing to volunteer at least two hours per week and serve on committees. They may assist in the classroom or teach entire lessons in their area of expertise, such as artwork with textiles or math.

"Most kids enjoy having parents in the classroom," says Nataasha Heinrich, who teaches a second- and third-grade class. "It helps foster a connection between school and home. Kids have a really strong sense of everyone working together to make things happen. It really is a family atmosphere."

N **O GRADES?** No problem, says Briggs, a 19-year veteran. At the year's end, teachers write a report on every student's development, explaining how they progressed through the school year academically and socially.

"This way, parents know where a child is at," says Briggs. "It's a lot of work. This takes time and provides a complete picture."

The school reflects the direction most schools are moving in under Common Core, says Heinrich, and is similar to how schools operated before NCLB.

"Students aren't just doing worksheets. They work in groups, learn confidence and become critical thinkers."

By graduation, most students are where they should be academically — and enthusiastic about learning. Students tend to do well when they move to middle school, although it's an adjustment.

"Overall, we have a pretty cool program," says K-1 teacher Karen Field. "You can respond to students' interests and needs in a more spontaneous way. You have a bit more freedom to be creative. I'm grateful to teach here."



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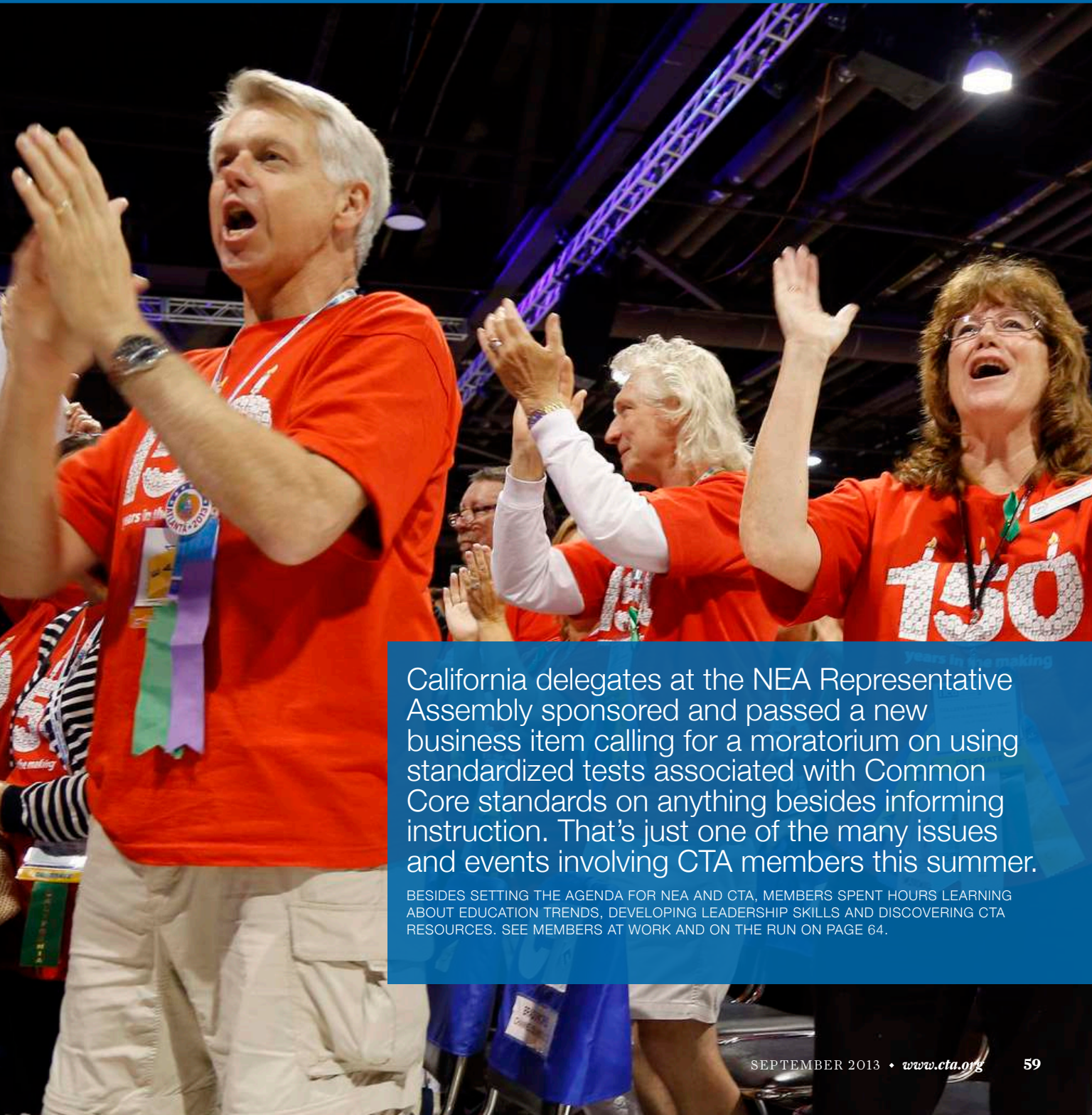
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CTA & You

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



California delegates at the NEA Representative Assembly sponsored and passed a new business item calling for a moratorium on using standardized tests associated with Common Core standards on anything besides informing instruction. That's just one of the many issues and events involving CTA members this summer.

BESIDES SETTING THE AGENDA FOR NEA AND CTA, MEMBERS SPENT HOURS LEARNING ABOUT EDUCATION TRENDS, DEVELOPING LEADERSHIP SKILLS AND DISCOVERING CTA RESOURCES. SEE MEMBERS AT WORK AND ON THE RUN ON PAGE 64.

MORE ABOUT JOE NUÑEZ

Teacher at Ernest Righetti High School in the Santa Maria Joint Union High School District from 1975 to 1994.

Executive Director of the Stockton Teachers Association from 1995 to 1997.

CTA Legislative Advocate from 1997 to 2000.

CTA Assistant Executive Director for Region II from 2000 to 2004.

Associate Executive Director of Governmental Relations from 2004 to 2013.

Appointed CTA Executive Director in 2013.



Meet Joe Nuñez

CTA's New Executive Director

➤ **JOE NUÑEZ** is no stranger to CTA or the teaching profession. He's spent his entire career either educating California's children or fighting for their rights, as well as the rights of educators.

A California native born to farmworkers in the Central Coast, Nuñez stayed close to home to attend college, earn his master's, and begin his teaching career. His union involvement started as a teacher leader and president of the Santa Maria High School District Faculty Association, where he led a successful monthlong strike in 1990 over pay and benefits.

Five years later he was hired by CTA. Since that time, Nuñez has served in many capacities, all with great success. His leadership in the 2005 and 2012 campaigns helped educators all across California maintain a strong voice in their profession. He is well respected by members, colleagues, lawmakers and governors.

Joe Nuñez was seven days on the job as the first Latino executive director of CTA when we sat down with him and CTA President Dean E. Vogel during CTA's Summer Institute. Let's listen in on their conversation...



Dean Vogel and Joe Nuñez catch up at CTA's Summer Institute.

Q: **DEAN:** *If someone told me when I started teaching that I would be the president of CTA, I would have laughed pretty hard. It wasn't something I ever imagined. Are you having a similar reaction?*

A: **JOE:** I thought I'd be a teacher for the rest of my life, and in many ways I still am a teacher. CTA's given me more opportunities than I ever dreamt to experience great teaching and to advocate for teachers. This job allows me to give back and to help achieve the goals of the organization.

You're from a large family, and your parents worked in the fields of the central coast. How important was public education for you growing up?

Going to school was a refuge, and it certainly was more exciting than picking broccoli and strawberries! [Laughs.] I lived in Guadalupe, and I went to college because my teachers insisted. I returned to teach with my teachers. I called them Mr. Clement and Mr. Rose — they said no, my name is Stan or Dell!

Public education has been the pathway to the middle class for many of us. Look at the demographics — we teachers all have similar backgrounds, we teach close to where we grew up, we're the first in our family to attend college.

I loved teaching. You see in their eyes when kids don't get it, so I'd think of a better way to demonstrate the concept, some visual to show them. I was thrilled to see when the lights went on.

I was a high school agriculture teacher, so there was a lot of project-based learning, a lot of community outreach. I took students to national Future Farmers of America (FFA) conventions. We raised money working bingo, bake sales, reverse drawings, selling fireworks. I've done every fundraiser there is with kids and parents.

How did you shift into union and association leadership?

In the 1960s district administrators recruited nationwide for teachers. Many came from Michigan, a unionized state, to the conservative agriculture town of Santa Maria. [Laughs.] Before I graduated high school in 1971, teachers were organizing to pass the Rodda Act.* In fact, when teachers picketed, administrators "enter-tained" us for the day.

I started teaching in 1975, the year the Rodda Act was signed, and our teachers were engaged in organizing. There was a strike that year, too. So I was there for the first two strikes, and we remained active.

For me personally, within my first four years of teaching, self-interest reared its head in bargaining. Somebody had to represent us on the bargaining team. I'm grateful I drew the short straw to serve on the bargaining team. I ran for local president and lost the first election. I was elected the second time.

I was asked to present to the school board.

I did, and I made the board president cry. I was stunned by her reaction and by the power of speaking in a public forum and getting that reaction. I thought she would say her piece, I would say what I would say, and then we'd move on. It was a huge lesson about the power of advocacy and the ability to move people. It was a seminal moment for me about my ability to communicate with people.

*Editor's note: On Sept. 22, 1975, then-Gov. Jerry Brown signed CTA-sponsored Senate Bill 160 introduced by state Sen. Al Rodda, known as the Educational Employment Relations Act or the Rodda Act, to give California public school teachers collective bargaining rights. The legislation also established the Public Employment Relations Board (PERB).

Fast forward, then, to all your union activities and CTA experiences. You've been running Governmental Relations since '04, there were election and legislative battles in '05, the Schwarzenegger years, the victories with Propositions 30 and 32. What have you learned?

I learned to hone my arguments to be concise, because my first time as a lobbyist they'd say you have two minutes. I was a teacher, so I handed them a paper with our rationale on it and said I'll be back, giving them the assignment to read the paper. I'd follow up a few days later, and they said, "Oh, you're serious." I'd follow up again. They learned I was serious about what I wanted them to do — just like a teacher.

My meetings with the last three governors and their chiefs of staff taught me to always be clear. We have to advocate clearly and precisely because they're always looking for a way out. You can't sugarcoat it.

But I've learned teachers have power when they come together. And when we join with coalitions and labor partners, we are unbeatable. This is exciting, hard work. It results in things like the passage of Prop. 30. I have nieces and nephews in public schools, and every time we do good work, I know they're benefiting, because we're funding their schools.

Advocacy is a thread throughout your career. What should members understand about CTA's advocacy?

Our members want to build and sustain positive learning environments for kids. To do that they need resources, freedom to do their work, clear directions about expectations. Through Prop.

30 we're vigilant about getting state money to schools, and we just did that through Prop. 30. We're doing it through Common Core by advocating for flexibility in teaching the curriculum that educators told us they want to teach. Decisions made in Sacramento impact the classroom, and it's through the political advocacy in Sacramento that teachers get resources to support their work in the classroom.

Teachers are busy. Our advocacy affects whether teachers can do their jobs or not do their jobs. We come together to work on their behalf because collectively we are stronger.

Again, I've seen CTA's power of advocacy in various settings. Teachers have power. We exert our voice. That's our job. That's our role. I'm proud to be part of that.

While you've been "the" executive director for a week, you've been deeply involved for several months.

Yes, and everyone has been so gracious and welcomed me into this new job. I know no one does this alone.

Personally, my goal is to communicate regularly so we can all do this together. Members should know that you, Dean, represent the leadership and the elected members of CTA. Our leadership team makes the policy, sets the direction. I represent management and staff, and it's our job to implement that vision.

We have many opportunities and challenges ahead of us, starting with the Strategic Plan, which will be voted on by State Council in January.

This is about CTA members working together, from the local level to the state level. One member-recommended goal centers on defining an organizing culture. How do we come to a common understanding of that concept? How do we organize the implementation of the Common Core? The Local Control Funding Formula? Charter school organizing? How do we provide resources and opportunities? All these puzzle pieces will fit together nicely, and not without challenges — managing expectations, creating consensus, knowing some will be unhappy no matter what we do. My job, through the Strategic Plan, is to focus on what our members want and need, and to make sure resources are flowing to meet those needs.

Timeline

1976-90



THE '70S SAW an era of struggle, change and laws that redefined CTA. Until then, the organization was divided into independent geographical sections, each of which had its own directors, boards, and culture, with some focusing on advocacy while others functioned more as professional associations. With a push by key leaders, elections were held and the sections consolidated into one larger, stronger statewide union.

That unifying of the organization coincided with the signing of the Rodda Act by Gov. Jerry Brown in 1975, granting collective bargaining rights to California public education employees. Consequently, CTA started an organizing frenzy and became the exclusive representative of local affiliates throughout the state. Staff hired chiefly for that task found themselves competing with the American Federation of Teachers. Nevertheless, there was an unprecedented growth in membership as CTA began its successful drive to become the largest teachers union in the state.

By the 1980s, however, schools began to suffer from budget tightening and thousands of

layoffs, due to the passage of Proposition 13. The initiative drastically reduced property taxes, the major source of school funding.

"Proposition 13 passed in June 1978. I remember it well because it was the day I was sworn in as president of my local chapter," says former CTA President Barbara E. Kerr. "I remember being very, very happy — and then, it was just dark."

California slipped from being in the top 10 states in per-pupil funding down to 47th. A little relief came in SB 813, a 1983 CTA-sponsored bill that infused money into the public schools and increased the number of days that teachers taught.

In 1988, CTA rescued public schools by drafting and passing Proposition 98, a state constitutional amendment that guaranteed at least 40 percent of the state budget went to K-14 education. The passage of Prop. 98 firmly established CTA as a political force. CTA's leaders realized that power comes through political activity, and every decision affecting the classroom is a political decision.



1980

The Rio Hondo College Faculty Association of CTA becomes the first community college chapter to go on strike.



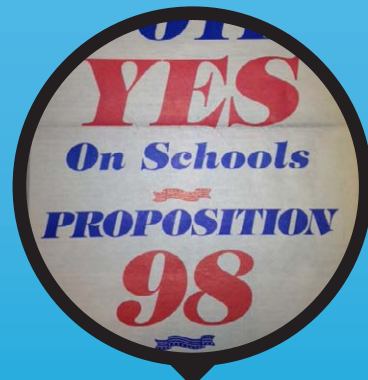
1982

In the wake of Proposition 13, 2,500 teachers go to Sacramento to lobby for adequate school funding, led by CTA President Marilyn Bittle.



1987

The Contra Costa County Education Association becomes the first CTA county office chapter to strike. Fifteen members are arrested for holding a sit-in at the district office.



1988

CTA-sponsored Proposition 98 guarantees a minimum level of funding for California's public schools.



Organizing for Power

CTA conferences put members in a leadership role

BY BILL GUY

“Amazing training!” “Ready to go!” “Lots of good ideas!”

That’s just a few of the responses by members completing one of CTA’s workshops. In this case, members are describing last spring’s “Organizing for Power” trainings, in which teams of participants learned to build and maintain strong, effective local chapters. Read what members learned at right.

CTA offers statewide conferences throughout the year that provide members with the knowledge and skills to be effective advocates and leaders professionally and personally. Recognized for excellent training programs, a few of which are described below, most of CTA’s professional development can be used toward professional growth and university credits.

- Good Teaching Conferences (one in the North and one in the South) support excellent teaching and learning practices for classroom teachers.
- The Issues Conference affords educators to learn, share, strategize and unite to determine the future of public education. The Education Support Professionals and CTA Retired Conferences are held in conjunction with the Issues Conference.
- Regional Leadership Conferences support and promote CTA members who want to be more involved in leadership roles.
- The Presidents Conference assists local chapter leaders in learning their new role as local leaders.
- The Equity and Human Rights Conference provides a greater understanding of the issues of diversity and equity.
- The Gay, Lesbian, Bisexual and Transgender (GLBT) Conference provides a number of trainings related to awareness and bullying and is a forum to discuss a variety of subjects affecting the entire membership and California’s youth.



Go Online

cta.org/conferences

Find out more about CTA conferences and register online.



VERDLEE STEVENSON

*Desert Sands Teachers Association,
Ethnic Minority Human Rights
Committee Chair*

Too often in union work, we jump right to agitating or even escalating. But if people are not thoroughly educated first, there can be real problems. And we too often fail to evaluate, and then learn from both our successes and our failures. Other building blocks include understanding the culture of our members and of our entire association, and then building on that understanding to generate and channel power. One-on-one conversations and storytelling are vital to forming the kind of relationships that strengthen our organizations.



CONRAD FREESE

*Garden Grove Education Association,
Organizing Committee Chair*

I want to create positive change in our chapter and district. While the “Iron Rule” (never do for others what they are able to do for themselves) sounds harsh, there’s definitely a time for people to learn something that they don’t know, because ultimately, if we do not stand up for ourselves and take a personal interest in the work, it weakens the whole union.



BENITA TORRES

*San Jacinto Teachers Association,
Site Representative*

Now more than ever, being organized is essential to both individual and unified success. As a union, we need to be united to face the many issues confronting public education.

I believe an awareness of the steps in AA’s 12-step program is beneficial in helping solve relationship issues and building unity.

Here's what WE did last summer

CTA members and leaders enjoyed setting the direction for the National Education Association at the Representative Assembly (RA); networking with like-minded colleagues from California and across the U.S.; learning skills and strategies to be better leaders and educators at conferences; and experiencing education as students at CTA workshops. See more photos at cta.org/educator.

NEA Representative Assembly (Atlanta) Delegates call for a moratorium on using test results associated with the Common Core standards, except to inform instruction, until states and districts work with educators to create authentic, locally-developed curriculum, assessments and professional development related to the Common Core. Find details of NEA RA action at nea.org/ra.



A devastating tornado hit Moore, Okla., last May, damaging two schools, killing seven students and injuring dozens more. While OEA President Linda Hampton (left) and Moore teacher Jill Dudley (right) thank affiliates for supporting the OEA Tornado Relief Fund, delegates are brought to tears by CTA member **Ken Tang's** very generous class donation and letters from his students.



"Nothing is more determinative of our future than how we teach our children," says Gov. Jerry Brown when he is named America's Greatest Education Governor by NEA RA delegates for investing smartly in public schools and boldly calling for less reliance on high-stakes standardized testing.

Presidents Conference (San Jose) Networking, leadership, education and association issues — all this and more were on tap for CTA's local leaders.



NEA Directors (left to right) **Sonia Martin-Solis**, **Sergio Martinez**, and **Doreen McGuire-Grigg** encourage members to donate to the NEA Fund for Public Education.



"This is my first Presidents Conference, and I've learned so much about leadership, advocacy, the law, bargaining — I'm excited to take this back and work with leaders and members of the CFA."

Erma Jean Sims, California Faculty Association, CSU Sonoma



Abel Solano, Student CTA, talks with news reporters after a “Press the Press” Q&A session.



Learning how to compute the new school finance formula are **Susana Faria**, Evergreen Teachers Association, and **Brian D'Ambrosia-Donner**, Claremont Faculty Association.

Summer Institute (UCLA)

Members receive in-depth training on Common Core, understanding the new school funding formula, health insurance issues and communications tools. Plus nearly 100 members and staff participate in the 5K Fun Run and Walk, organized by California Staff Organization (CSO) members.



Jorge Rosales, Desert Sands Teachers Association, learns to use videoconferencing for member communications. He's talking online with **Brian Wheatley**, Evergreen Teachers Association, and **Emily Lints**, Elk Grove Education Association.

CTA/CSO Fun Run & Walk at Summer Institute



Ginger Jenzen (in blue shirt), CTA of Berryessa, finishes the race with Temecula Valley Education Association members (left to right) **Donna Sanford**, **Chris Lindberg** and **Robin Orner**.



Ethan Lubin, Coachella Valley Teachers Association, wins the 5K. “Running is like teaching. It’s what I do, rain or shine, in the 100 degree heat.” He is attending the Emerging Leaders training.



The first woman across the 5K finish line is **Julie Ellis**, Simi Educators Association. About Summer Institute she says, “Common Core galore — it’s great. I can’t thank my local union enough for sending me.”

Calendar

The year ahead

OCT. 11–13

Region I Leadership Conference
Pacific Grove

OCT. 11–13

CCA Fall Conference
San Jose

OCT. 18–20

Region II Leadership Conference
Reno, Nevada

OCT. 25–27

State Council of Education
Los Angeles
Jan. 24–26, 2014
March 28–30, 2014
May 30–June 1, 2014

NOV. 15–17

GLBT Conference
Palm Springs

JAN. 10–12, 2014

Good Teaching Conference North
San Jose

JAN. 17–19, 2014

Issues Conference
Las Vegas, Nevada

FEB. 7–9, 2014

CCA Winter Conference
Long Beach

FEB. 21–23, 2014

Region III Leadership Conference
Pasadena

FEB. 28–MARCH 2, 2014

Equity and Human Rights Conference
Irvine

MARCH 14–16, 2014

Good Teaching Conference South
Anaheim

Upcoming events

September
27

Diane Ravitch tour starts with teachers

Educational blogger and author Diane Ravitch is kicking off a West Coast speaking tour talking to Sac City Teachers Association members Sept. 27 at the Memorial Auditorium, 1515 J St., in Sacramento. She'll speak 6:30–8:30 p.m. and the entry fee is \$5. The public is invited.

Other dates and places include:

Sept. 28 – MLK Auditorium in Berkeley

Sept. 29 – Cubberley Auditorium at Stanford University

Oct. 1 – Occidental College, Los Angeles

Oct. 2 – College of Education, CSU Northridge in Los Angeles

OCTOBER 1 *Application Deadline* **NEA Foundation grants**

Student Achievement Grants support improving academic achievement. Learning and Leadership Grants support high-quality professional development activities. Applications are reviewed three times a year. A public charity supported by contributions from educators' dues, corporate sponsors, and others, The NEA Foundation supports public school educators work with partners to build strong systems of shared responsibility.

Find out more: neafoundation.org

OCTOBER 11–13 *Conference* **CCA Fall Conference**

DoubleTree Hotel, San Jose
Workshops at the 2013 Community College Association Fall Conference are expected to include: Bargaining Foundations Budget Analysis; Bargaining Relationships; Preparation for Bargaining; and Bargaining for Part-time Faculty.

Find out more: www.cca4me.org

APRIL 11–13, 2014
CCA Spring Conference and WHO Awards
Manhattan Beach

APRIL 25–27, 2014
Region IV Leadership Conference
Irvine

Leadership Conferences

OCTOBER 11–13 *Conference*
Region I Leadership Conference
Asilomar Conference Grounds, Pacific Grove

OCTOBER 18–20 *Conference*
Region II Leadership 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.

Find out more: www.cta.org/conferences

Crossword Solution

EDGE	CAIN	ABRAM
SERB	AFRO	MAORI
SLEW	DRA	GRACING
EIGHTEEN	ANKLES	
	IONS	STAT
SIXTYTHREE	OLDS	
UNFED	ERRS	ERA
ALI	OPENEST	GIN
VAL	GAME	ITALY
EWES	SUECIRILLO	
	CASS	OMIT
DAPHNE	JOE	NUNEZ
UNION	LABEL	LORE
HANOI	BAR	ATIT
STALE	URSA	ERICA

JULY 18–21, 2014
Presidents Conference
San Jose

AUG. 3–9, 2014
Summer Institute
Los Angeles

2011-12 Summary Annual Report

For CTA Economic Benefits Trust Member Welfare Benefit Plan

THIS IS A SUMMARY of the annual report of the California Teachers Association Economic Benefits Trust Member Welfare Benefit Plan, EIN 94-0362310, Plan No. 590, for the period Sept. 1, 2011, through Aug. 31, 2012. The annual report has been filed with the Employee Benefits Security Administration, U.S. Department of Labor, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

Insurance Information: The plan has contracts with Standard Insurance Company to pay life insurance, temporary and long-term disability claims incurred under the terms of the plan. The total premiums paid for the plan year ending Aug. 31, 2012, were \$33,052,661.

Because they are so-called “experience-rated” contracts, the premium costs are affected by, among other things, the number and size of claims. Of the total insurance premiums paid for the plan year ending Aug. 31, 2012, the premiums paid under such “experience-rated” contracts were \$33,052,661 and the total of all benefit claims paid under these contracts during the plan year was \$26,717,697.

The Plan finances, to specified members of CTA, death and dismemberment benefits through the CTA Death and Dismemberment Plan, a health information and well-baby program, a consumer benefits education program, a retiree discount vision program, and an investment education program. These benefits are self-funded by the Plan and are not insured by an insurance company.

Basic Financial Statement: The value of plan assets, after subtracting liabilities of the plan, was \$74,560,620 as of Aug. 31, 2012, compared to \$73,703,479 as of Sept. 1, 2011. During the plan year the plan experienced an increase in its net assets of \$857,141. This increase includes unrealized appreciation and depreciation in the value of plan assets; that is, the difference between the value of the plan’s assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year. During the plan year, the plan had total income of \$36,565,438, including employee contributions of \$33,311,026, realized losses of (\$517,646) from the sale of

assets, earnings from investments of \$4,221,701, and other losses of (\$449,643).

Plan expenses were \$35,708,297. These expenses included \$1,783,886 in administrative expenses and \$33,924,411 in benefits paid to participants and beneficiaries.

Your Rights to Additional Information: You have the right to receive a copy of the full annual report, or any part thereof, on request. The items listed below are included in that report: 1) an accountant’s report; 2) financial information; 3) assets held for investment; 4) insurance information, including sales commissions paid by insurance carriers.

To obtain a copy of the full annual report, or any part thereof, write the office of Risk Management/Member Benefits, California Teachers Association [the plan administrator], 1705 Murchison Drive, Burlingame, CA 94010, or call 650-697-1400. The charge to cover copying costs will be 25 cents per page.

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying notes, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover copying costs given above does not apply to the copying of these portions of the report because these portions are furnished without charge.

You also have the legally protected right to examine the annual report at the main office of the plan (California Teachers Association, 1705 Murchison Drive, Burlingame, CA 94010) and at the U.S. Department of Labor in Washington, D.C., or to obtain a copy from the U.S. Department of Labor upon payment of copying costs. Requests to the Department should be addressed to: Public Disclosure Room, Room N1513, Employee Benefits Security Administration, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, DC 20210.

Crazy About Crosswords!

The nice thing about doing a crossword puzzle is, you know there is a solution.
—Stephen Sondheim

Begin!

ACROSS

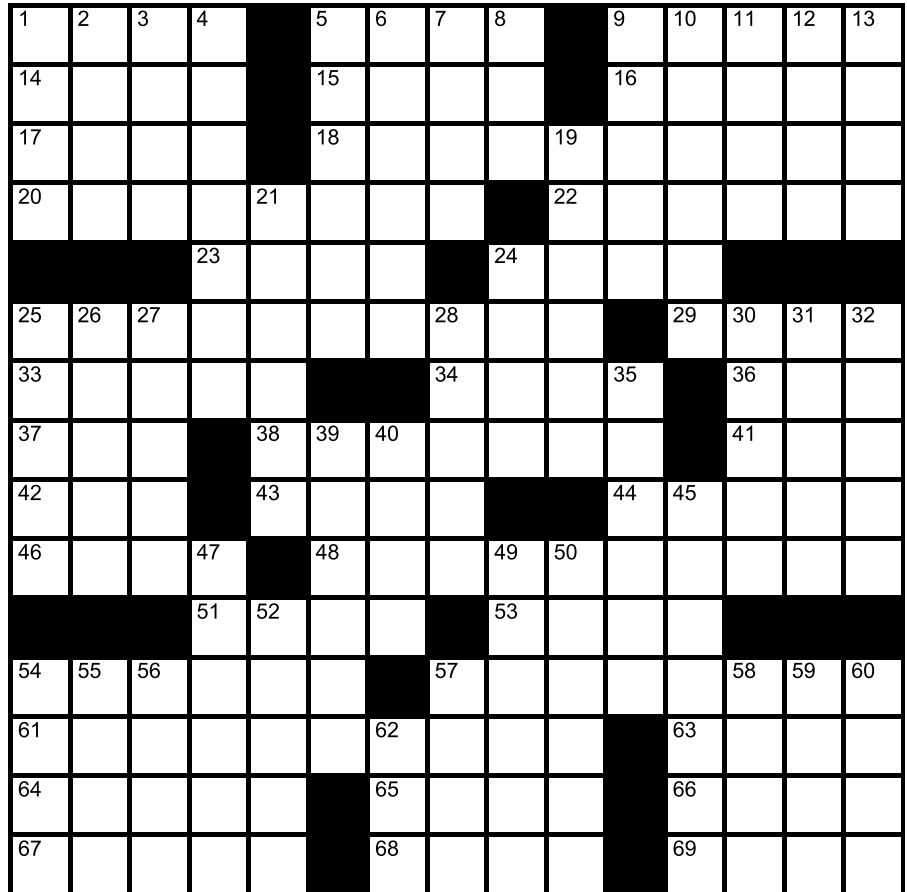
- 1 Advantage
- 5 What someone in a ruckus may be raising
- 9 Norm of "This Old House"
- 14 Belgrade resident
- 15 Jimi Hendrix hairstyle
- 16 Native New Zealander
- 17 Killed, as a dragon
- 18 Speeding on the strip
- 20 With 25 Across, when CTA was founded
- 22 Joints that may be twisted
- 23 They carry a charge
- 24 Goals or assists
- 25 See 20 Across
- 29 Cutlass or Delta 88
- 33 Hungry
- 34 Screws up
- 36 Period of history
- 37 Boxer Laila
- 38 Most receptive
- 41 Winning cardplayer's cry
- 42 Kilmer of "Top Gun"
- 43 Go to the Head of the Class, e.g.
- 44 "Boot" in geography
- 46 Lambs' mothers
- 48 New member of the CTA Board
- 51 Musical Mama Elliot
- 53 Leave out
- 54 "Scooby-Doo" girl
- 57 New member on the CTA leadership team
- 61 "Made by organized labor" notice
- 63 Passed-down stories
- 64 Capital of Vietnam
- 65 Writer of sonnets
- 66 Going _____ (arguing)
- 67 Like week-old bread
- 68 "Major" constellation
- 69 Costa _____

DOWN

- 1 "To be" in Latin
- 2 Where heroes are made
- 3 Diver Louganis
- 4 Co-author of "The Elements of Style"
- 5 Rhythmic
- 6 Once more
- 7 Setting for the movie "Argo"
- 8 Yuletide drink
- 9 Refrigerator brand
- 10 With 47 Down, where kids usually go when summer's over
- 11 Churn
- 12 Education Secretary Duncan
- 13 Russian jets
- 19 Moody's and S&P
- 21 Chihuahua, for one
- 24 Parched
- 25 Debonair
- 26 Acquired relative
- 27 One of Agent Mulder's dossiers?
- 28 Actress Zellweger
- 30 Like same-sex marriages in California
- 31 _____-and-kill instruction

- 32 Japanese electronics brand
- 35 Add ingredients to soup
- 39 Whole lot
- 40 Ostrich relatives
- 45 In name only
- 47 See 10 Down
- 49 Doves and pigeons, often
- 50 Ferdinand Marcos' first lady
- 52 Broadway musical based on a comic strip
- 54 "That's obvious" comments
- 55 Course in the biology dept.
- 56 _____ colada
- 57 _____ lift (ski tow that's not T-shaped)
- 58 "Somebody else did it"
- 59 Vice President Heins
- 60 Catherine _____-Jones
- 62 _____ Dhab

Answers to this crossword are on page 66.



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