

california

educator

DECEMBER 2018 / JANUARY 2019 VOLUME 23 ISSUE 3

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2019 TEACHERS
OF THE YEAR

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SHE'S A TEACHER,
POWERLIFTER &
BODYBUILDER
MEET ONE STRONG
WOMAN

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Brilliant!



**What do big rigs,
mariachi music and
robotics have to do with
innovative teaching?**

THEY'RE ALL PART OF OUR
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TONY THURMOND:
A SWEET VICTORY FOR STUDENTS

WILDFIRES:
HOW YOU CAN HELP
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It pays to be a CTA member

Announcing New Benefits

CTA membership comes with many great benefits including access to the only CTA-endorsed Disability Insurance plans from Standard Insurance Company (The Standard).

Now, at no extra cost to you, when you protect your paycheck with CTA-endorsed Disability Insurance from The Standard, you also get access to two new benefits from CTA.*

- Student Loan Benefit
- Cancer Benefit

These added benefits are available exclusively for members enrolled in the CTA-endorsed Voluntary Disability Insurance plans on a qualified disability claim.

Learn more!

Visit us at CTAMemberBenefits.org/Disability



*The benefits are offered by CTA to eligible members on approved disability claims under the CTA-endorsed Voluntary Disability Insurance plans with a disability date on or after 9/1/2018 who meet additional specific criteria. CTA provides these benefits at no extra cost, and The Standard acts only as the claims administrator of these benefits. Student Loan and Cancer Benefits are not provided under the Disability Insurance policy.

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california educator

VOLUME 23 ISSUE 3



#WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

MAGAZINE

GREAT SCHOOL FOR GIRLS

An all-girls STEM school in L.A. instills confidence and mastery, in no small part due to its gifted educators. **PAGE 34** GALAcademy.org

STUDENT CTA GETS TOUGH

Aspiring educators deal with social justice issues and how they affect teaching and students. **PAGE 52** [f](https://www.facebook.com/StudentCTA) [t](https://twitter.com/StudentCTA) [i](https://www.instagram.com/StudentCTA)

[tinyurl.com/StudentCTA](https://www.tinyurl.com/StudentCTA)

KEEP ON TRUCKIN'

Patterson High School's singular — and successful — commercial truck-driving school. **PAGE 46** [f](https://www.facebook.com/pattersontruck) [t](https://twitter.com/pattersontruck) [i](https://www.instagram.com/pattersontruck) [v](https://www.youtube.com/pattersontruck)
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WOMAN POWER

Stephanie Pio, high school government teacher, bodybuilder and elite powerlifter, demands her space. **PAGE 16** [f](https://www.facebook.com/squatrackshenanigans.com) [t](https://twitter.com/squatrackshenanigans.com) [i](https://www.instagram.com/squatrackshenanigans.com)
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DIGITAL

HEAR THIS: PODCASTING

Five ideas for classroom podcast projects, along with free tools to use. **PAGE 56**

CTA ONLINE TRAININGS

Learn how to be an effective advocate for students, colleagues and public schools in our interactive webinars. **PAGE 15**

cta.org/onlinetrainings

WHY WE ARE #REDFORED

Learn more about the national movement and how educators are raising their voices as one. [f](https://www.facebook.com/neatoday.org/) [t](https://twitter.com/neatoday.org/) [i](https://www.instagram.com/neatoday.org/) [v](https://www.youtube.com/neatoday.org/)

neatoday.org/why-we-are-red-for-ed

USE COMMON SENSE

Find a huge array of digital literacy resources for you and your students. [f](https://www.facebook.com/commonsense.org/) [t](https://twitter.com/commonsense.org/) [i](https://www.instagram.com/commonsense.org/) [v](https://www.youtube.com/commonsense.org/)

commonsense.org

PROFESSIONAL DEVELOPMENT

BE A GOOD TEACHER

CTA's Good Teaching Conference (Feb. 1-3, North, or March 22-24, South) for superior professional development, networking. **PAGE 9** [f](https://www.facebook.com/ctago.org/) [t](https://twitter.com/ctago.org/) [i](https://www.instagram.com/ctago.org/) [v](https://www.youtube.com/ctago.org/)

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ESP LEADERSHIP ACADEMY

Are you an ESP who wants to take on a leadership role? Apply for CTA's ESP Leadership Academy. **PAGE 9** [f](https://www.facebook.com/CTAESP) [t](https://twitter.com/CTAESP) [i](https://www.instagram.com/CTAESP) [v](https://www.youtube.com/CTAESPVideo)

[tinyurl.com/CTAESPVideo](https://www.tinyurl.com/CTAESPVideo)

TEACHING TOOLS, RESOURCES

CTA's Instruction & Professional Development offers lesson plans, teaching resources, guidance and more. [f](https://www.facebook.com/cta.org/ipd) [t](https://twitter.com/cta.org/ipd) [i](https://www.instagram.com/cta.org/ipd) [v](https://www.youtube.com/cta.org/ipd)

cta.org/ipd #CTAIPD

MEMBER BENEFITS

WILDFIRES: HOW TO HELP

Students, educators, communities suffer devastating losses. Here's how you can help. **PAGE 61** [f](https://www.facebook.com/cta.org/firesupport) [t](https://twitter.com/cta.org/firesupport) [i](https://www.instagram.com/cta.org/firesupport)

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GOING SOMEWHERE?

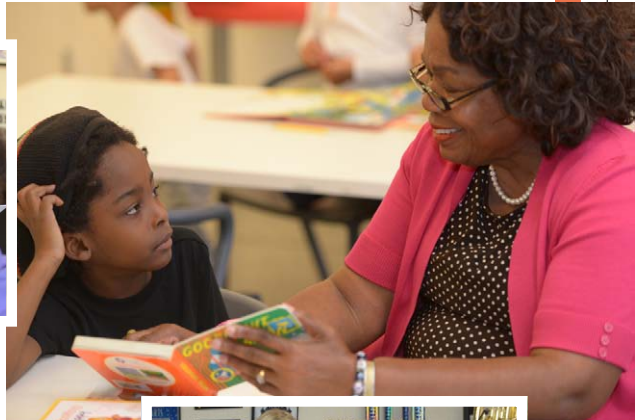
Members can take advantage of great rental car discounts from CTA and NEA. ctamemberbenefits.org

INVEST IN YOURSELF

Get informed about your financial health and well-being. ctainvest.org

ABOVE: At CTA State Council in October, CTA leaders and delegates wore #RedforEd to support educators in California — including in Los Angeles and Oakland — and throughout the country. (See pages 44 and 60 for stories.)

2018
INNOVATION
ISSUE



Transformative Teaching

Educators inject excitement, joy into student learning **PAGE 21**

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

Master Insights

I loved the “Pro Tips” article in the August/September issue. I am a middle school science teacher with a tip to help teachers:

If you feel overwhelmed with your to-do list, ask students to help you out before school, at lunch or after school. It will surprise you how much kids love helping out and taking on more responsibilities. In fact, it is usually students with challenging behaviors who want to assist you in the classroom — which means you can build a better rapport with them while also getting tasks done!

DAVID ALKASS

San Ysidro Education Association

Impact of Prop. 5's Defeat

The California Property Tax Fairness Initiative (Proposition 5 in the November election) deserved a “yes” vote. It would have removed the unfair moving penalty for seniors, the disabled and disaster victims across the state, while still ensuring they pay their fair share of property taxes.

By being able to carry their current property taxes to any county in the state 1) seniors would have the freedom to downsize and/or



move closer to family; 2) the disabled would have been able to move to more practical houses; 3) disaster victims would be able to find a new home.

Seniors often live in homes that no longer fit their needs, because their homes may be too big or far from families. When seniors, disaster victims,

or the disabled want to move or downsize to another county, they could face property tax increases of 100 to 300 percent. Currently, the disabled and seniors can transfer their property tax base only once and only within their own county. Only 11 of 58 counties allow any reciprocity of property tax bases. El Dorado is the only county that accepts every county's tax base.

Retired teachers in California are already penalized by unfair Social Security laws — Government Pension Offset and Windfall Elimination Provision. We should have eliminated this penalty for seniors and the disabled!

MARY GROVE

CTA/NEA Retired & 43-year teacher

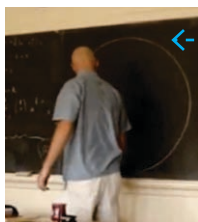
Editor's Note: CTA took a “no” position on Prop. 5 because current law already protects seniors and those impacted by disasters, and already allows for them to transfer taxes.

The Educator's Publishing Schedule

The *California Educator* publishes six times a year, and is complemented by CaliforniaEducator.org with additional news, updates and stories. We strive to get the print magazine to you in a timely fashion; it's always a balancing act to make sure it contains the latest information and still have it arrive with enough time that it remains useful to you. Please note:

- The *Educator* is mailed out at a nonprofit bulk rate. This means it is delivered at the discretion of *local* post offices, which put a higher priority on first-class and other mail.
- We hold the magazine if necessary to insert essential member information, such as reports from CTA State Council, important news, etc.

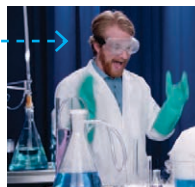
We also post magazine content on CaliforniaEducator.org, and urge you to check the website for the latest information. Thanks for reading!



Caption This!

Get your creative juices flowing by entering our new GIF contest at CaliforniaEducator.org.

The winning caption from last issue's contest: “Booya! It's ALIVE!” Congrats to **THERESA JOHNSTONE**, Association of Pleasanton Teachers.



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[WeAreCTA](https://www.pinterest.com/wearecta)

[#OurVoiceOurUnion](https://www.facebook.com/wearecta)
[#WeAreCTA](https://www.facebook.com/wearecta)

For our full social media directory, see cta.org/social.



CCTC Approved Reading and Literacy Added Authorization

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

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

Program Highlights:

- The program provides participants with the skills to develop a research-based program of reading instruction for implementation in their own classrooms or as a resource for other classroom teachers
- This certificate is aligned with the requirements and standards established by the California Commission on Teacher Credentialing (CCTC).
- **100% online**

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

UC San Diego Extension also offers accessible and affordable online programs for K-12 and Postsecondary Educators.

- New courses begin every month
- Most programs can be completed online within 1 year
- Interactive, Research-Based Programs with Practical Classroom Application

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- CCTC-Approved Clear Credential Program
- CCTC Approved CLAD Through CTEL Program
- College Counseling Specialized Certificate
- Gifted and Talented Education (GATE) Specialized Certificate
- Teaching Adult Learners Professional Certificate
- Teaching Online Certificate
- Teaching English to Speakers of Other Languages (TESOL) Professional Certificate
- Professional Development/Salary Point Coursework

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

extension.ucsd.edu/education

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California Educator is published for the information and edification of CTA members. The editorial philosophy is governed by the policies of CTA. Articles and advertising reflect that philosophy. Letters to the editor may be sent to editor@cta.org.

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

For advertising rates and information, contact Lisa Neely, COP Communications, Inc.,
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CTA/NEA membership dues for the fiscal year (Sept. 1, 2018, to Aug. 31, 2019) are \$892, including a \$20 refundable contribution (see cta.org/contribution for details). \$19.42 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$10.00 of CTA annual dues is designated for independent expenditures, totaling \$29.42 not deductible for income tax purposes.

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

CALIFORNIA TEACHERS ASSOCIATION

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650-697-1400; fax 650-552-5002; editor@cta.org, cta.org

MISSION STATEMENT

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

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Our Family Bond

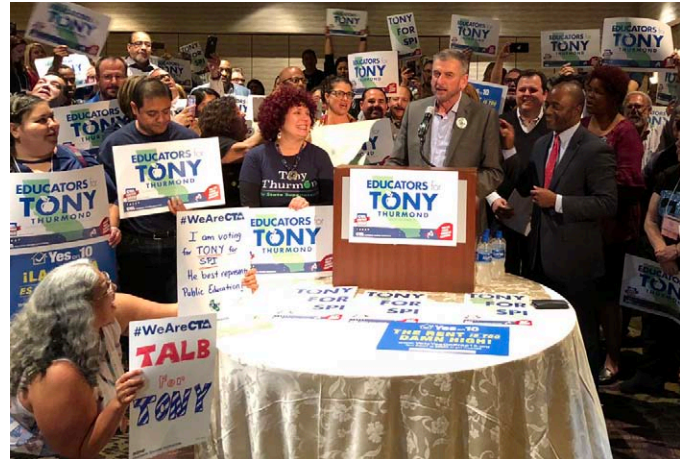
AS 2018 DRAWS to a close, I find myself reflecting on this tumultuous year and appreciating more than ever the strong, family-like bond we all share as educators with the common goal of providing a quality education for all California students. That bond of solidarity led to some major wins for public education following an election with historic turnout and engagement — a bond that keeps us strong in the face of all challenges.

November's election results showed the strength of that bond. While billionaires and those who would privatize our school system for personal gain poured more than \$40 million into the race for superintendent of public instruction, in the end they found all their money was no match for the commitment and energy of thousands of CTA members who sent text messages, tweeted, posted on Facebook, and had countless conversations with friends and family to push Tony Thurmond to victory. You delivered a huge win for students and public schools.

Voters also resoundingly rejected Proposition 5, a tax scheme backed by the real estate industry (and practically no one else) that would have robbed our schools and the students we serve of \$1 billion annually. Nationally, the [#RedForEd](#) movement helped elect hundreds of educators to office, including current and retired CTA members in several California races. We're excited to work closely with Thurmond, Governor-elect Gavin Newsom, and all the new and returning members of the Legislature to ensure that all California students get the education they need and deserve, and that our schools have the support and resources to make that happen. We should all be extremely proud of the difference the solidarity of educators made in this election and what it means for our students.

That solidarity and family-like bond has also been on full display in the aftermath of the terrible November fires that devastated our state. I am thankful that my husband David and I were able to evacuate safely, and I'm inspired by the courageous actions of so many educators. Many CTA members and the students we serve lost their homes or their schools or, even more tragically, loved ones in the

CTA President Eric Heins speaks at a State Council rally for Tony Thurmond, to his left.



“We should be proud of the difference the solidarity of educators made in this election and what it means for our students.”

worst wildfires in California history. But like a family, CTA members responded with immediate help. In addition to the rapid relief CTA provided through our Disaster Relief Fund, our local chapters also provided direct and immediate assistance through GoFundMe efforts and on-the-ground material aid. In many cases educators temporarily housed displaced colleagues in their own homes.

Other CTA leaders, staff and I made multiple visits to the impacted areas to meet with members and provide assistance. The educators from Paradise demonstrated courage, integrity and compassion. Saving students' lives, and even in the face of personal loss, immediately started working to get students back to a safe learning environment as soon as possible. This is what our union looks like!

As we enter the new year, I want to thank you for being part of this CTA family. Together, we're continuing to accomplish great things for our students and for each other. The bond we all share means a bright future for public education in 2019 and beyond.

Eric C. Heins

CTA PRESIDENT

@ericheins

Teachers See the Possibilities

At Oaks Christian School, Mary Kay Altizer applies her passion for the arts and educational technology as she leads the school's performing arts department, including a cutting-edge digital recording and production program.



Oaks Christian School, Advanced Digital Recording Class, Performing Arts Chair, Mary Kay Altizer, M.A. '15

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God First Since 1899



Ingenious, Fearless, Brilliant

HOW DO YOU foster a spirit of innovation in teaching and learning?

For starters, welcome it, and give it the resources to grow.

At the Girls Academic Leadership Academy (GALA) in L.A., educators are actively encouraged to try new and creative ways of teaching. “If we have an idea, nobody says we can’t. They say, ‘How can we help you,’” says Johanna Petrich, GALA’s athletic director and a PE teacher. “If I want to do something, there is a team here that will help me do it.”

As showcased in our fourth annual Innovation Issue, the nurturing environment at GALA, the only non-charter, all-girls public school in California (“**Set Up to Excel**,” page 34), allows teachers and students to thrive.

Innovation that supports and enriches student learning is also the common denominator of the educators profiled in our special **Innovation section** (beginning on page 21). Virginia Marshall makes sure African-American student scholars get the public recognition and encouragement they deserve. Jesse Barnett has students interview and film others about their tumultuous lives as a way to better understand themselves. Dan Frank’s students manufacture parts that transport experiments to the International Space Station. Jessica Husselstein embraces and uses mariachi music to connect with her young charges and their families.

In truth, all educators — all of you — are innovators for your students. While your passion to help them learn is overarching, for many of you the desire to make the world a better place is equally strong.

Dave Dein pioneered one of the nation’s first commercial truck-driving schools at Patterson High School, because he saw a need to be met in long-haul trucking: skilled students able to enter well-paying careers in an industry where a shortage of trained drivers looms (“**Faith for the Long Haul**,” page 48). Stephanie Pio is a role model for body image and inner/outer strength, making sure students understand that “the smallest version of you is not the best version of you” (“**A Strong Woman**,” page 16).



Ann Jensen with students in Western High School’s Link Crew.

Even the risk or actuality of failure is part of the process. “I tell them to be fearless in the face of failure,” says Brandy Peters, educator at Eisenhower Elementary in Garden Grove and a 2018 innovator.

“We train them to turn a negative situation into a positive, growth mindset,” says Monique Flores of the students in the Link Crew program she and Ann Jensen founded at Western High School in Anaheim. The pair, among our 2018 innovators, developed the program to help freshmen make a successful transition to high school.

And innovative educators find truly novel ways to bring to light students’ individual talents and contributions. Middle school teacher Trish Hyun and other English Language Arts educators in Fullerton School District — also among our 2018 innovators — introduced an immersive, collaborative game to their classrooms that hones multiple skills. “Every child feels included, because they brought their individual strengths to the table,” Hyun says. “And students understand that there can be more than one way to solve a problem.”

Hat tip to you, our fearless, ingenious educators. Happy New Year!

Katharine Fong

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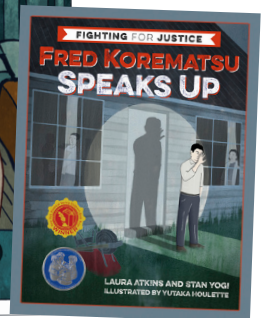
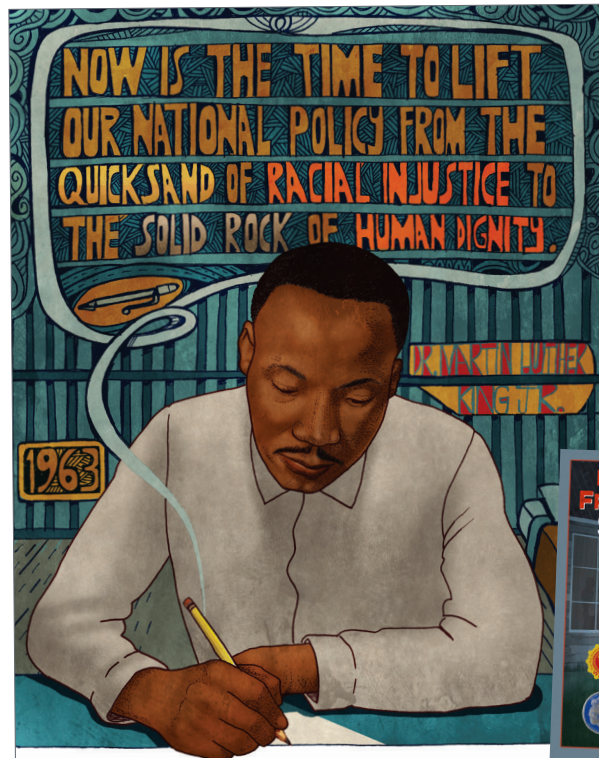
Dec./Jan.

2018 2019

ISSUES CONFERENCE: *The 3 R's*

“THE CHALLENGE OF CHANGE: REFRESH, RENEW, REFOCUS” is the theme for the 2019 CTA Issues Conference, Jan. 18-20 in Las Vegas. Multiple cutting-edge, skills-building sessions will be offered, as well as opportunities to network with colleagues and education thought leaders from across California.

The keynote speaker is Dr. Gordon Lafer, associate professor at the University of Oregon’s Labor Education and Research Center. Lafer is an expert in labor law, union organizing, collective bargaining and the impact of charter schools on public education in the United States. Register for the conference at ctago.org.



The quote above is from King’s “Letter From Birmingham Jail,” written in 1963. The letter’s defense of nonviolent resistance and insistence on justice for all has made it a foundational text for the ongoing civil rights movement. Courtesy Teaching Tolerance; illustration by Nip Rogers.

They Resisted — and Spoke Up

Martin Luther King Jr. Day is Jan. 21. While King’s message of equality and justice for all is best embedded in the curriculum year round, educators can highlight his impact and relevance by choosing from multiple classroom resources, including those at NEA (nea.org), Teaching Tolerance (tolerance.org), Stanford University’s Martin Luther King, Jr. Research & Education Institute (kinginstitute.stanford.edu).

January 30 is Fred Korematsu Day of Civil Liberties and the Constitution in California. The civil rights activist challenged the U.S. government on Japanese-American internment during World War II, taking his case all the way to the Supreme Court. Educators can turn to korematsuinstitute.org for lesson plans and books such as “Fred Korematsu Speaks Up” (Heyday, 2017) to teach students about his life and work, and relate them to current events. (For example, in 2016 a political commentator suggested that the Japanese internment set a constitutional precedent for a proposed registry of Muslim immigrants.)

GOOD TEACHING CONFERENCE NORTH & SOUTH

FEB. & MARCH CONFERENCE

GTC North: Feb. 1–3, *Fairmont San Jose*;
GTC South: March 22–24, *Hyatt Regency, Orange County*.

CTA's standout offering for K-12 teachers' professional development, with diverse workshops focused on curriculum content areas and professional growth. Don't miss the pre-conferences (includes keynote speaker neuroscientist Kenneth Wesson; see story on page 54). [#CTAGTC](#) ▶ [ctago.org](#)



CTA HUMAN RIGHTS AWARDS

JAN. 9 FILING DEADLINE

These awards, in various categories, promote development of programs to advance and protect human and civil rights within CTA. Any active member, chapter, caucus or Service Center Council may nominate.

▶ [cta.org/awards](#)

CANDIDACY FOR NEA STATE COUNCIL

JAN. 31 FILING DEADLINE

Candidates for NEA RA state delegate must submit a declaration of candidacy. See page 70.

▶ [cta.org/racandidacy](#)

ESP LEADERSHIP ACADEMY

FEB. & MARCH TRAINING

Session 1: Burlingame, Feb. 1–3; Session 2: Los Angeles, March 29–31. Annual CTA training exclusively for Education Support Professionals members to build leadership within our ESP ranks.

▶ krallings@cta.org

CTA SCHOLARSHIPS, GRANTS & AWARDS

FEB. & MARCH

APPLICATION DEADLINES

Get your or your dependent's paperwork in on time! Application deadline for CTA Scholarships is Feb. 1; the Martin Luther King Jr. Memorial Scholarship is Feb. 15; the Cesar Chavez Memorial Education Awards is March 15.

▶ [cta.org/scholarships](#)

NEA FOUNDATION GRANTS

FEB. 1 APPLICATION DEADLINE

The NEA Foundation awards grants to NEA members. Student Achievement Grants support improving academic achievement; Learning and Leadership Grants support quality professional development. Applications are reviewed three times a year. ▶ [neafoundation.org](#)

NATIONAL SCHOOL COUNSELING WEEK

FEB. 4-8 EVENT

Celebrate your school counselor and their impact on students' academic success and career plans.

▶ [schoolcounselor.org](#)

CCA WINTER CONFERENCE

FEB. 8-10 CONFERENCE

Doubletree Hilton, San Diego Mission Valley. The focus will be on collective bargaining hints and tips.

▶ [cca4us.org](#)

CTA/NEA-RETIRED ISSUES CONFERENCE

FEB. 28-MARCH 1 CONFERENCE

Fairmont San Jose. Learn how CTA/NEA-Retired works to protect your future and monitors federal legislation that affects retirement benefits. Get and stay connected. Hotel cut-off: Feb. 6. ▶ [ctago.org](#)

READ ACROSS AMERICA

MARCH 1 EVENT

Plan a student reading event now.

▶ [readacrossamerica.org](#)

EQUITY AND HUMAN RIGHTS CONFERENCE

MARCH 1-3 CONFERENCE

Fairmont San Jose. [#CTAEHR](#) captures the essence of CTA's mission statement: to ensure the dignity and civil rights of all children and youth are protected and to secure a more equitable and democratic society. Hotel cut-off: Feb. 6.

▶ [ctago.org](#)

NEW EDUCATOR WEEKEND NORTH

MARCH 8-10 CONFERENCE

Hyatt SFO Burlingame. [#CTANEW](#) has all you need to be successful in your first years of teaching: tools to create a productive, inspiring learning environment; the latest thinking on pedagogy; etc. A pre-conference covers professional development resources, strategies for student debt, and career/financial planning. Hotel cut-off: Feb. 21.

▶ [ctago.org](#)

NEA ESP CONFERENCE

MARCH 22-24 CONFERENCE

Bally's Las Vegas Hotel. ESPs can enhance skills and knowledge to positively impact student achievement, build community relations, organize and advocate, build stronger locals, and help our members do their jobs better.

▶ [nea.org](#)



Black Lives Matter at School Week

GET READY FOR Black Lives Matter (BLM) at School Week, Feb. 4–8, 2019. The week of action is organized by a national committee of educators who advocate for racial justice in education.

BLM at School Week began during the 2017–2018 school year, when thousands of educators wore Black Lives Matter shirts to school and taught lessons about structural racism, intersectional black identities, black history, and anti-racist movements during the first week of February. BLM at School Week demands the following actions:

1. End zero-tolerance policies and replace them with restorative practices.
2. Hire and mentor black educators.
3. Mandate that ethnic studies be taught in Pre-K–12 schools in age-appropriate ways.

Lessons that educators teach during the week of action correspond to the 13 guiding principles of Black Lives Matter:

MONDAY:

Restorative Justice, Empathy and Loving Engagement

TUESDAY:

Diversity and Globalism

WEDNESDAY:

Trans-Affirming, Queer Affirming and Collective Value

THURSDAY:

Intergenerational, Black Families and Black Villages

FRIDAY:

Black Women and Unapologetically Black

For details on how to join the actions, lesson plans and resources see blacklivesmatteratschool.com and neaedjustice.org/black-lives-matter-school. [#BlackLivesMatterAtSchool](https://twitter.com/BlackLivesMatterAtSchool).



BE TRUE TO YOURSELF

FINDING THE COURAGE to be your inner self is a theme in many of the selections in CTA's 2018-19 California Reads – teacher-recommended books for all grade levels. Check out cta.org/californiareads for the full list. [#californiareads](https://twitter.com/californiareads)

In 1920s Cuba, an island filled with music, females cannot be drummers. But Millo Castro Zaldarriaga, a Chinese-African-Cuban girl, dreams of pounding tall congas and tapping small bongós. She practices in secret, till one day ... “Drum Dream Girl: How One Girl’s Courage Changed Music,” by Margarita Engle (grades 1-2), is an inspiring, true story for dreamers everywhere.

In “Red: A Crayon’s Story,” by Michael Hall (PK, TK, K), Red has a bright-red label, but he is, in fact, blue. His teacher tries to help him be red (let’s draw strawberries!), his mother and others also try to help him be red, but Red is miserable. Finally, a brand-new friend offers a brand-new perspective, and Red discovers his real color.

At the beginning of “Speak: The Graphic Novel,” by Laurie Halse Anderson (grades 9-12), Melinda calls the cops on an end-of-summer party, becoming an outcast as she starts her freshman year of high school. She’s unable to tell anyone of the sexual assault she suffered at the party, and grows depressed and alienated. Finally, an art teacher helps her express with art what she has so painfully buried and find her voice again.



EXERGAMER & HALL OF FAME

IN JUNE, Carrie Swidecki made history by becoming the second woman and first exergamer to be inducted into the International Video Game Hall of Fame.

Seven years ago, the Educator ran a story about the Panama-Buena Vista Teachers Association member,

who used "Dance Dance Revolution" (DDR) to lose 75 pounds, introduced exergaming — the use of video games for physical activity — to her students at Sandrini Elementary School in Bakersfield, and broke the Guinness world record for playing DDR at more than 15 hours. She has since set even more impressive world records while raising funds to fight childhood obesity.

In 2017, Swidecki expanded her exergaming teachings into STEAM

lessons: Her sixth-graders created their own "Just Dance" video game, studying choreography, learning about lighting, using a green screen, and shooting and editing video. They skyped with the Paris-based team from Ubisoft that created Just Dance, and produced a vlog documenting their experience. The project won the National Student Power Showcase at the national CUE conference.

"It was STEAM education at its best," Swidecki says. "Not only did it focus on the importance of physical education, but it opened the window to prepare my students for careers in technology."

Swidecki sees her accomplishments as helping teachers "to use STEAM education and video games in the classroom. We're closing the gap to truly prepare students for careers in the language of today — video games."



GPS for State's Public Education System

The California Education GPS is a new resource that charts next steps for public education for legislators and policymakers. It is co-chaired by CTA President Eric Heins and reflects the input and consensus of the Alliance for Continuous Improvement — a group of nearly 30 leaders and experts representing parents, students, teachers, administrators, school boards, higher education, early learning, community and social justice causes, business, research, and local and state agencies. Read more about the Education GPS at caledgps.org.

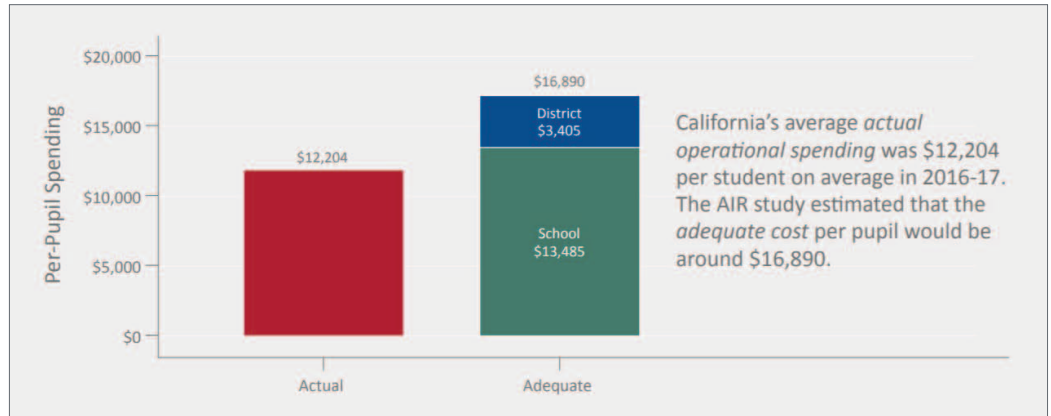


A GLOBAL ADVOCATE

Estella Afi Owoimaha-Church, a 2018 CTA Human Rights Award winner and member of Centinela Valley Secondary Teachers Association, was recently at the Vatican as both lead educator with Robert F. Kennedy Human Rights' Speak Truth to Power and communications chair for [#TeachSDGs](https://www.teachsdgs.org). Second from right, she stands with students and other advocates at the Vatican's Pontifical Academy of Science. To nominate a CTA member for the 2019 Human Rights Award, see page 9.

Actual Spending and Adequate Cost Per Pupil

Source: American Institutes for Research calculations from professional judgment panels resource specifications; California Dept. of Education (CDE) student and school data; California Assessment of Student Performance and Progress; Standardized Account Code Structure; and CDE.



A Case for More Resources

Report shows 38 percent more school funding needed to accomplish state goals

BY JULIAN PEEPLES

CALIFORNIA'S EDUCATION SYSTEM has been moving in the right direction over the past decade, but additional resources are needed to provide “adequate education” for all students, according to a report released in September. “Getting Down to Facts II” found that an additional \$25.6 billion in public education funding — 38 percent above actual spending — is needed to provide all students equal opportunity to meet State Board of Education goals.

The report, coordinated by Stanford University and Policy Analysis for California Education, is an in-depth analysis of the state education system that examines current conditions in California schools. Encompassing 36 separate studies by more than 100 leading researchers, the report provides insight on the issues impacting the nation's largest public school system and how the state can better support California's 6.2 million K-12 students. It builds upon a similar report a decade earlier.

While researchers found that California students are performing better and improving at a faster rate than the rest of the nation, the system is in dire need of capacity-building to ensure that schools and educators have

the skills, information and materials they need to provide all students with equal opportunity to succeed. And while there's evidence that the equity-based approach of the Local Control Funding Formula is working, California public education is still chronically underfunded, stemming the progress.

“The ‘Getting Down to Facts’ report provides evidence-based research to support what we've been saying all along — our schools need more funding and support to provide the quality of education that our students deserve,” said CTA President Eric Heins.

Even after voter-approved education funding increases, California per-pupil spending lags way behind other states — frontrunner District of Columbia invests nearly \$15,000 more per student, followed by New York (\$14,000 more), Alaska (\$13,000 more), Connecticut (\$12,000 more) and New Jersey (\$12,000 more) — despite larger numbers here of English learners and high-needs students. The report found that greater investment in public education leads directly to positive results, with estimates that a \$1,000 increase in per-student spending in grades 10-12 led to a 5.9 percent increase in high

California Compared to Other Key States

	Student/Teacher Ratio	Average Teacher Salary	School Revenue Per Pupil	Instruction as Percentage of Current Expenditures
California	22.53	\$77,179	\$10,484	59.5%
Texas	15.23	\$48,882	\$10,064	61.4%
Florida	16.11	\$40,717	\$ 8,067	60.9%
New York	12.65	\$81,255	\$24,342	70.1%
Illinois	16.69	\$56,991	\$12,856	58.7%
Ohio	16.02	\$47,560	\$10,760	58.9%

Data: National Education Association (Rankings & Estimates: Rankings of the States 2016 and Estimates of School Statistics 2017).

school graduation rates. For economically disadvantaged students in grades 8-11, the same \$1,000 hike in per-student spending led to increases in math scores equivalent to seven months of learning.

California’s opportunity gap and lack of educational equity for low-income, English learner and high-needs students persist and require continued focus. The report found that schools serving high numbers of disadvantaged students have a more difficult time filling teaching positions and are impacted disproportionately by the statewide teacher shortage. The lack of bilingual teachers continues to be a problem as well, and impacts equity for English learners.

“The critical teacher shortage in our state means that we continue to have among the largest class sizes in the nation,” Heins said. “Coupled with per-student funding levels in the bottom 25 percent nationally, it’s apparent that California isn’t providing the resources we need to adequately support student achievement. We can and must do better for our students and our future.”

The funding issues impact student achievement from the time kids are toddlers. According to the report, entering low-income kindergartners have lower school readiness levels than in other states, primarily due to lack of access to high-quality early education opportunities. While universal preschool is often touted as a priority for policymakers, California has yet to make the jump from idea to action, further widening the achievement gap. In addition, the lack of early intervention for preschoolers with special needs means that many incoming kindergartners are already behind before they even start school.

The “*Getting Down to Facts II*” report and all 36 associated studies are available at gettingdowntofacts.com. ■

What Adequately Funded Schools Look Like

PROJECT RESEARCHERS worked with panels of educators to determine the amount of funding needed (\$25.6 billion) to ensure an “adequate education” for all California students. Among what they considered essential:

- Ten additional days for teacher training
- Class sizes capped at 22 in elementary and middle schools
- Hire additional resource teachers for English learners and students with disabilities, specialists in math and English language arts, guidance counselors, social workers, psychologists and librarians. These hires would help lower the student-teacher ratio to 15:1 in high school and 13:1 in elementary school
- Provide more STEM and arts learning opportunities
- Allow all 4-year-old children access to high-quality preschool or transitional kindergarten programs
- Offer special education programs that fully integrate students with disabilities into a general classroom

By **Mike Myslinski**

3,800

Estimated number of students (out of 4,200 total) in Paradise Unified School District without homes due to the devastating Nov. 8 Camp Fire, EdSource reported Nov. 16.

\$1.6 BILLION

How much California should increase what it spends on the state's child poverty crisis next fiscal year, as recommended by a new state task force, the *Los Angeles Times* reported Nov. 19. Nearly 2 million children live below the poverty line.

86,000

Number of votes Tony Thurmond trailed his opponent Marshall Tuck in state superintendent's race on election night, Nov. 6.

174,413

Number of votes Tony Thurmond was leading Marshall Tuck as of Nov. 29, with his margin still growing as counting continued at press time.

65 %

Preliminary estimate of registered California voters who cast ballots in the Nov. 6 election, setting a recent record for a nonpresidential general election, the *Associated Press* reported Nov. 16. Final turnout numbers will come in December.

“IT’S CLEAR THAT EDUCATORS PLAYED A PIVOTAL ROLE IN THIS ELECTION. WE SENT A LOUD MESSAGE TO THE BILLIONAIRES AND CORPORATE SPECIAL INTERESTS WHO SPENT NEARLY \$40 MILLION TRYING TO BUY THE STATE SUPERINTENDENT’S OFFICE: OUR PUBLIC SCHOOLS ARE NOT FOR SALE!”

—CTA President **ERIC HEINS**, in a Nov. 17 statement congratulating Tony Thurmond for defeating his billionaire-backed opponent, Marshall Tuck, in the historic state schools chief race.

“I want to thank the voters of California for electing me to serve the six million students of California. I intend to be a champion of public schools and a superintendent for all California students.”

—**TONY THURMOND**, in a statement about his extraordinary victory issued on Nov. 17, the day that his opponent conceded the race.

“We are far from perfect. Too many Californians are being priced out of housing, of health care and higher education. Too many workers are feeling the ever-tightening squeeze of automation and wage stagnation. Too many children are growing up in poverty and starting school from behind.”

—Governor-elect **GAVIN NEWSOM**, quoted in the *Sacramento Bee* after his convincing Nov. 6 election win.

“We’re teachers. We teach. The kids are the priority right now.”

—CTA member **SHERI EICHAR**, who joined colleagues to hold a day of class for 25 of their elementary students in a Chico library Nov. 16 after their charter school in Paradise was lost to the massive Camp Fire. Read how Butte County teachers are coping after the deadly inferno: californiaeducator.org.

“WE HAD THE BUS DRIVER FROM HEAVEN.”

—Paradise Unified School District teacher **MARY LUDWIG**, after heroics by Kevin McKay, who safely transported 22 stranded Ponderosa Elementary students past walls of flames as the Nov. 8 Camp Fire exploded. CNN reported Nov. 19 that Ludwig and colleague Abbie Davis helped calm the children on the bus after it left the school, which was destroyed.

QUOTES & NUMBERS

By @samdemuro

THESE POSTS GOT CTA educators buzzing! Elementary students surprised their custodian Mr. Eugene with an appreciation party, and nationally renowned history teacher Nicholas Ferroni tweeted a truth bomb. Follow @WeAreCTA on Instagram to see the posts!

POSTS THAT POPPED



TRAINING WEBINARS JUST FOR YOU!

CTA offers online training on a variety of topics exclusively for members. These webinars — both live and archived — are a terrific way to get the resources, tips and tools you need to effectively advocate for our students, colleagues and public schools. **Join us for our upcoming webinars:**

HOW TO BE #UNIONSTRONG ON SOCIAL MEDIA

January 10, 2019, 4–5 p.m.

Social media can be a great way to engage with your union and the larger education movement across the nation. Learn how you can connect to @WeAreCTA, your local chapter (and beyond) on Facebook, Twitter, Instagram and Pinterest. Get ideas on content creation, hashtags and how you can leverage your own social media platform for education advocacy.

NEW UNIONISM & MEMBER ENGAGEMENT

February 12, 2019, 4–5 p.m.

This interactive session will discuss new unionism concepts, and will assess current member engagement issues and review CTA's online resources, grants and strategies.

A BEGINNER'S GUIDE TO MESSAGING

March 12, 2019, 4–5 p.m.

It's not always easy talking about our union's work in advocating for public education. In this interactive session learn about the three Ds of Messaging — Development, Delivery and Discipline — and how to use them in your personal and professional lives.

INSTAGRAM, PHOTOS AND STORIES, OH MY!

April 11, 2019, 4–5 p.m.

Instagram is the leading social media platform for visual storytelling. Instagram's Stories feature has 400 million active users (beating Snapchat's 191 million) a day! Learn how to utilize Instagram Stories to engage with CTA and your local chapter, as well as general best practices of Instagram.

Register, and access past webinars at cta.org/onlinetrainings.

What webinars would you like to see? Some ideas from members have included Pinterest for the classroom, using Facebook groups, and Snapchat. Send your ideas to @WeAreCTA or social@cta.org.



Stephanie Pio teaches government at Palomar High School in Chula Vista.

PHOTO: JESSICA HARRIS

A Strong Woman

Stephanie Pio — teacher, powerlifter, bodybuilder — demands her space

BY ED SIBBY



FOR PALOMAR HIGH SCHOOL government teacher Stephanie Pio, the typical school day looks much like any other successful educator’s workday: filled with student interaction and discussion, grading assignments, prepping for the next lesson, and all the rest.

That’s where the similarities end, however. When the final bell rings, Pio, a member of Sweetwater Education Association, sets down the textbooks and heads to her local gym’s squat rack to pick up and press literally thousands of pounds — a typical amount during a powerlifting training session. If training and competing as an elite powerlifter were not enough, Pio also is an award-winning bodybuilder who participates in drug-tested, steroid-free competitions.

Pio’s triple passions of bodybuilding, powerlifting and educating young people nearly always exist in a comfortable space together, but sometimes they do collide. Like the time last spring when her volunteer Grad Nite chaperoning responsibilities took her overnight to Six Flags Magic Mountain — the night before a powerlifting competition to which she had committed months of training. While she readily admits she was “enjoying rollercoasters” well past 3 a.m., she will also tell you it led to a series of unfortunate events that barely got her to the competition before her first required lifts.

Fortunately, you can read about what happened and her latest competitions on her blog, SquatRackShenanigans.com.

“I’m no longer focused on being small in any aspect of my life. I’m not afraid to be seen, or heard, or noticed, and to demand my space.”

—**Stephanie Pio**, *Sweetwater Education Association*

Pio trains for aesthetics and strength and finds that pushing her limits gives her a stronger sense of the depth of her capabilities.

“I love what I do on the stage, on the platform, in the gym, and in the kitchen,” she says. “I love being strong. Testing my physical and mental limits is very important to me in many aspects of my life. These tests make me feel powerful, make me feel alive and capable, sometimes almost superhuman. My sports allow me to challenge myself in ways that I haven’t found elsewhere.”

Her experiences training and competing inform her teaching.

“My training and dedication to my sports influence my classroom practice,” Pio says. “They help me recognize that progress is never linear, and it’s not always predictable. Sometimes it comes faster than expected, and there are periods where progress is slower — you need more practice, more scaffolding, to perfect a movement, or understand a concept, before you can move forward. This is true of strength gain and in teaching. Both require a lot of patience.”

Pio, who has a master’s degree in teaching, is devoted to her work as an educator and to her students, saying, “I don’t know anyone who loves their job more than I do.” Students and colleagues are “overwhelmingly positive” about her passions as well.

“Every year during the school health fair, I present on the topic of nutrition. I bring all my trophies and medals, and some of my powerlifting gear and bodybuilding contest gear to show the students. They’re pretty proud that their teacher is a professional athlete.

“My colleagues have always been very supportive as well, including administrators. I have been told on many occasions how cool it is that girls on campus have someone like me as a model. Strong women — women who



Pio loves testing her physical and mental limits.

can lift two-and-a-half times their body weight and are professional athletes — aren’t exactly the norm.”

Pio takes her responsibilities as a role model seriously and uses her experience to show others how to tap into their worth and power. “The smallest version of you is not the best version of you,” she said in a Women’s Strength Coalition profile last year. “I spent so much of my life just trying to fit into that, to be ever smaller.

“I spent so many years feeling too ... something. Too fat. Too broad shouldered. Too muscular. I spoke too much. I laughed too loudly. I argued too passionately. It was a constant fixation that manifested in just never being good enough.

“Getting away from that mentality, and learning to take up space — physically, mentally, academically, socially — has been really freeing. I’m no longer focused on being small in any aspect of my life. I’m not afraid to be seen or heard or noticed, and to demand my space.” ■

What's My Motivation?

How teachers can increase student responsibility, and decrease stress

BY MARVIN MARSHALL



▶ HOW DOES A teacher walk into a classroom for the first time and establish excellent relationships with students? How does a teacher have students do what the *teacher* wants students to do because *they* want to?

I developed *Discipline Without Stress* to address these questions. The system taps into intrinsic motivation so students behave more responsibly and put forth more effort in their learning, in contrast to external approaches that rely on bribes or rewards to control, threats or imposed punishments. The program has helped thousands of teachers become more effective, improve relationships, increase responsible student behavior, and reduce stress for all parties involved.

It has four parts:

Classroom management

One of the most significant mistakes teachers make is to *assume* that students know what the teacher wants them to do without first teaching a procedure. The most effective approach is for the teacher to model the procedure, have students practice it, and then periodically reinforce the procedure by having students practice it again.

Three principles to practice

POSITIVITY.

Always speak to students in terms of what you want them to do rather than what you don't. It's easy to turn any communication from one that is perceived as negative into a positive. For example, "Stop talking" becomes "This is quiet time."

CHOICE.

Teachers can be more effective if they bring this mindset to students' attention: Regardless of any stimulation, situation or urge, people have the ability to choose their response. People never have to have a feeling of victimhood because they always have a choice in how they respond.

REFLECTION.

The most effective approach to actuate change in others is by asking *reflective* questions. Examples: "If

you couldn't fail, what would you do?" "What would an extraordinary person do in this situation?" "If you looked back on what you did, would you be proud of yourself?"

The Raise Responsibility System (discipline)

A. Teaching the *Hierarchy of Social Development* engenders a desire to behave responsibly and put forth effort to learn. Students learn to differentiate between *internal* and *external* motivation and to rise above unacceptable behaviors — including inappropriate peer influence. Learning the concepts is the only required student learning.

LEVEL D – DEMOCRACY (HIGHEST LEVEL)

- Develops self-discipline
- Demonstrates initiative
- Displays responsibility
- Does good because it is the right thing to do
- The motivation is INTERNAL.

"Democracy" is used because democracy and responsibility are inseparable. Motivation at this level brings the most satisfaction and is the major contributor to healthy self-esteem.

LEVEL C – COOPERATION/CONFORMITY

- Considerate
- Cooperates
- Complies
- Conforms
- The motivation is EXTERNAL.

Action at this level is often prompted by motivation to please others, receive a reward, or to avoid a negative consequence. Most of us behave most of our lives at this level.

A danger exists, however, when young people conform and comply with irresponsible peer influence. This is why "conformity" is added.

The difference between levels D and C is in the *motivation*, rather than in the *behavior*. Level C is expected. Level D is voluntary. These two levels of motivation are both acceptable.

**LEVEL B –
BULLYING/BOSSING**

- Bosses others
 - Bothers others
 - Bullies others
 - Breaks laws and makes own standards
- Often needs to be bossed to behave

This level is characterized by a lack of impulse control, a lack of consideration for others, and by displaying inappropriate behaviors.

**LEVEL A –
ANARCHY**

- Absence of order
- Aimless and chaotic
- Absence of government

This level is characterized by chaos, being out of control, or unsafe. Anarchy is the fundamental enemy of civilization.

The two lower levels of behavior are not acceptable.

B. CHECKING FOR UNDERSTANDING

In this case, students reflect on the level of chosen behavior — rather than the behavior itself. This approach separates the person from the behavior, thereby negating the usual tendency to defend one's actions — a tendency that leads to many confrontations.

C. GUIDED CHOICES

If disruptions continue, a consequence or procedure is elicited to redirect the inappropriate behavior.

Using the hierarchy to increase learning

Identifying internal motivation vs. external motivation *before* a lesson or activity and then reflecting on the motivational level *after* a lesson or activity increases responsibility, improves learning and raises academic achievement. ■

Marvin Marshall, lifetime CTA-Retired, has been a teacher, counselor, and principal at all grade levels. He is an author and staff developer (WithoutStress.com).

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Educators' bright ideas excite students and transform teaching

It doesn't take a wand or crown or paranormal powers to help kids learn (though a green screen has possibilities). The innovators showcased on the following pages translate ideas, inventions and ways of doing things into something profound and often magical for students and other educators. The goal? Nothing short of making the world a better place, and for that, we are immensely grateful.





TRICIA HYUN, *et al.*

English teachers find
gamification a winner

FULLERTON ELEMENTARY TEACHERS ASSOCIATION

BY **SHERRY POSNICK-GOODWIN**
PHOTOS BY **SCOTT BUSCHMAN**

It's high excitement. It's mildly controlled chaos. It's problem-solving, teamwork and critical thinking all rolled into one, happening at a very loud level. Needless to say, students are having a blast.

Welcome to Parks Junior High School in Fullerton, where teams of students in the media center race against the clock — and each other — to win the ultimate contest. But first, they have to figure out clues and solve puzzles and rely on the individual strengths of their teammates.

"We are having a Celebrate Success party to reward good behavior," says English teacher Tricia Hyun, as she watches the spectacle unfold with a huge smile, dashing from table to table.

The clues, of course, revolve around English Language Arts (ELA), with students needing to identify various elements such as plot; opening and exposition; conflict; and the climax of a story. The number of clues in each category becomes the combination to a locked box. Inside the box is a water bottle with a secret compartment that holds a key to unlock another box. And so it goes. Eventually students will unlock a box that contains candy and cheer even louder.

The gamification of ELA happens in



A group of Hyun's students work together to figure out how to unlock the final box.



**EVERY STUDENT'S
INPUT AND VOICE
MATTERS, AND
STUDENTS UNDERSTAND
THAT THERE CAN BE
MORE THAN ONE WAY
TO SOLVE A PROBLEM."**




a unique program called Passion Required iPersonalize Secret Missions (PRiSM), which received a 2017-18 grant from CTA's Institute for Teaching. Events such as these happen monthly.

Hyun, the lead grant writer, collaborated with fellow ELA teachers and Fullerton Elementary Teachers Association members Paul Clemente, also at Parks; Mary Smith, Fisler Elementary; and Carlos Donnelly, Ladera Vista Junior High, to create PRiSM. There was strong support from Fullerton Elementary School District administrators for this teacher-driven program that enhances learning and fosters a culture of success. Parents help as volunteers.

The boxes were purchased from Breakout EDU, an "immersive learning games platform." FETA members also partnered with [thrively.com](https://www.thrively.com), a company that helps students discover and explore their individual talents, strengths, interests and aspirations. Thrively coaches worked with teachers and leadership teams of students. Students were divided into teams based on a "strengths assessment."

The reasoning is that every student can contribute, based on their capacity for such things



as analysis, observation, memory, problem-solving, spatial learning, logic, flexibility, empathy, collaboration, communication and leadership. Having students rely on each other for different strengths fosters teamwork and mutual respect.

“The part that shines for me is that every child feels included, because they brought their individual strengths to the table,” says Hyun, a teacher for 15 years. “Every student’s input and voice matters. And students understand that there can be more than one way to solve a problem.”

PRiSM also has the goal of fostering a growth mindset in students that Hyun believes prepares them for the workplace.

“If we can teach children how to find their talent and move it from good to better to best, we are preparing them for the future. I believe that’s what future employers will want to see.”

Naturally the students are not thinking about fancy terms such as strength-based learning or growth mindset because they are keeping their eyes on the prize and learning things in a way that is fun and engaging.

Muhammad Khan is the first member on the winning team to guess the clue that unlocks the box that opens the candy.

“OMG this class is fun,” he says. “English class can be so boring, and this is great because we have teamwork and deductive reasoning.”

“It’s definitely a fun way to learn because students are happier, and there’s an energetic vibe in the room,” says Joya Blaho, an eighth-grader who went through the program last year and is now a student coach. “Instead of just taking notes, we use our brains in interesting ways that help us learn.”

The strength-based approach of PRiSM has transformed the way Hyun looks at students. “It’s an instructional shift. It’s a way of seeing the whole child versus seeing them as a test score.”

It has also rejuvenated FETA teaching styles and strategies.

“Sometimes you have teachers reach a state of monotony because they stick to the status quo,” Hyun says. “PRiSM has been a creative way for teachers to exit that and think outside the box.”



DAN FRANK

Manufacturing student success

ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION

Over the next decade, an estimated 3.5 million manufacturing jobs will be needed, and 2 million jobs are expected to go unfilled due to the skills gap. Today, more than 80 percent of manufacturers cannot find skilled workers to fill their production jobs.

The stakes are high: For every \$1 spent in manufacturing, another \$1.89 is added to the economy, which is the highest multiplier effect of any economic sector, according to the National Association of Manufacturers.

Dan Frank, who runs Rocklin High School’s Engineering Technology Program, is helping to fill the gap using curriculum he developed with industry partners. Frank’s shop, a state-of-the-art facility built with more than \$1.2 million in grants he secured, uses the most up-to-date software for engineering and manufacturing and has a robotic welder, which he believes to be the only one on a California high school campus, plus other machinery.

“We have kids who can’t drive, but they are working on machines that cost more than a Porsche,” comments Frank, a member of Rocklin Teachers Professional Association. “Many of my students have gone on to earn degrees in engineering or start their own businesses.”

The computer-controlled technologies his students use to develop, design and produce products has indeed put Rocklin High on the map. His school received the *2018 Clips & Clamps Industries Educational Institution Award* for enhancing student experience through hands-on educational opportunities. His program has been featured twice in *CNC West*, a major trade magazine for machinists. Last May, he and his students received a visit from Donna Wyatt, director of Career and College Transitions for the state, who watched students demonstrate their skills with 3-D printers, welding, laser cutting and robotic design. In addition, the school was





I LOVE THAT WE ARE BRIDGING THE DISCONNECT BETWEEN WHAT OUR WORKFORCE NEEDS AND WHAT STUDENTS NEED."

selected for the Precision Metalworking Association's sole Educational Institution Award, which Frank calls "a heck of an honor."

"I believe in teaching high-level skills that yield high value," says Frank, in his fifteenth year as an educator. "While my students are designing products, my program is designing what success looks like when students use critical thinking and hands-on, problem-solving skills."

When Frank was a college student, he worked in the UC Davis engineering shop making projects. "I discovered how fun it was to work with metal, figure something out and see the resulting product being used. In this class, I mentor and challenge students while I share the thrill of using advanced manufacturing equipment to convert a scrap of metal into an amazing project."

His curriculum includes four courses. The first introduces a broad variety of tools and technologies and teaches safety. The second

addresses skills development during which the "Titans of CNC Academy" curriculum is implemented.

The curriculum was created and piloted with Frank and his students by Titan Gilroy, CEO of Titans of CNC, an advanced production facility based in Rocklin whose clients have included aerospace companies SpaceX and Blue Origin. The colorful ex-con produced and starred in the reality series "Titans of CNC" on MAVTV. CNC stands for Computer Numerical Control — the automated control of machining tools by computer.

The third course focuses on robotics, and students design and develop their own projects for the school's robotics team. The fourth course has students designing and developing their own manufacturing projects, which may be purchased or used by local companies.

Frank's students have partnered with NASA's Hunch Program (High School Students United with NASA to Create Hardware) and created parts

for transporting experiments to the International Space Station. Tanner Knight, a junior, designed a locking mechanism for the Space Station's lockers that store scientific experiments. The device must be as precise as the width of 100th of a human hair.

After receiving grant money from CTA's Institute for Learning last year, Frank created a program called Measure Up Two! designed to help students connect with a variety of industry partners. His monthly Saturday workshops have attracted manufacturing industry stars, as well as staff from UC Davis who volunteer their time to mentor students. The grant also supports robotics.

"I love that we have built an engineering community," says Frank. "I love that we are bridging the disconnect between what our workforce needs and what students need. I love that I am helping to move the manufacturing industry forward." —Sherry Posnick-Goodwin/Scott Buschman



Link Crew members Juanis Garcia, Kymm Maniscalco, Monique Flores, Ann Jensen, Jaime Flores and Lauren Herrick.



Kevin Esquivel listens as Link Leaders Jasleen Kaur and Ashley Dominguez give him advice.

Western High School's Link Crew

Program fosters freshman connection

ANAHEIM SECONDARY TEACHERS ASSOCIATION

Kevin Esquivel, a freshman at Western High School in Anaheim, is getting a “booster shot.” But instead of a nurse or needle, he sits down with two high school seniors who want to understand why he’s struggling academically and help him turn things around.

“I don’t pay attention,” Esquivel confides. He also admits to not doing homework or asking his teachers for extra help.

“Communication with teachers is really important,” Jasleen Kaur, one of two “Link Leaders” on the Western High School Link Crew (WHSLC), tells Esquivel. “If you don’t understand something, talk to the teacher after class and see what you can do to improve.”

The other Link Leader, Ashley

“I LOVE SEEING LINK LEADERS DEVELOP LEADERSHIP SKILLS AND BECOME MORE EMPATHETIC AND COMPASSIONATE HUMAN BEINGS.”

—ANN JENSEN

Dominguez, offers to accompany Esquivel to ask teachers for extra help. She shares time-management tips and suggests that he take notes and sit in the front of class to stay focused.

Studies show that whether or not students graduate from high school is largely determined during their freshman year. The transition from middle to high school is extremely challenging, because students have more responsibility combined with less supervision and less support.

WHSLC offers a unique approach to preventing freshmen from falling through the cracks. In addition to booster shots, it holds fun events like barbecues, ice cream socials, movie nights, football festivities and college visits. Its Link Leaders bond with freshmen to help them feel



**“THESE MENTORS ARE
GAINING REAL-WORLD
EXPERIENCES TO SEEK OUT
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FIND SOLUTIONS.”**

—MONIQUE FLORES

connected to their new campus. Leaders work to build trust with them, and share stories of how they overcame personal challenges during their first year of high school.

The program has been at the school for five years, and was implemented by members of the Anaheim Secondary Teachers Association (ASTA). A two-year grant from CTA's Institute for Teaching, now in its second year, has allowed the program to flourish. World history teacher Monique Flores and Link Crew leadership class teacher Ann Jensen, both of whom wrote the grant and oversee the program, are among six founding members. Fellow ASTA members who currently work with WHSLC include two founding members, PE teacher Jaime Flores and English teacher Juanis Garcia, along with science teacher Lauren Herrick and special education teacher Kimberly Maniscalco.

All freshmen at the school are assigned Link Leaders. Most leaders attend Jensen's class, and participate in a five-day summer training. They work in pairs that mentor and monitor six freshmen, ensuring they are adjusting to high school. Link Leaders are not tutors or counselors; they are a support system that offers encouragement and connects freshmen to resources. If Link Leaders feel a student is in crisis, they share their concerns with adults.

“We train them to turn a negative situation into a positive, growth mindset and to have positive conversations with freshmen,” says Flores. “It's working out really well.”

Link Leaders suggest freshmen get involved in sports and extracurricular activities, because if they find something they enjoy, it motivates them to keep their GPA up so they can participate. Many leaders are involved in extracurricular activities themselves.

However, Link Leaders are not just the popular kids, athletes and school leaders. Many have had their share of struggles and challenges, and that's fine with Flores and Jensen, who want the peer mentors to be relatable.

They are already seeing positive results from WHSLC. Seventy-five percent of 2018 freshmen reported that Link Leaders had made a positive impact.

“We are definitely seeing an increase in school spirit,” says Jensen. “We are seeing our freshmen taking an interest in things in a way we weren't seeing before.”

“As an educator for 16 years, this is one of the most satisfying things I have ever done,” says Flores. “I feel very strongly about this program with my heart and soul.”

Flores and Jensen were surprised to discover that Link Leaders benefit as much as the freshmen.

“These mentors are gaining real-world experiences to plan and

execute group events, seek out freshmen who are having problems and help them find solutions,” says Flores.

“I love seeing Link Leaders develop leadership skills and become more empathetic and compassionate human beings,” says Jensen. “It increases their maturity level.”

John Cho was mentored as a freshman and is now a Link Leader in his junior year. “When I was a freshman I didn't have a lot of friends the first few months and felt hollow and unconnected to other people,” he says. “But then the Link Crew reached out to me, and I no longer felt out of place. So now I enjoy returning the favor.”

Angelica Campos was extremely shy as a freshman and didn't feel comfortable talking to her peers or teachers. Being assigned a mentor and becoming one herself boosted her confidence.

“I see myself in the students we work with,” says the junior Link Leader. “And I can talk to people without freaking out anymore.” —*Sherry Posnick-Goodwin/Scott Buschman*



Student Tiffany Shyrakera talks about her experience with Link Crew.



Peters with students Julian Perez and Mayte Lopez.

BRANDY PETERS

Tech educator levels the playing field

GARDEN GROVE EDUCATION ASSOCIATION

Thanks to Brandy Peters' efforts at Eisenhower Elementary School in Garden Grove, students are not only learning coding and robotics, they're contenders in an annual area competition.

Peters, a fifth-grade teacher and school technology coordinator, was once a student in Garden Grove Unified School District. She knows firsthand that students here can accomplish great things.

She started an after-school program two years ago — funded by a CTA Institute for Teaching grant — where students build and program robots. Since then she has expanded the program, Coding and Robotics to Empower and Inspire Students, making a special effort to include girls, who are under-represented in computer science. Much to her delight, the girls are thriving.

Peters' goal is to close the digital divide so students can start preparing for high-paying careers in the tech industry.



I LET THE KIDS TAKE THE LEAD. I TELL THEM TO BE FEARLESS IN THE FACE OF FAILURE. I AM LEARNING SO MUCH FROM MY STUDENTS. THEY TEACH ME NEW THINGS EVERY DAY."

Eisenhower has a predominantly Latino and low-income population, and many students may lack access to technology at home. Schools must level the playing field, she says.

"We have a number of students who are homeless or are living in multifamily apartments, but our kids have amazed *everyone* with the gifts they have for coding and robotics."

This year there are two after-school robotics teams. In addition, Peters coordinates computer coding throughout the school day on Thursdays with colleagues. The lower grades build and program Dash and Dot robots. Fourth-graders build and program Lego EV3 Mindstorms robots. Fifth-graders learn Amazon Alexa programming skills — including creating voice commands. Sixth-graders code computers in Python — the same program used by NASA.

It would never have happened without collaboration. Peters initially sought help from Jason Chong, a teacher on special assignment in the Fullerton School District (FSD) and a member of the Fullerton Elementary Teachers Association. He connected her with Richard Woo, executive director of Cod.ED, who volunteers along with other Cod.ED staff to teach robotics and programming to Orange County students, with free professional development for teachers. He and his employees volunteer at Eisenhower on Thursdays.

Recently the school decided to create an AP Computer Science class for sixth-graders, which is essentially the same class that high school students take for college credit, and Cod.Ed will be assisting teachers with that, too.

The programs are having a positive impact; Peters believes it's no coincidence that students' test scores have gone up since they started robotics and coding. She



has grown professionally, as well.

"I don't have a tech background," she says. "I was a music major who got my master's degree in reading, but I was willing to humble myself and learn [how to code], because I did not want to rob the kids of this opportunity. In some ways, I just let the kids take the lead. I tell them to be fearless in the face of failure. I am learning so much from my students. They teach me new things every day."

Students say they love the program.

"Programming a robot is fascinating," says sixth-grader Mayte Lopez. "I love making them do stuff, like putting sensors on them so they can battle other robots. Coding also helps me with math, because you have to know how to do multiplication and division to program the robot."

She adds, "Ever since I started doing it, I've thought it is something I want to earn a living at. What a great way to have fun and make money."

For Peters, a highlight was watching her students in FSD's annual Robot Nation competition. Students programmed EV3 robots to navigate a maze. Eisenhower Elementary School robots battled Fullerton robots to see whose robots could stay in a circle the longest before being shoved out. Although none of her students took first place, they held their own.

"I have never been prouder," Peters says. "They were able to prove me right, work hard and be competitors. It just goes to show that kids facing obstacles can learn anything if they are given the chance to succeed."

—Sherry Posnick-Goodwin/
Scott Buschman



JESSICA HUSSELSTEIN

Hitting just the right note with students

SANTA MARIA ELEMENTARY TEACHERS ASSOCIATION

Mariachi music is loud, joyful, and has roots in Mexico. The same can be said for most students in Jessica Hussselstein's mariachi program at Tommie Kunst Jr. High School in Santa Maria, who happily perform this traditional Mexican music associated with cultural celebrations.

The seventh- and eighth-graders show up twice a week 30 minutes before the school bell rings, eager to play a variety of instruments including guitars, violins and trumpets. Some strum along on the *vihuela*, a high-pitched, round-backed guitar that provides rhythm, or a bass guitar called a *guitarrón*,

which also provides rhythm. Singing along in Spanish is encouraged.

Some students know how to play musical instruments because they perform in the school band. Others learn as they go along, with help from Hussselstein and parent volunteers, including Rebecca Fuhri-man, who learned how to play the



Husselstein takes her students through practice.

that is 90 percent Hispanic.

“Some of my students feel a disconnect between school and their culture, and I thought this would be a wonderful way of reaching out and making connections,” she explains. “Sometimes I’m out of my comfort zone, but the kids are willing to invite me into their culture, and it’s super special.”

She adds, “Mariachi resonates with them. It is familiar and respected in their home. Mom and dad start singing along while they are practicing, or hug them a little tighter after a performance, because the music brings them together.”

Parents have indeed jumped on board. Several purchased or rented musical instruments because Husselstein did not have enough to go around. Many attended the school’s Musician and Parent Learning Night. And parents have accompanied students as “guest artists,” playing musical instruments and singing.

She believes that every human being is inherently musical.

“Whether or not we receive the training to develop that ability should not be left to socioeconomic status or the values of administration at school sites. It’s time for California to reinstate high quality, standards-based music and arts education.”

Teaching the mariachi program is fun but extremely challenging, says Husselstein — who plays every instrument but accordion — because there are so many instruments. She compares it to teaching algebra, geometry and calculus at the same time to students of differing abilities.

“It’s a juggling act, but worth it,” she says. “When I see that energy and happiness and how invigorated these kids become, I realize how important it is for us to work together toward new levels of learning.”

—*Sherry Posnick-Goodwin/
Scott Buschman*



WHETHER OR NOT WE RECEIVE THE TRAINING TO DEVELOP [OUR INHERENT MUSICAL] ABILITY SHOULD NOT BE LEFT TO SOCIOECONOMIC STATUS OR THE VALUES OF ADMINISTRATION AT SCHOOL SITES.”

violin through osmosis after sitting through hundreds of violin lessons with her children.

“You sound fabulous,” Husselstein tells her students. “I’m so proud of you.”

Sharing the Sounds of Success is the name of the program Husselstein created last year, after receiving a two-year grant from CTA’s Institute for Teaching to pay for some of the musical instruments and other expenses. The program is so popular that she hopes it eventually becomes a regular class that will attract younger students from feeder schools.

“I really like it,” says seventh-grader Victor Cambero, who plays trumpet in both the mariachi club and school band, which Husselstein also directs. “I like being able to express my Mexican heritage through music. It makes me feel proud of my culture. I really like Mrs. Husselstein and the way she’s committed to

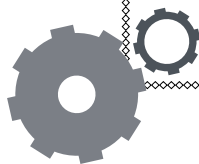
mariachi. I’m looking forward to performing in my community.”

Nayeli Fargan, also in seventh grade, decided to take up guitar for the mariachi band. She plays clarinet in the school band.

“Playing mariachi music makes me happy, and it makes my parents proud,” she says.

Not all of the mariachi students are Latino; a few are white and Filipino. “Everyone is welcome,” Husselstein says. “I love to see the cultures mixing it up and enjoying music together.”

She is an unlikely mariachi teacher. The blond-haired, blue-eyed Santa Maria Elementary Teachers Association member taught traditional instrumental music for nearly two decades, but after meeting mariachi performers at a friend’s party, she thought it would be a great way to connect with students at her campus, which has a student population



VIRGINIA MARSHALL

Honoring black
student achievement

UNITED EDUCATORS SAN FRANCISCO



Virginia Marshall strongly believes that Black Grades Matter. When African-American students in San Francisco Unified School District make honor roll, she singles them out for special recognition, with a celebration attended by their families. Last year's ceremony was a joyous and heartfelt event that included hundreds of attendees at St. Mary's Cathedral.

The African American Honor Roll (AAHR) has strong support from faith-based organizations, corporate sponsors, the school district and local unions including United Educators San Francisco (UESF), to which Marshall belongs. In fact, UESF has contributed funding, gifts and handed out awards at ceremonies.

Last year, after a decade of organizing this awards ceremony, Marshall was honored herself. She received the Ida B. Wells Risk Taker award for her hard work organizing the AAHR, which was presented to her at the National Alliance of Black School Educators conference.

When asked why black students deserve a celebration of their own, she explains that she wants their achievements to stand out — and inspire other African-American children to do well, including their siblings.

"Unfortunately, the target population for improving student achievement has been the African-American child," says Marshall. "Years ago, our district was the focus of a lawsuit over the achievement of African-American children, so I feel that it's important to showcase the talents of our students and let the world know there are many talented, young black people with an academic focus that earns them a 3.0 or above."

It also sends a message that academic success is something to be proud of. Honor roll students mentor other students, and are told to pay it forward by bringing someone back with them next year.

Her work is having an impact. When the program started more than a decade ago there were 1,000 students honored. Last year there were 1,400. As more black families are pushed out of San Francisco due to rising housing costs and gentrification, it's wonderful to see the number of black scholars on the upswing, says Marshall.

Her goal is to see many of these students be the first in their




I HAVE ALWAYS SEEN MY JOB AS EXTENDING BEYOND 3 O'CLOCK WHEN THE SCHOOL BELL RINGS. IT'S JUST PART OF WHO I AM AND WHAT I'VE ALWAYS DONE."

families to graduate from college. Marshall, one of 11 siblings born to a mother with an eighth-grade education and a father who never finished elementary school, was a first-generation family member to graduate from college, along with nine of her siblings, who grew up on a farm in Tennessee. Her parents instilled in their children the importance of education.

"The day of our honor roll celebration is such an amazing day. It captivates the hearts of our community. Many of our parents didn't graduate from high school or have a positive experience in school, so they are delighted and proud to see these honor roll students receive the recognition they deserve."

It's a one-day celebration, but there is a huge amount of work involved over the school year, because the event encompasses students attending 100 schools. Each student receives an award medallion and honor roll certificate, and all attendees receive a printed program and can attend a reception afterward. Students with a 4.0 GPA receive a Kente cloth from Africa. There are no district funds for the event, so she engages in community fundraising, too.

"I don't mind the work," she says. "I would much rather do volunteer work to help students rather than attend a funeral for a student who



got into trouble. And I have attended several student funerals.”

Marshall was a classroom teacher for 22 years. For the past decade she has been the facilitator of the City Wide Tutorial Program, overseeing a group of teachers and paraprofessionals who provide after-school programs at various sites in San Francisco, including one in the Bayview district at a supportive housing unit for formerly homeless families.

At the Bayview Hill Gardens Center, Marshall finds it extremely gratifying to know that students have a beautiful after-school facility with a computer lab, where they can do homework and receive tutoring. She has brought in community members to provide STEM enrichment activities and mentoring.

The biggest reward is when students come in waving their report cards. “They say, ‘Miss Marshall, Miss Marshall, I got an A in my class.’ ”

Last year she decided to address social-emotional learning and the whole child, so she encourages students to talk about their feelings and participate in yoga and nutrition workshops to help with stress relief and overall health. There is also a food pantry at the after-school center for students’ families.

“I have always seen my job as extending beyond 3 o’clock when the school bell rings,” says Marshall. “I always listen to students and provide them with help anyway I can through a variety of resources. It’s just part of who I am and what I’ve always done.”

—Sherry Posnick-Goodwin/Scott Buschman



JESSE BARNETT

Students behind a camera get in touch with the world

VENTURA UNIFIED EDUCATION ASSOCIATION

Foster care. Homelessness. Substance abuse. Truancy. Apathy. These are just some of the challenges that can land teens in continuation school. As a result, many build up emotional walls as a way to shield themselves from the pain of the outside world.

“I love teaching at continuation school, because there are so many unique personalities and they are so strong,” says Jesse Barnett, a social studies teacher at Pacific High School in Ventura. “I feel like I can relate to what’s going on in their lives. I was raised by a single mother and had a broken family. I didn’t go to a continuation school, but I definitely went through some of the same struggles as many of my students.”



Last year, Barnett created the Genealogy and Video Project — with help from CTA’s Institute for Teaching (IFT). It had a profound impact on students. Students told the stories of others who overcame hardships, in the process discovering a great deal about themselves. In some cases, the walls came tumbling down.

Barnett, who has been teaching for 12 years, has always enjoyed incorporating movie making into project-based learning. The IFT grant money allowed him to purchase new video cameras and computers with editing software, with the intent to have students research their ancestry and interview family members to provide context for major events occurring throughout the world.

But plans changed, in part due to laws pertaining to students and information they can make available on such sites as ancestry.com. Many students confided to Barnett that family members were either unavailable or unwilling to be recorded on camera: Some did not trust how the information would be used; others did not feel safe because they had immigrated illegally.

“It was about the same time that the events of Charlottesville occurred, with President Trump taking a hard line on immigration, and there was a lot of emotion in the air,” recalls Barnett, a member of Ventura Unified Education Association. “So, I asked students to collect stories from people in their community who had migrated to this country or other countries. It was history- and standards-based learning.”

Students interviewed and filmed those willing to participate, including a man who immigrated from Central America and achieved his dream of starting his own landscaping business; a classified employee from their school who arrived here from Mexico as a

child; and a concentration camp survivor who lost her family before landing on U.S soil.

Students practiced their interviewing techniques in the classroom before filming their interviews in a local public television station, where they learned about audio, lighting, background, camera angles and teleprompters. They edited 10-minute videos into short segments, which will be shown on the station.

Many of the students were transformed by the powerful stories they brought to life.

“I learned a lot about people from learning a little bit about each person,” shares Teah Cobey, a senior,

► *Continued on page 69*



**STUDENTS THIS
AGE WANT TO BE
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Curriculum about and by California Indians that goes beyond stereotypes or one-sided history books is something Rose Borunda is making readily available to teachers and students throughout California.

Borunda, a Sacramento State University professor, coordinates the California Indian History Curriculum Coalition (CIHCC), which compiles California Indian-vetted lesson plans and reading lists to augment the new standards for teaching California Indian history. Educators can go to csus.edu/coe/cic and find links to many lessons from California Indian community members, experts and educators about indigenous people of California.

“We are trying very hard to change the narrative in the classroom,” says Borunda, who teaches in the university’s counselor education/doctoral programs. “Native American history is often taught from only one perspective. And it’s not the fault of teachers, because that’s how they were taught in school. Many need to be re-educated. Our goal is to help both veteran teachers and those entering the profession.”

One of the CIHCC site links leads to a history lesson on Miwok Indians designed by Folsom Cordova Education Association member Chelsea Gaynor, a teacher at Mitchell Middle School in Rancho Cordova. Gaynor’s goal was for her students to be able to distinguish between facts, misconceptions and stereotypes. Borunda was delighted in the documentation showing students’ perspectives changed drastically after the lesson.

“Native Americans were used in movies to show that they are savages, but in reality, Native



Borunda at Sacramento State University with a few California Indian-themed books.

ROSE BORUNDA

Changing the California Indian history narrative

CALIFORNIA FACULTY ASSOCIATION

“CHANGING THE NARRATIVE OF HOW CALIFORNIA INDIAN HISTORY IS TAUGHT DEFINITELY MAKES THE WORLD A BETTER PLACE.”

Americans are nothing like savages but religious people that respect the Earth very much, even more than the Americans,” wrote one student in assessing the lesson.

“One Native American stereotype is that Natives Americans are very primitive ... but in reality, the Indians are organized and very advanced,” wrote another.

Borunda says the evidence speaks to how children and youth, when given the opportunity to learn truth, gain greater understanding of history which, in turn, enhances their critical thinking and capacity to discern falsehoods in today’s reality.

CIHCC is behind a resolution for the state to repeal, replace and reframe the fourth-grade Mission Project, because building missions from sugar cubes or popsicle sticks does not help students understand the period in which crimes were committed against Native Americans. Borunda compares asking Native American children to build missions to asking Jewish children to build replicas of concentration camps. Those who would like to sign the resolution may do so via the website.

Borunda is not California Indian, but she is indigenous to Mexico, where her ancestors who belonged to the Purepecha Tribe also suffered cruelty under the Spaniards. When a California Indian presenter at a Sacramento State-sponsored California Indian conference cried as he shared the memory of his son being told to create a mission or fail his fourth-grade class, she became inspired

to coordinate alternative Native American curriculum resources for teachers.

“California tends to be more progressive than the rest of the nation, and I felt we needed to model good curriculum for the rest of our country,” says Borunda, a California Faculty Association (CFA) member.

Another goal is boosting the pride of Native American students via curriculum. They can feel overlooked, unvalued and demeaned in school, which is one

of the factors exacerbating the high drop-out rate.

“Changing the way Native American history is taught can positively impact academic success for our Native students, because they will feel appreciated and validated instead of disconnected.”

The CIHCC is a collaborative effort, and Borunda works closely with fellow Sacramento State Professor and CFA member Dr. Khal Schneider, who is a professor at Sac State as well as a Tribal Citizen of the Federated Indians of Graton Rancheria, and Gregg Castro, an activist/educator from the Salinan/Rumsien Ohlone Tribe.

The CIHCC organizes summits for California school district personnel who are interested in transforming how they teach California Indian history and culture. The next summit is slated for March 2019, and will be a strand of the 25th annual Multicultural Education Conference at Sacramento State. Details are on the website.

“I feel I am making a difference,” says Borunda. “As a college professor I am in a unique position to do that. Changing the narrative of how California Indian history is taught definitely makes the world a better place.” —*Sherry Posnick-Goodwin/Scott Buschman* ■

Set Up to

EXCEL

All-girls public STEM school builds equity and skill

BY JULIAN PEEPLES PHOTOS BY SCOTT BUSCHMAN



Lively discussion, like in this English language arts class, exemplifies GALA's engaging and supportive atmosphere.

Snap, snap, snap go the fingers of 27 sixth-graders in support of a classmate who offers the correct answer of “carbon” from a corner of the room. In Kelsey McFadden’s class, they’re studying geology today — specifically, how diamonds are formed — and McFadden is about to drop some science. With enough heat and pressure, she says, any carbon-rich material can be turned into diamonds, such as peanut butter or even living things. Wonder-filled eyes open wide as the room explodes with a unified “whooooaa,” before the girls turn inward to their small groups and excitedly buzz about the possibilities and implications.

The atmosphere doesn’t seem different from any other public school; perhaps a little more focused than usual, but to be fair, it *is* some pretty cool material. And then what sets it apart from other classes becomes obvious — there are no boys in the classroom. In fact, every student at this school is a girl, but that’s just the beginning of what makes Girls Academic Leadership Academy (GALA) a special place.

Nestled in a corner on the Los Angeles High School campus, GALA (full name: the Girls Academic



Science teacher Kelsey McFadden and her fellow GALA educators give their girls a safe space to learn and grow.

Leadership Academy: Michelle King School of Science, Technology, Engineering and Math) is the only non-charter, all-girls public school in California and the first ever in Los Angeles Unified School District, which alone would be enough to merit attention. But it's what founder and Principal Liz Hicks and 22 dedicated educators are doing to provide opportunities to nearly 500 girls in grades six to 11 that makes GALA so special. With a mission of reducing the gender equity gap in high-tech fields like programming and engineering, GALA focuses on rigorous, college-preparatory curriculum in science, technology, engineering and math (STEM).

"A lot of students arrive and are into science, engineering and math but haven't felt like they had a chance to shine before," said McFadden, who also serves as the site representative for United Teachers of Los Angeles (UTLA).

GALA opened its doors to girls from throughout the district in 2016, following years of efforts by Hicks to garner support for her idea. When her daughter earned a scholarship to attend a prestigious prep school, it set the former longtime Hamilton High School teacher on a mission to provide the same outstanding experience to exceptional young women regardless of their economic circumstances — an all-girls public school.

"I thought, 'Why can't we do this in public schools?'" Hicks said. "Let's make sure we do this for our girls in Los Angeles."

That vision and tireless dedication by Hicks has become a supportive community of nearly 500 students, the oldest of which will be GALA's inaugural graduating

"We're thinking about who these girls are going to be after high school and beyond. Who are the leaders we are building here?"

—KELSEY MCFADDEN, UTLA

class in 2020. The student body is as diverse as Los Angeles itself, ethnically, economically and socially: GALA students come from 154 elementary schools in 81 ZIP Codes and speak 22 languages at home. About a third are Latina, 28 percent white, almost a quarter African-American, and 11 percent Asian.

"There's no such thing as a majority here at GALA," said Monica Henderson, president of the school's parents' organization, Friends of GALA. "That kind of culture is uncommon on California campuses."

An opportunity to be smart girls

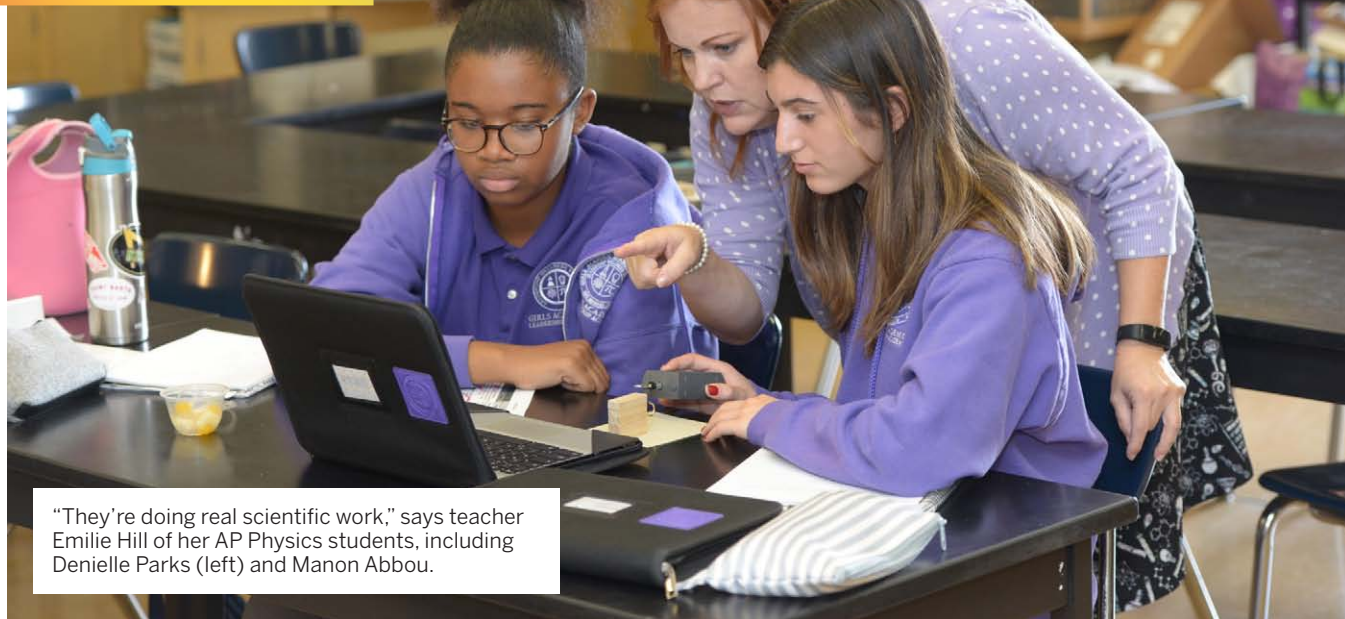
A line on a computer screen bounces along a graph as 11th-graders Manon Abbou and Denielle Parks slowly drag a small block of wood along a piece of sandpaper. Using a wireless device, the girls are measuring friction in Emilie Hill's AP Physics class. At GALA, every single 11th-grade student is taking AP Physics. For Abbou, the rigorous science emphasis there is new and challenging.

"It's difficult, but we're getting there," she said with a smile and half-hearted chuckle.

According to Hill, data shows that the achievement gaps in STEM subjects begin to widen in middle school, but that gap closes in a single-gender educational environment. Coupled with her own experiences as an adolescent girl interested in science, Hill knows how important this focus can be in nurturing the future women scientists and engineers of the world.

"When I was in high school, my counselor discouraged me from taking physics and calculus by saying that only the nerdy boys take those classes — and I graduated in the 90's, not the 60's!" said Hill, a member of UTLA. "Girls are terribly underrepresented in what are considered 'hard' sciences — physics, chemistry, engineering, mathematics — and typically choose life-science related majors, if they stay in STEM at all."

Decades of unequal opportunity and support in STEM fields have led to widespread gender inequity in technological fields, such as programming and engineering. According to the federal Department of Commerce, less than a quarter of STEM-related jobs are held by women. The disparity is even worse for women of color, who represent only 3 and 4 percent of computer science and engineering workforces, respectively. This inequity has created well-documented hostile



“They’re doing real scientific work,” says teacher Emilie Hill of her AP Physics students, including Denielle Parks (left) and Manon Abbou.

environments for women who work in the American tech industry, where they are paid less, passed over for job opportunities, and are subjected to harassment and discrimination.

“Research shows that girls begin to deflate in STEM subjects between the ages of 11 and 17. This means that it’s more dire than just potentials not being met — there are girls that aren’t even being given the chance to wonder and dream,” said English teacher Rose Agamegwa. “STEM dreams are normalized, welcomed and nurtured here at GALA.”

The school’s innovative approach to provide girls and women with more opportunity in STEM fields is particularly relevant to equity-related issues in the high-tech industry. These reached a boiling point in November at tech giant Google when more than 20 percent of the workforce walked out in protest of disparate and abusive treatment of women in the workplace, submitting a list of demands that included the ending of pay and opportunity inequities. This organized defiance provided affirmation to girls who dream of careers in coding, computer science and other high-tech fields. It’s almost as if lifetimes of being told “no” and “you can’t” and “girls don’t” have fueled the educators at GALA to tear down all impediments to these opportunities for their students.

“We don’t have barriers to AP classes,” Hicks said. “If you want to take them, we’ll support you.”

This unrestricted access to opportunity has led to some impressive AP enrollment statistics in both STEM and other subjects (see sidebar). And true to the school’s focus on providing tools for girls to be the tech visionaries of tomorrow, 100 percent of 10th-graders take AP Computer Science.

Today, the 10th-grade girls in that class taught by Jon Landa are giggling while performing math calculations in their heads. One student

holds up two playing cards, and the other selects which one is higher based on an identified algorithm. It’s like a coder’s version of the card game Speed, and these girls are *fast*. The din of noise grows with countless exclamations of “*that one*” and the slapping of cards onto desktops. The students are enjoying the lesson, to be sure, but it’s also obvious that they like each other. A visit to any classroom at the school reveals an attentive and engaged group of girls working together and supporting one another in the pursuit of knowledge.

“It’s more comfortable than in my past experiences at school,” said GALA 10th-grader Sachi Hironura. “Before, if I was having a hard time in math class, a lot of the boys wouldn’t respect that. That doesn’t happen here.”



Emilie Hill

‘There’s so much positivity’

The educators at GALA are nearly all women, most with graduate degrees and all quick to share how teaching at GALA is unique in more than just the obvious ways. Many of the women attended all-girls schools or colleges and are excited for the experience of teaching at one, especially with the freedom and support that Principal Hicks and GALA provide. Hicks recruited the school’s original educators, and the current staff interviews all prospective teachers before anybody new joins the team.

“We have the autonomy to try creative things here,” said McFadden, one of those first teachers

Physical fitness and health are also important at GALA, from lessons on exercise techniques to organized athletics.

GALA

By the Numbers

Grades: 6–11 (6–12 in 2020, when first class graduates)

Educators: 22

Administrators: 1

Students: 490

Ethnicity:

- 32% Latina
- 28% White
- 22% African-American
- 11% Asian
- 7% Other

Advanced Placement enrollment (at grade levels):

- AP Biology: 55% of 9th
- AP Chemistry: 37% of 10th
- AP Computer Science: 100% of 10th
- AP Physics: 100% of 11th
- AP English Language: 67% 11th
- AP World History: 62% of 10th
- AP U.S. History: 43% of 11th
- AP Seminar: 67% of 11th

Note: Only 70 girls of color statewide took AP Seminar in 2017–18



“If we have an idea, nobody says we can’t. They say, ‘How can we help you?’ I like the support I get here to do the things I didn’t think I could do in class.”

—JOHANNA PETRICH, UTLA

build girls up is amazing,” she said. “It’s the first school I’ve ever worked in that everybody wants to be at, every day.”

Physical education teacher/athletic director Johanna Petrich marches a line of girls in purple shorts and gray T-shirts across the shared Los Angeles High School campus. She opens a door with a small sign above it that reads “Boys Weight Room” and allows entry to the nearly 30 girls. Petrich, a UTLA member, is teaching her students how to use the assorted exercise machines properly and without injuring themselves. She’s passionate about teaching girls to be proactive in their own health routines, and she appreciates the ability to be creative and think outside the box.

“If we have an idea, nobody says we can’t. They say, ‘How can we help you,’” she said. “I like the support I get here to do the things I didn’t think I could do in class. If I want to do something, there is a team here that will help me do it.”

That support doesn’t come only from the educators committed to GALA’s mission. Laila Nur, a seventh-grade math teacher and UTLA member, learned recently about the dedication of the school’s parents. Nur said she wanted to get high-end graphing calculators for each one of her students and started a DonorsChoose account to ask for financial assistance from parents. Nur reported that by the following morning, more than \$1,900 had been donated, eclipsing the amount needed to buy the calculators.

“It’s very different than what I’m used to. All those crazy ideas I used to have might actually happen now,” she said. “At my other schools, I felt like I wasn’t growing anymore, but now everything I’m doing is about how I can be more innovative. I’m inspired now. I’m not burned out anymore. There’s so much positivity.”

that Hicks hired before the school opened. “We’re thinking about who these girls are going to be after high school and beyond. Who are the leaders we are building here?”

Each student at GALA has an advisory period every day, focused on supporting students’ socio-emotional learning, nurturing their growth as young women, and helping them build self-advocacy and resiliency skills. All GALA students are assigned a teacher as an adviser, who will guide and mentor them from the moment they arrive until they graduate. Tiffany Ragazzino, a physical education teacher and UTLA member, said the unique environment, focus on opportunity for girls and supportive atmosphere make it a positive place for students and teachers.

“Knowing that there’s a place like GALA that wants to



Tiffany Ragazzino

Being in demand has its benefits

Admission to GALA is granted via a lottery system, and any girl entering sixth grade or later in L.A. Unified can apply for entry — and many, many have. The waiting list is nearly 500 students long, so for the parents of those admitted, it really does feel like they hit the jackpot. Henderson, the Friends of GALA president, said that her daughter, Monica, told her it was either attending GALA or being home-schooled.

Henderson and Claudine Wolas-Shiva, vice president of the parents' organization, both spoke highly of the dedicated teachers, creative programs and assignments, and the school's diversity. They mentioned student-driven learning opportunities, such as a model United Nations and reading with dogs, and inspiring experiences and relationships with accomplished women aerospace engineers and programmers. As a woman in tech herself, Wolas-Shiva said she wanted to give her two daughters, Laila and Taiya, opportunities in STEM that she had to seek out. She also wanted an environment that would teach them to be strong and advocate for themselves.

"I have been a woman in tech. I have faced unconscious bias. I have had experiences that I don't want my children to go through," she said. "I wanted to give them a chance to step out of STEM instead of having to step into STEM."

The popularity of GALA, its special atmosphere and its wealth of opportunities have had an unintended benefit for L.A. Unified: In the three years since GALA opened, 190 students have been admitted who had previously attended private schools or independent charters. This means more than \$2.5 million in state funding returning to L.A. Unified and greater resources for all the district's students.

A Senator stands up for the special school

State Sen. Holly Mitchell (D-Los Angeles) has always had a penchant for fighting for equitable opportunity for girls and women, and when she met Principal Hicks in 2015, she was immediately supportive of

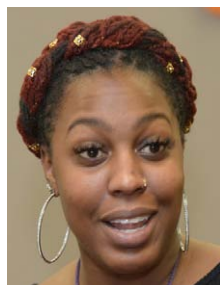


Even during their lunch, GALA students are hungry for knowledge, sitting together and excitedly collaborating.

the school and its unique mission. But there was one big problem: the all-girls public school was in violation of state law prohibiting single-gender public schools. While GALA conformed with Title IX, which contains an amendment allowing single-gender schools, it was not in compliance with state law, which differed from the federal law prohibiting discrimination in public schools on the basis of gender.

Mitchell immediately got behind a pending bill by Assemblyman Sebastian Ridley-Thomas (D-Los Angeles) that would align state and federal laws to allow single-gender academies like GALA in (and only in) LAUSD. Despite organized opposition to the bill, Mitchell was able to usher it through the state Senate after the bill garnered approval in the Assembly, inviting Hicks and some of GALA's students to join her on the Senate floor during her final call to support it. Assembly Bill 23 passed and was signed into law, and Mitchell is thrilled with the result.

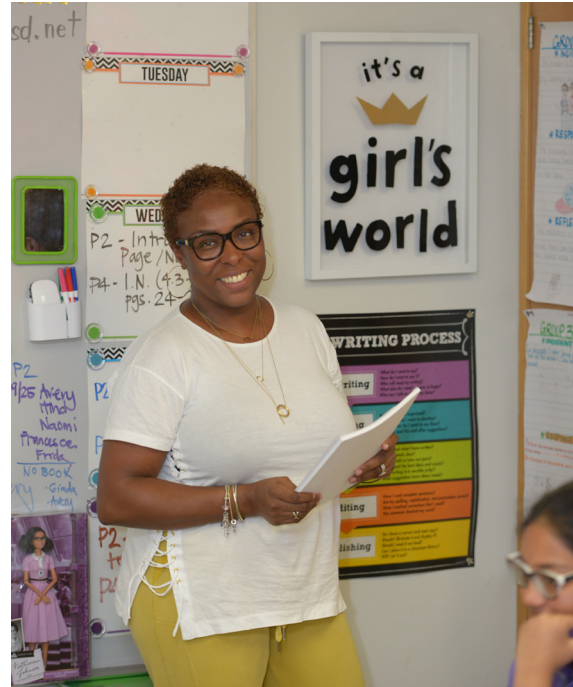
"Creating opportunity for children and girls where they don't routinely have it is a passion of mine. We're impacting the child poverty rate by providing resources



Laila Nur

"At my other schools, I felt like I wasn't growing anymore. Now everything I'm doing is about how I can be more innovative. There's so much positivity." —LAILA NUR, UTLA

Every 10th-grade student at GALA takes Jon Landa's AP Computer Science class, a rarity for girls nationwide.



for girls to enter these emerging industries,” Mitchell said. “Gender bias is real, and once we confront it directly, we’ll be in a better position to have a meaningful conversation about how we can change it.”

Mitchell plans outings every year with GALA’s ninth-grade girls to give them exposure to women working in high-tech fields in the real world. She breaks into a big smile as she talks about the promise and enthusiasm in GALA girls, proclaiming that “they know they’re our future, and they’re ready.” Physics teacher Hill said that Mitchell’s support means a lot to the girls, whether its taking field trips to see the inner workings of the Culver City transportation system or helping the senator celebrate women and girls in STEM in the state Capitol.

“Knowing that Sen. Mitchell is connected to our school makes the girls feel special,” Hill said. “She’s a role model to them.”

Colleges come calling for GALA girls

The diverse group of 11th-grade girls who excel in STEM subjects is now catching the attention of higher learning institutions. Hicks said prestigious schools like Massachusetts Institute of Technology and Denison University are already scheduled to visit. A school full of students who’ve taken AP Computer Science is a rarity anywhere in the country, and girls of color who’ve done so are even more scarce.

“I’m so excited for them. They’re going to be attending colleges all over the country,” Hicks said.

GALA’s popularity has already spurred an all-boys public equivalent in LAUSD — the Boys Academic Leadership Academy of Los Angeles, also founded by the visionary Hicks. While the verdict on whether the

“Research shows ... it’s more dire than just potentials not being met — there are girls who aren’t even given the chance to wonder and dream. STEM dreams are normalized, welcomed and nurtured here at GALA.”

—ROSE AGAMEGWA, UTLA

special environment at GALA translates into achievement is still out until the school graduates its first class, initial assessment scores for math and science in sixth and seventh grades are off the charts — more than double the districtwide proficiency rate. And the educators there say their girls wouldn’t remain silent if they felt their experience didn’t live up to their expectations.

“I have girls that are so eloquent about their needs and desires,” Nur said. “They have a vision.” ■



Tony Thurmond, center, gathered with CTA members (including Vice President Theresa Montaño, to his right) on election night.

“Educators played a pivotal role in this election. We sent a loud message to the billionaires and corporate special interests: Our public schools are not for sale!”

—Eric Heins, CTA President

Gavin Newsom, at left with CTA President Eric Heins, topped a long list of education-friendly election winners.
Photo: Frank Wells



Public Schools Win on Election Day

Tony Thurmond, Gavin Newsom top list of victories for education

BY JULIAN PEEPLES

ON THE MORNING of Nov. 17, 2018, Tony Thurmond declared victory in the Superintendent of Public Instruction race. A concessionary phone call from his opponent came almost two weeks after Election Day, when Thurmond’s lead made it all but certain he would win the historic race and become the 28th California Superintendent of Public Instruction.

The announcement capped off a wild post-election period that saw Thurmond make up an 86,000-vote deficit to seize the lead by more than 160,000 votes in a little more than a week. Educators throughout California obsessively checked the Secretary of State’s website to track the count, waiting for the eventual wave of support from Los Angeles County that pushed Thurmond into the lead as officials tallied more than 4 million ballots there. Thurmond’s win is a monumental victory for public schools.

“Congratulations to Tony Thurmond, California’s next Superintendent of Public Instruction. Tony has always been a winner in the eyes of educators who were inspired by his character and genuine support for all the students of our state,” said CTA President Eric Heins. “It’s clear that educators played a pivotal role in this election. We sent

a loud message to the billionaires and corporate special interests who spent nearly \$40 million trying to buy the state superintendent’s office: Our public schools are not for sale!”

The hard-fought victory came despite the millions spent by billionaires to defeat Thurmond and elect their candidate. Misleading television ads ran on an almost constant basis, and mailers distorting Thurmond’s record filled mailboxes across the state — but they were not enough to overcome the combined efforts of 325,000 dedicated CTA educators.

“Never underestimate the power of public school educators, who stood together in unity to do what’s right for our students,” Heins said. “We phone-banked, texted, canvassed and volunteered for candidates like Tony who want quality public schools and an equal opportunity to higher education for all children. I want to thank all CTA members for their hard work in this election. We look

forward to working with Tony to ensure all students succeed.”

Thurmond said the election showed that Californians share values when it comes to public education and giving all students the opportunity for success.

“I want to thank the voters of California for electing me to serve the 6 million students of California. I intend to be a champion of public schools and a Superintendent for all California students,” Superintendent-elect Thurmond said. “I ran for superintendent of public instruction to deliver to all Californians the promise that public education delivered to me – that all students, no matter their background and no matter their challenges, can succeed with a great public education.”

Major victories up and down the ballot

Even before Thurmond’s victory, California’s kids were the big winners on Election Day, as Gov.-elect Gavin Newsom and nearly all of CTA’s recommended candidates for state office emerged victorious, with educators playing crucial roles in the victories.

“As educators who care deeply for our students, we stood in unity with Gavin,” Heins said. “His election sends a clear message that in California we care about free public education for all students regardless of the color of their skin, their religion, their gender or their station in life.”

CTA-supported candidates were wildly successful in the election: Xavier Becerra will remain California’s attorney general, Alex Padilla continues as secretary of state, Betty Yee remains controller, Fiona Ma won state treasurer, Ricardo Lara won election to insurance commissioner, and Malia Cohen was elected for Board of Equalization District 2. Additionally, voters agreed with educators in rejecting Propositions 5 and 6, which would have cut resources for education and transportation, and approving Proposition 4, which will help provide health services to children.

And it wouldn’t be the Year of the Teacher without some of our own CTA educators winning election



Thurmond trailed by 86,000 votes on election night before surging ahead as mail-in votes were tallied.

to school boards from Fallbrook to Fremont, Westminster to West Sacramento and many communities in between. These victories were part of a historic midterm Election Day across the country, which saw the #RedForEd Movement help flip more than 300 state legislative seats, elect more than 100 women to U.S. Congress, and switch the majority party in the U.S. House of Representatives, which will provide a major check on the power of Betsy DeVos and her effect on public education.

Nationally, more than 1,000 teachers, professors, education support professionals, and administrators won state and local legislative seats — about two-thirds of almost 1,800 current or former educators who sought office this campaign season, according to NEA. About 100 other educators ran for top state or federal seats, with many more running for seats on school boards and other local offices. After the widespread activism of the “Educator Spring” — teachers’ uprisings in West Virginia, Arizona, Oklahoma, Kentucky and Colorado — public education became a centerpiece issue in major elections across the country. Voter support for public schools in the election shows that 2018 may be a turning point.

“Lawmakers learned an important lesson tonight: You can either work with educators to address the needs of students and public education, or they will work to elect someone who will,” said NEA President Lily Eskelsen García. “Candidates across the country witnessed unprecedented activism by educators in their races. Standing up for students and supporting public education were deciding factors for voters, and educators will hold lawmakers to their promises.”

The race for state superintendent is just the latest example of voters siding with public school students, educators and opportunity for all over the billionaires and corporate interests who want to dismantle public education. Heins was proud of Californians for seeing through the campaign propaganda and showing widespread support for public schools with their votes.

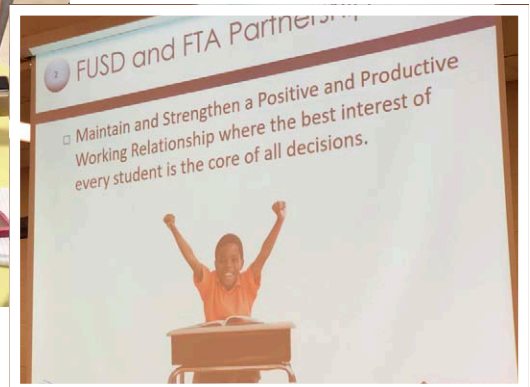
“Standing up for students and supporting public education were deciding factors for voters, and educators will hold lawmakers to their promises.”

—Lily Eskelsen García, NEA President

“Electing Tony Thurmond as state superintendent and Gavin Newsom as governor were our top priorities,” he said. “Tony prevailed in the most expensive race for a statewide schools’ chief in the history of U.S. politics because California voters know he will advocate for all students. The misleading attack ads against Tony by the billionaire allies of his opponent backfired as voters rejected their agenda to take money from our neighborhood public schools to give to their corporate charter schools. Both Thurmond and Newsom will treat our schools as community centers, not profit centers.” ■



During an historic meeting, Fresno Teachers Association site representatives and building administrators brainstormed ways they can better work together.



FTA and Fresno Unified School District understood they had common goals: to serve their students and their community.

From Conflict to Collaboration

Fresno educators, district show how to come together to effect change

October 3, 2017: Fresno Teachers Association (FTA) holds a strike vote; only 20 out of 3,000 members vote against it. No one wants a strike, but FTA is willing to take this step for a contract that better serves the 74,000 students of Fresno Unified School District. Ultimately, a strike is averted.

October 10, 2018: FTA and the district hold a historic joint labor and management meeting, after which FTA has a new contract, with an 8.5 percent salary increase and a promise to reduce class sizes.

To reach this point has been a journey, FTA President Manuel Bonilla said. Both parties knew they had to get beyond the acrimony for their students' sake. "In our community, the poverty level is about 80 percent," he said. "For those students, education is beyond just knowledge — it's life or death. We need to serve them as a system, not just as teachers or administrators. We need to work together."

Bonilla explains how FTA, the district and the community were able to collaborate and cooperate, and the lessons he learned along the way:

Find common ground

Three members of district leadership and three members of union leadership met with a conflict resolution team at Fresno Pacific University, known for strong programs in teacher education and peacemaking and

conflict resolution. Through that process, we agreed we had the same goals. We want to serve our students and our community, which has one of the highest concentrations of poverty in America, and we agreed that finding solutions together would have a better impact. So that became our foundation going forward.

Expand the circle

To allow everyone to participate and share their voice, we had to expand our circle. The district invited the union to the principals' institute and cabinet meetings. We invited the superintendent and his staff to our Representative Council. We invited all school site representatives to bargaining meetings — that way we could see that issues that come up to the leadership level are probably systemwide, not just site-based. When teachers realized they were being heard, more came forward to share their ideas.

Listen and Act

We set up meetings to talk to the parents, teachers, students and community at all seven high schools and each of the middle and elementary schools. We asked them what their issues were. What did they want to see? Lower class sizes came up time and again, as did more social



Fresno Teachers Association President Manuel Bonilla (left) and Fresno Unified Superintendent Bob Nelson.



In October 2017, FTA membership had voted overwhelmingly to strike.

“We were breaking the narrative that collective bargaining is about partisan issues and showing that it is about improving education.”

—**Manuel Bonilla**, *Fresno Teachers Association president*

and emotional supports, and we put these into bargaining language for the contract. Now the contract was seen in the right light — as a direct means to improve education, not just as a business transaction.

You can't just listen. You must take action, and that won over the community. It also got teachers more excited. Teachers hadn't been involved with the union in the past, because they didn't see its role in the day-to-day work of the profession. Now they were seeing how the contract was interwoven into education. They were getting involved, and we made sure their voices were heard.

Be totally transparent

We had a core bargaining team that worked during school hours, but we also had an evening team so teachers could hear what was going on with the process. At the first meeting, maybe 150 educators showed up. By the next, it grew to 400, and to 900 the next time. It just grew and grew. Everyone was invested. Everyone felt like they had a voice. We shared bargaining updates on social media to communicate with members, but also with the community.

We were breaking the narrative that collective bargaining is about partisan issues and showing that it is about improving education.

Give professionals the voice they deserve

Beyond wanting to be treated as professionals, we heard from our educators that they need to understand the district's vision. They want clear expectations and a full picture of where we're going. They want more communication and to feel that their time and expertise are valued and taken into account.

I don't think every single educator feels now as if their voice is being heard, but we planted a seed of hope. Are we having great conversations at the district level and leadership level? Yes, but until it filters down all the way to the classroom, we are not done. We've begun the journey. Everyone feels like this is new and different. The question is, what will show that it's different? Hopefully we'll see that through the actions we take over the course of this contract.

Stay Union Strong

Had we not taken a strike vote, had we not been unified and engaged with our members, we wouldn't be here. The district leadership needed to know that teachers were speaking with a unified voice. Until you do that, they have no real motivation to bargain seriously. The only reason I was able to be in that room to have those tough conversations was because I knew we had the power of the membership behind me.

Going forward, we must keep the members engaged to keep the union strong. That's how we serve our students and schools. ■

Reporting and photography by Cynthia Menzel. A version of this story appeared on NEAToday.org.

Bargaining Roundup

Details of these stories at cta.org/bargainingupdates



Educators and students at Telfair Elementary in Pacoima.

UTLA Moves Closer to Possible Strike

IN OCTOBER, negotiations between United Teachers Los Angeles and the Los Angeles Unified School District were certified for fact-finding after three sessions with a state mediator failed to produce an agreement. UTLA has been at the bargaining table since April 2017; their collective bargaining agreement expired in June of that year.

Current proposals focus on much more than just salary. Although a fair wage is important, UTLA is also fighting for smaller class sizes; giving teachers more discretion over standardized testing; improving school safety through additional nurses, counselors, social workers and other staff; support for community schools with broader parent engagement and wrap-around services; and increased school funding that brings per-pupil investment to \$20,000 annually.

UTLA is also fighting the growing encroachment and drain caused by charter schools. There has been a 287 percent increase in the number of corporate, privatized charter schools, draining almost \$600 million in district funding per year, and Superintendent Austin Beutner continues to cozy up to wealthy school privatizers and prominent charter promoters.

LAUSD has rejected UTLA's proposals, although the district offered a pay increase (tied to additional hours of work) in the hope of settling the contract. Refusing to provide records demanded by the union, LAUSD has claimed potential financial collapse, despite maintaining a 26.5 percent financial reserve where only 1 percent is required by law.

"The district thinks they can buy us off with a modest pay raise, but our fight has never been just about salary," UTLA

"The district thinks they can buy us off with a modest pay raise, but our fight has never been just about salary."

—**Alex Caputo-Pearl**, *UTLA President*

President Alex Caputo-Pearl says. "What's driving educators is the absolute need to fix what we see every day: too many overcrowded classrooms where kids have to share desks, schools with a nurse only one day a week, and overloaded psychologists and counselors doing their best to triage the socio-emotional needs of our students.

"The school district claims it can't afford these very basic student needs. We are ready to go to fact-finding and force the district to defend its position."

Standing in solidarity, UTLA members are preparing for a possible strike as early as January if no agreement is reached after fact-finding. The union will hold a massive March for Public Education in downtown Los Angeles on December 15.

For the latest, see wearepublicschools.org.
#UTLStrong



Oakland Education Association members show their strength.

Oakland Educators Prepare for Fact-Finding

AFTER WORKING without a contract for more than a year and a half, and after six failed mediation sessions, frustrated Oakland Education Association (OEA) members are preparing for the last step in negotiations before they will be able to legally strike, if necessary.

That last step is a hearing with a state-appointed fact-finder that's expected in mid-January. The main issues in this contract showdown are teacher turnover due to low pay, class sizes and lack of resources for students. Oakland educators continue to advocate for their cause,

including a districtwide protest on Nov. 15.

"We unite to make our students the priority, not administrators and consultants," said Keith Brown, president of OEA, which represents nearly 3,000 educators in the Oakland Unified School District. "We are fighting to end Oakland's teacher crisis and to bring stability for our students through district investments in a living wage, lower class size and increased student support."

Educators are demanding the 37,000-student district invest more in jobs that support students

— nurses, psychologists and speech pathologists, for example. They also want the district to prioritize resources for school sites with more students who are low income and English language learners.

While the district continues to claim it can't afford the OEA proposals, it spends \$22 million more than the Alameda County average on administrators and \$67 million less than the county average for teacher and support service salaries, according to OEA research.

#Unite4OaklandKids

Arvin: The Power of the People

Arvin Elementary Teacher Association (AETA) members showed up at the Oct. 23 school board meeting with a positive message of unity and support for their bargaining team.

"School board members saw that we were united and serious about wanting our collective bargaining agreement settled so we could focus on teaching and learning," said AETA President Michael Flores-Castaneda.

The result of this show of unity was a two-year settlement that includes a 4 percent salary increase this year and 2 percent next year, fully covered benefits for both years and increases to Dual Immersion stipends. The full contract was not open, so there were no other substantive language issues. Flores-Castaneda acknowledged Diana Anthony, AETA bargaining team chair, for her leadership.



AETA members show solidarity as they listen to chapter leadership and others speak to the school board in October.



Campbell High School Teachers Association members take to the streets.
Photo: Mike Myslinski

Campbell District Members Settle — for Now

After months of organizing and mobilizing to support their bargaining team, members of the Campbell High School Teachers Association (CHSTA) will vote on a tentative contract agreement Dec. 11-12 that would provide a 3 percent raise — more than the 2 percent the district had been stuck on.

“We may have settled, but we are not satisfied,” the CHSTA Executive Board said in a statement to chapter members in high-cost Silicon Valley. “We still believe the district and the school board can do a better job of attracting and retaining quality teachers.”

The raise, retroactive to Aug. 1, 2018, is not enough in a district with healthy reserves of about \$20 million and teacher turnover issues, said CHSTA President Kim McCarthy of the pact that covers only this school year.

The fight for the raise galvanized teachers, and that groundswell will help when CHSTA returns to the bargaining table in January with the Campbell Union High School District for negotiations on next school year’s contract. “For all the mobilizing that we did, we have people who are clearly activists now who were not before,” McCarthy said. See CHSTA.net for the latest.

Monterey Peninsula College Faculty Reaches Tentative Agreement

After five years without a contract, negotiators for the Monterey Peninsula College Teachers Association (MPCTA) and Monterey Peninsula College (MPC) administrators reached a tentative agreement.

The agreement calls for a 1 percent salary increase for full-time faculty and a 4 percent increase for part-time faculty. “This will not bring MPC faculty salaries into the median, but faculty are hopeful that it signals a new era where faculty, administrators and board members work collaboratively to make MPC more competitive by attracting and retaining qualified faculty,” said MPCTA President Lauren Blanchard.

Over the past 10 years MPC faculty salaries have fallen 7 to 20 percent below other area colleges, making it a challenge to recruit and retain faculty. Over half of MPC faculty are part time and work multiple jobs to make ends meet.

The agreement extends from July 1, 2017, through June 30, 2019, and must be approved by a vote of the faculty and MPC Board of Trustees.

By Cynthia Menzel, Mike Myslinski, Ed Sibby and Frank Wells.
[#OurVoiceAtTheTable](https://www.facebook.com/OurVoiceAtTheTable)



Some of the 150 parents who enjoyed a “Strike Support” appreciation dinner hosted by Banning Teachers Association, one of several community engagement events.



Banning Headed to Fact-Finding

After a three-day strike in August, relations have not improved between Banning Teachers Association (BTA) and Banning Unified School District (BUSD). After five hours of negotiations, district officials had proposed a 1 percent increase in salary — but only if BTA agreed to student class size increases. BTA and BUSD are now headed to fact-finding.

During the strike, Banning parents stood with educators. Starting in November, BTA has again reached out to parents and community with forums and workshops to educate and empower parents and students as BTA awaits the fact-finding report.

CTA Victory: CalSTRS Divests Prison Holdings



Fourth-grade teacher and CTA member Jessica Smith testified at the CalSTRS Investment Committee meeting in July.

IN NOVEMBER, the California State Teachers' Retirement System (CalSTRS) agreed to divest its holdings in CoreCivic and GEO Group — U.S. publicly held companies that operate private prisons.

This came after CTA State Council

took action in June, voting to have President Eric Heins submit a letter to CalSTRS expressing CTA's outrage at recent government policies that separated immigrant children from parents seeking asylum in this country. Some of these families were

being detained at Core Civic and GEO Group residence centers. Heins urged CalSTRS to make sure that its investments "reflect your stated investment beliefs." Moreland Teachers Association member Jessica Smith, among others, testified in favor of divestiture at a July CalSTRS meeting, saying, "These prisons are what we as educators are fighting every day in our classrooms."

CalSTRS, the largest educator-only pension fund in the world, conducted a review of the companies before its decision, and says divestiture will be completed within six months.

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Dave Dein, far left, with students in Patterson High School's commercial truck driving program. The students hold certificates showing completion of operations and safety training.

Faith

for the Long Haul

Educator's program teaches students skills for a viable industry



Students receive 80 hours of classroom instruction time.

THE AREA SURROUNDING Patterson High School in Patterson has become a mecca for distribution centers the last several years, bringing in companies such as Amazon, Grainger, Kohl's, CVS and Restoration Hardware. Big rigs crowd the highway and roads around the school, carrying goods to and from these centers.

Patterson High, in western Stanislaus County, had already taken advantage of what was happening by creating a Supply Chain and Logistics Management program to train students for entry-level positions at the distribution centers. Then two years ago, Dave Dein, a fourth-grade teacher in the Patterson Joint Unified School District, approached Superintendent Philip Alfano with the idea of starting a commercial truck-driving school.

In the fall of 2017, Patterson High became one of the first high schools in the nation to offer the yearlong program, available to seniors.



Dave Dein

"This program helps train students for well-paying jobs in an industry where a shortage of trained drivers looms," Dein says.

Students have been thrilled.

"The first day I walked into the classroom, I realized [the program] will have a positive impact on my life because of the opportunities trucking has," says student Manuel Solorio Morales.

Student Javier Diaz completed the program this past September and received over

15 job offers after obtaining his Class A license. He chose to work for Bivio Trucking, a program partner dedicated to creating career paths for Patterson students.



Students practice proper lifting techniques under Dein's watchful eye.

“This program helps train students for well-paying jobs in an industry where a shortage of trained drivers looms.”

—**Dave Dein**, *Patterson Association of Teachers*



At top, Javier Diaz gets hands-on practice; above, Leilani Barradas uses a truck simulator to navigate the road.

A calling to teach — truck driving

Although Dein, a member of Patterson Association of Teachers, has been an elementary school teacher for 17 years, he is not new to trucking. He began his career in the industry in 1988 to support himself through college. After earning a degree in business administration from CSU Stanislaus, he was hired by large manufacturing company as a driver/manager. “I logged more than 700,000 accident- and ticket-free miles,” he says.

But Dein felt called to teach, so he did. Eight years later he founded a tuition-free, nonprofit truck-driving school “ministry” called Faith Logistics. For 10 years during his summers off from teaching, he would train individuals recently released from prison and provide job placement assistance. Regulatory changes affecting diesel engines forced the dissolution of the organization.

For the Patterson program, Dein enlisted help from the district’s Career Technical Education director, who was able to secure funding. He created an advisory board of industry partners such as Morning Star Trucking, Penske Logistics, Foster Farms, Northern

Refrigerated Transportation and others for guidance and to assist in planning.

The program is based on the highest industry standards set by the Professional Truck Driver Institute as well as the Federal Motor Carrier Safety Administration entry-level driver training standards that go into effect in 2020. Students receive 180 hours of instruction time, with 80 hours devoted to classroom instruction and 100 hours for lab activities. They get hands-on experience on a truck and two trailers donated by Faith Logistics to practice pre-trip inspections, air brake tests and coupling/uncoupling.

In addition, students receive 20 hours of behind-the-wheel training on two Advanced Training Systems truck simulators, where they learn how to shift a 10-speed transmission that includes fuel management shifting techniques, maneuvering the truck through varied simulations and backing up. “These lessons are self-paced, with the simulator providing immediate feedback and remediation,” Dein says.

The trucking program also partners with



Worklete, which developed custom training to reduce workplace injuries and certifies students who complete the training. Worklete teaches the proper way to perform industry-specific job functions, such as opening and closing a big rig's hood, entering and exiting the cab, pulling the fifth wheel release handle, and more.

Career opportunities

“When students complete the program, they can choose how they want to obtain their behind-the-wheel training,” Dein says. “They can opt for free training with Morning Star Trucking or enroll in the district’s adult education program, where the district contracts with a local truck-driving school.”

Morning Star trains with automatic transmission trucks, so students receive a restricted license. But they’re guaranteed seasonal employment during the summer and can earn up to \$12,000 in three months. “It’s a great opportunity for students who are planning for college to earn money for tuition,” Dein says.

While trucking companies often have minimum age requirements due to insurance mandates, the Patterson High program secured agreements with local companies to hire drivers at the age of 18. Many industry partners have pledged to provide mentoring and on-the-job experience for program graduates in such areas as warehousing and yard shuttling, so when students do reach a company’s minimum age requirement to drive, they have a wealth of additional skills.

“This [program] has influenced me to want to get my Class A license and drive,” says student Steven Smith. “The opportunities from this are huge. We have many good jobs lined up, and free schooling. This gives us the opportunity to have a career.”



Students Leilani Barradas and Cheyenne Barfield learn logistics, warehouse management, forklift operation and finance, as well as how to drive a long-haul truck.



A Place for Women, Too

Leilani Barradas and Cheyenne Barfield attend Patterson High School, where Barradas, a senior, is the first female enrolled in the school's trucking program; Barfield, a junior enrolled in the school's Supply Chain and Logistics Management class, will join the trucking program next year.

The young women's passion for trucking is definitely not the norm in the industry, where the Bureau of Labor Statistics estimates that 6 percent of the commercial truck driver workforce is made up of females — up by only 1 percent since 2008.

“It takes great courage and grit to choose to be the first at anything, and I have utmost respect for Leilani to pursue a career in this male-dominated industry,” says Patterson High program coordinator and instructor Dave Dein. “I will do everything I can to support her.” He is equally excited that Barfield is looking at trucking as a career path, saying it will provide her the financial stability, adventure and challenge she is looking for.

Dein understands the importance of supporting these and other young women who choose trucking as a career. “If we expect to see any significant change in the number of women

“The opportunities from this are huge. We have many good jobs lined up, and free schooling. This gives us the opportunity to have a career.”

— **Steven Smith**, *Patterson High School student in the truck driving school*



Cheyenne Barfield stands by one of the big rigs.

entering into this industry, then there has to be a consistent and intentional course of action for them to have positive female role models they can connect with," he says.

Dein discovered the nonprofit Women in Trucking, an organization that provides support, resources and networking opportunities. He urged both Barradas and Barfield to attend its "Accelerate!" conference in mid-November and created a GoFundMe page to help raise money for that goal. Any money raised beyond conference expenses will go directly to a college scholarship fund that will be used exclusively for female Patterson High students enrolled in the trucking or Supply Chain and Logistics Management program who want to further their studies.

Says Dein, "My personal goal is for both these young women to find success in the industry where they can come back and be the necessary and needed role models who will inspire a whole new generation of females to carve out their own road in this exciting industry."

An exciting, evolving industry

"The greatest accomplishment so far is that Patterson High School has proven that a viable, cost-effective training program is possible and can easily be replicated in other communities," says Dein.

The need is pressing. An American Trucking Association study in 2015 highlighted the driver shortage, now estimated to be 50,000 and possibly ballooning to 174,000 by the year 2026. Dein points out that if programs like the one at Patterson High were created at a county-wide level, many students could partake in the training. With more than 26,000 public high schools across the country, he says, it would only take 10 students from each high school to have a significant impact on the driver shortage.

He hastens to add that it's not just about providing skills and knowledge for students to earn their driver's licenses. "It is about providing them with a comprehensive look into an industry that is currently exploring new technologies, such as hydrogen and electric powertrains and autonomous trucks designed to make trucking safer and more efficient," he says.

"The legacy of the Patterson High truck-driving program is directly related to the success and accomplishments of those who continue to be an active participant in the future of the transportation industry."

To that end, he has set up the Faith Logistics College Scholarship Fund through the Patterson Recognizing Individuals Determined to Excel (P.R.I.D.E) organization. The scholarship is available to Patterson High students who graduate from the truck-driving program and want to continue their education in a transportation-related field of study.

For more information:
[sites.google.com/
patterson.k12.ca.us/
truckdrivingschool](https://sites.google.com/patterson.k12.ca.us/truckdrivingschool). ■



More than 100 future educators attended Student CTA's Social Justice Symposium.



FIGHT THE POWER

Student CTA tackles white supremacy culture and how it affects what students learn

STORY AND PHOTOS BY JULIAN PEEPLES

At Student CTA's Social Justice Symposium in early November, more than 100 aspiring educators collectively recalled some of George Washington's greatest hits, as taught to them in elementary school. Our first president:

- chopped down a cherry tree;
- had wooden teeth;
- most certainly never told a lie.

Except that never happened.

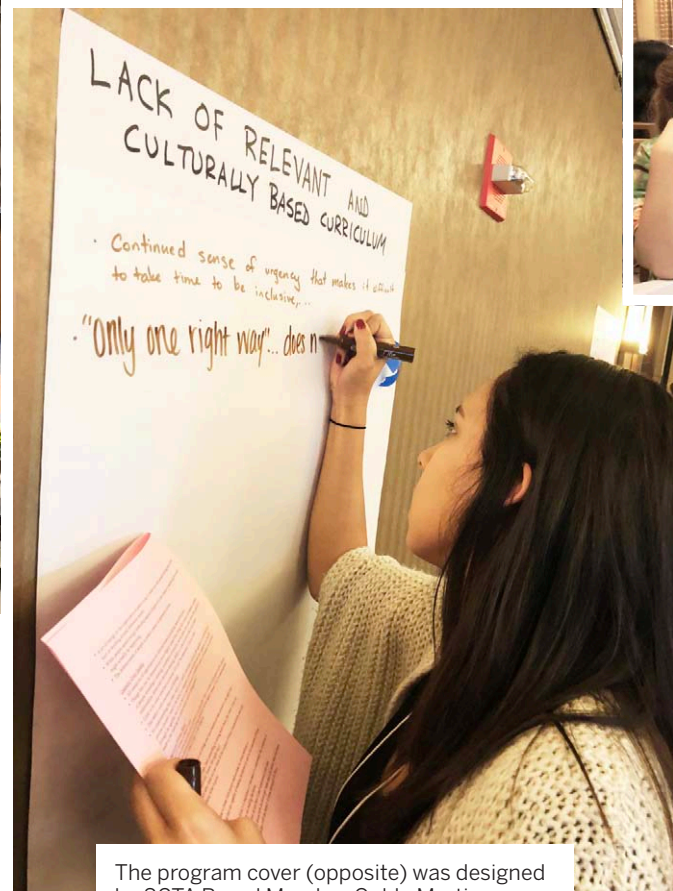
The chatter comes to a halt when it is revealed that those stories from childhood are not what they seem — Washington didn't take an axe to a tree, a biographer made up the story about his truth-telling prowess, and as a wealthy white landowner, his mouth was filled with teeth

bought from poor people and stolen from his own slaves.

For many in the group, these revelations are not easy to swallow.

"How do you have the heart to teach kids these lies?" said Lily Dueñas-Sosa, a student from CSU Northridge, asking herself as much as she was the rest of the room. "What do you do?"

This examination of their own experiences in elementary school is a lens into the pervasiveness of white supremacy culture and its many impacts — a jolting start to a welcoming weekend for future teachers, but it was intended. Brought together from teaching programs at colleges and universities across California, these students aren't shying away from the SCTA goal that inspired the symposium: "Student CTA will



The program cover (opposite) was designed by SCTA Board Member Qohle Martinez.



SCTA member Sarah Ashley Jones (center) wants to use her privilege to fight inequity.

“IS IT ENOUGH TO JUST TEACH OUR STUDENTS THE TRUTH AS WE KNOW IT, OR DO WE TEACH THEM HOW TO CHALLENGE THE SYSTEM?”

**—RACHEL IMMERMAN,
NEA STUDENT CHAIRPERSON**

actively advocate for social, political and educational strategies that eradicate institutional racism and white privilege perpetuated by white supremacy culture.”

The symposium encouraged participants to take risks as they explored what for many is difficult subject matter.

“At times, you might feel uncomfortable, but it’s part of the experience we’re embarking on together,” reassured Stavanna Easley, Fresno City College student and Central Regional Vice President of SCTA.

Giving all kids equal opportunity

SCTA’s goal came from a 2018 NEA Representative Assembly resolution that states in part that: “The National Education Association believes that ... to achieve racial and social justice,

educators must acknowledge the existence of White supremacy culture as a primary root cause of institutional racism, structural racism, and White privilege. Additionally, the association believes that the norms, standards, and organizational structures manifested in White supremacy culture perpetually exploit and oppress people of color and serve as detriments to racial justice.”

“Student CTA is going to be teaching future generations of students, so we need to be aware of these issues,” said Jessica Chamness, a student from Santiago Canyon College.

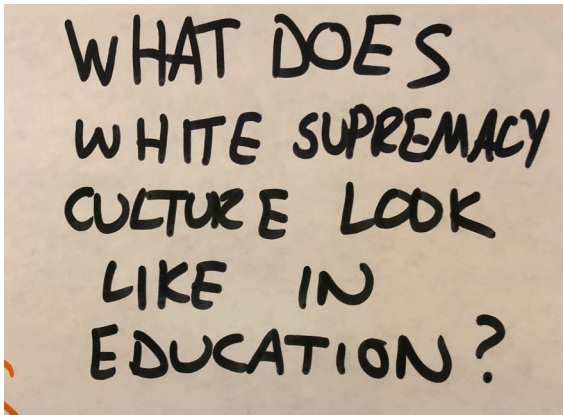
For aspiring preschool teacher Sarah Ashley Jones, a lot of this is a shock to her comfortable, suburban, white upbringing, but instead of shying away, she’s thinking about how to make sure future students understand racism, inequity and privilege

in America. She said the revised history many students are taught in elementary school guides them into a set of beliefs where they subconsciously learn how to feel about themselves, their communities and even the color of their skin.

“I’m just starting to see that inequality starts so young. I want to see how I, as someone who has white privilege, can work against that and give all kids equal opportunity,” said Jones, a student at San Diego State University. “I don’t want to be ignorant of other people’s experiences.”

Symposium participants explored these experiences in small-group discussions on the history of white supremacy culture, systemic racism and inequality in the United States, how Americans are socialized to white supremacy culture, and how to build a future that rejects and dismantles a legacy of inequity. ➤

Aspiring educators had honest discussions that called into question what they learned in school.



Discussions were real and required a lot of raw self-examination.

“We are so naïve and uneducated about so many topics,” said Monserrat Bonilla Flores, a student from Santiago Canyon College. “It made me reflect a lot about what I see and maybe do more of my own research.”

The realization that perhaps the wool was pulled over their eyes about some of the values that built the United States went from shock to disgust to defiance. Whitney Anderson said being confronted with this “real history” in her own schooling would have made an impact on how she looked at the story of America and would have caused her to think more critically about other information she was told.

“I feel like if I had learned the truth as a child, I would’ve been braver,” said Anderson, a student at CSU Fullerton.

The danger of one dominant perspective

Symposium facilitator and CTA Human Rights Consultant Reena Doyle told a story about a friend in school who asked his teachers why Europe was considered a continent when by the definition of the word,



Leslie Lopez Moreno, of San Diego State, shares thoughts on the impacts of inequality.

it definitely was not. When he finally found one who was willing to answer the question, “because whoever wrote the textbook said it is,” spoke volumes about the power wielded by the people who determine the narrative in history books. What is learned in most classrooms is from one dominant perspective, shaping the beliefs of American children. This danger of the “single story” silences the voices of others, leading to the labeling of everything as either normal or different, where “normal” is white and “different” is everything else.

“Growing up, normal was always white,” said Siri Peduru, a student from UC Davis. “It’s so important as an educator to break apart that idea of normal versus different and make sure all of our students are treated equally.”

Nearly everyone in the room shook their heads upon hearing the tale of a man named Jose who was having difficulty finding a job, but suddenly had calls for interviews pour in after removing one letter from his



SCTA Chapter Recognized Nationally

A LOCAL CHAPTER of Student CTA received national recognition recently when the National Education Association Aspiring

Educators (NEA AE) spotlighted its efforts in meeting planning. During a monthly training held by NEA AE, San Diego State University SCTA chapter leaders were asked to share the strategies they use for planning their meetings, so others can learn from their ideas. Congratulations to SDSU SCTA! For more information on NEA AE, visit nea.org/studentprogram.

“GROWING UP, NORMAL WAS ALWAYS WHITE. IT’S SO IMPORTANT AS AN EDUCATOR TO BREAK APART THAT IDEA OF NORMAL VS. DIFFERENT AND MAKE SURE ALL OF OUR STUDENTS ARE TREATED EQUALLY.”

—SIRI PEDURU, UC DAVIS STUDENT



SCTA board member John Brasfield talks about the experiences of inner-city L.A. kids.

résumé: the S in Jose, turning his name into Joe. Again, the reaction went from shock to disgust and then to action, as the students considered what fighting white supremacy culture might look like in their future classrooms.

“We thought we were taught the truth before,” said Rachel Immerman, NEA Student Chairperson. “Is it enough to just teach our students the truth as we know it, or do we teach them how to challenge the system?”

A room full of heads nodded in agreement, as these future educators considered the concerted effort it will take to unteach hundreds of years of white supremacy and systemic inequality. With this awareness of the discrepancy between what’s in books and what actually happened, many of them emerged ready to do their part.

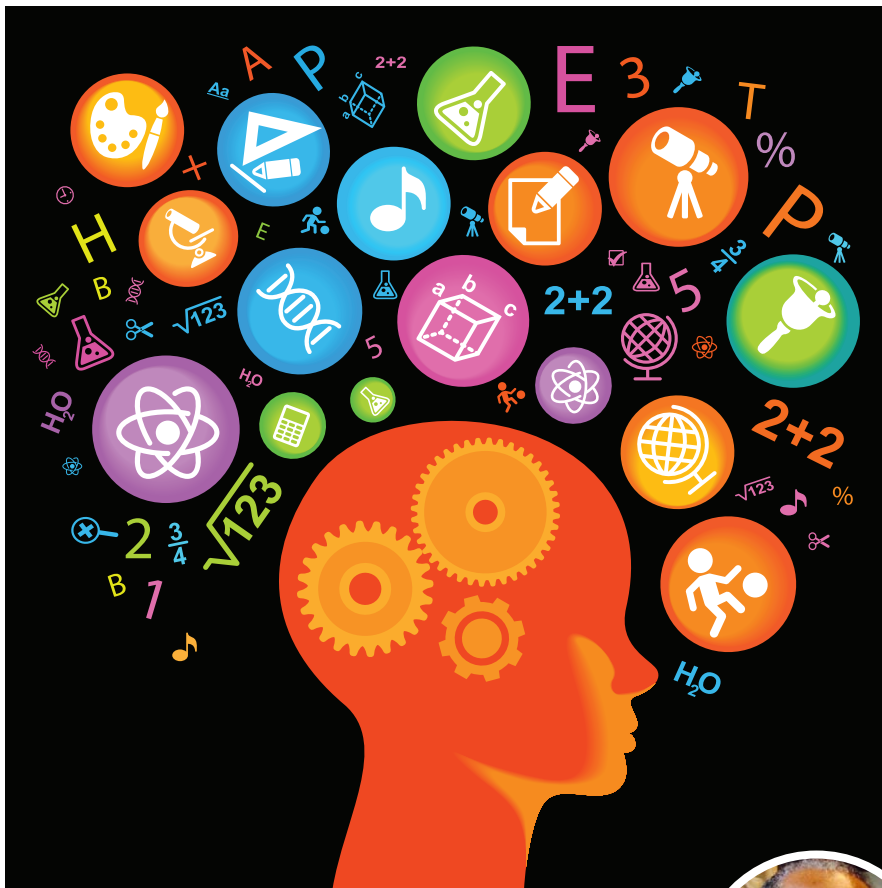
“I’m falling into the same pattern of teaching from the textbook,” said Laura Ensberg, a student from San Diego State University. “I want to know how I can not do that and start teaching my fourth-graders the truth.”

For more information about Student CTA, visit studentcta.org or facebook.com/studentCTA. ■

CRITICAL QUESTIONS

ONE OF THE sessions at the SCTA symposium examined white supremacy culture through the history of the United States, asking participants to think critically about their own experiences related to race, power and privilege. Participants discussed the following questions:

- Where did you grow up?
- How would you describe the culture/racial/ethnic groups in your neighborhood? Was it mostly the same/different?
- Who were considered “different” by your family? By your community? (religion, class, etc.)
- How was difference treated? Who determined this?
- Who taught in school? Who created the rules?
- Who were in positions of authority in your community? Who created the rules?
- What were the rules and what did that look like? How is this connected to white supremacy culture?
- Who were in positions of authority locally, statewide and nationally? Who created the rules?
- Who were in positions of authority in the media? What was the impact of the stories that were reported in the media? What did that look like?
- Looking at your close circle of friends, did you talk about race? What did that look like?
- What is the impact of the above on your definitions of you?



“Effective teachers know as much about their *children* — the conditions in which they live and are reared — as they know about subject matter.”

to first-hand experiences rather than the traditional instructional sequence of lecture, memorize and test.

Wesson is also a strong advocate of access and equity for all students, and notes that historical inequalities, including health disparities impacting early brain development, play a role in student achievement outcomes. “We cannot ignore the impact of the social factors impacting the developing brain, and consequently, student learning,” he says.

Indeed, poverty, underdeveloped language skills, trauma and stress are familiar issues to California educators. Wesson, citing observations made in such challenging environments as Upper Appalachia, America’s inner cities and the Palestinian territories in Israel, says that by understanding evidence-based strategies in “brain-considerate learning,” we can reach *all* students.

“Effective teachers know as much about their *children* — the conditions in which they live and are reared — as they know about subject matter,” he says.

A few of Wesson’s thoughts on teaching all students using the neuroscience of learning:

A robust academic vocabulary

“For most students, vocabulary is the foundation of the ‘achievement gap.’ Nothing is more important to academic success than a robust academic vocabulary. Neuroscientists say, ‘Words are used to *think*, not just to communicate.’ A student with a limited vocabulary has corresponding learning limitations.

“Language-rich experiences foster



The Science of Learning

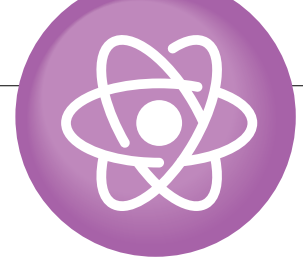
Here’s a provocative question: If it’s your job to develop the mind, shouldn’t you know how the brain works? Hear the answer from the keynote speaker at an upcoming CTA event — meet Kenneth Wesson.

KENNETH WESSON says that understanding how the brain works and learns can make you a better teacher.

Wesson, a former higher education faculty member and administrator, is a proponent of using neuroscience to improve education. By developing an understanding of *how* the human brain works and how the brain learns, he says, educators can reach more

students, not just those who have traditionally been successful.

“You cannot talk about learning without discussing what’s happening inside the brain,” says Wesson, who will speak at CTA’s Instruction & Professional Development pre-conference before both Good Teaching Conference-North and -South (in February and March 2019; see below for details). He points to the research indicating that the brain responds best



academic language. Give students an apple and let them touch it, feel it, taste it, listen to it crunch, and afterwards list the relevant words emerging from the experience: red, smooth, moist, cold, crunchy, fresh, delicious, waxy, sour, tart, etc., are words which will enhance recall of the experience with the high-utility words used across the curriculum.

“Teachers should model linguistic precision. Instead of asking students, ‘What do you think will happen?’, ask ‘What do you *predict* will *occur*, can someone *hypothesize* for us?’ Students will encounter these academic words throughout the school day, and in instructions during standardized tests. Even in mathematics and science, have students use (not just read) words like osmosis and metamorphosis, which are often used metaphorically in literature.”

“Nothing is more important to academic success than a robust academic vocabulary.”

Use all of the senses — and visualize

“Deep and long-lasting learning requires using our senses. Enhancing academic language within every discipline — interdisciplinary — is especially valuable for linguistically impoverished students. In math, have children say, ‘When solving this problem, I first ... *FILL IN THE BLANK* Next, I ..., and then, I check the reasonableness by’ Writing out their internal dialogue improves students’ thinking. It is also advantageous for

students to draw pictures of the problem and their procedures for solving it.

“In one exercise, we place a red, a blue and a yellow toy car into a dark tube. We ask, ‘In what order will the cars exit the right end? The left end?’ We flip the tube and pose the same questions. Manipulating those images correctly in the mind’s eye, using one’s working memory, indicates the child’s readiness for symbolic mathematics.

“Educators often distribute math worksheets with 50 nearly identical problems. [Research has] found that after the sixth problem, the next 44 make virtually no contribution to cognitive growth. Instead, additional visualization and experience with manipulatives improved mathematical thinking.”

Soften the border between disciplines

“Students must actively (through interactions with the teacher and peers) connect key concepts across the disciplines, understanding that each subject area is merely a part of the same whole — ‘knowledge.’

“The human brain evolved from having lengthy periods to learn about objects and events. Our 55-minute-long classes, with subjects changing hourly, should be exchanged for 90-minute periods of learning focused around an intriguing phenomenon or theme. Finland has adopted this approach and thereby ‘softens’ the artificial borders between academic disciplines. Students learn in the same manner that adults solve problems in the real world — using *all* disciplines simultaneously.”

Experiential, connected learning

“Brain research tells us that students learn best by immersing themselves deeply in investigations and projects, where they experience, reflect, write, draw, think and engage in constant dialogue and discourse — opportunities for language production. Classrooms should be buzzing with conversations where cognitive development emerges naturally.

“Project Based Learning, and other learner-centered instructional strategies, typify this approach. We have STEM and STEAM, along with my model, S.T.2R.E.A.M. (Science, Technology, Thematic instruction, Reading/Language Arts, Engineering, Art and Mathematics) learning, which replicates how professionals solve real-world global challenges. The goal of formal education is not to accumulate knowledge, but to learn its wide range of applications.”

Professional learning for teachers

“We know from research that increases in professional learning opportunities sponsor improvements in student achievement. Between 10-20 percent of a teacher’s time should be devoted to professional learning. It could begin with a facilitator sharing the latest research, followed by teachers holding weekly/monthly ‘S.T.2R.E.A.M.-posiums,’ where faculty from *all* disciplines engage in rich conversations about what is working most effectively with their students. Continuously learning new strategies for reaching a greater percentage of our diverse California student body is how one becomes an effective teacher.” ■

More on the Science of Learning

Hear Kenneth Wesson speak at CTA’s Instruction & Professional Development pre-conference to the Good Teaching Conference, Feb. 1, 2019, in San Jose, and March 22 in Garden Grove. Register at ctago.org.



All Ears

5 Podcast Projects You Should Try in the Classroom

BY TERRY NG

ARE YOU LOOKING for a fun and creative way for students to build self-esteem and use their voice? Podcasting offers a mode of learning and presenting with many educational benefits, including strengthening skills in research, speaking, writing, editing and collaboration. It's especially great for auditory learners who absorb information best when they listen to it.

With free tools like GarageBand, Anchor and Audacity, creating podcasts is a breeze. You'll probably need several inexpensive microphones (to plug into cell phones and computers). You can post podcasts to your class or school's website and link to social media for distribution. Here are five project ideas for students:

1 CELEBRATE CULTURE:

Students podcast about important cultural events, such as Black History Month or Hispanic Heritage Month, and present these to parents, the school or the community.

2 READING RADIO SHOW:

Students make short radio broadcasts summarizing the books they are reading and what they like most about them.

3 CURRENT EVENTS NEWSCASTS:

Students practice nonfiction reading skills and deliver weekly or monthly podcasts on interesting current events.

4 AUDIO TOURS:

Students act as tour guides and record school tours, so newcomers can explore the school through the eyes of a peer.

5 ROVING REPORTERS:

Send your students out to interview each other as well as teachers and administrators about important schoolwide events.

Free Tools

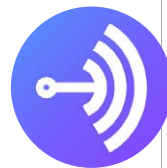
GarageBand (Mac) is a fully equipped podcast creation studio right inside your Mac. Though known for its music capabilities, its clean interface makes podcasting easy.



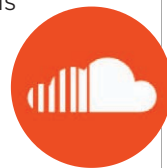
Audacity (Windows, Mac) is an easy-to-use podcast recorder and editor. Record from your computer's built-in mic or attached mic, or drag a sound you want to edit into the main window. Then edit, monitor and mix.



Anchor (iOS, Google) is an app you can download onto your mobile phone to easily record podcasts; no extra equipment required. (The website offers metrics and a smooth editing experience.)



SoundCloud (iOS, Google) is a streaming audio platform that can also host your podcasts. You can record podcasts with the app on your mobile phone as well. It's easy for students to tell stories, upload and share.



Basic Template

YOU MAY WANT to create a template for students, such as:

- Teaser: State podcast name and purpose
- Intro music
- Welcome, including hosts' names
- Main content
- Call to action ("Review us on Facebook!" "Look for us next week!")
- End music

Photo: Mike Myslinski



“You all are champions for our kids every day!”

— **Tony Thurmond, SPI-elect,**
addressing CTA State Council

Tony, Tony, Tony!

With the State Council meeting during the election homestretch, educators focused on creative ways to help push Tony Thurmond over the finish line in the Superintendent of Public Instruction (SPI) campaign (see story on page 40). With polls showing the race neck-and-neck, the Council led a Tweet-a-Thon to spread the word about why Thurmond was the educators’ choice for state schools chief. The effort went viral, as tweeters propelled [#TeamTony](#) and [#VotePublicEd](#) to the No. 2 and 3 trending topics on Twitter.

In addition to tweets, Council educators text-banked for Thurmond, sending more than 68,000 text messages to get out the vote. Retired teachers also added 600 handwritten postcards in support of Thurmond. Amid all this, Thurmond took time out of his campaign schedule to rally with educators at Council and thank CTA for the tireless support during the grueling campaign. Thurmond said it’s been an honor to work alongside educators to fight for public schools and our students.

“My opponent is supported by billionaires; I’m supported by teachers,” Thurmond said. “You all are champions for our kids every day!”

CTA President Eric Heins said that the love and support shown by Council educators gave Thurmond a much-needed boost entering the final week of his campaign.

“You could feel the electricity in the room,” he said.

Standing, Working Together

Election takes center stage at State Council

BY JULIAN PEEPLES

SOUNDING THE CHARGE for the final week before the November election, CTA’s October State Council exemplified the power built by educators in California and nationwide this year with the [#RedForEd](#) movement. Inspired by the struggles of teachers in West Virginia, Arizona and Oklahoma, Council educators stood together to defend public education on Election Day and to show solidarity with members of United Teachers Los Angeles and Oakland Educators Association, who are battling for respect in their school districts (see story on page 44).

On the heels of the “Educator Spring,” Council delegates demonstrated solidarity for our shared values and the belief that strong public schools are a cornerstone of our democracy.





Showing #RedForEd solidarity with UTLA and OEA

Donned in every shade of red, Council members stood in solidarity with educators in Los Angeles and Oakland, who are fighting school district administrations that have shown they do not support the people who serve their students. With UTLA marching toward a potential strike and OEA not far behind, CTA members, educators across the country and the communities we serve are joining the **#RedForEd** movement in support of these and other educators who continue to make magic in the classroom despite a lack of support by their school districts.

Council delegates approved a New Business Item to encourage local chapters to initiate solidarity actions in support of UTLA and OEA in their current contract negotiations. The success of these two chapters will likely impact contract negotiations throughout the state.

A national movement to #VotePublicEd

CTA members were among the more than 1,000 educators across the country who won election to leadership roles in their communities. Nationally, educators helped flip more than 300 state legislative seats, elect more than 100 women to Congress, and tipped the balance of power in the U.S. House of Representatives, which puts a major check on Education Secretary Betsy DeVos and her school privatization agenda.

“Don’t let billionaires buy the election”

During his speech to Council, CTA President Eric Heins urged educators to vote for Thurmond, stand up for public schools and fight the out-of-state billionaires who are trying to dismantle education.

“They’re trying to buy public education in California, and it is not for sale!” Heins said.

“We cannot allow this kind of hatred to exist in our society, We must do it now. We must continue to fight back and not remain silent.”

—**President Eric Heins**, urging adoption of common-sense gun laws

Member engagement keeps us strong

CTA Executive Director Joe Nuñez thanked Council for all the work in chapters to strengthen our union leading up to June’s Janus Supreme Court decision. Due to the engagement efforts of educators around the state, the impact of the negative (but expected) decision by the court was far less than anticipated. He warned of the need to remain vigilant, as the Freedom Foundation and Mackinac Center for Public Policy (which is dedicating \$50 million over the next three years to union-busting) are continuing their deceptive efforts to get members to drop out of their unions.

Mourning the tragedy in Pittsburgh

The energy of the Council meeting was dampened by news of another mass shooting tragedy, this time at a synagogue in Pittsburgh. The Council observed a moment of silence in memory of the 11 people who were killed in the senseless shooting.

“We cannot allow this kind of hatred to exist in our society,” Heins said, urging the adoption of common-sense gun laws. “We must do it now. We must continue to fight back and not remain silent.”

Looking Ahead

State Council meets Jan. 25-27 at the Westin Bonaventure in Los Angeles.



State Council delegates text-bank for Tony Thurmond, sending out more than 68,000 texts to get out the vote.

Annie Finney, second-grade teacher at Children's Community Charter School and president of Children's Community Charter School Teachers Association, reads to students at the Chico Library.



Brittany Bentz, first-grade teacher at Children's Community Charter, hugs a student during the makeshift class at the library.

Heroes, Helpers, Family

CTA members step in to care for students and each other in wildfire disaster

THE DEADLY AND DEVASTATING Paradise wildfire saw myriad acts of bravery and selflessness among educators, and now in the aftermath many are working hard to help their students recover and their communities rebuild.

The digital counterpart to the *Educator* magazine, CaliforniaEducator.org, features several moving stories that illustrate this generosity of spirit. Among them was "A Trip to Paradise," where our reporter writes of elementary school teachers and CTA members who hold class for their students at a public library in nearby Chico. The effort helps bring children a modicum of normalcy to their disrupted lives:

At the library, excited kids run up to teachers Annie Finney, Sheri Eichar and Brittany Bentz, giving long hugs before turning to find their friends. Tired parents share emotional moments and updates with the three educators.

A man hands Finney a thick stack of gift cards intended for the families of her students. "Who do I tell them it's from?" she asks. "Just tell them it's from somebody who cares," he replies. The teachers distribute the cards as parents arrive, each time eliciting tears of gratitude. The three educators have been angels to these families, providing rooms full of relief items, thousands of dollars in gift cards for food and other items, and now, giving their kids a piece of familiarity with school at the library.



The children's section of the Chico Library has probably never been this lively, but nobody minds. Truth be told, the laughter and excitement of children is much needed as this community mourns. Parents swap tales while their kids play and laugh and write about what they are thankful for. Laura Sutherland-Mangold, whose daughter Machara attends the school, says it means everything just to see the kids smile.

"The teachers love our kids so much to give them a chance to see each other and provide a piece of normalcy," she said. "It's like a family at our school, and it really shows at a time a like this."



Another story, “Thanksgiving in Paradise,” tells of teachers Vicki Steindorf and Sabine Coffee’s quick thinking and devotion to their students during their terrifying escape from the Camp Fire:

They didn’t get on the road until late because 18 students hadn’t been picked up. When a sheriff’s deputy arrived not realizing anyone was left at the school, he told them to leave — now!

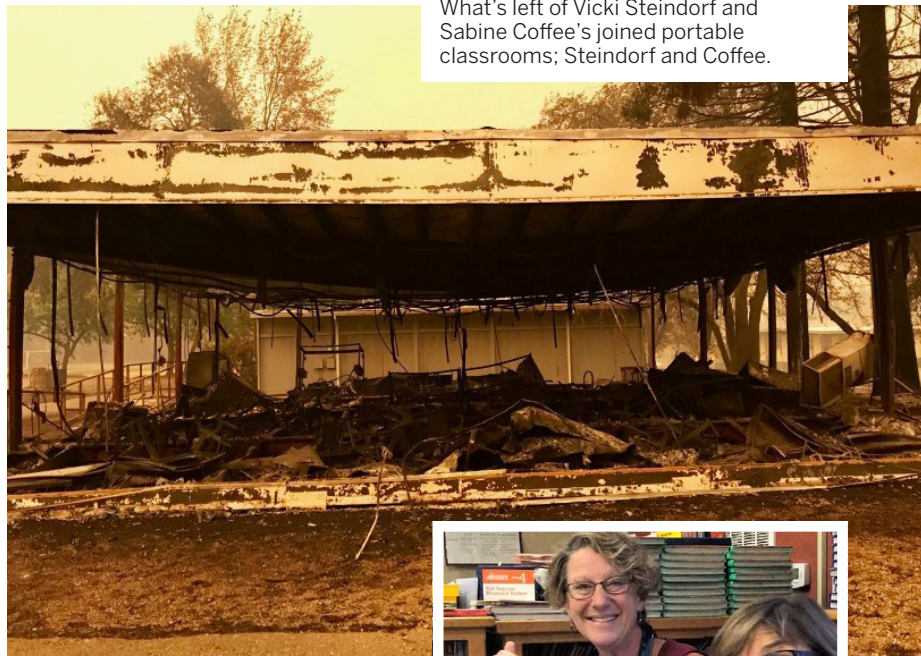
“I told Sabine, ‘We are not separating. You’re my best friend, and if I’m dying today, I’m not dying without you.’” Steindorf jumped into Coffee’s car with her dog, a second-grader, a third-grader and two fourth-graders.

“We were the last ones to leave school. We broke all the laws, driving on the left side of the road,” Steindorf said. “Thank goodness we had the emergency binder with us. While Sabine was driving, I was texting parents, letting them know we had the kids” — and arranging for a place to meet.

Flames were all around, houses were exploding, and it was so smoky and dark that Steindorf would watch for the white line on one side of the car and Coffee would watch for the yellow line on the other side so that they’d stay on the road.

The teachers talked with students about the plucky pioneers who had to travel in the olden days. “The kids said, ‘Isn’t it great we’re in metal cars. Being in those wooden covered wagons would be a bummer,’” Steindorf said.

It took the better part of the day, but they made it safely and were able to unite students with their parents.



What’s left of Vicki Steindorf and Sabine Coffee’s joined portable classrooms; Steindorf and Coffee.



It wasn’t only teachers, of course, who were coming to students’ aid. From another story:

“Bus drivers were dropping off students that morning, and when they saw what was happening, they immediately turned around and picked up students,” said Teachers Association of Paradise (TAP) President David Smith.

CTA’s Disaster Relief Fund

CTA’s Disaster Relief Fund provides financial assistance grants for CTA members who have suffered significant losses from fires and other disasters. The filing deadline is 12 months from the date of the incident.

The DRF is an endowed, special fund just for members. It is funded by voluntary contributions from CTA members, and through CTA fundraising drives throughout the year. A variety of grants are available:

STANDARD

Up to \$1,500 for significant economic hardship related to damage to primary residence, displacement or disruption in required utilities.

CATASTROPHIC DAMAGE

Recipients of the Standard Grant may be eligible for up to another \$1,500 if damages exceed \$50,000.

TEMPORARY DISPLACEMENT

Up to \$500 may be available for members who are displaced from their primary residence as the result of a disaster, but do not meet requirements for a Standard Grant.

SCHOOL SITE

Receive up to \$500 for classroom damage.

For details and to apply, see ctamemberbenefits.org/drif



Nearly 100 CTA members came to the CTA Chico office on Nov. 13 to fill out CTA Disaster Relief Fund forms. Standing is TAP President David Smith; to his left is TAP Vice President Rachel Kagan.

TAP is playing a key role in assisting members who have suffered by helping them apply for emergency grants from CTA's Disaster Relief Program, as detailed in "Teachers Helping Teachers."

Nearly 100 CTA members came to the CTA Chico office today to fill out CTA Disaster Relief grant forms. It's the first time many colleagues have seen each other since the Camp Fire broke out, literally burning the town of Paradise to the ground.

Child care was provided while parents did paperwork, and every child left with a book or coloring book. After filling out the forms, each member was given a CTA goodie bag containing gift cards, hand sanitizers, lotions, first aid kits and toothbrushes. Members say they are grateful for the support and resources provided by CTA.

"Teachers are so appreciative of the opportunity to come in, ask questions and apply for CTA resources," said TAP's Smith. "They're feeling more secure leaving the building than when they came in. We can't give them guarantees, but I can share with them what CTA and the district are doing. They find it reassuring."



Paradise Elementary School

How to Help

FOR MEMBERS and communities affected by the many wildfires and other disasters, the best form of aid is cash assistance. If you can, donate to the funds listed here so local folks on the ground can purchase the items they need:

- The Chico Unified Teachers Association's Camp Fire GoFundMe fundraiser for educators and students in the Paradise/Chico area, gofundme.com/camp-fire-paradise-teachers.
- Butte College Education Association has set up two GoFundMe fundraisers — one for faculty, gofundme.com/butte-college-facultystaff-relief, and one for students, gofundme.com/butte-college-student-relief-fund.
- Santa Monica-Malibu educators GoFundMe fundraiser, gofundme.com/smmcta-fire-victims.
- The CTA Chico RRC is also accepting donations of cash and practical gift cards for groceries or essentials. If you can provide housing, for those needing a place to stay, please call the RRC at 530-345-9743.

You can also donate directly to CTA's Disaster Relief Fund, ctamemberbenefits.org/drif. Sign up for automatic payroll deduction or send a check made out to:

CTA Disaster Relief Fund
1705 Murchison Drive
Burlingame, CA 94010

If you are interested in helping animals and family pets affected by the Camp Fire, see nvadg.org. See cta.org/firesupport for the most up-to-date information.

Let CVT show you
and your chapter
members the
right path.

More Choices and Value-Added Benefits

Healthcare can be confusing with all the plans, options and variables. CTA members have different family healthcare situations and need to have choices, as well as plans, that meet their needs. That's what California's Valued Trust is all about. More choices, more options and people to help your Association and its members through the complex journey of healthcare benefits.



**CALIFORNIA'S
VALUED TRUST**

Healthcare Benefits for the Education Community

For more information, visit
www.cvtrust.org or call 800-288-9870



Book Hits the Big-TIME: “Hitler’s American Friends”

BRADLEY W. HART’S new book, “Hitler’s American Friends, The Third Reich’s Supporters in the United States,” tells a story that has never appeared in school textbooks: There were powerful homegrown antagonists, ranging from Midwestern Catholic priests to congressmen, who protected and promoted Hitler and the Nazi doctrine.

“Support for the Nazis in this country was far greater than historians and the general public appreciated,” says

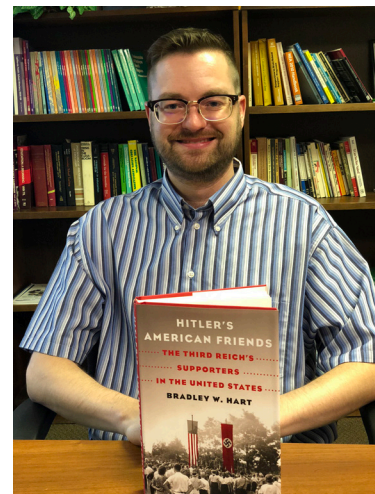
Hart, a CTA/California Faculty Association member and Fresno State University assistant professor in the Media, Communications and Journalism department. He says he hopes the book, which made TIME magazine’s fall “must-read” list, “prompts some good discussions — especially at this moment in history.”

Based on Hart’s research on the eugenics movement and far right in Britain, “American Friends” examines American support for Hitler, which Hart says “took a number of forms and came from varying motives. The German American Bund, an organization of ethnic Germans living in the United States, was openly supportive of Hitler,” as was Midwestern Catholic Father Charles Coughlin, an early right-wing radio star who broadcast anti-Semitic tirades.

There were even members of Congress who used their franking privilege — sending mail at cost to American taxpayers — to distribute German propaganda.

Hart says unions feature prominently. “Certainly, organized labor made a major push against these groups and far right organizations. Big business was key to the Nazi success, and the only way to resist these heavily funded groups, and the only way citizens could push back in an organized fashion, was to organize against them. Unions played a critical role in this period and continue to in our society today.”

For our full interview with Hart, see “Member’s Book Is a TIME Magazine Must-Read” at CaliforniaEducator.org. ■
—Cynthia Menzel



IFT Projects Embraced by District LCAPs

IT'S THE BEST of all outcomes: Several educator projects funded by CTA's Institute



for Teaching (IFT) have been incorporated into their districts' 2018–19 Local Control Accountability Plan (LCAP).

Fontana Unified School District's LCAP is helping fund and expand the dance program started by A.B. Miller High School dance teacher Nicole Robinson. Robinson received three grants from IFT totaling \$45,000; today her school offers four levels of dance, and 175 students take the classes five days a week.

She also started Dance Collaborative, which supports weekly classes for 600 K–5

students and funds professional development for teachers.

"[That] is exactly what we wanted; that's exactly why we did it," said Robinson of the LCAP news.

In addition, two-time IFT grantee Bill Shively's program, River Jim's Education Adventure, at Willows Intermediate School has been included in the Willows Unified 2018–19 LCAP, which will help defray program costs.

Both outcomes show that IFT grants — funded by CTA members' voluntary dues contributions — can lead to sustainable programs funded by tax dollars to benefit all students. cta.org/ift.



Nicole Robinson

AUTO LOANS
AS LOW AS **3.500%**
APR*

Get into the right car with a low rate auto loan.

- Ask us about additional rate discounts
- Up to 100% financing of purchase price including tax, license and warranty¹
- First payment deferred up to 90 days²
- Flexible terms up to 84 months³
- Mechanical Breakdown Insurance (MBI) and Guaranteed Auto Protection (GAP) available

* APR (Annual Percentage Rate) as of November 27, 2018 is subject to change. Rate reflects our best rate for dealer purchase with a term of 36 months and is based on borrower's credit rating. Payment example: Payment per \$1000 with a 36 month term at 3.500% APR is \$29.30 per month. Actual rate and payment may vary based on loan amount and term. Other terms and conditions may apply. 1) Subject to credit rating. Up to 100% financing is available on new and pre-owned vehicles up to MSRP/Retail Kelley Blue Book value plus tax and license to qualified members. 2) Payments begin approximately 90 days after loan funding. Interest accrues from day of funding. 90-day no payment option not applicable to refinance of an existing Provident loan. 3) Terms over 72 months require a minimum loan of \$20,000. Subject to credit rating. © 12/18 PCU

SPECIAL
FOR CTA
MEMBERS!

Agents of Change

The 2019 California Teachers of the Year make a difference in young people's lives

In October, State Superintendent of Public Instruction Tom Torlakson named the 2019 California Teachers of the Year, four of whom are CTA members.

Torlakson praised the educators' deep commitment, hard work and creativity. "They make profound differences in their students' lives and provide students the tools they need to succeed," he said in a press statement. "They're an inspiration and an example of the exceptional work going on in California schools."

The Teachers of the Year — who will act as ambassadors for the profession — were initially nominated by their county offices of education; a California Department of Education (CDE) selection committee reviewed their applications and conducted site visits before interviews.

This year's winners:



ROSIE REID

Mt. Diablo Education Association

GRADES 9–12, ENGLISH

NORTHGATE HIGH SCHOOL, WALNUT CREEK

"Often teachers feel that if they are thinking about issues of equity and implicit bias, they must compromise rigor for all students to be successful; in fact, it is by helping our most socially marginalized students develop literacy (and numeracy) skills that we achieve social equity."

Torlakson has nominated Reid as California's representative in the competition for National Teacher of the Year, to be named in Spring 2019.

Reid has been teaching for 16 years, the last two at Northgate High. She was the first in her family to go to college, largely because of her educators' efforts, and she became a teacher to pay this forward. She has taught every level of high school English and is part of the English Learner Review Team to monitor English learners and mentor teachers. Most recently, she founded and leads an equity task force at her school.

Reid uses standardized test data to see individual student progress, identify patterns with groups of students, and remediate achievement gaps for marginalized students. She selects materials from a diverse range of authors and articles about relevant and compelling social issues so every student sees themselves in the coursework, feels the work matters, and realizes their voices matter.

"I strive to be a status quo disruptor and an agent of social justice, while engaging in a rigorous, standards-based English curriculum," Reid said.

MICHAEL HENGES, a 12th grade government and economics teacher at Redondo Union High School, is also a 2019 California Teacher of the Year, but not a CTA member.



ERICA BOOMER

Upper Lake Education Association

GRADES 9–12, AGRICULTURE

**UPPER LAKE HIGH SCHOOL,
UPPER LAKE**

“One of the most important aspects of education is the challenge of appealing to the varying styles of learning unique to each student. My biggest goal is to help students reach their individual potential.”

Boomer has been teaching for 12 years, all at Upper Lake High, where she is also an alumnus, creator of the Agriculture Education Department, a wood and metal shop teacher, science teacher, and a mentor to new agriculture teachers. She also created a school farm and brought in a California Partnership Academy program related to sustainable agriculture and alternative energy so that students can have hands-on, career technical education opportunities.

The CDE noted that Boomer creates a personal connection with students, and uses humor to help them feel more comfortable and less pressure so that they’re ready to interact with the lessons and other students.

“Beyond the knowledge, the best teaching practices, the rigorous standards — Erica loves her students,” said Angel Hayenga, English Department Chair at Upper Lake High. “You can hear it in their voices. You can see it in their eyes.”



KIM HOLZ

Manhattan Beach Unified

Teachers Association

GRADE 4, MULTIPLE SUBJECTS

**OPAL ROBINSON ELEMENTARY
SCHOOL, MANHATTAN BEACH**

“Although teaching is an ever-changing profession, salient threads are at the core of my practice. Sensitivity, humor, reinforcement, motivation, practice, exploration, inquiry and discovery are common threads that weave in and out, throughout my day.”

Holz has been teaching for 38 years, 21 years in her current position. She is also a Positive Behavior Interventions and Supports site leader, mentor and leader in her district’s education community.

The CDE said that Holz’s personal style — anecdotes, connections with students, humor — adds to a learning environment where students feel treasured for their uniqueness and stimulated by a motivating curriculum. Each thematic unit of instruction is integrated with literature, writing, math, history, science and fine arts. Lessons are differentiated to meet children where they are and move them successfully to their next steps.

“She is a consummate educator of history-social studies,” said Katherine Whittaker Stopp, Manhattan Beach Unified’s assistant superintendent of educational services. “I’ve seen no one create learning energy around it like Kim.”



ANGEL MEJICO

Corona Norco Teachers Association

GRADES 7–8, ART

**EL CERRITO MIDDLE SCHOOL,
CORONA**

“I immerse students in technology: cinematography, animatronics, projection mapping, light boards. Art opens their eyes to alternative world views. It explodes in them, goading them to be great in everything they do.”

Mejico, who has been teaching for 15 years, five at El Cerrito Middle, realized she wanted to be a teacher during medical school. She earned a doctorate in education, taught high school natural science, and middle school art and physical education. She founded the Art Academy and an annual Art Expo at El Cerrito Middle School with students, staff and the community. But she says her real passion is helping students find their purpose.

She teaches art to 450 students each year — general education, English language learners, accelerated students, and disabled and special day-class students. She seizes cross-curricular opportunities to mix art with core academics.

Mejico’s “positive attitude is infectious,” said Kelly Perkins, an El Cerrito Middle physical education teacher. “Dr. Mejico includes all learners in daily curriculum by using their experiences, interests and backgrounds while implementing strategies to present visual arts.”



DECLARATION OF CANDIDACY FOR CTA/NEA – RETIRED STATE COUNCIL ALTERNATES

DEADLINE TO RETURN DECLARATION IS JANUARY 31

CTA/NEA-RETIRED OFFICES TO BE FILLED:

State Council Alternate	
<p>Term: 3 years June 26, 2019 – June 25, 2022</p> <p>Requirement: Must be a member of CTA/NEA-Retired AND must reside in the electoral district (see list at bottom right)</p>	<p>Please check mark the district you are running for and write your county below:</p> <p style="text-align: center;"> <input type="checkbox"/> District 1 <input type="checkbox"/> District 2 <input type="checkbox"/> District 3 <input type="checkbox"/> District 4 </p> <p>County of Residence: _____</p>

CONTACT INFORMATION: (Please print)

Name (as it should appear on the ballot)	CTA ID
Home Address	Mailing Address
City & Zip	City & Zip
Home Phone	Cell Phone
Email	

CAMPAIGN STATEMENT:

You may write a candidate statement **of no more than 30 words**, which will be included with the ballot. If more words are used, the statement will only include the first 30. Reference to ethnic minority identification will not be counted in the 30-word limitation.

Date _____ Signature _____

This form must be received no later than 5 p.m. on January 31, 2019.
 Mail to CTA/NEA-Retired Elections, 1705 Murchison Drive, Burlingame, CA 94010.
Candidates may wish to return this form by certified mail in order to get a receipt and ensure compliance with the deadline.

CTA/NEA-Retired to elect State Council Alternates

Anyone wishing to run for a position should complete this Declaration of Candidacy form and return it to the address at the bottom of the form. **The deadline to submit forms is January 31.**

Terms, which begin June 26, are for three years. Two alternates shall be elected and ranked in the order of votes received. When an alternate is needed, the first alternate is called. The second alternate is only called when both the CTA/NEA-Retired Board Member and the first alternate are unable to attend State Council.

The ballot, including names of the candidates and their campaign statements, will be mailed to CTA/NEA-Retired members in February 2019.

For more information, call (650) 552-5439

ELECTORAL DISTRICTS

Following are the counties in each electoral district for CTA/NEA-Retired:

- | | |
|-------------------|---------------|
| District 1 | |
| Alameda | Napa |
| Contra Costa | San Benito |
| Del Norte | San Francisco |
| Humboldt | San Mateo |
| Lake | Santa Clara |
| Marin | Santa Cruz |
| Mendocino | Solano |
| Monterey | Sonoma |

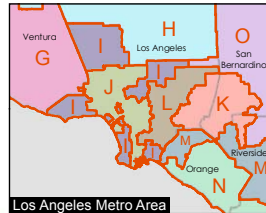
- | | |
|-------------------|-------------|
| District 2 | |
| Alpine | Placer |
| Amador | Plumas |
| Butte | Sacramento |
| Calaveras | San Joaquin |
| Colusa | Shasta |
| El Dorado | Sierra |
| Fresno | Siskiyou |
| Glenn | Stanislaus |
| Kern | Sutter |
| Kings | Tehama |
| Lassen | Trinity |
| Madera | Tulare |
| Mariposa | Tuolumne |
| Merced | Yolo |
| Modoc | Yuba |
| Nevada | |

- | | |
|-------------------|---------------|
| District 3 | |
| Los Angeles | Santa Barbara |
| San Luis Obispo | Ventura |

- | | |
|-------------------|----------------|
| District 4 | |
| Imperial | Riverside |
| Inyo | San Bernardino |
| Mono | San Diego |
| Orange | |



CTA
DIRECTORIAL
DISTRICTS



In Jesse Barnett's class, Julien Urias and Isaiah Hernandez work on their video.

► **BARNETT** *Continued from page 32*

who was especially moved by the story of an Argentinian immigrant who lost contact with his entire family. Wiping away tears, she adds, "It made me think that if they get through hardships and losses, I can also get through the hardships and losses in my own life."

Isiah Hernandez, a "super senior" in his fifth year, says it was the greatest experience he's ever had in school, period. "I love filming, editing and asking questions. It was a version of what I'd like to do professionally. It opened a lot of doors for me."

For Barnett, the experience underscored the kind of learning that works with his students and brings joy to his teaching. It's "an education style that deviates from sitting at a desk all day and hearing a teacher lecture, with an occasional final project to look forward to at the end of a term," he says. Instead, students engage in projects "that have a tangible final product to share with the world."

Barnett and his students have since started a news channel at Pacific High. "The most important thing I learned from the project is how much students this age want to be involved in real-world, professional projects that integrate with technology and stretch their skill sets." —*Sherry Posnick-Goodwin/Scott Buschman*

AGUILAR (H)	5,560.57
ALCALÁ (O)	4,075.95
BARTELL*(M)	4,529.26
BILEK (G)	4,975.74
BONACCORSI (B)	2,626.49
BOYD (E)	4,218.73
DAVIDSON* (F)	4,399.60
DAWSON (N)	3,184.66
EATON (A)	4,716.88
ELLIS* (At-large)	1,460.17
FREEMAN (At-large)	4,083.39
GOLDBERG	2,858.46
GRANADO (L)	5,003.85
GREEN (Q)	4,227.37
HEINS	8,884.42
HOUSE*#	2,078.34
JACKSON (C)	1,942.83
JONES (J)	3,206.12
LITTMAN (I)	4,168.75
MARTINEZ (K)	5,753.23
MONTAÑO	4,513.22
PATTERSON (D)	5,249.18
RODRIGUEZ, ROBERT*#	3,643.02
RODRIGUEZ, ROBERTO (P)	3,627.38
RUIZ* (F)	5,158.84
VAUGHT*(M)	3,008.40
WASHINGTON* (At-large)	1,951.70

CTA/NEA Coordinator

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

CTA Board Expenses

Amounts represent a monthly average for fiscal year 2017-18. During the reporting year, the normal and statewide activities include CTA Board meetings, State Council, Service Center Council meetings, Equity and Human Rights Conference, Good Teaching Conferences, various task force meetings and other business-related functions. Some differences in expenditures may be due to the widely varied geographical sizes of directorial districts, distances traveled for Regional, Service Center and other meetings, and the varied number of functions CTA Directors are responsible for attending. Expenses of Board members with partial-year service are averaged based on months served and delineated with an asterisk.

You can represent CTA at NEA's convention

ON THE FACING PAGE is the official Declaration of Candidacy form for state delegates to the 2019 NEA convention in Houston, Texas.

Declaration of Candidacy forms for state delegates are also available on the CTA website (www.cta.org/racandidacy). It is the responsibility of each member wishing to run for state delegate to fill out a Declaration of Candidacy form and file it by the deadline. You must use the Declaration of Candidacy form that is printed in this issue (photocopies are acceptable) or downloaded from the CTA website.

Service Center Councils will begin accepting state delegate Declaration of Candidacy forms on Jan. 3, 2019.

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

In order to attend the Representative Assembly, you must pay for your meals, hotel room and transportation for July 2–July 8.

The first caucus meeting is set for July 3, and the annual meeting of the Representative Assembly runs July 4–7. CTA will reimburse state delegates up to \$2,000 with appropriate receipts. If a delegate stays within the CTA meal allowance, shares a room with another delegate and purchases a super-saver airline ticket (if applicable), the CTA reimbursement should cover delegate expenses.

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

For more information, or if your chapter has not initiated an election by March 22, 2019, contact the Elections Committee through CTA Governance Support, P.O. Box 921, Burlingame, CA 94011-0921; 650-552-5300.

CTA Service Center Council addresses

Service Center Council	Counties	Service Center Council	Counties	Service Center Council	Counties
ALCOSTA SCC 2177 Diamond Blvd. Concord, CA 94520 925-676-2822 925-676-2915 (fax)	Alameda, Contra Costa, Solano (Benicia)	GOLDEN GATE SCC 1705 Murchison Dr. Burlingame, CA 94010 650-552-5571 650-552-5023 (fax)	San Francisco, San Mateo	SERVICE CENTER ONE 222 E. Huntington Dr., Ste. 208 Monrovia, CA 91016 626-357-2095 626-357-2451 (fax)	Los Angeles, San Bernardino
BAY VALLEY SCC/CTA 6095 Bristol Parkway, Ste. 100 Culver City, CA 90230-6601 310-215-0326 310-215-0341 (fax)	Los Angeles	HIGH DESERT SCC 9329 Mariposa Rd., Ste. 215 Hesperia, CA 92344-8086 760-244-2239 760-244-1665 (fax)	Inyo, Kern, Los Angeles, Mono, San Bernardino	SHASTA CASCADE SCC 760 Cypress Ave., Ste. 301 Redding, CA 96001 530-243-5623 530-243-5813 (fax)	Lassen, Modoc, Shasta, Siskiyou, Tehama, Trinity
CAPITAL SCC 4100 Truxel Rd. Sacramento, CA 95834 916-288-4925 916-288-4912 (fax)	Alpine, Amador, Calaveras, El Dorado, Placer, Sacramento, Tuolumne, Yolo	IMPERIAL COUNTY SCC 2419 La Brucherie Rd. Imperial, CA 92251 760-355-4600 760-355-0906 (fax)	Imperial, San Diego (Borrego Springs)	SIERRA SCC 3409 Calloway Dr., Ste. 201 Bakersfield, CA 93312 661-587-1366 661-587-1365 (fax)	Kern
CENTRAL COAST COUNTIES SCC 928 E. Blanco Rd., Ste. 100 Salinas, CA 93901 831-783-3200 831-783-3211 (fax)	Monterey, San Benito, Santa Cruz	MERCED/MARIPOSA SCC 3351 M Street Merced, CA 95348 209-723-8871 209-723-9598 (fax)	Mariposa, Merced	SOUTHEASTERN SCC 11745 E. Telegraph Rd. Santa Fe Springs, CA 90670 562-478-1359 562-478-1432 (fax)	Los Angeles
CHANNEL ISLANDS SCC 1930 Outlet Center Dr. Oxnard, CA 93036 805-485-1706 805-485-1658 (fax)	San Luis Obispo, Santa Barbara, Ventura	ORANGE SCC 281 N. Rampart St., Ste. A Orange, CA 92868 714-978-8861 714-978-2423 (fax)	Orange	STANISLAUS SCC 3900 Mitchell Rd. Ceres, CA 95307 209-537-0702 209-537-4049 (fax)	Stanislaus
CHICO SCC 1430 East Ave., Ste. 1 Chico, CA 95926 530-345-9743 530-345-1839 (fax)	Butte, Glenn, Plumas	REDWOOD SCC 2490 Guerneville Road Santa Rosa, CA 95403 (707) 544-1075 (707) 544-9238 (fax)	Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Solano, Sonoma	TULARE/KINGS SCC 301 W. School Ave. Visalia, CA 93291 559-733-7706 559-739-7863 (fax)	Kings, Tulare
DELTA SCC 7330 West Ln. Stockton, CA 95210 209-478-6091 209-478-5923 (fax)	San Joaquin	SAN DIEGO COUNTY SCC 5333 Mission Center Rd., Ste. 200 San Diego, CA 92108 619-683-3990 619-683-3994 (fax)	San Diego	UTLA/NEA SCC 3303 Wilshire Blvd., 10th Fl. Los Angeles, CA 90010 213-368-6259 213-251-9891 (fax)	Los Angeles
FEATHER RIVER SCC 950 Tharp Rd., Ste. 901 Yuba City, CA 95993 530-755-2082 530-755-0641 (fax)	Colusa, Nevada, Sierra, Sutter, Yuba	SAN GORGONIO SCC 430 E. Vanderbilt Way San Bernardino, CA 92408 909-890-4520 909-890-2461 (fax)	Riverside, San Bernardino	HIGHER EDUCATION CCA 4100 Truxel Rd. Sacramento, CA 95834 916-288-4921 916-288-4911 (fax)	Community colleges
FRESNO/MADERA SCC 5330 N. Fresno St. Fresno, CA 93710 559-222-6593 559-222-9827 (fax)	Fresno, Madera	SANTA CLARA COUNTY SCC 4810 Harwood Rd., Ste. 100 San Jose, CA 95124 408-266-1321 408-266-7893 (fax)	Santa Clara	HIGHER EDUCATION CFA 1110 K Street Sacramento, CA 95814 916-441-4848 916-441-3513 (fax)	4-year colleges and universities

DECLARATION OF CANDIDACY For State Delegate to the 2019 NEA Convention in Houston, Texas

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

Service Center Councils will begin accepting state delegate Declaration of Candidacy forms on Jan. 3, 2019.

Category:

- NEA Active (Non-Supervisory) Member** (including Education Support Professionals)
Send or fax directly to your Service Center Council (see addresses and fax numbers on facing page).
- Higher Education CCA Member** (eligible to be in bargaining unit)
Send to Community College Association, 4100 Truxel Rd., Sacramento, CA 95834.
- Higher Education CFA Member** (eligible to be in bargaining unit)
Send to California Faculty Association, 1110 K St., Sacramento, CA 95814.
- CTA/NEA-Retired Member** (must be member of NEA-Retired)
Send to CTA/NEA-Retired, c/o C40B, P.O. Box 921, Burlingame, CA 94011-0921.
- Student CTA** Send to Student CTA Office, CTA, P.O. Box 921, Burlingame, CA 94011-0921.

Ethnic Grouping, Other Information:

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

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

If yes and you are elected to any delegate position (state, local, or both state and local), you are responsible for informing the Service Center Council of your choice by April 12, 2019.

 Name Service Center Council

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

 Signed

THIS FORM MUST BE FILED NO LATER THAN 5 p.m. on Jan. 31, 2019, at the appropriate office listed above. Candidates are urged to return this form by certified mail in order to get a receipt and ensure compliance with the deadline. It is the responsibility of the candidate to ensure that this document is received by the due date and time.

Duties of delegates to Rep Assembly in Houston, Texas

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

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

 Date

 Signature

UNION 101: The Value of Our Unity

How teachers won collective bargaining

ON SEPT. 22, 1975, a young Gov. Jerry Brown signed a bill into law giving public school educators the right to collective bargaining. This CTA-sponsored bill, the Educational Employment Relations Act (EERA), required school districts to negotiate contracts with teachers' unions to set terms of employment, such as pay, benefits and working conditions. This was a monumental victory for CTA and all educators, who were the first public employees in California to win bargaining rights.

Also known as SB 160 or the Rodda Act, the EERA was the culmination of years of effort by state Sen. Al Rodda (D-Santa Barbara) and CTA, along with other school unions and even school administrators. The act strengthened a weak state law that required school districts to "meet and confer" with educators to determine conditions of employment. This was often referred to as the "meet and beg" process since districts and school boards were allowed to ignore teachers' proposals (and usually did) and impose whatever conditions they wanted.

The victory also set the stage for legislation that granted the same right to other public workers.

"California Teachers Association ushered in collective bargaining for all public employees," said Stephen Edwards, Jr., CTA President from 1975-1978.

As we bid farewell to Brown for a second time (and welcome Gov. Gavin Newsom!), remember the years of work that went into passing the law that guarantees educators a real voice, the unity of CTA members who fought to make it a reality, and the potential of what we can accomplish as educators when we stand together.

— *Julian Peebles*

Teachers Win a Seat at the Table



California teachers did not obtain the right to sit down as equals with administrators and collectively bargain salaries and working conditions until the mid-1970s. But when it happened, it hastened massive organizing campaigns, increased compensation, and improved teacher quality.

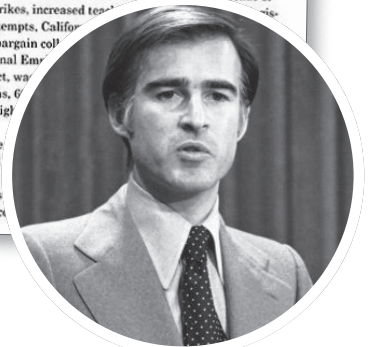
It was a long time coming. Although the National Labor Relations Act of 1935 made collective bargaining a lawful, protected activity in the private sector, it did not extend to public workers or teachers. Legislative attempts to include teachers first began in California in 1953, at a time when returning World War II and Korean War GIs were entering the profession, only to discover they couldn't make ends meet.



That early activism flourished into the 1960s, when teachers began to demand more than the right to "meet and confer" with school districts over their contracts. After a decade of school strikes, increased teacher organizing, and legislative attempts, California finally passed the Educational Employment Relations Act (EERA) in 1975. The Rodda Act, which took 18 months to pass, gave teachers the right to collective bargaining.



Collective bargaining redefined the profession. CTA advocates for learning and



Associated Press



Above: CTA's deputy executive director Cal Rossi (far left) and governmental relations executive Bill Logan (second from right), along with Sen. Al Rodda (far right), celebrate passage of SB 160. Top: An explanation of the legislation's impact; Gov. Jerry Brown in 1975.

Union 101 is a new, recurring section focusing on victories and advancements won by CTA members over our 155 years. For more about your union's mission and history, see cta.org/150.

EDUCATORS

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These courses offer flexibility and the ability to complete a course faster or slower than a traditional live course. Our courses deliver the same high-quality content and expert instruction as traditional, "face-to-face courses."

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Offering you the perfect blend of accessibility, convenience and flexibility for you to control your learning pace. You will use course textbooks, manuals, assignments, digital tools, and exams to learn and earn credit.

Online Fixed-Date:

This format offers a convenient, yet rigorous style of learning that allows you to structure your education to suit your schedule. Online courses have fixed start and finish dates, but as an online student, you will have access to your digital classroom at any time.

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These courses are offered in a traditional classroom where you can connect with your instructor and classmates in a live setting. This learning environment facilitates communication on a given subject in real time, enables immediate feedback, and fosters interaction with the instructor and like-minded classmates.

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