

california educator

AUGUST / SEPTEMBER 2022 VOLUME 27 ISSUE 1



Mark Your Calendar

Conferences, trainings, events in the year ahead

PAGE 9

21st Century CTE

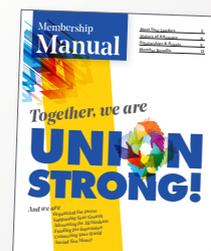
An upward path for all students

PAGE 24

For the LOVE OF LEARNING

Tested teacher tips for the new year

PAGE 15



BACK SECTION:
Your CTA guide to membership

New To Your District?

Take advantage
of your special
enrollment opportunity.



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To learn more or apply, visit standard.com/cta/newhire.



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#WeAreCTA

OUR VOICE, OUR UNION, OUR PROFESSION

WHAT'S HAPPENING NOW

MAGAZINE

21ST CENTURY CTE

The "new" Career Technical Education sets an upward path for all students in innovative fields. **PAGE 24**

INCREASING NBCT DIVERSITY

CTA, Stanford launch program to support BIPOC educators in national certification efforts. **PAGE 40**

STUDENT TEACHER SUCCESS

San Bernardino's training and placement program offers strong support. **PAGE 46**

LIT FROM WITHIN

What makes a good school, two poets, and middle school horror. **PAGE 56** cta.org/lit

DIGITAL

NEW SPECIAL ED RESOURCES

CTA's webpage hosts a wealth of information and guidance. **PAGE 49** [f](https://www.facebook.com/cta.org) [t](https://twitter.com/cta.org) [i](https://www.instagram.com/cta.org)
[cta.org/special-education-resources](https://www.youtube.com/watch?v=cta.org/special-education-resources)

FIND YOUR CHAPTER!

Want to contact your local CTA chapter, Regional Resource Center or Service Center Council? Find info at cta.org/chapter-search

NEW EDUCATOR? GO HERE

If you're new to the profession - welcome! And visit our page with information just for you. cta.org/for-educators/new-educators

PROFESSIONAL DEVELOPMENT

CTA EVENTS, 2022-23

Plan now for conferences, leadership trainings, celebrations, and more coming up in the year ahead. **PAGE 9**
[f](https://www.facebook.com/cta.org) [t](https://twitter.com/cta.org) [i](https://www.instagram.com/cta.org) [cta.org/events](https://www.youtube.com/watch?v=cta.org/events)

CTA SPECIAL ED CONFERENCE

Classroom pedagogy, best practices, strategies for communication and collaboration. Sept. 30-Oct. 2, Burlingame. **PAGE 11** [f](https://www.facebook.com/cta.org) [t](https://twitter.com/cta.org) [i](https://www.instagram.com/cta.org)
[cta.org/conferences](https://www.youtube.com/watch?v=cta.org/conferences)

CCA FALL CONFERENCE

Community college educators focus on bargaining skills and collective bargaining. Oct. 14-16, San Jose. cca4us.org

MEMBER BENEFITS

YOUR LEGAL BENEFITS

Our new legal column offers good counsel. **PAGE 34**

GUIDE TO PAPERWORK

How to organize, digitize and store your important insurance documents, and for how long. **PAGE 52**

FOR MEMBERS ONLY

Members receive a variety of benefits and programs to enhance your life and career. CTAMemberBenefits.org

Artwork by Jacob Diaz, a winner of CTA's César E. Chávez & Dolores Huerta Education Award Program; supporting teacher: Melissa Wonacott, Claremont Faculty Assn. Details on p. 55.

Back to SCHOOL WELCOME



Words of Wisdom

Veteran educators' insights on everything from classroom management to keeping it clean

Tips From the Top

California Teachers of the Year on celebrating, supporting students **PAGE 20**

24

21st Century CTE

Innovative Career Technical Education pathways, academies



DEPARTMENTS

In the Know

- 8 Calendar
- 10 News & Notes
- 14 Quotes & Numbers

Advocacy

- 32 **BUDGET:** Education funding
- 33 **LEGISLATION:** Bills of interest
- 34 **LEGAL BEAT:** New column!
- 36 **BARGAINING:** Statewide roundup

Social Justice

- 38 **NAMES:** Getting them right

Teaching & Learning

- 40 **NBCT:** CTA program supports BIPOC educators
- 43 **GRATITUDE:** Lessons for learners
- 45 **ENGAGEMENT:** SEL practices
- 46 **NEW TEACHERS:** Successful placement program
- 48 **TECH TIPS:** Assessment apps
- 49 **SPECIAL ED:** CTA's web resource

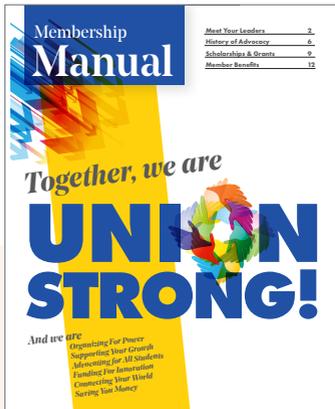
CTA & You

- 50 **MEMBER BENEFITS:** Directory
- 51 **PROFILE:** Educator wins pageant
- 52 **INSURANCE:** Guide to paperwork
- 54 **REPORT:** CTA Economic Benefits Trust
- 55 **AWARDS:** CTA scholarships
- 56 **LIT FROM WITHIN:** Works by our members

Photos, from top: the 2022 California Teachers of the Year Nichi Avina, Sovantevy Long-Latteri, Tiffany Jokerst, Alondra Diaz, Virginia Vasquez; Camille Dahnke, teacher at Judson and Brown Elementary School; students at Windsor High School Vineyard Academy.



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



Your Guide to Your Union

The 2022-23 Membership Manual is included at the back of this magazine, with everything you need to know to make the most of your union. Find information about professional development opportunities; educator rights and benefits; and CTA leadership, organization and advocacy.

Coming in October: Your CTA Membership Card!

Look for your annual membership card with the October/November Educator magazine. Use the card to get access to a variety of benefits and programs to enhance your life and career.

Wordle in Class

I loved the article “Wordle — A Metaphor for Learning” (June/July) — right up to the second-to-last word! [The last phrase: “without Wordles we have less words.”] “Words” happens to be a “count noun” so that last phrase should be “without Wordles we have fewer words.”

Bravo to writer Scot Brodie for leveraging a clever start to class each day! And just in case he’s looking for more five-letter words: pupil, loves, words, learn, count, nouns, right, boost, laugh.

JOANNA PACE
CTA/NEA Retired

Wish You Were Here

CTA’s Summer Institute, held at UCLA the last week of July, was a blast – the first in-person SI since before the pandemic. Participants learned, laughed and labored (in many senses of the word) at our premier training and networking event. If you missed it, plan now for the next one, July 23-27, 2023. cta.org/conferences



CTA President E. Toby Boyd, center, with Summer Institute participants.



Attendees show off their CTA swag.



The Communications training featured speakers such as CTA Vice President David Goldberg (back row, at left in hat) and social media influencer Nicholas Ferroni (back row, center, in white shirt).

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MISSION STATEMENT

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

EDITORIAL INFORMATION

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.

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CTA/NEA membership dues for the fiscal year (Sept. 1, 2022, to Aug. 31, 2023) are \$972, including a \$20 refundable contribution (see cta.org/contribution for details). \$22.65 of CTA annual dues is designated for CTA/ABC political activities to support state and local candidates and/or initiatives, and \$15.00 of CTA annual dues is designated for independent expenditures, totaling \$37.65 not deductible for income tax purposes. Please consult your tax adviser.

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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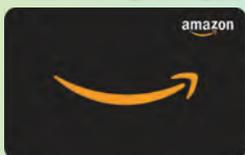
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The Promise of a New Year

I ALWAYS LOVE the start of the new school year. The excitement and promise of a fresh start inspire and energize our return – even if summer break didn't feel quite long enough.

As a kindergarten teacher, I find it so rewarding to be that first friendly face to welcome our youngest learners to their classroom community of wonder, and support the start of their educational journey. Back to School is such a special time for all of us, our students and school communities, and this year there is a lot to be excited about.

Over the summer, the governor signed a budget that provides record funding for K-14 education, including a 13-percent increase in ongoing funding for K-12 schools and a 6.56-percent Cost of Living Adjustment (COLA) for community colleges. That's money to reduce class sizes; hire school nurses, school counselors, school psychologists and education support professionals; and increase salaries to recruit and retain classroom educators.

There's additional funding for special education, art and music, after-school programs, transportation, career technical education, and early childhood education as we continue to build toward Pre-K for all. The state also increased its historic investment in community schools by another \$1.1 billion – providing additional resources as we re-imagine public education and address long-standing inequities through family engagement, community partnerships and shared decision-making.

In many ways, CTA's work on community schools is just beginning because we know creating schools that engage students and disrupt poverty requires ongoing educator, community and parent engagement. Through organizing with our partners, these efforts will help make our push for educator- and community-led schools a reality for all.

It's another example of how educators believe in better and work hard to make it possible. And we're lucky to have elected leaders



Elizabeth Douglas Photography

like Superintendent of Public Instruction Tony Thurmond, who has been a true friend to students and educators as we weathered unprecedented times together. I hope you'll join me in working to re-elect Thurmond this November. Visit our website for all of CTA's election recommendations.

The last few school years have been anything but normal, and we have dealt with and overcome every obstacle, together. As we embark on another new beginning, let's continue to support and lean on each other to advocate for our students and fight for the schools they deserve. As Nobel Laureate Malala Yousafzai said, "One child, one teacher, one pen and one book can change the world."

Thanks for all you do and have a meaningful school year.

E. Toby Boyd

CTA PRESIDENT

@etobyboyd



Options for All

IN ANCIENT TIMES, as my kids refer to it – meaning when I was in high school – I took a home economics class. It was part of vocational education, with girls largely confined to domestic arts and boys funneled into shop and woodworking. I didn't do well, unfortunately, and because I had college aspirations and was focused on academics I couldn't seriously pursue and perfect my cooking and sewing skills. Vocational ed, at the time, was for students needing or expected to get jobs right after graduation.

Fast forward to “**21st Century CTE**” (page 24) and career technical education has expanded to not only include cutting-edge fields like solar energy, engineering and architecture, but also to offer an upward path for *all* students, whether they intend to go to college or not. Many high schools have CTE pathways or academies in specific areas, where core academic subjects are integrated into the curriculum and most courses meet A-G requirements for the CSU and UC systems. Some argue that this focus on college gives short shrift to traditional skilled trades that lead to well-paying jobs – and don't require a degree. But training students for real-world work and offering them multiple options to achieve their goals is an overall positive.

Positive is how to describe insights from the educators in our Back-to-School section (“**Words of Wisdom**,” page 16, and “**Tips From the Top**,” page 20). Advice ranges from creating a comfortable classroom environment (turn off the lights!) to letting kids write on their desks. Several of the 2022 California Teachers of the Year (CATOY) say their own teachers' guidance and encouragement played huge roles in their success – which they now try to pass on. “The power of believing in students can be profound and life-changing,” says Alondra Diaz, CATOY and fifth-grade teacher. “When we believe in our students, they are more likely to believe in themselves.”

Derek Dokter, professor at Mt. San Antonio College, suggests educators mentor or serve as student club advisers to connect with the larger school community. “Getting involved beyond the classroom makes you feel like you belong to something that is important and special,” he observes.

There is no question that participants in Black, Indigenous and People of Color (BIPOC) cohorts in a program aimed at “**Increasing Diversity in National Board Certification**” (page 40) belong to something special. The partnership between

▼ Students at Windsor High School's Vineyard Academy learn business and culinary skills along with core academic subjects. Story on Page 24.



CTA and the National Board Resource Center at Stanford University, now in its second year, supports BIPOC educators in deepening their teaching practice and attaining certification – certain to have a big impact on public education. “The goal is to make it replicable and provide tangible outcomes for BIPOC educators,” says CTA President E. Toby Boyd.

CTA, of course, is all about supporting and advocating for educators, and ensuring they have the optimal tools, training, working conditions, networks and resources they need to best nurture and teach students. You can find much more about your union in our **Membership Manual** at the back of this issue.

Welcome back!

Katharine Fong

EDITOR IN CHIEF
editor@cta.org



NEW COLUMN! “Legal Beat” debuts on page 34. Penned by CTA attorneys, it will cover legal hot topics, your legal rights, CTA and local chapter legal battles, and more. This issue: an overview of your benefits under CTA's Group Legal Services (GLS) Program.



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August / September 2022

CALENDAR

Welcome Back TO A NEW YEAR!

Smile now, Cry later/Sonríe ahora, llora después, 2017, by Tlacuilo Kokos; Museum of Latin American Art



HISPANIC HERITAGE MONTH

“Unidos: Inclusivity for a Stronger Nation” is the 2022 theme of Hispanic Heritage Month, Sept. 15–Oct. 15. The month celebrates multiple events: Sept. 15 is the anniversary of independence for Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Mexico and Chile’s independence days are Sept. 16 and 18, respectively. Día de la Raza is on Oct. 12. Involve students in relevant activities and lesson plans; find resources at nea.org and hispanicheritagemonth.gov/for-teachers.

LABOR DAY

SEPT. 5

The holiday marks the end of summer, but more importantly, it honors the struggles and contributions of working people. Labor unions have long fought for workers’ rights; CTA has advocated for educators’ and students’ rights since our founding in 1863. Teach students about labor unions – find resources at pbslearningmedia.org, zinnedproject.org and learningforjustice.org.



DAY OF PEACE

SEPT. 21

This year, the theme of the United Nations International Day of Peace is “End Racism. Build Peace.” Get your students involved in activities that honor the day - these can include planting peace poles, service to others, a minute of silence/moment of peace at noon in all time zones, and more. Find curricula and resources for children and youth at internationaldayofpeace.org/get-involved.



Regional Leadership Conferences

Aspiring and current association leaders can learn the ropes and increase skill sets at regional leadership conferences. For the latest updates and to register, go to cta.org/conferences.

Region 3

"Challenging the Past, Reshaping the Future"

AUG. 26-28

Westin Bonaventure, Los Angeles

Region 1

"Cultivating the Leader Within"

SEPT. 9-11

Hyatt Regency SFO, Burlingame

Region 2

OCT. 7-9

Grand Sierra, Reno

Women's Equality Day

AUG. 26 EVENT

Talk to students about equality, which has come to include pushing for pay equity and women's choice and autonomy, battling gender-based discrimination, and more. Resources:

► aclu.org, seejane.org

CCA Fall Conference

OCT. 14-16 CONFERENCE

San Jose Marriott, San Jose. The Community College Association's fall conference offers a variety of trainings, highlights members' accomplishments, and focuses on membership engagement.

► cca4us.org/conferences

LGBTQ+ Issues Conference

OCT. 28-30 CONFERENCE

Location TBD. This conference addresses LGBTQ+ issues involving educators, students and the community, such as history and curriculum, creating safe and brave classrooms and schools, and more. It is open to all CTA members. ► cta.org/conferences

Voluntary dues contribution

NOV. 1 OPT-OUT DEADLINE

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

American Education Week

NOV. 14-18 EVENT

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

► nea.org/aew

CTA Events:

THE YEAR AHEAD

Locations are TBD except where noted. Visit cta.org/conferences for more.

Region 3 Leadership Conference

AUG. 26-28, 2022 *Los Angeles*

Region 1 Leadership Conference

SEPT. 9-11, 2022 *Burlingame*

Special Education Conference

SEPT. 30-OCT. 2, 2022 *Burlingame*

Region 2 Leadership Conference

OCT. 7-9, 2022 *Reno*

CCA Fall Conference

OCT. 14-16, 2022 *San Jose*

State Council of Education

OCT. 21-23, 2022

JAN. 27-29, MARCH 24-26

MAY 19-21, 2023

Los Angeles

LGBTQ+ Issues Conference

OCT. 28-30, 2022

New Educator Weekend South

DEC. 16-18, 2022

Issues Conference

JAN. 13-15, 2023

Good Teaching Conference North

FEB. 3-5, 2023 *Burlingame*

Good Teaching Conference South

MARCH 3-5, 2023

CCA Winter Conference

FEB. 10-12, 2023 *San Diego*

New Educator Weekend North

MARCH 10-12, 2023 *Santa Clara*

Read Across America

MARCH 2, 2023

CTA/NEA-Retired Conference

MARCH 16-17, 2023 *Santa Clara*

Equity and Human Rights Conference

MARCH 17-19, 2023 *Santa Clara*

CCA Spring Conference

APRIL 28-30, 2023 *TBD*

California Day of the Teacher

MAY 10, 2023

CTA ESP Day

MAY 17, 2023

NEA Representative Assembly

JULY 2-6, 2023 *Orlando, FL*

Presidents Conference

JULY 13-16, 2023

Summer Institute

JULY 23-27, 2023



BOOKS

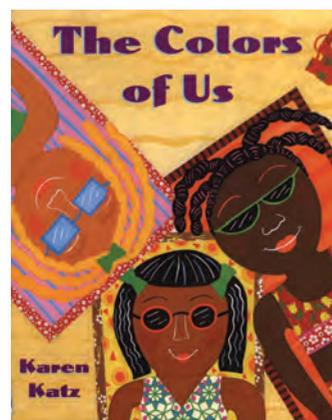
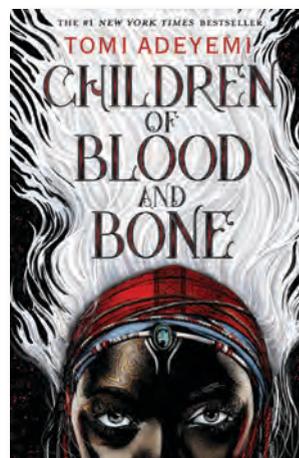
THAT BEGUILE

START THE YEAR for students with stories that captivate and empower. Find teacher-vetted selections for all grade levels at CTA's California Reads (cta.org/careads). The 2022 list includes:

Children of Blood and Bone by Tomi Adeyemi (grades 9-12) is a young adult fantasy novel that follows Zélie Adebola as she tries to restore magic to the kingdom of Orisha after the ruling class brutally suppresses the class of magic practitioners Zélie belongs to. With the help of a rogue princess, Zélie must outwit and outrun the crown prince, who is hell-bent on eradicating magic for good. Critics praised the book's examination of oppression, racism and slavery, as well as its coming-of-age story where characters discover their abilities to help shape the world through their actions.

Seven-year-old Lena is painting a self-portrait and wants to use brown paint for her skin. In *The Colors of Us* by Karen Katz (PreK, TK, K), Lena learns that brown comes in many different shades when she and her mother take a walk through the neighborhood. A positive and affirming look at skin color, from an artist's perspective.

In *Ben and Emma's Big Hit*, by Gov. Gavin Newsom (grades 1-2), Ben loves baseball, but reading not so much. Like Newsom, Ben has dyslexia, which means letters and sounds get jumbled in his brain and then the words don't make sense. But when he starts looking at reading like he looks at baseball, he realizes that if he keeps trying, he can overcome any obstacle that comes his way. The type is set in a font specifically designed to be easier for people with dyslexia to read.



BANNED BOOKS WEEK **SEPT. 18-24**

The annual Banned Books Week celebrates the freedom to read and highlights the value of free and open access to information. The week brings together librarians, teachers and readers, and many others in support of the freedom to seek and express ideas — even those some consider unorthodox or unpopular. This year's theme: "Books Unite Us. Censorship Divides Us." Go to bannedbooksweek.org for more.



Carrie Flint



NATIONAL ARTS IN EDUCATION WEEK

SEPT. 11-17

During this week, arts educators, students and advocates all over the country come together to tell the story of the impact and transformative power of the arts in education. Ways to get involved:

Celebrate. Host an in-person or virtual celebration for your students and community.

Advocate. Work with your elected officials and decision-makers to share the value of the arts in education. Visit americansforthearts.org for tools that can help.

Participate. Share your story with the hashtag [#BeCauseOfArtsEd](https://twitter.com/hashtag/BeCauseOfArtsEd) to bring visibility to arts education. Go to the website for more information and the Social Media How-To Guide.

CTA SPECIAL EDUCATION CONFERENCE

SEPT. 30-OCT. 2

Join us for a robust program that dives into classroom pedagogy as well as specific strategies for collaboration, communication, and best practices. Workshops are geared for educators working with students with IEPs. Highlights:

- Virtual pre-conference on best practices for new Special Education educators, Sept. 29
- In addition to CTA President E. Toby Boyd, keynote speakers include actress and hearing-impaired comedian Kathy Buckley (above left); and Carrie Flint (above right), award-winning physical education teacher and author who advocates for quality PE, addressing mental illness in school settings and the importance of creating safe, positive learning environments for all students.

Sept. 30-Oct. 2, at Hyatt Regency SFO, Burlingame. Workshop descriptions and registration are at cta.org/conferences. For Special Education resources and info, visit cta.org/special-education-resources.

9/11 Memorial & Museum



PATRIOT DAY SEPT. 11

Patriot Day commemorates those who lost their lives and were injured in the terrorist attacks on Sept. 11, 2001. Ways to participate in the national day of service and remembrance: Attend a Patriot Day ceremony; visit a memorial; join in a moment of silence. Educators can use interactive lesson plans for grades 3-12 that look at the ongoing repercussions of the attacks from the 9/11 Memorial & Museum, at 911memorial.org.

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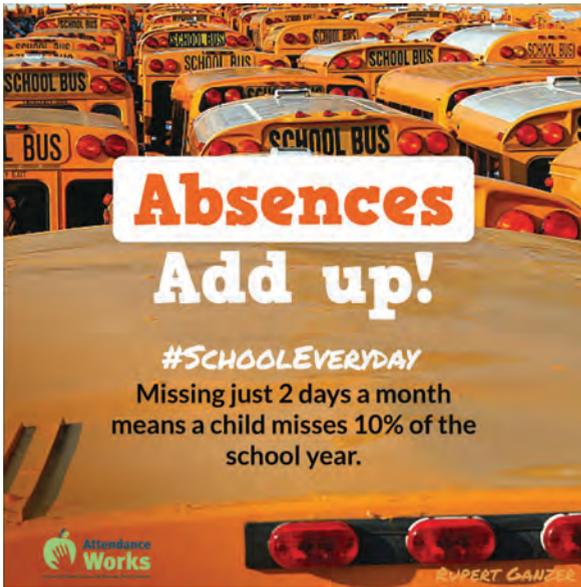
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For our full social media directory, see cta.org/social. [#OurVoiceOurUnion](https://twitter.com/hashtag/OurVoiceOurUnion) [#WeAreCTA](https://twitter.com/hashtag/WeAreCTA)



SEPTEMBER:

ATTENDANCE AWARENESS MONTH

Chronic absence — missing 10 percent or more of school days due to absence for any reason — can translate into students having difficulty learning to read by the third grade, achieving in middle school, and graduating from high school. Help ensure students attend school regularly with tools and strategies from Attendance Works (attendanceworks.org), such as curriculum designed to equip educators with an understanding of chronic absence, and guidance and resources to improve attendance in grades K-12.

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UNIONISM ON THE RISE

#UnionStrong! Educators have long known the value of union representation, and it is becoming clearer to more workers than it has been in many years. Recent high-profile union campaigns among workers at companies such as Starbucks and Amazon have brought greater attention to the labor movement and organizing.

The National Labor Relations Board (NLRB) noted in July that during the first nine months of its 2022 fiscal year (Oct. 1–June 30), union representation petitions filed at the NLRB have increased 56 percent — up to 1,935 from 1,240 during the first three quarters of the previous year. (At the same time, unfair labor practice charges have increased 14.5 percent — from 11,451 to 13,106.)

When we unite and speak truth to power, we have an enormous impact. When educators are respected, appreciated, heard, and have the resources needed, students thrive. By joining together, we have more power to advocate for:

- Better learning conditions for our students
- Better working conditions
- Better pay and benefits

For more on the union advantage, go to nea.org/your-rights-workplace/union-educator-voice, and watch the video at bit.ly/3Jp6pzW.

TAKING CARE OF YOU

During National Self-Care Awareness Month in September — and all year long — take advantage of opportunities to boost your health and wellness. For example, Kaiser Permanente (KP) is offering free, virtual stress management classes to both KP and non-KP members as a community resource; weekly offerings are in both English and Spanish. Visit webinars.on24.com/fehbp/Classes to register. Topics include relationship communication, how to handle anxiety, managing conflict, and work-related stress management.

Know your legal rights when it comes to depression, post-traumatic stress disorder, and other mental health conditions in the workplace: Go to bit.ly/3StHyKS.

In 2018, UTLA member Miguel Darce received a grant for STEAM-related classroom supplies and projects from College Football Playoff Foundation.

GRANTS, SUMMIT FOR EDUCATORS

ON JAN. 9, 2023, SoFi Stadium in Inglewood, Los Angeles, will host the College Football Playoff National Championship. Two days prior, on Jan. 7, the College Football Playoff Foundation (CFP) presents the "Extra Yard for Teachers Summit," in-person and virtually, to inspire and empower local teachers. The summit is free and includes high-energy professional development by Get Your Teach On, speakers, entertainment and giveaways.

A lead-up event to the summit includes CFP's "Big Day" on Sept. 20 in Inglewood, which recognizes great teachers locally and across the country; you can participate by nominating an educator on social media with the hashtag #BigDayForTeachers. Nominators have the the chance to win two tickets to the College Football National Championship.

In addition, CFP in partnership with the LA Host Committee and with support from the Play Equity Fund is seeking to identify great educators in LA County who are addressing the SEL and mental wellness needs of children through a sport, play and movement lens, and as a means of returning



joy to their school day and improving outcomes in the classroom. As part of this program, educators can apply for grants of at least \$5,000 and up to \$20,000 to support and expand work in their classroom or school.

Nominations are open and accepted on a rolling basis. Go to losangeles2023.com/legacy for details and the nomination form. For more about CFP, visit cfp-foundation.org.

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QUOTES & NUMBERS

Compiled by **Julian Peebles**



“Again and again, you have been champions of social justice, and it is clear educators are a central part of moving our nation forward ... You are not only essential to our children’s future — you are essential to the future of our democracy.”

—**Kamala Harris**, Vice President of the United States, during her visit to the 2022 NEA Representative Assembly

\$1.1 billion

Additional funding for community schools included in the 2022-23 California State Budget, which was signed into law by Gov. Newsom on June 30.

27

School shootings nationwide in 2022, including the tragic May 24 mass shooting in Uvalde, Texas, that left 21 dead, including 19 children.

\$100 million

Funding approved last year for community colleges to hire more full-time faculty — now under investigation by the California State Auditor due to questions about whether colleges spent the money for the intended purpose.

Islander Images/Unsplash



50

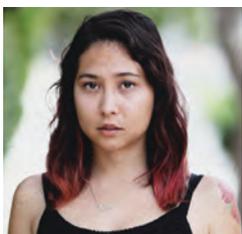
◀ **YEARS SINCE** the adoption of Title IX, the federal legislation that granted all student-athletes equitable access to competitive sports, as well as educational and professional opportunities.

“You read books; you don’t ban them. You teach the truth about our history; you don’t deny it. You protect our children’s safety, not the gunmakers’ profits. You see our children as they are; you don’t deny their identities.”

—NEA Executive Director **Kim Anderson**, during her speech at the 2022 Representative Assembly

“Proposition 13 is just one example of what happens when a purported progressive state allows a privileged few to hoard opportunities and resources at the expense of the greater good.”

—Report by the **Opportunity Institute** on the impact of Prop. 13 on intergenerational inequities in schools and communities. (The 1978 California constitutional amendment limits property taxes to 1 percent of the property’s assessed value, resulting in slowed growth in property tax revenues — a main source of education funding)



“It’s very frustrating to hear people say, ‘It’s not about the guns.’ The shooter killed six people on my campus in 16 seconds. Sixteen seconds! ... It’s discouraging to keep hearing these arguments from people who haven’t experienced this. They have no clue. The only thing that will help is less guns.”

—**Kaitlin Holt**, Saugus High choir teacher and Hart District Teachers Association member, who treated a student’s gunshot wounds during the 2018 Saugus High shooting

Back to SCHOOL WELCOME

For the

LOVE OF LEARNING

In a new year, educators instill wonder and wisdom in students

WELCOME TO THE '22-'23 SCHOOL YEAR! It's a new year filled with big dreams and plans, and hopes of better times.

We know it hasn't been easy. You've survived a pandemic. You've taught remotely and in person — sometimes simultaneously. You've guided students while wearing masks and maintaining distance. And through it all, you've kept your sense of purpose and love for the profession.

You are, in a word, *amazing*. Here's hoping for an amazing school year. On the following pages, a few outstanding educators share sage advice for classroom success.

CONTENTS

Words of Wisdom
PAGE 16

California Teachers of the
Year: Tips From the Top
PAGE 20

The "new" Career Technical
Education Is for All Students
PAGE 24

Charting CTE's Course
PAGE 30

Pathways, Academies
That Work
STARTS ON PAGE 26



◀ **CAMILLE DAHNKE**

KINDERGARTEN TEACHER

Redlands Teachers Association

“Connecting with students’ families builds relationships and trust that help students achieve.”

Use digital family communication apps. Bloomz, ParentSquare, ClassTag and ClassDojo are programs that allow you to send messages, notifications, photos, events, reminders and more. Connecting with students’ families builds relationships and trust that help students achieve.

Build classroom community. Using Google Forms provides an opportunity for families to opt in to sharing their contact information with other families in the classroom. Building classroom community and establishing family relationships that extend beyond the school campus increases parent involvement, which positively impacts student achievement.

Use Thinking Maps. I’m always eager to use instructional technology to make learning relevant and engaging for my students, and I am a huge fan of Thinking Maps (thinkingmaps.com; a set of eight visual patterns that correlate to specific cognitive processes, used across all grades and content areas to build critical thinking, problem-solving, comprehension, and communication skills).

WORDS *of Wisdom*

From classroom management to connecting with families to keeping it clean, a few veteran educators offer tested teaching tips

By **Sherry Posnick-Goodwin**



ERICCA DENT

SECOND-GRADE TEACHER

Burbank Teachers Association

2021 LA County Teacher of the Year

Reach out before and say hello. Send a postcard to introduce yourself before the first day of school. This is a great way to build relationships with students and their families.

Have students practice routines and procedures from Day 1. It's tempting to jump right into academics, but if routines aren't in place, much of your time will be spent trying to manage behaviors. So, practice, practice, practice.

Use music for transitions.

Use a song for each transition throughout the day, such as lining up, coming to the carpet or packing up. When students hear the song, they will instantly know what to do and complete the actions by the end of the song.

"If routines aren't in place, much of your time will be spent trying to manage behaviors. So, practice, practice, practice."

SUSIE PRADO

FIFTH-GRADE TEACHER

Garden Grove Education Association

Share your story with students. I was an English learner, and I share my story about the struggles of being a student with limited English, and how much my life improved because I worked hard and asked a lot of questions. It helps students relate to me and understand that they too can succeed.

Tell students every day counts. I let them know that every day I give 100 percent, because their families are relying on me to provide a good education – and I expect them to do the same. I share that we must make our families proud and work toward being successful adults.

Bring in guest speakers. I enjoy bringing in visitors throughout the year to share their experiences in elementary school, college and the workforce. It's a great way for students to learn about different colleges and careers and start thinking about the future.

"I bring in visitors throughout the year to share their experiences in elementary school, college and the workforce."





DARREN SHIMASAKI
HIGH SCHOOL SOCIAL STUDIES TEACHER
Santa Ana Educators Association

Create a comfortable environment. Setting the right mood is important for students to get comfortable enough to learn. Remove outside distractions by putting curtains on windows, if possible, which allows students to focus on what’s in front of them rather than distractions outside. Also, try turning off some of the lights. This will allow students to relax and get in the proper headspace to begin working on classwork.

Encourage a clean classroom. Let students know that part of creating a good environment is keeping the classroom clean, because nobody wants to work in a dirty classroom. Place trash cans around the room, maybe one in each corner. As you walk around, offer to take students’ trash for them, which reinforces having a clean workspace for students and the teacher’s dedication to keeping the class clean.

“Try turning off some of the lights, to allow students to relax and get in the proper headspace to work on classwork.”



DEREK DOKTER
BUSINESS PROFESSOR
Mt. San Antonio College Faculty Association

Make students feel welcome. Greet them in the hallways. Hand out small gifts like healthy snacks. I give students a tent card to put on their desk. On the side facing out is their name and their preference for what they wish to be called. On the other side – for them to look at – are their personal and career goals. The more you see your goals every day in front of your face the more likely you are to meet them.

Connect with the school community. Be an advisor to a student club. Encourage students to join clubs. I teach in the business department, so I encourage my students to join a business club of some kind, which will foster connections to other students and even networking for jobs. Also, consider mentoring. It fosters personal and professional growth and offers encouragement and motivation to peers. Getting involved beyond the classroom makes you feel like you belong to something that is important and special.

“Getting involved beyond the classroom makes you feel like you belong to something that is important and special.”



MARK QUEST

MIDDLE SCHOOL SOCIAL SCIENCE TEACHER
Capistrano Unified Education Association

Be human. Students get stoked when they know what you're passionate about. As an avid runner and mountain bike enthusiast I share ambitions and races with students. I tell them stories about how I've improved and discoveries about personal weakness. Students are happy when I've done well, worried if I get hurt or don't do well, and appreciate when I reflect on the process. This humanizes me and fosters connections.

Desk writing. Students love to write on their desks. And I let them. Each group gets a bag with white erase markers. Every student in the group should have a different colored marker so you can tell who wrote what. Then prompt the class to write about the topic in paragraph form on one desk in their group. They should communicate ideas, with each student responsible for a specific part of the writing. Set a timer, have a reward for the best paragraph, and have paper towels and some Windex (or wipes) to clean up.

"I tell students stories about how I've improved and discoveries about personal weakness. This humanizes me and fosters connections."



SEAN NUNLEY-WILLIS

PARAEDUCATOR
United Educators of San Francisco vice president for paraeducators

Begin the year rested and ready. I don't think we give mental health its proper due. Paras were drowning this past year, trying to avoid COVID while navigating feeding tubes and working with students with disabilities. So, before school begins this year, do something that relaxes and centers you and makes you happy.

Set a professional goal. Look at yourself honestly and see things you want to work on. Attend a workshop on equity or watch tutorials. Build a better relationship with a student who has meltdowns. Or learn a little Spanish or Vietnamese if you're having a hard time communicating with families. For me, it's time management. I'm trying to navigate doing equity work, being a union officer and being a para and realizing I can't be in three meetings at the same time.

"Do something that relaxes and centers you and makes you happy...Look at yourself honestly and see things you want to work on."

▼ Teachers are magic! The five 2022 California Teachers of the Year met for the first time in March when they were recognized by CTA State Council of Education.



TIPS

From the Top

California's Teachers of the Year on celebrating and supporting students

By **Julian Peeples**

BRITISH EDUCATOR Scott Hayden said “teachers have three loves: love of learning, love of learners, and the love of bringing the first two loves together.” The five fantastic educators honored as the 2022 California Teachers of the Year are shining examples of this and unconditional love for the transformative power of education.

We asked them to share their thoughts on celebrating and supporting students. From validating students’ languages and caring for their trauma to leading with love to connect with students and help them believe in themselves, the following include helpful tips to center learners and be the educators they need.

TIP:



The Power of Believing

Connect with students to build their self-confidence

By **Alondra Diaz**

Living through traumatic experiences as a child, I struggled in school. These struggles led to a lack of confidence in my potential as a student. Luckily, I had a fantastic teacher who believed in me and helped me believe in myself. The power of believing in students

can be profound and life changing.

We can't believe in our students if we don't connect with them. Believing in kids is not just about saying inspirational phrases or offering encouraging words. Students need to feel that we truly mean what we say. Kids know when adults care — because there is a connection.

The start of a new school year is the perfect time to establish routines and practices that help us connect with students. These connections help build positive relationships

TIP:

Trauma-informed Care for Students and Ourselves

Learning self-regulation and resilience key to mental health

By **Nichi Avina**



that can foster the power of believing.

- Start the day with an intentional interaction. The beginning of class can be hectic. Slow down. Greet students by name and make eye contact. Smile. Something as simple as a genuine smile can go a long way! You can also thank them for being there or for simply being themselves. This helps students feel welcomed.
- Get to know your students. Ask about their family, interests and friends. Include this information in future lessons to engage them. Find shared interests between students to make peer-to-peer connections. This helps students feel seen and heard.
- Praise effort and perseverance. Students can be very hard on themselves when they can't achieve something yet. Help students see their effort and show that they can continually improve. When students keep going and do not give up, praise them for their continued commitment to learning. Students should focus on progress, not perfection. This will help them gain confidence.

Being intentional, knowing our students, and praising their qualities can help us connect with them. These connections are critical in igniting the power of believing. When we believe in our students, they are more likely to believe in themselves.

California Teacher of the Year Alondra Diaz is a fifth grade teacher and member of Tustin Education Association. She is also the California nominee for National Teacher of the Year.

As an immigrant child living in an impoverished neighborhood, my hardworking parents did not have the luxury of affording the best mental health resources. Public school was the safest place for my three brothers and me. Education was our way out of poverty, but not all of us made it. My eldest brother Nico succumbed to the lure of the streets and eventually committed suicide in his 20s.

When I became a teacher 17 years ago, I set out to change the way institutions dealt with troubled students like my brother. Often, it is the teacher who stands between the student and the cruel discrimination of society. In these moments, educators can stand for their students to close the achievement gap, especially for minority and disadvantaged students.

Due to my fascination in trauma healing stemming from my brother's death and my desire to turn this poison into medicine, I dug into the latest research in neuroscience, psychology and educational theory and found this jewel: Paying attention to our sensations and teaching ourselves and our students how to pay attention to theirs can save a whole generation from the lethal effects of trauma. Trauma therapists call this sensation awareness or interoception. The latest studies have shown that developing sensation awareness is key to regulating our nervous system [and emotions], and teachers who learn this skill and teach it to their students will save lives.

The American Academy of Pediatrics recently declared child and adolescent mental health a national emergency. Teachers are also facing a level of fatigue that is causing a record number of educators to reevaluate and even leave the teaching profession.

The pandemic revealed the need to not just close the achievement gap but also the developmental and neurophysiological gaps. These gaps are inextricably linked: How can one learn their letters and numbers, and higher order thinking skills, when their nervous system is trapped in survival mode? There has never been a more critical time for educators to attend to their own social-emotional health and help their students do the same.

Schools that are trauma-sensitive and incorporate systemic wellness programs are showing successful outcomes in both social-emotional and academic growth. Through easy lessons that help discharge stored trauma from the body and educating staff on how to do relational repair through healthy attachments, our schools can become places of healing.

As educational superheroes, we have a duty to give all children equal opportunity to succeed while also reclaiming our own right to wellness. We have the knowledge and the tools. We must teach our students self-regulation, resilience, agency and the means to define their own destinies.

I recommend these resources to learn how to regulate your nervous system: *Brain-Changing Strategies to Trauma-Proof Our Schools*, by Maggie Kline; *Trauma-Proofing Your Kids*, by Dr. Peter Levine; Trauma Resource Institute (traumaresourceinstitute.com); and Momentous Institute (momentousinstitute.org).

California Teacher of the Year Nichi Avina is a middle school science educator and member of Palm Springs Teachers Association.



TIP:

Help Students Form Positive Math Identities

STEAM develops skills for students to be innovators

By **Tiffany Jokerst**

"I am not good at math." "No one in my family is good at math, math just isn't in my blood." These are common phrases that students say when walking into my classroom the first week of school.

Math is a subject that students often feel they are either capable of excelling in, or not. Some feel that math is an inherited trait passed from generation to generation, much like hair or eye color. I became a math teacher to change this narrative and help students form positive math identities.

When students walk into my class they are greeted with the latest data and graphic on the cost of owning an electric versus a gas-powered car over time. Students begin their group conversations before the bell rings as they share their observations. The conversations are rich, and students are excited to share their creative approaches in making sense of the math presented to them.

Students begin to build confidence when they find that their contributions to mathematical conversation are valued. Every student voice is not only valued, but essential to the class discussion. In adopting this method of teaching, I have watched apprehensive math students who have built negative math identities bloom into optimistic learners who feel



confident in their math skills.

Science, Technology, Engineering, Arts, and Math (STEAM) education is a project-based method of teaching that aims to incite a life-long love of sciences and arts. In a STEAM education approach, students become innovators in the classroom and work as a community to tackle real-world issues and showcase their creative solutions to their peers through collaboration and communication. In recognizing the need for a more diverse pool of future workers entering STEAM fields, this new approach to

teaching centers on creating a rich educational experience for all students.

In the ever-changing, complex world that we live in, it is increasingly important to equip students with the skills needed to be innovators. To achieve this, teachers must be innovators as well. Methods of direct instruction and completing problems from a textbook need to be replaced with lessons that promote inquiry and investigation.

As I begin this new year in teaching, I intend to continue to be innovative in my approach to teaching and provide more opportunities for my students to feel successful in math.

California Teacher of the Year Tiffany Jokerst is a high school math and engineering educator and member of Grossmont Education Association.

TIP:

Communicating Without Words

Leading with love to build connections with students with disabilities

By **Sovantevy "Sovey" Long-Latteri**

Communication is innate and gives us the power to connect with others, verbally and nonverbally. Without the ability to make basic connections with others, students may become frustrated and act out with resentment. As a teacher of students with severe disabilities, I witness this daily. Here are some strategies I've found to be worthwhile and effective in working

with students who are mostly nonverbal:

Offer a language-rich environment. Use words to describe your actions and identify items by their correct name. Model communication by demonstrating purposeful and meaningful interactions with your peers — students are always watching, listening and gleaning. Offer opportunities for students to make choices to help them make their preferences known. Give students time to communicate in their preferred modality before



offering suggestions. Offer words of encouragement and say things like "take your time, what you have to share is important to me." These simple words and kind gestures show respect and validate efforts.

Create memories.

With permission, take pictures of students engaging in various activities. Discuss images with

each student to genuinely and authentically connect and reconnect with students. You can also use these visuals to represent options for students so

TIP:

Show Students All Language is Beautiful

Celebrate community and culture while teaching English

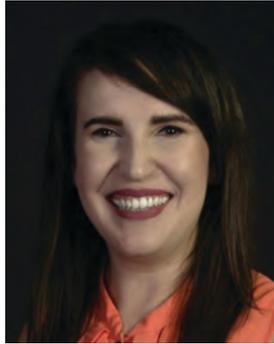
By Virginia Vasquez

I recently reconnected with a former student working on her Ph.D. in linguistics and when we started talking about language, she said something so powerful — something I wish I had been told at an early age: “All language is beautiful.”

It took me most of my adult life to accept my linguistic identities. Born in Mexico but raised in the United States, I learned Spanish at home and English at school. Yet, for much of my educational journey, I was made to feel like I didn't belong. My Spanglish was good enough for communicating with my parents and grandmother, but not good enough for my family back in Mexico. My English was good enough for translating for my family, but not good enough in the academic setting.

Despite the difficulty I faced learning both languages, I had three English teachers, Ms. Chin, Ms. Cowley and Ms. Carter, who helped me see the power in my voice. They provided books, encouraged conversations and offered feedback. They didn't point out the shortcomings in my language. Instead, they highlighted my strengths and talked me through their suggestions.

Because of the advocates in my life, I slowly moved away from seeing myself as a language imposter. I am a language



champion and language broker and will forever be a language learner.

I want to give my students experiences with language acceptance that I wish I had growing up. I want them to feel safe exploring their linguistic identities in my classroom. I want them to know that all language is beautiful.

As we head back to school, here are some suggestions:

1. See your students beyond the label placed on them by the educational system.

Build community, and learn who they are and how their cultural backgrounds enrich our classroom.

2. **Diversify your literature:** Include authors that look and sound like your students. Language representation matters.

3. **Change your feedback language:** Identify areas of strength and growth instead of strengths and weaknesses in student work. Language is powerful, but it can also be harmful if all you receive is a list of “weaknesses.” Reframing our language helps communicate that we are working together to grow.

4. **Set individualized and realistic goals:** Learning a language is a complex and, at times, overwhelming process. Setting small, realistic goals can help students feel more successful.

California Teacher of the Year Virginia Vasquez is a high school AP language and composition teacher and member of Alhambra Teachers Association.

they may communicate their choices in an authentic manner. Consider sending photos to parents — it opens a whole world of insight for caregivers.

I've spoken with colleagues who confess they avoid interacting with students with disabilities for fear of saying or doing the wrong thing. I recommend greeting students with a smile, extending a simple “hello” or even making small talk with special education staff working with students — this shows you are connected to people in their world. Don't be discouraged if a student is having a difficult time or reacts with uncertainty. Simply offer grace, for example “I'll give you space” or “I see you don't want to talk right now,

I'll catch you next time.” I've also found these strategies work with typically developing students and colleagues. We all deserve grace!

One of the most important things I've learned in my 14 years in the classroom is that communication looks different for everyone. But I've found some things to be constant:

Actions are your language, mood is your dialect and intentions are in your expression. Your vibe and the way you carry yourself are not lost on students. Be mindful of this because you set the tone for the spaces you are in. Smiles are contagious — be infectious. Make eye contact and reciprocate your student's eye level: if

they're on the floor, get on the floor. If a student is in a wheelchair, sit down. Close the gap — get close and let students know you are interested and that they have your full attention. And finally, lead with love and good intention — both verbally and nonverbally.

California Teacher of the Year Sovey Long-Latteri is a high school special education teacher and member of Fullerton Secondary Teachers Organization. A video profile of her is at cta.org/special-education-resources.

▼ Students in the Green Energy Academy at Edison High in Fresno are encouraged to pursue careers in energy and the environment.



21st Century CTE

The “new” Career Technical Education provides an upward path for all students

By Sherry Posnick-Goodwin

Solar, wind and hydroelectricity power are the focus at the Green Energy Academy at Edison High School in Fresno, a Career Technical Education program where students are mentored by experts and encouraged by educators to pursue careers in energy and the environment.

Through a partnership with PG&E, which donates money and materials, the academy offers a virtual internship. Students take a 10-hour OSHA certification course. The program, with its “school within a school” approach, serves as a model for other California Partnership Academies (see box).

“Students gain the confidence here that will help them with work and college,” says John Berg, a Fresno Teachers Association member who teaches race and social justice classes at the academy.

Students discover job opportunities they would never have known existed. For example, students of Jamie Vargas, who teaches “introduction to electricity” and digital electronics, assist a private company with solar panel installations.

“I feel that the academy prepared me for the real world,” says Liz Agundez, a 2022 graduate who learned about energy conservation and reusable energy. She plans to attend CSU Fresno and become a civil engineer.

▼ Green Energy Academy teachers, left to right: Jamie Vargas, John Berg and Kim Hau. The academy is a Career Technical Education program.



WELCOME TO 21st century CTE.

When “vocational ed” was established decades ago, programs such as auto shop, wood shop, cosmetology and culinary arts were available, offering a pathway for non-college bound students to go straight into the workforce after high school. While many students made careers out of what they learned, critics accused the system of tracking students from low-income families into the world of work instead of college.

Today’s CTE is considered a pathway for students not only entering the workforce after graduation, but for those who plan on attending trade schools, two-year colleges for certificate programs and four-year universities. CTE is considered a stepping stone to higher education — and an avenue for students to hold jobs in their field while attending college.

Previously there were 175 different designated subject credentials to teach vocational ed. As it gradually transitioned to CTE, credentials were streamlined into 15 designated subjects:

- Agriculture and natural resources
- Arts, media and entertainment
- Building and construction trades
- Business and finance
- Education, child development and family services
- Energy, environment and utilities
- Engineering and architecture
- Fashion and interior design
- Health, science and medical technology
- Hospitality, tourism and recreation
- Information and communication technologies
- Manufacturing and product design
- Marketing, sales and services
- Public services
- Transportation



“There is a renewed interest in CTE and funding these vital programs has increasingly become a priority. CTE is slowly making a comeback. But the infrastructure needs serious repair after decades of cuts.”

—Lance Gunnerson,
El Dorado Union High
School Faculty Association

also teaches soft skills like writing resumes, how to ace a job interview and responsibility.

Today’s CTE is indeed a long way from the “voc ed,” of yesterday, says Wendy Lockhart, CTA’s co-consultant to the Adult, Alternative and Career Technical Education Committee.

“Under traditional vocational education, the focus was on training a few students for a few jobs,” Lockhart says. “Today the goal is on training *all* students for careers, with multiple post-secondary options. Before, vocational ed was in lieu of regular studies. Now, in CTE programs, core subjects are embedded. In the past, vocational education was



CTE

TERMS TO KNOW

California Partnership Academy (CPA): A three-year program, grades 10-12, structured as a school-within-a-school” where students focus on career paths and explore their field of interest. By law, at least 50 percent of students in an academy must be considered at-risk. Academies create a close family-like atmosphere, integrating academics and CTE, and establish viable business partnerships. Currently, 340 programs are funded throughout California.

Lighthouse Academy: CPAs that have demonstrated that they meet or exceed the standards necessary for success and are models for other CPAs.

CTE Pathways: Schools that offer a cluster of classes geared toward a specific industry or field.

Source: California Department of Education

To prepare for 21st century careers, secondary students at some school sites have the option to enroll in “pathways” or “academies” depending upon their interests (see box).

In pathway programs and academies, core subjects are integrated with CTE curriculum. Most CTE courses meet A-G requirements for the CSU and the UC systems. Internships with local businesses are required. Some programs have dual enrollment with local colleges, so high school students receive college credits for classes. CTE

delivered part-time by ROP (Regional Occupation Program) teachers, off-site or after school. Now CTE is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational skills to provide students with a pathway to post-secondary education and careers.”

Does the new CTE meet all students’ needs?

Some educators are concerned about the “shift” of CTE; worrying that pathways segueing to college have too much precedence over courses leading to blue-collar, well-paying jobs that do not require college. Some wryly refer to the “forgotten 70 percent” of students who do not graduate from college, and point out that students who attend or drop out of college accrue massive debt.

“There is a serious shortage of trained personnel in every single career in the trades, be it manufacturing, the auto industry, building trades, welding, carpentry and electricians,” says Lance Gunnensen, CTE committee chair for State Council. “These careers pay exceptionally well, and yet we have not created the workforce to fill the need, despite the fact that college is not a great fit for all teens.”

The California Industrial and Technology Education Association estimates that California’s middle schools and high schools have lost upwards of 85 percent of the original CTE delivery since the 1980s, says Gunnensen, a woodworking and engineering teacher at El Dorado High School in Placerville and a member of El Dorado Union High School Faculty Association. He attributes this to the elimination of categorical funding and districts choosing to focus on mostly A-G curriculum for entrance to four-year colleges. (This focus was no doubt influenced by data showing that in general, college graduates’ earnings over a lifetime are substantially more than non-college graduates.)

CTE programs in the skilled trades such as auto shop, wood shop, manufacturing and construction have suffered more cuts and closures than other CTE pathways such as health care, business and STEM academies, observes Mike Patterson, CTA Board member and automotive technology teacher at South Lake Tahoe High School.

“Cost is certainly a factor,” says Patterson. “And the

▼ Students learn business and culinary skills (including baking and pastries), and can also learn all about viticulture. Below, a student handles grapes in preparation for wine season.

Windsor High School Vineyard Academy

WINDSOR

HOSPITALITY, TOURISM and culinary skills are the focus of this Lighthouse Academy in California’s wine country. Core courses are integrated into curriculum by a team of Windsor District Education Association members. The program includes mentorship with industry professionals, field trips and internships. Staff collaborates with the local middle school to generate interest.

“Some kids have never picked up a knife or boiled water, and they leave our program knowing how to cook — and all the safety and sanitation rules of how to open and close a kitchen,” says Pam Uchytel-Velasquez, hospitality and culinary arts teacher.

Students discover a variety of opportunities in the hospitality field, including police and fire department positions at theme parks; hotel management and accounting jobs. Several grads have well-paying jobs in the hospitality industry.

Barney Kaufman, who teaches finance and entrepreneurship, has students do “Shark Tank” style presentations to pitch ideas. “By the end of the year, they are writing full business plans and know what it takes to start a business.”

Brianne Stone, Class of 2021, found purpose. “I know how to get a job and keep it. I am going to college. I know what I need to succeed.”



“By the end of the year, students are writing full business plans and know what it takes to start a business.”

—Barney Kaufman,
Windsor District
Education Association



Vineyard Academy teachers and Windsor District Education Association teachers. Back: Pam Uchytel, Terah Simeone, Josh Allard, Chris Mitts, Barney Kaufman. Front: Dana Grant and administrator Marie Ganister.

▼ Diane Grair, left, and Alyson Edge. Inset: student Alaiyah Holland.



NAF Business Academy Burbank High School BURBANK

ACCOUNTING AND MARKETING. Financial planning and professional ethics. Maintaining good credit, saving money and investing wisely. These are just some of the skills students learn from Burbank Teachers Association (BTA) members.

In 2021, the program received a “distinguished award” from the National Academy Foundation, an industry-sponsored nonprofit with a national network of public-private partnerships that support career academies within traditional high schools.

“Lots of people enjoy money, but don’t really understand it,” says Diane Grair, who teaches marketing, financial literacy and accounting.

Students have excelled in the National Capitol Hill Challenge, an online stock market game to teach investment strategies. Partnering with local businesses, students create business plans.

BTA treasurer Alyson Edge founded the academy and now oversees it, along with the school’s medical and engineering academies. She has co-authored a financial literacy book for teens, *Time Worth Spending*.

“My favorite was the stock market game,” says student Alaiyah Holland. “I was given \$100,000 and three months and learned how to buy, sell and trade stock. I learned key terms such as a stock split and dividends. I plan to use my knowledge to attend San Francisco State University and achieve my goal of becoming a brand marketing manager.”

▼ Students in Edison High’s Green Energy Academy assist a private company with solar panel installations.



attitude of ‘A-G for all’ has really been devastating, because many traditional CTE classes are not A-G, even though they offer strong employment skills and opportunities for students.”

“I hope there will be a revival of CTE based on the additional funding, but I still see many school districts not spending the funds on high-quality programs that prepare students for high-skills, high-wage professions,” adds Patterson. “Programs were cut in my district and they are not coming back. We still have a long way to go toward meeting the needs of all students.”

Funding for “old” and “new” CTE

One place where traditional CTE *has* come back is Golden Sierra Junior Senior High School in Garden Valley, where Eric Harrelson reopened the automotive repair shop in 2020 that had been mothballed for five years.

Harrelson had been hired in 2003 to teach shop and construction at Golden Sierra, the school he graduated from in the 1980s. But in 2015, a new superintendent dismantled CTE programs in the district. Harrelson and other instructors went from full teaching loads to being assigned one class per day. He returned to work in the private sector, and says it was devastating to see successful school programs cut to the bone despite an outpouring of community support.

Since the newest superintendent brought back shop, automotive repair, welding and engineering courses, Harrelson now oversees a student-run auto shop where students provide services for El Dorado County residents such as repairing





Eric Harrelson

and rebuilding engines, brake jobs, wheel alignment and more.

“It’s exciting to see the pendulum starting to swing back for hands-on programs at my school,” says Harrelson, a Black Oak Mine Teachers Association member. “I love seeing students learning to be successful in the workplace and in life.”

Harrelson is among many educators feeling hopeful that support is growing for CTE programs. A big reason is new funding. In addition to state CTE incentive grants and Perkins funding (a federal act to improve CTE programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs), the governor has proposed \$1.5 billion for College and Career Pathways in the 2022-23 state budget.

If the budget is approved, funds will be spent over four years to start or expand pathways related to: technology (including computer science, green technology and engineering); health care; education (including early education); and climate-related fields for grades K-14, based on developing local partnerships that bring together school systems, higher education, employers and community stakeholders.

“Yes, there is a renewed interest in CTE and funding these vital programs has increasingly become a priority,” says Gunnerson. “I think CTE is slowly making

▼ Students get hands-on experience with livestock animals in Mt. SAC’s animal science program. Program faculty, below, left to right: Jennifer Loredo, Jamie Phillips and Audra Lopez.



Animal Science Program Mt. San Antonio College WALNUT

STUDENTS IN this community college program earn certificates and two-year degrees in horse ranch management, livestock management, livestock production and pet science. On the school’s 150-acre farm there are cattle, sheep, horses and pigs. Students learn the art of wrangling an animal in the “handling and restraint” class.

“We get a lot of beginner students — some who have never touched an animal — and they take a class because it seems interesting and they need an elective,” says Professor Audra Lopez. “They end up loving it and pursuing a career that they had never considered. Some have gone on to become veterinarians.”

The program offers internships with local businesses such as a feed store and veterinary clinic. Students gain a pathway to four-year agricultural college programs if they desire.

In addition to Lopez, the CTE courses are taught by Professors Jamie Phillips and Jennifer Loredo.

All are members of Mt. San Antonio Faculty Association.

“I am learning so much about livestock production/management, which is something I never thought I would get to experience in this urban area,” says student Lexi Nighman. “I plan to start my own beef cattle operation someday.”

“We get a lot of students who take a class because it seems interesting and they need an elective. They end up loving it and pursuing a career they had never considered.”

—Audra Lopez,
Mt. San Antonio Faculty Association

▼ At AIMS, students use robotic simulators as well as other medical technology, and can become certified nursing assistants, among other certifications. Inset: AIMS teacher Tabatha Baskin.



AIMS Academy
Jordan High School
LONG BEACH

FROM INTERNSHIPS, guest speakers and hands-on career exploration, students discover opportunities in the medical field at AIMS (Aspirations in Medical Sciences), a Lighthouse Academy program. Through partnerships with local hospitals, students earn volunteer hours and school credit while learning important skills. They can also receive CPR and OSHA certification and become certified nursing assistants. Core classes are medically themed, including biology and chemistry.

Students use simulators, highly sensitive, intelligent robots that allow students to practice vital medical skills without the risk of harming “real” people. The lab course is through a partnership with Long Beach Unified, Long Beach Memorial

Medical Center and Long Beach City College. Jordan High also has a simulator.

“I’m so proud of these students,” says Tabatha Baskin, a member of Long Beach Teachers Association who teaches health and career exploration and medical terminology. “Our students are very motivated. Many say they *want* to come to school because of the academy.”

“AIMS helped me discover my career choice — physical therapy,” says 2018 graduate Anahi Montano. “I completed over 300 hours of hospital service in AIMS. It was one of the best choices I made in high school!”

a comeback. But the infrastructure needs serious repair after decades of cuts.”

CTE fosters success

While state funding is on the horizon, and while everyone may not agree about which types of CTE best meet student needs, there is a growing consensus — and strong evidence — that CTE courses impact all students positively. According to the state Department of Education:

The average national graduation rate

of students enrolled in CTE is 90 percent; other students, 75 percent.

CTE reduces behavioral problems and reduces dropout rates.

CTE attendance more than doubled the rate of college entrance for minority students and increased college enrollment rates for all student populations.

California Partnership Academy students beat state averages in passing the Exit Exam.

Equity needed for CTE teachers

Students may have more opportunities to participate in CTE — but CTE teachers are growing scarce. The shortage has had a huge impact on CTE programs. Gunnerson describes the teacher pool as “very limited” and continuing to decline.

“The lack of CTE teacher preparation programs at higher learning institutes for many of these career fields has been part of this problem. So has



▼ Students in Eric Harrelson's auto shop class at Golden Sierra Junior Senior High School in Garden Valley.



the fact that CTE teachers are often not recognized for the skills and talents they have. The inequity between CTE and academic teachers has also been a huge factor in keeping good instructors out of the classroom.”

Unlike multiple subject or single subject credentialed teachers, who must hold a college degree, CTE instructors are required to have a high school diploma and 3,000 hours of industry experience (and complete a CTE preparation program) to receive a CTE designated subject credential.

“They have years of relevant industry experience prior to teaching, yet face inequities in salary schedule placement and advancement,” says Lockhart. “Unfortunately, CTE credential holders are frequently placed on Step 1, Column 1 without ever making movement to Column 2 and beyond.”

The influx of federal, state and local funding toward developing and sustaining CTE pathways is creating an urgent need to develop methods for appropriate placement and movement of CTE credential holders on salary schedules, says Lockhart, who helped negotiate a more equitable pay scale for Beaumont Unified School District CTE teachers over a five-year period.

“CTA is working to help CTE teachers. By removing these inequities, we can entice experienced professionals from recognized industry sectors into the teaching profession and prepare our students to be successful in the future.” ■

Charting CTE's Course

El Dorado area educators envision bright future

By **Sherry Posnick-Goodwin**

How can schools create and expand CTE programs with new state funding?

Should Career Technical Education curriculum be taught in elementary and middle schools?

Can schools make CTE programs more equitable — serving the needs of all students?

THESE TOPICS and more were explored by educators committed to the future of CTE in their communities.

“A Forum to Talk About CTE Program Expansion,” sponsored by the El Dorado County Leadership Academy (consisting of CTA chapter leaders from the region) coincided with the governor’s announcement to spend \$1.5 billion for CTE over the next four years. The May 6 event was held at a charter school site in the El Dorado Union High School District.

Attendees included members of: Black Oak Mine Teachers Association, Buckeye TA, San Joaquin County Educators Association, El Dorado Union High School District Faculty Association, Camino FA, Gold Oak TA, Placerville Elementary EA, Mother Lode TA, South Tahoe EA and the Elk Grove EA.



Josh Keane

Some members were accompanied by their administrators and school board members. Such collaboration is necessary for high quality CTE offerings, agreed participants.

“It’s one example of how CTA is working with school leadership in multiple districts to help make CTE more accessible to all our students,” said Lance Gunnerson, a CTE woodworking and engineering teacher at El Dorado High School, who helped organize the event. “It’s great



◀ Left to right, CTA Board member Shelly Gupton, Elk Grove Education Association; Tracy Joyner, San Joaquin County Educators Association; CTA staff Gina Parish; Rob Reynolds, SJCEA.

to work with other educators and administrators at all levels to provide CTE pathways to careers for students. Our job is not just sending kids to college but providing opportunities for life.”

Engaging students in CTE and career exploration at younger ages — rather than waiting until high school — was embraced by guest speakers, including Carrie Ferrero, STEAM Expo project coordinator, Nevada County Superintendent of Schools Office; Dr. Ebon Brown, assistant superintendent, Beaumont Unified; and John Merris-Coots, California Department of Education.

Tiffany Whetstone, a kindergarten teacher on special assignment at Gold Oak Elementary, enjoyed discussions about integrating CTE into existing curriculum.

“CTE in elementary school is critical in helping young students explore interests and possibilities, practice problem solving and develop skills needed to work collaboratively with their peers,” said Whetstone, Gold Oak TA.

“It can be as simple as providing science tools and natural objects for a kindergarten science center,” she added. “In transitional kindergarten, this could be a pretend animal care center that includes appropriate pictures, diagrams and tools donated from a local veterinary clinic. All the foundational skills we teach in TK through second grade can be practiced in an authentic and high-interest environment that considers and incorporates CTE.”

Josh Keane, math/science teacher at Herbert Green Middle School in Placerville, was interested in strategies to infuse CTE into middle school curriculum and has taken the lead on this at his school.

“It was eye-opening to understand the importance of introducing CTE at an early age,” said the Mother Lode TA member. “Our school is implementing Project Lead the Way (a nonprofit that offers STEM K-12 curriculum) for 7th and 8th graders, so they can solve real-world problems through computer programming, construction and project implementation.

“In addition, we will incorporate the Department of Education’s California Career Resource Network, which has four assessments to help students find careers that suit their interest. Students can watch videos to explore careers and learn their economic aspects and viability.”

Wendy Lockhart, CTA’s co-consultant to the Adult, Alternative and Career Technical Education Committee, shared tips on how schools can benefit from new state funding to create comprehensive career pathways for students.

“Districts can apply to the state, or they could join together with other groups and apply,” said Lockhart, a former school board trustee for the Campbell Union High School District, where she helped start a manufacturing pathway. “But they must apply for programs designated for new funding — in the areas of technology, health care, education and climate-related fields.”

Denise Bushnell, professor of business and innovation/entrepreneurship at Sierra College, attended remotely and encouraged coding boot camps and entrepreneurship activities for students of all ages.

The Sierra College FA member emphasized equity and the importance of CTE opportunities for *all* students. When some of her students lacked transportation to a makerspace site two miles away, she developed a lab on her campus that includes 3-D printers, sewing machines, welding equipment, robotics and a photography area.

Mike Patterson, CTA Board member and automotive technology teacher at South Lake Tahoe High School, said the forum increased awareness that CTE programs —

and teachers — should be valued.

“We need to treat CTE teachers with respect and give them support and a livable wage,” said Patterson. “We need to create high-quality CTE facilities. When we do these things, then we can find teachers to fill these positions, despite a shortage of CTE educators. ■



Tiffany Whetstone

“CTE in elementary school is critical in helping young students explore interests and possibilities, practice problem solving and develop skills needed to work collaboratively with their peers.”

—Tiffany Whetstone,
Gold Oak Teachers Association

LEGISLATIVE NEWS



CTA Stands for Health Access and Reproductive Rights

At its July meeting, the CTA Board of Directors voted to support **Proposition 1, The Reproductive Freedom Act**, that seeks to amend the California Constitution to protect women’s rights to basic healthcare and reproductive freedoms.

“Standing in unity with the educators, students and families we serve, the CTA Board made the policy-based decision to support Prop. 1,” said CTA President E. Toby Boyd. “Our mothers, daughters, partners, sisters and friends should have the freedom and right to determine their healthcare and to make deeply personal decisions on their own, a fundamental human right.”

The California Legislature put Prop. 1 on the ballot this November following the U.S. Supreme Court’s decision in *Dobbs v. Jackson Women’s Health Organization*.

“The recent Supreme Court decision not only strips people of those constitutional rights, but also undermines basic American values like freedom and fairness for all, handing that power to state lawmakers,” said Boyd.

The CTA board’s recommendation will be sent to CTA State Council in October for ratification. Read the full press release at cta.org/press-release.

State Budget Approved

On June 27, the State Legislature passed the 2022-23 state budget, with record K-14 education funding.

CTA President E. Toby Boyd praised state leaders and the legislature for the budget agreement that provides much-needed supports for students, prioritizes social emotional learning, and includes funding allocation to attract and retain quality educators.

“The funding will help address the critical shortage of teachers and support professionals and ensures our six

million students are the beneficiaries of California’s robust revenues and very strong economy,” Boyd said in a statement. “It furthers California’s focus on serving the whole child through additional investments in Special Education, student mental health, school nutrition, home-to-school transportation, transitional kindergarten implementation and expansion, and community schools.”

The 2022-23 budget includes total funding of \$128.3 billion for all K-12 education programs, and \$41.6 billion for higher education institutions.

Boyd noted that “the significant 13 percent increase to the statewide school funding base through the Local Control Funding Formula will help ensure that school districts are able to recruit and retain qualified educators and provide students with equitable access to resources.” Among the other record allocations, the agreement includes an additional \$1.1 billion in funding to implement and expand community schools.

(Last year, California’s budget allocated \$3 billion to community schools – more than any other state.)



In support of school and gun safety: CTA President E. Toby Boyd was at the White House on July 11 with NEA President Becky Pringle and other NEA leaders to stand witness as President Biden signed the **Safer Communities Act**. The law is the most significant new federal gun safety legislation in decades, and an important step toward safer schools and communities.

“Our mothers, daughters, partners, sisters and friends should have the freedom and right to determine their healthcare and to make deeply personal decisions on their own.”

—CTA President E. Toby Boyd

LEGISLATIVE UPDATE

By Julian Peebles

Sponsored bills progress through Capitol

THE FOLLOWING CTA-sponsored and co-sponsored bills continue to progress through the legislative process, with the ultimate goal of reaching the governor's desk and the business end of his pen.

Sponsored bills: Benefiting retirees

AB 1667 (Cooper): This bill exempts retirees from any reimbursement obligation resulting from overpayment of benefits due to erroneous information provided to CalSTRS by the school district or reporting agency. It also provides adequate notice and due process to all CalSTRS members impacted by CalSTRS audits and clarifies that any changes to CalSTRS' interpretation of creditable compensation laws must be preceded by prior notice. Additionally, AB 1667 creates a more transparent and accountable system to ensure school districts and reporting agencies receive timely and accurate information from CalSTRS, and makes other changes to minimize CalSTRS reporting errors and to prevent harm to retirees.

This proposal will ensure CalSTRS retirees will be justly compensated for benefit reductions that stem from employer and CalSTRS reporting errors, create a more transparent and accountable system to ensure school and community college districts receive timely and accurate information from CalSTRS, and reduce the likelihood of reporting mistakes in the future.

Status: Amended and re-referred to the Senate Appropriations Committee.

SB 868 (Cortese): This bill uses excess funds within CalSTRS' purchasing power account to provide an equitable distribution of these funds by addressing systemic tiers between retirees. It also creates a one-time permanent adjustment applied to the total current benefit that is being paid to CalSTRS retirees and beneficiaries of retirees who retired prior to 1999, helping CalSTRS retired members most in need of assistance while not compromising the financial integrity of the purchasing power account and its ability to provide inflation protection long term. This proposal protects the purchasing power of California's oldest retired teachers while maintaining the

fiscal integrity of CalSTRS.

"Ensuring educators can retire with dignity and security after decades of service to our public-school students is critical to attracting and retaining teachers and school staff," said CTA President E. Toby Boyd in a statement when the bill was introduced in January.

Status: Referred to the Senate Appropriations Committee Suspense File.

Co-sponsored bill: Benefiting probationary employees

AB 2573 (McCarty): This bill requires a certificated employee of a school district or county office of education who completes two consecutive school years and is reelected to be classified as a permanent employee. It also provides permanent status for certificated employees teaching adult education and career technical education at a regional occupational program after a two-year probationary period, and requires a probationary employee employed in an assignment less than full time, who has served for at least 75 percent of the number of days required of the assignment, to be deemed to have served a complete school year. Additionally, AB 2573 requires a probationary employee of an adult education program to be deemed to have served a complete school year if the employee serves for at least 75 percent of the hours constituting a full-time equivalent position for adult education programs in the school district.

If any provisions of the bill conflict with any provision of a collective bargaining agreement entered into before Jan. 1, 2023, the provisions of the bill would not apply to the school district until the expiration or renewal of that collective bargaining agreement.

Status: Referred to the Senate Appropriations Committee Suspense File.

"Ensuring educators can retire with dignity and security after decades of service to our public-school students is critical to attracting and retaining teachers and school staff."

—CTA President **E. Toby Boyd** on SB 868



Your Legal Benefits

New column on members' legal rights and benefits

First up: CTA's Group Legal Services (GLS) Program

By **Laura Juran**

WELCOME TO the Legal Beat! In this column, which will be a regular feature of the magazine, CTA attorneys will cover legal “hot topics,” your legal rights, CTA and local union (aka “chapter”) legal battles, and much more. We kick off this column with a brief overview of the terrific benefits provided to CTA members and local union affiliates under CTA's Group Legal Services (GLS) Program.

What is the GLS program?

Complicated and numerous laws govern all aspects of public education in California. The California Education and Government Codes provide a wide variety of rights to public school employees and their unions. Collective bargaining laws govern labor relations between unions and employers. Collective bargaining agreements (CBAs) provide important contractual rights to chapters and their unit members. Constitutional rights apply. And so on. Legal representation can be expensive, and so, through the GLS benefits program, CTA provides top-notch attorneys to represent chapters and members in enforcing and defending these employment-related rights.

CTA's Legal Department administers the GLS program. CTA staff attorneys work directly with CTA Primary Contact Staff (PCS) and represent chapters in unfair practice charges and other matters filed with the Public Employment Relations Board; court cases involving

statutory employment rights; complex arbitrations that seek enforcement of CBAs; and legal advice matters regarding chapters' advocacy, organizing, and representational activities.

GLS law firm attorneys are private practice attorneys who generally represent individual CTA members in employment disputes. CTA carefully vets these law firms, which specialize in education law and have relevant expertise in criminal and civil employment matters. Many of the law firms represent labor unions, and all the firms are strong advocates of labor. In addition, the CTA Legal Department works closely with approved GLS firms, including by hosting an annual lawyers conference at which attorneys discuss emerging legal issues and share best practices.

The GLS program is associated with the National Education Association's Unified Legal Services Program, which provides financial assistance to state affiliates that offer legal services in accordance with NEA program rules.

What matters are covered?

The GLS program ensures that active CTA members can count on substantial legal assistance when their employment throws them legal curve balls. Every active member is entitled to a union-paid legal referral for statutory employment matters such as:

- Credential defense proceedings

- Employment-related criminal charges
- Permanent educator dismissals
- Reductions-In-Force (RIFs)
- Unlawful discrimination
- Education Code disputes regarding classification, discipline, salary uniformity, leaves, child abuse reporting, probationary non-reelection, and many other issues

CTA funding for covered matters is subject to certain limits, depending on the nature of the matter. For example, probationary employees are entitled to three hours of free legal representation for a non-reelection. A GLS attorney may, on the member's behalf, request additional funding from CTA for an employment-related civil dispute when necessary.

Individual GLS benefits are for employment-related legal disputes that arise outside of the CBA or labor relations laws. Local chapters defend members in CBA and other representational matters. As mentioned, CTA chapters receive legal advice and representation from highly experienced CTA staff attorneys for their legal disputes with employers.

How does a member access legal representation?

An active member must contact their PCS (staff representative) if they believe they are experiencing an employment-related legal dispute. The staff representative will help determine whether a legal dispute exists and whether attorney services are

“Know that your union provides excellent legal benefits if you ever find yourself dealing with a work-related legal claim.”

appropriate and covered by the GLS program. The staff representative may determine, for example, that the matter is covered by the CBA – not by a statute or other legal right outside the CBA — and thus warrants filing a grievance rather than issuing a GLS referral.

If the staff representative determines that the member is eligible for GLS and has a GLS-covered legal issue, then the staff representative will give the member relevant information, appropriate GLS forms, and a formal referral to an approved GLS law firm.

For Reduction-In-Force proceedings brought under Education Code sections 44949/44955 or 87743, the staff representative will notify the CTA Legal Department of a district’s planned layoff on behalf of all members who might receive RIF notices. The Legal Department will then assign a RIF representative to handle the RIF for all affected members who request representation.

Are there conditions on GLS benefits?

Yes. Like most insurance benefits, GLS benefits are subject to important and consistently enforced conditions. For example, GLS is a members-only benefit. To qualify for coverage, an individual must have been a union member at the time the underlying incident occurred; at the time the need for legal services arose (usually when the request for legal services was made or should have been made); and throughout the time that GLS services are provided.

A few narrow exclusions also apply. For example, GLS coverage is not available for any matter involving a dispute with another member (unless such

legal assistance is solely for a member’s dispute with the employer). The GLS program does not pay for legal representation for matters covered by the state’s workers’ compensation system, but CTA maintains a list of highly reputable workers’ compensation attorneys who are happy to represent CTA members in workers’ compensation cases.

Does the union provide members additional liability insurance, separate from GLS?

Yes! All active members are automatically and additionally covered by NEA’s Educators Employment Liability (EEL) insurance policy. The EEL policy covers member defense liability and/or attorney fees and costs when a member is defending against certain employment-related legal proceedings. This may include both civil defense and criminal defense. More information is available on the Legal Services page of the CTA website at cta.org/for-educators/member-benefits/legal-services.

This summary of the GLS program does not cover all aspects of this highly valuable membership benefit. Please contact your PCS/staff representative or a local leader if you have questions about the GLS program or need help with an employment-related legal dispute. Or just relax with the peace of mind that comes from knowing that your union provides excellent legal benefits if you ever find yourself dealing with a work-related legal claim. ■

Laura Juran is CTA Chief Counsel.



Tony Thurmond

Vote with California Educators

The general election is coming up on Nov. 8. Our vote makes a difference! Together, let’s elect lawmakers and vote for initiatives that support public education, students, our profession and our communities.

Just one example: CTA supports the reelection of Tony Thurmond as State Superintendent of Public Instruction. Thurmond has been a staunch and effective advocate for our schools and students, and we need his leadership to continue with the progress we have made in California’s education system. Your vote is critical in this race.

Go to cta.org/our-advocacy/election-2022 for other CTA-recommended initiatives and candidates. At CTA’s Voter Guide ([cta.yourvoter.guide](https://cta.org/voter-guide)), you can find a guide tailored just for you, based on where you live.

Know that when you cast your vote for CTA-recommended candidates, you are voting for those who support students, teaching and learning.

BARGAINING ROUNDUP

Compiled by Julian Peeples

RANCHO SANTIAGO:

Mediation after faculty reject district's final offer



Faculty Association of Rancho Santiago Community College District (FARSCCD) members began mediation with community college district officials in June, with members rallying outside the district office in Santa Ana.

FARSCCD members overwhelmingly rejected the district's last, best and final offer in spring, which does not include a fully funded Cost of Living Adjustment (COLA). District management is offering only 4 percent, withholding the additional COLA funding from the state. FARSCCD also called the proposed increase to counselors' student contact time without commensurate increase to pay "unacceptable."

"Without full COLA increases, surrounding community college districts will encroach on our faculty with higher salaries and better benefits," said Morrie Barembaum, FARSCCD president.



"Without full COLA increases, surrounding community college districts will encroach on our faculty with higher salaries and better benefits."

—FARSCCD President **Morrie Barembaum**

PALMDALE:

Charter educators win first MOU since unionizing



Palmdale Aerospace Teachers Association (PATA) reached their first

memorandum of understanding (MOU) since they unionized in February 2022. The MOU is regarding the 2022 summer school program. It included:

- 30 percent increase to staff's hourly rate;
- clarification of the number of contracted hours to be provided by bargaining unit members;
- securing one day of sick pay with the option to be bought back for \$260 at the end of summer school.

PATA also reached a second MOU that awarded members a \$3,000 one-time off-schedule bonus for their hard work and dedication to the students of the Palmdale Aerospace Academy during the 2021-22 school year. PATA has developed a bargaining platform that is being rolled out to members and anticipates beginning initial contract negotiations this fall.

SEBASTOPOL:***Continued success at the bargaining table*****Sebastopol Elementary Teachers Association**

(SETA) won an agreement that will result in a more than 11 percent pay increase over two years. The agreement includes an increase to the district's healthcare contribution, the elimination of several steps on the salary schedule, and the removal of the cap on years of experience, including making whole two current members who were not credited their full years. SETA educators also won a \$50 hourly rate and a \$1,500 bonus.

Over their last three contracts, SETA has won more than 31 percent in pay increases.

SUNNYVALE:***Protections for teachers, students in Special Education***

Sunnyvale Education Association members won a contract that increases pay by more than 15 percent over three years. The contract includes a new bilingual stipend, protections for teachers and students in the growing special education inclusion model and clarified working conditions for teachers on special assignment. The agreement increases salary by 7 percent for 2022-23, 5 percent for 2023-24 and 3 percent for 2024-25.

SISKIYOU:***MOU renewal: District pays for educators' second credential*****Siskiyou Union High School Teachers Association**

(SUHSTA) members came to an agreement that will increase wages and stipends by 5 percent over one year, and provide a \$2,000 increase to the district's health benefits contribution. SUHSTA also renewed its MOU requiring the district pay all costs for educators to obtain a second credential, as well as an \$18,000 over four years incentive for current teachers, new hires and transfers to work at Happy Camp High School. Educators also won a stipend for one-on-one new teacher support and mentorship, as well as an agreement that adjunct duties prioritize the member's worksite.

BEARDSLEY:***Educators win additional planning time*****Beardsley teachers**

in Bakersfield reached agreement with Beardsley School District on a deal that provides a wage and benefit increase, and additional planning time. In 2021-22, educators will receive a 7.5-percent on-schedule pay increase to compensate for an additional 30 minutes added to the school day, along with a 5-percent off-schedule bonus and up to eight hours of planning time per month — only half of which needs to be completed on-site. Beardsley Teachers Association also won a district-paid increase to health benefits.

In 2022-23, there will be a reduction of the workday by 30 minutes, which equals a 7.5-percent pay increase, as well as a 3-percent off-schedule bonus and fully covered health benefits.

**DUBLIN:*****Tentative agreement after months of negotiation*****On July 8, Dublin Teachers**

Association (DTA) and Dublin Unified School District (DUSD)

reached a tentative agreement that includes

- an 8 percent salary increase to certified staff;
- a \$2,500 one-time, off-schedule stipend for DTA members who worked the previous school year and plan on returning for the upcoming year, or for new hires joining in the fall;
- expanded health coverage.

The agreement comes after months of bargaining and talk of a strike.





What's in a Name?

Learning about and pronouncing students' names correctly goes a long way toward making students feel seen

EDUCATORS KNOW that making students feel valued and respected is critical to children and youth learning and achieving to their fullest potential. Honoring — and correctly pronouncing — students' names is an important first step for everyone to have a sense of belonging and being seen. It also goes a long way to strengthening educators' bonds with individual students.

The diversity in California and in our schools means students bring their rich languages, cultures and traditions to the school community. This includes their names, of course.

"A person's name is part of their cultural identity," Rita Kohli, assistant professor at the Graduate School of Education at the University of California, Riverside, said in a 2021 NEA article. Failure to recognize this can cut deep in the classroom.

In 2012, Kohli co-authored a paper titled "Teachers, Learn Our Names! Microaggressions and the K-12 Classroom." She and colleague Daniel Solórzano interviewed 41 students of color in K-12 schools and found that the failure to pronounce a name correctly can negatively impact the worldview and social-emotional well-being of students.

"When the child enters school and teachers — consciously or not — mispronounce, disregard or change the name, they are in a sense disregarding the family and culture of the students as well," Kohli and Solórzano wrote. "The consequences of these subtle racial experiences are real and can have a lasting impact on the wellbeing and self-perceptions of youth."

Strategies to consider

What are the best ways educators can learn students' names and convey the story and meaning behind a name or culture to the rest of the class?

- Teachers can make concerted efforts to learn pronunciation of names — and own it when they experience difficulties. Students appreciate the effort to get it right.

In a 2018 EdWeek article, students talked about feeling embarrassed or invisible when teachers didn't try to pronounce their names correctly. Some even felt pressure to change their pronunciation so teachers could say their names easier.

CTA polled members several years ago on how they taught themselves to pronounce their students' names (see sidebar).

▼ The “My Name, My Identity” campaign from the Santa Clara County Office of Education with the National Association for Bilingual Education, encourages children and youth to feel a sense of pride about their name.



Tellingly, 81 percent of respondents say they experienced their own names being mispronounced.

- The “My Name, My Identity” campaign, launched in 2016 by the Santa Clara County Office of Education in partnership with the National Association for Bilingual Education, encourages children and youth to feel a sense of pride about their name and patiently correct people who mispronounce it.

The campaign is also for all students and educators to understand the importance of honoring their peers’ identities by learning to pronounce their names correctly — and learning the stories behind the names. Engaging in these activities will help cultivate an inclusive learning environment.

The campaign offers a comprehensive toolkit and multiple resources for classroom educators (go to mynameidentity.org). It asks educators to take the pledge to respect student names.

- Before school starts, educators can also call parents or check in with a student’s previous teacher on the correction pronunciation of a name.

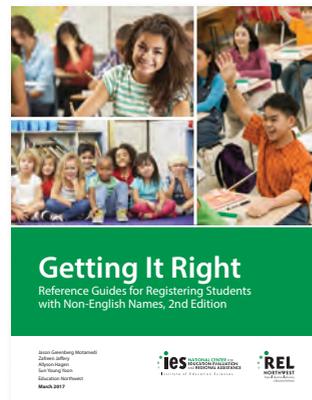
Getting It Right (tinyurl.com/gettingnamesright), a publication from the Regional Education Laboratory Northwest, offers information on naming conventions in 11 languages, including Arabic, Chinese, Hindi, Korean, Russian, Somali, Spanish, Tagalog, Ukrainian, Urdu and Vietnamese.

Learning about each other and valuing each other’s backgrounds and cultures — including our names — is key to an inclusive, thriving classroom and school. ■

Call Them by Their Names

CTA asked members how they learned to pronounce students names. Popular responses:

1. “Spell it phonetically.”
2. “Ask your students! They appreciate it.”
3. “At the beginning of the year, I have them sit in pairs and it helps me remember their names by association.”
4. “Keep trying!”
5. “Sit them in alphabetical order the first month.”
6. “The ‘About Me’ profiles I create include: Legal Name, Preferred Name with Phonetic Spelling. I use name tags too.”
7. “For the first month, I have students say their names before speaking.”
8. “Repeating their names over and over again in front of the class shows that teachers have things to learn too!”



Getting It Right has information on naming conventions in 11 languages.



Increasing Diversity in National Certification

CTA and Stanford launch program to support BIPOC educators in NBCT efforts

By Julian Peebles

A PARTNERSHIP BETWEEN CTA and Stanford University is working to increase diversity among National Board Certified Teachers (NBCT) and help develop new educator-leaders in California communities in what could become a model across the state and nation.

The CTA/National Board Resource Center at Stanford (NBRC) Black, Indigenous and People of Color (BIPOC) Cohort is entering its second year of supporting BIPOC educators in deepening their teaching practice and positioning them to make change in public schools. Selected educators receive full funding for all certification support services offered by Stanford NBRC along with BIPOC cohort and individualized support. The program also provides support in accessing funding sources to cover the direct costs of certification, including the California National Board Incentive



Aaron Kelly

Grant (see sidebar, next page).

The first BIPOC cohort included 19 CTA educators, who recently completed their first year and are readying for next year, thanks to a grant from NEA that will fund another year of support.

“This experience has proven to be invaluable to my progress toward national board certification,” says Aaron Kelly, a member of Lamont Teachers Association in Kern County. “I work in a small rural farming community and there are not many resources or help toward academic or professional advancement. I started looking into National Board certification more than five years ago, but without support I just didn’t feel like I was ready, capable or even deserving of the certification.

“This BIPOC group has improved my confidence and provided support for this entire process. Without this group, I may not



“The BIPOC Program is a result of work by CTA. The goal is to make it replicable and provide tangible outcomes for BIPOC educators.”

—CTA President **E. Toby Boyd**

have ever gone through with this, which is a shame because this process has really allowed me to dive deeper into my own practices and helped me become a more proficient teacher merely by going through it.”

The grant from NEA is also funding a second cohort starting later this year (visit nbc.stanford.edu/candidates/cta-nbc-bipoc-cohort for information). With two BIPOC cohorts running concurrently this year, the program is making historic strides toward diversifying the National Board Certified teaching ranks, which has been historically disproportionately white.

“The BIPOC Program is a result of work by CTA,” says CTA President E. Toby Boyd, who discussed the program earlier this year along with Dr. Travis Bristol, UC Berkeley professor and president of the National Board, at the California Association of African American Superintendents and Administrators. “The goal is to make it replicable and provide tangible outcomes for BIPOC educators.”



Cindy Alejandrez

Prior to the program’s creation, a group of CTA BIPOC educators working toward national certification had been meeting informally to network and provide support to each other. Last year’s California State Budget included \$250 million for the National Board Incentive Program,

What is National Board Certification?



The **National Board for Professional Teaching Standards** (NBPTS) is a national standards board that defines and recognizes accomplished teaching across different subject areas. Educators seeking National Board Certification undertake a process in which they demonstrate accomplished teaching by completing four components:

1. Content Knowledge
2. Differentiation in Instruction
3. Teaching Practice and Learning Environment
4. Effective and Reflective Practitioner

National Board Certification provides meaningful, self-directed professional growth along with national recognition and opportunities for career advancement. NBCTs can be eligible for financial bonuses depending on their district (some local bargain for this). For more information, visit nbpts.org.

State Provides Incentive Grants for Certification, Commitment

The **National Board Incentive Program** awards grants of up to \$25,000, paid in \$5,000 installments, to any teacher who has attained National Board Certification and commits to teaching in a high-priority school for five years. The program also awards subsidies of \$2,500, paid in two installments, to teachers at high-priority schools who initiate the National Board Certification process.

Teachers in qualifying schools with current National Board Certification and educators who are eligible and interested in pursuing National Board Certification can participate in the National Board Incentive Program during the 2022-2023 school year. Visit cde.ca.gov/pd/ps/nbptsprogram.asp for more information and to apply for the incentive and subsidy awards.

which pays up to \$25,000 over five years to NBCT who agree to work in high-need schools. With BIPOC educators underrepresented among NBCT ranks, the CTA/Stanford partnership will ensure more BIPOC educators are able to take advantage of this significant investment and create an ongoing mechanism for identifying, recruiting and retaining BIPOC





“This BIPOC group has improved my confidence and provided support for this entire process. [It] has allowed me to dive deeper into my own practices and become a more proficient teacher.”

—Aaron Kelly, Lamont Teachers Association

educator-leaders in the profession and in our union.

“My experience with the BIPOC cohort has been inspiring. These are the educators I wished I could work with on a daily basis,” says Cindy Alejandre, a member of Chowchilla Elementary Teachers Association in Madera County. “During our meetings, I learn so much from our mentors as well. I am so thankful for this experience.”

Work is also underway to revise CTA’s version of the NEA Jump Start training for National Board Certification. CTA and Stanford NBRC are revising the curriculum, which is now called Navigating National Board, to create better opportunities for engagement and cultural relevance, and to align activities with the needs of California’s diverse students. Changes include incorporating implicit bias awareness and using actual pedagogy in practices.

Earlier this year, CTA also began hosting a virtual National Board Support Network, with facilitators and members of the BIPOC cohorts engaged as leaders of the network. The revised Navigating National Board curriculum will serve as the foundation of this support network for the 2022-23 school year. Current cohort members say the support has been invaluable.

“I am grateful to the entire group, CTA and Stanford NBRC for this opportunity,” says Kelly. “This has really had a tremendous impact on my self-efficacy as a teacher.” ■



National Certifications for Student Support Services Educators

There are also national certifications that recognize student support services educators who meet rigorous standards for preparation, ethical and professional practice, and continued professional development:

- **Certificate of Clinical Competence in Speech-Language Pathology (ASHA-CCC):** The CCC represents a level of excellence in the field of Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP). Standards for certification are established by the American Speech-Language-Hearing Association’s Council for Clinical Certification in Audiology and Speech-Language Pathology (ashacertified.org)
- **Nationally Certified School Counselor (NCSC):** The NCSC is awarded through the National Board for Certified Counselors to counselors who offer the highest standards of practice for schools and students (nbcc.org)
- **Nationally Certified School Nurse (NCSN):** The NCSN credential reflects competence and professionalism in practice. Registered Nurses must demonstrate a high level of education, clinical practice experience and knowledge (nbcsn.org)
- **Nationally Certified School Psychologist (NCSP):** The NCSP is a credential awarded through the National School Psychology Certification System of the National Association of School Psychologists (nasponline.org).
- **Occupational Therapist Registered (OTR):** The National Board for Certification in Occupational Therapy provides OTR certification for occupational therapists who provide just, equitable and inclusive care and professional practice through evidence-based certification practices (nbcot.org)



GRATITUDE PRACTICES

for Learners

Cultivate a grateful disposition in students — without journaling

By **Lainie Rowell**

TO TRULY REALIZE all the benefits and the power of gratitude, we need to move from simple reciprocity and just *feeling* grateful (a fleeting emotion) to *being* grateful people.

According to research, actively and intentionally practicing gratitude does the following:

- Helps us cope with stress
- Regulates our emotions
- Makes us happier
- Improves our health (mental and physical)
- Nurtures relationships
- Activates learning

So how do we cultivate a grateful disposition in ourselves, and how do we develop this in our learners?

The most common practice is a gratitude journal, but we

are all unique and dynamic, and there are many practices to choose from. Providing unwritten ways to show gratitude allows students who prefer visual art or discussion with new pathways of expression. I use the three social and emotional learning signature practices from the Collaborative for Academic, Social, and Emotional Learning (CASEL) whenever I work with kids or adults (see sidebar, page 45):

- Welcoming inclusion activity
- Engaging strategies
- Optimistic closure

While the signature practices are not always specific to gratitude, I like to incorporate gratitude into one of the practices.

“Recognize positive behavior six times more than we recognize negative behavior. We want to overwhelmingly express appreciation for the good.”



3 Gratitude practices TO USE WITH LEARNERS

1

Gratitude wall

This cultivates appreciating the good in others. I want to be a gratitude mentor in our learning community, and one way I do this is by focusing on my praise-to-correction ratio. As a psychology major, I was taught that we should recognize positive behavior six times more than we recognize negative behavior. That's a lot of praise! And while experts don't always agree on the exact ratio, the point is that we want to overwhelmingly express appreciation for the good.

Obviously, if there is a safety issue or an impact on other learners, we address it, but do we really need to call out every minor issue? No, we don't, and doing so usually does more to damage relationships than to change behavior.

As we model appreciating the good in others, we can create a gratitude wall and encourage everyone to add photos, sketches, and notes sharing who they're grateful for and why they are grateful for that person. A possible welcoming inclusion activity would be to give each learner a sticky note to write or draw about someone they are grateful for and add it to the wall.

2

Positive affirmations

This cultivates appreciating the good in ourselves. We often think of gratitude as other-focused, and that is definitely part of the power of gratitude. But it's a myth that gratitude means we have to be completely self-effacing. We can be grateful for ourselves, and positive affirmations (see positivepsychology.com/daily-affirmations) are a wonderful way to nurture self-awareness, confidence, and a strengths-based mindset. We may struggle to see the good in ourselves, so here are a couple of tools to help us identify our strengths:

- Find Your Character Strengths (viacharacter.org/character-strengths)
- *The Science of Character* (letitripple.org/scienceofcharacter), an 8-minute film

After discussing character strengths as a class, we can give learners time to discuss their strengths with a peer and ask them to capture their top five character strengths. We can then revisit these strengths regularly through positive affirmations.

3

Notice-think-feel-do

This cultivates gratitude as a habit. Regularly capturing and sharing the things we are thankful

for is an excellent way to develop gratitude as a habit and nurture relationships. This can happen in a variety of formats, but first consider how essential it is that, whatever practice we choose (for ourselves and for our learners), it's done with intention.

Notice-think-feel-do are the four essential components of the gratitude experience identified by psychologist Andrea Hussong. To get started, have learners pick something that they are grateful for, and have them respond to the prompts below.

- What do you *notice* in your life that you can be grateful for?
- *Think* deeply about why you have been given this thing you value.
- How do you *feel* about the thing you have been given?
- What can you *do* to express appreciation?

We can use these prompts to teach the importance of authenticity and specificity while also tapping into the true benefits of gratitude. We can also use this as an opportunity to build our emotions vocabulary (see howwefeel.org) by really striving for granularity as we describe how we feel.

When it comes to the *do*, we can give individuals choice for how they express their appreciation. This will vary from person to person, and age/stage is also a factor. For example, younger learners may prefer notes and drawings, whereas adolescents may prefer social media posts, emails, texts, etc.

More ways to practice

In gratitude, as in all aspects of our lives, we see that a one-size-fits-all approach is not effective. In my latest book, *Evolving With Gratitude*, the contributors and I share many more gratitude practices. There are endless options: We can pick the practices that are right for us and our learning community and adapt as needed. There are people all over the world practicing gratitude personally and professionally, but there is no one way to do it.

The important thing is that we make gratitude a priority for the sake of individual and collective flourishing. Your commitment to experiencing and expressing gratitude will have untold ripple effects, making your life and the lives of those we serve better.

“We can be grateful for ourselves, and positive affirmations are a wonderful way to nurture self-awareness, confidence, and a strengths-based mindset.”

This story originally appeared in Edutopia.

▼ From a CASEL video.



Daily SEL Practices FOR THE CLASSROOM

THESE ARE SIGNATURE practices from the Collaborative for Academic, Social, and Emotional Learning (CASEL):

Welcoming or inclusion activities

Rather than jumping right into instruction, starting with brief routines and rituals provides interactive experiences that give everyone a voice and connects the community of learners. Examples:

- Use opening check-ins to give students an opportunity to identify their emotions (self-awareness). Scaffolding tools include Zones of Regulation or the Mood Meter; you can also use images and word banks.
- Ask everyone to share an act of kindness they have given or received recently (social awareness).
- Inspired by Brené Brown, permission slips help set intention and focus. Share examples such as, "I give myself permission to make a mistake and try again." Then ask students to create their own permission slip (self-management).

Engaging strategies

As educators, we often use engaging strategies like breakout rooms/small group discussions, wait time, brain breaks, jigsaw, etc. However, we still need to be explicit with SEL. Examples:

- Co-create shared expectations ahead of time for collaborative work, and revisit regularly to ensure that everyone's needs are being met (relationship skills, responsible decision-making, social awareness).
- Design for inquiry with voice and choice to provide opportunities for learners to construct meaning through communication and collaboration with peers. Using an approach like Discover, Discuss, Demonstrate gives

opportunities to explore content before direct instruction (relationship skills, responsible decision making, self-management).

- Incorporate movement breaks to refresh and reset the brain. Depending on what suits the situation, the break could be to calm or to energize (self-management).

As you use engaging strategies, activities and protocols, offer both interactive and reflective options. And make time to debrief these experiences, to identify and connect what learners are doing to SEL competencies and specific skills.

Optimistic closure

What is most important about this practice is the intentional and authentic reflection and understanding of the learning experience. This allows everyone to both collectively and individually appreciate what has been accomplished and anticipate what comes next. Examples:

- Do a closing check-in on emotions by asking something like, "Which one to two words sum up your feelings about our time together?" (self-awareness).
- Reflect through a gratitude practice (social awareness). Ask learners to acknowledge something or someone they are thankful for. Guide them to think deeply and name the feelings they are experiencing (self-awareness).
- The goal of looking ahead is to get everyone excited moving forward, and it is also an opportunity to hold ourselves accountable through goal setting and organization. Use a planner and/or set a reminder to execute next steps toward long-term goals (self-management).

—Lainie Rowell

Excerpted from from a story that appeared in Edutopia.

▼ Master teacher Tom Pham (center) is surrounded by four former students who were all hired by the district in the same year. Left to right are Lawrence Quenga, Amy Aguirre, Michelle Nguyen and Rocky Martinez.

Set Up for Success

San Bernardino student teacher placement program purposefully prepares new educators

By Julian Peoples



IN SOME OF the most formative weeks of a new teacher's career, Morgan Pellettera of the Employee Development Department works to ensure that student teachers in San Bernardino City Unified School District (SBCUSD) have the tools to succeed.

Pellettera runs the student teacher placement program at SBCUSD, bringing an experienced classroom teacher's perspective to ensure that student teachers get the support they need during their four-month experience.

"Student teaching is such an integral piece of the teacher training program," says Pellettera, a San Bernardino Teachers Association (SBTA) member. "It can make or break a teacher."

Pellettera says the effort is purposeful and intentional, providing the professional development, coaching and mentoring that student teachers need, and giving them an experience that makes SBCUSD feel like home. A high school English teacher for 15 years before becoming the placement coordinator, Pellettera has mentored numerous student teachers and says she knows the support and skills they need to be successful.

When Pellettera began overseeing the program in early 2018, she changed the district's process for selecting student and mentor teachers, contacting all current educators and developing a database of interested master teachers from across 72 schools to match with students. With more than 25 university partnerships,

matching mentors with student teachers needs to be intentional and purposeful, she says. Pellettera looks for educators who are teacher leaders at their sites, including demonstration teachers, induction mentors, different types of coaches, department chairs and pathway leads. She says it's important to note that many teachers who haven't had the opportunity to serve in those roles can also be great mentors.

"A teacher who shows great



"Our student teachers are saying this is an incredible experience. The experts are already in the room — these are the people we need to train the next generation of teachers."

—Morgan Pellettera, San Bernardino Teachers Association

▼ Master teacher Michael Doll and student teacher Randi Kinkade (right) support students during a math lesson.

▼ Student teacher Stacey Newcomer and master teacher Amber Carney, ready for another exciting day in second grade.



By the Numbers

LAST SCHOOL YEAR, Morgan Pellettera placed 235 student teachers with master educators in San Bernardino City Unified School District classrooms. Working with more than 25 universities, including CSU San Bernardino and UC Riverside, she says she usually places 100 percent of student teachers the district sends her (student teachers provide their university programs with their top three school district choices to get a placement).

The length of the placement and hours they will student teach depends on the university program — UC Riverside's program is all school year, while La Sierra University requires 420 hours. The average is 14 to 16 weeks, says Pellettera.

Master teachers earn small stipends provided by the university. Pellettera says these range from \$100 for the length of the fieldwork to \$600 for 18 weeks. Student teachers are not compensated, but they can apply to be substitutes for their master teachers.

— Pellettera says she shared her process with colleagues in Riverside and Fontana and they changed their own student teacher placement processes. She's excited to share SBCUSD's work they're doing to prepare the teachers of tomorrow, which is also the subject of her current doctoral dissertation. The only former teacher in her role that she knows of, Pellettera says she can't believe that she gets to be a part of setting student teachers up for success in San Bernardino.

"We have incredible veteran teachers who are ready to share their knowledge and expertise with student-teachers. We must pay that forward," she says. "We're training the future of our profession. If not us, then who?" ■

interest and passion in serving a future teacher is someone we want to have mentor our student teachers," she says.

While support previously ended after the placement, Pellettera wanted to create a "student teacher experience," complete with professional development with master teachers to share best practices and a network of support for mentor educators to help them best support their student teachers.

The result is a district full of master teachers who feel ready to support a student teacher and a program that retains between 30 and 40 percent of its student teachers, according to Pellettera.

"So many of our student teachers are saying this is an incredible experience. We've done a great job at creating this real community," says Pellettera, a National Board Certified Teacher. "The experts are already in the room — these are the people we need to train the next generation of teachers."

Pellettera's work is also making the program more efficient, as she finds and matches mentors and students and recommends pairings to principals, cutting weeks out of the process. During the distance-learning year in 2020, she placed more than 400 student teachers, including Rosario Villalobos, who now teaches at Jones Elementary School in SBCUSD and is a member of SBTA.

"Seeing another experienced teacher teach their students was a calming and enlightening experience," Villalobos says. "It provided me insight without having to be thrown into a classroom."

The approach has garnered attention from nearby districts

Using Apps for Formative Assessment

Simple tech options can help ensure that every student is getting the most from the lesson

By **Monica Burns**



DIGITAL TOOLS are more than a quick way to review quiz responses amid instruction. They can help more students reach you and enable you to gather higher-quality information.

Below are tips to help you check for understanding in the middle of a lesson. These strategies build upon traditional best practices. For example, while a turn-and-talk strategy doesn't need to include technology, the benefit or value that tech adds to this interaction is that students can share more widely and let you hear from every partnership.

Check for comprehension during a lesson

In the middle of a lesson, pausing to check for student understanding can be a strategic and purposeful part of your goal to make sure instruction is meeting students' needs. Here is what this might look like in a tech-friendly classroom:

Turn-and-talk: Students chat with a classmate and then submit their responses to a shared space. This could include a discussion board like Schoology (app.schoology.com) where students post their thoughts to

a discussion thread, or a collaborative board like Padlet (padlet.com) that lets students add a voice note, link or several sentences to their post.

“Identifying success criteria is helpful during all phases of formative assessment, including in the middle of a lesson.”

Stop-and-jot: With this strategy, students pause to capture their thinking in various ways. Options could include a text, sketch or even audio recording. Try having them draw a picture in a space like Seesaw (web.seesaw.me) or add a virtual sticky note to a collaborative space such as Jamboard (jamboard.google.com).

Quick question: Students reply to an open-ended, short-response question, which can give you a sense of their current level of understanding.

An interactive tool like Lumio, Nearpod, or Pear Deck (hellolumio.com, nearpod.com, peardeck.com) lets teachers insert a question into a teacher-led or self-paced lesson to check for understanding with a quick response.

Pulse check: With this, students share their confidence level, how they're feeling, or an indication of what more they might need to succeed with the lesson. You can use options such as a word cloud, a scale, or ranking with a free tool like Mentimeter (mentimeter.com). To get a read of the room, ask a question of the entire class, with students responding anonymously. Alternatively, ask students to share a response tagged to their name so you can follow up with them one-on-one.

Making a formative assessment plan

When planning mid-lesson moments to check for understanding, first determine the direction and intended outcomes of the lesson. Know where you're headed and what you'd like to see students accomplish by the end of the lesson or activity. Identifying

success criteria is helpful during all phases of formative assessment, including in the middle of a lesson.

For example, if you poll the class and find that student confidence is low, or you ask students to post a response to a question in a collaborative space and their answers raise concerns, you might decide to pivot your instruction based on their responses. Mid-lesson checks offer an opportunity to bring the class together for a reset. The information you gather may lead you to take immediate action, such as asking a small group of students who have shown they need more support to review a concept or making you aware of what to look out for during the remainder of the lesson.

Putting ideas into action

What's the best way to put these strategies into action? Choose one of the tactics listed above to plug into your weekly routine. You might decide to use a tool that students are already familiar with to start. This way, you can easily shift how you use it during other parts of the day to gather actionable formative assessment data in the midst of a lesson. For example, if you already use a tool like Mentimeter to create word clouds when kicking off a new unit of study, try the scale feature in the middle of an upcoming lesson for a pulse check.

As you review the ways you currently check for understanding, choose just one idea from the list. Try it out and see if it sticks. If it doesn't provide value or match your goals for formative assessment, switch it up, try another idea, and pick one to build into your routine.

This article originally appeared in Edutopia.



New Special Education Resources

CTA's website offers a wealth of information and guidance

CHECK OUT our brand new Special Education Resources page on the website! Go to cta.org/special-education-resources for recorded webinars, FAQs, 504 information, informational videos, and a Special Education Issues Guide.

Webinars include timely topics such as

- Changes in Special Education Credentialing
- IEP rights and responsibilities
- Positive Behavioral Interventions & Support (PBIS)

Short informational videos cover co-teaching, multi-tiered systems of support (MTSS), class size and caseloads, and more.

You'll also find a video profile of Sovey Long-Latteri, an Adult Transition Program teacher at La Sierra High School in Fullerton and a 2022 California Teacher of the Year (read her classroom tips on page 24).

Coming to the page in August: a three-part video series on streamlining IEP Team meetings and communication.

And don't forget **CTA's Special Education Conference**, Sept. 30-Oct. 2, at Hyatt Regency SFO in Burlingame. Workshop descriptions, speakers and registration are at cta.org/conferences.

Terms to Know

IEP (Individual Education Program): The 1975 Individuals with Disabilities Education Act (IDEA; reauthorized in 2004) provides federal funding for special education and related services for children with disabilities.

504 (Section 504): Not a function of Special Education, Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against people with disabilities by education institutions that receive federal education dollars.

An IEP is a plan for a child's special education experience at school. A 504 plan is a blueprint for how the school will provide support and remove barriers for a student with a disability.

Added Value of CTA Membership

CTA/NEA MEMBER BENEFITS programs are designed exclusively for educators with competitive rates, excellent customer service, and have been vetted at the highest level with continued monitoring and advocacy by your union.

Whether you are trying to save money on your back-to-school supplies or looking for ways to protect yourself and family with insurance or financial solutions, we have you covered.

General Information	Member Benefits Departments
CTA Member Benefits Department	Email: MemberBenefits@cta.org 650-552-5200 CTAMemberBenefits.org
NEA Member Benefits Department	800-637-4636 neamb.com
Automatic Benefits	Contact
CTA Death & Dismemberment Plan	CTAMemberBenefits.org/dd
NEA Complimentary Life Insurance	neamb.com/complife
CTA/NEA Educators Employment Liability Insurance (EEL) & Group Legal Services (GLS)	CTA Legal Department or your Regional CTA office 650-552-5425, CTA.org/legal
Disaster Relief Fund	CTAMemberBenefits.org/drf
Voluntary Insurance	Contact
CTA Auto/Home/Renters Insurance by California Casualty	866-680-5142 CTAMemberBenefits.org/calcas
CTA Group Disability and Life Insurance by The Standard	800-522-0406 CTAMemberBenefits.org/standard
Retirement Savings	Contact
CTA Retirement Savings Plan 403(b)	Email: Team@ctaretirementplan.org Info: CTAMemberBenefits.org/rsp
CTA Financial Wellness Center	CTAinvest.org
Discounts	Contact
CTA Access to Savings — Discounts & Travel (MyDeals App)	888-818-5217 CTAMemberBenefits.org/access
CTA Credit Union Services by Provident Credit Union	800-632-4600 CTAMemberBenefits.org/provident
CTA Credit Card Services	CTAMemberBenefits.org/cc
NEA Pet Insurance	neamb.com/pet
Information/Tools	Source
Federal Student Loan Debt	NEAMB.com/loanforgiveness CTAMemberBenefits.org/studentloans
Member Benefits Leader Tools	CTAMemberBenefits.org/leaders

Download the 2022-23 Member Benefits Highlights for a complete look at the programs. CTAMemberBenefits.org/download





Karen Johnson at her school a month after winning the 2022 Mrs. California American pageant.



“When you’re a teacher and you hit a wall, push through it. Whatever your dream is, never give up.”

—Karen Johnson,
Elk Grove Teachers
Association

Educator Wins State Pageant

After 30 years in the classroom, Karen Johnson is chasing other dreams By Julian Peeples

THERE WAS an educator on stage when the winner of the 2022 Mrs. American pageant was crowned on August 19 in Las Vegas. Elk Grove Education Association member Karen Johnson had a good feeling that she might get to wear the tiara.

Johnson earned a spot in the national competition by winning the 2022 Mrs. California American pageant, held in Bakersfield in June. The recently retired second grade teacher is honored to represent educators.

“I’m so excited to be competing for Mrs. American,” says Johnson, who won the spot in the national pageant on her fifth try. “Finally hearing my name called as Mrs. California, I was literally jumping up and down on stage!”

The Mrs. American Pageant is a beauty competition similar to Miss America that was established to honor women who are married.

The 58-year-old Johnson recently retired after 30 years teaching at nearly every elementary grade level in Elk Grove Unified School District, saying that after a career in education it is “time to chase other dreams.” She plans to substitute teach and hopes to enter teacher recruitment to share how rewarding it is to be an educator.

Johnson’s experience competing in pageants goes back to 1985, when she was crowned Miss Black Sacramento. That was the year the Sacramento Kings basketball team moved to the capital city, and Johnson was tapped to sing the National Anthem before a home game at Arco Arena — a performance she repeated for the following 10 seasons.

Her students at Robert Fite Elementary School have supported and celebrated Johnson during her journey. Much to the delight of the school community, she arrived at school in her sash and crown on the Monday after winning Mrs. Californian.

“Everybody was just thrilled. The kids wanted pictures with me,” Johnson says. “It was fun picking them up and taking them around for recess in the sash and crown.”

Her message to her students that day and beyond: Never give up. It’s a mantra that has inspired her as an educator and as a beauty queen.

“I had to fail first, but you take those lessons and you learn,” Johnson says. “Don’t give up. When you’re a teacher and you hit a wall, push through it. Whatever your dream is, never give up.”

Johnson says she represented for educators when she stepped on stage at the Mrs. American pageant.

“I carry you in my heart to show a shining example of who teachers are and what we can do,” Johnson says.

Follow Johnson’s Mrs. California American adventure on her Instagram at [@karenmeeksjohnson](https://www.instagram.com/karenmeeksjohnson). ■

Guide to Insurance Paperwork

IF YOU'VE EVER read a declaration page on an insurance policy, you know there's a lot that goes into the documentation. Do you really need to keep all the paperwork, and for how long? Here's a quick reference guide:

Insurance policy

Whether you have **home insurance**, an **auto policy**, a **renter's policy**, or another type of coverage, you will be issued a document that spells out the coverage. This main policy document is multiple pages. It includes all the details of your policy, including coverages and limits, **discounts** and endorsements. It also is a resource with definitions of insurance terms and explanations of the claims process. If you are **bundling** coverages, such as with home and auto, you will have a policy document for each.

TIP: If you don't need a hard copy of your policy document, check if your insurer offers digital access on their website. Exception: Keep a hard copy of the declarations page.

Certificate of Insurance (COI)

This document is the summary of your coverage. It's useful to

share with lenders who require proof of insurance if you are financing your **home** or car.

TIP: Keep a copy of your COI for as long as the policy is active — it is your proof of insurance. When you renew your policy, you can throw out the old COI.

Insurance claims documents

Accidents happen, and things get damaged and stolen. You may file a claim with your insurance company when this happens. If your claim is for an auto policy, you will get an accident report. You also may have medical reports and bills. If your claim is for **home damage** or theft, you will have an inventory of damage. You also will have repair bills, receipts and other paperwork. You will also receive documentation if it's a third-party claim — where you caused injury or loss to another person.

You spend your career helping students prepare for their future, CTA wants to help you prepare for yours.

The CTA 403(b) Retirement Savings Plan - the low cost, high value 403(b) endorsed by your union.

Get started today!

<https://enroll.ctaretirementplan.org/>



TIP: Claims can sometimes take years, especially if medical bills are involved. As long as your claim is open, keep all paperwork. Throw it out after you have received the payment.

Vehicle insurance card

Keep your **auto insurance** card in your wallet or **glove compartment**, even if you have digital access to it. Hard copies are useful if you are pulled over by law enforcement or need to exchange the information with another driver after an accident.

TIP: Keep the hard copy of your auto insurance card as long as your policy is active. Dispose of it when the policy renews and you receive a new card.

Billing statements

You will receive regular billing statements from your insurer, either by mail or online.

TIP: Keep your billing statements for tax purposes if you have a home business or use your car for business purposes. If you're audited by the IRS, you may need to show your bills for the last 7 years.

How to store documents

Keep paper copies of documents in good, readable condition:

- Never store important papers in a **basement in case of flooding**.
- Keep documents in a safe container in a climate-controlled space to reduce the possibility of mold and fading.
- Store papers in a waterproof and fire-resistant container. Consider a **home lock box or safe** or a filing cabinet.
- Consider digital storage as backup — store copies of papers on a flash drive or on services such as Dropbox and iCloud (for a small fee).

TIP: Use plastic page sleeves for documents for protection.

How to dispose of documents

The general rule is that once a policy is done, you don't need to keep the paperwork. (See exceptions for claims documents and billing statements above.) But insurance documents have personal information that could lead to identity theft.

To avoid this, shred old papers in a crosscut shredder that cuts in two directions. You can use a home shredder, or find a free shredding event in your community. Local banks and other companies also may shred papers for a fee. Remember to permanently delete old digital copies as well.

From California Casualty, a CTA preferred provider for auto and home insurance to educators; calcas.com.

PAID ADVERTISEMENT

Headache? Dizziness? Brain Fog?

It could be your classroom's wireless technology.



A growing number of students, teachers and staff are experiencing the symptoms of debilitating electromagnetic sensitivity from radiofrequency (RF) radiation. Learn more about the science of RF radiation and how it may be affecting you and your students at TechSafeSchools.org.

www.TechSafeSchools.org



2020-21 Summary Annual Report

For CTA Economic Benefits Trust Member Welfare Benefit Plan

THIS IS A SUMMARY of the annual report of the California Teachers Association Economic Benefits Trust Member Welfare Benefit Plan, EIN 94-0362310, Plan No. 590, for period September 1, 2020, through August 31, 2021. The annual report has been filed with the Employee Benefits Security Administration, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

Insurance Information

The plan has contracts with Standard Insurance Company and Standard Insurance Company to pay certain life insurance, temporary disability, long-term disability and Accidental Death & Dismemberment claims incurred under the terms of the plan. The total premiums paid for the plan year ending August 31, 2021, were \$47,727,870.

Because they are so called “experience-rated” contracts, the premium costs are affected by, among other things, the number and size of claims. Of the total insurance premiums paid for the plan year ending August 31, 2021, the premiums paid under such “experience-rated” contracts were \$47,727,870 and the total of all benefit claims paid under these contracts during the plan year was \$25,005,843.

Basic Financial Statement

The value of plan assets, after subtracting liabilities of the plan, was \$165,262,834 as of August 31, 2021, compared to \$140,760,261 as of September 1, 2020. During the plan year the plan experienced an increase in its net assets of \$24,502,573. This increase includes unrealized appreciation and depreciation in the value of plan assets; that is, the difference between the value of the plan’s assets at the end

of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year. During the plan year, the plan had total income of \$75,206,289, including employee contributions of \$47,815,113, realized gains of \$465,828 from the sale of assets, earnings from investments of \$14,318,887, and other income of \$12,606,461.

Plan expenses were \$50,703,716. These expenses included \$1,740,486 in administrative expenses, and \$48,963,230 in benefits paid to participants and beneficiaries.

Your Rights to Additional Information

You have the right to receive a copy of the full annual report, or any part thereof, on request. The items listed below are included in that report:

- An accountant’s report.
- Financial information.
- Assets held for investment.
- Insurance information, including sales commissions paid by insurance carriers.

To obtain a copy of the full annual report, or any part thereof, write or call the office of California Teachers Association in care of Carole Anne Luckenbach who is Plan Administrator, at 1705 Murchison Drive, Burlingame, CA 94010, or by telephone at (650) 697-1400.

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or a statement of income and expenses of the plan and accompanying notes, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as

part of that report.

You also have the legally protected right to examine the annual report at the main office of the plan (California Teachers Association, 1705 Murchison Drive, Burlingame, CA 94010) and at the U.S. Department of Labor in Washington, D.C., or to obtain a copy from the U.S. Department of Labor upon payment of copying costs. Requests to the Department should be addressed to: Public Disclosure Room, Room N-1513, Employee Benefits Security Administration, U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

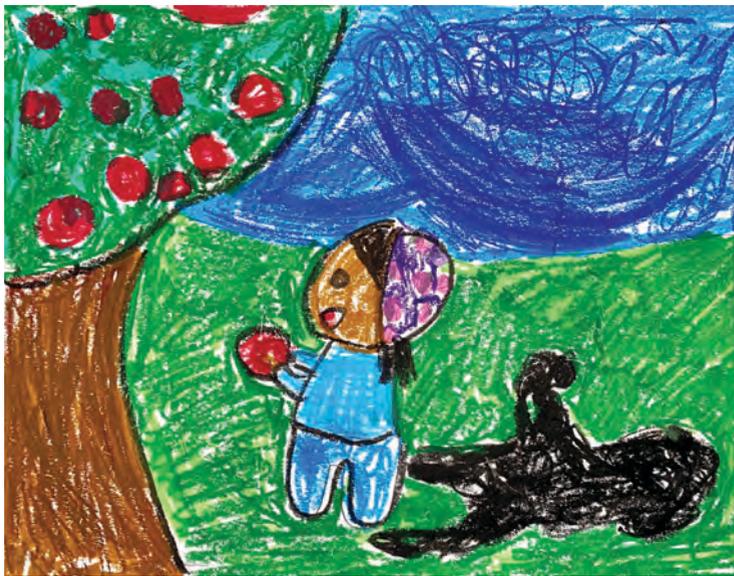
Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995 (Pub. L. 104-13)(PRA), no persons are required to respond to a collection of information unless such collection displays a valid Office of Management and Budget (OMB) control number. The Department notes that a Federal agency cannot conduct or sponsor a collection of information unless it displays a currently valid OMB control number. See 44 U.S.C. 3507. Also, notwithstanding any other provisions of law, no person shall be subject to penalty for failing to comply with a collection of information if the collection of information does not display a currently valid OMB control number. See 44 U.S.C. 3512.

The public reporting burden for this collection of information is estimated to average less than one minute per notice (approximately 3 hours and 11 minutes per plan). Interested parties are encouraged to send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of the Chief Information Officer, Attention: Departmental Clearance Officer, 200 Constitution Avenue, N.W., Room N-1301, Washington, DC 20210 or email DOL_PRA_PUBLIC@dol.gov and reference the OMB Control Number 1210-0040.

**OMB Control Number 1210-0040
(expires 06/30/2022)**

▼ Artwork by Cataleya Castro, a grade 1-2 winner in the 2021-22 César E. Chávez & Dolores Huerta Education Award Program (sponsoring educator: Theresa Sawyer, DiGiorgio Elementary School Teachers Association).



RECOGNIZE AND CELEBRATE

CTA awards and scholarships programs highlight remarkable educators, promising students

CTA awards programs recognize educators and community members who promote quality public education and impact their students and community, including through strong social justice and human rights work. CTA grants and scholarships programs support members and their dependents pursuing

higher education and students who make their mark in specific areas. See cta.org/scholarships for full descriptions, deadlines and more information.

Artwork by Jacob Diaz, a grade 9-12 winner in CTA's 2021-22 **César E. Chávez & Dolores Huerta Education Award Program**, graces page 1 of this

issue (sponsoring educator: Melissa Wonacott, Claremont Faculty Association). The program recognizes visual art and written essays that demonstrate an understanding of the vision and guiding principles embraced by labor and human rights icons Chávez and Huerta.

Diaz wrote that his piece "illustrates the beautiful impact and legacy of these heroes, where safe food can be grown in great conditions to help feed people of every race.... The farmers in this gathering are working together, offering and trading their products with one another, and collaborating with buyers to ensure healthy produce with no use of pesticides."

On this page is artwork by Cataleya Castro, a grade 1-2 winner in the 2021-22 award program (sponsoring educator: Theresa Sawyer, DiGiorgio Elementary School Teachers Association). "My family came from Mexico with a dream of a good life. My grandma worked late in the day all day in the fields. This is Abuelita working until the sun comes down. My dream is to work hard in school to help my family."

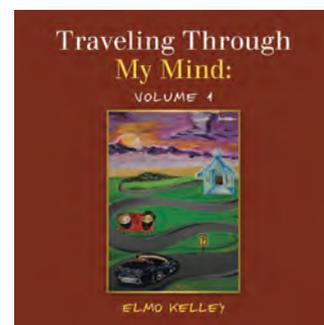
Both students and educators receive awards up to \$550. The full list of winners is at cta.org/scholarships. Applications for the 2022-2023 awards will be available in mid-October.

Continued from page 56



▶ **Inside a Poet's Head**

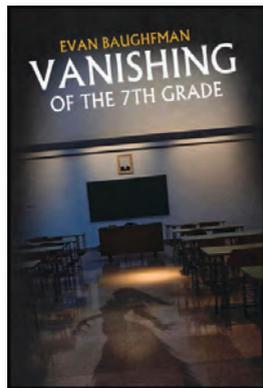
Elmo Kelley, a member of Fontana Teachers Association, has been an elementary school teacher in Fontana Unified for 24 years. But he started writing poetry 30 years ago as a way to express his feelings and deal creatively with life issues. In January Kelley published *Traveling Through My Mind: Volume 1*, a collection of poems covering subjects such as the current pandemic, schooling, the trials and tribulations of relationships, and more. He invites readers to "strap on your seatbelt and enjoy the journey." On Amazon.



Got something for Lit From Within — a book, blog, album, video series, podcast or something else? Tell us at editor@cta.org with "Lit From Within" in the subject line. We lean toward new(ish) work that can be used in the classroom.



Often educators' creativity spills over into a book, blog, app or other work. We're happy to showcase members' talents.

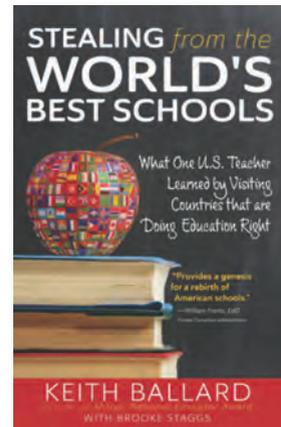


Middle School Horror

Nobody can explain why Sophia Kershaw's classmates have disappeared. Does it have something to do with the arrival of their strange new 7th grade teacher? At first, Mz. ("not Miss, not Mrs., not Ms.") Salem is playful and kind, but she becomes increasingly sinister as her students begin to vanish on their way home from school. *Vanishing of the 7th Grade*, by middle school theater and creative writing teacher and UTLA member Evan Baughfman, goes on to tell what Sophia does once she suspects that her teacher is responsible for the missing children. The novella is the latest by the prolific author and playwright. On Amazon.

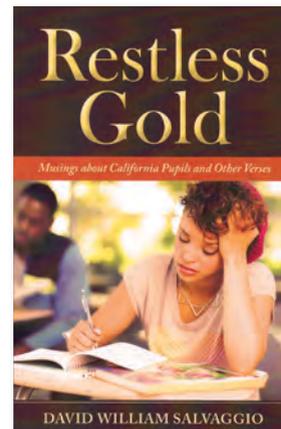
What Makes a School the Best?

Why do students in dozens of countries from Canada to China continue to outperform American students in math, science and reading, and what does that mean for the future of our kids? Milken National Educator Award-winner and Sweetwater Education Association member Keith Ballard sought answers with a decade-long, self-funded study of 170 schools in countries that regularly beat us on international exams. *Stealing From the World's Best Schools* is his first-hand account inside top classrooms, along with hard data, his experience as a public school teacher — and anecdotes from his adventurous travels. He explores eight elements of the world's most successful education systems and advocates for sweeping change as well as practical, incremental steps we can all take to get there. On Amazon.



A Poet and a Teacher

Restless Gold: Musings About California Pupils and Other Verses by David William Salvaggio, is inspired by his 35 years as a teacher. In the collection of 85 poems penned from 1980 to 2020, the CTA/NEA-Retired member shares lyrical insight into four decades filled with social change, wars, political upheaval, two pandemics, discrimination, and civil unrest as he taught high school students from all walks of life. With both humor and heartache, he witnesses struggle, failure, victory, and the power of love and hope to overcome all darkness. On Amazon.



Continued on Page 55

Membership Manual

<u>Meet Your Leaders</u>	<u>2</u>
<u>History of Advocacy</u>	<u>6</u>
<u>Scholarships & Grants</u>	<u>9</u>
<u>Member Benefits</u>	<u>12</u>

Together, we are

**UNION
STRONG!**



And we are

*Organizing For Power
Supporting Your Growth
Advocating for All Students
Funding For Innovation
Connecting Your World
Saving You Money*

There's Strength in Our Numbers

**Did you know you're the engine that (em)powers CTA?
But not just you. We're all in it together.**

Just by being a member, you're helping teachers all across California negotiate smaller class sizes and safer working and learning conditions. Your membership is helping an education support professional in another district bargain a living wage and a veteran educator retire with dignity. And your membership adds to our power to secure and share cost savings through the CTA and NEA Member Benefits programs.

And collectively, as one voice, we've made a lot of important changes through the years — at the local school board, at the California State Capitol, and in the halls of our nation's Capitol.



DID YOU KNOW?

California is home to the fifth-largest economy in the world, with more than 10,500 public schools and 9 million students.

ORGANIZING FOR POWER

The California Teachers Association is a democracy.

As a CTA member, you get to vote for someone to represent you on the CTA State Council of Education, CTA's largest governing body. You also vote for your own local chapter officers and delegates to NEA's Representative Assembly, which is the largest union governing body in the country.

The 743 State Council representatives, in turn, elect the three state-level CTA officers and the CTA Board of Directors. Together, the state officers, the Board of Directors, and State Council set CTA's priorities and goals.

At the national level, the NEA Representative Assembly delegates, the officers, and the NEA Board of Directors do the same.



E. Toby Boyd

PRESIDENT
Kindergarten Teacher
Elk Grove Education Association



David Goldberg

VICE PRESIDENT
Bilingual Teacher
United Teachers Los Angeles



Leslie Littman

SECRETARY-TREASURER
History Teacher
Hart District Teachers Association



Joe Boyd

EXECUTIVE DIRECTOR
Former Educator
Longtime Organizer

Out of many, one!

Together, we number 3 million members across the country. That's 310,000 just in California from nearly 1,100 chapters.

At the same time, it all comes down to you. As a member-driven organization, you decide — well, everything! From the trainings CTA offers to what we fight for at the Capitol, you steer CTA's course.

This is what it means to be member-driven.



Every member has a voice.

CTA's organization ensures that every member has a voice and a vote in determining our union's values, goals and leaders. CTA members just like you built, maintain and enhance this structure to advocate for, support and defend the public schools our students deserve, and focus on the needs of educators working hard to make a difference in classrooms.

MEMBERS



Small Chapters share State Council Representatives.

Large Chapters have more than one (on average — one representative per 449 members)



SUPPORTING YOUR GROWTH

Building Your Skills

CTA offers top-notch professional development opportunities designed to improve the quality of teaching and learning. Whether it's attending one of our conferences, participating in a training or workshop, or applying for a scholarship or grant, CTA can help you be the best educator you can be!

Events & Conferences

Our statewide multiday, multifaceted conferences deliver knowledge and skills for CTA members on a variety of topics including teaching and learning, racial justice and equity, LGBTQ+ issues, education advocacy, new and veteran educator issues, special education and leadership training. Most sessions are recorded. Together with specialized trainings and workshops held throughout the year, CTA meets your professional development needs at every stage of your career.

Innovations in Student Learning

CTA members are at the forefront of innovative ideas for student learning and transforming the profession. CTA's Institute for Teaching (IFT), funded by member dues, offers substantial grants for innovative ideas, whether in one classroom or schoolwide.

Professional Development

CTA's Instruction and Professional Development (cta.org/IPD) is a hub where you'll find information, resources and opportunities to build and improve your skills. These include CTA/NEA micro-certifications, access to communities of practice through CTA's Instructional Leadership Corps (ILC) — educator-led professional development, a program to jump-start your path to National Board Certification, as well as an ongoing calendar of topical webinars and in-person seminars.

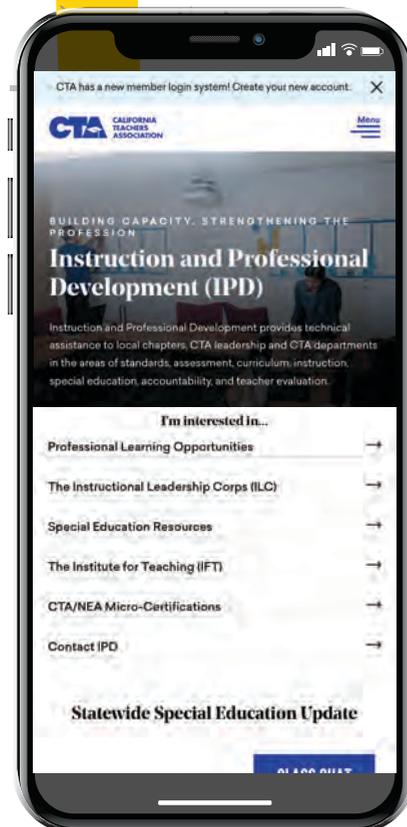
Conferences

When you attend a CTA conference, you experience engaging workshops, perspectives from some of the best content experts and thought leaders in public education, and opportunities to network with colleagues. The skills and information from our conferences can be immediately applied to your role as an educator and local leader.

Visit cta.org/conferences to register for a CTA conference.

Save the Dates

Search CTA events, build and download into your own calendar by visiting cta.org/calendar.



DID YOU KNOW?

You can attend CTA Conferences and get University Credit for Professional Growth Hours.

CTA members attending in-person or virtual conferences can accumulate the professional growth hours needed to qualify for university credit. As a benefit to members, CTA will cover the \$75/unit cost for six of the nine university credit units available.

Learn more at cta.org/credit.

Special Education Conference	9.30.22 - 10.2.22	Burlingame
LGBTQ+ Issues Conference	10.28.22 - 10.30.22	TBD
New Educator Weekend (South)	12.16.22 - 12.18.22	Orange County
Issues Conference	1.13.23 - 1.15.23	Las Vegas, NV
Good Teaching Conference (North)	2.3.23 - 2.5.23	Burlingame
Good Teaching Conference (South)	3.3.23 - 3.5.23	TBD
New Educator Weekend (North)	3.10.23 - 3.12.23	Santa Clara
CTA/NEA Retired Conference	3.16.23 - 3.17.23	Santa Clara
Equity & Human Rights Conference	3.17.23 - 3.19.23	Santa Clara
NEA Representative Assembly	7.2.23 - 7.6.23	Orlando, FL
Presidents Conference	7.13.23 - 7.16.23	Burlingame
Summer Institute	7.23.23 - 7.27.23	UCLA Campus

HEARD OF MICROCERTS?

Micro-certifications or "microcerts" are self-paced, practice-based professional learning sequences offered free for CTA members. After completing a 15-hour course of your choosing, you are eligible for micro-certification, which can be submitted to CSU Chico along with a small fee for one university credit.

Find out more at cta.org/ipd.

DEALING WITH STRESS

Experiencing stress, anxiety, depression, or other feelings of helplessness these days is normal. The supports we put in place can significantly affect the time it takes for us to recover and find a sustainable balance. We've compiled resources to help you and your students.

Access the Wellness Center at cta.org/wellnesscenter.

NEW PODCAST: "CLASS CHAT"

Tune into CTA's new podcast from our Instruction and Professional Development staff to learn about the latest statewide work in Special Education and what it means for your classrooms.

Listen in at cta.org/ipd.

Building a Better State for Public Education

Since our founding in 1863, CTA has built a legacy of standing together and working for our members, our students and the belief that public education is a cornerstone of American democracy. It's these shared values that unite us and make us strong, as 310,000 CTA members from El Centro to Eureka and everywhere in between stand ready to support each other, fight for our students, and defend our schools and community colleges.

While we are unified in our mission and voice, our differences are a major part of what makes us stronger together. Though we are diverse in so many ways, we share a focus: advocating for our students, schools and communities. Ensuring that there is a place for everyone in CTA is a value that requires a solid foundation and structure built to be inclusive and equitable, so that every member is seen and heard.

Guided by our values and powered by our solidarity, CTA continues our mission for even greater successes in the years ahead. We will continue to fight for seats at the table in our local communities and the State Capitol, to let our voices be heard, and to work with elected officials who believe in our vision for strong, vibrant public schools that serve all students. When CTA stands tall for a brighter tomorrow, there's nothing that can stop us. Because together, #WeAreCTA.



Leaders & Advocates

Whether they are setting policy at CTA's State Council, negotiating at the bargaining table or meeting with lawmakers there are no better advocates for students and public education than our members.



Wendy Eccles, NEA-JURUPA PRESIDENT AND CTA/ABC CHAIR
NEA-JURUPA Unified

As a local president and current chair of the CTA/ABC Committee, I know CTA advocates for members at every level of government to ensure safe schools and fair pay so that every child has a well-qualified committed educator in every public school classroom in California.

ADVOCATING FOR ALL STUDENTS

159 Years of Advocacy

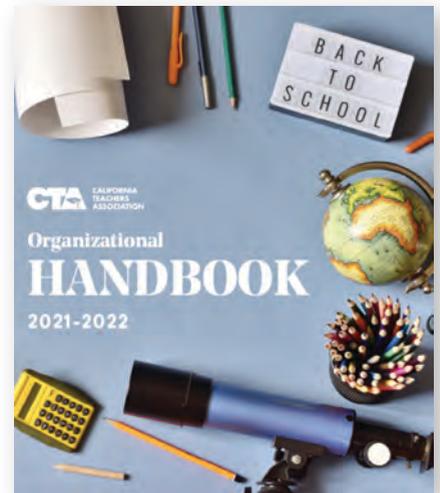
1863

CTA is founded by Superintendent of Public Instruction John Swett with fewer than 100 members, all male.

1866

CTA's first legislative win establishes free public schools for all California children — including schools for students of color.

In March 2022, members of the Sacramento City Teachers Association went on strike, winning a contract that ensures students get the quality education they deserve.



Our Advocacy Road Map

CTA's structure, agenda, longterm plan and policies are contained in the Organizational Handbook. This handbook is our road map, providing the vision and path to accomplish the important work we do. For nearly 160 years, educators have crafted, molded and shaped bylaws and policies to help build our association into the powerful voice for educators it is today. Our agenda and goals are rooted in policies developed by our State Council of Education and set forth in this handbook.

More at cta.org/OrgHandbook



Juli Stowers, CTA/ABC MEMBER
Saddleback Valley Educators Association
Advocacy for our students and colleagues must extend beyond our classrooms, and our active involvement in CTA gives us the opportunity and collective strength to do so at all levels of leadership.



David Fisher, SACRAMENTO CITY TEACHERS ASSOCIATION PRESIDENT
Sacramento City Teachers Association
From start to finish, our members have been united in the belief that schools should be adequately staffed with a teacher in front of every classroom.



Sarah Robinson, CIVIL RIGHTS IN EDUCATION (CRE) COMMITTEE CHAIRPERSON
Redondo Beach Teachers Association
All educators deserve to receive fair treatment and CTA makes sure that it happens.

1890

CTA wins state Supreme Court ruling on "fair dismissal" law.

1911

CTA leads state funding fight to establish community colleges. ➤ At CTA's urging, free textbooks are printed and distributed at state expense.

1913

California State Teachers' Retirement System is created by legislation after CTA State Council calls for a statewide teacher pension system in 1910.

1927

CTA wins legal victory when state Supreme Court rules that a school board cannot fire a female teacher simply because she married.

1940

CTA is one of a few organizations in California to protest internment of Japanese Americans at the beginning of World War II.

1967

CTA establishes schools for children of migrant workers and leads the authorization of bilingual instruction classes for English learners.

1975

CTA-sponsored Rodda Act passes, making K-14 school employees the first public employees in California to win collective bargaining rights.

ADVOCATING FOR ALL STUDENTS



Fighting for Justice

CTA has a legacy of fighting for justice — for our members and students, and for the shared values we hold dear. This starts with representation on the job when members are treated unfairly, members stand up for students being treated unfairly, or management is pulling something funny. Sometimes these issues require additional expertise, and CTA has an experienced team of attorneys who provide legal advice and assistance to protect the rights of our members and defend our students.

The shared belief that a better world is possible has guided our union since our founding, when a small group of teachers successfully established free public schools for all children in California — including schools that educate students of color. During our 159 years, CTA has fought for justice in our schools and communities — leading efforts to outlaw child labor and enact other legal protections for children; vehemently opposing the internment of Japanese Americans at the beginning of World War II; fighting for the rights of immigrant families to pursue the American Dream; and declaring without exception that Black Lives Matter. CTA’s legacy of fighting for justice and progress informs our efforts as we work for a brighter tomorrow.

Read more about our advocacy at cta.org/Our-Advocacy.

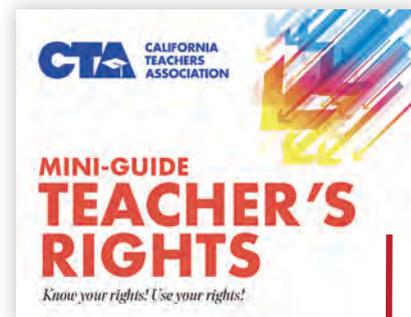
Welcoming All Students

Social justice for all begins with a free, quality public education. For that to happen our students need to feel welcome in schools and seen by their educators. For resources, videos, posters and shareables to create welcoming learning environments for all students, visit cta.org/SocialJustice.



Knowing Your Rights

Thanks to years of strong union advocacy, California educators have certain rights guaranteed by law on the job.



Download this guide to your rights at cta.org/YourRights.

1988

CTA drafts and wins passage of Proposition 98, which guarantees a minimum portion of state money to fund K-14 education.

1996

CTA wins Class Size Reduction law for K-3 classrooms.

2005

CTA defeats initiatives that would have cut school funding, destroyed teachers’ due process rights, and silenced the voices of public employees.

2006

CTA authors the Quality Education Investment Act to help schools that serve low income students and English learners to close the achievement gap.

2012

CTA leads fight to pass Proposition 30, generating \$42 billion for public schools and local services over seven years.

2019

CTA helps pass landmark accountability and transparency reforms to charter school laws.

2020

CTA actively opposes hate, discrimination and violence and supports honesty in education.

Go to cta.org/history for the Big List.

Musicians at Play



Scholarships & Awards

CTA provides grants and awards to educators and members of the community who promote quality public education and impact their students and community. Has your chapter produced exceptionally effective communications? Know a colleague who actively works for social justice and human rights? Those are just a few of the awards we offer. We also award educational scholarships to help support CTA members and their families during the academic year.

Here's a sampling.

CTA scholarships for members and dependents, including:

1. Scholarships up to \$5,000 for dependent children of members.
2. Scholarships up to \$3,000 for members.

LGBTQ+ Safety in Schools Grant & Scholarship Program in Honor of Guy DeRosa

Grants up to \$2,500 to support groups, projects and presentations that promote understanding of and respect for LGBTQ+ persons; scholarships up to \$2,500 for self-described LGBTQ+ members pursuing careers in public education.

Martin Luther King Jr. Memorial Scholarship Program

Scholarships up to \$6,000 for members and dependents to encourage students of color to become educators, school nurses, school counselors or school therapists.

César E. Chávez and Dolores Huerta Education Awards Program

Awards up to \$550 for both sponsoring educators and students who demonstrate an understanding of the vision and principles of César Chávez and Dolores Huerta with an essay or visual art project.

FUNDING FOR INNOVATION

Teacher-driven and Strength-based

Through special programs, research, conferences, networking, the mobilization of teachers, and community-based coalitions, CTA's Institute for Teaching (IFT) seeks to advance public education and promote the common good of our students and communities.

The IFT Board knows that school change must include two key factors: It needs to be teacher-driven, and it should be based on what is working and successful in our schools and classrooms.

Innovation Grants

One of the ways IFT helps struggling students and schools is by awarding innovation grants directly to CTA members and local chapters. To date, CTA members have funded 501 grant projects totaling more than \$5.8 million.

All CTA members are eligible to apply for an Educator grant (up to \$5,000) or an Impact grant (up to \$20,000). To learn more about everything IFT does and the grants offered, go to cta.org/IFT.

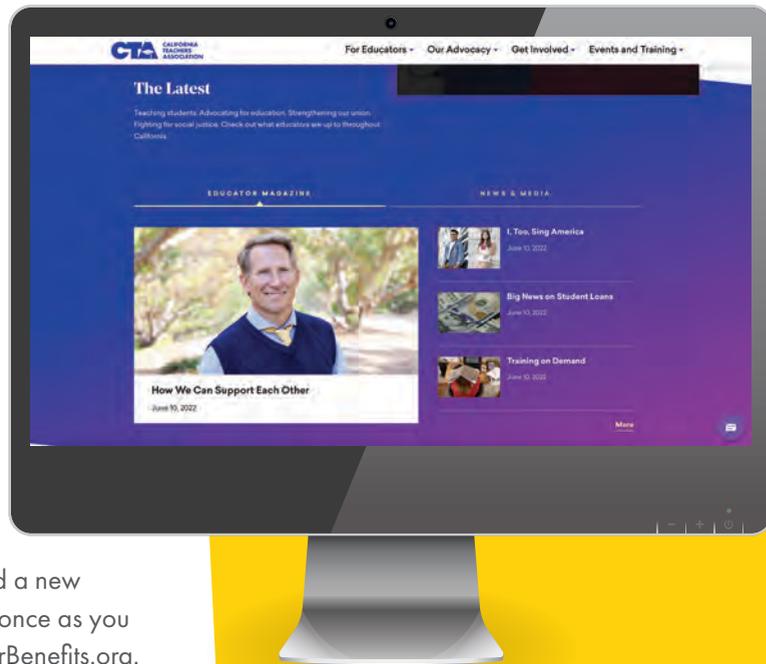
Visit cta.org/scholarships for more.

CTA.org

The CTA website makes it easier than ever to find educator resources and information about upcoming CTA events, conferences and professional development opportunities.

Updated and upgraded in 2020, cta.org is a one-stop shop for all things CTA. And this year, CTA launched a new sign-on option that allows you to log in once as you toggle between cta.org and ctaMemberBenefits.org.

Whether you're looking for news about public schools, information about our goals for the coming election, or want to help advocate and take action for our students, you'll find what you need at cta.org.



Get social, connect with educators and take the movement digital!

The world interacts on social media and CTA members are there. And it's not just sharing memes and pictures of food. CTA members are talking about some major issues on CTA social media pages and in online groups — engaging in dialogues and sharing resources about equity, social justice, classroom techniques, distance learning, education trends, and ways to get connected with CTA and the movement for the schools all students deserve.

Join the conversation using the hashtag #WeAreCTA to connect with educators from CTA and beyond to discuss education, share teaching and learning tips, and take the fight for public schools digital.



CONNECTING YOUR WORLD

CTA's digital platforms make it possible for you to stay connected to your profession and colleagues. Like and follow us today and we'll see you online!

Visit CTA's main Facebook page (**@WeAreCTA**) and participate in more than 15 Facebook groups focused on a variety of education topics.

Follow breaking news that impacts CTA members and discussions about important education and social issues on CTA's Twitter page (**@WeAreCTA**).

And don't miss our Instagram stories and posts (**@WeAreCTA**) sharing the beauty of our craft and our union, since we all know a picture is worth a thousand words.

Browse our curated boards and pins on Pinterest (**@WeAreCTA**) and get resources to use in the classroom and beyond.

On our YouTube channel, you can find dozens of IPD webinars and trainings on a variety of topics, in addition to CTA radio and TV spots, videos of events and other informative and interesting items.

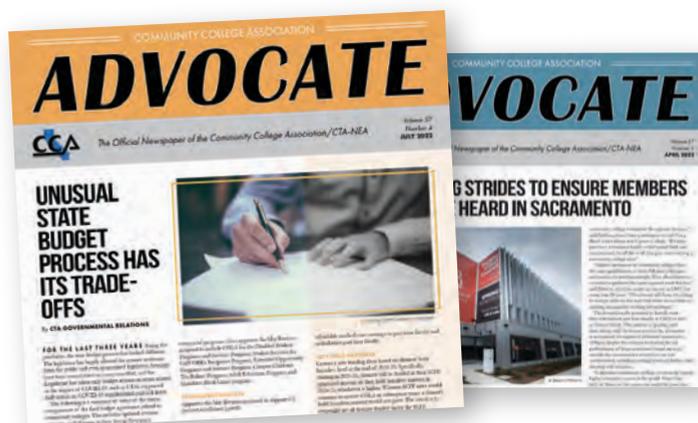


Staying Informed

Sometimes you just want to turn the page and learn about what's going on with public schools and colleges.

Don't miss CTA's award-winning publications that spotlight important issues in our public schools and community colleges, as well as amazing members that go above and beyond to reach students.

CTA's official magazine, *California Educator*, is published every two months, mailed to all members and updated regularly at cta.org/educator.



Printed four times a year, *CCA Advocate* is the official publication of the Community College Association, CTA's affiliate representing community college faculty and educators across the state.

SAVING YOU MONEY

Member Benefits

Together, we stand union-strong with CTA's 310,000 and NEA's 3 million members to negotiate exclusive programs designed just for educators. Your Member Benefits can help provide savings, unique educator-specific enhancements, and peace of mind for many of your personal and professional needs.

Unique Benefits and Savings

CTA/NEA Member Benefits programs are designed exclusively for educators. These quality programs are held to our highest standards for excellent service and preferred member rates. Whether you are looking for deals on back-to-school supplies or looking for ways to protect yourself and your family with insurance solutions, or searching for a quality retirement savings plan, we have you covered. We and our endorsed partners are ready to help and support you.

There are so many helpful Member Benefits programs available to CTA/NEA members, we can't fit them all here!



A Handful of Benefits

For a complete list of discounts and resources, visit our websites:

- CTAMemberBenefits.org
- neamb.com
- CTAinvest.org

Contact for questions:

memberbenefits@cta.org
(650) 552-5200

Benefits You Can Count On

CTA Access to Savings offers numerous discounts on everyday and major purchases, travel, and entertainment.

CTA-endorsed Voluntary Disability and Life insurance from The Standard can help protect your paycheck and your loved ones, and includes access to extra benefits like the Student Loan and Cancer Benefits, at no additional cost.

Auto, Home/Renters Insurance through California Casualty offering preferred member rates and unique educator-specific benefits.

Exclusive member discounts on home mortgages and auto loans through Provident Credit Union and earn dividends with a SuperReward Checking Account.

Student loan forgiveness resources, including NEA Student Loan Forgiveness Navigator powered by Savi.

And don't miss...

CTA Retirement Savings Plan, the only 403(b) plan endorsed by CTA and created using a fiduciary standard of care, which means it was designed with your best interests in mind. More at CTAMemberBenefits.org/rsp.

CTA/NEA Credit Card: Learn more about Credit Card Services at CTAMemberBenefits.org/creditcard



For Highlights of the complete program:
CTAMemberBenefits.org/download



EDUCATORS

Create Your Professional Growth Path

Choose from hundreds of convenient courses offered in various formats to enhance your teaching skills. Check out USD's featured courses below.

Unwinding Anxiety: Proven Techniques and Practices to Manage Anxiety for Ourselves and Our Students

UNITS: 3 | PRICE: \$489

This course is designed for educators, school staff, and administrators looking to better understand the root causes of anxiety and learn techniques to help themselves and their students manage the anxiety that causes negative outcomes in our teaching practice. This class is particularly pertinent as many teachers are finding that students are feeling more stress, anxiety and uncertainty now more than ever. This course will help participants understand the causes of their anxiety, as well as what may cause their students' anxiety, and provide evidence-based techniques for reducing anxiety and increasing mindfulness.

Atomic Habits: Develop Habits to Increase Learning, Efficiency and Joy in the Classroom and Beyond

UNITS: 3 | PRICE: \$489

Why do we do the things we do? Why don't we change, even when we want to? The answer lies in our habits, the daily behaviors that make up our identity and our outcomes. Students in this course will examine the underlying foundation of habits; how and why they are formed, and why they are so important. Participants will learn how to identify and change habits in their own lives, with their students and in their classroom practice.

Teaching Positive Social Skills to Students

UNITS: 3 | PRICE: \$489

Studies indicate the development of social and emotional skills can positively affect student achievement and success in school and later in life. This course examines the research and best practices for teaching students positive social skills. Participants will develop a toolkit of resources for teaching and promoting the development of students' self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Classroom Management

UNITS: 2 | PRICE: \$307

Classroom disruptions and misbehavior can hinder learning and achievement, which is why it is essential for teachers to have a working knowledge of proven classroom management strategies. This course seeks to arm you with the knowledge, skills, and strategies you need to effectively manage your classroom in order to optimize student engagement and achievement. You will evaluate your current practices against evidence-based classroom management strategies, and identify new strategies and practices you can implement in your classroom. At the conclusion of the course, you will have a comprehensive classroom management plan to add to your teacher toolkit.



View our course offerings now!

Visit [SanDiego.edu/EducatorsPrograms](https://www.sandiego.edu/EducatorsPrograms)

Prior district approval is highly recommended and the responsibility of the student if using course units towards salary advancement, credential renewing, and/or recertification. Not all courses may qualify in your local school district.

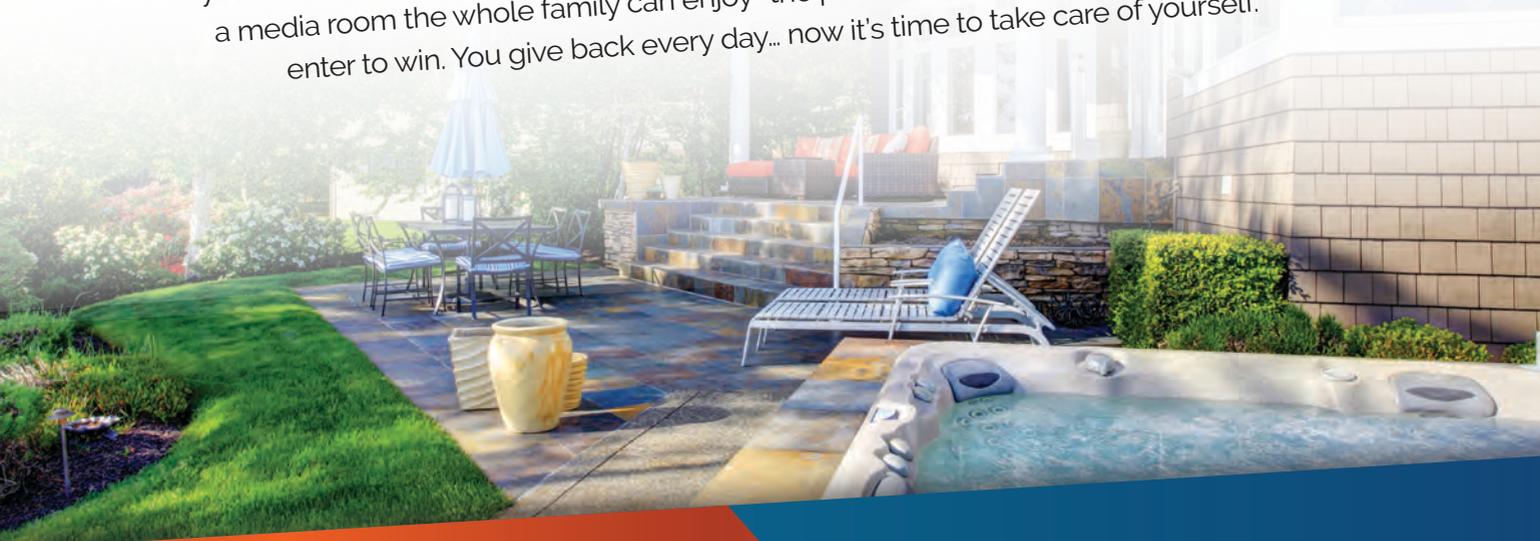
CALIFORNIA CASUALTY'S

\$10,000 STAYCATION *Giveaway!*

ENTER TO WIN!

CTA Members...

Let us help you escape the everyday with \$10,000 to spend your way. Get that hot tub you've always wanted, create your dream kitchen, turn your backyard into an oasis, add a media room the whole family can enjoy—the possibilities are endless, but only if you enter to win. You give back every day... now it's time to take care of yourself.



Enter to win today!

WinWithCalCas.com/CTA



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