



## Features

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Common Core

### President's Message: It's Time for a Vote

Next week you will have the choice to ratify the Tentative Agreement and MOU's your Bargaining Team signed off on. It is not everything we dreamed of, and like all negotiated deals, we have had to make compromises— but this agreement still moves us forward. We know that you believe the raise isn't big enough, but it's the biggest raise we could get you...now. This does NOT mean we won't fight for a raise next year. TVEA believes in smaller class sizes and caseload management time for elementary special education teachers, and we will continue to fight for them.

Your Bargaining Team and Executive Board support the tentative agreement and encourage you to **ratify** this agreement. These are the reasons why:

- You will receive a 4% raise, starting on July 1. You will also be paid a 1% lump sum, retro to January, on your end-of-June paycheck.
- Almost 250 K-3 classes will be smaller next year because of the "hard cap" that will be set for class size. This moves us forward in getting our classes size down. The hard cap also makes for more equity across the district. (At present, we have some TK-3 classes at 24:1 and some at 31:1.) A hard cap means that your class cannot have more kids in the class than the cap allows, but it could have less.
- For the first time, all secondary special ed teachers will have a caseload management period in their daily schedule. This is a beginning step in getting caseload management time to be the standard, district-wide--for all levels.
- Site administrators can now approve PB days next to a holiday or vacation period, something that wasn't permitted before.
- Job-share or part-time teachers will have an opportunity to expand back to full-time, by applying for full-time positions for the first time in at least 6 years. They will have priority in hiring before outside applicants are considered.
- Kindergarten teachers have a renewed MOU, with a scheduled discussion about the Early Bird/Late Bird schedule halfway through the school year.
- Members who have been unable to take bereavement time for step-family members will now be able to take that time to help family and grieve.

### ALL Member Meeting

TVEA's Bargaining Team will host a presentation at the TVHS Theater on Monday, May 19 from 4:30 to 6:00 pm to answer questions about the tentative agreement and MOUs. We hope you'll attend! There will be an opportunity for questions. Please note that this meeting is only for members, and no food or drink is allowed in the theater.

**Ratification of the contract will begin the next day, May 20th and end on the 22nd.**

These are valuable changes to our contract! Our Executive Board and Bargaining Team support a YES vote on this agreement!

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**T V E A**

Temecula Valley Educators Association

## Reporting Back on Concerns/Issues that Site Leaders Brought to TVEA

Last month we began sharing concerns, issues, and suggestions that members had told site reps they would like to see TVEA working on. Your site reps have been provided with a spreadsheet of concerns/issues—and TVEA’s avenues for addressing them, and they would be happy to share it with you. This article generalizes on some of the ideas brought up—and next month we’ll bring you the last segment on this informal survey.

### Staff Meetings

- Members suggested several changes to the current model for staff meetings. Ideas included reducing the number of staff meetings per month to give teachers more prep time (some said that one meeting per month is enough); a shift so that the entire meeting is not staff development; and staff development should be led by staff, not administrators. Some have asked for fewer meetings after school (suggesting at least one of the two be rescheduled to before-school). TVEA has discussed the ideas of cutting the number of required staff meetings to one per month at the negotiations table; the district feels 2 meetings are necessary. Scheduling and using staff for presentations at meetings are topics that should be discussed with an administrator either by a TVEA site rep or the Leadership Team at the site. Some administrators have surveyed staff regarding staff meeting times; if this hasn’t happened at your site, request that your principal do this to prepare for the new school year.

### Special Ed Caseloads

- Members have asked for guaranteed caseload management time to be a part of the contract for Special Ed teachers. Our Special Ed Committee has worked hard on this need for several years; the Bargaining Team has proposed it; and your TVEA president has lobbied hard on this one! The tentative agreement includes caseload management time. Members have asked for a cap on RSP caseloads and more instructional aides to work with students. There are legal caps on RSP caseloads that TVEA works hard to protect through monitoring, member reports to us, and working with Special Ed administrators at the district office. Our contract does not cover instructional aides, so this is a discussion item for the site and Special Ed department. Note that IEPs often determine instructional aide staffing.

### Stipends and Extra Duty Pay

- Members have asked for increased and equitable stipends for coaches, and additional stipends for club leaders, combo teachers, special ed teachers, teachers with large class sizes, band coaches, and leadership roles not currently “stipended” (PLC leaders, curriculum leaders at middle schools, leadership team members at elementary). Almost all of these stipends (with the exceptions of combo, large class sizes, and special ed) were proposed this year in Negotiations. The resulting increase in cost to the stipend schedule revision was \$1.7 million. As a comparison to the stipend cost, a 1% raise for all TVEA members is about \$1 million. What we’ve heard from most members this year is that a raise that affects **all** members is crucial and should be our primary purpose; if funds are limited, TVEA should continue to work towards these increased and equitable stipends in the future. TVEA is committed to working towards this goal.
- Members requested stipends or extra duty pay for scoring Common Core assessments this year and wanted equitable opportunity for assignments that include extra duty, ESP Apex or Opend. Your President responded to the needs for more time by working with the district to add some half day release time and making sure VAPA brought individual prep to teachers half the time. The Common Core Steering Committee will be discussing funds for next year this week.

### Class Size

- Many members brought up the subject of smaller class sizes being better for kids and more manageable for instruction. Fourth and fifth grade teachers believe their classes should be smaller or should come with aides; middle and high school teachers believe their class sizes are often too big; high school English teachers believe the amount of grading they do warrants a smaller class size; alternative ed teachers believe the students they work with do better in smaller classes; teachers of severely-handicapped special ed students support smaller class sizes. Our Bargaining Team is committed to working towards the goals of smaller class sizes at all levels in the future. Limited funding for the last 6 years has prevented movement on this issue, and the clear priority members have lobbied for this year is a raise. TVEA (and CTA!) supports smaller class sizes at all levels to maximize effective instruction.
- Some members supported hard caps on class sizes—with extra pay if a teacher agrees to go accept students over the cap. This is something that has been discussed with DO administration, but a decision to move forward hasn’t been made on this. Continued on Page 5



they took home pages of results to review.

- Math coaches as resources were valued by those surveyed.
- Explorations (math resource) will not be re-ordered.
- Daybooks (language arts resource) will not be re-ordered.
- K-8 teachers will pilot math resources from either Go Math or MacMillan next year.
- In light of not having available 9-12 textbook resources yet, the feedback received on the survey will be used to provide high school Algebra I, Geometry, and Algebra II teachers with useful supplemental resources for next year.
- The bulk of the district's Common Core money for (textbook-type) resources will be spent on math next year.

Training during the first 2 days of school in August of 2014 will focus on resources.

- A half day of Smart Board training will be provided for secondary ELA and Math teachers and 4/5 teachers.
- Training is possible for **attendance** on the new grading/report card system, Infinite Campus.
- A half day of PLC/UPO work time will be devoted to the first unit.

The Steering Committee meets again on Thursday, May 15 to discuss Common Core funds.

## Common Core News

### Have you used...?

Reading Rockets offers a wealth of reading strategies, lessons, and activities to help young children increase reading skills.

Check out [www.readingrockets.org](http://www.readingrockets.org).

### Updated Instructional Materials FAQs

The CDE has updated the instructional materials "frequently asked questions" online. There are now 50 questions and answers posted. Many of the updates address instructional materials funding and the Local Control Funding Formula. To get all the latest information, please visit the CDE Instructional Materials FAQ Web page at <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>.

Two new videos ("Item Types on the Smarter Balanced Test" and "Best Practices for Successful Online Testing") are posted on the Web site at <http://californiatac.org/training/sbft/index.html>.

Smarter Balanced invites California local educational agencies (LEAs) and school staff to preview their Digital Library from June 3 through September 30, 2014. During the preview, you can become acquainted with the Digital Library and view a limited set of initial resources that can help you understand the future utility of the Digital Library. During the preview, you can try out user rating, review, and comment features as well as collaboration features that are set to encourage conversation among educators across the consortium. Check this out over the summer!

## Concerns/Issues continued

### Facilities

- Specific facility problems have been reported to the TVEA office (no hot water in a bathroom, access to bathrooms during passing periods for staff, dangerous wiring, A/C not working, etc.). TVEA leadership reports these problems to Facilities management, and follows up to make sure problems are solved to the best of the district's ability. When there's a problem at your site, report it to administration and then follow up on it.
- Some members believe better playgrounds are needed at some schools. This concern can be discussed with site leadership teams, Risk Management (if the problem is safety), site admin, and PTA (for a possible fundraising project). At this time, TVEA is not aware of safety problems or Ed Code violations at any playgrounds.

### Technology

- Members asked for better tech support, more training on technology topics, more working computers, and tech teachers at each school. TVEA continues to lobby for improved and updated resources and expanded support.
- Inequitable distribution of resources was cited by some teachers: mounted projectors, smart boards, wireless connectivity, doc cameras, new teacher laptops, printers. The district has a technology plan in place that includes wireless access at all schools by next fall, a phasing in of smart boards over the next few years (based on Measure Y funds), with the emphasis on making resources equitable for all students. Please note that if you have concerns about safety (cords that kids could trip on, etc.), you should speak to your administrator about this immediately. Several members mentioned that a few iPads are needed for instructional tools in each elementary class--and nurses need desktop computers. TVEA will convey these concerns to district admin. Please make sure you are talking about concerns with site administrators, too!

Look for more topics of concern to teachers in our NEXT newsletter, coming out at the beginning of June!

## TVEA Executive Board Election Results

### CalSTRS Counselors Changes Coming to our Area

CalSTRS is reorganizing their system for counseling sessions in Riverside County. Currently, there are 3 part-time counselors who cover our part of the county. Starting July 1<sup>st</sup>, there will be 3 full-time counselors assigned to this area, but not working out of a local office.

Steve Lawler, the CalSTRS counselor that many of us have met with (he's offered many informational sessions at TVEA and for TVUSD) will no longer be a CalSTRS counselor after June 30. If you want to make an appointment with him for a counseling session regarding retirement, you need to call him NOW to get it set up. You can make an appointment by calling the contact center at 800-228-5453.

Congratulations to next year's Executive Board Member, Brian Balaris, HS Area Rep!  
State Council Representatives  
Bob Rollins & Mitch Brown  
State Council Alternate  
Chris Lindberg

There will be a Run-off Election  
May 20 - 22 for Second Vice President  
Alexa Ingram-Dupart and Rob Clause will be the two candidates on the ballot.



### TVEA Recognizes Great Leaders

TVEA honors Site Leaders of the Year: Chris Hunter (BVMS), Mike Brewer (LES), Alexa Ingram-Dupart (LES), and Pam Moore (RHES)! Dawn Murray-Sibby (TVHS) was honored in a new category: Committee Member of the Year.

TVEA sends out SHOUTS to Carla Kestler, TVEA's Secretary and Patty Casey, Bargaining Team Member! They are receiving WHO (We Honor Ours) awards from CTA for the years of hard work and dedication they have put into their roles. Both were previously site reps—and Patty was a Middle School Area Rep, as well.

### Three Teachers Awarded the Crystal Apple

Chris Morel (CHS), Jared Boyatt (GOHS), and Gary Polhill (TVHS) were this year's recipients of the Crystal Apple Award. The Crystal Apple Awards seeks to express heartfelt gratitude and appreciation to the teachers who make a positive impact on the lives of the youth they lead. The nominated teachers are chosen by the students themselves, whereupon a selected committee chooses who the finalists for the award will be. Crystal Apples are awarded by The Church of Jesus Christ of Latter-day Saints.



## Bringing VAPA to Elementary Schools

A 4-woman team of teachers is bringing visual and performing arts to the TVUSD elementary schools, broadening the scope of learning for their students. Laura Callon, Lisa Lozsky, Sarah Hermanson, and Cyndi Alvarado are teaching music and movement, dance and theatre arts, and visual arts to entire grade-levels at a time, sharing their love for the arts. Assisted by 16 educational assistants, these groups of students get inspired to move and interact with music and/or create art.

The VAPA teachers have diverse background instructional experiences. One graduated in musical theatre, was a dance coach and teacher at a high school, but has also taught special ed and 1<sup>st</sup> grade; one taught many years in a general ed classroom, but sandwiched in the middle of those years were years as a music specialist; another taught elementary music, general ed, and middle school band; and administrator Cyndi Alvarado (along with former FVES Principal Joe Mueller and BES Principal Chris Dixon) created a model for this program at BES and FVES, where she was an AP.



“All the instruction is standards-based,” explained Alvarado, “and our teachers are passionate about what they teach.” The teachers say that they receive a lot of positive feedback from students and classroom teachers (who receive the bonus of much-needed prep time and PLC time while kids are in VAPA class). “They call us ‘VAPA Lady’ and ‘Mrs. VAPA.’ The students get so excited to see us that they make us feel like rock stars,” they laughed. “When we get to talk to parents, we hear that many kids talk at home about their experiences in VAPA.”

**What kind of classroom management strategies do the teachers use to keep their large groups focused?** (Their largest group can include as many as 187 students.)

The teachers agreed that it can be challenging to get the older kids to exhibit the enthusiasm that the younger students often express. Their management strategies offer examples of how to keep kids participating in a new learning environment, while also exhibiting great self-control. Even students with initial reservations find themselves involved with the lesson by the time the class is ending. Their advice:

- State explicit expectations up front!
- Lay a foundation for great behavior
- Focus on positive behavior reinforcement
- Set consequences and be consistent
- Set up the room so kids know exactly where to go when they arrive--and they can see everything
- Know your room (each MPR is different, with space, equipment, and controls to get to know)

**What are some of the greatest benefits for kids who have VAPA instruction?**

- Whether kids are academically successful or not, many have begun to love the ARTS. They find new strengths in the creative environment.
- Kids can activate their multiple intelligences
- Data links VAPA experience to improved academic achievement

**What’s the difference between “music and movement” and dance?**

Music teachers work more with simple musical movements, rhythm, and “body percussion.” They also explore musical concepts, introduce different types of instruments, and relate music to history.

The dance/theatre instructor started with a 6-week dance unit to get students engaged and connecting with their bodies in creative and innovative ways. In the lower grades, the focus is on locomotor and non-locomotor movements and connecting the sequence of movements to create dances. In upper grades, students explore different styles and genres of dance in history up to the present day. Continued on next page



Simultaneous engagement in action!

Then students transitioned into the theatre unit, where they work collaboratively and as individuals using their Actor's Tool-box (imagination, body, and voice) to play drama games using improvisation, pantomime, and tableau. Students will end the year with a musical theatre unit—with singing, dancing, and acting—applying skills they learned in other units.

### **What is the schedule for the VAPA program?**

The VAPA teachers work in 4 schools each—spending a day at each location to meet with all grade levels 1 – 5 (6 in one case). They meet with Kindergarten classes on Wednesdays, which are also their days to meet as a group and work on prep. Their plan next year is to rotate each teacher's program through all the elementary schools in 9-week units.



VAPA teachers love the arts and love kids!

### **How does VAPA relate to Common Core?**

"The visual and performing arts go hand-in-hand with Common Core and 21<sup>st</sup> century learning skills. All VAPA disciplines enhance collaboration, cooperation, critical thinking, and communication," said Hermanson.

## **SIS Teachers Support Literacy for Elementary Students**

Eight Supplemental Instruction Specialists have worked hard this year to support struggling students at Title I schools (TES, VES, and NVES) in their literacy skills. Lisa Brown, Lois Haas, Kim Mazelin, Angela Mitchell, Kim Newman, Erika Soto-Hernandez, Joni Wolkon, and Tanya White are the specialist teachers, funded through Title I, who supplement classroom instruction through this program. This congenial group could finish each other's sentences!. Here's some discussion they shared with Chris Lindberg:

### **What makes your job rewarding?**

- Seeing how much growth our students are making
- Closing the achievement gap
- Watching a student's self-esteem and confidence grow!
- Building relationships with the school community
- Parent involvement nights have meant great opportunities for training parents and giving them ideas for fun things to do at home to practice literacy skills. It's also helped parents understand the difference between instruction before and after Common Core Standards. We've had an amazing turn-out, and families have examined how questioning about reading has changed with Common Core implementation. It's great to see families laughing and creating and talking about what they are reading!



### **What is a typical support for Title I students?**

Students get double and triple doses of reading instruction. First, they are taught a reading strategy in class, and then we work in small groups (no more than 6 students) on that strategy. We also get to the root causes or factors that make kids struggle, and focus on building fluency, doing "word work," and expanding vocabulary. And we follow our program with fidelity, so kids know exactly what they're going to do in a session, without distractions or interruptions. Students are all reading grade-level non-fiction text with us 4 times a week. We practice scaffolding to help them get their comprehension to grade level. We offer constant progress-monitoring, through a terrific tool kit of resources, on fluency and comprehension. There are standard benchmark assessments that we give students, beyond what they are doing in their classrooms. This helps give us multiple opportunities for feedback on student progress. Continued on next page.

### **What growth have you seen in the students you've worked with?**

The end-of-the-year benchmark assessments are going on now, and we are seeing firm data that shows most kids going up 4, 5, or 6 levels. One fifth grader went from 1.6 (first grade level) up to 4.6 (fourth grade level). He was beaming and so excited!

### **How has collaborating with site teachers helped with the academic success of students?**

We meet with grade levels for PLC. We share data and have the chance for good discussion about the students we share. It offers "another lens" when more than one teacher is working with a student. Kids may be quiet in their home classroom, for instance, but they might open up in our small groups.

Sometimes we attend SSTs and can add input to the process.

We also put together a "gap report," which is very visual. It shows where a student is at the beginning of our program, where he or she should be, and then where the student has progressed to, where they are now. It helps create an expectation for next year's progress, too, so we can set goals.

We share the reports with the teacher and the student. The kids get very excited to see how they have progressed. It helps build confidence. Every student has gone up a minimum of 2 levels, and we celebrate their growth!

The visual from the report is great for non-English-speaking parents, who can understand their child is moving forward. We include this information in progress reports and report cards. The feedback from parents is that our work, in collaboration with the classroom teacher, is really appreciated.

We also have multiple groups of students with different reading levels meeting all year, and so our grouping can be fluid to reflect a student's need to go faster or slower.

### **How does collaborating with each other help students progress?**

Our SIS team meets every Friday, which offers us the chance to have meaningful conversation, give different perspectives from different sites, and share ideas. Our mentors are here to share, too (Diana Damon-White, Natalie Waddell, and JoeAnna Hernandez work with SIS teachers).

We started the year with 2 weeks of intensive training—getting to know the tool kit, looking at data, grouping our kids (focusing on the neediest of the needy), creating schedules, calibrating assessments so that we would be consistent from site to site, understanding Title I compliancy, and presenting information to parents and colleagues—really getting on the same page. The basis of the resources in the tool kit we use is embedded strategies. The assessments help identify specifically what part of reading comprehension is a struggle, and it includes resources (we still pull from other stuff, too) to build skills. We can be very specific with other teachers and parents when we work on a root cause of comprehension struggles this way.

### **How will your program be different next year?**

This year we started with the idea that we should be focused on teaching the strategies from the tool kit, and do it really well. So we have been very strategic, and we keep assessing what's working. Our focus is completely student-centered. We've done some tweaking, and we're adding layers to build stronger skills in vocabulary, word work, and building background knowledge.

## **Because You Asked**

### **Why has only elementary been given the chance to engage in networking meetings this year?**

TVEA's IPD Committee decided to start small with this new and innovative idea of gathering teachers together to share resources and ideas that are working in their classrooms. The interest came mostly from elementary members, so starting there seemed logical. In addition, when we asked secondary Exec Board members and Leadership Council members about their impression on secondary teacher interest, the general opinion offered was that secondary teachers would probably not attend (the only exception was some interest from middle school science teachers—so that is the next group planned to be invited in 2014/2015). If this is something you are interested in as a secondary teacher, let your site rep know! TVEA would love to share this great opportunity with ALL members.



## Secondary Math Specialists Awed by Progress Across TVUSD

TVUSD's math specialists, working in middle and high schools across the district, have seen a transformation across the district with the way teachers instruct students and collaborate with one another.

These specialists (Donna Lione, Chris Shore, Bobby Arban, and Michael White) have spent the current school year supporting math teachers in their classrooms (and as a result, students) in the shifts in instruction and learning and mathematical practice that Common Core requires. Their priority is always responding to teacher needs. "No matter what our schedule, if a teacher calls, we leave our other tasks and head to their classroom. Teachers trump all," said Shore. "Luckily, we have bosses who understand this, and make our work with teachers the priority, too."



Building relationships and trust with secondary math teachers across the district has enabled this program to be effective. Teachers know that the math specialists will only visit classrooms when invited and won't report back to site administrators in an evaluative way. "The number one most important thing in our job is relationships," asserted Arban. "We're here to implement a program, not target teachers. We concentrate on improving the quality of lessons."

The group is asked to attend PLC meetings at sites, in which teachers are comfortable asking, "How can you help with this challenge? What have you got for us that's new? Can you help us build classroom discussion skills, or help us with a lesson we want to take outside?" They have worked with PLC teams on data collection and analysis to inform instruction.

Conversations the math specialists have with principals often focused on educating them on math concepts and instruction, praising math teachers, and asking administrators what they are looking for when they make observations. "Then we can make sure teachers are clear on admin expectations, and have the information that guides them to more success in interactions with their principals," said Lione. "The principals are actually coming to us now and asking how they can support us (math specialists) in our jobs."

The specialists collaborate as a strong team that can be flexible about responding to teacher needs and supporting each other. Each has focused on particular classes (Lione has worked mostly with 6<sup>th</sup> and 7<sup>th</sup> Compacted Math and Algebra I; Shore has worked mostly with Geometry and some Compacted 3; Arban has focused on Algebra I and 8<sup>th</sup> Grade Math; and White has worked with compacted 2, middle school and high school Algebra 1), but all are willing to pitch in and operate as "one entity" to provide the best support possible to teachers as their instructional strategies change and content has shifted.

"Our job has evolved over the course of the year," explained Arban. "It's been a long road for teachers across the district and for our team to implement Common Core so far. But we have gained traction and the teamwork we've seen from site to site has been tremendous. Teachers are working hard and sharing from one campus to another. We see many high school teachers collaborating and creating from all the schools as a team. Times of uncertainty and change can bring people together. And we've run a couple dozen coaching sessions for teachers, and that's been part of it. Common Core is all about communication and collaboration."

White explained, "My role as a math coach was to act as a resource for all of the teachers and to work with kids deemed at risk whenever I visited the classrooms. When visiting classrooms, I may teach a lesson, join in with their lesson, or work with a specific child or group that is having trouble. I also make myself available for teachers who just wanted to discuss content or pedagogy. Additionally, I worked after school supporting Donna Lione's work with the compacted 2 group on the development of UPO's and tests."

The math specialists have spent much of the year "elbow-coaching" in classrooms. They meet with other math specialists

There may be changes to the way the math specialist program works next year, based on decisions made in the district's Local Control Accountability Plan (LCAP). The specialists may become site-based, teaching an at-risk class one period of the day, and supporting other teachers the rest of the day, and more may be hired. This could add to the consistency and availability of math specialists, and help the specialists become a bigger part of each school's culture.

"We know that more training for data analysis is coming next year," said Lione. "We also know we'll be building systems and structures for further implementation of Common Core Standards. Our focus will continue to be on the at-risk population in our schools, and the measure of our effectiveness will be our at-risk data. That will be especially where we should see movement."

Lione added, "We'll be involved in more training on new technology resources coming to the district, like the Smart Boards. We'll work with teachers on incorporating them into lessons."

"We'll be adding a learning management system beyond our google drive next year," Shore enthused. "It can include blogs and uploads. It will be another tool for collaboration."

"A lot of what we've been working with teachers on is improved understanding of mathematical content and practices—and communication," explained Arban. Teachers need to thoroughly understand a standard before they can develop UPOs or effectively instruct students. New mathematical concepts are being taught in courses, so teachers unfamiliar with the new concepts have "trained" on content with the math specialists. Teachers have been open and ready to learn.

The specialists help teachers look at planning lessons in a style sometimes associated with "Japanese lesson-planning"—meaning intensively studying a particular lesson. "We are 100% willing to teach, model, and encourage!" the specialists declared. The district is directing that instruction be standards-driven, not textbook-driven, so the process of developing a great curriculum across the district needs the input of all teachers.

Teachers have been appreciative of their help, and TVUSD's Common Core implementation (of which this is a part) has been recognized in Riverside County. The specialists feel proud to be part of it. "Common Core has raised the bar," commented Shore. "And we have a widened ability level in classrooms. So we don't lower the bar, we raise the achievement of the students in the classroom. That's what we want to help teachers do."

The math specialists work the same calendar and hours as classroom teachers. Like their colleagues in classrooms, they often spend their afternoons after school hours on professional work—documenting, planning, and working on assessments. Funding for their program has come from Title I.

## **CTA Conference Builds Leadership Skills for Members**

**Amy Eytchison:** At the CTA Region IV Leadership Conference, I was able to listen to Tom Torlakson, State Superintendent of Public Instruction, speak. Superintendent Torlakson spoke of giving decision-making back to teachers. He knows that money matters in helping student be successful. He is a teacher who understands that Common Core takes hard work, but it has creative potential. The Superintendent is advocating for more release time for Common Core planning. Overall, I liked his message. Imagine, a public education system where teachers have a say in the decisions that affect their classrooms! He has my vote, I hope he has yours!

**Michelle Stevens:** I attended "Ensuring English Learner's Success with the Common Core and California's New ELD Standards." In this session our presenter gave background about "Proficiency Level Descriptors" (PLDs) which identify what English Language Learners know and can do at 3 different levels: Emerging, Expanding and Bridging. Each level describes student knowledge, skills, and abilities across a continuum. While this may not be new information, what I found to be most useful were some of the strategies that our CTA presenter shared with us for helping EL students interact with text and provide them with opportunities to practice both conversational and academic vocabulary.

One strategy was called "Write Around." In this strategy students are in groups of 4 and are each given a short text. Students are allowed 1 minute to write a comment in the margin of the page. Then, everyone passes their paper to the left. The proc-

ess is repeated until every student's original copy of the text has a comment from all in the group. Some things that students may comment on are: words they don't understand, meaning of a passage, agreeing or disagreeing with someone else's comment or wondering why the author said something.

Another strategy was "Say, Mean, Matter." In this activity, the student writes a quote from the text (what does the text say?). Next, they answer the question, "What does the author mean?" Then, the student writes why he or she thinks this is important (why does this matter?). Finally, the student cites evidence from the text to support why this is important. This simple activity provides students the framework that will help them question the text, look for deeper meaning, and practice analyzing text. After repeated practice, readers will automatically begin to ask themselves "What does the text say? What does the text mean? Why does it matter? "

These were just 2 strategies that our presenter shared with us. I have placed a copy of the organizers that were shared in the TVEA Networking Notebook so that everyone has access to these resources.

**Belisa Guerrero:** Top among the workshops I attended was "The Local Control & Accountability Plan (LCAP) – A Negotiator's Perspective" by CTA's Dave Brown. Trying to read an LCAP draft is a monster of an undertaking. This presentation broke down the document and tied it to the implications for the bargaining unit. The good news is that we as a unit seem to be ahead of the pack in our input and having representation on the LCAP committee. It's important that all members take a look at the draft and give feedback on what the proposal for the spending plan is. The conference was a great opportunity to network and see what other surrounding districts are experiencing.

**Carla Kestler:** In talking to people at the NEA Member Benefits table at the Leadership Conference, I found out that there are many benefits that might be of interest to TVEA members. There are discounts for new Costco memberships and savings for existing Costco members. An NEA Wireless Program is offered, with a discount on monthly AT&T cell phone service. With NEA Magazine service, you can get two free subscriptions and discounts on many magazines. VIP pricing and insider discounts on appliances are offered through the Whirlpool Corporation VIPLINK Program. Other benefits include an auto buying program, car rental discounts, no-cost teacher resources, life, health, pet, auto and home insurance products and discounted tickets for many attractions. Check out [neamb.com/discover](http://neamb.com/discover) for a complete list of the NEA Member Benefits.

**Lesley Keyes:** CTA's regional leadership conference was held in Irvine this year. Although I attended four training sessions, the session I received the most benefit from was about CTA's long-range goals and how CTA can support us in achieving those goals.

After looking through and discussing the descriptions of each of these goals, we were given 2 goals and asked to discuss how CTA can support local chapters in achieving those goals. Our table had goals 5 and 6. We spent all the time discussing the difficulties we've experienced in trying to build community with our parents. Our group seemed to feel that no matter how much we try, our community fails to see that we, their teachers, are also TVEA members. We felt there was a disconnect between the beloved teacher in the classroom and the TVEA member who occasionally needs their support.

We then discussed what kind of opportunities we could find to come to the community without asking anything in return. In other words, how do we keep ourselves regularly engaged with the community so that it does not appear that we are inactive until we need support on something (such as a school-board vote or contract negotiation)? We brainstormed and concluded that what we needed most were ways that our members could *visibly* participate in regular community events. We discussed having a booth again at the Farmer's Market where we made ourselves available to speak to parents about issues important to our families – homework assistance, etc. We also discussed having a TVEA booth at the high school football and basketball games where members would be available to speak to parents about anything. There would be different draws, like maybe a craft center for small children or give-aways with important information. Members in the booths would wear TVEA logos, and we would have a TVEA banner so parents would know who we were.

Finally, CTA representatives asked us how they could support our efforts. They suggested that one way would be to provide us with a professional booth that was decorated with our TVEA banner and colors. The representatives let us know that there are funds for them to support us in helping to achieve these goals. We just need to decide what we need and then ask them for their support. Bottom-line: the money that it takes to carry out these kinds of events does not have to be borne by TVEA alone. CTA is there to help us.

The big take-away was . . .

- We need to be involved in the community in a regular, organized way – not just at once-a-year special events.
- We need to advertise ourselves as TVEA members while we are supporting our community so that they see we are TVEA as well as the teachers they love!
- We need to ask CTA for support in achieving our goal of community-building.

## More CTA Region 4 Leadership Conference

**Karen Hogan:** I had the privilege of attending some great workshops at the CTA Region 4 Leadership conference recently. George Cheung, recently moved to CTA staff from the classroom, presented “Digital Toolkit” an amazing variety of technology, apps, and tech use strategies for teachers to apply in the classroom. Some of the most useful apps he talked about were: Evernote – for note-taking; Explain Everything – for recording both audio and visual of a lesson while teaching for later posting; AirServer – for mirroring. George also showed teachers how to obtain a “free doc cam” by using only a laptop. By opening any program that utilizes a webcam (such as Skype), the webcam can then be used to project a document, thereby eliminating the need for a doc cam. He was a great presenter and is available to come and give a workshop for our membership if we like. His entire presentation can be accessed at [http://prezi.com/m7mfkwbhq3ud/digital-toolkit-learn-tools-methodologies-for-the-common/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/m7mfkwbhq3ud/digital-toolkit-learn-tools-methodologies-for-the-common/?utm_campaign=share&utm_medium=copy). He also has a Twitter feed related entirely to useful tech info, cost-saving deals for teachers only: Goerge Cheung, [Ed.D.@tinman1204](https://twitter.com/Ed.D.@tinman1204)

Another workshop CTA Legal issues was presented by a CTA lawyer. She discussed the top ways teachers get themselves into legal trouble and possibly dismissed...most all of them related to what she termed “a big case of STUPID” – referring to inappropriate use of work email, internet, etc. She emphasized that teachers need to realize that anything done on the district’s phones, computers, internet, or Wifi all belongs to the district and they have full rights to it. She also pointed out that if teachers are using the district’s Wifi signal for their personal cell phones or laptops/tablets, then that information is the district’s as well. Further, she related that if teachers open any type of attachment sent to them that turns out to be inappropriate, it should be reported to admin asap.

## CTA Presenters Brought “Stressed?” to TVEA

“I thought the presentation was both timely and needed. As educators, we wear many hats and tend to place ourselves on the back burner. This was a good reminder for us to take care of ourselves so we can be at our best.”

Leslie Simpson-Arballo

CTA presenters Sharron Lewis-Campbell and Maudie Wilson presented a workshop on identifying and managing stress for TVEA members on March 11th. They warned of danger signals that show stress is affecting your health, like general irritability, anxiousness, or depression--or body signals (pounding heart, dry throat or mouth, fatigue, nervous tics, insomnia, digestive upsets, headaches, etc.).

The group took 2 assessments, a “behavioral styles assessment” and “gauging stress and tension levels,” to see how each person was doing at that moment. (The assessments can be taken at any time, and results may differ, based on the situation.) The presenters pointed out that “stress can manage you, or you can manage stress.”

Tips for managing stress were presented, including the following:

- Determine your values and life goals (conflicting values use up needless energy)
- Identify stressful events you can control and let go of those over which you have no control
- Rid yourself of “toxic” people in your life, when possible
- Control your time (set priorities, learn to say no, and don’t allow others to waste your time)
- Control your attitude (redefine events, be prepared for stress-causing events)
- Surround yourself with people who make you feel good and whom you help to feel good
- Find an outlet for frustration and anger
- Strengthen your spiritual outlook (this can mean your faith or finding meaning in your life through the examples of others)
- Stay healthy! (exercise, change your eating habits, stay away from alcohol or drugs, develop relaxation techniques)
- Get away from it all (remove yourself from stressful events, take a different kind of vacation, move)
- Use your creativity to change your workplace

Work in education causes stress, especially in a tough year like the one we’re going through this year with Common Core implementation. TVEA members are encouraged to look for ways to reduce stress and to maintain good health!

### Welcome, New Members!

TVEA is happy to announce 4 new members:

- Scott Merrin, Band Teacher (DMS)
- Mary Ellen King, ASL Teacher (GOHS)
- George Macias, ROTC Teacher (GOHS)
- Richard Mey, Social Studies/Football Coach (TVHS)

# EVENTS

|                 |  |
|-----------------|--|
| May 15          | Common Core Steering Committee Mtg         |
| May 16          | CTA WHO (We Honor Ours) Awards Event       |
| May 17          | CTA San Geronio Service Center Meeting     |
| May 19          | Budget Committee Meeting                   |
| May 19          | All-Member Meeting                         |
| May 20          | School Board Meeting                       |
| May 20 -22      | Ratification Vote and Run-off Election     |
| May 21          | CTA Presidents' Lobby Day in Sacramento    |
| May 21          | New Exec Board Organizing Meeting          |
| May 22          | Ballot Counting                            |
| May 23          | Announcement of Voting Results             |
| May 26          | No School/Memorial Day                     |
| May 28          | CTA Coordinated Bargaining Council Meeting |
| May 28          | Organizing Committee Meeting               |
| May 30 – June 1 | CTA State Council Meeting                  |
| June 3          | School Board Meeting                       |
| June 6          | Last Day of School                         |
| June 17         | School Board Meeting                       |

## Shouts

- Congratulations, Marcy Kuker, on the birth of a son!
- Congratulations, Kim Briganti (FVES) and husband John, on the birth of TWINS, Jayce Micah and Colton James, on April 18<sup>th</sup>! Wow!!!!
- Congratulations to Soraya Cleary on the birth of son, Devaj!
- Congratulations to Kim Mazelin (elementary SIS), who was recently promoted to AP doe 2014/15!
- Congratulations to Amber Lane (GOHS), who was recently promoted to AP for 2014/15!
- In April, these schools received the 2013 California Business for Education Excellence Honor Roll School: ARES, AES, CHES, GMS, FVES, GOHS, PES, RES, RHES, TLES, TTES, VES, BES. Congratulations!
- BVMS teachers spoke positively about Common Core Instruction and PLC Leader Training at the April 15<sup>th</sup> School Board meeting. Great job, Karen Hoskins, Schott Schaufele, Nikki Mayfield, Robert Lopez, Carolyn Crouch, and Rachel Duenas!
- Chris sends out a SHOUT to the wonderful "surprise appreciation party" that VES turned her site visit into! She appreciates you back!
- Congratulations to Nancy Carpenter, San Bernardino/Riverside Counties School Nurse Organization's School Nurse Administrator of the Year!
- TVEA says thank you and farewell to Theresa Thomas, Elementary Area Rep, whose term is ending on Exec Board.
- TVEA says "Happy Trails" to Election Chairs Traci Pawlak and Mark Harnetieaux, IPD Chair Robin Orner, Equity and Human Rights Chair Marcia Varner, and PAC Co-Chair Sean O'Hara. We have appreciated your contributions and dedication through the years!

## Catastrophic Leave

Maureen Carlson, STEPSS teacher at DMS, has been approved for her current medically-related absence, caring for her husband. Any TVUSD employees (classified, certificated and administrative) may now donate "sick leave" hours on her behalf by using the Cat Leave Donation form, available from your site secretary or on the TVEA website ([www.tveducators.org](http://www.tveducators.org)) and submitting that to Payroll. You may donate up to a maximum of 2 days' worth of your "sick leave" to an approved Cat Leave employee. You must be able to maintain a minimum of 20 days' worth of leave for yourself. Thanks for helping out a colleague in need!

## TVEA is on Facebook!

Please "like" **TVEA-Temecula Valley Educators Association**, and you'll be kept up to date on events, relevant news to educators, and perspectives on education issues! It's more important than ever to be informed about public education!



## Temecula Valley Educators Association

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(951) 699-4771

[www.tveducators.org](http://www.tveducators.org)

### TVEA Officers

Chris Lindberg, President

Edgar Diaz, GMS, 1st VP

Jeff Kingsberg, CHS, 2nd VP

Bob Rollins, RVHS, Treasurer

Carla Kestler, TES, Secretary

### Area Representatives

Chad Yates, GOHS, High School

Jeanine Wulfenstein, Middle School

Theresa Thompson, PVES,

Upper Elem

Upper Elementary

Tammy Iverson, LES,

Primary Elementary

Karen Hogan, Special Interest

### Committee Chairs

Edgar Diaz, GMS, Bargaining

Chad Yates, GOHS, Grievance

Marcia Varner, FVES,

Equity & Human Rights

Gary Check, VES, Insurance

Lynn Breen, LES, Insurance

Belisa Guerrero, TES, Social Events

Traci Pawlak, VHES &

Mark Harnetieaux, GOHS, Elections

Alexa Ingram-Dupart, LES, &

Sean O'Hara DMS, PAC

Robin Orner, LES, IPD

Jeff Kingsberg, Interim Organizing

Chris Lindberg, CCSS Co-Chair

### CTA State Council

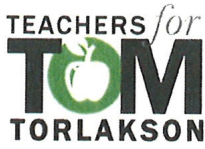
Mitch Brown

Bob Rollins

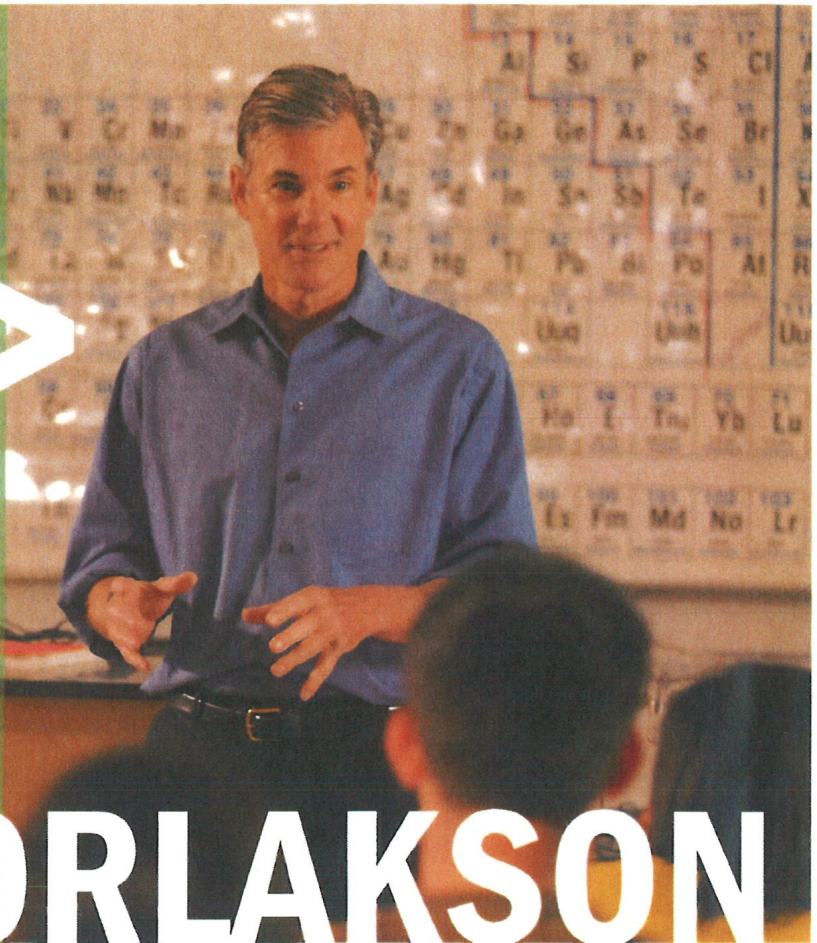
Marcia Varner

### NEA Delegate

Marcia Varner



**TEACHER  
PARENT  
LAWMAKER  
PROVEN LEADER** >



**THIS ELECTION, VOTE FOR**

# TOM TORLAKSON

**Supports adequately funding public education so that all students have a chance to succeed.**

**Supports learning over testing.**

**Supports assistance, not sanctions to help lower-performing schools.**

**Supports smaller class sizes and the continued improvement of our neighborhood schools.**

**Supports accountability for all schools, including charter schools.**

**Supports teachers and parents having a voice in the implementation of the Common Core State Standards.**

**Opposes paying and evaluating teachers based solely on student test scores.**

**HE FIGHTS FOR ALL STUDENTS**

## **AS SUPERINTENDENT of PUBLIC INSTRUCTION and a STATE LAWMAKER, TOM CHAMPIONED:**

### **More funding for ALL students with Local Control**

Tom championed Proposition 30 to stop the cuts to education, repay the money owed to students, and bring \$47 billion to our schools and colleges over the new few years. He also believes decisions about our education tax dollars should be made by local parents, teachers and principals, not by state politicians.

### **The Quality Education Investment Act**

Tom authored the Quality Education Investment Act, which dedicated nearly \$3 billion to our lowest-performing schools to support proven reforms that have increased student learning, reduced class sizes and closed achievement gaps between white and minority students.

### **Implementing the Common Core State Standards**

Tom believes teachers and parents must have a voice in implementing the new education standards. He helped lead efforts to eliminate outdated state tests, and believes educators must have the instructional resources and support they need to help students succeed.

### **A Well-Rounded Education**

Tom knows students need a well-rounded education that includes history, art and music. He wants to expand career and technical training for those kids who don't go to college, and he recognizes the importance of strengthening math and science education to keep California competitive in the emerging high-tech economy.

