

Parkland massacre sparks national movement
Students lead the way

Supreme Court to decide 'free rider' case
Right-wing attack on unions

Tony Thurmond clearly the best choice
For Superintendent of Public Instruction

CaliforniaTeacher

FEB ■ MAR 2018

THE VOICE OF THE UNION ■ CALIFORNIA FEDERATION OF TEACHERS, AFT, AFL-CIO



TEACHER LEADER PRIDE
Taking activism to new levels

Joshua Pechthalt, CFT President



The American people, who in the majority support stricter gun control, are going to have to rise up and demand that their elected representatives act.

We must protect children, not the merchants of death

Another week, another mass shooting, more condolences from elected officials...and nothing gets done. As of this writing, we have had 19 shootings of some sort on campus this year, and we are likely to have another before this article gets published.

The numbers are mind-numbing: According to the *New York Times*, more than 430 people have been shot in 273 school attacks since the Sandy Hook Elementary shooting in 2012.

The daily shootings of brown and black youth that take place across the country may not get the same attention the horrific mass killings receive, but they take and destroy lives just the same. We can establish laws that regulate seat belts, speed limits, and the use of alcohol, yet we cannot manage to effectively regulate guns.

We are not the only country where this kind of tragedy happens. What is different in America is the deadly grip the National Rifle Association has on the political process. Its ability to mobilize its members squelches all efforts at gun control. The NRA has effectively linked gun control with a perceived challenge to the Second Amendment of the Constitution.

I'm not going to get into what the founders meant by the

Second Amendment. To me, that debate has always seemed to miss the point. The men who wrote the Constitution were fallible. The original Constitution didn't do a number of things and we fixed them.

This can be fixed as well, but it won't take a constitutional change to make that happen. The American people, who in the majority support stricter gun control, are going to have to rise up and demand that their elected representatives act. We can be inspired by the young people who survived the massacre at Marjory Stoneman Douglas High School, whose activism has prompted national action and a corporate boycott of the NRA.

NRA adherents try to pawn this off as a mental health issue, not a gun issue. Obviously, it can be both. When the CFT tried a few years ago to promote legislation that would have funded mental health professionals and nurses in every school, it was stopped in a state legislative committee. Politicians can talk about the need for mental health awareness, but unless the funding is there to train and hire more professionals, all the rhetoric is simply meaningless.

Something else is going on that also very disturbing. How is it that a young man with his

whole life to live could take 17 lives and effectively destroy his own? This has played out over and over again. There is a despair in this country so deep that human beings act out in ways that are unimaginable and it happens with such regularity that it's beyond epidemic proportions. When you combine this with job loss in communities plagued by the opioid crisis you get a sense of how profound a situation has developed.

On a recent trip to a small town in Ohio where my daughter is going to college, my wife and I had dinner at a well-known chain restaurant. It struck us that in the two adjacent large outdoor malls, every store had been shuttered. A once-thriving community had been decimated. The opioid epidemic that is rampant in Ohio is a reflection of the despair in the same way that killings in schools, concerts, and movie theaters are acts of despair.

The trifecta of despair, availability of guns, and lack of mental health services will mean more senseless violence. We need political leaders willing to take on these issues and not be afraid of the wrath of powerful political forces.

Josh Pechthalt

OUR MISSION: The California Federation of Teachers is an affiliate of the American Federation of Teachers, AFL-CIO. The CFT represents faculty and classified workers in public and private schools and colleges, from early childhood through higher education. The CFT is committed to raising the standards of the profession and to securing the conditions essential to provide the best service to California's students.

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California Teacher (ISSN 0410-3556) is published four times a year in Sept/Oct, Nov/Dec, Feb/Mar and April/May by the California Federation of Teachers, 2550 N. Hollywood Way, Suite 400, Burbank, CA 91505, and mailed to all CFT members and agency fee payers. Annual subscription price: \$3 (included in membership dues). For others: \$10 per year. Periodicals postage paid at Burbank and additional mailing offices.

Postmaster Send address corrections to California Teacher, 2550 N. Hollywood Way, Suite 400, Burbank, CA 91505.

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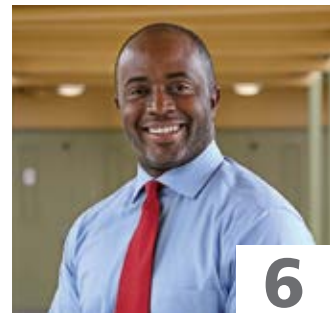
SUBMISSIONS Direct letters and other editorial submissions to the editor. Letters must include your name and email address; they will be edited for clarity and length.

UNION & GREEN California Teacher is produced by union workers and printed at a union shop using soy-based inks on Forest Stewardship Council-certified paper that contains 10 percent post-consumer recycled content. Proud member of the International Labor Communications Association.

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ON THE COVER

Proud participants in the Teacher Leader program of the ABC Federation of Teachers are equipped to take on the State Capitol. Pictured, left to right, front row: Pinky Uppal, Tanya Golden, Vanessa Valenzuela, Jill Yasutake, Myong Cho. Middle row: Kelley Forsythe, Connie Nam, Rhonda McNutt, Arielle Whitacre, Yasmine Walrath. Back row: Dawn Heeren, Bianca Strong, Rachel Jimenez.

PHOTO BY STEVE YEATER

Workers await SCOTUS decision in *Janus v. AFSCME* Supremes hear union fair share case brought by the right wing

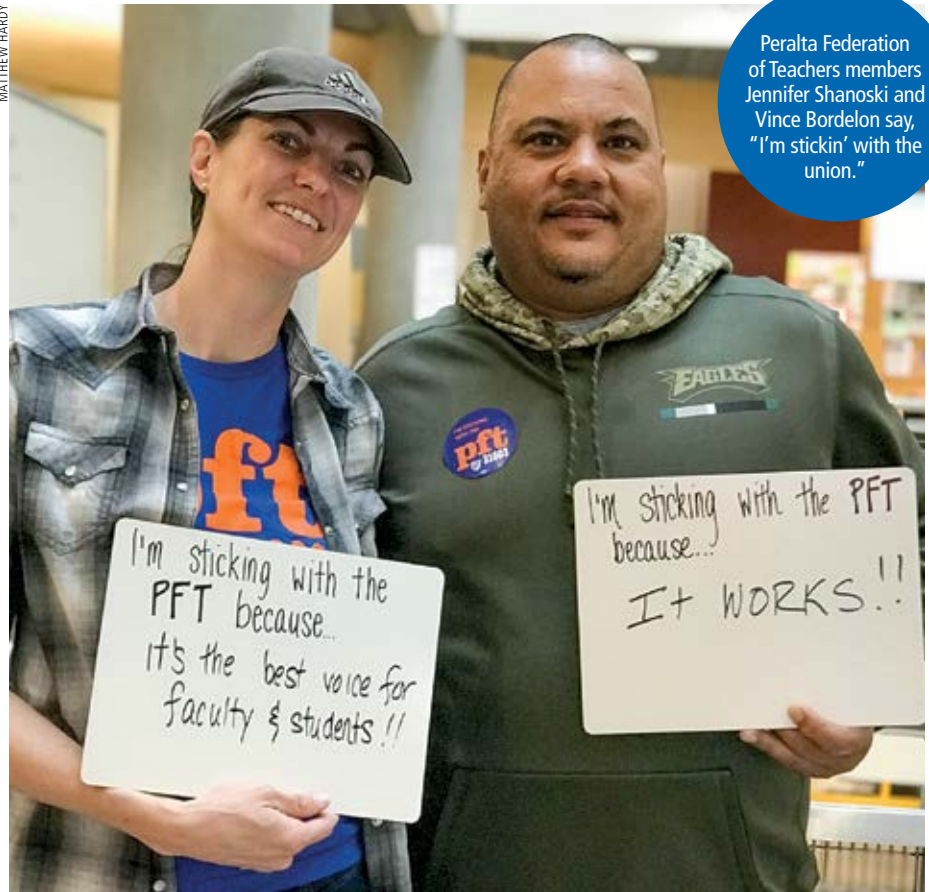
On February 26, the Supreme Court heard oral arguments in the *Janus v. AFSCME* case. The National Right to Work Foundation — which unions call the “right to work for less” committee — paid for attorneys to represent dissident Illinois public worker Mark Janus and two of his colleagues. They are challenging the 42-year-old court decision that confirmed the right of public sector unions to collect “agency fees” from the non-members they represent to cover the costs of collective bargaining and contract enforcement.

At its heart, this is a story of the rich and powerful playing politics through the Supreme Court and using their influence to cripple unions. A ruling for *Janus* could make every one of the nation’s state and local government non-union members a “free rider” who could use union services but not have to pay for them.

At a February 7 press conference, AFT President Randi Weingarten singled out the Koch brothers, Education Secretary Betsy DeVos and the Bradley Foundation as particular culprits. “This case is about power,” she declared. “This is a de-funding strategy” of the right wing, “just like they’re defunding the public schools and the government.”

Two years ago, the court tied 4-4 on a virtually identical case, and Justice Neil Gorsuch, recently appointed by President Trump, has been extremely anti-worker in his rulings in lower courts. The balance of the court stands at five anti-union

MATTHEW HARDY



Peralta Federation of Teachers members Jennifer Shanoski and Vince Bordelon say, “I’m stickin’ with the union.”

Join the team!

» **Members of the union have a voice and vote in all the activities of the union**, most importantly, in the approval of the collective bargaining agreement.

» **If you are paying only the agency fee**, or if you are uncertain about your status, contact your AFT local to join the union, or download a membership form at cft.org/get-involved/join-cft.

conservative justices to four more liberal justices.

Working people who choose not to join their workplace union, but are still covered by a collective bargaining agreement, pay “fair share” fees to cover the basic costs that the union incurs representing them. If the court finds in favor of the plaintiffs in *Janus*, unions representing public sector workers will be prohibited from collecting these fees and unions will be forced to operate with far fewer resources. This will lead to reduced power — at the bargaining table and in the political process.

Right-wing backers of *Janus* incorrectly contend that everything unions do is “political,” and thus forcing workers to pay agency fees violates the workers’ First

Amendment free speech rights.

However, no one is currently required to join a union or to pay any fees that go to politics or political candidates and this ruling will not change that. Union political action funds rely on members’ voluntary contributions to elect pro-worker candidates.

Unions have a long track record of raising wages, and increasing benefits and standards for everyone, not just their members. That’s why Americans, especially young people, continue to have an increasingly favorable view of unions.

The *Janus* case is about taking away the freedom of working people to join together in strong unions to speak up for themselves and their families, and ultimately privatizing public education. — By CFT Staff



Teen students catapulted into the national spotlight Educators in the vanguard of gun control movement

Something has changed in the calculus of gun violence in America. The courage shown by the survivors of the horrific Parkland school murders has inspired rational people across the country to say “Enough!”

The moment of revulsion that always follows these atrocities is morphing into a movement that may tip the scales, finally, against the gun makers, the National Rifle Association and the do-nothing politicians. Educators and students are in the vanguard of this movement.

On February 21, a week after Parkland, the AFT Executive Council passed a resolution recommitting to commonsense measures that would help stop gun violence in schools. These include banning both assault weapons and high-capacity ammunition magazines, mandating background checks, rescinding the gun industry’s immunity, and opposing wrong-headed ideas like arming educators.

The AFT has also prioritized its efforts to expand mental health care, including fully staffing every school with qualified mental health counselors to identify and intervene before students reach a crisis point. The national union is also working to find ways to combat the stranglehold the NRA and gun manufacturers have on gun policy, including exploring further divestment of educator pension funds and others, from the gun industry.

Since the 2012 Sandy Hook mass murder at Newtown, Connecticut, there have been 239 school shootings, with 438 people shot and 138 killed. Yet, the NRA has used money, threats and influence to fight every commonsense reform of gun laws as an assault on the Second Amendment, while also shielding gun manufacturers from all legal liability related to the sale or use of their products.

President Trump and Republicans have ignored this crisis, offering, at best, rhetorical gestures and, at worst, blatant hypocrisy

— from focusing on mental health interventions (and ignoring gun restrictions) to misguided suggestions that we arm teachers and staff and militarize our schools.

America’s students — led by the courageous young people of Marjory Stoneman Douglas High School — are now leading the charge to prevent further tragedy. Organizers of the National School Walkout say hundreds of thousands of high schoolers will demand stronger gun laws by leaving school March 14.

The AFT is convening an activist committee to listen to members and students and to recommend ways that affiliates can seize this moment. Delegates to the CFT Convention this month will debate the union’s response and, on March 24, participate in an event organized by the March For Our Lives movement. — By CFT Staff

JOIN THE MOVEMENT

March For Our Lives: National organizers estimate that 500,000 people will march in Washington, D.C. on Saturday, March 24. Simultaneous marches around the world are likely; find an action near you at marchfourlives.com.

Day of Action Against Gun Violence in Schools: The AFT and the NEA have endorsed this April 20 action, marking the 20th anniversary of the massacre at Columbine High School in Colorado. Find an action near you at networkforpubliceducation.org.

» Join the conversation with hashtags: **#Enough**, **#NeverAgain**, **#MarchForOurLives**, **#GunControlNow**





“The most important difference that separates me from the other candidates is my 12 years of education experience. I have run afterschool programs and taught life skills and career training. I have served as an elected local school board member.”

Q&A

Get to know Tony Thurmond

MEET THE CFT-ENDORSED CANDIDATE FOR STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

In a race important to all educators, the CFT has endorsed Assemblymember Tony Thurmond for state Superintendent of Public Instruction. CFT President Josh Pechthalt said Thurmond, a former social worker, has demonstrated “time and again he is a champion of public education. His policy positions solidly align him with the needs of students, parents and educators.”

California Teacher asked Thurmond about his positions on education issues ranging from early childhood to higher education.

Why are you running for Superintendent of Public Instruction?

I am passionate about improving public schools because it was my public school education that prepared me for a 20-year career as a social worker and inspired me to serve on the West Contra Costa Unified School District Board, the Richmond City Council,

and now in the California Assembly. It’s time to make our public education system among the greatest in the nation, and I won’t stop until we get there.

What would be your top three priorities as SPI?

- 1) Opposing Donald Trump and Betsy DeVos’s anti-public education policies and creating an education rainy day fund to protect against any future Trump cuts;
- 2) Attracting and retaining qualified teachers by providing them with affordable housing, recruitment bonuses, scholarships, and higher wages;
- 3) Preparing California students for the jobs being created by our fast-growing 21st century economy.

Do you support expanding early childhood education?

The research clearly shows that the first five years of life are critical in making sure our children reach their full potential. However, as many as 170,000 California children did not attend preschool last year and will suffer the associated consequences. This is unacceptable. I've increased funding for early education as an Assemblymember and I will continue prioritizing investment in early education as SPI.

Do you have a proposal to increase funding for early childhood education?

This year, I introduced AB 43, a tax on private prisons that would shift \$450 million from our criminal justice system to early education and after-school programs. I also authored AB 435, which allows counties to use all state funds allocated for early learning and care, guaranteeing that families in need receive these critical services.

As SPI, I will work tirelessly to make sure all children receive high-quality early childhood education. My work in education and social services showed me the impact that early education has on our kids, and that's why I've made it my priority in the Assembly.

What is your position on charter schools?

I believe that charter schools should be required to follow the same guidelines as other public entities for disclosing how public money is being spent. In the Assembly, I co-authored legislation

that bans for-profit charter schools and I voted for legislation that increases accountability of charter schools.

Charter schools should be authorized by local districts, because they have to host the charter and provide the services that the students and the charter will need — they are much better suited for this than the county or state.

Do you believe charter schools should be more transparent and accountable?

Yes. In the Assembly, I've supported several bills that increase accountability and transparency for charter schools, including the enforcement of the Brown Act on public charter school boards and the upholding of

credentialing standards for charter school teachers. I voted to eliminate discriminatory preference in charter school admissions. I believe that charter schools must be measured through the same lens as public schools, follow the same guidelines, and be held publicly accountable.

Do you oppose vouchers for sending children to private schools?

Yes.

What is your position on using student test scores to evaluate teachers?

My career as a social worker has provided me a unique perspective into the lives of California youth. I understand the hardships



Assemblymember Tony Thurmond meets with CFT members who are his constituents during Lobby Day last year.

STEVE YEATER

Who is the billionaires' choice?

FIVE PEOPLE ARE VYING for the position of State Superintendent of Public Instruction, but Thurmond's main opposition comes from Marshall Tuck — the candidate voters rejected four years ago in favor of former teacher Tom Torlakson.

In 2014, Diane Ravitch called Tuck "the candidate of the power elite, the billionaires who cynically employ fake rhetoric about 'it's all for the kids,' when their real goal is to demonize teachers and invest in technology." She

added, "They have zero commitment to public education as a civic responsibility."

Tuck, a former Wall Street banker and president of Green Dot Charter Schools, largely ignores issues of economic inequality and poverty, and their impact on the classroom. He supports the so-called "education reform" agenda that says schools should be run like businesses, and he is backed by anti-union billionaires who will likely flood the state with ads.



MARSHALLTUCK.COM

youth face at home and in life, and how those challenges can follow them into the classroom.

Teachers can't control these factors and very often must go beyond teaching to the test to give these kids the education they need. That's why I support more comprehensive approaches to evaluating teacher performance. Student test scores can be a valuable part of state and local continuous improvement systems, but should not be the sole basis for judging teacher performance.

Do you support bringing nurses and mental health professionals back into our schools?

In the Assembly, I'm working to expand school-based health, mental health, and social service programs to remove the barriers that impede the ability of many of our students to learn.

As SPI, what would you do to support classified employees?

As chair of the Assembly Labor Committee, I've fought for living wages, fair work rules, and family leave for all workers. My bill AB 670 has extended classified employee status to part-time playground workers.

As superintendent, I'll keep fighting so that classified employees can feel safe doing their jobs and providing for their families. I will ensure the classified voice is present in all relevant decision-making processes.

Should community college be free to all who wish to attend?

Yes. In 2015, I worked to create a pay-it-forward system, allowing college students to attend at no cost and then begin to repay after graduation according to their job and ability to pay. I'm interested in continuing to work on this and other strategies to make college more affordable.

Do you support giving part-time community college faculty pro rata pay and benefits?

Yes.

How have you supported career and technical education?

In 2015, I co-authored a bill to expand CTE. I currently serve on the Assembly Select Committee on Career and Technical Education and chair the Assembly Select Committee on STEM Education. One of my highest priorities will be to modernize our



CFT Secretary and Treasurer Jeff Freitas congratulates Thurmond on his endorsement from the Democrats State Convention in February.

education system to prepare our students for the jobs of the future by creating internship programs with tech companies, placing tech mentors in schools, and modernizing curricula to include tech.

What do you see as the role of adult education?

We need to ensure every student, regardless of age, has the resources to succeed in our economy. Adult education helps parents to be engaged in their children's learning experience while also supporting their own personal development. Over the years, I have supported increasing funding for adult education.

As the SPI, what kind of working relationship would you seek to have with the CFT?

I will work closely with the CFT, because I know that improving our public education system is incumbent on ensuring that teachers and classified staff have the support they need to give our kids a great education, and I will ensure that we model at the state level highly collaborative working relationships.

How do you compare your qualifications to those of the other candidates?

The most important difference that separates me from the other candidates is my 12 years of education experience. I have run afterschool programs and taught life skills and career training. I have served as an elected local school board member.

In the Assembly, I fought for money to ensure youth in foster care have the opportunity to go to college, and to increase funding for early education. I passed laws to increase accountability for charter schools and ban for-profit charter schools, to provide \$38 million to reduce truancy, expand community schools, and facilitate restorative justice programs. I'm fighting to provide money for preschool and afterschool programs, and to reduce our state-wide teacher shortage by providing incentives to attract and retain more teachers.

No other candidate is better equipped to lead the resistance against Trump and DeVos, whose sole purpose is to undermine and defund our public education system.

NO OTHER CANDIDATE IS BETTER EQUIPPED TO LEAD THE RESISTANCE AGAINST TRUMP AND DEVOS



Largest-ever California wildfire tears lives apart

Colleagues, students and the union lend support to members in need

Although Laura Carrasco and her husband were at home in Oxnard on Monday, December 4, they didn't smell the smoke because of the 60-mile-an-hour winds. Around 10:30 pm, they looked outside, saw flames, and a few minutes later, firefighters went up the street with bullhorns, telling people to evacuate.

It was the beginning of the Thomas fire, the largest recorded fire in California history, which burned 273,400 acres in Ventura and Santa Barbara counties, destroying about 1,000 structures.

"The power was out, so we had to evacuate in the dark and find the black cat who was hiding and the carrier in the dark garage,"

"I grabbed medicine and a packet of important papers and that was it. My husband was so sure we'd be back that we didn't take any extra clothes. We didn't take anything."

— Laura Carrasco, Paraeducator, Dwire School

said Carrasco, a paraeducator at Dwire School, an elementary school for students with disabilities. "By 11 we were out. I grabbed medicine and a packet of important papers and that was it. My husband was so sure we'd be back that we didn't take any extra

clothes. We didn't take anything."

Well, just one more thing. Carrasco's husband's children and grandchildren were about to come over to celebrate the holidays. She had their gifts ready, and she also had out a photo album with pictures of her grandparents who came from Russia and Romania, and her parents and brother, who have all passed away. On impulse, Carrasco grabbed the album



Laura Carrasco and her husband greatly appreciated the union's immediate support.



COURTESY LAURA CARRASCO



Danny Guzman and his girlfriend left their apartment with only overnight bags and their cat.



to a rental in Santa Barbara, about an hour commute from his work. When January's heavy rains caused mudslides that closed the freeway, Palmer was no longer able to get to work.

"For the two weeks 101 was shut, I could have taken a train that drops me off miles away, or taken a boat and I would have spent more than I would have made for working, and it would take four-and-a-half hours one way to get to work," he said. "The union arranged that those who couldn't get to work would be compensated."

Palmer appreciated his union's help — as well as his co-workers' kindness — at such a stressful time. Along with his full-time job teaching workplace readiness, he has been meeting with a myriad of people to deal with the aftermath of the fire, including architects, contractors, lawyers, insurance agents, and surveyors.

Palmer and Carrasco are rebuilding their homes. But Guzman and his girlfriend, now staying with his girlfriend's father in Fillmore, are looking for another place to live. That could take a while.

"The housing market in California is ridiculous," Guzman said. "There's very little out there and when you add the fires, there are 1,000 more people looking."

Channel Islands High School English teacher Mudje Piddock lost her home in Santa Paula and, in a particularly harsh blow, doesn't have fire insurance. Piddock, a member of the Oxnard Federation, says her students' thoughtfulness gave her hope.

"I was really shaken and my students had written beautiful letters and cards," she said. "I decided to just give my all to the students — that was my way of feeling better."

The kindness of students, colleagues and the union, which got in touch quickly with a check to help out, touched Piddock after the experience of fleeing her home.

"It was around 11, and our four-year-old twins were sleeping," she said "It was like an apocalyptic movie — dark everywhere and there was all this traffic."

After all the upheaval, Piddock is grateful to be staying at her in-law's beach house.

"You don't ever expect something big like that to happen," she said. "Thank goodness everybody's safe. That's a blessing."

—By Emily Wilson, CFT Reporter



Mudje Piddock and her family are grateful to have survived the apocalyptic event.



— the only record she now has of her family. Everything else was destroyed.

Santa Paul High School Athletic Director Danny Guzman evacuated his Ventura apartment Monday night, also convinced he'd be back soon.

He was taking a class to get an administrative credential when a friend texted to let him know what was going on. When he got home, the winds were blowing, and he tried to pad the windows to keep the ash out. He and his girlfriend decided to evacuate because the air quality was so bad. They grabbed their cat and packed overnight bags in the dark, expecting to go to work the next day, then drove to his father's in Ventura.

"I was really shaken and my students had written beautiful letters and cards. It was a catharsis for me. I decided to just work so hard and give my all to the students — that was my way of feeling better."

— Mudje Piddock, English Teacher, Channel Islands High School

Guzman, a member of the Santa Paula Federation of Teachers, found out the next day his apartment building had burned down. Since he had nothing but a change of clothes, he was grateful when his union president reached out to him with a gift card.

"I was kind of in shock," Guzman said. "It helped me get some necessities. I was like, 'Oh, yeah, I need a comb, I need a toothbrush.'"

Carrasco also appreciated how quickly the union got in touch. Along with the card from the CFT, her local, the Ventura County Federation of Paraeducators, gave her a check. The apartment she and her husband are now in is across the street from Target, and she says she's spent a lot of time there with her gift card.

The gift cards meant a lot to Richard Palmer, an adult education teacher with the Oxnard Federation of Teachers and School Employees. After losing their home in Ventura, he and his wife moved



Results of technology audit released CFT introduces bills, lobbies for state budget improvements

The second year of the two-year legislative session started on January 3 and the governor released his 2018-19 state budget proposal a week later. The CFT is providing feedback on the budget, especially about the more controversial proposals, hoping to effect change in the May revision.

The CFT introduced its new suite of sponsored bills by the February 16 deadline, and the legislative department is analyzing hundreds of newly introduced bills to make recommendations on those that may impact members. Below is a summary of the CFT-sponsored legislation and of the governor's budget proposal.



Members share concerns with Speaker of the House Anthony Rendon, at left.

CFT-SPONSORED LEGISLATION

Parental leave for school and community college employees

AB 2012 (*Medina, D-Riverside*) would require, regardless of whatever differential pay system is used by school or community college districts, that a person employed in an academic institution would receive no less than 50 percent of his or her regular salary for the remaining portion of the 12-week period of parental leave.

AB 2393, signed into law in 2016, provided up to 12 weeks of paid parental leave for all school and college employees. However, the bill overlooked part-time faculty members who work in differential pay districts. AB 2012 aims to address this discrepancy.

Solutions for educator housing, recruitment and retention

AB 2788 (*Thurmond, D-Richmond*) would express the intent of the Legislature to enact legislation that would help close the achievement gap by providing school districts an educator housing tool that addresses California's current crisis of low recruitment and retention of educators. AB 2788 is essentially the same bill as AB 45, which CFT co-sponsored in 2017. The author is currently bringing together stakeholders to identify a viable funding source.

Create International Workers' Day holiday

AB 3042 (*Santiago, D-Los Angeles*) would combine the current Lincoln and Washington Birthday holidays into one holiday — Presidents' Day. The bill

would then create an International Workers' Day holiday to be held on May 1 of each year. The bill would encourage public schools to include into their curriculum the history and significance of the labor movement in the United States.

Establish tax deduction for cost of teacher induction program

SB 1214 (*Portantino, D-La Cañada Flintridge*) would, for each taxable year beginning on January 1, 2019, and before January 1, 2024, allow as a deduction from gross income an amount equal to the amount paid or incurred, up to \$2,500, for up to three tax years, for new teachers who are required to pay for their teacher induction program to obtain their clear credential.

CFT BUDGET REQUEST

Launch pilot project to teach labor in the schools

The CFT is asking for one-time Proposition 98 funds to finance a pilot project that would duplicate the labor curriculum pioneered in Los Angeles. The budget allocation — \$900,000 a year for three years — would cover materials and personnel to provide professional development in various school districts across the state, so that more teachers may elect to teach about the intersectorality of labor and social studies, history, and economics, along with a mock collective bargaining session.

— By Ron Rapp, CFT Legislative Director

The governor's state budget proposal: The good and the bad

WITH REVENUES UP IN CALIFORNIA, the good news is that the governor's proposal for 2018-19 provides \$78.3 billion in funding for K-12 schools and community colleges — an increase of \$4.6 billion from the current year. The bad news? The CFT has concerns about some of the governor's budget proposals.

For most educators, a 2.51 percent cost-of-living increase is proposed for preK-12 schools, county offices of education, community colleges, and adult education.

For preschools, the governor maintains a three-year agreement to add 2,959 preschool slots, and increase provider rates by 2.8 percent.

For preK-12 schools, the governor allocated \$3 billion to close the Local Control Funding Formula gap two years early, and proposes \$1.8 billion in discretionary funds. He allocated \$100 million to recruit and retain special education teachers. However, the governor has chosen to deposit an additional \$3.5 billion into the Rainy Day Fund, more than the \$1.5 billion required by the Constitution. The CFT would rather see those dollars allocated to increase the LCFF base grant and further address inadequate funding overall. According to *Education Week*, California currently ranks 43rd in per pupil funding.

For the community colleges, the governor allocated \$60 million for growth. He dedicated \$46 million in ongoing funds to provide fee waivers for first-time students as called for in last year's successful AB 19.



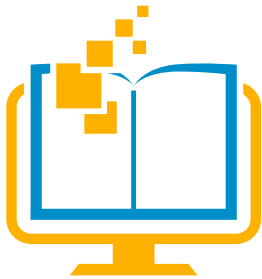
Petaluma members meet with north state Assembly member Jim Wood.

STEVE YEATER

However, the CFT has serious concerns about governor's proposal to create a fully online college, and introduce a performance-based funding formula. (See full story page 18) The governor also raised concern by allocating \$212 million in the Career Technical Incentive Grant Program to the Strong Workforce Program.

For the University of California, the governor proposed a 3 percent increase in base funds. — By Ron Rapp, CFT Legislative Director

Findings from community college technology audit



DOES THIS SOUND FAMILIAR on your community college campus?

- Training on the accessibility of instructional materials is offered, but instructors are not required to attend.
- There is inadequate monitoring of instructional materials and websites to ensure accessibility.

- Institutional knowledge rather than long-range planning guide implementation for IT replacement and upgrades.

These are some of the findings in a state audit requested by the CFT and released on December 5. The audit concluded that the community colleges reviewed were not adequately monitoring technology services for accessibility, and that they should formalize procedures for upgrading and replacing instructional technology equipment.

The union sought the audit after delegates to the CFT Convention passed a resolution calling for a study of technology implementation. With one-time state budget monies, the state auditor reviewed three representative college districts: Foothill-De Anza, Los Rios, and Cerritos.

Federal and state laws require community colleges to make all class materials available, upon request, in a format that is accessible to stu-

dents with disabilities, and to ensure that websites meet guidelines for accessibility. Colleges are required to have technology master plans, and IT planning is part of accreditation.

Auditor's key recommendations

- Establish and monitor response timelines to meet requests for alternate media services from students with disabilities, and periodically review performance in completing the requests.
- Set procedures to monitor and periodically review the accessibility of instructional materials to ensure students with disabilities have equal access to them.
- Develop procedures for upgrading and replacing IT equipment consistently, and ensure that technology master plans are current and contain detailed steps for achieving their goals.

Although the Chancellor's Office has developed guidelines for prompt delivery of alternate instructional materials, there are no guidelines for monitoring these provisions. As a result, the audit recommends that the chancellor issue guidance on response time and monitoring, as well as establish written protocols for upgrades.

— By Bryan Ha, CFT Legislative Representative

» Find the full Audit Report at goo.gl/jqkPb5.

You've seen them in tourist places and novelty shops, or maybe at the local teacher store — “Rules for Teachers.” Funny, good for a knowing laugh at the 19th century. Teachers were expected to do some things and not to do other things. They were admonished, threatened, rewarded if they read the Bible, and could be dismissed for, among other things, getting a shave at a barbershop.

The rules were toughest on women, who, on one list, had to wear two petticoats, could not marry, could not dye their hair, and couldn't even ride in a car or carriage with any man who was not their father or brother. And, at a time when fully 75 percent of teachers were women, they were often paid a fraction of what their male colleagues received.

Faced with rules having little or nothing to do with the profession of teaching, women rebelled and organized a union.



Early teacher organizing wins right to marry, dye hair

How educators paved the way more than 100 years ago

These lists of “rules” sound funny today but they were serious then, reflecting the place of teachers, and especially woman teachers, in the society of the day. Teachers responded by forming teacher clubs and associations, where they exchanged ideas and news and formed friendships. However, these groups were often limited to whites only and split into women's and men's sections. Some, like the precursor of today's National Education Association, included administrators in their membership.

So, given the severe restrictions on them, it is not surprising that it was women who first challenged the county school boards and paved the way for the first teachers' union, the American Federation of Teachers in 1916, and our own CFT in 1919.

Consider the case of Kate Kennedy, who in 1874 brought the case that established the legal precedent of equal pay for women who were doing the same work (in her case, that of school principal) as men. She was an active member of the leading national

union of its day, the Knights of Labor. And in 1890, she brought and won a case that prohibited districts from firing teachers, except for “professional misconduct” or “incompetence.” Right. You could now dye your hair and still keep your job. Thanks, Kate.

KNOW OUR HISTORY



A second pioneer in the formation of teachers' unions was a medical doctor named Margaret Mahoney. She was leader of an organization called SFTF, the San Francisco Teachers' Federation, which was founded in 1906 with 40 members, mostly women. Mahoney, also a school principal, and her small organization drew on the example of San Francisco's then powerful labor movement.

They challenged the notion that a married teacher's request for a leave could be treated, if the district wished, as a resignation. SFTF also protested the random transfers of teachers from one school to another as a “reign of terror” in the

schools. The group encouraged dialogue and cooperation between teachers and labor unions, but was never formally affiliated because of resistance from the AFL and from some rank-and-file teachers.

By then, teachers in San Antonio and Chicago had formed similar unions and had been able to affiliate them with their local labor councils. It was only a matter of time before fledgling locals around California joined together and did the same thing.

— By Bill Morgan, a member of the CFT Labor in the Schools Committee who taught elementary students in San Francisco for 34 years

» **Editor's note:** This spring kicks off a year of celebration: The CFT turns 100 on May 31, 2019. Our anniversary coincides with the *California Teacher* becoming an online-only magazine, ending 71 years of regular print publication. Your final print issue (April-May) will contain a commemorative history of the CFT recapping key parts of the Federation's first 100 years.

Teacher Leader program empowers educator voice Motivated participants confidently take new skills to Sacramento

Connie Nam used to grumble about union dues, until as a participant in the local's Teacher Leaders program, the veteran fifth and sixth grade teacher learned about her union's legislative advocacy role. Now, amidst the war on public education, she says, "It's worth it. Nothing comes for free."

Starting last fall, 15 members of the ABC Federation of Teachers began attending meetings two evenings a month, according to Tanya Golden, who conducts the local's Teacher Leaders program. The AFT program is designed to identify and train highly motivated educators who will take leadership roles in their schools, unions and communities, and generate support for public schools and unions.

At first, most teacher participants, who are already leaders in their schools, expect only professional development, says local President Ray Gaer. "But we are also training them in the big picture of unions being advocates in schools. We lay the foundation for teachers to grow in



their careers and to have an understanding of how the union is important."

Participants choose a professional research topic, then share their findings with the group, and learn about local issues. Golden, the union's executive vice president, called the program "a great



Sharpening their political skills in Sacramento are Jill Yasutake, left, Rachel Jimenez, above, Connie Nam and Myong Cho, upper right.

way to grow a core of member advocates. We can then ask them to speak about education issues, serve on committees, and advocate for union interests and actions."

In today's political climate, Nam sees the importance of writing as a foundation for critical thinking. She is researching writing development and instruction and reports



consistent improvement in her instruction and student performance.

Nam has also taken on a more ac-

active role in the union. "My eyes are opened to the broader issues that affect everything we do," she says. She keeps up with relevant issues, corresponds with elected officials, and urges her colleagues to do the same. At CFT Lobby Day on January 30, Nam learned more about the legislative process and felt empowered to talk forcefully with state legislators about education issues.

Golden is proud of ABC's greater participation in this year's Lobby Day and credits the Teacher Leader program. "We've always had a few members participate." But this year 13 teacher leaders, clad in CFT "Organize, Resist" t-shirts made the early morning trek from southeast Los Angeles County to Sacramento.

Rachel Jimenez learned the importance of communicating with legislators. "Just by

Teachers trump president using #ArmMeWith

RICO TAMAYO COUNCIL PRESIDENT

Responding to the school shooting in Parkland, Florida, President Trump proposed that federal funds go to train classroom teachers to use a gun. I, along with countless other educators across the country, are stunned by the notion that weapons would have a sanctioned place in the American classroom, making "teachers as armed guards" the new normal.

Better ways to support students and teachers might include fully funding special education, getting teachers the classroom supplies they need, and allotting more money to lower class size ratios, improving the working conditions of teachers.

Understanding that teachers know what is best for their students, a high school teacher has started a movement on Instagram and Twitter using the hashtag #ArmMeWith. Using

this hashtag, teachers share what they would prefer to be "armed with" instead of guns. Recurring themes are more support, more time in the classroom, more counselors and strong mental health systems that support students.

To see what teachers are sharing, and to add your own suggestions, join the #ArmMeWith movement online.





STEVE YEATER

As part of the local's expanded participation in CFT Lobby Day, Tanya Golden, center, and Rhonda McNutt engage with a legislative staffer in the Capitol.

taking two minutes out of your day,” she says, “emailing or phoning can make a difference of whether an important bill passes or not. One person isn’t going to make a difference, but all of our single voices can become this one huge voice.”

Jimenez is a middle school special educa-

“Just by taking two minutes out of your day, emailing or phoning can make a difference of whether an important bill passes or not. One person isn’t going to make a difference, but all of our single voices can become this one huge voice.”

— Rachel Jimenez, Middle School Special Education Teacher, ABC Federation of Teachers

tion teacher, and says, through the program she has learned how her district and union operate, and how the union supports staff. With a better understanding of budgets and how collective bargaining works, she is committed to advocating for the union at her school. Jimenez worries about *Janus*

v. AFSCME, the case before the Supreme Court that may overturn the ability of public employee unions to collect fair share fees from non-members.

Jimenez is researching charter schools. With anti-public education forces pushing vouchers and privatization, she says, “Corporate billionaires are trying to weak-

en public education and our unions. We must fight for better classroom environments and working conditions.”

Second grade teacher Kelley Forsythe says the program has given her the added confidence to serve as union site rep. “It’s incredibly valuable to sit in a room with

other educators at varying levels of experience and talk about what’s going on.”

Forsythe said she didn’t get involved before because she lacked that confidence. “I didn’t feel like I could hold a conversation about union business or federal issues as well as I would have liked to,” she said. “I wanted to become more knowledgeable, and to become more active instead of sitting on the sidelines.”

Things are different now, Forsythe says. She feels equipped to have discussions with members and administrators. “I can knock on someone’s door and have a more authentic, engaging conversation with them as a direct result of the Teacher Leader program.”

Golden looks forward to growing the Teacher Leader program in coming years. “When teachers across the district who didn’t know one another before meet and talk about their schools and experiences, they learn from one another and build relationships — and our union gets stronger.”

— By Mindy Pines, CFT Reporter



Laura Manríquez, who won a grant to help cover the cost of getting a teaching credential, working with kindergartners at Aliso Elementary.

NIK BLASKOVICH

On Becoming an Educator

Classroom veteran looks forward to being a teacher

By Laura L. Manriquez

I recently became aware of an opportunity to obtain financial assistance in earning a teaching credential through the California Classified School Employee Teacher Credentialing Program, which is intended to attract classified staff who are interested in becoming teachers.

California is facing a shortage of qualified teachers, and I see this as an opportunity to do my part in helping to close that gap by educating the young students in my community as a credentialed teacher. So, with renewed hope, I submitted my application in the anticipation of possibly

receiving assistance with tuition, textbook costs, and student fees. I was pleased to be chosen for participation in the program, and I am moving forward with my plan to earn a California Multiple Subject teaching credential. This is a huge step forward in realizing my dream.

My journey to becoming an educator began when my family's financial situation required me to return to work after my youngest child entered kindergarten. Prior to that, my associate's degree in fine art had led me to be a staff artist at a newspaper, and later a graphic designer, art director, commercial illustrator, owner of a design and marketing firm, and even a faculty

member at a local trade college.

But eventually, my career took a back seat to my role as mother, and I wanted a job that would allow me to be available to my two young children before and after their days at grade school. So I became an instructional assistant in 2000, working part-time at Aliso Elementary School in the Carpinteria Unified School District, a job I have held continuously since then. There I learned about child development, multiple intelligences, inquiry-based learning, classroom management, and much more.

After two years in the school system, I saw that students were exposed to very little enrichment in the arts and sciences and I

realized that my skillset could help fill that gap. I became an instructor for various after-school programs in public schools, private schools, and special enrichment programs sponsored by the city or the arts council, and designed and wrote curriculum for the courses.

Often I worked at two or three schools daily, commuting within a 50-mile radius. At night, after helping my kids with homework and preparing dinner, I would stay up late preparing for the next day's work; first as an instructional assistant each morning and then as an enrichment instructor each afternoon.

Teachers and parents encouraged me to offer more, and in 2002, I created Kids Love Art!, an enrichment program held during spring, summer and winter breaks in Carpinteria. This made for a year-round schedule of dizzying proportions. As the

magna cum laude. Fifteen more units of early childhood education earned me a Child Development Permit as a master teacher and site supervisor.

During that time, I often thought about earning a teaching credential, believing that my skills as an educator after 17 years in the classroom could be put to best use as a credentialed teacher, only to realize it was out of reach considering the student loans I already carried.

Then, I learned from the Santa Barbara County Classified Credentialing Consortium that, through the Classified School Employee Teacher Credentialing

"The union officers have worked tirelessly for me personally on more than one occasion, and I continue to appreciate their courage and dedicated support. I trust my union, and knowing that it advocated for this program encouraged me to apply."

— Laura Manriquez, Instructional Assistant, Aliso Elementary School, Carpinteria

program's popularity grew, I added science and engineering to the curriculum.

Kids Love Art! operated until 2014 and reached many local students, something that continues to be a source of personal pride for me. As it wound down, I reentered college, attending CSU Channel Islands to earn a bachelor's in fine art. Three years and \$30,000 of student debt later, I graduated

Program, funding was available for eligible applicants to receive up to \$3,300 per year for up to five years.

I also learned that the CFT, a parent to my local union, was instrumental in obtaining funding in the state Legislature for this important program. My local, the Carpinteria Association of the United School Employees, AFT Local 2216, has



MIK BIASOVICH



been an indispensable employee advocate in my district during the years I have been employed as an educator. The union officers have worked tirelessly for me personally on more than one occasion, and I continue to appreciate their courage and dedicated support. I trust my union, and knowing that it advocated for this program encouraged me to apply.

So, I'm sending a wish for the best of luck to all classified employees who want to earn a teaching credential, and I encourage you to follow your dream by applying for the California Classified School Employee Teacher Credentialing Program if it's available in your district or county. In following this dream, teachers can help so many others realize the dream of a high-quality education and therefore, a higher quality life.

Laura Manriquez is an instructional assistant at Aliso Elementary School in Carpinteria and a member of the Carpinteria Association of the United School Employees, AFT Local 2216.

Our stories capture enduring truths

LUUKIA SMITH COUNCIL PRESIDENT

The CFT successfully lobbied for the state-wide program that provides classified employees with financial assistance to become credentialed teachers. This program helps classified staff in preK-12 schools who want to make the transition to teaching. It represents a significant investment in the value of classified employees.

At CFT Lobby Day, we shared with

Sacramento legislators how we are passionate about our work, and how we are often a student's first contact in the school day.

The bus driver, the office secretary, the student services advisor, instructional aide or custodian, we all play a necessary part in educating our students. If there is a need, we try to meet it. Classified employees are the behind-the-scenes fixers. We help students in different ways than faculty, and many people do not realize the

important role we play in the educational system.

The public must be reminded that schools and colleges are staffed with more than teachers and administrators. We need to share who we are and what we do. By sharing our stories about the impact we have on our students and in our communities, we can do just that.



CFT opposes two of the governor's budget proposals These recycled ideas have proven ineffective in other states

New fully online community college

In spite of critics, including the CFT, who say online classes harm the students who need the most help, Gov.

Jerry Brown has proposed a fully online community college in his \$132 billion state budget for 2018-19.

Leaders and educators at the CFT charge the proposal is expensive, unnecessary, and counterproductive. Without face-to-face help from a teacher, students who

up with this," he said. "We've been doing it in all our other community classes. So why create an online college when all 114 other colleges are already offering online classes?"

While about 11 percent of courses taken at community colleges are now online, duplicating what is already being done isn't the only problem with Brown's proposal. It was put together without the usual stakeholders, and how an online college would be accredited is unclear.

The people who would be targeted for

on other things that would help students, Mahler says.

"In the budget proposal that the community college system put forward, stakeholder groups unanimously agreed we need more money for full-time faculty and adjunct faculty hours," Mahler said. "The governor funded zero. Rather than spending \$120 million on this, why not spend it on something that's a guaranteed success?"

Performance-based funding

Another controversial Brown proposal would change the funding

mechanism for community colleges. Each district would get a base grant, reflecting enrollment, and a supplemental grant based on the number of low-income students.

The problem, Mahler says, is with another component, called the Student Success Incentive Grant, which proposes additional funding for the degrees and certificates districts give out. Districts may grant more degrees and certificates to get more funding.

"It would create diploma mills," Mahler said. "It's not a smart model — it doesn't incentivize the right things. Instead you're teaching to the degree." No classified or faculty members were asked to participate in developing this proposal either.

— By Emily Wilson, CFT Reporter

"...stakeholder groups unanimously agreed we need more money for full-time faculty and adjunct faculty hours. The governor funded zero. Rather than spending \$120 million on this, why not spend it on something that's a guaranteed success?" — Jim Mahler, President, Community College Council

struggle don't do well in these online classes. Plentiful anecdotal evidence, bolstered by studies from the Brookings Institute and the Public Policy Institute of California, clearly show this. But Brown and other proponents of this idea say online classes would reach those who cannot get to regular classes.

Jim Mahler, president of the Community College Council has a response to that.

"It's not like the rest of us are still living in caves, and they're the first ones to come

an online community college are the ones traditional institutions already are striving to reach.

"It's a single parent working adult who doesn't have any time to take classes and is least likely to be successful online," Mahler said. "They're not going to come up with any new brilliant way to reach people we don't already reach."

The \$120 million proposed for this online school could be much better spent

Budget proposals: A fast train to nowhere

JIM MAHLER COUNCIL PRESIDENT

We begin the legislative session focused on defeating two of the governor's wrongheaded proposals: A fully online community college and performance-based funding.

There is no need to create a 115th, fully online college in our system. It duplicates what our existing colleges can already deliver: Students from anywhere in California can currently take classes at any college. It's the

community college equivalent of the governor's bullet train boondoggle.

There is a place for online learning in our system and our members are engaged in developing innovative course work that meets the needs of students. But this must be done as a supplement to traditional face-to-face learning. That's what students want and it's what the research shows is effective.

Similarly, performance-based funding models have been attempted and resulted in failure in

every state where they have been touted as the "great new thing." We don't need to provide an incentive for colleges to turn themselves into diploma mills. The definition of insanity is trying the same thing over and over again, but expecting a different result.

We need to stay sane and work hard to defeat these ill-conceived proposals.



San Francisco's voter-approved Free City measure is a model for the statewide College for All initiative.



COURTESY LOCAL 2121

SIGN ON THE DOTTED LINE!

Help put “College for All” on the November ballot

In a huge success, AFT Local 2121, the faculty union at City College of San Francisco, created “Free City” — offering free classes to San Francisco residents starting last fall semester. Funds for the program, about \$44 million a year, come from a transfer tax on properties selling for \$5 million or more. Enrollment has gone up by thousands of students since the program started, bringing the school millions more in state funding.

Now the CFT wants to do the same thing for community colleges statewide, along with the California State and the University of California systems. Members are gathering signatures to put College For All on the November ballot. Money for tuition — about \$3 billion — would be raised by creating an estate tax in California, levied on the top 0.2 percent of households.

“The reason why they chose an estate tax is that California does not have one and quite a few states do,” said Tim Killikelly, Local 2121’s president who has been working with

College for All. “It’s very similar to the City College program, which is funded by a transfer tax.”

Killikelly says College for All could make a huge difference to students who would no longer have to go into debt to get a higher education.

“It’s a realistic, progressive vision of policies that will help people a lot,” Killikelly said. “Locals around the state have contributed to our campaign, and we’re trying to make it not just a San Francisco thing, but we’re trying to make it happen other places as well.”

Monica Malamud, a Spanish teacher at Cañada College in Redwood City and chair of the CFT Higher Education Issues Committee, also sees College for All as an attainable, worthy goal.

“I have always believed college should be free, not just affordable,” Malamud said. “The only way to guarantee it’s accessible for all is to make it free.”

» Learn what you can do to help qualify the initiative at collegeforall.com.

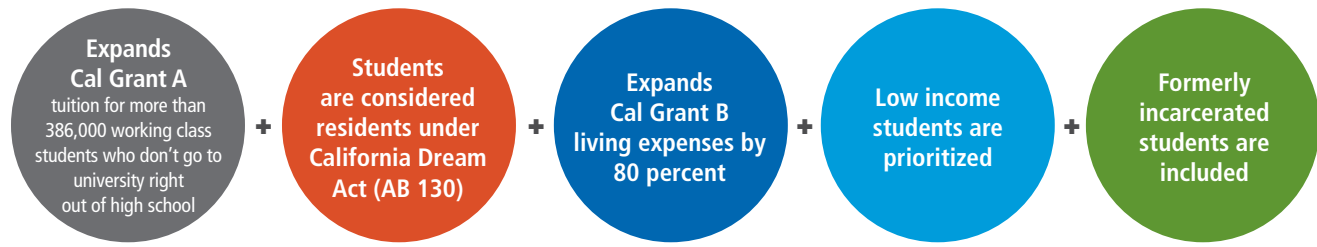


CHRIS HANZO



Tim Killikelly

Why is this measure exciting and progressive?



Creating an estate tax in California, levied on the top 0.2 percent of households, would raise \$3 billion for tuition.



UC Santa Barbara Lecturer Ellen Whittet, says students “don’t have the criteria to make a real evaluation of the instruction.”

NIK BLASKOVICH

Student assessments unreliable for evaluating instructors Biased opinions may effect reappointment for contingent faculty

Evaluation can be a harrowing experience for any educator. But for non-tenured faculty in the UC system, the emotional drain is compounded by the critical role that evaluations play in whether a lecturer continues to work at all.

“We’re reviewed every two years until we get our appointment,” explains Ellen Whittet, now in her sixth year teaching at UC Santa Barbara. “We have to put together a portfolio made up of three elements — our teaching, service to the university community, and professional development. The evaluations of students are really important to the teaching component.”

Those evaluations are collected and evaluated by the Instructor and Course Evaluation

System, which, according to its website, “allows students to provide feedback, which is used to improve courses and instruction.” While faculty themselves can view the assessments (although not the names of the stu-

dents making them) they are also reviewed by department chairs “to assess both their faculty, and the value of courses offered in their department,” and by university committees “as part of faculty reviews, to determine promotion and tenure.”

This sounds like a democratic exercise, allowing students input into the quality of the instruction and those giving it. The reality is much more complex.

According to the American Association

“The bigger problem is that the students don’t really understand that what to them are gripes can have such a profound impact on the job of the teacher.” — Ellen Whittet, Lecturer, UC Santa Barbara

of University Professors, “student evaluations and their use by institutions exacerbate the problems of a two-tier system, compromising the quality of education.” UC-AFT President Mia McIver, who developed a presentation to assist lecturers in coping

with the system, adds that “because administrators rely on student evaluations to decide whom to reappoint, non-tenure-track faculty have an incentive not to offer rigorous and challenging courses. This ultimately compromises educational quality.”

Many argue that students’ gender and race biases can play a part in their evaluations. “Teachers tell me their evaluations say ‘how nice she is,’ or that ‘she has great style,’” Whittet says. “One recalled an evaluation that said ‘gotten too sassy recently.’ The positive comments still would only be made about a woman, while the negative ones imply that ‘she doesn’t know her place.’ Evaluations are more likely to call a white professor ‘brilliant’ while questioning the qualifications of a teacher of color.”

Whittet says the inclusion of these biases isn’t really the fault of the students. “They’re not experts. The bigger problem is that the students don’t really understand that what to them are gripes can have such a profound impact on the job of the teacher. They’re really about how the student perceives the class, because they don’t have the criteria to make a real evaluation of the instruction.”

McIver notes in her presentation that

student evaluations began a century ago, as private communications between student and instructor. In the 1960s, as students demanded more of a voice in their education, evaluations began to be publicly circulated. Administrators soon exploited the student initiatives to effectively outsource teacher

about the evaluations, including emphasizing how serious they are, who reads them, and the use made of them. “Students deserve transparency about how their university works, including info about the relationship between student evaluations of teachers and reappointment for contingent faculty,” she says. “Talk with students about how the learning process is intended to challenge them to grow, not entertain or please.”

Whittet cautions, though, that too much discussion from the teacher can seem self-interested. She thinks the system is curable, but would need a huge overhaul. “Because it affects lecturers so greatly,” she argues, “the proposals for change should include their voices.”

The current UC-AFT contract for lecturers provides

some protection, including access to the reports and evaluations by those evaluated, the addition of assessments by successful former students and other faculty members, and “that the quantitative measure in the student evaluation is not the sole criterion for evaluating teaching excellence.”

McIver predicts that the next UC-AFT contract negotiations will seek to reduce the weight given to student evaluations.

— By David Bacon, CFT Reporter



Students engage in spirited discussion in Ellen Whittet's UC Santa Barbara class.

NIK BLASKOVICH

assessment, displacing it from peers onto students alone.

Subsequent studies cast doubt on the objectivity and value of the evaluations. In one, “a charismatic actor giving a nonsense lecture was rated highly by a well-educated audience,” while another showed that students “tend to assign high ratings to teachers from whom they learn the least.”

McIver and the union have suggested ways instructors can talk with students

Problem of contingency needs feminist framing

MIA MCIVER PRESIDENT

Like so many other labor and education issues, contingency needs a feminist framing. The battle against contingency at the university level is fundamentally about the role of women scholars and teachers in the academy. Women earn 46 percent of doctoral degrees. Those who continue on to faculty careers are disproportionately appointed into contingent positions.

At the University of California, one third of

tenure-track faculty are women, while one half of lecturers are women. We’re proud of the equal gender representation within our union’s ranks, but to UC managers and administrators, a more feminized workforce justifies shabbier treatment: lower pay, fewer full-time appointments, more faculty excluded from benefits, less parental leave, and far less job security.

These patterns are the legacy of the historical devaluation of teaching as women’s work. They also indicate higher education’s general failure

to take women seriously as scholars and researchers. In working to elevate the status of lecturers at the UC, our union is working to give women faculty the recognition and compensation they deserve. The gender wage gap in academia is yet another of the ravages of contingency.



Retiree experience and advice helps actives

Financial workshops assist in retirement planning

Do you know the differences between “defined benefit,” “defined contribution,” and “cash balance” retirement plans? Not ringing any bells? Can you tell a SEP-IRA from a 403(b) plan? Still nothing?

You aren’t alone. So, for nine years, the AFT Local 2121 Retiree Chapter has organized a daylong workshop on financial literacy and how City College of San Francisco faculty can best prepare for retirement.

Workshops were originally aimed at part-timers, but the audience has expanded to all faculty and staff. About 120 employees attended the 2018 sessions aimed at everyone from new-hires to some ready to retire within a year.

“We’re trying to get people to start paying attention in their 30s,” said retiree Doug Orr, who leads the “Retirement Planning 101” panel and chairs CFT’s Retirement Policy Committee.

The two dozen sessions at this year’s workshop ranged from Social Security and Medicare for those with other coverage, and planning for long-term medical care, to setting up wills and family trusts. Non-financial topics included preparing emotionally for a post-work schedule.

Orr said the curriculum changes every year. This year his panel touched on some Trump administration threats to Medicare and healthcare. During George Bush’s second term they explored his attempt to privatize Social Security.



Former economics instructor Doug Orr leads a retirement planning session.

Local 2121 retirees worked about six months to prepare the workshop. Orr said the chapter would be pleased to advise other AFT local unions how to start a retirement planning program. About a dozen locals offer similar workshops, he estimated.

The January 8 workshop was dedicated to the late union activist Cliff Liehe, who recently died of cancer. AFT locals across California have reproduced Liehe’s primer on how part-timers can get the most from the CalSTRS system.



Cliff Liehe

“Cliff was a part-timer and had practiced law,” retiree Ann Killebrew said. “He was

appalled by conditions that part-timers faced, and started these workshops to help them set up their retirements as well as possible, given the pay inequities.”

Orr said Liehe corrected CalSTRS several times on how to calculate pensions for part-timers. “Cliff got hundreds of thousands of dollars in additional benefits for part-timers.”

— By Steve Weingarten, CFT Reporter

» You can find the excellent booklet *Retirement Primer for Part-Time Faculty* written by Cliff Liehe on the CFT website at goo.gl/3Dty3f.

Speak out against gun violence on April 20

JOHN PEREZ COUNCIL PRESIDENT

The AFT has called for a national day to protest the killing of our children. We have turned out to support our mothers, sisters, wives and girlfriends, now is the time to turn out to support our children and grandchildren.

Gun violence is the second leading cause of death among American teenagers, according

to a major report on healthcare in the largest economies in the world prepared by the U.N.’s Organization for Economic Cooperation and Development. It is an epidemic that must be stopped. School should be the safest place for a child, not a shooting gallery for a person with an automatic weapon.

Many of us watched generations of children pass through our classrooms, and our entire

careers passed without the worry of a shooter on campus. Students, communities and working educators need to hear our supportive voices now more than ever. On Friday, April 20, please join the Day of Action Against Gun Violence in Schools in your region.

> Learn more at cft.org.



LOCAL 6439

Culinary Institute faculty organize, win landmark contract

There's a lot cooking at the Napa Valley's Culinary Institute of America and it's not just Pancetta-Wrapped Mount Lassen Trout and Meyer Lemon Pudding Cake.

The faculty employed there teach chefs how to make gourmet dishes — from hors d'oeuvres to desserts — and how to plate them. They also train waiters, managers, and sommeliers.

But the 28 faculty members at the Greystone Campus in St. Helena wanted a union and more respect on the job. They reached out to CFT early last year, and, after several months of organizing and planning to reach supermajority support, the instructors cast their votes. They won union recognition by an overwhelming majority on March 3, 2017.

"We felt all the anxieties associated with an election," said chef and now local President Ken Woytisek, "but



TERRY ELVERUM

Faculty sign up to be members, above, and Local President Ken Woytisek, right, was among those casting ballots to ratify the local's first contract.



we achieved success through our resolve to become a union."

Now a year later, the Greystone Federation of Teachers, AFT Local 6439, has negotiated a landmark four-year agreement. This first

contract will provide both full- and part-time faculty 12.25 percent pay increases over the next four years, retroactive to June. Faculty who work at the onsite restaurant and café will also receive restaurant stipends.

All four ranks of instructors will receive a minimum increase of \$5,000 by June 1, 2020, as a result of the successful contract negotiations.

The Culinary Institute has three campuses in the United States — Hyde Park, New York; San Antonio, Texas; and St. Helena, California — with a fourth in Singapore. The faculty who teach at Hyde Park are represented by the AFT.

Using the Hyde Park contract as a blueprint, CFT negotiators, with an eye toward inclusion, secured new workplace rights specifically for part-time faculty. "We could not have done this without the support and guidance of the CFT," says Woytisek.

Faculty members also now have a labor-management committee to discuss ongoing concerns, including one they share with many California educators — class size.



COURTESY LOCAL 1990

NEW UNION The campus security guards who work in the **Compton Unified School District** just chose AFT as their bargaining agent. The classified

workers are now in the process of forming their new AFT local and look forward to bargaining a first contract seeking workplace protections.

UC-AFT Lecturers and librarians in the **University Council-AFT** have been organizing up a storm on UC campuses across the state. At UCLA, seven different campus unions worked together in a massive blitz to bring more UC workers into their unions.

LOCAL 1078 The **Berkeley Federation of Teachers** hosted a community event to support public education on March 1. The union screened the film *Backpack Full of Cash*, a cautionary tale about how privatization and funding cuts have devastated public schools. It also showcases a well-resourced public school

system, where poor kids receive a high-quality education without charters or vouchers.

COURTESY LOCAL 2279



The Los Rios College Federation of Teachers, made custom t-shirts for the second international Women's March on January 20.

Janice Lobo Sapigao, a new full-time English faculty member for the Cultivamos Excelencia program at San José City College, and member of the San José/Evergreen Federation of Teachers, Local 5167, recently published her second collection

of poetry. The book, *like a solid to a shadow*, is about family lineages, grieving fatherlessness, and the limitations of

language after Sapigao finds her father's love "letters" to her mother: cassette tapes recorded in Ilokano, a language of which she has imperfect knowledge. The book moves through her process of translating the tapes. Through family trees, photos, and mapping, Sapigao articulates her knowledge of the man who is her deceased father. The book was published by Timeless, Infinite Light and can be found online at goo.gl/jhfRUC.

Solomon Russell, assistant professor of computer science at El Camino College, and member of the El Camino College Federation of Teachers, AFT Local 1388, was appointed to the Computer Science Strategic Information Plan Panel

which aims to expand and improve computer science education in grades K–12. The 23-member panel will submit recommendations for

a strategic implementation plan to the Superintendent of Public Instruction, the State Board of Education, and the Legislature with

the goal of broadening the pool of teachers to teach computer science to ensure that all pupils have access to quality courses.



DON MONKERLUD



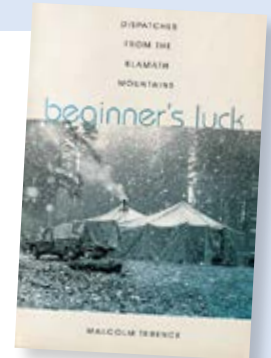
Malcolm Terence, a retired resource teacher and member of the Greater Santa Cruz Federation of Teachers, AFT Local 2030, and reporter for California Teacher, has published a new book, *Beginner's Luck, Dispatches from the Klamath Mountains*.

In the late 1960s, Terence left his job as a reporter for the *Los Angeles Times* to look for adventure in the back-to-the-land movement and strayed into Black Bear Ranch, a commune in a remote corner of the Klamaths near the California-Oregon border.

The local mining and timber communities had a checkered opinion of their new hippie neighbors, as did the Native tribes, but it was the kind of place where people helped each other out, even if they didn't always agree.

Over the years, when wildfires threatened, Terence and other commune members joined fire crews run by the U.S. Forest Service. In between, the Black Bear expats built homesteads, planted gardens, delivered babies, and raised their children. They gradually overcame the locals' skepticism and joined them in political battles against the use of herbicides in the forest and the Forest Service's campaign to close mining claims.

Terence offers insight into environmental activism and the long history of conflict between resource exploitation and Native American rights. With wit, humor, and humility, his anecdotal essays chronicle a time and place where disparate people came together to form an unlikely community. The book is available through Oregon State University Press at goo.gl/4XUUm4.



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