

CaliforniaTeacher

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CALIFORNIA FEDERATION OF TEACHERS, AFT, AFL-CIO



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Up Front Joshua Pechthalt, CFT President



Lessons from Latin America: Reclaiming public education requires powerful fight back

In much of the world, economic elites are using the fiscal downturn as an opportunity to implement austerity measures designed to shrink the public sector and privatize public services.

The CFT's emerging campaign for quality public education underscores the fundamental problem we face in this country — the lack of a powerful social movement for economic, political and social equality.

Such a movement, like those of the 1930s and 1960s, would have the political clout to force government institutions to create more robust opportunities for all students while improving conditions for the poor and working class. While our campaign is not a substitute for one, it can provide the leadership, structure and organization for a powerful grassroots movement.

The attack on public education in this country is taking place within the context of a global economic crisis. In much of the world, economic elites are using the fiscal downturn as an opportunity to implement austerity measures designed to shrink the public sector and privatize public services. While the assault on public education in the United States is a relatively recent development, our sister and brother educators in Latin America have been engaged in this struggle for some time.

In May, I joined an AFT delegation to Latin America led by President Randi Weingarten to look at the global nature of the attacks on public education and the public sector in general. *(Read the full story on pages 8-9)*

The countries we visited — Brazil, Argentina and Chile — have been fighting this battle for years. In each of these countries, the military, beginning in the mid-1960s, intervened to overthrow democratically elected governments committed to economic and social equality and expansion of the public sector.

The military then began a systematic dismantling of the public sector, limiting or eliminating trade unions while promoting neo-liberal economic policies. The military resorted to torture, repression and murder to suppress popular movements that had brought democratically elected presidents to power.

Many of the education and labor leaders we met, including government ministers, had been active in the opposition to the military dictatorships. We talked openly about the role of the U.S. government and the American labor movement in sup-

porting the military dictatorships but we were warmly received for standing in solidarity with our Latin American sisters and brothers.

In each country, educators, trade unionists and grassroots organizers have been fighting to expand access to public education. Progressive educators are also resisting the testing mania, a key element of the “education on the cheap” component of market reformers.

While the outlook for public education in these countries is mixed, one bright spot is the critical role labor-student-community alliances have played in demanding the reordering of government priorities.

In California we have already seen the importance of a labor community alliance supporting progressive tax reform and winning Prop. 30. We now have the opportunity to expand that important work, and like our colleagues in Latin America, build the support to ensure that all of our students have access to the finest public education available.



ON THE COVER

Li Lovett, a part-time counselor at City College of San Francisco, shows support for fair accreditation at the college and is working to end the secretive and unfair actions of the ACCJC, the Accrediting Commission for the Community and Junior Colleges.

PHOTO BY SHARON BEALS



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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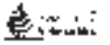
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All-Union News



Diane Ravitch talked to eager audiences in Berkeley and Los Angeles as part of the tour for her new book, *Reign of Error*.

Affordable Care Act Enroll now for health insurance through Covered California

DON'T BE SURPRISED when you receive notification from your employer announcing the launch of the Affordable Care Act, called Covered California in our state.

Employers are required to notify all employees that they may enroll in a health care exchange. This is a mandated announcement and does not mean the current medical insurance coverage you may have through your employer will be suspended or replaced.

If you are uninsured, work part-time, or your hours of employment have been reduced, Covered California may provide you the option to purchase reduced-rate health insurance through an exchange. The initial open enrollment period begins Octo-

ber 1 and lasts six months.

An **exchange** is where you enroll for the Affordable Care Act and choose among health insurance plan options. These will soon be renamed **marketplaces**.

A California trained and certified professional, called a **navigator** will be available to assist you, determine your eligibility and any possible subsidies you may receive. You can reach a navigator by



Learn More

>Learn more about Covered California
Call toll-free: **888-975-1142**
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calling the toll-free number below.

The state-sanctioned website, **coveredca.com**, will be mentioned in the notification letter you receive from your employer. This is the *only state-sanctioned site*. Even though the name of the

California program is Covered California — the website by that name is not state-sanctioned.

It may take you about a half hour to enroll online. Have key employment documents (W-2 statement and paystubs) and personal information (Social Security number) close at hand so you can provide them when so requested. — *By CFT Staff*

Key dates for enrollment

October 1, 2013

Initial open enrollment begins.

October 1, 2013

Employers must notify employees that they may enroll in an exchange.

December 7, 2013

The last day to enroll to ensure that your health insurance coverage will begin on January 1, 2014. If you enroll after December 7, the effective date will be delayed until February 1, and enrollment after January 7 delays coverage until March 1.

March 31, 2014

Initial open enrollment ends.

October-December in subsequent years Open enrollment.

Successful legislative year lands bills on the governor's desk



IN THE STATE LEGISLATURE

THE UNION saw significant success in the first year of the two-year California legislative session, with four CFT-sponsored or priority bills passing the Legislature and signed by the governor. The CFT also helped stop many legislative measures that would have hurt educators and public education, with most of them becoming two-year bills.

Gov. Brown signed landmark bills to raise the minimum wage and to protect immigrant workers from retaliation, making it a productive legislative year for labor.

The governor signed one bill, however, that CFT strongly opposed. **AB 955 (Williams, D-Santa Barbara)** creates a two-tier fee system in the community colleges by authorizing six pilot colleges to charge their students exorbitant fees for intersession courses. Vigorous opposition from CFT, the chancellor's office, and students resulted in a narrowed scope, but the union's fundamental concerns remain.

From the governor's desk

SIGNED New path to K-12 special education authorization

SB 368 improves pathways to obtain added authorizations for special education credentials. This CFT-sponsored legislation passed both houses with unanimous bipartisan support. (*Pavley, D-Agoura Hills*)

SIGNED K-12 LCAP and community college funding

SB 97 includes union protections for the Local Control Accountability Plan development process and reauthorizes backfill redevelopment funds promised to community colleges in the 2012-13 fiscal year. (*Committee on Budget & Fiscal Review*)

SIGNED Transition year for K-12 testing

SB 484 sets 2013-14 as field test year for California's new assessment system, during which time the current testing and accountability systems will be suspended. (*Bonilla, D-Concord*) See pages 11-12

SIGNED Classified and professional development plans

SB 590 requires local education agencies to consider the needs of classified employees in its professional development plans. (*De León, D-Los Angeles*)

By raising student fees dramatically, AB 955 will effectively deny equal, open access to working class Californians.

Gov. Brown vetoed a bill of import

to K-12 teacher members, calling it "an imperfect solution." **AB 375 (Buchanan, D-Alamo)** would have updated and streamlined the teacher discipline and

dismissal process to save time and money and ensure due process.

— By the CFT Legislative Department

Beaten back for this year or defeated

Use of MOOCs

SB 520 would have incentivized the use of massive online learning courses in public higher education. (*Steinberg, D-Sacramento*)

Adult education funding

SB 173 would have eliminated state funding for four areas of adult education in K-12 schools and community colleges. (*Liu, D-La Canada Flintridge*)

Tracking classified employees

SB 160 and **AB 349** would have established a new process for tracking K-12 classified employees who have a change in employment status as a result of misconduct or while an allegation of misconduct is pending. (*Lara, D-Bell Gardens, and Gatto, D-Silver Lake*)

K-12 teacher evaluation

SB 441 would have restricted bargaining rights for K-12 certificated employees in evaluation. This Students First-supported measure was heard twice in the Senate Education Committee and failed both times. (*Calderon, D-Montebello*)

2013-14 school year Budget highlights by division

Child Care and Development will see \$16 million of sequestration backfill; State Preschool funding increases by \$25 million.

K-12 Education will see \$2.1 billion directed to LCFF, \$1.25 billion to Common Core implementation (about \$200 per student to spend on instructional materials, professional development and technology), and \$381 million to support energy-efficient projects. County Offices of Education will realize a new funding formula under LCFF, with additional funding depending on the number of English learners and students eligible for free and reduced-price lunches. ROC/P programs must be maintained for the next two years at the same level as in 2012-13, whether they are a district program or part of a joint powers agency.



THE STATE BUDGET

Adult Education districts and JPAs must maintain the same level of spending on adult education programs in 2013-14 and 2014-15 that they did in 2012-13. New funding will be available for joint K-12/community college consortia to plan how best to provide services in future years.

Community Colleges will see a COLA funded at 1.57 percent and \$89.4 million in new funds to increase student access to courses. Some categorical programs will see slight funding increases: matriculation, EOPS, DSPS, assistance for CalWORKs parents, and deferred maintenance. The budget directs \$48 million for clean energy projects that may include career technical education training.

University of California will see a 5 percent increase in base funding (\$125 million), tied to keeping tuition at current levels. An additional increase represents a shift of funds used to pay debt service costs on general obligation bonds along with responsibility for those costs.

Dawn of new era for K-12 education funding

Local decisions drive plan; difficult bargaining looms

FOR THE FIRST TIME in six long years, the state budget includes more funding for education in 2013-14.

In the on-time budget, Gov. Brown fended off legislative demand to reinstate programs cut during the recession and stayed true to his commitment to prioritize education funding. Though the sectors of education fared differently, all saw at least some increase in state funding. (See left)

The governor pushed through his **Local Control Funding Formula** which marks a sea change in the funding mechanism for K-12 districts. District income will no longer be based on historic property tax levels and categorical streams. The new method will be more transparent and equitable eventually, but in this implementation year, some districts will see inequities.

The LCFF eliminates nearly all 60-plus categorical programs and their complicated reporting requirements. It also eliminates the concept of revenue limits (general purpose per student funding). The money from both is now consolidated to help fund the new LCFF program, along with \$2.1 billion in new monies.

The LCFF will essentially create a single statewide funding level for every student at each grade, making the base grant for a third-grader in the urban Los Angeles district, for example, the same as one for a third-grader in rural Laton. Yet the new program recognizes that it costs more to educate some students than others. For each student who is from a low-income family, is a foster youth or an English Language Learner, a district receives another 20 percent of the base grant, a “supplemental grant.” If the number of target students is greater than 55 percent of the total student population, the district receives another 50 percent of the base grant, a “concentration grant.”

But this year, even with the additional \$2.1 billion, there is only enough money to move districts about 12 percent of the way toward their new targets. Complicating matters, until June 2014, when state programs are in place, districts can only estimate their

The new funding formula: How it will work

Hi, **Professor Budget** here to let you know that California is about to radically change the formula for funding its K-12 schools. It's all part of the budget agreement that's been reached between lawmakers in Sacramento and Gov. Jerry Brown.

...and in with the new

A new formula will give schools more control over how they spend state money.

Out with the old...

Under the current system, schools receive a base amount of money, plus more than 60 “pots” of money, known as categorical funds, that can be used only for certain purposes.

These pots include special education, gifted and talented, school lunches, textbooks, etc. All the categorical money amounts to an average of \$2,000 per student.



Sources: California Department of Finance, School Services of California, Inc.



Supplemental grant

Schools will receive additional money for each student who is poor, an English learner or a foster child.



Concentration grant

School districts where at least 55 percent of the students are poor, English learners or foster kids will receive an extra pot of funding.



A few of the old pots remain

While most of the money from the 60 small pots will be given to schools to spend as they wish, some of the old earmarks remain in place, including special education, vocational education and desegregation.

DOUG GRISWOLD AND KARL KAHLER/BAY AREA NEWS GROUP

new amount of funding. One provision says districts can't receive less in state aid than in 2012-13.

Now, for the first time and as part of LCFF, a district must align its budget to its Local Control Accountability Plan, which requires input from all stakeholders. Meanwhile, the State Board of Education is charged with creating a template for districts to demonstrate they are addressing the

needs of all their students, but how those efforts will be measured is still being discussed.

As always, districts are responding differently. Some know they will get more money and expect to share it with employees, while others are dubious and want to wait before they commit to salary increases. It is a challenging time for bargaining teams. — By the CFT Research Department

Eight state goals for “local control”

THE NEW LAW authorizes and requires districts to choose the best way to:

1. Ensure credentialed teachers, sufficient materials, facilities in good repair
2. Implement Common Core State Standards, access for English learners
3. Urge parental involvement, input and participation
4. Improve pupil achievement
5. Improve pupil engagement
6. Improve school climate
7. Ensure student access (including target students) to a broad course of study
8. Create a local control and accountability plan in consultation with teachers, support staff, principals, administrators, parents and pupils

FIRST PERSON

AFL-CIO forges new blueprint for labor's growing alliance with community groups

CFT member serves on key committee for Quadrennial Convention

WHEN THE AFT called me to explain that President Randi Weingarten wanted stronger rank-and-file perspective on the AFL-CIO Convention resolution committee she was chairing, and invited me to join it, I was excited to see national support for issues of concern to my union, the Peralta Federation of Teachers.

It turned out union leaders had submitted my name as a candidate for membership on Committee 3 — Community Partnerships and Grassroots Power. This opportunity would provide the broadest stage for sharing our local experience, and the resolution that would emerge from the committee was something I'd seen develop organically in the Peralta Community College District.

Resolution 16 — “Building Enduring Labor-Community Partnerships”

“Seeking connection and reciprocity with community organizations, this resolution becomes the most effective way to move forward toward a pro-labor society, economy, and labor force.”

turned out to be one of the most important I've ever worked on. Seeking connection and reciprocity with community organizations, this resolution becomes the most effective way to move forward toward a pro-labor society, economy, and labor force. During a time of waning union membership, volatile economics, and desperation in communities, this concept of community engagement is invigorating.

In my Oakland-based labor community we have coalesced around the mutual concern about interest rate swaps that Morgan Stanley holds over



“I was proud to be able to speak in support of this resolution on the floor of the AFL-CIO Convention,” says Janell Hampton, a part-time English instructor at Laney College.

the Peralta Community College District. These immoral economic tools are forcing teachers out of classrooms, staff off the job, and student services out of reach.

This is incredibly exciting because, as we have struggled against ebbing union membership, this resolution shifts the dynamic of where we seek union support. Resolution 16 can also begin to dispel the villainization of labor by educating communities about what it means to support a boycott or vote for pro-labor candidates.

Resolution 16 passed unanimously because of the lengths to which the committee went to take into consideration the breadth and depth of invested parties. With the AFL-CIO's innovation of advance “listening sessions,” a national deluge of priorities and strategies were taken into account. Therefore, the building of this resolution was gradual and hard-fought, and accurate in terms of serving interested, invested parties.

The resolution commits to supporting active relationships between labor and community organizations. Resolution 16 will accomplish this through online volunteer systems, internships, joint trainings and campaigns, and the engaging of young or otherwise disenfranchised workers.

Labor and community advocates who served on Committee 3 were determined to see this dream of collective action in our communities come true.

— By Janell Hampton, COPE Chair for the Peralta Federation of Teachers, Local 1603

The students are our community. So we sought and nurtured alliance between three unions, students, and the community, mostly through the community group ACCE, the Alliance for California Community Empowerment. Together we executed effective demonstrations and woke up sleepy-eyed

district constituents to our reality.

The swaps still exist and the fight isn't over, but the relationship with ACCE and the unified labor organizations is solid. With the support of Resolution 16, these relationships will be fortified and built to last.



Randi Weingarten's committee, including Tefere Gebre at the mic, presents Resolution 16 to convention delegates.

Reawakening the workers' movement

The AFL-CIO called for “reawakening a movement of working people” at its Quadrennial Convention held September 8-12. President Rich Trumka said, “All over America, workers are organizing in all kinds of ways, and they call their unity all kinds of names — workers' unions, associations, centers, networks. We heard that people want to be part of our movement but it's too hard to join — that we have to change so that our unions and union movement are open to everyone. And today we're going to do that.”

Delegates to the Los Angeles convention adopted a resolution that will invite every worker in the United States to join the labor movement either through an affiliate or through the AFL-CIO's Working America program. Delegates also passed significant resolutions that allow community groups to affiliate with the AFL-CIO (See left), that assist immigrant workers to become citizens and exercise their workplace rights, and one that called for reclaiming the promise of public education, submitted by the AFT.

>Find resolutions passed online at goo.gl/k2fPY1.

Orange County leader elected to a top position

Labor unions in Orange County are mourning the loss of their executive director Tefere Gebre, but are celebrating his new role as executive vice president of the AFL-CIO. During his tenure, the federation grew by 15,000 members and become a model of innovation, leadership and organization.

Gebre's election signifies a generational shift in leadership as the labor movement increases its outreach to immigrants and young workers. Gebre is 45 years old and an Ethiopian political refugee who immigrated to the United States as a teenager.

“This is not about me,” said Gebre. “It's a call from a new labor movement, unmistakably saying no matter what your accent, no matter what your skin color, no matter how far from here you were born, come not only to join our movement, but lead it.”

El Camino College police officers join Local 6142

THE 24 SECURITY OFFICERS who keep watch over El Camino College in Torrance have affiliated with the El Camino Classified Employees, Local 6142.

“We are excited about the prospect of working with the police officers to get them the respect they are due,” says Luukia Smith, president of the AFT local.

After an initial meeting to discuss the benefits of affiliation, the El Camino Police Officers Association sent their members information about affiliating with AFT. Security officers attended informational meetings this summer at which they could express concerns and ask questions.

“We are excited about the prospect of working with the police officers to get them the respect they are due.”

—Luukia Smith, president, El Camino Classified Employees

The police officers filed cards for union representation on September 26, when they became officially affiliated with Local 6142.

“We are very excited about joining the union and becoming part of a larger family,” says Association Secretary Erika Solorzano.

— By Sandra Weese, CFT Organizing Director



El Camino police officers Francisco Esqueda and Erika Solorzano sign cards in support of affiliation with AFT.

Instructors unionize at chiropractic college Hayward faculty organize quickly and begin building their local

SIXTY ACADEMIC and clinical faculty members at Life Chiropractic College West in Hayward recently joined the ranks of AFT and rose up against a new administration for compromising instruction and firing staff without cause.

Life Chiropractic is one of only 15 chiropractic colleges in the United

States and has been recognized for its success in preparing students for real-world practice. But according to Mike Hickey, who for the past 25 years has taught biomechanics of the spine and extremities, things went downhill after a new president took over two years ago. “They started taking our program and wrecking it...running the school more like a factory” without concern for the quality of education.



Susan Hilliker, left, a clinical faculty member at Life Chiropractic College West in Hayward, helps student Ron Bernales apply his classroom learning to a patient.

When the new president started firing administrators, faculty thought they were safe. But recently, two respected veteran faculty members, one who had taught for 29 years, the other for 25, were fired for no apparent reason. This provoked Hickey, who has a friend at the AFT-represented Palmer College of Chiropractic West in San Jose, to call the union.

Susan Hilliker, a clinical faculty member for the past five years, also

see dramatic changes for the worse. At first, she says “we were treated more like family. Now administration runs the place like a corporation and doesn’t even know our names.” Hilliker, who oversees student interns applying their classroom learning to real patients, acknowledges that the new administration

has increased enrollment, but she said it fails “to replace outdated equipment, update computers and wireless service and make other fundamental

“We needed to make noise and get ourselves organized. We were all going to lose our jobs eventually if we didn’t organize. That’s what corporations do...they get rid of their own people.”

—Susan Hilliker, veteran clinical faculty, Life Chiropractic College West

changes that affect education quality.”

“We needed to make noise and get ourselves organized,” Hilliker concludes. “We were all going to lose our jobs eventually if we didn’t organize. That’s what corporations do...they get rid of their own people.”

Within a few weeks, “close to 70 percent of the faculty we asked signed cards,” Hilliker says. Faculty organiz-

ers submitted the cards to the National Labor Relations Board. After some back and forth about bargaining unit definition, the NLRB called for an election. On July 11, the union won by 28-10, almost three-to-one after a three-month campaign.

Despite the speedy card gathering, Hilliker described many challenges. “Since instructional and clinical faculty work different hours and half the staff is part-time, it was difficult to reach everyone at the same time. People felt so demoralized they thought nothing could change. We needed to hold long conversations about what the union could do for us. But as the campaign moved along, more and more people got interested, and we overcame our fears.”

The union held its first general membership meeting on September 7. Members adopted a constitution and elected officers. The union is simultaneously preparing for negotiations and signing up members, surveying the new members about their priorities in contract negotiations.

Hilliker was elected treasurer and bargaining team member. She expects health insurance, job security, salaries, and hours for part-timers, particularly those working split shifts, to be the biggest issues. “We all need a raise. Teachers haven’t seen any pay increases, even those with more than

20 years service. We want due process, protection from firing without cause.”

In the end, “it’s about the students,” Hilliker says, “and their having a faculty that’s not so demoralized that it comes out in the classroom. We need to realign the administration’s actions with the school’s mission.”

— By Mindy Pines, CFT Reporter



Raoul Teilhet, pictured shortly after he left the classroom to lead the union, circa 1969.

RAOUL TEILHET 1933-2013

Past President Raoul Teilhet dies

Teilhet leaves legacy of collective bargaining, strong state federation

Raoul Teilhet, a Pasadena high school history teacher who believed collective bargaining offered the path to dignity and respect for public school employees, and served as president of the CFT in successful pursuit of that goal, died of complications from Parkinson's disease on June 5 in Los Angeles. He was 79.

When Teilhet began teaching in the late 1950s, he "didn't have the least intention of organizing a union, or becoming a member of one." He would later joke he "thought that AFT was the other end of a boat."

Yet under his leadership, from 1967 to 1985, the CFT grew from 6,000 members to nearly 40,000. His forceful advocacy was one of the main reasons the Educational Employment Relations Act passed in 1975, legalizing collective bargaining for California teachers and classified employees.

Raoul Edward Teilhet was born in Pasadena on December 13, 1933. He attended junior college there before serving in the Korean War. After earning bachelor's and master's degrees in history at Cal State Los Angeles, he was hired to teach at his alma mater.

Teachers at the time had to join the National Education Association as a condition of employment. Its state affiliate, the California Teachers Association, provided insurance and lobbied in Sacramento, but was opposed to collective bargaining and accepted administrators as members. Teilhet, who had belonged to the Teamsters, Laborers and Machinists unions

when working nights and summers during college, concluded that it must be a company union.

Teilhet and a group of like-minded teachers met with an AFT organizer in 1960 and founded the Pasadena Federation of Teachers. In a few years he was elected local president, then a member of the CFT Executive



Council, and CFT president in 1967.

Teilhet was known for his sharp wit; he was a masterful public speaker and charismatic organizer, inspiring a loyal following. With Teilhet as their first full-time president, CFT members demonstrated alongside Cesar Chavez's United Farm Workers, and in 1967, Chavez and UFW members joined the CFT-led March for Education in Sacramento.

He believed that the CFT should take progressive positions on every

issue possible; the union early on opposed the Vietnam War. When state Sen. John Briggs pushed an initiative banning gay teachers, Teilhet debated Briggs in front of campus audiences and cameras across the state, playing a major role in the ballot measure's defeat at a time when anti-gay prejudice kept many

union leaders silent. Teilhet saw affirmative action as an extension of the civil rights movement, and pushed the AFT to address women's issues.

In 1971 the CFT opposed the Stull Bill requiring teacher accountability through behavioral goals and objectives, believing this would result in "assembly line classrooms." When Teilhet debated John Stull on live television, a public phone-in vote favored the CFT president's position. CFT circulated film copies of the debate in organizing meetings throughout the state, giving many teachers their first look at Teilhet in action. CFT gained 5,000 members in less than a year.



During Jerry Brown's first governorship, Raoul Teilhet and CFT lobbyist Mary Bergan helped him see the need for bringing collective bargaining to California teachers and classified employees.



KEN LANE

Raoul Teilhet is pictured with San Francisco AFT leader Jim Ballard in the early 1970s.

Teilhet welcomed classified employees in CFT, convinced their membership alongside teachers provided greater strength in collective bargaining. The swift growth of the CFT provoked change in the larger CTA. When both organizations united in support of collective bargaining, a law became possible.

In 1975, Jerry Brown signed the Educational Employment Relations Act, authored by state Sen. Al Rodda, a former AFT local president. Keeping his promise to Teilhet, Brown signed a bargaining bill for higher education two years later.

Teilhet stepped down as president in 1985 when he was diagnosed with Parkinson's. He served CFT for several more years as administrative director.

Teilhet is survived by his wife, Carol Rosenzweig Teilhet.

— By Fred Glass, CFT Communications Director

On the Web

>Read more about Raoul Teilhet's life in the CFT and listen to audio recordings at goo.gl/RKfMmV.



The AFT delegation meets Argentine educators and students at a progressive elementary school in Buenos Aires.



BY JOSHUA PECHTHALT
CFT PRESIDENT

A Tale of Hope and Caution



Modern skyscrapers dominate the skyline in downtown Sao Paulo, the largest industrial city in Brazil.

As part of AFT's ongoing effort to build alliances with educators and trade unionists around the world, President Randi Weingarten led an AFT delegation in May to meet education union leaders and other unionists in Brazil, Argentina and Chile. I joined them as we looked at their multi-year effort to defend and expand public education, and to develop a response to attacks.

For years, globalization combined with a worldwide economic crisis has led many governments to push austerity measures designed to shrink

implemented the economic policies championed by Milton Friedman and other economists at the University of Chicago that came to be known as neo-liberalism. That approach, like the one now espoused by anti-government advocates in the United States, systematically curtailed the rights of trade unions, dismantled the public sector and depressed labor costs to facilitate ease of investment and maximization of profits.



200 million, out of poverty.

The Workers Party continues to govern the country with Dilma Rousseff, but labor leaders are clear about the importance of independent trade unions. During our stay in Brazil we met with leaders of the public sector union, the National Confederation of Workers, and the national education union, the National Confederation of Education Workers, which had just ended a three-week strike.



Josh Pechthalt listens to Roberto Leon, president of the National Confederation of Workers, as he describes the challenge of defending and expanding public education in Brazil.

BRAZIL'S LARGEST industrial city, Sao Paulo, provided our first look at the failure of that model to deal with economic and social problems. It also exemplified the success of the powerful populist movement that emerged in the early 2000s to challenge the nation's elites.

In 2002, Luis Ignacio de Silva, a charismatic union leader with a fourth-grade education, was elected president on the Workers Party slate, a coalition of trade union organizations and progressive forces. With broad popular support, Lula, as he is known, increased spending for public education, expanded mandatory public education from age 4 through 17, and established quotas to provide more of the historically disadvantaged Afro-Brazilian population with higher education.

According to union leaders we met, the economic policies of Lula and the Workers Party raised more than 40 million people, from a population of

Brazilian educators are fighting for better pay and retirement benefits and have established a goal of mandating that 10 percent of Brazil's gross domestic product be spent on public education. Under Lula, the national expenditure increased from 3.8 percent to the current 5.2 percent.

Brazil has no overarching education policy, so educators struggle against regressive education reform on a state-by-state basis. Many Brazilian educators are inspired by their late countryman, educator and political activist Paulo Freire. His writings on the importance of literacy and the role of education serve as a guide to political empowerment for poor and working class communities, as seen in the schools we visited.

IN ARGENTINA, we met with leaders of the Confederation of Education Workers of the Republic of Argentina. Educators there face insufficient funding, poverty, child labor, inadequate

public spending permanently.

Brazil, Argentina and Chile experienced the horrors of military dictatorship. In Brazil in 1964 and Chile and Argentina in the 1970s, democratically elected governments were overthrown by the military. Then followed years of repression, torture and the murder of labor leaders, community activists, elected officials and others.

Military dictators, most notably General Augusto Pinochet in Chile,



Super-sized school chairs outside Santiago, Chile, pay tribute to students murdered by the military in the 1973 coup.

From the frontlines How three Latin American nations are defending public education



The poor live in squalid housing on the outskirts of Valparaíso, Chile.

health care for children, and high student drop out or “push out” rates.

In the early 2000s, unemployment rates hovered around 35 percent, leading to protests and government repression. In 2003, Nestor Kirchner was elected president, signaling a shift away from the pro-market policies of the military dictatorships. With the support of unions, Kirchner launched the White Tent campaign, calling for increased funding and greater access for public education.

The White Tent campaign took the debate about education and economic policies to the community. Because of that effort, today Argentine law stipulates that education is a social right and public good and the government has a responsibility to implement mandatory education for Argentinians from 4 to 18 years of age. Educators also won collective bargaining and seniority rights, and a voice in class size. They have been pushing back on the use of student test scores to evaluate teachers.

Before we left the country, we visited mothers and grandmothers of the Plaza de Mayo, whose vigil in front of Casa Rosada, the office of the president, recalled the thousands who were “disappeared” by the dictatorship.



Inquisitive middle school students in Brazil's capital city of Brasília asked us questions about sports, Hollywood and teenagers in the United States.

OUR FINAL DESTINATION, CHILE, reminded us once again how neo-liberal reforms can fail. Beginning with the Pinochet dictatorship, Chile has dramatically turned away from public education toward privatization. Chilean families now have three options for K-12 education: non-subsidized private schools, government-funded vouchers for private schools, and public schools.

According to many of the people we talked with, private schools are universally viewed as the best education available and public schools seen as the worst option. The majority of Chilean students attend some form of

private school with the poorest children relegated to public schools, exacerbating class divisions.

Yet students have played a critical role in fighting privatization efforts. The March of the Penguins (referring to the uniforms worn by Chile's K-12 students) saw more than 700,000 students take to the streets in 2006 and demand a change from the pro-market education reforms that have plagued the country. Young adults rail at the cost of higher education, unaffordable for most Chileans.

In the port city of Valparaíso, our AFT delegation joined a student demonstration, part of a national day of protest directed at President Sebastian Piñera's state of the union speech. Ironically, the initial student mobilizations began during the administration of President Michelle Bachelet, a member of the Chilean Socialist Party. Students and labor were critical of her administration's unwillingness to break with the neo-liberal policies of previous administrations.

The ongoing mobilizations of students and educators can shift Chile away from the privatizing trajectory of past decades. In November, Chileans will vote for a new president

with two female candidates vying for the top spot. Bachelet, whose Air Force general father was tortured and killed in prison for refusing to go along with the Pinochet coup in 1973, has made tackling Chile's income disparity a prime focus of her campaign. Bachelet proposes changing the Chilean constitution (altered during Pinochet's regime) to finance a free and universal education system.

By establishing ties to educators in other nations, AFT is raising awareness about the international attacks on public education, the public sector, and workers everywhere. The experience of our Latin American colleagues fighting economic policies that have ground millions into pov-



Cafeteria workers at an Argentine school serve lunch to students, faculty and the AFT visitors.

erty offers hope that by patiently forging broad labor-community alliances we can build the political power necessary to create equitable workplaces and just societies.

On the Web

>See the AFT video about the Latin American trip at cft.org or on Youtube at goo.gl/9nSjYZ.



Pechthalt and Randi Weingarten join a demonstration of educators and students in Valparaíso, Chile.

Around CFT



Parents are standing up for smaller classes and high-quality education in the Pajaro Valley.

Research Department analysis remains strong

EMILY GORDON joins the CFT as Research Specialist, bringing more than a decade of experience working for non-profit organizations and unions. She has led efforts to support union organizing and bargaining campaigns throughout California, working for SEIU-United Healthcare Workers and the National Union of Healthcare Workers.

Her experience includes technical research and data analysis as well as policy and strategic research designed to support campaign initiatives and legislative programs. She has training in financial analysis, sector analysis, and regulatory research as well as costing contracts and providing support at the bargaining table.

This fall, Gordon completed her master's degree in social policy and planning at the London School of Economics, where her coursework included education policy as well as



Emily Gordon



Patty Cox

other key public policy issues such as healthcare and tax and wealth redistribution policies.

CFT BIDS FOND farewell to Patty Cox, the union's Research Specialist for the past 16 years. Cox, who has been a member of the AFT for four decades, retired after a career of service to the union and educators in California.

During her years on staff, Cox has assisted dozens of locals (and districts) at the bargaining table by analyzing district budgets and providing

comparability studies related to their jurisdictions, and compiled statewide salary and benefit data. She has conducted workshops, informing local union leaders and staff about the intricacies of the state budget and education legislation, and has been a regular contributor to *California Teacher* on state budget issues.

Before joining CFT staff, Cox taught high school math for 28 years. While teaching at Harbor High School in Santa Cruz, she served the Greater Santa Cruz Federation of Teachers as president, chief negotiator, secretary, treasurer, building representative, and editor.

Her career as an educator positioned her well to serve as the State-wide Education Issues Coordinator for the CFT in the past two years and as staff liaison to the Education Issues Committee.

Mark *your* Calendar

Council of Classified Employees Conference, the annual event that examines issues of importance to classified and paraprofessional members of the CFT, is **October 18-20** at the Hilton Orange County/Costa Mesa.

Executive Council meets on **November 16** in Oakland.

Division Councils of classified employees, community college faculty, and EC/K-12 teachers meet **December 7** at the Renaissance Los Angeles Airport.

Application deadline for high school seniors to apply for a **CFT Raoul Teilhet Scholarship** is **January 10**.

Committees meet **January 11** at Los Angeles Valley College.

Executive Council meets on **January 18** in Burbank.

Deadline to submit constitutional amendments for CFT Convention is **January 24**.

Leadership Conference for local union presidents, treasurers and staff will be held **February 6-7** at the Marriott Oakland City Center. Expect to learn a lot about how to run the union.

Deadline to submit resolutions for CFT Convention is **February 7**.

The annual **CFT Convention** is **March 21-23** at the Manhattan Beach Marriott. **Division Councils** will meet Friday evening **March 21**.



Raoul Teilhet SCHOLARSHIPS

Continuing college students awarded CFT scholarships

THIS SUMMER, THE CFT awarded 17 scholarships to continuing college students through its Raoul Teilhet Scholarship Program.

Applications are now available for the 2014 Raoul Teilhet Scholarship Program. Students enrolled in four-year courses of study are eligible for \$3000; those enrolled in two-year courses of study are eligible for \$1000. The deadline for high school seniors to apply for a CFT scholarship is January 10, and the deadline for continuing college students is July 1.

Award selection is based on academic achievement, special talents and skills, participation in extracurricular activities, community service, financial need, and a 500-word essay on a social issue of the applicant's choice.

Continuing college students who received \$3000 scholarships are listed below with the names of their parents or guardians who are CFT members. Learn more and download an application at cft.org or phone the CFT Costa Mesa office at (714) 754-6638 to have an application mailed to you..

Simone Aldredge, daughter of Teresa Aldredge, Los Rios College Federation of Teachers

Mariana Allis, daughter of Maria Allis, United Professors of Marin

Chelsea Beyries, daughter of Viona Epperson-Beyries, United Professors of Marin

Julia Cratty, daughter of Pamela Goolsby Cratty, Petaluma Federation of Teachers

Hannah Daniels, daughter of Laura Daniels, AFT College Guild

Jacy Eickemeyer, daughter of James Eickemeyer, Cuesta College Federation of Teachers

Reavey Fike, daughter of Barry Fike, Berkeley Federation of Teachers

Isaac Goldstein, son of Daniel Goldstein, UC-AFT Davis

Joia Hansen, son of Claudine Desiree, Greater Santa Cruz Federation of Teachers

Andrew Juhasz, son of Nita Juhasz, Early Childhood Federation of Teachers

John Kazanjian, son of Phillip and Wendy Kazanjian, Glendale College Guild

Samuel May, son of Alexander and Virginia May, Los Rios College Federation of Teachers

Elizabeth Pyle, daughter of Robert Pyle, Poway Federation of Teachers

Jennifer Reynolds, daughter of Linda Reynolds, Los Rios College Federation of Teachers

Angelica Rodriguez, daughter of Irma Rodriguez, Los Rios College Federation of Teachers

Jack Sehres, son of William Sehres, United Teachers Los Angeles

Yannis Tsagarakis, son of Barbara Tsagarakis, Jefferson Elementary Federation of Teachers

Get your CFT Pocket Calendar!

IF YOU DID NOT receive a CFT Pocket Calendar from your local union, it's not too late to order the union's award-winning 16-month academic year calendar.

>To obtain a calendar, please mail \$1 for shipping and handling to the CFT Bay Area Office, 1330 Broadway, Suite 1601, Oakland CA 94612.



Pre-K and K-12

ABC Federation member Myong Cho teaches at Carver Academy.



A year of transition: Preparing for the Common Core standards New law temporarily suspends most testing, gives educators and districts time to prepare

TANYA GOLDEN is looking forward to changing how she teaches. “Before, my curriculum was an inch deep and a mile wide with too many things to cover. I had to keep moving even when my students weren’t ready. Now I can teach more for understanding,” says the sixth grade teacher in her tenth year at ABC Unified School District, southeast of Los Angeles.

This change is coming because California adopted Common Core State Standards in 2010. The new federal guidelines in English language arts and mathematics emphasize critical thinking over memorizing facts and aim to make standards consistent throughout the country. Common Core must be implemented in the 2014-15 school year, along with new technology-based tests from the Smarter Balance Assessments Consortium. (See page 13)

Districts and schools are in varying stages of development. Though the state is pouring \$1.25 billion into Common Core implementation, it is not dictating how districts spend the money, train teachers, buy materials and technology, or how teachers teach.

Ray Gaer, president of the ABC Federation of Teachers, stresses the need for union involvement. “Teach-



Sixth grade teacher Tanya Golden looks forward to teaching “for more understanding.”

ers should have a large say over the support they get. At ABC, we meet regularly with district administrators.

We have control over how Common Core is rolled out. A key group of teachers has been helping to plan the

“Before, my curriculum was an inch deep and a mile wide with too many things to cover. I had to keep moving even when my students weren’t ready. Now I can teach more for understanding,”

— Tanya Golden, sixth grade teacher, ABC Federation of Teachers

Union stands behind testing suspension this year

GOV. BROWN SIGNED ASSEMBLY BILL 484, which suspends most existing standardized tests this year so educators and schools can prepare students for the new Common Core testing.

“We applaud Torlakson and the Legislature for their efforts to protect the best interests of California’s kids and pass AB484,” says Gary Ravani, president of the CFT EC/K-12 Council. The bill was sponsored by Superintendent of Public Instruction Tom Torlakson and authored by Assemblymember Susan Bonilla (D-Concord).

The State Board of Education voted unanimously to seek a waiver from the U.S. Department of Education to suspend standardized testing while educators prepare for Smarter Balanced Assessment. U.S. Secretary of Education Arne Duncan tried to block AB484 and threatened to withhold funds from California.

Veteran education observers contend that any penalty will likely be limited to a small portion of the \$15 million in Title I money earmarked for administrative functions at the California Department of Education — and won’t deny California money that would directly impact students. — MP

timeline and developing curriculum. If not for union involvement, we’d have been steamrolled.”

Teacher leaders at each site are training their colleagues. Golden, a leader at Carver Academy, helps teachers on the English language arts component. Though she’s optimistic about the new curriculum, she worries about how the assessment piece will impact the culture of even her “tech-savvy” school where students are accustomed to using a computer lab for 50 minutes each week.

When third and fourth-graders piloted the tests last year, she says “even top students were overwhelmed. Keyboarding skills are cru-

cial. Questions have more than one answer. There’s click and drag instead of pencil and paper. Students listen to audio clips, and if they need to go back, they have to replay the entire clip. Some were frozen, just staring at the screens. Others just clicked quickly so they could finish.”

The testing will now take two weeks, though Golden’s school may need up to 12 weeks to cycle students through the computer lab. She worries that even when only part of the school is testing, “the entire school is in performance anxiety mode...kids can’t make noise in the halls, or play anywhere near the lab. Testing will throw off PE, library and other programs that rotate around computer scheduling.”

CFT supports the efforts of Common Core to create stronger connec-

➤ *Continued on next page*

GARY RAVANI
COUNCIL PRESIDENT

The pendulum swings

The lobby of the California Department of Education is a huge area finished in dark granite. In the center of the lobby is a large polished quartz stone. Over the polished quartz hangs a pendulum.

The pendulum seems to be motionless, but I think that’s deceptive. The direction of education in California seems to be changing. Two key signs prove this change is occurring.

AB484 has imposed a moratorium on high-stakes accountability until schools have had some time to implement the Common Core State Standards and the new Smarter Balanced assessments.

The State Board of Education is openly questioning the old system that compared schools to one another in an attempt to bring market-based “competitiveness” to education.

That pendulum seems to be swinging in a more humane and educationally sound direction.



Common Core

>Continued from previous page

tions between academic standards, content and assessments, explains Gary Ravani, president of the EC/K-12 Council, “but we must slow down the momentum toward some of these changes.”

One new law will help. On October 2, Gov. Brown signed AB484, a bill that will suspend most existing standardized tests this year so schools can prepare staff and students for the new Common Core testing. (See below)

The Common Core standards are criticized by many people. Early childhood educators stress that the way to get kids to read is through fiction, but the English language arts component has an increased emphasis on non-fiction.

Critics from the political right say the federal standards take power away from individual states. Critics on the left assert that Common Core is a band-aid approach that does



Ka Wang, a member of the ABC Federation of Teachers, teaches at Carver Academy in Cerritos.

nothing to address poverty or close the achievement gap. They also say that its key funder, Bill Gates, will be the principal beneficiary along with Apple because of the required computer-based assessment.

And some critics claim Common Core will result in teaching to a dif-

ferent test and widen the digital divide so that kids who have greater access to computers will achieve greater success.

Newport-Mesa Federation of Teachers President Kimberly Claytor reports that at every school board meeting in her Orange County dis-

trict, a handful of critics talk about the evils of the Common Core curriculum. But Claytor is more concerned that the district is not providing teachers with the materials they need to implement the new standards.

“At ABC, we meet regularly with district administrators. We have control over how Common Core is rolled out.”

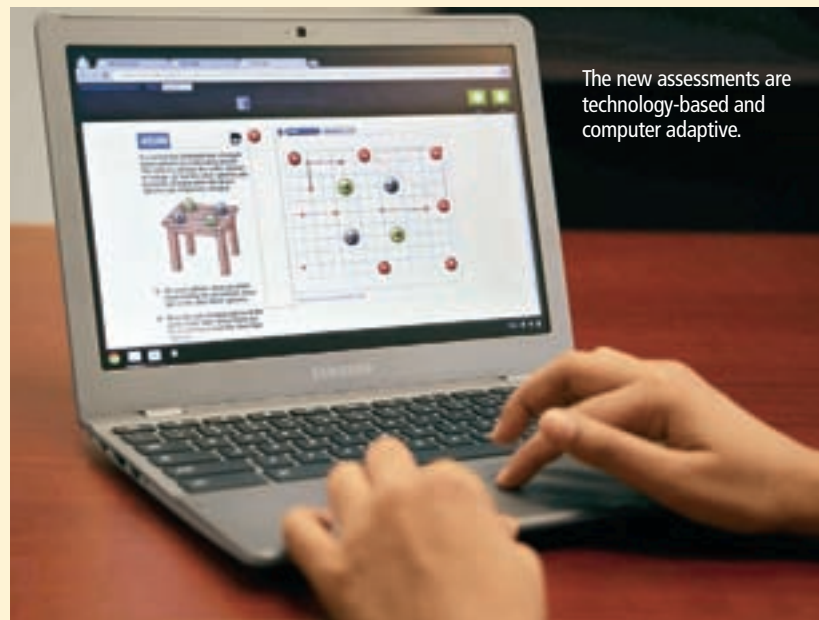
— Ray Gaer, president, ABC Federation of Teachers

Claytor says Newport-Mesa teachers have become so used to footing the bill that the Schools First Credit Union now offers teachers special loans for classroom supplies. “Teachers need to understand that the employer is supposed to provide the needed resources, not the other way around.”

— By Mindy Pines, CFT Reporter

SMARTER Balanced Assessments

What you need to know about the new testing system



The new assessments are technology-based and computer adaptive.

AMERICAN INSTITUTES OF RESEARCH

system in grades 3-8 and grade 11 for English language arts and mathematics testing in the 2014-15 school year. Schools with enough “technical capacity” will administer a trial run this year.

The new assessments are technology-based and computer adaptive. The tests adjust to a student’s ability by basing question difficulty on previous answers. The goal is to provide educators and parents with a clearer picture of what students know and can do.

The system includes summative assessments for accountability, optional interim or benchmark assessments for instructional use, and an online reporting system that aims to provide students, parents, teachers, and administrators with results in a timely manner.

Yet critics point to a lack of research or evidence to show the testing will benefit students in any way. In New York City’s first round of assessment, the number of previously “proficient” students dropped signifi-

cantly from standardized test results in previous years.

The tests must be given on computers that many schools don’t have. Even in schools with “technical capacity,” there is concern over the need for continual upgrades and replacements as new technology is developed.

With the assessments still in development, there are a lot of unknowns. Details about performance piece scoring are still being worked out. Some parts may be hand-scored, a change the California Department of Education estimates would not only delay results, but increase the projected cost of implementing Common Core in California schools from \$1.25 billion to about \$3 billion. — MP

On the web

>Learn more about Common Core from the California Department of Education at cde.ca.gov/re/cc.

>Learn about the new assessment program at smarterbalanced.org and view practice tests at goo.gl/sEIWY.

THE SMARTER Balanced Assessment Consortium is one of two multi-state consortia funded through a four-year, \$175 million grant from the U.S. Department of Education to develop and align an assessment system to

the Common Core. (SMARTER stands for Summative Multi-State Assessment Resources for Teachers and Educational Researchers.)

Districts and schools throughout California will switch to this new





Division council leaders:
VP Carl Williams, Paula A. Phillips, VP Janet Eberhardt and Secretary Tina Solorzano Fletcher.

Frequently-Asked Questions

What paraprofessionals need to know about the Common Core

What is the Common Core State Standards Initiative?

The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopted.

What are educational standards?

Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

What are the CCSS standards designed to do?

The standards are designed to ensure that students graduating from high school are prepared to enter credit-bearing entry courses in two- or four-year college programs or enter the workforce.

Why is the Common Core State Standards Initiative important?

The standards promote equity by ensuring all students, no matter where they live, are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad unlike previous state standards, which were unique to every state in the country.

Who led the CCSS Initiative?

The National Governors Association and the Council of Chief State School Officers led the development

of the Common Core State Standards and continue to lead the initiative. Teachers, parents, school administrators and experts from across the country, together with state leaders, provided input into the development of the standards.

Does the Common Core require paraprofessionals to have additional training like NCLB did?

No. A big part of the NCLB training requirements had to do with paraprofessional qualifications, hence the term “highly qualified” which had job retention implications.

Does the AFT support the CCSS?

The AFT was involved in the development of the standards and believes that, if implemented carefully, with the needed supports and resources, these new standards will help improve education for all students.

Are there workshops or trainings for paraprofessionals concerning CCSS?

Yes. The AFT PSRP Program and Policy Council passed a resolution in 2012 calling for more involvement in the implementation of Common Core and the development of professional learning opportunities for paraprofessionals. As a result, the AFT created a six-member paraprofessional advisory team to develop presentations and trainings on the CCSS for paraprofessionals to support their role as support staff in the classroom.



CCSS will change the way teachers teach in the classroom — paraprofessionals will need to also change the way in which they support instruction and student learning.

How does CCSS affect instruction in the classroom?

Because the standards are fewer, clearer and higher, teachers can spend more time teaching critical concepts and skills needed for a deeper understanding of the subject.

How does CCSS affect paraprofessionals in the classroom?

Since CCSS will change the way teachers teach in the classroom, paraprofessionals will need to also change the way in which they support instruction and student learning. Paraprofessionals will need professional development to understand the instructional implications of the CCSS for English language arts and math.

What has California done to encourage professional development for paraprofessionals?

A bill that Gov. Brown signed on October 10 may be of help. SB 590 (De León, D-Los Angeles) does not specifically reference professional development for Common Core, but now that it has become law, classified local unions in K-12 schools and county offices can use the new law to argue for the inclusion of paraprofessionals and classified employees in district professional development plans. These plans will be funded by the \$1.25 billion the state has set aside for implementation of the Common Core standards.

PAULA A. PHILLIPS
COUNCIL PRESIDENT

Take the AFT survey about administering medications

A recent court ruling in California allows “trained school support staff” to administer insulin to students without the supervision of a nurse. AFT wants to hear from members about their experiences with administering medication to students.

The AFT Paraprofessional and School-Related Personnel Department prepared a survey about giving medications to students and has incorporated questions contributed by the Council of Classified Employees.

If you are a paraprofessional, school secretary, or other support staff member (or a teacher), please complete the online survey and ask your coworkers to do the same.

The data collected will be extremely important as AFT works to determine just how PSRPs are affected by laws related to medication administration in our schools. Complete the online survey at goo.gl/Ljt29N.



AFT offers Common Core trainings for paras

TO LEARN MORE about AFT trainings available about the Common Core Standards, contact Leonard Edmonds at 800-238-1133 ext. 6316 or ledmonds@aft.org, or Melanie Hobbs at ext. 4495 or mhobbs@aft.org.

Community College



Local 2121 President Alisa Messer addresses the media on Sept. 23, when CFT and the local filed suit against the ACCJC.

Pressure grows for secretive accrediting commission to be fair ACCJC faces state legislative audit and lawsuits from CFT and San Francisco city attorney

ON SEPTEMBER 23, the CFT and AFT Local 2121 filed a lawsuit against the Accreditation Commission for Community and Junior Colleges. It alleges conflicts of interest, an evaluation team heavily weighted with administrators, and flagrant violations of the commission's own policies and federal law in putting City College of San Francisco on its harshest sanction, "show cause" (without previously having charged the college with lesser sanctions) and then revoking its accreditation in July 2014.

"One thing we hit hard was that education is a property right protected by constitution of California," said CFT attorney Robert Bezemek. "Every county has to have a community college."

The lawsuit expands on a 280-page complaint CFT submitted to the U.S. Department of Education in April. Although the ACCJC brushed off the complaint with a seven-page response, it has spurred federal, local



Students took to the streets when the ACCJC announced that City College will lose its accreditation.

and city officials to look more closely at the commission.

In August, the Department of Education agreed with the complaint that it was a conflict of interest for the ACCJC's president, Barbara Beno, to put her husband on a team evaluating

correct these areas or its own recognition would be in jeopardy.

Then the state Joint Legislative Audit Committee approved a request by two state senators to audit the ACCJC. One of the senators, Republican Jim Neilsen had this to say about

"One thing we hit hard was that education is a property right protected by constitution of California."

—Robert Bezemek, CFT Attorney

CCSF; teams did not have "reasonable representation;" and that the agency hadn't provided a "detailed written report that clearly identifies any deficiencies in the institution's compliance." The letter said the agency needed to take immediate steps to

Beno: "In all my career, in my thousands of meetings with agency individuals — representatives, secretaries, etc., I have never dealt with a more arrogant, condescending and dismissive individual."

Bipartisan support for the audit

cast a spotlight on just how much the ACCJC has consistently created distrust. The audit will look at the impact the ACCJC has had on colleges and examine if standards have been applied uniformly.

The commission members haven't applied standards fairly at all — they are politically motivated and going after CCSF is retaliatory, claims San Francisco City Attorney Dennis Herrera, who also filed a lawsuit against the ACCJC.

After those three major blows to the ACCJC, support for City College continued to build in September with San Francisco's Budget and Legislative Analyst reporting that City College generates over \$300 million a year in economic activity, and State Superintendent of Public Instruction Tom Torlakson sending a letter to the ACCJC, asking that the agency remove the college from "show cause."

Bezemek, who says he hopes to be in court in 60 to 90 days, points out that the accreditation commission found no fault with the educational programs at City College. The agency has no integrity or consistency, he says.

"You scratch beneath the surface of reports and find very grand statements that they contradict — sometimes on the same page. It shows they're simply lacking the capacity to do the job."

To see so many public officials questioning the agency is heartening, Bezemek adds. "The curtain that's hidden the ACCJC is finally starting to part."

— By Emily Wilson, CFT Reporter

JIM MAHLER
COUNCIL PRESIDENT

A misguided process

Instead of helping ensure quality instruction focused on learning standards, the ACCJC has issued sanctions to colleges for such "egregious" violations as "not enough administrators" and "not enough money in reserves."

A productive accreditation process should help us evaluate our performance and meet student needs.

Sadly, what we have now is a secretive, undemocratic, top-down process promoting a technocratic vision of education at the expense of our profession and, most importantly, of the communities and students that we serve.

What we need is a system of accreditation that is free from conflicts of interest, transparent, fair, and actually useful in terms of promoting good teaching, learning and collegiality. Fortunately, the CFT is fighting back.

2013: Timeline of major actions

April 30	July 3	August 13	August 21	August 22	September 23
CFT files complaint against ACCJC with U.S. Department of Education	ACCJC says City College will lose accreditation in 2014	U.S. Department of Education agrees with CFT complaint and says ACCJC needs to address three problem areas	Joint Legislative Audit Committee votes to audit ACCJC with bipartisan support	San Francisco City Attorney Dennis Herrera files suit against the ACCJC saying it had violated its own regulations	CFT files suit against the ACCJC seeking an injunction to prevent the agency from revoking the college's accreditation



New book makes the case for free public higher education Samuels says this momentous change can be made without raising taxes

WHILE BOB SAMUELS, the president of the University Council-AFT and a lecturer at UC Santa Barbara, was researching the cost of research at universities, he learned something startling: There is enough money being spent on public higher education right now to make it free without raising taxes.

His new book, *Why Public Higher Education Should Be Free*, lays out his argument. *California Teacher* talked with Samuels about the student loan debt crisis, education as a public good, and the political will needed for such a momentous change.

Q Why should public higher education be free?

A Students face tremendous levels of debt that will undermine their futures and their ability to get jobs. Paying for higher education has shifted onto the individual instead of being seen as something necessary for a functioning democracy and economy. We need to think of higher education as a public good instead of a private burden.

Q What is your central argument?

A If we use current funds more effectively, more people would graduate with degrees, they would graduate faster and open up more spaces for more students. We would have more people that were highly educated and could participate in the global economy and be better citizens.

Q Where would the money come from to make higher education free?

A For all community college and public universities we are now paying about \$130 billion, including room

On the web

>Buy the book, in print and digital versions, at goo.gl/rmlNcE.



Q&A

with
Bob Samuels

and board and tuition.

Looking at the financial sources, the federal government currently gives about \$40 billion a year in tax

part-time with low pay and no benefits, so I suggest ways to get more money in the classroom and hire more full-time people.

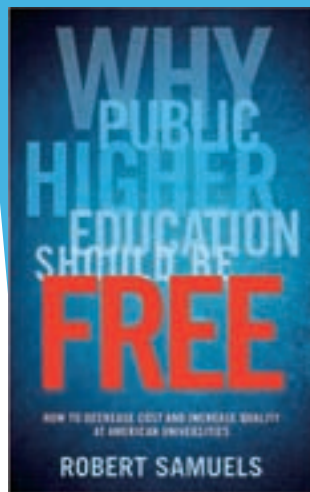
Q What are the ways you see research harming teaching?

A We have to find ways to support research, especially at research universities, but when outside companies fund research, they can distort

ings, and if they defaulted on their loans, they often have bad credit ratings, which can prevent them from getting jobs. This is a growing social crisis.

People usually can't believe we're already collecting enough taxes to make higher education free, or that anything should be free to the individual, or that our government can do anything to improve people's lives. Since people don't believe in large government programs or collective solutions, it's hard to get it done. But I think it all comes down to political will and being educated on the issue.

— By Emily Wilson, CFT Reporter



"Paying for higher education has shifted onto the individual instead of being seen as something necessary for a functioning democracy and economy. We need to think of higher education as a public good instead of a private burden."

the research because the researchers become indebted to the people giving them money. When those researchers enter the classroom, their teaching is affected by their research agenda.

With research such a priority, some institutions don't really look at the quality of the teaching, so someone who brings in a lot of research money could have a long career as an ineffective teacher. I suggest that some people be evaluated based on their teaching and some evaluated based on their research and then hybrids — people who do both.

Q Why is this book important now?

A The problem of student debt is going to affect a whole generation of Americans. After graduation, employers often look at students' credit rat-

BOB SAMUELS
COUNCIL PRESIDENT

Metrics v. quality of education

At Gov. Brown's recent gathering of stakeholders, we discussed how best to implement Assembly Bill 94, which calls for the UC and CSU to report on the following performance measures: the four-year graduation rate, the six-year graduation rate, the two-year transfer graduation rate, the number of low-income students, the number of transfer students from community colleges, the number of degree completions in the STEM disciplines, the number of course credits undergrads have at graduation, and the total amount of funds received per undergraduate degree.

While we applaud the governor's focus on the state's university systems, his metrics will be counter-productive if the quality of education is not protected. For example, to increase graduation rates, the UC can simply increase class size, inflate credits given to particular classes, and offer more credit for non-UC classes — all technical changes that won't improve the quality of education.





SHARON BEALS

LOCAL 1078

Ravitch inspires... Diane Ravitch addressed a packed auditorium at a lecture co-sponsored by the **Berkeley Federation of Teachers** on September 28 as part of the tour for her new book *Reign of Error, The Hoax of the Privatization Movement and the Danger to America's Public Schools*.

In her book, Ravitch makes clear that, contrary to the claims being made, public school test scores and graduation rates are the highest they've ever been, and dropout rates are at their lowest. She argues that the crisis in American education is not a crisis of academic achievement but a concerted effort to destroy public schools in this country.

Rank & Files

Sasha Abramsky, a lecturer and teacher in the Writing Program at UC Davis, and a member of UC-AFT Davis, Local 2023, has authored a new book, *The American Way of Poverty*, published by Nation Books in September. He also teaches freshman seminars on poverty with many working class and immigrant students, students whose own families are directly impacted by the issues discussed. The first part of the book paints a portrait of poverty in modern day America; the second part is about solutions, including a new line in the tax code that would pre-fund college through an educational opportunity fund. The interviews in the book show those without union representation are particularly vulnerable to having risk shifted onto them from their employers.

Joshua Pechthalt was honored with the Distinguished Humanitarian Award from the B'nai Zion Foundation. CFT President Pechthalt was lauded for his role in helping to craft the popular Millionaires Tax and ultimately, through collaboration with more than 80 community groups, pass what would become Proposition 30 in the General Election of 2012.

Mary Alice Callahan, a math teacher at Ann Sobrato High School in Morgan Hill and member of the Morgan Hill Federation of Teachers, Local 2022, received September's Crystal Apple Award from KSBW, a Central Coast news station. During the academic year, KSBW recognizes nine remarkable and inspiring local teachers who are dedicated to stimulating young minds and improving students' lives.

Have you or your colleagues made news lately? Email the pertinent facts to the editor of *California Teacher* at jhundertmark@cft.org.

LOCALS 1521, 1936, 6192

Learning the ropes... Three CFT members spent a week learning how to develop and implement successful political field campaigns at AFT's political boot camp in Norfolk, Virginia.

Michael Campbell from the **Berkeley Council of Classified Employees**, said the training provided him "the essential skills necessary to become an active participant in labor's electoral efforts, and in democracy in general."

Joining Campbell were Sarah Henne from the **Pajaro Valley Federation of Teachers** and Natalina Monteiro from the **Los Angeles College**



JESSICA ULSTAD

Michael Campbell, Natalina Monteiro and Sarah Henne survived political bootcamp.

Faculty Guild. Jessica Ulstad, state affiliate political organizer for the CFT, was a trainer.

The late September training was coordinated with labor's efforts to support Terry McAuliffe for Virginia governor, giving participants an opportunity to practice their skills in real time.

LOCAL 1020

Smaller classes matter... The new contract for Salinas middle and high school teachers includes language requiring the district to honor daily class size averages. Members turned out in force this spring to send a message to the administration and board of trustees that class size matters. They weren't complaining about the average student-to-teacher ratio of 29 to 1.

Teachers wanted to change a "loop-hole" in their contract that allowed the district to overfill classes in the fall with a promise to redistribute the overload later in the school year, explained Steve McDougall, president of the **Salinas Valley Federation of Teachers**.

Many classes remained overfilled

during the entire year, leading to ratios of 35 to 1 or larger, and negatively impacting student learning and stability for students and teachers alike. This fall, with the new contract language in place, class size overages have been addressed.

LOCAL 6525

Backbone of the college...

One of CFT's newest local unions, **Pasadena City College-CFT**, completed salary negotiations with the district, bringing members a 4.8 percent increase in compensation.

After reaching agreement, the college president called classified staff "the backbone of the college," and issued a joint statement with local President Julio Huerta: "PCC-CFT and the district have concluded constructive negotiations that have led to an agreement that is good for the unit members and good for the college."

Huerta is a computer technical support specialist in the information technology services department. The local represents 225 professional and office staff at the college.