



Spring Issue
Volume 19: Issue 2

An Affiliate of CTA and NEA

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Pass the envelope please!

SBTA MONTE Award:

It's the "Many of Our Nations Top Educators" award presented to certificated individuals who have made outstanding contributions to a specialized or general field of education services, in addition to classroom work and in support of the classroom teacher. This year's M.O.N.T.E. Awards Banquet was held on May 7, 2015. Congratulations to our magnificent M.O.N.T.E. recipients:



- Cindy Cochran—North Verdemont Elementary*
- Angela Huerta—Chavez Middle School*
- Stephanie Liggins—San Andreas High School*
- Julie Chesney—Special Services (Anderson)*
- Carmen Espinoza—SBTA Innovation in Education Award*

CTA/San Gorgonio Service Center Council WHO Awards:

"We Honor our Own," and this year the following members are recognized for service above and beyond!

- Francine March—Lankershim Elementary School*
- Theodore "Ted" Stanton—Golden Valley Middle School*
- Sharon Cowley—Pacific High School*



SBTA Scholarship Recipients: These promising young students have been chosen to receive SBTA scholarships. Congratulations to all!

- | | |
|--|---|
| <i>Jesus Alarcon - Diana Navarro, Carmack</i> | <i>Alexis Alexander-Hood - Tiffany Hood, Hillside</i> |
| <i>Taylor Babbitt - Jana Babbitt, Emmerton</i> | <i>Daniel Burroughs - Dan Burroughs, Pacific</i> |
| <i>Tamia Casey - Tamika Casey, Teaching Coach</i> | <i>Jahi Cooper - Latasha Cooper, Psych Services</i> |
| <i>Nicholas Cowley - Sharon Cowley, Pacific</i> | <i>Janelle Good - Hermila Good, Lytle Creek</i> |
| <i>Myles D. Jones - Deidre Jones, Belvedere</i> | <i>Gabrielle Lopez - Christopher Lopez, Richardson</i> |
| <i>Amanda Luna - Felicia Luna, Monterey</i> | <i>Melanie Maeda - Matthew Maeda, San Gorgonio</i> |
| <i>Roselyn Magaña - Yvonne Alcantara, Curtis</i> | <i>Joelle Mazich - Keeli Mazich, Alt. Learning Ctr.</i> |
| <i>Jordyn Meyer - Sally Meyer, San Andreas</i> | <i>Brandon Scott - Michael M. Scott, Roosevelt</i> |
| <i>Javin Maleck, Singer - Trimonisha Singer, Richardson Prep</i> | |



Upcoming:

Rep Council:

May 20, 2015

Meeting Called to

Order at 4:15 PM

Dinner to follow at 5:30 PM

WHO Awards:

May 22, 2015

Greet, Eat & Meet

TBA for August 2015

Positive Party with a Purpose!

From 4:00 - 6:00 PM
Babysitting Available for Ages 12 & under

MONTE Awards and Retiree Dinner

Here are just a few pictures that were submitted from the dinner honoring our award winners & retirees. Congratulations to all! (pictured here are: Julie Chesney, Hillside Elem. Teachers, Carmen Espinoza, Felipa Tello, Angela Huerta, Stephanie Liggins, and more!)



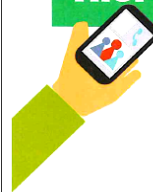
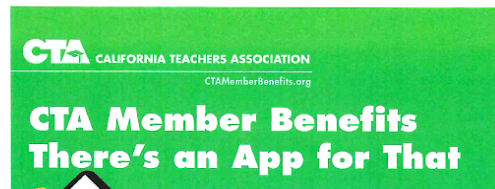
Innovation in Education Award

The San Bernardino Teachers Association congratulates Gomez Elementary teacher Carmen Espinoza for winning the 1st ever SBTA *Innovation in Education Award*[™]. Mr. Espinoza has created an innovative film program called “The Actors Showcase” that enables elementary school students to experience acting and film making from screenplay to Red Carpet premier at the Screen Actors Guild Foundation. Mr. Espinoza uses traditional teaching pedagogy to enable students to analyze screenplays, develop characters, improvise dialogue, and address

complicated topics such as “The Glass Ceiling” and mental health issues in our communities. For more information on Carmen Espinoza’s program, visit www.espinozafilms.com. To nominate a teacher for the next SBTA *Innovation in Education Award*, contact the SBTA main office.



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It’s spectAPPular!

(Available for iOS and Android)

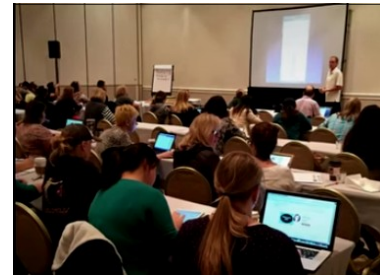
Good Teaching Conference, San Jose: February, 2015

Submitted by Hank Enriquez-8th Grade-ELA/Arrowview Middle School

This year's conference offered over 80 workshop sessions including an all-day IFT Expo cadre offered on Friday. The 2015 Good Teaching Conference in San Jose, California gave educators a unique opportunity to gather, network with teachers of every grade level/subject area, and promote excellent teaching practices. The conference workshops were led by classroom teachers and educational experts who have made significant and immediate impacts in classrooms.

Below are some of the key sessions we were able to benefit from:

- **Digital Tool Kit: Learn Tools & Methodologies for the Common Core:** Ever wonder how to integrate technology with the Common Core? Discover various websites, apps, and tools to achieve the Common Core Standards. Learn how to flip your classroom or have students prepare for project based learning.
- **Creative iPad Projects:** The presenter shared the most effective apps and innovative ideas for using iPads to create a variety of engaging, across the curriculum projects. Discover dynamic ways to get students thinking at cognitively complex, highly engaged levels, and strengthen technology skills for all students.

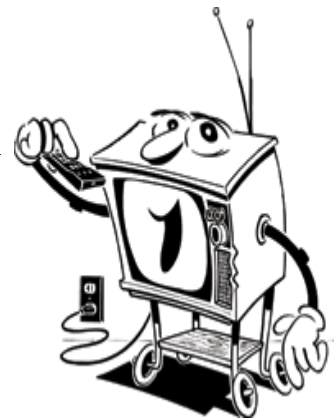


- **Eliminate Pesky Misbehavior....Gimmick Free!** - If you are looking to regain your sanity, increase your time to teach and develop or improve the positive ethos of your classroom all while holding students responsible for their behavior, then you have come to the right place. This workshop is a fast paced, gimmick free explosion of valuable teaching tips that work for levels K-12, no matter the socioeconomic or cultural background of your students.

Good Teaching Conference, San Diego

Submitted by Alicia Lawrence, George Brown Jr. Elementary School

I had the opportunity to go to the Good Teaching Conference in San Diego from March 20-22. At the conference, I went to several workshops about Common Core Standards and how to include them in our lessons. I learned that students are expected to use technology to present what they are learning about. Students can make presentations about a topic. I went to "Right Brain Strategies" to learn about how I can integrate music and sounds to help engage all students. I am now using music to help with transitions in my classroom. Students know that when they hear the theme from "Mission Impossible", it is time to clean up everything as quick as possible. When students hear the theme from "Peg + Cat", they are working on our daily math problem. I went to "Writing Strategies for Primary" and learned about "Writer's Workshop". I have started implemented "Writer's Workshop" to teach students how to be great writers. They have time to learn an objective, practice on their own and practice with a partner.

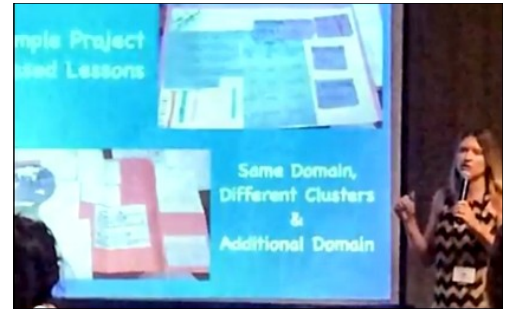


For music integration resources, go to:
<http://goo.gl/hljr0f>

CTA: Good Teaching Conference: San Diego, CA.: March 20-22, 2015

Submitted by Martie Goss, Hillside Elementary School

I learned a lot of valuable strategies at the CTA: Good Teaching Conference that I can use in the classroom to implement Common Core State Standards effectively. The Friday morning general session explored helping students take ownership for their learning through project-based learning, differentiation, cognitive learning, and by bridging the gaps as we make the transition to full implementation of the Common Core Standards. I attended sessions on Integrating Technology, Exploring ELA Smarter Balanced Performance Tasks, Real World Math Scenarios, Organizational Skills, STEM, Behavior Management, and Math Games to reinforce Common Core Math Standards. The most powerful session I attended was the session on STEM: Engineering in the Elementary Classroom. Students take ownership for their learning by posing questions to understand an Engineering Challenge. Students need time to engage in productive struggling with critical thinking challenges. This will help students engage, make connections, and retain knowledge. The teacher becomes a facilitator while students collaborate, use critical thinking skills, and become problems solvers ready to face the challenges of the 21st Century in both college and career. I will be able to use the knowledge I gained from this conference for years to come.



CTA: Good Teaching Conference

*Submitted by: Onie Cabilao,
Emmerton Elementary School*



Rick Morris
"...in touch with
today's educators."

Good Teaching Conference was a great experience! I learned a lot and really excited to use some strategies to the class. I attended Rick Morris' session, and it was very helpful and an eye opener. The use of simple cards for students' accountability is one of the things that impact me as a teacher. There were so much things we can do to encourage and challenge the students. Technology and Common Core were discussed too. I love how they incorporated technology to the lesson and the project-based learning. The use of Ipads and how it make the learning enjoyable while making sure the students are on task, is really big for me and for my students. Thank you SBTA for the opportunity.



**Go to: <http://goo.gl/TyBtd5>
for additional information.**

A Deeper Look Into Technology & the Four Domains

Submitted by Denise Loera, Hillside Elementary School—Good Teaching Conference South

John Dewey said, "Give the pupils something to do, something to learn; and the doing is of such a nature as to demand thinking; learning naturally results." This resonates as this is the theme I repeat with coaching my teachers. I want to start with this quote to it is embedded in their minds.

I was reminded of the SAMR model and the importance of getting technology into students' hands. Teachers need to focus their instruction in the higher levels, just as we do in Bloom's and DOK. Some examples of how to incorporate into the daily instructional routine as it relates to SAMR are:

- **Modification:** Using Google Docs to collaborate about a research paper and searching the web for the information
- **Redefinition:** Creating a website and communicating with schools.

Another important point was that EdTech Blueprints are just recommendations.

The most important recommendations to take back to our sites and SBCUSD are:

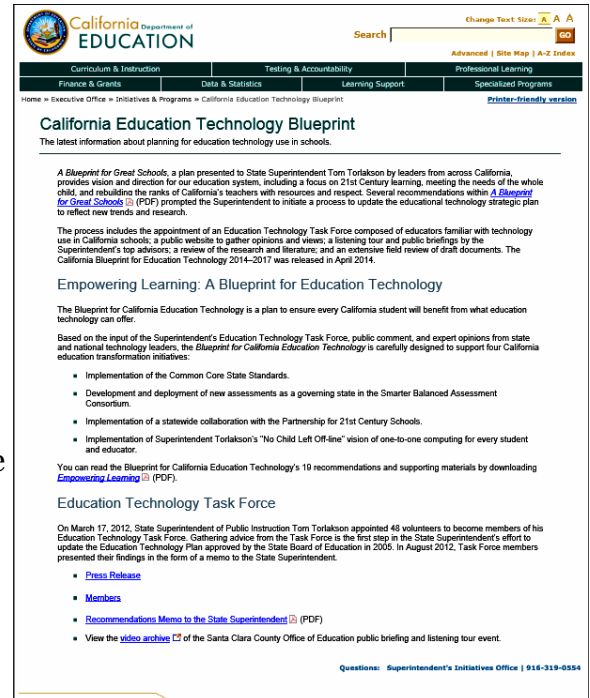
- ensure the technology divide does NOT increase (1:1 environment) so students are ready to enter the workforce and college
- remove barriers that restrict teacher flexibility in using technology to educate our children. Ex: YouTube, Edmodo
- create professional development and teacher certification programs in education
- provide technology instruction to our students using Direct Instruction

Assessment Literacy for the 21st Century

During this session, I realized that I didn't know all the vocabulary associated with SBAC. Assessment literacy is defined as consisting of an individual's understandings of the fundamental assessment concepts and procedures deemed likely to influence educational decisions. It is implied in the CCSS that while knowing if we have achieved our goal, time for teacher collaboration, and time for student collaboration is increased. However, our infrastructure needs to change to allow for TIME!

21st Century Skills Students Need are:

- surf the web to collect data, evaluate the quality/relevance/usefulness of the material, and then report the data without plagiarizing. There are many changes with the SBAC/CAASPP, but at the current time the belief is that in 2018-19 when the API is in place, schools may start back at ground zero. This may be good for schools in PI, but what does this mean for schools that are high achieving like Hillside? We also surfed the web to look at the newly release CAASPP - Student Score Report to compare and contrast from the CST score report.



The screenshot shows the California Department of Education website. The main heading is "California Education Technology Blueprint". Below the heading, there is a paragraph of text explaining the blueprint's purpose and a list of recommendations. The recommendations include: implementation of Common Core State Standards, development of new assessments, statewide collaboration with the Partnership for 21st Century Schools, and implementation of Superintendent Torlakson's "No Child Left Off-line" vision. There are also links to a press release, members, and recommendations memo.



'Don't Yelp Us!' Debate Over Teacher Evaluation Data Spawns a New Bad Idea

By Jasmine Song and Tim Walker, reprinted from NEA Today.org, May 7, 2015



The debate surrounding teacher privacy, transparency and student test scores reemerged recently when a parent in Loudon County, VA, filed a lawsuit against state officials requesting the release of the state's teacher evaluation data.

Brian Davison, a father of kindergarten and third-grade public school students, filed a Freedom of Information Act in March pressing for the disclosure of teacher ratings. Davison believes that parents need this data – which is based on student test scores – to determine whether their children's educators are performing up to par.

The Virginia Education Association and state education officials are challenging the suit, arguing release of such information would present at best an incomplete picture of teacher effectiveness, violate privacy and needlessly damage reputations.

In 2011, Virginia began collecting student growth percentiles (SGP) from standardized test results to calculate student academic growth from year to year. However, the state passed a law in 2013 making "teacher performance indicators" confidential, finding that such data proved to be unreliable measures of teacher quality. No single score can be considered an accurate measure of the learning that goes on in a classroom or an accurate assessment of the teacher in that classroom, explains Meg Gruber, president of the Virginia Education Association. "There is no way that a number can sum up how effective someone is at reaching and teaching our students," says Gruber "People are going to be blamed without any understanding of their context, their classroom, [or] their students. It would be like saying journalists are ineffective because newspaper circulation is going down or fewer people are watching the news."

Creating Metrics on Educators

The controversy over releasing teacher evaluation data to the public initially broke out in 2010, when the *Los Angeles Times* published a database containing thousands of the city's school district's elementary school teachers' names and their respective ratings. The data used English and math test scores to assess students' academic progress and their teachers' effectiveness. The newspaper's decision was widely denounced, including by many who generally support the prominent use of value-added data in teacher evaluations.

The push to release this data soon cooled off. Only in a handful of states, including Florida, New York, and Michigan do parents have access to teacher evaluations, and some states have recently passed legislation to prevent releasing data to the public. Arkansas and Indiana require schools to report teachers' average performance while shielding individual identities.

Unfortunately, a nagging sense that parents are somehow being shortchanged by denying them a public arena for evaluating teachers persists. Recently, Yahoo! political blogger and former *New York Times* reporter Matt Bai generated some buzz with a column titled, "A Yelp for Teachers."

Bai uses the Virginia lawsuit as a springboard to argue that if districts won't release evaluation data, then parents should have a place to create their *own* metrics.

"Let's have a discussion about transparency about accountability ...How is it that the business of teaching has somehow eluded the most ubiquitous and influential form of evaluation in modern America? I'm talking about customer feedback," Bai writes. Bai rips a couple of pages out of the education reformers' playbook. His arguments tap into the persistent misperception that what's good for the private sector must also be good for public education ("We review Amazon products, Uber drivers, sellers on Ebay, but about the only thing you can't find online is which seventh-grade math teacher is best for your kid") and he predictably resorts to hackneyed attacks on teacher unions ("defenders of the status quo").

Peter Greene, a high school teacher in Pennsylvania, dissected the substance of the proposal on [his blog](#), explaining the challenges of getting reliable data and pinpointing a problem that is already rampant in countless Yelp reviews: "Voluntary participation would insure that the few who left comments would really mean what they said, but only teachers who evoked particularly strong feelings would elicit comments—twenty-five sets of parents from my class might say nothing because they think I do a fine regular old vanilla job, but the twenty-sixth parent, who's angry about how Little Chris flunked for never doing work, might blow me up."



(cont. from pg. 7)

'Just the Wrong Way to Go About It'

Educators are not opposed to accountability and feedback, says Prudence Plunkett, a library media specialist and former classroom teacher in Alaska.

"Accountability has to be done reasonably and appropriately and should be between teachers and administrators because that's their job," explains Plunkett. "I understand why some parents would want to tell everyone, 'Here's what I think about teacher A,' but using a site like Yelp is just the wrong way to go about it."

"The trend over the past few years is to make *everything* public. But there are things that shouldn't be public," Plunkett continues. "Instead of really trying to solve problems and discussing issues one-on-one, you just post it your thoughts online! There's no room for nuance."

Matt Bai was clearly not looking for nuance, just clicks mostly. He's right about one thing: we *should* have that discussion about accountability and transparency. But let's take into account the unique, daily challenges educators face with individual students and supply the assistance and resources they need to improve learning, says VEA President Meg Gruber.

"What we really need to be doing is providing the supports that students and teachers need to do their best: smaller class sizes, good professional development, up-to-date textbooks and technology," says Gruber. "That's what's good for kids."

"Teachers have many bosses. Lawmakers, superintendents, principals, parents, just to name a few. All of them tell us how to make our classroom successful, but they don't always give us the tools to do so. In addition, we are constantly having funding cut, more testing added, and less instructional time to make the students global learners. ...Don't Yelp us! We have enough critics who make themselves heard. Fund the work I do daily and protect the little privacy that I have."

Full article available at:
<http://goo.gl/ouHYQV>

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Create QR Codes for Your Classroom

Submitted by Donna Kosman, Lankershim Elementary School, News & Views



You'll notice that I added a number of QR codes to this quarter's issue. If you haven't tried using QR codes in your classroom, now's the time to experiment. First you need to install a QR reader on your student iPads. I prefer I-nigma only because I've had good luck with it—so far. Second, find an

internet resource that you want your students to access. Take the URL and copy it ("control-c" or "command-c" depending on your computer). Then, paste the URL into a QR encoder website such as QR Code Monkey. Choose Create QR-Code (green button), and then download the png file to your computer. Place the png file on a page to print, and print enough copies for your groups. Have the students scan the QR code with I-nigma, and choose "Go Online." Transitions take seconds, and no one can type in the web address incorrectly.



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I will not criticize any union colleague except to the individual directly.

If any union colleague is being criticized in my presence, I will confront the criticism and ask that it stop.

I will not participate in any conversation with administration that criticizes or negatively speculates about any union colleague.

I will settle my differences with my colleagues within my union.

I will engage in debate, offer them every opportunity for debate, and respect minority viewpoints, but I will observe and support the majority mandate of my union.

Join our Greet, Eat & Meet team!

We're always looking for new members for our social committee to help plan and organize our PPP's.

Please email Kim Emery
kimkam47@aol.com
if you are interested!



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