

## Features

2014 Retirees

Site Concerns

CALSTRS News

Common Core

Scholastic Survey

Message from Presidents

# FAIR SETTLEMENT

## The Tentative Agreement Was Voted Down: What Now?

TVEA members voted on the tentative agreement May 20 – 22, and results came back 361 in favor (36%) and 649 against (64%). In response, a team of CTA staff visited every school in the district to ask members:

- What made you vote against it?
- What needs to be in the agreement for you to vote in favor of it?
- What will you do to push for a fair settlement?

CTA is currently compiling the responses received at site meetings and will report back to our Bargaining Team on Tuesday of this week. The TVEA Bargaining Team is working to set up negotiations sessions with the district right after school gets out, to move forward with this information.

What are the possible outcomes for negotiations?

1. We could come to agreement this summer on a new settlement. Voting by membership would occur in the early fall.
2. We could arrive at impasse, when one or both parties cannot offer further concessions to move to an agreement.
  - a. The first phase of this is mediation, in which the Public Employment Relations Board appoints a mediator to meet with both parties to resolve the dispute. The mediator may certify the dispute to fact-finding.
  - b. A request is sent to PERB for fact-finding. An advocate from TVEA and an advocate from TVUSD, along with a neutral party, form a fact-finding panel. After presentations from both parties, the neutral party issues his/her findings, and the 2 advocates can agree or disagree and make statements of recommendation for the report
  - c. After fact-finding, the district and association must consider the report, and the district can adopt its “last, best offer.” The association, at this point, could decide to strike.

“Leverage”—in the form of mobilized action to put pressure on the School Board—is crucial throughout these processes. That’s why your Organizing Committee is asking you to stand ready this summer to take action when asked. That’s why TVEA has collected your personal emails—to stay in touch through the summer months.

This may be the last issue of the newsletter for this year, but it won’t be the last communication you’ll receive from TVEA!

## President's Message

Over the course of my term as president, I have learned that teacher leadership is the way that we will make positive changes in the future for our profession. It's taken a few years to get there, but TVEA finally has a bigger voice when it comes to curriculum and policy. TVEA and DO employees are now working collaboratively:

- Common Core Steering Committee - TVEA members are working side-by-side with administrators to make a program we both believe is manageable for teachers and successful for students. (CTA President Dean Vogel recognized this committee at the last regional meeting for Association Presidents and suggested that other Associations utilize this model for implementation of CC)
- VAPA program at elementary schools - this program provides extra meeting/planning time for classroom teachers, as well as opportunities for students to experience the arts
- LCAP meetings - TVEA members have been involved from the very beginning (analyzing data, helping define priorities and represented association interests)--something that hasn't been true for many other associations



My wish for TVEA's future is that we continue to seek more opportunities for our Associations involvement at meeting tables with the district, where professional discussions take place about instruction, assessment, the district budget, resources, student success and other common interests. TVEA's voice must continue to be heard.

As my term comes to an end, I am thankful for our dedicated and compassionate Executive Board. We have had to struggle with some tough decisions over the last 3 years, and they have worked respectfully with one another to come to the best decisions they could for our members. Meetings full of discussion lasted into the evening (from our 4 pm start time) many times and I want to thank them for the countless hours they gave to association business, taking steps forward in teacher empowerment.

I've asked a lot of our Leadership Council over the last 3 years and I'm thankful for their commitment and dedication. They've had to recruit members at their sites for rallies, phone banks, sign-shaking, and other political activities. They've carried important communication from the Exec Board to members back at their sites about a multitude of topics—and brought issues and concerns to the body to consider and try to find solutions for. They've distributed newsletters and flyers, urged members to complete surveys, and persuaded members to attend their 10-minute meetings. They are an incredibly important link in the chain of communication for our association.

Lisa Sisco, TVEA's Office Manager, is incredible—organized and committed, creative and intelligent. She will be appreciated by TVEA's incoming president (along with all our members) for her wealth of knowledge and skills, her positive attitude and helpfulness, and the 7 years of history she's had with the association. She knows how to keep a step ahead of the many projects and activities that we continually have going on, and I've appreciated her hard work and collaboration on our **TVEA Advocate**. Communication has been a huge focus of mine during my tenure and our award-winning newsletter is proof of that.

Our local and statewide CTA staff, officers, and Board Members have been informative, quick to respond, knowledgeable, and supportive through the years I've worked with them. Local association presidents would be lost without CTA staff. Patti Bailey has been a particularly helpful advisor to me these last three years.

I sign off with wishes for a great summer of relaxation and refreshment for our members, and I wish the best of luck to our new leaders as they take on their new roles in TVEA!

--Chris Lindberg

### Did the "May Revise" Bring Any New Money to TVUSD?

The May Revision to the Governor's state budget proposal did not direct new monies to school districts. Note that the budget is due to be passed by June 15th; it is not yet finalized by the California Legislature.

### TVEA Executive Board Election Results

Congratulations to next year's Second Vice President - Rob Clause

## A Message From Your President Elect

I am humbled and honored to begin my service as your TVEA President. Although I do not officially take office until July 1, I am hard at work finishing my term as 2<sup>nd</sup> Vice-President and planning ahead for next year.

For those of you who may know little to nothing about me, I have taught in the Temecula Valley Unified since 1987. I worked at Temecula Valley High as a Social Science Teacher until 1997, before moving over to Chaparral High in the same position where I have served for seventeen years. I have specialized the last several years teaching Government and Politics including twelve years teaching college level (AP). I hope to successfully utilize my familiarity with government processes and politics in my role as President.

My wife Rosemarie, taught elementary school in the TVUSD for nearly a decade before moving to Hemet Unified and is currently an independent study teacher at Helen Hunt Jackson Independent High School. Oldest daughter Kylie is a UC Riverside grad and will complete her Masters in Behavioral Analysis from Ball State University in July and is employed as a Case Manager for the Center for Autism Related Disorders (CARD). Younger daughter Sydney is excited to graduate high school in a matter of days and will be a first year student at University of California Berkeley in the fall.

Although I am a secondary level teacher by trade, I have had the chance to work with many elementary teachers in the various TVEA roles I have served over the years. I will seek to unite our membership and break any perceived barriers between our various K-12 levels. The TVEA President is the face of the organization and as that person I will publicly advocate for our members in both small and large group settings. Having been in the trenches as Vice-President the last three years I am aware of how hard Executive Board, Leadership Council, Bargaining Team, and our various committees work. I will seek to coordinate the efforts of these various policy making bodies into a cohesive unit. We must seek to eliminate the fragmentation of stakeholder groups and improve ongoing communication with members.

A strength of TVEA is our nearly 1300 members should we choose to use them. Please consider increasing your TVEA involvement in 2014-15. Consider running for a site leader position in August when school resumes and elections take place. I have begun preliminary work regarding the appointment of both Committee Chairs and Committee Members for next year so if you have an interest in getting involved please contact me over summer at [jkingsberg@hotmail.com](mailto:jkingsberg@hotmail.com)

I look forward to speaking with you in person as I get around to the sites early in 2014-2015.

--Jeff Kingsberg

## VOTE in the June Primary!

June elections traditionally have low voter turnout, so your vote is especially important on Tuesday, June 3<sup>rd</sup>! CTA has sent mailings to all members regarding initiatives and candidates. A vote for Tom Torlakson for Superintendent of Public Instruction for CA means you choose a former teacher who supports adequately funding public education and small class size. He's against "over-testing" and judging teachers by student test scores.

Don't forget to vote on Tuesday!



## Association Presidents Flooded into Sacramento for Annual Lobby Day

On May 21<sup>st</sup>, local teacher association presidents met in Sacramento for a day of education and lobbying. The group was updated on the latest information on the state budget and trained on effective meetings with legislators and staff. They were educated by CTA staff about legislation related to mandatory kindergarten and the proposed plans for solving the problem of CalSTRS unfunded liability for the future. The presidents discussed the need for adequate funding for public education in California, and made this a priority for meetings scheduled throughout the day in legislative offices.

After a day of lobbying, the group met to debrief, and overwhelmingly shared that meetings had been positive, with most legislators committed to CTA's points of view on legislative issues. Individual lawmakers in need of more education by CTA lobbyist educators were noted, and successful discussions were celebrated.

TVEA President Chris Lindberg met with chiefs of staff or legislative directors for Assemblymember Brian Nestande, Assemblymember Marie Waldron, and Senator Ted Lieu.



## 2014 Retirees

**Karen Langton (Kindergarten Teacher, VES)** has been at VES for 17 years. She'll be moving with her husband (who is being promoted) to Springdale, AR—closer to her daughters. She hopes to spend time gardening, crocheting, reading, and relaxing!

**Vickie Carunchio (Independent Study Teacher, NHS)** has been teaching for 32 years. She looks forward to staying up late, sleeping late, reading for pleasure, and never, ever picking up another red pen!

**Mary Kaye Rogers (4<sup>th</sup> Grade Teachers, TTES)** is retiring after 42 years as a teacher! She's moving to Stillwater, OK to be closer to family. She hopes to spend time with her boys, play golf, and attend Oklahoma State University athletic events!

**Jo Ann Ensminger (3rd Grade Teacher, RHES)** will be caring for her mother in retirement—and she's also looking forward to becoming a grandmother!

**Vivian Burke-Scheuerell (Computer Teacher, BVMS)** and her husband will be moving to Arizona. She looks forward to travels around the US in their motor home. She'll also be reading for pleasure, sewing, and playing with her grandchildren!

**Dale Borgeson (3<sup>rd</sup> Grade Teacher, VHES)** will continue to work in education by assisting TVUSD schools as a consultant in educational technology, helping teachers with the use of emerging technologies and working with schools to improve websites. He also plans on volunteering for local organizations and traveling (plans for Europe, New Zealand, New England, Colorado, and the Pacific Northwest). He has grown sons in San Luis Obispo to visit, and he enjoys belonging to local wine clubs!

**Susan Braun (Business Teacher, CHS)** started teaching 30 years ago. She looks forward to being able to stay up late (something her body likes to do, but early starts at a high school often prevent), golfing, cooking, cleaning better and more often, and maybe working part-time in a less stressful job.

**Joni Childers (Psychologist, VHES and ARES)** began teaching in 1977 and has moved around a lot over the years, teaching in Texas and Washington, besides California. She plans to spend lots of time at the gym (LOVES Bikram yoga!), volunteering at her church, reading, visiting wineries, and traveling.

**Jan Roberts (Computer Teacher, VRMS)** is looking forward to a non-structured life! She will be joining some family and friends, renting a barge in France to travel through the canals. She'll also be working with wine with a part-time job.

**Caroline Husband (Social Science Teacher, GOHS)** plans to travel, play lots more golf and have a lot more time with her grandchildren.

**Steve Spatz (Math Teacher, MMS), Constance Davis (Third Grade Teacher, NVES), Catherine Ralston (Math Teacher, DMS) and Sandy Huth (English Teacher, TVHS)** are also retiring this year.



up



## TVEA Celebrated Day of the Teacher at Rodrigo's

About 60 TVEA members attended a celebration with appetizers and raffles at Rodrigo's on May 8<sup>th</sup>.



### TVUSD Teachers of the Year

Congratulations to these teachers honored as TVUSD Teachers of the Year!

Elementary--Dale Borgeson (VHES)  
Middle--Steve Spatz (MMS)  
High--Jackie Schmidt (CHS)

## **Common Core Steering Committee Communiqué from Meeting May 15, 2014**

The CC Steering Committee met Thursday, May 15th, to discuss Infinite Campus, funding for Common Core implementation, progress as a committee, and preliminary plans for next year.

The group meets to work towards a positive implementation of Common Core standards across the district, with a focus on being solution-minded and results-oriented.

The committee reviewed actions and reports from last month's meeting and discussed Infinite Campus trainings. Elementary teachers who attended the Infinite Campus "trainer of trainers" workshop had shared frustrations with applying the program for elementary needs. A July 30<sup>th</sup> refresher training will take place for those teachers who have attended a training and feel they need more experience and guidance in using Infinite Campus. Each site will have a teacher-trainer as a resource, and a district Help Desk will be available. Trainings will be saved and available for viewing on the district website.

The district received about \$5 million to be used over 2 years for Common Core. This money can only be spent by districts on:

- Staff development—the VAPA program at elementary schools, over this year and next—provides release time for teachers, costing approximately \$620,000
  - Technology—more than \$1 million was spent, primarily on Chrome Books for all campuses
  - Resources—costs included printing at Print Stop for google drive resources at \$56,000, and textbooks resources at \$1.5 million

Title II funds were used for many staff development expenses, including extra duty pay (for after-school committee work) and sub costs for release time. Title I funds were used to pay teachers for curriculum writing over the summer.

Next year's plans will use funds from Common Core monies, Title I, Title II, and LCAP:

- \$1 million will be used from Common Core funds to pay for a math pilot across K-8
  - The Local Control Accountability Plan will likely include money for time for teachers to work on assessments, UPOs, and other CC work. Some of the work will be during the school day and some will be after-school. (Note LCAP approval will be voted on at the June 17<sup>th</sup> School Board meeting.)
  - LCAP will likely pay for staff development related to Common Core implementation—sometimes through (math, literacy, or language arts) specialists at sites
  - On-line subscriptions to non-fiction resources are being evaluated for purchase as teacher resources for Language Arts
  - PLC cohorts will continue training throughout 2014/15
  - Staff development will focus on instruction strategies, and could include some release time for observing other teachers
  - Unused consumable workbooks, purchased this year, will be collected and redistributed based on need
  - Haiku—a learning management system, will be introduced for teachers of Math 6-12. Secondary math specialists are “curating” this lesson and assessment repository
  - Google dox will continue as the on-line resource for Language Arts
  - More google dox training will be provided for those who need it
  - Smart Board training will continue throughout the year
  - The district will focus on providing quality resources to secondary math teachers

The Steering Committee evaluated their progress as a group from December of 2013 to now. They felt accomplishments included:

- Improved communication between all staff about Common Core implementation
  - The committee provided a safe place to voice genuine concerns and work towards solutions
  - The use of surveys several times throughout the year provided valuable data to direct our work
  - Teachers' voices have been heard—this has happened through communication with the committee reps, the written feedback forms used earlier in the year, and now the on-line feedback process from PLC teams

The committee looked at plans for next year:

The group will continue to meet monthly

The group will schedule topics of discussion in response to what we're hearing on campuses

Progress on topics discussed this year, along with the concept of "holistic grading," the use of Smart Boards in the classroom for CC instruction, and "curating resources" will be monitored

Surveys may be used as needed for topics of discussion

The Steering Committee plans to meet again in mid-September. With one exception, all TVEA members of the team and administrative members of the team have committed to return to this 2-year implementation committee. Cara Ramsay (TVHS) will be replaced by Aimee Ricken (GOHS) as High School Language Arts teacher. This change was approved by the TVEA Executive Board.

## Common Core News

### Khan Academy, Smarter Balanced, and Illustrative Math have collaborated to provide CCSS math resources.

Khan Academy's Common Core math resources have been developed in collaboration with Smarter Balanced, Illustrative Mathematics, and 40 educators to provide thousands of new, interactive math problems aligned to every Common Core State Standard for math. Students can work at their own pace through grade-level "missions" and track their progress through personalized dashboards. All problems are accompanied by step-by-step solutions specific to each problem. Successful completion of missions is charted on a progress report on the student's dashboard while "coaches"—whether teachers, tutors, or parents—can see a student's progress with access through a class code or coach ID. Go to <https://www.khanacademy.org/> to find out more.

### New Resources for the Special Education Community

The California Department of Education (CDE), Special Education Division (SED), Special EDge publication entitled "What New Standards Mean for Students with Disabilities" is now posted on the [CDE Common Core State Standards \(CCSS\) Resources for Special Education](#) Web page. It contains insight into the CCSS and universal design for learning, new assessments, professional development, Individualized Education Program (IEP), and Multi-Tiered System of Supports. There are also one page resource documents translated into English and Spanish on the CCSS and students with disabilities for parents, students, teachers, and school administrators.

If you have any questions regarding these CCSS SED resources, please contact Kristen Brown, Education Research and Evaluation Consultant, Special Education Division, by phone at 916-445-1064 or by e-mail at [kbrown@cde.ca.gov](mailto:kbrown@cde.ca.gov).

## CalSTRS Funding Discussed in Sacramento and Across State

In April, the *TVEA Advocate* included an article about concerns about CalSTRS' unfunded liabilities for the future. This month, new information is available that members need to be aware of.

Governor Jerry Brown has proposed plans to fully fund the CalSTRS Defined Benefit Program. His plan closes the \$74 billion funding gap—through a gradual, predictable contribution increase from the 3 parties that currently contribute to CalSTRS pension plans. Because the problem took a long time to develop, it can't be solved overnight. Solving the problem NOW, though—rather than a few years from now, will help avoid severe financial problems for the pension program. It is responsible to put a plan into place now, according to the state and CTA.

The Governor's plan includes:

- Member contributions (this means you) will increase from 8% to a total of over 10.25%, phased in over 3 years.
- District contributions will increase from 8.25% to 19.1% over 7 years. This means more district funds will need to be designated for this purpose.
- State contributions will increase from 3.04% to 6.3%, phased in over 3 years.

Note that this is a proposal, and has not yet been approved by the California Legislature.

CALSTRS

Proposed Changes

## **Concerns/Issues that Site Leaders Brought to TVEA**

For the last 2 months, this newsletter has shared concerns and issues that site leaders brought to TVEA site rep meetings. Your site reps have been provided with a spreadsheet of these concerns/issues--and TVEA's avenues for addressing them, and they would be happy to share it with you. This article includes the last of the ideas brought up, along with how TVEA has worked to address them.

### **Prep Time, Assessment Time, and Grading Time**

- Teachers have shared that they need more preparation time, assessment time, and time for grading, especially with the implementation of Common Core, which has consumed many more hours than a typical work year requires. Teachers have suggested more release days (but are concerned about the amount of time it takes to create relevant lesson plans for substitute teachers) and more professional development and planning days when students are not scheduled to be at school. There are legal state requirements for the number of instructional days and minutes students require at different grade levels. Adding professional development days to the work year is always a possibility, but other teachers have also expressed that they do not want a longer work year.
- Addressing the many hours of prep time and grading time can happen through several paths: lobbying, the Common Core Steering Committee, the LCAP Advisory, and Negotiations. Earlier this school year, district administrators heard the needs of elementary teachers through the lobbying of TVEA leadership, and the district responded with extra time (2 full days or 4 half days during the first semester for each CC teacher) during the school day for teams to work. This past month, additionally, teams were given time to work on beginning-of-the-year units. During second semester, the district implemented the VAPA program, not only to broaden students' instructional opportunities, but to give teachers release time to work in PLC groups (2 sessions per month) and for individual prep related to Common Core (2 sessions per month). TVEA members on the LCAP Advisory advocated for extra time for both staff development and planning for next year, and worked with the Advisory to make that part of the proposed plan.
- Teachers have suggested fewer staff meetings or fewer PLC sessions per month as possible relief for the many hours outside of school hours being used to plan for instruction and grade assessments and assignments. Our Negotiations Team proposed fewer PLC meetings or fewer staff meetings, but they were not able to get approval on either idea from the District Negotiations Team.
- Kindergarten teachers would like to see more VAPA/release time for their classes, which only have a VAPA session once a month, unlike other elementary grades. Logistically, this was a problem with the program starting half-way into the school year. There is potential for more VAPA sessions next year, when the program may expand slightly and logistics can be set at the beginning of the year. TVEA leadership has lobbied for expanded VAPA opportunities for Kindergarten next year.
- For elementary teachers, individual student DRAs take many hours, and they have requested assessment days to fit that time in each semester. First grade teachers have pointed out that their many one-on-one assessments require students in class to work independently for many hours while a teacher assesses each student. TVEA leadership has discussed these concerns with district leaders, but at this point, the district has not found an alternative assessment that provides as much information as a DRA, and will continue to use it as a valuable assessment. The cost of extra assessment days is not built into the budget for next year.
- Fourth and fifth grade teachers have asked for aides in their classrooms. TVEA cannot negotiate for classified workers--the district has the right to make decisions about their staffing. Note that designating money for aides would mean less money available for other expenses within the district, including raises or more money towards benefits.
- Middle school teachers have asked that an enrichment class be counted as another "prep" in the teacher's schedule. Enrichment classes do not count as credits for a student (and generally are shorter than the average class period), and they cannot count as a "prep" for a teacher.
- Secondary teachers have suggested that the contract should restrict teaching assignments to no more than 2 "preps" (classes to prepare for). This is a topic that Negotiations could approach next year. Note that our contract allows for more than 3 "preps" for teachers in some positions, including EL, PE, Interventions, and VAPA.

### **Evaluations**

- Secondary teachers have asserted that evaluations should be done by someone who has knowledge of the subject being taught. District admin agree that this would be ideal. Ed Code, however, does not require this, and hiring more administrators who are experts in each discipline would be expensive for the district, and the idea probably would not be supported by TVEA members. Teachers are not permitted to evaluate colleagues, per Ed Code, so this is not an option. There is not an inexpensive solution to this concern.

## Resources

- TVEA members have requested more therapists for students. This can be addressed through the LCAP Advisory. In fact, more counselors are part of that proposed plan, to work with EL students, foster youth, and low-income students. In addition the proposed LCAP could provide additional Positive Behavior Intervention specialists.
- Teachers have asked for more PE equipment, bigger classroom supply budgets, more copies, class sets of core lit books, updated textbooks, money for site licenses for web-based programs, and access to websites for instruction, and other materials. TVEA has shared these concerns in conversations with DO administrators. The district responded to copying needs by making it a policy that copying at Printstop from the google drive of Common Core resources does not come out of a teacher's budget. The Common Core budget for next year will likely include more of the web-based resources (subscriptions) that teachers are requesting. It is important to note that with LCFF, all of these resource expenses come out of Common Core funding or general funds. (General funds are also the pool from which any raises or benefit increases come from.) Math textbooks will be piloted next year with Common Core funds.

## Step 30

- This year, Step 25 became part of the salary schedule. The TVEA Negotiations Team could certainly suggest a 30<sup>th</sup> step, but it would have to be with member knowledge that this money would go to a limited number of teachers, different than a raise that impacts all members.

## Transfers

- Members have requested that teachers should not have to go through interviews when they are forced to transfer. In fact, involuntary transfers do not require interviews. Voluntary transfers require interviews. Teachers who will be involuntarily transferred have more say in the process if they participate in voluntary interviews for known positions that are posted.
- Teachers want guaranteed school transfer rights for their children at all levels. The district has heard this concern and has made efforts to make these transfers happen for children of employees in future years.

## Programs

- Some teachers have requested that the school year be extended by 5 days. Some teachers are opposed to working a longer year. Extra days would come with increased pay. TVEA leadership does not feel it has a mandate for this move.
- Elementary teachers would like PE, art, computer, and music specialist teachers back in elementary schools. The LCAP Advisory has lobbied for bringing these programs with specialist teachers back, and the VAPA program is one step in this process. It is important to note that adding these teachers to the roster would mean less money in the general fund to pay for salary or benefit increases.
- Teachers have requested that the district pay for teachers to share resources and “network” with one another. At this point, optional networking sessions for teachers like those TVEA has offered, are not in the district’s budget plan.
- Alternative Education teachers would like to see an article in the contract to better define their roles, rights, and responsibilities—and the opportunity to work with truly unique curriculum that meets the needs of the students in Alternative Ed. A committee of alternative ed teachers could work on researching and creating guidelines to bring forward to the Negotiations Team next year. An article could be proposed for the contract. Curriculum could be discussed in a steering committee that includes both administrators and teachers. This has not been activated yet.
- Elementary teachers would like to have “coaches,” specialist teachers to help them implement Common Core Standards instruction. Next year, the district focus in Common Core professional development will be on training and modeling instructional strategies. The LCAP is not finalized, but could offer opportunities for professional development and planning, along with a few Literacy Specialists, but not math coaches for elementary at this time.

This concludes the 3-article series generated by input from site reps on concerns and issues heard at sites.

## Did You Know?

NEA’s Executive Board plans to take steps to establish a National Educators’ Monument in Washington, DC. To do so, an Executive Order or Congressional legislation must authorize it, a process that can take many years. Fundraising would be the next step, and 7 years are granted to raise money to break ground and complete construction. Many approvals and permits are required to set up the site location and construction plans.. (The Dr. Martin Luther King, Jr. Memorial took 20 years of planning, fundraising, and construction—and cost \$120 million dollars—to give a point of reference.)

# Scholastic Survey Reports on Teachers' Thoughts on Public Education and the Profession

Scholastic, with funding from Bill and Melinda Gates, conducted a survey of America's public school teachers, titled "Primary Sources: America's Teachers on Teaching in an Era of Change." The third edition of one of this large survey (20,000 teachers participated—done every 2 years) provides detailed information on teachers' attitudes and concerns on pressing issues facing education today.

You can find the entire survey, or specialized topics within it (like Common Core, Evaluations, and Collaboration) at <http://www.scholastic.com/primarysources/>.

## What the Survey reported about CA teachers regarding their work:

- 98% agree that teaching is more than a profession; it is how they make a difference in the world
- Teachers cited reasons for becoming a teacher as follows: to make a difference in children's lives (85%), to share their love of learning and teaching with others (73%), to help students reach their full potential (69%), and to experience and be a part of those "aha" moments when things "click" for a student (67%)
- Far fewer California teachers say they chose their career for reasons unrelated to students or the love of learning—for example, to have summers off (17%)
- 99% see their roles extending beyond academics to include things like reinforcing good citizenship, building resilience and developing social skills

## California teachers acknowledge many challenges in their profession:

- Constantly changing demands on both teachers and students (70%)
- Too-large class sizes (59%)
- Lack of time to collaborate with colleagues (48%)

## Teachers are working with students of varied learning levels and characteristics.

- 99% of California teachers have at least one student in their classroom who needs assistance or intervention for social, emotional or behavioral challenges
- 80% of California teachers have English Language Learners in their classroom
- 74% of California teachers work in classrooms with student reading levels that span four or more grades
- 71% of California teachers have students in their classroom who are working two or more grades below grade level
- 70% of California teachers have special education students in their classroom
- 60% of California teachers have students in their classroom who are gifted or who are working significantly above grade level

## Good News:

- 92% of California teachers agree that the rewards of teaching outweigh the challenges
- 93% saying they are either satisfied (49%) or very satisfied (44%) in their profession

## National data reveal teachers overall are more likely to say they are very satisfied in their jobs when they feel the voices of teachers like them are heard.

- In California, 75% of teachers feel their voices are heard **in the schools** where they teach
- 28% of California teachers feel heard **at the district level**
- 5% of California teachers feel heard **at either the state or national level**
- This pattern is consistent across all states

## Common Core instruction is something teachers are enthusiastic about, but important needs have been identified by teachers across the state:

- Additional planning time (82%)
- Quality CCSS-based professional development (78%)
- Guidance and ideas for teaching in an inquiry-based way (74%)
- Curricula revised to CCSS (73%)
- Teachers in California are most concerned about students who are currently working two or more grades below grade level (with 36% expressing concern), followed by English Language Learners (30%) and special education students (18%) as they implement Common Core State Standards.

## Teachers find evaluations most helpful when they include actionable feedback and multiple measures. Teachers identified the types of changes they think would improve evaluations and make them more helpful. Nationally, three main themes emerged from teachers' answers to this question:

- Desire for more feedback, especially personalized feedback

- Desire for increased fairness in evaluations
- Desire for better-qualified evaluators

**48% of California teachers report not having enough time to collaborate with colleagues. Time collaborating with colleagues is most often spent doing the following:**

- Exchanging or sharing resources and lesson plans (78%)
- Learning from each other's successes and challenges (71%)
- Reviewing student data (70%)

**Teachers increasingly use technology to collaborate with other teachers. For a list of the Top Ten Websites, used, go to <http://www.scholastic.com/primarysources/teachers-on-collaboration.htm>.**

## **Temecula Valley Adult School Continues to Strengthen Community**

**By Susan Ingle (TVAS Secondary Subjects Teacher)**

“The report of my death was an exaggeration.” —Mark Twain, 1897

“Ditto.”—Temecula Valley Adult School, 2014

After a summer full of uncertainty, the Temecula Valley Adult School (TVAS) was re-opened late last August after legislation was passed mandating K-12 districts continue adult education programs at 2012-13 levels of funding through 2015. This past school year TVAS has helped hundreds of adult students work towards receiving a high school diploma, getting a GED certificate, or taking the CAHSEE. Local high school seniors were able to do credit recovery through the TVAS concurrent enrollment program. And pregnant minors were able to continue working on their education goals after leaving their home high schools.

TVAS has played an important role in the continuum of educational opportunities in the Temecula area for over 25 years, but it continues to remain relatively unknown—even by TVUSD employees. And although Assembly Bill 86 has guaranteed the continuation of adult education through the 2014-15 school year, the reports of the end of adult education in Temecula continue to persist. TVAS is alive and well, and we look forward to providing adult education programs next year and beyond. Recently, TVUSD joined the regional AB 86 Adult Education Consortium which includes representatives from local adult schools, the Riverside County Office of Education (RCOE), and Mount San Jacinto College (MSJC). This consortium has been formed to build better relationships between K-12 districts, the RCOE, and MSJC programs and to formulate a plan for the future of adult education after 2015. Adult education leaders are working hard in Sacramento to secure improved K-12 adult education funding for the future. And TVUSD representatives will work with other AB 86 Consortium members to advocate for the continued support of adult education in Temecula.

## **IAC Meetings for Year Completed**

**By Lynn Breen, Co-Chair of TVEA IAC Team**

Over the course of the 2013-2014 school year, the IAC contacted several insurance trusts requesting quotes. After listening to their presentations, reviewing their plans and rates, IAC decided that SISC continues to offer certificated members the best plans at the best rates. The SISC plans will have the following renewal increases for 2014/2015:

HMO 6.5%  
Kaiser 5.2%  
PPO 7.3%

The only plan change was to the HMO—next year the HMO will have a \$200 individual/\$500 family deductible on prescriptions. There will be no increase to vision and dental. The district contribution remains the same at \$743.50. Depending on what plan you choose, the monthly increase will be anywhere from a \$34 to \$81. Please watch your school email; Risk Management will be sending out the new rates in June.

# EVENTS

June 2	Rally at the Duck Pond
June 3	Don't Forget to Vote!
June 3	School Board Meeting
June 4	Bargaining Team Planning Session
June 6	Last Day of School
June 13	TVEA Office Closes for Summer
June 17	School Board Meeting

## Shouts

- Congratulations, TTES, for being honored as a 2014 California Distinguished School!
- Congratulations to CHS students, CHS principals, Kristy Baron, Jackie Schmidt, Aaron Slojkowski, and Jeff Kingsberg for being awarded a Civics Award!
- Ricardo Salcedo advocated for language learners at the last School Board Meeting.
- TVHS JROTC instructors, Lt. Col. Philip Byrd and CMSgt. Jeffrey Dodson, shared news about their program--and their students gave a skills demonstration to School Board May 20<sup>th</sup>.

## Principal and AP Surveys

The TVEA surveys closed at midnight last night. Thanks to everyone who took the time to complete them. We are working quickly to get the results to site reps to share with principals as soon as possible!

## TVEA Gives Out 16 Scholarships for Seniors!

Sixteen high school seniors received scholarships from TVEA at the Dollars for Scholars event on May 12<sup>th</sup>. All the students are the children of TVEA members.



## TVEA Office Closes for the Summer

The TVEA Office closes for the summer at 12pm on Friday, June 13<sup>th</sup> (a week after school gets out).

At that point the email address, [tvea@verizon.net](mailto:tvea@verizon.net), will transfer from Chris Lindberg to Jeff Kingsberg. However, TVEA presidents have the summer off from work, just like teachers. Your best point of contact for any job-related concerns this summer is the local CTA office in Murrieta. Their phone number is 951-461-2183. You can speak to Patti Bailey, Karen Bost, or Staci Begin, CTA staff, at that number.

Please note, you may receive personal emails or text alerts from TVEA this summer related to bargaining.

## TVEA is on Facebook!

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



Find us on  
Facebook

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TVEA Officers

Chris Lindberg, President

Edgar Diaz, GMS, 1st VP

Jeff Kingsberg, CHS, 2nd VP

Bob Rollins, RVHS, Treasurer

Carla Kestler, TES, Secretary

Area Representatives

Chad Yates, GOHS, High School

Jeanine Wulfenstein, Middle School

Theresa Thompson, PVES,

Upper Elem

Upper Elementary

Tammy Iverson, LES,

Primary Elementary

Karen Hogan, Special Interest

Committee Chairs

Edgar Diaz, GMS, Bargaining

Chad Yates, GOHS, Grievance

Marcia Varner, FVES,

Equity & Human Rights

Gary Check, VES, Insurance

Lynn Breen, LES, Insurance

Belisa Guerrero, TES, Social Events

Traci Pawlak , VHES &

Mark Harnetiaux, GOHS, Elections

Alexa Ingram-Dupart, LES, &

Sean O'Hara DMS, PAC

Robin Orner, LES, IPD

Jeff Kingsberg, Interim Organizing

Chris Lindberg, CCSS Co-Chair

CTA State Council

Mitch Brown

Bob Rollins

Marcia Varner

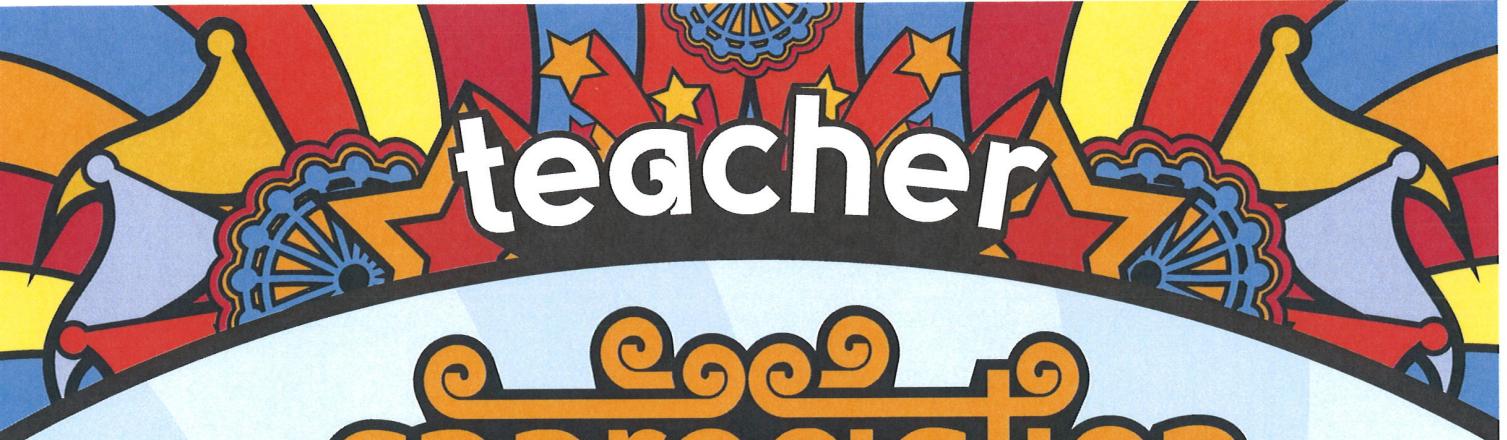
NEA Delegate

Marcia Varner



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# teacher appreciation days

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The San Diego County Fair would like to offer all teachers two free admissions to the Fair on Friday, June 20 and Friday, June 27. Any employee of a public or private school, K-12 and colleges and universities are eligible no matter where they are located.

Just show your employee ID and photo ID at the Will Call window at our main Fair entrance (O'Brien gate) and receive two free tickets.

**enjoy a day at the fair for free!**

For information on Fair activities on Fridays, go to [www.sdfair.com/calendar](http://www.sdfair.com/calendar).

For all employees attending the Fair on other days, visit [www.sdfair.com/tickets](http://www.sdfair.com/tickets) for huge discounts through Group Sales.



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closed mondays and  
the first two tuesdays

