



ALVORD EDUCATORS ASSOCIATION

THE PODIUM



ISSUE 1 SEPTEMBER 2017

PRESIDENT'S MESSAGE

“If you aren’t outraged, you aren’t paying attention.” This was a statement I heard while listening to the mother of Heather Heyer, the young woman killed in Charlottesville. I couldn’t help but think that this could certainly be said here in Alvord these past months. To all of you, if you aren’t outraged, you aren’t paying attention to all of the negative words and actions by our School Board. This is NOT a time for turning your back and thinking that none of this affects you. One School Board member is randomly and intentionally targeting teachers for Public Records requests in order to discredit and destroy the reputations of certain individuals.

Does it not matter to you if it is your President, Bargaining Chair or Executive Board under attack? Does it have to be an assault on you personally before you stand up and say **“Enough is enough?”** Doesn’t **“An injury to one is an injury to All”** mean anything or is it not until it hits home directly? Board members are talking about and acting upon the silence and passivity of AEA members.

Which brings me to our salary proposal. The School Board seems to have the attitude of “They make enough.” They are clearly taking the Barragan approach and attitude that we are greedy and should only make his quoted \$45,000 a year. Well, I ask, “Are our colleagues to the East and West greedy?” They make as much as \$10,000 more per year than you do! Do they work harder? Do they deserve it more? Some of you seem to think that we make up that difference in benefits. Not true! We have given up **over 26% in salary over 17 years to pay for our benefits.** They have never been “given” to us and our Benefits Committee works hard on a MONTHLY basis to maintain the plans. Other Associations have implemented monthly payroll deductions rather than working hard to maintain benefits for reasonable costs. Does this make us less worthy of a salary increase?

We need for all of you to attend the September 19th Board meeting to tell the Board “No” to these questions and say “yes” we deserve a raise. We are planning to demonstrate at the 4:00 early hearing session to hopefully make it easier for all of you to attend. Wear maroon or navy (AEA colors). Be outraged that the Board is disrespecting and diminishing us!

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Comments, articles and letters to the editor are welcome. Please direct to:

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CALENDAR OF EVENTS

9.13.17 Exec. Board Meeting 4:00 p.m.
9.19.17 AUSD Board Meeting 4:00 p.m.
9.20.17 Rep. Council Meeting 4:00 p.m.

Calling Members to Attend!

ILC AND DPDP DEVELOP TEACHER LEADERS

By Natasha Hutson Kohls

The Podium Editor

Juan Casas, special education teacher at Wells Middle School, was one of four AEA members selected to the Instructional Leadership Corp (ILC), an educator-driven professional development project created through CTA's partnership with the Stanford Center for Opportunity Policy in Education (SCOPE) and the National Board Resource Center at Stanford University (NBRC). Other members include Tracy Doverspike, Jennifer D'Antoni and Julie Stanfield.

"...[T]he conference gave me a chance to become acquainted with the program's principles and goals," Casas explained. "I was also able to meet and pick the brains of educators from across the state who have already been involved with the ILC project. It was validating to hear countless educators praise our district's DPDP model and praise the relationship and shared vision of Leigh [Hawkinson] and Sid [Salazar]."

The DPDP model is something that Casas has embraced. "As a district, I think we have to realize that the DPDP model gives us the most flexibility and autonomy as educators. Since I've worked in Alvord I've always disliked top-down approaches and I've heard that from many other teachers as well," he shared. "However, DPDP is the exact opposite of a top-down approach and I think we need to embrace it since it empowers us as teacher-leaders."

This brand of professional development should have a positive affect on teaching practices at Alvord and Casas agrees. "I think that our DPDP will provide our teachers with strategies and skills to use in the classroom which will directly benefit our students. Perhaps more importantly, I think and hope that this new direction can have an empowering effect on our educators and will help us push ourselves to be the best educators we can be for our students."

On a personal level, this experience with ILC has given Casas a fresh perspective for this new school year. "[J]oining the ILC project was reinvigorating for me. It was refreshing to see the CTA and Stanford believing in the notion that educators are knowledgeable professionals who are able to self-assess their professional development needs and that we should be trusted to carry out our own professional development."

Casas hopes that his colleagues can embrace the idea of teacher-leaders and carrying out our own professional development. "Our district is full of great teachers doing amazing things and we simply need to get the word out and learn from each other."

From CTA

September 5, 2017

California's Educators: ALL Dreamers Welcome in California's Schools

BURLINGAME – CTA President Eric C. Heins issued this statement today following the Trump Administration's revocation of the Deferred Action for Childhood Arrivals (DACA) program which protects from deportation approximately 800,000 young people who were brought to the United States as children—200,000 of whom are here in California.

"Today's calculated action by President Donald Trump and his administration threatens the futures of nearly a million young Dreamers and places them at risk of deportation from the only country most of them have ever truly known as home. This is an outrageous breach of faith and a broken promise to these young people who applied for DACA protection and who have met the education and/or military service requirements. It threatens to break up families, ruin lives, and is a betrayal not only to the affected young people and their loved ones, but to the very core values we share as a nation.

"California educators understand from first-hand experience what DACA has meant for the security and well-being of thousands of our students. DACA participants have graduated with distinction from our schools and many are in our classrooms today, having only recently begun the new school year with at least a glimmer of hope that their education and their dreams would not be shattered by a callous act such as the one taken this morning.

"The California Teachers Association states unequivocally that their struggle and our support does not end with today's announcement. ALL Dreamers continue to be welcome in California classrooms and schools. Educators are mobilizing on behalf of their students, many joining protests in recent weeks and today, while others continue hosting workshops to help inform immigrant families of their rights. All educators will continue to make sure our classrooms are safe and supportive places for all students.

"We call on Congress to act now, not later, to protect these Dreamers and to resolve the chaos into which their lives have been suddenly thrown, by passing legislation with the urgency this situation and good conscience both demand."

DPDP Continues to Grow in Its Second Year

By Natasha Hutson Kohls

The Podium Editor



Tracy Doverspike, Jennifer D'Antoni and Julie Stanfield attend the ILC conference in Sacramento this past July.

Stokoe Elementary School teacher Tracy Doverspike's role in DPDP has expanded since its inaugural year in 2016-2017. Last year, she was both a participant and a presenter, but now she has joined the organizing team and is one of the members of the ILC (Instructional Leadership Corps) which partners with CTA and Stanford University to build and develop teacher leaders.

Doverspike represented the elementary level on

the Alvord ILC team which helped to create the DPDP sessions not only for our district, but for other districts in this network.

Doverspike says that her teaching has improved greatly since presenting and participating with the Instructional Leadership Corps trainings. "I've become more focused and reflective of my teaching. I'm learning how to use best practices for student success and sharing it with my colleagues."

According to Doverspike, this model of PD respects teachers as professionals. "We are now able to make choices for our own growth. We're all on our own learning path and need different sessions to help us expand our resources."

She also points out that the presenters are fellow Alvord teachers and from the ILC network who share what they've been successful with in our district. Doverspike praises her colleagues for their support during the year and after a PD presentation.

DPDP, in its second year, continues to grow and improve, at least partially due to the feedback of members, but also because of ILC. Doverspike explains, "Last year the program was just getting started and developed. This year, with the help of the ILC network, we're able to offer more sessions and expand the variety of sessions to meet more of the different certificated staff's needs."

There is a lot to value in this type of "homegrown" professional development. "I really believe that the most valuable aspect of DPDP to educators is connecting with one another and building new relationships," Doverspike said. "These relationships will have a positive impact on student learning. We can all help improve our DPDP sessions by becoming a presenter. I'm just one kindergarten teacher who loves to share my love of teaching. I know everyone has something special to share that works in their classrooms too."

If presenting isn't your forte, Doverspike encourages teachers to continue to provide feedback and to request specifically what they need from PD.

Currently, DPDP is scheduled for 9 Tuesdays throughout the school year. Doverspike is not opposed to seeing this expanded. "I would like to see DPDP to become more than just Tuesday sessions and teachers meeting with each other and planning, sharing, and working together across our district. I would love to see Ed Camps and PLC's all over our district in the future."

Currently, Alvord is considered "on the cutting edge of professional development with our own DPDP sessions," and was recognized at the state-wide ILC workshop this past July.

"We're the only district in California that works with our local union, district, CTA, and the Instructional Leadership Corps Network" Doverspike shared. "Other districts are now following our lead and realizing that teachers are professionals and should be treated as such. The only way DPDP is going to grow and sustain is with feedback from our colleagues and presenters."

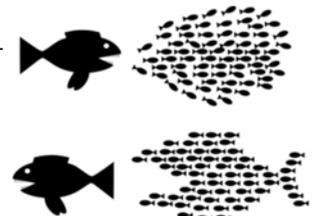
WE ARE STRONG WHEN WE STAND TOGETHER

Now is the Time to Show Your Support for AEA

Our salary and benefits are the result of our members, bargaining team and leadership. Without the hard work and active support of ALL members, NO members would enjoy this contract.

It's time to support your union through ACTION:

1. **Attend school board meetings.** We need to fill the board room with our members.
2. **Write letters to school board members** to express your concerns, goals, expectations and your support for AEA . Also, share stories about the incredible things happening in your classroom or at your school to remind them of our value.
3. **Discourage rumor spreading** and check that information is factual and not hearsay.
4. **Write an opinion article for The Podium.** The school board and cabinet read the newsletter.



Watch for more information from AEA and check with your site rep.

NEA DELEGATES ASSEMBLE IN BOSTON FOR ANNUAL MEETING

NEA Representative Assembly Report

By **Orquidea Wilcox, Alvord Educators Association NEA Representative Assembly Delegate**

The National Educators Association Representative Assembly was held in Boston, Massachusetts this year from June 29th through July 5th.

One of the hottest issues this year was the Charter Schools inclusion or exclusion. A large group was of the opinion to vote against ALL charter schools regardless of how or why they were created. Another group, including the NEA leadership and CTA leadership, shared the idea that we should support the PUBLIC charter schools, but not the PRIVATE, FOR PROFIT charter schools.

The *public charter schools* were created to be able to get funds from the Federal Government, and in most cases, like in UTLA, they were created by the public school boards because the district did not have any funds. Many teachers of the public charter schools are NEA members. After a long discussion, we voted to support the *public charter schools* and their teachers, and include them in our association.

Another highlight was the Teacher of the Year, Sydney Chaffee. This was the first time that the teacher of the year was NOT a public school teacher! Saul Ramos was the Support Professional of the Year.

The Friend of Education Award is normally given to a public figure, usually a politician, who supports Public Education. This year the honor was conferred on actor LeVar Burton, from Reading Rainbows! He said, "I believe that what you (teachers) have to offer is essential to this nation... And our desire to lead the world in any meaningful manner depends on you. Without you, we go nowhere." He also stated, "Unless we support you, we don't get this job done."

Burton's mother was a teacher, and he truly understands

what teachers do! It was very emotional to sing along with the whole assembly the theme song from "Reading Rainbow" and honor his work for literacy!

[It was acknowledged that] California was the state that donated most to the Children's Funds.

The assembly was held in the new convention building by the bay, in a newly reconstructed area of the city. It was hot and humid outside, but inside the convention center, where we had meetings from 7am until around 6pm, or until business was done, it was nice and cool.

We met with our California Caucus every morning from 7am to 9am to go over the NBI (New Business Items) that were going to be presented on the floor that day. We voted our Caucus' positions after [debating] different points of views.

The general assembly started at 10:00 am each day. To my surprise, this year it was the smallest RA I have attended. Normally, we are about 11,000 representatives and three to four thousand guests. This year we were less than eight thousand representatives and just approximately two thousand guests.

The California delegation was over a thousand representatives, so our percentage was greater than in the past. As a recommendation of attendees' suggestions, there were a lot less speeches, but there was more student participation as they shared their poems with us! It truly was a treat! There were over 150 NBI that we had to address and vote



Alvord Students Win César E. Chávez Awards

Congratulations to Stephanie Gonzalez of Arizona Middle School and Joshua Contreras of Arlanza Elementary School!

Each student's artwork won them a \$550 cash prize in the César E. Chávez Memorial Education Awards Program.

The artwork will be on display at CTA Headquarters and winners will appear in an article in CTA's magazine *the California Educator*.

The teachers of Alvord USD are very proud of your accomplishments.



From NEA's Mission, Vision, and Values

Collective Action

We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.