



Dean Elder, President



ASTA Action

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President's Report

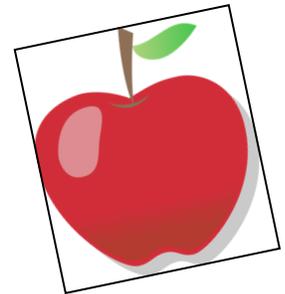
About 10 years ago, during the first days of school, a student raised his hand and asked me if I remembered a former student from a few years before. I thought for a second and realized that I did remember him and the new student and I shared a couple of stories. Then the new student informed me, "He's my dad!"

Over the next few years, the shock of having students in my classes who were children of former students shifted into a realization that teaching for 30 years in the same school has made me a unique part of the community around my school. When I walk precincts during political campaigns, on every street I encounter former stu-

dents and parents, or business people I have worked with, or sometimes somebody just shouts "Hello Mr. Elder" from a passing car. Whether or not it was my goal, I have become part of the fabric and the history of central Anaheim.

As teachers, we all play an integral, and often overlooked, role in the communities outside the four walls of our classrooms. Your students will remember events that occur in your classroom for the rest of their lives. I urge you to engage your students, communicate with your parents, and step out into the community and see what opportunities are out there for you to make a positive impact.

The AUHSD is a district where many teachers spend most or all of their careers. Nearly 75% of our teachers have more than 10 years in the district. You are very likely to be teaching here for many years. How you engage your community today may have a large bearing on how your community looks in the latter years of your career.



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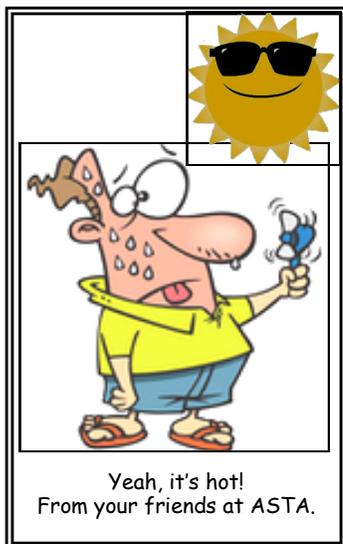
Bargaining Update

It is just about time to begin a new round of contract negotiations. The bargaining team met to plan ASTA's initial proposal on the 28th of August. The proposal was presented to the District later that day and was made public ("sunshined") at the Board of Trustees meeting on September 10. The bargaining team

had another internal meeting on Sept. 9. We began that day coordinating with the ASTA Insurance Committee (Dale Miller, Ed DeCook, and Jack Gupton). Afterwards we discussed more specifics and developed strategies to be used when negotiations with the district actually begin on the 23rd of September. The bargaining team presented

the details of ASTA's initial proposal to the Representative Assembly on September 17. Please be on the lookout for updates via email after that time. If you have any questions please contact Dean Elder (astapres@gmail.com) or me (jctarzan@yahoo.com).

by James Goran,
Bargaining Chair



CTA Summer Institute Addresses Teacher Rights

by Geoff Morganstern,
Treasurer (Brookhurst)

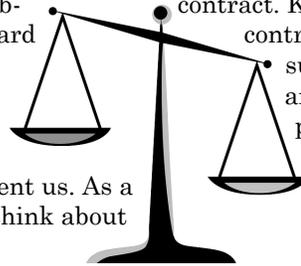
This August I was fortunate enough to attend CTA's Summer Institute again. I continued to build on last year's training by taking the legal strand. The first part of the strand focused on the laws and precedents concerning our local bargaining unit (ASTA). After listening to teachers from across the state I can honestly say that we have a strong and vibrant local chapter. It was pressed upon us that even though we currently have favorable laws in California toward local teacher unions, those laws are under assault and we need to be vigilant in protecting our hard won rights

as educators. It's all too easy for us to become complacent.

The second part of the legal strand explored the individual rights of teachers by reviewing the Educational Employment Relations Act (EERA). We covered topics such as surplus, RIF, discipline and the Public Employee Relations Board (PERB). A great benefit to being a member of CTA is that we have access to Group Legal Services (GLS) to assist and represent us. As a classroom teacher I don't think about

these issues on a daily basis but it's good to know we have CTA's legal service backing us up.

The last nugget that I took away from the Summer Institute's legal strand is that we should not rely on our administration to know the law and/or the contract. Knowing the law and our contract is the first step in insuring that we as educators are given the freedom and protection to be effective in the classroom.



Future Teachers Need YOU!

by Dean Elder,
President

California ranks dead last (50th) in student-to-teacher ratios, and would need 100,000 additional teachers right now just to bring that ratio to the national average. Over the next ten years, California will need to replace 106,000 teachers (one-third of the current workforce) just to maintain current staffing levels - the ones that have us ranked 50th. In the meantime, the number of people earning a teaching credential, and enrollment in teacher-preparation programs in California are both on the decline at a

time when we need to be training more teachers to fill those upcoming needs.*

Donating to the ASTA Support Your Profession Scholarship Fund for graduating seniors who aspire to become teachers is a great way to encourage young people to seriously consider entering the teaching profession. Many donors to the ASTA Scholarship Fund opted to take last year's retirement incentive and donations to the fund have declined. Currently only

100 of our 1300 teachers (about 8% of our bargaining unit) donate a monthly average of \$4.40 to the fund. This is only about 60% of the monthly donations from last year.

Please consider calling or emailing Pam Weiland (714 999 5660 or weiland_p@auhsd.us) in payroll to start your payroll deduction donations this month. Let's do what we can to help the best and brightest students join us in the near future!

*State-wide data courtesy of CTA.

CTA Summer Institute Addresses Bargaining

by Judy Yeaton,
Secretary (Katella)

This year at CTA Summer Institute I participated in the Essential Bargaining Skills Track. The training was a fascinating peek into the workings of contract bargaining between districts and the local chapters. Leaders pro-



vided us with the "Ten Step" bargaining path guidelines which we then practiced by role-playing bargaining from both sides of the table. We used real life issues to bargain, giving us a true understanding of what it is like to be in negotiating situations – offering insight into the perspectives of all parties. It was a fast paced and very enlightening training that really opened up my view of the mystery of the bargaining process. In addition to this foundational learning, I was also fortunate to be able to network with

people from up and down the state of California; hearing what their negotiations and contracts were like. Finding out what issues we shared, and what issues we had already dealt with, as well as what issues we had not yet faced was super informative and offered definite food for thought. The outcome for me was recognizing what an incredible bargaining team ASTA has, and knowing what hard work they put into the process, as well as how fortunate we are to have them representing us!

Know Your Contract: Tier II Evaluations

by Dean Elder,
President

Article 12.2 defines a Tier Two teacher as one who has “received satisfactory evaluations for the past two evaluation periods, is a permanent teacher and has completed 10 (ten) years or more certificated service ..., is NCLB compliant (if applicable), and holds an appropriate credential.” The move to a Tier Two classification happens automatically when the



criteria above are met. There is no contractual requirement that a completed Tier 2 Agreement Form in Appendix E-16 is turned in by the teacher to achieve Tier Two status. This form is used by HR to keep track of which teachers are Tier One and which are Tier Two. The duty to fill out this form, have the teacher sign it, and deliver it to HR belongs to the princi-

pal. It is also the principal's duty to correct any past miscommunications or mishandlings in filing form E-16. At the end of this year's evaluation cycle, all teachers on Tier Two will be asked to sign form E-16 to ensure that the records in HR are accurate. Please read the form carefully and correct any errors in order to avoid confusion over evaluations at the beginning of next school year.

Testing and Accountability: You Have A Voice!

by Ryan Ruelas,
CTA State Council (Anaheim)

With the recent release last year's SBAC scores, many of us are wondering how these new test scores might be different from the former CST's. There is also concern, especially during this time of unfair attacks on public education, as to how these scores may be used to assess student learning and possibly to measure our ability as educators. In response, this past August, State Superintendent Tom Torlakson created the Accountability and Continuous Improvement Task Force, a group of 25 educators from across California whose objective

is to advise Torlakson on recommendations he will make to the State Board of Education (SBE) and the state legislature regarding the new SBAC testing system. The task force will recommend specific components of California's approach to standardized testing, and suggest modifications to the existing laws, regulations, and systems supporting the previous accountability system. Torlakson is giving teachers the opportunity to create a more valid accountability system that takes into account multiple measures of student achievement,

with less focus on a single test score. I am a part of this task force and will be travelling to Sacramento throughout this year to represent teachers in the AUHSD. If you have any recommendations that you would like me to advocate for regarding these issues, please email me at ryan80ruelas@hotmail.com. I look forward to representing AUHSD on this task force and am certain that all of us in AUHSD will help shape California's accountability system into one that is more valid and fair for our schools and students.

Educators = Social Justice Warriors

by Julie Nielsen,
CTA State Council (Savanna)

NEA has a new leader, President Lily Eskelsen-Garcia, from Utah. By her own accounts she started off as a lunch lady, then moved to the classroom and eventually became a union leader. At the NEA Representative Assembly this summer in Orlando, FL., she gave impassioned speeches that are worthy of sharing. She started with the proud history of the humanitarian successes of public education. Then tied all of those victories into what we do every day as educators. She refers to teachers as “Social Justice Warriors.”

I started to think about what we do every day. It is so much more dynamic than just teaching kids. Our job is the leveling mechanism that allows generations from all walks of life to have equal and REAL opportunities to pursue their goals and dreams. Our energy is spent encouraging students to go after their dreams and to rise above their circumstances. Our efforts are countless numbers of small acts that multiply and reach far beyond our curriculum. It is essential that we never forget that Social Justice is the reason education exists. The true measure of a warrior is

found in the level of commitment to the battle ahead. Year after year, we fight the good fight because we know the consequence of our failure would be an uneducated society with masses of people mired in hopelessness.

All things considered, I believe it is important to remind all of us of the magnitude of our tireless efforts. Everything we do for our students contributes to the goal of a well-educated citizenry which is key to a strong and thriving society.

You are Social Justice Warriors and you matter!

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Ann Rice, Brookhurst

ASTA is an affiliate of CTA/NEA



Mark Your Calendar!

- ASTA Executive Board, Thursday, September 24, at 3:30 PM
- District Budget Committee, Friday, September 25, at 9:00 AM
- District Insurance Committee, Tuesday, October 6, at 2:00 PM
- ASTA Executive Board, Thursday, October 8, at 3:30 PM
- END OF FIRST QUARTER, Minimum Day - October 9
- District Professional Development Day - October 12
- ASTA Representative Assembly, Thursday, October 15, at 3:30 PM
- Board of Trustees, Thursday, October 22, at 6:00 PM
- CTA State Council, October 23 through October 25, in Los Angeles

Teacher Evaluations: A Process Focused on Growth

by Jaron Fried,
Asst. Superintendent of Human Resources

As we begin the 2015-2016 school year, there is much excitement surrounding the great work by AUHSD teachers to prepare all our students to learn with purpose and be college and career ready. With Common Core State Standards (CCSS) and P21 skills at the forefront of our instructional shift, I cannot recall a time when supporting our teachers has been more important. As a result, it is essential for District leaders and site administrators to create an environment where teachers feel safe through this transition. We envision our schools being a place where teachers feel empowered to innovate, work collaboratively, take risks, and are supported to improve their skills so they may provide quality experiences for our students. To that end, the District and ASTA have been working together to enhance the evaluation process for teachers. Rest assured, the forms

and templates have not changed. However, our intention is to enhance our approach.

Our Superintendent, Mike Matsuda, often speaks about The Principal, by Michael Fullen. The concepts and themes embedded throughout this text have inspired a new way of leading our schools. It speaks of empowerment, collaborative partnerships between teachers and administrators, and the need to build capacity. We see the evaluation process as an incredible opportunity to put those ideas to work. At our annual Leadership Advance with management, site administrators participated in the first of several sessions focused on how we approach and support our teachers through the evaluation process. In addition to what an effective evaluation looks like, how it is written and how the feedback is given, concepts

central to our discussion included how to foster a growth mindset, the importance of ongoing self-reflection, and the role of lead learner.

It is our hope that all teachers look forward to their evaluation process because it is a collaborative, supportive process that builds capacity. We see this as a meaningful and relevant process that seeks to strengthen the partnership between teachers and administrators and their shared responsibility to students and the community. We see this as a process that values teachers' input and puts them in control of their personal and professional growth. Essentially, best instruction matters; teachers and the work you individually and collectively do for and with students matter; and as a result, we are redefining our approach to evaluations so they truly reflect our values and priorities.