

# sdta **HOTLINE**

**March 28, 2016**

**CTA • NEA**

**15/16 – 10**

## **Message from the President**

As Presidential primary season plods toward the conventions this summer, the level of national discourse has, sadly, continued to sink into a morass of name-calling, allusions, and accusations. While some have accepted this as the norm in national politics, this year's low points have been intensified with unpleasant examples of racism, classism, sexism, and violence.

It is important for all of us to recognize that we are not alone in watching this unfold. For many of our students, burgeoning citizens on the cusp of voting age or about to vote in their first elections, this is the first election cycle they will have active memories of and it will imprint on them.

Regardless of our political leanings, we must do what we can to remind students that bullying is not an option and is not an acceptable path to personal power or success. We must never cease to model respect for everyone nor can we tolerate bullying or degradation in any form in our classrooms, our halls, or our extended communities.

One of the most important and vital responsibilities we hold as public school educators is that of stewarding young minds towards lives of active and productive citizenship. Our society cannot function without it.

*-Edith Salvatore*

## **ELECTION TIME**

SDTA ballots will be in your boxes the week we return from Spring Break. Please be on the lookout for them Wednesday – Friday, April 13-15 and be sure to vote!

## **MARK YOUR CALENDARS!**

**Join SDTA for a TGIF Friday, May 6<sup>th</sup> at RWC Underground at 2650 Broadway in Redwood City (just down the block from El Camino across the street from Sequoia)**

## **ETHNIC MINORITY EARLY IDENTIFICATION DEVELOPMENT (EMEID) MENTORING PROGRAM**

Currently, CTA faces challenges that threaten the very existence of public education as well as CTA's ability to function as a guardian of that institution, our students, and members. We face unrelenting attacks that fragment the public's support for our schools and divide educational employees' support for CTA's efforts to come to the aid of public education. To combat these challenges, we need leaders who reflect our membership and our student populations.

CTA has had a long-standing commitment to increasing ethnic minority leadership and staff. This program is both evidence of that commitment and reinforcement to continue it in the future. Applications for the program are web based and are available on the CTA website each year in the month of March.

### **Program Design**

The Ethnic Minority Early Identification and Development Program has been created to identify ethnic minority members who are interested in expanding their roles in the organization. Once identified and accepted in the program, participants are paired with a coach who assists them in defining goals and identifying appropriate steps to achieve those goals. The program builds on existing CTA/NEA programs, trainings, conferences, events as well as incorporates interaction and coaching with Local Chapter, CTA, and NEA leadership and CTA Staff.

### **Program Goal**

To increase the number of ethnic minority leaders in roles such as: President, Bargaining Chair, State Council Rep, Service Center Council Chair and Officers and any other respected leadership role/position.

**Application DEADLINE is May 6, 2016.**

<http://www.cta.org/About-CTA/Forms/EMEID-Participant-Application.aspx>

## CTA INSTRUCTIONAL LEADERSHIP CORPS (ILC)

Educators are transforming the profession by preparing each other to implement the new California Standards and share best practices with each other. The 325,000-member California Teachers Association (CTA) is partnering with the Stanford Center for Opportunity Policy in Education (SCOPE) and the National Board Resource Center at Stanford University (NBRC) to be at the forefront of educator-driven professional development that will benefit all schools and all students.

The Instructional Leadership Corps (ILC) is a three-year project to build a statewide network of accomplished classroom teachers and other education leaders who provide professional development to assist California public school educators in the implementation of the new California Standards for English Language Arts/English Language Development and Mathematics and the Next Generation Science Standards (NGSS). The 2015-16 ILC cohort of 284 educators is currently engaged in professional development in their local communities.

Cohort members are accomplished public school educators who reflect the diversity of California in ethnicity, gender, grade levels, subject areas, geographic regions, and school district type. Cohort members consist of school, district, and regional teams.

We intend to maintain the current size of the ILC (284 California public school educators) for 2016-17. We plan to add new ILC members in May 2016 to fill openings that become available. Educators who are interested in helping the ILC take root in their community, please complete our Year 3 ILC Interest Survey at <http://tinyurl.com/year3ilcinterest> by Sunday, April 17, 2016.

Learn more about the focus of the ILC next year at [http://ctaipd.org/wp-content/uploads/2015/04/ILC\\_Year\\_3\\_Project\\_Description.pdf](http://ctaipd.org/wp-content/uploads/2015/04/ILC_Year_3_Project_Description.pdf)

The ILC project has been made possible in part by grants from the S. D. Bechtel, Jr. Foundation, the Stuart Foundation, the National Education Association, the California Education Policy Fund (CEPF), and the Community Education Fund grantmaking strategy of Silicon Valley Community Foundation.

To participate in a professional development opportunity near you, or for additional information about the ILC, please contact: Marlene Fong: [mfong@cta.org](mailto:mfong@cta.org) or Melissa Gilbert [mjgilbert@stanford.edu](mailto:mjgilbert@stanford.edu).

## AND DON'T FORGET!

### • CTA GOOD TEACHING CONFERENCE

**April 15<sup>th</sup> – 17<sup>th</sup>** The CTA Good Teaching Conferences are designed to support excellent teaching and learning practices for classroom teachers. They offer a variety of diverse workshops in curriculum content areas for K-12 teachers, provide opportunities for professional development and offer time to network and share ideas with colleagues and experts in the field. For more information and to register for the conference, visit [cta.org/en/Professional-Development/Events/Conferences.aspx](http://cta.org/en/Professional-Development/Events/Conferences.aspx)

**SDTA has 3 remaining scholarships if you are interested in attending.** Please contact the office at [sdta2@sbcglobal.net](mailto:sdta2@sbcglobal.net) and leave your name and worksite.

### • SPECIAL EDUCATION WORKSHOP

**APRIL 14<sup>TH</sup> from 4pm-6pm** at our CTA Headquarters building in Burlingame. This workshop is intended to help Special and General Educators “unwrap” the impact and implications of state and federal special education law and is open to all members. Topics covered will include Teacher Rights, IEPs, Discipline, Changes to Service Delivery, Collaboration Discussion, and Response to Intervention. If you are interested in attending, please **RSVP to [alaxa@cta.org](mailto:alaxa@cta.org) or 650-552-5561 by April 8<sup>th</sup>.**

<http://www.facebook.com/groups/MySDTA>

### Your SDTA Site Reps:

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