

PERSPECTIVE



Central Valley Education Association

February 2014

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Election Results and Transition plans

At the January 21 building representative meeting, a motion was made and seconded to simplify the ballot by voting by acclamation to elect all individuals in uncontested races. The motion passed unanimously. That left one contested race, for secretary, between Suzanne Smith and Danielle Stroe. Both candidates had strong support in votes from our members, but Suzanne Smith prevailed in that race.

Below you will see the results of the election for officers, WEA and NEA representative assembly delegates, and the bargaining team of 12. Note that the position of vice president was not part of the election this year as that office is entering the 2nd year of a two-year term. Also, you may notice that there are 13 people listed on the team of 12. The reason for that is it includes the outgoing and incoming presidents.

2014-15 CVEA Officers

President (1st year of 2 year term)
Vicki Arnold

Vice President (2nd year of 2)
Wally Watson

Secretary
Suzanne Smith

High School At Large
David Smith

Middle School At Large
Monica Larson

Elementary At Large
Keith Hoekema

Specialist At Large
Heather Graham

2014 WEA RA Delegates

Steve Lalonde
Wally Watson
Vicki Arnold
Keith Hoekema
Heather Graham
Cheryl Sampson
Brad Thew
DM Freed

2014 NEA RA Delegates

Steve Lalonde
Vicki Arnold
Brad Thew

2014 Team of Twelve

Steve Lalonde (outgoing Pres.)
Vicki Arnold (incoming Pres.)
Wally Watson
Monica Larson
Keith Hoekema
Heather Graham
David Smith
June Cunningham
Martha Bayle
Theresa Darke
PJ Jarvis
Kathy Wolrehammer
Darren Herndon



CERTIFICATED TRANSFER PROCESS

If you would like to request a transfer, you can find the appropriate form on MYCVSD. Scroll over the FORMS item in the green list on the left side of the page and a drop down menu will appear. Click on HUMAN RESOURCES FORMS, then in the middle of the page under CERTIFICATED FORMS select Certificated Transfer Request.

Please remember that the transfer request is due by April 1. If you need general information about the process, please contact Teri Douglas (4440). Individual counsel regarding the transfer process is available by contacting HR and setting up an appointment with Jay Rowell.

WEA members converge on Olympia for a COLA!

Reprinted by permission from
Lake Washington's Update

On Monday, over 100 WEA members from throughout the state traveled to Olympia to meet with legislators regarding reinstat-

ing the voter-approved COLA for the 2014-15 school year. The legislature has suspended the COLA for the past 5 years, with 2014-15 scheduled to be the 6th year in a row with no cost-of-living increase for school employees in Washington. Representing Lake Washington were teachers Howard and Leanne Mawhinney and WEA UniServ rep Jennifer Silves. The automatic, annual COLA was approved overwhelmingly by voters in 2000. Since then, the legislature has repeatedly suspended it in order to help balance the state budget.

Here's the recent history:

- 2009-10 0% Loss of one professional day, for a .55% pay cut
- 2010-11 0% Loss of a second professional development day, for another .55% pay cut
- 2011-12 0% Additional pay cut of 1.9% (cumulative cut = 3.0%)
- 2012-13 0%
- 2013-14 0% Restoration of the 1.9% pay cut

Last week, the Washington State Supreme Court admonished the legislature for its inadequate progress in meeting its constitutional obligation to fully fund K-12 public education by 2018, particularly in the area of teacher salaries. The Court gave the legislature a deadline of April 30, 2014 to come up with a detailed plan as to how they're going to fund our schools.

Washington's average teacher salary is \$3,186 below the national average, and \$21,166 behind top-ranking New York State.



TEACHING STRATEGIES ACROSS THE CURRICULUM K-12

By CVEA member Marci Haynes

Learning Disability – Reading

- Teach words/vocabulary – Critical in all grades in all subjects
 - o Study the morphology (word origination, base words, prefixes, suffixes, word tense)
 - o Study semantics (meaning) of all the words
 - o Use words orally in sentences
 - o Highlight or underline words in the text
 - o Re-write definitions in words the student can understand
 - o Identify the page number in the text where the word is used
 - o Communicate with the student's special education teacher – give vocabulary lists and test pages so materials can be previewed
- Preview Test
 - o Build on prior knowledge
 - o Give a purpose for the reading
- Use multi-sensory presentations of new materials
 - o Oral discussions and brainstorming sessions on new

concepts

o Interactive involvement (role play/act out words, stories, and concepts)

- Model and practice self-questioning techniques while reading
- Back up verbal explanations with visual charts, graphs, pictures, photos, drawings, maps, timelines, demonstrations, and modeling on the document camera)
- Structured teacher guided oral reading with discussions to clarify the meaning of the text
- Orally discuss and answer comprehension questions before expecting the answer to be written down
- Re-read the same text until student reaches a target fluency goal
- Offer books on CD when available
- Reading materials at varied readability levels on the same content area
- Enlarge text on copy machine
- Practice specific passages before expecting students to read in front of the class.
- Story mapping: Students are taught to use a basic 'Story Grammar' to map out, identify and analyze significant components of narrative text (e.g., fiction, biographies, and historical accounts).
- Create Individual student dictionaries with key words/definitions
- Highlight familiar phonograms/affixes (at, in, ight, ing) in words and then have students read the whole word

**February 17, 2014
PRESIDENT'S DAY**

‘Better Lessons’ from your union can help with Common Core

Reprinted from the WEA website

As WEA members and their students gear up for the new Common Core State Standards, the National Education Association and BetterLesson have launched a new website that features 3,000 plus classroom-ready lessons and allows teachers and other educators to share what is working in their classrooms.

More than 130 Master Teachers representing all grade levels and subjects contributed to this new site which offers easily-accessible lessons, arranged by grade level and topic, that can be integrated into any classroom. By the fall of 2015, BetterLesson expects to have more than 16,000 lessons from Master Teachers available. Best of all, using the site is free as a pre-paid benefit of your NEA dues.

Educators have seen a plethora of companies promoting their curricula as meeting common core standards without any independent validation as to whether the materials align with standards. The BetterLesson site is intended to provide easy access to high-quality lessons that have been developed and tested by educators.

Common Core’s rollout has been spotty. While some school districts are collaborating with WEA members to develop curriculum and provide resources or professional development, other districts have been slow to step up. WEA and NEA members are concerned that too much focus has been placed on the Common Core assessments rather than giv-

ing students and educators the chance to learn the new language of CCSS. NEA says this website is aimed at helping members get the support needed in implementation.

According to an NEA poll this past September, more than 75 percent of NEA members supported the standards wholeheartedly or with some reservations. Unfortunately, while two-thirds of members indicated they had participated in trainings around CCSS, just 26 percent said the trainings were helpful.

About Better Lesson

BetterLesson is an edtech start-up dedicated to preparing and supporting effective teachers. It is building the first living, breathing body of knowledge around effective instruction. For too long, effective teaching practices have been locked up in the filing cabinets, flash drives, and brains of innovative teachers across the country. Through its Master Teacher Projects, Better Lesson recruits, selects, and pays the highest performing teachers in the country to share the full suite of their effective practice: both the “how” (instructional strategies, techniques, classroom management) and the “what” (full curriculum including comprehensive day-to-day lessons). To date, the partnerships with Bill & Melinda Gates Foundation and NEA have allowed Better Lesson to cover grades K-12 math and ELA, giving us complete coverage of the Common Core. All of the Master Teacher content will be shared with and curated by our rapidly growing community of more than 350,000 teachers.

Adult-to-Adult Bullying

Reprinted from the WEA website

Introduction:

Adult-to-adult bullying affects workplaces throughout the world, often taking the form of sexual harassment or illegal discrimination. Bullying is very prevalent in the United States; however, bullying that does not take the form of illegal discrimination or sexual harassment is not illegal. The research reveals the dramatic consequences that this type of bullying has on individuals and workplaces. Targets of bullies often suffer from serious health conditions as a result of being bullied and workplace efficiency is severely reduced because of the overwhelming strain that bullying can place on targets.

In schools, adult-to-adult bullying can have even more dire effects, such as influencing student behavior and legitimizing student bullying tactics. Because of this, it is very important that school employees familiarize themselves with how to effectively deal with bullies.

What is bullying?

Bullying can be summarized as:

- repeated hurtful or hostile actions;
- intended to mistreat or control another;
- that may be verbal or non-verbal;
- and that decrease a person’s self worth.

One thing is clear: bullying is not a legitimate management style nor an appropriate way to treat workers or fellow employees. Bullying undermines a school’s educational interests and decreases school productivity.

Examples of bullying include:

- Repeated use of insults
- Verbal conduct that a reasonable person would find threatening or humiliating, including shouting
- Sabotaging or undermining an employee's work performance
- Assigning tasks with impossible deadlines
- Removing areas of responsibility and assigning trivial tasks instead
- Taking credit for someone else's idea
- Spreading rumors
- Constantly undervaluing effort
- Persistent non-productive criticism

Bullying takes a toll:

When one person bullies another, the targeted person's emotional strength becomes strained. As a result of this strain, serious health conditions may arise. Psychological health conditions include stress, depression, and mood swings; loss of sleep and fatigue; feelings of shame, guilt, embarrassment, and low self-esteem. Physical health conditions may also result and include post-traumatic stress disorder, reduced immunity to infection, stress headaches, high blood pressure, and digestive problems.

In the school setting, if a teacher is placed in a bullied situation the strain on that teacher's emotional and physical health will most likely have a negative impact on his or her students. Workplace inefficiency in a school translates to missed educational opportunities for children.

Bullying and the law:

Many types of bullying are

not illegal in the United States. Although several countries throughout the world have enacted broad-based bullying laws for the workplace, similar laws in the United States have not passed. Although there are effective legal remedies for targets of bullying when the bullying occurs because of the targets legally protected status, e.g. religion, race, sex, or when the bullying takes the form of sexual harassment, non-status-based bullying is difficult to remedy via legal theory and practice. Because of the lack of legislation making non-status based bullying illegal, an overwhelming majority of cases fall short of the legal standards needed to successfully



pursue a claim. Even so, targets of bullying should not be discouraged from taking action. By contacting your union representative, participating in bullying seminars and training, and educating yourself with bullying literature and research, you can be prepared to address bullying in your workplace.

What you can do:

Familiarize yourself with bullying resources to increase the likelihood that you will recognize bullying when it occurs so that it can be properly dealt with. When you believe that you or someone you know is a target of bullying,

there are meaningful actions you can take to make a stand against bullying. When bullying occurs, you are encouraged to contact your union representative. Seeking assistance from your representative is your right as a union member. Your union will assist you in understanding your legal rights. Language may be added to your collective bargaining agreement to allow an employee to file a grievance concerning severe bullying.

CVEA note: I will be proposing to the Team of 12 that we address this. *Steve*

CVEA Executive Board

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