

ADVOCATE



ONTARIO-MONTCLAIR TEACHERS ASSOCIATION

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NOVEMBER 2007

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Happy Holidays



CTA OFFICERS COME TO OMTA

CTA President David Sanchez came and spoke to our OMTA representatives at our Rep. Council training in October. He shared with the reps his experience in Washington DC lobbying for us on NCLB. He made it clear that he lobbied very strongly, on our behalf, for needed improvements in NCLB; he argued vehemently that the current draft proposal by Congressman George Miller and Speaker Pelosi was not acceptable.

CTA Vice President Dean Vogel spent a day in the district visiting QEIA schools Mission, Lehigh, and Del Norte. Most of his visit was devoted to visiting classrooms and meeting with teachers during prep, at lunch, and after school. He was quite impressed with the quality of teaching he witnessed during his visit. He also had lunch with the negotiations team.

We hope to have David and Dean back again soon.

SUPERINTENDENT TO LEAVE OMSD

Superintendent Dr. Sharon McGehee has been appointed Superintendent of Desert Sands School District, effective Nov. 26, 2007. Sharon has spent her entire career in OMSD, first as a teacher at Ramona Elementary School. She was then principal at Berlyn and Lehigh. In the district office she has held the positions of Director of Certificated Personnel, Assistant Superintendent of Personnel, Deputy Superintendent of Administrative Services and has served as superintendent since 2000. We wish her well in her new position. No announcement has been made as to how the board will replace her, or who will serve as Interim Superintendent.

As you read this, Ontario Montclair School District is without a superintendent. Dr. Sharon McGehee has left us to become the new superintendent in Desert Sands School District in the Coachella Valley. It has been my pleasure to work with Sharon since I first got involved in OMTA back in the early '90s.

At that time, Sharon was the Director of Certificated Personnel and I was the newest member of the OMTA negotiations team. Over the years she became the Assistant Superintendent of Personnel, then the Deputy Superintendent of Administrative Services and finally, in 2000 she became Superintendent. Through all of these years OMTA has enjoyed an excellent relationship with the district and with Sharon. Her style of leadership was largely responsible for this. I will personally miss her, and I know the district will miss her as well.

As we prepare for a new era in OMSD I think it's worthwhile to reflect on where we are, and where we want to go. As a district in program improvement, OMSD lives and dies by its test scores. Those scores have shown substantial improvement over the last two years. We have improved to the point that we've had one school leave program improvement, one school has achieved an 800 API, and 15 schools met their AYP last year. Given where the district started when the accountability movement started in California in 1999, this is substantial progress. It is important that this improvement continue.

The demands upon everyone in the district, especially teachers, have also increased tremendously. Some of this was inevitable. Some was unnecessary. I have seen it as a big part of my job the last year and a half to reduce some of those demands and insist that the district do a better job of supporting the work that teachers do. I believe the district has responded positively to this, but there is still work to be done. Nothing matters more in education than what takes place everyday between teachers and students; everything everyone else does should go to support that. The district must continue to improve the support it gives to teachers in their work.

The board must now begin the hard work of finding a new superintendent. It is my hope that the board will keep in mind a couple of things as they

FROM YOUR PRESIDENT

Rick McClure

begin this process. First, and most important, is that they will find a new superintendent who will be committed to continuing the relationship that exists between the district and the association. This relationship not only allows us to reach amicable contract settlements every year, it also facilitates our ability to solve problems as they arise. I have always felt that this helps to foster a more professional relationship with everyone in the district, and that the benefits of this are important to both sides. I urge the board to keep this in mind when they are interviewing candidates. I ask that they not only listen to what they say, but also examine their records in previous districts.

The board should also be looking for someone who will continue with the work the district has been doing the last few years in instruction. We have a long way to go, particularly in supporting teachers, but the achievement gains of the last few years speak for themselves. We can't afford to turn back or go off in some different direction.

Finally, I am prepared to work with the board and the new Superintendent in the same spirit as in the past. I am prepared to continue a positive relationship and work together with the administration to support teachers and students. It's in the best interest of the district as well for the teachers that we do this.

OMSD AND THE QUALITY EDUCATION INVESTMENT ACT

by Melody Kelly

In September of 2006 SB1133 legislated the QEIA to carry out the agreement of the “CTA,” et al. v. Schwarzenegger, et al. settlement that restores Proposition 98 funding from 2004-2005 and 2005-2006. OMTA President Rick McClure told Rep Council these OMSD schools will be funded: Lehigh Mission, Montera, Berlyn, Euclid, Del Norte, Sultana, Corona, Central, and Mariposa.

Gorman Bentley, Principal at Central School, tells us that OMSD applied to the California Department of Education and was selected by lottery. Under QEIA \$2.9 billion will fund programs and activities over the next seven years at approximately 500 of the 1,500 California schools that have the lowest Academic Performance Index in the state, (those ranked in deciles 1 and 2). Mr. Bentley believes this funding will benefit the most academically needy students at his school. He continues that the QEIA money can be used on facilities, teacher training, classroom technology, and many innovative strategies as Central becomes a magnet “language academy” program.

Mariposa Principal Bonnie Shimmin says the most obvious benefit of the QEIA is allowing upper grade classes to be afforded the same advantages of low class size that kinder, first, and second grade classes presently have. Mrs. Shimmin also states that all teachers will have the responsibility for far more assessment and data collection than ever before and will be able to use data more strategically will smaller class sizes.

Gorman Bentley shared that each site that receives QEIA funding must have a SCC approved plan to guide expenditures. Participating schools must adhere to limits on class size in all grades K-8 and maintain a teacher experience ratio that meets or exceeds the average for the district. QEIA schools are also held to meeting their API targets (as averaged over a three-year period).

President Rick McClure has encouraged members to become a part of site councils as we implement the QEIA. The California Department of Education website, cde.ca.gov, holds more information about this legislation. Also, questions regarding the implementation can be directed to Rick McClure at 909-986-2414.

As part of the continuing series on the Seven Correlates of Effective Schools, this month’s Advocate features number three on high expectations.

CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS

THE FIRST GENERATION: In the effective school there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

THE SECOND GENERATION: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this “equalization of opportunity,” though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them—yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization’s response when some students do not learn. For example, if the teacher plans a

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OMTA REPRESENTATIVES

Arroyo: Karen Hirschfield
Berlyn: Crystal Cook, Erik Kobulnick
Bon View: Sally Field, Angela Pratt
Buena Vista: Jessica Gagnon
Central: Marina Guevara
Corona: Paul Leal
DeAnza: Debbie Roose-Baker,
Melanie Gomez
Del Norte: Sendai Parker, Nadean Rogers
Edison: Maria Martin
El Camino: Susie Imrich-Snow,
Chris Scoleri
Elderberry: David Morales, Susan Matter
Euclid: Rosalie DeArmijo,
Leticia Montes
Hawthorne: Elizabeth Alapizco,
Dale Johnson
Haynes: Robert Mariani, Leslie Miller
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Kingsley: Brad Richards, Yolanda Nunley
Lehigh: Cindy Lopez, Linda Meyer
Lincoln: Susan Hardisty, Tonine Wilson
Linda Vista: Elsa DeShazo
Mariposa: Tami Hayes, Dionne Treadway
Mission: Patricia Hawkins, Nick Zajicek
Monte Vista: Victor Avila, Karen Norquist
Montera: Erin Brice
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Oaks: Cheryl Lemke, David Millard
Ramona: Jay Lemke
Serrano: Dana Cox, Dennis Askew
Sultana: Lee Hager, Amy Tompkins
Vernon: Robert Armijo,
Stephanie Hibbard
Vina Danks: Donald Brubaker, Steve Loy
Vineyard: Lesia Beasom, Lucy Kopaz
Vista Grande: Helen Cieslik
Wiltsey: Ken Aven, Linda Boren
Music/PE/APE: David Moody
Speech: Susan Yee
Health/Nurse: Denise Mick
Early Ed Center: Leticia Martinez
Hardy Center: Charise Santana
HFB: Linda Nelson



lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful **Learning for All**. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."



OMTA Executive Board Meeting
December 3rd at 3:45pm

OMTA Rep Council Meeting
December 12th at 3:45pm

OMSD School Board Meeting
December 13th - 7:00pm at
Central School

OMTA OFFICERS AND OPERATIONS

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2nd Vice President
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