

ADVOMTACATE



ONTARIO-MONTCLAIR TEACHERS ASSOCIATION

417 West "E" Street, Ontario, CA 91762 (909) 986-2414

SEPTEMBER 2007

nea

IT'S TIME TO SAY NO!

CTA CALLS FOR ACTION ON NCLB REAUTHORIZATION DRAFT

Earlier this year, CTA launched a campaign to Erase, Rewrite, and Reauthorize NCLB/ESEA. Although many members of Congress have been very receptive to our concerns, Congressional leaders are now proposing language that CTA simply cannot support. As currently written, the new bill would undermine collective bargaining, drive teachers away from the profession and, frankly, could create a version of NCLB that would be even worse than what we have now. This outlines CTA's concerns with the Title I draft and proposals from the TEACH Act (H.R. 2204) which are expected to be incorporated into Title II when it is released. What follows are just a few of the major concerns.

Merit Pay is proposed for "exemplary, highly qualified" teachers and principals who agree to serve for four years in a "high-need" public school. The bill imposes a particular version of merit pay, placing a cap on what can be earned, and narrowly defines an "exemplary" teacher through student test scores and classroom observations conducted by a principal and a "master" teacher. Local collective bargaining will be bypassed or seriously undermined in the areas of salary and evaluation if these provisions pass. The proposed career ladder program also interferes with collective bargaining by setting a ceiling on what can be earned and for what activities.

Multiple Measures for Determining Adequate Yearly Progress are included in the reauthorization language but the bill continues to overemphasize test scores on math and reading and restricts the other types of measures that can be used. There are only two possible measures for elementary schools: results of other statewide tests and progress on reading and math tests for moving students from below basic to basic and from proficient to advanced. The current reading and math tests would still account for at least 85 percent of the AYP weight for elementary and middle schools.

School Redesign/Restructuring is required if a school fails to make AYP after implementing a School Improvement and Assistance Plan. The proposal requires that each school not making adequate yearly progress for two consecutive years be designated as a *Priority School* or a *High Priority School*. The proposed law then creates two new categories of sanctions for these schools if they don't make their AYP. They become *Priority Redesign Schools* or *High Priority Redesign Schools*. *High Priority Redesign Schools* must close and reopen as a charter school or with a reconstituted staff, or they must be turned over to an outside administrator. Studies show that these steps have not improved schools that need help, and could in fact place them on an endless cycle of redesigns and continuous staff turnover. This also undermines local collective bargaining language on transfer and assignment.

The time to act is now! Every teacher, every administrator, every support person, needs to call or email their member of Congress and tell them to oppose the current draft of the Title I and Title II proposals. The OMTA office has a sample email for anyone who would like it. We can also help you find out who your member of Congress is. NCLB has been a bad law in many respects. If the current draft for reauthorization passes, it will become a much worse law. Please act now and call, write, or email your member of Congress.

Collaboration is one of the buzzwords we all deal with in education today. It is, in my opinion, one of the most important ingredients in successfully addressing the needs of our students. Collaboration should be occurring at all levels of the organization, starting with teacher to teacher, then teacher to administrator at the site level and the district office level. In another part of this newsletter I have quoted from “The Correlates of Effective Schools,” by educational reform leader Lawrence Lezotte. What he says about Instructional Leadership is exactly what I’m talking about. Unfortunately, what he describes doesn’t occur in lots of places.

When teachers call me about instructional issues, especially when they are being asked to do something they don’t agree with, my advice is to have a professional conversation with the principal. Professional conversations should be collaborative in nature, and should result in greater understanding on both the part of the teacher, and the principal. Even if the teacher does not get what he or she wants, at least there has been conversation; and most teachers I know at least appreciate the fact they were listened to. In the best of situations, though, greater understanding of the issue is gained by both, and the result is better performance in the classroom. This is what should be expected from all of our site administrators, that they can discuss, listen, and engage. In short, that they can have those professional conversations with their teachers. This is, after all, what instructional leadership is all about.

Unfortunately, at some of our sites something quite different happens. I know of one principal who told his staff that “if it’s moral and legal and I ask you to do it, you should.” If that’s not the antithesis of instructional leadership, I’d like for someone to explain to me what is. This is, of course, a site where teachers can’t go to their administrator and have those professional conversations. That school is the worse for it, especially the kids.

If you have stories from your site about Instructional Leadership, good or bad, let me know. I’d love to write about some success stories on this subject, and I know that many of our principals do

FROM YOUR PRESIDENT

Rick McClure

exactly what I’m talking about. I also know there are others who say things like the one quoted above.

On another subject, we have ten schools in OMSD making plans to implement QEIA, the Quality Education Investment Act. It is the intention of OMTA, along with CTA, to do everything we can to make this a successful journey. If all we do is implement the class size reduction part of QEIA, without at the same time taking advantage of smaller classes to improve the instructional program for our students, we will ultimately fail. Seven years from now, when this program comes to an end, the state will find a way to continue it if we show tangible results from it. I’m committed to helping you, and everyone else at your schools, to make this a successful program.



OMSD & OMTA JOIN TO HONOR OUR OWN

By Melody Kelly

At the June 21st Board Meeting teachers who do "WHATEVER IT TAKES" to make a difference were recognized.

OMTA President Rick McClure worked with the district on a process to identify teachers and nurses who symbolize the collaborative spirit and hard work of ALL at their sites. Once schools submitted the names of those who best represented their efforts, Personnel and the Materials Center got very busy! They provided the honorees and their families a sparkling cider reception under the new palms of Central School. As families, friends and colleagues filed into the auditorium they were met with a photo gallery of our finest. The children certainly enjoyed pointing out their parent's faces among those featured.

Rick often says that we teachers need to toot our own horn once in awhile. He reminds us, "At the end of the day the only thing that matters is what happens in classrooms between teachers and children. OMSD teachers are the best!" We sure are!

TEACHER NAME SCHOOL SITE

The staff felt the entire staff makes a difference	ARROYO
Mary Federico/Delia Adriana Melgoza	BERLYN
Barbara Bordenkircher/Alice Egure	BERNT
Cheryl Ramirez/Wayne Bradley	BON VIEW
Elizabeth Copeland/Jessica Gagnon	BUEAN VISTA
Cindy Williams/Tiffany King	CENTRAL
Jamemy Barnett	CORONA
Mary Garcia/Diana Lopez	DEL NORTE
Sue Zajicek	EDISON
Donna DeJong/Sandra Crandall	EL CAMINO
Kristin Torres	ELDERBERRY
Jessica Griggs	EUCLID
Cheryl Scott/Stuart Schlappi	HAWTHORNE
Christopher Ryerson	HAYNES
Kathie Merritt/Nanci Pasquarelli/Elizabeth Arreola	HOWARD
Lisa Inga	KINGSLEY
Stacia Neer	LEHIGH
Amy Bailey	LINCOLN
Candace Cook	LINDA VISTA
Esther Hopper	MARIPOSA
Maite McRainey/Yvette Lazo	MISSION

Suzanne Wolfe/Cayetana Valdez-Montero

MONTERA

The staff felt the entire staff makes a difference

MONTE VISTA

Cecile Villafana/Lisa Teagle

MORENO

Adrienne Heun

RAMONA

Pamela Hsu

SULTANA

Diane Andreano/Megan Elliott

VINEYARD

Marla Bailey/Jacqui Harrington/Renee Robles

VISTA GRANDE

John Valdez/Janice Bercovich-Reid

DE ANZA

Doreen Bryant

OAKS

Christopher Taylor

SERRANO

Sharon Go/Patricia Harris

VERNON

Amy Benson/John St. Clair

VINA DANKS

Marilyn Wheatly/Jarred Shell

WILTSEY

David Woerz/Gordon Reed

BRIGGS-PPS

Denise Mick

BRIGGS-PPS-Nurses

Karen Scoleri Sipple/Linda Arnhold

BRIGGS-PPS-LSH

CORRELATES OF EFFECTIVE SCHOOLS

In several newsletters last year, I talked about the Essential Program Components, or EPCs, since these are the programmatic components that the State looks for in schools in Program Improvement. Putting in place all the components of the EPCs doesn't mean much, though, if the school isn't running well otherwise. The correlates of effective schools, based on research by Lawrence Lezotte, deal with the other elements of school life that make the difference between schools that are successful and those that aren't. Schools can sometimes be effective without these element, but usually their success is not sustainable.

HERE ARE THE 7 CORRELATES OF EFFECTIVE SCHOOLS:

- Safe and Orderly Environment
- Climate of High Expectations for Success
- Instructional Leadership
- Clear and Focused Mission
- Opportunity to Learn and Student Time on Task
- Frequent Monitoring of Student Progress
- Home-School Relations

I'm going to devote space in future newsletters to offer or provide some details about these, with this newsletter focusing on the third correlate: instructional leadership.

"The First Generation: In the effective school, the principal acts as an instructional

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: Natalie Luna-Jensen
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
Howard: Christy McPherson
Kingsley: Brad Richards
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
Moreno: Carlos Solis, John Hamman
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



leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first (second?) generation, the standards for instructional leadership focus primarily on the principal and the administrative staff of the school.

In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a “community of shared values.” The mission will remain critical because it will serve to give the community of shared values a shared sense of “magnetic north,” an identification of what this school community cares most about. The role of the principal will be changed to that of “a leader of leaders,” rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.”

OMTA Executive Board Meeting
October 1st at 3:45pm

OMTA Rep Council Meeting
October 22nd at 3:45pm

OMSD School Board Meeting
October 4th & 18th - 7:00pm at
Central School

OMTA OFFICERS AND OPERATIONS

President

Rick McClure
1st Vice President

Shari Megaw
2nd Vice President
Susan Hardisty

Secretary
Melody Kelly
Treasurer
Michael Weilein

CTA State Council
Representatives
Rick McClure
Shari Megaw
Michael Weilein

Service Center 1
Representatives
Denise Free
Benjamin Fudge
Kim Guicharnaud
Bruce Sarver
Fred Young

Bargaining Chair
Judith Moorhead

Office Manager
Cindy Newey
cneweyomta@aol.com

Advocate Design
Dynamic Publishing
Advocate Editor
Mary Kay Scheid

OMTA Office
417 West “E” Street
Ontario, CA 91762
Tel: (909) 986-2414
Fax: (909) 983-0585
E-Mail:
ontmontta@aol.com