



LEADERSHIP SPOTLIGHT:

Dr. Ed Manansala — El Dorado County Superintendent of Schools**What led you to become County Superintendent?**

As a previous Superintendent in Sacramento, I always admired EDCOE's leadership, innovation, and commitment to quality work with students, educators, and the community. In June 2013, I had the privilege of becoming EDCOE's Deputy Superintendent of

Educational Services. Currently, with the quartet of change in California education (LCFF, LCAP, Common Core, SBAC), County Offices of Education appear to be in a pivotal position to influence positive outcomes for students at the local, regional, state, and federal level. To be a County Superintendent at this momentous time is exciting, a privilege and great responsibility.

What inspired you to enter the field of education?

There are many who inspired and motivated me to enter the field of education. My father and mother are the most influential by their example, selfless care, and constant encouragement. My parents instilled in me the value of learning and service for others. While my parents are from the Philippines, they were determined that their children obtain an excellent education. My positive and formative experiences through the public school system inspired me to create the same conditions for thousands of other children.

Do you have a particular goal that drives you?

Every student in El Dorado County and California will say, "I am receiving a quality education and I am on a path where my dreams will be fulfilled."

What objectives do you hope to achieve?

For my first 100 days as El Dorado County Superintendent of Schools, I want to attentively listen, assess progress, and engage with EDCOE educators, the fifteen school districts, community partnerships, and region. Based on my first few weeks in the County Superintendent role, I see a developing focus on capacity building for teachers, principals, and district leaders.

What are your interests?

I enjoy traveling with my family, long distance running, and reading inspirational and thought provoking literature. Each year my family travels to Guatemala to serve and partner with an organization that aims to break cycles of poverty through education, housing, healthcare, and family development. While I am not the fastest runner in the field, I enjoy running marathons with friends in beautiful locations!

Who are the special people in your life?

My wife and children are significant and dear to me. DeAnne and I celebrated our 20th anniversary this past year. Josh, my son, is attending UCLA, and Nina, my daughter, will be attending TCU in the fall. Sirrele, a young man who came into our family at the age of sixteen, is like a son to me. He attended UCLA and is now a software developer.

FROM THE DESK OF:**Peter Birdsall, CCSESA Executive Director**

Earlier this month CCSESA helped convene a "math collaboration committee" of leading practitioners from around the state with the purpose of developing an aligned system of support for math standards implementation (see accompanying newsletter article). We are proud that the group was convened jointly by CCSESA, CDE and the State Board of Education.

Although an important part of this effort is to build on the direct experience of current leaders in school districts and county offices, we also are committed to taking advantage of research and data analysis that can guide the most effective practices. To assist in this effort we have contracted with the firm KeyData Systems, which provided the following summary of recent research on why math is a particularly important area of focus in the very early grade levels.

"The results indicated that only three of the early skills predicted subsequent reading and mathematics achievement: mathematics, early reading/language and attention. Moreover, early mathematics skills, such as number sense and ordinality appeared to matter the most for later overall achievement, with an average standardized regression coefficient of .33. Interestingly, early mathematics skills were found to be as predictive of later reading achievement as were early reading skills. The association of early reading skills with later overall achievement was less than half as large as that of mathematics (.13)... The association of attention skills with later overall achievement was even smaller at .07."

This [EdSource interview](#) with UC Irvine professor Greg Duncan provides more detail on the critical importance of early math skills to later overall achievement.



ANNOUNCEMENTS

April Quarterly Meeting:

CCSESA General Membership will be meeting in San Bernardino County from April 24-26. To register, [click here](#). Please contact [JaConya Merchant](#) if you have any questions.

Exhibit Opening in Santa Cruz:

The Kinsey African American Art & History Collection opens at the Santa Cruz Museum of Art & History this Friday, February 26. The exhibit will run until May 22, 2016. [Details here](#).

Next Generation Science Standards (NGSS) Symposium Rollout #3 Training:

Join science leaders at the third in a series of statewide professional learning opportunities to explore the philosophy, design, awareness of and transition to the NGSS. For complete details, [click here](#).

Federal Advocacy Trip in April:

County superintendents are invited to participate in the upcoming advocacy trip to Washington DC, planned for April 12-15. [Click here](#) to register. Please contact [Amanda Dickey](#) if you have any questions.

CCSESA STAFF

[Peter Birdsall](#)

Executive Director

[Sandra Morales](#)

Assistant Executive Director

[Sarah Anderberg](#)

Arts Initiative Director

[Efrain Mercado](#)

Policy Director

[Amanda Dickey](#)

Policy Consultant

[Christina Marcellus](#)

Policy Consultant

[Jessie Kroll-Yoas](#)

Executive Assistant

[JaConya Merchant](#)

Member Services Coordinator

[Alex DeCaprio](#)

Assistant to the Exec. Director

[Amanda Taggart](#)

Communications Assistant

CCSESA

BUSINESS PARTNERS

GRAND CANYON
UNIVERSITY™

EDJOIN.ORG

TEXAS
INSTRUMENTS

NEW TEACHING PERMIT CLEARS HURDLE

At the February meeting of the Commission on Teacher Credentialing (CTC), Commissioners voted to move forward with a new teaching permit designed to allow the permit-holder to remain in a classroom for the entire duration of a leave being taken by the teacher of record. **For the past 18 months, CCSESA has been spearheading the effort to reach agreement on addressing this important classroom-level issue.**

Responding to the revolving door of substitutes in both special education and general education classrooms, CCSESA's Personnel and Administrative Services Steering Committee (PASSCo) and the Special Education Administrators Subcommittee (SEACO), have been working collaboratively with the CTC and other stakeholders for a year and a half to find a solution that promotes high-quality and consistent instruction in classrooms across the state when the teacher of record is out on a statutorily protected leave (such as sick leave or pregnancy disability leave). Currently, substitutes in general education classrooms may only teach in that setting for 30 days. In special education classrooms, substitutes are limited to only 20 days. Understanding the toll that rotation takes on

instructors, administrators and students, PASSCo and SEACO worked to develop what is being called the TPSL, or Teaching Permit for Statutory Leave. The TPSL will allow a permit-holder to remain in a classroom for the entire duration of the leave(s) being taken by the teacher of record, which can often run for several consecutive months. The TPSL, as proposed, will be a renewable document that the candidate must meet certain requirements to obtain. Key among these is a requirement that the district provide at least 45 hours of professional development to teachers serving in a classroom under a TPSL. Commissioners believed that the requirements outlined in the agreement struck a fair balance between rigor and the need to stabilize instruction in classes where the regular teacher is on leave. The TPSL will now continue to move through the regulatory process in the Office of Administrative Law (OAL). Although many people were involved in developing the TPSL, human resources leaders from the Ventura and Fresno County Offices of Education in particular devoted both expertise and time to reaching agreement with the CTC and other organizations and agencies. When the permit becomes available to the field, it will truly benefit our teachers and students. To view the TPSL item from the CTC meeting, [click here](#).

NATIONAL ARTS EDUCATION MONTH

In honor of National Arts Education Month, there will be many exciting events happening statewide during the month of March.

On March 3-4, arts, education, and business leaders will be gathering in Fresno for The State of Creativity, a Statewide Summit on Arts, Education and the Economy. This summit is co-sponsored by the Fresno COE and CREATE CA, and supported by CCSESA Region 7 Curriculum and Instruction Steering Committee. Nirvan Mullick from Caine's Arcade, Yvette Jackson from the National Urban Alliance, Dr. James Catterall, Boeing, Qualcomm, Sony, Adobe, and other major organizations will be represented. CCSESA's Creativity at the Core work developed by county offices in partnership with arts organizations will be featured at the conference, along with other models for arts education. The summit will include special interest

strands with sessions by expert facilitators to engage participants in powerful professional learning in the arts and creativity, networking that connects participants with who's who of state arts organizations and arts as well as leaders in California's creative economy, and inspiring student performing and artwork, interactive art – making and engaging with the arts community. Fresno County Superintendent Jim Yovino and San Luis Obispo County Superintendent James Brescia will also be featured speakers. [Click here to register](#).

On March 23, CCSESA Arts Initiative will be hosting Creativity at the Core: Engaging English Learners in Powerful Arts Learning Grades K-12, an institute geared for county and district English Learner Coordinators, as part of the California Association for Bilingual Education (CABE) 2016 Conference in San Francisco. For complete details, [click here](#).

NEXT STEPS FOR THE BECHTEL GRANT

With support from the Bechtel planning grant, the first face-to-face meetings of the Math Collaboration Committee and the Science Collaboration Committee took place over the past two weeks. These committees include some of the top thinkers in their respective subject areas in the state, with county office content specialists serving as key members of the groups.

At these meetings, key topics were identified to inform priority issues to be addressed in mathematics and science standards implementation by educators across the state. The math committee identified Pedagogical and Content Knowledge, Support and Training for Administrators, Access and Equity, and Communication efforts as the highest priorities from the field. The science committee identified Support and Training for Administrators, a Vision for Professional Learning, District Level Policy Development, and Communication Efforts as the highest priorities from the field. The work and

content generated from the collaboration committees will be shared with the Standards Implementation Steering Committee which consists of leadership from CDE, SBE, and CCSESA. This committee is intended to develop and implement an aligned state level communications and support strategy. The work of the collaboration committees will also provide the foundation for the development of the Theory of Action for math and science standards implementation that will then inform the larger grant proposal. That proposal is intended to develop a COE Community of Practice for math and science and will be aligned with the state's three year plan to support implementation.

The goal of these efforts will be to build the capacity of County Offices to support math and science standards implementation, provide a common message to the field from the three state agencies responsible for supporting the field (CDE, SBE and CCSESA), and provide a coherent approach to standards implementation. Our bottom line is to build capacity – ensuring that all students in California receive a top-notch science and mathematics education.