

Advocate

Texas State Teachers Association/National Education Association

WINTER 2003

Oscars of teaching

Austin teacher brings lessons to life

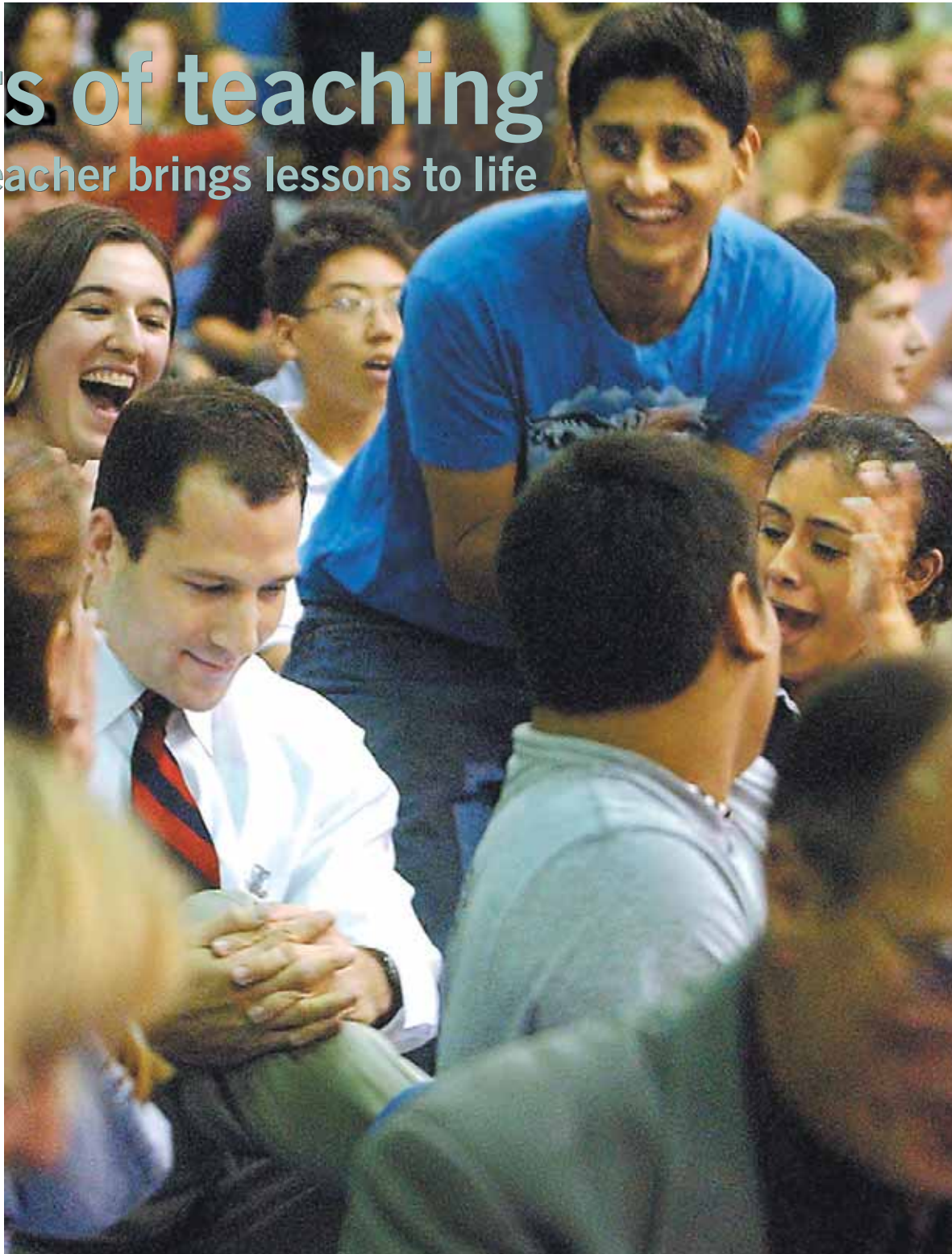
Lubbock team
is in Oprah's
magazine

Teacher
quality:
the game

Directing
Cagney and
Lacey

What's
an instant
teacher?

Winning the
paperwork
battle



A sad day for our profession

The State Board for Educator Certification (SBEC) has created “instant certification” by passing a rule, modeled after former HB 318, on a 5-4-1 vote. Only a veto by the State Board of Education in February can keep this from happening.

HB 318 was killed in the Senate last spring after being authored and filed by Rep. Grusendorf, the chair of the House Public Education Committee, ostensibly to address the teacher shortage in Texas.

What does it do? It allows an individual with any degree to become certified to teach in grades 8-12 if he/she can pass a content area test. No minimum standards and training are required nor experience in a classroom setting.

and poor working conditions.”

This action by SBEC troubles me greatly and makes me feel as if my teaching certificate is practically worthless. That those 25 years in the classroom, where I worked so hard to help my students achieve and become productive future citizens, are not so important anymore. After all, almost anyone can now step into a classroom and do my job without the level of preparation that was expected of me and all current practitioners. A sad day, indeed.

Thanks to all who wrote letters to SBEC to protest the rule. The president of the Deer Park Education Association, Candace Flannery, wrote in her email to SBEC that lowering certification standards “is a slippery slope that, once descended, we may not be able to climb up again.”

SBEC board member and teacher Adele Quintana, who voted against the rule, said, “When I volunteered to be on this board, it was because we had a mission. That mission is to insure the highest level of preparation. This flies in the face of every teacher in the state and flies in the face of the mission of this board.”

We agree wholeheartedly with Adele and the board members who did not vote for the rule, including the other teacher members. Cynthia Saenz, an Austin teacher, was the only teacher board member who voted for the rule.


TSTA testified against the rule along with about 40 more, including the other teacher organizations, in five hours of testimony. Supporting it were Texas Association of School Boards, Texas Association of School Administrators, and Texas Association of

School Personnel Administrators.

This recent decision further shines the light on SBEC as a board that should be made up of a majority of teachers. It is our board, but we are NOT in control, because the governor appoints its members and they have no responsibility to the 300,000 Texas teachers they supposedly represent. The passage of this rule is proof that SBEC does not truly have the interests of the teachers and public school children of Texas at heart.

Gordon Gauthier, the chair of TSTA's Legislative Committee and vice chair of the TSTA Republican Caucus, wrote, “It's a slap in the face of every person who worked hours, weeks, months and years to understand what it means to teach and to learn how to positively relate to all children – the wealthy and the economically disadvantaged, the gifted and talented and the educationally challenged, the quiet overachiever and the loud underachiever, those who come to our classrooms nurtured by loving parents and those who come abused and neglected. Whether you are a teacher, an administrator or an educational support professional, I hope you feel a sense of loss today. Channel your disappointment into positive action when the forces of ‘the perfect storm’ descend upon us again. Be ready. You have received your first storm warning.”

Amen, Gordon. We must batten down the hatches for what will come in the special session on school finance and school reform. If November 7 is any indication, we are in for a huge storm, indeed.



ACTION ALERT:
We have one more chance to stop the “instant teacher” rule at the State Board of Education’s February meeting.
Turn to page 4.

As I stated in a press release on November 5, “This rule is not in the best interests of the children of Texas, it is in the best interests of school boards, superintendents, and those politicians who think that the way to solve the teacher shortage is by creating instant teachers rather than addressing the real causes of the teacher shortage, such as low salaries, inadequate benefits,

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TSTA Advocate is an official quarterly publication of the Texas State Teachers Association/National Education Association.

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Instant teacher rule goes to SBOE

Let's make some calls!

We have one more chance: the State Board for Educator Certification's interim director, Ron Kettler, has said he will delay sending the proposed "instant teacher" rule to the State Board of Education (SBOE).

Here's the significance: The SBOE has 90 days to approve the rule; if they do not act within 90 days, SBEC can give it final approval in March. The next regularly scheduled meeting of the SBOE is in

February, which would have been outside of the 90 days had the rule been forwarded to the SBOE immediately. By holding the rule, Kettler is enabling the SBOE to act on it.

It's time for us to start talking to SBOE members.

The "instant teacher" rule is similar to legislation that was defeated in the last two sessions of the legislature. It would essentially allow an individual with any degree to become certified to teach in grades 8-12 if he/she can pass a content area test. The rule does not set out any minimum standards in training or require any previous experience in a classroom setting.

Here's how you can get involved: Contact your SBOE member and urge him/her to vote against the rule. Taking this action would address only the symptoms, not the root causes of the teacher shortage—including low salaries, lack of benefits, and poor working conditions. It is in

the best interest of Texas' students to maintain the highest standards for teacher quality.

Of SBEC's action in approving the rule, the *Austin American Statesman* said, "Perhaps they've been afflicted with selective amnesia regarding the findings of a State Board for Educator Certification study that showed students benefited from certified teachers. The study found that students in middle school assigned to a class with a certified teacher are likely to gain more than a full grade level on state math achievement tests, while students assigned to a class with an uncertified teacher are likely to lag significantly behind. And it noted another troubling aspect that has gone unaddressed in this debate: that schools with predominantly minority students have the greatest percentage of uncertified teachers."

Here are the links: To find individual contact information on your SBOE member, go to this site and scroll down: www.tea.state.tx.us/sboe/board/index.html. If you don't know who your SBOE member is, go to www.capitol.state.tx.us/fyi/fyi.htm.





It's the Seussentennial!

By now, local presidents should have received their 2003-04 resource kit for NEA's Read Across America March 2. Included are event ideas, a Reading Rockets activity sheet, Arthur's Dealing with Feelings activity, reproducible resources (bookmarks, certificates of participation, etc.), the cat-a-log of hats, costumes, and other paraphernalia, and even some new recipes.

This is the 100th anniversary of Ted Geisel/Dr. Seuss's birthday, so there is a special section on his life. These materials can be used as part of a year-long writing project or a special writing unit, or you can select from activities to enhance your language arts program. www.nea.org/readacross

TRSCare changes pass

HB 7, which contained most of the changes in TRSCare eligibility rules TSTA was seeking, passed the third called special session.

It also expanded the list of employees who will get the \$500 health care stipend. Although TRS adopted a rule in September to add counselors, librarians, nurses, educational diagnosticians, and other non-management personnel to the stipend list, TSTA continued to pursue this legislative remedy so it would be solidified in statute.

TSTA had issues with a number of provisions in the bill but it became the only vehicle to make the changes in TRSCare eligibility rules.

The improvements: you can buy insurance until you qualify (before, you would not have had access at all until you qualified), and you can count time purchased before August 31, 2003, if you will retire before August 31, 2009. With previous language, this time would be lost.

After the 78th regular and special sessions, there are now two “rules of 80,” one for retirement eligibility and the other for TRSCare, the retiree insurance program. The changes in requirements for TRSCare passed as outlined on page 7 of the fall 2003 issue of the *Advocate*.



“I am learning a lot of information I can bring back to my school. A lot of questions are being answered. I’m very impressed by the presentations!”

—Terina Aguirre, Bexar County Federation of Teachers



“This is a first-class conference. I have loved it. Just incredible information. And of course the camaraderie, the chance to visit with teachers in similar situations, is great.”

—Ken Davis, Pasadena Educators Association

If you weren't there, you should have been!

Although the enthusiasm and energy at the Joint Texas Educational Issues Conference told the story, the evaluation forms put it in writing. The lowest rating—from three of the 400 participants who attended the Dallas conference—was “good.” The rest said it was nothing short of excellent.

NEA Vice President Dennis Van Roekel talked about change, power, and vision. “Right now in America, we have two very different ideas of where we ought to go. They’re not right or wrong, just different,” he said. For example, “vouchers are part of that different vision. Don’t assume they’re

doing what they’re doing just to tick you off. Sam Walton put in \$10 million of his own money because he believes competition will make schools better.”

We have a choice, he said. “Collective power does not come from millions of people joining the same organization. It comes from millions of people moving in the same direction. What are we willing to do, individually and collectively? Vision without action is a dream. Action without vision will pass the time. Vision with action can change the world.”

Tom Mooney, president of the Ohio Federation of Teachers, is a board member of the

Teacher Union Reform Network, which includes NEA and AFT local associations that are committed to education reform.

“We really don’t have a choice” about whether there will be school reform, he said. “The question is how to be involved. Do we want to lead or to react to what others bring to the table?”

He detailed a variety of reforms locals are trying, based on their individual circumstances.

“Wherever possible, take the initiative” with well-thought-out reform, he advised. “By standing by the right things educationally, we will gain more.”



Tom Mooney, flanked by TFT President John Cole and TSTA President Donna New Haschke, talks about the Teacher Union Reform Network; NEA Vice President Dennis Van Roekel talks about vision with action; breakout sessions cover topics from No Child Left Behind and Comprehensive School Reform to paper folding for kindergartners.



TSTA-Retired holds officer elections

The positions of secretary and treasurer of TSTA-Retired are open for nominations. This is for a two-year period, beginning with the 2004-05 term.

Members may nominate themselves or other members by filling out the nomination form below and returning it to TSTA-

Retired, 316 West 12th Street, Austin 78701. Completed forms must be received by 5 p.m., January 23, 2004. Feel free to make additional copies of the form to nominate for more than one office. Please remember that you must obtain written permission from your nominee (see form).

TSTA-R NOMINATION FORM

Check box beside office this nomination is for:

- Secretary of TSTA-Retired Treasurer of TSTA-Retired

**QUALIFICATIONS:
Must be an active member of TSTA-Retired and NEA-Retired**

Nominee's name _____

Address _____

City _____

State _____ Zip _____

Home phone _____

Work phone _____

I, the undersigned, hereby certify that the above information is true and correct.

_____ **NOMINEE'S SIGNATURE**

Nominator's name _____

Address _____

City _____

State _____ Zip _____

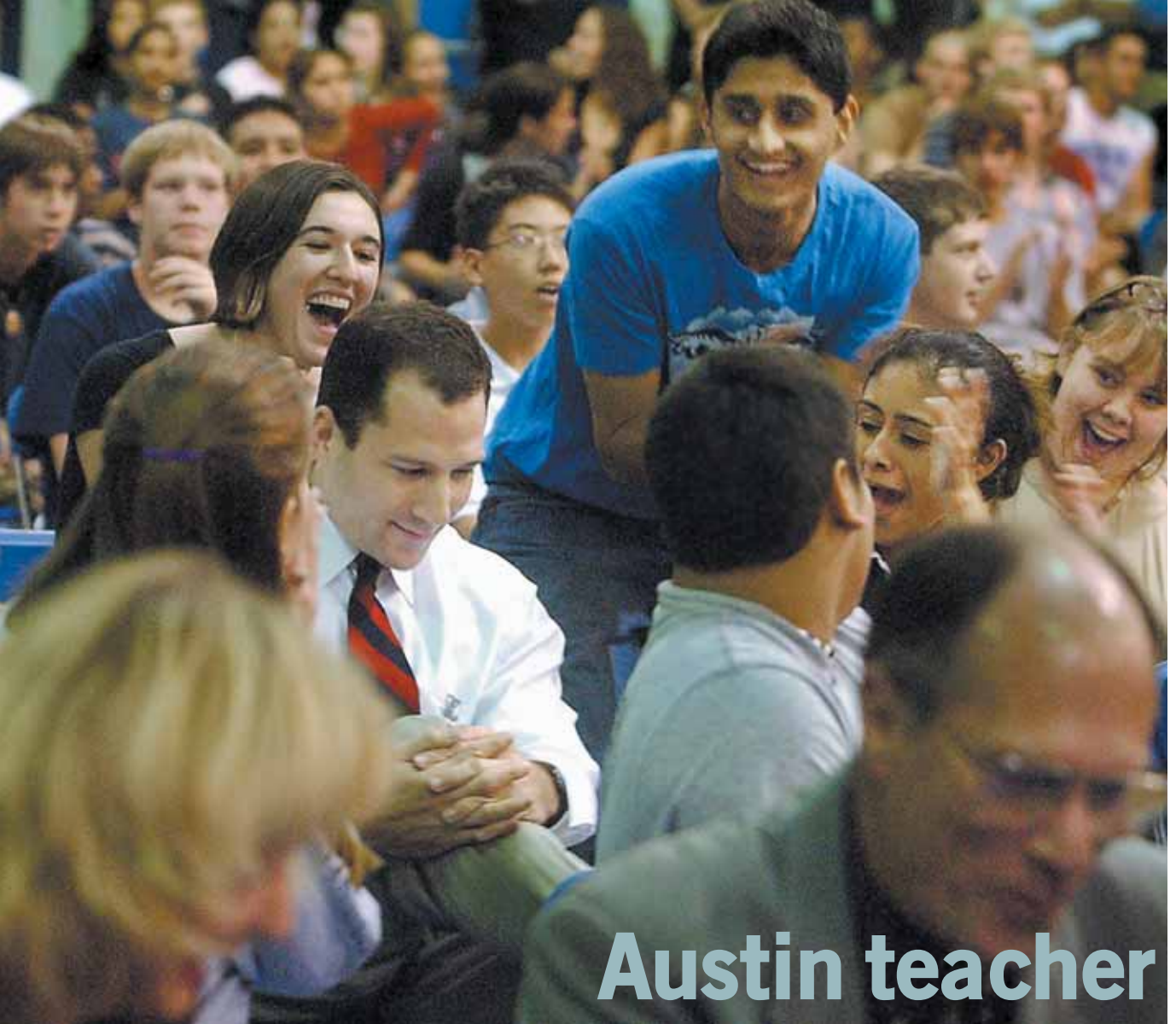
Home phone _____

Work phone _____

I, the undersigned, hereby certify that the above information is true and correct.

_____ **NOMINATOR'S SIGNATURE**

**Completed forms must be received by
5:00 p.m., January 23, 2004, at TSTA-Retired,
316 West 12th Street, Austin, TX 78701.**



Austin teacher brings lessons to life

Nationally recognized
Anderson High School teacher
almost wound up a doctor

By Michelle M. Martinez

Jonathan Harris' students are laid out on the floor of his classroom, bodies contorted Twister-style.

Harris, an Anderson High School science teacher, has tweaked the popular party floor game. Students aren't placing their left feet or right hands on colored dots. Instead, they identify muscles they are studying and place that body part on blue or orange circles. The room erupts with laughter when the students get to orbicularis oris: the kissing muscle.

"It's just a better way of retaining information," Harris said of his bring-it-alive anatomy and physiology lesson.

Harris' students and colleagues say creative classroom ideas, a sincere interest in students and a reservoir of knowledge about all things science make Harris an outstanding teacher.

His work grabbed the at-

tention of his principal, David Kernwein, who submitted Harris' name to the Texas Education Agency as part of a statewide pool of talented teachers. The Milken Family Foundation chose Harris and three other Texas teachers from that pool, naming them winners of the National Educator Award. They'll each get \$25,000 in May during an all-expenses-paid trip to Washington for a professional development conference.

This year, the foundation gave the annual award, dubbed the "Oscars of Teaching" by *Teacher* magazine, to 100 educators nationwide. Harris is among 20 Texas winners to receive the award in the four years the state has participated in the program.

The foundation made the announcement during a surprise school assembly on Oct. 10.

"I was surprised, but I

wasn't surprised," said his father, Bernard Harris, a physicist who works in Massachusetts. "Whatever he does, he always tries to be the best."

Jonathan Harris, 33, is in his eighth year at the Northwest Austin high school. He holds National Board Certification, the highest credential a teacher can have, is head of the science department and teaches biology, physics, and anatomy and physiology. He was the school's Teacher of the Year for 2001-02.

"He's very enthusiastic, and his enthusiasm is contagious," says Cassidy Santaguida, a biology teacher who considers Harris a mentor. "He's always showing his enthusiasm, even to students who aren't his."

The Milken Family Foundation gave the annual award, dubbed the "Oscars of Teaching" by *Teacher* magazine, to 100 educators nationwide.

Nearly a doctor

Harris was born in Boston in 1970 to Bernard and Ellen Harris, the third of four children.

He grew up in the suburb of Chelmsford, Mass., playing Little League baseball and was a Cub Scout.

His parents, who divorced when he was in college, describe a son who always sought top honors. When he was in the Cub Scouts, he had to win the Pinewood Derby, a competition that required Scouts to build their own cars.

"He had to have the fastest car," said his mother, Ellen Tatarka, a benefits specialist for the Internal Revenue Service, who remarried. "He would agonize over doing this. He always strived to do the best, no matter what he did."

Bernard Harris said his son wanted to be a doctor when he was a child. Harris set off on that path. He received a bachelor's degree in biochemistry and molecular biology at the University of Massachusetts in Amherst in 1992.

He enrolled in the Teach for America program, a teaching

program that places college graduates in low-income urban and rural schools. Harris taught at Milby High School in Houston, where he developed a physical science curriculum in Spanish for students who spoke limited English.

After his two years with Teach for America were up, he went to Texas A&M University, where he was a graduate student and a co-instructor in a biochemistry class. Harris had planned to go on to medical school after his graduate studies but stalled.

He thought he would try teaching instead and started at Anderson in 1996, after earning a master's degree in biochemistry and biophysics.

"I was somewhat disappointed when he put it off," Bernard Harris said. "I said, 'Jonathan, is this what you want to do?' He said 'Well, I'll give it a shot, and I'll eventually go to medical school.' The medical school thing kept getting pushed back and back and back."

Bringing lessons alive

Harris is known as the “Whiz Kid” around school. Associate Principal Beverly Stringer tried to explain one day this week how he earned the nickname.

Harris, an earshot away, piped in: “Because I went to the bathroom a lot.” “Keep your anatomic jokes to yourself,” Stringer joked back. “Because it became apparent he could teach anything to any level student in the sciences,” Stringer said.

Harris said much of his success comes from using everyday examples to explain difficult science concepts. Take a recent lesson about chromosomes, the genetic material that determines a baby’s gender, among other characteristics. Harris explained to his biology class that genetic disorders can occur when a chromosome mutates during a process called inversion.

“Socks should go on one way,” he said. “When you flip it, they feel kind of funny. Chromosomes should be a certain way. When they get flipped, they look kind of funny also.”

Later that day, during physics class, Harris took students to the football field to throw balls for a lesson about projectile motion.

“He keeps it lively and entertaining,” student Kristin Cameron said. “Most physics class kids probably fall asleep.”

Harris gets to school at about 7 a.m., two hours before the first bell, and leaves at about 5 p.m. — 45 minutes after school ends. He posts daily homework assignments and materials reviewed in class on a Web page he built that features his dog Hercules.

“I think I owe it to the students to be prepared,” he said. “In order to get respect back, I think you need to respect them.”

Another Harris rule is: “Never embarrass the student.”

Students reciprocate by participating and by bringing Harris gifts, some of which he uses in class to show that he values them.

“When you do that with your students, it makes them feel special,” he said.

The students make him feel special, too. Remnants of a Milken award celebration dangled from the ceiling in Room 100 last week. Students decorated the room with pink, green and blue balloons and big round smiley faces clad in party hats.

A metallic balloon tied to a skeleton’s toe read, “You’re the Greatest,” and two class-made banners debated which group of students loved Harris more.

Reprinted with permission of the Austin American-Statesman; the article and photo originally appeared in the newspaper’s October 25 edition.

“I think I owe it to the students to be prepared,” he said. “In order to get respect back, I think you need to respect them.”

Looking ahead

Since 1996, Harris has worked to master teaching. Becoming the only Texas teacher to earn National Board Certification in high school science has moved him closer to that goal.

Now, he’s preparing for his next step: becoming a principal.

He is enrolled in a program at Texas State University-San Marcos that trains teachers to become principals. He will be eligible by the end of this fall to apply for a principal’s certificate but doesn’t plan to make the switch until next fall.

Being in charge of a whole school will allow him to improve teaching on a greater level, he said.

He credits a list of people, including his principal and fellow teachers at Anderson, for helping him get where he is today.

The transition, when it comes, won’t be easy for a teacher who says, “I love my job.”

“I look forward to going to my job every day, and I leave my job every day content with what I’ve accomplished,” Harris said. “Very rarely do people get that out of a job. I’m in no rush to leave my classroom by any means.



PRIMARY GOALS

Teaming up with Oprah at Parkway Primary Academy

It all started with Oprah. One day about a year ago, Karen Aton, a physical education teacher in Lubbock, got home in time to see part of Oprah Winfrey's television show. Karen listened as Oprah, who looked wonderful, described the contract she had signed, committing to six weeks of exercising one hour a day and eating to "satisfy my nutritional needs as opposed to my emotional needs." She encouraged her viewers to sign similar contracts and

send them to her. Details of the plan she used to drop 33 pounds were outlined in the January 2003 issue of *O, The Oprah Magazine* (see www.oprah.com), she said.

"The show was very inspiring. I figured if Oprah can do it, so can I," Karen said. "I got her magazine, read it and took it to school and showed Linda Moore, Penny Casner, and Kim Oldfield. We were pretty much all working out—all members of the same club—but we weren't

that committed and we weren't getting the results we wanted."

One wanted to lose weight; another wanted to be healthier. One wanted to work out to increase her strength; another wanted to build muscle to ease back pain.

They took the plunge. "We met after school and put the specifics in our contract. It was tough to make it fit everyone's needs but we really did get the important things down on paper,"

Penny said. (See "Our Goals" sidebar.)

"Linda got the idea to send our contract to Oprah," Kim said. "We all laughed and told her to do it." No one imagined anything would come of it.

The team took "before" pictures and recorded their weight, body fat percentages, and measurements. For awhile, it worked.

"At first, we were at mach speed and overachieving on all levels," Penny said. "We worked out religiously,

Watch for an article on the Lubbock team in the January *O, The Oprah Magazine* and on an upcoming episode of "The Oprah Winfrey Show"!

“We encourage you to show patience and persistence and to have a positive attitude—and we promise that if you do so, your life will change.”

—postcard from Oprah Winfrey and Bob Greene

tracked everything we ate and drank, and were a positive influence for each other. The four of us met weekly to share our successes, failures, and frustrations; share new information; and swap the latest fitness magazines. We actually did lunges and crunches three times a week on our lengthy 30-minute lunch breaks.”

Eventually, the program went the way of most resolutions. “I was not pushing myself anymore,” Linda admitted. “I had a car accident in March and within a month gained 5% of my body fat back. I felt so depressed.”

The others had similar lapses. They had agreed to put a quarter in a jug for each bad eating habit; they soon had collected \$30 for the American Heart Association’s Jump Rope for Heart program.

In May, the boost they needed came in the mail: a postcard from Oprah and her personal trainer, Bob Greene.

“We had forgotten about

sending our contract to Oprah until the day we got our postcards in the mail,” Kim recalled. “Oh my, we jumped and screamed! Okay, I jumped and screamed. We were so excited. It was the jumpstart that we needed. Knowing that I am accountable to Oprah and Bob Greene has made a big difference.”

In June, they started to work out with a personal trainer at the gym, Dan Doggett, who has a minor in nutrition.

Scales are not the focus. Dan measures their body fat every eight to 12 weeks, and they use pedometers, which their principal had given the staff for the school’s Focus on Fitness program, to track daily progress.

“The goal in Oprah’s program is 10,000 steps a day five or six days a week but that’s not nearly enough for me,” Penny said. “I need more like 20,000 to make a difference. It’s gotten to be a competition between us.”

They all raised their shirttails to check their pedometers and call out the figures. Linda won.

“I want them to achieve little goals and hopefully they’ll get hooked,” Dan said. He gives them tips, such as:

▶ Don’t stay on the same machine; use two or three machines for each cardio workout.

▶ Try adding a morning workout; you’ll get in shape a lot faster. The team has started to do cardio five mornings a week now, in addition to cardio and weights three days a week after school.

▶ Readjust your program every six weeks as you progress.

“Having a trainer makes us more efficient. We’re really seeing results. He teaches us how to use the machines right and keeps us motivated,” Linda said. “Working out without a trainer is like expecting a kid to read without a teacher.”

There’s no set diet. Their goal is simply to eat healthful foods in reasonable portions.

In September, the photo editor for *O, The Oprah Magazine* called them at school. Penny took the call. “She said they’d be flying us to New York City. My brain went dead—‘WHAT did she say?’”

They were in the photo shoot from 9 a.m. to 7 p.m., including the time the Oprah team spent doing their makeup, hair, and clothes. “The people were all great. It took forever but they never complained,” Penny said. “It was fun!”

They all agree they’re in it for life.

“We’ve all made the commitment. It’s not about the magazine,” Kim said. “Besides, exercise is a good stress reliever. It makes us feel good. It has been so rewarding to look back and see how far we have come. I think we all do things now that we never thought we could do. Doing heavier weights, more reps, or longer cardio sessions that we would never have thought we could do is so cool. When I feel like a wimp, I do another set even when I want to give up. That is a great confidence booster.”

“We have a fun, realistic plan that really works,” Penny agreed.

“There is no finish line,” Linda nodded.

Watch for their story in the January 2004 issue of *O, The Oprah Magazine*, which should be out by mid-December, and on an upcoming episode of “The Oprah Winfrey Show.”

OUR GOALS

- ▶ Participate in aerobic activity for at least 30 minutes at least 3 times per week.
- ▶ Participate in strength/weight training at least 3 times per week.
- ▶ Eat healthful foods in reasonable portions.
- ▶ Eat primarily to satisfy our nutritional needs rather than our emotional needs.
- ▶ Keep food/workout journal at least one week per month.
- ▶ Say at least one positive thing per day to accountability partners.
- ▶ Do crunches and lunges in school gym at lunch time 3 days per week.
- ▶ No eating for the last three hours before bed.
- ▶ Drink 64 ounces of water per day.



**KIM OLDFIELD, 42,
FIRST GRADE TEACHER:**

I have struggled with my weight since I was 13, maybe even before that, but not for the reason you think. I have tried to maintain a slim figure, even to the extent of taking diet pills and becoming anorexic, all because I wanted to look a certain way. Not accepting who you are is the most agonizing place to be. I hated it but seemed unable to do anything about it. In the back of my mind I knew that something had to change. I could not keep treating my body this way.

Being partners with Linda, Karen and Penny has taught me so much. They are incredible women. Whenever I was unmotivated or just giving up because it was so hard, all I would have to do was look at them and know how hard they were working and know if they could do it, I could, too.

I am still on this journey, I still have goals I want to obtain, and I still struggle with food and the relationship I have with it. Getting older is not so scary anymore because I have a better respect for me.



**PENNY CASNER, 40,
KINDERGARTEN TEACHER:**

Eating right is a constant struggle for me. Every morning I slurp down about four cups of coffee. I don't eat breakfast and most of the time I don't eat lunch.

I really am able to watch my portions; it is my beverage consumption that is a big—no, huge—obstacle. I like beer and am hopelessly addicted to chocolate shakes.

I can't say I've lost that much weight but I've lost dress sizes. After a very demoralizing measurement session, our heads were hanging and we were ready to throw in the towel. Dan asked what was wrong and we whined about how hard it was and we weren't seeing the progress we wanted. Dan just smiled and said, "Come on, ladies, have some patience. Remember it even took God six days to build the world. Give it time."

So in closing, I will be patient and persistent and try to keep a positive outlook because, darn it, I am worth it!



**LINDA MOORE, 33,
KINDERGARTEN TEACHER:**

I have hidden behind food for such a long time. I have focused for so long on becoming a size; I measured my value and worth by magazine ads. I like that I am learning to love my own skin. I am strong, healthy and changing. My body is not all that is changing; my self-perceptions are doing a 180.

You really have to make some serious—worthwhile, but still hard—sacrifices. I am not interested in size as much as I am in being fit and healthy. I have two precious daughters who look up to me and watch me. They are learning their eating habits from me. I can be ashamed of what they have learned and seen from me or I can use it as a tool. I am educating myself so that they can learn from my mistakes.

Each day is a new beginning for a fresh fitness day. A new day to learn to love myself the way I am for who I am.



**KAREN ATON, 35,
PE TEACHER:**

I used to work out all the time when I attended Texas Tech. Once I started teaching I continued to work out but not as much. Seems like the longer I taught, the less I began to work out. I was pretty much a hit-and-miss work out person. When I worked out I felt great but getting to the gym seemed to be a big problem. Finally, I quit working out because my back was bothering me.

It's been the best thing for me to have someone to work out with and having Dan as our trainer. Dan makes me work hard on the days I don't want to. He is very encouraging. Having this contract has made me reach some goals, and I don't have as many problems with my back.

It's been fun to see how far we've come. Pushing our bodies and thinking we can't go any farther...and then doing it anyway.

Too much paper!

Excessive paperwork was the issue in a class action grievance in Skidmore-Tynan ISD that TSTA won in October. The district required teachers to include detailed TAKS infor-

mation in every lesson plan, excessive paperwork, and many unnecessary forms. TSTA claimed the district was in violation of a new law, 11.164 of the Texas Education Code. Here is a summary of the settlement reached:

1. Teachers no longer are required to put detailed TAKS/TEKS information in their lesson plans.
2. Teachers will no longer be required to write Curriculum Guides and turn them in every two weeks. They may volunteer to write them in the summer at their daily rate of pay.
3. Teachers will no longer be required to complete nine "forms" that were not required under 11.164 (a) 1-10.
4. The Board of Trustees will conduct a semi-annual review of the paperwork required by the school district and issue a written report to all staff as required under 11.164 (b).
5. The teachers can decline to give their consent on any forms/paperwork 11.164 (c) not required under 11.164(a) 1-10.

If you feel that your district is requiring excessive paperwork, give the TSTA Help Center a call at 877-ASK-TSTA.



Here's what the new paperwork law says

§ 11.164. RESTRICTING WRITTEN INFORMATION

(a) The board of trustees of each school district shall limit redundant requests for information and the number and length of written reports that a classroom teacher is required to prepare. A classroom teacher may not be required to prepare any written information other than:

- (1) any report concerning the health, safety, or welfare of a student;
- (2) a report of a student's grade on an assignment or

examination;

- (3) a report of a student's academic progress in a class or course;
- (4) a report of a student's grades at the end of each grade reporting period;
- (5) a textbook report;
- (6) a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period at the secondary level or in each subject or topic at the elementary level;

(7) an attendance report;

- (8) any report required for accreditation review;
- (9) any information required by a school district that relates to a complaint, grievance, or actual or potential litigation, and that requires the classroom teacher's involvement; or
- (10) any information specifically required by law, rule, or regulation.

(b) The board of trustees shall review paperwork requirements imposed on classroom teach-

ers and shall transfer to existing noninstructional staff a reporting task that can reasonably be accomplished by that staff.

(c) This section does not preclude a school district from collecting essential information, in addition to information specified under Subsection (a), from a classroom teacher on agreement between the classroom teacher and the district.

Added by Acts 1997, 75th Leg., ch. 1320, § 1, eff. Sept. 1, 1997. Amended by Acts 2003, 78th Leg., ch. 201, § 6, eff. Sept. 1, 2003.



Representative briefs Dripping Springs: District 45 State Representative Patrick Rose addressed teachers and administrators of Dripping Springs ISD in October. Rose, who attended grades K-12 in Dripping Springs, came to update Dripping Springs Education Association members about recent legislative issues involving education in the State of Texas. Also on the program was TSTA lobbyist Jack Kelly. Photo credit: Wayland D. Clark



Dallas presents Red Cross with check: Classroom Teachers of Dallas President Dale D. Kaiser presented a check for \$2,210 to Cheryl Jones, chief executive officer of the American Red Cross' Dallas Chapter. As part of a local program, each TSTA member in the Dallas-Fort Worth area who took a Saturn test drive received a \$50 Staples gift certificate; for each test drive, Saturn also made a \$10 contribution to the Red Cross.


ESP CORNER

The 2004 NEA Education Support Professionals Conference is March 12-14 in Charlotte, North Carolina. Education support professionals will gain skills that can be used to build strong locals, positively impact student achievement and professional development, build strong internal and external relationships, and organize.

A one-and-one-half day workshop for local presidents and leaders will be held on March 10-11. Enrollment is limited.

Hotel reservations should be made directly with The Westin Charlotte by calling 704-375-2600 by February 4; reference the NEA ESP National Conference to receive the special conference rate of \$146 for a single and \$157 for a double, including tax.

The conference registration fee of \$120 includes several meals. The deadline for registering is January 15. If you have questions or need a registration form, call 202-822-7131, go to www.nea.org/esphome, or write to ESP Quality Program, NEA, 1201 16th St., NW, Suite 410, Washington, D.C. 20036.

	Veteran Teacher began prior to 1986 Advance to TECAT	Career Decision I want to be a teacher! Advance 1 space	ADVANCE → 1 space for college 2 spaces for Alternative Certification 3 spaces for American Board Certification	College Begin 4-year college program Advance 3 spaces	ALTERNATE CERTIFICATION Enter Alt Certification Advance
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You are **"Highly Qualified"**

 advance to GO; begin collecting Merit Pay!

Take college classes; engage in professional development; get master's degree

Total of 24 points
 Advance 1 space!

CORE Teacher

Advance 1 space...NOT

 Advance to GO

Stay In Teaching!

Good for you!

 Advance 1 space

Career Decision

Want out—
 Go back 7 spaces

Want in—
 Advance 1 space

Non-Core Teacher

You don't have to be 'Highly Qualified'

 Advance to Go!

24 points
 Advance to GO; collect Merit Pay
 ...
Less than 24 points
 Advance 2 spaces

You are not "Highly Qualified;" go to work at the Perfume Counter


 Do not pass go and be sure to pull out all of your retirement money!

Teacher Quality: It's M

To many people, becoming a teacher is like playing a game: a roll of the dice, you win; draw a low card and you lose; and, in the end, it's all about money. The "highly qualified" provisions of the Elementary and Secondary Education Act (ESEA) of 2002 make certain that teacher quality and professionalism are not only games but also three-ring circuses.

A "highly qualified" teacher under ESEA may not necessarily be the person that is the most qualified to impart knowledge unto our students. For instance, if the State Board for Educator Certification has its way, a person can pass a test and teach in grade 8-12 and, technically, be "highly qualified." These "instant teachers" do not have the background in child psychology, learning theory, pedagogy, etc., that current educators have, but that doesn't matter—if you pass a content-area test, then, by golly, you oughta be in pictures—school yearbook pictures, that is.

If your path to teaching was well-thought-out and involved more than just showing up to take a test, how then do you become "highly qualified"? The easiest way is to (1) have a bachelor's degree; (2) have full state certification; (3) demonstrate subject area competency by passing the ExCET or TeXES; and (4) teach in your area of certification. Okay, so you meet parts 1, 2, and 4; what then? Or, you meet parts 1, 2, and 3; how do you become "highly qualified"? In these instances, you have to meet HOUSE—a Highly Objective Uniform Standard of Evaluation. In other words, you have to be able to count to 24!


Calculate Points

 Advance 2 spaces

Begin trying to figure if you're "Highly Qualified" based on points.

 Advance 1 space


TEA POINTS

 Advance 1 space


Tired of administrative hassles; escape public education and go work the Perfume Counter

"Highly Qualified"

NO

 Advance

Alternative Certification Alternative Program Advance 3 spaces	American Board Certification Advance 3 spaces	TEST-TIME  Pay \$\$\$ to take the TASP Test Advance 5 spaces	School Day Begins Your first day of teaching Advance 4 spaces	TEST-TIME  Pay \$\$\$ to take the ABCTE Test Advance 2 spaces	 The Perfume Counter
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More Than Just a Game!

Elementary teachers must have at least one creditable year of teaching experience AND have 24 points from: years of teaching experience (1 year = 1 point); college coursework in English, Language Arts, Math, Science, and Social Studies (1 college hour = 1 point); professional development that meets the standards for Continuing Professional Education (CPE) credit established by SBEC rules (15 CPE hours = 1 point); AND each of the subjects must be represented in the 24 points.

Secondary teachers must have at least one creditable year of teaching experience in the subject to be taught or in a closely related field; AND have 24 points from: experience teaching at the secondary level in the subject to be taught or a closely related field (1 year = 1 point); college coursework in the subject to be taught or a closely related field (1 college hour = 1 point); and/or professional development that meets the standards for Continuing Professional Education (CPE) credit established by SBEC rules (15 CPE hours = 1 point).

The problem is that "highly qualified" status is fleeting; you may be "highly qualified" this year but a simple change in teaching assignment can strip you of that designation. Of course, if you do not teach a CORE subject, then it's all moot anyway because you don't have to be "highly qualified." Maybe it is a game. See www.tea.state.tx.us/nclb/bulletins/Bulletin1-2HOUSE.pdf.


—Bryan Weatherford, TSTA Teaching and Learning staff

Passed the ABCTE
 you are now a teacher & you're "Highly Qualified"
 advance to GO and collect your merit pay!

TEST-TIME 
 Pay \$\$\$ to take Test Preparation Classes
 College advance 2 spaces
 AC advance 3 spaces



Celebration Graduation Day!
 Advance 2 spaces

TECAT
 Advance 3 spaces

TEST-TIME 
 Pay \$\$\$ to take certification exam
 Advance 1 space

PASSING SCORE
 on Certification Exam!
 Advance 4 spaces

Passed the TECAT
 Just as you knew you would!
 Advance 7 spaces

Highly Qualified" NOT Advance 2 spaces	"Highly Qualified" Begin collecting merit pay  Advance to GO	School-Day Begins Teaching in area of certification, advance 1 space; if not, advance 2	CORE Subject Teacher Advance 1 space NOT Advance 1 space then advance 10 spaces	Land a Teaching Position Advance 1 space	 Won the Lotto who cares if you're "Highly Qualified"
--	---	---	--	--	---



Idea exchange

HOW TO PUT A FACE ON HISTORY

At the heart of Grapevine High School's outdoor ecology center is an area dedicated to veterans; a brick walkway bearing the names of area Texans who died in war, names found through the students' internet research, leads to the wooden stage and benches.

Each year, veterans are invited to a Veterans' Day program. One year, survivors of the Baatan Death March came; another year, it was a soldier from the Battle of Palalu.

Last year, survivors of the USS Indianapolis visited. On July 30, 1945, after delivering components of the atomic bomb, the Indianapolis was torpedoed and sank. After five days of exposure and shark attacks, only

317 of the 1196 crew members survived.

One survivor told the students of taking his bugle with him when he abandoned ship. After several days, he had to let go of it but he kept the mouthpiece. He brought out that mouthpiece, attached to a new bugle, and played "Taps" for the students.

Teacher Sherri Steward-Ganz said watching the connection between the generations is amazing. With their own money, the kids rented a limousine for the veterans and literally rolled out a red carpet for them. "Tears were streaming down the veterans' faces," she said. "There were 1,000 kids out there, reaching out to touch them like they were rock stars, shaking their hands and thanking them for what they've done for us."

Come explore!

The University of Texas hosts the biggest open house ever in March

Reach higher, explore further, and discover new interests on a day of creative adventure at The University of Texas at Austin Saturday, March 6, 2004.

"Explore UT," an annual event, is billed as "The Biggest Open House in Texas." The campus will host more than 300 free, fun-filled activities, demonstrations, and exhibitions from 11 a.m. to 5 p.m. The target audience is kindergarten through high school students, their parents,

and teachers, but it's open to "explorers of all ages."

It's too early to say exactly what will be going on but it's a safe bet it will equal last year's event, where you could:

- ▶ pilot a virtual plane using a flight simulator
- ▶ go backstage to see how opera scenery is built
- ▶ check out a solar-powered mini-car
- ▶ bang the gavel as presiding judge in a courtroom
- ▶ learn about fossils

- ▶ design a simple highway using CAD (computer-aided design) software
- ▶ make a Texas-size art print with a steamroller
- ▶ observe the sun safely through the UT solar telescope
- ▶ sing German folk songs
- ▶ read the nightly news as anchor in a TV studio
- ▶ buy and sell stocks in a virtual Wall Street market
- ▶ design a city using boxes and blocks.

Bookmark www.utexas.edu/

events/exploreut; activities for 2004 will be posted in January.

"Explore UT" requires no registration. Information booths around campus will supply explorers with maps, schedules, and passports. Stamps collected in the passport after each activity can be traded in for a free T-shirt at the University Co-op, the event's major sponsor. For more information, call the Office of Relationship Management and University Events at 512-471-7753.



Teaching the ABC's and 123's

BUTTERFLY ALPHABET

One day, while ruffling through the attic of the Smithsonian's Museum of Natural History, naturalist Kjell Sandved found a cigar box full of butterflies. In the first butterfly's wing, he spotted the letter "F."

For the next 24 years, he spent his spare time traveling through the fields, rain forests and deserts of the world in search of butterflies. He found all the letters, as well

as the nine numerals and a variety of whimsical animal shapes and faces, and created three posters and a book. See www.butterflyalphabet.com.

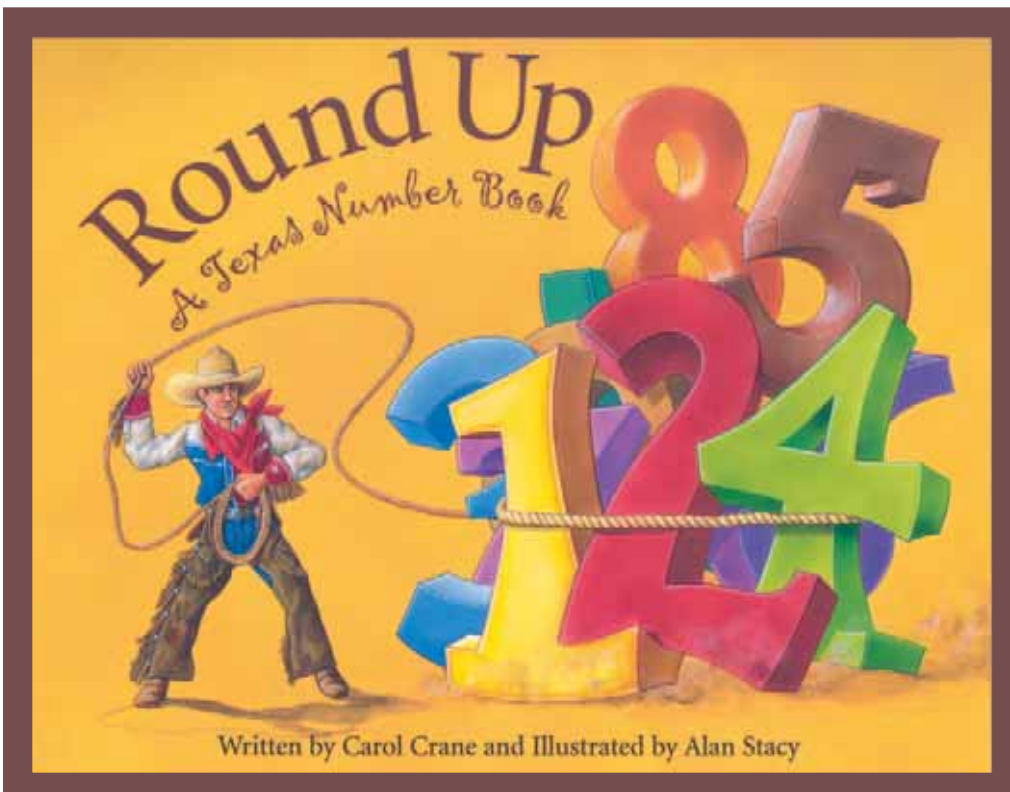
TEXAS NUMBER BOOK

From eight hovering hummingbirds to 50 precocious prairie dogs, *Round Up: A Texas Number Book* teaches children about Texas' treasures while they learn their numbers. Tumbleweeds, mustangs, javelinas, and even half-

buried Cadillacs are utilized.

Author Carol Crane's clever poems and informative text celebrate the traditions, locations, natural resources, and singular wildlife of Texas. Alan Stacy's rich images make it fun.

The book hits the book stores December 1. While you're there, take a look at *L is for Lone Star: A Texas Alphabet* and books based on the other states by the same creative team. www.sleepingbearpress.com



Ask the experts

A SNEAK PREVIEW OF MED SCHOOL

Do you have a student who's thinking about going to medical school? Or do you just want to help your class understand how the body works and how to take an active role in their own health? University of Texas Medical Branch's eMini Medical School is a free, online public education program where you learn at your own pace from leading physicians and researchers on the faculty. Current courses include aging and the end of life; state-of-the-art approaches to the diagnosis, treatment and prevention of coronary heart disease; bioterrorism; and alternative medicine. www.utmb.edu/minimed

DISNEY WORLD IS ONLY THE BEGINNING

The Christopher Columbus Academy lets students and coaches work alongside scientists, engineers and technical experts while exploring the science and technology behind Walt Disney World. It's a weeklong, expense-paid trip for eight finalist teams, who also learn techniques for communicating their ideas to the media and the public.

But for one team, Disney is only the beginning. The team that best demonstrates its enterprising spirit and resourcefulness will receive a \$25,000 Columbus Foundation Community Grant to help turn a great concept into a feasible solution to its community problem. Entries must be postmarked by February 17. www.christophercolumbusawards.com

From Hollywood to Texas

Joel Rosenzweig goes from directing “Cagney and Lacey” to teaching in Richardson

What’s the story behind “Cagney and Lacey”?

It started as a challenge. My brother Barney challenged his then-girlfriend Barbara Cor-day, a rabid feminist: if women work so well together, why aren’t there any female buddy movies? She and writer Barbara Avedon came up with a script for “Cagney and Lacey” which they took to Tyne Daley and Loretta Swit, and the movie

for CBS was done.

Everybody loved it and wanted a series. ABC, however, had a “next series commitment” with the CBS star and wouldn’t let Loretta Swit out of her contract, so Meg Foster was brought in. The show was cancelled after six episodes. They recast the role with Sharon Gless for five episodes as a summer replacement. Paul Harvey talked about it on his radio program, and it was picked up for another 120 episodes. My brother Barney was the executive producer.

When did you get involved in the show?

I was kicking around doing theatre and other things, and I wound up with a DGA (directors’ guild) card, doing sitcoms for Paramount and Columbia. I apprenticed on “The New Odd Couple,” “Joanie Loves Chachi,” “Cheers,” “Brothers,” “Reggie,” and “What’s Happening Now.”

During the sixth season of “Cagney and Lacey,” Tyne, who was always wanting directors who had theatre backgrounds to do the show, talked my brother into giving

me an episode. I directed a show called “Ahead of the Game.” John Karlin, who played Harvey Lacey, got an Emmy nomination as best supporting actor for it. I did four more episodes, including “You’ve Come a Long Way, Baby,” which is the hooker episode—the most requested episode in syndication—and one of the early alcohol recovery episodes.

Tyne and Sharon had a reputation for being difficult on set, but for me, even the problems were joys. Sharon Gless is maybe the best reactive actor ever. It’s more interesting watching her watch someone talk than it is watching the person who’s talking.

When I was teaching at Columbia College, I would bring outtakes to class to show. It wouldn’t matter what angle you were shooting, you could cut on a syllable and get a match with Tyne Daly. She is textbook perfect, and it’s not artificial. When she picks something up off the table in a scene, it’s because that’s when the character needs to pick it up.

“Cagney and Lacey” won more Emmys than any other



drama CBS presented. It had a greater audience share than any other drama. We made LA look like downtown New York. It was fun. Do I miss it? No more than once or twice a day.

My brother is now married to Sharon Gless. We were all together last March for Sharon's birthday in Vegas. Tyne came; they're good buddies. And a good time was had by all. Sharon currently is in the Showtime series "Queer as Folk" as Debbie Novotny, the mother of one of the main characters. It's going into its fourth season. Tyne is starring in "Judging Amy" on CBS.

After "Cagney and Lacey," I did some work on "The Trials of Rosie O'Neill" on the episodes "A Conflict of Interest," "An Act of Love" (which is in the Center for Disease Control's permanent library as a resource on AIDS), and "Dr. Psychedelic." I also worked on the series "Christy," on the Emmy-winning episode "A Babe in the Woods."

And here I am now in Texas, teaching school.

How did you end up teaching in Texas?

I was in Tennessee, shooting "Christy," when my mother became ill and was diagnosed with brain cancer. Soon after, my father suffered a massive heart attack. I decided I didn't want to travel anymore so I started teaching in Southern California, staying close to my family and caring for my father. Three years later, he died. And while we were cleaning up my father's affairs, my wife Joan was commuting to Dal-

las where her father had suddenly become ill. I said, "Let's go to Texas. There's a film industry there and teaching can finance the move." We moved only to realize teaching here is not what it is in California...and there is an active film community but no industry.

I teach drama and social studies at Lake Highlands High School in Richardson. I'm not qualified to teach radio-television in Texas. I've made movies for a living, but they won't let me show a kid how to hold a camera.

I am very angry at the way teachers are treated here. Life is much better for teachers in collective bargaining states. The average teacher who is the head of household pays \$400 to \$700 a month for

medical insurance in Texas. In California, the average teacher who is the head of household will pay nothing and have a better policy. In California, if you retire at age 60, you're fully vested and your school district will pay your insurance for five years until Medicare begins—and they'll pay for supplemental insurance for the rest of your life. California's pension pays 80% of your last take-home check.

On a teacher's salary, my father sent two sons to the University of Southern California to get master's degrees. He could have sent us to any of the University of California schools for free because he was a public school teacher. The only hope my son has is a scholarship.

They go out of their way here to make teaching undesirable. This state is more than archaic, it's hostile toward education.

Your father was a teacher?

My father was a public school music teacher and a founding member of the musicians union.

In point of fact, my father was the first Jewish secondary music teacher in the LA Unified School System and was always active in the union there, as well.

My father taught me that if you're going to be an artist, there's a time in your life when you have to teach the next generation of artists. I enjoy teaching, and I'm proud of my students' achievements.

honors and awards

National Black College Hall of Fame: Shirley Knox-Benton, principal of Paul Laurence Dunbar High School, has been inducted into the National Black College Hall of Fame. She was also named Texas State Principal of the Year for 2001-02, and her campus was named a Texas Education Agency Gold Performance Campus for 2001-02.

Outstanding Social Studies Teacher: Linda Krause, a fifth grade social studies and language arts teacher at Wellington Elementary in Lewisville ISD, was named the Texas Outstanding Social Studies Teacher of the Year by the Texas Council for the Social Studies in October.

Business and Technology Vice President: Mona Fannon was installed as vice president for the Texas Business and Technology Educators Association of Texas this year. Fannon is the coordinator and division chair of business/technology at Borger High School.

Regional Teacher of the Year: Bonnie-Beth Newman was named Region IV Elementary Teacher of the Year. Newman, who has been

teaching in Crosby since 1990, teaches at Newport Elementary and is a member of Crosby Educators TSTA/NEA. She holds an associate's degree from Purdue University and bachelor's and master's from the University of Houston-Clear Lake.



Bonnie-Beth Newman models the tiara her colleagues gave her when she was named regional Teacher of the Year.



Twenty-eight enthusiastic TSTA members who are ready to be more involved in the Association met in Austin last summer for the second annual TSTA/NEA Ambassador Academy. You can be part of the third graduating class!

Ambassador Academy: the third class is forming!

If you want to gain knowledge of the Association, discover more about yourself as an individual, learn problem-solving skills, then utilize those skills in your local, apply to go to the third annual TSTA/NEA Ambassador Academy!

The Ambassador Academy, which is set for June 7-11 this year, is intended to attract members into active Association leadership roles. You must have worked in the public school system less than 10 years and be willing to become an active leader. The Academy is intended for up-and-coming new leaders.

NEA and TSTA trainers will provide the weeklong training. NEA will provide training in Personal Assessment

Leadership Skills (PALS). Participants will focus on communication, decision-making and Association structure. TSTA will give the participants an opportunity to experience the inner workings of the state Association and a chance to meet the staff at TSTA Headquarters.

You will develop a plan of action, which will enable you to use your skills in your local association. This academy will give you an opportunity to build relationships as a TSTA/NEA Ambassador by networking with Ambassadors from across the state. Ultimately, you will be expected to become an active leader in your local association and implement the goals you

develop during the Academy.

The Ambassador Committee will review all applications, and notification letters will be sent on May 10, 2004. If you have any questions, please contact Susan Salinas or Nina Armstrong at 877-ASK-TSTA.

You can download an application at www.tsta.org/amacad/application.shtml or, if you would like the application mailed to your home, call TSTA and ask for Nina Armstrong. Please email (ninaa@tsta.org), fax (512-486-7043), or mail (Ambassador Academy, TSTA, 316 West 12th Street, Austin, TX 78701) the application, commitment contract and letters of recommendation to TSTA by May 3, 2004.

Watch for TSTA
State Officers filing
deadline in the next
Advocate!

Elections and conventions

TWO CANDIDATES ANNOUNCE FOR NEA DIRECTOR SPOT

Nominees for NEA Director for Texas Place 1 are Russell Bryant, Wichita Falls TSTA/NEA, and Rita Haecker, Education Austin. The filing deadline for NEA Director for Texas Place 1 was September 15 with the election to be conducted at the State House of Delegates. Candidate statements and biographical information will appear in the spring 2004 *Advocate*.

TSTA-RETIRED SETS CONVENTION DATES

The TSTA-Retired Convention will be March 25-26, 2004, in the L.P. Sturgeon Room of TSTA Headquarters in Austin. There will be a board of directors meeting, followed by the House of Delegates. All active retired members and active retired life members may attend the House of Delegates and participate as delegates.

For more information, contact Nina Armstrong at ninaa@tsta.org.

NEW NEA STATE DELEGATE VOTING PROCESS

Ballots for electing state delegates to the NEA Representative Assembly will be in the spring *Advocate*. You will mark the appropriate ballot (no copies), cut it out, place it in a sealed envelope, and place the label on the envelope as the return address. You must use the return label that is provided in your *Advocate* for your ballot to be counted.

Upcoming TSTA/NEA Events

JANUARY

- 15-16NEA Western Regional Minority Leadership Training Seminar, Oklahoma City, Oklahoma
- 16-18NEA Western Regional Leadership Conference, Oklahoma City, Oklahoma
- 23-24Legislative Cadre Training, Austin
- 24TSTA Constitution, Bylaws & Elections Committee Meeting, TSTA Headquarters
- 25Legislative & Political Advocacy Committee Meeting, Austin
- 30-31TSTA Board of Directors Meeting, TSTA Headquarters
- 31Deadline for School Bell Award entries

FEBRUARY

- 1TSTA Board of Directors Meeting, TSTA Headquarters
- 1Deadline for Professional, Human and Civil Rights Award entries
- 10-14NEA Board of Directors Meeting, Washington, DC
- 25-29NEA Resolutions Committee Meeting, Washington, DC

MARCH

- 1Deadline for Ermalee Boice Instructional Advocacy/NEA Teaching Excellence Award nominations
- 2NEA's Read Across America
- 9Primary Election Day
- 10-14NEA ESP National Conference, Charlotte, North Carolina
- 25-26TSTA-Retired Convention and Board Meeting, TSTA Headquarters

APRIL

- 2-4NEA-Retired Western Regional Conference, Tucson, AZ
- 13Primary Run Off Elections
- 22TSTA Board of Directors Meeting, Austin
- 23-24TSTA House of Delegates, Renaissance Austin Hotel
- 30NEA Board of Directors Meeting, Washington, DC

MAY

- 1NEA Board of Directors Meeting, Washington, DC
- 2-8Teacher Appreciation Week
- 4National Teacher Day

JUNE

- 3-4TSTA-Retired Board of Directors Meeting, TSTA Headquarters
- 4-6TSTA Board of Directors Meeting, TSTA Headquarters
- 7-11TSTA Ambassador Academy
- 28-30NEA-Retired Annual Conference, Washington, DC



125th Annual TSTA Convention

April 22-24, 2004 • Renaissance Austin Hotel • Austin

The 2004 TSTA House of Delegates will be held at the Renaissance Austin Hotel (Arboretum area—Northwest Austin) on April 23-24, 2004. The TSTA Board of Directors will meet on April 22. All events will take place at the hotel with the House of Delegates meeting being held in the Grand Ballroom (Atrium level of the hotel).

If you are interested in being a delegate, please contact your local president to get details on when and how delegates are elected in your local. Regional presidents may cluster members without a local or in a local of fewer than 26 members that chooses not to elect a delegate.

Call the Center for Executive and Governance (800-324-5355 or 877-ASK-TSTA, extension 1510 or 1514) if you have questions about the House of Delegates/Convention and/or items listed in this article. Information about TSTA's State Convention meeting will be located on TSTA's web site under TSTA State Convention at www.tsta.org.

We will be sending detailed information about the schedule, transportation, and lodging at a later date, but some items need to be touched on in this article, even though the convention is still months away. One important item is the housing form. While we can mail a packet to folks after they are elected covering most information, the only way we have to get the Hotel Reservation Form to delegates in time for them to meet the deadline is to include it in this article. If you are planning on being a delegate (or think you might be), please read the following paragraph carefully and use the form at the end of this article to make your reservation.

Housing

A room block is being held at the Renaissance Austin Hotel. Reservations are to be made directly with the hotel. Please complete the lodging form found at the end of this article. March 31 is the deadline for hotel reservations. After that date, rooms not reserved in the TSTA block will be released and reservations

will be processed upon availability. Please note: The hotel DOES NOT have to honor the convention rate after March 31, 2004.

Registration

Registration and certification of delegates will occur in the Atrium level of the hotel on April 23-24. Exact times for registration will be posted on the TSTA web site closer to the Convention and will be mailed to delegates. While any member is welcome to attend the HoD and Convention, only those delegates with proper badges are allowed in the designated delegate section and voting area. If you are an alternate delegate moving to delegate status, you will need to get the card mailed to the delegate you are replacing and bring it with you to the registration desk. The card must be signed by your local president.

Professional Development Workshops

Several workshops, including professional development

Regional and Caucus Meetings

Regions and Caucuses that choose to use the hotel meeting space to conduct business/meetings need to make arrangements through the Organizing Center for Executive and Governance.

workshops with continuing education credits, are being planned and will be offered during the convention on educational and association issues. These workshops will be offered on Friday, April 23.

Open Hearings

Open hearings will be conducted Friday, April 23, on: 2004-05 TSTA Budget; Proposed Bylaws and Standing Rules Amendments; Proposed

Legislative Program; and Proposed NEA Resolutions. Other topics may be scheduled as well.

Ground Transportation

The airport is 17.1 miles from the hotel. Ground transportation is available via SuperShuttle van service or via taxicab. Detailed information will be provided to the delegates, along with information on discounted car

rentals available through TSTA/NEA Member Benefits. The Renaissance Austin Hotel provides complimentary self-parking. Valet parking is available at the cost of \$12 a day.

Southwest Airlines

Southwest Airlines, in cooperation with TSTA, is offering attendees to the 2004 TSTA Convention a 10% discount on most of its already low fares for air travel to and

from the event. You or your travel agent may call Southwest Airlines Group and Meetings Reservations at 800-433-5368 and reference the assigned ID Code L0346. Reservations sales agents are available 7:00 a.m. to 8:00 p.m. Monday through Friday or 8:30 a.m. to 5:30 p.m. Saturday and Sunday. You must make reservations five or more days prior to travel to take advantage of this offer.

HOTEL RESERVATION FORM

TSTA 125th Annual State Convention

April 22-24, 2004 • Renaissance Austin Hotel • Austin

PLEASE COMPLETE ALL REQUESTED INFORMATION AND RETURN TO THE HOTEL BY MARCH 31, 2004.

Check-in time for the hotel is 3:00 p.m. and check-out time is 1:00 p.m.

RENAISSANCE AUSTIN HOTEL

(TSTA Headquarters Hotel)
9721 Arboretum Blvd., Austin, TX 78759
Telephone: 512-343-2626 or 800-228-9290
FAX: 512-343-6364

Room Rate

___ Single room (1 person—1 bed).....\$126.00
___ Double room (2 people—___ 1 bed, ___ 2 beds)\$126.00
___ Triple room (3 people—2 beds)\$146.00
___ Quad room (4 people—2 beds).....\$146.00

Cut-off date for ALL rooms and room rates is March 31, 2004. All rooms are subject to a 15% room tax.

I will arrive April _____, 2004 at _____ (a.m./p.m.) and will depart April _____, 2004.

Name: _____

Mailing address: _____

City: _____ State: _____ Zip: _____

Day phone: _____ Evening phone: _____

Email: _____ Fax: _____

LIST ALL INDIVIDUALS PER ROOM (ONE NAME PER LINE) AND ACCOMMODATIONS DESIRED:

Circle Room Type	Room No. 1	Circle Room Type	Room No. 2
Single 1.	_____	Single 1.	_____
Double 2.	_____	Double 2.	_____
Triple 3.	_____	Triple 3.	_____
Quad 4.	_____	Quad 4.	_____

A deposit equal to the first night room rate per room is due three (3) weeks prior to arrival. Room deposit can be made by major credit cards or check and is **refundable up to 48 hours prior to arrival.** This will assure your reservation. Should cancellation be necessary, **you must advise the hotel 48 hours prior to your arrival date.** If the hotel is not advised, you will be responsible to pay for space held.

Approved major credit card: _____ Credit card #: _____

Exp. date: _____ Name in which credit card is issued: _____



Nominate your media for a School Bell Award!

Community understanding and support for public education have been significantly advanced by Texas newspapers and local radio and television stations through their

interpretation of issues affecting public schools in our state.

TSTA takes pride in sponsoring the annual Texas School Bell Awards competition to recognize these outstanding contributions.

Local associations will

receive forms and instructions to submit entries in the various classifications and categories listed below.

Entries must have been aired or published Jan. 1 through Dec. 31, 2003 and must be received no later than midnight, Jan. 31, 2004

at the TSTA Organizing Center for Communications and Public Relations, 316 West 12th Street, Austin, Texas 78701. First place winners in each category will receive prestigious School Bell trophies to be awarded at the 2004 TSTA convention.

CLASSIFICATIONS

NEWSPAPERS

A. Dailies

- 1. Circulationover 100,000
- 2. Circulation99,999-50,000
- 3. Circulation49,999-25,000
- 4. Circulationunder 25,000
 ___ Metro or Suburban Market ___ Medium or Small Market
- 5. Political Cartoon

B. Semiweekly

- 1. Metropolitan or Suburban Market
- 2. Medium or Small Market

C. Weekly

- 1. Metropolitan or Suburban Market
- 2. Medium or Small Market

D. Magazine

- 1. Monthly
- 2. Weekly

RADIO

- A. County populationover 100,000
- B. County population99,999-25,000
- C. County population24,999-10,000
- D. County populationunder 10,000

TELEVISION

- A. Metropolitan Market
- B. Other: _____
- C. Special Consideration

NOTE: Television Metropolitan Market includes Dallas, Fort Worth, Houston, San Antonio, El Paso, Austin and Corpus Christi. All other stations will compete in the second classification.

CATEGORIES

PRINT MEDIA

- 1. Outstanding continuous coverage of education news, increasing public understanding of school achievements, problems and programs
- 2. Outstanding feature story interpreting school programs and education issues
- 3. Outstanding collection of feature stories or a single topic interpreting school programs and education issues
- 4. Outstanding feature series interpreting school programs and education issues
- 5. Outstanding editorial interpreting school achievements, issues, and needs
- 6. Outstanding collection of editorials interpreting school achievements, issues, and needs
- 7. Outstanding continuing column interpreting school programs and education issues
- 8. Outstanding special supplement featuring special events and educational programs
- 9. Outstanding regular supplement featuring special events and educational programs

- 10. Outstanding magazine article featuring stories interpreting school programs and education issues
- 11. Outstanding political cartoon
- 12. Special consideration
Description: _____

RADIO

TELEVISION

- 1. Outstanding continuous coverage of education issues and events
- 2. Outstanding locally produced single program interpreting school programs or education issues
- 3. Outstanding locally produced program series interpreting school programs or education issues
- 4. Outstanding station editorial interpreting school achievements, issues and needs
- 5. Outstanding collection of station editorials interpreting school achievements, issues and needs
- 6. Special consideration
Description: _____



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Through our ophthalmology network, CTC members receive discounts on medical eye exams and surgical procedures such as PRK and LASIK through eye physicians in select markets nationwide.

MAIL ORDER CONTACT LENSES

Save 20% to 50%

Most major brands of soft lenses are available through the mail order service (administered by America's Eyewear) including disposables, torics, and bifocals. Gas permeable materials are also available.

Coast to Coast vision is not insurance—There are no claims to file, forms to fill out or waiting periods. Coast to Coast vision also offers a 30 day unconditional guarantee.

For more information or to join the vision plan, call TSTA Member Benefits at 800-364-8622 or go to www.tsta.org.

PRESCRIPTION GLASSES

	Coast to Coast	Normal Retail
Nine West Frame	\$103.97	\$159.95
Single Vision	\$ 30.00	\$104.00
Ultraviolet Protection, Tint, Scratch Resistant, Anti-reflective coat	\$44.00	\$56.00
Total Savings	\$177.97	\$319.95

**Prices are subject to change without notice and may vary by region.*

MAIL ORDER CONTACT LENSES

	America's Eyewear	Normal Retail
Disposables/box	\$17.95	\$29.95
Acuvue Bifocal - 6pk	\$31.95	52.95
Acuvue Toric - 12pk	\$59.95	\$130.00
Durasoft 3 Custom Toric	\$107.00	\$174.95

**Prices are subject to change without notice and may vary by region.*

Low Price Guarantee—If you find a lower price on the same exact pair of eyeglasses purchased through a CTC retail location within 30 days of purchase, the difference will be cheerfully refunded.

Satisfaction Guarantee—If for any reason you are not happy with a purchase at the retail locations simply return the merchandise within 30 days for a complete refund.



Texas State Teachers Association/National Education Association

2003-04 Enrollment Form

Please return this completed form to your Association Representative or mail to TSTA Membership Department, 316 West 12th Street, Austin, Texas 78701-9516. If you have questions, call 877-ASK-TSTA.

NAME SOCIAL SECURITY NUMBER DATE OF BIRTH

ADDRESS LOCAL ASSOCIATION HIRE DATE

CITY STATE ZIP NAME OF ISD

EMAIL AT HOME CAMPUS/WORKSITE

EMAIL AT WORK POSITION (I.E. CLASSROOM TEACHER, LIBRARIAN, BUS DRIVER, ETC.)

AREA CODE HOME PHONE AREA CODE WORK PHONE ETHNICITY

Table with columns: ANNUAL DUES AND CONTRIBUTIONS, AMOUNT. Rows include Professional Dues, Substitute Dues, Educational Support Dues, NEA Fund, TSTA-PAC, Region Dues, Local Association Dues, and TOTAL.

ETHNICITY options: American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, Black, Hispanic, Caucasian, Unknown.

METHOD OF PAYMENT: 1 Cash/Check, 2 Payroll Deduction Authorization. Includes authorization text for payroll deduction.

Please check if you would like to receive TSTA's electronic newsletter, the TSTA Briefing, which is distributed by email at least once a week. Send to: home email address, work email address.

DISCLAIMER: The TSTA Political Action Committee (TSTA-PAC) and National Education Association Fund for Children and Public Education collect voluntary contributions from Association members and use these contributions for political purposes...

Annual membership dues to NEA include \$4.50 for NEA Today, \$2.45 for NEA-Retired and/or \$16.00 for the Higher Education publications. The NEA publication(s) received by members are based on membership category...

Former student member? YES NO

MEMBER SIGNATURE DATE LOCAL ASSOCIATION REPRESENTATIVE



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ing preferred dealers to enjoy great savings and incredible service. Prefer the phone? Call 800-342-1617 for a personal advisor to assist you in locating a great deal on a new or pre-owned vehicle. Check the web site daily for dealers being added—www.tsta.org/benefits.

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