

Advocate



Texas State Teachers Association/National Education Association

WINTER 2004

Gearing up for the 79th Legislative Session

Legislature Convenes January 11

The countdown to the 79th Legislative Session began a few months ago and the prequel may be a predictor of ominous days ahead. Pre-filing of bills so far has given us reason for concern. The first voucher bill has reared its ugly head and other repeat bills from last session will follow without doubt. Last session I nicknamed my notebook of bill summaries, "The Little Shop of Horrors," and this upcoming session may prove to be even more daunting.

In October, the Commissioner of Education made an end run on the K-4 class size mandate of 22:1 by sending a letter to superintendents suggesting they could expedite the waiver request process by not requiring a public hearing. After a press conference protesting the letter and a meeting of most education groups with the Commissioner herself, TSTA and Texas Federation of Teachers filed a lawsuit on October 25. Consequently, the Commissioner rescinded her letter four days later and we dropped the suit.

This was a decisive victory regarding one of our sacrosanct, "die on the sword" issues! And, remember last session, when we fought a four-month battle against instant certification but it passed anyway? The rules we helped write improved it somewhat but we expect those rules to be rewritten by a less-than-friendly State Board for Educator Certification Board.

These constant barrages on education are part of a larger pattern—a bigger agenda by the likes of Grover Norquist,

an anti-tax activist who is fond of calling the NEA a bunch of Bolsheviks! It is also the agenda of the Texas Public Policy Foundation, a right wing think tank, and the agenda for the voucher proponents who had the Governor's ear while sailing in the Bahamas with him last year.

We stopped most of their agenda last year with an aggressive grassroots campaign because thousands of phone calls were sent by our members who were energized and got mobilized. Vouchers, home rule, attacks on due process, certification, and class size were all defeated.

School finance will finally be discussed and, hopefully, fixed to provide our schools the funding they need. And TSTA will be working hard to restore the unfair cuts in health insurance that were made last session and to focus on the problem of the pathetic pay for Texas educators! With teacher salaries \$6000 below the national average, it is time for us to be on the offensive and say "It is TIME we caught up!" The paperwork requirements most education employees have to deal with are totally out of control. It seems like every time there is a principal's meeting, new forms get created that we have to find time to fill out! That is, between faculty meetings, team meetings, grade level meetings, department meetings, ARDs, parent conferences, etc. Somewhere along the way there are lesson plans to write, materials to prepare, benchmark and practice TAKS tests to give, papers to grade, and—oh, yeah—teach our classes.

The legislature should address these working conditions that are burning out almost all school professionals.

Let's not forget, also, that education support professionals are still fighting just for due process rights and a living wage.

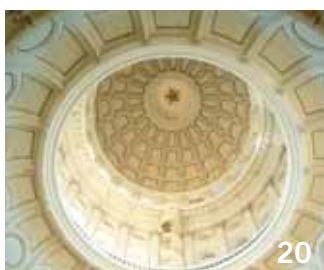
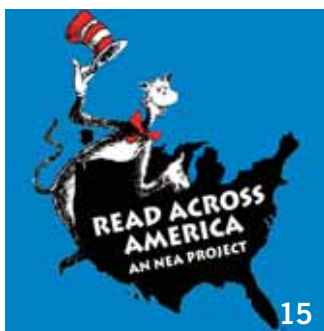
Now, you all know that I am no political neophyte. Having been around the block a few times, I know this will not be the easiest time to try to advance a pro-public education agenda. Even though we won 93% of the races of our endorsed candidates last November 2, it will still be an uphill battle. I also know that we in TSTA have never been about doing the easy things. I also know we can't do it alone. We need a larger army if we are to make improvements in salaries and working conditions of school employees.

So, I need you to start talking it up. Tell your colleagues that we are on the move. That we CAN create the kind of public education system our kids deserve. Remind them that the struggle for decent salaries and working conditions has always been hard and certainly never for the fainthearted!

We must rise up to meet the challenges of this 79th Legislative Session because if we do not, education employees will pay the price. We must stand together to beat back bad bills and advance our agenda of advocacy for our schools and schoolchildren. If not now, when? If not us, then who?




We must rise up to meet the challenges of this 79th Legislative Session because if we do not, education employees will pay the price.



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Sign up for our electronic newsletter and update your contact information. This session is going to be a tough one.

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The TSTA School Bell Awards Luncheon, that is. Once a year, TSTA members honor outstanding coverage of education by newspaper, radio and television reporters. The luncheon takes place during the state convention.

PHOTO CREDIT: Cover photo and photo on page 24 courtesy of the Austin Convention and Visitors Bureau.

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Teams from local school districts work with Dr. Schlechty at a pre-conference professional development event.

Texas: A State to Watch

California, Florida, and Texas are the states to watch, Dr. Phillip Schlechty told participants at the Texas Educational Issues Conference, October 29-31 in San Antonio.

"That's where the future of education in America is being designed," he said. "You have to create the 21st century schools. Our system was not designed to do what we are now asking it to do."

Schlechty, who is the founder and CEO of the Center for Leadership in School Reform and author of many books, said America has moved from a society where the majority are parents to a society where the majority are non-parents and grandparents.

"Twenty years from now, if we keep going as we're going, the only kids in public schools will be the poor or recent immigrants. The affluent

will be in private education," Schlechty warned. "People are estranged from their community schools. We need to get senior citizens and others involved in their schools."

"If we lose public schools, we'll lose democracy," he concluded. "The time is getting short and it's going to take courage to lead."

Schlechty spent Friday working with teams from school districts at a pre-conference professional development event. He also was the keynote speaker for TEIC.

The weekend was filled with workshops, more than 30 of them for continuing professional development credit.



TSTA President Donna New Haschke with Dr. Phillip Schlechty at the Texas Educational Issues Conference.

"You have to create the 21st century schools. Our system was not designed to do what we are now asking it to do."



TSTA President Donna New Haschke speaks on the class size issue at an October press conference in front of the Texas Education Agency building in Austin.

TSTA Files Suit, Neeley Pulls Class Size Letter

In response to a lawsuit by TSTA and Texas Federation of Teachers, Commissioner Neeley on October 29 pulled her letter of October 5 which tried to establish new procedures for school districts to obtain a class size waiver.

Her October 5 action would have made it easier for school districts to apply for class size waivers without any discussion or review by the school board or input from parents and teachers.

"Two generations of school children have graduated since the law limiting class size was adopted, and we still haven't fully implemented it," TSTA President Donna New Haschke said. "If school districts are going to ask for an exemption, then the public and school personnel should have the opportunity to participate in the conversation.

"The 22-1 class size limit law is one of the most signifi-

cant pieces of education reform legislation ever passed. Giving kids small classes and more individualized instruction has been one of the key factors in the improvement that our schools have shown over the last two decades. A process that keeps parents, teachers and elected school board members out of the discussion of class size waivers would be the first step to rolling back this standard. TSTA will not sit idly by and watch as the Commissioner attempts to undo by rule what the legislature has mandated by law," she said.

At one point, after several days of bad press, the commissioner sent a guest editorial to the media trying to justify her position. It didn't help. The *Austin American Statesman* ran an editorial endorsing the lawsuit.

"Two teacher organizations, the Texas State Teachers

Association and the Texas Federation of Teachers, have sued the commissioner in an effort to reverse the decision. We are not in the habit of endorsing lawsuits, but there are times when court intervention is warranted," the *American Statesman* said. "The court should step in to protect the quality of education for students and preserve parents' rights."

When the commissioner first sent the new provisions October 5, TSTA and several other groups met with her but it was obvious that there was no way the dispute could be resolved through negotiations. Left with no other way to stop the new provisions from going into effect, the two organizations filed for a temporary injunction to stop any waivers from being granted until the case was resolved.

Several issues were involved in the lawsuit but two of the key points cited were: 1) The Commissioner is act-

ing outside the scope of her delegated authority; 2) The Commissioner's policy and practice on class size waiver applications violates the Texas Education Code Section 7.056(b) because they permit the submission of waiver applications which do not include written comments from the campus or district-level committees. The suit was dropped when Neeley withdrew her letter.

Candidates Announce for TSTA President and Vice President

Nominees for TSTA President are Bayardo Arellano, NEA Dallas, and Donna New Haschke, Clear Creek Educators Association.

Nominees for TSTA Vice President are Mike Buckner, Clear Creek Educators Association; Ann Heuberger, College Station Education Association; and J. B. Richeson, San Antonio Alliance.

The filing deadline for both positions was September 15 with the elections to be conducted at the State House of Delegates in Austin in April. Candidate statements and biographical information will appear in the spring 2005 *Advocate*.

IMPORTANT NOTICE!

Watch closely for the next issue of your *Advocate*. Ballots for electing TSTA state delegates to the NEA Representative Assembly will be printed in that issue. You should receive your next issue in late March, and the deadline for the marked ballot to be received at TSTA Headquarters is 5 p.m., CDT, Friday, April 29.



Evans Elected NEA Director for Texas

Congratulations to Ginny Lee Evans of Lewisville Education Association, who is running unopposed for election to NEA Director for Texas Place 3. According to NEA Bylaws 5-1a, Board of Directors, Election, "In an election for NEA director, if there is only one candidate for the position, the election

may be waived, and the candidate declared elected." There will be no election held for this position.

This is Evans' first term. Her term of three years begins on September 1, 2005. As NEA Director, she will serve as a member of the NEA and TSTA Boards of Directors and as a delegate to the TSTA State House of Delegates and the NEA Representative Assembly.

"My vision for TSTA and NEA is to increase our membership by securing better working conditions for all public school employees," Evans said in her campaign statement. "This includes not just moving toward collective bargaining for public school employees but also ensuring the highest quality of professional development. From the

member who unlocks the school door every morning to the one who turns out the lights in the evening, the education of our children is everyone's priority."

Input Needed on School Start Date

In September 2004, Carole Keeton Strayhorn, the Texas Comptroller of Public Accounts, issued a special report on school-start dates, "Saving Summer: Lessons Learned." She asked TSTA President Donna New Haschke to serve on a task force that is now working independently to further explore start date issues and to make recommendations to the Legislature.

Between now and the beginning of the legislative session in January 2005, the task

force will explore alternatives to early school-start dates, lay out a plan that preserves necessary instructional school days, examine the start-date waiver loophole process in existing law and look at the impact that earlier start dates are having on migrant families. You can access the survey at: www.window.state.tx.us/survey/schoolstart.

Student Groups Set Spring Meetings

The TSTA Student Program Annual State Convention is April 8-9 at the Radisson Hotel and Suites in Austin. Registration on Friday is from 3:00-5:30 p.m. with late registration Saturday morning from 8-8:30 a.m. The registration fee is \$40 for member registration, \$45 for non-member registration.

The Texas Future Teachers of America (TFTA) State Convention will be held at the Radisson Hotel and Suites on February 4-5. Registration is 9 a.m. to 1 p.m. and the registration fee is \$12.95 per person. Meals are not provided by TFTA but there will be a snack bar for the convenience of the students.

At the same time and place as the TFTA Convention, the TSTA Student Program will hold its Fall Meeting.

Stilwell Seeks Support from Active Educators

TSTA's support for the Stilwell Residence for retired educators in Waco goes back to its founding in 1964.

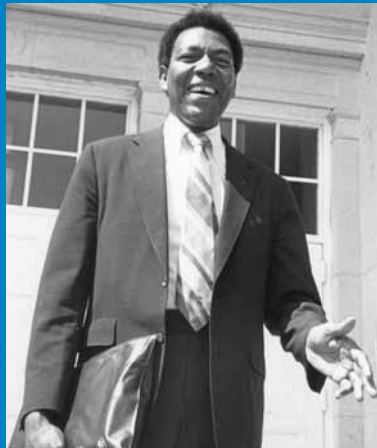
The TSTA Board of Directors has voted to continue that support by adopting a resolution to endorse and promote the "Ten for Texas" campaign to encourage every current and

Amazing Members

Joe Atkins Receives Honorary Doctorate

Former TSTA member and staffer Joe Atkins, who worked in the Dallas area, has received an honorary Doctorate degree from the University of North Texas. He was honored for the work he did in integrating the university when he was a student.

Atkins applied to the school in 1955, when it was known as North Texas State College, and was denied admittance; as a result of his lawsuit, the college was ordered to admit black students.



Hay's Shelton Named Coach of the Year

Bob Shelton, Hays High School's Athletic Director and Head Football Coach, has been named a National Federation of State High School Associations State Coach of the Year. Shelton was nominated by the University Interscholastic League's staff based on his "hard work, dedication and loyalty to the student athletes of Texas." In a letter announcing his selection, Rachel Harrison, UIL Athletic Coordinator said, "Your commitment to excellence is to be commended."

Coach Shelton last year celebrated 40 years—his entire coaching career—with Hays CISD. In 2002, he was named to the Hall of Honor of the Texas High School Football Coaches Association. In 1997, Shelton was selected to receive the Tom Landry Award and was chosen as AAAA Coach of the Year by the Texas Sportswriters' Association.

former educator to contribute \$10 to Stilwell for the improvement of the facility and to honor those who dedicated their lives to education.

The Residence is named for Henry Stilwell, who was president of TSTA from 1932 to 1933 and the longtime chair of the association's legislative committee.

Please mail contributions, with checks made out to Stilwell Residence, to TSTA Cen-

ter for Executive and Governance, 316 West 12th Street, Austin, TX 78701.

NEA Higher Education to Meet in San Antonio

NEA's 23rd Annual Higher Education Conference will meet in San Antonio March 4-6 at the historic Sheraton Gunter Hotel on the Riverwalk.

Explore the topic of diversity in academia from a variety of perspectives: student

body, workforce, what the work is, who provides it and how; and the impact of recent federal and state policy changes.

NEA is offering a \$95 conference registration rate for Texas Faculty Association (TFA) members—a substantial savings off the \$150 early bird rate and the \$185 regular rate. The fee covers two lunches, a reception/dinner, a continental breakfast and a brunch, plus conference ma-

terials. Just fill out the registration form and check the special box for Texas residents. You may register, reserve a hotel room, and find up-to-date information about the conference at www.nea.org/he/conf.html.

TFA will hold its 2005 Representative Assembly (business meeting only) in conjunction with the NEA Higher Education Conference. See www.tfaonline.net for details.

How Did They Fare? TSTA/NEA's Recommended Candidates

Candidates recommended by TSTA/NEA did well in November; 90 of 97 candidates for state office won. (See our web site, www.tsta.org, for national candidates.) For more on the upcoming legislative session, turn to page 20.

TEXAS HOUSE OF REPRESENTATIVES

RD 001.....Stephen Frost
RD 003.....Mark Homer
RD 007.....Tommy Merritt
RD 009.....Robin Moore (*Lost*)
RD 010.....Jim Pitts
RD 011.....Chuck Hopson
RD 012.....Jim McReynolds
RD 014.....Fred Brown
RD 016.....Ruben Hope
RD 017.....Robby Cook
RD 018.....Dan Ellis (*Lost*)
RD 019.....Tuffy Hamilton
RD 021.....Allan Ritter
RD 022.....Joe Deshotel
RD 023.....Craig Eiland
RD 025.....Dennis Bonnen
RD 027.....Dora Olivo
RD 031.....Ryan Guillen
RD 033.....Vilma Luna
RD 034.....Abel Herrero
RD 035.....Yvonne Toureilles
RD 036.....Kino Flores
RD 037.....Rene Oliveira
RD 038.....Jim Solis
RD 039.....Armando Martinez
RD 040.....Aaron Pena
RD 041.....Veronica Gonzales
RD 042.....Richard Raymond

RD 043.....Juan Escobar
RD 044.....Edmund Kuempel
RD 045.....Patrick Rose
RD 046.....Dawanna Dukes
RD 047.....Terry Keel
RD 048.....Kelly White (*Lost*)
RD 049.....Elliott Naishtat
RD 050.....Mark Strama
RD 051.....Eddie Rodriguez
RD 056.....John Mabry, Jr. (*Lost*)
RD 057.....Jim Dunnam
RD 059.....Sid Miller
RD 069.....David Farabee
RD 071.....Bob Hunter
RD 072.....Jeri Slone (*Lost*)
RD 073.....Carter Casteel
RD 074.....Pete Gallego
RD 075.....Chente Quintanilla
RD 076.....Norma Chavez
RD 077.....Paul Moreno
RD 078.....Patrick Haggerty
RD 079.....Joe Pickett
RD 080.....Tracy King
RD 081.....Buddy West
RD 083.....Delwin Jones
RD 085.....Pete Laney
RD 090.....Lon Burnam
RD 094.....Ruby Woolridge (*Lost*)
RD 095.....Marc Veasey
RD 099.....Charlie Geren
RD 100.....Terri Hodge
RD 102.....Tony Goolsby
RD 103.....Rafael Anchia
RD 104.....Roberto Alonzo
RD 106.....Katy Hubener (*Lost*)
RD 109.....Helen Giddings
RD 110.....Jesse Jones

RD 111.....Yvonne Davis
RD 116.....Trey Martinez-Fischer
RD 117.....David Leibowitz
RD 118.....Carlos Uresti
RD 119.....Robert Puente
RD 120.....Ruth Jones McClendon
RD 123.....Mike Villarreal
RD 124.....Jose Menedez
RD 125.....Joaquin Castro
RD 128.....Wayne Smith
RD 131.....Alma Allen
RD 137.....Scott Hochberg
RD 139.....Sylvester Turner
RD 140.....Kevin Bailey
RD 141.....Senfronia Thompson
RD 142.....Harold Dutton, Jr.
RD 143.....Joe Moreno
RD 145.....Rick Noriega
RD 146.....Al Edwards
RD 147.....Garnet Coleman
RD 148.....Jessica Farrar

TEXAS SENATE

SD 06.....Mario Gallegos
SD 16.....John Carona
SD 20.....Chuy Hinojosa
SD 21.....Judith Zaffirini
SD 23.....Royce West
SD 26.....Leticia Van de Putte
SD 27.....Eddie Lucio
SD 31.....Kel Seliger

STATE BOARD OF EDUCATION

SBOE 02.....Mary Helen Berlanga
SBOE 11.....Pat Hardy
SBOE 13.....Mavis Knight



Gloria Voutos

Texas Elementary Teacher of the Year

We need to get ready to teach the new generation of Texans. They bring an amazing wealth of experiences, and all these children want to do is learn, like any other children. We need to get ready to help them assimilate our culture and teach us theirs. They can enrich our lives.

GLORIA'S STORY, IN HER OWN WORDS

Abraham Lincoln once said: "And in the end it's not the years in your life that count. It's the life in your years." Those brief words remind me of the greatest influence in teaching that I ever

had: my mother. She taught 33 years in the poorest schools in Puerto Rico. Schools infested with drugs, gangs, pregnant teens (her sixth graders), unemployment, and lack of skills yet full of minds that wanted to learn the simplest lessons, draw the prettiest pictures, and smile the most candid smiles.

Before it became popular to study Maslow's hierarchy of needs and ask questions using the Bloom's Taxonomy, she was using her common sense to make sure her students were well fed, felt safe and were

going further in the limited curriculum that was available. From buying cribs for newborns to going to the grocery store to buy food for another family in need, she delivered more than knowledge, she delivered love. My mother was the spark that illuminated the path—curved as it was at the time—that finally led me into teaching. She died at 66 years old, just a little under 10 years into retirement, but her presence in this world did not go unnoticed.

I remember telling my mother that I wanted to fol-

low in her footsteps. She was so alarmed. “Gloria, it becomes your life. You must be ready to give yourself. There is so much need.” I heeded her advice and, at the crossroads, I chose to work in another career field.

After getting married, my wonderful daughter came to my life. It was then I realized that I was not going to be able to give her the wonderful legacy that I had received from my mother.

I came to the second crossroad in my life at 27 years old. I decided to move to the United States in pursuit of a college degree. In the words of Robert Crawford, off I went into the “wild blue yonder.” I joined the U.S. Air Force to search for college money, learn English, and give my daughter more opportunities to succeed. On November 11, 1989, I arrived at Plattsburgh Air Force Base in the North County of the State of New York. I had gone from a warm island in the Caribbean to the northernmost part in the United States, only 15 miles from the Canadian border. There I served the country that gave me the opportunity to study and learn the meaning of teamwork, leadership and patriotism. Working as a law enforcement officer and studying part time, I finished a Bachelor’s degree in Literature and shortly after, a Master’s degree in Literature and Counseling. I did not finish a degree in Pedagogy because my mother still insisted I do something else.

While assigned to my unit in Plattsburgh AFB, the first Gulf War began. Because of

my Spanish language skills, I was assigned to relieve the soldiers that were stationed in Honduras but had to be deployed to Saudi Arabia. There I worked with the Joint Task Force Bravo — Army, Marines and Air Force—in their fight against the spread of drug cartels in Central America. In my off-duty time, I teamed up with the local Christian mission and went into the mountains of La Ceiba to establish contact with local school houses and help them build fences, bathrooms, windows, and provide basic hygiene education for both adults and children.

The experiences gained during those days were the second influence in my decision to become a teacher. I spent countless days building, hauling supplies, and contributing, for the first time as an adult, to education by teaching the parents basic hygiene for themselves and their children. Some of the classes that I taught dealt with the prevention of marasmus, malaria, food sanitation, as well as letters, sounds and basic reading skills. The local teacher and I created small reading groups, a simple syllabus for her multilevel classroom, and doing read-aloud for the community at large.

The words of my mother resounded in my ears: “...there is so much need.” As soon as I returned stateside, I spoke to my husband and told him that I felt the need to join the teaching profession. I wanted to help.

In the summer of 1995, we moved to the Carswell AFB area in Ft. Worth. I began working for ATT in Language

Services, but shortly after saw an ad in the paper looking for a teacher in Dallas Independent School District. I sent my resume on Labor Day and received an appointment for that same week. After the initial interview, they asked me if I could begin on Monday—it was Friday.

I went to the first day of class with an open mind to a group of 36 students in sixth grade, at a new school, without being certified by the State Board of Education, but with all the love I could muster for those children.

This was 10 years ago almost, when the state allowed a teacher to teach with a provisional certificate. (I was teaching in Dallas with a provisional certificate while I took classes at SMU, so my student teaching was on-the-job training.)

It had taken me the better part of my twenties and thirties to get there, but I made it! I immediately was drawn to the apartments to prepare a class for the parents, talked to the local church about giving adult education classes, and moved those kids forward at an exhilarating pace. From the essential elements, to trips to the Ball Park in Arlington, to learning to ride the DART bus, we became a family—year after year. I served six years in Dallas ISD and touched more than 600 lives, the “life in [my] years.”

The last crossroad that helped reaffirm my decision of being an educator happened last year. On December 29, my brother-in-law took

I’ve always held the bar really high and I’ve never had a problem with the kids meeting that bar. The minute you start saying, “You cannot learn,” it will be a self-fulfilling prophecy.

the life of my sister and my seven-year-old niece, Vannia. My sister and her husband were going through a bitter divorce battle and she was the main issue. Vannia was in second grade. She spoke to me daily during those tumultuous weeks prior to her death and I felt the anxiety in that young life about a situation that she could not control. During our conversations, I told her that children deserved to be happy and that, hopefully, the adults would fix their problems soon.

Vannia spoke about the refuge she encountered at school. Her teacher loved her, her classmates accepted her, and the counselor was helping her. In the final analysis, it was Vannia's teacher who made the difference during the last days of her life. That cold morning, as they laid her to rest and sadness filled my soul, I did not feel defeated. God had a new angel and I had chosen the right path after all. More students needed a caring teacher's loving hand.

After having served eight years as an educator, I have not only developed curriculum, given parent education classes and worked with my colleagues. I have loved my children, used the facilities for parent-teacher conferences in the apartments, pulled lice from the hair of my children and continue to buy groceries to deliver with my daughter, Vera. I guess I am beginning to pass the torch as Vera enrolls in the fall at Texas Christian University and, with my blessing, will complete a teaching and a music degree.

Q & A with Gloria Voutos

What is your job?

I'm an instructional specialist at Spring Valley Elementary in Richardson. I model best practices. This area is more than 70% Hispanic. I mainly teach the teachers how to help students improve their English language skills but I'm helping children directly, too.

I do a lot of mentoring. Everybody that gets into teaching says the same thing: I did it because I love the kids. The reality is we have to do lesson plans and look for resources and do paperwork and check their reading level and that's not that easy. It's easy to read a book to a child or pull out a textbook but those are not good practices. In mentoring I show the teachers how to individualize instruction and pull the resources to help the children. Those are not hard concepts; it just takes practice.

Did you always know you'd be a teacher?

My mother was an English as a Second Language teacher in Puerto Rico for 35 years. Most of the best practices I learned from her. As a child, I saw what a reading group looked like and how to do a parent-teacher conference. I lived that life.

Some of the parents never came to the school in Puerto Rico, so I learned to do home visits. My mom did parent-teacher conferences with 700-800 homes in 10 years. She would say, "While I talk to the parents, go do a reading group with the kids." My mom was an excellent educator and an amazing social worker.

Did you consider a career in the military?

The main reason I went into the military was for school. I had not been a diligent student myself so I did not qualify for a scholarship. I served and the military in turn paid for my school. I completed a bachelors and a masters while I was in the military in upstate New York.

How did your Air Force experience influence your teaching?

The discipline and the teamwork. There

was no better training ground. I don't whine a lot, I just get it done. This is the life we chose. It's more of a calling.

What do you do to reach your students?

I visit the homes of every single child in order to learn their customs and learn more about their families. The parents easily open up their doors, because I too was an immigrant that brought my family to the United States seeking a better life. I did not speak English when I came to the United States and neither did my three-year-old daughter; we are both still learning even after 15 years in the country. As I connect my own experience with their own, we create effective partnerships that lend a helping hand to their children both socially and academically. Hardships can be overcome by respecting one another.

Has teaching changed in the last decade?

Just in 10 years, teaching has changed and I have to say it's changed for the better. I think the kids have a better opportunity to get a fair education now. I think the accountability has a lot to do with it. (Ten years ago) I still saw teachers doing things very different from each other. Back then if you were lucky, your kid had a good teacher. If you were not lucky, your kid had a bitter teacher. What the accountability has done is everybody has to teach at least the same skills. Even the resources are non-negotiable.

Do you think children rise to meet our expectations?

I've always held the bar really high and I've never had a problem with the kids meeting that bar. The minute you start saying, "You cannot learn," it will be a self-fulfilling prophecy. I told my kids, "We're going to pass this test and we're going to do it the first time." You don't get second or third chances in life; there are very few things we get to do over. I told them, "This is a third grade test; are you in third grade? No one's asking you to take a sixth grade test." No whining at all. They all passed.

- **Top 10 Reasons** -

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Sherry Lindemann

Texas Secondary Teacher of the Year

If you can't, as a history teacher, show students how it all connects, you don't know your discipline. If you just teach the date and what happened, history is boring, dull, and ludicrous.

What made you decide to be a teacher?

My mother taught special education 30 years and my father has 36 years in education; he's still teaching science and coaching part time.

As I was growing up, I was pretty stubborn. I didn't want to do anything like what my

parents did. I wanted to be a lawyer.

I ended up with a double major in political science and history; but I decided after working for a lawyer for two years that maybe I didn't want to go into law after all. While I was deciding on a new path in life, I became a

substitute teacher and began to take education classes as a “back up” plan. The “back up” plan soon became my new career choice. I felt that I was finally headed in the direction that I was supposed to go.

My parents let me go on my own path and it led back to teaching. I’m the chair of the history department at Hirschi High School in Wichita Falls, both the regular program and International Baccalaureate.

Why history?

History is one of the greatest subjects to teach because it is ongoing. Seeing what is happening all around us and learning that there are more things that connect us than divide us. Starting to think a little bit, forming your own opinion, questioning, questioning, questioning. Why are they doing this? Are there any other motives? Those people who are pushing up daisies—how do they relate to me? How does it all connect?

If you can’t, as a history teacher, show students how it all connects, you don’t know your discipline. Love and power—the things that motivate us today—are the same things that motivated people in ancient times. If you just teach the date and what happened, history is boring, dull, and ludicrous.

I have taught 15 years in the public schools, not one year 15 times. You’ve got to constantly change the way that instruction is delivered and build on the experiences that are gained from year to year.

Is International Baccalaureate similar to Advanced Placement?

In AP, you cover from here

to there, but you don’t *un-*cover anything. There’s a lot of information in AP but you don’t get into the “whys.”

Who is to blame? Was this an imperialistic war? Who was right? We let the kids make some of those evaluations based on what they know, what they’ve learned, what they’ve read.

I think, “What is important about this that I want these kids to remember 20 years from now?” In my discipline, if they can’t apply what they’re learning to current events, what was the use of going through all of it?

All of my IB kids, by the time they graduate, will have written three research papers in my area alone, which forces them to be independent learners. They’ll go to college with the knowledge of where to go to get the information, how to analyze something and convey it in a written format.

You can take one class or earn a diploma?

The students can get a certificate—which is like taking an AP course—or a diploma for taking the whole program, which includes 150 hours of community service, taking a philosophy of learning course, and completing an independent research project.

In a way I’m a spokesperson not just for teachers in Texas but for the IB curriculum. We’re getting the word out about IB. We believe in it. It’s hard teaching but it’s good teaching. It’s a great program. Everyone should be doing it.

The diploma itself—if you go on the East coast, you’re going to find more of an ad-

vantage, especially Boston.

We have two students at Boston University and two at MIT right now that, without the IB diploma, probably wouldn’t even have been considered. It’s that competitive. The universities see that IB students have chosen a much more rigorous path in their education and are well rounded.

AP has been the standard here in Texas; when Hirschi started IB six years ago, we were one of 13 schools in the state to offer it. Now the list has grown to well over 100. The

more it grows, the more the accolades and scholarships follow.

Is it only for the gifted student?

We’re one of the few IB schools that doesn’t require an entrance level exam. We’ve blown the idea that IB has to be an elitist program. IB is for the kid who really wants to learn and takes ownership in her own education. They’re going to get out of it what they put into it.

How did International Baccalaureate begin?

IB is housed in Geneva, Switzerland. It was originally designed for the kids of diplomats. They designed this curriculum to flow, so kids could move from Beijing to America and continue their education. Wherever there’s an IB school, they can continue it. The curriculum is designed to be international.

How are they graded?

A kid who is taking this curriculum in England will be judged on the same crite-

All assessments in International Baccalaureate are based on what they know, not what they don’t know. You’re looking not at the minutia but the big picture.

ria as a kid who's in my classroom in Wichita Falls.

At the end of their senior year, the students take an exam that requires them to write six essays, and they have to write a research paper that's graded by me but also moderated outside. Each question will be sent to a different place to be graded. It could be China or Thailand or Canada. They mark them according to a rubric. Three different graders will look at it and a moderator will look at the exam scores.

I have to send examples of what I'm doing and how I'm marking it and how I'm using the rubric. IB moderates me to make sure I'm doing it correctly. We're being held accountable every step of the way.

All assessments are based on what they know, not what they don't know. Testing kids on what they do know is a wonderful model to study. We've all talked about portfolio assessments and rubric assessments. Why is it that we have to have a multiple choice test to test what kids know? This model is just good assessment, good teaching. You're looking not at the minutia but at the big picture.

Are we overtesting our kids in America?

Yes. Tell us what you want the kids to know, make it meaningful and we'll get them tested but we don't need to test, test, test. From the beginning of April on, every day is a test.

I think we can have fewer tests and still accomplish our goal of accountability. It's just going to take professionals to figure out a better way of doing it and agree on what we want kids to know. We can do better and I think we have to. Adding another test doesn't mean you improve excellence in any way, shape, or form, it just means another test.

If we're going to be held accountable for a test we're going to make sure the kids do well on that test, but is that really all you want them to know? Surely we want kids to have music appreciation. Surely we want them to be well rounded.

What are the other magnets at Hirschi?

We just got \$8.2 million this fall from the federal government to reinvigorate our magnet program. It allows us to extend the IB into the Middle Years Program or MYP, so

we now have six magnets: Aviation, Medical, Engineering, Multimedia, IB, and MYP.

All of our magnets are amazing. A kid can be an IB student and major in Aviation as well. They can double dip. They actually teach them to fly in that program. They go through ground school and do their solo flights and by the time they graduate they can be winged; they will have completed enough successful hours in flight.

We're tying our magnet schools together. It starts at Washington Jackson Elementary with the 6th grade program, continues at Kirby in 7th and 8th grade, and finishes at Hirschi. K-12 is what we're ultimately trying to do.

Do you keep track of former students?

Yes. I had one call me on her cell phone on election night. She was in Boston and she actually made it into Kerry's party. She said, "I just wanted to let you know where I am and what I'm doing." Here she was in a history-making situation and who does she think to share it with? That crazy teacher she had back in Wichita Falls.

Last year one of my stu-

dents—whose mother doesn't speak any English at all, very economically depressed family—this kid gets a full ride, \$160,000, to go to MIT. He is absolutely the most unbelievable kid and has the most positive attitude; you'd never know what he had to overcome to get a chance to go to that university.

Those are the things you look at and think, "See, this is what can happen." You tell the other kids, "Hey, Roberto did this and you can, too." That's part of the reason I put these up here (gesturing to a string of university T-shirts, sent in by former students, that hang from the ceiling), to let them know who came before them and where they are now. They can go anywhere they want to as well.

The equal opportunity oppressor in this country is poverty. Our school is a title school. Everything around them is telling them they're not going to make it. We have to keep reminding them of how they go about achieving success through education.

Sherry Lindemann is also Texas' nominee for National Teacher of the Year.

Message to new educators

There are so many battles that one can fight in education. Fight for what is in the best interest of children. Do not let anyone force you to compromise on that issue.

Be willing to lead the charge. It can be frightening, but do not fear to take a stand on what is right for children. You will be surprised to find that there are many others out there who are willing to stand with you, including the students.

Know that when you are tired and you feel like nobody is listening, there are people who need you to keep striving to attain the goals that seem unattainable. Search your heart for the issues that you truly believe. Become the leader in the class, school and community. Find the role models who can reinvigorate you when you need a boost. However when you feel like giving in, "hang in there!" There are many people, including myself, who would love to help you.

What is NEA's Read Across America?

Now approaching its seventh year, NEA's Read Across America focuses the country's attention on how important it is to motivate children to read, in addition to helping them master basic skills.

Motivating children to read is an important factor in student achievement and creating lifelong, successful readers. Research has shown that children who are motivated and spend more time reading do better in school.

Our nationwide reading celebration takes place each year on or around March 2, the birthday of beloved children's author Dr. Seuss, who epitomizes a love of learning. Dr. Seuss's use of rhyme makes his books an effective tool for teaching young children the basic skills they need to be successful.

NEA's Read Across America also provides NEA members, parents, caregivers, and children the resources and activities they need to keep reading on the calendar 365 days a year.

In cities and towns across the nation, teachers, teenagers, librarians, politicians, actors, athletes, parents, grandparents, and others develop NEA's Read Across America activities to bring reading excitement to

children of all ages. Governors, mayors, and other elected officials recognize the role reading plays in their communities with proclamations and floor statements. Athletes and actors issue reading challenges to young readers. And teachers and principals seem to be more than happy to dye their hair green or be duct-taped to a wall if it boosts their students' reading.

How and When Did NEA's Read Across America Begin?

In May 1997, a small reading task force at NEA came up with a big idea. "Let's create a day to celebrate reading," the group decided. "We hold pep rallies to get kids excited about football. We assemble to remember that Character Counts. Why don't we do something to get kids excited about reading? We'll call it 'NEA's Read Across America' and we'll celebrate it on Dr. Seuss's birthday." And so was born, on March 2, 1998, the largest celebration of reading this country has ever seen.

Who Sponsors NEA's Read Across America?

At the national level, the National Education Association

sponsors and spearheads the program with support from 40 national nonprofit and association partners. Anyone—from schools to libraries to community centers to churches to hospitals to bookstores—is invited to host local events to celebrate and promote children's reading.

When Should I Begin Planning?

Start planning now! The Read Across America web site, www.nea.org/readacross, is chock full of ideas, information and inspiration. Everything you need to plan a reading event, from simple to elaborate, is there. Start at the main page and go exploring. Have fun!

Are Resources Available?

The 2004-05 Resource Kit is newly designed, featuring reproducible items from logos and certificates to reading activities and bookmarks. You can even order a Cat-in-the-Hat outfit. There's a poster for teens, and a CD-ROM for NEA members. To request a kit, fill out a format www.nea.org/readacross and check the web site for updates. And don't forget, as a year-round program, NEA's Read Across America offers resources for all ages, all year long. Explore the web site thoroughly for a myriad of ideas and information! While you're at the web site, sign up for the monthly e-newsletter!

Tap Our Reading Lists for a Book-Filled Year!

Need some reading ideas for kids? Check out the following book lists at www.nea.org/readacross.

- Teachers' Top 100 Books for Children
- Kids' Top 100 Books
- Asian-American Booklist
- Spanish/English Bilingual Booklist
- 50 Multicultural Books Every Child Should Know
- Celebrity Book Picks
- 50 State Booklist
- Youth Leaders for Literacy Booklist
- Native American Booklist
- African American Booklist
- Authors' Favorites Booklist



TEXAS SECONDARY TEACHER OF THE YEAR: TSTA member Sherry Lindemann uses Dr. Seuss' *The Butter Battle Book* to teach about war.



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Get ready for March 2, 2005 and the nation's biggest reading celebration! Now approaching

to helping them master basic skills. Here is a list of teachers' favorite books for kids.

Celebrate R

its seventh year, NEA's Read Across America focuses the country's attention on how important it is to motivate children to read, in addition

- *Charlotte's Web* by E.B. White (9-12 years)
- *The Polar Express* by Chris Van Allsburg (4-8 years)
- *Green Eggs and Ham* by Dr. Seuss (4-8 years)
- *The Cat in the Hat* by Dr. Seuss (4-8 years)
- *Where the Wild Things Are* by Maurice Sendak (4-8 years)
- *Love You Forever* by Robert N. Munsch (4-8 years)
- *The Giving Tree* by Shel Silverstein (All ages)
- *The Very Hungry Caterpillar* by Eric Carle (Baby-Preschool)
- *Where the Red Fern Grows* by Wilson Rawls (Young Adult)
- *The Mitten* by Jan Brett (4-8 years)
- *Goodnight Moon* by Margaret Wise Brown (Baby-Preschool)
- *Hatchet* by Gary Paulsen (9-12 years)
- *The Lion, the Witch and the Wardrobe* by C. S. Lewis (9-12 years)
- *Where the Sidewalk Ends: the Poems and Drawing of Shel Silverstein* by Shel Silverstein (All ages)
- *Bridge to Terabithia* by Katherine Paterson (9-12 years)



TEXAS ELEMENTARY TEACHER OF THE YEAR: TSTA member Gloria Voutos reads to her bilingual pupils in the school library.

Reading with Us!

- *Stellaluna* by Janell Cannon (4-8 years)
- *Oh, The Places You'll Go* by Dr. Seuss (4-8 years)
- *Strega Nona* by Tomie De Paola (4-8 years)
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (4-8 years)
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. (Baby-Preschool)
- *Charlie and the Chocolate Factory* by Roald Dahl (9-12 years)
- *The Velveteen Rabbit* by Margery Williams (4-8 years)
- *A Wrinkle in Time* by Madeleine L'Engle (9-12 years)
- *Shiloh* by Phyllis Reynolds Naylor (9-12 years)
- *How the Grinch Stole Christmas* by Dr. Seuss (4-8 years)
- *The True Story of the Three Little Pigs* by Jon Scieszka (4-8 years)
- *Chicka Chicka Boom Boom* by John Archambault (4-8 years)
- *Little House on the Prairie* by Laura Ingalls Wilder (9-12 years)
- *The Secret Garden* by Frances Hodgson Burnett (9-12 years)
- *The Complete Tales of Winnie the Pooh* by A. A. Milne (4-8 years)
- *The Boxcar Children* by Gertrude Chandler Warner (9-12 years)
- *Sarah, Plain and Tall* by Patricia MacLachlan (9-12 years)
- *Indian in the Cupboard* by Lynne Reid Banks (9-12 years)
- *Island of the Blue Dolphins* by Scott O'Dell (9-12 years)
- *Maniac Magee* by Jerry Spinelli (9-12 years)
- *The BFG* by Roald Dahl (9-12 years)
- *The Giver* by Lois Lowry (9-12 years)
- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff (4-8 years)
- *James and the Giant Peach: A Children's Story* by Roald Dahl (9-12 years)
- *Little House in the Big Woods* by Laura Ingalls Wilder (9-12 years)
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor (9-12 years)
- *The Hobbit* by J. R. R. Tolkien (Young Adult)
- *The Lorax* by Dr. Seuss (4-8 years)
- *Stone Fox* by John Reynolds Gardiner (9-12 years)
- *Number the Stars* by Lois Lowry (9-12 years)

How to Create a Reading Event

Your NEA's Read Across America celebration can be as simple or elaborate as time and inclination allow.

Keep in mind the basic premise and your event is almost certain to be a success: On March 2, the National Education Association is calling for every child to be reading in the company of a caring adult. The following is a simple scenario for elementary or middle school teachers who want to conduct an event in their classroom. This is by far the most typical celebration and can easily be adapted to other situations.

- Consult your principal and obtain any required approvals. In our experience, principals love NEA's Read Across America, and the majority will not only support your efforts, they will become actively involved. In the event your principal has not heard of the program, refer him or her to the web site, www.nea.org/readacross.
- Look at your school's monthly calendar and decide on a date to celebrate. The official day in 2005 is Wednesday, March 2. If this conflicts with an already scheduled event, feel free to choose a different day. Some schools celebrate in the week before or after the actual date. Some schools expand it to a week-long celebration! Talk to your principal and check your school calendar as early as possible to avoid any last-minute problems.
- Please read about our copy-

right and licensing arrangements with Dr. Seuss Enterprises on the web site. It's important that we honor these agreements in order to maintain our very special relationship.

- Consult with your school librarian. It is likely that he or she is familiar with NEA's Read Across America and may have ideas and resources to offer. If possible, reserve copies of books in advance; as March 2 draws near there may be a run on Dr. Seuss books!
- Find out if other teachers at your school are making plans. Perhaps you can coordinate your efforts for a school-wide event.
- Invite "guest readers" to come to your class on March 2 (or the date you have chosen) and read to your students. This is the most popular of all activities. There is something powerful about a local policeman, firefighter, mayor, radio personality, pastor, high school quarterback, or grandmother sitting down and sharing their love for reading with your students. Be sure to ask your guests to talk about why reading is important in their personal and professional lives, and about their favorite books when they were kids. After your event is over, you might have your students write thank-you letters.
- If resources allow, make arrangements for a birthday cake. You might want to have it decorated with

the words, "Happy Birthday Dr. Seuss." If funds are in short supply, find out if any of your parents are enthusiastic bakers. Easy alternatives are cupcakes or cookies. Add fruit punch or juice for a beverage.

- Everybody wants to wear the famous Cat in the Hat striped hat. You can buy hats from our Cat-alog online, or you can make your own from red and white construction paper. A 39 oz. coffee can is a good diameter to serve as a pattern for the crown, and you can trace around a large dinner plate for the brim. This makes a fun class project.
- Make a certificate of participation for every student. Children appreciate tangible acknowledgements for their efforts. Visit our online Resources area to download a pre-designed certificate and see a list of available items.
- Send information home to parents ahead of time, along with parent reading tips

from our Resource Kit. Some may offer to help out, and a few parents may even volunteer to be guest readers.

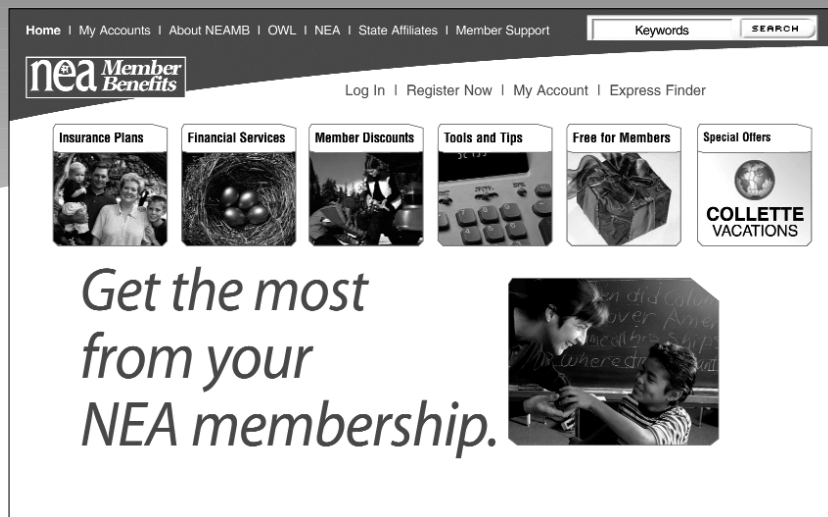
- Let the world know about your plans by pledging to participate. We'll post your pledge on the page for your particular state.
- If you are an NEA member, let your local association know about your plans. They may be able to offer ideas and support.
- There is a lot of information on the Read Across web site. If you want to expand on the "basics," you'll find a ton of ideas and resources. Read about "100 Great Read Across America Events" that were held last year; check out the games and activities at www.seussville.com.
- On the Big Day: put on your hats. Enjoy your guest readers. (Did you make hats for them, too?) Eat birthday cake, drink punch, and don't forget to sing "Happy Birthday" to Dr. Seuss. Read, read, read. Have FUN!

CD Features Celebrities Reading

NEA's Health Information Network is one of three charities that will benefit from sales of a recently released Arthur CD. Celebrity readers, including Clay Aiken, Kevin Bacon, and Daisy Fuentes, deliver lively and amusing performances as they read nine Arthur stories. In addition to the stories you can hear on your audio CD player, this enhanced CD also includes games, activities and educational materials you can access by inserting the CD into your computer's CD-ROM drive.

A majority of the proceeds from this first installment in a series—Stories for Heroes—will benefit three charities: the National Education Association's Health Information Network (NEA HIN), the Elizabeth Glaser Pediatric AIDS Foundation, and The Bubel/Aiken Foundation. Visit www.storiesforheroes.com for more information and to find out how to get your copy.

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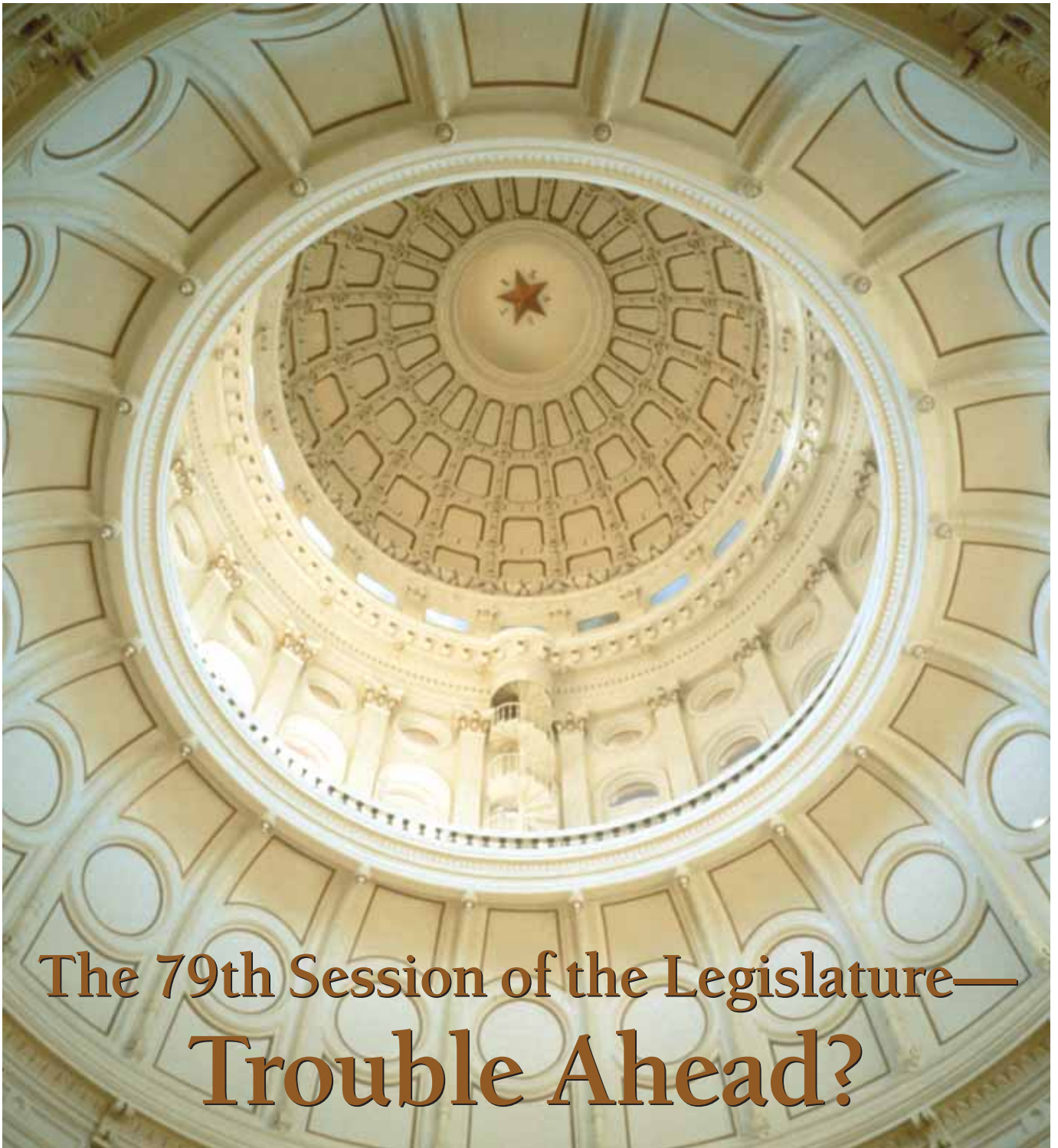
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The 79th Session of the Legislature— Trouble Ahead?

Legislators should continue to support the educational needs of the children who represent the future of our state and the people who teach them.

Over the last decade, the Texas public schools have made tremendous progress. We have recodified the education code, restructured Texas schools and revamped educational programs to better prepare students for college, the job market, and

life in the 21st century.

The Texas Education Agency (TEA) reports a steady improvement in student test scores on increasingly rigorous standardized tests. Test scores are up, and the most dramatic gains have been for minority and economically

disadvantaged students.

Now is not the time to retreat from the gains that have been made. Even in light of the financial constraints that the Legislature will face this year, TSTA and the public agree that legislators should continue to support the edu-

cational needs of the children who represent the future of our state and the people who teach them.

As we move into the era of Texas Assessment of Knowledge and Skills (TAKS), the state budget crisis could have a dramatic effect on the three major areas that must be addressed to continue such progress. The new TAKS test is much harder than its predecessor, the Texas Assessment of Academic Skills (TAAS); students will be tested on more subjects and in greater depth than before and there will be a more rigorous graduation standard. We must have the best prepared teaching force in the history of the state if our schools—and students—are going to succeed.

We enter this period of crisis with a devastating shortage of certified teachers in Texas. According to the latest data from the State Board for Educator Certification, there are 56,551 classrooms in the state staffed by teachers who are not certified to teach the classes they have been assigned to teach. For the first time in history, more new teachers are coming from alternative certification programs than from traditional certification programs. We witnessed an unprecedented 45% increase in retirements at the end of the 2003-2004 schoolyear primarily due to a change in the Social Security law. Too many minority and economically disadvantaged children have inappropriately certified teachers teaching them for a majority of the day.

The first order of business

Get ready to rumble

TSTA will be filing legislation and working with legislators to advance a pro-public education agenda in January, but we won't be successful without your help. If you haven't signed up for the Briefing, please go to www.tsta.org and do so. We will be sending legislative alerts during the session when key issues are coming up for a vote.

We also need your correct phone number and address. You can update that information on our website. Most of all, we need you to take the time to stay informed and call your elected officials at critical times during the session.

for the legislature this year should be to take the necessary steps to end the teacher shortage.

The average teacher salary in Texas is more than \$6,000 below the national average. We must have a significant across-the-board pass-through pay raise. Attempts to pit teachers against each other through merit or incentive pay schemes must be defeated. We can't go another two years without an across-the-board state pay raise.

We must restore the \$500 that we lost from the health insurance stipend in the last session and move toward health insurance benefits for all educational employees that are at least comparable to those provided to state employees.

Teachers need to have a meaningful voice in the important decisions that are made at the campus and district level. Legislation that strengthens the site-based decision making process at the campus level and mandates consultation at the district level is essential to giving teachers a professional role in the decision making process.

This year, the state will pay

less than 40% of the cost for current education programs, an all-time low. With more than half of the school districts in the state at the maximum tax rate, the legislature must act immediately to put more money into public education. Otherwise, school districts across the state will have to drastically cut services and programs for students in order to balance their budgets.

We must have a stable, equitable, adequate funding system that can grow as our student population increases.

Funding based on incentives for performance will not address the fact that we are not adequately funding our schools. We need a substantial increase in state funding for all schools.

Any new funding plan must provide equitable funding for all students.

Programs designed to divert public tax dollars to private religious schools must be defeated.

With the reforms of HB 72 in 1984 and SB1 in 1995, the state legislature adopted minimum standards that guaranteed certain programs would be in place in all local school

districts. Prior to the adoption of those two landmark pieces of legislation, local school districts were allowed flexibility in what they did or did not provide to students and educational employees.

The dramatic increase in our test scores highlights the success of those reforms. However, school boards and superintendents immediately began a crusade to rid themselves of minimum state standards by declaring them unfunded mandates and demanding a return to the "good old days" of local control. In Texas' shared state/local-funding system, it is impossible to define an unfunded mandate.

We cannot afford to grant local school districts additional flexibility in a way that diminishes standards.

The legislature has a constitutional responsibility to provide a quality public education system for all Texas schoolchildren — a responsibility that can't be different in each of the 1,100 school districts. We must defeat any attempt by the legislature to roll back the current standards that protect teachers' working conditions and students' learning conditions.



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

Ambassador Academy: the fourth 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 fourth annual TSTA/NEA Ambassador Academy!

The Ambassador Academy, which is tentatively set for June 6-10 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 and employment. This academy will give you an opportunity to build relationships as a 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.

You can download an application at www.tsta.org in the Upcoming Events section or, if you would like the application mailed to your home, call TSTA and ask for Rosie Castillo. **Please email (rosiec@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 April 25, 2005.**

The Ambassador Committee will review all applications, and notification letters will be sent on May 4, 2005. If you have any questions, please contact Mel Stubblefield or Rosie Castillo at 877-275-8782.

Ambassador Academy Reunion

February 4-5, 2005 in Austin

Call 877-ASK-TSTA

Upcoming TSTA/NEA Events

JANUARY

- 7-8 "I Can Do It" training, Austin
- 8 Legislative & Political Advocacy Committee, TSTA Headquarters
- 13-14 NEA Western Region Minority Leadership Training Seminar, Denver, CO
- 14-16 NEA Western Regional Leadership Conference, Denver, CO
- 22 Constitution, Bylaws and Elections Committee, TSTA Headquarters
- 28-30 TSTA Board of Directors, TSTA Headquarters
- 31 TSTA School Bell Award Nominations Deadline

FEBRUARY

- 1 Deadline for Professional, Human and Civil Rights Awards
- 1 Deadline for Ermalee Boice Instructional Advocacy/NEA Teaching Excellence Award
- 4-5 Texas Future Teachers of America Convention, Radisson Hotel, Austin
- 4-5 TSTA-Student Program Fall Meeting, Radisson Hotel, Austin
- 4-5 Ambassador Academy Reunion

MARCH

- 2 NEA's Read Across America
- 4-6 NEA Higher Education Conference, San Antonio
- 10-11 TSTA-Retired State Convention, La Quinta Airport, Austin
- 11-13 NEA ESP Conference, San Diego, CA



TSTA-RETIRED HOLDS OFFICER ELECTIONS

The positions of president and vice president of TSTA-Retired are open for nominations. This is for a two-year period, beginning with the 2005-06 term.

Members may nominate themselves or other members by filling out the nomination form at right and returning it to TSTA-Retired, 316 West 12th Street, Austin 78701. Completed forms must be received by 5 p.m., January 14, 2005. 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: ☐ TSTA-Retired President ☐ TSTA-Retired Vice President

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 14, 2005, at TSTA-Retired, 316 West 12th Street, Austin, TX 78701.



126th Annual TSTA Convention

April 14-17, 2005 • Renaissance Austin Hotel • Austin

The 2005 TSTA Annual Convention will be held at the Renaissance Austin Hotel (Arboretum area—Northwest Austin) on April 14-17, 2005. The TSTA Board of Directors will meet on April 14. 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) on April 15-16.

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 small locals that choose 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 in this article. Information about TSTA's State Convention meeting will be located in the Upcoming Events section of TSTA's web site 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 25** 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 25, 2005.

Registration

Registration and certification of delegates will occur on the Atrium level of the hotel on April 15-16. Exact times for registration will be posted on the TSTA web site closer to the Convention and will be mailed to delegates. While

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.

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 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 15.

Open Hearings

Open hearings will be conducted Friday, April 15, on: Proposed 2005-06 TSTA Budget; Proposed Bylaws 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.

Make plans to attend the Summit for Local Presidents on Sunday, April 17, 9:00 a.m.

HOTEL RESERVATION FORM

TSTA 126th Annual State Convention

April 14-17, 2005 • Renaissance Austin Hotel • Austin

PLEASE COMPLETE ALL REQUESTED INFORMATION AND RETURN TO THE HOTEL BY MARCH 25, 2005.

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).....\$129.00
___ Double room (2 people—___ 1 bed, ___ 2 beds)\$129.00
___ Triple room (3 people—2 beds)\$149.00
___ Quad room (4 people—2 beds).....\$149.00

Cut-off date for ALL rooms and room rates is March 25, 2005. All rooms are subject to a 15% room tax.

I will arrive April _____, 2005 at _____ (a.m./p.m.) and will depart April _____, 2005.

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's 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: _____

Election of TSTA At-Large Board of Directors Members

One of the “core values” for TSTA is that certain groups (minorities and ESPs) should be insured an appropriate voice in the organization, while other groups (administrators) should not be allowed to have influence beyond their numbers. TSTA has adopted Bylaws and policies to insure that the organization operates in a way that reflects this value.

Under the policies, we do a calculation each year to determine what proportion of our membership is in each of those three (3) categories, based on the May 31 membership numbers. TSTA membership shows 23.09% of our members as ethnic minorities, 14.3% as ESPs and 3.49% as supervisory. With a Board of 25 (President, Vice President, Regional Presidents, NEA Directors from Texas), that means TSTA must have at least six (6) minorities and four (4) ESPs, and one (1) supervisor.

TSTA will not know until after the regions complete their elections at the regional houses of delegates whether or not TSTA will need to have at-large elections for minority and/or ESP Board members. However, in order to be prepared, TSTA must seek nominations now. The elections (if necessary) will be held at the 2005 House of Delegates on April 16. The persons elected will serve July 15, 2005 through July 14, 2007.

TSTA currently has two (2) ESP at-large Board members and one (1) ESP serving as a regional president; all three (3) of those terms expire. If no ESP is elected as a regional president, then TSTA would have to elect four (4) at-large ESP members. If four (4) or more ESPs are elected as regional presidents, then there would be no need for an ESP at-large election. At this point, there are four (4) minority Board members whose terms continue for another year; so we would need two (2)

minorities to be elected as regional presidents. Candidates will be notified prior to the State House of Delegates of the at-large positions to be filled.

The TSTA Board of Directors Policy EP-6 stipulates that all nomination forms must be mailed to TSTA by **CERTIFIED MAIL WITH RETURN RECEIPT REQUESTED, FAXED, OR DELIVERED IN PERSON WITH A RECEIPT ISSUED BY TSTA BY THE DEADLINE ESTABLISHED EACH YEAR IN THE ELECTION TIMELINE ADOPTED BY THE BOARD OF DIRECTORS** as stated below. *Nomination forms that are received through the regular mail will not be accepted and will be returned to the sender.*

Based on TSTA's Bylaws, TSTA will mail a packet detailing the responsibilities of a Board member to each person who files a nomination form. The packet also will contain a form the candidate must sign and return stating the candidate has read the packet and will accept the responsibilities if elected. The candidate statement form does not have to be

returned with the nomination form, but must be signed and returned before ballots are distributed and within the timeline as stated in this article.

Please make sure that the **NOMINATION FORM** with this Article is **COMPLETELY** filled out and **SIGNED** by the nominee. In order to comply with the approved election timeline, candidates will need to comply with the following timeline:

►March 29 (Tuesday)—Nomination Form postmark deadline if mailed by certified mail with return receipt requested

►March 31 (Thursday)—Nomination Form receipt deadline of 4:45 p.m. CST for filing by fax or in person

►April 6 (Wednesday)—Deadline for receipt of flyers to be included in delegate packets

►April 8 (Friday)—4:45 p.m. CDT deadline for receipt of signed statement by candidate

►April 16 (Saturday)—Election to be held at the TSTA State House of Delegates

►April 16 (Saturday)—Runoff Election (if necessary) at the TSTA State House of Delegates

Qualifications:

►Be actively engaged in the

education profession within the state at the time of election

►Have held Active, TSTA-R, ESP, TFA, or any combination of Active, ESP, TSTA-R and TFA or life membership in TSTA for at least three (3) consecutive years preceding election

►Be actively employed as a non-supervisory member and, for the ESP position, be a member in the ESP category

►Maintain membership status and educational position in TSTA during term of office

►Sign and return the form accepting the responsibilities of a Board member

If mailing a nomination form, send by certified mail with return receipt to TSTA's Center for Executive and Governance, 316 West 12th Street, Austin, Texas 78701 or fax to 512-486-7053. Hand delivered nomination forms must be received by the Center for Executive and Governance with a hand written receipt being issued. Questions regarding the election are to be directed to the Center for Executive and Governance by calling 877-ASK-TSTA, ext. 1514 or 1510, or emailing sandras@tsta.org or connier@tsta.org.

NOMINATION FORM

TSTA Board of Directors Ethnic Minority or Educational Support At-Large Position

- ☐ I am applying for an ethnic minority position and certify that I am a non-supervisory member of TSTA.
☐ I am applying for an educational support position and certify that I am a non-supervisory member of TSTA.

(Circle One: Mr. Ms.) Name _____

Address _____

City _____ State _____ Zip _____

Home Phone _____ Day Phone _____

Email _____ Social Security No. _____

Local Association _____ TSTA Region _____ Work Site _____

Position _____ School District _____

ETHNIC GROUP: (Please Check)

- ☐ American Indian/Alaska Native ☐ Black ☐ Native Hawaiian/Pacific Islander ☐ Multiple Ethnic Minority Groups
☐ Asian ☐ Hispanic ☐ Caucasian (not of Spanish Origin)
☐ Other Ethnic Minority Group (please specify) _____

When mailing by certified mail, the nomination form must be postmarked on or before **March 29** with return receipt requested. Mail to: TSTA, Center for Executive and Governance, 316 West 12th Street, Suite 510, Austin, Texas 78701

If faxing or delivering in person, the nomination form must be received on **March 31 by 4:45 p.m. CST** by TSTA's Center for Executive and Governance with a return receipt being issued. Fax to 512-486-7053 or hand deliver to Suite 510 at TSTA Headquarters, 316 West 12th Street in Austin.

Signature of Nominee _____

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prices starting at **\$1449** per person,
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- A locally guided sightseeing tour of London includes views of Buckingham Palace, the Tower of London and more.
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Canadian Rockies Panorama

8 days, 11 meals

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- A day of sightseeing in Jasper includes the spectacular Maligne Lake and Maligne Canyon.
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- Overnight at the 5-star Fairmont Chateau Lake Louise and then choose your own way of enjoying its surroundings, including a hike, a swim in the pool, or a relaxing massage.



Sights and Sounds of South America The Best of Argentina and Brazil 12 days, 16 meals

prices starting at **\$1249** per person,
double, land only

- Take a Portenos tour of Buenos Aires.
- Experience the culture and lifestyle of Argentina's famed gauchos at a typical estancia (ranch).
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————— **Many other destinations available. Call for details.** —————

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- For 86 years, we have earned a reputation for quality and value. Each of our well-planned vacations include distinctive hotels, fabulous regional cuisine, local entertainment, and the services of a professional tour manager.
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*Offer valid for new bookings only and cannot be used for group travel. TSTA Special Savings are available only through website or by calling 1-800-940-5990. Other restrictions may apply.



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NEW MEMBER BENEFIT!

Our NEW preferred auto-buying program can help TSTA members save even more. Shop online at www.tsta.org/mbc/discounts to find a preferred dealer who has agreed to offer a NO HASSLE, NO HAGGLE price to TSTA members.

Visit the contact person at any one of

the following 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 preowned vehicle. Check the web site daily for dealers being added—www.tsta.org/mbc/discounts.

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Doug Abrams
dabrams@mcdavid.com

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Tom Binder
bmisales@swbell.net

Hiley Mazda VW
817-575-6000
Brad Nutt (VW), Hurdie Burk (M)
bradnutt@hileyvw.com
hurdieburk@hileymazda.com

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Bubba Dickson
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hlittle@autoflex.com
John Housel (Tarrant)
jhouse1@autoflex.com

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972-578-7511
Rob Laughon
rlaughon@vtaig.com

Friendly Chevrolet
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Bud Heldendrand
Rodney Alexander
dheldenbrand@friendlychevy.com

North Texas Motorcars Sales
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Greg Parks
greg@northtexasmotorcars.com
Johnny Romero
johnny@northtexasmotorcars.com

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888-837-6089
Steve Lagerstrom
Direct 214-443-8223
steve_lagerstrom@parkplacetexas.com

Subaru of Dallas
214-526-5555
Dave Thomas
dthomas@subaruofdallas.com

Toyota of Irving
972-258-1200
Bill Vaughn, Mike Barnhart
fleet@toyota-irving.com

Volvo of Dallas
972-428-1200
Ned Fardeecey
ned.fardeecec@volvoofdallas.com

DAYTON

Liberty Dayton-Chrysler
936-336-8841, 1-800-833-8841
David Leonard
david@libertydaytonchrysler.com

EL PASO

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Randy Smith
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Crawford Auto Plaza: Buick, GMC,
Pontiac
915-778-7781
Agustin Vasquez
avasquez@crawfordautoplaza.com

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817-498-8838
David Deger, Reid Harmon
david@5starford.com
reid@5starford.com

Frank Kent: Cadillac, GMC, Honda,
Hummer, Oldsmobile, Pontiac
817-696-4000
Bill Barnes, Joe Snelus, Roger Doyle
fleetsales@frankkentcars.com

Park Place: Lexus - Grapevine
817-416-3100
Dorian Jimenez, Tripp Steele
dorian_jimenez@parkplacetexas.com
tripp_steele@parkplacetexas.com

Thornhill Nissan
817-560-9000
Gary Harrell
gary@thornhillnissan.com
Vandergriff Honda
817-275-3371
John Shumaker, Mike Allen
sales@vandergriffdealerspace.com

HARLINGEN

Bert Ogden Chrysler, Dodge, Plymouth
956-423-5555
Ray Crum
rayc@bertogdenonline.com

HILLSBORO

Hillsboro Cadillac, Chevrolet, Chrysler,
Dodge, Jeep
254-582-2525
Bruce Glascock
bruceg@hillsboroautomall.com

HOUSTON

Chastang's Bayou City Ford
713-678-5045
Patrick Chastang
pchastang@bayoucityford.com
Courtesy Chevrolet

713-686-7777
Kerry Marsh
kmarsh@courtesychevy.com

Davis Chevrolet
713-291-3678
Larry Davis, Al Flores
ldavis@davischevrolet.com
aflores@davischevrolet.com

Fincher's Texas Best Auto & Truck Sales
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Brad Walters
rileyww@aol.com

Fred Haas Toyota Country
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Buddy Hadley
832-282-9976 Cell
buddy_hadley@fredhaastoyotacountry.com

Goodson Chrysler, Dodge, Honda, Jeep
832-601-4000
David Froeschl
dfroeschl@unitedauto.com

JASPER

Allison Chevrolet
409-384-4693
Russell Duplantis
russell@allisonchevrolet.net
Jasper Ford Lincoln Mercury
409-384-3411
Joe Griggs
joe@jasperford.net

KILLEEN

Patriot: Pontiac, Buick, GMC
254-690-7000
Rodney Truett, Andrea Womack
rtruett@patriotcars.com
andreaw@patriotcars.com

LAKE JACKSON

Gulf Coast Nissan-Toyota
713-422-7200
Corry Peacock
cpeacock@gulfcoastautopark.com

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Ford Country of Lewisville
972-221-2900
Bill Letts
billets@fordcountry.net
Lewisville VW
972-538-0700
Kevin Bedford
sales@vwautoteam.com

LUBBOCK

Gene Messer Toyota
806-748-4800
Charlie Hopkins
internet@genemessertoyota.com

MCALLEN

Bert Ogden: BMW, Nissan
956-631-6666
David Flores
teetered@hotmail.com

PLANO

Park Place: Lexus
972-407-7000
Troy Tucker, Tim Tolson

ttucker@parkplacetexas.com
ttolson@parkplacetexas.com

SAN ANTONIO

Cavender Toyota
210-681-6601
Jim Dames, Gary Holdgraf, Mike Buffbarger
internet@cavendertoyota.com

Enterprise Car Sales
210-646-0673
Ernesto Cantu, Milan Hulek, Jaime McCord
ernesto.cantu@erac.com
mhulek@erac.com
jaime.mccord@erac.com

Koepp Chevrolet
830-252-8000
Tim Hicks
jerald1@wireweb.net

The Dodge Superstore
210-253-3030
Scot Carl, Alan Gwin
scarl@saauto.com

SAN MARCOS

Cecil Atkission GMC, Pontiac
512-392-4300
Kevin Lutz
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SHERMAN/DENISON

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Ronny Gregory
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Chrysler, Dodge, Jeep
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Terry Blount
terryblount@hotmail.com

SWEETWATER

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GMC, Pontiac
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toliverap@hotmail.com

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Plymouth, Mercury
972-524-3775
Craig Baker
moe@earthlink.net

Randall Noe: Chevrolet, Pontiac, Oldsmobile
972-932-2195
Faron Young
money@nuwavenet.com

Wylie Musser: Buick, Pontiac, GMC Trucks
972-524-7827
Perry Stovall
wyliemusser@aol.com

VICTORIA

Atzenhoffer: Cadillac, Chevrolet, Mazda,
Mitsubishi
361-578-0181
Leesa Brown
newcar@atzenhoffer.com



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, 2004 and must be received no later than midnight, Jan. 31, 2005

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 2005 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: _____

TSTA/NEA

Texas State Teachers Association/National Education Association

877-ASK-TSTA • www.tsta.org

2004-05 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** or email **asktsta.org**.

<input type="text"/>			<input type="text"/>			<input type="text"/>																																							
NAME			SOCIAL SECURITY NUMBER			DATE OF BIRTH																																							
<input type="text"/>			<input type="text"/>			<input type="text"/>																																							
ADDRESS			LOCAL ASSOCIATION			HIRE DATE																																							
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>																																										
CITY	STATE	ZIP	NAME OF ISD																																										
<input type="text"/>			<input type="text"/>																																										
EMAIL AT HOME			CAMPUS/WORKSITE																																										
<input type="text"/>			<input type="text"/>																																										
EMAIL AT WORK			POSITION (I.E. CLASSROOM TEACHER, LIBRARIAN, BUS DRIVER, ETC.)																																										
<input type="text"/>	<input type="text"/>	<input type="text"/>	ETHNICITY																																										
AREA CODE	HOME PHONE	AREA CODE	WORK PHONE	<input type="checkbox"/> American Indian/Alaska Native				<input type="checkbox"/> Hispanic																																					
				<input type="checkbox"/> Asian				<input type="checkbox"/> Caucasian (not of Spanish Origin)																																					
				<input type="checkbox"/> Native Hawaiian/Pacific Islander				<input type="checkbox"/> Unknown																																					
				<input type="checkbox"/> Black																																									
<small>Ethnicity information is optional and failure to provide it will in no way affect your membership status, rights or benefits in NEA, TSTA or any of their affiliates. This information will be kept confidential.</small>																																													
METHOD OF PAYMENT																																													
_____ 1 Cash/Check _____ 2 Payroll Deduction Authorization (below)																																													
I hereby authorize the _____ School District to deduct the total amount of the annual obligation as set by the appropriate Association governance bodies in _____ equal payments in order to pay my dues to the professional associations and organizations listed and for political action contributions indicated. The authorization will continue in effect for this school year and future years, including any increase that may occur, until I give written notice to the local by September 15 to revoke. I further authorize any unpaid annual balance to be deducted from my final check. The Local Association will notify School District officials of the annual dues amounts for all levels of the Association each year.																																													
_____ Please check if you would like to receive TSTA's electronic newsletter, the <i>TSTA Briefing</i> , which is distributed by email at least once a week.																																													
Send to: <input type="checkbox"/> home email address <input type="checkbox"/> work email address																																													
<table border="1" style="width:100%"><tr><td><input checked="" type="checkbox"/></td><td>ANNUAL DUES AND CONTRIBUTIONS</td><td>AMOUNT</td></tr><tr><td>1.</td><td>Professional Dues—TSTA/NEA (Active)</td><td>\$377.00</td></tr><tr><td></td><td>Professional Dues—New to the profession</td><td>\$257.00</td></tr><tr><td>2.</td><td>Substitute Dues—Full-time</td><td>\$278.25</td></tr><tr><td></td><td>Substitute Dues—Part-time</td><td>\$135.00</td></tr><tr><td>3.</td><td>Educational Support Dues—Full-time</td><td>\$196.50</td></tr><tr><td></td><td>Educational Support Dues—Part-time</td><td>\$101.00</td></tr><tr><td>4.</td><td>NEA Fund for Children and Public Education (suggested amount \$15.00)</td><td></td></tr><tr><td>5.</td><td>TSTA-PAC (see disclaimer below)</td><td>\$ 9.00</td></tr><tr><td>6.</td><td>Region Dues</td><td></td></tr><tr><td>7.</td><td>Local Association Dues</td><td></td></tr><tr><td colspan="2">TOTAL</td><td></td></tr></table>										<input checked="" type="checkbox"/>	ANNUAL DUES AND CONTRIBUTIONS	AMOUNT	1.	Professional Dues—TSTA/NEA (Active)	\$377.00		Professional Dues—New to the profession	\$257.00	2.	Substitute Dues—Full-time	\$278.25		Substitute Dues—Part-time	\$135.00	3.	Educational Support Dues—Full-time	\$196.50		Educational Support Dues—Part-time	\$101.00	4.	NEA Fund for Children and Public Education (suggested amount \$15.00)		5.	TSTA-PAC (see disclaimer below)	\$ 9.00	6.	Region Dues		7.	Local Association Dues		TOTAL		
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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, including, but not limited to, making contributions to and expenditures on behalf of friends of public education who are candidates for federal office. Contributions to TSTA-PAC and The NEA Fund for Children and Public Education are voluntary; making a contribution is neither a condition of employment nor membership in the Association, and members have the right to refuse to contribute without suffering any reprisal. Although the NEA Fund for Children and Public Education requests an annual contribution of \$15, this is only a suggestion. A member may contribute more or less than the suggested amount, or may contribute nothing at all, without it affecting his or her membership status, rights, or benefits in NEA or any of its affiliates.

Contributions or gifts to The NEA Fund for Children and Public Education, TSTA-PAC and local PACs are not deductible as charitable contributions for federal income tax purposes.

Federal law requires political committees to report the name, mailing address, occupation and name of employer for each individual whose contributions aggregate in excess of \$200 in a calendar year.

Federal law prohibits The NEA Fund for Children and Public Education from receiving donations from persons other than members of NEA and its affiliates, and their immediate families. All donations from persons other than members of NEA and its affiliates, and their immediate families, will be returned forthwith.

"I decline to contribute to TSTA-PAC and I understand this will not in any way affect my membership status or rights." _____ INITIAL _____

Annual membership dues to NEA include \$4.55 for NEA Today, \$2.50 for NEA-Retired and/or \$17.00 for the Higher Education publications. The NEA publication(s) received by members are based on membership category. Annual membership dues to TSTA include subscription to the TSTA Advocate. Membership is open only to those who agree to subscribe to the goals and objectives of the Association and to abide by its constitution and bylaws.

Former student member?
_____ YES _____ NO

MEMBER SIGNATURE _____

DATE _____

LOCAL ASSOCIATION REPRESENTATIVE _____

Congratulations!



TSTA Member Gloria Voutos



TSTA Member Sherry Lindemann

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