

APRIL 2: DAY OF ACTION • EDUCATORS FEEL TARGETED • CONVENTION INFORMATION

# Advocate

Texas State Teachers Association/National Education Association

Spring 2011

**WHAT WILL  
POLITICIANS  
CUT FIRST?**

**VOTE  
BALLOT  
INSIDE**



# Are you **ready** for some springtime fresh air?

Would you like to join your fellow TSTA members for some camaraderie and, at the same time, boost the cause of public education and maybe save your own job?

**By Rita Haecker, TSTA President**

Here is your opportunity.

On Saturday, April 2, TSTA will be sponsoring a Day of Action throughout Texas to remind everyone of the importance of the public schools and the potentially devastating effects of deep budget cuts on our children's future and the state's future prosperity.

I hope that most of you already know of this special day and are making plans to participate in events in your communities. If not, please check with your local presidents or with TSTA's Center for Public Affairs in Austin to learn what is planned in your area and ask how you can help.

The idea is for educators to be visible for education in a positive way and attract media attention at what may be a very critical time in the legislative session in Austin. Lawmakers will be making crucial decisions on the 22-1 class size cap, educators' planning periods, your due process rights and other issues affecting your livelihood and working conditions and the learning environment of your students. They will be deciding whether to spend the Rainy Day Fund, explore other revenue options or make deep budgetary cuts that could lead to school closures and salary cuts, furloughs and layoffs for thousands of teachers and education support professionals.

**DON'T  
CUT  
KIDS  
OUT**  
**EDUCATORS & PARENTS  
TAKE A STAND**  
**SATURDAY  
APRIL 2, 2011**

You have read the headlines and seen the stories about the state's huge revenue shortfall, the governor's demands to cut spending, the pressure to repeal quality educational standards (including 22-1) and the draconian budgetary proposals that could cost as many as 100,000 public school jobs.

Superintendents have asked for changes in law to order furloughs, cut employees' pay and make it easier to fire good teachers for budgetary reasons. This is your chance to do something about it, to join the debate in a public way.

Some locals will have informational demonstrations, or pickets, outside legislators' district offices. Others will have pep rallies for their public schools, and others may host picnics with lots of signs.

The bigger the turnout, the better. We need to show strength in numbers to remind the governor and our legislators

that budgetary and other school quality decisions will have personal, long-lasting impacts on millions of teachers, bus drivers, cafeteria workers, school kids and parents.

Invite your friends, neighbors and PTA groups to join you. Teachers, parents and school kids standing side-by-side for their public schools sends a strong message. It is a message that we need to see repeated in communities all over Texas.

Save the date, April 2, a Day of Action for Texas' future.



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# 10 things you should know



## 1 APRIL 2 IS TSTA'S DAY OF ACTION

The Texas House of Representatives' budget cuts \$30,000 out of every classroom. Where do you think they'll find it? When the Texas Legislature puts the jobs of 100,000 educators on the line, they're putting the future of Texas' children on the line. It's time to send a message: Texas teachers and parents will not be ignored! TSTA's Day of Action is Saturday, April 2. On this day, we ask educators and parents all over the state to take a stand for public schools. Hold a rally, do informational picketing, host a picnic with lots of signs or T-shirts, hand out flyers at a shopping mall...let your imagination go.

## 2 JOIN TSTA DAY OF ACTION ON FACEBOOK

Use Facebook to share information on what your local association is doing April 2 to protest the proposed cuts to schools.

Search the "Causes" on Facebook for TSTA Day of Action or try this link: [http://apps.facebook.com/causes/activity/recruit?caue\\_id=581081](http://apps.facebook.com/causes/activity/recruit?caue_id=581081).

**DON'T CUT KIDS OUT**  
EDUCATORS & PARENTS TAKE A STAND  
**SATURDAY APRIL 2, 2011**

## 3 MAKE YOUR CHICAGO RESERVATIONS

If you're going to the NEA Representative Assembly this summer, you must submit your hotel reservations to TSTA by May 18. The Embassy Suites Chicago Downtown-Lakefront is within walking distance of the Navy Pier, Lake Michigan, popular restaurants and shopping. See page 16 for more information.



## 4 PLEASE VOTE

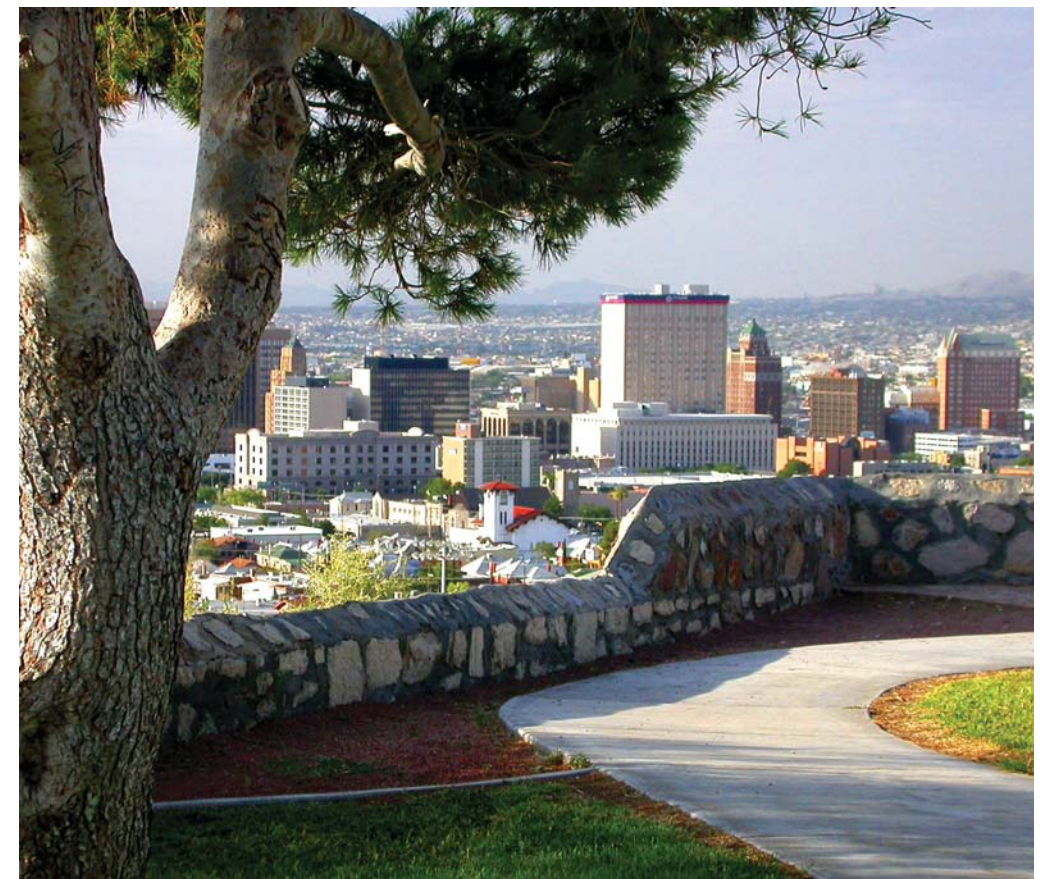
In the center of this magazine is a ballot for electing state delegates to the NEA Representative Assembly in Chicago. Turn to page 20 to read the instructions and review the candidates before marking your ballot.

## 5 WHO'S YOUR FRIEND?

You have until April 1 to nominate an individual or organization for NEA's highest honor, the Friend of Education Award. Details are at [www.nea.org/grants/awards/31223.htm](http://www.nea.org/grants/awards/31223.htm).

## 6 TSTA IS REDESIGNING ITS WEBSITE

We are revamping our website, [www.tsta.org](http://www.tsta.org), to make it more user-friendly. Watch for the new site to launch before summer.



## 7 VOTE IN EL PASO FOR YOUR TSTA/NEA LEADERS

You'll be voting for your TSTA president and vice president and an NEA director and alternate director while you are at the April 15-16 event. Read all about the candidates and proposed bylaws amendments, starting on page 24.



## 8 FOR THE LATEST LEGISLATIVE NEWS

Please check our website, [www.tsta.org](http://www.tsta.org), frequently during the legislative session for updates. For analysis, read our Grading Texas blog at [www.tstaweb.net/mtstatic](http://www.tstaweb.net/mtstatic). And please follow us on Facebook, [www.facebook.com/texasstateteachersassociation](http://www.facebook.com/texasstateteachersassociation), and Twitter, <http://twitter.com/txstateteachers>, too.

## 9 KEEP IN TOUCH THIS SUMMER

Don't forget to send us your summer email address before you leave school, so we can keep you on the mailing list for the Briefing, our weekly electronic newsletter. Just send an email to [clairem@tsta.org](mailto:clairem@tsta.org).

## 10 TSTA-PAC IS ON PAYPAL

Did you know you can contribute to the TSTA Political Action Committee through PayPal? Check it out at [www.tsta.org/legislative/update/pac.shtml](http://www.tsta.org/legislative/update/pac.shtml).





PHOTO BY THE MILWAUKEE JOURNAL SENTINEL

# Wisconsin **shows** how it's **done**

The tagline on Wisconsin Education Association Council's website — “98,000 educators inspiring students and working for strong schools and communities” — had never been so true.

The news on the website was: “Governor Scott Walker is proposing to wipe away decades of collective bargaining for teachers, support staff and other public workers in Wisconsin. The right to organize, the right to bargain health insurance or prep time, the right to have a voice in the profession — all of those things and more are under attack in Walker's budget bill.”

As the Advocate went to press in late February, the fight was still going. WEAC and AFSCME urged everyone in the state to come to Madison to show their support for educators and other public employees. Some 35,000 citizens answered the call, packing the Capitol to protest Walker's bill. There

were rallies, demonstrations and public forums in other cities, as well.

Wisconsinites didn't like the bill, which included health care and pension cuts: By a 2-to-1 margin, respondents to a statewide poll either opposed the proposal in its entirety or said it went too far.

On Feb. 20, WEAC President Mary Bell announced that the money issues were off the table. “Public employees have agreed to Governor Walker's pension and health care concessions, which he says will solve the budget challenge,” she said. “But Governor Walker's bill goes too far, and he has chosen polarizing

rhetoric. He refuses to come to the table to discuss the issue our members care most deeply about: protecting their rights, as they are a voice for Wisconsin's students and their schools.

“This is about school teachers and support staff retaining a voice in their profession. It's about Wisconsin's future,” Bell said. “Ask any teacher, and they'll tell you they didn't get into this profession for the money. We have said all along that this isn't about pay and benefits.”

The standoff will likely be over when you read this; see [www.weac.org](http://www.weac.org) for an update.

## NEA PRESIDENT SPEAKS OUT ON STATE LEGISLATIVE BATTLES

“True fiscal leadership requires creative solutions grounded in the most important needs of the community. So faced with crippling budget deficits, fiscally responsible governors should focus on reforms that create jobs and a long-term agenda for moving their states forward. All of this sounds plausible enough,” NEA President Dennis Van Roekel said on NEA's EducationVotes website, “but in many states that flipped to GOP control last fall, nothing about it is true.

“In actions more fitting for comic book arch-villains, a new crop of state leaders have launched blistering attacks on working families disguised as budget and education reforms, and many have sought to strip workers' rights to have a voice through their union. Instead of dealing with the real problems at hand, such as looming deficits and high unemployment, these politicians are choosing to use public sector workers as scapegoats,” Van Roekel said, naming New Jersey, Wisconsin, Indiana, Ohio, Idaho and Tennessee specifically. “Instead of working to rebuild their states' economies and public education systems, these politicians have turned their sights on weakening or eliminating unions — and repaying the CEOs and big donors who contributed to their campaigns.”

Keep up with all the states at [www.educationvotes.nea.org](http://www.educationvotes.nea.org).

## IS ANYONE LISTENING?

Meanwhile back in Texas, we are facing legislative threats to class size limits, due process, planning periods and up to 100,000 public school jobs. Does anyone at the Capitol remember what TSTA said after the 2006 special session? “Buried under the short term teacher pay raise and property tax cut is a long term revenue system that has the potential to dangerously reduce future funding for public education. While the overall objective of reducing reliance on local property taxes could be seen as a positive, the mandatory property tax rate reductions are too great to be funded by the new state tax revenue, and to the extent this imbalance is allowed to continue, there could be very little, if any, new state money available for the schools or other state services. The most likely scenarios project that the state will have insufficient funds to buy down property taxes, which means there would be no additional funding for schools in the next budget biennium. The state's economy is ‘hot’ right now and there could still be a substantial surplus for the short term, but as much as \$6.6 billion in surplus could be needed to buy down the tax rate, and revenue projections for the out years — 2009 and beyond — forecast a sea of red ink.

“According to Legislative Budget Board figures, the bill will require \$6.6 billion of general revenue in 2008, in addition to the dedicated new revenue sources, just to offset the property tax reduction,” TSTA said. “That figure will increase to over \$9 billion in future years. This projected state general revenue drain has been labeled a ‘state budget hole’ that could lead to future state tax increases or severe funding cuts in education or other state programs unless the state economy grows at a sufficient rate to generate an unexpected state budget windfall.”

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# Grading Texas: Nowhere to go but up

**TSTA Public Affairs Specialist Clay Robison, Feb. 16, 2011**

You Texas chauvinists who would rather wave the state flag than face up to reality may not want to read any further because you may be offended. Not that I really care, but I am just trying to save you some time.

I (a Texas native, for the record) hope the rest of you have had the opportunity by now to have read or heard something about the state's latest report card. Not the rose-tinted one from the governor's office, but the realistic "Texas on the Brink" report released yesterday by the Legislative Study Group. (If you haven't, there's a link in the right column of [www.tsta.org](http://www.tsta.org).)

It is realistic, but not pretty. Similar to previous reports that used to be compiled periodically by former state Sen. Eliot Shapleigh of El Paso, the latest report shows Texas at or near the bottom in just about every quality of life category that can be considered good, and leading or near the front of the pack in most categories that are bad or ugly.

For longtime observers of state government, of course, this really isn't much in the way of news. It just reinforces the reality that Texas — despite all the bluster of its political leaders — is a very difficult, even dangerous, place for millions of people to call home.

And this is before all the proposed cuts in education and health care that have been laid out for lawmakers during this legislative session.

Without reciting all the statistics, I will note one that should be particularly galling for parents and business people, including some of the governor's top political donors. Texas is 50th — dead last — among the states in the percentage of its population 25 and older with a high school diploma.

This clearly is not the fault of teachers, school administrators or anyone else in the education profession. This ultimately is the fault of the state's political leaders who, despite tons of rhetoric, have refused to adequately and equitably fund the

state's school finance system. And, if the governor and legislative leaders have their way, they will retreat even further from that responsibility this session.

Yes, education requires more than money. It also requires dedicated teachers, strong curricula and administrative efficiency. But dedication doesn't pay the teachers' bills, build classrooms, buy textbooks, purchase computers and equip science labs. And efficiency goes only so far.

It is not part of this report, but Texas ranks 37th among the states in per-pupil expenditures on public education.

Texas' horrible graduation rate also is directly impacted by some of the other poor statistics on the state's report card, notably the fact that Texas leads the nation in the percentage of children without health insurance and is fourth in the percentage of children living in poverty.

Simple survival — not a high school diploma — is the No. 1 priority of children and families constantly struggling with illness and hunger.

Not so incidentally, Texas ranks 47th among the states in tax expenditures per capita. That may make some short-sighted politicians proud, but it is shortchanging millions of their constituents — their taxpaying constituents.

## Thinking Again: 'I touch the future. I teach.'

**TSTA Teaching & Learning Specialist Dr. Paul Henley, Jan. 27, 2011**

I may be dating myself here, but I think the matter merits my admission. Just keep in mind that I was a college freshman at the time.

I'd just gotten back from one of the more annoying college classes I have taken in three degrees' worth of work. When I got to the dorm room my roommate Bill said, "You gotta see this." He was notorious for skipping class, but this time it made sense.

The Challenger space shuttle had exploded 37 seconds after it

had launched. Seven astronauts were killed almost instantly. (The 25th anniversary of that disaster was Jan. 28, 2011.)

Among those killed was the woman who was to be the first teacher in space: Christa McAuliffe. After a long, intense competition she had been chosen to represent the education world's ties with NASA. She was also an NEA member.

Here's something you may not have known: Even on the day before the launch, McAuliffe sat in the crew quarters writing college recommendations for her students. She was first and foremost a teacher, even the day before she made history. She must have been terrified of the task at hand. It still didn't stop her from thinking of her students.

Dennis Van Roekel, the president of the National Education Association and a former high school math teacher, also believes that McAuliffe played a significant role in opening doors in math and science education for women.

"When you think of the time, that's when we really started real efforts to knock down stereotypes that math and science were for boys and not girls. She was held up as someone who could elevate the profession, which she did so well."

Barbara Morgan, the Boise, Idaho, teacher who had been selected as McAuliffe's backup and also trained with the Challenger astronauts, became the first Teacher in Space in 2007. Like McAuliffe, she was an NEA member. You can read about her in the cover story of our Spring 2007 "Advocate." She put it this way:

"Christa served as a great reminder to everybody that the key to education is good teachers, and that we had and have good teachers all over this country."

Dan Barstow, the president of the Challenger Center for Space Science Education ([www.challenger.org](http://www.challenger.org)), also gave a quote to mark the anniversary.

"There's a generation of teachers who were around and teaching at the time of the Challenger accident. For us, clearly, she was such an exceptional teacher, such an inspiring astronaut and educator. We still remember her and feel that. It was such a deep-searing moment in the nation's soul, and we have an obligation to carry on that mission, that legacy, to inspire kids."

A day to remember in education. Touch the future today. Teach.

# Lily's Blackboard: You want better teachers?

**NEA Vice President Lily Eskelsen, Feb. 16, 2011**

The United States of America has some of the best teachers in the world. May I repeat? The United States of America has some of the best teachers in the world. And some of the best teachers in the United States are leading us to something better... through their unions.

Now, you wouldn't know that listening to the Talking Heads pontificate during National Bash a Teacher month. There is a convergence of politicians, activists, venture capitalists and even movie-makers for heaven's sake, looking for a slick, simple storyline as to why, in neighborhoods with growing crime, unemployment, drug use and incarceration rates, students are failing and dropping out.

Their answer: Those kids must have bad teachers.

You hear it from the liberal-leaning; you hear it from the conservative-leaning. They have different motives, but they need things boiled down. They need a sound-bite answer. They need a villain. They decided, without research or evidence or analysis, that the one-size-fits-all finger points to: The Teacher...and that teacher's union.

Our critics are fond of saying that "we are for the teachers" and not the students. It makes me angry, because I know something they don't know. I know the names of the people who lead the unions on the ground in some of the toughest turf in America. I know the union leaders who have committed heart, soul and resources to make a difference in the lives of the students in their care.

This week, in Denver, educators from all around the country are learning about unions that are defying the unfair stereotype that they don't care about students.

I'm a union leader. I got involved in my union because I was so frustrated with politicians in my state who so poorly funded Utah public schools (State Motto: Stack 'Em Deep; Teach 'Em Cheap) that I had 39 fifth graders in class one year.

I'm a teacher who believes students must have a personal, caring relationship with a teacher in order to reach toward

their highest potential. I wanted my union to fight for what I needed to be a good teacher. And they did.

Our special ed teachers asked their union to fight for the support staff they needed to reach every student. And they did. High school teachers and college professors asked their unions to fight for their students’ ability to have access to an affordable college education. And they did.

Today, unions all over the country are taking their advocacy for students to a new level. They are fighting to attract and retain the best teachers in the world. Denver’s Math and Science Leadership Academy is a teacher-led public school in a high-poverty community where 60 percent of the student body are learning to speak English as a second language. They are breaking down the walls of isolation that confine too many good teachers and support staff. They collaborate on designing real-world, community-based projects so kids can learn by doing. The educators learn from each other. They critique each other and analyze student data together to make sure everyone is part of the team to bring every child to a higher level. And it’s working. This high-poverty school is a magnet for the highest qualified teachers. For every opening, there are 30 applications.

We’re seeing the results of union innovations in Montgomery County, Maryland schools which were awarded the prestigious Baldrige award by the U.S. Department of Commerce, citing achievements where 49 percent of students were high-scorers on Advanced Placement exams (compared to 16 percent nationally), SAT scores were higher than the national average and parent satisfaction was 86 percent. School board members will tell you this wouldn’t have been possible without the leadership of the Montgomery County Education Association.

The Massachusetts Teachers Association has proposed its Reinventing Educator Evaluation plan. The Illinois Education Association has developed Accountability for All to streamline the fair dismissal process for teachers who are not succeeding. Little Rock is bringing in the voices of the community. Helena, Montana is making their district a magnet for the best prepared teachers. Des Moines is using the NEA school climate assessment program KEYS (Keys to Excellence for Your Schools) to get hard data from which to build real interventions that lead to student success.

There are too many to mention. And they are all uniquely designed for their unique communities. There’s no one-size-fits-all blueprint. But these unions have a common strategy: End isolation; build a culture of collaboration and purposeful in-

tervention; have a construct that holds colleagues responsible to each other and to the success of the whole, blessed child — not some arbitrary cut score on a standardized test.

These unions have a common goal at heart: We have a responsibility to our students as much as to the teachers and support professions who serve them. We will not wait for some politician to get this right. We are the ones we’ve been waiting for.

We’re leading. Join us.

# Miss Teach: Cyberbullying kills

**Miss Teach is a TSTA member who wishes to remain anonymous, Jan. 25, 2011**

Statistics at some of the nation’s most credible online sources reveal that cyberbullying, or harassment by electronic means using the Internet, is increasing at an alarming rate. Meanwhile its teenage victims are killing themselves.

One such website, the Cyberbullying Research Center at <http://www.cyberbullying.us>, provides the following statistics:

- Approximately 20 percent of 11- to 18-year-old students indicate they have been a victim of cyberbullying at some point in their lifetimes, and about the same percentage admit to cyberbullying at some time. Approximately 10 percent of kids say they have been both a victim and an offender.
- The most commonly reported forms of cyberbullying include online posting of mean or hurtful comments (13.7 percent) and rumors (12.9 percent).
- All forms of bullying are associated with increases in suicidal thoughts, with cyberbullying victims almost twice as likely to have attempted suicide as students who have not been cyberbullied.

My question to you is what are YOU doing about the problem? If you’re a teacher in a Texas classroom, you should be outraged that only 15 states have laws that protect living victims of cyberbullying, a heinous crime. Texas is NOT one of them.

Currently nearly 45 states with anti-bullying laws require schools to provide preventatives. Meanwhile, we, as educators

and parents ourselves, must ensure that students are safe and secure in a productive environment that protects them from all forms of bullying and harassment so that they can learn.

At least one Texas principal, Barbara Jane Paris, plans to do her very best to fight cyberbullying. One day five years ago, while a principal at Canyon Vista Middle School in the Round Rock ISD, Paris learned that a student on her campus was suicidal after the child suffered a personal bashing on a website. Paris quickly took action by shutting down the damaging website and set to educating students on her campus about the unintended consequences of their actions. She became a volunteer for Bully Police USA, a national advocate for children who are bullied. She also serves as a member of the Texas Safe Schools Coalition and serves on a committee to enact Texas’ first anti-cyberbullying law. She also recently was invited by the Deputy of Education to serve on a White House panel on Safe Schools.

While we may not want to travel as far as Paris did to get the word out, we can stop bullying whenever and wherever we encounter it. Bullying has gone electronic. We have given our

children computers without much thought to training or monitoring their practices. Paris compares it to giving a child under the age of 16 the keys to your car and inviting them to drive on their own.

We need to teach our children that words are weapons — either spoken or written. When using a computer, they need to know that once they hit “send,” those words last forever in cyberspace. Children must be taught to understand the consequences of their actions BEFORE being given free rein of ANY electronic devices that may be used as weapons on the Internet.

Teachers also ultimately may end up victims of cyberbullying. Students who use their cameras or their phones to photograph or videotape in class may ultimately upload their photos and videos to chat rooms, fake websites, and social networking sites without the expressed permission of their subjects. Not all of those photos and videos are flattering.

BEFORE a child crosses that boundary, or places himself or herself in front of a computer, please have a talk.

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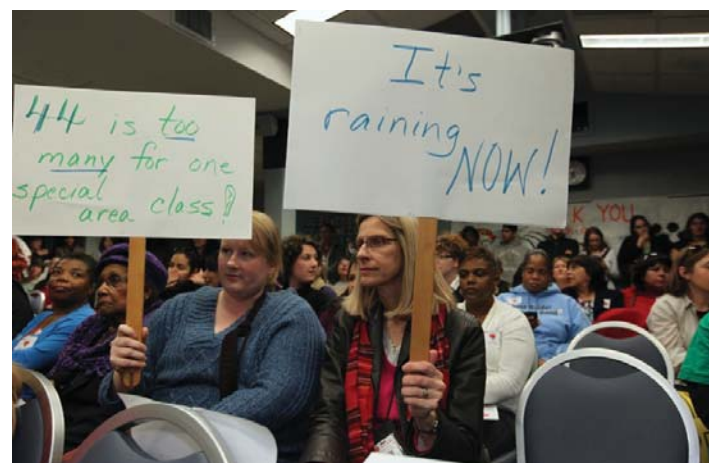
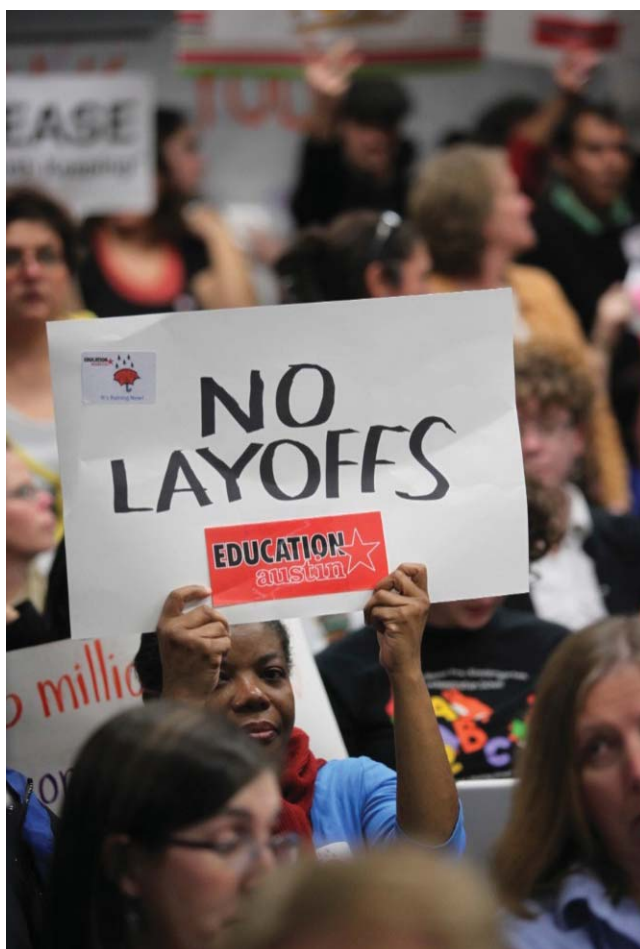
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PHOTOS BY JODY HORTON PHOTOGRAPHY

# 'It makes us nervous'

Day to day, nothing's changed: Teachers still watch to see that each student is understanding the lesson; they plan and strategize with their fellow educators; they leave satisfied each day that they have made a difference. But in private conversation, they will admit they're worried that the school budget "flexibility" and spending cuts being considered by legislators will come at the expense of teachers and their students. **By Clay Robison**

The numbers are staggering. Proposed budget cuts totaling more than \$9 billion from public education, as many as 100,000 school employees losing their jobs, and who knows how many neighborhood schools facing possible closure.

Those were some of the gloomy headlines marking the start of the Texas Legislature's current session and Gov. Rick Perry's insistence that a revenue shortfall as big as \$27 billion be closed with budget cuts alone, despite other revenue options, including a state Rainy Day savings account expected to include a record \$9.4 billion by the end of the next budget period.

As lawmakers began tackling a long and difficult budget-writing process, the governor was insisting that the Legislature avoid spending any of the Rainy Day Fund and avoid raising state taxes. That meant education and health care — two of the biggest expenditures in the state budget — were immediately being sized up for cuts.

Thousands of teachers and other school district employees throughout Texas, meanwhile, continued to go to work every day, not knowing if they soon would be forced to take pay cuts or accept furloughs — or if this would be their last semester in the classroom.

"I think most teachers are incredibly concerned," said Sloan McLain, a third grade teacher at Brentwood Elementary School in Austin ISD, who is now in her 10th year in the teaching profession and is a member of Education Austin, TSTA's local affiliate.

In a drama being repeated in countless other school districts, Austin ISD was considering several options for dealing with the budget emergency, including the closure of several neighborhood schools and elimination of several hundred teaching positions.

Brentwood, at least at the time the Advocate went to press, wasn't on the potential closure list. But some teachers there, nevertheless, were uneasy, McLain said, because no one knew how district-wide staff reductions would be determined. "It makes us nervous."

Rachel Farley, another Education Austin member, teaches reading at Allan Elementary School in East Austin, a school that AISD, at one time or another, was believed to be considering for "repurposing." Under that scenario, Allan wouldn't close. But it would no longer be an elementary school, and the effects on its faculty and 300-plus students still would be potentially devastating.

"It (the uncertainty) puts a lot of stress on the teachers, the kids and the parents," Farley said.

After Allan's potential "repurposing" made local news reports, she noted, some of the students came to school saying: "I heard our school may be closed, and we're not going to come to school anymore, starting tomorrow."

Parents at Allan and other targeted schools — including Barton Hills Elementary and Zilker Elementary in central Austin — also are alarmed and have held rallies and packed school board meetings to try to save their neighborhood schools.

Although Brentwood Elementary wasn't on AISD's possible closure list, McLain said some parents there have expressed concern about the prospect of the school taking students from other campuses. That's because neighborhood schools are communities, she believes, and that important framework is being threatened.

"School closures result in kids busing or driving across town, which disconnects kids and parents from their neighborhoods," said McLain, who has three children of her own in Austin public schools.



“Having kids attend neighborhood schools results in kids befriending kids they can play with just around the corner. That strengthens the neighborhood community. And, it ultimately strengthens the neighborhood public school because parent participation increases, creating a supportive environment for students and teachers. Parents talk, and they influence each other to get involved.”

McLain and her students would be directly affected by another budget-cutting idea being considered by legislators — the lifting of the 22-1 class size cap for kindergarten through the fourth grade.

That limit, a part of state law since 1984, has been an important contributor to improved student achievement in Texas because it gives teachers time to give younger students the individual attention they need. And, polls indicate, it is very popular with parents. But many superintendents are asking the Legislature to lift the cap — as well as repeal other educational quality standards, including teacher planning periods — to give districts more budget flexibility.

McLain believes repealing 22-1 would be a huge mistake, as does TSTA.

“Increasing class size hurts everyone in the class,” she said, because the bigger the class, the less individual attention the teacher can give each student, and many students in the primary grades require a lot of one-on-one attention.

McLain’s third grade class recently was reduced from 21 kids to 19. Six of those have special needs, including autism or learning disabilities in reading and math.

“It seems so evident that increasing class sizes is not the best for our kids,” she said. “I’ve never heard anyone say, ‘That’s a great idea.’”

Those who would suffer the most from

larger classes, closed schools and other retreats on educational standards, Farley noted, would be struggling students, many of whom would “fall through the cracks.”

A former second grade classroom teacher, Farley now is in her second year as an early intervention reading specialist for kids in kindergarten through second grade. It is a critical job at Allan, whose students are nearly all Hispanic and low income.

“My work makes a difference. It gives kids extra support. Some of them have made a lot of progress,” she said.

**‘I just hope the Legislature thinks of a better way to balance the budget than by punishing kids and making the difficult job of teaching even more difficult.’**

But she is worried. Her job has been funded by federal stimulus funds that are running out, and she has heard that reading specialists may be cut back. Other teachers who aren’t traditional classroom teachers — such as music, art and PE specialists — also may have reason to worry, she believes.

By the time you read this, some of the big budgetary figures may have changed, but the battle likely will be far from over. TSTA and other groups still will be fighting to reduce the cuts by convincing legislators to spend all the Rainy Day money — that’s what it’s for — and enact a new source of revenue that equitably and adequately funds education and other state services.

Undoubtedly, the recession has taken a toll on state finances, but the school finance system was under-funded before the recession hit Texas. About \$10 billion of the \$27 billion shortfall, in fact, is a so-called “structural deficit” that originated in 2006, when the governor and the Legislature ordered major cuts in local school property taxes.

Texans were told the plan was a tax tradeoff, but the Legislature didn’t appropriate enough money to pay for the local tax reductions. A major part of the problem — and the \$10 billion deficit in education funding — was a new business tax that has never raised the revenue it promised.

“They (legislators) shouldn’t balance the budget by hurting kids and diminishing the quality of public education,” Farley said. “Texas (already) ranks pretty low on all indicators for child well-being.”

For starters, she said, lawmakers should “dip into the Rainy Day Fund.”

McLain agreed. She said it was “mind-blowing” that the governor didn’t want to spend from that emergency account.

“If he (Perry) had to spend just one day in the classroom, just one hour, he may rethink the Rainy Day Fund,” she said.

“I just feel like education is the foundation of everything,” McLain added. “Who needs to be served first? It’s our kids. They’re our future.”

Farley had a similar message.

“I just hope the Legislature thinks of a better way to balance the budget than by punishing kids and making the difficult job of teaching even more difficult. I think they (cuts) will have an effect on jobs in the future, the economy. They (lawmakers) need to take a longer view.”

*Clay Robison is TSTA’s Public Affairs Specialist.*

# THINK...BEFORE YOU CUT PUBLIC EDUCATION!

That is a message for legislators and local school officials, because there are revenue options, both in Austin and in many other school districts:

The state’s Rainy Day Fund will have a projected, record balance of \$9.4 billion by the end of the next budget period. Texas voters intended that fund to help state government through financial crises, and this is the biggest budgetary hurricane to strike the Legislature in decades. Parents surely would rather spend all the Rainy Day Fund than see neighborhood schools closed and their children crammed into overcrowded classrooms.

Spend every available federal dollar, including \$830 million in emergency funds approved by Congress last summer to help save educators’ jobs. That money has been held up for several months because Texas has been unable — or unwilling — to comply with federal requirements for release of the money. It is time for the Legislature to do what’s right for

the school kids and work with the federal government to obtain the funds.

Legislators should use accounting tools to maximize the amount of state funds available for the next budget cycle, including the temporary delay of Foundation School payments to school districts. Such delays have been used successfully during previous budgetary crunches.

Local school districts have unspent balances totaling an estimated \$10 billion. Ask parents if they would rather see their school boards spend some of that money or shorten the school year and increase class sizes.

Most of the state’s 1,000-plus school districts have operating tax rates below the \$1.17 per \$100 valuation allowed (with local voter approval) by state law. More than 100 of those are lower than \$1.04, the maximum rate without voter approval. Before weakening educational standards, school boards should ask their local

voters if they would rather see their tax rates rise by a few pennies or see neighborhood schools closed and vital educational programs cut. Voters in 57 school districts approved tax rate increases last year, choosing to invest in the future rather than retreat on educational quality.

State budget-writers need to examine all existing tax exemptions to determine if they are still performing a useful purpose or have merely become special-interest loopholes draining tax dollars from education and other critical public services. According to a recent state report, a natural gas production tax exemption that may have outlived its usefulness is still costing the state about \$1 billion a year. And, there may be more.

The Legislature must enact a new revenue stream to adequately and equitably meet the educational and other public needs of our growing state for the foreseeable future.

What some attack as “un-

funded mandates” are critical standards of educational quality:

22-1 — This class size limit for kindergarten through fourth grade has been state law since 1984 because it works. It has helped improve student performance because it has given teachers the opportunity to provide our youngest students the individual attention they need.

Professional development — Teacher planning periods, staff development days and educator mentoring are not luxuries. They are essential ingredients in preparing and delivering the best possible education for Texas’ public schoolchildren.

Due process — Making it easier for districts to fire good teachers for budgetary reasons will undermine educational quality and prove counterproductive.

House Bill 3 — Two years ago, the Legislature enacted House Bill 3, an ambitious law seeking to increase accountability and take great strides toward making every Texas child college-ready or job-ready by the time he or she finishes high school. Without new revenue for the public schools, that law will be a mere stack of paper.

To find out how to contact your legislator, go to [www.tsta.org](http://www.tsta.org).



# NEA Representative Assembly

June 30-July 5, 2011 • Chicago, Illinois



The 2011 NEA Annual Meeting and Representative Assembly (RA) will be June 30-July 5, 2011, in Chicago, Illinois. The RA is NEA's highest decision-making body. Delegates to the RA debate issues that impact American public education, elect top officers, and set association policy.

Delegates to the RA are elected both locally and statewide (see state ballot and voting information in this issue). Texas delegates attending the NEA RA will receive more detailed information about the event from TSTA in early May. Information and updates regarding the RA also will be posted on the TSTA website and the NEA website.

## LODGING

The Embassy Suites Chicago Downtown-Lakefront is the official Texas Delegation hotel. Located in the heart of downtown Chicago, the hotel is within walking distance to Navy Pier, Lake Michigan, popular restaurants, Chicago's finest shopping, and many cultural and entertainment venues. A full-service grocery store is directly across the street from the hotel, and an AMC Theater complex and Lucky Strikes bowling center are in the same block.

The hotel is an all-suite property. All rooms include a separate living area with sleeper sofa, refrigerator, microwave, and coffee maker. The hotel serves a complimentary full breakfast each morning in the hotel atrium and hosts a nightly manager's reception in the Sky Lobby. The nightly room rate is \$199 single/double occupancy, \$230 triple occupancy, or \$260 quadruple occupancy, plus taxes and fees (currently 15.4%).

Hotel check-in time is 4:00 p.m. Check-out time is 12:00 p.m. Valet parking with in-out privileges is available at the hotel for \$49/day. Daily self-parking without in-out privileges is available for \$42/day. The daily check cashing limit for personal checks is \$50, and must include the guest name and address on the check. Persons intending to pay cash for their lodging expenses should be prepared to pay all room, tax, and, if applicable, parking fees at check in. Payment by check for individuals or groups should be submitted in advance. The hotel has a limited number of smoking rooms available on a first-come basis. All other sleeping rooms and all public areas are non-smoking.

Reservations should be made through TSTA's Center for Executive and Governance (CEG) rather than through the hotel in order for delegates to be included in the

TSTA room block. The reservation form is included at the end of this article.

**The deadline to submit your reservation to TSTA is May 18, 2011.**

Completed reservation forms **MUST** include the first night's deposit. Please either provide your credit card (not debit card) information on your reservation form or enclose with your form a check for the total cost of one room night made payable to: Embassy Suites Chicago Downtown-Lakefront. If an incomplete credit card number and/or no credit card or check is submitted, your reservation will not be made. No deposit refund is available for cancellations given to the hotel within three days (72 hours) of your scheduled arrival.

All rooms will be assigned on a first-come, first-serve basis. Delegates should submit their reservation forms as soon as possible to ensure space in the TSTA room block at our guaranteed rate. Delegates who do not have a roommate but would like to share lodging expenses may indicate this on the reservation form. TSTA will attempt to pair delegates who request such assistance but we cannot guarantee a match for everyone.

## TRANSPORTATION

The hotel is approximately 12 miles from Chicago Mid-

way airport and 17 miles from Chicago O'Hare International airport. By taxi, the typical minimum charge for one person one way is \$40 from Midway and \$50 from O'Hare. Shuttle fare between either airport is about one-half the cost of a taxi. Visit [www.airportexpress.com](http://www.airportexpress.com) or call 888-284-3826 for current pricing, schedules, and reservations. Please make advance arrangements for special needs.

NEA will provide bus transportation to/from the hotel and convention center.

## TEXAS CAUCUS MEETINGS

All Texas Caucus meetings will be held at the Texas Delegation hotel. The first Texas Caucus meeting will be Thursday, June 30 at 1:00 p.m. Thereafter, the Texas Caucus will meet at 7:00 a.m. each day of the RA (July 2-5). NOTE: Delegates must register at both the Texas Caucus meeting in the hotel and at the NEA RA in the convention center. Registration at the first Texas Caucus meeting will begin 30 minutes before the start of the meeting. Please review the NEA Meeting Event Schedule for the NEA registration times.

## CLUSTERING TO ELECT NEA DELEGATES

Delegate allocations are based on NEA membership as of January 15, 2011. NEA local affiliates are allocated

delegates on a ratio of one (1) delegate for each 150 (or major fraction thereof) active, NEA life, and educational support members of NEA. Local associations with 75 or fewer NEA members must cluster to elect an NEA delegate. If your local has 75 or fewer NEA members and is interested in clustering to elect an NEA delegate, contact the TSTA CEG as soon as possible so that elections may be held. Submit your written request to cluster **by email** to: [anezkac@tsta.org](mailto:anezkac@tsta.org), **by fax** to: 512-486-7053, or **by mail** to: TSTA Center for Executive and Governance, 316 West 12th Street, Austin, Texas 78701.

## NEA STATEWIDE DELEGATES

Individuals elected to be a statewide delegate to the NEA RA are eligible for reimbursement up to \$250 to off-set expenses.

## TEXAS TRADITION

Texas delegates capture the eyes of the entire nation at each NEA RA by dressing uniformly in Texas flag attire. All Texas delegates should wear a "Texas" vest or shirt — i.e. Texas flag design with a white star on the right front chest — and white or navy blue pants/skirt/shorts.

All Texas delegates are expected to wear the official "uniform" on the days the NEA RA is in session (July 2-5).



TENTATIVE NEA MEETING EVENT SCHEDULE

The schedule outlines all of the activities of the 2011 NEA Convention. Information packets will be mailed to all Texas delegates in early May. The first Texas delegation meeting is scheduled for June 30 at 1:00 p.m.

PRE-CONVENTION SCHEDULE

**Monday, June 27**  
8:00 a.m.-5:00 p.m. . . . . Ethnic Leaders Meetings  
2:30 p.m.-8:30 p.m. . . . . NEA Student Leadership Conference  
9:00 a.m.-5:00 p.m. . . . . NCUEA Meeting  
9:00 a.m.-6:00 p.m. . . . . Resolutions Editing Committee Meeting

**Tuesday, June 28**  
5:30 a.m.-4:30 p.m. . . . . NEA Student Leadership Conference  
6:00 a.m.-5:00 p.m. . . . . NEA-Retired Annual Meeting  
9:00 a.m.-noon . . . . . National Education Employees Assistance Fund Annual Meeting  
9:00 a.m.-4:00 p.m. . . . . Constitution, Bylaws and Rules Committee Meeting  
9:00 a.m.-5:00 p.m. . . . . NCUEA Meeting  
9:00 a.m.-6:00 p.m. . . . . Joint Conference on the Concerns of Minorities and Women  
9:00 a.m.-6:00 p.m. . . . . Resolutions Editing Committee Meeting  
1:30 p.m.-5:00 p.m. . . . . National Council of State Education Associations Meeting  
4:00 p.m.-5:30 p.m. . . . . Constitution, Bylaws and Rules Committee Meeting with Candidates for NEA Office  
4:15 p.m.-5:15 p.m. . . . . Ethnic Minority Affairs Committee Hearing  
5:00 p.m.-6:00 p.m. . . . . Women’s Issues Hearing

**Wednesday, June 29**  
6:00 a.m.-8:30 p.m. . . . . NEA Student Leadership Conference  
8:30 a.m.-3:00 p.m. . . . . Joint Conference on the Concerns of Minorities and Women  
8:30 a.m.-6:00 p.m. . . . . NEA-Retired Annual Meeting  
9:00 a.m.-2:30 p.m. . . . . NCUEA Meeting  
9:00 a.m.-5:00 p.m. . . . . Candidates Interview Day  
9:00 a.m.-6:00 p.m. . . . . Resolutions Committee Meeting  
10:00 a.m.-11:30 a.m.. . . . . Read Across America  
1:00 p.m.-5:00 p.m. . . . . Board of Directors Meeting  
3:00 p.m.-5:00 p.m. . . . . Credentials Committee Meeting

**Thursday, June 30**  
6:00 a.m.-1:30 p.m. . . . . NEA Student Leadership Conference  
8:00 a.m.-5:00 p.m. . . . . Delegate, Successor Delegate, Non-Delegate Registration  
8:00 a.m.-5:00 p.m. . . . . Exhibits  
8:30 a.m.-4:00 p.m. . . . . NEA-Retired Annual Meeting  
9:00 a.m.-11:00 a.m.. . . . . Open Hearing on Resolutions  
9:00 a.m.-5:00 p.m. . . . . Credentials Committee Meeting  
1:00 p.m.-4:00 p.m. . . . . **First Texas Caucus Meeting** (new delegate orientation 1:00-1:30 p.m.)  
2:30 p.m.-3:30 p.m. . . . . Sexual Orientation/Gender Identification Committee Hearing  
3:30 p.m.-5:30 p.m. . . . . National Council for Education Support Professionals  
4:00 p.m.-5:30 p.m. . . . . Special Interest Caucus Meetings  
4:00 p.m.-6:00 p.m. . . . . National Council for Higher Education Membership Meeting  
7:00 p.m.-10:30 p.m. . . . . Special Guests’ Dinner  
All Day. . . . . Campaigning  
TBD. . . . . Outreach Service Project

**Friday, July 1**  
7:00 a.m.-9:00 a.m.. . . . . State Delegation Meetings  
8:00 a.m.-5:00 p.m. . . . . Delegate, Successor Delegate, Non-Delegate Registration  
8:00 a.m.-5:00 p.m. . . . . Exhibits  
9:00 a.m.-6:00 p.m. . . . . Credentials Committee Meeting  
10:00 a.m.-noon . . . . . Open Hearing on Budget & Strategic Plan  
10:00 a.m.-4:00 p.m. . . . . Special Forums/Events  
10:00 a.m.-4:00 p.m. . . . . Resolutions Committee Meeting  
noon-1:00 p.m. . . . . Special Interest Caucus Meetings  
1:00 p.m.-3:00 p.m. . . . . Legislative Open Hearing  
1:00 p.m.-3:00 p.m. . . . . Open Hearing on Constitution, Bylaws and Rules  
2:00 p.m.-4:00 p.m. . . . . Elections Committee Meeting  
4:30 p.m. . . . . Board of Directors Meeting  
6:30 p.m.-10:00 p.m. . . . . Human and Civil Rights Awards Dinner  
ALL DAY . . . . . Campaigning  
TBD. . . . . Outreach Service Project

CONVENTION SCHEDULE

**Saturday, July 2**  
7:00 a.m.-9:00 a.m.. . . . . State Delegation Meetings  
8:00 a.m.-10:00 a.m.. . . . . Exhibits  
9:00 a.m.-5:00 p.m. . . . . Credentials Committee Meeting  
9:00 a.m.-5:00 p.m. . . . . Non-Delegate Registration  
9:30 a.m.-10:00 a.m.. . . . . Special Interest Caucus Meetings  
10:00 a.m.-5:00 p.m. . . . . Representative Assembly  
ALL DAY . . . . . Campaigning  
TBD. . . . . Friendship Night

**Sunday, July 3**  
7:00 a.m.-9:00 a.m.. . . . . State Delegation Meetings  
8:30 a.m.-noon . . . . . Voting for Officers  
9:00 a.m.-5:00 p.m. . . . . Credentials Committee Meeting  
9:00 a.m.-5:00 p.m. . . . . Non-Delegate Registration  
9:00 a.m.-5:00 p.m. . . . . Non-Profit Fundraising Activities  
9:30 a.m.-10:00 a.m.. . . . . Special Interest Caucus Meetings  
10:00 a.m.-5:00 p.m. . . . . Representative Assembly  
LUNCH BREAK . . . . . Special Interest Caucus Meetings  
LUNCH BREAK. . . . . National Council for Education Support Professionals

**Monday, July 4**  
7:00 a.m.-9:00 a.m.. . . . . State Delegation Meetings  
8:30 a.m.-noon . . . . . Voting on Amendments and Runoff Elections (if necessary)  
9:00 a.m.-5:00 p.m. . . . . Credentials Committee Meeting  
9:00 a.m.-5:00 p.m. . . . . Non-Delegate Registration  
9:00 a.m.-5:00 p.m. . . . . Non-Profit Fundraising Activities  
9:30 a.m.-10:00 a.m.. . . . . Special Interest Caucus Meetings  
10:00 a.m.-6:00 p.m. . . . . Representative Assembly  
LUNCH BREAK . . . . . Special Interest Caucus Meetings

**Tuesday, July 5**  
7:00 a.m.-9:00 a.m.. . . . . State Delegation Meetings  
9:00 a.m.-noon . . . . . Non-Delegate Registration  
9:00 a.m.-5:00 p.m. . . . . Credentials Committee Meeting  
9:00 a.m.-5:00 p.m. . . . . Non-Profit Fundraising Activities  
9:30 a.m.-10:00 a.m.. . . . . Special Interest Caucus Meetings  
10:00 a.m.-6:00 p.m. . . . . Representative Assembly

HOTEL REGISTRATION FORM FOR NEA CONVENTION DELEGATES

June 30-July 5, 2011 • Embassy Suites Lakefront • Chicago, Illinois

Complete all requested information and return to TSTA by **May 18, 2011**. Check-in time 4:00 p.m.—Check-out time 12:00 p.m.

DO NOT CONTACT THE HOTEL DIRECTLY

(PLEASE PRINT)

EMBASSY SUITES LAKEFRONT	ROOM RATE
(Texas Delegation Hotel)	_____ Single room (1 person—1 bed) .....\$199.00
511 North Columbus Drive	_____ Double room (2 people—2 beds) .....\$199.00
Chicago, IL 60611	_____ Triple room (3 people—2 beds).....\$230.00
Phone: (312) 836-5900	_____ Quad room (4 people—2 beds).....\$260.00
Fax: (312) 836-5901	

Cut-off date for ALL rooms and room rates is May 18, 2011. All rooms are subject to an additional 15.4% tax.  
Rooms not booked through TSTA may be charged at the hotel rack rate.

I will arrive (June/July) \_\_\_\_\_, 2011 at \_\_\_\_\_ (a.m./p.m.) and I will depart July \_\_\_\_\_, 2011.

Name:\_\_\_\_\_

Address\_\_\_\_\_

City, State, Zip:\_\_\_\_\_

Day phone: \_\_\_\_\_ Evening phone: \_\_\_\_\_

Home email: \_\_\_\_\_ School email:\_\_\_\_\_

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. _____

\_\_\_\_\_ I do not have a roommate but am interested in sharing accommodations with another delegate.

First night's room and tax is due upon receipt of reservation. Deposits can be made by major credit card or check.  
Make check payable to **Embassy Suites Downtown—Lakefront Hotel**. No deposit refund will be issued for any cancellation made within 72 hours of your scheduled arrival date. If the hotel is not timely advised, you will be responsible to pay for space held.

Approved major credit card:\_\_\_\_\_ Exp. date:\_\_\_\_\_

Credit card #: \_\_\_\_\_ Name on card:\_\_\_\_\_

**Return to: TSTA Organizing Center for Executive and Governance, 316 West 12th Street, Austin, TX 78701, fax (512) 486-7053**



# Voting for State Delegates to the NEA Representative Assembly

**PLEASE NOTE: Most members will mark three ballots this year for State Delegates to the NEA RA—one for Category II delegates, one for a Statewide delegate, and one Delegate District ballot. Please read this before marking your ballots.**

TSTA has completed all calculations for allocating State Delegates for the NEA RA and has divided the state into Delegate Districts, based on TSTA Regions, in a manner that maximizes our opportunity to elect a full delegation while still complying with the NEA one-person, one-vote requirements. As explained in The Delegate Story on the facing page, we will be electing two Category II delegates on a statewide basis, one other delegate on a statewide ballot, and 44 State Delegates from 10 Delegate Districts.

All members should mark the ballot for Category II delegates (supervisory and Active Life Active candidates). Every eligible member should mark the ballot for Statewide delegate; the TSTA Vice President is an automatic candidate for this slot, and no other person filed.

The rest of the ballots are divided into Delegate Districts in a manner to meet the NEA requirements for equal representation based on the one-

person, one-vote principle. Members in Regions 1A and 1C should mark the Delegate District 1 ballot. Members in Region 1B mark the Delegate District 2 ballot. Members in Regions 1D, 1E and 2A mark the Delegate District 3 ballot. Members in Region 2B mark the Delegate District 4 ballot. Members in Regions 2C and 2D mark the Delegate District 5 ballot. Members in Regions 2E, 2F, and 3E mark the Delegate District 6 ballot. Members in Regions 3A, 3C, 4B, 4E, and TFA mark the Delegate District 7 ballot. Members in Region 3B mark the Delegate District 8 ballot. Members in Region 3D, 4A, and 4C mark the Delegate District 9 ballot. Members in Region 4D mark the Delegate District 10 ballot. The ballot will list the Regions in each Delegate District.

**There is a special insert in the magazine with a return envelope and the ballot. If you did not receive a ballot, call TSTA immediately (877-ASK-TSTA) and ask for Anezka.**

In the return address portion of the

envelope most members will find printed “Del Dist” followed by some number up to 10; this indicates the Delegate District in which you should vote. Also printed is a code designating your membership category. If your envelope does not have a Del Dist designation, then you are eligible to vote only on the Category II ballot. Everyone else should mark three ballots: the Category II ballot, the Statewide ballot, and the appropriate Delegate District ballot. **If you believe your envelope is incorrect, call TSTA immediately (877-ASK-TSTA) and ask for Anezka.**

Check the return address portion of the envelope to determine which Delegate District ballot you should mark. First, mark the Category II ballot (vote for two). Next, mark the Statewide ballot (vote for one). Then, find the ballot for your Delegate District. The number of delegates for each Delegate District is determined on the basis of the one-person, one-vote principle. The ballot for your Delegate District will tell you how many votes you may cast.

On all three ballots, you may vote for the printed name(s), or you may write in a name and vote for the write-in. In order for write-in votes to be counted on the Delegate District ballot, the write-in candidate must be

a member in a Region included in that Delegate District. We do encourage write-in votes, as it provides an alternate pool in case plans change for those printed on the ballot.

Once you have marked your ballot, separate it from, and seal it in, the envelope provided. **The printed information on the envelope verifies for the Elections Committee your right to vote, so you MUST return your ballot in this envelope.**

In order to encourage more members to vote, some locals collect the sealed envelopes and mail a group of envelopes together. This is acceptable, but you still must seal your ballot in the special envelope before you turn it in.

**Whether you mail it yourself or your local collects and mails envelopes, ballots must be RECEIVED at TSTA headquarters in Austin by 5 p.m. on Friday, April 29, 2011. If the ballot is not in the provided envelope, your vote will not be counted.**

This issue of the Advocate includes brief statements from many of the candidates for State Delegate. TSTA policy provides for printing statements from those candidates who file such a statement before the established deadline. TSTA policy also permits any candidate to have an observer present when the Elections Committee canvasses the ballots on April 30 at the TSTA headquarters in Austin. Please contact Carol or Anezka at 877-ASK-TSTA if you are a candidate and want an observer.

## THE DELEGATE STORY

NEA Bylaws and policies determine the allocation of delegates to the NEA RA. TSTA is allocated one state delegate for every 1,000 NEA active and educational support members. Allocation and election of these delegates must comply with the NEA requirements about open nominations, secret ballots, and the one-person, one-vote principle.

Once NEA notifies us of the number of state delegates to be elected, TSTA Board policy controls how we will allocate those delegates. Because of the variance in the number of members across TSTA Regions, we can not allocate delegates only to individual Regions and still pass the one-person, one-vote tests applied by NEA. Instead, we have combined Regions into Delegate Districts in a way to maximize the likelihood of filling all delegate slots while still complying with the one-person, one-vote requirement. One delegate must be elected statewide in order to provide a method for the TSTA Vice President to seek election as a delegate.

TSTA is allocated 47 state delegates for the 2011 NEA RA. Based on proportional representation, two delegates must be elected as “Category II” delegates, representing supervisors and NEA Active Life Active members. After setting aside one delegate for the statewide ballot, we looked at different ways to combine Regions in order to meet the one-person, one-vote requirements while electing the remaining 44 state delegates. As the numbers worked out, we were able to stay with only one delegate on the statewide ballot, keep the two delegate positions for the Category II ballot, and divide the other 44 delegates among 10 Delegate Districts as shown on the ballot.

Local associations are allocated one delegate for each 150 active and educational support NEA members or major fraction thereof. Locals with fewer than 76 NEA members may cluster to form delegate units. Presidents of locals that have 76 or more members should receive from NEA by late February the number of delegates to be elected to the 2011 NEA RA with an accompanying form that is due at TSTA by April 10 and a copy of guidelines to assure proportional representation by educational position. Local presidents should send both the state and NEA copies of the local delegate report forms to TSTA as soon as possible after they conduct their local NEA delegate elections or by April 10. Members from locals of 75 or fewer members also may seek election as “cluster” delegates. If you are interested in this option, please contact Anezka Carmona at 877-ASK-TSTA or by email at anezkac@tsta.org.

One of the core values for both NEA and TSTA is appropriate representation for ethnic minority members. Locals are encouraged to seek and elect ethnic minorities as delegates to help TSTA meet our goals for ethnic minority representation.

Each of the 47 elected State Delegates will be eligible to receive a \$250 stipend. Although this amount is only a small percentage of the total cost for a delegate, TSTA is pleased to be in a position to provide some financial assistance. TSTA Board Policy FP-14 sets out the caucus and RA attendance expectations delegates must meet in order to receive the stipend.

**BALLOTS MUST BE RECEIVED AT TSTA HEADQUARTERS IN AUSTIN BY 5 P.M. ON FRIDAY, APRIL 29, 2011.**



## CANDIDATE STATEMENTS (Statements limited to 25 words)

### Category 2

- Dr. Gwendolyn Samples, Black. Houston ISD Community Liaison (former teacher, Teaching Academy Coordinator, Partnerships Coordinator, and ExCET committee member), asks for your vote.
- Eddie Spence, Caucasian. Classroom teacher (37 years)/masters+30hrs/TSTA-R president/Member TSTA Board/ Experience—too much to list/ Vote Eddie Spence
- Ignacio Salinas Jr, Hispanic. I ask for your vote to represent you at the 2011 NEA-RA.

### Delegate District 1 (Regions 1A, 1C)

no submissions with statements

### Delegate District 2 (Region 1B)

no submissions with statements

### Delegate District 3 (Regions 1D, 1E, 2A)

- Norma De La Rosa, Hispanic. I have represented and addressed the needs and concerns of the members in 2A at the NEA. Would appreciate your vote and allow me to
- George Cordova, Hispanic. Region 2A President, TSTA Board of Directors, NEA Resolutions Committee, Chair of TSTA HOD Hospitality Committee, Executive Board of directors Socorro Education Association.
- Yolanda C. Molina, Hispanic. I have represented you in the Past and I can represent you in the Future. I take your Concerns very Serious.

### Delegate District 4 (Region 2B)

- Gilbert F. De La Rosa, Hispanic. I would appreciate your vote and allow me to again represent you at the NEA. Cast your vote for Gilbert De La Rosa.
- Robert C. Fierro, Hispanic. Previous NEA-RA Delegate. I am committed to serving all TSTA members at the NEA-RA. I need your vote to continue serving you.

### Delegate District 5 (Region 2C, 2D)

- Javier Ruiz, Hispanic. I teach high school English (junior level). I have taught AVID and Academic Decathlon too. I also coach UIL Spelling.
- Chuck Isner, Caucasian. Member since 1999. VP ECTSTA, 2003-2005; President ECTSTA 2005-2009; President TSTA Region 2C 2009-Present. Designed TSTA Legal Trifold card now used statewide.
- Naomi Urias, Hispanic. I am an English teacher at Odessa High School. This is my fourth year as a sophomore English teacher, and I love my job.

### Delegate District 6 (Region 2E, 2F, 3E)

- Trasell Underwood, Black. I am Trasell Underwood, an active member for 11 yrs, currently serving as an Assistant to the Co-Presidents at Education Austin Region 2E.
- Debra Y. Ward, Black. Title I Curriculum Coordinator at Caldwell Elementary in Beaumont ISD. Served as a teacher for 12 years, and administrator for the past 4 years. NEA,

### Delegate District 7

#### (Regions 3A, 3C, 4B, 4E, TFA)

- Lisa Wingo, Caucasian. 2nd year as president of the McKinney Education Association. Local has grown 12% in those 2 years. Wants to be more involved.
- Veronica Walker, Black. 27 years teaching/Music/1st to 5th grade. University Adjunct Mathematics Instruction Coach Master of Science/Principal Certification. Currently pursuing Doctorate of Education.

### Delegate District 8 (Region 3B)

no submissions with statements

### Delegate District 9 (Regions 3D, 4A, 4C)

- Claire Anderson, Caucasian. I Choose the TSTA/NEA Way! Membership leads to Action. Let me represent YOU on the Texas Interstate to Better Public Schools!
- David Casillas, Hispanic. President of

Klein TSTA, David currently sits on the TSTA School Board Policy Committee and is also a member of the TSTA Presidents Council.

- Becky Cerliano, Caucasian. Please allow me to again put my 36 years of membership experience to use on your behalf. Thanks for your continued support.
  - Louise Watkins, Asian. Past and current experience: NEA Board of Directors, NEA Minority Affairs Committee, Co-Chair, TSTA Board of Directors member, Fort Worth Education Assn., Past President
  - Nicole Glaser-Gallagher, Caucasian. Active TSTA/NEA member for 9 years. Served as Local VP, Region Treasurer, 4 Time delegate to NEA/RA, and 7 time HOD delegate.
  - Davey G. Vela, Hispanic. Attending 15 RA's gives me the experience to best serve you as a state delegate. Vote Davey Vela for State Delegate!
  - Stephen Smallwood, American Indian/Alaska Native. Service at the national, state, and local levels prepare me to be a qualified representative. I am qualified to debate policy that will benefit TSTA.
  - Henry Adeoye, Black. Improving public education is my passion. Let me be your voice at the Representative Assembly.
  - Linda Winfrey, Caucasian. As a 37 year teaching veteran, I've witnessed the positive impact a unified national education organization has made and that unity is desperately needed now!
- Delegate District 10 (Region 4D)**
- Ronald L. Savannah, Black. As your representatives, every vote will be for what is best for education employees and our profession/organization. Remember to vote and mail your ballot.
  - Mildred T. Savannah, Black. As your representatives, every vote will be for what is best for education employees and our profession/organization. Remember to vote and mail your ballot.

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# 132nd Annual TSTA Convention Delegate Voting and Registration

Delegates attending the 2011 TSTA annual convention will elect the TSTA President and Vice President. The Vice President's race is contested. Delegates will also elect one NEA Director for Texas — NEA Director, Place 3 — and the Third Alternate NEA Director. Both of these races are also contested. If necessary, elections for TSTA Board At-Large members will be held as well. Finally, delegates will vote on three proposed bylaws amendments, which are included in this issue in their entirety.

Delegates are elected at the local level, except for certain supervisory delegates elected regionally, cluster delegates, and voting members of the TSTA board who are automatically delegates because of their position. All delegates must have their credentials and a picture ID with them in order to vote.

Registration opens Friday, April 15, from 7:00 a.m. through close of the first General Session, and re-opens Saturday, April 16, at 6:30 a.m. Delegates planning to arrive on Saturday should allow plenty of time to register and vote. Voting begins Saturday at 8:30 a.m. Delegates must have completed registration and be in the voting line no later than 9:30 a.m. to be eligible to cast their ballot.

Information about lodging and a preliminary schedule of events appeared in the Winter Advocate and is available on the TSTA website, [www.tsta.org](http://www.tsta.org). Updates to this information will be posted on the website. The convention hotel is holding a room block for TSTA attendees. Delegates are responsible for making their own hotel reservations. The housing deadline is March 24, 2011.

Election information follows.

## TSTA PRESIDENT



**RITA C. HAECKER**

Professional Training: University of Texas at Austin, 1988, B.A. of Science in Education Endorsement; University of Texas at Austin, 1990, Bilingual Education; University of Massachusetts at Amherst, 2007, Masters in Union Leadership and Administration.

Professional Experience: Austin ISD, 1988-2003, 1st grade bilingual teacher; Austin ISD, 2002-2008, AISD Consultation Chairperson; Austin ISD, 2003-2008, AISD Charitable Fund Board President.

Professional Education Associations: National Education Association/Texas State Teachers Association/Education Austin

Offices Held: Education Austin Vice President 1999-2008; Austin Association of Teachers Vice President 1998-1999; Texas State Teachers Association Region 27 Vice President 1998-2000; Texas State Teachers Association Region 27 President 2000-2003; National Education Association Resolutions Committee 2000-2004; National Education Association NEA Director 2004-2008; Texas State Teachers Association State President 2008-2011.

Campaign Statement: It has been an honor to serve as President of the Texas State Teachers Association for the last two and half years. I would like to recognize each of our locals across this state that have shown great membership gains. I know that the work that you as leaders have done each and every day to support our members has yielded us great results.

It has been my vision that we grow our leadership pipeline to ensure the future of TSTA. We have begun to engage future activists in taking ownership of their work. The creation of state committees and other opportunities have allowed us to work collectively together to achieve the goals and mission of our great association.

TSTA must not lose sight of our primary responsibility to advocate for a quality Public Education. Together we can achieve much success. —Rita Haecker

## TSTA VICE PRESIDENT



**JASON R. HILLMAN**

Professional Training: Sam Houston State University, 1992-1996, Additional Studies, Teaching, Geology; Sam Houston State University, 1990-1992, Bachelor of Science, Psychology; NHCC, 1988-1990, Tarleton State University, 1987-1988

Professional Experience: Klein ISD, 1994-2008, Classroom Instructor

Professional Education Associations: Texas State Teachers Association

Offices Held: TSTA Vice President 2008-present; Klein E.A. Vice President 2004-2006, President 2006-2008

Campaign Statement: TSTA is an Association designed around the principle of empowerment, and our members must have the resources available to become the best leaders in the profession. My campaign promise of three years ago to set the standard for leadership development has been realized in our new leadership program. Three years in office and working with other state presidents and vice presidents has refined my ability to execute the actions that continue to move TSTA forward. As the Chair of the TSTA Budget Committee, I have overseen three balanced budgets providing funding for additional staff, programs, and the upcoming redesign of the TSTA website. As the Vice President of TSTA, I have worked to help produce record gains in membership and will continue to work with you to achieve our Strategic Goals. With the current challenges facing Texas educators, it's critical to maintain experienced leadership in TSTA. I am that leader.

## TSTA VICE PRESIDENT



**NOEL CANDELARIA**

Professional Training: University of Texas at El Paso, May 2002, BIS (Education); Sul Ross State University 9/2007-present, Seeking Masters in Education Administration; Sul Ross State University, June 2008, Instructional Leadership Development Certified (ILD); Sul Ross State University, April 2009, Professional Development and Appraisal System Certified (PDAS)

Professional Experience: Ysleta Independent School District, 9/2003-present, Special Education Teacher (Behavior Unit); Ysleta Independent School District, 2000-2002, Educational Aide III; Ysleta Independent School District, 1998-2000, Substitute teacher

Professional Education Associations: Ysleta Teachers Association/Texas State Teachers Association/National Education Association/ National Association of Special Education Teachers/National Council of Urban Educators Association

Offices Held: TSTA Board of Director, January 2009-present; TSTA Board of Directors Advisory Committee, July 2010-present; TSTA Executive Director Screening Committee, December 2010-present; TSTA Strategic Planning Committee, July 2010-present; TSTA Region 2B President, January 2009-present; Ysleta Teachers Association Vice President, July 2005-December 2008; Texas Caucus Constitution, Bylaws and Standing Rules Committee Chair, NEA RA 2010; TSTA Constitution, Bylaws, and Elections Committee; Association Representative 2003-2005

Campaign Statement: I have proudly served in numerous leadership roles and currently serve as President of Ysleta Teachers Association. As YTA President, I have used my expertise in technology and social media to change how YTA communicates with its membership. TSTA needs a vice president that has the leadership and technology skills necessary to assist in the development of our local leaders with an emphasis on developing our campus representative infrastructure. I am committed to ensuring that our profession is empowered to be a voice for public education. I have the financial background as a licensed financial advisor to serve as the Chair of the TSTA Budget Committee and I will work hard to ensure that TSTA allocates the necessary resources to strengthen and develop our locals. I ask for your support and vote to be part of the TSTA Leadership Team as the next vice-president of TSTA.

## TSTA VICE PRESIDENT



**DAVID M. DELUCA**

Professional Training: Southwest Texas State University, 1986-1991, Bachelor of Music; Lamar University, 2010-2011, Masters of Education (Admin) (In Progress)

Professional Experience: Lyford CISD, 1992-1995, Elementary Music Teacher/Junior High Band Director; Columbia-Brazoria ISD, 1995-1998, Assistant Band Director (Columbia High School); La Grange ISD, 1998-present, MS Band Director

Professional Education Association Memberships: Texas State Teachers Association/Association of Texas Small School Bands/Texas Bandmasters Association/Texas Music Educators Association

Offices Held: TSTA Ambassador, 2004; Fayette County Educators Association President, 2005-Present; TSTA Region 2D Secretary, 2006-2007; TSTA Region 2D President, 2007-present; TSTA Hearing Committee Member (chair 2009-2010), 2009-present; TSTA Budget Committee Member, 2009-present.

Campaign Statement: As TSTA's Vice President, I will bring a small local/rural voice to TSTA leadership and I will advocate for all TSTA members. My leadership style is to drill down to the heart of an issue and find the common ground to build consensus. I will actively work with our student program and give the students real value. TSTA-SP is the future of our organization and must be made a priority. My vision is that TSTA/NEA is the only organization media reporters call on when researching educational issues. I will encourage TSTA to partner with school districts, helping them make decisions in the best interests of their students and employees. TSTA must improve membership and vitality in rural districts. I will be in those districts presenting the positive face of TSTA to potential members. Public education is my passion and I will work tirelessly to elevate the status of our profession.



NEA DIRECTOR PLACE 3



RAE NWOSU

Campaign Statement: As your NEA Director I pledge to be a strong and influential advocate for all TSTA members.

I have always believed that all members have the potential to be an activist in our association. I have supported the goals of TSTA/ NEA every day as Co-President of Education Austin and a former TSTA Ambassador. I believe that an NEA Director must have a proven track record in representing both teachers and Education Support Professionals and act as effective team player to influence issues at the national level and represent the interests of TSTA.

THIRD ALTERNATE NEA DIRECTOR



TONY J. UZZELL

Professional Training: University of Texas at Tyler, 1997-1999, Bachelor of Arts (History); Tyler Junior College, 1995-1997, Associate of Arts (Interdisciplinary Studies)

Professional Experience: Waco ISD 2001-present, Social Studies Teacher, Coach (2001-2005); Hempstead ISD 2000-2001, Social Studies Teacher, Coach; Silsbee ISD 1999-2000; Foreign Languages Teacher

Professional Education Associations: National Education Association; Texas State Teachers Association; Waco TSTA/NEA

Offices Held: Waco TSTA/NEA President, 2010-present; Waco TSTA/NEA Vice President 2009-2010; Waco TSTA/NEA Member, Board of Directors 2008-2009; TSTA Region 2D Treasurer 2008-present; TSTA-REC Treasurer 2009-present; TSTA-REC Treasurer 2009-present; TSTA PAC Executive Committee Member 2010-Present; TSTA Legislative and Political Action Committee Member 2008-2009

Campaign Statement: My colleagues, our organization has made great strides in the recent past toward the goals of improving the lives of our public school employees and public schoolchildren. We must continue to strive to make public education the priority for Texas voters and policy makers. We must continue to fight the good fight. But to do that effectively, it will take all of us pulling in the same direction toward a future that guarantees to every public school employee a living wage and the guarantees that contract rights grant. I ask for your support in playing a role in working to reach that future. Remember, we are the Texas State Teachers Association. We are public education.

THIRD ALTERNATE NEA DIRECTOR

George E. Borrego—No form, statement, or picture submitted

NEA DIRECTOR PLACE 3



GLENDA SUSAN HAWTHORNE

Professional Training: University of El Paso, 1997, B.A. All-Levels Art Education

Professional Experience: Socorro ISD, 1992-2007, Art Teacher, Middle School

Professional Education Associations: Socorro Education Association/ Texas State Teachers Association/ National Education Association

Offices Held: Socorro Education Association Treasurer 2000-2001; Socorro Education Association President 2001-present; Region 2A Treasurer 2002-2003; TSTA LPAC Committee 2002-2003; Region 2A President 2004-2008; TSTA Board of Directors 2004-2008; TSTA Advisory Committee 2005-2008; TSTA CB&E Committee 2009-2010; NEA Resolutions Committee 2009

Campaign Statement: In my years of service to the Association, I have always had the best interest of my members and TSTA at heart. I have worked tirelessly to promote the goals and objectives of TSTA within my Local and to empower my members through knowledge and action. Therefore, I believe I possess the skill set with which to represent all members of TSTA and our state Association at the national level. I have a keen interest in politics and political action and believe that I am the candidate best suited to interact with members of Congress on behalf of the NEA. I would be honored by your support for the position of NEA Director Place 3.

Voting begins Saturday at 8:30 a.m. Delegates must have completed registration and be in the voting line no later than 9:30 a.m. to be eligible to cast their ballot. Delegates must present their credentials (badge and ribbon) and a photo ID in order to vote.

# Proposed Bylaws Amendments

Wording in **Bold and Underlined** — Proposed Additions  
Wording in [~~Brackets with Strikethrough~~] — Proposed Deletions

**1** INTENT: To maintain the current requirement for ethnic diversity in electing delegates to Region and TSTA Houses of Delegates, but with language that makes it less likely locals will be penalized through the loss of representation.

ARTICLE IV  
Affiliate Structure

Section 1. Local Affiliates

C. Minimum Standards of Compliance for active local affiliates

An active local affiliate shall:

1. Apply the one-person/one-vote principle in electing delegates to the regional house of delegates, the state House of Delegates and the NEA Representative Assembly and in electing members of governing bodies except that **for elections to the regional and state Houses of Delegates** the affiliate shall guarantee ethnic-minority representation **substantially equivalent** [~~at least proportionate~~] to its ethnic-minority membership. **The TSTA Board of Directors shall adopt a policy for implementing this requirement, including a chart defining “substantially equivalent” for locals of various sizes and proportion of ethnic-minority membership;**

**Maker:** NBI CB&E 2 at TSTA 2010 House of Delegates

**Rationale:** The use of the term “at least proportionate” in establishing the number of delegates in each local that must be ethnic minority delegates has created an unintended consequence of causing some locals to lose appropriate representation to the state or region Houses of Delegates in certain circumstances, de-

spite best efforts by the locals to comply with the requirement. By requiring ethnic minority delegates in numbers “at least proportionate to [the local’s] ethnic minority membership” it means that, when doing the calculations, every fraction, no matter how small, must be rounded up to the next whole number. The sometimes unfair, and unintended, impact of this language is best illustrated by example (examples are based on the TSTA HoD).

Because the requirement does not apply to locals with only one delegate (which delegate may be either minority or non-minority) the language only affects locals with 76 or more members. The first step in calculating the make up of the delegation for such locals is to divide the number of active ethnic minority members by the total number of active members to determine the percentage (or “proportion”) of the membership that is ethnic-minority. The next step is to multiply that percentage times the total number of delegates the local is entitled to elect (based on the formula of one delegate for each 50 members or major fraction thereof).

For example, a local with 80 members might have two minority members. The calculation would be two divided by 80, which equals .025 or 2.5%; since the local would qualify for two delegates, multiplying .025 times 2 produces .05. Since that product is greater than zero, in order to be “at least proportionate to” the ethnic minority percentage, the number must be rounded up to 1, so one of the two delegates from this local would be required to be an ethnic minority member. If neither of the two ethnic minority members in the local is willing or able to attend the HoD, then that local could send only one delegate, thus losing one-half of

its representation entitlement. In an extreme example, even if the total membership were 1,000 and only one member was an ethnic minority, one of the 20 delegates would still have to be an ethnic minority member — in this example guaranteeing delegate status to the lone minority in the local and causing the local to lose that delegate if the one member was unwilling or unable to attend.

By changing the wording from “at least proportionate” to “substantially equivalent,” and requiring the Board of Directors to create a chart that would define “substantially equivalent” for locals of different sizes, the ethnic minority guarantee can be maintained, while the likelihood of a local losing a delegate because of extreme or unusual circumstances is greatly reduced and likely eliminated. This language would change the process from that outlined above to a simple calculation to determine the percentage of ethnic minority membership (number of active ethnic minority members divided by total number of active members) and then going to the chart adopted by the Board to determine the number of delegates that would need to be ethnic minority members.

It is important to remember that the required number of minority delegates is a minimum, not a maximum. We also want to point out that, in determining the percentage of ethnic minority members, only those members who have shared their ethnicity count as ethnic minority members. Unless a person has shared their ethnicity with TSTA, that person cannot be seated as an ethnic minority delegate. Following the lead of NEA, ethnic minority status when shared is accepted as self reported; TSTA does not take any steps to



verify a person’s ethnicity, nor is there any mechanism for challenging what a member reports.

Below is an example of what the chart *might* look like, with the emphasis on might since the Board has not yet even discussed this issue. The chart produced below covers locals up to 325 members and then skips some intermediate numbers to show what the chart would look like for our largest locals; the actual chart would have to cover all sizes up to the largest local. The exact “break points” used in the chart are illustrative only, as the Board could put those points in different places. The percentages in the first parentheses following the number of ethnic minority delegates required for the various percentages of membership are the percentages of membership required to have that number of required ethnic minority delegates under the current by-law language. The second set of percentages show the actual percentage of total delegates represented by the required number of ethnic minority delegates.

We ran a test using last year’s delegate allocation to see how much difference it would have made in the allocations. With

the current wording, of the 1,325 potential delegates (a much exaggerated potential because of the large number of small, inactive locals that we have to assume could decide to get active), 431 were required to be minority delegates. With the new language and chart, 427 would have been required to be minority delegates. Buried within the totals is the fact that 11 locals would have been required to have one additional minority delegate and 15 locals would have been required to have one fewer minority delegate. Eleven of the 15 locals where the required number would have dropped are locals that have only two delegates and small percentages of minority members, and another two are locals that have only three delegates and small percentages of minority members. All of the locals that would have been required to add a minority delegate had a total of at least ten delegates and a fairly high percentage of minority members.

**Vote Required:** Simple Majority (50% plus 1 vote)

**Financial Impact:** None

**CB&E Recommends:** Support

**2**INTENT: To establish the same due date (August 1) for all required compliance documents except the annual audit; also puts in bylaws requirement to submit some items currently required by policy.

ARTICLE IV  
Affiliate Structure

Section 1. Local Affiliates

C. Minimum Standards of Compliance for active local affiliates

An active local affiliate shall:

9. Submit annually by ~~June 30~~ **August 1 the following:** a list of officers, **a copy of the current bylaws and/or constitution, a copy of the financial and operational standards established as required by C. 8. of this Section, a copy of the annual full-capacity local plan adopted as required by C. 11. of this Section; names and addresses of association representatives as required by C. 12. of this Section, the Local Information Sheet for Dues Accounting/Membership Records and an Affirmation of Compliance with Minimum Standards** ~~[and, if changes have been made and a copy was not previously submitted to TSTA, a revised updated bylaws and/or constitution];~~

**Maker:** CB&E

**Rationale:** By having the same due date for all of the required items it will make it easier for locals rather than having to comply with several different due dates. It also gives a little more time for most items between the end of the school year and when the items are due.

**Vote Required:** Two-thirds

**Financial Impact:** None

**CB&E Recommends:** Support

**3**INTENT: To remove the special status for the Texas Faculty Association so that the group and its members relate to TSTA as a statewide local in some instances and as a region in other instances.

ARTICLE IV  
Affiliate Structure

**Section 3. Texas Faculty Association**

**The Texas Faculty Association is designated as the statewide higher education affiliate of TSTA/NEA. Membership in TSTA/NEA by employees of Texas Institutions of Higher Education shall be accepted only through joining the Texas Faculty Association. Exceptions to this may be granted to allow for direct membership for administrators if the Texas Faculty Association declines to accept administrators as members.**

**A. For most purposes, including delegate allocation, the Texas Faculty Association shall relate to TSTA as a statewide local. For purposes of representation on the TSTA Board of Directors, the Texas Faculty Association shall be treated as a TSTA Region. Members of the Texas Faculty Association shall not be counted as delegates to the TSTA House of Delegates for any other local affiliate and shall not be members of any TSTA Region.**

**B. For purposes of grants and rebates, the Texas Faculty Association shall be required to meet the compliance standards set forth below and shall receive those grants and rebates provided for TSTA Regions, including a Sparsity Grant, up to the annual limit applied for Regions by these bylaws.**

**C. The Texas Faculty Association shall adopt bylaws establishing an appropriate governance structure, which may include recognition for campus-based chapters, and which shall be in compliance with the standards established in this Section.**

**D. The Texas Faculty Association shall meet all of the compliance standards established in these bylaws for other locals of TSTA except for the following:**  
**1. So long as TSTA maintains the books and produces financial reports for the Texas Faculty Association, the Texas Faculty Association shall not be required to provide an audit conducted by a CPA.**

**2. In lieu of submitting the names and addresses of association representatives, the Texas Faculty Association shall submit the names and addresses of officers for any campus-based chapters that are established.**  
**3. Meetings of the Texas Faculty Association Board shall count as a meeting for purposes of meeting the requirement to hold three general or representative meetings per year.**

**E. The Texas Faculty Association shall not take any action in conflict with the purposes and philosophies of TSTA.**

**F. One member of the Texas Faculty Association shall be appointed to the TSTA Political Action Committee and any member of the Texas Faculty Association may be appointed to any other TSTA Standing Committee.**

[Section 3. Texas Faculty Association

**A. Minimum Requirements**  
**1. The Texas Faculty Association (TFA) is the statewide higher education affiliate of TSTA/NEA.**  
**2. The state higher education affiliate shall meet minimum standards as specified in Article IV, Section 2,C,2,4,5,6,7,8,9,10 and 12.**  
**3. Representation on the Board of Directors and state House of Delegates will be in accordance with Article VII, Section 5, F and Article VIII, Section 2, E.**  
**4. Shall not take any action in conflict with the purposes and philosophies of TSTA.**

**B. Recognition**  
**The terms and conditions of the relationship between the Association and the Texas Faculty Association shall be negotiated by TSTA except that the services and governance rights shall not exceed those set forth for Active members in these Bylaws.**

**C. Privileges**  
**1. Texas Faculty Association members shall elect one (1) delegate to the regional House of Delegates for each fifty (50) members or major fraction thereof in those regions which provide such allocation.**

**2. Texas Faculty Association members shall elect one (1) delegate to the State House of Delegates for each fifty (50) members or major fraction thereof.**

**D. Restrictions**  
**1. Texas Faculty Association members shall not be eligible to vote unless serving as a voting delegate to the regional and/or state Houses of Delegates under the provisions of Article VIII, Section 2, E.**  
**2. Texas Faculty Association members shall not be eligible to be counted for any other local affiliate delegate allocations.]**

**Maker:** Texas Faculty Association Board of Directors

**Rationale:** When the Texas Faculty Association became the statewide higher education affiliate for TSTA in the late 1980s, the bylaws were amended to provide that the two groups would negotiate a contract to provide for the specifics of the arrangement. That did not, in fact, happen until the early 2000s when TFA was struggling financially. This change in the bylaws comes with the acknowledgement of TFA that they need to make a shift similar to that made a few years ago by TSTA to focus on organizing rather than just service. Hopefully, it also will lead to a symbiotic relationship that recognizes that Higher Education and K-12 Public Education face very similar struggles in Texas.

**Vote Required:** Two-thirds

**Financial Impact:** Because the exact nature of the relationship between TFA and TSTA, including how money would flow, could be negotiated each year, it is difficult to estimate with any accuracy what the financial impact of this change will be. In discussions between TSTA and TFA before drafting the proposed amendment, it appeared likely that the overall impact would be negligible on either party. It does seem likely that the workload for some TSTA staff could increase slightly, but the existing staff should be able to handle it without any additions.

**CB&E Recommends:** Support





# Interest-based **problem** solving

It's an approach to making decisions and working with others, whether as groups or individuals, in a collaborative manner. It's about issues, not personalities; using reason to make decisions rather than power; and focusing on interests, not positions.

In the midst of the consultation meetings between Association of Brownsville Educators (AOBE) and Brownsville ISD Superintendent Brett Springston, talk would inevitably turn to problems members of the TSTA/NEA local association were having on various campuses.

AOBE's consultation team proposed training on interest-based problem solving (IBPS) that would benefit the district as a whole. The preliminary guidelines were that the two teachers trained had to be AOBE campus association representatives, and that the district would choose two administrators — one of them, the principal — from each of five campuses.

AOBE funded two days of training on Jan. 13-14 and brought in two NEA presenters from Maryland, Malethia Armstrong

and Don Kopp. BISD provided the site for the training, Pulam Elementary. Participants were from Pace High School, Cummings Middle School, and El Jardin, Keller and Vermilion elementary schools.

Evaluations showed the participants were excited about the training and ready to implement the strategies they learned on their own campuses. The following school day, two campuses already had met with their faculty and staff to share what they learned.

AOBE Executive Director Tom Puntureri has visited affected campuses and met with the trained administrators and association representatives. He is hopeful that IBPS training will expand further into the district as funding becomes available.



## What is IBPS?

IBPS is a strategy for communications and negotiations; it's an approach to making decisions and working with others, whether as groups or individuals, in a collaborative manner. IBPS is about issues, not personalities; using reason to make decisions rather than power; and focusing on interests, not positions.

IBPS relies on a series of components that help individuals and groups identify what it is they want to work on, what is important about the issue, how they might solve the problem, what is the most effective way to solve the problem for all concerned parties and what solution will be implemented.

Unlike other problem-solving strategies, IBPS is based on two critical assumptions: First, that the most effective solutions are reached when all affected parties are involved in the decision and the implementation; and second, that the parties are in a relationship with each other and will continue to be in such a relationship. The relationship could be work-related, family, social, recreational or other. In a group decision, the relationship aspect of a problem and its solutions must be considered just as much as the content aspect.

Interest-based strategies have been used in public policy decision making, labor-management relations, environmental and economic development issues, community planning, counseling, business and government. An interest-based strategy has been the basis for policy decisions in both the Middle East and South Africa.

Successful implementation requires joint training and commitment to the strategy. An interest-based strategy seeks a good solution, not just an agreement.

## TSTA-RETIRED ELECTIONS IN PROGRESS

TSTA-Retired's election of officers was in progress, via U.S. Mail, as the Advocate went to press. For the position of president, Johnetta Williams of Dallas had filed. For the position of vice president, Jay-Ann Rucker of El Paso had filed. Since both candidates were unopposed, the TSTA-Retired Bylaws state that they are automatically elected, with no ballot-ing necessary. Congratulations to Johnetta Williams and Jay-Ann Rucker for re-election to a second two-year term as president and vice president.

Elections were also in progress for delegates to represent TSTA-R members at the TSTA House of Delegates and the NEA Representative Assembly. These ballots were due at the TSTA-R office by

March 3, with ballots canvassed the following day.

## RETIRED MEMBERS TO MEET IN APRIL, JUNE

The TSTA-Retired Annual Meeting will be Wednesday and Thursday, April 13-14, in El Paso. Any TSTA-R member may attend and participate in the activities and business sessions. Two days of activities are planned at the El Paso Public Library, 501 N. Oregon Street, and the Camino Real Hotel, 101 S. El Paso Street. Watch for details in the spring issue of "TSTA-Retired Reporter."

There will be business to conduct, workshops to enhance your living style and games to enjoy. The hotel is a short distance from the public library. There will be plenty of fun. With your FREE registration, you will receive all meeting materials and a group dinner, but you must let TSTA-R know you plan to attend for logistics and meal planning. Make your hotel reservations by telephone, not online, by calling (915) 534-3099 and identifying yourself as part of the TSTA group.

The TSTA House of Delegates is April 15-16, immediately following the TSTA-R Annual Meeting. It will be at the Judson F. Williams Convention Center in El Paso. TSTA-R activities include business, fun, games, social networking and shopping. Please plan to be there.

The NEA-Retired Western Region Conference is April





Top row, left: Student members at Lone Star College participate in community college lobby days; shown are Margie Potter, Kitiara Salazar, TSTA-Student Program President Danielle Thorp and Jennifer Beauchamp meeting with Rep. Joaquin Castro. Top row, right: Pflugerville schools have been implementing the findings of an NEA KEYS survey. Bottom row, left: San Benito President Patricia Sandoval presents donations to James Flores of the local food pantry. Bottom row, middle: Northside ISD employees warn the Legislature that a rainy day is coming. Bottom row, right: Dallas association representatives learn about membership recruitment.

9-11 in Santa Ana Pueblo, New Mexico (Albuquerque). Registration is online at [www.nea.org/retired](http://www.nea.org/retired). Have your credit card available to register. With registration, you will receive all conference materials, an evening reception, two breakfasts and one lunch. Please plan to donate to PAC and the Jack Kinman Scholarship Fund. See the NEA-Retired “This Active Life” magazine for more information.

The NEA-Retired Annual Meeting is June 27-29 at the Swissotel in Chicago. Registration is online at [www.nea.org/retired](http://www.nea.org/retired). There will be elections for the president and vice president, as well as representatives to the NEA Resolutions Committee and NEA-R Advisory Committee. Any member may attend and vote on amendments, but only elected delegates to the NEA-RA may vote for the officers. TSTA and TSTA-R do not provide funding for this event, but you

may request funding from the active region board of directors.

### RETIRED MEMBER FEATURED IN NEA MAGAZINE

In the November edition of NEA’s “This Active Life” magazine is an article that mentions Region 4D-Retired President Frank Colbert Jr., of De Soto. You can read it online at [www.nea.org/home/41456.htm](http://www.nea.org/home/41456.htm).

### STUDENT CHAPTER PARTICIPATES IN LOBBY DAYS

Four members of TSTA-Student Program from Lone Star College-Kingwood were among students, faculty and community college supporters who took part in the Community College Systems’ lobby day, Feb. 2 in Austin. TSTA-SP President Danielle Thorp, local chapter president Margie Potter and vice president Jennifer Beauchamp, and Kitiara Salazar met

with Sen. Tommy Williams and Reps. Dan Huberty, John Otto, Senfronia Thompson and Joaquin Castro.

### NEA PROGRAM HELPS PFLUGERVILLE SCHOOLS ADAPT

Using NEA’s KEYS program, Pflugerville schools in 2009 asked teachers, administrators, parents, school board members and others in the community how they thought the school system could be improved. The result was a goldmine of valuable suggestions on how to change the schools to accommodate the stampede of new students.

Educators have introduced major reforms to address problems revealed by the survey data, such as a lack of respect between teachers and administrators, and some people say Pflugerville schools have already been transformed. Read the full story and see the video at <http://neaprioritieschools.org/2010/11/29/keys-helps-pflugerville-schools-adapt>.

### SAN BENITO HELPS FAMILIES IN NEED

TSTA’s local association in San Benito is proud to partner with the San Benito Food Pantry to help families in need. The local association recently presented a check to the food pantry to help them feed up to 250 families a week.

### NEA-DALLAS ASSOCIATION REPRESENTATIVES MEET

TSTA’s campus leadership pipeline for association representatives, successful building visits, using technology, value streaming and membership recruitment were the workshops offered at NEA-Dallas’ retreat for association representatives, Jan. 21-23 in Granbury. Twenty-five members attended. The trainers were TSTA organizational development specialists Deshaunta Kearns, Mark Maldonado, Bryan Weatherford and Gerald Haschke. AOT IV staff — Natasha Jackson, Janna Connolly and Felicia Fletcher — hosted the event.

### TSTA-CONROE HOSTS MEET-THE-CANDIDATES BRUNCH

TSTA-Conroe hosted a brunch at a local Denny’s Restaurant for members to meet the candidates for school board. Four of the seven candidates and 23 local members attended. Local Vice President Jessica Powell moderated the event with timed questions, then opened the forum to the floor.

“Members asked superb questions and got some interesting responses,” Powell said. “There were candidates running who had interests in giving parents more control of curriculum and school planning, as well as minimizing our district’s savings account to give back to taxpayers, regardless of CISD’s recognition as one of the most fiscally sound school districts in Texas.” She reported that those candidates also said they would push to open teacher records to parents, require weekly par-

ent phone contacts and privatize the custodial and maintenance staff.

TSTA-Conroe members endorsed two candidates and used Facebook, email and word of mouth to notify members, local educators and CISD parents. “The response was positive. Many community members reported back that they voted, and they chose to ally with TSTA-Conroe.” Both endorsed candidates won. <http://tstaconroe.blogspot.com>

### KLEIN STANDS UNITED ON RIF ISSUE

Threatened with a reduction in force, teachers and support staff turned out in force for the Klein ISD board meeting Jan. 10. Klein TSTA/NEA President David Casillas, Vice President Darlene Sentesi and NEA Board of Directors member Frances Smith all spoke.

“Agenda item 14 did not pass last night, and I feel this happened in large part because there were so many teachers present. This is what it is going to take as we move forward,” Casillas told his members the next day, but he warned that continued vigilance is crucial. [www.kleintsta.org](http://www.kleintsta.org)

### ALL THREE ENDORSED CANDIDATES WIN IN LAREDO

“The union is hot!” Ernest Davila, legislative and political action committee (LPAC) chair for Laredo-United TSTA/NEA, said in November, after all three candidates endorsed by the local won their school board elections.

The local association strategy included a voter database management system; a school board screening and recommendations committee; a series of trainings for the LPAC committee; a general membership meeting to endorse candidates; a team of TSTA members who worked directly with the endorsed candidates’ campaigns; a publicity campaign, including letters to

the editor, radio interviews, newspaper ads, emails and Facebook; and “working collectively, diligently and methodically” toward their goal. <http://on.fb.me/h2cNbJ>

### TSTA-STUDENT PROGRAM PLANS MARCH CONVENTION

Mardi Gras is the theme for the TSTA-Student Program State Convention and House of Delegates March 25-27 at the Omni Austin Hotel at Southpark.

Tommie Leaders, chair of the NEA-Student Program, will be the keynote speaker for the awards dinner Saturday night. Awards will be given to local chapters in the following categories: website, T-shirt, newsletter, community outreach and scrapbook. Recognition will also be given to outstanding local student leaders, chapter sponsors and emerging leaders.

Professional development offerings include art fusion across the curriculum, differentiated instruction, classroom management, addressing diversity in the classroom and meeting the needs of students with disabilities.

### STUDENT CHAPTERS WIN GRANTS

TSTA-Student Program is proud to have several local chapters that received grants from NEA. The statewide organization also won a grant.

Winning CLASS Grants were Lone Star College-Kingwood, Lone Star College-North Harris and San Jacinto College-Central.

Earning SOAR Grants were Angelo State University, Lone Star College-Kingwood, University of Texas at Austin, University of Texas at El Paso, TSTA-SP and University of Houston-Downtown at Kingwood.

Learn how your student chapter can get a grant at <http://www.nea.org/home/20268.htm>.





# How to reach your goals

The main reason people fail to meet their goals is they fail to adequately plan for success. Successful goal-setting involves a number of important steps. **By Dr. Paul Henley**

One of Stephen Covey's Seven Habits of Highly Effective People is, "Begin with the end in mind." That would mean determining what you want your students to know, do and be like before you start with a lesson or even an entire year. That makes sense. It gives you a self-directed standard to compare with what actually happened.

The most obvious way to begin at the end involves setting goals. Many people set goals at the beginning of a new calendar year: New Year's resolutions. Many involve losing weight, quitting smoking or getting out of debt. Most New Year's resolutions fail. People buy gym memberships and quit going after a month or so. Smokers quit until the third week of January, and many families see higher debt at the end of the year than they had at the beginning of the year.

The main reason is that people fail to adequately plan for success. Successful goal-setting involves a number of important steps.

Edwin Locke led a research team that examined the behavioral effects of goal-setting. They concluded that 90 percent of laboratory and field studies involving specific and challenging goals led to higher performance than did easy or no goals. Their work was substantiated in another study by Dr. Gary Latham. This led to a field called Goal-Setting Theory.

The **S.M.A.R.T.** Goal-Setting Theory offers a mnemonic device to help you start. Goals should have five qualities:

**S = Specific.** Goal objectives should address who, what, when, where and why.

**M = Measurable.** You need hard-and-fast numbers or benchmarks to determine whether or not you have met your goal. For example, "I'd like to lose weight" is not a specific goal. On the other hand, "By December 31, I will weigh 165 pounds" is a measurable goal.

**A = Achievable.** For a goal to be meaningful, it needs to be reasonably achievable. One of the worst things a goal-setter can do is choose a "pie-in-the-sky" goal that will only result in failure. Becoming a millionaire within six months is not reasonable. Cutting \$3,000 from your credit card debt in six months is achievable.

**R = Relevant.** Make sure that the end result is enough to keep you motivated throughout the attainment process. Brainstorm. What would you want to look differently in a month, a week, a year or five years from now? Make sure the goal is something that will drive you in the right direction for the amount of time it takes to attain it.

**T = Time-bound.** Unless you give yourself a deadline, you can sabotage your efforts. A deadline keeps you working and on-track. Without one, you give yourself procrastination. Napoleon Hill said, "Procrastination, the opposite of decision, is a common enemy, which practically every individual must conquer." Deadlines help you do this.

Mike Anderson, writing for ASCD (formerly the Association for Supervision and Curriculum Development), offers other tips on how to create and achieve goals below, which I've supplemented with a few suggestions of my own.

## PLANNING FOR SUCCESS

- Write your goals down on paper. The physical act of

writing down a goal makes it real and tangible. Set precise goals, putting in dates, times and amounts. That way, you can measure progress and achievement. If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.

- Write your goals in a positive voice. "Execute this technique well" is a much better goal than "Don't make this stupid mistake."
- Make sure goals are dependent on you and only you. A physical education teacher can only educate students about Body Mass Index (BMI). A goal such as, "80 percent of my students will have a BMI of 20 percent or less" makes your goal dependent on the actions of others. Your hard work should pay off. It may not if you depend on others to reach goals. Hugh MacLeod, author of "Ignore Everybody," blogs regularly at [www.gapingvoid.com](http://www.gapingvoid.com). He puts it this way: "If your biz plan depends on you suddenly

being 'discovered' by some big shot, your plan will probably fail."

## EXECUTING THE PLAN

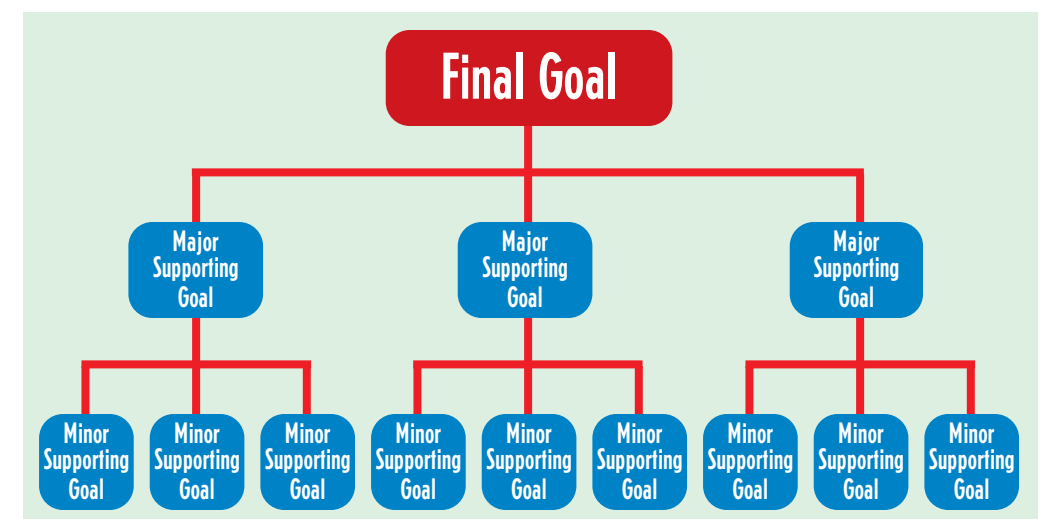
- Break goals down, using component subgoals. If goals are large and challenging, feedback and small successes will be important to your motivation. Subgoals help you see yourself reaching your final goal. Every goal will have different components, but many use a pyramid approach, with smaller subgoals as a base toward the overall goal.
- Keep the low-level goals that you're working towards small and achievable. If a goal is too large, then it can seem that you are not making progress. Keeping goals incremental gives more opportunities for reward and helps you maintain discipline.
- Finally, you must have the discipline to work on your goals regularly. This comes from a regular check-up on your progress toward your goals. Set specific times to check your progress.

At the end of the next year, or whatever time frame you set, you may want to re-assess where you are, how far you have come and where you want to go. Goal-setting is an ongoing process. Here are some specific considerations.

- If you achieved the goal too easily, make your next goal harder.
- If the goal took a dispiriting length of time to achieve, make the next goal a little easier.
- If you learned something that would lead you to change other goals, do it.
- If you noticed a deficit in your skills despite achieving the goal, decide whether to set goals to fix it.

Finally, another point from Hugh MacLeod: "When your dreams become reality, they are no longer your dreams." Goals are, in a sense, dreams. Keep dreaming!

*Dr. Paul Henley is TSTA's Teaching and Learning specialist.*







# The leadership fable continues

In the winter issue, we ran a fable about “Stephen,” a member who spoke before his school board for the first time — and lost. He later realized, “Leadership is not about winning; it is about acting in a way that transforms behaviors and culture. His simple act of standing up and speaking out inspired others to change their behaviors and shape their culture.” His story continues below. **By Bryan Weatherford**

In time, Stephen overcame the sting of not prevailing the first time he spoke before the school board. He knew going in that it would be a long shot, but he had a sense of satisfaction that he had taken a step forward — a step for himself, his colleagues, his profession and his students.

He realized he won because he was a changed person. His passion was re-ignited, and he was determined to do what he could to fan the flame in himself and his fellow association members. Passion is about doing, an active engagement, and his local association, with TSTA’s support, had guided him in

the right direction. Stephen knew that you could not separate advocacy for educators from advocacy for children. He thought about TSTA’s mission: the ultimate objective is to create great public schools for all children.

As the morning bell rang and the students began to filter into his classroom, he saw children with the potential for greatness, and he knew that to help them achieve that potential he, too, would have to reach his fullest potential. To his surprise, some of the students commented on his stand at the school board meeting and thanked him for speaking on their

behalf. Colleagues stuck their heads in the door and gave him a thumbs up or words of appreciation. He had never considered himself to be a leader, yet the realization that he was one began to settle in. It was a mantle he would not only carry but also help others pick up.

When lunch rolled around, he decided to eat in the teachers’ lounge rather than in the silence and isolation of his classroom. As he sat down, one of his colleagues commented that he had really gone out on a limb and asked if he was prepared for the fallout. Stephen responded in earnest that he knew any risk held consequences but also held benefits. He challenged everyone in the teachers’ lounge to get engaged with what was happening in public education and told them of how TSTA had inspired him to become an activist through its leadership development program. He needed them as members; more importantly, he wanted them as members.

Several of his colleagues replied that they just wanted to teach. Stephen shared with them why he believed he had become a better teacher through his activism. When his passion for his profession was re-ignited, it also transformed his teaching. He no longer saw problems coming into his classroom; instead, he saw opportunities. He no longer faced the day with a sense of dread and with mundane, rote activities. His engagement in the association transcended into engagement in the classroom, he said. Asked to explain, he shared his personal mission and vision statement — what he strived for as an association leader and as a teacher. This was something he had never even thought about until he went to a training that focused on the development of personal mastery — his own mastery — and these skills were not just leadership skills but also life skills. He had discovered the rights he

had as an educator and that the association could advocate for an expansion of these rights through increasing its power and influence with the school board. He had improved his communication skills which helped him not only advocate for his association and profession, but also address parental concerns, resulting in a more positive mindset among his students. In short, he had learned how to identify and create allies, and this gradually expanded his influence.

Stephen stressed that his engagement was a two-prong process. First, he joined his local association/TSTA/NEA, and then he took advantage of the opportunities TSTA provided him.

**He pledged to himself that he would continue to grow in his leadership capacity, grow his local association and do his best to transform his personal passion into a cohesive passion in the local.**

Knowledge had given him power, and a leadership skill set had given him capacity. He had developed two key attributes of leadership — confidence and self-discipline. Confidence had given him the capacity to act and the self-discipline to engage in the practice of leadership.

He had also seen growth in his local association. His message resonated with a lot of educators, so membership was increasing, but he also saw more and more members engaging in the work of the local. Some even discussed the possibility of speaking to the school board on some of the issues, just as he had.

Respect is a strong motivator and

Stephen enjoyed his increased stature in the district. He didn’t take it for granted though. This work was not about him but about the collective whole. It was about educators developing a sense of self-interest which built the power and in turn, created the change they needed and wanted.

At the end of the school year, the local association president, Mary, asked Stephen if he would like to be an officer. Flattered, Stephen asked what office she had in mind. Mary responded, “President.” She had been president for four years and was ready to step down. He had impressed her with his willingness to engage and to act, and she felt his passion would take the local association to the next level. Stephen had earned the respect of the superintendent, the school board, the members and the other educators in the district.

Stephen told Mary he would have to think about it; this was not something he wanted to enter into lightly. He realized that there was a distinct difference between unofficial leadership and official leadership. Even though he had spoken to the school board on behalf of the association, as an officer he would also be the face of the association. This was an enormous step that would no doubt impact his family and his career. He had doubts, but as he thought about it, he realized the time had come.

He contacted Mary, told her he would run and pledged to do his best and to do right by the association. He pledged to himself that he would continue to grow in his leadership capacity, grow his local association and do his best to transform his personal passion into a cohesive passion in the local.

In short, he would be the leader he wanted others to become.

*Bryan Weatherford is TSTA’s leadership development specialist.*



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2010-11 ENROLLMENT FORM

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AREA CODE	HOME PHONE	AREA CODE	WORK PHONE		

✓	ANNUAL DUES AND CONTRIBUTIONS	AMOUNT
	1. Professional Dues—TSTA/NEA (Active)	\$456.00
	Professional Dues—New to the profession	\$311.00
	2. Educational Support Dues—Full-time	\$241.50
	Educational Support Dues—Part-time	\$126.00
	3. NEA Fund for Children and Public Education (suggested amount \$15.00)	
	4. TSTA-PAC (see disclaimer below)	\$ 9.00
	5. Region Dues	
	6. Local Association Dues	

<b>TOTAL DUES AND CONTRIBUTIONS</b>	
<b>NOTE: Membership must include local and region dues if eligible.</b>	

**ETHNICITY/GENDER**

☐ American Indian/Alaska Native      ☐ Native Hawaiian/Pacific Islander  
☐ Black      ☐ Unknown  
☐ Hispanic      ☐ Multi-ethnic  
☐ Caucasian (not of Spanish Origin)      ☐ Other  
☐ Asian

**Gender:** ☐ Male ☐ Female

This 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.

**METHOD OF PAYMENT/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 or TSTA/NEA 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 *TSTA Briefing*, which is distributed by email at least once a week.  
Send to: ☐ home email address ☐ work email address

The TSTA Political Action Committee (TSTA-PAC) and the 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. Only U.S. citizens or lawful permanent residents may contribute to the NEA Fund. Contributions to the NEA Fund 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

**Former student member?**  
\_\_\_\_ YES \_\_\_\_ NO

Annual membership dues to NEA include \$5.65 for NEA Today, \$3.40 for NEA-Retired, \$3.40 for Tomorrow's Teacher and/or \$5.60 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.

Dues payments are not deductible as charitable contributions for federal income tax purposes. Dues payments (or a portion) may be deductible as a miscellaneous itemized deduction.

**Legal Liability Coverage:** Members of TSTA/NEA are automatically covered by \$6 million for most legal claims (\$300,000 for civil rights claims) while acting in the scope of employment. \$1 million is underwritten by the AIG Companies or successor provider selected by NEA. \$5 million excess is underwritten by United National Ins. Co., an A.M. Best Rated A+ (superior) carrier or successor provider selected by TSTA. Coverage is subject to the terms, conditions and exclusions of the policies which are available to members upon request by calling the TSTA Help Center at 877-ASK-TSTA. Notice required by Art. 21.54 of the Texas Insurance Code: These insurers may not be subject to all the laws and regulations of Texas. The insurance solvency guarantee fund may not be available to you or to TSTA.

**Employment Defense:** To be considered for legal services for job protection, membership is required for at least 30 days before the member knew or should have known of the events or occurrences leading up to the action complained about. Pre-existing conditions will not be pursued, except by discretion of TSTA.

MEMBER SIGNATURE	DATE	LOCAL ASSOCIATION REPRESENTATIVE
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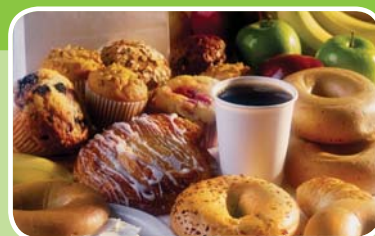
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