

Texas State Teachers Association/National Education Association

ADVOCATE

Fall 2013

You're making it happen
from the Capitol to the classroom



Raise your hand

Creating change for students

Getting involved in TSTA

Are you ready for the next step?

Workplace bullying

What if you are the victim?

Every day, we see why elections matter



Welcome to another school year and another opportunity for TSTA members to do what you do best — make a positive difference in young lives. Whether you are a teacher opening up young minds to new worlds or an education support professional transporting children to and from school safely, serving them a nutritious lunch, or keeping their learning environment clean and secure, you are promoting the best interests of your students and your community.

Our state’s future prosperity will be determined by the effectiveness of our public education system, and you are on the front lines of this challenging endeavor.

So please remember to make time in your busy schedule to take care of yourself as well as your students. Get enough rest and exercise, eat a healthy diet, and look out for your own professional interests. Your best interests and those of your students are intertwined, because

good teachers and support staff are the heart of a great public school.

Your decision to join TSTA reflects your strong commitment to professionalism and public education. It also offers you an opportunity to magnify your commitment — and your voice — by joining forces with other like-minded professionals determined to offer every child an opportunity to receive a great public education. This goal, as we well know, isn’t easy in today’s political climate, as anti-government ideologues delight in cutting education funding and privateers try to transform public schools into corporate profit centers.

Most of you kept your jobs after the 2011 legislative session, when the political majority in Austin made deep cuts in education funding, but thousands of your former colleagues didn’t. And many survivors suffered from stagnant pay and larger teaching loads.

This year, we got some relief. The Legislature restored about 80 percent of the \$4 billion in direct state aid that was cut from school budgets two years ago. This was due in large part to the effectiveness of TSTA’s Stop the Cuts campaign and the election — with our support — of more education friendly candidates in last year’s legislative races.

This means most of your local school districts are in better shape financially than they were the previous two years, but our work isn’t over. Our job now is to turn the restored state dollars into benefits for our members and their students.

A number of our locals already have won pay raises and higher district contributions to health insurance premiums for teachers and support staff. Read their stories, starting on page 8, and think about what you can do in your own school district.

Many districts will see even more state funding restored next year, and now is the time to begin organizing to address compensation issues in next year’s budget. In districts that have school board elections next year, begin work on recruiting candidates who will listen to teachers and other school employees and give priority to classroom needs at budget-setting time.

As always, TSTA’s professional staff in Austin and in the field will be eager to help with advice, strategy, and technical assistance. But you know your district and your local needs best, and you must take the initiative.

I know. This school year barely has begun. But even as you meet your students’ needs now, it is not too early to begin preparing for 2014-15. In education, our challenges and opportunities are never-ending.

—Rita Haecker, TSTA President



FIRST MEETING OF THE FALL: TSTA Student Program members at Texas Tech University in Lubbock start the new school year with a picnic. See more photos at www.flickr.com/photos/tstapublicaffairs/sets.

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Raising our hands for public schools

During the NEA Representative Assembly July 3-6 in Atlanta, one idea resonated above the rest: When it comes to leading a movement for student success that is real and sustainable, no one is better equipped than educators.

“We must empower our members to create change,” NEA President Dennis Van Roekel told some 9,000 delegates.

“Some [people] don’t like the Association’s focus on quality in the classroom and in schools, but if we don’t empower educators to take control of how to define quality, then who will? Congress? Governors? State politicians? Michelle Rhee? Maybe the Koch Brothers?” he said, referring to the billionaire businessmen whose

money has helped fund anti-worker efforts.

During this year’s meeting, NEA launched “Raise Your Hand for Public Education,” a campaign to help educators become leaders in a national movement for public education. The kick-off included dynamic and respected educators from the classroom and research

community who engaged the standing-room-only crowd in a day of professional rejuvenation and empowerment.

Delegates increased membership dues by \$3, which will generate more than \$6 million for Great Public Schools Grants for state and local affiliates. The grants will support innovative projects and ideas for boosting student learning.

National Teacher of the Year Jeff Charbonneau urged delegates to ignore the relentless negative portrayals of public schools in the media and redefine the message.

“Rather than succumb to the notion that we are failing, we must celebrate the quality education that we are providing while strengthening our resolve to further improve,” he said. “Despite what we read in the paper, students and teachers across the nation are achieving in countless ways. It is time for us to recognize that public education is succeeding.”

Education Support Professional of the Year Donna Schulze delivered a similar call to action.

“I think much of the public has a distorted picture of teachers, principals, and school support staff,” Schulze, a Maryland paraeducator, said. “This is why we need to raise our hands and our voices and educate them to the truth. And for this to succeed, we need to step up and step out of our comfort zones and get politically active. Get in the game!”

For more about the Representative Assembly, including photos and video, go to www.nea.org/ra.

— Tim Walker



RAISE YOUR HAND: NEA delegates pledge to take the lead in improving America’s public schools.

TAKING THE STAGE: TSTA Vice President Noel Candelaria joined NEA Vice President Lily Eskelsen Garcia on the stage at the Representative Assembly.

INTERNATIONAL GUEST: TSTA President Rita Haecker was chosen to introduce Carlos De Feo of Argentina to NEA delegates.



Kicking off the new school year

It's a tradition for the new TSTA Board of Directors to gather on the roof of our headquarters building in Austin for a photo; our location, just one block away from the state Capitol, provides an impressive backdrop. Above is the group shot for 2013-14, taken during their Sept. 14 meeting.

Here's the list of members for this school year. See <http://tsta.org/about-tsta/about-us/tsta-leaders-staff/board-directors> for contact information.

- TSTA President: Rita Haecker
- TSTA Vice President: Noel Candelaria
- NEA Director, Place 1: Angela Davis
- NEA Director, Place 2: Evelina Loya
- NEA Director, Place 3: Rae Nwosu

- Region 1A: Patrick Hammes
- Region 1B: Jessica Aragon
- Region 1C: Hilario Cavazos
- Region 1D: Laura Alfaro
- Region 1E: Linda Estrada
- Region 2A: Glenda Hawthorne
- Region 2B: Arlinda Valencia
- Region 2C: Javier Ruiz
- Region 2D: Susan Seaton
- Region 2E: Trasell Underwood
- Region 2F: Alice Keller
- Region 2G: Norma De La Rosa
- Region 3A: Jo-Anne Davies-Isadore
- Region 3B: Ovidia Molina

- Region 3C: James Jordan
- Region 3D: Jessica Powell
- Region 3E: Charlenee Hardee
- Region 4A: Winifred Jackson
- Region 4B: Lisa Wingo
- Region 4C: Norman Quigley
- Region 4D: Angela Davis
- Supervisory At-Large: J.L. Martinez
- ESP At-Large: Leonor Terrazas
- ESP At-Large: Karen Barnes
- TSTA Retired: Anna Louise Watkins
- Texas Faculty Association: Harvey Yarborough
- TSTA Student Program: Brandon Swaringim

NEW 'POWER IN NUMBERS' VIDEO LAUNCHES

In a powerful, professionally produced video, leaders and members talk about the value of TSTA and how "power in numbers" provides us the skills and the voice to advocate successfully and make a difference for educational employees and public schools. <http://youtu.be/ACeExoDktDA>

SOCIAL SECURITY OFFSETS: WHY YOU SHOULD CARE

You have just graduated from college and begun teaching. Why should you care about Social Security offset provisions? TSTA Government Relations Specialist John Grey explains the Windfall Elimination Provision and Government Pension Offset, and their potential impact on your future. www.tsta.org/sites/default/files/GPO-WEP-TRS.pdf

TSTA COSPONSORS TEXAS CONFERENCE FOR WOMEN

TSTA is again cosponsoring the popular Texas Conference for Women, Nov. 19 at the Austin Convention Center, and that makes you eligible for a discount on registration! Your promotional code is SO13TX. www.txconferenceforwomen.org


TSTA AWARDS

TSTA offers several awards to honor teachers, education support professionals, and individuals outside the field who support public education. This year, we are proud to announce two new awards that recognize All-Star Association Representatives and Leaders for Tomorrow.

- All-Star Association Representative (or All-Star AR) Awards recognize exemplary leadership at the building or work-site level.
- Leaders for Tomorrow Awards will be presented to members who demonstrate characteristics of future leaders.
- Instructional Awards recognize local associations for activities and accomplishments that incorporate the NEA Priority Schools Initiative.
- School Bell Awards recognize outstanding media coverage of education issues and events.
- Pride in Communications Awards recognize outstanding local/regional association newsletters and websites.
- Ronnie Ray ESP Advocate of the Year Award recognizes an educational support professional who demonstrates outstanding accomplishments and contributions to public education.
- Friend of Education Award recognizes an individual, organization, or company outside of the field of education who made a significant contribution to public education.

- NEA Human and Civil Rights Award honors an individual, organization, and/or region or local affiliate.
- TSTA Social Justice Patriot Awards recognize Texas educators, TSTA local and regional associations, and other individuals or associations who are friends of education for distinguished service and contributions in promoting and/or encouraging professional and human rights activities.
- Ermalee Boice Instructional Advocacy Award recognizes and promotes teaching excellence.
- NEA Foundation Learning & Leadership Grants allow individuals to participate in high-quality professional development experiences and groups to participate in collegial study.
- NEA Foundation Student Achievement Grants improve the academic achievement of students in U.S. public schools and public higher education institutions.

Find out how you can nominate someone for an award at www.tsta.org/news-center/awards-grants or call 877-ASK-TSTA for more information.



Make Some History in Class Today

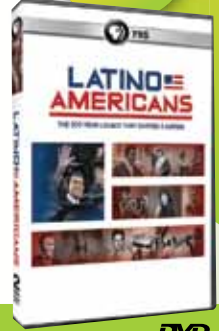
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Latino Americans

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Making a difference: from the Legislature to the classroom

By Clay Robison, Public Affairs Specialist

Securing additional state funding for public schools was an important success story for TSTA during last spring's legislative session, but our work didn't stop there. Equally important is turning the new state dollars into benefits for our members and their students. That work is well underway throughout the state and will continue as we begin a new school year.

Following TSTA's Stop the Cuts campaign and the election of more educa-

tion friendly candidates during last year's legislative races, state lawmakers restored to school districts about 80 percent of the \$4 billion in direct state aid that had been cut in 2011. Districts received their first increased allotments of state dollars this year, and TSTA locals immediately began working with school board members to win overdue pay raises for many teachers and school employees or coverage for rising health care premiums.

"These local efforts are what really make a difference for educators, educational employees, and our students and schools," said TSTA Director of Public Affairs Ed Martin.

HERE ARE SOME EARLY SUCCESS STORIES:

➤ The Del Valle Education Association convinced the Del Valle ISD Board of Trustees to amend its budget and fully fund the employee-only TRS Active Care Plan 2 premium for the 2013-14

school year. Initially, the district had planned to cover the premium cost of only the High Deductible Plan 1. DVEA President Michelle Cardenas said that would have dealt a "devastating economic blow to all employees, but especially to support staff who struggle to make a living wage."

DVEA members turned out en masse at the May, June, and July school board meetings to demand affordable health care, and more than a dozen members spoke on the issue. The local also presented the board with a petition signed by more than 500 employees who were outraged at the prospect of affordable health care being put out of reach. The board listened.

"Now, with the district planning to fund the whole premium of TRS Active Care Plan 2, affordable health care is back," Cardenas said.

The decision raises the district's contribution to employee health insurance premiums from \$325 to \$529 per month, saving each employee more than \$2,000 during the new school year. Each employee also received a raise equal to 3 percent of the mid-point of the teacher salary schedule or employee pay grade. DVEA gave special thanks to board members Ann Heuberger, a former TSTA vice president; Rebecca Birch; Debbie Russell; and Susanna Woody.

➤ Thanks to the additional state funding — and the hard work of the Harlandale Education Association — Harlandale ISD teachers and support personnel received across-the-board 4 percent raises, more than double the amount

the administration initially had proposed. All employees also will receive a \$750 retention bonus, to be paid in two installments in December and May.

The administration first presented a budget that included a 2 percent mid-point raise for teachers and an hourly increase of only 30 to 40 cents for support workers. But HEA President Cathy Stein and TSTA staffer Susan Salinas spoke at every budget work session and school board meeting during the summer, advocating for larger raises. They also met with individual board members to emphasize the new state funding, and the board directed the administration to work with TSTA and revise the pay proposals to reflect the additional state money.

HEA's success was due in large part to their efforts in last May's school board election. Two board members who voted for the higher compensation — Juan Mancha and Erma Casarez — were elected last spring with the local association's support. HEA was the only association in Harlandale that advocated for a higher pay raise.

➤ TSTA's local in Laredo helped secure an assortment of pay raises and/or higher district funding of insurance premiums for teachers and other employees in United ISD and Laredo ISD. Teachers and hourly workers in United ISD received 6 percent raises, and administrators got 3 percent. Principals also got a \$500 bonus on top of their

PHOTOS

Left page: Austin. Right page: Harlandale, Alief, Del Valle, Laredo, Brownsville, Clear Creek. Following page: Laredo United.





raise. Laredo ISD gave teachers a salary schedule bump and one-time bonus totaling \$2,500 and gave other employees a 6 percent pay raise. Laredo also absorbed increases in health insurance premiums for employees, as much as \$1,700 a year for some employees with families.

► Lobbied by the Clear Creek Educators Association, the local school board granted a 3 percent pay raise for all employees and then tagged on an additional 2 percent for auxiliary and paraprofessional workers and an additional 1 percent for teachers, librarians, and nurses. The board also approved further adjustments, which CCEA had been seeking, to teacher salaries that had fallen below the median salaries for peer school districts. And the district offset an increase in Teacher Retirement System insurance premiums by \$40 a month for all employees enrolled in the plan.

CCEA's strong working relationship with the school board was solidified last spring when the local played a major role in re-electing the new board president, Ann Hammond, over a Tea Party

challenger and winning voter approval of a \$367 million bond election.

"It's an exciting time to be a Clear Creek Educators Association member," said President Jo-Anne Davies-Isadore.

► Austin ISD continued the 3 percent pay raise for teachers and other employees it granted a year ago and added a 1.5 percent bonus for all employees, to be paid in two installments in January and May. Education Austin President Ken Zarifis said the school board also was committed to working with the local on continuing contracts that would include 5 percent annual raises for the next three years, although that issue will be subject to future board approval. Austin ISD became the second school district in Texas to extend health insurance benefits to domestic partners of district employees. Pflugerville ISD, which approved the policy last year, was first. The Austin school board used the term "qualifying individuals" in order to remain in compliance with the state constitution while covering domestic partners who meet the criteria for coverage.

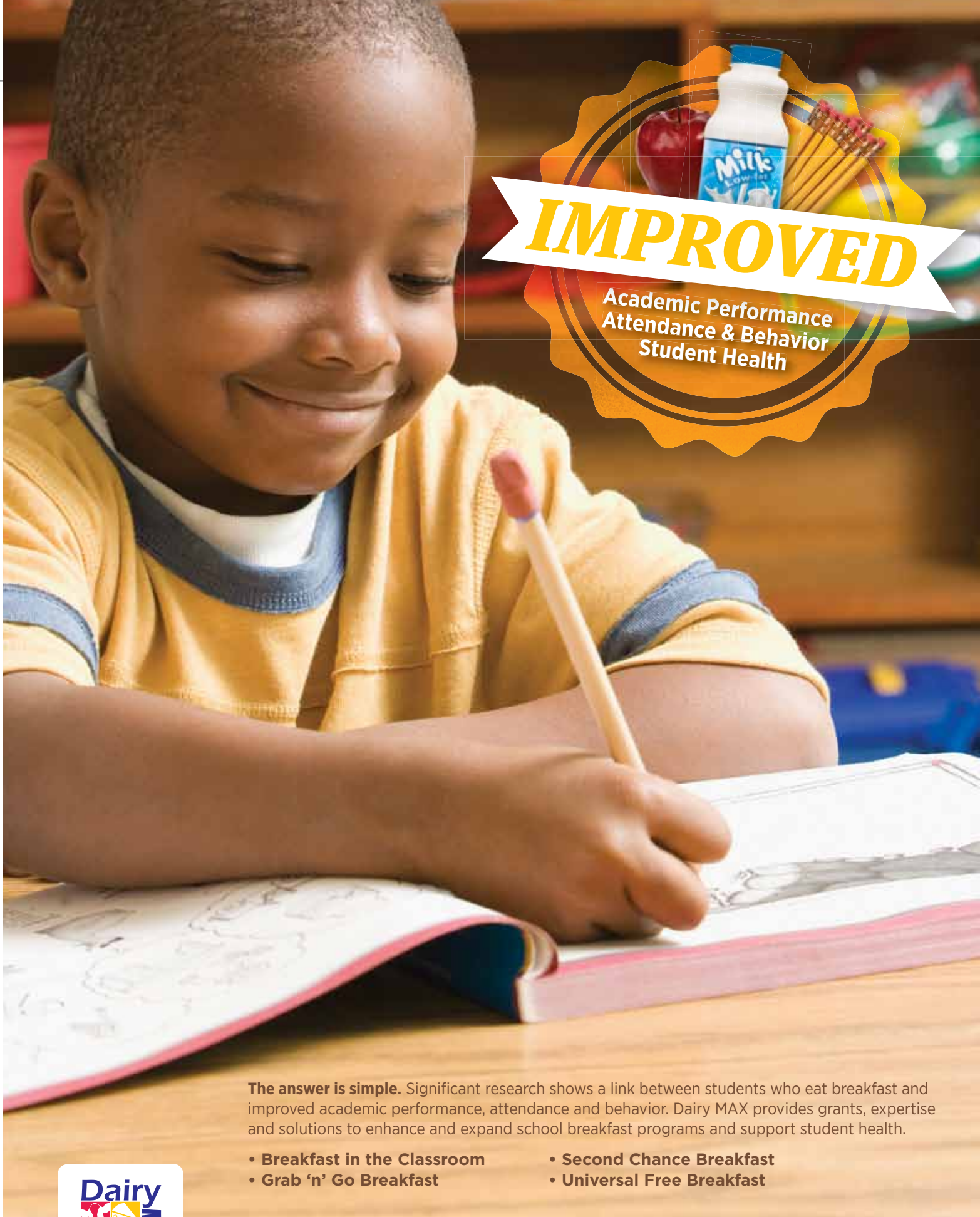
► Alief-TSTA/NEA secured a 3.5 percent midpoint pay raise for teachers and other school workers. The local's campaign included multiple presentations at school board meetings, an on-line petition, and a targeted Facebook campaign. Alief ISD also contributes \$285 a year to help with employee insurance premiums.

► Delia Ramirez, an Association of Brownsville Educators member and dyslexia aide at Oliveira Middle School, addressed the Brownsville ISD school board at a budget meeting in June on the inequity of classroom paraprofessionals not being paid for having an associate's degree or higher. The board listened and approved incentives of \$200 for classified employees with associate's degrees and \$250 for classified employees with bachelor's degrees. The incentives will be paid in two increments in December and May.

"Success breeds success," TSTA's Ed Martin said, noting that most school districts also will receive increases in state funding in 2014-15, offering more opportunities to organize and reward educators who bore the brunt of the earlier spending cuts.

It's not too early to begin laying the groundwork for local organizing campaigns around next year's funding, and the TSTA Public Affairs Center is ready to help.

"Our real interest is students. We want great schools for every child," Martin said, "and great schools require teachers and support professionals who are fairly and adequately compensated for the great work that they do."



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- Grab 'n' Go Breakfast
- Second Chance Breakfast
- Universal Free Breakfast



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Want to be more involved?

“Association representatives are very important. It’s like when you send the marines into a battle: Those ARs are there first. “

Consider serving as an association representative (AR) for your campus or worksite. Sometimes called campus leaders or campus representatives, ARs are the eyes and ears of the association, listening to and sharing building members’ concerns and interests.

“Association representatives are very important. They’re the first contact,” said Arthur Robinson, who was an AR for Alief TSTA/NEA until he became president this year. “It’s like when you send the marines into a battle: Those ARs are there first. They see things and hear things before it gets to us.”

What exactly does an AR do?

Keeping members informed — about

association accomplishments, potential problems, and activities at the local, state, and national levels — is a primary role. An effective AR might communicate through 10-minute meetings, up-to-date bulletin boards, personal conversations, surveys, and/or online or printed materials.

ARs listen to their members, empower them with information, and ensure their voices are heard. Courtney Thomas may be a new AR, but she knows more about the association than many seasoned members; she is a third generation TSTA member who attended her first NEA Representative Assembly at age 8 with her grandmother.

“I actually got to see what TSTA has done for my family members, whether it was a legal issue or just to be knowledgeable of what rights teachers have,” said Thomas, who is a member of Clear Creek Educators Association and joined TSTA Student Program when she was enrolled at Sam Houston State University.

“If something happened at one of their schools, they were not the type to sit back and suffer. They knew the information and were able to stand up and help not only themselves but others as well,” she said.

ARs work hard to build membership at their worksite, because they know there’s power in numbers.

“Members will say, ‘This is happening! What are we going to do?’” said Erika Rendon, an AR in Laredo United ISD. “We start gathering information, researching, and looking at policies, and then we go (to the school board or administration) and present it.”

The AR mobilizes members to help elect pro-education candidates to their school board, the legislature, and state and national office.

“I’m a big believer in political action. It’s the only way we are going to get the changes that we so desperately need,” said Lisa Rex-Kuhn, an AR for Lubbock Educators Association.

“I take members political action stuff, and I dare them to find something that doesn’t impact them on a daily basis, whether in the classroom or with their own children,” she said. “When they can’t, that opens up the door for

discussion as to why they need to be involved in politics.”

If a member encounters difficulties at work, the AR is the first point of contact, listening carefully to what happened, encouraging documentation of events, explaining the member’s rights, and possibly referring him or her to the local grievance committee/ Member Advocacy Team or the TSTA Help Center.

“I was already that person people would come to for advice,” said Antoinette Carpenter, a Port Arthur Teachers Association AR, but with the skills and tools she has acquired through TSTA training, she now feels better equipped to guide her members and “give them the strength to just keep going and know that everything is going to be okay.”

“It’s just a hurdle you’ll get over,” she said. “In the end, it makes you a better person because you went through that struggle. It helps you help someone else when they’re in that same situation, which makes the entire unit stronger.”

Through involvement — taking on issues that affect learning and working conditions — a community of educators grows stronger. Members begin talking to and helping one another. And the AR is the person who fosters that involvement at the grassroots level. If this sounds like a role you would enjoy, talk with your local president or, if your area does not yet have a local association, call 877-ASK-TSTA.



HONORING ALL-STAR ARS

TSTA has a new award for All-Star Association Representatives that will recognize outstanding performance in one or more of the following areas:

- engaging members at their worksite;
- encouraging members to volunteer and helping to identify new leaders;
- attending association meetings and holding meetings at worksites;
- taking the lead in association organizing campaigns;
- assisting members with campus-level problems; and
- informing the local leadership of members’ issues and concerns at their worksite.

Every TSTA region will recognize all of its nominees, and the regional Board of Directors will select one to be the regional winner for recognition at the TSTA House of Delegates. Watch for details at www.tsta.org/news-center/awards-grants.

PHOTOS
From bottom left: Erika Rendon, Antoinette Carpenter, Courtney Thomas, Arthur Robinson, and Lisa Rex-Kuhn.



GETTING INVOLVED



Our Emerging Leaders

They are young. They are ready to be more involved in their association and their profession. They are, in the words of TSTA President Rita Haecker, “very talented leaders very focused on what they want for TSTA.”

The 25 individuals who were trained at the July Emerging Leaders Conference in Austin bring fresh ideas and strategies to the association, Haecker said, noting that, while we are proud of TSTA’s accomplishments over 133 years, we must now focus on the future.

“We must take the time to hear (new members’) stories, get to know what moves them and what they want to do as leaders in TSTA,” she told local presidents at the Organizing Institute, who met in joint session with the Emerging Leaders. “Listen, listen, listen, and be receptive to their ideas.”

On the following page, members of the class of 2013 are listed.

EMERGING LEADERS 2013



I’ve been on the other side of the spectrum, the kind of teacher that is just there, following what everyone else is doing. It’s time for me to step up and make changes.

Daniel Lopez, Donna TSTA/NEA



I wasn’t very active my first three years, mainly because I was getting used to being a teacher. Seeing the younger leaders in our local ... (when they asked me) to become involved, I felt like they saw something in me. I felt needed.

Morgan Kirkpatrick, Lubbock Educators Association



TSTA has your back, and it’s so much more than that. We are the group that is making a difference in education. I’m part of something that helps all members, and it’s not just in Texas. It’s all across the nation.

Sebrina Dollar, Beaumont Teachers Association



I joined to try to make a difference for our students, especially with the cuts. That’s the only way to do things — get together as a group. The group is more powerful than just one person.

Vanessa Saenz, Ysleta Teachers Association



I am new to the organization. I love it. I’m impressed with all the people who are involved – they are so knowledgeable and very nice – and all the information!

Celia Saiz-Guerrero, Association of Brownsville Educators

- Claudia Cortez
- Esau Davila
- Juan Davila
- Nataujia Dejohn
- Sebrina Dollar
- Maria Dominguez
- Celia Saiz-Guerrero
- Lorenzo Hernandez
- Pablo Hernandez
- Sakina Hoskins
- Morgan Kirkpatrick
- Daniel Lopez
- Jessica Naranjo
- Katherine Plemmons
- Dorian Prier
- Erika Rendon
- Lisa Rex-Kuhn
- Vanessa Saenz
- Sarah Shutic
- Hannah Smith
- Courtney Thomas
- Kizzie Thomas
- Jessica Uribe
- Maria Villafranca
- Malissa Wood



LifeChanger: custodian mentors and listens

Charles Clark, a TSTA member in the Hurst-Euless-Bedford ISD (holding award), is a custodian at Trinity High School — and more. He also is a mentor to students, ready to offer a helping hand, a receptive ear, or important advice.

“I’m here for them to talk to. I let them know that they can achieve their goals and be successful in life,” he explained. “Some people equate custodial work to people who are not successful, but I try to show those people that it’s not the job title that makes the man. It’s the character of the man himself.”

Clark’s dedication to his job and to the students he encounters every day has won him the top honor in a national program that focuses attention on edu-

cators and school employees who make positive differences in students’ lives.

Clark was honored last spring as the 2012-13 National LifeChanger of the Year Grand Prize Winner and received a cash award of \$5,000 for himself and another \$5,000 for his school district. The program, sponsored by National Life Group, recognizes and rewards K-12 employees who exemplify excellence, positive influence, and leadership.

“The students know that I genuinely care about their successes, that I’m not here just for the paycheck,” Clark said. “So, they don’t want to disappoint me, and they work hard to succeed.”

The award winner said his father was his greatest role model and notes that he sees many students from single-

parent homes who are missing that role model.

“I’m here for them to talk to,” he said.

He recalled a letter he received from a female student a few weeks after Christmas a couple of years ago.

“She wrote that she had never met her father, but hoped that he would have been like me. That was the ultimate compliment.”

Clark, who has been a custodian for more than 20 years, hopes that other school custodians across the country “can see what I have done (and) realize that they too can make a positive difference in the lives of their students.

“The greatest asset we have is our young people,” he said.

—Clay Robison, Public Affairs Specialist

Student & retired members



Our student-retired mentoring project, above, expands this year to UT-El Paso



OUTREACH TO TEACH: Clinton Gill, staff liaison; Dr. Jana Willis, Kaitlin Nickolas, and Katie Bruno, University of Houston-Clear Lake; Brandon Swaringim, TSTA SP president; and Letty Adame, UT-El Paso

STUDENTS REACH OUT IN ATLANTA

For 17 years, NEA Student Program's Outreach to Teach has brought future, current, and retired educators together for a day of hard work prior to the Representative Assembly. Volunteers paint, redecorate, repair, and landscape a local school.

This year, TSTA Student Program members and TSTA Retired member Ricardo Casiano of San Antonio helped remodel Thomasville Heights Elementary School in Atlanta.

MENTORING PROJECT TO EXPAND

TSTA Retired and TSTA Student Program are expanding the very successful Intergenerational Project. Student members are paired with TSTA-R members, but this is not your ordinary student mentor program; instead of grading, expect a lot of support and love. Applications are required from both students and retirees, who will be trained. Applications are on the TSTA-R web and Facebook pages. The first year, retirees worked with University of Houston-Clear Lake students. This year we plan to expand to the University of Texas at El Paso. Retired participants may live anywhere, but the Houston and El Paso areas are preferable.

TEXAS TO HOST NEA CONFERENCE

NEA has selected Houston as the site of the next Spring Leadership Development Conference. TSTA Retired will host the event, scheduled for March 25-27 at the Westin Galleria Hotel. Watch the NEA website and This Active Life magazine for details.

MORE NEWS FROM TSTA RETIRED

Officers for 2013-14: Louise Watkins, Aledo, president; Rose Champion, Brownsville, vice president; Katherine



STUDENT OFFICERS: State officers of TSTA Student Program meet at TSTA headquarters with TSTA Vice President Noel Candelaria (second from right).

Milano, The Woodlands, secretary; Paul Haupt, El Paso, treasurer; and Johnetta Elston Williams, Dallas, immediate past president

Recent events: The June NEA Retired Annual Meeting at the Atlanta Hilton Hotel included workshops for state presidents as well as the general membership. NEA President Dennis Van Roekel, Vice President Lily Eskelsen García, and Secretary-Treasurer Becky Pringle spoke. Representing Texas were Louise Watkins; Johnetta Williams; Ricardo Casiano; Frank Colbert, Jr., Dallas; Letha Grace McCoy, Burleson; Bobbie Duncan, Odessa; Lois Stephens, Longview; and Diane Wilkerson, Conroe. Watkins and Williams were voting delegates.

Elections were conducted for NEA Retired vice president and executive council, and representatives on the NEA Board of Directors and Resolutions Committee. Our own Bobbie Duncan was elected as an Alternate NEA Board of Directors member.

At the July 1-6 NEA Representative Assembly, Watkins and Wilkerson were TSTA Retired delegates, and Duncan was an at-large delegate.

Nominations due: Nominations are in

order for TSTA Retired secretary and treasurer, both two-year terms; at-large delegates to the 2014 TSTA House of Delegates in San Marcos; and delegates to the 2014 NEA Representative Assembly in Denver. If elected as an NEA delegate, you will be a voting delegate to the NEA Retired Annual Meeting.

All elections are in February with ballots due March 6. Members may self nominate. Candidates for office must be TSTA Retired/NEA Retired Active Members; candidates for delegate must be members in the category in which they are nominated. All forms must be completed and returned by Jan. 15, 2014. The form will be on <http://tsta.org/for-members/affiliates/tsta-retired> and in the Winter Advocate.

Quilt 3: TSTA Retired board members are selling \$2 quilt tickets through April. The drawing will take place at the TSTA House of Delegates, and you do not have to be present to win. Quilt 3 will have a Texas theme, and a photo will be posted on the TSTA Retired Facebook page, <https://www.facebook.com/TSTAR.NEAR>, and in the Advocate.

Email: Do we have your current email address? Send your email address to Lisa Cole at lisac@tsta.org. And while you're online, "like" us on Facebook!



GLOBALIZED LEARNING

Loryn Windwehen

In keeping with its mission to prepare students to thrive in a rapidly changing world, the NEA Foundation sent 36 Global Learning Fellows to observe classroom instruction and interact with their peers in São Paulo and Rio de Janeiro this summer. Prior to the trip, they learned basic Portuguese and studied the impact of history and culture on Brazilian society and education; after the trip, they created lesson plans to share worldwide.

Loryn Windwehen, who teaches in North East ISD (San Antonio), was one of the fellows.

BEST EXPERIENCE: Visiting the schools in São Paulo impacted me the most. I expected to visit schools that needed help from us, the American educators. To my pleasant surprise, I observed teachers using nothing but the best practices, students learning and being loved, teachers being respected by all, and not one mention of a test score as a driving factor in their



curriculum. Student success, life skills, and relationships were their focus — just as it should be. There, administrators respect the teachers immensely, and the bond they share is evident. Together, they seek results and focus only on solutions, not problems. It was the awareness that we can all connect, regardless of language. Education is wonderful, as is a love for education. What I experienced in Brazil was that and more — love demonstrated for all people through education.

HOW THE TRIP CHANGED ME: My perspective as an educator has broadened. I see my students not as just citizens of San Antonio or Texas but as global citizens who can better the world. It is my responsibility to empower my students to investigate this diverse

Earth — the cultures within it and the resources it provides — with purpose.

UNEXPECTED BENEFITS: What made this trip so powerful was not just the people and places of Brazil, but experiencing them with some of the greatest educators in the United States, people who feel as passionate about education as I do. I made a point of sitting by someone different at every meal and event, and in every conversation, we found a connection.

ONE WORD TO DESCRIBE THE EXPERIENCE: Ótimo! In Portuguese, it means excellent. I used it every day — to describe a delicious meal, a beautiful performance, or an amazing sight — and the locals would giggle in a “that’s cute that she is trying so hard to use our language” sort of way.

MY LESSON PLAN: Globalizing my curriculum is a huge goal for me, and one I want to share with my colleagues. My students will research obesity and starvation and the relationship between the two, if one exists. We will also investigate water quality throughout the world in my science classes. My environmental science class will maintain indoor and outdoor recycling programs while researching world waste.

WHAT I LEARNED: I entered Brazil an American educator, and I returned home an inspired global educator — one who seeks to educate and learn from people of all ages in all parts of the world. When we understand others’ values, beliefs, and culture, we make a true connection and education takes place.

MORE ON THE PROGRAM: <http://bit.ly/1dnsADE>
NEA BLOG: www.neafoundation.org/blog/blogging-brazil-2
PHOTOS AND VIDEO: purposefuleducator.blogspot.com



D.C. gala to honor top teachers

Marisa Maher, a high school business teacher and coach in Dripping Springs, is one of 36 recipients of the California Casualty Award for Teaching Excellence, one of the nation’s most prestigious honors for public school educators.

She will be honored at the NEA Foundation’s Salute to Excellence in Education Gala Feb. 7 in Washington, D.C. The annual event attracts the nation’s leaders from public education, philanthropy, and the private sector.

Each awardee’s school will receive \$650. Five finalists will receive \$10,000, and at the conclusion of the gala, one of them will be named the nation’s top educator and receive an additional \$25,000.

The NEA Foundation supports student success by helping public school educators work with key partners to build strong systems of shared responsibility. Read more at www.neafoundation.org. California Casualty offers automobile insurance to TSTA members; visit www.calcas.com/tsta for details.

Unions, superintendents collaborate on education reform



A team from San Antonio ISD will join the second cohort of the NEA Foundation Institute for Innovation in Teaching and Learning, a national effort to address challenges facing public education. The five teams — from Texas, Louisiana, Colorado, Nevada, and Massachusetts — are led by teacher union presidents and superintendents.

They will participate in a two-year program, becoming part of a network of collaborative teams tackling some of the most pressing issues in public education, such as motivating teachers to be the drivers of their individual and collective professional growth through the design of comprehensive development systems.

To learn how your school district can apply to become an Institute site, visit <http://bit.ly/19137e8>.

TSTA members featured in NEA magazine



The summer issue of NEA Today magazine, which you received in August, spotlights several TSTA members.

“Why I’m a Member” by Montserrat Garibay, a pre-kindergarten teacher in Austin ISD and vice president of Education Austin, is on page 37. She talks about an NEA grant that is enabling her local to help immigrant parents.

The feature article “What’s Her Number?” begins on page 38. The following excerpt summarizes the piece, which highlights five school districts, including Edgewood ISD in San Antonio: “When it comes to location, a ZIP code — a mere five digits — can frequently describe the quality of the education that public school students receive and sometimes even the direction their lives will take.” Edgewood Classroom Teachers Association President Leticia Barbosa, who teaches at Roosevelt Elementary, and Jonathan Bryant, a teacher at Kennedy High School, are quoted and pictured in a segment about Texas’ school finance lawsuits. “What’s Her Number” is the cover story for the issue.

Tiffany Hayes, a content mastery teacher at Leander High School in Leander, offered a Works4Me tip on page 31 about duplicate hall passes to help keep track of students. Works4Me delivers a weekly collection of practical classroom tips written by teachers for teachers. Sign up at <http://nea.org/signupw4m>.

You can read this and other issues of NEA Today at <http://neatoday.org>.

When you are the victim

Bullying doesn't just happen to kids

By Bryan Weatherford, Teaching & Learning Specialist

Sometimes the victim of bullying isn't a student, it's an educator, and this bullying is just as detrimental to the success of a school.

It is difficult to know how many educators experience bullying in the workplace, because they may fear reporting it, or rationalize why it happens and self-blame, or simply leave.

Workplace bullying is a repeated, unreasonable behavior directed towards an employee or group of employees that creates risk to health and safety. Workplace bullying stems from power (they seldom seek out victims who have more power); self-esteem (they view bullying as rewarding and a recognition of "power"); differences (less about race/ethnicity than about ideas and practices); and the perceived threat of the victim (the bully wants to minimize the threat of someone who may be smarter, more popular, or more effective).

WHO BULLIES: Workplace bullying is extensive; in a recent survey, almost half of respondents said they had experienced it. The bully can be anyone in the work environment.

- Three of four bullies are bosses.



- One in five is within the same employee group, e.g., both are teachers.
- Some bullies have lesser status in the work environment than the victim.
- One in three is male-to-male.
- One in four is male-to-female.
- A whopping three of four is female-to-female.

TYPES OF BULLIES: Bullying is about control, and the workplace bully often falls into one of five groups:

- the generalissimo who controls every behavior and every action;
- the two-headed hydra who presents a friendly face to the public and another, less friendly face, to employees;
- the medusa, who strikes fear into everyone;
- the nitpicker who picks everything apart; and
- the gatekeeper who controls resources (paper, desks, textbooks, technology, etc.).

THE WORK ENVIRONMENT: The victim's work environment is characterized by verbal abuse, gossip, and rumors; behavior that frightens or humiliates; and teasing. As with bullying among children, the adult bully will enlist the aid of "allies." The victim receives little support: one in four people in the work environment is indifferent to bullying, and some members of the victim's peer group may support the bullying.

WHAT TO WATCH FOR: Signs of bullying emerge slowly and become more severe over a short period of time. Prevalent signs include the "silent treatment" by the bully and allies, and continuous criticism, in which even your best work is never good enough and the work of less competent peers is deemed to be superior. The adult bully makes a concerted effort to undermine and humiliate the victim in private and in public. This conveys the message to allies that you are the target and serves as a warning to others. At times, important information is withheld, such as when major reports are due or when meetings are scheduled.

The bully may utilize any means to keep the victim off-balance, such as frequent and late changes to work schedules. This creates an atmosphere of uncertainty and undermines the clarity that is a critical element of success in the workplace. In the public school setting, a good warning sign of bullying is the continuous demand that the victim work additional hours without compensation. Some workplace bullies see their agenda as the only one, and they demand that everyone conform to it and spend

increasing amounts of time making it happen.

WHEN YOU ARE THE VICTIM: The impact on adults and children is similar: increased absenteeism, feelings of worthlessness, and isolation among others. So how do you deal with it? The first thing to do, and this is very difficult, is control your emotions. You must work through the emotional impact, but don't let your emotions guide your response. Acting out of frustration or fear reinforces the bully and often leads to escalation.

Continue to do your best work and identify a support group in and out of the workplace that helps you maintain focus on your job and the quality of your work. As the victim, you need to document everything — what is said, what is done, every interaction you have with the bully and with others in the work environment. This documentation may prove invaluable at a later time. Take care of yourself; good health and a clear mind make it easier to address the bullying with strength and clarity.

Most importantly, do not blame yourself. Bullies act out of their own desires to dominate and humiliate, which makes any person a potential victim. When you blame yourself, you let the bully win.

WHEN YOU ARE THE WITNESS: We have a responsibility to act in our self-

interest, which means acting for the greater good: everyone wants to work in a positive environment. This means finding the moral courage to act positively rather than passively. Take responsibility for yourself and others by establishing empathy with the victim.

Moral courage helps you name the behavior. It also gives you discretion as to how and when to engage. Bullying impacts everyone, yet it's ultimately about the victim, who may not be ready to take action when you are. Consider the options and assess your own risk (which is not to say you shouldn't act). When you are comfortable addressing the issue:

- Acknowledge the act — what just happened?
- Call it what it is, bullying.
- Interrupt the behavior if you can.
- Publicly support the victim and use body language to show disapproval of the bully.
- Call for help if needed.

IMPACT ON STUDENTS: Bullying by adults at school sends a message that it is acceptable behavior, and it leads to increased episodes of bullying among students. Furthermore, a school climate that is punitive and negative has a higher incidence of bullying, and both student and school performance will suffer.

Collective ignorance and indifference are the greatest obstacles to addressing bullying in the workplace. Contact TSTA at 877-ASK-TSTA if you need help.



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TSTA state convention delegate elections

**Contact TSTA’s
Center for Executive
and Governance
to participate in a
cluster election.**

This year’s state convention is April 11-12, 2014, at the Embassy Suites in San Marcos. State delegate allocations for local associations (including the Texas Faculty Association) to attend the TSTA House of Delegates are sent to local presidents the end of January. Delegate allocations are also posted on the TSTA website.

LOCAL DELEGATES

Delegates are allocated to locals in a ratio of one (1) delegate for each fifty (50) members, or major fraction

thereof, based on the local’s Active Professional, Active ESP, and TSTA Life membership on Jan. 15, 2014. However, a local may conduct its election for delegates prior to Jan. 15 by keeping a list of delegates in the order of votes received, then reporting the top vote getters as delegates and listing the remaining vote getters as alternates. The forms for reporting local delegate elections, available online and sent to local presidents with the allocations, are due to TSTA by March 15, 2014.

CLUSTER DELEGATES

TSTA members who have no opportunity to join a local association or who belong to a local that is not eligible to elect a delegate are still eligible to seek election as a delegate to the TSTA House of Delegates through a cluster election.

The member must notify the TSTA Center for Executive and Governance of his or her interest in seeking election as a cluster delegate no later than Feb. 12, 2014.

RETIRED DELEGATES

Retired at-large delegates are allocated to TSTA-Retired members in a ratio of one (1) delegate for each seventy-five (75) members, or major fraction thereof, on Jan. 15, 2014. In order to run for a TSTA-R at-large delegate position, the candidate must be a member of both TSTA-R and NEA-R.

Nomination forms are due to TSTA no later than Jan. 15, 2014. Ballots for the election will be sent to members

in early February. The deadline for returning ballots to TSTA is March 6, 2014.

BUDGET PLANNING

Locals and/or individual delegates may want to start planning now for travel expenses to the state convention. The hotel’s nightly room rate

for members in the TSTA convention room block is a flat \$156, plus taxes.

QUESTIONS

Contact Neocha Campbell in the Organizing Center for Executive and Governance at 877-ASK-TSTA, extension 1514, or neochac@tsta.org if you have questions regarding the elections.

CLUSTER ELECTION REQUEST FORM

TSTA House of Delegates—April 11-12, 2014

The deadline for receipt of this nomination form at TSTA’s Headquarters is Feb. 12, 2014. (This form is also available online at www.tsta.org. Confirmation issued upon receipt.)

(Circle One: Mr. Ms.) Name _____

School District _____

Address _____

City _____ State _____ Zip _____

Email _____ Last 4 Digits Soc. Sec. No. _____

Check the appropriate box:
☐ There is no TSTA local in my area.
☐ My local has fewer than 50 people and is not eligible to elect a delegate.

Signature of Nominee _____

Send to: Neocha Campbell, TSTA Organizing Center for Executive and Governance, by mail: 316 W. 12th St., Austin, TX 78701; email: neochac@tsta.org; or fax: 512-486-7053.

RETIRED DELEGATE NOMINATION FORM

Retired At-Large Delegate Positions — TSTA House of Delegates — April 11-12, 2014

The deadline for receipt of this nomination form at TSTA’s Headquarters is Jan. 15, 2014. (This form is also available online at www.tsta.org.)

(Circle One: Mr. Ms.) Name _____

School District _____

Address _____ City _____ State _____ Zip _____

Email _____ Last 4 Digits Soc. Sec. No. _____

ETHNIC GROUP: (Check all that apply)
☐ American Indian/Alaska Native ☐ Asian ☐ Native Hawaiian/Pacific Islander ☐ Multi-ethnic
☐ Black ☐ Hispanic ☐ Caucasian (not of Spanish Origin) ☐ Other _____
☐ Check here if you do not want your ethnicity printed
☐ Enclosed is my biographical sketch of 25 words or less which will be sent with the ballot. (Note: If your statement exceeds 25 words, it will be cut at 25 words.)
☐ Check here if you will be a first-time delegate

Signature of Nominee _____

Send by fax to 512-486-7043 or mail to: TSTA-Retired, 316 W. 12th Street, Austin, TX 78701

National delegate elections

We're headed to Denver for the 2014 National Education Association Representative Assembly and Annual Meeting on July 1-6.



The number of Texas delegates is determined by our TSTA/NEA membership on Jan. 15, 2014. TSTA is allocated one (1) state delegate for every 1,000 Active members, as defined in NEA Bylaws, and locals are allocated one (1) local delegate for every 150 Active members, or major fraction thereof.

MINORITY REPRESENTATION

NEA policy encourages ethnic-minority representation reflective of the ethnic make-up of the state's population. TSTA's goal is to elect at least 55 percent of our total delegation from among our ethnic-minority members. We rely on all of our leaders and caucuses to help recruit ethnic-minority candidates to run for delegate positions at both the state and local levels.

FUNDING & COSTS

TSTA does not fund state delegates to the NEA-RA, though they may receive a small stipend, budget permitting. A few regions and locals provide partial funding for state or local delegates, but most do not fund delegate expenses. Candidates for NEA delegate should verify whether or not there is funding available with the state or their specific local when seeking nomination.

Delegates can plan ahead for certain expenses. The Texas delegation hotel is the Hilton Garden Inn Denver Downtown. The nightly room rate is \$169 single/double, plus taxes. Valet parking is \$31/day.

STATE DELEGATES

NEA requires open nominations and secret ballots for all elections for state and local delegates. If you would like to run for a state delegate position, please complete the nomination form at the end of this article or visit <http://tsta.wufoo.com/forms/state-nomination-form-2014-denver>.

Each candidate on the ballot for state delegate is entitled to have his or her name and ethnic status published in the Advocate, along with a short statement (25 words or less). In order for your name to appear on the printed ballot, **TSTA must receive the nomination form in the Center for Executive and Governance no later than Jan. 6, 2014.** TSTA will issue confirmation upon receipt.

Members should receive the Advocate containing ballots for election of state delegates by late March 2014. The deadline

for return receipt of ballots to TSTA is April 18, 2014, by 5:00 p.m.

Although we cannot know the exact number of delegates to be elected until after Jan. 15, typically we elect one state delegate on a statewide ballot and the remaining state delegates are assigned to individual regions, clusters of regions or, possibly, statewide in a manner consistent with NEA rules on one-person, one-vote, and in accordance with TSTA policy.

CATEGORY 2 DELEGATES/SUPERVISORY MEMBERS

NEA also requires proportional representation for supervisory and non-supervisory members. In order to insure this is not violated, supervisory members are not eligible to run for state delegate as outlined above. Instead, all supervisory members are eligible to run in a separate election for Category 2 state at-large delegate (which also includes NEA Active Life Retired members).

Supervisory members who also are members of a local additionally may run in the statewide supervisory cluster election, unless their local is not a part of that cluster. TSTA removes locals from this cluster only if inclusion would cost the local a non-supervisory delegate. Locals will be notified in February if they have been removed from the cluster.

Supervisory members seeking election as a delegate should complete and return the nomination form at the end of this article (marking the box designated for Category 2 delegates), along with their 25-word maximum statement. Supervisory members who return the form and who are eligible to

run in the Supervisory Cluster will automatically be included on the ballot for that election as well.

LOCAL DELEGATES

NEA will notify locals by early February of the number of delegates allocated for each local. NEA will send official forms to each local in order for the local to report who their elected delegates and alternates ("successor delegates") will be. In order to insure delegates have proper credentials at the NEA RA, **the forms are due to TSTA by April 10, 2014.**

Locals must conduct an election that provides for open nominations and secret ballots. This can be accomplished either by (1) delivering a nomination form to each member (using a local newsletter is permissible), then insuring each member receives a ballot with the names of those who returned the nomination form, or (2) by holding an all-member meeting, with proper notice of the meeting sent to each member, and accepting nominations at the meeting, then voting by secret ballot.

LOCAL CLUSTER DELEGATES

A local must have at least 76 members (Active and Life) to qualify for a delegate. Locals with fewer than 76 members may cluster together for the purpose of electing local delegates. TSTA coordinates these cluster elections, so any member interested in seeking election as a cluster delegate

must notify the TSTA Center for Executive and Governance. To request a cluster election, return the request form at the end of this article to Neocha Campbell in the TSTA office or submit online by visiting the following link: <http://tsta.wufoo.com/forms/tsta-localcluster-election-formneara>.

RETIRED DELEGATES

NEA allocates one delegate for the first 50 TSTA-R/NEA-R members, and one (1) additional delegate for each 1,000 TSTA-R/NEA-R members thereafter. To seek election as a retired delegate, **return the Retired Delegate Nomination Form to TSTA by Jan. 15, 2014.** The form is available at the end of this article and online at www.tsta.org.

A member who was an NEA Active Life member while teaching, but is now retired, has the option of seeking nomination as a Category 2 state at-large delegate rather than a retired delegate. However, anyone eligible to run in both elections must choose; he or she may only file in one election. To run as a retired delegate, complete the Retired Delegate Nomination Form. To run as a Category 2 delegate, complete the State Delegate Nomination Form and check the Category 2 box.

Remember, retired delegate nominations are due Jan. 15. State delegate nominations are due Jan. 6.

Questions: Anyone with questions about the elections, or needing other information about the process, should contact Neocha Campbell at TSTA, 877-ASK-TSTA, ext. 1514 or email neochac@tsta.org.

STATE DELEGATE NOMINATION FORM

NOMINEE FOR: (Check one)

The deadline for receipt of this nomination form at TSTA's Headquarters is Jan. 6, 2014.
(This form is also available online at www.tsta.org. Confirmation issued upon receipt.)

Signature of Nominee _____

ETHNIC GROUP: (Check all that apply)

| | | | |
|--|-----------------------------------|--|---------------------------------------|
| <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> Asian | <input type="checkbox"/> Native Hawaiian/Pacific Islander | <input type="checkbox"/> Multi-ethnic |
| <input type="checkbox"/> Black | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Caucasian (not of Spanish Origin) | <input type="checkbox"/> Other _____ |

☐ Check here if you do not want your ethnicity printed

☐ Enclosed is my biographical sketch of 25 words or less which will be sent with the ballot. (Note: If your statement exceeds 25 words, it will be cut at 25 words.)

☐ Check here if you will be a first-time delegate

Signature of Nominee _____

Send by fax to 512-486-7043 or mail to: TSTA-Retired, 316 W. 12th Street, Austin, TX 78701

Email _____ Last 4 Digits Soc. Sec. No _____

ETHNIC GROUP: (Check all that apply)

☐ American Indian/Alaska Native ☐ Asian ☐ Native Hawaiian/Pacific Islander ☐ Multi-ethnic

☐ Black ☐ Hispanic ☐ Caucasian (not of Spanish Origin) ☐ Other _____

☐ Check here if you do not want your ethnicity printed

☐ Enclosed is my biographical sketch of 25 words or less which will be sent with the ballot. (Note: If your statement exceeds 25 words, it will be cut at 25 words.)

☐ Check here if you will be a first-time delegate

Signature of Nominee _____

Send to: Neocha Campbell, TSTA Organizing Center for Executive and Governance, by mail: 316 W. 12th St., Austin TX 78701;
email: neochac@tsta.org; or fax: 512-486-7053.



Please return this completed form to your Association Representative, fax to 512-486-7052, or mail to TSTA Membership Department, 316 W. 12th St., Austin, Texas 78701-1892. You can also join online at <https://www.mytsta.org>. If you have questions, call 877-ASK-TSTA.

| | | | | | |
|---|------------|--|-------------|-----------------------|--|
| NAME | | SOCIAL SECURITY NUMBER | | DATE OF BIRTH (M/D/Y) | |
| ADDRESS | | LOCAL ASSOCIATION | | HIRE DATE (M/D/Y) | |
| CITY | STATE | ZIP | NAME OF ISD | | |
| EMAIL AT HOME | | CAMPUS/WORKSITE | | | |
| EMAIL AT WORK | | POSITION (I.E. CLASSROOM TEACHER, LIBRARIAN, BUS DRIVER, ETC.) | | | |
| AREA CODE | HOME PHONE | AREA CODE | CELL PHONE | | |
| <p>ETHNICITY/GENDER</p> <p> <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Native Hawaiian/Pacific Islander </p> <p> <input type="checkbox"/> Black <input type="checkbox"/> Unknown </p> <p> <input type="checkbox"/> Hispanic <input type="checkbox"/> Multiracial </p> | | | | | |

| ✓ | ANNUAL DUES AND CONTRIBUTIONS | AMOUNT |
|---|---|----------------------|
| | 1. Professional Dues—TSTA/NEA (Active) Professional Dues—New to the profession | \$475.00 \$328.50 |
| | 2. Educational Support Dues—Full-time Educational Support Dues—Part-time | \$257.00 \$140.25 |
| | 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 | |

TOTAL DUES AND CONTRIBUTIONS

NOTE: Membership must include local and region dues if eligible.

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." _____

Former student member?
 _____ YES _____ NO

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 \$1,000,000 of professional liability insurance (\$300,000 for civil rights claims) while acting within the scope of their educational employment. This coverage is underwritten by the Nautilus Insurance Company, or successor provider selected by NEA. Coverage is subject to the terms, conditions and exclusions of the policy which is available to members upon request by calling the TSTA Help Center at 877-ASK-TSTA. 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 _____ ORGANIZER _____

Texas State Teachers Association
316 West 12th Street
Austin, Texas 78701



www.tsta.org

<http://twitter.com/txstateteachers>

www.facebook.com/texasstateteachersassociation



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Texas State
Teachers Assoc.



"I believe every teacher, every employee, every person has a basic human right to have a decent wage, decent working conditions, and to be free to do the job they have chosen to do. And I believe that TSTA and NEA give us the best opportunity and the best chance to be able to achieve those rights."

— Rick Beale, Killeen Education Association