

A PUBLICATION OF THE STUDENT CALIFORNIA TEACHERS ASSOCIATION  
APRIL 2006

## AM I PREJUDICED?

JANE RODGERS, *STATE COUNCIL REPRESENTATIVE, CSU STANISLAUS*



In today's classrooms one of the largest factors that determine the relative success of a student is whether he/she is given an equal education. This is an issue that extends far beyond the availability of books and supplies and the world of high stakes testing. The determining factor in many classrooms is whether unconscious bias is operating in a way that decreases the opportunity a student has for a successful education.

We have all been in classrooms where a selected few are chosen to give responses most of the time and we have techniques such as "reading sticks" that lessen this phenomena, but the problem is much deeper. Suppose that the teacher had an unconscious bias in favor of one group over another, how might this affect a student's opportunity to learn?

Ironically, discrimination in the workplace is often easier to spot than it is in the classroom. As adults we recognize when committees are padded with groups from outside, or when meetings take place at times when some members cannot attend, or when notices of meeting arrive late (if at all) to decrease the attendance of those who are discriminated against. It happens at all levels of private and professional life. In the classroom it is far more difficult to spot. Children are less likely to complain, because school is where they learn about where they fit in the social order. They often do not know that they have been discriminated against.

CONTINUED ON PAGE 3



Chris Sumner (CSU Northridge); Chance Carrico (CSU Stanislaus); Jane Rodgers (CSU Stanislaus); Nadia Bravo (CSU Northridge)

## WHAT WERE THEY THINKING?!

If you've ever yelled this at the TV while watching the news or scratched your head when reading about some new legislation, then you should consider being a lobbyist for a day. That's exactly what SCTA members did on March 21st! "It was so much fun!" commented Nadia Bravo.

New teachers buy classroom supplies and materials out of their own pockets all while repaying student loans on beginning teacher salaries. College students struggle to pay higher and higher tuition as well as the cost of tests for certification. Meanwhile, California has some of the most crowded classrooms in the country. Student lobbyists were able to share these and other stories in order to put a personal face to budget decisions being decided by lawmakers.

## NEA-RA ELECTION RESULTS

**YOU ELECTED THE FOLLOWING  
MEMBERS TO GO TO ORLANDO!**

**LEO SOLIS — RIO HONDO COLLEGE**

**CHRIS SUMNER — CSU NORTHRIDGE**

**MONICA MASINO — ARGOSY UNIVERSITY**

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## Contact the Editor! Submit an Article!



The SCTA *I Choose to Teach!* is a publication by the Student California Teachers Association an affiliate of the California Teachers Association and the National Education Association. To submit information or articles, please contact:

**Nadia Bravo**

**NadiaBravo8@aol.com**

**Deadline : MAY 10th**

## MARK YOUR CALENDARS

### APRIL 2006

14 HOLIDAY (GOOD FRIDAY)  
22 CBEST & RICA EXAMS  
29-30 **SCTA REPRESENTATIVE ASSEMBLY, BURLINGAME**

### MAY 2006

9 NATIONAL DAY OF THE TEACHER  
10 CALIFORNIA DAY OF THE TEACHER  
20 CSET EXAM  
29 HOLIDAY (MEMORIAL DAY)

### JUNE 2006

2-4 STATE COUNCIL/SCTA BOARD MEETING  
17 CBEST & RICA EXAMS  
20 CSET EXAM  
30-JULY5 NEA-RA, ORLANDO, FLORIDA

### JULY 2006

7-9 **SCTA BOARD ORIENTATION**  
16-20 PRESIDENTS CONFERENCE, ASILOMAR  
22 CSET EXAM  
30-31 SUMMER INSTITUTE

### AUGUST 2006

12 CBEST & RICA EXAMS

### SEPTEMBER 2006

2-3 **SCTA EXECUTIVE BOARD MEETING, BURLINGAME**  
4 HOLIDAY (LABOR DAY)  
16 CSET EXAM  
17



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## AM I PREJUDICED?

JANE RODGERS, *STATE COUNCIL REPRESENTATIVE*, CSU STANISLAUS

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In the classroom,, a child is just learning how school operates; he/she may have vague feelings of being out of place, or possibly create an attention getting activity that would seem to fulfill the unspoken prophecy of less worth than the other students. Often they internalize the issue by feeling that there is something wrong with them and flee the school system as soon as possible.

How does a teacher know if they have a bias, if it is unconscious? Self-reflection is the tool most credential programs use, but the mirror is only as good as the visual acuity of the person using it. We all have blind spots!

One of the newest tools for uncovering unconscious bias can be found at; <https://implicit.harvard.edu/implicit/> This website uses an implicit association test to determine whether an unconscious bias exists. The categories encompass skin color, gender associations, gay/straight associations, and religious/cultural bias. At the end of the test results are given to indicate relative bias.

So, you took the test and it says you have a bias. How do you become proactive to change this situation? Often bias is the result of lack of exposure to a particular group. Enlarge your circle of friends to reflect diversity, read about cultural differences and look at your own culture and become secure in who you are. Become the bridge between one culture and another by working together. In teaching children, be very careful to include examples from all cultures and socially identifiable groups, so that all will feel welcome and accepted. In doing so, you will enrich your life and the lives of your students.

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## AND EQUITY FOR ALL

KEVIN WOLFE, *STATE COUNCIL REPRESENTATIVE*, MT. SAN ANTONIO COLLEGE



Ensuring that every student has access to a fair and equitable education has always been an issue in the mind of educators. On March 3-5, I had the opportunity to attend CTA's annual Equity and Human Rights Conference. This conference focuses on informing teachers on current and historic issues affecting today's diverse population of students and teachers from a variety of backgrounds. The theme for this year's conference was "We the People: Forming a More Perfect Union."

During dinner on the first night, the Norte Vista High School Dancers, led by Mrs. Lewis-Campbell, treated us to a series of performances. Mrs. Lewis-Campbell's young daughter, who often participates in classes with the high school students, gave a powerful reading of a poem based on Mr. King's famous civil rights speech, and the class performed a dance dedicated to Rosa Parks. Other pieces gave an artistic interpretation of the struggles that many students go through every day. One student danced to a song about overcoming urban issues, following another who, despite being in a wheelchair, danced in a song that focused on issues of self-esteem.

Day two was full of workshops on a variety of topics, of which I attended three, while saving one more for the next day. Some participants chose workshops that chronicled historic events in American Indian, Hispanic, and Japanese American histories. Others opted for those dealing with hate, women's issues, and techniques for teaching in today's diverse classrooms. Being an aide in a Special Education classroom, I chose a couple of workshops addressing the latter, and learned some very interesting information. I also attended a workshop on the progression of American Indian education in the U.S.

On the last day, after the final workshop, we had the honor of having actor/activist Edward James Olmos speak during brunch. He jokingly started out speaking in Spanish and then laughed and stated that those of us who were "Spanish impaired" need not worry. He went on to comment that it is a shame that our society begs for qualified educators, and then turns around and treats them as though they are commodities. He decried the use of the word "race," saying that it was created by the French in that context to justify one people killing another, and that race actually refers to species of animals in that what we call racism, is nothing more than prejudicial discrimination. He commented on how schools need to recognize all of the histories and contributions that people of all cultures make to our society. He emphasized that we as educators need to instill values of self-esteem, self-respect, and self-worth. Using vitamins as a metaphor for cultures, he demonstrated how education, being a key to survival, is faltering by only introducing one "vitamin" to our children, and that if we don't fix things soon, we will all start to die. In closing, he provided that "we have a long way to go," but encouraged us by saying, "don't burn out."

All in all, I must say that this conference was both shockingly informative and encouraging. We as future educators need to recognize and remember that each child should have the same opportunities as any other in pursuing an education. We need to try and respect every culture as if it were our own and instill that sense of respect in the students we teach. We can best accomplish these things by educating ourselves, so that we can best understand the immense diversity of backgrounds that are found in the classroom even today.

## “BE THE CHANGE YOU WISH TO SEE IN THE WORLD”

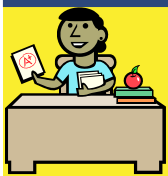
CHARLENE MARTINEZ, *ETHNIC MINORITY REPRESENTATIVE*, WESTMONT COLLEGE



*“Be the change you wish to see in the world”—Mahatma Gandhi.*

As future educators we know we must follow and believe in the words of Gandhi. However, if we wish to create a world where all students are given equal opportunities to succeed inside and outside the classroom then we know that we must begin the change that is needed to make this dream a reality. WE all know and have been recently reminded by Jonathan Kozol’s book “The Shame of the Nation: the reintroduction of Apartheid in the American Schools” that not every child is given an opportunity to succeed. Schools today are more segregated than they were before Brown v. Board of Education (Kozol). This statistics should be shocking to any person who cares about the future of our society. If the children are the future of a society and today’s children are being segregated and being told that they are not as good as other students, what kind of society are we moving towards? Please know that Kozol is not the only one that is discussing this issue. In the past month I have attended three different discussions on this very topic; one facilitated by a high school senior, one by a college professor, presented by a panel of local principals and school board members, and the last discussion was at CTA’s Equity and Human Rights Conference. The effects of school segregation and the continuing achievement gap can and will impact our students in ways that will influence the shape of the United States.

Future teachers you can help this situation. Take the time to learn more about issues that effect education. Attend any meeting on issues that interest you. Visit a classroom, Talk to an educator about issues that are impacting education today. You have already taken a step in the right direction by becoming a member of Student CTA. There is always more to do. So, become the change you not only wish to see in the world, but the change you KNOW is needed in this world. When you make the decision to be a catalyst for change you will be surprised by what happens.



### Did you know...

**Californian’s will be celebrating  
CALIFORNIA DAY OF THE TEACHER on May 10th!**



## TOUCHING THE HOMELESS IN THE BAY AREA

VIELKA ELVEBACK, *NORTHERN REGIONAL V.P.*, CHABOT COLLEGE

Most of us feel inadequate requesting sponsorship from businesses or corporations. This is how I felt six months ago, but it all changed when I realized how much food is being thrown away in the Bay Area. In this case-pastries, and how much of that could be contributed to the homeless. I decided to ask my store manager, Leta Hart, from the Newark Safeway if she would be kind enough to let me take pastries or other food items to a workshop that I was putting together at my local school. She replied, "sure" and directed me to the manager in the Bakery to make the arrangements. That event initiated the beginning of a good relationship between my SCTA chapter, the Homeless Shelters and Safeway. Mina, the Bakery Department Manager, told me that no one does a pick up on Sundays and that she felt so bad that all the pastry was being thrown away. That led me to contact the local shelter in Fremont about delivery of bread and pastries on Sundays. I arranged to have someone deliver the goodies and all they had to do was provide was tax identification information to Safeway for future distress records.

Safeway has changed the lives of many in organizations in the community; such as the homeless shelter. Chabot’s

SCTA chapter picks up the pastries Sunday mornings and delivers them to local homeless shelters. The Homeless Shelter personnel are pleased to see Chabot’s chapter deliver on Sunday mornings, and can’t wait for the following week to come around. Chabot’s chapter has been so grateful to the ongoing sponsorship from Safeway for events such as fundraisers, flea markets, conferences, and workshops.

I am happy to reach out to the community and other special organizations in the bay area. I decided to request sponsorship from major corporations such as, Barnes and Noble and other businesses that might be able to provide books to elementary schools in the area. All of these ideas are future projects that will take effect once the sponsors provide the necessary need to move forward.

Sponsorship is one of the greatest assets we have, as it is beneficial to both the club and the sponsor. We need to reach out to those in need. Please contact any local business or corporation to initiate new partnerships in order to help your community. Good Luck!

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## SPREADING THE WORD ABOUT DIVERSITY

MONICA MASINO, *PRESIDENT*, ARGOSY UNIVERSITY

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After our Diversity Poster Session at the Connections Conference in Boston, my advisor, Dr. Azarmsa, and I were asked to present a Diversity workshop at the Ohio Education Association (OEA) Student Program New Teacher Spring Conference. Held in Columbus on February 24-25, 2006, the conference theme was “Looking Toward the Future, Helping Members Become Great Teachers.”

The workshop Dr. Azarmsa and I presented was entitled “Diversity in the Classroom.” The goal of our workshop was to share information on diversity issues that we face in our daily lives and in the classroom of tomorrow; realizing that diversity doesn’t always mean black and white, but a multitude of other realities.

Other workshops included: Grant Writing 101, I Can Do It, Procedures for Successful Field Experiences and Student Teaching, Realistic Classroom Management, and Measuring Your Success.

This workshop was also a follow-up to the Diversity Partnership that California established with Kentucky two years ago. In keeping diversity at the forefront of professional growth and development in our state and national program, we are better prepared to meet the needs of those we intend to teach and or counsel.

I’m happy to report that Ohio has become the third state to recognize the importance of diversity and had joined California and Kentucky in our diversity partnership. As



partner states, we attend our respective conferences, share information about how we can make our state programs more responsive to our members and provide them with greater resources. Perhaps you’ll see some of our partner state members at the SCTA Representative in April.

*Photo:*

*From left to right: Marshall Josie, Dr. Reza Azarmsa, Monica Masino, SCTA President, and Patricia Frost-Brooks, Vice President, Ohio Education Association (OEA)*

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## PRESCHOOL FOR ALL

KYRIAN SMITH, *ETHNIC MINORITY REP*, CSU LONG BEACH

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Those of us who work in classrooms teaching or working alongside teachers of students in their early years can see a disparity in the aptitude of students in reading, writing, math and socialization skills. Often these differences have nothing to do with intellect, but rather exposure to preschool classes. Preschool prepares students to tackle the next level of schooling successfully, making kindergarten and 1<sup>st</sup> grade classrooms a place where they can grow instead of feeling inept when comparing themselves with other students who have been able to attend scholarly daycares or preschools.

A new initiative, proposed by actor/director Rob Reiner, will open the door to state funded preschool for all children in California. By taxing the richest Californians – those earning more than \$400,000 singly or \$800,000 jointly – by only 1.7%, this initiative will provide regulated schooling for all youngsters. Universities will also receive funds to develop new credential programs designed for preschool teachers by the year 2016. Current preschool teachers will have to get a bachelor’s degree and graduate from the proposed credentialing program.

According to an article in the February issue of *California Educator*, major problems surrounding the current system is the cost of preschool, the lack of room to admit young students, and the unregulated daycares that many children attend where there is no structured learning. Children who attend preschool are better prepared for the years of schooling that will come later and will be at a reduced risk of dropping-out at any stage along the way. Along with regulation of preschool teachers and curriculum may come state mandated testing for very young students; considering that studies related to preschool attendance have shown that for every dollar spent on preschool, 17 are saved in welfare costs, this initiative is priceless. Please read this issue of *California Educator* to receive more detailed information about the proposed legislation.

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## FOR THOSE WHO DIFFER FROM THE NORM: GETTING INVOLVED WITH CTA CAUCUSES

JAMES SHELDON, *STATE COUNCIL REPRESENTATIVE, UC SANTA CRUZ*

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I write this article to share you one of the aspects of SCTA membership that has been personally meaningful to me. As someone who is gay-identified and involved in activism and social change work, my involvement with the CTA Peace & Justice Caucus and the CTA Gay Lesbian Bisexual Transgender (GLBT) Caucus, which has allowed me to really feel connected and valued in CTA. I therefore would like to take a moment to inform SCTA members about the opportunity to get involved with CTA caucuses as a student member.

As an SCTA member, you are part of the larger California Teachers Association (CTA), a professional organization for teachers in California. What this means, particularly for those who belong to an identity that differs from the standard norms in some way (race, gender, sexual orientation, political views, professional goals), is that you have the option of joining one or more caucuses, which are groups of CTA members that are organized around a common interest. Caucuses are formed by groups of CTA members, and are not limited to teachers. Student members are also welcome.

Caucuses advocate on behalf of those whose views would otherwise be marginalized simply doing things by majority vote. They also serve as a defined space for those individuals on the margins to come together and discuss and formulate views, ideas, opinions, and narratives which may differ in significant ways from the official CTA policies, ideas, opinions, and narratives.

In joining together around a common cause, CTA members have the ability to shape and influence the direction of CTA policy on their particular issues, and to educate members about the issues affecting a particular group of people. Caucuses contribute to representation of minority views, a more inclusive democratic process, and better decision making for the organization.

Many of the caucuses have low membership fees (they can be as low as \$5) for student members, and actively welcome student participation in a variety of forms. It has been my experience, too, that they will often go out of their way to connect students if you're interested in learning more and getting involved. If you'd like to learn more about a caucus, contact the appropriate person from the caucus; you can also contact me and I'd be happy to share more about my experience and provide whatever guidance I can in connecting, as the initial contact can be scary. However, in my personal experience the rewards of working with a caucus have proved to be worthwhile.

IF YOU HAVE ANY QUESTIONS ABOUT  
GETTING INVOLVED WITH ANY OF CTA'S  
PLEASE DO NOT HESITATE IN CONTACTING  
ME @ [jsheldon@ucsc.edu](mailto:jsheldon@ucsc.edu)

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## ALL AMERICAN VOUCHERS

CHANCE CARRICO, *STATE COUNCIL REPRESENTATIVE, CSU STANISLAUS*

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A recent exposé by John Stossel of ABC's 20/20 examined America's schooling system from a misinformed outsider's viewpoint. The show's most prominent premise was that the lack of choice in American schools is killing competitiveness, and perhaps edge, among school children. Stossel's only outside reference to other systems of school and students was a European country. Stossel seems to be blind to the issues that he just glided over in his news hour coverage.

Stossel wants American students to have the right to vouchers but does not confront the largest issues of technicality.

1. The biggest detail are requirements for private school teachers and public school teachers: while public school teachers have to be credentialed, which now entails passing rigorous tests per the so called "No Child Left Behind" act of the Bush Administration, private schools can hire a person with a high school diploma as a full time teacher.
2. Private schools almost always choose to not take state test that all public schools are mandated to take. This means that measurements of student performance at private and public schools are not comparable, leaving only more subjective things like teacher given grades.
3. Private schools have standards of admission, meaning that private schools would have the ability to choose what students are admitted. Public schools are mandated to enroll all children, as education is compulsory. Through this selective process, private schools could end-up with the 'best' students in terms of behavior and/or intelligence while public schools would be required to admit all students.

Finally, almost all educators would agree that the classroom is a place where mastery of a concept is the end goal and this should not be made into a competitive atmosphere: competition should be held with self.

# Reminder!

SCTA Representative Assembly  
is rapidly approaching.

This year's RA will be held in  
Burlingame and one to remember.

- Informative workshops
- Networking with students from  
all across the state

Register online at  
[www.cta.org/SCTA/Events/Events.htm](http://www.cta.org/SCTA/Events/Events.htm)

SCHOLARSHIP WINNERS SPRING 2006	
• ED ROMEO UNDERGRADUATE RECIPIENT	
1. NEIL ODA	CSU FULLERTON
2. SARA STEINER	CSU FULLERTON
• HERB FOREMAN GRADUATE RECIPIENT	
1. MAXIMILLIANO VILICANA	UC BERKELEY
2. SAMARA SHEVER RIPPS	UC BERKELEY

## CHILDREN'S BOOKS AND DIVERSITY: AWARD-WINNING AUTHORS & ILLUSTRATORS

ANGELA REHN, NEA LEGISLATION COMMITTEE-STUDENT LIAISON, SAN DIEGO MIRA MESA COLLEGE

Over the past several weeks, our hearts and minds have returned to the courageous work of Coretta Scott King. We have reflected on her courage, quiet grace and her position as a prominent figure in America's continuous fight for equality and social change. Amidst this reflection, I have wondered how many people knew about her dedication to celebrating children's literature that shared her vision. Admittedly my lifelong vice, children's books exhibiting diversity fill one entire wall in my living room. The annual Coretta Scott King awards (sponsored by the American Library Association) honor African American authors and illustrators of outstanding books for children and young adults, and the list of honorees is remarkable. The winners for 2005 were Toni Morrison, author of *Remember: The Journey to School Integration*, and illustrator Kadir Nelson (a San Diego resident) for *Ellington Was Not a Street*. New Talent Author and Illustrator awards are also distributed; named for Mrs. King and the talented John Steptoe. *Ellington Was Not a Street* is one of my personal favorites, as it is based on Ntozake Shange's uniquely rhythmic poem *Mood Indigo*, and enlivens the era of the Harlem Renaissance.

Another award for brilliant multicultural literature is honored by the Pura Belpre medal for a "Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth." The 2006 award winners include *The Tequila Worm* for best narrative, and *Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart* for Raul Colón's stunning watercolor and etchings of the American southwest. Additional books honored by the Pura Belpre award include: California's Pam Muñoz Ryan for *Becoming Naomi Leon* and *Esperanza Rising*, César: *¡Sí, Se Puede! Yes, We Can!* by Carmen T. Bernier-Grand and *From the Bellybutton of the Moon, and Other Summer Poems* | *Del Ombligo de la Luna y Otro Poemas de Verano a bilingual book* by Francisco X. Alarcón, also from California.

It is essential to provide diverse literature in your classrooms, to encourage in students a global awareness, respect and an appreciation for their own cultures. If you are not sure where to look, the aforementioned awards provide numerous titles for you to begin your search. We are lucky to live in a state where many of these award-winning authors and illustrators reside. Why not consider a *Read Across America* grant for your classroom next year, to invite one of these honorees into your students' lives? In the words of Alarcón, "oigo | voces | familiares | risas | saludos | despedidas..."

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# SCTA EXECUTIVE BOARD MEETING MINUTES

NGOC LE, *SECRETARY-TREASURER*, UCLA/NADIA BRAVO, *COMMUNICATIONS EDITOR*, CSU NORTHRIDGE

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January 27-29, 2006 - Los Angeles, CA

Present: Monica Masino, Leo Solis, Ngoc Le, Nadia Bravo, Chris Sumner, Ken Wisdom, Kyrian Smith, Nam Nguyen, Jane Rodgers, Kevin Wolfe, James Sheldon, Chance Carrico

**Call to Order**—Chance Carrico excused. Jane Rodgers, James Sheldon, and Kevin Wolfe excused for State Council. Guests Chie Nudell, Rhonda Lewis, and Anjana Khanna.

## **Approval of Agenda and December Minutes**

### **Student CTA Bylaw Task Force**

Motion to approve the Bylaws Task Force passes. Four abstentions.

Motion passes to approve individuals for the Bylaws Task Force: Rhonda Lewis, Chie Nudell, Anjana Khanna, Jane Rodgers, and Nam Nguyen Charlene seconds. 3 abstentions.

## **Committees Meet**

**Student Bylaw Task Force-** Bylaw Article 5 section 3C referral. The Task force was created to suggest procedures to enforce this bylaw.

**Conference Committee-** Regional members have been contacted and are prepared. R.A., the board will be coming on Friday, April 28, 2006. It will be “Unmasking the Reality of Teaching.” Members must register online.

**Membership Committee-** Nadia is presenting a CPR workshop and working with Vielka for advertisement. Leo and James are working with Nam to present a CBEST Workshop at Sacramento State.

**SPAC-** The topic for Lobby Day is credentialing. Committee members will be researching specific issues such as the Garcia Bill and school fees.

**SEMAC-** The committee revised the survey in order to focus on the specific diversity issues related to our members. I, Charlene Martinez, move that the executive board approve the amended survey to be used for SCTA purposes. Angela seconds. Charlene moves to retract her motion. Angela seconds.

**Community Outreach-** The grant will be finalized and sent out ASAP. The Read Across America theme is “Happy Readers Come From California: Got Books?” Campuses will be asked to create collection boxes for books.

**Special Services-** Questions for the scholarship were chosen

I, Chris Sumner, move that the Herb Forman Graduate Question be: What challenges have you faced during your path to teaching, and how did you overcome them? Ken Wisdom seconds. Motion passes. I, Chris Sumner, move that the Ed Romeo undergraduate question be: What experiences throughout your education will help you to promote diversity in the classroom? Ken Wisdom seconds. Motion passes. Chris Sumner, moves that SCTA hold a t-shirt contest to create a design in which the winner will receive \$100 gift card. Ken seconds. Motion passes.

**Policy Committee-** Committee met on 1/28/05 to revise the Bylaws. The budget will need to be reviewed. The committee suggests visitations be included as a duty.

**Elections Committee-** Angela Rehn and Charlene Martinez will be part of the committee. Thus, remaining neutral.

## **Old Business**

### **Board Appointments at Fall Leadership (revisited from December meeting)**

- i. The board appointments of Charlene Martinez and Vielka Elvebak took place.

## **New Business**

### **Committee Reports and Recommendations**

#### **Bylaws Task Force Report**

**School Mentoring-** Mentoring assignments will be assigned via email.

## **Informational Items**

**Newsletter Article Deadline (March 4)** Members should contact Nadia for topic approvals and suggestions.

### **Equity & Human Rights Conference Volunteer**

**SEMAC continued** I, Charlene Martinez move that the Executive Board approve the SCTA Diversity survey for SCTA purposes. Chris Sumner seconds. Motion passes.

I, Kyrian Smith, move that we submit the SCTA Diversity survey in the next newsletter with a prepaid postage envelope with the due date of March 20<sup>th</sup>. Charlene Martinez seconds. Vielka Elvebak closed discussion. Chris Sumner seconds. Motion passes.

## **Adjournment**