

I Choose to Teach!



A PUBLICATION OF THE STUDENT CALIFORNIA TEACHERS ASSOCIATION
AUGUST 2006

WELCOME TO THE FAMILY

NGOC K. LE, *SCTA PRESIDENT*, UC LOS ANGELES

Welcome to the SCTA family! It is time for you to stop thinking of yourself as just a member of a pre-professional organization and start realizing your place in this big happy family.

As the new president, I would like to welcome back home all returning board members and introduce all new members to the household. If you have not already guessed, the theme for this year is “Big Happy Family.” For the 2006-2007 term, we will be working on bringing all our members closer together so that we can create an atmosphere that receives everyone and gives them a chance to share ideas with one another. While every member and every chapter is independent, we want to establish a network that allows for interdependent support and encouragement. In order to grow as an organization, we must learn to work together successfully. To begin, your new executive board has created four goals:

- SCTA intends to increase membership 10% (162 members) by March 15, 2007.
- Increase support for our members with intent of student recruitment and retention through financial and mentoring services.
- To inform members of the credentialing process with the intent of empowering our members to advocate for the profession.
- To inform members of equity issues with the intent of empowering our members to advocate for the profession.

We encourage you to incorporate these goals into your meetings, workshops, and conferences. Please let us know if you have any brilliant ideas to help us to achieve our goals this year. These are not just goals for the executive board; they are goals for all members of the Student California Teachers Association.

If you want to be a familiar face in this household, then you must come to our “family reunions” and participate in our “family days.” The first family reunion will be in November, and it will be the biggest event of the year. You will meet with hundreds of other students from all over the nation. Fall Leadership is also in November, and it is the first local reunion that no one can miss. You will meet old friends and make new ones all while learning how to survive and love teaching. Becoming an integral part of the family means spending time with your SCTA executive board and other members. In 2007, you will have the opportunity to spend a day with the family at the Northern or Southern regional conferences, go to Sacramento for Lobby Day, and spend a day doing community service for the neighborhood. The Representative Assembly

in the spring will be one last family reunion. You can enhance your experience as an SCTA member by participating in all these stimulating and fascinating events. Isn't it time you added your picture into the family photo album?



Ngoc Le, SCTA President, accepts the Best Newsletter Award for the *I Choose to Teach!* newsletter from NEA chairperson Mandy Plucker, at the NEA Student Program Leadership Conference in Orlando, Florida.

INSIDE THE NEWSLETTER

Mark Your Calendar	2
Stand Up and Be Counted!	3
School District Offers Prospective Teachers Incentives.....	3
Your Executive Board 2006-2007	4
Learning First Hand: NEA Leadership Training Inspires SCTA Members.....	4
Hundreds of Classrooms Feared Empty as Teachers Prepare to Retire.....	5
Time Management 101.....	5
Male Teachers: Where Art Thou?	6
Teacher Evaluation and Academic Freedom.....	6
Book Review: The Pedagogy of Revolution.....	7
Teaching Specialized English in your Content Classroom.....	7
SCTA Executive Board Meeting Minutes.....	8

SCTA EXECUTIVE BOARD OFFICERS

PRESIDENT

NGOC LE (UC LOS ANGELES)
NGOCKLE12@YAHOO.COM

EXECUTIVE VICE PRESIDENT

VIELKA ELVEBAK, (UC BERKELEY)
VIELKAEN@YAHOO.COM

SECRETARY-TREASURER

CHRIS SUMNER (CSU NORTHRIDGE)
CMSRAD@AOL.COM

NORTHERN REGIONAL VICE PRESIDENTS

CONSUELO CARDENAS (CHABOT COLLEGE)
CMCARDENAS78@HOTMAIL.COM

TONI DUPONT (DIABLO VALLEY COLLEGE)
MISSMOUSE16A@YAHOO.COM

SOUTHERN REGIONAL VICE PRESIDENTS

LINH DAO (ORANGE COAST COLLEGE)
LINHMYDAO@YAHOO.COM

ANJANA KHANNA (CSU LONG BEACH)
RITURANI@YAHOO.COM

COMMUNICATIONS EDITOR

CYNTHIA GUTIERREZ (CSU FULLERTON)
CINDY_GUTIE@YAHOO.COM

ETHNIC MINORITY REPRESENTATIVES

NEIL ODA (CSU FULLERTON)
NEILODA@YAHOO.COM

TAMARA HARRIS (CSU FULLERTON)
MS.THARRIS@YAHOO.COM

CCTC LIAISON

PANDORA SIBLEY (SONOMA STATE UNIVERSITY)
PANDORASIBLEY@HOTMAIL.COM

PAST OFFICER

NADIA BRAVO (CSU NORTHRIDGE)
NADIABRAVO8@AOL.COM

STATE COUNCIL REPRESENTATIVES

FRIEDA NICOL (CSU CHICO)
ELFY99@JUNO.COM

JAMES SHELDON (UC SANTA CRUZ)
VOYAGER640@GMAIL.COM

REBECCA WAGONER (CALIFORNIA BAPTIST UNIVERSITY)
REBECCA_HAMPTON@SBCGLOBAL.NET

KEVIN WOLFE (MT. SAN ANTONIO COLLEGE)
WOLFE.SCR05-06@VERIZON.NET

CTA BOARD LIAISON

DIAN HASSON
HASSONDI@AOL.COM

CONSULTANT

GAIL WATTS
(650) 552-5346
GWATTS@CTA.ORG

NEA BOARD LIAISON

ANN SHADWICK
ANSHADWICK@AOL.COM

STUDENT CTA OFFICE

ANNETTE BARROSO
CTA HUMAN RIGHTS DEPT.
P.O. BOX 921
BURLINGAME, CA 94011-0921
(650) 552-5345
(650) 552-5018/FAX
ABARROSO@CTA.ORG

Contact the Editor! Submit an Article!



The *SCTA / 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:

Cynthia Gutierrez

Cindy_gutie@yahoo.com

Deadline : September 13

MARK YOUR CALENDARS

AUGUST 2006

12 CBEST & RICA EXAMS
26-27 SCTA EXECUTIVE BOARD MEETING,
BURLINGAME

SEPTEMBER 2006

4 HOLIDAY (LABOR DAY)
16 CSET EXAM

OCTOBER 2006

6-8 REGION 2 LEADERSHIP CONFERENCE,
RENO, NV
7 CBEST & RICA EXAMS
13-15 REGION 1 LEADERSHIP CONFERENCE,
NORTH (TBD)
20-22 STATE COUNCIL/SCTA BOARD MEETING,
LOS ANGELES

NOVEMBER 2006

4 CSET EXAM
4-5 SCTA FALL LEADERSHIP CONFERENCE,
NORTH (TBD)
10 HOLIDAY (VETERAN'S DAY)
10-12 NEA-SP CONNECTIONS CONFERENCE,
DENVER, CO
23-24 HOLIDAY (THANKSGIVING RECESS)

DECEMBER 2006

2 CBEST & RICA EXAMS
9-10 SCTA EXECUTIVE BOARD MEETING,
BURLINGAME
22-JAN. 3 HOLIDAY (HOLIDAY & NEW YEAR'S RECESS)

JANUARY 2007

12-14 CTA RURAL ISSUES CONFERENCE,
LAS VEGAS, NV
15 HOLIDAY (MARTIN LUTHER KING JR.)
19-21 CTA GOOD TEACHING CONFERENCE,
BURLINGAME
20 CSET EXAM
26-28 STATE COUNCIL/SCTA BOARD MEETING,
LOS ANGELES

STAND UP AND BE COUNTED!

REBECCA WAGONER, *STATE COUNCIL REPRESENTATIVE*, CALIFORNIA BAPTIST UNIVERSITY

We'd better stand up and be counted or we could end up spending another four years with the "Governator." The Gubernatorial election is coming and it is of utmost importance that each and every one of us gets out there and votes. I know it may seem like a pain but it is an opportunity to let our voices be heard and change the face of the legislature as we know it. For example, look at the last propositions that tried to go through. Did we let our voice be heard or what! Yes, we can make change and we can do it loudly if we all vote.

Here's what you need to do:

- **Register**-You can even do it online at <https://ovr.ss.ca.gov/votereg/OnlineVoterReg>
 - **Absentee Info**-Registered voters can apply for an absentee ballot, by mail, for the November 7, 2006 election. Applications must be submitted to the county elections officials no later than 5 p.m. on October 31, 2006. The application to vote by absentee ballot is available as a PDF download at http://www.ss.ca.gov/elections/Outreach/absentee/links/absentee_app_gen.pdf
Once processed, the ballot will be mailed to you and then you can send the ballot back by mail.
- **Read the candidate statements**-There are 16 candidates running for Governor. See what they have to say and decide which one seems most promising. CTA endorses Phil Angelides and you can find information about him at <http://www.angelides.com>. Check out his "Teachers for our Future" section under Issues/Education.
- **Find your polling place and know the dates**-You can locate your polling place online at http://ss.ca.gov/elections/elections_ppl.htm.

Upcoming Dates and Deadlines

10/09/06	First day to request absentee ballot application by mail
10/31/06	Last day to request absentee ballot application by mail
11/7/06	Election Day



It's so simple now and with so many online tools, there's no reason not to vote! You never even have to leave the comfort of your own home. Make sure you visit these two really important and cool websites: <http://www.ss.ca.gov/elections/elections.htm> <http://www.rockthevote.org/>. Then STAND UP and BE COUNTED!

SCHOOL DISTRICT OFFERS PROSPECTIVE TEACHERS INCENTIVES

TAMARA HARRIS, *ETHNIC MINORITY REPRESENTATIVE*, CSU FULLERTON

One CTA local, United Teachers of Los Angeles (UTLA), has bargained on behalf of the teachers (and students) of the Los Angeles Unified School District (LAUSD) to award up to \$18,000 in recruitment and retention incentives for highly qualified math, science and special education teachers. According to School Board President Marlene Carter, the hope is that "This agreement will help draw the best teachers to the most challenging settings – where their skills and experience are most needed," by recruiting teachers to serve the "traditionally hard-to-staff schools" that are primarily "identified as low-performing" or "program improvement" schools. As there is a district-wide need for additional special education teachers, additional recruitment and retention incentives are being offered to fully credentialed teachers with English Learner certification in any LAUSD school. Throughout the district, these teachers are being offered a \$1000 recruitment incentive and an annual \$1000 stipend.

In addition, the Teacher Recruitment and Student Support Grant (TRSS) program offers the following incentives with the corresponding goals in mind:

1. Recruitment – One-time \$5,000 recruitment incentive paid to newly-assigned (including new hires and transfers) fully credentialed math, science and special education teachers at low-performing schools.
2. Retention – one-time \$5,000 retention incentive paid to fully credentialed math, science and special education teachers who remain at these schools for three years.
3. Increased Education & Conversions of Current Teachers – Up to \$5,000 reimbursement for educational expenses for a Master's Degree and for non-shortage field teachers to earn credentials in math, science and special education.
4. Achievement Awards – School Achievement Grants \$20 per student for achieving Adequate Yearly Progress (AYP) for two consecutive years.

CONTINUED ON PAGE 8

YOUR SCTA EXECUTIVE BOARD 2006-2007

President

Ngoc K. Le

“Taking charge of the household”

Executive Vice President

Vielka Elvebak

“Your supporter statewide”

Secretary/Treasurer

Chris Sumner

“The official note taker and cash register”

Northern Regional Vice Presidents

Consuelo Cardenas

Toni Dupont

“Giving you support in the North”

Southern Regional Vice Presidents

Anjana Khanna

Linh Dao

“Representing the members down South”

Communications Editor

Cynthia Gutierrez

“Telling you the latest news”

Ethnic Minority Representatives

Tamara Harris

Neil Oda

“The microphone for underrepresented groups”

Past Officer

Nadia Bravo

“Bringing the wisdom of that past”

State Council Representatives

Frieda Nicol

James Sheldon

Rebecca Wagoner

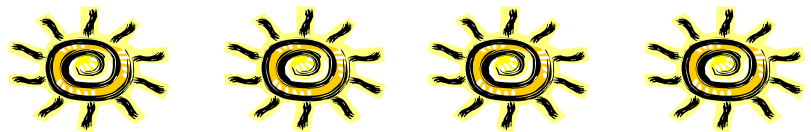
Kevin Wolfe

“Your voice on the CTA State Council floor”



First Row: Chris, Neil, Frieda, Consuelo, Ngoc, Toni, Anjana
Second Row: Kevin, Tamara (Tammy), Rebecca, James, Vielka

Members, we are here to work on your behalf and represent you. Please feel free to contact any of your representatives for information regarding: campus visitations, current initiatives, workshops, conferences, grants, scholarships or anything related to SCTA. We are here to help!



LEARNING FIRST HAND: NEA LEADERSHIP TRAINING INSPIRES SCTA MEMBERS

KYRIAN I. SMITH, CHAPTER PRESIDENT, CSU LONG BEACH

Going to a conference cramped in a tiny airline seat, \$650. Getting Sunday breakfast at a nice hotel, \$25. Learning how to be an effective leader, priceless!

At the recent NEA (National Education Association) Leadership Conference in Orlando, Florida student leaders from across the nation met to share ideas, attend training workshops, receive national recognition awards and revamp a school that needed a little sprucing. The meeting of minds left many of us with a lot of fabulous ideas to take home to our chapters, as well as certificates of participation to add to our portfolios.

There were a plethora of workshops to attend; anything from making chapter projects come to life, to studying teaching skills for accommodating students with differing learning styles. We learned about the history of NEA, increasing membership, creating blogs, effective communication techniques and much more. Getting to learn from the workshops reinforced why attending Fall Leadership, the Northern and Southern Regional Conferences and the Representatives Assembly is so important. When we receive the mailings from SCTA, CTA, and NEA we have a wealth of information at our finger tips, but being actively involved brings all that information home and puts it into a format that is clearer and more meaningful.

Bringing workshops to your chapter is also a great way to get your members involved, plus they get practical information that is essential to their success in the field of education. Events such as the revamping of a school and other community works are wonderful for our members, as well. Remember, keeping a balance of trainings, events, and giving back to our neighborhoods is what makes SCTA one of the greatest organizations for pre-service educators and school employees – working with us leaves one feeling good inside because of the positive difference we make in our communities.

HUNDREDS OF CLASSROOMS FEARED EMPTY AS TEACHERS PREPARE TO RETIRE

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

“We know what a person thinks, not when he tells us what he thinks, but by his/her actions.”

Isaac Bashevis Singer (1904 - 1991)

Recent statistics show that within ten years, thousands of teachers will retire, and there will be an increased need for new, highly qualified teachers. Despite this, there is a growing concern that the number of students in education programs will not fill the void that will soon exist. For this reason, it has become increasingly important to support and encourage students who might be thinking about becoming a teacher. The Student California Teachers Association (SCTA) is concerned with helping students who wish to pursue careers in education, and to ensure that they are properly prepared for success. Did you know that 70% of National Education Association Student Program members (that's us) retain their teaching jobs after 5 years?

In helping prepare and influence students, SCTA is interested in addressing the concerns of our members as well as other students who are currently enrolled in or considering entry into an Education program at their school. In doing so, SCTA hopes to inform them on these issues, and if necessary, take those concerns to the proper authority to make changes that will ensure a proper education for ourselves and the students we will teach. Some prospective students have expressed concern over the strong force of politics that seems to be encroaching on the profession of teaching. This includes but is not limited to the regulation and standardization of curriculum, student assessment, and teacher preparation. The truth is, politics will be part of the educational process for some time, but with dedication and determination, some things can be changed.

Another possible reason that fewer students are entering education programs is the lengthy, complicated, and somewhat costly credentialing process. Thinking about the numerous tests, courses, and legal requirements can make one feel more like a circus animal jumping through hoops, than a college student. While some of this process is necessary to ensure that children are appropriately educated and protected, it may be possible to make changes to streamline some of the steps and help defray some of the costs involved. One opportunity to bring change is by attending “Lobby Day.” At this event, held in March, SCTA members will have a chance to express their concerns to a state representative by traveling to the capitol building in Sacramento. More information on this event will soon be available.

In closing, talk to your fellow future educators to find out their concerns and ask them if they are part of SCTA. If not, tell them of the benefits of joining or have them contact your elected SCTA officers with their questions. Without your input, SCTA can only do so much, but together we can make SCTA strong and change the face of education!

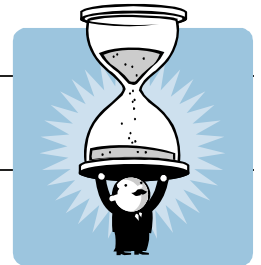
TIME MANAGEMENT 101

ANJANA KHANNA, *SOUTHERN REGIONAL VICE PRESIDENT, CSU LONG BEACH*

It's 10 p.m., do you know where you're homework is? It's most likely hiding underneath that pile of books, laundry, or papers. To be a successful student and teacher, the madness must come to an end! Here are some tips that will make your life stress free:

1. **Make a "To Do" List Every Day.** Put your least favorite activity at the top so it's over with quickly and you end with something fun!
2. **Use Spare Minutes Wisely.** Learn to multitask and complete your tasks when the opportunity presents itself.
3. **It's Okay to Say "No."** Your boss wants you to work extra hours tonight, your best friend wants to go to dinner, and you have a final tomorrow. It's okay to say no, just keep your priorities in mind.
4. **Find the Right Time.** Are you a morning person? Get some studying done when the sun gets up and don't sign up for night classes.
5. **Review Your Notes Every Day.** The best way to learn is reinforcement!
6. **Get a Good Night's Sleep.** Prevent burn out by revitalizing your energy.
7. **Communicate Your Schedule to Others.** Friends calling at 2 a.m.? Tell them you don't accept phone calls past 9 p.m., you need your beauty sleep and your study time.
8. **Become a Taskmaster.** When do you have some free time? Budget your time and make a master plan!
9. **Don't Waste Time Agonizing.** Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.
10. **Keep Things in Perspective.** Don't set yourself up for failure. High goals are great but don't kill yourself, make them reachable.

Good luck and don't forget to reward yourself!



MALE TEACHERS: WHERE ART THOU?

NEIL ODA, *ETHNIC MINORITY REPRESENTATIVE, CSU FULLERTON*

How many male teachers did you have throughout your K-12 education? If you had more than a few, you are quite lucky. Finding a male teacher in an elementary school is like finding the golden ticket inside of a Wonka bar. Males in the teaching profession remains an odd situation where many of the stereotypes and gender biases are flipped and directed toward men rather than women, which is the historic norm. The lack of quality male teachers hinders students' ability to receive a well-rounded education because male teachers bring a different style to the classroom when they are teaching America's youth.

Male teachers can open up new doors for students and provide a means of support that female teachers may not be able to supply. Many students do not live with their biological father. Thus, having a male father figure is a great influence on a number of students. A male teacher does not replace the missing father, but it can help to give students a positive male role model and a metaphorical shoulder to lean on. Male teachers are great to have on a school site because of the positive impact that they make on students which adds to the wonderful job female teachers have traditionally done. The only problem is that current trends do not reflect this need for male teachers.

According to the National Education Association (NEA), out of the 3 million educators, only 21 percent of teachers are male. Therefore, only some 630,000 teachers are men. The statistics are even more surprising as one looks at the elementary school level, where only 9 percent of all elementary school teachers are men. It is interesting to see this female dominance in the numbers, but this imbalance is not unfounded. There are many barriers that males face when trying to enter or sustain a career as an educator.

When men try to become or remain educators, social and economic issues challenge their positions. For many, there still remains a social stigma that males cannot be as nurturing to students as females. Yet, men have more issues to contend with when it comes to the perception of what constitutes inappropriate behavior with students. Males also have to contend with the stereotype of being less masculine if they become a teacher. Men are expected to enter high-paying professions; therefore, the educational field is frowned upon. Another barrier is that many men still have a need to be the provider for their family, even though in many cases both parents work. These are just some of the few common barriers that males face when entering the profession of teaching. The catch-22 is that when males do enter the profession, they are typecast as being strong, tough, disciplinary types, that do all of the typical masculine tasks like coaching sports and helping female teachers lift and move items around.

Therefore, males are few and fading in the profession of teaching. Males have just as much right and potential to become awesome teachers across all grade levels, but the barriers and challenges that they must overcome need to be addressed and eliminated. As a male student trying to enter the elementary school setting, I understand many of these obstacles. I am put into a situation where I enjoy teaching the primary grades, but there are many "toes" and issues not to be stepped upon which makes it quite difficult. Thus, the unbalanced ratio must be overturned because female teachers are not the only type of educators. Lastly, I encourage all of the male members of SCTA to achieve your goals and become educators because this is the way to make a change.



TEACHER EVALUATION AND ACADEMIC FREEDOM

CHANCE CARRICO, *CSU STANISLAUS*

One of the many committees that SCTA State Council Representatives have the option of participating in is the Teacher Evaluation and Academic Freedom (TEAF). As a former State Council Representative, I had the pleasure of attending TEAF's last meeting for the 2005-06 school year at State Council.

TEAF works to elevate the options for expression that teachers have in the classroom and determine CTA's policy positions for evaluation that work best for teacher performance. The basis for teacher evaluation is a wide stroke, because this opens the door to forms of merit pay options that many parents and schools seem keen about. In June 2006, TEAF met and discussed possible teacher compensation with the overlap of teacher evaluation. There are many ways to evaluate teachers, some better than others.

The dialogue ranged from the current pay structure to types of alternative pay structures and included discussion regarding the Texas model when G.W. Bush was governor and the results that are seen today. Endpoints came in along the lines of: an instructor's work can never be guaranteed for success; the composition of the class can have a much higher relationship to student success than teacher input. This truth opens a doorway to exploring many ways that are circulated for evaluating teachers and basing compensation methods almost entirely on individual student performance.

The consensus of the group, in no uncertain terms, believed that if teachers were paid for their level of education (equivalent to a master's degree or better) when they entered the teaching field, that the desperate need for future teachers would become a non-issue.

BOOK REVIEW: THE PEDAGOGY OF REVOLUTION

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



In this era of high-stakes testing, standards, highly qualified teachers, No Child Left Behind, and other attacks on public education, one might question whether social justice plays a role in classroom teaching. As educators, we have a responsibility to work to dismantle systems of oppression in our work within the classroom. The book, *Che Guevara, Paulo Friere, and the Pedagogy of Revolution*, written by UCLA Professor Peter McLaren, suggests that the lives and works of Che Guevara and Paulo Friere would make a good starting point for the development of a revolutionary critical pedagogy; a critical approach to teaching that addresses issues of race, class, gender, and imperialism.

Friere's work primarily involved adult literacy. In particular, he developed a process of literacy education by which "reading and writing... became grounded in the lived experiences of peasants and workers and resulted in a process of ideological struggle and revolutionary praxis" (p.143). Che's was trained as a medical doctor, but eventually found himself working primarily with armed revolution, and on the possibilities that political revolution had for extending and enhancing human potential. He taught through "personal example, what teachers often call 'modeling ethically and practically' what is to be taught" (p.79).

What do Che and Freire have to offer us in our work as educators? Peter McClaren writes, "A revolutionary pedagogy informed by Guevarian- and Freirean-inspired leadership qualities would place the liberation from race, class, and gender oppression as the key goal for education for the new millennium. Education—as well as imperialist practices against other countries—so conceived would be dedicated to creating a citizenry dedicated to social justice and to the reinvention of social life based on democratic socialist ideals." (p.196) This book sketches out what a "pedagogy grounded in the lived experiences of students" (p.102) would look like through its critical exploration of Che and Freire's lives and is definitely worth reading if you're interested in anti-oppressive education. The first chapter of the book can be found at <http://www.gseis.ucla.edu/faculty/pages/mclaren/mclaren%20and%20che.pdf>.

TEACHING SPECIALIZED ENGLISH IN YOUR CONTENT CLASSROOM

FRIEDA NICOL, *STATE COUNCIL REPRESENTATIVE*, CSU CHICO

Jose, Tran, Hamid and Sway are all trying to keep up with the science lecture and safety tips in their classroom. They have a basic or low intermediate comprehension of academic English, but now you-the teacher- are using terms that don't surface in everyday conversation or in other classes. Remember that terms like hydrogen, microscope, lens, scalpel, tissues, formaldehyde, safety goggles, hazardous materials, incision etc...are difficult for native speakers, but may be totally unfamiliar to second language learners! You are a science teacher, not an English teacher! You want every student to have a meaningful experience and above all a safe experience in your classroom, but now the overheads you had in your Ed. classes on second language acquisition seem light years in the past. What are you going to do next?

First, even experienced ESL (English as a Second Language) teachers face the difficulties and challenges of teaching second language learners vocabulary for specific purposes. Math, science, music, social studies, and other disciplines have specialized vocabulary which is used infrequently in everyday conversations but which must be understood if you are to effectively teach the core of your curriculum. Therefore, to make the materials and information accessible to all your students, it is helpful to have several website resources in your "favorites" box to click on when planning your lessons. Fortunately, a tremendous amount of practical lesson plans, methodologies and resources have already been developed, so you don't have to stress out about creating your own. Going in prepared is however the key to surviving and actually enjoying to teach in a multi-lingual classroom! The following links are very valuable when planning your lessons and are a wonderful resource to network with other teachers facing similar challenges.

- <http://iteslj.org/Articles> The Internet TESL Journal is a fantastic site that has wonderful resources. Some of the links are: English for Specific Purposes, Virtual Realia, New Techniques in Teaching Pronunciation, Facing up to Stereotypes in the Second Language Classroom, Becoming a Better Teacher and so forth. Most of the articles that are on this site are easy to read and you do not need an extensive background working with second language students in order to put the practical suggestions to work.
- <http://www.rong-chang.com/methods.htm> This site has wonderful articles that explain many methodologies that can be used in any classroom to teach vocabulary and increase listening and speaking comprehension in the classroom.

CONTINUED ON PAGE 8

SCHOOL DISTRICT OFFERS PROSPECTIVE TEACHERS INCENTIVES

CONTINUED FROM PAGE 3

This program, and ones like it, offers a concrete benefit for prospective new teachers, while providing a means for schools in underserved areas to reach out to the best and brightest to serve the students that need it the most. UTLA President A .J. Duffy states that “UTLA and the District don’t always agree, but we have agreed to work together to do what’s right for our kids – and this program is right for our kids.”

TEACHING SPECIALIZED ENGLISH IN YOUR CONTENT CLASSROOM

CONTINUED FROM PAGE 7

- <http://a4esl.org/> This site is one that you can directly refer to your students. It has plenty of vocabulary games, crosswords, puzzles and quizzes they can use at home or on line to help reinforce vocabulary. As a student teacher in an English classroom, I have this site on my website and even native English speakers enjoy the crosswords and puzzles. What I love about this site is the bi-lingual quizzes that students can access. The site has dozens of languages represented. Thousands of teachers have contributed to this site, so why not tap into all their hard won victories!

Teaching second language learners has its challenges, but the rewards far outweigh the struggles. Being prepared before entering the classroom with activities and methodologies will improve your teaching and you may be surprised that even native English students will appreciate you making the vocabulary and materials more accessible. The scaffolding that you can provide your second language learners will benefit all of your students!

SCTA EXECUTIVE BOARD MEETING MINUTES

July 7-9, 2006 – Burlingame, CA

Present: Ngoc Le, Chris Sumner, Vielka Elvebak, Anjana Khanna, Neal Oda, Tamara Harris, Toni Dupont, Frieda Nicol, Rebecca Wagoner, James Sheldon, Kevin Wolfe, Linh Dao

Absent: Nadia Bravo, Cynthia Gutierrez

Call to Order: 2:05 pm

Approval of Agenda and June Minutes

New Business:

Resignation – Resignation of Jenny Arzate, State Council Rep-Elect

Oath of Office – Vielka Elvebak, James Sheldon, Kevin Wolf took the Oath of Office

SCTA Goals

- SCTA intends to increase membership 10% (162 members) by March 15, 2007.
- Increase support for our members with intent of student recruitment and retention through financial and mentoring services.
- To inform members of the credentialing process with the intent of empowering our members to advocate for the profession.
- To inform members of equity issues with the intent of empowering our members to advocate for the profession.

Committee Reports on Goals:

SEMAC – Motion to approve members of the SEMAC committee to be excused from the Higher Ed Caucus meetings at the State council to attend the CTA caucuses advocating on behalf of underrepresented groups. Motion passed.

SPAC – Will work to actively involve students in the political process and inform members of key issues that relate to them and the education profession. Will be working on Lobby Day and voter registration activities.

Special Services – Looking over a possible text book drive. Frieda to possibly do crafts for SCTA to sell at the merchandise table. Motion to accept the SCTA apple design for 25 Charcoal gray polo shirts with design on front. Motion passes.

Conference – Increase attendance at conferences by announcing workshop titles and implementing “Bring a friend” campaign.

Community Outreach – Member assignments were distributed. We will be working throughout the year on conducting a community outreach activity in California similar to NEA’s Outreach to Teach program. Will also work on other Projects.

Membership – Recruit more members. Goals: Establish a better communication system with our members. Develop a site for members to access information and provide feedback. Recommended changes of the SCTA membership brochure to the Board.

Adjournment: 3:56 p.m.

