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CALIFORNIA TEACHERS ASSOCIATION

Thursday, April 01, 1999

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About CTA

Welcome to the California Teachers Association's online home. Here, you can learn about the organization that represents and serves more than 295,000 members - consisting of teachers and other education employees - in the state's more than 1,000 school districts.

With a click of the mouse...

- Discover the [benefits of membership in CTA](#).
- Read [CTA's Blueprint for Educational Excellence](#) and learn about CTA's goals for education in the 21st Century
- Get the latest [educational news and information](#)
- Find out about [conferences, workshops and scholarship programs](#)
- Check out [political and legal updates in education](#)
- Read CTA's magazine, the [California Educator](#)
- Extract teaching tips and helpful hints. Gather [information for parents](#)
- Link to [higher education and professional development resources](#)
- Learn of CTA intern and staff employment opportunities, and much more.

In addition to the cyberspace option, CTA's physical locations span the state from Eureka to El Centro, providing assistance at the local level, with its headquarters stationed in Burlingame near the San Francisco airport. Click the [contact section](#) for locations.

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President**Vice President****Secretary****Treasurer****Executive****Director**

History of CTA

CTA was formed in May 1863. Earlier that year the state's fourth Superintendent of Public Instruction, John Swett, had issued a call for a "teachers' institute" in San Francisco. Once assembled, the group, numbering about 100, created the California Educational Society. In 1875, the name was changed to California Teachers Association.

For almost five decades, several regional groups, including the Southern California Teachers Association, worked cooperatively with, but independently of CTA. In 1912 they were all consolidated. A statewide governance structure was created; but the six regional entities, now called "sections," elected their own executive secretaries and staffs. In 1971, the sections were phased out and CTA became a thoroughly integrated organization, with one governance structure and one staff.

[CTA Today](#) →

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National Affiliation

CTA is affiliated with the 2.3 million-member National Education Association (NEA), the largest professional association in the country.

Local Affiliates

Over 1,000 chapters or local teachers associations are chartered as CTA affiliates. There is a chapter in almost every school district in the state. Two CTA chapters are unique in that they are "statewide" affiliates: The Community College Association (CCA), which represents CTA members in 71 of the state's two-year institutions of higher learning; and the California Faculty Association (CFA), which is the bargaining agent for professors in the California State University System.

Membership

CTA is the largest organization of working men and women in California. It enrolls more than 295,000 members, the vast majority of them active, dues-paying educators. CTA and its chapters represent nearly 95 percent of the state's public school teachers and other non-supervisory, certificated personnel.

CTA Staff

CTA employs over 400 people. Its staff is headed by an executive director. Since 1995 that position has been held by Carolyn Doggett. She began her career teaching first grade at Brookside Elementary School in Willits, California. She taught for 12 years in Alaska, where she was twice president of the Anchorage Education Association and twice president of NEA-Alaska, the state association affiliate of the National Education Association. Before coming to CTA, she was executive director of the United Educators of San Francisco.

The largest portion of CTA staff employees serve chapters and members directly, and are stationed in or near the

school districts in which those members work. The Association maintains 27 field offices throughout the state; each is supervised by one of four regional managers.

CTA headquarters, in Burlingame, houses its administrative units as well as departments that provide communications, human rights, instruction and professional development, legal (teachers' rights), research and negotiations, and organizational development services. The governmental relations office is in Sacramento.

Achievements

One of CTA's proudest achievements is Proposition 98. Approved by voters in 1988, Proposition 98 guarantees that schools and community colleges receive a minimum amount (approximately 40 percent) of revenue from state taxes and local property taxes.

CTA has vigorously defended Prop. 98. At the height of California's economic recession - in 1992 and again in 1993 - the governor and legislature decided to call portions of Prop. 98 school revenues "loans" with repayment due in future years. CTA objected and sued the state in CTA v. Gould. CTA won the lawsuit in the biggest school funding victory ever scored against a state government. This victory not only cemented a significant legal issue, it resulted in schools getting \$540 million more in 1996-97 and millions more every year in the foreseeable future.

CTA was also the driving force behind class-size reduction. For more than a decade, CTA has lobbied hard for class-size reduction. In 1996, CTA's advertising campaign aired for 30 days in every television market in California. The ads, which featured real teachers, parents, and students, drove home the message: "More teachers, smaller classes." CTA spent \$2.3 million on that campaign and made class-size a "hot button" political issue. The legislature appropriated \$770 million to reduce K-3 class sizes from 30 students to 20, and kicked in another \$200 million for portable classrooms. As a result, nearly 95 percent of the state's school districts managed to launch a class-size reduction program in kindergarten through 12th grade.

CTA has been the predominant force for improving both the quality of education and the well being of educators in California. CTA led efforts to:

- Create free and integrated public schools and institute compulsory attendance laws.
- Outlaw child labor and enact other legal protections for children.
- Establish community colleges, the University of California, and the California State University System.
- Devise and implement plans for educational reform

and improvement.

- Create a pension plan: the State Teachers Retirement System.
- Protect academic freedom with the "continuing contract" system that affords due process to teachers in their employment.

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Adopted by the State Council of Education on
January 12, 1997

All Californians want their public schools to provide the state's children and youth with a superior education. Many Californians give time, thought, and money to make the schools better.

No group is more committed to that goal than teachers. They exhibit their dedication in many ways: in the classroom and at home, preparing lessons and grading papers; in spending their own money to purchase materials and supplies for their classrooms; in attending university courses, seminars, and in-service training programs to make themselves better able to help their students.

California's teachers also support any and all reform proposals that hold real promise of improving the quality of education. In 1996, those teachers who belong to the California Teachers Association gave over \$2 million to finance a high-powered advertising campaign. That campaign urged state officials to provide the funds needed to reduce class size. Within months the state had allocated nearly a billion dollars to relieve overcrowding in kindergarten through grade three classrooms.

This Blueprint for Educational Excellence is a further effort by the state's teachers to elevate the quality of public education. It presents specific CTA policy proposals on current issues in K-12 school reform. The Blueprint reflects the collective wisdom of the hundreds of classroom teachers who developed it - and who brought to the task their combined experience: together they represent thousands of years of working with, and caring about, our state's children and youth.

The Blueprint was adopted by CTA's State Council of Education, a 660-member delegate assembly. In monitoring its implementation, CTA's Board of Directors will cooperate with - and seek ideas and suggestions from - any person or group that maintains or supports positions similar to those in the Blueprint itself. CTA's target date for the full implementation of all its proposals is the year 2001.

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Standards and Accountability

Students enrolled in California public schools have diverse needs. Schools must provide all those students - every child, every young person - with equal access to the curriculum and to all school-related activities.

Curriculum content standards, student performance standards, and student assessment programs are interrelated and interdependent; neither the state nor a school district should develop or apply any of the three components separately from the others. Both standards and assessment instruments must be appropriate for students at each grade level and in each subject.

The state's educational policymakers must recognize and capitalize on the talents of the state's 265,000 classroom teachers. The policymakers should expect CTA - the organization representing over 90 percent of those teachers - to provide leadership in defining and establishing clear curriculum and performance standards and assessment programs. To enlist the support of CTA and its teacher-members, policymakers must make CTA and its members full and active partners in the process of developing both standards and assessment programs.

At the local level, teachers should comprise majorities on all standards and assessment committees.

All educators must expect and demand the most and best of every student, regardless of that student's special needs, gender, sexual orientation, race, ethnic or linguistic background, or national origin.

The state and school districts must provide the resources needed - and school administrators must provide the support needed - to assure that teachers know what skills they are expected to teach, and what performance standards their students are expected to meet. The standards must be measurable. Parents, guardians, school board members, classified personnel, administrators, and students are partners in the educational process and must also be held accountable for their roles in this effort.

Schools must report each student's progress toward meeting the standards to his/her parents or guardians.

Schools must require low-achieving general education students to participate in some form of supplemental activity: summer school or intersession classes, after-school tutoring, Saturday classes, or other locally determined programs designed to assist them. All English learners should receive help in their primary languages and/or in English Language Development (ELD).

Schools must also provide general education students who are performing below standard with alternative educational programs designed at the local level. General education students should receive high school diplomas only when they have met minimum statewide competency standards for graduation or - for general education students in certain special education programs - special alternative standards that their school districts set for graduation.

Parents and guardians also play a vital role in the success or failure of students. Schools must encourage parents and guardians to participate in their children's education by attending open houses and taking part in parent conferences and other school-related activities.

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Class Size

The State of California must acknowledge what all the research says: smaller classes mean better education. The state must also resolve that California will cease to be "dead last" - will cease to have the most overcrowded classes in the nation.

The state must fully fund class size reduction in all grades, K-12, to no more than 20 students.

Class size reduction funds must not be utilized for any other purpose - and the state must ensure both that appropriate facilities exist, or are provided, and that school districts do not eliminate or diminish any other service to pay for the cost of reducing class size.

School Year

In order to maximize the current school year and give students more time in the classroom, CTA will support chapters which negotiate contractual agreements that extend the school year by substituting teaching days for staff development days - and then by adding days for staff development. Where that is done, school districts must compensate teachers at their regular per diem pay rates for participation in staff development programs.

Community Schools and Resources

The state and school districts must initiate and support the "community school" concept, permitting and encouraging schools to function as centers for the delivery of a broader range of services - to children, to families, and to the community at large.

Among those services are adult education and meal programs, as well as services now delivered by social agencies and medical clinics. School facilities must also be made more available to community theaters, adult and student clubs, religious groups, youth service organizations, and adult and youth sports programs. In expanding school site programs, school district personnel must not be supplanted; nor must current employees be required to assume additional duties or responsibilities.

Coalitions and partnerships being necessary to the creation of community-centered schools, school site personnel and community members must work together. The state and school districts must pay special attention to community services that deal with the work-related child care needs of parents and guardians.

For its part, CTA will encourage its chapters (local affiliates) to negotiate flexible work schedules that allow for greater contact between teachers and parents or guardians.

Community school programs must be funded fully from sources other than those provided and guaranteed by Proposition 98, the 1988 initiative that established a minimum level of school funding.

California's business community must provide more support - financially and otherwise - to the state's public schools. Employers gain when their employees and consumers are better educated. CTA and its chapters will work with state and community representatives to help business leaders define and assume a larger role in the effort to improve our schools.

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Public School Choice

All public schools must be "choice" schools - schools that offer a quality, first-class education.

Every student must have the right to enroll in the school nearest his/her home. Students must also have the right to enroll in schools outside their "attendance areas," if those schools can accommodate them.

Districts must distribute summaries of unique programs that exist in public schools so that parents and guardians may make informed choices. School boards that elect to subsidize transportation for students in "choice" programs - within their districts - should base subsidies on a family's ability to pay; and the resultant costs must not diminish financial support for ongoing programs.

All students, and their parents or guardians, must sign written agreements with school representatives, identifying their responsibilities. Those agreements must include, but should not be limited to: discipline standards, performance goals, and parental involvement. If a student - or his/her parent(s) or guardian(s) - fails to comply with the agreement, he/she should lose the right to attend that school and should be required to choose another school. School districts must always have the authority to assign severely disruptive students to alternative programs.

Health and Safety

Schools must be orderly and purposeful places where students and staff are free to learn and teach without the threat of physical or psychological harm.

The state must provide the necessary funding for alternative programs for students who engage in violent acts or other disruptive behavior. In addition, legislation to strengthen "zero tolerance" policies must be enacted to deal with students who commit drug offenses, bring weapons to school, or engage in hate crimes.

The state must also provide funding for tolerance, peer mediation, and conflict resolution programs, along with adequate nursing and counseling services at all grade levels and school sites.

Law enforcement activities on school campuses must not be the responsibility of school budgets. The state must dedicate funds for this purpose and/or require local jurisdictions to provide for public safety on school grounds.

State legislation, local ordinances, and school board rules must be enacted that hold parents and guardians accountable for violent and disruptive behavior by their children - and by themselves - on school campuses and at school functions.

Charter Schools

Inherent in the concept of charter schools is the belief that meaningful educational reform must be developed at the local site level and with the full participation of all "stakeholders" - teachers and other school employees, school board members and other elected officials, parents, guardians, and other community residents. CTA will support efforts by those stakeholders, working in partnership, to create charter schools or to convert existing schools to charter status. Those schools must meet the following minimum qualifications:

- A charter school's employees must be considered employees of the district in which it is located for all purposes of law, including collective bargaining and due process rights. (CTA will support efforts to provide due process rights for charter school employees in collective bargaining agreements, and will support or prepare legislation authorizing or requiring these protections.)
- Teachers in charter schools must possess valid California teaching credentials.
- Charter schools must ensure equal access for students and diversity in their staffing. Charter schools must not be private or "for profit" enterprises.
- Charters must provide for a valid assessment of

each school's programs, to determine whether a school is in fact meeting the objectives defined in its charter. If, after the initial term of its charter, a school cannot demonstrate that it has raised its students' achievement levels, its charter should be revoked. The duration of a charter must be no more than five years.

- All of its stakeholders must be meaningfully involved - directly or through representatives they elect - in the management of a charter school.

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School-to-Work/Career

Vocational and academic learning programs must be integrated; efforts must be made to establish school-to-work/career programs. Opportunities must be provided for students to explore different careers. The purpose of these programs must be to prepare students who are employable, socially responsible, and equipped to engage in lifelong learning - for career change and advancement and for personal growth.

- School-to-work/career programs must be revenue-neutral for participating school districts. Potential funding sources include federal and state school-to-work resources and grants from businesses, foundations, and community groups.
- School-to-work/career programs must establish and maintain minimum requirements for graduation and must be designed by teams that include teachers, counselors, representatives from district employee organizations, employers, private sector unions, business representatives, parents, guardians, and students. Decisions should be made by a consensus of the participating parties.

School Improvement Incentives

A pilot project should be created to help students in schools ranking among the bottom five (5) percent as measured by the statewide assessment program now under development. The project should provide fiscal incentives to those schools to raise their students' achievement levels. Students should be assessed periodically to determine their individual

and group progress. Assessment should not be based upon grade level comparisons of different groups of students.

Incentive programs within school districts should be subject to collective bargaining.

School boards should have the authority to promulgate district-wide academic standards - based upon state performance standards - but individual schools must be free to adopt more rigorous standards. Failure to achieve these higher standards must not, however, result in any penalty to the school, and must not be a factor in determining a school's eligibility for incentive money.

Teacher Education and Certification

Modifications, including innovations and incentives, must be made in the recruitment, selection, and preparation of teachers to ensure that:

- the profession attracts the best and brightest prospects;
- California's teachers reflect the state's demographically diverse student population;
- the number of new teachers meets projected needs.

The state's credentialing body and institutions of higher education, in consultation with CTA, must design more flexible models of teacher preparation. Those models must include collaboration with and among school districts, teacher organizations, and higher education institutions. Preservice and induction programs must prepare teachers to educate the state's diverse student population even more effectively.

The profession must also be more open to paraprofessionals and subject matter experts who are actively pursuing proper certification.

Peer Assistance

Each school should be encouraged to develop a plan for ongoing and voluntary peer assistance for all teachers, with emphasis on beginning teachers.

Staffing Patterns and School Governance

Innovations in staffing patterns should be explored; but they must be mutually agreed upon and made part of enforceable collective bargaining agreements. By the year 2001, all schools should be encouraged to implement a site-based shared decision-making

process - with the necessary training - which gives teachers, parents, and guardians real authority. School districts and chapters should be free to bargain site-based models and to incorporate them into enforceable agreements. Locally negotiated site-based shared decision-making agreements should supersede state models.

Scope of Bargaining

In order for teachers to be involved meaningfully in all aspects of educational improvement, the scope of collective bargaining must be expanded. The Educational Employment Relations Act must be amended to require school boards to negotiate procedures and methods for involving teachers in decisions that shape curriculum, peer assistance, and other professional and instructional matters.

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School Funding

The state must finance public education adequately and must make it possible for all Californians to understand the elements of school funding.

The state must maintain Propositions 98/111 and must fund fully the formulas they provide for generating basic revenues to K-12 and community college districts. Community-based funding models that enhance local control over the scope and quality of educational services - and that are in compliance with the California Supreme Court decision in *Serrano v Priest* - should be explored. Provisions allowing for the approval of school construction, technology, and rehabilitation bonds and parcel taxes by a majority vote at the local level should be enacted.

Technology

A comprehensive program to bring the advantages of technology into the classroom is fundamental to creating schools for the 21st century. At a minimum, all students and educational employees must have access to equipment and materials that permits them to interact with - and learn by using - computers, networks, and multimedia devices. They also should have access to library media centers that are staffed by credentialed librarians and that contain state-of-the-art equipment and materials.

Educators must be trained to help students in applying advanced technology in the curriculum. Electronic networks must be available to provide the latest research into more effective ways of teaching and communicating with other educators.

As a first step toward achieving these goals, the state must provide the resources needed to obtain, maintain, and regularly upgrade the hardware and software required to employ state-of-the-art technology.

To assist in this endeavor, CTA will develop its own model classroom standards for hardware and software. CTA will also encourage its chapters to negotiate for on-site staff who will promote technological literacy and maintain equipment and materials.

Further, CTA will continue to pursue funding from the Public Utilities Commission, ballot initiatives, such other sources as a tax on video rentals, and local bond measures to help maintain and expand technology programs. CTA will also support expansion of the role of state construction bond money for these purposes.

Categorical Programs

Categorical program funds for direct services to students should be distributed directly to school sites in all districts where site-based decision-making provisions exist in enforceable collective bargaining agreements.

Students for whom existing categorical programs were originally designated must continue to receive services designed to meet their specific needs. Personnel at each site should be free to create the programs they feel will be most effective in serving targeted student populations. A full continuum of services that promote equity and access must be available to meet the needs of each student.

Assessment of the effectiveness of site-based program configuration must be performance-based, utilizing locally developed tools. In cases where minimum performance standards are not met, the programs must be modified.

Audits, funded by existing categorical program administrative budgets, must be required to evaluate the use of these funds. The role of the State Department of Education should be limited, as much as possible, to reviewing audits of categorical funds to determine which districts appear to be out of compliance. If program funds are misused, the administrators responsible must be held accountable.

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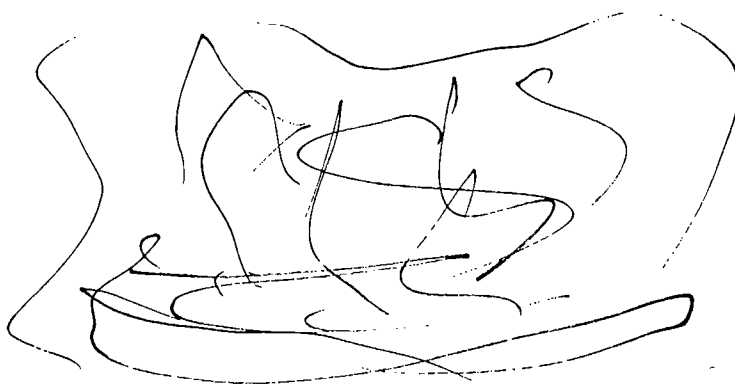
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Draft remarks

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Hello Lois,

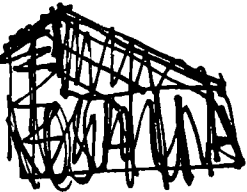
Hillary and I understand that this is a very special day for you and the 295,000 members of the California Teachers Association and we wanted to be a part of it.

From our early days in Desha County Arkansas, I know that you and your family have always been a family of leaders. Your brother Kenneth worked with me for many years when I was Governor. Your sisters Lillie and Doretha are fine educators. Your father Mr. Nathaniel Hayes was the first black Sheriff of Desha County.

Lois, you also are a leader and a woman of firsts. You are the first person of color ever to be elected president of CTA, the largest and most powerful teachers' association in the country. You have always been committed to quality public education for all children. You are a model for all of us. I, as well as others, have benefited from your wise counsel and support.

I know that Miss Dorothy (Moore) is as proud of you as I am.

Lois, we wish you well and I know that as you move on to new challenges we can continue to count on your passion and commitment to the future of all children.



Josh Gathman

Love to
Leanne

Sandra Jackson

650
568
585
per Cal Teachers Assoc - 4 yrs
see her - 4 yrs.

Final 01/20/99 10:15 p.m.

Paul Glastris

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON EDUCATION
THE WHITE HOUSE
January 21, 1999**

Acknowledgments: Sec. Riley; soldier-turned-teacher Arthur Moore; Sen. Byron Dorgan; Sen. Daniel Inouye; Rep. Elijah Cummings; Rep. Rush Holt; Rep. Dale Kildee; Rep. Patsy Mink; Rep. Tim Roemer; Rep. Loretta Sanchez; Rep. Debbie Stabenow; Kelsey Begaye, President Navajo Nation; Samuel N. Penney, Chairman Nez Perce Tribal Executive Committee.

On October 4, 1957, the Soviets launched the Sputnik satellite, challenging America's technological lead in the Cold War. Three months later, in his State of the Union address, President Dwight Eisenhower called on Americans to "rise to the demands of our times" with a new federal program to help public school teachers improve their math and science instruction. President Eisenhower understood--and Congress agreed--that teaching our children is a matter of gravest national interest. I have no doubt that Ike would have seen Arthur Moore, the soldier-turned-teacher, as a patriot twice over.

Two days ago, in my State of the Union Address, I called on Congress to rise to the demands of our time--to help all of our children gain the skills they will need to succeed in the Information age. I announced a plan to improve learning in our public schools by offering more investments, and demanding more accountability. Today, I want to elaborate on one crucial part of that agenda--our plans to get more and better-trained teachers like Arthur Moore into America's classrooms.

Rarely has there been a better moment to act, for rarely has America been in a stronger position to act. We have created the longest peacetime economic expansion in our history, with 18 million new jobs and wages rising at twice the rate of inflation. We have budget surpluses projected for the next 25 years. We have the lowest violent crime rate in a quarter century and the cleanest environment in a quarter century. We can truly say that the promise of our future is limitless.

But as I said in my State of the Union address, we cannot realize that promise if we allow the hum of our prosperity to lull us into complacency. With our budget surplus growing, our economy expanding, our confidence rising, now is the moment for this generation to meet our historic responsibility to give our children 21st schools. Fifty-three million children--almost one-fifth of the population of the United States--spend their days inside public schools. That is more students than at any time in our nation's history. Yet even as our need for great teachers grows, the ranks of teachers is about to shrink, with 2 million teachers expected to retire in the next ten years. Clearly, our nation faces a drastic need, not just for more teachers, but for teachers who are better trained and better able to teach our children the skills they will need to succeed in the 21st Century.

Recent research confirms what most of us know from our own school experiences--that what most determines whether students learn is not their family backgrounds or the dollars spent per pupil, but the talents and abilities of their teachers. Every adult in this room can probably recall the names of teachers who deeply affected their own lives, by instilling a love of the written word or clarifying the murky waters of algebra. I often think of my old high school band leader, Virgil Spurlin, a great big man with a great big heart who taught me not only how to love and play music, but how to be focused, how to work in a team, and how to aim for high goals.

I know there are many, many such teachers in every school in America. Yet in too many schools, too many teachers are ill prepared for the classroom. A quarter of all secondary school teachers do not have college majors--or even minors--in the subjects they are teaching, and this deficit is worse where the need is greatest. Students in schools with the highest minority enrollment have less than a 50/50 chance of having a math or science teacher with a license or degree in the field.

We must do better, and we can. Every five years, the federal government revisits the terms of its \$15 billion annual commitment to the nation's public schools. 1999 is such a year, and that gives us a golden opportunity to change the way we invest that money, to support what works, and stop supporting what doesn't.

Later this year, I will send Congress a plan that for the first time holds states and school districts accountable for progress and rewards them for results. Under my Education Accountability Act, all states and school districts receiving federal funds must end social promotion; must adopt and enforce strict discipline codes; must give parents report cards on their children's schools; and must turn around their worst-performing schools-or shut them down.

Finally, all states and school districts will be held accountable for the quality of their teachers. That means that all new teachers must be required to pass performance exams, and all teachers should know the subjects they're teaching.

These are not Republican ideas or Democratic ideas. They are common sense ideas that have already been road-tested in states and school districts across the country. We know these changes will work, and we should put partisanship aside and put them to work. But if we are going to insist that every state and every school district make changes that work, we must offer them resources to do the job right. That means helping build or modernize 5000 schools. It means summer school and after school programs to keep students learning when parents are working and juvenile crime soars. And it means getting more and better-trained teachers into America's classrooms. Today, I am pleased to announce four specific proposals to do just that.

First, in the balanced budget I will submit to Congress early next month, I will call on Congress to invest \$1.4 billion to hire new, better-trained teachers to reduce class size in the early grades. This is a 17 percent increase over the budget I signed last fall, and it brings us another step closer to our goal of hiring 100,000 teachers over seven years. Smaller classes mean more attention, more discipline, more learning. Every child deserves it. Congress must deliver it.

Second, I will call on Congress to invest \$35 million to provide 7000 thousand college scholarships for our brightest young people who commit to teaching where they can do the most good: in our poorest inner city and rural schools. That is over five times the investment Congress made for these kinds of scholarships last year, and I think this is the best way we can spend additional dollars to get more well-prepared teachers into the classroom.

Third, I will call on Congress to invest \$10 million to train 1000 Native Americans to teach on Indian reservations and in other public schools with large Native American enrollments.

Fourth, I will call on Congress to invest \$18 million to recruit and train retired members of the U.S. military to become teachers. Since 1994, our Troops for Teachers program has helped 3000 active-duty soldiers who were planning to leave the military find rewarding second careers teaching in our public schools. That experience has shown that soldiers like Arthur Moore make wonderful teachers and excellent role models. They tend to have math and science backgrounds, experience training young people, and a willingness to work in inner city and rural schools. Now, we must apply this proven recruitment formula to a vast pool of potential teacher talent: our 25 million veterans. Let's make it easier for those who have been heros abroad to be heros here at home.

My balanced budget also continues support for our master teachers program to make sure our finest teachers get the recognition and rewards they deserve.

Teaching our children is patriotic work, and we must do more to recruit our best people and train them to excel as teachers. The four proposals I have laid out will move us towards that goal. But the best way to recruit committed new teachers is to show them that their efforts will make a difference, and to do that, we must make every school in America a center of excellence. That is the path we are now on, a path that will lead to a better, more prosperous, more secure America in the 21st Century.

Thank you and God Bless you.

###

VIDEO REQUEST PROPOSAL

99 MAR 12 P3:00

TODAY'S DATE 3/1/99

____ACCEPT

____REGRET

____PENDING

TO: Stephanie Streett
Assistant to the President and
Director of Scheduling

FROM: Karen A. Tramontano *VA1*
Assistant to the President and
Counselor to the Chief of Staff

REQUEST: Video for retiring California Teachers Association President, Lois
Tinson

PURPOSE: To be played at Ms. Tinson's retirement dinner as a memento of
her service

BACKGROUND: Ms. Tinson has served as the CTA's President for the last four
years, and is a longtime friend and ally of the First Family.

DATE AND TIME: May 1, 1999

DURATION: two-minute video taped message

LOCATION: TBD

PARTICIPANTS: The following are invited: Lois Tinson, CTA-Leaders, and CTA
members

OUTLINE OF EVENT: The President would be provided with both a 120-second script
and background materials.

MEDIA COVERAGE: no

RECOMMENDED BY: Karen A. Tramontano

CONTACT: Karen Tramontano and/or Carolyn Wu

ORIGIN OF PROPOSAL: Invitation

Need script

February 24, 1999

Ms. Karen Tramontano
Deputy Assistant to the President
The White House
Washington, D.C. 20500

SUBJECT: Request for Taped Greeting from the President

Dear Ms. Tramontano:

Mickey Ibarra suggested we contact you regarding this matter.

In May we celebrate the retirement of Lois Tinson after four year's service as President of the 285,000 member California Teachers Association. In addition to serving her profession, Lois is a longtime friend and ally of the First Family, back to her days as a teacher in Arkansas.

In honor of Lois's retirement we are preparing a video tape presentation for her retirement dinner and as a memento of her service. Participation of President Clinton in this would be very meaningful for Lois, our leaders, and our members.

If the President were willing to record a two-minute video taped message any time before May 1, it would be most helpful. Upon your request we can provide you with both a 120-second script and background materials for your perusal.

Please contact our Associate Executive Director, Bob Cherry, at 650.697.1400 extension 5339 to let us know if President Clinton will be able to honor this request.

Thank you for your consideration.

Sincerely,

Carolyn
Carolyn Doggett
Executive Director

c: Mr. Mickey Ibarra
Mr. Robert Cherry
Mr. Robert Nelson

Carolyn Doggett
Executive Director

P.O. Box 921
Burlingame, CA 94011-0921

575 Broadway
Redwood City, CA 94063

650.697.1400
Fax. 650.568.7385
WWW.CTA.ORG

*Hi Karen!
Hope this finds you
taking some time
enjoying life but I
support not.
Take care!
Carolyn*

151ST STORY of Level 1 printed in FULL format.

Copyright 1995 The Times Mirror Company
Los Angeles Times

June 26, 1995, Monday, Home Edition

SECTION: Part A; Page 3; Metro Desk

LENGTH: 1567 words

HEADLINE: TURBULENT TIMES AWAIT NEW UNION HEAD;
EDUCATION: LOIS TINSON TAKES HELM OF CALIFORNIA TEACHERS ASSN. TODAY. SHE WILL
HAVE TO BATTLE VOUCHER DRIVE AND PERSUADE OTHERS THAT THEY ARE NOT A BARRIER TO
REFORM.

BYLINE: By RICHARD LEE COLVIN, TIMES EDUCATION WRITER

BODY:

Like a diminutive general pumping up her troops before battle, Lois Tinson, the incoming president of the California Teachers Assn., stood at the podium in a hotel ballroom packed with union activists and taunted their opponents.

Two years ago, the union had led the charge to defeat school vouchers. Now voucher forces are resurrecting the measure, and Tinson's job is to gird the union for battle again.

"We beat you before. We beat you bad," she said, harking back to one of her union's greatest triumphs. "We will beat you again. We will beat you even worse!"

The teachers erupted in applause, then handed Tinson the first victory of her young administration: permission to assess union members \$3.8 million a year to gather a war chest for the voucher fight.

Tinson, a veteran of 30 years in the classroom, officially takes the helm of the powerful, 240,000-member union today at a turbulent time for one of the state's largest and most powerful unions.

Sacramento politicians, frustrated by policy gridlock, have fingered the CTA -- with its financial influence over key legislators -- as a barrier to educational reform. Gov. Pete Wilson has targeted the union on such key issues as tenure and merit pay.

Meanwhile, pressure on the schools to improve is mounting among parents and legislators from both sides of the political aisle, who cite spring test scores showing that the state's fourth-graders are reading worse than students in 39 states.

And as it gears up to fight the reborn voucher movement, the union is struggling with its own internal tensions over issues such as bilingual education and how hard and fast to push for more money for schools.

Given all that lies ahead, many are urging Tinson to push the CTA to become more moderate and cooperative.

Los Angeles Times, June 26, 1995

Delaine Eastin, a Democrat and former assemblywoman who was elected state superintendent of public instruction last fall with CTA help, said the organization must transform itself from a traditional labor union concerned mainly with wages and working conditions into a force for change.

"They really do have some legitimate concerns about salaries and benefits," Eastin said. "But if they could focus on what's good for children instead of how we position our association . . . it would get rid of the concern that the public has that they are a self-interested entity trying to feather its own nest."

It is a perspective that Tinson acknowledges.

"We have got to let . . . the people out there who are constantly criticizing us know that we want to be a very positive force in the education of a child and that we are not against everything that is proposed," Tinson said.

Last year, in response to the voucher initiative that the union helped defeat, the CTA put forth its own five-point plan for reform: make schools safe, professionalize teaching, reduce class size, make sure children learn English and bring more technology into the classroom.

It was the first time that the union had made its position known on school reform. Although the document took some familiar union positions -- calling for smaller classes and greater involvement of teachers in governance and instructional issues -- it also drew praise for going beyond timeworn demands for more money.

When it comes to reform, however, the CTA is in an awkward position, Tinson said. Many accuse it of hindering reform when it is merely trying to carry out its mission of protecting the employment rights of its members.

Tinson, a lifelong Democrat, may well be the right person to try to achieve the proper balance between those two goals, said Lawrence Kemper, superintendent of the Baldwin Park school district and a past president of the Assn. of California School Administrators. "Lois . . . is somebody who is very strong . . . who really is interested in the bottom line, which is . . . to make certain that kids learn."

A resident of Los Angeles, Tinson, 55, is the first African American president in the CTA's 132-year history.

In conversation, she is soft-spoken and proud when discussing her rise to power from the cotton fields of Arkansas City, Ark., a community so small that she comprised the entire class the year she graduated. "I was valedictorian, salutatorian and everything," she said.

She began teaching at the school from which she had graduated after only two years of college, but continued taking classes to get a bachelor's degree from the University of Arkansas. She later earned a doctorate in institutional management from Pepperdine University.

Tinson, the oldest of five children, came to California in 1962 and became involved in the teachers' organization in the 1960s. She rose through the ranks and was elected to the \$120,000-a-year job as president in January by

Los Angeles Times, June 26, 1995

acclamation. She will serve a two-year term and, if tradition holds, will be reelected.

She is said to be particularly effective in small groups, behind the scenes.

"She has a very quiet presence, but it's a presence that says, 'Don't mess with me,' " said Judith Goodson Knedel, a union activist at Jones Junior High School in Baldwin Park, who has known Tinson for 25 years.

"The antagonism against public education and the perception that California doesn't need to spend money on its children is just ludicrous," she said, and Tinson's strong but calm manner will be effective in countering that idea.

"Pounding on the table and getting in the face of folks isn't effective," Knedel said.

Her skill as a conciliator will be essential as she attempts to mediate a bitter split within the CTA over how to teach students not fluent in English.

Teachers who are staunch supporters of bilingual education have been angered by the union's efforts to ease state training requirements for veteran teachers who are not bilingual. Meanwhile, many teachers believe that schools, especially in Los Angeles and Orange counties, keep students in bilingual classes far too long.

Tinson said the range of opinions among teachers merely reflects the ambivalence of the community on the issue, and she pledged to listen to both sides to "come to some resolution that will benefit all kids," she said.

Tinson and the CTA say they are willing to embrace reform, but not at the expense of giving up their extraordinary power, which comes from having the members, money and ability to knock on doors in every community in the state to argue in favor of their positions.

And they spend millions supporting legislators who agree with their views. "We support those who support public education, that's what we are all about," Tinson said.

The CTA and other education groups are working to increase their share of the 1995-96 state budget. The union also is crafting a longer-term solution, in the form of a constitutional amendment, to boost California per-pupil spending above 40th, relative to other states.

"On this issue, we must become radical," said John Perez, a vice president of United Teachers-Los Angeles, the CTA's largest local.

But polls that the union has commissioned show that the public is lukewarm about paying higher taxes, and what the CTA fashions will indicate how well the organization is reading the public's mood, said Maureen DiMarco, Wilson's education adviser.

"If the CTA comes forth with what they've been talking about -- another tax increase -- that's old style," she said.

Los Angeles Times, June 26, 1995

CTA critics remain dubious about the organization's direction.

So far this year, the CTA has blocked most of Wilson's conservative education agenda, which called for rewriting the state Education Code, rolling back job protections for teachers, establishing merit pay and instituting alternative credentialing procedures.

CTA opposition also stalled several bills that would have increased the number of charter schools, which are free from most state and local regulations and can choose to hire non-union teachers. A union spokeswoman said the union does not oppose the concept of charter schools but believes that the 90 or so in existence should be evaluated before more are established.

Conservative Assemblyman Bruce Thompson (R-Fallbrook), who has carried much of Wilson's education agenda this spring, said that he has gotten little cooperation from the CTA. "They have dug their trench and once in a while they come up to say they are open-minded, but they are not," Thompson said.

Tinson disagrees. She said she is willing to work with legislators regardless of partisan politics and is open to change.

She has even met with the San Diego-based organization that is developing a new voucher initiative and had amicable discussions about what compromises the CTA might be willing to make.

That group, the American Education Reform Foundation, has a big jump on the backers of Proposition 174, the measure that the CTA spent \$12.3 million to help defeat in 1993. It has a financial commitment from John Walton, a billionaire scion of the Walmart family fortune, and Bill Oberndorff, a wealthy San Francisco Bay Area investment banker. And it has the political wisdom to realize that, to have a chance, a voucher measure must be written to have broader appeal.

Tinson said the bottom line is simple. The CTA will not back any voucher that diminishes the amount of money available for public schools.

"We aren't against reform, but when you are taking public money for private schools, we have a problem," she said.

GRAPHIC: Photo, Lois Tinson LORI SHEPLER / Los Angeles Times

LANGUAGE: ENGLISH

LOAD-DATE: June 27, 1995

59TH STORY of Level 1 printed in FULL format.

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Los Angeles Times

May 20, 1998, Wednesday, Home Edition

SECTION: Metro; Part B; Page 2; Metro Desk

LENGTH: 625 words

HEADLINE: EDUCATION / AN EXPLORATION OF IDEAS, ISSUES AND TRENDS IN EDUCATION;
AS THE EXPERTS SEE IT . . . ;
FROM SUNDAY THROUGH TUESDAY, A SERIES OF SPECIAL REPORTS IN THE TIMES EXAMINED
PUBLIC EDUCATION IN CALIFORNIA, COVERING ISSUES FROM POOR TEST SCORES TO TEACHER
TRAINING TO BILINGUAL EDUCATION. IN THE WAKE OF THOSE REPORTS, "PUBLIC
EDUCATION: CALIFORNIA'S PERILOUS SLIDE," FIVE TOP EDUCATION VETERANS OFFER THEIR
OWN PERSPECTIVES.;
TEACHERS KNOW ALL TOO WELL ABOUT THE PROBLEMS BESETTING CALIFORNIA'S SCHOOLS.
BUT WHAT THEIR UNION SOUGHT TO LEARN IN A RECENT MEMBER SURVEY IS, WHERE DO WE
GO FROM HERE?

BYLINE: LOIS TINSON, Lois Tinson is president of the California Teachers Assn.
union

BODY:

The series in the Los Angeles Times during the past three days paints a
disturbing picture of California's public schools. But it is no surprise to
California's teachers. The difficulty comes in getting people to move beyond
hand-wringing and finger-pointing into some real and concentrated action.

As The Times prepared its survey, the California Teachers Assn. launched a
massive survey of its own--one that asked its members what they thought about
education in this state and what they thought ought to be done about it. The CTA
received more than 140,000 responses to a detailed questionnaire. Then, to
validate the survey results, the CTA held more than 100 focus groups around the
state and surveyed more than 800 teachers, parents and voters.

Our results agree with The Times' survey in many respects. The performance of
students is troubling--especially those in the crowded inner cities and those
who do not speak English well.

The attitude of students contributes to the problem as much as their lack of
skills. In our survey, recent high school graduates told us that teachers who
hold students to high standards are the ones who are best helping them prepare
for the future. However, teachers who want to hold students to high standards
are often fighting a losing battle. This battle, along with low salaries and
poor working conditions, leads to the high turnover rate among new teachers.

The CTA's survey also revealed that the public's trust in teachers is not
misplaced. First and foremost, teachers want to teach and be effective teachers.
Next, they want more control over decision-making at the site level. They want
to have more input into the school curriculum and school budgets. And they want
the training and support they need to be effective. Further, teachers are
concerned with the number of teachers who are entering the classroom

Los Angeles Times May 20, 1998, Wednesday,

unprepared. Additional assistance for new teachers is essential, they say.

The Times is also correct about some of the basic causes of the problems. Funding in California, though it promises to be better this year, has been too low for too long. Classes, except those in kindergarten through third grade, are still the largest in the nation.

California ranks last in number of computers, in librarians and library resources, in guidance counselors, and in nurses. We don't do much better in funding for each student, either, falling far below the national average.

What the Times survey does not include is a strong piece urging parents to get more involved in their children's education. The CTA's survey shows that both teachers and parents want parents to be involved.

What can be done? Along with the California Parent-Teachers Assn. and business groups such as the Silicon Valley Manufacturers Group, the CTA believes that the first step is setting standards for schools, just as they have been set for students. Here are a few of the steps that must be taken now:

- * Make sure every student has textbooks in every subject that can be used at school and at home.

- * Provide summer or intersession school and after-school programs for any student who does not meet grade level standards.

- * Make sure that all classes have the equipment and ongoing supplies necessary to meet rigorous standards.

- * Provide new teachers with support in the Beginning Teacher Support and Assessment program or its equivalent.

- * Allocate money to provide ongoing renovation and maintenance of buildings.

California's teachers and the California Teachers Assn. pledge to work with anyone--parents, students, business leaders, legislators, and the public--to bring students the education they deserve.

*

Lois Tinson is president of the California Teachers Assn. union.

LANGUAGE: English

LOAD-DATE: May 20, 1998

FAX TRANSMITTAL**CALIFORNIA
TEACHERS
ASSOCIATION**Date: 4/1/99 Time: 12:06 PSTFax Number (Recipient): 202-456-2505Total Pages (including cover sheet): 10To: JOSH - White HouseFrom: SANDRA JACKSONLocation575 Broadway
Redwood City, CA 94063Shipping2684 Middlefield Road
Suite E
Redwood City, CA 94063MailingP.O. Box 921
Burlingame, CA 94011-0921650.697.1400
WWW.CTA.ORG

Message: HERE IS ADD'L
INFORMATION AS REQUESTED
ON OUR PRESIDENT, LOIS
TINSON.

If you do not receive all pages, please call Alana at (650) 697-1400, x 5304

CTA Leadership Office – Fax (650) 568-7382

Biography

Lois Tinson

President

California Teachers Association

Lois Tinson has served as CTA President since 1995, after having spent her adult life as an educator. A high school reading and English teacher in the Baldwin Park Unified School District in Los Angeles, Ms. Tinson holds a master's degree and a doctorate in institutional management with a specialty in curriculum development from Pepperdine University. She continues to serve on the faculty at Pepperdine as an instructor of grade school education. Born and raised in Arkansas, Mrs. Tinson graduated from the University of Arkansas and began teaching 31 years ago in the Arkansas public school system. Tinson, CTA's first ethnic minority president, is listed in Who's Who in Black America and Who's Who Among International Women. She has served as the Association's secretary-treasurer as well as on the CTA and National Education Association Boards of Directors.

(MARY) LOIS TINSON
5115 Brynhurst Avenue, Los Angeles, California 90043
Office: (650) 697-1400 Home: (323) 294-0317

EMPLOYMENT

1995 – Present	President, California Teachers Association
1991 – 1995	Secretary-Treasurer, California Teachers Association
1985 – 1991	Reading/English Teacher, North Park High School, Baldwin Park

OTHER EMPLOYMENT EXPERIENCE

1985	Visiting Teacher, Whitehaven, England
1977 – Present	Instructor, Grade School of Education, Pepperdine University, Los Angeles

EDUCATION

A.A. Degree	Arkansas Baptist College, Little Rock, Arkansas
B.A. Degree	Arkansas State University at Pine Bluff (formerly Arkansas A. M. & N. College)
M.S. Degree	Pepperdine University, Los Angeles, California
Ed.D. Degree	Pepperdine University, Los Angeles, California

PROFESSIONAL CREDENTIALS

California	General Elementary Life Credential Miller-Unruh Reading Specialist Credential Early Childhood Specialist Credential Administrative Service Credential
------------	--

PROFESSIONAL ACTIVITIES

Board of Directors, National Education Association (Elected)
Member, Board of Directors, Far West Regional Laboratory for Educational Research and Development (Appointed)
Member, Council of Advisors on Education, CSU – Pomona (Appointed)
Member, California Commission for Teacher Credentialing
(Appointed by Governor Brown, 1983)
First Vice President, Pepperdine Chapter, Phi Delta Kappa

HONORS AND AWARDS

Zeta Phi Beta Sorority, Inc.
Our Authors Study Club
University of Arkansas at Pinebluff Alumni, Chapter of So. California
Metropolitan Baptist Church
California Teachers Association, Service Center One
We Honor Ours "WHO" Award
Arkansas A. M. & N. Alumni Award
Honorary Life Member, PTA
Assembly Rules Committee – California Legislature
National Education Association – Association of Classroom Teachers
Baldwin Park Unified School District Resource Staff
Delores Education Award – Pepperdine University
National Education Association – Board of Directors
California Teachers Association – State Council of Education

MEMBERSHIPS

Gamma Phi Delta Sorority
International Reading Association
California Reading Association
Phi Delta Kappa
Association for Supervision and Curriculum Development

California Teachers Association

Statement of Mission, Goals, and Objectives: 1998-2000

Mission

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.

Goals and Objectives

To fulfill its mission, the California Teachers Association pursues the following goals and objectives.

- I. CTA plans and executes programs and strategies designed to enhance the quality of education for students and the professional and personal lives of its members, placing particular emphasis, on advancing the goals and programs in its *Blueprint for Educational Excellence* and the implementation of the results of the CTA for the Next Century Project.
 - A. CTA will give especially high priority to providing safe, healthy and adequate facilities for California school children.
 - B. CTA will give high priority to ensuring that class-size reductions authorized by legislation are implemented effectively — with credentialed teachers employed in all classrooms — and to sustaining efforts to reduce the student-teacher ratio at all grade levels and in all subject areas.
 - C. CTA will emphasize the need to make computers as well as communications equipment and programs available in schools and classrooms — all schools and classrooms being equipped with the needed wiring — and also to ensure that educators are trained to use technology, are able to instruct students to use advanced technology and are prepared to integrate technology into the curriculum.
 - D. CTA will work to expand the scope of collective bargaining — to establish and strengthen shared decision-making and to assure that teachers have a significant role in all curriculum, instructional, and professional decisions.
 - E. CTA will give high priority to ensuring that California maintains affordable, accessible public higher education.
- II. CTA assists its local chapters in bargaining for salaries and individual and employment rights in keeping with the academic and professional status of its members.
 - A. CTA will maintain programs to support organizing activities in order to

- achieve contract settlements in a timely manner.
 - B. CTA will strengthen its programs in negotiations, contract-enforcement, organizing, and legal defense in order to protect and expand the rights of all teaching personnel, including full-time, permanent, part-time, temporary and probationary employees.
 - C. CTA will support legislation to ensure the economic well-being of retirees, including guarantees of adequate health and welfare benefits.
 - D. CTA will implement programs designed to help chapters fulfill their duties of bargaining and consultation.
- III. CTA represents members in governmental relations — to influence state and federal legislation and actions by state and federal agencies.
 - A. CTA will strengthen its political action programs and expand its political influence — through the maximum involvement of members and staff — and by emphasizing that improving the quality of public education and the conditions of teaching and learning are issues that transcend both ideology and partisan politics.
 - B. CTA will continue to work to elect candidates and pass initiatives designed to promote excellence in education.
 - C. CTA will continue to institute new and enhance current procedures that put members and staff into contact with elected and other public officials, with the goal of winning support for CTA and NEA policies, programs and positions.
 - D. Recognizing that California faces the need to recruit well over 200,000 new teachers in the next five years — to replace those who leave or retire from the profession as well as to reduce class size and accommodate the number of new students — CTA will continue to do all it can to improve teacher salaries and economic benefits.
 - E. CTA will continue to support adequate funding for the California State University system.
 - IV. CTA shall continue to strengthen its role as the preëminent voice for public education in California — projecting a strong, coherent and consistent image — such that its members play the major role in shaping public policy on education.
 - V. CTA represents members in professional and career development matters.
 - A. CTA will continue to develop and coordinate programs and workshops in curriculum, instruction, and professional development.
 - B. CTA will continue to develop and implement model programs and training units designed to improve teaching and learning.
 - C. CTA will work with local associations to develop and implement programs aimed at improving the conditions of teaching and learning in all California schools.
 - VI. CTA represents members and provides a program of economic benefits and resources for members.
 - A. CTA will work to secure favored-status economic benefits from external vendors.
 - B. CTA will work to provide a program of Association-sponsored economic benefits.

- VII. CTA works to maintain and expand its membership so as to remain effective in defending and advancing its members' interests.
- A. CTA will mount a vigorous program to promote membership among new teachers.
 - B. CTA will increase the number of agency/fee chapters and will maintain efforts to convert fee-payers into members.
 - C. CTA will continue to implement, in cooperation with NEA, a long-range plan for organizing in higher education and Student CTA.
- VIII. CTA maintains a governance system designed to achieve broad membership involvement and democratic decision-making.
- IX. CTA maintains leadership development and membership participation programs.
- X. CTA works to promote human and civil rights.
- A. CTA will continue working for the expansion and protection of the civil, human, and professional rights of all educators, and the civil and human rights of students and others involved in public education.
 - B. CTA will strengthen programs that encourage the involvement of greater numbers of women, racial and ethnic minorities, and members of the gay, lesbian, bisexual, and transgender members.
 - C. CTA will develop programs to enhance awareness of cultural diversity.
- XI. CTA maintains staff, hired in conformance with affirmative action principles, to serve its members.
- A. CTA will continue to develop and implement a uniform database for the Association and its affiliates in membership processing, dues accounting, collective bargaining, and political action.
 - B. CTA will regularly inform and assist chapters in meeting their fiscal, legal, and professional responsibilities.
 - C. CTA will address the unique needs of its urban, suburban, and rural chapters.
- XII. CTA maintains internal and external communication systems to ascertain its members' priorities, to keep its members informed, and to improve its relations with the public.
- A. CTA will continue to commission professional polling firms to survey its members and determine their needs, wants, and priorities.
 - B. CTA will maintain and improve its existing communications programs, with renewed emphasis on providing help and information in the professional and instructional areas through its official journal, the *California Educator*.
 - C. CTA will continue to develop and refine alternative modes of communication, including the expansion of the CTA "page" on the *World Wide Web*.
 - D. CTA will work to develop an even stronger presence in the community at large — and to influence the formulation of public policy — through its media relations and paid advertising programs including CTA's *Quest for Excellence* program.
- XIII. CTA implements NEA policies within California and works to influence the development and content of those policies.

STATE CAPITOL
SACRAMENTO, CA 95814
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(909) 466-9096
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California State Senate



COMMITTEES:
ENERGY, UTILITIES AND
COMMUNICATIONS
(VICE CHAIR)
FINANCE, INVESTMENT AND
INTERNATIONAL TRADE

JAMES L. BRULTE

SENATOR, THIRTY-FIRST DISTRICT
CHAIRMAN, SENATE REPUBLICAN CAUCUS

January 29, 1999

National Education Association
Human and Civil Rights Committee

To Whom It May Concern:

I am pleased to add my support to the nomination by the California Teachers Association (CTA), of Lois Tinson, for the H. Councill Trenholm Memorial Award.

As president of the California Teachers Association, Lois Tinson stands as a role model for educators nationwide. Before serving as President, she was Secretary-Treasurer of CTA and served on the CTA Board of Directors as well as the Board of Directors of the National Education Association. She has been a delegate to 24 NEA Representative Assemblies and has served as a delegate to the World Conference of Organizations of the Teaching Profession.

Ms. Tinson has addressed the California Board of Education and has spoken before many Legislative committees and other groups on behalf of education, teachers, and students. She served as a member of the California Commission on Teacher Credentialing, and has served as the NEA representative to the Educational Testing Service.

I support Ms. Tinson's nomination for this prestigious award.

Sincerely,

A handwritten signature in cursive script that reads "James L. Brulte".
JAMES L. BRULTE
Senator, 31st District

California State Senate

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SENATOR
TERESA P. HUGHES
TWENTY-FIFTH SENATORIAL DISTRICT



COMMITTEES:

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CHAIR, SELECT COMMITTEE
ON COMMUNITY
DEVELOPMENT

CHAIR, SELECT COMMITTEE
ON SCHOOL SAFETY

CHAIR, SUBCOMMITTEE ON
ALZHEIMER'S

January 27, 1999

Ms. Carolyn Doggett
PO Box 921
Burlingame, CA 94011

Dear Ms. Doggett:

I wish to take this opportunity to strongly recommend Lois Tinson for the National Education Association's Human & Civil Rights Trenholm Award.

As President of the California Teachers Association, Lois Tinson is clearly a role model for African American educators nationwide. She is the first ethnic minority president of the 285,000 member association.

Ms. Tinson speaks out on behalf of African Americans in every venue. She has established training for teachers in the area of multicultural education working with at-risk young people. She was a leader against California Propositions 187 and 227 which are mean spirited policies aimed at immigrants and limited English proficient students.

She has won so many major awards it would be impossible to list them, however, her work on behalf of human rights, equality and opportunity for the children of California is unequalled. I urge your most positive consideration for her candidacy for the prestigious Trenholm Award.

Sincerely,

Teresa P. Hughes
TERESA P. HUGHES
Member of the Senate

TPH/tg



New Jersey Education Association 180 West State Street, P.O. Box 1211, Trenton, New Jersey 08607-1211 (609) 599-4561 FAX: (609) 278-0688

Michael Johnson
President

January 29, 1999

NEA Human and Civil Rights Awards Committee
National Education Association
1201 Sixteenth Street NW
Washington, DC 20036

Dear Friends:

It is a privilege and honor to write in support of the nomination of Dr. Lois Tinson, president of the California Teachers Association, for the NEA H. Council Trenholm Memorial Human Rights Award. In my capacity as a member of the NEA Board of Directors, and as NJEA secretary-treasurer, vice president and president, I have had the opportunity to work with Lois over the years and to come to know her quite well as a human being.

Dr. Tinson's advocacy for members, for children, for education, and for humankind in general is beyond compare in our association. She is a fine example of what our organization is all about. Her quiet demeanor belies her personal depth of commitment to providing all people with the ability and means to advance as far in their lives as they possible can.

What has impressed me most about Lois Tinson's leadership and value system is that she firmly stands for human dignity, respect, and decent treatment for all people. She has never approached any initiative from a single-issue standpoint. She has always been inclusive, broad-based, and futuristic in her thinking.

I wholeheartedly endorse CTA's nomination for the Trenholm Memorial Human Rights Award. I can think of no one more deserving of this award than Dr. Lois Tinson.

Sincerely yours,

A handwritten signature in cursive script that reads "Michael Johnson".

Michael Johnson, President

MJ:jvd



ANTONIO R. VILLARAIGOSA
SPEAKER *of the* ASSEMBLY

February 8, 1999

National Education Association
Human and Civil Rights Committee

Dear NEA Human and Civil Rights Committee:

I am proud to recommend and support Ms. Lois Tinson's nomination for the H. Council's Trenholm Memorial Award. As President of the California Teachers Association (CTA), Lois Tinson stands as a role model for not only African-American educators, but for all educators nationwide. Ms. Tinson is the first ethnic minority to serve as President of the 285,000-member CTA and has served in that capacity for the past four years. Ms. Tinson is recognized as a leader for inclusiveness, diversity, and equality. There are numerous examples of Ms. Tinson's steadfast support of diversity and equity. However, let me share just a few that resonate with me as Speaker of the State Assembly.

First, she personally advocates equality on behalf of all children and educators, regardless of their nationality, race or beliefs. I have had the opportunity to meet or speak on panels with Lois Tinson, and her honest motivation for inclusion and equality never wanes. In addition, through CTA's Human Rights Department, she has established training for teachers in the areas of multicultural education, working with at-risk young people, and working with students to keep them from participating in gangs.

Second, through her leadership, CTA opposed two statewide propositions that were of significance to minority educators – Propositions 187 and 227. These propositions will make it more difficult for students who are Limited English Proficient to succeed. Proposition 187 was aimed at immigrants, while Proposition 227 outlawed bilingual education in the state of California. Despite strong opposition by CTA and its affiliates, these propositions passed. However, Ms. Tinson was tireless in her opposition to these measures, which unfortunately were designed to limit educational opportunities for certain student populations.

Third, Ms. Tinson has addressed the California State Board of Education, and various legislative committees on behalf of teachers and students. Ms. Tinson is considered a formidable advocate for quality education and open access for all.

These are just a few of the examples of Ms. Tinson's tireless pursuit and commitment to educational inclusion and equity. In my eyes, Ms. Lois Tinson is a champion in this area. Again, I am proud to recommend and support Ms. Lois Tinson for the H. Council Trenholm Memorial Award. If you have any questions, please feel free to call me or Daniel Alvarez of my staff at (916) 319-2045.

Sincerely,

A handwritten signature in black ink, appearing to read 'Arv', with a long horizontal stroke extending to the right.

ANTONIO R. VILLARAIGOSA
Speaker of the Assembly

arv:da