

CATE 2011 Annual Business Meeting
February 13, 2011
Sheraton Grand, Sacramento, California

Board Members Present: Charleen Delfino, President; Liz McAninch, Vice President; Bob Chapman, Past President; Angus Dunstan, Michelle Berry, Jim Kleigl, Kim Flachmann, Joan Williams, Punky Fristrom, Richard Hockensmith, Carol Jago, Bill Younglove, Carol Surabian, Karen Brown, Cheryl Hogue-Smith, Jill Hamilton-Bunch, Carol LeCren, Ron Lauderbach, Denise Mikkonen, Lisa Ledri-Aguilar, Shelly Medford, Nancy Himel, Susan Dillon, Anne Fristrom, Shannon Taylor, Bill Younglove, Carrie Danielson

Resolutions Committee Members Present: Carol LeCren, Chair; Bill Foreman, Elizabeth Meehan, Tish Griggs, Rita Smith

Call to Order 7:34 a.m. by Charleen Delfino, CATE President

Motion to approve the agenda AND THE RULES OF CONDUCT for THE CATE 2011 Annual Business Meeting

Moved by Dunstan, Seconded by Hogue Smith; Motion is approved

Motion to approve the minutes of the CATE 2010 Annual Business Meeting

Moved by Chapman; Seconded by Hogue-Smith; Motion is approved

Summary of President's Report (Delfino)

President's report is online

Annual reports will be online

Cancellation of fall CATE Board meeting was a problem and Board needs to consider alternatives.

Explanation of Rules for CATE Elections: (Chapman)

Statements of Candidates:

Secretary:

Carrie Danielson

Member-at-Large, College:

1. Bill Foreman
2. Lisa Ledri-Aguilar
3. Carmen Carrillo

Member-at-Large, Middle:

Kristin Orona-Ramirez (not present-no statement)

Member-At-Large, Unspecified:

Michelle Berry

Membership Chair:

Joan Williams

Report of the Resolutions :
Review of Parliamentary Rules (P. Fristrom)

CATE 2011 Board Resolution—Commendation of the Convention Committee
Passed by CATE Board February 10, 2011

**CATE 2011: Board Resolution –
Commendation of the Convention Committee**

Never More Crucial is a vital theme for a convention held in the state’s capital during a year when budgetary and educational issues are foremost in every teacher’s mind. In this year when every teacher in the state is concerned about how to keep going from day to day, attendance at an English Language Arts convention is not only vital, but crucial, and for many participants it is also a sacrifice—all for the good of students in the state of California.

This convention happens only because of the efforts of many teachers and other volunteers who donate their time and energy to make this weekend possible.

Let it be resolved that the California Association of Teachers of English (CATE) thank and commend the following outstanding volunteers and members of the convention committee:

Convention Chair	Michelle Berry, Windsor High School, Windsor
Convention Coordinator	Punky Fristrom, Retired, San Diego Unified School District
Program Chair	Cheryl Hogue Smith, Kingsborough Community College, City University of New York
Meals /Decor CoChairs	Lynda Campfield, San Leandro High School, San Leandro Elisa Griffin, Franklin High School, Stockton
Registration Chair	Sarah Tutt, River City High School, West Sacramento
Hospitality Chair	Ariana Rubalcalva, Student Teacher, Rio Americano High School, Sacramento
Volunteer Co-Chairs	Angus Dunstan, CSU Sacramento, Sacramento Shelly Medford, Oroville High School, Oroville
College Credit Chair	Angus Dunstan, CSU Sacramento, Sacramento
Autograph Chair	Verna Dreisbach, Dreisbach Literary Management, El Dorado Hills
President’s Reception	Charleen Silva Delfino, Retired, San José State University
Technology/AV Chair	Bill Foreman, CSU Stanislaus, Turlock
Concierge	Michael Johnson, C. K. McClatchy High School, Sacramento
CATE Membership Booth	Joan Williams, Retired, Arcata High School. Eureka
Pre-Convention	Jayne Marlink, California Writing Project, Berkeley
Photographer	Ken Allen, Palos Verdes
CATE Treasurer	Anne Fristrom, Retired, San Diego
Exhibits Manager	Tammie Harvey, Chico
Advertising Manager	Jeff Wilson, Novato
Registrar	Eddie Hase, Prospect High School, Oroville
Flyer/Program Publication	Carole LeCren, La Jolla High School, San Diego
Printer	Rick and Carol Benson, Golden Ink Litho, San Diego

Resolution #1: Moved by Liz Meehan; Seconded by Angus Dunstan
Resolution approved

CATE 2011: Resolution 1 – Mental Health and Learning Disability Support

Whereas students with identified and yet-to-be identified (or noticed) mental health and/or learning challenges often make known their issues in English and Language Arts classes, through the nature of the teacher/student interaction during reading and writing assignments, and

Whereas recent news stories about the mental and emotional issues of students, and the attempted assassination of a Congressional representative, provide evidence of the need for addressing mental health challenges, and

Whereas according to anecdotal and statistical evidence from across the state, students with learning challenges achieve more in years when their services are fully funded, and

Whereas students with mental health and/or learning challenges need both evaluation and consistent ongoing support services from mental health professionals and learning specialists in order to be successful in school and life,

Therefore let it be resolved that the California Association of Teachers of English (CATE) urge that the Governor, the State Legislature, and the California Department of Education (CDE) fund services for students with mental health and/or learning challenges and that the funding will be consistent and equitable throughout the state.

Distribution to:

The Governor
The California State Legislature
The California Department of Education
The University of California Chancellor
The California State University Board of Trustees

Resolution #2: Moved by Bill Foreman; Seconded by Carole LeCren
Friendly amendment: Add after CDE “State board of Education,”
Resolution approved

CATE 2011: Resolution 2 – Keeping Literature in the Curriculum

Whereas the mission of English and Language Arts faculty at all levels is to develop proficiency in reading, writing, listening and speaking, and

Whereas a related mission of English and Language Arts faculty at all levels is to prepare students to be global citizens who can engage with world issues, and

Whereas improvement in literacy skills and engagement with world issues can be fostered through both nonfiction and fiction, and

Whereas in recent years the teaching of nonfiction in English and Language Arts classrooms has increased in order to improve the outcomes on standardized tests which feature a high percentage of nonfiction texts, and

Whereas the pressure to teach more nonfiction in English and Language Arts classrooms is also driven by an apparent decline of writing and reading skills of incoming college freshmen, and

Whereas the interpretation of these perceived needs has led to the mandated teaching of nonfiction in English and Language Arts courses at the expense of or even the exclusion of literature, and

Whereas engagement with a broad range of cultures and world issues is often inspired by a poem or novel before a student explores the issue further by reading nonfiction on the topic,

Therefore let it be resolved that the California Association of Teachers of English (CATE) urge the California Department of Education (CDE), the State Board of Education, Academic Senate of California Community Colleges (ASCCC), and school districts statewide always to include the teaching of works of fiction, poetry, and drama in addition to works of nonfiction in English and Language Arts course offerings.

Distribution:

The California Department of Education (CDE)

The State Board of Education

Academic Senate of California Community Colleges (ASCCC)

School Districts (perhaps use County Departments of Education)

Resolution #3: Moved by Carole LeCren; Seconded by Ron Lauderbach

Motion to amend by Carrie Danielson; Seconded by Angus Dunstan

Call for the question by Carole LeCren; Amendment denied

Revised amendment by Cheryl Hogue-Smith; Seconded by Richard Hockensmith

Amendment approved

Resolution approved

CATE 2011: Resolution 3 – Common Core State Standards

Whereas the state of California applied for the Race to the Top federal educational funding, and

Whereas part of the application process was to agree to replace the California standards with the Common Core State Standards (since renamed California's Common Core Content Standards), and

Whereas when the California standards were created and implemented, a tremendous amount of time and energy was invested by many stakeholders, including English and Language Arts teachers, and

Whereas it was through that investment that the California standards were promulgated throughout classrooms in California, and

Whereas the Common Core State Standards were introduced to California teachers as a *fait accompli*, and

Whereas the California STAR and California High School Exit Exam were created to measure the California standards and will now need to be either revisited or revised to align with the Common Core State Standards,

Therefore let it be resolved that the California Association of Teachers of English (CATE) urge the California Department of Education (CDE) to include English Language Arts teachers in any revision of the state tests and the development and implementation of support materials (as well as fund fully professional development and training) for the Common Core State Standards in English and Language Arts classrooms.

Distribution:

The California Department of Education (CDE)

Resolution #4: Moved by Bill Foreman; Seconded by Liz McAninch
Resolution approved

CATE 2011: Resolution 4 – Changes to CSU “Early Start”

Whereas the California Master Plan for Higher Education (1960) established the California State University (CSU) system to provide access to university education for a broad base of California’s population, and

Whereas the CSU has greatly enhanced access to higher education, historically providing the most affordable 4-year degrees available in the United States to many Californians who could not afford college and pushing California’s college-educated population to 30%, making California one of the nation’s most educated states, and

Whereas the CSU has for years provided developmental courses in math and English for many students who have needed additional help in these areas, and

Whereas the CSU has recently instituted the “Early Start” program that requires students needing developmental courses to begin those courses during the summer before their first fall semester, and

Whereas this summer coursework does not receive state support and therefore may be more expensive than coursework taken during the regular school year, and

Whereas students needing developmental coursework in English are predominantly economically disadvantaged and may not be able to afford non-state subsidized coursework and also need to work during the summer to pay for their educations, and

Whereas failure to complete successfully an “Early Start” experience will cause students to be dropped from fall term courses for which they have already registered, creating an additional admissions requirement for a predominantly poor and minority population group, which contradicts the spirit of the Master Plan,

Therefore let it be resolved that the California Association of Teachers of English (CATE) join the California State University’s Statewide Academic Senate and the California State University English Council in asking the California State University trustees to repeal or fund the Early Start requirement.

Distribution:

The California State University Statewide Academic Senate
The California State University English Council

The California State University Board of Trustees

Old Business:

Thanks to CATE 2011 Convention Committee for hard work and leadership

New Business:

- Drawing from Leadership Forms. Free Two-Year Membership to extend membership or use for a gift
Robin Harbour Upper won drawing.
- Wed. Feb. 16 State Senate Education Committee meeting Room 4203 in capitol.
Purpose of meeting is to discuss implementation of Common Core Standards
- Invitation to Invitation to CATE 2012, Feb. 10-12 Ontario, California by Kim Flachmann and Jill Hamilton-Bunch
- Cheryl Hogue-Smith--Call for presenters is online at CATEweb

Motion to adjourn by Bob Chapman; Seconded by Hockensmith

Meeting adjourned, 8:15

Next meeting:

February 12, 2012

Ontario, California

Respectfully submitted—February 13, 2011

Carrie H. Danielson

CATE Secretary