

# **FUTURE TEACHERS CONFERENCE**

## **Planning Handbook Second Edition**

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– J.K., J.D.

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This handbook is available in pdf format on the Internet: <http://www.lacteonline.org>.

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## PREFACE

### *Why have a Future Teachers Conference?*

College students considering a career in teaching have the same questions as students did six years ago when we planned our first conference. They still wonder,

- What will they have to do to get their credential?
- How will they find a job?
- What will it be like in the classroom?
- How will they “manage” their classroom?
- How will they fit in as the new teacher in their first school?
- What should they expect from the principal at their first school?
- What salary will they earn?
- Can they make a living?
- Are the “rewards of teaching” worth it?

A Future Teachers Conference can bring together expert teachers, principals, and teacher educators to address these questions. Such an event can provide accurate information, serve as a meeting place for students with similar career interests, and give encouragement to continue on a career path leading to teaching. As we prepare the second edition of this handbook, we are even more confident that the Future Teachers Conference is a valuable professional experience for prospective and new teachers. Future teachers continue to attest to its value.

*This is definitely a great way for future teachers to get helpful information, meet like-minded friends, and have a fun time doing it!*

*I was starting to forget why I wanted to be a teacher and then I came to the conference. I am inspired and motivated again. Thanks!*

*We got tons of information, meals, and supplies for a low fee! This conference is awesome!*

Using the previous edition of this planning handbook, ten two- and four-year colleges and universities across the nation have planned Future Teachers Conferences. Each of these events has its own personality and character because it reflects the needs, demographics, and interests of the prospective and novice teachers it serves. Even our own event has transitioned over the years from being focused on math and science to addressing all curricular areas. In addition, for the last two years we have been fortunate to have the corporate sponsorship of Washington Mutual, Inc. for the entire event.

Changes in this edition of the Planning Handbook include:

- ◆ new information on organizing a networking fair to provide conference attendees with information about educational programs, job opportunities and resources that are available in the local area
- ◆ an added "Tips for Attending the Future Teachers Conference" information sheet for attendees
- ◆ expanded coverage of the registration process, including more details on early, late and closed registration
- ◆ a third alternate time schedule for the day

- ◆ planning details addressing a larger conference (up to 400 attendees)
- ◆ updated conference timeline, sample forms and letters, and budget

We further note that this second edition of the Planning Handbook is available in pdf format for downloading from the Internet: <http://www.lacteonline.org>. We hope that the improvements in this edition will better assist college faculty planning a Future Teachers Conference.

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## INTRODUCTION

The new millennium found the State of California facing a critical teacher shortage with a total projected shortfall of 250,000 K–12 teachers during its first decade (see Appendix A). This shortage was anticipated in part because of demographic factors such as a rapidly increasing student population and a large number of teachers approaching retirement age. Another major factor was the phasing in of a legislated reduction in class size down to a maximum of 20 students per classroom. As this edition of the planning handbook goes to print, the local and national teaching shortage appears to be easing in these down economic times. According to a February 10, 2003 *Los Angeles Times* article, the relative stability of teaching makes the profession attractive to people losing their jobs or worrying about their future in hard hit fields such as technology or business management. More aggressive recruitment campaigns, pay hikes for teachers and new accelerated alternative credential programs are also helping to bring new faces to the teaching profession. However, the very high attrition rate for new teachers is still cause for concern. In addition, there continues a particularly urgent need for qualified math and science teachers. In those areas little has changed since 1996 when the National Commission on Teaching and America's Future reported that in California about one-half of math teachers and nearly one-third of science teachers lacked a major or a minor in their subject. This means that today's students are not getting the science and math foundation they will need to take their place in the technology-based economy of the 21st Century.

The Los Angeles Collaborative for Teacher Excellence (LACTE), funded by the National Science Foundation for years 1995-2000, was one project which addressed the need to better prepare future teachers in science and mathematics. This collaborative of five four-year colleges and universities and five community colleges focused on improving the education of prospective teachers through changes in course content and pedagogy and by providing pre-professional experiences related to teaching. Each year, nearly 500 college students participated in LACTE pre-professional activities such as field trips, student group meetings for future teachers, internships, and math and science conferences.

Two of the most successful activities originated by LACTE were the Meet the Teachers Roundtable and the Future Teachers Conference. These events, which have been successfully institutionalized, continue to provide college students with encouragement to consider a teaching career, give them an accurate picture of K–12 teaching, and connect them with role model teachers. The Meet the Teachers Roundtable is a half-day event where prospective teachers participate in exemplary hands-on math and science lessons, learn how to present these lessons, and make appointments to visit classrooms of the role model teachers. The Future Teachers Conference is an all-day event focusing on the skills and information needed to navigate the credential process, land an initial teaching job, and be successful in the first year in the classroom. Planning either one of these events is not an insurmountable task. A small group of dedicated individuals can accomplish it. This handbook describes how to plan a Future Teachers Conference and reflects the experience gained during six years of hosting the event annually.<sup>1</sup> The handbook is divided into four sections:

- I. Future Teachers Conference Day from Beginning to End
- II. Getting Started
- III. Details of the Planning Process

IV. Appendices (Planning Meeting Minutes, Sample Forms and Letters, and Press Release)

The Conference has proven to be a valuable pre-professional experience for future teachers. Comments from participants indicate that, as a result of attending the Conference, they felt more confident that teaching was the right career choice.

*What I love most about the Future Teachers Conference is that it keeps me excited about becoming a teacher. I may get overwhelmed sometimes, but these conferences keep my spirits up!*

*The information received at the conference gave me a better overview of what lies ahead for me, thus taking away all of my doubts.*

*I am more likely to pursue this career now than before. The information that I've gathered has given me the confidence to reach my goals with great success.*



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<sup>1</sup> The authors have written a similar handbook for planning a Meet the Teachers Roundtable event. Both are available on the Internet: <http://www.lacteonline.org>.

## I. FUTURE TEACHERS CONFERENCE DAY FROM BEGINNING TO END

The following schedule of events chronicles the flow of the activities on the day of the Future Teachers Conference.

- 6:30 AM The planning team arrives at the host institution and begins checking the rooms to make sure that they have appropriate AV equipment and supplies. Then they set up the tables with the registration materials for attendees and speakers (name tags, packets, conference bags) and put up decorations (such as balloons). The planning team posts signs directing participants from parking lots to the registration area and from the registration area to the session rooms. They also locate and post signs to restrooms. Continental breakfast arrives about 7:30 AM.
- 8:00 AM Registration and continental breakfast begin.
- 8:50 AM Welcoming remarks and instructions for the day.
- 9:00 AM Session One. Attendees choose one of several concurrent sessions.
- 10:00 AM Session Two. Attendees choose one of several concurrent sessions.
- 11:00 AM Session Three. Attendees choose one of several concurrent sessions.
- 12:00 PM Lunch and Networking Fair.
- 1:30 PM Keynote Address.
- 3:00 PM Wrap-up Session. Introduce the members of the planning team. Attendees turn in the conference evaluation form and receive a ticket for attendance prizes. The conference ends with awarding of attendance prizes and closing remarks by the planning team.
- 3:30 PM The planning team cleans up the registration and lunch area, removes signs, returns equipment, and locks rooms.



## II. GETTING STARTED

### The Planning Team

The planning team consists of college students interested in teaching, K–12 faculty, and college faculty. The student planners are an integral part of the planning process, the day’s event, and the follow-up. The student planners bring the viewpoint of the conference audience to the planning team and their interests and concerns are reflected in the selection of the topics for the sessions and the keynote speaker.

### Faculty Planners

Four to six college faculty is an optimal number for the planning team. It is essential that these faculty have connections to K–12 teachers and administrators and a willingness to mentor college students through the planning process. The planning team can also include one or more K–12 teachers whose major responsibility will be to provide the names of potential speakers. Faculty planners should be selected about three months prior to the conference.

### Student Planners

Recruiting student planners begins about one month before the first planning meeting. Initially, making announcements at future teachers clubs or other clubs attended by prospective teachers and asking faculty/staff to recommend potential student planners are two successful recruitment strategies. For subsequent conferences, volunteers can be sought at the previous year’s event by means of the Request to Serve on Next Year’s Planning Team Form (see Appendix E).



### Responsibilities of the Student Planners and Faculty Planners

Under the guidance of the faculty, the student planners are responsible for:

- ◆ Selecting the topics for the sessions and keynote speaker
- ◆ Contacting potential speakers for the sessions
- ◆ Contacting representatives for the Networking Fair
- ◆ Making arrangements for continental breakfast and lunch
- ◆ Preparing the packets for distribution on the day of the conference
- ◆ Securing some of the attendance prizes
- ◆ Serving as presiders for the sessions

The faculty planners are responsible for:

- ◆ Sharing ideas about the desired qualities for the speakers

- ◆ Supporting the students as they contact potential session and keynote speakers
- ◆ Preparing and distributing the agendas and minutes for the planning meetings
- ◆ Preparing the materials for the packets
- ◆ Preparing and mailing written correspondence with the speakers and networking fair representatives
- ◆ Processing registration materials
- ◆ Securing some of the attendance prizes
- ◆ Obtaining the honoraria or gift certificates for the speakers
- ◆ Authorizing the expenditures for the conference
- ◆ Processing speakers' requests for reimbursement for materials
- ◆ Sending thank you letters to speakers, donors, and the planning team
- ◆ Sending commendation letters to principals and supervisors
- ◆ Preparing post-conference evaluation report
- ◆ Compiling the final report for the conference

### Initial Questions to Address

Once the planning team is formed, the members should consider the set of questions found below. Clarifying these issues at the outset will make the planning process go more smoothly. Here is the list of questions, followed by a discussion of each:

*What are the objectives for the day?*

*Who will the audience be?*

*Where will the Future Teachers Conference be held?*

*When will the conference be held?*

*How many attendees will the conference be able to accommodate?*

*How long is the planning process?*

*What happens at the planning meetings?*

*What secretarial assistance is available?*

*What will the conference cost?*

### ***What are the objectives for the day?***

The purpose of the Future Teachers Conference is for attendees to gather information about many facets of a career in teaching, experience lessons presented by exemplary teachers, and interact with classroom teachers and administrators in a conference setting.

### ***Who will the audience be?***

The Future Teachers Conference is designed for prospective elementary and secondary teachers. K–12 teachers in their first three years in the profession could also benefit from the event.

### ***Where will the Future Teachers Conference be held?***

The conference should be held in a facility that has space for a registration area, conference sessions, keynote address, a lunch area, a wrap-up session, and ample parking. The location will most likely be a college or university campus, but it could also be a conference facility for a large company.

### ***When will the conference be held?***

Since the Future Teachers Conference is an all-day event, a Saturday is ideal. College and K–12 faculty and administrators are generally available at this time. The event should avoid holiday weekends, breaks, and weekends before final exams. Optimal times to hold the Future Teachers Conference would be from late October to mid-November or late March to mid-April.

### ***How many attendees will the conference be able to accommodate?***

The conference can be designed to accommodate any number of future teachers. When deciding on the capacity of the conference, consider these factors: size and number of rooms available and the number of future teachers that are likely to attend. Limiting sessions to a maximum audience of 30-40 promotes interaction between the speakers and attendees. Larger sessions of 75-100 can be scheduled for the more popular topics.

### ***How long is the planning process?***

The planning process takes about three months. In order for it to run smoothly, the planners should make a list of target deadlines. A timeline helps keep the planners on schedule. See Appendix B for a sample timeline.

### ***What happens at the planning meetings?***

During the first month of planning, the faculty planners communicate via phone or email to contact potential student planners and select dates and places for the planning meetings. For the second and third months, the entire planning team (student and faculty planners) should expect to meet about every two weeks. Initial meetings are devoted to developing the program, which includes selecting the topics, identifying potential speakers and organizations for the networking fair, and determining the schedule for the day. Planners also make decisions about continental breakfast and lunch, publicity, the registration process, evaluation, and attendance prizes. Minutes of the planning meetings document the decisions made and serve to remind planners of the tasks they were assigned. Consider holding the planning meetings over dinner since this is usually a time that student planners are available. Serving pizza and sodas is an easy and modest dinner, costing about \$35 - \$50 per meeting depending upon the number of planners.

***What secretarial assistance is available?***

Secretarial assistance for preparing the advertising flyer, registration materials and packet materials, processing the registrations, and preparing the summary evaluation report is quite helpful. This can require up to 60 hours of secretarial time.

***What will the conference cost?***

There will be some unavoidable costs for duplication of publicity, registration and conference packet materials and for postage. These can usually be borne by one of the participating higher education institutions. Offering to reimburse speakers for the materials they use in their presentations is essential as a professional courtesy. Other conference costs will depend upon available funds. These costs may include food (continental breakfast and lunch on conference day and dinner for the planning meetings), honoraria or gift certificates for speakers, and souvenirs (T-shirts, tote bags or hats) for the attendees and speakers. If student planners incur travel and parking costs, consider providing a small stipend for each planning meeting attended. If more financial resources are available, consider paying student and faculty planners a stipend for their time. A modest registration fee (\$10-\$20) will reduce the number of "no shows" and can help finance the event. See pages 16 and 17 for various budget options.

### III. DETAILS OF PLANNING THE CONFERENCE

#### Selecting the Host Institution

Contact the host institution, typically a college or university, about six months prior to the Future Teachers Conference to determine if the necessary facilities are available on the chosen date. Determine what the host institution can provide in the way of support staff, facilities and equipment, what fees will be charged, and whether refreshments must be ordered from the host institution's food service provider.

#### Financing the Conference

The cost of the conference is primarily a function of the number of attendees. The cost can range from \$10 to \$50 per attendee. Depending how frugal the budget is, charging a registration fee can finance a portion or all of the conference. Other potential funding sources include the participating institutions, corporations, professional teaching organizations, educational supply companies, publishing companies, and grant agencies. Various budget options are provided on pages 16 and 17.

#### Making Arrangements with the Host Institution

##### *Rooms*

A large meeting room or cafeteria would be appropriate for registration, lunch and the wrap-up session. This room should have tables and chairs that can comfortably seat the anticipated number of attendees. Several additional tables will be needed for registration and to serve continental breakfast and lunch. Depending on the number of attendees, rooms with a capacity of 30-40 people, will be needed for most sessions. If available, one or two larger rooms with a capacity of 75-100 people are ideal for the more popular sessions (such as, classroom management and the credentialing process). If a keynote address is planned, a large meeting room with audio-visual equipment is ideal. To minimize the amount of time needed between sessions, select rooms that are in the same building and close together.

##### *Equipment*

Any of the larger meeting rooms, such as those used for welcoming remarks, keynote and wrap-up session, should be equipped with a microphone. Rooms equipped with overhead projectors, screens, and computers with Internet access are ideal for the workshop sessions. Inform the speakers what equipment is available in each room. Ask speakers to indicate on the Speaker's Confirmation Form (see Appendix E) any additional audiovisual, computer or other equipment they need.

### *Parking*

Ample parking should be available for the attendees and speakers. Find out if the speakers may park nearby to unload any equipment. Obtain directions to the host institution and maps indicating the locations of parking and registration to mail to attendees and speakers as part of their confirmation information.

### *Food*

Arrange for continental breakfast and lunch. The continental breakfast usually includes coffee, tea, juice and muffins or bagels. Be sure that cups, plates, and napkins are also provided. Make arrangements to have the breakfast arrive about 30 minutes before registration begins. The lunch can be served either in box or buffet style. Be aware that a buffet-style lunch can require twice as long to serve as a box lunch. Plan to have food arrive at least 30 minutes prior to the time lunch is scheduled. When making food arrangements, be mindful that some institutions have exclusive contracts with their food service provider, so inquire about any restrictions before ordering food from an outside caterer. Arrange for trash cans and recycling bins. Be aware that box lunches will generate a significant amount of refuse.

### *Publicity*

Inquire if any participating institutions can provide some assistance with publicity, a photographer for the conference, or an article in a campus publication. About four weeks before the conference contact local newspapers if press coverage of the event is desired. A sample press release can be found in Appendix F.

### *Other details*

Know the locations of the nearest restrooms. Make sure the restrooms will be cleaned and restocked before the event. Inquire about the location of the nearest telephone. Obtain a phone number to call on the morning of the conference in case there are problems with locked doors, the way a room is set-up, or the equipment. Know how to contact campus security. Make sure that campus safety officers and the information booth staff at the entrance of campus know about the event.

### Selecting the Session Topics

The student planners provide valuable suggestions for the session topics. Consider repeating sessions that may be in high demand. The list that follows is a sample of session topics from the Future Teachers Conferences.

- Classroom Management for the Elementary School Classroom
- Classroom Management for the Secondary School Classroom
- A Principal's Advice to New Teachers
- Empowering Students in Your Classroom
- The Interview Process and Resume Writing
- Things I Wish I Had Known Before I Started Teaching

Teacher Credentialing Process<sup>2</sup>  
Teachers Have Tests Too  
How to Work Effectively With Parents  
Salary and Benefits - Union Issues  
Strategies to Bring Technology into the Elementary Classroom  
Bilingual Issues and the Dual Immersion Classroom  
Student-Centered Technology Integration Made Easy  
Teaching to the Needs of Both Genders  
How to Become a Substitute Teacher and the Tricks of the Trade  
Bring Out the Writer (Mathematician, Scientist) in Every Child  
Working With Special Needs Students in Every Classroom



Suggestions for future sessions made by attendees on the conference evaluation form have included:

How to Prepare a Lesson Plan  
What Teachers Do when Their Students Are Not Prepared for Grade Level  
Designing a Professional Portfolio  
Student Teaching Discussions  
Creative Ways to Get Supplies for Little or No Cost

### Finding the Speakers

Once the session topics are chosen, the planning team draws on their contacts to suggest names of potential speakers. Student planners volunteer to contact a potential speaker for each session.

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<sup>2</sup> Suggestion: Consider contacting the state credentialing commission to see if they can send a representative to discuss the teacher credential process.

Between the first and second planning meetings, the student planners call or email the speakers they were assigned to invite. During this time period, the faculty and student planners stay in close communication (via telephone or email) to address any difficulties that may arise. Once a speaker confirms his or her attendance, the students complete the Speaker's Information Form (see Appendix E) and bring it to the next planning meeting or email it to the appropriate faculty planner. The college faculty planners will send the Speaker's Confirmation Letter (see Appendix D) which provides information about the conference. Speakers return the Speaker's Confirmation Form (see Appendix E) giving their address, phone and fax numbers, email address, session title and description, social security number (for honorarium), audiovisual and computer needs and brief biography. Along with the confirmation letter, speakers receive the schedule of the day, campus map with directions, and parking information.



### Organizing a Networking Fair

During lunch, consider hosting a networking fair to provide conference attendees with information about educational programs, job opportunities and resources that are available in the local area. A sampling of potential networking fair organizations include:

- Museums with Educational Programs
- Teacher Organizations and Unions
- Credentialing Agencies
- Teacher Recruiting Centers
- Teacher Supply Companies

When hosting a networking fair at lunch, set up a table for each organization in the early morning or during the first session. Each table should be clearly marked with the organization's name. Ask networking representatives to arrive about one hour before lunch to give them time to set up materials and eat their lunch. If organizations plan to hand out brochures, teacher supplies and the like, request that they bring enough for every conference attendee and tell them the anticipated conference attendance.

### Selecting a Time Schedule for the Day

The Future Teachers Conference is an all-day event. Offering several concurrent sessions in each time slot models the format of professional conferences. Attendees are free to choose which sessions are of interest. If a particular session is full, they are directed to make another selection. Consider repeating sessions that are anticipated to be very popular. Registration takes from 30 to 45 minutes depending on the number of attendees. Plan for a 30 minute registration time for up to 150 attendees; allow 45 minutes for more than 150 attendees. The welcoming remarks and any instructions for the day should take no more than 10 minutes. At least an hour is required for lunch if there is to be a networking fair at the same time. Take into consideration that a buffet-style lunch can require twice as long to serve as a box lunch. Because of time considerations,

caterers suggest providing a box lunch for more than 200 attendees. The following three schedules have been used successfully.

SCHEDULE #1 (Three 60-minute sessions, keynote speaker, networking fair)

|                |  |
|----------------|--|
| 8:00-8:55 AM   | Registration, Welcoming Remarks, and Continental Breakfast |
| 9:00-10:00 AM  | Sessions   |
| 10:10-11:10 AM | Sessions   |
| 11:20-12:20 PM | Sessions   |
| 12:20-1:30 PM  | Lunch and Networking Fair                                  |
| 1:45-3:00 PM   | Keynote Speaker  |
| 3:00-3:30 PM   | Wrap-up Session, Evaluation, and Attendance Prizes         |

SCHEDULE #2 (Five 55-minute sessions, no keynote speaker)

|                |  |
|----------------|--|
| 8:30-8:55 AM   | Registration, Welcoming Remarks, and Continental Breakfast |
| 9:00-9:55 AM   | Sessions   |
| 10:00-10:55 AM | Sessions   |
| 11:00-11:55 AM | Sessions   |
| 12:00-12:35 PM | Lunch (no keynote speaker)                                 |
| 12:40-1:35 PM  | Sessions   |
| 1:40-2:35 PM   | Sessions   |
| 2:45-3:00 PM   | Wrap-up Session, Evaluation, and Attendance Prizes         |

SCHEDULE #3 (Five 45-minute sessions and a keynote speaker)

|                   |  |
|-------------------|--|
| 8:30-8:55 AM      | Registration, Welcoming Remarks, and Continental Breakfast |
| 9:00-9:45 AM      | Sessions   |
| 9:50-10:35 AM     | Sessions   |
| 10:35-10:50 AM    | Break  |
| 10:50-11:35 AM    | Sessions   |
| 11:35 AM-12:05 PM | Lunch  |
| 12:05-12:35 PM    | Keynote Speaker  |
| 12:45-1:30 PM     | Sessions   |
| 1:35-2:20 PM      | Sessions   |
| 2:30-2:45 PM      | Wrap-up Session, Evaluation, and Attendance Prizes         |

The conference could be lengthened to include another session if so desired. Be aware that attendance declines at the later sessions.

Advertising the Future Teachers Conference

Prepare and distribute flyers and registration forms (see Appendix E) for the Future Teachers Conference at least ten weeks prior to the event. Include the name of the event, date and time, location, a sample of the session topics, and registration information. Post flyers on campus bulletin boards in areas frequented by prospective teachers, in rooms where future teacher clubs

meet, and on bulletin boards in the school of education or teacher preparation program offices. Make announcements and distribute flyers in classes taken by prospective elementary or secondary school teachers. Send flyers and registration forms to other institutions if a wider pool of attendees is desired. Consider mailing or emailing flyers to students in future teachers clubs and to previous conference attendees. Inquire about the possibility of an article in the campus newspaper.

### Organizing the Registration Process

#### *Advance and On-Site Registration*

The registration form should include the name of the event, the day and date, time, location of the conference, registration fee (if any), how to pay it, and where to return the completed form. On the registration form request the following information from students: name, address, phone, email, fax, gender (optional), ethnicity (optional), current college/university, year of student, teaching interest, and a signature granting permission to be photographed or videotaped (see Appendix E). Students should send completed registration forms and payment to a central location that will handle the advance registration process. Early discount and/or late registration penalties can be imposed to encourage attendees to register for the conference promptly. An early registration deadline of three weeks before the event allows time to mail a confirmation letter (see Appendix D), "Tips for Attending the Future Teachers Conference" information sheet (see Appendix D), directions to the event, campus map and parking information to registered attendees. Those registering late can receive confirmation and other information by email or fax. Processing the registrations as they come in provides up to date information about the conference enrollment. This enables the planning team to make decisions about the need to advertise more widely or add more sessions. When registration reaches capacity and additional registration forms arrive, send a letter indicating registration is closed (see Appendix D). However, anticipate a no show rate of 10 to 15% when an advance registration fee is charged. The no show rate will be significantly higher if no fee is charged. If exceeding capacity is a concern, include a warning in the advertising flyer that on-site registrations will be accepted only if space is available. Including such a warning can reduce the request for on-site registration significantly. A webpage or phone line with message capability can provide up-to-date information on registration availability to interested individuals.

#### *Checking In on Conference Day*

It is important to have the registration area ready for attendees and speakers about an hour before the event, because some attendees and speakers will arrive quite early. Separate check-in tables for attendees who registered in advance, on-site registration, and speakers will facilitate the process. Request a copy of each speaker's handouts at check-in to create a resource library for future teachers. Obtain signatures of speakers, if required by the funding source, for reimbursement and honoraria. At the time of check-in, speakers and attendees receive conference packets and



name tags. If any speakers or attendees have not given permission to take photographs, videotapes and any other media, get their signatures at check-in (see Documenting the Conference with Photos or Video on page 15).

### Preparing Conference Packets

#### *Packets for Students*

Each attendee receives a folder of conference materials, which includes:

- ◆ conference program (session titles and descriptions, times, speakers' names and bios, rooms, planning team members, acknowledgments of donors) (see Appendix E)
- ◆ attendee's evaluation form (see Appendix E)
- ◆ next year's planning team request form (see Appendix E)
- ◆ campus map
- ◆ flyers announcing upcoming events
- ◆ 2 sheets of blank paper (or a tablet if budget allows)
- ◆ pencil or pen (optional)
- ◆ bookmark with pertinent resource information (optional)
- ◆ tote bag, T-shirt, hat or other souvenir (optional)
- ◆ other information of interest to attendees

#### *Packets for Speakers*

Each speaker receives a folder of conference materials, which includes:

- ◆ conference program (session titles and descriptions, times, speakers' names and bios, rooms, planning team members, acknowledgments of donors) (see Appendix E)
- ◆ materials reimbursement form (see Appendix E)
- ◆ speaker's evaluation form (see Appendix E)
- ◆ letter of commendation request form (see Appendix E)
- ◆ campus map
- ◆ pencil or pen (optional)
- ◆ tablet (optional)
- ◆ tote bag, T-shirt, hat or other souvenir (optional)

### Welcoming Remarks

One member of the planning team gets everyone's attention and welcomes them to the Future Teachers Conference. In the welcoming remarks, review the schedule for the day and make any special announcements. Since this may be the first conference for many attendees, inform attendees that if a session is full they should move to another. Tell attendees that if any problems arise during the day, they should contact a planning team member at the registration area. Encourage attendees to turn their evaluation forms before they leave the conference. Explain that these evaluation forms will be used to improve and seek funding for future events.

### Presiding the Sessions

The student planners will introduce each of the session speakers and keynote speaker. On the Speaker's Confirmation Form (see Appendix E), presenters are requested to furnish a brief professional biography for student planners to use when introducing the speakers and to include in the program. During the last planning meeting, have student planners practice introducing speakers since this may be their first experience in presiding a session.

### Organizing the Wrap-up Session

The attendees will gather for a wrap-up session at the end of the conference. During this time, they will complete the evaluation form. Each attendee receives a ticket for the attendance prize drawing after turning in the evaluation form. The attendance prizes typically include: books for K-12 teachers, manipulative sets for the elementary math classroom, complimentary passes to museums, education-related T-shirts, and gift certificates for school-related companies.



### Documenting the Conference with Photos or Video

There are several reasons to document the event with photos or video. These include: post-conference publicity, sending photos along with the thank you letter to speakers, and publicizing and seeking funding for next year's event. At a minimum, designate one of the faculty members of the planning team as a roving photographer for the day. If the budget allows, hire a photographer or videographer. It is essential to have attendees give permission to be photographed or videotaped by signing the registration form. Speakers also need to give permission and their signatures are requested on the Speaker Confirmation Form (see Appendix E).



### Evaluating the Conference

The planning team will want to know how effective the conference was in meeting its goals. Questions to be answered by an evaluation include:

- Which sessions did attendees find most beneficial?
- Did the conference provide useful information about teaching?
- Are attendees more likely/less likely/no change to become a teacher?
- Were the speakers' expectations for the event met?
- What can be done to improve the conference?

Responses on the attendee and speaker evaluation forms (see Appendix E) serve as one indicator of the effectiveness of the conference. The evaluation forms included in the conference packets are collected during the wrap-up session. Attendees and speakers who leave early are encouraged to complete the evaluation form prior to their departure. Attendance prizes for students help to maximize the response rate. A designated faculty planner should compile the data on the evaluations forms into an evaluation report. This report should also include information on how many registered, attended, and any other demographic data collected. A debriefing session with the planning team takes place one or two weeks later. The team reads through the evaluation report and discusses how the information supplied by the students and speakers is useful in planning the following year's event. Notes from this meeting will be invaluable to next year's planning team.

Below are some of the comments students have shared on the evaluation form.

*It is both exciting and beneficial to meet other people with the same goals and ideas, as well as experienced professionals sharing their stories and giving concrete help.*

*Before I was afraid of classroom management but after today's conference, I think I can handle it.*

*The Principal's Advice to New Teachers was an excellent session. How do I get a job at her school?*

*Thinking about the credential process has been scaring me but the conference gave me hope.*

*I enjoyed every single part of the conference. Every year it is a new experience and I learn so much.*

*Today's conference really made me feel like a professional. I received a great deal of information and felt that there are supportive people to help me reach my goals.*

A summary of the information furnished by the speakers and attendees will provide a global view of the effectiveness of conference and can be used by the participating institutions to seek external funding for the event.



### Completing Post-Conference Tasks

During the week following the conference, send thank you letters to speakers and donors of the attendance prizes. Promptly process paperwork for honoraria and reimbursement for speakers' expenses. Send a letter of commendation to the principals or supervisors (see Appendix D) of those speakers who requested one. Within one or two weeks after the event, prepare the evaluation report. For the final conference report, gather forms, letters, sample packets, the list of speakers and the evaluation report into a notebook to assist in planning next year's event.

## Preparing the Budget

A registration fee will offset a portion of the cost of the Future Teachers Conference. It is appropriate to offer student planners and speakers complimentary registration. The budget should include enough money to provide a “scholarship” to any deserving student who cannot afford to pay the registration fee. Consider the following items and their estimated costs when preparing the budget.

### *Food*

|                       |                         |
|-----------------------|-------------------------|
| Continental breakfast | \$2.00-3.00 per person  |
| Lunch                 | \$5.00-10.00 per person |

### *Materials and Postage Costs*

|  |                     |
|--|---------------------|
| Duplication of conference packets                      | \$2.00 per person   |
| Duplication flyers, registration materials and letters | \$1.25 per attendee |
| Postage  | \$0.75 per person   |

### *Honoraria and Materials Reimbursement for Speakers*

|  |                                |
|--|--------------------------------|
| Honorarium or gift certificate         | \$10.00 - \$100.00 per speaker |
| Materials or duplicating reimbursement | \$10.00 per speaker            |

### *Optional Items*

|   |                                |
|---|--------------------------------|
| Souvenirs (Tote bags or T-shirts)                 | \$6.00 - \$12.00 per attendee  |
| Tablets and pens                                  | \$2.00 per person              |
| Film and Developing Costs                         | \$50.00                        |
| Photographer or videographer                      | \$400.00 or more               |
| Dinner for Planning Meetings                      | \$35.00 - \$50.00 per meeting  |
| Travel and parking costs for the student planners | \$50.00 per student planner    |
| Stipends for Student Planners                     | \$100-200 per student planner  |
| Stipends for Faculty Planners                     | \$500-1000 per faculty planner |

### *Sample Budgets -- 100 attendees and 20 speakers*

| ITEM  | LOW BUDGET    | HIGH BUDGET   |
|---|---------------|---------------|
| Continental Breakfast                               |               | \$ 400        |
| Lunch   | \$900         | \$1200        |
| Duplicating, Postage                                | \$400         | \$ 400        |
| Speakers' Honoraria                                 |               | \$2000        |
| Speakers' Materials Reimbursement                   | \$200         | \$ 200        |
| Film and Developing                                 |               | \$ 50         |
| Photographer/Videographer                           |               | \$ 500        |
| Souvenirs   |               | \$ 850        |
| Tablets and Pens                                    |               | \$ 200        |
| Travel and Parking Costs for Student Planners       |               | \$ 400        |
| Dinner for Planning Meetings                        |               | \$ 300        |
| Stipends for Faculty Planners                       |               | \$1000        |
| <b>Total</b>  | <b>\$1500</b> | <b>\$7500</b> |
| Percentage of Cost Covered by \$15 Registration Fee | 100%          | 20%           |

## Working with Student Planners: The Realities and Rewards

Since this will be the first conference planning experience for most of the student planners, the college faculty should stay in contact with the student planners via phone and email throughout the planning process. College faculty will need to make sure that the speakers have been contacted and confirmed. Be sure to follow-up on continental breakfast and lunch arrangements prior to the day of the event. Detailed minutes of the planning meetings serve as a reminder to student planners of the tasks they need to complete. If a student planner does not carry out his or her tasks, ask one of the more successful planners to assist. College faculty make calls or contacts as a last resort.

The experience of serving on the planning team rewards both students and faculty. The planning team sees all its hard work and efforts reach fruition. The faculty planners are rewarded by witnessing the development of each student planner's organizational skills. Both faculty and student planners are inspired by the attendees' willingness to devote an entire Saturday to this event, by how engaged and focused they are at each session, and by how excited they are about their future career in teaching. Faculty and student planners reflect on their experience in the following comments.

### Faculty Comments:

*The faculty participating on the planning team of the Future Teachers Conference are very proud of the student planners. We see our role as supporting and encouraging the students as they design and develop all aspects of the event. We are confident that they have gained the experience needed to plan conferences and meetings for their schools, school districts and professional organizations once they become teachers.*

### Student Planner Comments:

*I believe that students, like myself, who want to be teachers have a sense of altruism and are driven to improve the quality of children's lives through the act of bringing forth a sense of awe and enlightenment in our classrooms. It is a long, and sometimes confusing and frightening, journey to become a teacher. The Future Teachers Conference is a place where many questions are answered, fears are addressed, and our zest and commitment to our goal of teaching is reconfirmed. Preservice and new teachers leave informed, comforted, and energized to carry on with their educational missions. Those of us who participate in the planning of this event get an added bonus, we leave with valuable organizing and team working skills. The demands of the planning team are not too great for a college student because the work is shared and the format for planning the event has been wonderfully and professionally forged by a fantastic group of dedicated staff and students. Planning the Future Teachers Conference is a wonderful opportunity for all future teachers.*

After planning six Future Teachers Conferences with students, we are completely convinced that student autonomy in defining the focus and structure of the conference is essential to its appeal and success. "Although not foreseen at the time the first conference was being

organized, giving students the power to make decisions proved to be very wise, because they understood, in a way that faculty couldn't, what issues most concerned future teachers.”<sup>3</sup> In our experience, when student planners have the final say on topics, presenters, and the conference structure, the resulting event is remarkable.

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<sup>3</sup> Kasabian, J., Fathe, L., & Dewar, J.M. (2002). A Future Teachers Conference - A vehicle to retain, inform, and inspire new and prospective teachers. *Journal of Mathematics and Science: Collaborative Explorations* (5), 181-188.

## IV. APPENDICES

### APPENDIX A:

Fact Sheet on K–12 Education in California in 2001

### APPENDIX B:

Planning Timeline

### APPENDIX C:

Minutes of the Planning Meetings

### APPENDIX D:

#### *Sample Letters*

Letter to Student Planner

Registered Attendee's Confirmation Letter

Tips for Attending the Future Teachers Conference

Registration-is-Closed Letter

Networking Fair Confirmation Letter

Speaker's Confirmation Letter

Speaker's Thank-you Letter

Speaker's Commendation Letter

Thank-you Letter to Donor

Thank-you Letter to Student Planning Team Member

### APPENDIX E:

#### *Sample Forms*

Flyer

Registration Form

Sample Program

Student's Evaluation Form

Request to Serve on Next Year's Planning Team Form

Speaker's Information Form

Speaker's Confirmation Form

Speaker's Evaluation Form

Request for Letter of Commendation

Materials Reimbursement Form

### APPENDIX F:

Sample Press Release

## **APPENDIX A: Fact Sheet on K–12 Education in California in 2001**

## Fact Sheet on K–12 Education in California for 2001

### K–12 STUDENTS

Over 6,000,000 students in the State.

Over 1,600,000 students in Los Angeles County.

Almost 1/4 are Limited English Proficient in the State.

About 1/3 are Limited English Proficient in Los Angeles County.

High school graduation rates in the mid-60%, decreasing from about 70% ten years ago.

Students of color now comprise over 64% of K–12 student population.

### TEACHERS

#### State of California

Over 300,000 K–12 teachers in the State.

About 30,000 new hires are needed each year in the State.

Needs more qualified teachers - up to 250,000 in the next decade.

Produces about 34,000 teachers with preliminary credential each year.

Loses about 5000 teachers to retirement each year.

Loses about 14,000 teachers to attrition each year.

Currently, the shortfall is met by teachers with Emergency Permits - granted to anyone with a degree *in any subject* and a passing grade on the CBEST test:

34,000 Emergency Permits issued for 2000-01 school year (about 11% of the state's teacher workforce)

27,000 Emergency Permits issued for 1998-99 school year

28,000 Emergency Permits issued for 1997-98 school year

22,000 Emergency Permits issued for 1996-97 school year

State Teacher Retention Rates for New Teachers:

94% retention after 1<sup>st</sup> year

90% retention after 2<sup>nd</sup> year

87% retention after 3<sup>rd</sup> year

84% retention after 4<sup>th</sup> year

#### County of Los Angeles

15,000 teachers hold emergency permits (about 20% of the county's teacher workforce).

27 of the 78 Los Angeles County school districts have more than 20% of their staff on Emergency Permits.

15 of the 78 Los Angeles County school districts have 100 individuals on Emergency Permits.

There is a particularly urgent need for:

Math Teachers - Nearly 1/2 lack adequate subject background.

Science Teachers - About 1/3 lack adequate subject background.

Sources: California Department of Education: <http://www.cde.ca.gov>  
California Commission on Teacher Credentialing: <http://www.ctc.ca.gov>  
Education Data Partnership: <http://www.ed-data.K12.ca.us>

## **APPENDIX B: Planning Timeline**

## Planning Timeline

### *Three to Six Months or More Ahead*

- \* Identify faculty planners
- \* Select Future Teachers Conference date
- \* Select and confirm availability of appropriate rooms at the host institution
- \* Inquire about support for secretarial assistance
- \* Answer the initial planning questions

### *Twelve Weeks Ahead*

- \* Determine the registration deadlines
- \* Finalize draft of the registration form
- \* Invite potential student planners
- \* Select dates, times, and location of planning meetings
- \* Draft confirmation letter to speakers
- \* Finalize flyer to publicize the conference

### *Eight Weeks Ahead -- First Planning Meeting with Student Planners*

- \* Select session topics
- \* Discuss format of the conference (length of the sessions, number of sessions in the morning and afternoon)
- \* Decide if the conference will have a keynote speaker
- \* Determine amount of registration fee, if any, and finalize registration form
- \* Discuss the background or expertise desired for the speakers
- \* Determine a list of potential speakers
- \* Divide the tasks of contacting potential speakers amongst the student planners
- \* Prepare timeline to complete the tasks (contacting speakers, finalizing programs, selecting presidors, obtaining attendance prizes, making continental breakfast and lunch arrangements, preparing folders)
- \* Distribute flyers to publicize the conference

### *Six Weeks Ahead -- Second Planning Meeting with Student Planners*

- \* Continue to contact speakers to fill the program
- \* Finalize conference format
- \* Discuss continental breakfast and lunch options and assign student planners to obtain menus from restaurants, caterers, or on-campus food service
- \* Solicit attendance prizes such as books and supplies for teachers
- \* Draft conference evaluation form
- \* Discuss networking fair, if one is to be included, and make list of organizations to contact
- \* Order Future Teachers Conference T-shirts, tote bags, or other souvenirs (optional)

### *Four Weeks Ahead -- Third Planning Meeting with Student Planners*

- \* Finalize list of speakers
- \* Finalize program (sessions, speakers, presidors, and room assignments)
- \* Assign student planners as presidors for each session
- \* Discuss menus for continental breakfast and lunch
- \* Find photographer and videographer, if used
- \* Mail confirmation letters to speakers
- \* Confirm organizations for networking fair, if included

- \* Solicit additional attendance prizes
- \* Contact local newspapers for press coverage (optional)

*Two Weeks Ahead -- Fourth Planning Meeting with Student Planners*

- \* Finalize arrangements for continental breakfast and lunch
- \* Make final room assignments for each session
- \* Arrange for special equipment needs, if any
- \* Type and duplicate conference program
- \* Mail confirmation letters to registered attendees
- \* Buy and prepare nametags
- \* Make decorations, if desired
- \* Obtain honoraria or gift certificates for speakers (optional)

*One Week Ahead -- Fifth Planning Meeting with Student Planners*

- \* Fax or email confirmation letters to those who registered late
- \* Duplicate packet materials
- \* Prepare conference packets
- \* Make signs
- \* Student planners practice introducing their assigned speakers

*Day of the Conference*

- \* Arrive early, check facilities, post signs, set up registration, put out decorations
- \* Coordinate the day's activities
- \* At the end of the day the planning team removes signs, cleans up and locks rooms

*One Week After the Conference*

- \* Send thank-you letters to speakers
- \* Send speakers' commendation letters to principals and supervisors
- \* Send thank-you letters to the donors of the attendance prizes
- \* Send thank-you letters to the student planners
- \* Process paperwork to pay honoraria and reimburse speakers for materials
- \* Prepare the summary evaluation report

*Two Weeks After the Conference*

- \* Compile handouts obtained from speakers for a resource library
- \* Planning team holds debriefing meeting
- \* Compile final report for the conference including evaluation report, forms, letters, sample packets, lists of speakers into a notebook to assist in planning next year's event

## **APPENDIX C: Minutes of the Planning Meetings**

## SIXTH ANNUAL FUTURE TEACHERS CONFERENCE

Sponsored by Washington Mutual

May 13, 2002

### PLANNING MEETING MINUTES

#### **INTRODUCTIONS**

The planning team members introduced themselves. A view of the five-minute video of a previous Future Teachers Conference was shown.

#### **DISCUSSION OF LAST YEAR'S EVENT**

Attendees of last year's conference shared thoughts about sessions:

- ◀ Principal's Advice to New Teachers (JoAnn Isken)—Repeat this year
- ◀ Seed Investigation (Nicole Trigg)—Have Nicole present a different hands-on science lesson
- ◀ The Digestive System (Krista Valle)—Have Krista present this lesson or another hands-on science lesson
- ◀ Middle School Math is Marvelous (Jennie Evans)—Repeat this year
- ◀ How to Work Effectively with Parents (Wendy Davio)—Repeat this year
- ◀ Bring Out the Writer in Every Child (Lupe Carrandi)—Repeat this year
- ◀ Multicultural Education (Bill Sparks)—Do not repeat this year
- ◀ Process to Become a Teacher (Kris Marubayshi)—Do not repeat this year but invite Cal Teach to participate in the Networking Fair

#### **DISCUSSION OF SESSIONS FOR THIS YEAR'S EVENT**

Planners suggested topics to consider for this year's conference:

- ◀ How to work with special needs students in the classroom
- ◀ I'm ready to teach--a plan of action when you are looking for your first teaching position
- ◀ Fitness and nutrition in the elementary school classroom (Becky has a contact)
- ◀ State testing requirements—CBEST, RICA, MSAT, MICA and others (Michelle has a contact). Fran suggested we look at testing companies for information. Testing companies could be part of the networking fair.
- ◀ "So this is Not Your Favorite Subject"—math, science, music, p.e. lessons for the elementary classroom
- ◀ Time management for new teachers
- ◀ Character-based education—how can you incorporate character-based activities within the parameters of the role of a teacher? "Character Counts" (Elizabeth has a contact in Lennox School District)
- ◀ Strategies to teach in the classroom with students who speak many languages
- ◀ Teacher Assistants—what is the role and duties? How can a new teacher effectively utilize a TA in the classroom? How do you plan your lessons with/without the TA? This could be a panel discussion.
- ◀ How to survive the first year of teaching—obstacles and how to resolve them
- ◀ Classroom management
- ◀ Disguised Learning—how to incorporate the standards into thematic lessons and creative teaching

#### **POTENTIAL KEYNOTE SPEAKER**

Chelsey suggested Nancy Atwood who developed the program. "Writing as a Process". Nancy is a writer and educator from Maine. Judy will forward Chelsey the name of teachers at the University of Maine so she could do some additional investigating work about Nancy Atwood.

#### **SUBCOMMITTEES**

Each planner will select a subcommittee to work on. An initial list of subcommittees include: Registration, Recruitment and Publicity, Networking Fair, Decorations and Signage. We will all be working on the program (session titles, speakers, conference format). Michelle Jardin and Christy Flentye will assist Susie Tummers with registration. Stephanie Meyer will be the lead planner on recruitment and publicity efforts. If there is a subcommittee you would like to be part of, please let us know. Other subcommittee titles are welcomed.

#### **SESSION TITLE AND SPEAKERS**

All planners are asked to respond to session titles above (last year's events and suggested sessions) as to which topics you would and would not like to see at the conference. From this, we will begin the list of sessions. Also, please let us know if you would like to have a keynote speaker and if so, what might be the topic. Please respond by email (use the reply to all command) by May 21, 2002.

#### **CONFERENCE DAY AND FACILITIES**

Saturday, October 26, 2002 is the date; Santa Monica College is the place. Fran has reserved 5 classrooms and 2 tiered lecture halls in the Science Building. Fran will also reserve the Concert Hall in the case we decide to have a keynote speaker.

### **NEXT MEETING**

The next summer meeting will be scheduled once we have a tentative list of session topics. So please email us with your thoughts about what you would like to see at the conference.

---

## **SIXTH ANNUAL FUTURE TEACHERS CONFERENCE**

**Sponsored by Washington Mutual**

June 24, 2002

### **PLANNING MEETING MINUTES**

#### **SUB-COMMITTEES**

It is now time to sign up for the subcommittees if you haven't done so. The faculty planner is listed after the subcommittee name. Be sure to contact the faculty member to add your name to the list—include your name, phone, and email. Faculty planners will set up the tasks at hand and contact you by email or phone. The subcommittees are: (1) decorations and signage—Judy Kasabian ([kasabian@elcamino.edu](mailto:kasabian@elcamino.edu)); (2) logistics—Fran Manion ([manion\\_fran@smc.edu](mailto:manion_fran@smc.edu)); (3) networking fair—Jeff Cohen and Trudy Meyer ([jcohen@elcamino.edu](mailto:jcohen@elcamino.edu) and [tmeyer@elcamino.cc.ca.us](mailto:tmeyer@elcamino.cc.ca.us)); (4) publicity and recruitment—Judy Kasabian ([kasabian@elcamino.edu](mailto:kasabian@elcamino.edu)); and registration—Susie Tummers ([stummers@elcamino.edu](mailto:stummers@elcamino.edu)).

#### **CONFERENCE FORMAT**

Two potential plans were designed at the meeting. Please vote (by email) for one of the options.

##### Option 1

|             |                                  |
|-------------|----------------------------------|
| 8:15-8:45   | Registration & Welcoming Remarks |
| 8:50-9:50   | Session One                      |
| 10:00-11:00 | Session Two                      |
| 11:10-12:10 | Session Three                    |
| 12:15-1:30  | Lunch and Networking Fair        |
| 1:45-3:00   | Keynote Address                  |
| 3:00-3:30   | Wrap-Up Session                  |

##### Option 2

|             |                                  |
|-------------|----------------------------------|
| 8:15-8:40   | Registration & Welcoming Remarks |
| 8:45-9:45   | Session One                      |
| 10:00-11:00 | Session Two                      |
| 11:15-12:15 | Session Three and Lunch #1       |
| 12:30-1:30  | Session Three and Lunch #2       |
| 1:45-3:15   | Keynote Address                  |
| 3:15-3:30   | Wrap-Up Session                  |

Fran reserved 5 smaller rooms (seating for 40) and 2 larger rooms (seating for 150) for conference day. We anticipate that there will be 5 presentations in the smaller rooms and 1 presentation in the larger room per session. This should cover the anticipated 350 conference attendants.

#### **KEYNOTE SPEAKER**

There is agreement that we will have a keynote speaker for the conference this year. The plan will list some potential candidates and a sentence or two about their presentation. If you have a possible keynote speaker, send their name and short description of the presentation to Judy. She will get the information out to everyone electronically for a vote. Please have this information to Judy by July 6<sup>th</sup>.

#### **CONFERENCE SPEAKERS**

We made some progress assigning student planners to contact potential speakers. After you talk with the potential speaker and they have agreed to speak, complete the Speakers Information Sheet (see below) and send (via mail or email) to Judy ([kasabian@elcamino.edu](mailto:kasabian@elcamino.edu)).

- Principal's Advice to New Teachers (JoAnn Isken)—Elizabeth Gonzalez (potential keynote or session in a larger classroom)
- How to Work Effectively with Parents (Wendy Dario)—Gregg Lindsay (session in larger classroom)
- Hands-on Science Lesson (Nicole Trigg)—Akshara (session in smaller classroom)
- Math Tricks (Babette Neuberger)—Christy Flentye (session in larger classroom)

- Bring Out the Writer in Every Child (Lupe Carrandi)—Cheryl Pickett (session in smaller classroom)
- Character Counts (Robert Collins)—Elizabeth Gonzalez
- How to Survive the First Year in the Classroom Panel (Vicky Najera, Jacque Hockensmith, new teacher from Lawndale)—Becky Fish
- How to Work with Special Needs Students in the Classroom (Robert Collins or another)—Elizabeth Gonzalez

We need names and contact information for speakers for the following sessions. If you have anyone, please send an email to the group to let us know of someone you have in mind. Judy will give you the go-ahead to contact the speaker.

- I'm Ready to Teach...Now What
- Fitness and Nutrition in the Elementary School Classroom
- State Testing Requirements (Michelle, do you have a contact?)
- So this is Not Your Favorite Subject...
- Time Management for New Teachers
- Strategies to Teach in a Classroom with Students Speaking a Variety of Languages
- Classroom Management
- Disguised Learning—how to incorporate the standards into thematic lessons and creative teaching
- Any other ideas?

**ATTENDANCE PRIZES**

To encourage conference attendees to fill out the conference evaluation form, we have a drawing for attendance prizes during the wrap-up session. We ask the planning team to ask for donations for the attendance prizes. The items can be education related or something of interest to future teachers. Think about some ideas where we can ask for donations. We will send a letter of thanks to the donor and acknowledge their gift in the conference program.

**NEXT MEETING**

Check your calendars for our next meeting. It is scheduled for Monday, July 22, 2002 from 6-8 PM at El Camino College. If you can attend but didn't use the parking pass that Susie sent you, feel free to use that one for the meeting on July 22<sup>nd</sup>. If you need another parking pass, please email Susie ([stummers@elcamino.edu](mailto:stummers@elcamino.edu)).

**SIXTH ANNUAL FUTURE TEACHERS CONFERENCE**

**Sponsored by Washington Mutual**

July 22, 2002

**PLANNING MEETING MINUTES**

**CONFERENCE FORMAT**

The conference format is as follows:

|             |                                    |
|-------------|------------------------------------|
| 8:15-8:45   | Registration and Welcoming Remarks |
| 8:50-9:50   | Session One                        |
| 10:00-11:00 | Session Two                        |
| 11:10-12:10 | Session Three                      |
| 12:15-1:30  | Lunch and Networking Fair          |
| 1:45-3:00   | Keynote Address                    |
| 3:00-3:30   | Wrap-Up Session                    |

For each session, we have the following room sizes: 5 smaller rooms (seats about 40) and 2 larger rooms (seats about 100).

## KEYNOTE SPEAKER

After a discussion of possible keynote speakers, the team decided to ask Mark Reidon to present the keynote address. Stephanie will make the contact to see if he is available. If Mark is unable to make the address, the team will decide whether to ask JoAnn Isken or Wendy Davio to make the presentation. Chelsey will investigate to determine if Nancie Atwood and Esme Raji Codell are making any local presentations to attend. Terry will do the same with the author of one of her child development texts regarding *The Anti-Bias Classroom*.

## SPEAKERS

At the meeting, the following speakers were or will be contacted:

1. A Principal's Advice to New Teachers—JoAnn Isken (Akshara) [larger room]
2. Math and Life Science Hands-on Lessons—Krista Valle (Becky) [smaller room]
3. Hands-on Physical Science Lesson (earth science, physics)—Nicole Trigg (Akshara) [smaller room]
4. Working Effectively with Parents—Wendy Davio (Gregg) [larger room]
5. Hands-On Math Lesson—Jennie Evans and Jacque Hockensmith (Marie) [smaller room]
6. Brain Gym—Natasha Gogan (Becky) \*\*\*will send the team a brief description about brain gym\*\*\* [smaller room]
7. Things I Wish I Knew Before My First Day of Teaching (new teacher panel)—Vicky will moderate the panel and find panel members [smaller room]
8. Health and Nutrition in the Classroom—Kim Hunter (Becky will continue to make contact with Kim) [smaller room]
9. Math Tricks—Babette Neuberger (Christy will investigate contact information from Babette at CSUDH) [smaller room]
10. Bring Out the Writer in Every Child—Lupe Carrandi (Cheryl) [smaller room]
11. How to Work with Special Needs Students in the Classroom—Robert Collins (Elizabeth) [smaller room]
12. Character Counts—Carrie Ann Ortiz and Rick Hornstra (Elizabeth) \*\*\*CONFIRMED\*\*\* [smaller room]

At our first meeting, we voted on the sessions we would like to see. The list (without number of votes) is below. A \*\*\*\* before the title indicates sessions we have made progress on securing. Please check the sessions that have not been addressed and let us all know if you have a possible speaker. If there are other suggestions for session titles, let's bring them to the group electronically for discussion. Let's see if we can make some progress on this before our next meeting.

\*\*\*\*Principal's Advice to New Teachers

\*\*\*\*Hands-on Science Lesson by Nicole Trigg

\*\*\*\*Hands-on Science Lesson by Krista Valle

\*\*\*\*Middle School Math is Marvelous (Jennie Evans)

\*\*\*\*How to Work Effectively with Parents (Wendy Davio)

\*\*\*\*Bring Out the Writer in Every Child (Lupe Carrandi)

\*\*\*\*How to work with special needs students in the classroom

I'm ready to teach--a plan of action when you are looking for your first teaching position

\*\*\*\*Fitness and nutrition in the elementary school classroom (Becky has a contact)

State testing requirements—CBEST, RICA, MSAT, MICA and others (Michelle has a contact). Fran suggested we look at testing companies for information. Testing companies could be part of the networking fair.

“So this is Not Your Favorite Subject”—math, science, music, p.e. lessons for the elementary classroom

Time management for new teachers

\*\*\*\*Character-based education—how can you incorporate character-based activities within the parameters of the role of a teacher? “Character Counts” (Elizabeth has a contact in Lennox School District)

Strategies to teach in the classroom with students who speak many languages  
\*\*\*How to survive the first year of teaching—obstacles and how to resolve them  
Classroom management  
Disguised Learning—how to incorporate the standards into thematic lessons and creative teaching

### **REGISTRATION**

Future and new teachers received conference flyers and registration forms. Flyers and registration forms were mailed to Gregg and Cheryl. Please distribute to future and new teachers that you know and those in your classes. If you need additional forms, please contact Susie and she will get them to you. If you need to make additional copies, please do so. Save your receipt for copying and forward to Judy for reimbursement.

### **PUBLICITY**

All planning team members play a key role in publicizing the event to the future and new teachers who you know and those in your classes. Faculty planners will announce the event in their classes in the fall. Stephanie and Chelsey will be in charge of the publicity efforts for the media (newspapers, radio, TV). They will formulate a plan and share their plans and accomplishments with the planning team. They will request contact information from all planners regarding the name/contact information for campus newspapers. Planning teams members will also be asked to make a short presentation at the campus Future Teacher Club meetings once school begins in the fall. Stephanie and Chelsey will let us know when they need this information. Judy will forward a press release to Stephanie and Chelsey for their use in updating/modifying. Fran will forward the names/contact information for the TRDP statewide teacher preparation projects via Joe Ryan. Email address for Stephanie is Smeyer@2roads.com; Email address for Chelsey is: cbates2@csulb.edu.

### **DOOR PRIZES**

Chelsey will head up the acquisition of the door prizes. She will contact Borders for books and/or gift certificates. Christy will contact Barnes and Noble for books and/or gift certificates. When you secure a donation, please let Chelsey know what has been donated and she will keep a complete list. Send the name, address, and item donated to Judy, she will send a thank you letter to the donors.

### **NEXT MEETINGS**

The next meetings are as follows:

|                                     |           |
|-------------------------------------|-----------|
| Monday, August 19 <sup>th</sup>     | 6-8       |
| Monday, September 9 <sup>th</sup>   | 6:30-8:30 |
| Monday, September 23 <sup>rd</sup>  | 6:30-8:30 |
| Monday, October 7 <sup>th</sup>     | 6:30-8:30 |
| Wednesday, October 23 <sup>rd</sup> | 6:30-8:30 |

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## **SIXTH ANNUAL FUTURE TEACHERS CONFERENCE**

**Sponsored by Washington Mutual**

August 19, 2002

### **PLANNING MEETING MINUTES**

#### **REGISTRATION**

Susie updated the committee on registration. In early August, about 500 flyers and registration forms were mailed to last year's attendees and the El Camino College future teachers databases. Any returned envelopes, Susie will contact future teachers by email to get current mailing information and invite them to the conference. There are 13 registered attendees as of today!! Registration forms can be found at the following web address: [www.lacteonline.org](http://www.lacteonline.org). Registration forms will be sent to planning team electronically.

#### **CONFERENCE PROGRAM**

The program is progressing nicely. Planners will contact the following speakers:

- Chelsey will contact faculty or credential personnel at CSULB to find a speaker for the State Testing Requirements for both multiple and single subject credentials.

- Marie will contact the speaker for the session focusing on bringing history alive session.
- Christy will contact Ann Strong (TUSD) about Classroom Management for grades PreK-3.
- Elizabeth will contact Diana Limon (Lennox) about Classroom Management for grades 4-8 and beyond.
- Chelsey will give Vicky the contact information for Shad who will be part of the Things I Wish I Knew Before My First Day of Teaching.
- Terry will contact Brian D'Ambrosia for the drum lesson under the heading for disguised learning.
- Becky will contact the speaker for the possible session on Brain PE.

The updated program will be sent as an attachment as part of the minutes.

#### **KEYNOTE SPEAKER**

Stephanie has contacted Rob Abernathy who co-authored Hot Tips for Teachers. Planners are welcome to join us for dinner on Thursday evening, August 22, 2002 to meet Rob. Dinner will be in Long Beach about 6:30 or 7 PM. Thus far, Stephanie, Chelsey, Christy, Vicky, Susie and Judy will attend. Please contact Susie or Judy if you are able to join us. Stephanie and Chelsey will pick the dining location and confirm with Rob.

#### **BOOKS FOR STUDENT PLANNERS**

Student planners received a copy of Educating Esme: Diary of a Teacher's First Year by Esme Raji Codell. Becky, Michelle and Gregg, expect your copies in the mail in a couple of days. Since Chelsey told us about this book, she has selected Hot Tips for Teachers as her choice.

#### **PUBLICITY CAMPAIGN**

Chelsey and Stephanie will head up the publicity campaign. They will send the updated press release to local newspapers. Please send Stephanie the phone number and address of a local newspaper in your neighborhood. They have contact information for the newspapers in the Long Beach area. Michele will contact Stephanie with her contact at the Daily Breeze. Stephanie and Chelsey are gathering contact information for the student newspapers at colleges and universities. At this time, they have information for CSULB, Fullerton College, CSUN, USC. Christy will forward information for CSUDH. Fran will get contact information for SMC. Judy will get information for UCLA and LMU.

LAUSD Career Ladder is also another avenue to recruit future teachers currently working as instructional assistants in LAUSD. Terry will join the publicity campaign for high school students.

#### **NEXT MEETINGS**

The next meetings are as follows:

|                                     |           |
|-------------------------------------|-----------|
| Monday, September 9 <sup>th</sup>   | 6:30-8:30 |
| Monday, September 23 <sup>rd</sup>  | 6:30-8:30 |
| Monday, October 7 <sup>th</sup>     | 6:30-8:30 |
| Wednesday, October 23 <sup>rd</sup> | 6:30-8:30 |

Be sure to check the location of the September and October meetings.

## **SIXTH ANNUAL FUTURE TEACHERS CONFERENCE**

**Sponsored by Washington Mutual**

September 9, 2002

### **PLANNING MEETING MINUTES**

#### **CONFERENCE PROGRAM**

Elizabeth will contact an art teacher at Lennox Middle School to see if he is available for an art lesson. Student planners would like to see him focus part of the lesson on strategies teachers who are not comfortable with art to teach and inspire kids to be artists. If Elizabeth's speaker is unavailable, Terry and Stephanie have potential speakers.

Michelle will call Rob Scharf (principal at Seaside Elementary School in Torrance) and Jun Lague (science teacher at Muscatel Middle School in Rosemead) to see if they are available to present at the conference.

Vicky will supply the names and contact information for the presenters on the *Things I Wish I Knew Before I Starting Teaching*. Chelsey will send Judy the name of one of the presenters for this session. Vicky (as the session moderator) will contact the panelists to let them know what they need to prepare.

#### **SPEAKERS CONFIRMATION LETTERS**

Judy has sent letters to the confirmed speakers thus far. She will send the final set of letters once the three remaining speakers are confirmed. Judy will email speakers indicating the best place to park (lot behind the science building).

#### **NETWORKING FAIR**

The entire planning team will make contacts to find potential companies/organizations for the networking fair. Jeff will keep a complete list of the participants at the networking fair so once you have a confirmed contact, please let Jeff know. We will compile the formal list of networking fair participants in the next two meetings. Possible ideas: national/state scholarships, AFT, CTA, CMC, Teach for America, Recruiting New Teachers.

Stephanie suggested that we might want to include in the conference packets (or on the back of the program) a card where attendees can record names/phone numbers/email addresses to start their professional address book.

#### **LOGISTICS AND FACILITIES**

Fran and Terry will meet at SMC to design a logistic plan for registration, continental breakfast and lunch, and the keynote address. Fran and Terry will make room assignments for the sessions. Judy will send a program to Terry and Fran (updated on Wednesday) to make room assignments.

#### **REGISTRATION**

Susie reported at we have 50 registered attendees. More registration forms were available for student planners.

#### **PUBLICITY**

Judy will send Stephanie and Terry an electronic copy of flyer (reduced size) and registration form. Stephanie will send an electronic copy of the press release to Terry and Judy. Stephanie informed us on all of the media she will contact (and continue to contact) to get the event publicized. Terry will contact her acquaintance at the Daily Breeze and Fran will contact her acquaintance at Channel 9. Susie will email Stephanie with the phone number for Fashia at College of the Canyons in hopes that Fashia will know the name/phone number for the college newspaper.

#### **CONFERENCE SLOGAN**

Chelsey will create a couple of conference slogans (to be placed on the conference bags) and send them to the team electronically. Decision will be made at the next meeting.

#### **NEXT MEETINGS**

Our next meetings are scheduled for:  
Monday, September 23 (Monday) from 6:30-8:30.  
Sunday, October 6 (Sunday) from 4-6.  
Sunday, October 20 (Sunday) from 4-6.  
Wednesday, October 23 (Wednesday) 6-8:30—stuff conference packets.  
Be sure to check agendas for room location.

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## **SIXTH ANNUAL FUTURE TEACHERS CONFERENCE**

**Sponsored by Washington Mutual**

September 23, 2002

### **PLANNING MEETING MINUTES**

#### **CONFERENCE PROGRAM**

We have a program! All of the speakers have sent confirmation letters requesting information about their session. If speakers have not returned their confirmation form, Judy will send out emails to planners who contacted the speakers and request that you make another call to ask them to return the form.

Gregg, please check with John Garcia  
Elizabeth, please check with Robert Collins  
Marie, please check with Rosie Bacerra  
Stephanie, please check with Rob Abernathy

Lars will now handle the publication of the program. If there are any questions or suggestions about the program format, please contact him ([lkjeseth@elcamino.edu](mailto:lkjeseth@elcamino.edu)). Tentative conference program will be emailed to the planning team. Please use the tentative program to share with interested conference attendees.

#### **NETWORKING FAIR**

We have two confirmed presenters at the networking fair, UCLA Programs for Teachers and Student California Teachers Association. Judy will send out confirmation letters to both. A list of potential presenters is:

Cal Teach – Michelle will contact  
Ocean Discovery Center – Susie will contact  
LAUSD Career Ladder – Marie will contact  
California Math Council – Fran will contact  
Teach LA – Michelle will contact  
California Science Center – Michelle will contact  
Children’s Museum – Michelle will contact  
Natural History Museum – Judy will contact  
Lakeshore – Chelsey, please request 300 of their catalogs. Have them mail the catalogs to  
Fran Manion  
Department of Mathematics  
Santa Monica College  
1900 Pico Blvd.  
Santa Monica, CA 90405

#### **PUBLICITY**

Fran make contact with her acquaintance from Channel 9. Michelle will follow up the contact to see if the TV station will cover the planning meeting and/or conference. Judy will meet with one of the writers from the El Camino College Union to see if an article/information could appear in the campus newspaper. Terry contacted her acquaintance at the Daily Breeze who, in turn, forwarded the information to the Education Editor. No word from the

Education Editor as yet.

### **CONFERENCE BAGS AND DESIGN**

A special thanks goes to Warren and Allison Ho for designing the artwork for the conference bags. We appreciate your talents and hard work! Michelle will get a camera-ready copy to Judy and she will forward the artwork and order to Assist Design. We have selected black canvas bags!

### **LOGISTICS AND FACILITIES**

Terry and Fran have designed an excellent plan for registration, breakfast and lunch, and the networking fair. A diagram of where registration, meals and networking fair tables will be was distributed at the meeting. The keynote address will be held in the Pavilion (part of the gym). Fran will also request: (1) one stand-alone microphone for the cafeteria, (2) three wireless microphones or 2 wireless/1 stand-alone microphones for the keynote session, (3) cleaning for the Pavilion and cafeteria, and (4) two easels and 8 long tables for the cafeteria. Akshara and Cheryl will handle the wireless microphones during the question/answer portion of the keynote address. Judy will make the initial room assignments and send a draft to Fran for her input.

### **WELCOME NOTE FROM PLANNING TEAM (FOR THE PROGRAM)**

Michelle has drafted the welcoming note for the program. She will email to the team this week. We would like the signature for all of the future/new teacher planners – signatures will be included in the welcome note. Michelle is holding the copy of the signature page. We will need signatures for Gregg, Becky, Terry, Elizabeth, Stephanie, Chelsey, Christy and Marie. If you see Michelle at any of your classes, ask her to sign the form. Otherwise, we will get the signatures at the next meeting.

### **REGISTRATION**

We have 137 registered attendees. We would like to have about 250 by October 4<sup>th</sup> (early registration). So all planners need to recruit!! If you need additional flyers and/or registration forms, contact Susie (stummers@elcmaino.edu).

### **SIGNS AND DECORATION**

Becky will coordinate efforts for the decorations. School houses (from last year) are in Judy's office. Becky will send out an email about ideas for additional decorations.

Vicky will make all of the conference signs. Judy will send an email indicating the signs we already have and the ones Vicky needs to make.

### **NEXT MEETING**

The next meeting is scheduled for Sunday, October 6, 2002 from 4-6 at El Camino College. Room will be announced one week prior to the meeting.

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## **SIXTH ANNUAL FUTURE TEACHERS CONFERENCE**

**Sponsored by Washington Mutual**

October 6, 2002

### **PLANNING MEETING MINUTES**

### **REGISTRATION**

Good News! The conference has 388 registered attendees and 45 registration forms are spoken for and will arrive early this week. Susie will decide the point at which registration will be closed, perhaps sometime this week. If registration forms come in after the close of registration, she will keep the registration form and return the check/money order. The letter to these individuals will indicate that their registration form will be kept to keep their

name, mailing address in the database so they will receive a registration form for next year's event. NO ON-SITE REGISTRATION will take place. Susie will let us know if additional workshops need to be added prior to conference day. Judy will handle the details if additional workshops are needed.

#### **SEAT COUNT**

Fran will email Susie and Judy to let them know exactly how many seats are available in all of the classrooms. This accurate count will impact the number of registered attendees Susie will take.

#### **CONFERENCE PROGRAM**

Lars is working on the program at this time. He plans to have the final draft ready at the October 20<sup>th</sup> meeting. Terry, we need your signature for the welcome note for the program. Please sign in a felt-tip or gel pen and send/deliver your signature to Lars (MCS 202) by Thursday, October 10<sup>th</sup>.

#### **NETWORKING FAIR**

A final list of networking fair participants will be forwarded to Jeff and Trudy by Friday, October 11<sup>th</sup>. Once the official list is confirmed, Judy will send out confirmation letters and Lars will include them in the program. Fran will find out if CMC (California Math Council) is willing to participate. Chelsey will find out if the California Association of Physical Education, Health, Recreation, and Dance is willing to participate.

#### **DONATIONS**

Chelsey will check to see if Lakeshore would like to donate door prizes and provide catalogs for the networking fair. Once you have a donation, please send the name of the item and the name and address of the donor to Judy. She will send out thank-you letters promptly.

#### **BREAKFAST AND LUNCH**

Fran will order coffee, tea, and orange juice from the Bread Factory at SMC. Christy will secure 36 dozen bagels/donuts for breakfast. Christy will order lunch at Guillano's. Lunch will include sandwiches (ham, turkey, veggie), chips, fruit salad, cookies and beverages.

#### **DECORATIONS**

Becky, Susie and Christy will take care of making the decorations. Becky will design the decorations. Christy will get flowers for the schoolhouses Becky designed for last year's event. Gregg will get the helium tank for the balloons. Judy will bring the balloons to the conference. Christy will bring tablecloths for the food tables. Jeff and Trudy will check to see if there are enough table skirts for the networking fair. Table skirts are in Judy's office.

#### **CONFERENCE BAGS**

Judy will order conference bags. She will also buy the M&Ms for the Darnitol. Lars will type up the Darnitol information on labels. We will adhere labels to the M&M bags during the meeting on October 20<sup>th</sup>.

#### **SIGNS**

Becky will take care of the signs. She took home all of the signs that we used in years past and will design all of the signs needed for this year. Becky will make signs that indicate: 'CONFERENCE IS FULL. NO ON-SITE REGISTRATION' for the signs posted in the parking lots.

#### **NEXT MEETINGS**

Everyone is needed for the next meeting on Sunday, October 20<sup>th</sup> from 4-6 PM in the MESA Room. We will assign all of the duties on conference day. *It is very important that all attend.* On Wednesday evening, October 23<sup>rd</sup>, from 6-??, we will stuff the conference packets. Trudy will check if a room in the cafeteria is available.

## SIXTH ANNUAL FUTURE TEACHERS CONFERENCE

Sponsored by Washington Mutual

October 20, 2002

### PLANNING MEETING MINUTES

#### **SIGNS AND DECORATIONS**

Becky will finish up the signs for the conference. The decorations are almost finished. Thanks, Becky!

#### **DINNER WITH ROB ABERNATHY**

Susie, Michelle, Stephanie, and Judy will meet with Rob on Monday evening, October 21, 2002 at Malvasia (5316 E. 2<sup>nd</sup> Street, Long Beach, 562.433.5005). If anyone else would like to join us, please do!

#### **MEETING TO STUFF CONFERENCE BAGS**

The meeting is scheduled for Wednesday, October 23<sup>rd</sup>. Gregg and Michelle will head up this activity. Gregg will meet Judy about 4 PM to get the keys; Michelle will arrive about 4:30. They will begin to move all of the boxes (In Judy's office) and set up the materials to pack. Judy will reserve the MESA Room. Vicky, Gregg, Angelica, Becky, Chip, Akshara, Terry, Susie and Judy will help with the packing. When you arrive, ask Gregg and Michelle for the plan of action.

#### **LUNCH**

Christy will give Frank the final count for lunches on Tuesday. Christy, check with Susie for the accurate number.

#### **TERRY**

A big thanks to Terry for the wonderful gifts for the planning team! Terry won't be at the conference and we will all miss her. We will be thinking about you, Terry! We will let you know all the details!!

#### **DAY OF THE CONFERENCE DUTIES**

##### BEFORE THE CONFERENCE BEGINS:

##### **Be there at 6:00 AM sharp ☺**

- ◆ Pick up Krispy Kreme - Christy
- ◆ Pick up bagels - Christy
- ◆ Pick up helium - Gregg
- ◆ Unload boxes from cars - Everyone
- ◆ Parking lot signs – Gregg, Becky, Michelle
- ◆ Blow up balloons and set-up balloons (including outside from parking) – Chelsey, Marie, Akshara, Dawn Meena
- ◆ Set up decorations – Elizabeth, Stephanie
- ◆ Set up tables
- ◆ registration (attendee & speakers) – Gregg, Judy, Susie
- ◆ networking fair – Jeff, Trudy
- ◆ breakfast & lunch – Chelsey, Stephanie, Becky, Elizabeth
- ◆ Signs
- ◆ for sessions (classrooms) - Gregg, Becky, Michelle
- ◆ for registration (easels) - Gregg, Becky, Michelle

- ◆ Set up breakfast – Christy, Vicky, Elizabeth
- ◆ Set up registration materials – Vicky, Christy Susie, Judy

DURING REGISTRATION:

- ◆ Attendee registration (be at tables at 7:30 am) - Chelsey, Becky, Cheryl, Michelle, Akshara, Christy, & Gregg the Box Man
- ◆ Speaker registration - Jeff
- ◆ Clean & Restock breakfast stuff – Marie, Trudy
- ◆ Crowd greeter (at the front of the reg. tables - guide people to correct places) – Elizabeth, Stephanie

DURING LUNCH:

- ◆ Crowd control (from sessions to lunch - use near and far doors) –Gregg, Elizabeth, Becky, Marie
- ◆ Table monitors (at the beginning of each table - check name badges, guide people to both sides of table) [ need one at each table ] – Michelle, Stephanie
- ◆ Food re-stockers [ need 2 for each lunch station ] – Alvin, Chip
- ◆ Drink monitor (makes sure people are taking only one drink) [ need 2 people ] – Akshara, Cheryl
- ◆ Door prizes to pavilion – Vicky, Christy

GOING TO KEYNOTE:

- ◆ Crowd control - giving people directions where to go - Everyone
- ◆ If anyone needs to leave, ask for evaluation.

DURING ATTENDANCE PRIZES:

- ◆ All planners out in the crowd with tickets - collect evaluations, give tickets - Everyone
- ◆ Judy to announce prize and donor. One planner to hold up gift and second planner picks tickets and goes to the person that won the prize. Check ticket, give prize, come back to line for next prize.
- ◆ Faculty planners to assist in any situations.

AFTER THE EVENT:

- ◆ Classroom monitors – Michelle, Gregg
- ◆ close all windows
- ◆ all technology shut down
- ◆ straighten up desks (if applicable)
- ◆ be sure classroom is clean
- ◆ close and lock doors (if possible to lock doors)
- ◆ Remove all signs & balloons from parking lot – Becky, Vicky
- ◆ Remove signs, decorations & balloons from outside classrooms & cafeteria – Elizabeth, Chelsey
- ◆ Pack up all stuff from cafeteria - Everyone
- ◆ Take all boxes to cars - Everyone
- ◆ Check in with Judy or Susie before leaving - be sure that all tasks are complete.

**CONFERENCE DAY**

Even though this is a very hectic week...conference day is just around the corner. It will be a terrific day because of all of your hard work. See everyone at 6 a.m. Saturday morning!!

## **APPENDIX D: Sample Letters**

Letter to Student Planner

Registered Attendee's Confirmation Letter

Tips for Attending the Future Teachers Conference

Registration-is-Closed Letter

Networking Fair Confirmation Letter

Speaker's Confirmation Letter

Speaker's Thank-you Letter

Speaker's Commendation Letter

Thank-you Letter to Donor

Thank-you Letter to Student Planning Team Member

Date

Future Teacher  
Address

Dear Future Teacher,

We are very proud to inform you that Washington Mutual Bank will be the corporate sponsor for Future Teachers Conference again this year. I would like to invite you to serve on the planning team for the Sixth Annual Future Teachers Conference. Our first meeting is scheduled for Monday, May 13, 2002 from 6:45-8:45 PM at El Camino College in Mathematics and Computer Science 100F (MESA Room). As a planning team member, you will be instrumental in making the important decisions about the conference, including session topics, names of potential speakers, conference format, morning refreshments and lunch, and strategies for publicity. Along with the other future teacher planners, you will contact the potential speakers, formulate the conference program, and introduce all the speakers on the day of the event.

We anticipate there will be one or two planning meetings during the summer and four or five meetings during the months of September and October. We also plan to stay in close communication via email during the entire planning process.

We have selected a date for the Washington Mutual Future Teachers Conference and it is scheduled for Saturday, October 26, 2002 from 8:15 am to 3:15 PM at Santa Monica College.

We request that you contact [Planning Team Member] on or before May 1, 2002 by [phone, email or fax] to let us know :

- ◆ whether or not you would like to be part of the planning team
- ◆ whether or not you will be able to join us for the first planning meeting.

If you are able to join us as part of the planning team, we will send out confirmation email on or about May 6, which will include the meeting agenda, requests for dinner, and other pertinent information.

We look forward to hearing from you to let us know if the Washington Mutual Future Teachers Conference Planning Team is something that interests you. Feel free to contact me at anytime, and I will be delighted to provide any information or answer any questions that you have.

Respectfully,

Planning Team Member  
Address  
Phone  
Email  
Fax

Date

Registered Attendee  
Address

Dear Registered Attendee,

This letter serves to confirm your registration for the Washington Mutual Future Teachers Conference on Saturday, October 26, 2002 at Santa Monica College. The purpose of the conference is to give you an accurate picture of K–12 teaching, connect you with role model teachers, provide you with encouragement to continue on a career path leading to teaching, and serve as a place to meet students with similar career interests.

The day begins with registration at 7:45 a.m. and concludes at 3:30 p.m. with a wrap-up session and a drawing. Conference materials, including the conference program, will be distributed when you check in at the registration table on the morning of the conference. The welcoming remarks begin promptly at 8:30 a.m. and the first conference session begins at 8:50 a.m. There will be signs directing you to the registration area located in the cafeteria in the Cayton Associated Students Center (refer to campus map) at Santa Monica College. The map can also be found on the Internet: <http://www.smc.edu>.

Your conference registration fee also includes a free continental breakfast and lunch.

Free parking is available in any of the campus parking lots.

Enclosed please find the following:

- ◆ Santa Monica College campus map indicating the location of registration at the Cayton Associated Students Center (also on the Internet: <http://www.smc.edu>)
- ◆ Conference Program (tentative)
- ◆ Tips for Attending the Future Teachers Conference

If you find that you can not attend the conference, please notify us by mail, telephone, fax or email.

Planning Team Member  
Address  
Phone  
Fax  
Email

Thank you for your interest in the Future Teachers Conference and we wish you a great conference!

Sincerely,

Planning Team Member

## **TIPS FOR ATTENDING**

### **THE FUTURE TEACHERS CONFERENCE**

1. Allow plenty of travel time to arrive at the conference during the registration period.
2. View the preliminary program and select some workshops of interest before you arrive on conference day. Check the final program in your conference packet for a description of each workshop, speaker's biography, and room assignment.
3. After you have checked in at the registration tables, read the materials in your conference packet. Pay close attention to the conference program and decide which workshops are your first choice, second choice, and third choice for each session.
4. If you arrive after the registration time and during the first session, proceed immediately to the registration area, check-in, quickly look at the program in your conference packet, and proceed to a workshop that is still available.
5. If your first choice of workshop is full, proceed to your next choice.
6. Take notes during each workshop and collect materials provided by the speakers.
7. If you are attending the Future Teachers Conference with a friend, attend different workshops per session so you can share information and materials. Plan to meet for lunch and discuss what you have learned. When collecting papers in the sessions, try to get extra copies so that you may share them with your friends.
8. If you don't get a chance to ask a speaker a question during the workshop, be sure to use the time between workshops to ask your question.
9. When you return home, take time to type a summary of each session for your files using both the notes you took and the materials provided by the speakers. Share this information with other future and new teachers.

Registration-is-Closed Letter

Date

Dear Interested Conference Attendee,

The Washington Mutual Future Teachers Conference has grown to record numbers this year. We plan to host about 450 future and new teachers at the event on October 26, 2002. We have reached capacity during the early registration period (which ended October 4th) so there will be no late or on-site registration.

We regretfully return your conference registration fee as we are unable to accommodate you this year.

We have kept your registration form and will enter your name and mailing address into our database so that you will receive registration information for next year's conference.

We appreciate your interest in the Washington Mutual Future Teachers Conference and we look forward to seeing you at the conference in 2003.

Sincerely,

Planning Team Member

Networking Fair Confirmation Letter

Date

Networking Fair Organization  
Address

Dear Networking Fair Representative,

On behalf of the planning team, I would like to thank you for participating in the Networking Fair at the Washington Mutual Future Teachers Conference on Saturday, October 26, 2002 at Santa Monica College. The Networking Fair is scheduled during lunch, 12:10 – 1:30 p.m. The goal of the this part of the conference is to provide conference attendees with the opportunity to gather information about teaching and educational opportunities, set up networks for new and future teachers, and meet company representatives who support education efforts in the schools.

Please plan to bring all of your materials to the Cayton Associated Student Center between 11:30-11:45 a.m. where you will be able to display your materials. We will provide the table and table skirt for your exhibit. Feel free to bring whatever other materials and supplies you prefer. Planning team members will be on hand to assist you with setting up the tables when you arrive.

Free parking is available at any of the lots at Santa Monica College.

Once again, thank you very much for making the Washington Mutual Future Teachers Conference a success and for making a valuable contribution to the prospective and new elementary and secondary teachers who will be attending the conference. Should you have any questions, please feel free to contact me at any time.

Respectfully,

Planning Team Member

Enclosure: Campus Map  
Conference Schedule

Speaker's Confirmation Letter

Date

Speaker  
Address

Dear Speaker,

On behalf of the planning team, I would like to thank you for making a presentation at the sixth annual Washington Mutual Future Teachers Conference on Saturday, October 26, 2002 at Santa Monica College. Your presentation [Title of Presentation] is scheduled at [time slot]. Each room is equipped with an overhead and screen. Let us know on the enclosed Speaker's Confirmation Form if you need any other equipment. Please pick up your room assignment, conference materials, and name badge at the Speaker's Registration table in the cafeteria at Clayton Student Center upon your arrival.

Kindly submit one copy of your handout to our assistant at the Speaker's Registration table on the day of the conference.

Also find a campus map along with this letter; free parking is available at any of the campus parking lots. The sessions will be held in the Science Building; Lot 1, located behind the Science Building, is the most convenient parking lot. Directions and a campus map are also available on the Internet: <http://www.smc.edu>.

We anticipate about 40 students per session. If you would like us to duplicate any materials, please send them to [Planning Team Member] by October 17, 2002. If there are materials you need for your presentation, we will gladly reimburse you up to \$30.00. To receive a reimbursement, please complete the Materials Reimbursement Form (in the packet you receive on conference day) and submit it along with the original receipt.

With our gratitude, we would like to offer you a \$100 honorarium or \$100 gift certificate for [Bookstore]. Please complete the Speaker's Confirmation Form included with this letter and return the completed form to [Planning Team Member] by September 15, 2002.

Once again, thank you very much for making the Washington Mutual Future Teachers Conference a success and for making a valuable contribution to the prospective and new elementary and secondary teachers who will be attending the conference. Should you have any questions, please feel free to contact me at any time.

Respectfully,

Planning Team Member

Enclosure: Speaker's Confirmation Form  
Campus Map  
Conference Schedule

Speaker's Thank-you Letter

Date

Speaker  
Address

Dear Speaker,

I am writing on behalf of the Washington Mutual Future Teachers Conference Planning Team to thank you for your participation in the sixth annual Future Teachers Conference. The purpose of the Future Teachers Conference was to help future K–12 teachers make connections with outstanding role models educators. The future and new teachers who attended the conference found all the presentations very interesting and informative. Here is a sampling of their comments:

*“The presenters were outstanding role models for future teachers. Everyone was so helpful and encouraging that there should be more conferences like this one”*

*“What I love most about the Future Teachers Conference is that it keeps me excited about becoming a teacher. I may get overwhelmed sometimes, but these conferences keep my spirits up!”*

*“A great look into the future. You get to meet your future colleagues and the teachers who set a path for you to become a teacher.”*

*“My college students sailed out of the conference energized and motivated about being educators.”*

*“I was starting to forget why I wanted to be a teacher and then I came to the conference. I am inspired and motivated again. Thanks!!”*

The success of an event like this depends upon individuals, like you, who are willing to take time from their busy schedules to share their enthusiasm for teaching and learning. Such assistance is essential to the success of our prospective and new teachers. Thank you for serving as such a positive role model for conference attendees.

Your honorarium should be in the mail in the next three weeks. Please let me know if you do not receive your honorarium and, if requested, reimbursement checks by the end of that time. (Note: They may come in separate mailings.)

Again, we appreciate all that you did for the future and new teachers attending this year's conference.

Sincerely,

Planning Team Member

Speaker's Commendation Letter

Date

Principal or Supervisor  
Address

Dear Principal or Supervisor,

I am writing on behalf of the Washington Mutual Future Teachers Conference to acknowledge the participation of Speaker's Name in the sixth annual Future Teachers Conference. The purpose of the Future Teachers Conference is to bring together expert teachers, principals, and teacher educators to provide accurate information, serve as a meeting place for students with similar career interests, and give encouragement to continue on a career path leading to teaching. The 400 college students and new teachers from eighteen colleges and universities who attended the event are exploring the possibility of a career teaching.

Speaker's Name most generously donated his/her time on Saturday, October 26, 2002 to participate to encourage and inform future teachers about this event. The evaluations we received indicated that students found all of the presentations interesting and informative. Here is a sampling of comments:

*"The presenters were outstanding role models for future teachers". Everyone was so helpful and encouraging that there should be more conferences like this one"*

*"What I love most about the Future Teachers Conference is that it keeps me excited about becoming a teacher. I may get overwhelmed sometimes, but these conferences keep my spirits up!"*

*"A great look into the future. You get to meet your future colleagues and the teachers who set a path for you to become a teacher."*

*"My college students sailed out of the conference energized and motivated about being educators."*

*"I was starting to forget why I wanted to be a teacher and then I came to the conference. I am inspired and motivated again. Thanks!!"*

*"I enjoyed every single part of the conference. Every year is it a new experience and I learn so much. Thanks Washington Mutual for supporting this conference!"*

The success of an event like this depends upon individuals, like Speaker's Name, who are willing to take time from their busy schedules to share their enthusiasm for teaching and to serve as role models for future teachers. Such assistance is essential to the development of an excellent preparation program for a teaching career. On the behalf of the planning team, we commend Speaker's Name for his/her generous contribution to the Washington Mutual Future Teachers Conference.

Respectfully,

Planning Team Member

Thank-you Letter to Donor

Date

Donor  
Address

Dear Donor,

The planning team of the Future Teachers Conference would like to thank you for your very generous donation of Donated Item. The Sixth Annual Future Teachers Conference is a one-day conference for prospective and new elementary teachers and secondary math and science teachers. The conference is held on Saturday, October 26, 2002 at Santa Monica College and open to all future and new teachers. The purpose of the conference is to bring together future and new teachers, expert teachers, principals, and teacher educators to focus on the skills and information needed to navigate the credential process, land an initial teaching position, and be successful during the first year in the classroom. The conference can offer accurate information about the teaching profession, serve as a meeting place for students with similar career interests, and give encouragement to continue on a career path to teaching. This event is one vehicle for enhancing the skills of the next generation of K–12 educators. Every year, this popular event provides approximately 400 new and future teachers with the opportunity to explore innovative teaching techniques and practical classroom procedures. The participant response has been very enthusiastic.

We recognize that it is increasingly difficult for businesses to provide charitable contributions and we greatly appreciate the encouragement that your contribution provides to future and new K–12 teachers in the greater Los Angeles area.

In addition, the conference program will acknowledge Donor for its generous contribution. Once again, we thank you for your donation and are grateful for your support.

Sincerely,

Planning Team Member

Thank-you Letter to Student Planning Team Member

Date

Student Planning Team Member  
Address

Dear Future Teacher,

On behalf of the college faculty, we want to thank you for all of your hard work, great ideas, time and effort during the planning process to make the sixth annual Washington Mutual Future Teachers Conference the biggest and best conference yet!

Our six years of experience confirm that the future and new teacher planners are the most important members of the planning team because you (and your colleagues) most accurately capture the needs and wishes of the conference attendees. All of you bring your unique qualities and ideas to the team and we appreciate how effortlessly you worked together to bring a very successful event to fruition.

[If funding is available for honoraria, insert the following sentence: As a small token of our appreciation for your countless hours of work on this year's conference, please accept a \$100 honorarium. A check from the funding source should arrive in about three weeks.]

Even though the Washington Mutual Future Teachers Conference 2002 has come to a very successful end, our commitment to you and your professional goals continues long past this event. If there is ever anything we can do you assist you, don't hesitate to contact us at any time.

With our sincere appreciation and admiration, we thank you!

Sincerely,

Faculty Planning Team Members

## **APPENDIX E: Sample Forms**

Flyer

Registration Form

Sample Program

Attendee's Evaluation Form (version 1)

Attendee's Evaluation Form (version 2)

Request to Serve on Next Year's Planning Team Form

Speaker's Information Form

Speaker's Confirmation Form

Speaker's Evaluation Form

Request for Letter of Commendation

Materials Reimbursement Form

Flyer

# **The Sixth Annual Future Teachers Conference**

Sponsored by Washington Mutual

**Saturday, October 26, 2002**

**SANTA MONICA COLLEGE**

**7:45 a.m. - 3:30 p.m.**

Join us for sessions that include:

- |   |                                     |
|---|-------------------------------------|
| <b>**A Principal's Advice to New Teachers</b>   | <b>**Classroom Management</b>       |
| <b>**How to Work Effectively with Parents</b>   | <b>** Character Counts</b>          |
| <b>**Bringing Out the Writer in Every Child</b> | <b>**Hands-on Lessons</b>           |
| <b>**Working with Special Needs Students</b>    | <b>**State Testing Requirements</b> |
| <b>**Navigating the Credential Process</b>      | <b>**Student Fitness and Health</b> |

## **Keynote Speaker**

**Rob Abernathy, co-author of "Hot Tips for Teachers"**

**\$10.00 Early Registration Fee [on or before October 4, 2002]**

**\$15.00 Late Registration Fee [after October 4<sup>th</sup> and before October 21<sup>st</sup>]**

**\$30.00 for On-Site Registration (If Space is Available)**

To ensure attendance at the Future Teachers Conference, Future and New Teachers are encouraged to register for the conference in advance. There are no guarantees that on-site registration will be available.

For more information and a registration form, contact:

Planning Team Member's  
Contact Information

# FUTURE TEACHERS CONFERENCE

October 26, 2002 (Saturday), 7:45 a.m. - 3:30 p.m.

SANTA MONICA COLLEGE

1900 Pico Blvd., Santa Monica, CA 90405

REGISTRATION FEE (includes conference, continental breakfast, and lunch)

**\*\*Early Registration Fee: \$10.00 on or before October 4, 2002**

**\*\*Late Registration (after October 4<sup>th</sup> and before October 12<sup>th</sup>): \$15.00**

**\*On-Site Registration Only If Space Is Available: \$30.00**

^^To ensure conference attendance, future and new teachers are encouraged to register in advance.  
No guarantees that On-site registration will be available.^^

**\*\*\*\*REGISTRATION WILL NOT BE PROCESSED UNTIL COMPLETED REGISTRATION FORM AND PAYMENT ARE RECEIVED. REGISTRATION WILL BE PROCESSED ON A FIRST-COME, FIRST-SERVE BASIS; CONFERENCE MAXIMUM IS 450 PARTICIPANTS\*\*\*\***

Early registered attendees will receive a confirmation letter, directions to Santa Monica College, parking information, and campus map by October 11, 2002. If you do not receive this mailing, contact [Planning Team Member]. Late registrations will receive confirmation by fax or email before October 24, 2002.

For additional information, please contact: [Planning Team Member]

Please return bottom portion. Keep top portion for your records.

✂ \_\_\_\_\_ **REGISTRATION FORM (One form per person – make copies if more forms are needed)**

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip-Code: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Email: \_\_\_\_\_ Gender (optional): Male Female

College, University or School District: \_\_\_\_\_

Please circle all that apply:

I am a: Freshman Sophomore Junior Senior Post-Bac. PreK-12 Teacher

I am interested in teaching: Preschool Elementary School Middle School High School

Ethnicity (optional): American Indian Asian African American Hispanic  
Filipino Pacific Islander Caucasian Other

I heard about this event: College/University School District Planning Team Member Newspaper/Media  
Webpage Other, please specify \_\_\_\_\_

The Future Teachers Conference is part of an innovative professional development event to enhance the preparation of future and novice teachers. Photographs, videotapes, or other media may be used to assess and document this project. Please sign below indicating your acknowledgment/consent for participation in the conference.

Signature: \_\_\_\_\_

Complete the registration form; include a check for \$10.00 or \$15.00, payable to [Institution], and mail to:  
[Contact Information]

Sample Program

**WASHINGTON MUTUAL**

Proudly Sponsors

**The 6th Annual**  
**Future**  
**Teachers**  
**Conference**

**Saturday, October 26, 2002**

**at**

**Santa Monica College**  
**Santa Monica, California**

Washington Mutual Future Teachers Conference  
**CONFERENCE PROGRAM**

Registration: 7:45—8:25 Cayton Associated Student Center (Cafeteria)

Opening Remarks: 8:30-8:45 Cayton Associated Student Center (Cafeteria)

Fran Manion from the Planning Team and Virginia Victorin from Washington Mutual

Session I: 8:50-9:50

|  |             |
|--|-------------|
| “A Sparkling Physical Science Lesson: Crystal Identification” — Nicole Trigg   | Science 159 |
| “Character is Crucial”— Rick Hornstra and Carrie Ann Ortiz   | Science 153 |
| “Having the Courage to Teach: Using Persona Dolls to Strengthen Identity and Resolve Conflicts”— May Silva and Sonya Washburn Thompson | Science 157 |
| “Student Fitness and Self-Esteem in a ‘Super-Sizing’ World” — Allen Perlstein  | Science 151 |
| “Way to Go, Van Gogh!” — Glenda Matos and Victoria Najera  | Science 155 |
| “The ABC’s of Classroom Management for Grades K-3” — Mary Kate Manion  | Science 147 |
| “A Principal’s Advice to New Teachers” — JoAnn Isken   | Science 149 |

Session II: 10:00-11:00

|   |             |
|---|-------------|
| “Making Biographies Come ‘Alive’ in the Classroom” — Lynda Lemon-Rush                       | Science 159 |
| “Is There Something Fishy Here?” — Krista Valle   | Science 155 |
| “Empower Students to be Local Community Historians” — Rosie Becerra Davies                  | Science 153 |
| “Bring Out the Writer in Every Child” — Lupe Carrandi                                       | Science 157 |
| “Grey Skies are Gonna Clear Up! Motivating Teachers to Motivate Students”<br>— Petrain King | Science 151 |
| “Teachers Have Tests, Too” — Nancy McGlothin  | Science 147 |
| “How to Work Effectively with Parents” — Wendy Davio  | Science 149 |

Session III: 11:10-12:10

|  |             |
|--|-------------|
| “Pattern Blocks: Constructing Mathematical Understanding” — Jacque Hockensmith   | Science 159 |
| “Things I Wish I Had Known Before My First Day of Teaching”<br>— Victer Bernal, Shad Grijalva, Glenda Matos, Victoria Najera, Anel Nevarez | Science 151 |
| “How to Work with Special Needs Students in Every Classroom” — Robert Collins  | Science 157 |
| “Navigating the Credential Process: The Senate Bill 2042 Regulations”<br>— Sharon Russell  | Science 155 |
| “The Rhythmical Classroom” — Brian D’Ambrosia-Donner   | Science 153 |
| “Classroom Management for Grades 4 through 8 and Beyond” — Diana Limon   | Science 147 |
| “Teaching to the Needs of Both Sexes” — John Garcia  | Science 149 |

Lunch and Networking Fair: 12:10-1:30 Cayton Associated Student Center (Cafeteria)

Keynote Address: 1:45-3:00 in the Pavilion

“The Art and Magic of Orchestrating Powerful Learning Environments”  
—Rob Abernathy, co-author of *Hot Tips for Teachers*

Wrap-Up Session in the Pavilion: 3:00-3:30

Evaluations, Door Prizes, Final Words

**Workshop Descriptions**  
(in alphabetical order by speaker)

**Rob Abernathy: “The Art and Magic of Orchestrating Powerful Learning Environments” (Keynote Address, 1:45—3:00, in the Pavilion)** In this fun, fast-paced and engaging keynote address, Rob Abernathy will reveal the “artful secrets of master teachers”; strategies for maximizing student learning that took years to refine. Afterwards, you will want to run out to the nearest bookstore and purchase his book *Hot Tips for Teachers: 30 Steps to Student Engagement*, by Rob Abernathy and Mark Reardon, Zephyr Press, 2002

**Victor Bernal, Shad Grijalva, Glenda Matos, Victoria Najera and Anel Nevarez: "Things I Wish I Knew Before My First Day of Teaching” (Session III, Science 151)** In this informal session, new teachers will share some of the challenges they experience as well as how they have worked to change their challenges into successes. After a short description of their teaching assignment, school, and their experiences in the classroom, session attendees will have the opportunity to pose questions to any of the new teachers. Victor Bernal is currently in his second year of teaching at 68th Street School. Shad Grijalva is teaching for the third year and coaches boys’ soccer. Glenda Matos is in her third year of teaching the 2nd grade at Magnolia Elementary School. Victoria Najera is in her second year of teaching at Miramonte Elementary School in the LAUSD. Anel Nevarez is in her second year as a 5th grade teacher at Magnolia Elementary School in the LAUSD.

**Lupe Carrandi: "Bring Out the Writer in Every Child” (Session II, Science 157)** Even the most reluctant student will eagerly want to express himself/herself when presented with quality children’s literature. With the help of the Graphic Organizer, students make meaningful connections to literature while they discover the power of their own written expressions. Lupe Carrandi is presently teaching 4th/5th grade students at Sierra Park Elementary School. She has been teaching in the Los Angeles Unified School District for the past 15 years. She is a fellow of the UCLA History/Geography Project (1992) and the USC Writing Project (1993). We are pleased to have Lupe Carrandi back again this year as a presenter.

**Robert Collins: “How to Work with Special Needs Students in Every Classroom” (Session III, Science 157)** How do we welcome students with special needs into every classroom? We will look at disability awareness and learning modalities, reading and writing strategies for students with learning disabilities, conflict resolution and character education. For 15 years, Robert Collins has been a teacher of students with special needs at Lennox Middle School. He has been a master teacher and pre-intern coach and has developed curriculum for both L.A. County and his school. Currently, he is the president of the Lennox Teachers Association.

**Brian D’Ambrosia-Donner: “The Rhythmical Classroom” (Session III, Letters & Science 106)** In this hands-on workshop, you will use tools and techniques for bringing music and rhythm into your elementary classroom. Brian D’Ambrosia-Donner has been teaching for 6 years. He is a kindergarten and 1st grade teacher at Sierra Madre Elementary School. He teaches group drumming classes for K-6 students, as well as hosting drum circles for adults in and around Sierra Madre.

**Rosie Becerra Davies: “Empower Students to be Local Community Historians” (Session II, Science 153)** Experience strategies on how to guide your students to become local community historians through the use of primary sources and literature. Rosie Becerra Davies has 13 years of teaching experience. She currently holds the position of Teacher Specialist at Montebello Intermediate School. She is a facilitator for the California History Social Science Project and has served as a Co-Director to a Multilingual Institute.

**Wendy Davio: "How to Work Effectively with Parents" (Session II, Science 149)** Working with parents is both a challenging and rewarding endeavor. Wendy will discuss how to effectively recruit parents onto their child’s educational team as well as how to prevent and to deal with parental challenges. Wendy has an A.A. from El Camino College and a B.A. from Biola University. She has taught as an adjunct professor at Biola and with the UCLA Urban Intern Program. Presently, she is a General Education Kindergarten teacher in the Norwalk/La Mirada USD. We are happy to have her back again this year as a presenter.

**John Garcia: “Teaching to the Needs of Both Sexes” (Session III, Science 149)** This session will focus on what research has shown as sex differences in academic achievement. Strategies on how to approach the sexes in a classroom environment will be discussed. John Garcia is currently the Co-Principal of a 7—12 high school and has experience as a teacher and administrator in grades K—12. In May 2002, he earned a Ph.D. in Educational Leadership at Claremont Graduate University.

**Jacque Hockensmith: “Pattern Blocks: Constructing Mathematical Understanding” (Session III, Science 159)** Pattern blocks are very useful manipulatives for demonstrating many math concepts. In this session, participants will explore number and algebra operations using pattern blocks. Jacque Hockensmith is in her second year of teaching at Ridgecrest Intermediate School and currently is working on a Masters Degree at CSU Dominguez Hills. She truly

enjoys the 7th grade level; the energy and enthusiasm that makes teaching exciting each and every day.

**Rick Hornstra and Carrie Ann Ortiz: “Character is Crucial” (Session I, Science 153)** Throughout our schools there is a growing awareness of the importance of good character in our students. As educators, it is essential that we focus on the “whole child.” During this session, Rick Hornstra and Carrie Ann Ortiz will show how adopting a character education program can have a school-wide effect. They will share a character development program they have used, as well as reflect on the impact that it has had on their students so far. Rick Hornstra and Carrie Ann Ortiz have been instrumental in the incorporation of the CHARACTER COUNTS! program at Lennox Middle School.

**JoAnn Isken: “A Principal’s Advice to New Teachers” (Session I, Science 149)** JoAnn Isken will share with session attendees her words of wisdom regarding the challenges and rewards that new teachers experience during their first years in the classroom. She will also discuss specific examples of how principals can encourage novice teachers to be successful educators. JoAnn Isken is currently the principal at Moffett Elementary School in the Lennox School District. Under her lead, Moffett Elementary School was recognized as a California Distinguished School and received a Magna Award from the National School Board Association in recognition of outstanding programs that advance student learning. This year JoAnn Isken joins us for the fifth time as a presenter at the Future Teachers Conference.

**Petrain King: “Grey Skies are Gonna Clear Up! Motivating Teachers to Motivate Students” (Session II, Science 151)** Petrain King is an exciting and humorous middle school science teacher who will share uplifting and inspirational tales. Within these stories are lessons validating the important roles that teachers play in their students’ lives. She first began her work in the schools as a bus driver for 7 years and is currently in her seventh year of teaching at Marina del Rey Middle School. Come to her session if you want to “put on a happy face.”

**Lynda Lemon-Rush: “Making Biographies Come ‘Alive’ in the Classroom” (Session II, Science 159)** Biographies are a common strand throughout the K-5 California Social Studies Standards. This session will show creative ways to make them real for children. A living museum and tea party format will be the basis for this unit, and actual videotape will be shown from the classroom. A lucky participant will receive a set of Lakeshore biography books for their future classroom. Lynda Lemon-Rush has been teaching for 8 years. She is a teacher consultant for the California Geographic Alliance and National Geographic Society. She is a National Board Certification candidate, serves as a BTSA support provider in her district and will be a first-time mom in February.

**Diana Limon: “Classroom Management for Grades 4 through 8 and Beyond” (Session III, Science 147)** Effective classroom management is crucial to the creation and maintenance of a positive environment for children. Come and learn about a variety of strategies to use with children. Diana Limon has been a Bilingual Special Education teacher at Lennox Middle School in the Lennox School District for the past fourteen years. She is a graduate of Loyola Marymount University, where she currently teaches classes for future Special Education teachers.

**Glenda Matos and Victoria Najera: “Way to Go, Van Gogh!” (Session I, Science 155)** Use the works of Van Gogh (his style, rhythm, texture and color) to teach art in the elementary grades. Works of art from students will show how Van Gogh’s paintings can inspire students to be artists. Attendees will create their own masterpiece during the session. Glenda Matos is in her second year of teaching the 2nd grade at Magnolia Elementary School. Victoria Najera is in her second year of teaching 3rd grade at Miramonte Elementary School in the LAUSD.

**Mary Kate Manion: “The ABC’s of Classroom Management for Grades K-3” (Session I, Science 147)** Whether you plan to teach in the primary grades or not, this session is designed to give you basic classroom management strategies as well as practical, simple tips for keeping your classroom running smoothly. Mary Kate Manion is a literacy coordinator at Trinity Street Elementary School. She has taught in the LAUSD for the past 22 years. We are delighted to have Mary Kate Manion back with us for the fourth time.

**Nancy McGlothin: “Teachers Have Tests, Too” (Session II, Science 147)** Do I need to take MICA or RICA? When should I take the CBEST? What exactly is the MSAT? Will I need a #2 pencil? At this session, Nancy McGlothin will provide an overview of current testing requirements for prospective California teachers. Nancy McGlothin is the Director of the Student Information Center in the College of Education at California State University, Long Beach.

**Allen Perlstein: “Student Fitness and Self-Esteem in a ‘Super-Sizing’ World” (Session I, Science 151)** It is never too early (or late) to educate kids about diet, exercise, fitness and self-esteem in this “super-sizing” world in which we live. Allen Perlstein has been a secondary life sciences and health educator in the Pasadena Unified School District for more than 30 years. During that time, he has been a pioneer, teaching many health issues facing teenagers, including substance abuse, HIV/AIDS, sexuality, and diet/nutrition/exercise. Allen Perlstein currently teaches the Introduction to Education courses at El Camino College.

**Sharon Russell: “Navigating the Credential Process: The Senate Bill 2042 Regulations” (Session III, Science 155)** The credential requirements in California are changing dramatically; Senate Bill 2042 is only the latest set of modifications. Candidates seeking preliminary or clear credentials must now meet new standards in technology, English language learning,

special needs and diversity. Join Sharon Russell for an informative session about the California State Credentialing requirements. Sharon Russell earned her Ph.D. at the Ohio State University. She is currently Chair of the Teacher Education Department and Assistant Dean for Graduate Studies at California State University, Dominguez Hills.

**May Silva and Sonya Washburn Thompson: “Having the Courage to Teach: Using Persona Dolls to Strengthen Identity and Resolve Conflicts” (Session I, Science 157)** Resolving conflicts using persona dolls and role playing has been used by therapists for years. May Silva and Sonya Washburn Thompson will explore the uses of persona dolls in the school setting, from the classroom to the faculty workroom. Join these experts for an interactive and eye-opening session. May Silva and Sonya Washburn Thompson both teach in the Human Development Department at Cerritos College.

**Nicole Trigg: “A Sparkling Physical Science Lesson: Crystal Identification” (Session I, Science 159)** Participants will investigate the qualities in rocks that help geologists identify different minerals and, in the process, see how students can have fun doing science. Nicole Trigg is currently in her fourth year of public school teaching and works at Jefferson Middle School in Torrance. Before teaching, she worked for five years in a science museum conducting a variety of hands-on science demonstrations.

**Krista Valle: “Is There Something Fishy Here?” (Session II, Room 155)** Put on a pair of gloves, pick up your scalpel and join Krista Valle in an exciting, hands-on learning activity. You will discover first-hand how you and fish differ! During this activity, participants will see how students learn how the anatomy of a fish compares to a mammal. Krista Valle is currently in her fourth year of teaching and teaches a 4th grade class at Bonita Street Elementary. She returns for the third time to the Future Teachers Conference as a presenter.

### NETWORKING FAIR REPRESENTATIVES

**CALTEACH**—CalTeach is a one-stop information and referral service for individuals considering or pursuing teaching careers. CalTeach develops and distributes statewide public service announcements; develops and distributes effective recruitment publications; creates a referral database for qualified teachers seeking public school employment; provides information to prospective teachers regarding requirements for obtaining a teaching credential and/or admission to and enrollment in conventional and alternative teacher preparation programs, and develops and conducts outreach to high school and college students. CalTeach has a website at [www.calteach.org](http://www.calteach.org).

**LAUSD CAREER LADDER PROGRAM**—The career ladder program is a paraprofessional opportunity for LAUSD employees studying to become teachers. The representative from the Local 99 Para-educator Career Ladder Program will offer general information about the teacher credential programs and jobs with LAUSD.

**LA COUNTY TEACHER RECRUITMENT CENTER**—The Los Angeles County Teacher Recruitment Center (TRC) provides personalized services to teacher candidates and 80 school districts in Los Angeles County. With a full-service professional staff, the TRC provides access to the information and resources needed to earn a credential. They offer an on-line application process through their website [www.teachnow.la](http://www.teachnow.la) where you can search for job vacancies, link to district websites, and get information on job fairs and conferences.

**LAKESHORE LEARNING MATERIALS**—From language and literacy to science and mathematics, Lakeshore provides teaching materials and classroom tools for early childhood, elementary, high school and adult education. General catalogues and Grades 1-2-3 catalogues will be available from this supplier of innovative learning materials.

**NATURAL HISTORY MUSEUM**—In Exposition Park in LA, the Natural History Museum is rich with educational opportunities and resources for classroom teachers. Stop by to see a small sample of the educational materials available at the Natural History Museum.

**STUDENTS CALIFORNIA TEACHER ASSOCIATION**—This pre-professional organization is open to college students who are pursuing careers in education. Chat with the representatives about the benefits of joining this statewide professional organization.

**UCLA OCEAN DISCOVERY CENTER**—Housed at the Santa Monica Pier, this marine science learning center and aquarium has a great variety of educational programs for K–12 schools. There are many intern opportunities for future teachers and an abundant of information to use in the K–12 classrooms.

## ACKNOWLEDGEMENTS

We thank the following companies who so graciously donated prizes and other materials for the Washington Mutual Future Teachers Conference:

California Geographic Alliance  
Krispy Kreme Doughnuts  
Lakeshore Learning Materials  
Lawndale School District  
Long Beach Aquarium  
Los Angeles Zoo  
ReadingAtoZ.com and LearningPage.com  
Starbucks Coffee Companies  
UCLA Ocean Discovery Center

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## WELCOMING REMARKS TO ATTENDEES FROM THE PLANNING TEAM

To our Future Teachers:

We welcome all of you to the Washington Mutual Future Teachers Conference. Attending today's conference shows that you have the desire to become an innovative and motivated teacher. When we first sat down to discuss this year's conference, we decided our goal for the conference was to make this event both educational and enjoyable. We hope that once you attend the sessions, meet new people, and gain valuable knowledge, you will leave feeling glad that you spent an incredible day with us. We wish you the best as you set out to become tomorrow's teacher leaders.

----The 6<sup>th</sup> Annual Future Teachers Conference Planning Team

**Washington Mutual FUTURE TEACHERS CONFERENCE**

October 26, 2002

**ATTENDEE EVALUATION FORM**

PLEASE CIRCLE YOUR RESPONSE AND RETURN BEFORE YOU LEAVE

1. Please indicate your student/teaching status: Undergraduate   Graduate   New Teacher
2. Please indicate your age:    14-17        18-22        23-27        28-32        33-37        38 and over
3. Please indicate your college/university or school: \_\_\_\_\_
4. Please indicate with a check the workshop you attended during Session I:  
 A Principal's Advice to New Teachers  
 The ABC's of Classroom Management for Grades K-3  
 A Sparkling Physical Science Less: Crystal Investigation  
 Character is Crucial  
 Having Courage to Teach, Using Persona Dolls to Strengthen Identity and Resolve Conflict  
 Student Fitness and Self-Esteem in a "Super-Sizing" World  
 Way to Go, Van Gogh!
5. Please rate the workshop you attended during session I:    Excellent                  Good    Fair    Poor
6. Please indicate with a check the workshop you attended during Session II:  
 "Teachers Have Tests, Too"  
 How to Work Effectively with Parents  
 Making Biographies Come "Alive" in the Classroom  
 Is There Something Fishy Here?  
 Empower Students to be Local Community Historians  
 Bring Out the Writer in Every Child  
 "Grey Skies are Going to Clear Up" – Motivating Teachers to Motivate All Students
7. Please rate the workshop you attended during session II:    Excellent    Good    Fair    Poor
8. Please indicate with a check the workshop you attended during Session III:  
 Classroom Management for Grades 4 through 8 and Beyond  
 Teaching to the Needs of Both Sexes  
 Pattern Blocks: Constructing Mathematical Understanding  
 Things I Wish I Knew Before My First Day of Teaching  
 How to Work with Special Needs Students in Every Classroom  
 Navigating the California Credential Process: The Senate Bill 2042 Regulations  
 The Rhythmical Classroom
9. Please rate the workshop you attended during session III:    Excellent    Good    Fair    Poor
10. Please rate the keynote address, "The Art and Magic of Orchestrating Powerful Learning Environments," by Rob Abernathy:    Excellent    Good    Fair    Poor
11. Rate the Networking Fair during lunch:    Very Helpful    Somewhat Helpful    Not Very Helpful
12. What other sessions not presented today would you like to see at future conferences?
13. We use quotes from conference attendees for publicity purposes. If you would like to share a quote with us, please do so in the space below.

THIRD ANNUAL LACTE FUTURE TEACHERS CONFERENCE  
October 30, 1999  
Santa Monica College

**ATTENDEE EVALUATION FORM**

**PLEASE CIRCLE YOUR RESPONSE AND RETURN THIS FORM BEFORE YOU LEAVE**

1. Gender:        Male                      Female
2. Ethnicity:    Asian    Black    Hispanic    Native American    Pacific Islander    White    Other
3. Age:            18-22                      23-27                      28-32                      33-37                      38 and over
4. Student Status:                      Undergraduate                      Graduate
5. Campus:        CSUDH    CSULA    CSUF    ECC    ELAC    Fullerton    Glendale    LMU Oxy    SMC  
Other, please specify
6. Major:            Biology                      Chemistry                      Liberal Studies                      Math Physics  
Other, please specify
7. Teaching Goal:                      Elementary                      Secondary Science                      Secondary Math
8. After attending today's conference are you:    more likely/less likely/no change  
to become a teacher. Explain in a sentence or two.
9. What was the most useful part of today's Future Teachers Conference?
10. What was the least useful part of today's conference?
11. What other sessions not presented today would you like to see at future Future Teachers Conferences?
12. What recommendations would you make to improve future Future Teachers Conferences?
13. Do you feel that today's conference met your expectations?                      Yes                      No  
  
Why or why not?
14. Would you attend a Future Teachers Conference next year?                      Yes                      No

Request to Serve on Next Year's Planning Team Form

IF YOU WOULD LIKE HELP PLAN NEXT YEAR'S FUTURE TEACHERS CONFERENCE,  
PLEASE COMPLETE THE FOLLOWING:

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Campus \_\_\_\_\_

Turn this form in on the day of the Future Teachers Conference or mail or fax to:

Planning Team Member  
Address  
Phone  
Fax

Speaker's Information Form

**SPEAKER'S INFORMATION FORM**

Name of Speaker \_\_\_\_\_

School or Institution \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

Title of Session \_\_\_\_\_

This speaker was contacted by: \_\_\_\_\_

**SPEAKER'S CONFIRMATION FORM**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Title of your Session: \_\_\_\_\_

Brief Description of your Session and how it may interest future teachers (one to three sentences):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Brief Biography for the program (two or three sentences): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Equipment Needed (overhead and screen are provided) \_\_\_\_\_

As a small token of our appreciation for your contribution to the Future Teachers Conference, would you prefer (circle one),

\$100 Honorarium (please provide your social security number) \_\_\_\_\_

\$100 Gift Certificate at [Bookstore]

The Future Teachers Conference is part of an innovative professional development event to enhance the preparation of future and novice teachers. Photographs, videotapes, or other media may be used to assess and document this project. Please sign below indicating your acknowledgment/consent for participation in the conference.

Signature: \_\_\_\_\_

Fax, email, or send this form by **September 15, 2002** to:

Planning Team Member  
Address  
Phone  
Fax  
Email

Speaker's Evaluation Form

FUTURE TEACHERS CONFERENCE

[Date]

[Location]

**SPEAKER'S EVALUATION FORM**

1. Were your expectations met for today's event?

\_\_\_\_\_ completely \_\_\_\_\_ for the most part \_\_\_\_\_ partially \_\_\_\_\_ not at all

Explain:

2. At this point, would you be interested in participating again next year?

\_\_\_\_\_ yes \_\_\_\_\_ maybe \_\_\_\_\_ no

3. Another comments/suggestions?

Request for Letter of Commendation

FUTURE TEACHERS CONFERENCE

[Date]

[Location]

**Request for Letter of Commendation Form**

I would like a letter about my participation sent to:

Supervisor's Name:

Title:

Institution:

Mailing Address:

My Name:

Turn this form in on the day of the Future Teachers Conference or mail or fax to:

Planning Team Member

Address

Phone

Fax

Materials Reimbursement Form

FUTURE TEACHERS CONFERENCE

[Date]

[Location]

**Materials Reimbursement Form**

Please attach ORIGINAL receipts.

Reimbursement Amount Requested: \_\_\_\_\_

For (indicate materials):

Make the check payable to (Name): \_\_\_\_\_

Mailing Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Return this form along with the original receipts by mail to:

Planning Team Member  
Address

## **APPENDIX F: Sample Press Release**

Sample Press Release

September 10, 2002

For immediate release

CONFERENCE FOR FUTURE K-12 TEACHERS

Prospective and new teachers in the greater Los Angeles area are invited to the Washington Mutual Future Teachers Conference to be held on Saturday, October 26, 2002 from 7:45 AM to 3:30 PM at Santa Monica College.

The Washington Mutual Future Teachers Conference will bring together expert teachers, principals and teacher educators to address concerns of college students contemplating a career in teaching. The event will focus on the skills and information needed to navigate the credential process, land an initial teaching job and be successful in the first year in the classroom. Some of this year's workshops include: "A Principal's Advice to New Teacher," "Bring Out the Writer in Every Child," "Health and Fitness Issues for the K-12 Classroom," "How to Work Effectively with Parents," and "Things I Wish I Had Known Before I Started Teaching," and "Working with Students with Special Needs in the Classroom." We are pleased to announce Rob Abernathy; co-author of *Hot Tips for Teachers* is the keynote speaker. Rob is a dynamic and enthusiastic speaker who will share his thoughts and insights how to get students engaged in learning.

Early registration at \$10.00 is requested by October 4, 2002. Late Registration at \$15.00 is requested between October 4, 2002 and before October 21, 2002. On-Site Registration at \$30.00 will be available if space permits. To ensure conference attendance, future and new teachers are encouraged to register in advance. No guarantees that On-Site registration will be available. Registration fee will include workshops, continental breakfast, lunch, and materials.

Interested persons, please contact Dr. Judy Kasabian for additional information and registration materials. She can be reached by [phone, fax, mail or email].

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