



**CALIFORNIA
HIGH
SCHOOL
SPEECH
ASSOCIATION**

The Bulletin is the official newsletter of the California High School State Speech Association. To submit articles, please email, editor@cahssa.org

CHSSA Forums are now open for business

Step 1: Click on the following link <http://cahssa.websitetoolbox.com/>
Step 2: Enter this password to access the site chssa75
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CHSSA Bulletin

CHSSA BULLETIN

FALL 2011

Migrant Education Speech and Debate Tournament is Growing

In 2008 I was asked to coach students for the annual Migrant Education Speech and Debate Tournament. I work at a small magnet school with a population under 1,000, so our migrant population is quite small. That first year, I prepared three students for the speech and extemporaneous portions of the tournament. The coaching happened primarily during our school's mid-day advisory period. The girls wrote their speeches and revised them after my input, and they practiced for me a few times. And as I recall, they did very well at the tournament--Meredith won first place in Extemp.

For those who may be unfamiliar with it, Migrant Education is a federal program that allocates Title I funds to the states depending, in part, on the number of identified migrant students. According to the U.S. Department of Education website, the appropriation for Migrant Education in 2010 is estimated at \$394, 771,000. The money is then distributed to individual districts and schools to run literacy and tutoring programs. And in 2002, I'm told that the Ventura County Office of Education

hatched the idea of a speech and debate tournament specifically for migrant education students. That tournament has now grown to include competitors from across the state.

That first year that I was involved, the regional contest was held just blocks from my house, so I volunteered to judge. I've coached since 2000, and I was struck by the vivid contrasts between the Regional Migrant Ed tournament and our local, league tournaments. The sheer size of the tournament was daunting. At that time, our tiny MarMonte League tournaments were considered large if 100 kids showed up. The Migrant Ed tournament drew at least 400 students in grades 4 - 12. The food was better, too. Migrant Ed fed every student and adult participant breakfast, lunch and dinner. Unlike the slice of pizza and chips that I expected--all three meals were balanced and nutritious with all food groups represented. Finally, there was entertainment. Between rounds there were games, magicians, mariachi bands and dance contests. I was impressed that so many people could come together

for such a special day for students. And I was impressed by the speakers. Many of them could have easily competed at one of our league tournaments--and I wondered if perhaps back home some of them did. For the next two years, this was the extent of my involvement with the Migrant Ed program. Eloise, our district Migrant Ed Coordinator, would email me a list of eligible students; I would contact them, and if they were interested, prep them for the tournament.

At the beginning of the 2010 - 2011 school year, I got an email from Maria Villarreal. Eloise had retired and Maria was taking her place. She wanted to meet with me. I should note here that I am the only person in the Ventura Unified School District who coaches/teaches speech and debate. In fact, I am the only public school teacher in all of Ventura County with a speech and debate team right now. Maria had a proposition for me. She wanted the district to field a debate team this year for the Migrant Ed tournament--a debate team made up of students from all the district high schools.

(Continued on page 8)

State Tournament 2011 a huge success

The California State tournament this year featured many advancements and firsts, for the now 53 year old organization. San Diego State University hosted the state tournament for over 1,500 people for the second time in twelve years. Finalists may be found on page 4 and 5 of this issue. For full tournament results check out joyoftournaments.com.



The turtle pond in front of Scripps Cottage at SDSU

State Tournament 2011 firsts

- Live text alerts
- Electronic ballot review
- Computerized judge assigning
- Dinner/Dance of over 750 students
- First color program

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Check us out on the web
www.cahssa.org

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The California High School Speech Association (CHSSA) is an association comprised of member schools throughout the state of California. CHSSA supports the integration of speech education into high school curriculae across California. CHSSA sponsors 11 leagues in the state that host a variety of local speech and debate competitions as well as qualify students to attend the State Tournament.

Why does California only test half the ELA standards?

“Speaking and listening skills have never been more important. Most Americans now talk for a living at least part of the time. The abilities to express ideas cogently and to construct valid and truthful arguments are as important to speaking well as to writing well. Honing the ability to express defensible reflections about literature will ensure comprehension and understanding. Not long ago listening and speaking occupied central places in the curriculum, but only a few schools have maintained this tradition. The time has come to restore it.”

—<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>

The above quotation, taken from the June 9, 2009, electronic copy of the California State Standards, seems patronizing and insincere at its least. At its

best, it is a testament and validation to **this** organization’s advocacy and vision when it comes to “teaching across the curriculum” and “to the standards.” CHSSA has maintained, for well over fifty years, the primacy of public speaking and oration in education. Given the amount of time, effort, and success that the organization has had in the past, and in light of the cover article in this edition, going forward, we must ask ourselves a very simple question; why does the state of California only test two of the four English-Language Arts standards. If we continue reading on page vi of the CDE’s introduction to the standards, we see the next subtopic is EL learners and success through standards. If we put together the Kindred article on the front page with the CDE’s section on success, we see that many students in the state are not allowed to demonstrate their aptitude

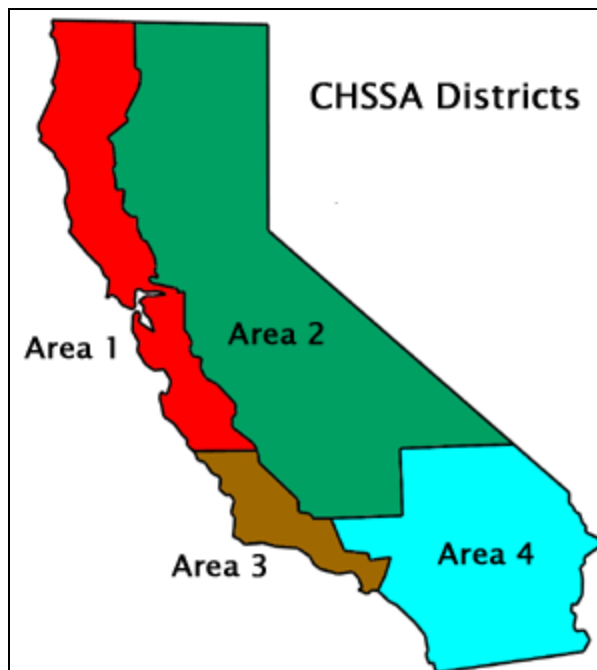
in speaking and listening nor is the state living up to its own standards of evaluation when it will not test Speaking and Listening standards during STAR testing. Regardless of logistics or money, the net result of excluding the testing of standards three and four of ELA diminishes the legitimacy of the standards as a whole and the CDE in particular.

Enough is enough. Scantron bubbles are not the only means of assessment, and, while classroom teachers are required to teach to and assess different modalities within their classrooms, the state of California is unwilling to do the same. If high stakes testing is to continue, and we are not quixotic enough to believe otherwise, then we need to test ALL of the standards. CHSSA is ready, but is California?

-Editor

Interested in joining CHSSA?

Go to cahssa.org and click “Area Information” or “Contact Us”



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Curriculum materials available

Speaking Across the Curriculum - Ready-made speaking and listening activities that can be infused into any curriculum. Active listening skill-building, media presentations, persuasive speaking, extemporaneous, debate and group discussion, across the curriculum. It's time to remember the “forgotten standard” of the English curriculum: oral communication. Join the California High School Speech Association in reintroducing the spoken language as a platform for students to develop their ideas, their beliefs and their person. With lesson plans, sample speeches, and templates for teaching public speaking you will have all that is necessary to turn a classroom into a stage for communication. ISBN 1-932716-00-9

Available at amazon.com

Speech/Debate Coaches' Handbook – practical ideas in establishing a competitive speech/debate program at your school. Effective suggestions for coaching, including event rules, example speeches, and helpful hints for recruiting and running a successful team!

Available **FREE** under the “documents” tab at cahssa.org

Instructional DVD's – Expository, Advocacy, Original Prose/Poetry, Student Congress, and Thematic Interpretation – These entertaining, student-friendly DVDs teach the process of preparing and presenting speeches. Each DVD contains a 25 minute instructional presentation with testimonies from professionals, coach interviews, competitive speech samples and live-round action. Filmed yearly at the state tournament, these DVDs are critical tools in successful coaching, these instructional DVD are geared toward competition but effective for classroom use.

Samples and DVD's available under the “event video” at cahssa.org

Let us help you develop standards-based lessons in speaking and listening!

2011 State Tournament Winners

<u>ORIGINAL ORATORY</u>		<u>ORATORICAL INTERPRETATION</u>		<u>NATIONAL EXTEMPORANEOUS</u>	
Jenny Ting	Monte Vista HS	Nathan Leal	James Logan HS	Kelly Wu	Leland HS
Ray Chao	Arcadia HS	Arian Dehnow	Mountain View HS	Kevin Yeehaw	Gabrielino HS
Josephine Kao	Mira Loma HS	Ed Huantes	Fullerton Joint Union	Madhu Vijay	Bellarmine
Brian Castelloe	La Costa Canyon	Annabel Liu	Leland HS	Amode Tembhekar	Leland HS
Dalton Defendis	Clovis North HS	Naman Trivedi	Bellarmine	Vivian Huang	James Logan HS
Shannon Wailes	La Costa Canyon	Joshua Herman	Monte Vista HS	Bijan Poustinchian	Monte Vista HS
Sana Jahani	Granada Hills	Michelle Zhu	Arcadia HS	Nancy Xiao	Arcadia HS

<u>INTERNATIONAL EXTEMPORANEOUS</u>		<u>DRAMATIC INTERPRETATION</u>		<u>EXPOSITORY</u>	
Louis Li	Monte Vista HS	Emma Caltrider	Fullerton Joint Union	Tannaz Noormohammadi	Monroe HS
Weston Mangin	Arroyo Grande HS	Jyoti Swamy	James Logan HS	Joanna Chia	James Logan HS
Blake Delaplane	Granite Bay HS	Dominique Robinson	Helix Charter	Lucia Song	James Logan HS
Aarin Sun	Gabrielino HS	David McPeek	Sherman Oaks Center	Ashlin Hatch	Arroyo Grande HS
James Thomas	Bellarmine	Kate Zha	Aracadia HS	Vivian Look	Leland HS
Bijan Mehryay	Monte Vista HS	Kristina Leopold	Claremont HS	Vivian Yip	San Marino HS
Jonathan Singleton	Gabrielino HS	Jude Garcia	Schurr HS	Jennifer Salazar	Redlands HS

<u>ORIGINAL ADVOCAY</u>		<u>DUO INTERPRETATION</u>		<u>IMPROMPTU</u>	
Matt Zajac	Bellarmine	B Trinh/J Liu	Gabrielino HS	Jason Kim	Monte Vista HS
Delbert Tran	Bellarmine	B Flores/M Casraez	Community Charter	Rylan Schaeffer	Mountain View HS
Angela Leung	Gabrielino HS	O Fernandez/T Hall	Community Charter	Adam Revello	Cleveland HS
Harris Barakzoy	James Logan HS	M Basa/N Machock	Gabrielino HS	Parker Schill	Liberty HS
Ross Andrews	Miramonte HS	J Kwong/B Lok	Gabrielino HS	Gia Karpouzis	Redlands HS
Alex Noronha	Bellarmine	A Bhagat/A Bhurji	Leland HS	Acelia Larios	California HS
Adam Pramono	Bellarmine	M Parsons/B VanGrinsven	West Ranch	Keizra Mecklai	Mira Loma HS

2011 State Tournament Winners

<u>THEMATIC INTERPRETATION</u>		<u>ORIGINAL PROSE & POETRY</u>		<u>HUMOROUS INTERPRETATION</u>	
Brittany Fung	Gabrielino HS	Coryn Hill	Sanger HS	Sarah Khasrovi	Presentation HS
Kimberly Knight	Leland HS	Shayanne Benjamin	Carter HS	Pranay Yeturu	Claremont HS
Cecily Schmidt	Miramonte HS	Abel John	Mission-San Jose	Ahon Sarkar	Leland HS
Sara Remmes	Helix Charter	Kyle DeCamp	Gabrielino HS	Zachary Rice	Dougherty Valley
Nicole Le	James Logan HS	Alex Nguyen	Peninsula HS	Casey Chang	Claremont HS
Amanda Minano	Claremont HS	Josh Moreno	Fullerton Joint Union	Shad hicks	Centennial HS
Maggie Wu	Gabrielino HS	Miguel Parada	Helix Charter	Naveen Kashyap	James Logan HS

<u>POLICY DEBATE</u>		<u>PARLIMENTARY DEBATE</u>		<u>PUBLIC FORUM DEBATE</u>	
R Shah/T Arnold	Bellarmino	J Leonard/B Castelloe	LaCosta Canyon	J Crown/A Chennapan	Leland HS
A Noronha/N Trivedi	Bellarmino	S Wong/G Nielsen	Granite Bay HS	N Buduma/J Cherian	Bellarmino
A Langerman/M Zajac	Bellarmino	A Wu/W Kim	Leland HS	J Kuperman/A Allan	Carlsbad HS
M Geis/J Gilliam	Sanger HS	S Dowd-Lukesh/P Yeturu	Claremont HS	J Olmstead/N Wu	Leland HS
J Gugino/J Spurlock	McClatchy HS	S Gardner/N Maldi	Carlsbad HS	J Lyding/R Zhu	Monte Vista HS
K Long/R Rushing	McClatchy HS	R Unni/V Kanth	Lynbrook HS	O Margapuram/K Wu	Leland HS
I Arora/S Parikh	St Francis HS				

<u>LINCOLN-DOUGLASS DEBATE</u>		<u>CONGRESS DEBATE</u>		<u>CONGRESS PRESIDING OFFICER</u>	
Delbert Tran	Bellarmino	Karna Adam	Monte Vista HS		
Daniel Hirsch	New Community	Stephen Kui	Monet Vista HS		
Ryan Baer	Bellarmino	Jega Vigneshwaran	Dougherty Valley		
Anshul Samar	Bellarmino	Ananth Cherukupally	Dougherty Valley	Nakin Bhandari	Monte Vista HS
Vinayek Ganeshan	Monte Vista HS	Hannah Young	LaReina HS	Ahmer Quereshi	Sherman Oaks Center
Ronny Mukherjee	Bellarmino	Jessica Northan	Granite Bay HS	Tim Livingston	Ponderosa HS
Sarah Kho	Leland HS	Jacob Gerstel	Valencia HS	Nathan Heilbrun	Sanger HS
		Tanay Kothari	Bellarmino		
		Aditya Mukund	Bellarmino		
		Conor Bean	Miramonte HS		
		Alec Bahramipour	Miramonte HS		
		Alyssa Sheets	Miramonte HS		
		Connor Meckfessel	Miramonte HS		
		Sean Hamamo	Mark Keppel HS		

Welcome to the first edition of CHSSA's Tech Corner! Tech Corner's goals are to provide CHSSA membership with updates on technology innovations as well as useful tips.

With the NFL making the move to allowing the use electronic devices in extemporaneous prep rooms and with proposals brought before CHSSA to do the same, I have heard

a lot of concerns from various coaches about the most effective way of using technology to replace our extemp tubs. There seem to be a lot of theories about the best way to go electronic, and in this article we will look at some of the more common options and look at the pros and cons of each choice. In going electronic, teams face several challenges; first they have to select de-

vices that are affordable enough that they can easily outfit several students for a tournament, secondly the devices need to be robust enough that they will last several seasons and not break down during the rigors of travel, and third they must have sufficient battery life to enable them to be used for an entire day (preferably an entire tournament) without needing to be

“All a squad would need to do is forget to charge their device once, and the entire team could find themselves without resources in an extemp round.”

TECH CORNER

BY STEVE CAPERTON

recharged, and finally the devices have to possess an inexpensive and easy to use way of uploading and indexing content. With these criteria in mind, let us evaluate some of the more common options.

Laptops/netbooks: With the dropping price of laptops and the ready availability of cheap net books, these devices would seem to be a good choice. Unfortu-

nately they have several problems. First the battery life of net books and laptops are measured in hours, often less than 5 hours for the cheaper models which would provide insufficient power for an entire tournament. All a squad would need to do is forget to charge their device once, and the entire team could find themselves without resources in an extemp round. Secondly, the cheapest laptops and

netbooks have notoriously poor quality materials, and are unlikely to survive the rigors of a single season, let alone the multiple seasons such expensive devices would have to last to justify their expense. Finally, even the lightest weight laptops are heavier than the other options available to us, and depending on your travel season this weight could become a substantial issue. (NEXT PAGE)



Tablets: The iPad has undoubtedly revitalized the tablet market, and since it's release several different devices have entered the market using Apples, android, and HP operating systems. On the first look these devices seem ready made for our needs. They have long battery life (some getting more than 10 hours of use before needing a recharge), they are lightweight, have a wide variety of applications, and are robust. There are a few drawbacks to tablets though. The major drawback has to be price. The cheapest models currently sell for \$500 apiece, and their cost is unlikely to fall in the short term. Secondly they are attractive devices for thieves, and combined with their relatively high cost this aspect should cause coaches to pause before adopting them as their team's device of choice.

E-Readers: e-readers are the final option that we will discuss today. There are many different types of e-readers, but the most common type used today are Amazon's Kindle, Barnes and Nobles Nook,

and Sony's e-reader. All of these devices offer extremely long battery life (measured in days/weeks instead of hours), they are the most affordable of the options with prices under \$200. While they are as easy to steal as tablets, they are far less attractive to thieves and are therefore a safer choice. The main negative for using an e-reader is that you will be locked into one store's ecosystem to purchase books and magazines, where with a tablet or pc you have the ability to choose where you purchase your materials.

Purchasing materials: This topic is especially challenging. I have talked to several coaches who plan on having their students downloading and indexing articles for free on the Internet and storing the information on a local hard drive. This method seems prohibitively time consuming as the downloading and indexing of articles is a non-simple task, although it does enjoy of the advantage of being free. Programs like Amazon's Kindle offer another alternative that is available on pc's, tablets, and e-readers. With one Amazon account you can have up to 12

devices that share content, so in essence a single subscription or purchase is the same as 12. In addition when you subscribe to a magazine or newspaper they are automatically downloaded and organized to your device. Combine this with an index service like Extempdex and you have an easy to use and powerful tool for finding information quickly during prep time.

disclaimer: CHSSA makes no recommendations nor endorses any specific product. The purpose of this article is to provide informational materials to members to assist them in making informed technology related choices

Steve Caperton is director of forensics and teacher at Redlands HS. Steve also is VP Public Relations and "tech guru" for the State Tournament.

(Nota bene—The CHSSA Council voted during the September meeting to allow computers in Extemporeous prep. — Editor)

(Continued from page 1)

She knew nothing about debate and Ventura Unified had never fielded a high school debate team at this tournament before. I wanted to say no. I very nearly said no. Working with speakers--all students from my own school--was one thing. A debate team was another thing altogether. Besides, my own "regular" speech team was huge this year. It had ballooned from 20 students the previous year to fifty plus. I told Maria that if I was going to do this, I would need help.

Ironically, just two weeks prior I had been to the CHSSA PR committee meeting. My job assignment had been to see if I could replicate some of Gay Brasher's success with middle

school EL students. Perhaps take my team kids into the classrooms and teach speech. I said yes to this assignment without any idea how to go about it, and now days later Maria was sitting in my classroom. Well, I said, I'm going to need help. It's an ego trip to be the *only* person in the district advocating for speech and debate curriculum, but it's not very effective. True to her word, Maria enlisted the help of some very talented teachers: Art Calisto, a fifth grade teacher from E.P. Foster School in Ventura and Carlos Cohen, a teacher for Ventura's new middle school opportunity program which was meeting at the Boys and Girls Club temporarily. And I enlisted the

help of an AVID student, one of my debaters and a very talented senior --all of whom were looking for community service hours.

In the end, we ended up with a three-person debate team and two individual speakers. As I suspected, this was a lot of work--even more work than I had anticipated. Getting students from four different high schools all in one room proved the most daunting. Monica always had doctor and dentist appointments on Mondays. Eric conveniently, and habitually, forgot the written copy of the speech he was working on. And Jorge had only been in the U.S. for a couple of years. Internet research was challenging. In addition to the normal obstacles--finding credible sources--the

language barriers meant that reading and digesting articles took weeks. Ultimately, a division of labor emerged. Jessica, the AVID student, served as a research assistant. She spent time at home finding articles and posting links on our Speech Wiki page. Nichelle, a very talented drama student, worked almost exclusively with our two individual speakers helping them write their speeches and giving them extemp practice. And my debater served as a sparring partner for the debate team. All the adults took on the supporting roles--helping students understand the research and helping them put it into their own words. My favorite days were the ones during which the entire group became a think tank--brainstorming, contemplating and

predicting what would happen if indeed the federal government were in charge of funding all education.

The week before the tournament Maria and I took the group to Kohl's to get decked out in professional dress. Thanks to the generosity of an anonymous benefactor, each student got a new outfit.

I could not attend the tournament this year. I had made plans with my mother months before. Even so, I got text messages and Facebook updates from the kids. One student texted at 11:00AM that the

debate team was 2-0. Later Mr. Cohen would describe the other schools as "afraid of us." In the end, the Ventura Unified debate team won 3rd place and the individual speakers won 1st in their events and a place at the 1st Annual State Tournament for Migrant Ed. Two years from now the Migrant Ed tournament is going national. Harvard reportedly will host. This has generated a lot of excitement. Next year, I will not only coach a district Migrant Ed team, but I am in talks with the district to host a middle school English Language

Learner debate tournament.

I've been on the CHSSA council since 2005. I've listened to the lamentations that speech education is losing ground. That budget cuts are decimating teams. I've seen my own MarMonte League have to fold into the larger Tri-Valley League because we were down to three member schools. I've watched programs fold after a coach retires or leaves.

I can't help but think that EL students will revive CHSSA. Certainly, they are

underrepresented in CHSSA right now. But I think it's time we put up or shut up. Coaches tout that speech and debate improves test scores, helps prepare students for college, helps students get *into* college. Here's our chance to prove it.

Jennifer Kindred is a teacher and director of forensics at Foothill Technology HS. She is also Area 3 Chair and sits on the CHSSA Executive Council and is Phi Delta Kappa Teacher of the Year.

"...I think it's time we put up or shut up."

2011 Hall of Fame Inductees

Congratulations are in order for Doug Campbell and Reed Niemi. Both coaches were inducted into the CHSSA Hall of Fame at the Awards ceremony following the State Tournament. More information is available at

http://www.cahssa.org/the_bulletin/hall_of_fame

