

# Chicago Union Teacher

JUNE 2016 / VOL. 79 / NUMBER 8

## THE STUDENT ART ISSUE



**CHICAGO  
NEEDS  
ITS HEROES.**

**ITS HEROES  
ARE  
TEACHERS.**

**FORREST CLAYPOOL  
RAHM EMANUEL  
BRUCE RAUNER**

**CLEAR  
AND  
PRESENT  
DANGER**



# ChicagoUnionTeacher

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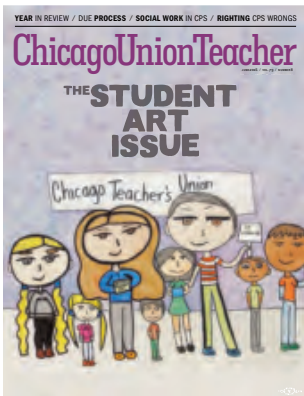
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# ChicagoUnionTeacher

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## Sisters and Brothers,

This has been a year of ups and downs, and while the rhetoric between some of our elected officials has ramped up over the past few weeks, your union has taken this time to reflect and plan for the future. We've had quite the busy spring—on a number of fronts—and wanted to give our members time to finish the year strong, despite the uncertainty that faces our district as we head into the summer.

In reading the collection of letters in this issue from national American Federation of Teachers affiliates, however, it is apparent that our fight for school funding, a fair contract and the city our students and their families deserve is one that we share with thousands of others. In the time that our leadership team has been in office, you have pushed the Chicago Teachers Union to the forefront in the war to defend public education, not only in the city of Chicago, but nationwide. As many of you know, I have three questions that I always ask when faced with decisions surrounding the work we do—does it unite us, does it build our power and does it make us stronger? The words of encouragement from our union sisters and brothers around the country embody all three of these questions, and it is with that support that we are emboldened in our efforts, not just for the betterment of Chicago Public Schools, but as an inspiration to all.

We have now gone nearly one full year without a contract. CPS is broke by design. Illinois is flat broke and being “governed” by a stark-raving mad ideologue who thinks our city’s public schools are prisons, and has us approaching 400 days without

a state budget. Chicago’s mayor wants educators to take a 7 percent pay cut, and endure skyrocketing health care costs, increased class sizes and further charter expansion, but does not want to tax his wealthy business cronies. His handpicked CPS CEO has hit students and parents with the threat of CPS not opening school doors next fall. To say we are in crisis mode would be an understatement.

But let us be clear, Chicago represents the wealthiest part of Illinois with over two-thirds of the state’s gross state domestic product, which means we can save ourselves. Solutions will come when the mayor and city leaders go after much-needed revenue. This is the only way we will be able to win a good contract that supports great schools in all of our communities. We know that we cannot win a decent contract without winning revenue, so we are going after the mayor, the governor, CPS and the power elite to accomplish that goal.

Throughout the summer and beyond, we will continue to advocate for our students and our members, examples of which you will find in this issue of Chicago Union Teacher, like our profile of CTU delegate Omar Gonzalez of Burroughs Elementary School. We are changing the political landscape through our work for an elected school board in Chicago and a new school funding formula. We are improving our practice as educators by fighting back against the onslaught of high-stakes standardized tests and “no-win” systems of teacher evaluation, as explained in this issue by CTU Teacher Evaluation Facilitator Jennifer Johnson. Despite the attacks



on our schools, we are shifting many narratives surrounding public education, and after a summer of rejuvenation for our members—if not for our Organizing Department—will enter the 2016-2017 school year an even greater force.

Join us Wednesday, June 22, as we march on city hall to call for progressive revenue solutions for our city and public schools. Let us also welcome new CTU Financial Secretary Maria Moreno, who will be joining us July 1. Maria, a citywide speech-language pathologist and functional CTU vice president, will be replacing Kristine Mayle. Kristine has poured her heart into her job for the past six years, and as a special education teacher in CPS, has a large place in that heart for children who are most in need of resources. This passion transferred into her amazing work for our union. She will be dearly missed.

My best to you all for a great summer.

In solidarity,

Karen GJ Lewis, NBCT

# We Stand With You!

All eyes remain on the Chicago Teachers Union in our fight for a fair contract and the schools and city our students and their families deserve. Here are some words of encouragement and inspiration from our union sisters and brothers around the country.

## American Federation of Teachers



Thank you. Thank you for standing up and fighting for what we know is right. Thank you for forcing politicians in Chicago, Springfield, and Washington, D.C. to pay attention to what is going on in schools. Thank you for using your voice to stick up for your students, especially since so many of them don't have anyone else sticking up for them. Thank you for showing us all what solidarity really means.

Your fight is our fight—it's the fight to protect public education as a public good. I want you to know that the AFT is behind you 100 percent, and—with apologies to all math teachers everywhere—that goes double for me. I'm with you in this fight today, tomorrow and every day until we win.

—**Randi Weingarten**,  
President, American Federation of Teachers

We're standing strong with you. Keep fighting for a fair contract and lobbying the state for full

funding of schools! We've got your back.

—**Susan Youssofi**, Senior Associate, Digital Marketing, Share My Lesson

## Illinois Federation of Teachers



On behalf of the 103,000 members of the Illinois Federation of Teachers—from Lake County to St. Clair County—we stand in solidarity with our sisters and brothers in the Chicago Teachers Union, who are now fighting for a contract that will give the students of Chicago the best education possible. This is never easy, and we applaud your efforts toward common sense reforms that will improve the classroom experience for the students of Chicago.

We stood tall and marched with you in September of 2012, and again on April 1st of 2016. We will continue to stand with you until a deal can be reached that is fair to you and the students you serve.

The IFT represents not only teachers, but paraprofessionals, public employees, nurses, and

other professionals whose services are vital to the health of their communities. We are all in this together because we have a shared goal, which is to improve the lives of the people we serve.

—**Dan Montgomery**,  
President, Illinois Federation of Teachers

## Newark Teachers Union



The teachers' aides and clerks of the Newark Teachers Union in Newark, N.J. stand with you.

## St. Paul Federation of Teachers



The St. Paul Federation of Teachers stands with the CTU as you continue your fight for schools your students deserve. You have been an inspiration to us as well as to other locals around the country!

—**Denise Rodriguez**,  
President, St. Paul Federation of Teachers

## Alliance AFT



Alliance /

AFT Local 2260 stands in solidarity with our brothers and sisters in Chicago. Across the nation, public schools are being systematically starved of resources and subsequently condemned as failures. Teachers and school employees are attacked and condemned for daring to speak out and stand up against the intentional destruction of the American public education system.

Yet we know that strong, well-funded and supported public schools where every child has an opportunity to thrive and achieve are essential to the future of our nation. As Linda Bridges, former president of Texas AFT, tirelessly proclaimed, "Our kids are worth it." The members of the Chicago Teachers Union are sending a powerful message across the United States. Alliance/AFT Local 2260 supports them in their efforts and vows to join our voices with theirs against those that would sabotage public education.

—**Rena Honea**, President,  
Alliance-AFT

## Detroit Federation of Teachers



On behalf of the leaders and member of the Detroit Federation of Teachers, I would

like to offer an expression of solidarity, support and encouragement to the leadership and members of the CTU. As education professionals in a large, urban school district, we know the challenges you face in the fight for strong public schools where children get the resources they need to succeed, and teachers and school employees have a voice through their union to advocate for our profession and those we serve.

Though we are separated by almost 300 miles, we stand in solidarity with you as you fight to reclaim the promise of a great public education for all children. Just last month, a number of CTU members traveled to Detroit to stand shoulder-to-shoulder with the DFT and the other AFT Detroit unions at our rally for public education in Lansing. We thank you for your support and are ready to offer the same.

Rest assured that you have the support of your sisters and brothers here in Detroit. We stand, united, with you!

—**Ivy Bailey**, Interim  
President, Detroit Federation  
of Teachers

## Albuquerque Teachers Federation



The Albuquerque Teachers Federation (ATF) believes that solidarity is the foundation of unionism. We know that locals do not exist in isolated vacuums and that

the struggles of our brothers and sisters everywhere belong to all of us. It is because of this belief that the ATF has stood, and will continue to stand, in solidarity with our brothers and sisters in the Chicago Teachers Union.

Public education has been under attack from corporate America for several decades and Chicago has certainly suffered. The ATF stood in solidarity with the rank and file of CTU during the strike of 2012. We have been kept informed of CTU's many battles with Chicago Public Schools. The ATF has followed your dealings with countless incompetent superintendents, numerous school closures and Chicago's anti-union mayor, Rahm Emanuel. The CTU has taught us all of the dangers of placing public schools under mayoral control with an appointed board of education instead of a democratically elected one.

We have been inspired by your collective strength and integrity. You have modeled for us all the power of a community united with a union for the greater good. Your brothers and sisters in the Albuquerque Teachers Federation stand in complete solidarity with our brothers and sisters in the Chicago Teachers Union—your struggle is our struggle. Stand strong CTU, you have many brothers and sisters standing with you.

—**Ellen Bernstein**, NBCT,  
Ed.D., President, Albuquerque  
Teachers Federation


**Philadelphia Federation of Teachers** 

The Philadelphia Federation of Teachers is proud to stand with the Chicago Teachers Union in its fight for a fair contract.

Here in Philadelphia, educators are no strangers to working without a contract in a district that devalues them at every turn. Like the CTU, the PFT understands that our working conditions and the learning conditions of school children are one in the same. That's why we will never capitulate to administrators who insist on extracting additional financial and personal sacrifices from teachers and school staff. Rather than fund schools on the backs of educators, we must continue to demand that our public schools are adequately supported by local and state governments.

The PFT will continue to support the CTU, even as we draw inspiration from the resolve of Chicago's educators.

—**George Jackson**,  
Communications Director,  
Philadelphia Federation of Teachers

**AFT Michigan** 

The commitment, determination and solidarity of Chicago teachers are an inspiration to us all. Whether you are fighting to keep schools open, smaller classes, books and supplies for your students, or what teachers and staff deserve, you

do so in a manner we all benefit and learn from. The members of AFT Michigan stand with you as you have always stood with others.

—**David Hecker**, President,  
AFT Michigan

**Education Minnesota** 

CTU Local 1, we have your back! Please hang tough, you deserve to be treated as professionals! A contract good for student learning and fair teachers! That is a very reasonable expectation!

—**Paul Mueller**, Career and Technical Education teacher,  
Education Minnesota—  
Brooklyn Center

Education Minnesota stands strong with our brothers and sisters in Chicago in your fight for more equitable school funding. We agree education dollars should be based on need, not zip code. It's wrong that the Chicago Public Schools students who need the most support have often received the least.

Stay strong, stay united and know you are not alone. We are fighting with you, side by side. Together, we will Reclaim the Promise!

**Douglas County Federation of Teachers and Classified Employees**

Douglas County Federation of Teachers and Classified Employees—Local 2265 stands in

solidarity with our brothers and sisters of the Chicago Teachers Union. The nationwide attacks on public education can be fought when we, as professionals, stand in solidarity against them. We honor your strength and perseverance as you fight for adequate and appropriate resources for your students. We support our colleagues as they educate their communities and the nation about the attacks on public education.

—**Kallie Leyba**, President,  
Douglas County Federation

**United Federation of Teachers** 

*Resolution in Support of the Chicago Teachers Union*

WHEREAS, the city and the Chicago Teachers Union have been at loggerheads for months over a new contract; and

WHEREAS, Chicago's schools are facing a budget deficit of an estimated \$500 million in the 2016 budget; and

WHEREAS, Mayor Rahm Emanuel has said that if the state fails to provide enough money to fill that budget hole, he will balance his budget by laying off thousands of school employees; and

WHEREAS, in response to this latest threat and the stalemate over negotiations, the Chicago Teachers Union announced on Dec. 14 that 88 percent of the eligible membership had voted to authorize a strike; and

WHEREAS, the Chicago



Teachers Union has urged the mayor and his administration not to balance the budget in a manner that will hurt the 400,000 children enrolled in the Chicago public schools; and

WHEREAS, last week, the Chicago Teachers Union filed an unfair labor practice complaint with the state with regard to negotiations, calling for fact-finding to begin; therefore be it

RESOLVED, that the United Federation of Teachers throws its full support behind its sister union, the Chicago Teachers Union; and be it further

RESOLVED, that the United Federation of Teachers will stand in unity with this AFT local and any others engaged in the critical struggle to advocate for students and their families, for citizens and their communities, for patients and healthcare, and for our own existence as organized labor.

*This resolution passed at the March 2016 UFT Delegate Assembly.*

### New York State United Teachers



On behalf of the NYSUT Officers, the Board of Directors and our 600,000+ members, NYSUT stands with you as you work to reach an equitable settlement with Chicago Public Schools for the betterment of your members, students and the community. We applaud the solidarity of your 27,000 members, and we offer our support in any way that it is

needed as you continue your struggle to make an intransigent mayor and a bought-and-paid-for governor see reason. Across the country, and here in New York, we have seen the trend: politicians bankrolled by hedge-fund cronies, waging a war against public education. The playbook is all too familiar: starve public education of needed resources; decry the “failure” of public schools, citing faulty data to support the pre-ordained conclusions; and turn the system over to charter schools who just happen to be campaign donors.

Your fight, Chicago, is our fight. It is the fight of the entire nation, state by state, city by city, county by county and town by town. Public education is the cornerstone of a democratic system which regards freedom and opportunity as ideals, and it has succeeded in lifting more people out of poverty than any single entity in the country’s history. We wage this fight at the negotiating table, in the legislature, in the courts and in the court of public opinion, and we do so on every level: city, state, national. Stand strong, Chicago, knowing that New York stands with you!

—**Karen Magee**, President,  
New York State United  
Teachers

### Toledo Federation of Teachers



The Toledo Federation of Teachers stands with the CTU

in the fight for adequate funding of Chicago Public Schools. CPS students and teachers deserve high quality public schools that offer a rich and rigorous curriculum, including the arts, reasonable class sizes and wages that attract and retain excellent educators. Students and teachers deserve to have safe, well-equipped buildings and state of the art technology.

We stand with our brothers and sisters and applaud your strength and resolve as you fight to do what’s best for the children of Chicago.

—**Kevin Dalton**, President,  
Toledo Federation of Teachers

### AFT Indiana



On behalf of the membership of AFT Indiana, we want the membership of CTU Local 1 to know that we stand in solidarity with you in your struggle to obtain a fair and equitable contract settlement. Local 1 has always been an inspiration and example for all to follow when it comes to standing firm in the never-ending battle to enhance the teaching and learning environments for their students.

Stay strong and know that AFT Indiana stands with you. We are confident that your perseverance will overcome those that do not respect, appreciate or support your efforts in the classrooms.

—**Rick Muir**, President,  
AFT Indiana

**Cosgrove Middle School, Spencerport New York**



I am writing to encourage all CTU members to keep up the good fight for a fair contract, lobbying the state of Illinois for full funding for your schools and to push back against Mayor Rahm Emanuel's office for the disrespectful way he is treating all of you.

We had a similar fight here in Spencerport when it took us 16 months to bargain a fair contract. We have also been in an epic fight here in New York for the past five years with Governor Cuomo over fair funding and a common sense teacher evaluation system. As a result of our advocacy at the state and local levels, we have turned the tide. Fight on and stay unified! You will be victorious!

—**John Kozlowski**, 6th grade teacher, Cosgrove Middle School

**Oklahoma City AFT**



In Oklahoma we are also dealing with drastic cuts to education funding and understand the importance of your struggle. We know the hardship budget cuts cause our teachers when we see the pain in the eyes, the loss of pride and that dark place deep into their soul as they choke back tears and ponder

how they are going to provide for their family after losing a position to arbitrary budget cuts. We feel that sense of loss in our coaches as they struggle to tell their student athletes that they will no longer be a team and will be unable to play their sport due to budget cuts—desperately trying find meaning and purpose for a year of dedication and sacrifice. We understand the pain of students who feel abandoned by a society that explicitly and implicitly states they are not worthy of all the benefits of a fully funded educational system, whether due to race, class or community. We are proud of our teaching brothers and sisters who are fighting to ensure Chicago provides proper funding and a fair contract to protect them from this pain and hardship. Their profession and the children and communities they serve can benefit from the promise of education if we stand together and make our voices heard.

—**Benjamin Bax**, Field Representative, Oklahoma City AFT

**Ohio Federation of Teachers**



The Ohio Federation of Teachers commends you for your courage in fighting for a fair contract and for your commitment to children and their families. Your leadership in standing firm for what is right sets an

example for all unions across Illinois and across the nation.

Thank you President Karen Lewis, VP Jesse Sharkey and each and every member of the CTU who has committed to fighting for public education. You make us all stronger. We stand in support of your efforts and are ready to help in whatever way we can.

—**Melissa Cropper**, President, Ohio Federation of Teachers

**Baltimore Teachers Union**



The Baltimore Teachers Union and the AFT-Maryland stand in solidarity with our sisters and brothers of the Chicago Teachers Union. We understand the value of a fair, respectfully negotiated contract and would like to believe the Chicago Public Schools does as well. We call on them to come to the table and negotiate in good faith to ensure the educational professionals have all the tools and resources they need to educate the children of Chicago.

Unfortunately budget fights are nothing new to us here in Baltimore. We know all too well the arduous tasks of ensuring that every level of government commits the funds needed to teach our young people. In Baltimore, teachers and PSRPs go above and beyond to provide the students here with the best education possible, despite spending the last two years having to lobby our

# SOLIDARITY

legislators and governor to fully fund education here in the city.

We know the members of the Chicago Teachers Union want nothing more than amicable negotiations that result in a fair contract. We also know that it is incumbent of Gov. Rauner, Mayor Emanuel and every politician in Illinois and Chicago to see that the children of Chicago get an adequately funded public education. We in Baltimore stand in solidarity with the educators in Chicago and hope the political leadership there does what is best for the young people of the city, by equipping the schools and classrooms with the resources they need to be successful.

## AFT New Jersey



Educators throughout the country see the Chicago Teachers Union community engagement and member mobilization efforts as prime examples to follow. We all need to share a vision of organizing against school closures that rip communities apart and advocate for what we know our students need—smaller class sizes, nurses

and counselors in schools, arts and physical education as elements of a full, rich curriculum not driven by high-stakes testing.

Thank you for sharing that vision with us by taking the most dramatic action of all in striking when absolutely necessary and sharing your statements, videos, tweets and so that the larger community sees that teachers are united to stand up for education for our students. We see a Chicago where teachers have a voice in the community and share a vision of a city that rejects the politics of racial division and privatization of public services.

We join you in speaking out against the prevalence of gun violence so dramatically impacting our students regardless of who is pulling the trigger, and fighting excessive fees and penalties levied by big banks that rob our communities of vital resources. While you are calling for “A Just Chicago,” we join you in calling for “A Just America,” which means “adequate pay and permanent jobs; freedom from judicial inequities; stable, affordable and appropriate housing; better access to whole health care; equitably funded, high-quality education; and political action to equalize opportunity.” **CTU**

# THE ONLY WAY TO WIN



**NO EXIT**

The mayor and  
his hand-picked  
school board keep  
walking away  
from  
money  
**Chicago's  
students  
need.**



- Layoffs and budget cuts
- Crammed classrooms
- Mass school closings
- Special education cuts

Chicago's schools are in crisis, but the truth is...

## Chicago is not broke.



**Unfair taxation** gives our schools' money away to the **rich and powerful.**

Corporations and the wealthy keep getting richer while schools and public services keep seeing cuts. Our taxation in Illinois is broken because it severely favors the rich, while under-funding resources that children and families need.

## The mayor has excuses.

Rahm Emanuel and Forrest Claypool want to exclusively blame Governor Rauner for the CPS shortage. Rauner **has** held state services hostage for his anti-union agenda and we must continue to fight in Springfield for a fair state income tax, for a financial transactions tax, and for dedicated pension funding. But the mayor and City Council have a variety of ways to solve the CPS cash crunch **with or without Springfield.**

## Teachers have solutions.

The Chicago Teachers Union has continually proposed fair and practical ways to raise revenue for our schools. But the mayor and city council need to make these solutions happen. Solutions include:

- Redirect **all TIF funds** to the schools
- Restore the head tax on **big corporations**
- Cut consumer sales taxes while expanding **luxury and corporate** sales taxes
- A **progressive** Chicago income tax

## Confront the crisis. Act now.

Tell your alderman to step up for the CTU's revenue solutions. Contact them and learn more about revenue for our schools at:

[brokeonpurpose.org](http://brokeonpurpose.org)



# Does Due Process Matter When a 'Bad' Teacher is Mistreated?

BY **JOSEPH MCDERMOTT**

In February, the Chicago Board of Education announced that all schools had to cut their budgets by 5 percent. This was an arbitrary number selected by the Board leadership to respond to its ongoing fiscal crisis. One month earlier, Chicago Public Schools offered the Chicago Teachers Union a contract that included no financial impact during the current school year. When the CTU rejected that offer, the Board then imposed these new cuts and applied additional financial trickery, when they reallocated Title I and federal special education money to the schools to claim they cut 5 percent from every school.

The result was that many principals had to make difficult decisions, including the layoff of educators who directly serve children. In the end, less than 20 teachers were affected through layoffs. The teachers were entitled to pay and 21 days' notice between February 29 and March 21. Schools then "saved money" through cuts by not paying employee costs between March 22 and June 22. This comes out to 64 paid work days out of a total of 208 per year (31 percent of the work year). This resulted in an average savings to CPS of \$30,000 per layoff.

In the case of one school, the principal bragged to the Local School Council that the layoff of two teachers "would be a good thing" for the school. According to the principal, the teachers allegedly both had several complaints against them made by colleagues, students and parents. The principal's message was that the school was going to save money and remove two problem teachers. According to the principal, this was a win-win situation.

The laid-off teachers contacted the CTU to determine if their layoff was proper. The Union reviewed the provisions of Appendix H and

determined that the proper layoff order was followed. Ratings and seniority were properly adhered to when the teachers were selected for layoff.

Upon further review it was determined that both teachers were staffed in the same subject area. It was very unlikely that this particular subject area was "overstaffed" by more than two positions, compared to every other subject area in the school. It also became evident that both teachers were previously harassed and/or threatened by the principal. It was evident that the teachers were targeted and the "fiscal crisis" was a chance to remove them.

The spirit and intent of Appendix H is to prevent discriminatory and retaliatory layoffs from taking place. Ideally, the principal analyzes the instructional needs of the school and determines which types of positions will have the least impact—if selected for layoffs. The first step in the process is never done with a specific person selected for layoff. The first step is to identify the type of position and then determine the person who will be impacted by the cut. In this situation, the principal was able to manipulate that process by doing the opposite.

The CTU began a thorough investigation of

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Due process rights are at the heart of our democracy. The U.S. Constitution, the Bill of Rights and the freedom to which we ascribe to living in this country are all consistent with the ideals of due process.

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the matter and requested budget information from the school. The Union calculated the projected savings attributed to the layoffs. The savings were compared to additional costs needed to pay teachers for overtime (OT) positions opened to cover courses taught by the laid off teachers. The Union found that there was minimal amount of money saved after the OT costs were factored in.

The Union then requested the master schedule and student enrollment data for each course and found that the average class sizes for the affected subject areas were no different than any other subject area. In other words, the department was not overstaffed and the cuts were arbitrary. There was no reasonable explanation that the two cuts to the specific department had any valid purpose related to student needs and impact on student learning.

It soon became evident that a layoff grievance was forthcoming. It was also evident that the Union had a strong case. Many staff members

raised questions at the time of the layoff, questioning whether they were legal. Some staff acknowledged that the teachers were not the most popular, and that they understood why the principal wanted to select them for layoff.

The CTU field representative assigned to the case received a phone call from a member who had learned by word of mouth in the school that “the teachers might get their jobs back.” The member was angry that their union dues were going toward helping a “bad teacher,” and went on to say, “This is why people don’t like unions...because they protect bad teachers.” The member wanted to know why the union was helping a bad teacher get their job back.

The field rep shared with the member the responsibility of a union in enforcing contractual rights for its members. It is the job of administration to evaluate. If a teacher does not perform at a high level, they will receive an unsatisfactory rating, which leads to intense support during a

In a school system with a history of corruption and cronyism, due process is essential. When our district has an annual budget crisis, due process is essential for veteran teachers.

90-day remediation period. This is not only a matter of contract enforcement; this is a right, per school code, for every public school tenured teacher in the state of Illinois. In this case, the principal wanted to sidestep this right and dismiss one teacher prior to the right to remediation.

It is also the job of administration to monitor employee conduct. If the employee doesn't write their lesson plans, abuses sick days or is abusive toward students, they can be subject to discipline. The administration must go through the due process rights of the employee prior to issuing discipline, rights that include providing evidence, explaining the allegations against the employee and allowing the employee to respond to the allegations. In this case, the principal sidestepped all of these rights and dismissed the teachers without any discipline.

The concerned teacher's real issue was not with unions, but with due process. I informed the member that many employers, especially in the public sector, have due process for all employees—union or non-union. The member, however, took issue with the fact that this particular "bad" teacher had due process and couldn't be removed arbitrarily or on a whim.

The field rep also shared that the CTU has an obligation to enforce due process for all of its members. The Union cannot create its own employee evaluation guidelines to determine if a member has representation rights. The contract does not

get enforced with more earnest for a member whom the union determines to be a sympathetic victim. The Union does not withhold representation for a member deemed by others a "bad" teacher. The Union enforces a process and ensures that all guidelines within that process are followed.

Again, the members' performance (Article 39) or conduct (Article 29) could have been addressed through evaluation or employee discipline. The members instead were targeted for layoff by manipulating the application of Appendix H. The principal never went through any of these two processes to address their performance or conduct issues. As a result, this act was a violation of the contract. Any member who is laid off, out of conformity of the contract, deserves the same due process and contract enforcement.

Due process rights are at the heart of our democracy. The U.S. Constitution, the Bill of Rights and the freedom to which we ascribe to living in this country are all consistent with the ideals of due process. In a school system with a history of corruption and cronyism, due process is essential. When our district has an annual budget crisis, due process is essential for veteran teachers. Due process also is necessary when we have an invalid evaluation system used to determine layoff order.

The job of a CPS teacher involves several risks and perils each day we serve our students. Just like an iron worker could fall from a beam, any teacher can be the subject of an unfair allegation. In a system rife with corruption, any one of us could be a whistleblower; due process protects that right. To perform and be at a minimum level on Maslow's hierarchy of needs, we need due process. For due process to be effective it must be enforced for any teacher when violated. Democracy is not always fast or pretty, but it is better than tyranny and oligarchy. Our due process is a check on the tyranny and whims of a morally challenged school system. **CTU**

*Joseph McDermott is a CTU teacher field representative.*



# A Life Saved—And a Cautionary Tale



▲  
Cassandra  
Walton

BY SUSAN HICKEY

Little did Cassandra Walton know that when she walked into one of the 16 schools she was assigned to that she would ever bring a person back to life. Walton, a certified school nurse, was in an Individualized Education Program meeting one day when a staff member rushed in to ask “Where is the nurse?” Apparently, the school principal had fallen and hit her head and was unconscious in the hallway. An outside counselor was giving her cardiopulmonary resuscitation but the principal had no pulse and her heart had stopped. Walton knew what had to be done and got an Automatic External Defibrillator (AED) and gave the principal one electric shock to start her heart again. By the time the paramedics arrived, the principal had regained her pulse and was transported to the hospital. She is home right now recovering from the ordeal.

Walton has worked in Chicago Public Schools since 1998 and is recognized for being an excellent nurse. The fact that she was able to perhaps save the principal’s life was fortunate for all as Walton must divide her time between many schools and has time only to be in special education meetings

and the one school that is her base school for one and a half days per week. She said that she had been switched out of that particular school four times this school year and the day the near tragedy occurred was only the second time she has been there since the fourth reassignment.

What worries Walton is that she has noticed that some staff members do not know where the AED is located at their school, or if it is in working order. CPS approved a Board of Education policy on June 15, 2003, named “Use of Automatic External Defibrillators in the Chicago Public Schools,” which mandated that all schools receive an AED, and that there would be regular checks to see if they are in working order and that school staff has personnel trained on how to use them. This is another example of CPS not enforcing its own policies—policies which are in place to protect students and school personnel’s health and safety.

Walton, however, deserves recognition for reviving the life of this principal. She is her hero—and ours. **CTU**

*Susan Hickey, LSCW, is a retired social worker and a district supervisor for clinicians and citywide teachers.*

## State Board of Ed Licensure Information

OUR DISTRICT

BY WALTER TAYLOR

The CTU Quest Center advises that you always enter your professional development (PD) hours into ELIS immediately after you complete the professional development activity and evaluation. If you wait, you may forget, and your PD hours may end up not counting toward your license renewal.

For help entering or submitting PD Hours into ELIS go to <http://www.isbe.net/ELIS/instructions/record-prof-dev.pdf>.

Please note that entering your PD Hours into the CPS Learning Hub is not the same as entering it into ELIS on the Illinois State Board of Education website. The PD hours you enter in Learning Hub do not transfer

to ELIS. You must enter your PD hours into ELIS yourself, as soon as possible.

If you have not yet earned your required hours for this licensure cycle you can still take and complete PD now through mid-June. To earn your remaining required ISBE PD hours aligned to REACH please take advantage of the Chicago Teachers Union Quest Center professional development offerings which can be found on at [www.ctunet.com/pd](http://www.ctunet.com/pd).

If you have not yet set up your ELIS account on the ISBE website, go to <http://www.isbe.net/licensure/ppt/elis-educator-trng-pres130614.pdf> to learn more about how to do so. If you have not done so already, please set up your ELIS account immediately.

For further information on how to renew your Professional Educator License at the end of your five-year licensure cycle, you may find instructions at <http://www.isbe.net/ELIS/instructions/license-renewal-elis.pdf>.

If you would like to learn more about ISBE licensure requirements go to <http://www.isbe.net/licensure/ppt/lic-renewal-140701.pdf>.

If you need further information or assistance after you have visited these very helpful ISBE sites, please contact this author at 312-329-6273 or [waltertaylor@ctulocal1.com](mailto:waltertaylor@ctulocal1.com).

Time is of the essence! **CTU**

*Walter Taylor is a CTU Quest Center professional development facilitator.*

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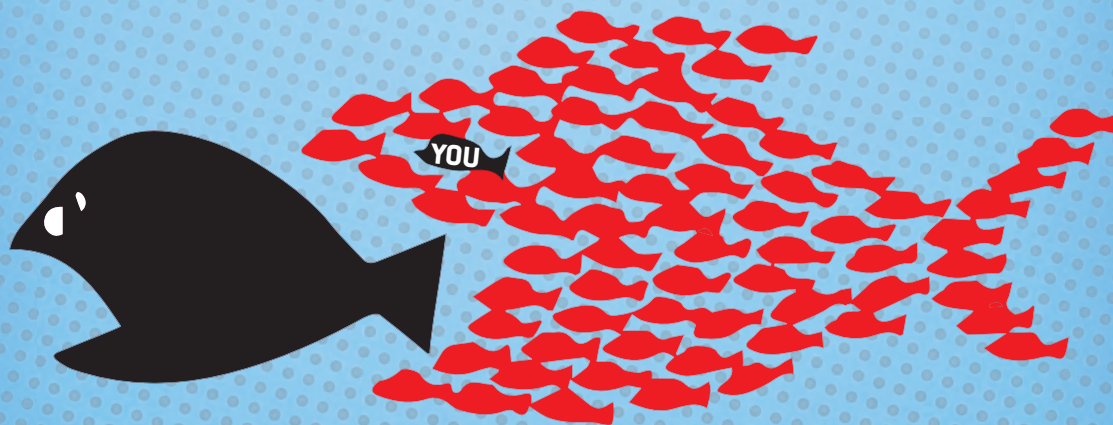
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*A Union of Professionals*

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## Get Paid to be Certified!!!!

OSHA Safety Certification and Training for CTE Staff  
(10-hour and 30-hour General Industry Certifications)  
Health, Science and Technology Teachers Should Apply

**When:** July 25 – 29 and four days in August 15 - 19

**Time:** 8:30 am to 4:30 pm with an hour for lunch

**How Much:** All Participants receive a **stipend of \$110/day**  
Mileage Paid  
Breakfast and Lunch provided

**Location:** Illinois Federation of Teachers  
Robert M. Healey Center  
500 Oakmont Lane  
Westmont, IL 60559

**What:** The OSHA Outreach Training Program provides training for workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint.

Through this program, workers can attend 10-hour or 30-hour classes delivered by OSHA-authorized trainers. The 10-hour class is intended for entry level workers, while the 30-hour class is more appropriate for workers with some safety responsibility. Through this training, OSHA helps to ensure that workers are more knowledgeable about workplace hazards and their rights, and contribute to our nation's productivity. On completion of this program participants can become OSHA Authorized General Industry Trainers.

**CONTACT:** Dr. John Kugler to RSVP your spot in this training -- [johnkugler@ctulocal1.com](mailto:johnkugler@ctulocal1.com)



Illinois Federation of Teachers  
*A Union of Professionals*

# I'm Tired of the Injustice Caused by the City's Mismanagement

BY JACKSON POTTER

When you walk into Burroughs Elementary School in the Brighton Park community, one thing is clear, this staff is unified, hard working and successful. The room that Chicago Teachers Union delegate Omar Gonzalez has his union meetings in is a cornucopia of learning activities and student projects. The 3-D planetary systems, indoor seedling station, colorful masks and an assortment of other creative student work engulfs the teachers and staff as they stream inside. Omar is all about the business and quickly pulls the meeting to order. He is clearly passionate and dedicated to our cause of educational justice and pushes his colleagues to get involved to fight the attacks on our public schools. As one of our key leaders in a vibrant school community, Omar represents the high caliber of fighters and educators we have in the CTU. With leaders like him, we stand a good chance of winning the battles we face ahead of us.

## How did you get into teaching and why Chicago Public Schools?

I guess educating children was something I was meant to do. From my youth experiences—growing up in an unforgiving urban environment like the city of Chicago and understanding that everyone, poor or rich, can have access to a great education—and knowing that my experiences and desires can help children “do better,” my decision to become an educator in CPS was solidified. Giving back to the community and helping other children realize that they have options to “do better” is what motivates me to wake up early and work long hours. My career choice gives me great satisfaction because our students are our sons, daughters, nephews, nieces and friends. I don't think the mayor can say that.

## If you could wave a magic wand to improve teaching and learning in our district, what would you do?

Funding public education would be my first priority. Our elected leaders, such as our mayor, need to understand that it is in the best interest to educate all Chicagoans. If there is money for pay police wrongdoing lawsuits, police officers and fire fighters, and money to fund multi-million projects, then surely the mayor and city hall can find creative ways to keeps our schools open. Has Chicago Public Schools student academic growth not risen, while crime and taxation has risen in Chicago? Teachers are working hard!

Second, I would take the “politics” out of education by allowing the voters of Chicago have an elected school board and have parents who send their children to CPS schools determine how they want to educate their children. It's time the mayor's appointed school board and Chicago City Council does something else other than sign rubber checks. Do any of these people even have an education background, other than attending a school of some kind? Enough of this mismanagement!

Lastly, I will continue to work hard to educate my students and hope that my efforts undo all the “bad” CPS policies that hinder their education.

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My career choice gives me great satisfaction because our students are our sons, daughters, nephews, nieces and friends. I don't think the mayor can say that.

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►  
**Gonzalez,  
left, and a  
colleague at  
Burroughs  
Elementary.**

Photo:  
Jackson  
Potter

**You are a district supervisor, one of our key union leaders who help to engage members around our fight for educational justice. What made you sign up for this difficult job, and explain your involvement and dedication to the CTU?**

Honestly, I'm tired of the injustice caused by the city's mismanagement of public funds, and the mistreatment and disrespect of our city's educators by those who want to scapegoat the working middle class. I decided to take action and get involved to let the people like Richard Daley, Rahm Emanuel, Ken Griffin and Bruce Rauner know that enough is enough! The people of this city deserve better. We pay taxes and are politically conscious citizens. Thanks to this union and its leadership, and its hard-working delegates, we are making a difference. We're educators making the public aware of the mismanagement of public funds, unfair tax code in Illinois and the neglectful and fiscally irresponsible opening of "unproven" charter schools. We are beginning to hold our local elected leaders accountable and they make hold us accountable as well.

I'm happy to say that at Burroughs, our teachers are politically conscious and understand that this financial crisis was manufactured by CPS through irresponsible financially policies. Our staff members have gone to hearings and spoken out against the opening of new charter schools; we have gone to rallies; we have had parent-teacher meetings along with the Brighton Park Neighborhood Council; we participated in the April 1 one-day strike; and we will continue to follow the direction of President Karen Lewis and our union. As delegate CPS teacher and parents, we must remain strong and united. Our sons, daughters, nephews, nieces and friends all deserve quality schools. **CTU**

*Jackson Potter is the CTU Staff Coordinator.*



## Son of CTU Member Receives CFL Scholarship

Congratulations to Samuel Wischnewsky (second from left), a senior at Whitney Young High School and winner of a William A. Lee Memorial Scholarship given by the Chicago Federation of Labor. Wischnewsky was among 10 winners who received a \$2,000 award to be used at any accredited college or university in the United States. Joining him is



(from left) CFL Secretary-Treasurer Robert Reiter, Chicago Teachers Union President Karen Lewis and CFL President Jorge Ramirez. Wischnewsky's father, John, is a teacher at The Chicago Academy. **CTU** —Ronnie Reese

# YOUNG ARTIST AWARDS

2016





Yolanda Bemm, Roosevelt High School



Aiden Richart, Blair Early Childhood Center



Cassidy Saez-Vega, Devry University Advantage Academy



Aurea Pena, Ortiz De Dominguez Elementary



Christopher Redmond, Ninos Heroes Academy



Raphael Diaz, Orozco Academy

**YOUNG ARTIST AWARDS**



*Constantine Nelson, Lincoln Elementary*



*Darius Griffin, Pullman Elementary*



*Evelyn Hodge, Sullivan High School*



*Fionn Hui, Andrew Jackson Language Academy*



*James Calhoun, Uplift Community High School*



*Yuen Liu, Kelly High School*





Kyla Greer, Courtenay Language Arts Center



Jazz Dunn, Alcott Elementary



Lauren Le, Jamieson Elementary



Marley Milacek, Newberry Math & Science



Mayra Campoverde, Ruiz Elementary



Monica Mireles, Mather High School



Anna Mei, Gunsaulus Scholastic Academy



Nolan Branch, Voise Academy High School



Savanna Trevino, Peace and Education Coalition H.S.



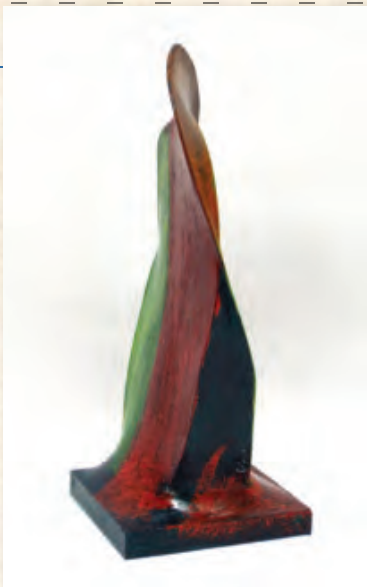
Ricardo Cisneros, Foreman High School



Sofia Mota, Wilma Rudolph



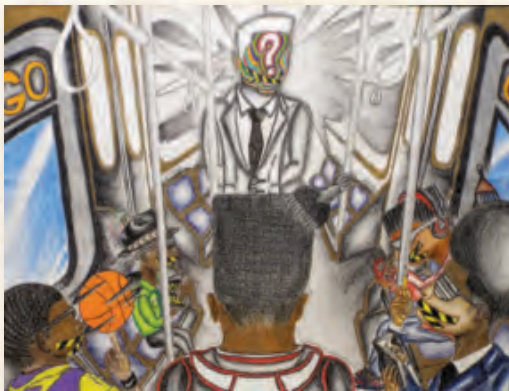
Trent Landsberger, Christa McAuliffe Elementary



Jae Moody, Oliver Wendell Holmes Elementary



Latisia Clavien, Jordan Elementary



Xavier Arnold, Lincoln Park High School

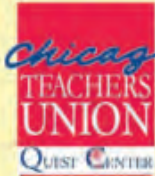


William Barker, Austin Polytechnical



Terrance Billiops, Manley Career Academy

Special thanks to Young Artist Awards 2016 curator and assistant to the CTU Recording Secretary, April Stigger, artwork photographer Rhonda Gholston, Hiram Long of the Artists Frame Service, and all the young artists who participated. **CTU**



# BACK TO SCHOOL BOOT CAMP

For Elementary and High School Teachers

## AUGUST 22 - 25, 2016

Attend the  
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**Boot  
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Hours)

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Individual  
Sessions  
(3 ISBE PD  
Hours for  
Each Session)

Session  
Pre-registration  
required  
no walk-ins

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- Brain-Based Learning in Practice
- Creating a Trauma Sensitive Learning Environment
- Family and Community: Partners in Increasing Student Learning
- Formative Assessment: The Essential Connection of Assessment and Feedback
- Incorporating Technology into Everyday Instruction
- Learning Progressions > Learning Targets > Learning Standards: How It All Fits Together
- NGSS: An Overview of the Practices, Crosscutting Concepts, and Core Ideas
- Reading and Writing Across the Disciplines
- The Art of Questioning and Discussion
- The Art of Reflective Practice
- Using Knowledge of Students to Impact Learning
- What is the "E" in STEM?

Bonus Session >> **The CTU Contract Campaign - Looking to the New School** <<

For complete schedule, pricing options, and to register, visit:

**[ctunet.com/pd](http://ctunet.com/pd)**

**Time:** Morning Session > 9:30 AM - 12:30 PM      Afternoon Session > 1:30 PM - 4:30 PM  
*In order to receive credit for individual sessions, participants must be in attendance for the entire session.*

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

*If you have any questions about this series, contact:  
Michael Moriarty at 312-329-6275 | [MichaelMoriarty@ctulocal1.com](mailto:MichaelMoriarty@ctulocal1.com)*

**Support Public Education - Fight for Revenue**

Created In House by CTU Staff

# Collaborating in the Inclusion Classroom:

Learn How Special Education and Regular Education Teachers Can Share Resources and Support

Earn 14 ISBE PD Hours



**July 18, 19, 20, and 21, 2016\***

This offering is open to all currently practicing K-12<sup>th</sup> grade CPS teachers working in an inclusion setting. It is highly recommended that co-teacher teams attend together.

In this 4-session professional learning opportunity teaching partners will learn ways in which to collaborate with one another, plan instruction together, and implement various research based co-teaching instructional models. General education teachers will learn how to adapt to an inclusionary setting, what to expect from their special education teaching partner, and how to make their classroom more accessible and equitable to special education students who were previously in self-contained settings.

Participants will focus on protocols for getting started as partners in the inclusion classroom, such as learning how to utilize the expertise of both teachers and how to advocate for one another and for all students. They will learn how to address common parental concerns and questions, and how to ensure placements accurately reflect student learning needs and IEPs. Participants will then focus on how to implement the most appropriate co-teaching models for various learning contexts and student needs. They will learn how to plan and implement instruction using the universal design format for all their students, including the use of flexible, heterogeneous group settings, and differentiation strategies. Finally, participants will focus on methods for including parents and community members in the decision making process when implementing inclusion with co-teaching, and how to address misconceptions about co-teaching that others might have.

Participants without a partner in attendance will learn how to communicate with their co-teacher about planning and implementing an effective and research based co-teaching model for their school context.

All resources and materials from "Collaborating in the Inclusion Classroom" can be added to teachers' professional development binders as evidence as evidence of collaboration with colleagues for their REACH evaluation. This offering aligns to the **CPS Framework for Teaching Components 1a, 1b, 1c, 1d, 2b, 2c, 3a, 3c, 3d, 4a, 4c, and 4d.**

*Instructors: Theresa Insalaco-DeCicco, M.Ed., NBCT and Walter Taylor, NBCT*

For pricing options and to register, visit:

**[ctunet.com/pd](http://ctunet.com/pd)**

**Time: 9:30 AM - 1:00 PM\***

*\*In order to receive any credit, participants must be in attendance for the entire course.*

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

*If you have any questions about this series, contact:*

*Theresa Insalaco-DeCicco at 312-329-6296 | [TheresaInsalaco-DeCicco@ctulocal1.com](mailto:TheresaInsalaco-DeCicco@ctulocal1.com)*



**Support Public Education - Fight for Revenue**

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# CTU Research: Righting CPS Wrongs

BY THE CTU RESEARCH DEPARTMENT

Perhaps the Chicago Teachers Union Research Department, part of the CTU Quest Center, should be renamed the “Make Chicago Public Schools Tell the Truth Department.” As usual, this has been a year of CPS lies, followed by CTU exposure of those lies. Five examples follow.

## 1

When announcing their targeting of special education for budget cuts in June of 2015, interim CPS CEO Jesse Ruiz justified the cuts by claiming that CPS had been over-resourcing students with special needs. CPS claimed they funded special education so far above and beyond state guidelines that the cuts would be a matter of “right-sizing” special education.

CTU researchers investigated this claim and found that CPS funding of special education has actually decreased relative to other school districts in the state. In addition, CPS backed a bill that would sunset block grants, resulting in even fewer special education dollars. The CTU also investigated CPS claims that the reduced distribution of special education resources would meet all student needs and found that CPS did not even have the data to make this claim. CPS eventually backed off the cuts.

## 2

In spring of 2015, when CPS backed off a plan to give the Partnership for Assessment of Readiness for College and Careers (PARCC) test to a 10 percent sample of schools instead of every school, the district cited concerns about losing federal money if the test was not administered. CTU researchers exposed the reality that in other

instances where states had not implemented required testing (California, for example), no funds were withheld. Now, with the passage of the new federal education law, the Every Student Succeeds Act (ESSA), there is no federal testing requirement. Still, CPS insisted on giving the PARCC to every student this year, and did everything within its power to discourage opt-outs.

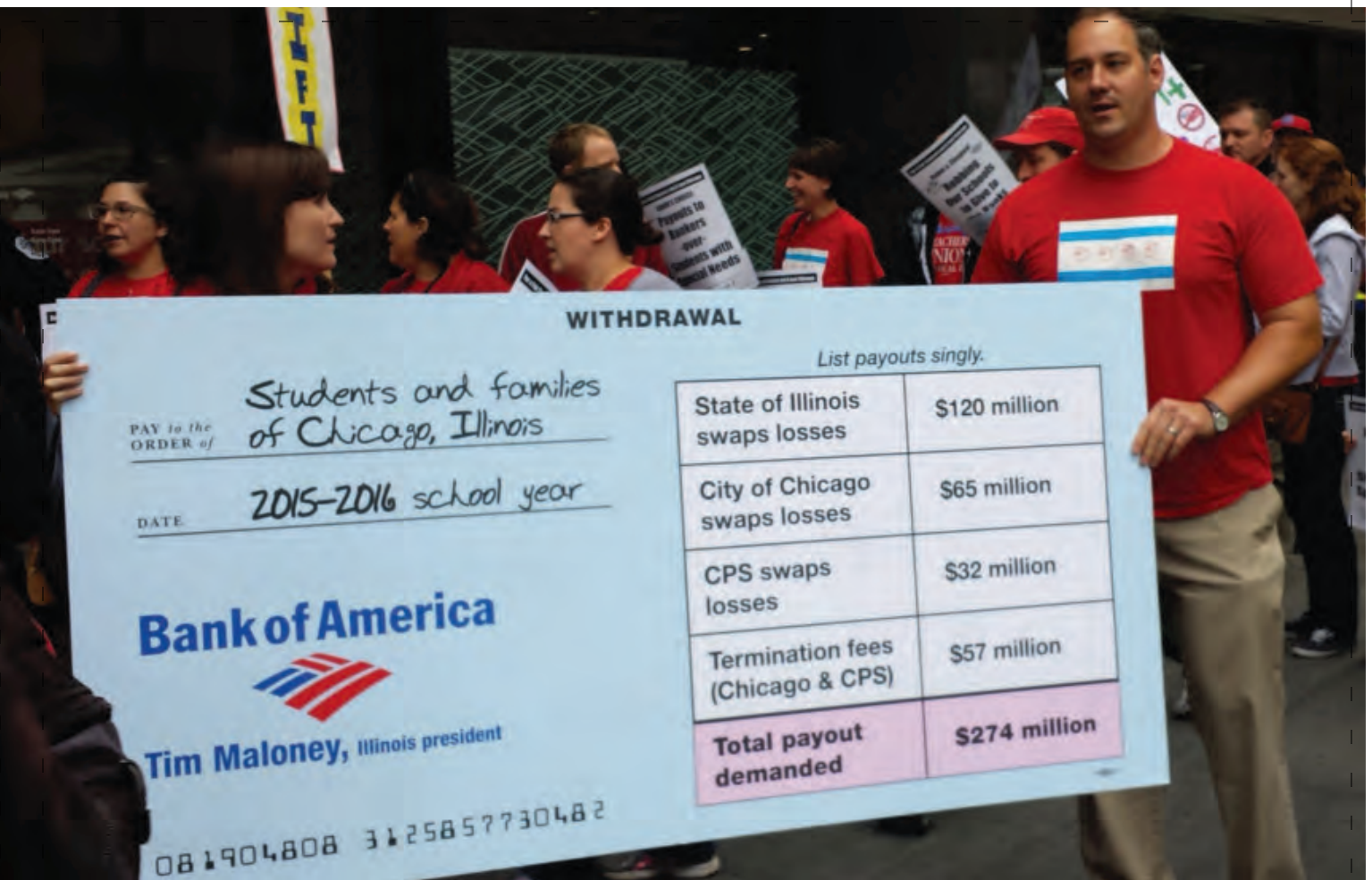
## 3

When CPS CEO Forrest Claypool started speaking out against “discriminatory funding policies” at the state level, he may have fooled some people into thinking that he is on the side of the students. Nothing could be further from the truth. Claypool has done nothing but make idle threats—such as the threat to lay off 5,000 teachers in January. Although he works directly with his boss, Mayor Rahm Emanuel, neither has broached the subject of what city funds could be used to support CPS needs.

The CTU, on the other hand, has developed a revenue proposal for CPS. While state funds are necessary, the city is able to contribute to its school system as well. Researchers, organizers and the CTU Legislative Department developed a plan to raise \$502 million for CPS. See <http://www.ctunet.com/cps-revenue-recovery> for more detailed information about this plan.

## 4

This school year, CPS began implementation of a \$30 million, four-year contract with RCM Technologies for supplemental nursing services, professional development and scheduling. The RCM contract encourages cost savings, without rewarding quality of nursing care. RCM receives money from CPS for reducing the cost of providing vital



As usual, this has been a year of CPS lies, followed by CTU exposure of those lies.

health care services to students with Individualized Education Program and 504 plans.

CTU researchers also uncovered evidence of untrained nurses who cannot perform basic tasks like opening an epinephrine auto-injector (EpiPen®), completing progress notes for case files or showing up for work assignments. CPS continues to claim there is a shortage of nurses, yet staffing agencies are employing hundreds of nurses. CTU members contend that CPS practices undermine school nurse hiring by waiting too late to post jobs or not posting on websites visited by job-seeking nurses.

**5**

The mayor, CPS and former Chicago Board of Education President David Vitale spent years defending toxic interest rate swap deals despite constant research and organizing by

the CTU and its allies to expose the fraud. This last year, the city finally admitted these deals were bad, but by getting out of them at full cost, had to pay penalties the banks demanded. The CTU exposed these attempts, pointing out the multiple legal options the district had to fight and get back its money, and how other municipalities are reclaiming lost funds. There is even a class action lawsuit being brought by the Chicago Teachers' Pension Fund against similar swap deals, and other public bodies are moving forward with their own suits, belying the district and the mayor's claims that there is no basis for suing the banks. The efforts and actions by the CTU and its allies have led the state legislature to begin exercising oversight by holding a legislative hearing in April that investigated these toxic deals at the district, city and state levels. **CTU**

# CTU Organizing: Power in Numbers

BY THE CTU ORGANIZING DEPARTMENT

In 2016, we are living a “new normal.” Over the last six years, we have experienced the impact of a new mayor and a new governor. Both are anti-labor, anti-teacher and pro-privatization. The struggles of our union have intensified during this circumstance. We have never gone this long without a contract. Our school district is “broke on purpose,” severely crippling our schools’ infrastructures and further widening the opportunity gap in many communities. In the face of these circumstances our union has broadened our community and union allies, continued our organizing efforts, developed new tactics and continued the fight to win the schools our students deserve.

Unfortunately, teachers, PSRPs and clinicians are experiencing such threats to authentic teaching, working and learning conditions that our role has to extend beyond the classroom and into the public sphere via mobilization and community and political advocacy. This is not easy and certainly Chicago Public Schools doesn’t make it easier, for example, as network chiefs pile on excessive and meaningless paperwork and other tasks. Despite this, Chicago Teachers Union members are standing up for Chicago students and their communities.

This academic year, our organizing campaigns were many. Last summer we engaged members in a high-intensity organizing program designed to meet school workers, parents, clergy and community leaders to organize for increased school funding; to oppose educational cuts and closings; to advocate for a more sane and moral fiscal policy from the Chicago Board of Education; to build support for an increase in the minimum wage; and to engage in other struggles to improve our schools and communities. For example, in the Brighton Park community, we worked in collaboration with partner organizations like the Brighton Park Neighborhood Council in battling and slowing down

Noble’s charter expansion on the Southwest Side and chasing out new charters from the North and Northwest sides by strong community pushback.

For the first time in our history, the Chicago Teachers Union invited community organizations to participate in the CTU/CPS bargaining process. These community allies, representing parents and residents of our diverse school communities, supported key CTU bargaining proposals such as having librarians and nurses in every school; wraparound social-emotional supports in our schools; reductions in testing and paperwork; restorative justice programs; services for homeless students; and meeting our demand for 50 sustainable community schools.

Member organizing in our schools led to the December’s strike authorization vote in which 88 percent of our membership said “yes” to a strike to fight for a contract and our schools. Ninety-six percent of our members who voted, said “yes.”

CTU members organizing alongside community partners led to the March passage of an Elected Representative School Board for Chicago in the Illinois House of Representatives. When this bill finally passes both chambers, it will result in Chicago’s first ever democratically elected school board.

We had multiple large scale mobilizations before and after winter break. When the Board threatened us with 5,000 layoffs, members engaged in a huge mobilization in the cold in Grant Park on November 23. The Board announced in January that it would take our 7 percent pension pick-up, and throngs of teachers and allies clogged Loop streets on February 4 near a Bank of America (BOA) branch to demand that the banks give back the money they have taken from our schools. Teachers staged a sit-in at BOA were 16 CTU members were arrested in protest of financial deals engineered by former Board of Education president David Vitale. Our members also staged 170 walk-ins on February 15 to demonstrate the unity

▶  
Photo:  
Bob  
Simpson





—  
We will  
continue to  
fight for  
revenue and  
make the rich  
pay their fair  
share to  
provide our city  
and our state  
the resources  
we need.  
—

between our members, parents and students, and our resolve to fight for our schools.

April 1 was a momentous and historic day as thousands of CTU members took to the streets for a one-day strike that connected the financial troubles of CPS with the broader impacts of the statewide budget impasse on low-income families, higher education and other social issues affecting our communities. Led by CTU members, dozens of unions, community organizations and social justice groups came together under one banner of unity, demanding revenue for our city and our state. On April 20, busloads of CTU members and allies rallied in Springfield for a fair tax and progressive revenue for schools and communities.

Every time we fought back, the Board backed down.

The revenue crisis in CPS has not improved. As the school year winds down and

spring turns to summer, our members are visiting aldermen to urge the Chicago City Council to act to save our schools. The CTU has taken leadership in developing a Revenue Recovery Package to win revenue to fund our schools and stop cuts. As we move forward in our contract campaign, we remain steadfast in our work to organize in our school buildings, work together with parents and broaden our union and community partnerships. The powers that seek to dismantle the public education system cannot be fought alone, and neither can the fight for a livable wage, dismantling the school to prison pipeline, CPS and law enforcement accountability, ending deportations, defending public higher education or protecting the public institutions in our communities. We will continue to fight for revenue and make the rich pay their fair share to provide our city and our state the resources we need. **CTU**

# Cultural Competency - Valuing Diversity



**Tuesday, July 5, 2016**  
**3.5 ISBE PD Hours**

In this professional development offering teachers and paraprofessionals who work with students in all grades and subjects will learn what cultural competency and diversity means, and why it is important to develop cultural competencies and identify and value diversities in their classrooms. Attendees will begin to build the capacity for cultural self-assessment. They will learn the importance of strategically planning lessons that reflect the cultures representative of the children they teach. Participants will also learn how implicit and explicit biases play a part in a teacher's ability to effectively teach ALL children. They will begin to develop skills that enable them to respect diversity within and among cultures; avoid stereotyping and overgeneralizations;

use effective learner-centered and parent-centered interactive communication skills to form and maintain constructive and collaborative relationships with students and families; and incorporate students' cultural backgrounds into daily teaching practice as a way to honor and value diversity, build cultural competencies, and enhance the classroom environment and instruction.



This professional development is aligned to the **CPS Framework for Teaching Components 1b, 2a, 2b, 3c, 4a, 4c, and 4d.**  
*Instructor: Walter Taylor, NBCT*

**For pricing options and to register, visit:**

**[ctunet.com/pd](http://ctunet.com/pd)**

**Time: 9:30 AM - 1:00 PM**

*In order to receive any credit, participants must be in attendance for the entire session.*

**Location:**

Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

*If you have any questions about this course, contact:*

*Walter Taylor at 312-329-6273 | [WalterTaylor@ctulocal1.com](mailto:WalterTaylor@ctulocal1.com)*



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# CPS Framework For Teaching Domain Colloquium

## Domain 1

Planning and  
Preparation

July 11, 2016

## Domain 2

Classroom  
Environment

July 12, 2016

## Domain 4

Professional  
Responsibilities

July 14, 2016

## Domain 3

Instruction

July 13, 2016

This CPS Framework for Teaching Domain Colloquium offers CPS teachers the opportunity to learn more about each of the Domains through discussion, analysis, and collaboration with their colleagues. The instructor will guide participants through the process of 'breaking down' each Domain and determining what is considered 'Distinguished level' practice by evaluators during the observation cycle.

Each 3.5 hour session provides participants with the opportunity to draft, design, and create artifacts, as well as a long term plan for their professional development goals and the upcoming REACH evaluation cycle. Teachers are welcome to attend individual sessions or the entire Colloquium.

*Instructor: Theresa Insalaco-DeCicco, M.Ed., NBCT*

For pricing options and to register, visit:

**[ctunet.com/pd](http://ctunet.com/pd)**

>> Earn 3.5 ISBE PD Hours per session <<

**Time: 3:15 PM - 6:45 PM**

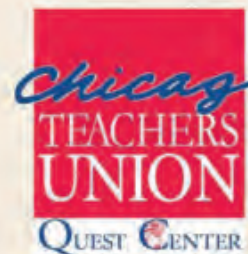
*In order to receive credit for each session, participants must be in attendance for the entire 3.5 hours.*

**Location:**

Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

*If you have any questions about this course, contact:*

*Theresa Insalaco-DeCicco at 312-329-6296 | [TheresaInsalaco-DeCicco@ctulocal1.com](mailto:TheresaInsalaco-DeCicco@ctulocal1.com)*





September: First Day of School Solidarity

## Our Year, Our Union

The 2015-2016 school year was as busy as ever for the Chicago Teachers Union as rank-and-file members, community partners, parents and students continued to show tremendous solidarity in working tirelessly for fair and equitable funding for our schools. Union marches and rallies throughout the year—including the historic April 1 one-day strike—helped halt threats of 5,000 layoffs and pay cuts, and pushed for action on banks and tax increment financing. Four months of school walk-ins displayed the strength of our neighborhood school communities. December's strike authorization vote served notice to the district that we are prepared to withhold our labor to ensure a prosperous future for Chicago's public schools.

It has been a year of gains—gains made because the CTU has pushed in alliance with families, legislators, community organizations, university professors and students, and fast food and transit workers for the city we all deserve. While the work is far from over, let us take a look back at what we have done this year as we carry momentum into what is sure to be a fruitful summer. —Ronnie Reese



Photo: Jose Osorio

October: Zombie Attack on Board of Education



Photo: Nathan Goldbaum

October: Delegates Training



October: Legislators and Educators Appreciation Dinner



Photos: Jamie Link

Photo: Nathan Goldbaum



November: One Vision. One Voice. One Victory. Rally in Grant Park

Photo: Nathan Goldbaum



December: Strike Authorization Vote

Photo: Tonya Werner-Martin



January: Rev. Dr. Martin Luther King Jr. Clergy Breakfast

THE YEAR IN REVIEW



February: Bank of America Withdrawal

Photo: Debra Loch



Photo: Nathan Goldbaum



Photo: Sarah-Ji

February: March Against Mass Layoffs



Photo: Nathan Goldbaum

March: Contract Summit



Photo: Zbigniew Bzdak



April: April 1 Day of Action



Neighborhood School Walk-Ins



April: Lobby Day in Springfield

# Social Workers and Psychologists Decry Conditions in Chicago Schools

BY **SUSAN HICKEY**

*“It is heartbreaking that I turn away students that have experienced [the] divorce of their parents and the loss of a loved one simply because I don’t have enough time to make those kinds of referrals a priority... I am limited in the amount of restorative practices I am able to help implement at my school because of the lack of time and resources to do so. Every year the mantra from CPS is to do more with less. Don’t the children of CPS deserve the same kind of services students at New Trier receive???”*

—Veteran CPS social worker

Chicago is experiencing an alarming increase in violence, which impacts Chicago Public Schools students and their families. Yet CPS has cut the number of mental health providers (social workers and psychologists) in the schools, and burdens school counselors with case management duties. The Chicago Teachers Union recently surveyed social workers and psychologists to find out how they are coping with increased demands and the disconnect between their professional ethics and the reality of working in CPS. Due to the seriousness of the issues these clinicians face, 58 percent of all CPS psychologists and 37 percent of social workers responded—an exceptionally high response rate. The CTU followed up with a citywide meeting of these clinicians in February to share the survey results and probe deeper into the issues revealed in the survey.

Social workers and psychologists are extremely dedicated to the CPS children they serve. Many

have witnessed changes in CPS that have affected their ability to carry out their work. 66 percent of psychologists and 76 percent of social workers who responded to the survey have worked for CPS for at least 10 years. Many of the respondents noted that 2008 was the year brought changes for the worse in the district, as their workloads began to increase. Seventy percent of social workers work at two CPS schools every week; 76 percent of psychologists serve at least three or more schools each week; and 5 percent work at five or more.

Since 2002, there has been an 11 percent decline in the number of psychologists and a 22 percent decline in social workers at CPS schools. These clinicians also serve about half of the charter schools in the district, currently serving a total of 541 schools. Their schedules are changed regularly. “My schedule is constantly in flux,” said one survey respondent. “Just as I feel like I can start making a positive, school-wide impact, I get moved to other schools or have schools added/removed.”

It is clear that CPS psychologists and social workers love their jobs and love the students they serve. It is also clear that CPS staff cuts and ever-increasing demands on paperwork and other responsibilities are making quality care unsustainable. Said another respondent:

Social workers must do assessments, write IEPs and 504 plans, provide crisis intervention services, provide multi-tiered support services (MTSS), counsel children with IEPs [and] 504 plans and serve the general education population, as well as



It is clear that CPS psychologists and social workers love their jobs and love the students they serve... It is also clear that CPS staff cuts and ever-increasing demands on paperwork and other responsibilities are making quality care unsustainable.

consult with teachers regarding how to provide effective services to students in need of help. We also do student observations and provide counseling and other support to parents and their families.

We link families to resources for food, clothing, housing, mental health care and a host of other services. We cannot walk away from those in need so we stay at work beyond school hours to make sure that we help those who are truly in need of our support and expertise.

Survey respondents also reported high levels of stress and feeling completely overwhelmed, inadequate and unable to continue with these workloads and to comply with current mandates.

I often feel overwhelmed by the amount of work I am expected to do, especially as a psychologist who is early in their career with minimal mentoring support. For example, I did over 130 special education evaluations my first year in the district; by comparison, the suburban district I interned in had me do 12 evaluations during my year-long internship, which is about half of what their full-time, hired psychologists do in one year. The students at my underfunded schools have significant needs outside of these evaluations that I am unable to fully meet because I am only part-time in each building and constantly doing evaluations. There simply is not enough social-emotional support staff to meet the needs of students, parents and staff. I could make do with the limited

▼ Photo: Sarah E. Hertel from Flickr



material resources if I had more psychologists around, and therefore more time to do my job.

Another concern is that students in the general education population are not receiving the social-emotional services they need. Many CPS students live in communities with high levels of violence and need help coping with this trauma. Other students have mental health issues and suicidal ideation that need proper—and in some cases, immediate—attention.

I have been assigned to two schools this year but I am [a] citywide psychologist and I get deployed every so often to complete evaluations anywhere in the city. Every year I have been assigned to different schools... I was a psychologist at a suburban school prior to working for CPS and I find the conditions for psychologists at CPS harsh and bordering inhuman. I do not have a limit to the cases I have to complete in a year, or monthly, and therefore I am asked to do the impossible. I work on weekends at least six hours on Saturdays and five hours on Sundays to complete my reports. CPS is actually losing money because my personal hours are not accounted for state reimbursement. Every year we have been asked to do something new and something in addition to what we did the previous year without taking away any cases... I constantly

Survey respondents also reported high levels of stress and feeling completely overwhelmed, inadequate and unable to continue with these workloads and to comply with current mandates.

feel like I am on a treadmill that is unstoppable and I cannot do my duties the way they should be done. To serve the students in the schools, the psychologists should have a limit to the cases they are asked to do and a limit to the services they are asked to offer. I would like to offer services to regular education students in the schools but there is no time allowed for that when we are given so many evaluations to complete. I never take lunch and I work before school starts and after school ends because I have to complete the paperwork.

Most survey respondents feel that CPS management does not understand the work they do or how long it takes to do the things that are mandated. They feel underappreciated or not at all valued for their work. Many reported that their clinical skills are not recognized or utilized, and instead, their work assignments are primarily testing, assessing and reporting.

I do not have enough time to properly do my job, plain and simple. The social and emotional demands in both [of] my schools are extremely high and impossible for me to keep up with. I feel as though I am being asked to do the impossible on a daily basis with little to no support. Providing direct services to students is said to be our priority. However, we have countless initial and re-evaluations that are very time consuming. There are many meetings we must attend, which necessitates



us missing direct service to students. We are spread too thin to perform our jobs professionally and the toll it is taking on me is huge. I have students, who are suicidal and have had multiple psychiatric hospitalizations, and students who are suffering from terminal cancer. The needs are enormous and the demands are more than is humanly possible for me to meet on a consistent basis.

In order to professionally meet the needs of our students and families, we need more time in our schools and less demands from our managers, as well as more support from them. This job has become increasingly demanding and our students' and families' needs are increasing each year. I never feel 'caught up' on my work and that's not a healthy way to function. I need to feel good in order to help meet the ever-increasing needs of our school communities. I haven't felt good about my job in years. The system needs to provide each school with clinicians who have enough time in each school to perform our jobs professionally and thoroughly. We need more social workers in order to meet the needs of our students and their families. **CTU**

*Susan Hickey, LSCW, is a retired social worker and a district supervisor for clinicians and other citywide teachers.*

▲  
Photo:  
Ronnie  
Reese



# ***Motivation Matters:***

**How to Encourage the Discouraged Learner**

**➤ July 7, 8, 11, 12, and 13, 2016 ◀**

**Earn 2 Lane Placement Credits and/or 30 ISBE PD Hours**

This course supports classroom teachers of all subjects and grade levels in developing teaching strategies and resources that capture individual student interests and strengths. Issues as to why students become discouraged and ways in which to increase their motivation will be explored. This course focuses on how to engage and encourage unmotivated students by addressing their individual academic, social, emotional, and behavioral needs. Teachers learn key processes that provide the appropriate amount of challenge, student choice, and risk-taking activities that enables students to find personal relevance and meaning in school work. Participants will develop learning goals, instructional tasks, and assessments that target the needs of a discouraged learner.

This offering is aligned to the CPS Framework for Teaching Components **1a, 1b, 1d, 2a, 2b, 2d, 3a, 3b, 3c, 3e, 4c, and 4d**. *Instructor: Michael P. Moriarty, NBCT*

**For pricing options and to register, visit:**

**[ctunet.com/pd](http://ctunet.com/pd)**

**Time: 9:30 AM - 4:00 PM**

*In order to receive any credit, participants must be in attendance for the entire course.*

**Location:**

Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

*If you have any questions about this course, contact:*

*Michael Moriarty at 312-329-6275 | [MichaelMoriarty@ctulocal1.com](mailto:MichaelMoriarty@ctulocal1.com)*



**Support Public Education - Fight For Revenue**

# Calling on Charlotte Danielson to Rethink her Rethinking

BY **JENNIFER JOHNSON**

A crisis in teacher quality has been manufactured and compounded by increasing standardized tests, and teachers and students find themselves demoralized in schools and districts with cultures shaped by these intertwined “reforms.” As more teachers nationally experience the negative impacts of this manufactured teacher quality crisis, teachers are challenging evaluation systems. Recently, Great Neck, New York fourth grade teacher Sheri Lederman won her case in the New York Supreme Court to overturn her “ineffective” evaluation rating which was based largely on the black box value-added measure (VAM) score she received because the state’s evaluation system gives significant weight to VAM. The judge in his decision called the growth score and rating she received in the 2013-2014 school year both “arbitrary and capricious.” This victory against VAM will provide leverage to other educators fighting teacher evaluation, and locally, help the Chicago Teachers Union’s continuing efforts to beat back the use of VAM.

The CTU has been ahead especially of the game in attacking VAM. While Chicago Public Schools wanted VAM to be upwards of 60 percent of our final ratings, CTU staff and leadership fought vociferously in Performance Evaluation Reform Act negotiations in 2011. Next, as a result of members striking in 2012, no CPS teacher was scheduled to receive more than 10 percent to 20 percent of their final REACH rating based on VAM. High school teachers had no VAM in their ratings in the 2012-2013 school year, had only 5 percent VAM from Educational Planning and Assessment System tests in their rating the following year and no VAM in any school year since. Additionally, as a result of CTU pushback, starting with the 2014-2015 school year ratings, no pre-k through second

grade teacher will ever receive a VAM score.

The CTU is currently working to rid third through eighth grade elementary teachers of the 10 percent to 20 percent VAM they are still receiving in their ratings. CPS is particularly vulnerable because they use a school-wide VAM measure, which, in many ways, is even more arbitrary and capricious and the New York legal victory provides added leverage, on top of existing research, against individual VAM as well. The CTU’s efforts will continue to be wide and involve lobbying for changes to the state evaluation law, including, but not limited to, efforts to specifically prohibit the use of VAM (CPS is the only district in the state, as far as we can tell, that uses VAM) and getting revenue to keep our schools functioning in order to settle a reasonable contract including changes to REACH.

VAM, however, is not the only problematic part of the new teacher evaluation systems. Since first publishing her Framework for Teaching in 1996, Charlotte Danielson has become a household name in many homes with a teacher. Her Framework is now used in school districts across the nation—more frequently than her rival Robert Marzano’s model—and her name is often known to invoke a sense of dread when spoken aloud to an overworked and underpaid public school teacher.

CPS initially contracted with the Consortium for Educational Change (CEC) for an extensive three-year “Excellence in Teaching” pilot of the Danielson Framework for Teaching in 100 district schools. The primary CPS contract with the CEC, which began in 2009 for \$100,000 in services, was amended to a contract worth \$265,000. This pilot and study of the pilot by the University of Chicago’s Consortium on School Research informed the district’s desire to apply the Danielson Framework to the REACH teacher evaluation system, despite some of the challenges of implementation identified

◀ This is an edited version of a longer examination of value-added measures and Charlotte Danielson’s Framework for Teaching. For the full article, please visit the “Documents About Teacher Evaluation” section of the CTU’s Teacher Evaluation page at <http://www.ctunet.com/rights-at-work/teacher-evaluation>.

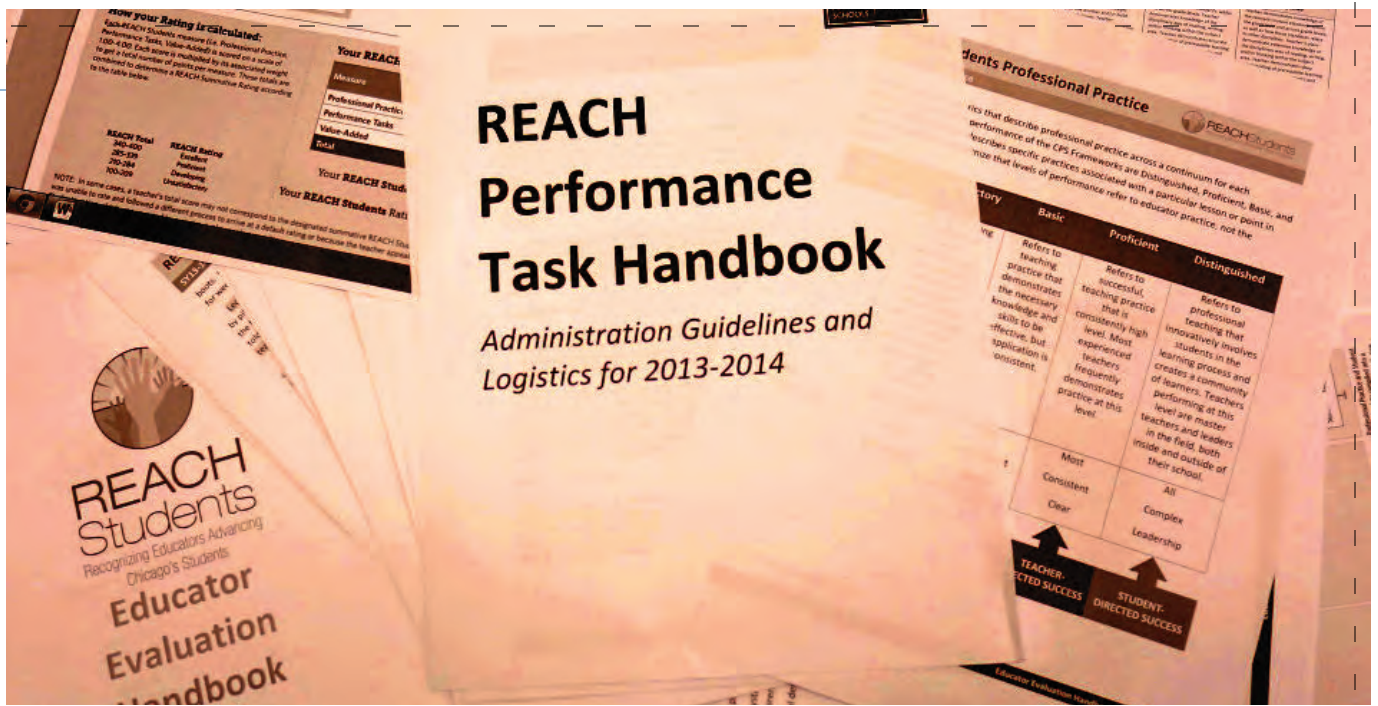


Photo: Grace Donnelly, Catalyst Chicago

As a result of members striking in 2012, no CPS teacher was scheduled to receive more than 10 percent to 20 percent of their final REACH rating based on VAM.

in the pilot. Subsequently, CPS in 2014 approved a three-year contract with the Danielson Group for services that included a menu of fees for services that could be acquired. The contract included a flat \$2,500 fee for a “standard [planning] session,” and a \$285 per hour rate for a Danielson Group facilitator to lead a session. CPS has reported spending at least \$10,100 on that most recent contract.

It is safe to say that the CTU agrees with Danielson when she writes, in April 18, 2016 Education Week (EdWeek) commentary titled “Charlotte Danielson on Rethinking Teacher Evaluation,” that “teaching is simply too complex for anyone to believe that there is no more to learn.” The drive of CTU Quest Center staff and the success rate of teachers in our Nurturing Teacher Leadership National Board Certification process helps demonstrate a fraction of how deeply felt our passion is about being great teachers. How ironic is it, then, when the very person who has made a career—and seemingly a

fortune—peddling an instrument designed for self-reflection that is being used to quantify and reduce teacher practice to ratings, is now saying that there is a need to “rethink” teacher evaluation?

Quotes like this have been attributed to Danielson in the past: “That’s not what I wrote this [her framework] for, it’s not appropriate for evaluating teachers. It’s appropriate to use it for teachers to improve their instruction.”

But her Danielson Group website currently says:

...[I]n the last few years, with the new emphasis on teaching evaluation, people have had to base their evaluations on something. I’d prefer that they use my Framework for that purpose, rather than some other instructional model that’s not as well researched or well accepted. That’s not to say that I approve of every evaluation system that’s been developed, particularly if it’s seen as something that’s done to teachers, rather than as a collaborative effort.

Her Group touts the Framework as a “valid instrument for measuring effective teaching.” She cites the 2013 Bill and Melinda Gates Foundation funded Measures of Effective Teaching (MET) study as the study that proves that her framework is valid—the same study that states that only roughly 6 percent of all teachers are ineffective. Danielson’s Framework was validated in this study by determining that the observation results using the Framework align to the results that teachers would receive

on VAM scores. In 2013, Jesse Rothstein, Associate Professor of Public Policy and Economics at the University of California at Berkeley, questioned the study's methods and came to the conclusion that "while the MET project has brought unprecedented vigor to teacher evaluation research, its results do not settle disagreements about what makes an effective teacher, and offer little guidance about how to design real-world teacher evaluation systems."

In EdWeek, Danielson writes that she's "deeply troubled by the transformation of teaching from a complex profession requiring nuanced judgment to the performance of certain behaviors that can be ticked off on a checklist."

On her Group website, Danielson states that:

The Framework for Teaching is definitely not a checklist of specific behaviors. For example, in 2a, (creating an environment of respect and rapport) there are many ways teachers create an environment that's safe for students to take intellectual risks... not just one practice that every teacher should demonstrate. The same can be said for each of the 22 components... you can illustrate this by picking one, consider how you would demonstrate proficient or distinguished level performance, and then ask whether there are other things you (or someone else) might do that would also fit that description... there are "lots of ways to be good."

In EdWeek, she alludes to the distrust and damaging impact of using standardized tests in value-added models saying:

Many state systems require districts to evaluate teachers on the learning gains of their students. These policies have been implemented despite the objections from many in the measurement community, regarding the limitations of available tests and the challenge of accurately attributing student learning to individual teachers.

In EdWeek, she acknowledges that,

...few jurisdictions require their evaluators to

actually demonstrate skill in making accurate judgments. But since evaluators must assign a score, teaching is distilled to numbers, ratings, and rankings, conveying a reductive nature to educators' professional worth and undermining their overall confidence in the system.

Danielson rightly argues that "it makes sense to design personnel policies for the vast majority of teachers who are not in need of remediation." Using the MET study data, she contends that roughly 94 percent of teachers are not "unsatisfactory" and so we should not spend disproportionate energy on a subset of our educators. (In the new rigorous CPS REACH system no more than 2 percent to 3 percent of educators in each of the first three years of implementation have been identified as "Unsatisfactory".)

She's right to further emphasize that "an evaluation policy must be differentiated according to whether teachers are new to the profession or district," and after a novice is mentored and evaluated annually and achieves tenure, the work should shift to "ongoing professional learning" rather than constant evaluating.

Danielson also is correct in saying that what we ought to spend time on is "a focus on professional development, replacing the emphasis on ratings with one of learning," and that "when teachers work together to solve problems of practices, they have the benefit of their colleagues' knowledge and expertise to address a particular issue they're facing in the classroom." She added that observation should "promote active engagement: self-assessment, reflection on practice, and professional conversation." She opines "that learning can only occur in an atmosphere of trust."

So, she's right in a number of ways. Unfortunately, her Framework has directly contributed to the lived reality that teacher evaluation is nothing like she says it should be. In reality, its impact is often toxic. **CTU**

*Jennifer Johnson is the CTU Teacher Evaluation Facilitator.*

The CTU is currently working to rid third through eighth grade elementary teachers of the 10 percent to 20 percent VAM they are still receiving in their ratings.

# Restorative Practices

*The What - The Why - The How*



## Overview of Restorative Practices >> 3.5 ISBE PD Hours

**July 12, 2016**

9:30 AM - 1:00 PM *In order to receive credit, participants must be in attendance for the entire session.*

This workshop is designed to support K-12<sup>th</sup> grade teachers and school support staff in building a positive learning environment by developing healthy and nurturing relationships with students and, as a result, lessening the amount of detentions, suspensions, and expulsions in their schools. Attendees will learn what restorative practices are and are not, and will learn the historical context of restorative practices. Participants will analyze videos, articles and their own and each other's teaching to determine why and how to integrate restorative practices.

## Restorative Practices Learning Series >> 10.5 ISBE PD Hours

**July 26, 27, and 28, 2016**

9:30 AM - 1:00 PM *In order to receive credit, participants must be in attendance for all 3 sessions.*

This 3-session Learning Series is designed to support K-12<sup>th</sup> grade teachers and school support staff in creating a positive learning environment by developing healthy and nurturing relationships with their students and, as a result, begin to lessen the amount of detentions, suspensions, and expulsions in their schools. Attendees will learn what restorative practices are and are not, as well as their historical context. Participants will analyze videos, articles and their own and each other's teaching to determine why and how to integrate specific restorative practices such as reflective bell ringers, check ins/check outs, and mediation, into their practice. During this 3-session Learning Series, attendees will engage in the practices of restoration: classroom community building; talking circles; restorative conversations; peer conferences; and conflict, healing and re-entry circles. This Learning Series will support teachers and school support staff in cultivating their classroom cultures and honing classroom management skills.

Both professional development offerings are aligned to the **CPS Framework for Teaching Components 2a, 2b, 2d, and 4d**. *Instructor: Walter Taylor, NBCT*

For pricing options and to register, visit:

**[ctunet.com/pd](http://ctunet.com/pd)**

**Location:**

Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

*If you have any questions about this course, contact:*

*Walter Taylor at 312-329-6273 | [WalterTaylor@ctulocal1.com](mailto:WalterTaylor@ctulocal1.com)*



**Support Public Education - Fight For Revenue**

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# CTU joins Canadian, Mexican teachers in Solidarity Against Severe Repression

BY JACKSON POTTER

At the 12th Tri-national Conference in Defense of Public Education, attendees unanimously passed a strongly worded resolution at the concluding plenary in which delegates called on the government of President Enrique Peña Nieto of Mexico to own up to the role of the state and police in the 2014 disappearances of 43 indigenous student teachers from the state of Guerrero. The biennial conference, held at the University of British Columbia May 12-15, 2016, came just two weeks after the release of a scathing report by a panel of forensic experts from the Inter-American Commission on Human Rights, which said that the Mexican government stonewalled their investigation into the students' apparent massacre, in effect granting impunity to those responsible.

The conference brought together teacher unionists from across three countries, the United States, Mexico and Canada, and included British Columbian Teachers Federation President Jim Iker, Canadian Teachers' Federation President Heather Smith, leaders of provincial teacher unions in Ontario, Quebec and Newfoundland, as well as the future financial secretary of the Chicago Teachers Union, Maria Moreno. Moreno said that the U.S. teachers shared a sense of admiration for their Mexican counterparts, who must sacrifice so much and take such serious personal risks in their work.

"Through our work with the Tri-national Coalition for the past eight years, we've learned that teachers across Mexico face repression just because they speak up for their labor rights and the rights of their students to a good education," Moreno said. "We need to hold those who do not responsible for not keeping up with funding our schools



◀ New CTU Financial Secretary Maria Moreno speaks at the 12th Tri-national Conference in Defense of Public Education in May.

Photo: Jackson Potter

and listening to the experts in our classrooms in both the U.S. and Mexico."

Conference delegates also expressed support for the tens of thousands of Mexican teachers who took strike action starting on Monday, May 15 (Teachers' Day in Mexico). The strike is an effort to convince the government to repeal a sweeping series of constitutional changes and education reforms that are harming public education.

Striking teachers from Mexico City, Guerrero, Oaxaca, Veracruz, Chiapas and other Mexican states who are members of the teachers union, Coordinadora Nacional de Trabajadores de la Educación, are demanding:

- » Freedom for political prisoners jailed for defending public education
- » An end to the repression of indigenous teachers
- » Reinstatement of 360 teachers recently fired for protesting government reforms
- » An end to the criminalization of teachers' opposition to the reforms
- » Cessation of attacks on labor rights

"It was humbling to see, listen to, and speak with the Mexican delegation," said Curie Metro High School teacher Adam Heenan. "They noted how they were inspired by the work we do in Chicago, but I am in awe of how they have bravely unified in confrontation of political oppression manifested in mass abduction, incarceration and murder in the wake of the Global Education Reform Movement."

The Tri-national Coalition also urged the Mexican government to respect the knowledge and professional expertise of its teachers and end the privatization of public education. **CTU**

Jackson Potter is the CTU Staff Coordinator.





# Top Ten Ways Teachers' Unions Caused the Economic Crisis

BROUGHT TO YOU  
BY THE COALITION  
OF COMPLETELY  
INNOCENT BANKERS!



10 MAYBE BANKERS WOULDN'T DESTROY THE ECONOMY IF SOMEBODY HAD DONE A BETTER JOB TEACHING THEM ADDITION!

9 TWO WORDS:  
SUMMER  
VACATIONS.

8 IF TEACHERS ALLOWED PRAYER IN CLASS AND DIDN'T TEACH EVOLUTION, GOD WOULDN'T HAVE FORESAKEN THE ECONOMY!

7 TEACHER PAY SUCKS MILLIONS FROM THE ECONOMY THAT COULD OTHERWISE BE SPENT IN PRODUCTIVE SECTORS OF THE ECONOMY.

LIKE FINANCE!

6 UNIONS ARE FEEVILL!!!  
BOOGA BOOGA!  
FEEVILL!

5 WHEN WE JUST GIVE CHILDREN AN EDUCATION, WE KILL THEIR INSTINCT FOR THE FREE MARKET!

FIRST GRADERS NEED MORE SKIN IN THE GAME!

4 TEACHERS' UNIONS SUPPORT DEMOCRATS. DEMOCRATS SUPPORT GIVING MORTGAGES TO BLACK PEOPLE. LOANING BLACKS MONEY DESTROYS THE ECONOMY.

ISN'T THAT OBVIOUS?

3 IF UNIONS DIDN'T LOWER PRODUCTIVITY, WE BANKERS WOULDN'T HAVE TO SELL WORTHLESS SUB-PRIME MORTGAGES JUST TO SQUEAK OUT OUR MEAGER LIVINGS!

2 AFTER VOLDEMORT KILLED LILY AND JAMES POTTER, HIS NEXT STEP WAS FORMING A TEACHERS' UNION!

WHAT A LOUSE!

1 IF NO ONE WAS TEACHING MATH, WE WOULDN'T EVEN KNOW THERE WAS AN ECONOMIC CRISIS. PROBLEM SOLVED!

# The Life of a Freedom Fighter

BY JACKSON POTTER

**A**ssata Shakur is a lifelong freedom fighter who has attracted both controversy and praise for her activism and participation in the Black Freedom Movement of the late 1960s and early 1970s. Her autobiography details the many ways that the police, Federal Bureau of Investigation and other security forces monitored her activities, tapped the phones of the Black Panther headquarters in New York City, and ensnared the leadership of the Party in criminal investigations to neutralize its activity.

Similar things occurred in Chicago at the time. In 1969, Black Panther leaders Fred Hampton and Mark Clark were gunned down by Chicago police at the direction of then-Cook County State's Attorney, Ed Hanrahan. Subsequently, forensic analysis found that the two Panthers were likely summarily executed by a barrage of bullets coming exclusively from the Chicago Police Department.

In her book, Shakur narrates her upbringing in rural North Carolina through a mixture of poetry and vivid storytelling. Additionally, she condemns the many racist and demeaning experiences she experienced in school, as primarily white teachers attempted to force her to see the world through a Eurocentric prism.

*I am at the top and bottom of a lower-archy.  
I am an earth lover from way back.  
I am in love with losers and laughter.  
I am in love with freedom and children.*

The story alternates between her trial for the murder of a state trooper in May 1973 and her

life up until that moment. In her opening statement at the murder trial she lambasts an American justice system that had systematically stripped people of color of their rights.

I sat next to a pregnant woman who was doing ninety days for taking a box of Pampers and watched on TV the pardoning of a president who had stolen millions of dollars and who had been responsible for the deaths of thousands of human beings. For what? For peace with honor? Nixon was pardoned without ever standing trial or being found guilty of a crime or spending one day in jail. Who else could commit some of the most horrendous, destructive crimes in history and get paid 200,000 tax dollars a year?

Shakur asks some tough questions about the nature of American Empire and the contradictions between the ideals our government claims to represent and the terrible things it has done in our name. She is also prescient in lambasting the role of the one percent in hoarding wealth, and then using the security apparatus and media to condemn those who resist. We are currently caught in a similar moment in U.S. history as Chicago police have reactivated a political spy program that monitored the activities of civil rights, labor and anti-war activists in the '60s and '70s. Now, however, the spying is focused on Black Lives Matter activists, but recent revelations show they have also been monitoring Chicago Teachers Union protests closely.

Assata's legacy lives on today and so does the





Illustration:  
Jared Rodriguez

controversy that followed her. Recently, at a CTU rally, Page May, a teacher leader in the organization Assata's Daughters, condemned Chicago police with a series of expletives. Shortly after the rally, May received multiple death threats, and sexist, racist and extraordinarily foul comments on her social media pages. While the Union disagreed with what Page said at the rally, CTU Vice President Jesse Sharkey condemned the death threats to her in the strongest terms at a

subsequent House of Delegates meeting.

It is important to recognize the critical role that Assata's Daughters and many other groups led by Black youth—including many CPS graduates—have played in standing for racial justice and in solidarity with the CTU in our fight for a good contract and against school closings. With forces on the right coalescing around presumptive Republican presidential nominee Donald Trump, the CTU and others will have to continue expanding our coalitions and alliances to be successful. With Trump granting permission for people to be their worst racist and xenophobic selves, we need to keep organizing for educational, racial and economic justice.

Shakur's life story transports us back to a time when many of the same currents of racism and state repression were raging. We can learn a great deal from the mistakes of the movements of the past in our efforts to meet the challenges of the present. "Assata: An Autobiography" provides many important lessons and insights in that regard and is well worth the read. **CTU**

Jackson Potter is the CTU Staff Coordinator.

# Why Does CPS CEO Forrest Claypool Think That He's Above the Law?

BY **TIMOTHY MEEGAN**

Anyone remotely associated with Chicago Public Schools can tell you the financial crisis we face today could be seen coming for a decade or more. The three main drivers of the CPS deficit are balloon pension payments required as a result of more than a decade of CPS “pension holidays” (or spending the employer and employee contribution on operating expenses), charter proliferation and debt service.

Yet our politicians have let it come to this: up to 40 percent budget cuts citywide and schools with declining enrollment will face additional cuts. My school, Roosevelt High School, is looking at \$2.5 million in budget cuts and an additional \$1 million due to declining enrollment, unless 157 additional kids materialize this summer. That's not likely considering the number one reason for enrollment decline is families moving to the suburbs.

These cuts are devastating and take their emotional, mental and physical toll on parents, students and teachers every time they happen—which is several times a year, every year, since 2010. After this year, I doubt we will be able to offer math, English, science and social studies, much less art, physical education, music, drama and other electives—and Mayor Rahm Emanuel's new computer science requirement.

This is why I ran for a seat on the Chicago City Council. I, like many others, could see the crisis coming and the unwillingness of Chicago's political establishment to stop the bleeding. I found it difficult to remain passive and compliant in the

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I recently filed a complaint with the Inspector General regarding Claypool's blatant and egregious disregard for CPS's Ethics Policy on prohibited political activity.

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face of suffering. I ran for alderman to save my school and defend all neighborhood public schools from cuts and privatization.

I lost the race for City Council in the spring of 2015 under dubious circumstances. Despite that bitter defeat, I limped through the end of the year, resolving to redouble my efforts in the fall and focus on great teaching. When I returned to Roosevelt in September, I found myself summoned to the CPS Office of the Inspector General, under investigation for alleged prohibited political activity. No disciplinary action was filed.

More recently, award-winning Blaine Elementary School principal and Chicago Principals & Administrators Association president-elect Troy LaRaviere was removed from his post, in part, due to allegations of prohibited political activity. In the district's dismissal charges against LaRaviere, it was stated that “you engaged in Political Activity on Board compensated time...you used social media, your CPS calendar, and your CPS email account to engage in Political Activity on multiple occasions...and used your official Board position to engage in Political Activity.”



Full disclosure: LaRaviere supported my candidacy and spoke at one of my fundraisers. This occurred after school hours.

These allegations, however, are nothing more than what CPS CEO Forrest Claypool is doing to promote the “20% for 20% CPS Equality Campaign.”

I recently filed a complaint with the Inspector General regarding Claypool’s blatant and egregious disregard for CPS’s Ethics Policy on prohibited political activity. It defines political activity as “including, but not limited to ‘Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event,’” and states that “CPS employees may not engage in political activity during work hours or use CPS resources for political activity.” It applies to “all Officials, Employees, and Board Contractors,” including Claypool himself.

It is not that I do not agree that CPS deserves more equitable funding from the state. I do. But the City of Chicago and the mayor are complicit

in creating this mess, and it is incumbent upon the mayor to obtain the revenue to fix it. Emanuel points at Gov. Bruce Rauner, and Rauner points back at the mayor, yet neither has taken steps to solve the problem, which is their job.

I contend the entire “20% for 20%” campaign is a politically motivated ruse designed to redirect parent and community anger toward state government and away from the City of Chicago and Mayor Emanuel, who bear the primary responsibility to fund Chicago Public Schools. Because the Board of Ed is directly appointed by the mayor, and that Board appoints the CPS CEO, Emanuel is using both CPS and Claypool for political purposes.

So what’s the difference between political activity promulgated by Claypool, versus political activity from the likes of LaRaviere, or even me? I guess it comes down to whether you are an insider and above the law—or you aren’t. **CTU**

*Timothy Meegan, NBCT, is a CTU functional vice president and teacher at Roosevelt High School.*

**AL1 AUSTIN-NORTH LAWDALE ELEMENTARY** Anderson, Grace A.; Boyle, Tanya R.; Collins, John T.; Crowder, Sharon D.; Hatfield, Jamie L.; Rivas, Marisol; Sciarine, Kathleen; Williams, Nancy J. / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Bishop, Anne E.; Ellison, Samantha M.; Maxey, Kelechi S.; Thrash, Rasheeda M. / **BP1 BURNHAM PARK ELEMENTARY** Crawley, Dorothy Q.; Niederfrank, Willis; Turner, Deborah A. / **BP2 BURNHAM PARK ELEMENTARY** Hegwood, Catherine; Horton, Kawana T.; Lohitsa, Sushma S.; Poplawski, Nicole A.; Ringhand, Allison B.; Washington, Nathalia A. / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** McKinney, Angela M.; Reeder, Candice C. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Brown, Marsandra Y.; Davis, Deborah J.; Hurley, Christine M.; McNeal, Susie E. / **FR1 FULLERTON ELEMENTARY** Chavez, Lisa B.; Milano, Dena M.; Pena, Tasia L.; Polotsky, Kristen E.; Weston, Lindsay N. / **FR2 FULLERTON ELEMENTARY** Bruehl, Steven C.; Fister, Mary N.; Gonzalez, Juan M.; Kearns, Donald E.; O'Neill, Terrence J.; Weingarten, Wendy J.; White, David A. / **FL1 FULTON ELEMENTARY** All Present / **FL2 FULTON ELEMENTARY** Carlson, Julie A.; Griffin, Allison E. / **FSS FAR SOUTH SIDE HIGH SCHOOL** Broussard, Jeffrey A.; Brownlow, Dorothy M.; Dervin-Brown, Evajamania V.; Doyle, Michael T.; MacDonald, Francis J.; Pincham, Robert E.; Rountree, Eric F. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Brignoni, Michele D.; Greco-Serwa, Sandra M.; Johnson, Vernesser; Johnston, Tammy L. / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Bonatz, Julia M.; Haynes, Marci S.; Smith, Elayne P.; Watson, Joyce; Wisnar, Mercedes D.; Woods, Unique L. / **LC1 LAKE CALUMET ELEMENTARY** Bright, Janine M.; Coleman, Angela K.; Grant, Lorrie A.; Horton, Rebekah J.; Saunders-Wolfe, Tanya L.; Spearman, Nicole N. / **LC2 LAKE CALUMET ELEMENTARY** Goodar, Vanessa P.; Lee, Tyrone T. / **ME1 MIDWAY ELEMENTARY** Bendik, Robert; Hester, Kamau L.; McGrath, Patrick W.; O'Malley, Margaret M. / **ME2 MIDWAY ELEMENTARY** Anderson, Eric E.; Auguste, Camille C.; Contreras-Espinoza, Jose A.; Cragg, Kevin T.; Julian, Denise S.; Magallanes, Lucero; McKay, Megan J.; Morris, Valerie L.; Waywood, Anna J.; Worthy, Jennifer L. / **NW1 NORTH-NORTHWEST SIDE H.S.** Costas, Alice E.; Coupaud, Helena; Gandara, Maria A.; Gryglak, Emma E.; Lewis, Shereena D.; Plencner, Scott M.; Schmidt, Sharon M.; Wasowski, Robert A. / **NW2 NORTH-NORTHWEST SIDE H.S.** Bravo-Gonzalez, Mayra; King, Elizabeth M.; Lionberger, John H.; Mead, Thomas C.; O'Shea, Mary R.; Pedersen, Christian E.; Yonan, Joanne S. / **OH1 O'HARE ELEMENTARY** Ambrosio, John P.; Blaszczyk, Diane L.; Erzurumly, Layla; Habetler, Deidre; Irwin, Melissa L.; Kasai, Meleia F.; Spagnola, Patricia A.; Tsatsos, Mary G. / **OH2 O'HARE ELEMENTARY** Davidson, Susan K.; Gans, Howard L.; Klenetsky, Jody; Kurzydlo, Vicki L.;

Lapaglia, Antoinette; O'Donnell, James M.; Reyes, Julia A.; Westfall, Michael F. / **PE1 PERSHING ELEMENTARY** Dunn, Joseph M.; Gonzalez, Omar; Padilla, Jose G. / **PE2 PERSHING ELEMENTARY** Ferrin, Nicole M.; Mata, Rommy C.; Moulton, Allison M.; Strentz, Madilyn A.; Walls-Kirk, Kimberly A. / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** Monahan, Dorothy M.; Olmedo, America Y.; Reed-Lopez, Anne C.; Tirres, Rebekah E.; Toman, John A. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Hecht, Emily L.; Olazaba, Phillip J. / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** DeJesus, Iris; Glowacz, Derek; Janes, Karen J.; Lancaster, Elizabeth R.; Loudin, Robert B.; Rowe, Julia R. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Benavides, Angela M.; Brooks, Laurie; Davis, Stephanie A.; Ebstein, Jody; Hartrich, Jeanne M.; Wiltse, Nora S.; Wray, Mollie H. / **RI1 ROCK ISLAND ELEMENTARY** Foy, Brandon J.; Gagner, Louis T.; Jemison, Diannia; Lekkas, Harry G.; Majka, Margaret A.; O'Connor, Regina M.; Phillips-Mitchell, Caprice A.; Powell, Leslie U. / **RI2 ROCK ISLAND ELEMENTARY** Andersen, Robert ; Calandriello, Joanna; Harston-Lampkins, Angela S.; Himes, Lewis; Mason, James J.; Poindexter, Monique R. / **SK1 SKYWAY ELEMENTARY** Boose, Robin B.; Carter, Launder F.; Gordon, Tekita; Laurent, Sidney; Naumann, Jeffrey W.; Norment, Sonya C.; Quinn, Jovonna; Thomas, Chanel C. / **SK2 SKYWAY ELEMENTARY** Harrell, Lucinda P.; Jones, Lawanda D.; Kimble, Jennifer N.; Phillips, Jala L.; Simpkins, Lynette G.; Turner Burkes, Constance / **SSH SOUTH SIDE H.S.** Cameron, Alisia L.; Fisher-Gary, Tonya D.; Reed, Darryl L.; Reid, Kimberly M. / **SW1 SOUTHWEST SIDE H.S.** Newcomb, Bernard C.; Padilla, Juan G.; Penuelas, Homero L. / **SW2 SOUTHWEST SIDE H.S.** Byrnes, Christopher M.; Crockett, Turan C.; Harris, Shelly / **WS1 WEST SIDE H.S.** Forbes, Dominique A.; Robinovitz, Isaac W.; Stout, Alyson H.; VanHorsen, Martha S. / **WS2 WEST SIDE H.S.** Dudley, John B.; Holic, Sara L.; Kampton, Katherine M.; Keddy, Thomas M.; Peralta, Alfredo; Renteria, Rita / **CITY-WIDE CAREER SERVICE** Butler, Mary S.; Callahan, Sharon D.; Hampton, Vermie L.; Hill, Delphine; Johnson, Kimberly Y.; Parker-Taylor, Karmen L.; Phillips-Everett, Clovise; Robinson, Patricia; Sanders, Vickie; Scott, Ella M.; Spiff, Inodu; Watson, Kimberly A. / **CITY-WIDE** Ahmad, Huma A.; Bures, Robert F.; Christensen, William E.; Douglas Johnson, Cheryl D.; Freed, Jeanne M.; Gauld, Patrick J.; Knudstrup, Karen A.; Lamme, William R.; McCormick, Mary T.; Moreno, Maria T.; Nevels, Leigh M.; O'Connell, Jennifer L.; Penn, Emily M.; Schechtman, Judith B.; Schwab, Jean R.; Schwartz, Jennifer K.; Slavitt, Marlene; Toro, Theresa L.

## Delegates Not Present

### HOUSE OF DELEGATES MEETING

Wednesday,  
June 8, 2016

## In Memoriam

### 2015

December 20 **Ella D. Curtis**, Earle

### 2016

February 2 **Earl A. Boney**, King College Prep

March 11 **Willie E. Scott**, Substitute Teacher

March 17 **Mary A. Ransford**, Project Canal

March 18 **Bettye F. Pierce**, Harlan Comm Acad

March 21 **Andrew A. Kyriazes**, Saucedo

March 23 **Charlene Joy Kunicki**, Murphy

March 23 **June M. Yuhás**, Simeon

March 24 **Robert Sussman**, Substitute Teacher

March 25 **Doris M. Coleman**, Copernicus

March 27 **Marie A. Martino**, Blair

March 28 **Marion M. Casa**, Irving

March 28 **Hattie M. Robinson**, Haugan

March 28 **Osborne Lee Royster**, Ryder

March 31 **Pauline Metzdorff**, Gray

March 31 **Larry J. Thomas**, Coles

April 3 **Mary M. Harter**, Neil

April 4 **Ethel M. Hudson**, Milton Brunson

April 4 **Ernestine Jackson**, Jahn

April 5 **Mary Ann Peterson**, Gresham

April 7 **Ollie F. Gipson**, Gillespie

April 7 **Kurt A. Kopfstein**, Sullivan H S

April 9 **Clifton R. Boone**, Dvorak

April 9 **Dorothy W. Raven**, Hope Middle

April 10 **Omar E. Carey**, Farragut

April 10 **Clara L. Galbreath**, Reavis

April 11 **Marjorie Ruby Adams**, Nettlehorst

April 13 **Barbara Dee Glickman**, Chalmers

April 14 **Jerry L. Nichols-Scott**, South Shore Acad

April 14 **Florence B. Summerhill**, Jamieson

April 14 **Louella M. Williams**, Kilmer

April 15 **Mary B. Dixon**, Dusable

April 15 **Muriel Greenstein**, Substitute Teacher

April 15 **Harold R. Harris**, Parker Comm Acad

April 16 **Richard J. Gunia**, Cooper

April 16 **Ruth Rovner**, Bell

April 17 **Linda Carlson**, Taylor

April 17 **Sheldon T. Rosenthal**, Graham

April 18 **Phyllis I. Lindahl**, Peck

April 18 **Dolores Perales**, Senn

April 20 **Emanuel Horowitz**, Senn

April 21 **Mary L. Hopkins**, Coles-Recip

April 21 **Lorraine Kruiženga**, Byrne

April 24 **Richard Babik**, Blair

Lists of deceased members of the Chicago Teachers Union (CTU) are provided to the *Chicago Union Teacher* by the office of the Chicago Teachers Pension Fund (CTPF) and are printed as received. If you notice an error or omission, please first contact the CTPF at 312.641.4464 or via email at [memberservices@ctpf.org](mailto:memberservices@ctpf.org) to report the information. Please contact the CTU Financial Dept. as well by phoning 312.329.9100. Both the CTPF and CTU disburse death benefits to a member's designated beneficiaries.

