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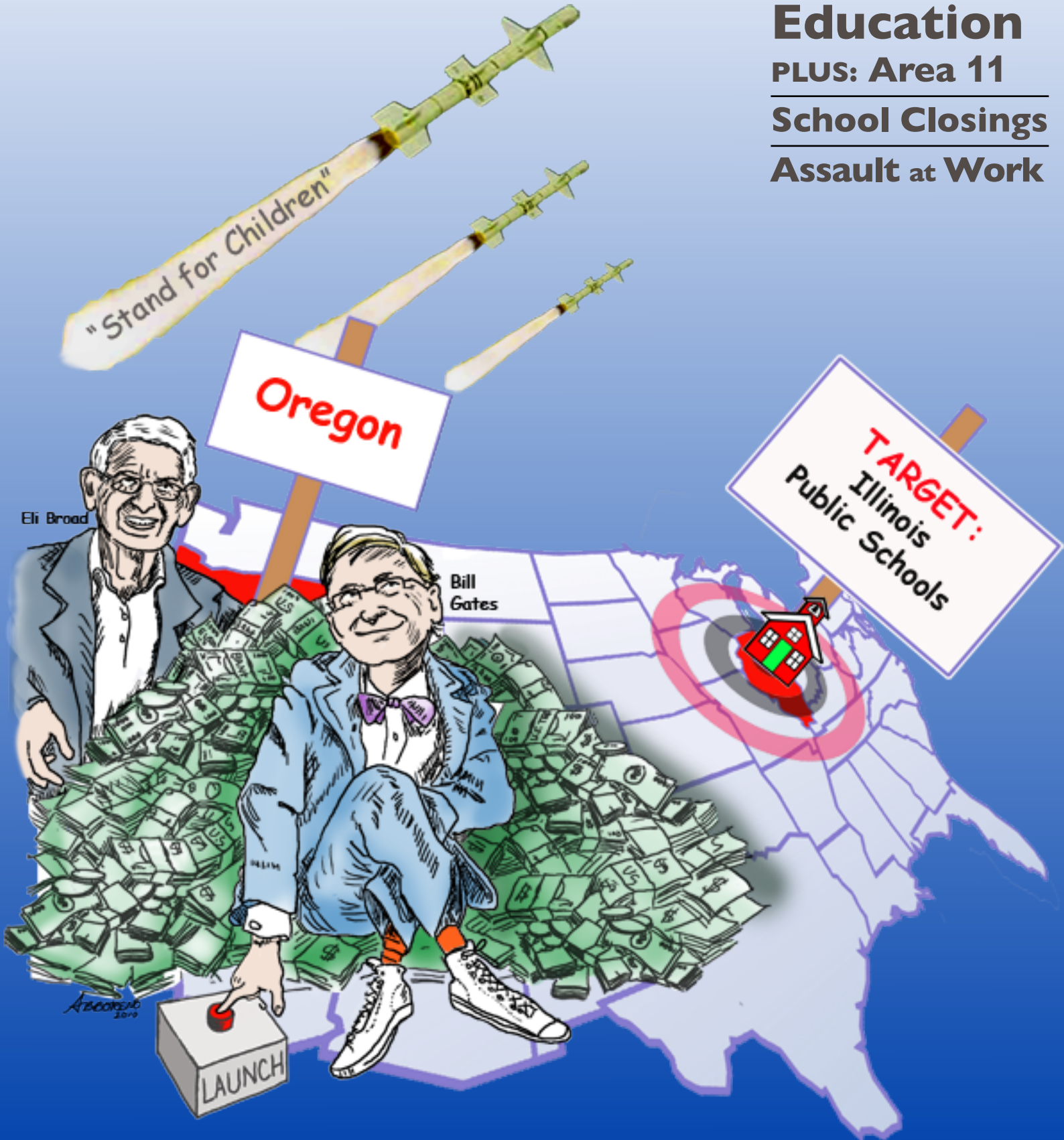
The Official Publication of the Chicago Teachers Union

## Defending Illinois Education

PLUS: Area 11

School Closings

Assault at Work



Eli Broad

Bill Gates

A. BOONEN  
2010

# Chicago Union Teacher

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- Kenzo Shibata  
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- Nathan Goldbaum  
*Associate Editor*
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222 Merchandise Mart Plaza • Suite 400  
Chicago, IL 60654-1016

312-329-9100 • Switchboard  
312-329-6251 • Newspaper Office

Email: KenzoShibata@ctulocal1.com  
NathanGoldbaum@ctulocal1.com  
AugustineJohnson@ctulocal1.com

Web Site: www.ctunet.com



# From the Editor

In the November issue of *Chicago Union Teacher*, we profiled Kelyvn Park High School, a school whose staff is working with parents and community to solve problems caused by their principal. Their efforts show the power of an organized workplace that refuses to remain silent and confronts injustice head-on. The reaction to the piece was overwhelmingly positive. We received letters from members who were inspired by their courage and determination. It became clear that stories like these needed to be told. In this issue, we profile Marquette Elementary’s campaign to stop their school from “turnaround.”

There are other schools that stand united in the face of adversity. Their stories can be used as models of unionism. If you would like to share your story, contact me at [KenzoShibata@ctuLocal1.com](mailto:KenzoShibata@ctuLocal1.com).

Share these articles with your Professional Problems Committee (PPC) and discuss them at your next Union meeting. Explore ways to organize your building. If you need guidance, contact the Union’s organizing coordinator, Norine Gutekanst at [NorineGutekanst@ctuLocal1.com](mailto:NorineGutekanst@ctuLocal1.com). We have experienced organizers on staff who will help. School improvement begins when we work together.

Last issue, we also featured the social justice teaching of Victor Harbison and the efforts of his students to educate the Marquette Park community about Martin Luther King’s historic marches there. One CTU retiree called Associate Editor Nathan Goldbaum excited about the cover photo. **Elaine G. Ray-Radford** — who served the CTU as delegate from Beasley Academic Center for over twenty years, also serving as a District Supervisor and Elementary Functional Vice President — had her issue of the *Chicago Union Teacher* laying on her coffee table. **Her husband, Roland** — a retired DCFS caseworker — took one look and declared, “**That’s me! That’s me standing next to Dr. King!**” In the photo from the 1966 Chicago Open Housing Campaign (courtesy of Bernard Kleina – hopefair.org), Mr. Radford (age 16 at the time) is wearing glasses and a black sweater, his friend **Harold Brogden** (also 16 then and attending De La Salle High School) is on the other side of Dr. King wearing a straw hat.

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**Cover Art: CTU Retiree Member Tony Abboreno**

# AN URGENT CALL TO ACTION

## President's Message



Brothers and Sisters in the Struggle –

Our Union has never faced such a well-funded, organized attack as we do today. Never. Every member, every neighbor, every parent, every student and every citizen who cares about public education needs to act now.

A draft bill in Springfield called “Performance Counts” could be voted on in the first two weeks of January 2011. It’s moving fast and it will drastically harm student learning and make Illinois a state from which committed, experienced, high-quality career educators will flee.

Like you.

And that’s their plan. The drafters of this legislation – Stand for Children and Advance Illinois - appear to have one goal in mind – turn teaching in Illinois into a low-wage, high-turnover job. The bill would gut teachers’ unions statewide, maximize firing teachers at will, and dial up the already high level of distrust and stress administrators and teachers both endure daily.

They haven’t figured out the evaluation system, but they’re ready to revoke our certificates. Meanwhile, our children wait for challenging, exciting work that pushes them to think critically and creatively as we drill them with test prep that destroys their dreams. We’re wasting our students’ time if we don’t fight tooth and nail for them. Because admit it, the joy of teaching and learning will disappear if this bill becomes law.

**A CALL TO ACTION** – What’s another word for urgent?

First, arm yourself with knowledge. Read the cover story and then I hope you will decide that this time, again or for the first time ever, you will take direct, personal action. This attack is not going away. With your help we may slow down or defeat this bill, but we need to win the war for public education. To do that, CTU members need to lead the way to improve our schools. Our Students Count platform (pages 4 and 5) is where our legislation-writing starts and, together with our members and allies, we plan to introduce our own bill in Springfield soon.

That is why I need you to start building long-term relationship with legislators, parents, community members and your colleagues so that each time you call, each time you write, it begins to mean something. Together, we need to change our profile – we are the educational experts. We must become purposeful public education advocates who constructively influence policy makers, opinion leaders, parents, neighbors, friends and colleagues each and every day.

Please, start today. Choose the way you will be most effective in the first battle to stop Performance Counts and make sure Students Count is at the forefront of the discussion – and the vote.

In Solidarity,

A handwritten signature in black ink that reads "Karen GJ Lewis, NBCT". The signature is written in a cursive style.

Karen GJ Lewis, NBCT

## COVER STORY

# What is the Education Reform Committee?



In December, the Illinois General Assembly created the “Special Committee on Education Reform” that adopted a legislative platform crafted by Stand for Children (Stand) and adopted by Advance Illinois (AI). The platform is called “Performance Counts” and is an attempt to turn teaching into a low-wage high-turnover job.

Stand, an Oregon-based education “reform” group backed by billionaire Bill Gates and Renaissance 2010 architect R. Eden Martin, showed up in Illinois this fall and pumped over \$600,000 into the November state races. Two members of this new committee – State Representatives Farnham and Gordon – received \$50,000 and \$100,000 in campaign contributions, respectively, from Stand in October.

As educators, we know what really counts in improving schools. Check out our “Students Count” platform. Then give these members a call. Let them know how to truly improve our schools.

## Special Committee on Education Reform

### House members

Co-Chair: Linda Chapa LaVia(D) (630) 264-6855

Co-Chair :Roger L. Eddy (R) (618) 563-4128

Member: Keith Farnham(D) (847) 841-7130

Member: Jehan A. Gordon(D) (309) 681-1992

Member: Robert W. Pritchard(R) (815) 748-3494

Member: Darlene J. Senger(R) (630) 219-3090

Member: Ed Sullivan, Jr.(R) (847) 566-5115

Member: Karen A. Yarbrough(D) (708) 615-1747

### Senate members

Co-Chair: Kimberly A. Lightford(D) (708) 343-7444

Co-Chair: J. Bradley Burzynski (R) (815) 895-6318

Edward D. Maloney (D) (773) 881-4180

David Luechtefeld (R) (618) 243-9014

# Our Students Count Platform

“Performance Counts,” if passed, will irreparably harm children and educators. Career teachers will be a thing of the past. Families will no longer have long-term ties to teachers. It will squelch innovation and push teachers to teach to the test rather than encourage creative, critical thinking. Unions will not be allowed to negotiate with the Board of Education over class size, staffing, or teacher schedules, which leaves kids at greater risk.

The Performance Counts bill does not improve teaching and learning. our research-based platform, “Students Count” will improve both.

## 1 Experience = Increased Teaching Quality

We need to attract, nurture, challenge, and retain career teachers, not drive them away. As it stands now, 50% of teachers leave CPS within 5 years (Consortium on Chicago School Research, 2009). And experience does matter. In a 2009 study by Huang, the test scores of students whose teachers have 5 years of grade-level experience are nearly 9 points higher. When the students had teachers with 20 years of experience, the test scores were 14 points higher.

## 2 Improving Instruction

To improve schools, professional development and collaboration time must be built into the school day. Top-performing countries on the PISA (Program for International Student Assessment) such as Finland and Singapore stress teacher preparation, mentoring, and collaboration but do not stress standardized tests results. In Finland, professional development with continuous support is built into their school system (Darling-Hammond, 2009), quite the opposite of what’s happening in CPS.

# Sound the Alarm!

1. Call YOUR State Representative and Senator this week. Then, call every member of the Education Reform Committee. Go to [CTU.net.com/StudentsCount.html](http://CTU.net.com/StudentsCount.html) to take action.
  2. Take 5 friends and visit your State Representative and Senator; follow up with calls and e-mails.
  3. Take a personal business day between January 4th-7th and the 11th to lobby in Springfield. Contact your regional organizer to register for the daily trips.
    - North Side-Matthew Luskin 312.329.6249- Instructional Areas 1, 2, 3, 19, 21, 25, 29
    - West Side-Christel Williams 312.329.6248- Instructional Areas 4, 6, 7, 8, 9, 27, 28
    - Southwest Side-Alix Gonzalez-Guevara 312.329.6247- Instructional Areas 10, 11, 12, 13, 22, 23, 26, 54
    - Southeast-Rosita Chatonda 312.329.6246- Instructional Areas 14, 15, 16, 17, 18, 24, 53
- CTU will provide lobbyist training at the CTU Office at Merchandise Mart December 29th at 12:00 PM. E-mail [YolandaVelazquez@ctulocal1.com](mailto:YolandaVelazquez@ctulocal1.com) to register.
4. Attend one of the 4 regional meetings on January 6th at 4:00 p.m. Locations will be posted at [ctunet.com](http://ctunet.com).
  5. Write letters to the editor and blog. Use the talking points on this page. Check [ctunet.com](http://ctunet.com) for updates.

## 3 Community and Education Partnerships

Students, parents, and teachers are the educational experts and know how to address community needs. It is crucial to have them at the policy-making table. Fostering communication between educators and the community should be a focus of professional development (Sanders, 2003).

## 4 A strong contract protects students and teachers.

The ability to negotiate a strong contract is not a threat to quality education. Our contract protects teachers from retaliation when they stand up for students over issues such as class size and scheduling. A strong contract also encourages both management and educators to negotiate in good faith. In the five years before Illinois teachers could strike legally, there was an average of 26 strikes per year (Malin, 2002). This year, only 2 of the 869 school districts in Illinois went on strike for a combined total of five days (Illinois Education Labor Relations Board, 2010).

## Who are Stand for Children and Advance Illinois?

Stand for Children ("Stand") and Advance Illinois (AI) have successfully lobbied Springfield to fast-track legislation this January that will destroy our right to negotiate a strong contract.

### Stand for Children

Stand is a political organization founded by Jonah Edelman, brother of Josh Edelman, former head of CPS Office of New Schools. The Chicago Director of Stand, Etoy Ridginal, worked on NYC Mayor Michael Bloomberg's re-election campaign and New York's campaign to lift the charter school cap.

Stand is pouring money into seven states with an aim to rewrite education policy. The organization opened in Illinois in September 2010 and became a top 20 campaign donor in the November general election.

### Advance Illinois

Former Illinois governor Jim Edgar and the Mayor's brother, William Daley, are the co-chairs of Advance Illinois. The executive director is Robin Steans, who sits on the board of the Steans Family Foundation which runs North Lawndale College Prep Charter School. They are heavily funded by the Gates foundation and other major contributors to charter schools nationwide. Advance Illinois helped lead and defended Illinois' failed bid for Race to the Top funding.

**The two groups plan to drive experienced teachers away from Chicago and Illinois. Here's what they call education reform:**

- Prevent teachers from working anywhere in the state if they receive 3 unsatisfactory ratings over a 10-year period.
- Revoke teachers' certificates without a plan in place for teacher and student evaluations.
- Prioritize flawed evaluations over experience in layoffs, making seniority null and void.
- Strip teachers of the right to a strong contract by making the right to strike subject to the Board's discretion; diminishing seniority and tenure in hiring, promotion and layoff decisions; and "streamlining" the teacher dismissal process, making it easier and faster for principals to fire teachers at their discretion.

Educators must lead reform, not billionaires who have never spent a day of their lives teaching in a classroom.

## PART TWO IN A SERIES

# Don't Mourn...

# Organize!

by Kenzo Shibata, Editor

## Marquette Teachers' Turnaround Fight Launched an Area Campaign: Area 11 Members Unite and Fight New CAO Mandates

EDITOR'S NOTE: The web version of this article is updated from the print version.



It is a traumatic experience for a school staff to find out that they are on the Chicago Public Schools' (CPS) "Turnaround" list. Last year, schools that found themselves on the list (Bradwell, Curtis, Deneen, Phillips, and Marshall) had about one month to organize campaigns to defend their schools before the Chicago Board of Education (BOE) could rubber-stamp their fates. Unfortunately, none of these schools were removed from the list. At Marquette School, many on the staff feel that they have already been given warning and launched their campaign in late October.

When the staff sat down for one of their first meetings of the school year in early, the newly-installed principal, Wendy Oleksy dropped a bomb on the staff. She told them that

if the test scores at the school did not increase, which would keep the school on probation, the school was next in line to be restructured. According to teacher Nancy Serrano, Oleksy relayed the message from Area 11 Chief Area Officer Janie Ortega telling staff that with all of the programs that

have come and gone at the school, the school has changed everything but the teachers, and the teachers would be next to go. This was the first indication that the new principal at the school would handle matters with a heavy hand.

"[Oleksy] tells the staff to forget what's going on outside because we need to focus on the test scores to get off probation, said Serrano, "I believe we need to develop curricula that addresses the needs of our students and are relevant to the community," explained Serrano, who also noted that the traditional bilingual education program was dismantled by the new administration early in the year, but later brought back under a different model.

Oleksy began her tenure as principal this year under Area 11 Chief Area Officer (CAO) Janie Ortega, who herself is at the center of controversy after sending an e-mail

to her principals where she implied a local mandate for them to "E3" (see note) two teachers per year.

"It's like we're being set up for failure," said Serrano.

Ortega made herself a regular presence at the school, dropping by classes for impromptu walk-throughs. One teacher at the school says that Ortega has stopped by her classroom at least once a week.

"[Ortega] didn't talk to me after the first walk-through. The day after, [Principal Oleksy] relayed a message from Ortega. She said that her problems with my class were that posters were crooked and I had bad handwriting," recounted the teacher, who asked to have her name withheld.

This year, teachers are required to make "Key Learning Targets" (KLT) which are benchmarks that are monitored by computerized tests given every five weeks. Teachers have complained that the tests are laden with inaccuracies. Teachers are required to use the "FOSS" and "Trailblazers" pacing guides for curriculum, but have complained that both series are also flawed. One of the problems is that there is no alignment between the pacing guides and the KLT tests.

The use of the guides is monitored during walk-throughs by the Principal and the CAO. One teacher explained "When we brought up the problems with the KLTs and the pacing guides, the principal told us that it was a 'work in progress,' we are concerned because we know we're being evaluated on these KLT tests."

Teachers have reported that school morale is at an all-time low. The constant disruptions of walk-through and the inevitable brow-beatings after the observations have made the school a difficult place to work. Many feel that they are being set up for failure so the CAO can make a case for "Turnaround."

The issues with the new principal and CAO were brought to the attention of the Union during a teacher evaluation meeting coordinated by the Quest Center held at

# Kelvyn Park Update

In the November, 2010 issue of Chicago Union Teacher, we profiled the organizing efforts at Kelvyn Park High School (KPHS). The staff continues working together to take back their school. They expanded their strategy and tactics.

In October, a coalition of teachers, parents, staff, and students brought their issues to the local Alderman Ray Suarez (D-31). KPHS' girls' volleyball team explained to Alderman Suarez that although they were conference champions in 2009, Principal Tellez pulled the program.

On October 27th, Delegate Jerry Skinner attended the monthly Board of Education meeting along with parents, students, and LSC President Hector Basave. Mr. Basave gave testimony and presented a 200-page document that included what he described as "what [Principal Tellez] has failed to do" including a timeline of the problems experienced at KPHS in the past 15 months and documentation to back up each of these claims.

Before presenting the documentation, Basave explained to the Board, "She has failed to make the school a disciplined and safe place, and we have learned that her statistics are not always accurate because she does not enter data from written discipline referrals."

To follow-up on cancellation of the volleyball program, Athletic Director Kai Heinecken, along with six other coaches, met with CPS Director of Sports Administration, Calvin Davis.

Basave, Associate Delegate Eric Wagner, and PPC member Reinaldo Quiles met with CAO Colonel Rick Mills to discuss the problems at KPHS. Basave's main concerns were that classes were too often being taught by substitute teachers and full-time teachers were not being hired.

Wagner handed Colonel Mills a timeline that outlined the history of labor relations between the teaching staff and the current administration starting September of last year. There were multiple violations discussed.

Since the publication of the last story on KPHS, the Board sent Linda Pierzchalski as a principal mentor for Tellez. Pierzchalski was formerly the principal at Bogan High School and Area 19 Area Instructional Officer. This was a similar move that the Board made last school year, when they sent Chief High School Officer David Gilligan to facilitate communication between Tellez and her staff.

CTU Member Services Coordinator John Kugler sees this as another delaying tactic. He stated that several grievances were filed and there has been no attempt by the administration to rectify the problems. "They asked us to hold off another month before pursuing these grievances. I asked them to think about what would happen if someone gets hurt in that month," explains Kugler, "We are talking about grievances relating to health and safety of staff—which also means the health and safety of students—and the administration shows no concern."

Marquette Elementary on October 19th. Although the meeting brought teachers from throughout the city, the specific issues at Marquette came to the forefront.

The staff scheduled follow-up meetings to strategize with the help of the CTU Organizing and Grievance Departments. They have been meeting every Monday and are running a coordinated, multi-faceted campaign to stop the school from being turned-around.

The teachers organized themselves into the "Committee to Oppose the Turnaround at Marquette School." They organized a grade-level phone tree to ensure quick communication of new developments and actions throughout the committee. They broke off into subcommittees, each taking on its own piece of the larger campaign with structures to ensure follow-through with tasks.

The subcommittees cover the following issues:

- Building unity among the staff
- LSC, PPC, PPLC, CAO and CAO relations
- Parent Collaboration
- Community Organization Collaboration
- Standardized Tests (KLTs)
- Research
- Area 11 Outreach
- Aldermanic/Elected Official Outreach
- Media Outreach

The committee is building the campaign and expanding to other Area 11 teachers, with whom they are finding patterns in principal behavior. Look for follow-ups in upcoming issues of the Chicago Union Teacher. If you are interested in joining the campaign, contact Organizer Alix Guevara at [AlixGuevara@ctulocal1.com](mailto:AlixGuevara@ctulocal1.com)

**“E-3”:** “E-3” is shorthand for the remediation process for tenured teachers rated “unsatisfactory” by the principal. If, in the opinion of the principal, the teacher is still rated “unsatisfactory” by her estimation at the end of the process, the tenured teacher can be fired. E-3 is the name of the form the principal uses to begin the process. For a full description of the process, consult the CPS/CTU Contract, pages 94-95.

# School Closings: What to Watch For, What to



Since 2004, over seventy Chicago Public Schools have been closed, phased-out, consolidated, or turned-around (see sidebar) under Mayor Richard Daley's "Renaissance 2010" program. These were schools with elected Local School Councils (LSCs) and unionized staff. Under the plan, these schools were to be replaced with 100 new

schools, two-thirds of which would be non-union with no independent community governance.

Each year, the Chicago Board of Education (BOE) begins another round of these actions, which amount to the wholesale firing of CTU members. Last school year, the process began at the December 16, 2009 BOE meeting where then-Chief Executive Officer (CEO) Ron Huberman announced the "criteria for closing." No schools were mentioned specifically, but there was much speculation as to which ones would make the list.

The actual list of schools slated for restructuring or closing was released a month later on January 19th. Between January 28th and February 4th, CPS scheduled school community meetings both at the BOE headquarters at 125 S. Clark St. and in the affected neighborhoods. Each hearing focused on one affected school. These hearings included presentations from CPS bureaucrats, explaining the criteria for clo-

sure or restructuring and why they feel that particular school qualified.

Last year, most of the meetings were attended at capacity, and more people signed up to speak than time allowed. Teachers, parents, students, and community leaders spoke to defend their neighborhood schools. Even Chicago aldermen took note and on February 22, the City Council held hearings where CPS representatives were grilled by ward leaders on the process in which schools were closed or restructured.

At the February 2010 Board of Education monthly meeting, eight Chicago Public Schools were closed or "turned around" by a secret BOE vote. Abandoning past practice, the Board did not have a public roll call vote where the members had to state to the public which schools would be closed or restructured. Mary Richardson-Lowry, the newly-appointed BOE President, simply ordered to "record the last positive vote," not mentioning the schools by name, but referring to them by BOE agenda numbers.

Bradwell, Curtis, and Deneen Elementary Schools, along with Phillips and Marshall High Schools were "turned around." Marshall was the only school on that list that was not outsourced to the Academy for Urban School Leadership (AUSL, see sidebar). Schneider Elementary was placed in the process of phase out, McCorkle Elementary was consolidated into Beethoven School and De Las Casas Occupational High School was closed and the students sent to private operators.

## Word Wall

**Turnaround:** "Turnaround" is a program first implemented under former CEO of CPS and current Secretary of Education Arne Duncan where an entire workforce at a school is fired and required to re-apply for their jobs. Very few teachers have been retained historically. Although teachers and PSRPs are replaced with other CTU members, institutional knowledge, expertise, and teacher/family relationships are severed under this process.

**Phase-Out:** In a phase-out, students are allowed to stay enrolled at their school, but no new students are to be enrolled. Each year, at least one grade level is dropped from the school and the corresponding number of teachers is fired. In many cases, schools are "phased-out" and "new" schools take over the school building. These schools have recorded a drop in morale for current students who witness gross disparities in resources for the "new" school.

**Consolidation:** When schools are consolidated, one school is closed and the student body is transferred to another neighborhood school.

**Academy for Urban School Leadership (AUSL):** AUSL was originally a non-profit corporation that focused on teacher training, but more recently has endeavored into the business of managing schools that have been "turned-around" It is led by venture capitalist Martin Koldyke, a major contributor to political campaigns who sits on the advisory board of the Chicago News Cooperative.





# Do

Six schools were taken off the closings list (Gillespie, Paderewski, Marconi, Mollison, Curtis, Guggenheim, and Prescott Elementary Schools).

It is not clear if there will be any changes to this process with the interim appointment of Terry Mazany as CEO of CPS. None of the top decision makers in CPS or at the BOE have teaching experience, so any resolution will not be informed by actual experience.

If you suspect that your school is being targeted for turnaround, or if you have already made the list, contact your field representative. If you do not know who your field representative is, check ctunet.com. Then, contact the organizing department. The organizing coordinator is Norine Gutekanst. Her e-mail address is Norine-Gutekanst@ctulocal1.com.

Suspicious activity may include:

- AUSL representatives take a tour of your school.
- CPS representatives walk around with clip-boards.
- Programs are cut across-the-board.
- Administrators make comments about turnaround or closing.

The following are steps that your staff can take to fight the Board's attempts to destroy your school.

1. Organize your school community (Local School Council, Title I Committee, Bilingual Committee, NCLB Committee, Community Partners, Student Clubs, or any other organizing that exists in the building) to attend your hearing at 125 S. Clark.
2. Research the reasons why the BOE has targeted your school to present at the hearing.
3. Conduct a door-knocking campaign to inform the larger community about the problem. Circulate a petition to defend your school.
4. Fax the Mayor's office repeatedly. Create a phone tree to harangue city hall until they relent and agree to hear our voices.
5. Hold a picket outside of your school before or after dismissal. This is a great way to notify the community, build support and get some media attention.

## Municipal Update

by Joey McDermott,  
CTU Municipal Political Coordinator

For the first time in decades, CTU will be a driving force behind the upcoming municipal elections. Since 1995, Mayor Richard Daley has had complete authority over Chicago Public Schools (CPS). In this era, we have seen over seventy schools closed, consolidated, phased out, or "turned around" as part of his corporate-driven plan known as "Renaissance 2010." Instructional decisions have increasingly been made by a belligerent, out-of-touch central bureaucracy staffed by non-educators. Now, finally, Daley is stepping down. It's been a long time since the Mayor's seat has been up for grabs and the heightened attention this brings to February's election offers a great opportunity for teachers, students, and parents to take back our schools. CTU has developed a plan for harnessing our collective power to elect a mayor and city council that will work for strong public schools. The elections will take place on February 22nd, 2011. We will endorse and support candidates through a process that is both transparent and fair. During the last week of November, our legislative department sent over 150 questionnaires to candidates for alderman and mayor. CTU's Political Action Committee (CTU-PAC) will evaluate those questionnaires, interview candidates and check their educational records and platforms to determine recommendations for endorsement. The House of Delegates will meet January 5th, 2010 to vote on CTU-PAC's recommendations and determine the CTU's endorsements. Go to <http://ctunet.com/legislative/Municipal.html> to view the CTU-PAC's detailed recommendations.

Our union's endorsement isn't nearly enough to make the difference this year. Members must become active in their own communities. The CTU will target 10-15 wards where our members will actively campaign for aldermanic candidates. Members can volunteer to canvass, phone

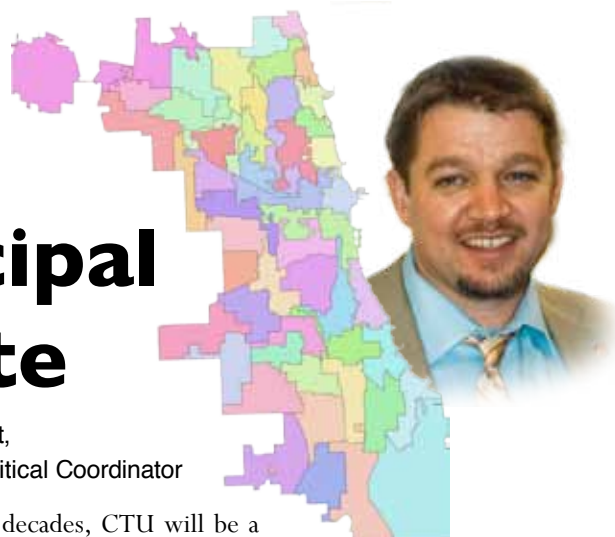
bank, or host events in their homes. There are between 400 and 1,400 CTU members in each of Chicago's fifty wards. That means in many wards, our activity can determine who wins and who loses.

The questionnaire as well as a list of candidates is now available at ctunet.com. We expect to list our endorsements in early February.

It's "all hands on deck" for this election. Contrary to statements made by pundits and ward bosses, these races have yet to be determined. CTU represents approximately 30,000 members. By talking to family, friends, and even fellow shoppers in the grocery line, we can easily influence hundreds of thousands of voters.

Contact me to join the team. Together we can fight to take back what we lost under Mayor Daley. This is about more than just one important election. CTU hopes our educators can shape the educational system in Chicago on a neighborhood-by-neighborhood basis. Join CTU-PAC, if you haven't already; talk to your delegate for details.

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Joey McDermott taught social studies for 12 years at Crane Tech High School on the west side. He is a proud graduate of CPS. He has been active in political campaigns throughout his life. A father of two, Joey currently serves as the Union's High School Membership Coordinator and Municipal Political Coordinator.'



# In Memoriam

October 2010

## William Buchanan

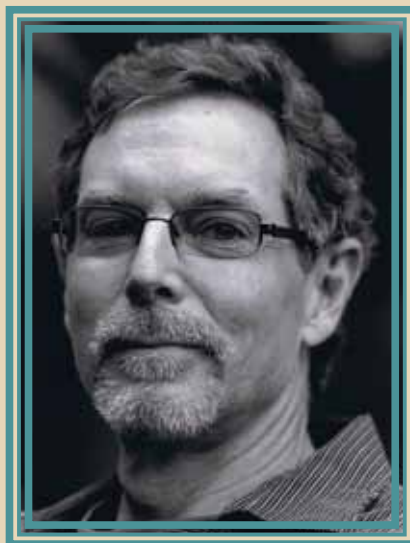
Bill Buchanan, dedicated CPS educator of 24 years passed away on November 11, 2010. Bill was born in Cleveland, Ohio, where he grew up with his parents Rita and Stuart and his sister Sandy. His lifelong affinity for the underdog began with his loyalty to Cleveland sports teams. In 1977, Bill moved to Chicago to attend Northwestern University, where he completed his undergraduate and graduate degrees. He served in the Illinois National guard and spent a year in California helping to organize a union for migrant farm workers.

Bill married the love of his life, Maureen Ruder, in November 1986. They joyously welcomed three sons, Nolan, Aaron, and Kyle. In addition to being a wonderful father, Bill was a devoted son, brother-in-law, and uncle, always bringing laughter and spirited participation in games of all kinds to any family occasion. Friends Bill made were friends forever.

Bill was a Board employee of 24 years, teaching math and special education at Farragut and Foreman High Schools, and later as a math coach for teachers throughout Chicago.

He also coached baseball and chess. He then earned his National Board Certification (NBCT) in Mathematics. He held a firm commitment to public education, and his patience and compassion touched the lives of thousands of students and parents. His concern for his students' futures made him highly respected by colleagues and students alike. It was easy to see that my colleague, Bill inspired and energized everyone whose lives he touched.

Bill respected all, but did not hesitate to speak out against injustice. In June of 2010, CPS fired academic coaches and cut off their health insurance. Bill was one of those coaches, and courageously stood up with his brothers and sisters who felt they were losing everything at the callous hands of the Chicago Board of Education (BOE). Bill spoke at the June 2010 BOE meeting decrying the lack of leadership in the CEO



who was "weakening the optimism of teachers." Bill said also that "The most important element in education is the optimism that lives inside each learner." You can view the inspiring video at YouTube under "Bill Buchanan Testimony."

Friends are encouraged to visit the Bill Buchanan website at Legacy.com to share memories and tributes and view additional pictures. Bill was a very giving person throughout his life. Even at the end he participated in the organ donation program. In lieu of flowers, Bill's family asks that donations be sent to the following three charities to honor his lifelong devotion to helping others:

- Gastro-Intestinal Stromal Tumor Cancer Support Group at Cook County Hospital (visit [www.LifeRaftGroup.org](http://www.LifeRaftGroup.org) or call 973.837.9092 for details)
- Foreman High School Chess Club (3235 N. LeClaire Ave. Chicago, IL 60641)
- "Bill Buchanan Memorial Scholarship Fund" Contact the CTU for details. ☐

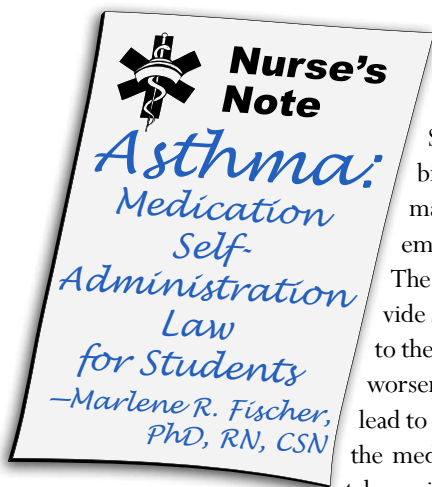
~Scott Saffro

**Editor's Note:** Lists of deceased members of the Chicago Teachers Union are provided to the Chicago Union Teacher by the office of the Public School Teachers Pension & Retirement Fund of Chicago and are printed as received. If you notice an error or omission, please contact the editor at 312-329-6252 so a correction may be made in a subsequent edition.

15th	Hazel M. Stringer	Gershwin
26th	Howard Goldberg	J. N. Thorp
27th	Mary E. Allison	Bass
29th	Edward B. Mueller	Taft HS
30th	Martha Dalle	Morrill
30th	Harriet Harlin	Taft HS
30th	Alice D. Jones	South Shore
30th	Lucile F. O'Toole	Black
31st	Clemine L. Derrick	Cassell
31st	Mildred T. Fields	Julian HS
31st	Marie Nordenberg	Barry
31st	Robert H. Wojda	Hirsch HS

November 2010

2nd	Agnes M. Shortino	Hayt
2nd	Adele Striupaitis	Ward
2nd	Chester Williamson	Williams
4th	Arlene P. Douglas	Shoop
5th	Paul L. Bowles	Simeon Voc HS
5th	Reva E. Parsons	Deneen
5th	Madeleva C. Peyton	Von Stuben HS
5th	Janice E. Rhodes	Calhoun North
6th	Mildred C. Farnum	Lewis
7th	Robert E. Mcbroom	Sbarbaro
7th	Alpharet McKenzie	Fuller
8th	Frederick B. Jansen	Hanson Park
8th	Robert H. Ruddy	Pasteur
8th	Raymond J. Spink	Jones HS
9th	Lois C. Butler	Chicago Voc HS
9th	John A. Mazzone	Kelvyn Park HS
10th	Genevieve Callaghan	Lowell
10th	Gertrude L. Gordy	Hayt
12nd	Mary D. Cosgrove	Mitchell
13th	Givia McFarlin	Overton
13th	Elizabeth B. Pittman	Einstein
14th	Esther Golub	Clinton
15th	Ellen F. Jones	Burnham
16th	Versye E. O'Berry	Gage Park HS
16th	Roberta Mark Sered	Boone
17th	Emma R. Nessman	Kenwood HS
18th	Elizabeth Loughborough	Gage Park HS
19th	Donald C. Breitenreiter	Washington HS
20th	Mary G. Flickinger	Stock
20th	Mildred R. Pope	Dusable HS
21st	Margaret Burroughs	Dusable HS
21st	Harold O. Byrd	Earl
22nd	Jerome F. Burgess	Curie HS
22nd	Anne T. Rothfuchs	Taft HS
23rd	Betty Ann Wainer	Sullivan HS
24th	Edwina Head	Reed
24th	William R. Lamar	Whitney
29th	Ronald V. Flores	Mather HS
29th	Marilyn J. Keane	Solomon



The General assembly of the State of Illinois passed a new bill that gives children with asthma and allergies the right to carry emergency medication with them. The purpose of the law is to provide students with immediate access to their rescue medication to prevent worsening of symptoms which could lead to catastrophic outcomes. One of the medications is Albuterol, which is taken with an asthma inhaler.

The law requires a parent letter requesting that the child carry the medication. The medication must have the pharmacy label with the name of the medication, the prescribed dosage, and state when the medication is to be self-administered. The school district must inform the parent that the school will incur no liability arising from the self-administration of medication.

Asthma is a disease of the respiratory system which causes swelling and narrowing of the airway. Symptoms of asthma include cough, wheezing, tightness in the chest region, shortness of breath and rapid breathing. The medication for quick relief of asthma symptoms is delivered by inhalation. After use of the medication the student should be able to breathe normally. A student who frequently uses an asthma rescue inhaler requires additional medical evaluation. Other medications to prevent asthma symptoms may need to be prescribed and taken daily at home.

All medication request letters from parents must be referred to the school nurse. The nurse will obtain a health history. Depending on the age, physical capabilities of the student and the student's understanding of their condition and knowledge of their medication the nurse will develop an emergency asthma plan. The plan is usually outlined in a Section 504 Plan. The 504 Plan can be developed for any disability or condition which limits the students functioning in the school setting. The 504 Plan requires the doctor's diagnosis and treatment plan. Older students who are more independent and reliable could have an Asthma Action Plan or Emergency Plan instead of a 504 Plan.

Teachers should be aware of emergency medical and 504 plans and follow the actions outlined in the plan. If a child takes asthma medication in the classroom, the child should be monitored for relief of symptoms. If relief is not obtained, call 911.

The nurse will periodically review the emergency plans and consult with teachers, students and parents. Communication between nurses, students, teachers, and parents will ensure that students with asthma are safe and healthy in school.☐

**CORRECTION:** In the November edition of *Nurse's Note*, Diastat was described as daily medication. In fact, it is emergency medication.

**TRAVEL•TRAVEL•TRAVEL•TRAVEL**

Pulaski weekend: 4 days in Rome, Italy  
 Spring Break: 7 days Bangkok, Thailand  
 July: 10-night Russian river cruise  
 Track E-Sept: 12-day Mediterranean cruise  
 Amalfi Coast, Italy: Cooking! Food! Fun!

**FANTASTIC VOYAGES: 773-777-5445**  
**Email: FantasticVoyages@hotmail.com**

A message from the CTU Quest Center:

**DOES YOUR TEACHING CERTIFICATE EXPIRE IN JUNE?**

**GO TO WWW.ISBE.NET/ECS**

If your certificate expires in June, *NOW IS THE TIME TO START THE RENEWAL PROCESS.* The process can take months and involves several steps:

- Enter all completed professional development activities in the Educator Certification System (ECS) at [www.isbe.net/ecs](http://www.isbe.net/ecs), as each activity is completed, but before June 30, 2011.
- Illinois State Law requires that you maintain a portfolio of your professional development.
- Make sure you pay the fee.

**All questions:** E-mail the Illinois State Board of Education via [isbe.net/ecs](http://isbe.net/ecs): select ISBE Info (located on left side of page); scroll down to ISBE Web Site and select "email us." E-mails checked and answered daily!

**Bilingual and ESL Educators Conference**

Illinois Teachers of English to Speakers of Other Languages - Bilingual Education (ITBE) is holding its 37th annual convention at the Holiday Inn Select in Naperville on February 11th and 12th. The theme for the convention is "Re-Connect, Re-Energize, Re-Emerge."

This year's breakout sessions include topics like:

preparing ESL students for university classes, using Latino literature in the classroom, and ESL projects that investigate local communities. Sessions and events and workshops are Pre-K to grad school.

Keynote speakers will include:

- Dr. Kathleen Graves, Associate Professor of Education and University of Michigan
- Dr. Dorothy Kauffman, author of *The Oxford Picture Dictionary for the Content Areas*, 2nd edition
- Dr. Shelly Wong, Professor at George Mason University
- Peter Sokolowski, Merriam Webster -Editor

Up to 6 CPDUs available per day. Pre-registration for members is \$115 for both days (\$160 for non-members). Register at [itbe.org](http://itbe.org).



# DELEGATES NOT PRESENT AT THE DECEMBER 2010 HOUSE OF DELEGATES MEETING WEDNESDAY, DECEMBER 1, 2010

## ELEMENTARY TEACHERS

Acevedo, Isaly  
Aguinaga, Jennifer A.  
Aguirre, Angel  
Anderson, Grace A.  
Anderson, Mahiri L.  
Arroyo, Victor  
Axell, Alexandra R.  
Barland, Alice A.  
Barrientos, Tracy M.  
Bastek, Kirk J.  
Batman, Curtis J.  
Bedenfield Newman,  
Lori A.  
Bergstrom, Erika L.  
Billingham, Joan M.  
Bivens, Sherrilyn  
Bravo, Laura G.  
Broderick, Kevin P.  
Brogan, Karen E.  
Bruehl, Steven C.  
Byrd, Marcie A.  
Cahill, Gloria  
Calderon, Cindy M.  
Carde, Carmen  
Caref, Melissa M.  
Carreon, Maria D.  
Carrethers, Loreal S.  
Carter, Dorothy M.  
Casaday, Dawn M.  
Castrejon, Roberto  
Chavez, Lisa B.  
Chavez, Marlene  
Clancy, Patrick A.  
Coburn, Everett W.  
Coleman, Angela K.  
Coleman-Beckam,  
Valerie D.  
Colon, Angela G.  
Contreras, Maria C.  
Corona, Rosa N.  
Cosme, Maria T.  
Coulter, Mark S.  
Craig, Sharion D.  
Cresswell, Sheba L.  
Cummings, Nora K.  
Cunningham, Helen C.  
Daniel, Diane M.  
Davis, Amanda B.  
Davis, Ernestine C.  
Davis-Williams,  
Stephanie A.

Dawson-Casper,  
Gwendolyn  
Departida,  
Guadalupe M.  
Diaz, Guadalupe A.  
Dismuke, Kenge E.  
Dragos, Luminita  
Durkes, Clair F.  
Ebstein, Jody  
Erzrumly, Layla  
Eskridge, Lisa A.  
Feeney, Charles L.  
Fischer, Janice L.  
Foster-Demers,  
Tanya A.  
Gates, Edith A.  
Gatling, Patricia B.  
Gharashor, Narineh  
Gniadek, James W.  
Gonzalez, William  
Graves, Kenneth R.  
Greco-Serwa,  
Sandra M.  
Hampton, Audrey D.  
Hanyzewski, Gerald  
Harper, Carla T.  
Harris, Vera  
Hassan, Zahirah  
Hatfield, Paula L.  
Hayes, Stephanie J.  
Heckmann, David  
Herndon, Joyce M.  
Hester, Kamau L.  
Hinton, Michael D.  
Hudson, Jessie J.  
Jackson, Amir  
Jancaric, Lucille A.  
Jason, Lisa L.  
Jevremovic, Milka  
Johnson, Brenda F.  
Jones Hansbrough,  
Doris  
Juracka, Danielle M.  
Kammerman, Andrea  
Kearns, Donald E.  
Keller, Kristina C.  
Kelly, Mary E.  
Khou, Carol S.  
King, Latia M.  
King, Marjorie A.  
Kite, Cindy C.  
Klaus, Conor R.  
Koliarakis, Diane A.  
Kosek, Suzanne D.

Koutny, Elizabeth M.  
Kovach, Gerard J.  
Krenn, Karen A.  
Lancaster, Elizabeth R.  
Lawson Mills, Cynthia  
Long, Beverly A.  
Luna, Maureen J.  
Mallory, Latasha I.  
Martinez, Laura M.  
Martinez, Mario M.  
Martinez, Xavier F.  
Mc Allister,  
Kathryn M.  
Mc Clintock,  
Amanda R.  
Mc Ginty, John B.  
Mc Mahon, Mary L.  
Mc Murray, Betty S.  
Mc Nulty, Scott T.  
Melzine, Raymond  
Miller, Wesley  
Mitchell, Angeleta M.  
Monarrez, Diana M.  
Moore, Katherine A.  
Morganstein, Arthur  
Morrison, Cynthia  
Moulton, Allison M.  
Muhammad,  
Naneefa R.  
Murphy, Patricia W.  
Murray, Peggy E.  
Myrick, Georgia  
Nach, Tracy N.  
Nelson, Lois  
Nze, Christian E.  
Okabuonye, Linda Y.  
Olsen Smarz,  
Carolyn O.  
Outten, David J.  
Papadogiannis,  
Mark-Anthony  
Paramore, Michelle I.  
Parker, Kathleen C.  
Parks, Nettie M.  
Pickens, Tori A.  
Pierce, Frankie  
Pietrus, Debra A.  
Pinal, Wendy G.  
Prado, Ramiro  
Pugh, Anthony R.  
Pullman, Esther  
Reese-Clark, Vanessa B.  
Rentz, Kathleen M.  
Richard, Willie  
Richardson, Dawn S.  
Robertson,  
Kirkland D.  
Robinson, Jacqueline  
Robinson, Lorna R.

Robinson, Terri A.  
Rodriguez, Sara  
Rogers, Claudette  
Ross, Pamela M.  
Rushdan, Syvilla N.  
Salazar, Natalie  
Salisbury, Kate N.  
Sanchez, Juan F.  
Sands, Judith A.  
Sawchuk, Michael J.  
Shanovich, Kathie M.  
Sharp, Daisy L.  
Sharrieff, Aisha J.  
Shepherd, Yvette C.  
Shere, Nicole R.  
Silva, Soila R.  
Simmons, Cynthia F.  
Smith, Miisha O.  
Smith, Tanya Y.  
Stasiak, Robert S.  
Sturgeon, Melissa S.  
Sullivan, John N.  
Tanner, Catherine E.  
Taylor, Dionne A.  
Taylor, Rozlyn  
Taylor, Terral L.  
Thomas, Christina J.  
Thomas, Judy A.  
Tofilski, Mary  
Tovar, Claudia K.  
Townsel, Jennifer R.  
Trentham, April L.  
Tulacz, Anthony J.  
Vacco, Angela L.  
Vail, Dennis M.  
Villa, Mary  
Walker, Melissa A.  
Walton, Peter N.  
Wanek-Leventman,  
Kathleen E.  
Warren, Lynn  
Watson, Joyce  
Weingarten, Wendy J.  
Wendorf, Lori S.  
Williams, Nancy J.  
Williams, Rachel S.  
Williams, Rosetta  
Woodfork, Maria A.  
Wynn, Ola  
Zehren, Linda L.

## HIGH SCHOOL TEACHERS

Balcazar, Cesar A.  
Beavin, James H.  
Brewer, Chancy A.  
Broderick, Peggy B.  
Colvin, Bennie  
Demski, Alan J.

Dixon, Lawer  
Dziemiela, Brian J.  
Feldes, Emily A.  
Fitzgerald, James B.  
Gentile, William D.  
Gonzalez-Reyes,  
Efrain F.  
Gooden, Amy  
Hall, David L.  
Hease, Paul J.  
Hough, Kevin M.  
Jones-Chaney, Joni A.  
Kern, Allen  
Knowles-West,  
Kristine E.  
Konieczko, Gregory J.  
Lester, Debra A.  
Lipscomb, Mark D.  
Lynch, Deborah M.  
Maalik, Jullanar N.  
Mc Donald, Karen M.  
Miller, Martin  
Monroe, Sandra T.  
Ness, William G.  
Nguyen, Quang V.  
O'Brill, John  
Pero, Peter N.  
Perry, Donna M.  
Pincham, Robert E.  
Rau, Jay P.  
Robinson, Annette M.  
Sager, Daniel H.  
Saqri, Ahmed A.  
Tennison, Brian C.  
Topel, Scott G.  
Waterman, Tory L.  
Whitfield, John S.

## CITY-WIDE TEACHERS

Anderson, Shirley J.  
Angulo, Maria E.  
Arnieri, Betty J.  
Baker, Patricia W.  
Brumfield, Michelle C.  
Butron, Isaac  
Feeley, Thomas M.  
Foley, Mary E.  
Gipson, Anitra M.  
Henry, Dorothy  
Javaras, Barbara K.  
Kedvesh, John A.  
Kelly, Ellen R.  
Korach, Albert  
Ladien, Kenneth E.  
Matthews, Sheresa L.  
Mc Miller, Mable H.  
McCormick, Mary T.  
Nijim, Majd W.

Oesterreicher, Jay S.  
Ortiz-Kenny, Elsa  
Pisano, Angela M.  
Ruffin, Raymond  
Sanders, Lanise A.  
Santiago, Maria  
Schechtman, Judith B.  
Schecter, Jeff M.  
Starnicky, Thomas J.  
Swanson-Lagesse,  
Nancy A.  
Swift, Maureen C.  
Tuite, Jacquelyn L.  
Wallace, Marion S.  
Ward, James F.  
White, Norma J.  
Wilson, Melvin  
Wright, Donna D.

## CITY-WIDE CAREER SERVICE

Acevedo, Carmen D.  
Bonet, Damaris  
Bullocks, Latonya N.  
Calderon, Iris M.  
Carey, Patricia A.  
Cruz, Griselda  
Evans, Tennille S.  
Faulkner, Robert D.  
Hampton, Vermie L.  
Hearrin, Jane E.  
Henry, Kimberly  
Horton, Diana  
Johnson, Joy M.  
Johnson, Kareem J.  
Jones, Jean D.  
Miller, Eloise  
Myron, Deanna L.  
Oehman, Sandra  
Ortega, Yolanda J.  
Palmer, Cecelia L.  
Parker-Taylor,  
Karmen L.  
Powers, Reyne M.  
Robinson, Helena M.  
Sanders, Vickie  
Scott, Ella M.  
Shaw, Desipina A.  
Silva, Rosa G.  
Sled, Donna J.  
Stewart, Gloria J.  
Taylor, Marilyn A.  
Trotter-Harris, Denise  
Vivians, Sheila  
Warren, Anthony  
Washington, Ruth  
Watson, Kimberly A.  
Wittleder, Socorro A.

# Ask Dr. Kugler:

## What to Do If You're Assaulted at Work

by Dr. John Kugler, Citywide  
Member Services Coordinator

Each month, John Kugler will answer a CTU member's question about how to defend your rights on the job. This month, Dr. Kugler informs us about a problem that's all too prevalent in CPS: assault at work. If you

have a question about a common problem, write to Dr. Kugler at [Leadership@ctuLocal1.com](mailto:Leadership@ctuLocal1.com) or by post to the CTU address listed on page 2.

No teacher, PSRP, or clinician wants to think about being assaulted on the job. We go to work every day to guide young people to reach their full human potential. Unfortunately, it is not uncommon for a member to be assaulted while on the job. It is important to take the proper steps when this occurs.

- First and foremost, take care of your own health. Go to an emergency room or see your doctor as soon as possible for treatment. The doctor should document any injuries that have been inflicted.

- Report the incident to the police, making note of the report number (also called the RD number). You will need this number for subsequent documents.
  - Call Sedgwick Claims Management system, a workmen's compensation provider to create a case. Their number is 866-251-9251.
  - Do not talk to any investigators or administrators, or give a written statement until you have contacted the Union.
  - Fill out a school discipline referral form, an employee accident report, an employee assault report, and an incident report (these forms are available at [ctunet.com](http://ctunet.com)). Fax all forms to the Union (312-329-6203) and provide copies to your school administration or work unit manager if you are a citywide employee.
  - If anyone asks to talk to you about any violent incident or work injury invoke your Weingarten rights to have a union representative with you during any and all questioning.
  - Keep notes from all conversations you have regarding the incident and hold onto any receipts of costs you incurred due to the incident.
- If assaulted your union representative should file a 44-8 and 44-9 grievance on your behalf. Included in the grievance should be articles 30-1 thru 30-7 which relate to assaults and student misconduct. ☐



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**NOW IS THE TIME TO START FILLING YOUR NEST EGG BASKET!**

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- **SAVE** by opening a Share Certificate account and earn a competitive rate of return
- **SAVE** by opening an IRA and take advantage of tax savings
- Open a **FREE** no fee checking account
- **SAVE THROUGH** Direct Deposit or Payroll Deduction of your earnings with safety and convenience on your payday
- **SAVE** by taking advantage of Bill Pay and save time and money
- **SAVE** by taking advantage of the convenience of Home Banking and Call 24 to have access to your accounts 24 hours a day/7 days a week.



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Evergreen Park, IL 60805-2788  
773.843.9300

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Chicago, IL 60646-5711  
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# Educator Spotlight

CTU Members, Extraordinary Accomplishments

## Monica Sims

National Board Certified, Award Winning Mentor Teacher  
Speaks Out for the Rights of Student and Educators



Monica Sims may only be in her seventh year of teaching but has been through enough ups and downs to understand the importance of collaboration and real job protection. Teaching was a second career for Monica. She received her teacher education through the Academy for Urban School Leadership (AUSL) who promised, but failed, to place her in a school. She found herself a job at Reavis school but in April, while on maternity leave, she learned through her colleague that she'd been fired. She never received any explanation for the firing, not even a formal notice.

Determined to be a great teacher, Monica got a lead to work at Pershing West, which opened in the shuttered Douglass Elementary. She wasn't thrilled to work at a Renaissance 2010 school, but she says her

principal opened Pershing West with teacher collaboration in mind and she was excited to be part of starting a school from the ground up.

Coming to Pershing as a newer teacher, Monica values the expertise that her veteran colleagues have shared with her. For example Mrs. Nelson, the eighth grade English teacher, has a wealth of strategies for making difficult teaching topics, such as prepositions, accessible and enjoyable to students. Mr. Skocilich can always help identify a student's specific needs and find just the right resource to help her differentiate.

Collaboration makes professional development fresh and relevant at Pershing. It's not driven by outside consultants or top-down mandates, but by the teachers themselves. This same approach attracted Monica to the CTU Quest Center's Nurturing Teacher Leadership (NTL) program when she sought National Board Certification.

"National Board Certification was crazy... but in a good way," Monica enthuses. "I ate, slept, even dreamed teaching." NTL challenged her to reflect on the type of work she did with her students; to get to know her kids – what is impacting them at home? What are their personal characteristics? How could she use what she'd discovered to further their learning?

Monica's NTL cohort was her most valuable resource throughout the process. Having been trained as a middle school teacher, her skills centered on typical behaviors of that age group. At first she could not relate to the early childhood teachers who puzzled over students' squiggles, discerning both stories and developmental stages behind the crooked crayon lines and backwards letters on the page. But when she was struggling to help her own student who read below grade level, she was grateful her cohort members taught her about running records and miscue analysis; two topics her middle school teacher preparation program never addressed.

Through NTL, Monica became acquainted with the TeachPlus organization. Monica has availed herself of the connections she's made in TeachPlus to share the truth about unions, tenure, and the importance of genuine collaboration rather than mechanical evaluation. When TeachPlus' CEO recommended she apply for the MSNBC Education Nation panel, she rushed back from a vacation to fill out the application.

In New York City for the event, all the teachers joined an early screening of the much-hyped movie *Waiting for Superman*, which included a discussion with director Davis Guggenheim. She didn't miss the opportunity to criticize the movie for ignoring genuine public schools while lavishing praise on extravagantly-funded charters. As part of a group of fifty educators—most of them from charters—she found herself in the midst of a heated debate when another teacher spoke against tenure. Given her own experiences, Monica understood acutely why teachers need insurance against arbitrary firing.

Coming from a union family, Monica understands what unions of all stripes have faced and achieved. As the CTU delegate from Pershing, she's worried that so many of her younger colleagues don't feel the urgency of union involvement. "I see a generation gap emerging on union issues and I think those of us who are involved in the Union and veteran teachers need to explain why they have to get active."

Monica's involvement goes beyond being a delegate; as an NTL mentor teacher, she shares her knowledge with her CTU sisters and brothers. She teaches her mentees and learns from them as well, affirming the CTU Quest Center's motto that "Professional Development is Union work!" ☐



**For Prestige, Success & Acclaim**

Make Us Your Choice...

## Nurturing Teacher Leadership

ATTEND OUR INFORMATIONAL MEETING:

Wednesday, February 16, 2010 • 4 p.m. to 7:30 p.m.

CTU Quest Center, 222 Merchandise Mart Plaza, Suite 400

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- 3 years teaching at current certificate level
- 2 year commitment to teach in CPS after certification



For further information, or to register, call

Lynn Cherkasky-Davis at 312-329-6274

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## Danielle Ciesielski

### Empowering Students and Teachers Alike

High school math teacher Danielle Ciesielski never shied away from speaking truth to power. She began her teaching career at Paul Robeson High School where she fell in love with teaching and sponsoring student activism. Her Robeson colleagues elected her to her first position as CTU delegate. Today, she continues to serve the Union in several capacities, including on the Budget and Taxation Committee. Even before her official appointment to that committee, Ciesielski met regularly with other CTU members to study the CPS budget, which she says “really opened my eyes to how the Chicago Board of Education and the city were gambling with money that was intended for our students through Tax Increment Financing (TIFs—see our November issue) and credit swaps.” She was even more shocked when the group studied the CPS capital budget and “saw all of the extra money that went into ‘Turnaround’ schools.”

At Robeson, Ciesielski sponsored student activism through Chicago Youth Initiating Change (CYICexpo.org), a grassroots organization in which youth and teachers organize together around social justice issues. Ciesielski’s student activists were determined to find the root causes of the problems in their community. “I had students willing to give up lunch periods to study the budget. One of my students, Raymond, had a ‘light-turning-on’ moment when he learned what gentrification was. My students created a TIF map and presented it to groups of teachers to understand where their tax dollars went.”

She’d hoped to make Robeson her permanent home, but in June she learned that her job was at risk. About half the number of students projected to be enrolled at Robeson actually showed up to school. Robeson is on its first year as a Track E school and between June and September, 15 positions were closed. She was saddened, but not surprised when she received her termination letter.

She split her time over the next few weeks applying for jobs and volunteering at the Union. “I worked closely with the Legislative Department building the foundation for our municipal activities. We made profiles of the fifty aldermen as a quick guide for members who needed more information before reaching out to their alderman.” (See page 9 for details on the CTU municipal campaign.)

Ciesielski was happy to return to the classroom September 27th, receiving a warm welcome at Hancock High School. There was a vacancy for delegate at Hancock when she was hired. Although she came in knowing no one on staff, she decided to step up and represent her brothers and sisters—even before knowing most of their names! Although it is unusual for someone to run for delegate with only weeks on the job, Ciesielski took that challenge and made a plan. She organized regular Union meetings where she disseminated information she received from the House of Delegates. She created a Hancock Union newsletter where she introduced herself, gave an update on the developments at the Union, listed specific actions members could take, and issued a call for members to run for associate delegate and for vacant PPC positions. She also included a clip-out survey where she solicited input on times and dates for Union meetings, contact information, and recommendations for staff social gatherings.

“Right now, I’m spending a lot of time listening. The Professional Problems Committee (PPC) is an effective place where staff can bring issues to the administration. I’m talking to all departments and seeking new ways to communicate with members.” □

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**AFT/ER&D (American Federation of Teachers Educational Research and Dissemination) Foundations I - (3 hrs.)** - Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL, Saturdays, Jan. 29, Feb. 5, 12, 19, 26, March 5, 12, 19, 2011, - 9 a.m.-3:30 p.m. - Christel Williams, Instructor - This course is designed to help new teachers, paraprofessionals, and teaching teams to improve their effectiveness and sharpen their classroom management skills to promote student achievement. Research-based findings are presented via seminars and interactive group work. A culminating presentation to exemplify use of a management concept and its adaptation to the participant's classroom setting is a highlight of the course. Manual fee is required. Teaching Teams and paraprofessionals are urged to enroll in this class. **\$180 and manual fee, if required. 45 contact hours.**

**Differentiation in the Literacy Classroom - (2 hrs.)** - Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL, Wednesdays, Jan 19, 26, Feb. 9, 16, 23, March 2, 9, 16, 23, 30, 2011, 4:00-7:00 p.m. - Mitchell Brookins, Instructor - Participants will learn about unique strategies for providing differentiated instruction, focusing on how content, learning experiences, and assessment can all be modified to address the unique needs, learning styles, interests, and skills of all students. Course participants will participate in inquiry-based learning activities with their peers to develop differentiated lessons that can be implemented in their very own classrooms. In addition, participants will infuse 21st century skills to provide robust and rigorous lessons that are relevant to a digital native student population. **\$130 and book fee/materials fee, if required - 30 contact hours.**

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