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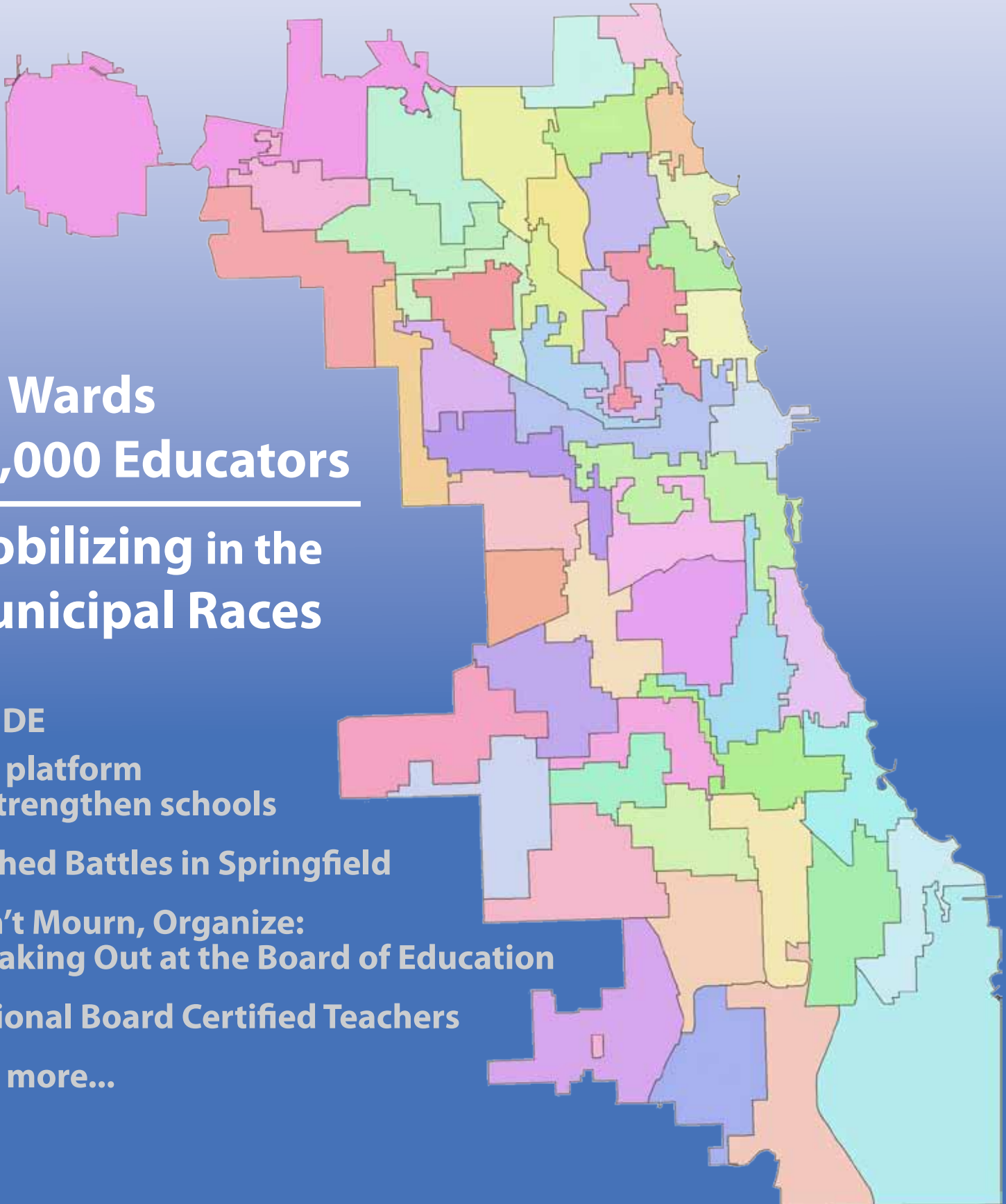
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UNION TEACHER



The Official Publication of the Chicago Teachers Union

Vol. 74, No. 4
February 2011



50 Wards
30,000 Educators

Mobilizing in the Municipal Races

INSIDE

**Our platform
to strengthen schools**

Pitched Battles in Springfield

**Don't Mourn, Organize:
Speaking Out at the Board of Education**

**National Board Certified Teachers
and more...**

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Letters to the Editor

Solidarity

Solidarity is something we should all protect as our profession is under attack. We must stand together on this issue of “reform”—the current buzzword in education. Although many of the “reforms” are used to divide us, it is possible for a whole faculty to stand united. I have witnessed solidarity in several schools like Kelvyn Park and Infinity High Schools. Kelvyn Park has been chronicled in the past two issues of this newsletter.

I want to take this further and more personal—closer to home. Fairly recently, I experienced a lack of solidarity. This was due to the underhanded manipulations of a principal. He used several teachers to do his dirty work. Teacher against teacher was the common strategy.

Teachers must realize that unless there is solidarity the same thing could happen to them. A fraternity of teaching—brotherhood and sisterhood—is necessary. Individual petty differences must be put aside.

When there is a lack of integrity, teachers need to take the lead and demonstrate through their actions what can be accomplished. Administrators lacking integrity need to be stopped.

In order to prevail against vindictive, incompetent, and faux school leaders, it is necessary to put aside petty differences and unite to achieve the greatest we are capable of achieving. Think of solidarity and teamwork as practiced by Chicago Police and Fire Departments. Why not Chicago teachers? It is time to finally stand together and forget about personal agendas.

~ Rob Halbeck,
Displaced Member

Déjà vu all over again...

Several years ago I was counselor at Anderson School, the old Anderson, down on 63rd. My last year there, 2005, the entire staff was enthralled by the prospect of a new building going up in our back yard. We watched with great excitement every day, anticipating the time when we would shed these tiny classrooms. Our old building had been created to be a monastery, not a school!

Then in April - APRIL! - we were told that the new school was not ours at all. Everyone in the building, with one exception was to find a new job. We were

fired. (That’s what we used to call it) and none of the staff was even to cross the threshold of the new building!!

After school was out for the year I was finally able to find a job. I arrived here, at the Lewis Elementary School in late June, and of course was grateful still to be employed.

Lewis at that time, and to a large degree to this day, has been a place with low test scores, building inadequacies, discipline problems, and neighborhood shootings. But the teachers work hard and work smart. All in all, we’re an incredibly talented group.

But lately there has been a lot of speculation going on. Some are talking “turnaround.”

And now come the suits from Central Office. They walked around here in November and December. A lot of it has to do with the building, we are told. Multi millions are going to be dropped into some major renovating here soon.

And another reliable source says we are already on the “restructure” list. But nothing official is being said. And it’s January.

Then we come to school this week, and the principal says that if we don’t turn scores around this year, it’s all over. Next day we are told that ISBE will shut the school down if we don’t produce better results.

If the Board waits until ISAT scores are released, is it possible for them to turn around the school by August? It seems to a lot of us that it’s already been decided that Lewis is history.

Do I have to wait again until APRIL to know whether I have a job?

How can the Board claim “Students First” when students, along with the teachers who serve them, are last to know?

If you have any information, please forward it to me.

~ Robert Faulkner, Counselor
Lewis School

The Lament of a Displaced Tenured Teacher

Why did this happen to me? I did everything right. I got my masters, attended a variety of workshops for CPDUs. I stayed late, arrived early, wrote lesson plans and rarely took a day off. How did I end up being a substitute teacher after all of these years?

My rate of pay is so much lower that what I earned before I was displaced. Now my income is one-third of what I once made.

After 16 years of service to CPS, a lane one step one teacher earns \$15,000 more than me. I guess I just cost too much, know too much and as a Union delegate, built a reputation for fighting for teachers’ rights

Stress has hit me in the daily grind of dealing with students that rebuff me. “You’re only a sub!”

Oh, how those words sting! Insult upon injury.

All I can do is send out resumes. There are no days to take off. I need the money to pay bills. If there is a professional development day, that is a day without pay. I need to work, just in case an administrator might hire me. I need to work for as long as possible, so that I can keep my insurance.

What a mess! Not me of course, but CPS and how they do not value “highly qualified educators.”

CPS has a revolving door policy. Check out the median age at your school. The average is getting younger and younger. They don’t stay very long. The ones who don’t leave early are clicked-off before they can attain tenure.

To all educators who read this lament, you could be next. This is not an omen of bad news. Expect the unexpected. CPS has slowly but surely set up Union schools for failure so that they can be closed, consolidated and phased out.

Think about it. Support your Union. Be there for your brothers and sisters who are willing to stand up for your rights. Be the best you can be. One day it may happen to you and then you may join in the Lament of a Substitute Teacher.

~ Ann Cata—Displaced, Tenured,
Highly-Qualified Veteran Teacher

President’s Message



Sisters and Brothers:

Last month, our members got political and put the breaks on the fast-tracked, billionaire-backed “Performance Counts” bill. They wanted to take away our bargaining rights, but members took action and won the first round.

Our fight is not over. The upcoming city elections are the next battlefield. Eleven of 50 aldermanic seats are open. Another four aldermen are new Daley appointees who face their first election. Other incumbents are vulnerable. Nearly half of the City Council seats could change hands.

This is our chance to elect a City Council that throws out its rubber stamp and becomes a deliberative body. Our demand to invest in neighborhood schools may be heard.

Our Political Action and Legislative Committees identified aldermanic candidates who deserve our support and our Executive Board unanimously adopted that slate. But the blizzard forced us to postpone the House of Delegates meeting where we were to vote on the slate. We believe strongly that the House has to weigh in but we need to get active in our ward races today. I hope you adopt the recommendations and join us in your home ward and your school’s ward to get our aldermanic slate elected.

On the mayor’s race, the committee equally supported the two most progressive candidates. The House of Delegates should discuss our direction in this vital race. We will debate this race at the February 14th House of Delegates meeting.

We must be active participants in the political process because we cannot buy our way into the halls of power, but as a Union, we will organize and get out and vote! Let’s start now.

Organize. Volunteer. Take action.

Vote.

In Solidarity,

Karen GJ Lewis, NBCT

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Members Drive Endorsement Process

By Stacy Davis Gates—Chair of the Political Action Committee and Regina O'Connor—Chair of the Legislative Committee

The Political Action and Legislative Committees have taken every effort to make the endorsement processes for municipal candidates transparent and democratic. This was not an easy process. It took many hours of research, interviews, and spirited debate to compile a list of recommended candidates to be voted on by the House of Delegates.

We began by identifying the broad categories that are important to our members. We assembled a questionnaire that was distributed to all candidates. We went even further for mayoral candidates with personal interviews and by giving them a venue to speak to our members at the December Mayoral forum.

After we completed this process, we engaged in vigorous discussions and debates over whether or not to make a recommendation for endorsements in for each ward and for mayor.

After compiling our recommendations, we presented them to the Executive Board on January 31 and they voted to accept most of our endorsements. Due to the blizzard, the House of Delegates couldn't ratify the list February 2. They will vote Monday, February 14.

What has been most impressive about the work of the PAC and Legislative Committee has been the willingness of the members to actively participate, passionately debate, and ultimately come together to support the results of the process.

Members can become directly involved in an aldermanic campaign. Contact Municipal Coordinator Joey McDermott at JosphMcDermott@ctuLocal1.com for details. ☐

Legislative Committee

Chair: Regina M. O'Connor

Staff Liaison: Christel Williams

Members:

Pat Breckenridge
Ethel Brown-Simmons
Kevin Condon
Kevin Hough
Sarah Loftus
Zulma Violeta Ortiz
James Vail
Ray Wohl

Political Action Committee

Chair: Stacy L. Davis Gates

Staff Liaison: Xian Barrett

Members:

Lance Cohn
Mary Edmonds
Thomas Foster
Howard Heath
Gloria Higgins
Andrew Martinek
Joseph McDermott
Edna Otero
Drunita Steward

February Legislative Update

I want to thank everyone who called, e-mailed, and visited their elected officials during this very active veto session. Thanks to the relentless lobbying efforts of members like you, our CTU lobbyist team and our IFT, IEA, and labor partners, we were able support the passage of several positive pieces of legislation and block nearly all of the negative pieces.

Below, please see some highlights of our work at the Capitol during the past session and know that only through our combined and continuous efforts can we pass the best possible legislation for our union and the students and communities we serve in the upcoming 97th session:

1. We blocked the *Performance Counts* legislation, which did not make it out of either body of the General Assembly. The "*Accountability for All*" bill language we developed with our partners made the difference. (See December/January issue available at ctunet.com)

2. We successfully worked to prevent a destructive amendment proposed in the House to SB1858 which would have extended the CPS' reduced pension obligations-last year's pension raid-approximately 30 years to 2045. (see Pension Update on page 9)

3. We collaborated with the dozens of other organizations in the Responsible Budget Coalition to pass SB2505, which will bring much needed revenue to fund state social services and SB3514, which will allow the state to make scheduled pension payments. These bills will allow the state to pay its bills and prevent CPS from blaming its financial mismanagement on the state. There has been some misinformation that suggests that retiree income is going to be taxed under this bill. This is roundly incorrect. Illinois remains a member of a group of states that does not tax retiree income.

4. We worked with all of organized labor to prevent the passage of SB3644, which was written vaguely so as to potentially take away the union rights of any employee with a minimal leadership role in the workplace.

5. We prevented the passage of SB2494, another voucher bill that would have diverted funds from our public schools.

There are several pieces of legislation coming up of which we need to be aware and vigilant. We can expect "Performance Counts" to come back and we need to be ready to defend our profession at any given moment. It is currently without a bill number, but representatives have already filed shell bills that may be amended to turn into the latest education reform measures. Please sign up for e-mail updates at ctunet.com and make it your homepage.

In addition, the following education bills have been filed with the House clerk:

CTU 2011-2012 Legislative Agenda

The following legislative agenda was approved by the Executive Board on January 31, 2010.

1. Equitable treatment of Chicago students and educators with a focus on Improving Neighborhood Schools: Support legislation that empowers communities and educators to lead school improvement efforts and mandates equitable funding for schools of highest need, especially those designated as "lowest performing schools". For example, we need to equalize the Performance Evaluation Reform Act (PERA) which basically sets up Chicago Schools as policy labs for experimental evaluations systems. End the "20 day Rule" which only applies to Chicago. Legislate automatic staffing and opening of positions as part of a Student Bill of Rights added to the school code.
2. Elected School Board/Repeal of Mayoral Control: Support a repeal of mayoral control and allow voters to elect a school board that represents the community.
3. Collective Bargaining Rights to Advocate for Students: Change language of the Illinois School Code to make class size, scheduling, and layoffs mandatory subjects of bargaining.
4. Strengthen Local School Councils (LSCs): Support legislation that strengthens LSCs as the decision-making bodies of public schools.
5. Principal Evaluation with community and educator input: Support legislation that specifically includes community members and educators in the principal evaluation process—and add strong language to protect LSCs right to select principals.
6. Equity in treatment between neighborhood schools and privateers' schools: Support legislation that holds all schools—including charter schools—accountable to the same standards of data collection, assessment and employee certification.
7. Education Ethics and Transparency: Support legislation that ensures that information on funding and resources are available and that there are clear lines to outline conflicts of interest within education.
8. TIF reform: Require the return of funds in current TIFs to the Chicago Public Schools General Operating Fund so that they would be used to address classroom resources and ensure humane class sizes for students, exempt education from TIF money, and require a state audit of all existing TIF funds and municipal procedures around TIFs.
9. Legislated requirement for Transparent, Accountable and Equitable School Facilities: Support legislation that requires a comprehensive facilities plan and a transparent and consistently applied criteria for all facilities changes including community hearings and voting to determine the outcome and alternative school enrollment and transitional services to support students affected.
10. Holistic Education Focus: Support legislation and policy that broadens the curriculum and encourages joy in education by limiting the abuse of high-stakes testing which takes time away from best educational practice.
11. School Funding Reform: Support legislation that would replace reliance on property taxes for pre-k through grade 12 funding.
12. On-going monitoring of the "500,000 problem": Analyze legislation which singles out "municipalities of greater than 500,000"—policy that only affects Chicago students.
13. Preserve pensions: Oppose legislation which allows Chicago Public Schools and the state to default on their promised pension responsibilities.
14. Student Health Needs: Support legislation which encourages education of the school community on student medical needs. However oppose all legislation which assigns non-medically trained personnel to administer medication and perform other duties of licensed medical professionals.
15. Competitive Funding Issues: Oppose the passage of competitive funding grants for schools and school districts.

Talk It Up!

As educators, we know what it takes to effectively serve our students. Now we need to share our expertise with those running for elected office. Visit, call and e-mail the candidates running in your ward and in citywide races and take these talking points with you. Let them know that their stance on education is important on February 22nd, Election Day, and every day of the year. ☐

Better Schools



Smaller class sizes

are a common sense reform with proven value.



Limiting standardized tests

and restoring recess, art, music, languages, physical education and computer classes will finally return teaching and learning to their rightful place as the focus of our schools.



Equitable financing

gives each school and each community its fair share of resources based on need, not clout.



Safe Schools

have full staffing, after school programs and adults trained to handle students' issues in a firm, consistent and supportive manner.



A strong teachers union

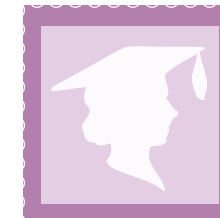
can negotiate a contract that protects students, families and educators and improves schools. We need the right to negotiate for smaller class sizes, adequate length of school day, optimal teaching assignments, full course offerings, well-designed school structures and a fair evaluation system for all education personnel.

A Better System



A Representative Elected School Board and strong Local School Councils

let parents, students, teachers and community members have real power, rather than the bankers and real estate speculators who run our system now.



A Superintendent of CPS

with educational experience can provide visionary leadership, unlike "CEOs" who view students as numbers on a spreadsheet.



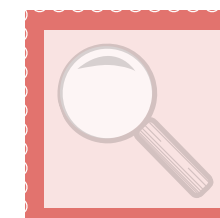
TIF (Tax Increment Financing) Reform

will include the return of \$250 million in TIF dollars taken from public schools each year.



Fully Staffed Schools on Day 1 of Each School Year

with highly qualified teachers would provide robust services for students with special needs and English language learners. No more 20th day madness!



A complete audit of CPS's ability to serve our students

will evaluate state law, CPS school policy, CPS programs, Central Office and area-wide administrative, management and budgeting practices.

Representative Kenneth Dunkin has filed HB 209 requiring the CPS CEO to have a Master of Education degree and hold a current teaching certificate issued under the Illinois School Code. This would be a massive improvement to the current policy, which allows the Mayor of Chicago to appoint virtually anyone to this crucial position.

HB 0078 was written with intention of making school zones safer. However, the bill has unintended consequences that could allow the board to forbid anyone—field representatives, or even President Lewis—from entering within 1,000 feet of a school building unless they are residents of the area. We are working with the sponsor to improve this bill.

HB 189 would change the policies requiring a certain number of students with Individualized Education Programs (IEPs) to be included in the general education classroom. Students who only

receive speech services on their IEPs will not count towards that percentage. This bill would not affect our members in CPS, and has been carefully negotiated with Special Education advocates, so we are supporting the bill in its current form.

HB 190 would increase the number of charter schools within CPS. We are staunchly opposed to this bill. There is no need for more charter schools and this goes against the moratorium on further charter legislation agreed upon during the last session by many parties—including charter advocates.

HB 200 was designed to protect both students and educational staff. It will require the board to develop guidelines and other pertinent information and forms to inform and educate coaches, student athletes, and these athletes' parents and guardians of the nature and risk of concussions and head injuries as well as a number of other regula-

tions to ensure that student athletes are safe and educators are not held responsible

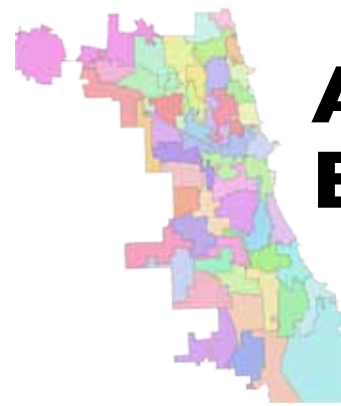
We are also filing our own legislation based on the joint PAC-Legislative committees' recommendations (please see our Legislative Agenda). When our legislation has been assigned bill numbers, we will distribute those through email, the web page and the *Chicago Union Teacher* so you can follow them and stay in close contact with your elected officials. We will also be hosting a series of mini-lobbying trips and a major lobbying event, so be sure to register through our organizing department by e-mailing NorineGutekanst@ctulocal1.com. It is an honor to cooperate with you and represent you in Springfield!

~Xian Barrett, Political Activities Coordinator



Ward 2
Robert "Bob" Fioretti
 Incumbent

- Supports moratorium on charter expansion
- Attended LEAD and Bud Billiken CTU Picnic
- Supports neighborhood schools and Superintendent, not CEO
- Believes that Renaissance 2010 was a failure, opposes turnarounds



Aldermanic Endorsements

Endorsed by the Executive Board of the Union pending a vote in the House of Delegates

Be a part of the most important city election in decades!

We have the power to elect an independent city council that will fight for strong, democratically run schools. Get involved! CTU has endorsed 25 aldermanic candidates who will work with us through these hard times. It's up to all of us to show our support. Volunteer for a campaign today!

We have endorsed 12 incumbents, 8 challengers, and 5 candidates for open seats. The endorsed candidates include two of our own CTU delegates, Donielle Lawson from York HS (24th Ward) and Jodi Biancalana from Hefferan Elementary (36th Ward). These recommendations focused on candidates' values, vision, and records and are the product of over a thousand hours of research and analysis by CTU's Political Action and Legislative member committees and CTU leadership. ☐



Ward 3
Pat Dowell
 Incumbent

- Supports moratorium on charter expansion
- Attended CTU mayoral forum
- Supports elected school board, TIF reform and Superintendent, not CEO



Ward 4
Will Burns
 Open

- Longtime ally in Springfield
- Supports TIF reform
- Wants review of Office of New Schools effectiveness
- Supports more checks and balances with Board



Ward 5
Leslie Hairston
 Incumbent

- Supports moratorium on charter expansion
- Supports TIF reform
- Supports improving existing schools rather than new charters



Ward 6
Freddrenna Lyle
 Incumbent

- Strong labor ally
- Supports moratorium on charter expansion.
- Supports Superintendent, not CEO
- Believes that charters are "outsourcing education"



Ward 8
Michelle Harris
 Incumbent

- Supports CPS leadership by "education experts"
- Believes that charters lack standards and accountability
- Wants to stop the "Diversion of tax dollars to TIFs from an already underfunded school district"
- Protects the rights of South Shore HS teachers



Ward 12
Jesse Íñiguez
 Challenger

- Supports moratorium on charter expansion.
- Attended LEAD and CTU Mayoral forum
- Attended February Board meeting to speak against charters
- Wants a Board with parents, teachers, union leaders



Ward 15
Toni Foulkes
 Incumbent

- Supports moratorium on charter expansion.
- Supports ending Mayoral control
- Supports having a Superintendent, not a CEO
- Supports teachers' rights to organize



Ward 17
Latasha Thomas
 Incumbent

- Fought to save Guggenheim School last year
- Supports having a Superintendent, not a CEO



Ward 18
Chuks Onyezia
 Challenger

- Elected school board
- Supports moratorium on charter expansion
- Superintendent, not CEO and TIF reform
- Spoke against charters at Board meeting
- Wants resources for neighborhood schools, not just charters



Ward 19
Matt O'Shea
 Open

- Supports moratorium on charter expansion.
- Attended LEAD and CTU mayoral forum
- Supports resources for neighborhood schools



Ward 20
Che "Rhymefest" Smith
 Challenger

- Attended CTU Mayoral forum
- Endorsed by Dr. Cornel West
- Against mayoral control & turnarounds
- Supports Superintendent, not CEO



Ward 21
Sylvia Y. Jones
 Challenger

- Supports Superintendent not CEO
- Supports TIF reform
- Supports moratorium on charter expansion
- Longtime activist in the community



Ward 22
Ricardo Muñoz
 Incumbent

- Spoke against charters at CTU press conference
- Supports moratorium on charter expansion
- Attended LEAD
- Wants to strengthen City Council education committee
- Supports strong LSCs



Ward 24
Donielle Lawson
 Challenger

- Moratorium on charter expansion
- Supports TIF reform
- CTU Delegate
- Supports a Superintendent, not a CEO



Ward 25
Cuauhtémoc Morfín
 Challenger

- Supports moratorium on charter expansion
- Incumbent is an UNO candidate
- Supported Whittier parents
- LSC member at Juarez HS
- Supports Superintendent, not CEO



Ward 28
Jason Ervin
 Incumbent

- Supports Superintendent, not CEO
- Former LSC member at Tilton and Westinghouse
- Understands "Charter drain on neighborhood schools."



Ward 30
Ariel Reboyras
 Incumbent

- Supports moratorium on charter expansion
- Supports strong LSCs and TIF reform
- Former teacher
- Supports an Independent School Board
- Believes "Charters need same standards of accountability"



Ward 32
Scott Waguespack
 Incumbent

- Superintendent, not CEO
- Supports an elected school board
- Honored as "CTU Defender of Public Education," at LEAD Dinner
- Believes if we support neighborhood schools there is no need for charters.



Ward 36
Jodi Biancalana
 Challenger

- End mayoral control
- Supports moratorium on charter expansion
- Superintendent, not CEO and TIF reform
- 20 years of education experience
- CTU Delegate



Ward 43
Carmen Olmetti
 Open

- Elected school board
- Supports moratorium on charter expansion
- Wants superintendent, not CEO
- Believes charters are a "mechanism for bypassing fair labor practices"
- Union member and activist



Ward 46
Marc Kaplan
 Open

- Elected school board
- Supports moratorium on charter expansion
- LSC member at Uplift
- Fought to maintain Uplift as a Union school
- Fought in Wilson Yard struggle to make affordable housing



Ward 47
Ameya Pawar
 Open

- Supports a Superintendent, not a CEO
- Opposes mayoral control
- Supports TIF reform and strong LSCs
- Sun-Times endorsement
- Strong ground operations



Ward 49
Joe Moore
 Incumbent

- Favors strong LSCs
- Wants City Council approval for Board members
- Wants Board to focus on improving existing schools
- Took action at CMSA charter to help union negotiations



Ward 50
Debra Silverstein
 Challenger

- Wants more research on charter effectiveness
- Favors rights to organize for all teachers
- Believes priority should be existing schools

Don't Mourn... Organize!

Speaking truth to the Board of Education not only airs your grievances, it can be a powerful organizing experience.

Fighting back against oppressive school policies takes a multifaceted approach. We chronicled the struggles at Kelyvn Park High School and Area 11 schools in the past three issues of *Chicago Union Teacher* not only to shed light on the wanton disregard for the rights of students and staff, but to show models of effective unionism and solidarity.

One vital step is airing your grievances directly to the Board of Education (Board). The Board holds its monthly meeting on the fourth Wednesday of every month except for November and December, which are held on the third Wednesday. Time is allotted to allow members of the public to give testimony directly to Board members, who vote on CPS policies.

Organizing your school community to speak out at these meetings can be a daunting but effective task. The goal of speaking at the meetings is to get the Board and Chief Executive Officer (CEO) to take your concern seriously. The proceedings air on CANTV-Cable Channel 21 for the following 4 Saturdays at 12 noon. Your testimony will be seen by thousands of Chicagoans.

These meetings require being prepared. The following tips will help increase your impact at the Board.

1. Meet with others who share the problem. You can start with fellow Union members. Your testimony becomes more powerful when you can bring parents and community members with you. Reach out to Local School Council members, and members of your school's No Child Left Behind (NCLB) Committee and Parent Advisory

Council (PAC). This builds solidarity and shows parents you are committed to a partnership for the good of the students.

2. Plan on arriving at 6:00 AM in comfortable shoes. Lines begin forming around that time.

3. Write your testimony ahead of time and practice it. You have two minutes to speak to the Board members. Make sure that in those two minutes you are able to state the problem, give support, and propose a solution. The Board secretary will likely cut you off to remind you of the time. Be confident and speak through it. If you are already combating stage fright, her interruption can throw you off.

4. Board President Mary Richardson-Lowry may ask you questions; be firm and insist on your solution.

5. If Board members claim that they will follow up with you, hold them accountable. Ask them for a timeframe. If they don't meet it, call, e-mail and fax their office until they respond.

6. Don't stop working on your issue when the Board meeting is over. Stay organized and be persistent. Call the Organizing Department at (312) 329-3227 and ask for support from a CTU Organizer.

Many teachers organizing in Area 11 against the policies of Chief Administrative Officer (CAO) Janie Ortega (see December/January issue) spoke at the December Board meeting. The following letters by members working in Area 11 schools are provided as examples of powerful testimony. ☐

For example, at Marquette, teachers were highly invested in the standards based change process started before current area leadership. When the new leadership took over Area 11, it was dropped without warning. Two years of hard work was in vain. Teachers had worked hard to create a literacy staircase curriculum.

Another issue we are now facing is giving a test every five weeks created and mandated by Area 11 known as the Key Learning Targets (KLTs). Even though it is common knowledge to area 11 leadership, school administrators, and teachers that these KLT tests contain many errors making them grossly invalid are yet still being administered and used to evaluate student's progress and teacher effectiveness. Additionally, we are required to analyze this invalid data to drive our instruction! It is ludicrous!

More and more parents are becoming aware of this problem and are concerned about the loss of instructional time because of mandated testing that will place this year. With the KLT's every five weeks, Scantron every 10 weeks, and the ISAT, there are about 15 weeks where instruction is grossly disrupted.

Since the first weeks of school, Area 11 teachers have been observed with no feedback and at times given conflicting feedback depending on which of the many observers come into the classroom. Teachers are given mixed messages, treated unprofessionally, and told straight out lies. Teachers are threatened on a regular basis about losing your jobs or being replaced. Teachers live in a constant state of fear and uncertainty. For

example, at Marquette, the area 11 CAO told the principal in the third week of school that she was going to recommend to Ron Huberman to replace the entire staff. Mr. Mazany and Madame President, how do you think this impacted the morale of the staff at Marquette?

What we are asking of you, the Board of Education, is to provide our schools with sensible pragmatic leaders that understand our community and students and acknowledge that there is no short-term solution. Allow us the opportunity to build a school community based on trust and respect amongst the faculty, administration, and district leaders. Allow us to collaborate and problem-solve and drive our own school improvement. Teacher, parent, and community input is essential for school improvement. ☐

The following was written by Nightingale School teacher Maria Moreno and delivered at the December Board of Education meeting.

I am Maria Moreno, an 11-year teacher now at Nightingale School located in Area 11. These are our concerns.

A growing portion of the day is devoted to testing instead of instructional time. Students are administered the Scantron Test 3 times a year, the ISAT once a year, and the KLT every 5 weeks. In addition, English Language Learners take the ACCESS Test. Students are denied full access to the curriculum when so much instructional time is lost to testing.

I'd like to share more about the Area 11 mandated KLT. On some questions the text is in one language and the answers are in another. The test has numerous questions where none of the answer choices are correct. It is evident that the text is not at grade level. Teachers are required to analyze the results of this test and then plan their instruction based on the data. Students are becoming demoralized as they are repeatedly exposed to this test.

Another issue in Area 11 is curriculum mandates that are rolled out without input from teachers or parents. This year Everyday Math was implemented all at once from grades K-5. Teachers believe students would have been more successful and less frustrated with this program if it had been introduced to one grade level per year.

Lastly, I'd like to bring up the unfortunate occurrences of repeated harassments and threats by Area 11 CAO Dr. Ortega. Teachers have been threatened with a lower evaluation rating for taking too many sick days and getting on Dr. Ortega's high absence list. Our administration conveyed to several teachers Dr. Ortega's comment that Nightingale teachers are not worth the \$2 million the building needs in renovations and that they should be blown out. There are many teachers who fear they are being targeted for an E3.

I am asking that these counterproductive and abusive conditions toward the students and the teachers in Area 11 be investigated and stopped immediately for the sake of the families we serve. ☐

The following testimony was written and delivered by teacher Nancy Serrano, who describes the issues staff and students face at Marquette School.

On behalf of many schools in area 11, including parents, LSC members, teachers, ESPs, and community members, we would like to address the board today to share some realities of working in and attending city schools.

Area 11 staff has been meeting regularly since early October to discuss our common issues and concerns in regards to leadership, curriculum, and testing practices. In response to Area 11's ineffective leadership and the intimidation tactics used by some school administrators, we have been organizing to be proactive so that our teachers and community stakeholders are respectfully included in the school improvement process.

For years area 11 has implemented over a dozen new programs, processes, and initiatives that teachers were trained for and worked hard to implement and then without warning were abruptly ended and replaced. How could anything initiated under area 11 control be successful when it appears one day and is dropped the next?

One might wonder if all these initiatives and programs were simply moneymaking opportunities for outside vendors. There is no consensus on what to teach between school, area, and central office.

Save the Date! How Testing and Choice Are Undermining Education

Saturday, March 12, 2011 @ NOON
The Forum @
University of Illinois at Chicago
725 W. Roosevelt Rd., Chicago, IL
(Details on registration and parking to be announced soon.)



Guest speaker
Diane Ravitch
Noted advocate and author of
The Death and Life of the Great American School System

Pension Update

By Jay Rehak, Trustee to Chicago Teachers Pension Fund
In 2010, Chicago Teachers Pension Fund (CTPF) investments earned \$1.1 billion, exceeding our expectations. This return on investments (almost 14%) helped the CTPF's assets climb above \$10 billion. We also welcomed two new faces to the trustees, Lincoln Park High School's Jeanne Freed and King Elementary's Jeff Blackwell.

Although our investments are doing well, the Chicago Board of Education (Board) is planning another attack on our pension, which would extend their pension holiday—the period when they legally don't have to pay into the fund—to catastrophic proportions. The initial bill, Senate Bill 1946 was passed last March. It gave the Board a \$1.2 billion relief from its obligations, which lowered the CTPF funded ratio (assets vs. liabilities) to 67%.

Beyond creating a two-tiered pension system, which raises the retirement age of new employees (hired on or after January 1, 2011) while lowering their future benefits, SB 1946 lowered the Board's legal obligation to the fund for fiscal years 2011, 2012, and 2013. Thus, while the CPS actually owed the Fund \$588 million for 2011, the State allowed CPS to pay only \$187 million; for 2012 CPS owed \$603 million; the State reduced that obligation to \$192 million; for 2013, CPS owed the Fund \$619 million; the State reduced it to \$196 million. What this means in real terms is that the funded ratio of CTPF will fall to 56.5% by 2013.

In 2014, the Board is currently obligated to pay the Fund \$647 million to begin catching up with its obligations. In 2015, CPS is currently on the hook for \$664 million. In 2016, it's \$681 million. In each succeeding year, that number goes up substantially. Because CPS's pension obligation significantly increases after the current three year "Pension Holiday" expires, few people believed, at the time SB 1946 passed, that the Board would honor its obligation in 2014 and beyond.

Alarming, during the January veto session in Springfield, the Board of Education tried to get another bill passed to escape their obligation to fund our pensions. It would permanently change the Board's future obligation to a 9% annual increase from the previous year. CTU lobbyist Xian Barrett, along with CTU rank-and-file members, staff, and contract lobbyists worked with legislators to successfully defeat the bill. Had it passed, it would have meant that rather than pay \$647 million to us in 2014, the Board would only be obligated to pay us \$214 million. In essence, the bill would give the Board a permanent pension holiday of well over \$400 million per year.

Because such a bill will likely be reintroduced during the spring session, it is important that members be ready to contact their legislators immediately. An attack of that magnitude on our collective assets will have disastrous implications for all of us, not only the 23,500 current retirees, but the 30,000 active contributors. For this reason, the CTPF is asking that members stay informed by registering their e-mail addresses with CTPF. The fund is collecting email addresses so it can notify members quickly when action is needed regarding issues of importance to members. "The more emails we register, the larger and faster our response will be when an important issue arises or legislative action is pending," notes Frances Radencic, CTPF Director of Member and Office Services. She adds, "Our database is separate from the union or an employer's so it's important that fund members register with CTPF to stay informed on pension issues."

To register with CTPF, go to www.ctpf.org, and click on the link "Sign Up To Receive News Updates Via E-Mail." Complete the brief registration process and you will be on your way to receiving email notifications from your Pension Fund. ☐

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- ★ BOB PETERSON
Rethinking Schools and
La Escuela Fratney (Milwaukee, WI)
- ★ AMY VALENS
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The Open Classroom School (San Geronimo, CA)
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Lyons Community School (New York, NY)

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In Memoriam

Allegra Podrovsky

by Sarah Loftus

Allegra Podrovsky, retired teacher, passed away at the age of 58 in the early hours of December 17, 2010 following a lengthy illness. Ms. Podrovsky was a music teacher at Kelyvn Park High School for 26 years.

She served as chair of the Fine Arts Department, Chicago Teachers Union Delegate, Director of the school band and musical director of the JROTC Drum & Bugle Corps, winning ten City Championship titles.

Those are the facts, but they don't tell the entire story.

On a chilly March afternoon in the late 1950's a little girl stood at the corner of 79th & Halsted and saw something that would shape the rest of her life. She was at the St. Patrick's Day Parade and she saw her big sister Rosie playing the clarinet in the Calumet High School Marching Band; then and there she decided that was what she wanted to do when she grew up.

Her first year at KPHS she became the director of the Drum & Bugle Corps, writing all of the arrangements, teaching the cadets not only to play but also to perform. That year this diminutive woman took on the male dominated military establishment and brought home the first of ten City Championships. In her role with the D & B, she also appointed the very first female Drum Major.

When a senior teacher retired she became the director of the KPHS Marching and Concert Band. She also created a Flag Team (making the costumes and the flags).

Allegra also was an inspiration to other teachers. She made being a division teacher seem like a privilege. She considered working with students after school on



dances, concerts, festivals, football games, or extra practice to be the 'perks' of teaching.

Aside from her teaching duties she also was an activist in the Chicago Teachers Union. She served as a Delegate or Associate delegate for nearly 30 years. She rarely agreed with the leadership of the Union and she was quite vocal both in school and at the House of Delegates. Indeed, some of her exchanges with Sergeants-at-Arms and members of other caucuses became legendary. She also served as a Trustee during the Debbie Lynch administration. She was Chair of the Student's Assistance Fund and increased distribution of funds to those who needed help.

Louise Brennan, KPHS teacher and friend, mentioned, "During her many year as union delegate, Allegra presided over many elections and referenda. I remember sitting next to her for several of them, and being astounded that she always addressed the voters, even newcomers to KP, by their first names."

Jerry Skinner, current CTU Delegate at Kelyvn Park HS, recounts "There truly was a fire burning inside Allegra, and towards the end while her body got weaker that fire burned hotter. If that fire has died out in Allegra, I believe that inside every student and teacher whose life was touched by her a flame was lit and is still burning."

August 2010

11th Alexander Gordon Curie

October 2010

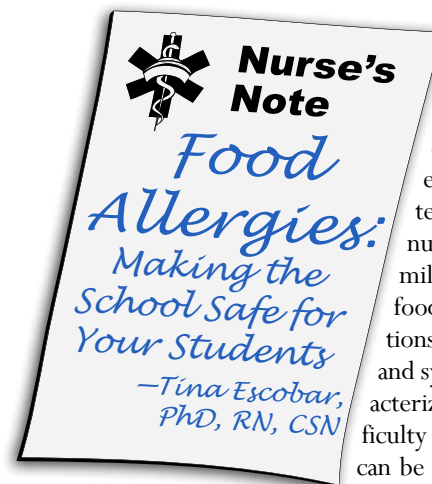
15th Hazel M. Stringer Gershwin
29th Dorothy J. Funk Chicago Vocational HS

November 2010

2nd William A. Ewan Austin HS
23rd Sidney Enkowitz Funston
23rd Ruth A. Swanson Earle
24th Karen A. Filkey Region 1
24th James R. Sirois Franklin Fine Arts Ctr.
25th Sandra Marie Golden Dulles
26th Merle Beth Luftig Hamilton
27th Marjorie M. Heffernan Whitney
28th Blossom V. Fefer Jackson
28th Robert Murray Canty
28th Eileen Schiavone Oriole Park
30th Reginald Simon Belding

December 2010

1st Dorothy L. Barnes Gompers
3rd Bess Delich Mt Greenwood
3rd Gwen S. Hoffpauir Hibbard
4th Judith Elaine Jackson Rosenwald
5th Ruth C. Moore Fulton
6th Ruth L. Haverly Clissold
7th Alida D. Klauud John Hope
7th Hallie D. Murphy Nansen
9th Sarina R. Conny LaSalle Academy
10th William R. French Dunbar HS
10th Raymond H. Goch Wells HS
10th Edwin Healy Burns
10th Alice F. Hopkins Washington HS
10th Wayon M. Smith Burnside Academy
11th Joan M. Escoto Rodriguez
11th Mary F. Reinkall Talcott
13th Eleanor M. Wiza Hammond
13th Irving Zeller Beilder
14th Dottie E. Sawyer Bethune
14th Margaret Trehey Barton
14th Lennie C. Woods Cook County Jail
16th James Melton Foster Park
16th John S. Riehle Austin HS
17th Allegra Helene Podrovsky Kelyvn Park HS
18th Walter J. Schreiman Taft HS
21st Britta Avinger Corkery
21st Louis R. Swanson Raster
22nd John H. Clark Marsh
22nd Leah E. Mcgregory Byrd
24th Ruth M. Best Brennan
24th Thomas Sieracki Lindblom HS
25th Frances J. Cross Avondale
25th Lanore R. Mcmillan Metro Academy
25th Carolyn C. Osher Palmer
26th Josie E. Eubanks Phillips
26th Esther L. Hodges Bond



Food Allergies are a leading cause of anaphylaxis, a life-threatening response of the immune system, triggered by an allergen. Peanuts, tree nuts, fish, shellfish, eggs, milk, soy and wheat are examples of foods that often cause allergic reactions. Allergies can affect all body parts and symptoms vary. Anaphylaxis is characterized, at minimum, by breathing difficulty and a drop in blood pressure which can be fatal after just a few minutes. Skin responses such as hives, itching and swelling

are common additional reactions. Allergic responses may even affect the gastrointestinal system with symptoms such as nausea, vomiting and diarrhea.

An environment that is safe for students with allergies is supported by law and best practice. School nurses collaborate with the student, parent, doctor, teacher and other staff to develop an Individual Health Plan (IHP) or a 504 Plan.

The plan reflects:

- anticipation of risk and elimination of dangerous food exposures
- consideration of student's social/emotional needs
- school-wide cooperation and creativity
- inclusive and universal strategies when possible
- current CPS policy.

The plan includes:

- emergency information: symptoms, emergency contacts, accessible location of Epipen or Epipen Jr. and other medication prescribed by student's doctor, names of trained designee(s) ready to administer medication if not self-administered.
- directives on precautions to take during school activities such as avoiding peanuts and making sure the Epipen accompanies the child on school trips, and what to inform a substitute or new teacher.

Your collaboration on and with the IHP or 504 Plan is critical to life and school success for your student with food allergies. ☐

From Helen Ramirez-Odell, RN:

CPS is issuing a new policy on managing food allergies in school. Nurses were informed they will attend a special train-the-trainer program on the policy April 1 and principals will be asked to provide in-service time for nurses to provide training for their teachers and staff in April. ☐

Correction: In last month's Nurse's Note, the author's name was misspelled. The correct spelling is Marlene Fisher.

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Editor's Note: Lists of deceased members of the Chicago Teachers Union are provided to the Chicago Union Teacher by the office of the Chicago Teachers Pension Fund 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.

Chicago Teachers Union's 26th Annual Bowl for Kids' Sake

Saturday, April 2

Register your team: ctunet.com/bowl



Bluebird Lanes
3900 W. Columbus
Chicago, IL 60652
12:30 p.m. - 3:30 p.m.

Skyway Bowl
9915 S. Torrence Ave.
Chicago, IL 60617
9 a.m. - 12 p.m.

Waveland Bowl
3700 N. Western Ave.
Chicago, IL 60618
2 p.m. - 5 p.m.

Bleekers Bowl
3449 W. 95th Street
Evergreen Park, IL 60805
12 p.m. - 3 p.m.

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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, 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: select ISBE Info (located on left side of page); scroll down to ISBE Web Site and select "e-mail us." E-mails checked and answered daily!

**DELEGATES NOT PRESENT AT THE
DECEMBER 2010 HOUSE OF DELEGATES MEETING
WEDNESDAY, JANUARY 5, 2010**

**ELEMENTARY
TEACHERS**

Ali, Jamillah M.
Anderson, Grace A.
Anderson, Mahiri L.
Anglin, Adrienne R.
Arroyo, Victor
Askounis, Katherine G.
Axell, Alexandra R.
Balark, Lawrence
Barland, Alice A.
Bastek, Kirk J.
Batman, Curtis J.
Bergstrom, Erika L.
Blaszczyk, Diane L.
Bonds, Pamela W.
Brennan, Jennifer L.
Brogan, Karen E.
Bruehl, Steven C.
Bruno, Elda
Calderon, Cindy M.
Carde, Carmen
Caref, Melissa M.
Carreon, Maria D.
Carrethers, Loreal S.
Carter, Dorothy M.
Carter, Laundry F.
Casaday, Dawn M.
Castro, Hector
Chavez, Lisa B.
Clancy, Patrick A.
Coburn, Everett W.
Coleman, Angela K.
Coleman, Pamela A.
Coleman-Beckam,
Valerie D.
Colon, Angela G.
Contreras, Maria C.
Corona, Rosa N.
Coulter, Mark S.
Craig, Sharion D.
Cunningham, Helen C.
Davis-Williams,
Stephanie A.
Departida,
Guadalupe M.
Diaz, Guadalupe A.
Dismuke, Kenge E.
Dragos, Luminita
Dunlap, Joseph
Durkes, Clair F.
Ebstein, Jody
Feeney, Charles L.
Foley, John K.

Getzendanner, Sandy
Gharashor, Narineh
Gonzalez, William
Graves, Kenneth R.
Greco-Serwa, Sandra M.
Green-Gates, Darlene
Harper, Carla T.
Hassan, Zahirah
Hatfield, Paula L.
Heckmann, David
Herndon, Joyce M.
Hester, Kamau L.
Hinton, Michael D.
Jackson, Amir
Jancaric, Lucille A.
Jason, Lisa L.
Jevremovic, Milka
Johnson, Brenda F.
Johnson, Craig
Jones Hansbrough,
Doris
Julian, Denise S.
Juracka, Danielle M.
Kearns, Donald E.
Keller, Kristina C.
Kelly, Mary E.
Khou, Carol S.
Kite, Cindy C.
Koliarakis, Diane A.
Kovach, Gerard J.
Krenn, Karen A.
Lawson Mills, Cynthia
Leal, Araceli
Lucas, Sherisse A.
Luna, Maureen J.
Martinez, Laura M.
Maza, Eric M.
McAllister, Kathryn M.
McClintock, Amanda R.
McConnell,
Katherine S.
McGinty, John B.
McMahon, Mary L.
Melton, Wilene M.
Miernicki, Anne M.
Miller, Wesley
Mitchell, Angeleta M.
Monarrez, Diana M.
Morganstein, Arthur
Muhammad, Haneefa R.
Murphy, Patricia W.
Myrick, Georgia
Oshea, Patricia A.
Outten, David J.

Paramore, Michelle I.
Parker, Kathleen C.
Parks, Nettie M.
Pattara-McGrane,
Lisa A.
Peshel, Alicia M.
Pickens, Tori A.
Pierce, Frankie
Polek, Heather A.
Pryor, Toya S.
Raymond, Melzine
Reed, Cynthia M.
Reese-Clark, Vanessa B.
Richard, Willie
Richardson, Dawn S.
Rivera, Anna M.
Robinson, Jacqueline
Rushdan, Syvilla N.
Salisbury, Kate N.
Sanchez, Juan F.
Sands, Judith A.
Savage, Lekia D.
Sessler, Susan K.
Shanovich, Katie M.
Sharp, Daisy L.
Shere, Nicole R.
Shields, Darlean
Shimkos, Karina M.
Simmons, Cynthia F.
Smith, Edie M.
Smith, Tanya Y.
Spann, Iranell
Stasiak, Robert S.
Stevens, Adjora F.
Sturgeon, Melissa S.
Sullivan, John N.
Tanner, Catherine E.
Taylor, Dionne A.
Taylor, Rozlyn
Thomas, Christina J.
Tofilski, Mary
Tovar, Claudia K.
Trentham, April L.
Tulacz, Anthony J.
Vacco, Angela L.
Vail, Dennis M.
Wanek-Leventman,
Kathleen E.
Weingarten, Wendy J.
Wendorf, Lori S.
Williams, Rosetta
Wynn, Ola

**HIGH SCHOOL
TEACHERS**

Andries, David D.
Bateman, Benjamin G.
Beavin, James H.
Brewer, Chancy A.
Broderick, Peggy B.
Burgess, W. Terrell
Chapman, Cristen M.
Cisneros, Edward
Colvin, Bennie
Cosby, Kassandra J.
Culler, Clarence
Defrancesca,
Catherine J.
Demski, Alan J.
Difrancesco, Gregory T.
Dixon, Lawer
Dziemiela, Brian J.
Fitzgerald, James B.
Gentile, William D.
Gooden, Amy
Hease, Paul J.
Hone, Thomas A.
Kelly, Timothy J.
Knowles-West,
Kristine E.
Konieczko, Gregory J.
Lawson, Donielle C.
Lester, Debra A.
Lombardo, Martin R.
Maeda, Ann T.
Martin, Richard A.
McIntosh, James E.
Miller, Martin
Mitchell, Adria M.
Monroe, Sandra T.
Naselli, Jullanar N.
Ness, William G.
Newcome, Bernard C.
Pardys, Sandra L.
Parnell-Booth, Ruby S.
Perdue, Carolyn L.
Pero, Peter N.
Perry, Donna M.
Pincham, Robert E.
Plum, Keith, R.
Randolph, Ian C.
Rau, Jay P.
Reed, Alden S.
Robbins, Elizabeth
Robinson, Annette M.
Ross, Mary K.
Saqri, Ahmed A.
Stieber, Stephanie M.
Tennison, Brian C.
Topel, Scott G.
Vaccarezza-Isla,
Adrienne M.
Ward, Rachel
Waterman, Tory L.

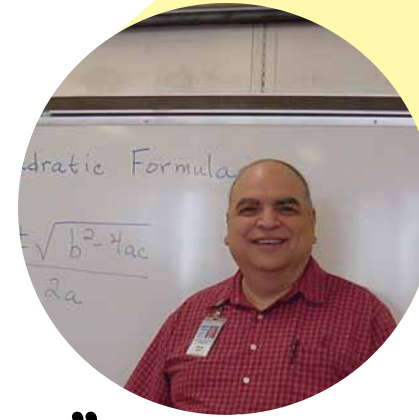
**CITY-WIDE
TEACHERS**

Arnieri, Betty J.
Baker, Patricia W.
Bates, Pamela J.
Brumfield, Michelle C.
Butron, Isaac
Dandales, Debra J.
Feeley, Thomas M.
Friedman, David B.
Gipson, Anitra M.
Heath, Howard L.
Keating, John
Kedvesh, John A.
Kelly, Ellen R.
Koffman, Gail
Korach, Albert
Kreinik, Karen L.
McMiller, Mable H.
Nijim, Majd W.
Oesterrischer, Jay S.
Ortiz-Kenny, Elsa
Parsley, Audrey L.
Pisano, Angela M.
Roselles, Sandra K.
Santiago, Maria
Schecter, Jeff M.
Starnicky, Thomas J.
Swanson-Lagesse, Nancy
Wallace, Marion S.
Wilson, Melvin
Wright, Donna D.

**CITY-WIDE
CAREER
SERVICE**

Acevedo, Carmen D.
Aviles, Gladys M.
Bonet, Damaris
Bullocks, Latonya N.
Calderon, Iris M.
Carey, Patricia A.
Cruz, Griselda
Evans, Andra
Faulkner, Robert D.
Hampton, Vermie L.
Hill, Delphine
Horton, Diana
Johnson, Joy M.
Johnson, Kareem J.
Jones, Jean D.
Miller, Eloise
Mulcahy, Nancy J.
Oehman, Sandra
Ortega, Yolanda J.
Palmer, Cecelia L.
Parker-Taylor, Karmen
Robinson, Helena M.
Santiago, Milagros
Scott, Ella M.
Shaw, Despina A.
Silva, Rosa G.
Stewart, Gloria J.
Taylor, Marilyn A.
Trice, Jeanine
Washington, Ruth
Wilson, Stacey L.
Wittleder, Socorro A.

**Steven
Soto
World-Class
Career and
Technical
Educator
Displaced by
“School Reform”**



By Lory Nowak
(Currently Displaced from Chicago Vocational Career Acadamey).

As the Chicago Board of Education restructures Career and Technical Education to make way for college-prep-for-all, an increasing number of skilled technical teachers are becoming displaced. Steven Soto—an electronics and computer teacher for over 30 years—became one of these teachers when the Board of Education closed Englewood High School in 2008.

A native of Brighton Park and graduate of Kelly High School, Mr. Soto earned a B.S. in Industrial Education at Chicago State University. Originally, he planned on studying architecture while working as a high school teacher. However, his temporary job became a full-time calling, something he has never regretted. “That’s where I think God wanted me to be,” he said, “to influence kids in a positive way.” Mr. Soto, who has earned over a dozen technical certificates, also has taught at Moraine Valley College and DeVry University as well as stints in the private sector. He is also a skilled photographer of 20 years.

Despite not having his own classroom, Mr. Soto continues to impact student learning. An amiable man, he is a frequent substitute at Percy L. Julian High School, where teachers regularly request him. “He does a very good job maintaining an overall good classroom atmosphere,” art instructor Rebecca Castaneda said.

At Julian, Mr. Soto enjoys interacting with the staff and students. He builds relationships with students as he did when he had his own classroom: by treating them with respect and encouraging cooperation in their learning.

Still, he misses teaching his own students the skills that will enable them to meet the demands of a tech-literate 21st-century labor force. With the increasing requirement to bubble in Scantrons, time for vocational training and other electives in high school continues to decline.

Educators are correct when they expose students to instruction that demands critical thinking, but misguided when they assume shop classes are second-class to college-prep. In fact, evidence-based pedagogy supports engaging students with authentic activities. The future carpenter knows why learning geometry is necessary; the budding chef more likely to read and research methodology in culinary arts; and the computer and technology student more likely to incorporate artistic talents. Professional vocational teachers also guide students to the appropriate post-secondary programs.

Mr. Soto helped his students integrate higher-order thinking with hands-on experience in his shop. He points out that career education requires problem-solving abilities, such as designing circuit boards. “You have to engage your mind before you can use your hands,” Mr. Soto said. ☐

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Nurturing Teacher Leadership Graduates 2011 Cohort of new National Board Certified Teachers

This year 276 members of the Chicago Teachers Union acquired the highest level of accreditation a teacher can achieve in this country. Dozens of teachers in the the Quest Center's *Nurturing Teacher Leadership* cohort earned this honor. Some 150 colleagues, friends and loved ones gathered at the CTU offices January 15 to honor them at the Quest Center's annual NBCT pinning ceremony.

Interim CPS CEO Terry Mazany toasted this achievement along with CTU President Karen Lewis, herself a National Board Certified Teacher (NBCT). IFT President Dan Montgomery was on hand along with other esteemed guests. New NBCTs had an opportunity to address the gathering, and describe their journey of discovery as they reflected on their practice throughout the certification process.

Go to CTU.net.com/NTL2011 to read the list of new NBCTs among our CTU brothers and sisters.



Oppy Awards Recognize Innovative CPS Teachers



Ted Oppenheimer, Karen Lewis and Award Presenter (and 2002 Oppy winner) Yollande Gottlieb applaud Victor Harbison, 2011 OPPY Award winner.

CTU members were awarded the Oppenheimer Family Foundation's 2011 Teacher Incentive Grant at a celebration at Clemente High School on December 9, 2010.

President Lewis was the keynote speaker for the 2011 ceremony where 138 awards were given to teachers totaling \$170,000. This year marks the 35th Anniversary of the Teacher Incentive Grant, given for hands-on project-based learning activities. The Foundation has given over \$3.2 million for 2700 projects to 6,300 teachers since 1976.

The 2011 OPPY Award was granted to Gage Park High School history teacher, Victor Harbison, for his students' work in lobbying for and creating the first memorial to the 1966 civil rights marches in Marquette Park led by Dr. Martin Luther King, Jr. The memorial, housed in the Field House at Marquette Park, 6734 S. Kedzie, is a kiosk with stories about the civil rights movement (See November issue).

At CTU.net.com/oppy you can read the list of 2011 CPS winning projects, their schools and contact teachers.

ART TEACHERS REDEFINED



An art exhibition displaying the works of art teacher/artists who were unfairly terminated by Chicago Public Schools

- ◆ Mary Ahrendt
- ◆ Gina Baruch
- ◆ Lourdes S. Guerrero
- ◆ Francisco Mendoza
- ◆ Sunny Neater-Dubow
- ◆ Carmela Rago
- ◆ Daniela Veljkovic

February 8 – 19, 2011

Chicago Teachers Union Office
Merchandise Mart, Suite 400
222 Merchandise Mart Plaza
Chicago, Illinois 60654

Exhibition hours

Tue, Wed, Fri, Sat: 11 am – 6 pm
Thu: 11 am – 3 pm
Sun & Mon: closed

This exhibition is made possible through the generous support of the Chicago Teachers Union and its many talented members.

For more information, contact:
ArtTeachersRedefined@yahoo.com



EDUCATION IN CRISIS

Conference May 14 at Malcom X College

Featuring:
Author Lois Weiner on Urban Teaching: The New Essentials to Save Public Education

CALL FOR WORKSHOP PROPOSALS

CTU members are invited to submit a workshop proposal for the 19th Annual School Improvement Conference

Please submit a proposal that aligns with the theme of the Conference ("Education in Crisis – What YOU Can Do!") by February 28, 2011 for 2 repeating 1 hour and 15 minute workshops that address the following:

- What Teachers of English Language Learners Need to Know and Be Able to Do
- Instructional Problem Solving within Response to Intervention (RTI)
- Lesson MASTERY, Not Lesson MYSTERY: Brain-Based Teaching
- Cultural Confidence, Privilege and Leadership: Are We Ready for the 21st Century?
- Increasing Student Learning by Focusing Grade-Level Teams on Improving Classroom Learning
- Meeting the Needs of Diverse Learners-with a focus on ways to recognize, respect, and respond to differences in learners with practical research-based approaches that scaffold and extend learning
- Leveraging Technology as a Resource for Professional Learning
- Building a Professional Learning Community in Your School
- Teaching with Poverty in Mind
- Meeting Students Where They Live: Motivation in Urban Schools
- Other – your idea that aligns with the theme

Special Note:

- * You must be a Chicago Teachers Union member.
- * You may submit the proposal as a team (more than one person).
- * A small remuneration will be paid.

Visit CTU.net.com/crisis to apply to lead a workshop.

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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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REQUIREMENTS:

- 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

or e-mail LynnCherkasky-Davis@ctuLocal1.com

Visit www.ctunet.com/nbc for more information.

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