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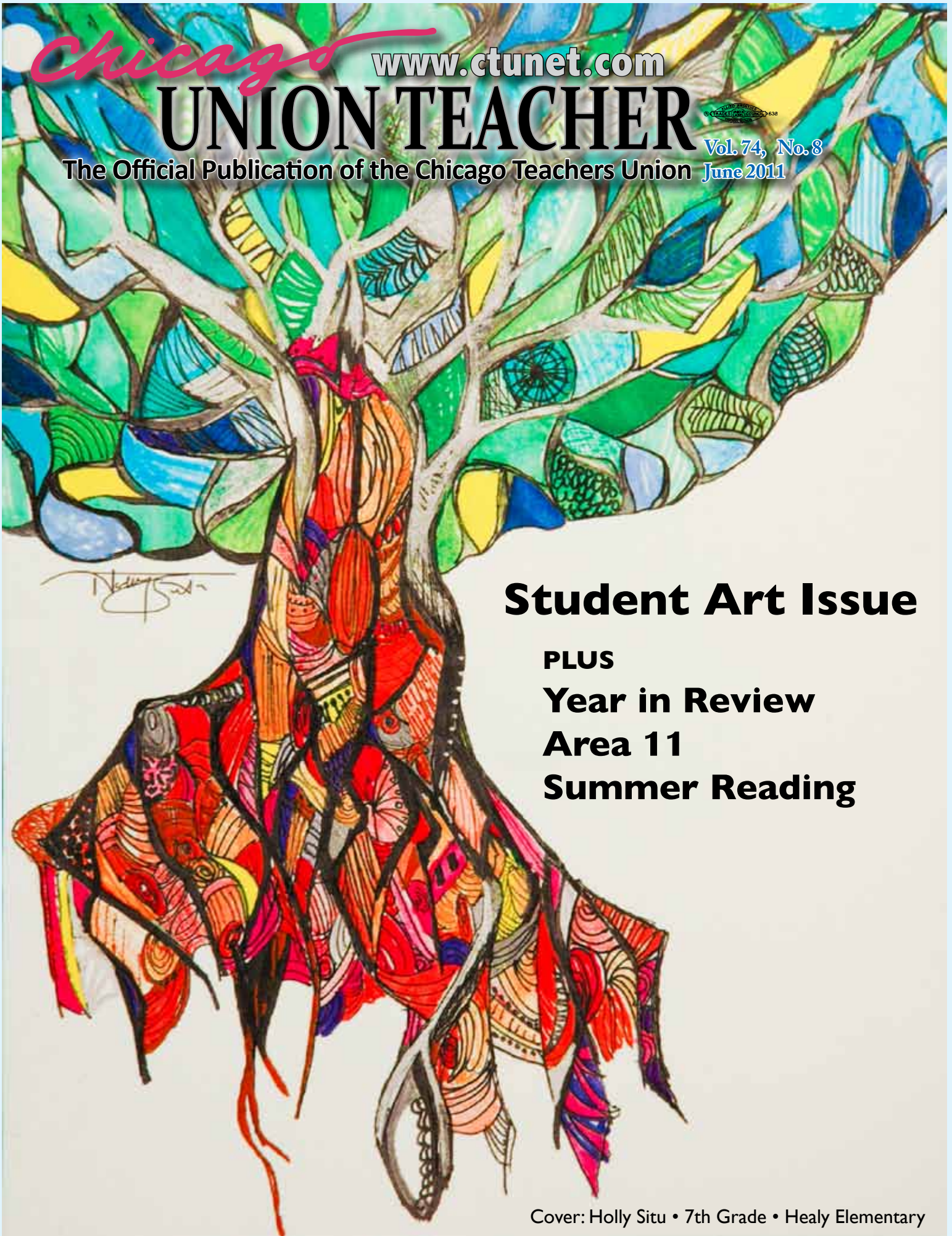
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UNION TEACHER



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Student Art Issue

PLUS

Year in Review

Area 11

Summer Reading

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Chicago Union Teacher

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President's Message



Dear Sisters and Brothers:

Thank you for teaching, loving and guiding our students this year—and for fighting for our shared rights. Whether it's your first year or your 30th, **you** are the Chicago Teachers Union. You are the force behind “the power of 30,000 educators strong.” They tried to destroy us in 1995, they tried again this year, but we survived both and we're stronger for it.

This past year millionaires, ideologues and the corporate elite ramped up the class warfare on public employees but we held our own on multiple fronts. (See *Year in Review* Timeline)

In the courts, when nearly 2,000 teachers and PRSPs were illegally fired last summer, CTU filed two lawsuits. CTU has beaten the Board every time and now tenure and seniority are protected by the U.S. Constitution.

In Springfield, so-called “reformers” had an education plan—zero tenure, zero seniority and zero right to strike—and reduced pension benefits. Rank-and-file union members' full-on pressure and a \$1.3 million advertising campaign defeated both. And now there is a law that requires CPS to spend its bricks-and-mortar money equitably and follow a community-driven process for any proposed school closing, consolidation or opening.

In Chicago, we stopped four schools from being consolidated and CTU backed a lot of winners in the aldermanic races.

We survived these attacks because we united 30,000 members behind one truth: we want what's best for students and what's fair for everyone. Nothing more, nothing less.

And now we go into the fight of our professional lives—negotiating a new contract with a new mayor, a new CPS CEO and a new Board. To win in this climate, we will need to reach deep into our desire for equity for our students, our colleagues and our communities. This will require a new way of doing things—more outreach, more communicating and listening with our parent allies and more teamwork. It will not be easy, but if we come together as a union and understand the importance of this moment, not just for teachers and paraprofessionals, but for working people and their children everywhere, we will achieve great things.

This summer, please build relationships with your legislators, colleagues and parents and join your brothers and sisters at three, four or five of the events on the Summer Checklist.

We can't wait to organize and strengthen our Union. The time is now.

In Solidarity,


Karen GJ Lewis, NBCCT

Year In Review



In Chicago



In Springfield



In Court



JUL
1
2010

New Administration Takes Charge of CTU

OCT
4
2010

CTU Wins on Tenure Due Process Rights

Federal court rules CBE summer 2010 firings are illegal. CBE appeals.

NOV
2
2010

85% of CTU-endorsed candidates win statewide office

DEC
16
2010

Anti-union "Performance Counts" bill launched. Member lobbying blocks it.

JAN
7
2011

CTU Wins on Tenure Rights Appeal

CBE appeals again (final decision still pending).

APR
5
2011

CTU active in municipal elections for the first time in decades.

We made some friends in City Council. Keep up the momentum this summer!

APR
14
2011

Senate Bill 7 (SB7) Passes

CTU, IFT and IEA negotiate a bill tones down the anti-union bill.

CTU clarifies language with a trailer bill.

APR
27
2010

Four schools saved from closure or consolidation.

Tilton, Marconi, Beidler and Cather mobilize to save their schools.

MAY
27
2011

IELRB ULP goes forward

Cook County Court rules that the Illinois Education Labor Relations Board *does* have jurisdiction to hear CTU's Unfair Labor Practice charges in June 2010 illegal firings.

MAY
27
2011

CTU Members Push Back

HB512: We stopped the pension-killing bill.
SB 620: Oversees school facility actions.
SB 7 Trailer: Clarifies CTU collective bargaining language

Summer 2011 Union Power Checklist

- Educated Members are Dangerous! Professional Development for Union activists and delegates. Attend one of the upcoming contract campaign / grievance procedure trainings:*
 - Saturday, June 25*
 - Wednesday, July 13*
 - Saturday, July 23*
 - Thursday, July 28*
 - Get your school ready! If you are a Regular Track or a Track E delegate, pledge to schedule a meeting at the beginning of the school year to run contract trainings with one of our organizers. What date would you like?*
 - Spread our message to the broader public and gain support for our concerns! Recruit members at your school to attend the Pride Parade on Sunday, June 26 (starts at Belmont and Halsted) and/or the Bud Billiken day parade on Saturday, August 13 (starts at 39th Street and King Drive).*
 - Preach to the Choir! Volunteer to be a Teacher on the Pulpit for Labor Day weekend.*
 - Get the City Council on our side! Attend the People's Town-Hall forum with aldermen from throughout the city on July 7, 2011. CTU has 100 seats available.*
 - Build Our Power! Meet with legislators this summer and commit two Saturdays in the summer and/or fall to work for CTU sponsored political / legislative initiatives in the City Council or Illinois General Assembly.*
 - Stop Race to The Top! Join the CTU caravan to Washington, D.C. for the July 30 Save Our Schools Rally.*
- Sign up for all these activities at CTU.net.com!*

Opinion

FREEDOM RIDERS, Then & Now

As teachers across the nation face losses of Union rights, we should look to the Freedom Riders as examples on how to fight and win. They were able to combat Jim Crow laws by working together, regardless of race or worldview. If we as CTU members see each other as brothers and sisters, we can accomplish great things. You may not have to go far to learn these lessons. At Washington High School, we have two teachers who stood up during the “Freedom Summer” to

fight racism at Woolworth’s lunch counters.

Ms. Whitaker, a social studies teacher, was one of those them. As a college student, she sat at a segregated Woolworth’s lunch counter on the Mississippi Valley State University campus. Many from her group were arrested, but their sacrifice led to desegregation of businesses in Greenwood, MS. Meanwhile in Jackson, Tennessee; Mr. Spears, who is now retired from Washington HS marched in

front of a Woolworth’s store, to protest segregation. Mr. Spears recounts these stories in a book he published entitled *The Gift from Loving Parents*.

Fifty year ago, these two fought for their rights, side-by-side with people they regarded as their brothers and sisters. Let’s continue their legacy and fight to retain our Union rights.

~ Carlos Ocon and John Whitfield
Washington High School

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Want a business model? It will cost you.

Lately it seems fashionable to bash teachers. Discussions are underway to lengthen the school day without additional compensation. Bills are being considered to reduce future pension benefits. Before implementing such drastic changes, I would like to shed some light on the complexity of a teacher's job and the additional work that teachers are already providing for free.

CPS pays teachers for 6.25 hours of work a day. Yet from polling my colleagues, we spend an average of 15 extra hours of work each week to plan and grade, communicate with parents and students, help with school committees, write recommendation letters, and provide tutoring. That amounts to 570 unpaid hours per year – and this is before we talk about extending the school day. It does not include the time we spend coaching or leading extracurricular activities. Good teach-

ers throughout the city in all kinds of environments put in countless hours of uncompensated time because it's the right thing to do for the students.

This uncompensated work and challenging work conditions contribute to the dismal attrition rates in the teaching profession. Successful schools survive on the generosity and willingness of their employees to put in this extra time because we care about students. This is not a sustainable model – especially in math and science. How can we hope to attract and retain passionate qualified professionals when we expect so much but compensate so little?

~ Jill Sullivan, NBCT
Northside College Prep High School

**Go to ctunet.com/letters to
continue reading.**

Veteran Outstanding CPS Science Teacher Remains Jobless

How does it feel to lose your job—a job that you loved and at a workplace that you loved? This happened to me, and to thousands of other CPS teachers. In April 2006, I was told that I had to be let go because the funding for my position—a discretionary-funded one—no longer existed.

I figured it wouldn't be long before I would be teaching full time again. After all, everyone says that science teachers are in demand. After my exile from Budlong School, I began work as a substitute teacher, and I got to meet many principals. I applied to countless vacancies. Weeks passed, then months, then years.

I have subbed around 400 times at 50 different schools. I squeak by through subbing and another low-paying part-time job. I am virtually invisible to the hiring process. Three principals told me that I cannot even be considered because I "make too much" with my years of experience.

In those years, I taught science (and sometimes math and reading) to Grades 4-7 at Budlong School. I had maintained an excellent rating for my performance. I developed many innovative hands-on activities, science-related games and art projects, etc. The kids loved them. Even now, when I run into my former students, now in high school and college, I often get remarks of appreciation for what I had done.

~ Mr. Jan Peczkis
Displaced from Budlong School



Area 11 Teachers Keep Up Their Fight

By *Alix Guevara-Gonzalez, Organizer*

Area 11 has been a hotbed of controversy since the beginning of the school year (see December/January issue of *Chicago Union Teacher*). The area, led by Chief Area Officer Janie Ortega, has employed a top-down approach to school management steeped in harassment, intimidation, and retaliation. Despite these factors, CTU members at these schools have met with Local School Councils (LSCs) and community advocates to address the safety and overtesting issues at Area 11 schools.

I saw the intimidation first hand when I visited Lee school to distribute letters to LSC members about an upcoming meeting. After I introduced myself to Principal Christine Arroyo, she yelled that she knew who I was and that I was not welcome at her school. She initially refused to let me leave anything for the LSC members. She then stormed into her office and slammed the door. Without engaging me directly, she eventually allowed the clerk to give me the names of the LSC members.

My own story pales in comparison to some of the incidents taking place in Area 11. However, the working group of educators and advocates are continuing their fight against the policies prevailing in Area 11, which have led to:

- 1. Loss of instructional time due to increases in area-wide student testing mandates that lack teacher, parent or community input**
- 2. Increased area-wide curriculum mandates that are inconsistent and lack teacher, parent or community input**
- 3. Discipline and Student & Staff Safety Issues**
- 4. Area Leadership Concerns—Counterproductive culture of harassment, intimidation and retaliation from some area and school administrators upon teachers and school staff.**

Working in isolation, teachers' concerns have been met by administrators with statements like, "it's required", "it's mandated", "we are only allocated so many positions", "there is no time to do that" and other variations of "nothing can be done about it." Harassment, intimidation and retaliation are characterized as miscommunication or isolated incidents.

Working together, these issues have become hot topics at central office. Solidarity amongst Area 11 teachers, school staff, LSCs, parents and community is about much more than critiques against individuals or policies. The immense opportunity for Area 11 to move away from top-down decision making and tap into the wealth of knowledge and experience that teachers, school staff, LSCs and parents possess related to achieving educational excellence in all Area 11 schools is too important to be denied.

Drivers Education Teacher Grieves Unsafe Conditions and Wins

James Archambeau successfully used the grievance procedure to ensure safe working and learning conditions for drivers education classes throughout the city. Archambeau is a PE teacher at Washington High School and is the director of Fenger High School's Drivers Education Center. As the president of the Illinois High School Drivers Education Association, he advocates for the safety of drivers education teachers and the students they serve. Jim was frustrated that the Board stopped ordering new cars for CPS's drivers education program years ago and the cars he was forced to use were dangerous and broke down frequently, specifically over 50 Dodge Neons made prior to 1997.

Archambeau complained that there were not enough cars for students because so many were placed on the "disabled" list. He voiced his concern to his supervisor, who maintained that he tried his best to get new cars, but the conditions persisted. Finally, frustrated that his complaints were falling on deaf ears, Archambeau contacted CTU and filed a 44-9 safety grievance.

At the appeal hearing, CTU was told that money was available, but it had not been allocated. Sources suspect that the Board was hesitant to purchase or lease new cars after it was made public that former CEO Ron Huberman leased two cars concurrently at the Board's expense. However, the drivers education car purchases should have been included in an education budget line and not a transportation budget line. This grievance forced the budget office to make the necessary changes and reallocate the money properly to order the purchase of new cars.

The Grievance Procedure: Improving the Lives of Members and the Students We Serve

By Lance Cohn

Retired from O'Toole Elementary School,
member of the Political Action Committee and the Human Rights Committee

During my tenure as Union Delegate I learned that the heart and soul of our Union agreement (CONTRACT) is its grievance procedure. I like to refer to it as the "Lifeblood of the Union." If I hadn't been active in the Union, I would not have lasted 35 years in the classroom.

The one grievance that I am the most proud of was at O'Toole Elementary School in 1997. The roof had never been replaced since the school was built in 1927. It had been leaking for many years. Mold had formed around the rusted file cabinets and pieces of plaster would fall in classrooms loaded with children. Teachers and students who suffered from respiratory problems were absent from school on a regular basis.

I filed a class action grievance based on article 44-9 (see CONTRACT). As a result of the Health and Safety grievance

the Board sent out roofing inspectors. After examining the roof they said that, "this is one of the worst roofs that they had ever seen and it would have to be replaced." CEO Paul Vallas responded that the roof would be fixed but there was no money to replace it.

Working with the Local School Council (LSC), I put together a petition that was signed by LSC members, parents and the principal asking for immediate action in supporting the Union's demand. At the same time the *American Teacher*, a publication of the American Federation of Teachers (AFT), wrote an article entitled, "Our Crumbling Schools" where I was interviewed and O'Toole was highlighted. After this exposure, we received a very different letter from CEO Paul G. Vallas stating that the roof would be replaced in about 10 months. The cost of the roof replacement was around \$230,000.

Stay vigilant—I spent many years of blood, sweat and tears trying to get the Chicago Board of Education (Board) to honor the contract that they signed along with the Union. I spent at least 11 years walking the picket line because the Board violated its own contract or refused to continue negotiations on an expired contract. The grievance procedure works when the complaint is backed up in writing. When the issue cannot be resolved at the school level, do not hesitate to file an appeal. The appeals process works, especially when you have documented support from parents and the community. Keep our Union strong! Use the grievance procedure when necessary. If you don't use it—you lose it!

I served as an elected Delegate for at least 30 years. After 35 years of service, I retired in 2001.

Troublemakers School a Big Hit with Chicago Activists

By Howard Ryan, *Labor Notes* (labornotes.org)

As employers and politicians slash budgets, squeeze workers, and target union rights, labor activists are searching for answers. Two hundred found some in the tactics, strategies, tools, and sources of inspiration shared at the Labor Notes Troublemakers School May 21 in Chicago.

One objective for the Chicago Teachers Union, an event co-sponsor, was to help empower members at the school site. “The more we advocate for ourselves, the better equipped we are to take back our schools,” said CTU President Karen Lewis.

Attendees came heavily from education and other public sector unions—CTU, AFSCME, University of Illinois graduate employees—but Teamsters, Electrical Workers (IBEW), and worker centers such as Arise Chicago came as well.

The event opened with a “Lessons from Wisconsin” plenary, where Madison teachers union president Peggy Coyne pointed out that students actually ignited the Wisconsin movement.

High school students in Madison and elsewhere walked out en masse when they learned their teachers’ rights were under fire, while graduate teaching assistants from the University of Wisconsin launched the occupation inside the statehouse.

Madison building trades council leader Eric Cobb remarked on another lesson: the power of social media. When police tried locking the statehouse doors to cut off the occupation, he said, “Twitter had 3,000 people there in an hour to keep the doors open.”

Workshops ranged from “Contract Campaigns” to “Fighting Discipline and Dismissal” to “Advancing Labor’s Political Agenda in Chicago.”

Kimberly Bowsky, a middle-school language arts teacher, was among the Chicago CTU members in attendance. “I was intrigued by ‘Troublemaker’—school is typically one place you don’t make trouble,” she said, adding that she liked seeing unionists teaching each other. “Usually you learn organizing by just joining a group and doing it. Nobody teaches you.”

John Yaou was among 16 members who came from an AFSCME local at Northwestern Illinois University. He co-hosted a workshop on “101 Ways to Energize Your Local,” in which his local shared its success in getting members involved. “I really enjoyed watching people take notes in our workshop,” he said, “because it made me realize that we are having an impact on other unions.”

Delores Withers, president of the clerical/technical employees union at Chicago community colleges, brought 20 members. Her local is working with students and community members to challenge a privatization program that is “blowing holes in student services.”

The Troublemakers School ignited her members, Withers said: “It’s very hard to be in a battle when you’re alone, and it’s reenergizing to feel part of a wider fight.” Withers bought a dozen copies of Labor Notes’ Troublemaker’s Handbook to take back. “We’re training as many members as we can in coalition building and organizing,” she added.

While emphasizing education and training, the Troublemakers schools also promote a sense of labor community. The talk by Labor Notes director Mark Brenner “really shook me out of my chair,” remarks Bowsky. “His language is so unabashedly labor centered. It’s something that someone like me doesn’t hear a lot—a passion for all workers and our oneness.”

View more photos from this and other events at CTU.net.com/pics



Quest Center Annual School Improvement Conference

The Chicago Teachers Union Quest Center held its 19th Annual School Improvement Conference on Saturday, May 14, 2011 at Malcolm X College. Over 200 people attended “Education in Crisis, What YOU Can Do!”

The keynote speaker, public education activist, professor, and noted author, Lois Weiner spoke about the attacks that teaching, teachers, and teacher unions are up against. Dr. Weiner spoke candidly with the audience about the threats against public education (and their history) as well as defensive ploys to steady teachers in their push back against these assaults by legislators, so-called “reformers,” and well funded anti-union organizations. She also signed her two latest books for the participants – *Urban Teaching: The Essentials* and *Global Assault on Teachers and Their Unions*.

With 27 workshops offered at this timely conference, there was something for every teacher and PSRP—topics included Brain-Based Research, Teacher Evaluation, Lesson Study, Child Traumatic Stress, Social Justice in the Content Areas, Grant Writing, Bridging the Vocabulary Gap, and Grade level Team Protocols, among others.

One of the workshops, *The Seduction of Common Sense*, led by Kevin Kumashiro, taught the participants how the political right has framed the debate on America’s schools and how we can reclaim public education.

Another, *PSRPs and Teachers: Teamwork to Dreamwork*, was geared toward the collaborative work of PSRPs and teachers. Darlene Washington and Marilyn Piggee-Williams presented to an enthusiastic crowd how to establish the roles of the teacher and PSRP within the classroom and strategies for effective communication between teachers and PSRPs.

Highlighting the importance of play in the early childhood grades were Amy Millikan, Elsa Weber, and Bob Welch. In *Unpacking Play: What Does Play Have To Do With Learning?*, participants learned that



Professor Lois Weiner gave the keynote speech. (Photo courtesy of Substancenews.net.)

play is not just joyful and energizing but deeply connected to learning. They explored their own understandings of play and its implications for the children they teach. The attendees engaged in active hands-on play as a way to begin to understand the ways in which play relates directly to the skills they should be teaching, like problem solving, critical thinking and collaboration.

The conference also featured a room of vendors, a luncheon raffle, and many educational giveaways, including digital picture frames, children’s and professional books, tuition scholarships, and a Netbook.

During lunch, the attendees were treated to a performance by spoken word poet and Juarez student, Lorgio Velez, whose presentation told of the obstacles children and teachers share because of the assault on public education coming from special interest groups. The audience was then treated to a spirited address by CTU President Karen Lewis, describing the state of education in Illinois and CPS and what CTU is doing to lobby for our members. She rallied members to continue their efforts in combating this onslaught of abuse we are all facing.

The CTU Quest Center would like to thank the John D. and Catherine T. MacArthur Foundation for their generous support for the conference.

CTU Members Already Work

CTU's Public Relations and Communications Committee discussed ways we can combat the myth that teachers are not putting in long hours for the students we serve. We decided to profile CTU members and showcase what we do. The following pieces were written by CTU members who are on the committee. We need more stories like these. To submit a story for publication, email Kenzo Shibata, Editor at KenzoShibata@ctulocal1.com.

Our committee meets monthly and our goal is to find new and creative ways to showcase all of the great work our members are doing. We also promote Union initiatives. If you are interested in joining any of CTU's committees visit ctunet.com/committees to download the request form. Our committee's work will continue all summer.

~ Drew Heiserman, Chair

Finding Voice and Friends through Poetry

By Drew Heiserman

Teacher, TEAM Englewood

Chair, Public Relations and Communications Committee

Two Chicago Public School teachers, Dave Stieber and Missy Hughes, started a Spoken Word Club three years ago at TEAM Englewood. Since then the students in this club have become a force in the "Louder Than A Bomb" poetry slam competitions; and this group of young people have forged bonds throughout the city that cross the various racial and socio-economic boundaries of Chicago.

The club grew out of students' responses to the novel *Bronx Masquerade* by Nikki Grimes. Inspired by the book, the two teachers started "Open Mic Fridays" where the kids could read their own poetry. From the popularity of this experiment in class, Hughes and Stieber encouraged the students to start a poetry slam team to compete in the "Louder Than A Bomb" competitions. They began meeting at least once a week (sometimes meeting every day) to rehearse poems and to think and talk about the content of their writing.

These regular poetry meetings inevitably led to honest discussions about life in Englewood, which in turn prompted the students to research the history of their city. Students in the club quickly became a tight-knit group, inclined to social activism. With the encouragement of Stieber and Hughes, these students gained the confidence necessary to speak their own particular truths, giving voice to young people who are too often disregarded.

Participating in the "Louder Than A Bomb" poetry slam competitions also broadened the students' perspectives, putting them in contact with students throughout the city. While the majority of our CPS students rarely travel or socialize outside their own neighborhoods, these students maintain friendships all over the city. These bonds are an outgrowth of the South Side Poetry Slam events that were started by Stieber, Hughes, and Stephanie Stieber of Curie HS.

Beyond forging close ties with other students, the club's success has led to opportunities to work with talented professionals in Chicago. Last June, the students were selected to work in an unprecedented collaboration with the Chicago Symphony Orchestra (CSO). A professional poet worked with the kids, who then performed original pieces to the music of the CSO. And on May 22nd, members of the Spoken Word Club took part in a show at the Art Institute of Chicago, where they wrote in response to Jitish Kallat's piece displayed in the museum entitled "Public Notice 3."

Missy Hughes and Dave Stieber helped this all come about by doing what all good teachers do: provide content they hoped would spark the interest of their students, and then seize that teachable moment to channel students' energies.

an Extended Day

Lincoln Park's Literary Magazine Gives Opportunity to Young Writers

By Michelle Mottram, Lincoln Park H.S.

On May 19th *The Lion's Pause*, Lincoln Park High School's literary magazine, celebrated its 10th anniversary with a reading at Barnes and Noble bookstore in the Lincoln Park neighborhood. Sponsor Bart Hansen, who founded the magazine in 2002 along with retired teacher Marie Roman, has worked diligently with the creative writing curriculum team (Melinda Stinnett, Ross Frellick, Ahoo Kosari, and Paulette Savage) to develop a positive, creative outlet for the immense talents of their students. For Mr. Hansen, the literary magazine is his way to contribute to a school that has "so many amazing students."

Over the last ten years, as he has worked with students on the magazine he has found "it hard to put a value on the immense satisfaction ... teachers feel when students see their work published, invariably for the first time". The *Lion's Pause* has grown from a 5" x 7" pamphlet to a glossy magazine containing poetry, short fiction and non-fiction, plus original artwork. The creative writing elective itself has grown from just three classes



Left to right: Kristen Bruscato (English Department Head), Ahoo Kosari, Paulette Savage and Bart Hanson support students on *The Lion's Pause* literary magazine after their "work day" ends..

to nine classes, with six offered at the honors level.

Besides nurturing their young writers, *The Lion's Pause* faculty sponsors spend countless hours outside the classroom writing grant proposals for funding, proofreading submissions, designing concepts with the Art Department, and finally laying out the magazine in Adobe InDesign.

Future goals for the magazine include teaching students to lay out the magazine themselves as software becomes more available in the school's computer labs. A reading at a local bookstore celebrates the magazine's publication. Mr. Hansen admits students sometimes have to be nudged into sharing their work publicly, but when they arrive at the reading "they realize that this humble little reading is all for them, and it becomes a unique celebration of their talents, however developed."

Taft High School Art Show Helps Aspiring Artists



Jennifer Trejo

On Thursday, May 19th, Taft High School's art department hosted a gallery opening entitled "Art from Art" which raised \$5,340 to fund a scholarship for Taft art students. The project was sponsored by art teacher Jennifer Trejo and was funded by an Oppenheimer Family Foundation Grant (www.offtig.org).

Students submitted pieces of furniture they painted to resemble famous works of art. Attendees had the opportunity to bid on pieces in a silent auction. Trejo, along with her students, worked well into the late evening in the weeks leading up to the show. "It was great to watch. People were hovering over the bid sheets at the last minute to make sure they won the pieces they wanted. The kids were so proud," recounted Trejo, "I would say around 50 people attended, kids brought their teachers, their friends, and their parents, it was a wonderful experience."



Digital Tours through Latin American History

By Daniel Burt, LakeView High School
Member, CTU Public Relations and Communications Committee

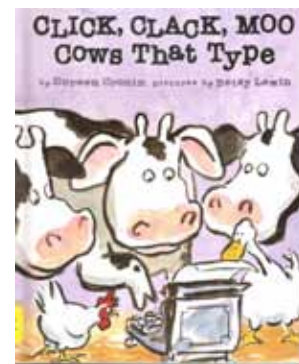
At Lake View High School, the students in Melizabeth Santos's Latin American History class are researching and discussing selected articles related to Latino current events. Santos designed the project as a means of developing her students' College Readiness Skills in reading and writing. The students submit articles of their choosing for class discussion, and craft essay responses to the ensuing writing prompts. Student motivation for this project surged when Santos allowed them to choose the article content. Some of the headlining topics include narconovelas (Spanish language crime soap operas), the image of girls in Latin America, and how patterns in dress and speech impact these societies. Likewise, with 95% of her students hailing from Latino families, Santos has detected a profound excitement in her class. "I see them perk up much more during these discussions than in a standard US History class. These issues affect their families. The cultural connection increases their enjoyment of this project."

Last fall, the students in Santos's class took initiative in promoting Hispanic Heritage Month. They created a Wikispace as a digital tour through Latin American History. Each student linked to the wiki with a one-page description of their selected hero of Hispanic heritage. In addition, students used Google Earth to fashion virtual tours of the independence movements of various Latin American countries, implementing voice-over technology to narrate their digital voyage through world history. When their efforts were completed, they opened their Wikispace to Lake View's entire student population. Teachers throughout Lake View High School created their own learning projects based upon the content available on this Latin American History class wiki. Student ownership, project-based learning, and a creative infusion of digital technology marked the cornerstones of this highly imaginative lesson.

Go to <http://www.wikispaces.com> for information on creating Wikispaces.



Melizabeth Santos



Chase School Students Organize to Help Japanese Earthquake Victims

Melissa Swartz's AVID (Advancement Via Individual Determination) class was inspired to action after a critical reading lesson. One challenging text that she assigned to her students at Chase School was from the New York Times on the tsunami and earthquake that wreaked havoc on Japan.

Students immediately felt the need to do their part. Swartz led a brainstorm session and the class decided that they would sell uniform waivers for the week. They wrote a letter to the principal to get permission to undertake this action, created advertising materials including a letter to parents, and researched the charity organizations to which they could send their donations.

The students raised \$700 for the victims of the tragedy. This was not the first time that students organized a charity event. Last December, they held a school-wide food drive and donated over 1000 cans of food to a local church. Jasmine, one of Swartz's students remarked on the class's endeavors, "I felt good about myself because you are giving back to others. It was a good thing to do because... if you were in that predicament, you would want others to help you. I learned that it is important to treat others like you want to be treated."

Explaining to Students Why Unions Matter

By Kati Gilson, Sumner Elementary

My students did not understand why I was taking regular trips to Madison to protest last winter. I teach preschool and was struggling to find ways for them to understand why it was so important. One day, I was reading the book *Click Clack Moo, Cows That Type* by Doreen Cronin and realized the book was about working conditions, workers rights, striking and collective bargaining.

Before the lesson, my students knew that they loved learning, their teachers, and their school. They couldn't connect strikes and protests with their education. However, even our youngest children can understand decent working conditions and wages if presented in a way they can understand. This book teaches them these concepts using a fun plot and rhyme.

The story begins with the cows and hens on the farm complaining about the cold. They demand the farmer provide electric blankets. After he refuses, the cows stop giving milk and the hens stop

laying eggs. Cows and hens began displaying signs saying "No milk, No eggs."

"Cows that type, hens on strike" the poor farmer doesn't know what to do. So in comes Duck, the negotiator, to help them negotiate an agreement.

The students understood that the animals were cold so they refused to work. Eventually, a deal is struck between management (the farmer) and workers (hens and cows). Of course, just like in the real world, an agreement does not end the conflict.

The story led to lively debates. I was able to incorporate vocabulary words like *strike*, *collective bargaining*, and *negotiate* with my preschoolers. I showed them that these actions are happening in their backyards by showing them pictures from Madison and from the March TIF Rally (see April's *Chicago Union Teacher*).

Although I could not take them with me to the We Are One rally in April, we had a conversation about how I al-

ways take them in my heart and wanted to take them with me. We discussed how they couldn't all fit in my car and decided the best way for me to take them was to make a sign using their handprints. So each child made a hand print which I then cut out and attached to my sign with the saying "Children and Families First" because after all, this is who it is about. The politicians, the billionaires, and the so-called "reformers" have forgotten the students are the VIPs. They are our future and deserve to be protected and respected by our society. We as teachers are their first line of defense and must speak up to protect our families. The Monday after the We Are One rally I brought in the sign and showed the children the pictures. My preschoolers understand what a protest march is and why it is important. As we gear up for what looks to be a big battle it is important for us to teach our children and families why we are taking a stand. We will need their support just as they need ours.

Teaching Scientific Method with Common Everyday Objects

By Lourdes Guerrero, Displaced from Von Steuben H.S.

Lee-Ann Meredith, a 13-year veteran second grade teacher at Murphy Elementary found a "teachable moment" to reinforce the scientific method in her students. She had just finished a unit on environmentalism. A few days later, though the class had started their next unit, Ms. Meredith noticed something as her students returned from the bathroom. The teacher in another classroom was unpacking supplies and the box was filled with beige colored packing material. Ms. Meredith excitedly asked the teacher to allow her a couple of handfuls of the material. When her students returned to class, she asked them to the rug. She lifted one of the objects and asked them what it was.

"It's a 'peanut.'"

"What's it made of?"

"Styrofoam."

"Actually," she said, "this isn't Styrofoam. But how long does it take for Styrofoam to fall apart?"

"A million years!"

"Yes, a long time. These "peanuts" are different. They're made of cornstarch." Then she popped one into her mouth, chewed and swallowed. The kids screamed! Though they wanted to try one for themselves, she told they couldn't because they were dirty (having been in a box with lots of people touching them) and they didn't taste good anyway, kind of like unsalted Fritos.

To further experiment, she filled a plastic bin ½ full with water and then dropped the "peanuts" in. She asked the students

what they thought would happen (hypothesis). In about 10 minutes, the "peanuts" turned into a smelly brown sludge floating on the surface of the water. The students then discussed what they learned (results and conclusions). Most students thought cornstarch "peanuts" were better because they fell apart faster, but one boy thought the Styrofoam ones were because they could be used over and over again. He was commended for his logic.

Though this experiment, which took about 20 minutes, was a break in the planned curriculum for the day, Ms. Meredith felt it was worth the time because the children would never forget it. An experienced teacher knows when to seize the opportunity to make everyday occurrences, like this one, into a teachable moment.

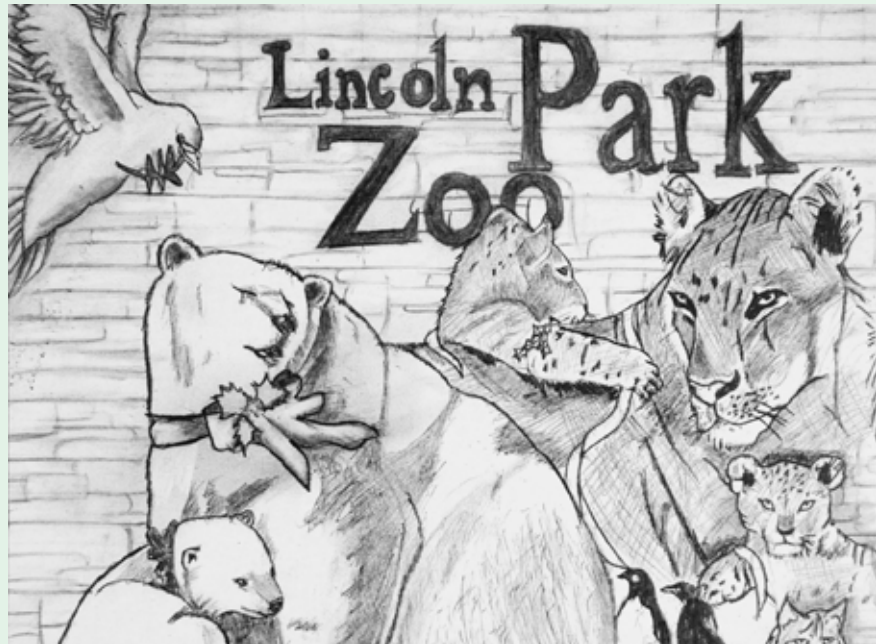


Khadijat Durojaiye • 5th Grade • Keller Elementary

Danielle Velasco • 2nd Grade • Avondale Elem.



Wayne
Loomey
Kindergarten
Morgan
Elementary



Synclair Griller • 9th Grade • Lawrence Hall Youth Services

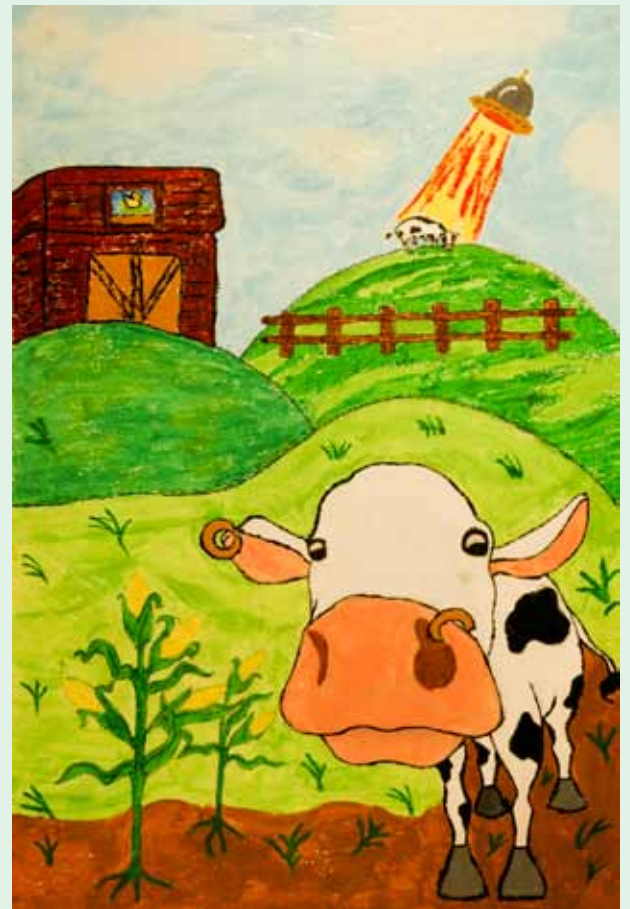
Mahogany Harts • 6th Grade • Barnard Elem.

Sokunthia Cheng • 8th Grade • Clinton Elementary





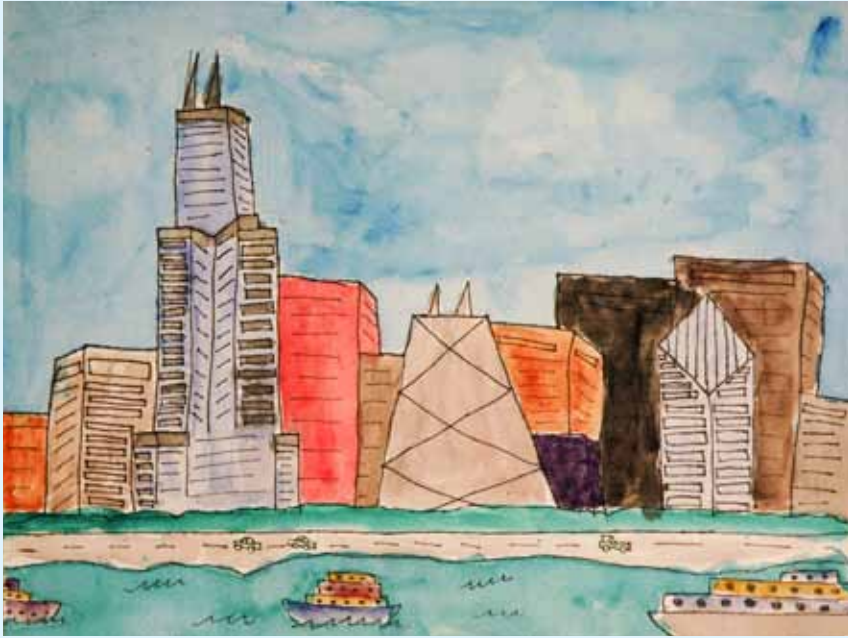
Congratulations to this year's student artists and their teachers!



Thanks to
Lourdes
Guerrero for
photographing
the art.



Yuvia Esparza • 5th Grade • Hanson Park Elementary



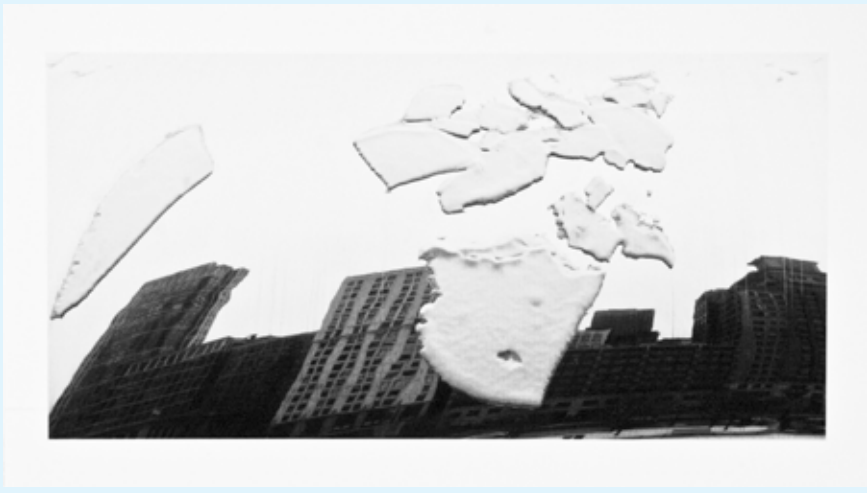
Kori Howard
3th Grade
Fernwood Elementary



Holly Situ • 7th Grade • Healy Elementary

Antonio LaPorte
2nd Grade
Onahan Elementary





Miguel Mejia
3rd Grade
Rudolph Learning Center

Bianna Speed
7th Grade
Jordan Elementary



Denisse Alvarez
7th Grade
Hale Elementary

Josh Garcia • 5th Grade • Lee Elementary



Brianna Seals
8th Grade
Carver Elementary



Lorraine Riley • 11th Grade • Mather H.S.

Joshua James • 11th Grade • King College Prep



Norma Renteria • 9th Grade • Lincoln Park H.S.



Elizabeth Chu • 9th Grade • Kelly H.S.



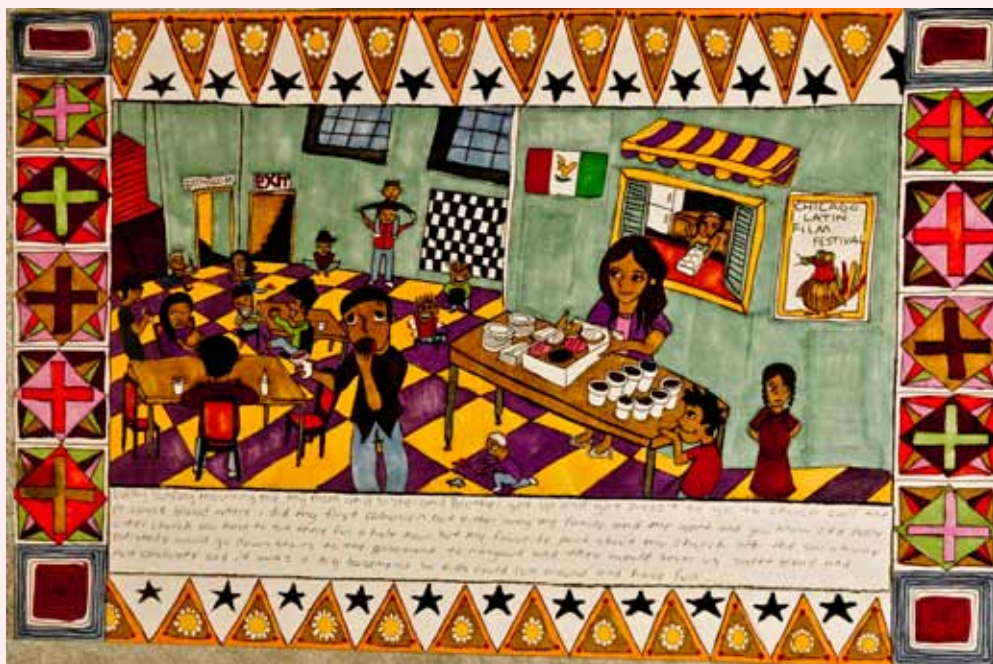
Nia McGraw
5th Grade
Hamilton Elem.

Hideaki Nomura • 9th Grade • Kenwood H.S.



Vianney Chavez • 11th Grade • Roosevelt H.S.

Gamaliel Martinez • 12th Grade • Curie H.S.



Eric Perez • 8th Grade • Shields Elem.



Summer Reading

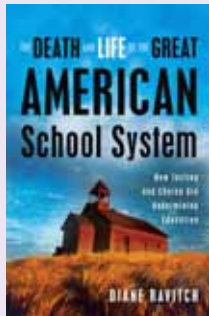
CTU Staff picks to get your brain in fighting shape.



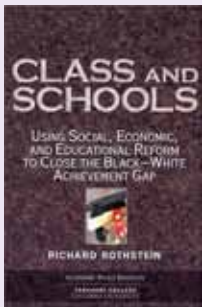
CTU Contract

Whether you've read it dozens of times or you've never opened it yet, now is the time to read it carefully and prepare to negotiate a new one next year. What needs to go and what do we need to hang on to for dear life? Start deciding now!

When Diane Ravitch spoke to a sold-out hall at UIC Forum in March, she enlightened us all about the insidious agenda behind “Corporate School Reform.” We're up against powerful players, but we can win if we spread the truth about what schools need.



An excellent and simultaneously frustrating explanation of the persistent class and ethnic achievement gaps among students throughout the country. Until the U.S. is willing to look at the causes and consequences of economic segregation, that is often co-mingled with ethnic/racial segregation, all the “school reforms” in the world will not fix the achievement gap.



A great overview of the history of the Elementary and Secondary Education Act - how each version got passed by Congress, how the definition of eligibility changed over time in relation to changing political and sociological paradigms, and ending with the passage of No Child Left Behind.



The late, great Howard Zinn had a compelling way of narrating the history of our country “from below.” His classic *A People's History of the United States* has spun off with versions for middle school, graphic novels and a book of original source material (“Voices of A People's History...”) that Matt Damon helped produce as a video.

Dexter Chaney II— Milken Award Winner

Third grade teacher Dexter Chaney II is a proud member of the Ryerson School staff, which he says has some of the best teachers in the nation. His fellow educators were not surprised when he was named the 2010 winner of the Milken Award. Dr. Christopher Koch, state superintendent, presented Chaney the award and the \$25,000 cash prize at an all-school assembly.

The Milken Award is given to exemplary early to mid-career teachers. One criterion for the award is a personal commitment to education, which is evident in Chaney, whose students see him as not just a teacher, but as a role model.

“Winning the award definitely caught me off guard,” explained Chaney, “As much as this award means to me, it means much more to my students. It showed them that you can accomplish great things when you work hard and value education.” His leading by example is a cornerstone of his teaching.

Chaney's leadership begins 90 minutes before the school day when many of Chaney's students line up at his door. “I figure if the student is out of the house by 7:00 AM, I want to give them a place to be. Some students come for help or some time to use computers. I see this as the students not just going to school, but valuing their education.”

He is a sponsor of the school's “Clean and Green Day.” Students and teachers work together to beautify the exterior of the school and the surrounding block. “It's a part of character education, I'm hoping that they will think twice about dropping a can of soda or bag of chips on the ground.” Chaney, a Texas transplant and current resident of Rogers Park learned more about Ryerson's neighborhood, East Garfield Park, while conducting this project. Chaney strives for his students to see themselves not just as individuals, but as a part of a community.

Chaney's class participates in an activity called “Notable African American of the Week.” He says he often highlights politicians and famous people, but the unifying trait of every featured individual is the fact that they are making a difference in society. “We also look at many blue-collar and white-collar workers as examples. You don't have to be famous to make a difference.” It is clear to anyone visiting his classroom, that he is truly making a difference.



Dexter Chaney II



Chaney and student teacher



Allan Wardell Inspiration Award

Joseph Dunlap and Derrick Kimbrough nominated Elizabeth Espoz, second grade teacher at Tarkington School for the 2011 Allan Wardell Inspiration Award for her work as a promoter of Gay, Lesbian, Bisexual and Transgender (GLBT) rights and activities. She has played an instrumental role in all of the activities initiated by the school's GLBT Committee.

Espoz ended the 2009-10 academic school year by serving as the key contact for the committee's application for a School Culture grant. Upon receiving the grant, the committee has been able to carry forth a number of activities for the students' "Safe Zone" program. The goal of the Safe Zone program is to provide an outlet to students and friends of those students who deal with issues of sexual orientation and bullying.



GLBT Committee Chair Dennis Bales and Elizabeth Espoz

Espoz has been a teacher facilitator of the Safe Zone program since its inception. In her capacity as a teacher facilitator, Elizabeth meets with students weekly, during their recess period, to discuss issues and to share opinions. Through the efforts of Elizabeth and others, Safe Zone expanded to a weekly after school program for middle school students. This program initially began as a book club, but has since grown into a creative outlet for the attendees.

Through Elizabeth's leadership and with the help of the culture grant, the group also purchased a rolling cart to house the GLBT lending library. The lending library is filled with a variety of books and videos aimed at promoting positive character education and geared towards a number of GLBT topics and issues.

Elizabeth also played a pivotal part in making the GLBT 2nd annual Movie Night a success and led the way as Tarkington held its 2nd annual "Day of Silence." This event allowed our entire school to come out of uniform and wear stickers acknowledging the event while remaining silent during passing periods, hallway time and during the lunch periods.

March 2011

Dorothea J. Stinn	12th	Schurz HS
Harriet T. Olson	18th	Budlong
Hazel M. Jones	20th	Sherman
Bonnie Humphries	22nd	Hurley
Kathryn S. Sidwell	23rd	Schurz HS
Clare A. Shea	25th	Peirce
Maryetta Taylor	28th	Fuller
Jerry L. Archie	30th	Jefferson
William N. Nielsen	31st	Tonti

April 2011

Grace A. Matthews	4th	Dumas
Bette J. Reid	6th	Parkside
Leroy Holmes	6th	Montefiore
Cecily K. Schilling	7th	Kennedy HS
Huie L. Griffith	8th	Kelvyn Park HS
Kenneth P. Musial	8th	Phillips HS
Edith Peal	8th	Field
Bobbye J. Caldwell	10th	Hirsch HS
Paul I. Hanson	11th	Hanson Park
Joyce B. Rogers	13th	Spaulding HS
George J. Patka	15th	Gage Park
Lois Dale Krause	16th	Bateman
Margarette C. Murphy	17th	Harlan HS
Elmer B. Kostka	19th	Steinmetz HS
Fred B. Johnson	19th	Irving
Anne S. Fina	20th	Avondale
Gladys Stachyra	21st	Hughes
Pearl W. Schwartz	22nd	Garvy
Tamiko T. Polk	22nd	Forest Park
Lois E Rezeau	23rd	Bateman
Louise Anne Tilden-	23rd	Eberhart
Martorana		
Virginia Lee McCabe	24th	Simeon HS
Myron R. Ridgway	26th	Mather HS
Barbara B. Sims	26th	Alex Haley
Vera A. Scott	27th	McKay
David T. Hajek	28th	Earle
Eunice N. Lecesne	29th	Reavis
Richard A. P. Ryan	30th	Marshall HS

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.

In Memoriam



May 2011

Dorothy L. Myree	2nd	Williams
Patrick J. Dawson	3rd	Lane Tech HS
Rita M. Silveri	3rd	Wright
Carl Fowler	4th	Claumet HS
John V. Roberts	5th	Fenger HS
Rosetta B. Marsh	6th	Fulton
Ira L. Davis	7th	Farren
Annie M. Scott	7th	Avalon Park
Rose M. Wessel	8th	Bryant
Miriam R. Barshefsky	9th	Brown
Donald F. Kimball	9th	Chalmers
Margaret C. Stangel	9th	Gage Park HS
Betty P. Stevens	10th	Bogan HS
Carole G. Coltman	11th	Mather HS
Gustavus A. Jones	11th	Lindblom HS
Melvin F. Walker	11th	Burke
Michael C. Bilder	12th	Washburne Trade
Madeline J. Bradley	12th	Central Office
Urve Auksi	13th	Castellanos
Ronald W. Daniels	14th	Simeon HS
Edith W. Ricks	15th	Fort Dearborn
Robert J. Braasch	16th	Cook Co Juvenile Det.
Walter Leslie Thiel	16th	Central Office
Inga Kaminski	17th	Schurz HS
James Allen Simich	17th	Corliss HS
Shirley A. Verdugo Perez	17th	Schurz HS
William W. McKeever	19th	Farragut HS
Joan M. Ferris	20th	Dist 1
James E. Tucker	21st	Bowen HS
Dorothy A. Hicks	22nd	Hughes
Jeanne E. Peters	22nd	Suder



Dr. Shirley Verdugo-Perez

Committed Union Activist

Dr. Shirley Verdugo-Perez, retired CTU member and activist passed away on Tuesday, May 17th at the age of 71. She dedicated her life to education, teaching students from kindergarten through graduate school. She spoke five languages and earned her Ph.D in Education from Ohio State University. She was active member of the Polish National Alliance and past treasurer and president for Latinos in Vocational Education. She loved traveling and spending time with her family.

“She was a committed CTU member who advocated for equity and resources for students,” recounted CTU Citywide Coordinator John Kugler, who met her working on a vocational education committee, “she wanted all students to be prepared for careers after graduating high school.”

The family suggests that donations be made out to Laski School for the Blind in Warsaw, Poland. For further information, please contact Woodlawn Funeral Home at 7750 W. Cermak Rd. in Forest Park at 708-442-8500.



Summer Courses

- Behavior Management in the Classroom
- Survey of Exceptional Children
- Adolescent Reading Across the Curriculum

For information about location, CPS Lane Placement cost, and dates, or to enroll, please visit the website: www.jbvedu.org



Chicago Teachers Union Members President's Summer 2011 Tuition Grants

Every day we receive calls from Chicago Teachers Union members who want to start their Master's Degree, but with uncertain economic times and job uncertainty they need financial help. In response to our teachers, the Chicago Teachers Union, in partnership with American College of Education, has worked to provide a limited number of summer tuition grants for members only.

First Course Free - begins July 18th (a \$580 value!)

Limited grants - apply today (deadline July 11th)

LEARN MORE. APPLY NOW. CALL 800.280.0307

Or visit www.ace.edu/ctupresidentgrant

CTU would like to congratulate the 2011-2012 Scholarship Award winners:

- Jamila Arielle Tyler--Jacqueline B. Vaughn Scholarship\$1,000
- Fahad Sarvari--John M. Fewkes Scholarship\$1,000
- Adam Looby--David M. Peterson Scholarship\$1,000
- Nicole Bolton--John E. Desmond Scholarship.....\$1,000
- Alex Raybon--Jonathan G. Kotsakis Scholarship\$1,000
- Kevin Gordon--Robert M. Healey Scholarship.....\$1,000
- Datrese M. Hearn-- John Marshall Scholarship\$1,000
- Elissaia Franklin--Ernestine Cain Brown Scholarship.....\$1,000
- Courtney Dixon--Williams "Bill" Buchanan Scholarship ...\$1,000
- Michael Fleming --Glendis Hambrick Scholarship.....\$1,000
- Hannah Rehak--Mary J. Herrick Scholarship\$1,000
- Ashley McCray--Charles E. Usher Scholarship.....\$1,000

Congratulations to Retiree Delegate Barbara Baker

who was honored by President Barack Obama for her work as a docent at the DuSable Museum of African-American History. Ms. Baker says that her work at the Museum gives her the joy she had in the classroom working with students. She continues her Union work on the CTU Human Rights Committee and in the IFT Retirees Constituency Council Committee.



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Departida, Guadalupe M.
Ali, Jamillah M.
Anderson, Grace A.
Anderson, Mahiri L.
Andersson, Helen N.
Arroyo, Victor
Axell, Alexandra R.
Baime, Sylvia R.
Balark, Lawrence
Bastek, Kirk J.
Batman, Curtis J.
Bedenfield
Newman, Lori A.
Bergstrom, Erika L.
Biancalana, Jodi L.
Billingham, Joan M.
Bishchoff, Scott J.
Blair, Karen A.
Blaszczyk, Diane L.
Bonds, Pamela W.
Brogan, Karen E.
Bruehl, Steven C.
Bruno, Elda
Buen, Lorelei G.
Butler-Mitchell, Paulette B.
Calderon, Cindy M.
Carde, Carmen
Caref, Melissa M.
Carreon, Maria D.
Carrethers, Loreal S.
Carriere, Christine A.
Carter, Dorothy M.
Casaday, Dawn M.
Castrejon, Roberto
Chavez, Lisa B.
Clancy, Patrick A.
Cline, Veronica
Coburn, Everett W.
Coleman, Angela K.
Coleman, Nedra L.
Coleman-Beckam, Valerie D.
Corona, Rosa N.
Cosme, Maria T.
Coulter, Mark S.
Craig, Sharion D.
Cummings, Nora K.
Cunningham, Helen C.
Davis, Amanda B.
Dawkins, Katherine P.

Dismuke, Kenge E.
Dragos, Luminita
Duncan, Libra L.
Durrah, Vickie S.
Ebstein, Jody
Edmonds, Mary I.
Eskridge, Lisa A.
Feeney, Charles L.
Foley, John K.
Fragoso, Miguel
Gharashor, Narineh
Gilmore, Jacqueline
Gniadek, James W.
Gonzalez, Christina A.
Gonzalez, William
Graves, Kenneth R.
Greco-Serwa, Sandra M.
Green-Gates, Darlene
Guy, Carmen A.
Gwin, Zipporah D.
Harper, Carla T.
Hatfield, Paula L.
Hayes, Stephanie J.
Harrin, James A.
Heckmann, David
Hester, Kamau L.
Hidalgo, Eva
Hinton, Michael D.
Hozian, William P.
Jackson, Amir
Jancaric, Lucille A.
Jenkins, Charlotte
Johnson, Craig
Juracka, Danielle M.
Kammerman, Andrea
Kearns, Donald E.
Keller, Kristina C.
Kelly, Deanna L.
Khou, Carol S.
King, Latia M.
Kite, Cindy C.
Koliarakis, Diane A.
Kovach, Gerard
Lancaster, Elizabeth R.
Lawson Mills, Cynthia
Lopatka, Marcia J.
Luna, Maureen J.

Magallanes, Lucero
Mallory, Latasha I.
Martinez, Laura M.
Martinez, Xavier F.
McAllister, Kathryn M.
McClain, Delores J.
McClintock, Amanda R.
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Miller, Patricia K.
Monarrez, Diana M.
Moore, Katherine A.
Morganstein, Arthur
Muhammad, Haneefa R.
Murphy, Patricia W.
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Pinal, Wendy G.
Pryor, Toya S.
Raymond, Melzine
Reed, Cynthia M.
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Rodriguez, Sara
Rogers, Claudette
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Ross, Pamela M.
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Sanchez, Lora
Sands, Judith A.
Sawchuck, Michael J.
Sessler, Susan K.
Shanovich, Katie M.
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Shere, Nicole R.

Smith, Lisa L.
Smith, Tanya Y.
Stasiak, Robert S.
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Taylor, Rozlyn
Taylor, Terral L.
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Thomas, Judy A.
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Tovar, Claudia K.
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Traxler, Noreen A.
Tulacz, Anthony J.
Vacco, Angela L.
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Villa, Mary
Walker, Melissa A.
Washington, Darlene
Watts Henderson, Shirley J.
Wendorf, Lori S.
Williams, Rosetta
Wohl, Raymond F.
Wynn, Ola
Zehren, Linda L.

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Adams, Carey V.
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Ballard, Robert S.
Bateman, Benjamin G.
Beavin, James H.
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Colvin, Bennie
Demski, Alan J.
Dobert, Kenneth G.
Duszak, James K.
Dziemiela, Brian J.
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Fitzgerald, James B.
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Gooden, Amy
Greenberry, Sarai D.
Hall, David L.
Harrison, Terrance G.
Hease, Paul J.
Jones, Jennifer D.
Kern, Allen
Knowles-West, Kristine E.
Lipscomb, Mark D.
Lombardo, Martin R.
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Mitchell, Adria M.
Monroe, Sandra T.
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Newcomb, Bernard C.
Pardys, Sandra L.
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Perry, Donna M.
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Plum, Keith R.
Rau, Jay P.
Robbins, Elizabeth
Ross, Mary K.
Sabo, Jason
Saqri, Ahmed A.
Skalinder, Eric
Tennison, Brian C.
Topel, Scott G.
Venegas, Salvador
Ward, Rachel
Zehnder, John M.

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Brumfield, Michelle C.
Butron, Isaac
Cata, Ann G.
Clarke, Linda W.
Feeley, Thomas M.
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Fitzpatrick, Mary B.
Gipson, Anitra M.
Hardaway, Eugenia
Henry, Dorothy
Jones, Martha G.
Kedvesh, John A.
Kelly, Ellen R.
Korach, Albert
Lucas, Annette B.
McGuire, Evelyn A.
McMiller, Mable H.
Nelson, Glenn P.
Nijim, Majd W.
Oesterreicher, Jay S.
Ortiz-Kenny, Elsa
Pisano, Angela M.
Roselles, Sandra K.
Santiago, Maria
Schechtman, Judith B.
Schwartz, Jennifer K.
Shanley, Kirstie J.
Starnicky, Thomas J.
Swanson-Lagesse, Nancy A.
Swift, Maureen C.
Tuite, Jacquelyn L.
Wallace, Marion S.
White, Norma J.
Wilson, Melvin
Wright, Donna D.

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Bullocks, Latonya N.
Calderon, Iris M.
Carey, Patricia A.
Cruz, Griselda
Faulkner, Robert D.
Ford, Jeanmarie
Guerrero, Genoveva
Hampton, Vermie L.
Hearrin, Jane E.
Hill, Delphine
Johnson, Joy M.
Johnson, Kareem J.
Jones, Jean D.
Palmer, Cecelia L.
Piggee, Marilyn
Powers, Reyne M.
Ramsey, Barbara
Robinson, Helena M.
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Silva, Rosa G.
Sled, Donna J.
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Taylor, Marilyn A.
Watson, Kimberly A.

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Anderson, Mahiri L.
Anglin, Adrienne R.
Askounis, Katherine G.
Bastek, Kirk J.
Batman, Curtis J.
Bergstrom, Erika L.
Biancalana, Jodi L.
Bruehl, Steven C.
Bruno, Elda
Byrd, Marcie A.
Calderon, Cindy M.
Caref, Melissa M.
Carreon, Maria D.
Carrethers, Loreal S.
Carriere, Christine A.
Casaday, Dawn M.
Cline, Veronica
Coleman, Pamela A.
Coleman-Beckam, Valerie D.
Corona, Rosa N.
Coughlan, Elizabeth M.
Craig, Sharion D.
Cresswell, Sheba L.
Cunningham, Helen C.
Dasilva, Robin K.
Davis-Williams, Stephanie A.
Departida, Guadalupe M.
Dragos, Luminita
Duncan, Libra L.
Durrach, Vickie S.
Ebstein, Jody
Eskridge, Lisa A.
Feeney, Charles L.
Flanagan, Paulette M.
Fragoso, Miguel
Gharashor, Narineh
Goff, Linda S.
Gonzalez, Christina A.
Gonzalez, William
Graves, Kenneth R.
Greco-Serwa, Sandra M.
Habetler, Deidre

Harper, Janelle I.
Hatfield, Paula L.
Hawkins, Kathleen E.
Hebda, Mary B.
Heckmann, David,
Hester, Kamua L.
Hidalgo, Eva
Hozian, William P.
Hudson, Jessie J.
Jancaric, Lucille A.
Jason, Lisa L.
Juracka, Danielle M.
Kammerman, Andrea
Kearns, Donald E.
Keller, Kristina C.
Kelly, Deanna L.
Khou, Carol S.
King, Latia M.
Kite, Cindy C.
Kizart, Camille A.
Koliarakis, Diane A.
Kovach, Gerard J.
Lawson Mills, Cynthia
Leon, Berenice
Lopatka, Marcia J.
Luna, Maureen J.
Martinez, Xavier F.
Mays, Alison G.
McAllister, Kathryn M.
McClintock, Amanda R.
McConnell, Katherine S.
McGowan, Cherice M.
McMahon, Mary L.
Monarrez, Diana M.
Morganstein, Arthur
Muhammad, Haneefa R.
Murphy, Patricia W.
Murray, James P.
Neely, Dwight C.
Okabuonye, Linda Y.
Olsen Smarz, Carolyn O.
Oshea, Patricia A.
Otero, Edna E.
Parker, Kathleen C.
Parks, Nettie M.

Pickens, Tori A.
Podsiadlik, Edward
Polek, Heather A.
Porter, Shay
Pryor, Toya S.
Raymond, Melzine
Reese-Clark, Vanessa B.
Robinson, Jacqueline
Salisbury, Kate N.
Sanchez, Juan F.
Sands, Judith A.
Sessler, Susan K.
Shanovich, Katie M.
Sharp, Daisy L.
Shere, Nicole R.
Sims, Monica L.
Smith, Lisa L.
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.
Tovar, Claudia K.
Townsel, Jennifer R.
Traxler, Noreen A.
Trentham, April L.
Tulacz, Anthony J.
Vacco, Angela L.
Vail, Dennis M.
Veugeler, Paul M.
Villa, Mary
Walker, Melissa A.
Washington, Darlene
Watson, Joyce
Waywood, Anna J.
Wendorf, Lori S.
Williams, Rosetta
Wohl, Raymond F.
Wyatt-Gilmore, Oteal R.
Wynn, Ola
Zehren, Linda L.

HIGH SCHOOL TEACHERS

Parnell-Booth, Ruby S.
Ainsworth, Mark J.
Bartlett, Evan A.
Bateman, Benjamin G.
Beavin, James H.
Broderick, Peggy B.
Buckmaster, Marcie E.
Burke, Heide L.
Ciumo, Victor T.
Cosby, Kassandra J.
Cushingberry, Warren P.
Dangerfield-Nunn, Annette
Demski, Alan J.
Difrancesco, Gregory T.
Doudican, Brett T.
Duarte, Samuel
Dziemiela, Brian J.
Evans, Jason W.
Feltes, Emily A.
Fitzgerald, James B.
Fuller, Clarence
Gentile, William D.
Gonzalez-Reyes, Efrain F.
Gooden, Amy
Grays, Angela M.
Greenberry, Sarai D.
Ham, Kurt M.
Jones, Jennifer D.
Kass, Lillian H.
Knowles-West, Kristine E.
Levy, Jonathan H.
Lipscomb, Mark D.
Lombardo, Martin R.
Ma, Amy
Maniates, Evan P.
Mayes-Askew, Evelyn
McDonald, Karen M.
McIntosh, James E.
Mead, Thomas C.
Miller, Martin
Monroe, Sandra T.
Newcomb, Bernard C.
Nguyen, Quang V.
Ochoa, Victor

Perry, Donna M.
Pincham, Robert E.
Rau, Jay P.
Rembert, Mable L.
Robbins, Elizabeth
Ross, Mary K.
Santana, Wilfredo
Saqri, Ahmed A.
Schmidt, Sharon M.
Tennison, Brian C.
Topel, Scott G.
Vaccarezza-Isla, Adrienne M.
Ward, Rachel
Zehnder, John M.

CITY-WIDE TEACHERS

Anderson, Karen M.
Arnieri, Betty J.
Brumfield, Michelle C.
Clarke, Linda W.
Feeley, Thomas M.
Fisher, Marlene R.
Gipson, Anitra M.
Hardaway, Eugenia
Henry, Dorothy
Kelly, Ellen R.
Korach, Albert
Kreinek, Karen L.
McMiller, Mable H.
Nijim, Majd W.
Nisivaco, Julie C.
Ortiz-Kenny, Elsa
Pisano, Angela M.
Roselles, Sandra K.
Schechtman, Judith B.
Schecter, Jeff M.
Swanson-Lagesse, Nancy A.
Swift, Maureen C.
Vezina, Heather
White, Norma J.
Wright, Donna D.

CITY-WIDE CAREER SERVICE

Bonet, Damaris
Bullocks, Latonya N.
Calderon, Iris M.
Carey, Patricia A.
Ford, Jeanmarie
Hampton, Vermie L.
Hearrin, Jane E.
Hill, Delphine
Johnson, Joy M.
Johnson, Kareem J.
Jones, Jean D.
Myron, Deanna L.
Olivo, Orquidea B.
Palmer, Cecelia L.
Robinson, Helena M.
Scott, Cecelia D.
Shaw, Despina A.
Silva, Rosa G.
Sled, Donna J.
Stewart, Gloria J.
Tirado, Roberto E.
Trotter-Harris, Denise
Wright, Valarie A.

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Monday, June 27, 2011
Silver Lake Country Club

147th Street & 82nd Avenue, Orland Park

We can accommodate
288 Golfers & Large Groups

Golfer's Check-In 8 a.m.

Continental Breakfast Provided

North & South Course Shotgun Start: 9 a.m.

Course assignments based on first-come/
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**Proceeds benefit Student
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Prizes will be awarded based on the Peoria Scoring System

- Prizes for Women's and Men's Divisions
- Prizes for longest drive, closest to the pin, and lowest scores
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Cocktails/Open Bar 3-5 p.m. ● Dinner Banquet 5 p.m.

Golf Participants \$110 includes greens fees, cart, half-way stand & dinner (no refunds)

Dinner Banquet \$45 (Dinner reservations must be pre-paid - no refunds)

CTU GOLF OUTING RESERVATION FORM

Name _____ School _____

Address _____

City, State, Zip _____ Home Phone _____

Number of Golfers _____ Check One: \$110 for Golf, Activities & Dinner Banquet \$45 for Dinner Banquet Only

**SIGN
UP**

Names of Golfers

1. _____
2. _____
3. _____
4. _____



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Registration deadline for the 2011 Summer Professional Development Institute is June 20, 2011.

Differentiated Instruction in the Literacy Classroom (2 Lane Placement credits) Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL - June 27, 28, 29, 30, July 1, 2011 - 9:30 a.m. - 4:00 p.m. Instructor, W. Taylor. This course will introduce teachers to the approach of differentiated instruction and provide them with research-based readings, practical ideas, and hands-on practice that will allow them to create a differentiated learning environment in their own context. 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 with their own students. In addition, participants will infuse 21st century skills to provide robust and rigorous lessons that are relevant to a digital native student population. All levels

Instructional Strategies That Work In All Disciplines (AFT/Educational Research & Dissemination- ER&D Course) - (3 Lane Placement credits) - Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL - July 5, 6, 7, 8, 11, 12, 13, 14, 15, 2011 - 3:30 - 9 p.m. Instructor, E. Carter. This course is designed to provide participants with instructional strategies that meet all students' needs in the differentiated classroom. While focusing on instruction at the secondary level, the information can be used for all grade levels. Emphasis will be placed on the Misconceptions of Failure; The Six Effective Instructional Tools and other research proven instructional strategies that enhance and improve all students' academic performance. All levels.

Looking Through New Eyes: Exploring the Educational Resources of Chicago's Cultural Institution - (2 Lane Placement credits) June 22, 23, 28, 29, 30, July 5, 6, 7, 12, 13, 2011—1:30—4:30p.m., Locations TBA. Instructor, L. Comminos. This course is designed to expose teachers to the professional development support resources of various Chicago museums and other cultural institutions. Teachers will uncover the authentic uses of museums/cultural institutions as sites for extended teaching and learning experiences. Participants will create a culminating lesson presentation highlighting their visits and the resources found during the visits. All levels.

For further information, contact Debbie Pazera, Chicago Teachers Union, 312-329-6271.

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SED 5315 Occupational Problems and Procedures for Special Needs Students (3 Graduate credits) Employment opportunities, work experience, legal aspects, community agencies, and importance of academic areas to occupational adjustment for the mentally and physically disabled. Saturdays - October 1 - December 10, 2011 - 9:00 a.m. - 1:00 p.m. Instructor, Dr. Boyles

SED 5476 Characteristics of Learners with Behavioral, Learning And Cognitive Disabilities (4 Graduate credits) Historical foundations, characteristics, identification and educational needs of learners with behavioral learning and cognitive disabilities. Saturdays - October 1 - December 10, 2011 - 9:00 a.m. - 2 p.m. Instructor, TBD.

More information: Bonita Herring, Chicago State University, 773-995-2570.