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Negotiations

PLUS

How We Spent Our Summer

Upcoming Legislation

Quest Wins Grant



Chicago Union Teacher

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Opinion

CPS flips, drops teacher test

Before CPS dropped the “TeacherFit” program as a requirement for employment, hundreds of teacher candidates had been told they were, in effect, blacklisted from job consideration based solely on their TeacherFit scores.

CPS had a better way of selecting prospective teachers that was dropped several years ago.

When I graduated from the old Chicago Teachers College at 68th and Stewart, we took a comprehensive day-long written test. It was conducted by the Chicago Board of Examiners at Lake View High School.

Tested were English, Math, Social Studies, Science and other subjects. After a few days, the results were mailed home. If you were successful, you appeared before a board of Chicago school principals and other administrators for an oral exam. Some candidates were rejected at this point. If you passed this oral examination, you were granted a certificate to teach in the Chicago schools.

The next step was to go to the Chicago Board of Education’s teacher personnel division and be given a list of schools that had vacancies. From this, the candidate could choose the school of interest. Usually the prospective teacher would look for a school close to home.

The principal of the school could reject the person, but seldom did, because the new teacher was highly qualified.

This teacher selection system worked for many years.

The new school board and CEO should look to the past instead of trying to reinvent the wheel.

~ John P. Keating Jr.
Retired Classroom Teacher

President's Message



Sisters and Brothers:

When the school bell rings this year, which side will you be on?

It's a question posed to teachers, PSRPs and clinicians on a regular basis. So-called education "reformers" say the adults should get out of the way – this is about the children.

We are all here for the children, but we can't let the politicians and the corporate media define what "for the children" means when they have not spent a day in the classroom.

Adults who have never taught, who are only interested in their profit margins or re-election campaigns need to get out of *our* way and let us teach.

We are at a very dangerous time in our history as a union. There is a small, but powerful group that believes we do not deserve our hard earned salaries and benefits, so they use half-truths and "framing" to get their message to the public.

How many of us have heard that "Chicago has the shortest school day and year in the country?"

This is a lie that has been repeated by the corporate media so much that many Chicagoans believe it. Many also believe "...a kid in Houston graduates with 4 years more schooling than a kid in Chicago." Another blatant lie.

Once our research department provided evidence that it was an untruth, politicians and the corporate media rolled back the lie to 3 years.

Why are we even looking at Houston's system as a model? A cheating scandal on state tests has shown the so-called Texas Miracle to be a complete falsehood. Moreover, 65% of Houston's Latino students do not graduate from high school and budget cuts threaten the school day. In fact, children in Houston's schools have yet to experience a longer school day for enough time to make the three-year claim.

It has taken a sophisticated PR machine running at full steam to make people believe their claims.

So how do we combat the lies, misinformation and hostility?

We stand together, support one another and don't let the administrators convince us to work against our own interests and those of our students. We don't allow others to define our dedication and our love for our students. We love our students and we believe that our unity makes us strong. To allow others to define us, take advantage of us, is to weaken our ability to advocate for ourselves and our students.

Abraham Lincoln said, "If any man tells you he loves America, but hates labor, he is a liar. If any man tells you he trusts America, yet fears labor, he is a fool." So which side are we on?

In Solidarity,

 NBCA
Karen GJ Lewis, NBCA

How We Spent Our Summer

This summer, although CTU members were on vacation, we didn't stop organizing. This page presents just three of the many activities teachers and PSRPs engaged in to build the power of our union.

Chicago Joins Thousands in March to “Save Our Schools”

Chicago Teachers Union activists boarded a bus to Washington D.C. to participate in the “Save Our Schools March and National Call to Action” on July 30th. Thousands from all over the nation convened in the nation's capital to march and discuss ways to fix the American education system. The messages of the march – stop punishing teachers in the name of “education reform” and end unnecessary standardized tests.

National education activists and bloggers organized the event, which was sponsored by prominent education advocates including our own President Karen Lewis. Noted speakers were: Diane Ravitch, Deborah Meier, and Jonathan Kozol.

One of the speakers who brought national attention to the event was Matt Damon, who spoke in defense

of teachers, against overtesting, and in support of public schools. His mother is a teacher.

The march allowed people from all over the country who are passionate about public schools a chance to meet and discuss ways to bring their ideas back locally. Many utilized social media applications like Facebook and Twitter to connect with each other.

Adam Heenan, delegate from Curie High School and member of CTU's Public Relations and Communications Committee attended the march said, “I was sending out bits of wisdom from speakers like Diane Ravitch during the march over Twitter. Many teachers who couldn't make it out to the march appreciated it. Other marchers read my ‘tweets’ and we were able to connect during our time in D.C. Social media is a great tool for connecting people in our struggle.” ■

Hundreds Attend Public Hearings to Criticize CPS's 2012 Budget

Chicago Public Schools hosted a series of three hearings on its Fiscal Year 2012 budget in early August which included testimony from teachers, paraprofessionals, parents, and community leaders.

At the hearings, the public criticized the Board for cuts to essential services and cited inaccuracies in enrolment figures and cost projections in its budget. Each participant was only allowed 2 minutes to ask questions and comment on the budget, which was released shortly before the hearings with no physical copies for taxpayers to pore over. The panel of CPS bureaucrats who presided over the meeting rarely engaged the speakers and insisted that answers to their questions will be recorded on the CPS website.

At the Lane Tech hearing, CTU President Karen Lewis explained that she felt the budget was a “done deal” and that parents and taxpayers should have a place at the table from the beginning, not at the end of the process.

At each of the hearings, the public decried cuts to staff and essential programs while the Board refuses to fight TIFs, which deplete schools of \$250 million a year or renegotiate toxic bank “swaps” which cost the district around \$36 million a year.

“Why is the TIF untouchable?” asked Sonia Kwon of the parent group *Raise Your Hand* at Lane Tech,

“When will [the Board of Education] fight for our children like they fight for TIFs?”

The second hearing took place at Westinghouse High School where CTU Financial Secretary Kristine Mayle slammed the Board for making \$87 million in cuts to programs while inflating the estimate for teachers' salaries.

One of these programs that may be affected is a restorative justice program called “High Hopes,” which CTU member and 2nd grade teacher at Shields Elementary Alexandria Hollet told the Board is crucial for student retention. She said that cutting the program and reverting to zero tolerance policies will force students out of the classroom.

The final hearing was held at Simeon High School on Friday, August 12th. It brought in around 200 people.

Richard Washington, a community member, explained that in the manufacturing industry, the board's budget priorities would be called “downsizing” and spoke about how the Board has been firing good teachers in exchange for newer, less costly teachers.

CTU Recording Secretary Michael Brunson advocated for a more inclusive budgeting process that includes CTU and community. ■

Governor Quinn Signs School Facilities Reform Bill

On Saturday, August 20, 2011, Governor Pat Quinn signed reform legislation that will increase CPS's transparency and accountability in facilities planning. Senate Bill 630 was supported by Chicago community groups and the Chicago Teachers Union to combat the harmful ways CPS makes "school actions" decisions such as phase-outs, consolidations, and school closings.

Senate Bill 630 is an outgrowth of the General Assembly's "Chicago School Facilities Task Force," which several hundred people have put much time into over the last three years. Senate Bill 630 spells out a real decision making role for representatives of the public in making key school facilities decisions for Chicago's schools and establishes a framework of procedures and standards that the Board has to comply with in making these decisions. The focus includes where schools get built, which schools get repaired first, and which schools get phased out or closed and how this must be done. In addition to making these decisions arbitrarily, the Board has never had any written comprehensive citywide plan for facilities.

The Senate version of the bill initially passed the State Senate in April by a vote of 41 to 12. Senator Iris Martinez was the leader of the effort in the Senate.

At that point, the focus shifted to the State House of Representatives, where the City and CPS sought to kill the bill. Representative Cynthia Soto (helped by several active community groups, school reform groups and, committed individuals) has been the legislative leader of the whole effort, and she and supporters fought hard and were able to get a strong bill approved by the House (to which the City and the Chicago Board agreed through negotiation).

Among the strengths of Senate Bill 630:

- Requires the Chicago Board to develop a detailed 10-year Educational Facilities Master Plan, with extensive public involvement.
- Requires the Chicago Board to develop One-Year and Five-Year Capital Needs Plans, again with public involvement that spells out exactly what will be built and justifies these decisions based on need.

- Spells out for the public the planned and actual expenses for facilities construction and repair, in a mandatory Annual Capital Expenditure Report.
- Requires the Board to develop, with extensive public involvement, a set of specific criteria for school closings and consolidations.
- Requires that any school that the Board plans to close or consolidate must be publicly informed by December 1, have 3 opportunities for public hearings, and be given adequate time to prepare for the hearings and to react to any recommendation the CEO proposes, after the written record of the hearing is available.
- Requires that hearings about school closings and consolidations be held before an independent hearing officer who has not received any payment from the Chicago Board for at least one year.
- Requires that the independent hearing officer write a detailed account of the hearing and then give the school at least 15 days to comment before any action is taken. And when CPS does take School Actions, it must create a Student Transition Plan and provide resources for a full school year to help students with the transition to their changed circumstances.
- Retains the Chicago School Facilities Task Force as an oversight body, with eight legislators, four representatives of community groups active on facilities issues— as well as a representative of the Teachers Union, Principals Association, and Chicago Board. The Task Force can hold public hearings and prepare a report with recommendations. They could criticize the Board's performance or recommend further changes in the law. ■

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



Caution: Another multi-tiered pension bill may be on the way.

by James F. Ward, Retiree Pension Trustee

Your phone calls, emails, visits to elected officials, and letters stopped Senate Bill 512—a bill which would shift additional pension costs to employees while making no assurance that the Board will properly contribute to the pension system. This was the first time the Chicago Teachers Union, Chicago Teachers' Pension Fund (CTPF), and Retired Teachers Association of Chicago (RTAC) worked together to stop harmful pension legislation.

However, we must remain vigilant. Illinois House Speaker Michael J. Madigan and Illinois House Republican Leader Tom Cross plan to develop support for a pension reform bill, perhaps for the November veto session of the Legislature. CTU's SB 512 committee is studying the proposed "reforms" for long term effects and strategizing how to fight it.

In 1995, Illinois law placed the responsibility with CPS to keep CTPF at a 90% funding level until 2045. In 1995, CTPF was 100% funded so the CPS did not have to pay into it until the ratio of assets to liabilities dropped below 90% in the 2000s.

Instead of planning for the inevitable employer pension costs, CPS sued to have the law requiring it to make payments to the Fund declared unconstitutional. They lost that suit, so they petitioned the General Assembly to pass Senate Bill 1946 in April 2010 to give themselves a "pension holiday" for three years -- 2011, 2012, and 2013. According to law they will owe about \$600 million to the CTPF in 2014. Will they pay up or will they again petition the State for another "holiday?" SB1946 also moved the deadline for 90% funding to 2059, kicking the can down the road another fifteen years.

If SB 512 were passed, the following changes would be made to the pension law. Although this specific law will not be called, studying it shows us the roadmap for the "pension reform" we are up against. The law included three "tiers" of pension benefits.

Tier 1 Teachers' contributions rise from 9% to 12.75% of salary. This option is available only for current employees hired prior to January 1, 2011.

Tier 2 Teachers will contribute 7% of their salary to the pension. Instead of calculating benefits based on the highest 4 years of service, it will be based on 8 years. Cost of living increases will be lowered, and the minimum retirement age will be 67. This option will be offered to all current employees.

Tier 3 is a self-managed plan (403b) and will only be available to employees with less than 5 years of service. Under this plan, employees will contribute a minimum of 6% of their salary, matched by a 6% employer (is this supposed to be employer?) contribution. Employees would control the investment and also assume the risk.

The contribution rate in option #1 or #2 will be recalculated every three years and may increase or decrease. Due to the recalculation every three years, employees would be allowed to change their option every three years. ■

Our PAC Is Our Power

By Stacy Davis Gates, CTU Legislative Director

Are you sick and tired of being sick and tired? I am. This past school year was especially difficult to endure with the hostility towards public education, public school educators, and public sector unions at an all-time high.

While we have survived a year of unprecedented attacks on our profession there is still work to be done. We must continue the fight as this is a critical contract negotiation year. The fight will be both in Chicago and in Springfield – where astroturf "reform" organizations are looking to take away everything we have fought for and won.

That is why I am asking you to join me in contributing \$5 each pay period to the Union's Political Action Committee (PAC). Our PAC is organized to elect candidates who support authentic educational reform and stand strong with labor. Our PAC receives and raises money from our members to support such candidates because our dues money cannot be used for political purposes.

All our efforts from direct mail, phone banks, voter registration drives, contributions to legislators, lobbying trips are paid for by our PAC funds.

Unfortunately, it costs money to engage in politics. Anti-teacher demagogues and big businesses have lots of money. We need to raise ours in small increments.

We need to tap every available resource in order to ensure that Chicago students have an opportunity to receive a world-class education. This upcoming legislative session is critical. We will be lobbying in Chicago and Springfield for positive changes to education policy – everything from real reductions in Board bureaucracy to new revenue to fund our schools. We must continue to fight attacks on our pensions like Senate Bill 512, which we successfully opposed last session. It would have put current employees on a multi-tiered pension plan.

Our current contributions to the PAC—\$20 per year or \$2 every other pay period — are not enough. Consider the following: Currently only 7500 of our 30,000 members contribute to our PAC. This translates into \$150,000 a year. Regrettably that means that we only raise \$150,000 which is dwarfed in comparison to so-called education reform groups like STAND FOR CHILDREN who have amassed the resources to advance their education reform agenda.

Our ability to win depends on us. Please complete the attached payroll deduction form. We need you to begin your deductions on pay period 19 (payday September 23, 2011).

Even in a hostile climate for public school educators and labor, we can turn the tide. Together we can stop the erosion of collective bargaining rights, pensions, and public education. ■

Merit Pay

By Pavlyn Jankow, CTU Researcher

CPS CEO J.C. Brizard, said, in March, 2011, “The model for a teacher’s union is that it’s a union of professionals, and to be a professional you have to be treated as one. You don’t have first in, last out. That’s a Teamster mentality. If you do more, you get paid more, and if you’re more effective, you get paid for more.” He was referring to merit pay, which CTU’s research team has concluded does not work.

The simple-sounding idea that “if you’re more effective you get paid more” ignores the fact that teaching is a complex art that cannot be motivated or improved by financial gain. CTU’s research team pored over the research and concluded that not only does merit pay fail to improve education, it has clear, damaging effects on curriculum and educational equity.

The expectation underlying merit pay is that teachers will increase their efforts if given a monetary bonus to do so and that bonus should be tied to standardized test scores.

The vast majority of evidence from large-scale experimentation in merit pay shows no benefit to student achievement. Tying student test scores to pay is another in a long list of test-based accountability “reforms” that have skewed instruction towards test prep but not produced student achievement gains

Because the evidence clearly indicates that merit pay does not raise student performance, merit pay supporters instead emphasize the potential benefits to the composition of the teacher workforce. The logic is that the “best and brightest” will be motivated to enter the field because they will have the ability to make a comparable salary to the private sector. No evidence supports this notion.

Merit pay practices undermine the goal of educational equity. Incentives that make standardized tests the focus of instruction for low-achieving students will further ingrain the two-tiered, inequitable education system. The effects of poverty on attainment need to be addressed with more resources and dependable services, not teachers paid through a merit pay scheme. An education system that differentiates and rewards teachers by faulty calculations of individual effectiveness will not develop the supportive environment that our students need.

Please visit ctunet.com/meritpay to read the complete study..

WARNING

Waiver Votes Negate Contractual Rights!

Article 4-6 of the CONTRACT which addresses the regular school day for elementary schools states, “the regular school day for elementary teachers shall not exceed seven hours [not eight hours and thirty minutes] with a continuous duty-free lunch period of forty five minutes.”

The current CONTRACT terminates June 30, 2012. Therefore, in order to add an additional 90 minutes to the school day all CTU members in a building would have to vote on a school WAIVER. It should be noted, that a WAIVER NEGATES A CONTRACTUAL RIGHT!

When there is a proposal to change any CONTRACT article, the Waiver procedure in Appendix C must be used. The way in which a waiver vote is carried out is agreed upon by the delegate and the principal. If a waiver vote form was produced by CPS’s legal department, it is illegal. A waiver that is rejected may not be submitted more than once in any school year. An approved waiver automatically terminates at the conclusion of the school year. The waiver vote must be posted with at least two days advance notice, be clearly worded, and be conducted by secret ballot.

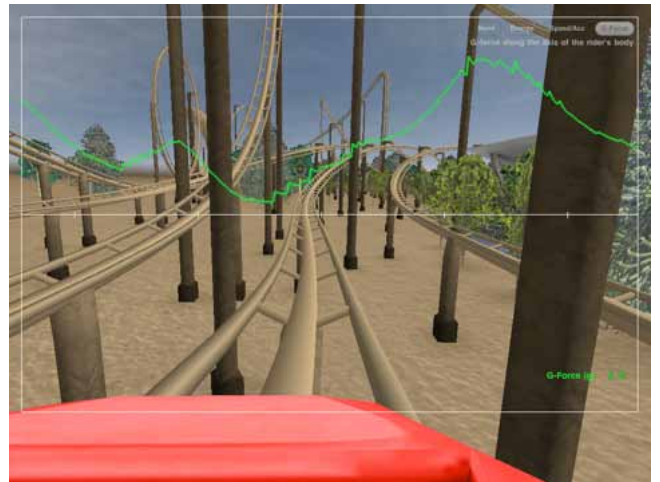
CPS may not retaliate against employees who vote against a waiver. Contact the CTU office (312-329-9100) and ask to speak to your field representative or coordinator if you have any questions or concerns regarding the waiver procedures.

Coasting Through Physics with iPads

By: Kevin Cram,
South Shore High School

Often students want to know the one right answer, and they want to know if that answer will be on the test. However, as educators, we know that there are often multiple “right” answers and multiple ways to arrive at an answer. Author Sir Ken Robinson (sirkenrobinson.com) defends the position that educators should be fostering the growth of divergent thinking in their students and educators need to redirect student’s learning toward “lots of possible answers to questions and lots of ways to interpret questions.” The iPad is a tool that allowed me to demonstrate these concepts in my high school physics classes.

With the support of CPS and Apple, my high school physics course was reinvented this year to stimulate creative design using a class set of iPads. During our first unit, students used their understanding of the concepts of velocity, acceleration, conservation of energy and forces to design a roller coaster. In previous years, this project has produced two-dimensional posters with calculations and a few three-dimensional models using foam pipe insulation. The majority of students were unable to fully conceptualize



A screenshot from the iPad app *Coaster Physics*, which is also available for iPhone.

and appropriately model their designs. That changed this year with the aid of the *Coaster Physics* app and the iPad.

Each group completed a three-dimensional model of their own design using the *Coaster Physics* app. Students were able to fully grasp and visualize how to meet the law of conservation of energy and what speeds are unsafe for roller coasters. They also realized the advantage of a design tool that provides the ability to edit, modify and adapt components of the roller coaster easily when compared to the limitations of pencil and paper. I knew this project was a success when I heard a student realize, “There isn’t one way to do this. I can change the ride over and over again and still be right.” *Coaster Physics* and the iPad had catalyzed the growth of divergent thinking. ■

Today We're Bargaining...



CTU has a plan to fight back. It will require all members to decide what we want to see in the next contract and to be battle-ready...

This is a challenging time for all workers in the Chicago Public Schools. The summer of 2011 began with the Board of Education rescinding 4% contractual raises for unionized school employees. This includes: teachers, paraprofessionals, and clinicians (AFT 1), operating engineers (IUOE 143), lunchroom workers (UNITE-HERE 1), security guards and special education classroom assistants (SEIU 73), electrical workers (IBEW 134), drivers (Teamsters 700), and custodial supervisors (SEIU 1). The Board used an article that was placed in the contract in the 1980s that states that CPS can rescind the raise if they do not have a 'reasonable expectation' that they can fund the increase. Members have expressed that this act was another display of disrespect by the Board.

After a long history of budgets that were driven by misplaced political priorities, CTU put together a team to analyze the CPS budget and see if this was just more of the same. The team found:

- \$70 million transferred to Chicago Police Department after years of \$8 million yearly payments to pay police officers who work in schools,
- \$40 million increase for charter schools,
- 30% raises for top CPS brass and the creation of several new \$150k/year positions,
- 37,000 vendor contracts that had not been authorized.

Moreover, the City remains unwilling to challenge the \$250 million a year of school funding that is lost to the Tax Increment Financing (TIF) program, or renegotiate toxic interest rate swaps that CPS made with banks that cost the schools \$36 million a year.

Two proposals from CEO Brizard make it difficult to believe the claim that the money isn't there.

To take further advantage of this manufactured budget crisis CEO Brizard announced a plan that could be used to divide our Union by offering a 2% raise to Elementary School teachers if they taught 90 extra minutes a day—a twenty-eight percent increase. This proposal was not offered to high school teachers or other school workers. CTU immediately rejected this proposal.

In addition, CEO Brizard has focused on merit pay as a way to improve student performance—despite the fact that every major study has shown no correlation between the practice and student growth (see "Merit Pay" on page 7).

If CPS is broke, why is there money for 2% raises for some employees and merit pay schemes?

CTU has a plan to fight back. It will require all members to decide what we want to see in the next contract and to be battle-ready for the quickly-approaching bargaining for that contract. Our current contract will expire June 30th, 2012. ■

and Preparing!

Visit ctunet.com/timeline for a detailed explanation of this graphic.

**Fact-Finding Panel
(by demand of either party)**

75 days maximum

**Panel
Report
15 days
max**

Reject

**30 day
Wait
Time**

**10
days**

**Strike
Notice**

CTU's Plan:

Bargaining. Starting in September, the union will send the Professional Problems Committee (PPC) to conduct area meetings where they will gather members' contract demands. Early in the fall, the "table team" – the people who will be negotiating the contact with the Board (officers, legal counsel, and other advisors) will begin formal talks.

Member Mobilization. Building strong member involvement at all 600-plus schools will be at the heart of our plans to win a good contract. The Union is engaged in a campaign to build Contract Action Committees at every school. This campaign includes delegate trainings, house visits, and officer visits at schools. We need every member involved.

Solidarity Actions with the Communities We Serve. Teachers and PSPRPs care about public education and Chicago's young people. We advocate for our students in quiet ways every day. It's important that our advocacy also be loud and public, in order to remind our neighbors of this commitment. Otherwise, corporate "reformers" will continue to dominate the narrative. We need the people in the neighborhoods on our side to win this fight. This means fighting not only for the issues unique to CTU, but the issues we share with our students and their parents. This means targeting the banks and corporations who have shown they are not willing to pay their fair share in taxes and in many cases are taking advantage of tax breaks.

Media and PR. Teachers, PSPRPs, and clinicians are being constantly maligned in the mainstream press. We have recently contracted a top national PR firm, Berlin Rosen, to work on this issue. We have plans to produce in-house videos that show what teachers, PSPRPs, and clinicians actually do. We are scheduling media training for members to get our story out in local papers, blogs, and alternative media. We will also further increase our communications channels to members such as bulletins updating members on the contract campaign. CTU's Public Relations and Communications Committee will continue to seek and promote positive stories from the schools.

Labor and Community Solidarity. We brought all 7 CPS unions together for joint bargaining. In addition, we have been actively working with the Chicago Federation of Labor to build inter-union cooperation on pension and collective bargaining issues. On the community front, we created a Community Advisory Board which has been meeting regularly and includes some of the most active community and parent groups in the city (see sidebar for list).

The Community Board has been working on a campaign for an elected school board and is currently working on our campaign for a "Better School Day."

Legal and Legislative. Our union continues to fight last year's illegal layoffs in court. A Labor Board hearing, arbitrations, and lawsuit will all be heard, starting late August through early September. In addition, CTU is planning other legal challenges to

board policy. In the upcoming legislative session, CTU and other Illinois teachers unions will focus on defending our pensions (see pension article on page 6). The union will look to add revenue to help fund schools—especially closing corporate tax loopholes and a 'millionaire's tax' modeled on legislation in New York. CTU will organize district-level teams to visit legislators and aldermen in their home offices. ■

CTU's Community Board

Visit ctunet.com/community for info.

Action Now

Albany Park Neighborhood Council
Blocks Together
Brighton Park Neighborhood Council
Enlace Chicago
Grassroots Collaborative
KOCO (Kenwood Oakland Community Org.)
Korean American Resource
and Cultural Center
Logan Square Neighborhood Assoc.
MAGIC (Metropolitan Area Group
for Igniting Community)
People for Community Recovery
SOUL (Southsiders Organized
for Unity & Liberation)
Teachers for Social Justice
Telpochcalli Community Education Project
VOYCE (Voices of Youth in
Chicago Education)



QUEST CENTER AWARDED TITLE II GRANT

CTU's Quest Center has been awarded nearly \$200,000.00 by CPS to provide professional development and National Board Certification candidate support for teachers pursuing advanced certification from the National Board for Professional Teaching Standards through the Nurturing Teacher Leadership (NTL) program. Pictured above is NTL's cohort for 2011/2012.

Calling All Lesson & Curriculum Developers

Please submit lessons you have developed around current topical issues for the Quest Center's *Current Events* website feature.

CTU members are invited to submit lessons/unit plans to the CTU Quest Center that align with themes mentioned above. Plans posted on the CTU website change weekly.

Please visit ctunet.com/lessons to view lessons and resources currently available as well as details on submitting new lessons.

CTU Quest Center Awarded AFT's Innovation Fund Grant

The CTU Quest Center has been awarded the American Federation of Teachers' (AFT) "Innovation Grant" for \$600,000 for its plan to align curriculum with the state adopted Common Core State Standards (CCSS). This is the first time CTU has been awarded this competitive grant. CTU is one of only five recipients. The Quest Center's Lynn Cherkasky-Davis, Walter Taylor, and Erin O'Brien, will spearhead this initiative for CTU.

CTU's proposal included hiring teams of teacher-leaders to partner with CTU curriculum and instructional experts to create model units of instruction, classroom performance assessments, and materials aligned to the new CCSS. The CCSS identify what students are expected to know and be able to do in math and English Language Arts. These Teacher Development Teams will also train colleagues across the district to tailor the model units to meet the unique learning

needs of each classroom and capitalize on the pedagogical strengths of each teacher.

"The hope is that the new CCSS actually signal a shift away from the past decade's mandates to 'teach to the test and cover topics broadly,' and give teachers the green light to engage students in critical thinking, problem-solving, and inquiry by teaching concepts deeply," said President Karen GJ Lewis. "The next step with the standards is implementation. As a result, teacher expertise is essential. CTU will rely on the experts — master classroom teachers — to develop developmentally appropriate curriculum that leads students to in-depth mastery of standards, not just drill and kill. With the assistance of the Innovation Fund award, CPS teachers will lead the national drive to bridge the gap between the theory of standards and testing to the practical realities of improving day-to-day standards-driven teaching and learning in our schools."

In addition, this grant funding allows CTU to play an instrumental part in leading the way

to properly and effectively utilize the CCSS in the Chicago Public Schools (CPS). The Quest Center will also work with university and community partners as well as business leaders in order to prepare CPS students to be workplace and college ready.

The Quest Center staff met with the leadership of the Boston Teachers Union in July at the AFT TEACH (Together Educating America's Children) conference in Washington, D.C. to collaborate on the development of a Technology Management System for the Instructional Units they are going to develop over a three year period for the CCSS project.

Additionally, the Quest Center will partner with the CPS Office of Teaching and Learning to provide professional development to best assist teachers in transitioning from utilizing the Illinois State Standards to the Common Core State Standards.

Visit AFT.org/innovate for more information about the Innovation Fund. ■

For Prestige, Success & Acclaim
Make Us Your Choice...

Nurturing Teacher Leadership

ATTEND OUR INFORMATIONAL MEETING:

Wednesday, November 16
4 p.m. to 7:30 p.m.

CTU Quest Center, 222 Merchandise Mart Plaza, Suite 400

A PROVEN NATIONAL BOARD CERTIFICATION SUPPORT PROGRAM

**NATIONAL BOARD CERTIFICATION—
WE WILL GET YOU THERE**

96% Success Rate!

National Board Certified Teacher Mentors

24 Hours Graduate Credit Offered

Rigorous Professional Development

Thirteen-Year Proven Track Record

Individual Monetary Incentive from ISBE

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Nationally Acclaimed Support Program —

Established 1997

Recertification Requirements Met

Illinois Master Certification

24/7 Computer Lab Access

Leadership Opportunities Available

12 Lane Placement Credits

Master's Degree Options



2011 Fall Professional Development Institute

**Visit CTU.net.com/PD for more
information and to register.**

Registration deadline for the 2011 Fall Professional Development Institute is September 19, 2011.

Critical Thinking (3 lane placement credits)

Differentiated Instruction In The Literacy Classroom
(2 lane placement credits)

Instructional Strategies That Work In All Disciplines
(3 lane placement credits)

Looking Through New Eyes: Exploring the Educational Resources of Chicago's Cultural Institutions (2 credits)

CHICAGO STATE UNIVERSITY

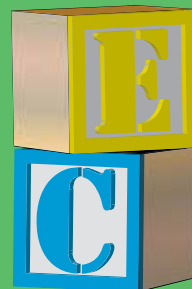
Fall Graduate Program Class Schedule Registration now open.
All classes will be held at CTU Offices: Merchandise Mart, Suite 400.

History of Mathematics For Middle School Teachers (3 Graduate credits)

Occupational Problems and Procedures for Special Needs Students
(3 Graduate credits)

Characteristics of Learners with Behavioral, Learning And Cognitive Disabilities (4 Graduate credits)

Visit CTU.net.com/PD for more information and to register.



Early Childhood Educators

To teachers in kindergarten through third grade:

Early Childhood Education has been defined by the National Association of State Boards of Education (NASBE) (<http://nasbe.org>) as birth through third grade, not just the preschool years. They concluded that children from birth through age eight learn and reason differently than older children. It is important that early childhood educators advocate for their programs and the children who they serve.

If you would like to help support bringing early childhood back to classrooms through 3rd grade, please consider joining the CTU's Early Childhood committee for the 2011/2012 school year. If you are interested, please contact Lynn Cherkasky-Davis at LynnCherkasky-Davis@ctulocal1.com.



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

More information can also be found at

www.ctunet.com/nbct

April 2011

In Memoriam

| | | |
|-------------------|------|----------|
| Player, Mary Anne | 12th | Cole |
| Hudson, Lillie R | 20th | Marshall |
| Ray, Ora L | 21st | Sub |

May 2011

| | | |
|----------------------|------|------------|
| Bertram I. Abell | 8th | Calumet HS |
| Helen E. Bock | 21st | Harlan HS |
| Jeannette S. Sims | 22nd | Pirie |
| Pegues, Willa Mae | 24th | Ferri |
| Thelma S. Garfin | 25th | Chopin |
| Jocelyn F. Simmons | 26th | Bethune |
| Madge M. Thornton | 27th | Dodge |
| Virginia Loven | 27th | Fenger HS |
| Norma G. Wilkins | 27th | Lewis |
| Arlene G. Antonovits | 28th | Mason |
| Eleanor Swirsky | 28th | Prussing |
| Natalie D. Bailey | 28th | Sexton |
| Walter H. Butler | 29th | Poe |
| Cleo B. Petersen | 30th | Fulton |
| Florence M. Wilson | 31st | Prescott |



June 2011

| | | |
|--------------------------|------|----------------------|
| Jerry A. Clarizio | 1st | Brentano |
| Suzanne Ackerman | 1st | Kennedy HS |
| Penelope Robinson | 2nd | Dewey |
| Holly Gronn Stephenson | 3rd | C-W SPEC SVCS SUP |
| Lucile Coffel | 3rd | Kelly HS |
| Emma P. Stacker | 4th | Hyde Park HS |
| Margaret Richter | 5th | Schurz HS |
| Marie S. Goryl | 5th | Seward |
| Lawrence R. Beverage | 5th | Young HS |
| Rosetta B. Walker | 6th | Earle |
| Rosaleen T. Sherlock | 6th | Emmet |
| Frederic Schuster | 7th | Dept. of Res & Eval. |
| Ronald S. Chew | 7th | Sub |
| Raphael Gilbert Guajardo | 7th | Kelvyn Park HS |
| Patricia M. Hassett | 8th | Penn |
| Norma J. Krcmaric | 9th | White Elem |
| Joy B. Lipman | 9th | Lane Tech HS |
| Ronna L. Kramer | 11th | Gale |
| Patrick J. Keane | 12th | Juarez HS |
| Lillian F. Bowden | 14th | Holden |
| Carolyn A. Johnson | 14th | Stockton CPC |
| Anne W. Bannor | 15th | Bridge |
| Lenzora Johnson | 18th | Kandon |
| Evelyn G. Wurum | 18th | Schurz HS |
| Bruce La Force | 19th | Mather HS |
| Mary P. Wesson | 20th | Black |
| Margaret M. Fitzpatrick | 20th | Spencer |
| Murad Agenlian | 21st | Hibbard |
| Francis E. Glover | 22nd | Burroughs |
| Patricia A. Hayes | 22nd | Young HS |
| Blanche A. Holicky | 22nd | Jesen |
| Masayo Nishimura | 22nd | Trumbull |
| Kenneth W. Tucker | 22nd | Einstein |
| Ann Sisco | 23rd | Earhart |
| Daretta F. Rogers | 26th | Calhoun North |
| Ethel Peterson | 26th | Michele Clark |
| Jeannette Skarbek | 26th | Wright Branch |
| Harold E. Charles | 27th | Farragut HS |
| Robert M. Powell | 29th | Wright Branch |

July 2011

| | | |
|------------------------|------|-------------------|
| Malcolm E. Banks | 1st | Parkside |
| Elaine Anderson-Boyd | 2nd | Taft HS |
| Violet Zuckerman | 3rd | Price |
| Jocelyn Savannah Durr | 4th | Schools & Regions |
| Charles R. Fullman | 4th | Carver Military |
| Kathleen D. Rademacher | 4th | Brentano |
| Mits Shiraiishi | 4th | Arai |
| Anne A. Levin | 5th | District Office |
| Johnyce J. Wright | 6th | Roosevelt HS |
| Steven E. Koror | 7th | Dirksen |
| Adolphus Garmon | 8th | Morgan Park HS |
| Margherita Krzan | 8th | Simeon |
| Bhanumati R. Patel | 8th | Spencer |
| Dorothy J. Richardson | 8th | Farren |
| Robert Lee Benford | 9th | O'Toole |
| Janis Goldman | 10th | Stockton CPC |
| Bernice S. Lee | 12th | Truth CPC |
| Jeanette Charles | 13th | Thorp |
| Katherine K. Sasaki | 13th | Ebinger |
| Gene Green | 15th | Mann |
| Vhanesse L. Rogers | 15th | Carter |
| Casimir J. Mika | 17th | Lincoln |
| Joseph Fleming | 19th | Cook County Jail |
| Bertha M. Green | 23rd | Metcalfe |
| Archie Jones | 23rd | Funston |
| Tempie T. Henderson | 25th | Sullivan HS |
| Carole A. Tucker | 25th | King 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.

Combined Charities Campaign

The *Combined Charities Campaign* offers a quick, convenient and highly effective way to support a multitude of charities and programs. The program is coordinated by Community Shares of Illinois (www.cs-il.org) who screens and monitors its member organizations so you can feel assured that time or money donated will be used effectively.

Some of the member organizations are:

Community Organizing and Family Issues (COFI) works with low income and working families, providing them with the leadership skills and organized power to win improvements in schools, communities and public policies. (cofionline.org)

Housing Action Illinois believes that the best way to break the cycle of homelessness and poverty is to provide families with quality, affordable housing. (housingactionil.org)

Jobs with Justice fights for a living wage, workers rights and health care. It advocates for workers facing hostile bosses, advising that they are not alone in the struggle. Last year, Jwj supported some 110,000 workers in 49 bargaining campaigns, kept 7 workplaces open and saved nearly 40,000 jobs. Equally important is their belief that victories can only be won by building a broad community of allies. (jwj.org)

The Law Project of Chicago Coalition for the Homeless represents families, children and youth without housing to ensure their educational rights are protected. They work to ensure that every child is in school, every day, advocating with school districts to resolve issues. (chicagohomelss.org)

United Negro College Fund (UNCF) envisions a nation where all Americans have equal access to a college education that prepares them for rich intellectual lives, competitive and fulfilling careers, engaged citizenship and service to our nation.

Help these groups, and others, continue their vital work by supporting them through the Combined Charities Campaign. Offer to coordinate the Campaign at your school or volunteer yourself at one of the 1500 plus charities. The opportunities are boundless.

To find other groups working to improve your community, go to: www.cccquickgive.org ■



Friday Sep. 23

Back-to-School Party

**First 100 to arrive
get 2 free drinks and
discounts for the night**

Visit CTU.net.com/social for info.

Whirlyball New Members Social October 7



Hearing Loss Is Now Epidemic Among Children

By *Kathlyn Maguire*,
Founder, *Empowerment Through Hearing*
KSM@HearingConnection.org



One in five students between the ages of six and nineteen suffer from hearing loss caused by excessive noise from high-volume iPods, booming car radios, and extreme decibel concerts.

- Over 35 million Americans have a significant hearing loss.
- 80% of those diagnosed with hearing loss do not seek hearing help, usually because of embarrassment, denial or lack of awareness.
- Hearing loss is one of the most misdiagnosed conditions in our classrooms.

The good news is, Noise Induced Hearing Loss (NIHL) is preventable. By simply reducing noise, you can reduce hearing loss.

I urge you to create an awareness campaign in your classroom to incorporate 3 steps that can help protect students from unwittingly damaging their hearing: (1) Turn down the sound (2) Wear hearing protection (3) Walk away from loud noise.

Teachers and PSRPs, if you have a student who doesn't follow directions, they may have a hearing problem. Encourage your students and their parents to have annual hearing tests. Remind your students, don't wait until they have persistent ringing in their ears. ■

IMPORTANT NOTICE

If for any reason you are no longer receiving a paycheck from CPS (on extended leave, displacement, etc.), your dues are not being paid to CTU. Constitutionally, members who haven't paid dues for two consecutive months are automatically removed from our membership rolls, but as a courtesy CTU extends all members a one-month grace period. If you stop receiving a paycheck or are not having dues deducted for whatever reason and would like to remain a member, please call 312-329-9100 and ask for the Financial Office so that you can make arrangements to continue your CTU membership.

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2011 LEAD



Friday, October 28, 2011
**International Union
of Operating Engineers**
2260 South Grove Street
Chicago, Illinois

**Legislators
Educators
Appreciation
Dinner**

Featuring Harrington's Corned Beef

Cocktails 3:30 p.m.
Dinner 5:30 p.m.

Reserve your table today!
\$30 per person • \$300 per table

Please reserve _____ seats for me at the LEAD Dinner on Friday, October 28, 2011. Enclosed is my check for \$_____.

I cannot attend the 2011 LEAD Dinner, but here is my contribution of \$_____. Please make checks payable to: CTU-PAC.

Name _____

Address _____

City _____ State _____ ZIP _____

Home Phone _____ Office Phone _____

State Representative District _____ State Senate District _____

School _____

Please mail to: LEAD
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222 Merchandise Mart Plaza, Suite 400
Chicago, IL 60654-1016

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- Coaching & Mentoring
- Differentiated Instruction
- Gifted Education
- Mathematics
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- Jay McTighe
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- Rick Wormeli
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- Susan Winebrenner

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