

STOP THE RAHM- RAUNER ATTACKS



DESTROYING OUR SCHOOLS

■ Illinois Governor Bruce Rauner has been a top advisor to Chicago Mayor Rahm Emanuel on **school closings** and other **harmful education policies**.

Juan Rangel, the disgraced former CEO of charter-school giant UNO, has also been a close advisor to Rahm. Rangel stepped down as UNO's CEO after a series of **corporate scandals** and federal investigations into UNO's misuse of public funds.

■ Both Rahm and Rauner back **budget cuts** for public schools and **sending school money to private organizations** beyond the democratic control of our communities.

HARMING OUR COMMUNITIES

■ As Mayor, Rahm has **laid off 7,000 teachers** and severely cut retirement income for thousands of seniors who live and spend money in our communities. His friend Rauner wants to **cut even more** from the limited income of the elderly.

■ Both Rahm and Rauner **oppose a minimum wage hike** of \$15 an hour for working families in Chicago despite the need in our communities. An early 2014 poll found that nearly two-thirds of Illinois voters support a minimum wage of \$10 an hour.

SERVING THE RICH AND POWERFUL

■ Bruce Rauner owns **nine homes** worth a combined tens of millions of dollars. Rauner spent more than \$100,000 to join an exclusive wine club. Asked whether he's a member of the 1 percent, he responded, "Oh, I'm **probably .01 percent.**"

■ After leaving his White House job, Rahm made \$18 million working for two years in private equity—essential to his success was Rauner's support. How did he make so much so quickly? According to Ron Suskind, a Pulitzer Prize-winning former reporter for the Wall Street Journal: "Paying someone who will be a future government official a lot of money for doing very little? On Wall Street, **we call that an investment.**"

A RAHM-RAUNER AGENDA THREATENS ALL OF US.

We must build our capacity to fight misguided politicians, well-financed corporate school reformers, and people who want to turn back the clock on workers' rights. Visit CTU.net/PAC, and make a monthly donation of \$5, \$10, or \$20.

Contribute to the CTU PAC.



ChicagoUnionTeacher

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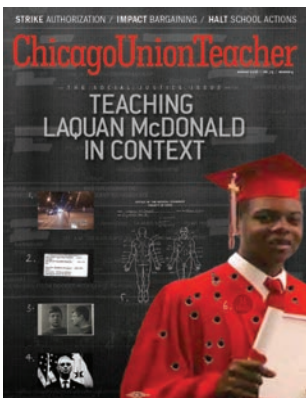
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Sisters and Brothers,



Let me be unequivocal about one thing—the CTU has never been, nor will ever be, anti-law enforcement. This is something your brother and Recording Secretary Michael Brunson makes very clear in this magazine’s open letter to members who questioned our role in supporting the Black Friday march to protest the shooting death of 17-year-old Laquan McDonald. On the eve of the march, I said in an official CTU statement that “it is time to turn our pain into power,” which is an approach that has become a hallmark of this union and our allies throughout the city, no matter the issue.

We felt pain from the closing of 50 neighborhood schools; from struggling to turn the minimum wage into a living wage; from big banks siphoning millions of dollars from our city and district through toxic swap deals; from the Board of Ed threatening us with mass layoffs and a more than 7 percent salary cut; and from the continued cycle of poverty and the loss of hundreds of lives in violence-plagued communities. So when people who have suffered for so long rally in the wake of yet another tragedy, the CTU will always stand by their side. We support good, honest police work in Chicago and other cities, but in no way will we ever support killing with no accountability at the hands of those we have entrusted to protect us, and subsequent

cover-ups and obstructions to justice for political gain. Laquan McDonald could have been a senior in a CPS classroom. This is why we stand in solidarity with those who demand justice for his death.

Just weeks after the Black Friday march, we continued to turn our pain into power when 21,782 of you voted “yes” to authorize a strike, to which the CPS CEO immediately responded with a new proposal. While this proposal addressed a few of our demands, it wasn’t nearly enough for sustainable improvements in our schools and for our students, some of which you will read about this month with *Chicago Union Teacher* features on CPS’ librarian shortage, outsourcing failures, and community input on contract talks and the leadership of special education in the district. We also celebrate the success of our rally in Grant Park and our new member event last fall, and get an update from the CTU political team on legislation we support, and oppose, and why.

As you return to your classrooms, I hope you enjoyed a well-deserved break and had a wonderful holiday season with your friends and families. And remember, no matter the fight, our focus remains on securing a fair contract and protecting your students and the schools they deserve.

Happy New Year, sisters and brothers, and all the best in 2016.

In solidarity,

Karen GJ Lewis, NBCT

In Response to the Shooting Death of Laquan McDonald

Dear Colleagues,

First of all, I would like to commend you for having the courage to honestly state your ethical concerns and openly question the position of your duly elected leadership. I am fairly certain that you not only speak for yourselves, but for other CTU members that share your concern—a concern that must be addressed.

I speak to you as someone who grew up in the city of Chicago. I grew up in a neighborhood plagued by gang violence, police officers that were hostile to community residents and the tragically aborted lives of innocent youth.

In short, the CTU leadership supported the Black Friday boycott in order to send a strong message: Any law enforcement official in the city of Chicago must be held accountable if they summarily execute a citizen and our youth. Human life is more valuable than corporate profit. This was a peaceful demonstration, but one designed to have maximum impact.

The highly disturbing video released on November 24, 2015, indicated the unwarranted and unjustified shooting of Laquan McDonald. Even the mayor

himself could find justification for the subsequent outrage, which as we all know took him over a year to admit. However, this tragic incident is all too familiar to many citizens of Chicago. I was never in a gang, but I was searched and harassed by neighborhood police squads more than once, even after running for my life with bullets whizzing around me while the assailants were ignored.

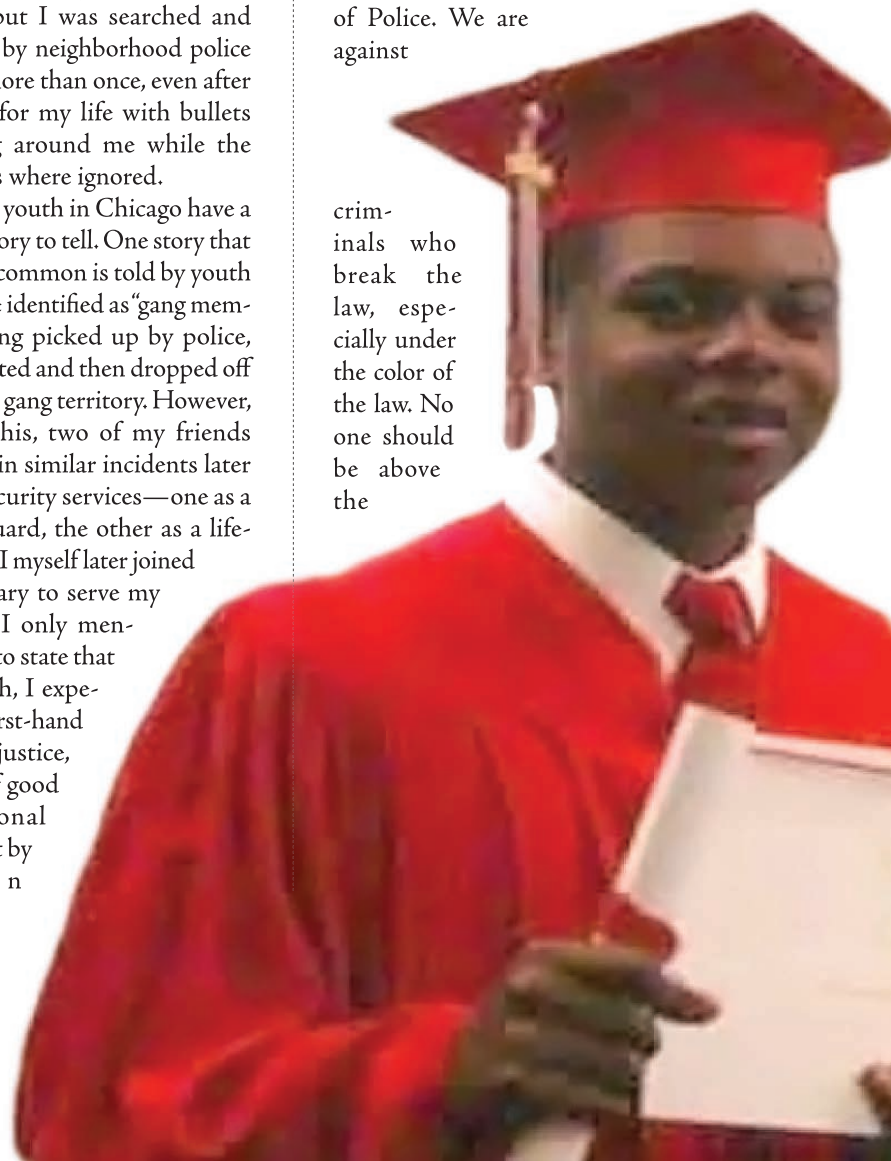
Many youth in Chicago have a similar story to tell. One story that is all too common is told by youth who were identified as “gang members” being picked up by police, interrogated and then dropped off in hostile gang territory. However, despite this, two of my friends involved in similar incidents later joined security services—one as a prison guard, the other as a lifetime cop. I myself later joined the military to serve my country. I only mention this to state that as a youth, I experienced first-hand police injustice, or lack of good professional judgment by certain



individuals.

I ask that you please understand a crucial distinction—CTU leadership and most (if not all) CTU members are not anti-police, nor do we disdain the Fraternal Order of Police. We are against

criminals who break the law, especially under the color of the law. No one should be above the





▲ **Protesting outside a Chicago police station**

Photo: Sarah-Ji

law. No one has the right to become judge, jury and summary executioner. No one has the right to play God.

Our police are public workers commissioned to serve and protect. Police should not kill without cause or justification. The CTU will not support a policeman who murders civilians any more than we would support an educator who harms and molests our students. The CTU does, however, support the right of any individual charged with a crime or infraction to “due process.” We have no contention with the police or their union, but we do profess unity with a cry for justice and a demand that everyone be held equally accountable before the law.

There are some individuals who say that the focus of the community anger should not be on the police, but on the criminals within the Black community who murder our children and terrorize our streets. I submit that the issue of “Black on Black” crime is intimately related to “blue on Black” crime and unjust oppression. The reality is that there are communities where the police are regarded as an “occupational army,” “goon squads” or “just another gang.” This unfortunate situation must be

corrected. Trust must be established between the police and the community they serve. There is no trust between a community and a perceived “occupational army.”

It only takes one or a few bad cops to destroy the community’s trust. A “code of silence” that protects bad cops helps to destroy that trust. Any leadership that protects bad cops also helps to destroy that trust. I submit that, if an individual is not held accountable and a code of silence is tolerated, it will lead to the corruption of an institution just assuredly as a “no snitching” code on the streets fosters violence and lawlessness in a community.

The CTU should demand that rogue cops be held accountable for their actions. CTU should demand that the FOP not endorse a code of silence to protect members that violate the trust of the public. Both the CTU and the FOP should commit to a high standard of public service. And, lastly, the CTU demands that the leadership at Chicago’s departmental and municipal levels act in accordance with their duty to the public trust and remove any internal menace to our communities.

Again, I commend you for your

The CTU leadership supported the Black Friday boycott in order to send a strong message: Any law enforcement official in the city of Chicago must be held accountable if they summarily execute a citizen and our youth.

focus on this extremely important concern. It is critically important that we clarify this momentous and timely issue, and map the ethical and political path that it is incumbent upon the CTU to take. We as educators intend to protect our students, the youth and young adults of this city. We must also, however, protect our role as one of the final bastions of ethical leadership, equitable resource distribution, transparent administration, open dialogue and the democratic institutions which make our nation a global beacon of freedom.

I ask that before you pass judgment on the motives and intentions of CTU leadership that you come forth and speak with us on these matters. At heart, we are all educators with a love of our craft and the youth that we serve. I firmly believe that we will be able to achieve an understanding and have an agreement through open, honest and compassionate dialogue. We cannot ignore the challenge presented to us all by a #BlackLivesMatter, immigrant justice or LGBTQ movement. I anxiously await your reply.

In sincere unity and solidarity,

Michael E. Brunson, Recording Secretary, Chicago Teachers Union

CTPF Challenges Investment Bank Practices

BY **CHICAGO TEACHERS' PENSION FUND COMMUNICATIONS STAFF**

On November 25, 2015, the Chicago Teachers' Pension Fund (CTPF) filed a lawsuit in federal court charging some of the world's largest investment banks with conspiring to engineer—and maintain—a collusive and anti-competitive stranglehold over the market for interest rate swaps (IRS) in violation of federal antitrust laws. Led by the CTPF, investors seek an injunction to put an end to this anti-competitive arrangement, and damages to compensate them for the losses they suffered.

The CTPF Board of Trustees voted unanimously on November 20, 2015, to pursue the litigation on behalf of its members.

"The Chicago Teachers' Pension Fund (CTPF) maintains a long history of being the initiator on issues to improve the lives of our members," explained Jay C. Rehak, president of the CTPF Board of Trustees. "We view this action as necessary to protect the long-term interests of our members and their financial security."

Interest rate swaps, regularly used by a broad spectrum of investors, including pension funds, university endowment funds, hedge funds, and municipalities, allow an entity to swap its fixed interest-rate payments for the floating interest-rate payments of a benchmark, or vice-versa. When used appropriately, interest rate swaps provide investors with flexibility in managing debt and mitigating risk. This vehicle is used extensively in the financial marketplace, with more than \$1.4 trillion in swaps changing hands daily.

The case alleges a group of Wall Street banks (Bank of America, Barclays, BNP Paribas, Citigroup, Credit Suisse, Deutsche Bank, Goldman Sachs, JPMorgan, RBS, and UBS) conspired to block the exchange trading of IRS.

Many other financial products, including stocks and foreign currency, trade on electronic exchanges, which offer transparent and competitive pricing and faster execution, lowering the cost to investors. The

complaint alleges that the banks used their power to stop competitors from bringing exchange trading to the IRS market, keeping prices for trades artificially high. As a result, the CTPF paid more for IRS trades than they would have in a competitive market. Said Rehak:

"As an example—today we take online stock trading for granted—we have an entire industry of 'day traders' and countless options for individuals who want to buy and sell securities from their home computers. Thirty years ago—this market didn't exist. You had to use a stock "broker" to make your trades—and they could determine how much those transactions cost. Electronic exchange trading has standardized this industry,



◀ Jay C. Rehak, president of the CTPF Board of Trustees

opened up the possibility for individuals to access a marketplace, and that marketplace has led to lower fees and better terms for consumers.

“The same model needs to be applied to the IRS marketplace. Currently, institutional investors must use an antiquated over-the-counter system, dominated by a group of banks that stifle competition to preserve a profit center. The practice keeps prices high for investors, and the result is that we all pay more for this financial product.

“We need to end this monopolistic practice. We filed this suit on behalf of the market as a whole and fund managers everywhere, and we expect other large investors to join us in addressing this critical market

issue.”

Cohen Milstein Sellers & Toll PLLC and Quinn Emanuel Urquhart & Sullivan, LLP have agreed to represent the CTPF on a contingency basis. Jacobs Burns Orlove & Hernandez is additional counsel. A copy of the complaint: *Public School Teachers' Pension and Retirement Fund of Chicago v. Bank of America Corporation et al.*, can be found at www.ctpf.org. **CTU**

Established by the Illinois state legislature in 1895, the Chicago Teachers' Pension Fund manages members' assets and administers benefits. The \$10.9 billion pension fund serves approximately 63,000 active and retired educators, and provides pension and health insurance benefits to more than 27,700 beneficiaries.

“Impact Bargaining” on 20th Day Layoffs Wins Back Member Jobs and Benefits

BY **JACKSON POTTER**

The Chicago Teachers Union has the right to bargain the impacts of layoffs to schools and request consideration from the Chicago Board of Education for the rights of our members as a result of displacement. We don't have the right to compel them to accept our recommendations, but Chicago Public Schools must hear us out and take our proposals seriously during the impact bargaining process.

We recently asked that our displaced members be placed into existing vacancies for which they are certified to teach, or in the case of paraprofessionals and school-related personnel (PSRPs), positions for which they are qualified. We also requested

that in lieu of staff losing positions because of decline in enrollment at their school, they should get first opportunities on positions created in other schools because of growing enrollment.

While the Board rejected that proposal, it did agree to:

- » Identify vacancies for which affected highly rated tenured teachers qualify
 - » Transfer the displaced teacher from the CADRE pool (where they go when displaced) to a vacancy on a temporary basis
 - » Give principals five to 20 work-days to determine whether or not to hire these teachers permanently
 - » Return those not hired to the CADRE with CADRE pay
- Of the 131 CTU bargaining

unit members impacted by 20th day cuts, 22 highly rated tenured teachers were eligible for this benefit. An additional 32 not highly rated tenured teachers were placed in the CADRE pool and 37 displaced Probationary Appointed Teachers, who ordinarily would only get placed into a day-to-day substitute position, were granted CADRE placement. There were also three Temporarily Assigned Teachers who were offered placement in the CADRE. While not everyone who was laid off was given benefits beyond what is contractually guaranteed, approximately 46 percent of the members displaced received augmented benefits and access to vacancies as a result of impact bargaining. **CTU**

Jackson Potter is the CTU staff coordinator.

Counselor Role Re-established at Clemente H.S.

BY **JOSEPH MCDERMOTT**

November marked the end of a long journey for four counselors from Clemente High School. On November 5, 2015, all four were paid for a grievance filed four years ago. The counselors were owed compensation for teaching one class per day for two years, while they also performed all their regular counselor duties. The Chicago Board of Education lost the arbitration in August 2012. It took multiple rulings from the Illinois Education Labor Relations Board and a suit filed before the Illinois Appellate Court before the Board agreed to pay the counselors. The counselors' story is one of courage and collective struggle that led to gains for counselors across the district.

In the spring of 2010, Marcey Sorensen arrived at Clemente High School as the new principal. She was the school's sixth principal within a four-year period. Over the previous 10 years, the school saw an investigation into Local School Council practices, an investigation into a previous principal and an adjustment of displaced students when Austin High School closed. Many believe the stability of the staff kept the school afloat during a decade of instability and challenges.

Sorensen promised that the requirements for the counselors would change at Clemente and set out to do it right away. In the summer of 2010 she redefined and laid off three veteran counselors. She required the counselors to hold a school counselor license and a classroom teacher endorsement, so the counselors were required to perform all of their usual counselor duties as well as teach one period per day. Sorensen cited the school's poor performance of sending students to college as the reason for the redefinition layoffs.

Sorensen did this despite the fact that many schools had counselors that taught a senior seminar without a classroom teacher endorsement. The three laid-off counselors filed a grievance and eventually

agreed to settle their cases—mostly because none of them wanted to return to a hostile environment with Sorensen as the principal. Many veteran Clemente teachers saw the counselor layoff and feared for their futures as well. "Marcey came into Clemente with an agenda," according to one former teacher. "She was convinced that the school was broken, and many of the 'old' staff was to blame.

"It became apparent to many that she wanted to clean house (and push the old staff out)."

The former teacher also stated that many of the new counselor hires were brought in from schools where Sorensen worked previously.

A culture of fear and intimidation developed at Clemente. The new counselors were now required to do more work than other counselors in the district. Their traditional counselor workload remained, and their duties were now monitored in weekly data sessions. The sessions were eerily reminiscent to the data driven "comp stat" sessions favored by police departments. Counselors were managed using data and accountability, similar to practices used in the corporate business world.

In addition to these work demands and pressures, the counselors now had a daily, for-credit class to teach. This meant taking attendance, lesson planning, calling parents, common planning, grading

One counselor voiced this opposition as being the antithesis of the American School Counselor Association model, which called for counselors to be a neutral confidant for students, and not an authority figure who can discipline or issue grades.



▲
Roberto
Clemente
High
School

papers, issuing grades and referring students to the disciplinarian when necessary. The practices of a classroom teacher interfered with the role of a counselor. One counselor voiced this opposition as being the antithesis of the American School Counselor Association model, which called for counselors to be a neutral confidant for students, and not an authority figure who can discipline or issue grades.

The CTU recommended a grievance be filed, but none of the counselors were willing to put their name on a grievance for varying reasons. It was very apparent, however, that they feared the principal would retaliate and make their lives worse, so the Union interceded and filed an “et al.” grievance on their behalf as a principal cannot coerce any member to accept working conditions that violate their contract. In this case, the principal claimed the counselors “agreed to do it,” which represents direct bargaining. This is not permitted.

This grievance demonstrated how the Clemente counselors’ win was a win for more than just these individuals. The counselors stepped up for

themselves and every Chicago Public Schools counselor when they were needed most, and their courageous act of unity and solidarity sent a powerful message to Sorensen and the Board. Three high schools—Lincoln Park, Washington and Juarez—still continued with the practice during the 2013-2014 school year, even after the arbitration decision was issued. By 2014-2015, however, the Board finally ceased with this practice at all high schools. Now that the Clemente counselors have been paid, the Union is fighting to settle the claims for other high schools.

We know that the Clemente win doesn’t solve all issues for counselors, as they still have too much of a workload and too few people to do the work. This win did, however, represent an incremental victory for four individuals, and it also changed the practices of the entire district. Let’s build on that win, improve conditions for counselors and give students the support they truly deserve to be successful in life. **CTU**

Joseph McDermott is a CTU teacher field representative.



The Role of Teachers in Empowering Students for Social Change

For 9th through 12th grade CPS Teachers



January 23, 2016

10:00 AM - 12:00 PM

Are you a teacher who would like to empower students to:

- act on issues of importance to them?
- engage in civic action to bring about desired social change?
- express purposeful dissent?
- become involved in solutions to CPS' teaching and learning problems?
- construct informed positions?
- develop personal responsibility?
- organize student voice committees or clubs?

Are you a teacher who already works with students on civic engagement projects, and has success stories to share with others?

Then this workshop is for you!!

Register to attend at ctunet.com/pd

Remember - TEACHER ISSUES ARE STUDENT ISSUES!



Roosevelt High School Students Protesting CPS Budget Cuts

Location:

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

Parking/Transportation:

The CTA Brown Line stops at the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard. Parking is not validated.

TEN REASONS WE'RE AGAINST UNIONS!



UNIONS JUST WANT TO LINE THEIR OWN POCKETS!
UNLIKE BOSSES, WHO HAVE ONLY OUR INTERESTS AT HEART.



OTHER THAN WEEKENDS, LUNCH BREAKS, OVERTIME PAY, PARENTAL LEAVE, PENSION PLANS, HIGHER WAGES, AND SICK LEAVE, WHAT GOOD HAVE UNIONS EVER DONE?



I DESERVE LESS PAY THAN MEN.



I WOULDN'T WANT THE COMPANY WASTING MONEY MAKING MY JOB SAFER!



SPEAKING OBJECTIVELY, ALL UNIONS ARE EVIL!
EEVVVILLLL!



I WANT THE "RIGHT TO WORK"!

ALONG WITH THE RIGHT TO BE ARBITRARILY FIRED!



WHO CARES IF UNIONS REDUCE THE PAY GAP BETWEEN NON-WHITE AND WHITE WORKERS?



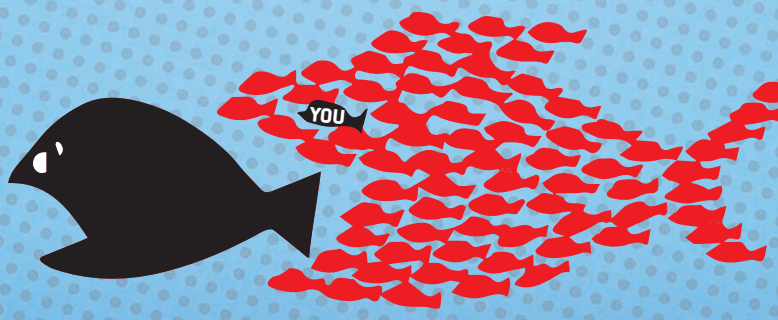
IT'S WRONG THAT UNIONS SPEND MONEY INFLUENCING CONGRESS. ONLY BUSINESS SHOULD GET TO DO THAT!



ONE DAY, I'LL GET RICH, AND I'LL BE THE BOSS. ONCE THAT HAPPENS, I WON'T WANT SOME UNION GETTING IN MY WAY!



WHO'D WANT MORE POWER AT WORK?





Student Activism Takes District by Storm

BY **JENNIFER JOHNSON**

At the Chicago Teachers Union High School Steering Committee’s initial meeting of this school year, an exciting increase in student activism was the first topic under discussion, which had arisen in response to the drastic budget cuts proposed by Chicago Public Schools. Much of the student activism is being sparked by the work of the Chicago Student Union, which meets every Monday at 5 p.m. (Information about future meetings and events can be found at chicagostudentsunion.org.) The student activists demanded that CPS not lay off thousands of teachers and cause the closing of many valuable programs. They also expressed how these

austerity measures will irreparably destroy their education and the impact their future. High school students from across the city have staged “study-ins” and held demonstrations outside of the Thompson Center on several Friday afternoons in October and November of last year. The demonstrations gathered increasingly larger numbers of students at each event and drew important media attention to CPS’ self-inflicted budget crisis and the impact it has on students.

The teachers on the CTU High School Steering Committee demonstrated support for the important work these student activists perform to address of the quality of their own education. The committee wrote a resolution in support of their efforts that was unanimously passed by the CTU House of

▶▶
CPS
student
protests

Photos:
Chicago
Student
Union

Resolution on CTU Solidarity with CPS Students

Whereas, Mayor Rahm Emanuel’s hand-picked Chicago Board of Education continues to privatize public education, against the will of the majority, and at the expense of stu-

dents and taxpayers; and

Whereas, the Board continues to expand charter and magnet schools at the expense of neighborhood schools, who serve the most vulnerable students with the greatest need; and

Whereas the state of Illinois is the 5th wealthiest state in the United States, but 50th in education spending; and

Whereas, both the mayor and Governor Bruce Rauner refuse to adequately fund public education by pursuing the progressive revenue solutions offered by the Chicago Teachers Union and others; and

Whereas, the Board continuously slashes school budgets, disproportionately impacting neighborhood schools, leading to thousands of teacher layoffs and

resulting in the cancellation of college preparatory electives, Advanced Placement classes and other valuable student programs and resources; and

Whereas the constant instability produced by these draconian budget cuts constitute sabotage of student learning and student support; and

Whereas students at several CPS high schools



Delegates at its November 2015 meeting.

If you are interested in joining CTU's High School Steering Committee, please contact Yolanda Velazquez at YolandaVelazquez@ctulocal1.com for a committee application and information about the next committee meeting date. **CTU**

Jennifer Johnson is the CTU Teacher Evaluation Facilitator.

across the city have protested these budget cuts through respectful, non-violent direct action;

Resolved, that the Chicago Teachers Union stands in solidarity with student activists and organizers who are defending their right to an adequate public education; and

Resolved, that the Chicago Teachers Union affirms that public schools belong

to the public trust and must be fully funded, because an adequate and free public education is a human right; and

Resolved, that the Chicago Teachers Union demands that CPS redress the grievances of students, take no further punitive action against students protesting cuts and expunge the disciplinary records of students who have participated in nonviolent direct action. **CTU**

CTU Calls on Claypool to Halt School Actions

BY **SARAH HAINDS** AND **CAROL CAREF, PH.D.**

Chicago Public Schools recently announced a proposal of several school actions:

- » Consolidation of Austin Polytechnical Academy, Austin Business and Entrepreneurship and VOISE Academy
- » Boundary Change of Frederick A. Douglass Academy
- » Consolidation of Mary Mapes Dodge Renaissance Elementary

Academy and Morton School of Excellence

- » Co-location of John Spry Community School, Maria Saucedo Elementary Scholastic Academy and Telpochcalli Elementary School
- » Co-location of KIPP Elementary School with Orr Academy High School
- » Closures of Moses Montefiore Special Ed School and Marine Military Math and Science Academy due to zero student enrollment.

The Chicago Teachers Union has concerns about the continuing opacity of CPS' criteria and methodology for school actions across this city. Schools are the heart of every community, and multiple generations of families have proudly attended and worked at our neighborhood schools. The complete disregard for trauma that district administration creates with willy-nilly decision making—almost exclusively on the most vulnerable populations—is reprehensible. There are large costs, both financial and social, to school action decisions; utmost transparency in the decision making process is imperative.

Co-locations, especially with charter schools, create situations in which students in neighborhood schools are treated as second class citizens in their own building. Often, for example, one half of a building is renovated for the new school, including new computers, new furniture, new whiteboards, etc., but no updates are provided for the existing school. CPS has not issued an evaluation of its co-location practices and thus cannot say that this a beneficial move for all parties involved. If it is not beneficial then it should not happen. Charter schools have frequently moved into buildings with contractually defined maximum student enrollment, only to amend contracts several times to expand their space in the building. Charters have also moved in and out of buildings, creating disruption and a waste of precious capital improvement dollars.

The incessant proliferation of charter schools, which all data indicate are not the school improvement panacea they promise to be, has created the under-utilization crisis that CPS now

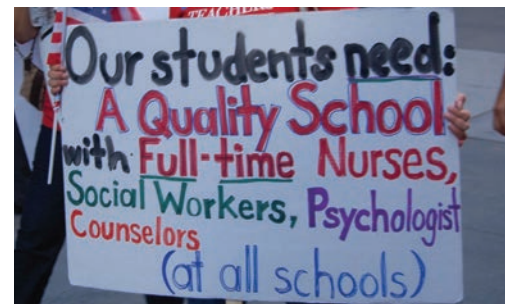


proposes to solve through co-locations. This is neither a smart nor an equitable solution. Co-locations exist in Chicago's most struggling communities in which support and stability are needed, not more disruption.

The closure of schools with no attendance is absurd, but happens because CPS would not allow students to enroll. They intended to close both Montefiore and Marine Academy for a long time, but gave no reason to do so. Now they do—there are no students enrolled.

CPS is consolidating schools they set up in a particular way in the first place. Austin, for example, used to be one school, and was eventually spilt into three schools. It will now be one school again. Dodge was closed and reopened as Dodge Renaissance, operated by the Academy for Urban School Leadership (AUSL), which also manages Morton. AUSL was allowed to manage CPS schools because it was supposed to do a better job than CPS itself, but now CPS plans to consolidate the two schools because the schools don't have enough students.

School actions cannot be taken lightly. They deserve to be planned



thoughtfully and carefully—not rushed through a quick process of a few hearings and a cookie-cutter transition plan. There is no reason why these actions need to be decided upon in this school year, and the district would benefit from working through the Facilities Master Plan Revision in 2016 before closing, consolidating or co-locating any schools. Instead of flying by the seat of their pants, CPS needs long-term planning based on demographic projections and district-wide school utilization considerations so that schools are not opened, closed or consolidated on a yearly basis. **CTU**

Carol Caref, Ph.D., is the CTU research consultant, and Sarah Hains is a CTU researcher.

Community Groups Call for Special Education Advocacy, Participation in CPS Hiring Process

BY **ACCESS LIVING**



In the wake of former Chicago Public Schools Chief of the Office of Diverse Learner Supports and Services (ODLSS) Markay Winston's resignation, a group representing a range of public school stakeholders raised concerns about the process to select the next chief ODLSS officer. On November 6, 2015, advocates for students with disabilities, community-based organizations representing parents of CPS students, unions representing special education teachers and paraprofessionals, along with related service providers, sent a letter to CPS CEO Forrest Claypool, Chicago Board of Education President Clark, CPS Chief Education Officer Janice Jackson and members of the Board of Ed to outline the issues and demands related to the concerns.

The letter recommended that CPS leadership present the top five candidates for the chief ODLSS officer position to the public, and explained that the community needed the opportunity to provide written feedback on each candidate to be used by the Board of Education in their decision making process.

The group also called on the CPS executive team to select candidates with prior experience as special education leaders, and to prioritize the long-term interests of students with disabilities when selecting candidates. The letter specifically raised concerns over whether current members of the ODLSS would be considered, since "some of the decision making by Winston's team was problematic and not in the long-term interest of students with disabilities in CPS."

The concerns of this group are compounded by CPS' fiscal problems. Citing cuts to special education and severe staff reductions, the group wrote, "We all believe that budget reductions for special education programs implemented at the start of the 2015-16 school year are wrong and will serve to limit the academic progress of students with disabilities." The group called for a full restoration of the \$32 million in cuts to special education, suggesting the cuts would have horrible consequences on schools and students



▲ **Markay Winston** Photo: Substance News

and could trigger legal ramifications.

The letter was signed by Rodney Estvan of Access Living and supported by the following organizations and individuals: Chicago Teachers Union; Service Employees International Union Local 73; Raise Your Hand for Illinois Public Education; Sharon Weitzman Soltman, Esq., an advocate for children with disabilities; Amy Zimmerman, Director of Chicago Medical-Legal Partnership for Children; Karen Berman, Assistant Director of Illinois Policy at the Ounce of Prevention Fund; Beverley Holden Johns, Professional Fellow in Special Education, MacMurray College; Matt Cohen, J.D., Matt Cohen and Associates; Penny Richards, President Elect, Learning Disabilities Association of Illinois; Heather Dalmage, Ph.D., Professor of Sociology and Director of the Mansfield Institute for Social Justice and Transformation at Roosevelt University. **CTU**

For more information, contact Gary Arnold by phone at 312-640-2199 or email garnold@accessliving.org.



Parents, Community Leaders and Students Join CTU Contract Talks

BY **CTU COMMUNICATIONS**

For the first time, the Chicago Teachers Union (CTU) invited community organizations to participate in the process to bargain the next contract with the Chicago Board of Education’s bargaining team. A number of key proposals were presented by more than a dozen allied groups at a special session at SEIU Healthcare, 2229 S. Halsted, on November 19.

The organizations, most which belong to the Grassroots Education Movement coalition and the national coalition Alliance to Reclaim our Schools, bargaining with the CTU included: the Kenwood Oakland Community Organization; Brighton Park Neighborhood Council; Pilsen Alliance; Action Now; Logan Square Neighborhood Association; Parents for Teachers; Northside Action for Justice; Fight for \$15; SEIU Healthcare Indiana/Illinois; Chicago Coalition for the

Homeless; Jobs with Justice; Teachers for Social Justice; and the Grassroots Collaborative.

The proposals included demands to:

1. Develop 50 sustainable community schools with robust anti-violence and social emotional interventions, including but not limited to a full time counselor, restorative justice coordinator, social worker, nurse and wrap-around supports for every school.
2. Put an end to all tests not required by state law.
3. Secure \$15 an hour minimum wage for all Chicago Public Schools employees.
4. Fund Grow Your Own instead of Teach for America to increase the racial diversity of CPS teachers and establish a pipeline for CPS students to become teachers.
5. Prosecution of Bank of America

and others that have undermined the finances of the district unlawfully with toxic swaps.

6. Full-day, free and well-resourced Pre-K for all 3 and 4-year-olds whose families earn up to 300 percent of the Federal Poverty Level.
7. Enforceable lower class size levels.
8. Stop school closings and charter expansion.
9. Support legislation for a progressive income tax and Elected School Board.

The session indicated that the CTU’s demands, which have been summarily dismissed by Mayor Rahm Emanuel’s appointed Board of Education, have deep roots throughout Chicago’s community areas and are shared by a broad spectrum of prominent community and labor rights organizations. **CTU**

CTU Strike Authorization Vote: 96% of Educators Say "Yes"

BY **CTU COMMUNICATIONS**

The Chicago Teachers Union released details last month regarding our strike authorization vote, which was conducted over a three-day period December 9-11, 2015, in all schools where CTU members are employed.

Statement by
CTU Vice President Jesse Sharkey

"Late last week teachers, PSRPs, clinicians—members of the CTU—voted overwhelmingly to authorize a strike. The actual result was just over 96 percent of those voting marked 'yes' with a 92 percent turnout. Rahm, Forrest Claypool—listen to what teachers and educators are trying to tell you: do not cut the schools anymore, do not make the layoffs that you have threatened. Instead, respect educators and give us the tools we need to do our jobs. In particular:

- » Improve the teaching and learning conditions by reducing standardized testing, eliminate time-sucking compliance paperwork and restore professional

respect and autonomy to teachers on matters like grades. These improvements cost nothing;

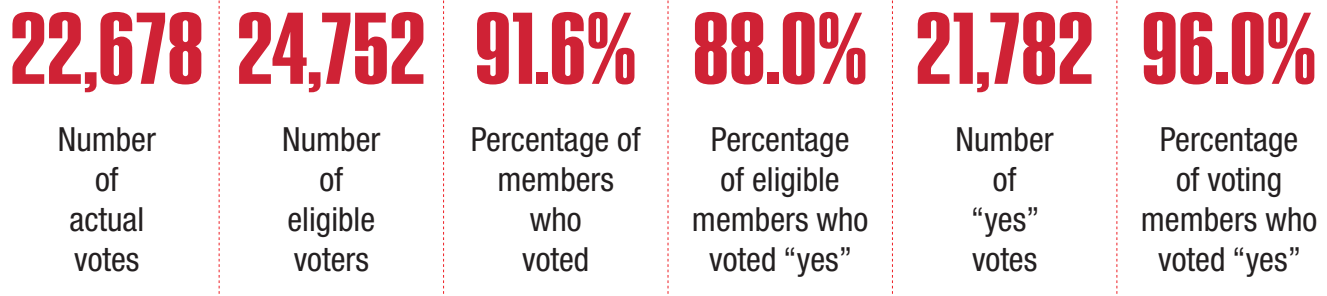
- » Staff our schools at an adequate level. We deserve reasonable class sizes, instruction in art, music, science and technology, libraries with librarians, and nurses;
- » Help our schools and our communities address the social crisis in large swaths of our city. While we do not expect the schools to fix homelessness, broken immigration policy, crisis-level unemployment and racism, we must address the undeniable fact that these problems spill over into our schools and devastate the lives of our children. We have modest demands to address these problems—allow our counselors to counsel, approve restorative justice programs in targeted schools, and help with translation and bilingual services.

Chicago Teachers Union members do not want to strike, but we do demand that you listen to us. Do not cut our schools, do not lay off educators or balance the budget on our backs." **CTU**



▲ **CTU Vice President Jesse Sharkey announces results of CTU strike authorization vote**

Photo: Ronnie Reese



BY THE NUMBERS: CTU STRIKE AUTHORIZATION VOTE



Chicago is a “Sea of Red” Once Again

BY **STEPHANIE GADLIN**

An estimated 5,000 Chicagoans braved the cold on Nov. 23 to turn up the heat on a school system that has refused to do what needs to be done—get stalled negotiations with the Chicago Teachers Union back on track—so that educators get the contract they deserve and students, the schools they need.

“One Vision. One Voice. One Victory.” was the theme of the rally, which was a showcase of union resolve and determination to end a contract standoff in which the stakes couldn’t be higher.

The audience for the evening rally in Grant Park’s Butler field was filled with public school educators decked out in CTU’s signature red. Joined by students, parents and concerned citizens, the educators fought the chill by singing rousing choruses of “Something Inside So Strong” and thundering their approval for remarks from the stage offered by CTU President Karen Lewis, American Federation of Teachers (AFT) Secretary Treasurer Loretta Johnson, Illinois

Federation of Teachers President and AFT Vice President Daniel J. Montgomery and a host of other dignitaries and voices from the community.

From the podium, Johnson recalled how the AFT stood strong with the CTU during the 2012 strike and assured the crowd that those unbreakable ties are still in place. “I want you to know that AFT once again has your back,” she said. “We are 1.6 million members strong, and we are proud to put union power behind you as you stand strong once again.”

“If we allow CPS to continue to disrespect our profession, they will pile even more demands on our schools without adequate resources,” CTU President Karen Lewis told reporters in an interview before the rally. “Every year, they take more and more. Enough is enough. We are fighting to save public education!”

There was no doubt that the rally was a thunderous success—a “sit-up-and-pay-attention” moment for any policymaker doubting the resolve of the CTU’s rank and file. Helicopters from local news stations hovered over the huge throng, and several

▲►
Scenes from the
November 23 rally

Photos: Victor
Powell Photography



news outlets broke into regular TV and radio programming with live reports. The rally also generated a raft of coverage on social media, including teacher expressions of support from as far away as the United Kingdom. The feeling of union pride and empowerment was palpable.

“Years from now people will say, ‘I was at Grant Park,’” said teacher Michelle Gunderson, a CTU functional vice president. “Chicago is a sea of red once again. Downtown is roaring with teacher power.” **CTU**

Stephanie Gadlin is the CTU Director of Communications.

Claypool Offers Teachers Another False Choice in Labor Talks

BY **CTU COMMUNICATIONS**

Chicago Teachers Union on Dec. 15, 2015, released the following statement in response to alleged comments made by Chicago Public Schools CEO Forrest Claypool regarding a new four-year contract offer presented to the Union following a successful strike authorization vote. Reportedly, the school chief made his remarks during a conference call with principals and reporters that did not include teachers or other school employees:

“We are disappointed that after meeting Mr. Claypool less than an hour after we announced that teachers had voted for strike authorization, that he would

mischaracterize in a phone call a new proposal presented to the Union that we have yet to fully vet and discuss with our rank and file,” said CTU Vice President Jesse Sharkey. “The mayor’s hand-picked Board continues to force a no-win choice on educators: Accept deep cuts to our salaries and health benefits now, or choose massive layoffs and larger class sizes in the weeks to come.

“However, the Board has some choices to make on its own. Either they can work with us to improve the quality of conditions in our schools, or they can face the second teachers strike in three years. CPS is unwilling to acknowledge the need for long-term progressive revenue solutions,”

Sharkey continued. “Instead of working with us to explore those options, Mr. Claypool would rather inflict more damage upon our classrooms and then turn around and blame us for their draconian actions and bad fiscal decisions.”

Chicago’s public school educators crushed a 75 percent strike authorization threshold when they voted overwhelmingly to authorize a strike and the Board continues to drag out labor negotiations.

“After years of corrupt no-bid contracts, sweetheart deals with big banks and leaving revenue on the table, Mayor Rahm Emanuel’s hand-picked CEO now tries to blame draconian layoffs on hard-pressed educators themselves,” Sharkey said. **CTU**

A Response to “Teaching About Laquan McDonald: A Toolkit for Teachers.”

education.uic.edu/toolkit

In anticipation of the release of video of the killing of 17-year-old Laquan McDonald by a Chicago police officer, Chicago Public Schools (CPS) created a document titled [“Teaching About Laquan McDonald: A Toolkit for Teachers”](#) that was made available to teachers over the Thanksgiving holiday. The toolkit is “designed to help guide a difficult conversation, if you choose to discuss the case in class.” It aims “to ensure teachers feel comfortable and prepared,” anticipating that many CPS students will have seen the video of the shooting and media coverage of the ensuing protests.

As teachers and teacher educators at the University of Illinois at Chicago (UIC) College of Education, we support CPS’s aim of helping teachers and students productively discuss LaQuan McDonald’s killing and its aftermath. This is a critical and tragic moment that demands our attention, and teachers need to be supported in their efforts to create educational spaces for young people to make sense of these events.

However, the CPS toolkit raises many questions and concerns for us. There is no mention of the reasons why this case has sparked massive protests, nor that it is one of numerous police killings and assaults on African American citizens that have been documented and protested within the last year alone. While the details of this case are unique, the events surrounding it are not isolated. A culmination of similar historical moments nationwide (many not captured on videotape) has led up to this moment in Chicago.

As public educators, we wish to offer some suggestions of how to better serve youth, communities and educators in Chicago. We are all struggling to understand these events, and how they reflect larger historical, social and political forces and conditions. We hope to reframe the discussion on the important teaching and learning that needs to happen at this time.

CPS’ Summary of the Case

The Introduction to the lesson plan describes the killing of Laquan McDonald on October 20, 2014, and offers an account of the events that followed. This account mirrors the account given by City and police department officials: it uses the word immediately (twice) and the phrase several days later to suggest a timely investigation, and emphasizes that the officer was charged with first degree murder, as if to imply an aggressive prosecution of the case. Not mentioned are the reports that officers at the scene dispersed witnesses, failing to take statements from those who might have provided a different account. There is no mention of the fact that the video contradicts CPD testimony, that the charges were not brought until a judge ordered the video’s release (against CPD’s wishes), or of widespread demands for the resignation of the States Attorney, CPD Chief, and Mayor.

The introduction to the lesson plan also makes excuses for delays by the City and State’s Attorney Anita Alvarez throughout the investigation. These delays have been widely criticized by local and national press, and especially by local community members. The introduction fails to point out that the \$5 million settlement with the family was not the result of a lawsuit, but was initiated by the City in apparent acknowledgment of the egregiousness of the case.



A Response to “Teaching About Laquan McDonald: A Toolkit for Teachers.”

education.uic.edu/toolkit

Also omitted is the fact that the murder occurred four months before the mayoral primary election of 2014, and the \$5 million settlement was finalized one week after the runoff election. It is not accurate to state that the only reason the video was not released earlier was “so as not to interfere with an active criminal investigation,” and both national and local press have challenged this assertion.

We are troubled that CPS would repeat this much-questioned narrative from City officials in a lesson plan for teachers and students, as if it were the district’s own narrative of the events of the case. No news outlets have offered an account of events that so cleanly adheres to the official story. Mayoral control of the district should not mean that CPS curriculum is used to parrot City officials’ talking points. A lesson plan designed to meet the learning needs of young people should not be used as a vehicle for political manipulation.

The Learning Goals of the Lesson

CPS frames the lesson around six learning goals:

1. “Give students a safe outlet for expressing their thoughts without arguing about the incident.”

The killing of LaQuan McDonald, and the circumstances and events preceding and following it, are complicated and troubling. It takes time, energy, and political will to create space for young people to grapple with these issues in all of their complexity. We believe that differences of opinion, as well as intense emotional and physical responses -- anger, grief, distress, confusion, fatigue -- are appropriate and necessary when confronted with the violent and unjust loss of human life, especially that of an adolescent of color. Rather than suggest that teachers suppress students’ reactions (“without arguing”), we recommend curriculum activities like those developed by Project NIA (see links below) that encourage students to experience and process these reactions.

2. “Have students imagine the best possible outcome.”

The best possible outcome of what, and for whom? This focus simply on students “imagining” outcomes does not suggest much faith in the ability and agency of young people, and misses the fact that many students are already actively engaged in demanding and working towards real social change. Students can learn, in this moment, what it means to take collective action to hold public institutions and officials accountable, and to redress past and present injustices. This is most urgent for students who are most negatively impacted by institutional racism and poverty. As teachers, we should help our students move beyond “imagining” outcomes, to develop their agency to make change.

3. “Avoid further perpetuation of the fear and hatred of law enforcement that these incidents encourage.”

This does not point to any positive learning goal, and seems to ask teachers to “teach” students not to be afraid or angry. We assume that “these incidents” mean police killings and brutality against people of color. It is hard to imagine a lesson that instructs children not to be afraid, after they have watched the nightmarish image of a teenager gunned down by a police officer as he walks down the street.



A Response to “Teaching About Laquan McDonald: A Toolkit for Teachers.”

education.uic.edu/toolkit

Teachers need ideas for how to help children of all ages process these feelings, and to understand the causes of these terrifying and enraging experiences, rather than try not to feel. There is an urgent need to establish honest and trusting relations between the police departments and communities of color nationwide, aggravated by institutional racism and patterns of police violence.

People are demanding transparency and accountability to the public. These are essential in a democratic society, and this is a perfect moment to teach these concepts clearly, and help students understand their right to demand them. Following curriculum materials like those linked below, an examination of the history of policing and the causes of police violence can allow for a deeper understanding of the reasons underlying distrust between communities of color and the police.

4. “Help students to consider the tools for civil protest that are in the tradition of Dr. Martin Luther King, Jr. and in the spirit of brotherhood.”

The teachings of Dr. Martin Luther King, Jr., are powerful, revolutionary, and highly relevant today. However, we find it puzzling that CPS looks backward a half century for a model of protest in response to oppressive forces and conditions, when powerful models of peaceful protest for social change are being organized, led by young people of color all over the country, and especially here in Chicago. An examination of the historical traditions of social movements, resistance, and struggles for liberation is a valuable goal for young people’s learning. But when they are looking out the window and seeing protest actions happening today, it seems also important to teach and learn about those movements for change that they now have the opportunity to participate in. By having a fuller understanding of historical and present day resistance, youth will be able to critically analyze representations that characterize protest as violent, criminal, and unjustified.

5. “Help students to examine the role that race, class, privilege, and stereotyping plays not just in this incident, but in our society.”

These are important concepts to teach in the current moment, but this language still skirts some of the most important issues. “Race” is the use of categories to name members of a certain demographic group, but the more relevant issue that must be addressed in this moment is “racism.” Beyond the idea of racism as a problem of certain individuals, this is an opportunity to learn about systemic racism: the views, values, and processes engaged by institutions that subordinate, marginalize and discriminate against members of particular racial groups. The concept of “stereotyping,” while an important and harmful issue, is not enough to help students understand the frightening and pervasive pattern of police killings of young people of color. The concept of systemic racism can give students a way to understand racism in its historical context, and to interrogate the relationship racism has to their lives.

6. “Bring historical context to the conversation.”

We agree with the need to provide historical context, but none is provided in the lesson plan; instead it is stripped of any reference to history. The current moment of social and political protest must be connected to the history of



A Response to “Teaching About Laquan McDonald: A Toolkit for Teachers.”

education.uic.edu/toolkit

Chicago, including the relationship many communities of color have had to law enforcement throughout the city's history. Whereas the Introduction of the lesson presents the killing of Laquan McDonald as an isolated and “difficult” case of possible police misconduct, the event -- and the protests -- cannot be understood without learning about the legacy of systemic racism and violence that African American people have been subjected to throughout our history. To change these historical patterns, we must confront this history squarely, and understand today's events in light of that history.

A number of educators and organizers have developed powerful materials for teaching and learning along the lines described here. We recommend that CPS teachers join these conversations and seek out support for teaching lessons that can truly help all of us to understand the events playing out in our city.

Authors: Danny B. Martin, PhD, professor of curriculum and instruction and mathematics
 Josh Radinsky, PhD, associate professor of curriculum and instruction
 Cecily Relucio Hensler, PhD Curriculum Studies student
 David O. Stovall, PhD, professor of educational policy studies

Resources for Teachers

In addition to the resources provided in the CPS lesson plan, we suggest the following:

1. [Talking About Policing and Violence with Youth](#): An Activity & Resource Guide, edited by Mariame Kaba, Project NIA - many lesson plans, readings and resources for teaching
2. [#Ferguson Syllabus - Talking and Teaching about Police Violence](#): lesson ideas and links to readings & resources
3. [Black and Blue](#): History and Current Manifestations of Policing, Violence & Resistance
4. [Blue and Black](#): Stories of Policing and Violence, a zine by Rachel Marie-Crane Williams that can be used in lessons
5. [Project NIA](#): links to many teaching resources and ways to get involved
6. [Black Youth Project 100](#): a Black youth organization dedicated to organizing, advocacy and education
7. #FergusonSyllabus (via Twitter): a working collection of curriculum ideas compiled by teachers since the killing of Michael Brown, to which you can add your own lesson plans. Also see this [archive](#), which is also linked from the CPS lesson plan
8. #ChicagoSyllabus (via Twitter): a new collection of lesson ideas focused on current events in Chicago - [editable google doc](#)
9. [The Invisible Institute](#): a citizens' police data project
10. [Chicago Public Schools students judge Mayor Rahm Emanuel's Laquan McDonald speech](#): a lesson plan devised by CPS teacher and The White Rhino blogger Ray Salazar.
11. [We Charge Genocide](#): a grassroots intergenerational effort to center the voices and experiences of the young people most targeted by police violence in Chicago.
12. [Young Black Organizers Demand New City](#): author Johnae Strong is a CPS teacher and lead organizer with BYP100, with a blog hosted at “A Just Chicago,” run by the Chicago Teachers Union.



Making Math Relevant

How to incorporate relevant “real world” application to math instruction

A Learning Series for Elementary and Secondary Teachers of Math

3.5 ISBE PD hours for each session

14 ISBE PD Hours for the entire Learning Series



The ‘Making Math Relevant’ Learning Series provides currently practicing teachers of mathematics with lesson design strategies that engage students in mathematical reasoning and integrate STEM (Science, Technology, Engineering, and Mathematics) practices into their instruction. Each session topic is differentiated for K - 6th grade teachers and 6th - 12th grade teachers. **The Learning Series is aligned to the CPS Framework for Teaching Components 1a, 1c, 1d, 3c, and 4d.**

Instructor: Michael P. Moriarty, NBCT

Session Time:

5:00 PM - 8:30 PM*

**In order to receive any credit, participants must be in attendance for each entire registered class session(s).*

Location:

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

Tuition:

\$30 for each session
\$100 for entire Learning Series

Pre-registration is required

Parking/Transportation:

The CTA Brown Line stops on the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.

Session 1 – Science and Engineering Practices

In this session, participants learn how Science and Engineering Practices found in the Next Generation Science Standards can be used to develop “math-centric” project-based instruction.

Dates: K - 6th grade teachers - **January 19, 2016**
6th - 12th grade teachers - **January 26, 2016**

Session 2 – The Language of Technology

In this session, participants learn how to incorporate the basics of coding in their instruction. K - 6th teachers will learn how to instruct binary coding and 6th - 12th grade teachers will learn how to instruct hexagonal coding.

Dates: K - 6th grade teachers - **February 2, 2016**
6th - 12th grade teachers - **February 9, 2016**

Session 3 – Engineering Real-Life Solutions

In this session, participants learn how to develop lessons that require their students to research, design, build, test, and improve upon a model to engineer solutions to “real life” problems.

Dates: K - 6th grade teachers - **February 16, 2016**
6th - 12th grade teachers - **February 23, 2016**

Session 4 – Shifts in Mathematical Instruction

In this session, participants ‘unpack’ the CCSS-M instructional shifts that address conceptual understanding, procedural fluency, and application in their math instruction.

Dates: K - 6th grade teachers - **March 1, 2016**
6th - 12th grade teachers - **March 8, 2016**

Each session meets 3.5 STEM credit hours required for CPS STEM teachers

6th grade teachers have the option to choose each session’s date that best meets their needs.



Register at www.ctunet.com/pd

If you have any questions about this learning series, contact:
Michael Moriarty 312-329-6275 | MichaelMoriarty@ctulocal1.com

Created In House by CTU Staff



Why the CTU Opposes SB 318: CPS Financial Restructuring/Statewide Property Tax Freeze

BY **THE CTU POLITICAL DEPARTMENT**

This bill has the following key points:

- » Two-year property tax freeze on all Illinois governments
- » Chicago teacher pension parity provision that has the state pay normal costs to the Chicago Teachers' Pension Fund (CTPF) starting in FY2016
- » Pension holiday for Chicago Public Schools for FY 2016 and FY 2017 for everything except the state's payment of normal cost to the CTPF
 - » Repeal of block grants to CPS and others after June 1, 2017
 - » A state commission to recommend a new school funding formula for state fund distribution after June 1, 2017
 - » New formula for distribution of supplemental funds to school districts with children in greatest need

The Chicago Teachers Union

opposes this bill because it does not solve the continuing funding problems for Illinois and Chicago schools. There is no new realistic revenue. There are only limitations on existing revenue. The Chicago teacher pension parity provision is long overdue and the approximate \$200 million annually is welcomed. Unfortunately, tying it to a two-pension holiday only makes the problem bigger.

Additionally, the repeal of the block grants, while freezing property taxes for two years, is detrimental to CPS. This action puts all funding for Chicago and Illinois schools at risk. A state commission has been assigned the task of sorting this out, which has proven impossible in the past. The new formula for distribution of supplemental funds is welcomed, but the amount appropriated is still inadequate and speculative.

Pension Holiday

The creators of SB 318 fail to provide a complete solution. This bill provides CPS with a two-year pension holiday that will inevitably exacerbate the district's current budget issues. This provision is more of the same "kicking the can down the road" as CPS will skip pension payments in 2016 and 2017, and the holiday will rob the Chicago Teachers' Pension

This bill provides CPS with a two-year pension holiday that will inevitably exacerbate the district's current budget issues.

Fund of nearly a billion dollars. And, if past is prologue, we know that the unelected, unaccountable Chicago Board of Education's mismanagement will only increase the challenges we currently face. It is the district's prolonged use of the "pension holiday" that has helped to put CPS in its fiscal situation.

CPS lobbied the state for "pension holidays" in the past and had them granted. The funds it saved were used to pay for poor decisions like the \$20 million no-bid contract to SUPES Academy (currently under federal investigation), the proliferation of unchecked, privately run charter operations, and school closings. These actions have decreased the number of active members and charter teachers who pay into the fund. The CTU also adds to the CTPF's unfunded liability.

Elimination of the Block Grant

This bill will eliminate the block grants CPS receives by 2017. Eliminating the block grant is a mistake without increased revenue coupled with a just, equitable and fair funding formula.

CPS Solutions

1. Any bill involving CPS finances must remove the responsibility of the pension payment from the operating budget by providing a revenue stream directly to the pension fund. Prior to the passage of the 1995 Amendatory Act, the property tax levy was the stream of revenue that funded CPS teachers' pensions. Prior to the removal of the levy, the pensions were funded at 110 percent.
2. A complete solution for pensions looks like a bill similar to the one passed for fire and police department pensions—a dedicated revenue stream, restructuring of the payment schedule and the ability to intercept if payments are not made to the Fund.
3. It is prudent to eliminate the block grants that CPS receives in the hopes that a commission is

CPS lobbied the state for "pension holidays" in the past and had them granted... The funds it saved were used to pay for poor decisions like the \$20 million no-bid contract to SUPES Academy (currently under federal investigation), the proliferation of unchecked, privately run charter operations, and school closings.

able to create a new funding formula, but the only appropriate manner in which to deal with school funding is to acquire more revenue. Absent of new revenue, the funding formula will still be inadequate.

4. What if the commission isn't able to create a new formula? What if the state fails to adequately fund the formula? CPS will be left without "increased" revenue and a larger unfunded pension liability. Quite frankly, it will leave CPS with a larger bill at the end of two years without resources to deal with its unfunded liability.

Again, the solution to this dynamic is increased progressive revenues. The CTU's work cannot simply center on a litany of false choices between our members and their students' classrooms, and the retirement security of our retirees. In fact, our work must achieve a system of progressive revenue policies that enhance corporate accountability, reform the banking and financial industries and require the wealthy to pay their fair share in taxes in order to truly support, expand and enhance the lives of all people in our city and state. **CTU**

HB 4268: A bill for an Elected Representative School Board in Chicago

HB 4268 has been introduced in the Illinois House of Representatives and currently has more than 50 co-sponsors. This bill would bring real democracy to the Chicago Board of Education. Highlights of the introduced bill include:



Prepared by the CTU Political Department

Chicago City Council Resolution Against Special Education Cuts

BY **THE CHICAGO CITY COUNCIL**

WHEREAS, historically, the City of Chicago, with the cooperation of other governmental units, has committed to increase the employment of people with disabilities to a rate that is as close as possible to the employment rate of the general adult population; and,

WHEREAS, it is estimated that 20 percent of Chicago residents have at least one disability; and

WHEREAS, the unemployment rate for persons with disabilities far exceeds the unemployment rate for persons without disabilities; and,

WHEREAS, it is estimated that 70 percent of all adult people with disabilities are unemployed;

WHEREAS, there are many persons with disabilities who currently are unable to obtain competitive employment; and,

WHEREAS, special education services

for youth with disabilities provides the basis to be an adult qualified to obtain competitive employment; and

WHEREAS, the State of Illinois pays pension costs for every other district in the state, CPS pays these pension obligations using funds that would otherwise go toward resources for additional support for students with disabilities.

WHEREAS, the current CPS fiscal problems are leading to cuts in special education services particularly impacting the most disabled students in the school district.

WHEREAS, between 65 and 70 percent of youth incarcerated in the Cook County Juvenile Temporary Detention Center (JTDC) have at least one diagnosable mental health disorder; and

WHEREAS, another 30 percent of youth incarcerated in JTDC have an identified learning disability; and

WHEREAS, millions of federal and City dollars are invested each year in

education of students with disabilities enrolled in the Chicago Public Schools without any significant gains in the rate of competitive employment for persons with disabilities in Chicago; and,

WHEREAS, it is in the best social and economic interests of the City of Chicago to expand competitive employment, the tax base of Chicago and economic opportunity for students with disabilities who will become adults citizens of Chicago; now, therefore

BE IT RESOLVED, that the Chicago City Council stands opposed to the over five hundred reductions in special education staff employed by the Chicago Public Schools announced as part of the CPS FY 16 budget.

BE IT FURTHER RESOLVED, that the Chicago City Council stands opposed to additional reductions of special education staff employed by CPS if the State of Illinois fails to provide the significant additional funding that has been requested. **CTU**



NURTURING TEACHER LEADERSHIP

The **National Board Certification** Support Program
for CPS teachers/counselors/librarians

Learn how you can earn an annual stipend

Accepting applications for 2016-18 school year

ATTEND OUR INFORMATIONAL MEETING

Tuesday, January 19, 2016

5:00 – 8:30 p.m.

Chicago Teachers Union

Quest Center

222 Merchandise Mart Plaza, Suite 400

Chicago, IL 60654



Find out about pursuing National Board Certification, Illinois Master Teacher Certification, and the role of the Quest Center in supporting Chicago Public School teachers through the process.

Requirements:

- 3 years teaching at current certificate level
- 3 years commitment to teaching in CPS
- Successful completion of professional profile

Register Online:

at ctunet.com under the "Quest Center" tab

Transportation:

Brown Line comes into the 2nd floor of the Merchandise Mart

After 3 p.m. parking - \$11 at MartParc Orleans, indoor self-park lot on the northeast corner of Orleans and Hubbard.



NATIONAL BOARD
for Professional Teaching Standards



For more information on **Nurturing Teacher Leadership**, or to register for the informational meeting, visit us online at www.ctunet.com/pd or contact Lynn Cherkasky-Davis at (312) 329-6274 or LynnCherkasky-Davis@ctulocal1.com.

What is Nurturing Teacher Leadership?

Nurturing Teacher Leadership is a 2 year program of professional development and candidate support that prepares CPS teachers for National Board for Professional Teaching Standards (NBPTS) certification. It includes:

- ✓ Weekly professional development and small group facilitation
- ✓ Collaboration with a cohort of other CPS teachers going through the certification process – professional learning community
- ✓ Technical support
- ✓ Assessment Center preparation simulations
- ✓ Individual mentoring
- ✓ Professional lending library
- ✓ Computer lab access

NTL: The sole support program for CPS teachers

The Chicago Teachers Union Quest Center's **Nurturing Teacher Leadership (NTL)** program offers a small supportive group setting in which National Board Certification (NBC) candidates work collaboratively and are mentored by National Board Certified Teachers. We read, study and discuss literature and research on current issues and concepts in education, applying our new or refined insights to our teaching practice. We provide multiple resources, support, and incentives. Our focus is on developing, improving, and validating teaching, thereby increasing student achievement.

During weekly meetings, successful teaching practices are recognized and shared. NTL facilitates all aspects of the intensive new 2 year NBC process. We assist teachers with descriptive, analytical, interpretative, and reflective writing required for the National Board portfolio. We provide technical assistance for required documentation of your work, facilitation with analyzing student work, professional development on differentiation of instruction, individual coaching and mentoring, and preparation for the rigorous Content Knowledge Assessment exercises. NTL supports all CPS teachers throughout the entire certification process, providing technical, professional, intellectual and moral support. After achieving National Board Certification, opportunities are available for you to support others—at a professional wage. The CTU Quest Center is *teachers working for teachers* to improve the achievement of Chicago's children.

What is National Board Certification?

NBPTS Certification offers teachers the opportunity for career advancement. It:

- ✓ provides an advanced credential consistent with what accomplished teachers should know and be able to do,
- ✓ certifies that you have the status of one who has met professional teaching standards,
- ✓ certifies that you have prepared a professional portfolio demonstrating your teaching abilities,
- ✓ certifies that you have fulfilled the rigorous Assessment Content Area Exercises, and
- ✓ entitles you to receive the Illinois Master Certificate endorsement on your Professional Educator License

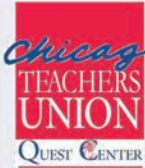
For more information on **Nurturing Teacher Leadership**, or to register for the informational meeting, visit us online at www.ctunet.com/pd or contact Lynn Cherkasky-Davis at (312) 329-6274 or LynnCherkasky-Davis@ctulocal1.com.

What are the Benefits of NTL?

- ✓ 94% success rate
- ✓ annual pensionable cash award
- ✓ National Board Certified Teacher mentors
- ✓ Illinois Master Certification
- ✓ 39 graduate credits offered
- ✓ opportunity for a Masters Degree in Teaching and Learning
- ✓ 12 CPS Lane Placement credits awarded
- ✓ professional learning community
- ✓ 10 day Summer Institute August 1st – 12th from 9:30 a.m. - 4:30 p.m.
- ✓ public recognition
- ✓ 1st consideration for Consulting Teacher roles
- ✓ coaching incentives
- ✓ teacher leadership roles
- ✓ becoming a better teacher



LCD:oteg-743-tr



Balanced Literacy in the Primary Classroom

This Learning Series is open to currently practicing K - 3rd grade teachers.

While participants can attend individual sessions, the greatest benefit will be derived from participating in the entire 10 session Learning Series

35 ISBE PD Hours for the entire 10 session Learning Series - 3.5 ISBE PD Hours for each session

Primary teachers have struggled with incorporating the components of balanced literacy (word study, vocabulary development, reading comprehension, and writing) into their instructional day since the implementation of the Common Core State Standards. This 10-session Learning Series focuses on how to redesign the balanced literacy block to incorporate all the components of the English Language Arts K-3 CCSS while maintaining the long-standing, research-based, balanced literacy instructional period. This series is aligned to the CCSS Anchor Standards for Reading, Writing, and Foundational Skills, and the **CPS Framework for Teaching Components 1a, 1b, 1c, 1d, 1e, 3a, 3b, 3c, 3d, 3e, and 4d**. *Instructor: Theresa Insalaco-DeCicco, M.Ed., NBCT*

Balanced Literacy Learning Series

For a detailed description of each session, and to register, go to www.ctunet.com/Balanced-Literacy

- Session 1 - **2/23/16** - Foundations of Literacy Instruction
- Session 2 - **3/1/16** - Approaches to Literacy Instruction: Synopsis
- Session 3 - **3/8/16** - Focus on Word Study
- Session 4 - **3/15/16** - Focus on Vocabulary Development
- Session 5 - **3/22/16** - Focus on Reading Comprehension
- Session 6 - **3/29/16** - Focus on the Reading-Writing Connection
- Session 7 - **4/5/16** - Integrating Literacy Instruction Throughout the Day
- Session 8 - **4/12/16** - Differentiation and Literacy Instruction
- Session 9 - **4/26/16** - Focus on Project Based Learning in Literacy
- Session 10 - **5/3/16** - Focus on Assessment



Time:

5:00 PM - 8:30 PM*

**In order to receive any credit, participants must be in attendance for each entire registered session(s).*

Tuition:

\$30 for each session
\$200 for entire Learning Series

Pre-registration is required

Register at

www.ctunet.com/Balanced-Literacy

*If you have any questions about Balanced Literacy contact:
Theresa Insalaco-DeCicco at 312-329-6270 | TheresaInsalaco-DeCicco@ctulocal1.com*

Location:

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

Parking/Transportation:

The CTA Brown Line stops on the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.

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Our Progressive Revenue Platform

BY **THE GRASSROOTS COLLABORATIVE**

Serious cuts are threatening working people, our families and our communities, and critical needs continue to be left unmet. Our state, city and county must take action on smart, sustainable solutions that remove us from the spiral of manufactured budget crises, stopgap regressive taxation and further cuts to vital social services. Short-term, emergency revenue to patch the budget and prevent devastating cuts is needed, but is not enough. We must work to secure the public resources required to fund the public services that would guarantee the social welfare of all Illinoisans.

To structurally address the needs of our state in a way that allows for progress and long term planning requires solutions which are smart about revenue sources and grow with the economy; which call for

We must work to secure the public resources required to fund the public services that would guarantee the social welfare of all Illinoisans.

equitable sharing according to one's means; and more fairly distribute sacrifice. Achieving the high-quality services and jobs that allow communities to thrive requires progressive revenue sources in the short and long term.

1. Corporate Accountability

We fight to maintain basic human services while living in an era of soaring corporate profits. The majority of Illinois corporations paid no income tax and those that did pay received a major tax cut this year. Corporations also profit from privatization linked to what little public investment is made. These schemes erode access to stable jobs, higher income and community control of public institutions and resources.

- » **End corporate loopholes.** Corporations get off the hook through tax deductions, credits, shifting money and other loopholes in our tax code. Over 2/3 of Illinois corporations paid no income tax last year. We can close these loopholes and adopt measures like those in Oregon and Montana that require companies to report and pay taxes on money hidden in foreign tax havens.
- » **Raise the corporate income tax.** Corporate profits are up and those tax rates should go up as well. Instead, the Illinois corporate income tax

rate was cut by 25 percent this year and very few corporations pay the full rate.

- » **Enact bad business fees.** Major low-wage employers are using public services to subsidize their poverty-level pay to employees. A per-employee fee on low-wage employers can recoup money to the state and incentivize higher pay and benefits from employers.
- » **Place a moratorium on corporate handouts and subsidies.** The state should freeze all new corporate tax breaks, credits and subsidies until producing detailed reports on past programs assessing their costs, effectiveness, economic value, job creation impact and quality of jobs created.
- » **Reform TIFs.** The majority of tax increment financing expenditures has occurred in the wealthiest areas of the city, depriving blighted communities and struggling schools and services of these much-needed resources. Changes in TIF policy such as rejecting new proposals in wealthy areas like the Loop and Gold Coast, while declaring surpluses for current funds and future collections in those areas, would shift revenue back from downtown into our communities.

2. Bank and Financial Industry Reform

The actions of big banks and the financial industry crashed the economy, and these institutions continue to profit at our expense. Between taking legal action and using the tremendous resources of the State of Illinois, the City of Chicago and various public pension funds, we have viable options for recovering our losses to predatory bank deals and demanding a better deal from Wall Street.

- » **End predatory bank deals.** Big banks have made hundreds of millions of dollars in profits off the State of Illinois since the crash in 2008 from toxic deals like interest rate swaps and auction rate bonds. We could win back money and prevent decades of future losses by taking legal action, demanding that banks release taxpayers and refusing future business to banks that refuse to renegotiate.

Achieving the high-quality services and jobs that allow communities to thrive requires progressive revenue sources in the short and long term.

- » **Reduce bank fees.** Financial firms take hundreds of millions of taxpayer dollars in exorbitant fees for services. Like ATM charges, these fees have no relation to actual cost of providing services, but are a money maker for big banks at the public's expense. Before weighing cuts to services, municipalities and workers, we public leaders should be demanding across-the-board cuts of all financial fees.
- » **Insource cash management.** The best way to reduce fees to Wall Street banks is to avoid doing business with them when possible. Wall Street firms are paid tremendous fees to manage our public pension fund money. Instead of outsourcing the management of public accounts and pension funds to private firms, we could hire qualified staff to bring this work in house and save tens of millions of dollars for the city and state.
- » **Borrowing reform.** Big banks are able to borrow essentially for free, supported by taxpayers, yet they charge public borrowers rising interest rates and huge fees, further underwriting their profits at our expense. Our state and cities deserve the same deal as Wall Street. They should explore options such as a public bank and should collectively bargain with financial institutions to demand lower interest rates, limits on fees, prohibit predatory practices and expand transparency.
- » **Enact a financial transaction tax.** Wall Street firms and ultra-wealthy investors have made huge profits from speculative trading on LaSalle Street. Raising revenue through gambling taxes on casinos primarily hits working class customers, but this type of gambling by bankers and billionaires has been left untouched, with traders paying no sales tax on these transactions. By charging even



▲
Photo: Bob Simpson

a small fee, a financial transaction tax has the potential to raise significant revenue for the state.

3. Taxing High Income Earners

Instead of addressing accelerating unprecedented wealth and income inequality, Illinois policies on both taxation and spending cuts encourage these trends. Despite an overwhelming majority vote for a millionaires tax in our state to fund education, working families continue to carry an unfair portion of state revenue and the burden from spending cuts forced by these regressive policies.

- » **Pass a progressive income tax.** Illinois “flat tax” forces working class families to pay a higher effective tax rate than the wealthy. The majority of states have a progressive income tax based on the simple principle that those who make more from the state’s economy should also contribute more to our public good.

- » **Pass a commuter tax.** A significant portion of higher-paying jobs created in Chicago have, in fact, gone to non-Chicago residents. These jobs are made possible by city services (police, fire, streets and sanitation, etc.) without a fair contribution to help pay for them.

- » **Pass a luxury sales tax.** Sales taxes tend to hit working families hard, but Illinois taxes the fewest services of any neighboring state. Included in this are many professional and business services used heavily by wealthier individuals and corporations (such as legal, finance, real estate, etc.)

It is time to define the “austerity” problem as what it is—a lack of revenue caused by the refusal of Wall Street banks, big corporations and millionaires to pay their fair share in taxes. These are smart solutions to make them pay, and move Illinois families forward. **CTU**

For more information contact Grassroots Collaborative at info@grassrootscollaborative.org

Collaborating in the Inclusion Classroom:

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



10.5 ISBE PD Hours

This 3-session professional development offering provides teaching partners the opportunity to learn ways in which to collaborate with one another, plan instruction together, and implement various research based co-teaching instructional models. General education teachers will learn how to adapt to an inclusionary setting, what to expect from their special education teaching partner, and how to make their classroom more accessible and equitable to special education students who were previously in self-contained settings.

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

2/2/2016

The first session will focus on protocols for getting started as partners in the inclusion classroom, such as learning how to utilize the expertise of both teachers and how to advocate for one another and for all students. Teachers will learn how to address common parental concerns and questions, and how to ensure placements accurately reflect student learning needs and IEPs.

2/9/2016

The second session will focus on how to implement the most appropriate co-teaching models for various learning contexts and student needs. Planning materials and resources will be provided. Attendees will learn how to plan and implement instruction using the universal design format for all their students, including the use of flexible, heterogeneous group settings, and differentiation strategies. Partners will implement a co-teaching model in their classrooms between sessions 2 and 3. Participants without a partner in attendance will learn how to communicate with their co-teacher about planning and implementing an effective and research based co-teaching model for their school context.

2/16/2016

The third session will focus on methods for including parents and community members in the decision making process when implementing inclusion with co-teaching, and how to address misconceptions about co-teaching that others might have. Participants will reflect on their 'practice' implementation of the co-teaching model in their classrooms and discuss their next steps for addressing the challenges they faced.

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

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

Time:

5:00 PM - 8:30 PM*

**In order to receive any credit, participants must be in attendance for all 10.5 hours.*

Tuition: \$80

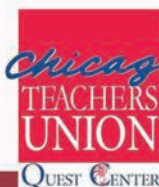
Pre-registration is required

Location:

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

Parking/Transportation:

The CTA Brown Line stops on the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.



Register at www.ctunet.com/pd

*If you have any questions about Collaborating in the Inclusion Classroom contact:
Theresa Insalaco-DeCicco at 312-329-6270 | Theresainsalaco-DeCicco@ctulocal1.com*

Created In House by CTU Staff



Parent Advocacy: Taking Action!!!

January 13, 2016

5:00 - 8:30 PM

3.5 ISBE PD Hours

This workshop is designed to assist teachers with strategies for empowering parents to advocate for their children, including children with special needs, and to enrich their collaboration with parents. Teachers will analyze parent advocacy research and its implications. Participants will learn how to connect parents to decision making bodies at the school, district, and community level, as well as independent advocacy groups that lobby and work for school improvement. The workshop will enable teachers to educate and support parents in attending LSC meetings in order to advocate for necessary allocation of school resources, appropriate hiring processes, and holding their schools accountable for the conditions in which all students learn. They will discover techniques to join families with each other to enact needed change. Workshop participants will learn how to actively engage parents in decision-making structures and processes, and how to provide parents with knowledge, skills, and opportunities to navigate and negotiate the school system, in order to effectively advocate for the education their children deserve. The attendees will learn about services and resources that support family empowerment, advocacy guidance options for parents of children with Special Needs, and how their students individually and as a class can benefit from parent voice and advocacy. Attendees will brainstorm ways to strategically partner with parents and parent organizations to advocate for systemic improvements. **This workshop is aligned to the CPS Framework for Teaching - Components 2a, 2b, 4c, 4d and 4e.** Instructor: Walter Taylor, NBCT

Workshop Date:
January 13, 2016

Tuition:
\$30

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

Parking/Transportation:
The CTA Brown Line stops on the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.

Workshop Time:
5:00 - 8:30 PM*

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



Register at www.ctunet.com/pd

If you have any questions about this workshop, contact:
Walter Taylor at 312-329-6273 | WalterTaylor@ctulocal1.com

Created In House by CTU Staff



IWitness - Incorporating Holocaust and Genocide Studies into History Curriculum

February 24, 2016

4:45 - 8:15 PM*

For 6th through 12th Grade CPS Teachers of Social Studies/History

A FREE Professional Learning Opportunity

Register to attend at ctunet.com/pd

For more information about IWitness, visit iwitness.usc.edu

Location:

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

Parking/Transportation:

The CTA Brown Line stops at the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.

**In order to receive 3.5 ISBE PD Hours, participants must provide their IEIN number and be in attendance for the entire session.*

At this professional learning opportunity, teachers will learn how to use the resources and activities located on the IWitness website developed by USC Shoah Foundation – The Institute for Visual History and Education. The website provides teachers with access and guided exploration to 1,467 full life histories, testimonies of survivors and witnesses to the Holocaust, and other genocides to use in their social studies/history curriculum. IWitness brings the human stories of the Institute's Visual History Archive to teachers and their students via engaging multimedia-learning activities. Participants will learn how to navigate the free website, and incorporate the videos and activities into their Illinois State mandated Holocaust and Genocide studies (105ILCS 5/27-20.3). The IWitness educational website is designed to be participatory, academic and student-driven while addressing the ELA Common Core State Standards (WHST 6, 7, & 8), and the International Society for Technology in Education standards, among others. This professional learning opportunity is aligned to the **CPS Framework for Teaching, Components 1a, 1b, 3c, and 4d.**

Attendees must bring a laptop, digital notebook, or other Wi-Fi enabled and video streaming device.



Just Two Certified Librarians Left at Virtually All Black CPS High Schools

BY **PAVLYN JANKOV** AND **THE CTU LIBRARIANS COMMITTEE**

For the last several years the Chicago Teachers Union and the CTU Librarians Committee have been documenting the loss of professionally staffed libraries from district schools. The district's failure to provide adequate funding has led to position closures, shifted librarians into classroom positions and left in disuse libraries that have been painstakingly built and supplied by their teachers. Constant funding precarity has also pushed out experienced and veteran librarians to seek other opportunities.

In 2012, 67 out of 97 schools had a dedicated certified teacher staffed as a librarian. After three years, half of those high school librarians lost their positions or left their schools. This year, the proportion is reversed with just a third of all high schools having a librarian.

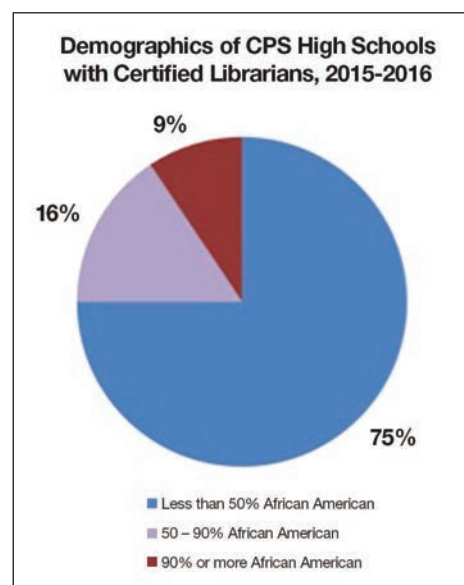
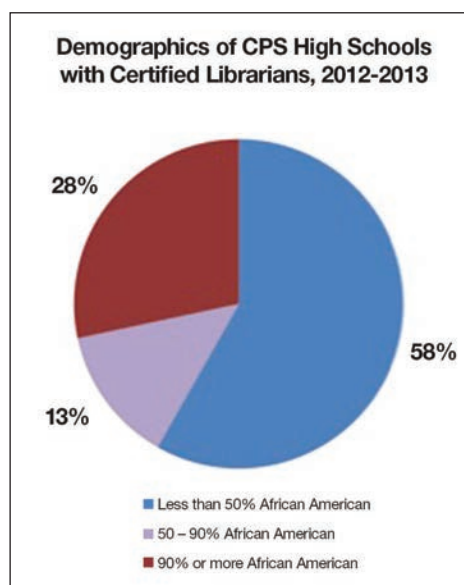
With the district's implementation of student-based budgeting alongside deep budget cuts,

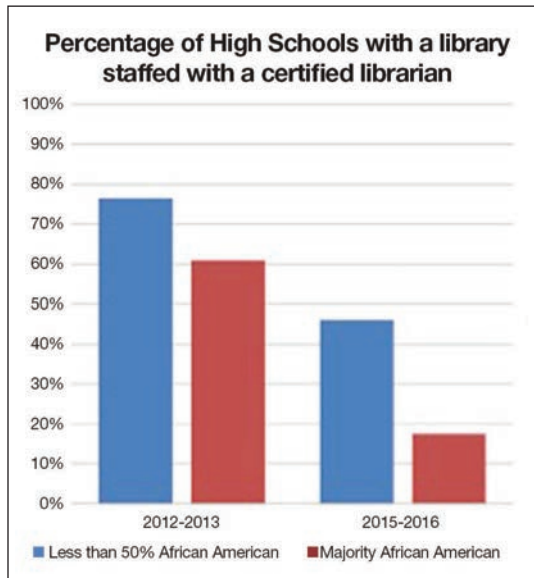
and its continued reckless expansion of charter schools, CPS' lack of support for neighborhood schools has led to enrollment losses and severe budget cuts across high schools. Segregated Black schools on the South and West sides have been hit especially hard, and when it comes to access to school libraries, the disparity has become startling.

The number of high schools with a student population greater than 90 percent African-American with a librarian on staff has dropped 84 percent, from 19 schools in 2012 to just 2 this year (Chicago Vocational Career Academy and Morgan Park High School). Across the 46 high schools with a majority African-American student population, just 15 percent have librarians. Across the 28 high schools with an African-American student population above 90 percent, just 7 percent have librarians. In comparison, the dismal rate of librarian access across all Chicago Public Schools high schools is 32 percent.

Such a deep disparity did not exist several years ago. In the 2012-2103 school year, 61 percent of

▶ **In 2012, majority Black schools represented a little over 40 percent of schools staffed with librarians, a little less than their proportion across all schools, which was 47 percent in 2012. In 2015, schools that were majority Black represented just 25 percent of schools that had a certified librarian on staff.**





▲ **CPS high schools have had a steep decline in librarians, but especially at schools with a majority African-American student population.**

high schools with a majority of African-American students had a certified librarian on staff, compared to 69 percent across all district high schools.

Some schools that have library rooms without librarians actually still have librarians—but they are assigned as full-time classroom teachers. In 2013, 58 librarians were shifted into non-librarian positions. A librarian at a Southwest Side high school reports that while her school has had a vibrant and collaborative library program that circulated more than 9,000 books to students last year, her duties now include teaching several English classes. She felt lucky, however, as she has had an assistant and managed to keep the library going with funding and grants.

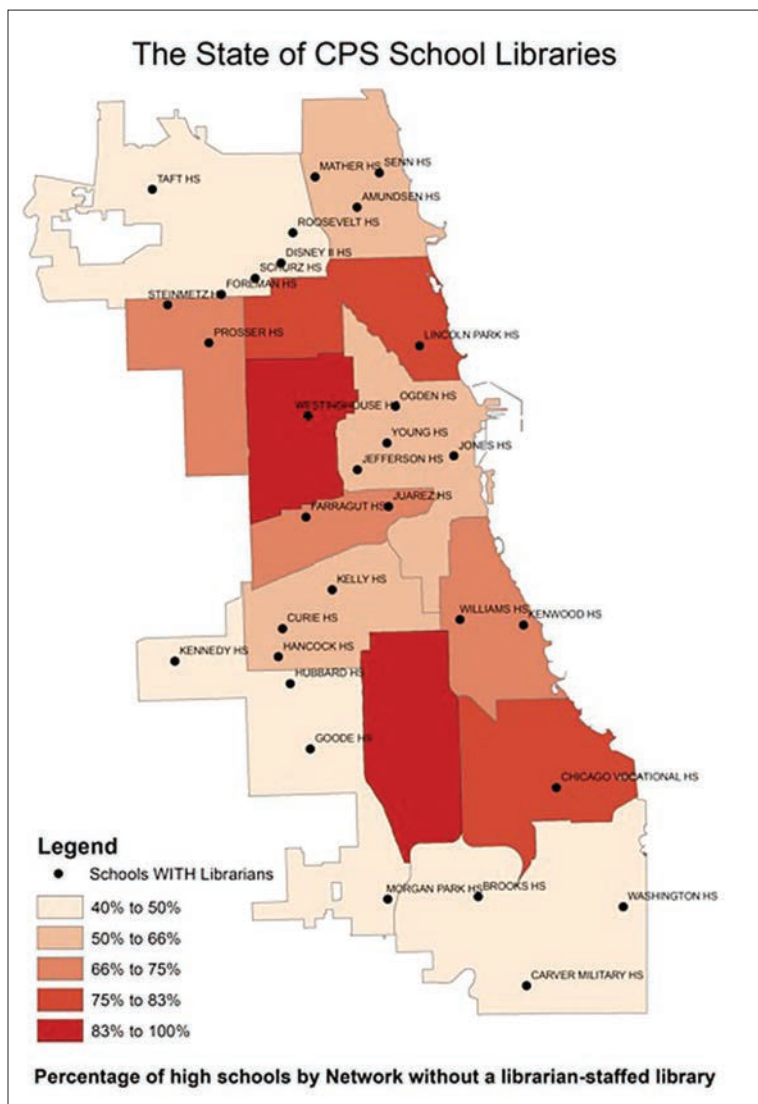
Librarians are indispensable to not just students, but to fellow educators. Co-workers of Tamela Chambers, a librarian at Chicago Vocational Career Academy (CVCA)—one of the few remaining librarians at a South Side neighborhood high school—described how invaluable it is to work with her: “We continue to challenge each other with projects that stretch our creativity... Working with Ms.

The number of high schools with a student population greater than 90 percent African-American with a librarian on staff has dropped 84 percent, from 19 schools in 2012 to just 2 this year.

Chambers literally leaves me ‘jumping at the bit’... I can’t wait to finish one project so that I can get into the next one.” At CVCA, they have collaborated over student projects for newscasts, documentaries presented at the Chicago Metro History Fair, service learning projects, children’s books on food deserts and collecting songs for use in AP U.S. History. Facilitating such projects are so important, Chambers said, because “libraries bridge the gap between academia and personal interests—a crucial connection that makes learning meaningful and relevant.”

Records indicate that CVCA has had a certified librarian staffed for at least the last 15 years, a duration that many other South Side high schools also shared until the last several years of budget cuts. This week, the librarian at Daniel Hale Williams Prep, housed at the DuSable school campus along with Bronzeville Scholastic Academy and the DuSable Leadership Academy, was notified that her position was closing. With the closure of the DuSable Library, a library that has been in continuous existence since the start of the historic school, the district shuts down the only functioning library staffed with a fully certified librarian in a Bronzeville neighborhood high school. Sara Sayigh, the veteran librarian who received the layoff notice, explains the historic importance of school libraries:

Since 1936, DuSable has always had a librarian and during most of the time, more than one. This historic Black school is the alma mater of Harold Washington, Nat King Cole, Ella Jenkins, Timuel Black and many, many others. The library in this school always has given a sense of community to the building and it still does today. When you remove a librarian, you remove an entire service, and take something essential away from the whole building.



▲ **There are large pockets throughout Chicago lacking a high school with a staffed librarian, but the need is most dire in areas such as Englewood and on the West Side.**

At my school, it's connected to the sense of the greater community.

Total funding for libraries across district schools has shrunk again this year, down to just \$24 million, a cut of 20 percent from last year's \$30 million. The precarity of the CPS budget constantly weighs on teachers. K.C. Boyd, a veteran and celebrated certified librarian formerly at Phillips Academy, left CPS this past summer to run the libraries program across the East St Louis school district. In CPS she faced a situation familiar to many veteran educators of

subjects that are not considered by Central Office as core curriculum with dedicated funding: annual uncertainty of a continued position.

"I had experienced a position closing on me in 2009 and vowed that I would never go through that again," Boyd said. "This was a painful decision because this was the first high school library I was assigned, I had re-built the library from scratch, developed an awesome collection through grants and donations, and turned non-readers at Phillips into readers."

Boyd was one of several Chi School Librarians activists who met with former CPS CEO Barbara Byrd-Bennett last year to advocate for library funding and more teacher representation in curriculum development. She recounted how at the end of the meeting, it was apparent that CPS was not committed to their library programs "Dr. Byrd-Bennett said that the projected figures for next school year looked grim along with our positions," Boyd said. "She paused and looked all of us sitting at the table in the eye when she said that.

"I caught that message loud and clear."

Boyd is happy in her new role managing and re-building a library program for East St. Louis schools, and she expressed concern that CPS has not prioritized libraries, especially in communities that have suffered disinvestment. "I think it is appalling that the South Side of Chicago, in particular greater Bronzeville, the home of the Black Migration from the South, has so few sitting certified librarians," Boyd said.

The CTU is committed to fighting for sustainable resources for CPS, for the district to re-prioritize our neighborhood high schools and for dedicated funding for a certified librarian at every school. **CTU**

Pavlyn Jankov is a CTU researcher. Learn more about the Chi School Librarians at <http://ow.ly/Wb4vV/>.

Outsourced: CPS' Storied History of Privatizing Our Schools

BY **THE CTU RESEARCH DEPARTMENT**

School districts have been outsourcing services through private vendors for several decades, but the practice really expanded in the mid-1990s. In 1994, the year prior to mayoral control of Chicago Public Schools and the appointment of a city business director, Paul Vallas, to the newly named position of CPS CEO, the Illinois legislature enacted a law that created the Office of the Inspector General (OIG) “to investigate allegations of waste, fraud, and financial mismanagement in Chicago Public Schools and to recommend efficiency and other initiatives.” Ironically, proponents of outsourcing criticized the “bureaucratic waste” of in-sourcing, yet time and again, outsourced contracts end up being more expensive while the government agencies lose the ability manage the services being provided.

Two recent examples of CPS' loss of control and lack of proper oversight, resulting in lower quality services and increased prices, are the contracts for outsourcing custodians through Aramark and outsourcing nurses through several vendors.

Aramark

The Aramark scandal has received a lot of news coverage in the last two years because it's a \$260 million three-year contract that completely outsourced CPS custodians—with a drop in quality of service that was immediately apparent to anyone who walked into a school building. Aramark has greatly reduced custodial staffing at schools across the district and also switched to low-quality cleaning supplies, like most companies that try to outbid their competitors for contracts. Teachers have reported garbage bags that are too flimsy to hold any garbage,

watered-down products and an outright lack of any supplies in the students' bathrooms. Instead of the fancy Zambonis that CPS promised, many schools received Swiffer cleaners, while other schools left it to teachers to clean their own rooms with equipment the teachers bought. The Chicago Teachers Union surveyed members and published a brief on the Aramark services in 2014, which can be found at <http://ow.ly/WhaPt>.

It is clear that the Aramark contract was a bad idea and should be nullified. Instead of doing the right thing, however, CPS is working really hard to hide the problems, even going so far as to claim that an independent audit indicated that the majority of schools are cleaner now than they were prior to the contract a year ago. Nobody who works in the schools will believe that for a minute. Now CPS is planning to lay off more custodians. Just last spring, custodians testified at the Chicago Board of Education meeting that they are so understaffed they cannot keep the buildings clean. At that board meeting, former CAO Tim Cawley, who brought in Aramark and made it his personal mission to ensure that the contract would save CPS money while improving services, promised the custodians that he would look into the staffing issue. (Ed. note: This never happened.) Once a contract is outsourced, however, the government loses oversight and it's up to the outsourced company how it chooses to staff. Added to that, Cawley has left CPS, so what recourse do schools have when their buildings aren't clean?

Nursing Services

CPS has been outsourcing part of its school nursing services through staffing agencies since 1994.



▲ Photo: Bob Simpson

During that time, CPS has reduced the number of union nurse positions and has claimed there is a nursing shortage to justify the outsourcing. Certified School Nurses have always been CTU members, but close to half about half of the Licensed Practical Nurses (LPNs) and Health Service Nurses (HSNs) are CTU members, while the other half are staffing agency nurses. It is not clear why the ample numbers of nurses working in these agencies cannot be employed full time by CPS and thus be part of CPS nursing services—and also eligible to join the CTU. The cost of nursing contracts has increased from

\$1.9 million to \$33 million in the last decade, even though most schools only see a nurse once a week.

CTU nurses have reported that nurses from the temporary staffing agencies haven't shown up for work, while principals have also frantically called the CTU nurses, begging them to leave the school at which they are currently working to fill the other school's vacancy. Children's lives are on the line, especially with the high rates of diabetes, allergies and asthma that CPS students suffer. Young children do not fully understand the need to regulate their food or insulin, as many eat food they are allergic to, and at times, their asthma inhalers can be empty at very critical moments. A nurse reported last spring that a special needs student was unable to go to school one day because the temporary nurse wasn't there to take him on the bus. This is illegal. These issues only scratch the surface of the health care needs of the nearly 400,000 students in CPS.

A nurse reported last spring that a special needs student was unable to go to school one day because the temporary nurse wasn't there to take him on the bus.

In June, CPS cancelled contracts with the three nursing agencies and signed a new four-year, \$30 million contract with RCM Technologies, a company

in New Jersey that provides a variety of outsourcing services, including military defense engineers. The contract includes the management and assignments of nurses, one week prior to the Board of Ed approving this new contract, RCM opened a Chicago office. It's no coincidence that they would open this office before they were offered the contract.

People were immediately concerned about RCM and worried about how a company with no knowledge of Chicago would be able to assign nurses to multiple schools. Soon, their worst fears came true. Parents of students with severe disabilities who needed an aide at all times had to keep their children out of school because RCM was unable to assign a nurse to them.

Loss of control and a decrease in the quality of services is a common problem caused by outsourcing. This is definitely the case with outsourced custodial and nursing contracts. These are two critical health and safety areas in which our students deserve the highest quality of services. CPS needs to use the money it is spending on these expensive contracts and hire staff in-house to do the work.

The OIG reports on the CPS website go back to 2000, and each report stated that the office received more than 1,000 complaints each year and has a small



▲ Photo: Bob Simpson

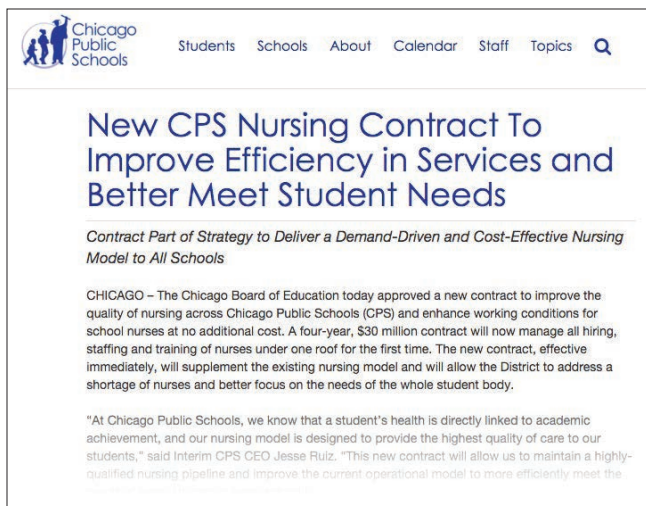
Loss of control and a decrease in the quality of services is a common problem caused by outsourcing.

budget and a staff of 17 to investigate all of them. Approximately half of those complaints are related to CPS staff issues, the other half to only outside vendors. What is very clear from reading these reports is that CPS needs tremendous improvement on internal controls and accountability. It is also clear that according to research, the negative effect of outsourcing is that public agencies lose even more control when services are contracted to outside vendors.

Most public agencies, like CPS, will tout the proposed cost savings as justification for outsourcing (see examples on opposite page).

When the quality of work diminishes and the hidden costs begin to surface, however, it becomes apparent that it is not always cost beneficial to outsource. In fact, the National School Boards Association (NSBA) published a report in 1995 based on a survey it conducted among its members about their outsourcing efforts. Many school districts across the country reported that they cancelled or did not renew vendor contracts because they found it to be cheaper and better quality when done in-house. Many of the superintendents warned that it is really important to thoroughly evaluate the contract and the vendor's performance. According to CPS' OIG, CPS does not do this sufficiently. The OIG stated in a 2013 report that it "has been making recommendations for enhancements to CPS oversight offices—Ethics, Internal Audit and OIG—for years. CPS contracts are lucrative and hundreds of employees at Central Office and in schools have contract management authority and the ability to request and approve payments to vendors. The OIG continually reports on misconduct, incompetence and corruption related to these issues."

The lack of vendor contracts and performance oversight is serious and costly, and reduces the amount



Chicago Public Schools

Students Schools About Calendar Staff Topics

New CPS Nursing Contract To Improve Efficiency in Services and Better Meet Student Needs

Contract Part of Strategy to Deliver a Demand-Driven and Cost-Effective Nursing Model to All Schools

CHICAGO – The Chicago Board of Education today approved a new contract to improve the quality of nursing across Chicago Public Schools (CPS) and enhance working conditions for school nurses at no additional cost. A four-year, \$30 million contract will now manage all hiring, staffing and training of nurses under one roof for the first time. The new contract, effective immediately, will supplement the existing nursing model and will allow the District to address a shortage of nurses and better focus on the needs of the whole student body.

"At Chicago Public Schools, we know that a student's health is directly linked to academic achievement, and our nursing model is designed to provide the highest quality of care to our students," said Interim CPS CEO Jesse Ruiz. "This new contract will allow us to maintain a highly-qualified nursing pipeline and improve the current operational model to more efficiently meet the



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▲
Most public agencies, like CPS, tout the proposed cost savings as justification for outsourcing.

of money that CPS can spend in the classroom. The amount of money that CPS spends on external contracts and suppliers each year is a significant percentage of the overall school district budget—contracts take up one fifth of the CPS total annual budget and suppliers have increased from one third of the budget to nearly half of the \$5.6 billion budget.

CPS is constantly amending contracts after the Board approves them and often times the price greatly increases. In 2014, CPS amended five contracts for a total increase in cost of nearly \$10 million. The Aramark and Sodexo contracts had to be amended because CPS didn't provide the companies with the full list of schools and an accurate square footage. This mistake cost Chicago taxpayers an extra \$22 million

according to a WBEZ analysis. Last year CPS spent more money on the outsourced custodial services than it did the previous year when it was in-house.

Who is ultimately responsible for this? The Chicago Board of Education approves contracts, based on the recommendations of the staff running the departments. The Department of Procurement approves vendors, either through open bid solicitations or through sponsorship by schools, networks or CPS departments. What about when contracts get amended or renewed? Who is evaluating them?

How much more money is going to be wasted for shoddy and dangerously insufficient services before the public realizes that we cannot allow this mayoral control to continue? CPS is broke on purpose, as it is clearly not managing

its multi-million dollar contracts when it could do the work in-house for less and with greater accountability. A reduction in Central Office positions and outsourcing to vendors across the country is not a good business practice for an institution responsible for the lives and well-being of nearly 400,000 children. The \$10 million extra that CPS had to pay in amended contracts could have been used to hire enough staff to oversee and carry out the work of the various departments whose work was outsourced.

Considering that CPS feels it's necessary to micromanage our teachers and bog them down with endless hours of paperwork in the name of accountability, one would think that they had a strong appreciation for accountability in general. Apparently this is not the case. **CTU**

Teach for America Counter-Narratives: Alumni Speak Up and Speak Out

BY SARAH HAINDS

A collection of articles written by former Teach for America (TFA) recruits and alumni form an excellent anthology that was published last June entitled, “Teach for America Counter-Narratives: Alumni Speak Up and Speak Out.” Across the 20 chapters that cover TFA’s entire 25-year history, and city and rural locations from coast to coast, it is clear that the multi-million dollar nonprofit organization (\$331 million in revenue reported in 2013, according to IRS documents) intends to have a permanent place in the U.S. education system. This is pretty terrifying, considering what the former recruits and alumni share in this book.

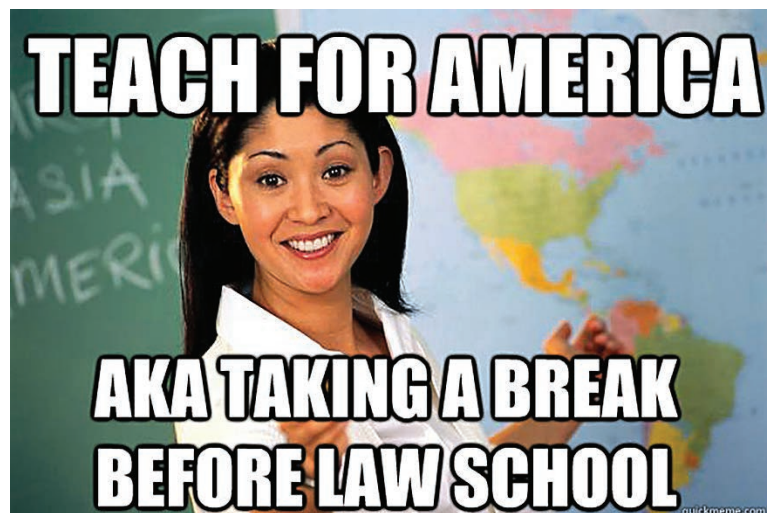
The 20 TFA alumni who wrote the articles are among a growing group of alumni who are realizing that there is some dark and dubious motivation behind TFA’s never-ending expansion (now worldwide), which is totally unbeknownst to prospective teachers during the recruitment process. For most, it is the very painful realization that has fortunately been channeled by these and other alumni to a) expose the truth about the organization, and b) to go on to pursue careers in social justice educational practices. While most TFA recruits leave the teaching field as soon as their two-year contract is up (and many don’t even make it the full two years of their contract), there are many committed TFA alumni who stay in the communities to which they were assigned and go on to become excellent, dedicated teachers. The Chicago Teachers Union is fortunate to have many TFA alum teachers among its membership.

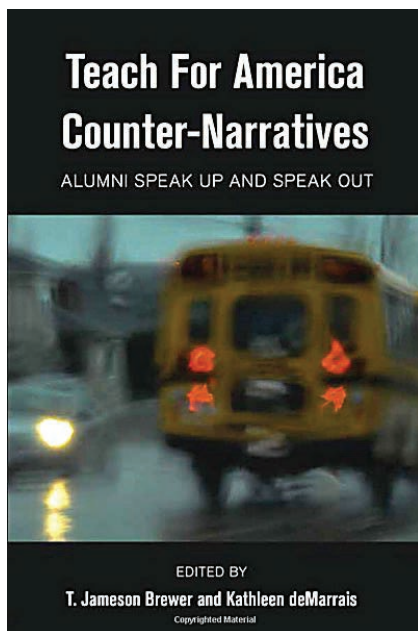
The purpose of this book is not to bash TFA alumni, nor to criticize people who joined with all the right intentions. Rather, the book exposes how recruits are manipulated into joining TFA and then used to further a corporate education reform agenda.

TFA’s Role in Devaluing Education

TFA capitalizes on society’s poverty and inequality; the organization wouldn’t continue to exist after 25 years if these injustices didn’t continue to exist. Despite the rhetoric of TFA’s stated purpose—“You’ll teach for at least two years in a low-income community, where you’ll show students what’s possible when they work hard and dream big”—TFA does nothing to change the system that perpetuates poverty and inequality in the United States.

TFA recruiters are relentless snake oil salesmen. They go after idealistic college students from elite colleges and prey on their desire to “give back,” while also pandering to their fears of post-college employment. The authors of the articles repeatedly lament that the privileged class, who do not need help, get





“My students never saw themselves as failures. They did not see themselves as victims of the system. I did. And their parents knew that.”

to use their TFA experience to build their resume. This experience often bolsters their advantage into law school, medical school, graduate school, K-12 school administration, careers in politics and everything else to which the TFA fraternity has connections.

“Elite college grads don’t need help becoming lawyers or doctors...”

Sending inexperienced, young college graduates without teaching credentials

to teach in struggling schools for only two years does not help the students or the schools. “Expecting corps members to be transformational leaders and close the achievement gap in their 1st year of teaching is foolish,” one TFA alum writes. “All the transformational teachers I know have a deep sense of love and respect for their students and the communities in which they work.”

TFA is based on the premise that our country’s best and brightest recent college grads—most of whom do not have education degrees—can eliminate the achievement gap by working really hard during their two-year teaching assignments and by implementing the TFA-created, “scientifically fool-proof” teaching style. The book’s authors reported that they worked themselves to death trying to be successful in using the TFA method, but would often fail miserably and be told that they simply weren’t trying hard enough. With a “no excuses” mentality, there is practically no context to the lives of the students, as race and socio-economics are mostly ignored during the pre-service induction. At the same time, however, TFAers are

taught to consider themselves as “saviors” who are rescuing poor children from the unionized schools that have failed them. Many of the alumni stated that TFA staff repeatedly bashed teacher unions.

TFA’s Elite Club

The TFA club is so elite that recruits truly believe that they have the power to fix the broken public education system in two short years. “One day, all children will attain an excellent education,” is the motto. Oddly enough, once these bright young recruits begin to see through the veil and ask questions during induction, many authors reported that they were immediately silenced. One alumnus said he had more of a voice in the military than in TFA.

The “veil” that the book’s authors reveal is the truth behind the massive spin machine that TFA spends more time promoting than it does training and supporting its recruits.

TFA’s deception is designed to diminish the role of teacher education programs and teacher unions. TFA trains recruits to read a script to obedient students who are expected to regurgitate the information on a test. For TFA trainers, it is not important to build relationships between teachers and students, acknowledge the centuries of economic and racial inequality, or provide space for young minds to develop the critical thinking skills which will allow students to collectively fight to eliminate inequalities.

According to the book’s authors, TFA promotes a deficit view of the communities it serves and recruits are led to believe that they need to bring their elite university knowledge and norms to save poor rural and inner-city students from the schools that are robbing them of the opportunity to excel. As one chapter author wrote:

“My students never saw themselves as failures. They did not see themselves as victims of the system. I did. And their parents knew that.”



▲ Photo: Bob Simpson

TFA's Broader Reach

TFA has a political affiliate (Leadership for Educational Equity) that works to put alumni into political office to become policy-makers that will spread the TFA message to state governments across the country. TFA also has a principal leadership pipeline program where Chicago is one of the partners and undoubtedly many charter school principals have gone through the program, as is highlighted in the book's chapter about Bronzeville Scholastic Charter. The author said he was told by the principal, who is a TFA alum, that he would be fired if he tried to unionize the teachers at the charter school. Catalyst-Chicago reported in 2013 that the majority (59 percent) of TFA recruits in Chicago are placed in charter schools, and as we all know, charter school expansion is partly aimed at reducing teachers' union membership nationally and in Chicago. Charter operators rely on high teacher turnover as one of their tools to fight against teachers unionizing in charter schools.

There are 42,000 TFA alumni across the country (including at least 2,570 in CPS)—many of whom have drunk the TFA Kool-Aid. TFA is working to entrench its corporate education reform permanently into the U.S. and international school systems. Their communications and lobbying departments have more employees than the support staff that are supposed to be directly helping the teachers.

Recently, however, interest in TFA appears to be

waning. For TFA trainers, it is not important to build relationships between teachers and students, acknowledge the centuries of economic and racial inequality, or provide space for young minds to develop the critical thinking skills which will allow students to collectively fight to eliminate inequalities.

The Washington Post reported that the organization had a decline in applicants in 2014. Across the country, TFA has lost contracts, state funding and had to close some training offices, including the one in New York City. As a CTU member, you can help put an end to this organization that brings in insufficiently trained recruits at the same time CPS lays off veteran teachers. CPS has not yet signed a contract for new TFA recruits in 2016, so CTU members can collectively lobby against future contracts. (Ed. note: The last two contracts brought in 325 new recruits each.)

CTU member Katie Osgood has written many excellent blogs against TFA and is the #1 anti-TFA tweeter on Twitter @KatieOsgood. The CTU also is advocating that CPS should instead invest its money with Grow Your Own (GYO), a Chicago organization that helps local community members become certified teachers through intensive support in partnership with community-based organizations and local universities GYO—the exact opposite of TFA—promotes a career in teaching, not just a two-year stint to build up one's resume.

For more information on the great work of GYO and why the CTU is proposing that CPS recommit and expand its investment in this teacher pipeline, see the article by Jennifer Johnson in the September 2015 issue of the Chicago Union Teacher, (pages 55 – 56). [CTU](#)

Sarah Hains is a CTU researcher.



The Chicago Teachers Union Welcomes New Members Seeking Social Justice

BY **THERESA INSALACO-DECICCO, M.ED. NBCT**

On November 17, the Chicago Teachers Union held its first “New Member Induction Event” at Park Tavern in Chicago’s West Loop. With more than 100 new and prospective members in attendance, the event was a great success. We inducted and registered several agency fee payers and new teachers, PSRPs, and clinicians as CTU members, and began to develop union activism among them. Attendees met colleagues from across the district, shared stories and learned about the CTU’s campaign platform and contract updates, how to become active in union committees and activities and where to seek additional support often needed in their first years of teaching. Attendees met and were “pinned” by CTU staff members upon arrival. Many participants won raffle prizes including CTU t-shirts and other union swag, as well as professional development vouchers to attend CTU Quest Center courses, workshops and learning series.

To top off the night, CTU President Karen Lewis and Recording Secretary Michael Brunson spoke

about what it meant to them to be part of the union when they first became teachers, CTU’s vision for education, and the benefit teachers, PSRPs and clinicians have today as a result of past union actions. President Lewis told of her journey from being a new chemistry teacher to becoming president of the CTU, and how valuable it was to her to share her knowledge with new colleagues. She also spoke about how important it is to seek a mentor and look for encouragement and support among the veteran teaching staff as well as new teacher colleagues. Lewis explained how the new evaluation system and many of CPS’ mandates have placed teachers in difficult positions, often forcing them to feel as if they are working in competition with their colleagues; but in reality, teachers should not be competitors, for as we know, the best teaching occurs when educators can collaborate with one another. Recording Secretary Brunson reminded everyone in the room how important it is for new teachers to stick together, talk to one another and reach out for help in the school community. The officers invited everyone present to become active in the union and



New Member Learning Series

42 ISBE PD Hours for the 12 Session Learning Series

3.5 ISBE PD Hours for Each Session

The New Member Learning Series is designed to support new and novice teachers in implementing "Best Practices" in key pedagogical areas

Session 1 - 1/13/2016

ReEngage Student Learning

Student Motivation, Pacing and Sequencing, Instructional Groupings
CPS Framework Components: 1d, 3c, 4d

Session 2 - 1/20/2016

Navigating the CPS Framework for Teaching, Domains 1 and 2

Understanding Framework Language, Types of Evidence Evaluators Look For, "Best Practice" for Planning Assessment and Designing Coherent Instruction, Creating a Productive Learning Environment
CPS Framework Components: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 4d

Session 3 - 2/3/2016

Navigating the CPS Framework for Teaching, Domains 3 and 4

Understanding Framework Language, Types of Evidence Evaluators Look For, "Best Practice" Strategies in Implementation of Instruction, Demonstrating Professionalism
CPS Framework Components: 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e

Session 4 - 2/17/2016

Effective Classroom Management: How to Attain It - Part 1

Establishing Rules and Routines, Time Management, Transitions
CPS Framework Components: 2a, 2b, 2c, 4d, 4e

Session 5 - 3/2/2016

Effective Classroom Management: How to Attain It - Part 2

Building Classroom Community, Behavior Management/Conflict Resolution
CPS Framework Components: 2a, 2b, 2c, 2d, 4d

Session 6 - 3/16/2016

Demonstrating 'Knowledge of Students'

Gathering and Analyzing Data About Students' Unique Characteristics to Guide Planning, Instruction, and Grouping, What Information to Collect, How to Collect It
CPS Framework Components: 1a, 1d, 3a, 3c, 3d, 4d

Session 7 - 3/30/2016

Differentiated Instruction

Learning Styles, Learning Centers, Tiering Assignments, Learning Contracts, Student Choice
CPS Framework Components: 1a, 1b, 1c, 1d, 3c, 3e, 4d

Session 8 - 4/6/2016

Create a Brain Compatible Classroom

Brain-Based Learning Theory, Neurodevelopmental Constructs, Multi-Sensory Instruction
CPS Framework Components: 1b, 1d, 3a, 3c, 4d

Session 9 - 4/27/2016

Setting Learning Objectives

Learning Objectives vs. Teaching Objectives, Learning Progressions
CPS Framework Components: 1a, 1b, 1c, 1d, 3a, 3c, 3e, 4d

Session 10 - 5/4/2016

The Art of Questioning and Discussion

Low-level and High-level Questions, Utilizing Discussion Techniques, Bloom's and Costa's Levels of Questioning
CPS Framework Components: 3b, 4d

Session 11 - 5/18/2016

Parent Involvement

Epstein's 6 Types of Parent Involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community), Creating Interactive Homework, Developing In-Class and At-Home Volunteerism
CPS Framework Components: 1d, 4c, 4d

Session 12 - 6/1/2016

How Formative Assessment Helps Students Learn

Formative Assessment to Include Strategies, Alignment to Objectives, Student Self-Assessment, Instructional Decision-Making
CPS Framework Components: 1e, 2b, 3b, 3c, 3d, 3e, 4d, 4e

Session Time:

Wednesdays
5:00 PM - 8:30 PM*

**In order to receive any credit, participants must be in attendance for each entire registered class session(s).*

Tuition:

\$20 for each session
\$200 for entire Learning Series

Pre-registration is required

Location:

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

Parking/Transportation:

The CTA Brown Line stops on the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.

Register at www.ctunet.com/pd


If you have any questions about the New Member Learning Series contact: Michael Moriarty at 312-329-6275 | MichaelMoriarty@ctulocal1.com

Created In House by CTU Staff

spread the word about the CTU's campaign for a fair contract.

New members also heard from current teachers, PSRPs, and clinicians. Kathe Myers (Peck Elementary), Rolanda Vazquez (Brighton Park Elementary), Maria Moreno (Carson Elementary), and CTU organizer and PSRP field rep Christel Williams spoke about their top reasons for becoming union members when they entered the profession, how union activism has helped them along the way and why it is important for new members to become active in the union. Margaret Marion, representing charter school teachers union ChiACTS Local 4343, informed the audience that charter school teachers are their colleagues and explained the importance of supporting charter school unionization. Members were also treated to a video about the history of the CTU.

The New Member Induction Committee, made up of CTU staff, will host three more activities this school year, which will include new member meetings and social events featuring topics of interest for new members. The CTU Quest Center is also offering a "New Teacher Learning Series," 10 professional development sessions specifically designed to meet the needs of new and novice teachers, beginning in January (see ad for more information and how to register).

If you are a first- or second-year teacher, clinician or PSRP and would like to know about upcoming new member events and other information pertinent to new members, check out the New Member page on the CTU website at www.ctunet.com/newbies. 

Theresa Insalaco-DeCicco, M.Ed. NBCT, is a CTU professional development facilitator.

KATHE MYERS' TOP 10 REASONS TO JOIN THE CTU

10. Social events like this and the rally and tailgating party on 11/23!
9. The feeling of solidarity when you walk into school on a Friday and see wall-to-wall red.
8. Working to put an end to the excessive paperwork and data analysis that helps no one.
7. Fighting for the schools our children deserve and a world-class education, not just the bare minimum.
6. Spearheading opt-out movements with parents to stop the damage that over-testing does to children.
5. Having a top notch research department that uncovers lies and corruption and replaces them with truth and action.
4. Political work that benefits our students and focuses on social justice for all (like an elected representative school board).
3. A big bargaining team where every member is represented in our most important work—contract negotiations.
2. Democracy. Every major decision we make has to be approved by our House of Delegates, which represents all membership.
1. Knowing that when they come for the trade unionists, your sisters and brothers will be there to have your back!

Glide along with your fellow educators in a winter wonderland.



McKinley Park Ice Rink

Western & Archer

Friday, Jan. 22

Skate 5-7pm

After Skate

7-8pm at

Lindy's/Gertie's

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*Skate for \$4
Skate+Rental \$8*

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Social
Committee

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Forrest Claypool's Funny Money Game

BY **JACKSON POTTER**

The Chicago Public Schools' CEO Forrest Claypool recently spoke at the City Club of Chicago and compared school finance to a game of Monopoly. The underfunding of Chicago pensions by the state of Illinois is as random as drawing a chance card that denies one the right to "pass go and collect \$200." The problem with this analogy is that it overlooks the role of the mayor and CPS in the school budget debacle we now face.

A more accurate Monopoly reference would be that Rahm Emanuel and his appointed Board of Ed allowed Bank of America and others to stay on "Free Parking" for too long while "Park Avenue" and "Broadway" used TIF dollars and obscene bank fees to build their luxury hotels when they should all "go straight to jail."

Claypool has been on the offensive to pass Senate Bill 318, going so far as to ask teachers and parents to "get on the bus" to Springfield and lobby for the passage of the bill. SB 318 is a deeply flawed bill that will freeze property taxes and subject school funding in Chicago to a future deal between the governor, speaker of the House and the Senate president. If such a bill passes, Governor Bruce Rauner will be able to shut down all school funding along with state government unless he gets his way. This will create a dynamic similar to what the Republicans in Congress create every year with

the debt ceiling controversy that holds the federal budget hostage. This is a risky and irresponsible move, especially when better alternatives exist.

Instead of protecting wealthy developers and banks, Emanuel and Claypool could declare a bigger TIF surplus to give more support to CPS. Additionally, the mayor could prosecute Bank of America and others for violating federal rules of fair dealing, and retrieve up to \$500 million from toxic interest swaps. These bad swap deals were used by banks to convince the district to agree to higher fixed rates of interest on loans to offset the risk of higher variable rates in the future. The problem started when the market was on the verge of a meltdown in 2008, but the banks failed to tell CPS and sold the district the swaps anyway, leading to record deficits. Other cities like Houston, with less exposure to swaps than Chicago, have already begun retrieving millions by taking legal action against the banks.

While these solutions will not permanently solve the budget shortfall, they will set the stage to make bigger changes like a LaSalle St. tax and a progressive income tax to ensure tax fairness and sustainable revenue for our schools and public services. In other words, we should stop playing with the lives of our children like it was a game of Monopoly. **CTU**

Jackson Potter is the CTU staff coordinator.



Inquiry and the Art of Questioning and Discussion



10.5 ISBE PD Hours for the 3 Session Learning Series
3.5 ISBE PD Hours for Each Session

This three session Learning Series will familiarize teachers of all subjects and grade levels with the “best practices” of inquiry, questioning and class discussion, and how these practices lead to increased student learning. This professional learning opportunity places a premium on reading, writing, discussing, viewing, and modeling, as a means to gain knowledge about and skill in inquiry, questioning and discussion techniques. This offering is aligned to the **CPS Framework for Teaching Component 1a, 3b, 4b, and 4d.**

Instructor: Walter Taylor, NBCT

While participants can attend individual sessions, the greatest benefit will be derived from participating in the entire 3 session Learning Series.

Session 1 – Inquiry – 2/12/2016 – 3.5 ISBE PD Hours

Learn how to teach the inquiry components of planning, retrieving, processing, creating, sharing, evaluating and reflecting. Learn about the principles of true inquiry (authentic tasks for learning, deep understanding, performances of learning, assessment for learning, appropriate uses of technology, experts and expertise, success for all students and ethical citizenship). Discover the importance of having your students learn and use content in order to develop information processing and problem-solving skills, as opposed to only acquiring knowledge.

Session 2 – Questioning Strategies – 2/19/2016 – 3.5 ISBE PD Hours

Learn what low- and high-level questions are, and how, when, and why to use them. Discover a variety of pedagogical approaches that use questioning to anticipate and address student misconceptions in their learning.

Session 3 – Discussion Techniques – 2/26/2016 – 3.5 ISBE PD Hours

Learn discussion techniques that advance your students’ explanation of their thinking. Discover ways to encourage student participation in class discussions, and how to teach your students to evaluate others’ points of view. Participate in Fish Bowls, Four Corners, Socratic Seminars and KWLS, and learn how to use these activities and methods in your classroom.

Session Time:

5:00 PM - 8:30 PM*

**In order to receive any credit, participants must be in attendance for each entire registered class session(s).*

Tuition:

\$30 for each session
\$80 for entire Learning Series

Pre-registration is required

Location:

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

Parking/Transportation:

The CTA Brown Line stops on the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.

Register at www.ctunet.com/pd

If you have any questions about The Art of Questioning and Discussion contact: Walter Taylor at 312-329-6273 | WalterTaylor@ctulocal1.com

AL1 AUSTIN-NORTH LAWDALE ELEMENTARY Anderson, Grace A.; Collins, John T.; Pesce, Jennifer / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Egwuekwe Maxey, Kelechi S.; Humphreys, Timothy A. / **BP1 BURNHAM PARK ELEMENTARY** All Present / **BP2 BURNHAM PARK ELEMENTARY** Burrell, Curtis A.; Hegwood, Catherine; Horton, Kawana T. / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** McKinney, Angela M.; Reeder, Candice C.; Smith, Vera I. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Brown, Marsandra Y.; Hurley, Christine M. / **FR1 FULLERTON ELEMENTARY** Chavez, Lisa B.; Muhlberger, Mireya / **FR2 FULLERTON ELEMENTARY** Bruehl, Steven C.; Fister, Mary N.; Jacobson, Johanna T.; Kearns, Donald E.; Weingarten, Wendy J. / **FL1 FULTON ELEMENTARY** Maurello, Rosemary S.; Pema, Vera / **FL2 FULTON ELEMENTARY** Jones, Shaleka; Reese-Clark, Vanessa / **FSS FAR SOUTH SIDE HIGH SCHOOL** Broussard, Jeffrey A.; Rountree, Eric F.; Styler, Kenneth D. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Hudson, Jessie J.; Metzger, Suzanne M. / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Hill, Ladwonda C.; Smith, Elayne P.; Trentham, April L.; Trowers, Laquinya; Woods, Unique L. / **LC1 LAKE CALUMET ELEMENTARY** Coleman, Angela K.; Grant, Lorrie A.; Horton, Rebekah J.; Spearman, Nicole N.; Whitehead, Sheryl F. / **LC2 LAKE CALUMET ELEMENTARY** Lee, Tyrone T.; Oliva, Melissa M. / **ME1 MIDWAY ELEMENTARY** Hester, Kamau L.; O'Malley, Margaret M. / **ME2 MIDWAY ELEMENTARY** Anderson, Eric E.; Auguste, Camille C.; Contreras-Espinoza, Jose A.; Kosek, Suzanne D. / **NW1 NORTH-NORTHWEST SIDE H.S.** Archambault, Kelly A.; Goodman, Michael A.; Gryglak, Emma E.; Kimbrue, Hayley A.; Wasowski, Robert A. / **NW2 NORTH-NORTHWEST SIDE H.S.** Bravo-Gonzalez, Mayra; Mead, Thomas C.; O'Shea, Mary Rose; Padilla, Ernestina M.; Pedersen, Christian E.; Yonan, Joanne S. / **OH1 O'HARE ELEMENTARY** Green, Shane R.; Irwin, Melissa L.; Spagnola, Patricia A.; Tsatsos, Mary G. / **OH2 O'HARE ELEMENTARY** Lapaglia, Antoinette; Lord, Amanda M.; Pappas, Liza R.; Reyes, Julia A. / **PE1 PERSHING ELEMENTARY** All Present / **PE2**

PERSHING ELEMENTARY Melero, Juanita / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** Reed-Lopez, Anne C.; Rentz, Kathleen M.; Toman, John A. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** All Present / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Arnold, Ruth M.; Glowacz, Derek; Goff, Linda S.; Loudin, Robert B.; Pejcinovic, Lisa C. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Brooks, Laurie / **R11 ROCK ISLAND ELEMENTARY** Jemison, Diannia; Lekkas, Harry G.; Powell, Leslie U. / **R12 ROCK ISLAND ELEMENTARY** Harston-Lampkins, Angela S.; Muhammad, Saadia; Poindexter, Monique R. / **SK1 SKYWAY ELEMENTARY** Baker, Gynette C. / **SK2 SKYWAY ELEMENTARY** Brown-Murray, Adrienne J.; Jones, Lawanda D.; Kimble, Jennifer N.; Phillips, Jala L.; Simpkins, Lynette G.; Turner Burkes, Constance / **SSH SOUTH SIDE H.S.** Cameron, Alisia L.; Fisher-Gary, Tonya D.; Jones, Darlene V.; Lucchesi, Lauren; Nichols-Sweat, Shari A.; Patel, Neha A.; Reed, Darryl L. / **SW1 SOUTHWEST SIDE H.S.** Padilla, Juan G.; Penuelas, Homero L. / **SW2 SOUTHWEST SIDE H.S.** Crockette, Turan C.; Maniates, Evan P.; Pietruszka, Lauren N. / **WS1 WEST SIDE H.S.** Dorrell, James P.; Seale, Jodi J.; Stout, Alyson H. / **WS2 WEST SIDE H.S.** Stringer, Jerral / **CITY-WIDE CAREER SERVICE** Aguirre, Emma N.; Callahan, Sharon D.; Guerrero, Genoveva; Hampton, Vermie L.; Parker-Taylor, Karmen L.; Phillips-Everett, Clovise; Powers, Reyne M.; Scott, Ella M.; Vaughn, Lanedra J.; Watts, Bessie M. / **CITY-WIDE** Ahmad, Huma A.; Daniels, Theresa D.; Evans-Douglas, Tonya; Eysenbach, Beth A.; Ford-Kendrick, Onna L.; Freed, Jeanne M.; Gruodis, Paul J.; Lumpkin, Beatrice S.; McCormick, Mary T.; Nevels, Leigh M.; O'Connell, Jennifer L.; Ong, Jantra; Saffro, Scott J.; Schmidt, George N.; Socoloff, Miriam A.; Tuite, Jacquelyn L.

Delegates Not Present

HOUSE OF DELEGATES MEETING

Wednesday,
December 2, 2015

In Memoriam

2015

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|--------------|--|-------------|--|
| September 12 | Julia Griffin , DuSable | November 5 | William R. Jones , Hope College Prep |
| October 25 | Kenneth A. Krizanic , Substitute | November 5 | Frauline Y. Miller , Robeson |
| October 25 | Sheldon Kruger , Steinmetz | November 5 | Suzanne Reynolds , Hearst |
| October 26 | Barbara Kerner , Mitchell | November 6 | Annie W. Berlack , Dewey |
| October 27 | Trousdale Parker , Washington | November 6 | Jelnor Casandra Robinson , DuBois |
| October 27 | Charlotte J. Wilk , Taft | November 7 | Anna B. Hargray , Kershaw |
| October 28 | Rodolfo Viveros Olavarri , Curie | November 9 | Frances Balter , Waters |
| October 28 | Philip A. Viso , Dept of Vo/Tech Ed | November 9 | Emily Wilsey , Wright |
| October 29 | Dorothy C. Thomas , Hyde Park | November 10 | Matt E. Burger , Substitute |
| October 30 | Bernard M. Harrington , Prosser Voc | November 12 | Horace H. Arrington , Smyth |
| October 30 | William Kelleher , Hirsch | November 13 | Thelma Davis , Hartigan |
| November 1 | Martha J. Barber , Substitute | November 14 | Donna Marie Nocco , Resi & Delano |
| November 1 | Angelo N. Capua , Bogan | November 14 | Helen J. Smith , Clissold |
| November 1 | Mary A. Fitzmaurice , Twain | November 16 | Dorothy Bikshorn , Peterson |
| November 1 | Thomas Hoffman , Waters Playground | November 16 | Sophia Stawicki , Dunbar |
| November 1 | Lee A. Sykes , Mason | November 17 | Juanetta L. Alexander , Harlan |
| November 2 | Dorothy Locke , Avalon Park | November 17 | Margaret Dochtermann , Greeley |
| November 2 | Sander M. Postol , Einstein | November 17 | Fern Helene Patinkin , Portage Park-Boone |
| November 3 | Emerine M. Campbell , Nash | November 18 | Esther Regina Cross , Bond |
| November 4 | Leon Hendricks , Central Office | November 19 | Irene Crandall , Schurz |
| November 4 | Anna B. Isbell , Lake View High | November 22 | Maxine H. Kirkwood , Truth |
| November 5 | Vernon Bowie , Curtis | November 23 | Nellie L. Hill-Hope , Bell |

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