

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

CONTENTS

AROUND THE UNION

- 5 President's Message
- 6 Democracy Up Front in Chicago Election
- 6 To-Do's for CTU Retirees
- 7 Letter: In Deepest Regards
- 9 Network Chief Threatens Union Activists
- 10 2015 Young Artist Contest

MEMBER COMMENTARY

- 13 An Alternative to the 1%
- 17 How Can We Not Be Involved?

INFOGRAPHIC

- 22 Stop the School-to-Prison Pipeline

RESOURCES

- 26 Reducing the ITS IMPACT "Pain Index" for CTU Members

DELEGATE POWER

- 31 You are the Chicago Teachers Union
- 32 Strength in Numbers: A Delegate's Power
- 33 Your Delegate Starter Kit
- 34 Retired...But Not From the CTU!
- 35 Like Father, Like Son
- 37 Inspired Service and Defense

PROFESSIONAL DEVELOPMENT

- 39 Growing Your Own Teachers is Worth the Wait

TEACHER EVALUATION

- 42 Delegates and Teacher Evaluation Liaisons Can Build Solidarity
- 44 Stupidity and Value-Added Models

BOOKS

- 48 Only One Thing Can Save Us
- 49 A Chance to Make History

REPORT

- 52 Risking Public Money: Illinois Charter School Fraud

IN CLOSING

- 54 Delegates Not Present
- 55 In Memoriam



▲ On the cover: Delegates from left to right are David Arredondo, Benjamin Coyle, Andrea Parker, and Howard Heath.

Photo credit: Powell Photography Inc.

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Sisters and Brothers,



I often say there are three things the Chicago Teachers Union considers when making decisions regarding how we work to provide for the city our students deserve: Does our action unite us, does it make us stronger and does it build union power? The CTU needs to build its power in all of Chicago's public schools. Delegates are the key to getting that done.

Delegates are indeed our “enforcers”—“contract enforcers,” to be exact—representing the power of the Union in your school buildings. When people give me credit for all that our union has accomplished, I am quick to remind them that without our members, there is no Karen Lewis, or my fellow officers, or any CTU office staff, field reps or coordinators. Delegates are the link between what we do and the tremendous work that you do daily for thousands of students in hundreds of public schools throughout our city. Your delegate is the first person you turn to when there is a problem, or if you have concerns about your role as a teacher, PSRP, clinician or CPS employee.

Delegates work closely with your school's field representative and organizer to keep you informed about Union activities and the ever-present directives from the Board of Education. They coordinate information meetings within schools, and

are also a major force in directing the CTU as they speak for you at the monthly House of Delegates meetings. So at your school-wide union gatherings, be sure to speak up so your voice will be heard. Delegates' power is dependent on the unity, strength and support of everyone in your school, so give them the help they need to help us all.

Chicago is on the cusp of great change, but the fight we have for our students and the city they deserve will only grow tougher. We have entered into contract negotiations with the Board, and on April 7, we have the opportunity to vote for an alternative path for the city of Chicago. Rank-and-file leaders Sue Garza in the 10th Ward, Tim Meegan in the 33rd and Tara Stamps in the 37th have forced three of Rahm Emanuel's rubber stamp aldermen into runoffs, and in just a few weeks, we have the chance to make history again.

Chuy Garcia is one of us—married to a retired Chicago Public Schools teacher's assistant, a lifelong public servant, and a father and family man who has grappled with the same issues as every day Chicagoans. Our city will become more separate and more unequal without him, so please vote for Chuy on April 7, and if you plan to be out of town for the April 6-10 CPS spring break, make sure to vote early or absentee!

In solidarity,

Karen GJ Lewis, NBCT



Democracy Up Front in Chicago Election

BY **CTU COMMUNICATIONS**

In a sign of the shifting winds of change in Chicago politics, the races for mayor and alderman in 19 wards are headed to run-off elections to be decided April 7, 2015. Cook County Commissioner Jesus “Chuy” Garcia, backed by the Chicago Teachers Union (CTU), Illinois Federation of Teachers, United Working Families (UWF) and legions

of community organizations and grassroots support, garnered enough of the vote to keep incumbent mayor Rahm Emanuel from gaining a majority of the vote needed for re-election, while three CTU members are among candidates who will be vying for leadership of wards on all sides of the city.

Despite low voter turnout throughout the city, Tuesday’s results were a victory for

grassroots community movements over the interests of wealthy political interlopers, and a victory for Chicagoans fighting for everyday survival in contrast to the growth of the city’s downtown business district. It was a victory for those who desire real change in the city of Chicago—to live in a city that thrives, provides for all of its citizens and respects its collective voice. The results were also a testimony to the

▲ **CTU President Karen Lewis with Union-endorsed candidates for alderman.**

Photo credit: Powell Photography Inc.

To-Do’s for CTU Retirees

BY **RAYMOND WOHL**

Stay informed. Read the Chicago Teachers’ Pension Fund (CTPF) Pension News sent to your home. Sign up for online e-alerts from the CTPF. Join our free webinars on retirement security and attend retirement planning seminars each year sponsored by the CTPF.

Take action. Become a Pension Ambassador and represent the Fund in your community. Learn the real facts about pension reform in Illinois and the positive economic impact public pensions have on the local and regional economy. Advocate to your elected

representatives and get on the bus to Springfield.

Connect with the CTPF. Like the CTPF and the CTU on Facebook, comment and share what we do, and also follow us on Twitter. Visit the CTPF website at <http://www.ctpf.org>, or call our member services at (312) 641-4464 during the business day.

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Lois W. Ashford, Vice-president
Bernie Eshoo, Financial secretary
Raymond Wohl, Recording secretary
Tina Padilla, Investment chairperson
Jeffrey Blackwell, Pension benefits chairperson



Mary Sharon Reilly, Ad hoc committee chairperson
Pat Knazze, CTU retired teacher committee chairperson
Jack Silver, CTU pension and insurance committee chairperson

CTU active and retiree pension trustees serve more than 60,000 active and retired teachers and their families!



Raymond Wohl is the Chicago Teachers’ Pension Fund Recording Secretary.



hard work and advocacy of thousands across the city who worked tirelessly on run-off campaigns and learned that with great effort comes great reward, and that together, the narrative can be changed for the future of Chicago.

“This is a great day for the city of Chicago, but it is just the beginning,” said CTU Vice President Jesse Sharkey. “People hit the streets and voiced their feelings and emotions in a show of democracy that polling doesn’t always show, and this is the momentum that will carry us through the next election in April.”

CTU educators Susan Sadlowski Garza (10th Ward), Tim Meegan (33rd Ward) and Tara Stamps (37th Ward) will be in run-off elections in the spring, continuing their fight for more progressive and community-focused voices on the Chicago City Council. The CTU is also pleased to report an outpouring of citywide support for the Elected Representative School Board (ERSB) referendum on the ballot in yesterday’s Municipal Election.

Nearly 90 percent of voters in 37 wards voted in favor of an elected Chicago Board of Education, which appeared on the ballot after a successful campaign by the CTU, UWF, Grassroots Education Movement, Grassroots Illinois Action, SEIU HCii and scores of community volunteers throughout the city of Chicago. The mayor and his rubber stamp alderman had consistently blocked the ERSB referendum, but the CTU and its allies filed 66,000 signatures on petitions last fall to secure its place on the ballot.

The campaign for an ERSB will continue as state legislators in Springfield will be pushed to act and change laws to allow Chicago taxpayers to vote for the direction of the city’s public schools, and not be subject to the whims of the mayor’s hand-picked Board of Ed appointees. **CTU**

Letter: In Deepest Regards

Hello! My name is James Osinski. I am not in the Chicago Teachers Union and do not have family in the CTU. My sister teaches at a charter school, and while I don’t approve of her decision, I admire her efforts of trying to get into the CTU.

I am writing regarding the concerns of the safety of the middle class. I am deeply appalled by the governor’s decision to demonize the people who wake up every day to make sure the wheel keeps spinning. My father is a crane operator in Local 150, and with a little luck, I will be one day. I am writing because I’m concerned about the domino effect toppling one union will have. I am concerned that the attack on collective bargaining agreements will bring down everything my father, friends and grandparents have worked for.

I am a blue collar, average Illinoisan. I wasn’t the best student or the most athletic kid, but there was one thing I was good at—I excelled at working. I felt proud of myself when someone told me I did a good job. I felt like I’ve done something when I come home dirty or sore. I don’t make that much, but I’m not in a bad place as a 22-year-old man who lives at home.

I have always looked up to my father and admired how fast he grew up when he had us. He put his youth behind him—no more late nights or wandering the town. He missed

I am simply writing to let you know that it’s not just the brothers and sisters in your union who have your back. The 99 percent as a whole will stand behind you.

countless events and vacations, but he knew what he had to do to provide and give us a life he never had. My father is the reason I have turned my life around. I am not a superb story—nothing about me is unique. When I was younger, I had problems with drugs and alcohol, as well as run-ins with police. I was hanging out with a bad crowd and doing things that I otherwise would have never dreamed. I’ve seen the side of America and Illinois where governor locks his doors when he drives by. I’ve never had the heart to turn my back on even the lowliest of men. I am intrigued by their story and know everyone deserves a second chance. I know no one should be left behind and no one is too far gone. I will never give up fighting for people because my mother never gave up on me. I am not the strongest man, but I turned it around,



WRITE TO US



Agree? Disagree? Send *Chicago Union Teacher* your feedback, your compliments and your criticisms. Send letters to the editor to leadership@ctulocal1.com or *Chicago Union Teacher*, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654. Letters may be edited for length and clarity.

WRITE FOR US

The *Chicago Union Teacher* is published for the members of the Chicago Teachers Union. It is your magazine. Members can—and should!—submit articles about whatever topics they consider relevant to our overall project of fighting for quality public education and justice for all. Email submissions for consideration to leadership@ctulocal.com.

ADVERTISE IN THE CUT

The *Chicago Union Teacher* accepts classified advertisements from CTU members at a substantial discount. For more information, contact April Stigger, advertising manager, at aprilstigger@ctulocal1.com and 312-329-6225.

and through a little hard work I know I too can achieve the America dream the governor wants to kill.

I admire you dealing with real people and trying to help them grow. I know some [people] are projects, but I know you will not give up advancing and educating them as people. What you offer is much more than just a school day—you offer a release from the nightmare that so many of the 99 percent go through, and you do it for next to nothing. You are men and women who deserve to be praised and not belittled. The [economic] state of Illinois is bleak, but to pin it on the people just trying to get by, the way the governor is [doing], would be criminal. You guys will stand strong and fight the way you have for countless students.

I am simply writing to let you know that it's not just the brothers and sisters in your union who have your back. The 99 percent as a whole will stand behind you. They will not silence us, even though they severely underestimate us. If you need calls made, someone to go door to door or someone to write everyone to try and wake them up to what this man is trying to pass, I am here. The middle class will stand together and our voice will not be silenced. I am the 99 percent, and we need help. Now is not a time to stand divided. Even if they break us, I will be alongside you in a picket line. I look forward to hearing from you in our fight against cooperate America. Stand strong.

James Osinski, Chicago



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◀ Luis Soria

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Network Chief Threatens Union Activists

BY **JOHN KUGLER**

Luis Soria, Network 8 Chief of Schools, is disparaging Chicago Teachers Union members in a weekly newsletter to the entire network. In an email sent to the Union dated January 13, 2015, there was a clear violation of our labor rights by singling out union members, calling them “red t-shirt teachers,” and telling administrators, “You know who they are.”

Check Gradebook!

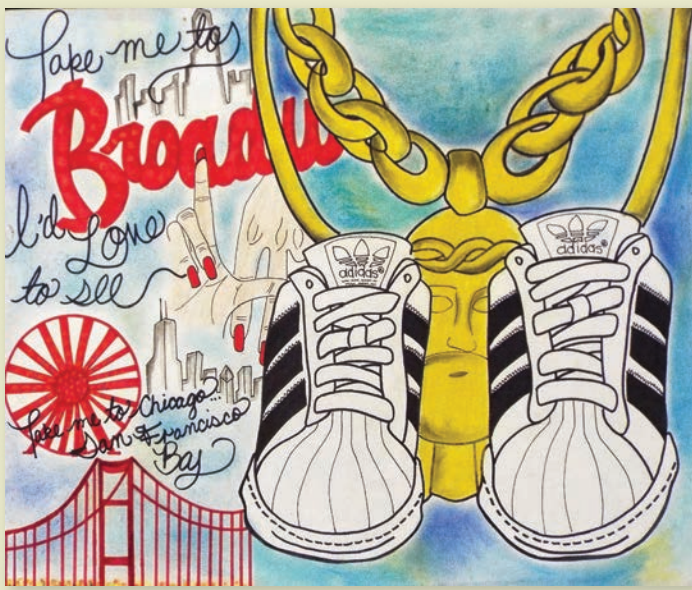
Check the weights. Check the completion for your teachers. Be sure that students are earning the Ds and Fs (as opposed to a red t-shirt teacher doing the minimum entry). You know who they are. You also know which of your awesome teachers tend to enter ALL grades at the last minute. They're actually great teachers but they procrastinate with grade entry. Check it out now. (Luis Soria, 1/13/15)

What makes matters worse is that Soria is a National Board Certified Teacher and a district-level administrator. He is singling out unionists for wearing red on Friday, which is a protected union activity.

It is important that we stick together and gather information that protects our rights as union members and our rights to concerted activity like wearing red t-shirts on Fridays. The email from Soria will be processed through the grievance procedure. The CTU will be asking that this administrator be removed from his duties for his lack of respect of our rights as Chicago Teachers Union members.

Any communication, written or verbal, that has anti-union animus needs to be forwarded to the CTU Grievance Department immediately for action. We keep the strictest confidence in these matters, and unless members report these types of incidents, we will always be under attack. In solidarity! **CTU**

John Kugler, Ph.D., is a CTU teacher field representative.



2015 Young Artist Contest

The annual CTU Young Artist Contest is open to all students in Chicago Public Schools from kindergarten thru 12th grades. Its purpose is to showcase student talent, recognize students, parents, and teachers and to display prize winning creations by our students in the CTU Office.

All submissions must be received at the CTU Office between Wednesday, April 1 and Friday, April 24, 2015.

Deliver or mail to Chicago Teachers Union, attn: April Stigger, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654. April can also be reached at 312.329.6225 and aprilstigger@ctulocal1.com.

Contest Rules

1. One entry per school.
2. Flat drawings, prints, paintings, or sculpture that reflects original ideas will be accepted.
3. All entries must be original student art. No copies accepted.
4. Artwork must be matted or mounted and protected with cover flap, except sculpted pieces and the maximum size (excluding mat) is 24"x30".
5. Any medium may be used, including original, computer-generated work.
6. Pieces may be in either black and white or color, but charcoal, pastels, chalk, or crayon works must be sprayed with fixative to prevent smearing. No framed work or canvas on stretchers allowed.
7. There is no theme; quality of the art is the only criterion for judging.
8. Any student attending a Chicago Public School is eligible to enter.

9. Winning artwork becomes the property of the CTU if not picked up 30 days after letter is sent out to the school for artwork to be picked up.


Prizes

Winners will receive:

1. A gift card.
2. A certificate from CTU.
3. Invitation with one guest to a reception at the CTU Office.
4. Invitation to teacher or art teacher to attend luncheon.
5. Art displayed in the CTU office for one year
6. Winners artwork published on the CTU Website.
7. A winner will have artwork showcased on the cover of the June 2015 issue of CTU's CUT magazine.

How to enter

1. Each piece of art must have two entry forms.
2. Please print or type and affix to the back of artwork.
3. Please make a copy to submit in an envelope to accompany the artwork.
4. Entrant gives the CTU the right to reproduce winning artwork.
5. Entries can be delivered to CTU April 1 through April 24, 2015.
6. Entries must be submitted to CTU offices no later than 5 p.m. on Friday, April 24, 2015.

Thank you! 



CTU Young Artist 2015 Entry Form

Student Name _____

Student Address _____

Student Phone Number _____

Grade _____ Age _____ Medium _____

School _____

School Address _____

Zip _____ School Telephone _____

Art or Classroom Teacher _____

Teacher Email Address _____ Contact Number for Teacher _____

CTU Delegate _____

Principal's Name _____

Please print legibly and complete entire entry form. Thank you in advance!

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April 7.





An Alternative to the 1%

BY **JACKSON POTTER**

It didn't take long for Governor Bruce Rauner to sharpen his knives against workers, issuing an executive order and lawsuit designed to reduce bargaining rights in Illinois just days after his state of the state address. According to University of Chicago labor and employment relations professor Robert Bruno, such a move in Illinois will lower wages by up to 7 percent, increase the poverty level and raise the state's budget deficit. This pre-union busting move was taken from a well-worn playbook that has been used across the South and Midwest by archconservative governors.

It is no coincidence that Rauner helped Rahm Emanuel become a millionaire through his company GTCR, and shares Emanuel's penchant for attacking workers. Only a few months ago, Wisconsin's right-wing governor, Scott Walker, praised Emanuel's austerity attacks on worker pensions. It is no accident that Emanuel and Rauner vacation together at Rauner's estate in Montana and share insanely expensive bottles of wine. Their only difference is the names of their official political parties. Both men have used the attacks on worker pensions to pave the way for efforts to destroy the closed shop union and balance

budgets on the back of workers. But there is a clear alternative to these destructive policies.

In both Minnesota and California, state government increased taxes on the wealthy and have shored up public services, pensions and education spending. While Minnesota's Democrat governor Mark Dayton has raised taxes by \$2.1 billion, Republican governor Walker has cut taxes by more than \$1 billion. According to the most recent figures from the U.S. Bureau of Labor Statistics, when compared to Wisconsin, Minnesota has nearly doubled its job growth over the last year, has a nearly two percent lower unemployment rate and a significantly higher median household income.

Illinois faces a crossroads of which path to take. Will we continue to fund corporate tax breaks and impose benefit cuts on workers, or pursue a tax system that makes the wealthy pay their fair share?

It's ironic that Emanuel, who runs a largely Democrat city, is celebrated by archconservative forces like Rauner, Walker and the Illinois Policy Institute (IPI) for his willingness to attack unions. Despite the fact that the city deprived the Chicago Teachers' Pension Fund of \$2 billion dollars during a 10-year pension holiday from 1995 to 2005, Emanuel continues to single out teachers for cuts.

Will we continue to fund corporate tax breaks and impose benefit cuts on workers, or pursue a tax system that makes the wealthy pay their fair share?



Illustrations courtesy of Ellen Gradman



PLAY
IS THE
RIGHT
OF
EVERY
CHILD

U.N. COMMISSION
FOR HUMAN RIGHTS

#CPSPLAYIN

The Guardian newspaper revealed that the IPI, which has a war chest of \$83 million, thanks to contributions from the conservative Koch brothers, has had private conversations with Emanuel in which he “expressed the need for 401k-style changes to truly achieve “reform” for city pensions. Instead of holding Wall Street accountable for the devastation it has wrought since crashing the economy in 2007, or taking responsibility for the city’s chronic underfunding of pensions, the mayor would prefer to make workers’ retirement plans subject to the whims of the market, a position shared by his good friend Bruce Rauner.

In Chicago, a disproportionate number of active and retired public sector workers are women and people of color who live, work and spend money in the communities they serve. When their retirement security is cut, the most vulnerable neighborhoods in Chicago are placed into even greater peril. It is time for Chicago to address the massive inequities in our city. We must take a page out of Minnesota’s playbook and institute a fair and equitable tax system to create a tide that will lift all boats.

With Democrat and Republican bosses sharing the same prescription for painful cuts to our communities, it’s more incumbent upon us than ever to create independent political organizations like United Working Families that can boldly fight for workers’ rights against political attacks by the 1 percent. [CTU](#)

Jackson Potter is the CTU Staff Coordinator.



BY **MIKE SIVIWE ELLIOTT**

“Until the killing of a Black mother’s son becomes as important as the killing of a white mother’s son, we who believe in freedom cannot rest until that day comes!” —Ella Baker, civil rights organizer and teacher

We have arrived at a very critical moment in our history. A socially conscious labor movement is growing in the city of Chicago under a corporately run city administration that has systematically closed 50 predominately Black and Latino public schools in poor neighborhoods and protects those Chicago police officers who torture, brutalize, kill and criminalize primarily Black students and youth from poor and working class communities. Repressive circumstances such as these have fueled a massive response from a fed up Black-led youth movement under the banner of “Black Lives Matter.” Ongoing Chicago police crimes have also fueled the desire to establish a democratically elected Civilian Police

Accountability Council (CPAC). This presents our Chicago labor movement with an important set of questions that supporters of human dignity and social justice must consider. What does “Black Lives Matter” actually mean? How would establishing a CPAC impact police misconduct? Do our current circumstances constitute a human and civil rights issue?

As we contemplate these critical questions, Black Lives Matter protest actions continue to take place in Chicago. The actions are led by some highly intelligent and powerful Black-run youth groups like the Black Youth Project 100 (BYP100), We Charge Genocide and Black Lives Matter, and supported by a growing number of labor and community groups including the Chicago Teachers Union Human Rights Committee; Fight for 15; the Chicago Chapter of the Coalition of Black Trade Unionists; the Light Brigade; SEIU Local 73; the Chicago Alliance Against Racist & Political Repression; the United Auto Workers Local 551 – Union



Photo: Sarah Jane Rhee ▲

How Can We Not Be Involved?

Solidarity Committee and others.

Black Lives Matter

“Black Lives Matter is a political and ideological invention in a world where Black lives are systematically and intentionally targeted for demise. It is an affirmation of Black folks’ contributions to this society, our humanity and our resilience in the face of deadly oppression.” —Alicia Garza, one of three Black female creators of Black Lives Matter

Young Black activists have made it abundantly clear that the title Black Lives Matter means several things. It’s an affirmation of Black pride and humanity and is not meant to diminish the value of any other human beings’ lives. It is widely believed by activists in this movement that when the lives of Black people receive the respect they deserve, it becomes easier for the lives of all people to be respected. It also means that even though

Black people disproportionately bear the brunt of violent racism, they pledge to “love each other and protect each other” and continue to fearlessly resist police repression and demand a total democratic and systematic change.

Black Lives Matter is also an urgent statement from Black youth who are fed up with racism and the “school to prison” pipeline, in grief from losing their peers to violence, in pain from being beaten, tased, shot, choked, sexually violated, disrespected, racially targeted, criminalized and incarcerated in numbers greater than other races in America. Black Lives Matter is a call for the recognition of black youths’ humanity and their right to live on earth. “Black Lives Matter” means that black youth will not allow others to diminish their self-worth and self-pride, and, despite the violent racism that’s being unleashed against them, they remain courageously “unapologetically Black” and want America to value and honor Black people’s

existence as human beings. While “All Lives Matter,” “all lives” are not under an onslaught of deadly, racist attacks. The slogan “Black Lives Matter” brings a much needed focus on the life and death circumstances of Black youth.

Civilian Police Accountability Council

“In the area of justice, a just Chicago would have a democratically elected, representative civilian police review board.” —Karen Lewis, CTU President

The well-documented gross lack of Chicago police accountability occurs far too often and demands the need to establish a democratically elected CPAC. Chicago’s

Black Lives Matter is a call for the recognition of black youths’ humanity and their right to live on earth.

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* APR=Annual Percentage Rate. Actual rate offered is based on credit worthiness factors. Approximate monthly payment would be \$107.45 per \$2400 borrowed at 7% for 24 months.

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Photo: Sarah Jane Rhee

▲ mayor and police superintendent, the City of Chicago Independent Police Review Authority and Cook County State's Attorney Anita Alvarez have failed miserably in holding police accountable for their vicious crimes among their ranks. Establishing a CPAC would combat the notorious blue code of police silence and empower democratically elected civilians to petition the Chief Judge of the U.S. District Court to file criminal charges before a grand jury when police commit crimes against people. It would have the power to hire the next police superintendent, dramatically changing the current repressive dynamic. CPAC would also:

- » rewrite the guidelines for police use of deadly force;
- » investigate complaints of police misconduct;
- » investigate all police shootings, and
- » provide increased transparency of all investigations by completing and provide greater statistical analysis of complaints by demographics.

A Human and Civil Rights Issue

"Our lives begin to end the day we become silent about things that matter." —Dr. Martin Luther King Jr.

Young Black males are 21 times more likely to be killed by police officers than are white males. Research by the Malcolm X Grassroots Movement, found that a black person is killed by a police officer every 28 hours in the U.S. In Chicago, between January 2009 and September 2013, more than 70 Black people were killed by Chicago police officers. These

statistics indicate that human and civil rights are being trampled on.

The U.S. labor movement vehemently opposed the human and civil rights injustices that occurred during the civil rights era, when the murders and lynching of innocent Black people were occurring at a rate similar to today's police killings of young Black people. During the anti-Apartheid movement to free South Africa, labor unions actively mobilized their memberships to fight against the police/military brutality and killing of Black people in that country. Comparing previously mentioned struggles to today's struggles, we find that disproportionate numbers of Black youth are again being racially targeted and killed on America's streets, and their constitutional rights are being denied.

Where, exactly, do today's labor unions stand in their commitment to upholding human and civil rights? They must join and strengthen this profoundly socially conscious movement of our time. **CTU**

"Now, some people might ask me why our labor movement should be involved in all that has happened since the tragic death of Michael Brown in Ferguson. And I want to answer that question directly. How can we not be involved?" —Richard Trumka, President, AFL-CIO

Mike Siviwe Elliott is chairman of the Labor Committee of the Chicago Alliance Against Racist & Political Repression.



Photo: Ronnie Reese



NEW TIME SENSITIVE ISBE LICENSURE INFORMATION

Register Professional Development Hours within 60 days of completion

UPDATE as of 1/1/15

Illinois teachers must now enter and submit the professional development (PD) hours they have earned into their ISBE Educator Licensure Information System (ELIS) account **within 60 days of having completed each professional development activity, in order to keep/renew their Illinois State Board of Education (ISBE) Professional Educators License (PEL)**, according to the new ISBE rules. If it is not entered within 60 days of completion, the PD you have taken will **NOT** count toward renewal of your license at the end of your cycle, no matter when that is. You can no longer wait to enter your required number of PD hours into ELIS at the end of your 5 year renewal cycle. "Professional Development (PD) Hours" is what ISBE is now calling CPDUs. (They have also changed what qualifies as an activity that earns PD Hours.)

Go to <http://www.isbe.net/licensure/pdf/renewal-notice-of-changes0514.pdf> for further details about this new time stipulation [on the last page (page 4) - License Renewal System: Deadlines at a Glance].

This new 60 Day ISBE rule supersedes the previous rule allowing required PD Hours (formerly CPDUs) to be entered any time during a teacher's certificate renewal cycle.

The CTU Quest Center advises that you enter your PD Hours **immediately** after you complete the professional development activity and evaluation (and do not wait the 60 days). If you wait, you may forget, and your PD hours WILL NOT COUNT toward your license renewal.

For help entering or submitting PD Hours into ELIS go to <http://www.isbe.net/ELIS/instructions/record-submit-prof-dev.pdf>.

Chicago Public Schools, has requested you enter your PD Hours into *CPS University* (which will be changing its name to 'Learning Hub' in the near future). Please note that entering your PD Hours into *CPS University* is **NOT** the same as entering it into ELIS on the ISBE website. The PD Hours you enter **DO NOT** transfer to ELIS. You **MUST** enter your PD hours into ELIS yourself (within 60 days of completion).



**CPS Framework for Teaching
Component Specific
Learning Sessions!**

***Domain 1
Planning
and
Preparation***

Learn what qualifies as evidence for teacher evaluation. Work with colleagues to design artifacts for your evaluation, such as, exit slips, student learning objectives, and student-group recording sheets. Use what you learn in each session the next day!

If you have questions about the sessions, please call or e-mail:

**Theresa Insalaco-DeCicco, M.Ed. NBCT
(312)329-6270
TheresaInsalaco-DeCicco@ctulocal1.com**

Travel

The CTA Brown Line stops at the Merchandise Mart. Parking is available for \$11.00 after 3:00 PM at MartParc Orleans on the corner of Orleans and Hubbard. There is no validation for parking.

**Open to ALL Pre-K
through 12th Grade
Teachers!**

\$15.00 in advance

or

\$20.00 at the door

**Register online for 1 or more
sessions at**

www.ctunet.com/pd

**Tuesday
Evenings
5:00 – 8:00 PM**

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

3/10/15

Component 1b- Demonstrating Knowledge of Students

- Design tools to gather information about your students
- Analyze data about your students to design instruction

3/17/15

Component 1c- Selecting Learning Objectives

- Design clear and concise learning objectives aligned to standards
- Integrate cross-disciplinary instruction

3/24/15

Component 1d- Designing Coherent Instruction

- Create lesson and unit plans that align to the CPS FfT
- Learn various ways to group students

3/31/15

Component 1e- Designing Student Assessment

- Learn how to create formative assessments to inform teaching and learning

STOP THE SCHOOL-TO-PRISON PIPELINE

2

Million children sent to juvenile detention every year

75

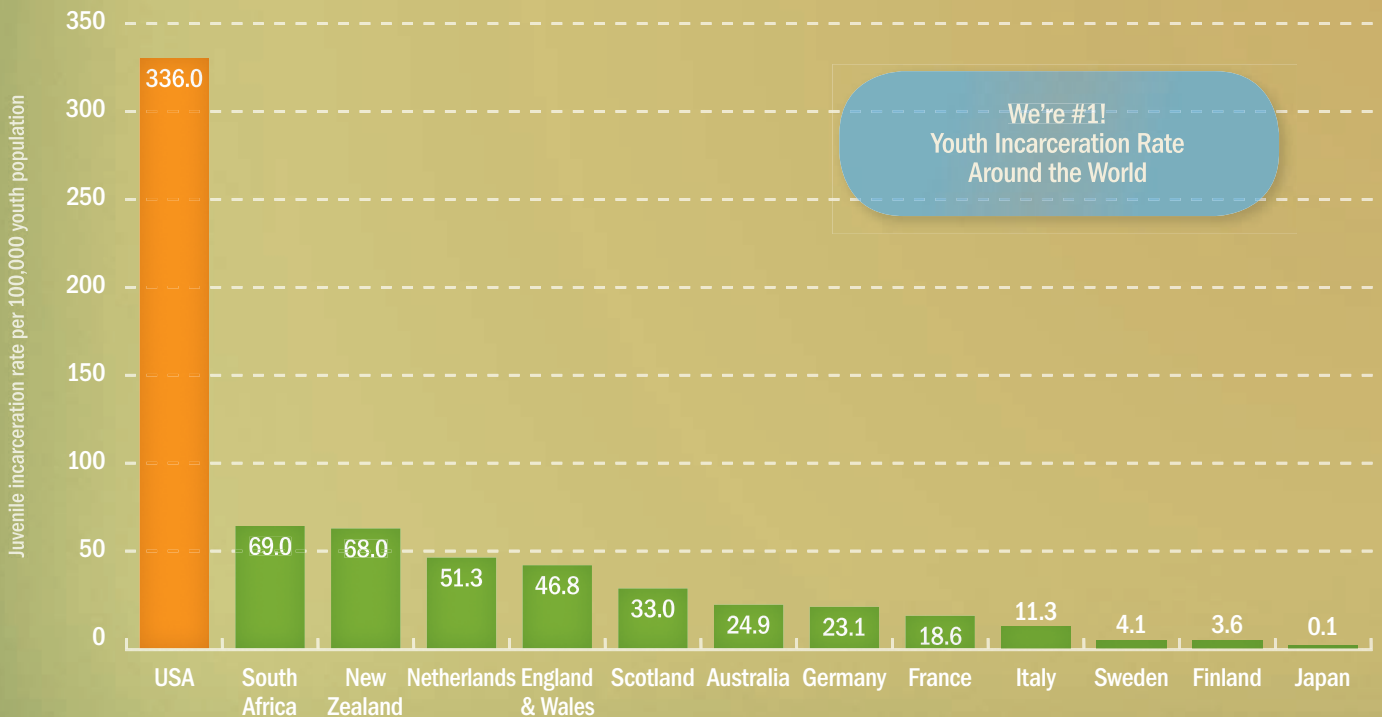
Percent of juveniles in detention for nonviolent offenses

70

Percent of students involved in in-school arrests or referred to law enforcement who are black or Latino

3.5

Times more likely that black students are suspended compared to white students





66

Percent of juveniles detained who never return to school

68

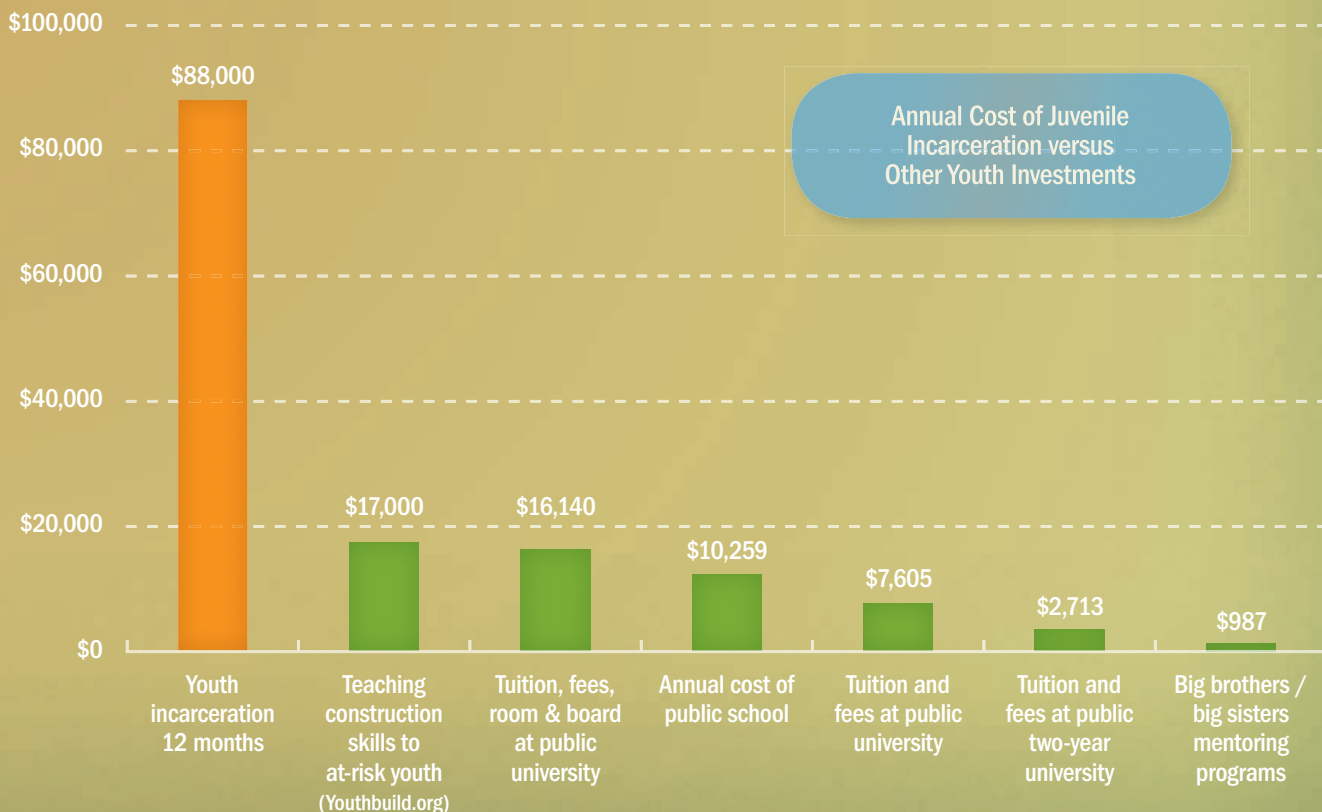
Percent of all males in state and federal prison who do not have a high school diploma

3

Times faster that the state prison population is growing compared to U.S. population

4.8

Billions required each year to house 60,000 youth 18 and younger living in detention facilities



Annual Cost of Juvenile Incarceration versus Other Youth Investments



Close Reading and Complex Texts

For all Pre-K through 12th Grade teachers

Aligned to the CPS Framework for Teaching Components 3b, 3c, and 4d

Saturday, April 25th, 2015

9:30 AM - 4:30 PM

6.5 ISBE PD Hours

(Attendance is required for the entire session in order to receive ISBE PD Hours)

Don't miss out on this one-day overview that will help get you started right away!

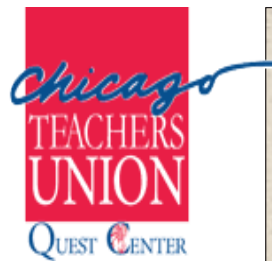
Register online at www.ctunet.com/pd

Only \$30.00 in advance or \$40.00 at the door!

Do you want to incorporate close reading of complex texts into your instruction but just don't know how to begin? Join us for this full day professional learning experience about close reading and selecting appropriate texts for your teaching context. Learn how to get your students started with the close read process, how to select grade-level appropriate complex texts, and then, how to implement close reading as part of your regular instruction. Work with colleagues in your grade-level band and content area to design a close read lesson.

Location

Chicago Teachers Union
222 Merchandise Mart Plaza
4th Floor- Executive Board Room
Chicago, Illinois 60654



Questions about this professional learning experience? Call or email:

Theresa Insalaco-DeCicco, M.Ed. NBCT
Professional Development Facilitator
(312) 329-6270

TheresaInsalaco-DeCicco@ctulocal1.com

USING LEARNING STATIONS TO ADVANCE S.T.E.M. PRACTICES IN THE PRIMARY GRADES

3 ISBE Professional Development Hours



Monday, March 16th from 5:00 - 8:00 PM

This offering is designed to assist the primary grade (K-3) teacher in creating, setting up, facilitating, managing and monitoring S.T.E.M. learning stations. This workshop will familiarize teachers with learning stations and how they can be utilized to advance science, technology, engineering, and mathematical practices in the early grades. Participants will learn how to implement learning stations as a way to involve young students more deeply in S.T.E.M. practices, without becoming overwhelmed by their procedural management. Participants can expect to engage in hands-on learning activities and participate in the actual learning station lessons that are designed to advance S.T.E.M. learning in which their students participate. The Next Generation Science Standards (NGSS), in science and engineering practices, will be emphasized during this workshop. Participants will also develop the professional habits of mind: modeling, collaborating, and reflecting. **This offering is aligned to the CPS Framework for Teaching – Components 1a, 1d, 2b, 2c, 3b, and 3c.**

Register Online Now for \$15.00!

www.ctunet.com/pd

\$20.00 at the Door

QUESTIONS?

Call or email Walter Taylor, NBCT
CTU Quest Center
Professional Development Facilitator
walmartaylor@ctulocal1.com
(312) 329-6273



LOCATION:

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

Reducing the ITS IMPACT "Pain Index" for CTU Members

BY **THERESE BOYLE**

IMPECT is the Web-based system that Chicago Public Schools uses to store and track student data. All Chicago Teachers Union members have likely experienced the "pain" of accessing and interacting with the ITS IMPACT data system. You probably have committed the Help Desk number, 773 553-3925, to memory. Perhaps the lively tune played while on hold with the IT service desk haunts your workday as it replays in your mind. Who is "impacted" by IMPACT? All of us!

- » **General education teachers** who use IMPACT to record grades in *Gradebook*
- » **Special education teachers** who uses IMPACT's *Student Services Management (SSM)* to develop electronic individual education programs (eIEPs) for diverse learners
- » **School counselor/case managers** who use *SSM* to facilitate special education case management
- » **Clinicians** who use *SSM* to complete full and individual evaluation (FIE) evaluation reports, eligibility documents, eIEPs and Medicaid billing documentation
- » **School nurses/health service nurses** who access *Student Information Management (SIM)* to enter student physicals, shot records and medical diagnoses
- » **School disciplinarians** who enter student discipline violations on *Verify*
- » **School clerks** who use *Verify* for truancy/attendance monitoring

» **Audiometric Vision Technicians** who use IMPACT to document student hearing and vision screening data, and **teachers, clinicians, and other school staff** who regularly use IMPACT's *Curriculum and Instruction Management (CIM)* for developing lesson plans, accessing instructional resources, and reviewing students' standardized test and benchmark assessment results

In April 2014, the CTU formed a CTU/CPS IT IMPACT issues joint committee with the goal of improving end user functionality. CTU members and staff on the committee are CTU Financial Secretary Kristine Mayle; special education teachers James Cavallero, Paulette Flanagan and Marianne Giovenco; school counselors Kristy Brooks, John Casey and Amanda Szaraz; clinicians Huma Ahmad, Gloria Bashir, Therese Boyle, Paul Gruodis, Susan Hickey, Cheryl Douglas-Johnson and Benita Whitfield; and CTU attorney Robin Potter.

As a result of the joint committee's work, CPS has shown commitment to addressing IT IMPACT concerns, as has been evidenced by the participation of many departments: Pupil Personnel Services and Specialty Schools; Student Information Systems; Office of Diverse Learner Supports and Services; Labor Relations; High Schools Programs; Specialized Services; Due Process and Mediation; IT Services; Pupil Personnel Services; Diverse Learner Supports and Services; Operations, ITS and Special Education.

The joint committee meets quarterly and will continue to meet until all issues have been addressed. The committee has made progress on the following technology issues:



All Chicago Teachers Union members have likely experienced the “pain” of accessing and interacting with the ITS IMPACT data system.

» *Preserving work completed on the eIEP:* No longer will the unchecking of a box on the eIEP result in “lost information.” CPS has obtained financing and worked with the vendor to make 300 individual changes to prevent information from disappearing when a box is inadvertently unchecked. The information will now be held “in check” and can be “brought back to life” when needed. This fix will be ready for initial testing by March 1, 2015.

» *Connectivity/VPN Issues:* CTU members consistently reported difficulty when attempting to connect remotely to IMPACT via the VPN, so CPS upgraded the VPN in late 2014 and has pushed out a consistent browser and Java to all CPS issued laptops. The IT team is revising “how to” guides for members to access when they need to troubleshoot. These guides will be available to CTU members by mid-February. Additionally, CPS has agreed to submit a capital expenditure to replace the current VPN with a more modern system.

» *Auto-populating data from CIM into the eIEP:* CTU members expressed frustration with having to access CIM and then open a new IMPACT page to enter CIM data into the eIEP, so CPS agreed to place links within SSM documents that will automatically take users to a particular student’s data page in CIM. Additionally, CPS is working on having current hearing and vision

data to populate in SSM. Hopefully this fix will be ready to test this month.

» *Simplifying Notice of Conference (NOC) procedures:* CPS agreed to simplify the NOC process and reduce the need to generate multiple NOCs. The capability now exists to create a referral and consent the same day. The procedure will be put into writing and will be available for Help Desk callers.

» *Improved printing formats:* CPS hired an intern to work on this project. eIEP page breaks were eliminated. The format of the paraprofessional support in Section 10 of the eIEP has been made more user friendly. The printing format changes have significantly reduced the number of pages in the typical eIEP.

» *Eliminating non-ISBE required documents:* After consulting with the legal department, CPS has agreed the Assessment Assignments document will be discontinued. This change will be ready this month.

» *Increased access to verify data:* Following approval by the legal department, CPS has agreed to allow school psychologists and school social workers to access, in “view only” mode, student discipline records.

The CTU team will again review and submit a list of IT concerns at its April 14 meeting, and will continue to work with CPS to solve IT problems until all issues have been addressed. [CTU](#)

Therese Boyle is co-chair of the Clinician Professional Problems Committee and a member of the joint committee for IT IMPACT issues.





NURTURING TEACHER LEADERSHIP

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

Learn how you can earn an extra \$1875+ a year

Accepting applications for 2015/16 school year

ATTEND OUR INFORMATIONAL MEETING

Monday, March 23, 2015

4:45 p.m. – 8:00 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 Mart Parc Orleans, indoor self-park lot on the northeast corner of Orleans and Hubbard.



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 Center 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 Center 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.

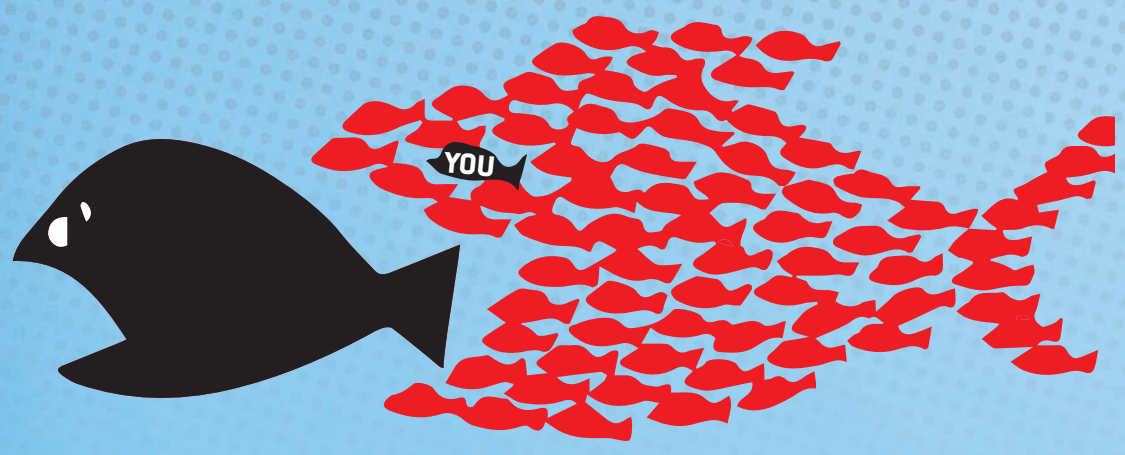
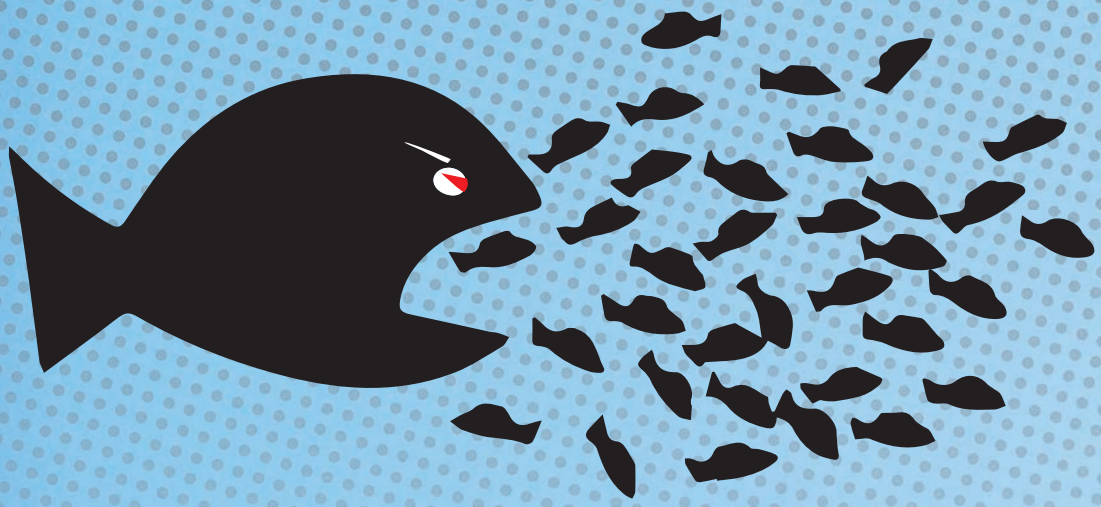
What are the Benefits of NTL?

- ✓ 94% success rate
- ✓ annual pensionable cash award - \$1,875+
- ✓ 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 3rd – 14th 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

**DELEGATE
POWER**



YOU

ARE THE CHICAGO TEACHERS UNION

BY **KATHE MYERS**

Before I became a teacher, I knew very little about unions and even less about union activism. As soon I started working for Chicago Public Schools, it became abundantly clear how important union membership is. For years, people at my school encouraged me to run for delegate, but the film “Norma Rae” didn’t make it look easy. Eventually, our enrollment ballooned to 206 percent. Probably the only upside to this was that our growing staff made us eligible for an associate delegate. I decided it was time to run.

I won the election in 2012, just in time to prepare for, and help organize, our first strike in 25 years. Talk about baptism by fire. Regardless of all the preparation, practice, updates and rallies, I had very little idea what to expect. I guess you can never really fully prepare for something like that. It was the experience of a lifetime, to say the least.

To anyone who is considering becoming a delegate, I say do it! The monthly House of Delegates meetings are a great example of democracy in action. The level of discourse and debate is astounding, and there are so many ways to get involved. Each holds important value for us. Every action, meeting, demonstration or conversation makes a difference for Chicago’s children.

This year, I was invited to join the big bargaining team for our new contract. I was so proud of the work they did last time that I considered this a huge honor. I know it is a lot of responsibility, but I relish the thought of learning all I can from the veterans on the team. Remember, the Chicago Teachers Union doesn’t represent you. Rather, you are the Chicago Teachers Union. **CTU**

*Kathe Myers is an associate delegate
at Peck Elementary School.*



◀
Photo:
Charles
Miller

Strength in Numbers: A Delegate's Power

BY **ANDREA PARKER**

Your school needs a delegate. An organizer visits your school to conduct a meeting. There, everyone's eyes veer in your direction. They know you are vocal and passionate about workers' right, and you are tenured. You get unanimously elected. You feel honored for the votes, empowered, ready to lead the contract enforcement effort at your school and walk with union pride with ample support. Right?

But, something unexpected happens. Teachers are complaining; nobody's wearing red on Fridays; your principal is violating the contract; only a quarter of the members are attending meetings; some are telling the administration what you say in confidentiality; and everyone is staying clear of the Professional Problems Committee (PPC). The principal is calling you an agitator instead of a partner. The unity you thought would be garnered after your election only bought division. New teachers claim they don't need union representation; retiring teachers advise you to stop fighting for the ungrateful. You're thinking, "What did I get myself into? What now?"

I can relate. I, too, was a novice delegate who was naïve to how politics work. I, too, was surrounded by skeptical neophyte educators who felt like unions were not for today's world. Probationary teachers' fears of going against their beloved principal or putting job security in jeopardy permeated the building. I, too, was encircled with teachers who were a year away from retirement and laughed at the possible future calamity for active employees. So I was in

limbo. How did I ensure being a proactive delegate would be beneficial to all, without retaliation from administration? Did I give in to the notion that unions were diminishing and quit? Absolutely not!

I had to strategize fast.

I formed an alliance of tenured teachers who understood the value of their contract. Those five members became a part of my original PPC. They partnered with me, reaching members in their grade levels. On our lunch breaks, preps or after school, we had personal conversations with teachers and education support personnel, building trust. I also discussed what could happen if our contract was not enforced—overcrowded classrooms, extreme workload and blunt favoritism.

I brought in Chicago Teachers Union field representatives and organizers to monthly meetings to authenticate my value. This proved that our contract was beyond Curtis Elementary School, but affected 30,000 members, and we were only as strong as our weakest link. During these meetings, I had the field reps and veteran teachers share personal stories on how the contract and union benefitted them. Organizers also ensured that no matter what, they would be with us during the whole process of contract negotiations and that we are a powerful union, and well-known nationally. My school members even procured a dinner meeting with CTU Financial Secretary Kristine Mayle to discuss our plight to organize. Mayle, who had worked as a special education teacher, listened to us, gave us her ideas, and even her phone number. The amazement that our union officers are

Today, on the cusp of an ending contract, and the reign of a new governor whose policies are already anti-union, our fight is real, and delegates must prepare members to stay ready.

so approachable sealed the deal with the unity of most of our staff.

By the end of the year, members began to understand what the union was about. I kept a log of our major concerns, one of which was staying after school 15 extra minutes every day without being compensated. I reminded them that the contract does not work if we do not enforce it, and if we are lax in one area of the contract, it diminishes our strength in another area. I mentioned other injustices occurring in the building, which pulled on their heartstrings. Unconcerned teachers evolved into passionate, contract book-toting members. They were tired of donating their time

by working 15 extra minutes after school every day. Realizing this was not just a violation of their rights, but an abuse of our time, we felt confident enough to file our first grievance. Sticking together, our teachers were awarded \$60,000 in back pay in 2012. No active employee at our school refused the money, and nobody lost their job because of this. Sticking together was not about the money; it was about having a better working environment and our time respected by the current and future administrators. We set a precedent even for new members in our building and for other schools. This energy also propelled virtually 100 percent of our

Your Delegate Starter Kit

BY **BENJAMIN J. COYLE**

I cannot speak for everyone, but the Chicago Teachers Union strike in 2012 changed my life. I realized that having a union was imperative in my development and protection as a teacher. I knew I wanted to be more involved, but like many other teachers, I was intimidated by the process. I decided to run for associate delegate with my colleague (and current CTU field rep) Adriana Cervantes. We met several times with several people from the Union to get an idea of what was needed to be effective in the school. This is what I wrote down in 2013 as the “delegate starter kit” (which I still have):

- » Promote the CTU, its activities and the benefits of membership.
- » Make contact with everyone in your school building; find out what concerns them.
- » Promote the contract—it will hold everyone accountable.
- » Establish a Professional Problems

Committee and a Professional Personnel Leadership Committee—negotiate the members’ claims.

- » Encourage training and professional development by CTU members for CTU members.
- » Deal quickly with any breach of contract by members or administration.
- » Distribute all notices and newsletters from the CTU; an informed CTU member is an active CTU member.

It is an amazing thing to know that we are making history. The whole world is watching Chicago. Our city workers have a history of demanding respect from the establishment. Our union has established itself as a champion of workers’ rights and collective bargaining. I knew when I became delegate that I was crossing a line of no return; however, I would make the same choice 100 out of 100 times. We are fighting a flawed educational philosophy with greed at its core and fear as its messenger.

Mahatma Gandhi once said, “First



▲ **Coyle was among more than 100 members of organizing unions arrested following a school closing protest outside City Hall on March 27, 2013.** Photo credit: Andrew A. Nelles for Chicago Sun-Times Media

they ignore you, then they laugh at you, then they fight you, then you win.” We will win this battle my brothers and sisters—it is inevitable. Because we are on the right side of history, the sacrifice will be worth it in the end. **CTU**

Benjamin J. Coyle is a CTU delegate at Hubbard High School.

school's CTU members to picket during the 2012 strike with pride for our labor rights. Now, nearly all of the CTU members at our school attend the monthly union meetings.

Delegates, let your members know that valuing the contract does not make them the lazy, spoiled employees that some politicians and education "reformers" make them out to be. Instead, they are respectable professionals whose time is a most valuable resource. Please remind your members that this fight is not just to save our jobs, but to ensure that our careers which required college educations, advanced degrees and other certification will not be downgraded to pro bono work that recent graduates put on their resume under the "community service" section.

Today, on the cusp of an ending contract, and the reign of a new governor whose policies are already anti-union, our fight is real, and delegates must prepare members to stay ready. They need to save their money, visit the our union's website (www.ctunet.com) often, attend every union meeting, join the PPC, protest and go to Springfield and fight for the cause of others. We need allies from other fields who will speak up for us, for what lies ahead is revolutionary. And if we want the history books recorded in our favor, we must abide by that little red book. **CTU**

Andrea Parker is the CTU delegate and a middle school literacy teacher at Curtis Elementary.



◀ Retiree James Stewart meets Cook County Commissioner and mayoral candidate Jesus "Chuy" Garcia during Feb. 19 phone banking at the CTU office. Photo credit: Brandon Johnson

Retired...But Not From the CTU!

BY **HOWARD HEATH**
AND **DEBBY POPE**

This year marks the 25th Anniversary of the Chicago Teachers Union Retiree Functional Group, established in 1990. Retiree delegates are currently discussing ways to mark this occasion and to strengthen the role of retirees in CTU. Our goal is to establish a cadre of retirees both to defend our hard-earned pensions and fight to preserve quality public education.

Howard Heath, a retiree teacher delegate who also represents the CTU on the American Federation of Teachers' (AFT) Retiree Committee, described the AFT slogan that exemplifies the struggles we are engaged in—"Reclaiming the Promise"—as the belief that everyone is entitled to fairness, democracy, economic opportunity, high quality


public education, and public services for our students and their families. The AFT has been moving towards an active and engaged strategy to achieve these goals by working with community groups and coalitions, organizing members to be active in the communities in which they work and live, and fighting for strong collective bargaining agreements and political activism on the local, state and national levels. The CTU, of course, has been working for these goals and building strong relationships with community organizations for a number of years. It is also an integral and vital part of what members of the Retiree Functional Group believe in and what we think is necessary to beat back the attacks we face.

How do we as retirees fit into this fight? Many of us have been active since the 1960s and 1970s, both on

The task of the CTU's newly elected retiree delegates is to harness this wealth of our retirees' experience and put it to work to defend our rights and the rights of students and their families.

the job and in other struggles for justice. The task of the CTU's newly elected retiree delegates is to harness this wealth of our retirees' experience and put it to work to defend our rights and the rights of students and their families. We must also reach out to every retiree member and see how each one can help. Some of us, due to infirmity, caretaking responsibilities or other jobs may only be able to make phone calls to legislators or send emails. Others may be available to go to Springfield, attend a rally or reach out to their church or neighborhood group. Other retirees will be able and willing to do much more—and there is a lot to be done!

One key task of the retiree delegates will be to develop knowledge of the retiree members and organize them to play a key role in the struggles ahead, be it strike support, lobbying, marching or phone banking. We encourage all retirees to attend the regular monthly retiree meetings at the SEIU Healthcare office. We urge each of you to reach out to retired friends and former colleagues. We particularly want to increase our number of active retired paraprofessionals and school-related personnel (PSRP) retirees, because for the first time, our team includes four PSRP delegates.

If you are a retired Chicago Public Schools teacher, clinician or PSRP, contact the CTU office and make sure you are still a member. It costs just \$24 a year to join, and there's plenty of important work for us to do! 

Howard Heath is a CTU retiree. Debby Pope is a retired CPS teacher who works part-time in the CTU Grievance Department.



▲ **R. Eugene Pincham**

Photo: The Historymakers



▲ **Robert Pincham**

Like Father, Like Son

BY **JOSEPH MCDERMOTT**

It has been an incredible honor for me, as a Chicago Teachers Union field representative, to work with Robert Pincham. Pincham is the CTU delegate at Harlan High School and the son of famed judge and civil rights attorney R. Eugene Pincham, who passed away in 2008. Robert Pincham was an associate delegate for many years while Harlan was led by legendary delegate Patricia Boughton, who created a sense of community and engagement within the CTU membership at Harlan. She mentored many new teachers, including current CTU field rep Zeidre Foster, and together, the three of them—Foster, Boughton

and Pincham—laid the foundation for a great union presence at Harlan.

When Boughton took a leave of absence in 2013, Pincham had to step up and assert himself. He took charge of the Professional Problems Committee (PPC) and demanded that regular meetings took place. He got elected to the Local School Council, increased his presence throughout the building and became more visible to his colleagues.

Pincham has always been a fighter for justice, and was taught as much by his father. He grew up on the South Side, attended Harlan and still lives within walking distance of the school. He recalls a glorious and proud past for the school, which produced great

entertainers, doctors, lawyers, civic leaders and educators. Pincham has a connection with Harlan as an alumni and lifelong community resident, which few can appreciate. His roots are manifested in his loyalty and fearless advocacy for the school.

Pincham is currently fighting for the right of the LSC to hire its own principal. Harlan has been served by the same Chicago Board of Education-appointed interim principal for almost ten years. Pincham has reached out to the local alderman, state representative and other community stakeholders to find an answer to why Harlan has been stripped of this local authority to offer a principal contract.

Among the purposes of an LSC are selecting principals, offering contracts and creating a school budget. Mayor Rahm Emanuel recently proclaimed that, in LSCs, Chicago already has hundreds of mini-elected school boards, but unfortunately, there are almost 100 schools that only have an advisory LSC. There are many more schools, like Harlan,

that due to past performance, don't allow their LSC full authority. To Pincham, this is an equity and justice issue that must be fought.

In a contract-related issue, our 2012-2015 Agreement with the Board had two provisions that were not being enforced at Harlan. The contract required teacher lunch periods to take place when the cafeteria is open to students. The contract also required textbooks on day one of school for all students. In both cases, members at Pincham's school were afraid to put their name on a grievance. In both cases, Pincham filed grievances in his own name to fight for the rights of all members at the school.

When the case of school lunches was filed, the principal went to negotiate with the teachers who had lunch periods he had scheduled to occur in the morning before the cafeteria was open to students. He asked them if they minded having a morning lunch time. He then denied Pincham's grievance, saying the impacted teachers wanted to have a



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Pincham is both an advocate and a voice for the people.

morning lunch. Pincham then filed another grievance against the principal for direct bargaining with members because the principal has no right to directly negotiate with members to determine if they will volunteer to waive their contractual rights.

Pincham also knew that many staff members weren't getting the appropriate number of textbooks on the first day of school, per the bargaining agreement. Again, he put his own name on a grievance on behalf of the entire staff. Pincham wanted to bring attention to an issue of disparity, in which some teachers had new books, but others did not. He knew that all students deserved to have the necessary materials in order to learn.

Pincham was recently re-elected to another three-year term—this time as a lead delegate. He continues to push for full rights and full teacher voice for all teachers at Harlan, and says his goals are to have “100 percent union membership, and to demonstrate, especially to new teachers, the overwhelming importance of collective activity.”

When Pincham's father passed in 2008, he said of his dad, “He stood up for the little man, he refused to quit [and] he challenged the system to make it better for all people.” The same should be said of his own union activism and dedication to the staff and students at Harlan. Pincham is both an advocate and a voice for the people. **CTU**

Joseph McDermott is a CTU teacher field representative.



◀
David
Arredondo

Inspired Service and Defense

BY JOSEPH MCDERMOTT

David Arredondo is a teacher and delegate at George Washington High School—also his alma mater. His father was a steel worker and proud member of the United Steel Workers Union. Arredondo was raised with a sense of loyalty for his dad's union and a sense of pride in his community. These influences inspire his service as a teacher union delegate.

In the fall of 2012, at the same time as the great Chicago Teachers Union strike, Washington got a new principal. The principal's actions and attitude were reminiscent of Mayor Rahm Emanuel's actions and attitude at that time. Both Emanuel and the principal had their own vision of what they wanted. Both men disregarded the union, the contract and any form of inclusive decision making as they pursued their own plan for education. While the mayor imposed a longer school day and individual school waiver votes, Washington's

principal imposed shorter lunch periods and more time for students to roam the campus every morning.

The principal created “Patriot Time,” which instituted a student start time 30 minutes prior to the first class period. Students were encouraged to roam the campus “just like students did at suburban schools” with no supervision. Teachers would arrive at their classrooms with the doors already opened and the room full of unattended students. Exterior doors were not monitored, allowing for free access for anyone into and out of the building. Arredondo saw that teachers were losing their morning prep time and working on their personal time because they would, out of sense of duty to unsupervised students, monitor hallways. Teachers would often volunteer their classrooms as a place for students to kill the 30 minutes of Patriot Time so they would be safe, and they stayed there to supervise the students—on their own time.

He saw that teachers were being mistreated and he put himself in the direct line of fire through his actions to defend their rights.

Arredondo did what all delegates are trained to do when the principal unilaterally imposes a program without working with them or the Professional Personnel Leadership Committee (PPLC)—he placed the issue on the next Professional Problems Committee (PPC) agenda, as it had become a problem. The principal dismissed the concerns and claimed that most of the staff loved Patriot Time. Arredondo then surveyed the staff to find out that even if they did love Patriot Time, was it implemented in the best interest of the students, and did it keep with the provisions of the teachers bargaining agreement? The survey showed that staff had concerns about the safety of the students and the loss of their prep time. Arredondo shared the data results and PPC minutes with the entire staff. The principal dismissed the survey as unreliable and unscientific.

Arredondo had no choice but to file a grievance, which was shared with the entire staff. Their collective action put the principal on notice. The staff watched to see how the principal would respond. Eventually, the principal agreed to modify Patriot Time and limit the total access students had in the building. There would be designated staff to supervise students in different parts of the building, and classrooms would now be left closed unless a teacher opened the door.

This first-year principal had other big ideas, such as mandatory midday planning meetings. Some teachers would have only 20 minutes to eat their lunch, as the principal argued that teachers could use their 50-minute morning or late afternoon prep

periods as a lunch time, despite the contract requiring a midday lunch.

These issues were stated at the PPC meeting, and when the principal disregarded staff concerns, Arredondo called on the Union. Sara Echevarria, director of the Grievance Department went out to the school with the Chicago Board of Education's chief labor officer to find a compromise. Washington's new principal was at the only school in the city where a compromise could not be reached, so Arredondo pursued a class action grievance which is now awaiting a decision from an arbitrator. If he wins, it will mean back pay for missed lunch periods for an entire year for almost three dozen teachers.

Arredondo also was frustrated at the direction the principal was taking the school and the way his principal treated others. He learned that the principal was spending money without Local School Council (LSC) authorization, and after attending an LSC meeting and speaking to LSC members, he found that parents and community members were also frustrated.

Arredondo decided to run for teacher representative on the LSC. He reached out to parents and community members and encouraged them to run for office as well. He had deep ties to the school and community, and found community residents who wanted to serve on the LSC. They shared his common dedication to the community and an appreciation for the values and traditions of the school. David won his election and a new LSC took power last year.

David Arredondo is a special delegate. He saw that teachers were being mistreated and he put himself in the direct line of fire through his actions to defend their rights. His actions were admirable because he involved his colleagues in the process. He has renewed hope for the future of Washington, which now has a principal with a new attitude. Regardless of the person in the administrative chair, we know Arredondo's history and presence at Washington cannot be duplicated. Thanks for all you do David. **CTU**

Joseph McDermott is a CTU teacher field representative.

Growing Your Own Teachers is Worth the Wait

BY **IDALIA VASQUEZ**

Grow Your Own Teachers helps low-income people of color who have the desire to become teachers earn a bachelor's degree in education—a goal that would otherwise be almost impossible for them to achieve. Yet a recent news report fell short by viewing the program as a conveyor belt, and failing to capture what I and many other graduates felt by becoming the first person in our family to graduate from a university and get a job as a CPS teacher.

It also fails to capture how important it is for children in my classroom to have a teacher who looks like them and who shares their life experience. (“Illinois falls short in \$20 million effort to develop 1,000 teachers,” Chicago Tribune.)

I am a Hispanic female, born to Mexican immigrant, working parents. I was born and raised in Chicago, one of five siblings. I attended four different CPS elementary schools and, given the bad timing of my parents' divorce, graduated with a very low GPA from a low-performing, low-income high school on the Northwest Side. I can count on one hand how many of my fellow high school graduates went on to complete a bachelor's degree. With a lot of struggle, I earned an associate's degree from a community college, and at the age of 19, seven months before receiving that degree, I gave birth to my first child.

While growing up, my parents constantly reminded me of the hardships and poverty they endured in their small village in Guerrero, Mexico. My mom is the oldest of eight siblings and completed school through 6th grade. My father had to help my grandfather work the land and attended school only up to 3rd grade. My parents would always tell me and my siblings how important it was for us to take advantage



of the opportunities of this great country. Unfortunately, I was missing two of the most important factors that impact college attendance: financial support and, most importantly, informed guidance. I knew I was going to graduate from a university one day but I had no idea how to make that a reality.

Crucial support to overcome hurdles

That's where Grow Your Own Teachers comes into play. By the age of 31, I had gone back to school at Northeastern Illinois University. I was a part-time student and a stay-at-home mother of two, studying for a degree in elementary education. But it was a constant struggle, especially when it came to math. Pre-algebra, for instance, was one of three math courses that I had to pass before I was eligible to take college math—but it would not earn me any credits toward graduation. I also struggled to pay for books since my loan did not cover them and my husband's income was barely enough to cover the family expenses.

That same year, I was a parent volunteer at my son's CPS preschool. An assistant preschool teacher there told me about a program called Grow Your Own Teachers that could help me. The program was for parent volunteers and school paraprofessionals who wanted to get a degree in elementary education at Northeastern Illinois, where I was already enrolled. I applied and got in.

I became a full-time student, attending year-round. During the summer, I took four classes—the maximum number of classes allowed. That was difficult because my husband worked and my children were out of school. On some occasions, my children would wait for me outside of my classroom in the study area. The professor knew I was a mom and did not object to my frequent breaks to check on my children.

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Other times, Grow Your Own Teachers provided child care and I was able to focus in the classroom.

Another hurdle was passing the Basic Skills Test. Now known as TAP or the Test of Academic Proficiency, it is one of three state tests that teachers have to pass before they can earn a teaching license. Grow Your Own Teachers provided me with a math tutor and test workshops. I finally passed the five-hour test on the second try.

Those were just a few of the many hurdles that Grow Your Own Teachers helped me to overcome.

After three and a half years, I graduated with honors from Northeastern Illinois University. One of the best moments in my life was having my mom watch me walk across the stage to receive my degree.

Understanding heritage, inspiring students


Today, I am proud to say that I am a kindergarten teacher at a low-income CPS school. Every day I go to my classroom ready to inspire my students. Most of them are amazed that my background is similar to theirs. For example, no one in our families has a college degree, our parents do not speak English and they were born in another country. The children get a kick out of the fact that I also secretly ate hot Cheetos for breakfast when I was young because my parents left early for work and they didn't have time to make breakfast.

During the 12 years that I attended CPS, I encountered very few minority teachers and no teachers with a Mexican background like me. I always wished for one. I felt that a teacher who shared my background would understand my heritage and would inspire me. Now, I can be that teacher who has a positive influence on the children I teach. Our common background provides me with tools and references that facilitate making connections. The other day, I read Gary Soto's "Too Many Tamales" to my students and they were excited to learn that my family also makes tamales for Christmas.

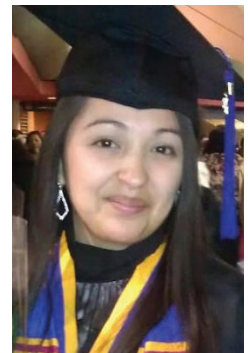
Every day I go to my classroom ready to inspire my students.

The hurdles that I had to overcome to earn my degree were few compared to my fellow Grow Your Own members. Some of them are working full-time or part-time and have been in the program and attending classes part-time for more than five years. One woman told me how she had to leave school temporarily to take care of a sick, elderly parent. Some have to cut back on their own studies so they can earn extra money to pay tuition for children who are starting college. I admire their resilience. Most participants stick with the program, working and studying hard and knowing that they will achieve their goal one day. To them I say, "Keep trying, because earning a college degree is worth it."

So many people around me now see me as a role model—my children, my family, my fellow Grow Your Own members, my students, my students' parents, my para-professional colleagues. I am only one of the many graduates who can inspire others like me.

It reminds me of a quote from Dr. Martin Luther King Jr. "Even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American Dream." 

Idalia Vasquez is a 2013 graduate of the Grow Your Own program and a CPS teacher. This article reprinted with permission from Catalyst Chicago, which can be found online at www.catalyst-chicago.org.



Delegates and Teacher Evaluation Liaisons Can Build Solidarity Around Evaluations

BY **JENNIFER JOHNSON**

As we prepare for contract negotiations, it is important that we enforce the current Chicago Board of Education/Chicago Teachers Union Article 39 (<http://contract.ctunet.com/article:623>) on “REACH” evaluation and get ready to fight for improvements in the next contract. To be able to win in negotiations, we must take time to get organized now.

Delegates with the support of their CTU Teacher Evaluation Liaisons should:

- » Encourage members to make sure that all have a personal email on file with the CTU Financial Office so that they receive the CTU monthly evaluation email directly.
- » Help “REACH”-evaluated members document procedural errors, especially those on the CTU Teacher Evaluation Grievance Checklist.
- » Show “REACH”-evaluated members how to consent to share their evaluation data with the CTU (<http://www.ctunet.com/yes>).
- » Model professional interaction with administrators to advocate for fairness and support in the evaluation process.
- » Regularly bring members’ teacher evaluation concerns to the Professional Problems Committee (PPC) and advocate for appropriate resolutions and best practices with the administration.
- » Use union meetings and communications to share currently available evaluation resources and help get

member questions answered.

- » Recruit “REACH”-evaluated members to be CTU Teacher Evaluation Liaisons (who are invited to trainings during the school year, including March delegate/leadership training).
- » Work with their PPC members and CTU Teacher Evaluation Liaisons to enact “Share. Advocate. Mentor.” (S.A.M.) strategies like surveys and study groups in their school.

When delegates model, share and lead these strategies with their colleagues, solidarity at the school increases and members feel more empowered.

For instructions on how to consent to share your evaluation data with the CTU, to view resources such as the CTU Evaluation Grievance Checklist, and to access the archive of monthly teacher evaluation email updates, visit the Teacher Evaluation page on the CTU website at <http://www.ctunet.com/rights-at-work/teacher-evaluation>.


To read the January 2014 Chicago Union Teacher magazine article about enacting “Share. Advocate. Mentor.” teacher evaluation study groups, written by two high school union delegates, visit http://www.ctunet.com/media/chicago-union-teacher/downloadable-pdf/CUT_2014_01_web.pdf.

To learn about “Share. Advocate. Mentor.” success stories related to evaluation, read the February 2015 Chicago Union Teacher magazine article at <http://www.ctunet.com/media/chicago-union-teacher/downloadable-pdf/>

[CUT-Feb-2015-FINAL-web.pdf](#).

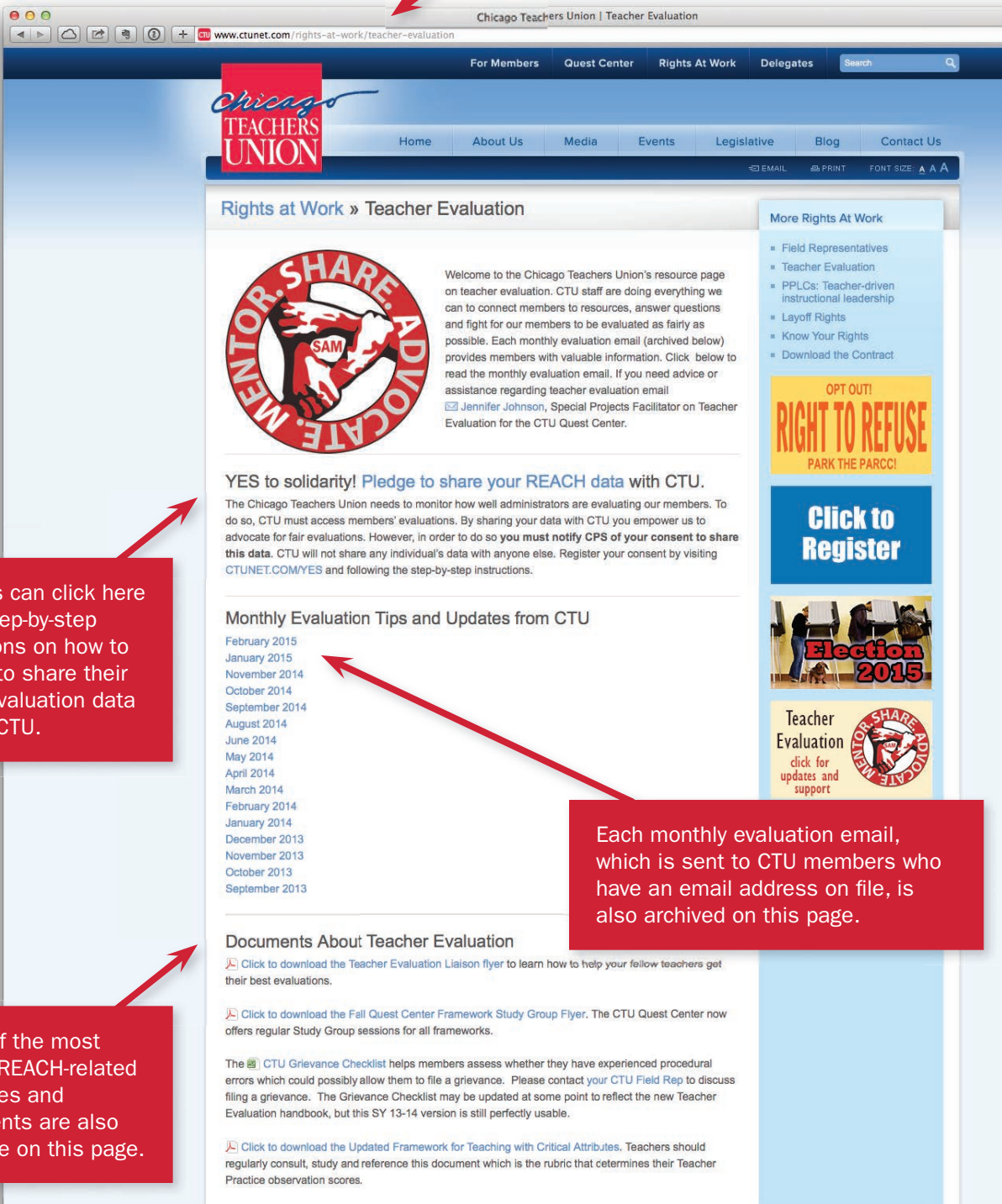
For tips and information about the following topics, go to the Teacher Evaluation page on the CTU website (<http://www.ctunet.com/rights-at-work/teacher-evaluation>) and click on the email from that month.

- » Pre-Observation Conference Tips—September 2013
- » Post-Observation Conference Tips—October 2013
- » Ideas for Collaboration with your colleagues—November 2013
- » How to Use an Addendum (now available for Arts, SPED, PE, ELL, Pre-School)—December 2013
- » How to Unpack the Framework—January 2014
- » Working toward Distinguished—April 2014
- » End of Year Collaborative Planning—May 2014
- » Educators Eligible to be Observed on Multiple Frameworks—November 2014
- » Best Practices for Post-Observations—January 2015
- » Documenting Your Evaluation Process—January 2015

If you have questions about the evaluation process, reach out to your school’s Teacher Evaluation Liaison or your CTU field representative. To find your CTU field rep, type in the name of your school here <http://www.ctunet.com/rights-at-work/field-rep-lookup>. 

Jennifer Johnson is the CTU Quest Center Facilitator.

The CTU web site has an entire page dedicated to resources and support for REACH-evaluated members.



Members can click here to see step-by-step instructions on how to consent to share their REACH evaluation data with the CTU.

Each monthly evaluation email, which is sent to CTU members who have an email address on file, is also archived on this page.

Some of the most helpful REACH-related resources and documents are also available on this page.

Stupidity and Value-Added Models

BY GREGORY MICHIE

My 8th graders were discussing a documentary film on the representation of Latinos in the media when our conversation veered to the topic of standardized testing. I don't remember how it came up exactly, but if you're a teacher or student in a Chicago school, testing is always lurking close by.

"The MAP test doesn't even test us on what we're actually learning in class," one student protested. After a couple others voiced critiques of their own, I told them that their scores on the MAP—a computer-based test known more formally as Measures of Academic Progress—would nonetheless be used to grade their teachers as part of Chicago Public Schools' new "value-added" system of evaluation.

"But wait, what if you don't teach reading or math?" a student asked, aware that the MAP only assesses those two subjects.

"Then they base your evaluation on the average reading scores of the entire school," I said. "That's how I'll be evaluated." Around the room, faces twisted in confusion.

"But you don't even teach reading or math!" someone said. And then several, almost in unison: "That's stupid!" Leave it to young people to see through the insanity of current education policy in a matter of minutes.

My 8th graders' spot-on analysis that day reminded me of Herb Kohl's prescient 2003 book, *Stupidity and Tears: Teaching and Learning in Troubled Times*. The stupidity in Kohl's title referred to education policies that were then just kicking into high gear—policies that valued compliance over



creativity, sapped the joy from classrooms, and had "the consequence of perpetuating ignorance, keeping poor, defiant, marginalized youth 'in their place.'" The tears were the byproduct of such policies: those of teachers following ridiculous mandates against their better judgment, or of students subjected to the constraints of a scripted, seemingly irrelevant curriculum.

A decade later, things have only gotten stupider, and the widespread embrace of value-added models (VAM) for purposes of teacher evaluation is one of the most obvious pieces of evidence. The complex statistical calculations used in value-added formulas are supposed to isolate a teacher's impact on her students' growth—as measured, of course, by gains on standardized test scores. But there's no convincing research to show that value-added models have done anything to help teachers improve or kids learn, and growing evidence shows them to be wildly inaccurate and erratic.

An April 2014 statement on VAMs by the American Statistical Association noted that they "typically measure correlation, not causation," and that effects "attributed to a teacher may actually be caused by other factors that are not captured in the model." The ASA added, "VAM scores themselves have large standard errors, even when calculated using several years of data. These large standard errors make rankings [of teachers] unstable, even under the best scenarios for modeling."

Anecdotal evidence tells much the same story. Maribeth Whitehouse, a Bronx special education teacher who scored in the 99th percentile—better than nearly all other teachers in New York City—on the 2012 value-added Teacher Data Reports, told the New York Times' Michael Winerip that the data were "nonsense," and wrote a letter with other high-scoring teachers in protest of their use.

Chicago Public Schools started using VAM as part

▶
Gregory Michie
during the
2012 Chicago
Teachers
Union strike.

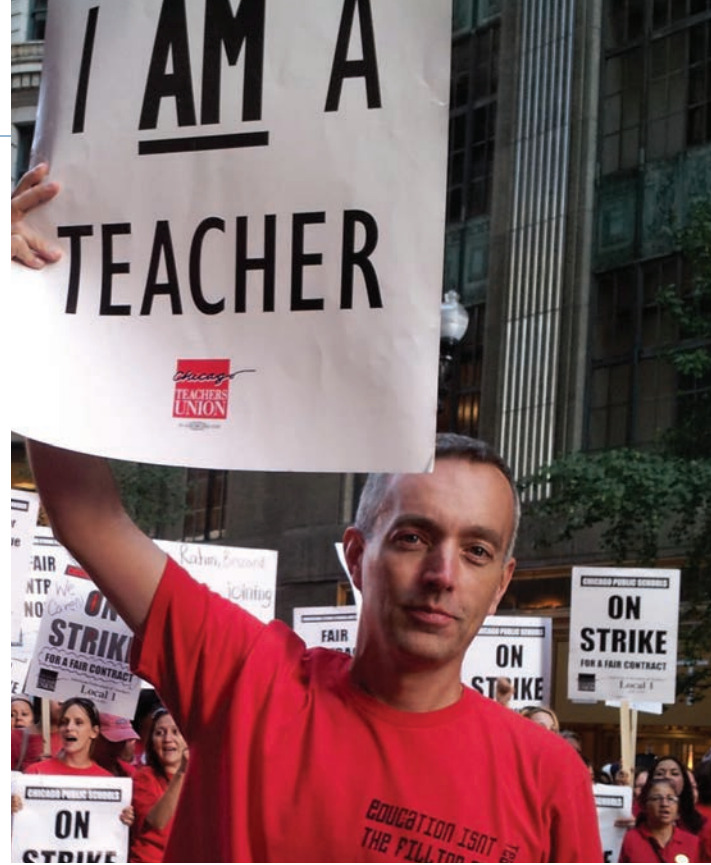
The complex statistical calculations used in value-added formulas are supposed to isolate a teacher's impact on her students' growth—as measured, of course, by gains on standardized test scores.

of its teacher evaluation system in 2012-13—my first year back in the classroom after twelve years as a teacher educator. I was fortunate to join a team of talented and experienced 7th and 8th grade teachers, each of whom, in my view, did remarkable work with our kids. I tried hard that year to pull my share of the load—getting to know my students, developing challenging curriculum, and doing my best to plan lessons that were engaging and meaningful. Of course, I sometimes fell short of those aims, but looking back at the end of the year, I didn't question my focus or my effort.

But when VAM ratings were released the next fall, they painted a different picture. My value-added metric was a -0.79 . At the time, I didn't know exactly what that meant, but I knew the negative sign in front of the number wasn't good.

My colleagues' ratings weren't much better. In fact, our entire team—with a combined 85 years of experience in Chicago classrooms and former students who had gone on to become lawyers, medical doctors, social workers, and community activists—had negative value-added scores. What that meant was that, according to the VAM calculations, each of us had made a negative difference in our students' growth compared to what an "average" teacher might have achieved. Our students learned less because they had us as teachers.

Even if you know it's all a bunch of number-crunching craziness, even as you realize that the



margin of error is almost the same size as your value-added rating, it's still demoralizing. And the assumptions that accompany VAM are maddening: That good teaching can be neatly and precisely quantified. That the depth and breadth of a teacher's work can be captured by student test scores. That cultural connections between a teacher and student are irrelevant. That a mathematical formula, no matter how complex, can grasp the impact of poverty or inadequate housing or exposure to gun violence on the educational life of a child.

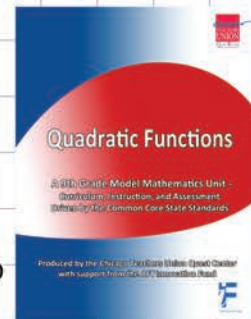
The day after we received our value-added ratings, I arrived at school nearly an hour early. One of my colleagues, Cudberto Esparza, was already in his classroom, as he is every morning without fail, ready to provide extra tutoring for students who need it. Sometimes one or two kids show up; others days it's six or seven. Each of them will gladly tell you how much value Mr. Esparza adds to their lives. And they won't need any convoluted calculations to do it. [CTU](#)

Gregory Michie is a public school teacher in Chicago and Senior Research Associate at the Center for Policy Studies and Social Justice at Concordia University Chicago. This article was adapted with permission of Teachers College Press from the forthcoming book, "Worth Striking For: Why Education Policy is Every Teacher's Concern (Lessons from Chicago)," by Isabel Nuñez, Gregory Michie, and Pamela Konkol. Copyright © 2015 by Teachers College, Columbia University. All rights reserved.

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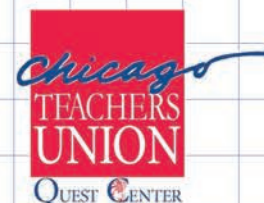
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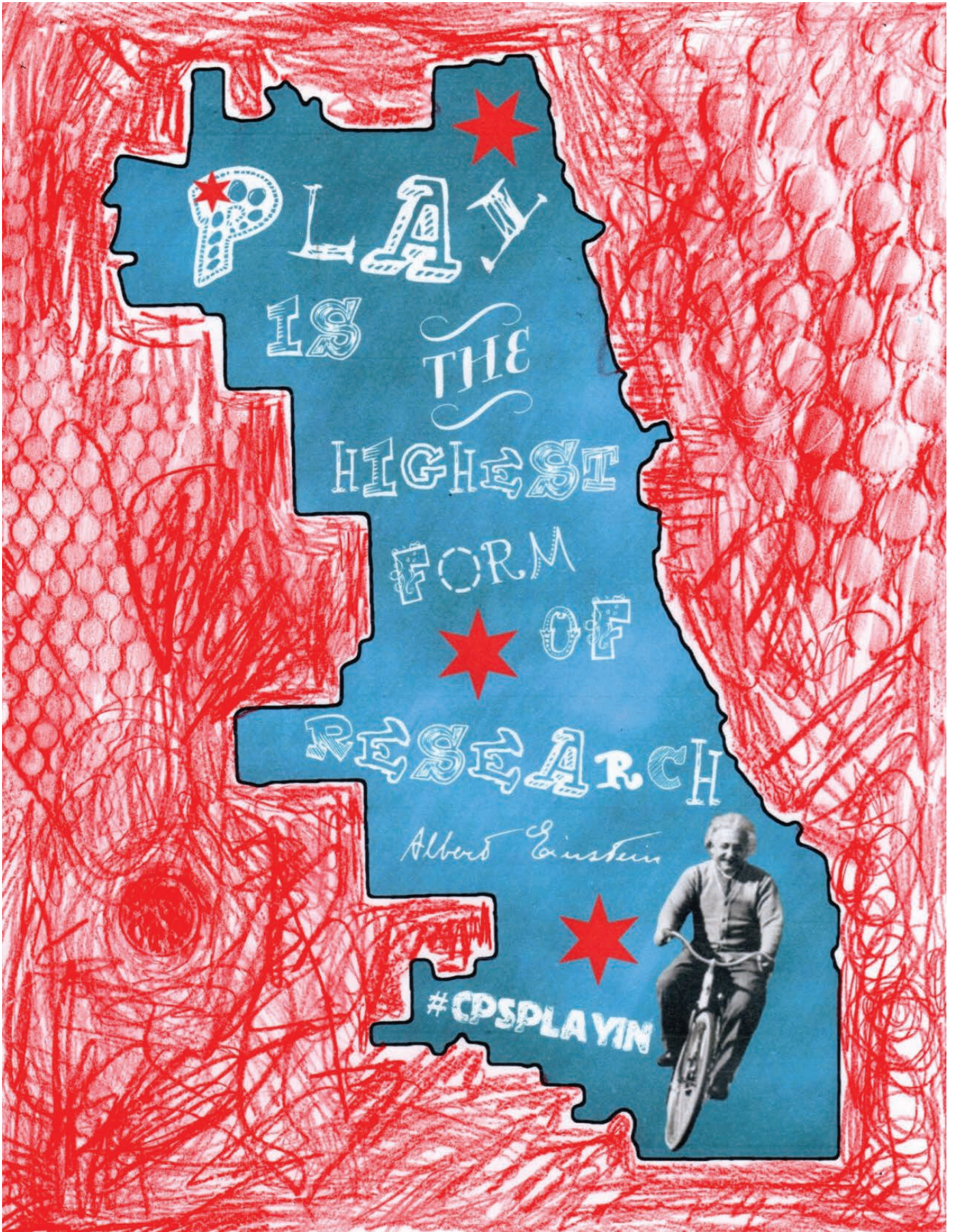


Illustration: Ellen Gradman



CTU President Karen Lewis and author, lawyer and activist Tom Geoghegan at Feb. 5 “Only One Thing Can Save Us” book signing and discussion at the CTU office.

Photo credit: Nathan Goldbaum

Only One Thing Can Save Us

BY JACKSON POTTER

In his new book, “Only One Thing Can Save Us” (The New Press, 2011), famous labor attorney and occasional Chicago Teachers Union lawyer Tom Geoghegan, makes some waves. He also covers a lot of ground dealing with the weakness of the American labor movement; the advantages of German worker structures in which they can vote on corporate boards; the inability of our Democratic party to represent the mass of working men and women who are struggling with low wages and ineffective labor laws; regulating out of control corporations; the 2012 CTU strike; and the struggle to fight unlawful terminations and racist school closings.

For Geoghegan, the CTU strike and the Fight for \$15 minimum wage movement are just the medicine the doctor ordered for what ails the labor

movement. These political strikes take on corporate Democrats and unabashedly draw attention to the stark inequities in our society. Geoghegan credits the CTU for exposing the fallacy of attacks on teachers and raising the key problem of child poverty as being the real driver of educational inequality.

One of my favorite parts of the book is Chapter Seven, “Why Demoralize Our Base?” in which Geoghegan talks about the mythology of a “college for all” focus by politicians and pundits. The CTU has been saying for a long while that Mayor Rahm Emanuel’s push for Science, Technology, Engineering and Math (STEM) education programs and computer classes as being the way to full-time employment are a big lie since there are so few jobs to support all the graduates. A quick look at the federal Bureau of Labor Statistics shows that up

through 2022, the major job growth in America will occur in extractive industries, health-care and the service sector, not STEM occupations.

Although the book has many good points, Geoghegan skates on thin ice in a number of his proposals. His suggestion that big labor unilaterally disarm and give away its right to exclusive bargaining over a group of workers, and only represent the most dedicated unionists—essentially conceding “right to work” status—is likely naïve. With Governor Bruce Rauner sharpening his knives in Illinois, we will have to fight like crazy to maintain the rights that our predecessors fought hard to obtain. The problem isn’t that workers cannot reach majority to unionize in most places, the problem is that employers retaliate, fire people indiscriminately and workers have little recourse to make them pay a price. People like Emanuel, Rauner, the

**ONLY
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*Why America Needs a New Kind
of Labor Movement*

THOMAS GEOGHEGAN

A Chance to Make History

BY **KIMBERLY GOLDBAUM**

My sweet father thought he was doing a good thing by giving me an inspirational book he saved from a heap in a thrift store: “A Chance to Make History” (PublicAffairs, 2011), by Wendy Kopp, founder of Teach for America (TFA). Had I not said, “Thank you,” and taken the gift, there would have been hurt feelings. I decided to go ahead and read the book, even though I am not pro-TFA. I’ve read research and I know TFA’s spin: create a corps of new college graduates from some of the more renowned universities by getting them to commit two years of their lives to teaching in poorer districts. The graduates will get a karmic jolt and the students in poor districts will benefit from the innovation of youthful, unjaded, highly educated teachers who are assumed to be excellent teachers just from having come from top schools with knowledge of a content field and a summer course in how to teach. The old “hoi-polloi rubbing elbows with her betters” turns Eliza Doolittle into a Lady.

But I wanted to see what the book had to say.

The book reads like the Who’s Who of privatization with the hyperbole of a slick advertisement. Each friend-with-a-mission and charter school group Kopp knows with the rarified dream of touching students is chronicled here. They have engaging lessons. Every single student doesn’t want to leave the classroom; they are so focused on instruction. The TFAers stay late and arrive early. They believe “you can do it,” as if no one on earth ever said that to students before. In this world, all the administrators are proper managers who build their staff capacity by insisting on transformative leadership, interfacing

with data, and holding high expectations. None of this happens with public school teachers because “I don’t see such a focus on recruiting and developing great people in less successful schools,” Kopp says on page 58—less successful schools being public ones that serve poor communities. From her observations of teachers, she has seen “transformational results...by someone who started off as an extremely successful teacher” (p. 152). Here, she ignores sound educational psychology and grounded pedagogic theory. We know that no teacher starts off extremely successful. S/he must develop into that, with the

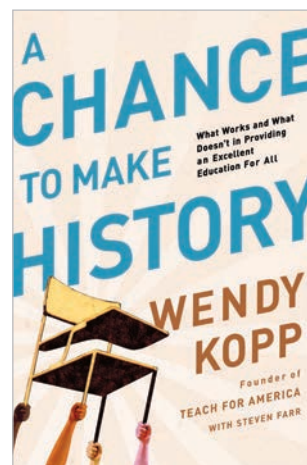
While no one derides the importance of excellent teachers, the truth is that it takes a village to raise a child.

Koch Brothers and Wisconsin Governor Scott Walker will not be satisfied by just becoming “right to work,” where workers can opt out of paying union dues. They will not stop until we are prohibited from joining unions.

It’s also ironic that Geoghegan extols the virtues of Germany over and over again, when it is the primary antagonist to workers in the European Union. Germany is the main architect of an austerity policy that has devastated the livelihoods of millions in Spain, Portugal and Greece. We may want to look elsewhere for our inspiration.

Geoghegan’s observations about the historic CTU strike are entertaining and will spark your memory about that proud moment. The book is worth reading for his provocative ideas and the telling of our story from the perspective of a great ally. **CTU**

Jackson Potter is the CTU Staff Coordinator.



proper resources and supports, just like students.

Kopp lists tens of schools that she visits, most being charter schools with impressive, transformative leadership, energetic staff and students doing...school stuff! The students are on playgrounds and in the hallways with unbridled happiness. They have renewed their joy because they are not stuck in that local public school with the bad teachers. Their teachers work within incubation programs, producing amazing results by leaps and bounds, says Kopp, as she and her supporters downplay the fact that the predecessors of any teacher came from the same colleges and universities with accredited teaching programs involving the fuller mentoring aspect of student teaching, with an idea towards professional permanence and stability for students.

Kopp also ignores research about the controversies surrounding the results of TFA-staffed schools, which are mixed and inconclusive. In a claim that the Yes College Preparatory School graduates all students and that 82 percent of its graduates are enrolled in college, she cites the source of the claim as Yes College Prep's business plan, which is "in the hands of the author." This is not to say that the figures are incorrect; merely, that concrete evidence from an independent source is slightly more credible than a business plan of an incorporated body.

Public school teachers have this success each year. Kopp, the Knowledge is Power Program (KIPP) charters and all the other corporate reformers of education act like they've stumbled upon the philosopher's stone of teaching; their "alumni" and employees corner the marketplace with sound practices and superhuman commitment. In her writing, I see no evidence of anything unique that her listed teachers accomplish. Educators try the best practices of guidance and instruction daily! And of course students love their TFA teachers, because for the most part the world's children love their teachers—period.

Kopp trumps all the arguments about poverty through abnegation: One excellent teacher can override the effects of poverty. While no one derides the importance of excellent teachers, the truth is that it takes a

Changing a system in which the ruling class keeps us bogged down with bureaucracy so their corporations can make money off of the lack of capacity, no matter who is in charge, is something education reformers like Wendy Kopp don't want to tackle.

village to raise a child. Kopp proclaims school policies should be changed, and perhaps her voice would be better used if she fought for sane policies. But like most education reformers, her market-based idea of success is accountability measured through test scores, the rapidity with which TFA recruits are trained and put in the classrooms, how long a teacher works during the day to prove her commitment and the low bar of keeping TFAers around for two years to build their resumes—after which, most leave their school systems. Two years and you're out does not equal success.

In the beginning of the book, she tries to cover her agenda by saying that it's not about destroying teachers' unions, which is wrongheaded. Toward the end of her book, Kopp trots out that old lie, "Where union regulations are an impediment to moving ineffective people out," somehow, districts should come up with other ideas to remove them while protecting teachers' rights (p. 152). This is another attempt by Kopp to reinvent the wheel, when unions and districts do this already. There has always been a way to remove ineffective teachers, and many school leaders have used the "bad union" trope to abrogate their responsibility in building an effective, cohesive and competent staff because they don't know how.

Teacher quality, human capital (an objectionable term) and even unions are the bogey because they're



easily controlled or attacked. Changing a system in which the ruling class keeps us bogged down with bureaucracy so their corporations can make money off of the lack of capacity, no matter who is in charge, is something education reformers like Wendy Kopp don't want to tackle. It is this transformational truth—not the veneer of reformation—which is inspiring. It is one of the reasons our union (i.e., us) advocates in our buildings for the conditions we need in which to develop and see our children grow.

So I'm writing the piece that Wendy Kopp didn't write. If you want inspiration, read the works of Lois Weiner, Lisa Delpit, Gloria Ladson-Billings or Greg Michie; the research of Julian Vázquez Heilig; the blogs of Michelle Gunderson or Katie Osgood; or look at the work of millions of education workers and researchers. Try reading the non-salvation stories "My Posse Don't Do Homework" by Louanne Johnson and Frank McCourt's "Teacher Man." Don't settle for TFA's Oscar-night list of thank-yous. Transformation happens from the inside, out. It cannot be imposed on someone. There is no Superman in the classroom, so quit waiting. There are other elements in the classroom to fight for and to win: community, family, teacher and student. These are the real determiners of who has a chance to make history. **CTU**

Kimberly Goldbaum is a teacher at Seward Elementary.

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Risking Public Money: Illinois Charter School Fraud

BY **THE CENTER FOR POPULAR
DEMOCRACY AND ACTION NOW**

In 2010, fourteen years after Illinois passed its charter school law, the U.S. Department of Education raised a red flag about the state's oversight of fiscal controls at its charter schools, finding that the state "has no system in place for monitoring [charter schools]." Four years later, this problem continues. To date, \$13.1 million in fraud by charter school officials has been uncovered in Illinois. Because of the lack of transparency and necessary oversight, total fraud is estimated at \$27.7 million in 2014 alone. Our research uncovered three fundamental flaws with the state's oversight of charter schools:

- » **Oversight depends heavily on self-reporting by charter schools, or by whistleblowers.** Illinois oversight agencies rely almost entirely on complaints from whistleblowers and audits paid for by charter operators. Both methods are important to uncover fraud; however, neither is a systematic approach to fraud detection, nor are they effective in fraud prevention.
- » **General auditing techniques alone do not uncover fraud.** The audits commissioned by the charters and provided to Illinois oversight agencies use general auditing techniques, not those specifically designed to uncover fraud. The current processes may expose inaccuracies or inefficiencies; however, without audits targeted at uncovering financial fraud, state and local agencies will

rarely be able to detect fraud without a whistleblower.

- » **Adequate staffing is necessary to detect and eliminate fraud.** We found evidence that the government agencies tasked with investigating fraud are severely understaffed, which is prohibitive to conducting high quality, time-intensive audits of any type.

We propose the following targeted reforms of the existing oversight structure to remedy these flaws:

Mandate Audits Designed to Detect and Prevent Fraud

Charter schools should institute an internal fraud risk management program, including an annual fraud risk assessment and audits that specifically investigate high-risk areas;

- » Charter schools should commission audits of internal controls over financial reporting that are integrated with an audit of financial statements;
- » Existing oversight bodies should perform targeted fraud audits focused on areas of risk or weakness through the annual fraud risk assessments; and
- » Auditing teams should include members certified in Financial Forensics trained to detect fraud.

Increase Transparency & Accountability

- » All annual audits and fraud risk assessments should be posted on the websites of charter

Despite the possibility of almost \$30 million lost to fraud in the last year alone, charter schools continue to experience unprecedented growth.



school authorizers, typically the local school system;

- » Charter authorizers should create a system to categorize and rank charter audits by fraud risk levels to facilitate transparency and public engagement;
- » Charter schools should voluntarily make the findings of their internal assessments public;
- » Charter school authorizers should perform comprehensive reviews once every three years;
- » The Attorney General's office should conduct a review of all charter schools in Illinois to identify inadequate school oversight by boards of directors or executives and publicize the findings; and
- » The state should impose a moratorium on new charter schools until the state oversight system is adequately reformed.

Despite the possibility of almost \$30 million lost to fraud in the last year alone, charter schools continue to experience unprecedented growth. Since

2003, charter school enrollment in Illinois has grown by 680 percent. Illinois students, their families, and taxpayers cannot afford to lose a dollar more in public funds as a result of fraud, misspending, or misdirection within the charter school system. The reforms proposed herein require a smart investment and a commitment to the future of Illinois' youth and all its communities. [CTU](#)

This is the executive summary from the January 2015 report, "Risking Public Money: Illinois Charter School Fraud," published by the Center for Public Democracy and Action Now. The full report can be found at http://populardemocracy.org/sites/default/files/Charter-Schools-Illinois-Report_rev3a.pdf.



AL1 AUSTIN-NORTH LAWDALE ELEMENTARY Anderson, Grace A.; Proctor, Laurel; Williams, Nancy J. / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Buchanan, Latasha B.; Killingsworth, Yvette E.; Doyle, Jacqueline L. / **BP1 BURNHAM PARK ELEMENTARY** Shepherd, Yvette C. / **BP2 BURNHAM PARK ELEMENTARY** Jefferson, Joyce M.; Hegwood, Catherine; Reynolds, Dionne L. / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** Repta, Jennifer A.; Sharp, Daisy L.; Ward, Lorna R.; Threlkeld, Selena M. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Roche, Christine M.; Adeleke, Aredia L.; Jarrell, Ashley N.; Williams, Samantha / **FR1 FULLERTON ELEMENTARY** Padilla, Maria; Muhlberger, Mireya; Eckerman, Shelley L.; Milano, Dena M. / **FR2 FULLERTON ELEMENTARY** Bruehl, Steven C.; Flynn, Christine A.; Nguyen, Triet M. / **FL1 FULTON ELEMENTARY** Maurello, Rosemary S. / **FL2 FULTON ELEMENTARY** Jones, Shaleka; Lawson, Donielle C.; Otero, Edna E.; Shimkos, Karina M.; Carlson, Julie A. / **FSS FAR SOUTH SIDE HIGH SCHOOL** Dervin, Evajamania V.; Pincham, Robert E.; Arredondo, David / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Hudson, Jessie J.; Moreno, Claudia I.; Metzger, Suzanne M. / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Watson, Joyce / **LC1 LAKE CALUMET ELEMENTARY** Melton, Wilene M.; Dowd, Darnell A.; Kallianis, Patricia L. / **LC2 LAKE CALUMET ELEMENTARY** Hernandez, Nancy / **ME1 MIDWAY ELEMENTARY** Pearson, Samuel I.; Hester, Kamau L. / **ME2 MIDWAY ELEMENTARY** McKay, Megan J.; Contreras-Espinoza, Jose A.; Gordon, Megan M.; Krzak, Jennifer L.; Anderson, Eric E. / **NW1 NORTH-NORTHWEST SIDE H.S.** Archambault, Kelly A.; Wasowski, Robert A.; Meegan, Timothy S.; Gryglak, Emma E.; Maeda, Ann T.; Schmidt, Sharon M.; Sloan, James / **NW2 NORTH-NORTHWEST SIDE H.S.** Diamond, Amy M.; Hudson, Matthew E.; King, Elizabeth M.; Mead, Thomas C.; O'Shea, Mary Rose; Boatman, Wendy M.; Flanagan, Eleanor D. / **OH1 O'HARE ELEMENTARY** Habetler, Deidre; Tsatsos, Mary G.; Blaszczyk, Diane L.; Hill, Donna A. / **OH2 O'HARE ELEMENTARY** Buen, Lorelei G.; Cantu, Lisa A.; Davidson, Susan K.; Reyes, Julia A.; Medina-Correa, Naomi C.; Kurzydlo, Vicki

L.; Bischoff, Scott J.; Coleman, Pamela A.; Woods, Unique L. / **PE1 PERSHING ELEMENTARY** All Present / **PE2 PERSHING ELEMENTARY** Ferrin, Nicole M.; Koclanis, Susan K.; Ferro, Victoria A. / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** Rentz, Kathleen M.; Toman, John A.; Salazar-Bolda, Magdalena; Malas, Kathleen M. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Ma, Amy; Lohitsa, Sushma S. / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Demeros, Aspasia A.; Lancaster, Elizabeth R.; Loudin, Robert B. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Fitzsimons, Cathleen A.; Wiltse, Nora S.; Bruno, Elda; Soto, Karen J. / **R11 ROCK ISLAND ELEMENTARY** All Present / **R12 ROCK ISLAND ELEMENTARY** No delegates to be seated as of yet. / **SK1 SKYWAY ELEMENTARY** Rudin, Lisa H.; Clarke, Ernestine; President-Brown Chapman, Rochelle M.; Simpson, Allyson L.; Walker, Helen Y. / **SK2 SKYWAY ELEMENTARY** Brown-Murray, Adrienne J.; Jancaric, Lucille A. / **SSH SOUTH SIDE H.S.** Silverman, Amy B.; Grigsby, Lacy B.; McGee, Keva A.; Lucchesi, Lauren; Goodman, Samantha J. / **SW1 SOUTHWEST SIDE H.S.** Brode, Amanda A.; Doherty, Kenneth G. / **SW2 SOUTHWEST SIDE H.S.** Gonzalez-Reyes, Efrain F.; Spee, Leah M.; Harris, Shelly / **WS1 WEST SIDE H.S.** Seale, Jodi J.; Aliabadi, Habibollah; Robinovitz, Isaac W.; Fernandez, Alexander / **WS2 WEST SIDE H.S.** Dudley, John B.; Rice, Scott / **CITY-WIDE CAREER SERVICE** Bullocks, Latonya N.; Hampton, Vermie L.; Henry, Kimberly; Higgins, Gloria E.; Sanders, Vickie; Watson, Kimberly A.; Wright, Valarie A.; Davis, Barbara J.; Fells, Denise M.; Gaither, Arttice S.; Spivey-Brown, Cheryl E.; Berglind, Toni M.; Ford-Kendrick, Onna L.; Hathaway, Ida M. / **CITY-WIDE** Ahmad, Huma A.; Clam, Matthew C.; Guzman, Elaine T.; Ong, Jantra; Penn, Emily M.; Rodriguez, Lourdes; Schechtman, Judith B.; Shanley, Kirstie J.; Foley, Mary E.; Heath, Howard L.; Knudstrup, Karen A.; Lamme, William R.; Margotte, Glory A.; Scott, Cecelia D.; Socoloff, Miriam A.

Delegates Not Present

HOUSE OF DELEGATES MEETING

Wednesday,
February 4, 2015

In memory of...

2014

January 19 **Jean V. O'Brien**, Burbank
October 9 **Ramona Calderon**, Clemente Comm Acad.
November 6 **Elmus M. Norris**, Phillips HS
November 29 **Bernice J. Miller**, Washington
December 2 **Maxine Lowe**, Tilden
December 9 **Thomas Ralph Koran**, Von Steuben Metro
December 14 **Harry Tomaras**, Simeon HS
December 16 **Mamie H. Jones**, Jensen
December 17 **Mariellen J. O'Callaghan**, Stewart
December 19 **Norma E. Hyson**, Edison Gifted
December 20 **Darletta Domingo**, Nobel
December 21 **Thomas S. McAloon**, Penn
December 22 **Edgar H. Craig**, Melody
December 22 **Julia G. Merkin**, Melody
December 28 **Josephine Strba**, Dever
December 29 **Carolyn Thera Conrad**, Sub
December 29 **Effie M. Washington**, Goudy Elem
December 30 **John W. Jankowski**, Bogan HS
December 31 **James R. Gemskie**, Amundsen HS

January 7 **Vera D. Wilcox**, Sayre Lang Acad
January 8 **Jessie B. Edmond**, Carrol
January 8 **Eva C. Rousseau**, Shakespeare
January 8 **Norbert Zook**, Tilden HS
January 8 **Frank Zygmunt**
January 9 **Elizabeth A. Hand**, Harte
January 9 **Nancy L. Triblet**, Harvard
January 10 **Abraham Chavez**, Burns Elem
January 10 **Anna Garcia Berlanga**, Kennedy HS
January 10 **Patricia H. Haynes**, Monroe
January 10 **Lenore M. Jensen**, Burnside
January 10 **Etha C. Lewis**, Bouchet Acad.
January 10 **Alice Taylor**, Audubon
January 11 **Fannie H. Talley**, Oglesby
January 11 **Joan Wilson-Epps**, Mollison
January 12 **Sandee M. Grossman**, Stewart
January 12 **Irene Hock**, Hay Comm Acad
January 12 **Carol Jean Katzberger**, Kellogg
January 12 **Mary V. Novakovic**, Cooper Primary-Int.
January 13 **William C. White**, Sullivan HS
January 14 **James R. Knight**, Curie HS
January 14 **Herbert Parker**, Westinghouse HS
January 15 **George Capulos**, Clemente Comm Acad.
January 15 **Betty J. Marse**, Lake View HS
January 15 **Mattie A. Williams**, Central Office
January 17 **Hattie D. Brown**, Abbott
January 17 **Florence F. Dane**, Spalding HS
January 18 **Marie P. Dwyer**, Stock
January 18 **Annie L. Gray**, Attucks
January 19 **James Arthur Nicholson**, Simpson Acad.
January 21 **Harriet G. Kremen**, Austin HS
January 21 **Mary Lou McCloskey**, Schubert
January 21 **Shirley Youngberg**, Lemoyne
January 22 **Alice E. Jones**, Woodson North
January 23 **Laverne M. Brett**, Bowen HS
January 25 **Barbara E. Flaws**, Coles
January 26 **Barbara G. Schwenk**, Delano
January 27 **Patricia C. Potter**, Price
January 29 **Cassandra Crawford-Cain**, Swift

2015

January 1 **Joseph Edwards**, Taft HS
January 2 **Rosalie L. Maibenco**, Crane HS
January 2 **James D. Pasterski**, Senn HS
January 2 **Ann W. Turner**, Doolittle East
January 3 **Regina M. Brady**, Gershwin
January 3 **Lynn D. Clauson**, Senn HS
January 3 **Johnnye Vinson-Romero**, Holmes
January 5 **Jacquelyne J. Mooney**, Carroll
January 5 **Arlene A. O'Brien**, Hay
January 5 **Martha J. Steen**, Carver HS

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